

APPENDIX – 2(S)
UNIVERSITY OF MADRAS
M.A. DEGREE COURSE IN ENGLISH
CHOICE BASED CREDIT SYSTEM
REVISED REGULATIONS AND SYLLABUS
(w.e.f.2022- 2023)

M.A. English
SEMESTER – I

PAPER I - Poetry I From Chaucer to 17th Century

Course Objectives

- CO1-To familiarize students with English Poetry starting from Medieval England to 17th Century.
- CO2-To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.,
- CO3- A good comprehension of History of English literature is enabled.
- CO4- Differentiation among the various stages of English could be identified by students.
- CO5- Critical approaches towards various literary forms can be learnt.

Learning Outcomes

1. Students will gain ideas about the old English writing style.
2. The knowledge about various forms of poetry during different centuries can be well comprehended.

UNIT 1

Chaucer and Medieval England

1. Geoffrey Chaucer From “The Prologue” to The Canterbury Tales
 The Knight
 The Prioress
 The Wife of Bath
 The Monk
 The Doctor of Physic

UNIT 2

Poetic Forms during 16th Century

- | | |
|-----------------------|--|
| Lyric, Ballad, Sonnet | Ballad of Sir Patrick Spens
Spenser’s Prothalamion, Wyatt and Surrey’s
Sonnets – 2 |
|-----------------------|--|

UNIT 3

Poetic Forms during 17th Century

Metaphysical Poetry

John Donne

The Canonization
Ecstasy

UNIT 4

Satire

John Dryden

Absalom and Achitophel

UNIT 5

Epic

John Milton

Paradise Lost Book IX

Reference Books:

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

7. Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.
8. H.J.C. Grierson, "Metaphysical Lyrics and Poems of the Seventeenth Century" OUP, 1983, London.

Website, e-learning resources

<http://www.english.org.uk/chaucer/htm>

Recommended texts

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

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	3	2	2
Outcomes 2	3	3	3	3	3
Outcomes 3	3	3	2	2	2
Outcomes 4	3	2	3	3	3
Outcomes 5	2	2	1	1	1
Outcomes 6	1	1	1	1	1
Overall Weightage for this course	15	14	13	12	12

Paper II –

Drama I-Elizabethan and Jacobean Drama

Course Objectives

CO1-To acquaint the students with the origin of drama in Britain

CO2- Different stages of British Drama and its evolution in the context of theatre can be understood by the students.

CO3-Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan and Jacobean Periods.

CO4- Identify different forms of drama

CO5-Get exposed to the contribution of University Wits.

Learning Outcomes

At the end of the course, the students will have wide variety of knowledge about the origin and development of drama beginning from Miracle and Morality plays followed by the contribution of University Wits to the field of English theatre.

UNIT 1

Beginnings of Drama

Miracle and Morality Plays – Everyman

UNIT 2

The Senecan and Revenge Tragedy

Thomas Kyd

The Spanish Tragedy

UNIT 3

Elizabethan Theatre

Theatres, Theatre groups,
audience, actors and conventions

UNIT 4

Tragedy and Comedy

Christopher Marlowe

Ben Jonson

The Jew of Malta

Volpone

UNIT 5

Jacobean Drama

John Webster

The White Devil

Reading list

(Printed and online)

1. Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.

2. Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
3. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
4. John Russell Brown and Bernard Harris, eds., Elizabethan Theatre, Stratford - upon - Avon Studies Vol9., Edward Arnold, London.
5. Allardyce Nicoll, 1973, British Drama, Harrap, London.
6. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.
7. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
8. Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.

Website, e-learning resources

<http://www.clt.astate.edu/wmarev/asste%>

<http://eb.com>

(Encyclopaedia Britannica – restricted site)

<http://en.wikipedia.org/wiki>

(qualified search results on Elizabethan Theatre, Restoration Drama, Comedy of Manners, realism, naturalism, Abbey Theatre, Gaelic Revival, Modern Celts, Epic Theatre, Political Theatre, Experimental Theatre, etc. and on individual authors.)

<http://www.questia.com>

(online library for research)

Recommended text

Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Table 2					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	3	3	2	2
Outcomes 2	2	3	3	3	2
Outcomes3	3	2	2	1	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	3	2	1
Outcomes 6	1	1	1	1	1
Overall Weightage For this course	13	14	15	12	11

Paper III - Fiction I

Origins and Developments up to 18th Century

Course Objectives

CO1-To familiarize the students with the origin and development of the British Novel up to the 18th Century.

CO2-The contents of the paper are meant to throw light on various concepts and theories of the novel.

CO3- To understand the social background base on the prescribed novels.

CO4- Identifying and differentiating various forms of novels.

CO5- Trying hands in writing a piece of work on their own.

Learning Outcomes

1. A wide knowledge about different types of novels can be mastered by the students.
2. Students can learn the art of writing different forms of novel with the learned notions.

UNIT 1

Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration.

UNIT 2

Allegorical Novel and Satire

John Bunyan
Jonathan Swift

The Pilgrim's Progress
Gulliver's Travels

UNIT 3

The New World Novel

Daniel Defoe

Robinson Crusoe

UNIT 4

Picaresque Novel

Laurence Stern

Tristram Shandy

UNIT 5

Middle Class Novel of Manners

Jane Austen

Emma

Reading list

(Printed and online)

1. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2. F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.
3. Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
4. Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
5. Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.

Website, e-learning resources

<http://en.wikipedia.org/wiki/novel>

Recommended list

Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Table 3					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	2	3	1
Outcomes 2	3	2	3	3	2
Outcomes 3	3	2	2	2	3
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	2	3
Outcomes 6	2	1	1	1	1
Overall weightage for this course	16	12	13	14	13

Paper IV - Indian Writing in English and in Translation

Course Objectives

- CO1- Enabling the students to understand the evolution of Indian Writing in English.
CO2- To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and on the impact of the West.
CO3-Comprehending different genres through the representation of different texts.
CO4- The course would enable them to get a glimpse of the rich diversity of culture and literature in the regional languages through translation in contemporary times.
CO5- A wide knowledge about the social cultural issues could be gained.

