

Thiagarajar College

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



Thirty Eighth Academic Council Meeting

Department of English

Dr. Rm. Murugappan
Dean – Curriculum Development

B.A. English

Programme Code - UEN

THIAGARAJAR COLLEGE, MADURAI – 9.
(Re-Accredited with ‘A’ Grade by NAAC)
Curriculum structure for
B.Sc., CS, IT & BCA BBA & B.Com
(For those who joined in 2019 and after)

| Catergory | Course | No.of Courses /paper | Credit Distribution | Hrs/ Week | Total Credits |
|-----------|---|--|---------------------|-----------|---------------|
| Part I | Tamil | 2 | 3 | - | 06 |
| Part II | English | 2 | 3 | - | 06 |
| | | Sub Total | | | 12 |
| Part III | Core | - | - | - | 84 |
| | Elective –Main | 2 | 5 | - | 10 |
| | Elective – Generic | 2+2 | 5 | - | 20 |
| | | Sub Total | | | 114 |
| Part IV | AECC I &II Sem | I sem EVS II Sem .Prof.Skill Development | 2 | 4 | 04 |
| | NME III & V Sem Horizontal Migration | 2 | 2 | 8 | 08 |
| | SEC IV & VI Sem Vertical Migration | 2 | | | |
| | Value Education V Sem | 1 | 1 | 2 | 01 |
| | | Sub Total | | 14 | 13 |
| | Total | | | | 139 |
| Part V | NCC (Army &Navy)/ PE/ NSS / Rotaract/ Quality Circle/ Library/ SSL/ Nature Club/Value Education/ YRC/WSC | | | | 01 |
| | Grand Total | | | | 140 |
| | Self-Study Paper (Optional)- -V Sem | | | 05 | 145 |

AECC – Ability Enhancement Compulsory Course
SEC – Skill Enhancement Course
NME – Non Major Elective

For Choice based credit system (CBCS)

- For NME every department offers two papers (one in each at III & V semester)
- For SEC every department offer three papers for each course (Sem IV & VI)
- For Major elective there may be an option for choice.

THIAGARAJAR COLLEGE, MADURAI – 9.**(Re-Accredited with 'A' Grade by NAAC)****Curriculum structure for****BA Tamil, English & Economics****B.Sc., Maths, Physics, Chemistry, Botany, Biotechnology Microbiology and Psychology****(For those who joined in 2019 and after)**

| Catergory | Course | No.of Courses /paper | Credit Distribution | Hrs/ Week | Total Credits |
|-----------|---|---|---------------------|-----------|---------------|
| Part I | Tamil | 4 | 3 | 12+12 | 12 |
| Part II | English | 4 | 3 | 12+12 | 12 |
| | | Sub Total | | 48 | 24 |
| Part III | Core | | | 72 +12 | 72 |
| | Elect –Main | 2 | 5 | 10 | 10 |
| | Elect – Generic | 2+2 | 5 | 24 | 20 |
| | | Sub Total | | 118 | 102 |
| Part IV | AECC I &II Sem | I sem EVS II Sem .Prof.Skill Development | 2 | 4 | 04 |
| | NME III & V Sem Horizontal Migration | 2 | 2 | 8 | 08 |
| | SEC IV & VI Sem Vertical Migration | 2 | | | |
| | Value Education V Sem | 1 | 1 | 2 | 1 |
| | | Sub Total | | 14 | 13 |
| | Total | | | | 139 |
| Part V | NCC (Army &Navy)/ PE/ NSS / Rotaract/ Quality/WSC Circle/ Library/ SSL/ Nature Club/Value Education/ YRC | | | | 1 |
| | Grand Total | | | | 140 |
| | Self-Study Paper (Optional)- -V Sem | | | 05 | 145 |

AECC – Ability Enhancement Compulsory Course

SEC – Skill Enhancement Course

NME – Non Major Elective

For Choice based credit system (CBCS)

- For NME every department offers two papers (one in each at III &V semester)
- For SEC every department offer three papers for each course (Sem IV & VI)
- For Major elective there may be an option for choice.

Programme outcome-PO (Aligned with Graduate Attributes)- Bachelor of Arts (BA)

Knowledge, Critical thinking and Development of solutions

Acquire a detailed knowledge and general understanding of the concepts and principles of selected areas of study in the core disciplines of humanities. Apply critical and analytical skills in the development of solutions to the problems arise within complex changing social contexts. Analyse, assess, interpret and develop innovative solutions on existing day-to-day ethnic, social and economic problems

Communication

Communicate effectively, articulate clearly and convincingly on the basic/advanced concepts in their discipline in written and oral form.

Computer Skills

Make use of electronic resources and ICT skills, including the online learning environment and research databases for communication and knowledge dissemination.

Ethics and Values

Apply an independent approach to knowledge that uses rigorous methods of inquiry and appropriate theories and methodologies that are applied with intellectual honesty and a respect for ethical values;

Lifelong Learning

Recognize the need and have the ability to engage in independent learning for continual development as a responsible citizen.

Team Work, Leadership and Employability Skills

Work effectively in groups to meet a shared goal with people whose disciplinary and cultural backgrounds differ from their own. Work with independence, self-reflection and creativity to meet goals and challenges in the workplace and personal life.

Vision:

To provide a holistic education that would empower our students with critical thinking, communicative competency, ethical reasoning, social responsibilities and employability.

Mission:

Sensitizing our learners to language, literature and life

THIAGARAJAR COLLEGE, MADURAI- 9
(Re-Accredited with 'A' Grade by NAAC)
DEPARTMENT OF ENGLISH
COURSE STRUCTURE – UG
(w.e.f. 2019 – 2020 batch onwards)
SEMESTER I

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|-----------------|----------|---------------------------|-------------------|---------|--------------------------|--------------|--------------|-------|
| Part I Tamil | U19TM11 | Ikkala Ilakkiyam | 6 | 3 | 90 | 25 | 75 | 100 |
| Part II English | U19EN11 | Communicative English – I | 6 | 3 | 90 | 25 | 75 | 100 |
| Core | UEN19C11 | Social History of England | 8 | 6 | 120 | 25 | 75 | 100 |
| | UEN19C12 | Applied Grammar | 8 | 5 | 120 | 25 | 75 | 100 |
| AECC 1 | U19ES11 | Environmental Studies | 2 | 2 | 30 | 15 | 35 | 50 |
| Total | | | 30 | 19 | | | | |

SEMESTER II

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|-----------------|-----------|--|-------------------|---------|--------------------------|--------------|--------------|-------|
| Part I Tamil | U19TM21 | Bhakthi Ilakkiyamum Sitrilakkiyamum | 6 | 3 | 90 | 25 | 75 | 100 |
| Part II English | U19EN21 | Communicative English – II | 6 | 3 | 90 | 25 | 75 | 100 |
| Core | UEN19C21 | Introduction to Literary Forms | 6 | 5 | 90 | 25 | 75 | 100 |
| | UEN19C22 | The Elizabethan Age | 6 | 5 | 90 | 25 | 75 | 100 |
| Elective | UEN19GE21 | Introduction to | 4 | 5 | 60 | 25 | 75 | 100 |

| | | | | | | | | |
|--------------------|-----------|--|----|----|----|----|----|----|
| Generic 1 | | Information & Communication Technology | | | | | | |
| Part – IV Elective | UEN19CE21 | Media Studies | 2 | 2 | 30 | 15 | 35 | 50 |
| Total | | | 30 | 23 | | | | |

SEMESTER – III

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|-----------------|-----------|--|-------------------|---------|--------------------------|--------------|--------------|-------|
| Part I Tamil | U19TM31 | Kappiyamum Puranamum | 6 | 3 | 90 | 25 | 75 | 100 |
| Part II English | U19EN31 | Communicative English – III | 6 | 3 | 90 | 25 | 75 | 100 |
| Core | UEN19C31 | The Puritan Age | 8 | 5 | 120 | 25 | 75 | 100 |
| | UEN19C32 | History of English Literature | 8 | 6 | 120 | 25 | 75 | 100 |
| NME-1 | UEN19NE31 | English for Competitive Examinations - 1 | 2 | 2 | 30 | 15 | 35 | 50 |
| Total | | | 30 | 19 | | | | |

SEMESTER – IV

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|-----------------|---------|----------------------------|-------------------|---------|--------------------------|--------------|--------------|-------|
| Part I Tamil | U19TM41 | Pandai Ilakkiyam | 6 | 3 | 90 | 25 | 75 | 100 |
| Part II English | U19EN41 | Communicative English - IV | 6 | 3 | 90 | 25 | 75 | 100 |

| | | | | | | | | |
|-----------------------|------------------------------|---|----|----|----|----|----|-----|
| Core | UEN19C 41 | The Augustan Age | 6 | 5 | 90 | 25 | 75 | 100 |
| | UEN19C 42 | The Romantic Age | 6 | 5 | 90 | 25 | 75 | 100 |
| Elective Generic 2 | UEN19G E2 | Theatre Arts | 4 | 5 | 60 | 25 | 75 | 100 |
| Part IV | UEN19S E41 (a) (b) (c) | A Course on Soft Skills/ Developing Writing Skills/Developing Lexicon Skills | 2 | 2 | 30 | 15 | 35 | 50 |
| Total | | | 30 | 23 | | | | |

SEMESTER – V

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|-----------------------|---------------|---|-------------------------|---------|-----------------------------------|--------------------|--------------------|-------|
| Core | UEN19C 51 | Shakespeare | 6 | 5 | 105 | 25 | 75 | 100 |
| | UEN19C 52 | American Literature | 6 | 5 | 105 | 25 | 75 | 100 |
| | UEN19C 53 | English Language Teaching | 5 | 5 | 90 | 25 | 75 | 100 |
| Elective Main 1 | UEN19E C4 | Indian Writing in English | 5 | 5 | 90 | 25 | 75 | 100 |
| Elective Generic 3 | UEN19(E)5 | Women" s Writing | 4 | 5 | 90 | 25 | 75 | 100 |
| Part IV | UEN19N E51 | English for Competitive Examinations – II | 2 | 2 | 30 | 15 | 35 | 50 |
| Part - IV | U19VE51 | Value Education | 2 | 1 | 30 | 15 | 35 | 50 |
| Total | | | 30 | 28 | | | | |

SEMESTER – VI

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|--------------------|------------------------|--|-------------------|---------|--------------------------|--------------|--------------|-------|
| Core | UEN19C61 | The Victorian Age | 6 | 5 | 90 | 25 | 75 | 100 |
| | UEN19C62 | The Modern Age | 6 | 5 | 90 | 25 | 75 | 100 |
| Elective Main-1 | UEN19(E)6 | Introduction to Literary Criticism & Theory | 6 | 5 | 75 | 25 | 75 | 100 |
| Elective Main-2 | UEN19(E)7 | New Literatures in English | 5 | 5 | 75 | 25 | 75 | 100 |
| Elective Generic 4 | UEN19(E)8 | World Literature in Translation | 5 | 5 | 75 | 25 | 75 | 100 |
| Part IV | UEN19S E61 (a) (b) (c) | The Art of Public Speaking/Modern Rhetoric/The Technology of Speaking Skills | 2 | 2 | 30 | 15 | 35 | 50 |
| Total | | | 30 | 27 | | | | |
| Part-V | | | | 1 | | | | |
| Grand Total | | | 180 | 140 | | | | |

ME –Major English

EME –Elective Main English

EGE –Elective Generic English

AECC –Ability Enhancement Compulsory Course

VE –Value Education

SEC –Skill Enhancement Course

A) Consolidation of contact hours and credits: UG

| Semester | Contact Hrs/ Week | Credits |
|----------|----------------------|---------|
| I | 30 hrs | 19 |
| II | 30 hrs | 23 |
| III | 30 hrs | 19 |
| IV | 30 hrs | 23 |
| V | 30 hrs | 28 |
| VI | 30 hrs | 27 |
| Part - V | - | 1 |
| Total | 180 hrs | 140 |

B) Curriculum Credits: Part wise

| | | No. of Papers | Credits per Paper | Total Credits |
|---------------------------------------|------------------|---------------|----------------------|---------------|
| Part – I | Tamil | 4 | 3 | 12 |
| Part- II | English | 4 | 3 | 12 |
| Part - III | Core | 14 | 5/6 | 72 |
| | Elective Main | 2 | 5 | 10 |
| | Elective Generic | 4 | 5 | 20 |
| Part- IV | AECC | 2 | 2 | 4 |
| | NME | 2 | 2 | 4 |
| | SEC | 2 | 2 | 4 |
| | VE | 1 | 1 | 1 |
| Total | | 35 | - | 139 |
| Part – V (NSS/NCC/Physical Education) | | | | 1 |
| Grand Total | | | | 140 |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------------|----------|---|---|---|--------|
| UEN19C11 | Social History of England | Core 1 | 8 | - | - | 6 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | I | 25 | 75 | 100 |

Preamble:

The paper enables the students to get a comprehensive view of the English Social History from the age of Renaissance to the 1940s and facilitate them to relate to various movements of British Literature.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Familiarize with social and historical background of England | K1 |
| CO2 | Understand history of England from beginning to modern times | K1 |
| CO3 | Understand the changes in the life styles of the common people | K2 |
| CO4 | Realise the social movements with the history the kingdom | K2 |
| CO5 | Connect the social movements with the literary movements | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of Cos with Pos

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I

The Renaissance
The Reformation
Elizabethan Settlement
The Spanish Armada

Unit II

Colonization
Long Parliament
The Civil War
Commonwealth Government

Unit III

The Restoration
The Great Fire of London
The Glorious Revolution
Union of England and Scotland
Whig Oligarchy
American War of Independence
The Agrarian and Industrial Revolution

Unit IV

Scientific and Industrial Progress
The Reform Bills
Imperial Expansion

Unit V

The world wars
The Progress of Science and Technology
Irish Problem since 1920

Texts

1. Thilambal, T. Social History of England. Ennes Publications. 2011 Xavier, A.X. The Social History of England. S.Viswanathan (Printers and Publishers)Private, Limited.2009.

Book for Reference

Ashok, Padmaja. *The Social History of England*. Orient Blackswan, Chennai 2013

Course Designer

Mrs. Sasi Devi

Course Contents and Lecture Schedule

| | Topic | Hours | Method |
|-----|--|-------|---------|
| 1.1 | The Renaissance | 6 | Lecture |
| 1.2 | The Reformation | 6 | Lecture |
| 1.3 | Elizabethan Settlement | 6 | Lecture |
| 1.4 | The Spanish Armada | 6 | Lecture |
| 2.1 | Colonization | 6 | Lecture |
| 2.2 | Long Parliament | 6 | Lecture |
| 2.3 | The Civil War | 6 | Lecture |
| 2.4 | Commonwealth Government | 6 | Lecture |
| 3.1 | The Restoration | 4 | PPT |
| 3.2 | The Great Fire of London | 3 | PPT |
| 3.3 | The Glorious Revolution | 3 | PPT |
| 3.4 | Union of England and Scotland | 4 | PPT |
| 3.5 | Whig Oligarchy | 3 | PPT |
| 3.6 | American War of Independence | 3 | PPT |
| 3.7 | The Agrarian and Industrial Revolution | 4 | PPT |
| 4.1 | Scientific and Industrial Progress | 6 | G. D. |
| 4.2 | The Reform Bills | 6 | G. D. |
| 4.3 | Imperial Expansion | 6 | G. D. |
| 5.1 | The World Wars | 8 | Seminar |
| 5.2 | The Progress of Science and Technology | 8 | Seminar |
| 5.3 | Irish Problem Since 1920 | 8 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------|----------|---|---|---|--------|
| UEN19C12 | Applied Grammar | Core 2 | 8 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | I | 25 | 75 | 100 |

Preamble:

The paper aims to give a comprehensive understanding of English Grammar. Starting from the basic SVN to complex grammatical formations along with other fundamental grammatical rules.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Learn the relation between English Language and its grammar | K2 |
| CO2 | Introduce to the functioning of English as a language | K1 |
| CO3 | Understand the basic structures of words, sentences, etc., | K2 |
| CO4 | Learn the various aspects of Grammar from Articles to the highest part of sentence making. | K1 |
| CO5 | Comprehending the nuances of slight variations of words and structures | K2 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I

The definite article
The indefinite article
Nouns: Singular or Plural? Some special cases
The use of *of*
The possessive adjective or the definite article with nouns denoting parts of the body

Unit II

Agreement of verb and subject
Concord of nouns, pronouns and possessive adjectives
Confusion of adjectives and adverbs
Adverbial use of *no*, *not* and *none*

Unit III

Prepositions
A. The expression of time
B. The expression of place
C. Prepositions attached to verbs
D. The idiomatic use of prepositions
Redundant pronouns and prepositions in complex sentences
The infinitive and *Gerund*

Unit IV

Tag questions
Appended questions
Indirect (reported) questions
The indirect expression of imperatives
The use of correlatives
Dates and the time

Unit V

Who and whom
Much and many
Much and very
Still and yet
Make and do
The verb *have*
So that and so as

Error in the use of individual words

Text

Wood F.T. A Remedial English Grammar for Foreign Students, Macmillan India Ltd., Delhi, 2010.

Books for Reference

1. Murphy, Raymond. Intermediate English Grammar: Reference and Practice for South Asian Students, 2nd edn. CUP, Delhi, 1994. Hewings, Martin.
2. Advanced English Grammar selfstudy reference and practice book for advanced South Asian students, CUP. New Delhi, 1999

Course Designer
Dr. C. S. Senthil

Course Content and Lecture Schedule

| | Topic | Hours. | Method |
|-----|--|--------|-------------|
| 1.1 | The definite article | 5 | Lecture |
| 1.2 | The indefinite article | 5 | Lecture |
| 1.3 | Nouns: Singular or Plural? Some special cases | 5 | Lecture |
| 1.4 | The partitive use of <i>of</i> | 4 | Lecture |
| 1.5 | The possessive adjective or the definite article with nouns denoting parts of the body | 5 | Lecture |
| 2.1 | Agreement of verb and subject | 5 | Lecture |
| 2.2 | Concord of nouns, pronouns and possessive adjectives | 5 | Lecture |
| 2.3 | Confusion of adjectives | 5 | Lecture |
| 2.4 | Confusion of adverbs | 5 | Lecture |
| 2.5 | Adverbial use of <i>no</i> , <i>not</i> and <i>none</i> | 4 | Lecture |
| 3.1 | Prepositions, the expression of time & place | 5 | PPT |
| 3.2 | Prepositions attached to verbs | 5 | PPT |
| 3.3 | The idiomatic use of prepositions | 5 | PPT |
| 3.4 | Redundant pronouns and prepositions in complex Sentences | 5 | PPT PPT |
| 3.5 | The <i>infinitive</i> and <i>Gerund</i> | 4 | Smart Board |
| 4.1 | Tag questions | 5 | Smart Board |
| 4.2 | Appended questions | 5 | Smart Board |
| 4.3 | Indirect (reported) questions | 5 | Smart Board |
| 4.4 | The use of correlatives | 5 | Smart Board |
| 4.5 | Dates and the time | 4 | Smart Board |
| 5.1 | Who and whom | 5 | Seminar |
| 5.2 | Much and many & Much and very | 5 | Seminar |
| 5.3 | Still and yet & Make and do | 5 | Seminar |
| 5.4 | The verb <i>have</i> & so that and so as | 5 | Seminar |
| 5.5 | Error in the use of individual words | 4 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--------------------------------|----------|---|---|---|--------|
| UEN19C21 | Introduction to Literary Forms | Core 3 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

The paper provides the opportunity for learners to get themselves acquainted with important critical and theoretical terms in literature. It also enables pupils to gain an understanding of various literary devices, genres and forms.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | introduce to the various critical and literary terminologies. | K1 |
| CO2 | correlate the pros and cons of individual terms. | K3 |
| CO3 | compare the critical terms with their regional literatures. | K3 |
| CO4 | create their own critical terms in English language. | K3 |
| CO5 | understand the significance and the relation of the terms and contents | K2 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I

Why we study Literature?

Unit II

The Lyric

The Ode

The Sonnet

The Elegy

Unit III

The Idyll

The Epic

The Ballad

The Satire

Unit IV

Tragedy and Comedy

Tragic-Comedy

Farce and Melodrama

The Masque

Unit V

The Essay

The Novel

The Short Story

Biography & Autobiography

Texts

Prasad, Birjadish. *A Background to the Study of English Literature*. India: Macmillan, 1999.

R. J. Rees. *English Literature: An Introduction for Foreign Readers*. Macmillan India. 1999.

Book for Reference

M. H. Abrams, Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. United States: Wadsworth Cengage Learning, 2005.

Course Designer

Ms. V. Thaiyal Nayaki

Course Content and Lecture Schedule

| | Topic | Hours | Method |
|-----|---------------------------|-------|---------|
| 1.1 | Why we study Literature? | 18 | Lecture |
| 2.1 | The Lyric | 5 | Seminar |
| 2.2 | The Ode | 5 | Seminar |
| 2.3 | The Sonnet | 4 | Seminar |
| 2.4 | The Elegy | 4 | Seminar |
| 3.1 | The Idyll | 5 | PPT |
| 3.2 | The Epic | 5 | PPT |
| 3.3 | The Ballad | 4 | PPT |
| 3.4 | The Satire | 4 | PPT |
| 4.1 | Tragedy and Comedy | 5 | Lecture |
| 4.2 | Tragi-Comedy | 5 | Lecture |
| 4.3 | Farce and Melodrama | 4 | Lecture |
| 4.4 | The Masque | 4 | Lecture |
| 5.1 | The Essay | 4 | GD |
| 5.2 | The Novel | 4 | GD |
| 5.3 | The Short Story | 4 | GD |
| 5.4 | Biography & Autobiography | 6 | GD |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------|----------|---|---|---|--------|
| UEN19C22 | The Elizabethan Age | Core 4 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

The paper gives students a first-hand knowledge of English Literature during the Elizabethan age. This paper lays down a platform for the students to learn and enjoy the works of the great master ranging from Edmund Spenser to William Shakespeare to Christopher Marlowe. The learners are exposed to the writings of Poets, Essayists and Dramatists during the regime of the queen Elizabeth I.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | imbibe the innate nature of poetry of the Elizabethan Age and enjoy the ecstasy of reading the various 'singing birds' of the age. | K2 |
| CO2 | understand the nuances of the regular English dramas and comprehend the various natures of the different characters | K2 |
| CO3 | apply the nature of characters learnt to real life situation. | K3 |
| CO4 | visualize stage directions and techniques | K3 |
| CO5 | learn the aphoristic nature of writing essays. | K1 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I: Poetry

Edmund Spenser" s: Epithalamion

Amoretti

Sonnet 3: The Sovereign beauty

Sonnet 68: Most glorious Lord of Life.

Sonnet 73: Being myself Captivated here

Unit II: Poetry

Thomas Wyatt : Each Man me Telleth
Farewell Love

Henry Howard : Earl of Surrey
The Soot Season
Alas, so all things new

Michael Drayton : The Daffodil Song (by the two shepherds)

Sir Walter Raleigh : The Nymph" s Reply to the Shepherd

Shakespeare" s Sonnets: 19, 35, 116

Unit III: Prose

Francis Bacon : Of Love
Of Marriage and Single Life
Of Death
Of Parents and Children
Of Studies

Unit IV: Drama

Christopher Marlowe : Dr. Faustus

Unit V: Drama

Thomas Dekker : The Shoe Maker's Holiday

Texts

Chaudhuri, Sukanta. An Anthology of Elizabethan Poetry, Delhi, Oxford University Press, 1992. Print

Marlowe, Christopher. Dr. Faustus. New Delhi: Trinity Press, 2009. Print.

Dekker, Thomas. The Shoe Maker" s Holiday. Bareilly: 2004-05. Print.

Books for Reference

Abrahams, M.H. The Norton Anthology of English Literature, Vol. 1, New York WW.
Norton & Co. Inc. 1962.

Course Designer:

Course contents and Lecture schedule

| | Topic | Hours | Method |
|-----|---|--------------|------------------------|
| 1.1 | Epithalamion | 5 | Lecture |
| 1.2 | Amoretti | 5 | Lecture |
| 1.3 | Sonnet 3: The Sovereign beauty | 2 | Lecture |
| 1.4 | Sonnet 68: Most glorious Lord of Life | 2 | Lecture |
| 1.5 | Sonnet 73: Being myself Captivated here | 4 | Lecture |
| 2.1 | Thomas Wyatt: Each man me telleth | 6 | Lecture |
| 2.2 | Thomas Wyatt: Farewell Love | 6 | Lecture |
| 2.3 | Henry Howard: Earl of Surrey | 3 | Lecture |
| 2.4 | The Soot Season & Alas, so all things new | 3 | Lecture |
| 3.1 | Francis Bacon: Of Love | 3 | Smart Board |
| 3.2 | Of Marriage and Single Life & Of Parents and Children | 11 | Smart Board |
| 3.3 | Of Death & Of Studies | 4 | Smart Board |
| 4.1 | Dr. Faustus | 18 | Enacting a scene & PPT |
| 5.1 | The Shoe Maker's Holiday | 18 | Enacting a scene & PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--|--------------------|---|---|---|--------|
| UEN19GE1 | Introduction to Information and Communication Technology | Elective Generic 1 | 4 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

The paper enables the students to become familiar with computers and its various applications. It also attempts to give them a complete understanding of the different uses and versions of computers.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | understand MS Word, MS Excel, MS Power Point etc. | K1 |
| CO2 | become a competent user of Hardware | K1 |
| CO3 | perform Arithmetic calculations | K3 |
| CO4 | perform photoshop | K3 |
| CO5 | use all applications of computers with ease | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I Introduction

Types of Computers

Hardware

System Unit

Unit II MS Word

Preparing a Document

Typing the text

Changing the Font Type, Size

Working with a Paragraph

Bulleted and Numbered Lists

Adding Emphasis and Information

Unit III MS Excel

Working with spread sheet

Automatic Calculation

Exploring Menus

Formula Area

Data Entry

Commands in Worksheet

Formatting Cells

Sort and Filter Feature

Unit- IV MS Power Point

Understanding the Structure

Creating a New Presentation

Working with Themes

Working with Text

Moving and Deleting Slides

Saving a Presentation

Applying Custom Animation

Previewing

Unit V Internet

Connecting to Internet

Web Browser, Internet Explorer, Mozilla Firefox

Online Searching

Using Email

Sign-up and Sign-in Account
Blogs and Podcasts

Texts

1. Gupta, Vikas. Comdex computer Course Kit. Printman India, Delhi: 2010
2. Chavan, Shirish. Rapidex Computer Course. Pustak Mahal, New Delhi: 2011

Books for Reference

1. ITC Education Solutions Limited. Fundamentals of Computer. Pearson, New Delhi, 2011.
2. Malhotra, S.K. Computer Awareness and Applications. Ajit Printer, Delhi, 2004.

Course Designer

Dr.N.Kalaivani

Course Contents and Lecture Schedule

| Unit | Topic | No.of lecture hours | Method |
|------|---------------------------------|---------------------|--------------------|
| 1.1 | Types of Computers | 4 | Smart Board |
| 1.2 | Hardware | 4 | Smart Board |
| 1.3 | System Unit | 4 | Smart Board |
| 2.1 | Preparing a Document | 2 | Lecture |
| 2.2 | Typing the text | 2 | Lecture |
| 2.3 | Changing the Font Type, Size | 2 | Lecture |
| 2.4 | Working with a Paragraph | 2 | Lecture |
| 2.5 | Bulleted and Numbered Lists | 2 | Lecture |
| 2.6 | Adding Emphasis and Information | 2 | Lecture |
| 3.1 | Working with spread sheet | 1 | Lecture |
| 3.2 | Automatic Calculation | 1 | Lecture |
| 3.3 | Exploring Menus | 1 | Peer teaching |
| 3.4 | Formula Area | 1 | Lecture |
| 3.5 | Data Entry | 2 | Lecture |
| 3.6 | Commands in Worksheet | 2 | Lecture |
| 3.7 | Formatting Cells | 2 | Lecture |
| 3.8 | Sort and Filter Feature | 2 | Lecture |
| 4.1 | Understanding the Structure | 1 | PPT |
| 4.2 | Creating a New Presentation | 1 | PPT |
| 4.3 | Working with Themes | 1 | PPT |
| 4.4 | Working with Text | 1 | PPT |
| 4.5 | Moving and Deleting Slides | 2 | PPT |
| 4.6 | Saving a Presentation | 2 | PPT |
| 4.7 | Applying Custom Animation | 2 | PPT |
| 4.8 | Previewing | 2 | PPT |
| 5.1 | Connecting to Internet | 2 | Exploring Internet |

| | | | |
|-----|--|---|--------------------|
| 5.2 | WebBrowser, Internet Explorer, Mozilla Firefox | 2 | Exploring Internet |
| 5.3 | Online Searching | 2 | Exploring Internet |
| 5.4 | Using Email | 2 | Peer teaching |
| 5.5 | Sign-up and Sign-in Account | 2 | Exploring Internet |
| 5.6 | Blogs | 2 | Exploring Internet |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------|------------------|---|---|---|--------|
| UEN19CE21 | Media Studies | Part IV Elective | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 15 | 35 | 50 |

Preamble:

The paper gives a well formulated idea of the world of Mass Communication. It provides the ability to be critical and informed consumers of media. The paper also acts as a good foundation for future career in Journalism and Mass Communication.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | introduce the students to the various Media and their features | K2 |
| CO2 | realise the social relevance of the Media today and the career opportunities they offer. | K1 |
| CO3 | understand the types and the importance of the Advertisements. | K2 |
| CO4 | learn the ethics of Media | K2 |
| CO5 | learn the significance and the role of Journalism | K2 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit – I

Introduction to Journalism –Kinds of Media –the role of Media in the Society – Ethics of the Media, Print Media – Significance and relevance –its contribution to the society.

Unit – II

Audio Media – Significance and relevance –its contribution to the Society
Audio Visual Media- Significance and relevance –its contribution to the Society
Editor and Reporter –Responsibility and their contribution to the Society
Introduction to websites and portals, Blogs, podcasts and search engines

Text

Ahuja .B.N. Theory and Practice of Journalism. New Delhi: Surjeet Publications 2005.

