

**MAHENDRA ARTS & SCIENCE COLLEGE**

**(AUTONOMOUS)**

**(Affiliated to Periyar University)**

**[Accredited by NAAC 'A' Grade & Recognized u/s 2(f) and 12(B) of the UGC act 1956]**

**KALIPPATTI-637501**



**MASTER OF ARTS**

**SYLLABUS FOR M.A. ENGLISH**

**OUTCOME BASED EDUCATION - CHOICE BASED CREDIT SYSTEM**

**FOR THE STUDENTS ADMITTED FROM  
THE ACADEMIC YEAR 2019 – 2020 ONWARDS**

**MAHENDRA ARTS & SCIENCE COLLEGE**  
**(Autonomous)**  
**(Affiliated to Periyar University)**

**Department of English**

**REGULATIONS FOR M.A. ENGLISH DEGREE COURSE**  
**WITH SEMESTER SYSTEM AND CBCS PATTERN**  
**(Effective from the academic year 2019-2020)**

**PREAMBLE:**

The programme aims to develop the ability of students to critically examine and restate their understanding of literary texts employing individual linguistic skills, engendering application of literary concepts and critical approaches to arrive at the core and essence of narratives. English Literature courses Students are expected to strive, to be imaginative, rhetorically dexterous, and technically proficient and as a result, to gain a deeper insight into life. With the introduction of new syllabus under CBCS from this year, share space with contemporary literary crosscurrents, will help students build skills of analytical and interpretive argument, and become careful and critical readers.

**I- PROGRAMME EDUCATIONAL OBJECTIVES:**

- Educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- Provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- The programme aims to develop the ability of students to critically examine and restate their understanding of literary texts employing individual linguistic skills, engendering application of literary concepts and critical approaches to arrive at the core and essence of narratives.
- The learning process would also lead to a larger comprehension of global and national social issues thereby facilitating the students to address them proactively.

**II- PROGRAMME OUTCOMES (PO):**

- Interpret and demonstrate he/her understanding of form, structure, narrative techniques, devices and style.
- To analyse and apply various literary concepts and critical approaches.
- To organize and integrate the acquired knowledge towards individualistic compositions.
- Will be able to present, appraise and defend arguments with conviction and confidence.
- Employability Skills that will enable the students to explore career in Teaching and Research in English.

### **III- REGULATIONS**

These regulations shall take effect from the academic year 2019-2020, i.e, for students who are to be admitted to the first year of the course during the academic year 2019-20 and thereafter.

#### **1. OBJECTIVE OF THE COURSE:**

To develop the Post Graduates in English with strong knowledge of theoretical English subjects who can be employed in research and development units of industries and academic institutions.

To discuss and share writing and reading with one another and develop a shared vocabulary for talking about writing.

#### **2. ELIGIBILITY FOR ADMISSION:**

A candidate who has passed B.A., English with four semester of part-II English degree of this University or any of the above degree of any other University accepted by the Syndicate equivalent thereto, subject to such condition as may be prescribed therefore are eligible for admission to M.A., Degree Programme and shall be permitted to appear and qualify for the Master of Arts (M.A.) Degree Examination in English of this University.

#### **3. DURATION OF THE COURSE:**

The candidates shall complete all the courses of the programme in 2 years from the date of admission. The programme of study shall consist of four semesters and a total period of two years with a minimum of 90 credits. The programme of study will comprise the course according to the syllabus.

#### **4. COURSE OF STUDY:**

The course of study for the PG degree courses of all branches shall consist of the following:

- (i) Core courses
- (ii) Electives courses
- (iii) Skill Enhancement Courses
- (iv) Extra Disciplinary Course
- (v) Project
- (vi) Enhancement Compulsory Courses.

#### **5. EXAMINATIONS:**

The course of study shall be based on semester pattern with Internal Assessment under Choice Based Credit System.

The examinations for all the papers consist of both Internal (Continuous Internal Assessment - CIA) and External (End Semester) theory examinations. The theory examinations shall be conducted for three hours duration at the end of each semester. The candidates failing in any subjects(s) will be permitted to appear for the same in the subsequent semester examinations.

## MA English Structure of the Programme:

### **SEMESTER:I**

Course Category	Title of the Course	Course Code	Hrs / Week		No. of Credits	Max. Mark		
			L	P		Int.	Ext.	Total
CORE COURSE-I	The Age of Chaucer	M19PEN01	6	-	5	25	75	100
CORE COURSE -II	The Restoration and Augustan Age	M19PEN02	6	-	5	25	75	100
CORE COURSE -III	The Romantic Age	M19PEN03	6	-	5	25	75	100
CORE COURSE -IV	The Victorian Age	M19PEN04	6	-	4	25	75	100
ELECTIVE COURSE-I	Elective-I		6	-	25	75	100	100
<b>Total</b>			<b>30</b>		<b>23</b>	<b>125</b>	<b>375</b>	<b>500</b>

### **SEMESTER:II**

Course Category	Title of the Course	Course Code	Hrs / Week		No. of Credits	Max. Mark		
			L	P		Int.	Ext.	Total
CORE COURSE -V	Shakespeare I	M19PEN05	6	-	5	25	75	100
CORE COURSE -VI	Indian Writing in English	M19PEN06	6	-	5	25	75	100
CORE COURSE- VII	American Literature	M19PEN07	6	-	4	25	75	100
ELECTIVE COURSE- II	Elective-II		6	-	4	25	75	100
EXTRA DISCIPLINARY COURSE	---		4	-	4	25	75	100
ENHANCEMENT COMPULSORY COURSE	Human Rights	M19PHR01	2	-	2	25	75	100
COMPREHENSIVE EXAMINATION-I		M19PENC01	-	-	1	100	-	100
<b>Total</b>			<b>30</b>		<b>25</b>	<b>250</b>	<b>450</b>	<b>700</b>

**SEMESTER:III**

Course Category	Title of the Course	Course Code	Hrs / Week		No. of Credits	Max. Mark		
			L	P		Int.	Ext	Total
CORE COURSE -VIII	Shakespeare II	M19PEN08	6	-	5	25	75	100
CORE COURSE -IX	World Literature	M19PEN09	6	-	4	25	75	100
CORE COURSE-X	Translation Studies	M19PEN10	6	-	4	25	75	100
CORE COURSE -XI	Research Methodology	M19PEN11	5	-	5	25	75	100
ELECTIVE COURSE -III	Elective-III		5	-	4	25	75	100
SOFT SKILLS	Soft Skills - English for Professional Examinations	M19PENSS01	2	-	1	100	-	100
<b>Total</b>			<b>30</b>		<b>23</b>	<b>150</b>	<b>450</b>	<b>600</b>

**SEMESTER: IV**

Course Category	Title of the Course	Course Code	Hrs / Week		No. of Credits	Max. Mark		
			L	P		Int.	Ext.	Total
CORE COURSE- XII	New Literature	M19PEN12	6	-	4	25	75	100
CORE COURSE -XIII	Literary Criticism	M19PEN13	6	-	5	25	75	100
CORE COURSE - XIV	Content Writing	M19PEN14	6	-	4	25	75	100
CORE PROJECT	Project	M19PENPR1	6	-	5	40	60	100
ELECTIVE COURSE- IV	Elective-IV		6	-	4	25	75	100
COMPREHENSIVE EXAMINATION-II		M19PENC02	-	-	1	100	-	100
Additional Credit for Online Courses (SWAYAM/MOOC)			-	-	-	-	-	-
<b>Total</b>			<b>30</b>	<b>-</b>	<b>23</b>	<b>240</b>	<b>360</b>	<b>600</b>
<b>Grand Total</b>			<b>120</b>		<b>94</b>	<b>765</b>	<b>1635</b>	<b>2400</b>

### Summary of Credits, Hours and Mark Distribution

Course Category	Credits				Total Credits	Total Hours	No. of Courses	Max. Marks
	I	II	III	IV				
<b>Core</b>	19	14	18	13	64	83	14	1400
<b>Elective</b>	4	4	4	4	16	23	04	400
<b>SEC</b>	-	-	1	-	01	02	01	100
<b>EDC</b>	-	4	-	-	04	04	01	100
<b>Project</b>	-	-	-	5	05	06	01	100
<b>Human Rights</b>	-	2	-	-	02	02	01	100
<b>Comprehensive Exam</b>	-	1	-	1	02	-	-	200
<b>TOTAL</b>	<b>23</b>	<b>25</b>	<b>23</b>	<b>23</b>	<b>94</b>	<b>120</b>	<b>22</b>	<b>2400</b>

### ELECTIVE SUBJECTS FOR M.A. ENGLISH STUDENTS

Semester	ELECTIVE - I	
	Course Title	Course Code
I	Methods of Teaching English	M19PENE01
	Public speaking and creative writing	M19PENE02
	Soft skills for communication	M19PENE03
	ELECTIVE - II	
	Course Title	Course Code
II	Media Writing	M19PENE04
	Creative writing	M19PENE05
	Children literature	M19PENE06
	ELECTIVE - III	
	Course Title	Course Code
III	Literary Analysis, Approaches and Applications	M19PENE07
	Romantic Poetry	M19PENE08
	Language and Linguistics	M19PENE09
	ELECTIVE - IV	
	Course Title	Course Code
IV	English Language Teaching	M19PENE10
	Popular Writing	M19PENE11
	History of Ideas	M19PENE12

**SOFT SKILLS:**

<b>Semester</b>	<b>Course Title</b>	<b>Course Code</b>
III	English for Professional Examinations	M19PENSS01

**IV SCHEME OF EXAMINATION:****1. Question Paper Pattern for Theory Papers**

Time: Three Hours

Maximum Marks: 75

**Part A: (10 x 2 = 20)**

Answer ALL Questions  
(Two Questions from Each Unit)

**Part B: (5 x 5 = 25)**

Answer ALL Questions  
(One Question from Each Unit with internal choice)

**Part C: (3 x 10 = 30)**

Answer Any Three out of Five Questions  
(One Question from Each Unit)

**2. Distribution of Marks:**

The following are the distribution of marks for external and internal for End Semester Examinations and continuous internal assessment and passing minimum marks for Theory/Practical / Mini project / Project papers of PG programmes.

<b>ESE</b>	<b>EA Total</b>	<b>Passing Minimum for EA</b>	<b>CIA Total</b>	<b>Passing Minimum for CIA</b>	<b>Total Marks Allotted</b>	<b>Passing Minimum (ESE)</b>
<b>Theory</b>	75	38	25	12	100	50
<b>Mini Project</b>	--	--	100	50	100	50
<b>Project</b>	60	30	40	20	100	50

The following are the Distribution of marks for the Continuous Internal Assessment in Theory / Practical papers of PG programmes.

