

**G. VENKATASWAMYNAIDUCOLLEGE, KOVILPATTI-628502
(AUTONOMOUS)**

(Re-Accredited with “A” Grade by NAAC)

Department of English

(For those who joined from the Academic year 2023-2024 and onwards)

VISION

- To develop a holistic understanding of literature in English
- To Attract the best possible students from diverse and rural backgrounds
- To strive for promoting the college’s mission as a centre for academic and professional excellence

MISSION

- To promote high-quality professionalism with intellectual growth
- To sharpen students’ critical ability to interpret and evaluate literary texts and theories
- To enrich aesthetic intuition of students
- To empower students through academics and non-academics tasks to be good citizens

PROGRAMME OUTCOMES (PO)

- Understand the major genres of literature, viz., poetry, prose and drama, and also help them relate the principles of literary criticism and theory
- Foster effective communication skills with the help of language and literary sensibility, through the process of writing and performance skills
- Nurture the adequate spirit of critical and analytical thinking through extensive reading and writing skills by exposing them to the world literatures
- Enrich the literary and soft skills to carry out the research activities in their respective field and act as a life-long learner
- Mould students to use the English language effectively through various processes of oral and written communication not only in the classroom but also in real life situations
- Expose to the Historical and Analytical Study of English Literature which aims at giving an in-depth analysis on Moral and Ethical value of life.
- Prepare students to meet the recent challenges and expectations from the corporate and government sectors

Program Educational Objectives (PEOs)

PEO1 Learn to compare and analyze the literary works through in depth study

PEO2 Insist the role of literature in addressing the contemporary issues and proactive to the issues

PEO3 Become a complete personality with excellent language skills.

Program Specific Outcomes (PSOs)

The students would have

PSO1 Learnt to be a good mentor or language facilitator for second language aspiring learners including corporate training

PSO2 Exposed themselves to the NET/SET based syllabus for their career

PSO3 Apprehended the development of English language as used in literary pieces and command on English language including the ability to employ the same effectively in their respective field

GRADUATE ATTRIBUTES

Disciplinary Knowledge:

Graduates are able to locate and engage with relevant scholarly works in order to develop one's own critical position and present views coherently and persuasively to understand the world, think critically and clearly about the local and the global through the reading of literatures in translation and in the original.

Communication Skills:

Graduates have strong communication and written English skills which are top priorities; they are able to adept at arguing a point in their own style.

Critical Thinking:

Graduates are able to scrutinize and debate a variety of texts, frame a narrative and analyze various levels of meaning; place texts in historical contexts and be sensitive to their social relevance and substantiate critical readings of literary texts in order to persuade others.

Research-Related Skills:

Graduates are able to approach a text from different angles in order to understand how people could read the same piece of writing in a different way. This is a skill that is easily transferred into the work environment and can often be invaluable when it comes to settling a dispute or sealing a deal.

Self-directed Learning:

Graduates have the ability to work independently in terms of reading literary, non-literary and critical texts to develop the study proposal and protocol, execute the study, interpret, discuss the findings, define their work and prepare their thesis.

Moral and Ethical Values:

Graduates act as the responsible global citizens whose personal values and ethics increase consistently in the society through their holistic learning.

Problem solving:

Thinking outside of the box is the crux of an English literature degree so students are constantly pushed to unleash their creative side to enable them to approach a text in a unique way. Creativity and problem solving often come hand-in-hand for the English graduates to achieve better results in their career.

Programme Structure for M.A English
(For those admitted from the academic year 2023-24 and onwards)

