



PSGR Krishnammal College for Women



College of Excellence, **nirf** 2021-6<sup>th</sup> Rank  
Autonomous and Affiliated to Bharathiar University  
Reaccredited with A<sup>++</sup> grade by NAAC, An ISO 9001:2015 Certified Institution  
Peelamedu, Coimbatore-641004

**DEPARTMENT OF ENGLISH**

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOMES BASED CURRICULAR  
FRAMEWORK (LOCF)**

**MASTER OF ENGLISH LITERATURE**

**2021 – 2023 BATCH**



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### **PROGRAMME LEARNING OUTCOMES (PLO's)**

**After completion of the programme, the student will be able to:**

PLO1: Acquire English language with chiseled precision and evolve into an outstanding researcher/teacher/career woman/entrepreneur and a responsible citizen

PLO2: Appreciate, compare and contrast diverse literature with an enriched sensitization to nature

PLO3: Critically analyse, assess and demonstrate through research, the practical application of literary theories using digital resources.

PLO4: Imbibe the transformational impact of education by adopting a literary temperament while upholding ethical and moral values.

PLO 5: Critique global, national, humanitarian and socio- cultural issues proactively through the study of world literature

### **PROGRAMME SPECIFIC OUTCOMES (PSO's)**

**At the time of graduation, the student will be able to:**

PSO1: Interpret and demonstrate an understanding of form, structure, narrative techniques, literary devices and style of world literature.

PSO2: Analyse and various literary concepts and critical approaches to literature, with optimum usage of digital resources and apply them in real life situations.

PSO3: Organize and integrate the acquired knowledge towards individualistic compositions.

PSO4: Present, appraise and defend arguments with conviction and confidence.

PSO5: Demonstrate the ability to carry out personal research

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DEPARTMENT OF ENGLISH

CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOMES BASED CURRICULAR  
FRAMEWORK (LOCF)

MA ENGLISH LITERATURE– 2021-2023 BATCH

Sem	Sub Code	Title of the paper	Ins Hrs / Week	Contact hrs	Tutorial hrs	Duration of Exam	Exam Marks			Credits
							CA	ESE	Tot	
I	MEG2101	Paper I British Lit I (From Age of Chaucer to Augustan / Neo classical Age)	5	71	4	3	50	50	100	5
	MEG2102	Paper II British Lit II (From Romantic Age to Modern Age)	5	71	4	3	50	50	100	4
	MEG2103	Paper III Practical Criticism	5	71	4	3	50	50	100	4
	MEG2104	Paper IV English Language & Linguistics	5	71	4	3	50	50	100	4
	MEG2105	Paper V Folk Tale & Myth	5	71	4	3	50	50	100	4
		Library	5							
II	MEG2106	Paper VI Shakespeare	5	71	4	3	50	50	100	4
	MEG2107	Paper VII American Literature	5	71	4	3	50	50	100	4
	MEG2108	Paper VIII Methods of Teaching English	5	71	4	3	50	50	100	4
	MEG2109	Paper IX Literary Theory I	5	71	4	3	50	50	100	5
	MEG2110	Paper X World Classics and Literature in English Translation	4	56	4	3	50	50	100	4
	MEH16A1	Inter Disciplinary Course - History through Literature	4	60	-	3		100	100	4
		Library	2							

<b>COURSE NUMBER MEG2101</b>	<b>COURSE NAME I MA ENGLISH LITERATURE PAPER I–BRITISH LITERATURE I</b>	Category	L	T	P	Credit
		Theory	71	4		5

### Preamble

The course introduces students to British Literature from Chaucerian Age up to the Augustan Age, through the study of various literary genres such as poetry, prose, essay and drama. Students refine the skills of critical thinking and rhetoric through thought-provoking personal response writing, essay writing and research assignments. The paper is designed to equip students with the knowledge and skills to read and comprehend texts in British Literature.

### Course Outcome

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CLO1.	Identify a working knowledge of historical and cultural context of British Literature from the Age of Chaucer to the Augustan Age.	K1
CLO2.	Explain and describe distinct literary characteristics of British Literature from the 14 <sup>th</sup> century to the 18 <sup>th</sup> century	K2
CLO3.	Analyse effectively and communicate ideas related to literary works during class and group activities.	K3
CLO4.	Evaluate literary works for the structure and meaning	K4, K5
CLO5	Elaborate on the nuances of British Literary works.	K5, K6

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1.	M	L	S	M	S
CLO2.	S	S	M	M	S
CLO3.	S	S	S	S	S
CLO4.	S	S	M	S	S
CLO5	S	S	M	S	S

S-Strong; M-Medium; L-Low

## Syllabus

### Unit I Poetry

14hrs

Geoffrey Chaucer : The Prologue to the Canterbury Tales  
John Milton : Paradise Lost Book IX

### Unit II Prose

14hrs

Francis Bacon : Of Adversity  
Of Revenge  
Jonathan Swift : A Treatise on Good Manners and Good Breeding  
The Book of Job

### Unit III Drama

14hrs

Christopher Marlowe : Edward II  
John Dryden : All for Love

### Unit IV Fiction

14hrs

Daniel Defoe : Robinson Crusoe  
John Bunyan : Pilgrim's Progress Part I

### Unit V Criticism

15hrs

Philip Sidney : An Apology for Poetry  
Samuel Johnson : Preface to Shakespeare

## Text Books

S.No	Unit	Author	Title of the book	Publisher	Year of Publication
1	I	Chaucer, Geoffrey	<i>Prologue to the Canterbury Tales</i>	OUP	1994
2	I	Milton, John.	<i>Paradise Lost Book IX</i>	Macmillan	2016
3	II	Swift, Jonathan	"A Treatise on Good Manners and Good Breeding"	From Net Source	<a href="https://celt.ucc.ie/published/E700001-020/text001.html">https://celt.ucc.ie/published/E700001-020/text001.html</a>
4	II	Ed. Matheson	<i>Bacon's Essays</i>	OUP	2013
5	III	Marlowe, Christopher	<i>Edward II</i>	Macmillan	2001
6	III	Dryden, John	<i>All for Love</i>	OUP	2003
7	IV	Defoe, Daniel	<i>Robinson Crusoe</i>	OUP	2006
8.	V	Enright DJ., De Chickera.	<i>Essays from English Critical Texts.</i>	OUP	2006

## Reference Books

S.No	Author	Title of the book	Publisher	Year of Publication
1	King, Bruce	Seventeenth Century English Literature	Macmillan	1982
2	Robinson, Bonnie J and Getty, Laura J	British Literature I Anthology: From the Middle Ages to Neo classism and the Eighteenth century	University of North Georgia Press	2018

## Related Online Contents

1. <https://www.englitmail.com/2017/11/dr-johnson-as-critic-preface-to.html>
2. <https://www.literaturemini.com/2016/10/make-critical-analysis-of-prologue-to-the-canterbury-tales.html>

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Course Contents and Lecture Schedule

Module No.	Units	Topic	Knowledge Level
1	I	Introduction - Geoffrey Chaucer	K1
2	I	The Prologue- 1- 100(Text)	K1
3	I	The Prologue cont...100-250	K2
4	I	The Prologue Cont... 250-- 350	K3
5	I	The Prologue Cont... 350-450	K4
6	I	The Prologue Cont... 450-550	K5
7	I	The Prologue Cont... 550-650	K6
8	I	The Prologue 650-850	K6
9	I	John Milton-Introduction	K1
10	I	Paradise Lost- As an epic	K1
11	I	Invocation to the muse	K2
12	I	Satan's wandering	K3
13	I	Description of the Garden	K3

14	I	Satan's entry and Eve's description	K4
15	I	Adam and Eve's toil	K4
16	I	Temptation and fall of man	K5
17	I	Discovery and God's punishment	K6
18	II	Bacon as an essayist	K2
19	II	Of Adversity	K3
20	II	Of Revenge	K4
21	II	Bible as a Masterpiece of Literature	K1
22	II	Prologue- Book of Job	K2
23	II	II Temptation of Job	K3
24	II	Dialogue between Job and friends	K4
25	II	Dialogue between Job and friends	K4
26	II	Judgement and Gods appearance	K5
27	II	Epilogue	K6
28	II	Introduction to swift	K1
29	II	Essay on Treatise on Good Manners	K2 &K3
30	II	Essay on Treatise on Good Manners	K3& K4
31	III	General Introduction on Marlowe	K1
32	III	Act I	K2
33	III	Act II	K3
34	III	Act III	K4
35	III	Act IV	K5
36	III	Act V	K6
37	III	Annotated Lines	K6
38	III	Marlowe and blank verse	K6
39	III	Dryden as a Restoration Poet	K1
40	III	All for love –Act I	K2
41	III	Act II	K3
42	III	Act III	K4
43	III	Act IV	K5
44	III	Act V	K6
45	III	Dryden's Heroic verse	K6
46	III	Heroic Romance-All for Love	K6
47	IV	Daniel Defoe- Introduction	K1
48	IV	Robinson Crusoe- Travel	K2
49	IV	Marooned in Island	K2

50	IV	Episode with Friday	K3
51	IV	Episode with Goat& Parrot	K4
52	IV	Episode with Natives	K5
53	IV	General Discussion	K6
54	IV	John Bunyan as a puritan writer	K1
55	IV	Allegory	K2
56	IV	Journey of Christian	K3
57	IV	Pilgrim's Progress continued	K4
58	IV	Pilgrim's Progress continued	K5
59	IV	Introduction to Dr Johnson	K1
60	IV	Preface to Shakespeare	K2
61	V	Shakespeare's Dialogue	K3
62	V	Characterisation	K4
63	V	Unities	K5
64	V	Style and setting	K6
65	V	Merits and demerits	K6
	V	Philip Sidney as a poet and critic	K1
66	V	Apology for poetry	K2
67	V	Stephen Gosson's attack and Sydney's Defense, Poetry defined and explained	K3
68	V	Apology of Poetry	K4
69	V	Apology of poetry	K5
70	V	Merits and demerits of English theatre	K6
71	V	Superiority of English over French	K6

## Course Designers

1. Dr. Sumathy K. Swamy
2. Dr. Angeline M.



<b>COURSE NUMBER</b> MEG2102	<b>COURSE NAME:</b> I MA ENGLISH – SEMESTER I PAPER II -BRITISH LITERATURE II	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
			71	4		4

### Peamble

To understand and recognise the basic form, structure and style of the British writers and to appreciate various genres and criticism in their work with respect to British Literature

### Course Overview

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Relate the different elements of British Literature	K1
CLO2	Illustrate and interpret the theories of British Literature	K2
CLO3	Identify a work of Literature by applying criticism and examining it	K3, K4
CLO4	Evaluate the British writers and their style	K5
CLO5	Formulate and estimate critical reviews	K6

### Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	M	S	M	M	L
CLO2	S	M	M	M	M
CLO3	S	S	S	S	M
CLO4	S	S	S	S	S
CLO5	S	M	S	M	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I Poetry

14 hrs

Keats : Ode on a Grecian Urn  
 Coleridge : The Rime of the Ancient Mariner  
 Robert Browning : Andrea Del Sarto  
 GM Hopkins : Wind Hover  
 WB Yeats : Easter1916

#### Unit II Prose

14 hrs

Charles Lamb : South Sea House  
 William Hazlitt : On Going a Journey  
 Joseph Addison : Sir Roger at the Theatre  
 A G Gardiner : On Catching the Train

**Unit III Drama****14 hrs**

G.B. Shaw : The Apple Cart  
 Samuel Beckett : Waiting for Godot

**Unit IV Fiction****14 hrs**

Jane Austen : Emma  
 George Eliot : The Mill on the Floss  
 Thomas Hardy : Mayor of Casterbridge  
 Graham Greene : The Power and the Glory

**Unit V Criticism****15 hrs**

Samuel Taylor Coleridge: Biographia Literaria- Chapter XIV  
 D H Lawrence : Why the Novel Matters

Texts can be from any authentic Anthology / publication

**Text Books**

S.No	Unit	Author	Title	Publishers	Year of Publication
1.	I		Poems can be taken from any anthology		
2.	II	Ed. by MG Nayar	<i>A Galaxy of English Essayists.</i>	Unique Publishers	1986
3.	II	Lamb, Charles	<i>Essays of Elia</i>	Unique Publishers	2014
4.	III, IV	Texts can be from any authentic publication			
5.	V	De Chickera, Enright DJ	<i>Essays from English Critical Texts</i>	OUP	2006

**Reference Books**

S.No	Author	Title of the book	Publisher	Year of Publication
1	Bagchi, Jasodhara	<i>Literature, Society and Ideology in the Victorian Era</i>	Sterling Publishers Private Limited	1991
2	Stonyk, Margaret	<i>Nineteenth – Century English Literature</i>	Macmillan Education	1983

**Related Online Contents**

- <https://www.britannica.com/topic/TheRimeoftheancientMarinerColeridge>
- <https://www.britannica.com/topic/BiographiaLiterariaColeridge>

**Pedagogy**

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, narration etc.

## Course Contents and Lecture Schedule

Module No.	Unit	Topic	Knowledge Levels
1.	I	Ode on a Grecian Urn: Introduction to Keats	K1
2.	I	Characteristics of an Ode	K1, K2
3.	I	Themes and symbols in Ode on a Grecian Urn	K3,K4
4.	I	Coleridge: The Rime of the Ancient Mariner-Introduction	K1
5.	I	Themes, Symbols in Coleridge: The Rime of the Ancient Mariner	K3, K4
6.	I	Rhyme Scheme, meter, techniques in Coleridge: The Rime of the Ancient Mariner	K4
7.	I	Robert Browning: Andrea Del Sarto- Introduction	K1
8.	I	Robert Browning: Andrea Del Sarto: themes and techniques	K3, K4
9.	I	Robert Browning: Andrea Del Sarto -Dramatic monologue	K1, K2
10.	I	GM Hopkins: Wind Hover-Introduction	K1
11.	I	GM Hopkins: Wind Hover - themes and rhyme scheme	K3, K4
12.	I	WB Yeats: Easter 1916 -Introduction	K1
13.	I	WB Yeats: Easter 1916 -Political Scenario in Ireland	K3
14.	I	WB Yeats: Easter 1916-Themes, Techniques	K4
15.	II	Charles Lamb: South Sea house -Introduction	K1, K2
16.	II	Charles Lamb: South Sea House -South Sea bubble, hoax	K2, K3
17.	II	Charles Lamb: South Sea House -Members	K3
18.	II	Charles Lamb-Prince of English Essays	K2
19.	II	William Hazlitt: On Going a Journey Introduction	K1
20.	II	William Hazlitt: On Going a Journey -Experiencing Nature in Solitude	K4
21.	II	William Hazlitt: On Going a Journey- themes, references	K4
22.	II	Addison: Sir Roger at the Theatre - Introduction	K1
23.	II	18 <sup>th</sup> century Coffee houses and the importance of drama	K4
24.	II	Character of Sir Roger	K4
25.	II	A.G. Gardiner: On Catching the Train - Introduction	K1
26.	II	Gardiner's Style	K4
27.	II	Expressing the personal views of Gardiner	K3

<b>Module No.</b>	<b>Unit</b>	<b>Topic</b>	<b>Knowledge Levels</b>
28.	II	Theme and style in On Catching the Train	K5
29.	III	GB Shaw- his life and works	K1, K2
30.	III	Apple Cart as a political extravaganza	K3, K4
31.	III	Analysis of Characters	K4
32.	III	Thematic analysis	K4
33.	III	Apple Cart as a political drama, satire	K4
34.	III	Significance of the title -Apple Cart	K4
35.	III	Role of King Magnus in Apple Cart	K4
36.	III	Estimation of plot, structure and story	K5
37.	III	Samuel Beckett: Waiting for Godot - Introduction	K1
38.	III	Character analysis	K5
39.	III	Characteristics of Absurd Drama	K5
40.	III	Significance of the title	K5
41.	III	Themes and techniques- assessment	K5
42.	III	Estimation of plot, structure and story	K5
43.	IV	Jane Austen: Emma -Introduction	K1, K2
44.	IV	Characterisation and symbolism	K3, K4
45.	IV	Plot and title	K4
46.	IV	Themes and techniques	K4
47.	IV	Thomas Hardy: Mayor of Casterbridge -Introduction	K1
48.	IV	Characterisation and symbolism	K3, K4
49.	IV	Plot and title	K4
50.	IV	Themes and techniques	K4
51.	IV	Graham Greene: Power and the Glory -Introduction	K1,K2
52.	IV	Characterisation and symbolism	K3, K4
53.	IV	Plot and title, theme, technique	K4
54.	IV	George Eliot: <i>The Mill on the Floss</i> - Introduction	K1, K2
55.	IV	Characterization and symbolism	K3, K4

<b>Module No.</b>	<b>Unit</b>	<b>Topic</b>	<b>Knowledge Levels</b>
56.	IV	Plot and title, theme, technique	K4
57.	V	General Introduction to Criticism	K1, K2
58.	V	Biographia Literaria- Introduction	K3, K4
59.	V	The language of poetry	K3, K4
60.	V	Coleridge-imagination, fancy	K3, K4
61.	V	Coleridge-willing suspension of disbelief	K3, K4
62.	V	Wordsworth's theories of language and subject matter of poetry	K4
63.	V	Difference between prose, poem, poetry	K4, K5
64.	V	2 Cardinal points of poetry, good sense, fancy, motion, imagination	K5
65.	V	DH Lawrence: Why the Novel Matters -Introduction	K1
66.	V	DH Lawrence as a critic	K5
67.	V	Importance of novel	K5
68.	V	The novel is one bright book of life	K5, K6
69.	V	The novel reflects the wholeness of human being	K4, K5
70.	V	How novel is superior to philosophy, science or poetry	K5, K6
71.	V	The novel as a tremulation on ether	K5, K6

### **Course Designers**

1. Dr. M. Angeline
2. Dr. Sumathy K Swamy

<b>COURSE NUMBER</b> MEG2103	<b>COURSE NAME</b> MA ENGLISH LITERATURE SEMESTER - I PAPER – III PRACTICAL CRITICISM	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
			71	4		4

### Preamble

The course will enable the students to review and recognise basic elements of literary works for better interpretation and analysis. The student will be able to formulate and integrate various aspects of principles of criticism in literary works that will lead to literary appreciation and understanding.

### Course Overview

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

CLO Number	CO Statement	Knowledge level
CLO1	Familiarize practical tools for reading and analyzing literature	K1, K2
CLO 2	Interpret the text intensively and distinguish its salient features.	K3, K 4
CLO3	Analyze literary text by considering the discipline and the purpose	K4
CLO4	Appreciate the literary works at varied levels of comprehension.	K5
CLO5	Demonstrate the ability to use the critical theories in the practice of literary evaluation.	K6

### Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	M	S	S	L
CLO2	S	S	M	S	M
CLO3	M	M	S	S	M
CLO4	M	M	M	S	S
CLO5	M	M	M	S	S

S- Strong; M-Medium; L-Low

### Syllabus

<b>Unit I</b>	Introduction to Practical Criticism and Strategies for Critical Reading	<b>14 hrs</b>
<b>Unit II</b>	Critically Reading Poetry	<b>14 hrs</b>
<b>Unit III</b>	Critically Reading Prose	<b>14 hrs</b>
<b>Unit IV</b>	Critically Reading Fiction & Drama	<b>14 hrs</b>
<b>Unit V</b>	Practical Criticism	<b>15 hrs</b>

**Note:** Literary excerpts of all genres are taken for critical analysis

## Text Books

Compiled from the following books

S No	Unit	Author	Title of the book	Publishers	Year of publication
1	I	Rodway, Allan	<i>The Craft of Criticism</i>	Cambridge University Press	1982
2	I	Axelord, Rise B and Cooper, Charles R.	<i>Reading Critically, Writing Well: A Reader and Guide</i>	St. Martin's Press	1990
3	II, IV	McMahaw, Elizabeth	<i>Literature and the Writing Process</i>	Macmillan	1986
4	II	Thaker, Pravin K.	<i>Appreciating English Poetry</i>	Orient Longman Limited	1999
5	III	Peck, John	<i>How to Study a Novel</i>	Macmillan	1983
6	III	Murray, Middleton J	<i>The Problem of Style</i>	OUP	1967
7	III, IV	Sethuraman V.S.	<i>Practical Criticism</i>	Macmillan India Limited	1990
8	IV	Hobsbaum, Philip	<i>Essentials of Literary Criticism</i>	Thames & Hudson	1983
9	IV	Stephen, Martin	<i>An Introductory Guide to English Literature</i>	OUP. Longman Group Limited.	1984
10	IV	Pickering, Kenneth	<i>How to Study Modern Drama</i>	Macmillan	1988

## Reference Books

S.No.	Author	Title of the Book	Publishers	Year of Publication
1	Abrams M H, Harpham, Geoffrey Galt	A Glossary of Literary Terms	Cengage Learning	2015
2	Duhamel, Albert P, Richard Hughes.	Literature: Form and Function	Prentice Hall	2014
3	Heather, P R	Critical Exercises	Longmans	2014

