

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A” Grade by NAAC (3<sup>rd</sup> Cycle)  
74<sup>th</sup> Rank in India Ranking 2020 (NIRF) by MHRD  
Maryland, Madurai- 625 018, Tamil Nadu, India**

NAME OF THE DEPARTMENT : THE RESEARCH CENTRE OF ENGLISH

NAME OF THE PROGRAMME : M.A. ENGLISH

PROGRAMME CODE : PSEN

ACADEMIC YEAR : 2020 - 2021

COURSE CODE	COURSE TITLE	HRS. / WK	CREDIT	CIA Mks	ESE Mks	TOT. Mks
<b>SEMESTER – I</b>						
19PG1L1	BRITISH LITERATURE	6	4	40	60	100
19PG1L2	AMERICAN LITERATURE	6	4	40	60	100
19PG1L3	SURVEY AND ASPECTS OF LITERATURE	6	4	40	60	100
19PG1L4	REGIONAL LITERATURES OF INDIA	6	4	40	60	100
19PG1LEDC	ENGLISH FOR COMPETITIVE EXAMS	3	3	40	60	100
	Library	3				
<b>Total</b>		<b>30</b>	<b>19</b>			
<b>SEMESTER – II</b>						
19PG2L5	SHAKESPEARE- REVISITED	6	4	40	60	100
19PG2L6	CONTEMPORARY BRITISH LITERATURE	6	4	40	60	100
19PG2L7	LITERARY CRITICISM AND THEORY	6	4	40	60	100
19PG2 L8	JOURNALISM AND MASS COMMUNICATION	6	4	40	60	100
19PG2LEDC	ENGLISH FOR COMPETITIVE EXAMS	3	3	40	60	100
	LIBRARY	3				
<b>Total</b>		<b>30</b>	<b>19</b>			
<b>SEMESTER – III</b>						

COURSE CODE	COURSE TITLE	HRS. / WK	CREDIT	CIA Mks	ESE Mks	TOT. Mks
19PG3SIL1	INTERNSHIP/SUMMER PROJECT*	-	3	50	50	100
19PG3L9	POST COLONIAL LITERATURE	6	4	40	60	100
19PG3L10	SUBALTERN STUDIES	6	4	40	60	100
19PG3L11	LIFE WRITING	6	4	40	60	100
19PG3L12	ENGLISH LANGUAGE TEACHING –THEORY & PRACTICE	4+2	4+2	40	60	100
19 PG3LE1/ 19PG3LE2	ELECTIVES RESEARCH WRITING/ TRANSLATION STUDIES	4	4	40	60	100
	LIBRARY / SEMINAR	2	-	-	-	-
<b>Total</b>		<b>30</b>	<b>25</b>			
<b>SEMESTER – IV</b>						
19PG4L13	GENDER STUDIES	6	5	40	60	100
19PG4L14	DIASPORIC LITERATURE	6	5	40	60	100
19PG4L15	LANGUAGE & LINGUISTICS	6	5	40	60	100
19PG4L16	AFRICAN LITERATURE	6	5	40	60	100
19PG4LE3/ 19PG4LE4	TEXT AND SCREEN/ TEXT AND PERFORMANCE	4	4	40	60	100
19PG4L17	PROJECT	-	3	40	60	100
	LIBRARY/SEMINAR	2				
<b>Total</b>		<b>30</b>	<b>27</b>			
	<b>Total</b>	<b>120</b>	<b>90</b>			

Curriculum for M.A. English

**I M.A. English**

**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDITS
PSEN	19PG1L1	BRITISH LITERATURE	Major Core	6	4

**COURSE DESCRIPTION**

The course titled **British Literature** presents a literary-historical perspective and the different literary movements and writing styles of British Literature from the early period till Twentieth Century.

**COURSE OBJECTIVES**

- The course gives a purview of the prominent British writers of all genres
- The course enables learners to critically appreciate the prescribed texts

**UNITS**

**UNIT- I: POETRY**

**[20 HRS.]**

1. Geoffrey Chaucer – “From the Parson’s Tale (Introduction)”
2. Sir Thomas Wyatt – “Farewell, Love” (SS)
3. William Shakespeare – “Phoenix and the Turtle”
4. John Donne – “The Good Morrow”
5. Robert Browning – “My Last Duchess” (SS)
6. W.B. Yeats – “The Second Coming”
7. Rupert Brooke – “The Soldier”
8. Philip Larkin – “The Whitsun Wedding”

**UNIT- II: PROSE**

**[20 HRS.]**

## Curriculum for M.A. English

1. Thomas More – “More meets a returned traveller”  
(Utopia)
2. Francis Bacon – “Of Masques and Triumphs”
3. Robert Lynd – “The Goddess” (SS)
4. Virginia Woolf – “Shakespeare’s Sister” (From A  
Room of one’s own)

### UNIT- III: DRAMA

[15 HRS.]

1. Bernard Shaw – *Arms and the Man*
2. James Barrie – *The Admirable Crichton*

### UNIT- IV: NOVEL

[15 HRS.]

1. William Golding – *Lord of the Flies*

### UNIT- V: SHORT STORY

[20 HRS.]

1. D. H. Lawrence – “The Rocking Horse Winner”
2. Ian Mc Ewan – “Solid Geometry” (SS)

### TEXT BOOKS:

- Pieces taken from 1. *Norton Anthology of English Literature* Vol: 1 & 2
2. *Norton Anthology of English Literature*, 5<sup>th</sup> Ed. Vol:II
3. Mc Ewan, Ian. *First Love, Last Rites*. Vintage, 2010.

### REFERENCES:

1. Kettle, Arnold. *An Introduction to the English Novel*. Hutchinson University Library, 1974.
2. Quiller-Couch, Arthur Thomas. *The Oxford Book of English Verse*. O.U.P., 1939.
3. Ricks, Christopher B. *The Force of Poetry*. Clarendon Press, 1987.
4. Scott, A. F. *The Craft of Prose*. Macmillan & Co., 1963.
5. Stone, J. A. *Periodical Essays of the Eighteenth Century*. Oxford Univ. Press, 1954.
6. Watson, G. J. *Drama: an Introduction*. Macmillan, 1985.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	explain the new techniques adopted by the poets especially the free style of writing poetry
CO 2	build their vocabulary and improve their writing style by being exposed to the formal language of the prose pieces
CO 3	analyse and evaluate the prescribed novels and plays
CO 4	identify and examine the new literary styles and genres adopted by the contemporary writers
CO 5	critique the literary contributions of the canonical writers of the modern age

**I M.A ENGLISH**

**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1L2	AMERICAN LITERATURE	Major Core	6	4

**COURSE DESCRIPTION**

The course titled **American Literature** will outline the social, historical, cultural and critical contexts of American Literature.

**COURSE OBJECTIVES**

- The course gives a comprehensive view of American literature from the colonial period to the present context
- The course introduces the representative writers from multi-ethnic communities

**UNITS**

**UNIT – I POETRY**

**[20 HRS.]**

1. Philip Freneau - “The Indian Burying Ground”
2. Walt Whitman - Give Me the Splendid silent Sun (Excerpt from “The Leaves of Grass”)
3. Emily Dickinson - “Success” -I’m Nobody! Who are you? (SS)
4. Edwin Arlington Robinson - “Richard Cory”
5. Robert Frost - “Two Tramps in Mud Time”
6. Langston Hughes - “Harlem”
7. William Carlos Williams - “Tract”
8. Rita Dove - “David Walker” (SS)

**UNIT- II PROSE**

**[20 HRS.]**

1. William Apess - An Indian's Looking glass for the White Man
2. Ralph Waldo Emerson - The American Scholar (Part I & II)
3. Zitkala-Sa (Gertrude Simmons Bonnin) - Why I am a Pagan
4. James Baldwin - The Fire Next Time (My Dungeon Shook)

**UNIT – III DRAMA**

**[20 HRS.]**

1. Clifford Odets - *Waiting for Lefty* (agitprop)
2. David Henry Hwang - *Trying to Find Chinatown*

**UNIT-IV FICTION**

**[20 HRS.]**

1. Harper Lee - *To Kill a Mocking Bird*
2. John Steinbeck - *Of Mice and Men*

**UNIT-V SHORT FICTION**

**[10 HRS.]**

1. Anna Lee Walters - "Apparitions" (SS)
2. Nathaniel Hawthorne - "Young Goodman Brown"
3. Native American Tale - "How the World was Made" (SS)
4. O' Henry - "Gift of the Magi" (SS)
5. Edgar Allan Poe - "Fall of the House of Usher"

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

1. Poetry Recitation (Walt Whitman & Robert Frost)
2. Creative writing task (O. Henry & Edgar Allan Poe)
3. Enactment of an Act (Clifford Odets)

**REFERENCES:**

1. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2017.
2. Lee, Harper. *To Kill a Mocking Bird*. J.P. Lippincott, 1960.
3. Steinbeck, John. *Of Mice and Men*. Covici Friede, 1937.

**WEB REFERNCES :**

1. [http://shodhganga.inflibnet.ac.in/bitstream/10603/8045/7/07\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/8045/7/07_chapter%201.pdf)
2. <https://people.unica.it/fiorenzoiuliano/files/2016/04/A-Brief-History-of-American-Literature-Wiley-Blackwell-2011.pdf>
3. <https://study.com/academy/lesson/history-of-famous-american-poetry-poets.html>
4. <https://press.rebus.community/openamlit/chapter/zitkala-sa-1876-1938/>
5. <https://www.britannica.com/biography/Clifford-Odets>

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify and appreciate the style of diverse groups of American poets
CO 2	outline and infer the plurality of American literatures and cultures as represented in the prescribed texts
CO 3	examine the socio-political issues discussed in the plays
CO 4	comprehend the ethnic divide as addressed in American fiction
CO 5	understand the ethnic diversity that constitutes American culture

**I M.A. English**

**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDIT S
PSEN	19PG1L3	SURVEY AND ASPECTS OF LITERATURE	Major Core	6	4

**COURSE DESCRIPTION**

The course titled **Survey and Aspects of Literature** provides an overall view of the growth and development of British Literature down the ages and composite elements of the four main genres namely prose, poetry, drama and novel.

