

**SAKTHI COLLEGE OF ARTS AND SCIENCE FOR WOMEN, ODDANCHATRAM**

**(Recognized Under Section 2(f) and 12(B) of UGC Act 1956)**

**(Affiliated to Mother Teresa Women's University, Kodaikanal)**

**PG AND RESEARCH DEPARTMENT OF ENGLISH**

**CURRICULUM FRAMEWORK AND SYLLABUS FOR**

**OUTCOME BASED EDUCATION IN**

**SYLLABUS FOR**

**M.A., ENGLISH**

**FRAMED BY**

**MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL**

**UNDER CHOICE BASED CREDIT SYSTEM 2018 - 2021**

## **Preamble:**

The PG & Research Department of English occupies a pioneering status in the history of Sakthi Arts and Science College for Women, as it was established along with the origin of the college in 2009. During the initial phase, the Department had been functioning as a vital instrument in imparting communicative competency in an inclusive medium to students pursuing undergraduate courses in other disciplines. Within a short span of time, the Department has attained a steady course of progress in terms of academic excellence and infrastructural facilities. Yet more milestones in the academic evolution of the Department of English are the launching of the M.A., (English) Degree Programme in 2010 and M.Phil., (English) Degree Programme in 2014.

Apart from conscientiously adhering to the vested task of syllabus-oriented knowledge dissemination, the Faculty of English has also asserted its commitment to the student community through allied activities like organizing academic conferences and seminars, offering counseling services, celebrating artistic and literary festivals and competitions and planning placement activities. Efforts are on to prepare a registry of the students of the Department who adorn various walks of life to enfold themselves in achieving their dreams.

The Department of English has highly qualified faculty members and support staff and is committed towards the development of innovative and handy ways of teaching at Graduate, Post-graduate and Research level Programmes and carrying out cutting edge research in various research fields as well. Far from being content with the palms and laurels won in the past, the faculty of the Department of English has constantly been in search of novel ways and means to serve the interests of the students as well as the society at large.

## **Fixing the Learning Objectives:**

Since the Academic year 2018 – 2019, the learning objectives and outcomes of the Programmes of B.A., (English), M.A., (English) and M.Phil., (English) have been set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Evaluation = Evaluate

K6 / Synthesis = Create

## Mapping COs with POs:

For each Programme, the Educational Objectives and the Specific Objectives are specified. The Programme Outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite Outcomes are set, giving challenge to the cognitive domain. The Course Outcomes are mapped with the Programme Outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

## Institutional Objectives:

The institution has certain definite Institutional Objectives to be attained.

- Skill Development & Capacity Building
- Women Empowerment
- Self-reliance
- Gender Equity & Integrity

## Programme Educational Objectives:

The Programmes B.A., M.A., and M. Phil., (English) are offered with certain Specific Educational Objectives.

- ❖ Exploring the entire range of human experience in the resources of language in genres like Fiction, Poetry, Non-Fiction, Prose and Drama.
- ❖ Building skills of analytical and interpretive arguments and developing writing skills in a variety of genres as a process of intellectual inquiry and creative expression.
- ❖ Comprehending the influential writings from the British, American and global Anglophone traditions and focusing on a historical period, an issue or theme, a critical approach or a literary genre.
- ❖ Gaining imagination and critical insight into all areas of human experience, the burdens of history and the dreams of the future.
- ❖ Imbibing literature as an essential and rewarding part of a life-long commitment to learning and growth.
- ❖ Organizing and delivering engaging oral presentations in English with increased confidence.

## Mapping PEOs with IOs:

Programme Educational Objectives	Institutional Objectives			
B.A., / M.A., / M. Phil., (English)	1	2	3	4
<b>PEO1:</b> Exploring the entire range of human experience in the resources of language in genres like Fiction, Poetry, Non-Fiction, Prose and Drama.	*			

<b>PEO2:</b> Building skills of analytical and interpretive arguments and developing writing skills in a variety of genres as a process of intellectual inquiry and creative expression.		*		
<b>PEO3:</b> Comprehending the influential writings from the British, American and global Anglophone traditions and focusing on a historical period, an issue or theme, a critical approach or a literary genre.			*	
<b>PEO4:</b> Gaining imagination and critical insight into all areas of human experience, the burdens of history and the dreams of the future.				*
<b>PEO5:</b> Imbibing literature as an essential and rewarding part of a life-long commitment to learning and growth.			*	
<b>PEO6:</b> Organizing and delivering engaging oral presentations in English with increased confidence.				*

**Measuring: H – High; M – Medium; L – Low**

## **M.A., ENGLISH**

### **Programme Specific Objectives:**

The main objectives of offering M.A., (Eng.Lit) programme are –

- To familiarize the students with the representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- To increase their capability to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- To enable them to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- To aid them become writers in variety of formats including essays, research papers, reflective writing, and critical reviews.
- To make them proficient in oral communication and writing.

### **Programme Objectives:**

- Offering holistic education through a competent and cutting-edge curriculum.
- Developing acquaintance with the recent trends and theories of English language and literature.
- Introducing the philosophy and mechanics of research.
- Enabling them to acquire both theoretical thrust and hands-on-experience in writing research papers and theses.
- Motivating them to involve in the methods and skills of independent academic and research work.
- Exposing the students to the imperatives of careers.
- Fitting them out for careers at the local, national and global levels in academics, the media, the corporate world and administrative services

### **Programme Outcomes:**

- **PO – 1** Gaining knowledge of the wide curriculum.
- **PO – 2** Understanding the modern theories and trends.
- **PO – 3** Comprehending the basics of research.
- **PO – 4** Preparing research articles and getting them published in journals.
- **PO – 5** Being capable to do individual research.
- **PO – 6** Equipping themselves to meet the competitive examinations.
- **PO – 7** Honing their skills and making themselves employable.

