

Master of



English

SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE

(Autonomous)

[An Autonomous College Affiliated to Periyar University, Salem, Tamil Nadu]

[Accredited by NAAC with 'A' Grade with CGPA of 3.27]

[Recognized 2(f) & 12(B) Status under UGC Act of 1956]

Katteri – 636 902, Uthangarai (Tk), Krishnagiri (Dt)

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DEGREE OF MASTER OF ARTS IN ENGLISH CHOICE BASED CREDIT SYSTEM (CBCS)

REGULATIONS AND SYLLABUS FOR

M. A. ENGLISH PROGRAMME (SEMESTER PATTERN)

(For Students Admitted in the College from the Academic Year 2020-2021 Onwards)



Programme Outcomes (POs)

PO1	Graduates are prepared to be creators of new knowledge leading to innovation and entrepreneurship employable in various sectors such as private, government, and research organizations.
PO2	Graduates are trained to evolve new technologies in their own discipline.
PO3	Graduates are groomed to engage in lifelong learning process by exploring their knowledge independently.
PO4	Graduates are framed to design and conduct experiments /demos/create models to analyze and interpret data.
PO5	Graduates ought to have the ability of effectively communicating the findings of Biological sciences incorporating with existing knowledge.

Programmeme Specific Outcomes (PSOs)

PSO1	Listening Skills: Students will be able to acquire the ability to accurately receive and interpret messages in the communication process.
PSO2	Oral Communication Skills: Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.
PSO3	Reading: Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
PSO4	Writing Skills and Process: Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. They will demonstrate an ability to revise for content and edit for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as a writer.
PSO5	Sense of Genre: Students will develop an appreciation of how the formal



	elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
PSO6	Culture and History: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.
PSO7	Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.
PSO8	Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.



SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE

(Autonomous)

Master of Arts (M.A.) in English

Programme Pattern and Syllabus (CBCS)

(For Students Admitted in the College from the Academic Year 2020-2021 Onwards)

Sl. No.	Nature of the Course	Course Code	Name of the Course	Hours/Week	Credits	Marks		
						CIA	ESE	Total
SEMESTER I								
1	Core – I	20PEN1C01	Chaucer and the Elizabethan Age	6	5	25	75	100
2	Core – II	20PEN1C02	Restoration and the Augustan Age	6	5	25	75	100
3	Core – III	20PEN1C03	The Romantic Age	6	5	25	75	100
4	Core – IV	20PEN1C04	The Victorian Age	6	4	25	75	100
5	Elective – I	20PEN1E01	English for Enhancement	6	3	25	75	100
Total				30	22	125	375	500
SEMESTER II								
6	Core – V	20PEN2C05	Shakespeare	5	5	25	75	100
7	Core – VI	20PEN2C06	Twentieth Century Literature	5	5	25	75	100
8	Core – VII	20PEN2C07	Indian Writing in English	5	5	25	75	100
9	Core – VIII	20PEN2C08	American Literature	5	4	25	75	100
10	Elective – II	20PEN2E02	Linguistics and Stylistics	4	3	25	75	100
11	EDC	20PEN2EDC1	Extra Disciplinary Course (EDC) (Other than English Major Subject)	4	4	25	75	100
12	Common Course	20P2HR	Human Rights	2	2	25	75	100
Total				30	28	175	525	700
SEMESTER III								
13	Core – IX	20PEN3C09	New Literatures in English	6	5	25	75	100
14	Core – X	20PEN3C10	Literary Criticism	6	5	25	75	100
15	Core – XI	20PEN3C11	Translation Studies	6	5	25	75	100



16	Core – XII	20PEN3C12	Research Methodology	6	5	25	75	100
17	Elective – III	20PEN3E03	Journalism and Mass Communication	6	3	25	75	100
Total				30	23	125	375	500
SEMESTER IV								
18	Core – XIII	20PEN4C13	Gender Studies	6	5	25	75	100
19	Core – XIV	20PEN4C14	English Language Teaching	6	5	25	75	100
20	Project	20PEN4PR	Project Work	12	4	40	60	100
21	Elective – IV	20PEN4E04	English Literature for Competitive Examinations	6	3	25	75	100
Total				30	17	115	285	400
CUMULATIVE TOTAL				120	90	540	1560	2100
Sl. No.			Extra Disciplinary Course (EDC) (Other than English major students)					
1	EDC	20PEN2EDC1	English for Competitive Examinations	4	4	25	75	100

Note

- CBCS – Choice Based Credit system
 CIA – Continuous Internal Assessment
 ESE – End of Semester Examinations
 SWAYAM – Study Webs of Active-Learning for Young Aspiring Minds
 NPTEL – National Programme on Technology Enhanced Learning



PROGRAMME SYLLABUS



Programmeme: M.A. English				
Core – I		Course Code: 20PEN1C01		Course Title: Chaucer and the Elizabethan Age
Semester	Hours/Week	Total Hours	Credits	Total Marks
I	6	90	5	100

Course Objectives

1. To introduce the writers and their works of the age of Chaucer and the Elizabethan Age.
2. To give a deeper insight into the spirit of the Chaucerians, Elizabethans and the Metaphysical Poets.
3. Demonstrate knowledge of the style, structure, and content of the assigned literary texts, in Chaucer and the Elizabethan Age.
4. Identify the unique qualities of the authors studied, and compare and contrast them.
5. Situate the assigned literary texts in their historical contexts and recognize the impact of major events and transitions.

Unit I – Introduction

Historical background of Chaucer's age

Introduction to the age of Chaucer and his Contemporaries

The Age of Elizabeth

Literary features of the age

Unit II – Poetry

Geoffrey Chaucer – Prologue to the Canterbury Tales

John Donne – Canonization

George Herbert – The Pulley

Thomas Wyatt – I Find No Peace

Henry Howard Earl of Surrey – My Friend, The Things That Do Attain

Unit III – Prose

Francis Bacon – Of Truth

– Of Studies

– Of Adversity

Thomas More – Utopia Book -2 (Pg 31-36)



Unit IV – Drama

Christopher Marlowe	–Dr. Faustus
John Webster	–Duchess of Malfi

Unit V – Criticism

Philip Sidney	–An Apology for Poetry Section (1-16)
Bible reading	–St. Luke's Version of the New Testament Selected Psalms from (1-15) Authorised Version of the bible
Roger Ascham	–The Schoolmaster

Prescribed Books

1. Greenblat, Stephen ed. *The Northorn Anthology of English Literature*. vol. b, 16th and early 16th century, W.W. Norton & Company, Inc., 9th edition. 2012.
2. Jonson, Ben. *Volpone*. Ed.J.B.Bamborough. M.A, London, Macmillian Education Ltd., 1974.
3. Marlowe, Christopher. *The Tragical History of Doctor Faustus*. Haryana: MacmillianPublishers India Ltd., 2013.