## Related Online Contents

1. <https://www.english.cam.ac.uk/classroom/pracrit.htm>
2. <https://canlitguides.ca/canlit-guides-editorial-team/close-reading-prose/>

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Course Contents and Lecture Schedule

Module No.	Unit	Topic	Knowledge Levels
1	Unit I	What is literary criticism	K1
2	Unit I	Criticism, Metacriticism	K2
3	Unit I	Criticism as science/art/craft	K3
4	Unit I	Criticism as science/art/craft	K3
5	Unit I	Strategies for critical reading	K4
6	Unit I	Previewing and Annotating	K4
7	Unit I	Previewing and Annotating	K4
8	Unit I	Outlining and summarising	K4
9	Unit I	Taking inventory and analysing an argument	K5
10	Unit I	Taking inventory and analysing an argument	K5
11	Unit I	Identifying basic features and comparing and contrasting	K3
12	Unit I	Identifying basic features and comparing and contrasting	K3
13	Unit I	Exploring Personal responses	K5
14	Unit I	Exploring Personal responses	K5
15	Unit II	How to read poetry	K2
16	Unit II	How to read poetry	K2
17	Unit II	Persona and Tone	K2
18	Unit II	Persona and Tone	K2
19	Unit II	Metrics	K3
20	Unit II	Metrics	K3
21	Unit II	Rhythm	K3
22	Unit II	Rhythm	K3
23	Unit II	Stanza Forms	K4
24	Unit II	Stanza Forms	K4
25	Unit II	Sonnet	K4
26	Unit II	Sonnet	K4
27	Unit II	Analysis of poetry	K4
28	Unit II	Analysis of poetry	K4
29	Unit III	Meaning of Style	K2
30	Unit III	Meaning of Style	K2
31	Unit III	Psychology of style	K3
32	Unit III	Psychology of style	K3
33	Unit III	Psychology of style	K3
34	Unit III	Writing an essay	K4
35	Unit III	Writing a complicated essay	K4
36	Unit III	Writing a complicated essay	K4
37	Unit III	Tracking the text -Waverly	K4
38	Unit III	Tracking the text -Waverly	K4
39	Unit III	Tracking the text –Sons and Lovers	K4



<b>Module No.</b>	<b>Unit</b>	<b>Topic</b>	<b>Knowledge Levels</b>
40	Unit III	Tracking the text –Sons and Lovers	K4
41	Unit III	Analysis- prose	K4
42	Unit III	Analysis- prose	K4
43	Unit IV	Four modes of fiction	K3
44	Unit IV	Four modes of fiction	K3
45	Unit IV	The novel – narrative, characterisation, dialogue	K4
46	Unit IV	The novel – narrative, characterisation, dialogue	K4
47	Unit IV	Fiction – example	K5
48	Unit IV	Fiction – example	K5
49	Unit IV	How to read a play	K3
50	Unit IV	How to read a play	K3
51	Unit IV	Drama – characterisation , plot	K4
52	Unit IV	Drama – characterisation , plot	K4
53	Unit IV	Language of plays	K5
54	Unit IV	Language of plays	K5
55	Unit IV	Analysing key speeches	K4
56	Unit IV	Analysing key speeches	K4
57	Unit V	Analysis - novel	K6
58	Unit V	Analysis - novel	K6
59	Unit V	Analysis - novel	K6
60	Unit V	Analysis – drama	K6
61	Unit V	Analysis – drama	K6
62	Unit V	Analysis – drama	K6
63	Unit V	Analysis – poetry	K6
64	Unit V	Analysis – poetry	K6
65	Unit V	Analysis – poetry	K6
66	Unit V	Analysis – prose	K6
67	Unit V	Analysis – prose	K6
68	Unit V	Analysis – prose	K6
69	Unit V	General Discussion	K5
70	Unit V	General Discussion	K5
71	Unit I - V	Quiz	K5

### Course Designers

1. Dr Sushil Mary Mathews
2. Mrs. R. Maheswari

<b>COURSE NUMBER</b> MEG2104	<b>COURSE NAME</b> M.A. ENGLISH LITERATURE SEMESTER I – PAPER IV ENGLISH LANGUAGE AND LINGUISTICS	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
			71	4		4

### Course Preamble

This course will enable the students to understand the growth and development of English language, its structural, grammatical and functional aspects. It also gives an overview of phonetics and helps the students to appreciate the relationship of language, society, culture and literature.

### Learning Outcomes

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

<b>CLO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CLO 1	Acquaint with the major historical development of the English Language and thereby understand the nuances of English Language and Linguistics.	K1, K2
CLO 2	Apply their knowledge to different domains of language study and identify the speech sounds with appropriate terminology and symbolization	K3
CLO 3	Examine and integrate the acquired knowledge of the lexical, grammatical structure and the theories in language and linguistics	K4
CLO 4	Analyse the concepts in speech sounds and also distinguish the key concepts, terminologies and theories in linguistics	K4
CLO 5	Evaluate various theories, concepts of language and linguistics	K5

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO1</b>	S	M	M	M	S
<b>CLO 2</b>	M	S	M	M	M
<b>CLO 3</b>	S	M	S	M	M
<b>CLO 4</b>	M	M	S	S	S
<b>CLO 5</b>	M	M	L	M	S

S- Strong;

M-Medium;

L-Low

### Syllabus

#### Unit I

14hrs

The History of English Language

The Descent of the English Language - The Old English Period -The Middle English Period -The Renaissance & After - The Evolution of Standard English - Idioms and Metaphors

**Unit II** **14hrs**

Phonology

Problems in Pronunciation - How the Speech Organs Work in English - The Consonants of English - Consonant Sequences - The Vowels of English - Words in Company – Intonation

**Unit III** **14hrs**

Phonetics

The Articulation of Speech Sounds – Classification - Description of Consonants – Description of Vowels – Phonetic Symbols

**Unit IV** **14hrs**

Language and Society

Language as Socio-Cultural System - Variations in Language - Linguistic Competence - Code Switching - Linguistic Social Inequality - Language and Culture

**Unit V** **15hrs**

Language as Discourse

Text and discourse - The Social Interaction Approach - The Mental Model Approach - Notions of Textuality - Discourse Processing and Reading

**Text Books**

S.No	Unit	Author	Title	Publishers	Year of Publication
1.	Unit I	Wood, F.T.	<i>An Outline History of English Language</i>	Paperback Publishers	1994
2.	Unit II & III	O'Connor, F.T.	<i>Better English Pronunciation (Second Edition)</i>	Cambridge University Press	2004
3.	Unit IV & V	N. Krishnaswamy et al	<i>Modern Applied Linguistics</i>	Macmillan Publishers	1992

**Reference Books**

S.No.	Author	Title of the Book	Publishers	Year of Publication
1	T. Balasubramaniam	<i>A Textbook of English Phonetics for Indian Students (2<sup>nd</sup> Edition)</i>	Macmillan Publishers	2013

**Related Online Contents**

1. <https://ielanguages.com/what-is-linguistics.html>
2. <https://www.britannica.com/topic/English-language>

**Pedagogy**

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Course Contents and Lecture Schedule

Module No	Unit	Topic	Knowledge Levels
1.	I	Introduction – The Origin of language	K1
2	I	Importance of Language	K1,K2
3	I	The Descent of English Language	K1
4	I	Parent language	K2
5	I	The Old English Period	K2
6	I	The Old English Period – Grammar	K3
7	I	i-mutation, gradation	K4
8	I	The Middle English Period – dialects	K2
9	I	Grammar, pronunciation, spelling, vocabulary	K4
10	I	The Renaissance and After – The Bible’s influence, writers	K2 & K3
11	I	English Idioms and phrases	K4
12	I	Metaphors	K3
13	I	Standard English and Standardized English	K2
14	I	Scholars on Standard English	K4
15	II	Problems in Pronunciation – Introduction	K1
16	II	Basic sounds in English, Letters, sounds	K2
17	II	How the Speech Organ Works in English	K2
18	II	Identifying the Speech organs – drawing and labeling them	K3
19	II	The Consonants of English – Introduction	K1
20	II	Types of consonants, Identifying and classifying	K2 & K3
21	II	Consonant Sequences – Introduction	K1
22	II	Identification of initial consonant sequences and final consonant sequences	K4
23	II	Longer consonant sequences in the English Language	K4
24	II	Intonation – Introduction	K1
25	II	Word accent in English	K2
26	II	Tune shapes and its types	K2 & K3
27	II	How to use the tunes	K2
28	II	Exercises	K4
29	III	Articulation of speech sounds	K3
30	III	Analysing Accent and Rhythm in connected speech	K4
31	III	Classification of speech organs	K2
32	III	How to classify the speech sounds, sub-classifying the speech sounds	K2 & K3
33	III	Vowels – definition and examples of vowels	K3
34	III	Consonants – definition and description of consonants	K3
35	III	Minimal pairs to contrast the various consonants & Major allophonic variants	K3 & K5
36	III	Description of Vowels – 3 criteria for classifying vowels	K4
37	III	Analysis of Front vowels Back vowels Central vowels	K4
38	III	Analysing the Role of tongue and lips while articulating vowels	K4
39	III	Identifying Pure Vowels	K3
40	III	Identifying Phonetic symbols and inspect the need for Phonetic symbols	K3
41	III	Identifying the sounds of Educated Southern British English – Consonants and Vowels	K3
42	III	The IPA chart with description of its symbols	K3

43	IV	Sociolinguistics and its traits, Difference between linguistics and sociolinguistics	K2 & K3
44	IV	Interaction between society and language- Linguistic Competence and Communicative Competence	K3
45	IV	Understanding and analysing linguistic and communicative competencies	K4
46	IV	Defining speech community	K1
47	IV	Understanding parole, langue, dialect, language, idiolect	K4
48	IV	Difference between pidgins and creoles	K3
49	IV	Non-native varieties of a language – Analysis	K4
50	IV	Languages in contact – Bilingualism, code switching	K2 &K3
51	IV	Diglossia, language education in bilingual communities	K4
52	IV	Code switching- main features	K4
53	IV	Languages and varieties in multilingual societies	K3
54	IV	Language as culture preserving and culture transmitting tool	K3
55	IV	Culture as socially acquired knowledge	K2
56	IV	Balancing Relativism and Universalism	K3
57	V	Text and Discourse	K3
58	V	Distinction between text and discourse	K2
59	V	Discourse and its structures	K3
60	v	The Social Interaction Approach, Cooperative principle and its four categories	K2
61	V	The Mental Model Approach – introduction	K1
62	V	Cognitive interaction in the mental model approach	K3
63	V	Discourse and its Notions of Textuality	K4
64	V	Crucial concept in the notion of coherence	K3
65	V	Second language acquisition	K1
66	V	Reading helps in discourse processing	K3
67	V	Understanding Mental processes involved reading	K3
68	V	Questions that rise while reading in a second language	K3
70	V	Linguistic proficiency vs reading efficiency in a second language reader	K3
71	V	Discourse Processing and Reading	K4

