



P.G. & Research Department of English
Rajah Serfoji Government College
(An Autonomous, NAAC 'A' Grade & DST-FIST College)
Thanjavur - 613005, Tamilnadu, India.

Postgraduate Degree Programme

M.A. English Literature

Curriculum and Syllabus
for the students admitted from the academic year
2023-2024 onwards

Learning Outcome based Curriculum Framework
under
Choice Based Credit System
(LOCF under CBCS)

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1. Preamble

- 1 Cognitive Domain
(Lower levels: K1: Remembering ; K2: Understanding ; K3: Applying;
Higher levels: K4: Analysing ; K5: Evaluating; K6: Creating)
- 2 Affective Domain
- 3 Psychomotor Domain

2. Structure of Course

Course Code	Course Name		Credits
Lecture Hours:(L) per week	Tutorial Hours: (T) per week	Lab Practice Hours: (P) per week	Total:(L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			

Learning Objectives: (for teachers: what they have to do in the class/lab/field)

Course Outcomes: (for students: To know what they are going to learn)

:CO1
:CO2
:CO3
:CO4
:CO5:

Recap: (not for examination) Motivation/previous lecture / relevant portions required for the course) [This is done during 2 Tutorial hours)

Units	Contents	Required Hours
I		17
II		17
III		17
IV		17
V		17
Extended Professional Component (is a part of internal component only, Not to be included in the External Examination question paper)	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / SET / TNPSC / others to be solved (To be discussed during the Tutorial hour)	
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	

Learning Resources:
Recommended Texts
Reference Books
Web resources

3. Learning and Teaching Activities

3. Learning and Teaching Activities
 3. 1. Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

3.1. Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
Semester Exam	1	3
Total		90 periods

4. Tutorial Activities

Tutorial Count	Topic

5. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

6. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

7. Assessment Activities

7.1. Assessment Principles:

Assessment for this course is based on the following principles

- a. Assessment must encourage and reinforce learning.
- b. Assessment must measure achievement of the stated learning objectives.
- c. Assessment must enable robust and fair judgments about student performance.
- d. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
- e. Assessment must maintain academic standards.

7.2. Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	Third week	2%	2%
Assignment 2	Sixth Week	2%	4%
CycleTest I	Seventh Week	6%	10%
Assignment 3	Eighth Week	2%	12%
Assignment 4	Eleventh Week	2%	14%
CycleTest II	Twelfth Week	6%	20%
Assignment 5	Fourteenth Week	2%	22%
Model Exam	Fifteenth Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	Seventeenth Week	60%	100%

8. Teaching Methodologies

- a. Traditional Teaching methods like Brain Storming, Lectures, and Discussion etc.
- b. Asking students to formulate a problem from a topic covered in a week's time Assignment, Class Test, Slip test
- c. Asking students to use state-of-the-art technologies / software to solve problems, Applications, Use of Language enhancement software.
- d. Introducing students to applications before teaching the theory
- e. Training students to engage in self-study without relying solely on faculty (for example; library and internet search, manual and hand book usage, etc.)
 - e.1. Library, Net Surfing, Manuals, NPTEL Course Materials published in the website
 - e.2. Other university websites.

9. Faculty Course File Structure

Contents

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design (Content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes (POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.

Faculty Course Assessment Report (FCAR)

- a. Course Evaluation Sheet
- b. Teaching Materials (PPT, OHP etc)
- c. Lecture Notes
- d. Home Assignment Questions
- e. Tutorial Sheets
- f. Remedial Class Record, if any.
- g. Projects related to the Course
- h. Laboratory Experiments related to the Courses
- i. Internal Question Paper
- j. External Question Paper
- k. Sample Home Assignment Answer Sheets
- l. Three best, three middle level and three average answer sheets
- m. Result Analysis (CO wise and whole class)
- n. Question Bank for Higher studies Preparation (UGC-NET / SET / TRB)
- o. List of mentees and their academic achievements

10. Template for P.G. Programmes

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System for M.A. English Programme

Semester-I	Credit Hours	Semester-II	Credit Hours	Semester-III	Credit Hours	Semester-IV	Credit Hours	Credit Hours
1.1. Core-I	5	2.1. Core-IV	5	3.1. Core-VII	5	4.1. Core-XI	5	6
1.2. Core-II	5	2.2. Core-V	5	3.2. Core-VIII	5	4.2. Core-XII	5	6
1.3. Core-III	4	2.3. Core-VI	4	3.3. Core-IX	5	4.3. Project with viva voce	7	10
1.4. Discipline Centric Elective-I	3	2.4. Discipline Centric Elective-III	3	3.4. Core-X	4	4.4. Elective-VI (Industry / Entrepreneurship)	3	4
1.5. Generic Elective-II:	3	2.5. Generic Elective-IV:	3	3.5. Discipline Centric Elective-V	3	20% Theory 80% Practical	2	4
		Skill Enhancement 1	2	Skill Enhancement 2	2	4.5. Skill Enhancement course / Professional Competency Skill	1	
				3.7. Internship / Industrial Activity	2	4.6. Extension Activity		
	20		22		26		23	30
Total Credit Points-91								

11. Template for Semester

M.A. First Year First Semester				Credit	No of Hr
T1PEL1	Core I	CC1	Poetry	5	7
T1PEL2	Core II	CC2	Drama ✓	5	7
T1PEL3	Core III	CC3	Fiction	4	6
T1PELEC1A	Elective I	EC1	Science Fiction, Fantasy and Detective Literature	3	5
T1PELEC1B			World Literatures		
T1PELEC1C			Asian Literature		
T1PELEC2A	Elective II	EC2	Travel Writing	3	5
T1PELEC2B			New Literature		
T1PELEC2C			Single Author Study: T S Eliot		
				20	30
M.A. First Year Second Semester					
T2PEL4	Core IV	CC4	Indian Writing in English	5	6
T2PEL5	Core V	CC5	American Literature	5	6
T2PEL6	Core VI	CC6	Shakespeare Studies	4	6
T2PELEC3A	Elective III	EC3	Life Writings	3	4
T2PELEC3B			Literature and Society		
T2PELEC3C			Autobiographies		
T2PELEC4A	Elective IV	EC4	Literature and Film	3	4
T2PELEC4B			Eco Literature		
T2PELEC4C			Feministic Studies		
T2PELSE1	Skill Enhancement Course I	SEC1	Employability Skill	2	4
				22	30
M.A. Second Year Third Semester					
T3PEL7	Core VII	CC7	Post-Colonial Literature	5	6
T3PEL8	Core VIII	CC8	Contemporary Literary Criticism	5	6
T3PEL9	Core IX	CC9	Language and Linguistics	5	6
T3PEL10	Core X	CC10	Writings of the Marginalized	4	6
T3PELEC5A	Elective V	EC5	Approaches and Methods in English Language Teaching	3	3
T3PELEC5B			English Language, Phonetics, Grammar Studies		
T3PELEC5C			Developing Language Skills		
T3PELSE2	Skill Enhancement Course II	SEC2	Entrepreneurship Development	2	3
			Internship / Industrial Activity	2	-
				26	30
M.A. Second Year Fourth Semester					
T4PEL11	Core XI	CC11	Comparative Literature and Classics in Translation Studies	5	6
T4PEL12	Core XII	CC12	A Glimpse of Nobel Laureates	5	6
T4PEL13	Core XIII	CC13	Project and Research Methodology (Project with Viva Voce)	7	10
T4PELEC6A	Elective VI	EC6	Theatre Art	3	4
T4PELEC6B			Writing for Media		
T4PELEC6C			Grammar and Usage		
T4PELSE3	Skill Enhancement Course III	SEC3	English for Competitive Exams	2	4
			Extension Activity	1	
				23	30
				91	120

12. Methods of Assessment

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

13. Testing Pattern

13. Testing Pattern (25+75)

13.1. 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.

13.1 AV - 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.

13.2.

Written Examination: Theory Paper (Bloom's Taxonomy based) Question paper Model

Intended Learning Skills	Maximum 75 Marks Passing Minimum: 50% Duration: Three Hours
	Part-A (10 x 2 = 20 Marks) Answer ALL questions Each Question carries 2 marks
Memory Recall / Example/ Counter Example / Knowledge about the Concepts / Understanding	Two questions from each UNIT
	Question 1 to Question 10
	Part-B (5 x 5 = 25 Marks) Answer ALL questions Each questions carries 5 Marks
Descriptions / Application (problems)	Either-or Type Both parts of each question from the same UNIT
	Question 11(a) or 11(b) To Question 15 (a) or 15(b)
	Part-C (3 x 10 = 30 Marks) Answer any THREE questions Each question carries 10 Marks
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	Question 16 to Question 20

Each question should carry the course outcome and cognitive level: For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

14. Different Types of Courses

A		Core Courses
	1	Poetry
	2	Drama
	3	Fiction
	4	Indian Writing in English
	5	American Literature
	6	Shakespeare Studies
	7	Post- Colonial Literature
	8	Contemporary Literary Criticism
	9	Language and Linguistics
	10	Writings of the Marginalized
	11	Classics in Translation
	12	A Glimpse of Nobel Laureates
	13	Project and Research Methodology & (Viva voce)
B		Elective Courses (ED within the Department Expertise)
	1	Science Fiction, Fantasy and Detective Literature
	2	Approaches and Methods in English Language Teaching
	3	Life Writings
	4	Literature and Film
	5	Travel Writing
	6	Theatre Art
C		Skill Development Courses
	1	Employability Skills
	2	Entrepreneurship Development
	3	English for Career
	4	Technical Writing
	5	English for Competitive exams

15. Syllabus

M.A. English Literature | Syllabus

First Year || First Semester

Core I || Poetry

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T1PEL1	Poetry	CC1	Y	Y	-	-	5	7	25	75	100

