



SRI SANKARA ARTS AND SCIENCE COLLEGE
(AUTONOMOUS)
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DEPARTMENT OF ENGLISH

Postgraduate Programme in English

(CHOICE BASED CREDIT SYSTEM)

Curriculum and Syllabus Regulations for
M.A. English

(With effect from the Academic Year 2022-23)

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Learning Outcomes based Curriculum Framework

M.A. English

(With effect from the Academic Year 2022-23)

Preamble

Master of Arts in English (M.A) programme can be attained within two years of study. This programme typically focuses on imparting comprehensive knowledge and competency in the linguistic skills (LSRW) and communication skills in the English language. The degree programme helps learners as a basic programme, with which the learners may either pursue higher studies or seek employment. The learning outcomes are designed to help learners understand the objectives of studying BA in English, that is, to analyse, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.

Part – I

1.1. Introduction

Literature is the finest way of expression of life, and life can be interpreted through literature. Various genres of literature like poetry, prose, fiction, and drama bring diverse human experiences. Human nature, their values, morals, beliefs, ideologies, culture and practices are presented here. It fosters social justice and equality and teaches the need to think logically and critically.

Studying literature as a field of study involves the study of various texts in different forms to attain the pleasure of reading as well as the understanding of language and society. The study of English Literature refers to the study of literatures in English and in translation, from around the world. This allows knowledge of social and political history, philosophy, ideologies, culture, aesthetics and literary traditions across the world.

Literary texts also offer linguistic inputs to help learners acquire the skills for English language development and improvement. It facilitates one to interpret language better and enhance communication skills in English. This helps to develop the skills that are required globally to compete in the global arena.

With the digital era ascertaining the presence of the English language, it has once again established itself as a global language and therefore an appreciable proficiency in using it can leverage life skills and career opportunities. Reading and studying English Literature will continue to stay relevant as long as human experiences and the English Language dominate the world.

1.2 Learning Outcomes-based Approach to Curricular Planning

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in

English is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on *what is to be taught* to focus on *what is actually learnt* by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

1.2.1 Nature and Extent of the Programme

The MA English Programme includes relevant core courses that are progressively introduced to acquire an overall exposure to English Literature from Britain to the Literatures in the English Language across the world, including India. At the same time, each course based on nationality distinguishes one literature from another. Allied courses will give the required background knowledge for an effective understanding of the core courses offered. Basic critical theories and approaches required to evaluate literature are also introduced. Courses in the various aspects of the English Language will introduce the students to its origin, structure and linguistics, grammar and usage that help to develop comprehensive written and communication skills. The Electives will enable the students to make choices in areas of research and career opportunities. A few of them are skill-based and encourage internship for hands-on learning to enable the students acquire the employability skills needed in the global scenario.

1.2.2 Aim of the Programme

The Programme aims at providing a holistic understanding of the discipline and equips the students with life and transferable skills to pursue higher education or a career. The importance of student research is an integral part of any Programme, particularly the English programme.

The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of

subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The specific objectives of the MA programme in English are to develop in the student the ability to demonstrable the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

1.3 Graduate Attributes

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyse, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively

- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries

Communication Skills:

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

Critical Thinking:

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

Teamwork and Time Management:

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

Scientific Reasoning:

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

1.4 Qualification descriptors for a master's degree with English

The qualification descriptors for the MA programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English shall be clarity of communication as well as critical thinking and ethical awareness. Each Graduate in English should be able to

demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories

demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation

Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds

Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet.

Recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student’s ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyse and evaluate keys issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one’s position in the world as an Indian and as an Indian citizen of the world.

1.5 Programme Educational Objectives (PEO)

The objectives of this programme are to equip/prepare the students to

PEO1	appraise the innate structures of English language.
PEO2	correlate the conception of language with literature.
PEO3	create an intuitive analytical method of linking the techniques of language and nuances of various genres.
PEO4	imbibe the values of life, language and literature.
PEO5	familiarise themselves with the various genres of literature.

Programme Specific Outcomes (PSOs) – M.A. English

On the successful completion of M.A. English, the students will

PSO1	familiarise themselves with the nuances of various genres of literature.
PSO2	appreciate literature in its wider scope.
PSO3	critically analyse the multi- faceted characteristics of various genres in English literature.
PSO4	appraise the various dimensions of English literature as a global literature by studying British, American, Indian and New Literatures.
PSO5	develop a critical acumen along with literary sensibility.

Programme Outcomes (POs) – M.A. English

On the successful completion of M.A. English, the students will be able to

PO1	Prove their knowledge and skills in Language and Literature.
PO2	Prove their proficiency in Listening Speaking Reading Writing.
PO3	Analyse a literary text of any genre and apply the knowledge of literary theories
PO4	Analyse the impact of literature on society and work for the betterment of the society.
PO5	Understand the need for lifelong learning and refine the required skills

1.6 The Teaching Learning Process

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society. In teaching and learning pedagogy, there should be a shift from domain or conclusions-based approach to the experiential or process/es-based approach.

The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

1.6.1 Lectures

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

1.6.2 Discussions

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem solving and, ultimately to success.

1.6.3 Simulations

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

1.6.4 Case Studies:

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

1.6.5 Role Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

1.6.6 Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

1.6.7 Study Tours/Field Visits:

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

1.7 Assessment Methods

1.7.1 Alignment of Programme Learning Outcomes and Course Learning Outcomes:

The assessment of learners' achievement in MA English will be aligned with the following:

programme learning outcomes (graduate descriptors)
course learning outcomes (qualification descriptors)

academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses)

1.7.2 Assessment priorities: Institutions will be required to prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and open-book tests (if applicable, rather than doing as a rule); problem based assignments; real life simulations; observation of practical skills (speaking, listening, problem solving within a peer group or a class); individual project reports (case-study or term papers within a given word limit); team project reports; oral presentations, including seminar presentation; viva voce, interviews; computerised adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

1.7.3 Diversity in Assessment Methods: Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curricula developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

1.7.4 Learning Outcomes Index: While devising assessment modes and criteria, institutions may look to gridlock course learning outcomes and programme learning outcomes as indicated in the LOCF (English), and work out ways to assign credit loads and distribute weightage points for each.

1.8 Key words

British Literature I, American Literature I, Indian Writing in English, Classics in Translation, English for Careers, British Literature II, American Literature II, History of English Language and Introduction to Linguistics, Postcolonial Literature, Critical Approaches to Literature, British Literature III, Shakespeare Studies, Comparative Literature, Gender Studies, English Language Teaching, Green Studies, General Essay, Literary Criticism, Mass Communication and Film Studies, Project

Part - II

M.A., DEGREE COURSE IN ENGLISH

MASTER DEGREE COURSES - UNDER THE FACULTY OF ARTS (M.A)

(Syllabus with effect from the academic year 2022-2023)

REGULATIONS

1. CONDITIONS FOR ADMISSION

A candidate who (1) has passed the B.A. of the University of Madras with Branch XII – English as the Main subject of study or (2) is a Graduate in B.A. and B.Sc. with Part II English, or (3) an examination of other universities accepted by the Syndicate of the University of Madras, as equivalent thereto, shall be permitted to appear and qualify for the M.A. Degree examination in this Branch at Sri Sankara Arts and Science College, (Autonomous), Enathur, Kanchipuram.

2. ELIGIBILITY FOR THE AWARD OF DEGREE

A candidate shall be eligible for the award of the degree only if he/she has undergone the prescribed course of study in the college for a period of not less than two academic years, to have passed the examination of all the four semesters prescribed, earning 90 credits and fulfilled such conditions as have been prescribed therefore.

3. DURATION OF THE COURSE

Two years Courses:

The course of the Degree of Master of Arts in English shall consist of 4 semesters in two academic years.

4. EXAMINATION

There shall be four semester examinations: first semester examinations at the middle of the first academic year and the second semester examination at the end of the first academic year. Similarly, the third and fourth semester examinations shall be held at the middle and the end of the second academic year, respectively. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to appear in such failed subject or subjects along with the papers of following semesters.

5. COURSE OF STUDY AND SCHEME OF EXAMINATION

M.A. ENGLISH

The scheme of examinations for different semesters shall be as follows:

Vide **APPENDIX-B**

The following procedure to be followed for Internal Marks:

Theory Papers:	Internal Marks	25
Best Two tests out of 3		10 marks
Attendance		5 marks
Assignment		5 marks
Seminar		5 marks

Project:

Internal Marks Best 2 out of 3 presentations	10 marks
Viva	20 marks
Project Report	20 marks

6. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTERS:

- (i) Candidates shall register their name for the First Semester Examination after the admission in the P.G. courses.
- (ii) Candidates shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects.
- (iii) Candidates shall be eligible to go to subsequent semester, only if they earn sufficient attendance as prescribed by the University from time to time.