Learning Outcomes

1. The students would inculcate the nuances of translation.
2. The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.

UNIT 1

Indian Classical literary Tradition; impact of English Studies on India; Colonialism; Nationalism; Nativism and Expatriatism; Socio-Cultural issues such as gender, caste and region

UNIT 2

Poetry

Rabindranath Tagore

Gitanjali: 12,36,63,
12) The Time that my
journey takes is long
36) This is my prayer
to Thee
63) Thou hast made me

know to friends

Nissim Ezekiel

“Background Casually”
(Indian Writing in English ed.
Makarand Paranjape,
Macmillan 1993, p.112)

K.K Daruwalla “Hawk” *from* The Anthology of Twelve Modern Indian
Poets Ed. A.K. Mehrotra (OUP, 1992)

Arun Kolatkar

From Jejuri
The Bus
A Scratch

Kamala Das

Introduction, Eunuchs

UNIT 3

Drama

Vijay Tendulkar

Silence! The Court is in Session

UNIT 4

Prose and Fiction

Prose

Sri Aurobindo

The Renaissance in India

B.R. Ambedkar

Extracts 4, 5 and 6 from
Annihilation of Caste ed.
Mulk Raj Anand (Delhi:
Arnold Publishers, 1990, pp.
47-54)

Fiction

R.K. Narayan

The Painter of Signs

Shashi Deshpande

Dark Holds No Terror

UNIT 5

Indian Literature in Translation

Poetry

The following Selections *from* A.K. Ramanujan's "Love and War" (The Oxford Indian Ramanujan, ed., Molly Daniels, OUP, 2004).

Kapilar, Akananooru pg. 82
Purananooru pg. 356

Short Story

The following selections from *Routes: Representations of the West in Short Fiction from South India in Translation* eds. Vanamala Viswanatha, V.C. Harris, C. Vijayashree and C.T. Indra (Macmillan 2000).

Kannada

Masti Venkatesa Iyengar

The Sorley Episode

Malayalam

P. Surendran

Synonyms of the Ocean

Tamil

Pudumai Pithan

Teaching

Reading list (print and online)

1. K.R. Srinivasa Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. William Walsh, 1990, Indian Literature in English, Longman, London.
4. Subhash Chandra Sarker, 1991, Indian Literature, and Culture, B.R. Publishing Corporation, Delhi.
5. M.K. Naik & Shyamala A Narayan, 2001, Indian English Literature 1980-2000: A Critical Survey, D.K. Fine Art Press (P) Ltd., New Delhi.
6. Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.
7. Rajul Bharagava Ed., 2002, Indian Writing in English: The Last Decade, Rawat Publications, New Delhi.

8. K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
9. P.K. Rajan ed., 2004, Indian Literary Criticism in English: Critics, Texts, Issues, Rawat Publications, New Delhi.
10. Bruce King, 2001, Modern Indian Poetry in English, OUP, New Delhi.
11. AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
12. A.K. Mehrotra, 2003, An Illustrated History of Indian Literature in English. Permanent Black, New Delhi.

Website, e-learning resources

http://en.wikipedia.org/wik/indian_wring_in_english

Recommended texts

Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Table 4					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	2	2	1
Outcomes 2	3	2	2	2	2
Outcomes3	2	2	3	2	2
Outcomes 4	3	3	3	3	1
Outcomes 5	2	2	2	2	2
Outcomes 6	2	1	1	1	3
Overall Weightage for this course	15	12	13	12	11

Paper Elective -World Classics

Course Objectives

CO1-Tofamiliarize the students with the World classics.

CO2- Course intends to draw the attention of the students to the Socio, economic, cultural factors reflected in Indian, European and Russian Literatures.

CO3-The parallel growth of the European and Indian Literatures from ancient to Modern periods is focused for the understanding of the learner.

CO4- A pan cultural understanding could be enabled for the students.

CO5- Connecting different disciplines for a holistic approach towards the text is made possible.

Learning Outcomes

1. A broad understanding of ancient classics and its reflection in other parts of world literature is enabled for the students.
2. Religion, philosophy and literature could be well identified and connected by the students.

UNIT 1 Concepts

Religion and literature- Religion as a source of literature- The human sciences- Philosophy and Literature – concepts of Marxism, Naturalism and Realism in fiction- superstition and belief reflected in literature – World literature as one.

UNIT 2 Poetry

Thiruvalluvar's Thirukkural. (Penguin selections translated by Rajaji.)

Prose

Plato Portrait of Socrates.

UNIT 4 Prose Fiction

Kalki's	Parthiban Kanavu
Camus	The Outsider.
Thakazhi	
Sivasankaram Pillai	Chemmeen.

UNIT 5 Drama

Sophocles	Oedipus Rex
Ibsen	A Doll's House.

Reading list (Print and online)

1. Lau Magness, A Dictionary of Modern European Literature.
2. Raymond Williams, Drama from Ibsen to Brecht.
3. J.M. Cohen, A History of Western Literature.

Website : <http://en.wikipedia.org/wiki/Drama>

Recommended texts

Standard editions of texts.

Table 1					
Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	3	2	2
Outcomes 2	3	3	3	3	3
Outcomes3	2	2	1	3	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	1	2
Outcomes 6	1	3	2	2	1
Overall Weightage for this course	14	15	14	14	13

ElectivePaper -Spoken English (For Other Departments)

Course Objectives

CO1-To equip the students in the skills of oral communication.

CO2- Encourage them to converse in English especially with reference to professional skills.

Learning Outcomes

1. Practice in speaking skill will enhance their employability.
2. The student's ability to speak in English with great confidence.

Recommended texts

Study Speaking: A Course in Spoken English for academic purposes. Kenneth Anderson, Joan Maclean and Tony Lynch. Cambridge: Cambridge University Press, 2004

Table 1- Elective Course for other departments

Program Outcomes		
	CO 1	CO 2
Outcomes 1	---	---
Outcomes 2	---	---
Outcomes3	3	3
Outcomes 4	----	----
Outcomes 5	3	3
Outcomes 6	2	2
Overall weightage of this course	8	8

Second Semester

Paper V - American Literature

Course Objectives

CO1- Exposure to various movements in American Literature.

CO2-Getting familiarized to the text of marginalized Native American and text written by Trans-gender.

CO3- Understanding social cultural background through different literary genres

CO4-Critically analyzing a text from the historical and social background

CO5-Evaluate the contribution of major writers to the field of American Literature

Learning Outcomes

The Students can be well-familiarized with the origin and development of American Literature from the time of the settlers and colonies to the postmodern and multi-cultural literature.

UNIT 1

Concepts and Movements: Beginnings of American Literature; Transcendentalism; Individualism; The American South; The Frontier; Counter – Culture; Harlem Renaissance; Rise of Black Culture and Literature; Multiculturalism; Multi ethnic literature

UNIT 2

Poetry

Walt Whitman

Passage to India

Emily Dickinson

Success is Counted Sweetest

The Soul Selects her Own Society

Because I could not Stop for Death

Robert Frost

Home Burial

Wallace Stevens

Anecdote of the Jar

E.E. Cummings

Any one lived in a pretty how town

Gwendolyn Brooks

Kitchenette Building

UNIT 3

Drama

Eugene O'Neill

Long Day's Journey into the Night

George Ryga

Ecstasy of Rita Joe

UNIT 4

Fiction

William Golding

The Lord of the Flies

Janet Mock

Redefining Realness

Leslie Mermon Silko

Ceremony

UNIT 5

Prose

R.W. Emerson

Self – Reliance

(An Anthology: American
Literature of the Nineteenth Century. ed.
Fisher, Samuelson & Reninger, Vaid)

Henry David Thoreau

Walden (Chapter titled "Pond")

Reading list

(Print and online)

1. John Russell Brown and Bernard Harris, ed., 1970, American Theatre, Edward Arnold.
2. Daniel Hoffman ed., 1979, Harvard Guide to Contemporary American Writing, Oxford University Press, New Delhi.