Reference Books

1. Davies, Marion Wynne. *The Bloomsbury Guide to English Literature*, New York: Prentice Hall, 1990.
2. Drabble, Margaret, ed., *The Oxford Companion to English Literature*, Oxford: Oxford University Press, 1996.
3. Fulk, R. Dand Cain, Christopher M. *A History of Old English Literature*. Malden: Blackwell, 2003.
4. Kiernan, Kevin. *Beowulf and the Beowulf Manuscript*, Ann Arbor, MI: University of Michigan, 1996.
5. Orchard, Andy. *A Critical Companion to Beowulf*. Cambridge: DS Brewer, 2003.
6. Robinson, Fred C. *The Cambridge Companion to Old English Literature*. Cambridge: Cambridge University Press, 2001.
7. Dave, Smita. *Christopher Marlowe*. New Delhi: Arnold Heinemann Publisher (India)Private Limited, 1974.
8. Roberts, Gareth. *The Faerie Queene*. New Delhi: Viva Books Private Limited, 2007.
9. Jump, John. *Marlowe: Doctor Faustus*. New York: Palgrave Mac Millian, 2007.



Webliography

1. <https://www.sparknotes.com/lit/the-canterbury-tales/section1/>
2. <https://englishsummary.com/chaucer-age-characteristics/>
3. <https://westegg.com/bacon/index.essays.html>
4. <https://www.gradesaver.com/dr-faustus/study-guide/summary>
5. <https://www.cambridge.org/core/books/memory-arts-in-renaissance-england/roger-ascham-the-schoolmaster-1570/953F352C222220F6EF72AF4859890C13>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Read closely and understand Middle and Early Modern English in Chaucer and Elizabethan ages.	K1 & K2
CO2	Recognize and understand figurative language, such as allegory and metaphor, and literary techniques, like irony, rhyme, and allusion.	K2 & K3
CO3	Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Chaucer and Elizabethan ages.	K4 & K5
CO4	Identify the unique qualities of the authors studied, and compare and contrast them.	K4
CO5	Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.	K3

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – II		Course Code: 20PEN1C02		Course Title: The Restoration and the Augustan Age
Semester	Hours/Week	Total Hours	Credits	Total Marks
I	6	90	5	100

Course Objectives

1. To introduce the students to select authors of the period.
2. To appraise the writing style of the poets of the Restoration age.
3. To analyse the style of the Augustan prose writers.
4. To paraphrase the uniqueness of the Augustan playwrights.
5. To study the traits of the novels of the Restoration age.

Unit I – Introduction

A brief outline of Puritan Age

A brief outline of Important political and religious developments in the age of restoration

A short History of poetry in Restoration age

Neo-classical or Augustan Age - A Brief Study

Drama And Prose in Augustan Age - A study

Unit II – Poetry

John Milton	– Paradise Lost: Book I
Thomas Gray	– Elegy Written in a Country Churchyard
Alexander Pope	– Epistle to Dr. Arbuthnot
William Blake	– A Poison Tree
Robert Burns	– For a' That and a' That
Aphra Behn	–Loved Armed

Unit III – Prose

Joseph Addison	– Sir Roger and Will Wimble
Sir Richard Steele	–The Spectator Club
	–Sir Roger de Coverley's Portrait
Jonathan Swift	–The Battle of the Books



Unit IV – Drama

- R. B. Sheridan –The Rivals
John Dryden – All for Love

Unit V – Fiction

- Henry Fielding – Tom Jones
Samuel Richardson –Pamela
Daniel Defoe –Robinson Crusoe

Prescribed Books:

1. Addison and Steele. *Coverley Papers from The Spectator*. First Edition, New York: Macmillan and Co. Ltd., 1957.
2. Congreve, W. *The Way of the World*. Fourth Edition, Penguin Publishing Group, 2006.
3. Defoe, D. *Robinson Crusoe*, New Delhi: Rupa Publications, 2010.
4. Fielding, H. *Tom Jones*. London: Guild of Master Craftsmen Publisher, 2004.
5. Johnson, S. *Lives of Milton and Addison*. Gloucester: Hard Press Publishing, 2012.

Reference Books:

1. Clarke, N. *Dr. Johnson's Women*. London: Hambledon, 2000.
2. Griffin, D. *Patriotism and Poetry in Eighteenth-Century Britain*. Cambridge: Cambridge University Press, Cambridge, 2005.
3. Knights, L.C. *Drama and Society in the Age of Johnson*. London: Chatto and Windus, 1968.
4. West, R. *Daniel Defoe: The Life and Strange Surprising Adventures*. New York: Carroll & Graf Publishers, 1998.
5. Williams, W.J. *Alexander Pope and Freemasonry*. New York: Kessinger Publications, 2003.

Webliography

1. <https://englishsummary.com/puritan-age-characteristics/>
2. <https://www.cliffsnotes.com/literature/p/paradise-lost/summary-and-analysis/book->
3. <https://www.thefreshreads.com/the-battle-of-the-books-summary/>
4. <https://www.supersummary.com/pamela/summary/>



Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Discover and define the language, nature of writing in the Puritan age.	K1 & K2
CO2	Relate and understand the themes set in the Restoration period.	K3
CO3	Grade and appraise the style, language, mood and needs of the Restoration period.	K4
CO4	Organise and compare the works of the previous era and contrast them.	K3 & K4
CO5	Classify and describe critical thinking and learn to employ various reading strategies while approaching the prescribed texts for study.	K3 & K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate

Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	S	M
CO2	M	S	S	M	S
CO3	S	S	S	S	M
CO4	S	S	M	S	S
CO5	S	M	S	S	M

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – III		Course Code: 20PEN1C03		Course Title: The Romantic Age
Semester I	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

Course Objectives

- 1.To learn the lyrical qualities of Romantic poetry.
- 2.To relish aesthetic beauty and wonder in the realm of nature.
- 3.To discover creative power behind art and literature.
- 4.To appreciate the style of the essayists.
- 5.To know the revolutionary ideologies of the Romantic writers.

