



SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE

(Autonomous)

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

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

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

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

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

REGULATIONS AND SYLLABUS FOR M.A. ENGLISH PROGRAMME (SEMESTER PATTERN)

(For Students Admitted in the College from the Academic Year 2021-2022 Onwards)



Programme Outcomes (POs)

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

Programme Specific Outcomes (PSOs)

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



PSO5	Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
PSO6	Culture and History: Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.
PSO7	Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.
PSO8	Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.



SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE
(Autonomous)

Master of Arts (M.A.) in English
Programme Pattern and Syllabus (CBCS)

(For Students Admitted in the College from the Academic Year 2021-2022 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	21PEN1C01	Chaucer and the Elizabethan Age	6	5	25	75	100
2	Core – II	21PEN1C02	Restoration and the Augustan Age	6	5	25	75	100
3	Core – III	21PEN1C03	The Romantic Age	6	5	25	75	100
4	Core – IV	21PEN1C04	The Victorian Age	6	4	25	75	100
5	Elective – I	21PEN1E01	English for Enhancement	6	3	25	75	100
Total				30	22	125	375	500
SEMESTER II								
8	Core – V	21PEN2C05	Shakespeare	5	5	25	75	100
9	Core – VI	21PEN2C06	Twentieth Century Literature	5	5	25	75	100
10	Core – VII	21PEN2C07	Indian Writing in English	5	5	25	75	100
11	Core – VIII	21PEN2C08	American Literature	5	4	25	75	100
12	Elective – II	21PEN2E02	Linguistics and Stylistics	4	3	25	75	100
13	EDC	21PEN2EDC1	Extra Disciplinary Course (EDC) (Other than English Major Subject)	4	4	25	75	100
14	Common Course	21P2HR01	Human Rights	2	2	25	75	100
Total				30	28	175	525	700
SEMESTER III								
13	Core – IX	21PEN3C09	New Literatures in English	6	5	25	75	100
14	Core – X	21PEN3C10	Literary Criticism	6	5	25	75	100



15	Core – XI	21PEN3C11	Translation Studies	6	5	25	75	100
16	Core – XII	21PEN3C12	Research Methodology	6	5	25	75	100
17	Elective – III	21PEN3E03	Journalism and Mass Communication	6	3	25	75	100
18	Internship	21PEN3IN01	Internship	-	-	-	-	-
Total				30	23	125	375	500
SEMESTER IV								
19	Core – XIII	21PEN4C13	Gender Studies	6	5	25	75	100
20	Core – XIV	21PEN4C14	English Language Teaching	6	5	25	75	100
21	Project	21PEN4PR	Project Work	12	4	40	60	100
22	Elective – IV	21PEN4E04	English Literature for Competitive Examinations	6	3	25	75	100
Total				30	17	115	285	400
Cumulative Total				120	90	540	1560	2100
Sl. No.			Extra Disciplinary Course (EDC) (Other than English Major Students)					
1	EDC	21PEN2EDC1	English for Competitive Examinations	4	4	25	75	100

EDC-EXTRA DISCIPLINARY COURSE

Students are expected to opt EDC (Non major elective) offered by other departments.

Semester	Course Code	Name of the Course
II	21PEN2EDC01	English for Competitive Examinations

Note

- CBCS – Choice Based Credit system
- CIA – Continuous Internal Assessment
- ESE – End of Semester Examinations



PROGRAMME SYLLABUS



Programme: M.A. English				
Core – I		Course Code: 21PEN1C01		Course Title: Chaucer and the Elizabethan Age
Semester I	Hours/Week	Total Hours	Credits	Total Marks
	6	90	5	100

Course Objectives

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

Unit I – Introduction

Historical background of Chaucer's age

Introduction to the age of Chaucer and his Contemporaries

The Age of Elizabeth

Literary features of the age

Unit II – Poetry

Geoffrey Chaucer - Prologue to the Canterbury Tales

Edmund Spenser - Epithalamion

John Donne - The Canonization

George Herbert - The Pulley

Thomas Wyatt - I Find No Peace

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

Unit III – Prose

Francis Bacon - Of Truth

- Of Studies



	-Of Adversity
	- Of Friendship
Thomas More	- Utopia Book -2
John Mandeville	- The <i>Travels</i> of Sir <i>John Mandeville</i>

Unit IV – Drama

Christopher Marlowe	- Dr. Faustus
John Webster	- The Duchess of Malfi

Unit V – Criticism

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

Prescribed Books

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

Reference Books:

1. Davies, Marion Wynne. *The Bloomsbury Guide to English Literature*, New York: Prentice Hall, 1990.
2. Drabble, Margaret, ed., *The Oxford Companion to English Literature*, Oxford: Oxford University Press, 1996.
3. Fulk, R. Dand Cain, Christopher M.A *History of Old English Literature*. Malden: Blackwell, 2003.
4. Kiernan, Kevin. *Beowulf and the Beowulf Manuscript*, Ann Arbor, MI: University of Michigan, 1996.
5. Orchard, Andy. *A Critical Companion to Beowulf*. Cambridge: DS Brewer, 2003.
6. Robinson, Fred C. *The Cambridge Companion to Old English Literature*. Cambridge: Cambridge University Press, 2001.



7. Dave, Smita. *Christopher Marlowe*. New Delhi: Arnold Heinemann Publisher (India)Private Limited, 1974.
8. Roberts, Gareth. *The Faerie Queene*. New Delhi: Viva Books Private Limited, 2007.
9. Jump, John. *Marlowe: Doctor Faustus*. New York: Palgrave MacMillan, 2007.

Webliography

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

Course Outcomes (COs)

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

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

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



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – II		Course Code: 21PEN1C02		Course Title: The Restoration and the Augustan Age
Semester I	Hours/Week	Total Hours	Credits	Total Marks
	6	90	5	100

Course Objectives

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

Unit I – Introduction

A brief outline of Puritan Age

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

A short History of poetry in Restoration age

Neo-classical or Augustan Age - A Brief Study

Drama And Prose in Augustan Age - A study

Unit II – Poetry

John Milton	- Paradise Lost: Book I
Thomas Gray	- Elegy Written in a Country Churchyard
Alexander Pope	- The Rape of the Lock
William Blake	- A Poison Tree
Robert Burns	- For a' That and a' That
Aphra Behn	- Loved Armed

Unit III – Prose

Joseph Addison	- Sir Roger and Will Wimble
Sir Richard Steele	- The Spectator Club
	- The Coverley Portrait Gallery
Jonathan Swift	- The Battle of the Books

**Unit IV – Drama**

Richard Brinsley Butler Sheridan - The School for Scandal

John Dryden - All for Love

Unit V – Fiction

Henry Fielding - Tom Jones

Samuel Richardson - Pamela

Daniel Defoe - Robinson Crusoe

Prescribed Books:

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

Reference Books:

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

Webliography

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



Course Outcomes (COs)

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – III		Course Code: 21PEN1C03		Course Title: The Romantic Age
Semester I	Hours/Week	Total Hours	Credits	Total Marks
	6	90	5	100

Course Objectives

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

Unit I – Introduction

Introduction to Romanticism

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

A short History of poetry in the Romantic age

Drama And Prose in Romantic Age - A study

Unit II – Poetry

William Wordsworth - Ode on Intimations of Immortality

John Keats - Ode to Autumn
- Ode On a Grecian Urn

Percy Bysshe Shelley - Dejection Near Naples

Samuel Taylor Coleridge - Christabel

Lord Byron - When We Two Parted

William Wordsworth -Tintern Abbey

Unit III – Prose

Charles Lamb - The South-Sea House
- The Old and New School-master

William Hazlitt - On the Pleasure of Hating
- On Going a Journey



Leigh Hunt - The Fair Revenge

Unit IV – Drama

Percy Bysshe Shelley - The Cenci

Unit V – Fiction

Jane Austen - Pride and Prejudice

Walter Scott - Ivanhoe

Prescribed Books:

- a) Austen. J. *Pride and Prejudice*. London: The Zodiac Press, 1960.
- b) Chaucer. G. *Fifteen Poets*. London: Oxford University Press, 1968.
- c) Groom. B. (ed.), *William Wordsworth's The Prelude*. London: Macmillan & Ltd., 1961.
- d) Lamb. C. *Essays of Elia*. Tenth Edition, New Delhi: India Book House, 1998.

