

NOORUL ISLAM CENTRE FOR HIGHER EDUCATION

(Deemed to be University Under Section 3 of the UGC Act, 1956)

Kumaracoil, Thuckalay

DEPARTMENT OF ENGLISH



M.A. ENGLISH

CURRICULUM AND SYLLABI

REGULATION 2021



NICHE
KANYAKUMARI
DEEMED-TO-BE UNIVERSITY

NOORUL ISLAM CENTRE FOR HIGHER EDUCATION

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NOORUL ISLAM CENTRE FOR HIGHER EDUCATION
Kumaracoil

Regulation : 2021

Curriculum and Syllabi

M. A. Programme

DEPARTMENT OF ENGLISH

M. A. ENGLISH LITERATURE

Vision of the University

To be recognized by the Government and society at large as an institution able to deliver excellence with relevance in the field of higher education and research focusing on the needs of the nation in tune with the technological revolution to cope with the knowledge explosion and global competence.

Mission of the University

To develop the institution as a Centre of Excellence, keeping pace with the advances in the field, so as to provide quality higher education to the students and instill in them high standards of discipline and ethics so that they become enlightened individuals in the service of humanity and to carry out focused research in the frontier areas of science and technology.

Faculty of Science and Humanities

Department of English

Vision of the Department

To provide programs of the highest quality and to promote advanced learning in areas of research, publication, creative work, and other professional activities to make students highly competent covering all skills at all levels of English.

Mission of the Department

To promote knowledge and equip students to be highly competent professionals in a wide variety of settings for various occupational purposes focusing on speaking, reading, and writing effectively and reflecting on what they have learned

Description of the programme

The M. A. English Literature Programme encompasses various areas of literature such as British Literature, American Literature, Literary Theory, Indian Writing in English, Teaching of English etc.

In M. A. English, two non-literature papers have been introduced with a view to enhance the employability prospects of the students. The paper 'Journalism and Mass Communication' caters to the demands of the mass media like newspaper, radio and TV. The paper 'Soft Skills' instills various skills required for better employability and job execution after employment.

The M. A. English Literature programme lays emphasis on the overall growth of the student from different employability perspectives of the present competitive world. All core areas of British Literature, American Literature, Literary Theory, Indian Writing in English, Canadian Literature, New Literatures in English, Postcolonial Literature, History of English Literature, Teaching of English, Translation etc. have been incorporated in the syllabi.

Programme Educational Objectives - PEOs	
PEO-01	To enrich the knowledge, proficiency and communication in English of students who are to be educated in the global medium of communication, that is the English Language
PEO-02	To inculcate linguistic competency of English and make the students good and talented in communicating in the English language
PEO-03	To provide the students with the knowledge of English language and literature in all its entirety
PEO-04	To provide a larger perspective of the literary genres of poetry, prose, fiction and the various domains of literary theory and criticism to the students
PEO-05	To promote communicative competence of students with emphasis on the four activities of learning - LSRW
PEO-06	To introduce the students to the richness of English literary and critical heritages through the learning of English history, language and literature
PEO-07	To enhance an understanding of global Literature available through the English Language
PEO-08	To promote the communicative and critical competence of students through the learning of literature
PEO-09	To train the students adequately in the various soft skills and enhance their performance in Debates, Group Discussions, Role Plays, Oral Presentations and Interviews so that they possess enviable employability
PEO-10	To instill overall language proficiency in the students with a view to make them globally employable
PEO-11	To promote research through academic pursuit of knowledge, publication and research output
PEO-12	To enrich the knowledge, artistry and the critical bent of mind of the students through the comprehensive study of literature, language and criticism

Graduate Attributes - GAs	
GA-1	Advanced Knowledge in Humanities and Social Sciences Gain an in-depth understanding of key theories, concepts, and methodologies in the chosen discipline, including literature, history, sociology, psychology, or other areas of the
GA-2	Critical Analysis and Interpretation Develop advanced critical thinking skills to analyze, interpret, and critique texts, theories, and cultural artifacts, enabling nuanced understanding of complex social, cultural, and historical issues.
GA-3	Research and Scholarly Inquiry Demonstrate expertise in academic research, utilizing appropriate research methods, tools, and resources to conduct independent and original research, contributing to scholarly discourse in the chosen field.
GA-4	Cultural Awareness and Global Perspective Understand and appreciate the diversity of cultures, ideologies, and global issues, fostering a broad and inclusive worldview that informs critical analysis and engagement with global challenges.
GA-5	Ethical Responsibility and Social Impact Apply ethical principles in the study and practice of humanities and social sciences, understanding the social responsibility that comes with shaping narratives, cultural norms, and societal values.
GA-6	Communication and Persuasion Master advanced communication skills, including writing, speaking, and presenting, to effectively convey ideas, arguments, and research findings to both academic and general audiences.
GA-7	Creative and Innovative Thinking Cultivate creativity and innovation in interpreting texts, ideas, and social phenomena, developing original insights and approaches to address contemporary cultural and intellectual challenges
GA-8	Interdisciplinary Collaboration Work effectively across disciplines, integrating knowledge from various fields to address complex social and cultural problems,
GA-9	Lifelong Learning and Adaptability Embrace continuous learning, staying engaged with emerging trends, theories, and methodologies in the humanities and social sciences to adapt to the evolving landscape of cultural and intellectual
GA-10	Leadership and Advocacy Develop leadership skills to advocate for social justice, cultural preservation, and intellectual progress, contributing positively to societal development and promoting inclusive and ethical values.

Programme Outcomes - POs	
PO-A	The students will reap the benefits of good knowledge, proficiency and communicative competence in the English Language.
PO-B	The students will be able to understand the various linguistic functions of the English Language and thereby acquire linguistic competence through the learning of English Literature from its beginning to the modern times.
PO-C	The students will gain a good knowledge of English Language and its literature encompassing all areas and all genres.

PO-D	The students will have good communicative competence by learning literature and the various components of language understandable and adaptable through exposure to poetry and prose.
PO-E	The students will attain a broader perspective and knowledge of all genres of English Literature like poetry, prose, drama, fiction and short story.
PO-F	The students will be able to understand literary theories and Literary Criticism and thereby will have a deeper exposure to and experience in various critical tools and trends of various ages like classical criticism, neo-classical criticism, new criticism, postmodernism, post-colonialism etc.
PO-G	The students will get introduced to the basics, functions and tenets of journalism and exposed to journalistic writing and training.
PO-H	The students will understand and acquire the various soft skills like personal skills, professional skills and lifelong skills which would enhance their individuality and employability.

Mapping of Graduate Attributes and Programme Educational Objectives (PEOs)

GAs PEOs	G A-01	GA-02	GA-03	GA-04	GA-05	GA- 06	GA-07	GA-08	GA-09	GA-10
PEO-01	H	H	H	H	H	H	A	A	A	A
PEO-02	H	H	H	H	H	H	A	A	A	A
PEO-03	H	H	H	H	H	H	A	A	H	H
PEO-04	H	H	H	H	H	H	H	H	H	A
PEO-05	H	H	H	H	H	H	A	H	H	A
PEO-06	H	H	H	H	H	H	A	H	H	H
PEO-07	H	H	H	H	H	H	H	H	H	H
PEO-08	H	H	H	H	H	H	H	H	H	H
PEO-09	H	H	H	A	A	H	H	A	H	A

PEO-10	H	H	H	A	A	H	H	A	H	A
PEO-11	H	H	H	A	A	H	H	A	H	A
PEO-12	H	H	H	A	A	H	H	A	H	A

H-Highly Associated

A-Associated

Not – Not Associated

Mapping of Graduate Attributes and Programme Outcomes (POs)

GA's POs	G A-01	GA-02	GA-03	GA-04	GA-05	GA-06	GA-07	GA-08	GA-09	GA-10
PO-A	H	H	H	H	H	H	A	A	A	A
PO-B	H	H	H	H	H	H	A	A	A	A
PO-C	H	H	H	H	H	H	A	A	H	H
PO-D	H	H	H	H	H	H	H	H	H	A
PO-E	H	H	H	H	H	H	A	H	H	A
PO-F	H	H	H	H	H	H	A	H	H	H
PO-G	H	H	H	H	H	H	H	H	H	H
PO-H	H	H	H	H	H	H	H	H	H	H