Books of Reference

1. Severin Werner, J and Tankard W James Jr .Communication Theories, Origin, Methods, Use. Longman Publication 1988.
2. Kumar , Keval K. Mass Communication in India .New Delhi : Jaico.2000

Course Designer

Mr. C. Alex Mariya Prakash

Course contents and Lecture schedule

| | Topic | No of Lectures hrs | Method |
|------|---|--------------------|---------|
| 1.1 | Introduction to Journalism | 3 | Lecture |
| 1.2 | Kinds of Media | 3 | Lecture |
| 1.3 | The role of Media in the Society | 2 | Lecture |
| 1.4 | Ethics of the Media | 3 | Lecture |
| 1.5 | Print Media Significance and relevance | 2 | Lecture |
| 1.6 | Contribution to the Society | 2 | Lecture |
| 2.1a | Audio Media Significance and relevance | 2 | PPT |
| 2.1b | Contribution to the Society | 2 | PPT |
| 2.2a | Audio Visual Media Significance and relevance | 2 | PPT |
| 2.2b | Contribution to the Society | 2 | PPT |
| 2.3a | Editor and Reporter Responsibility | 2 | PPT |
| 2.3b | Contribution to the Society | 2 | PPT |
| 2.4a | Introduction to websites and portals | 2 | PPT |
| 2.4b | Blogs ,podcasts and Search engines | 1 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------|----------|---|---|---|--------|
| UEN19C31 | The Puritan Age | Core 5 | 8 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

The paper offers the two stages of the two different kinds of poetic schools, the Metaphysical and The Cavaliers. The students will be taught legendary works by great writers who wrote during the Puritan age and the influences of the age under which they wrote.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | accumulate the 'in medias res' and the features of Epic tradition. | K1 |
| CO2 | compare and contrast Homeric simile and Miltonic simile | K3 |
| CO3 | visualise the impact made by the Biblical sayings through the Christian allegory. | K1 |
| CO4 | sense the odours of the rose and the 'far-fetched images yoked by violence together' | K2 |
| CO5 | understand the characteristics of the theory of Four Humours' | K2 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit – I

John Milton : Paradise Lost Book II

Unit – II

John Donne : A Valediction: Forbidding Mourning, Sun Rising, Death be not Proud , A Hymn to God the Father

Richard Lovelace : The Snail

Andrew Marvell : On a Drop of Dew, A Dialogue between the Soul and the Body

George Herbert : Virtue, The Pulley

Henry Vaughan : The Retreat

Unit – III

The Bible : The Gospel According to St.Matthew, King James Version

Unit – IV

Ben Jonson : Every Man in His Humour

Unit – V

John Bunyan : The Pilgrim" s Progress (Part I&II)

Text

1. Bunyan, John. The Pilgrim" s Progress. Penguin: London, 1678. Print.

Books for Reference

1. Abrams, M.H. The Norton Anthology of English Literature, Vol. 2. WW. Norton & Co. Inc: New York, 1962. Print.

Course Designer

V. Revathi

Course content and lecture schedule

| Units | Topic | Hours | Method |
|-------|---|---------|------------------|
| 1.1 | John Milton : Paradise Lost Book II | | Lecture |
| 2.1 | John Donne : A Valediction : Forbidding Mourning | 24 | Lecture |
| 2.2 | John Donne :Sun Rising | 3 | Lecture |
| 2.3 | John Donne : Death be not Proud | 2 | Lecture |
| 2.4 | John Donne :A Hymn to God the Father | 2 | Lecture |
| 2.5 | Richard Lovelace : The Snail | 3 | Lecture |
| 2.6 | Andrew Marvell : On a Drop of Dew | 2 | Lecture |
| 2.7 | Andrew Marvell :A Dialogue between the Soul and the Body | 2 | Lecture |
| 2.8 | George Herbert : Virtue | 3 | Lecture |
| 2.9 | George Herbert : The Pulley | 3 | Lecture |
| 2.10 | Henry Vaughan : The Retreat | 2 | Lecture |
| 3.1 | Gospel Version : The Gospel According to St.Matthew, King James | 2 24 | Lecture |
| 4.1 | Ben Jonson : Every Man in His Humour | | Enacting a Scene |
| 5.1 | John Bunyan : The Pilgrim's Progress (Part I&II) | 24 | PPT |
| | | 24 | |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-------------------------------|----------|---|---|---|--------|
| UEN19C32 | History of English Literature | Core 6 | 8 | - | - | 6 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

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

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | understand the literatures produced through the Old, Middle and Modern English. | K2 |
| CO2 | differentiate the major and universal bards. | K2 |
| CO3 | grasp the basic ideology behind the chronological arrangement of age-wise classification of British Literature. | K1 |
| CO4 | connect the dominant spirit of the age with the writers. | K3 |
| CO5 | prepare for the competitive examinations like NET., & SET., | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I

The Age of Chaucer (Geoffrey Chaucer, William Langland, John Gower)

The Age of Elizabeth (Edmund Spenser, William Shakespeare, Ben Jonson, Christopher Marlowe, Francis Bacon)

Unit II

The Puritan age (John Milton, Philip Sidney, Henry Marvell, John Donne)

The Restoration age (John Dryden, Oliver Goldsmith, Jonathan Swift, Alexander Pope, Dr. Johnson)

Unit III

Romantic Age (William Wordsworth, ST Coleridge, Lord Byron, P.B. Shelly, John Keats, Jane Austen, Charles Lamb)

Unit IV

The Victorian age (Alfred Tennyson, Robert Browning, Thomas Hardy, Charles Dickens, George Eliot, Matthew Arnold)

Unit V

The Modern Age (T.S. Eliot, D.H. Lawrence, Virginia Woolf, James Joyce, G.B. Shaw)

Text:

1. Hudson.W.H. An Outline History of English Literature.New Delhi. B. I. Publications Pvt.,Ltd.
2. William J. Long. English its History and Its Significance. New Delhi. Kalayani Publishers.

Books for Reference:

1. Dr. T. Singh. A History of English Literature. India: Bareilly, 2012.

Course Designer

P. Sundar

Course Content and Lecture Schedule

| | Topic | No of lecture hrs. | Method |
|-----|----------------------|--------------------|-------------|
| 1.1 | The Age of Chaucer | 12 | Lecture |
| 1.2 | The Age of Elizabeth | 12 | Lecture |
| 2.1 | The Puritan Age | 12 | Lecture |
| 2.2 | The Restoration Age | 12 | Lecture |
| 3.1 | The Romantic Age | 24 | Smart Board |
| 4.1 | The Victorian Age | 24 | GD |
| 5.1 | The Modern Age | 24 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--|----------|---|---|---|--------|
| UEN19NE31 | English for Competitive Examinations I | NME-I | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 15 | 35 | 50 |

Preamble:

This paper makes an attempt to give a morphological approach to language learning. The basic step of language learning is to acquaint with various types of word levels. Thus the paper introduces the concepts of same meanings, opposite meanings and various forms words. Apart from these, this paper tries to give the figurative uses of language by introducing figures of speech and idioms and phrases.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | understand the morphological approach to language learning. | K1 |
| CO2 | understand the various synonyms. | K1 |
| CO3 | realize the various figures of speech. | K2 |
| CO4 | learn idiomatical phraseology. | K2 |
| CO5 | learn the skills to face competitive examinations. | K2 |

K1 – Knowledge

K2- Understand

K3- Apply

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Synonyms and Antonyms
Prefixes and Suffixes
Phrasal Verbs
One Word Substitutes
Nouns and Verbs, Errors spotting

Unit - II

Figures of Speech
Comprehension
Idioms and Phrases
Identifying sentences
Adjectives and adverbs

Text Book

1. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Macmillan, 2009.

Books for Reference

Course Designer

Mr. P. Sundar

Course content and lecture schedule

| | Topic | No. of lecture hrs | Method |
|-----|---|--------------------|---------------|
| 1.1 | Synonyms vs Antonyms | 3 | Lecture |
| 1.2 | Prefixes vs Suffixes | 3 | Lecture |
| 1.3 | Phrasal Verbs | 3 | Lecture |
| 1.4 | One Word Substitutes | 3 | Lecture |
| 1.5 | Nouns and verbs, Error Spotting | 3 | Lecture |
| 2.1 | Figures Of Speech | 3 | PPT |
| 2.2 | Comprehension | 3 | PPT |
| 2.3 | Idioms and Phrases | 3 | Peer teaching |
| 2.4 | Identifying Sentences (simple, compound, complex) | 3 | PPT |
| 2.5 | Adjectives and Adverbs | 3 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|------------------|----------|---|---|---|--------|
| UEN19C41 | The Augustan Age | Core 7 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

The paper includes iconic works which exemplified the Augustan spirit which prevailed during the time of Roman Augustus. The Paper also sheds light upon the rise of early major English novels and periodical essays on literary criticism.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | understand the poetry which had given emphasise for rules and regulations. | K2 |
| CO2 | differentiate the poetic style from the traditional method. | K3 |
| CO3 | grasp the basic characteristic features of the genre called Novel. | K1 |
| CO4 | locate the position of the women writers. | K3 |
| CO5 | Adapt the Neo-classical tradition. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I: Poetry

Oliver Goldsmith : The Deserted Village
William Cowper : God Moves in a Mysterious Way, Contentment,
Nightingale AND Glow-worm, Abuse of the Gospel

Unit II: Poetry

Alexander Pope : The Rape of the Lock

Unit III: Prose

Addison and Steele : (Extracts from the Coverly Papers)
Sir Roger De Coverley" s Ancestors
The Spectator" s Account of Himself
His Account of His Disappointment in Love
Sir Roger at Church, Death of Sir Roger

Unit IV: Drama

John Gay : The Beggar" s Opera.

Unit V Fiction

Daniel Defoe : Robinson Crusoe
Henry Fielding : Joseph Andrews

Text

1. Abrams, M.H. The Norton Anthology of English Literature, Vol.2. New York, WW. Norton & Co. Inc. 1962.

Books for Reference

www.aughty.org/pdf/deserted_village.pdf

https://archive.org/stream/.../sirrogerdiscoverl00addiiala_tdjvu.t

x

Course Designer

Dr. G. John David Raja

Course Contents and Lecture Schedule

| Units | Topic | Hours | Method |
|-------|---|-------|-----------|
| 1.1 | Oliver Goldsmith :The Deserted Village | 7 | Lecture |
| 1.2 | William Cowper :God Moves in a Mysterious Way | 2 | Lecture |
| 1.3 | William Cowper :Contentment | 2 | Lecture |
| 1.4 | William Cowper :Nightingale and Glow-worm | 2 | Lecture |
| 1.5 | William Cowper :Abuse of the Gospel | 2 | Lecture |
| 2.1 | Alexander Pope : The Rape of the Lock | 15 | Lecture |
| 3.1 | Addison & Steele : Sir Rodger De Coverley's Ancestors | 3 | PPT |
| 3.2 | Addison & Steele :The Spectator's Account of Himself | 3 | PPT |
| 3.3 | Addison & Steele :His Account of His Disappointment in Love | 3 | PPT |
| 3.4 | Addison & Steele :Sir Rodger At Church | 3 | PPT |
| 3.5 | Addison & Steele :Death of Sir Rodger | 3 | PPT |
| 4.1 | John Gay :The Beggar's Opera | 15 | Mime Show |
| 5.1 | Daniel Defoe :Robinson Crusoe | 7 | Seminar |
| 5.2 | Henry Fielding :Joseph Andrews | 8 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|------------------|----------|---|---|---|--------|
| UEN19C42 | The Romantic Age | Core 8 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

The paper tries to give a sense of oneness with nature where the major and minor Romantic poets expressed their emotions through their poetry. This paper includes major poetic works along with a few groundbreaking novels written during this age.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | understand romantic view of the definition of poetry. | K2 |
| CO2 | understand the feelings and emotions of the poets through the language of the rustic men. | K2 |
| CO3 | comprehend the subtle living of the nature. | K3 |
| CO4 | feel the flow of the aesthetic sense of the Romantic poets. | K3 |
| CO5 | understand the lively and domestic view of common people | K2 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I: Poetry

| | | |
|-----------------|---|--|
| Thomas Gray | : | Elegy Written in a Country Churchyard. |
| William Collins | : | Ode to Evening. |
| William Blake | : | Auguries of innocence, The Tyger. |
| Robert Burns | : | A Red, Red Rose. |

Unit II: Poetry

| | | |
|-------------------------|---|---|
| Samuel Rogers | : | Pleasures of memory |
| William Wordsworth | : | Written in March, A Slumber did my Spirit Seal, She dwelt among the untrodden ways, The World is too much with us. |
| Samuel Taylor Coleridge | : | Kubla Khan, Road to Xanadu |

Unit III: Poetry

| | | |
|----------------------|---|--|
| Lord Byron | : | She Walks in Beauty |
| Percy Bysshe Shelley | : | The Cloud |
| John Clare | : | Summer Evening |
| John Keats | : | Ode to a Nightingale, La Belle Dame Sans Merci |

Unit IV: Prose

| | | |
|-------------------|---|--|
| Charles Lamb | : | Dream Children, A Dissertation upon roasted pig, The Praise of Chimney Sweepers. |
| Thomas De Quincey | : | Confessions of an English Opium-Eater Part I |

Unit V: Fiction

| | | |
|------------------|---|------------|
| Sir Walter Scott | : | Kenilworth |
| Jane Austen | : | Emma |

Text

1. Abrams, M.H. The Norton Anthology of English Literature, Vol. 2, New York WW.Norton & Co. Inc.1962
- 1 Wordsworth, Jonathan and Jessica Wordsworth, *The Penguin Book of Romantic Poetry*. London:Penguin, 2005.

Course Designer**Mr. R.Aravind**

Course content and lecture schedule

| | Topic | No of lecture hrs. | Method |
|-----|--|--------------------|--------------------|
| 1.1 | Elegy Written in a Country Churchyard | 6 | Lecture |
| 1.2 | Ode to Evening. | 3 | Lecture |
| 1.3 | Auguries of innocence, The Tyger. | 3 | |
| 1.4 | A Red, Red Rose | 3 | Lecture |
| 2.1 | Pleasures of memory | 4 | Smart Board |
| 2.2 | Written in March, A Slumber did my Spirit Seal, She dwelt among the untrodden ways, The World is too much with us. | 6 | Smart Board |
| 2.3 | Kubla Khan, Road to Xanadu | 5 | Lecture Lecture |
| 3.1 | She Walks in Beauty | 4 | Lecture |
| 3.2 | The Cloud | 4 | Lecture |
| 3.3 | Summer Evening | 3 | Lecture |
| 3.4 | Ode to a Nightingale, La Belle Dame Sans Merci | 4 | Lecture Lecture |
| 4.1 | Dream Children, A Dissertation upon roasted pig, The Praise of Chimney Sweepers. | 7 | Lecture |
| 4.2 | Confessions of an English Opium-Eater Part I | 8 | Lecture |
| 5.1 | Sir Walter Scott: Kenilworth | 8 | Lecture |
| 5.2 | Jane Austen: Emma | 7 | |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--------------|----------------------|---|---|---|--------|
| UEN19GE(E)3 | Theatre Arts | Elective Generic - 2 | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

This paper provides a proper definition of various nuances involved in theatre production. It also gives a directorial perspective of theatre apart from the obvious aesthetics. Analytical definitions of the concepts of acting, directing, stage setting and production are primarily focused. Classical plays are included for applied understanding of the various concepts involved in theatre.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Understand the Theatre as an Art | K2 |
| CO2 | appreciate plays from the playwrights' perspective. | K1 |
| CO3 | differentiate art and craft. | K3 |
| CO4 | understand the techniques involved in enacting plays. | K2 |
| CO5 | apply the aesthetic perception of viewing plays. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I: The Theatre

What is Theatre

The Theatre Experience

Theatre as a Change

Theatre Conventions

Unit II: The Play

The Script

The Elements of Drama

The Types of Drama

The Dramatic Structure

Unit III: The Playwright

The Blueprint

The Germinal Idea

The Playwrights Process

Evaluating a Playwrights Work

Unit IV: Acting and Directing

Acting and Role-Playing

Acting as an Art and a Craft

The Acting Process

Behind the Scenes

The process and Art of Directing

Theatre architecture and Scenic design

Unit V: Plays for Reading and Enacting

Sophocles – Oedipus the King

Alan Bennett – The History Boys

Texts

1. Hischak, Thomas S. *Theatre as Human Action: An Introduction to Theatre Arts*. 2nded. Lanham, MD: Rowman& Littlefield, 2006. Print.
2. Sophocles. *The Three Theban Plays ; Antigone ; Oedipus the King* ; trans. Robert Fagles. Harmondsworth, Middlesex, England; Penguin, 1984. Print .
3. Bennett, Alan. *The History Boys*. London: Faber and Faber, 2004. Print.

Books for Reference

- 1 Jacobus, Lee A. *The Bedford Introduction to Drama*. Boston: Bedford of St. Martin" s, 1993
- 2 .2. Archer, Stephen M., Cynthia M. Gendrich, and Woodrow B. Hood. *Theatre: Its Art and Craft*.

Course Designer:

Mr. R.Aravind

Course content and lecture schedule

| | Topic | Hours | Method |
|-----|--|---------|---------------------------|
| 1.1 | What is Theatre | 3 | |
| 1.2 | The Theatre Experience | Lecture | |
| 1.3 | Theatre as a Change | 3 | Lecture |
| 1.4 | Theatre Conventions | 3 | Lecture |
| 2.1 | The Script | 3 | GD |
| 2.2 | The Elements of Drama | GD | |
| 2.3 | The Types of Drama | 3 | GD |
| 2.4 | The Dramatic Structure | GD | |
| 3.1 | The Blueprint | 3 | Lecture |
| 3.2 | The Germinal Idea | 3 | Lecture |
| 3.3 | The Playwrights Process | 2 | Lecture |
| 3.4 | Evaluating a Playwrights Work | 4 | Lecture |
| 4.1 | Acting and Role-Playing | 2 | Creating Theatre Ambience |
| 4.2 | Acting as an Art and a Craft | 3 | Creating Theatre Ambience |
| 4.3 | The Acting Process | 2 | Creating Theatre Ambience |
| 4.4 | Behind the Scenes | 2 | Creating Theatre Ambience |
| 4.5 | The process and Art of Directing | 2 | Creating Theatre Ambience |
| 4.6 | Theatre architecture and Scenic design | 5 | Creating Theatre Ambience |
| 5.1 | Sophocles – Oedipus the King | 3 | Enacting Scenes |
| 5.2 | Alan Bennett – The History Boys | 1 | Enacting Scenes |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|------------------|-------------------------|----------|---|---|---|--------|
| UEN19SE41 (a) | A Course on Soft Skills | Part IV | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 15 | 35 | 50 |

Preamble:

This paper trains the students to accumulate the various soft skills which are important for making students employable. It focuses on developing soft skills, personality development, values and attitudes with an introduction to overall views on soft skills.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | build their aptitude for interpersonal skills. | K2 |
| CO2 | cope up with career advancement personalities. | K3 |
| CO3 | develop the innate leadership qualities among the learners. | K3 |
| CO4 | inculcate the skills for GD, Interviews, Language skills and presentation skill. | K3 |
| CO5 | exercise in real life values, morals and attitudes. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 30 | 30 | 65 |

Unit – I

Introduction to Soft Skills

Definition – Needs – Nature and Scope – Personality development – Telephone communication skills

– Leadership skills - LSRW –Body language.

Soft skills

Group Discussion – Interview skills -Presentation skills – – Stress, Self and Time Management – Building relationship – problem solving – Effective teamwork skills.

Unit –II

Personality Development

Meaning – How to develop a positive personality – personality traits – Motivation, awareness, creativity, punctuality and teaching personality development.

Values and Attitude

Meanings of values – Importance – kinds – Concept of morality, character, duty, virtue and How to cultivate values.

Attitude – positive , Negative, Neutral, Formation , Functions, and Components of attitude: emotion, behavioural and cognitive.

Texts

1. Tengse, R Ajay. *Soft Skills*.Orient BlackSwan pvt. Ltd.,Hderabad. 2015

Books for Reference

1. Dr. K. Alex. *Soft Skills*.s. Chand & Company Pvt. Ltd., Ram Nagar,New Delhi. 2014.
2. Ajith,Anuradha.*Soft Skills for Aspiring leaders*. Emerald publishers.chennai. 2009.

Course Designer

Mr. M. N. Muthusamy

Course content and lecture schedule

| S. no | Topic | No of lectures Hrs | Method |
|-------|---------------------------------------|-----------------------|---------------|
| 1.1.a | Definitions and Needs | 1 | Lecture |
| 1.1.b | Nature and scope | 1 | Lecture |
| 1.1.C | Personality development | 1 | Lecture |
| 1.1.d | Telephone communication skills | 1 | Lecture |
| 1.1.e | Leadership skill | 2 | Lecture |
| 1.1.f | LSRW | 1 | Lecture |
| 1.1.g | Body language | 1 | Lecture |
| 1.2.a | Group discussion | 1 | GD |
| 1.2.b | Interview Skills | 1 | GD |
| 1.2.c | Presentation skills | 1 | GD |
| 1.2.d | Stress,Self and Time management | 1 | GD |
| 1.2.e | Building Relationship | 1 | GD |
| 1.2.f | Problem solving | 1 | GD |
| 1.2.g | Effective team work skills | 1 | GD |
| 2.1.a | Meaning | 1 | Smart Board |
| 2.1.b | How to develop a positive personality | 1 | Smart Board |
| 2.1.c | Personality traits | 1 | Peer teaching |
| 2.1.d | Motivation skills | 1 | Peer teaching |
| 2.1.e | Awareness skills | 1 | Smart Board |
| 2.1.f | Creativity skills | 1 | Peer teaching |
| 2.1.g | Punctuality skills | 1 | Smart Board |
| 2.1.h | Teaching personality development | 1 | Smart Board |
| 2.2.a | Meanings of value | 1 | PPT |

| | | | |
|-------|--|---|-----|
| 2.2.b | Importance | 1 | PPT |
| 2.2.c | Kinds | 1 | PPT |
| 2.2.d | Concept of morality, character, virtue and how to cultivate values | 2 | PPT |
| 2.2.e | Attitude – positive, negative, neutral, formation | 1 | PPT |
| 2.2.f | Functions and Components of attitude: emotion, behavioural and Cognitive | 1 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|---------------|---------------------------|----------|---|---|---|--------|
| UEN19SE41 (B) | Developing Writing Skills | Part IV | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 15 | 35 | 50 |

Preamble:

This paper attempts to introduce students to the fundamental techniques of writing in English. It makes the students to learn various aspects of writing skills. Various forms of writings are introduced through this paper to make them familiar with all the skills involved in good writing.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | understand the nuances of writing in English. | K2 |
| CO2 | imagine and understand various types of personalities and make them write about them. | K3 |
| CO3 | teach the basic levels of writing proposals and reports for journalistic writings. | K3 |
| CO4 | enable the learners to write precisely and expand statements into paragraphs. | K3 |
| CO5 | apply the learnt concepts to write on certain topics in a developed manner. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 30 | 30 | 65 |

Unit I

Describing People
Writing a proposal
Writing Reports
Expanding a statement

Unit II

Precis Writing
Hints Developing
Paraphrasing
Essay Writing

Texts.

Sarada, NM. The Complete Guide to Functional Writing in English, Sterling Publishers, New Delhi. 2007. Print.

Raheem.S.A. Write Right: A Task Based Approach, Scitech Publishers, Chennai 2003. Print.
Green, David Contemporary English, Macmillan India. Print.

Course Designer

Mr. M. N. Muthusamy

Course content and lecture schedule

| S. no | Topic | No of lectures Hrs | Method |
|-------|-----------------------|-----------------------|---------|
| 1.1 | Describeing People | 4 | PPT |
| 1.2 | Writing Proposal | 4 | PPT |
| 1.3 | Writing Reports | 4 | Lecture |
| 1.4 | Expanding a statement | 3 | Lecture |

| | | | |
|-----|------------------|---|---------------|
| 2.1 | Precise Writing | 4 | Exercise |
| 2.2 | Hints Developing | 3 | Peer teaching |
| 2.3 | Paraphrasing | 4 | Exercise |
| 2.4 | Essay Writing | 4 | Exercise |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|---------------|---------------------------|----------|---|---|---|--------|
| UEN19SE41 (C) | Developing Lexicon Skills | Part IV | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 15 | 35 | 50 |

Preamble:

This paper gives the students an introduction to the basic level of vocabulary in English. Various levels of Lexicon are introduced and the learners have a firsthand experience of morphology in different forms.

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|---|-----------------|
| CO1 | realise the significance of soft skills in the working environment. | K2 |
| CO2 | build their interpersonal skills. | K3 |
| CO3 | Grasp the vocabulary skill. | K2 |
| CO4 | Able to realize the semantics in general. | K1 |
| CO5 | Create a lot of adjectives with different kinds of meanings. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 30 | 30 | 65 |

Unit I

Synonyms and Antonyms

Suffixes, Prefixes and In-fixes

Compound Nouns and Compound Adjectives

Homophones

Unit II

Words with different parts of speech

Words confused and misused

Words of foreign origin

Fun with words

Texts

Stuart, Redman, English Vocabulary in Use, Cambridge University Press, New York. Print.

Green, David. Contemporary English Grammar, Structures and Compositions, Macmillan India. Print.

Course Designer

Mr. M. N. Muthusamy

Course content and lecture schedule

| S. no | Topic | No of lectures Hrs | Method |
|-------|--|-----------------------|--------------------|
| 1.1 | Synonyms and Antonyms | 4 | PPT |
| 1.2 | Suffixes, Prefixes and In-fixes | 4 | PPT |
| 1.3 | Compound Nouns and Compound Adjectives | 4 | PPT & Lecture |
| 1.4 | Homophones | 3 | PPT & Lecture |
| 2.1 | Words with different parts of speech | 4 | Lecture & Exercise |
| 2.2 | Words confused and misused | 3 | Lecture & Exercise |
| 2.3 | Words of foreign origin | 4 | Lecture & Exercise |
| 2.4 | Fun with words | 4 | PPT & GD |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--------------|----------|---|---|---|--------|
| UEN19C51 | Shakespeare | Core 9 | 6 | - | - | 5 |

| L- Lecture | | T- Tutorial | | P - Practicals | |
|------------|----------|-------------|--|----------------|-------|
| Year | Semester | Int. Marks | | Ext. Marks | Total |
| III | V | 25 | | 75 | 100 |

Preamble:

The paper gives students a firsthand experience of the works of the master of English Drama, William Shakespeare. His important works which fall under various dramatic genres are provided to gain a full absorption of the style and wit of Shakespearean Plays.

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|--|-----------------|
| CO1 | understand the 'chutification' of Tragedy and Comedy – Tragic-comedy. | K2 |
| CO2 | Comprehend the place occupied by the protagonists of Shakespeare in the universe. | K3 |
| CO3 | Grasp the universal themes and versatility of the seminal Bard of Elizabethan age. | K1 |
| CO4 | Understand the capacity of Shakespeare catering to the needs of both the groundlings and the nobilities. | K2 |
| CO5 | Apply the learnt Shakespearean vocabulary and quotations in the elite circle. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I: Historical Play

Julius Caesar

Unit II: Tragedy

Macbeth

Unit III: Comedy

The Merchant of Venice

Unit IV: Romantic Comedy

As You Like It

Unit V: General Shakespeare

Elizabethan Theatre and Audience

Fools in Shakespeare

Women in Shakespeare

Supernatural Elements

The Last Plays

Texts

1. Sutherland, James and Joel Hurstfield, ed. *Shakespeare's World*. London. Edward Arnold Publishers Ltd. 1974.
2. Rees, M. M, Shakespeare: *His World and His Work*. New Delhi. University Book Stall. 1980.

Books for Reference

1. Winston, Joe and Tandy, Miles. *Beginning Shakespeare*. United States: Routledge, 2012.

Course Designer Ms. V. Thaiyal Nayaki**Course content and lecture schedule**

| | Topic | hrs. | Method |
|-----|----------------------------------|------|--------------------------------------|
| 1.1 | Julius Caesar | 21 | Lecture |
| 2.1 | Macbeth | 21 | Lecture |
| 3.1 | The Merchant of Venice | 21 | Showing a Screen Version of the Play |
| 4.1 | As You Like It | 21 | PPT |
| 5.1 | Elizabethan Theatre and Audience | 5 | Seminar |
| 5.2 | Fools in Shakespeare | 4 | Seminar |
| 5.3 | Women in Shakespeare | 4 | Seminar |
| 5.4 | Supernatural Elements | 4 | Seminar |
| 5.5 | The Last Plays | 4 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------|----------|---|---|---|--------|
| UEN19C52 | American Literature | Core 10 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | V | 25 | 75 | 100 |

Preamble:

The paper attempts to compile a comprehensive survey of American writers since the colonization of the Americas. Learners can understand the growth of the American mind and intellect of the past five centuries. The paper lays a platform to appreciate the literary tradition of America through prose and poetic masterpieces.

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|---|-----------------|
| CO1 | understand the place of American thinkers in the literary and critical world. | K2 |
| CO2 | realise the freedom of expression in American Literature far away from the British conventionality. | K3 |
| CO3 | imagine the topography of the American continent and connect the writings with the topography. | K3 |
| CO4 | realise the utmost nihilistic understanding of the world of American life through their writings. | K2 |
| CO5 | apply the difference between American English and British English. | K3 |

K1 – Knowledge

K2- Understand

K3- App

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I : Poetry

| | | |
|-----------------|---|-------------------------------------|
| Walt Whitman | : | Out of the cradle endlessly rocking |
| Emily Dickinson | : | It was not Death, for I stood up |
| Robert Frost | : | Directive |
| Carl Sandburg | : | Graceland |
| Wallace Stevens | : | The Idea of Order at Key West |
| Hilda Doolittle | : | Heliodora |

Unit II : Poetry

| | | |
|------------------|---|--|
| E.E. Cummings | : | Somewhere I Have Never Traveled, Gladly Beyond |
| Langston Hughes | : | Theme for English B |
| Gwendolyn Brooks | : | The Children of the Poor |
| Robert Lowell | : | Memories of West Street and Lepke |
| Anne Sexton | : | Ring the Bells |
| Sylvia Plath | : | Two Views of a Cadaver Room |

Unit III : Prose

| | | |
|---------------------|---|-------------------------|
| Ralph Waldo Emerson | : | Gifts |
| Henry David Thoreau | : | Life without Principle |
| Jacques Barzun | : | Our Nation of Highbrows |

Unit IV : Drama

| | | |
|--------------------|---|---------------------|
| Tennessee Williams | : | The Glass Menagerie |
|--------------------|---|---------------------|

Unit V : Fiction

| | | |
|-------------------|---|---|
| Joseph Heller | : | Catch-22 |
| Joyce Carol Oates | : | Where Are You Going, Where Have You Been? |
| Tim O' Brien | : | The Things They Carried |

Texts

1. Williams, Tennessee. *The Glass Menagerie*. London: Penguin Classics, 2009. Print.
Heller, Joseph. *Catch-22*. Vintage Books, 1994. Print.

Books for Reference

McMichael, George et.al. *Anthology of American Literature*. New Jersey: Prentice Hall, 1997. Print.