Category	Course Type	Course Code	Course Title	Contact Hours	Exam Hours	Marks			Credit
						CIA	ESE	Total Marks	
Semester-I									
	Core-1	P23EN101	English Poetry	7	3	25	75	100	5
	Core-2	P23EN102	English Drama	7	3	25	75	100	5
	Core-3	P23EN103	English Fiction	6	3	25	75	100	4
	Core Elective-1	P23EN1E1	Indian Writing in English	5	3	25	75	100	3
	Core Elective-2	P23EN1E2	Theatre Art	5	3	25	75	100	3
	Core(Self Study Course)	P23EN1C1	Comprehension in English Literature-I	-	1	-	50	50	1
	Ability Enhancement	P23AE101	Cyber Security	-	2	-	50	50	2
			NPTEL	-	-	-	-	Completion	1
TOTAL				30				600	24
Semester-II									
	Core-4	P23EN204	American Literature	6	3	25	75	100	5
	Core-5	P23EN205	Shakespeare Studies	6	3	25	75	100	5
	Core-6	P23EN206	Post Colonial Theory and Literature	6	3	25	75	100	4
	Core Elective-3	P23EN2E3	Approaches to English Language Teaching	4	3	25	75	100	3
	Core Elective-4	P23EN2E4	A Glimpse of Nobel Laureates	4	3	25	75	100	3
	Core(Self Study Course)	P23EN2C2	Comprehension in English Literature-II	-	1	-	50	50	1
	Skill Enhancement Course 1	P23EN2SE1	Technology in Teaching English	4	3	25	75	100	2
	Ability Enhancement	P232AE202	Teaching and Learning Process and Core Teaching Skills	-	-	50	-	50	1
TOTAL				30				700	24

M.A. English/ Semester – I / Core-1: ENGLISH POETRY (P23EN101)

Lecture Hours	:105	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	:5
Contact Hours per Semester	:105		
Contact hours per Week	:7		
Internal Marks	: 25		
External Marks	: 75		
Total Marks	:100		

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On completion of the course the students should be able to

CO1: Students will gain ideas about the old English writing style.

CO2: The knowledge about various forms of poetry during different centuries can be well comprehended.

CO3: Evaluate various poets as representatives of their periods

CO4: Trace the evolution of various literary movements

CO5: Justify British Poetry as an aesthetic record of the societies concerned

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	2	3	2
CO2	3	3	2	2	2	2	3	2	3	1

CO3	3	3	2	3	2	2	2	2	3	2
CO4	3	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	12	13	11	12	12	11	12	12	13	11
Weighted percentage of Course Contribution to Pos	80	86	73	80	80	73	80	80	86	73

3- High 2- Medium 1- Low

Course Content

UNIT I Middle English Poetry:

(L-21 Hours)

Chaucer: "The General Prologue": Pardoner,
The Nun Additional Reading: Doctor, Friar

UNIT II Elizabethan Poetry:

(L-21 Hours)

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

UNIT III Seventeenth Century Poetry:

(L-21 Hours)

John Milton "Paradise Lost" Book IX
Marvell: "To His Coy Mistress"

UNIT IV Eighteenth Century Poetry:

(L-21 Hours)

Dryden "Absalom and Achitophel" Lines 150 – 476
Gray "Elegy"/"The Bard"/"On a Favourite Cat Drowned in a tub of Gold fishes "Burns" HolyWillie's Prayer" "Auld Lang Syne "

UNIT V Modern Poetry:

(L-21 Hours)

Rupert Brooke: "The Soldier"
Wilfred Owen: "Anthem for Doomed Youth"
W.H.Auden: "Elegy on the Death of W.B. Yeats" & "Museedes Beaux Arts"
Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October"
Philip Larkin: "Whitsun Weddings"
Ted Hughes: "Hawk Roosting" & "Life After Death"

Seamus Heaney: "Digging"

Carol Ann Duffy: "Standing Female Nude"

Eavan Boland: "Achilles Woman"

Text Books

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

Reference Books

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

Website Resources

1. <http://www.english.org.uk/chaucer/htm>
2. <https://www.britannica.com/topic/The-Canonization>
3. https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4. <https://www.britannica.com/topic/Absalom-and-Achitophel>
5. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

M.A English / Semester – I / Core-2: English Drama (P23EN102)

Lecture Hours	: 105	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 5
Contact Hours per Semester	: 105		
Contact hours per Week	: 7		

Internal Marks	: 25
External Marks	: 75
Total Marks	: 100

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

CO1: Appraise various aspects of drama and theatre,

CO2: Identify drama and performance as a cultural process and an artistic discourse, iii.