Learning Objectives

LO1	To introduce the learners to the literary tradition of the English Poetry starting from Medieval to Modern Period.
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.
LO3	To enable the students to have a comprehensive view of History of English literature
LO4	To differentiate the various stages of English through the representative poets
LO5	To critically examine the works of the writers of the period

Details

Unit - I

Middle English Poetry - Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, 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 - Dryden "Absalom and Achitophel" Lines 150-76

Gray - Ode to a Distant Prospect of Eton College

Unit-- V

Modern Poetry

Rupert Brooke: "The Soldier"

Wilfred Owen: "Anthem for Doomed Youth"

W. H. Auden: "Elegy on the Death of W. B. Yeats"

Dylan Thomas: "Do Not Go Gentle Into That Good Night"

Philip Larkin: "Whitsun Weddings"

Ted Hughes: "Hawk Roosting"

Seamus Heaney: "Digging"

Course Outcomes: On completion of this course, students will		Programme Outcomes
1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	PO1, PO2
2	Trace the evolution of various literary movements. Distinguish and analyze the different genres of writings of the period.	PO5, PO6
3	Critically evaluate the literary language of the texts prescribed.	PO7

4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	PO8
5	Exhibit the skill of analyzing literary works and writing effectively	PO9, PO10

Text Books

1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th Century. OUP, London
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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/htm
2.	https://www.britannica.com/topic/The-Canonization
3.	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.htm

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

Question Paper Pattern

Time: 3 hours	
Part A – (10 x 2 = 20 marks)	Two questions from each unit
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice
Part C – (3 x 10 = 30 marks)	One question from each unit

Marks: 75



Signature of HoD.

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M.A. English Literature | Syllabus

First Year || First Semester

Core II || Drama

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T1PEL2	Drama	CC2	Y	Y	-	-	5	7	25	75	100

Learning Objectives

LO1	To acquaint the students with the origin of drama in England
LO2	To trace the different stages of British Drama and its evolution in the context to theatre.
LO3	To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.
LO4	To enable the students to identify different forms of drama
LO5	To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.

Details

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 - The Way of the World
Irish Dramatic Movement - J. M. Synge - 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

	Course Outcomes: On completion of this course, students will	Programme Outcomes
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

Text Books

Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.

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., (6th ed) 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>

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

Question Paper Pattern

Time: 3 hours	Marks: 75
Part A – (10 x 2 = 20 marks)	Two questions from each unit
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice
Part C – (3 x 10 = 30 marks)	One question from each unit


Signature of HoD.

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M.A. English Literature | Syllabus

First Year || First Semester

Core III || Fiction

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T1PEL3	Fiction	CC3	Y	Y	-	-	4	6	25	75	100

Learning Objectives

LO1	To familiarize the students with the origin and development of the British fiction up to the Modern.
LO2	To introduce the students to major writers of British fiction.
LO3	To enable the students to comprehend the social background based on the prescribed novels.
LO4	To facilitate the learners to identify and differentiate various forms of novels.
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.

Details

Unit-- I - Definition, types, narrative modes -Samuel Richardson - Pamela

Unit--II-Oliver Goldsmith – The Vicar of the Wakefield

Jonathan Swift - Gulliver's Travels

Daniel Defoe – Robinson Crusoe

Unit--III –Jane Austen - Emma

Emily Bronte – Wuthering Heights

Unit--IV–Charles Dickens – Hard Times

William Makepeace Thackeray - Vanity Fair

Unit-- V - Liberal Humanism, Individual Environment and Class Issues.

D. H. Lawrence :The Rainbow

James Joyce – Portrait of the Artist as a Young Man

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Acquaint the knowledge about the development of Novel as a literary form.	PO1, PO10
CO2	Identify the characteristics of different types of novels	PO2, PO3
CO3	Categorize the novels of different periods and interpret the works of eminent writers.	PO4, PO5
CO4	Awareness on social, historical, literary and cultural elements of the changes in American Literature	PO4, PO5, PO6
CO5	Critically examine the works of the writers prescribed	PO7, PO8, PO10

Text Books

- Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
- F. R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.

Reference Books

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.

WebResources

1. 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>

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 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

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)

Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit



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M.A. English Literature | Syllabus

First Year || First Semester

Elective I || Science Fiction, Fantasy and Detective Literature

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CLA	External	Total
TPELECA	Science Fiction, Fantasy and Detective Literature	ECI		Y	-	-	3	5	25	75	100

Learning Objectives

- CO1 To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction
- CO2 To enable them to identify the basic Structure and themes of Science Fiction
- CO3 To facilitate the learners to appreciate the fundamental features in fantasy fiction
- CO4 To enhance students' knowledge to identify the basic Structure and themes of Science and Detective fiction
- CO5 To involve the students to a close reading important representative texts

Details

Unit-- I BACK GROUND STUDIES

Science Fiction and Fantasy, Cyberpunk (From M.H. Abrams) Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction, Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller(From M.H. Abrams)

Unit-- II DETECTIVE FICTION

Arthur Conan Doyle : The Hound of Baskervilles
 Agatha Christie : Murder on the Orient Express

Unit-- III SCIENCE FICTION

Wilkie Collins : The Woman in White
 H.G. Wells : The Time Machine

Unit-- IV FANTASY FICTION

Peter Straub : Shadowland
 Gabriel García Márquez: One Hundred Years of Solitude

Unit-- V SHORT STORIES

Edgar Alan Poe : The Murders in the Rue Morgues
 E.M. Forster : The Machine Stops
 Isaac Asimov : The Last Question

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
CO2	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
CO3	Identify the basic Structure and themes of Science Fiction.	PO4, PO5
CO4	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
CO5	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.	PO10

Text Books

Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011.

Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.
 Wilkie Collins. The Woman in White. New York: Harper and Brothers, 1893.

Reference Books

Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.
 Zembo, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.
 James, P. D. Talking About Detective Fiction. London: Faber & Faber, 2010.

WEB RESOURCES

<https://archive.org/details/EncyclopediaOfScienceFiction>
<https://www.britannica.com/art/science-fiction>
https://archive.org/details/mammothencyclope0000unse_m8s5
<https://www.britannica.com/art/detective-story-narrative-genre>
https://archive.org/details/shadowland00pete_1
<https://archive.org/details/isaac-asimov-the-last-question>

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 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

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)

Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit



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M.A. English Literature | Syllabus

First Year || First Semester

Elective I || World Literatures

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T1PELEC1B	World Literatures	EC1		Y	-	-	3	5	25	75	100

Course Objectives

CO1-To familiarize the students with the World classics.

CO2- Course intends to draw the attention of the students to the Socio, economic, cultural factors reflected in Indian, European and Russian Literatures.

CO3-The parallel growth of the European and Indian Literatures from ancient to Modern periods is focused for the understanding of the learner.

CO4- A pan cultural understanding could be enabled for the students.

CO5- Connecting different disciplines for a holistic approach towards the text is made possible.

UNIT 1 Concepts

Religion and literature- Religion as a source of literature- The human sciences- Philosophy and Literature – concepts of Marxism, Naturalism and Realism in fiction- superstition and belief reflected in literature – World literature as one.

UNIT 2 Poetry

Thiruvalluvar's Thirukkural. (Penguin selections translated by Rajaji.)

UNIT 3 Prose

Plato Portrait of Socrates.

UNIT 4 Prose Fiction

Kalki's Parthiban Kanavu

Camus The Outsider.

Thakazhi

Sivasankaram Pillai Chemmeen.

UNIT 5 Drama

Sophocles Oedipus Rex

Ibsen A Doll's House.

Learning Outcomes

1. A broad understanding of ancient classics and its reflection in other parts of world literature is enabled for the students.

2. Religion, philosophy and literature could be well identified and connected by the students.

Reference Books:

(Print and online)

1. Lau Magness, A Dictionary of Modern European Literature.

2. Raymond Williams, Drama from Ibsen to Brecht.
 3. J.M. Cohen, A History of Western Literature.
 Website :<http://en.wikipedia.org/wiki/Drama>

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 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

Question Paper Pattern

- Time: 3 hours
- Part A – (10 x 2 = 20 marks) Two questions from each unit
- Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
- Part C – (3 x 10 = 30 marks) One question from each unit

Marks: 75



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2. Raymond Williams, Drama from Ibsen to Brecht.

3. J.M. Cohen, A History of Western Literature.

Website :<http://en.wikipedia.org/wiki/Drama>

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 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

Question Paper Pattern

Time: 3 hours

Part A – (10 x 2 = 20 marks)

Part B – (5 x 5 = 25 marks)

Part C – (3 x 10 = 30 marks)

Two questions from each unit

Two questions from each unit with internal choice

One question from each unit

Marks: 75

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M.A. English Literature | Syllabus

First Year || First Semester

Elective I || Asian Literature

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
TIPELEC1C	Asian Literature	EC1		Y	-	-	3	5	25	75	100

Learning Objectives:

To introduce to the students the literature classified as Asian Literature in English through selected works in different genres.

To enable the students to understand and appreciate the themes and literary techniques employed by the writers in different genres of Asian Literature in English.

Unit 1	Poetry	Moon Festival	Bei Dao (Chinese)
		The Song	Balakrishna Sama (Nepali)
		When Autumn Came	Faiz Ahamed Faiz (Pakistani)
Unit 2	Prose	Mosquitoes	Lafcadio Hearn (Japanese)
		Village Goes Town	Vijayatunga J (Sri Lankan)
Unit 3	Drama	The Year of the Dragon	Frank Chin (Chinese)
		Hogoromo (The Feather Mantle)	Zeami Motokiyo (Japanese)
Unit 4	Short Stories	SMS	Sunethra Rajakarunanayake (Sri Lankan)
		A Little Incident	Lu Hsun (Chinese)
		His Spouse	Zawgyi (Myanmar)
Unit 5	Fiction	Kartography	Kamila Shamsie (Pakistani)
		Please Look After Mom	Kyung-sook Shin (Korean)

Books for Reference:

- Azim, Firdous, and Niaz Zaman. *Galpa: Short Stories by Women from Bangladesh*. Dhaka: Rachana, Writers.Ink, 2006.
- Ganesan.S. *Asian Voices: An Anthology of Asian Writings in English*. Chennai: New Century Book House, 2015.
- Shamsie, Muneeza. *And the World Changed: Contemporary Stories by Pakistani Women*. N.P., 2008.
- Tyler, Royall. Ed. & Trans. *Japanese No Dramas*. London: Penguin Books, 2004.
- Wijesinha, Rajiva. *Bridging Connections: An Anthology of Sri Lankan Short Stories*. New Delhi: National Book Trust, 2007.