Mead, Douglass S. *Great English and American Essays*. New York: Holt, Rinehart and Winston, Inc., 1961. Print.

Wolff, Tobias. *The Vintage Book of Contemporary American Short Stories*. New York: Vintage Books, 1994. Print.

Course Designer P. Arun

| Course content and lecture schedule | | | |
|-------------------------------------|--|-----------------------|-----------------|
| S.No | Topic | No Of Lectures In Hrs | Method |
| 1.1 | Introduction to America | 1 | |
| 1.2 | Introduction to American Literature | 1 | Lecture |
| 1.3 | Introduction to Poetry | 1 | Lecture |
| 1.4 | Out of the cradle endlessly rocking | 2 | Lecture |
| 1.5 | It was not Death, for I stood up | 2 | Lecture |
| 1.6 | Directive | 2 | Lecture |
| 1.7 | Graceland | 2 | Lecture |
| 1.8 | The Idea of Order at Key West | 2 | Lecture |
| 1.9 | Heliodora | 2 | Lecture |
| 2.1 | Somewhere I Have Never Traveled, Gladly Beyond | 2 | Lecture |
| 2.2 | Theme for English B | 2 | Lecture |
| 2.3 | The Children of the Poor | 3 | Lecture |
| 2.4 | Memories of West Street and Lepke | 3 | Lecture |
| 2.5 | Ringing the Bells | 3 | Lecture |
| 2.6 | Two Views of a Cadaver Room | 2 | Lecture |
| 3.1 | Introduction to American Prose | 2 | |
| 3.2 | Gifts | 6 | Smart Board |
| 3.3 | Life without Principle | 6 | Smart Board |
| 3.4 | Our Nation of Highbrows | 6 | Smart Board |
| 4.1 | Introduction to American Drama | 2 | |
| 4.2 | The Glass Menagerie | 18 | Enacting Scenes |
| 5.1 | Introduction to American Fiction | 2 | |
| 5.2 | Catch-22 | 10 | Seminar |
| 5.3 | Where Are You Going, Where Have You Been? | 4 | Seminar |
| 5.4 | The Things They Carried | 4 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------------|----------|---|---|---|--------|
| UEN19C53 | English Language Teaching | Core 11 | 5 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | V | 25 | 75 | 100 |

This paper tries to give various methodologies and approaches of teaching English to school level students. The learners of this paper assume themselves as teachers and learn various techniques and

Preamble:

skills of language teaching.

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|---|-----------------|
| CO1 | grasp the approaches and techniques of ELT. | K2 |
| CO2 | understand various methodologies involved in teaching English as a second language. | K2 |
| CO3 | comprehend the various methods of teaching different genres. | K2 |
| CO4 | apply the concepts of teaching English in a cognitive way. | K3 |
| CO5 | teach English in a real life situation to the peer learners. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

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

S-STRONG M-MEDIUM L-LOW

| | | |
|--|----|-----------------|
| | CA | End of Semester |
|--|----|-----------------|

| | First | Second | |
|-----------------------------|--------------|---------------|-----|
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit – I

English as a global language

English in India – an overview

English in contemporary India

The conditions under which English is taught and learnt in India

Unit – II

What is language?

Speech and writing

Variants in language

Linguistics and language teaching

Mother tongue teaching / learning

Foreign language teaching and second language teaching

Unit – III

The Grammar – Translation Method

The Reform Movement and the Direct Method

The Structural Approach and the Audio-lingual Method

The Bilingual Method and the use of the mother tongue

The Eclectic Method

Unit – IV

Instructional Aids: Blackboard, Pictures, Flash cards, Realia, Magnet boards, Video and Television, and CALL

Study Aides: Study skills and reference skills, listening and note-taking, reading and note-taking,

Graphic representations and transcoding information

Unit – V

The Need for evaluation

Types of tests

Characteristics of a test

Question types

Testing receptive and productive skills

Variations and errors, common errors and error analysis

Texts

Krishnaswamy N. and Lalitha Krishnaswamy. Teaching English: Approaches, Methods and Techniques, Trinity Press, Chennai. 2016.

Books for Reference

1. Nagaraj, Geetha. English Language Teaching: Approaches, Methods, Techniques, 2nd edn. Orient Longman (Pvt) Ltd., Hyderabad, 2008.
2. Krishnaswamy N. and Lalitha Krishnaswamy. Methods of Teaching English, Macmillan Publishers India Ltd., Chennai, 2009
3. Arora, Navita. English Language Teaching: Approaches and Methodologies, Tata McGraw-Hill Education (Pvt) Ltd., New Delhi, 2012.

Course designer Dr. C. S. Senthil

| | Topic | No. of Lecture Hrs. | Method |
|-----|--|---------------------------|---------------------------|
| 1.1 | English as a global language | 4 | Lecture |
| 1.2 | English in India – an overview | 4 | Lecture |
| 1.3 | English in contemporary India | 4 | Lecture |
| 1.4 | The conditions under which English is taught and learnt in India | 3 | Lecture |
| 2.1 | What is language? | 2 | Lecture |
| 2.2 | Speech and writing | 3 | Lecture |
| 2.3 | Variants in language | 2 | Lecture |
| 2.4 | Linguistics and language teaching | 3 | Lecture |
| 2.5 | Mother tongue teaching / learning | 3 | Lecture |
| 2.6 | Foreign language teaching and second language teaching | 2 | Lecture |
| 3.1 | The Grammar – Translation Method | 3 | PPT |
| 3.2 | The Reform Movement and the Direct Method | 3 | PPT |
| 3.3 | The Structural Approach and the Audio-lingual Method | 3 | PPT |
| 3.4 | The Bilingual Method and the use of the mother tongue | 3 | PPT |
| 3.5 | The Eclectic Method | 3 | PPT |
| 4.1 | Instructional Aids: Blackboard, Pictures, Flash cards, | 3 | Realia |
| 4.2 | Realia, Magnet boards, Video and Television | 3 | Realia |
| 4.3 | CALL | 3 | Realia |
| 4.4 | Study Aides: Study skills and reference skills, listening and note-taking, reading and note-taking | 3 | Grill method/ Score board |
| 4.5 | Graphic representations and transcoding information | 3 | Grill method/ Score board |
| 5.1 | The need for evaluation | 3 | Seminar |
| 5.2 | Type of tests and Characteristics of a test | 3 | Seminar |
| 5.3 | Question types | 3 | Peer teaching |
| 5.4 | Testing receptive and productive skills | 3 | Seminar |
| 5.5 | Variations and errors, common errors and error analysis | 3 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------------|-----------------|---|---|---|--------|
| UEN19C(E)4 | Indian Writing in English | Elective Main I | 5 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | V | 25 | 75 | 100 |

Preamble:

This paper includes defining and seminal works of Indian literature. Literary works of various genres are included giving the students a well-rounded knowledge of Indian literature as a whole.

Course outcomes

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | understand the works of the major writers of English in India. | K2 |
| CO2 | understand the significant contribution of Indian writers to English Literature. | K2 |
| CO3 | feel the Indian ambience in English. | K2 |
| CO4 | make them express themselves in English about their own life. | K3 |
| CO5 | Apply the difference of Indian English with British and other literatures. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Blooms Taxonomy:

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

Mapping of COs with POs

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I-Poetry

| | |
|---------------------|--|
| Toru Dutt | : Lotus |
| Rabindranath Tagore | : Where the Mind is Without Fear, 1,2,3 From Gitanjali |
| Aurobindo | : Transformation |
| Nizzim Ezekiel | : The Patriot |
| A.K. Ramanujan | : Obituary |
| K.N. Daruwallah | : Death by Burial |

Unit II-Poetry

| | |
|-------------------|---------------------------------|
| Jayanta Mahapatra | : Svayamvaram |
| Sujatha Bhatt | : What is Worth Knowing? |
| V.K.Gokak | : The Song of India |
| Parthasarathy | : Home Coming |
| Mamta Kalia | : After Eight Years of Marriage |
| Kamala Das | : An Introduction |

Unit III-Prose

| | |
|-------------------|--|
| Swami Vivekananda | : India: Our Motherland (His Call to the Nation) |
| Jawahar Lal Nehru | : The Glory has Departed |
| Arundathi Roy | : War in Peace |

Unit IV-Drama

| | |
|---------------|-----------|
| Girish Karnad | : Tughlaq |
|---------------|-----------|

Unit V-Fiction

| | |
|-----------------|-----------------------|
| R.K. Narayanan | : Financial Expert |
| Khushwant Singh | : A Train to Pakistan |

Text

Gokak, V.K. Ed. The Golden Treasury of Indo-Anglian Poetry 1828-1965. Sahitya Academy, New Delhi : 2001.

Books for Reference

1. Ramamurthi, K.S. Twenty Five Indian Poets in English, Macmillan Indian Ltd. Madras: 1995,
2. Ramakrishna D, Indian English Prose- An Anthology, Arnold Heineman: 19

Course Designer:

V.Revathi

| Units | Topic | Hours | Method |
|-------|--|-------|-----------------|
| 1.1 | Toru Dutt : Lotus | 2 | Lecture |
| 1.2 | Rabindranath Tagore : Where the Mind is Without Fear, 34, 36, 39, From Gitanjali | 3 | Lecture |
| 1.3 | Aurobindo : Transformation | 2 | Lecture |
| 1.4 | Nizzim Ezekiel : The Patriot | 2 | Lecture |
| 1.5 | A.K. Ramanujan : Obituary | 3 | Lecture |
| 1.6 | K.N. Daruwallah : Death by Burial | 3 | Lecture |
| 2.1 | Jayanta Mahapatra : Svayamvaram | 2 | Lecture |
| 2.2 | Sujatha Bhatt : What is Worth Knowing? | 2 | Lecture |
| 2.3 | V.K.Gokak : The Song of India | 3 | Lecture |
| 2.4 | Parthasarathy : Home Coming | 3 | Lecture |
| 2.5 | Mamta Kalia : After Eight Years of Marriage | 2 | Lecture |
| 2.6 | Kamala Das : An Introduction | 3 | Lecture |
| 3.1 | Swami Vivekananda : India: Our Motherland (His Call to the Nation) | 5 | Smart Board |
| 3.2 | Jawaharlal Nehru : Glory Has Departed | 5 | Smart Board |
| 3.3 | Arundhati Roy : War in Peace | 5 | Smart Board |
| 4 | Girish Karnad : Tughlaq | 15 | Enacting Scenes |
| 5.1 | R.K. Narayanan : Financial Expert | 7 | Seminar |
| 5.2 | Khushwant Singh : A Train to Pakistan | 8 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------|--------------------|---|---|---|--------|
| UEN19GE5 | Women's Writing | Elective Generic 3 | 4 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | V | 25 | 75 | 100 |

Preamble:

Women's Writing as a paper tries to give a voice to the voiceless. It provides an ample opportunity. The paper introduces students to the writings of prominent women writers throughout the World. It also attempts to sensitize the students to the plight of women on a global scale.

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|--|-----------------|
| CO1 | Understand the great women writers in English. | K2 |
| CO2 | comprehend the theory of Feminism and its other branches | K2 |
| CO3 | understand the concept of gender equality. | K2 |
| CO4 | apply the feministic polemics to real life situations. | K3 |
| CO5 | practice feministic expressions | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

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

S-STRONG M-MEDIUM L-LOW

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I: Poetry

| | |
|-----------------|-------------------------------|
| Kamala Das | : My Grand Mother's House |
| Toru Dutt | : The Tree Of Life |
| Emily Dickinson | : I Taste Liquor Never Brewed |
| Sylvia Plath | : Spinster |
| Maya Angelou | : Still I Rise |

Unit II: Poetry

| | |
|----------------|----------------|
| Patricia Beer | : Postcard |
| Imtiaz Dharker | : Purdah I |
| Judith Wright | : Woman to Man |
| Margret Atwood | : Mushrooms |
| P.K. Page | : After Rain |

Unit III: Prose

| | |
|--------------------|--|
| Simone de Beauvoir | : The Second Sex (Myth and Reality) |
| Sashi Deshpande | : Writing From the Margin |
| | Home Is Where Your Feet Are and May Your |
| Uma Parameshwaran | : Heart Be There Too |

Unit IV: Drama

| | |
|--------------------|-----------|
| Manjula Padmanaban | : Harvest |
|--------------------|-----------|

Unit V: Fiction

| | |
|-------------|-----------------|
| Bapsi Sidwa | : Ice Candy Man |
| Kate Chopin | : Awakening |

Texts

Wedgwood, E. D. *A P.E.N of Contemporary Poetry*. London: Hutchinson, 1996.

Souza, Eunice de. *Early Indian Poetry in English, An Anthology*. New Delhi: Oxford University Press, 2005.

Books for Reference

Prem P.C.K, Chambial D.C. *English Poetry in India: A Secular View Point*. Jaipur: Avaishkas, 2011.

Benjamin, Franklin. *Colonial Literature*. New York: Infobase Publishing, 2010.

Course Designer

Ms A. Rajeswari.

| | Topic | No. of lecture hrs | Method |
|-----|---|-----------------------|---------|
| 1.1 | Kamala Das : My Grand Mother's House | 3 | Lecture |
| 1.2 | Toru Dutt : The Tree Of Life | 3 | Lecture |
| 1.3 | Emily Dickinson : I taste a liquor Never Brewed | 3 | Lecture |
| 1.4 | Sylvia Plath : Spinster | 3 | Lecture |
| 1.5 | Maya Angelou : Still I Rise | 3 | Lecture |
| 2.1 | Patricia Beer : Post Card | 3 | Lecture |
| 2.2 | Imtiaz Dharker : Purdah I | 3 | Lecture |
| 2.3 | Judith Wright : Woman to Man | 3 | Lecture |
| 2.4 | Margret Atwood : Mushrooms | 3 | Lecture |
| 2.5 | P.K.Page : After Rain | 3 | Lecture |
| 3.1 | Simone de Beauvoir : The Second Sex (Myth and Reality) | 5 | GD |
| 3.2 | Sashi Deshpande : Writing From the Margin | 5 | GD |
| 3.3 | Uma Parameshwaran : Home Is Where Your Feet are and May Your Heart be there Too | 6 | Seminar |
| 4.1 | Manjula Padmanaban : Harvest | 4 | Seminar |
| 5.1 | Bapsi Sidwa : Ice Candy Man | 8 | Seminar |
| 5.2 | Kate Chopin : Awakening | 7 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---|----------|---|---|---|--------|
| UEN19NE51 | English for Competitive Examinations II | Part IV | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | V | 15 | 50 | 100 |

Preamble:

This paper makes an attempt to give a morphological approach to language learning. The paper also introduces the concepts of same meanings, opposite meanings and various forms of words. Apart from these, this paper tries to give the figurative uses of language by introducing figures of speech and idioms and phrases.

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

Course outcomes

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | understand the morphological approach to language learning. | K1 |
| CO2 | understand the various synonyms. | K1 |
| CO3 | realize the various figures of speech. | K2 |
| CO4 | learn idiomatical phraseology. | K2 |
| CO5 | learn the skills to face competitive examinations. | K2 |

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit – I

Articles

Prepositions

Error Spotting

Sentence Patterns

Question tags

Unit - II

Singular Vs Plural

Infinitives, Gerund

Rearranging of the sentences

Odd One Out

Cloze Test

Text Book

1. Prasad, Hari Mohan & Rani, Uma. *Objective English for Competitive Examinations*. New Delhi: Tata Mc Hill, 2011.

Books for Reference

1. Vijay Nicole" s ,*Objective English for Competitive Examinations*, 115 Nelson Manickam Rd., Chennai.
2. R.P. Batnagar, *Objective English for Competitive Examinations*, 3rd edition, Macmillan Publisher India, Ltd., Chennai.

Course Designer

Ms . A. Rajeswari

Course and Lecture Schedule

| | Topic | No. of lecture hrs | Method |
|-----|------------------------------|--------------------|----------------------|
| 1.1 | Articles | 3 | Smart Board |
| 1.2 | Prepositions | 3 | Smart Board |
| 1.3 | Error Spotting | 3 | Smart Board |
| 1.4 | Sentence Patterns | 3 | Smart Board |
| 1.5 | Question Tags | 3 | Smart Board |
| 2.1 | Singular vs Plural | 3 | Practicing Exercises |
| 2.2 | Infinitives and Gerund | 3 | Practicing Exercises |
| 2.3 | Rearranging of the Sentences | 3 | Practicing Exercises |
| 2.4 | Odd one Out | 3 | Practicing Exercises |
| 2.5 | Cloze test | 3 | Practicing Exercises |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-------------------|----------|---|---|---|--------|
| UEN19C61 | The Victorian Age | Core 12 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 25 | 75 | 100 |

Preamble:

This paper presents the various social changes that took place in the Victorian age through its representative literary works. The paper covers various genres of writing through the Victorian era, thereby giving a well rounded understanding of literary influences and aesthetics during the era. On the completion of the course the student will be able to

Course outcomes

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Understand the impact of science on the age and the expansion of the colonization. | K2 |
| CO2 | Relate the Darwinian concept of the universe and the literature of the age. | K3 |
| CO3 | Get the examples of both Victorian hopelessness and Brownian hope. | K1 |
| CO4 | Know the realistic portrayal of the Victorian society through the novels. | K1 |
| CO5 | Apply the conditions of the Victorian age to the early modern age. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I Poetry

| | | |
|-----------------------|---|------------------------------|
| Alfred, Lord Tennyson | : | Ulysses, The Lady of Shalott |
| Matthew Arnold | : | Dover Beach, Immortality. |
| G.M. Hopkins | : | Spring and Fall |
| D. G. Rossetti | : | The Blessed Damozel |

Unit II Poetry

| | | |
|----------------------------|---|---------------------|
| Robert Browning | : | Fra Lippo Lippi |
| Elizabeth Barrett Browning | : | If Thou Must love |
| Alfred, Lord Tennyson | : | The Lady of Shalott |
| Christina Rossetti | : | Song, A Birthday |
| A.H. Clough | : | There is no God |

Unit III Prose

| | | |
|----------------|---|--|
| John Ruskin | : | Sesame and Lilies Lecture I – Sesame : of Kings Treasuries |
| Thomas Carlyle | : | Heroes and Hero worship chapter 3 - Hero as a Poet |

Unit IV Drama

| | | |
|-------------|---|---------------------------------|
| Oscar Wilde | : | The Importance of Being Earnest |
|-------------|---|---------------------------------|

Unit V Fiction

| | | |
|-----------------|---|----------------------|
| Charles Dickens | : | A Tale of Two Cities |
| George Eliot | : | Silas Marner |

Texts

1. Dickens Charles .A Tale of Two Cities.Penguin Classic.London.2003
2. Eliot George .*Silas Marner* .Dover publication.England.1996

Books for Reference

1. Ricks, Christoher. Ed., The New Oxford Book of English Verse, Vol. II New York , OUP, 1987.

V. Sachitanandam. Ed. Six English Poets, Chennai, Macmillan. 1978.

Course Designer Mr.C.Alex Mariya Prakash

| | Topic | hrs | Method |
|-------|---|-----|-----------------|
| 1.1 a | Alfred Lord Tennyson : Ulysses | 2 | Lecture |
| 1.1b | Alfred Lord Tennyson : The Lady of Shalott | 4 | Lecture |
| 1.2a | Matthew Arnold : Dover Beach | 2 | Lecture |
| 1.2b | Mathew Arnold : Immortality | 3 | Lecture |
| 1.3 | G.M .Hopkins : Spring and Fall | 2 | Lecture |
| 1.4 | D.G.Rossetti : The Blessed Damozel | 2 | Lecture |
| 2.1 | Robert Browning : Fra Lippo Lippi | 3 | Lecture |
| 2.2 | E.B Browning : If Thou Must Love | 3 | Lecture |
| 2.3a | Christina Rossetti : Song | 3 | Lecture |
| 2.3b | Christina Rossetti : Birthday | 3 | Lecture |
| 2.4 | A.H. Clough : There is no God | 3 | Lecture |
| 3.1 | John Ruskin : Of Kings Treasures | 8 | PPT |
| 3.2 | Thomas Carlyle : Hero as a poet | 7 | PPT |
| 4.1a | Oscar Wilde : The Importance of Being Earnest Act I | 5 | Enacting Scenes |
| 4.1 b | Act II | 5 | Enacting Scenes |
| 4.1 c | Act III | 5 | Enacting Scenes |
| 5.1a | George Eliot : Silas Marner Part I | 3 | Seminar |
| 5.1 b | Part II | 4 | Seminar |
| 5.2 a | Charles Dickens : A Tale of Two Cities Book I | 4 | Seminar |
| 5.2b | Book II | 2 | Seminar |
| 5.2 c | Book III | 2 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|----------------|----------|---|---|---|--------|
| UEN19C62 | The Modern Age | Core 13 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 25 | 75 | 100 |

Preamble

This paper aims at familiarizing the students with the important trends in the modern age of English Literature. Students will have the opportunity to get acquainted with the seminal works during the world war era. Thereby the paper acts as a gateway to future readers of contemporary literature. On the completion of the course the student will be able to

| | Course Outcome | Knowledge Level |
|-----|--|-----------------|
| CO1 | comprehend the incomprehensibility of modern literature. | K3 |
| CO2 | relate the havoc of the World Wars on modern literature. | K3 |
| CO3 | recognize the complex patterns of modern literature. | K2 |
| CO4 | understand the complexity of modern life. | K2 |
| CO5 | apply the impact of science and technology on life. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

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

S-STRONG M-MEDIUM L-LOW

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I: Poetry

| | | |
|-----------------|---|---------------------------------------|
| W.B. Yeats | : | Easter, 1916 |
| T.S. Eliot | : | The Love Song of J. Alfred Prufrock |
| W.H. Auden | : | As I Walked Out One Evening |
| Stephen Spender | : | I think Continually |
| R.S. Thomas | : | Death of a Poet |
| Dylan Thomas | : | Do not go Gentle into That Good Night |

Unit II: Poetry

| | | |
|---------------|---|---|
| Philip Larkin | : | MCMXIV |
| Sidney Keyes | : | Four Postures of Death (Death and the Maiden) |
| Ted Hughes | : | The Harvest Moon |
| Tony Harrison | : | Marked with D |
| Seamus Heaney | : | Digging |
| Bob Dylan | : | The Times They are a Changin" |

Course content and lecture schedule**Unit III: Prose**

| | | |
|-----------------|---|-------------------|
| G.K. Chesterton | : | A Piece of Chalk |
| A.A. Milne | : | A Word for Autumn |
| Aldous Huxley | : | Heaven and Hell |
| A.G. Gardiner | : | On Letter Writing |

Unit IV: Drama

| | | |
|---------------|---|----------|
| Harold Pinter | : | The Room |
|---------------|---|----------|

Unit V: Novel

| | | |
|-----------------|---|-------------------|
| George Orwell | : | Animal Farm |
| William Golding | : | Lord of the Flies |

Texts

1. Orwell, George. *Animal Farm*. London: Penguin, 2003. Print.
2. Golding, William. *Lord of the flies*. London: Faber, 2005. Print.

Books for Reference

1. Abrams, M.H. et al. *The Norton Anthology of English Literature*, Vol. II, New York, WW. Norton & Co Inc., 1962
2. Perkins, David. *A History of Modern Poetry*. Cambridge, MA: Belknap of Harvard UP, 1976
3. Loewenstein, David, and Janel M. Mueller. *The Cambridge History of Early Modern English Literature*, UK: Cambridge Up, 2002.

Course Designer

Mr. R. Aravind

| | Topic | No of lecture hrs. | Method |
|-----|---|--------------------|-----------------|
| 1.1 | W.B. Yeats: Easter, 1916 | 3 | Lecture |
| 1.2 | T.S. Eliot: The Love Song of J.Alfred Prufrock | 3 | Lecture |
| 1.3 | W.H. Auden: As I Walked Out One Evening | 3 | Lecture |
| 1.4 | Stephen Spender: I think Continually | 3 | Lecture |
| 1.5 | R.S. Thomas: Death of a Poet | 3 | Lecture |
| 1.6 | Dylan Thomas : Do not go Gentle into That Good Night | 3 | Lecture |
| 2.1 | Philip Larkin: MCMXIV | 3 | Lecture |
| 2.2 | Sidney Keyes: Four Postures of Death (Death and the Maiden) | 3 | Lecture |
| 2.3 | Ted Hughes: The Harvest Moon | 3 | Lecture |
| 2.4 | Tony Harrison: Marked with D | 3 | Lecture |
| 2.5 | Seamus Heaney: Digging | 3 | Lecture |
| 2.6 | Bob Dylan: The Times They are a Changin | 3 | Lecture |
| 3.1 | G.K. Chesterton : A Piece of Chalk | 4 | Smart Board |
| 3.2 | A.A. Milne: A Word for Autumn | 4 | Smart Board |
| 3.3 | Aldous Huxley : Heaven and Hell | 5 | Smart Board |
| 3.4 | A.G. Gardiner : On Letter Writing | 5 | Smart Board |
| 4.1 | Harold Pinter: The Room | 18 | Enacting Scenes |
| 5.1 | George Orwell: Animal Farm | 9 | Seminar |
| 5.2 | William Golding: Lord of the Flies | 9 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---|-----------------|---|---|---|--------|
| UEN19C(E)6 | Introduction to Literary Criticism and Theory | Elective Main 1 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 25 | 75 | 100 |

This paper presents the critical lineage starting from the great Greek masters through various various

Preamble:

developments in the domain of literary criticism and theory. It also gives an account of how different critics and theorists interpreted their contemporary literature in different ways following different schools in criticism. The paper also gives a small introduction to modern theories. On the completion of the course the student will be able to

Course outcomes

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | start with basic approaches of criticism from the Greeks. | K1 |
| CO2 | understand the age-wise changes of the critical spirit of the critics. | K2 |
| CO3 | relate the literature of the age with the criticisms of the critics of the particular period. | K3 |
| CO4 | understand to discriminate between high-brow and low-brow literature | K2 |
| CO5 | apply the modern theories to literature. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I:

Plato : Views of Art, His attack on Poetry

Aristotle : Observations on Poetry, Tragedy and Comedy

Longinus : Sublimity in literature, Sources of the Sublime

Unit II:

Philip Sidney : Works, Argument for poetry

John Dryden : The nature and function of poetry, views on Satire and Criticism

Johnson : On kinds of Poetry, Versification and Poetic Diction

Unit III:

William Wordsworth : Concept of Poetry and Poetic Diction

S.T.Coleridge : Theory of imagination, View of Art

Matthew Arnold : The functions of an Artist

Unit IV:

T.S Eliot

F.R. Leavis Critical Ideas

I.A. Richards

Unit V:

New Criticism

Structuralism

Deconstruction History and Key Concepts

Feminism

Post Colonialism

Text

1. M.S. Nagarajan. English Literary Criticism and Theory – An Introductory History, Orient BlackSwan Private Limited 2006 (Unit V)

Books for Reference

1. B. Prasad. An Introduction to English Criticism. Macmillan Pvt. Ltd (Unit – I,II,III,IV)
2. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester UP, 2002.

Course Designer Mr. R. Aravind

Course content and lecture schedule

| | Topic | No of lecture | Method |
|-----|--|---------------|---------|
| 1.1 | Plato – Views of Art, His attack on Poetry | 5 | Lecture |
| 1.2 | Aristotle – Observations on Poetry, Tragedy and Comedy | 5 | Lecture |
| 1.3 | Longinus – Sublimity in literature, Sources of the Sublime | 5 | Lecture |
| 2.1 | Philip Sidney – Works, Argument for poetry | 5 | Lecture |
| 2.2 | John Dryden – The nature and function of poetry, views on Satire and Criticism | 5 | Lecture |
| 2.3 | Johnson – On kinds of Poetry, Versification and Poetic Diction | 5 | Lecture |
| 3.1 | William Wordsworth – Concept of Poetry and Poetic Diction | 5 | PPT |
| 3.2 | S.T.Coleridge – Theory of imagination, View of Art | 5 | PPT |
| 3.3 | Matthew Arnold – The functions of an Artist | 5 | PPT |
| 4.1 | T.S Eliot | 5 | GD |
| 4.2 | F.R. Leavis | 5 | GD |
| 4.3 | I.A. Richards | 5 | GD |
| 5.1 | New Criticism | 3 | Seminar |
| 5.2 | Structuralism | 3 | Seminar |
| 5.3 | Deconstruction | 3 | Seminar |
| 5.4 | Feminism | 3 | Seminar |
| 5.5 | Post Colonialism | 3 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|----------------------------|------------------|---|---|---|--------|
| UEN19C(E)7 | New Literatures in English | Elective Main II | 5 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 25 | 75 | 100 |

Preamble:

This paper illustrates the true variety of New Writing in English across nations and cultures. This paper includes illustrative works of various nations which were once under the colonial rule, thereby giving a rounded knowledge of its cultural and literary complexities.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | familiarize themselves with various countries and their literatures. | K2 |
| CO2 | discriminate various literatures in different types of English. | K3 |
| CO3 | understand the variations of life styles of colonized countries. | K2 |
| CO4 | expose themselves to the multiculturalism of various countries. | K3 |
| CO5 | apply the understanding of new literatures to the experiences of learning British literature. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit – I Poetry

| | | |
|---------------|---|-------------------------|
| A.D. Hope | : | Australia |
| L.S.Senghor | : | New York |
| Gabriel Okara | : | Once Upon a Time |
| F.R. Scott | : | Laurentian Shield |
| Peter Porter | : | Your Attention, Please. |

Unit – II Poetry

| | | |
|-----------------|---|----------------------------------|
| Derek Walcott | : | A Far Cry from Africa |
| Edwin Thumboo | : | Words |
| Kishwar Naheed | : | I am not that Woman |
| Faiz Ahmad Faiz | : | Nowhere, no Trace can I Discover |
| Edward Baugh | : | Elemental |

Unit – III Prose

| | | |
|------------------|---|------------------------------------|
| Ngugi Wa Thiango | : | Decolonizing the Mind (An extract) |
| A.D. Hope | : | Status of Australian Literature |
| Chinua Achebe | : | The Igbo World and Its Art |

Unit – IV Drama

| | | |
|--------------|---|------------------------|
| Wole Soyinka | : | The Lion and the Jewel |
|--------------|---|------------------------|

Unit – V Fiction

| | | |
|---------------|---|----------------------|
| Doris Lessing | : | Love Again |
| Samuel Selvon | : | The Lonely Londoners |

Text

1. Narasimhaiah . C. D. An Anthology of Commonwealth Poetry.Macmillan.India:2009

Books of Reference

1. Higham, Charles. Australian Writing Today. Penguin. London: 1968.
2. Bier Ullis. Introduction to African Literature, An Anthology of Critical Writings from Black Orpheus. Orient Longman. London: 1967.

