



# 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)**

**Tamil Nadu, India**

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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 2024-2025 Onwards)**

(TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION SYLLABUS PATTERN)



## REGULATIONS AND SYLLABUS FOR M.A. ENGLISH PROGRAMME

(For Students Admitted in the College from the Academic Year 2024-2025 Onwards)

### 1. Vision of the Department

To provide incomparable internationally acclaimed teaching for the betterment of the world and to imbibe the necessary personality traits to move towards a sound life with academic and research enrichment.

### 2. Mission of the Department

To develop communication skills, strengthening holistic understanding of literature, to pursue advanced research in English and to sharpen their critical ability to interpret and evaluate literary works and theory.

### 3. Definitions

**(i) Programmeme:** Programmeme means a course of study leading to the award of the degree in a discipline.

**(ii) Course:** Course refers to the subject offered under the Degree Programmeme.

### 4. Aims of the Programmeme

1. The major and one of the oldest departments of the College.
2. One of the star departments of the College.
3. Curriculum that contains the aspects of skill development, entrepreneurship and employability.
4. Technology-Integrated Teaching.
5. Diverse student-support activities organized by the different clubs of the Department.
6. Gain in-depth knowledge by students in the subject discipline of taxonomy.
7. Moulding students as accountable citizens having awareness of most basic domain-independent knowledge, including critical thinking, communication skills and innovative knowledge in research.
8. Enabling students to prepare for different research/teaching qualifications and competitive examinations, such as NET, SET, TRB, TNPSC and UPSC.



### 5. Programme Outcomes (POs)

<b>PO1</b>	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.
<b>PO2</b>	Graduates are trained to evolve new technologies in their own discipline.
<b>PO3</b>	Graduates are groomed to engage in lifelong learning process by exploring their knowledge independently.
<b>PO4</b>	Graduates are framed to design and conduct experiments /demos/create models to analyze and interpret data.
<b>PO5</b>	Graduates ought to have the ability of effectively communicating the findings of Biological sciences incorporating with existing knowledge.

### 6. Programme Specific Outcomes (PSOs)

<b>PSO1</b>	Listening Skills: Students will be able to acquire the ability to accurately receive and interpret messages in the communication process.
<b>PSO2</b>	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.
<b>PSO3</b>	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.
<b>PSO4</b>	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.
<b>PSO5</b>	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.
<b>PSO6</b>	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.
<b>PSO7</b>	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.
<b>PSO8</b>	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.

### 7. Eligibility for Admission

A Candidate who has passed B.A. English or any other relevant Degree of Periyar University or any other University accepted by the Syndicate of the Periyar University as equivalent thereto, subject to such conditions as may be prescribed therefore are eligible for admission to Master of Arts (M.A.) Degree Programme in English and shall be permitted to appear and qualify for the M.A. Degree Examination in English of this Autonomous College affiliated to Periyar University after a course of study of two academic years.



## 8. Duration of the Programme

The Programme for the Degree of Master of Arts (M.A.) in English shall consist of two academic years divided into four semesters. Each Semester consists of 90 working days (450 hours).

## 9. Features of Choice Based Credit System

Under Choice Based Credit System (CBCS), a set of Courses consisting of Core Courses, Elective Courses, Skill Based Elective Courses and Extra Disciplinary Course are offered. Beside the Core Courses, which are totally related to the major subjects, the students have the advantage of studying supportive courses and non-major courses. This provides ample opportunity for the students to learn not only the major subjects but also inter disciplinary and application oriented subjects.

## 10. Syllabus

The syllabus of the M.A. English Degree Programme is divided into the following Courses:

**(i) Core Courses:** The Core Courses are related to the Programme concerned including practicals and project offered under the Programme.

**(ii) Elective Courses:** There are FOUR Elective Courses offered under the Programme related to the major or non-major but are to be selected by the students.

**(iii) Extra Disciplinary Course (EDC):** Chosen by the students from other disciplines/departments of the college.

**(iv) Extra Credit Courses:** In order to facilitate the students gaining extra credits, the Extra Credit Courses are offered. According to the guidelines of the UGC, the students are encouraged to avail this option of enriching the knowledge by enrolling themselves in the Massive Open Online Courses (MOOCs) provided by various portals, such as SWAYAM, NPTEL, etc.

## 11. Programme of Study

The Programme of study for the Degree shall be in the Branch – English (Choice Based Credit System) with internal assessment comprised of instructions in the following subjects according to the syllabi and books prescribed from time to time.

## 12. Credit

Weightage given to each course of study is termed as Credit.



### 13. Credit System

Semester-I	Credits	Hours	Semester-II	Credits	Hours	Semester-III	Credits	Hours	Semester-IV	Credits	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core - III	4	6	2.3 Core - VI	4	6	3.3 Core - IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric, Elective - III	3	4	3.4 Core - X	4	6	4.4 Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective - IV:	3	3	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			2.6 NME I	2	3	3.6 NME II	2	3	4.6 Extension Activity	1	
			2.7 HR	1	2	3.7 Internship/ Industrial Activity	2	-			
	<b>20</b>	<b>30</b>		<b>23</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>23</b>	<b>30</b>
<b>Total Credit Points -92</b>											

The weightage of credits are spread over to four different semesters during the period of study and the cumulative credit point average shall be awarded based on the credits earned by the student. A total of



90 Credits are prescribed for the M.A. English Degree Programme which is the minimum Credit requirement for the two years M.A. English Degree Programme.



## Template for P.G., Programmes

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF)**  
**Guideline Based Credits and Hours Distribution System for all Post – Graduate Courses**  
**including Lab Hours**  
**First Year – Semester – I**

Part	List of Courses	Credits	No. of Hours
	Core – I	5	7
	Core – II	5	7
	Core – III	4	6
	Elective – I	3	5
	Elective – II	3	5
		<b>20</b>	<b>30</b>

**Semester-II**

Part	List of Courses	Credits	No. of Hours
	Core – IV	5	6
	Core – V	5	6
	Core – VI	4	6
	Elective – III	3	4
	Elective – IV	3	3
	EDC/NME – I	2	3
	HR	1	2
		<b>23</b>	<b>30</b>

**Second Year – Semester – III**

Part	List of Courses	Credits	No. of Hours
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core – X	4	6
	Elective – V	3	3
	NME – II	2	3
	Internship / Industrial Activity [Credits]	2	-
		<b>26</b>	<b>30</b>





## Semester-IV

Part	List of Courses	Credits	No. of Hours
	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
	Skill Enhancement Course – I / Professional Competency Skill	2	4
	Extension Activity	1	-
		<b>23</b>	<b>30</b>

**Total 92 Credits for PG Courses**



## 12. Methods of Assessment

Methods of Assessment	
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

## 12. Testing Pattern (25+75)

### 13. Internal Assessment

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hour.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from Theory part and other best from the two Laboratory part. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hour. There is no improvement for CIA of both theory and laboratory, and, also for University End Semester Examination.