Reference Books:

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

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1. <https://blog.bookstellyouwhy.com/a-brief-history-of-poetry>
2. <https://study.com/academy/lesson/introduction-to-romantic-prose-overview-of-authors-and-works.html>
3. <https://www.poetryfoundation.org/poems/43997/the-rime-of-the-ancient-mariner-text-of-1834>
4. <https://www.gradesaver.com/charles-lamb-essays/study-guide/summary-the-south-sea-house>
5. <https://www.poetryfoundation.org/poems/45526/laodamia>



Course Outcomes (COs)

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – IV		Course Code: 21PEN1C04		Course Title: The Victorian Age
Semester I	Hours/Week 6	Total Hours 90	Credits 4	Total Marks 100

Course Objectives

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

Unit I – Introduction

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

A Study on Era of Peace

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

Literary features of the Victorian age - A view

A short History of Poetry in Victorian age

Unit II – Poetry

Robert Browning	- Porphyria's Lover
Alfred Tennyson	- Tithonus
Mathew Arnold	- A wish
Thomas Hardy	- The Darkling Thrush
Dante Gabriel Rossetti	- The Blessed Damozel

Unit III – Prose

Lytton Strachey	- Eminent Victorians
	- Florence Nightingale
Mathew Arnold	- Sweetness and Light (From Culture and Anarchy)
Thomas DeQuincey	- Confessions of an English opium Eater

**Unit IV – Drama**

- Oscar Wilde - The Importance of Being Ernest
 John Millington Synge - Riders to the Sea

Unit V – Fiction

- Charlotte Bronte - Jane Eyre
 Thomas Hardy - Tess of D'Urbervilles
 William Makepeace Thackeray - Vanity Fair

Prescribed Books:

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

Reference Books:

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



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

Course Outcomes (COs)

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

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

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



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Elective – I		Course Code: 21PEN1E01		Course Title: English for Enhancement
Semester I	Hours/Week 6	Total Hours 90	Credits 3	Total Marks 100

Course Objectives

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

UNIT I

Role and Importance of Communication

Verbal and Non-verbal Communication

Barriers to Communication

Communication Mediums

UNIT II

Effective Communication

Group Communication, Interview Skills

Spoken and Written English

Vocabulary Development

UNIT III

Comprehension

Enquiries and Replies

Complaints and Replies

Drafting and Delivering a Speech

UNIT IV

Articles, Prepositions



Tenses and Voices

Transformation of sentences

UNIT V

Direct and Indirect Speech

Degrees of Comparison

Common Errors

Concepts of Learning and Listening

Prescribed Books:

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

Reference Books:

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

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1. <https://courses.lumenlearning.com/wm-businesscommunicationmgrs/chapter/verbal-and-nonverbal-communication/>
2. <https://www.helpguide.org/articles/relationships-communication/effective-communication.htm>
3. <https://www.ieltsacademy.org/wp/5-differences-spoken-english-written-english/>
4. <https://www.quora.com/What-is-the-role-and-importance-of-communication-in-different-situations>



Course Outcomes (COs)

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – V		Course Code: 21PEN2C05		Course Title:Shakespeare
Semester II	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

Course Objectives

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

Unit I

The Merchant of Venice

Unit II

As You Like It

Unit III

Henry VI, Part 1

Unit IV

King Lear

Unit V

Sonnets - 104, 127, 129, 130,

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

Prescribed Book:

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

Reference Books:

1. Bradley, A.C. *Shakespearean Tragedy*. Sixth Edition, London: Macmillan Publishers, 1994.
2. Bryson, B. *Shakespeare*, Fourth Edition, New York: Harper Perennial Press, 2008.



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

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1. <https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography/>
2. <https://www.sparknotes.com/shakespeare/merchant/summary/>
3. https://en.wikipedia.org/wiki/As_You_Like_It
4. <https://www.sparknotes.com/shakespeare/lear/>
5. <https://www.sparknotes.com/shakespeare/henry4pt1/>

**Course Outcomes (COs)**

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – VI		Course Code: 21PEN2C06		Course Title: Twentieth Century Literature
Semester II	Hours/Week	Total Hours	Credits	Total Marks
	5	75	5	100

Course Objectives

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

Unit I – Introduction to 20th century Literature

History of 20th Century literature

The 20th Century Art, Impact of World Wars

Modernism

Post - Modernism

Unit II–Poetry

Thomas Stearns Eliot	- Prelude
William Butler Yeats	- Adam's Curse
Gerald Manley Hopkins	- The Windhover
Louis MacNeice	- Prayer Before Birth
Robert Bridges	- Nightingales
Wilfred Owen	- Insensibility

Unit III – Drama

George Benard Shaw	- The Apple Cart
Sean O' Casey	- Juno and the Paycock

Unit IV – Prose



David Herbert Lawrence	- Why the Novel Matters
Edward Verrall Lucas	- On Finding Things
Gilbert Keith Chesterton	- A Piece of Chalk
Bertrand Russell	- Ideas That Have Helped Mankind

Unit V – Fiction

William Golding	- Lord of the Flies
Harper Lee	- To Kill a Mocking Bird
George Orwell	- Animal Farm

Prescribed Books:

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

Reference Books:

1. Serena, Om Prakash. *A Critical Guide to Selected Poems of Robert Bridges*. Beharipur: Literary Publication Bureau, 1996.
2. Belloc, Hillare, G. K. Chesterton, E. V. Lucas, Robert Lynd, A. A. Milne. *Essay by Modern Masters*. London: Methuen & Co Ltd., 1926.
3. Lall, Ramji. *Unpopular Essays: A Critical Study*. New Delhi: Rama Brothers, 2014.
4. Lee, Harper. *To Kill a Mocking Bird*. Warner Books Edition, 1982.
5. Shaw, Bernard. *Saint Joan: A Chronicle Play in 6 Scenes and an Epilogue*. London: Constable & Co., Ltd., 1924.
6. Golding, William. *Lord of the Flies*. Boston: Faber & Faber, 1958.
7. Vonnegut, Kurt. *Slaughterhouse-Five*. Dial Press Trade Paperback, 1999.
8. Slaughterhouse Five. Letters of Note. November 2009. Retrieved April 27, 2015.
9. Abrams, M.H. et al. *The Norton Anthology of English Literature, Vol. II*, New York, WW.Norton & Co. Inc., 1962.
10. *Modernism: An Anthology*. edited by Lawrence Rainey, Blackwell Publishing, 2005.
11. *Modern Criticism And Theory*. edited by David Lodge and Nigel Wood. Second Edition, 1988.