CO3: Evaluate plot structure, characterization and dialogue,

CO4: Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,

CO5 : Examine the sequential course dealing with Modern and Postmodern British Drama

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	3	2	3	2	2	2	3	2
CO2	2	3	2	3	3	2	2	2	3	1
CO3	3	3	2	3	2	3	2	2	3	2
CO4	3	2	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	11	12	12	13	13	12	11	12	13	11
Weighted percentage of Course Contribution to Pos	73	80	80	86	86	80	73	80	86	73

3- High 2- Medium 1- Low

Course Content

UNIT I Beginnings of Drama

(L-21 Hours)

Miracle and Morality Plays -Everyman
The Senecan and Revenge Tragedy
Thomas Kyd –The Spanish Tragedy

UNIT II Elizabethan Theatre

(L-21 Hours)

Theatres, Theatre groups, audience, actors and conventions
Tragedy and Comedy,
Christopher Marlowe: The Jew of Malta
Ben Jonson: Volpone

UNIT III Jacobean Drama

(L-21 Hours)

John Webster: The White Devil

UNIT IV Restoration

(L-21 Hours)

William Congreve: The Way of the World, Irish Dramatic Movement,
J.M.Synge: The Playboy of the Western World

UNIT V Epic Theatre

(L-21 Hours)

Bertolt Brecht: Mother Courage and her Children
Comedy of Menace, Harold Pinter: Birthday Party Post-Modern Drama
Samuel Beckett: Waiting for Godot

Text Books

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

Reference Books

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

Website Resources

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

M.A English / Semester – I / Core 3: English Fiction (P23EN103)

Lecture Hours	: 90	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 4
Contact Hours per Semester : 90			
Contact hours per Week : 6			
Internal Marks : 25			
External Marks : 75			
Total Marks : 100			

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

CO1: A wide knowledge about different types of novels can be mastered by the students.

CO2: Students can learn the art of writing different forms of novel with the learned notions.

CO3: Evaluate Social, domestic and gothic novels.

CO4: Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.

CO5: Infer themes relating to the turn of the century events

Through close reading of text

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	2	3	2
CO2	3	3	2	3	2	2	3	2	3	1

CO3	2	3	2	3	2	2	3	2	3	2
CO4	3	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	11	13	11	13	12	11	13	12	13	11
Weighted percentage of Course Contribution to Pos	73	86	73	86	80	73	86	80	86	73

3- High

2- Medium

1- Low

Course Content

UNIT I

(L-18 Hours)

Novel as a Form, Concepts and Theories about the Novel

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

Allegorical Novel and Satire

John Bunyan: The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels

UNIT II

(L-18 Hours)

The New World Novel: Daniel Defoe Picaresque Novel Laurence Stern

Robinson Crusoe: Tristram Shandy.

UNIT III

(L-18 Hours)

Middle Class Novel of Manners: Jane Austen: Emma

UNIT IV

(L-18 Hours)

Women’s Issues: Charlotte Bronte, Jane Eyre

UNIT V

(L-18 Hours)

Liberal Humanism, Individual Environment and Class Issues .Lawrence: The Rainbow Quest, James Joyce

Portrait of the Artist a Young Man

Text Books

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

Reference Books

1. Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.

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

Website Resources

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

**M.A English / Semester – I / Core Elective - 1: Indian Writing in English
(P23EN1E1)**

Lecture Hours	:75	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 3
Contact Hours per Semester	: 75		
Contact hours per Week	: 5		
Internal Marks	: 25		
External Marks	: 75		
Total Marks	: 100		

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

- CO1:** Understand the themes of Indian Writing in English
- CO2:** Identify the major trends in Indian Writing in English
- CO3:** Examine the background and settings of the prescribed texts
- CO4:** Evaluate the cultural significance of Indian English Literature
- CO5:** Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	2	3	2
CO2	3	3	2	2	2	2	3	1	3	1

CO3	3	3	2	3	2	2	2	2	3	2
CO4	3	3	2	1	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	12	13	11	11	12	11	12	11	13	11
Weighted percentage of Course Contribution to Pos	80	86	73	73	80	73	80	73	86	73

3- High 2- Medium 1- Low

Course Content

UNIT-I

(L-15 Hours)

Aurobindo: Tiger and the Deer, Rose of God
 Toru Dutt: The Lotus, The Casuarina Tree
 Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

UNIT-II

(L-15 Hours)

Kamala Das: Looking Glass,
 An Introduction to Parthasarathy: A River Once, Under the Sky
 Nissim Ezekiel: Morning Prayer, Enterprise.

