



THE MADURA COLLEGE (Autonomous), MADURAI – 625 011

(AFFILIATED TO MADURAI KAMARAJ UNIVERSITY)

RE-ACCREDITED (3rd Cycle) WITH “A” GRADE BY NAAC

PROGRAMME : M.A., English

COURSE CODE : 1PGN1 (Upto 2016)

COURSE TITLE : Modern Literature - I

QN.NO : 6602

TIME : 3 Hours

MAX.MARKS :75

POETRY

Edmund Spenser

“Prothalamion“

John Donne

“Woman’s Constancy” “The Indifferent”

“The Apparition”

“Continuitie”

“The Good Morrow”

“The undertaking”

Holy sonnets: 1 & 2

John Milton

Paradise Lost Book 1

William Shakespeare

Sonnets 1,12,29,80,107,144,152

George Herbert

“The Altar” “Redemption”

“Easter”

Andrew Marvell

“To His Coy Mistress”

DRAMA

Christopher Marlowe

Dr Faustus

Thomas Dekker

The Shoemakers’ Holiday

Ben Jonson

Volpone or the Fox

John Milton

Samson Agonistes

PROSE

Francis Bacon

“Of Truth” “Of Marriage and Single Life”

“Of Superstition”

“Of Plantations”

“Of Friendship”

“Of Revenge”

The Bible:

“The Book of Job”

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PROGRAMME : M.A., English

COURSE CODE : 1PGN2 (Upto 2016)

COURSE TITLE : Modern Literature - II

QN.NO : 6604

TIME : 3 Hours

MAX.MARKS :75

POETRY

John Dryden	“Mac Flecknoe”
Alexander Pope	“An Epistle to Dr. Arbuthnot”
William Wordsworth	“Tintern Abbey Lines” “Simon Lee”
Samuel Taylor Coleridge	“Dejection: An Ode” “Frost at Midnight”
Percy Bysshe Shelley	“Ode to the West Wind” “Ode to a Skylark”
John Keats	“Ode to Nightingale” “To Autumn”
Thomas Gray	“Elegy Written in a Country Churchyard”
Oliver Goldsmith	“The Deserted Village”
William Blake (1757 – 1827)	“The Lamb” [Songs of Innocence] “The Little Black Boy” [do.] “The Chimney Sweeper” [do.] “The Chimney Sweeper” [Experience] “The Tiger” [do.] “London” [do.] From The Everlasting Gospel: “Was Jesus gentle?....”
George Gordon Lord Byron	“She walks in Beauty” “So We’ll go No More a – Roving”

PROSE

Joseph Addison & Richard Steele Samuel Johnson	Essays from The Spectator: 1,2,106,107,108 From “Preface to <i>A Dictionary of the English Language</i> ” in <i>The Longman Anthology of British Literature</i> , Vol.2, ed David Damrosch, 1999
Oliver Goldsmith	From <i>The Citizen of the world</i> , Letters 2,3,4,7,8,10,11
Charles Lamb	“Dream Children” “Oxford in the Vacation” “Dissertation upon a Roast Pig”
Jonathan Swift	“A Modest Proposal”
William Hazlitt	“Mr Coleridge” “Mr Wordsworth”
Thomas De Quincey	“On the Knocking of the Gate in <i>Macbeth</i> ”

DRAMA

John Dryden	<i>All For Love</i>
Richard Brinsley Sheridan	<i>The Rivals</i>

FICTION

Henry Fielding	<i>Joseph Andrews</i>
Jane Austen	<i>Sense and Sensibility</i>



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PROGRAMME : M.A., English

COURSE CODE : 1PGN3 (Upto 2016)

COURSE TITLE : American Literature

QN.NO : 6606

TIME : 3 Hours

MAX.MARKS :75

American literature finds a place on the syllabus of particularly all undergraduate programmes in B.A. English literature. This syllabus does not emphasize the wellknown authors of the canon of American Literature. It tries to give the students an introduction to all the variety of writing that has come into being in it in the recent decades, including writings by the native Indians, African – Americans, Jews and others.

Poetry

Philip Freneau “The Indian Burying Ground”

Phillis Wheatley “On Being Brought from Africa to America”

Ralph Waldo Emerson “Each and All”

Walt Whitman “There wa a child went forth”

Edgar Allan Poe “Sonnet: To Science”

“Lenore”

“Raven” “Annabel Lee”

Emily Dickinson “I never lost as much but twice”

“I felt a funeral in my brain”

“A Bird came down the walk”

Robert Frost “The Pasture”

“Death of the Hired Man”

Dunbar “An Ante-bellum Sermon”

Jean Toomer From Cane: “Karintha”

“Song of the son”

Carl Sandburg “The People will Live on”

“Chicago”

Karl Shapiro “Auto Wreck”

“A Dome of Sunday”

Sterling Brown “Memphis Blues”

Prose

Ralph Waldo Emerson “The American Scholar”

Henry David Thoreau “Essay on Civil Disobedience”

Robert Frost “The Figure a poem Makes”

Martin Luther King, Jr. “I have a Dream”

Lionel Trilling “On the Teaching of Modern Literature”

Gertrude Bonnin (Zitkala-Sa) “ Impressions of an Indian Childhood” &

“ The School Days of an Indian Girl”

taken from *Literary Culture: Reading & Writing Literary Arguments* pp.339-349

Drama

Tennessee Williams *A Street Car Named Desire*

Lorraine Vivian Hansberry *A Raisin in the Sun*

Fiction

Mark Twain *Pudd’nhead Wilson*

Isaac Bashevis Singer “Gimpel the Fool”

Richard Wright “The Man who was Almost A Man”



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PROGRAMME : M.A., English

COURSE CODE : 1PGN4 (Upto 2016)

**COURSE TITLE : A Survey of British
Literature**

QN.NO : 6608

TIME : 3 Hours

MAX.MARKS :75

Areas Prescribed

The Age of Chaucer

Chaucer and his works: His presentation of his society

Chaucer and his Contemporaries

The Renaissance

The Reformation

Navigation and Exploration and the New World

The History of the Drama with special reference to the Elizabethan Age

Elizabethan Poetry: with special reference to the lyric, and the sonnet sequences and the masques

University Wits, Shakespeare.

Ben Jonson and his Theories of Humour.

Romanticism and Classicism in the Elizabethan period

The Metaphysicals and post –Shakespearean Drama [Webster and the rest]

Monarchy after Elizabeth: Its impact on literature

Religious conflict and the Parliamentary conflict, Civil War and Restoration

Milton

Restoration Drama

Neo-classicism: the critical trends and their impact on literature

Development of Satire: Poetry and Prose and Drama

The Beginnings of the Novel

The development of the Press: the Coffee-houses and other influences

Precursors of the Romantic Movement

Industrialization and other movements

The French Revolution and its impact: Conservatism and Radicalism

The Romantic Revival

Romantic Poetry

The Novel

The Romantic contribution to Literary Criticism: Theory and Practice

The Victorian Age: Religion, Science and Industry

The Literature of Social Criticism: Imaginative and otherwise

Victorian Poetry Victorian Drama Victorian Novel Victorian Prose

Victorian Literary Criticism: Movements

The Victorian Ideologies and the revolt against them: Samuel Butler and others

The Wars and their impact

Modern Literature: the generation of Eliot: Poetry, Drama, Novel, Literary Criticism

The generation of Auden , The successors of Auden: The Movement Poetry

The Literature of War and the Literature of Social Criticism

Contemporary Developments: the International Trends in Contemporary Literature

Note: The paper limits itself to the major personalities and major movements. The question paper should therefore avoid specialized questions on individual authors or movements.

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PROGRAMME : M.A., English

COURSE CODE : 1PGN5 (Upto 2016)

**COURSE TITLE : Indian Writing in
English**

QN.NO : 6610

TIME : 3 Hours

MAX.MARKS :75

Poetry

Toru Dutt “The Lotus’
“Our Casuarina Tree”
“Lakshman”

Rabindranath Tagore “Gitanjali” Verses 1-20

Sarojini Naidu “The Pardah Nashin”
“Village Song”
“Awakew!”
“Summer woods”

Nissim Ezekiel “The Railway Clerk”
“Poet, Lover, Bird watcher”
“Guru”
“From Very Indian Poem in Indian English”
“The Professor”

Kamala Das “The Freaks” “ My Grandmothers
House”

“The Looking-Glass”

R.Parthasarathy
From Trial: 1, 2, 7, 9, 10
From Home Coming: 1,3, 4, 8, 10.

From Exile: 2

A.K. Ramanujan
“Looking for a Cousin on a Swing”
“A River”
“Of Mother Among Other Things”
“Obituary”

Sri Aurobindo
“Revelation”, “Transformation”
“Trance of Waiting” “ The Tiger and the Deer”
“A Dream of Surreal Science”

Jayanta Mahapatra
“Indian Summer”
“A Missing Person”
“The Whorehouse in a Calcutta Street”

Arvind Krishna Mehrotra
“The Sale” “Continuities”
“A Letter to a Friend”
“Remarks of an Early Biographer”

Prose

Jawaharlal Nehru

“ The Panorama of India’s Past”
“ A Glory has Departed”

(Both from The Essential Nehru, ed. C.D. Narasimhaiah, Chennai, Mac millan, 1988)

Amartya Sen "Indian Tradition and the Western Imagination" in *The Argumentative Indian: Writings on Indian Culture, History and Identity*. London: Penguin, 2005 pp 139-160.

A.K. Ramanujan "Is there an Indian Way of Thinking? An Informal Essay'

Rabindranath Tagore "Reminiscences"

R.K. Narayan The Following Essays from *The Writerly Life*, New Delhi: Penguin,2001.

"Toasted English" pp 267-270

"To a Hindi Enthusiast" pp 315-317

"The Problem of the Indian Writer" pp 457-463

"English in India" pp 464-468

"When /India Was a ?Colony" pp 469-479

"After the Raj' pp 480-483

Arundhati Roy " War is Peace" from *The Algebra of Infinite Justice*, New Delhi, Viking, 2001 pp239-261

Drama

Girish Karnad *Naga-Mandala*

Mahesh Dattani *Dance Like a Man*

Rabindranath Tagore *Chandalika*

Vijay Tendulkar *Silence! The Court is in Session!*

Fiction

R.K.Narayan *The Painter of Signs*

Meena Alexander *Nampally Road*

Amitav Ghosh *The Hungry Tide*

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PROGRAMME : M.A., English

COURSE CODE : 2PGN1 (Upto 2016)

COURSE TITLE : Modern Literature - III

QN.NO : 6612

TIME : 3 Hours

MAX.MARKS :75

POETRY

Alfred, Lord Tennyson

“The Lady of Shalott” “Tithonus”
“Flower in the crannied wall”
“Crossing the Bar”

Robert Browning

“The bishop Orders His Tomb”
“Love among ruins”

Matthew Arnold

“Isolation: To Marguerite” “To Marguerite
Continued”
“Dover beach” “The Buried Life”
“The Forsaken Merman”

G M Hopkins

“God’s Grandeur” “The Starlight Night”
“Spring” “The Windhover”
“Felix Randal”

Dante Gabriel Rossetti

“The Blessed Damozel”
From *The house of life*: “The Sonnet”

Christina Rossetti

“Remember” “After Death”
“A pause” “Winter: My Secret”

Algernon Charles Swinburne

“The Leper”
From *The Triumph of Time*
“I will go back...” (257 -304)

Arthur Symons

“Pastel”

PROSE

John Henry Cardinal Newman

The Idea of a University

John Ruskin

Seasame and Lillies

Thomas Carlyle

From *Past and Present* pp. 1082 – 1093

John Stuart Mill

From *Autobiography* pp. 1132 – 1141

DRAMA

Oscar Wilde

The Importance of Being Earnest

J. M. Barrie

The Admirable Crichton

FICTION

Charles Dickens

A Tale of Two Cities

George Eliot

Silas Marner

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PROGRAMME : M.A., English

COURSE CODE : 2PGN2 (Upto 2016)