## 12.2 Written Examination : Theory Paper (Bloom's Taxonomy based)

### Question paper Model

### 13.2. Components of Continuous Internal Assessment (CIA)

Components		Marks	Total Marks
Theory			
CIA I	75	(75+75 = 150/15)	25
CIA II	75	10	
Assignment		05	
Seminar		05	
Attendance		05	
Project			
Literature Collection		10	40
Data Collection		10	
Methodology		10	
Presentation of Result		10	

### 13.3. Question Paper Pattern

#### Bloom's Taxonomy Based Assessment Pattern

(**K1** – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate)

(i) Theory Examinations (CIA I & CIA II = 25 Marks and ESE = 75 Marks)

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer ALL) Q1–Q15	$15 \times 1 = 15$	Multiple Choice Questions (MCQ) (Three questions from each unit)	15
K2	B (Answer any THREE out of FIVE) Q16–Q20	$3 \times 5 = 15$	Short Answers (One question from each unit)	15
K3 & K4	C (Either or Pattern) Q20–Q25	$5 \times 9 = 45$	Descriptive/Detailed Answers (Two questions from each unit)	45
<b>Total Marks</b>				<b>75</b>



Passing Minimum (CIA) 50% = 12 Marks

Passing Minimum (ESE) 50% = 38 Marks

**50 Marks**

**(ii) Project Viva-Voce (CIA = 40 Marks and ESE = 60 Marks)**

Knowledge Level	Section	Marks	Total Marks
K3, K4 & K5	Project / Dissertation	40	60
	Viva-voce	20	

Passing Minimum (CIA) 50% = 20 Marks

Passing Minimum (ESE) 50% = 30 Marks

**50 Marks**

The candidate shall be declared to have passed the examination if the candidates secure not less than 38 marks out of 75 marks in the semester examination in each theory course and 12 marks out of 38 marks in the CIA and in total not less than 40 marks.

For the practical course, 30 marks out of 60 marks in the semester examination and the record notebook taken together and 20 marks out of 40 marks in the CIA and in total 50 marks. There is no passing minimum for the record notebook. However, submission of the record notebook is necessary.

For the project work and Viva-voce, a candidate should secure 50% of the marks for pass. The candidate should compulsorily attend the Viva-voce examination to secure a pass in the project Work.

Candidate who does not obtain the required minimum marks for a pass in a Course/Practical/Project/Dissertation shall be declared Re-Appear (RA) and the candidate has to appear and pass the same at a subsequent appearance.

### **13.4. Dissertation**

- (a) Topic: The topic of the dissertation shall be assigned to the candidate before the beginning of third semester and a copy of the same should be submitted to the University Approval.



(b) Number of Project/Dissertation copies to be submitted by the students

The students should prepare three copies of dissertation and submit the same for the evaluation by Examiners. After evaluation, one copy is to be retained in the College Library and one copy is to be submitted to the COE and the student can have the rest.

(c) Format to be followed

The format of the Project/Dissertation to be prepared and submitted by the students in Semester IV is given below:

**Format for the preparation of Project Work:**

(i) Title Page:

**TITLE OF THE PROJECT**

Project Submitted in partial fulfilment of the requirement for the award of  
the Degree of Master of Arts in ENGLISH (under Choice Base Credit System)  
to the Sri VidyaMandir Arts and Science College (Autonomous)  
under Periyar University, Salem 11, Tamil Nadu, India.

By

**(Student's Name)**

**(Register Number)**

Under the Guidance of

**(Guide Name and Designation)**

(College Logo)

**(Name of the Department)**

**(College Address)**

**(Month and Year)**

**(ii) Declaration by the Student**

Name of the Student\_\_\_\_\_

Register No. \_\_\_\_\_

PG &amp; Research Department of English

Sri VidyaMandir Arts &amp; Science College (Autonomous)

Katteri – 636 902, Uthangarai, Krishnagiri District.

**Declaration by the Student**

I hereby declare that the dissertation entitled \_\_\_\_\_ submitted by me for the award of Master of Arts degree in **ENGLISH**, carried out in the **PG and Research Department of English, Sri VidyaMandir Arts and Science College (Autonomous), Uthangarai, Krishnagiri – 636 902**, is not copied from any other thesis/books/any other copy right materials.

**Signature of the Student****(iii) Certificate by the Supervisor**

Name of the Supervisor\_\_\_\_\_

Designation\_\_\_\_\_

PG &amp; Research Department of English

Sri VidyaMandir Arts &amp; Science College (Autonomous)

Katteri – 636 902, Uthangarai, Krishnagiri District.

**Certificate by the Supervisor**

I hereby declare that the Student \_\_\_\_\_, Reg. No. \_\_\_\_\_ has carried out the Master of Arts in English Programme under my supervision during the period \_\_\_\_\_to \_\_\_\_\_and the project entitled \_\_\_\_\_ submitted by her/his is verified and it is not copied from any other thesis/books/any other copy right materials.

**Signature of the HOD****Signature of the Supervisor****External Examiner (s)****Counter Signed****Signature of the Principal**

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(iv) Acknowledgement:

(v) Table of Contents:(Tentative)

### TABLE OF CONTENTS

S. NO.	TITLE	PAGE NO.
	CHAPTER – I Introduction	
	CHAPTER – II Review of Literature	
	CHAPTER – III Conceptual Framework	
	CHAPTER – IV Study of Content	
	CHAPTER – V Summing Up	
	WORKS CITED	



## 14. Different Types of Courses

### (i) Core Courses ( Illustrative )

1. English Poetry
2. English Drama
3. English Fiction
4. American Literature
5. Shakespeare Studies
6. Post Colonial Theory and Literature
7. Contemporary Literary Criticism
8. Canadian Studies
9. Subaltern Studies
10. British Literature

### (ii) Elective Courses (ED within the Department Experts) ( Illustrative )

1. Theatre Art
2. Approaches to English Language Teaching
3. A Glimpse of Nobel Laureates
4. Translation Studies
5. English Literature for NTA, NET, SET & GATE
6. Indian Writing in English

### (iii) Skill Development Courses

1. Technical Writing
2. English for Competitive exams
3. Business English
4. Leadership Skills
5. Employability skills



**Credit Distribution for MA ENGLISH****First Year  
Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	Core– I English Poetry	5	7
	Core – II English Drama	5	7
	Core – III English Fiction	4	6
	Elective – I Indian Writing in English	3	5
	Elective– II Theatre Art	3	5
		<b>20</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	Core – IV American Literature	5	6
	Core – V Shakespeare Studies	5	5
	Core Course – VI Post-colonial Theory and Literature	4	6
	Elective Course – III Approaches to English Language Teaching	3	4
	Elective Course – IV A Glimpse of Nobel Laureates	3	4
	NME/ EDC – I – English for Competitive Examinations	2	3
	Common Paper – Fundamentals of Human Rights	1	2
		<b>23</b>	<b>30</b>

**Second Year  
Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	Core – VII Contemporary Literary Criticism	5	6
	Core – VIII Canadian Studies	5	6
	Core – IX Literature of the Marginalized in India	5	6
	Core– X Film and Media Studies	4	6
	Elective – V Translation Studies	3	3
	NME/ EDC – II - Functional English	2	3
	Internship / Industrial Activity [Credits]	2	-
		<b>26</b>	<b>30</b>



## Semester-IV

Part	List of Courses	Credit	No. of Hours
	Core – XI Twenty First Century Millennial Literature and Culture	5	6
	Core– XII Subaltern Studies	5	6
	Elective– VI English Literature for NTA, NET, SET & GATE	3	4
	Project with VIVA VOCE Research Methodology &Project Writing	7	10
	Skill Enhancement Course – English for Careers	2	4
	Extension Activity	1	
		<b>23</b>	<b>30</b>



Methods of Evaluation		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks



# SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE

(Autonomous)

