

Government Arts College (Autonomous) Coimbatore- 18

**Learning Outcomes based Curriculum Framework
(LOCF)
for
M.A. English Literature
Academic Year 2021 Onwards**



Postgraduate and Research Department of English

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PREAMBLE

Literature celebrates life in all forms and imparts virtuous living in common man. It serves as a prism that diffracts global knowledge from myriad dimensions of culture, tradition, history and environment. Literature engenders ingenuity by intervening into the unexplored territories of nature, environment, society, culture, politics and life, in general. It educates about the situation of the weak, the poor, the exploited, the vulnerable and the voiceless. English literature offered as a PG programme has evolved over a period of time in India. It has progressed from the pivotal Anglican focus to world literatures in English and inclusive of its translations. The inclusion of Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures endorse the richness of the Master's Programme in English Literature offered by the college. Further to this list, the Master's Programme in English provides an opportunity to comprehend and explore literature in the light of various critical and theoretical discourses like Classicism, Formalism, Structuralism, Deconstruction, Modernism, Post-modernism, Postcolonialism, Marxism, Feminism, Ecofeminism, Ecocriticism, Environmental Justice, and Black Aesthetics, Dalit Aesthetics, Queer Studies, Disability Studies, among others.

1. INTRODUCTION

The syllabus designed for Master's Programme in English aspires to exhibit the entire spectrum of English studies coupled with cutting-edge research of global relevance and enables students to confront the challenges of life leading to life-long learning. The programme ensures the development of research and analytical skills, and advances the level of writing of the students.

This programme intends:

- To prepare students to master the aspects of literature and linguistic proficiency in English
- To introduce different dimensions of English Literature and theoretical criticism enhancing their knowledge attained in undergraduation.
- To support the learning process by providing environments where teaching, research, training, and practice complement each other.

After the completion of MA English, students are entitled

- To appear for competitive exams conducted by Central and State Governments such as NET / SET respectively.
- To get appointed as Assistant Professor as per UGC norms when they additionally hold NET/SET qualification along with the degree in M.A. English.
- To run their own institutions offering coaching classes such as English communication, English Grammar classes and NET/SET training.
- To acquire lucrative jobs in companies or institutions for enhancing the English-Speaking capability of employees.

Every productive research helps nation building in its unique ways. This Master's Programme serves the need of nation by nurturing the eligibility of students to pursue Ph.D. Research Programme which in turn will pave way for fruitful research.

1.1 Types of courses and Course structure

Each program may have three types of courses namely Core courses, Elective courses and Self-study/Skill-based courses

Core Courses

The Core courses are those courses whose knowledge is deemed essential for the students registered for a particular Master's degree program. Where feasible and necessary two or more programs may prescribe one or more common core courses.

- The core courses shall be mandatory for all the students registered for the master's degree program. The core courses shall be spread all the semesters of the program.

2. LEARNING OUTCOMES -BASED APPROACH TO CURRICULAR PLANNING

The LOCF for postgraduate education is based on specific learning outcomes and academic standards expected to be attained by the undergraduates who qualify to join this master's programme in English Literature. The paradigm shift of this outcome-based approach is the significant focus on what is actually learnt by way of demonstrable outcomes by the students rather than what is to be taught by the professors. This outcome-based approach is to be established exclusively, in the learning and teaching pedagogy embedded with a productive difference in an interactive and participatory environment. Precisely, this master's programme in English is designed to inculcate the requisite global knowledge needed for every postgraduate student towards leading a virtuous progressive career in teaching, judicature, mass communication, marketing, and managerial jobs. The extensive literary pieces tailored precociously under various subject titles of the syllabi edify the qualitative designing of the curriculum that aspires for a quantifiable outcome from the postgraduate students through their futuristic accomplishments.

2.1. Nature and Extent of Master's Degree Programme in English Literature

1. Master's Degree is a well-recognized, structured, and specialized postgraduate level qualification pursued after the undergraduation of a student. The vital perspective of this master's programme is to educate the postgraduate students on the societal and cultural phases of human life conglomerated with educational, ecological, political, and biological progress of the entire cosmos.
2. Master's Degree in English attracts entrants from the undergraduate level, often with adequate and relevant subject knowledge obtained through the undergraduate programme pursued in English. The constituents of this M.A. degree programme are determined in terms of knowledge, comprehension, qualification, adeptness and virtuous accomplishments of the students in future.
3. The M.A. English programme aims to equip the students to qualify for joining either a profession or to provide development opportunities in particular employment settings. In addition, the postgraduate students of this M.A. programme are enabled to pursue their academic study at a higher levels of research programmes namely M.Phil. and Ph.D.
4. Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical

thinking and effective communication skills. Courses, therefore, reflect different aspirations of students and their learning needs in addition to honing their skills.

5. The attributes and outcomes associated with M.A. English are predominantly comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from simple literary theories and criticism to the formulation and justification of complex and analytical research hypotheses of English Literature.
6. To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness with an understanding of human and literary value.

Elective courses

The elective courses can be chosen from a pool of papers. These courses are intended to

- allow the student to specialize in one or more branches of the broad subject area;
- help the student to acquire knowledge and skills in a related area that may have applications in the broad subject area;
- help the student to bridge any gap in the curriculum and enable acquisition of essential skills, for example, statistical, computational, language, communication skills etc.
- help the student to pursue area of interest
- The student may also choose additional elective courses offered by the college to enable him /her to acquire extra credits from the discipline or across the discipline

Project work

- A course (core/elective/self-study/skill based) may take the form of a project work.

2.2. Aims of Master's Degree Programme in English

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English as a major programme; (ii) the core objectives of English (Literary Studies and Language through Literature) aim at imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in English Literature are therefore outlined through the following points:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by a student doing Masters in English.
- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature.
- **Bridge to the World:** The programme provides an ambience to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment.
- **Assimilation of Ability, Balance, Harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English Literature that a postgraduate of the subject should be able to demonstrate on successful completion of the programme of study.
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature and academic standards to ensure global competitiveness, and to facilitate postgraduate

mobility.

- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and providing a balance between what is common to the education of all students and the kind of flexibility and openness required for education.
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and the academic standards.
- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.
- The specific objectives of the M.A. programme in English Literature aim at developing the postgraduate student with the ability to demonstrate the following outcomes:
 1. Proficiency in discrepant genres of English Literature
 2. Exhibition of eloquence in English while describing or analyzing literary concept
 3. Creative Writing in different genres of English (Prose, Essays, Poems, Stories and so on)
 4. Critiquing the literary theories with relevant literary writers / pieces in English
 5. Framing Research Hypothesis / Writing the statement of Research
 6. Comprehension of connections between the natural environment and Literature
 7. Observing the vitality of Subaltern studies and Dalit literature globally
 8. Bridging the Societal, Cultural, Historical, Environmental and Psychological theories with appropriate literary texts.
 9. Digital Literacy and English Language Teaching
 10. Values: Professional Ethics to be demonstrated in the workplace

3. GRADUATE ATTRIBUTES

1. Disciplinary Knowledge:
 - a. Ability to identify, speak and write about different literary genres, forms, periods and movements
 - b. Ability to understand and engage with various literary and critical concepts and categories
 - c. Ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
 - d. Ability to understand appreciate, analyze, and use different theoretical frameworks
 - e. Ability to locate and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
 - f. Ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self- questioning
 - g. Ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
 - h. Ability to see and respect difference and to transcend binaries.
2. Communication Skills:
 - a. Ability to speak and write clearly in standard, academic English
 - b. Ability to listen to and read carefully various viewpoints and engage with them.
 - c. Ability to use critical concepts and categories with clarity
3. Critical Thinking:
 - a. Ability to read and analyze extant scholarship
 - b. Ability to substantiate critical readings of literary texts in order to persuade others
 - c. Ability to place texts in historical contexts and also read them in terms of generic conventions and literary history
4. Problem Solving:
 - a. Ability to transfer literary critical skills to read other cultural texts
 - b. Ability to read any unfamiliar literary works
5. Analytical Reasoning:
 - a. Ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws

- in their arguments
 - b. Ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts
6. Research-Related Skills:
- a. Ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
 - b. Ability to plan and write a research paper/thesis.
7. Teamwork and Time Management:
- a. Ability to participate constructively in class discussions
 - b. Ability to contribute to group work
 - c. Ability to meet a deadline
8. Scientific Reasoning:
- a. Ability to analyze texts, evaluating ideas and literary strategies
 - b. Ability to formulate logical and persuasive arguments
9. Reflective Thinking:
- a. Ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading
10. Self-Directed Learning:
- a. Ability to work independently in terms of reading literary and critical texts
 - b. Ability to carry out personal research, postulate questions and search for answers
11. Digital Literacy:
- a. Ability to use digital sources, and read them critically
 - b. Ability to use digital resources for presentations
12. Multicultural Competence:
- a. Ability to engage with and understand literature from various nations and regions and languages
 - b. Ability to respect and transcend differences
13. Moral and Ethical Values:
- a. Ability to interrogate one's own ethical values, and to be aware of ethical issues
 - b. Ability to read values inherent in literary texts and criticism, namely, the environment, religion and spirituality, as also structures of power
14. Leadership Readiness:
- a. Ability to lead group discussions, to formulate questions for the class in literary and social texts

15. Life-long Learning:

- a. Ability to retain and build on critical reading skills
- b. Ability to transfer such skills to other domains of life and work

4. QUALIFICATION DESCRIPTORS FOR MASTER'S DEGREE IN ENGLISH

The qualification descriptors for the M.A. programme in English are the five learning attributes namely, understanding, use, communication, expansion, and application of subject knowledge. This also involves awareness pertaining to class, caste, gender, and religion so that they can transcend these differences with transparency of purpose and thought. Each postgraduate in English should be able to

- *demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary and critical concepts, theories and categories
- *demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- *demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
- *communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life
- *demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc. on different platforms of communication such as the classroom, the media and the internet
- *recognize* the scope of English studies in terms of career opportunities,

employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

- *apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.

5. PROGRAMME LEARNING OUTCOMES

I. PLO1: Communication Skills

Demonstrate (i) command over English grammatical structure, (ii) procedural intellect in reading and writing, (iii) skills in listening and speaking.

II. PLO2: Disciplinary Knowledge

Comprehend (i) literary genres, (ii) retrieve literary theories conglomerated into the textual language and (iii) Interpret literary texts of different genres like poetry, prose, short stories, drama, novels, biographies and travel narratives

III. PLO3: Critical Thinking

Use literature as a medium to (i) interpret the functionalities of society, (ii) appreciate all literary genres and (iii) recollect the environmental besides sociological issues embedded in English Literature.

IV. PLO4: Analytical Reasoning

Communicate the results of studies pursued in literature, linguistics and literary theories and English language teaching.

V. PLO5: Reflective Thinking

Address individual learning needs in the fields of (i) media literature and mass communication, (ii) apply corporate and technical communication

VI. PLO6: Research Related Skills

Comprehend the (i) methodology of pursuing research in literature, language and stylistics, (ii) Apply the rubrics of MLA 8th edition in the textual research, and (iii) critique a text devoid of plagiarism.

VII. PLO7: Self-Directed Learning

Apply creativity in (i) writing poems, essays, short fictions, and (ii) writing literary reviews of published texts and (iii) associate sustainable development in tandem with the progress of English literature

VIII. PLO8: Team work and Time Management

Team playing skills in observing the scope of research in (i) English literature, (ii) English Language Teaching, (iii) Eco Literature, (iv) Sociological and

psychological traces inferred from English Literature and recognize the need for patenting of individual research.

6.STRUCTURE OF MA ENGLISH LITERATURE IN CBCS ENGLISH

M.A. English Literature Degree Course

PG - SCHEME OF EXAMINATIONS: CBCS PATTERN

(For the students admitted during the academic year 2021-2022 onwards)

Sub Code	Title of the Paper	Hrs (wk)	Internal (CA)	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – I								
21 MEN11C	Core -I: Chaucer and Elizabethan Age	6	50	50	100	25	50	5
21 MEN12C	Core -II: Puritan and Augustan Age	6	50	50	100	25	50	4
21 MEN13C	Core -III: Romantic Age	6	50	50	100	25	50	4
21 MEN14C	Core -IV: Linguistics and Grammar	6	50	50	100	25	50	4
Semester – II								
21MEN21C	Core-V: Victorian Age	6	50	50	100	25	50	4
21MEN22C	Core-VI: Modern Age	6	50	50	100	25	50	4
21 MEN23C	Core-VII: Principles of Literary Criticism	6	50	50	100	25	50	4
21 MEN24C	Core-VIII: Women's Writings	6	50	50	100	25	50	4
Semester – III								
21 MEN31C	Core-IX: Postcolonial Literature	6	50	50	100	25	50	5
21 MEN32C	Core-X: Literature and Environment	6	50	50	100	25	50	4
21 MEN33C	Core-XI: Diasporic Writings	6	50	50	100	25	50	4
21 MEN34E	Elective – I: Research Methodology	6	50	50	100	25	50	4
21 MEN35E	Elective – II: Professional Writing	6	50	50	100	25	50	4
Semester – IV								
21MEN41C	Core-XII: Shakespeare	6	50	50	100	25	50	5
21MEN42C	Core-XIII: Contemporary American Literature	6	50	50	100	25	50	4
21MEN43C	Core-XIV: Literary Theory	6	50	50	100	25	50	4
21MEN44E	Elective – III: Modern Trends in English Language Teaching	6	50	50	100	25	50	4
21MEN45E	Elective – IV: English Literature for NET/SET Exams	6	50	50	100	25	50	4
21MEN46V	Project Viva Voce	-	50	50	100	25	50	15
Total Credits					1900			90

2021-2022 onwards	I	21MEN11C	Core -1-Chaucer and Elizabethan Age	6
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Course-level Learning Outcomes

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

CLO1: Recognize periods, movements, and the emergence of standard English language.

CLO2: Extend awareness of the writings of Ben Jonson and Spenser.

CLO3: Appreciate peculiarities and complexities of human nature.

CLO4: Develop literary sensibility and critical thinking.

CLO5: Interpret the transition from the age of medievalism to the age of modernism.

CLO6: Analyze the components of Elizabethan Literature.

Unit I: Poetry

Detailed : Chaucer-Prologue to the Canterbury tales

Non-Detailed : Thomas Wyatt: I find no peace

Henry Howard Earl of Surrey: My friend, the things that do attain

Unit II: Poetry

Detailed : Spenser-Prothalamion

Non-Detailed : Sidney's Astrophel and Stella sonnet-1

Michael Drayton's Sonnet-There is nothing grieves me, but that age should haste

Unit III: Prose

Detailed : Bacon's Essays

1. Of Great Place

2. Of Simulation and Dissimulation

3. Of Friendship

4. Of Marriage and Single Life

5. Of Goodness and Goodness of Nature

6. Of Youth and Age

Non-Detailed : The Book of Job

Unit IV: Drama

Detailed : Thomas Kyd's *The Spanish Tragedy*

Non-Detailed : Ben Jonson's *Volpone*

Unit V: Criticism

Non-Detailed : Philip Sidney's An Apology for Poetry

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation
 Workshop
 Audio – visual components

Text Books:

Compilation of literature ranging from Chaucer to Elizabethan Age, 2021.