UNIT-III

(L-15 Hours)

Girish Karnad: Nagamandala.
 Asif Currimbhoy: Inquilab.

UNIT-IV

(L-15 Hours)

Rabindranath Tagore: My School
 Dr. S. Radhakrishnan: Emerging World Society,
 Dr. A.P.J. Abdul Kalam: Orientalism (Wings of Fire).

UNIT-V

(L-15 Hours)

Anita Desai: Where Shall we go this Summer?
 Shashi Deshpande: Roots and Shadows

Text Book

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

Reference Books

2. K.R. Srinivasa Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
3. Herbert H.Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.

4. K.Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
5. Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
6. Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

Website Resources

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

M.A English / Semester – I / Core Elective - 2: Theatre Art (P23EN1E2)

Lecture Hours	:75	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 3
Contact Hours per Semester : 75			
Contact hours per Week : 5			
Internal Marks : 25			
External Marks : 75			
Total Marks : 100			

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

- CO1:** Understand a broad range of theatrical disciplines and Experiences
- CO2:** Identify the diversity of theatrical experiences and the role of theatre in society
- CO3:** Discover the relationships among the various facets of Theatre
- CO4:** Estimate drama as a performing art and the aspects of Stagecraft
- CO5:** Gain exposure to diverse components of acting and techniques

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	2	2	2	2	3	2
CO2	3	3	2	2	2	2	3	2	3	2
CO3	3	3	2	3	2	2	2	2	3	2
CO4	2	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	11	13	11	12	11	11	12	12	13	12
Weighted percentage of Course Contribution to Pos	73	86	73	80	73	73	80	80	86	80

3- High 2- Medium 1- Low

Course Content

UNIT I

(L-15 Hours)

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

UNIT II

(L-15 Hours)

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

UNIT III

(L-15 Hours)

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

UNIT IV

(L-15 Hours)

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

UNIT V

(L-15 Hours)

Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.

Text Book

1. Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House

(P) Ltd.,2015.

Reference Books

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

Website Resources

1. https://paradisevalley.libguides.com/the111/theatre_history_websites
2. <https://www.britannica.com/place/England/Performing-arts>
3. https://www.worldhistory.org/Greek_Theatre/
4. https://archive.org/details/fundamentalsopl0000dean_y3x3
5. <http://scriptclickcreate.weebly.com/acting.html>
6. [https://www.britannica.com/art/theater-building/Production-aspects-of- Expressionist-theatre](https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre)

M.A English / Semester –II / Core-4: American Literature (P23EN204)

Lecture Hours	: 90	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 5
Contact Hours per Semester : 90			
Contact hours per Week : 6			
Internal Marks : 25			
External Marks : 75			
Total Marks : 100			

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

- CO1:** Analyze the movements and trends that shaped American literature
- CO2:** Estimate various speeches and concepts of living which changed American history
- CO3:** Evaluate the relation between aesthetics and racism in fiction
- CO4:** Validate representative socio-political, cultural, racial and gender perspectives in theatrical works
- CO5:** The exposure to the different literary genres and its evolution in American Literature

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	3	2	3	2	2	2	3	2
CO2	3	3	2	2	2	2	3	2	3	1
CO3	3	3	2	3	2	2	2	2	3	2
CO4	3	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	12	13	12	12	12	11	12	12	13	11
Weighted percentage of Course Contribution to Pos	80	86	80	80	80	73	80	80	86	73

3- High 2- Medium 1- Low

Course Content

UNIT-I

(L-18 Hours)

Walt Whitman “Out of the Cardle Endlessly Rocking”

Emily Dicknson”The Last Night That She Lived”, “The Soul SelectsHer Own Society”

Robert Frost “After Apple Picking”

E.E. Cummings “CambridgeLadies”

Wallace Stevens “Anecdote of the Jar”

Denis Levertor “Scenario”, “Thinking of EL Salvador”

Robert Lowell “Skunk Hour”

SylviaPlath “Lady Lazarus”

Anne Lexton “Wanting to Die”

