Master of Arts in English
(M.A. English)

Programme Project Report (PPR) & Detailed Syllabus (Revised)

Non-Semester Pattern
From Calendar Year 2020 onwards

TAMILNADU OPEN UNIVERSITY

577, Anna Salai, Saidapet,

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Master of Arts (English)
Programme Project Report (PPR)

Programme's mission and Objectives:

M.A in English provides an opportunity to the graduates, who are interested in Master's in English. The main objective of this 2 year PG Programmeis to give the learners about the deepen knowledge in language, literature, culture, linguistics, translation and Language Teaching in English language and literature through the Self-Learning Materials prepared by the internal and the external experts in English Language and Literature.

Relevance of the Programme with HEI's Mission and Vision:

Literature is known as the mirror of life because it exposes the society vividly. This PG Programme is offered to promote the graduates to enhance their literary knowledge in the World Literatures and to acquire the research skills. Further, this Programme helps the learner to acquire Research Programmes.

Nature of prospective target group of Learners:

Any graduate, who is interested / working in the field of translation, journalism, subtitling, language centres teaching and research etc., can get admission in MA English. It also caters the needs of the learners from diverse regions and social strata in Tamil Nadu and also those who have not adequate opportunities for regular/ formal education in the Higher Educational Institutions.

ppropriateness of Programme to be conducted in ODL mode to acquire specific skills and competence:

This Programme is appropriate for the graduates, including in-service and pre-service teachers/employees, who have already done any UG/PG degree to become Post Graduate teachers in English and also for higher promotion. It shall enhance the language skills of the learners for honing   employment

opportunities in teaching, journalism, media, content writing, ITES, translation, law, administrative fields, etc. In addition, the learners of this Programme are eligible for appearing for the UGC NET/ SLET exams.

Instructional Design:

M.A English is a two year Post Graduate Degree Programme and it has two semesters. The curriculum of this Programme has been developed with a view to inculcating English language and literature among the learners of distance education.

The Programme is mainly transacted through the recognised Learner Support Centres (LSCs) which are functioning in the Arts and Science colleges in Tamil Nadu that run the Programme in regular mode.

The teachers of the Department of English at the University and the respective LSC will become the Academic Counsellors to deliver the Programme.

As per the UGC (ODL) Regulations 2017, the credit is assigned to each course.

The Self-Learning Materials are provided to the learners, in addition to e-contents, if required.

Procedure for admissions, curriculum transaction and evaluation:

Eligibility: Candidates should have passed a Bachelor's Degree from any recognised University.

The Programme fee for two years is Rs. 6,600/- excluding the registration and other charges.

Admissions will be done by the University through its Regional Centres within Tamilnadu. The approved LSCs will conduct the academic counselling classes and the evaluation will consist of Continuous Internal Assessment through spot assignment and the External Assessment through Term End Examinations.

Financial Assistance:

While the scholarship is provided for SC/ST learners, the tuition fee is waived for differently abled learners as per the norms of the Government of Tamil Nadu.

Policy of Programme delivery:

The Academic Calendar for the Programme will be made available for the learners to track down the chronological events/ happenings. Subsequently, the Academic Counselling schedule will be uploaded in the TNOU website and the same will be also sent to the learners through SMS.

Evaluation System:

Evaluation is made for maintaining quality in distance education. While the Term End Examinations will be conducted at the approved Examination Centres, the learners will be permitted to write the assignments with the help of books/materials for each course. The approved Examiners will evaluate the assignments and the answer scripts of TTE.

Continuous Internal Assessment (CIA): Assignment

A learner has to submit one assignment for two credits. If a course is of 6 credits, a learner has to submit 3 assignments. Total marks for each assignment is 30. An average of total assignment will be taken into account for awarding marks in CIA.

Part-A	One out of Three Questions in 1000 Words	1x30=30 Marks

Question Pattern for Term End Examination:

Time: 3 hours   Maximum : 70 Marks

Part- A	Five out of Eight Questions in 300 words. Equal distribution shall be given for all the Blocks [For each Question: 5 Marks]	5 x 5 = 25 Marks
Part- B	Answer any Three questions out of Five Questions in 1000 words. Equal distribution shall be given for all the Blocks. [For each Question: 15 Marks]	3 x 15 = 45 Marks
Total		**70 Marks**

Passing Minimum :

A candidate shall be declared to have passed in the examination, if he/she secures not less than 32 Marks in the TEE in each course and overall 50 Marks in both the CIA and TEE taken together.