Master of Arts (M.A.) in English

Course Pattern and Syllabus – CBCS

(For Students Admitted in the College from the Academic Year 2024-2025 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	24PEN1C01	English Poetry	6	5	25	75	100
2	Core – II	24PEN1C02	English Drama	6	5	25	75	100
3	Core – III	24PEN1C03	English Fiction	6	4	25	75	100
4	Elective – I	24PEN1E01	Indian Writing in English	6	3	25	75	100
5	Elective – II	24PEN1E02	Theatre Art	6	3	25	75	100
Total				30	20	125	375	500
SEMESTER II								
6	Core – IV	24PEN2C04	American Literature	5	5	25	75	100
7	Core – V	24PEN2C05	Shakespeare Studies	5	5	25	75	100
8	Core – VI	24PEN2C06	Post-colonial Theory and Literature	6	4	25	75	100
9	Elective – III	24PEN2E03	Approaches to English Language Teaching	4	3	25	75	100
10	Elective – IV	24PEN2E04	A Glimpse of Nobel Laureates	4	3	25	75	100
11	NME/ EDC-I	24PEN2EC01	English for Competitive Examinations	4	2	25	75	100
12	Common Paper		Fundamentals of Human Rights	2	1	25	75	100
Total				30	23	175	525	700
SEMESTER III								
13	Core – VII	24PEN3C07	Contemporary Literary Criticism	6	5	25	75	100
14	Core – VIII	24PEN3C08	Canadian Studies	6	5	25	75	100
15	Core – IX	24PEN3C09	Literature of the Marginalized in India	6	5	25	75	100
16	Core – X	24PEN3C10	Film and Media Studies	6	4	25	75	100
17	Elective – V	24PEN3E05	Translation Studies	3	3	25	75	100
18	NME/ EDC-II	24PEN3EC02	Functional English	3	2	25	75	100
	-	-	Internship / Industrial Activity	-	2	-	-	-
Total				30	26	150	450	600



## SEMESTER IV

19	Core – XI	24PEN4C11	Twenty First Century Millennial Literature and Culture	6	5	25	75	100
20	Core – XII	24PEN4C12	Subaltern Studies	6	5	25	75	100
21	Elective – VI	24PEN4E06	English Literature for NTA, NET, SET & GATE	4	3	25	75	100
22	Project with VIVA VOCE	24PEN4PR1	Research Methodology & Project Writing	10	7	25	75	100
19	Skill Enhancement Course – I	24PEN4SEC 01	English for Careers	4	2	25	75	100
20	-	-	Extension Activity	-	1	-	-	-
<b>Total</b>				<b>30</b>	<b>23</b>	<b>125</b>	<b>375</b>	<b>500</b>
<b>CUMULATIVE TOTAL</b>				<b>120</b>	<b>92</b>	<b>575</b>	<b>1725</b>	<b>2300</b>

## 15. Break-Up of Marks and Credits

The break-up of marks and credits for the M.A English Degree Programme is as follows:

Subject	Number of Subjects	Total Marks	Total Credits
Core Courses (Theory/Project)	13	1300	64
Elective Courses	06	600	18
Skill Enhancement Course	03	300	06
Common Paper (HR)	01	100	01
Internship / Industrial Activity	-	-	02
Extension Activity	-	-	01
<b>Grand Total</b>	<b>23</b>	<b>2300</b>	<b>92</b>



# PROGRAMME SYLLABUS



Programme: M.A. English				
Core – I	Course Code: 24PEN1C01		Course Title: English Poetry	
Semester	Hours/Week	Total Hours	Credits	Total Marks
I	6	90	5	100

### Course Objectives

1. To familiarize students with English Poetry starting from Medieval England to 17th Century.
2. To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
3. A good comprehension of History of English literature is enabled
4. Differentiation among the various stages of English could be identified by students.
5. Critical approaches towards various literary forms can be learnt.

### UNIT – I Middle English Poetry

- Chaucer
- The General Prologue
  - Pardoner's Tale
  - The Nun
  - Doctor
  - The Friar

### UNIT - II Elizabethan Poetry-

- Spenser
- Epithalamion
- Donne
- A Valediction: forbidding mourning
  - The Canonization

### UNIT - III Seventeenth Century Poetry

- John Milton
- Paradise Lost Book IX
- Marvell
- To His Coy Mistress

### UNIT - IV Eighteenth Century Poetry

- John Dryden
- Absalom and Achitophel Lines 150 - 476
- Thomas Gray
- On a Favourite Cat Drowned in a tub of Goldfishes
- Burns
- Holy Willie's Prayer
  - Auld Lang Syne

**UNIT - V Modern Poetry**

Rupert Brooke	-The Soldier
W. H. Auden	-Elegy on the Death of W.B. Yeats -Musee des Beaux Arts
Dylan Thomas	-Do Not Go Gentle Into That Good Night
Philip Larkin	-Whitsun Weddings
Ted Hughes	-Hawk Roosting
Eavan Boland	-Achilles Woman

**Text Books**

- 1 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
- 2 Standard editions of texts

**Reference Books**

1. T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2. H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon - Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
- 6 David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.
- 7 Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

**Web Resources**

1. <http://www.english.org.uk/chaucer/html>
2. <https://www.britannica.com/topic/The-Canonization>
3. [https://www.worldhistory.org/Elizabethan\\_Theatre/](https://www.worldhistory.org/Elizabethan_Theatre/)<https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton>
4. <https://www.britannica.com/topic/Absalom-and-Achitophel>
5. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.html](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html)

Course Outcomes

Programme





		Outcomes
CO	On completion of this course, students will	
1	Students will gain ideas about the old English writing style.	PO1, PO2
2	The knowledge about various forms of poetry during different centuries can be well comprehended.	PO5,PO6
3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10

### Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

### Mapping with Programme Specific Outcomes

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0



**Programme: M.A. English**

<b>Core – II</b>	<b>Course Code: 24PEN1C02</b>	<b>Course Title: ENGLISH DRAMA</b>		
<b>Semester</b> I	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 100

**Course Objectives**

1. To acquaint the students with the origin of drama in Britain
2. Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
3. Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
4. Evaluating different forms of drama from the historical background could be
5. learnt.
6. Understanding dramatic techniques implied by the pioneers of English drama

**UNIT - I      Beginnings of Drama**

Miracle and Morality Plays -Everyman

The Senecan and Revenge Tragedy

Thomas Kyd - The Spanish Tragedy

**UNIT - II      Elizabethan Theatre**

Theatres, Theatre groups, audience, actors and conventions

Tragedy and Comedy,

Christopher Marlowe: The Jew of Malta

Ben Jonson :Volpone

**UNIT - III      Jacobean Drama**

John Webster: The White Devil

**UNIT - IV      Restoration**

William Congreve's The Way of the World,

Irish Dramatic Movement ,

J.M Synge's The Playboy of the Western World

**UNIT - V     Epic Theatre**

Bertolt Brecht Mother Courage and her Children

Comedy of Menace,

Harold Pinter : Birthday Party

Post-Modern Drama Samuel Beckett :Waiting for Godot

**Text Books**

- 1 Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
- 2 Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.

**Reference Books**

1. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2. Allardyce Nicoll, 1973, British Drama, Harrap, London.
3. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.
4. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5. Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <https://www.britannica.com/art/epic-theatre>

**Web Resources**

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

<b>Course Outcomes</b>	<b>Programme Outcomes</b>
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CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre,	PO1, PO2
2	Identify drama and performance as a cultural process and an artistic discourse,	PO3, PO5
3	Evaluate plot structure, characterization and dialogue,	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6, PO7, PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9, PO10

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

**Programme: M.A. English**



<b>Core – III</b>	<b>Course Code: 24PEN1C03</b>		<b>Course Title: ENGLISH FICTION</b>	
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
I	6	90	5	100

### Course Objectives

1. To familiarize the students with the origin and development of the British Novel up to the 20th Century.
2. The contents of the paper are meant to throw light on various concepts and theories of the novel.
3. To understand the social background base on the prescribed novels.
4. Identifying and differentiating various forms of novels.
5. Trying hands in writing a piece of work on their own.

### UNIT -I

Novel as a Form, Concepts and Theories about the Novel;

Poetics of the Novel – definition, types, narrative modes: omniscient narration.