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 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

Question Paper Pattern

Time: 3 hours		Marks: 75
Part A – (10 x 2 = 20 marks)	Two questions from each unit	
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice	
Part C – (3 x 10 = 30 marks)	One question from each unit	



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M.A. English Literature | Syllabus

First Year || First Semester

Elective II || Travel Writing

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T1PELEC2A	Travel Writing	EC2		Y	-	-	3	5	25	75	100

Learning Objectives

LO1	To introduce the learners the genre of Travel Writing
LO2	To highlight the significance of travel writing and its features
LO3	To enable the learners to identify the themes of varied texts
LO4	To facilitate the students to identify rhetorical devices in texts
LO5	To familiarize the students different socio-cultural dimensions of prescribed texts

Details

Unit--I

Chapters 1,2,3 from Travel Writing by Carl Thompson –

Introduction,

Defining the Genre,

Travel Writing through the Ages: An Overview

Unit-II

Roy Moxham : The Great Hedge of India

Unit-III

William Dalrymple: Nine Lives in Search of the Sacred in India

Unit-IV

V.S. Naipaul : An Area of Darkness

Unit-V

The Following essays from Cambridge Companion to Travel Writing

“Travelling to write” by Peter Hulme

“Travel Writing and Gender” by Susan Basnett

“Travel Writing and Ethnography” by Joan Pau Rubes

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Gain knowledge about various writers of the genre	PO1,PO2
CO2	Identify the unique characteristics of travel writing	PO3, PO4
CO3	Study literary texts as part of the ecological and environmental realities	PO7
CO4	Appreciate the difference in socio, political and cultural background of the prescribed texts	PO6,PO8
CO5	critically analyze the themes of the prescribed texts	PO10

TextBooks	
1.	Susan Bassnett, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young
2.	Tim Youngs – The Cambridge introduction to Travel Writing

Reference Books	
1.	Robert Clarke, The Cambridge companion to Postcolonial Travel Writing
2.	Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund

WebResources	
1.	https://ijcrt.org/papers/IJCRT2010190.pdf
2.	https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review
3.	https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf

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 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

Question Paper Pattern

Time: 3 hours	
Part A – (10 x 2 = 20 marks)	Two questions from each unit
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice
Part C – (3 x 10 = 30 marks)	One question from each unit

Marks: 75



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M.A. English Literature Syllabus
First Year First Semester
Elective II New Literatures

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T1PELEC2B	New Literatures	EC2		Y	-	-	3	5	25	75	100

Learning Objectives:

To make learners familiarize with writers of new literatures.
To enable learners to appreciate various cultures.

Unit-I POETRY

David Diop: "Africa"

Wole Soyinka: "Telephone Conversation"

Judith Wright: "Fire at Murdering Hut"

A.D. Hope: "Australia"

Unit-II POETRY

Archibald Lampman: "A January Morning"

F.R. Scott: "The Canadian Authors Meet"

Margaret Atwood: "Journey to the Interior"

Leonard Cohen: "If It Were Spring"

Unit-III PROSE

Stuart Hall: "Cultural Identity and Diaspora"

Chinua Achebe: "Marriage is a Private Affair"

Unit-IV DRAMA

Wole Soyinka: The Swamp Dwellers

Tomson Highway: Dry Lips Oughta Move to Kapuskasing

Unit-V FICTION

Adele Wiseman: Crackpot

Margaret Laurence: Stone Angel

Reference Books:

- Oyekan Owomoyela. A History of Twentieth-Century African Literatures. University of Nebraska Press, 1993.
- Irele, Abiola. F. The African Imagination: Literature in Africa and the Black Diaspora. Oxford University Press, 2001.
- David I. Ker. The African Novel and the Modernist Tradition. Peter Lang Publishing, 1998.
- Parekh, Pushpa Naidu and Siga Fatima Jagne. Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook. Greenwood Press, 1998.
- Andrew Taylor. Reading Australian Poetry. Queensland: U of Queensland P 1987.
- Malcolm Ross. "Introduction". Poets of the Confederation. Toronto: McLelland and Stewart, 1960.
- John W. Garvin. ed. "Archibald Lampman". Canadian Poets and Poetry. Toronto, Ontario: McClelland, Goodchild & Stewart. 1916.
- Gary Geddes. ed. Fifteen Canadian Poets. Toronto: Oxford University Press, 2001.

Birney, Earle. ed. Twentieth-Century Canadian Poetry: An Anthology. Toronto: Ryerson Press, 1953.

Angela, McRobbie. Stuart Hall, Cultural Studies and the Rise of Black and Asian British Art. 2016.

Panofsky, Ruth. The Force of Vocation: The Literary Career of Adele Wiseman. University of Manitoba Press. 2006.

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 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

Question Paper Pattern

Time: 3 hours		Marks: 75
Part A – (10 x 2 = 20 marks)	Two questions from each unit	
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice	
Part C – (3 x 10 = 30 marks)	One question from each unit	



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M.A. English Literature | Syllabus

First Year || First Semester

Elective II || Single Author Study: T.S.Eliot

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T1PELEC2C	Single Author Study: T.S.Eliot	EC2		Y	-	-	3	5	25	75	100

Learning Objectives:

- (1) To enable the students to undertake a detailed study of the works of an author in a systematic manner.
- (2) To familiarize the students with the philosophy, themes and literary techniques of T.S.Eliot through his selected works.

Unit 1	Poetry	Journey of the Magi The Waste Land
Unit 2	Short Stories	The Man Who was King The Birds of Prey
Unit 3	Play	Murder in the Cathedral
Unit 4	Play	The Cocktail Party
Unit 5	Criticism	Tradition and Individual Talent Function of Criticism

Books for Reference:

The Complete Poems and Plays of T S Eliot. Faber & Fabre. 1969.
Martin, Jay, and T S. Eliot. *A Collection of Critical Essays on 'The Waste Land.'* Englewood Cliffs: Prentice-Hall, 1968.

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 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

Question Paper Pattern

Time: 3 hours
 Part A – (10 x 2 = 20 marks)
 Part B – (5 x 5 = 25 marks)
 Part C – (3 x 10 = 30 marks)

Two questions from each unit
 Two questions from each unit with internal choice
 One question from each unit

Marks: 75



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M.A. English Literature | Syllabus

First Year || Second Semester

Core IV || Indian Writing in English

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CLA	External	Total
T2PEL4	Indian Writing in English	CC4	Y	Y	-	-	5	6	25	75	100

Learning Objectives

LO1	Enabling the students to understand the evolution of Indian Writing in English.
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.
LO3	Comprehending different genres through the representation of different texts.
LO4	To inculcate in the students the cultural significance of Indian English literature.
LO5	To comprehend Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.

Unit	Text	Author
I	Tiger and the Deer	Aurobindo
	Rose of God	Aurobindo
	The Lotus	Toru Dutt
	The Casuarina Tree	Toru Dutt
	Palanquin Bearers	Sarojini Naidu
	Coromandel Fishers	Sarojini Naidu
II	Looking Glass	Kamala Das
	An Introduction	Kamala Das
	A River Once	Parthasarathy
	Under the Sky	Parthasarathy
	Morning Prayer	Nissim Ezekiel
	Enterprise	Nissim Ezekiel
III	Chandalika	Tagore
	Silence, the court is in Session	Vijay Tendulkar
IV	The Essence of poetry	Sri Aurobindo
	Style and Substance (from 'The Future Poetry')	Sri Aurobindo
	Emerging World Society	Dr. S. Radhakrishnan
	Orientation (Wings of Fire)	Dr. A. P. J. Abdul Kalam
V	Two Leaves and the Bud	Mulk Raj Anand
	Riot	Shashi Taroor
	Redemption (Akalikai and Sabavimochanam)	Pudumaippittan

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Understand the themes of Indian Writing in English	PO1
CO2	Identify the major trends in Indian Writing in English	PO1, PO2
CO3	Examine the background and settings of the prescribed texts	PO4, PO6

CO4	Evaluate the cultural significance of Indian English Literature	PO4, PO5, PO6
CO5	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8

Text Books

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

Reference Books

1. K. R. Srinivasa Iyengar, 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. Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5. Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

Web Resources

1. 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>

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 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

Question Paper Pattern

Time: 3 hours
 Part A – (10 x 2 = 20 marks)
 Part B – (5 x 5 = 25 marks)
 Part C – (3 x 10 = 30 marks)

Two questions from each unit
 Two questions from each unit with internal choice
 One question from each unit

Marks: 75


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 Thanjavur - 613 005

M.A. English Literature | Syllabus

First Year || Second Semester

Core V || American Literature

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PEL5	American Literature	CC5	Y	Y	-	-	5	6	25	75	100

Learning Objectives

LO1	To explore the origin and growth of American Literature
LO2	To introduce the students to the basic traits of American Literature and its cultural history.
LO3	To introduce the students to eminent writers of America and their works
LO4	To introduce the concepts and emerging trends and movements in American literature
LO5	To evaluate and analyze the works of the works prescribed