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1. <https://www.britannica.com/art/English-literature/The-20th-century>
2. <https://www.gradesaver.com/juno-and-the-paycock/study-guide/summary>
3. <https://www.cliffsnotes.com/literature/l/lord-of-the-flies/lord-of-the-flies-at-a-glance>
4. <https://www.newyorker.com/books/page-turner/what-kurt-vonneguts-slaughterhouse-five-tells-us-now>
5. <http://sittingbee.com/on-finding-things-e-v-lucas/>

Course Outcomes (COs)

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – VII		Course Code: 21PEN2C07		Course Title: Indian Writing in English
Semester II	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

Course Objectives

1. To make the students aware of the polyphonic images of the Indian society represented through the literary discourse.
2. To understand the holistic idea of the distinctive features of Indian Writing in English
3. To understand the politics of language reflected upon literature and culture.
4. To make the students aware of the superstitious practices prevalent in Indian Society
5. To imbibe the didacticism and ethical value contained in Indian Classical literature

Unit I – Introduction

The Beginnings: Rajarammohan Roy, The Renaissance in India

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

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

Unit II – Poetry

Rabindranath Tagore	-Gitanjali (poems 1–25)
Toru Dutt	- The Lotus
Sri Aurobindo	- A Dream of Surreal Science
GopalHonnalgere	- Of Crows
Sarojini Naidu	- The Coromandel Fishers
Nissim Ezekiel	- Goodbye Party for Miss Pushpa T.S, Poet, Lover, Birdwatcher

Unit III – Prose

Abdul Kalam	- Turning Points: A Journey through Challenges
B.R.Ambedkar	- Why Go for Conversion?
Swami Vivekananda	-Chicago Address
Jawaharlal Nehru	- Discovery of India (In Chapter One – Life’s Philosophy)

**Unit IV – Drama**

- Vijay Tendulkar - GhashiramKotwal
BadalSircar - Procession

Unit V – Fiction

- Mulk Raj Anand - Untouchable
ManoharMalgonkar's - A Bend in the Ganges
Rasipuram KrishnaswamiIyerNarayanaswami -The Man Eater of Malgudi

Prescribed Books:

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

Reference Books:

1. Bhargava, Rajul. *Indian Writing in English: The Last Decade*. (Ed) Jaipur: Rawat Publications, 2002.
2. Dattani, Mahesh. *Contemporary Indian Writers in English*. New Delhi: Foundation Books, 2000.
3. Krishna, Arvind. Ed. *A Concise History of Indian Literature in English*. Mehrotra: Permanent Black, 2008.
4. Mehrotra, Arvind Krishna, ed. *A History of Indian Literature in English*. New York: Columbia University Press, 2003.
5. Naik, M.K. *A History of Indian English Literature*. New Delhi: SahityaAkademi, 1982.



6. Naik, M.K. *Aspects of Indian Writing in English*. Madras: Macmillan, 1979.

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

Course Outcomes (COs)

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

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

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



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – VIII		Course Code:21PEN2C08		Course Title:American Literature
Semester II	Hours/Week	Total Hours	Credits	Total Marks
	5	75	4	100

Course Objectives

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

Unit I – Introduction to American Literature

The Colonial Period and Early National Period

The Revolutionary Period(1700-1800)

The Romantic Period (1830-1870)

Realism and Naturalism (1870-1910)

The Modernist Period (1910-1945)

The Contemporary Period (1945-Present)

Unit II – Poetry

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

Unit III – Prose

- | | |
|-----------------|---------------------------------|
| Jack London | - What Life Means to Me |
| Edgar Allan Poe | - The Philosophy of Composition |



- Henry David Thoreau - Civil Disobedience
 Ralph Waldo Emerson - The Over-Soul

Unit IV – Drama

- Tennessee Williams - The Glass Menagerie
 Amiri Baraka - The Dutchman

Unit V – Fiction

- Nathaniel Hawthorne - The Scarlet Letter
 Toni Morrison - Beloved
 Ernest Hemingway - A Farewell to Arms

Prescribed Books:

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

Reference Books:

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



9. McMichael, George L, and Frederick C. Crews. Concise Anthology of American Literature. New York:Macmillan, 1985.

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- 2.<https://www.poetryfoundation.org/poems/52341/hamatreya>
- 3.<https://www.cliffsnotes.com/literature/e/emersons-essays/summary-and-analysis-of-the-oversoul/about-the-oversoul>
4. <https://www.gradesaver.com/dutchman-and-the-slave/study-guide/summary>
5. <https://www.sparknotes.com/lit/mobydick/>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Identify and discuss strengths, limitations, and cultural assumptions of various literary forms practiced in America through the mid-nineteenth century.	K1 & K2
CO2	Identify and discuss the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature.	K2 & K3
CO3	Identify and describe the major critical approaches to literary interpretation: New Criticism/Formalism, Reader-Response, Feminism, and Marxism	K3& K5
CO4	Gain the knowledge of how society, culture and politics affect literature	K4
CO5	Identify and discuss aesthetic aspects of American literature, American English usage and diction.	K5

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



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Elective – II		Course Code:21PEN2E02		Course Title:Linguistics and Stylistics
Semester II	Hours/Week	Total Hours	Credits	Total Marks
	4	75	3	100

Course Objectives

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

Unit I – Introduction to Modern Linguistics

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

Unit II – Semantics

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

Unit III – Discourse Analysis

1. Cohesion
2. Coherence
3. Deixis

Unit IV – Stylistics

1. Meaning of Style and Stylistics



2. History of Stylistics
3. The Nature and Goals of Stylistics

Unit V – Literary Stylistics

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

Prescribed Books:

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

Reference Books:

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

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2. <https://aboutstylistics.blogspot.com/2012/10/aims-of-stylistics.html>
3. <https://www.youtube.com/watch?v=vO-7wBfDUCA>
- 4.<https://www.jstor.org/stable/42944980?seq=1>
5. <https://linguistics.ucsc.edu/about/what-is-linguistics.html>



Course Outcomes (COs)

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
EDC		Course Code: 21PEN2EDC1		Course Title: English for Competitive Examinations
Semester II	Hours/Week 4	Total Hours 45	Credits 4	Total Marks 100

Course Objectives

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

Unit - I

Detecting Usage Errors

Nouns

Pronouns

Articles and Preposition

Adverbs, Adjectives

Homonyms

Idioms

Punctuation

Unit - II

Detecting Usage Errors

Phrases and Clauses

Subject-Verb Agreement

Tense

Active and Passive

Sentence Pattern

**Unit –III**

Reported Speech

Letter Writing

Sentence Completion

Unit –IV

Degrees of Comparison

Participles

Tag Questions

Unit –V

General Knowledge: UNO, Countries and Capitals,

Currencies and Current Affairs

Prescribed Book:

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

Reference Books:

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

Webliography

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



Course Outcomes (COs)

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Common Course		Course Code: 21P2HR01		Course Title: Human Rights
Semester	Hours/Week	Total Hours	Credits	Total Marks
II	2	30	2	100

Course Objectives

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

Unit I – Human Rights

Human Rights- Meaning- Definition- Origin and Growth of human rights in the world-Need and types of Human Rights-UNHRC-(United Nations Human Rights commission)

Unit II- Classification of Human Rights

Right to Liberty- Right to Life- Right to equality-Right against Exploitation-Educational Rights- Cultural Rights-Economic Rights-Political Rights- Social Rights

Unit III –Rights of Women and Children

Right of Women-Female Feticide and Infanticide and selective abortion-Physical assault and sexual Harassment-Domestic Violence- Violence at work place-Remedial measures
Rights of children-Protection Rights- survival rights-Participation Rights-Development Rights-Role of UN on convention on rights of children



Unit IV –Multidimensional Aspects of Human Rights

Labour rights- Bonded labour-Child labour- Contract Labour-Migrant Labour- Domestic Women Labour-Gender equality-rights of ethnic refugees-Problems and remedies-Role of Trade Union in protecting the unorganized labourers.