Unit I – Introduction

Introduction to Romanticism

A brief background study of political and religious developments in the Romantic Age

A short History of poetry in the Romantic age

Drama And Prose in Romantic Age - A study

Unit II – Poetry

William Wordsworth –Ode on Intimations of Immortality

John Keats –Ode to Autumn

– Ode to Psyche

P.B.Shelley –Dejection near Naples

Coleridge – The Rime of the Ancient Mariner

Samuel Coleridge – Christabel

Lord Byron – When We Two Parted

William Wordsworth – Loadamia

Unit III – Prose

Charles Lamb – The South-Sea House

– The Old and New School-master

William Hazlitt – On the Pleasure of Hating



Leigh Hunt – On Going a Journey
 –The Fair Revenge

Unit IV – Drama

P.B.Shelley – Prometheus Unbound

Unit V – Fiction

Jane Austen – Emma
 Walter Scott –Ivanhoe

Prescribed Books

1. Austen. J. *Emma*. London: The Zodiac Press, 1960.
2. Chaucer. G. *Fifteen Poets*. London: Oxford University Press, 1968.
3. Groom. B. (ed.), *William Wordsworth's The Prelude*. London: Macmillan & Ltd., 1961.
4. Lamb. C. *Essays of Elia*. Tenth Edition, New Delhi: India Book House, 1998.

Reference Books

1. Cecil, D. *Portrait of Charles Lamb*. Sixth Edition, London: Constable, 1983.
2. Clair, W. *The Reading Nation in the Romantic Period*. Cambridge: Cambridge University Press, 2005.
3. Duncan, W.U. *A Companion to Romanticism*. Second Edition, Oxford: Blackwell Publishing, 1998.
4. Goslee, N. *Uriel's Eye: Miltonic Stationing and Statuary in Blake, Keats and Shelley*. Third Edition, Alabama: University of Alabama Press, 1985.
5. Holmes, R. *Shelley: The Pursuit*. Fifth Edition, New York: E.P. Dutton, 1975.
6. McGann, J. J. *The Beauty of Inflections*. Oxford: Clarendon Press, 1985.
7. Turley, R. M. *Keats Boyish Imagination*. London: Routledge, 2004.

Webliography

1. <https://blog.bookstellyouwhy.com/a-brief-history-of-poetry>.
2. <https://study.com/academy/lesson/introduction-to-romantic-prose-overview-of-authors-and-works.html>
3. <https://www.poetryfoundation.org/poems/43997/the-rime-of-the-ancient-mariner-text-of-1834>
4. <https://www.gradesaver.com/charles-lamb-essays/study-guide/summary-the-south-sea-house>



5. <https://www.poetryfoundation.org/poems/45526/laodamia>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Demonstrate an understanding of the historical and cultural context of English Romanticism.	K1 & K2
CO2	Analyze through close reading major authors and texts of English romantic period.	K2 & K4
CO3	Discuss the philosophical ideas that inform English Romantic Literature.	K2 & K5
CO4	Evaluate and compare various thematic perspectives and styles within English Romanticism.	K5
CO5	Analyze key themes, topics, and debates that emerge in Romantic texts.	K4 & K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate

Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	M	M	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	S	S
CO5	S	M	S	S	S

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – IV		Course Code: 20PEN1C04		Course Title: The Victorian Age
Semester I	Hours/Week	Total Hours	Credits	Total Marks
	6	90	4	100

Course Objectives

1. To introduce the grand age of the Victorians through the works and the writers.
2. To understand the scientific and inquisitive spirit of the 19th century through the great colonial writers.
3. To have a better understanding of the great era of the novels.
4. To get introduced to the new genres of literature.
5. To make students realize, it was also the great age for literature like Elizabethan golden age.

Unit I – Introduction

A general study on the historical and literary features of the Victorian age

A Study on Era of Peace

Material and intellectual development in the age of Victorian age - a study

Literary features of the Victorian age - a view

A short History of Poetry in Victorian age

Unit II – Poetry

Robert Browning	–Andrea Del Sarto
Alfred Tennyson	– Tithonus
Mathew Arnold	– A wish
Thomas Hardy	– The Darkling Thrush
Christina Rossetti	– After Death

Unit III – Prose

Lytton Strachey	– Eminent Victorians
	– Florence Nightingale
Mathew Arnold	– Sweetness and Light (From Culture and Anarchy)



Thomas DeQuincey – Confessions of an English opium Eater

Unit IV – Drama

Oscar Wilde – The Importance of Being Ernest

J.M. Synge – Riders to the Sea

Unit V – Fiction

Emily Bronte – Wuthering Heights.

Thomas Hardy – Tess of D' Urbevilles

Charles Dickens – Oliver Twist

Prescribed Books:

- 1 . Gilbert , J. Garraghan. *Prose Types in Newman*. Newyork: Schwartz, Kavin & Faussi, 2018.
- 2 . Hill, Robert, W. Jr. *Tennyson's Poetry*. New York: W.W. Morton & Co, 2010.
- 3 . Lamb, Charles. *The Essays of Elia*. London: OUP, 1964.
- 4 . Sen, S. G. M. *Hopkins: Selected Poems*. New Delhi: Unique Publishers, 2008.
5. Wilde, Oscar. *The Importance of Being Earnest and Other Plays*. United States: OPU, 2008.
6. Ricks, Christopher. Ed., *The New Oxford Book of English Verse*. Vol. II New York: OUP, 1987.
7. V. Sachitanandan. Ed. *Six English Poets*. Chennai: Macmillan, 1stEdition, 1978.

Reference Books:

1. Sen, S. *Mathew Arnold: Selected Poems*. New Delhi: Unique Publishers, 2008.
2. Singh & Singh. Ed. *Lamb's Esaay*. Bareilly: Shri Ram Press, 1971.
3. Steane J. B. *Literature in Perspective: Tennyson*. London: Evans Brothers Limited, 1966.
4. *Introduction and Notes for the Tenant of Wildfell Hall*. Penguin Books, 1996.
5. Stedman, Jane W. W.S. Gilbert. *A Classic Victorian & His Theatre*. London: Oxford University Press, 1996.
6. Dawson, Carl. *Victorian High Noon: English Literature in 1850*. Baltimore: Johns Hopkins U. Press, 1979.
7. Victorian Literature – Literature Periods & Movements. www.online-literature.com. Retrieved 7 April, 2018.