Unit	Out of the Cradle Endlessly Rocking	Walt Whitman
I Poetry	The Soul Selects Her Own Society	Emily Dickinson
	After Apple Picking	Robert Frost
	Cambridge Ladies	E. E. Cummings
	Anecdote of the Jar	Wallace Stevens
	Lady Lazarus	Sylvia Plath
II Prose	Snap shots of a Daughter-in-law	Adrienne Rich
	The American Scholar	Emerson
	Mother Tongue	Amy Tan
	Walden (Chapter "Pond")	Thoreau
III Drama	Death of a Salesman	Arthur Miller
	A Street Car Named Desire	Tennessee Williams
	Night Mother	Marsha Norman
IV Fiction	Light in August	William Faulkner
	The Awakening	Kate Chopin
V Short Story	The Cask of Amontillado	Edgar Allan Poe
	Bartleby the Scrivener	Herman Melville
	The Conversation of the Jews	Philip Roth

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Recognize the contributions of major American writers and their impact on the development of American literature	PO2
CO2	Analyze the movements and trends that shaped American literature	PO1, PO3
CO3	Gain knowledge about the transcendentalist and Romantics movements.	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts	PO4, PO5, PO6
CO5	Critically analyze the multicultural sensibility of American society	PO8, PO10

Text Books

- | | |
|----|---|
| 1. | Willis Wagner: American Literature - A World View |
|----|---|

Reference Books

- | | |
|----|--|
| 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://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/ |

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

Question Paper Pattern

Time: 3 hours

Part A – (10 x 2 = 20 marks)

Part B – (5 x 5 = 25 marks)

Part C – (3 x 10 = 30 marks)

Two questions from each unit

Two questions from each unit with internal choice

One question from each unit

Marks: 75



Signature of HoD.

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M.A. English Literature | Syllabus

First Year || Second Semester Core VI || Shakespeare Studies

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PEL6	Shakespeare Studies	CC6	Y	Y	-	-	4	6	25	75	100

Learning Objectives

CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets
CO4	Appraise Shakespeare's contribution to English language and literature
CO5	Recognize Shakespearean critics and their criticism of his works

Details

Unit - I

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

Unit - II

Sonnets - 12, 65, 86, 130, -- Comedy - Much Ado About Nothing

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 (excerpts) -- Granville Baker - From Preface to Shakespeare - - Stephen Greenblatt - Invisible Bullets: Renaissance - Authority and its Subversion -- Henry IV & Henry V from Shakespearean Negotiations. New York: Oxford University Press, 1988

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Identify the social, cultural and political events as represented in the works of Shakespeare	PO1
CO2	Understand Elizabethan theatre and the theatre's development	PO3
CO3	Illustrate the linguistics richness and figurative language of the plays	PO4, PO5
CO4	Identify the trends and approaches in Shakespeare studies	PO6
CO5	Critically analyze the works of Shakespeare	PO7, PO10

Text Books

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

Reference Books

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

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

Question Paper Pattern

Time: 3 hours		Marks: 75
Part A – (10 x 2 = 20 marks)	Two questions from each unit	
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice	
Part C – (3 x 10 = 30 marks)	One question from each unit	


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M.A. English Literature | Syllabus

First Year || Second Semester

Elective III || Life Writings

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PELEC3A	Life Writings	EC3		Y	-	-	3	4	25	75	100

Learning Objectives

LO1	To introduce life writing as an important genre in literary studies.
LO2	To make students realize the literary significance of life writings.
LO3	To make students understand various functions of life writing.
LO4	To familiarize students with life writings of success stories to conflict zone testimonies and literary works
LO5	To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality

Details

Unit - I

Defining Kinds of Life Writing (1-4 from Sidonie Smith): Auto ethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative, Travel Narrative -- Carole Angier: Biography (Essay) (pp. 47-63) -- The Arvon Book of Life Writing: Writing biography, autobiography and memoir -- Sally Cline: Autobiography (Essay) (pp. 64-81) -- Sidonie Smith: Fifty-two Genres of Life Narrative (pp. 183-208) -- Appendix A, Reading Autobiography: A Guide for Interpreting Life Narratives -- Sidonie Smith and Julia Watson

Unit - II

Autobiography -- Malini Chib: One Little Finger (Autobiography) -- Manobi Bandopadhyay: A Gift of Goddess Lakshmi

Unit - III

Memoirs and Testimonials: -- Viktor Frankl: Man's Search for Meaning (Memoir) -- Mourid Barghouti: I Saw Ramallah (Memoir) -- Urvashi Butalia: The Other Side of Silence: Voices from the Partition -- (Memoir / Testimonials)

Unit - IV

Literary Works (Drama) -- Eugene O'Neil: Long Day's Journey into Night

Unit - V

Autofiction and Short Life Narratives -- Christopher Isherwood: Goodbye To Berlin (Autofiction) -- Nandini Oza: Homeless: Revli's Story

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Become familiar with various subgenres of life writing.	PO2
CO2	Sensitize themselves to the predicament of various marginalized sections.	PO3, PO6
CO3	Comprehend the significance of life writing as a literary genre.	PO1, PO2, PO5
CO4	Get acquainted with the role of personal narrative in writing history.	PO6

CO5	Comprehend the different socio, cultural and political dimensions	PO8, PO9
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Text Books

1. Sally Cline and Carole Angier, *The Arvon Book of Life Writing: Writing biography, autobiography and memoir.*
2. Sidonie Smith and Julia Watson, *Reading Autobiography: A Guide for Interpreting Life Narratives.*
3. Nandhini Ozha, *Whither Justice: Stories of Women in Prison*

Reference Books

Laura Marcus – Auto / Biographical discourses: Theory, Criticism and Practice

Web sources

1. <https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053>
2. <https://rupkatha.com/V13/n1/v13n120.pdf>

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

Question Paper Pattern

Time: 3 hours	
Part A – (10 x 2 = 20 marks)	Two questions from each unit
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice
Part C – (3 x 10 = 30 marks)	One question from each unit

Marks: 75


Signature of HoD.

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M.A. English Literature | Syllabus

First Year || Second Semester Elective III || Literature and Society

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PELEC3B	Literature and Society	EC3		Y	-	-	3	4	25	75	100

Learning Objectives:

- To help students understand the relevance of Literatures for Societal Transformation
- To enable students understand the society through the prescribed literary texts
- The student will understand the link between literature and society

UNIT-I: POETRY

William Blake – From ‘Auguries of Innocence’ To see a world in a grain of sand..... shall never be below’d by men (26 lines)

P.B. Shelley – Prometheus Unbound

Ogden Nash – Bankers Are Just Like Anybody Else Except Richer

UNIT-II: PROSE

John Ruskin – Unto this Last Henry Newman – The Idea of a University

UNIT-III: FICTION (SHORT STORY)

O’Henry – The Cop and The Anthem

Liam O’Flaherty – The Sniper

Tayeb Salih – A Handful of Dates

Luigi Pirandello – War

Samuel Johnson – The Lure of Lottery

UNIT-IV: DRAMA

Anton Chekhov – The Cherry Orchard

UNIT-V: GREAT ORATORIES

Abraham Lincoln – Gettysberg Speech

Mahatma Gandhi – Women Not The Weaker Sex

Jawaharlal Nehru – Tryst with Destiny

William Shakespeare – Mark Antony (Julius Ceasar)

Course Outcomes:

- The student will be able to
- know the importance of ethics and spirituality
- understand the mythological characters and imagination
- know the ethical values and punishment for sinners
- realize the contemporary situation in society
- know how the materialistic world dominates humanism

Reference Books:

Rene Wellek – Literature and Society

Malik & Raval, “Law and Social Transformation in India”, Allahabad Law Agency.

Dr. G.P. Tripathi, "Law and Social Transformation", Central Law Publications.
 Mark Clapson, "Suburban Century: Social Change and Urban Growth in England and the United States".
 David Braybrooke Bryson and Brown Peter K. Schotch, "Logic and the Tragic of Social Change", Oxford University.

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

Question Paper Pattern

Time: 3 hours
 Part A – (10 x 2 = 20 marks) Two questions from each unit
 Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
 Part C – (3 x 10 = 30 marks) One question from each unit

Marks: 75

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M.A. English Literature | Syllabus

First Year || Second Semester

Elective III || Autobiographies

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PELEC3C	Autobiographies	EC3		Y	-	-	3	4	25	75	100

Learning Objectives:

- to make students define autobiography
- to delineate different types of autobiography
- to outline a personal autobiography
- to portray the life experiences and achievements of the author

UNIT-I	Nigel Hamilton	Biography: A Brief History
	James Boswell	Chapter IX The Dictionary Life of Johnson
UNIT-II	Anne Frank	(excerpts from) The Diary of a Young Girl
	Malala Yousafzai	(from) I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban
	Florence Nightingale	(from) Eminent Victorians
UNIT-III	R K Narayan	My Days
	Salim Ali	The Fall of a Sparrow
UNIT-IV	Tom Alter	The man who made the elephant dance
	R K Laxman	The Tunnel of Time: An Autobiography
	Vladimir Nabokov	Speak, Memory
UNIT-V	Jeff Kinney	The Diary of a Wimpy Kid
	Jesmyn Ward	Men We Reaped: A Memoir
	Elizabeth Gilbert	Eat, Pray, Love: One Woman's Search for Everything
	Michael Ondaatje	Running in the Family

Course Outcomes:

- The student will be able to
- identify features and characteristics of different genres of life-writing
- to explain and apply critical concepts used in analyzing autobiography
- to understand memoir, testimonial and autobiographical fiction
- to identify confessional and testimonial paradigms and explain their relevance to life writing.

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

Question Paper Pattern

Marks: 75

Time: 3 hours
 Part A – (10 x 2 = 20 marks)
 Part B – (5 x 5 = 25 marks)
 Part C – (3 x 10 = 30 marks)

Two questions from each unit
 Two questions from each unit with internal choice
 One question from each unit



Signature of HoD.