Unit V -Grievance and Redressal Mechanism

Redressal Mechanism at national and International Levels-Structure and functions of National and state level Human Rights commission -Constitutional remedies and directive principles of state policy.

Prescribed Books:

1. Alam, Aftab ed.,*Human Rights in India: Issues and Challenges*. New Delhi: Raj Publications, 1999.
2. Mani, V.S.*Human Rights in India: An Overview*. New Delhi: Institute for the WorldCongress on Human Rights,1998.
- 3.Baradat Sergio and SwaronjaliGhosh-*Teaching of Human Rights*.New Delhi: Dominant publishers and distributors, 2009.

Reference Books:

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

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



Course Outcomes (COs)

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

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

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – IX	Course Code: 21PEN3C09	Course Title: New Literatures in English		
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	6	90	5	100

Course Objectives

1. To familiarize learners with writers of new literatures from around the world and enable them to comprehensively appreciate various cultures.
2. To understand the theme, structure and style in New Literatures.
3. To introduce the students to historical background of the New Literatures.
4. To introduce the student to the rationale of this course, i.e. to help her understand the many ways in which the idea of ‘new literatures’ may be conceptualized. The modules of this course have been grouped according to this rationale, and each aspect of ‘newness’ has been discussed in separate theoretical modules.
5. To understand the effect of these factors upon the role of English as a ‘world’ or ‘global’ language especially in the age of new technology.

Unit I – Poetry

- Sir Charles G.D. Roberts - The Solitary Woods Man
Mervyn Morris - Judas
Alec Derwent Hope - The Death of a Bird
Bernard B. Dadie - I Thank You God

Unit II – Poetry

- Chitra Banerjee Divakaruni - Indigo
Ben Okri - An African Elegy
Gabriel Okara - Once Upon A Time
Judith Wright - The Company of Lovers

Unit III – Prose

- Carold Shield - A Scarf
Chinua Achebe - The Novelist as a Teacher

Unit IV – Drama

- Wole Soyinka - Madmen and Specialists
Derek Walcott - Pantomime



Unit V– Fiction

Ama Ata Aidoo

- Changes: A Love Story

Nadine Gordimer

- Six Feet of the Country Chimamanda Ngozi Adichie -

Purple Hibiscus

Prescribed Books:

1. Aidoo, Ama Ata. *Changes: A Love Story*. Ghana: Lulu.com, 2020.
2. Soyinka, Wole. *Madmen and Specialists*. Farrar: Straus and Giroux, 1972.
3. Walcott, Derek. *Pantomime*. Farrar: Straus and Giroux, 2014.

Reference Books:

1. Atwood, M. *Survival: A Thematic Guide to Canadian Literature*. 1972.
2. Ashcroft, Bill, et al eds. *The Post-Colonial Studies Reader*. London: Routledge, 2006.
3. Ashcroft, Bill. *Post-Colonial Configurations*. London: OUP, 2013.
4. Bourke, Lawrence. *A Vivid Steady State*. University of New South Wales Press, 1992.
5. James, Louis. *Critical Studies of Caribbean Writers*. Addison-Wesley Longman Ltd., 1979.
6. King, Bruce. *The New Literatures in English*. 1980.
7. King, Lowell. *New National and Post-Colonial Literatures*. Clarendon Press, 1996.
8. Ramazani, Jahan. *The Hybrid Muse: Postcolonial Poetry in English*. 2001.
9. Soyinka, W. Myth, *Literature and the African World*. 1976.
10. Strauss, J. and Bennet Bruce, eds. *The Oxford History of Australia*. Staley Thomas, F. Jean Rhys: A Critical Study. 1990.



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1. <https://www.poemhunter.com/poem/the-solitary-woodsman-2/>
2. <https://gratefulness.org/resource/an-african-elegy/>
3. <http://educationmagazin.blogspot.com/2016/09/a-scarf-carold-shield-summary.html>
4. <https://www.enotes.com/topics/madmen-specialists>
5. <https://www.sparknotes.com/lit/changes/summary/>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Demonstrate the polarized context in which the colonizer and the colonized lived in South Africa.	K1 & K2
CO2	Familiarize the students with the development and practice of post-colonial theory	K2 & K3
CO3	Perceive through reading representative texts from varied new literatures the respective customs, habits, culture, language, socioeconomic and political background of different countries.	K4 & K5
CO4	Probe the prominent literary works of the African and Caribbean writers as a valuable revelation of the emergence of aesthetic sense.	K5
CO5	Trace the style of writing of the significant writers and the tenets of their writings, which are unfailingly informative.	K4

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – X		Course Code: 21PEN3C10		Course Title: Literary Criticism
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	6	90	5	100

Course Objectives

1. To expose the students to various cultural and political practices which reflect the evolving nature of modern life.
2. To introduce students to the evolution of critical thoughts.
3. To enable the students to examine a work from different angles.
4. To enable the students to extend research by applying various literary theories.
5. To unearth the hidden literary theories from the literary works.

Unit- I– Introduction to Literary Criticism

Formalism and New Criticism – Structuralism – Post-structuralism – Deconstruction – Modernism – Post-modernism – Psychoanalytic Criticism – Feminism – Eco-feminism – Gender Studies – New Historicism–Eco-criticism.

Unit - II

Thomas Stearns Eliot

- Tradition and Individual Talent

Sigmund Freud

- Creative Writers and Day Dreaming

Unit - III

Elaine Showalter

- Towards a Feminist Poetics

Northrop Frye

- The Archetypes of Literature

Unit - IV

Mathew Arnold

- The Study of Poetry Ivor Armstrong Richards-
Four Kinds of Meaning

Unit - V

Stuart Hall

- Cultural Identity and Diaspora Gayatri

Chakravarty Spivak

- Can the Subaltern Speak?

**Prescribed Book:**

1. Waugh, P. *Literary Theory and Criticism*. First Edition, New Delhi: Oxford University Press, 2006.

Reference Books:

1. David Lodge. *Twentieth Century Literary Criticism – A Reader*. New York: Longman, 2016.
2. David Lodge and Nigel Wood. *Modern Criticism and Theory: A Reader*. Third Edition. Routledge, 2014.
3. Barry, P. *Beginning Theory – An Introduction to Literary and Cultural Theory*. Manchester University Press, 2002.
4. Habib, M.A.R.A *History of Literary Criticism and Theory*. Oxford: Blackwell publishing, 2005.
5. Richards, I.A. *Principle of Literary Criticism*. London: Psychology Press, 2001.
6. Ramasamy, S. and V. S. Sethuraman. *The English Critical Tradition, Vol. II: An Anthology of English Literary Criticism*. New Delhi: Mac Millian, 2000.