H-Highly Associated

A-Associated

Not – Not Associated

Mapping of Programme Educational Objectives (PEOs) and Programme Outcomes (POs)

PEO PO	PEO-01	PEO-02	PEO-03	PEO-04	PEO-05	PEO-06	PEO-07	PEO-08	PEO-09	PEO-10	PEO-11	PEO-12
PO-A	H	H	H	H	H	H	A	A	A	A	A	H
PO-B	H	H	H	H	H	H	A	A	A	A	A	A
PO-C	H	H	H	H	H	H	A	A	H	H	A	H
PO-D	H	H	H	H	H	H	H	H	H	A	A	A
PO-E	H	H	H	H	H	H	A	H	H	A	H	A
PO-F	H	H	H	H	H	H	A	H	H	H	H	H
PO-G	H	H	H	H	H	H	H	H	H	H	H	H
PO-H	H	H	H	H	H	H	H	H	H	H	H	A

H-Highly Associated

A-Associated

Not – Not Associated

Duration of the programme: 02 Years / 04 Semesters

Total Credits : 90 Credits

CURRICULUM & SYLLABI

SEMESTER I

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG3701	Chaucer and the Elizabethan Literature	4	0	0	4
2.	EG3702	The Neo Classical Literature	4	0	0	4
3.	EG3703	The Romantic and Victorian Literature	4	0	0	4
4.	EG3704	Twentieth Century Literature	4	0	0	4
5.	EG37A1	Elective – 1 - Translation	4	0	0	4
TOTAL			20	0	0	20

SEMESTER II

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG3705	Indian Writing in English	4	0	0	4
2.	EG3706	American Literature	4	0	0	4
3.	EG3707	New Literatures in English	4	0	0	4
4.	EG3708	Canadian Literature	4	0	0	4
5.	EG3709	Journalism and Mass Communication	4	0	0	4
	TOTAL		20	0	0	20

SEMESTER III

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG3710	Literary Theory-I	5	0	0	5
2.	EG3711	Shakespeare	5	0	0	5
3.	EG3712	The Study of English Language	5	0	0	5
4.	EG3713	Introduction to Research Methodology	5	0	0	5
5.	EG3714	Soft Skills	4	0	0	4
	TOTAL		24	0	0	24

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG3715	Literary Theory-II	5	0	0	5
2.	EG3716	Postcolonial Literature	5	0	0	5
3.	EG3717	Teaching of English	5	0	0	5
4.	EG3718	History of English Literature	5	0	0	5
5.	EG37P1	Project	0	0	12	6
	TOTAL		20	0	12	26

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG37A1	Translation	4	0	0	4
2.	EG37A2	Classics in Translation	4	0	0	4
3.						
4.						
5.						
6.						

Open Elective List

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.		NIL				
2.						
3.						
4.						
5.						
6.						

Syllabus Format

SEMESTER I

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG3701	Chaucer and the Elizabethan Literature	4	0	0	4
2.	EG3702	The Neo Classical Literature	4	0	0	4
3.	EG3703	The Romantic and Victorian Literature	4	0	0	4
4.	EG3704	Twentieth Century Literature	4	0	0	4
5.	EG37A1	Elective – 1 - Translation	4	0	0	4
TOTAL			20	0	0	20
PRACTICAL - NIL						
TOTAL						

EG3701	Chaucer and the Elizabethan Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the beginnings of Modern English Literature and expose them to early English texts with reference to the transition from Middle English to Elizabethan ethos.
2. To introduce the students to the beginnings of English poetry, drama and essay and inculcate in them a flair for the golden period of English Literature.
3. To introduce the earliest English writers like Chaucer, Spenser, Wyatt and Surrey, John Donne and John Webster through their representative texts.

Course Outcomes		Cognitive Skill
CO-01	The students will gain knowledge of Chaucer's The Canterbury Tales and will have a grasp of metaphysical poetry and poets.	R
CO-02	The students will gain knowledge of Elizabethan poetry through Spenser and the advent of sonnets by Wyatt and Surrey.	U
CO-03	The students will understand the beginning of essay writings as an art form by Bacon and understand the epigrammatic style of Bacon.	An
CO-04	The students will understand the essence of Elizabethan drama <i>Edward II</i> and tragedy <i>Duchess of Malfi</i> as a Senecan revenge tragedy.	R
CO-05	The students will gain knowledge of Comedy of Humours popularized by Ben Jonson's The Alchemist and Middleton's The Changeling.	U

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	S	M	S	M	S	M	M	S
CO-02	M	S	M	S	M	S	S	S
CO-03	S	M	S	M	S	M	M	S
CO-04	M	S	M	S	M	S	S	S
CO-05	S	M	S	M	S	M	M	S

S-Strong, M-Medium, L-Low, N-Not relevant

Unit – I : Poetry (Detailed)

- | | |
|---------------------|---|
| 1. Geoffrey Chaucer | : Prologue to the Canterbury Tales:
The Prioress, The Wife of Bath, The Monk
The Friar, The Knight and The Squire |
| 2. John Donne | : Valediction: Forbidding Mourning |
| 3. George Herbert | : Affliction |

Unit – II : Poetry

- | | |
|---------------------|--|
| 1. Edmund Spenser | : Prothalamion , Epithalamion |
| 2. Wyatt and Surrey | : Sonnets |
| Thomas Wyatt | : 1. Unstable Dream 2. I Find no Peace |
| Earl of Surrey | : 1. Love that doth reign and live within my
thought 2. Set me whereas the sun doth parch |

3. William Shakespeare : 1. Shall I compare thee to a summer's day

Unit – III : Prose (Detailed)

1. Francis Bacon : 1. Of Truth, 2. Of Adversity, 3. Of Studies,
4. Of Revenge, 5. Of Marriage and Single Life
6. Of Parents and Children

Unit – IV : Drama

1. Christopher Marlowe : Edward II (Detailed)
2. John Webster : The Duchess of Malfi

UNIT – V : DRAMA

1. Ben Jonson : The Alchemist
2. Thomas Middleton : The Changeling

TOTAL: 45 HOURS

REFERENCES:

Redefining *Elizabethan Literature* by Georgia E. Brown, Cambridge and New York: Cambridge University Press, 2004.

EG3702	The Neo Classical Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the age of reason and prose and expose them to the shift from Elizabethan sensibility to the return to classical traditions
2. To familiarize the students with the dominant satirical writings of the age in imitation of the Classical Age of Rome as in John Dryden, Alexander Pope and Jonathan Swift
3. To introduce the students to the rise of fiction as a new genre in English through the novels of Henry Fielding and Daniel Defoe

Course Outcomes – Cos		Cognitive Skill
CO1	The students will be able to learn the nature and characteristics of the Neo-Classical poetry in general and how blank verse replaces rhymed verse in the neoclassical age and the culmination of the blank verse in Milton's 'Paradise Lost-Book-IX.'	R, U
CO2	The students will be able to grasp the essence of satirical poetry in rhymed verse that evolved during the Neoclassical Age by assimilating the great satirical poems of the times - 'To his Coy Mistress' by Marvell, 'MacFlecknoe' by Dryden and Rape of the Lock' by Pope.	An, U
CO3	The students will be able to understand the Neo-classical prose in two its distinct modes - one the humanistic style of Addison and Steele and the other the satirical style of Jonathan Swift, - the humour, and biting satire born in the Age of Reason through their learning of the 'Coverley Papers' and 'The Battle of the Books'.	U, E
CO4	The students will be able to learn and analyse the characteristics and components of the Restoration Drama and its highlight the Comedy of	R, U

	Manners through their exposure to ‘The way of the World’ by Congreve and ‘The Rivals’ by Sheridan.	
CO5	The students will be able to gain knowledge of the emergence of the Picturesque Novel during the Neo-Classical Age, and understand and analyse its components through Fielding’s ‘Tom Jones’ and Defoe’s ‘Robinson Crusoe’.	AN, U

R- Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S- Synthesis

Mapping of Course Outcome with Programme Outcome

PO CO	PO- A	PO- B	PO- C	PO- D	PO- E	PO- F	PO- G	PO- H
CO-01	M	S	S	S	S	M	L	L
CO-02	M	S	S	S	S	M	M	M
CO-03	M	M	S	S	S	M	L	N
CO-04	M	M	S	S	S	S	L	L
CO-05	M	M	S	S	S	M	L	L