Owen Thomas, 1986, *Walden and Civil Disobedience*: Norton Critical Edition ed., Prentice – Hall & Indian Delhi.

Website, e-learning resources

www.gonzago.edu/faculty/cample/enl311/litfram.html

Recommended texts

1. Egbert S. Oliver ed., *An Anthology: American Literature, 1890-1965*, Eurasia Publishing House (Pvt) Ltd., New Delhi.
2. Mohan Ramanan ed., 1996, *Four centuries of American Literature*, Macmillan India Ltd., Chennai.
3. Standard Editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Table 1					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	2	3	3	3
Outcomes 2	2	3	3	3	3
Outcomes3	1	2	2	2	2
Outcomes 4	2	3	3	3	2
Outcomes 5	1	1	2	2	2
Outcomes 6	2	3	1	1	1
Overall Weightage for this course	10	14	14	14	13

Paper VI - Poetry IIEighteenth to Nineteenth Century

Course Objectives

CO1-To familiarize the students with English Poetry starting from the Augustans to the beginning of the Romantic Period in English Literature.

CO2-To sensitize the students to certain exclusive poetic qualities of these two periods.

CO3- Assessing the importance of different poetic forms

CO4- Critically analyzing the poem using poetic techniques

CO5- To create an interest in identifying different forms of poetry during different stages

Learning Outcomes

1. Interest towards poetry writing is kindled.
2. The students could differentiate the growth of poetry during those vital movements of English literature.

UNIT 1

Classicism and Augustan Ideals: Wit, Taste, Decorum, Propriety, Purity of Genre and Poetic Diction; Heroic Couplet; Verse; Satire and Urbanism; Romantic Revolt; Pre-Raphaelites

UNIT 2

Augustan Satire
Alexander Pope

The Rape of the Lock, Canto I
(The Rape of the Locked. Geoffrey
Tillotson. Methun& Co. Ltd. London. 1941).

UNIT 3

Transitionists

William Blake

From Songs of Experience
The Echoing Green Night
From Songs of Innocence London

William Collins

Ode to Evening

UNIT 4

Romantics

William Wordsworth	Ode on the Intimations of Immortality
S.T. Coleridge	Dejection: An Ode
P.B. Shelley	Ode to Skylark
John Keats	Ode on a Grecian Urn

UNIT 5

Victorians

Robert Browning	Fra Lippo Lippi
Lord Alfred Tennyson	Lotus Eaters
G.M. Hopkins	The Windhover
Matthew Arnold	Dover Beach

Reading list

(Print and online)

1. Douglas Grant, 1965, New Oxford English Series, OUP, Delhi.
2. Shiv K. Kumar, 1968, British Romantic Poets: Recent Revaluations, University of London Press Ltd., London.
3. A. E. Dyson, ed., 1971 Keats ODES, Case Book series, Macmillan Publication Ltd., London.
4. Malcolm Bradbury, David Palmer, eds., 1972, Stratford-upon-Avon Studies, Arnold-Heinemann, New Delhi.
5. Graham Hough, 1978, The Romantic Poets, Hutchinson & Co., London.
6. David Daiches, 1981, A Critical History and English Literature Vols. II& III. Secker & Warburg, London.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_poetry

Recommended texts

1. 1973, The Oxford Anthology of English Literature Vol. II., OUP, London.
2. Standard editions of text.

Learning Outcome Index: Mapping of Program outcome with courses

Table 2					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	2	2	2
Outcomes 2	3	2	3	3	3
Outcomes3	2	1	2	3	2
Outcomes 4	3	2	3	2	2
Outcomes 5	2	2	2	2	2
Outcomes 6	1	1	1	2	1
Overall weightage for this course	14	11	13	14	12

Paper VII - Drama IIRestoration to Twentieth Century

Course Objectives

CO1-To equip the students in examining different forms of drama from the Restoration period to the Twentieth Century

CO2- To familiarize them with current trends in drama in the context of changing socio-cultural values.

CO3- Critically analyzing a drama is enabled

CO4- Evaluating different forms of drama from the historical background could be learnt.

CO5- Understanding dramatic techniques implied by the pioneers of English drama

Learning Outcomes

A vivid understanding of development of drama in various stages of English literature can be mastered by the students.

The style of drama along with the theatre techniques can be imbibed by the students.

UNIT 1

The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19th Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and Women's Theatre.

UNIT 2

Restoration

John Dryden

All for Love

William Congreve

The Way of the World

UNIT 3

Irish Dramatic Movement

J.M Synge

The Playboy of the Western World

UNIT 4

Epic Theatre

Bertolt Brecht

Mother Courage and her
Children

Comedy of Menace

Harold Pinter

Birthday Party

UNIT 5

Post-Modern Drama

Samuel Beckett

Waiting for Godot

Reading list

(Print and online)

1. Raymond Williams, 1968, Drama From Ibsen to Brecht, Chatto & Windus, Toronto.
2. Harold Love, ed., 1972, Restoration Literature; Critical Approaches, Methuen & Co .Ltd, London.

3. A.C.Ward, 1975, Longman Companion to Twentieth Century Literature, Second Edn., Longman, London.
4. Kennedy, Andrew, 1976, Six Dramatists In Search of A Language, Cambridge University Press, London.
5. Una Ellis – Fermor, 1977, The Irish Dramatic Movement, Methuen and Company Ltd.
6. G.J. Watson, 1983, Drama: An Introduction, Macmillan, Hong Kong.
7. Banham, Martin, 1995, The Cambridge Guide to Theatre, Cambridge University Press, Cambridge.
8. Arnold P. Hinchliffe, 1999, The Absurd (The Critical Idiom), Methuen

and Co., London.

9. Innes, Christopher, 2002, Modern British Drama The Twentieth Century, Cambridge University Press, Cambridge.
10. Rabey, David Ian, 2003, English Drama Since 1940, Pearson Education Ltd., London.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_drama

<http://eb.com>

(Encyclopaedia Britannica – restricted site)

<http://en.wikipedia.org/wiki>

(qualified search results on Elizabethan Theatre, Restoration Drama, Comedy of Manners, realism, naturalism, Abbey Theatre, Gaelic Revival, Modern Celts, Epic Theatre, Political Theatre, Experimental Theatre, etc. d on individual authors.)