## **THEORY**

### EVALUATION OF INTERNAL ASSESSMENT

Test : 10 Marks  
Seminar : 05 Marks  
Assignment : 05 Marks  
Attendance : 05 Marks

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Total : 25 Marks  
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The Passing minimum shall be 50% out of 25 marks (12 marks)

## **PROJECT**

### EVALUATION OF INTERNAL ASSESSMENT

Review 1 : 10 Marks  
Review 2 : 10 Marks  
Review 3 : 10 Marks  
Pre-Viva : 10 Marks

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Total : 40 Marks  
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The Passing minimum shall be 50% out of 40 marks (20 marks)

### **3. Passing Minimum:**

The Candidates shall be declared to have passed the examination if he/she secures not less than 50 marks in total (CIA mark + Theory Exam mark) with minimum of 38 marks in the End Semester Theory Examinations.

The Candidates shall be declared to have passed the examination if he/she secures not less than 50 marks in total (CIA mark + Practical Exam mark) with minimum of 30 marks in the End Semester Practical Examinations.

### **4. Submission of Record Note Books for Practical Examinations**

Candidates appearing for practical examinations should submit a bonafide record note books prescribed for practical examinations. The candidates failed to submit the record book shall not be permitted to appear for the practical examinations



## **5. Project**

The following guidelines to be followed for the Project with Viva-voce:

1. The project should be valued for 60 marks by an external examiner; however the Viva-Voce examination should be conducted by both the external examiner appointed by the College and the internal examiner / guide/ teacher concerned.
2. The Project Report may consist a minimum of 60 pages.
3. The candidate has to submit the Project Report 20 days before the commencement of the IV Semester Examinations.
4. A candidate who fails in the Project/Dissertation or is absent may resubmit the report, on the same topic, with necessary modification / correction / improvements in the subsequent Even Semester Examinations for evaluation and shall undergo viva-voce Examination.

## **6. Note**

- **SWAYAM / MOOC – Free Online Education**

SWAYAM / MOOC are an instrument for self-actualization providing opportunities for a life-long learning. Here the student can choose from hundreds of courses, virtually every course taught at the college level, offered by the best teachers in India and elsewhere.

The students can choose an online SWAYAM / MOOC course during their period of study which will earn an extra credit and it will be transferred to the academic records of the students.

- **Comprehensive Examination**

This examination is conducted at the end of every year. Mode of the examination is online. The questions are of objective type and they cover the entire year's syllabus.

## SEMESTER-I

<b>Core Course- I</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN01</b>	<b>THE AGE OF CHAUCER</b>	
<b>Credits: 5</b>		

### Objectives

To introduces students to Chaucerian Age, through the study of various literary genres such as poetry, prose, Drama and Fiction.

To refine the skills of critical thinking and rhetoric through thought-provoking personal response writing, essay writing and research assignments.

To equip students with the knowledge and skills to read and comprehend texts in Chaucer Age.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Display a working knowledge of historical and Cultural context from Age of Chaucer.	K1
CO2	Effectively understand and communicate ideas related to the literary works during class and group activities.	K2
CO3	Identify and describe distinct literary characteristics of Chaucer Age from the Beginning to the 14 <sup>th</sup> century.	K3
CO4	Analyze literary works for the structure and Meaning.	K4
CO5	Understand the socio-political context of the period from 14 <sup>th</sup> century	K2

### UNIT-I: Poetry Detailed

Geoffrey Chaucer - Prologue to the Canterbury Tales

### UNIT-II: Poetry Non - Detailed

Edmund Spenser - Prothalamion

John Donne - From Holy Sonnets

George Herbert - The Flower

### Unit-III: Drama Detailed

Christopher Marlowe - Dr. Faustus

### Unit-IV: Drama Non-Detailed

Ben Jonson - The Alchemist

John Webster - The Duchess of Malfi

### Unit -V: Prose Detailed

Francis Bacon - Of Truth, Of Adversity, Of Studies, Of Revenge,

Of Friendship, Of Ambition

### Prose Non-Detailed

Philip Sidney - An Apology for Poetry

**Text Books:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Prologue to the Canterbury Tales	Geoffrey Chaucer	William Caxton	1483
2	Protholamian	Edmund Spenser	VV William	1956
3	From Holy Sonnets	John Donne	Vicarage Hill Press	1633
4	The Flower	George Herbert	Pickering: London,	1838
5	Of Truth, Of Adversity, Of Studies, Of Revenge, Of Friendship, Of Ambition	Francis Bacon	Public Domain	1601
6	Apology for Poetry	Sir Philip Sydney	Alex Murrey	1595
7	Dr. Faustus	Christopher Marlowe	Oxford at Clarendon Press	1592
8	The Dutchess of Malfi	John Webster	Nicolas Press	1614
9	The Alchemist	Ben Jonson	British Library	1610

**Reference:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Seventeenth - Century English Literature	Bruce King	Macmillan	1982
2	On Aristotle and Greek Tragedy	John Jones	Chatto & Windus	1967

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	M	M	S	M	S
<b>C02</b>	S	S	M	M	S
<b>C03</b>	S	S	S	S	M
<b>C04</b>	S	S	M	S	S
<b>C05</b>	S	M	S	S	S

**S-** Strong; **M-**Medium

## SEMESTER-I

<b>Core Course – II</b>	<b>M.A English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN02</b>	<b>THE RESTORATION AND AUGUSTAN AGE</b>	
<b>Credits: 5</b>		

### Objectives

To introduces students to The Restoration Age and The Augustan Age, through the study of various literary genres such as poetry, prose, Drama and Novels.

To refine the skills of critical thinking and rhetoric through thought-provoking personal response writing, essay writing and research assignments.

To equip students with the knowledge and skills to read and comprehend texts in Restoration and Augustan Age.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Focus on formal, cultural contexts related to contemporary and modern theories in various genres of different ages.	K1 & K2
CO2	Familiarize themselves with social and political changes and highlight change in historical scenario of women's entry into writings and helps to read well known literary works in a novel and exciting manner.	K4
CO3	Equip themselves with artistic and moral views; trigger their imagination and aesthetics of various genres.	K3
CO4	Nurture and develop spiritual affinities with nature and instill a sense of compassionate aesthetics that promote social conscience and universality.	K4
CO5	Understand the concept of the Restoration and the Augustan Age poetry and its various features.	K3

### UNIT-1 Poetry Detailed

John Milton - Paradise Lost IX

### UNIT-II Poetry Non-Detailed

Alexander Pope – The Rape of the Lock

Andrew Marvell - To His Coy Mistress

**UNIT-III Prose Detailed**

Addison and Steele – Coverley Papers:

1. The Spectator Club
2. Sir Roger at Home
3. Sir Roger at Church
4. His Disappointment in Love
5. Death of Sir Roger

**Non-Detailed**

Jonathan Swift - A Tale of a Tub

John Bunyan – The Pilgrims Progress

**UNIT-IV Drama**

Sheridan – The Rivals

William Congreve – The Way of the World

**UNIT-V Novels**

Henry Fielding - Tom Jones

**TEXT BOOKS:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Paradise Lost IX	John Milton	Peter Parker	1667
2	The Rape of the Lock	Alexander pope	W.Bumer & Co	1712
3	To His Coy Mistress	Andrew Marvell	Toronta	1681
4	Coverley Papers	Addison and Steele	Addison and Steele	1964
5	A Tale of a Tub	Jonathan swift	George Faulkner	1704
6	The Pilgrims Progress	John Bunyan	Pander at the Peacock	1678
7	The Rivals	Sheridan	Lydia Languish	1775
8	Tom Jones	Henry Fielding	Andrew Millar	1719
9	The Way of the World	William Congreve	Jacob Tenfow	1700

**REFERENCES:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	The Augustan Age: A Lecture (1841)	Charles Delucena Meigs	Kessinger Publishing	2010
2	History of Roman Literature from Its Earliest Period to the Augustan Age	John Colin Dunlop	Palala Press	2015

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	S	S	M	M	S
<b>C02</b>	S	M	S	S	M
<b>C03</b>	S	S	M	M	S
<b>C04</b>	S	M	S	S	S
<b>C05</b>	S	S	M	S	S

**S**- Strong; **M**-Medium

## SEMESTER-I

<b>Core Course – III</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN03</b>	<b>THE ROMANTIC AGE</b>	
<b>Credits: 5</b>		

### Objectives

To address the works of several major writers from Romantic Age.

To introduces their writings with dominant debates of the period like religious, social, philosophical, political, and aesthetic aspects of different ages.

To familiarizes the students with various genres.

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Focus on formal, cultural contexts related to contemporary and modern theories in various genres of different ages.	K1 & K2
CO2	Familiarize themselves with social and political changes and highlight change in historical scenario of women's entry into writings and helps to read well known literary works in a novel and exciting manner.	K4
CO3	Equip themselves with artistic and moral views; trigger their imagination and aesthetics of various genres.	K3 & K4
CO4	Nurture and develop spiritual affinities with nature and instill a sense of compassionate aesthetics that promote social conscience and universality.	K4
CO5	Understand the concept of the Romantic Age poetry and its various features.	K2

### UNIT-1 Poetry-I

William Wordsworth – Tintern Abbey

John Keats – Ode to Autumn

P.B. Shelley – Dejection near Naples

### UNIT II – Poetry-II

S.T. Coleridge – The Rime of the Ancient Mariner

Lord Byron – She walks in Beauty

William Blake – The Marriage of Heaven And Hell

**UNIT III – Drama Detailed**

Shelley – Prometheus Unbound

**Drama Non Detailed**

Lord Byron- Sardanapalus

**UNIT – IV Prose Detailed**

Charles Lamb- Essays of Elia

1. Christ's Hospital Five and Thirty Years Ago
2. New Year' s Eve
3. Old China
4. My Relations
5. The Mackery End in Hertfordshire

**Prose Non-Detailed**

Thomas De Quincey – Confessions of an English Opium- Eater

William Hazlitt- My First Acquaintance with Poets

**UNIT- V Fiction**

Walter Scott- Ivanhoe

Jane Austen- Sense and Sensibility

**TEXT BOOKS:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Tintern Abbey	William Wordsworth	University of Wisconsin Studies	1798
2	Ode to Autumn	John Keats	Manuscript	1820
3	Dejection near Naples	P.B. Shelly	London: Macmillan	1875
4	The Rime of The Ancient Mariner	S.T. Coleridge	R.Clay.Son and Taylors	1798



5	She walks in Beauty	Lord Byron	manuscript	1814
6	The Marriage of Heaven And Hell	William Blake	The Floating Press	1793
7	Prometheus Unbound	Shelley	Aldine House	1898
8	Sardanapalus	Lord Byron	Paperback	
9	Essays of Elia	Charles Lamb	The London Magazine	1820
10	My First Acquaintance with Poets	William Hazlitt	Woodstock Books	1993
11	Sense and Sensibility	Jane Austen	Harper Press	2010
12	Confessions of an English Opium- Eater and other writings	Thomas De Quincey	Penguin; Reissue edition	2003
13	Ivanhoe	Walter Scott	Edinburgh	1820

**REFERENCES :**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	English Literature: The Romantic Age	In-House	Orient Blackswan Pvt. Ltd	2016
2	Romantic Literature	Jennifer Breen	Hodder Education	2002

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	M	M	S	S	S
<b>C02</b>	M	S	S	M	S
<b>C03</b>	M	S	M	M	S
<b>C04</b>	S	M	S	M	S
<b>C05</b>	S	S	M	S	S

**S-** Strong; **M-**Medium

## SEMESTER-I

<b>Core Course – IV</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN04</b>	<b>THE VICTORIAN AGE</b>	
<b>Credits: 4</b>		

### Objectives

To introduces students to Victorian Age, through the study of various literary genres such as poetry, prose, drama and fiction.