S- Strong, M- Medium, L-Low, N- Not Relevant

UNIT – I : POETRY (Non-Detailed)

1. John Milton : Paradise Lost Book IX

UNIT – II : POETRY (Detailed)

1. Andrew Marvell : To His Coy Mistress
 2. John Dryden : MacFlecnoe
 3. Alexander Pope : Rape of the Lock

UNIT –III : PROSE (Detailed)

1. Addison and Steele : Sir Roger at the Theatre, Sir Roger at Church,
 Sir Roger at the Club
 2. Jonathan Swift : The Battle of the Books

UNIT – IV : DRAMA

1. William Congreve : The Way of the World
 2. Richard Brinsley Sheridan : The Rivals **(Detailed)**

UNIT –V : FICTION

1. Daniel Defoe : Robinson Crusoe
 2. Henry Fielding : Tom Jones

REFERENCE:

The Baroque in English Neoclassical Literature by John Douglas Canfield

EG3703	The Romantic and Victorian Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the age of emotion and imagination in English Literature and familiarize them with the Romantic Movement
2. To enable the students to imbibe the spirit of Romantic Poetry and Poets such as Wordsworth, Coleridge, Shelley, Keats and Byron whose writings form a great bulk of the literature
3. To acquaint the students with the realistic and the historic novels of the Victorian Age as represented by George Eliot and Walter Scott

		Cognitive Skills
CO1	The students will learn the nature and essence of Romantic Poetry in general and its manifestation through the prescribed poems of S. T. Coleridge, P. B. Shelley, John Keats, William Blake and D. G. Rossetti.	R
CO2	The students will learn the nuances of Romantic Poetry through William Wordsworth, Lord Byron and the nature of Victorian Poetry through the prescribed poems of Robert Browning and Mathew Arnold.	A
CO3	The students will understand the characteristic features of the prose and essays written during the Romantic period and the Victorian period through the essays of Charles Lamb and lectures of John Ruskin.	A
CO4	The students will gain knowledge of the dramas of the Romantic Age and understand the salient features of Comedy of Manners through Oscar Wilde's and Oliver Goldsmith's prescribed plays.	A
CO5	The students will gain knowledge of the social novel and the historical novel written during the end of the Romantic period through the prescribed novels of Jane Austen and Walter Scott.	U

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO- C	PO-D	PO- E	PO- F	PO-G	PO-H
CO-01	M	S	M	M	M	S	S	M
CO-02	S	M	M	M	M	S	M	S
CO-03	M	S	M	M	M	M	S	M
CO-04	M	M	L	M	M	M	S	M
CO-05	M	M	M	M	M	M	S	M

S- Strong, M- Medium, L-Low, N- Not Relevant

UNIT – I : POETRY(Detailed)

- | | |
|--------------------|------------------------|
| 1. S. T. Coleridge | : Kubla Khan |
| 2. P. B. Shelley | : Ode to the West Wind |
| 3. John Keats | : Ode to a Nightingale |

- | | |
|-------------------|--|
| 4. William Blake | : Songs of Innocence: The Lamb
Chimney Sweeper |
| | : Songs of Experience: The Tiger
A Poison Tree |
| 5. Lord Tennyson | : Ulysses |
| 6. D. G. Rossetti | : The Blessed Damozel |

UNIT – II: POETRY

- | | |
|-----------------------|----------------------|
| 1. William Wordsworth | : Ode on Immortality |
| 2. Lord Byron | : Ocean |
| 3. Robert Browning | : Fra Lippo Lippi |
| 4. Mathew Arnold | : Forsaken Merman |

UNIT – III: PROSE

- | | |
|-----------------------------------|--|
| 1. Charles Lamb (Detailed) | : From Essays of Elia
: A Dissertation upon Roast Pig
New Year's Eve
Dream Children: A Reverie
Poor Relations |
| 2. John Ruskin | : Sesame and Lilies |

UNIT – IV : DRAMA

- | | |
|---------------------|---|
| 1. Oscar Wilde | : The Importance of Being Earnest (Detailed) |
| 2. Oliver Goldsmith | : She Stoops to Conquer |

UNIT – V : FICTION

- | | |
|-----------------|------------------------------|
| 1. Thomas Hardy | : Far From the Madding Crowd |
| 2. Walter Scott | : Ivanhoe |
| 3. George Eliot | : Silas Marner |

REFERENCE:

A Concise Companion to the Romantic Age by Jon Klancher, New York: Blackwell-Wiley, 2009
Victorian Poets, ed. V. S. Sethuraman, Macmillan Annotated Classics

EG3704	Twentieth Century Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the dominant literary traditions and authors of the Twentieth Century
2. To analyse and appreciate various literary trends and forms such as stream of consciousness in Virginia Woolf's and Theatre of Absurd in Samuel Beckett's writings
3. To make the students imbibe the richness of the poetry, prose and drama of the age of science and doubt

Course Outcomes - COs		Cognitive Skill
CO1	The students will be able to learn the essence of twentieth century poetry through the prescribed poems of first wave poets such as W.B. Yeats, T.S. Eliot, Wilfred Owen and Philip Larkin.	U
CO2	The students will be able to grasp the themes and styles of the later part twentieth century poetry from the poems of G.M. Hopkins, Seamus Heaney, Thom Gunn, Ted Hughes and Dylan Thomas.	S
CO3	The students will be able to gain knowledge of the diversity of Twentieth Century prose through the writings of D.H. Lawrence and C.P. Snow.	E
CO4	The students will be able to learn the themes and dramaturgy of the twentieth century dram through George Bernard Shaw, T.S. Eliot and Samuel Beckett's plays.	E
CO5	The students will understand the variety of twentieth century novels and the themes and plots dealt in the fiction of Woolf and Orwell.	A

R- Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S- Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO- A	PO- B	PO- C	PO- D	PO- E	PO- F	PO- G	PO- H
CO-01	M	M	M	S	S	M	M	M
CO-02	M	M	M	S	S	S	M	M
CO-03	L	M	L	S	S	S	M	M
CO-04	M	M	L	S	S	S	M	M
CO-05	M	M	M	S	S	S	M	M

S- Strong, M- Medium, L-Low, N- Not Relevant

UNIT – I : POETRY (Detailed)

- | | |
|------------------|------------------------|
| 1. W. B. Yeats | : Sailing To Byzantium |
| 2. T. S. Eliot | : The Waste Land |
| 3. Wilfred Owen | : Strange Meeting |
| 4. Philip Larkin | : Church Going |

UNIT – II : POETRY

- | | |
|--------------------------|-------------------------|
| 1. Gerard Manley Hopkins | : The Windhover |
| 2. Seamus Heaney | : Death of a Naturalist |
| 3. Thom Gunn | : On the Move |
| 4. Ted Hughes | : Hawk Roosting |
| 5. Dylan Thomas | : Fern Hill |

UNIT – III : PROSE(Detailed)

- | | |
|-------------------|-------------------------|
| 1. D. H. Lawrence | : Why the Novel Matters |
| 2. C. P. Snow | : Two Cultures |

UNIT – IV : DRAMA

- | | |
|------------------------|---|
| 1. George Bernard Shaw | : Pygmalion |
| 2. T.S. Eliot | : Murder in the Cathedral (Detailed) |
| 3. Samuel Beckett | : Waiting For Godot |

UNIT –V : FICTION

- | | |
|-------------------|-----------------|
| 1. Virginia Woolf | : Mrs. Dalloway |
| 2. George Orwell | : 1984 |

REFERENCE:

The Cambridge History of Twentieth-Century English Literature by Laura Marcus and Peter Nicholls , 2012

EG37A1	TRANSLATION	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To develop practical skills in translation
2. To equip students with the theory and practical aspects of translation
3. To compare and evaluate published translations with a view to improve their own translation practices
4. To familiarize students with critical issues in translation theories and translation studies
5. To promote students with a historical overview of the genre of the translation theory