Course Designer

Ms. T. Senthil Veera Kumari

Course contents and Lecture Schedule

| Units | Topic | No of lecture hrs. | Method |
|-------|---|--------------------|-----------------|
| 1.1 | A.D. Hope – Australia | 3 | Lecture |
| 1.2 | L.S.Senghor - New York | 3 | Lecture |
| 1.3 | Gabriel Okara - Once Upon a Time | 3 | Lecture |
| 1.4 | F.R. Scott - Laurentian Shield | 3 | Lecture |
| 1.5 | Peter Porter - Your Attention, Please. | 3 | Lecture |
| 2.1 | Derek Walcott - A Far Cry from Africa | 3 | Lecture |
| 2.2 | Edwin Thumboo – Words | 3 | Lecture |
| 2.3 | Kishwar Naheed - I am not that Woman | 3 | Lecture |
| 2.4 | Faiz Ahmad Faiz - Nowhere, no Trace can I Discover | 3 | Lecture |
| 2.5 | Edward Baugh – Elemental | 3 | Lecture |
| 3.1 | Ngugi Wa Thiango - Decolonizing the Mind (An extract) | 5 | GD |
| 3.2 | A.D. Hope - Status of Australian Literature | 5 | GD |
| 3.3 | Chinua Achebe - The Igbo World and Its Art | 5 | GD |
| 4.1 | Wole Soyinka - The Lion and the Jewel | 15 | Enacting Scenes |
| 5.1 | Doris Lessing - Love Again | 8 | Seminar S |
| 5.2 | Samuel Selvon - The Lonely Londoners | 7 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------------------|--------------------|---|---|---|--------|
| UEN19GE(E)8 | World Literature in Translation | Elective Generic 4 | 5 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 25 | 75 | 100 |

Preamble:

This paper is an attempt to introduce young minds to achievements of writers in various languages in various periods. The paper is indispensable to any young reader who wants to cultivate a taste in literature by varying global standards.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | familiarise themselves with various countries and their literatures. | K2 |
| CO2 | discriminate various literatures in different types of English. | K3 |
| CO3 | Relate the variations of life styles of various countries. | K2 |
| CO4 | expose themselves to the multiculturalism of various countries. | K3 |
| CO5 | apply the understanding of the norms and the spirit of the translated works. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I: Poetry

Homer : Odyssey book IX LL 83-385
Pablo Neruda : Keeping Quiet
The awakened women

Baradidasan :

Unit II: Poetry

Fracis Petrarch : Great is my envy of you
Thiruvalluvar : The Excellence of Rain (verse1-10)
From Thirukural If arattup chapter-2 (translated by G.U.Pope)
Paul Valery : The graveyard by The Sea

Unit III: Prose

Albert Einstein : The War is won, but the Peace is not
Symptoms of cultural Decay
(From On Politics, Government and Pacifism)
Quran : Women Revealed at Al Madina (Translated by Mohammed
Maemaduke Pickthal)
Bible : The Parable of Talents (Mathew 25:14 – 25)
The Parable of Sower (Mathew 13: 1 – 24)
The Parable of Good Samaritan (Luke 10:25 – 37)
The Parable of Lost Son (Luke 14: 11 – 32)

Unit IV: Play

Moliere : The Miser

Unit V: Fiction

Leo Tolstoy : The Cossacks
Anton Chekhov : The Lady with the Dog

Texts

1. Shyam, S.John.Ed. World Literature: The Ancient and Modern. CFCC Publication. Bangalore: 2010

Books for Reference

1. The Holy Bible, New King James Version

Course designer

Mrs Sasi Devi

Course contents and Lecture Schedule

| | Topic | Method | No. of lecture hrs |
|-----|--|--------|--------------------|
| 1.1 | Homer : Odyssey book IX LL 83-385 | 5 | Lecture |
| 1.2 | Pablo Neruda : Keeping Quite | 5 | Lecture |
| 1.3 | Baradidasan : The Awakened Women | 5 | Lecture |
| 2.1 | Stephen Mallarme : The Sea Breeze | 3 | Lecture |
| 2.2 | Fracis Petrarch : Great is My envy of You | 3 | PPT |
| 2.3 | Thiruvalluvar : The Excellence of Rain (verse 1-10) From Thirukkural if arattup chapter-2 (translated by G. U. Pope) | 6 | PPT |
| 2.4 | Paul Valery : The graveyard by the sea | 3 | SEMINAR |
| 3.1 | Albert Einstein : The War is Won, but the peace is not Symptoms of cultural decay (From on Politics, Government and Pacifism) | 5 | PPT |
| 3.2 | Quran : women Revealed at Al Madina (Translated by Mohammed Maemaduke Pickthal) | 5 | SEMINAR |
| 3.3 | The Parable of Talents (Mathew 25:14-25) | 5 | PPT |
| | The Parable of Shower (Mathew 13:1-24) | | PPT |
| | The Parable of Good Samaritan (Luke 10:25-37) | 5 | PPT |
| | The Parable of Lost Son (Luke 14:11-32) | | PPT |
| 4.1 | Moliere : The Miser | 15 | PPT |
| 5.1 | Leo Tolstoy : The Cossacks | 8 | Seminar |
| 5.2 | Anton Chekhov : The Lady With the Dog | 7 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|---------------|----------------------------|----------|---|---|---|--------|
| UEN19SE61 (A) | The Art of Public Speaking | Part IV | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 15 | 35 | 50 |

Preamble:

The paper introduces the learners to the art of public speaking by providing various contexts and situations. It gives enough number of practices and rehearsals and make them know the subject and the audience. By giving some glimpses of speeches by experts, the paper trains them to become good public speakers.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | prepare a well planned speech | K2 |
| CO2 | get self-confidence. | K3 |
| CO3 | know the subject and the audience | K1 |
| CO4 | understand the significance of personal appearance and stage decorum. | K2 |
| CO5 | know good example of speeches. | K1 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 30 | 30 | 65 |

Unit I

How to Prepare a Speech

Self-Confidence level while speaking

Practice and Rehearsal

Knowing the Subject

Knowing the Audience

Unit II

How to Deliver a Speech

Personal Appearance and Impression

How to Make a Speech Interesting

Inspiring Speeches by Famous Personalities on Special Occasions - Excerpts:

a. The Light has Gone Out by Jawaharlal Nehru

b. Gettysburgh Address by Abraham Lincoln

c. The First Independence Day by Sarojini Naidu

Drafting a Speech (Practicals for Internal Assessment)

Text

1. Kishore, B.R. *The Art of Public Speaking*. New Light Publishers, India. 1998. Print.

Books for Reference

1. Mohan, Krishna and N.P. Singh. *Speaking English Effectively*. 2nd Edition. Macmillan: New Delhi. 2009. Print.

Course Designer

Ms. S. Vinothini

Course contents and Lecture schedule

| | Topic | No of lecture hrs. | Method |
|-----|--------------------------------------|--------------------|---------|
| 1.1 | How to Prepare a Speech | 3 | Lecture |
| 1.2 | Self-Confidence level while Speaking | 2 | Lecture |
| 1.3 | Practice and Rehearsal | 2 | Lecture |
| 1.4 | Knowing the Subject | 2 | Lecture |

| | | | |
|-----|--|---|---------|
| 1.5 | Knowing the Audience | 2 | Lecture |
| 2.1 | How to Deliver a Speech | 3 | GD |
| 2.2 | Personal Appearance and Impression | 3 | GD |
| 2.3 | How to Make a Speech Interesting | 3 | GD |
| 2.4 | Inspiring Speeches by Famous Personalities on Special Occasions – Excerpts | 6 | GD |
| 2.5 | Drafting a Speech (Practicals for Internal Assessment) | 4 | GD |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|---------------|-----------------|----------|---|---|---|--------|
| UEN19SE61 (B) | Modern Rhetoric | Part IV | 2 | - | - | 2 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 15 | 35 | 50 |

Preamble:

This paper gives a clear view of the characteristics of modern rhetoric. It emphasizes the various qualities of rhetoric in the modern context. The paper teaches the nuances of delivering public speeches by giving emphasis on voice quality and control and introduces the learners to organize a well-planned speech with its own features.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | expose themselves to voice training | K3 |
| CO2 | get enough number of practices | K3 |
| CO3 | understand the nuances of delivering a speech | K1 |
| CO4 | apply the concepts of the organization of speech | K3 |
| CO5 | deliver a speeches 'proper beginning, middle and an end'. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge- K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I

Characteristics of Voice-quality, pitch, volume, note

Body language- Personal appearance, posture, gestures, eye contact

Unit II

Organisation of Speech- Planning, developing

Beginning and ending of speech delivery

Speeches for special occasions – excerpts “I Have a Dream,” “Gettysburg Address,” “The Light has Gone Out,” „The Pledge”, “Address to the Parliament of Religions”.

Extemporaneous Speeches, Speaking for and against a topic

Drafting speeches

Krishna Mohan and N.P.Singh.Speaking English Effectivelyt.2nd Edition, Macmillan India, 2009.Print.

Course Designer

Ms. S. Vinothini

Course contents and Lecture Schedule

| | Topic | No of lecture hrs. | Method |
|-----|---|--------------------|--|
| 1.1 | Characteristics of Voice-quality, pitch, volume, note | 4 | Lecture& PPT |
| 1.2 | Body language- Personal appearance, posture, gestures, eye contact | 4 | Lecture& PPT |
| 2.1 | Organisation of Speech- Planning, developing | 4 | Lecture& PPT with Language learning software |
| 2.2 | Beginning and ending of speech delivery | 4 | Lecture& Exercise |
| 2.3 | Speeches for special occasions – excerpts “I Have a Dream,” “Gettysburg Address,” | 4 | Lecture, PPT & Exercise |
| 2.4 | “The Light has Gone Out,” „The Pledge”, “Address to the Parliament of Religions”. | 4 | Lecture& PPT |
| 2.5 | Extemporaneous Speeches, Speaking for and against a topic | 3 | Lecture& PPT |
| 2.6 | Drafting speeches | 3 | GD& Exercise |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|------------------|-----------------------------------|----------|------------|-------------|----------------|--------|
| UEN19SE61 (C) | The Technology of Speaking Skills | Part IV | 2 | - | - | 2 |
| | | | L- Lecture | T- Tutorial | P - Practicals | |

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| III | VI | 15 | 35 | 50 |

Preamble:

This paper introduces non-verbal communication skills with oral skills and how to use the internet to develop soft skills and etiquettes. Apart from these the paper trains them in GD, Interview and presentation skills.

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | expose themselves to non-verbal communication skills. | K3 |
| CO2 | get enough number of practices in oral skills | K3 |
| CO3 | understand the nuances answering the telephone calls. | K1 |
| CO4 | apply the concepts of the presentation skills in GD and Interviews. | K3 |
| CO5 | Practise the nuances of proper GD. | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge- K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I

Non-Verbal Communication Skills

Oral Skills

Telephone Skills

Etiquette

Unit II

Group Discussion

Interview Skills

Presentation Skills

Text

Ajit Anuradha. Soft Skills for Aspiring Leaders. Chennai: Emerald Publishers.2009.Print.

Course Designer

Ms. S. Vinothini

Course contents and Lecture Schedule

| | Topic | | No of lecture hrs. | Method |
|-----|---------------------------------|--|--------------------|-------------------------|
| 1.1 | Non-Verbal Communication Skills | | 4 | Lab & PPT |
| 1.2 | Oral Skills | | 4 | Lab & Exercise |
| 1.3 | Telephone Skills | | 4 | Lecture, Lab & exercise |
| 1.4 | Etiquette | | 4 | Lecture& PPT |
| 2.1 | Group Discussion | | 4 | Lecture, GD & Lab |
| 2.2 | Interview Skills | | 5 | GD& Lab |
| 2.3 | Presentation Skills | | 5 | Lecture, GD& PPT |

THIAGARAJAR COLLEGE, MADURAI – 9.

(Re-Accredited with 'A' Grade by NAAC)

ENVIRONMENTAL STUDIES

(For those joined B.A., B.Sc., B.Com., B.B.A., B.C.A in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------------|----------|---|---|---|--------|
| U19EVS11 | Environmental Studies | AECC1 | 2 | - | - | 2 |

| Year | Semester | Int. Marks | Ext.Marks | Total |
|-------|----------|------------|-----------|-------|
| First | First | 15 | 35 | 50 |

Preamble

Students acquire knowledge on the basic concepts, components and importance of environment.

Course Outcomes

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

| | Course outcomes | Knowledge Level |
|-----|--|-----------------|
| CO1 | Define the structure and functions of ecosystem | K1 |
| CO2 | Explain the benefits of biodiversity conservation | K2 |
| CO3 | Summarise the sources, effects and control measures of various types of Pollutants | K1 |
| CO4 | Perceive the environment legislations in India for sustainable development. | K3 |

K1: Knowledge K2: Understand K3: Apply

Blooms taxonomy: Assessment Pattern

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

Unit I

Definition and Scope of Environmental Studies – Ecology and Ecosystem – Structure of an Ecosystem – Food chains, food webs and ecological pyramids – Causes of Biodiversity Loss – Benefit and Conservation of Biodiversity

Unit II

Environmental problems and Management: Causes, effects and Control measures of : Air Pollution – Water Pollution – Noise Pollution – Nuclear Hazards. Solid waste management and Waste Disposal methods. Climate change and Global Warming causes and Measures. Waste and Plastics. Urban environmental problems and measures. Environmental Legislations in India. Sustainable development and Inclusive growth.

Text Book

1. Kanagasabai, C.S. 2005.Environmental Studies. Rasee publishers. Madurai.

Reference Books

1. Yogendra, N. and Srivastava, N. 1998. Environmental PSollution, Ashish Publishing House. New Delhi.
- Sapru R.K.2001. Environment Management in India, Vol. I & Vol. II Ashish publishers house, New Delhi.

THIAGARAJAR COLLEGE, MADURAI – 9.
(Re-Accredited with 'A' Grade by NAAC)
VALUE EDUCATION

(For those joined B.A., B.Sc., B.Com., B.B.A., B.C.A in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------|----------|---|---|---|--------|
| U19VE51 | Value Education | AECC1 | 2 | - | - | 2 |

| Year | Semester | Int. Marks | Ext.Marks | Total |
|-------|----------|------------|-----------|-------|
| Third | Fifth | 15 | 35 | 50 |

Preamble

Students acquire knowledge on the basic concepts, components and importance of environment.

Course Outcomes

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

| | Course outcomes | Knowledge Level |
|-----|--|-----------------|
| CO1 | Define the structure and functions of ecosystem | K1 |
| CO2 | Explain the benefits of biodiversity conservation | K2 |
| CO3 | Summarise the sources, effects and control measures of various types of Pollutants | K1 |
| CO4 | Perceive the environment legislations in India for sustainable development. | K3 |

K1: Knowledge K2: Understand K3: Apply

Blooms taxonomy: Assessment Pattern

| | CA | | End of Semester |
|-------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge</i> | 40% | 40% | 40% |
| <i>Understand</i> | 40% | 40% | 40% |
| <i>Apply</i> | 20% | 20% | 20% |

Unit I

Self Development – Introduction - Definition and Types of Values – Self Assessment – Values needed for self development - Values needed for family life –Principles of happy living

Character development- Good character – Good relationships - Legendary people of highest character – The quest for character –Developing character -The key to good character.

Unit II:

Positive Thinking and Self Esteem - Types of thoughts - Areas of thinking - Developing thought pattern - External influences on Thoughts - Methods to keep outlook positive – Meaning of Self Esteem – Self empowerment.

Stress free living – Illusions and causes - Symptoms and stages of stress – Self confidence– Role models and leadership qualities – Critical thinking - Communication skills – Happy and successful life.

Reference

Study material / Course material

Values for Excellence in Life|| Compiled by then Curriculum Development Cell Thiagarajar College, Madurai, in collaboration with the Education wing, Brahma Kumaris, Madurai.

விழுமியக் கல்வி

கூறு - 1

சுய முன்னேற்றம்

அறிமுகம் - விழுமியங்களின் விளக்கம் மற்றும் வகைகள் - சுயமதிப்பீடு - சுய முன்னேற்றத்திற்கு விழுமியங்களின் தேவை - குடும்ப வாழ்க்கைக்கு விழுமியங்களின் தேவை - மகிழ்ச்சியான வாழ்க்கைக்கான கொள்கைகள்

பண்பு வளர்ச்சி

நற்பண்பு - நல்லுறவு - உயரிய பண்புகளால் உயர்ந்த பெருமக்களாதல் - பண்புகளைத் தேடல் - பண்புகளை வளர்த்தல் - நற்பண்புகளுக்கான திறவுகோல்.

கூறு - 2

சுயமரியாதையும் நேர்மறைச் சிந்தனையும்

சிந்தனையின் வகைகள் - சிந்தனைப் பகுதிகள் - சிந்தனையை வளர்க்கும் முறை - சிந்தனையில் புறத்தாக்கங்கள் - நேர்மறைப் பண்பை வெளித்தோற்றத்தில் காட்டும்முறை - சுயமரியாதையின் பொருள் - சுய அதிகாரமளித்தல்

அழுத்தமில்லா வாழ்க்கை

பிரமைகளும் காரணங்களும் - அழுத்த நிலைகளுக்கான அறிகுறிகள் - தன்னம்பிக்கை - தலைமைப் பண்பில் முன்னுதாரணங்கள் - விமர்சனச் சிந்தனை - தொடர்புத் திறன்கள் - மகிழ்ச்சி மற்றும் வெற்றிகரமான வாழ்க்கை

Reference

Study material / Course material

“Values for Excellence in Life” Compiled by then Curriculum Development Cell Thiagarajar College, Madurai, in collaboration with the Education wing, Brahma Kumaris, Madurai

Self Study Paper

Thiagarajar College (Autonomous) :: Madurai – 625 009**SELF STUDY PAPER**

(For those joined UG in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--------------|------------------|---|---|---|--------|
| U19SS51 | Soft Skills | Self Study Paper | - | - | - | 5 |

| Year | Semester | Int. Marks | Ext.Marks | Total |
|-------|----------|------------|-----------|-------|
| Third | Fifth | ---- | 100 | 100 |

*** Carries Extra 5 credits that do not form part mandatory credits (140) required for completion of the course. Optional paper not compulsory for all UG students.**

Preamble

Prepare the students to develop skills, provide training to face interview .prepare themselves with the right skill-sets and attitude

Course Outcomes

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

| | Course outcomes | Knowledge Level |
|------------|---|-----------------|
| CO1 | Possess a basic idea on the understanding of nature, cause, effect and ways to deal with critical challenges in everyday life | K1,K2 |
| CO2 | Overcome the aspects such as Communication barriers, Stress management, Emotions. | K3 |
| CO3 | Gain insights into high-in-demand soft skills and prepare themselves with the right skill-sets and attitude | K1,K2 |
| CO4 | Develop or take part inteam work, Thinking skills, Creativity and time management. | K3 |
| CO5 | Prepare themselves to face different levels of interviews. Develop skills to manage an organization | K3 |

K1: Knowledge K2: Understand K3: Apply

Blooms taxonomy: Assessment Pattern

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

Unit - 1

Self Awareness (Concept of Self-esteem, Positive and Negative self esteem) Motivation (Nature and types, Factors enhancing and affecting Motivation, Needs and Drives) (Creativity Introduction, Nature of Creativity, Stages of Creativity, Enhancing Creativity, Verbal and Non

Verbal Creativity) Values and Ethics (Nature and Significance, Values, Ethics, Work Ethics, Character building, Manners and Ethics)

Self Management (Self management skills and Social Competency, Social Competency Behaviour, Value Orientation, Life goals)

Unit 2

Communication and Thinking Communication (Definition, Types, Styles, Culture and Communication); Thinking (Nature, Types, Problem Solving, Proactive thinking, Positive Thinking, Assertiveness)

Unit 3

Emotions (Nature of emotions, Emotional Intelligence and its strategies, Attachment, Love, Happiness, Introduction to Anger – Causes, Types, Functions and Consequences, Anger management)

Stress (Nature of stress, Relation between Demands and Coping, Types and Causes, Effects and Indicators, Management of Stress, Time management and Stress reduction)
Empathy (Definition, Nature and Factors enhancing empathy)

Unit 4

Excelling through a placement process(Resume writing; Taking a written test; Group discussion – Need, Types, Tips and techniques; Interview handling – Tips and Techniques)

Unit 5

Being effective in an organisation

50 rules of work, Professional Etiquettes and Mannerism, Building relationship within an organisation, Communication skills, Working in teams, Managing conflicts, Effective negotiation skills, Problem solving using creativity.

Text book

1. Life Skills for Success – AlkaWadkar – 2016 Edition SAGE | TEXTS Sagepublishing.com
2. Campus to Corporate – Roadmap to Employability – Gangadhar Joshi – 2015 Edition SAGE | TEXTS Sagepublishing.com

Reference textbook

- 1 ACE of Soft skills – Gopalaswamy Ramesh and Mahadevan Ramesh, Pearson Publication
- 2 Bridging the soft skills gap – Bruce Tulgan – 2015 Edition – Wiley Publication

B.A. English

Assessment values of course learning outcomes and their mapping with program specific outcomes (PSOs)

Major papers

| Title of the courses | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|------|------|------|------|------|
| Social History of England | 11 | 10 | 11 | 11 | 9 |
| Applied Grammar | 8 | 11 | 13 | 12 | 11 |
| Introduction to Literary Forms | 11 | 13 | 11 | 12 | 10 |
| The Elizabethan Age | 8 | 10 | 10 | 11 | 13 |
| The Puritan Age | 11 | 12 | 14 | 14 | 11 |
| Introduction to Information & Communication Technology | 14 | 11 | 10 | 10 | 14 |
| History of English Literature | 8 | 11 | 7 | 11 | 10 |
| The Augustan Age | 10 | 7 | 9 | 10 | 8 |
| The Romantic Age | 8 | 9 | 10 | 10 | 9 |
| Theatre Arts | 10 | 0 | 9 | 10 | 11 |
| Shakespeare | 10 | 11 | 10 | 0 | 10 |
| American Literature | 10 | 9 | 12 | 10 | 11 |
| English Language Teaching | 12 | 10 | 9 | 8 | 11 |
| Indian Writing in English | 10 | 10 | 9 | 9 | 9 |
| Women's Writing | 0 | 9 | 10 | 10 | 7 |
| The Victorian Age | 11 | 10 | 10 | 11 | 10 |
| The Modern Age | 10 | 10 | 11 | 11 | 8 |
| Introduction to Literary Criticism & Theory | 9 | 10 | 9 | 10 | 11 |
| New Literatures in English | 10 | 10 | 8 | 9 | 8 |
| World Literature in Translation | 11 | 9 | 8 | 10 | 0 |

Elective papers

| Title of the courses | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|------|------|------|------|------|
| Environmental Studies | | | | | |
| Media Studies | 9 | 11 | 12 | 9 | 11 |
| English for Competitive Examinations -I | 11 | 9 | 10 | 10 | 10 |
| A Course on Soft Skills | 11 | 10 | 11 | 8 | 12 |
| Developing Writing Skills | 8 | 10 | 9 | 11 | 10 |
| Developing Lexicon Skills | 10 | 10 | 7 | 10 | 11 |
| English for Competitive Examinations – II | 11 | 8 | 9 | 13 | 10 |
| Value Education | | | | | |
| The Art of Public Speaking | 11 | 11 | 10 | 8 | 11 |
| Modern Rhetoric | 10 | 10 | 7 | 9 | 10 |
| The Technology of Speaking Skills | 10 | 10 | 8 | 10 | 9 |

M.A. English

Programme Code - PEN

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

Knowledge and Critical Thinking

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

Effective Communication

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

Computer literacy

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

Life Long Learning

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

Ethical, Societal and Environmental Sustainability

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

Teamwork and Employability skills

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

Innovation and Entrepreneurship

Identify a timely opportunity and using innovation to pursue that opportunity to create value and wealth for the betterment of the individual and society at large

THIAGARAJAR COLLEGE, MADURAI- 9
(Re-Accredited with ‘A’ Grade by NAAC)
DEPARTMENT OF ENGLISH
COURSE STRUCTURE – PG
(w.e.f. 2019 – 2020 batch onwards)

Semester –I

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|--------------|-----------|-------------------------------|-------------------|---------|--------------------------|--------------|--------------|-------|
| Core | PEN19C11 | Modern Literature – I | 6 | 5 | 90 | 25 | 75 | 100 |
| | PEN19C12 | Modern Literature – II | 6 | 5 | 105 | 25 | 75 | 100 |
| | PEN19C13 | Indian Writing in English – I | 6 | 4 | 90 | 25 | 75 | 100 |
| | PEN19C14 | A Study of English Language | 6 | 4 | 90 | 25 | 75 | 100 |
| Elective - 1 | PEN19CE11 | Journalism in Practice | 6 | 5 | 75 | 25 | 75 | 100 |
| Total | | | | 23 | 450 | 125 | 375 | 500 |

Semester – II

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|--------|----------|---|-------------------|---------|--------------------------|--------------|--------------|-------|
| Core | PEN19C21 | Modern Literature – III | 6 | 5 | 90 | 25 | 75 | 100 |
| | PEN19C22 | American Literature - I | 6 | 5 | 105 | 25 | 75 | 100 |
| | PEN19C23 | Linguistics & English Language Teaching | 6 | 5 | 90 | 25 | 75 | 100 |
| | PEN19C24 | Translation: Theory in | 6 | 4 | 90 | 25 | 75 | 100 |

| | | | | | | | | |
|--------------|-----------|---------------------------------|----|----|-----|-----|-----|-----|
| | | Practice | | | | | | |
| Elective - 2 | PEN19CE21 | An Introduction to Film Studies | 6 | 5 | 75 | 25 | 75 | 100 |
| Total | | | 30 | 24 | 450 | 125 | 375 | 500 |

Semester –III

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|--------------|-----------|---------------------------------|-------------------|---------|--------------------------|--------------|--------------|-------|
| Core | PEN19C31 | Modern Literature – IV | 6 | 4 | 90 | 25 | 75 | 100 |
| | PEN19C32 | Contemporary Theory | 6 | 5 | 105 | 25 | 75 | 100 |
| | PEN19C33 | Indian Writing in English – II | 6 | 4 | 90 | 25 | 75 | 100 |
| | PEN19C34 | Shakespeare | 6 | 4 | 90 | 25 | 75 | 100 |
| Elective - 3 | PEN19CE31 | Women's Studies/ Gender Studies | 6 | 5 | 75 | 25 | 75 | 100 |
| Total | | | 30 | 22 | 450 | 125 | 375 | 500 |

Semester –IV

| Course | Code No | Subject | Contact Hrs/ Week | Credits | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|--------|----------|----------------------------------|-------------------|---------|--------------------------|--------------|--------------|-------|
| Core | PEN19C41 | American Literature - II | 6 | 4 | 90 | 25 | 75 | 100 |
| | PEN19C42 | New Literatures in English | 6 | 5 | 105 | 25 | 75 | 100 |
| | PEN19C43 | World Literatures in Translation | 6 | 4 | 90 | 25 | 75 | 100 |
| | PEN19C44 | Indian Aesthetics | 6 | 4 | 90 | 25 | 75 | 100 |

| | | | | | | | | |
|-----------------|---------------|---------|----|----|-----|-----|-----|-----|
| Elective - 4 | PEN1 9PJ41 | Project | 6 | 4 | 75 | 25 | 75 | 100 |
| Total | | | 30 | 21 | 450 | 125 | 375 | 500 |

A) CONSOLIDATION OF CONTACT HOURS AND CREDITS: PG

| Semester | Contact Hrs/ Week | Credits |
|----------|-------------------|---------|
| I | 30hrs | 23 |
| II | 30hrs | 24 |
| III | 30hrs | 22 |
| IV | 30hrs | 21 |
| Total | 120hrs | 90 |

B) Curriculum Credits

| | | |
|----------|---|------------|
| Core | - | 76 Credits |
| Elective | - | 14 Credits |
| | | ----- |
| Total | - | 90 Credits |
| | | ----- |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------|----------|---|---|---|--------|
| PEN19C11 | Modern Literature I | Core | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | I | 25 | 75 | 100 |

Preamble:

This paper introduces the students to the land mark achievements of the Elizabethan literature with an emphasis on various genres including drama, poetry and modern philosophical thought.

Course pre- requisites:

Students are expected to have a basic comprehending capability of early and middle English dialects and also a keen desire to learn and appreciate the key literary works written between the age of Chaucer and the Puritan age.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | construct the charm of Chaucer's English. | K3 |
| CO2 | Experiment with the poetic beauty of the Elizabethan Age. | K3 |
| CO3 | understand the characteristic of Milton's epic. | K2 |
| CO4 | Examine the first defense of English poetry against its charges. | K4 |
| CO5 | Critically justify the dramatic genre of revenge tragedies. | K5 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Create-K6 | 60 | 60 | 150 |

Unit – I Poetry

| | | |
|------------------------------|---|--|
| Geoffrey Chaucer | : | From the Parson" s Tale. The Introduction. |
| Sir Thomas Wyatt | : | A Supplication |
| Henry Howard, Earl of Surrey | : | My Friend, The Things That Do Attain |
| Edmund Spenser | : | From Amoretti Sonnet 75. |
| John Donne | : | The Flea |
| George Herbert | : | The Gifts of God |
| Thomas Carew | : | Disdain Returned |
| Abraham Cowley | : | The Wish |
| Robert Herrick | : | Counsel To Girls |

Unit-II Poetry

| | | |
|-------------|---|-----------------------|
| John Milton | : | Paradise Lost Book IV |
|-------------|---|-----------------------|

Unit-III Prose

| | | |
|-------------------|---|---|
| Francis Bacon | : | Of Friendship, Of Simulation and Dissimulation, |
| Of Ambition | : | |
| Sir Philip Sidney | : | An Apology for Poetry |

Unit-IV Drama

| | | |
|-------------------------------------|---|------------------|
| Christopher Marlowe | : | The Jew of Malta |
| Thomas Middleton and William Rowley | : | The Changeling |

Unit – V Drama

| | | |
|--------------|---|----------------------|
| Thomas Kyd | : | The Spanish Tragedy |
| John Webster | : | The Duchess of Malfi |

Text

1. Green, David. Ed. *The Winged Word*. New Delhi: Macmillan India Ltd, 1974. Print.
2. Palgrave, Francis Turner. *The Golden Treasury*. New Delhi: Rupa & Co. 2001. Print.

Books for Reference

Abrams, M.H. et al. *Norton Anthology of English Literature*. Vol I & II. London: W. W. Norton & Co. 1968. Print.

Course Designer

Dr. G.