References:

1. Bacon, Francis and F.G. Selby. *Bacon's Essays: Edited with Introduction and Notes*. London: Macmillan, 1927
2. Barton, Anne. *Ben Jonson, Dramatist*. Cambridge: Cambridge UP, 1987.

Further Reading:

1. Daiches, David. *A Critical History of English Literature*. London: Secker&Warburg,1960
2. Minnis, A. J. *The Cambridge Introduction to Chaucer*. N.P., 2014.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO8		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Year	Semester	Sub. Code	Subject Title	Hours/ Week
2021-2022 onwards	I	21MEN12C	Core-II-Puritan and Augustan Age	6

Course-level Learning Outcomes

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

CLO1: Infer literal and figurative use of language.

CLO2: Recognize how form and structure shape the meaning of the text.

CLO3: Combine performance and production skills.

CLO4: Enhance creativity which enables them to think innovatively.

CLO5: Criticize various literary texts using their theoretical and practical knowledge.

CLO6: Compare the writers of Puritan and Augustan Age.

Unit I: Poetry

Detailed : John Milton's *Paradise Lost Book IX*

Non-Detailed: John Donne's *The Ecstasy*, *The Canonization*

Andrew Marvel's *The Garden*, *To His Coy Mistress*

George Herbert's *The Pulley*, *The Collar*

Unit II: Prose

Detailed : Addison and Steele–Coverley Papers

1. The Spectator's Account of Himself
2. Of the Club
3. The Coverley Household
4. Character of Will Wimble
5. Sir Roger at Church
6. Sir Roger at the Theatre

Non-Detailed: Jonathan Swift's *The Battle of Books*

Unit III: Drama

Detailed : Dryden's *All For Love*

Non-Detailed: Sheridan's *The School for Scandal*

Unit IV: Fiction

Non-Detailed: Daniel Defoe's *Robinson Crusoe*

Henry Fielding's *Amelia*

Unit V: Criticism

Non-Detailed: Alexander Pope's *Essay on Criticism*

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Books:

Compilation of literature ranging from Puritan to Augustan Age, 2021.

References:

1. Abrams, M.H. *The Norton Anthology English Literature: The Sixteenth Century, The Early Seventeenth Century*. Macmillan, 1988.
2. Hunter, G.K. *Milton's Paradise Lost: A Poem in Twelve Books with Notes*. Penguin, 1977.

Further Reading:

1. Macdonald, D.L. & McWhir, Anne. *The Broadview Anthology of Literature of the Revolutionary Period 1770–1832*. Broadview Press, 2010.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO7			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	I	21MEN13C	Core-III- Romantic Age	6

Course-Level Learning Outcomes:

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

CLO1: Recognize the origin of Romanticism in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.

CLO2: Illustrate the difference between Neoclassicism and Romanticism.

CLO3: Infer the coherence among the literary traits that characterize the Romantic Age.

CLO4: Analyze the main characteristics of Romantic sensibility, viz, common man, equality, freedom, sense of community and fraternity.

CLO5: Evaluate various thematic perspectives and styles such as the imagination, Romantic, Sublime, celebration of commonplace, concepts of transcendence, Byronic Hero and modelling of ecological sustainability

CLO6: Scrutinize the interconnectedness of human life and nature as reflected in works written during the Romantic period.

Unit I: Poetry

Detailed : William Wordsworth's Ode on Intimation of Immortality
P. B. Shelley's Ode to the West Wind

Non-Detailed : S.T Coleridge's Rime of the Ancient Mariner

Unit II: Poetry

Detailed : John Keats' Ode on a Grecian Urn
Lord Byron's Prometheus, On This Day I Complete My Thirty-Sixth Year
Robert Burns' A Red, Red Rose

Non-Detailed : William Blake's The Songs of Innocence and Experience

Songs of Innocence

1. Lamb
2. The Chimney Sweeper
3. Holy Thursday
4. Nurse's Song
5. The Divine Image

Songs of Experience

1. Tyger
2. The Chimney Sweeper

3. Holy Thursday
4. Nurse's Song
5. The Human Abstract

Unit III: Prose

Detailed : Charles Lamb's Essays of Elia

1. New Year's Eve
2. A Bachelor's Complaint of the Behaviour of Married People
3. Blakesmoor in H-Shire
4. The South Sea House

Non-Detailed : William Hazlitt's Essays

1. On Reading Old Books
2. On Going a Journey

Thomas DeQuincy's Confessions of an English Opium Eater

Unit IV: Fiction

Non-Detailed : Sir Walter Scott's Waverley
Jane Austen's Pride and Prejudice

Unit V: Criticism

Non-Detailed : Wordsworth's Preface to the Lyrical Ballads

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Book:

Compilation of literature that belongs to Romantic Age, 2021.

References:

1. Abrams, M.H. *The Norton Anthology English Literature: The Sixteenth Century, The Early Seventeenth Century*. Macmillan, 1988.
2. Attridge, Derek. *The Rhythms of English Poetry*. Longman, 1982.

Further Reading:

1. Macdonald, D.L. & McWhir, Anne. *The Broadview Anthology of Literature of the Revolutionary Period 1770–1832*. Broadview Press, 2010.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑		☑	☑
PLO2		☑		☑	☑	
PLO3	☑	☑	☑			

PLO4	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
PLO8		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub. Code	Subject Title	Hours/Week
2021-2022 onwards	I	21MEN14C	Core-IV-Linguistics and Grammar	6

Course-level Learning Outcomes

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

CLO1: Infer the rules of Received Pronunciation (RP) of English language

CLO2: Use language skills namely Listening, Reading, Speaking and Writing as a medium to exhibit thought and knowledge

CLO3: Integrate language skills in articulation to testify the eloquence

CLO4: Detect a systematic linguistic practice corresponding to the language acquisition theories

CLO5: Distinguish the role of language acquisition theories

CLO6: Apply the grammatical and syntactic rules of English language

Unit 1 – Linguistics

The study of Linguistics; The nature of communication; Communication and Language; Branches of Linguistics; Current trends in the field of Linguistics

Unit 2 – Phonetics and Phonology

Articulatory Phonetics; English consonants, vowels and Diphthongs; Supra-segmental features; Phonetics and phonemics; Phonetic Transcription

Unit 3 – Morphology

Morphology, Morpheme, and Allomorph; types of morphemes; Types of bound Morphemes; Morphological topology; Word formation

Unit 4 – Syntax

Syntactic construction; syntactic structures; Sentences, Clauses, and Phrases; IC Analysis; TG Grammar

Unit 5 – Semantics and Pragmatics

Semantics and the study of Meaning; the nyms; Pragmatics; speech act; discourse analysis

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Book:

1. Bruce M. Rowe, and Diane PLevine. *A Concise Introduction to Linguistics*. 4th Ed. Pearson Education, Inc. 2015.

References :

1. Syal. *An Introduction to Linguistics: Language, Grammar and Semantics*. Macmillan, 2002
2. Jones, Daniel. *English Pronouncing Dictionary*. ELBS, 1970.

Further Reading:

1. Broderick, John P. *Modern English Linguistics: A Structural and Transformational Grammar*. Crowell, 1975.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO8	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	II	21MEN21C	Core – V Victorian Age	6

Course-level Learning Outcomes

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

CLO1: Read independently texts of British literature of the 19th century

CLO2: Demonstrate and in-depth knowledge of the literary history of Britain

CLO3: Explain critically with representative writings in connection with their social, cultural and political milieu

CLO4: Apply ideas and concepts of Victorian writing.