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1. <https://www.bachelorandmaster.com/criticaltheories/creative-writing-and-daydreaming.html#.X9xzhtIzal>
2. <https://kenyonreview.org/kr-online-issue/kenyon-review-credos/selections/northrop-frye-656342/>
3. <http://sreekumarenglishliterature.blogspot.com/2018/03/the-four-kinds-of-meaning-richards.html>
4. <https://scholarblogs.emory.edu/postcolonialstudies/2014/06/19/spivak-gayatri-chakravorty/>



Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Equip themselves with a working knowledge of the dominant trends in literary criticism during the twentieth century.	K1 & K2
CO2	Acquaint themselves with the seminal works of principal literary critics and theoreticians and thereby will have acquired a working knowledge of the key concepts and terms used in contemporary literary theory.	K2 & K3
CO3	Comprehend and effectively apply knowledge of practical criticism to appreciate and evaluate a poem with reference to its structure, texture and tone.	K3& K4
CO4	Cultivate an understanding of major critical and interpretive methods, different approaches and apply them to primary literary works.	K3
CO5	Recognize and appreciate the value of multiple perspectives of works of literature and the interdisciplinary nature of literary research, and thereby develop competence to locate a given work of literature in a theoretical framework and arrive at calibrated research outcomes.	K5

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – XI		Course Code: 21PEN3C11	Course Title: TranslationStudies	
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	6	90	5	100

Course Objectives

1. To unfold the significance of translation as a supplementary tool for a monolingual individual to acquire knowledge and information from other language domains.
2. To demonstrate the potential of translation to enrich or extend knowledge domains through mutual transfer of information and data across languages.
3. To provide students with a thorough knowledge of the history of translation and of its issues.
4. To verify the validity and applicability of the theoretical paradigms through the analysis of a number of existing translations.

Unit –I Introduction

Definitions of comparative Literature –Theoretical Component –Scope and Relevance – Methodology –Study of Influences –Study of Reception

Unit – II Studies in Translation

Study of Translation – Theory of Literary Translation – Adaptation, Abridgement, literal Vs literacy rendering – literature and other arts – music, architecture, theatre, dance and other disciplines.

Unit -III Poetry

Thirukural - Translation by G.U. Pope 20 Couplets –Kalvi and
Olukkam
Bharathiar -KuilPattu in Comparison with Shelley’s – Ode to a
Skylark

Unit - IV Drama

Arjun Deo Charan -Yatra
Sriranga -Agnishakshi
Kalidasa - AbhijnanaShakuntalam



Unit V – Fiction & Short Stories

Bama	-Karukku
Kalki Krishnamurthy	- Ponniiyin Selvan (Chapters1-10)

Prescribed Books:

1. Baker, M. *In Other Words: A Course Book on Translation*. Vol.3 London & New York: RouteLedge, 1997.
2. Bassnett, Susan and Andre Lefevere (eds). *Translation, History and Culture*. London & New York: Pinter,1990.
3. Bassnett-McGuire, Susan. *Translation Studies*. London: Methuen, 1980.
4. Catford, J.C. *A Linguistic Study of Translation*. London: OUP, 1968.
5. Derrida, Jaques of Grammatology (Trans) *GayatriChakravortySpivak*. Delhi: Motilal Banaasidas Publication Pvt.Ltd.,1994.
6. Gentzer, Edwin. *Contemporary Translation Theories*.Second Revised Edition.Clevedon: Multilingual Matters Ltd.,2001.
7. Newmark, Peter.*Approaches to Translation*. Oxford and New York:Pergamon, 1981.

Reference Books:

1. Parthasarathi, J., *Bharathi's Longer Poems*. 1982.
2. Ramachandran, T.N., *The Song of the Kuyil*. R. N. Memorial Library and Publications, 5D Selvam Nagar, Thanjavur, 1980.
3. Ramachandran, T.N., *BharatiPatalkal*, Tamil University, Thanjavur,1989.
4. Mahadevan, P.*SubramaniaBharati Patriot and Poet*.Atri Publishers, Madras (1957).
5. Marjarum, E. Wayne. *The Symbolism of Shelley's 'To a Skylark'*. Modern Language Association, Vol. 52, No. 3. 1937.
6. Richards, Irving T. "A Note on Source Influences in Shelley's Cloud and Skylark," *PMLA*, Vol. 50, No. 2, June, 1935.
7. '*Shelley's Skylark*', a poem by Thomas Hardy. British Library.
8. Shepard, Richard F. "It's Lyrics by P.B. Shelley", *The New York Times*.Shelley musical.15 April, 1979.



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1. https://nptel.ac.in/content/storage2/courses/109104050/pdf_version/lecture4.pdf
2. https://www.researchgate.net/publication/312527172_An_Introduction_To_Translation_Studies_An_Overview
3. <https://www.eng-literature.com/2021/01/character-shakuntala-abhijnana-shakuntalam.html>
4. <https://www.sparknotes.com/drama/cherryorchard/>
5. <https://journals.sagepub.com/doi/full/10.1177/2455328X19898418>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Comprehend the evolution of translation studies as a separate field from translation and as an activity as the mark of its historical development.	K1 & K2
CO2	Comprehend the theories of translation and their cultural implication.	K2 & K3
CO3	Receive hands on training to apply the nuances of equivalence in translation.	K4 & K5
CO4	Attain the skill of translating passages from the source language to the target language and vice-versa.	K4
CO5	Inculcate the importance of sense for sensible translation, rather than the word for word translation.	K5

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – XII	Course Code: 21PEN3C12	Course Title: ResearchMethodology		
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	6	90	5	100

Course Objectives

1. To make the students know the fundamentals of Rhetoric and Research Methodology.
2. To help the students to learn the Mechanics and the format of Research Writing.
3. To make students demonstrate the ability to choose methods appropriate to research aims and objectives.
4. To make students understand the limitations of particular research methods.
5. To develop skills of students in qualitative and quantitative data analysis and presentation.
6. To develop advanced critical thinking and writing skills in students.

Unit - I

The Fundamentals of Research
Types of Research

Literary Research and Research in Science

Unit - II

Selecting a Topic Research & Writing Formatting Research Paper

Unit - III

Mechanics of Writing

Foot notes, Bibliography, Parenthetical Documentation Abbreviation, punctuation, margin, spacing and quotation

Unit - IV

Induction and Deduction, Plagiarism Denotation and Connotation Hypothesis

Unit - V

Documentation of Works Cited & Cited in the Text (MLA) Documentation of Works Cited & Cited in the Text (APA)

**Prescribed Book:**

1. Gibaldi, Joseph. *MLA Handbook for Writer of Research Papers*. 8thed. New Delhi: Affiliated East West Press, 2016.

Reference Books:

1. *American Psychological Association*. Publication Manual of the American Psychological Association. 6thed., 2013.
2. Gibaldi, Joseph. *MLA Handbook for Writer of Research Papers*. 8th ed. New Delhi: Affiliated East West Press, 2008
3. Gibaldi, Joseph. *MLA Handbook for Writer of Research Papers*. 9th ed. New Delhi: Affiliated East West Press.
4. Anderson, Jonathan. *Thesis and Assignment Writing*. New York: J. Wiley & Sons, 1970.
5. Kothari, C.R. *Research Methodology: Methods and Techniques*. New Age International, 2004.
6. Moore, Robert H. *Effective Writing*. New York: Holt, Rinehart and Winston, 1965.