<http://www.questia.com>

(online library for research)

Recommended texts

Standard editions of texts

Learning Outcome Index: Mapping of Program outcome with courses

Table 3					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	1	2	2	2
Outcomes 2	3	2	3	3	3
Outcomes3	2	2	2	2	2
Outcomes 4	3	1	3	3	3
Outcomes 5	2	1	2	2	2
Outcomes 6	1	1	1	1	1
Overall weightage for this course	13	8	13	13	13

Paper VIII - Fiction IINineteenth to Twentieth Century

Course Objectives

CO1-To focuses the attention on several technical issues associated with Fiction per se such as narrative technique, characterization and space-time treatment

CO2-To examine the rich cultural, social and political backdrop which contributed to the diversity of fictional writing.

CO3- Assessing the contribution of major fiction writers to the field of English literature

CO4- Evaluating the impact of movements on literature

CO5- Critically analysing the different narrating techniques

Learning Outcomes

The students can understand the narrative techniques and characterization with cultural background scenario in the context of fictional writing.

UNIT 1

French Revolution – Victorian Social Scene Gender– Industrial Development – Colonial Expansion – Issues – Class, Liberal Humanism and the Individual – Individual and the Environment – Man and Fate, realism, multiple narration, stream of consciousness, point of view.

UNIT 2

The Victorian Socio - Political and Economic Scenario

Joseph Conrad

Heart of Darkness.

UNIT 3

Women's Issues

Charlotte Bronte

Jane Eyre

George Eliot

Mill on The Floss

UNIT 4

Liberal Humanism, Individual Environment and Class Issues

D.H. Lawrence

The Rainbow

Virginia Woolf

Mrs. Dalloway

UNIT 5

Quest

James Joyce

Portrait of the Artist as a Young Man

Reading list

(Print and online)

1. Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
2. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.
3. Malcom Bradbury and David Palmer. Eds., 1979, Contemporary English Novel, Edward Arnold Press, London.
4. Ian Watt, 1991, The Victorian Novel: Modern Essays in Criticism, OUP, London.
5. Dennis Walder, Ed., 2001, The 19th Century Novel; Identities, Routledge, London.

Website, e-learning resources

http://en.wikipedia.org/wiki/English_literature

Learning Outcome Index: Mapping of Program outcome with courses

Table 4					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	2	1	3	2
Outcomes 2	3	3	2	2	3
Outcomes3	2	2	1	1	3
Outcomes 4	2	3	3	3	3
Outcomes 5	2	3	2	2	2
Outcomes 6	1	2	1	1	1
Overall weightage for this course	12	15	10	12	14

Paper Elective-Copy Editing (For English Department Students)

Course Objectives

CO1- To comprehend the basic skills of editing as it is applicable in the field of publishing and Journalism.

CO2- Analyzing the need of copy-editing skills

CO3- Developing the student's ability to edit and prepare a manuscript for publication which will enhance their employability in publishing industry

CO4-Applying the knowledge of Language components
CO5- Evaluating the important components of publishing

Learning Outcomes

As publishing industry is one of the most popular job providing sectors for the English literature students, they will get equipped themselves to enter into the field of publishing through this copy editing course.

UNIT 1

Introduction to publishing industry
Politics in publishing

UNIT 2

World- and Nation-wide publishing industry
Organisational structure of copy editing
Departments within publishing industry

UNIT 3

Components of publishing

- a. Basics of editing-Editing for Clarity and meeting, editing for meaning and paragraph writing.
- b. Language Components in copy editing.

Focus on Redundancy, Vocabulary, etymology, Collocation, Synonyms, Antonyms, Suffix, Prefix and confusing words.

UNIT 4

Role of a copy editor
The Book: finished product
The significance of copy editing and its job prospects

Reading list

(Print and online)

1. Gerson, Sharon, J. and Steven, M. Gerson., 2000, Technical Writing: Process and Product, Prentice Hall.

Recommended texts

Rob Kitchin& Duncan Fuller, 2005, The Academic's Guide to Publishing, Vistaar Publications, New Delhi.

Learning Outcome Index: Mapping of Program outcome with courses

Table 1- Elective Course

Table 1					
Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	---	---	---	1	---
Outcomes 2	---	---	---	2	---
Outcomes3	2	2	3	3	2
Outcomes 4	1	1	---	---	---
Outcomes 5	3	3	3	3	3
Outcomes 6	---	---	---	---	---
Overall Weightage for this course	6	6	6	9	5

Paper Elective -English for Careers[Other Departments]

CourseObjectives

CO1-To equip students with the necessary competence required for emerging areas in the field of Knowledge Management; to develop mastery over presentation skills.

CO2- Preparing the students for content writing and other communicative skills.

Learning Outcomes

Understanding the effective usage of English technically at the appropriate places of business and managements can be well accomplished through this English for Careers Course.

UNIT I

Basic concepts in effective business writing, presentation skills and Knowledge Management

UNIT 2

Editing techniques for Newsletters and Press Releases

UNIT 3

Writing for oral communication, Online CV writing.

UNIT 4

Writing for a website

Reading list

(Print and online)

1. Robert Heller, 1998, Communicate Clearly – Dorling Kindersley Ltd., London.
2. Matthukutty M. Monippanally, 2001, Business Communication Strategies, Tata McGraw Mill.
3. T.M. Farhatullah, 2002, Communication Skills for Technical Students, Orient Longman.
4. 2004, Write to the top – Writing for Corporate Success; Deborah Dumame; Random House
5. Jayashree Balan, 2005, Spoken English, Vijay Nicole Imprints.

Learning Outcome Index: Mapping of Program outcome with courses

Table 2- Elective for other departments

Program Outcomes		
	CO 1	CO 2
Outcomes 1	---	---
Outcomes 2	---	---
Outcomes3	3	3
Outcomes 4	---	---
Outcomes 5	3	3
Outcomes 6	---	---
Overall weightage	6	6

Paper IX - Shakespeare Studies

Course Objectives

CO1-To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.

CO2-Analysing the context of Elizabethan England from the evolving contemporary perspective down the ages.

CO3- Undertake textual analysis of Shakespeare's Plays and Sonnets

CO4- Appraise Shakespeare's contribution to English language and literature

CO5- Critically understanding the appreciations by critics on Shakespeare

Learning Outcomes

The art of Shakespeare theatre and his versatility can be well-enjoyed by the students. Both the culture and political scenario of the Elizabethan theatre will pave way for the better understanding about the theatre's development.

Unit 1

Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

UNIT 2

Sonnets Sonnets – 12, 65, 86, 130

Comedies Much Ado About Nothing
Winter's Tale.