Provided in the case of candidate earning less than 50% of attendance in any one of the semesters due to any extraordinary circumstance such as medical grounds, such candidates who shall produce Medical Certificate issued by the Authorised Medical Attendant (AMA), duly certified by the Principal of the College, shall be permitted to proceed to the next semester and to

complete the course of study. Such candidate shall have to repeat the missed semester by rejoining after completion of final semester of the course, after paying the fee for the break of study as prescribed by the University from time to time.

7. PASSING MINIMUM:

- a) There shall be no Passing Minimum for Internal.
- b) For External Examination, Passing Minimum shall be of 50%(Fifty Percentage) of the maximum marks prescribed for the paper.
- c) In the aggregate (External + Internal) the passing minimum shall be of 50% for each Paper/Practical/Project and Viva-voce.
- d) Grading shall be based on overall marks obtained (internal + external).

8. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

Candidates who secured not less than 60% of aggregate marks (Internal + External) in the whole examination shall be declared to have passed the examination in the First Class.

All other successful candidates shall be declared to have passed in Second Class. Candidates who obtain 75% of the marks in the aggregate (Internal + External) shall be deemed to have passed the examination in First Class with Distinction, provided they pass all the examinations (theory papers, practicals, project and viva-voce) prescribed for the course in the First appearance.

9. GRADING SYSTEM:

The performance of a student in each paper is evaluated in terms of percentage of marks with a provision for conversion to grade points (GP). Evaluation for each paper shall be done by a continuous internal assessment by the concerned paper teacher as well as by an end semester examination and will be consolidated at the end of the course.

The term grading system indicates a Ten (10) Point Scale of evaluation of the performances of students in terms of marks obtained in the Internal and External Examination, grade points and letter grade.

Once the marks of the Internal and end-semester examinations for each of the papers are available, they will be added. The marks thus obtained will then be graded as per details provided in Table.

The sum of total performance in each semester will be rated by **Grade Point Average (GPA)** while the continuous performance from the second semester onwards will be marked by **Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulae.

$$\text{GPA} = \frac{\text{Sum of [Credits acquired x Grade points]}}{\text{Sum of Credits acquired}}$$

For the calculation of Grade Point Average (GPA), G_i is the grade point awarded; C_i is the credit units earned for the i^{th} paper.

$$\text{CGPA} = \frac{\sum_{i=1}^n C_i GP_i}{\sum_{i=1}^n C_i}$$

where ' C_i ' is the Credit earned for the paper i in any semester ; ' G_i ' is the Grade Point obtained by the student for the paper i and ' n ' is the number of papers **passed** in that or **CGPA = GPA** of all the papers starting from the first semester to the current semester.

TEN POINT SCALE (As per UGC notification)

Marks	Grade Point	CGPA	Letter Point	Classification of Final Result
96 and above	10	9.51 and above	S⁺	First Class with Exemplary
91 – 95	9.5	9.01 – 9.50	S	
86 – 90	9.0	8.51 – 9.00	D⁺⁺	
81 – 85	8.5	8.01 – 8.50	D⁺	First Class with Distinction
76 – 80	8.0	7.51 – 8.00	D	
71 – 75	7.5	7.01 – 7.50	A⁺⁺	First Class
66 – 70	7.0	6.51 – 7.00	A⁺	

61 – 65	6.5	6.01 – 6.50	A	Second Class
56 – 60	6.0	5.51 – 6.00	B⁺	
51 – 55	5.5	5.01 – 5.50	B	
46 – 50	5.0	4.51 – 5.00	C⁺	Third Class
40 – 45	4.5	4.00 – 4.50	C	
Below 40	0	Below 4.00	F	Fail

The grade card / mark sheet issued at the end of the semester to each student will contain the following:

- the marks obtained for each paper registered in the semester
- the credits earned for each paper registered for that semester
- the performance in each paper by the letter grade point obtained
- the Grade Point Average (GPA) of all the papers registered for that semester and
- from the second semester onwards, the Cumulative Grade Point Average (CGPA) of all the papers and
- the class and grade of the student in the final CGPA

10. RANKING:

Candidates who pass all the examinations prescribed for the course in the first appearance itself alone are eligible for Ranking / Distinction.

Provided in the case of candidates who pass all the examinations prescribed for the course with a break in the First Appearance due to the reasons as furnished in the Regulations under “Requirements for Proceeding to subsequent Semester” are only eligible for Classification.

11. PATTERN OF QUESTION PAPER:

PART –A (50 words):Answer 10 out of 12 Questions 10 x 1 = 10 marks

PART –B (200 words):Answer 5 out of 7 Questions 5 x 5 = 25 marks

PART –C (500 words):Answer 4 out of 6 Questions 4 x 10 = 40 marks

12. APPEARANCE FOR IMPROVEMENT:

Candidates who have passed in a theory paper / papers are allowed to appear again for theory paper / papers only once in order to improve his/her marks, by paying the fee prescribed from time to time. Such candidates are allowed to improve within a maximum period of 10 semesters counting from his/her first semester of his/her admission. If candidate improve his marks, then his improved marks will be taken into consideration for the award of Classification only. Such improved marks will not be counted for the award of Prizes / Medals, Rank and

Distinction. If the candidate does not show improvement in the marks, his previous marks will be taken into consideration.

No candidate will be allowed to improve marks in the Practicals, Mini Project, Viva-voce, Field work.

13. TRANSITORY PROVISION:

Candidates who have undergone the course of study prior to the academic year 2022-2023 will be permitted to appear for the examinations under those Regulations for a period of Two years i.e., upto and inclusive of April/May 2025 Examinations. Thereafter, they will be permitted to appear for the examination only under the Regulations then in force.

APPENDIX - B
M.A. DEGREE COURSE IN ENGLISH
FIRST SEMESTER

S.NO.	COURSE COMPONENTS	NAME OF COURSE	SEMESTER	INST. HOURS	CREDITS	TUTORIALS	Max Marks	
							CIA	EXTERNAL
1	CORE	PAPER 1 British Literature I	I	6	4	3	25	75
2	CORE	PAPER 2 American Literature I	I	6	4	3	25	75
3	CORE	PAPER 3 Indian Writing in English	I	6	4	3	25	75
4	CORE	PAPER 4 Classics in Translation	I	6	4	3	25	75
5	ELECTIVE (within the department)	ELECTIVE 1 English for Careers	I	4	4	3	25	75
6	Soft Skills		I	2	2	3	25	75

SECOND SEMESTER

S.NO.	COURSE COMPONENTS	NAME OF COURSE	SEMESTER	INST. HOURS	CREDITS	L.T.	Max Marks	
							CIA	EXTERNAL
7	CORE	PAPER 5 British Literature II	II	6	4	3	25	75
8	CORE	PAPER 6 American Literature II	II	6	4	3	25	75
9	CORE	PAPER 7 History of English Language and Introduction to Linguistics	II	6	4	3	25	75
10	CORE	PAPER 8 Postcolonial Literature	II	6	4	3	25	75
11	Elective	ELECTIVE 2 Critical Approaches to Literature	II	4	4	3	25	75
12	Soft Skills		II	2	2	3	25	75

THIRD SEMESTER

S.NO.	COURSE COMPONENTS	NAME OF COURSE	SEMESTER	INST. HOURS	CREDITS	DURATION	Max Marks	
							CIA	EXTER NAI
13	CORE	PAPER 9 British Literature III	III	6	4	3	25	75
14	CORE	PAPER 10 Shakespeare Studies	III	6	4	3	25	75
15	CORE	PAPER 11 Comparative Literature	III	6	4	3	25	75
16	Elective /ED	ELECTIVE 3 Gender Studies	III	4	4	3	25	75
17	Elective /ED	ELECTIVE 4 English Language Teaching	III	4	3	3	25	75
18	Soft Skills		III	4	2	3	40	60
19	Internship**		III		2			

**** Internship will be carried out during the summer vacation of the first year.**

FOURTH SEMESTER

S.NO.	COURSE COMPONENTS	NAME OF COURSE	SEMESTER	INST. HOURS	CREDITS	EXAM DURATION (HRS)	Max Marks	
							CIA	EXTERNAL
20	CORE	PAPER 12 Green Studies	IV	6	4	3	25	75
21	CORE	PAPER 13 General Essay	IV	6	4	3	25	75
22	CORE	PAPER 14 Literary Criticism	IV	6	4	3	25	75
23	Elective within the Department /ED	ELECTIVE 5 Mass Communication and Film Studies	IV	6	4	3	25	75
24	PROJECT PLUS VIVA VOCE	PAPER 15	IV	4	5		50	150 Project & Viva Voce (Viva - fully external)
25	Soft Skills		IV	2	2	3	40	60

Project: Internal - 50 Marks

External – 150 Marks

60 Credits to secure from Core Papers in all the four semesters. Minimum total credits 90 credits for securing a Post-Graduate degree in English.