**ASSESSMENT PATTERN**  
**CIA / QUESTION PATTERN & SCHEME**

<b>S.No</b>	<b>Section</b>	<b>Question Type</b>	<b>Marks Allotted</b>
1	Part - A	Six questions in multiple choice pattern, testing K1 and K2 are to be given. Each question carries one mark.	03X01 = 03
2	Part - B	Two descriptive questions, with alternate options, testing K3 and K4, are to be given. Each question carries four marks.	02X02 = 04
3	Part - C	Two descriptive questions, testing K5 and K6, are to be given. Three questions are to be answered. Each question carries 15 marks.	02X04 = 08
4		Assignment	05
5		Seminar	05
Total Marks in CIA			25

**CE / QUESTION PATTERN & SCHEME**

<b>S.No</b>	<b>Section</b>	<b>Question Type</b>	<b>Marks Allotted</b>
1	Part - A	Ten questions in multiple choice pattern, testing K1 and K2 are to be given. From each unit, two questions must be taken. Each question carries one mark.	10X1 = 10
2	Part - B	Five descriptive questions, with alternate options, testing K3 and K4, are to be given. Each question carries four marks. Questions are taken in the given order. Qtn. No. 11 (a) or (b) from Unit I Qtn. No.12 (a) or (b) from Unit II Qtn. No.13 (a) or (b) from Unit III Qtn. No.14 (a) or (b) from Unit IV Qtn. No.15 (a) or (b) from Unit V	5X4 = 20
3	Part - C	Six descriptive questions, testing K5 and K6, are to be given. Three questions are to be answered. Each question carries 15 marks. Questions are taken in the given order. Qtn. No. 16 from Unit I Qtn. No. 17 from Unit II Qtn. No. 18 from Unit III Qtn. No. 19 from Unit IV Qtn. No. 20 from Unit V	3X15 = 45
Total Marks in CE			75

**COMMON ACADEMIC STRUCTURE / M.A., ENGLISH / 2018 – 2021**

Sem	Sub. Code	Title of the Course	Hrs	Credits	Marks		
					CIA	CE	Total
<b>I</b>	PENT11	Core I – British Literature – I	6	5	25	75	100
	PENT12	Core II - British Literature – II	6	5	25	75	100
	PENT13	Core III – Indian Writing in English	6	5	25	75	100
	PENT14	Core IV – Diasporic Fiction	6	5	25	75	100
	PENE11	Elective – I – Creative Writing	6	5	25	75	100
		<b>Total</b>		<b>30</b>	<b>25</b>	--	--
<b>II</b>	PENT21	Core V – British Literature – III	7	5	25	75	100
	PENT22	Core VI – British Literature – IV	7	5	25	75	100
	PENT23	Core VII – Shakespeare – V	6	5	25	75	100
	PENT24	Core VIII – Language and Linguistics	6	5	25	75	100
	PENE22	Elective II – Translation Theory and Practice	4	5	25	75	100
		<b>Total</b>		<b>30</b>	<b>25</b>	--	--
<b>III</b>	PENT31	Core IX – American Literature	6	5	25	75	100
	PENT32	Core X – World Classics in Translation	6	5	25	75	100
	PENT33	Core XI - Literary Theory and Criticism	6	5	25	75	100
	PENT34	Core XII – Research Methodology	6	5	25	75	100
	PENE33	Elective III – Writing for the Media	6	5	25	75	100
		<b>Total</b>		<b>30</b>	<b>25</b>	--	--
<b>IV</b>	PENT41	Core XIII -- Post-Colonial Literature	6	5	25	75	100
	PENT42	Core XIV – Women’s Writing	6	5	25	75	100
	PEND41	Project	18	5	25	75	100
	<b>Total</b>		<b>30</b>	<b>25</b>	--	--	<b>400</b>
	<b>Grand Total</b>		<b>120</b>	<b>90</b>	--	--	<b>1800</b>

**Programme:** M.A.,  
**Semester:** I  
**Course Type:** Core – I  
**Hours Required:** 6 HRS/ WEEK  
**CIA:** 25

**Subject:** English  
**Course:** British Literature - I  
**Credits:** 5  
**CA:** 75

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners.

Description of COs	Blooms' Taxonomy Level
Identifying the various aspects of genres of literature	Knowledge (Level K3)
Providing a wide spectrum of literary exuberance of the great masters for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired	Analysis (Level K4)
Helping the students imbibe the abiding human and moral values through the study of great pieces of literature.	Application (Level K3)
Developing critical and creative faculties in students.	Synthesis (Level K6)
Evaluating various poets as representative of their periods	Evaluation (Level K5)

## COURSE CONTENT

### Unit I Poetry

Chaucer – Prologue to the Canterbury Tales (The Characters: The Knight, The Prioress, The Cook, The Doctor of Physic & The Wife of Bath)  
Spenser - Epithalamion

John Milton – Paradise Lost Book II

### Unit II Poetry

John Donne – Ecstasy, The Sun Rising  
Robert Herrick – Delight and Disorder  
Shakespeare – Phoenix and The Turtle  
George Herbert – Altar  
Henry Vaughan – Love and Discipline