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1. https://www.britainexpress.com/History/Young_Queen_Victoria.htm
2. <https://www.encyclopedia.com/arts/culture-magazines/eminant-victorians>
3. <https://www.poetryfoundation.org/poems/45389/tithonus>
4. <https://www.cliffsnotes.com/literature/i/the-importance-of-being-earnest/critical-essays/themes-in-the-importance-of-being-earnest>
5. <https://www.sparknotes.com/lit/wuthering/>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Read closely and understand and evaluate the lives of the British people during the Victorian era.	K1 & K2
CO2	Recognize and understand the ideals and values of Victorian society with respect to religion, gender, family, class and social responsibility.	K2 & K3
CO3	Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Victorian writers	K5 & K5
CO4	Identify the unique qualities of the authors studied, and compare and contrast them.	K5
CO5	Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources.	K4

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Elective – I		Course Code: 20PEN1E01		Course Title: English for Enhancement
Semester I	Hours/Week 6	Total Hours 90	Credits 3	Total Marks 100

Course Objectives

1. To develop the LSRW Skills in students.
2. To train students to converse in English in day to day situations.
3. To hone the writing skills in students by regular practical exercises.
4. To expose the students to various personal and social skills, to make them understand their individual behaviour.
5. To develop, creativity, thinking skills and oratorical skills.

UNIT I

Role and Importance of Communication

Verbal and Non-verbal Communication

Barriers to Communication

Communication Mediums

UNIT II

Effective Communication

Group Communication

Spoken and Written English

Vocabulary Development

UNIT III

Comprehension

Enquiries and Replies

Complaints and Replies

Drafting and Delivering a Speech

UNIT IV



Articles

Tenses

Active and Passive Voice

UNIT V

Direct and Indirect Speech

Degrees of Comparison

Common Errors

Concepts of Learning and Listening

Prescribed Books

1. Rai, Urmila. *English Language Communication Skills*. Mumbai: Himalaya Publishing House Pvt.Ltd., 2010.

Reference Books

1. Baker, Joanna and Heather Westrup. *Essential Speaking Skills*. London: VSO Books, 2003.
2. Barker, Alan. *Improve Your Communication Skills*. London: Kogan Page, 2013.
3. Bygate, Martin. *Speaking*. New York: OUP, 2003.
4. Cornelissen, J. *Corporate Communication: A Guide to Theory and Practice*. 2014.
5. Hargie, Owen. Ed. *The Handbook of Communication Skills*. New York: Routledge, 2006.
6. Mehrabian, Albert. *Non Verbal Communication*. University of Michigan Press, 1972.
7. Mohan & Banerji. *Developing Communication Skills*. Second Edition, 2009.
8. Mortensen (ed.). *Communication Theory*. 2008.
9. Riggio, Ronald E. *Applications of Nonverbal Communication*. Mahwah, NJ: Lawrence Erlbaum Associates, 2005.

Webliography

1. <https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/verbal-and-nonverbal-communication/>
2. <https://www.helpguide.org/articles/relationships-communication/effective-communication.htm>
3. <https://www.ieltsacademy.org/wp/5-differences-spoken-english-written-english/>



4. <https://www.quora.com/What-is-the-role-and-importance-of-communication-in-different-situations>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Students illustrate and explain the process of communication.	K1 & K2
CO2	Improve listening and speaking techniques.	K2 & K3
CO3	Compose, write and speak complete and meaningful ideas.	K4& K5
CO4	Evaluate language structures in relation to key concepts, theories and issues related to the study of grammar.	K5
CO5	Use grammatical knowledge acquired to inform pedagogical decisions.	K4

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate

Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	S	S
CO2	S	M	S	S	S
CO3	M	M	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – V		Course Code: 20PEN2C05		Course Title: Shakespeare
Semester	Hours/Week	Total Hours	Credits	Total Marks
II	5	75	5	100

Course Objectives

1. To relish the language of Shakespeare's narrative poetry and sonnets.
2. To appreciate the uniqueness in the comic plays of Shakespeare.
3. To analyse the characteristics of Shakespearean tragedies and dark comedies.
4. To learn the features of the historical plays of Shakespeare.
5. To understand the theatrical techniques of Shakespeare.

Unit I

Merchant of Venice

Unit II

As You Like It

Unit III

Henry VI, Part 1

Unit IV

King Lear

Unit V

Sonnets: 8, 73, 90, 127, 128

Shakespeare's Stage, Theatre, Audience, Fools and Clowns, Villains, Women

Prescribed Book

1. *Shakespeare - The Complete Works*. First Edition, Mumbai: Wilco Publishing House, 2010.



Reference Books

1. Bradley, A. C. *Shakespearean Tragedy*. Sixth Edition, London: Macmillan Publishers, 1994.
2. Bryson, B. *Shakespeare*, Fourth Edition, New York: Harper Perennial Press, 2008.
3. Charlton, H B. *Shakespearean Comedy*. London: Methuen, 1938.
4. Ford, Boris. *The Age of Shakespeare*. Harmondsworth: Penguin Books, 1982.
5. Greenblatt. S., *Will in the World: How Shakespeare Became Shakespeare*, Third Edition, London: Pimlico Publishing House, 2005.
6. Honan. P., *Shakespeare: A Life*. London : Oxford University Press, 1998.
7. Knight, G W. *The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays*. London: Methuen, 1951.
8. Schoenbaum. S. *Shakespeare's Lives*. London: Oxford University Press, 1991.
9. Vaughan. *Types of Tragic Drama*. London: Oxford University Press, 1991.
10. Vendler, H. *The Art of Shakespeare's Sonnets*. London: Harvard University Press, 1997.

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2. <https://www.sparknotes.com/shakespeare/merchant/summary/>
3. https://en.wikipedia.org/wiki/As_You_Like_It
4. <https://www.sparknotes.com/shakespeare/lear/>
5. <https://www.sparknotes.com/shakespeare/henry4pt1/>



Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Understand the socio political influences in the production of literature during the Renaissance.	K2
CO2	Master the literary techniques used by Shakespeare.	K2 & K4
CO3	Compare the different characters analytically.	K2& K4
CO4	Compare and contrast the various aspects of Shakespearean plays.	K4
CO5	Assess the theatre as a creative space and texts as creative products.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate

Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	M	M	S	S	S
CO3	S	S	S	M	S
CO4	M	S	S	S	S
CO5	S	M	S	S	S

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – VI		Course Code: 20PEN2C06		Course Title: Twentieth Century Literature
Semester II	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

Course Objectives

1. To give the students knowledge of the literary accomplishments of twentieth century.
2. To familiarize them with the writers of the modern era.
3. To expose the students to the 20th century tradition in literature.
4. To enable students to analyse literary works through careful study of the age.
5. To integrate critical sources effectively into their analysis of literature.
6. To sharpen their sensibilities and to develop in them the right perspective to Drama, Fiction and Poetry.