UNIT 3

Tragedy Othello

UNIT 4

History Henry IV Part I

UNIT 5

Shakespeare Criticism

Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist;

A.C. Bradley (extract) Chapter V & VI and the New
Introduction by John Russell Brown in Shakespearean
Tragedy by A.C. Bradley, London, Macmillan, Third
Edition, 1992

Granville Baker From Prefaces to Shakespeare

Stephen Greenblatt Invisible Bullets: Renaissance
Authority and its Subversion, Henry IV &
Henry V, in Shakespearean Negotiations.
New York: Oxford University Press, 1988

Also in Political Shakespeare: New Essays in
Cultural Materialism. Eds. Jonathan
Dollimore and Alan Sinfield
Manchester University Press, 1994

Ania Loomba Sexuality and Racial Difference
in Gender, Race, And Renaissance
Drama, Manchester UP, 1989.

Reading list

(Print and online)

1. Bradley, A.C., 1904 Shakespearean Tragedy, Macmillan, London.
2. Spurgeon, 1935, C.F.E. Shakespeare's, Imagery and what It Tells us, Cambridge UP, Cambridge.
3. E.M.W. Tillyard, 1943, Elizabethan World Picture, Chatto and Windus, London.
4. Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
5. Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
6. Henn, T.R., 1956, The Harvest of Tragedy, London.
7. Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
8. Muir K., 1961, William Shakespeare: The Great Tragedies, London.
9. Hunter G.K. William Shakespeare, 1962, The Late Comedies, London & New Year.
10. Knights, L.C., 1962, William Shakespeare: The Histories, London.
11. Eastman A.M. & G.B. Garrison eds., 1964, Shakespeare's Critics from Jonson to Auden : A Medley of Judgments, Michigan.
12. Oscar James Campbell, ed., 1966, A Shakespeare Encyclopaedia, London, Methuen & Co.
13. Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.
14. Shakespeare Surveys, (Relevant Volumes).
15. John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
16. Stephen Greenblatt, 1988, Shakespearean Negotiations, Oxford University Press .
17. Ania Loomba, 1989, Gender, Race, Renaissance Drama, Manchester, MUP.
18. Jonathan Dollimore and Alan Sinfield, eds., 1994, Political Shakespeare, Manchester University Press.

Website, e-learning resources

<http://www.shakespeare.bham.ac.uk/resources>

Recommended list

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

Learning Outcome Index: Mapping of Program outcome with courses

Table 1					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	2	1	2
Outcomes 2	3	3	3	3	3
Outcomes3	2	2	2	3	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	2	2
Outcomes 6	1	2	1	1	1
Overall weightage	14	15	13	13	13

Paper X - Linguistics & English Language Teaching

Course Objectives

CO1- To enable a conceptual understanding of the English Language from the scientific perspective

Co2- To recognize the use sounds and structures

CO3- Identifying and explaining the process of second language acquisition

CO4- To evaluate Applied linguistics, digital literacy and English Language Teaching approaches

CO5- Comprehending the process and need for a proper curriculum development

Learning Outcomes

A better understanding about the sounds of language and its practical application in everyday life pertaining to the English language teaching could be achieved.

Unit I - Phonetics and Phonology

Articulatory, Auditory and Acoustic Phonetics, The Anatomy and Physiology of Speech, Phonetic Transcription, Initiation of Speech, Consonants and Vowels and their Classification, Suprasegmentals, Acoustic Characteristics of Speech, Phoneme, Phonological Processes and Features.

Unit 2 Morphology

Morph, Morpheme, Allomorph, Morphological processes, Morphophonemics, Compounds, Analyzing Morphological Structure, Word classes, Word Formation.

Unit III - Applied Linguistics

- a. Stylistics: The relationship of language to literature, Stylistics and Literary Criticism, Poetic discourse, narrative discourse and dramatic discourse.
- b. Language Disorders: The brain and language organisation, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.
- c. Lexicography: Monolingual dictionary, Interlingual dictionary, Problems of Intertranslatability, General and Special Purpose Dictionaries.
- d. Language Teaching

Unit IV - Curriculum Development and Language Assessment

- Types of Syllabus; Materials Design and Development; Lesson Plans
- Synchronous and Asynchronous Learning, Learning Management Systems (LMS)
- Outcome Based Education (OBE), Bloom's Taxonomy, ADDIE Model
- Wash-Back Effect; Formative and Summative Assessment
- Test Validity, Reliability, and Practicality; Multiple Choice Questions (MCQ), Item Difficulty, Distractor Analysis
- Common European Framework of Reference for Languages (CEFR)

Unit V - Digital Literacy and Action Research

- Digital Language Labs - Synchronous and Asynchronous language teaching
- ICT tools, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling
- Web 2.0 - Language Learning apps, Blogs, Social Networks,
- Blended Learning, Flipped Classroom
- Fundamental Research, Empirical Research, Evaluative Research, Action Research

Recommended list

- Balasubramanian.T. A Textbook of English Phonetics for Indian Students . Laxmi Publications, 2013.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment - <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>
- Crystal, David. A Dictionary of Linguistics and Phonetics. Blackwell Publishing, 2008

- Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2003
- David Nunan, *Syllabus Design*, Oxford U P, 1988.
- Jack C. Richards and Charles Lockhart. *Reflective Teaching in Second Language Classrooms*. Cambridge University Press, 1994.
- Jack C. Richards and Theodore Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2010.
- Monica and Bogdan Patrut (ed.) *Social Media in Higher Education: Teaching in Web 2.0*, Idea Group, 2013.
- Prabhu, N.S. *Second Language Pedagogy*. Oxford U P, 1987.
- Rod Ellis. *The Study of Second Language Acquisition*. Oxford University Press, 1994.
- Thomas M. Haladyna. *Developing and Validating Multiple-Choice Test Items*, Lawrence Erlbaum Associates, 1999.
- Yule, George. *The Study of Language*. Cambridge University Press, 201

Learning Outcome Index: Mapping of Program outcome with courses

Table 2					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	2	1	1	1
Outcomes 2	1	1	2	1	2
Outcomes 3	1	2	3	3	3
Outcomes 4	3	2	3	2	3
Outcomes 5	3	3	3	3	3
Outcomes 6	1	1	1	1	1
Overall weightage	10	11	13	11	13

Paper XI - Literary Criticism and Literary Theory

Course Objectives

CO1- Enabling the students to present an overview of the critical trends starting from Aristotle's classical criticism to the post-structural and post-colonial theories

CO2- Understanding Classical, New-classical, Romantic critics and to familiarize the students with aesthetic concepts

- CO3- Analysing various approaches beginning from humanistic approach to that of structuralist and post-structuralist approaches
- CO4- Discussing key terms and concepts in theories
- CO5- Applying theories in approaching a text

Learning Outcomes

The comprehension and application of literary theories and literary criticism with the support of the background study of the text written by pioneers will shape the perspective of the students in approaching a text.

Unit 1

Imitation - Pleasure and Instruction - Myths and Archetypes -Poetic Structure -Diction; Text –Author-Reader - The ‘Other’ – Formalism – Structuralism – Deconstruction – Post-Colonialism.