### Unit III Prose

Francis Bacon – Of Religion  
Of Truth  
The Bible – Book of Mark

### Unit IV Drama

Thomas Middleton – The Challenging  
John Webster – The Duchess of Malfi

### Unit V Fiction

Francis Bacon – New Atlantis

**Text Book:**

All the above are the prescribed text books

**Books for Reference:**

- Blewitt, David, *Defoe's Art Fiction*. Canada: University of Toronto Press, 1979.
- Boas, Frederick. S. *Christopher Marlowe: A Bibliographical and Critical study*. Oxford; OUP, 1966.
- Boulton, Marjorie. *The Anatomy of the Novel*. London: Routledge and KeganPaul, 1984.
- Boulton, Marjorie. *The Anatomy of Poetry*. New Delhi: Kalyani Publishers, 1979.
- Forster, E. M. *Aspects of the Novel*. London: Edward Arnold, 1927.
- Minto, William. *A manual of English prose Literature*. Atlantic Publishers and Distributors, 1995.
- Peacock, R., *The Art of Drama*. London: 1951
- Phythian, B.A., ed. *Considering Poetry*. London: Hodder and Soughton, 1987.
- Hopkins, Lisa. *Christopher Marlowe –Renaissance Dramatist*. Chennai. Power Book House.

**Programme: M.A.,**  
**Semester: I**  
**Course Type: Core – II**  
**Hours Required: 6 HRS/ WEEK**  
**CIA: 25**

**Subject: English**  
**Course: British Literature II**  
**Credits: 5**  
**CA: 75**

### **COURSE CONTENT**

#### **Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners.

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Identifying the various aspects of genres of literature	Knowledge (Level K3)
Providing a wide spectrum of literary exuberance of the great masters for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired	Analysis (Level K4)
Helping the students imbibe the abiding human and moral values through the study of great pieces of literature.	Application (Level K3)
Developing critical and creative faculties in students.	Synthesis (Level K6)
Evaluating various poets as representative of their periods	Evaluation (Level K5)

### **COURSE CONTENT**

#### **UNIT I POETRY**

Blake – Chimney Sweepers  
Pope – Rape of the Lock  
Dryden – Mac Flecknoe

#### **UNIT II POETRY**

Gray – Elegy Written in the country Churchyard  
Burns – A Red Red Rose

#### **UNIT III PROSE**

Swift - The Battle of the Books  
Addison and Steele – Moll White  
Will Wimble  
Of Shame and Fear of Poverty

#### **UNIT IV DRAMA**

Dryden – All for Love  
Congreve - The Way of the World

#### **UNIT V FICTION**

Henry Fielding – Tom Jones  
Goldsmith – Vicar of Wakefield

#### **TEXT BOOK:**

All the above are the prescribed text books

**BOOKS FOR REFERENCE**

- Minto, William, A Manual of English Prose Literature, Atlantic Publishers And Distributions, 1995
- Lewin, Gerald, Prose Models, New York: Harcourt Brace Jovanovich inc, 1974
- Coombes, H., Literature and Criticism, New York: Penguin Books Ltd 1980
- Green David., ed. The Winged Word. Delhi: Macmillan India Ltd, 1974
- James, Henry. The Art of Fiction, Madras: Macmillan India Ltd, 1986 .

**Programme: M.A**

**Semester: I**

**Course Type: Core – III**

**Hours Required: 6 HRS/ WEEK**

**CIA: 25**

**Course Outcomes:**

After completion of the course, the student will be able to

**Subject: English**

**Course: Indian Writing in English**

**Credits: 5**

**CA: 75**

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Distinguish strategies and topics in Indian English Literature from that of Western models	Knowledge (Level 1)
Analyze poetic techniques and themes in Indian writing in English	Analysis (Level 4)
Assess literature as a kind that portrays the country with specific accentuation on postcolonial Indian experience of the country, its set of experiences, governmental issues and the job of memory	Evaluation (Level 5)
Evaluate current composition as a portrayal of India's variety	Evaluation (Level 5)
Integrate writing and society by means of discussing social construction of Indian culture and Human Rights issues.	Synthesis (Level 6)

## **COURSE CONTENT**

### **UNIT – I: POETRY**

K.N.Daruwalla – Death by Burial

Sri Aurobindo – The Pilgrims of the Night

Nissim Ezekiel – The Patriot

Jayanta Mahapatra – The Lost Children of America

Gieve Patel – On killing a tree

Amrita Pritam – Bread of dreams

Toru Datt – Lakshman

Sarojini Naidu – Indian Gipsy

Tagore \_ Geetanjali

### **UNIT-II: PROSE**

A.P.J. Abdul Kalam – Patriotism beyond politics and religion

Swami Vivekananda – Work and its Secret

Nehru- Discovery of India (II-Chapters)

### **UNIT-III: DRAMA**

Vijay Tendulkar – Ghashiram Kotwal

Mahesh Dattani – Final Solutions

### **UNIT-IV: FICTION**

Rama Mehta - Inside the Haveli

Amitav Gosh – Circle of Reason

**UNIT-V: SHORT STORY**

K.A.Abbas- Sparrows

Kushwant Singh- Mr. Kanjooas and The Great Miracle

**BOOKS FOR REFERENCE:**

- Iyengar . R. Srinivasa. —Indian Writing in Englishl. New Delhi: Sterling Publishers Private Limited, 1983.
- Naik, M. K, ed —Aspects of Indian Writing i n Englishl. New Delhi: Macmillan India Limited, 1982.
- Dwivedi, A. N. —Aspects of Indian Writing in Englishl. New Delhi: Amar Prakashan, 2002.
- Das, Nigamanda. ed. Contemporary Indian Writing in English: Trends; Concepts; Techniques.