Unit I – Introduction to 20th century Literature

History of 20th century literature

The 20th century Art

Modernism

Post - Modernism

Unit II–Poetry

T.S. Eliot	– Prelude
W.B. Yeats	– Adam's Curse,
G.M. Hopkins	– The Wind Hover
Louis MacNeice	– Prayer Before Birth
Robert Bridges	– Nightingales
Wilfred Owen	– Insensibility

Unit III – Drama

G.B Shaw	– Saint Joan
Sean O' Casey	– Juno and the Paycock



Unit IV – Prose

- D.H. Lawrence – Why the Novel Matters
 E.V. Lucas – On Finding Things
 G.K. Chesterton – A Piece of Chalk
 Bertrand Russell – Ideas That Have Helped Mankind

Unit V – Fiction

- William Golding – Lord of the Flies
 Harper Lee – To Kill a Mocking Bird
 Kurt Vonnegut – Slaughter House Five

Prescribed Books

1. David, Green. *The Winged Word*. London: Macmillan, 2002.
2. Swarbirk, Andrew. *Selected Poems of T.S. Eliot*. Macmillan, 1988.
3. Eliot, T.S. *The Wasteland and Other Poems*. London: Faber And Faber, 1954.
4. Golding, William. *Lord of the Flies*. London: Faber And Faber, 1969.
5. Lee, Harper. *To Kill a Mocking Bird*. Warner Books Edition, 1982.
6. Shaw, G.B. *Saint Joan*. Constable & Co., Ltd., 1924.

Reference Books

1. Serena, Om Prakash. *A Critical Guide to Selected Poems of Robert Bridges*. Beharipur: Literary Publication Bureau, 1996.
2. Belloc, Hillare, G. K. Chesterton, E. V. Lucas, Robert Lynd, A. A. Milne. *Essay by Modern Masters*. London: Methuen & Co Ltd., 1926.
3. Lall, Ramji. *Unpopular Essays: A Critical Study*. New Delhi: Rama Brothers, 2014.
4. Lee, Harper. *To Kill a Mocking Bird*. Warner Books Edition, 1982.
5. Shaw, Bernard. *Saint Joan: A Chronicle Play in 6 Scenes and an Epilogue*. London: Constable & Co., Ltd., 1924.
6. Golding, William. *Lord of the Flies*. Boston: Faber & Faber, 1958.
7. Vonnegut, Kurt. *Slaughterhouse-Five*. Dial Press Trade Paperback, 1999.
8. Slaughterhouse Five. Letters of Note. November 2009. Retrieved April 27, 2015.
9. Abrams, M.H. et al. *The Norton Anthology of English Literature, Vol. II*, New York, WW.Norton& Co. Inc., 1962.
10. *Modernism: An Anthology*. edited by Lawrence Rainey, Blackwell Publishing, 2005.



11. Modern Criticism And Theory. edited by David Lodge and Nigel Wood. Second Edition, 1988.

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2. <https://www.gradesaver.com/juno-and-the-paycock/study-guide/summary>
3. <https://www.cliffsnotes.com/literature/l/lord-of-the-flies/lord-of-the-flies-at-a-glance>
4. <https://www.newyorker.com/books/page-turner/what-kurt-vonneguts-slaughterhouse-five-tells-us-now>
5. <http://sittingbee.com/on-finding-things-e-v-lucas/>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Explain the paradigms of different national, ethnic, and class literatures.	K1 & K2
CO2	Recognize and identify different approaches to literature indifferent literary traditions.	K2 & K3
CO3	Identify one's own literary assumptions, perspective, and prejudices.	K4 & K5
CO4	Explain how and where various literary genres arose.	K5
CO5	Compare and contrast non-Western and Western literary and aesthetic values.	K4

K1– Remember, K2– Understand, K3– Apply, K4 –Analyze, K5– Evaluate



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – VII		Course Code: 20PEN2C07		Course Title: Indian Writing in English
Semester II	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

Course Objectives

1. To make the students aware of the polyphonic images of the Indian society represented through the literary discourse.
2. To capture varied and rich sensibility perhaps common to cultures across India.
3. To understand the politics of language reflected upon literature and culture.
4. To develop an ambivalent attitude towards colonial resistance realised since the latter half of nineteenth century.
5. To Inherit values and developed human concern through the versatile works of Indian Writing in English.

Unit I – Introduction

The Beginnings: Rammohan Roy, The Renaissance in India

The Poets (Toru Dutt, Rabindranath Tagore, Sri Aurobindo, and Sarojini Naidu)

The Drama, The Novel: Themes, Backgrounds, Types, The Women Novelists

Unit II – Poetry

Rabindranath Tagore	– Gitanjali (poems 1–10)
Toru Dutt	– The Lotus
Sri Aurobindo	– A Dream of Surreal Science
Gopal Honnalgere	– Of Crows
Sarojini Naidu	– The Coromandel Fishers
Nissim Ezekiel	– Goodbye Party for Miss Pushpa T.S. – Poet, Lover, Birdwatcher

Unit III – Prose

Abdul Kalam	– Turning Points: A Journey through Challenges
Ambedkar	– Why Go for Conversion?



- Swami Vivekananda – Work and its Secret
 Jawaharlal Nehru –Discovery of India (In Chapter One – Life’s Philosophy)

Unit IV – Drama

- Vijay Tendulkar –Ghashiram Kotwal
 Badal Sircar – Procession

Unit V – Fiction

- Mulk Raj Anand – Untouchable
 Manohar Malgonkar’s – A Bend in the Ganges
 Anita Desai – Voices in the City

Prescribed Books

1. Anand, Mulk Raj. *Untouchable*. Westminister: Penguin Books, 1935.
2. Bandyopadhyay, Samik. *Collected Plays in Translation*. By Vijay Tendulkar. New Delhi: OUP, 2008.
3. Desai, Anita. *Voices in the City*. New Delhi: Orient Paperbacks, 1965.
4. Iyengar, K.R Srinivasa. *Indian Writing in English*. New Delhi: Sterling, 1984.
5. Kalam, Abdul. *Turning Points: A Journey through Challenges*. New Delhi: Harper Collins Publishers, 2012.
6. Malgonkar, Manohar. *A Bend in the Ganges*. New Delhi: Roli Books, 2009.
7. Sircar, Badal. *Three Plays: Procession, Bhoma, Stale News*. Hong Kong: South Asian Books, 1983.
8. Surendran, K.V. *Indian Writing in English*. New Delhi: Sarupa and Sons, 2000.
9. Tagore, Rabindranath. *Selected Short Stories*. Ed. Sukanta Chaudhuri. New Delhi: Oxford University Press, 2001.