Course Outcome - COs		Cognitive Skill
CO1	The students will be able to learn the general History of Translation from the European perspective and its definitions and general types.	U
CO2	The students will be able to gain knowledge of Literary Translation in Europe and the problems arising out of translating literary texts, the problems of untranslatability and also Theories of Translation.	S
CO3	The students will be able to learn language and culture as expressed in translation and translation and mass media	E
CO4	The students will be able to learn the art of translation through Kafka's <i>Metamorphosis</i> .	E
CO5	The students will be able to practise translation.	A

R- Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S- Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO- C	PO-D	PO- E	PO- F	PO-G	PO-H
CO-01	M	M	M	S	M	M	M	M
CO-02	M	M	S	S	M	M	S	S
CO-03	M	M	S	M	S	S	M	M
CO-04	S	M	M	M	S	M	S	S
CO-05	M	S	S	M	M	S	S	M

S- Strong, M- Medium, L-Low, N- Not Relevant

UNIT – I

1. History of Translation
2. Translation: Definition and General Types

UNIT – II

1. Literary Translation
2. The Problem of Untranslatability
3. Theories of Translation

UNIT – III

1. Language and Culture
2. Media and Translation

UNIT – IV : Literature in Translation

Franz Kafka : Metamorphosis

UNIT – V

Translation in Practice

Text: Nida E. The Theory and Practice of Translation, Leiden; E. J. Brill, 1969.

REFERENCES:

1. Bassnett, Susan. Translation Studies, 3rd ed. London
2. Newmark P. Approaches to Translation, Oxford. Pergaman Press, 1982.
3. Steiner G. After Babel: Aspects of Language and Translation, Oxford: Oxford University Press, 1978.

SEMESTER II

Sl. No	Course Code	Course Title	L	T	P	C
THEORY						
1.	EG3705	Indian Writing in English	4	0	0	4
2.	EG3706	American Literature	4	0	0	4
3.	EG3707	New Literatures in English	4	0	0	4
4.	EG3708	Canadian Literature	4	0	0	4
5.	EG3709	Journalism and Mass Communication	4	0	0	4
	TOTAL		20	0	0	20

EG3705	Indian Writing in English	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the vast body of literature written in English by writers of Indian origin
2. To instill in the students Indian values and develop human concern in them through exposure to great Indian writers in English like Rabindranath Tagore, Jawaharlal Nehru and Sarojini Naidu
3. To make the students understand how Indian sensibility and ethos get reflected in the writings, especially in its poetry, prose and largely now in its fiction written by authors like R. K. Narayan Mulk Raj Anand, Raja Rao, Sashi Deshpande and Kamala Markandaya

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO- C	PO-D	PO- E	PO- F	PO-G	PO-H
CO-01	S	M	S	M	S	M	S	M
CO-02	S	M	S	M	S	M	S	M
CO-03	S	M	S	M	S	M	S	M
CO-04	S	M	S	M	S	M	S	M
CO-05	S	M	S	M	S	M	S	M

UNIT – I : POETRY(Detailed)

- | | |
|------------------------|---|
| 1. Rabindranath Tagore | : Gitanjali (Stanzas from 8 to 13)
Presence of Almighty among Low and Humble |
| 2. Sarojini Naidu | : Queen's Rival |
| 3. Kamala Das | : My Grandmother's House |
| 4. Nissim Ezekiel | : Night of the Scorpion |
| 5. Sri Aurobindo | : Life |
| 6. A. K. Ramanujan | : Red Earth and Pouring Rain – Kurunthohai 40 |
| 7. Parthasarathy | : River Once |
| 8. Mamta Kalia | : Tribute to Papa |

UNIT – II : PROSE

- | | |
|----------------------|--|
| 1. Jawaharlal Nehru | : Discovery of India (Chapters: 1 & 2) |
| 2. Dr. Radhakrishnan | : The Pursuit of Truth |

UNIT – III : DRAMA

- | | |
|--------------------|------------------------------------|
| 1. Girish Karnard | : Thuglaq (Detailed) |
| 2. Vijay Tendulkar | : Silence! The Court is in Session |
| 3. Asif Karim Boy | : Refugee (one act play) |

UNIT – IV : FICTION - I

1. R. K. Narayan : The Guide
2. Raja Rao : Kanthapura
3. Mulk Raj Anand : Coolie

UNIT – V : FICTION – II

1. Sashi Deshpande : Dark Holds No Terrors
2. Kamala Markandaya : Nectar in a Sieve
3. Kiran Desai : Hullabaloo in the Guava Orchard

REFERENCE: Indian Writing in English: New Critical Perspectives by Gulrez Roshan Rahman, Publisher, Pinnacle Technology, 2011

EG3706	American Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the vast treasure house of American Literature in poetry, prose, drama and fiction
2. To familiarize the students with the socio-cultural and political forces that shaped American Literature
3. To make the students understand the revolutionary nature and the newness of themes of American writers like Walt Whitman, Wallace Stevens, Emerson, Thoreau and Hemingway

Course Outcomes		Cognitive Skill
CO1	At the end of the course students will be able to understand the socio-cultural and political forces that shaped American Literature and its revolutionary nature and newness of themes.	R
CO2	The students will get exposure to American poetry ranging from Walt Whitman to Edgar Allan Poe on the one hand and e.e.cummings to Richard Wilbur on the other hand, the two streams of American Poetry highlighting the old and new of America.	A
CO3	The students will get introduced to the great American Prose writings which have shaped the American sensibility through their philosophical and revolutionary characteristics.	A
CO4	The students will be able to understand the components of modern American drama dealing with varied themes.	A
CO5	The students will learn the astonishingly new themes of American fiction and new styles of fiction writing through the novels of Hemmingway.	U

R- Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S- Synthesis

UNIT – I : POETRY (Detailed)

1. Walt Whitman : Out of the Cradle Endlessly Rocking
2. Emily Dickinson : Because I could not stop for Death
3. Robert Frost : Road Not Taken
4. Wallace Stevens : Anecdote of the Jar
5. Edgar Allan Poe : The Raven

UNIT – II : POETRY

- | | |
|-------------------|-----------------------|
| 1. e. e. Cummings | : Cambridge Ladies |
| 2. Sylvia Plath | : Daddy |
| 3. Amiri Baraka | : An Agony. As Now. |
| 4. Richard Wilbur | : Advice to a Prophet |

UNIT – III : PROSE(Detailed)

- | | |
|------------------------|---|
| 1. Ralph Waldo Emerson | : The American Scholar |
| 2. Henry David Thoreau | : Walden (Chapter-2 - Where I lived and what I lived for) |
| 3. Edgar Allan Poe | : Philosophy of Composition |

UNIT – IV : DRAMA

- | | |
|-----------------------|---|
| 1. Tennessee Williams | : The Glass Menagerie (Detailed) |
| 2. Arthur Miller | : Death of a Salesman |

UNIT – V : FICTION

- | | |
|----------------------|--------------------------------|
| 1. Ernest Hemmingway | : The Old Man and The Sea |
| 2. Saul Bellow | : Seize the Day |
| 3. Mark Twain | : The Adventures of Tom Sawyer |
| 4. Jack London | : The Call of the Wild |

REFERENCE :

The Oxford Companion to American Literature by James D. Hart, Phillip Leininger, Oxford University Press, 1995

EG3707	New Literatures in English	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the genres and authors of New Literatures from different nations across the globe
2. To make the students acquire a comprehensive knowledge and experience of New Literatures written by Wole Soyinka, Judith Wright, V. S. Naipaul and Bama
3. To make the students understand the hold and sway of literatures written in English in different continents

Course Outcomes		Cognitive Skill
CO1	To introduce the students to the genres and authors of New Literatures from different nations across the globe.	U
CO2	To make the students acquire a comprehensive knowledge and experience of New Literatures written by Wole Soyinka, Judith Wright, V. S. Naipaul, Uma Parameshwaran etc.	E
CO3	To make the students understand the hold and sway of literature written in English in different continents.	U
CO4	To make the students acquire knowledge and experience of Translations written by Bama. Mahasweta Devi etc.	An
CO5	The student will get to Know the components of Drama and appreciate the originality of themes and backgrounds telling New Literatures.	U

R- Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S- Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO- C	PO-D	PO- E	PO- F	PO-G	PO-H
CO-01	M	M	S	S	S	M	M	M
CO-02	M	M	S	S	S	M	M	M
CO-03	M	M	S	S	S	M	M	M
CO-04	M	M	S	M	S	M	M	L
CO-05	S	M	S	M	S	M	M	M

S- Strong, M- Medium, L-Low, N- Not Relevant

UNIT – I : POETRY (Detailed)

1. Frank Chipasula : A Love Poem for My Country
2. Wole Soyinka : After the Deluge
3. Judith Wright : The Harp and the King
4. A.D. Hope : Australia
5. Gabriel Okara : Once Upon a Time
6. Chinua Acheba : Refuge Mother and Child

UNIT – II : DIASPORIC WRITING

1. M.G. Vassanji : No New Land
2. V. S. Naipaul : A House for Mr. Biswas

UNIT – III : FICTION

1. Chinua Achebe : Arrow of God
2. Yann Martel : Life of Pi
3. Michael Ondaatje : The English Fiction

UNIT – IV : TRANSLATION

1. Imayam : The Beast of Burden
2. Mahasweta Devi : Rudali
3. Malarvathi : Thoopukari

UNIT – V : DRAMA(Detailed)

1. George Ryga : The Ecstasy of Rita Joe
2. Athol Fugard : My Children! My Africa!

REFERENCE:

Companion to the *New Literatures in English* by Christa Johnson, Publisher, Erich Schmidt, 2002

EG3708	Canadian Literature	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To introduce the students to the realm and frontiers of Canadian Literature rooted both in Aboriginal and European traditions
2. To inculcate in the students a flair for Canadian Poetry, Prose, Drama, Fiction and Short Story
3. To expose the students to the native themes of the literature and make them comprehend the different traits of the literature through representative writers like Margaret Atwood, Stephen Butler Leacock, Sharon Pollock, Margaret Lawrence and Alice Munro

Course Outcomes		Cognitive Skill
CO1	The student will be able to grasp the essence of Canadian Literature in general and poetry in particular by learning representative and typical Canadian poems with native themes.	R, U
CO2	The student will be able to understand and appreciate the nuances of Canadian prose rooted both in European and aboriginal traditions.	U
CO3	The student will have a fine understanding of Canadian drama which has distinct characteristics of its own.	U
CO4	The student will learn to understand the distinct fictional canvas of Can. Lit which includes native themes, background, tradition and sentiments.	U, An
CO5	The student will get to know the components of Short Stories and appreciate the originality of themes and backgrounds telling of Canadian life.	U, R

R- Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S- Synthesis

UNIT – I : POETRY (Detailed)

1. Margaret Atwood : Journey to the Interior
2. P. K. Page : First Neighbours
3. A.M. Klein : Indian Reservation: Caughnawaga
4. Standish O’Grady : Winter in Lower Canada
5. Wilfred Campbell : The Winter Lakes
6. Al Purdy : Listening to Myself

UNIT – II : PROSE

1. Margaret Atwood : Survival
2. Susanna Moodi : From Roughing it in the Bush

UNIT – III : DRAMA

1. James Reaney : The Killdeer
2. Sharon Pollock : Doc (**Detailed**)

UNIT – IV : FICTION

1. Beatrice Culleton : In Search of April Rain Tree
2. Margaret Laurence : Stone Angel

UNIT– V : SHORT STORY

1. Pauline Johnson : A Red Girl's Reasoning
2. Alice Munro : Too Much Happiness

REFERENCE:

Canadian Literature: An Overview by K. Balachandran, Sarup and Sons, 2007

EG3709	JOURNALISM AND MASS COMMUNICATION	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To provide the students with a well-grounded education in Mass Communication and Journalism
2. To expose the students to the various functions and dynamics of Mass Media like Radio, Television and Newspaper and their history
3. To train the students in a non-literary field of study which can add to their employability

Course Outcome - COs		Cognitive Skill
CO1	The students will be able to have a well-grounded education in Mass Communication and Journalism	U
CO2	The students will be able to gain knowledge of functions of mass media and basic human rights.	S
CO3	The students will have the exposure in a non-literary field of study which can add to their employability	E
CO4	The students will be able to gain the various functions and dynamics of Mass Media like Radio, Television and Newspaper and their history	E
CO5	The students will be able learn advertising and its components which can add their employability.	A

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO- A	PO- B	PO- C	PO- D	PO- E	PO- F	PO- G	PO- H
CO-01	S	M	S	S	S	L	S	S
CO-02	S	S	M	M	M	M	S	S
CO-03	M	M	S	M	S	M	M	M
CO-04	M	M	M	M	M	M	S	M
CO-05	M	M	M	M	M	M	S	M

S- Strong, M- Medium, L-Low, N- Not Relevant

UNIT – I : FUNDAMENTALS OF JOURNALISM

1. Definition of Mass Media
2. Different types of Mass Media in India
3. Characteristics and significance of Mass Media in Indian Culture

UNIT – II : MEDIA MANAGEMENT

1. Media Laws
2. Human Rights
3. Investigative Journalism

UNIT –III : REPORTING AND EDITING

1. News Values
3. Photo Journalism
5. Editor/Editing
2. Writing Styles
4. Reporting

UNIT –IV : AUDIO AND VISUAL MEDIA

1. History of Radio, Development of Broadcasting System in India
2. History of Television, Development of Television in India, Television and Indian Society
3. Writing for Television- TV News, TV Documentary, TV Feature, Telefilm,
4. Television Reporting - TV Presenters- Duties and Responsibilities
5. Compeering

UNIT –V : ADVERTISING AND PUBLIC RELATIONS

1. Advertising : Internet, Television, Radio, Newspaper, Outdoor Media
2. Advertising and Ethics,
3. International Code of Ethics
4. Advertising and Law
5. PR: Definition, Objectives and Principles, Publicity, and Public Opinion, Propaganda, History and Growth, and PR Functions

Text: Keval J. Kumar, *Mass Communication in India*, Jaico Pub. House, Mumbai, 2000

REFERENCES :

Dalpat S. Mehta, **Mass Communication and Journalism in India**, Allied Publishers Private Ltd., New Delhi, 2009

Vir Bala Aggarwal and V. S Gupta, **Handbook of Journalism and Mass Communication**, Concept Publishing Company, New Delhi, 2002

EG3710	LITERARY THEORY-I	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To inculcate a broader idea of Literary Theory culled out from the literature available in the English language in the literary consciousness of the students/learners
2. To introduce the learners to the tenets of literary criticism starting from the Greek classical criticism of Aristotle to the advent of English New Criticism.
3. To make the learners understand and assimilate the emergence of literary theories over the Neo-classical, Romantic and Victorian Ages and the Twentieth century and have a toast of the important critical text(s) of each period of English Literary history
4. To familiarize the learners with the seminal critical texts of Classical, Neo-classical Romantic, Practical, Modern and Feminist criticisms written by prominent literary figures

Course Outcomes		Cognitive Skill
CO-01	The students will form a broader idea of the evolution of Literary Theory in the English language and the various critical theories like Classical criticism, Neo-classical criticism, Romantic criticism, Practical criticism, Modern criticism and Feminist criticism.	U
CO-02	The students will understand and assimilate the various and the varied literary theories produced in the Neo-classical Age of English literary history.	U, A
CO-03	The students will grasp the tenets of each critical tradition of literary theory through the study of representative critical texts from the romantic age.	U, A
CO-04	The students will have a clear understanding of what is Literary Theory and its manifestation through the critical texts of 20 th century Modern Criticism.	U
CO-05	The students will get introduced to feminism and different feminist theories of the British and American streams.	U, A

R-Remember, U-Understand, A-Apply, An-Analyze, E-Evaluate, S-Synthesis

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	M
CO-02	S	M	M	S	M	M	S	M
CO-03	M	S	S	M	S	S	M	S
CO-04	M	S	M	S	S	S	S	S
CO-05	S	M	S	M	S	M	S	S

S-Strong, M-Medium, L-Low, N-Not relevant

UNIT-1 - INTRODUCTION AND CLASSICAL CRITICISM

1. Jonathan Culler : Literary Theory – A Very Short Introduction
2. Aristotle : The Poetics

UNIT-2 - NEO-CLASSICAL CRITICISM

1. John Dryden : An Essay on Dramatic Poesy
2. Dr. Samuel Johnson : Preface to Shakespeare

UNIT- 3 - ROMANTIC CRITICISM

1. William Wordsworth : Preface to Second Edition of Lyrical Ballads
2. S. T. Coleridge : Biographia Literaria

UNIT- 4 - 20TH CENTURY – MODERN CRITICISM

1. I. A. Richards : Four kinds of meaning
2. T. S. Eliot : Tradition and the Individual Talent

UNIT- 5 - FEMINIST CRITICISM

1. Virginia Woolf : A Room of One's Own
2. Adrienne Rich : Snapshots of a Daughter-in-law

Text Recommended:

Ramaswami, S. & V. S. Sethuraman Ed. (1986) The English Critical Tradition, Vols. I & II.
Chennai: Macmillan.