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M.A. English Literature | Syllabus

First Year || Second Semester Elective IV || Literature and Film

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PELEC4A	Literature and Film	EC4		Y	-	-	3	4	25	75	100

Learning Objectives

LO1	Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
LO2	Understanding the bond between the films and literature.
LO3	Analyzing the literary texts in comparison with the films.
LO4	Critical appreciation of films in the background of literary theories.
LO5	Tracing the differentiation in films from different parts of the world.

Details

Unit - I -- Shakespeare: Othello (Text and Film)

Unit - II -- Mary Shelly: Frankenstein (Text and Film)

Unit - III -- Charles Dickens: A tale of two cities (Text and Film)

Unit - IV -- G. B. Shaw: Pygmalion My fair Lady (Text and Film)

Unit - V -- J. K. Rowlings: Harry Potter and the Chamber of Secrets (Text and Film)

Movies for Appreciation

A Few Good Men - Legal Drama by Aaron Sorkin 1989

Confessions of a - Sophin Kinsella Shopaholic

Elippathayam - Adoor Gopalakrishan

Bridge on River Kwai - Novel to Film

	Course Outcomes: On completion of this course, students will	Programme Outcomes
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

Text Books

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

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

Web Resources

- 1 www.academicinfo.net/film.html.
2. <https://wnorton.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_articles/51169927.cms
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

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

Question Paper Pattern

- Time: 3 hours
- Part A – (10 x 2 = 20 marks) Two questions from each unit
- Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
- Part C – (3 x 10 = 30 marks) One question from each unit

Marks: 75



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M.A. English Literature | Syllabus

First Year || Second Semester

Elective IV || Eco Literature

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PELEC4B	Eco Literature	EC4		Y	-	-	3	4	25	75	100

Learning Objectives:

- to initiate the students into the nature and ecology aspects of literature and the critical practice of reading literature on that basis.
- to introduce students to the latest schools of criticism thereby providing them with a new approach to be used practically in research work.

Unit-I	Introduction to Eco criticism	Definition scope and importance of Eco Criticism, Ecofeminism
Unit-II	Rachel Carson	The Obligation to Endure from <i>Silent Spring</i>
	Cheryll Glotfelty	Literary Study in an Age of Environmental Crisis
	K.C. Abraham	A Theological Response to the Ecological Crisis
Unit-III	Chief Seattle	Letter to President Pierce in 1855
	A.K Ramanujan	Flowering Tree
Unit-IV	F.G. Scott	The Unnamed Lake
	Mildred D. Taylor	Song of the Trees
Unit-V	William Blake	The Fly
	Edwin Muir	Horses

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	understand the complex and various representations of nature	PO1,PO2
CO2	deploy appropriate critical strategies to analyse the ideological dimensions of representations of nature and ecology	PO3, PO4
CO3	reflect upon and critique both the real world environmental crisis and representations of related issues	PO7
CO4	understand the different generic and formal modes of construction - including strategies for representing ecological disaster and threat, apocalypse, different ideas of nature	PO6,PO8
CO5	Enhance reading, writing, research and group communication skills; and the capacity to engage with secondary critical reading material	PO10

Reference Books:

Norton Reader. An Anthology of Non-fiction, 11th Edition, pp. 611-612

A.K Ramanujan [from Flowering Tree and other Tales]

Gretchen T. Legler :Ecofeminist Literary Criticism

Clark, Timothy. The Cambridge Introduction to Literature and the Environment. Cambridge; New York, N.Y.; Melbourne: Cambridge University Press, 2010 Core XIII: Eco-Literature

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

Question Paper Pattern

Time: 3 hours
 Part A – (10 x 2 = 20 marks)
 Part B – (5 x 5 = 25 marks)
 Part C – (3 x 10 = 30 marks)

Two questions from each unit
 Two questions from each unit with internal choice
 One question from each unit

Marks: 75



Signature of HoD.

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M.A. English Literature | Syllabus

First Year || Second Semester Elective IV || Feministic Studies

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PELEC4C	Feministic Studies	EC4		Y	-	-	3	4	25	75	100.

Learning Objectives:

To make the students to understand the contemporary feministic thoughts.

To understand variety of disciplinary prespectives and the theoretical orientations on feminism.

To understand the issues in feminist theory such as the sex / gender debate, sexual desire.

To comprehend the body and the construction of masculinity among others.

To understand the ways in which these issues intersect with race, class, colonialism and the nation.

Unit-I	Development Of Feminist Thought - Concept Of Women's Studies - Indian Feminist Writes - Women's Movement In India- Women In Indian Society.
Unit-II	Feminism And Feminist Theory - Marxist And Society Feminism - Third Wave Feminism - Post-Colonial And Multi-Cultural Feminism- Feminist Perspectives On Sexuality And Gender Identity
Unit-III	Poetry: Sita - Toru Tott / The Freaks - Kamals Das / My Grand Mother's House - Kamala Das / She - Lakshmi Kannan
Unit-IV	Short Story: I Want - Sashi Despande / Circus Cat, Alleg Cat - Anita Desai
Unit-V	Novel: Nectar In A Sieve - Kamala Markandaya / Thousand Faces Of A Night - Gita Hariharan

Reference Books:

Susan Bassentt, Feminist Experience: The Women's Movement in Four Cultures, London.

Nicholson, Linda The Third Wave: A Reader In Feminist Thoery Cd - 1997, New York; Routledge.

Schreir, Miriam: Feminism, The Essential Historical Writings, Cd - 1994, New York; Vintage. The Many Faces Of Gender Inequality - Amarty Sen.

Course Outcomes: After the completion of the course, the students will:

CO 1	the end the course, the course will help the students to understand femiminism and feminist theories.
CO 2	the end of the course students will know the details of women's movements in India and the Western world.
CO 3	e students will understand the emergence of women's question in India and Women's Activism/Movements in Post-Independence India.
CO 4	e students are able to discuss the comtemporany debates on surrounding women activism.

CO 5	The students are able to understand the key contribution of the pioneers on feminism.
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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

Question Paper Pattern

Time: 3 hours	
Part A – (10 x 2 = 20 marks)	Two questions from each unit
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice
Part C – (3 x 10 = 30 marks)	One question from each unit

Marks: 75



Signature of HoD.

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M.A. English Literature | Syllabus

First Year || Second Semester

Skill Enhancement Course I || Employability Skill

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T2PELSE1	Employability Skills	SEC1	Y	-	-	-	2	4	25	75	100

Learning Objectives

LO1	To provide the students with an ability to build and enrich their communication skills.
LO2	To outline the importance of Employability Skills for the current job market and future of work
LO3	To facilitate the learners to learn personal and professional development
LO4	To highlight the importance of Self-Awareness and Behavioral Skills
LO5	To help them think and speak imaginatively and critically

Details

Unit - I

Importance of Communication Skills -- Components of Communication -- Formal and Informal Communication -- Verbal and Non Verbal Communication -- LSRW Skills

Unit - II

Greetings and Self Introduction -- Asking and Responding to Questions -- Sharing Information with others -- Social Etiquette

Unit - III

Goal Setting -- Job Search -- Applying for Jobs -- Resume Writing -- Interview Skills -- Telephone Skills -- Stages and types of Interviews -- Mock Interview -- Group Discussion

Unit - IV

Self-Management -- Stress Management -- Time Management -- Emotional Intelligence

Unit - V

Work place Communication -- Team Management -- Leadership Skills -- Problem Solving Skills -- Decision Making -- Negotiations

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Analyze the various types of communication	PO2, PO3
CO2	Learn about the four skills of language and get familiarized with them.	PO1, PO4
CO3	Enhance their personal and professional development	PO5, PO6
CO4	Gain employability Skills for the current job market and future of work	PO7, PO8, PO9
CO5	Acquire self-confidence and behavioral Skills	PO10

Text Books

1. Michael McCarthy and Felicity O'Dell, English Vocabulary in use(Advanced)
2. Dr. M. Sen Gupta, Skills for Employability: A Handbook
3. Brent C. Oberg. Interpersonal Communication

4. John Seely. The Oxford Guide to Writing and Speaking

Reference Books

1. Understanding Body Language by Alan Pease.
2. Bill Mascull, Business Vocabulary in Use
3. Asha Kaul. Effective Business Communication
4. S.K. Mandel. Effective Communication and Public Speaking

Web sources

1. www.researchgate.net
2. <https://business.tutspus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048>
3. https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION
4. <https://akpsi.org/what-is-oral-communication/>
5. <https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/>

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

Question Paper Pattern || Part IV || SEC1

Time: 3 hours

Marks: 75

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.



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M.A. English Literature | Syllabus

Second Year || Third Semester

Core VII || Post-Colonial Literature

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T3PEL7	Post-Colonial Literature	CC7	Y	Y	-	-	5	6	25	75	100

Learning Objectives

LO1	To examine, understand current socio-political mood in third-world countries through the study of their fiction and poetry.
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres
LO3	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
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.
LO5	Recognize the critical perspectives in Post-colonial literatures.