COURSE TITLE : Modern Literature - IV

QN.NO : 6614

TIME : 3 Hours

MAX.MARKS :75

Poetry

Thomas Hardy “The Darkling Thrush”

“The Photograph” “The Two Soldiers”

William Butler Yeats “Among School Children”

“Easter 1916” “Sailing to Byzantium”

Thomas Stearns Eliot “The Love Song of Alfred Prufrock”

“The Journey of the Magi”

David Herbert Lawrence “Snake” “Bavarian Gentians”

“The Mess of love”

Wystan Hugh Auden “Musee de Beaux Arts”

“As I walked out One Evening”

“The Unknown Citizen”

Philip Larkin “Church Going” “High Windows”

“Talking in bed”

Ronald Stuart Thomas “A Peasant”

“Country Child” “A Priest to his People”

“To the Farmer”

Edward James Ted Hughes “View of a Pig” “The Bear”

“Crow’s Theology” “Secretary”

“Childbirth” “Six Young Men”

“Relic”

Rupert Brooke “The Soldier” “Menelaus & Helen”

“Lust” “Dead Man’s Love” “Town and Country”

“Home” “Heaven”

Wilfred Owen “Exposure”

“The Parable of the Old Man & the Young”

“The Send-off”

“Greater Love”

“Strange Meeting” “The Next War”

Seamus Heaney

“Terminus” “Bogland”

“Punishment”

PROSE

George Orwell

“Politics and the English Language”



PROGRAMME : M.A., English

COURSE CODE : 2PGN3 (Upto 2016)

**COURSE TITLE : Twentieth Century
Canadian Literature**

QN.NO : 6616

TIME : 3 Hours

MAX.MARKS :75

POETRY

E.J. Pratt	From “Towards the Last Spike”	83 lines
Dorothy Livesay	“The Three Emilys”	32 lines
A M Klien	“Autobiographical”	88 lines
Irving Layton	“The Fertile Muck”	30 lines
Anne Hebert	“There is Certainly Someone”	16 lines
Eli Mandel	“The Mad Woman of the Plaza de Mayo”	35 lines
Robert Kroetsh	“I am getting Old Now”	18 lines
Leonard Cohen	“Avalanche”	36 lines
Jeannette Armstrong	“Blood of My people”	17 lines
Cyril Dabydeen	“Black Duff”	28 lines

PROSE

Northrop Frye “The Narrative Tradition in English-Canadian Poetry”

Margaret Atwood “What’s so funny? Notes on Canadian Humour”

DRAMA

George Ryga *Ecstasy of Rita Joe*

Uma Parameswaran *Rootless but Green are the Boulevard Trees*

Sharon Pollock *Blood Relations*

NOVEL

Margaret Laurence *The Fire-Dwellers*

Gabrielle Roy *Windflower*

Mordecai Richler *Son of a Smaller Hero*



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PROGRAMME : M.A., English

COURSE CODE : 2PGN4 (Upto 2016)

**COURSE TITLE : New Literature in
English**

QN.NO : 6618

TIME : 3 Hours

MAX.MARKS :75

Theory

The scope of this section is indicated by the following books. But these books are not to be directly involved in the question paper.

Bill Ashcroft, Gareth Griffiths and Helen Tiffin, ed. *The Empire Writes Back : Theory and Practice in post-colonial Literatures*. London:Routledge. 1989: Sec.ed.2001. New Accents Series.

Ania Loomba *Colonialism / Postcolonialism* London:Routledge. Sec.ed.2005. New Accent Series

Lazarus, Neil, ed *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge: Cambridge University Press, 2004.

Prose

Chinua Achebe “An image of Africa: Racism in Conrad’s *Heart of Darkness*”

Nelson Mandela *Long Walk to Freedom: The Autobiography of Nelson Mandela*, “A Country Childhood”

Drama

Wole Soyinka *The Lion and The Jewel*

Athol Fugard & John Kani and Winston Ntshona *The Island*

Poetry

Shaw Neilson “To a Blue Flower” (10 lines)
“Stony Town” (22 Lines)

A. D.Hope “Australia” (28 Lines)
“Standardisation” (40 lines)
“The Death of a Bird” (36 lines)
“Noschus Moschifereus:
A Song for Saint Cecilia’s Day” (48 lines)

Judith Wright “Woman to Man” (20 lines)

Vincent Buckley “Fellow Traveller” (10 lines)
“Youth Leader” (9 lines)
“Parents” (25 lines)

Peter Porter “Your Attention Please” (32 lines)

Leopold Sedar Senghor “New York” (44 lines)

Bernard Dadie “I Thank you God” (27 lines)

Dennis Brutus “A Common Hatred Enriched
Our Love and Us” (13 lines)
“You laughed, laughed and laughed” (45 line)

Gabriel Okara “Once Upon a Time” (43 lines)

David Rubadiri “A Negro Labourer in Liverpool” (31 lines)

Arthur Nortje “Letter from Pretoria Central Prison” (35
lines)

David Diopo “Africa” (24 lines)

Derek Walcott “Ruins of a Great House” (57 lines)
“A Sea-Chantey” (84 lines)
“A Far Cry From Africa” (33 lines)

Mervyn Morris “Literary Evening, Jamaica” (37 lines)

Shirley Lim “Words for Father” (59 lines)

Mohammed Haji Salleh “Blood” (25 lines)

Kirpal Singh “To a Visitor to Singapore” (12 lines)
“Change” (10 lines)

Jasmine Gooneratne “There was a Country” (24 lines)

Katherine Mansfield “The Man with Wooden Leg” (13 lines)

Zulficar Ghose “This Landscape, These People” (72 lines)
“Pheasant” (42 lines)

Fiction

V S Naipaul *The Mimic Men*

Nadine Gordimer *Loot and Other Stories*

Shyam Selvadurai *Cinnamon Gardens*

Kiran Desai *The Inheritance of Loss*

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PROGRAMME : M.A., English

COURSE CODE : 2PGN5 (Upto 2016)

COURSE TITLE : Shakespeare

QN.NO : 6620

TIME : 3 Hours

MAX.MARKS :75

General Shakespeare: Shakespearean Theatre, Classification of Shakespeare's plays, Sources, Characterization, and Soliloquy.

Early Play *Richard II*

Romantic Comedy *Midsummer Night's Dream*

Roman Play *Julius Caesar*

Tragedy *Othello*

Last Play *Cymbeline*

Problem Play *Measure for Measure*

Poem *The Rape of Lucrece*

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PROGRAMME : M.A., English

COURSE CODE : 17P1NMC1

COURSE TITLE : Modern Literature - I

QN.NO : 7301

TIME : 3 Hours

MAX.MARKS :75

Unit 1 Poetry I

1. Edmund Spenser: Prothalamion
2. Andrew Marwell: To His Coy Mistress
3. Pope: Epistle to Dr. Arbuthnot (The Atticus Passage)
4. Donne: Death be not Proud, Valediction Forbidding Mourning

Unit II Poetry II

1. John Milton : Lycidas
2. Shakespeare : Sonnet No 1, 18.
3. Herbert : The Pulley
4. Sidney : My mouth doth water, and my breast doth swell

Unit III Drama I

- 1.Christopher Marlowe : Dr. Faustus
- 2.Webster : The Duchess of Malfi

Unit IV Drama II

- 1.Ben Johnson : Volpone or the Fox
- 2.Sheridan : The School for Scandal

Unit V Prose

- 1.Francis Bacon : Of Studies, Of Truth, Of Marriage and Single Life, Of Death
- 2.The Bible: Book of Job

The textbooks for this course are listed in the syllabus.

Reference Books:

Hammond .G ed. *Elizabethan Poetry: Lyrical and Narrative*. London, 1984. Casebook Series.

Bennett, Joan. *Five Metaphysical Poets*. London Cambridge University Press, 1974. Reprint.

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PROGRAMME : M.A., English

COURSE CODE : 17P1NMC2

COURSE TITLE : Modern Literature - II

QN.NO : 7302

TIME : 3 Hours

MAX.MARKS :75

Unit I Poetry

1. John Dryden : Mac Flecknoe
2. William Wordsworth : Tintern Abbey
3. Shelley : Ode to the West Wind
4. William Blake : The Tiger

Unit II Prose

1. Samuel Johnson : Life of Milton
2. Edward Gibbon : Memoirs of my Life and Writings.
3. Oliver Goldsmith: ‘Man in Black’ ‘Citizen of the World’
4. Hazlitt: My First Acquaintance with Poets, On Reading Old Books.
5. Lamb : Dream Children

Unit III Drama

1. Goldsmith: She Stoops to Conquer

Unit IV Fiction I

1. Sir Walter Scott: The Bride of Lammermoor

Unit V Fiction II

1. Jane Austen: Pride and Prejudice

The text books for this course are listed in the syllabus.

Reference:

The Oxford Anthology of English Literature. London. 1990. OUP

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PROGRAMME : M.A., English

COURSE CODE : 17P1NMC3

**COURSE TITLE : A Survey of British
Literature**

QN.NO : 7303

TIME : 3 Hours

MAX.MARKS :75

Unit I Before and After Chaucer

1.English literature before Chaucer

The Age of Chaucer

Chaucer to Tottel’s Miscellany

2.The Development of the Drama to Gorboduc

The Renaissance and the Reformation

Unit II Shakespeare to Milton

1.The Age of Shakespeare- Non-Dramatic Verse, Drama, Prose

The Age of Milton- Milton and Other poets and prose writers

2.Religious conflict and the Parliamentary conflict, Civil War.

Unit III Dryden to Johnson

1.The Age of Dryden – Prose, Drama

The Age of Pope – Verse, prose and the Drama

2.The Age of Johnson – Prose, Novel, Verse

The Development of the Coffee Houses and other influences.

Unit IV Wordsworth to Tennyson

1.The Age of Wordsworth – The Older Poets, The Younger Poets. General Prose, The Novel.

The Age of Tennyson – Verse, General Prose, The Novel.

2.The French Revolution and its Impact

Development of Education in the Victorian England

Unit V Thomas Hardy to the Present Age

1.The Age of Hardy – The Eighteen – Nineties, Thomas Hardy, Poets of the Transition, the Revival of Poetry, Dramatists of the Transition , Other playwrights , Novelists of the Transition, Twentieth Century Novelists.

P.T.O

The Present Age- G.M.Hopkins, T.S.Eliot and others.

The Changing Novel – Prose, Drama, Miscellaneous Prose.

Kitchen- Sink Drama, Samuel Beckett, Edward Albee, Robert Bolt.

Tom Stoppard--Movement Poets. Dylan Thomas- Philip Larkin.

Donald Davie.

Writing in Formal Colonies, African, Indian and Carribean.

2.The World Wars and Social Security

Trade Unions in England.

Contemporary Life in England.

Text Book(s):

1. Long William J. *English Literature: Its History and its Significance*, Kalyani Publishers,
New Delhi 1977. Reprint.
2. Hudson, W.H. *An Outline History of English Literature*, B.I Publications Pvt. Ltd,
Bombay, 1961. Print.
3. Trevelyan G.M. *Social History of England*.
4. Xavier A.G *An Introduction to the Social History of England*, S. Viswanathan
(Printers
&) Pvt. Ltd. 2005 Print.
5. Ashok Padmaja *The Social History of England*. Orient Blackswan.