Andienne Rich “Snapshts of a Daughter-in-law”

UNIT-II

(L-18 Hours)

Victor Harendez Cruz “Today is a Day of Great Joy”

Amiri Baraka “An Agony as Now” (Four Centuries American Literature, Ed Mohan Ramanan, Macmillan,1996)

Gwendolyn Brooks “Kitchenette Building”

Joy Harijo “ Remember”(From the Language I Give You Back)

Life: A Festival of Poets, Ed James Habai, Double Day,1995. P165-166

Prose

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

UNIT III Drama

(L-18 Hours)

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

UNIT IV

(L-18 Hours)

Fiction / Short Story- Edgar Allan Poe- “The Mask of Amontillado”
Herman Melville- “Bartleby the Scrivener”
N.Scott Moma Day- The House Made of Dawn
Toni Morrison- Beloved
Kate Chapin- The Awakening

UNIT V

(L-18 Hours)

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

Text Book

1. Willis Wagner : American Literature - A World View

Reference Books

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

Website Resources

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

M.A English / Semester –II / Core-5: Shakespeare Studies (P23EN205)

Lecture Hours	: 90	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 5
Contact Hours per Semester : 90			
Contact hours per Week : 6			
Internal Marks : 25			
External Marks : 75			
Total Marks : 100			

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

CO1: Critically understanding the appreciations by critics on Shakespeare

CO2: Understand elizabethan theatre and the theatre's development.

CO3: Critical perspectives on Shakespeare's Plays and Sonnets

CO4: Understand the trends in Shakespeare studies

CO5: Modern Approaches in Shakespearean criticism

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	2	3	2
CO2	3	3	2	2	1	2	3	2	3	1
CO3	2	3	2	3	2	2	2	2	3	2
CO4	3	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	11	13	11	12	11	11	12	12	13	11
Weighted percentage of Course Contribution to Pos	73	86	73	80	73	73	80	80	86	73

3- High 2- Medium 1- Low

Course Content

UNIT I

(L- 18 Hours)

Shakespeare Theatre; Theatre of Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies upto the 19th Century; Sonnet and Court Politics; famous actors; theatre criticism; Shakespeare into film and play production.

UNIT II

(L- 18 Hours)

Sonnets- 12,65,86,130

Comedies- Much Ado About Nothing, Winter's Tale

UNIT III

(L- 18 Hours)

Tragedy- Othello

UNIT IV

(L- 18 Hours)

History- Henry IV Part-I

UNIT V

(L- 18 Hours)

Shakespeare Criticism—Modern approaches—mythical, archetypal, feminist, post-colonial, New historicist; A.C. Bradley (extract)

Chapter V & VI and the New Introduction by John

Russell Brown in Shakespearean Tragedy by

A.C. Bradley, London, Macmillan, Third Edition, 1992.

Granville Baker - From Prefaces to Shakespeare

Stephen Greenblatt- Invisible Bullets: Renaissance

Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations.

New York: Oxford

University Press, 1988 Also in Political Shakespeare: New Essays in Cultural Materialism. Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994, Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989.

Text Book

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

Reference Books

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

Website Resources

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

**M.A English / Semester – II/ Core-6: Post Colonial Theory and Literature
(P23EN206)**

Lecture Hours	: 90	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 4
Contact Hours per Semester : 90			
Contact hours per Week : 6			
Internal Marks : 25			
External Marks : 75			
Total Marks : 100			

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

- CO1** Critically understanding the political and social background of the third world nations
- CO2** Understand the emerging trends in Post- Colonial Literature
- CO3** Problems and consequences of the decolonization of a country,
- CO4** Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature
- CO5** Interpret the postcolonial concepts found in different literary genres

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	2	3	2
CO2	3	3	3	2	2	2	3	2	3	1
CO3	3	3	2	3	2	2	2	2	2	2
CO4	3	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	12	13	12	12	12	11	12	12	12	11
Weighted percentage of Course Contribution to Pos	80	86	80	80	80	73	80	80	80	73

3- High 2- Medium 1- Low

Course Content

UNIT I

(L- 18 Hours)

Fiction

Joseph Conrad : Heart of Darkness.

E.M. Forster : A Passage to India.