QUESTION PAPER PATTERN

S.No.	Questions	Marks classification	Total Marks
1.	Section A – 10 Questions out of 12	10 x 1	10
2.	Section B – 5 Questions out of 7	5 x 5	25
3.	Section C – 4 Questions out of 6	4 x 10	40

Major I – British Literature I

Objectives:

To introduce students to the literature of early period of England spanning from Chaucer till the Puritan Age

To introduce students to the various literary forms through a study of prescribed texts.

To inculcate a sense of appreciation and critical thinking.

To highlight the close link between literature and the society in which the writers lived

Course Outcome:

CO1: Examine the innate nature of literature of the Early British Literature

CO2: Identify various literature of the various ages.

CO3: Analyze the cultural and moral values with the text.

CO4: Interpret a sense of appreciation and critical thinking.

CO5: Examine the close link between literature and the society in which the writers lived

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. Thomas More - <i>Utopia</i> 2. Francis Bacon - a) "Of Delays" b) "Of Studies" c) "Of Parents and Children" 3. Addison and Steele – from <i>The Coverley Papers</i> a) "On the Whims of Lottery-Adventures" b) "The Trumpet Club"	12	CO1 CO5	
Unit II Poetry I	1. Geoffrey Chaucer - "General Prologue" from <i>The Canterbury Tales</i> (The Knight, The Doctor of Physic, The Monk, The Prioress, The Wife of Bath) 2. Thomas Wyatt – "Farewell, Love" 3. Earl of Surrey – "The Soot Season" 4. Edmund Spenser - <i>Epithalamion</i>	12	CO1 CO3	
Unit III Poetry II	1. English Ballad - "The Wife of Usher's Well" 2. John Donne - "A Valediction: Forbidding Mourning" 3. John Milton - <i>Paradise Lost</i> – Book IX - Lines from 494 to 833 4. Andrew Marvell - "To His Coy Mistress"	12	CO1 CO3	K1, K2, K3, K4, K5
Unit IV Drama I	1. Thomas Kyd - <i>The Spanish Tragedy</i>	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5

Unit V Drama II	1. Christopher Marlowe - <i>Edward II</i> 2. Ben Jonson - <i>Volpone</i>	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
<p>Recommended Texts: Standard Editions of Texts</p> <p>Choudhri, Sukantha. <i>Elizabethan Poetry</i>. New Delhi: OUP, 1999.</p> <p>Bacon, Francis. <i>Bacon's Essays</i>. London: John W. Parker and Son, 1985.</p> <p>Kermode, Frank, and John Hollander, eds. <i>The Oxford Anthology of English Literature: Volume I: The Middle Ages through the Eighteenth Century (Middle Ages Through the Eighteenth Century)</i>. London: Oxford UP, 1973. Print.</p> <p>Nayar, M.G. <i>Galaxy of English Essayists</i>. Chennai: Macmillan, 2012.</p> <p>Thomas, C.T. Chaucer to Housman. Vol.I. Madras: BI Publications, 1987.</p> <p>Reference Books:</p> <p>Carter & Mears. <i>A History of England</i>. Oxford: Clarendon, 1937. Print.</p> <p>George Wilson Knight. <i>The Golden Labyrinth: A Study of British Drama</i>. New York: W. W. Norton. 1962.</p> <p>Daiches, David. <i>A Critical History of English Literature- Volume I – From the Beginning to Milton</i>. Revised. Indian Edition, Supernova Publishers, 2010.</p> <p>Daiches, David. <i>A Critical History of English Literature- Volume II – The Restoration to the Present Day</i>. Revised. Indian Edition, Supernova Publishers, 2010.</p> <p>Grierson & Smith, <i>Critical History of English Poetry</i>. London: OUP, 1970</p>				

Major II – American Literature I

Objectives:

- To read, analyse and understand important texts of American literature
- To introduce students to the various literary forms through a study of prescribed texts.
- To inculcate a sense of appreciation and critical thinking.
- To highlight the close link between literature and the society in which the writers lived

Course Outcome:

- CO1: Understand the important texts of American literature
- CO2: Interpret literature as it relates to its historical, social and political contexts.
- CO3: Analyze the works of American authors of different cultural backgrounds.
- CO4: Define the elements of various genres
- CO5: Examine the literary merits of American Literature.

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. Henry David Thoreau - <i>Walden</i> – Chapter XV 2. Ralph Waldo Emerson - “The American Scholar” 3. Edger Allen Poe - “The Philosophy of	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5

	Composition”		CO5	
Unit II	1. Edger Allen Poe - “Raven” 2. Walt Whitman - “When Lilacs Last in the Dooryard Bloomed” 3. Emily Dickinson – “If you were coming in the fall” 4. Robert Frost - “The Death of the Hired Man” 5. Wallace Stevens - “The Anecdote of Jar”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	1. Tennessee Williams - <i>A Streetcar Named Desire</i> 2. Eugene O’Neill – <i>The Hairy Ape</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	1. William Faulkner – <i>The Sound and the Fury</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	1. Mark Twain – “Baker’s Bluejay Yarn” 2. Earnest Hemingway – “The Snows of Kilimanjaro” 3. Flannery O’Connor – “The Revelation” 4. O. Henry – “The Cop and the Anthem”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

- Baym, Nina. Ed. *The Norton Anthology of American Literature*, New York: Norton, 2007.
Fisher, et al., eds. *American Literature of the Nineteenth Century Vol-1*. New Delhi: Eurasia, 1970.
Oliver, Egbert S. ed. *American Literature (1890-1965): An anthology*. New Delhi: Eurasia, 1967.
Forester, Norman. Ed. *Introduction to American Poetry and Prose*. Boston: Houghton Mifflin, 1970.

Reference Books:

- Gray, Richard. *A History of American Literature*. Chicago: Blackwell, 2004.
Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre*. Rev. Ed. New York: Crown, 1970.
Spiller, Robert E., et. al. *Literary History of The United States*, 3rd ed. New York: Macmillan, 1970.
Van Doren, Carl, et al., eds. *The Cambridge History of American Literature*. New York: Macmillan, 1970.
Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.
Oxford Companion to American Literature: New York: OUP, 1990.

Major III – Indian Writing in English

Objectives:

- To introduce the students to India authors writing in English
- To familiarize the students with the diversity of Indian culture and aesthetics in writing.
- To present the overall view the Indian writing and the relevant problems, trends and issues.

Course Outcome:

- CO1: Identify major writers and literary works of Indian Literature
- CO2: Comprehend the contributions made by the Indian writers
- CO3: Analyze the socio-cultural matrix of the authors through the prescribed literary works.
- CO4: Develop a keen interest in learning the nuances of Indian Literature through different genres
- CO5: Appreciate the cultural variations found in the prescribed texts

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	<ol style="list-style-type: none"> 1. Jawaharlal Nehru - <i>The Discovery of India</i> (Chapter 3: "The Quest") 2. Sri Aurobindo - "A Renaissance in India" 3. Amit Chaudhuri – "The Construction of the Indian Novel in English" 4. Amitav Ghosh – "The Diaspora in Indian Culture" 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Poetry I	<ol style="list-style-type: none"> 1. Sri Aurobindo - "The Pilgrim of the Night" 2. Kamala Das - "The Old Playhouse" 3. Nissim Ezekiel – "Poet, Lover, Birdwatcher" 4. A.K. Ramanujan – "Obituary" 5. Keki .N. Daruwalla - "The Epileptic" 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Poetry II	<ol style="list-style-type: none"> 1. Henry Derozio - "The Harp of India" 2. Toru Dutt - "Our Casuarina Tree" 3. Jayantha Mahapathra – "Life Signs" 4. Arun Kolatkar – "The Bus, A Scratch" 5. Mamtha Kalia – "Tribute to papa" 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Drama I	<ol style="list-style-type: none"> 1. Mahesh Dattani - <i>Tara</i> 2. Manjula Padmanabhan - <i>Harvest</i> 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V Novel	<ol style="list-style-type: none"> 1. Shashi Deshpande - <i>That Long Silence</i> 2. Rohinton Mistry – <i>A Fine Balance</i> 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Gokok. V.K. *The Golden Treasury of Indo-Anglican Poetry*. New Delhi: Sahitya Akademi, 1990.

Nehru, Jawaharlal. *The Discovery of India*. New Delhi: Penguin Book, 2004.

Ramamurthi, K.S. *Twenty-Five Indian Poets in English*. Chennai: Macmillan, 2012.

Pradeena, Saleem. *Contemporary Indian Poetry*. Chennai: Macmillan, 2010.

Raju, Ananth Kumar. *The Lotus and the Rose. Prose*. Chennai: Balckie, 2004.

Mehrotra, Aravind Krishna. *Twelve Modern Indian Poets*. Delhi: OUP, 2004.

Dattani, Mahesh. *Collected Plays II*. New Delhi: Penguin Books, 2000.