UNIT 2

Classical, Neo - Classical and Romantic Criticism

Aristotle	Poetics: Aristotle’s view of Imitation & Definition of Tragedy Chapters 1-3,6-12 and 14.
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Sir Philip Sidney	Apologies for Poetry
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William Wordsworth	Preface to Lyrical Ballads
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S.T. Coleridge	Biographia Literaria Ch 14
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UNIT 3

Humanistic Criticism Matthew Arnold	Study of Poetry
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T.S. Eliot	Tradition and the Individual Talent
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UNIT 4

Formalism and Structuralism

Cleanth Brooks	Language of Paradox
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Northrop Frye

The Archetypes of Literature

David Lodge

Working with Structuralism -Essays on Hemingway

Tzvetan Todorov

Structural analysis of Narrative

UNIT 5

Post Structuralism

Roland Barthes

Death of the Author

Edward Said

(*From*“Orientalism”Extract in
A Post-Colonial Studies Reader)

Reading list

(print and online)

1. M.H. Abrams, 1953, The Mirror and the Lamp, OUP,Oxford.
2. Wimsatt and Brooks, ed., 1957, Literary Criticism – A Short History, Prentice-Hall, Delhi.
3. David Daiches, 1984, Critical approaches to Literature, Revised Edition, Orient Longman, Hyderabad.

Recommended list

1. T.S. Dorsch. Tr., 1965, Classical Literary Criticism Penguin Books.

Chapters 1 to 3, 6 to 12 and 14.

2. David Lodge, ed., 1972, Twentieth Century Literary Criticism, Longman, London.
3. S. Ramaswamyand V.S.Seturaman, 1976,1979 (Two Vols.), English Critical Tradition, Macmillan, Chennai.
4. David Lodge, ed., 1989, Modern Literary Theory, Longman, London.
5. V.S. Seturaman, ed., 1989 Contemporary Criticism, Macmillan, Chennai.
6. Ashcroft, Griffith & Tiffin, eds., 1995, Post-Colonial StudiesReader, Routledge, London.

Learning Outcome Index: Mapping of Program outcome with courses

Table 3					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	3	2	3
Outcomes 2	3	3	3	2	3
Outcomes3	2	3	3	1	2
Outcomes 4	3	3	3	2	3

Outcomes 5	2	2	2	2	1
Outcomes 6	1	1	1	1	1
Overall weightage	14	15	15	10	13

Paper Elective-INTRODUCTION TO TRANSLATION STUDIES

Course Objectives

- CO1- To sensitize learners to the role of translations in society
CO2- To introduce learners to basic skills in translation
CO3- Understanding various cultural aspects through translated text
CO4- Analyzing the difference in translation through comparison
CO5- Applying learned nuances of translation in practical mode

Learning Outcomes

Interest to study various text and its translations will lead the students towards a comparative study.

Unit 1 Basic concepts of Translation (10 Hrs)

1.1 Kinds of Translation

- a. Interlingual
- b. Intralingual
- c. Intersemiotic

1.2 Concepts to be derived from practice

- a. Source Language and Target Language
- b. Equivalence
- c. Word for word, Sense for Sense

Unit 2 Translation in the Indian context

- 1.1 Introduction to Short Fiction from South India by Mini Krishnan

2.2 Translating Culture Codes

Unit 3 Literary Texts in translation

- 3.1 VM Basheer - Poovan Banana
- 3.2 Ki. Rajanarayanan - 'The Chair' in *Tamil Story*, Ed. Dilip Kumar

Unit 4 Comparison among Translations

- 4.1 Thirukkural Translation (any five)- G.U. Pope & P.S. Sundaram
- 4.2 Kurunthokai Translation (any 2 poems) – Vaidehi& A. K. Ramanujam
- 4.3 Kafka’s The Metamorphosis translated by Susan Bernofsky& StanleyCorngold

Unit 5 Practical Application Tasks

Reading list

(Printed and online)

Suggested Reading

Munda, Jeremy. ‘New Directions from the New Media’. Introducing Translation Studies. Routledge, New York. 2008.

Recommended Reading

Baker, Mona, In Other Words: A Course Book on Translation. London: Routledge

Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.

Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics

Duff, Alan, Translations. Oxford: OUP, 1989.London: OUP, 1965.

Newmark, Peter. A textbook of Translation. London: Prentice Hall, 1988.

Savory, Theodore. The Art of V. London: Cape, 1957.

Steiner George. After Babel: Aspects of Language and Translation. V. London:

Table 1					
Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	2	3	3	3	2
Outcomes 2	2	2	3	3	3
Outcomes3	3	3	2	1	3
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	2	2
Outcomes 6	3	1	1	1	1
Overall weightage	15	14	14	13	14

Elective Paper-Literature Analysis, Approaches and Applications

Course Objectives

CO1-To orient the students with understanding about the practical knowledge and the language use with critical skills

CO2- Analyzing the text with practical criticism

CO3- Developing the art of writing summaries

CO4- Learning the nuances in writing abstracts and brochures

CO5- Developing an efficient writing skill

Learning Outcomes

The students can make themselves as career-fit candidates in the job market, as an English postgraduate degree is a token to a wide range of career opportunities.

UNIT I

Practical Criticism

Learning to Critique fiction, plays, prose and poetry

UNIT 2

Writing Summaries

Learning to write summaries for fiction, plays, prose and poetry

UNIT 3

Writing Reports and Reviews

Learning to prepare reports for academic events

Writing Reviews for literary works

UNIT 4

Writing Abstracts for Academic Papers

- a. Preparing Abstracts for Seminars/ Conferences
- b. Preparing Abstracts for Articles to be published in Journals

UNIT 5

Technical Writing

Writing for Manuals, Business Correspondence

Reading list

(Print and online)

1. Practical Criticism: D.H. Rawlinson, The Practice of Criticism V.S. Seturaman et.al., Practical Criticism C.B. Cox: The Practice of Criticism.

2. Resource books for teachers (eds) Krishnaswamy & Sivaraman. Interface between Literature and Language (ed) Durant & Faber. Reading Literature, Gower & Pearson.
3. Kamath, M.V. The Journalist's Handbook, Vani Educational Books, New Delhi, 1986.
4. Kamath, M.V. Professional Journalism.
5. Teal, L. and Taylor R. Into the Newsroom: An Introduction to Journalism.
6. Warren, Thomas, L., 1985, Technical Writing. Purpose, Process and Form, Wadsworth Publishing Company.
7. Itule, Bruce. D., 1994, News Writing and Reporting for Today's Media. McGraw Hill.
8. Gerson, Sharon, J. and Steven, M. Gerson., 2000, Technical Writing: Process and Product, Prentice Hall.
9. Heike Herring. How to Write Technical Reports. Springer, 2019.
10. Jennifer Moon. Critical Thinking: An Exploration of Theory and Practice. Education Studies and Teaching, 2007.