Details

Unit - I Key Concepts

Centre / Margin (Periphery), Dislocation, Ecological Imperialism, Eurocentrism, Hegemony

Unit - II Poetry

Kofi Awonoor: Easter Dawn, The Weaver Bird (Ghana)

James Reaney: Maps (Canada)

Kath Walker: No More Boomerang (Australia)

Derek Walcott: Ruins of a Great House (Caribbean Islands)

Lakdasa Vikramsimha: Don't talk to me about Matisse (Sri Lanka)

Allen Curnow: Time (New Zealand)

Pablo Neruda: The Dictators (Chile)

Wole Soyinka: Telephone Conversation (Africa)

Syed Amanuddin: Don't Call Me Indo Anglican (India)

Unit - III

Wole Soyinka: Death and the King's horsemen

Derek Walcott: Dream on Monkey Mountain

Unit - IV

Chinua Achebe: Things Fall Apart

Thomas King: The One About Coyote Going West

Sam Selvon: The Lonely Londoners

Unit - V Ashcroft, Griffiths and Tiffin: The Empire Writes Back - Chapter 1

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Evaluate the political and social background of the third world nations	PO2
CO2	Identify the emerging trends in Post-Colonial Literature	PO1, PO3
CO3	Examine the Problems and consequences of the decolonization of a country,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to post-colonial literature	PO6, P10
CO5	Interpret the post-colonial concepts found in different literary genres	PO7, PO8

Text Books

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

Reference Books

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
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

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

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)

Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit

Signature of HoD.

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M.A. English Literature | Syllabus

Second Year || Third Semester

Core VIII || Contemporary Literary Criticism

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T3PEL8	Contemporary Literary Criticism	CC8	Y	Y	-	-	5	6	25	75	100

Learning Objectives

LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge
LO2	To introduce students to the functions of a critic and criticism.
LO3	To focus on interpreting the works of various literary critics
LO4	To facilitate the learners to focus on evaluate critically and aesthetically the prescribed texts
LO5	To enable to students to compare significant poetics and aesthetic traditions of the world

Details

UNIT - I

Chapter XIV From Biographia Literaria - S.T.Coleridge

The Archetypes of Literature - Northrop Frye

Unit - II

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

The Structural Study of Myth - Claude Levi Strauss

Unit - III

Irony as Principle of Structure : Cleanth Brooks

Creative Writers and Day-Dreaming: Sigmund Freud

Unit - IV

From Work to Text: Roland Barthes

Capitalism, Modernism and Postmodernism: Terry Eagleton

Unit - V

The Deconstructive Angel: M. H. Abrams

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Understand a literary text by applying various critical theories.	PO2, PO3
CO2	Develop the objective analysis of the subject matter	PO4
CO3	Analyze a literary text with reference to socio-political issues	PO5
CO4	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
CO5	Demonstrate an understanding of the changing emphasis in the study of literature from text towards context	PO9, PO10

Text Books

- Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.
- Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford

References Books

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

WebResources	
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/h/the-deconstructive-angel/4517560
5	https://www.britannica.com/biography/Roland-Gerard-Barthes

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 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

Question Paper Pattern

Time: 3 hours

Part A – (10 x 2 = 20 marks)

Part B – (5 x 5 = 25 marks)

Part C – (3 x 10 = 30 marks)

Two questions from each unit

Two questions from each unit with internal choice

One question from each unit

Marks: 75



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M.A. English Literature | Syllabus

Second Year || Third Semester

Core IX || Language and Linguistics

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T3PEL9	Language and Linguistics	CC9		Y	-	-	5	6	25	75	100

Learning Objectives

LO1	To introduce the learners sounds of English Language
LO2	To familiarize the learners with the word meaning
LO3	To enable learners to comprehend linguistic concepts
LO4	To expose them to theoretical and practical manifestations of linguistics.
LO5	To familiarize learners with the discourse of linguistics

Details

Unit - I

Sounds of Language (I) -- Sounds of Language (II) -- Word Meaning

Unit - II

Morphology - Morphemes - Free and Bound Morphemes, Derivational versus Inflectional, Morphological Description: Morphs and Allomorphs

Unit - III

Phrases and Sentences & Grammar

Grammar, Types of Grammar, Parts of Speech, Traditional Grammar, Traditional Categories, Traditional Analysis, The Prescriptive Approach, The Descriptive Approach, Structural analysis, Immediate Constituent Analysis, Labeled and Bracketed Sentences, A Gaelic sentence

Unit - IV

Syntax, Generative Grammar, Properties of Grammar, Deep and surface structure, Structural ambiguity, Different Approaches, Symbols used in syntactic description, Labeled diagrams, Phrase structure rules, Back to recursion, Transformational rules -- Polemical Essays: Selection from The Telling It Collective.

Unit - V

Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, Synonymy, Antonymy, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation.

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Recognize the historical background of Language and Literature	PO1, PO3
CO2	Apply the linguistic form to language use	PO1
CO3	Comprehend the classification and description of Word change	PO4
CO4	Analyze the syntactic, grammatical and semantic patterns	PO6, PO8
CO5	Demonstrate a fair knowledge of nature of language and its functions	PO9, PO10

Text Books

1. Wallwork, J. F. Language and Linguistics: An Introduction to the Study of Language. Heinemann Educational Books, London.
2. Yule, George. The Study of Language. Cambridge University Press

References Book

Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press.

Web Sources	
1	https://linguistics.ucla.edu/people/stabler/20-14.pdf
2	https://viancep2012.files.wordpress.com/2012/10/english-language.pdf
3	https://gavispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf

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

Question Paper Pattern

Time: 3 hours	Marks: 75
Part A – (10 x 2 = 20 marks)	Two questions from each unit
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice
Part C – (3 x 10 = 30 marks)	One question from each unit

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M.A. English Literature | Syllabus

Second Year || Third Semester

Core X || Writings of the Marginalized

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T3PEL10	Writings of the Marginalised	CC10		Y	-	-	4	6	25	75	100

Learning Objectives

LO1	To introduce the learners to the realities and ideological underpinnings of the subaltern culture in India
LO2	To provide knowledge about the marginalized people' surprising in the literary, social and cultural spheres.
LO3	To understand the limitations of Subaltern studies.
LO4	To enable learners to identify and appreciate the aesthetic positions of these texts
LO5	To facilitate the learners to identify the issues around the world

Details

Unit - I

Key Terms : Subalternity, Marginality, Dalit, Queerness, Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrants

Unit - II: Poetry

Maya Angelou - The Caged Bird
 Oodreroo Noonuccal - We are Going
 Rita Joe - I Lost My Talk
 Paula Gunn Allen - Taking a Visitor to See the Ruins
 L. J. Mark - It's a New Day
 Louise Erdrich - Captivity

Unit - III

"Castes in India" and "Annihilation of Caste, Genesis and Mechanism of Caste" by Ambedkar
 Can the Subaltern Speak - Gayathri Spivak

Unit - IV: Drama

C. T. Indra (Translation) - Nandan
 Jack Davis - No Sugar

Unit - V

Jeanette Winterson - Oranges are not Only Fruit
 Imayan - Pethavan
 Edgar Alan Poe - Hop Frog (From Edgar Alan Poe: Poems and Tales)
 Baby Kamble - The Prisons We Broke

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Understand the historical and political background of Marginalized issues	PO1
CO2	Identify and analyze the texts of the marginalized writers	PO2

CO3	Analyze a literary text with reference to socio-political Issues	PO3,PO4
CO4	Recognize the predicament of the marginalized people	PO6, PO8
CO5	Experience the subaltern nation and people through the texts prescribed	PO9

Text Books

1. The Post-Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffith
- 2 Lennard. J. Davis – Introduction: Disability, Normality and Power: The Disability Studies Reader- Routledge

Reference Books

Reading Subaltern Studies: Critical History by David Ludden

Web sources

- 1 www.ambedkar.org
- 2 <https://culturalstudiesnow.blogspot.com/2011/11/gayatri-spivak-can-subaltern-speak.html>

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

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)

Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit



Signature of HoD.

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M.A. English Literature | Syllabus

Second Year || Third Semester

Elective V || Approaches and Methods in English Language Teaching

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T3PELEC5A	Approaches and Methods in English Language Teaching	EC5		Y	-	-	3	3	25	75	100

Learning Objectives

LO1	To enhance the learning and teaching skills of English
LO2	To familiarize students about the basic concepts and theories related to English language teaching
LO3	To focus on the problems in language teaching
LO4	Explore different ways of testing
LO5	Practice writing lesson plans and teaching

Details

Unit - I

The Grammar-Translation method

The Direct method -- The Audio-Lingual method. -- Oral situational Approach

Unit - II

The Communicative Approach

Task based Language Teaching: LSRW Skills, Grammar and Vocabulary

Unit - III

Content and Language Integrated Learning

Unit - IV

Testing and Evaluation

Norm vs Criterion-Referenced Testing

Unit - V

Lesson Planning

Teaching Practice: Lesson Plans

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	On completion of this course, students will;	PO3
CO2	Identify teaching methods/approaches	PO1, PO2
CO3	Learn to teach skills - L S R W and literature	PO4, PO5
CO4	Identify the objectives, active role of learners, teachers and materials	PO3, PO7
CO5	Testing and Evaluating learners using norm and criterion-referenced methods of assessment	PO8, PO9

Text Books

1. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2015.
2. Saraswathi. V, *English Language Teaching: Principles and Practice*
3. Penny Ur. *A Course in Language Teaching Practice and theory*

Reference Books

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/
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

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 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 Contributing to POs	3.0	3.0	3.0	2.8	3.0

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)

Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit



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M.A. English Literature | Syllabus

Second Year || Third Semester

Elective V || English Language, Phonetics, Grammar Studies

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T3PELEC5B	English Language, Phonetics, Grammar Studies	EC5		Y	-	-	3	3	25	75	100

Unit I	Theories of Learning	Behaviourism
		Cognitivism
		Constructivism
	A Brief history of Language Teaching	The Grammar-Translation method
		The Direct method
		The Audio lingual method
Unit II	Theories of Language	Structuralism
		Functionalism
		Construction Grammar
	Nature of approaches and methods in Language Teaching	Definition of Approach and method
		Oral approach and situational language teaching
		Competency based Language teaching
		The Silent Way
		Community Language Learning
Unit III	Instructional Methods	The Grammar-Translation Method
		The Direct Method
		The Audio-lingual Method
		The Oral Approach and Situational Language Teaching
Unit IV	Designer Methods	Silent Way
		Community Language Learning
		Total Physical Response
		Suggestopedia
	Teaching Aspects	Teaching Prose Teaching Poetry Teaching Grammar, Teaching of Non-Detailed Text.
Unit V	Current Approaches and Methods	Communicative Approach
		Content and Language Integrated Learning
		Task-Based Language Teaching
		Eclectic Approach
	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:

- Richards, Jack C., & Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge University Press, 2015. Unit-III: Chapters 4-10, Unit-IV: Chapter 3, Unit-V: Chapter 2.
- The British Council. 1979. Produced in England by the British Council. Printing and Publishing Department, London. *The Use of Media in ELT*.
- Schunk, Dale. *Learning Theories: An Educational Perspective*. 6th ed., Pearson, 2012. Unit I: Chapters 3 & 4.
- Stern, Hans Heinrich. *Fundamental Concepts of Language Teaching*. Oxford UP, 1991. Unit-II: Chapter 3.