Padmanabhan, Manjula. *Harvest*. United Kingdom, Aurora Metro Books, 2018.

Reference Books:

Bell Anita, and David Nicholls, Eds. *The Penguin New Writing in India*. New Delhi: Penguin, 1992.

Bhatta, Krishna S. *Indian English Drama – A Critical Study*. New Delhi: Sterling, 1987.

Iyengar, Srinivasa. *Indian Writing in English*. New Delhi: Sterling, 2013.

King, Bruce. *Modern Indian Poetry in England*. New Delhi: Oxford UP, 2001. Print.

Kriplani, Krishna. *Literature of Modern India. A Panoramic Glimpse*. Bombay: National Book Trust, 1982.

Pandit, Raghunath ed., *Indian Poetry : An Anthology of Verse*. Goa: Goan Poet’s Circle, Goa Cultural & Social Centre, 1977.

Major IV – Classics in Translation

Objectives:

To help the students imbibe classical education through translations for their rich source of cultural heritage.

To acquire the knowledge of great literary traditions due to their strong influence on British and American literature.

Course Outcomes:

CO1: identify major writers and literary works of Classics in translation.

CO2: Evaluate the cultural and literary diversity across various nations

CO3: Analyze different genres of literatures

CO4: Examine the multiculturalism of various countries.

CO5: Interpret texts with attention to complexity and aesthetic value.

Unit	Content	Hours	COs	Cognitive Level
Unit I	Concepts in Translations Studies: Scope and Relevance of Translation Studies – History of Translations in English – Principles and Problems of Translation – Strategies in Translation	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Unit II	1. Plato – “Portrait of Socrates” 2. Arthur Schopenhauer - “On Reading and Books” 3. Ananda Coomaraswamy – “Cosmopolitan Views of Nietzsche” from <i>The Dance of Shiva</i> 4. Milan Kundera – “Art of the Novel”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	1. Kalidas - Meghdoot 2. Thiruvalluvar – <i>Thirukkural</i> - “Veracity” “Hospitality” – Rajaji’s Translation 3. Dante Alighieri – <i>Divine Comedy</i> – Canto 3 – Paradiso Canto XXI 4. Kahlil Gibran – On Teaching from <i>The Prophet</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	1. Sophocles – <i>Antigone</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	1. O.V. Vijayan – <i>The Legends of Khasak</i> 2. Franz Kafka - <i>Metamorphosis</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Thiruvalluvar. *Tirukural*. Trans. G.U. Pope. New Delhi: Vaigarai Publishing House, 1980.

Bassnett, Susan. (1993). *Comparative Literature: A Critical Introduction*. Willy John & Sons: London.

Bell, Roger. T. *Translation and Translating: Theory and Practice*. London: Longman, 1991.

Reference Books

Bassnett, Susan. *Translation Studies*. London: Routledge, 1988.

Bhatnagar, M K. *Comparative English Literature*. New Delhi: Atlantic Publishers and Distributors, 1999.

Das, Bijay Kumar. (2000). *Comparative Literature*. Atlantic Publishers & Distributors: Delhi.

George, K M. *Comparative Indian Literature*. Trichur: Kerala Sahitya Akademi, 1984.

Iyengar, Srinivasa. *Indian Writing in English*. New Delhi: Sterling, 2013.

Pawar S. *Comparative Literary Studies: An Introduction*. Duckworth N.p., 1973.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington: Indiana UP, 1974.

Wellek, René, and Austin Warren. *Theory of Literature*. New York: Harcourt, Brace, 1993.

Elective I – English for Careers

Objectives:

To equip students with the necessary competence required for emerging areas in the field of Knowledge Management, to equip the students with good communication and presentation skills, to write creative English, to build self confidence and to develop mastery over presentation skills.

Course Outcomes:

CO1: Understand the concepts of Communicative English

CO2: Apply intelligence in speaking and writing

CO3: Analyze the underlying rules of grammar and assimilate the correct patterns of the English language

CO4: Identify the art of writing

CO5: Improve the mechanics of writing

Unit	Content	Hours	COs	Cognitive Level
Unit I	Basic Concepts of Communication Definition of Communication – Coding and Decoding – Communication Cycle – Signs and Symbols – Non Verbal Communication – Gestures – Posture - Clothes and Accessories – Communication Roadblocks - Communication across cultures – Telephoning and Teleconferencing – Video conferencing	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5, K6
Unit II	Spoken Mode Importance of Oral Communication - Preparation for speech – How famous speakers prepared their addresses - Keeping the Audience Awake – Essential Elements in successful speaking – opening a talk – how to be impressive and convincing in talk – improving diction in speech – Business talks – Art of Negotiation – Use of Audio visuals in Presentation – Group Discussion.	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
Unit III	The Written Mode Business Letters – Format and Lay out – Kinds of Business Letters – Report Writing – Circular, Notices, Memos, Agenda and Minutes of Meetings – Writing E-Mails – Handling Mails – Applying for a job – Resume – CV – Filling up employment applications – Smart E Mail - Use of language in E Mail – E Mail Etiquettes – News letters and Press Releases	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	Creative Writing Composition - Paragraph Writing – From Paragraph	12	CO1 CO2	K1, K2, K3, K4,

	to Essay - Techniques of writing General Essays		CO3 CO4 CO5	K5,K6
Unit V	English for Managers Interview techniques - Use of Training and Coaching – Giving Feedback – Creating Exchanges and Secondments – Stimulating Creativity – Career Plan –Counseling – Appraisals – Managing Stress – Image Building.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Reference Books: Asha Kaul, 2000. <i>Effective Business Communication</i> . Prentice Hall of India Pvt. Ltd. New Delhi. Bhatnagar, R.P. 2009. <i>English for Competitive Examinations</i> , 3 rd Edition. Macmillan. Carnegie, Dale. 2006. <i>Public Speaking For Success</i> . Manjul Publishing Pvt Ltd.,Bhopal Mattukutty M.Monipally, 2006 – <i>Business Communication Strategies</i> . Tata McGraw-Hill Nicholson, Trish. 2001. <i>52 Ways to Motivate your Staff</i> . Business Roli Books. UK.				

Major V – British Literature II

Objectives:

To introduce students to the literature of England spanning from the Age of Dryden to till the Romantic Age

To introduce students to the various literary forms through a study of prescribed texts.

To inculcate a sense of appreciation and critical thinking.

To highlight the close link between literature and the society in which the writers lived

Course Outcome:

CO1: Understand the development of trends of British Literature through ages

CO2: Analyze the cultural and moral values with the text.

CO3: Interpret a sense of appreciation and critical thinking

CO4: Improve language skills by reading the prescribed texts

CO5: Examine the close link between literature and the society in which the writers lived

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. Charles Lamb – “The South-Sea House” 2. William Hazlitt - “On Going a Journey” 3. Jonathan Swift - <i>Gulliver’s Travel</i> – Part -I	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Unit II Poetry I	1. John Dryden – <i>Absalom and Achitophel</i> 2. William Blake - “Laughing Song”, “A Poison Tree” 3. William Collins – “Ode to Evening” 4. William Wordsworth – “Tintern Abbey”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Poetry II	1. Alexander Pope - <i>The Rape of the Lock</i> 2. Samuel Taylor Coleridge - “Dejection : An Ode” 3. Percy Bysshe Shelley – “To a Skylark” 4. John Keats - “Ode to a Nightingale”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Drama I	1. Oliver Goldsmith – <i>She Stoops to Conquer</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V Fiction	1. Daniel Defoe - <i>Robinson Crusoe</i> 2. Charlotte Bronte - <i>Jane Eyre</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Green, David. *The Winged Word*. Chennai: Macmillan, 1974.

Kermode, Frank, and John Hollander, Eds. *The Oxford Anthology of English Literature: Volume I: The Middle Ages through the Eighteenth Century* (Middle Ages Through the Eighteenth Century). London: Oxford UP, 1973.

Nayar, M.G. *Galaxy of English Essayists*. Chennai: Macmillan, 2012.

Palgrave, F.T. *The Golden Treasury*. New Delhi: OUP, 1861.

Thomas, C.T. *English Poetry from Chaucer to Housman*. Madras: Blackie and Sons, 1990.

Reference Books:

Albert, Edward. *History of English Literature*. New Delhi: Oxford University Press, 1979.

Carter & Mears. *A History of England*. Oxford: Clarendon, 1937.

Rees, R.J. *An Introduction to British Literature*. London: Macmillan, 1968.

Rickett, Compton. *A History of English Literature Vol I & II*. New York: Thomas Nelson, 1964.

Daiches, David. *A Critical History of English Literature- Volume I – From the Beginning to Milton*. Revised. Indian Edition, Supernova Publishers, 2010.

Daiches, David. *A Critical History of English Literature- Volume II – The Restoration to the Present Day*. Revised. Indian Edition, Supernova Publishers, 2010.