UNIT II

(L- 18 Hours)

Fiction

Chinua Achebe : Things Fall Apart. Salman Rushdie: Midnight's Children. Thomas King: The One About Coyote Going West

UNIT III

(L- 18 Hours)

Fiction - Samuel Selvon : The Lonely Londoners. Bapsi Sidhwa: Ice Candy Man

UNIT IV

(L- 18 Hours)

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

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

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

UNIT V

(L- 18 Hours)

Poetry

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

Grace Nichols : In My Name, Of course when they ask for poems about the ‘realities’ of black women,

Praise Song for my Mother, Caribbean Women Prayer.

James Reaney : Maps George Bowering : Grand Father

Text Books

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

Reference Books

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

Website Resources

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

**M.A English / Semester – II / Core Elective - 3: Approaches to English
Language Teaching (P23EN2E3)**

Lecture Hours	: 60	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 3
Contact Hours per Semester : 60			
Contact hours per Week : 4			
Internal Marks : 25			
External Marks : 75			
Total Marks : 100			

Objectives of the course

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

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

CO1: Know the brief history of language teaching methods

CO2: Understand the difference between the terms, methods, approaches and techniques used in teaching

CO3: Identify the objectives, active role of learners, teachers and materials of different approaches in teaching

CO4: Analyze the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.

CO5: Perceive the use of radio and television in language learning

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	2	3	2
CO2	3	3	2	2	2	2	3	2	3	3
CO3	3	3	2	3	2	2	2	2	3	2
CO4	3	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	12	13	11	12	12	11	12	12	13	13
Weighted percentage of Course Contribution to Pos	80	86	73	80	80	73	80	80	86	86

3- High 2- Medium 1- Low

Course Content

UNIT I

(L-12 Hours)

A Brief history of Language Teaching The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations in the nineteenth century

UNIT II

(L-12 Hours)

Nature of approaches and methods in Language Teaching

1. Definition of Approach and method
2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches:

- Oral approach and situational language teaching
- The Silent Way
- Community Language Learning. Suggestopedia. Competency based Language teaching

UNIT III

(L-12 Hours)

Current Communicative Approaches

The Natural Approach Cooperative language learning Content based instruction, Task-based language teaching

UNIT IV

(L-12 Hours)

Teaching Aspects Teaching Prose Teaching Poetry Teaching Grammar, Teaching of Non-Detailed Text.

UNIT V:

(L-12 Hours)

Use of Media in ELT

The integration of elements in multi- media language learning systems BBC English by Radio and Television - an outline history

Using BBC English by Radio and Television in the classroom

Text Books

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

Reference Books

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

Website Resources

1. http://www.ehow.com/way-5557572_effective-teaching-strategies- prose.htm/
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
5. https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

M.A English / Semester – II/ Core Elective - 4: A Glimpse of Nobel Laureates (P23EN2E4)

Lecture Hours	: 60	Tutorial Hours	: -
Practical Hours	: -	No. of Credit	: 3
Contact Hours per Semester : 60			
Contact hours per Week : 4			
Internal Marks : 25			
External Marks : 75			
Total Marks : 100			

Objectives of the course

- To introduce the learners to the Nobel Laureates of various genres of Literature
- To familiarize students on various Nobel Laureates
- To focus on interpreting the works of various Nobel Laureates
- Focus on evaluate critically and aesthetically the prescribed texts
- Understanding the Nobel Laureates contribution to the society

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

- CO1:** Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind
- CO2:** Interpret the works of various Nobel Laureates
- CO3:** Analyse the different themes with regard to social, political and cultural aspects.
- CO4:** Evaluate critically and aesthetically the prescribed texts.
- CO5:** Perceive the influence of Nobel Laureates in Literature

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	2	3	2
CO2	3	2	2	2	2	2	3	1	3	1
CO3	3	2	2	3	2	2	2	2	3	2
CO4	3	3	2	2	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	12	11	11	12	12	11	12	11	13	11
Weighted percentage of Course Contribution to Pos	80	73	73	80	80	73	80	73	86	73

3- High 2- Medium 1- Low

Course Content

UNIT I

(L-12 Hours)