Reference Books

1. Bhargava, Rajul. *Indian Writing in English: The Last Decade*. (Ed) Jaipur: Rawat Publications, 2002.
2. Dattani, Mahesh. *Contemporary Indian Writers in English*. New Delhi: Foundation Books, 2000.
3. Krishna, Arvind. Ed. *A Concise History of Indian Literature in English*. Mehrotra: Permanent Black, 2008.



4. Mehrotra, Arvind Krishna, ed. *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
5. Naik, M.K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
6. Naik, M.K. *Aspects of Indian Writing in English*. Madras: Macmillan, 1979.

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1. <https://en.wikisource.org/wiki/Gitanjali>
2. <https://www.britannica.com/biography/Ram-Mohan-Roy>
3. <https://velivada.com/2017/06/01/why-go-for-conversion-speech-by-dr-b-r-ambekar/>
4. https://en.wikipedia.org/wiki/Badal_Sarkar
5. <https://www.criticalbuzz.co.in/a-critical-analysis-of-manohar-malgonkars-a-bend-in-the-ganges-as-a-partition-novel/>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Trace the development of history of Indian English literature from its beginning to the present day.	K1 & K2
CO2	Gain knowledge of 'Indianness' through the works of Indian writing in English; be acquainted with the Indian way of perceiving the world and presenting their findings in their writings in an appreciable way.	K2 & K3
CO3	Identify the significance and relevance of the works of Indian writers and thereby relate to the ideas embedded in their works.	K4 & K5
CO4	Evaluate the literary, cultural, historical, political impact of works of Indian writers in English and thereby their role in bringing about social awareness and transformation.	K4
CO5	Appreciate the values and the human concern through the exposure of literary texts in colonial and postcolonial period.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – VIII		Course Code: 20PEN2C08		Course Title: American Literature
Semester II	Hours/Week 5	Total Hours 75	Credits 4	Total Marks 100

Course Objectives

1. To Analyse, evaluate and interpret works of American literature
2. To Identify the salient features of literary texts from a broad range of American literature
3. To expose the students to the American tradition in literature
4. To enable students to analyse literary works through careful study of the age
5. To integrate critical sources effectively into their analysis of literature.

Unit I – Introduction to American Literature

The Colonial Period (1492-1700)

The Revolutionary Period(1700-1800)

The Period of Romanticism and Transcendentalism (1800-1880), American Realism and Naturalism (1860-1930), American Modernism and the First half of the the 20th Century

American Literature in the second half of the 20th century

Unit II – Poetry

- R.W. Emerson - Hamatreya
- Edgar Poe - The Raven
- Walt Whitman - Crossing Brooklyn Ferry
- Emily Dickinson - 'Hope' is the Thing with Feathers
Just Lost, When I was Saved!
- Robert Frost - Home Burial

Unit III – Prose

- Jack London - What Life Means to Me
- Edgar Allan Poe - The Philosophy of Composition
- Henry David Thoreau - Civil Disobedience
- Ralph Waldo Emerson - The Over-Soul



Unit IV – Drama

- Tennessee Williams - Glass Menagerie
 Amiri Baraka - The Dutchman

Unit V – Fiction

- Nathaniel Hawthorne - The Scarlet Letter
 Herman Melville - Moby Dick
 Ernest Hemmingway - A Farewell to Arms

Prescribed Books

1. Melville, Herman. *Moby Dick*. Tom Doherty Associates, 1996.
2. Hawthorne, Nathaniel. *The Scarlet Letter*, Ticknor, Reeds & Fields, 1850.
3. Hemingway, Ernest. *A Farewell to Arms*. (Scribner) Publications, 1929.
4. Baraka, Amiri. *The Dutchman*, Slave Harper Perennial, 1971.
5. Norton's, *Anthology of American Literature*, 2016.

Reference Books

1. Whitman, Walt, *Leaves of Grass*, Oxford Worlds Classics, 1998.(OUP)
2. Oliver S.Egbert, *An Anthology of American Literature*. 1890-1965, Vol-II
3. Perkins, George & Bradley, Scully, *The American Tradition in Literature*, 7th Edition, Vol.I. USA: McGraw Hill Publishing Company, 1990.
4. *American Literature: Studies on Emerson, Thoreau, Hawthorne, Melville and Whitman*. Sujata Gurudev, Atlantic, 2011, 1st Edition.
5. *Studies in American Literature*. Edited by Mohit K. Ray, Atlantic, 2011, 1st Edition.
6. Philosophy of Composition, Edgar Allan Poe, Createspace Independent Publishing Platform, 2015, 1st Edition.
7. Cunliffe, Marcus. *American Literature to 1900*. New York: P. Bedrick Books, 1987.
8. Matthiessen, F O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. N.p., 1941.
9. McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. New York: Macmillan, 1985.



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1. <https://courses.lumenlearning.com/suny-americanlit1/chapter/reading-the-romantic-period-1820-1860-essayists-and-poets/>
2. <https://www.poetryfoundation.org/poems/52341/hamatreya>
3. <https://www.cliffsnotes.com/literature/e/emersons-essays/summary-and-analysis-of-the-oversoul/about-the-oversoul>
4. <https://www.gradesaver.com/dutchman-and-the-slave/study-guide/summary>
5. <https://www.sparknotes.com/lit/mobydick/>

COURSE OUTCOMES (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century.	K1 & K2
CO2	Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature.	K2 & K3
CO3	Identify and describe the major critical approaches to literary interpretation: New Criticism/Formalism, Reader-Response, Feminism, and Marxism	K3& K5
CO4	Identify the major conventions, tropes, and themes of Enlightenment literature; identify and discuss those features with regard to individual authors/works.	K4
CO5	Identify and discuss aesthetic aspects of American literature, canonized (such as plot, characterization, and stanza forms), popular (parable structure, call and response, floral and architectural coding systems), and unpublished (mnemonics or oral literature, characteristics of military and women's journals and letters).	K5

K1– Remember, K2– Understand, K3– Apply, K4 –Analyze, K5– Evaluate



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Elective – II		Course Code:20PEN2E02		Course Title: Linguistics and Stylistics
Semester II	Hours/Week 4	Total Hours 75	Credits 3	Total Marks 100

Course Objectives

1. To introduce the history and evolution of English language and also the technical aspects of linguistics.
2. To bring out the different processes of vocabulary development, through the growth of vocabulary and change of meaning.
3. To show how words have been incorporated into English language through the study of various texts analysis.
4. To teach various technical aspects of style and stylistics.
5. To give clear understanding about literary stylistics.