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1. <https://www.bibme.org/mla>
2. <https://www.questionpro.com/blog/what-is-research/>
3. <https://libguides.mit.edu/select-topic>
4. <https://www.scribbr.com/research-paper/research-paper-format/>
5. <https://conjointly.com/kb/hypotheses-explained/>
6. <https://library.austincc.edu/help/mla/>



Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Understand the formal aspects of research.	K1 & K2
CO2	Equip them in Research Methodology.	K2 & K3
CO3	Develop at selecting and limiting the research topic.	K4& K5
CO4	Develop the ability to organize ideas and present them coherently with a considerable degree of sophistication in keeping with the norms of scholarly research and writing.	K5
CO5	Gain experience with instrument development and data collection methods and experience with ethics proposals.	K5

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Elective – III	Course Code: 21PEN3E03		Course Title: Journalism and Mass Communication	
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	6	90	3	100

Course Objectives

1. To introduce the students to the basic journalism.
2. To introduce to the students the impact of mass media from beginning to the present day.
3. To make the students understand the importance of mass media.
4. To introduce the students to the advanced technology involved in Journalism.
5. To enable the students to study in- depth the aspects of journalism.

Unit -I Introduction to Mass Media

Introduction to Mass Media

Duties and Responsibilities of a Journalist

What is News - Concept and Definition – News Values Lead-Significance and its Types

Unit - II News Reporting

News Gathering-Sources of News-Hard and Weak Sources of News – Beats Reporting (Translation)

Editing - Translation and its Role

Unit - III – Mass Communication

Definition of Mass Communication – Nature and Scope – Role of Communicator - Communication process -Types of Communication – Downward, Upward, Communication. Communication Barriers – How to remove them.

Unit - IV – Mass Media

Functions of Mass Media

Mass Media – Role of Press – Role of Radio – Role of TV

Unit - V – Today's Mass Media

Importance of film Communication – Different types of films – Division – Censor Board Film Awards - The Mass Media Today – Mass Media and Public Opinion



Communication in the coming decade – Computer and Mass Communication –Internet.

Prescribed Books:

1. Kumar, Kewal J. *Mass Communication in India*, New Delhi: Jaico Books, 2013.
2. Parthasarathy, Rangaswami. *Basic Journalism*. Laxmi Publications, 2000.
3. Kamath, M.V. *The Journalist's Handbook*. Vikas Publishing House Pvt. Ltd., 2009.
4. Kamath, M. V. *Professional Journalism*. Vikas Publishing House Pvt. Ltd., 1st Edition, 2009.
5. Hakemujlder, J and R. *Radio and T.V Journalism*. New Delhi: Anmol Publication Pvt. Ltd., 2010.

Reference Books:

1. Allan and Barbara Pease. *The Definitive Book of Body Language*, New Delhi: Munjal Publishing House, 2005.
2. Corner, John, and Jeremy Hawthorn. *Communication Studies: An Introductory Reader*. London: E. Arnold, 1993.
3. D.M. Silveira. *Personal Growth Companion*. New Delhi: Classic Publishing, 1996.
4. Dan Laughey. *Key Themes in Media Theories*. New Delhi: Rawat Publication, 2008.
5. De Fleur, M. *Theories of Mass Communication*, 2nd Edition, New York; David Mc Kay, 1970.
6. J. S. Yadava & Pradeep Mathur. *Issues in Mass Communication: The Basic Concepts*, Kanishka Publishers, Delhi, 2008.
7. Mc Quail, Denis. *Mass Communication Theory: An Introduction*. London: Sage Publications, 1983.
8. Shymali Bhattacharjee. *Media and Mass Communication: An Introduction*, Kanishka Publishers, Delhi, 2005.
9. Tubbs, S. L. and Moss, S. *Human Communication: Principles and Contexts*, New York: McGraw Hill, 2007.
10. Zeuschner, R. *Communicating Today*, Boston: Allyn and Bacon, (Cha. 5, 17), 2002.



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1. <https://en.wikibooks.org/wiki/Introduction-to-Mass-Media/Introduction>
2. <https://stateimpact.npr.org/toolbox/2012/02/23/five-beat-reporting-tips-you-can-use>
3. <https://kullabs.com/class-11/mass-communication/introduction-to-mass-communication-1/concept-scope-function-and-characteristics-of-communication>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Equip a variety of mass media content, including news stories, press releases, and advertising copy, following accepted journalistic standards, including Associated Press style.	K1 & K2
CO2	Create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.	K2 & K3
CO3	Understand and be able to apply relevant case law involving journalism, the First Amendment, and other mass media issues.	K5 & K5
CO4	Make effective oral presentations on a variety of topics in public settings.	K5
CO5	Apply basic and advanced human communication theories and models to academic and professional situations.	K5

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – XIII		Course Code: 21PEN4C13		Course Title: Gender Studies
Semester	Hours/Week	Total Hours	Credits	Total Marks
IV	6	90	5	100

Course Objectives

1. To introduce students to a variety of works by Western and Non-Western women writers.
2. To encourage students to study the cultural heritage of each work and identify the female voice that transcends national culture.
3. To expose the students to the American tradition in literature.
4. To enable students to analyse literary works through careful study of the age.
5. To integrate critical sources effectively into their analysis of literature.
6. To familiarize the students with Women's Writings.

Unit -- I Introduction to Gender Studies

Origin of Women's Writing in English- A Brief Study Place of Women in World Literature- A Critical Overview

Unit – II Poetry

Kamala Das	- Spoiling the Name
Judith Wright	- Woman to Man
Margaret Atwood	- Journey to the Interior
Shiv Krishna Kumar	- Indian Women
Maya Angelou	- Phenomenal Woman

Unit - III Prose

Sojourner Truth	- Ain't I a Woman?
Indira Gandhi	- Prison Memories
Mother Teresa	- Nobel Lecture
Alice Walker	- In Search of Our Mother's Gardens

Unit - IV Drama

Carlyle Churchill	- Top Girls
Susan Glaspell	- Trifles



Unit - V Fiction & Short Stories

Margret Atwood	- The Handmaid's Tale
Bharathi Mukherjee	-The Tiger's daughter
Jhumpa Lahiri	- Interpreters of Maladies (1-5)

Prescribed Books:

1. Gilbert, Sandra. M. *The Norton Anthology of Literature by Women: The Traditions in English*. London: W.W. Norton & Company, 2007.
2. Susan, Glaspell. *Trifles*, Samuel French, Inc.; Edition Unstated edition, 2010.
3. Atwood, Margaret. Bloom, Harold (ed.). *The Handmaid's Tale*. Philadelphia: Chelsea House. 2001.
4. Angelou, Maya. *Phenomenal Woman*. Publisher : Penguin; Latest edition (29 September 2014)
5. Adcock, Fleur. *The Faber Book of 20th Century Women's Poetry*. Faber & Faber, 1987.
6. Sandra M. Gilbert and Susan Gubar, ed., *The Norton Anthology of Literature by Women*. New York: 1985.
7. Rajani P., V. Rajagopalan, and Nirmal Selvamony. *Who Says my Hand a Needle Better Fits: An Anthology of American Women Writing*. Dept. of English, Madras Christian College, Tambaram.