Banumadhi

Course content and lecture schedule

| | Topic | No of lecture hrs. | Method |
|-----|---|--------------------|---------|
| 1.1 | Geoffrey Chaucer : From the Parson's Tale. The Introduction. | 3 | Lecture |
| 1.2 | Sir Thomas Wyatt : A Supplication | 1 | Lecture |
| 1.3 | Henry Howard, Earl of Surrey : My Friend, The Things That Do Attain | 2 | PPT |
| 1.4 | Spenser : From Amoretti Sonnet 75. | 2 | PPT |
| 1.5 | John Donne : The Flea | Lecture | PPT |
| 1.6 | George Herbert : The Gifts of God | 2 | |
| 1.7 | Thomas Carew : Disdain Returned | 1 | Lecture |
| 1.8 | Abraham Cowley : The Wish | | |
| 1.9 | Robert Herrick : Counsel To Girls | 2 | Lecture |
| 2.1 | John Milton : Paradise Lost Book IV | 15 | Lecture |
| 3.1 | Francis Bacon : Of Friendship | | Lecture |
| | Of Simulation and Dissimulation | 2 Lecture | PPT |
| | Of Ambition | | Lecture |
| 3.2 | Sir Philip Sidney : An Apology for Poetry | 9 | PPT |
| 4.1 | Christopher Marlowe : The Jew of Malta | 8 | Lecture |
| 4.2 | Thomas Middleton and William Rowley : The Changeling | 7 | PPT |
| 5.1 | Thomas Kyd : The Spanish Tragedy | 8 | Lecture |
| 5.2 | John Webster : The Duchess of Malfi | 7 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|----------------------|----------|---|---|---|--------|
| PEN19C12 | Modern Literature II | Core | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | I | 25 | 75 | 100 |

Preamble:

This paper contains selections of Metaphysical poets, a sample of the great epic by John Milton, Restoration drama by John Dryden and the like. It also gives sample poems of the great Romantic poets and examples of the Comedy of manners along with defining works in classical criticism.

Course pre- requisites:

A full or partial exposure to English literary works, preferably those preceding the sixteenth century. Students should also possess a good understanding of the defining characteristics of the genres of Poetry, Prose, Drama and Fiction.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Demonstrate the characteristic of satire | K3 |
| CO2 | feel the essence of Romantic poetry. | K2 |
| CO3 | Compare and contrast the critical ideas of both the critics of the Age of Dryden and Age of Wordsworth. | K4 |
| CO4 | appreciate the humour of the plays of the Comedy of Manners and errors. | K3 |
| CO5 | have the first taste of reading the early novels of the Romantic age. | K3 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Create-K6 | 60 | 60 | 150 |

Unit I: Poetry

| | | |
|------------------|---|--|
| John Dryden | : | Mac Flecknoe |
| Alexander Pope | : | Essay on Man (From Epistle II 1- 18 lines) |
| William Blake | : | The School Boy |
| Robert Burns | : | Highland Mary |
| Thomas Gray | : | Ode on the Spring |
| Oliver Goldsmith | : | The Village Schoolmaster |

Unit II: Poetry

| | | |
|-------------------------|---|--|
| William Wordsworth | : | Ode on Intimations of Immortality, Ode to Duty |
| Samuel Taylor Coleridge | : | Love |
| Lord Byron | : | Youth and Age |
| Percy Bysshe Shelley | : | The Recollection |
| John Keats | : | Ode on the Poets |
| John Clare | : | I am |

Unit III: Prose

| | | | |
|-------------------------|---|--|---|
| John Dryden | : | An Essay on Dramatic Poesy (pg. 50-110) | |
| Samuel Johnson | : | Preface to Shakespeare (pg. 131-161) | |
| William Wordsworth | : | Preface to Lyrical Ballads (pg. 162-189) | |
| Samuel Taylor Coleridge | : | Biographia Literaria XIV, XVII | |
| Charles Lamb | : | New Year's Eve, The South Sea House, | A |
| Bachelor's | : | Complaint of the Behaviour of Married People | |

Unit IV: Drama

| | | |
|------------------|---|-----------------------|
| Oliver Goldsmith | : | She Stoops to Conquer |
| R. B. Sheridan | : | The Rivals |

Unit V: Fiction

| | | |
|------------------|---|-----------------------|
| Daniel Defoe | : | Robinson Crusoe |
| Jane Austen | : | Sense and Sensibility |
| Sir Walter Scott | : | Ivanhoe |

Text

1. Green, David. Ed. *The Winged Word*. New Delhi: Macmillan India Ltd, 1974. Print.
2. Palgrave, Francis Turner. *The Golden Treasury*. New Delhi: Rupa & Co. 2001. Print.
3. Enright, Dennis Joseph & Ernst De Chickera. Ed. *English Critical Texts*. London: Oxford University Press, 1962. Print.

Books for Reference

Abrams, M.H. et al. *Norton Anthology of English Literature*. Vol I & II. London: W. W. Norton & Co. 1968. Print.

Course Designer –

Dr. G. Banumadhi

Course contents and lecture schedule

| | Topic | No of Lecture hrs. | Method |
|-----|--|--------------------|-----------------|
| 1.1 | John Dryden : Mac Flecknoe | 3 | Lecture |
| 1.2 | Alexander Pope : Essay on Man (18 lines) | 3 | Lecture |
| 1.3 | William Blake : The School Boy | 2 | Lecture |
| 1.4 | Robert Burns : Highland Mary | 2 | Lecture |
| 1.5 | Thomas Gray : Ode on the Spring | 2 | Lecture |
| 1.6 | Oliver Goldsmith : The Village Schoolmaster | 3 | Lecture |
| 2.1 | William Wordsworth : Ode on Intimations of Immortality, Ode to Duty | Lecture | 3 |
| 2.2 | Samuel Taylor Coleridge : Love | Lecture | 3 |
| 2.3 | Lord Byron : Youth and Age | 3 | Lecture |
| 2.4 | Percy Bysshe Shelley : The Recollection | Lecture | 3 |
| 2.5 | John Keats : Ode on the Poets | 3 | Lecture |
| 2.6 | John Clare : I am | 2 | Lecture |
| 3.1 | John Dryden : An Essay on Dramatic Poesy (pg. 50-110) | 4 | PPT |
| 3.2 | Samuel Johnson : Preface to Shakespeare (pg. 131-161) | 3 | PPT |
| 3.3 | William Wordsworth : Preface to Lyrical Ballads (pg. 162-189) | PPT | 4 |
| 3.4 | Samuel Taylor Coleridge: Biographia Literaria XIV, XVII | PPT | 3 |
| 3.5 | Charles Lamb : New Year's Eve | 1 | PPT |
| 3.6 | Charles Lamb : The South Sea House | 1 | PPT |
| 3.7 | Charles Lamb : A Bachelor's Complaint of the Behaviour of Married People | 1 | PPT |
| 4.1 | Oliver Goldsmith : She Stoops to Conquer | 8 | Enacting Scenes |
| 4.2 | R. B. Sheridan : The Rivals | 9 | Enacting Scenes |
| 5.1 | Jane Austen : Sense and Sensibility | 6 | Seminar |
| 5.2 | Sir Walter Scott : Ivanhoe | 6 | Seminar |
| 5.3 | Charles and Mary Lamb : Tales from Shakespeare | Seminar | 5 |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-------------------------------|----------|---|---|---|--------|
| PEN19C13 | Indian Writing in English - I | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | I | 25 | 75 | 100 |

Preamble:

This paper provides a forum for learners to acquaint themselves with Indian writers writing in English. It includes representative writings of early Indian writing in English and traces its development up to the time of Indian independence.

Course pre- requisites:

Students should have prior acquaintance to prominent Indian writers in English and are expected to have a general understanding of the Socio-Cultural and Political fabric of India.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|---|-----------------|
| CO1 | understand the roughness of early Indian poetry coping the British poetry. | K2 |
| CO2 | comprehend the nuances of Modern life from the second stage of Indian English poetry. | K3 |
| CO3 | apply the spiritual writings of Vivekanda and Sri Aurobindo to their life. | K3 |
| CO4 | Formulate the theatric techniques of modern drama. | K5 |
| CO5 | Thematically analyze the importance of the realistic description of Indian fiction at its earliest stage. | K4 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|----------|----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Create-K6 | 60 | 60 | 150 |

Unit I: Poetry

| | | |
|---------------------|---|----------------------|
| Toru Dutt | : | Lakshman |
| Henry Derozio | : | The Harp of India |
| Rabindranath Tagore | : | Gitanjali (34,36,39) |
| Sri Aurobindo | : | Savitri (Canto I) |
| Sarojini Naidu | : | The Queen" s Rival |

Unit II: Poetry

| | | |
|------------------|---|---|
| V.K.Gokak | : | English words |
| Nissim Ezekiel | : | Enterprise |
| Kamala Das | : | My Grandmother" s House |
| A.K.Ramanujan | : | A River |
| KK. N. Daruwalla | : | Pestilence in Nineteenth Century Calcutta |

Unit III: Prose

| | | |
|-------------------|---|---------------------|
| Swami Vivekananda | : | The Chicago Address |
| Sri Aurobindo | : | The Renaissance |

Unit IV: Drama

| | | |
|---------------|---|-----------------|
| Girish Karnad | : | Hayavadana |
| Badal Sarcar | : | Ivram Indrajith |

Unit V: Fiction

| | | |
|----------------------|---|---------------------|
| Mulk Raj Anand | : | Coolie |
| R.K.Narayan | : | The English Teacher |
| Ruth Prawar Jhabwala | : | Heat and Dust |

Texts

1. V.K. Gokak. The Golden Treasury of Indo-Anglian Poetry. New Delhi : 1828-1965
Ed. Sahitya Academi, 2001. Print..
2. Ramamurti, K.S, Twenty Five Indian Poets in English, Macmillan Indian Ltd. Madras:
1995. <http://intyoga.online.fr/rii.htm>

Books for References

1. <file:///C:/Users/EngHOD/Downloads/20TheRenaissanceInIndia.pdf>

Course Designer

S. Rajeswari

Course contents and Lecture Schedule

| | Topic | No of lecture hrs. | Method |
|-----|---|--------------------|-----------------|
| 1.1 | Toru Dutt : Lakshman | 5 | Lecture |
| 1.2 | Henry Derozio : The Harp of India | 5 | Lecture |
| 1.3 | Rabindranath Tagore : Gitanjali (34,36,39) | 2 | Lecture |
| 1.4 | Sri Aurobindo : Savitri (Canto I) | 2 | Lecture |
| 1.5 | Sarojini Naidu : The Queen's Rival | 4 | Lecture |
| 2.1 | V.K.Gokak : English words | 6 | Lecture |
| 2.2 | Nissim Ezekiel : Enterprise | 6 | Lecture |
| 2.3 | Kamala Das : My Grandmother's House | 3 | Lecture |
| 2.4 | A.K.Ramanujan : A River & Dedi N. Daruwalla : Pestilence in Nineteenth Century Calcutta | 3 | Lecture |
| 3.1 | Swami Vivekananda : The Chicago Address | 3 | PPT |
| 3.2 | Sri Aurobindo : The Renaissance | 11 | PPT |
| 4.1 | Girish Karnad : Hayavadana | 5 | Enacting Scenes |
| 4.2 | Badal Sarcar : Ivam Indrajith | 13 | Enacting Scenes |
| 5.1 | Mulk Raj Anand : Coolie | 8 | Seminar |
| 5.2 | R.K.Narayan : The English Teacher | 7 | Seminar |
| 5.3 | Ruth Prawar Jhubwala: Heat and Dust | Seminar | 7 |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------------------|----------|---|---|---|--------|
| PEN19C14 | A Study of English Language | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | I | 25 | 75 | 100 |

Preamble:

This paper provides an ample opportunity for the learners to trace the history of English language. It also projects the various social and cultural contexts through which the English language evolved.

Course pre- requisites:

Students are required to have a basic knowledge and avid interest in Linguistics and Phonetics. It is necessary to have a good command of the English Language.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Experiment with the different families of language. | K3 |
| CO2 | Narrow down the family to which the English Language belongs. | K3 |
| CO3 | understand various ways of growth and development of English language. | K2 |
| CO4 | know the significance of English as the world language. | K4 |
| CO5 | learn and practise different phonetic sounds and learn to transcribe. | K5 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Create-K6 | 60 | 60 | 150 |

Unit I

The Descent of English Language

The Indo-European Languages, Grimm's Law, Verner's Law

Indian

Italic

Germanic

Unit II

Characteristics of Old English

Middle English a Period of Great Change

American English

Evolution of Standard English

Unit III

Change of Meaning

The Growth of Vocabulary

Contribution of Science to English

Foreign Contribution

Idioms and Metaphor

Unit IV

The Importance of English

The Future of English Language

English as a World Language

Unit V Phonetics

Organs of Speech

System of Articulation

Classification of Sounds: Vowels and Consonants

Stress and Intonation

Transcription of Dialogue

Text Books

1. Albert C. Baugh. *A History of the English Language* Routledge: London. 2003.
2. Wood F.T. *An Outline History of English Language*. Macmillan. Delhi: 1969.
3. Balasubramanian T.A. *Textbook of English Phonetics for Indian Students*. Chennai.

Books for Reference

1. Lyons John. *Languages and Linguistics* Chapter – 8 & 9
2. Verma S.K. and N. Krishnaswamy. *Modern Linguistics* Chapter – 1
3. Roach, Peter. *English Phonetics and Phonology*. Cambridge: 2000.

Course Designer –

Ms. T. Senthil Veera Kumari

Course contents and lecture schedule

| Unit | Topic | No of lecture hrs. | Method |
|------|--|--------------------|-----------------|
| 1.1 | The Descent of English Language | 5 | Lecture |
| 1.2 | Indo-European Languages, Grimm's Law, Verner's Law | 4 | Lecture |
| 1.3 | Indian | 3 | Lecture |
| 1.4 | Italic | 3 | Lecture |
| 1.5 | Germanic | 3 | Lecture |
| 2.1 | Characteristics of Old English | 5 | Lecture |
| 2.2 | Middle English a Period of Great Change | 5 | Lecture |
| 2.3 | American English | 4 | Lecture |
| 2.4 | Evolution of Standard English | 4 | Lecture SeSe |
| 3.1 | Change of Meaning | 5 | Seminar |
| 3.2 | The Growth of Vocabulary | 4 | Seminar |
| 3.3 | Contribution of Science to English | 3 | Seminar |
| 3.4 | Foreign Contribution | 3 | Seminar |
| 3.5 | Idioms and Metaphor | 3 | Seminar |
| 4.1 | The Importance of English | 6 | GD |
| 4.2 | The Future of English Language | 6 | GD |
| 4.3 | English as a World Language | 6 | GD |
| 5.1 | Organs of Speech | 4 | PPT |
| 5.2 | System of Articulation | 3 | PPT |
| 5.3 | Classification of Sounds: Vowels and Consonants | 4 | PPT |
| 5.4 | Stress and Intonation | 3 | PPT |
| 5.5 | Transcription of Dialogue | 4 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|------------------------|------------|---|---|---|--------|
| PEN19CE11 | Journalism in Practice | Elective I | 6 | - | - | 5 |

| L- Lecture | | T- Tutorial | | P - Practicals | |
|------------|----------|-------------|--|----------------|-------|
| Year | Semester | Int. Marks | | Ext. Marks | Total |
| I | I | 25 | | 75 | 100 |

Preamble:

This paper provides a practical opportunity for the learners to familiarize themselves with the basic ethics and means of journalism. The paper introduces the history of journalism and provides an outline of Print Media. It also makes the learners understand the significance of spreading news through the Radio and the Television.

Course pre- requisites:

The paper requires the students to have a basic knowledge about Print and Broadcast Journalism. It is desirable on the part of the students to have an interest to understand the fundamental principles of the Journalistic industry.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Identify the fundamentals of journalism. | K3 |
| CO2 | trace the history and development of journalism. | K3 |
| CO3 | become familiar with the characteristics of Print Media. | K2 |
| CO4 | understand the nuances of Radio media. | K4 |
| CO5 | Estimate the significance of the Television as a visual medium. | K5 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|--------------|---------------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I: Introduction to Journalism

Functions of the press and Mass Media - Definition of Journalism and News
 Social roles of media- Ethics of media
 Short history of Journalism in India
 News and News values
 Interviewing skills
 Role of advertisements in media

Unit II :The Print Media

News- Kinds of News- Reporting and Editing – Feature Writing
 Making of a newspaper
 Responsibilities of a reporter and an editor
 Photo Journalism

Unit III: The Radio

Indian Broadcasting: The Early Years
 Role of All India Radio in post-Independent India
 All India Radio Services: National, Regional, Local and Foreign
 FM Radio – Auctioning the Airwaves
 Introduction to HAM Radio, Community Radio and Campus Radio

Unit IV : The Television

Early Experiments in Television
 The Development of Indian Television
 Distribution of Television Contents
 Television Genres: News -Talk Shows -Children” s Programmes
 Reality shows and various News channels
 Television for National Development

Unit V: The Internet

Introduction to Internet, Online Journalism, Blogs, Face Book and Twitter
 Reviewing of books and films, interviewing celebrities and filing a news report.

Text

Course Contents and Lecture Schedule

Kumar , Keval K. *Mass Communication in India* .New Delhi : Jaico.2000

Books of Reference

1. Severin Werner, J and Tankard W James Jr .*Communication Theories, Origin, Methods, Use*. Longman Publication 1988.
2. Ahuja .B.N. *Theory and Practice of Journalism*. New Delhi: Surject Publications 2005

Course Designer:

Ms.S.S.Kavitha

| Unit | Topic | No.of lecture hours | Method |
|------|--|---------------------|-------------|
| 1.1 | Functions of the press and Mass Media - Definition of Journalism and News-Social roles of media- Ethics of media | 5 | Lecture |
| 1.2 | Short history of Journalism in India - News and News values | 5 | Lecture |
| 1.3 | Interviewing skills -Role of advertisements in media | 5 | Lecture |
| 2.1 | News- Kinds of News | 3 | Field Visit |
| 2.2 | Reporting and Editing – Feature Writing | 3 | Field Visit |
| 2.3 | Making of a newspaper | 3 | Field Visit |
| 2.4 | Responsibilities of a reporter and an editor | 3 | Field Visit |
| 2.5 | Photo Journalism | 3 | Field Visit |
| 3.1 | Indian Broadcasting: The Early Years | 3 | GD |
| 3.2 | Role of All India Radio in post-Independent India | 3 | GD |
| 3.3 | All India Radio Services: National, Regional, Local and Foreign | 3 | GD |
| 3.4 | FM Radio – Auctioning the Airwaves | 3 | GD |
| 3.5 | Introduction to HAM Radio, Community Radio and Campus | 3 | GD |

| | | | |
|-----|--|---|--------------------|
| | Radio | | |
| 4.1 | Early Experiments in Television | 3 | PPT |
| 4.2 | The Development of Indian Television | 2 | PPT |
| 4.3 | Distribution of Television Contents | 2 | PPT |
| 4.4 | Television Genres: News -Talk Shows -Children's Programmes | 2 | PPT |
| 4.5 | Reality shows and various News channels | 2 | PPT |
| 4.6 | Television for National Development | 2 | PPT |
| 5.1 | Introduction to Internet, Online Journalism, Blogs, Face Book and Twitter | 7 | Exploring Internet |
| 5.2 | Reviewing of books and films, interviewing celebrities and filing a news report. | 8 | Exploring Internet |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------------|----------|---|---|---|--------|
| PEN19C21 | Modern Literature III | Core | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

This paper has selections from major writings – Prose, Poetry, Novel and Drama to enable students to develop an attitude to the romantic movement and a taste for the literature of that period.

Course pre- requisites:

Students should have reasonable exposure to Pre-World War British literature. They should also possess at least a rudimentary knowledge about the representative Authors and their works in British Literature.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Appraise the Victorian crisis with its poetic spirit. | K5 |
| CO2 | Examine the Victorian complacency. | K4 |
| CO3 | familiarise themselves with the science on life and literature. | K3 |
| CO4 | Dissect the Victorian snobbery and its Philistinism. | K3 |
| CO5 | know the turns and trails of the Victorian life through the novels. | K4 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I :Poetry

| | | |
|----------------------------|---|-------------------------|
| Alfred, Lord Tennyson | : | In Memoriam: poems 4, 5 |
| Robert Browning | : | A Woman,,s Last Word |
| Matthew Arnold | : | The Buried Life |
| Dante Gabriel Rossetti | : | The House of Life |
| Elizabeth Barrett Browning | : | A Man,,s Requirements |
| Algernon Charles Swinburne | : | By the North Sea |

Unit II: Poetry

| | | |
|-------------------------------|---|---------------------------|
| Emily Bronte | : | No Coward Soul is Mine |
| Francis Thompson | : | The Hound of Heaven |
| Richard Garnett | : | Even-Star |
| Sir William Schwenck Gilbert: | : | When the Night Wind Howls |
| William Topaz McGonagall | : | Women's Suffrage |
| G.M. Hopkins | : | The Windhover |

Unit III: Prose

| | | |
|-----------------|---|---|
| Thomas Carlyle | : | The French Revolution Chapter 1.1. II Realised Ideals The University Life at Athens (From <i>The Idea of a</i> |
| Cardinal Newman | : | <i>University</i>) |
| John Ruskin | : | The Roots of Truth (From <i>Unto this Last</i>) |
| Walter Pater | : | Plato and the Doctrine of Motion (From <i>Plato and Platonism</i>) |

Unit IV: Drama

| | | |
|-------------|---|------------------------|
| Oscar Wilde | : | Lady Windermere" s Fan |
| G.B. Shaw | : | My Fair Lady |

Unit V: Fiction

| | | |
|-----------------|---|---------------------------|
| Charles Dickens | : | David Copperfield |
| George Eliot | : | The Mill on the Floss |
| Thomas Hardy | : | The Mayor of Casterbridge |

Texts

Wilde, Oscar. *Lady Windermere's Fan*. London: Penguin Classics, 1995.

Hardy, Thomas. *The Mayor of Casterbridge*. London: Penguin Publications, 2003.

Books for Reference

Abrams, M.H. et al. *Norton Anthology of English Literature. Vol I*. New York: WW. Norton & Co, 1979.

Trilling, Lionel. Harold Bloom. Ed. *Oxford Anthology of English Literature*. New York: Oxford, 1973.

Lucas, John. Ed. *Literature and Politics in the Nineteenth Century*. London: Methuen & Co.,

Course contents and lecture schedule

1985. <www.poemhunter.com>

Course Designer

Dr. M. Elangovan

| | Topic | No. of Lecture Hrs | Method |
|------------|---|---------------------------|---------------|
| 1.1 | Alfred, Lord Tennyson: In Memoriam: poems 4, 5 | 1 | Lecture |
| 1.2 | Robert Browning: A Woman's Last Word | 1 | Lecture |
| 1.3 | Matthew Arnold: The Buried Life | 1 | Lecture |
| 1.4 | Dante Gabriel Rossetti: The House of Life | 1 | Lecture |
| 1.5 | Elizabeth Barrett Browning: A Man's Requirements | 1 | Lecture |
| 1.6 | Algernon Charles Swinburne: By the North Sea | 1 | Lecture |
| 2.1 | Emily Bronte: No Coward Soul is Mine | 1 | Lecture |
| 2.2 | Francis Thompson: The Hound of Heaven | 1 | Lecture |
| 2.3 | Richard Garnett: Even-Star | 1 | Lecture |
| 2.4 | Sir William Schwenck Gilbert: When the Night Wind Howls | 1 | Lecture |
| 2.5 | William Topaz McGonagall: Women's Suffrage | 1 | Lecture |
| 2.6 | G.M. Hopkins: The Windhover | 1 | Lecture |
| 3.1 | Carlyle: Realised Ideals (from <i>The French Revolution</i>) | 2 | PPT |
| 3.2 | Newman: The University Life at Athens (From <i>The Idea of a University</i>) | 2 | PPT |
| 3.3 | John Ruskin: The Roots of Truth (From <i>Unto this Last</i>) | 2 | PPT |
| 3.4 | Walter Pater: Plato and the Doctrine of Motion (From <i>Plato and Platonism</i>) | 2 | PPT |
| 4.1 | Introduction to Oscar Wilde | 1 | Enacting |

| | | | |
|------------|----------------------------------|----------|--------------------|
| | | | Scenes |
| 4.2 | <i>Lady Windermere's Fan</i> | 4 | Enacting Scenes |
| 4.3 | Introduction to G.B. Shaw | 1 | Enacting Scenes |
| 4.4 | <i>My Fair Lady</i> | 4 | Enacting Scenes |
| 5.1 | Introduction to Charles Dickens | 1 | Seminar |
| 5.2 | <i>David Copperfield</i> | 3 | Seminar |
| 5.3 | Introduction to George Eliot | 1 | Seminar |
| 5.4 | <i>The Mill on the Floss</i> | 3 | Seminar |
| 5.5 | Introduction to Thomas Hardy | 1 | Seminar |
| 5.6 | <i>The Mayor of Casterbridge</i> | 3 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-----------------------|----------|---|---|---|--------|
| PEN19C22 | American Literature I | Core | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

Starting from the spirituality of Emerson and Thoreau, the paper touches upon the various poetic sketches of different poets. The modern American complexity is described in the dramas of O'Neill and Miller. The fiction captures various stylistic features of American life.

Course pre- requisites:

Students are required to have some familiarity with American Literature in general and should also possess a rational and open-minded approach towards literature.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Capture the importance of the concept of Transcendentalism. | K5 |
| CO2 | Critically analyse Emily Dickinson using the poetic techniques of E.E. Cummins | K5 |
| CO3 | realise the significance of living among the natural beauty of the world through "Walden" | K3 |
| CO4 | grasp the crisis of American life, which gives a mechanical outlook to modern man. | K4 |
| CO5 | apply the concepts of Modernism through the prescribed fiction. | K5 |

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

Mapping of COs with POs

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

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|----------|----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

: Rhodora, Brahma
 : To Helen, Annabel Lee.
 : Inspiration.
 : O Captain, My Captain, All Is Truth.
 : West Running Brook, The Mountain

Unit I: Poetry

Ralph Waldo Emerson
 Edgar Allan Poe
 Hendry David Thoreau
 Walt Whitman
 Robert Frost

Unit II: Poetry

Emily Dickinson
 Ezra Pound
 Conrad Aiken
 Wallace Stevens
 E.E. Cummings

: Success Is Counted Sweetest
 : The Pact
 : The Music I heard with You
 :Thirteen ways of Looking at a Blackbird,
 The Emperor of Ice cream
 :It is at Moments After I Have Dreamed.

Unit III: Prose

Hendry David Thoreau

 Ralph Waldo Emerson
 Hendry James

: Walden (Where I Lived and What I Lived
 For, Reading)
 : Self Reliance
 : The Art of Fiction

Unit IV: Drama

Eugene O'Neill
 Arthur Miller

: Mourning Becomes Electra
 : Death of a Salesman

Unit V: Fiction

Herman Melville
 Edgar Allan Poe
 Nathaniel Hawthorne
 Mark Twain

: Moby Dick
 : The Fall of the House of the Usher
 : The House of the Seven Gables
 : The Celebrated Jumping Frog of Calaveras

Books for Reference

1. Sachithanandhan.V.ed. American Literature. Chennai: Emerald Publishers,1982.
2. Aiken, Conrad.ed. A Comprehensive Anthology of American Poetry. Newyork: The Modern Library,1944.

Course Designer**Dr.C. Ramya Ravikumar**

| S.No | Topic | No Of Lectures In | |
|------|-------|-------------------|--|
|------|-------|-------------------|--|

Course contents and lecture schedule

| | | Hrs | Method |
|-----|--|-----|--------------|
| 1.1 | Rhodora, Brahma | 3 | Lecture |
| 1.2 | To Helen, Annabel Lee | 3 | Lecture |
| 1.3 | Inspiration | 4 | Lecture |
| 1.4 | O Captain, My Captain, All Is Truth. | 4 | Lecture |
| 1.5 | West Running Brook, The Mountain. | 4 | Lecture |
| 2.1 | Success Is Counted Sweetest | 3 | PPT |
| 2.2 | The Pact | 3 | PPT |
| 2.3 | The Music I heard with You | 4 | PPT |
| 2.4 | Thirteen ways of Looking at a Blackbird, The Emperor of Ice Cream. | 4 | PPT |
| 2.5 | It is at Moments After I Have Dreamed. | 4 | PPT |
| 3.1 | Walden (Where I Lived, and What I Lived For, Reading) | 6 | Lecture |
| 3.2 | Self Reliance | 6 | Lecture |
| 3.3 | The Art of Fiction | 6 | Lecture |
| 4.1 | Mourning Becomes Electra | 9 | Film Version |
| 4.2 | Death of a Salesman | 9 | Film Version |
| 5.1 | Moby Dick | 5 | Seminar |
| 5.2 | The Fall of the House of the Usher | 5 | Seminar |
| 5.3 | The House of the Seven Gables | 4 | Seminar |
| 5.4 | The Celebrated Jumping Frog of Calaveras County | 4 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-----------------|--|-------------|----------|----------|----------|----------|
| PEN19C23 | Linguistics and English Language Teaching | Core | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

This paper gives a chance for the learners to understand the scope and aspects of language in a scientific way. The introduction to Linguistics gives them a chance to probe deep into various levels of language by touching upon different approaches methods and techniques of ELT.

Course pre- requisites:

Students are expected to have a good command of the English language. It is advised to a good understanding of the basic principles and techniques involved in Linguistics and English Language Teaching.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | understand the scientific approach to language. | K1 |
| CO2 | Dissect the different types of Linguistics. | K4 |
| CO3 | study the different areas of Linguistics. | K2 |
| CO4 | Compare and apply the approaches and methods of ELT. | K5 |
| CO5 | Practise the techniques of ELT. | K3 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|----------|----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I (Chapter 1)

Introduction to Linguistics

Linguistics: Aspects, Scope, levels

Branches: Descriptive, Historical, Comparative, Psycholinguistics

Sociolinguistics, Anthropological, Ethno linguistics

Unit II (Chapter 3, 4 & 5)

Phonology

Morphology

Syntax

Unit III (Chapter 6 & 11)

Syntactic Analysis

IC Analysis

Phrase Structure Grammar

Transformational Generative Grammar

Applied Linguistics

Unit IV ELT (Chapter 1 to 5)

Approaches

Methods

Unit V Techniques (Chapter 6, 7 & 8)

Techniques of Teaching:

a. Listening and Speaking

b. Reading and Writing

c. Grammar and Vocabulary

d. Poetry/Prose/Drama/Fiction

Testing and Evaluation: Types, Characteristics, Testing Items

(Micro Teaching Test to be conducted instead of Seminar and Assignment)

Texts

1. Prasad, Tarni. *A Course in Linguistics*. Prentice Hall of India Pvt. Ltd. New Delhi, 2008.
- Nagaraj, Geetha. *English Language Teaching Approaches Methods Techniques*. Orient Longman, Calcutta, 2004.