To refine the skills of critical thinking and rhetoric through thought-provoking personal response writing, essay writing and research assignments.

To designed to equip students with the knowledge and skills to read and comprehend texts in Victorian Age.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Display a working knowledge of historical and cultural context from Age of Victorian.	K1
CO2	Effectively understand and communicate ideas related to the literary works during class and group activities.	K3
CO3	Identify and describe distinct literary characteristics of Victorian Age from the beginning to the 18 <sup>th</sup> century	K3
CO4	Analyze literary works for the structure and meaning	K4
CO5	Understand the concept of the Victorian Age poetry and its various features	K2

### UNIT- I Poetry Detailed

Robert Browning- Andrea Del Sarto

Alfred Lord Tennyson- Tithonus

### UNIT –II Poetry Non- Detailed

Matthew Arnold – The Scholar Gypsy

Francis Thompson- The Hound of Heaven

D.G.Rosetti- The Blessed Damozel

**UNIT -III Drama**

Oscar Wilde- The Importance of Being Earnest

J.M. Synge – Riders to the Sea

**UNIT - IV Prose Detailed**

John Ruskin - Unto This Last

**Prose Non-Detailed**

Mathew Arnold- The Study of Poetry

**UNIT- V Fiction**

Charles Dickens - Great Expectations

Thomas Hardy – Jude the Obscure

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Andrea Del Sarto	Robert Browning	H.O.Hughton and Company	1855
2	Tithonus	Alfred Lord Tennyson	Cornhill Magazine	1860
3	The Scholar Gypsy	Mathew Arnold	Thomas y. Crowell & Company	1897
4	The Hound of Heaven	Francis Thompson	Oxford Book of English	1893
5	The Blessed Damozel	D.G.Rossetti	the Pre-Raphaelite journal The Germ	1850
6	The Importance of Being Earnest	Oscar Wilde	Charles Whitinngam and co	1973
7	Riders of the Sea	J.M. Synge	Oxford University Press	1904
8	Unto This Last	John Ruskin	Cornhill Magazine	1860
9	The Study of Poetry	Mathew Arnold	T.H. Ward's anthology	1880
10	Jude the Obscure	Thomas Hardy	Osgood, Mc Ilvaine, & Co	1895
11	Great Expectations	Charles Dickens	James G Gregory Publishers	1861

**REFERENCES:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Macmillan Anthologies of English Literature: Restoration and the Eighteenth Century, 1660-1798 v.3	Ian McGowan	Palgrave Macmillan	1989
2	The Victorian Age	William Ralph Inge	BiblioLife	2010

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	M	M	S	S	S
<b>C02</b>	M	S	S	M	S
<b>C03</b>	M	S	M	M	S
<b>C04</b>	S	M	S	M	S
<b>C05</b>	S	S	M	S	S

**S**- Strong; **M**-Medium

## SEMESTER-I

<b>Elective Course –I</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE01</b>	<b>METHODS OF TEACHING ENGLISH</b>	
<b>Credits: 4</b>		

### Objectives

To enable the students to recognise and review the basic elements of teaching English to students at various levels of cognition.

To introduces the students various methods to teach different genres.

To encourages the students to adopt new methods and strategies in teaching.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Recognize different types of teaching methodology	K3
CO2	Adopt suitable methodology to different aspects of learning	K3
CO3	Integrate different methods of teaching in the new learning environment	K4
CO4	Devise indigenous methods of teaching	K3
CO5	Identify the various functions of language.	K1

### UNIT-I

A brief history of language teaching

The Structural method

The Situational Teaching

### UNIT-II

The Audio lingual Method

Total Physical Response

The silent Way

### UNIT-III

Community Language Learning

Suggestopedia

Multiple intelligence

### UNIT-IV

Developing the four skills

Listening- Role of listening in ELT

Speaking – Skills and strategies in speaking English

Reading – Making sense of a text

Writing – Contemporary writings

**UNIT-V**

Teaching the language

Vocabulary – learning and acquiring vocabulary

Grammar – role of grammar in ELT

Teaching language through literature

Teaching with the language laboratory

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Approaches and Methods in Language Teaching	Jack C. Richards	Cambridge University Press	1986

**REFERENCES:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Language Through Literature: Creative Language Teaching through Literature	Susan Bassnett	Longman Pub Group	1993

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	S	S	M	M	M
<b>C02</b>	M	S	M	M	M
<b>C03</b>	M	M	S	S	S
<b>C04</b>	S	M	S	S	S
<b>C05</b>	S	S	M	M	S

**S-** Strong; **M-**Medium;

## SEMESTER-I

<b>Elective Course -I</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE02</b>	<b>PUBLIC SPEAKING AND CREATIVE WRITING</b>	
<b>Credits: 4</b>		

### Objectives

To public speaking is a talent before it becomes a skill.

To gain talent is a latent ability, something that is dormant inside you.

To develop the talent for speaking, but nevertheless work at it without receiving encouragement and recognition, you are likely to give up, and will therefore not develop the skill.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Recognize the audience and speak aptly to convince them.	K1
CO2	Speak and rightly communicate the message.	K3
CO3	Talk to a friend on the phone, you have one listener.	K4
CO4	Converse in any given situation.	K4
CO5	Explain their relationship and ethical responsibilities to others in the communication transaction.	K3

### UNIT- I: Introduction to Public Speaking

Audience, Context, Speaker, Speech Planning Process, Speech effectiveness

### UNIT -II

(1). **Developing Confidence**-Understanding public speaking Apprehension-Signs and Causes of Speech Apprehension - ideal level of Apprehension-overcoming public speaking Apprehension General Methods and Specific Techniques.

(2). **Confidence through Effective Public Speaking**- Eye Contact, Gestures, Facial Expressions.

### UNIT- III - Informative Speaking

**Characteristics:** Intellectual Stimulation, Creativity, Emphasis to aid Memory

**Methods of Informing:** Description, Definition, Comparison and Contrast, Narration, Demonstration.

#### **UNIT- IV – Journalism**

Definition- Principles and Ethics of Journalism

Sports Column & Film Review

#### **UNIT- V - Creative Writing**

Short Story

**Major Aspects** :( Emotional, Rational, Psychological, Aesthetic, Compositional, Sociological)

#### **TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Creative Writing	Anjana Neira Dev	Pearson India	2008
2	Effective Public Speaking	A Dipti Shah	Dipti Shah's Institute of English	2018

#### **REFERENCES:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Public Speaking	Joanna Penn	CreateSpace Independent Publishing Platform	2014
2	Creative Writing	Melissa Donovan	Swan Hatch Press	2012

#### **Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	M	S	S	M	S
<b>C02</b>	M	S	M	M	S
<b>C03</b>	S	M	M	S	M
<b>C04</b>	S	M	S	M	S
<b>C05</b>	S	S	M	S	S

**S-** Strong; **M-**Medium



## SEMESTER-I

<b>Elective Course -I</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE03</b>	<b>SOFT SKILLS FOR COMMUNICATION</b>	
<b>Credits: 4</b>		

### Objectives

To gain written and verbal communication skills are of utmost importance in the workplace because they set the tone for how people perceive you.

To improve your chances of building relationships with co-workers.

To extract clear expectations from your manager so that you can deliver excellent work.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Hone communication and presentation skills.	K1
CO2	Generate goodwill, lend a hand when he/she sees a co-worker in need.	K2
CO3	Push oneself to be an early adopter of change.	K3
CO4	Think critically and bring a fresh perspective and offer intuitive solutions and ideas to help the company improve internal processes.	K3
CO5	Raise awareness of one's place and role within a community through volunteering and conservation opportunities.	K4

### UNIT- I

A) Non-Verbal : Body language- Cultural conventions- Meta- Messages-Emotive Intelligence

B) Verbal communication: Oral- Elements of Punctuation- Oral Presentation- Group Discussion. Written – Technical Reports- Business Letters- E- Mails.

### UNIT- II

Reading skills- listening skills-Vocabulary- Grammar

### UNIT- III

Style and usage-Punctuation-Readability-Formal and informal Writing- Cultural Sensitivity Literal and Metaphoric

**UNIT - IV**

Use of Visual Aids –Power point presentations-Slide Projection-Transparencies-  
Videos and Films Chalk and Duster

**UNIT-V**

Sociological Aspects of communication-Ethnic Vocabulary-Gender Sensitivity-  
Acceptable and Forbidden Manners- Social and cultural Norms.