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PROGRAMME : M.A., English

COURSE CODE : 17P1NMC4

COURSE TITLE : American Literature

QN.NO : 7304

TIME : 3 Hours

MAX.MARKS :75

Unit I Theory

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|--------------------|--|
| 1. John Macy | Characteristics (of American Literature) |
| 2. Edgar Allan Poe | The Philosophy of Composition |

Unit II Poetry

- | | |
|------------------------|--|
| 1. Ralph Waldo Emerson | Each and All |
| 2. Emily Dickinson | 1. “Faith” is a fine invention
2. I’m “wife”- I’ve finished that
3. A bird, came down the walk |
| 3. Robert Frost | Death of the Hired Man |
| 4. Langston Hughes | Mother to Son |
| 5. Gwendolyn Brooks | The Mother |
| 6. Jean Toomer | From <i>Cane: Karintha</i> |

Unit III Prose

- | | |
|------------------------|--|
| 1. Henry David Thoreau | Essay on Civil Disobedience |
| 2. Martin Luther King | I have a Dream |
| 3. Barack Obama | Keynote Address at the 2004 Democratic National Convention |

Unit IV Fiction

- | | |
|--------------------------|------------------------------|
| 1. Ernest Hemingway | The Old Man and Sea |
| 2. Richard Wright | The Man who was Almost a Man |
| 3. William Melvin Kelley | The Dentist’s Wife |

Unit V Drama

- | | |
|------------------------------|--------------------------------|
| 1. Edward Albee | Who’s Afraid of Virginia Woolf |
| 2. Lorraine Vivian Hansberry | A Raisin in the Sun |

Textbook:

Texts are taken from *The Norton Anthology of American Literature* 8th Edition and other web sources.

References:

Massa, Ann. *American Literature in Context IV (1900-1930)*. London: Methuen, 1982. Print.
Spiller, Robert E. and William Throp, eds. *Literary History of United States*. New Delhi: Amerind, 1963. Print.



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PROGRAMME : M.A., English

COURSE CODE : 17P1NMC5

**COURSE TITLE : Indian writing in
English**

QN.NO : 7305

TIME : 3 Hours

MAX.MARKS :75

Unit I Poetry

- 1.Sarojini Naidu : Village Song
2. R. Parthasarathy : Home Coming
- 3.Toru Dutt : Lakshman
- 4.Kamala Das: My Grandmother’s House
- 5.Jayanta Mahapatra : Indian Summer

A Missing Person

Unit II Prose

- 1.Jawaharlal Nehru : Discovery of India : The Old Indian Theatre, Raja Ram Mohan Roy
- 2.Ananda Coomaraswamy : The Dance of Siva
- 3.S.Radhakrishnan : Indian Religious Thought
- 4.Pran Neville : Lahore: A Sentimental Journey. Chapters- Introduction, Shopping in Anarkali, Picnics and Outings.
5. Sri Aurobindo: The Greatness of Indian Literature, The Indian Civilization and Culture
- 6.Nirad C. Chaudhuri : An Autobiography of an Unknown Indian (Book III, Education)
- 7.Vivekananda: Lecture from Colombo to Almora: Addresses at Ramnad, Paramakudi, Manamadurai and Madurai.
- 8.S.Gopal: Tagore and our Times
- 9.Raja Rao: The Meaning of India
- 10.Swami Ranganathananda : Our Cultural Heritage and the Modern Challenge Ethical and Spiritual Values
- 11.Ramachandra Guha : On C. Rajagopalachari (in Oct 29, 31 and Nov 2, 2014 issues of the Swarajya Magazine)

Unit III Drama

- 1.Vijay Tendulkar : Silence, the Court is in Session.
- 2.Tagore: Chitra

Unit IV Fiction

- 1.R.K.Narayan : The English Teacher
- 2.Salman Rushdie: Midnight’s Children

Unit V Short Fiction

- 1.Ruskin Bond: My Father’s Trees in Dehra
- 2.Mulk Raj Anand : The Liar

Study materials for this course will be prepared by the department.

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THE MADURA COLLEGE (Autonomous), MADURAI – 625 011
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RE-ACCREDITED (3rd Cycle) WITH “A” GRADE BY NAAC

PROGRAMME : M.A., English

COURSE CODE : 17P2NMC6

COURSE TITLE : Modern Literature - III

QN.NO : 7306

TIME : 3 Hours

MAX.MARKS :75

Unit I Poetry

- 1.Tennyson : Ulysses
- 2.Browning : Grammarian’s Funeral
- 3.Mathew Arnold : Dover Beach
- 4.G.M. Hopkins: The Windhover

Unit II Prose

- 1.John Ruskin ; Sesame and Lilies
- 2.Carlyle ; The French Revolution (pp3-17)

Heroes and Hero Worship: The Hero As a Man of Letters, The Hero As a Poet

- 3.John Stuart Mill : From Autobiography- Chapters I&II

Unit III Drama

- 1.Oscar Wilde: the Important of Being Earnest

Unit IV Fiction I

1. Charles Dickens: Hard Times

Unit V Fiction II

1. Thomas Hardy: Mayor of Casterbridge

The textbooks for this course are listed in the syllabus

Reference Book:

Kermode, Franked. *The Oxford Anthology of English Literature*. London. 1990. OUP.

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PROGRAMME : M.A., English

COURSE CODE : 17P2NMC7

COURSE TITLE : Modern Literature - IV

QN.NO : 7307

TIME : 3 Hours

MAX.MARKS :75

Unit I Poem I

- 1.W.B. Yeats : Sailing to Byzantium
- 2.T.S.Eliot : The Journey of the Magi
- 3.W.H.Auden : Musee de Beaux Arts

Unit II Poem II

- 1.Philips Larkin; Church Going
- 2.Ted Hughes : View of a Pig
- 3.Seamus Heaney: Digging

Unit III Prose

- 1.Somerset Maugham: After reading Burke
- 2.Arnold Toynbee: The Relativity of Historical Thought
- 3.Bertrand Rusell : The Aims of Education,
The Functions of a Teacher
- 4.Will Durant: Life of Greece: The Zenith of Philosophy

Unit IV Drama

- 1.G.B.Shaw: Arms and the Man
- 2.T.S.Eliot : Murder in the Cathedral

Unit V Fictions

- 1.James Joyce : Portrait of the Artist as a Young Man
- 2.George Orwell : Animal Farm

The study materials for this course will be prepared by the department.

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PROGRAMME : M.A., English

COURSE CODE : 17P2NMC8

**COURSE TITLE : Twentieth century
Canadian Literature**

QN.NO : 7308

TIME : 3 Hours

MAX.MARKS :75

Unit I Theory

- | | |
|--------------------|-------------------------------------|
| 1.Northrop Frye | Preface to an Uncollected Anthology |
| 2.Neil Bissoondath | The Limits of Diversity |

Unit II Poetry

- | | |
|-----------------------|-------------------------------------|
| 1.E.J. Pratt | Silences |
| 2.Wilfred Campbell | Winter Lakes |
| 3.A.J.M. Smith | The Lonely Land |
| 4.A.M. Klein | Portrait of the Poet as a Landscape |
| 5.Dorothy Livesay | Ballad of Me |
| 6.Jeannette Armstrong | Indian Woman |
| 7.P.K. Page | Stories of Snow |

Unit III Prose

- | | |
|-------------------|---|
| 1.Margaret Atwood | “Survival” from <i>Survival</i> |
| 2.Emily Carr | “Lecture on Totems” from <i>Opposite Contraries</i> |

Unit IV Fiction

- | | |
|---------------------|---|
| 1.Margaret Laurence | <i>A Bird in the House</i> |
| 2.Stephen Leacock | “The Hostelry of Mr. Smith” from <i>Sunshine Sketches of a Littletown</i> |
| 3.Alice Munro | “The Flats Road” from <i>Lives of Girls and Women</i> |
| 4.Cyril Dabydeen | “Deconstructing Castro” from <i>North of the Equator</i> |

Unit V Drama

- | | |
|------------------|---------------------|
| 1.George Ryga | Ecstasy of Rita Joe |
| 2.Michael Haeley | The Drawer Boy |

Textbook(s):

All texts are drawn from several books and anthologies.

References:

- New, W.H. *A History of Canadian Literature*.
Toye, William. *The Oxford Companion to Canadian Literature*.
Frye, Northrop. *The Bush Garden*.
Twigg, Alan. *Strong Voices. Conversations with 50 Canadian Authors*.

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RE-ACCREDITED (3rd Cycle) WITH “A” GRADE BY NAAC

PROGRAMME : M.A., English

COURSE CODE : 17P2NMC9

**COURSE TITLE : New Literature in
English**

QN.NO : 7310

TIME : 3 Hours

MAX.MARKS :75

Unit I

- 1.Nelson Mandela : Long Walk to Freedom “ A Country Childhood”
- 2.Chinua Achebe : The Novelist as Teacher

Unit II

1. Wole Soyinka : The Lion and the Jewel

Unit III

- 1.Bernard B.Dadie: I Thank You God
- 2.Dennis Brutus: A Common Hate Enriched Our Love and Us
- 3.Gabriel Okara: Once Upon A Time
- 4.David Rubadiri: A Negro Labourer in Liverpool
- 5.Chinua Achebe: Refugee Mother and Child
- 6.Derek Walcott : A Far Cry from Africa
- 7.Mervyn Morris: Literary Evening, Jamaica
- 8.Shirley Lim: Words for Father
9. Muhammad Haji Salleh: Blood
- 10.Kirpal Singh: To a Visitor to Singapore
- 11.Kamala Wijerante: To a Student
- 12.Katherine Mansfield: The Man with the Wooden Leg
- 13.Faiz Ahmed Faiz: Nowhere, no Trace can I Discover
- 14.Razia Khan: My Daughter’s Boy Friend
- 15.A.D. Hope : Australia

Unit IV

- 1.V.S.Naipaul : A Bend in the River
- 2.Nadine Gordiner : My Son’s Story

Unit V

1. Bapsi Sidhwa : Ice Candyman
- The study materials for this course are listed in the syllabus

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PROGRAMME : M.A., English

COURSE CODE : 17P2NMC10

COURSE TITLE : Shakespeare

QN.NO : 7312

TIME : 3 Hours

MAX.MARKS :75

Unit I

- 1.General Shakespeare: Shakespearean Theatre,
- 2.Classification of Shakespeare’s Plays, Sources

Unit II

- 1.Romantic Comedy: Twelfth Night

Unit III

- 1.Roman Play: Julius Caesar

Unit IV

- 1.Tragedy: Macbeth

Unit V

- 1.Last Play: The Tempest
- 2.A.C Bradley : Shakespearean Tragedy. Lecture on Othello.
- 3.Wilson Knight : The Wheel of Fire: Interpretations of Shakespearean Tragedy
- 4.Lecture on Hamlet, Macbeth.
- 5.Harold Bloom : Shakespeare- Centre of the Canon

The textbooks prescribed for this course are listed in the syllabus

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PROGRAMME : M.A., English

COURSE CODE : 17P3NMC11

COURSE TITLE : Continental Literature

QN.NO : 7314

TIME : 3 Hours

MAX.MARKS :75

Unit I Poetry

1. Virgil - The Aenied (The episode of Aeneas and Dido-Book IV and their meeting in the underworld in Book V) (Latin)
2. Dante Alighieri – The Divine Comedy (Paradise Cantos 1, 2, 3) (Italian)
3. Rilke – The Book of Pictures- Autumn Day, Evening. (German)

Unit II Prose

1. Michel de Montaigne - Of Books(French)
2. Albert Camus - ‘ The Myth of Sisyphus’ (French)
3. Jean Paul Sartre- ‘What is Literature’ (French)

Unit III Drama

1. Henrik Ibsen- A Doll’s House (Norwegian)
2. August Strindberg - A Dream Play (Swedish)
3. Luigi Pirandello -Six Characters in Search of An Author (Italian)

Unit IV Fiction

1. Milan Kundera – The Book of Laughter and Forgetting (Czech)
2. Italo Calvino –Invisible Cities (Italian)

Unit V Short Fiction

1. Leo Tolstoy – Death of Ivan Ilyich (Russian)
2. Fyodor Dostoyevsky – White Nights (Russian)

The textbooks prescribed for this course are listed in the syllabus

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PROGRAMME : M.A., English

COURSE CODE : 17P3NMC12

**COURSE TITLE : Indian Regional Literature In
Translation**

QN.NO : 7315

TIME : 3 Hours

MAX.MARKS :75

Unit I Poetry

- 1.V.Indira Bhavani : Avatars (Tamil)
- 2.Keetaki Kushari Dyson: After the Rain has ended (Bengali)
- 3.S.Usha : To Mother (Kannada)
- 4.Ilango Atikal: The Cilappatikaram (The Tale of an Anklet) (Tamil), The Book of Madurai, Cantos 11 and 21.