#### Allegorical Novel and Satire

John Bunyan's The Pilgrim's Progress

Jonathan Swift's Gulliver's Travels

### UNIT - II

The New World Novel : Daniel Defoe Picaresque Novel

Laurence Stern Robinson Crusoe: Tristram Shandy.

### UNIT- III

Middle Class Novel of Manners :

Jane Austen's Emma

### UNIT- IV

Women's Issues : Charlotte Bronte's Jane Eyre

### UNIT -V Liberal Humanism, Individual Environment and Class Issues .

Lawrence's The Rainbow Quest,

James Joyce's Portrait of the Artist as a Young Man

#### Text Books (Latest Editions)

1. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.



2. F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.

### References Books

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

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

### Web Resources

1. [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
2. <http://en.wikipedia.org/wiki/novel>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	A wide knowledge about different types of novels can be mastered by the students.	PO1, PO10
CO2	Students can learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Evaluate Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and politica underpinnings of Victorian morality, antiVictorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8, PO10

### Mapping with Programme Outcomes:



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0



Programme: M.A. English				
<b>Elective – I</b>	<b>Course Code:</b> 24PEN1E01		<b>Course Title:</b> Indian Writing in English	
<b>Semester</b> I	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 3	<b>Total Marks</b> 100

### Course Objectives

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

### UNIT -I

Aurobindo: Tiger and the Deer, Rose of God

Toru Dutt: The Lotus, The Casuarina Tree

Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

### UNIT -II

Kamala Das: Looking Glass,

An Introduction to Parthasarathy: A River Once, Under the Sky

Nissim Ezekiel: Morning Prayer, Enterprise.

### UNIT -III

Girish Karnad: Nagamandala.

Asif Currimbhoy: Inquilab.

### UNIT -IV

Sri Aurobindo: The Essence of poetry, Style and Substance (from 'The Future Poetry')

Dr. S. Radhakrishnan : Emerging World Society,

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

### UNIT -V

Anita Desai: Where Shall we go this Summer?

Shashi Deshpande: Roots and Shadows



**Text Book (Latest Editions)**

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

**References Books**

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

1. K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4. AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5. TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

**Web Resources**

1. [http://en.wikipedia.org/wik/indian\\_writing\\_in\\_english](http://en.wikipedia.org/wik/indian_writing_in_english)
2. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>
3. <https://www.britannica.com/biography/Sri-Aurobindo>
4. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
5. <https://www.britannica.com/biography/Anita-Desai>

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the themes of Indian Writing in English	PO1
<b>CO2</b>	Identify the major trends in Indian Writing in English	PO1, PO2
<b>CO3</b>	Examine the background and settings of the prescribed texts	PO4, PO6
<b>CO4</b>	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
<b>CO5</b>	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8



## Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

## Mapping Specific Outcome:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0



Programme: M.A. English				
<b>Elective – II</b>	<b>Course Code: 24PEN1E02</b>	<b>Course Title: Theatre Art</b>		
<b>Semester</b> I	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 3	<b>Total Marks</b> 100

### Course Objectives

1. To introduce the learners to the literary aspect of dramas.
2. To familiarize Theatre as an art form.
3. To introduce the concepts of directing and stage management.
4. To inculcate in the students the role of Theatre in society.
5. To familiarize the students with the components of acting.

### UNIT I

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

### UNIT -II

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

### UNIT -III

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

### UNIT -IV

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

### UNIT -V

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

### Text Book (Latest Editions)

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



### References Books

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

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

### Web Sources

1. [https://paradisevalley.libguides.com/the111/theatre\\_history\\_websites](https://paradisevalley.libguides.com/the111/theatre_history_websites)
2. <https://www.britannica.com/place/England/Performing-arts>
3. [https://www.worldhistory.org/Greek\\_Theatre/](https://www.worldhistory.org/Greek_Theatre/)
4. [https://archive.org/details/fundamentalsofpl0000dean\\_y3x3](https://archive.org/details/fundamentalsofpl0000dean_y3x3)
5. <http://scriptclickcreate.weebly.com/acting.html>
6. <https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand a broad range of theatrical disciplines and Experiences	PO2
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	PO1, PO2
CO3	Discover the relationships among the various facets of Theatre	PO4, PO5
CO4	Estimate drama as a performing art and the aspects of Stagecraft	PO4, PO5, PO6
CO5	The exposure to diverse components of acting and techniques	PO8, PO9



### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0



Programme: M.A. English				
Core – IV	Course Code: 24PEN2C04	Course Title: American Literature		
Semester II	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Course Objectives

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

### UNIT –I POETRY

Walt Whitman “Out of the Cradle Endlessly Rocking”

Emily Dickinson “The Last Night That She Lived”, “The Soul Selects Her Own Society”

Robert Frost “After Apple Picking”

E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar”

Denis Levertor “Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour”

Sylvia Plath “Lady Lazarus” Anne Sexton “Wanting to Die”

Adrienne Rich “Snapshots of a Daughter-in-law”

### UNIT - II Prose

Victor Hernandez Cruz “Today is a day of great joy”,

Amiri Baraka “An Agony as Now”

in (Four Centuries of American Literature, Ed, Mohan Ramanan, Macmillan, 1996),

Gwendolyn Brooks “Kitchenette Building”,

Joy Harjo “Remember” (From the Language I Give You Back), Life: A Festival of Poets, Ed James Habai, Double Day, 1995. p.165-66

Prose - Emerson - The American Scholar, Amy Tan- Mother Tongue, Thoreau - Walden (Chapter “Pond”)

**UNIT –III Drama**

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

**UNIT -IV Fiction/Short Story**

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

**UNIT -V Autobiography**

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

**Text Book (Latest Editions)**

1. Willis Wagner : American Literature - A World View

**References Books**

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

1. Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.
2. Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.

**Web Sources**

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



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze the movements and trends that shaped American literature	PO2
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3
CO3	Evaluate the relation between aesthetics and racism in fiction	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5, PO6
CO5	The exposure to the different literary genres and its evolution in American Literature	PO8, PO10

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	2.8	3.0





Programme: M.A. English				
<b>Core – V</b>	<b>Course Code: 24PEN2C05</b>	<b>Course Title: Shakespeare Studies</b>		
<b>Semester</b> II	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 100

### Course Objectives

1. To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
2. Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
3. Undertake textual analysis of Shakespeare's Plays and Sonnets
4. Appraise Shakespeare's contribution to English language and literature
5. Critically understanding the appreciations by critics on Shakespeare

### UNIT I – Introduction

Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19<sup>th</sup> Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

### UNIT II

**Sonnets** – 12, 65, 86, 130,

**Comedies** - Much Ado About Nothing, Winter's Tale.

### UNIT III – Tragedy

Othello

### UNIT IV – History

Henry IV Part I

### UNIT V Shakespeare Criticism

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

A.C. Bradley (extract)

Chapter V & VI and the New Introduction by John Russell Brown in

Shakespearean Tragedy by A.C. Bradley, London, Macmillan, Third Edition, 1992.

Granville Baker - From Prefaces to Shakespeare



Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations. New York:Oxford University Press, 1988

Also in Political Shakespeare:New Essays in Cultural Materialism.Eds.Jonathan Dollimore and Alan Sinfield Manchester University Press,1994, Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.

### Text Book (Latest Editions)

1. Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.