Continuous Internal Assessment (CIA)		Term End Examinations		Overall Aggregated Marks (CIA+TEE)	
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark
13	30	32	70	50	100

Classification of Successful Candidate:

A candidate, who secures 60% and above, will be placed in the first class and those who secure 50% and above but below 60% in aggregate, shall be placed in Second Class.

Requirement of Laboratory and Library Resources:

There is a University library in the Headquarters that has about 2082 volumes for English Language and Literature. This apart, the University is coordinating the Tamil Nadu Digital Library scheme through which the learner can access the libraries of the state Universities through online. As regards the Lab, the Foreign Language Laboratory is functioning within the School of Humanities. In addition, as this Programme is being delivered through the approved LearnerSupport Centres (LSC) by Tamil Nadu Open University, the learner can also utilise the library resources available at the respective LSCs.

Cost estimate of the Programme and the provisions:

S.No.	Details	Amount in Rs.
1	Programme development and launching cost (Expenditure)	- 12, 46, 700
2	Programme Fee charged for 2 years per student (Income)	6,600
3	Examination Fee charged for 2 years (Income) per student	1750
4	Examination expenses per student for 2 years per student (Expenditure)	- 3,600

Quality Assurance Mechanism:

Designing of Curriculum and writing Course materials are done, involving the internal and external experts. This Programme is offered with due approval of the Board of Studies (18.06.2004) Academic Council (03.11.2005- Ratification) Syndicate (04.08.2004). As a part of Quality assurance the curriculum of the Programme will be updated/revised once in three years. Initiatives will be taken to obtain feedback from the learners and the Academic Counsellors for improving the quality of the curriculum and the SLMs

Programme Outcomes:

- This Programme offers the learners the opportunity to study influential writings from the British, American, and global Anglophone traditions.
- The Courses focus on a historical period, an issue or theme, a critical approach, or a literary genre.
- It also provides imaginative and critical insights into all areas of human experience-war and peace, nature and culture, love and sexuality, selfhood and social identity, justice and atrocity, the sacred and the profane, the burdens of history and the dreams of the future.

- Learning to attend to the complexities of literary texts helps learners become more active and critical readers, and the creative aspects of literary texts highlight the ability of the written word to elicit feeling, to cultivate an imaginative openness to others' experiences, and to call us to account as humans.
- Studying literature at PG level encourages all graduates to view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.
- Apart from developing the literary skills, this Programme help the learners build skills of analytical and interpretive argument; become careful and critical readers; practice writing-in a variety of genres-as a process of intellectual inquiry and creative expression; and ultimately to become more effective thinkers and communicators who are well-equipped for a variety of careers in our information-intensive society.
- This Programme also inculcates the research aptitude among the learners.

M.A. ENGLISH - NON-SEMESTER

Course	CourseCode	Course Title	Evaluation			Credits
			CIA	TEE	Total	
I Year						
Core I	MEGN – 11	William Shakespeare	30	70	100	8
Core II	MEGN– 12	Modern English Literature	30	70	100	8
Core III	MEGN – 13	Women's Writing in English	30	70	100	8
Core IV	MEGN – 14	American Literature	30	70	100	8
Core V	MEGN – 15	Applied Linguistics (ELT)	30	70	100	8
II Year						
Core VI	MEGN – 21	Literary Theories	30	70	100	8
Core VII	MEGN – 22	Literary Criticism	30	70	100	8
Core VIII	MEGN – 23	Translation Studies	30	70	100	8
Core IX	MEGN – 24	Creative Writing in English	30	70	100	8
Core X	MEGN – 25	Research Methodology	30	70	100	8
Total			**300**	**700**	**1000**	**80**

Course Title : **William Shakespeare**

Course Code : **MEG-11**

Course Credit : **8**

Course Objectives:

- CO1: Discuss Shakespeare as a master craftsman in writing poetry and drama and explain the different approaches to studying Shakespeare
- CO2: Describe the form and themes of Shakespearean sonnet and develop sufficient ability to comprehend Shakespeare's sonnets.
- CO3: Develop an understanding of Elizabethan and Jacobean context for a proper appreciation of Shakespeare's works..
- CO4: Become familiar with the structure, characterization, dramatic and poetic techniques in Shakespeare's tragedy and comedy.
- CO5: Study and appreciate select plays of Shakespeare

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Engage with a range of approaches in estimating Shakespeare and his works.
- Enumerate the features of Shakespeare's sonnets and evaluate the techniques used in Shakespeare's sonnets
- Illustrate the various aspects of Elizabethan Theatre and Audience
- Discuss the themes of comedies and tragedies
- Elaborate the salient features of the problem plays and last play and assess the plots and characters of the plays.

Block -1 Trends Approaches in Shakespeare Studies

Biographical Details – The Study of Shakespeare Eighteenth century criticism - Victorian criticism -Twentieth century criticism-Traditional Approaches – Psychological approach -Moralist approach -Feminist and post-colonial approach -New historicist approach -New Literary Analysis

Block-2 Sonnets

Shakespeare's Sonnet - Rhyme scheme- Date Style -Subject -Themes Publication Poetry's Immortalisation- *Two Loves I Have – My Love is as a Fever Was it the Proud Full Sail -O Thou, My Lovely Boy*

Block-3 Elizabethan Theatre and Audience

Elizabethan Drama - Shakespearean Tragedy: Features Elements Tragic hero Shakespearean Tragedy: Theory-Comedy Types – Comedy of Humours Structure Comedy of love Characters Importance of music-Aims of History – Use of Facts A Critique- Themes Unifying factors Purpose of the plays- Definition of Problem Plays – Problem Plays: An Expression of Emotions common Themes Reason for last plays – Pattern Themes Significance Style Success World of Shakespeare's Plays- Elizabethan Theatre – Private theatre Public theatre Court Performance of the Plays Audience Sources of Shakespeare's plays Dramatic material Non-dramatic material

Block-4 Hamlet and Midsummer Night's Dream

Block-5 The Tempest, Antony and Cleopatra and Twelfth Night

References:
1. A. C. Bradley. Shakespearean Tragedy. https://www.gutenberg.org/files/16966/16966-h/16966-h.htm
2. Greenlaw, Edwin. *Recent Trends in Shakespeare Criticism*. Oxford University Press.
3. Shakespeare, William. *The Sonnets*. India: Pan Macmillan, 2016.
4. Shakespeare, William. *The Complete Works of William Shakespeare*. Wilco Publishing House, 2011.

Web Resources:
1. https://www.litcharts.com/shakescleare/shakespeare-translations
2. https://www.opensourceshakespeare.org/views/plays/plays.php
3. https://www.ancient.eu/Elizabethan_Theatre/

Course Title   : Modern English Literature

Course Code   : MEG-12

Course Credit   : 8

Course Objectives:

- CO1: Introduce the learners to major trends in English literature through a detailed study of specific literary texts.
- Co2: Create literary sensibility for appreciation in learners and expose them to artistic and innovative use of language by poets and to various worldviews
- CO3: Recognize the style of writing and the philosophy of the modernist writers through a reading of their prose
- CO4: Develop in the learner the ability to interpret, analyze and evaluate plays.
- CO5: Identify the concerns of the modernists through a reading of novels

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Recognize literature from a variety of genres and historic periods
- Develop literary sensibility and critical thinking skills through analysis of modern poetry
- Relate and prioritize the values and morals learnt in the prose with real situation
- Examine the plays critically in the context of the modern period
- Evaluate and formulate arguments about Modern literature and texts.