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Soft Skills	Raj Laxmi Survanshi	Gurucool Publishing	2019
2	Communication And Soft Skills	P.Kumar	Centrum Press	2012

**REFERENCES:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Communication Skills	Sanjay Kumar	Oxford University Press	2015
2	Communication Skills: A Workbook	Pushp Lata	Oxford University Press	2018

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	S	M	S	S
<b>CO2</b>	M	S	S	M	S
<b>CO3</b>	S	M	S	S	M
<b>CO4</b>	S	S	M	S	S
<b>CO5</b>	S	S	S	M	S

**S-** Strong; **M-**Medium

## SEMESTER-II

<b>Core Course – V</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN05</b>	<b>SHAKESPEARE I</b>	
<b>Credits: 5</b>		

### Objectives

To acquire an overall insight of the world of drama, research and present the background, historical context, the importance of theatre and its role in the society.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Identify the organizing elements of Shakespearean drama.	K1 & K2
CO2	Identify, explicate, and respond to key themes and elements in Shakespearean drama, as presented in both written and spoken form.	K2 & K4
CO3	Explicate the effect that drama has on the understanding of ideas and the ethos of a culture, specifically Shakespeare's effect on the whole of the West.	K2 & K3
CO4	Prepare for and perform selections from Shakespearean plays in a Readers Theatre format.	K3 & K4
Co5	Understand the Shakespearean style of writing and Expositions.	K2

### UNIT-I

Introduction to Shakespeare Tragedy

Hamlet

### UNIT-II

As You Like It

### UNIT-III

Antony and Cleopatra

### UNIT-IV

The Tempest

### UNIT-V

Villain, Heroines, Chorus, Disguise, Stage Crafts

**Text Books:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Hamlet	Shakespeare	Simon & Schuster	2003
2	As You Like It	Shakespeare	Maple Press	2012
3	Antony and Cleopatra	Shakespeare	Peacock; First edition	2010
4	The Tempest	Shakespeare	1st World Publishing	2005

**References:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Shakespearean Comedy and Other Studies	George Gordon	Oxford University Press	1945
2	Studies in Shakespeare	Peter Alexander	Oxford University Press	1964

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	M	S	M
<b>CO2</b>	S	S	S	S	S
<b>CO3</b>	S	S	S	S	S
<b>CO4</b>	S	S	S	S	M
<b>CO5</b>	S	S	S	S	S

**S-** Strong; **M-**Medium

## SEMESTER -II

<b>Core Course – VI</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code:M19PEN06</b>	<b>INDIAN WRITING IN ENGLISH</b>	
<b>Credits: 5</b>		

### Objectives

To introduces students to Indian Writing in English, through the study of various literary genres such as Poetry, Prose, Drama and Criticism.

To appreciate the literature written in English by Indians.

To designed to equip students with the knowledge and skills to read and understand texts in Indian Writing in English.

### Course Outcomes

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

<b>CO</b>	<b>Statement</b>	<b>Knowledge Level</b>
CO1	Identify the various genres in Indian Writing.	K1
CO2	Imbibe an interest to read and appreciate Indian Writing in English.	K3
CO3	Understand the Indian culture that is reflected in Literature.	K4&K5
CO4	Effectively understand and communicate ideas related to the Indian Writing in English with its background and settings.	K2
CO5	Appreciate and write critical reviews for the works of Indian Writing in English.	K4

### Unit- I Poetry Detailed

Rabindranath Tagore -Githanjali (1-5)

Ramanujam -Obituary

Toru Dutt -The Lotus

### Unit -II Poetry Non-Detailed

Kamala Das -The Old Play House

Jayantha Mahabharata - Hunger

R Parthasarathy - River

### Unit -III Prose Detailed

A.P.J. Abdul Kalam - The Wings of Fire- (Chapter I & II)

Nehru - An Autobiography

### Unit- IV Drama Detailed

Girish Karnad - Tughlaq

Guruchandran Das – Larine Sahib

**Unit V Fiction**

Amitav Ghosh- The Hungry Tide

Shashi Deshpande –The Binding Vine

**TEXT BOOKS:**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	The Complete Works of Rabindranath Tagore	Rabindranath Tagore	General Press	2017
2	Wings of Fire: An Autobiography of A.P.J Abdul Kalam	A.P.J Abdul Kalam	Sangam Books Ltd; 1 edition	1999
3	Tuglaq	Girish Karnad	OUP India	2012
4	The Hungry Tide	Amitav Ghosh	HarperCollins	2017
5	The Binding Vine	Shashi Deshpande	Penguin India	2000

**REFERENCE BOOKS:-**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Indian Writing in English	K.R.Srinivasa Iyengar	Sterling Publishers	1962
2	The Fair Voice:A Study of Indian Women Poets in English	P. Sunanda Chavan	Sterling Publishers Private Limited	1984
3	The Old Playhouse and Other Poems	Kamala Das	Orient Black swan; 1st OBS Impression edition	2011
4	Girish Karnad Tughlaq	S.Batra	Surjeet Publications	2007

**Mapping with Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	M	S	M	S	M
<b>CO2</b>	M	M	S	S	M
<b>CO3</b>	M	S	M	S	S
<b>CO4</b>	S	M	M	M	S
<b>CO5</b>	S	M	S	M	M

S- Strong; M-Medium

## SEMESTER-II

<b>Core Course – VII</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN07</b>	<b>AMERICAN LITERATURE</b>	
<b>Credits: 4</b>		

### Objectives

To enable the students to review and recognise the body of literary works from America.

To able to understand the American spirit and analyse various literary innovations and their culture.

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Interpret the American spirit, moral earnestness, and understand the tradition and society as identified from the works.	K1
CO2	Analyse and infer the philosophic principles from the works	K4
CO3	Assess the speech, life and dreams of America as reflected in the literary works	K2
CO4	Identify the varied responses that are earned through reading the creative works	K3
CO5	Analyse the wide variety of experiences and attitudes in contemporary American society through the works and will be able to convincingly write supportive arguments	K4

### UNIT-I & II (Poetry) Detailed

Robert Frost - West Running Brook

Emily Dickinson -Because I Could not Stop for Death

Walt Whitman - Out of the Cradle Endlessly Rocking

### UNIT-II Non-Detailed

Sylvia Plath - Lady Lazarus  
Daddy!

E.E.Cummings - The Cambridge Ladies

### UNIT-III Prose

Faulkner - Nobel Prize Acceptance Speech

James Thurber - The Owl in the Attic

### UNIT-IV Drama Detailed

Eugene O'Neill- The Hairy Ape

**Non-Detailed**

Arthur Miller - The Crucible

**UNIT-V Fiction**

Mark Twain - The Adventures of Huckleberry Finn

Nathaniel Hawthorne - The Scarlet Letter

**TEXT BOOKS:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	An Anthology : American Literature of the Nineteenth Century	J William Fisher	Eurasia Publishing House Pvt. Ltd., New Delhi	2002
2	An Anthology: American Literature 1890-1965	S. Oliver Egbert	Eurasia Publishing House Pvt. Ltd., New Delhi	2002
3	The Hairy Ape	Eugene O'Neill	The Floating Press	1922
4	The Crucible	Arthur Miller	Penguin UK	2011
5	The Adventures of Huckleberry Finn	Mark Twain	Jenkins & McCowan	1884

**REFERENCES:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Harvard Guide to Contemporary American Writing	Daniel Hoffman	Oxford University Press	1979
2	An Anthology of Poems	C. Subbian	Emerald Publications	1987

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5
C01	S	M	M	S	S
C02	S	S	S	M	S
C03	M	S	M	S	S
C04	M	M	S	S	S
C05	M	M	M	S	S

S- Strong; M-Medium



## SEMESTER-II

<b>Elective Course-II</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE04</b>	<b>MEDIA WRITING</b>	
<b>Credits: 4</b>		

### Objectives

To provide understanding of various aspects of Mass Media include political and sociological approaches with technical knowledge.

To provide students with an opportunity to critically explore the ways in which world of communications operate in international and national contexts.

To introduce Students to practical experience and knowledge across the mediums.

To learn the way content is generated and used in the multi-platform and digitized environment of media industries.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Gain a comprehensive knowledge and skills in the field of media.	K3
CO2	Promote and support collaborations and consolidations to increase capacity to provide essential and diverse service.	K4
CO3	Support initiatives and projects that extend the reach of public media to new and more diverse users and creators of content.	K3
CO4	Work with public media organizations to increase and measure the impact of the services they provide.	K3
CO5	Know the importance of skills of writing, reading, speaking and Listening.	K2

### UNIT- I

I. Introduction to Mass Media

Definition of Mass Media - Functions - Public Opinion and opinion

### UNIT -II

II. Types of News Analysis

Hard and soft news - Expected and Unexpected News - Box News -

Follow up news - Scoop - Filters - News Analysis and Evaluation.

**UNIT- III**

III. Reviews

Editorial - Columns - Articles - Reviews - Features - Letters

**UNIT- IV**

IV. Reports

Reporting - Crime, Court, Election, Legislative sports, Investigative -

Font, Caption, Style - Emphasis of News and Reports - Principles of Editing

**UNIT -V**

Writing and Editing - TV/Radio-News and News Headlines,

Documentaries, TV/Radio Features

**TEXT BOOKS:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Mass Communications in India	J.Keval Kumar	Bombay: Jacco	1981
2	Many Voices, One world	MacBride	London: Kagan Press	1980

**REFERENCE BOOKS:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Mass Communication and Journalism	D.S.Metha	Arihant Publication	2019
2	News Writing and Reporting	M. Neel James	Iowa State Pr; 1st edition	1976

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5
C01	S	S	M	S	S
C02	S	M	S	S	S
C03	S	M	S	S	M
C04	S	S	M	S	S
C05	S	S	S	M	S

**S-** Strong; **M-**Medium

## SEMESTER-II

<b>Elective Course-II</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE05</b>	<b>CREATIVE WRITING</b>	
<b>Credits: 4</b>		

### Objectives

- To improve their creative and academic writing skills
- To develop their individual style and tone
- To engage critically with creative texts across multiple genres
- To develop critique skills for effective in-class workshops of peer work
- To develop analytical skills for effective in-class discussion of readings
- To gain an understanding of core elements of the writer's craft
- To develop a skill set for completing creative/open-ended assignments

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Express thoughts, feelings and emotions rather than to simply convey information.	K1
CO2	Free oneself from the mass identity seen all around in society.	K2
CO3	Develop critical skills for effective in-class workshops of peer work.	K3
CO4	Demonstrate the ability to produce writing that is original and imaginative.	K4
CO5	Receive personal feedback and become creative writing professional.	K3

### UNIT - I: POETRY

Rhythm – Rhyme – Imagery – Diction – Stanza

### UNIT - II: DRAMA

Plot – Character – Dialogue - Stage/Sets/Music/Props/Lights - The Use of Stage Areas

### UNIT - III: FICTION

Plot – Characterization - Narrative Technique – Theme – Description - Point of View

### Short Story

Plot - Narrative Technique - Theme - Description, Point of View – Essay – Plot - Narrative Technique - Theme - Description, Point of View

**UNIT - IV: EFFECTIVE WRITING AND READING**

Writing Style - Letter Writing - Report Writing - Major Reports - Reading Skills -  
Interactive Writing - What is Interactive Writing? - The Discovery of Meaning -  
Understanding Meaning - The Communication of Meaning