### References Books

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

1. Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2. Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3. Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4. John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

### Web sources

1. <http://www.shakespeare.bham.ac.uk/resources>
2. <https://www.folger.edu/shakespeares-theater>
3. <https://www.britannica.com/art/sonnet>
4. <https://www.sparknotes.com/shakespeare/othello/genre/>
5. [https://www.historytoday.com/archive/british\\_english\\_monarchs/henry-iv](https://www.historytoday.com/archive/british_english_monarchs/henry-iv)

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically understanding the appreciations by critics on Shakespeare	PO1
CO2	Understand Elizabethan theatre and the theatre's development.	PO3
CO3	Critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
CO4	Understand the trends in Shakespeare studies	PO6
CO5	Modern Approaches in Shakespearean criticism	PO7, PO10



### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0



Programme: M.A. English				
Core – VI	Course Code: 24PEN2C06		Course Title: Post-Colonial Theory and Literature	
Semester II	Hours/Week 6	Total Hours 90	Credits 4	Total Marks 100

### Course Objectives

1. To examine, understand current socio political mood in 'third-world' countries through the study of their fiction and poetry.
2. To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres
3. To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
4. Emphasis will be laid on tracing the development of post-colonial literatures and theory.
5. Understanding the critical perspectives in Postcolonial literatures.

### UNIT – I Fiction

Joseph Conrad : Heart of Darkness.

E.M. Forster : A Passage to India.

### UNIT – II Fiction

Chinua Achebe : Things Fall Apart.

Salman Rushdie : Midnight's Children.

Thomas King : The One About Coyote Going West

### UNIT - III Fiction

Samuel Selvon : The Lonely Londoners.

Bapsi Sidhwa : Ice Candy Man

### UNIT -IV Poetry

Arun Kolatkar : The Priest, A Low Temple, Yeshwant Rao, An Old Woman, Scratch

A.K. Ramanujan. : Returning, Death of Poem, No Fifth Man, Birthdays, Farewells.



Kofi Awonoor : Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War.

### UNIT -V Poetry

Leopold Senghor. : In Memoriam, Night of Sine, All Day Long.

Grace Nichols : In My Name, Of course when they ask for poems about the 'realities' of black women, Praise Song for my Mother, Caribbean Women Prayer.

James Reaney : Maps

George Bowering : Grand Father

### Text Books (Latest Editions)

1. Macaulay's Minute of 1831/35.
2. Post-Colonial Studies: eds. Ashcroft et.al.

### References Books

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

1. Specific issues of Journal of Commonwealth Literature.
2. Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3. Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4. Frantz Fanon : The Wretched of the Earth.
5. Ashish Nandy : The Fear of Nationalism.

### Web Sources

1. [https://en.wikipedia.org/wiki/Postcolonial\\_literature#Postcolonial\\_feminist\\_literature](https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature)
2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
3. <https://www.britannica.com/biography/Chinua-Achebe>
4. <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
5. <https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A> 1A

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically understanding the political and social background of the third world nations	PO2
CO2	Understand the emerging trends in Post- Colonial Literature	PO1, PO3
CO3	Problems and consequences of the decolonization of a country,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6, P10
	Interpret the postcolonial concepts found in different literary	



<b>CO5</b>	genres	PO7, PO8
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**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0



Programme: M.A. English				
<b>Elective – III</b>	<b>Course Code:</b> 24PEN2E03		<b>Course Title:</b> Approaches To English Language Teaching	
<b>Semester</b> II	<b>Hours/Week</b> 4	<b>Total Hours</b> 90	<b>Credits</b> 3	<b>Total Marks</b> 100

### Course Objectives

1. To enhance the learning and teaching skills of English
2. To familiarize students about the basic concepts and theories related to English language teaching
3. To focus on the problems and consequences on language teaching
4. Emphasis will be laid on tracing the development of language teaching skills
5. Understanding the teaching aspects

### UNIT -I

A Brief history of Language Teaching

The Grammar – Translation method

The Direct method

The Audio lingual method,

Language teaching innovations in the nineteenth century

### UNIT -II

Nature of approaches and methods in Language Teaching

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

**UNIT -III**

Current Communicative Approaches

The Natural Approach

Cooperative language learning

Content based instruction ,

Task-based language teaching

**UNIT -IV**

Teaching Aspects

Teaching Prose

Teaching Poetry

Teaching Grammar,

Teaching of Non-Detailed Text.

**UNIT -V**

Use of Media in ELT

The integration of elements in multi- media language learning systems

BBC English by Radio and Television - an outline history

Using BBC English by Radio and Television in the classroom

**Text Books (Latest Editions)**

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

**References Books**

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

1. Dr. Shaikh Mowla Methods of Teaching English.
2. Dr. Gurav H.K Teaching Aspects of English Language.

**Web Resources**

- 1 [http://www.ehow.com/way-5557572\\_effective-teaching-strategies-prose.htm/](http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/)
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>





5. [https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching\\_v3.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf)

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Know the brief history of language teaching methods	PO3
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5
CO4	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO7
CO5	Perceive the use of radio and television in language learning	PO8, PO9

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0



Programme: M.A. English				
<b>Elective – IV</b>	<b>Course Code:</b> 24PEN2E04		<b>Course Title:</b> A Glimpse of Nobel Laureates	
<b>Semester</b> II	<b>Hours/Week</b> 4	<b>Total Hours</b> 90	<b>Credits</b> 3	<b>Total Marks</b> 100

### Course Objectives

1. To introduce the learners to the Nobel Laureates of various genres of Literature
2. To familiarize students on various Nobel Laureates
3. To focus on interpreting the works of various Nobel Laureates
4. Focus on evaluate critically and aesthetically the prescribed texts
5. Understanding the Nobel Laureates contribution to the society

### UNIT -I DETAILED POETRY

#### Pablo Neruda

If You Forget

A Song of Despair

Ode to the Onion

#### NON-DETAILED POETRY

As One Listens to the Rain - Octavio Paz

The Street - Octavio Paz

### UNIT –II DETAILED PROSE

Loot - Nadine Gordimer

Disorder and Early Sorrow - Thomas Mann (He Comes Round the Corner)

#### NON – DETAILED PROSE

Excerpts from Disgrace - J.M.Coetzee

Excerpt from Sula - Toni Morrison

### UNIT –III DETAILED DRAMA

The Caretaker - Harold Pinter

#### NON – DETAILED DRAMA

Man and Superman - George Bernard Shaw



## UNIT – IV SHORT STORIES

### Alice Munro

Runaway

The Bear Came Over the Mountain

Boys and Girls

## UNIT -V NOVELS

The Pearl - John Steinbeck

One Hundred Years of Solitude - Gabriel Garcia Marquez

### Text Book (Latest Editions)

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

### Reference Books

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

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

### Web Resources

- 1 [https://en.wikipedia.org/wiki/List\\_of\\_Nobel\\_laureates\\_in\\_Literature](https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature)
- 2 <https://www.britannica.com/biography/Pablo-Neruda>
- 3 <https://www.britannica.com/topic/Nobel-Prize>
- 4 <https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/>
- 5 <https://www.britannica.com/biography/Alice-Munro>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
CO2	Interpret the works of various Nobel Laureates	PO1, PO2, PO3
CO3	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6



<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
<b>CO5</b>	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

### Mapping with Programme Outcomes:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weight age</b>	15	15	15	15	15
Weighted percent age of Course Contribution toPos	3.0	3.0	3.0	3.0	3.0



Programme: M.A. English				
<b>PROFESSIONAL COMPETENCY COURSE</b>	<b>Course Code: 24PEN2EC01</b>		<b>Course Title: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS</b>	
<b>Semester II</b>	<b>Hours/Week 4</b>	<b>Total Hours 26</b>	<b>Credits 2</b>	<b>Total Marks 100</b>

### Course Objectives

1. Build the knowledge of literary terms and theory strong in students.
2. Develop the competency of students to face competitive examinations.
3. Improve the learning skills of students through various modes of testing.
4. The ability to succeed in competitive exams.
5. An understanding of professional, ethical and social responsibilities.

### UNIT -I

Literature of the Absurd to Burlesque.

### UNIT -II

Canons of Literature to Dream Vision.