Books for Reference

1. Krishnaswamy N. and Lalitha Krishnaswamy. *Methods of Teaching English*, Macmillan Publishers India Ltd., Chennai, 2009
2. Krishnaswamy N. and Lalitha Krishnaswamy. *Teaching English: Approaches, Methods and Techniques*, Trinity Press, Chennai, 2016.
3. Arora, Navita. *English Language Teaching: Approaches and Methodologies*, Tata McGraw-Hill Education (Pvt) Ltd., New Delhi, 2012

Course contents and lecture schedule

Dr. C. S.

Course
designer:
Senthil

| | Topic | No. of Lecture Hrs. | Method |
|-----|---|------------------------|---------------|
| 1.1 | Introduction to Linguistics | 3 | Lecture |
| 1.2 | Linguistics: Aspects, Scope, levels | 5 | Lecture |
| 1.3 | Branches: Descriptive, Historical, Comparative, Psycholinguistics | 5 | Lecture |
| 1.4 | Sociolinguistics, Anthropological, Ethno linguistics | 5 | Lecture |
| 2.1 | Phonology | 6 | Lecture |
| 2.2 | Morphology | 6 | Lecture |
| 2.3 | Syntax | 6 | Lecture |
| 3.1 | Syntactic Analysis | 4 | GD |
| 3.2 | IC Analysis | 3 | GD |
| 3.3 | Phrase Structure Grammar | 3 | Peer teaching |
| 3.4 | Transformational Generative Grammar | 4 | GD |
| 3.5 | Applied Linguistics | 4 | GD |
| 4.1 | Approaches | 9 | PPT |
| 4.2 | Methods | 9 | PPT |
| 5.1 | Techniques of Teaching: Listening and Speaking | 3 | Peer teaching |
| 5.2 | Reading and Writing | 3 | Seminar |
| 5.3 | Grammar and vocabulary | 3 | Seminar |
| 5.4 | Poetry/Prose/Drama/Fiction | 3 | Seminar |
| 5.5 | Testing and Evaluation: Types, Characteristics, Testing Items | 3 | Seminar |
| 5.6 | Micro Teaching | 3 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|----------------------------------|----------|---|---|---|--------|
| PEN19C24 | Translation: Theory and Practice | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

This paper teaches the learners the importance and significance of translation studies. It introduces them to various methods and methodologies of translation. With illustrative works of translation included, it provides an opportunity for the learners to attempt the art of translation.

Course pre- requisites:

Students should preferably have good command over multiple languages for the purpose of translation and also have an inherent ability for aesthetic appreciation.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|--|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| | Job- based, skills developed and functional – oriented learning outcome is |

| | |
|-----|--|
| PO5 | guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |
|-----|--|

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | know the concepts and theories of translation. | K2 |
| CO2 | understand the requirements and responsibilities of translation. | K3 |
| CO3 | Build the history of translation. | K3 |
| CO4 | Analyse the problems involved in translation. | K4 |
| CO5 | Experiment with the theory of translation while practising. | K3 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|--|-------|--------|-----------------|
| | First | Second | |

| | | | |
|----------------|-----------|-----------|------------|
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I: Introduction

Language and Culture

Source Language and Target Language Decoding and Recoding

Requirements and Responsibilities of a translator Kinds of Translation

Procedures

Merits and Demerits of Translation

Unit II: History

Early period of Translation Theories and Theorists

The Romans, The Bible Translations

The Renaissance, Seventeenth, Eighteenth century Romanticism and Post- Romanticism

The Victorians, Archaizing Twentieth Century

Unit III Problems

Literary Translation Equivalence

Untranslatability Structures

Prose

Poetry

Drama

Unit IV: Translated poems

Extracts from the collected essays of A.K.Ramanujan: Subramaiya Bharathiyar's Wind Poems: No. 8,9,10,12

Extracts from A.K.Ramanuja's poems of War and Love: Akananuru. Kapilar, Kuruntokai 25,38, Parinar 393,399, Purananuru. Aricikilar, Patirrupattu 77, Nakkannayar,84, Kovurkilar,45,46

Unit V :Practicals

Translation of Poetry from Tamil to English Translation of

Prose from English to Tamil

Students should submit an eight page Assignment translating any prose piece from Tamil to English.

Texts

1. Bassnett Susan. Translation Studies. Routledge London: 2003.
2. Gupta.R.S. Literary Translation. Creative Books. New Delhi, 1999.

Books for Reference

1. France, Peter. The Oxford guide to Literature in English Translation. Oxford University Press, 2000
2. Vinola.T and Reddy,Gopal.V. Studies in Translation. Theory and Practice. Prestige Books, New Delhi, 2000

Course Designer

Dr. N. Kalaivani

| Unit | Topic | No.of lecture hours | Method |
|------|---|---------------------|---------|
| 1.1 | Language and Culture | 2 | Lecture |
| 1.2 | Source Language and Target Language | 2 | Lecture |
| 1.3 | Decoding and Recoding | 3 | Lecture |
| 1.4 | Requirements and Responsibilities of a translator | 3 | Lecture |
| 1.5 | Kinds of Translation | 3 | Lecture |
| 1.6 | Procedures | 3 | Lecture |
| 1.7 | Merits and Demerits of Translation | 2 | Lecture |
| 2.1 | Early period of Translation | 2 | Lecture |
| 2.2 | Theories and Theorists | 2 | Lecture |
| 2.3 | The Romans, The Bible Translations | 3 | Lecture |
| 2.4 | The Renaissance, Seventeenth, Eighteenth century | 3 | Lecture |
| 2.5 | Romanticism and Post- Romanticism | 3 | Lecture |
| 2.6 | The Victorians, Archaizing | 3 | Lecture |
| 2.7 | Twentieth Century | 2 | Lecture |
| 3.1 | Literary Translation | 2 | PPT |
| 3.2 | Equivalence | 2 | PPT |
| 3.3 | Untranslatability | 2 | PPT |

Course contents and lecture schedule

| | | | |
|-----|------------|---|-----|
| 3.4 | Structures | 3 | PPT |
| 3.5 | Prose | 3 | PPT |
| 3.6 | Poetry | 3 | PPT |

| | | | |
|-----|---|---|-------------------------|
| 3.7 | Drama | 3 | PPT |
| 4.1 | Extracts from the collected essays of A.K.Ramanujan:Subramaiya Bharathiyar's Wind Poems No. 8,9,10,12 | 9 | GD |
| 4.2 | Extracts from A.K.Ramanuja's poems of War and Love: Akananuru. Kapilar, Kuruntokai 25,38, Parinar 393,399, Purananuru. Aricikilar, Patirrupattu 77, Nakkannayar,84, Kovurkilar,45,46 | 9 | GD |
| 5.1 | Translation of Poetry from Tamil to English | 6 | Practicing Exercises |
| 5.2 | Translation of Prose from English to Tamil | 6 | Practicing Exercises |
| 5.3 | Students should submit an eight page Assignment translating any prose piece from Tamil to English | 6 | Practicing Exercises |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------------------|-------------|---|---|---|--------|
| PEN19CE21 | An Introduction to Film Studies | Elective II | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

This paper introduces the learners to films studies and makes them understand film as a medium and an artefact. The students become familiar with the various types and genres of films and its elements. The paper also gives them an opportunity to learn theories involved in film making and appreciation.

Course pre- requisites:

It is highly recommended that the students should have a fair exposure to the World of Cinema. They should also have the ability to view films from a technical and aesthetic perspective.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for |

| |
|-------------------------|
| seminars is emphasised. |
|-------------------------|

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|---|-----------------|
| CO1 | know the history of films. | K2 |
| CO2 | Classify various genres of films. | K4 |
| CO3 | understand the elements of film making. | K2 |
| CO4 | approach films with different theories. | K4 |
| CO5 | appreciate films with classic examples. | K5 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit – I – History of Films

From Science to Cinema

The Foundations of Classical Hollywood

The Emergence of National Cinemas

The Rise of World Cinema

World Cinema since 1995

Unit – II – Types of Films

Silent / Classic / Cult

History / War / Drama

Serial / Documentary / Animation

Horror / Science Fiction / Crime

Action / Comedy / Adventure
Biopic / Fantasy / Romance

Unit – III – Elements of Film Making

Theme / Plot / Setting
Acting / Dialogues / Costume and Make-up
Sound / Music / Language
Cinematography / Lighting / Editing
Direction / Screenplay / Story
Production / Distribution / Marketing

Unit – IV – Film Theories

Apparatus theory
Auteur theory
Feminist film theory
Formalist film theory
Marxist film theory
Psychoanalytic film theory

Unit – V – Appreciation of Films (Screening and Analysis)

Students watch selected classics of world cinema, followed by sessions to analyse and appreciate. *Seven Samurai / Bicycle Thieves / Pather Panchali / City Lights / In the Name of God (Documentary)* Making of a short film instead of the seminar component will be a part of the internal assessment

Texts

Parkinson, David. *History of Film*. London: Thames & Hudson Ltd., 2012. Print.

Books for Reference

1. Nelmes, Jill. *Introduction to Films*. New York: Routledge, 2012. Print.
2. Sikov, Ed. *Film Studies–An Introduction*. Columbia University Press, 2009. Print.
3. www.filmsite.org/filmgenres.html
4. listdose.co/top-10-elements-of-film-making/
5. https://en.wikipedia.org/wiki/Film_theory

Course Designer

P.Arun

Course contents and lecture schedule

| S.No | Topic | No Of Lectures In Hrs | Method |
|------|---|-----------------------|---------|
| 1.1 | Introduction to Films | 3 | Lecture |
| 1.2 | Introduction to the History of Films | 2 | Lecture |
| 1.3 | From Science to Cinema | 2 | Lecture |
| 1.4 | The Foundations of Classical Hollywood | 2 | Lecture |
| 1.5 | The Emergence of National Cinemas | 2 | Lecture |
| 1.6 | The Rise of World Cinema | 2 | Lecture |
| 1.7 | World Cinema since 1995 | 2 | Lecture |
| 2.1 | Introduction to the Types of Films | 3 | PPT |
| 2.2 | Silent / Classic / Cult | 2 | PPT |
| 2.3 | History / War / Drama | 2 | PPT |
| 2.4 | Serial / Documentary / Animation | 2 | PPT |
| 2.5 | Horror / Science Fiction / Crime | 2 | PPT |
| 2.6 | Action / Comedy / Adventure | 2 | PPT |
| 2.7 | Biopic / Fantasy / Romance | 2 | PPT |
| 3.1 | Introduction to the Elements of Film Making | 3 | |

| | | | |
|------------|--|-----------|---|
| | | | |
| 3.2 | Theme / Plot / Setting | 2 | Enacting Scenes |
| 3.3 | Acting / Dialogues / Costume and Make-up | 2 | Enacting Scenes |
| 3.4 | Sound / Music / Language | 2 | Enacting Scenes |
| 3.5 | Cinematography / Lighting / Editing | 2 | Enacting Scenes |
| 3.6 | Direction / Screenplay / Story | 2 | Enacting Scenes |
| 3.7 | Production / Distribution / Marketing | 2 | Enacting Scenes |
| 4.1 | Introduction to Film Theories | 3 | GD |
| 4.2 | Apparatus theory | 2 | GD |
| 4.3 | Auteur theory | 2 | GD |
| 4.4 | Feminist film theory | 2 | GD |
| 4.5 | Formalist film theory | 2 | GD |
| 4.6 | Marxist film theory | 2 | GD |
| 4.7 | Psychoanalytic film theory | 2 | GD |
| 5.1 | Introduction to Appreciation of Films | 3 | Watching Movies / Making Short Films |
| 5.2 | Screening Movies and Appreciating | 12 | Watching Movies / Making Short Films |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-----------------|-----------------------------|-------------|----------|----------|----------|----------|
| PEN19C31 | Modern Literature IV | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

This paper introduces the students to the poets and writers since 1990s. This paper unravels the varied experiences through the poetic excellences of different poets following different techniques. The paper lays down a strong base for reading modern fiction.

Course pre- requisites:

The paper requires the students to have good acquaintance with significant literary works of pre-war British literary era. It is also recommended to have a fleeting knowledge about British history and culture.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|--|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
|-----|--|

| | |
|-----|---|
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | understand the complexity of modern life. | K2 |
| CO2 | realise the significance of modernism. | K2 |
| CO3 | appreciate the aesthetic nuances of theatrics. | K4 |
| CO4 | Validate the concepts of modern prose pieces. | K5 |
| CO5 | critically read the fiction of "Modern Times". | K4 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I: Poetry

| | | |
|---------------|---|-----------------------------|
| W.B. Yeats | : | A Dialogue of Self and Soul |
| T.S. Eliot | : | The Waste Land |
| W.H. Auden | : | Stop All the Clocks |
| Wilfred Owen | : | Dulce et Decorum est |
| Ted Hughes | : | Old Age Gets Up |
| Philip Larkin | : | This Be the Verse |

Unit II: Poetry

| | | |
|-----------------|---|------------|
| Stephen Spender | : | The Trance |
|-----------------|---|------------|

Course contents and lecture schedule

| | | |
|---------------|---|---------------------------------------|
| Thom Gunn | : | Considering the Snail |
| R.S. Thomas | : | The Woman |
| Seamus Heaney | : | When All the others were Away at Mass |
| Don Paterson | : | Rain |
| Alice Oswald | : | Memorial |

Unit III: Prose

| | | |
|----------------|---|-------------------------------------|
| James Joyce | : | Araby |
| D. H. Lawrence | : | The Odour of Chrysanthemums |
| F.R. Leavis | : | Introduction to the Great Tradition |
| Robert Graves | : | Goodbye to All That |

Unit IV: Drama

| | | |
|---------------|---|-----------------------|
| Harold Pinter | : | The Care Taker |
| Tom Stoppard | : | The Invention of Love |

Unit V: Fiction

| | | |
|-----------------|---|-------------------|
| William Golding | : | The Spire |
| Joseph Conrad | : | Heart of Darkness |
| Pat Barker | : | The Ghost Road |

Texts

1. Pinter, Harold. *The Care Taker*. London: Faber, 1991.
2. Golding, William. *The Spire*. London: Faber, 2013.

Books for Reference

1. Abrams, M.H. et al. *Norton Anthology of English Literature. Vol I*. New York: WW. Norton & Co, 1979.
2. Trilling, Lionel. Harold Bloom. Ed. *Oxford Anthology of English Literature*. New York: Oxford, 1973.
3. Lucas, John. Ed. *Literature and Politics in the Nineteenth Century*. London: Methuen & Co., 1985. www.poemhunter.com

Course Designer

Dr. M. Elangovan

| | Topic | No. of Lecture Hours | Method |
|-----|--|----------------------|-----------------|
| 1.1 | W.B. Yeats: A Dialogue of Self and Soul | 1 | Lecture |
| 1.2 | T.S. Eliot: The Waste Land | 1 | Lecture |
| 1.3 | W.H. Auden: Stop All the Clocks | 1 | Lecture |
| 1.4 | Wilfred Owen: Dulce et Decorum est | 1 | Lecture |
| 1.5 | Ted Hughes: Old Age Gets Up | 1 | Lecture |
| 1.6 | Philip Larkin: This Be the Verse | 1 | Lecture |
| 1.7 | W.B. Yeats: A Dialogue of Self and Soul | 1 | Lecture |
| 2.1 | Stephen Spender: The Trance | 1 | Lecture |
| 2.2 | Thom Gunn: Considering the Snail | 1 | Lecture |
| 2.3 | R.S. Thomas: The Woman | 1 | Lecture |
| 2.4 | Seamus Heaney: When All the others were Away at Mass | 1 | Lecture |
| 2.5 | Don Paterson: Rain | 1 | Lecture |
| 2.6 | Alice Oswald: Memorial | 1 | Lecture |
| 3.1 | James Joyce: Araby | 2 | PPT |
| 3.2 | D. H. Lawrence: The Odour of Chrysanthemums | 2 | PPT |
| 3.3 | F.R. Leavis: Introduction to the Great Tradition | 2 | PPT |
| 3.4 | Robert Graves: Goodbye to All That | 2 | PPT |
| 4.1 | Introduction to Harold Pinter | 1 | Enacting Scenes |
| 4.2 | <i>The Care Taker</i> | 4 | Enacting Scenes |
| 4.3 | Introduction to Tom Stoppard | 1 | Enacting Scenes |
| 4.4 | <i>The Invention of Love</i> | 4 | Enacting Scenes |
| 5.1 | Introduction to William Golding | 1 | Seminar |
| 5.2 | <i>The Spire</i> | 3 | Seminar |
| 5.3 | Introduction to Joseph Conrad | 1 | Seminar |

| | | | |
|------------|----------------------------|----------|---------|
| 5.4 | <i>Heart of Darkness</i> | 3 | Seminar |
| 5.5 | Introduction to Pat Barker | 1 | Seminar |
| 5.6 | <i>The Ghost Road</i> | 3 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-----------------|----------------------------|-------------|----------|----------|----------|----------|
| PEN19C32 | Contemporary Theory | Core | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

This paper introduces students to the concept of complex modern social structure and life as it is lived today and various cultural and political practices are introduced reflecting the evolving nature of modern life.

Course pre- requisites:

Students are expected to have a basic knowledge about the early theories and philosophies on Art and Literature and also a capacity to think objectively and critically.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Distinguish language based theories and society based theories. | K4 |
| CO2 | appreciate different theories with well supporting essays. | K4 |
| CO3 | categorise different theories making the learners of contextual readers. | K3 |
| CO4 | conceptualise the society with an ideological basis. | K4 |
| CO5 | apply the theories to literary texts. | K3 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | | |
|--|----|--------|
| | CA | End of |
|--|----|--------|

| | First | Second | Semester |
|----------------|--------------|---------------|-----------------|
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I: Structuralism

The Scope of Structuralism.

What Structuralist Critics do?

Structuralist Criticism: examples

Roland Barthes – To Write: An Intransitive Verb.

David Lodge – An Analysis and Interpretation of Realist Text.

Unit II: Post Structuralism and Deconstruction

Some Theoretical differences between Structuralism and Post Structuralism

What Poststructuralist critics do?

Poststructuralist Criticism: an example

Michel Foucault : The Order of Discourse

Julia Kristeva : Women's Time.

Unit III: Postmodernism

What is Postmodernism? What was Modernism?

What Postmodernist critics do?

Postmodernist Criticism: an example

Terry Eagleton : The Illusions of Postmodernism

Patricia Waugh : Postmodernism and Feminism

Unit IV: Marxist Criticism

Beginnings and Basics of Marxist Criticism

What Marxist Critics do?

Marxist Criticism: an example

Raymond Williams : Marxism and Literature

Etienne Balibar and Pierre Macherey : Literature as an Ideological Form

Unit V: Postcolonial Criticism

Postcolonial Reading

What Postcolonial critics do?

Postcolonial criticism: an example

Gayatri Chakravorty Spivak : The Postcolonial Critic

Bell Hooks : Postmodern Blackness

Texts:

Barry, Peter. *Beginning Theory*. Viva Books; New Delhi, 2011. Print.

Rice, Philip and Patricia Waugh (eds). *Modern Literary Theory*. Fourth edition. Arnold. London. 2002. Print.

Books for Reference

Habib, M.A.R. *A History of Literary Criticism and Theory, from Plato to the Present*. Blackwell Publishers; USA: 2005. Print.

Rivkin, Julian. & Ryan, Michael. *Literary Theory: An Anthology*. Blackwell Publishing; USA:1998. Print.

Course Designer:

Dr. M. Elangovan

| | Topic | No of Lecture hrs. | Method |
|-----|--------------------------------|--------------------|---------|
| 1.1 | The Scope of Structuralism. | 3 | Lecture |
| 1.2 | What Structuralist Critics do? | 4 | Lecture |

Course contents and lecture schedule

| | | | |
|-----|--|---|---------|
| 1.3 | Structuralist Criticism: examples. | 4 | Lecture |
| 1.4 | To Write: An Intransitive Verb | 5 | Lecture |
| 1.5 | An Analysis and Interpretation of the Realist Text | 5 | Lecture |
| 2.1 | Some Theoretical differences between Structuralism and Post Structuralism. | 3 | Lecture |
| 2.2 | What Poststructuralist critics do? | 4 | Lecture |
| 2.3 | Poststructuralist Criticism: an example. | 3 | Lecture |
| 2.4 | The Order of Discourse | 5 | Lecture |
| 2.5 | Women's Time | 6 | Lecture |
| 3.1 | What is Postmodernism? What was Modernism? | 3 | PPT |
| 3.2 | What Postmodernist critics do? | 4 | PPT |
| 3.3 | Postmodernist Criticism: an example | 3 | PPT |
| 3.4 | The Illusions of Postmodernism | 6 | PPT |
| 3.5 | Postmodernism and Feminism | 5 | PPT |
| 4.1 | Beginnings and Basics of Marxist Criticism | 4 | Seminar |
| 4.2 | What Marxist Critics do? | 3 | Seminar |
| 4.3 | Marxist Criticism: an example | 3 | Seminar |

| | | | |
|-----|------------------------------------|---|---------|
| 4.4 | Marxism and Literature | 6 | Seminar |
| 4.5 | Literature as an Ideological Form | 5 | Seminar |
| 5.1 | Postcolonial Reading | 3 | Seminar |
| 5.2 | What Postcolonial critics do? | 3 | Seminar |
| 5.3 | Postcolonial criticism: an example | 3 | Seminar |
| 5.4 | The Postcolonial Critic | 6 | Seminar |
| 5.5 | Postmodern Blackness | 6 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|------------------------------|----------|---|---|---|--------|
| PEN19C33 | Indian Writing in English II | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

This paper introduces students to the writings from the time of independence struggle to the modern Indian writing in English. The paper gives an opportunity to read both the modern and postmodern writers showing the Indian ways of living caught between “two worlds – the traditional and foreign”.

Course pre- requisites:

Students are expected to have prior introduction to prominent Indian writers in English and their works. They also should have a capacity to understand various regional Indian cultures and traditions.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level |
|-----|--|-----------------|
| CO1 | appreciate the modern aesthetics. | K4 |
| CO2 | understand the poetic characteristics of modern poets. | K2 |
| CO3 | Identify the political undertones in Indian fiction. | K3 |
| CO4 | Comparitively study the modern Indian theatre. | K4 |
| CO5 | Recognise the spatial notions of Indian life through the novels. | K4 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit – I – Poetry

| | | |
|--------------------|---|---------------------------|
| R.Parthasarathy | : | Exile from Home Coming |
| Dom Moraes | : | A Letter |
| Jayantha Mahapatra | : | A Rain of Rites |
| A.K.Mehrotra | : | Two Lakes |
| Meena Alexander | : | House of a Thousand Doors |

Unit-II – Poetry

| | | |
|-----------------|---|-----------------------------------|
| Sujatha Bhatt | : | Search for my Tongue, The Peacock |
| Syed Amanuddhin | : | Don" t Call me an Indo-Anglian |
| Shiv.K.Kumar | : | The Indian Women |
| Gieve Patel | : | On Killing a Tree |
| Arun Kolatkar | : | Jejuri |

Unit-III – Prose

| | | |
|---------------|---|---|
| Amartiya Zen | : | The Argumentative Indian (Chapter I) |
| Arundhati Roy | : | The Algebra of Infinite Justice, Come September |

Unit-IV – Drama

| | | |
|-----------------|---|-----------------|
| Mahesh Dattani | : | Final Solutions |
| Asif Currimbhoy | : | Inquilab |

Unit – V – Fiction

| | | |
|------------------|---|------------------------|
| Amitav Ghosh | : | The Hungry Tide |
| Shashi Deshpande | : | A Matter of Time |
| Chitra Banerjee | : | The Sister of my Heart |

Texts:

1. Narasimhaiah.C.D. Ed. *An Anthology of Commonwealth Poetry*, Trinity Press New Delhi : 2014 Print
2. Roy, Arundhati. *The Algebra of Infinite Justice*, Penguin Books. New Delhi : 2001. Print.

Books for Reference:

1. V.K. Gokak. The Golden Treasury of Indo-Anglian Poetry 1828-1965 Ed. Sahitya Academi, New Delhi:2001.Print.
2. Ramamurti, K.S, Twenty Five Indian Poets in English, Macmillan Indian Ltd. Madras: 1995.Print.

Course Designer S.Rajeswari

| | Topic | No of lecture hrs. | Method |
|--|-------|--------------------|--------|
|--|-------|--------------------|--------|

Course content and lecture schedule

| | | | |
|-----|---|----|--------------------|
| 1.1 | R.Parthasarathy: Exile from Home Coming | 5 | Lecture |
| 1.2 | Dom Moraes: A Letter | 5 | Lecture |
| 1.3 | Jayantha Mahapatra: Rain of Rites | 2 | Lecture |
| 1.4 | A.K.Mehrotra: Two Lakes | 2 | Lecture |
| 1.5 | Meena Alexander: House of a Thousand Doors | 4 | Lecture |
| 2.1 | Sujatha Bhatt: Search for my Tongue, The Peacock | 6 | Lecture |
| 2.2 | Syed Amanuddhin: Don't call me an Indo-Anglian | 6 | Lecture |
| 2.3 | Shiv.K.Kumar: Indian Women | 3 | Lecture |
| 2.4 | Gieve Patel: On Killing a Tree Arun Kolatkar: Jejuri | 3 | Lecture |
| 3.1 | Introductuion to the author and the text | 3 | PPT |
| 3.2 | Amartiya Zen: The Argumentative Indian (ChapterI) | 11 | PPT |
| 3.3 | Arundhati Roy: The Algebra of Infinite Justice, Come September | 4 | PPT |
| 4.1 | Mahesh Dattani: Final Solutions | 5 | Enacting Scenes |
| 4.2 | Asif Currimbhoy : Inquilab | | Enacting Scenes |
| 5.1 | Amitav Ghosh : The Hungry Tide | | Seminar |
| 5.2 | Shashi Deshpande : A Matter of Time | | Seminar |
| 5.3 | Chitra Banerjee : The Sister of my Heart | | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-----------------|--------------------|-------------|-------------|----------|----------------|----------|
| PEN19C34 | Shakespeare | Core | 6 | - | - | 4 |
| L- Lecture | | | T- Tutorial | | P - Practicals | |

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

This paper unravels the genius of Shakespeare. The poetic vision the philosophical attitude, the universality of themes, the narrative techniques of telling the stories of Shakespeare are well introduced through this paper. This paper also gives the learners a chance to read various critiques on Shakespeare.

Course pre- requisites:

Students are required to have a well-rounded knowledge about Eighteenth Century British literature. It is also recommended that they possess a capacity to understand Medieval English and sixteenth century British Social history and culture.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Discover the various textures of Shakespearean plays. | K4 |
| CO2 | Construct the features of Shakespearean comedies. | K3 |
| CO3 | Discover the adolescent love of <i>Romeo and Juliet</i> . | K4 |

| | | |
|-----|--|----|
| CO4 | Construct the idea of Historical plays. | K3 |
| CO5 | apply the theories of modern critics on Shakespeare. | K3 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit : I

Hamlet

Unit : II

Romeo and Juliet

Unit : III

The Taming of the Shrew

Unit : IV

Henry IV Part 1

Unit : V

Elaine Showalter : “Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism”

Julia Kristeva : “Adolescence, a Syndrome of Ideality”

John C. Bean : “Comic Structure and the Humanizing of Kate in *The Taming of the Shrew*”

J.Dover Wilson : “The Falstaff Myth” from *The Fortunes of Falstaff*

Ashlee Jenson : “The Importance of Shakespeare” (Shakespeare Online) 20 Aug.2003.

Marjorie Garber : ‘Shakespeare and Modern Culture’ –Introduction

Texts

Books for Reference

1. Wilson, J. Dover. *The Fortunes of Falstaff*. Cambridge: Cambridge University Press, 1979. Print.
2. Showalter, Elaine. *Representing Ophelia: Women, Madness, and the Responsibilities*
3. Kristeva, Julia. *Adolescence, a Syndrome of Ideality*. The Psychoanalytic Review, Volume: 94, October 2007, Pages: 715-725

4. L
e
n
z
,

Course contents and lecture schedule

Carolyn Ruth Swift. et.al. *The Woman's Part: Feminist Criticism of Shakespeare* University of Illinois Press, 1983. Print.

5. Jenson, Ashlee. *The Importance of Shakespeare*. Shakespeare Online. 20 Aug. 2003.
6. Garber, Marjorie. *Shakespeare and Modern Culture*. The New York Times, 10 Dec. 2008.
7. <http://www.shakespeare-online.com/essays/importance.html>

Course Designer P.Aru

| S.No | Topic | No Of Lectures In Hrs | Method |
|------|--|-----------------------|-------------------------|
| | Introduction to Shakespeare | 2 | |
| | Introduction to Shakespearean Plays | 2 | |
| 1.1 | Hamlet | 20 | Lecture |
| 2.1 | Romeo and Juliet | 20 | Seeing the Film Version |
| 3.1 | The Taming of the Shrew | 20 | |
| 4.1 | Henry IV Part 1 | 20 | PPT |
| 5.1 | Elaine Showalter :“Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism” | 1 | Seminar |
| 5.2 | Julia Kristeva: “Adolescence, a Syndrome of Ideality” | 1 | Seminar |
| 5.3 | John C. Bean : “Comic Structure and the Humanizing of Kate in <i>The Taming of the Shrew</i> ” | 1 | Seminar |
| 5.4 | J.Dover Wilson:“The Falstaff Myth” from <i>The Fortunes</i> | 1 | Seminar |

| | | | |
|------------|--|----------|---------|
| | <i>of Falstaff</i> | | |
| 5.5 | Ashlee Jenson : “The Importance of Shakespeare” (Shakespeare Online) 20 Aug.2003. | 1 | Seminar |
| 5.6 | Marjorie Garber :“Shakespeare and Modern Culture’ – Introduction | 1 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|---------------------|------------------------|-------------------|----------|----------|----------|----------|
| PEN19CE31(A) | Women’s Studies | Elective 3 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

This paper draws the attention of the students on feminism and interdisciplinary methods in order to place women’s lives and experiences at the center of study, while examining social and cultural constructs of gender and the relationships between power and gender.