### Course Designers

1. Dr. A. Dhanalakshmi
2. Mrs. P. Subhapiya

<b>COURSE NUMBER</b> MEG2105	<b>COURSE NAME</b> MA ENGLISH LITERATURE SEMESTER I- PAPER V FOLKTALE AND MYTH	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
		<b>Theory</b>	<b>71</b>	<b>4</b>	<b>-</b>	<b>4</b>

### Preamble

To recognize and understand the elements of folklore and myth in literary works which will enable the students to integrate and formulate various aspects of myth criticism in literary works

### Learning Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
CLO1	Relate the elements of folklore, folktale and myth	K1
CLO2	Illustrate and interpret the theories of myth criticism	K2
CLO3	Identify a work of Literature by applying myth criticism and examine it	K3, K4
CLO4	Evaluate the myths of various countries	K5
CLO5	Formulate and estimate critical reviews	K6

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	M	S	M	M	S
CLO2	S	S	M	M	M
CLO3	L	S	S	S	M
CLO4	S	S	S	S	S
CLO5	S	S	S	M	S

S- Strong; M-Medium; L-Low

### Syllabus

<b>Unit 1</b>	<b>Poetry</b>	<b>14hrs</b>
Chaucer	: The Pardoner's Tale	
Pindar	: Olympia II	
Christopher Marlowe	: The Passionate Shepherd to his Love	
Sir Walter Raleigh	: The Nymph's Reply to the Shepherd	
<b>Unit II</b>	<b>Prose</b>	<b>14 hrs</b>
Phyllis Briggs (Retold)	: King Arthur and the Knights of the Round Table	
<b>Unit III</b>	<b>Epic</b>	<b>14 hrs</b>

Ovid : Metamorphosis Book VIII (lines- 1-60)

#### Unit IV Short Stories

14 hrs

Herman Hesse : The Rainmaker (From *The Glass Bead Game*)  
 Mark Twain : A Genuine Mexican Plug  
 Julian Huxley : The Sacred Lizard  
 Aesop : The Town Mouse and the Country Mouse  
           The Fox and the Grapes  
           The Goatherd and the Wild Goats

#### Unit V Criticism

15 hrs

MH Abrams : Introduction to Myth, Folklore  
 A. Joseph Dorairaj : Theories of Myth: From Cassirer to Frye  
 B. Das : Myth Criticism and its Value

#### Text Books

S. No.	Unit	Author	Title of the Book	Publication	Year of Publication
1.	I, III, IV	Kearns, George	<i>Macmillan Literature Series: English and Western Literature</i>	Glencoe Publishing Company, California	1984
2.	II	Briggs, Phyllis	<i>King Arthur and the Knights of the Round Table</i>	Dean and Sons Ltd., London	1984
3.	V	Abrams, M. H. and Geoffrey Galt Harpham	<i>A Glossary Of Literary Terms</i>	Cengage Learning	2015
4.	V	Dorairaj, A. Joseph	<i>Myth And Literature</i>	Folklore Resources And Research Centre	2003
5.	V	Ed. Rajnath	<i>Twentieth Century American Literature</i>	Arnold-Heinemann Publisher	1977
6.	IV	Hesse, Hermann	<i>The Glass Bead Game</i>	Vintage Books	2000
7.	IV	Ed. Cong, Raymond	<i>African Tales</i>	Evans Brothers Ltd.	1967

#### Reference Books

S. No.	Author	Title of the Book	Publishers	Year of Publication
1.	Narayan, R. K.	<i>Swami And Friends</i>	Indian Thought Publications	2008
2.	Mccullough, Kelly	<i>Web Mage</i>	Berkley Publications	2006
3.	Camus, Albert	<i>The Myth of Sisyphus and other Essays</i>	<a href="https://www2.hawaii.edu/~freeman/courses/phil360/16.%20Myth%20of%20Sisyphus.pdf">https://www2.hawaii.edu/~freeman/courses/phil360/16.%20Myth%20of%20Sisyphus.pdf</a>	

#### Related Online Contents

1. <https://www.britannica.com/topic/The-Pardoners-Tale-story-by-Chaucer>

### Pedagogy

Lecture by chalk and talk, power point presentation, e-content, group discussion, assignment, quiz, peer learning, seminar

### Course Contents and Lecture Schedule

Module No.	Unit	Topic	Knowledge Levels
1.	I	The Pardoner's Tale: Introduction to Chaucer and the fourteenth century literature	K1
2.	I	The Pardoner's Tale: Prologue and other tales- a preamble	K1, K2
3.	I	Morals and irony in The Pardoner's Tale	K3
4.	I	Themes in The Pardoner's Tale	K3, K4
5.	I	Elements of folktale in The Pardoner's Tale	K3, K4
6.	I	The Passionate Shepherd to his Love: life, time and works of Marlowe	K1
7.	I	The Passionate Shepherd to his Love as a pastoral poem	K2, K3
8.	I	The Passionate Shepherd to his Love: themes and techniques	K3, K4
9.	I	The Nymph's Reply to the Shepherd: Literary contribution of Raleigh	K1, K2
10.	I	The Nymph's Reply to the Shepherd: mythical elements	K3, K4
11.	I	The Nymph's Reply to the Shepherd: themes and rhyme scheme	K3, K4
12.	I	Olympia II: Pindar and the types of odes	K1, K2
13.	I	Olympia II as a victory ode	K3
14.	I	Olympia II: themes and the origin of Olympics and related games	K4
15.	II	King Arthur and the Knights of the Round Table: Introduction to Wace and 12 <sup>th</sup> century literature	K1, K2
16.	II	King Arthur and the Knights of the Round Table: background study	K2, K3
17.	II	King Arthur and the Knights of the Round Table: study of characters	K3
18.	II	Analysis of the characters	K4
19.	II	Thematic analysis	K4
20.	II	Historical approach	K4
21.	II	Assessment of the valour of the knights	K4
22.	II	Adventurous spirit of the knights	K4
23.	II	Analysis of women characters	K4
24.	II	Relationship to British mythology	K4
25.	II	Blend of mythology and medieval Romance	K4
26.	II	King Arthur and the Knights of the Round Table as a symbol of heroic heritage	K5
27.	II	Differentiating myth and legend	K5
28.	II	King Arthur and the Knights of the Round Table as a legend	K5
29.	III	Metamorphoses: Ovid, his life and works	K1, K2
30.	III	Metamorphoses: elements of myth	K3, K4
31.	III	Metamorphoses as an epic and mock- epic	K4
32.	III	Mythological characters	K4
33.	III	Moralistic elements	K4
34.	III	Ovid as a re-mythologiser	K4
35.	III	Metamorphoses: character analysis	K4
36.	III	Moralistic outlook	K4



Module No.	Unit	Topic	Knowledge Levels
37.	III	Figures of speech	K4
38.	III	Evaluating the descriptive power of Ovid	K5
39.	III	Themes and techniques- assessment	K5
40.	III	Assessing the role of Gods in the life of man	K5
41.	III	Interpreting the mythico- historical elements	K5
42.	III	Estimation of plot, structure and story	K5
43.	IV	<i>The Rainmaker</i> : Life and works of Herman Hesse and his philosophy	K1, K2
44.	IV	<i>The Rainmaker</i> : Analysis and symbolism	K3, K4
45.	IV	<i>The Rainmaker</i> : Plot and characterisation	K4
46.	IV	<i>The Rainmaker</i> : Elements of materialistic folklore and folklore in general	K4
47.	IV	<i>The Rainmaker</i> : Themes and techniques	K4, K5
48.	IV	<i>The Rainmaker</i> : Topics involving apprenticeship and transfer of knowledge, symbolism and ritual, customary practices	K5, K6
49.	IV	A Genuine Mexican Plug- Mark Twain and his works	K3, K4
50.	IV	A Genuine Mexican Plug- Examining the humour and material folklore	K3, K4
51.	IV	A Genuine Mexican Plug- Evaluating the customary folklore	K3, K4
52.	IV	The Town Mouse and Country Mouse, The Fox and the Grapes and The Goatherd and the Wild Goats: Aesop and his fables	K1, K2
53.	IV	Freytag triangle and morals	K3, K4
54.	IV	The Sacred Lizard: Introduction to Huxley and his works	K1, K2
55.	IV	The Sacred Lizard: Examining the work as a folktale	K3, K4
56.	IV	The Sacred Lizard: pseudo- scientific and materialistic folklore	K4, K5
57.	V	Theories of Myth: From Cassirer to Frye-Definition of myth and the thorny issues confronting it	K1, K2
58.	V	Eliade's definition of myth and relationship between myth and religion	K3, K4
59.	V	Myths, legends and folktales- different aspects of each	K3, K4
60.	V	Basscom's graphic illustration and characteristics of myth	K3, K4
61.	V	Semiology of myth with references to Barthes and Saussure	K3, K4
62.	V	Symbolisation and symbolic representation of myth	K4
63.	V	Cassirer's metaphysical and Hermeneutical approach	K4, K5
64.	V	Malinowski and myth anthropology	K5
65.	V	Eliade and Levi Strauss- rendering myth as a story	K5
66.	V	Frye's archetype regarding myth	K5
67.	V	Jung's personal and collective unconscious	K5, K6
68.	V	Yeats and living mythology	K5, K6
69.	V	Myth Criticism and its Value: Introduction and critical approaches	K4, K5
70.	V	Myth as an inter- disciplinary study	K5, K6
71.	V	Cassirer, Jung and Eliot's theories	K5, K6

### Course Designers

1. Dr. J. Santhosh Priyaa
2. Dr. Narasingaram Jayashree

<b>COURSE NUMBER</b> MEG2106	<b>COURSE NAME</b> MA ENGLISH LITERATURE SEMESTER II – PAPER VI SHAKESPEARE	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
		Theory	71	4		4

### Preamble

The course aims at helping the students to explore a selection of Shakespeare's plays and acquire an overall insight of the world of drama, research and present the background of the age, historical context, the importance of theatre and its role in the society.