**UNIT - V: SUMMARY WRITING**

Tools for Summarizing - Summarizing Paragraphs - Types of Summaries -  
Summarizing longer passages - Summarizing stories - Summarizing stories -  
Summarizing spoken texts - Summarizing speeches

**TEXT BOOKS:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	The Students Companion	Best, Wilfred D	London, Rupa Paperback	1984
2	Creative Writing	Doubt fire, Dianne	The Chaucer Press Ltd	1983

**REFERENCES:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Use of English - London and New York	Evans, I for B	Staples Press	1949
2	Writing Well - New York	Hall Donald and Sven Birkerts	Harper Collins Publishers	1991

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5
<b>C01</b>	S	S	M	M	S
<b>C02</b>	S	S	M	M	S
<b>C03</b>	S	S	S	M	S
<b>C04</b>	S	S	M	S	S
<b>C05</b>	S	S	S	S	S

**S-** Strong; **M-**Medium

## SEMESTER-II

<b>Elective Course-II</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE06</b>	<b>CHILDREN LITERATURE</b>	
<b>Credits: 4</b>		

### Objectives

- To read, understand, and enjoy several significant literary works for children
- To achieve a general overview of children's literature and acquire an historical perspective on its development
- To develop an appreciation of the techniques of artistry in language
- To develop an appreciation of each work as an individual work with its own formal integrity
- To recognize some of the more common weaknesses of children's books and the reasons for these weaknesses

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Understand the literary qualities and the popular appeal of the books for children.	K1
CO2	Explore the category of children's literature and its interaction and impact on children.	K2
CO3	Familiarise themselves with techniques writers use to influence Children	K3
CO4	Student's appreciation about their own cultural heritage as well as those of others.	K3
CO5	Explain the role of children's literature in the development of reading and writing skills.	K4

### UNIT - I: POETRY

1. Robert Browning -The Pied Piper of Hamelin
2. Edward Lear -The Owl and The Pussy Cat
3. William Wordsworth - To The Cuckoo
4. Coventry Patmore: Toys

### UNIT-II: PROSE

1. Jawaharlal Nehru : Letters from a Father to his Daughter
2. Robert Lynd : On Sweets

### UNIT - III: DRAMA

1. Rabindranath Tagore- The King of the Dark Chamber

**UNIT - IV: GENERAL - Short Story**

1. Aesop's Fables : The Eagle and The Fox
2. Jatakas Tales : The Ass in the Lion's Skin

**UNIT - V: FICTION**

1. C.S. Lewis: Chronicles of Narnia:  
The Lion, The Witch and The Wardrobe
2. Roald Dahl: Matilda

**TEXT BOOKS:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Children and Literature	Shubha Tiwari	Atlantic Publishers and Distributors	2006
2	Hans Anderson Fairy Tales	Hans Anderson	Wilco Publishing House	2005

**REFERENCES:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Letter from a Father to His Daughter	Nehru, Jawaharlal	Puffin Books	2004
2	English Poetry for the Young	Winbott S.E	Blackie and Sons	1904

**Mapping with Programme Outcomes**

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	S	S	M
CO3	S	M	S	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

**S-** Strong; **M-**Medium

## SEMESTER-II

<b>ECC – VIII</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code:M19PHR01</b>	<b>HUMAN RIGHTS</b>	
<b>Credits: 2</b>		

### Objectives

To presents the different aspects of human rights which includes children and women. To learn not only basic rights but also can understand the duties to be carried out in the days to come.

### Course Outcomes

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

<b>CO</b>	<b>Statement</b>	<b>Knowledge Level</b>
CO1	Remember the need and types of Human rights	K1
CO2	Understand the Classification of Human Rights	K2
CO3	Apply the Rights of Women and Children	K4
CO4	Learn the Rights of Labour	K2
CO5	Analyze the National and State level human Rights Commission	K3

### UNIT-I: INTRODUCTION TO HUMAN RIGHTS:

Human Rights : Meaning – Definitions – Origin and Growth of Human Rights in the World – Need and types of Human Rights – UNHRC(United nations Human Rights) – Human Rights in India.

### UNIT-II: CLASSIFICATION OF HUMAN RIGHTS:

Right to Liberty – Right to Life – Right to Equality – Right to dignity – Right to against Exploitation – Educational Rights – Cultural Rights – Economic Rights – political Rights – Social Rights.

### UNIT-III: RIGHTS OF WOMEN AND CHILDREN:

Rights of Women – Female feticide and Infanticide and selective abortion – Physical assault and sexual harassment – Domestic Violence – Violence at work place – Remedial Measures. Rights of Children – Protection rights, survival rights – Participation rights – Development rights – Role of UN on convention on rights of children.

### UNI- IV: MULTI-DIMENSIONAL ASPECTS OF HUMAN RIGHTS:

Labour rights – Bodend Labour – Child Labour – Contract Labour – Migrant Labour – Domestic Women Labour – Gender Equity – Rights of Ethnic refugees – Problems and remedies – Role of trade union in protecting the unorganized labourers.

### UNIT –V: GRIEVANCE AND REDRESSAL MECHANISM:

Redressal Mechanism at national level – Structure and functions of National and State level human Rights Commission – constitutional remedies and directive principles of state policy.

**REFERENCE BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHERS / EDITION</b>	<b>YEAR OF PUBLICATION</b>
1.	Teaching of Human Rights	Barat Sergio and Swaronjali Ghosh	Dominant Publishers and distributors, New Delhi	2009
2.	Human Rights Achievements and Challenges	A.N Roy	Vista International Publishing House, Delhi	2005
3.	Human Rights in India	Asish Kumar das and Prasant Kumar Monaty	Sarup and Sons, New Delhi	2007
4.	Human Rights Social justice and political change	Bani Bargohain	Kanishka publishers and distributors, New Delhi	2007
5.	Human Rights and Development Issues	G.Velan	Ambala Cantt	2008
6.	Human rights Theory and Practice	P K Meena	Murali lal and Sons, New Delhi	2008
7.	Human Rights Development and Environmental Law	Bhavani Prasad Panda	Academic Excellence, Delhi.	2007
8.	Human Rights – Twenty first Century Challenges	V N Vishvanathan	Kalpaz Publications, New Delhi.	2008
9.	Protecting Human Rights	M R Ansari	Max Ford Books, New Delhi.	2006
10.	Social Movements in Indi – Social Movements and Social Transformation in India	M S A Rao	Vol 1& 2: Manohar Publications, New Delhi.	1978



### Mapping with Programme Outcomes

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	M	S	M
<b>CO2</b>	M	M	S	M	M
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	M	M	S	M	S
<b>CO5</b>	S	M	S	S	M

**S**- Strong; **M**-Medium.

### SEMESTER-III

<b>Core Course - VIII</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code:M19PEN08</b>	<b>SHAKESPEARE- II</b>	
<b>Credits: 5</b>		

#### Objectives

To acquire an overall insight of the world of drama, research and present the background, historical context, the importance of theatre and its role in the society.

#### Course Outcomes

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

<b>CO</b>	<b>Statement</b>	<b>Knowledge Level</b>
CO1	Identify the organizing elements of Shakespearean drama, using Aristotle's Poetics as a framework	K1
CO2	Identify, explicate, and respond to key themes and elements in Shakespearean drama, as presented in both written and spoken form	K3
CO3	Explicate the effect that drama has on the understanding of ideas and the ethos of a culture, specifically Shakespeare's effect on the whole of the West	K4
CO4	Prepare for and perform selections from Shakespearean plays in a Readers Theatre format	K2
CO5	Develop sufficient ability for reading and understanding Elizabethan English to allow for better comprehension of Shakespeare's plays, poems, and sonnets.	K4

#### Unit- I

1. Macbeth
2. Measure for Measure

#### Unit -II

Twelfth  
Night

#### Unit -III

Antony and Cleopatra

**Unit- IV**

Sonnets-14, 60, 91, 98, 106

**Unit-V**

G. Wilson Knight – 1.Myth and Miracle.

2. Interpretations in Contemporary Context Psychology

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1.	Macbeth	Shakespeare	UBS Publishers' Distributors Pvt. Ltd.	2006
2.	Measure for Measure	Shakespeare	Oxford University Press	2008
3	Shakespearean sonnets	Shakespeare	Books LLC, Wiki Series	2011
4	The Themes and Variations in Shakespeare's Sonnets	J.B.Leishman	Rout ledge; 1 edition	2010)
5	Life in the Elizabethan Theater	Diane Yancey	Lucent Books	1997
6	Historical Plays	Shakespeare	Palala Press	2015
7	Tragedies of Shakespeare	Shakespeare	Modern Library (1 November)	2000
8	Shakespeare's Stagecraft	J.L.Styan	Cambridge University Press	1967
9	Literary Theory and Criticism	Patricia Waugh	Oxford University Press	2006
10	Myth and miracle: An essay on the mystic symbolism of Shakespeare	George Wilson Knight	The Arden Library	1979

**REFERENCE BOOKS:-**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Contemporary Psychology: An Introduction	Clive Hollin	Taylor & Francis	2006
2	Shakespearean Tragedy	A.C.Brady	Atlantic	2010
3	Literary Criticism and Theory: From Plato to Post-colonialism	Pelagia Goulimari	Rout ledge	2014
4	English Historical Plays	Shakespeare	Palala Press	2015

**Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	S	S	M
<b>CO2</b>	M	S	S	M	S
<b>CO3</b>	M	S	M	S	M
<b>CO4</b>	S	S	M	S	M
<b>CO5</b>	M	M	S	S	S

**S**- Strong; **M**-Medium

### SEMESTER-III

<b>Core Course - IX</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN09</b>	<b>WORLD LITERATURE</b>	
<b>Credits: 4</b>		

#### Objectives

To develop a comprehensive understanding of the great classics in English around the world.

To introduce the students to some of the greatest and very best writers in the world.