**COURSE OBJECTIVES**

- The course is intended to enable learners gain an insight into the different literary movements and their influence on the growth of literature.
- The course enables learners understand the genres of literature from various critical perspectives.

**UNITS**

**UNIT –I 15<sup>TH</sup> -17<sup>TH</sup> CENTURY ( 18 HRS.)**

1. The Middle Ages
2. The Sixteenth Century
3. The Seventeenth Century

**UNIT –II 18<sup>TH</sup> -19<sup>TH</sup> CENTURY ( 18 HRS.)**

1. The Restoration & the Eighteenth Century
2. The Romantic Period
3. The Victorian age
4. Since 1890

**UNIT –III POETRY AND NOVELS (18 HRS.)**

1. Studying Poetry
2. Studying Novels

**UNIT –IV INTERPRETATION SKILLS**

**(10 HRS.)**

**1. Studying Drama**

**2. Reading, interpretation-(SS)**

**3. Effectiveness**

**UNIT –V PRACTICE**

**(18 HRS.)**

**1. Critical evaluation of Poems**

2. Extracts from Novels

3. Extracts from drama

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

**( 8 HRS.)**

Literature of 21<sup>st</sup> Century

**REFERENCES:**

1. Boulton, Marjorie. *The Anatomy of Poetry*. London, Routledge Falmer, 1962.
2. Boulton, Marjorie. *The Anatomy of Drama*. London, Routledge Falmer, 1963.
3. Boulton, Marjorie. *The Anatomy of Novel*. London, Routledge & Kegan Paul, 1975.
4. Forster, E.M. *Aspects of the Novel*. London, Edward Arnold, 1961.
5. Gill, Richard. *Mastering English Literature*. Macmillan, 1995.
6. Kesall, Robert. *Studying Drama*.
7. *The Norton Anthology of English Literature Vols I & II*. New York, Norton and company, 1962.
8. Watson, G.J. *Drama: An Introduction*. Macmillan, 1985.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify the characteristics of the different ages of English Literature.
CO 2	analyse the social conditions of the people of England during various centuries.
CO 3	correlate literature and literary forms with the social conditions.
CO 4	explain the constituents of prose, poetry, drama and novel.
CO 5	critique the literary pieces

**I M.A. English**  
**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1L4	REGIONAL LITERATURES OF INDIA	Major Core	6	4

**COURSE DESCRIPTION**

The course titled **Regional Literatures of India** intends to highlight the cultural variety, literary merit and socio-political ethos peculiar to different regions of India, the sine qua non being Indianness that connect the people of the nation.

**COURSE OBJECTIVES**

- The course facilitates the students get an insight of the region specific social, political, cultural, and economic issues across India.
- The course enables learners develop a critical acumen to understand and appraise regional representations.

**UNITS**

**UNIT- I POETRY**

**[21 HRS.]**

1. Rami - “Where Have You Gone?” (West Bengal)

2. Rabindranath Tagore - “Leave this Chanting and Singing” – 11  
(West Bengal)

3. Nissim Ezekiel - “Enterprise” (Maharashtra)

4. Keki Daruwalla - “Map Maker” (Uttar Pradesh)

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5. Gopal Honnalgere - "Monsoon in Panchagani" (Karnataka)
6. K Satchidanandan - "Who Said" (Kerala)
7. Dilip Chitre - "Father Returning Home" (Gujarat)
8. K D Sethna - "Words" (Puduchery)
9. K L Chowdhury- "Journey into the Land of the Exiled" (Kashmir)

**UNIT- II PROSE**

**[21 HRS.]**

1. Nazar Sajjad Hyder - "Purdah" (Urdu)
2. Easterine Irulu - "Should Writers Stay in Prison" (Nagaland)
3. Urvashi Butalia - "Memory" (Haryana)
4. Shashi Deshpande - "A Toppling World View" (Karnataka)

**UNIT III DRAMA**

**[16 HRS.]**

1. Manjula Padmanabhan-*Harvest* (Delhi)

**UNIT -IV NOVEL**

**[16 HRS.]**

1. Indra Parthasarathy -*The River of Blood* (Tamil Nadu)
2. Arun Sarma -*On a Wing and a Prayer* (Assam) (SS) UNIT

**- V SHORT STORY**

**[16HRS.]**

1. Madhurantakam Rajaram - "The Homing Pigeon" (Andhra Pradesh)
2. Manoj Das - "Farewell to a Ghost" (Odissa)
3. Khushwant Singh - "The Agnostic" (Punjab)
4. Anita Desai - "The Artist of Disappearance" (Uttarkand)

**UNIT - VI DYNAMISM**

**(SS)**

1. Appraisal of contemporary Award Winning Indian Literatures.

**TEXT BOOKS:**

1. Butalia, Urvashi. "Memory." *The Other Side of Silence: Voices from the Partition of India*. Penguin Books, 1998, pp. 347 – 371.
2. Das, Manoj. "Farewell to a Ghost." *Farewell to a Ghost*, Penguin, 1995.
3. Desai, Anita. *The Artist of Disappearance*. London: Random House Publishers India Private Limited, 2011.
4. Deshpande, Shashi. "A Toppling World View." *Writings from the Margin & Other Essays*, Penguin, 2003.
5. Honnalgere, Gopal. "Monsoon in Panchagani." *Critical Exposition of Gopal Honnalgere Poems*, Edited by Raghupathi, K.V. Authors Press, 2011, pp. 197-98.
6. Hyder, Nazar Sajjad. "Purdah." *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 392-93.
7. Iralu, Easterine. "Should Writers Stay in Prison?" *The Oxford Anthology of Writings from North-East India*, edited by Tolottoma Misra, Oxford University Press, 2011, pp. 272-75.
8. Padmanabhan, Manjula. *Harvest*. Aurora Metro Books, 2018.
9. Parthasarathy, Indira. *The River of Blood*. Translated by Ka.Naa.Subramanyan, Sahitya Academy, 2009
10. Rajaram, Madhurantakam. "The Homing Pigeon." *Moisture Trapped in a Stone: An Anthology of Modern Telugu Short Stories*, translated by K. N. Rao, Niyogi Books, 2017.
11. Rami. "Where Have You Gone?" Translated by Sumanta Banerjee, *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 85-87.
12. Sarma, Arun. *On a Wing and a Prayer*. Translated by Maitreyee Siddhanta Chakravarty, Rupa Publications India Pvt. Ltd., 2013.
13. Singh, Kushwant. "The Agnostic." Ed. *Best Indian Short Stories*, Vol-11, Harper Collins Publishers, 2004.

14. Tagore, Rabindranath. "Leave this Chanting and Singing."  
*Gitanjali*. Macmillan India Limited, 1998.

**REFERENCES:**

1. Chandra, N.D.R. *Modern Indian Writing in English: Critical Perceptions*. Vol.-1&11. Sarup & Sons, 2004.
2. Das, Bijay Kumar. *Postmodern Indian English Literature*. Atlantic Publishers & Distributors (P) Ltd., 2010.
3. Iyengar, Srinivasa K.R. *Indian Writing in English*. Revised and updated ed., Sterling Publishers Pvt.Ltd., 2003.
4. Kohli, Suresh. *Aspects of Indian Literature: The Changing Pattern*. Vikas Publishing House Pvt.Ltd., 1975.
5. Naik, M.K. *Dimensions of Indian English Literature*. Sterling Publishers Pvt.Ltd., 1984.
6. Walsh, William. Ed. *Readings in Commonwealth Literature*. Clarendon Press, 1973.
7. Williams, H.M. *Indo-Anglican Literature 1800-1970: A Survey*. Orient Longman, 1976.

**WEB REFERENCES:**

1. Chitre, Dilip. "Father Returning Home." Poem Hunter. 29 March 2012.  
<https://www.poemhunter.com/poem/father-returning-home/>  
Accessed on 3 March 2019.
2. Chowdry, K.L. "Journey into the Land of the Exiled." Of Gods, Men & Militants. <http://www.ikashmir.net/godsmenmilitants/index.html>. Accessed on 4 March 2019.
3. Daruwalla, Keki. "Map Maker." The Map-Maker, Ravi Dayal Publisher, 2002, *Poetry International Web* <https://www.poetryinternationalweb.net/pi/site/poem/item/2892/auto/o/o/Keki-Daruwalla/MAP-MAKER>. Accessed on 3 March 2019.
4. Ezekiel, Nissim. 'Enterprise.' "Nissim Ezekiel and Kamala Das"

<http://egyankosh.ac.in/bitstream/123456789/27473/1/Unit-25.pdf>.

p.19. Accessed on 4 March 2019.

5. Satchidanandan, K. "Who Said?" *At Home in the World*, Full Circle, 2002, *Poetry International Web*. <https://www.poetryinternationalweb. Net /pi /site /poem/item/ 2865>. Accessed on 3 March 2019.

6. Sethna, K D. "Words." *The Light of the Supreme*. 1 July 2008.\_  
<http://savitri.in/blogs/light-of-supreme/the-word-two-poems-by-kd-sethna-amal-kiran-and-by-ry-deshpande>. Accessed on 4 March 2019.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	outline and appreciate the nuances of Indian poetry
CO 2	examine the social, gender and political issues as revealed in Indian prose writings
CO 3	critique Indian theatre with reference to artistic and contemporary issues
CO 4	infer the communal and class pattern pervading the Indian society represented in fiction
CO 5	evaluate the literary strategies that explore Indianness with regard to short stories

**I M.A. English**  
**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
<b>PSEN</b>	<b>19PG2L</b> <b>5</b>	<b>SHAKESPEARE</b> <b>REVISITED</b>	<b>Major Core</b>	<b>6</b>	<b>4</b>

**COURSE DESCRIPTION**

The course titled **Shakespeare Revisited** involves a thorough understanding of Shakespeare's critically acclaimed plays from a twentieth century theoretical framework.