### Course Learning Outcomes

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

CLO Number	CO Statement	KnowledgeLevel
CLO1	Identify the organizing elements of Shakespearean drama, using Aristotle's Poetics as a framework	K1, K2
CLO2	Interpret the genre and construct the staging practices and possibilities of Shakespearean drama	K2, K3
CLO3	Infer the effect that drama has on the understanding of ideas and the ethos of a culture, specifically Shakespeare's effect on the whole of Western literature	K4
CLO4	Analyse the scope and structure of the Shakespearean canon as a whole	K5
CLO 5	Estimate Shakespeare's plays with an eye for poetic detail and tap into the rich history of Shakespearean criticism	K6

### Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	M	M	S	S
CLO2	S	L	S	S	S
CLO3	S	S	S	S	S
CLO4	S	S	S	S	S
CLO5	S	M	S	S	S

S- Strong; M-Medium; L-Low

### Syllabus

<b>Unit I</b>	<i>King Lear</i>	<b>14hrs</b>
<b>Unit II</b>	<i>Much Ado about Nothing</i>	<b>14hrs</b>
<b>Unit III</b>	<i>Antony and Cleopatra</i>	<b>14hrs</b>
<b>Unit IV</b>	<i>The Tempest</i>	<b>14hrs</b>
<b>Unit V</b>	Sonnets 12, 23, 48, 75, 86, 92, 115, 129,141,152	<b>15hrs</b>

### Text Books

S. No	UNIT	AUTHOR	TITLE	YEAR OF PUBLICATION
1	I, II, III,IV	Shakespeare	<i>All Plays</i>	From any authentic source
2	V	Shakespeare	<i>Shakespeare's Sonnets</i>	
3	V	Das BB, Mohanty JM	<i>Literary Criticism- A Reading</i>	OUP 1985

### Reference Books:

S.No	Author	Title of the Book	Publishers	Year of publication
1	Rowse AL	Shakespeare's Sonnets	Macmillan	1964
2.	Orient Longman's Edition	<i>Shakespeare Quarter centenary Commemoration Volume</i>	Orient LongmansLtd	1965
3.	Alexander, Peter	<i>Studies in Shakespeare</i>	Oxford University Press	1964
4.	Gordon, George	<i>Shakespearean Comedy and Other Studies</i>	Oxford University Press	1945

### Related Online Contents

1. <https://www.opensourceshakespeare.org/views/plays/plays.php>
2. <https://www.bl.uk/works/shakespeares-sonnets>
3. <http://www.cems.ox.ac.uk/holinshed/>

### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

### Course Contents and Lecture Schedule

Module No.	Units	Topic	Knowledge Level
1	I	Introduction – Shakespearean Historical Plays	K1
2	I	King Lear Introduction	K1
3	I	Act I	K2 & K3
4	I	Act I Analysis	K4 & K5
5	I	Act II	K2 & K3
6	I	Act II Analysis	K4 & K5
7	I	Act III	K2 & K3
8	I	Act III Analysis	K4 & K5
9	I	Act IV	K2 & K3
10	I	Act IV Analysis	K4 & K5
11	I	Act V	K2 & K3
12	I	Act V Analysis	K4 & K5

13	I	Characterization, Techniques and Devices	K6
14	I	Role Play and Relevance of the Text in the Contemporary Literary Age	K6
15	II	Introduction – Shakespearean Comedies	K1
16	II	Much Ado About Nothing Introduction	K1
17	II	Act I	K2 & K3
18	II	Act I Analysis	K4 & K5
19	II	Act II	K2 & K3
20	II	Act II Analysis	K4 & K5
21	II	Act III	K2 & K3
22	II	Act III Analysis	K4 & K5
23	II	Act IV	K2 & K3
24	II	Act IV Analysis	K4 & K5
25	II	Act V	K2 & K3
26	II	Act V Analysis	K4 & K5
27	II	Characterization, Techniques and Devices	K6
28	II	Role Play and Relevance of the Text in the Contemporary Literary Age	K6
29	III	Introduction – Shakespearean Romantic Tragedy	K1
30	III	Antony and Cleopatra Introduction	K1
31	III	Act I	K2 & K3
32	III	Act I Analysis	K4 & K5
33	III	Act II	K2 & K3
34	III	Act II Analysis	K4 & K5
35	III	Act III	K2 & K3
36	III	Act III Analysis	K4 & K5
37	III	Act IV	K2 & K3
38	III	Act IV Analysis	K4 & K5
39	III	Act V	K2 & K3
40	III	Act V Analysis	K4 & K5
41	III	Characterization, Techniques and Devices	K6
42	III	Role Play and Relevance of the Text in the Contemporary Literary Age	K6
43	IV	Introduction – Tragi-comedies	K1

44	IV	The Tempest Introduction	K1
45	IV	Act I	K2 & K3
46	IV	Act I Analysis	K4 & K5
47	IV	Act II	K2 & K3
48	IV	Act II Analysis	K4 & K5
49	IV	Act III	K2 & K3
50	IV	Act III Analysis	K4 & K5
51	IV	Act IV	K2 & K3
52	IV	Act IV Analysis	K4 & K5
53	IV	Act V	K2 & K3
54	IV	Act V Analysis	K4 & K5
55	IV	Characterization, Techniques and Devices	K6
56	IV	Role Play and Relevance of the Text in the Contemporary Literary Age	K6
57	V	Introduction – Elizabethan Age and Sonnets	K2 & K3
58	V	Shakespearean Sonnets	K2 & K3
59	V	Sonnet No – 12 and Analysis	K2 & K3
60	V	Sonnet No – 23 and Analysis	K4 & K5
61	V	Sonnet No – 48 and Analysis	K4 & K5
62	V	Sonnet No – 75 and Analysis	K4 & K5
63	V	Sonnet No – 86 and Analysis	K4 & K5
64	V	Sonnet No – 92 and Analysis	K4 & K5
65	V	Sonnet No – 115 and Analysis	K4 & K5
66	V	Sonnet No – 129 and Analysis	K4 & K5
67	V	Sonnet No – 141 and Analysis	K4 & K5
68	V	Sonnet No – 152 and Analysis	K4 & K5
69	V	Samuel Johnson: <i>From Preface to the Plays of Shakespeare</i>	K4 & K5
70	V	Samuel Johnson: <i>From Preface to the Plays of Shakespeare</i>	K4 & K5
71	V	Samuel Johnson: <i>From Preface to the Plays of Shakespeare</i>	K4 & K5

### Course Designers

1. Dr. Dhanalakshmi A
2. Ms P. Vanmathi

<b>COURSE NUMBER</b> MEG2107	<b>COURSE NAME - I MA ENGLISH LITERATURE</b> <b>SEMESTER II</b> <b>PAPER VII – AMERICAN LITERATURE</b>	Category	L	T	P	Credits
		Theory	71	4		4

### Preamble

The course will enable the students to review and recognise the body of literary works from America. The student will be able to understand the American spirit and analyse various literary innovations and their culture.

### Course Outcomes

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

CO NUMBER	CO Statement	Knowledge Level
CLO1	Define the American spirit, moral earnestness, and understand the tradition and society as identified from the works.	K1
CLO2	Instruct and infer the philosophic principles from the works	K2
CLO3	Identify the speech, life and dreams of America as reflected in the literary works	K3
CLO4	Analyse the varied responses that are earned through reading the creative works	K4
CLO5	Describe the socio-cultural background of American Literature	K5, K6

### Mapping with Programme Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	M	M	S	S
CLO2	S	S	S	M	S
CLO3	M	S	M	S	S
CLO4	M	M	M	S	S
CLO5	S	S	L	S	S

S-Strong; M-Medium; L-Low

### Syllabus

#### Unit I Poetry

14hrs

Walt Whitman	: When Lilacs Last in the Dooryard Bloomed
Emily Dickinson	: Because I could not Stop for Death
Ralph Waldo Emerson	: Hamatreya
Langston Hughes	: The Negro Speaks of Rivers
Gwendolyn Brooks	: Mother
Robert Frost	: Mending Wall
Sylvia Plath	: Mirror

(Poems can be taken from any authentic source)

#### Unit II Prose

15hrs

Emerson	: Self Reliance
Maya Angelou	: I Know Why the Caged Bird Sings

**Unit III Drama****14hrs**

Eugene O'Neill : Emperor Jones  
 Lorraine Hansberry : A Raisin in the Sun  
 August Wilson : Fences

**Unit IV Fiction****14hrs**

Nathaniel Hawthorne : The Scarlet Letter  
 Bernard Malamud : The Assistant  
 Miguel Asturias : The Cyclone  
 Issac Asimov : The Caves of Steel

**Unit V Criticism****14hrs**

Henry James : The Art of Fiction  
 Robert Frost : The Figure a Poem Makes

**Text Book**

S. No.	Unit	Author	Title of the Book	Publishers	Year of Publication
1.	II,III V	Fisher, William J.	<i>An Anthology: American Literature of the Nineteenth Century</i>	Eurasia Publishing House Pvt Ltd., New Delhi	2002
2.	I	Roberts, Levine,S, et al.	<i>Anthology of American Literature Volume C, D, and E</i>	W.W. Norton	2001
3.	III	Hansbery, Lorraine	<i>A Raisin in the Sun</i>	Vintage Books	2004
4.	III	Wilson, August	<i>Fences</i>	Plume	2016
5.	IV	Hawthorne, Nathaniel	<i>The Scarlet Letter</i>	Rupa & Co	2001
6.	IV	Malamud, Bernard	<i>The Assistant</i>	Straus, Farar & Girous	2003
7.	IV	Asturias, Miguel	<i>The Cyclone</i>	Peter Owen	2006
8.	IV	Asimov, Issac	<i>The Caves of Steel</i>	Harper Voyager	2018
9.	V	Ed. Egbert S. Oliver	<i>An Anthology: American Literature 1890-1965</i>	Eurasia Publishing House Pvt. Ltd., New Delhi	2002

**Reference Books**

S.No.	Author	Title of the Book	Publishers	Year of Publication
1	Hoffman, Daniel	<i>Harvard Guide to Contemporary American Writing</i>	University Press	1979
2	Ed. Subbian C	<i>An Anthology of Poems</i>	Emerald Publications	1987

**Related Online Contents**

1. <https://www.britannica.com/art/American-literature>

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Course Contents and Lecture Schedule