Table 2					
Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	2	1	1	---
Outcomes 2	1	3	1	1	---
Outcomes 3	3	3	3	3	3
Outcomes 4	2	2	3	3	---
Outcomes 5	3	3	3	3	3
Outcomes 6	1	1	1	1	---
Overall weightage	11	14	12	12	6

FOURTH SEMESTER

Paper XII – Core-Twenty first Century Millennial Literature and Culture

Course Objectives

CO1-To sensitize the students to various aspects of new studies in twenty first century millennial literature.

CO2- Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.

CO3- Identify the possibilities for multidisciplinary analysis of literary texts.

CO4- Analyze literary texts by employing appropriate interdisciplinary theories.

CO5- Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

Learning Outcomes

Contemporary issues and its immediate requirement can be easily analyzed by the students. The social responsibility of the students towards the society can be groomed in an effective way.

UNIT I

Blue Studies

The Hungry Tide
The Life of Pi

Amitav Ghosh
Yann Martel

UNIT 2

Animal Studies

Margo DeMello
Society: An Introduction to Human-Animal

“Human Animal Studies” from *Animals and*
Studies by Margo DeMello pp. 3-18

Mario Ortiz Robles

“What is it like to be a trope?” from
Literature and Animal Studies

UNIT 3

Medical Humanities

Thomas R. Cole et al.

“Introducing Medical Humanities”
from *Medical Humanities: An Introduction*

Dan Millman

Way of the Peaceful Warrior

UNIT 4

Climate Studies

Introduction to Climate Change and Studies

Barbara Kingsolver

Flight behavior

UNIT 5

Disability Studies

Lennard J. Davis

“Introduction: Disability, Power and Culture”

From the Disability Studies Reader

Clarke Barker and “Introduction: On Reading Disability in Literature”

Stuart Murray from The Cambridge Companion to Disability
Studies

Reading list

(Printed and online)

Bates, Victoria, et al. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 1st ed., Routledge, 2015.

Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2016.

DeMello, Margo. *Body Studies: An Introduction*. 1st ed., Routledge, 2013

Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation*. Peter Lang Publishing Inc., 2014.

Whitehead, Anne, et al. *The Edinburgh Companion to the Critical Medical Humanities*. Edinburgh University Press, 2016.

Herman, David. *Creatural Fictions: Human-Animal Relationships in Twentieth- and Twenty-First-Century Literature*. Palgrave Macmillan, 2016.

Lundblad, Michael. *Animalities: Literary and Cultural Studies Beyond the Human*. Edinburgh University Press, 2017.

Web References:

Journal of Critical Animal Studies <http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>

“The Animal Turn Podcast”. *YouTube*.

<https://www.youtube.com/channel/UCbf3ZgZSyudRf3OcaURGh0A/featured>

Wolfe, Cary. “Human, All Too Human: ‘Animal Studies’ and the Humanities.” *PMLA*, vol. 124, no. 2, Modern Language Association, 2009, pp. 564–75, <http://www.jstor.org/stable/25614299>.

Taylor, Sunaura. “Animals and Disability Liberation”. *YouTube*. 2017.

<https://youtu.be/1RokWAuChVw>

Recommended list

1. Cole, Thomas R, et al. Medical Humanities: An Introduction. Cambridge University Press, 2015.
2. Johns-Putra, Adeline. "Climate Change in Literature and Literary Studies: From Cli-fi, Climate Change Theatre and Eco Poetry to Eco-Criticism and Climate Change Criticism". Wiley Interdisciplinary Reviews: Climate Change 7, no.2 (2016): 266-282.
3. McHugh, Susan, et al. "Introduction: Towards an Animal-Centred Literary History" from The Palgrave Handbook of Animals and Literature. Springer Nature Switzerland, 2021 <https://doi.org/10.1007/978-3-030-39773-9>.
4. Marvin, Garry., and Susan McHugh. Routledge Handbook of Human Animal Studies. Routledge, 2014.
5. Mehnert, Antonia. Climate Change Fictions: Representation of Global Warming in American Literature. London: Palgrave Macmillan, 2016.

Learning Outcome Index: Mapping of Program outcome with courses

Table 2					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	2	3	3	2
Outcomes 2	3	3	3	3	3
Outcomes3	2	3	2	1	3
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	1	1
Outcomes 6	3	3	3	3	3
Overall Weightage	16	16	16	14	15

Paper XIII – Core-Women Studies

CourseObjectives

CO1- Tracing the role of feminism in women's empowerment.

CO2- Tounderstand the problems faced by women and how women have responded in their attempt to expose them, through their writings.

CO3- To examine the defined role of gender that affecting the space of women.

CO4- Critically analyzing Women's writing.

CO5- Evaluating Women's studies and its relation with other disciplines.

Learning Outcomes

Through Women Studies, the student's perspective about the role of gender in the society and the expectation and aspirations of a particular gender can be shaped for a better future.

UNIT 1: Varieties of Feminism – concept of gender –
androgyny- Language of women –
environment and women- double marginalisation.

UNIT 2: Poetry

Anne Bradstreet	Prologue
Marianne Moore	Poetry
Sylvia Plath	Lady Lazarus.
Maya Angelou	Still I Rise
Margaret Atwood	Marsh Languages
Kamala Das	An Introduction

UNIT 3: Prose:

John Stuart Mill On subjection of women (V.S. Seturaman & C.T. Indraed.,
1994, Victorian Prose, Macmillan India, Chennai. pp-318)

Virginia Woolf A Room of One's Own

(chapters 3 & 4) (Jennifer Smith ed., 1998, A Room of One's Own
by Virginia Woolf, Cambridge UP, New Delhi.)

Vandana Shiva "Introduction to Ecofeminism" (Vandana Shiva & Maria
Mies, 1993, Ecofeminism, Kali for Women, New Delhi.)

Alice Walker In Search of Our Mother's Garden

UNIT 4: Fiction

Arundathi Roy	The God of Small Things
Jean Rhys	Wide Sargosa Sea
Louise Erdrich	Four Souls

UNIT 5: Drama

Lorraine Hansberry Raisin in the Sun
Jane Harrison Stolen

Reading list

(Printed and online)

1. Lisa Tuttle, 1986, Encyclopedia of Feminism, Facts on File Publications, New York.
2. Catherine Belsey & Jane Moore, eds., 1977, The Feminist Reader, II ed., Macmillan, London.
3. Kathy J. Wilson, 2004, Encyclopedia of Feminist Literature, Greenwood Press, Westport.

Recommended list

1. Sandra M. Gilbert and Susan Gubar, ed., 1985, The Norton Anthology of Literature by Women, New York.
2. Rajani P. , V. Rajagopalan, and NirmalSelvamony, Who says my hand a needle better fits: An Anthology of American Women Writing, Dept. of English, Madras Christian College, Tambaram.
3. Standard editions of texts.