EG3711	SHAKESPEARE	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To introduce the students to the greatest master writer of English Language – Shakespeare – under ‘single author for study’
2. To make the students realize Shakespeare’s contribution to the development of English language and literature and gain knowledge and understanding necessary to explain his poetic and dramatic skills
3. To make the students understand the contexts and dynamics of Shakespeare’s comedies, tragedies and historical plays through representative texts, and explore Shakespearian sonnets, theatre and audience and Dramaturgy and Criticism

Course Outcomes		Cognitive Skill
CO-01	The students will be able to learn the poetry, drama and dramaturgy of Shakespeare and understand his poetic and dramatic genius.	R, U, An
CO-02	The students will gain knowledge of and exposure to the comedies, tragedies, histories and Romance plays of Shakespeare through representative texts.	R, U, An

CO-03	The students will acquire insights into the comedies of Shakespeare through Much Ado About Nothing, Tragedies through Hamlet, Historical Plays through Julius Caesar and his Mature Comedies through The Winter's Tale.	R, U, An
CO-04	The students will learn the poetic exuberance of Shakespeare through the five representative sonnets and get the deeper grasp of his poetic genius.	R, U, An
CO-05	The students will learn the machinery of Shakespearean Theatre, Dramaturgy and the nature of his Audience and also get a glimpse into Shakespearean Criticism.	R, U, An

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	M
CO-03	M	S	S	M	S	S	M	M
CO-04	M	S	M	S	S	S	S	M
CO-05	S	M	S	M	S	M	S	S

UNIT-1 – COMEDY - DETAILED

Much Ado About Nothing

UNIT-2 – TRAGEDY – DETAILED

Hamlet

UNIT-3 – HISTORY

Julius Caesar

UNIT-4 – MATURE COMEDY

The Winter's Tale

UNIT- 5 – GENERAL SHAKESPEARE

I. SONNETS

1. When I do count the clock that tells the time (Sonnet 12)
2. Full many a glorious morning have I seen (Sonnet 33)
3. To me fair friend you never can be old (Sonnet 104)
4. Let me not to the marriage of true minds (Sonnet 116)
5. Mine eye and the heart are at mortal war (Sonnet 46)

II. Shakespearean Theatre and Audience

III. Shakespeare Dramaturgy

IV. Shakespeare Criticism

EG3712	THE STUDY OF ENGLISH LANGUAGE	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To make the students know the evolution of the English languages at a deeper level from its early beginnings to the present time
2. To inculcate in the students the intricacies of articulating English Sounds, of the Morphology, Syntax, Semantics, make them comprehend varieties of English and initiate them into pragmatics and Speech Acts
3. To educate the students at the various levels of linguistic analyses and help them become effective teachers

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand the origin and theories of language, the place of English in the Indo-European Family of Languages Grimm's law and Verner's law	R,U
CO-02	The students will be able to learn phonology, classification and articulation of speech segments, allophones, suprasegmental features stress and intonation	U
CO-03	The students will be able to learn Morphemes – Allomorphs - Word Formation - Derivation and Inflection - Borrowing and Coinage - Syntax: Word, Phrase, Sentence	U, An
CO-04	The students will gather knowledge of the semantic features like Synonyms – Antonyms – Hyponyms – Homonyms – Ambiguity – Contraction – Tautology	R,U
CO-05	The students will be able to get an overall ideas of Types of Pragmatics, Pragmatics in English language, British, American, African, Asian, Pacific and Caribbean and Indian varieties, Development of Modern Pragmatics, Speech Acts, Discourse Structure, Usage of Language	U ,E

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
	CO-01	CO-02	CO-03	CO-04	CO-05	CO-06	CO-07	CO-08
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	S

CO-03	M	S	S	M	S	S	M	S
CO-04	M	S	M	S	S	S	S	M
CO-05	S	M	S	M	S	M	S	S

UNIT-I - The History of English Language

Definition of Language - Origin of Language - Types of Language - Growth and Development of the English Language - The place of English in the Indo-European Family of Languages - Grimm's Law and Verner's Law

UNIT-II - Phonology

Phonology: Definition Branches of Phonology - Difference between Phonetics and phonology - Introduction to Linguistics Classification of speech Sounds - Segments, Phonemes - Allophones - Suprasegmental Features - Stress and Intonation - Rhythm – Vowels – Diphthongs – Consonants

UNIT-III - Morphology

Morphology: Introduction to Morphology - Difference between Morphology and Syntax – Morphemes – Allomorphs - Word Formation - Derivation and Inflection - Borrowing and Coinage - Syntax: Word, Phrase, Sentence

UNIT- IV Semantics

Semantics: Meaning - Types of Semantics – Synonyms – Antonyms – Hyponyms – Homonyms – Ambiguity – Contraction – Tautology - Word Meanings as Feature Matrices

UNIT-V Varieties of English and Pragmatics

Types of Pragmatics - Pragmatics in English language - British, American - African, Asian - Pacific and Caribbean and Indian varieties - Development of Modern Pragmatics - Speech Acts, Discourse Structure - Usage of Language

SUGGESTED READINGS

1. Crystal, David, *Linguistics*, London: Penguin, 1990.
2. Langacker, R.W., *Language and its Structure*, London: Harcourt Brace Jovanovich, 1973.
3. Bansal and Harrison, *Spoken English for India*, New Delhi: University Press, 2011.
4. T. Balasubramaniam, *Text Book of English Phonetics for Indian Studies*, New Delhi: Macmillan, 1981.
5. Leech, G. N., *Principles of Pragmatics*, London: Longman, 1983.

EG3713	INTRODUCTION TO RESEARCH METHODOLOGY	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To introduce the students to the different types of Research and the basics of Research Methodology so as to equip them for full scale research in further studies
2. To make the students learn the Format of Research and Mechanics of Writing and how to document different sources
3. To make the students explore qualitative research

Course Outcomes		Cognitive Skill
CO-01	The students will be able to learn the nature and definition of research, its types and the scope, and also the range of each type of research in Research fields.	U
CO-02	The students will be able to grasp the meaning of Research Design, its classifications and will gain particular knowledge in Descriptive Research and Case Studies.	U, A
CO-03	The students will learn to apply the Mechanics of Writing, the usage of different sources – the Primary, Secondary and Electronic in Research Writing.	U, A
CO-04	The students will be able to learn and evaluate the basis of documentation in Research Writing. They will also gain knowledge in and practical exposure to the use of Quotations and Punctuation Marks in Research Writing.	A,E
CO-05	The students will understand the components of a Research Report with its Layout. They will have practical exposure to writing Research Report.	A,E

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	M
CO-03	M	S	S	M	S	S	M	S
CO-04	M	S	M	S	S	S	S	M
CO-05	S	M	S	M	S	M	S	S

Unit –I

Introduction -Basic Research - Empirical Research - Explanatory Research - Exploratory Research - Analytical Research – Plagiarism

Unit -II

Meaning of Research Design – Definitions – Essentials of Research Design– Classification of Research Designs – Descriptive Studies – Case Studies

Unit-III

Mechanics of Writing - Primary, Secondary and Electronic Sources- Use of Quotations- Punctuation Marks

Unit-IV

Documentation - Parenthetical Documentation – In text Citations - Works Cited.

Unit-V

Layout - Components of a Research Report - The Preliminary Pages - The Body of the Research Report - The Appended Section

Reference:

Gibaldi, Joseph, *MLA Handbook : 7th Edition*, New Delhi: Affiliated East West Press Pvt. Ltd., 2009.