Unit I – Introduction to Modern Linguistics

1. Nature and scope of linguistics
2. Branches of Linguistics
3. Significance of the study of Linguistics

Unit II – Semantics

1. Theories of Meanings
2. Leech's seven types of meaning
3. Speech act theory
4. Co-operative principle and Politeness principle

Unit III – Discourse Analysis

1. Cohesion
2. Coherence
3. Deixis



Unit IV – Stylistics

1. Meaning of Style and Stylistics
2. History of Stylistics
3. The Nature and Goals of Stylistics

Unit V – Literary Stylistics

1. Linguistic Approach to Style
2. The Role of Linguistics in Literary Interpretation
3. Types of Stylistics

Prescribed Books

1. Levinson, Stephen C. *Pragmatics*. Cambridge: Cambridge University Press, 1983.
2. Rajimwale, Sharad. *Elements of General Linguistics Volume -II*. New Delhi: Rama Brothers Pvt. Ltd., 2007.
3. Syal, Pushpinder and D.V. Jindal. *An Introduction to Linguistics: Language, Grammar and Semantics*. New Delhi: Prentice-Hall of India Pvt. Ltd., 2007.
4. Verma, S.K and Krishnaswamy. *Modern Linguistics: An Introduction*. London: Oxford University Press, 2005.

Reference Books

1. Bradford, R. *Stylistics*. London and New York: Routledge, 1997.
2. Crystal, D. & Davy, D. *Investigating English Style*. London: Longman, 1969.
3. Fowler, D.C.(ed.). *Linguistics and Literary Style*.
4. Leech, G. *A Linguistic Guide to English Poetry*. London: Longman, 1969.
5. Lucas, F. L. *Style*. London: Cassell and Coy, 1955.
6. Traugott, E. & Pratt, M. *Linguistics for Students of Literature*. New York: Harcour Brace, 1980.
7. Turner, G. *Stylistics*. Harmondsworth: Penguins Books, 1973.
8. Ullmann, S. *Language and Style*. Oxford: Basil Blackwell, 1966.

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1. <http://allrfree.blogspot.com/2009/07/scope-of-linguistics.html>
2. <https://aboutstylistics.blogspot.com/2012/10/aims-of-stylistics.html>
3. <https://www.youtube.com/watch?v=vO-7wBfDUCA>



4. <https://www.jstor.org/stable/42944980?seq=1>
5. <https://linguistics.ucsc.edu/about/what-is-linguistics.html>

COURSE OUTCOMES (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Understand the nature and scope of modern linguistics and stylistics.	K1 & K2
CO2	Understand current theories, principles and the nature of meaning.	K2 & K3
CO3	Understand factors which impact language acquisition for children and adults through doing discourse analysis.	K4 & K5
CO4	Understand and apply different approaches to language acquisition research, and critically evaluate this research.	K4
CO5	Understand the nature, definitions, history and types of Style, stylistics and literary stylistics.	K5

K1– Remember, K2– Understand, K3– Apply, K4 –Analyze, K5– Evaluate

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
EDC		Course Code: 20PEN2EDC1		Course Title: English for Competitive Examinations
Semester II	Hours/Week 4	Total Hours 45	Credits 4	Total Marks 100

Course Objectives

1. This course aims at helping students to prepare for competitive examinations such as TNPS, SSC, RRB, IBPS, UPSC-Civil Services Examination, etc.
2. This course aims at strengthening the grammatical competence of students by revisiting certain rudimentary concepts in English Grammar.
3. To make understand the pattern of English questions for Competitive Examinations and will be equipped to answer them confidently.
4. Concentrate to write reports and proposals precisely.
5. Update basic skills to the level of demands of general aptitude for competitive examination.

Unit I

Detecting Usage Errors

- Nouns
- Pronouns
- Articles and Preposition
- Adverbs
- Homonyms
- Punctuation

Unit II

Detecting Usage Errors

- Phrases and Clauses
- Subject-Verb agreement
- Tense
- Active and Passive

**Unit –III**

Reported Speech

Sentence Completion

Simple, Compound, Complex Sentences

Unit –IV

Degrees of Comparison

Participles

Tag Questions

Unit –V

General Knowledge: UNO, Countries and Capitals,
Currencies and Current Affairs

Prescribed Book

1. Gangal, J.K. *Competitive English for Professional Courses*. New Delhi: S.Chand Publications, 2008.

Reference Books

1. Thrope & Thorpe. *English for Competitive Examinations*. Pearson, 2012.
2. Hashemi, Louise, and Raymond Murphy. *English Grammar in Use. Book with Answers: to Accompany English Grammar in Use, Fifth Edition*. Cambridge University Press, 2019.

Webliography

<https://byjus.com/govt-exams/general-english-competitive-exams/>



Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Read and comprehend English.	K1 & K2
CO2	Understand the pattern of English questions for Competitive Examinations and will be equipped to answer them confidently.	K2 & K3
CO3	Master in interpersonal communication in the workplace.	K4
CO4	Write reports and proposals precisely.	K5
CO5	Update basic skills to the level of demands of companies and competitive exams.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate

Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	S	M
CO2	M	M	S	S	S
CO3	S	S	S	S	S
CO4	S	M	S	M	M
CO5	S	S	S	S	S

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Common Course		Course Code: 20P2HR		Course Title: Human Rights
Semester	Hours/Week	Total Hours	Credits	Total Marks
II	2	30	2	100

Course Objectives

1. Human rights course is designed to develop fundamental values are respect for human dignity and human rights, freedom, democracy, equality and the rule of law.
2. Students will ultimately be assessed on their knowledge of the legal system and legal doctrine.
3. Students will graduate with a broad knowledge of foundational and other core areas human rights, specialized knowledge in areas of interest, and experience with advanced study.
4. Imparting human rights education at global, national and state levels through target groups it also focuses on methods techniques used for the promotion of Human Rights.
5. Focusing on the normative and institutional aspects of human rights and duties against the backdrop of the politics and society in India.