**COURSE OBJECTIVES**

- The course gives a comprehensive knowledge of Shakespeare's tragedies, comedies and history plays.
- The course enables learners to reread Shakespeare using feminist, postcolonial and new historicist approaches.

**UNITS**

**UNIT –I** (21HRS.)

*Othello*

**UNIT –II** (6 HRS.)

*A Midsummer Night's Dream* (SS)

**UNIT –III** (21 HRS.)

*Antony and Cleopatra*

**UNIT –IV** (21 HRS.)

Rene Girard: "To Entrap the Wisest: Sacrificial Ambivalence in *The Merchant of Venice*"

Louis Adrian Montrose: "Shaping Fantasies': Figurations of Gender and Power in Elizabethan Culture"

**UNIT –V**

**(21 HRS.)**

1. Linda Woodbridge: “Egyptian Queens and Male Reviewers: Sexist Attitudes in *Antony and Cleopatra* Criticism”
2. Ania Loomba: “Sexuality and Racial Difference”

**REFERENCES:**

1. Ackroyd, Peter. *Shakespeare: The Biography*. Anchor.2006.
- 2 . Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan,1964.
- 3 . Greene, Nicholas. *Shakespeare’s Tragic Imagination*. Macmillan,1992.
4. Justman, Stewart. *Shakespeare : The Drama of Generations*. Macmillan, 2007
5. Quiller-Couch, Arthur. *Shakespeare’s Workmanship*. CUP, 1951.
6. Wells, Stanley. *Shakespeare for All Time*. OUP,2003.

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	gain knowledge of the art and craft of Shakespearean drama
CO 2	develop skills in analysis and critical thinking, especially related to drama
CO 3	appreciate the world of Shakespearean language and imagery
CO 4	understand human relationships and socio-cultural issues embedded in Shakespeare’s plays
CO 5	re-read Shakespeare from 20 <sup>th</sup> and 21 <sup>st</sup> century critical perspectives

**I M.A. English**  
**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG2L 6	CONTEMPORARY BRITISH LITERATURE	Major Core	6	4

**COURSE DESCRIPTION**

The course titled **Contemporary British Literature** is designed to give an overall picture of the British writers whose works evince the revolutionary changes and innovations in the contemporary British literature.

**COURSE OBJECTIVES**

- The course introduces the literary texts of a galaxy of contemporary British writers who experimented with form and content in order to reflect the spirit of the Age.
- The course enables learners to appreciate the Postmodern perspectives rendered in the prescribed pieces.

**UNITS**

**UNIT –I POETRY**

**( 20 HRS.)**

1. Ted Hughes (1930-1998) - “The Thought Fox”.  
- “Thistles” (SS)
2. Carol Ann Duffy (1955-)
3. Tony Connor (1930-)
4. Henry Treece (1911-1966)
5. Alice Oswald (1966-)
6. Tom Raworth (1938-2017)
7. J. H. Prynne (1936-) - “The Stranger, Instantly”

Curriculum for M.A. English

8. Basil Bunting (1900-) - Odes: 15 ["Nothing"]  
9. Seamus Heaney (1939-2013) - "The Harvest Bow" (SS)

**UNIT –II PROSE (15 HRS.)**

1. George Orwell - Freedom of the Park  
2. E.M.Forster - My Woods  
3. Aldous Huxley - Knowledge and Understanding  
4. Zadie Smith - On Optimism and Despair from *Feel Free: Essays*

**UNIT –III DRAMA (20 HRS.)**

1. Caryl Churchill - *Top Girls*

**UNIT –IV NOVEL (20 HRS.)**

1. Ali Smith - *Hotel World*

**UNIT –V SHORT STORY (15 HRS.)**

1. Gerard Woodward - The Family Whistle (from *Legoland* 23 pages) (SS)  
2. Doris Lessing - *Through the Tunnel*

**PRESCRIED TEXTS:**

1. Churchill, Caryl. *Top Girls*. Bloomsbury Publishing, 2017.  
2. Smith, Ali. *Hotel World*. Penguin Group, 2002.

**OTHER PRESCRIED PIECES ARE AVAILABLE IN THE FOLLOWING:**

1. Smith, Zadie. *Feel Free*. Penguin Books, 2019.  
2. Woodward, Gerard. *Legoland*. Pan Macmillan, 2016.

**WEB SOURCES:**

**POETRY:**

1. <http://www.tnellen.com/cybereng/poetry/fox.html>  
2. [http://famouspoetsandpoems.com/poets/ted\\_hughes/poems/13801](http://famouspoetsandpoems.com/poets/ted_hughes/poems/13801)  
3. <https://www.poetryfoundation.org/poems/56715/warming-her-pearls>  
4. <https://poets.org/poem/aftermath>  
5. <https://rhymings.com/henry-treece/the-waiting-watchers/>

6. <https://www.poetryfoundation.org/poems/90863/dunt-a-poem-for-a-dried-up-river>
7. <https://www.poetryfoundation.org/poems/54604/youve-ruined-my-evening-youve-ruined-my-life>
8. <https://www.poetryfoundation.org/poems/47712/odes-15-nothing>
9. <http://brucespoems.blogspot.com/2011/08/harvest-bow-seamus-heaney.html>

**PROSE:**

10. [https://orwell.ru/library/articles/park/english/e\\_fpark](https://orwell.ru/library/articles/park/english/e_fpark)
11. <http://rex.cloudz.pw/read?file=my+wood+e+m+forster+pdf>
12. <https://vedanta.org/2002/monthly-readings/knowledge-and-understanding-part-1/>

**SHORT STORY:**

13. <https://docs.google.com/viewer?a=v&pid=sites&srcid=cGVubnJpZGdlLnVzfG1ycy1zYW1zLS1hbWVyaWNhbi1saXRlcmFodXJlfGd4OjZjZWVmZTBjNDZjYTAxNDM>

**REFERENCES:**

1. Germana, Monica and Emily Horton. Ed. *Ali Smith: Contemporary Critical Perspectives*. Bloomsbury, 2013.
3. Gobert, R. Darren. *The Theatre of Caryl Churchill*. Bloomsbury, 2014.
4. Lewin Gerald. *Prose Models*. Harcourt Brace Jovanovich, 1964.
5. Scott, A.F. *The Craft of Prose*. Macmillan & Co Ltd., 1963.
6. Thorpe, Michael. Ed. *Modern Prose*. Oxford, 2002.
7. Whalen, Terry. *Philip Larkin & English Poetry*. Macmillan, RPT, 1990.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify the 'newness' that characterize both form and content in poetry
CO 2	evaluate how literary trends evolved
CO 3	explain how literature reflected man's mentality to probe and question the established institutions
CO 4	discuss the primacy of scientific truths over age-old customs and beliefs
CO 5	analyse how literature critiques the socio-political and cultural spirit of the age

**I M.A.English**  
**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDITS
<b>PSEN</b>	<b>19PG2L7</b>	<b>LITERARY CRITICISM AND THEORY</b>	<b>Major Core</b>	<b>6</b>	<b>4</b>

**COURSE DESCRIPTION**

The course titled LITERARY CRITICISM AND THEORIES include historically significant literary and theoretical scholarships that offer an extensive range of terms, concepts, approaches and theories which facilitate the study, evaluation and interpretation of literary texts.

**COURSE OBJECTIVES**

- The course introduces various literary theories and their significance in the study of literary texts.
- The course enables learners to evaluate literary texts using various critical tools.

**UNITS**

**UNIT- I :** **[18 HRS.]**

- |                       |                                    |
|-----------------------|------------------------------------|
| 1. William Wordsworth | -“Preface to Lyrical Ballads” (SS) |
| 2.Viktor Shklovsky    | -“Art as Technique”                |

**UNIT- II :** **[18 HRS.]**

- |                   |                                 |
|-------------------|---------------------------------|
| 1. Cleanth Brooks | -“The Language of Paradox”      |
| 2. Northrop Frye  | -“The Archetypes of Literature” |
| 3. I.A. Richards  | -The Two Kinds of Language”(SS) |

**UNIT- III :** **[18 HRS.]**

- |                   |  |
|-------------------|--|
| 1. Peter Barry    | -Literary theorsing from Aristotle to Leavis – some key moments The transition to theory |
| 2. Roland Barthes | -“The Death of the Author”   |

3. Frantz Fanon - "Spontaneity: Its strength and Weakness"

**UNIT- IV :** [18 HRS.]

1. Louise Montrose - "Professing the Renaissance: The Poetics and Politics of Culture" 1989- )
2. Max Horkheimer & Theodor Adorno - "The Culture Industry as Mass Deception"

**UNIT- V :** [18 HRS.]

1. Jean Francois Lyotard - Note on the meaning of "Post".
2. Terry Gifford - Three kinds of pastoral

**REFERENCES:**

1. Blamires, Harry. *Macmillan History of Literature*. The Macmillan Press, 1991.
2. Castle, Gregory, editor. *Postcolonial Discourses: an Anthology*. Blackwell, 2001.
3. Chickera, Ernst de, editor. *English Critical Texts: 16th Century to 20th Century*. Oxford Univ. Press, 1963.
4. Gifford, Terry. *Pastoral: The New Critical Idiom*. Routledge, 2020.
5. Lodge, David, editor. *20th Century Literary Criticism: a Reader*. Longman, 1972.
6. Ramaswami, S., and Varahur Swaminathan Seturaman. *The English Critical Tradition: an Anthology of English Literary Criticism*. Vol. 1, Macmillan, 1986.
7. Rivikin, Julie, and Michael Ryan, editors. *Literary Theory: An Anthology*. Blackwell Publishing Ltd, 2004.
8. Guerin, Wilfred L., et al. *A Handbook of Critical Approaches to Literature*. Oxford University Press, 1992.