**Programme: M.A.,**  
**Semester: I**  
**Course Type: Core – IV**  
**Hours Required: 6 HRS/ WEEK**  
**CIA: 25**

**Subject: English**  
**Course: Diasporic Fiction**  
**Credits: 5**  
**CA: 75**

**Course Outcomes:**

Description of COs	Blooms' Taxonomy Level
Gaining knowledge of the Diaspora on the cultural, political, social and religious grounds	Knowledge (Level K1)
Comprehending the themes such as search for identity, oppression, marginalization, gender discrimination etc.	Comprehension (Level K2)
Analyzing the condition of the third world countries and the diaspora in the society	Analysis (Level K4)
Evaluating the political and cultural autonomy of the people who were put up in the alien lands	Evaluation (Level K5)
Imbibing social consciousness of the plight of the diasporic people	Synthesis (Level K6)

**COURSE CONTENT**

**Unit I**

Vikram Seth — Golden Gate

**Unit II**

Salman Rushdie – Midnight's Children

**Unit III**

Chitra Banerjee Divakaruni—Palace of Illusions

**Unit IV**

Rohinton Mistry - Family Matters

Jhumpa Lahiri – The Lowland

**Unit V**

Manju Kapur - Difficult Daughters

Bharathi Mukherjee - Wife

**TEXT BOOK:**

All the above are the prescribed text books

**Books for reference:**

- Twentieth Century Canadian Poetry- Ed, Manaroma Trikha, Pencraft International, Delhi:2001.
- Readings in Common Wealth Literature:Ed,William Walsh Clarendon Press,Oxford,1973.
- Ten Twentieth Century Indian Poets: ed ..R.Parthasarathy,Delhi,1981

- Goldberg, David Theo (ed), *Multiculturalism: A Critical Reader*. Blackwell, London, 1994.
- Hall Stuart, 'Cultural Identity and Diaspora' in Williams P. and Chrisman, Laura, eds, *Colonial Discourse and postcolonial Theory : a Reader* .Harvester Wheatsheaf, New York ,1993.
- Nelson, Emmanuel(ed.) ,*Reworlding :the literature of the Indian Diaspora* ,Green Wood, New York,1992
- Rushdie, Salman, 'the Indian Writer in England' in *The Eye of the Beholder: Indian Writing in English* ,ed .M. Butcher, Commonwealth Institute,London,1983:75-83 *Imaginary Homelands* ,Granta,London,1991
- Safran ,William, 'Diasporas in Modern Societies :Myths of Homeland and Return' . *Diaspora: A Journal of transnational studies*. I .(spring 91) ,83-99.

**Programme: M.A.,**  
**Semester: I**  
**Course Type: Elective –I**  
**Hours Required: 6 HRS/ WEEK**

**Subject: English**  
**Course: Creative Writing**  
**Credits: 5**  
**CA: 75**

**CIA: 25**

**Course Outcomes:**

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Comprehending the different techniques of creative writing	Comprehension (Level K2)
Understanding the formalities involved in formal and official writing	Comprehension (Level K2)
Analysing the components of newspaper and trying to write such articles	Analysis (Level K4)
Rehearsing the reports presented in media and working out news in the same pattern	Synthesis (Level K6)
Becoming good writers of columns in newspapers and television	Synthesis (Level K6)

**COURSE CONTENT**

**UNIT I:**

Writing Short Story (Narrative, descriptive), Writing Poetry (Simile, metaphor, Personification, Rhyme scheme)

**UNIT II:**

Script for Announcement  
Preparing Notice/Agenda

**UNIT III:**

Writing Advertisement  
Writing Reviews (Books /Films)  
Writing News for TV /Radio

**UNIT IV:**

Writing Memos  
Report writing (function /accident / incident)  
Feature Articles

**UNIT V:**

Essay- Writing (2 hours)  
based on Exposition, Description, Narration & Argumentation

**TEXT BOOKS:**

1. Pawan Mishra's —On Writing Wonderfully: The Craft of Creative Writing
2. John Gardner's —The Art of Fiction

**REFERENCE BOOKS:**

➤ Rog Off, Leonard and Ballenger, Gladys —Office Guide to Business Letters, memos & Reports New York; Macmillan 1994.

➤ Developing communication skills -2nd Edition, Krishna Mohan, Meera Banerji, Macmillan)

➤ Martin Maloney and Paul Max Rubenstein: Writing for the Media. Practice – Hall in C. Engelwood Cliffs N.J.

➤ Effective English Communication for You, Emerald Publishers, 2002

**Programme: M.A**  
**Semester: II**  
**Course Type: Core – V**  
**Hours Required: 7 HRS/ WEEK**  
**CIA: 25**

**Subject: English**  
**Course: British Literature III**  
**Credits: 5**  
**CA: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners.

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Identifying the various aspects of genres of literature	Knowledge (Level K3)
Providing a wide spectrum of literary exuberance of the great masters for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired	Analysis (Level K4)
Helping the students imbibe the abiding human and moral values through the study of great pieces of literature.	Application (Level K3)
Developing critical and creative faculties in students.	Synthesis (Level K6)
Evaluating various poets as representative of their periods	Evaluation (Level K5)

**COURSE CONTENT**

**UNIT I POETRY**

Wordsworth -Daffodils  
 Coleridge - Dejection: An Ode  
 Keats -Ode to Autumn  
 Shelley -To the Skylark

**UNIT II POETRY**

Tennyson -The Lady of Shallot  
 Arnold -Rugby Chapel  
 Robert Browning -Porphyria's Lover

**UNIT III PROSE**

Charles Lamb -Dream Children  
 -In Praise of Chimney Sweepers  
 R.L. Stevenson -Walking Tours  
 Carlyle -Hero as a Poet

**UNIT IV DRAMA**

Oscar Wilde - Lady Windermere's Fan

## **UNIT V FICTION**

Hardy                      -Far from the Madding Crowd

Dickens                    -Tale of Two Cities

### **TEXT BOOK:**

All the above are the prescribed text books

### **BOOKS FOR REFERENCE:**

- Green, David. —The Winged Word – An Anthology of Poems for Degree Course, Chennai: Macmillan Publishers India Limited, 1974.
- Thomas, C.T. —Twentieth Century Verse – An Anglo American Anthology, Chennai: Macmillan Publishers India Ltd, 1979.