#### Course Outcomes

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

<b>CO</b>	<b>Statement</b>	<b>Knowledge Level</b>
CO1	Define the literary works at varied levels of comprehension.	K1
CO2	Practically interpret, illustrate and apply any literary work by identifying different aspects of literature.	K3
CO3	Examine the text intensively and distinguish its salient features.	K2
CO4	Use the critical theories in the practice of literary evaluation.	K4
CO5	A familiarity with the culture, genre, and place in literary history from whence they come.	K3

#### Unit- I - Epic

Introduction to World Literature

Homer- Odyssey (Chapter1-10)

Elango Adigal- Silappadikaram (Chapter1-6)

#### Unit -II- Poetry

Khalil Gibran - The Prophet

#### Unit -III Prose

1. Nicola Machiavelli - The Prince

a) That which concerns a Prince on the subject of the Art of war

b) Concerning things which Men and especially Princes, are praised orblamed

2. Michel de Montaigne - a) of conscience b) of books

**Unit- IV Drama**

1. Sophocles - Oedipus Rex
2. Anton Chekhov - The Seagull

**Unit V Fiction**

1. Dostoevsky - Crime and Punishment
2. Cervantes - Don Quixote

**TEXT BOOKS:**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Odyssey	Homer	Fingerprint Publishing	2015
2	Silappadikaram	Elango Adigal	Aleph Book Company	2016
3	The Seagull	Anton Chekhov	Create Space Independent Publishing Platform	2018
4	Don Quixote	Cervantes	Penguin Classics	2003
5	Oedipus Rex	Sophocles	University of Chicago	2010
6	Crime and Punishment	Pevear Richard & Volokhonsky	Princeton University Press	1967

**REFERENCE BOOKS:-**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Modern Criticism and Theory: A reader	David Lodge	Longman	1988
2	The Art of Fiction	David Lodge	Vintage	2011
3	Consciousness and the Novel	David Lodge	Gardners Books	2003

**Mapping with Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	S	S
CO2	M	M	S	S	S
CO3	M	S	S	S	M
CO4	S	S	S	M	M
CO5	S	S	M	S	S

**S-** Strong; **M-**Medium

**SEMESTER-III**

<b>Core Course – X</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code:M19PEN10</b>	<b>TRANSLATION STUDIES</b>	
<b>Credits: 4</b>		

**Objectives**

To identify different nuances of translation by examining, distinguishing and recognizing various parameters involved in literary translation.

To help the students interpret the texts and identify the similarities and contrasts for a better grasp of the literary work.

To transferring the skills across different discipline leading on to seeking new learning opportunities.

**Course Outcomes**

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

<b>CO</b>	<b>Statement</b>	<b>Knowledge Level</b>
CO1	Recognize the contrast and similarities between the SL text and TL text	K1
CO2	Interpret the creativity behind the translations	K3
CO3	Grasp the functionalities of translations	K2
CO4	Attempt translations of their own overcoming the challenges in the process of translation	K4
CO5	Critically apply theories, methodologies, and knowledge to address fundamental questions in Translation Studies	K3

**Unit- I**

Translation: Definition, History, Source language and target language, Recreation/ Transcreation/ Interpretation, Purpose and importance of translation

**Unit -II**

Types of Translation: Administrative translation, Commercial Translation, General Translation, Legal translation, literary translation, Literal translation

**Unit -III**

Tools of Translation:

A. Cognitive: Command over source and target language, Language and society

B. Non- Cognitive: Dictionaries/ encyclopedia/ indices/ machine etc

Problems of Translation

A. General Problems: Incompetence, Ambiguity, Cultural gap, Structural difference

B. Language Specific problems: Idioms, Contextual meaning

**Unit- IV**

1. The Diary of a Young Girl – Anne Frank

2. The Tale of Genji – Murasaki Shikibu

3. The Double - Fyodor Dostoyevsky

**Unit V**

1. Khushwant Singh - A Punjab Pastoral
2. Girish Karnad - The Fire and the Rain
3. Thakazhi S Pillai - Chemeen

**TEXT BOOKS:**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	An Illustrated History of Indian Literature in English	Arvind Krishna Mehrotra	New Delhi: Permanent Black,	2003
2	Translation Studies	Susan Bassnett	Ledge Rout	2002

**REFERENCE BOOKS:-**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Postcolonial Translation	Susan Bassnett and Harish Trivedi	Ledge Rout	1999
2	The Man of Chinnamasta	Indira Gowswami	New Delhi: Katha	2006
3	A Handbook of Translation Studies	Bijay Das Kumar	Atlantic publishers & Distributors (p) LTD	2005
4	Collected Plays Vol. I.	Girish Karnad	New Delhi: Oxford University Press	2005

**Mapping with Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
<b>CO1</b>	M	S	S	S	M
<b>CO2</b>	M	S	S	S	M
<b>CO3</b>	M	S	S	M	S
<b>CO4</b>	S	M	S	S	M
<b>CO5</b>	M	S	S	S	M

**S-** Strong; **M-**Medium



### SEMESTER-III

<b>Core Course – XI</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN11</b>	<b>RESEARCH METHODOLOGY</b>	
<b>Credits: 5</b>		

#### Preamble

To enable the students to do research by learning the basics of research methodology.

#### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Practice the literature survey aspects of projects and prepare the scope and goals for the proposed project.	K2
CO2	Improve the research presentation skills and with latest tools	K2
CO3	Understand the research publication ethics and tools	K4
CO4	Identify the causal relationship between variables	K3
CO5	Improve the awareness on indexing, quality evaluation, author index of publications	K3

#### **UNIT - I -Research:**

Formulation of Research Problem, Selecting a Topic, Methods of Exposition, Identification, Definition, Classification, Illustration, Comparison & Contrast Analysis

#### **UNIT - II -Paragraph and Sentence**

The Structure of the Paragraph, Coherence, Topic Sentence, Rhetoric and Sentence Structure

#### **UNIT - III -The Mechanics of Writing**

Names of persons, Titles of Sources, Quotations, Numbers, Dates and Times, Abbreviations

#### **UNIT - IV - Documentation**

Preparing the List of Works Cited

#### **UNIT - V -Writing Research Paper**

Sources, Note-making, Documentation, Bibliography, Format of Writing, Plagiarism, Research Ethics

**TEXT BOOK:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	M.L.A. Hand Book	Modern Language Assn. of America	Macmillan	8 <sup>th</sup> edition

**REFERENCES:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Thesis & Assignment Writing	Durstun Anderson & Poole	Eastern Limited, New Delhi	1985
2	Theses & Project Work	C J Parsons	Unwin Brothers Ltd., Gresham Press	1973
3	Fundamentals of Research	Busnagi Rajanna	American Studies Research Centre	1968

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	S	M	M	S	S
<b>C02</b>	S	S	S	M	S
<b>C03</b>	M	S	M	S	M
<b>C04</b>	M	M	S	S	M
<b>C05</b>	S	S	M	S	S

**S-** Strong; **M-**Medium

### SEMESTER-III

<b>Elective Course-III</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code:M19PENE07</b>	<b>LITERARY ANALYSIS, APPROACHES AND APPLICATIONS</b>	
<b>Credits: 4</b>		

#### Objectives

To acquire an introduction to various forms of literary theory, Approaches and Applications this is the most essential aspect of literary appreciation.

#### Course Outcomes

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

<b>CO</b>	<b>Statement</b>	<b>Knowledge Level</b>
CO1	Develop a critical outlook towards literature.	K2
CO2	Understand the seminal theories of modern literary criticism.	K1
CO3	Apply critical theories for literary interpretation	K3
CO4	Evaluate literary texts based on critical concepts.	K5
CO5	Analyse and interpret literary texts from critical point of view.	K4

#### Unit- I

The Impact of the Renaissance and the Reformation on British Literature - The Neo-Classical Age - The Romantic Age - The Pre-Raphaelites - The Major Victorians.

#### Unit -II

The Art for Art's sake Movement - The Georgian Period - The Inter-war years - The Symbolists Movement - The Modernists - The Post-Modernists

#### Unit -III

Humanism- Naturalism- Magic Realism- Meta Fiction- Intertextuality- Post-structuralism - New Historicism

#### Unit- IV -Feminism

Concepts: Patriarchy, Female, Feminine, Feminist, First and Second Wave Feminism, Liberal Feminism, Marxist Feminism, Radical Feminism , Socialist Feminism , French Feminism , Black Feminism ,Post-feminism, Feminism in To His Coy Mistress by Andrew Marvell

#### Unit V -Psychoanalysis

Concepts: The Conscious and the Unconscious, The Ego, the Id and the Super – Ego, Oedipus Stage , Mirror Stage , Phallus, Gaze , The Semiotic and the Symbolic, Sublimation, Literature and Psychoanalysis Psycho analysis in “The Fall of the House of Usher” by Edgar Allan Poe.

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
<b>1</b>	Literary Theory: the Basics	Hans Bertens	London: Routledge.	2001
<b>2</b>	Contemporary literary Theory: A Student's Companion	N. John Varghese Krishnaswamy and Sunita Mishra	New Delhi: Macmillan	2001

**REFERENCE BOOKS:-**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
<b>1</b>	Renaissance and Reformation	V.H.H.Green	Hodder Arnold; 2nd Revised edition	1964
<b>2</b>	An Introduction to the Social History of England	A.G.Xavier	Viswanathan, S., Printers & Publishers Pvt Ltd	2009
<b>3</b>	History of English Literature	Edward Albert	Barnes & Noble Imports; Subsequent edition	1979
<b>4</b>	Post-Modernism and English Literature	K.Manmohan Bhatnagar	Atlantic; Edition	2001

**Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	S	M	S	M
<b>CO2</b>	M	M	S	M	M
<b>CO3</b>	M	M	M	S	S
<b>CO4</b>	S	M	S	M	S
<b>CO5</b>	S	M	S	S	M

**S-** Strong; **M-**Medium

### SEMESTER-III

<b>Elective Course-III</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code:M19PENE08</b>	<b>ROMANTIC POETRY</b>	
<b>Credits: 4</b>		

#### Objectives

To address the works of several major writers from Romantic Age.

To introduces their writings with dominant debates of the period like religious, social, philosophical, political, and familiarizes the students with various genres.

#### Course Outcomes

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

CO	Statement	Knowledge Level
CO1	Appreciate the concept and significance of nature in Romantic poetry.	K2
CO2	Distinguish between reason and imagination and the predominance of imagination in romantic literature.	K3
CO3	Identify the presence of Gothic element in romantic literature.	K1
CO4	Understand the spiritual interpretation of nature and its educative power as depicted by the romantic poets.	K4
CO5	Acquaint the students with the romantic period and some of its representative writers.	K3

#### Unit- I

William Blake - The Garden of Love  
A Poison Tree

#### Unit-II

William Wordsworth- Selections from The Prelude; “Ode Intimations of Immortality”

#### Unit -III

Percy Bysshe Shelley- Adonais  
Ozymandias

#### Unit- IV

John Keats - Hyperion  
The Fall Of Hyperion

#### Unit V

S.T.Coleridge - “Dejection: An Ode” and “Frost at Midnight”

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
<b>1</b>	The Garden of Love	William Blake	Bodleian Library, University of Oxford; Collector's edition	2011
<b>2</b>	The Complete Poems of John Keats Illustrated	John Keats	Penguin Classics; 3rd edition	(April 7, 2008)

**REFERENCE BOOKS:-**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
<b>1</b>	William Wordsworth : The Prelude : Book I & II	Dr.S.Sen	Unique Publisher (I) Pvt Ltd; 2 edition	2014
<b>2</b>	Hyperion And The Fall Of Hyperion John Keats	Ramji Lall	Rama Brothers	2006

**Mapping with Programme Outcomes**

<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	S	M	S	M
<b>CO2</b>	M	M	S	M	M
<b>CO3</b>	M	M	M	S	S
<b>CO4</b>	S	M	S	M	S
<b>CO5</b>	S	M	S	S	M

**S-** Strong; **M-**Medium

### SEMESTER-III

<b>Elective Course-III</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE09</b>	<b>LANGUAGE AND LINGUISTICS</b>	
<b>Credits: 4</b>		

#### Objectives

To understand the growth and development of English language, its structural, grammatical and functional aspects.