Block -1 Modern Literature: An Introduction

Georgian poetry - Poetry of the twentieth century Historical and social backgrounds -Literary figures Features Inter-War Literature Experience of war poetry -Confessional Poetry Movement Poetry- *Murder in the Cathedral – The Cocktail Party* -Theatre of the Absurd- Samuel Beckett- Eugene lonesco -Jean Genet Harold Pinter-Irish Dramatic Movement – William Butler Yeats- John Millington Synge -Sean O' Casey -Epic Theatre -Drama of Ideas -Henrik Ibsen - August Strindberg -Social Drama -Anton Chekov George -Bernard Shaw - Experimental Theatre- Angry Theatre- Social Fiction -*Brave New World – 1984*

Science Fiction -Futurism Prophecy -Stream of Consciousness -James Joyce Virginia Woolfe –Modernism- Franz Kafka -David Herbert -Lawrence -Fictionality Metafiction -Narrative and fiction

Block -2 Modern Poetry

G.M. Hopkins- *The Wreck of the Deutschland* –-W.B. Yeats-*Among School Children*- Seamus Heaney – *Digging*- Dylan Thomas –*Do Not Go Gentle Into That Good Night*- Philip Larkin – *Church Going*

Block -3 Modern Prose

D.H. Lawrence: *Why the Novel Matters* – Bertrand Russell: *Impact of Science and Society*

Block -4 Modern Drama

TThe Age of Eliot – *Murder in the Cathedral*-Harold Pinter *The Birthday Party*-Henrik Ibsen– *A Doll's House*- J.M. Synge– *Riders to the Sea*

Block -5 Modern Fiction

H.G. Wells: A Biography – *Time Machine*- Graham Greene– *The Destructors*-Joseph Conrad- *Lord Jim*- Kingsley Amis– *Lucky Jim*:

References:

1. Hopkins, Gerard. *Poems and Prose.* Penguin, 2008.
2. Heaney, Seamus. *Death of a Naturalist*. London: Faber and Faber, 1966.
3. Russell, Betrand. *Impact of Science and Society*. Simon and Schuster, 1953.
4. T. S. Eliot. *Murder in the Cathedral*. United States: Mariner Books, 1964.
5. Pinter, Harold. *The Birthday Party*. Faber, 1991.
6. Ibsen, Henrik. *A Doll's House*. United States: Maple Press, 2011.
7. J. M. Synge. *Riders to the sea*. Wentworth Press, 2016.
8. H. G. Wells. *Time Machine*. India: Amazing Reads, 2019.
9. Greene, Graham. *The Destructors*. Creative Co, 1989.
10. Conrad, Joseph. *Lord Jim*. United States: Maple Press, 2012.
11. Amis, Kingsley. *Lucky Jim*. United Kingdom: Penguin, 2000.

Web Resources:

1. https://www.poetryfoundation.org/poems/43293/among-school-children
2. https://poets.org/poem/do-not-go-gentle-good-night
3. https://hell.pl//agnus/anglistyka/Literatura/Philip%20Larkin%20-%20Church%20Going.pdf
4. http://individual.utoronto.ca/amlit/why_the_novel_matters.htm
5. http://learningliteratureoverhere.blogspot.com/2017/02/why-novel-matters-dh-lawrence-summary.html

Course Title   : Women's Writing in English

Course Code   : MEG-13

Course Credit   : 8

Course Objectives:

- CO1: Discuss the beginnings of women's writing and introduce the learners to works of select women's writers in English
- CO2: Explain the developments, themes, and narrative strategies of feminist poets.
- CO3: Sensitise the students about the problems women face in the patriarchal cultural milieu through a reading of select critical texts.
- CO4: Employ literature to analyse issues and questions relating to women's experience and empowerment
- CO5: Develop empathy towards women through an understanding of women's literary history, women's studies and feminist criticism

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Examine the historical development of women's writing
- Recognize the importance of gender specificity in literature
- Recommend ways to find solution to the problems faced by women
- Evaluate canonical texts written by Women writers across different ages
- Validate the experiences of women

Block-1 Women's writing: An Exposition

Women's Writing: The Beginnings – Social Status of Women Family and motherhood Women and education Role of Women: Contemporary Views

Block-2 Poetry

Adrienne Rich- *Necessities of Life* and *Aunt Jennifer's Tiger* - Gwendolyn Brooks *Sadie and Maud Mrs. Small*- Sylvia Plath-*Lady Lazarus*- Yasmin Goonaratne- *Big Match 1983*- Mamta Kalia- *Tribute to Papa*