### UNIT -III

Edition to Great Chain of Being

### UNIT -IV

Haiku to Ivory Tower

### UNIT -V

Jeremiad to Myth

### Text Books (Latest Editions)

1. A Glossary of Literary Terms, Abrahams, M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2. The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

### Reference Books

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

1. A Dictionary of Literary Terms ,Cuddon.A ( Penguin )
2. The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)



### Web Resources

1. [https://onlinecourses.nptel.ac.in/noc20\\_hs19/preview](https://onlinecourses.nptel.ac.in/noc20_hs19/preview)
2. <http://www.luminarium.org/>
3. <https://poemanalysis.com/genre/absurd/>
4. <https://www.bl.uk/medieval-literature/articles/dream-visions>
5. <https://www.britannica.com/topic/Great-Chain-of-Being>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the literary terms forms and theories	PO2
CO2	Understand the different periods of English literature	PO1, PO2
CO3	Apply the learnt theories to any text	PO3, PO6
CO4	Analyse any given text thematically and technically	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, PO8

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0



Programme: M.A. English				
Core – VII	Course Code: 24PEN3C07	Course Title: Contemporary Literary Criticism		
Semester III	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Course Objectives

1. To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge
2. To provide knowledge about the different schools in contemporary literary Criticism
3. To focus on interpreting the works of various literary critics
4. Focus on evaluate critically and aesthetically the prescribed texts
5. Understanding the principles of criticism

### UNIT I

Structure, Sign and Play in the Discourse of Human Sciences : Derrida

### UNIT II

The Deconstructive Angel : M.H. Abrams

### UNIT III

Against Interpretation : Susan Sontag  
Crisis (In Orientalism) : Edward Said

### UNIT IV

Irony as Principle of Structure : Cleanth Brooks  
Creative Writers and Day Dreaming : Sigmund Freud

### UNIT V

From Work to Text: Roland Barthes  
Capitalism, Modernism and Post Modernism: Terry Eagleton

### Text Book (Latest Editions)

1. Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.

### Reference Books

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

1. Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.
2. Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.



### Web Resources

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Understand a literary text by applying various critical theories.	PO2, PO3
<b>CO2</b>	Develop the objective analysis of the subject matter	PO4
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO5
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S





### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0



Programme: M.A. English				
<b>Core – VIII</b>	<b>Course Code:</b> 24PEN3C08	<b>Course Title:</b> Canadian Studies		
<b>Semester</b> III	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 100

### Course Objectives

1. Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions
2. To provide knowledge about the different trends in Canadian studies
3. To focus on interpreting the prescribed works critically
4. Focus on important dimensions to understanding Canada including multicultural and immigrant experience.
5. Understanding the folklore and its influence on Canadian Literature

### UNIT- I Poetry

**Selections from C.D. Narasimiah's Anthology of Commonwealth Poetry (P.K. Page, A.M. Klein, M. Atwood and Smith).**

1. P. K. Page – First Neighbours
2. Sir Charles G.D. Robert – The Solitary Woodsman
3. Robert Finch – Egg and Dart
4. Alexander McIlachlan
5. A. J. M. Smith – Like an Old Proud King in a Parable

**Selections from Native Literature in Canada, Ed. By Terry Goldie and others**

1. Rita Joe – I Lost my Talk
2. Rita Joe – The Cattle Thief
3. Daniel David Moses – Inukshuk

### UNIT -II Fiction

- M. Atwood - Survival
- Thomas King - Truth and Brightwater (1999)
- Yann Martel - Life of Pi



### UNIT –III Drama

The Ecstasy of Rita Joe, George Ryga.

Selections from SACLIT DRAMA Plays from South Asian Canadian Ed., by Uma Parameshwaran

1. Sita's Promise
2. Rootless but Green
3. Meera

### UNIT- IV Short Story

Alice Munro – The Beggar Maid

**Selections from Thomas King**

1. A short History of Indians in Canada
2. The Inconvenient Indian
3. Medicine River

### UNIT –V Criticism

Godzilla vs Post-Colonial - Thomas King

Biography of Robert Kroetsch

The Literary History of Canada

**(Text Book in Latest Edition)**

1. Media : Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.

### Reference Books

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

1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer
2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)
3. Canadian Culture: An Introductory Reader. Ed. Elspeth Cameron (Toronto: Canadian Scholar in Press 2004)
3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983

### Web sources

- 1 [www.india.gc.ca](http://www.india.gc.ca)
- 2 [www.canada.justice.gc.ca](http://www.canada.justice.gc.ca)
- 3 [www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)



4. <https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html>
5. <https://www.britannica.com/biography/Margaret-Atwood>
6. <https://canadianliteraryfare.org/bibliography/drama/>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Canadian Literature	PO1, PO3
CO2	Understanding the folklore and its influence in Canadian Literature	PO1
CO3	Analyze a literary text with reference to socio-political Issues	PO4
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Evaluate a text at emotional, intellectual and aesthetic levels	PO9, PO10

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15



Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0
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Programme: M.A. English				
Core – IX	Course Code: 24PEN3C09	Course Title: Literature of the Marginalized in India		
Semester III	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Learning Objectives

1. Sensitizing students in the history of anti-caste and anti-discrimination Discourses
2. To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.
3. To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
4. Focus on important dimensions to understanding political spheres in India.
5. Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

### UNIT I

Studies on Caste (colonial/postcolonial): Study on Caste by Lakshmi Narasu

“Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” by Ambedkar)

Homo Hierarchicus by Louis Dumont

### UNIT II

The Interface between Caste and Gender

Gendering Caste: Through a Feminist Lens by Uma Chakravarti;

Caste and Gender by Anupama Rao

### UNIT III

History and Theory of Dalit Uprising

Dalits and Democratic Revolution in India by Gail Omvedt



Power of Invisibility by Ravikumar

#### UNIT -IV

Case Study: M. Sukhadeo Thorat, Paul Attewell and Firdaus F. Rizvi,

“The Legacy of Social Exclusion: A Correspondence Study of Job Description in India”,

Volume I, Number 01, IIDS and Princeton University, USA.

#### UNIT -V

Untouchable Spring by Kalyan Rao

From i) An Anthology of Dalit Literature, ed by Zelliott and Mulk Raj Anand

ii) special issue on dalit literature in the journal, Indian Literature

Short stories from Kisumbukaran by Bama Aarumugamby Imayam Chakra by Jayawant Dalvi

#### Text Book (Latest Editions)

1. Caste and Tribes by Risley

#### Reference Books

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

1. Caste and Tribes by Edgar Thurston
2. Castes of Mind by Nicholas B Dirks
3. Nationalism without a Nation in India by G. Aloysius

#### Web sources

1. [www.ambedkar.org](http://www.ambedkar.org)
2. [www.saxakali.org](http://www.saxakali.org)
3. <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full>
4. <https://www.jstor.org/stable/2053672>
5. <https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079>



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the historical and political background of Caste	PO1
CO2	Understanding the dimensions of discriminations	PO2
CO3	Analyze a literary text with reference to socio-political Issues	PO3,PO4
CO4	Evaluating the prescribed texts critically.	PO6, PO8
CO5	Exposure to a range of disciplines including history, sociology, ethnography, anthropology and literature.	PO9

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M	S	S	S	M
CO2	M	S	S	M	M	S	M	M	M	S
CO3	S	S	M	M	S	M	S	M	S	M
CO4	S	S	S	S	M	S	S	M	S	M
CO5	S	M	S	S	S	S	M	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to	3.0	3.0	3.0	2.8	3.0



Pos					
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Programme: M.A. English				
Core – X	Course Code: 24PEN3C10		Course Title: Film and Media Studies	
Semester III	Hours/Week 6	Total Hours 90	Credits 4	Total Marks 100

### Course Objectives

1. Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
2. Understanding the bond between the films and literature.
3. Analyzing the literary texts in comparison with the films.
4. Critical appreciation of films in the background of literary theories.
5. Tracing the differentiation in films from different parts of the world.