S.No	Units	TOPIC	Knowledge level
1.	I	American spirit and American Revolution	K1
2.	I	Reading and analysing Walt Whitman's poem – When Lilacs Last in the Dooryard Bloomed	K3
3.	I	America's most influential and innovative poets	K2
4.	I	Metaphysical poets' influence (Emily Dickinson)	K4
5.	I	Read and Analyse Dickinson's poem – Because I Could not Stop for Death	K5&K6
6.	I	Read and Analyse Dickinson's poem–These are the Days When Birds Come Back	K6
7.	I	Life and landscape in American poetry (Frost)	K6
8.	I	Analyse Frost's poems	K5
9.	I	Analyse Frost's Mending Wall	K5
10.	I	Analyse Gwendolyn Brook's Mother's Theme of Universal Motherhood.	K5
11.	I	Emerson as a philosophical poet with Hamatreya	K1
12.	I	Sylvia Plath and confessional poetry	K2
13.	I	Style and theme in Mirror	K3
14.	I	Ameican Poets Contribution to Literature	K4
15.	II	Major philosophers influenced by Transcendentalism	K5
16.	II	Read Emerson's Self Reliance	K6
17.	II	Civil Rights Movement –Analysis	K1
18.	II	Memoir and prose renderings	K2
19.	II	Reading Maya Angelou's I Know Why the Caged Bird Sings	K3&K4
20.	II	Analysis of William Carlos Williams emperor of Ice Creams	K5
21.	II	Harlem Renaissance	K6
22.	II	Expressionism in O'Neill's plays	K6
23.	II	Read the play–Emperor Jones	K6
24.	II	Analysis of the play Emperor Jones	K5
25.	II	Realism in American plays	K5
26.	II	Value and purpose of American Dream	K3
27.	II	Read the play– A Raisin in the Sun	K1
28.	II	Analysis of the play A Raisin in the Sun	K2&K3
29.	II	Black experiences in America	K4
30.	III	Myth and Superstition in Emperor Jones	K5&K5
31.	III	Reading of the play Fences	K1
32.	III	Analysis of the play Fences	K5
33.	III	Father Son Conflict in Fences	K5
34.	III	Character sketch of Cory	K5
35.	III	Introduction to Raisin in the Sun	K1
36.	III	Reason out the play, Raisin in the Sun	K2
37.	III	Summary and Analysis in Raisin in the Sun	K3
38.	III	Theme and Style in Raisin in the Sun	K4
39.	III	Characterisation of Raisin in the Sun	K5
40.	III	Discrimination in Raisin in the Sun	K6
41.	III	American Dream in Raisin in the Sun	K5&K6
42.	III	Portrayal of African –American's Life	K5&K6



43	III	Nathaniel Hawthorne as an American Novelist	K1
44	IV	American Puritan Background in Scarlet Letter	K2
45	IV	Puritan's Strict Piety and Austerity in Scarlet Letter	K3
46	IV	Reading of the Novel	K4
47	IV	Theme and Style in The Scarlet Letter	K5
48	IV	Psycho Analytical Perspective in The Scarlet Letter	K5&K6
49	IV	Redemption in The Scarlet Letter	K5&K6
50	IV	Introduction to Latin American literature	K1
51	IV	Introduction to the lifestyle of banana plantations	K2
52	IV	The conflict between the planters and the Co-operatives	K3
53	IV	Summary and analysis of The Cyclone	K4
54	IV	Theme and Style in The Cyclone	K5&K6
55	IV	Introduction to Jewish American Writings	K1
56	IV	Bernard Malamud as a Jewish American Writer	K2
57	IV	Theme and Style in The Assistant	K3&K4
58	V	Character Analysis in The Assistant	K5
59	V	Jewish American Culture through the characters	K6
60	V	Dr Johnson as a critic	K1
61	V	Preface to Shakespeare as a masterpiece of Literature	K2
62	V	Dr Johnson's admiration for Shakespeare	K3
63	V	Shakespeare art of Characterisation	K4
64	V	Dramatic unities in Shakespeare	K5
65	V	Shakespeare's love of Dialogues	K6
66	V	Shakespeare's love of Greek and Latin	K5&K6
67	V	Knowledge of Shakespeare in ancient classical Literature	K5&K6
68	V	Philip Sidney as a Renaissance Critic	K1
69	V	Poerty as a first nurse	K2
70	V	Poets, Vates and Poein	K3, K4
71	V	Importance of British Drama over French	K5&K6

### Course Designers:

1. Dr. M. Angeline
2. Dr. Dhanalakshmi A.

COURSE NUMBER MEG2108	COURSE NAME MA ENGLISH LITERATURE SEMESTER II PAPER VIII – METHODS OF TEACHING ENGLISH	Category	L	T	P	Credits
		Theory	71	4		

### Preamble

The course will enable the students to recognize and review the basic elements of teaching English to students at various levels of cognition. It introduces the student's various methods to teach different genres. It also encourages the students to adopt new methods and strategies in teaching.

### Course Outcomes

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

CLO Number	CLO Statement	Knowledge level
CLO 1	Recognize different types of teaching methodology.	K3
CLO2	Adopt suitable methodology to different aspects of learning.	K3
CLO3	Integrate different methods of teaching in the new learning environment.	K4
CLO4	Prioritize practical teaching sessions	K5
CLO5	Devise indigenous methods of teaching	K6

### Mapping with Programme Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	M	M	S
CLO2	M	S	M	M	S
CLO3	M	M	S	S	S
CLO4	S	M	S	S	S
CLO5	S	S	S	S	L

S-Strong; M-Medium; L-Low

### Syllabus

#### Unit I

Aims and Objectives – Teaching Composition  
Pages 38 – 66, 103 – 172

**14 Hrs**

#### Unit II

Audio- visual aids- The Role of English Teacher  
Pages 174 – 257, 272-275

**14 Hrs**

#### Unit III

Alternative Approaches and Methods  
Pages 73 -148

**14 Hrs**

#### Unit IV

Current Communicative Approaches

**14 Hrs**

Practical Teaching, Preparation of lesson plan, Session Module,  
Use of Net Sources, Preparation of Question Paper, Preparation of MCQs

**Note:** Practical Teaching marks for seminar (5 marks)  
Book compilation marks for assignment (4 marks)  
Application oriented, innovation, creativity (5 marks)

### Text Book

S.No	Unit	Author	Title	Publishers	Year of Publication
1	I, II	Dr. Mowla, Shaik	<i>Techniques of Teaching English</i>	Neel Kamal Publications	2009
2	III, IV	Richards, C Jacks & Rodgers, Theodore S	<i>Approaches and Methods in Language Teaching.</i>	Cambridge University Press	2012
3	V	Dr.Mowla, Shaik	<i>Techniques of Teaching English</i>	Neel Kamal Publications	2009

### Reference Books

S.No.	Author	Title of the Book	Publishers	Year of Publication
1	Alam, QaiserZoha	<i>English Language Teaching in India Problems and Issues</i>	Atlantic Publishers	1999
2	Dr. Gautam GS	<i>Teaching of English in India</i>	Classical Publishing Co	2002
3	N. Krishnaswamy & Lalitha Krishnaswamy	<i>Method of Teaching English</i>	Macmillan	2011
4	Sood S.C	<i>New Directions in English Language and Literature Teaching in India</i>	Ajanta Publication	1988
5	Yadav, R.N.S.	<i>Teaching of English</i>	Abishek Publications.	2002

### Related Online Contents

1. <https://local.psy.miami.edu>
2. <https://lib.unipune.ac.in>

### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

### Course Contents and Lecture Schedule

Module No.	Units	Topic	Knowledge Level
1	I	Introduction	K1
2	I	4 Language skills	K1
3	I	Listening-Spoken English	K2

4	I	Grammar Translation Method(Merit & Demerit)	K3
5	I	Direct Method	K4
6	I	Types of Structures	K5
7	I	Principle of Structural approach	K6
8	I	Bilingual Method	K6
9	I	Dr. West New Method	K6
10	I	Communicative approach	K6
11	I	Principles of communication-Prescriptive & Descriptive Grammar	K6
12	I	Methods of teaching Grammar-Inductive, Deductive	K6
13	I	Grammar Usage, Teaching Vocabulary-Types	K6
14	I	How to develop listening and Speaking skills	K6
15	II	Introduction	K1
16	II	Teaching Reading-Different stages	K3
17	II	Teaching Translation	K4
18	II	Mechanics of reading	K4
19	II	Reading in early stages	K3
20	II	Mechanics of Reading, writing	K4
21	II	Types of writing exercises	K4
22	II	How to write exercises & Correct Spelling	K4
23	II	Teaching Composition, Letter writing	K4
24	II	Note taking & Correction of composition exercises	K4
25	II	Introduction to Audio-Visual aids -Radio, TV, Language Laboratories	K4
26	II	Language games, Uses of Dictionary and Thesaurus	K5
27	II	Teaching prose, poetry	K6
28	II	Lesson Plan, the role of the English teacher	K6
29	III	Introduction-Alternative Approaches & Methods	K1
30	III	Total Physical Response	K2
31	III	The Silent way	K3
32	III	Community language Learning	K3

33	III	Suggestopedia	K3
34	III	Whole language	K4
35	III	Multiple Intelligence	K5
36	III	Multiple Intelligence	K6
37	III	Neuro Linguistic Programming	K6
38	III	Neuro Linguistic Programming	K6
39	III	Lexical approach	K6
40	III	Lexical approach	K6
41	III	Competency based language teaching	K6
42	III	Competency based language teaching	K6
43	IV	Introduction	K1
44	IV	Current Communicative approaches	K4
45	IV	Communicative language teaching	K4
46	IV	Approach for communicative Language learning	K4
47	IV	Design, syllabus, types of learning, teaching activities, learning activities	K5
48	IV	The Natural approach	K5
49	IV	Teacher's role	K5
50	IV	Role of Instructional Materials	K5
51	IV	Cooperative language Learning	K5
52	IV	Content based Instruction	K5
53	IV	The role of content in curriculum design, approach	K6
54	IV	The role of teachers, materials	K6
55	IV	Contemporary models of content-based instruction	K2
56	IV	Courses at the Elementary &Secondary level	K3
57	IV	Courses in private language Institute	K4
58	V	Introduction	K1
59	V	Preparation of lesson plan	K3
60	V	Preparation of lesson plan	K4
61	V	Preparation of lesson plan	K4

62	V	Session Module	K5
63	V	Session Module	K5
64	V	Session Module	K5
65	V	Use of net sources	K5
66	V	Use of net sources	K5
67	V	Preparation of Question Paper	K5
68	V	Preparation of Question Paper	K6
69	V	Preparation of MCQs	K6
70	V	Preparation of MCQs	K6
71	V	Group Discussion	K6

**Course Designers:**

1. Dr. Sushil Mary Mathews
2. Mrs. P. Subhapiya

<b>COURSE NUMBER</b> MEG2109	<b>COURSE NAME</b> MA ENGLISH LITERATURE SEMESTER II PAPER IX- LITERARY THEORY I	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
		Theory	71	4		4

### Preamble

The course gives an introduction to various forms of literary theory and criticism, which is the most essential aspect of literary appreciation.

### Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CLO1	Develop a critical outlook towards literature.	K2
CLO2	Apply critical theories for literary interpretation.	K3
CLO3	Analyse and interpret literary texts from critical point of view.	K4
CLO4	Evaluate literary texts based on critical concepts.	K5
CLO5	Practical utilization of critical theories in appreciating literature	K6

### Mapping with Programme Outcomes

CLO	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	L	M	S	M	M
CLO2	L	M	S	M	M
CLO3	M	S	S	M	M
CLO4	M	S	S	M	S
CLO5	M	S	S	M	S

S-Strong; M-Medium; L-Low

### Syllabus

#### Unit I: Formal Criticism

14hrs

Cleanth Brooks – The Language of Paradox  
Mark Schorer – Technique as Discovery

#### Unit II: Marxist Criticism

15hrs

Erich Auerbach – Odysseus Scar  
Edmund Wilson – Marxism and Literature

#### Unit III: Psycho-Analytic Criticism

14 hrs

Sigmund Freud – Creative Writers and Day Dreaming  
Lionel Trilling – Freud and Literature

**Unit IV: Myth Criticism****14hrs**

C.G. Jung – Psychology and Literature  
 Northrop Frye – The Archetypes of Literature

**Unit V: Prescriptive Criticism****14hrs**

George Orwell – Politics and the English Language Susan  
 Sontag – Against Interpretation

**Text Book**

S.No	UNIT	AUTHOR	TITLE	PUBLISHER	YEAR
1.	I, II, III, IV, V	David Lodge	<i>Twentieth Century Criticism: A Reader</i>	Longman	1988

**Reference Books:**

S.No.	Author	Title of the Book	Publishers	Year of publication
1	Lodge, David and Nigel Wood	<i>Modern Criticism and Theory Vol. II</i>	Pearson Education	1989
2.	Sethuraman. V.S.	<i>Contemporary Criticism: An Anthology.</i>	Macmillan	1989
3.	Enright D.J., De Chickera	<i>English Critical Texts</i>	Oxford University Press	2006

**Related Online Contents**

1. <https://www.britannica.com/topic/Marxism>
2. <https://wsu.edu/~delahoyd/psycho.crit.html>

**Pedagogy**

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

**Course Contents and Lecture Schedule**

Module No.	Unit	Topic	Knowledge Levels
		FORMAL CRITICISM	
1	I	Introduction to the aspects of formalism	K2
2	I	Cleanth Brooks – The Language of Paradox	K3
3	I	Cleanth Brooks – The Language of Paradox	K3



4	I	Cleanth Brooks – The Language of Paradox	K3
5	I	Cleanth Brooks – The Language of Paradox	K4
6	I	Cleanth Brooks – The Language of Paradox	K4
7	I	Mark Schorer – Technique as Discovery	K3
8	I	Mark Schorer – Technique as Discovery	K3
9	I	Mark Schorer – Technique as Discovery	K3
10	I	Mark Schorer – Technique as Discovery	K4
11	I	Mark Schorer – Technique as Discovery	K4
12	I	Mark Schorer – Technique as Discovery	K3
13	I	SEMINAR	K5 & K6
14	I	SEMINAR	K5 & K6
		MARXIST CRITICISM	
15	II	Introduction to the aspects of Marxism	K2
16	II	Erich Auerbach – Odysseus Scar	K3
17	II	Erich Auerbach – Odysseus Scar	K3
18	II	Erich Auerbach – Odysseus Scar	K3
19	II	Erich Auerbach – Odysseus Scar	K4
20	II	Erich Auerbach – Odysseus Scar	K4
21	II	Erich Auerbach – Odysseus Scar	K4
22	II	Edmund Wilson - Marxism and Literature	K3
23	II	Edmund Wilson - Marxism and Literature	K3
24	II	Edmund Wilson - Marxism and Literature	K3
25	II	Edmund Wilson - Marxism and Literature	K4
26	II	Edmund Wilson - Marxism and Literature	K4
27	II	Edmund Wilson - Marxism and Literature	K3
28	II	SEMINAR	K5 & K6
29	II	SEMINAR	K5 & K6
		PSYCHO-ANALYTIC CRITICISM	
30	III	Introduction to the aspects of Psycho-Analytic Criticism	K2
31	III	Sigmund Freud – Creative Writers and Day Dreaming	K3
32	III	Sigmund Freud – Creative Writers and Day Dreaming	K3

33	III	Sigmund Freud – Creative Writers and Day Dreaming	K3
34	III	Sigmund Freud – Creative Writers and Day Dreaming	K4
35	III	Sigmund Freud – Creative Writers and Day Dreaming	K4
36	III	Lionel Trilling – Freud and Literature	K3
37	III	Lionel Trilling – Freud and Literature	K3
38	III	Lionel Trilling – Freud and Literature	K3
39	III	Lionel Trilling – Freud and Literature	K4
40	III	Lionel Trilling – Freud and Literature	K4
41	III	Lionel Trilling – Freud and Literature	K3
42	III	SEMINAR	K5 & K6
43	III	SEMINAR	K5 & K6
		MYTH CRITICISM	
44	IV	Introduction to the aspects of Archetypal criticism	K2
45	IV	C.G. Jung – Psychology and Literature	K3
46	IV	C.G. Jung – Psychology and Literature	K3
47	IV	C.G. Jung – Psychology and Literature	K3
48	IV	C.G. Jung – Psychology and Literature	K4
49	IV	C.G. Jung – Psychology and Literature	K4
50	IV	Northrop Frye – The Archetypes of Literature	K3
51	IV	Northrop Frye – The Archetypes of Literature	K3
52	IV	Northrop Frye – The Archetypes of Literature	K3
53	IV	Northrop Frye – The Archetypes of Literature	K4
54	IV	Northrop Frye – The Archetypes of Literature	K4
55	IV	Northrop Frye – The Archetypes of Literature	K3
56	IV	SEMINAR	K5 & K6
57	IV	SEMINAR	K5 & K6
		PRESCRIPTIVE CRITICISM	
58	V	Introduction to the aspects of Prescriptive Criticism	K2
59	V	George Orwell – Politics and the English Language	K3
60	V	George Orwell – Politics and the English Language	K3
61	V	George Orwell – Politics and the English Language	K3

62	V	George Orwell – Politics and the English Language	K4
63	V	George Orwell – Politics and the English Language	K4
64	V	Susan Santog – Against Interpretation	K3
65	V	Susan Santog – Against Interpretation	K3
66	V	Susan Santog – Against Interpretation	K3
67	V	Susan Santog – Against Interpretation	K4
68	V	Susan Santog – Against Interpretation	K4
69	V	Susan Santog – Against Interpretation	K3
70	V	SEMINAR	K5 & K6
71	V	SEMINAR	K5 & K6

**Course Designers:**

1. Dr. S. Lavanya
2. Dr. S. Gomathi

<b>COURSE NUMBER</b> MEG2110	<b>COURSE NAME</b> <b>PAPER X- WORLD CLASSICS AND LITERATURE IN ENGLISH TRANSLATION</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
		<b>Theory</b>	<b>56</b>	<b>4</b>	<b>-</b>	<b>4</b>

### Preamble

The course aims to develop and understand comprehensively the great classics around the world and to enlighten the rich, diverse cultures and morals of the best writers to the students.

### Course Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
CLO1	Relate the multi- faceted aspects of Literature	K1
CLO2	Illustrate and interpret the text and distinguish its salient features	K2
CLO3	Identify a work of Literature and appreciate it at varied levels of comprehension	K3, K4
CLO4	Evaluate the works of various countries	K5
CLO5	Formulate and estimate critical reviews	K6

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	M	S	M	M	L
CLO2	S	S	M	M	M
CLO3	S	S	S	S	M
CLO4	S	S	S	S	S
CLO5	S	S	S	M	S

S- Strong; M-Medium; L-Low

### Syllabus

#### Unit I Poetry

Publius Virgil  
Thiruvalluvar

: *The Aeneid*, Book IV (438-563)  
: *Thirukkura* (Trans.) l- *Good Decorum (Virtue)*

**11hours**

#### Unit II Prose

Khalil Gibran  
Viktor Shklovsky

: *The Prophet* (prose- poetry essays)  
: *Art as a Technique*

**11 hours**

**Unit III Drama****11 hours**Sophocles : *Oedipus Rex*Goethe : *Faust- Part I***Unit IV Short Stories****11 hours**Charles Perrault : *Blue Beard*Juan Manuel : *The Man who Tamed a Shrew*Giovanni Boccaccio : *The Stone of Invisibility Eliza*Eliza Orzeszkowa : *Do You Remember?*Emile Verhaeren : *The Horse Fair at Opdrop Louis*Louis Couperus : *About Myself and Others*Hans Christian Anderson: *What the Old Man does is always Right*Jonas Lie : *The Story of a Chicken***Unit V Fiction****12 hours**Fyodor Dostoevsky : *Crime and Punishment***Text Book**

S. No.	Unit	Author	Title of the Book	Publication	Year of Publication
1.	I	Virgil	<i>The Aeneid</i>	[Net source] The Internet Classics Archive:Classic.merit.edu/Virgil/aeneid.html	2015
2.	I	Trans. Dr. Cheyon	<i>Thirukkural Nectar of Life</i>	MTS Academy, Mylapore, Chennai	2003
3.	II	Gibran, Kahlil	<i>The Prophet</i>	Rupa	2002
4.	II	Shklovsky, Viktor	<i>Art as Technique</i>	[Net Source]: paradise.caltech.edu/ist4lectures/Viktor_Shklovsky_Art_as_Technique.pdf	2015
5.	III	Sophocles	<i>Oedipus Rex</i>	Dover Publications; Unabridged edition	2012
6.	III	Goethe	<i>Faust- Part I</i>	RHUS Publications	1988
7.	IV	Mc Caughrean, Geraldine	<i>Classic Stories from Around the World</i>	Leopard Books	1996
8.	V	Dostoevsky, Fyodor	<i>Crime and Punishment</i>	Penguin	2003

**Reference Books**

S. No.	Author	Title of the Book	Publishers	Year of Publication
1.	Barman, Bhaskar Roy	<i>E L Dorado: An Anthology on World Literature</i>	Authors Press Global Network	2006

**Related Online Contents**

- <https://www.britannica.com/topic/The-Pardoners-Tale-story-by-Chaucer>
- <http://read.gov/aesop/001.html>

**Pedagogy**

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Course Contents and Lecture Schedule