Block 3 Prose/Criticism

Elaine Showalter -*Towards a Feminist Poetics* - Kate Millett - *Sexual Politics*-Rassundari Debi- *Amar Jiban*- Gilbert and Gubar -*The Mad Woman in the Attic*-Radway- *Reading the romance*

Block 4 Play

Mahesweta Devi– *Rudal*i- Marsha Norman –*Night, Mother*

Block 5 Fiction

Charlotte Bronte– *Jane Eyre*- Jane Austen- *Sense and Sensibility*- Virginia Woolf-*Mrs. Dallowy*- Margaret Atwood- *The Edible Women*- Toni Morrison- The Bluest Eyes- Kamala Markandaya- *Nectar in the Sieve*

References:

1. Rich, Adrienne. *Necessities of Life*.Norton, 1966.
2. Kalia,Mamta. *Tribute to Papa and Other Poems*. University of Michigan, 1970.
3. Showalter, Elaine. 'Toward a Feminist Poetics'. The New Feminist Criticism: Essays on Women, Literature and Theory. Ed. Elaine Showalter. London: Virago, 1986. 125- 143
4. Millett, Kate. *The Sexual Politics*. Columbia University Press, 2016.
5. Debi, Rasundari. *Amar Jiban*. Translated by Enakshi Chatterjee. Calcutta: Writers Workshop, 1999.
6. Gilbert, Sandra & Gubar, Susan. *The Mad Woman in the Attic*- The Woman Writer & the Nineteenth–Century Literary Imagination 2e. London: Yale University Press, 2000.
7. Radway, Janice. *Reading the Romance: Woman, Patriarchy & Popular Literature*. United States: The University of North Carolina Press, 1991.
8. Devi, Mahasweta. *Rudali.* India: Seagull Books, 1993.

9. Norman, Marsha. *Night Mother*. New York: Hill and Wang, 1983.

10. Bronte, Charlotte.*Jane Eyre*. India: Amazing Reads, 2017.

11. Austen, Jane. *Sense and Sensibility*. Oxford University Press, 2019.

12. Woolf, Virginia. *Mrs Dalloway*. Cambridge University Press, 2014.

13. Atwood, Margaret. *The Edible Woman*. United Kingdom: Virago, 2009.

14. Morrison, Toni. *The Bluest Eyes*. RHUK Publisher, 1999.

15. Markandaya, Kamala. *Nectar in the Sieve*. India: Penguin, 2009.

<u>Web Resources:</u>

1. http://writing.upenn.edu/~afilreis/88v/rich-jennifer-tiger.html

2. https://genius.com/Gwendolyn-brooks-sadie-and-maud-annotated

3. https://docs.google.com/document/d/1kWFjtn4TWZg1cSXYtENam9hrxI9l9kCvqrh6PQu3Yd8/edit

4. https://poets.org/poem/lady-lazarus

5. https://thedreamerlit.wordpress.com/big-match-1983/

6. https://historiacultural.mpbnet.com.br/feminismo/Toward_a_Feminist_Poetics.htm

Course Title   : American Literature

Course Code   : MEG-14

Course Credit : 8

Course Objectives:
- CO1: Identify various distinct characters, thematic concern, genres and trends in American literature throughout its history
- CO2: Examine the literary works of American Literature as expression of values within social, political, and cultural context.
- CO3: Demonstrate comprehensive understanding of texts in the field of American literature
- CO4: Discover the uniqueness of the American dramatic tradition.
- CO5: Appreciate the artistry of the representative American writers and their significant works

Course Learning Outcomes:
On successful completion of the Course, the learners will be able to:

- Describe major American writers and their writings
- Illustrate the major literary movements in America
- Enhance their literary sensibility by being exposed to the American writers of various eras.
- Analyze and discuss works of American literature from a range of genres
- Produce a mix- of creative, critical, and/or reflective works about American literature

Block-1 History of America
The New World – The Puritans -The American Revolution -The First American- The Nineteenth Century America Edgar -Allan Poe -Emergence of new directions

Block-2 Poetry
Robert Frost- *Birches* and *Home Burial*- Walt Whitman- *O Captain! My Captain*- Robert Lowell - *Skunk Hour*-

Block-3 Prose

Henry David Thoreau– *Civil Disobedience* Walt Whitman- *Preface*- Ralph Waldo Emerson- *The American Scholar*