References Books:

- Dr. Shaikh Mowla. *Methods of Teaching English*.
- Dr. Gurav H.K. *Teaching Aspects of English Language*.
- Ellis, Rod, *Understanding Second Language Acquisition*. Oxford UP, 1985.
- Larsen-Freeman, Diane & Marti Anderson. *Techniques and Principles in Language Teaching*. Oxford UP. 2011.
- Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. Pergamon, 1981.
- Barsky, Robert F. Universal Grammar. *Encyclopedia Britannica*, 16 Nov. 2018.
- Henson, Kenneth T. *Teaching Methods: History and Status. Theory Into Practice*, Vol.19, No.1, pp. 2-5.

Web Resources

- https://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
- <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
- <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
- <https://www.britannica.com/topic/universal-grammar>.
- <https://doi.org/10.1080/00405848009542864>
- Roberts, Rachael. *The Silent Way, Suggestopaedia*. TPR and other 'designer methods: what are they and what can we learn from them? *elt-resourceful*, 14 Sept. 2012.
- <https://elt-resourceful.com/tag/designer-methods>

Question Paper Pattern

Time: 3 hours

Marks: 75

- Part A – (10 x 2 = 20 marks) Two questions from each unit
- Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice
- Part C – (3 x 10 = 30 marks) One question from each unit



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M.A. English Literature | Syllabus

Second Year || Third Semester

Skill Enhancement Course II || Entrepreneurship Development

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T3PELSE2	Entrepreneurship Development	SEC2		Y	-	-	2	3	25	75	100

Learning Objectives

LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.
LO2	To develop the ability of analyzing and understanding business situations in which entrepreneurs act.
LO3	To aid them in analyzing various aspects of entrepreneurship - especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.

Details

Unit - I

Introduction: Meaning and Importance -- Evolution of term 'Entrepreneurship' -- Factors influencing Entrepreneurship -- Psychological factors -- Social factors -- Economic factors -- Environmental factors.

Unit - II

Characteristics of an entrepreneur -- Types of entrepreneur: business, use of technology, motivation, growth, stages -- New generations of entrepreneurship vs social Entrepreneurship.

Unit - III

Entrepreneurship -- health, entrepreneurship -- tourism entrepreneurship -- women entrepreneurship -- barriers to entrepreneurship.

Unit - IV

Motivation: Maslow's theory, Herzberg's theory, Mc Gregor's theory -- Culture and society -- Risk taking behavior.

Unit - V

Creativity and entrepreneurship -- Steps in creativity -- Decision making and problem solving -- Assistance to an entrepreneur -- Incentives and facilities -- New ventures.

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1
CO2	Analyse the business environment in order to identify business opportunities	PO1, PO2
CO3	Identify the elements of success of entrepreneurial ventures	PO4, PO6
CO4	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
CO5	Evaluate the effectiveness of different entrepreneurial strategies and specify	PO3, PO8

the basic performance indicators of entrepreneurial activity
--

Text Books	
1.	C J Cornell. The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)
3.	Harpreet S. Grover. Let's build a company, Vibhore Goyal, Penguin Books, 2020.

Reference Book

Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.

Web Resources	
1.	https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf
2.	https://byjus.com/commerce/what-is-entrepreneurship/
3.	https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship
4.	https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise

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

Question Paper Pattern || Part IV || SEC1

Time: 3 hours

Part A – (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

Marks: 75

TOTAL - 75 marks.



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M.A. English Literature | Syllabus

Second Year || Fourth Semester

Core XI || Classics in Translation

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CLA	External	Total
T4PEL11	Classics in Translation	CC11	Y	-	-	-	5	6	25	75	100

Learning Objectives

LO1	To enable students to get a glimpse of the rich diversity of Indian culture and literature
LO2	To provide knowledge about the regional languages through representative texts in English translation
LO3	To equip the students in the skills as well as the politics of translation.
LO4	Focus on important dimensions of culture through the prescribed texts
LO5	Understanding the nuances of translations

Unit 1	Poetry	Thirukkural - 60 Ns	- G.U.Pope
		Self control:	121 - 130
		Purity of conduct:	131 - 140
		Listening:	411 - 420
		Understanding:	421 - 430
		Eloquence:	641 - 650
		Purity of action:	651 - 660
		Pathu Pattu: Mullai Pattu (103 lines)	Dakshinamurthy A
Unit 2	Prose	Of Idleness	Montaigne
		Of Liars	Montaigne
		Of Fear	Montaigne
Unit 3	Drama	Inferno	Dante
		The Doll's House	Henrik Ibsen
Unit 4	Short Stories	The Three Hermits	Leo Tolstoy
		God Sees the Truth but Waits	Leo Tolstoy
Unit 5	Fiction	Mother	Maxim Gorky
		Crime and Punishment	Dostoevsky

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

Text Books

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

Reference Books

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%20upport%20translation.
- 2 <https://www.tandfonline.com/toc/rtrs20/current>
- 3 <https://complit.fas.harvard.edu/translation-studies>
- 4 <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
- 5 <https://www.lit-across-frontiers.org/about-translation-workshops/>

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 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

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)

Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit



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M.A. English Literature | Syllabus

Second Year || Fourth Semester

Core XII || A Glimpse of Nobel Laureates

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T4PEL12	A Glimpse of Nobel Laureates	CC12		Y	-	-	5	6	25	75	100

Learning Objectives

LO1	To introduce the learners to the Nobel Laureates of various genres of Literature
LO2	To expose the students to the ideas and concepts of the Nobel Laureates
LO3	To acquaint students with the issues dealt in the works of the Nobel Laureates
LO4	To train students to critically analyze the texts of Nobel Laureates
LO5	To enable the learners to recognize the contribution of the Nobel Laureates to the society

Unit - I - Poetry

Pablo Neruda - If You Forget Me, Ode to the Onion

Octavio Paz - The Street

The Power of the Dog - Rudyard Kipling

Oracle - Seamus Heaney

Unit - II - Prose

George Bernard Shaw - Spoken English and Broken English

Chinua Achebe - A Novelist as a Teacher

Unit - III

The Caretaker - Harold Pinter

Justice - John Galsworthy

Unit - IV

Short Stories by Alice Munro

The Turkey Season Differently Runaway

The Bear Came Over the Mountain Boys and Girls

Unit - V

The Pearl - John Steinbeck

One Hundred Years of Solitude - Gabriel Garcia Marquez

	Course Outcomes: On completion of this course, students will	Programme Outcomes
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
CO4	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
CO5	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

Text Books

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

Reference Books

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

WebResources	
1	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2	https://www.britannica.com/biography/Pablo-Neruda
3	https://www.britannica.com/topic/Nobel-Prize
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5	https://www.britannica.com/biography/Alice-Munro

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

Question Paper Pattern

Time: 3 hours	
Part A – (10 x 2 = 20 marks)	Two questions from each unit
Part B – (5 x 5 = 25 marks)	Two questions from each unit with internal choice
Part C – (3 x 10 = 30 marks)	One question from each unit

Marks: 75

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M.A. English Literature Syllabus
Second Year Fourth Semester
Core XIII Project and Research Methodology
(Project with Viva Voce)

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T4PEL13	Project and Research Methodology (Project with Viva voce)	CC13		Y	-	-	7	10	25	75	100

Learning Objectives

LO1	To give an overview of the research methodology and explain the technique of defining a research problem
LO2	To explain the functions of the literature review in research.
LO3	To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review
LO4	To explain various research designs and their characteristics
LO5	To explain the details of sampling designs and also different methods of data collections

Unit - I

Formatting the Research Project

Margins -- Text Formatting -- Title -- Running Head and Page Numbers -- Internal Headings and Subheadings -- Placement of the List of Works Cited -- Proof reading and Spell checkers -- Binding a Printed Paper -- Electronic Submission

Mechanics of Prose

Spelling -- Dictionaries -- Plurals -- Punctuation -- Commas -- Hyphen -- Semicolons and Colons -- Dashes and Parentheses -- Quotation marks, Italics, Capitalization of English Terms -- Titles. Use of Numerals or words, Dates and Times

Unit - II

Principles of Inclusive Language and Documenting Sources: An Overview

Why Plagiarism Is a Serious Matter? -- Avoiding Plagiarism -- Careful Research -- Giving Credit -- Paraphrasing -- When to paraphrase -- How to paraphrase -- How to paraphrase and give credit -- Quoting -- When to quote? -- How to quote and give credit? -- When Documentation Is Not Needed?