To give an overview of phonetics and help the students to appreciate the relationship of language, society, culture and literature.

#### Course Outcomes

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

CO	Statement	Knowledge Level
CO1	Understand the nuances of English language.	K1
CO2	Understand and integrate the acquired knowledge of the lexical, grammatical structure and the theories involved.	K2&K3
CO3	Apply and analyse the theories and remember the concepts in speech sounds.	K4
CO4	Analyse and evaluate various theories, concepts of language and linguistics.	K5
CO5	Examine Language from many points of view.	K4

#### Unit- I History Of English Language

The Descent of the English Language - The Old English Period -The Middle English Period - The Renaissance and After - The Growth of Vocabulary - Change of Meaning - The Evolution of Standard English

#### Unit -II Phonology

Air Stream Mechanisms - The Organs of Speech - The Classification and Description of Speech Sounds: Consonants, Vowels - The Syllable - The Vowels of English - The Consonants of English - Intonation - Phonetic Transcription

#### Unit- III Linguistic Analysis

Morphology -Semantics - Discourse Analysis - Syntax

## Unit IV Socio Linguistics

Language Varieties

## Unit- V Applications Of Linguistics

Stylistics - Contrastive Analysis - Error Analysis

### TEXT BOOKS:

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	An Outline History of English Language	F.T.Wood	Paperback Publishers	1994
2	Introduction to Theoretical Linguistics	John Lyons	Cambridge University Press	1971
3	The Pronunciation of English	Daniel Jones	Cambridge University Press	1992.
4	Language and Linguistics: An Introduction	Geoffrey Finch	Macmillan	2000

### REFERENCE BOOKS:-

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	A Textbook of English Phonetics for Indian Students	T.Balasubramaniam	Macmillan Publishers	2013
2	Modern Applied Linguistics	N.Krishnaswamy	Macmillan Publishers	1992
3	Better English Pronunciation (Second Edition)	J.D.O'Connor	Cambridge University Press	2013
4	Modern Linguistics	N.Krishnaswamy and S.K. Verma	New Delhi: Oxford University Press	1989

### Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	M
CO2	M	M	S	S	M
CO3	M	M	S	S	S
CO4	S	S	M	M	S
CO5	S	S	M	S	M

**S-** Strong; **M-**Medium.



## SEMESTER-III

<b>SOFT SKILLS</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code: M19PEN12</b>	<b>ENGLISH FOR PROFESSIONAL EXAMINATIONS</b>	
<b>Credits: 1</b>		

### Objectives

To knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad.

To acquire high level of interaction and practice in real-life contexts, with plenty of opportunities for speaking

To gain the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work.

### Course Outcomes

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

<b>CO</b>	<b>Statement</b>	<b>Knowledge Level</b>
CO1	Develop their intellectual, personal and professional abilities.	K1
CO2	Acquire basic language skills (listening, speaking, reading and writing) in order to communicate with speakers of English language.	K3
CO3	Prove linguistic competence in the chosen language.	K4
CO4	understand and develop the specialized language and vocabulary relevant to the subject	K2
CO5	Get access to a broader range of information, connections, and opportunities.	K3

### Unit- I & II

1. Teaching Aptitude
2. Research Aptitude
3. Reading Comprehension

### Unit -III & IV

1. Reasoning
2. Logical Reasoning
3. Data Interpretation

### Unit- V

1. Information And Communication Technology (ICT)
2. People & Environment

**TEXT BOOKS:**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Teaching Aptitude (with MCQ)	Editorial Board R.P.H	Ramesh Publishing House; 2019 edition	2015
2	Teaching and Research Aptitude for UGC-Net/Slet	Division Research Atlantic	Atlantic Publishers & Distributors Pvt Ltd; Edition	2013

**REFERENCE BOOKS:-**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	A Modern Approach to Verbal & Non-Verbal Reasoning	RS.Aggarval	S. Chand Publisher	2010
2	Logical Reasoning: Book 6 - Vol. 120	Matrix Book Team	Macaw Books; Second edition	2013
3	A Complete Book on Data Interpretation and Analysis (English Printed Edition)	Adda 247 Publications	Adda247 Publications	2018
4	Information and Communication Technology in Organizations: Adoption, Implementation, Use and Effects	Harry Bouwman	SAGE Publications Ltd; 1 edition	2005
5	People and Environment	G. Tyler Miller	Cengage; Edition	2009

**Mapping with Programme Outcomes**

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	M	M
CO2	M	S	S	S	M
CO3	M	S	S	M	S
CO4	S	M	M	M	S
CO5	S	M	M	S	M

**S-** Strong; **M-**Medium

## SEMESTER-IV

<b>Core Course – XII</b>	<b>M.A. English</b>	<b>2019 – 2020</b>
<b>Code:M19PEN13</b>	<b>NEW LITERATURE</b>	
<b>Credits: 4</b>		

### Objectives

To cover the literary works from different territories those were once part of British Empire.

To refine the skills of critical thinking and rhetoric through thought-provoke personal response.

To equip students with the knowledge and skills to read and comprehend texts in common wealth literature.

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1	Interpret the moral earnestness and understand the tradition and society as identified from the works.	K2
CO2	Analyze and infer the philosophic principles from the works	K4
CO3	Identify the varied responses through reading the creative works	K1
CO4	Analyze literary works for the structure and meaning	K4
CO5	Effectively understand and communicate ideas related to the literary works during class and group activities.	K2

### Unit- I

1. Kamala Markandaya - Nectar in a Sieve
2. Derek Walcott - Ruins of a Great House

### Unit -II

1. Alice Walker - The Color Purple
2. Isaac Bashevis Singer - Grandfather and Grandson

### Unit- III

1. Wole Soyinka – Kongi's Harvest
2. Girish Karnad - Nagamandala

### Unit -IV

1. V.S. Naipaul - The House of Mr. Biswas
2. J.M. Coetzee- Disgrace

### Unit -V

1. M.G. Vassanji - Leaving
2. Mulk Raj Anand - The Lost Child

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Nectar in a Sieve	Kamala Markandaya	Kessinger Publishing	2010
2	Ruins of a Great House	Derek Walcott	Farrar, Straus and Giroux	2014
3	The Color Purple	Alice Walker	Mariner Books	2006
4	Grandfather and Grandson	Isaac Bashevis Singer	Farrar, Straus and Giroux	1983
5	Kongi's Harvest	Wole Soyinka	Oxford University Press	1967
6	Nagamandala	GirishKarnad	Oxford	1997
7	The House of Mr.Biswas	V.S. Naipaul	Picador	2011
8	Disgrace	J.M. Coetzee	Vintage Digital	2015
9	Leaving	M.G. Vassanji	Vintage	2007
10	The Lost Child	Mulk Raj Anand	Lavanya; First Edition edition	1974

**REFERENCES:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Commonwealth Literature in the 21 <sup>st</sup> Century	R.K.Dhawan	Hardcover	2014
2	Critical Studies on Common Wealth Literature	R.A. Singh	Oxford University Press	2003

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	S	S	S	M	S
<b>C02</b>	S	S	M	S	S
<b>C03</b>	S	S	S	M	S
<b>C04</b>	S	M	S	S	S
<b>C05</b>	S	S	M	S	S

**S-** Strong; **M-**Medium

## SEMESTER-IV

<b>Core Course -XIII</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN14</b>	<b>LITERARY CRITICISM</b>	
<b>Credits: 5</b>		

### Objectives

To introduces to different literary theories and how these can be applied to critically appreciate works of literature.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Understand various approaches to Literature	K2
CO2	Acquire the Knowledge of modern Literary criticism	K3
CO3	Apply key principles of different theories and criticism	K1
CO4	Acquire the skills to apply appropriate theories to a particular work	K3
CO5	Analyze literary texts using various approaches	K4

#### Unit-I

John Crowe Ransom - Criticism Inc.

Cleanth Brooks - The Language of Paradox

#### Unit -II

Carl Jung - Psychology and Literature

Northrop Frye - The Archetypes of Literature

#### Unit -III

George Lucas - The Ideology of Modernism

Raymond Williams - Realism and the Contemporary Novel

#### Unit -IV

Roland Barthes - Criticism as Language

Wayne C. Booth - From the Rhetoric of Fiction

#### Unit- V

Sigmund Freud - Creative Writers and Daydreaming

Elaine Showalter - Feminism and Literature

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Collective Criticism	Conrad Aiken	Oxford University Press	1968
2	The Norton Anthology of Theory and Criticism	Norton	Hardcover	2010
3	Twentieth Century Literary Criticism	Bijay Das and Kumar	Atlantic Publishers	1998
4	The English Novel, An introduction	Terry Eagleton	Blackwell Publishing	2005

**REFERENCES:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Modern Criticism and Theory	David Lodge	Pearson Education	2005
2	Critical Theory Textual Application	Shormishtha Panja	Worldview	2002
3	Literary Theory and Criticism	Patricia Waugh	Oxford University Press	2006

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	S	S	S	M	S
<b>C02</b>	S	S	M	S	S
<b>C03</b>	S	S	M	S	S
<b>C04</b>	S	S	S	M	S
<b>C05</b>	S	S	S	S	M

**S-** Strong; **M-**Medium

## SEMESTER-IV

<b>Core Course -XIV</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PEN15</b>	<b>CONTENT WRITING</b>	
<b>Credits: 4</b>		

### Objectives

To learn the content writing is about an issue or a topic in a clear, logical manner so that the reader understands the writer's points and is convinced that they make sense.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Analyze the structure and meaning, using correct terminology.	K3
CO2	Create an impact about the background and in depth knowledge	K5
CO3	Identify correct terminology and make students aware of the social problems	K4
CO4	Describe distinct characteristics and be aware of the social problems	K4
CO5	Discuss the process, methodology, scope and global scenario and to enable them to know the scientific systems and sub-systems in content writing.	K1