DETAILED POETRY Pablo Neruda: If You Forget, A Song of Despair, Ode to the Onion, Your
Laughter

NON-DETAILED POETRY

As One Listens to the Rain - Octavio Paz The Street - Octavio Paz

The Power of the Dog - Rudyard

Kipling Oracle - Seamus Heaney

UNIT II

(L-12 Hours)

DETAILED PROSE

Loot - Nadine Gordimer

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

NON – DETAILED PROSE

Excerpts from Disgrace - J.M. Coetzee Excerpt from Sula - Toni
Morrison

UNIT III

(L-12 Hours)

DETAILED DRAMA

The Caretaker - Harold Pinter

NON – DETAILED DRAMA

Man and Superman - George Bernard Shaw

UNIT IV

(L-12 Hours)

SHORT STORIES

Alice Munro- The Turkey Season

Differently Runaway

The Bear Came Over the Mountain Boys and Girls

UNIT V

(L-12 Hours)

NOVELS

The Pearl - John Steinbeck

One Hundred Years of Solitude - Gabriel Garcia Marquez

Text Book

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

Reference Books

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

Website Resources

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

M.A English / Semester – II /Skill Enhancement Course 1: Technology in Teaching English (P23EN2SE1)

Lecture Hours : 60	Tutorial Hours : -
Practical Hours : -	No. of Credit : 2
Contact Hours per Semester : 60	
Contact hours per Week : 4	
Internal Marks : 25	
External Marks : 75	
Total Marks : 100	

Objectives of the course

- Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.
- Integrate these tools into their English language teaching.
- Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.
- Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.
- Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions .Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building

Course Learning Outcomes (for Mapping with Pos and PSOs)

On successful completion of the course the students should be able to

CO1: Understand the digital system, its organization and architecture

CO2: Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.

CO3: Discuss how technology affects language learning and teaching today

CO4: Use strategies to teach vocabulary growth through social media.

CO5: Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	1	2	2	2	3	2	2	3	3	2
CO2	3	3	2	2	2	2	3	2	3	1
CO3	3	3	2	3	2	2	2	2	3	2
CO4	3	3	2	1	2	2	3	3	2	3
CO5	2	2	3	3	3	3	2	3	2	3
Weightage	12	13	11	11	12	11	12	13	13	11
Weighted percentage of Course Contribution to Pos	80	86	73	73	80	73	80	86	86	73

3- High 2- Medium 1- Low

Course Content

UNIT I

(L-12 Hours)

Definition -Virtual- Learning Environment: 1.Meaning- Web-Based Learning Environment
 2.Virtual- Learning Environment
 3. Web Tools
 4. Effective Web Tools in Teaching
 5.Classroom Tools.

UNIT II

(L-12 Hours)

Webpage Development:
 How to develop a webpage, Hosting A Web page, Meta Data Development. Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.

UNIT III

(L-12 Hours)

Computational Linguistics: Introduction to speech recognition (SR) systems, text-to-speech (TTS) synthesizers, Interactive voice response (IVR) systems, search engines, text editors and language instruction materials.

UNIT IV

(L-12 Hours)

Lexicography
 Introduction to Lexicography, Dictionary Development (e- Dictionary), WorldNet, Thesaurus.
 Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.

UNIT V

(L-12 Hours)

E-Learning
 Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and Solutions. Application: Machine Translation.

Text Books

1. Anderson, T. (ed.) *The Theory and Practice of Online Learning* Athabasca AB: Athabasca University Press, 2008.
2. Bates, A. and Sangrà, A. *Managing Technology in Higher Education* San Francisco: Jossey-Bass/John Wiley and Co, 2011.

Reference Books

1. Butcher, N. and Wilson-Strydom, M.) *A Guide to Quality in Online Learning* Dallas TX: Academic Partnerships, 2013
2. Batson, T., & Bass, R. *Teaching and learning in the computer age.* *Change*, Mar-Apr., 1996.

Website Resources

1. <https://englishpost.org/tools-teach-english-technology/>
2. <https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series>
3. <https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1>
4. https://en.m.wikipedia.org/wiki/Web_development
5. <https://plato.stanford.edu/entries/computational-linguistics/>
6. <https://en.m.wikipedia.org/wiki/Lexicography>