**Programme: M.A**  
**Semester: II**  
**Course Type: Core – V**  
**Hours Required: 7 HRS/ WEEK**  
**CIA: 25**

**Subject: English**  
**Course: British Literature IV**  
**Credits: 5**  
**CA: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners.

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Identifying the various aspects of genres of literature	Knowledge (Level K3)
Providing a wide spectrum of literary exuberance of the great masters for the young minds to revel in the luxury of representative literary pieces in each genre and to be informed and inspired	Analysis (Level K4)
Helping the students imbibe the abiding human and moral values through the study of great pieces of literature.	Application (Level K3)
Developing critical and creative faculties in students.	Synthesis (Level K6)
Evaluating various poets as representative of their periods	Evaluation (Level K5)

**COURSE CONTENT**

**UNIT I Poetry**

- T.S Eliot - The Journey of the Magi
- W.B.Yeats - The Second Coming
- Ted Hughes - The Hawk in the Rain
- Philip Larkin - Wants

**UNIT II Poetry**

- W.H.Auden - The Unknown Citizen
- G.M. Hopkins - Pied Beauty
- Lawrence Binyon - For the Fallen
- Dylan Thomas - Do Not Go Gentle into That Goodnight

**UNIT III Prose**

- E.M.Forster - Selection From E.M.Forster's Essays  
(Notes on English Character / Does Culture Matter)
- Betrand Russel - Marriage and Morals
- George Orwell - Shooting an Elephant

#### **UNIT IV Drama**

T.S.Eliot            --            Murder in the Cathedral

Herald Pinter     --            The Betrayal

#### **UNIT V Novel**

Joseph Conrad    --            Heart of Darkness

Kazuo Ishiguro    --            The Remains of the Day

#### **TEXT BOOK:**

All the above are the prescribed text books

#### **BOOKS FOR REFERENCE:**

- K. Ayyappa Paniker, K. Ed. —A Pride of Poets. New Delhi: Oxford University Press, 1979.
- Eliot T.S. —The Sacred Wood, Essays on poetry and Criticism. New Delhi: B.I. Publications, 1936.
- Roberts, Michael. The Faber Book of Modern Verse. Faber and Faber, 1936.
- Ward A.C. —Twentieth Century English Literature. New Delhi: Oxford University Press, 1960-61.
- Jeffares A.N.A. —Commentary on the Collected Poets of W.B.Yeats. Methun, 1964. 6.
- Welland, D.S.R., Wilfred Owen —A Critical Study. London: Chatto and Windus, 1960.

**Programme: M.A**  
**Semester: II**  
**Course Type: Core – VII**  
**Hours Required: 6 HRS/ WEEK**  
**CIA: 25**

**Subject: English**  
**Course: Shakespeare**  
**Credits: 5**  
**CA: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners.

<b>Description</b>	<b>Blooms' Taxonomy Level</b>
Gaining knowledge of the nature of the dramatic genres adopted by Shakespeare	Knowledge (Level K1)
Comprehending the themes and techniques of Shakespearean plays	Comprehension (Level K2)
Analyzing Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies	Analysis (Level K4)
Comprehending Shakespeare's rich use of language and literary conventions	Comprehension (Level K2)
Applying the knowledge of the social, political, intellectual context of Elizabethan England to the works of Shakespeare	Application (Level K4)

**COURSE CONTENT**

**UNIT I - Tragedy**

Hamlet

**Unit II - Romantic Comedy**

As You Like It

**Unit III – Historical Play**

Henry IV Part-I

**Unit IV - Roman Play**

Antony and Cleopatra

**Unit V – General Shakespeare**

- Shakespeare's Theatre and Audience
- History Plays

Shakespearean Tragedy

- Romantic Comedy
- Songs and Music
- Fools in Shakespeare
- Shakespearean Criticism down the Ages

**TEXT BOOK:**

All the above are the prescribed text books

**BOOKS FOR REFERENCE:**

- Bradley, A.C. —Shakespearean Tragedy. London: Oxford University Press, 2006.
- Harrison, G.B. —Introducing Shakespeare. Kolkata: Penguin Books, 1968.
- Knight, Wilson, —The Imperial Theme. New York: NY Publishers, 1980.

**Programme: M.A.,**  
**Semester: II**  
**Course Type: Core – VIII**  
**Hours Required: 6 HRS/ WEEK**  
**CIA: 25**  
**Course Outcomes:**

**Subject: English**  
**Course: Language and Linguistics**  
**Credits: 5**  
**CA: 75**

After completion of the course, certain outcomes are expected from the learners.

<b>Description</b>	<b>Blooms' Taxonomy Level</b>
Enabling the students to know and form ideas on the growth and development of English language	Knowledge (Level K1)
Acquiring its structural, grammatical and functional aspects	Knowledge (Level K1)
Understanding the language's links with society, culture and literature	Comprehension (Level K2)
Producing precise, clear, grammatically-correct, well-developed, and well-organized writing	Synthesis (Level K6)
Imparting proficiency in pronunciation and oral communication	Synthesis (Level K6)

### **COURSE CONTENT**

#### **Unit I: The History of English Language**

The Descent of the English Language.

The Old English Period: The Middle English Period; The Renaissance & After;

The Growth of Vocabulary, Change of Meaning, The Evolution of Standard English.