EG3714	SOFT SKILLS	L	T	P	C
		4	0	0	4

OBJECTIVES

1. To increase learners' of knowledge soft skills so as to develop attributes that enhance an individual's interactions, earning power and job performance
2. To inculcate potential skills in the learners to prepare them to deal with the external world in a collaborative manner, communicate effectively, take initiatives, solve problems, and demonstrate a positive work ethic so as to hold a good impression and positive impact at the personal and professional levels

Course Outcomes		Cognitive Skill
CO-01	The students will be able to get introduced to Soft Skills, life-long skills, Soft Skill Development and Self- Discovery needed for Soft skills.	U
CO-02	The students will be able to have a broader understanding of four different areas of soft skills namely, interpersonal communication, Public Speaking, Group Discussion and Non-Verbal Communication.	A
CO-03	The students will have in-depth grasp of in Interview Skills, Presentation Skills, Etiquette and Manners and Time Management:	An
CO-04	The students will be able to develop Decision-Making and Problem-Solving Skills able to cope with Conflict Management and Stress Management.	U, An
CO-05	The students will be able to develop positive thinking and motivation, learn the dynamics of team work and leadership skills.	U

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	M

CO-03	M	S	S	M	S	S	M	M
CO-04	M	S	M	S	S	S	S	S
CO-05	S	M	S	M	S	M	S	S

Unit – I

- 1. Soft Skills:** Introduction – Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development
- 2. Self-Discovery:** Discovering the Self; Setting Goals; Beliefs, Values, Attitude, Virtue

Unit – II

- 1. Interpersonal Communication:** Interpersonal relations; communication models - process and barriers - team communication - developing interpersonal relationships through effective communication - listening skills - essential formal writing skills
- 2. Public Speaking:** Skills - Methods - Strategies and Essential tips for effective public speaking
- 3. Group Discussion:** Importance – Planning – Elements - Skills Assessed - Effectively Disagreeing – Initiating - Summarizing and Attaining the Objective
- 4. Non-Verbal Communication:** Importance and Elements - Body Language

Unit – III

- 1. Interview Skills:** Interviewer and Interviewee – in-depth perspectives – Before, During and After the Interview, Tips for Success
- 2. Presentation Skills:** Types, Content - Audience Analysis - Essential Tips – Before, During and After, Overcoming Nervousness
- 3. Etiquette and Manners:** Social, Business and workplace etiquettes and manners
- 4. Time Management:** Concept – Essentials - Tips

Unit – IV

- 1. Decision-Making and Problem-Solving Skills:** Meaning, Types and Models, Group and Ethical Decision-Making
- 2. Conflict Management:** Conflict - Definition, Nature, Types and Causes; Methods of Conflict Resolution
- 3. Stress Management:** Stress – Definition - Nature – Types - Symptoms and Causes; Stress Analysis - Models and Impact of Stress; Management of Stress

Unit – V

1. Positivity and Motivation: Developing Positive Thinking and Attitude - Driving out Negativity
- Meaning and Theories of Motivation - Enhancing Motivation Levels

2. Teamwork and Leadership Skills: Concept of Teams - Building effective teams - Concept of Leadership and Leadership skills

3. Leadership and Assertiveness Skills: A Good Leader - Leaders and Managers - Leadership Theories - Types of Leaders - Leadership Behaviour - Assertiveness Skills

Reference:

1. Managing Soft Skills for Personality Development – edited by B. N. Ghosh, McGraw Hill India, 2012.
2. English and Soft Skills – S. P. Dhanavel, Orient Blackswan India, 2010.
3. Soft Skills Training – A workbook to develop skills for employment by Fredrick H. Wentz
4. The Time Trap: The Classic book on Time Management by R. Alec Mackenzie

NOORUL ISLAM CENTRE FOR HIGHER EDUCATION

DEPARTMENT OF ENGLISH

M. A. ENGLISH

CURRICULUM & SYLLABI

REGULATION - 2021

SEMESTER - IV

SL. No.	SUBJECT CODE	SUBJECT	L	T	P	C
THEORY						
1.	EG3715	Literary Theory-II	5	0	0	5
2.	EG3716	Postcolonial Literature	5	0	0	5
3.	EG3717	Teaching of English	5	0	0	5
4.	EG3718	History of English Literature	5	0	0	5
5.	EG37P1	Project	0	0	12	6
TOTAL			20	0	12	26

EG3715	LITERARY THEORY –II	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To orient the students/learners to the continuation of Literary Theory- I beginning with New Criticism, encourage them to get a fuller view of critical traditions with ‘Beginning Theory’ , and educate them in understanding the various facets of New criticism and the efficacy of New critical tools.
2. To make the learners grasp the finer aspects of formalism and modernism through linguistics and semiotics.
3. To imbue the learners with the basic understanding of the complex phenomenon of postmodernism and postmodern theories and its multifacetedness, and to acquaint them with the philosophy of deconstructionism and theories of deconstruction which is a divergent offshoot of postmodernism.
4. To offer the learners an overview of the Postcolonial Theory and how the theory exposes the contemporary world as a victim shaped by the colonizers for the colonized.

Course Outcomes		Cognitive Skill
CO-01	The students will be able to learn literary theory at the advance level, have an orientation in Literary theories with Beginning Theory and understand the tenants of new criticism with the sense of the past and intentional fallacy	R,U
CO-02	The students will be able to grasp the basics of formalism linguistics and poetics and Woolfgang Iser’s The interaction between text and Reader.	U
CO-03	The students will gain knowledge of post modern theory from the seminal work of Jean Francois Lyotard’s Defining the post modern and Foucault’s The History of Sexuality.	R
CO-04	The students will understand the important of Deconstruction critical theory through the writings of Bloom and Jacques Derrida.	R
CO-05	The students will have an exposure to post colonial literary of post colonialism Edward Said and Stuart Hall.	R, U

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	M
CO-03	M	S	S	M	S	S	M	S
CO-04	M	S	M	S	S	S	S	M
CO-05	S	M	S	M	S	M	S	S

UNIT-1 INTRODUCTION AND NEW CRITICISM

Michael Ryan	: Literary Theory: A practical Introduction
Peter Barry	: Beginning Theory
Lionell Trilling	: The Sense of the Past
W . K. Wimsatt and Munroe Beardsley	: The Intentional Fallacy

UNIT-2 FORMALISM

Roaman Jacobson	: Linguistics and Poetics
Woolfgang Iser	: The interaction between Text and Reader

UNIT-3 POSTMODERN CRITICISM

Jean Francois Lyotard	: Defining the Postmodern
Michel Foucault	: The History of Sexuality

UNIT- 4 DECONSTRUCTIVE CRITICISM

Harold Bloom	: The Anxiety of Influence
Jaques Derrida	: The Animal that therefore I am

UNIT- 5 POSTCOLONIAL CRITICISM

Edward Said	: Introduction to Orientalism
Stuart Hall	: Cultural Identity of Diaspora

REFERENCES:

Lodge, David. Ed. Twentieth Century Literary Criticism. London: Longman, 1972
Lodge, David. Ed. Modern Criticism and Theory. London: Longman, 1982.
Sethuraman, V. S. Ed. Contemporary Criticism. Madras: Macmillan, 1989.