### UNIT-I

Introduction to Content Writing

Content Writing Process

Content Writing Tools

Best practices

Content Writing and Internet

Content Writing Career

### UNIT- II

Worldwide web from content writing perspective

Social media from content writing perspective

Internet from a mobile user's perspective

Business angle of content writing

Types of content processes

**UNIT -III**

Content delivery formats  
 Content marketing  
 Future of content writing  
 Selling your content online  
 Content writing as secondary source of income

**UNIT -IV**

Plagiarism  
 Content protection  
 Tags, keywords, hash tags  
 Text, audio, video content production  
 Content attributes  
 Info graphic

**UNIT- V**

Free tools, Paid tools, How search engines work, What is Search Engine Optimization, Links to useful websites and blog, Legal implications

**TEXT BOOKS:**

S.NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Guide to becoming a freelance writer	G.Rhea	Edinburgh University Press	2016
2	The freelance content marketing writer	Jenifer Goforth Gregory	Gale Ecco, Print Editions	2018

**REFERENCES:**

S.NO	AUTHOR	TITLE OF THE BOOK	PUBLISHER	YEAR OF PUBLICATION
1	Everybody writes	Ann Handley	Edinburgh University Press	2014

**Mapping with Programme Outcomes**

Cos	PO1	PO2	PO3	PO4	PO5
C01	S	S	S	M	S
C02	S	S	M	S	S
C03	S	S	S	S	M
C04	S	S	M	S	S
C05	S	S	S	M	S

**S-** Strong; **M-**Medium



## SEMESTER-IV

<b>Core Project – XV</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code: M19PENPR1</b>	<b>PROJECT</b>	
<b>Credits: 5</b>		

### **Preamble**

To make the students understand the importance of doing research on a literary research topic relevant to society and environment this has to be undertaken by the individual student. Individual Projects and Viva Voce. Two or three students will be assigned to each staff member. The topic of area is finalized at the end of III semester, allowing scope for the students to gather relevant material during the vacation. The research work can be carried at the college or other libraries approved by the guide and the HOD. Viva voce / presentation will be conducted by both internal and external examiners. The student will be evaluated on the basis of presentation and her response to questions.

### **Area of Work**

British, American, Commonwealth and Indian Writing in English,  
Translation Studies and Comparative Studies.

### **Methodology**

MLA Handbook for Writers of Research Papers, latest edition will be followed

### **TEXT BOOK:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	M.L.A. Hand Book	Modern Language Assn. of America	Macmillan	8 <sup>th</sup> edition

### **REFERENCE:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Theses & Project Work	CJ.Parsons	Unwin Brothers Ltd., Gresham Press	1973

## SEMESTER-IV

<b>Elective Course-IV</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE10</b>	<b>ENGLISH LANGUAGE TEACHING</b>	
<b>Credits: 4</b>		

### Objectives

To enable the students to recognise and review the basic elements of teaching English to students at various levels of cognition.

To introduces the students various methods to teach different genres.

To encourages the students to adopt new methods and strategies in teaching.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Recognize different types of teaching methodology.	K1
CO2	Adopt suitable methodology to different aspects of learning.	K4
CO3	Integrate different methods of teaching in the new learning environment.	K3
CO4	Devise indigenous methods of teaching.	K3
CO5	Recognize the various functions of language.	K4

### UNIT – I

Major Trends in ELT A Brief History of Language Teaching - The Audio Lingual Method

### UNIT – II

Alternative Approaches and Methods Total Physical Response - The Silent Way - Community Language Learning – Suggestopaedia - Multiple Intelligence

### UNIT – III

Current Communicative Approaches The Natural Approach - Co-operative Language learning- Task-based Language Teaching

### UNIT - IV

(a) Four Basic Skills Listening - Speaking - Reading – Writing

(b) Teaching Grammar and Vocabulary Dictionary Work - Aids to the Teaching of Grammar - Grammar in Examinations and Tests

(c) Teaching Language through Literature Teaching through Poetry - Teaching through Drama - Teaching through Fiction

**UNIT - V**

(a) Teaching with Audio-Visual Aids The Language Laboratory - Visual Aids - Teaching Machines and Programmed Learning

(b) Syllabus and Evaluation Organisation: The Structure of the Syllabus - Tests and Evaluation

**TEXT BOOKS:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Teaching English as a Second Language: A Book of Reading	B.Harold Allen	Tat McGraw Hill Publishing Company Ltd	1965
2	Teaching Poetry in Schools and Colleges	Dinesh Bagchi	TR Publications, Madras	1994
3	Aspects of Language and Language Teaching	W.A Bennett	Cambridge University Press	1969

**REFERENCE BOOKS:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	Teaching English as a Second Language	J.A.Bright McGregor	ELBS & Longman	1982
2	Introducing Applied Linguistics	S.Pit.Corder	Penguin Books	1973
3	A Handbook of English Language Laboratories	Suresh kumar	Cambridge University Press	2007

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	S	S	M	M	M
<b>C02</b>	M	S	M	M	M
<b>C03</b>	M	M	S	S	S
<b>C04</b>	S	M	S	S	S
<b>C05</b>	S	S	M	M	S

**S-** Strong; **M**-Medium

**SEMESTER-IV**

<b>Elective Course-IV</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE11</b>	<b>POPULAR WRITING</b>	
<b>Credits: 4</b>		

**Objectives**

To introduces the students the Popular Literature as a part of literary works and popular culture which develops in the society and becomes a trend.

To discusses genre fiction of popular literature along with the characteristics of popular literary works in their genres.

**Course Outcomes**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Differentiate between canonical and popular literature.	K1
CO2	Understand the effectiveness of the detective fiction, fantasy/mythology and romance which have a mass appeal.	K2
CO3	Gain a better understanding of the popular roots of literature.	K2
CO4	Relate sense and nonsense in literature.	K4
CO5	Evaluate genres of writing and write in appropriate genres and modes for a variety of purposes.	K2

**UNIT - I**

1. Pearl S. Buck- The Exile
2. P. G. Wodehouse -Full Moon

**UNIT - II**

1. A.J. Cronin -Keys of the the Kingdom
2. Ayn Rand- The Fountain Head

**UNIT - III**

1. Harper Lee -To Kill a Mocking Bird
2. Richard Bach Jonathan - Livingstone

**UNIT - IV**

1. Alex Haley- Roots
2. Robin Cook- Sphinx

**UNIT - V**

1. Paul Coelho -The Alchemist
2. Chetan Bhagat -Two States

**TEXT BOOKS:**

<b>S.NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	The Exile	Pearl S. Buck	PF Collier & Son Company	1936
2	The Full Moon	P. G. Wodehouse	Doubleday	1947
3	Keys of the Kingdom	A.J. Cronin	Little, Brown and Company	1941
4	The Fountain Head	Ayn Rand	Bobbs-Merrill Company	1943
5	To Kill a Mocking Bird	Harper Lee	RHUK	2010
6	Livingstone Seagull	Richard Bach Jonathan	Macmillan Publishers	1970
7	Roots	Alex Haley	Doubleday	1976
8	Sphinx	Robin Cook	Macmillan Publishers	1979
9	The Alchemist	Paul Coelho	Harper Collins (English translation)	1993
10	Two States	Chetan Bhagat	Rupa & Co	2009

**REFERENCES:**

<b>S. NO</b>	<b>TITLE OF THE BOOK</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>	<b>YEAR OF PUBLICATION</b>
1	The Readers Advisory Guide to Genre Fiction	G.Joyce Saricks	United States of America	2009

**Mapping with Programme Outcomes**

<b>Cos</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	S	S	M	M	S
<b>C02</b>	S	S	M	M	S
<b>C03</b>	S	S	S	M	S
<b>C04</b>	S	S	M	S	S
<b>C05</b>	S	S	S	S	S

**S-** Strong; **M-**Medium

## SEMESTER-IV

<b>Elective Course-IV</b>	<b>M.A. English</b>	<b>2019 - 2020</b>
<b>Code:M19PENE12</b>	<b>HISTORY OF IDEAS</b>	
<b>Credits: 4</b>		

### Objectives

To acquire primarily offered in the form of lectures.

To participate in classroom instruction in smaller groups, which gives you an opportunity to make presentations, participate actively in discussions and work together with your study group.

To organizing the majority of your time when you are preparing for classes and working with your study group.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CO1	Remember the History of ideas and investigate why certain ideas gain prominence at particular times.	K1
CO2	Understand the history of philosophy of the major works.	K2
CO3	Identify a Wide variety of ways of conceptualizing the soul and the body, discipline and punishment, and management and organisations, among other topics.	K3
CO4	Gain a history of ideas as revealed by Masters.	K3
CO5	Recognize and have a historic view of ideas from different parts of the world.	K4

### UNIT - I

1. Plato - Ion
2. Aristotle On Poetics - Definition of Tragedy and Rules for its construction
3. Bharata - From Natyasastra

### UNIT - II

1. Thomas Hobbes Leviathan - Of the Several Kinds of Commonwealth by Institution and of succession to the sovereign power
2. Pascal - Fundamentals of the Christian Religion
3. Rousseau - The Social Contract or Principles Of Political Right-Book I

**UNIT - III**

1. Kant - Introduction: Of the difference between Pure and Empirical Knowledge
2. John Stuart Mill - Liberty
3. Darwin - Survival of the Fittest (Chapter IV)

**UNIT - IV**

1. Kierkegaard - Fear and Trembling – Prelude 405-425
2. Marx - The Communist Manifesto, Chapter II – Bourgeois and Proletarians
3. Freud - Beyond the Pleasure Principle

**UNIT - V**

1. Ferdinand De Saussure - Course in General Linguistics
2. Alvin Toffler - Power shift

**TEXT BOOKS:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Great Books of the Western World	J.MortimerAdler	The Synopticon I and II.	1996
2	Immanuel Kant	Julien Benda	Rupa and Co	2002
3	A History of Literary Criticism	Harry Blamires	Macmillan	1991

**REFERENCES:**

S. NO	TITLE OF THE BOOK	AUTHOR	PUBLISHER	YEAR OF PUBLICATION
1	Twentieth Century Literary Criticism	Bijay Das Kumar	Atlantic Publishers	2004
2	Nietzsche Selected Writings	Nietzsche Friedrich	Srishti Publishers	1998

**Mapping with Programme Outcomes**

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	S	S	M
CO3	S	M	S	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

**S-** Strong; **M-**Medium