#### **Unit II Phonology**

Transcription, The Syllable, Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.

#### **Unit III Levels of Linguistic Analysis**

Morphology, Semantics and Pragmatics, Discourse Analysis.

#### **Unit IV Sociolinguistics**

Language varieties, language, society and culture Computational Linguistics

Language and Machine

#### **Unit V - Language and Linguistics**

## Phonetic Transcription

### **Text Books:**

- J. Sethi and P.V. Dhanuja , *'A course in phonetics and spoken English'*, RajKamal Electric Press, NewDelhi,2011.
- T. Balasubramanian ,*'A Course Book of English Phonetics for Indian students* Macmillan, New Delhi, 1989

### **Reference:**

- Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heinemann Educational, 1969. Print.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 1981. Print.
- Trask, R. L., and Peter Stockwell. *Language and Linguistics: The Key Concepts*. Abingdon: Routledge, 2007. Print.
- Yule, George., *The Study of Language* 3d Edition, Cambridge University Press, 2012. Print.

**Programme: M.A**

**Semester: II**

**Course Type: Elective II**

**Hours Required: 4 HRS/WEEK**

**CIA: 25**

**Course Outcomes:**

**Subject: English**

**Course: Translation Theory and Practice**

**Credits: 5**

**CA: 75**

After completion of the course, certain outcomes are expected from the learners.

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Acquiring knowledge about various aspects and nuances of translation.	Knowledge (Level K1)
Identifying different text types, the problems of the translator and ways of overcoming those problems	Comprehension (Level K2)
Gaining skill in the comparison and evaluation of translations.	Evaluation (Level K5)
Identifying cultural differences with an impact on the target language of translation and ways to overcome such difficulties	Comprehension (Level K2)
Gaining hands on training in various forms of Translations	Analysis (Level K4)

## **COURSE CONTENT**

### **UNIT I:**

Definition

Theories of Translation (Nida, Susan Bassnett & Catford.)

History of Translation.

### **UNIT II:**

Kinds of Translation.

Roman Jakobson

Dryden

Catford

Literal Translation.

### **UNIT III:**

Three Methods of Translation.

Translation Procedures.

Transference  Transposition  Transcreation  Transliteration.

Equivalence  Susan Bassnett  Eugene Nida

Problems in Translation. □ Prose □ Poetry □ Drama.

**UNIT IV:**

□ Bible Translation □ Machine translation □ Science Translation □ Kavimani's a:ciya  
joti: A Review □ A.K.Ramanujan Translation: A Review.

**UNIT V:**

Literary and Non Literary Passage Translation (about 100 words)

**TEXT BOOK:**

Roger T. Bell : Translation and Translating – Theory and Practice

**BOOKS FOR REFERENCE:**

- Bassnett,Susan, Translation studies.3rd ed. London: Taylor and Francis Group,2002.
- Catford , \_ A Linguistic T heory of Translation ‘, Oxford University Press,1965
- Nida, Eugene.A and Charles Taber R. The Theory and Practice of Translation‘ Leid en: E  
. J. B r ill, 1974.

**Programme: M.A**

**Subject: English**

**Semester: III**

**Course: American Literature**

**Course Type: Core – IX**

**Credits: 5**

**Hours Required: 6 HRS/ WEEK**

**CA: 75**

**CIA: 25**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners.

<b>Description of COs</b>	<b>Bloom's Taxonomy Level</b>
Gaining knowledge of a range of American writing in its historical and cultural contexts	Knowledge (Level K1)
Recognizing the universality of human experiences reflected in these works	Comprehension (Level K2)
Appreciating and evaluate the literary merits of American literature	Evaluation (Level K5)
Comparing and contrasting eastern and western values through literary analysis and analyze the American experience	Evaluation (Level K5)
Demonstrating improvement in critical writing and critical thinking skills through interpretation and comparative analysis of literary texts	Synthesis (level K6)

**COURSE CONTENT**

**UNIT-I: POETRY**

Edgar Allen Poe – Lenore, The Raven

E.E.Cummings – I Carry your heart with me

Robinson Jeffers – End of the World

Distant Rainfall

Langston Huges - The Dream Deferred

Edgar Arlington Robinson – Reuben Bright

**UNIT-II: POETRY**

Emily Dickinson – The Daisy follows soft the sun

Walt Whitman – In Midnight Sleep

Robert Frost – Stopping by the woods

Emerson – Hamatreya

**UNIT-III: PROSE**

Maya Angelo - I Know Why the Caged Bird Sings

Martin Luther King - I have a dream

Stephen Jay Gould – Caring Group and Selfish Genes

**UNIT-IV: DRAMA**

Lorraine Hansberry – Raisin in the Sun

Tennessee Williams – A Street Car Named Desire

**UNIT-V: FICTION**

Malamud – The Assistant

Alice Walker - Colour Purple

**TEXT BOOK:**

All the above are prescribed text books

**Reference:**

*American Literature*. Volume 2, Ed. William E.Cair.Newyork: Penguin Academics 2004

**Programme: M.A**

**Semester: III**

**Course Type: Core – X**

**Hours Required: 6 HRS/ WEEK**

**CIA: 25**

**Subject: English**

**Course: World Classics in Translation**

**Credits: 5**

**CA: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Gaining knowledge of a number of classical texts of international significance	Knowledge (Level K1)
Being familiarized with the major aspects of world literature	Comprehension (Level K2)
Analyzing the texts written by foreign-language authors in English translation	Analysis (Level K4)
Evaluating competing interpretations and multiple narratives	Evaluation (Level K5)
Communicating interpretations effectively in the form of critical essays	Synthesis (Level K6)