Major VI – American Literature II

Objectives:

- To read analyse and understand important texts of American literature
- To introduce students to the various literary forms through a study of prescribed texts.
- To inculcate a sense of appreciation and critical thinking.
- To highlight the close link between literature and the society in which the writers lived

Course Outcome:

- CO1: Understand the important texts of American literature
- CO2: Interpret literature as it relates to its historical, social and political contexts.
- CO3: Analyze the works of American authors of different cultural backgrounds.
- CO4: Define the elements of various genres
- CO5: Examine the literary merits of American Literature.

Unit	Content	Hours	COs	Cognitive Level
Unit I	<ol style="list-style-type: none"> 1. Irving Babbitt - “The Critic and the American Life” 2. Langston Hughes – “The Negro Artist and the Racial Mountain” 3. Henry James – “The Art of Fiction” 4. Robert E. Spiller - “The First Frontier” 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	<ol style="list-style-type: none"> 1. Carl Sandburg - “Gone” 2. William Carlos Williams - “Burning the Christmas Greens” 3. E.E. Cummings – “In Just Spring” 4. Gwendolyn Brooks - “The Mother” 5. Robert Lowell - “Waking in the Blue” 6. Anne Sexton – “All My Pretty Ones” 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	<ol style="list-style-type: none"> 1. Arthur Miller - <i>Death of a Salesman</i> 2. Lorraine Hansberry - <i>Raisin in the Sun</i> 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	<ol style="list-style-type: none"> 1. Stephen Crane – “The Open Boat” 2. Harlan Ellison – “I Have No Mouth, and I Must Scream” 3. Jamaica Kinkaid - “Girl” 4. John Updike – “The Witness” 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	<ol style="list-style-type: none"> 1. Alice Walker - <i>The Color Purple</i> 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Fisher, et al., eds. *American Literature of the Nineteenth Century Vol-1*. New Delhi: Eurasia,

1970.

Forester, Norman. Ed. *Introduction to American Poetry and Prose*. Boston : Houghton Mifflin, 1970.

Oliver, Egbert S. Ed. *American Literature (1890-1965): An anthology*. New Delhi: Eurasia, 1967.

Reference Books

Baym, Nina. Ed. *The Norton Anthology of American Literature*. New York: Norton, 2007.

Gray, Richard. *A History of American Literature*. Chicago: Blackwell, 2004.

Lewis, Allan. *American Plays and Playwrights of the Contemporary Theatre*. Rev. Ed. New York: Crown, 1970.

Spiller, Robert E., et. al. *Literary History of The United States*. 3rd ed. New York: Macmillan, 1970.

Van Doren, Carl, et al., eds. *The Cambridge History of American Literature*. New York: Macmillan, 1970.

Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge.

Major VII – History of English Language and Introduction to Linguistics

Objectives:

To introduce students the origin and growth of English language.

To enable the students to have a conceptual understanding of a language.

To help them internalize the system of rules and applications of English language.

To enable the students to know the synthetic and analytical aspects of the use of language.

Course Outcomes:

CO1: Understand and acquire a theoretical background of the sound system of English.

CO2: identify the linguistic, semantic and morphological aspects of language.

CO3: analyse the structure of English language and its components.

CO4: understand the advanced theoretical concepts and/or analytical techniques.

CO5: apply critical thinking skills through linguistic data analysis in phonetics, phonology, syntax, and semantics.

Unit	Content	Hours	COs	Cognitive Level
Unit I	History of English Language: The Descent of the English language –The Old English Period – The Middle English Period – The Renaissance and After – The Growth of Vocabulary – Change of Meaning – The Evolution of Standard English	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Unit II	Phonology: Air Stream Mechanisms – The Organs of Speech – The Classification and Description of Speech Sounds: Consonants, Vowels – The Syllable – The Vowels of English – The Consonants of English – Intonation – Phonetic Transcription.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	Linguistic Analysis: Morphology – Semantics – Discourse Analysis – Syntax	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Sociolinguistics & Application of Linguistics: Language varieties Stylistics – Contractive Analysis – Error Analysis	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	Grammar: Structuralist Grammar Transformational Generative Grammar Communicative Grammar	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts:

Balasubramanian, T. *A Text Book of English Phonetics for Indian students*. Chennai: Macmillan, 1997.

Jones, D. *English Pronouncing Dictionary* (15th ed.). Cambridge: Cambridge UP.

Palmer, Frank. *Grammar*. New York: Penguin, 1984. (Chapter I)

Verma S.K. & Krishnamoorthy. *Modern Linguistics*. New Delhi: Macmillan, 2005.

Wood F.T. *An Outline History of English Language*. New Delhi: Macmillan, 1991.

Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge University Press, 1989.

Reference Books:

Akmajian, Adrian & others. *Linguistics – An Introduction to Language and communication*. New Delhi: PHI Learning, 2012.

Bloomfield, L. *Language*. London: Holt, Richart & Winston, 1933.

Gimson, A.C. *An Introduction to the Pronunciation of English*. London: Edward Arnold, 1962.

Huddleston, Geoffrey and Pullun Podney. *A Student's Introduction to English Grammar*. Cambridge: Cambridge UP, 2005.

Strang, Barbara M.H. *The History of English*. London: Methuen & Co Ltd, 1970.

Syal, Pushpinder & Jindhal. *An Introduction to Linguistics*. Delhi: PHI Learning, 2014.

Wardhaugh, R. *An introduction to sociolinguistics*. Massachusetts: Blackwell, 1986.

William J.M. *The Origins of English Language: A Society and Linguistic History*. London: The Free Press, 1975.

Major VIII – Postcolonial Literature

Objectives:

To enable students to become familiar with New Literatures of the third world countries and respond to them critically

To help the students gain a better understanding of the topical interests and gain a first-hand experience of contemporary writing

Course Outcomes:

CO1: Understand the major themes and traditions of postcolonial literature

CO2: Identify the characteristic features of literatures of various countries

CO3: Analyse the nuances of literature and develop an interest in reading the literature of different countries

CO4: Develop an ability to have mastery of different artistic expression.

CO5: Examine narratives based on the real-world experiences

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. Ania Loomba - “Colonialism, Imperialism, NeoColonialism, Postcolonialism” (from Chapter 1 <i>Colonialism/Postcolonialism</i>) . 2. Ngugi Wa Thiongo – “Decolonizing the Mind” 3. Margaret Atwood – “Survival” (Extract from <i>Survival</i> in Arnold Anthology)	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	1. A.B. Paterson – “Waltzing Matilda” 2. Gabriel Okara – “The Mystic Drum” 3. David Rubadiri – “A Negro Labourer in Liverpool” 4. P.K. Page – “First Neighbours” 5. Kishwar Naheed – “I am not that Woman” 6. Jessie Mackay – “The Noosing of the Sun-God”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	George Ryga - <i>The Ecstasy of Rita Joe</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Douglas Stewart - <i>Ned Kelly</i> Wole Soyinka – <i>Death and the King’s Horseman</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	Margaret Laurence - <i>The Stone Angel</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Beire, Ulli. *The Penguin Book of African Poetry*. New York: Penguin, 2011.
 Boehmer, Elleke. *Colonial and Postcolonial Literature*. New Delhi: OUP, 2003.
 Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Macmillan, 1990.
 Soyinka, Wole. *Death and the King's Horseman. Collected Plays II*. London: Methuen, 1985.
 Theime, John. *Postcolonial Literatures in English*. New Delhi: Arnold Heinemann, 1996.
 Thieme, John. Ed. *The Arnold Anthology of Post-Colonial Literature in English*. London: Hodder Arnold, 2000.

Reference Books

Ashcroft, Bill, Gareth Griggiths and Helen Tiffin. *Key Concepts in Post-colonial studies*. Routledge: London, 2004. Print.
 Barry, Peter. *Beginning Postcolonial Theory*. New Delhi: Viva Books, 2007.
 Goodwin, K. L., and Alan Lawson. *The Macmillan Anthology of Australian Literature*. South Melbourne: Macmillan, 1990.
 Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1999.
 Young, Robert J. C. *Postcolonialism, A Historical Introduction*. London: Blackwell, 2001. Print.

Elective II – Critical Approaches to Literature**Objectives:**

To enable the students to experience the practical aspects of literature studies to utilise the resulting skills in day-to-day life.

To help the students in close reading of the literary texts in the light of current critical perspectives.

Course Outcomes:

CO1: Understand and appreciate the representative critical theories

CO2: Understand the historical evolution of literary theories

CO3: Examine the postulations of the various theories of literature

CO4: Analyze the argument underlying critical writings.

CO5: Apply the different theories to specific literary works.