Unit II: Prose

- 1.S. Vaiyapuri Pillai : Bharathi as seen by me (Tamil)
- 2.Sri Aurobindo : Tales of Prison life (Bengali)
- 3.M.K Gandhi : The Story of My Experiments with Truth (Gujarati). Chapters- Preparation for England, Playing the English Gentleman.
- 4.Dr. Ambedkar : Speech at Mahad (Marathi)

Unit III: Drama

- 1.Kalidasa : Abhijnanasakunthalam (Sanskrit)
- 2.Na. Muthusami: Kattiyakkaran (Tamil)

Unit IV: Fiction

- 1.Sivasankari : Bridges (Tamil)
- 2.Bhisham Sahini : Tamas (Hindi)

Unit V: Short Fiction

- 1.Bandhumadhav: The Poisoned Bread (Marathi)
- 2.Jayakanthan : Trial by Fire (Tamil)
- 3.Saadat Hasan Manto : A Tale of 1947(Urdu)
- 4.MT Vasudevan Nair : Kuttiedathi (Malayalam)
- 5.Pudumaippittan: The Human Machine (Tamil)

The study materials for this course will be prepared by the department.

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PROGRAMME : M.A., English

COURSE CODE : 17P3NMC13

COURSE TITLE : Language and Linguistics

QN.NO : 7316

TIME : 3 Hours

MAX.MARKS :75

Unit I - Origin of English Language and its development

1.The Indo-European Family of languages 2. English in the Germanic 3. Old English 4. Standard English 5.Modern English 6. American English 7.Indian English 8. e- English.

Unit II - Phonetics

1.Articulatory Phonetics 2. Auditory Phonetics 3. Acoustic Phonetics 4. The Air Stream Process, 5.Organs of speech 6.Active articulators and Passive articulators 7. Description of speech sounds: Vowels, Diphthongs and Consonants.

Unit III - Morphology

1.Words and word-formation processes: Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation, Prefixes and suffixes, Infixes and Multiple Processes. 2.Morphology, Morphemes, Free and bound morphemes, Lexical and functional morphemes, Derivational and inflectional morphemes, Morphs and allomorphs.

Unit IV - Syntax

1.Traditional Grammar (TG) 2. Immediate Constituent analysis (IC) 3. Labeling: Phrase Structure Grammar (PSG) 4.Transformational Generative Grammar (TG).

Unit V - Semantics

1.What is semantics? Synonymy, Antonym, Hyponymy, Prototypes, Homophones and homonyms, Polysemy, Word play, Metonymy, Collocation, 2.Semantic changes. Dialect, Idiolect, Register, Jargon, and Slang.

Reference Books

1. Lyons, J. *Language and Linguistics*, Cambridge University Press, 1981. Print.
2. Brown G. & Yule, G. *Discourse Analysis*, Cambridge University Press, 1983.Print.
3. Aitchison, J. *Language Change: Progress or Decay*, 2nd edition, Cambridge University Press, 1991.Print.
4. Verma, S.K. & N. Krishnaswamy *Modern Linguistics—An Introduction* Oxford University Press, 1989. Print.
5. Wrenn,C.L. *The English Language*. Delhi:AITBS Publishers, 2013.Print.
6. Tarni Prasad. *A course in Linguistics*, New Delhi: PHI, 2008. Print.
7. Pushpinder Syal & D.V. Jindal. *An Introduction to Linguistics* New Delhi: PHI, 2014. Print.
8. Aslam, Mohammad & Aadil Amin Kak. *Introduction to English Phonetic and Phonology*. New Delhi: Foundation books, 2011. Print.



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PROGRAMME : M.A., English

COURSE CODE : 17P3NMC14

COURSE TITLE : Literature by Women

QN.NO : 7317

TIME : 3 Hours

MAX.MARKS :75

Unit I Theory

- | | |
|----------------------|---|
| 1.Toril Moi | Feminist, Female, Feminine |
| 2.Greta Claire Gaard | Ecofeminism on the Wing: Perspectives on Human-Animal Relations |

Unit II Poetry

- | | |
|---------------------------|--|
| 1.Anne Spencer | Letter to my Sister |
| 2.Anna Wickham | The Affinity |
| 3.Edna St. Vincent Millay | [The Courage that my mother had] |
| 4.Dorothy Parker | From <i>A Pig's Eye View of Literature</i> |
| 5.Elizabeth Bishop | The Fish |
| 6.Judith Wright | Eve to her daughters |
| 7.Sylvia Plath | Daddy |

Unit III Prose

- | | |
|----------------------|--|
| 1.Zora Neale Hurston | How It feels to be Colored Me |
| 2.Maya Angelou | “The Peckerwood Dentist and Momma’s Incredible Powers” from <i>I know why the caged bird sings</i> |

Unit IV Fiction

- | | |
|------------------------|------------------------|
| 1.Elizabeth Bowen | The Demon Lover |
| 2.Bessie Head | Snapshots of a Wedding |
| 3.Maxine Hong Kingston | No Name Woman |
| 4.Temsula Ao | Death of the Hunter |

Unit V Drama

- | | |
|---------------------|----------------------|
| 1.Toni Morrison | A Mercy |
| 2.Clare Boothe Luce | Slam the Door Softly |

Textbook:

Texts are taken from the following book and other sources

Gilbert, Sandra M. and Susan Gubar, eds. *The Norton Anthology of Literature by Women: The Traditions in English*. New York: W.W. Norton, 1985. Print.

Recommended Reading:

Cornilloj, Susan Koppelman, eds. *Images of Women in Fiction: Perspectives*. Ohio: BGUP Press, 1972. Print.

Coward, Rosalind. *Female Desire: Women’s Sexuality Today*. London: Paladin, 1984. Print.

Kristeva, Julia. “Women’s Time.” *Signs*. 7.1 (1981): 13. Print.

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PROGRAMME : M.A., English

COURSE CODE : 17P3NME1

**COURSE TITLE : English Language
Teaching**

QN.NO : 7318

TIME : 3 Hours

MAX.MARKS :75

Unit I

1. General theories -psychological - cognitive theories 2. pedagogic theories-error analysis

Unit II

1. Curriculum and syllabus and tests and evaluation 2. curriculum design -basic principles 3. different types of syllabi. 4. Test –definition- characteristics of good test. 5. types of questions

Unit III

1. History of English Teaching Methodology 2. Structural Approach 3. Situation Method 4. Audio – Lingual Approach. 5. Audio-visual Method 6. Notional and Functional Methods

Unit IV

1. Current Communicative Approaches 2. Communicative Language Teaching 3. Natural Approach 4. Co operative Language Learning 5. Content Based Instruction 6. Task Based Language Teaching

Unit V

1. Teaching of Skills 2. Exploiting prose, poetry, Drama in class 3. Grammar.

Reference Books:

Jack C Richards and Theodore S. Rodgers. Approaches and Methods in Language teaching
Brumfit and Johnson. The communicative Approach to Language Teaching.
J B Heaton writing English Language Tests.

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PROGRAMME : PG NME - English

COURSE CODE : 17P3NNM1

**COURSE TITLE : English For Formal
Writing**

QN.NO : 7319

TIME : 3 Hours

MAX.MARKS :75

Unit I

1. Difference between oral communication and written communication. Values and Guiding Principles. Difference between formal and Informal Correspondence.

Unit II

1. Different types of writing: Narrative Argumentative and Analytical.

Unit III

1. Formal Correspondence: Description of situation contexts. Styles of formal correspondence. Formalities.

Unit IV

1. Project Writing: Nature of project writing. Form and content. Writing project proposal. Formalities
2. Essay writing: Nature of project writing. Form and Content. Writing project proposal. Formalities. Documentation.

Unit V

1. Drafting of official communication: Circular, Memo, Minutes, Report, Summary, etc., (domestic), Letters, Agreements, Contracts, etc., (outside organization)

Reference Books:

Baugh. How to Write First-class Letters.

Amin. Fravertly, et al. Grammar Builder

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PROGRAMME : M.A., English

COURSE CODE : 17P4NMC15

COURSE TITLE : Literary Criticism

QN.NO : 7320

TIME : 3 Hours

MAX.MARKS :75

Unit I

- 1.Aristotle – Poetics
- 2.Horace – Ars Poetica

Unit II

- 1.Sir Philip Sydney – The Defense of Poesy
- 2.John Dryden – An Essay of Dramatic Poesy

Unit III

- 1.Samuel Johnson – Life of Pope
- 2.Coleridge – Biographia Literaria, Part I, Chapter 1,4, 13.
- 3.Matthew Arnold – The Function of Criticism at the Present time

Unit IV

- 1.T.S. Eliot – Tradition and Individual Talent
- 2.Edmund Wilson – The Historical Interpretation of Literature

Unit V

- 1.Foucault – What is an Author?
- 2.Simone de Beauvoir – The Second Sex. Chapter XI, Myth and Reality
- 3.Terry Eagleton – Literary theory: An Introduction: Chapter I. The Rise of English
- 4.Homie Bhabha – The Commitment to Theory

Text book(s):

1. The Norton Anthology of Literary Theory and Criticism (Second Edition)

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PROGRAMME : M.A., English

COURSE CODE : 17P4NMC16

COURSE TITLE : Research Writing

QN.NO : 7321

TIME : 3 Hours

MAX.MARKS :75

Unit I Research Writing

1.The Research Paper 2. Selecting a Topic 3. Using the Library 4. Compiling a Working Bibliography 5.Taking Notes 6. Plagiarism, 7.Outlining, Writing Draft, and Guide to Writing (pp.1-62 from 7th edition & pp.3 – 18 from 8th edition)

Unit II Mechanics of Writing

1.Spelling 2. Punctuation 3. Names of Person, Numbers,4.Titles in the Research Paper, Quotations, Dates and Times(pp. 66-114 from 7thedition & pp. 61 - 94 from 8thedition)

Unit III Creating Documentation I

A) List of Works Cited: i) Core Elements: Author,Title of Source, Title of Container, Other Contributors, Version, Number,Publisher, Publication Date, Location ii) Optional Elements: Date of OriginalPublication, City of Publication, Other Facts about the Source, Date of Access
B) In-Text Citations (pp. 19 -60 from 8th edition)

Unit IV Creating Documentation II

A) Works Cited: Names of Authors, Titles,Versions, Publisher, Locational Elements, Punctuation in the Works Cited List,Formatting and Ordering the Works Cited List
B)In-Text Citations: Author, Title, Numbers, Indirect Sources, Repeated Use of Sources, Punctuation in their-text citation
C) Citations in Forms Other Print(pp.102-128 from 8thedition)

Unit V

The Format of the Research Paper(pp.115-122 from 7th edition);
Abbreviations (pp. from 233-256 7th edition & 95-101 from 8th edition)

Textbook(s):

The following are the sources from where all the 5 Units are drawn.

The Modern Languages Association of America. *MLA Handbook for Writers of Research Papers*. 7th Edition. New York: MLA, 2009. Print.

The Modern Languages Association of America. *MLA Handbook*. 8th Edition. New York: MLA, 2016. Print.

References:

Anson, Chris M., and Robert A. Schwegler. *The Longman Handbook for Writers and Readers*. 6th ed. New York: Longman, 2010.

Ruszkiewicz, John J., et al. *The Scott, Foresman Handbook for Writers*. 9th ed. New York: Longman, 2010.