EG3716	POSTCOLONIAL LITERATURE	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To introduce students to the impact of colonization on the colonized countries and the literature produced by them across the globe
2. To acquaint the students with the retelling/ reclaiming of history, which is the role of a postcolonial author
3. To understand the historical context, issues, themes, narratives, and ideologies in Postcolonial Literature, by learning selected texts

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand Postcolonial Theory and various concepts linked with it through the theoretical works of pioneer postcolonial authors such as Edward Said and Homi K. Bhabha	R

CO-02	The students will be able to grasp the postcolonial themes that underlie the poetry written by postcolonial authors across the globe.	R, U
CO-03	The students will be able to read the short stories of Chinua Achebe and Rohinton Mistry, and understand the narrative techniques they use to express Postcolonial ideas and sentiments.	R, A
CO-04	The students will be able to see literary texts produced by the first world nations, from a postcolonial perspective, and the historical context that underlies the production of such works by learning the prescribed plays.	R, U,A
CO-05	The students will be able to assimilate to new key concepts in postcolonial literature such as, multiculturalism, diaspora, hybridity, identity, etc. by reading the prescribed novels.	R, A

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	M
CO-03	M	S	S	M	S	S	M	S
CO-04	M	S	M	S	S	S	S	M
CO-05	S	M	S	M	S	M	S	S

UNIT- I - Introduction to Postcolonial Theory - Detailed

1. Edward Said : Culture and Imperialism
2. Homi K. Bhabha : Introduction to Location of Culture

UNIT- II - Poetry Detailed

1. John Agard : Half-caste
2. Gabriel Okara : You Laughed and Laughed and Laughed
3. W. B. Yeats : Easter 1916
4. Nissim Ezekiel : Enterprise

UNIT -III - Short Story - Detailed

1. Chinua Achebe : Dead Men's Path
2. Rohinton Mistry : Swimming Lessons

UNIT- IV - Drama

1. Wole Soyinka : Death and King's Horseman
2. Aimé Césaire : A Tempest

UNIT- V - Fiction

1. Patrick White
2. Zadie Smith

: Voss
: White Teeth

EG3717	TEACHING OF ENGLISH	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To make teaching of English effective in the classroom
2. To provide the students with a theoretical background to the issues of teaching English
3. To improve the communicative skills of the students
4. To familiarise the students with the modern technology in teaching English

Course Outcomes		Cognitive Skill
CO-01	The students will be able to understand English Language Teaching (ELT) Techniques by learning various Language Methods and Approaches such as Direct Method and Grammar Translation Method etc., TBL and TPR	R,U
CO-02	The students will be able to learn the four fundamental Language Skills such as Listening, Speaking, Reading and Writing. They will also learn how to teach all the literary genres – poetry, prose, drama, fiction and non-fiction.	U, A
CO-03	The students will learn how to incorporate technology in English Language Teaching and Learning – Computer Assisted Language Learning : CALL and Computer Assisted Language Teaching: CALT	U, A
CO-04	The students will be able to understand the pronunciation of English sounds by learning the 44 phonemes of English, their production, articulation and transmission. They will also learn to transcribe passages into phonetic transcription.	U, A
CO-05	The students will be able to understand the different types of tests and their objectives. They will also learn the two methods of assessment or evaluation – formative and summative.	U, A

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	M
CO-03	M	S	S	M	S	S	M	S
CO-04	M	S	M	S	S	S	S	M
CO-05	S	M	S	M	S	M	S	S

Unit – I

ELT – Definitions

Theories of Language Learning

: First language Acquisition and Second Language Learning

Methods and Approaches

: Direct Method - Grammar Translation Method - Natural Method - Audio Lingual Method - Situational Approach - Oral Approach - Task Based Language Teaching and Total Physical Response (TPR)
Communicative Language Teaching (_CLT)**Unit – II**

Teaching Skills

: Listening Speaking Reading Writing

Teaching Literature

: Drama, Poetry, Fiction, Non-Fiction

Unit – III

Computer Assisted Language Learning : You Tube - Audios – videos - Online Sources -

(CALL)

E-Library - Language Learning Websites
(Cousera, Udemy, Swayam, MOOC etc.)Computer Assisted Language Teaching
(CALT): Google Apps - Video Conferencing -
WhatsApp - Telegram - MS Office - Video
Creators**Unit –IV**

Teaching Phonetics

: Transcription

Unit – V

Types of Test and Their Objectives

Methods of Assessment/Evaluation

: Formative, Summative

Online Test

Reference:

1. Meenakshi Sundaram A., *Teaching of English: Optional I and II*, Chinnalapatti: Kavyamala Publishers, 2009.
2. Krishnaswamy N., and Laitha Krishnaswamy, *Teaching of English: Approaches, Methods and Techniques*, New Delhi: McMillan, 2005.
3. Modular Classroom: <https://www.youtube.com/channel/UCii8kYlSuVsFNXFwq6czfg>
4. FDP on Managing online classes and co-creating MOOCs – You Tube Channel.

EG3718	COMPREHENSIVE ENGLISH LITERATURE	L	T	P	C
		5	0	0	5

OBJECTIVES

1. To introduce the students to the background of the History of English Literature
2. To make the students understand the historical and sociological factors involved in the growth and evolution of English Literature with particular reference to the political and social changes which have made a lasting impact on the English Language

3. To equip the students for taking up NET/SLET Examinations
4. To enable the students understand the Modern Literary Movements and Trends related to English Literature
5. To direct the students to get ever-widening career options open to PG English by providing them with the rich heritage of English Literature and its history

Course Outcomes		Cognitive Skill
CO-01	The students will have an exposure and knowledge of the great writers of English Language and the Literature they produced through ages. They will have learnt the writers starting from Pre-Chaucerian to Shakespeare.	U
CO-02	The students will have an understanding of the Literature produced during the Jacobean and Augustan Period, otherwise known as the Age of Prose and Reason, all writers and their writings, style and themes.	U
CO-03	The students will be able to gain the Romantic Age, characteristics of Romantic Literature, writers of the age, their writings and the genres like poetry and fiction popularized.	A
CO-04	The students will be able to understand the Age of Queen Victoria that produced a great literature, the characteristics of the Victorian Age, the writers and their lives and writings.	U
CO-05	The students will be able to grasp the essence of the Modern Period of English Literature, the period of twentieth century writers and their writing style.	S

Mapping of Course Outcomes with Programme Outcomes

PO CO	PO-A	PO-B	PO-C	PO-D	PO-E	PO-F	PO-G	PO-H
CO-01	M	S	M	S	S	M	M	S
CO-02	S	M	M	S	M	M	S	M
CO-03	M	S	S	M	S	S	M	S
CO-04	M	S	M	S	S	S	S	M
CO-05	S	M	S	M	S	M	S	M

Unit: I

Pre-Chaucerian to Shakespeare

The Old English Period – The Middle English Period - Geoffrey Chaucer - John Gower - William Langland – Edmund Spenser - Christopher Marlowe - William Shakespeare - Ben Jonson

Unit: II

Jacobean to Augustan Period

John Milton - Metaphysical Poets: John Donne, Abraham Cowley, Andrew Marvell, George Herbert, Henry Vaughan – Cavalier Poets: Robert Herrick, Richard Lovelace, Sir John Suckling - John Dryden -Alexander Pope - Jonathan Swift – Joseph Addison and Sir Richard Steele - Dr. Samuel Johnson - Samuel Richardson - Henry Fielding – Graveyard Poets: Thomas Gray, Oliver Goldsmith, William Cowper, William Collins

Unit: III

Romantic Period

William Wordsworth–Samuel Taylor Coleridge – Lord Byron - Percy Bysshe Shelley – John Keats – Walter Scott- Jane Austen – Charles Lamb – Thomas De Quincey – William Hazlitt

Unit: IV

Victorian Period

Alfred Tennyson – Robert Browning – Elizabeth Barrett Browning - Matthew Arnold – Dante Gabriel Rossetti – William Morris- Charles Dickens - William Makepeace Thackeray –The Brontes: Charlotte, Emily and Anne - George Eliot – George Meredith-Thomas Carlyle – Thomas Babington Macaulay - John Ruskin

Unit: V

Modern Period

Thomas Hardy – Joseph Conrad- Samuel Butler- Rudyard Kipling - George Bernard Shaw – John Millington Synge – John Galsworthy - William Butler Yeats – David Herbert Lawrence – James Joyce - Virginia Woolf - Gerard Manly Hopkins- T.S. Eliot – Jean Iris Murdoch - Philip Larkin - John Osborne – Samuel Beckett

TOTAL: 75 PERIODS

Reference:

1. Hudson Henry, *An Outline History of English Literature*, New Delhi: B.I., Publications, 1961.
2. Albert, Edward, *History of English Literature*, New Delhi: Oxford University Press' 1979.
3. Sanders, Andrew, *The Short Oxford History of English Literature*, Oxford: Clarendon Press, 1994.
4. Legouis, Cazamian, *History of English Literature*, New Delhi: Macmillan India Limited, 2001.
5. Crompton, Ricket, *A History of English Literature*, New Delhi: UBS Publishers' Distributors (P) Ltd., 2009.