Reference Books:

1. *Top Girls*, Samuel French, Inc., 1982.
2. The Handmaid's Tale Study Guide: About Speculative Fiction, Gradesaver. 21 May 2009.
3. Code, Lorraine, ed. *Encyclopedia of Feminist Theories*.
4. Lisa Tuttle. *Encyclopedia of Feminism*. New York: Facts on File Publications, 1986.
5. Catherine Belsey & Jane Moore, eds., *The Feminist Reader*. 2nd ed., London: Macmillan, 1977.
6. Kathy J. Wilson, *Encyclopedia of Feminist Literature*. Westport: Greenwood Press, 2004.



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1. <https://www.ukessays.com/essays/english-literature/the-introduction-to-indian-writing-in-english-english-literature-essay.php>
2. <https://www.lyrikline.org/en/poems/woman-man-1239>
3. <https://www.nobelprize.org/prizes/peace/1979/teresa/biographical/>
4. <https://www.bl.uk/works/nights-at-the-circus>

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Demonstrate openness to learning about people, culture and societies different from themselves. Explain the practices about the field of Women's and Gender Studies.	K1 & K2
CO2	Identify major concepts and assumptions of feminist study.	K2 & K3
CO3	Evaluate, clarify, and frame complex questions using a feminist perspective in conversation with at least one other major field of study.	K4 & K5
CO4	Identify, categorize, and distinguish elements of the main theories associated with Women's and Gender Studies in order to engage in classroom discussion, papers, and projects appropriate for the discipline.	K5
CO5	Describe major theories and theorists in Women's and Gender Studies.	K4

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Core – XIV	Course Code: 21PEN4C14		Course Title: English Language Teaching	
Semester	Hours/Week	Total Hours	Credits	Total Marks
IV	6	90	5	100

Course Objectives

1. To help students acquire a theoretical background of ELT and to expose them to practiceteaching with an application of various testing techniques and teaching methodologies.
2. To examine the theory and practice of language teaching.
3. To introduce the learners to ELT approaches and methods.
4. To introduce learners to the various language teaching theories.
5. To create awareness among students about the concept of reflective practice as a set of skillsand understandings that can be applied to ELT.

Unit - I

A Brief History of English Language Teaching

An Overview of Language Teaching Methods and Approach
The Grammar-Translation Method

The Direct Method

Unit - II

The Audio-Lingual Method
The Silent Way
Desuggestopedia

Community Language Learning

Unit - III

Total Physical Response
Communicative Language Teaching
Content-based Instruction

Unit - IV

Neuro-linguistic Programming
Task-based Language Teaching

The Political Dimensions of Language Teaching and the Participatory Approach

Unit - V

Learning Strategy Training, Cooperative Learning, and Multiple Intelligences
Emerging Uses of Technology in Language Teaching and Learning



Digital Technology in Language Teaching

Prescribed Books:

1. Diane Larsen-Freeman and Marti Anderson. *Techniques & Principles in Language Teaching*. 3rd edition. Oxford University Press, 2011.
2. Marianne Celce-Murcia, Donna M. Brinton and Marguerite Ann Snow (editors). *Teaching English as a Second or Foreign Language*. 4th edition. Boston USA: National Geographical Learning, 2014.

Reference Books:

1. Brumfit, C.J. and R. A. Carter. *Literature and Language Teaching*. London: OUP, 1986.
2. Brumfit, C.J and Johnson, K. *The Communicative Approach to Language Teaching*. London: Oxford University Press, 1979.
3. Corder, SP. *Error Analysis and Inter-Language*. London: OUP, 1981.
4. Holliday A. *Appropriate Methodology*. Cambridge: Cambridge University Press, 1994.
5. Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Second Edition, Cambridge: Cambridge University Press, 2006.
6. Johnson, Keith. *Communicative Syllabus Design and Methodology*. Elsevier Science & Technology, 1982.
7. Krishnaswamy N. Lalitha Krishnaswamy. *The Story of English in India*. New Delhi: Foundation Books, 2007.
8. Prabhu, N.S. *Second Language Pedagogy*. London: OUP, 1991.
9. Skinner, B.F. *Verbal Behaviour*. New York: Appleton-Century-Crofts, 1957.
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5. https://en.wikipedia.org/wiki/Total_physical_response. 17 August 2020.
6. https://en.wikipedia.org/wiki/Neuro-linguistic_programming. 11 July 2020.
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Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Comprehend different methods of teaching and testing English language and create, evaluate and use English language teaching materials.	K1 & K2
CO2	Gain in-depth knowledge of the structure and different methods of teaching English.	K2 & K3
CO3	Get acquainted with psychology of learning and applying it to the classroom situations.	K3 & K4
CO4	Build a Cross-cultural understanding and confidence in using the second language.	K5
CO5	Understand uses of Technology in Language Teaching and Learning	K2 & K3

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



Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Project		Course Code: 21PEN4PR01		Course Title: Project
Semester	Hours/Week	Total Hours	Credits	Total Marks
IV	12	180	4	100

Guidelines for Project

The principle role of the supervisor is to help students achieve their scholarly potential. In doing so, the supervisor is a committed, accessible, stimulating, respectful guide but also a consistent and rigorous judge. After all, the student's work must meet the standards of the College and the discipline. It is unusual, though not impossible, for a student to change supervisors part way through a project. Should a situation arise which may require a change in supervision, either the student, the supervisor or both should consult the Chair of the Graduate Committee.

What can a student expect of a project supervisor?

- To advise students about relevant scholarly materials
- To help set and stick to a schedule of work
- To be available for consultation with the student and
- To respond expeditiously, thoroughly, and constructively to the student's drafts

What can a supervisor expect of a student?

- To show commitment in learning what is needed to design and carry out the project
- To develop a plan for completion of all stages of the project, and to stick to that plan
- To consider seriously and respond to advice and criticism
- To meet the requirements of the University, College of Graduate and Postdoctoral Studies, and Programme
- To recognize that the supervisor has other teaching, research, and administrative obligations which may take precedence over consultation on the project; and
- To be scrupulous in acknowledging sources of assistance or information.



Limitation of the Project Work: 30 to 40 pages.

MLA Hand Book VIII edition should be followed for Methodology. (*MLA Handbook*, 8thed., MLA, 2016.)

Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Interpret and analyze literary pieces applying literary theories and write coherently and originally.	K1 & K2
CO2	Organize and format their ideas into a dissertation as per the MLA Handbook 8 th Edition guidelines.	K3
CO3	Practice the art of writing coherently, originally and analytically and would have further learnt the technique of documenting various sources.	K3& K4
CO4	Present their findings hypothetically, descriptively and evaluative.	K4& K5
CO5	Publish their research articles in UGC CARE Listed or Scopus journals.	K5

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low



Programme: M.A. English				
Elective– IV	Course Code: 21PEN4E04		Course Title: English Literature for Competitive Examinations	
Semester IV	Hours/Week 6	Total Hours 90	Credits 3	Total Marks 100

Course Objectives

1. To enable the students to get background knowledge about all literatures.
2. To make the students understand the changing environment in English Literature and others as well.
3. To enrich the students' skills to enjoy the nuances of the different kind of authors in various literature.
4. To provide a greater exposure to students to the growth and development of English Literature, its genres, authors, etc.
5. To train students for competitive Examinations like NET, SET etc.