**COURSE CONTENT**

**UNIT-I: POETRY**

Rabindranath Tagore – Upagupta

Salma – Green Angel

**UNIT-II: PROSE**

The Book of Mathew – Good News Bible (Chapter1-8)

Anatole France – Our Lady's Juggler

**UNIT-III: DRAMA**

Anton Chekov – Uncle Vanya

**UNIT-IV: SHORT STORIES**

Shalom Aleicham – The Lottery Ticket

Lafcadio Hearn - Living God

Guy De Maupassant – Simoen's Papa

**UNIT-V: FICTION**

Vaasanthi – Prison / Gomathi Narayan – A Home in the Sky

Lakshmi Holmstrom – An hour past midnight **TEXT**

**BOOKS FOR REFERENCE:-**

- Reading Literature – Stories, plays, and poems ed. Joseph Satin.
- Prison by Vaasanthi translated by Gita Subramanian
- Good News Bible-Today's English version
- Current English for Language Skills- M.L. Tickoo A.E. Subramanian

**Programme: M.A**

**Semester: III**

**Course Type: Core – XI**

**Hours Required: 6 HOURS/ WEEK**

**CIA: 25**

**Subject: English**

**Course: Literary Theory and Criticism**

**Credits: 5**

**CA: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners

Description of COs	Blooms' Taxonomy Level
Gaining knowledge of the various aspects of literary theory	Knowledge (Level K1)
Understanding and sharpening the critical acumen based on theory	Comprehension (Level K2)
Applying the modern literary theories on literary texts	Application (Level K3)
Being competent to evolve methodological framework	Synthesis (Level K6)
Acquiring proficiency in theoretical terminology	Knowledge (Level K1)

**COURSE CONTENT**

**Unit I**

Aristotle : Philip Sidney —An Apology for Poetry|| John

Dryden —Essay of Dramatic Poesiell

**Unit II**

S.T. Coleridge --*Biographia Literaria* Chapter XIV

P.B. Shelley —A Defence of Poetry||

**Unit III**

Mathew Arnold : —The Function of Criticism at the Present Time||

T.S.Eliot : —The Function of Criticism||

**Unit IV**

Theories: Post Modernism

Deconstruction

**Unit V**

Feminism

Post-Colonial

**REFERENCE BOOKS:**

➤ Abrams, M.H. *The Mirror and the Lamp*.

- Blamires, Harry. *A History of Literary Criticism*.
- Brooks, Cleanth and W.K.Wimsatt. *A Short History of Literary Criticism*.
- Hazlitt, William. —On Shakespeare and Milton|. □Horace. *Ars Poetica*.
- Plato. *The Republic* Book X.
- Richards, I.A. —The Two Uses of Language|, —The Four Kinds of Meaning|.
  - Wellek, René. *A History of Literary Criticism* (6 volumes).
- Wordsworth, William. —Preface| to *Lyrical Ballads*.

**Programme: M.A**  
**Semester: III**  
**Course Type: Core – XII**  
**Hours Required: 6 HRS/ WEEK**  
**CIA: 25**

**Subject: English**  
**Course: Research Methodology**  
**Credits: 5**  
**CA: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Gaining knowledge in applying critical tools and research methodology	Knowledge ( Level K1)
Becoming well versed in the mechanics of thesis writing.	Application and Analysis (Level K3 and Level K4)
Comprehending the language of research	Comprehension (Level K2)
Acquiring analytical and critical thinking	Analysis and Evaluation (Level K4 and Level K5)
Becoming an informed and competent researcher	Synthesis (Level K6)

**COURSE CONTENT**

**UNIT –I**

Research: Meaning, Principles of research, Kinds of research

Formulation of Research Problems

Mechanics of Writing: Spelling, Punctuation, Italics, Name of Persons and Numbers

**UNIT-II**

Choosing a topic

Designing a Research project or thesis

Preparation of Bibliography

**UNIT-III**

Format of Research Paper: Margins, Heading and Title, Page numbers, Tables and Illustrations, Corrections and Insertions, Electronic submission

Tone, Emphasis, Unity, Coherence, Sentence and Paragraph

**UNIT-IV**

Documentation: List of Works cited, Citing periodical and Non Periodical

Print publication, Citing Web Publication, Citing additional common source

Data Collection

Primary and Secondary Sources

Use of Quotations

#### **UNIT-V**

Footnotes

Parenthetical Documentation

First Draft and Final Draft

Proof reading

Abbreviations – Symbols and abbreviations used in proof reading and correction

#### **TEXT BOOK:**

- Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> ed. New York: MLA Publications, 2004.

#### **REFERENCE BOOK:**

- Maimon, E.P., Peritz, J.H., & Blake Yancey, K. (2006). *A writer's resource: A handbook for writing and research*. Boston, MA: McGraw Hill. PE1408.M3366 2006
- Modern Language Association of America. (2009). *MLA handbook for writers of research papers* (7th ed.). New York, NY: Modern Language Association of America. REFERENCE AC1.G53 2009
- Modern Language Association of America. (2008). *MLA style manual and guide to scholarly publishing* (3rd ed.). New York, NY: Modern Language Association of America. REFERENCE AC1.G444 2008.