## **COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

<b>NO.</b>	<b>COURSE OUTCOMES</b>
<b>CO 1</b>	evaluate Literary pieces
<b>CO 2</b>	utilise the postmodern theories for higher studies and research
<b>CO 3</b>	analyse literary works using various perspectives
<b>CO 4</b>	identify the emergence of cultural studies
<b>CO 5</b>	understand eco-critical perspectives

**I M.A. English**  
**SEMESTER –II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG2L8	JOURNALISM AND MASS COMMUNICATION	Major Core	6	4

**COURSE DESCRIPTION**

The course titled **Journalism and Mass Communication** has a skill based content that enables students to take up a career in the field of Journalism and Mass Communication

**COURSE OBJECTIVES**

- The course facilitates the students to learn the techniques of film making and advertising.
- The course offers the necessary skills to excel in the field of Journalism.

**UNITS**

**UNIT –I INTRODUCTION TO JOURNALISM**

**(15 HRS.)**

1. Introduction to Journalism – (*Mass Communication in India*, 61-64)
  - i. (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century*, 72)
  - ii. Journalistic Process (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century*, 72 - 74)
1. **Indian Media (SS)**
  - i. Media (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century* 160 – 171)
  - ii. Television (*Mass Communication: Theory and Practice in the 21<sup>st</sup> Century* 176-181)
  - iii. Press (*Journalism and Mass Communication* – Naqvi – 122-132, 139-144)
2. **Laws (*Mass Communication in India*, 237--241) (SS)**
3. *Handbook of Communication and Media*, 196 – 201)

**UNIT –II INTRODUCTION TO MASS COMMUNICATION**

**(15 HRS.)**

1. Communication & Mass Communication (*Journalism and Mass Communication* – Naqvi – 74-84)
2. Socialization & Mass Communication (Development of Mass Communication: Futuristic Approach – p. 172-183)
3. Channels of Mass Communication (SS)
4. Influences of Mass Communication (SS)
5. Social Learning from Mass Communication

**UNIT –III JOURNALISTIC WRITING, INTERVIEWING & ADVERTISING**

**(20 HRS.)**

1. News Report
  - i. News Story ((Mass Communication: Theory and Practice in the 21<sup>st</sup> Century (69 – 74)
  - ii. News gathering & Reporting (*Journalism and Mass Communication* – Naqvi -36-48)
2. Feature Article (*Mass Communication and Journalism in India*, 119 – 121, 128 – 138)
3. Review, Opinion Pieces
4. Interviewing
  - i. Art of Interviewing (*Print and Broadcast Journalism*, 248-262)
  - ii. Personal Interview (*Fundamentals of Reporting and Editing* – p. 133-141)
  - iii. Asking questions – (*Multimedia Journalism: A Practical Guide*– p. 230 - 232)
  - iv. Difficult Interviews – (*Multimedia Journalism: A Practical Guide* - p. 232 – 234)

**UNIT –IV VIDEO NEWS STORY & FILM MAKING**

**(15 HRS.)**

1. Video Journalism (*Convergent Journalism: An Introduction* 79 – 87. 97 – 98, 128 – 134)
2. TV Newscasts – (*Convergent Journalism: An Introduction* -128-134)
3. Film-making Techniques

**UNIT –V ADVERTISING**

**(15 HRS.)**

1. Introduction to Advertising – (Fundamentals of Advertising: Basic Theory & Concepts - 3-11)
2. Advertising – Objectives, Functions & Benefits (12-28)
3. Advertising Media – Types – Advantages & Disadvantages (59-81)

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

**(10 HRS.)**

1. Presenting a report on Headlines of current newspapers

2. Creating a scrap book of interesting and popular current print advertisements
3. Participating in Mock Interviews – Role play - Interviewing contemporary political leaders and other famous personalities

#### REFERENCES

1. Arens, Williams F. *Contemporary Advertising*. Tata McGraw Publishing Co., 2006.
2. Aufderheide, Patricia. *Documentary Film: A Very Short Introduction*. Oxford University Press, 2008.
3. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. Lok Sabha Secretariat, 2001.
4. Lee, Monte. *Principles of Advertising: A Global Perspective*. Viva Books Ltd., 2007.
5. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. Sarup & Sons, 2002.
6. Roy, Barun. *A Beginner's Guide to Journalism*. Pusthak Mahal, 2000.
7. Shamsi, Nayyar. *Journalism: The News*. Anmol Publications Pvt. Ltd., 2005.
8. Whitaker W et.al. *Media Writing*. Routledge, 2009.

#### WEB REFERENCES

1. <http://www.bbc.co.uk/academy/journalism/skills/digital-journalism>
2. <https://www.ndsu.edu/pubweb/~rcollins/242photojournalism/historyofphotography.html>
3. [http://learn.org/articles/What\\_is\\_Sports\\_Journalism.html](http://learn.org/articles/What_is_Sports_Journalism.html)
4. [http://www.newworldencyclopedia.org/entry/Sports\\_journalism](http://www.newworldencyclopedia.org/entry/Sports_journalism)
5. <http://www.nctj.com/journalism-qualifications/diploma-in-journalism/Business-and-Finance-Journalism>
6. [http://sand-kas-ten.org/ijm/Chapter\\_1.pdf](http://sand-kas-ten.org/ijm/Chapter_1.pdf)
7. <http://www.berkeleybeacon.com/opinion/2013/10/2/in-defense-of-entertainment-journalism>

## **COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	outline the history of Journalism
CO 2	discuss the role of Mass Communication and analyze the various approaches
CO 3	write reports, editorials, news stories, feature articles; design newspaper layouts and plan and conduct interviews
CO 4	make Short Films and Documentaries
CO 5	write advertisement copies and design layout

## II M.A. English

### SEMESTER –III

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS./WEE K	CREDIT S
PSEN	19PG3L9	POSTCOLONIAL LITERATURE	Major Core	6	4

#### COURSE DESCRIPTION

The course titled **Postcolonial Literature** focuses on geographical and cultural experiences of representative authors of Postcolonial Literature.

#### COURSE OBJECTIVES

- The course introduces writers who discuss issues related to identity, nationhood and cultural heritage.
- The course enables the learners to understand the unheard voices across the globe

#### UNITS

##### UNIT –I POETRY

( 17HRS.)

1. Yasmin Gooneratne - “ This Language This Woman” (Sri Lanka)
2. Henry Kendall - “The Last of His Tribe” (Australia)
3. Pablo Neruda - “Tonight I Can Write the Saddest Lines”  
(Chile) (SS)
4. Mamang Dai - “Small Towns and the River” (India) (SS)
5. Louise Bennett - Coverly - “Colonization in Reverse” (Jamaica)
6. Wilfred Campbell - “The Winter Lakes” (Canada)
7. Gordon Challis - “The Post man” (New Zealand)

##### UNIT –II PROSE

( 21 HRS.)

1. Benedict Anderson - “The Origins of National  
Consciousness” From *The Imagined  
Communities* (p-37-47)

## Curriculum for M.A. English

2. Edward Said - Excerpts from Chapter-I-*Orientalism*
3. Frantz Fanon - Chapter-5- "The fact of Blackness"  
in *Black Skin and White Masks*

### UNIT –III DRAMA ( 21HRS.)

1. Athol Fugard - *The Island* (South Africa)
2. Derek Walcott - *Dream on Monkey Mountain*

(Trinidad)

### UNIT –IV FICTION (21 HRS.)

1. Zoe Wicomb - *Playing in the light* (South Africa)
2. WitiGhimaera - *The Whale Rider* (New Zealand)

### UNIT –V SHORT STORY ( 10HRS.)

1. Grace Ogot - "The Green Leaves" (Kenya)
2. Rohinton Mistry - "On  
Auspicious  
Occasion" (India)  
(SS)

### REFERENCES:

1. Agarwalla, Shyam S. *The African Poetry & Drama*. Prestige, 2000.
2. Chrisman, Laura & Benita Parry. ed. *Post colonial Theory & Criticism*.  
Cambridge :The English Association,2000.
3. Cook, David. *African Literature*. Longman Group Ltd., 1980.
4. Edward, Justin D. *Postcolonial Literature*. Macmillan, 2008.
5. Gandhi, Leela. *Post – Colonial Theory: A Critical Introduction*. Oxford, 2006.
6. Loomba, Ania. *Colonialism / Post Colonialism*. Routledge, 1998.
7. Parry, Benita. *Post colonial Studies: A Materialistic Critique*.  
Routledge, 2004.
8. Walder, Dennis. *Postcolonial Literature in English: History, Language, Theory*.  
Basil Blackwell, 2002.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	explain the continuum of colonial experiences in the postcolonial scenario
CO 2	identify how the indigenous cultures dismantle the monocultural assumptions
CO 3	assess how the English language is altered and 're'presented in the post colonial discourse
CO 4	identify the works that evince multi-culturalism
CO 5	evaluate the significance of meta narratives

## II M.A. English

### SEMESTER –III

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDIT S
PSEN	19PG3L10	SUBALTERN STUDIES	Major Core	6	4

#### COURSE DESCRIPTION

The course titled **Subaltern Studies** presents how Literature is used as a weapon, tool and methodology to voice the causes of the social groups excluded from dominant power structures

#### COURSE OBJECTIVES

- The course facilitates learners comprehend a varied socio-cultural identities and marginalities of various peoples
- The course enables learners to get multiple dimensions of literary works across the Nation.

#### UNITS

##### UNIT –I POETRY

( 20 HRS.)