Unit - III

Creating and Formatting Entries: An Overview

The MLA Core Elements -- Author -- Title -- Title of Container -- Contributor, Key contributors, Other types of contributors -- Version, Number, Publisher, Co - publisher, Books -- Websites, Audio and visual media -- Terms omitted from publishers' names -- Common abbreviations in publishers' names -- City of publication -- Publication Date in Books, E-books, News articles, Journal articles -- Publication Date: Year, Season, Time Date

range -- Location: What It Is -- Page numbers -- Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking -- Ordering the List of Works Cited -- Alphabetizing by Title -- Cross-References, Annotated Bibliographies

Unit - IV

Citing Sources in the Text

In-Text Citations, Overview -- What to Include and How to Style It

Citing a work listed by author, Co-authors, Corporate authors

Two authors with the same surname -- Two or more works by the same author or authors --

Using abbreviations for titles of works

Quotations

Verse works, Prose works -- Punctuation in the parenthetical citation

Quoting and Paraphrasing Sources

Short quotations -- Long quotations (block quotations) -- Poetry, Dialogue, Drama, Prose --

Placement of Parenthetical Citations

Punctuation with Quotations

Introducing quotations -- Quotations within quotations, Marking the end of a quotation --

Periods and commas, Other punctuation marks

Using an Ellipsis to Mark Material Omitted from Quotations

Omission within a sentence -- Omission in a quotation of one or more sentences -- Other

Permissible Alterations of Quotations -- Internal Assessment: Writing a Research Article

(Not to be included for Semester End Exam)

Unit - V: PROJECT WORK

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Comprehend the structure of a Research Thesis through its formatting process	PO2
CO2	Acquire the Mechanics of Academic writing	PO3, PO6
CO3	Learn the ethics in Research writing	PO1, PO2, PO5
CO4	Familiarize themselves with the documentation methodology	PO6
CO5	Get acquainted with the importance of citation and its relevant technicalities	PO8, PO9

Text Books

MLA Handbook, 9th Edition

Reference Books

Research Methods For English Studies Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013.

Research Methodology in English by Sunita Chitragad Omega Publishers 2017.

Academic Writing: Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016.

Web sources

<https://instr.iastate.libguides.com/c.php?g=176765&p=1171775> (English Literature Research Guide)

<https://libraryguides.oswego.edu/english/websites>

<https://www.rosemont.edu/library/online-resources/research-websites.php>

<https://shodhganga.inflibnet.ac.in/>

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

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)


Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit


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M.A. English Literature | Syllabus

Second Year || Fourth Semester

Elective VI || Theatre Art

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T4PELEC6A	Theatre Art	EC6		Y	-	-	3	4	25	75	100

Learning Objectives

LO1	To introduce the learners to the literary aspect of drama.
LO2	To familiarize Theatre as an art form.
LO3	To introduce the concepts of directing and stage management.
LO4	To inculcate in the students the role of Theatre in society.
LO5	To familiarize the students with the components of acting.

Details

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

	Course Outcomes: On completion of this course, students will	Programme Outcomes
CO1	Recognize 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	Be exposed to diverse components of acting and techniques	PO8, PO9
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Text Books

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

Reference Books

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

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 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

Question Paper Pattern

Time: 3 hours

Marks: 75

Part A – (10 x 2 = 20 marks)

Two questions from each unit

Part B – (5 x 5 = 25 marks)

Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks)

One question from each unit



Signature of HoD.

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M.A. English Literature Syllabus
Second Year Fourth Semester
Skill Enhancement Course III English for Competitive Examinations
(Professional Competency Course)

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T4PELSE3	English for Competitive Examinations	SEC3		Y	-	-	2	4	25	75	100

Learning Objectives	
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
LO2	Evaluating the knowledge of literature.
LO3	Repeated practice to attend MCQs
LO4	Profound understanding about the various movements in English Literature
LO5	Tracing the growth of English literature and literary forms

Details

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; ThirdWorld 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

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

Text Books

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

Reference Books

1. Srinivasa Iyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2. Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3. Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4. Peter Barry. 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/amparticleshow/51169927.cms>
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

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
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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

Question Paper Pattern || Part IV || SECI

Time: 3 hours

Marks: 75

Part A - (5 questions x 6 marks = 30 marks) (Either ... Or type)

Part B - (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks

Signature of HoD

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M.A. English Literature | Syllabus

Second Year || Fourth Semester

Elective VI || Writing for Media

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T4PELEC6B	Writing for Media	EC6		Y	-	-	3	4	25	75	100

Learning Objectives:

To familiarize students with writing skills for the different kinds of media

To equip them with practical knowledge for the evolving writing ecology and empower them for employment.

Unit-I	The Basics Of Writing And Types Of Writing
	The basics of writing mechanics – Grammar, vocabulary, phrases and clauses
	How to write – construction of clear, simple and precise sentences.
	Writing for the reader – Role of reader and broadening the Reader –Response theory.
	Different kinds of writing – Fiction, Non-fiction (including historical writing, travel writing, memoirs), scientific writing, journalistic writing
Unit-II	Exploring The New Avenues For Writing
	Differences between traditional print writing (Newspapers, magazines, books etc.) and writing in the age of the internet – need to adapt to change.
	Different forms of media – Print, social media websites, blogs, online platforms etc
	Understanding writing for different media through examples
Unit-III	Customizing Online Writing
	Long forms of writing- language, writing style, content, vocabulary focus, title, introduction and conclusion – film review, blog posts, scientific writing, e – magazines- with a minimum of two examples each
	Shorter forms of writing – language, writing style, content, vocabulary, focus, caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts etc – with a minimum of two examples each
Unit-IV	Online Writing
	Photo and Video writing – language, writing style, content, vocabulary, focus, caption, introduction and conclusion, synchronizing content – Video logging, photo blogging etc
Unit-V	Journalistic And Ad Writing
	Comparing Print and online writing – for newspapers, magazines, journals.
	Understanding the evolving dynamics of the adspace - including pop up ads, scrolls, flash ads- change in language, font, style and incorporating doodling with ad writing

Course Outcomes:

On doing the course the students will be able to

Comprehend how to write with clarity, purpose and precision
 Understand how to modify writing styles based on the media employed
 Use these skills to pursue higher education in other allied fields
 Could use the knowledge to take up freelance writing assignments/projects and other related employment.

References:

Writing Machines –Katherine Hayles

Writing for the media- Sunny Thomas

The Language of New Media –Lev Manovich

How to start Vlogging: A complete Beginner's Guide –Derrick Hayes

Twitter for success: Achieve writing success 25 words at a time –Angela Booth

Blogging for beginners: Learn how to start and maintain a successful blog the simple way –Terence Lawfield

Writing New media –Theory and Applications for expanding the teaching of composition –Anne Wysocki.

Web Sources:

COURSERA: Writing for Social Media: University of California, Berkeley via edX

<https://www.classcentral.com/course/edx-writing-for-social-media-10284>

Social Media- A collection of TED Talks (and more) on the topic of Social media.

<https://www.ted.com/topics/social+media>

Why Social Media is reimagining our Future by Bryan Kramer

https://www.ted.com/talks/bryan_kramer_why_social_media_is_reimagining_our_future

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 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

Question Paper Pattern

Time: 3 hours Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit

Signature of HoD.

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M.A. English Literature | Syllabus

Second Year || Fourth Semester

Elective VI || English Grammar and Usage

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T4PELEC6C	English Grammar and Usage	EC6		Y	-	-	3	4	25	75	100

Learning Objectives:

To familiarize the students with the key concepts of English grammar and to use them more sensitively in their day-to-day communication needs.

To help students to equip with better language use through the understanding of the sentence patterns in English.

To help the students develop a sense of English grammar, idioms, syntax, semantics and their usage.

	Basic Grammatical Units
	Identifying the Grammatical labels and Functional labels of words.
	Verb in Function - Gerunds Infinitives, Participles - their uses
	English Morphology
	Phrasal Verbs
	The Sentence
	Word Order and Sentence Pattern
	Coordination and Subordination
	Sentence Transformations
	Transformation of Sentences
	Tag Questions
	Active and Passive Voice
	Direct and Indirect Speech
	Simple, Complex, Compound
	Collocation
	Grammatical Concepts
	Time, Tense and Aspects
	Subject-Verb agreement in Sentences.
	Degree of Comparison
	Practice Exercises
	Reorder jumbled sentences
	Correct the given sentences according to accepted Modern usage and justify the changes made
	Translate a passage from Mother Tongue to English

Course Outcomes:

English Grammar & Composition. Wren & Martin. Revised by N.D.V. Prasada Rao. S. Chand & Company Ltd. New Delhi.

Advanced English Grammar. Martin Hewings. Cambridge University Press, 2000

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 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

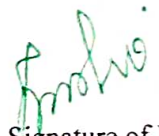
Question Paper Pattern

Time: 3 hours Marks: 75

Part A – (10 x 2 = 20 marks) Two questions from each unit

Part B – (5 x 5 = 25 marks) Two questions from each unit with internal choice

Part C – (3 x 10 = 30 marks) One question from each unit


Signature of HoD.

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M.A. English Literature | Syllabus

Second Year || Fourth Semester

Skill Enhancement Course III || English for Competitive Examinations
(Professional Competency Course)

Course Code	Course Name	Category	L	T	P	O	Credits	Inst Hours	Marks		
									CIA	External	Total
T4PELSE3	English for Competitive Examinations	SEC3		Y	-	-	2	4	25	75	100

Learning Objectives:

LO1 Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.

LO2 Evaluating the knowledge of literature.

LO3 Repeated practice to attend MCQs

LO4 Profound understanding about the various movements in English Literature

LO5 Tracing the growth of English literature and literary forms

Details

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

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

Text Books

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

Reference Books

1. Srinivasa Iyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2. Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3. 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/amparticleshow/51169927.cms>
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

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	3	3	3	3	3
Weighted percentage of Course Contribution to POs	15	15	15	15	15
	3.0	3.0	3.0	3.0	3.0

Question Paper Pattern || Part IV || SEC3

Time: 3 hours Marks: 75

Part A – (5 questions x 6 marks = 30 marks)(Either ... Or type)

Part B – (3 questions x 15 marks = 45 marks) (Answer any THREE out of five questions)

TOTAL - 75 marks.

Signature of HoD.