CLO5: Discuss the social, political and cultural issues reflected in British literature

CLO6: Differentiate the uniqueness that marks Victorian Age and its literature.

Unit I: Poetry

Detailed : Robert Browning Fra Lippo Lippi
Lord Tennyson Morte D' Arthur

Non-Detailed : Elizabeth Barrett Browning The Cry of the Children
Gerard Manley Hopkins' The Wreck of the Deutschland

Unit II: Prose

Detailed : Carlyle's The Hero as Poet

Non-Detailed : John Ruskin's *Sesame and Lilies*

Unit III: Drama

Detailed : Oscar Wilde The Importance of Being Earnest

Non-Detailed : J.M. Synge's *Riders to the Sea*

Unit IV: Fiction

Non-Detailed : George Eliot's *Middlemarch*
Thomas Hardy's *Far from the Madding Crowd*
Charles Dickens' *A Christmas Carol*

Unit V: Criticism

Non-Detailed : Matthew Arnold's *The Functions of Criticism at the Present Times*

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Book :

Compilation of literature that belongs to Victorian Age, 2021.

References:

1. *The Norton Anthology English Literature: The Victorian Age*. ELBS, 1971.
2. Warwick, Alexandra & Martin Willis. *The Victorian Literature Handbook*. Bloomsbury, 2001.
3. Adams, Eli James. *A History of Victorian Literature*. Macmillan, 2002.

Further Reading

1. Abrams, M.H. *The Norton Anthology of English Literature: Eighteenth Century*. Macmillan, 1988.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
PLO4		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		

Year	Semester	Sub.code	Subject Title	Hours/Week
2021-2022 onwards	II	21MEN22C	Core-VI-Modern Age	6

Course-level Learning Outcomes

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

CLO1: Distinguish the world of the poets belonging to the Modern Age.

CLO2: Illustrate creative skills in the field of prose.

CLO3: Identify and deliver audience appropriate theatrical presentations.

CLO4: Analyze and acquaint themselves with British fiction.

CLO5: Examine literature critically and to make professional contributions.

CLO6: Detect the emergence of Modern era.

Unit I: Poetry

Detailed :T.S. Eliot's *The Waste Land*

Non-Detailed: W.B. Yeats' *Sailing to Byzantium*

Wilfred Owen's *Strange Meeting*

Dylan Thomas' *Do Not Go Gentle into that Good Night*

Unit II: Prose

Detailed :Henry James' *The Art of Fiction*

Non-Detailed: Bertrand Russell's

1. Knowledge and Wisdom

2. Ideal Individual

Lytton Strachey's "Florence Nightingale" from *Eminent Victorians*

Unit III: Drama

Detailed : Bernard Shaw's *Pygmalion*

Non-Detailed: Harold Pinter's *The Home Coming*

Unit IV: Fiction

Non-Detailed :Graham Green's *The Power and The Glory*

William Faulkner's *The Sound and The Fury*

Unit V: Criticism

Non-Detailed :D. H. Lawrence's *John Galsworthy*

T.S. Eliot's *Tradition and Individual Talent*

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Books:

Compilation of literature that belongs to Modern Age, 2021.

Reference Books:

1. *The Norton Anthology English Literature: The Twentieth and Twenty-First Centuries*. ELBS, 1971
2. Beesley, Simon & Sheena Joughin. *History of 20th Century Literature*. Longman, 2002.

Further Reading:

1. Gills, Mary Ann. *Modernist Literature*. Edinburgh UP, 2007.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
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PLO3	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	II	21MEN23C	Core- VII Principles of Literary Criticism	6

Course-level Learning Outcomes

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

CLO1: Recognize the contribution made by great thinkers and critics in the field of literary criticism

CLO2: Interpret literary texts based on critical theories propounded by the critics

CLO3: Distinguish the critical approaches and classify them based on philosophical and literary domains.

CLO4: Outline the ways in which a text can be analyzed by making use of concepts used by each critic.

CLO5: Integrate the English critical tradition as a whole

CLO6: Infer meanings in literary texts by reading them in the light of the concepts put forth by the critics.

Unit I:

Aristotle's Poetics

Coleridge's Biographia Literaria XIV and XVII

Unit II:

Keats' Letters from English Critical Tradition

T.S. Eliot's Metaphysical Poets

Unit III:

I.A. Richards' Four Kinds of Meaning

Mark Schorer's from Technique as Discovery

Unit IV:

W.K. Wimsatt Jr. and M.C. Beardsley's The Intentional Fallacy

Lionel Trilling's Sense of the Past

Unit V:

Cleanth Brooks' Irony as the Principle of Structure

Allen Tate's Tension in Poetry

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Book:

1. S Ramaswami and V. S. Sethuraman, Eds. *The English Critical Tradition: An Anthology of English Literary Criticism*, Vol. 1 & 2. Laxmi Publication, 1979.

Reference Books:

1. David Lodge and Nigel Wood. Eds. *Modern Criticism and Theory: A Reader*. Routledge, 2013.
2. Harry Blamires. *A History of Literary Criticism*. Macmillan, 2010.

Further Reading:

1. Cleanth Brooks, Jr., Robert Penn Warren, *Understanding Poetry: An Anthology for College Students*. Henry Holt & Company, 1938.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO8		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/Week
2021-2022 onwards	II	21MEN24C	CORE-VIII- Women's Writings	6

Course-level Learning Outcomes

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

CLO1: Identify feminist litterateurs along with the corresponding feminist literature

CLO2: Interpret the conceptualizing of feminist literature across the globe

CLO3: Describe women and cultural practices at a discrepant span of time in world history

CLO4: Distinguish feminist literature that embarks on gender socialization and its consequences in a particular society

CLO5: Analyze gender-based inequalities and subservience of women exhibited in women's writings

CLO6: Criticize the factors curtailing women empowerment as expressed by women writers

Unit I: Theory

Non-Detailed :I. Feminisms and feminist Literary Criticism: Definition
 II. Woman: Created or Constructed pages222-234.*A Handbook of Critical Approaches to Literature*. 5th edition. Ed. Wilfred L. Guerin et al.

Unit II: Poetry

Detailed : Kamala Das' The Old Playhouse
 Meena Kandasamy's Dead Woman Walking
 Margaret Atwood's This is a Photograph of Me
 Sylvia Plath's Lady Lazarus
 Maya Angelou's The Phenomenal Woman
 Alice Walker's She

Unit III: Prose

Detailed : Virginia Woolf's *A Room of One's Own*: Chapters II and III

Non-Detailed :Women Speak Nation, Gender, Culture and Politics (Ed)
 Panchali Ray

Unit IV: Drama

Detailed :Manjula Padmanaban's *Harvest*

Unit V: Fiction

Non-Detailed : Amy Tan's *The Joy Luck Club*
 Zadie Smith's *White Teeth*

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Book:

1. Compilation of texts relevant to Women's Writings, 2021.

Reference Books :

1. Ellen Rooney - *The Cambridge Companion to Feminist Literary Theory (Cambridge Companions to Literature)*. CUP, 2006.
2. Kathy Meizei - *Ambiguous Discourse: Feminist Narratology and British Women Writers*. OUP, 1996.
3. Barbara Christian - *Black Feminist Criticism: Perspectives on Black Women Writers*, Macmillan, 1989.

Further Reading:

1. Kottiswari. *Postmodern Feminist Writers*. Author Press, 2008.
2. Manju Kapoor. *Shaping the World : Women Writers on Themselves*. Sarup, 2014.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO7		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO8		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	III	21MEN31C	Core IX- Postcolonial Literature	6

Course-level Learning Outcomes

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

CLO1: Identify key postcolonial texts and authors in their historical and cultural contexts

CLO2: Infer key essays pertaining to colonial and postcolonial studies

CLO3: Deploy key terms, ideas and concepts in postcolonial studies

CLO4: Examine the theories in postcolonial literature

CLO5: Evaluate the various issues of the decolonized people

CLO6: Apply postcolonial theories to study texts in a new light.