**Programme: M.A.,**  
**Semester: III**  
**Course Type: Elective – III**  
**Hours Required: 6 HOURS/ WEEK**  
**CIA: 25**

**Subject: English**  
**Course: Writing for the Media**  
**Credits: 5**  
**CA: 75**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Enabling the students acquire skills of writing for the media.	Synthesis (Level K6)
Promoting the chances of employability	Application( Level K3)
Teaching the fundamentals of good writing	Analysis (Level K4)
Helping the students to aware of the basic conventions of fiction writing	Comprehension (Level K2)
Providing the tools for self-expression in this medium	Evaluation (Level K5)

**COURSE CONTENT**

**UNIT I:**

Report Writing  
Function/Celebration Accident Incident

**UNIT II:**

Editorial Column  
Letter to the Editor  
Types of Interviews

**UNIT III:**

Writing Feature Stories Writing Documentaries

**UNIT IV:**

News for TV News for the Radio Advertisements Reviews  
a. Books b. Films

**UNIT V:**

Writing for Web sites  
Writing for e-zines

**TEXT BOOKS:**

- P.K. Menon , ‘Practical Journalism’, aavishkar Publishers and Distributors, 2005
- K. M. Shrivastava, ‘Radio and T. V. Journalism’, stosius Inc/Advent Book Division,1989

**BOOKS FOR REFERENCE:**

- S. P. Phadbe - —Modern Journalism – Tools and Techniques|| - ABD Publishers, 2007
- Y. K. D’ Souza -Encyclopedia of Advanced Journalism – Orient Longman,  
II Revised edition.

**Programme: M.A.,**

**Subject: English**

**Semester: IV**

**Course: Post Colonial Literature**

**Course Type: Core – XIII**

**Credits: 5**

**Hours Required: 6 HOURS/ WEEK**

**CA: 75**

**CIA: 25**

**Course Outcomes:**

After completion of the course, certain outcomes are expected from the learners

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Gaining knowledge of the colonial and post-colonial texts	Knowledge (Level K1)
Comprehending how race, class, gender, history, and identity are presented in the literary texts	Comprehension (Level K2)
Analyzing the differences and similarities in values, communication, practices, and beliefs between one's own culture and other cultures	Analysis (Level K4)
Evaluating the categories of human diversity and how they influence personal identities	Evaluation (Level K5)
Attempting to find solution to the structural and institutional inequity	Synthesis (Level K6)

**COURSE CONTENT**

**UNIT-I POETRY**

Kishwar Naheed - I am not that woman

Vincent Buckley – Parents

David Ruadiri – A Negro Labourer in Liverpool

Edwind Thambu – The Exile

**UNIT-II POETRY**

Taufiqua Rafat – The Medal

John Pepper Clark – The Casualities

W.W.E. Ross – The Snake Try Up

A.D. Hope – The Death of the Burial

**UNIT-III PROSE**

Jean Rhys – Smile Please

John Pilger - A Secret Country

Chinua Achebe - The Novelist as a Teacher

#### **UNIT-IV DRAMA**

Wole Soyinka - A Dance of the Forests

George Ryga – Grass and Wild strawberries

#### **UNIT-V FICTION**

Alice Munro – Too Much Happiness

Bapsi Sidwa – Water

#### **BOOKS FOR REFERENCE:**

- An Anthology of Commonwealth Poetry ed. By. C.D. Narasimhaiah
- Post Colonial Situation in the novels of V.S.Naipaul- Champa Rao Mohan  
Critical studies on Commonwealth Literature-R.A.Singh 2003.
- Current perspectives in Indian English Literature Gauri Shankar Jha,  
Atlantic publishers (p) Ltd, New Delhi 2006.

**Programme: M.A**

**Semester: IV**

**Course Type: Core – XIV**

**Hours Required: 6 HRS/ WEEK**

**CIA: 25**

**Course Outcomes:**

**Subject: English**

**Course: Women's Writing**

**Credits: 5**

**CA: 75**

After completion of the course, certain outcomes are expected from the learners

<b>Description of COs</b>	<b>Blooms' Taxonomy Level</b>
Gaining knowledge of the nuances of women's writings in English	Knowledge (Level K1)
Exploring the ideologies of women writers across cultures	Analysis (Level K4)
Comprehending the issues and challenges faced by the womenfolk	Comprehension (Level K2)
Analyzing the problems faced by women across the nations	Analysis (Level K4)
Becoming conscious of the condition of women and trying out solutions	Synthesis (Level K6)

## **COURSE CONTENT**

### **UNIT I Poetry**

Kamala Das - Next to Indira Gandhi

Judith Wright - Woman to Man

Maya Angelou - Still I Rise

Sylvia Plath – Mushrooms

### **UNIT II Poetry**

Jean Arasanajagan- In the month of July Hilda

Doolittle- Pear tree

Razia Khan – My Daughter's Boy Friend

Elinor Wylie – The Eagle and the mole

### **UNIT III Prose**

Alice Walker - In search of our Mothers' Gardens. (An extract from the prose collection with the same title).

Virginia Woolf - A Room of one's own (Chapter 1& 2)

Helen Keller – Three days to see

Maya Angelou – I know why the caged bird sings

### **UNIT IV Drama**

Rita Dove - The Darker Face of the Earth

Wendy Wasserstein– Uncommon women and others

### **UNIT V Fiction**

Lawrence – Stone Angel

Toni Morrison –Sula

### **BOOKS FOR REFERENCE:**

- Nil ufer E. Bharuche Vilas Sarang : Indian English Fiction. Macmillan publications 1980-90.
- M.S. Nagarajan, N. Eakambaram, A. Natarajan Essays in criticism on Indian Literature in English.S.Chand&CO,1991.
- Amarnath Prasad : Indian writing in English, past and present.Sarup&Sons.NewDelhi,2004.
- M.R. Verma, K.A. Agarwal : Reflections on Indian English Literature.Atlantic,2002.

**Programme: M.A.,**

**Semester: IV**

**Course Type: Dissertation Writing**

**Hours Required: 18 HOURS/ WEEK**

**CIA: 25**

**Subject: English**

**Course: Project**

**Credits: 5**

**CA: 75**