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. Sigmund Freud – “The Anatomy of the Mental Personality” (From <i>Lecture XXXI</i>). 2. Northrop Frye – “The Archetypes of Literature”	12	CO1 CO2 CO3	K1, K2, K3, K4,

	3. Edward Said – “Introduction” (from Orientalism) 4. Paul de Man – “Literary History and Literary Modernity” (in Blindness and insight)		CO4 CO5	K5
Unit II	John Milton – <i>Lycidas</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	Chinua Achebe – <i>Things Fall Apart</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	William Shakespeare - <i>Hamlet</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	1. D.H. Lawrence - <i>Sons and Lovers</i> 2. Salman Rushdie - <i>The Midnight’s Children</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Lodge, David. *Twentieth Century Literary Criticism*. London: Longman, 1972.

Lodge, David. *Modern Critical Theories*. New Delhi: Pearson, 2014.

Waugh, Patricia & Philip Rice. *Modern Literary Theory: A Reader*. London: Bloomsbury Academic, 2001.

Reference Books:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, New Delhi: Viva Books, 2006.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 1997.

Fokkema, Douwe and Elurd Ibsch. *Theories of Literature in the Twentieth Century*. Hyderabad: Orient Longman, 1995.

Latimer, Dan. *Contemporary Critical Theory*. San Diego: Harcourt, 1989. Print.

Nagarajan. M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Blackswan, 2006.

Nayar, Pramod. K. *Contemporary Literary and Cultural Theories: From Structuralism to Ecocriticism*. New Delhi: Pearson India, 2010.

Ravindranath, S. *Principles of Literary Criticism*. Chennai: Emerald Publisher, 2001.

Terry Eagleton, *Marxism and Literary Criticism*, University of California Press, 1976.

Semester III
Major IX – British Literature III

Objectives:

To introduce students to the literature of England spanning from the Victorian Age to till the Modern Age

To introduce students to the various literary forms through a study of prescribed texts.

To inculcate a sense of appreciation and critical thinking.

To highlight the close link between literature and the society in which the writers lived

Course Outcome:

CO1: Understand the development of trends of British Literature through ages

CO2: Analyze the cultural and moral values with the text.

CO3: Interpret a sense of appreciation and critical thinking

CO4: Improve language skills by reading the prescribed texts

CO5: Examine the close link between literature and the society in which the writers lived

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. Matthew Arnold – “The Study of Poetry” 2. Bertrand Russell – “In Praise of Idleness” 3. E.M. Forster – “Notes on the English Character” 4. George Orwell - “Shooting of an Elephant”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Poetry I	1. Alfred Lord Tennyson – “The Lotos-Eaters” 1. Robert Browning – “Andrea Del Sarto” 2. Gerard Manley Hopkins – “The Windhover” 2. William Butler Yeats – “A Prayer for my Daughter”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Poetry II	1. T.S. Eliot - <i>The Wasteland</i> 2. R.S. Thomas – “Here” 3. Philip Larkin – “The Building” 4. Ted Hughes – “The Thought-fox” 5. Seamus Heaney – “The Tollund Man”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Drama I	1. Bertolt Brecht - <i>Mother Courage and Her Children</i> 2. Samuel Beckett – <i>Waiting for Godot</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V Novel	1. Charles Dickens – <i>A Tale of Two Cities</i>	12	CO1 CO2 CO3	K1, K2, K3, K4,

			CO4 CO5	K5
<p>Recommended Texts: Standard Editions of Texts Gardner, Helen. <i>The New Oxford Book of English Verse</i>. Oxford: OUP, 1972. Nayar, M.G. <i>Galaxy of English Essayists</i>. Chennai: Macmillan, 2012. Schmidt, Michael. <i>The Harvil Book of Twentieth Century Poetry in English</i>. Delhi: Rupa & Co, 2000. Schmidt, Michael. <i>Eleven British Poets</i>. London: Routledge, 1980. Thomas, C.T. <i>English Poetry from Chaucer to Housman</i>. Madras: Blackie and Sons, 1990. Wain, John. <i>Modern English Verse</i>. London: English Language Book Society, 1990.</p> <p>Reference Books: Albert, Edward. <i>History of English Literature</i>. Oxford University Press, New Delhi, Fifth Edition, 1979. Carter & Mears. <i>A History of England</i>. Oxford: Clarendon, 1937. Elson, John. <i>Post-war British Theatre</i>. US: Routledge, 1976. Gascoigne, Bamber. <i>Twentieth Century Drama</i>. US: Hutchinson University Library, 1974. Rees, R.J. <i>An Introduction to British Literature</i>. London: Macmillan, 1968. Rickett, Compton. <i>A History of English Literature Vol. I & II</i>. New York: Thomas Nelson, 1964.</p>				

Major X – Shakespeare Studies

Objectives:

- To introduce students to basic features of Shakespeare studies
- To draw attention to the historical changes in the reading and interpretation of Shakespeare’s texts
- To focus on developments in background and Shakespearean criticism

Course Outcomes:

- CO1: Understand all the facets of Shakespearean drama and the sonnets and their relation to the present
- CO2: Analyze the relationship between literature and the historical/cultural contexts in which it was written
- CO3: Examine the characters, plots and themes of four representative Shakespearean plays
- CO4: Interpret a written play and actively choose how to verbally and physically present the character and content
- CO5: Explain the effect that drama has on the understanding of ideas and the ethos of a culture

Unit	Content	Hours	COs	Cognitive Level
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Unit I	Shakespearean Theatre and Audience Trends in Shakespearean Studies Shakespearean Criticism Shakespeare into Film	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	Sonnets : 8, 46, 60, 76, 116, <i>The Merchant of Venice</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	<i>Othello</i> <i>Measure for Measure</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	<i>Richard II</i> <i>The Winter's Tale</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	1. G. Wilson Knight – “Myth and Miracle” 2. Stephen Greenblatt – “Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V” 3. Alan Sinfield, Jonathan Dollimore – “Introduction: Shakespeare, Cultural Materialism and the New Historicism,” An Extract from <i>Political Shakespeare: New Essays in Cultural Materialism</i> . 4. Elaine Showalter – “Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism.” An Extract from <i>Shakespeare and the Question of Theory</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Shakespeare, William. *Complete Work of William Shakespeare*. New Delhi: Oxford and IBH, 1977.

Alan Sinfield, Jonathan Dollimore. "Introduction: Shakespeare, Cultural Materialism and the New Historicism," *Political Shakespeare: New Essays in Cultural Materialism*. Ithaca: Cornell UP, 1985.

Elaine Showalter, "Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism." *Shakespeare and the Question of Theory*. Ed. Patricia Parker and Geoffrey Hartman. New York & London: Methuen, 1985.

Reference Books

Barber, C. L., *Shakespeare's Festive Comedy: A Study of Dramatic Form and its Relation to Social Custom*. Princeton, New Jersey: Princeton University Press, 1959.

Bradley A.C. *Shakespearean Tragedy*. Middlesex. The Echo Library, 2007.

Greenblatt, Stephen. *Shakespearean Negotiations*. New York: Oxford University Press, 1988

Gross, John, *After Shakespeare: An Anthology*. Oxford: Oxford University Press, 2002.

Hopkins, Lisa. *Beginning Shakespeare*. New York: Manchester University Press, 2005.
 Lanier, Douglas, *Shakespeare and Modern Popular Culture*. Oxford: Oxford University Press, 2002.
 Loomba, Ania, and Martin Orkin (eds.), *Post-colonial Shakespeares*. London: Routledge, 1998.
 Loomba, Ania, *Gender, Race, Renaissance Drama*. Manchester: Manchester UP, 1989.
 Righter, A. *Shakespeare and the Idea of Play*. London, 1962.

Major XI – Comparative Literature

Objectives:

To help students have a broad outlook on literature as Comparative Literature
 To acquaint students of literature with a knowledge of using comparison as a tool of criticism

Course Outcomes:

CO1: Understand the nuances of Comparative Literature
 CO2: Analyze various methodologies in comparative and translation studies
 CO3: Compare great writers of the world
 CO4: Identify the artistic importance by reading various literatures
 CO5: Develop knowledge of using comparison as a tool of criticism

Unit	Content	Hours	COs	Cognitive Level
Unit I	Definition, Origin, Nature and Scope of Comparative Literature –Comparative Literature studies in Indian and the West –Different Schools of Comparative Literature – Methodology of Comparative Literature – Influence, Analogy, Thematology – Translation – Adaptation – Periodisation – Comparative Indian Literature	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	Major Literary Movements in Indian and Western Literature – Classical Sanskrit Literature – Bakhti Movement – Renaissance and Modernity in Indian Literature – Western Impact in Indian Fiction – Post Colonial Trends – Modernism and Post Modernism in Comparative Literature.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	Translation-Definition and nature-theories of Translation (Indian and western)- Comparative Literature and Translation studies-Yardsticks of Good Translation and competence of translator-Sociocultural problems of Translation -problems of Literary Translation: Poetry, Drama, Fiction and other comparative aesthetics.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Cross cultural communication in Literature- Natural Literature- Literature Analogy and literary tradition-	12	CO1 CO2	K1, K2, K3, K4,

	influence studies and limitation in literature- Comparative Criticism- Literature and Society- Literature and psychology- Bibliographical tools in comparative Literature studies.		CO3 CO4 CO5	K5
Unit V	Comparative Literature in the Indian Western contexts-Comparative studies of Indian and Western writers <ol style="list-style-type: none"> 1. Dante's <i>The Divine Comedy</i> with Aurobindo's <i>Savithri</i> (The Book of Forest in Mahabharatha) 2. Thiruvalluvar with Francis Bacon 3. Kamban with John Milton 4. Shakespeare's <i>Antony and Cleopatra</i> with Dryden's <i>All for Love</i> 5. Bharathi with Shelley – Kuil Paatu and Ode to Skylark 6. Nathaniel Hawthorne's <i>The Scarlet Letter</i> with U.R. Ananthamurthy's <i>Samskara</i> 	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Jost, Francois. *Introduction to Comparative Literature*. Pegasus Publication, 1975.