Unit I: Theory

Non-Detailed : “Introduction” from *The Empire Writes Back* Ed. Bill Ashcroft, Gareth Griffiths, Helen Tiffin

Unit II: Poetry

Detailed : Canadian - E.J. Pratt’s *The Dying Eagle*
 Australian - Judith Wright’s *Fire at Murdering Hut*
 African - Abioseh Nicol’s *The Meaning of Africa*
 Pakistan - Zulficar Ghose’s *This Landscape, These people*
 West Indies - Mervyn Morris’ *Literary Evening, Jamaica*
 Singapore - Edwin Thumboo’s *Words*

Unit III: Prose

Detailed : Gayathri Spivak “Can the Subaltern Speak”
 Non-Detailed : Frantz Fanon “On National Culture” from *The Wretched of the Earth*

Unit IV: Drama

Detailed : Wole Soyinka’s *The Lion and the Jewel*

Unit V: Fiction

Non-Detailed : J.M.Coetzee’s *Disgrace*
 V.S. Naipaul’s *Mimic Men*

Pedagogy Strategies:

Lecturing
 Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Book:

1. Compilation of texts relevant to Postcolonial Literature, 2021.

References:

1. Ania Loomba *et al.* Eds. *Postcolonial Studies and Beyond*. OUP, 2002.
2. Punyashree Panda. *The Local and the Global in Postcolonial Literature*. Authors Press, 2006.

Further Reading:

1. Joel Kuortti, Jopi Nyman. *Reconstructing Hybridity: Post-Colonial Studies in Transition*. (Studies in Comparative Literature). OUP, 2007.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO5			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO7			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO8				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Year	Semester	Sub.code	Subject Title	Hours/Week
2021-2022 onwards	III	21MEN32C	Core-X- Literature and Environment	6

Course-level Learning Outcomes

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

CLO1: Identify the ecocritical theories and draw the essential connection between literature and environment

CLO2: Integrate literary texts with ecocritical concepts

CLO3: Determine how sustainable development goes hand in hand with women's indigenous knowledge

CLO4: Analyze the novels prescribed from an earth-centred perspective

CLO5: Reflect on preservation and conservation of natural resources in everyday life.

CLO6: Create literary texts with an environmental message

Unit I: Ecocriticism Theory

Detailed :Cherryl Glotfelty: "Literary Studies in an Age of Environmental Crisis" from *Ecocriticism Reader*
 J. Scott Bryson's 'Introduction' from *Ecopoetry*
 T.V.Reed's "Towards an Environmental Justice Ecocriticism"

Unit II: Poetry

Detailed :William Wordsworth's Hart- Leap Well
 Dilip Chitre's Felling of the Banyan Tree
 W.S.Merwin's For a Coming Extinction
 Gary Snyder's LMFBR
 Don McKay's Song for the Songs of the Blue Jay
 Mary Oliver's Sleeping in the Forest

Unit III: Prose

Detailed : Edward Abbey's "Polemic: Industrial Tourism and the National Parks" from *Desert Solitaire*

Non-Detailed : Vandana Shiva's "The Chipko Women's Concept of Freedom" from *Ecofeminism*
 Bill Gates "A Plan for Getting to Zero." from *How to Avoid a Climate Disaster: The Solutions and the Breakthroughs We Need*

Unit IV: Drama

Detailed : Mahasweta Devi's *Water*

Unit V: Fiction

Non-Detailed :Tania James' *The Tusk that Did the Damage*

Ambikasutan Mangad's *Swarga* Trans. J. Devika

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Book:

1. Compilation of texts related to Environment and Literature, 2021.

References:

1. Cheryl Glotfelty and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. Georgia: University of Georgia Press, 1996.
2. Laurence Coupe. Ed. *The Green Studies Reader: From Romanticism to Ecocriticism*. London: Routledge, 2000.

Further Reading:

1. Joni Adamson et al. Ed. *The Environmental Justice Reader: Politics, Poetics & Pedagogy*. Tuscon: UP of Arizona, 2002.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO3	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
PLO8			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	III	21MEN33C	Core-XI- Diasporic Writings	6

Course-level Learning Outcomes

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

CLO1: Recognize the ideas of migration, dislocation and diaspora

CLO2: Infer contemporary critical debates on migration and diaspora, and their relation to literature

CLO3: Implement the theories of diaspora on works written by diasporic writers

CLO4: Focus on the problems related to migration enumerated from the prescribed texts

CLO5: Evaluate the literary contributions made by diasporic writers

CLO6: Produce reasons and causes of migration derived through the literary texts prescribed

Unit I: Theory

Non-Detailed :Bikhu Parekh's What is Multiculturalism?

Unit II: Poetry

Detailed : Meena Alexander's For My Father, Karachi 1947
 Imitiaz Dharkar's At the Lahore Karhai
 Agha Shahid Ali's Land
 Chitra Bannerjee Divakaruni's Indigo
 Tishani Doshi's The Immigrants' Song
 Kirun Kapur's From the Afterlife

Unit III: Prose

Detailed : Salman Rushdie's Imaginary Homelands: Titular Essay
 From *Imaginary Homelands*

Non-Detailed : Migrant Voices in Literatures in English Shaobhushan
 Shukla and Anu Shukla: (1st essay from *Migrant Voices in
 Literatures in English.*)

Unit IV: Drama

Detailed : Uma Parameshwaran's *Rootless but Green are the Boulevard Trees*

Unit V: Fiction

Non-Detailed : Michael Oontadje's *The English Patient*
 Sam Selvon's *The Lonely Londoners.*

Pedagogy Strategies:

Lecturing
 Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Book:

1. Compilation of texts related to Diaporic Writings, 2021.

Reference Books:

1. Salman Rushdie. *Imaginary Homelands*. Penguin, 1992.
2. Shaobhushan Shukla and Anu Shukla. Eds. *Migrant Voices in Literatures in English*. Sarup. 2008.

Further Reading:

1. Brent Hayes Edwards. *The Practice of Diaspora: Literature, Translation, and the Rise of Black Internationalism*. Orient Longman, 2003.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO5	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO8			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	III	21MEN34E	Elective – I Research Methodology	6

Course-level Learning Outcomes

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

CLO1: Infer the fundamentals of MLA style and intellectual property rights.

CLO2: Apply the mechanics of scholarly writing with proper documentation and citations.

CLO3: Develop an understanding of the basic framework of research process.

CLO4: Implement various research designs and techniques.

CLO5: Organize the ethical dimensions of conducting a research.

CLO6: Show competence in planning, conducting, evaluating and presenting a research project.

Unit I: Introduction to Research and Intellectual Property Rights

Principles of MLA Style

Sources

Plagiarism

Source Evaluation

Gathering Information

Intellectual Property Rights

Unit II: Creating Documentation

Core elements

Author

Title of Source

Title of Container

Other contributors

Version

Number

Publisher

Publication date

Location

Optional elements

Unit III: The Mechanics of Scholarly Prose

Names of persons
Titles of sources
Quotations Numbers
Dates & Times
Abbreviations

Unit IV: Works Cited

Names of authors
Titles
Versions
Publisher
Locational elements
Punctuation
Ordering

Unit V: In-text Citations

Print forms
Author
Title
Number
Indirect sources
Repeating sources
Punctuation
Forms other than print

Pedagogy Strategies:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Book:

MLA Handbook for Writers of Research Papers. 8th Ed. MLA, 2009.