### UNIT -I

Novel Carroll - Interpreting/Moving Image [OUP] William Rothman 1 - The 'I' of the Camera [OUP]

John Hill - Pamela Church - Gibson Oxford Guide to the Film Studies A Norton Reader - Film Analysis

An Intro-Kristin Thompson - Film History David Bordnell [Mc Grawhill. Edn]

### UNIT -II

Nathan Abrams - New Wave New Hollywood Reassessment, Recovery & Legacy

Gregory Frame [eds] [Bloomsbury Publication]

Janet Wasko - How Hollywood Works [Sage Publication]

### UNIT -III

Geoffrey - Oxford Hist of World Cinema Nowel – Smith [Editor] [OUP] Shohini

Chaudhiri - Contemporary World Cinema [EUP]

### UNIT -IV

Erik Barnow & Indian Film [OUP] S. Krishnaswamy Yues Thoraval- Indian Cinema

Theodore Baski - Adaptation of Lit. to Tamil Cinema

Neelam Sidhar - Bollywood & Postmodernism Wright [EUP]V



**UNIT -V**

Lit. to Tamil Cinema

Linda Costanzo Cahir - Ory & Practical Approaches

Film Studies

John Hill - Critical Approaches - Film studies [OUP]

Movies for Appreciation

1. A Few Good Men - Legal Drama by Aaron Sorkin's 1989
2. Confessions of a - Sophin Kinsella Shopaholic
3. Elippathayam - Adoor Gopalakrishnan

Bridge on River Kwai - Novel to Film

**Text Books****(Latest Editions)**

1. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2. Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

**Reference Books**

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

1. Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3. Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

**Web Resources**

1. [www.academicinfo.net/film.html](http://www.academicinfo.net/film.html).
2. <https://www.norton.com/books/9780393420531>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
4. [https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp\\_articleshow/51169927.cms](https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms)
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Film Review and appreciation becomes handy for the Students	PO1, PO2
CO2	Connecting film and literature nuances effectively	PO3, PO4
CO3	Exposure to film techniques and genres	PO7
CO4	Critical appreciation of films	PO6, PO8
CO5	Analysing film forms effectively	PO10

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15



Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0
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Programme: M.A. English				
Elective – V	Course Code: 24PEN3E05		Course Title: Translation Studies	
Semester III	Hours/Week 3	Total Hours 90	Credits 3	Total Marks 100

### Course Objectives

1. To enable students to get a glimpse of the rich diversity of Indian culture and literature
2. To provide knowledge about the regional languages through representative texts in English translation
3. To equip the students in the skills as well as the politics of translation.
4. Focus on important dimensions of culture through the prescribed texts
5. Understanding the nuances of translations

### UNIT- I Poetry

Balamani Amma To My Daughter (The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)

### UNIT -II Drama

Indira Parthasarathy “The Legend of Nandan “(New Delhi, OUP, 2003) Mahasweta Devi “Rudaali”

### UNIT -III Fiction and Prose

Short Fiction from South India Ed. Srilata and Subashree Krishnaswamy, Oxford University Press, 2007.

### UNIT –IV Workshops on Translation

Translation of Proverbs Thirukkural

### UNIT –V- Theories on Translation



### Text Books (Latest Editions)

1. Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin

### Reference Books

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

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

### Web sources

- 1 [https://en.wikipedia.org/wiki/Translation\\_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.](https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.)
- 2 <https://www.tandfonline.com/toc/rtrs20/current>
- 3 <https://complit.fas.harvard.edu/translation-studies>
- 4 <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
- 5 <https://www.lit-across-frontiers.org/about-translation-workshops/>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Understand the systematic study of translation	PO1, PO3
<b>CO2</b>	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
<b>CO3</b>	Exposure to effective translation	PO4
<b>CO4</b>	Equipped in the skills as well as the politics of translation.	PO6, PO8
<b>CO5</b>	Exposure to literature in the regional languages through representative texts in English translation	PO9



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Outcomes:

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0



Programme: M.A. English				
<b>EXTRA DISCIPLINARY COURSE</b>	<b>Course Code: 24PEN3EC02</b>	<b>Course Title: FUNCTIONAL ENGLISH</b>		
<b>Semester</b> III	<b>Hours/Week</b> 3	<b>Total Hours</b> 50	<b>Credits</b> 2	<b>Total Marks</b> 100

### Course Objectives

1. To expose the learners towards the organizing and delivery of speech
2. To train the learners in various language skill in Public Speaking
3. Creating awareness about using language according to the situation
4. Helping learners overcome common problems of Indian speakers of English
5. Introducing major features of spoken English

### UNIT -I Public Speaking

- 1.Characteristics of a good speaker
- 2.Methods of Speaking
- 3.Preparation and Delivery of Speech

### UNIT -II Speech for Situations

- 1.Speech to inform
- 2.Speech to Persuade
- 3.Speeches for Special occasions

### UNIT -III Occupational Skills

- 1.Email
- 2.Resume
3. Official memo

### UNIT -IV Interview Skills

- 1.Prepare and practice for Interviews
- 2.Some General Questions in an Interview
- 3.Profile Writing for a Job
- 4.Presentation Skills

### UNIT –V Interpersonal Skills

- 1.Team Development



2. Relationship and Communication
3. Negotiation

### Text Books (Latest Editions)

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

### References Books

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

1. Sudha, S. Job Fair Keys, Jayalakshmi Publications, 2017.
2. Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)

### Web sources

1. Team Development- <https://blog.vantagecircle.com/team-development/> 5. Relationship and Communication- <https://2012books.lardbucket.org/books/a-primer-on-communication->
2. Negotiation- <https://www.pon.harvard.edu/daily/negotiation-skills-daily/what-is-negotiation/>
3. <https://in.indeed.com/career-advice/interviewing/interviewing-skills>
4. <https://careerwise.minnstate.edu/careers/occupational-skills.html>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Define communicative skills	PO2
CO2	Utilize the nuances of English language in public speaking	PO1, PO2
CO3	Evaluate language skills in day to day life	PO3, PO4
CO4	Develop different styles of occupational skills	PO5, PO6
CO5	Ability to analyze the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary	PO8



### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0





Programme: M.A. English				
<b>Core – XI</b>	<b>Course Code: 24PEN4C11</b>	<b>Course Title: Twenty First Century Millennial Literature and Culture</b>		
<b>Semester</b> IV	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 100

### Course Objectives

1. To sensitize the students to various aspects of new studies in twenty first century millennial literature.
2. Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.
3. Identify the possibilities for multidisciplinary analysis of literary texts.
4. Analyze literary texts by employing appropriate interdisciplinary theories.
5. Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

### UNIT –I Blue Studies

The Hungry Tide - Amitav Ghosh

The Sea Around Us- Rachel Crason

### UNIT -II Animal Studies

Margo DeMello “Human Animal Studies” from Animals and Society: An

Introduction to Human-Animal Studies by Margo DeMello pp. 3-18

Mario Ortiz Robles

“What is it like to be a trope?” from Literature and Animal Studies

### UNIT – III Medical Humanities

Thomas R. Cole et al. “Introducing Medical Humanities” from Medical

Humanities:An Introduction

Dan Millman Way of the Peaceful Warrior

### UNIT- IV Climate Studies

Introduction to Climate Change and Studies Barbara Kingsolver Flight behaviour



## UNIT - V Disability Studies

Lennard J. Davis “Introduction: Disability, Power and Culture” From the Disability Studies Reader.