Praver, SS. *Comparative Literary Studies: An Introduction*. Duckworth, 1973.

Brandt, Corstius, J. *Introduction to the Comparative study of Literature*. Random House, 2000.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Indiana University Press, 1974.

Ananthamurthy, U.R. *Samskara*. New Delhi: OUP, 2001.

Reference Books:

Bassanett, Susan. *Comparative Literature: Introduction*. London: Blackwell Publishers, 1993.

Das, Bijay Kumar. *Comparative Literature*. New Delhi: Atlantic Publishers, 2008.

Das, Bijay Kumar. *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers, 2010.

Elective III – Gender Studies

Objectives:

To enable an understanding of gender roles and the gender relations

To teach students to analyse how the social constructs of race, class gender and sexuality are created and how these legitimize power and privilege for women and men

To apply the concepts and theories of Gender Studies to life experiences and historical events and processes

Course Outcomes:

CO1: Examine and understand the women writers from various literatures across the world.

CO2: Identify the various concepts of Feministic writings.

CO3: Analyze and classify the diverse sociological issues related to women.

CO4: Illustrate the feministic perspective in the select works

CO5: Understand the predicament and plight encountered by the women in society via the prescribed books.

Unit	Content	Hours	COs	Cognitive Level
Unit I Concepts	Introduction to Gender Studies and Sociology Gender, Culture and Ideology Gender Representation in Popular Media: Stereotypes, Advertising Imagery, Hegemony. Gender, Economics and Power.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Prose	1. Elaine Showalter – “Towards a Feministic Poetics” 2. Simone de Beauvoir – “Introduction” from <i>The Second Sex</i> 3. Virginia Woolf - <i>Room of One’s Own</i> (Chapter I & IV) 4. Toril Moi - “Feminist Literary Criticism”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Poetry	1. Emily Dickinson - “I’m wife – I’ve finished that” 2. Imitiaz Dharker – “Another Woman” 3. Gauri Deshpande – “The Female of Species” 4. Sylvia Plath – “Lady Lazarus” 5. Maya Angelou – “Still I Rise”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Drama	1. Jean Anouilh - <i>Antigone</i> 2. Mahaswetha Devi - <i>Draupadi</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V Fiction	1. Jean Rhys - <i>Wide Sargasso Sea</i> 2. Margret Atwood - <i>The Edible Woman</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts: Standard Editions of Texts

Woolf, Virginia. *A Room of One’s Own*. New Delhi: UBSPD, 2006.

Narashimaha, C.D. *Anthology of Commonwealth Poetry*. New Delhi: Macmillan, 1985.

Theime, John. *Postcolonial Literatures in English*. New Delhi: Arnold Heinemann, 1996.

Reference Books

Butler, Judith. *Undoing Gender*. New York: Routledge, 2004.

Chakravarti, Uma. *Gendering Caste: Through a Feminist Lens*. Calcutta: Stree, 2006.

Eagleton, Mary Ed. *Concise Companion to Feminist Theory*. Oxford: Blackwell Publishing, 2003.

Jain, Jasbir. Ed. *Women in Patriarchy*. New Delhi: Rawat Publications, 2005.

Mohanthy, Chandra Talpade. "Cartographies of Struggle: Third World Women and The Politics of Feminism." *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Lucknow: Duke, 2004.

Barry, Peter. *Beginning Theory, An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.

Power, Nina. *One Dimensional Woman*. New Delhi: Cambridge UP, 2009.

Spivak, Gayatri Chakravorty, "Three Women's Text and a Critique of Imperialism". Henry Louis Gates, Jr. Ed. "Race" *Writing and Difference*. Chicago: Chicago University Press, 1985.

Elective IV – English Language Teaching

Objectives:

- To enable the students to gain enough background knowledge to plan a lesson, select adapt materials to teach different items, work out varied and interesting methods of teaching
- To make students to work out carefully planned and graded activities which will aid development of language and study skills in a classroom environment
- To enable students to go through the experience of English language teaching through practice teaching sessions
- To make students aware of and enable them to gain understanding of the LSRW.

Course Outcomes:

- CO1: Understand the diversity of the language techniques.
- CO2: Explain the theories of Language Learning like Cognitive, Behaviorist etc.
- CO3: Illustrate various methods of teaching and learning
- CO4: Demonstrate the preparation of curriculum and syllabus
- CO5: Understand the types of tests, evaluation and assessment.

Unit	Content	Hours	COs	Cognitive Level
Unit I	Language Learning and Teaching Nature and Uses of Language Theories of Language Acquisition – Behaviorism, Cognitive, Humanism	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	Approaches to Language Teaching Grammar Translation Method – Direct – Oral Approach – Audiolingualism – Structural – Communicative – Humanistic: Total Physical Response – The Silent Way – Community Language Learning – Suggestopedia	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Unit III	Curriculum and Syllabus Teaching of Language Skills (LSRW), Teaching of Vocabulary , Spelling, Pronunciation, Teaching Prose, Poetry, Drama, (Lesson Plan), Curriculum Design Selection, Materials Development and Evaluation, Remedial course	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Using ICT Technology in Language Teaching Computer Assisted Language Learning CALL - Teaching / Learning tools – power point audio visual Materials – CDS, DVDS, Mobile Phones, Interactive/ Multi-media Learning Materials	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	Practical Component Evaluation/ Assessment / Testing Continuous Assessment, Types of Test – Diagnostic, Proficiency, Attainment, Aptitude, Objective, descriptive, Validity and Reliability, Preparation of sample questions.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
<p>Recommended Texts:</p> <p>Nagaraj, Geetha. English Language Teaching: Approaches, Methods, Techniques. Orient Longman: Hyderabad, 2008.</p> <p>Richards, Jack C, Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, United Kingdom, 2001. Print.</p> <p>Saraswathi, V. English Language Teaching: Principles and Practice. Orient Longman: Hyderabad, 2004.</p> <p>Web References:</p> <ol style="list-style-type: none"> 1. http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm 2. http://www.cal.org/resources/digest/rodgers.html 				

Semester IV Major XII – Green Studies

Objectives:

- To expose students to the literature in connection with ecoconsciousness
- To impart knowledge in green studies to be eco-friendly citizens
- To appreciate nature aesthetically to preserve it and be proactive pupils
- To help students to shape themselves in such a way as to emerge as future policy makers

Course Outcomes:

- CO1: Understand the theme of eco-consciousness in various literature.

- CO2: Analyze various environmental crises
 CO3: Illustrate the environmental issues through literary narratives
 CO4: Develop critical awareness about sustainability practices.
 CO5: Examine various literary texts in connection with Eco consciousness

Unit	Content	Hours	COs	Cognitive Level
Unit I	Introduction to Green Studies – Ecofeminism – Contribution of Ecocritics – Features of Deep Ecology – Concepts of Stewardship, Symbiosis and Mutualism.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	Arne Naess – “What is Deep Ecology?” from <i>The Deep Ecological Movement : Some Philosophical Aspects</i> Michel Danino – “Nature and Indian Tradition” from “The Indian Mind Then & Now) Vandana Shiva – “Introduction to Ecofeminism from <i>Ecofeminism</i> ”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	Coleridge – “To Nature” R.W. Emerson – “Hamatreya” Parthasarathy – “River, Once” Ted Hughes – “Pike” Dylan Thomas – “Fern Hill”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Henrik Ibsen – <i>An Enemy of the People</i> Anton Chekhov – <i>The Cherry Orchard</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	Indra Sinha – <i>Animal’s People</i> Anita Desai – <i>Fasting, Feasting</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. 3rd ed., Viva Books, 2009
 Garrard, Greg. *Ecocriticism: New Critical Idiom*. Routledge, 2004.
 Glotfetty, Cheryl and Harold Fromm, eds. *The Ecocriticism Reader*. Athens, Georgia: University of Georgia Press, 1996.
 Mies, Maria and Vandana Shiva. *Ecofeminism*. New Delhi: Kate for Women, 1993.
 Selvamony, Nirmal, Nirmaldasan and Rayson.K. Alex, eds. *Essays in Ecocriticism*. New Delhi: Sarup and Sons and Osle-India. 2007. Print.
 Shiva, Vandana. *Staying Alive- Women, Ecology and Development*. New York: South End Press, 2010. Print.