- 1.Syed Amanuddin - “Don't call me Indo-Anglian”
- 2.C.P. Ravikumar -“The Game Of Statues”
3. Praseen Joshi -“Undoubtedly Something Has Gone Wrong”
- 4.B.R. Laxmana Rao -“Personal”
- 5.Shalabh Sriram Singh -“Delhis”
- 6.Sonawane Waharu - “Stage”
- 7.Aruna Gogulamanda - “She was told”
- 8.Virila Chirappad -“Wasteland”
- 9.Meena Kandaswamy - “TOUCH”
- 10 Anonymous:((Tribal songs) -“Daughters”

**UNIT –II PROSE**

**( 20 HRS.)**

1. Sharankumar Limbale - Dalit Literature: Form and Purpose (23-40)
2. Saba Sharma - To See and Be Seen (Pg 189 - 199)
3. P.E. Sonkamble - This too shall pass (Pg 136 - 143)
4. Felix Padel - Mining and Cultural Genocide (Pg 331 - 339)
5. Hulibandi, M. Ashok - A Brief History of Indian Dalit and Tribal Literature (Pg 1-21)

**UNIT –III DRAMA**

**( 15HRS.)**

1. Mahasweta Devi - *Urvashi O Johnny* (SS)
2. Girish Karnard - *Tale'- Danda*

**UNIT –IV FICTION**

**( 20 HRS.)**

1. Perumal Murugan - *Seasons of the Palm* (SS)
2. Narayanan - *Kocharethi*

**UNIT –V SHORT STORY**

**( 15HRS.)**

1. Kishori Charan Das - "Night Dogs" (Pg 45-61) (SS)
2. Urmila Pawar - "Chauthi Bhint"\* (The Fourth Wall)  
Translate  
by Gail Omvedt
3. Dahyabhai Vadhu - "Juvan and  
Kansari" (SS)
4. Tribal Tale - "The Story of Kurup Community" (Pg 208-209)

**UNIT VI - DYNAMISM/CURRENT AFFAIRS**

Case studies and field visits to survey the subalternity in our immediate vicinity can be allocated to quick learners.

**TEXT BOOKS**

1. Dangle, Arjun. ed by *Poisoned Bread* Orient Longman, 1992. pp 45-61, pp 136-143, pp 189-199
2. Hulibandi, Ashok M. *Indian Dalit & Tribal Autobiographies: A New Perspective* Sarup Book Publishers (P) Limited, 2016, pp 1-21.
3. Parulkar, Ashwin & et al *Dispossessed- Stories from India's Margins*. Speaking Tiger Publishing Pvt. Ltd., 2017. pp 189-199.

4. Murugan, Perumal. *Seasons of the Palm*. Translated by V.Geetha. Tara publishing Ltd., 2004.
5. Karnard, Girish. *Tale Dande*. RAVI DAYAL Publisher, 1993.
6. Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature* Bombay: Orient Longman, 1992. pp23-39
7. Narayan. *Kocharethi*. Translated by Catherine Thankamma. Oxford University Press, 2011.
8. Padel, Felix. *Sacrificing People: Invasions of a Tribal Landscape*. Orient Black Swan, 2009. pp331-339
9. [http://www.manushidia.org/pdfs\\_issues/PDF%20file%20122/7.%20Short%20Story-Chauthi%20Bhint.pdf](http://www.manushidia.org/pdfs_issues/PDF%20file%20122/7.%20Short%20Story-Chauthi%20Bhint.pdf)
10. <http://marathidalitpoetry.blogspot.com/>
11. <https://sotosay.wordpress.com/tag/dalit-poetry-in-english/>
12. <https://feminisminindia.com/2018/01/11/5-dalit-women-poets/>
13. <https://www.firstpost.com/long-reads/a-dalit-woman-in-the-land-of-goddesses-3919861.html>
14. <https://www.poemhunter.com/poem/undoubtedly-something-has-gone-wrong/>
15. <https://www.poemhunter.com/poem/personal-13/>
16. <https://www.poemhunter.com/poem/touch-65/>

#### REFERENCES:

1. Ambedkar, B.R. "Annihilation of Caste." *Dr. Babasaheb Ambedkar: Writings and Speeches*. Vol. 1. Maharashtra: Education Department, Government of Maharashtra, 1979. Chapters: 4, 6, and 14. Print.
2. Bharathi, Thummapudi. Ed. *Telugu Dalit Poetry Today*. Sahitya Akademi, 2016.
3. Chaturvedi, Vinayak, ed., *Mapping Subaltern Studies and the Postcolonial*. 2000.
4. Cronin, Stephanie, ed., *"Subalterns and Social Protest: History from Below in the Middle East and North Africa"*. Routledge, 2008.
5. Dipesh Chakraborthy from *A Companion to Postcolonial Studies* edited by Henry Schwarz, Sangeeta Ray Blackwell Publishing , oxford 2005

6. Karkuzhali, P & Elmo Raj, Prayer .P. *Subalternity and Literature*.  
Authorspress January 2017
7. Ludden, David, ed., *Reading Subaltern Studies*. Critical History,  
Contested Meaning and the Globalization of South Asia, 2001
8. Navaria, Ajay. *Unclaimed Terrain*. Navayana, 2013.
9. Ra Ga Jadhav. "Dalit Feelings and Aesthetic Detachment" (283-290).  
*The Writer as Critic*. By Jasbir Jain. 2011.
10. Patteti, Raja Sekar. *Exploring Fourth World Literatures: Tribals,  
Adivasis and Dalits*. Volume I& II. Prestige Books, 2011
11. Ravikumar and R.Azhagarasan. Eds. *Oxford India Anthology of Tamil  
Dalit Writing*. Oxford University Press, 2012.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	understand the prominent subaltern perspectives of the writers
CO 2	appreciate the aesthetic and literary value of subaltern literature and literary devices deployed by the writers
CO 3	understand the predicament of various subalterns in the prescribed texts
CO 4	comprehend and respond to the social realism depicted
CO 5	evaluate the plight of 'the challenged'

**II M.A. English**  
**SEMESTER –III**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDIT S
PSEN	19PG3L1 1	LIFE WRITING	Major Core	6	4

**COURSE DESCRIPTION**

The course titled **Life Writing** focuses on how life experiences have been documented in various literary forms such as autobiography, biography, letters and in poetry.

**COURSE OBJECTIVES**

- The course offers wide range of life narratives for the learners to comprehend, appreciate and critique literary and non-literary personal writings.

**UNITS**

**UNIT –I POETRY ( 18HRS.)**

Ann Sexton	- A curse against elegies
Maya Angelou	- Caged Bird
Banjo Paterson	- High Explosive
Siegfried Sassoon	- Attack
Rupert Brook	- The soldier
Sylvia Plath	- Lady Lazarus
Kamala Das	- An Introduction

**UNIT – II LETTERS (18 HRS.)**

Judith Wright	- Neither of us is complete without the other
Wilfred Owen	- Letters to Susan Owen

**UNIT –III BIOGRAPHY & COLUMN****(18 HRS.)**

- Rushbrook Williams - Leonardo da Vinci (SS)  
Rushbrook Williams - Cleopatra(SS)  
- Mother Teresa (SS)  
Vasanthan - Down the memory lane

**UNIT –IV AUTOBIOGRAPHY****(18 HRS.)**

- Manisha Koirala -Healed  
Abdul Kalam -Wings of Fire (I&II Chap 1-34)

**UNIT –V TRAVELOGUE****(18HRS.)**

- The eyewitness travel guide -A portrait of Florida  
James A. Anderson -To the New 7 Wonders of the World

**REFERENCES:**

1. Confessional poetry is the poetry of the personal or "I." Postmodernist Poetry: a Movement or an Indulgence.Wayback Machine, by Peter R. Jacoby .
2. Ed. Catherine Soanes and Angus .war poet noun" *The Oxford Dictionary of English* (revised edition). Stevenson. Oxford University Press, 2005

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	understand a variety of life experiences
CO 2	comprehend how Literature became a tool to vent personal crises
CO 3	develop a positive attitude towards life
CO 4	asses and evaluate different forms of life writing
CO 5	analyse the different experience of the writers and imbibe the intrinsic values as evinced in the prescribed texts

**II M.A. English**  
**SEMESTER –III**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDIT S
PSEN	19PG3L1 2	ENGLISH LANGUAGE TEACHING – THEORY & PRACTICE	CORE	4 + 2	4 + 2

### **COURSE DESCRIPTION**

The course titled **ENGLISH LANGUAGE TEACHING –THEORY & PRACTICE** provides the students a holistic understanding of the technicalities involved in teaching English as a second language and the criteria involved in evaluation and marking.

### **COURSE OBJECTIVES**

- The course introduces the theoretical foundation involved in the teaching and learning of English language.
- The course enables the students to acquire skills necessary for a need-based pedagogy.

### **UNITS**

#### **UNIT I**

**[10 HRS.]**

#### **POSITION OF ENGLISH IN INDIA**

1. The Charter Act of 1813 & Three-Language Formula
2. Problems in Effective Teaching of English (SS)
3. Position and Role of English in India (SS)  
(From *Teaching of English* by Mohammad Aslam)

#### **UNIT II**

**[13 HRS.]**

#### **LANGUAGE AND MIND**

1. Language as a Psychological System
2. Language Production
3. Second Language Acquisition  
(From *Modern Applied Linguistics* by N.Krishnaswamy,)

### UNIT III

[20 HRS.]

#### **METHODS AND APPROACHES**

1. Traditional (Grammar-Translational Method) & Direct Method
2. Situational Language Teaching
3. Communicative Approach
4. Content-Based Instruction & CLIT
5. Task – Based Language teaching  
(From *Approaches and Methods in Language Teaching* by Jack C. Richards and Theodore S. Rodgers – 3<sup>rd</sup> edition)

### UNIT IV

[13 HRS.]

#### **TEACHING GRAMMAR AND SKILLS**

1. Teaching English Grammar
2. Teaching the Four Skills **(SS)**  
(From *Teaching English as a second Language* by Paul Varghese)

### UNIT V

[16 HRS.]

#### **TEST AND EVALUATION**

1. Introduction to Language Testing
2. Objective Testing
3. Criteria And Types of Tests
4. Interpreting Test Scores  
(From *Writing English Language Tests* by J.B.Heaton)

### UNIT VI – TEACHING PRACTICE (Dynamism) (Evaluation Pattern – CIA only)

[18 HRS.]

1. Teaching Aids
2. Lesson Plan
3. Teaching Strategies ( Play way method, Role Play, Brain Storming, Vocabulary, Puzzles etc.)
4. Fun-filled activities that facilitate learning

#### **REFERENCES:**

1. Baruah, T.C *The English Teacher's Handbook*. Sterling Publishers Private Limited, 2005.
2. Doff, Adrian. *Trainer's Handbook, Teach English, A Training Course for Teachers*. Cambridge University Press, 2007.
3. Riddell, David. *Teaching English as a Foreign/ Second Language*. Cox and Wyman Limited, 2010.