References:

1. J. Anderson, B. H. Durston, and M. Poole, *Thesis and Assignment Writing*, Wiley Eastern Limited, 1970.
2. *Professional Programme: Intellectual Property Rights- Law and Practice*. The Institute of Company Secretaries of India. Penguin, 2001.

Further Reading:

1. Robert Skapura, John Marlowe. *Literature: A Student's Guide to Research and Writing* Libraries Unlimited, 1988.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO7		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO8		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	III	21MEN35E	Elective-II- Professional Writing	6

Course-level Learning Outcomes

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

CLO1: Recognize and recall different types of professional writing and infer its tenets

CLO2: Differentiate copy writing with other writings and learn the application of it

CLO3: Interpret content writing and its applications

CLO4: Classify technical writing and infer the variations of it

CLO5: Recognize the concept of social media and its language

CLO6: Design and produce various social media formats.

Unit 1: Professional Writing Basics

What is Professional Writing? Types of Professional Writing, The content of Professional Writing, Planning your message, the audience centered approach, the writing process.

Unit 2: Copywriting

How to write advertisements, pre-writing, direct mail, print advertisements, web advertisements, writing for TV/radio commercials.

Unit 3: Content Writing

What is content writing?, writing in a hypertext environment, avoiding plagiarism, keywords and SEO strategies, complementing graphics and multimedia, content management strategies.

Unit 4: Technical Writing

What is technical writing? Language and jargons, style and tone, preparing user manuals, writing project proposals, presenting technical content in non-technical language.

Unit 5: Writing for Social Media

The concept of social media, the nature of social media, language, content, and context, popular social media formats, promotion through social media, memes.

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation

Workshop
Audio – visual components

Text Book:

1. Compilation of components related to Professional Writing, 2021.

Reference Books:

1. A. Sharma. *Basics of Professional Writing: Imagination, Ethics and Rhetoric*. Springer Publication. 2016.
2. Paul McRay. *Business & Professional Writing: Basics*. Broadview Press. 2015.

Further Reading:

1. Hinkel, Eli. *Teaching Academic English writing: Practical techniques*. Routledge, 2003.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
PLO7	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
PLO8		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21MEN41C	Core XII - Shakespeare	6

Course-level Learning Outcomes

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

CLO1: Identify and discuss the issues, conflicts, preoccupations, and themes of the various works of William Shakespeare

CLO2: Infer the literary texts of the author and to become familiar with the historical, cultural, and rhetorical contexts in which they were written.

CLO3: Interpret the stylistic or technical aspects of Shakespeare's poetry, drama, and Shakespearean criticism.

CLO4: Analyze literary works as expressions of the individual within the social, political, cultural, or religious contexts of the Elizabethan era.

CLO5: Detect the memorable lines of Shakespeare.

CLO6: Critique the works of Shakespeare from the modern critical perspectives.

Unit I

Detailed : *Antony and Cleopatra*

Non-Detailed : *Winter's Tale*

Unit II

Detailed : *As You Like It*

Non-Detailed : *Henry V*

Unit III: Sonnets and Evergreen Shakespeare

Detailed : Sonnets No. 18. Shall I Compare Thee to a Summer's Day

No. 116 Let me not to the marriage of true minds

No. 130 My Mistress' Eyes are nothing like the Sun

Non-Detailed: **Evergreen Shakespeare**

i) All the world is a stage.....sans everything

(from *As You Like it*- Act 2 , Scene. 7)

ii) Friends, Romans, Countrymen, Lend me your ears.....and I must
Pause till it come back to me.

(from *Julius Caesar*- Act 3 , Scene. 2)

iii) Give thy thoughts to no tongue.....Farewell my blessing season
this in thee

(from *Hamlet*- Act 1 , Scene. 3)

iv) Love all , trust a few.....but never
taxed for speech.

(from *All Is Well That Ends Well*- Act 1 , Scene. 1)

v) Tomorrow, and Tomorrow and Tomorrow.....full of sound and
fury signifying nothing. (from *Macbeth*- Act 5 , Scene. 5)

Unit IV: Shakespeare's Criticism

- i) A C Bradley's *Substance of Shakespearean Tragedy* [Only Lecture 1 of Shakespearean Tragedy]
- ii) Edward Dowden's *The Growth of Shakespeare's Mind and Art* [Only Chapter II of Shakespeare : A Critical Study of His Mind and Art] Shakespearean Tragedy]

Unit V: General Shakespeare :

Shakespearean Theatre, Audience, Clowns & Fools, Villains, Women Characters etc.

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Book:

1. Compilation of texts related to Shakespearean Studies, 2021.

References:

1. *Complete Works of William Shakespeare*. Anlantis, London, 1980.
2. G. B. Harrison. *Introduction to Shakespeare*. Penguin Books, 1966.

Further Reading:

1. Lynch, Stephen J. *Shakespearean Intertextuality: Studies in Selected Sources and Plays*. Greenwood Publishing Group (Praeger), 1998.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑				☑
PLO2	☑	☑	☑	☑		☑
PLO3	☑	☑		☑	☑	
PLO4		☑	☑	☑		☑
PLO5	☑		☑		☑	
PLO6	☑	☑	☑	☑		
PLO7	☑			☑	☑	
PLO8	☑	☑	☑			

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21MEN42C	Core-XIII- Contemporary American Literature	6

Course-level Learning Outcomes

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

CLO1: Recognize the recent and aesthetic trends in contemporary American literature

CLO2: Identify the roles which gender, race, age, class, ethnicity, wealth, poverty, and geography have played in creating American literature

CLO3: Show familiarity with the idea of the literary canon, including issues of history, culture, race, ethnicity and gender

CLO4: Structure clear, focused and coherent essays on literature for an academic audience.

CLO5: Apply new conceptual terms or frameworks to their study of literary and other cultural texts

CLO6: Develop and carry out research-based writings, based on literary context including locating, evaluating, organizing and incorporating information

Unit I: Poetry

Detailed : E. E. Cummings' If
Robinson Jeffers' Shine, Perishing Republic
Carl Sandburg's Chicago
Allen Ginsberg's A Supermarket in California
Marianne Moore's The Mind is an Enchanting
Thing
Wendell Berry's A Timbered Choir

Unit II: Prose

Detailed : Richard Wright's Blueprint for Negro Writing
Non-Detailed : Loren Eiseley's Star thrower

Unit III: Drama

Detailed : Marsha Norman's 'night, Mother
Non-Detailed : Amiri Baraka's Dutchman

Unit IV: Fiction

Non-Detailed : Cormac McCarthy's Road
[Sarah Addison Allen's](#) Garden Spells

Unit V: Criticism

Non-Detailed : Fredric Jameson's The Politics of Theory: Ideological Positions in the Postmodernism Debate

Pedagogy Strategies: Lecturing

Group discussion

Paper presentation
 Workshop
 Audio – visual components

Text Book:

1. Compilation of texts related to Contemporary American Literature, 2021.

References:

1. R.K. Saxena. *American Literature: Role of Critics and Criticism*. Bhasker Publications.
2. *American Reference Books Annual*: 2019 edition. Vol 15. Libraries Unlimited

Further Reading:

1. Sesnic, Jelena. *Critical Approaches to Ethnic American Literature -From Shadow to Presence: Representations of Ethnicity in Contemporary American Literature*. Rodopi, 2007.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
PLO2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO7	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO8	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/Week
2021-2022 onwards	IV	21MEN43C	Core XIV- Literary Theory	6

Course-level Learning Outcomes

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

CLO1: Infer the basic concepts of criticism

CLO2: Recall literary comprehension and critical theories

CLO3: Examine the practical utility of critical theories in creative writing.