Course pre- requisites:

Students should be acquainted with the dynamics of the various waves of the feminist movement from the late 1960’s to the present. They should also possess a sensitivity to various feminist and gender issues.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | | |
|--|--|-----------------|
| | | Knowledge Level |
|--|--|-----------------|

| | Course Outcome | (According to Bloom's Taxonomy) |
|-----|---|---------------------------------|
| CO1 | Assess sensitive issues like "Subjugation of Women". | K5 |
| CO2 | Justify the importance of Women studies. | K5 |
| CO3 | grasp the various sociological issues related to women. | K1 |
| CO4 | appreciate the aesthetics of feminine ecriture. | K4 |
| CO5 | apply the concepts to real life situation. | K3 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|--------------|---------------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I: Poetry

| | | |
|----------------------------|---|---|
| Elizabeth Barrett Browning | : | Sonnet from Portuguese |
| John Milton | : | On his Deceased Wife |
| A.K.Ramanujan | : | Love Poem for A Wife |
| Manjeri.S.Isvaran | : | The Neem is a Lady |
| Theodore Roethke | : | I Knew a Woman |
| Gwendolyn Brooks | : | The Mother |
| Ama Ata | : | |
| Aidoo | : | Motherhood and the Number Game |
| | : | She Tries, Her Tongue, Her Silence Softly |
| M. Nourbese Philip | : | Breaks |

Unit II: Poetry

| | | |
|------------------|---|------------------------------------|
| | : | Marriages are Made, Women in Dutch |
| Eunice de Souza | : | Paintings |
| Chinua | : | |
| Achebe | : | Refugee Mother and Child |
| Saleem Peeradina | : | Group Portrait |

| | | |
|------------------------|---|---------------------------------------|
| Loorna Goodison | : | I am Becoming My Mother |
| Elizabeth Cary | : | On the Duties |
| Anne Sexton | : | Her Kind |
| Frances E. W. Harper | : | The Slave Mother |
| Judith Wright | : | Eve to the Daughters |
| Unit III: Prose | | |
| Virginia Woolf | : | A Room of One's Own |
| Helen Cixous | : | Sorties |
| Gayathri Chakravorty | : | Three Women's Texts and a Critique of |
| Spivak | : | Imperialism |
| Unit IV : Drama | | |
| Sophocles | : | Antigone |
| Uma Parameshwaran | : | Sita's Promise |
| Unit V: Fiction | | |

Course contents and lecture schedule

| | | |
|----------------|---|------------------------|
| Bapsi Sidhwa | : | Water |
| Buchi Emecheta | : | The Joys of Motherhood |
| Bama | : | Karukku |

Texts

Gokak, V.K. *The Golden Treasury of Indo-Anglican Poetry 1828-1965*. Ed. New Delhi:Sahitya Academi, 2001.Print.
 Warhol, Robyn R & Diane Price Herndl. Ed. *Feminisms- an anthology of literary theory and criticisms*. New Brunswick: Rutgers university press, 1997. Print.

Books for Reference

Baym, Nina. D. Ed. *The Norton Anthology of American Literature* 6th edition vol E. London: W.W. Norton & Co, 2003. Print.

Thieme, John. Ed. *The Arnold Anthology of Post Colonial Literatures*. London: Arnold, 1996. Print.

Course Designer Dr. G. Banumadhi

| | Topic | No of Lecture hrs. | Method |
|-----|--|--------------------|---------|
| 1.1 | Elizabeth Barrett Browning : Sonnet from Portuguese | 2 | Lecture |
| 1.2 | John Milton : On his Deceased Wife | 2 | Lecture |
| 1.3 | A.K.Ramunajan : Love Poem for A Wife | 2 | Lecture |
| 1.4 | Manjeri.S.Isvaran : The Neem is a Lady | 2 | Lecture |
| 1.5 | Theodore Roethke : I Knew a Woman | 2 | Lecture |
| 1.6 | Gwendolyn Brooks : The Mother | 1 | Lecture |
| 1.7 | Ama Ata Aidoo : Motherhood and the Number Game | 2 | Lecture |
| 1.8 | M. Nourbese Philip : She Tries, Her Tongue, Her Silence Softly Breaks | 2 | Lecture |
| 2.1 | Eunice de Souza : Marriages are Made | 2 | Lecture |
| 2.2 | Eunice de Souza : Women in Dutch Paintings | 2 | Lecture |
| 2.3 | Chinua Achebe : Refugee Mother and Child | 2 | Lecture |
| 2.4 | Saleem Peeradina : Group Portrait | 1 | Lecture |

| | | | | | |
|------|-----------------------------|---|---|---|-----------------|
| 2.5 | Loorna Goodison | : | I am Becoming My Mother | 1 | Lecture |
| 2.6 | Elizabeth Cary | : | On the Duties | 2 | Lecture |
| 2.7 | Anne Sexton | : | Her Kind | 1 | Lecture |
| 2.8 | Frances E. W. Harper | : | The Slave Mother | 2 | Lecture |
| 2.9 | Judith Wright | : | Eve to the Daughters | 1 | Lecture |
| 2.10 | Shiv K. Kumar | : | The Indian Women | 1 | Lecture |
| 3.1 | Virginia Woolf | : | A Room of One's Own | 5 | PPT |
| 3.2 | Helen Cixous | : | Sorties | 5 | PPT |
| 3.3 | Gayathri Chakravorty Spivak | : | Three Women's Texts and a Critique of Imperialism | 5 | PPT |
| 4.1 | Sophocles | : | Antigone | 7 | Enacting Scenes |
| 4.2 | Uma Parameshwaran | : | Sita's Promise | 8 | Enacting Scenes |
| 5.1 | Bapsi Sidwa | : | Water | 5 | Seminar |
| 5.2 | Buchi Emecheta | : | The Joys of Motherhood | 5 | Seminar |
| 5.3 | Bama | : | Karukku | 5 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|---------------------|-----------------------|-------------------|----------|----------|----------|----------|
| PEN19CE31(B) | Gender Studies | Elective 3 | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

This paper provides an opportunity for the Post Graduate students to introduce themselves with the concept of gender identity and gendered representation as central categories of analysis. The ultimate purpose of the Gender Studies is to involve students in this intellectually challenging and engaging way of examining our world. This course examines how social structures including race, class, sexuality, and other factors impact the lived experiences of men and women.

Course pre- requisites:

Students are expected to have a basic understanding of the physiological and psychological make-up of existing genders, without any stereotypical beliefs.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|--|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
|-----|--|

| | |
|-----|---|
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course Outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Sensitize themselves with gender issues | K5 |
| CO2 | Distinguish the significance of gender roles in the socio-cultural fabric. | K4 |
| CO3 | Identify the major influences within key historic feminist movements. | K2 |
| CO4 | Critically analyse how sexuality contributes to the historical and contemporary formations of patriarchy, heteronormativity and gender normativity. | K2 |
| CO5 | Compare how theories reflect historical and cultural contexts in which they emerge. | K4 |

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

Mapping of COs with POs

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | S | M | M | M | M |

| | | | | | |
|------------|----------|----------|----------|----------|----------|
| CO2 | M | M | M | S | L |
| CO3 | S | S | S | S | S |
| CO4 | L | L | S | S | S |
| CO5 | L | S | L | L | L |

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|--------------|---------------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I – Poetry

| | |
|-----------------|--|
| Walt Whitman | : Whoever You Are Holding Me Now in Hand Hours Continuing Long (from Leaves of Grass) |
| Emily Dickinson | : Wild nights – Wild nights |
| Andrea Gibson | : I Do |
| James Baldwin | : Guilt, Desire and Love |
| Allen Ginsberg | : Howl |

Unit II – Poetry

| | |
|-------------------|--|
| Sappho | : One Girl (Translated by D.G. Rossetti) |
| W.H. Auden | : The Platonic Blow |
| Elizabeth Bishop | : One Art |
| Richard Blanco | : Until we could |
| Ocean Vuong | : On Earth We're Briefly Gorgeous |
| Alok Vaid – Menon | : The Bible belt |

Unit III – Prose

| | |
|--------------------|--|
| Teresa de Lauretis | : The Technology of Gender |
| Nancy Chodorow | : Heterosexuality as a compromise formation |
| Jeffrey Weeks | : Introduction to Guy Hocquengham's Homosexual desire. |

Unit IV – Drama

Christopher Marlowe : Edward II
David Mamet : Boston Marriage.

Unit V – Drama

D.H. Lawrence : St. Mawr
Shyam Selvadurai : Funny Boy
Jeffery Eugenides : Middle sex

Books for Reference

Ed. Rivkin, Julie and Michael Ryan. Literary Theory: an Anthology. UK: Blackwell Publishers, 2001.
Print

Course Designer Dr. M. Elangovan

| | Topic | No of Lecture hrs. | Method |
|-----|---|--------------------|---------|
| 1.1 | Walt Whitman : Whoever You Are Holding me now in Hand, Hours Continuing long (from Leaves of Grass) | 2 | Lecture |
| 1.2 | Emily Dickinson : Wild Nights – Wild Nights | 2 | Lecture |
| 1.3 | Andrea Gibson : I Do | 2 | Lecture |
| 1.4 | James Baldwin : Guilt, Desire and Love | 2 | Lecture |
| 1.5 | Allen Ginsberg : howl | 2 | Lecture |
| 1.6 | Sappho : One Girl (translated by D.G. Rossetti) | 1 | Lecture |
| 1.7 | W.H. Auden : The Platonic Blow | 2 | Lecture |
| 1.8 | Elizabeth Bishop : One Art | 2 | Lecture |
| 2.1 | Richard Blanco : Until we could | 2 | Lecture |

| | | | | | |
|------|---------------------|---|--|---|---------|
| 2.2 | Ocean Vuong | : | On Earth We're Briefly Gorgeous | 2 | Lecture |
| 2.3 | Alok Vaid Menon | : | The Bible Belt | 2 | Lecture |
| 2.4 | Teresa de Lauretis | : | The Technology of Gender | 1 | Lecture |
| 2.5 | Nancy Chodorow | : | Hetero Sexuality as a Compromise Formation | 1 | Lecture |
| 2.6 | Jeffrey weeks | : | Introduction to gay homosexual desire | 2 | Lecture |
| 2.7 | Christopher Marlowe | : | Edward II | 1 | Lecture |
| 2.8 | David Mamet | : | Boston Marriage | 2 | Lecture |
| 2.9 | D.H. Lawrence | : | St. Mawr | 1 | Lecture |
| 2.10 | Shyam Selvadurai | : | Funny Boy | 1 | Lecture |
| 3.1 | Jeffrey Eugenides | : | Middle sea | 5 | PPT |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-----------------|-------------------------------|-------------|----------|----------|----------|----------|
| PEN19C41 | American Literature II | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

This paper familiarizes the students with the second phase of American Literature. The Afro-American writings fill the paper to give combined aesthetic sensibilities. The paper also tries to give the modern American crisis with well-focused writings by different writers.

Course pre- requisites:

Students should have some exposure to modern American Literature and also be familiar with the American Literary sensibility.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Distinguish the modern American ambience. | K4 |
| CO2 | expose themselves to the Afro-American crisis. | K3 |
| CO3 | appreciate the white and Black aesthetics in a combined way. | K4 |
| CO4 | Examine the nature of American drama. | K4 |
| CO5 | Analyse the post-metropolitan issues of America. | K3 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|---------------|---------|---------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |

| | | | |
|----------------|-----------|-----------|------------|
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I: Poetry

Frederick Ogden Nash - A Super Market in California

Langston Hughes - The Negro Speaks of Rivers

Gwendolyn Brooks A Sunset of the City

Sylvia Plath Mirror

Allen Ginsberg Very Like a Whale

Unit II: Poetry

Adrienne Rich For the Dead, From the Survivor.

Robert Lowell - Man And Wife

Philip Levine : What Work Is

Billy Collins : Forgetfulness

Bob Dylan : Like a Rolling Stone

Unit III: Prose

Martin Luther King : I Have a Dream

Ayn Rand : The Nature of Government

Cynthia Ozick : The Break

Unit IV: Drama

Lorraine Hansberry : A Raisin in the Sun

Edward Albee : Who is Afraid of Virginia Woolf?

Unit V: Fiction

Alice Walker : Meridian

John Steinbeck : Grapes of Wrath

John Updike : Trust Me

Shirley Jackson : The Lottery

Texts

1. Fisher, Samuelson(ed).American Literature of Nineteenth Century:An Anthology.NewDelhi:Eurasia Publishing House,1970.
2. Baym, Nina.D.The Norton Anthology of American Literature,Vol.A London:ww.Norton and Company,2003

Books for Reference

1. Sachithanandhan.V.ed. American Literature. Chennai: Emerald Publishers,1982.
2. Aiken, Conrad.ed. A Comprehensive Anthology of American Poetry. Newyork: The Modern Library,1944.

Course Designer **Dr. C. Ramya Ravikumar**

| S.No | Topic | No Of Lectures In Hrs | Method |
|------|------------------------------|-----------------------|---------|
| 1.1 | A Super Market in California | 3 | Lecture |
| 1.2 | The Negro Speaks of Rivers | 3 | Lecture |

| | | | |
|------------|----------------------------------|----------|-----------------|
| | | | |
| 1.3 | A Sunset of the City | 4 | Lecture |
| 1.4 | Mirror | 4 | Lecture |
| 1.5 | Very Like a Whale | 4 | Lecture |
| 2.1 | For the Dead, From the Survivor. | 3 | Lecture |
| 2.2 | Man And Wife | 3 | Lecture |
| 2.3 | What Work Is | 4 | Lecture |
| 2.4 | Forgetfulness | 4 | Lecture |
| 2.5 | Like a Rolling Stone | 4 | Lecture |
| 3.1 | I Have a Dream | 6 | GD |
| 3.2 | The Nature of Government | 6 | GD |
| 3.3 | The Break | 6 | GD |
| 4.1 | A Raising in the Sun | 9 | Enacting Scenes |
| 4.2 | Who is Afraid of Virginia Woolf | 9 | Enacting Scenes |
| 5.1 | Meridian | 5 | Seminar |
| 5.2 | Grapes of Wrath | 5 | Seminar |
| 5.3 | Trust Me | 4 | Seminar |
| 5.4 | The Lottery | 4 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|--------------------|-----------------------------------|-----------------|----------|----------|----------|---------------|
| PEN19C42 | New Literatures in English | Core | 6 | - | - | 5 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

This paper which was earlier known as commonwealth literature has a new nomenclature called New Literatures. The erstwhile British Colonies after their independence have produced a good number of literatures in English. The learners are exposed to various countries and their literatures in English. The paper gives different types of writings with different backgrounds.

Course pre- requisites:

This paper requires the students to have a good idea about the history of the Common Wealth and the impact of British colonization on various nations and its literature. Candidates should also possess the ability to identify the distinct qualities of various nations in the Common Wealth.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Illustrate various countries and its literatures. | K2 |

| | | |
|-----|---|----|
| CO2 | Compare and contrast various literatures in different types of English. | K4 |
| CO3 | Examine the variations of life styles of colonised countries. | K4 |
| CO4 | Explain the nuances of the multiculturalism of various countries. | K5 |
| CO5 | Make a comparative study on the understanding of new literatures to the experiences of learning British literature. | K4 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|-----------|-----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I : Poetry

| | | |
|---------------|---|-------------------------------------|
| Gabriel Okara | : | The Mystic Drum |
| Dennis Brutus | : | You Laughed and Laughed and Laughed |
| A.D. Hope | : | The Death of the Bird |
| Judith Wright | : | The Harp and the King |

Course contents and lecture schedule

F.R. Scott : The Canadian Authors Meet

P.K. Page : Adolescence

Unit II : Poetry

Derek Walcott : Ruins of a Great House

Edwin Thumboo : The Exile

Kamala Wijeratne : On Seeing a White Flag across a By-Road

Kishwar Naheed : We Sinful Women

A.R.D. Fairburn : I'm Older than You, Please Listen

Unit III : Prose

Salman Rushdie : Common Wealth Literature does not Exist

George Woodcock : Away from Lost Worlds: Notes on the Development of a Canadian Literature

Nadine Gordimer : Othering the Self

Chinua Achebe : The Writer and his Community

Unit IV: Drama

Athol Fugard : No Good Friday

Wole Soyinka : The Swamp Dwellers

Unit V : Fiction

Margret Atwood : Edible Woman

Doris Lessing : The Golden Notebook

Chimamanda Ngozi Adichie : Purple Hibiscus

Text

Narasimhaiah C .D.An Anthology of Commonwealth Poetry. Macmillan.India: 2009.

Books for Reference

1. Higham, Charles. *Australian Writing Today*. Penguin. London: 1968.
2. Bier Ullis. *Introduction to African Literature, An Anthology of Critical Writings from BlackOrpheus*. Orient Longman. London: 1967.

Course Designer

Ms. T. Senthil Veera Kumari

| Unit | Topic | No of lecture hrs. | Method |
|------|--|--------------------|-----------------|
| 1.1 | Gabriel Okara – The Mystic Drum | 4 | Lecture |
| 1.2 | Dennis Brutus- You Laughed and Laughed and Laughed | 3 | Lecture |
| 1.3 | A.D. Hope – The Death of the Bird | 4 | Lecture |
| 1.4 | Judith Wright – The Harp and the King | 4 | Lecture |
| 1.5 | F.R. Scott – The Canadian Authors Meet | 3 | Lecture |
| 1.6 | P.K. Page – Adolescence | 3 | Lecture |
| 2.1 | Derek Walcott - Ruins of a Great House | 5 | Lecture |
| 2.2 | Edwin Thumboo -The Exile | 4 | Lecture |
| 2.3 | Kamala Wijeratne - On Seeing a White Flag Across a By-Road | 4 | Lecture |
| 2.4 | Kishwar Naheed- We Sinful Women | 4 | Lecture |
| 2.5 | A.R.D. Fairburn - I'm Older than You, Please Listen | 4 | Lecture |
| 3.1 | Salman Rushdie - Common Wealth Literature does not Exist. | 5 | PPT |
| 3.2 | George Woodcock - Away from Lost Worlds: Notes on the Development of a Canadian Literature | 5 | PPT |
| 3.3 | Nadine Gordimer - Othering the Self | 6 | PPT |
| 3.4 | Chinua Achebe - The Writer and his Community | 5 | PPT |
| 4.1 | Athol Fugard - No Good Friday | 10 | Enacting Scenes |
| 4.2 | Wole Soyinka - The Swamp Dwellers | 11 | Enacting Scenes |
| 5.1 | Margret Atwood - Edible Woman | 7 | Seminar |
| 5.2 | Doris Lessing - The Golden Notebook | 7 | Seminar |
| 5.3 | Chimamanda Ngozi Adichie - Purple Hibiscus | 7 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-----------------|---|-------------|----------|----------|----------|----------|
| PEN19C43 | World Literatures in Translation | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

This paper gives a new experience to the learners by exposing them to the World literature originally written in different languages but translated into English. Starting from the earliest epic poet of Greek literature Homer, it journeys through various countries with different types of attitudes and approaches to life. Having the world as the background the paper makes the learners understand the literatures of various countries in English. Thus giving them, a complete vision of the world.

Course pre- requisites:

Students should have a good idea about the cultural and literary diversity across various nations and the ability to learn and appreciate various cultures and their literature.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Illustrate the various countries and their literatures. | K2 |
| CO2 | Distinguish literatures in different types of English. | K4 |
| CO3 | Assess the variations of life styles of various countries. | K5 |
| CO4 | Identify the multiculturalism of various countries. | K3 |
| CO5 | Interpret texts with attention to ambiguity, complexity and aesthetic value. | K5 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|----------|----------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I : Poetry

Illango Adigal : *The Cilappathikaram: The Tale of an Anklet* (Chapter 11 to 23 from “The Book of Madurai”)

Unit II : Poetry

Thiruvalluvar : Thirukkural (Chapter 83 – Unreal Friendship & Chapter 5 – Domestic Life - translated by G.U.Pope)

Paul Valery : The Palm (translated by Denis Devlin)

Marianne Moore : Voracities and Verities are interacting

Unit III: Prose

Aristotle : Poetics (An Extract)

Albert Camus : The Myth of Sisyphus

Michel Serres : The Natural Contract

Unit IV: Drama

Anton Chekov : The Cherry Orchard

Jean Paul Sartre : No Exit

Unit V: Fiction

U. R. Ananthamurthy : Bharathipura

Richard Bach : Jonathan Livingston Seagull

Haruki Murakami : Sleep

Mayuram Vedanayakam Pillai : The History of Prathaba Mudaliar

Texts

1. Atigal, Illango. *The Cilappathikaram: The Tale of an Anklet*. tr. R.Parthasarathy .
2. *Contemporary Poetry, A Retrospective from the Quarterly Review of Literature*. Quarterly Review of literature; 1974. Print.
3. *Latin American Short Stories*. Oxford University Press;1997. Print.
4. Murakami, Haruki. *The Elephant Vanishes*. Britain: The Harvill Press; 2001. Print.
5. Sahayam, S. John Ed. *World Literature: The Ancient and Modern*. CFCC Publications Bangalore

Books for Reference

1. Dr.Chellappan. *Comparative Study of Chillapatikaram and Shakespeare*.
2. http://www.projectmadurai.org/pm_etexts/pdf/pm0153.pdf

Course Designer

Ms. R. Jeya Latha

Course contents and lecture schedule

| | Topic | No of lecture hrs. | Method |
|-----|---|--------------------|-----------------|
| 1.1 | <i>The Cilappathikaram: The Tale of an Anklet</i> (The Book of Madurai) Chapter – 11,12,13 | Lecture | 5 |
| 1.2 | The Book of Madurai - Chapter -14,15,16 | Lecture | 2 |
| 1.3 | The Book of Madurai - Chapter -17, 18 | Lecture | 4 |
| 1.4 | The Book of Madurai - Chapter -19, 20 | Lecture | 6 |
| 1.5 | The Book of Madurai - Chapter – 21,22,23 | Lecture | 2 |
| 2.1 | Thirukkural (Chapter 83 – Unreal Friendship) | Lecture | 1 |
| 2.2 | Thirukkural (Chapter 5 – Domestic Life) | Lecture | 3 |
| 2.3 | Paul Valery : The Palm | Lecture | 6 |
| 2.4 | Marianne Moore : Voracities and Verities are Interacting | Lecture | 5 |
| 3.1 | Aristotle : Poetics (An Extract) | GD | 3 |
| 3.2 | Albert Camus : The Myth of Sisyphus | 11 | GD |
| 3.3 | Michel Serres : The Natural Contract | 4 | GD |
| 4.1 | Anton Chekov : The Cherry Orchard | 5 | Enacting Scenes |
| 4.2 | Jean Paul Sartre : No Exit | Enacting Scenes | 13 |
| 5.1 | U. R. Ananthamurthy : Bharathipura | 8 | Seminar |

| | | | |
|-----|--|---|---------|
| 5.2 | Richard Bach : Jonathan Livingston Seagull | 4 | Seminar |
| 5.3 | Haruki Murakami : Sleep | 3 | Seminar |
| 5.4 | Maria Luisa Bombal : The Tree | 3 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M.A., English in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-------------------|----------|---|---|---|--------|
| PEN19C44 | Indian Aesthetics | Core | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

Apart from studying the Western Literary theories the learners are introduced to Indian Aesthetics which is a combination of both Sanskrit and Tamil Aesthetics. The various nuances of dance, literature and other art forms can be analysed with the help of Indian Aesthetics. For the first time the learners are introduced to connect Indian Aesthetics to correspond themselves with the Indian texts.

Course pre- requisites:

Students should be knowledgeable about the fundamental structure of art in general. They should also have a keen interest in various theories of art originating from India.

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | familiarise themselves with the Thinai concept of Tholkappiyar. | K2 |
| CO2 | Examine the aesthetic sense of the Rasa theory. | K4 |
| CO3 | Experiment with the concept Dhavani. | K3 |
| CO4 | Distinguish the significance of the multilingual culture of India. | K3 |
| CO5 | Evaluate the prescribed texts using the theories | K5 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------|---------|---------|-----------------|
| | First | Second | |
| Knowledge -K1 | 15% (9) | 15% (9) | 20% (30) |
| Understand -K2 | 15% (9) | 15% (9) | 20% (30) |

| | | | |
|-------------|-----------|-----------|------------|
| Apply-K3 | 30% (18) | 30% (18) | 20% (30) |
| Analyze-K4 | 20% (12) | 20% (12) | 20% (30) |
| Evaluate-K5 | 20% (12) | 20% (12) | 20% (30) |
| Total Marks | 60 | 60 | 150 |

Unit I

| | | |
|---------------|---|--|
| Tholkappiyar | : | On Diction and Syntax |
| Bharatamuni | : | On Natya and Rasa: Aesthetics of Dramatic Experience |
| Bhartiyahari | : | On Syntax and Meaning |
| A.K.Ramanujan | : | On Ancient Tamil Poetics |

Unit II

| | | |
|----------------|---|---------------------------------------|
| Dandin | : | Sarga-bandha: Epic Poetry |
| Anandavardhana | : | Dhavanī: Structure of Poetic Meaning |
| Dhananjaya | : | Definitions and Descriptions in Drama |
| Suresh Joshi | : | On Interpretation? |

Unit III

| | | |
|-------------------|---|----------------------------------|
| Abhinavagupta | : | On Santarasa: Aesthetic Equipose |
| Amir Khusrau | : | Multilingual Literary Culture |
| Rupa Goswami | : | The Bhaktirasa |
| K. Krishnamoorthy | : | Sanskrit Poetics: an Overview |

Unit IV

| | | |
|---------------------|---|---------------------------------------|
| Rabindranath Tagore | : | What Is Art? |
| Sri Aurobindo | : | The Sources of Poetry |
| Krishna Rayan | : | What is Literariness? |
| Keshavadasa | : | Kinds of Poetry and Defects of Poetry |

Unit V

| | | |
|------------------|---|--|
| P.R. Ramachandar | : | Kamba Ramayanam , 38 Thirumudi Chootu Padalam (Chapter on crowning Rama 10290 - 10331) |
| Kalidasa | : | Sakuntala |

Course contents and lecture schedule

Texts

1. .Devy.
G.N.(ed).

Indian Literary Criticism.Theory and Interpretation. Orient Blackswan, Hydrabad.
2009. Print.

2. Sen, R. K. *A Brief Introduction to a Comparative Study of Greek and Indian Aesthetics and Poetics.* Sen Ray & Co.; Calcutta: 1954. Print.

Reference Books

1. Sen, R. K. *Nature of Aesthetic Enjoyment in Greek and Indian Analyses.* Indian Aesthetics and Art Activity, Simla: Indian Institute of Advanced Study, 1968. Print.
2. <http://englishkambaramayanam.blogspot.in/2015/01/kamba-ramayanam-yudha-kandam-16.html?m=1>

Course Designer:
Dr. M. Elangovan

| | Topic | No of lecture hrs. | Method |
|-----|--|--------------------|---------|
| 1.1 | On Natya and Rasa: Aesthetics of Dramatic Experience | 5 | Lecture |
| 1.2 | On Diction and Syntax | 4 | Lecture |
| 1.3 | On Syntax and Meaning | 4 | Lecture |
| 1.4 | On Ancient Tamil Poetics. | 5 | Lecture |
| 2.1 | Sarga-bandha: Epic Poetry | 5 | Lecture |
| 2.2 | Dhavani: Structure of Poetic Meaning | 4 | Lecture |
| 2.3 | Definitions and Descriptions in Drama | 4 | Lecture |
| 2.4 | On Interpretation? | 5 | Lecture |
| 3.1 | On Santarasa: Aesthetic Equipose | 4 | PPT |

| | | | |
|-----|---------------------------------------|---|---------|
| 3.2 | Multilingual Literary Culture | 5 | PPT |
| 3.3 | The Bhaktirasa | 5 | PPT |
| 3.4 | Sanskrit Poetics: an Overview | 4 | PPT |
| 4.1 | What Is Art? | 4 | Seminar |
| 4.2 | The Sources of Poetry | 4 | Seminar |
| 4.3 | What is Literariness? | 5 | Seminar |
| 4.4 | Kinds of Poetry and defects of Poetry | 5 | Seminar |
| 5.1 | Kambaramayanam | 9 | Seminar |
| 5.2 | Sakunthala | 9 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M. A., in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|------------------|----------------|----------------|----------|----------|----------|----------|
| PEN19PJ41 | Project | Project | 6 | - | - | 4 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

The students who pass out of postgraduate course in English must be capable of firsthand experience and independent judgement. To achieve these goals they have to cultivate the habit of reading and forming a sense of relative value of whatever they read. The project at the end of the course is expected to provide the tools necessary to develop these essential skills, which will help them later in their career as research scholars and teachers.

The project will be a formal presentation of the rules of a methodical study and guide the students to genuine passion and intelligent interest in their subject. In their project the students will focus on a piece of work or an author or an area of interest or problem related to various subjects they have studied during the course. The choice of the topic for the project can be from a wide range of subjects, but a text or topic prescribed for study should be strictly avoided.

The length of the project report will be 25-30 pages in the standard MLA format.

M.A. English

Assessment values of course learning outcomes and their mapping with program specific outcomes (PSOs)

Major papers

| Title of the courses | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|------|------|------|------|------|
| Modern Literature – I | 11 | 10 | 11 | 13 | 10 |
| Modern Literature – II | 11 | 11 | 12 | 10 | 14 |
| Indian Writing in English – I | 10 | 11 | 10 | 13 | 12 |
| A Study of English Language | 13 | 12 | 10 | 9 | 12 |
| Journalism in Practice | 12 | 11 | 10 | 9 | 12 |
| Modern Literature – III | 13 | 0 | 10 | 10 | 10 |
| American Literature - I | 10 | 11 | 13 | 10 | 14 |
| Linguistics & English Language Teaching | 14 | 10 | 12 | 12 | 11 |
| Translation: Theory in Practice | 11 | 10 | 12 | 13 | 12 |
| An Introduction to Film Studies | 11 | 10 | 12 | 11 | 12 |
| Modern Literature – IV | 13 | 12 | 10 | 11 | 10 |
| Contemporary Theory | 12 | 12 | 14 | 12 | 11 |
| Indian Writing in English – II | 11 | 12 | 10 | 0 | 13 |
| Shakespeare | 12 | 12 | 11 | 10 | 11 |
| Women's Studies (A) / Gender Studies (B) | 10 | 11 | 11 | 12 | 10 |
| American Literature - II | 11 | 10 | 10 | 11 | 12 |
| New Literatures in English | 11 | 10 | 13 | 13 | 14 |
| World Literatures in Translation | 13 | 13 | 12 | 12 | 11 |
| Indian Aesthetics | 13 | 11 | 11 | 13 | 0 |
| Project | | | | | |

M.Phil. English

Programme Code - MEN

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

Knowledge and critical thinking

Acquire, analyse, evaluate and interpret data using appropriate techniques. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

Problem solving

Critically evaluate information and ideas from multiple perspectives. Employ conceptual, analytical, quantitative and technical skills in solving the problems and are adept with a range of technologies

Complementary Skills

Recognize the need for information, effectively search for, retrieve, evaluate and apply that information gathered in support of scientific investigation or scholarly debate.