Major XIII - General Essay

Objectives:

The course aims at training the students to write long essays on a given topic in the literary/critical history.

This course will help the students to write the UGC – JRF examination and other national level competitive examinations.

Course Outcomes:

CO1: Understand the pattern of competitive Examinations

CO2: Illustrate the growth of current literature

CO3: Analyze various ages of literature in a nutshell

CO4: Develop an idea in facing the exams

CO5: Recall and relate the concepts in the different literary trends and approaches, schools and Movements

1	Content	Hours	COs	Cognitive Level
Unit I	The Novel – Poetry - Drama Literary Criticism from Sidney to Johnson The Nineteenth-Century Criticism	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	The Twentieth-Century American Novel The Twentieth-Century American Literature The Indian and Commonwealth Novel The Indian and Commonwealth Drama	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	The Satirical Essay The Neo-Classical Age The Pre-Raphaelites The Art for Art’s Sake Movement The Symbolist Movement The Modernists	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	The Shakespeare Canon The Age of Shakespeare Shakespearean Tragedy Shakespearean Comedy Shakespeare’s Problem Plays Shakespeare’s Histories Fools and Clowns in Shakespeare Villains in Shakespeare’s Plays Women in Shakespeare’s Plays	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	The Influence of Foreign Languages on English English as a World Language	12	CO1 CO2	K1, K2, K3, K4,

	Characteristics of Indian English The Teaching of Indian English at the Tertiary level		CO3 CO4 CO5	K5
Reference Books				
Abrahams, M.H. <i>A Glossary of Literary Terms</i> . New Delhi: Cengage, 2008.				
Albert, Edward. <i>History of English Literature</i> . Oxford University Press, New Delhi, Fifth Edition, 1979.				
Baldick, Chris. <i>Oxford Book of Literary Terms</i> . London: Oxford University Press, 2005.				
Hudson, William Henry. <i>An Introduction to the Study of Literature</i> . Chennai: Atlantic, 2006.				
Nagarajan. M.S. <i>English Literary Criticism and Theory: An Introductory History</i> . Hyderabad: Orient Blackswan, 2006.				
Prasad, B. <i>A Background to the study of English Literature for Indian Students</i> . New Delhi: Macmillan, 1999.				
Rees, R.J. <i>An Introduction to English Literature</i> . London: Macmillan, 1968.				
Rickett, Compton. <i>A History of English Literature Vol. I & II</i> . New York: Thomas Nelson, 1964.				

Major XIV – Literary Criticism

Objectives:

To enable the students to experience the practical aspects of literature studies to utilise the resulting skills in day-to-day life.

To help the students in close reading of the literary texts in the light of current critical perspectives.

Course Outcomes:

CO1: Understand and appreciate the representative English theories and criticism

CO2: Distinguish between literary theory and critical theory and apply them in the study of various genres of literature.

CO3: Examine the postulations of the various theories of literature

CO4: Recognize and critique the argument underlying critical writings

CO5: Acquaint with the different theories and apply selected theories to specific literary works

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. Aristotle - Poetics : Aristotle's view of Imitation and Definition of Tragedy (Ch. 1-3, 6-12 & 14) 2. William Wordsworth - The Preface to Lyrical Ballads 3. S.T. Coleridge – Biographia Literaria Chapter XIV 4. T.S. Eliot - Tradition and Individual Talent	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	1. Ferdinand de Saussure - The Object of Study 2. Roman Jakobson - Two Aspects of Language 3. Roland Barthes – The Death of the Author	12	CO1 CO2 CO3	K1, K2, K3, K4,

			CO4 CO5	K5
Unit III	1. Jacques Derrida - Structure, Sign and Play in the Discourse of the Human Sciences 2. Paul de Man - The Resistance to Theory	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	1. Jacques Lacan - The Mirror Stage as Formative of the Function of the I 2. Geoffrey Hartman - The Interpreter's Freud	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	1. John Fiske - Culture, Ideology, Interpellation 2. Gayatri Chakravorty Spivak – Feminism and Critical Theory	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Recommended Texts:

Lodge, David. *Modern Critical Theories*. New Delhi: Pearson, 2014.

Lodge, David. *Twentieth Century Literary Criticism*. London: Longman, 1972.

Ryan, Michael and Julie Rivkin. *Literary Theory: An Anthology*. Wiley-Blackwell, 2004

Reference Books:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, New Delhi: Viva Books, 2006.

Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: OUP, 1997.

Fokkema, Douwe and Elurd Ibsch. *Theories of Literature in the Twentieth Century*. Hyderabad: Orient Longman, 1995.

Latimer, Dan. *Contemporary Critical Theory*. San Diego: Harcourt, 1989. Print.

Nagarajan. M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Blackswan, 2006.

Nayar, Pramod. K. *Contemporary Literary and Cultural Theories: From Structuralism to Ecocriticism*. New Delhi: Pearson India, 2010.

Ravindranath, S. *Principles of Literary Criticism*. Chennai: Emerald Publisher, 2001.

Terry Eagleton, *Marxism and Literary Criticism*, University of California Press, 1976.

Waugh, Patricia. *Literary Theory and Criticism*. New Delhi: OUP, 2006.

Elective V – Mass Communication and Film Studies

Objectives:

- To introduce the students to modern mass media and communication fields
- Aware of the growth and development of Journalism
- Provide an introduction to the concepts and practices advertisement
- Combine the popular interest in films with technical and socio-cultural dimensions of film appreciation.

Course Outcomes:

- CO1:** Identify the fundamentals of Mass Communication and film
- CO2:** demonstrate knowledge and understanding of media industry with along with practical and theoretical concepts of Mass Communication and film
- CO3:** identify, define and investigate information and ideas related to issues and opportunities in Mass Communication and film industry
- CO4:** Explore information and use digital literacy in capturing information from various media sources and develop innovative solutions
- CO5:** Acquire the skills and knowledge necessary to become an entry level technical or content writer in the media field

Unit	Content	Hours	COs	Cognitive Level
Unit I	Journalism and Mass Communication: Principles – Ethics – Press Codes – Freedom of Press – Press Laws. Reporter – Subeditor- Editor	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	News – Types; Proof reading; Report writing; News Report; Editing; Photography;	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	Advertising: Definition – Importance And Functions of Advertising – Role of Advertising – Types of Advertising – Commercial – Non-Commercial – Advertising Appeals. Advertisements and Social Responsibility.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Film Studies: History of Cinema; Major Landmarks in Indian Cinema; Kinds of Film; Techniques	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	Review of Films Scriptwriting and Direction. Entertainment and Social Responsibility.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

Reference Books :

Ahuja, B.N. *Mass Media Communication*. New Delhi: Saurabh Publishing House, 2010.
 Ahuja, B.N. *The History and Principles of Journalism*. New Delhi: Surjeeth Publications, 2001.
 Freeman, Sarah - *Written Communication in English* - Chennai: Orient Longman, 2005.
 Vasudevan. S. *Making Meaning in Indian Cinema*. New Delhi: OUP, 2000.

Major XV - Project**Objectives:**

The Project will be a maiden attempt at research for the students. It will be a formal presentation of methodical study on a specific area or writer, adhering to the guidelines specified in MLA Handbook (Eighth Edition). The choice of the topic for the project can be from a wide range of subjects, but a text or topic prescribed for study should be strictly avoided.

The Project aims at equipping the students with the efficient way of presenting their research work and finding in a methodological fashion.

To provide students with practical exposure and training in research writing

To develop a logically sound, critical and original body of work

Course Outcomes:

CO1: Examine the analytical skill

CO2: Understand the theory and to apply on the texts

CO3: Analyze various genres and approaches

CO4: Develop the skill of research writing

CO5: Understand the methodology of research

Unit	Content	Hours	COs	Cognitive Level
	<p>Requirements A research paper based on analysis / argument, supported by elaboration and documentation of data. The dissertation should follow the MLA (latest edition) style sheet.</p> <p>Length: 50 pages in Times New Roman font 12 in Size. Double line spacing. Organised in 5 chapters.</p> <p>Scope: Research topics could include – Analysis of texts, Literary theories, Trends in culture and historiography, media content.</p> <p>Submissions</p>		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

	<p>Abstract Outline First, subsequent and final drafts Works Cited Appendices Dissertation. Viva-voce The research work must be strictly an individual sincere work, the result of ardent study and pursuit of excellence. The work should not exceed 10,000 words and there will be viva- voce by an external examiner.</p>			