CLO4: Apply philosophical approach in the analysis of literary texts.

CLO5: Critique literary texts in the light of various critical theories

CLO6: Judge literary texts based on their merits and demerits

Unit I: Structuralism and Post-Structuralism

Claude Levi – Strauss: Structuralist Anthropology

Ferdinand De Saussure: Sign Theory

Roland Barthes: Death of the Author

Jacques Derrida: Deconstruction

Northrop Frye: Myth Criticism

Application: Dylan Thomas Poems.

William Blake: The Tyger.

Unit II: Postmodernism

Habermas: Discourse Theory

Liotard: Question of both Knowledge and Power

Jean Baudrillard: Concept of hyper reality

Foucault: Concept of Power

Fredric Jameson: Concept of Depthlessness

Linda Hutcheon: Historic Meta Fiction

Application: T.S.Eliot“The WasteLand”

Unit III: Psychoanalytical Criticism

Freud: Psychoanalysis

Lacan: Lacanian Psychoanalysis

Carl Jung: Collective Consciousness

Queer Theory: Eve Kosofsky: Thinking sex

LGBT: Eve Kosofsky: Homo-hetero difference Simone de Beauvoir: Essence of Woman

Feminism: Judith Butler: Concept of Performativity

Unit IV: Cultural Materialism and Postcolonialism

Stephen Greenblatt: Cultural Poetics

Michael Foucault: Social Discourse

Raymond Williams: Cultural Materialism

Althusser: Marxism
 Bakhtin: Dialogism
 Homi Bhaba: Hybridity
 Application: Shakespeare's Historical Plays and Concepts

Unit V: Formalism and New Criticism

Viktor Shklovsky: Defamiliarization
 Cleanth Brooks: The Language of Paradox
 Roman Jakobson: Concepts of Metaphor and Metonymy
 William Empson: Concept of Ambiguity
 Hillis Miller: Concept of Critic as host
 Roland Barthes: Connotation and Denotation

Pedagogy Strategies:

Lecturing
 Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Book:

1. Compilation of texts related to Literary Theory, 2021.

References:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 1995.
2. Malpas, Simon, and Paul Wake. *The Routledge Companion to Literary Theory*, Routledge, 2007.

Further Reading:

1. Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Pearson/Longman, 2009.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑	☑	
PLO2	☑	☑	☑	☑	☑	☑
PLO3	☑	☑	☑			
PLO4	☑	☑	☑	☑	☑	
PLO5			☑	☑	☑	☑
PLO6		☑	☑	☑	☑	☑
PLO7		☑		☑	☑	☑
PLO8		☑				☑

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21MEN44E	Elective-III- Modern Trends in English Language Teaching	6

Course-level Learning Outcomes

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

- CLO1: Understand the historical perspectives of English Language Teaching and differentiate among Approaches, Methods and Techniques in ELT.
- CLO2: Identify the place of English Language Teaching in India and infer the specific methods to teach English in Indian context.
- CLO3: Differentiate the purpose of English Language teaching in various contexts
- CLO4: Produce materials in English for various competitive examinations and practice methods to teach them.
- CLO5: Apply the skills of Micro Teaching in real classroom situation
- CLO6: Implement the techniques of teaching and organize the materials for effective teaching.

Unit I: ELT Today

What is an Approach, Method, Technique, Current trends, methods, approaches & tools in ELT; Learner-Centered ELT; Communicative Language Teaching (CLT), Process based & Product Based CLT Approaches; The Silent Way; Natural Approach; Total Physical Response; MI Theory; Lexical Approach; Community Language Learning (CLL).

Unit II: ELT in India

Challenges & Prospect of Teaching English in India; TESL, Culture, Religion, Region, & Language; Recent Developments in Second Language Teaching; Bilingualism & ELT; Remedial Teaching; Influences of Postmodernism on ELT; ELT through Technology in India

Unit III: ICT & ELT

CALL/T: Evolution of CALL, ELT Methodologies and Approaches for CALL, Language Laboratories, Self-Learning & Self-paced Learning, eLearning: eLearning in India, Edusat, Video Conferencing, ELT through eLearning; M-learning-MALL; Computer Mediated Communication (CMC)

Unit IV: Teaching English for International & Competitive Examinations

Teaching English for Specific Purpose (TESP); IELTS; TOEFL; GRE; BEC; BULATS; CAT; UPSC & TNPSC; Other Competitive Examinations

Unit V: Practice in English Language Teaching

ELT Practice through Micro Teaching & Peer Teaching; Teaching in a conventional classroom; Teaching in a smart classroom; Training students in a Language Laboratory; Innovation, Implementation & Evaluation

Pedagogy Strategies:

Lecturing

Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Book:

1. Compilation of components related to Modern Trends in English Language Teaching, 2021.

References :

1. J.E.Vallabi. *Teaching of English: Principles and Practices*. New Delhi: Neelkamal, 2001.
2. M.N.K. Bose. *A Text Book of English Language : Teaching ELT for Indian Students*. Chennai :New Century, 2004.

FurtherReading :

1. Jack C. Richards. *Communicative Language Teaching Today*. Cambridge UniversityPress 2006.
2. ELI HINKEL,Current Perspectives on Teaching the Four Skills, TESOL Quarterly Vol.40 No.1, March 2006.
3. Sanjay Kumar Karri. Current Trends in ELT around the Globe. Journal of NELTAVol.12,No.1&2 December 2007.
4. TOEFL. <http://www.ets.org/toefl>
5. IELTS. <http://www.ielts.org/>
6. GRE. <http://ets.org/gre>
7. BEC, BULATS. <http://www.cambridgeesol.org>
8. CAT. <http://www.catiim.in>

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
PLO8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21MEN45E	Elective-IV- English Literature for NET/ SET Exams	6

Course-level Learning Outcomes

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

CLO1: Recognize the background of literature and its characteristic features.

CLO2: Infer the chronological sequence of authors and their works.

CLO3: Recall the major works in literature

CLO4: Analyze the literary movements that shaped literature

CLO5: Differentiate literatures of various countries.

CLO6: Show competent in clearing NET/SET Exam.

Unit I:

Introduction– literary Ages and their Characteristics, literary forms and their characteristics, Rhetoric and Prosody

Unit II:

Authors and Works – Chronological Order, Ages and works, Genres and works

Unit III:

Major Works – Poetry, Drama, Fiction

Unit IV:

Literary Study–Literary theories and their exponents, Literary critics and their works, Major Literary Movements and their Leaders

Unit V:

Non-British Literature–Notable Works of Commonwealth, World and Indian Literatures, Translation Studies

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Book:

1. Compilation of entire components related to NET/SET Exams, 2021.

References:

1. W. W.Norton *Norton Anthology of English Literature*. Macmillan, 1992.
2. Albert, Edward. *History of English Literature*. Longman,1987.
3. Crompton Rickett. *History of English Literature*. OUP, 1982.

Further Reading:

1. *Routledge Encyclopedia of English Literature*. Routledge, 1992.
2. D.E. Benet. *NET, SET, Go*. Winnerman, 2015.
3. *UGC-NET/SET/JRF English Literature (PaperIIandIII)*. Upkar. 2000.

PLO	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
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PLO5			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO8	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21MEN46V	Project and Viva- voce	

Course Learning Outcomes

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

CLO1: Identify areas of study which interests them and narrow down topics for in-depth analysis and research

CLO2: Interpret concepts and perceptions in the chosen area of study and arrive at the objectives of research study

CLO3: Examine the objectives selected and implement them in their analysis

CLO4: Organize the ideas that emerge from the study and give a proper structure to the project

CLO5: Rearrange the objectives selected and the findings that have emerged from the research study

CLO6: Generate new avenues for further research

Text Book:

1. Compilation of components related to research writing and VIVA-VOCE Exam, 2021.

References:

1. Amalraj,D. *Research Methodology for Literary Research*. Innovative Scientific Research Publications, 2001.

Further Reading:

1. Christine B. Feak, John M. Swales *Telling a Research Story Writing a Literature Review*. University of Michigan Press, 2009.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO5			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

7. THE TEACHING LEARNING PROCESS

The faculty promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent.