4. Roy. K. Mohit. *English Language Teaching. Recent Approaches*. Atlantic Publishers and Distributor (P) Limited, 2010.
5. Saraswathi. V. *English Language Teaching, Principles and Practice*. Orient Longman, 2006.
6. Tickoo. M.L. *Teaching and Learning English: A Sourcebook for Teachers and Trainers*. Orient Longman Pvt. Ltd., 2008.
7. Tondon. K.K. *A Guide to English Language Teaching*. Mark Publishers, 2009.

### TEXT BOOKS:

**Photocopies of the prescribed units from the following books.**

1. Aslam, Mohammad. *Teaching of English: A Practical Course for B.Ed Students*. Foundation Books, 2003.
2. Heaton, J.B. *Writing English Language Tests*. Longman, 1975.
3. Krishnaswamy, N. *Modern Applied Linguistics*. Macmillan India Limited, 1992.
4. Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 1995.
5. Verghese, Paul C. *Teaching English as a Second Language*. Sterling Publishers Private Limited, 2005.

### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	realize the significant position of English in India
CO 2	understand the cognitive processes involved in language learning/acquisition
CO 3	Identify need-based pedagogic strategies and use appropriate teaching aids
CO 4	comprehend the exclusive techniques in teaching language skills and design effective teaching modules
CO 5	prepare different types of tests and evaluate effectively

### II M.A. English SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDIT S
PSEN	19PG4L1 3	GENDER STUDIES	Major Core	6	5

### **COURSE DESCRIPTION**

The course titled **Gender Studies** gives a bird's eye view of the various gender issues discussed in literature through various perspectives.

### **COURSE OBJECTIVES**

- The course introduces the Gender Spectrum and makes the learners understand the significance of gender identities.
- The prescribed texts help learners understand the gender specific roles.

### **UNITS**

#### **UNIT –I POETRY**

**( 18 HRS.)**

Carolyn Kizer - “Semele Recycled”

Sophie Hannah - “Symptoms”

Maya Angelou - “Woman Work”

Valsa George - “Transgender”

Kamala Das - “The Old Playhouse” (SS)

Adrienne Rich - “Diving into the Wreck”

Anna Laetitia Barbauld - “The Rights of Women”

Regi Cabico - “Queerification”

#### **UNIT –II PROSE**

**( 18 HRS.)**

Judith Butler - Excerpts from *Gender Trouble: Feminism and the Subversion of Identity*  
pp. 3-11

Todd W. Reeser - "Theorising Masculinity" from  
*Masculinities in Theory: An Introduction*  
pp. 17-29

Michelle Obama - "I wanted Everything" from *Becoming*  
(SS)

**UNIT -III DRAMA ( 18 HRS.)**

David Mamet - *Glengarry Glen Ross*

**UNIT -IV SHORT STORY ( 8 HRS.)**

Mary Shelley - "The Invisible Girl"

Tim Winton - "Distant Lands" (SS)

Jess Arndt - "Moon Colonies" (SS)

Antonio Ortuno - "Masculinity" (Translated from Spanish  
Kit Maude)

**UNIT -V NOVEL ( 18HRS.)**

Julie Anne Peters - *Luna*

Nadia Hashmi - *The Pearl that Broke its Shell*

**UNIT -VI DYNAMISM (Evaluation Pattern-CIA only) ( 10 HRS.)**

Warren Ferrell - "Stage I to Stage II: How Successful Men  
Freed Women (But Forgot to Free Themselves)" from *The Myth of Male  
Power: Why Men are the Disposable Sex* pp. 42-66

Mahesh Dattani - *Do the Needful*

**REFERENCES:**

1. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge. 1999.
2. Dattani, Mahesh. *Do the Needful: A Radio Play*. Penguin Books .2013.
3. Farrell, Warren. *The Myth of Male Power: Why are Men the disposable sex*. Berkley Books. 1993.
4. Hashmi, Nadia. *The Pearl that Broke its Shell* . Barnes & Noble, 2014.
5. Mamet, David. *Glengarry Glen Ross*. Grove Press. 1983.
6. Peters, Julie Anne. *Luna*. Little Brown, 2006.
7. Reeser, Todd. W. *Masculinities in Theory: An Introduction*. Wiley Blackwell. 2010.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	define and utilize key concepts, terminology, and theoretical frameworks central to the interdisciplinary field of Gender Studies
CO 2	understand the importance of the basic rights of humans
CO 3	recognize the global, scientific, cultural, historical, or political issues that have created distinctions and disruptions among women, men, and sexual minorities
CO 4	evaluate, compare, and critique gender theories and methodologies
CO 5	connect theory with practice through a service learning or internship experience

## II M.A. English

### SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDIT S
PSEN	19PG4L1 4	DIASPORIC LITERATURE	Major Core	6	5

#### COURSE DESCRIPTION

The course titled **Diasporic Literature** is designed to give an overall picture of the Diaspora communities - their fragmented histories, representations, concepts of home, rootedness and the wealth of literary productions.

#### COURSE OBJECTIVES

- The course exposes the complex experiences of the Diaspora community.
- The course enables learners to explore the different aspects of expatriate sensibility revealed in Diasporic literature.

#### UNITS

##### UNIT –I POETRY

( 20 HRS.)

- |                         |                                  |
|-------------------------|----------------------------------|
| 1. Michael Gilkes       | - “Son of Guyana”                |
| 2. Cyril Dabydeen       | - “ The Forest”                  |
| 3. Edwin Thumboo        | - “Gods can Die”                 |
| 4. Zulfikar Ghose       | - “This Landscape, These People” |
| 5. Derek Walcott        | - “Codicil”                      |
| 6. Shirley Geok-Lin Lim | - “Christmas in Exile”           |
| 7. Lawrence Scott       | - “I begin again”                |
| 8. Niyi Osundare        | - “Harvest call”                 |

##### UNIT –II PROSE

(15 HRS.)

- |                   |                                       |
|-------------------|---------------------------------------|
| 1. George Lamming | - Colonialism and the Caribbean Novel |
|-------------------|---------------------------------------|

2. Uma Parameswaran - Home is where your feet are, and may your heart be there too!

### **UNIT –III DRAMA**

**(15 HRS.)**

1. Duma Ndlovu - *Sheila's Day*

### **UNIT –IV NOVEL**

**(25 HRS.)**

1. Zadie Smith - *White Teeth*

### **UNIT –V SHORT STORY**

**(15 HRS.)**

1. Buchi Emecheta - *Home Sweet Home*
2. Bharati Mukherjee - *Loose Ends*
3. Subramani - *Marigolds*
4. Jhumpa Lahiri - *Interpreter of Maladies* (SS)  
Jeannette C. Armstrong – *This is a Story* (SS)

### **REFERENCES:**

1. Begum, Jameela and B. Hariharan, editors. *Canadian Diaspora: Asia Pacific Immigration*. Creative Books, 2001.
2. Driesen, Vanden Cynthia. editor. *New Directions in Australian Studies*. Prestige Publications, 2000.
3. Gregory Castle. editor. *Post –Colonial Discourses: An Anthology*. Blackwell Publishers, 2001.
4. Potkay, Adam and Burr Sandra. *Black Atlantic Writers of the 18<sup>th</sup> Century: Living New Exodus in England and the Americas*. Macmillan Press Ltd., 1995.
5. Sarbadhikary, Krishna. *Surviving the Fracture: Writers of the Indo – Caribbean Diaspora*. Creative Books, 2007.

### **TEXT BOOKS:**

(Prescribed pieces are taken from the following books)

#### **Prose:**

1. Gregory Castle. ed. *Post –Colonial Discourses: An Anthology*. Blackwell Publishers, 2001.
2. Jain, Jasbir. ed. *Writers of the Indian Diaspora: Theory and Practice*. Rawat Publications, 2003.

#### **Poetry:**

3. Brown, Steward. ed. *Caribbean New Voices I*. Longman Publishers Group, 1995.
4. Kidchedkar, Shirin and Begum A, Jameela. eds. *Canadian Voices*. Pencraft International, 1996.
5. Thieme, John.Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

**Drama:**

6. Buchi, Emecheta. *The Slave Girl*. Heinemann Educational Publishers, 1977.
7. Perkins A., Kathy. ed. *Black South African Women: An Anthology of Plays*. Routledge Publishers, 1998.

**Short Stories:**

8. Thieme, John.Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify how the texts dramatize the rift between home and adopted home
CO 2	analyse man's traumatic experiences of alienation and exile and the perpetual desire to find roots
CO 3	evaluate how the texts communicate the Diasporic sensibility through their content and language
CO 4	assess the creation of a new culture which emerges in the Diasporic space
CO 5	explain the feature of plurality

## II M.A. English

### SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS./WEE K	CREDIT S
PSEN	19PG4L1 5	LANGUAGE AND LINGUISTICS	Major Core	6	5

#### COURSE DESCRIPTION

The course titled **Language and Linguistics** gives a general introduction to English language and focuses on the major core subfields of linguistics such as morphology, phonetics, phonology, syntax, and semantics.

#### COURSE OBJECTIVES

- The course enables learners to understand the basic concepts in language and linguistics.
- The course introduces the learners to various branches of Applied Linguistics.

#### UNITS

##### UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS ( 16HRS.)

What is language?

Some definitions of language

Language behaviour and language- systems

Language and speech

The semiotic point of view

**Branches of linguistics**

Terminology and notation (SS)

## **UNIT -II SOUNDS**

**( 16HRS.)**

The phonic medium

Phonetic and orthographic representation

Articulatory phonetics

Phonemes and allophones

Distinctive features and suprasegmental phonology

Phonological structure **(SS)**

## **UNIT -III GRAMMAR AND SEMANTICS**

**( 16HRS.)**

Syntax, inflexion and morphology

Constituent –structure

The diversity of meaning

Lexical meaning: homonymy, polysemy, synonymy **(SS)**

Lexical meaning: sense and denotation **(SS)**

Semantics and grammar

Sentence-meaning and utterance- meaning

## **UNIT -IV LANGUAGE CHANGE & LANGUAGE AND MIND (16HRS.)**

Linguistic History of English

Language and the brain

Language- acquisition

## **UNIT -V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE**

**(16HRS.)**

### **Sociolinguistics, Ethnolinguistics and Psycholinguistics**

Accent, dialect and idiolect

Standards & vernaculars **(SS)**

Bilingualism, code-switching and diglossia

What is culture? **(SS)**

Colour terms **(SS)**

Pronouns of address **(SS)**

Cultural overlap, cultural diffusion and translatability

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (10 HRS.)**

Semiotic analysis of short stories

**TEXT BOOKS:**

1. Adrian, Akmajian. *Linguistics: An Introduction to Language and Communication*. 4 Ed. Prentice Hall Of India Pvt. Ltd., 2003.
2. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 2009.