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PROGRAMME : M.A., English

COURSE CODE : 17P4NMC17

COURSE TITLE : Comparative Literature

QN.NO : 7322

TIME : 3 Hours

MAX.MARKS :75

Unit I

Comparative Literature – Definition and Scope

Unit II

Influence and Imitation – Reception and Survival

Unit III

Problems of Literary History – Definition of terms like Epoch, Period, Generation and Movement.

Unit IV

Genre- Generic Theory – Generic Approach – Tamil Generic Theories

Unit V

Thematology – Theme, Form, Content and Meaning – Theme and Motif –Myths – The Mutual Illumination of the Arts.

Reference Books:

Satchidanandan, V. Oppilakkiam: An Introduction to Comparative Literature. Madras: OUP, 1985.

Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. London: OUP, 1973.

Wellek, Rene and Austin Warren. Theory of Literature. Middlesex: Penguin, 1973

Dr. Chandramohan – Comparative Literature.

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PROGRAMME : M.A., English

COURSE CODE : 17P4NME2

**COURSE TITLE : Introduction to
Journalism**

QN.NO : 7323

TIME : 3 Hours

MAX.MARKS :75

Unit I Nature and History of Journalism

1.What is Journalism? Functions and responsibilities of Journalism 2. Early days of Journalism in India 3. Journalism in Tamilnadu.

Unit II The Laws, Standards and Ethics

1.Nature and Principles of the Constitution of India 2. Fundamental rights: Right to Information. 3.Freedom of Expression, Freedom of Press: India before and after Independence. 4.Press Laws. 5.Code of Ethics.

Unit III Practical Journalism

1. Inside a Newspaper – Editorial Department – Editor – Assistant Editors – Editor 2.Reporting – Types and Different Fields. 3.Editing – Principles, Rights and Responsibilities 4. Style.

Unit IV News Writing in Print & Electronic Media

1.What is News? 2. Elements of News 3.Language of News 4. Radio News Writing and Television News Writing 5. Online Journalism.

Unit V Writing

1.Free Lance Writing and Professional Writing 2. Column Writing - Features, Articles, Editorials, Interviews and Reviews. 3.Visual Material 4. Advertising 5. Copy Writing 6.Blog Writing 7. Content writing.

Reference Books:

Parthasarathy, Rangaswami. *Journalism in India*. New Delhi. India. Print.

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PROGRAMME : M.A., English

COURSE CODE : 17P4NME3

**COURSE TITLE : An Introduction to
theory and Practice of Translation**

QN.NO : 7324

TIME : 3 Hours

MAX.MARKS :75

Unit I

- 1.Introduction to Translation
- 2.Terms and Definitions
- 3.History of Translation

Unit II

- 1.Kinds of Translation
- 2.Three Methods of Translation
- 3.Translation: Science or Art?

Unit III

- 1.Translation Procedures
- 2.Equivalence
- 3.Translator Responsibilities and Requirements

Unit IV

- 1.The role of linguistics in translation grammar & linguistic analysis: the letter and the spirit of text
- 2.Bible Translation
- 3.Translation of Literature
- 4.Translation as Scientific and Technological Texts

Unit V

- 1.Study of Translations Contribution of the Indologists
- 2.Translator practice
- 3.Edwin Arnold's 'The light of Asia' and Kavimani Desika Vinayakam Pillai's translation
- 4.Asiya Jothi : The episode of the Mother who has lost her son
- 5.Fitzgerald's translation of the Rubaiyat of Omarkayyam
- 6.Desika Vinayakam Pillai's Translation of Omarkayyam

Reference Books:

- Ames,P.R.Early Theories of Translation.
Cartrod,J.C.A Linguistic Theory of Translation.
Frenz, Horst. The art of Translation.
Jacobson,Eric. Translation: A Traditional Art.
Lakshmi,H. Problems of Translation.
Lefevene,Andera. Translating Literature.
Nida,Eugene. Towards a Science of Translating.
Nandakumar. Translation: A Creative Process.
Newmarch,Peter. Approches to Translation.

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DEPARTMENT OF ENGLISH				CLASS: I M.A. English		
Sem	Course Type	Course Code	Course Title	Time	Maximum	Question Number
I	Major Core-1	21P1NMC1	Chaucer and Elizabethan Age	3 hrs	75 marks	12101

Nature of Course		
Knowledge and skill	✓	Employability oriented
Skill oriented		Entrepreneurship oriented

Course Objectives:

- To pave the foundation to the study of English Literature
- To begin with Chaucer who is the father of English poetry
- To introduce the masterpieces of the major writers of the Elizabethan age.

Course Content:

CLO	UNITS	DESCRIPTION	HOURS	K - LEVEL
CLO-1	Unit I- Poetry	1. Geoffrey Chaucer - The Canterbury Tales i) Character Study on the Wife of Bath ii) The Summoner 2. John Donne - A Valediction Forbidding Mourning 3. Edmund Spenser –Prothalamion	15hrs	K2
CLO-2	Unit II – Poetry	1. Andrew Marvell-To his Coy Mistress 2. John Milton-On His Blindness 3. George Herbert-Easter Wings	15hrs	K3
CLO-3	Unit III – Prose	1. Francis Bacon -Of Friendship - Of Marriage and Single Life 2. Sir Roger Ascham-The School Master	15hrs	K3
CLO-4	Unit IV- Drama	1. Christopher Marlowe - Dr. Faustus 2. Ben Jonson - The Alchemist	15hrs	K4
CLO-5	Unit V- Criticism	Philip Sidney - An Apologie for Poetry	15hrs	K4

References:

Books for study:

1. Chaucer, Geoffrey. *Prologue to the Canterbury Tales*. Oxford University Press, 1994.
2. Spenser, Edmund. *Prothalamion*. OUP, 1995.
3. D. J. Enright and Ernest De Chickera. *English Critical Texts*. OUP, 1997.
4. Bunyan, John. *The Pilgrim's Progress*. Penguin Publishers, 2008.
5. *The Norton Anthology of Literary Theory and Criticism*. Oxford University Press, 1994.

P.T.O.

Books for references:

1. *Selected Essays of Francis Bacon*. Appleton-Century-Crofts, Inc; First edition (1948), Rev.2001.
2. Marlowe. *A Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall 1999.
3. Bacon, Francis. *Bacon Essays*. Edited by Matheson, Oxford University Press, 1927.

Web-Resources:

1. <http://books.google.co.in>
2. <https://study.com/academy/lesson/introduction-to-chaucer-middle-english-and-the-canterburytales.html>
3. <https://www.gradesaver.com/pilgrims-progress>

Rationale for Nature of the course:

To explore the literary traditions of the Elizabethan period that promoted the indigenization of the European forms such as the sonnet, allegory and the romance poem etc. And to examine the cultural practices of the age, this reflects in the writings and the transition from 11th to the 17th century.

Activities having direct bearing on Skill development:

- Seminar
- PPT preparation
- Group discussion
- Critical analysis and evaluation on theoretical concepts

Pedagogy:

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, and ICT enabled teaching.

P.T.O.

LESSON PLAN

UNIT-I	TOPICS	ALLOTTED HOURS	<u>Transaction Mode:</u>
Unit I-Poetry	1. Geoffrey Chaucer - The Canterbury Tales	5hrs	Lecture by faculties, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role playing etc. These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.
	i) Character Study on the Wife of Bath	3hrs	
	ii) The Summoner	3hrs	
	2. John Donne - A Valediction Forbidding Mourning	4hrs	
3. Edmund Spenser –Prothalamion			
Unit II – Poetry	1. Andrew Marvell-To his Coy Mistress	5hrs	
	2. John Milton-On His Blindness	5hrs	
	3. George Herbert-Easter Wings	5hrs	
Unit III – Prose & Criticism	1. Francis Bacon -Of Friendship	5hrs	
	- Of Marriage and Single Life	5hrs	
Unit IV- Drama	2. Sir Roger Ascham-The School Master	5hrs	
	1. Christopher Marlowe - Dr. Faustus	7.5hrs	
	2. Ben Jonson - The Alchemist	7.5hrs	
Unit V- Novel	Philip Sidney - An Apologie for Poetry	15hrs	

Course Learning Outcome:

On completion of this course the students will be able to

CLO	CLO STATEMENT	KNOWLEDGE-Level
CLO-1	Describe the major concerns, styles and perspectives of poets.	K2
CLO-2	Find the historical context encompassing the literary works including the political, social, religious and artistic milieu of the early British authors.	K3
CLO-3	Apply the styles and concerns of the writers in creative writing	K3
CLO-4	Classify the various elements of poetry such as diction, tone, imagery, figures of speech, symbolism and discover the creative power behind art and literature	K4
CLO-5	Analyze the text in terms of themes, techniques and culture. and theme etc.,	K4

K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate

P.T.O.

Learning Outcome Based Education (LOBE) & Assessment Formative – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B (Either/or Choice)	Section C (Open Choice)
			Short Answers			
			No. of Questions	K- Level		
1	CLO x	Up to K2, K3	2	K1,K2,K3	2 (K1&K2)	2 (K2,K3)
2	CLO y	Up to K2,K3, K4	3	K1, K2, K3	2 (K3&K4)	1 (K3/K4)
No. of Questions to be asked			5		4	3
No. of Questions to be answered			5		2	2
Marks for each question			2		5	10
Total Marks for each section			10		10	20

Learning Outcome Based Education (LOBE) & Assessment
Summative Examination – Blue Print

Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B		Section C (Either/or Choice)	Section D (Open Choice)
			MCQs		Short Answers			
			No. of Questions	K- Level	No. of Questions	K- Level		
1	CLO 1	Up to K2	2	K1 &K1	1	K1	2 (K1/K1)	1 (K2)
2	CLO 2	Up to K3	2	K2 & K2	1	K2	2 (K2/K2)	1 (K3)
3	CLO 3	Up to K3	2	K3 & K3	1	K1	2 (K3/K3)	1 (K3)
4	CLO 4	Up to K4	2	K3 & K3	1	K2	2 (K4/K4)	1 (K4)
5	CLO 5	Up to K4	2	K4& K4	1	K3	2 (K4/K4)	1 (K4)
No. of Questions to be asked			10			5	10	5
No. of Questions to be answered			10			5	5	3
Marks for each question			1			2	5	10
Total Marks for each section			10		5	10	25	30

Distribution of Section-wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (No Choice)	Section C (Either/or)	Section D (Open Choice)	Total Marks	% of Marks without choice
K2	4	4	10	10	28	23.33
K3	4	6	20	20	50	41.67
K4	2	-	20	20	42	35.00
Total Marks	10	10	50	50	120	100.00

DEPARTMENT OF ENGLISH				CLASS: I M.A. English		
Sem	Course Type	Course Code	Course Title	Time	Maximum	Question Number
I	Major Core-2	21P1NMC2	Shakespeare	3 hrs	75 marks	12102

Nature of Course		
Knowledge and skill	✓	Employability oriented
Skill oriented	✓	Entrepreneurship oriented

Course Objective:

- To expose the students to the university of art and philosophy of the English Bard, Shakespeare
- To have a sound knowledge of dramatic types– Tragedy, Comedy, Tragic-Comedy and Romance
- To know the belief of supernaturalism in his period
- To understand the themes & techniques of Shakespearian plays & sonnets.

Course Content:

CLO	UNITS	DESCRIPTION	HOURS	K-LEVEL
CLO-1	Unit I	Comedy: 1. The Taming of the Shrew 2. The Merchant of Venice	15hrs	K2
CLO-2	Unit II	1. Tragedy: Macbeth 2. Tragicomedy: The Tempest	15hrs	K3
CLO-3	Unit III	1. Historical Play: Henry IV (Part I) 2. Roman Play: Julius Caesar	15hrs	K3
CLO-4	Unit IV	1. General Shakespeare: i) Audience and Theatre ii) Soliloquies iii) Women, Clowns & Fools iv) Minor Characters v) Supernatural Elements 2. Sonnets: i) 15: “When I consider everything that grows”. ii) 16: “But wherefore do not you a mightier way.” iii) 116: Let me not to the marriage of true minds	15hrs	K4
CLO-5	Unit V	Shakespearean Criticism: 1. Bradley, A.C. - Lecture on ‘Macbeth’ 2. Wilson Knight - The Wheel of Fire – Mythical elements of ‘Tempest’	15hrs	K4

P.T.O.