Lectures

Lectures are designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures are interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

Discussions

Discussions are critical components of learning, and are used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life situations and discussion groups lead to innovative problem solving and, ultimately to success.

Role Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts are also be used.

Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative techniques, thereby understanding how to incorporate and balance personalities.

Study Tours/Field Visits:

Study Tours/ Field visits provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application.

8. ASSESSMENT METHODS

Alignment of Programme Learning Outcomes and Course Learning Outcomes:

The assessment of learners' achievement in MA English will be aligned with the following:

- programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations

Assessment priorities: The assessments are to be carried out continually through two internal assessment tests and one end-semester exam for each course separately. Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, independently:

- Literary approach /Concept / Theory / Criticism based assignments
- Observation of practical skills (speaking, listening, reading and writing)
- Assignments on Creative / research Writing
- Seminars on contemporary literary topics
- Time-constrained examinations (2-hour tests)
- Closed-book tests

9. QUESTION PAPER PATTERN

GOVERNMENT ARTS COLLEGE(AUTONOMOUS),
COIMBATORE-641 018

Max.Marks: 50

Time : 2 hours

PART - A

1. Choose the Best Answers (5 x 1-5) With 4 distractors - Avoid using None of the above

All of the above

Questions 1 From Unit - I Questions 2 From Unit - II

Questions 3 From Unit - III Questions 4 From Unit - IV

Questions 5 From Unit - V

II. Answer any three questions (3 x 2-6)

Short Answers not exceeding Questions 6 From Unit - I

Questions 7 From Unit - II Questions 8 From Unit - III

Questions 9 From Unit - IV Questions 10 From Unit - V

PART-B (5 X 3 =15 MARKS) exceeding 100 words each

Short Answers not Answer All questions

Questions 11. a) or b) From Unit - I

Questions 12. a) or b) From Unit - II

Questions 13. a) or b) From Unit - III

Questions 14. a) or b) From Unit - IV

Questions 15. a) or b) From Unit - V

PART-C (3 X 8=24 MARKS)

Answers any THREE questions not exceeding 750 words each

Questions 16. From Unit - I

Questions 17. From Unit - II

Questions 18. From Unit - III Questions 19. From Unit - IV

Questions 20. From Unit - V

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), COIMBATORE
MA ENGLISH LITERATURE – SEMESTER I
COREIV--LINGUISTICS AND GRAMMAR 21 MEN13C
MODEL QUESTION PAPER

Time: 2 hrs

Maximum Marks : 50

PART – A

I Choose the Best Answer

(5 x 1 = 5 marks)

1. Communication is transmission of
a. Information b. Knowledge c. Sounds d. Codes
2. Phonetics refers to the study of
a. Letters b. Transcription c. Meanings d. Sounds
3. A minimal grammatical unit of a language is called as
a. Morphemes b. Phonemes c. Allophones d. Registers
4. Syntactical study of a language doesn't involve
a. Grammar b. Structure c. Meaning d. Transcription
5. Semantics focuses on the association of a language with its
a. Physical defect b. Meaning c. Philology d. Grammar

II Answer any three questions not exceeding 25 words

(3 x 2 = 6 marks)

6. List two applications of Cognitive Linguistics
7. What are the suprasegmental features of Phonetics?
8. Give two examples for Independent and Dependent Morphemes
9. List out the components of a sentence
10. Write about the significance of Pragmatics

PART – B

III Short answers not exceeding 100 words each

(5 x 3 =

15marks)

Answer all Questions

11. a. Write short notes on the branches of Linguistics (or)
b. What are the types of communication?
12. a. Describe Vowels (or) b. Comment on Consonants
13. a. What are Morphemes? (or) b. State the role of Allomorphs
14. a. Elucidate Clauses and Phrases as parts of syntax (or) b. Mention the syntactic structures
15. a. Bring out significance of Semantics (or) b. Enumerate the application of Pragmatics

PART – C

IV Answer any three questions not exceeding 750 words each

(3 x 8 = 24marks)

16. Summarize the current trends of Linguistics
17. Classify the functions of Vowels and Diphthongs
18. Explain the role of Morphological Topology
19. Analyse the constituents of a TG Grammar with illustrations
20. Examine the requisites of Discourse Analysis

Government Arts College (Autonomous), Coimbatore
Model Question Paper -2021
Semester I-- I MA English Literature
Core-III- Romantic Age--21MEN13C

Time: 2 Hrs.

Max. Marks: 50

Part – A

Multiple Choice Questions:

(5x1=5)

1. Who is referred to as the azure sister of West wind?
Spring (b) Zephyr (c) Pluto (d) Juno
2. What is our life's Star according to Wordsworth?
The mind (b) love (c) the soul (d) the body
3. What does the speaker refer the urn to?
(a) An unravished bride of quietness (b) Leaf-fring'd legend haunts
(c) Sylvan author (d) bold lover
4. The crime committed by Prometheus was the act of _____.
(a) Jealousy on human beings (b) Kindness on human beings
(c) Revenge on human beings (d) Cruelty on human beings
5. Who was the cashier of the South Sea House?
(a) John Tipp (b) Evans (c) Thomas Tame (d) Maynard

Answer any THREE questions not exceeding 25 words each:

(3x2=6)

6. Give the significance of the title, "Ode: Intimations of Immortality."
7. What is the main theme of "A Red, Red Rose" by Robert Burns?
8. What is the purpose of the confessions of an Opium Eater?
9. Write the first line of the novel, Pride and Prejudice.
10. Express the motto of the "Preface to the Lyrical Ballads."

Part – B

II. Answer all the questions in 100 words:

(5x3=15)

Explain the following with reference to the context:

11. a) Wild spirit, which art moving everywhere;
Destroyer and preserver' hear oh hear!
(or)
b) To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.
12. a) She cannot fade, though thou hast not thy bliss,
Forever wilt thou love, and she be fair!
(or)
b) Thou art a symbol and a sign
To mortals of their fate and force:
Like thee, Man is in part divine.
13. a) Hence, they formed a sort of Noah's ark. Odd fishes. A lay-monastery. Domestic retainers in a great house, kept more for show than use.
(or)

b) If they were young phoenixes, indeed, that were born one in a year, there might be a pretext. But when they are so common-

14. Write short answers for the following:

a) State the role played by the letters in the novel *Pride and Prejudice*.

(or)

b) Comment on the major themes of Walter Scott's *Waverley*.

15. a) Bring out the relationship between feelings and action in Wordsworth's Preface to the *Lyrical Ballads*.

(or)

b) Describe the theory of poetry propounded by Wordsworth in his "Preface to the *Lyrical Ballads*."

PART – C

III. Answer any THREE questions not exceeding 750 words each:

(3x8=24)

16. Write an essay on the treatment of the supernatural in "The Rime of the Ancient Mariner."

17. Distinguish between William Blake's poems, "The Chimney Sweeper" and "Holy Thursday" in *The Songs of Innocence* and "The Chimney Sweeper" and "Holy Thursday" in *The Songs of Experience*."

18. Critically analyze Hazlitt's essay, "On the Journey."

19. Evaluate the significance of the title *Pride and Prejudice*.

20. Summarize the major themes of Wordsworth's Preface to the *Lyrical Ballads*.