**REFERENCES:**

1. Algeo, John. *The Origins and Development of the English Language*. Cengage Learning Pvt. Ltd, 2010.
2. Baugh, Albert C. *A History of the English Language*. Allied Publishers Pvt., Ltd., 1987.
3. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. Routledge, 2001.
4. E. Baker, Anne and Kees Hengeveld. *Linguistics*. Wiley-Blackwell, 2012.
5. Eco, Umberto. *A Theory of Semiotics*. Indiana University, 1979.
6. Hall, Christopher J. *Introduction to Language and Linguistics: Breaking Language Spell*. Continuum, 2008.
7. McCabe, Anne. *An Introduction to Linguistics and Language Studies*. Equinox, 2011.
8. Radford, Andrew et al. *Linguistics: An Introduction*. Cambridge University Press, 1999.
9. Rajimwale, Sharad. *Elements of General Linguistics: Vol. I*. Rama Brothers India Pvt. Ltd., 1997.
10. Ibid. *Elements of General Linguistics: Vol. II*. Rama Brothers India Pvt. Ltd., 1998.
11. Schmitt, Norbert. *An Introduction to Applied Linguistics*. A Hodder-Viva Edition, 2011.

12. Thomas, Margaret. *Fifty Key Thinkers on Language and Linguistics*.  
Routledge, 2011. Print.

## **COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	outline the major concepts of language and linguistics
CO 2	identify the distinctive features of phonology and grammar
CO 3	apply the principles of language for effective communication
CO 4	analyse the connection between language and mind
CO 5	explain the relationship among language, society and culture

**II M.A ENGLISH**  
**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./WEEK	CREDITS
PSEN	19PG4L16	AFRICAN LITERATURE	Major Core	6	5

**COURSE DESCRIPTION**

The course titled **African Literature** traces the history and development of African literature by focusing on political, cultural and social turbulences from the Pre-Colonial times through the Post-Independent era.

**COURSE OBJECTIVES**

- The course enables the learners to trace the genesis and evolution of the history of African literature.
- The course helps the learners to appreciate the diverse African culture and literary expression.

**UNITS**

**UNIT I-POETRY**

**(15 HRS.)**

- |                          |                                      |
|--------------------------|--------------------------------------|
| 1. Gabriel Okara         | - “The Mystic Drum”                  |
| 2. Bernard Binlin Dadie  | - “I Give you Thanks my God”         |
| 3. David Diop            | - “Africa”                           |
| 4. Ouologuem Yambo       | - “When Black Men’s Teeth Speak out” |
| 5. Niji Osundare         | - “Invocations of the Word”          |
| 6. Lenrie Peters         | - “The Fence” <b>(SS)</b>            |
| 7. Kofi Awoonor          | - “The First Circle” <b>(SS)</b>     |
| 8. Léopold Sédar Senghor | - “The Black Woman”                  |

**UNIT II- PROSE**

**(25 HRS.)**

- |                          |   |
|--------------------------|---|
| 1. Samuel Ajayi Crowther | - <i>The Narrative of Samuel Ajayi Crowther</i><br>pp 212-220 |
|--------------------------|---|

2. Buchi Emecheta - From *In Criticism and Ideology* "Feminism with a small 'f'" - pp.173- 185

3. Ngugi Wa Thiong'o - From *The Post-colonial Studies Reader* "On the Abolition of English Department"- pp 438-442

4. Chinua Achebe - From *Home and Exile*- "My Home under Imperial Fire"- pp 1-35

**UNIT III-DRAMA (15 HRS.)**

1. Wole Soyinka - *Death and the King's Horsemen*

**UNIT IV- NOVEL (25 HRS.)**

1. Chigoze Obioma - *The Fishermen*

2. Yvonne Vera - *The Stone Virgins*

**UNIT V- SHORT STORY (10 HRS.)**

1. Njabulo S.Ndebala - *The Prophetess (SS)*

2. Ashley Markar - *Mina's Funeral*

3. Ben Okri - *Laughter Beneath the Bridge*

4. Chimamanda Ngozi Adichie - *The Arrangers of Marriage (SS)*

5. Tayeb Salih - *The Doum Tree of Wad Hamid*

6. Sembene Ousbane - *Tribal Scars or The Voltaique*

7. Oral Tradition - *Why the Hippo has a Stumpy Tail (SS)*

8. Oral Tradition - *Why the Sun and the Moon lived in the Sky (SS)*

**UNIT -VI DYNAMISM (Evaluation Pattern-CIA only)**

1. Poetry Recitation (Kofi Awoonor , Léopold Sédar Senghor & Niji Osundare)

2. Creative writing task (Ben Okri & Chimamanda Ngozi Adichie)

3. Enactment of an Act (Wole Soyinka)

**REFERENCES:**

1. Anthony ,Kalu.C. ed. *The Rienner Anthology of African Literature*. Viva books, 2008.
2. *An Anthology of Commonwealth Poetry*-Ed. By C.D.Narasimhaiah. Macmillan, 1990.
3. Achebe, Chinua. *Home and Exile*. , Penguin, 2000.
4. Soyinka, Wole. *Death and the King's Horsemen*. Norton. 2002.
5. Vera, Yvonne. *The Stone Virgins*. Farrar, Straus and Giroux, 2004.
6. Obioma, Chigozie. *The Fishermen*. Little Brown, 2015.

#### WEB REFERNCES :

1. <https://www.gradesaver.com/author/ngugi-wa-thiongo>
2. [https://www.google.com/search?q=african+literature&rlz=1C1RLNS\\_enIN673IN673&oq=african+lt&aqs=chrome.1.69i57j0l7.6560j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=african+literature&rlz=1C1RLNS_enIN673IN673&oq=african+lt&aqs=chrome.1.69i57j0l7.6560j0j7&sourceid=chrome&ie=UTF-8)
3. [https://www.researchgate.net/publication/262260968\\_African\\_Literature\\_From\\_the\\_Oral\\_Tradition\\_to\\_Current\\_Trends](https://www.researchgate.net/publication/262260968_African_Literature_From_the_Oral_Tradition_to_Current_Trends)
4. <https://www.newyorker.com/magazine/2008/05/26/after-empire>
5. <https://science.jrank.org/pages/7831/African-Literature.html>

#### COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	classify the various thematic concerns and poetic techniques in African Literature and appraise the Oral tradition.
CO 2	understand the uniqueness of African Literature in terms of form and content
CO 3	evaluate the cultural, thematic and aesthetic representations in African literature.
CO 4	understand how African theatre evolved during the Post-colonial period
CO 5	assess and compare the genres of non-fiction, fiction, drama and poetry of African Literature

## **I M.A./ M.Sc/M.Com**

### **SEMESTER –I**

*For those who joined in 2019 onwards*

<b>PROGRAM ME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATE GORY</b>	<b>HRS./WEE K</b>	<b>CREDIT S</b>
<b>PSEN</b>	<b>19PG1LED/ 19PG2LEDC</b>	<b>English for Competitive Exams</b>	<b>EDC</b>	<b>3</b>	<b>3</b>

### **COURSE DESCRIPTION**

The course titled **English for Competitive Exams** is designed to give the students a head start on the process of career planning and development by preparing them to face competitive exams.

### **COURSE OBJECTIVES**

- The course helps learners develop English language skills in order to tackle competitive exams.
- The course facilitates the learners from other disciplines to hone writing skills .

### **UNITS**

#### **UNIT –I VOCABULARY ENHANCEMENT (8 HRS.)**

1. Know the “root” of the words and word families.
2. Word Formation
3. Antonyms and Synonyms
4. Analogies

#### **UNIT –II - IDIOMS IN USE (7 HRS.)**

1. Traditional Idioms
2. Idiomatic Compounds
3. Similes and Comparisons
4. Phrases

**UNIT –III - SPOTTING ERRORS****(10HRS.)**

1. Spelling
2. Problem Words
3. Punctuation
4. Grammar
5. Style
6. Common Errors

**UNIT –IV WRITING BUSINESS LETTERS AND E-MAILS****(10HRS.)**

1. Characteristics of a good business letter
2. Kinds of Business Letters- enquiries, complaints, and their replies,  
Circular letters
3. Letter of appointment and letters to the Editor
4. Business and Personal E-mails

**UNIT –V COMPREHENSION****(10HRS.)**

1. Listening exercises and tests
2. Reading comprehension
3. Reading Tests: Survey and Diagnostic

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

Newspaper clippings, English Magazines for vocabulary, reading and listening exercises.

**REFERENCES:**

1. Anne Stilman, *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*. Writer's Digest Books, 1992.
2. Bhatnagar, R.P. Bhargava, Rajul, *English for Competitive Examination*. Tata McGraw Hill Company Ltd, 2005.
3. Mittal Dharmendra. *Effective Writing: Communication Skill for you to Develop, Reproduce and Rewrite Communication Business and Personal*. Arihant Publications Pvt. Ltd., 2007

4. Prasad, Hari Mohan, and Sinka, Cima Rani. *Objective English for Competitive Examination*. Tata McGraw- Hill Company Ltd, 2005.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	apply the language skills to take part in various competitive exams
CO 2	develop skills required in sentence formation and sentence transformation
CO 3	identify errors in sentences to resolve them
CO 4	apply and practice the technicalities of writing different types of emails and letters in English.
CO 5	comprehend and analyse unknown passages

**II M.A. English**  
**SEMESTER –III**

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS./W EEK	CREDIT S
PSEN	19PG3LE 1	RESEARCH WRITING	Major Elective	4	4

**COURSE DESCRIPTION**

The course titled **Research Writing** intends to introduce the specialized skills involved in research.