References:

Books for study:

- Shakespeare, William, The Merchant of Venice. Harlow; Essex, Longman,1994.
 Shakespeare, William. Macbeth. Toronto: Harcourt, Brace, Jovanovich Canada, 1989.
 Shakespeare, William. Julius Caesar. New York: Pearson Longman, 2008.
 Shakespeare, William. The Tempest. New York: Pearson Longman, 2008.
 Shakespeare, William. Henry IV (Part-I). New York: Pearson Longman, 2008.

Bradley, A. C. *Shakespearean Tragedy*. Macmillan, 1992.
Rowse, A.L. *Shakespeare's Sonnets*. Macmillan, 1984.

Books for reference:

Alexander, Peter. *Studies in Shakespeare*. Oxford University Press, 19184.
Gordon, George. *Shakespearean Comedy & Other Studies*. Oxford University Press, 1945.
Speight, Robert Nature in Shakespearean Tragedy, New York: Collier Books.1962.
Palmer, John. Comic Characters in Shakespeare, London: Macmillan, 1956.

Web-resources:

1. <http://www.william-shakespeare.info/william-shakespeare-sonnets.htm>
2. <http://www.folger.edu/shakespeare-theater>
3. <http://www.enotes.com>study Guides>Shakespeare>
4. <http://www.sparknotes.com/shakespeare/>
5. <http://www.shakespeare.bham.ac.uk/resources>

Rationale for Nature of the course :

This paper proposes and expresses the intent of making students aware of the enduring importance of Shakespeare in his times and ours. The course is designed as one that to expose the timeless genius of Shakespeare across cultures, literatures and authors.

Activities having direct bearing on Skill development / Employability / Entrepreneurship:

- Seminar
 - PPT preparation
 - Group discussion
 - Critical analysis and evaluation on theoretical concepts
 - Critical thinking and analysis of the literary genres.
- Perform stage plays.

Pedagogy:

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, and ICT enabled teaching.

P.T.O

LESSON PLAN

UNIT-I	TOPICS	ALLOTTED HOURS	<u>Transaction Mode:</u> Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on
Unit I	Comedy: 1. The Taming of the Shrew 2. The Merchant of Venice	7.5 hours 7.5 hours	
Unit II	1. Tragedy: Macbeth 2. Tragicomedy: The Tempest	7.5 hours 7.5 hours	
Unit III	1. Historical Play: Henry IV (Part I) 2. Roman Play: Julius Caesar	7.5 hours 7.5 hours	

Unit IV	1. General Shakespeare:	6 hours	topics or problems, required term paper, open text-book study, drama-role playing etc. These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.
	i) Audience and Theatre	4hours	
	ii) Soliloquies		
	iii) Women, Clowns & Fools		
	iv) Minor Characters		
	v) Supernatural Elements	1hour	
Unit V	2. Sonnets:	1hour	
	i) 15: "When I consider everything that grows".	1hour	
	ii) 16: "But wherefore do not you a mightier way."	1hour	
	iii) 116: Let me not to the marriage of true minds	1hour	
	Shakespearean Criticism:	5hours	
	1. Bradley, A.C. - Lecture on 'Macbeth'	5hours	
2. Wilson Knight - The Wheel of Fire – Mythical elements of 'Tempest'	5hours		
Course Learning Outcome: On completion of this course the students will be able to			

CLO	CLO STATEMENT	K-Level
CLO-1	Explain the great ideas conveyed in his plays and appreciate the rhetorical and poetic art through which those ideas are conveyed. Understand the study on characters, plots, and themes of Shakespearean Plays	K2
CLO-2	Develop knowledge of the social, political and intellectual context of Elizabethan England.	K3
CLO-3	Apply the techniques to draw comparisons between literature, theatre and films	K3
CLO-4	Determine to relate art and reality in Shakespearean works by critically evaluating his essays.	K4
CLO-5	Examine the critical thinking through literary analysis of Shakespearean works.	K4

K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate

Learning Outcome Based Education (LOBE) & Assessment Formative – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B (Either/or Choice)	Section C (Open Choice)
			Short Answers			
			No. of Questions	K- Level		
1	CLO x	K3	2	K2,K3	2 (K3&K3)	2 (K2,K3)
2	CLO y	Up to K4	3	K2, K2, K3	2 (K4&K4)	1 (K3/K4)
No. of Questions to be asked			5		4	3
No. of Questions to be answered			5		2	2
Marks for each question			2		5	10
Total Marks for each section			10		10	20

Learning Outcome Based Education (LOBE) & Assessment

Summative Examination – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B		Section C (Either/or Choice)	Section D (Open Choice)
			MCQs		Short Answers			
			No. of Questions	K- Level	No. of Questions	K- Level		
1	CLO 1	Up to K2	2	K1 &K1	1	K1	2 (K1/K1)	1 (K2)
2	CLO 2	Up to K3	2	K2 & K2	1	K2	2 (K2/K2)	1 (K3)
3	CLO 3	Up to K3	2	K3 & K3	1	K1	2 (K3/K3)	1 (K3)
4	CLO 4	Up to K4	2	K3 & K3	1	K2	2 (K4/K4)	1 (K4)
5	CLO 5	Up to K4	2	K4& K4	1	K3	2 (K4/K4)	1 (K4)
No. of Questions to be asked			10			5	10	5
No. of Questions to be answered			10			5	5	3
Marks for each question			1			2	5	10
Total Marks for each section			10			10	25	30

Distribution of Section-wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (No Choice)	Section C (Either/or)	Section D (Open Choice)	Total Marks	% of Marks without choice
K2	4	4	10	10	28	23.33
K3	4	6	20	20	50	41.67
K4	2	-	20	20	42	35.00
Total Marks	10	10	50	50	120	100.00

DEPARTMENT OF ENGLISH				CLASS: I M.A. English		
Sem	Course Type	Course Code	Course Title	Time	Maximum	Question Number
I	Major Core-3	21P1NMC3	Indian Writing in English	3 hrs	75 marks	12103

Nature of Course			
Knowledge and skill	✓		Employability oriented
Skill oriented	✓		Entrepreneurship oriented

Course Objectives:

- To explore the diverse forms of Indian writing in English and develop a critical understanding of the large body of works from the days of colonial past to the present day
- To introduce the students to a wider range of works in Indian Literature in English
- To expose to a balanced textual study of established and contemporary writers, encouraged
- To acquire a holistic perception of Indian Literature in English
- To make the students familiar with Indian writing in English during different time periods and their characteristic features.

Course Content:

CLO	UNITS	DESCRIPTION	HOURS	K-LEVEL
CLO-1	Unit I- Poetry	Rabindranath Tagore: Where the Mind is Without Fear Sarojini Naidu: Palanquin Bearers A. K. Ramanujam: A River Keki Daruwalla: Migrations	18hrs	K2
CLO-2	Unit II- Prose	Salman Rushdie: Imaginary Homelands Shashi Tharoor: An Era of Darkness	18hrs	K3
CLO-3	Unit III- Drama	Girish Karnad: Hayavadana Mahesh Dattani: Dance Like A Man	18hrs	K3
CLO-4	Unit IV- Fiction	R.K. Narayan: The Guide Manju Kapoor : A Married Woman Kushwant Singh: The Mark Of Vishnu	18hrs	K4
CLO-5	Unit V- Criticism	Makarand Paranjape: Invasion of Theory, Swaraj Sri Aurobindo - The Future Poetry: The Mantra	18hrs	K4

P.T.O.

References:

Books for study:

- Peeradina, Saleem. *Poems from Contemporary Indian Poetry in English*. Macmillan, 1972.
- Narasimhaiah, C D. (Ed.) *Makers of Indian English Literature*. Pencraft International, 2000.
- Dattani, Mahesh. *Collected Plays*. Penguin, 2005.

Books for reference:

- Aurobindo Sri. *The Future Poetry*, Sri Aurobindo Ashram, Pondicherry, 1998.
- Shyam, M. Asnani. *Critical Response to Indian English Fiction*. Mittal Publications, 1981.
- Makarand R. Paranjape: *Debating the 'post' condition in India*, Routledge Books.
- Madhusudan, Prasad. *Indian English Novelists: An Anthology of Critical Essays*. Sterling, 1982.
- S. Krishna Bhatta. *Indian English Drama: A Critical Study*. Sterling, 1987.
- Chakraborty, Kaustab. *Indian Drama in English*. PHI Learning, 2010.
- Iyengar, Srinivasa. *Indian Writing in English*, Sterling, 1997.
- King, Bruce. *Modern Indian Poetry in English*. OUP, 1990.
- Kirpal, Viney. *The New Indian Novel in English*. Allied Publishers Ltd, 1990.

Web -Resources: http://en.wikipedia.org/wik/indian_writing_in_english

Rationale for Nature of the course

To highlight the works of Indian English writers who have gained worldwide recognition. This course will help our students to understand the cultural heritage of Indian literary tradition as well as grip on the contemporary literary forms and issues. With the study of this course, the students get an overall view of the contribution of the notable Indian authors to the body of English Literature.

Activities having direct bearing on Skill development / Employability / Entrepreneurship

- Seminar
- PPT presentation.
- Group discussion.
- Critical analysis and evaluation on theoretical concepts

Pedagogy:

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, and ICT enabled teaching.

P.T.O.

LESSON PLAN

UNIT-I	TOPICS	ALLOTTED HOURS	Transaction Mode: Lecture by the faculty, class discussion, recitation, presentations by students, assignments, library research on topics or problems, required term paper, open text-book study, drama-role play etc. These texts will be taken up in tutorial mode wherein discussion on the lessons with students is mandatory.
Unit I	Rabindranath Tagore: Where the Mind is Without Fear Sarojini Naidu: Palanquin Bearers A. K. Ramanujam: A River Keki Daruwalla: Migrations	9hours 9hours 9hours	
Unit II	Salman Rushdie: Imaginary Homelands Shashi Tharoor: An Era of Darkness	9hours 9 hours	
Unit III	Girish Karnad: Hayavadana Mahesh Dattani: Dance Like A Man	9 hours 9 hours	
Unit IV	R.K. Narayan: The Guide Manju Kapoor : A Married Woman Kushwant Singh: The Mark Of Vishnu	9hours 9hours 9hours	
Unit V	Makarand Paranjape: Invasion of Theory, Swaraj Sri Aurobindo - The Future Poetry: The Mantra	9 hours 9 hours	

Course Learning Outcome: On completion of this course the students will be able to

CLO	CLO STATEMENT	K-Level
CLO-1	Outline the Indian Tradition exhibited by the poets and how they remain distinctive in drafting and crafting poetry.	K2
CLO-2	Identify to understand the writings of Playwrights of India and their ideals and the impact of Indian Plays in English.	K3
CLO-3	Discover the aesthetic and utilitarian handling of prose in the hands of Indian writers.	K3
CLO-4	Comment the works of the Indian novelists and their effects.	K4
CLO-5	Compare the critical Insights of the authors and their works.	K4

K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate

P.T.O.