Unit I – Human Rights

Definition – Classification of rights – Universal declaration on human rights – International Covenants of economic and social rights – Indian Constitutional provision for human rights– Fundamental rights – Directive Principles of State Policy.

UnitII– Civil and Political Rights

Rights to work–Right to personal freedom – Right to freedom of expression– Right to poverty– Right to education– Right to religion– Right to form associations and unions– Rights to movement– Rights to family– Right to constitutional remedies– Right to vote and contest in elections– Right to hold public offices– Right to petition– Right to information– Right to criticize the Government– Right to democratic governance.

Unit III –Economic Rights

Right to work to adequate wages–Right to reasonable hours to work–Right to fair working conditions–Right to self-government in industry–Customer right.



Unit IV –Women Rights

Right to inheritance–Right to marriage–Divorce and remarriage–Right to adoption–Right to education–Right to employment–Rights relating to dowry –Rights for equality–Right to safe working condition.

Unit V –Violation of Human Rights

Violation of Human Rights by state and individuals– Rights of refugees– Minorities– Dalits– Tribes– Nomads– Prisoners– National Commission and State Commission for Human Rights– Role of Judiciary– Media– Police in the protection of Human Rights.

Prescribed Books:

1. Alam, Aftab ed., *Human Rights in India: Issues and Challenges*. New Delhi: Raj Publications (1999).
2. Mani, V.S. *Human Rights in India: An Overview*. New Delhi: Institute for the WorldCongress on Human Rights (1998).

Reference Books:

1. Bajwa, G.S. and D.K. Bajwa, *Human Rights in India: Implementation and Violations*. New Delhi: D.K. Publishers, 1996.
2. NHRC, *Know Your Rights Series*. 2005.
3. NHRC, *Human Rights Education for Beginners*. 2005.
4. NHRC, *Discrimination Based on Sex, Caste, Religion and Disability*. 2004.
5. Ruhela S. P. *Human Value and Education*. New Delhi: Sterling Publishers, 1986.
6. Singh, B.P. and Sehgal, (ed.) *Human Rights in India: Problems and Perspectives*. New Delhi: Deep and Deep, 1999.

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https://en.wikipedia.org/wiki/Human_rights_in_India



Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Apply effective written and oral communication skills to business and legal situations.	K1 & K2
CO2	Analyze the global legal environment.	K2 & K3
CO3	Ability to analyze complex problems, find and deploy a variety of legal authorities, and communicate effectively in a variety of settings.	K3& K4
CO4	Use critical thinking skills in business situations.	K4
CO5	Apply an ethical understanding and perspective to business situations.	K3 & K4

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

**Sample Question Paper**
**SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE
(AUTONOMOUS)**


*(An Autonomous College Affiliated to Periyar University, Salem)
(Recognized under Status 2(f) & 12(B) of the UGC Act 1956)
Accredited by NAAC with 'A' Grade [3.27]*

**Katteri – 636 902, Uthangarai, Krishnagiri District
PG and Research Department of English**

**Class : I M.A. English
Course: Linguistics and Stylistics
Course Code: 20PEN2E02**

**Maximum Marks: 75
Date of Examination: 15.04.2020
Time: 3 hours**

SECTION – A

I Answer all the following questions (15×1=15 Marks)

1. In empirical science, the methods of observation and experimentation are known as _____ procedure.
 - a) Deductive b) Inductive c) Linguistic d) Traditional
2. _____ studies the combination of sounds into organized units of speech.
 - a) Morphology b) Phonology c) Phonetics d) Graphology
3. Which of the followings is the study of language variation and change?
 - a) Dialect b) Register c) Ethnography d) Sociolinguistics
4. What are the basic distinct components of the word 'Girl'?
 - a) +Human – Adult – Male
 - b) +Human – Adult + Male
 - c) +Human + Adult – Male
 - d) +Human + Adult + Male
5. Which of the followings is the additional meaning that a concept carries?
 - a) Associative meaning b) Collocative meaning c) Denotative meaning d) Connotative meaning
6. Which is a theoretical language to be used by all people all over the world?
 - a) Pidgin b) Creole c) Esperanto d) Diglossia
7. Who has initiated the consideration of meaning as a part of the utterance or speech act?
 - a) J.L. Austin b) J. Searle c) H.P. Grice d) N. Leech
8. Who has coined the term "Cooperative Principle"? and When?
 - a) J.L. Austin(1960) b) Grice(1975) c) Leech (1981) d) Grice (1960)



9. The study of linguistic expression of courtesy and social position is called _____.
a) Speech event b) Speech situation c) Communicative competence d) Politeness
10. According to Halliday and Hasan, Cohesion is part of the system of a language expressed partly through ____ and partly through _____.
a) Reference, Substitution b) Ellipsis, Conjunction
c) Substitution, Ellipsis d) Grammar, Vocabulary
11. A coherent discourse has a high degree of such _____.
a) Connectedness b) Anaphors c) Cohesion d) Deixis
12. The ways in which the interpretation of utterances depends on the analysis of that context of utterance is called _____.
a) Deixis b) Coherence c) Cohesion d) Discourse
13. Stylistics is one of the branches of _____.
a) Literature b) Language c) Linguistics d) Style
14. _____ study provides clear evidence in the text, on the basis of which judgments can be made.
a) Linguistic b) Pragmatic c) Syntactic d) Stylistic
15. Who has contributed equally to theoretical linguistics and to the critical examination of literary works?
a) Crystal b) Jakobson c) Simpson d) Bradford

SECTION – B (3X5=15)

II Answer ANY THREE of the following questions

16. Write a note on Linguistics.
17. Semantic Field.
18. What is Pragmatics?
19. Person Deixis.
20. Elements of Style.

SECTION – C (5x9=45)

III Answer all the following questions.

21. (a) Branches of linguistics.
(or)
(b) Significance Study of Linguistics.
22. (a) Theories of Meaning.
(or)



- (b) Varieties of English.
23. (a) Speech Act Theory.
(or)
(b) Emergence of Pragmatics.
24. (a) Cohesion
(or)
(b) Coherence
25. (a) Write an essay on nature and goals of Stylistics?
(or)
(b) Literary Stylistics – elucidate.

All the Best