**COURSE OBJECTIVES**

- The course provides scope for identifying the writing style required for research.
- The course helps the learners in identifying a research topic after a systematic survey of literature.

**UNITS**

**UNIT- I RESEARCH PAPER: AN OVERVIEW**

**[15 HRS.]**

1. Basic information about the Research paper
2. Choosing a topic

**UNIT- II RESOURCES**

**[10 HRS.]**

1. The Library Resources
2. Using the computer in Research (SS)

**UNIT III RESEARCH STRATEGIES**

**[10 HRS.]**

1. Skimming (SS)
2. Note taking
3. Plagiarism

**UNIT -IV MECHANICS****[10 HRS.]**

1. Mechanics of Writing

**UNIT - V DOCUMENTATION****[15 HRS.]**

1. The MLA system of Documentation

**UNIT - VI DYNAMISM**

1. Preparing Abstract/Research Paper

**TEXT BOOKS:**

1. Winkler, Anthony C and Jo Ray Metherell. Writing the Research Paper: A Handbook. Wadsworth Publishing, 1998.
2. MLA Handbook, Ed 8. The Modern Language Association of America, 2016,

**REFERENCE BOOKS:**

1. Gibaldi, Joseph. MLA Handbook for writers of Research papers. 7th Ed. MLA Publication, 2009.
2. McMurey, David A. & Joanne Buckley. Handbook for Technical Writing. Cengage Learning, 2012.
3. Wilson, Aruni & Ramadass. Research and Writing- Across the Disciplines. MJP Publishers, 2009.

**COURSE OUTCOMES**

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	understand the fundamental features of a research paper
CO 2	organize the supplementary tools in support of the research
CO 3	apply the strategies to carry out research effectively
CO 4	utilize the format of documentation and strictly adhere to ethics of research
CO 5	document research paper in tune with the revised edition of the MLA Style Guide

**II M.A.English**  
**SEMESTER –III**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATE GORY	HRS./WEE K	CREDIT S
PSEN	19PG3LE2	TRANSLATION STUDIES	Majo r Elect ive	4	4

**COURSE DESCRIPTION**

The course titled **Translation Studies** gives a general introduction to the basic concepts of translation.

**COURSE OBJECTIVES**

- The course introduces the learners to the relevance and scope of translation.
- The course helps the learners understand the central issues involved in translation.

**UNITS**

**UNIT –I Central Issues in Translation**

**(12 HRS.)**

Language and Culture  
Types of translation  
Decoding and Recoding  
Problems of Equivalence  
Loss and Gain  
Untranslatability  
Science or ‘secondary activity’?

## **UNIT –II History of Translation Theory**

**(12 HRS.)**

Problems of 'period study'  
The Romans  
Bible Translation  
Education and the vernacular  
Early theorists



**(SS)**

## **UNIT –III Translation in the Renaissance to Twentieth Century**

**(12 HRS.)**

The Renaissance  
The Seventeenth century  
The Eighteenth century  
Romanticism  
Post Romanticism  
The Victorians  
Archaizing  
The twentieth century

## **UNIT –IV SPECIFIC PROBLEMS OF LITERARY TRANSLATION (12 HRS.)**

Structures  
Poetry and translation  
Translating Prose  
Translating dramatic texts

## **UNIT –V PRACTICAL TRANSLATION**

**(12 HRS.)**

Practical Translation- Short Stories and One Act Plays

### **TEXT BOOK:**

1. Bassnett, Susan. *Translation Studies*. 3 ed. Routledge, 2002.

### **REFERENCES:**

1. Das, Bijay Kumar. *A Handbook of Translation Studies*. 3 Ed. Atlantic Publishers&Distributors, 2008. Print.
2. Koul, Omkar N. Shailendra Singh, ed. *Translation Issues and Perspectives*. Creative Books, 2004.
3. Sawant, Sunil. Ed. *Translation Studies: Theories and Applications*. Atlantic Publishers& Distributors, 2008.
4. [www.classicsintamil.net](http://www.classicsintamil.net)

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify the central issues related to translation
CO 2	comprehend the history of Translation Theory
CO 3	understand the growth of translation from the Renaissance till the Twentieth century
CO 4	recognise the specific problems of literary translation
CO 5	translate texts

## II M.A.English

### SEMESTER –IV

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDIT S
PSEN	19PG4LE 3	TEXT AND SCREEN	Major Elective	4	4

#### COURSE DESCRIPTION

The course titled **Text and Screen** introduces the learners to a creative and skill-oriented field of film adaptations of literary works and appreciation of such films.

#### COURSE OBJECTIVES

- The course enables the learners to understand the various theories regarding film adaptation and acquire the skills necessary to make a film adaptation of a literary work.
- The course trains the learners to compare and analyse the merits of the literary works and their corresponding film versions.

#### UNITS

##### UNIT – I INTRODUCTION – THEORIES & METHODS (15 HRS.)

1.Introduction to the theories and methods of Adaptation

2.Transtextuality – Intermediality

3.Possibilities and Problems in adaptation

##### UNIT – II TYPES OF ADAPTATIONS (15 HRS.)

1.Relationship between Novel and Film – language of Literature – language of Film

2.Fidelity to the original

3.Types of Adaptation – Transgenre adaptation, remakes, sequels, appropriations

### **UNIT –III TECHNIQUES OF ADAPTATIONS & TECHNICAL TERMS**

**(10 HRS.)**

1. Adaptations and Misadaptations
2. Techniques of Adaptation
3. Film and Literary Terms **(SS)**

### **UNIT –IV CASE STUDY**

**(10 HRS.)**

Critical tools used in the analysis of film adaptations – case study of 3 film adaptations

- *Jane Eyre*
- *Importance of Being Earnest*
- *1984 (SS)*

### **UNIT –V ANALYSIS OF ADAPTED FILMS**

**(5 HRS.)**

Analysis of Adapted Films

- *Wuthering Heights*
- *Life of Pi*

### **UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

**(5 HRS.)**

- Comparison of latest film adaptations of novels
- Scrap book of details of world-famous Film Adaptations

### **REFERENCES .**

1. Cahir, Linda Costanzo. Literature into Film: Theory and Practical Approaches. McFarland & Company, 2006.
2. McFarlane, Brian. Novel to Film: An Introduction to the Theory of Adaptation. Clarendon Press, 1996.
3. Seger, Linda. The Art of Adaptation: Turning Fact and Fiction into Film. Henry Holt & Company, 1992.
4. Stam, Robert and Alessandra Raengo Ed. Literature and Film: A Guide to the Theory and Practice of Film Adaptation. Blackwell Publishers, 2005.

## COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	explain the various theories, methods and types of Film Adaptation
CO 2	analyse the relationship between Literature and Film
CO 3	utilise the terminology of film analysis
CO 4	debate on the fidelity of an adaptation to its original literary source
CO 5	critique cinematic adaptations of literary texts and apply the skill acquired in adaptation

**II M.A. English**

**SEMESTER –IV**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE EK	CREDIT S
PSEN	19PG4 LE4	TEXT AND PERFORM ANCE	PG Major Electi ve	6	4

**COURSE DESCRIPTION**

The course on Text and Performance offers a comprehensive view on dramatic texts and their performances.

**COURSE OBJECTIVES**

The course enables the learners to learn the characteristics of drama and theatrical performances, reflect upon them and produce drama on their own.

**UNITS**

**UNIT –I INTRODUCTION ( 12 HRS.)**

1. Drama is Natural- (*The Anatomy of Drama* Pg 192-200)
2. Types of Drama – (*The Anatomy of Drama*- Pg 143-163)

**UNIT –II SCRIPT PREPARATION ( 12 HRS.)**

1. Script Handling- (*The Anatomy of Drama* 20-37)
2. Plots (*The Anatomy of Drama* 38-63)

3. Characters (*The Anatomy of Drama* 75-96)

4. Dialogues (*The Anatomy of Drama* 97-126)

**UNIT -III PREPARE THE STAGE**

**( 12 HRS.)**

1. Before the Performance (*New Directions* 210-212)

2. Staging – (*New Directions* 201-207)

3. Costumes- (*New Directions* 236-239) **(Self-study)**

**UNIT -IV AT THE PERFORMANCE**

**( 12 HRS.)**

1. Music and Sounds (*New Directions* 269-273)

2. Make-Up (*New Directions* 278-283) **(Self-study)**

3. Lighting- (*New Directions* 288-295)

**UNIT -V WATCHING PERFORMANCE**

**( 8 HRS.)**

1. Oedipus Rex

2. Midsummer Night's Dream **(Self-study)**

3. Hayavadhana

4. Mother Courage and her children

**UNIT -VI DYNAMISM (Evaluation Pattern-CIA only) ( 4 HRS.)**

Watch and Review plays staged at any college

**REFERENCES:**

1. Boulton, Marjorie. *The Anatomy of Drama*. Routledge London, 1960.
2. Burton, Peter & John Lane. *New Directions: Ways of advance for the Amateur Theatre*. Methuen and Co Ltd London, 1970.
3. Dawson, S. W. *Drama and the Dramatic*. Metheun &co Great Britain, 1970.
4. Eslin, Martin. *Brecht: A Choice of Evils*. Eyre & Spottiswoode London, 1959.
5. Kaufmann, R. J. *Elizabethan Drama*. OUP, 1961.
6. Shepherd, Simon & Mick Wallis. *Drama/ Theatre/ Performance*. Routledge London, 2004.

Curriculum for M.A. English

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify the types of dramas in English	K1	PSO1& PSO2
CO 2	critically evaluate the techniques used in drama	K1, K2,	PSO4
CO 3	dramatize the contents of drama on stage	K2& K3	PSO3
CO 4	write efficient scripts for performance	K3& K4	PSO3
CO 5	create or organize plays	K3& K4	PSO3

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