Learning Outcome Based Education (LOBE) & Assessment
Formative – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B (Either/or Choice)	Section C (Open Choice)
			Short Answers			
			No. of Questions	K- Level		
1	CLO x	Up to K3	2	K2,K3	2 (K3&K3)	2 (K2,K3)
2	CLO y	Up to K4	3	K2, K2, K3	2 (K4&K4)	1 (K3/K4)
No. of Questions to be asked			5		4	3
No. of Questions to be answered			5		2	2
Marks for each question			2		5	10
Total Marks for each section			10		10	20

Learning Outcome Based Education (LOBE) & Assessment
Summative Examination – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B		Section C (Either/or Choice)	Section D (Open Choice)
			MCQs		Short Answers			
			No. of Questions	K- Level	No. of Questions	K- Level		
1	CLO 1	Up to K2	2	K1 &K1	1	K1	2 (K1/K1)	1 (K2)
2	CLO 2	Up to K3	2	K2 & K2	1	K2	2 (K2/K2)	1 (K3)
3	CLO 3	Up to K3	2	K3 & K3	1	K1	2 (K3/K3)	1 (K3)
4	CLO 4	Up to K4	2	K3 & K3	1	K2	2 (K4/K4)	1 (K4)
5	CLO 5	Up to K4	2	K4& K4	1	K3	2 (K4/K4)	1 (K4)
No. of Questions to be asked			10			5	10	5
No. of Questions to be answered			10			5	5	3
Marks for each question			1			2	5	10
Total Marks for each section			10		5	10	25	30

Distribution of Section-wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (No Choice)	Section C (Either/or)	Section D (Open Choice)	Total Marks	% of Marks without choice
K2	4	4	10	10	28	23.33
K3	4	6	20	20	50	41.67
K4	2	-	20	20	42	35.00
Total Marks	10	10	50	50	120	100.00

DEPARTMENT OF ENGLISH				CLASS: I M.A. English		
Sem	Course Type	Course Code	Course Title	Time	Maximum	Question Number
I	Major Core-4	21P1NMC4	Language and Linguistics	3 hrs	75 marks	12104

Nature of Course			
Knowledge and skill	✓		Employability oriented
Skill oriented	✓		Entrepreneurship oriented

Course Objectives:

- To impart pedagogical skills to the students by acquainting them with the structure of modern English, history of English language, linguistics and methods of teaching English
- To know the challenges of English Language Teaching and Testing
- To enable them to study and analyze languages in general
- To enable them to see how language operates.
- To encourage the students learn the nuances of standard English, Word-Making, Spelling and Pronunciation.

Course Content:

CLO	UNITS	DESCRIPTION	HOURS	K-LEVEL
CLO-1	Unit I- The History of English Language	The Indo-European Family of languages, English in the Germanic, Old English, Standard English, Modern English, American English, Indian English and e- English.	18hrs	K2
CLO-2	Unit II- Phonology	Articulatory Phonetics, Auditory Phonetics, Acoustic Phonetics. The Air Stream Process, Organs of speech, Active articulators and Passive articulators, Description of speech sounds: Vowels, Diphthongs and Consonants.	18hrs	K3
CLO-3	Unit III- Linguistics Analysis	Morphological Analysis: Words and word-formation processes: Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation, Prefixes and suffixes, Infixes and Multiple Processes. Morphology, Morphemes, Free and bound morphemes, Lexical and functional morphemes, Derivational and inflectional morphemes, Morphs and allomorphs. Syntactical & Semantic Analyses: Traditional Grammar (TG), Immediate Constituent analysis (IC), Labeling: Phrase Structure Grammar (PSG), Transformational Generative Grammar (TG). What is semantics? Synonymy, Antonym, Hyponymy, Prototypes, Homophones and homonyms, Polysemy, Word play, Metonymy, Collocation, semantic changes.	18hrs	K3
CLO-4	Unit IV- Language	Language in society, Sociolinguistics and sociology of language; social dialectology. Dialects (standard vs.	18hrs	K4

	and Literature	vernacular), Language and social inequality, written and spoken modes, mutual intelligibility, speech community and its types; verbal repertoire, linguistic and sociolinguistic competence; restricted and elaborated codes; registers and styles, taboo, slang and jargon, lingua franca, languages of wider communication; national and international languages; diglossia.		
CLO-5	Unit V- Language and Literature	Narrative technique – characterization – Elements of style and structure – poetic language, imagery – persona – tone – metaphor – irony	18hrs	K4

References:

Books for study:

- F.T.Wood: *An Outline History of English*.
- T.Balasubramanian: *A Textbook of English Phonetics for Indian Students*.
- George Yule: *The study of Language*
- N. Krishnaswamy: *Modern Applied Linguistics*

Reference Books:

- Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heinemann Educational, 19189.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge UP, 1981.

Websources:

<https://www.youtube.com/watch?v=A9Y8ZHfw50A>

Rationale for Nature of the course

This course will expose the students pertaining to the study of the English language from its origins to the growth of vocabulary, phonetics, phonology, and grammar with modern perspectives.

Activities having direct bearing on Skill development / Employability / Entrepreneurship

- Critical thinking and analysis on the language and sentence structure.
- Seminar with PPT preparation
- Group discussion
- Field visit - training will be given to impart the students to comprise the focus on cultivating the essential capability for the usage of the subtle aspect of language.

Pedagogy:

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, ICT enabled teaching.

P.T.O.

LESSON PLAN:

UNIT-I	TOPICS	ALLOTTED HOURS	<u>Transaction Mode:</u>
Unit I- The History of English Language	The Indo-European Family of languages, English in the Germanic, Old English, Standard English	6hours	Lecture method. Group discussion. Hands on training for
	Modern English, American English	6hours	
	Indian English and e- English.	6hours	
Unit II- Phonology	Articulatory Phonetics, Auditory Phonetics, Acoustic Phonetics. The Air Stream Process, Organs of speech,	6 hours	

	Active articulators and Passive articulators. Description of speech sounds: Vowels, Diphthongs and Consonants.	6hours	Phonetic transcription
Unit III- Linguistics Analysis	Morphological Analysis: Words and word-formation processes: Etymology, Coinage, Borrowing, Compounding, Blending, Clipping, Backformation, Conversion, Acronyms, Derivation, Prefixes and suffixes, Infixes and Multiple Processes. Morphology, Morphemes, Free and bound morphemes, Lexical and functional morphemes, Derivational and inflectional morphemes, Morphs and allomorphs.	6 hours	
	Syntactical & Semantic Analyses: Traditional Grammar (TG), Immediate Constituent analysis (IC), Labeling: Phrase Structure Grammar (PSG), Transformational Generative Grammar (TG).	6 hours	
	What is semantics? Synonymy, Antonym, Hyponymy, Prototypes, Homophones and homonyms, Polysemy, Word play, Metonymy, Collocation, semantic changes.	6hours	
Unit IV- Language and Literature	Language in society, Sociolinguistics and sociology of language; social dialectology. Dialects (standard vs. vernacular), Language and social inequality, written and spoken modes, mutual intelligibility, speech community and its types; verbal repertoire, linguistic and sociolinguistic competence; restricted and elaborated codes; registers and styles, taboo, slang and jargon, lingua francas, languages of wider communication; national and international languages; diglossia.	9hours	
		9hours	
Unit V- Language and Literature	Narrative technique – characterization - Elements of style and structure – poetic language, imagery – persona – tone – metaphor – irony	9 hours 9 hours	

P.T.O.

Course Outcome: On completion of this course the students will be able to

CLO	CLO STATEMENT	K-Level
CLO-1	Demonstrate the nuances and hybrid nature of the English Language	K2
CLO-2	Select the applications to comprehend the socio-cultural influences on Language	K3
CLO-3	Identify the different types of linguistic changes taking place in the language across the time and acquire multiple layers of meanings.	K3
CLO-4	Comment the structure of the language and use the language properly.	K4
CLO-5	Inference the functionality of the language ,to learn its working principles used in literary discourses	K4

K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate

Learning Outcome Based Education (LOBE) & Assessment
Formative – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B (Either/or Choice)	Section C (Open Choice)
			Short Answers			
			No. of Questions	K- Level		
1	CLO x	Up to K3	2	K2,K3	2 (K3&K3)	2 (K2,K3)
2	CLO y	Up to K4	3	K2, K2, K3	2 (K4&K4)	1 (K3/K4)
No. of Questions to be asked			5		4	3
No. of Questions to be answered			5		2	2
Marks for each question			2		5	10
Total Marks for each section			10		10	20

P.T.O.

Learning Outcome Based Education (LOBE) & Assessment
Summative Examination – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B		Section C (Either/or Choice)	Section D (Open Choice)
			MCQs		Short Answers			
			No. of Questions	K- Level	No. of Questions	K- Level		
1	CLO 1	Up to K2	2	K1 & K1	1	K1	2 (K1/K1)	1 (K2)
2	CLO 2	Up to K3	2	K2 & K2	1	K2	2 (K2/K2)	1 (K3)
3	CLO 3	Up to K3	2	K3 & K3	1	K1	2 (K3/K3)	1 (K3)
4	CLO 4	Up to K4	2	K3 & K3	1	K2	2 (K4/K4)	1 (K4)
5	CLO 5	Up to K4	2	K4 & K4	1	K3	2 (K4/K4)	1 (K4)
No. of Questions to be asked			10			5	10	5
No. of Questions to be answered			10			5	5	3
Marks for each question			1			2	5	10
Total Marks for each section			10		5	10	25	30

Distribution of Section-wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (No Choice)	Section C (Either/or)	Section D (Open Choice)	Total Marks	% of Marks without choice
K2	4	4	10	10	28	23.33
K3	4	6	20	20	50	41.67
K4	2	-	20	20	42	35.00
Total Marks	10	10	50	50	120	100.00

DEPARTMENT OF ENGLISH				CLASS: I M.A. English		
Sem	Course Type	Course Code	Course Title	Time	Maximum	Question Number
I	Core Elective-1	21P1NME1	Reading and Writing Skills	3 hrs	75 marks	12105

Nature of Course			
Knowledge and skill	✓		Employability oriented
Skill oriented	✓		Entrepreneurship oriented

Course Objectives:

- To make the students understand Reading and Writing as integrated Skills
- To enable the students to equip themselves with professional skills by having a practice in product writing

Course Content:

CLO	UNITS	DESCRIPTION	HOURS	K-LEVEL
CLO-1	Unit I	a) Definition of Reading b) Elements of Reading: Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency, Reading Comprehension Strategies c) Types of Reading: Skimming, Scanning, Close Reading d) Types of Readers: Advanced Readers, Proficient Readers, Basic Readers, Struggling Readers, Literary Snobs, Series Fanatics, The Book Juggler, The “physical book only” Reader, Non-fiction Enthusiasts, The Re-readers, Fiction Lovers.	18hrs	K2
CLO-2	Unit II	a) Steps in Reading Process: Prereading, Reading, Responding, Exploring, Applying b) Reading Strategies: Activating, Inferring, Monitoring-Clarifying, Questioning, Searching-Selecting, Summarizing, Visualizing-Organizing c) SQ3R Technique: Survey, Questioning, Read, Recite, Review.	18hrs	K3
CLO-3	Unit III	a) Definition of Writing b) Elements of Writing: Focus, Organization, Solid Development, Clarity/Concision /Precision, Grammatical Correctness/Avoidance of Spelling and Typographical Errors c) Traits of Writing: Ideas, Organization, Word Choice, Voice, Fluency, Convention d) Types of Academic Writing: Expository, Narrative, Descriptive, Persuasive, Argumentative e) Types of Writers: i) Fiction Writers—Short Stories, Novellas, Novels, Scripts and Screenplays, Planners and Punster; ii) Non-Fiction Writers —Journalism, True Crime, Auto/Biography; iii) Content Writers—Blog Writer, Brand Journalist, Copywriter, Ghostwriter, Technical Writer, Social Media Writer, Email Writer, Scriptwriter, Long-term Content Writer, Ad and Promo Writer	18hrs	K3
CLO-4	Unit IV	a) Steps in Writing Process: Prewriting, Writing, Revision, Editing, Publishing b) Prewriting Strategies: Free writing, Clustering, Outlining, Listing, Looping c) Writing Techniques: Alliteration & Assonance,	18hrs	K4

		Hyperbole, Metaphors, Similes, Personification, Foreshadowing		
CLO-5	Unit V	Reading comprehension exercises including reading of given narrative passages and answering and framing questions, reading of CV and summarizing the given details, reading of maps/charts/tables and writing analysis report. Practice in Product Writing: E-mails, Formal Letters, Reports, CVs and Cover Letters, Recipes, Personal Statements by the following method: giving model texts, controlled practice, organizing ideas, final product.	18hrs	K4

References:

Books for study: Material for Private Circulation will be made available

Books for reference:

- Grellet, F. Developing Reading Skills. CUP, 1981.
- Hedge, T. *Writing*. OUP, 1988.
- Shall, J.S. *Stages of Reading Development*. McGraw Hill, 1983.
- Withrow, Jean. *Effective Writing: Writing Skills for Intermediate Students of American English*, CUP, 1987.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial, 2016.