Clarke Barker and Stuart Murray “Introduction: On Reading Disability in Literature” from The Cambridge Companion to Disability Studies

### Text Book (Latest Editions)

1. Bates, Victoria, et al. Medicine, Health and the Arts: Approaches to the Medical Humanities. 1st ed., Routledge, 2015.

### Reference Books

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

1. Bleakley, Alan. Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors. Routledge, 2016.
2. DeMello, Margo. Body Studies: An Introduction. 1st ed., Routledge, 2013
3. Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation. Peter Lang Publishing Inc., 2014.

### Web sources

- 1 <http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>
- 2 <http://www.jstor.org/stable/25614299>.
3. <https://www.timeshighereducation.com/student/student-services/blue-studies-international>
4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>
5. [https://en.m.wikipedia.org/wiki/Medical\\_humanities](https://en.m.wikipedia.org/wiki/Medical_humanities)



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Contemporary issues and its immediate requirement can be easily analyzed by the students.	PO3
CO2	The social responsibility of the students towards the society can be groomed in an effective way.	PO2, PO6
CO3	Exposure to the emerging trends in twenty first century millennial literature.	PO4, PO5
CO4	Equipped in the interdisciplinary theories.	PO6
CO5	Viability of interdisciplinary analyses of literary and cultural forms.	PO10

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15



Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	2.8	3.0
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**Programme: M.A. English**

<b>Core – XII</b>	<b>Course Code: 24PEN4C12</b>	<b>Course Title: Subaltern Studies</b>			
<b>Semester</b> IV	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 100	

**Course Objectives**

1. To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups
2. Develop strategies to deal with these issues successfully.
3. Analysis of literary texts in Subaltern lens
4. To examine the defined role of social constructions that affecting the space of the marginalized
5. Critically analyzing subaltern writing.

**UNIT- I POETRY – DETAILED**

Imayam - You and I The Rattle and the Cow that Changed Heads (From Indian Literature – Facets of Dalit Life, Sahitya Akademi)

Rokade, L.S. – To Be or Not to Be Born

Bapurao Jagtap – This country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle)

Sirumalesh, K.V. The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)

Claude Mckay - If we Must Die

Langston Hughes - Dinner Guest : Me (From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)

**UNIT- II PROSE – DETAILED**

Martin Luther King (Jr) – I Have a Dream

**NON-DETAILED**

GayatriC.Spivak - Can the Subaltern Speak ?

**UNIT -III DRAMA – DETAILED**

C.T. Indra (Translation) – Nandan

**DRAMA – NON - DETAILED**

Vijay Tendulkar – Kanyadan

**UNIT- IV FICTION**

Malala Yousafzai with Christina Lamb - I am Malala

Bama – Karukku

**UNIT- V FICTION**

Chinua Achebe - Things Fall Apart

Arundati Roy - God of Small Things

**Text Book (Latest Editions)**

1. Guha, R. S. of P. S. R. (1988). Selected subaltern studies. Oxford University Press.

**Reference Books**

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

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

**Web sources**

1. <https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982,had%20not%20been%20heard%20previous.>
2. <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
3. <http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>
4. [https://www.sas.upenn.edu/~dludden/ReadingSS\\_INTRO.pdf](https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf)

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the diverse concepts that address issues of subalterns.	PO2
CO2	Comprehend the meaning and nature of the Subaltern history.	PO3, PO6
CO3	Analyse various subaltern texts	PO1, PO2, PO5



<b>C04</b>	Determine the sources and structures of social inequalities.	PO6
<b>C05</b>	Develop strategies to deal with Maginalized issues successfully.	PO8, PO9

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>C01</b>	S	S	S	S	S	S	S	M	S	M
<b>C02</b>	M	S	S	S	M	S	S	M	M	M
<b>C03</b>	S	S	S	M	S	S	S	M	S	M
<b>C04</b>	S	S	S	S	S	S	S	M	M	M
<b>C05</b>	S	M	S	S	S	S	S	M	M	S

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>C01</b>	3	3	3	3	3
<b>C02</b>	3	3	3	3	3
<b>C03</b>	3	3	3	3	3
<b>C04</b>	3	3	3	3	3
<b>C05</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0



Programme: M.A. English				
<b>Elective – VI</b>	<b>Course Code: 24PEN4E06</b>	<b>Course Title: English Literature for NTA NET, SET &amp; GATE</b>		
<b>Semester</b> IV	<b>Hours/Week</b> 4	<b>Total Hours</b> 90	<b>Credits</b> 3	<b>Total Marks</b> 100

### Course Objectives

1. Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
2. Evaluating the knowledge of literature.
3. Repeated practice to attend MCQs
4. Profound understanding about the various movements in English Literature
5. Tracing the growth of English literature and literary forms

### UNIT I

Teaching and Research Aptitude

### UNIT II

#### History of English Literature

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period

### UNIT III

#### American and Non-British Literatures

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

### UNIT IV

#### Literary Theory and Criticism



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

## UNIT V

### Literary Forms

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

### Text Books (Latest Editions)

1. Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2. Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge

### Reference Books

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

1. SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2. Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3. Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4. Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
5. M.H. Abrams – A Glossary of Literary Terms.

### Web Resources

1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
4. [https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp\\_articleshow/51169927.cms](https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms)





5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.	PO2, PO3
CO2	Effectively attempting MCQs	PO1
CO3	Profound understanding about the various movements in English Literature	PO6
CO4	Understanding the nuances of competitive exams	PO7
CO5	Expertise in literature	PO6, PO10

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15



Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0
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**Programme: M.A. English**

<b>Skill Enhancement Course [SEC -I]</b>	<b>Course Code:</b> 24PEN4SEC01	<b>Course Title:</b> ENGLISH FOR CAREERS			
<b>Semester</b> IV	<b>Hours/Week</b> 4	<b>Total Hours</b> 60	<b>Credits</b> 2	<b>Total Marks</b> 100	

### Learning Objectives

1. Give the students an understanding of the scope of English Language Teaching as a discipline.
2. Introduce key issues pertaining to Second Language Acquisition.
3. Provide a broad overview of English language learning, teaching and testing.
4. Make the students aware of the specific challenges of teaching English in India.
5. Build job-related vocabulary

### UNIT I

#### Effective Writing

- 1.Features of Effective Writing
- 2.Business correspondence
- 3.E-Mail
- 4.Report writing Technical Writing

### UNIT II

#### Administrative Process

- 1.Agenda preparation
- 2.Preparing minutes

### UNIT III

#### Communication

- 1.Presenting Data in Verbal modes
- 2.Non- verbal modes

### UNIT IV

#### Effective lecturing

- 1.Preparing Lectures on Topics
- 2.Preparing Persuasion Talks



## UNIT V

### Telephone Etiquette

#### 1. Business Talks over Telephone

Discussion on Career Prospects and Advancements

### Text Books (Latest Editions)

1. V.Saraswathi & Maya.K.Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2. English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus

### Reference Books

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

1. Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2. English for Careers: Business, Professional, and Technical

### Web Sources

1. <https://www.worldcat.org/formats-editions/864901969?referer=di&editionsView=true>
2. [https://www.academia.edu/34266181/Oxford\\_English\\_For\\_Careers\\_TECHNOLOGY\\_1\\_Teachers\\_Resource\\_book\\_David\\_Banamy](https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy)
3. <https://www.nature.com/scitable/topicpage/effective-writing-13815989/>
4. <https://libraryguides.mdc.edu/c.php?g=988097&p=7290942>



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of the various modes of official correspondence and presentation	PO2
CO2	Comprehend the right use of English at official works	PO1, PO3
CO3	Apply the acquired styles of occupational skills and practicing them	PO4, PO5
CO4	Pick up the official behavior and becoming better doers	PO6, PO7
CO5	Market the skill business correspondence and fixing themselves in better jobs	PO8

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

#### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15



Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0
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