Learning Outcome Index: Mapping of Program outcome with courses

Table 3					
Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	2	3	2
Outcomes 2	3	3	3	3	3
Outcomes3	2	2	1	1	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	1	1	2	2
Outcomes 6	3	3	3	3	3
Overall Weightage	16	15	13	15	15

Paper –Elective- Film Studies

Course Objectives

- CO1- Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
CO2- Understanding the bond between the films and literature.
CO3- Analyzing the literary texts in comparison with the films.
CO4- Critical appreciation of films in the background of literary theories.
CO5- Tracing the differentiation in films from different parts of the world.

Learning Outcomes

Film Review and appreciation becomes handy for the students
Connecting film and literature nuances could be achieved.

UNIT I

1. Novel Carroll Interpreting/Moving Image [OUP]
2. William Rothman 1 The 'I' of the Camera [OUP]
3. John Hill
Pamela Church Gibson Oxford Guide to the Film Studies
4. A Norton Reader Film Analysis
5. An Intro-Kristin Thompson Film History
David Bordwell [Mc Grawhill. Edn]

UNIT 2

1. Nathan Abrams New Wave New Hollywood
Reassessment, Recovery and
& Legacy Gregory Frame [eds] [Bloomsbury Publication]
2. Janet Wasko - How Hollywood Works
[Sage Publication]

UNIT 3

1. Geoffrey Oxford Hist of World Cinema Nowel –
Smith [Editor] [OUP]

- | | | |
|----|-------------------|---------------------------------|
| 2. | Shohini Chaudhuri | Contemporary World Cinema [EUP] |
|----|-------------------|---------------------------------|

UNIT 4

- | | | |
|----|-----------------------------------|------------------------------------|
| 1. | Erik Barnow &
S. Krishnaswamy | Indian Film [OUP] |
| 2. | Yves Thoraval | Indian Cinema |
| 3. | Theodore Baski | Adaptation of Lit. to Tamil Cinema |
| 4. | Neelam Sidhar

Wright [EUP] | Bollywood & Postmodernism |

UNIT 5

Lit. to Tamil Cinema

- | | | |
|----|----------------------|----------------------------|
| 1. | Linda Costanzo Cahir | Ory & Practical Approaches |
|----|----------------------|----------------------------|

Film Studies

- | | | |
|----|-----------|--|
| 2. | John Hill | Critical Approaches - Film studies [OUP] |
|----|-----------|--|

Movies for Appreciation

- | | | |
|----|-----------------------------|------------------------------------|
| 1. | A Few Good Men | Legal Drama by Aaron Sorkin's 1989 |
| 2. | Confessions of a Shopaholic | Sophin Kinsella |
| 3. | Elippathayam | Adoor Gopalakrishnan |
| 4. | Bridge on River Kwai | Novel to Film |

Reading list

(Printed and online)

1. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2. Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

Website: www.academicinfo.net/film.html.

Recommended list

1. Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3. Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

Learning Outcome Index: Mapping of Program outcome with courses

Table 2					
Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	1	3	1	1
Outcomes 2	1	2	3	1	1
Outcomes3	3	2	2	1	2
Outcomes 4	2	2	3	2	2
Outcomes 5	2	2	2	2	2
Outcomes 6	2	1	1	1	2
Overall weightage	11	10	14	8	10

Paper-XIV – English Literature for NTA NET, SET and GATE Examinations

Objective type and Essay type questions from Chaucer to Contemporary Age.

Course Objectives

CO1- Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.

CO2- Evaluating the knowledge of literature.

CO3- Repeated practice to attend MCQs

CO4- Profound understanding about the various movements in English Literature

CO5- Tracing the growth of English literature and literary forms

Learning Outcomes

Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.

Unit 1: Teaching and Research Aptitude**Unit 2: History of English Literature**

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period; The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century (Modernism & Postmodernism) / Contemporary Period

Unit 3: American and Non-British Literatures:

Historical Perspective and Background; Colonization, Colonizers and the Colonized;

Commonwealth Literature; Subaltern Literature; Third World Literature.

American Writers: Walt Whitman, Ralph Waldo Emerson, H.D. Thoreau, Emily Dickinson, Edgar Allan Poe, Robert Frost, Mark Twain, Ernest Hemingway, Wallace Stevens, William Faulkner, Herman Melville, Robert Frost, E.E. Cummings, John Steinbeck, William Faulkner, Eugene O'Neill, Tennessee Williams, Arthur Miller and Nathaniel Hawthorne.

Non - British Literatures: Chinua Achebe, Ngugi WaThiong'o, Nadine Gordimer, V.S. Naipaul, Taslima Nasrin, Patrick White, Judith Wright, Margaret Laurence, Margaret Atwood, Rudy Wiebe, Rohinton Mistry, M.G. Vassanji, Michael Ondaatje, Alice Walker, Toni Morrison, Maya Angelou, Jean Rhys, R.K. Narayan, Mulk Raj Anand, Kamala Das, Kamala Markandaya, Girish Karnad, Toru Dutt, Sri Aurobindo, Sarojini Naidu, Eunice De Souza, Nissim Ezekiel, A.K. Ramanujan, Chetan Bhagat, Vikram Chandra, Vikram Seth, Amitav Ghosh, Anitha Desai, Jhumpa Lahiri, Arundhati Roy and Kiran Desai.

Unit 4: Literary Theory and Criticism

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Matthew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir, Noam Chomsky, Jacques Derrida, Ferdinand de Saussure, Irving Babbitt, Cleanth Brooks, Mikhail Bakhtin, Roland Barthes, Michel Foucault, Julia Kristeva, Edward Said, Hayden White and Linda Hutcheon.

Unit 5: Literary Forms, Rhetoric and Prosody

Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme and Metre, Rhythmic Patterns and Literary Terms

Recommended Texts:

Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020.

Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge,

SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019.

Maryemma Graham and Jerry Washington Ward. The Cambridge History of African

American Literature. Cambridge University Press, 2015.

Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.

Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.

M.H. Abrams – A Glossary of Literary Terms.

Jayadev Kar. Handbook of Poetic Devices: Elements of Rhetoric & Prosody. Notion Press, 2021.

Question Paper Pattern

Time: 3 hrs

Marks: 75

Section- A (45 Marks objective type questions)

Choose the best answers (45 marks)

Section – B (30 marks)

Three Essay type questions to be answered out of Ten from all the different topics.

Learning Outcome Index: Mapping of Program outcome with courses

Table 1					
Program Outcomes	Elective Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	1	3	---	3	3
Outcomes 2	2	3	---	3	3
Outcomes3	1	1	---	2	2
Outcomes 4	1	1	---	2	2
Outcomes 5	3	3	---	3	3
Outcomes 6	1	1	---	1	1
Overall weightage	9	12	---	14	14

S.A.C. SEPT'2022