Web Sources:

- [\(PDF\) Developing Writing Skills Through Reading \(researchgate.net\)](#)
- https://scholarworks.wmich.edu/reading_horizons/vol27/iss2/9

Rationale for Nature of the course

Reading and writing are integrated skills to be learnt for effective communication in all spheres of life including the professional world of the learners. Different reading techniques and writing strategies will definitely equip themselves for better social and interpersonal relationships.

Activities having direct bearing on Skill development / Employability / Entrepreneurship:

- Seminar.
- Poster preparation
- Group discussions.
- Critically analyze the sentence structures.
- Non verbal Communications.

Pedagogy:

Chalk and talk, Peer Teaching and Learning, ICT enabled teaching, PPT, group discussion, seminar, screening of educational videos, and quiz.

LESSON PLAN

UNIT	TOPICS	ALLOTTED HOURS	<u>Transaction Mode:</u> Lecture by the faculty, class discussion, writing exercises, presentations
Unit I	a) Definition of Reading b) Elements of Reading: Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency, Reading Comprehension Strategies	6hours	
	c) Types of Reading: Skimming, Scanning, Close Reading	6hours	
	d) Types of Readers: Advanced Readers, Proficient Readers, Basic Readers, Struggling Readers, Literary Snobs, Series	6hours	

	Fanatics, The Book Juggler, The “physical book only” Reader, Non-fiction Enthusiasts, The Re-readers, Fiction Lovers.		by students, assignments required term paper, open text etc. These texts will be taken up in tutorial mode wherein students’ practical exercises and examples are mandated.
Unit II	a) Steps in Reading Process: Prereading, Reading, Responding, Exploring, Applying	9hours	
	b) Reading Strategies: Activating, Inferring, Monitoring-Clarifying, Questioning, Searching-Selecting, Summarizing, Visualizing-Organizing c) SQ3R Technique: Survey, Questioning, Read, Recite, Review.	9 hours	
Unit III	a) Definition of Writing b) Elements of Writing: Focus, Organization, Solid Development, Clarity/Concision/Precision, Grammatical Correctness/Avoidance of Spelling and Typographical Errors	6 hours	
	c) Traits of Writing: Ideas, Organization, Word Choice, Voice, Fluency, Convention d) Types of Academic Writing: Expository, Narrative, Descriptive, Persuasive, Argumentative	6 hours	
	e) Types of Writers: i) Fiction Writers—Short Stories, Novellas, Novels, Scripts and Screenplays, Planners and Punster; ii) Non-Fiction Writers —Journalism, True Crime, Auto/Biography; iii) Content Writers—Blog Writer, Brand Journalist, Copywriter, Ghostwriter, Technical Writer, Social Media Writer, Email Writer, Scriptwriter, Long-term Content Writer, Ad and Promo Writer	6hours	
Unit IV	a) Steps in Writing Process: Prewriting, Writing, Revision, Editing, Publishing	6hours	
	b) Prewriting Strategies: Free writing, Clustering, Outlining, Listing, Looping	6hours	
	c) Writing Techniques: Alliteration & Assonance, Hyperbole, Metaphors, Similes, Personification, Foreshadowing	6hours	
Unit V	Reading comprehension exercises including reading of given narrative passages and answering and framing questions, reading of CV and summarizing the given details, reading of maps/charts/tables and writing analysis report.	9 hours	
	Practice in Product Writing: E-mails, Formal Letters, Reports, CVs and Cover Letters, Recipes. Personal Statements by the following method: giving model texts, controlled practice, organizing ideas, final product.	9 hours	

Course Outcomes: On completion of this course the students will be able to

CLO	CLO STATEMENT	K-Level
CLO-1	Explain the techniques through the different types of reading and writing	K2
CLO-2	Make use of the importance of reading skill in enhancing the writing skill	K3
CLO-3	Develop the reading and the writing practice to rewrite the given texts in their own way.	K3
CLO-4	Distinguish their learning and practicing it by doing product writing.	K4
CLO-5	Organize creatively the different writing strategies.	K4

K1 - Remember; K2 - Understanding; K3 - Apply; K4 - Analyze; K5 – Evaluate

Learning Outcome Based Education (LOBE) & Assessment

Formative – Blue Print

Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A	Section B	Section C
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			Short Answers		(Either/or Choice)	(Open Choice)
			No. of Questions	K- Level		
1	CLO x	Up to K3	2	K2,K3	2 (K3&K3)	2 (K2,K3)
2	CLO y	Up to K4	3	K2, K2, K3	2 (K4&K4)	1 (K3/K4)
No. of Questions to be asked			5		4	3
No. of Questions to be answered			5		2	2
Marks for each question			2		5	10
Total Marks for each section			10		10	20

Learning Outcome Based Education (LOBE) & Assessment

Summative Examination – Blue Print

Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B		Section C (Either/or Choice)	Section D (Open Choice)
			MCQs		Short Answers			
			No. of Questions	K- Level	No. of Questions	K- Level		
1	CLO 1	Up to K2	2	K1 &K1	1	K1	2 (K1/K1)	1 (K2)
2	CLO 2	Up to K3	2	K2& K2	1	K2	2 (K2/K2)	1 (K3)
3	CLO 3	Up to K3	2	K3&K3	1	K1	2 (K3/K3)	1 (K3)
4	CLO 4	Up to K4	2	K3& K3	1	K2	2 (K4/K4)	1 (K4)
5	CLO 5	Up to K4	2	K4& K4	1	K3	2 (K4/K4)	1 (K4)
No. of Questions to be asked			10			5	10	5
No. of Questions to be answered			10			5	5	3
Marks for each question			1			2	5	10
Total Marks for each section			10		5	10	25	30

Distribution of Section-wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (No Choice)	Section C (Either/or)	Section D (Open Choice)	Total Marks	% of Marks without choice
K2	4	4	10	10	28	23.33
K3	4	6	20	20	50	41.67
K4	2	-	20	20	42	35.00
Total Marks	10	10	50	50	120	100.00

DEPARTMENT OF ENGLISH				CLASS: I PG		
Sem	Course Type	Course Code	Course Title	Time	Maximum	Question Number
I	NME	21P1NNM1	Grammar for Communication	3 hrs	75 marks	12106

Nature of Course			
Knowledge and skill	✓		Employability oriented
Skill oriented	✓		Entrepreneurship oriented

Course Objectives:

- To strengthen the grammatical competence of students by revisiting certain rudimentary concepts in English Grammar
- To equip the students with the necessary language skills specifically for academic purpose
- To explore students' level of understanding in usage of tenses
- To make them use appropriate words/phrases for correct sentence constructions
- To enhancing the students' LSRW skills

Course Content:

CLO	UNITS	DESCRIPTION	HOURS	K LEVEL
CLO-1	Unit 1	Parts of Speech and their usages	6hrs	K2
CLO-2	Unit 2	Teaching relevant situations for all tenses	6hrs	K2
CLO-3	Unit 3	Teaching relevant situations for voice formations	6hrs	K2
CLO-4	Unit 4	Application of words/phrases/clauses and their usage	6hrs	K2
CLO-5	Unit 5	Types of Sentences/Sentence Patterns/Paragraph writing	6hrs	K2

References:

Books for study:

- [N. Krishnaswamy](#). Modern English - A Book of Grammar, Usage and Composition. [Laxmi Publications](#), New Delhi.20118.
- Mc.Graw-Hill – Handbook of English Fourth edition
- Longman Dictionary of Common Errors New Edition- N.D.Turton,J.B.Heaton
- Books for reference:
- Banerji, Meera & Krishna Mohan, Developing Communication Skills (2nd Edition) & Macmillan Publishers, 2009.
- Narayanaswami.V.R. Strengthen Your Writing. Orient Longman Publishers, 2003.Print.
- Pillai G. Radhakrishnan, K. Rajeevan and P. Baskaran Nair, Written English for You, Madras, Emerald Publishers, 1995.Print.
- J Carrol & P. Hall, Make Your Own Language Tests: A Practical Guide to Writing Language Performance Tests.

P.T.O.

Rationale for Nature of the course

Aim of this course is to empower students to read and comprehend content in English and to prepare post graduates to use language in real-life situations.

Activities having direct bearing on Skill development / Employability / Entrepreneurship:

- Seminar.

- Group discussions.
- Review about the structure of sentences with learned theories and functions of English Literature.
Individual activity to the students based on the LSRW Skills.

Pedagogy:

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, and ICT enabled teaching.

Course Designer: Dr.S.Venkatesh

LESSON PLAN:

UNIT-I	TOPICS	ALLOTTED HOURS	<u>Transaction Mode:</u> Lecture by the faculty, class discussion, sentence structure, presentations by students, assignments, Practical exercises on word formation etc. These texts will be taken up in tutorial mode wherein students' presentations and discussion are mandated.
Unit I	Parts of Speech and their usages	6hrs	
Unit II	Teaching relevant situations for all tenses	6hrs	
Unit III	Teaching relevant situations for all voices	6hrs	
Unit IV	Classification of words/Idioms/phrases/clauses and their usage	6hrs	
Unit V	Types of Sentences/Sentence Patterns/Paragraph writing	6hrs	

Course Learning Outcome:

On completion of this course the students will be able to

CLO	OUTCOME	K-Level
CLO-1	Classify nouns, concord, determiners and adjectives.	K2
CLO-2	Rephrase the grammatical patterns using the various forms of verbs.	K2
CLO-3	Explain the uses of tenses, modals, auxiliaries.	K2
CLO-4	Describe prepositions, questions, active/ passive form.	K2
CLO-5	Represent relative clauses while organizing information.	K2

P.T.O.

Learning Outcome Based Education (LOBE) & Assessment

Formative – Blue Print

Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B (Either/or Choice)	Section C (Open Choice)
			Short Answers			
			No. of Questions	K- Level		
1	CLO x	Up to K2	1	K1	1 (K2&K2)	2 (K1,K1)

2	CLO y	Up to K2	2	K1, K1	1 (K2&K2)	1 (K1)
No. of Questions to be asked			3		4	3
No. of Questions to be answered			3		2	2
Marks for each question			2		7	10
Total Marks for each section			6		14	20

Learning Outcome Based Education (LOBE) & Assessment
Summative Examination – Blue Print
Articulation Mapping-K Levels with Courses Learning Outcomes (CLOs)

Units	CLOs	K- Level	Section A		Section B (Either/or Choice)	Section C (Open Choice)
			Short Answers			
			No. of Questions	K- Level		
1	CLO 1	Up to K2	1	K1	2 (K2&K2)	1 (K1)
2	CLO 2	Up to K2	1	K1	2 (K2&K2)	1 (K1)
3	CLO 3	Up to K2	1	K1	2 (K2&K2)	1 (K1)
4	CLO 4	Up to K2	1	K1	2 (K2&K2)	1 (K1)
5	CLO 5	Up to K2	1	K1	2 (K2&K2)	1 (K1)
No. of Questions to be asked				5	10	5
No. of Questions to be answered				5	5	3
Marks for each question				2	7	10
Total Marks for each section			5	10	35	30

Distribution of Section-wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice
K1	4	21	--	25	19.24
K2	6	49	50	105	80.76
Total Marks	10	70	50	130	100.00