Communication efficiency

Communicate and disseminate clearly and convincingly the research findings effectively in the academic community and to stakeholders of their discipline in written and or oral form. Elaborate on the ideas, findings and contributions in their field of interest to expert and non-expert audiences.

Environment, Ethical and Social relevance

Apply ethical principles for societal development on environment context. Demonstrate the knowledge of and need for sustainable development.

Life-Long Learning

Recognize the need, and have the ability, to engage in continuous reflective learning in the context of technological advancement.

Team work

Work effectively in teams, both collaboratively and independently to meet a shared goal with people whose disciplinary and cultural backgrounds differ from their own. Engage in intellectual exchange of ideas with researchers of other disciplines to address important research issues

THIAGARAJAR COLLEGE, MADURAI- 9
(Re-Accredited with ‘A’ Grade by NAAC)
DEPARTMENT OF ENGLISH
COURSE STRUCTURE – M.Phil.,
(w.e.f. 2019 – 2020 Batch onwards)

Semester – I

| Course | Code No | Subject | Contact Hrs/ Week | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|---------------|----------------|------------------------------------|--------------------------|---------------------------------|---------------------|---------------------|--------------|
| Core | MEN19C 11 | Research Methodology and Criticism | 6 | 90 | 100 | 100 | 200 |
| | MEN19C 12 | A Course in Fiction | 6 | 90 | 100 | 100 | 200 |

| | | | | | | | |
|--|--------------|--|----|-----|-----|-----|-----|
| | MEN19C 13 | A Study of a Special Author : Maya Angelou | 6 | 90 | 100 | 100 | 200 |
| | | Total | 18 | 270 | 300 | 300 | 600 |

Semester – II

| Course | Code No | Subject | Contact Hrs/ Week | Total No of Hrs Allotted | Max Marks CA | Max Marks SE | Total |
|--------|---------------|--------------|-------------------|--------------------------|--------------|--------------|-------|
| Core | MEN19C D21 | Dissertation | 6 | 90 | | 100 | 100 |
| | VV | Viva voce | | | 50 | 50 | 100 |
| | | Total | 06 | 90 | 50 | 150 | 200 |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M. Phil., in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|------------------------------------|----------|---|---|---|--------|
| MEN19C11 | Research Methodology and Criticism | Core 1 | 6 | - | - | - |

L- Lecture

T- Tutorial

P - Practicals

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

Preamble:

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

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|---|
| PO1 | Comprehend the linguistic ambience of the syllabi with a fine-tuned approach to the age-wise growth and development of English literature. |
| PO2 | A pragmatic approach to the growth and development of English language is established. |
| PO3 | Theory oriented analysis of various genres of literature is acquired with an applied sensibility and accrued sensitivity. |
| PO4 | A panoramic vision of understanding of world literatures in English and translations is learnt and appreciated. |
| PO5 | Job- based, skills developed and functional – oriented learning outcome is guaranteed through multiplex skills; utilisation of a well-planned lesson plan for seminars is emphasised. |

Course outcomes:

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

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

Unit I: Principles of MLA style

Introduction

Why Document Sources?

Plagiarism and Academic Dishonesty

Think: Evaluating Your Sources

Select: Gathering Information about Your Sources

Organize: Creating Your Documentation

Unit II : Details of MLA Style

Introduction

Mechanics of Scholarly Prose

Works cited

In-Text Citations

Citations in Forms Other than Print

Unit III : Structuralism

Introduction

A Structuralist Reading of *King Lear*

Suggestions for a Structuralistic Reading of “The Aspern Papers”

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

Introduction

A Post-Structuralistic Reading of *King Lear*

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

Unit V : Feminism

Introduction

Suggestions for a Feminist Reading of *King Lear*

Suggestions for a Feminist Reading of *The Bluest Eye*

Texts

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

Reference Books

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

Course Designer

Dr. M. Elangovan

| | Topic | lecture hrs | Method |
|-----|--|-------------|---------|
| 1.1 | Principles of MLA style - Introduction | 2 | Lecture |
| 1.2 | Why Document Sources? | 2 | Lecture |
| 1.3 | Plagiarism and Academic Dishonesty | 2 | Lecture |
| 1.4 | Think: Evaluating Your Sources | 1 | Lecture |
| 1.5 | Select: Gathering Information about Your Sources | 2 | Lecture |
| 1.6 | Organize: Creating Your Documentation | 2 | Lecture |
| 2.1 | Details of MLA style- Introduction | 2 | Lecture |
| 2.2 | Mechanics of Scholarly Prose | 2 | Lecture |
| 2.3 | Works cited | 2 | Lecture |
| 2.4 | In-Text Citations | 2 | Lecture |
| 2.5 | Citations in Forms Other than Print | 3 | Lecture |
| 3.1 | Structuralism – Introduction | 7 | GD |
| 3.2 | A Structuralist Reading of King Lear | 8 | GD |
| 3.3 | Suggestions for Structuralistic Reading of “The Aspern Papers” | 6 | GD |
| 4.1 | Post-Structuralism, Deconstruction, Post- Modernism – Introduction | 9 | PPT |
| 4.2 | A Post-Structuralistic Reading of King Lear | 8 | PPT |
| 4.3 | Suggestions for a Post-Structuralist Reading of The Bluest Eye | 8 | PPT |
| 5.1 | Feminism – Introduction | 8 | Seminar |
| 5.2 | Suggestions for a Feminist Reading of King Lear | 7 | Seminar |

| | | | |
|-----|--|---|---------|
| 5.3 | Suggestions for a Feminist Reading of The Bluest Eye | 7 | Seminar |
|-----|--|---|---------|

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M. Phil., in or after June 2019)

| Course | Course Title | Category | L | T | P | Credit |
|---------------|---------------------|-----------------|----------|----------|----------|---------------|
|---------------|---------------------|-----------------|----------|----------|----------|---------------|

| | | | | | | |
|-----------------|----------------------------|---------------|----------|----------|----------|----------|
| Code | | | | | | |
| MEN19C12 | A Course in Fiction | Core 2 | 6 | - | - | - |

L- Lecture

T- Tutorial

P - Practicals

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

Preamble:

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

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|--|
| PO1 | Learn the methodology of spotting the suitable writer for the research work. |
| PO2 | Acquire the research-ambience with the select author through guided methodology. |
| PO3 | Accumulate and organise research oriented skills in writing thesis of their choice. |
| PO4 | Argumentative nature of thesis writing is learnt through specific skills of writing methodology. |
| PO5 | Learn the art of applying specific theories to various genres of literature. |

Course outcomes:

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | Develop the best examples of fiction | K3 |
| CO2 | Inspect the great cultural tradition of reading fiction. | K4 |
| CO3 | Compare and contrast the critical canons of different critics and theories. | K4 |
| CO4 | Distinguish the theories with the prescribed fiction. | K4 |
| CO5 | Create new narrative styles using structuralistic and thematic nature of fiction. | K6 |

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

Mapping of COs with POs

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

Blooms Taxonomy:

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

Unit I

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

Unit II

| | | |
|---------------------------------------|---|---|
| Frederic James PostmodernismDebate | : | The Politics of Theory: Ideological position in the |
|---------------------------------------|---|---|

| | | |
|---------------------------|---|--|
| Paul de Man | : | The Resistance to Theory |
| Umberto Eco- Casablanca | : | Cult movies and intertextual collage |
| Patrocínio P. Schweickart | : | Reading ourselves: Toward a feminist theory of reading |

Unit III

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

Unit IV

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

Unit V

| | | |
|---------------|---|-----------|
| Hilary Mantel | : | Wolf Hall |
| Frantz Kafka | : | The Trial |

Anton Checkov : Selected stories

Text Books

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

Books for Reference

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

Course Designer

Dr. G. Banumadhi

| | Topic | | No of Lecture hrs. | Method |
|-----|-----------------------------|--|--------------------|---------|
| 1.1 | Mikhail Bakhtin | : From the prehistory of novelistic discourse | 4 | Lecture |
| 1.2 | Roland Barthes | : The Death of the Author | 4 | Lecture |
| 1.3 | Wolfgang Iser | : The Reading Process: a phenomenological Approach | 4 | Lecture |
| 1.4 | M. H. Abrams | : The Deconstructive Angel | 3 | Lecture |
| 2.1 | Frederic James | : The Politics of Theory: Ideological position in the Postmodernism debate | 4 | Lecture |
| 2.2 | Paul de Man | : The Resistance to Theory | 4 | Lecture |
| 2.3 | Umberto Eco- Casablanca: | Cult movies and intertextual collage | 4 | Lecture |
| 2.4 | Patrocinio P. Schweickart: | Reading ourselves: Toward a feminist theory of reading | 3 | Lecture |
| 3.1 | Zadie Smith | : White Teeth | 5 | PPT |
| 3.2 | Yann Martel | : Life of Pi | 5 | PPT |
| 3.3 | Khaled Hosseini | : A Thousand Splendid Suns | 5 | PPT |
| 4.1 | Patrick White | : Voss | 5 | Seminar |
| 4.2 | Ben Okri | : The Famished Road | 5 | Seminar |
| 4.3 | Chitra Banerjee Divakaruni: | Arranged Marriage | 5 | Seminar |
| 5.1 | Hilary Mantel | : Wolf Hall | 5 | Seminar |
| 5.2 | Frantz Kafka | : The Trial | 5 | Seminar |
| 5.3 | Anton Checkov | : Selected stories (Wordsworth Classics - call no 57905) | 5 | Seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M. Phil., in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--|----------|---|---|---|--------|
| MEN19C13 | A Study of a Special Author: Maya Angelou | Core 3 | 6 | - | - | - |

L- Lecture

T- Tutorial

P - Practicals

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

Preamble:

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

Programme Specific Outcomes

On the successful completion of this program the learners will be able to

| | |
|-----|--|
| PO1 | Learn the methodology of spotting the suitable writer for the research work. |
| PO2 | Acquire the research-ambience with the select author through guided methodology. |
| PO3 | Accumulate and organise research oriented skills in writing thesis of their choice. |
| PO4 | Argumentative nature of thesis writing is learnt through specific skills of writing methodology. |
| PO5 | Learn the art of applying specific theories to various genres of literature. |

Course outcomes:

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|--|--|
| CO1 | Determine the poetic sense of Maya Angelou | K5 |
| CO2 | Assess the beauty of her poems. | K5 |
| CO3 | Create a the politics of Black aesthetics. | K5 |
| CO4 | Estimate the personal life of Maya Angelou | K5 |
| CO5 | Dissect the dialogic nature of her plays. | K5 |

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

Blooms Taxonomy:

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

Unit I Poetry

When I Think About Myself

My Guilt

Africa

America

Phenomenal Woman

Man

Still I Rise

Unit II Poetry

On the Pulse of Morning

Ain't That Bad?

Life Doesn't Frighten Me

Caged Bird

Human Family

London

Seven Women's Blessed Assurance

When Great Trees Fall

Unit III Autobiographies

I Know Why the Caged Bird Sings

Gather Together in My Name

Unit IV Essays(from *Letter to My Daughter*)

Home, Giving Birth, Porgy and Bess, Violence

Philanthropy, To Tell the Truth, Mother's Long View, Senegal

In Self-Defence, In the valley of Humanity, National Spirit, Reclaiming Southern Roots

Unit V Fiction

The Heart of a Woman

Mom & Me & Mom

Text Books

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

Angelou, Maya. *Wouldn't Take Nothing for My Journey Now*. New York: Little Brown Book Group, 1995.

Reference Books:

1. Angelou, Maya. *The Collected Autobiographies of Maya Angelou*. New York: Random House Publishing, 2004. Print.
2. Angelou, Maya. *Poems*. New York: Random House Publishing, 1997.
3. <www.poemhunter.com>

Course contents and lecture schedule

Course Designer

Dr.V.Subathra Devi

| S.No | Topic | Hours | Method |
|------|---------------------------|-------|---------|
| 1.1 | When I Think About Myself | 1 | Lecture |
| 1.2 | My Guilt | 1 | Lecture |
| 1.3 | Africa | 1 | Lecture |
| 1.4 | America | 1 | Lecture |
| 1.5 | Phenomenal Woman | 1 | Lecture |
| 1.6 | Man | 1 | Lecture |
| 1.7 | Still I Rise | 1 | Lecture |
| 2.1 | On the Pulse of Morning | 1 | Lecture |
| 2.2 | Ain't That Bad? | 1 | PPT |
| 2.3 | Life Doesn't Frighten Me | 1 | PPT |

| | | | |
|------------|--|----------|---------|
| 2.4 | Caged Bird | 1 | PPT |
| 2.5 | Human Family | 1 | PPT |
| | | | |
| 2.6 | London | 1 | PPT |
| 2.7 | Seven Women's Blessed Assurance | 1 | PPT |
| 2.8 | When Great Trees Fall | 1 | PPT |
| 3.1 | I Know Why the Caged Bird Sings | 5 | Seminar |
| 3.2 | Gather Together in My Name | 4 | Seminar |
| 4.1 | Home, Giving Birth, Porgy and Bess, Violence (from Letter to My Daughter) | 4 | Seminar |
| 4.2 | Philanthropy, To Tell the Truth, Mother's Long View, Senegal | 4 | Seminar |
| 4.3 | In Self-Defence, In the valley of Humanity, National Spirit, Reclaiming Southern Roots | 4 | Seminar |
| 5.1 | The Heart of a Woman | 4 | seminar |
| 5.2 | Mom & Me & Mom | 4 | seminar |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined M. Phil., in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|--------------------|---------------------|-----------------|----------|----------|----------|---------------|
| MEN19D21 VV | Dissertation | Core | 6 | - | - | - |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Dissertation | Viva Voce | Total |
|-------------|-----------------|---------------------|------------------|--------------|
| I | II | 100 | 100 | 200 |

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

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

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

M.Phil. English

Assessment values of course learning outcomes and their mapping with program specific outcomes (PSOs)

Major papers

| Title of the courses | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| Research Methodology and Criticism | 12 | 12 | 13 | 14 | 13 |
| A Course in Fiction | 13 | 12 | 11 | 13 | 14 |
| A Study of a Special Author : Maya Angelou | 13 | 13 | 14 | 13 | 12 |
| Dissertation | | | | | |
| Viva voce | | | | | |

Part II English

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., B.Sc., B.Com., B.C.A., B.Sc., IT in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|-------------------------|----------|---|---|---|--------|
| U19EN11 | Communicative English I | Part II | 6 | - | - | 3 |

L-Lecture

T- Tutorial

P-Practicals

| Year | Semester | Int. Marks | Ext.Marks | Total |
|------|----------|------------|-----------|-------|
| I | I | 25 | 75 | 100 |

Preamble

This paper gives an opportunity for the non-major learners to learn communicative English with good examples of prose pieces of various types written by various great personalities. It also gives the learners chances to know the various sentence structures through prose pieces and thereby make them communicate with good and well-structured sentences. The paper also introduces the basics of Grammar, Composition and Spoken English.

Course outcomes:

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | learn to appreciate prose pieces and enjoy the aesthetic experience. | K1 |
| CO2 | learn the structures of language with good examples of sentences. | K1 |
| CO3 | understand the concepts of basic grammar. | K2 |
| CO4 | Do exercises in grammar and apply them to write sentences on their own. | K3 |
| CO5 | apply the concepts of spoken English and tested in Spoken English with an internal assessment | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with Pos

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge –K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total marks</i> | 52 | 52 | 140 |

Unit I Prose

| | | |
|------------------------------------|---|---------------------|
| The Sun, The Planets and The Stars | : | C. Jones |
| Water : The Elixir of Life | : | C.V. Raman |
| Sir Issac Newton | : | Nathaniel Hawthorne |
| Toasted English | : | R. K. Narayan |
| What is Courage? | : | William Slim |

Unit II Prose

| | | |
|--------------------------------------|---|-------------------|
| The Gold Frame | : | R. K. Laxman |
| My Financial Career | : | Stephen Leacock |
| The Power of Prayer | : | A.P.J Abdul Kalam |
| Why is the Sea Blue ? | : | G. Venkataraman |
| The Myths of Artificial Intelligence | : | Attila Narin |

Unit III Grammar

Articles, Prepositions, Verbs
Objects and Complements

Unit IV Composition

Reading Comprehension

Unit V Spoken English

The Production of Speech
The Sounds of English
Getting and Taking Leave
Introducing Yourself
Introducing People to one another

Texts

1. A Group of Editors. Wisdom and Experience : An Anthology for Degree Courses. Hyderabad: Orient Blackswan, 2016.
2. Das, Bikram K. Functional Grammar and Spoken and Written Communication in English: A Student-Friendly Edition. Hyderabad: Orient Blackswan, 2015.

Course Designer

Ms. S. Rajeswari
Dr. G. Banumadhi

Course contents and Lecture Schedule

| | Contents | Hours | Method |
|------------|--------------------------------------|--------------|--------------------|
| 1.1 | The Sun, The Planets and The Stars | 5 | Lecture & Lab |
| 1.2 | Water : The Elixir of Life | 5 | Lecture & PPT |
| 1.3 | Sir Isaac Newton | 5 | Lecture & PPT |
| 1.4 | Toasted English | 6 | Lecture & GD |
| 1.5 | What is Courage? | 5 | Lecture & GD |
| 2.1 | The Gold Frame | 5 | Lecture & PPT |
| 2.2 | My Financial Career | 5 | Lecture & PPT |
| 2.3 | The Power of Prayer | 5 | Lecture & Lab |
| 2.4 | Why is the Sea Blue ? | 5 | Lecture & Lab |
| 2.5 | The Myths of Artificial Intelligence | 5 | Lecture, PPT &GD |
| 3.1 | Articles, Prepositions, Verbs | 5 | Lecture & Exercise |
| 3.2 | Objects and Complements | 5 | Peer teaching |
| 4.1 | Reading Comprehension | 6 | Peer teaching |
| 5.1 | The Production of Speech | 5 | Lecture & Lab |
| 5.2 | The Sounds of English | 5 | Lecture & Lab |
| 5.3 | Getting and Taking Leave | 5 | Lecture & Lab |
| 5.4 | Introducing Yourself | 4 | Lecture & Exercise |
| 5.5 | Introducing People to one another | 4 | Lecture & Exercise |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., B.Sc., B.Com., B.C.A., B.Sc., IT in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--------------------------|----------|---|---|---|--------|
| U19EN21 | Communicative English II | Part II | 6 | - | - | 3 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| I | II | 25 | 75 | 100 |

Preamble:

This paper gives an opportunity for the non-major learners to learn communicative English with good examples of poetry of various types written by various great poets. It also gives the learners chances to know the various sentence structures through poems and thereby make them communicate with good and well formulated poetic sentences. The paper also introduces the basics of Grammar, Composition and Spoken English.

Programme Specific Outcomes: B.A. English

On the successful completion of this program the learners of B.A., English Literature will be able to

| | |
|-----|---|
| PO1 | Familiarise themselves with the aesthetic sense through various genre of literature. |
| PO2 | Acquire the knowledge of the chronological ordering of age-wise growth and development of English literature. |
| PO3 | Equip themselves with the literatures of the world and literatures in English. |
| PO4 | Enumerate a codified – linguistic approach to the teaching of English language. |
| PO5 | Sensitise themselves to the subtleties of sensing the themes and structures of various genres of literature. |

Course outcomes:

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | learn to appreciate poems and enjoy the aesthetic experience. | K1 |
| CO2 | learn the poetic styles of language with good examples of sentences. | K1 |
| CO3 | understand the concepts of basic grammar. | K2 |
| CO4 | do exercises in grammar and apply them to write sentences on their own. | K3 |
| CO5 | apply the concepts of spoken English and tested in Spoken English with an internal assessment | K3 |

Mapping of COs with POs

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

S-STRONG M-MEDIUM L-LOW

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge –K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total m arks</i> | 52 | 52 | 140 |

Unit I Poetry

| | | |
|----------------------|---|---------------------|
| A Requiem | : | William Shakespeare |
| The Sun Rising | : | John Donne |
| From Paradise Lost | : | John Milton |
| The Chimney Sweepers | : | William Blake |
| Ode to Autumn | : | John Keats |

Unit II Poetry

| | | |
|---------------------------------------|---|-----------------|
| The Road Not Taken | : | Robert Frost |
| Ballad of the Landlord | : | Langston Hughes |
| The Windhover | : | G. M. Hopkins |
| Good bye Party for Miss. Pushpa T.S.: | : | Nissim Ezekiel |
| A River | : | A. K. Ramanujan |

Unit III Grammar

Tenses
Present Tense
Past Tense
Future Tense

Unit IV Composition

Paragraph Writing

Unit V Spoken English

Consonants
Vowels

Making Request and Asking for Directions
 Making and Accepting an Apology
 Inviting and Accepting/ Declining an Invitation

Texts

A Group of Editors. *Wisdom and Experience : An Anthology for Degree Courses*. Hyderabad: Orient Blackswan, 2016.

Das, Bikram K. *Functional Grammar and Spoken and Written Communication in English: A Student-Friendly Edition*. Hyderabad: Orient Blackswan, 2015.

Course Designer

Ms. S. Rajeswari

Dr. G. Banumadhi

Course contents and Lecture schedule

| | Contents | Hours | Method |
|-----|---|-------|--------------------|
| 1.1 | A Requiem | 4 | Lecture |
| 1.2 | The Sun Rising | 4 | Lecture |
| 1.3 | From Paradise Lost | 4 | Lecture |
| 1.4 | The Chimney Sweepers | 4 | Lecture |
| 1.5 | Ode to Autumn | 4 | Lecture |
| 2.1 | The Road Not Taken | 4 | Lecture |
| 2.2 | Ballad of the Landlord | 4 | Lecture |
| 2.3 | The Windhover | 5 | Lecture |
| 2.4 | Good bye Party for Miss. Pushpa T.S | 5 | Lecture |
| 2.5 | A River | 5 | Lecture |
| 3.1 | Tenses | 5 | Lecture & Exercise |
| 3.2 | Present Tense | 5 | Lecture & Exercise |
| 3.3 | Past Tense | 6 | Lecture & Exercise |
| 3.4 | Future Tense | 5 | Lecture & Lab |
| 4.1 | Paragraph Writing | 5 | Peer teaching |
| 5.1 | Consonants | 5 | Lecture & Lab |
| 5.2 | Vowels | 4 | Peer teaching |
| 5.3 | Making Request and Asking for Directions | 4 | Lecture & Exercise |
| 5.4 | Making and Accepting an Apology | 4 | Lecture & Exercise |
| 5.5 | Inviting and Accepting/ Declining an Invitation | 4 | Lecture & Exercise |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., B.Sc., in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|---------------------------|----------|---|---|---|--------|
| U19EN31 | Communicative English III | Part II | 6 | - | - | 3 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | III | 25 | 75 | 100 |

Preamble:

This paper gives an opportunity for the non-major learners to learn communicative English with good examples of one-act plays of various types written by various great personalities. It also gives the learners chances to know the various sentence structures through dialogues and thereby make them communicate with good and well-structured sentences. The paper also introduces the basics of Grammar, Composition and Spoken English.

Course outcomes:

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | learn to appreciate one-act plays and enjoy the aesthetic experience. | K1 |
| CO2 | learn the dramatic dialogues. | K1 |
| CO3 | understand the concepts of basic grammar. | K2 |
| CO4 | do exercises in grammar and apply them to write sentences on their own. | K3 |
| CO5 | apply the concepts of spoken English and tested in Spoken English with an internal assessment | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with POs

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

Blooms Taxonomy:

| | CA | | End of Semester |
|----------------------|-------|--------|-----------------|
| | First | Second | |
| Knowledge –K1 | 40% | 40% | 40% |
| Understand-K2 | 40% | 40% | 40% |
| Apply-K3 | 20% | 20% | 20% |
| Total marks | 52 | 52 | 140 |

Unit I One-Act Plays

The Swan Song : Anton Chekhov
 How He Lied to Her Husband : George Bernard Shaw
 Before Breakfast : Eugene O'Neil

Unit II One-Act Plays

Sunny Morning : a Comedy of Madrid : Serafin and Joaquin Alvarez Quintero
 The Trick : Erisa Kironde
 Matsyagandhi : M. Sajitha

Unit III Grammar

Subject Verb Agreement (Concord)
 Voice

Direct and Indirect Speech

Unit IV Composition

Report Writing

Unit V Spoken English

Phonetic Transcriptions

Stress

Making a Complaint

Congratulating Expressing Sympathy and Offering Condolences

Making Suggestions, Offering Advice and persuading

Texts

Sujatha k. Ed. On the Stage: One-Act Plays. Hyderabad: Orient Blackswan, 2011.

Das, Bikram K. Functional Grammar and Spoken and Written Communication in English: A Student-Friendly Edition. Hyderabad: Orient Blackswan, 2015.

Course Designer

Ms. S. Rajeswari

Dr. G. Banumadhi

Course contents and Lecture schedule

| | Contents | Hours | Method |
|-----|---|-------|--------------------|
| 1.1 | The Swan Song | 7 | Lecture& Lab |
| 1.2 | How He Lied to Her Husband | 7 | Lecture & Lab |
| 1.3 | Before Breakfast | 6 | Lecture & Lab |
| 2.1 | Sunny Morning : a Comedy of Madrid | 7 | Lecture |
| 2.2 | The Trick | 6 | Lecture |
| 2.3 | Matsyaganddhi | 7 | Lecture |
| 3.1 | Subject Verb Agreement (Concord) | 10 | Lecture & Exercise |
| 3.2 | Voice | 10 | Lecture & Exercise |
| 3.3 | Direct and Indirect Speech | 10 | Lecture & Exercise |
| 4.1 | Report Writing | 5 | Lecture & Lab |
| 5.1 | Phonetic Transcriptions | 5 | Peer teaching |
| 5.2 | Stress | 3 | Peer teaching |
| 5.3 | Making a Complaint | 3 | Lecture & Exercise |
| 5.4 | Congratulating Expressing Sympathy and Offering Condolences | 2 | Lecture & Exercise |
| 5.5 | Making Suggestions, Offering Advice and persuading | 2 | Lecture & Exercise |

Thiagarajar College (Autonomous), Madurai – 625009
Department of English
(For those who joined B.A., B.Sc., in or after June 2019)

| Course Code | Course Title | Category | L | T | P | Credit |
|-------------|--------------------------|----------|---|---|---|--------|
| U19EN41 | Communicative English IV | Part II | 6 | - | - | 3 |

L- Lecture

T- Tutorial

P - Practicals

| Year | Semester | Int. Marks | Ext. Marks | Total |
|------|----------|------------|------------|-------|
| II | IV | 25 | 75 | 100 |

Preamble:

This paper gives an opportunity for the non-major learners to learn communicative English with good examples of short stories of various types written by various great short story writers. It also gives the learners chances to know the various life based themes and situations through short stories and thereby make them communicate with good and well structured sentences. The paper also introduces the basics of Grammar, Composition and Spoken English.

Course outcomes:

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

| | Course Outcome | Knowledge Level (According to Bloom's Taxonomy) |
|-----|---|--|
| CO1 | learn to appreciate short stories and enjoy the aesthetic experience. | K1 |
| CO2 | learn the narratives techniques of short stories and language. | K1 |
| CO3 | understand the concepts of basic grammar. | K2 |
| CO4 | do exercises in grammar and apply them to write sentences on their own. | K3 |
| CO5 | apply the concepts of spoken English and tested in spoken English with an internal assessment | K3 |

K1 – Knowledge

K2- Understand

K3- Apply

Mapping of COs with Pos

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

Blooms Taxonomy:

| | CA | | End of Semester |
|-----------------------------|-------|--------|-----------------|
| | First | Second | |
| <i>Knowledge –K1</i> | 40% | 40% | 40% |
| <i>Understand-K2</i> | 40% | 40% | 40% |
| <i>Apply-K3</i> | 20% | 20% | 20% |
| <i>Total m arks</i> | 52 | 52 | 140 |

Unit I Short Stories

| | | |
|-----------------------|---|---------------------|
| The Gift of the Magi | : | O. Henry |
| The Child | : | Premchand |
| The Eyes are not Here | : | Ruskin Bond |
| The Kabulliwallah | : | Rabindranath Tagore |
| The Diamond Necklace | : | Guy de Maupassant |

Unit II Short Stories

| | | |
|------------------------|---|---------------------|
| The Gold Frame | : | R. K. Laxman |
| The Doll's House | : | Katherine Mansfield |
| My Brother, My Brother | : | Norah Burke |
| The Open Window | : | Saki |
| The Lion's skin | : | Somerset Maugham |

Unit III Grammar

Negative Sentences
Question Tags
Simple, Compound and Complex Sentences

Unit IV Composition

Letter Writing

Unit V Spoken English

Sentence Stress
Intonation
Expressing Agreement / Disagreement and Seeking Clarification
Dialogues
Soft Skills (Appendix-2)

Texts

A Group of Editors. *Delight and Wisdom : An Anthology of Short Stories*. Hyderabad: Orient

Blackswan, 2010.

Das, Bikram K. *Functional Grammar and Spoken and Written Communication in English: A Student-*

Friendly Edition. Hyderabad: Orient Blackswan, 2015.

Course Designer

Ms. S. Rajeswari

Dr. G. Banumadhi

Course Contents and Lecture Schedule

| | Contents | Hours | Method |
|------------|---|-------|--------------------|
| 1.1 | The Gift of the Magi | 4 | Lecture |
| 1.2 | The Child | 4 | Lecture |
| 1.3 | The Eyes are not Here | 4 | Lecture |
| 1.4 | The Kabulliwallah | 4 | Lecture |
| 1.5 | The Diamond Necklace | 5 | Lecture |
| 2.1 | The Gold Frame | 4 | Lecture |
| 2.2 | The Doll's House | 4 | Lecture |
| 2.3 | My Brother, My Brother | 5 | Lecture |
| 2.4 | The Open Window | 5 | Lecture |
| 2.5 | The Lion's skin | 5 | Lecture |
| 3.1 | Negative Sentences | 5 | Lecture & Exercise |
| 3.2 | Question Tags | 6 | Peer teaching |
| 3.3 | Simple, Compound and Complex Sentences | 6 | Lecture & Exercise |
| 4.1 | Letter Writing | 5 | Lecture & Lab |
| 5.1 | Sentence Stress | 5 | Lecture & Lab |
| 5.2 | Intonation | 5 | Lecture & Lab |
| 5.3 | Expressing Agreement / Disagreement and Seeking Clarification | 5 | Lecture & Exercise |
| 5.4 | Dialogues | 4 | Peer teaching |
| 5.5 | Soft Skills (Appendix-2) | 5 | Lecture & Exercise |