Unit - I – Greco-Roman Period (19th C B.C – 05th C A.D)

Homer – Aeschylus – Sophocles – Euripides – Aristophanes – Plato and Aristotle.

Unit - II – English Literature (from Chaucer to Romantic Age -Selected writers -Not to go deep into their works)

Chaucer – Spenser – University Wits – Metaphysical Poets – Sidney – Marlowe - Shakespeare

– Ben Johnson – John Dryden – Francis Bacon – Cavalier Poets – John Milton – Alexander Pope – Addison and Steele – Swift – Sheridan – Henry Fielding – William Wordsworth – S.T. Coleridge – Shelley – Byron – William Hazlitt – Charles Lamb – Jane Austen – Walter Scott.

Unit - III – English Literature (from Victorian to Present Age -Selected writers -Not to go deep into their works)

Browning – Arnold – Bronte Sisters – Hardy – Virginia Woolf – T.S. Eliot – Oscar Wilde – Charles Dickens – George Eliot – Ruskin – G.B. Shaw – Galsworthy – Hopkins – J.M. Synge



– H.G. Wells – Joseph Conrad – Huxley – Somerset Maugham – Harold Pinter – Samuel Becket – D.H. Lawrence.

Unit - IV –American Literature – Selected Writers (Not to go deep into their works)

American Literature – Contemporary American Non-Fiction – Colonial and Post-Colonial writers – Walt Whitman – Emily Dickinson – Transcendentalists- Hawthorne – Melville – Twain – William Faulkner – Henry James - Robert Frost – Hemingway – Henry Miller– Eudora Welty - Sylvia Plath – Tony Morrison – Tennessee Williams – Alice Walker – Saul Bellow – Joyce Carol Oates – Edward Albee – Maya Angelou – Philip Roth – Eugene O’Neil
– Kurt Vonnegut Jr. Thomas Ruggles Pynchon. Jr – John Updike.

Unit - V – (Common Wealth Literature and New Literature in English – Selected Writers (Not to go deep into their works)

African Literature – African – American Literature – Other Common Wealth Literatures: Canadian Literature – Australian Literature – New Zealand Literature– Booker Prize Winners– Nobel Prize Winners for Literature– Sahitya Akademi Award Winners for English Writings.

Prescribed Books:

1. Truman’s - CBSE – UGC- NET/SET
2. Upkar’s - CBSE – UGC- NET/SET

Webliography

1. <https://www.greece101.com/page/greek-literature>
2. <https://www.britannica.com/art/English-literature/The-21st-century>
3. <https://www.britannica.com/art/English-literature>



Course Outcomes (COs)

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

COs Number	CO Statement	Knowledge Level
CO1	Learn the subject and prepare for self-study.	K1 & K2
CO2	Analyse and understand the literary texts by themselves.	K2 & K4
CO3	Collect and prepare study material in view of the examination.	K4
CO4	Draft together study materials for their future career as teachers.	K5
CO5	Comprehend the history of the English literature to appear for the competitive exams and for employability and knowledge.	K5

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

Mapping of COs with POs

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

S – Strong

M – Medium

L – Low

**Question Paper Pattern for Core and Elective Courses****Time: 3 hours****Maximum****Marks: 75****Part - A (15 × 1=15 Marks)**

(Answer all the questions) (Objective Type - Multiple Choice Questions)
(Three Questions from each Unit)

Part -B (3 × 5 = 15 Marks)

(Answer any THREE questions out of FIVE open choice questions)(One Question from each
Unit)

Part -C (5 × 9 = 45 Marks)

(One question from each unit with Internal Choice)



Sample Question Paper

SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE (AUTONOMOUS)

(An Autonomous College Affiliated to Periyar University, Salem)

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

Accredited by NAAC with 'A' Grade [3.27]

Katteri – 636 902, Uthangarai, Krishnagiri District

PG and Research Department of English

Class : I M.A. English

Maximum Marks: 75

Course: Linguistics and Stylistics

Date of Examination:

Course Code: 21PEN2E02

Time: 3 hours

SECTION – A

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

- In empirical science, the methods of observation and experimentation are known as ___procedure.
 - Deductive
 - Inductive
 - Linguistic
 - Traditional
- _____studies the combination of sounds into organized units of speech.
 - Morphology
 - Phonology
 - Phonetics
 - Graphology
- Which of the followings is the study of language variation and change?
 - Dialect
 - Register
 - Ethnography
 - Sociolinguistics
- What are the basic distinct components of the word 'Girl'?
 - +Human – Adult – Male
 - +Human – Adult + Male
 - +Human + Adult – Male
 - +Human + Adult + Male
- Which of the following is the additional meaning that a concept carries?
 - Associative meaning
 - Collective meaning
 - Denotative meaning
 - Connotative meaning
- Which is a theoretical language to be used by all people all over the world?
 - Pidgin
 - Creole
 - Esperanto
 - Diglossia



7. Who has initiated the consideration of meaning as a part of the utterance or speech act?
 a) J.L. Austin b) J. Searle c) H.P. Grice d) N. Leech
8. Who has coined the term “Cooperative Principle”? and When?
 a) J.L. Austin (1960) b) Grice (1975) c) Leech (1981) d) Grice (1960)
9. The study of linguistic expression of courtesy and social position is called _____.
 a) Speech event
 b) Speech situation
 c) Communicative competence
 d) Politeness
10. According to Halliday and Hasan, Cohesion is part of the system of a language expressed partly through _____ and partly through _____.
 a) Reference, Substitution b) Ellipsis, Conjunction
 c) Substitution, Ellipsis d) Grammar, Vocabulary
11. A coherent discourse has a high degree of such _____.
 a) Connectedness b) Anaphors c) Cohesion d) Deixis
12. The ways in which the interpretation of utterances depends on the analysis of that context of utterance is called _____.
 a) Deixis b) Coherence c) Cohesion d) Discourse
13. Stylistics is one of the branches of _____.
 a) Literature b) Language c) Linguistics d) Style
14. _____ study provides clear evidence in the text, on the basis of which judgments can be made.
 a) Linguistic b) Pragmatic c) Syntactic d) Stylistic
15. Who has contributed equally to theoretical linguistics and to the critical examination of literary works?
 a) Crystal b) Jakobson c) Simpson d) Bradford

SECTION – B (3X5=15)

II Answer ANY THREE of the following questions

16. Write a note on Linguistics.
 17. Semantic Field - explain.
 18. What is Pragmatics?



19. What is Person Deixis? Give some examples.
20. Write a short note on elements of Style.

SECTION – C (5x9=45)

III Answer *all* the following questions.

21. (a) Attempt an essay on Branches of Linguistics. (or)
(b) Significance of study of Linguistics- Elucidate
21. (a) What are the Theories of Meaning-Explain. (or)
(b) Write an essay on Varieties of English.
23. (a) Who is the proponent of Speech Act Theory- Explain the theory in detail. (or)
(b) Emergence of Pragmatics-Explain.
24. (a) Attempt an essay on Cohesion. (or)
(b) Write an essay on Coherence.
25. (a) Write an essay on nature and goals of Stylistics? (or)
(b) Literary Stylistics – elucidate.

All the Best