Module No.	Unit	Topic	Knowledge Levels
1	I	<i>Aeneid</i> - Virgil and his works	K1
2	I	<i>Aeneid</i> as a great classic	K1, K2
3	I	Plot and story	K3
4	I	Analysis of classical allusion	K3, K4
5	I	Analysis of characters	K4, K5
6	I	<i>Aeneid</i> as a political poem	K4, K5
7	I	Gods vs. humans in <i>Aeneid</i>	K5, K6
8	I	Thiruvalluvar and the greatness of <i>Thirukkural</i>	K1, K2
9	I	Good Decorum- Virtue, an invaluable moral	K3, K4
10	I	The importance of virtue	K5, K6
11	I	Genres incorporated in <i>Aeneid</i>	K5, K6
12	II	Khalil Gibran and his monumental work, <i>The Prophet</i>	K1, K2
13	II	Storyline of <i>The Prophet</i>	K2, K3
14	II	Analysis of the messages imparted by Gibran	K3, K4
15	II	Religious traditions that influenced Gibran's <i>Prophet</i>	K4, K5
16	II	Various themes in <i>The Prophet</i>	K4, K5
17	II	<i>The Prophet</i> – significance of the messages imparted	K5, K6
18	II	Shklovsky and Russian Formalism	K1, K2
19	II	The technique of defamiliarization	K3, K4
20	II	The habitual and the unconscious	K3, K4
21	II	Tolstoy's usage of defamiliarization	K5, K6
22	II	Importance of poetic speech vs. prose speech	K5, K6
23	III	Life and times of Sophocles	K1, K2
24	III	<i>Oedipus Rex</i> as a Greek tragedy	K2, K3

25	III	Role of the Chorus	K4,K5
26	III	Prophecy as a central part of the play	K5
27	III	Fate as a theme in Greek tragedies	K5
28	III	Theme of irony and divine plan	K6
29	III	Goethe's <i>Faust- Part I</i> as a classic German tragedy	K1
30	III	Supernatural elements in the play	K2, K3
31	III	Religious beliefs of Faust	K4
32	III	Philosophical principle and salvation	K5
33	III	Traditional portrayal of Mephisto vs. Mephisto of Goethe	K6
34	IV	Fables as a literary genre	K1
35	IV	Difference between a fairytale and a fable	K2
36	IV	Detailing Freytag Triangle	K3
37	IV	Gender roles in the short stories	K4
38	IV	Element of patriarchy	K4
39	IV	Moral aspects in fables	K4
40	IV	Fables as stories for children	K5
41	IV	Tragic elements	K5
42	IV	Themes and techniques in short stories	
43	IV	Multifaceted characteristics of short stories	K5
44	IV	Attributes of Renaissance	K6
45	V	Fyodor Dostoevsky's <i>Crime and Punishment</i> as a masterpiece	K1
46	V	Concept of law in <i>Crime and Punishment</i>	K2
47	V	Story, plot and climax	K3
48	V	Christian component, especially redemption	K4
49	V	Complexity of characterisation	K4
50	V	Element of suspense	K4
51	V	Mental anguish and moral dilemma as themes	K5
52	V	Understanding of the human psyche	K5
53	V	Levels of conflict	K5
54	V	Motif of the cross as a symbol of redemption	K6

55	V	Symbolism in the novel	K6
56	V	Psychological insights into Raskolnikov's dreams	K6

**Course Designers:**

1. Dr. Narasingaram Jayashree
2. Dr. S. Gomathi



<b>COURSE NO.</b> MEH16A1	<b>COURSE NAME</b> I MA ENGLISH LITERATURE SEMESTER II INTER DISCIPLINARY COURSE - HISTORY THROUGH LITERATURE	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
		<b>Theory</b>	<b>56</b>	<b>4</b>	<b>-</b>	<b>4</b>

### Preamble

The course aims to create the diversities of History and English to the students, thereby portraying and exploring the relationship between History, Life and Literature enabling them to cultivate an interest towards the historic and cultural aspects of our country.

### Course Outcomes

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
CLO1	Interpret literature through an understanding of history	K1
CLO2	Illustrate and interpret the various ages and movements as revealed through literature.	K2
CLO3	Identify a work of literature with an insight into socio- historical background	K3
CLO4	Evaluate the wide variety of experiences and attitudes in the historic and cultural aspects of our country through various literary works	K4
CLO5	Critically analyse literary and historical texts	K5

### Mapping with Programme Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	S	M	M	S	S
CLO2	S	S	S	M	S
CLO3	M	S	M	S	S
CLO4	M	M	S	S	S
CLO5	M	L	S	M	S

S-Strong; M-Medium; L-Low

### Syllabus

**Unit I** **12hrs**  
Kushwant Singh - Train to Pakistan

**Unit II** **12hrs**  
R K Narayan- Waiting for the Mahatma

**Unit III****12hrs**

Indian National Congress Moderates and Extremist (Gokhale)  
Home Rule Movement (Annie Besant – Red Mount)

**Unit IV****12hrs**

Gandhian Era – Non- Cooperation  
Civil Disobedience  
Round Table Conference  
Individual Satyagraha  
Cripp’s Proposal

**Unit V****12hrs**

Quit India Movement  
Wavel Plan  
Mountbatten Plan, Indian Independence Act of 1947

**Text Book**

S.No	Units	Author	Title of the Book	Publishers	Year of Publication
1.	I	Singh, Kushwant	<i>Train to Pakistan</i>	Paperback Publishers	1994
2.	II	Narayan R K	<i>Waiting for the Mahatma</i>	Penguin Books Limited	1999
3.	III, IV, V	Agarwal, R.C. Bhatnagar, Mahesh	<i>Indian National Movement and Indian Constitution</i>	S. Chand Publishing House	1993

**Reference Books**

S.No	Author	Title of the Book	Publishers	Year of Publication
1.	Guha, Ramachandra	<i>India after Gandhi: The History of the World’s Largest Democracy</i>	Eco Press	2007
2.	Forster, E.M.	<i>A Passage to India</i>	Penguin Books	2005

**Related Online Contents**

- <https://www.criticalbuzz.co.in/a-critical-analysis-of-khushwant-singhs-train-to-pakistan/>
- <https://www.britannica.com/topic/Indian-National-Congress>

**Pedagogy**

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

**Course content and Lecture Schedule:**

<b>Module</b>	<b>Unit</b>	<b>Topic</b>	<b>Knowledge Levels</b>
1	I	Life and times of Kushwant Singh	K1
2	I	Importance of the historical novel	K1, K2
3	I	Partition and its aftermath	K3
4	I	Social structure and cultural impact	K3, K4
5	I	Moral message and horrific reality	K4
6	I	Character analysis	K4
7	I	Reality Vs fiction	K5
8	I	Narrative style of Kushwant Singh	K5
9	I	In depth analysis of the novel	K5
10	I	Historical perspectives in the novel	K5
11	I	Themes and techniques	K5
12	I	Conflict, climax and plot	K6
13	II	RK Narayan as a novelist	K1
14	II	<i>Waiting for the Mahatma</i> as a political fiction	K1, K2
15	II	Elements in the novel	K3
16	II	Characterisation	K3, K4
17	II	Themes and motifs	K4
18	II	Background and setting of the novel	K4
19	II	Structure of the novel	K5
20	II	Symbols and symbolism	K5
21	II	The novel as a fragment of human history	K5
22	II	Plot and setting	K5
23	II	Narayan's style of writing	K5
24	II	Fact vs. fiction	K6
25	III	The rise and growth of the Indian National Congress	K1
26	III	Factors that promoted the popularity of the INC	K1, K2
27	III	Role of the INC in the freedom struggle	K3
28	III	Differentiating the Moderates from the Extremists	K3, K4
29	III	The part played by the Moderates	K4
30	III	Important extremists who lead the Freedom Movement	K4

31	III	The role of the Home Rule Movement	K5
32	III	Congress as a mass Movement	K5
33	III	History and ideology	K5
34	III	The different phases of INC	K5
35	III	INC and Nationalism	K5
36	III	Comprehensive analysis of the major events	K6
37	IV	Gandhi's evolution into the Mahatma	K1
38	IV	Early years of Gandhi	K1, K2
39	IV	Principles of the Mahatma	K3
40	IV	Non-cooperation Movement	K3, K4
41	IV	Impact of Non- cooperation Movement	K4
42	IV	Part played by the Civil Disobedience Movement	K4
43	IV	Result of the Round Table Conference	K5
44	IV	Effectiveness of Satyagraha	K5
45	IV	Policies underlying Cripp's Proposal	K5
46	IV	Principles, practices and beliefs	K5
47	IV	Struggle for freedom of South Africa vs. India	K5
48	IV	Gandhi as a social reformer	K6
49	V	The popularity and effectiveness of Quit India Movement	K1
50	V	Factors contributing to the Movement's launch	K1, K2
51	V	Resolution for immediate independence	K3
52	V	Opposition to the Quit India Movement	K3, K4
53	V	Local violence	K4
54	V	Suppression of the Movement	K4
55	V	Impact of Wavel Plan on the Independence Movement	K5
56	V	Background of the Simla Conference	K5
57	V	Mountbatten Plan- Architect to India's freedom	K5
58	V	Indian Independence Act of 1947 and the Partition of the country	K5
59	V	Various movements, parties and rise of nationalism	K5
60	V	A brief account of the factors that paved the way for India's independence	K6

**For PG (2021 batch) IDC paper pattern:**

Section A 5X5 :25 marks (Internal choice)

Section B 5X15 :75 marks (Internal choice)

**Course Designers:**

1. Dr. Narasingaram Jayashree

2. Dr. Arul Mary

**CIA PATTERN for I PG 2021 Batch and onwards**

**Theory 40:60 pattern changed as 50: 50 = 100 pattern (Part I, II & III)**

<b>INTERNAL COMPONENT</b>	<b>50 / 50 = 100 Marks</b>
<b>THEORY</b>	
CIA I	7
CIA II	7
MODEL EXAM	10
ASSIGNMENT	4
SEMINAR	5
QUIZ	4
CLASS PARTICIPATION	5
APPLICATION OF KNOWLEDGE, INNOVATION AND CREATIVITY	5
ATTENDANCE	3
<b>TOTAL</b>	<b>50 Marks</b>

**CIA Question paper pattern for I UG/PG**

Section A 5X2 : 10 marks (No choice, one or two sentences)

Section B 4X5 : 20 marks (No choice, 250 words)

Section C (2/3) sx10 : 10 marks (500 words)

**PG Question Paper Pattern for Model Exam and ESE:**

Section A (11/13) x 2 : 22 Marks

Section B (5/7) x 6 : 30 Marks

Section C (4/6) x 12 : 48 Marks

(26<sup>th</sup> Question compulsory from any unit)

Total : 100 Marks