Block-4 Drama

Eugene O'Neil- *The Long Day's Journey into the Night* - Tennessee Williams- *The Glass Menagerie*- Arthur Miller- *The Crucible*- Edward Albee- *Who's Afraid of Virginia Woolf*

Block-5 Fiction

Edgar Alan Poe- *The Murders in the Rue Morgue* – Nathaniel Hawthorne- *Young Goodman Brown*- Willa Cather- *Neighbour Rosicky*- Alice Walker- *The Colour Purple*- Edith Wharton-*The Age of Innocence*

References:

1. Thoreau, Henry David. *Civil Disobedience and Other Essays*. United States: Dover Publications, 1993.
2. Eugene O'Neil. *The Long day's journey into the Night*. Jonathan Cape Publications, 1956.
3. Williams, Tennesse. *The Glass Menagerie. India*: Bloomsbury Publishing, 2014.
4. Albee, Edward. *Who's afraid of Virginia Woolf?.* RHUK Publisher, 2001.
5. Miller, Arthur. The Crucible: A Play in Four Acts.United Kingdom: Penguin, 2011.
6. Poe, Edgar Allen. *The Murders in the Rue Morgue*. London: Vintage Classics, 2009.
7. Hawthorne, Nathaniel. *Young Goodman Brown*.United States: Wildside Press, 2005.
8. Cather, Willa. *Neighbour Rosicky*. Creative Co, 1986.
9. Walker, Alice. *The Colour Purple*. New York: Horcourt, 1992.
10. Wharton, Edith. *The Age of Innocence*.RHUS Publisher, 1996.

Web Resources:

1. https://www.poetryfoundation.org/poems/44260/birches

2. https://www.poetryfoundation.org/poems/53086/home-burial
3. https://poets.org/poem/o-captain-my-captain?page=5
4. https://www.poetrybyheart.org.uk/poems/skunk-hour/
5. https://www.sps186.org/downloads/basic/370876/WEBQUEST_Chicago_CarlSandburg.pdf
6. https://www.bartleby.com/109/15.html
7. http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar

Course Title   : Applied Linguistics (ELT)

Course Code   : MEG-15

Course Credit : 8

Course Objectives:

- CO1: Introduce the learners to the sound system and the structure of the English Language
- CO2: Identify methodologies which are appropriate to a particular teaching-learning context.
- CO3: Discuss the learners' classroom experiences with the principles of methods and approaches
- CO4: Differentiate between instructional methods and constructive approaches.
- CO5: Analyze the impact of teaching methods and techniques

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Explain the history and development of Applied Linguistics.
- Identify the key terms and concepts in Applied Linguistics and develop the ability to use them.
- Recognize the structure and various parts of the language
- Prepare language tasks based on literature

Block -1 Methods to Language Teaching

Goals of Foreign Language (FL) Teaching/Learning -Grammar Translation Method - Direct Method - Audio-Lingual Method- Cognitive Anti-Method- Cognitive-Code Method- Naturalistic Method- Community Language Learning (CLL)- Silent Way- Suggestopedia

Block- 2 Approaches to Language Teaching

Communicative Approach - Functional-Notional Approach- Teaching Listening Skills- Teaching Reading Skills- Teaching Writing Skills- Teaching Speaking Skills- Teaching Methodology

Block- 3 CLT: Place of Culture, Error and Grammar

Place of Culture in CLT –Place of Error in CLT- Place of Grammar in CLT

Block -4 Language and Language Learning

What is language**?-**The study of language- Theories of L1 Acquisition- Language Acquisition and Learning- Theories of L2 Learning-Bilingualism- Consequences of bilingualism- Code-mixing and Code-Switching- Language Variations- Causes for Variability

Block- 5 Testing and Measurement

Evaluation in Education: An Exposition-Need for and types of tests -Good Test: Criteria -Process and Products in Testing -Approaches to Testing- Planning a Text

References:

1. Larsen-Freeman, Diane (1986), Techniques and principles in language teaching. Oxford: Oxford University Press.
2. Omaggio- Hadley, Alice (1993), Teaching language in context. Massachusetts: Heinle and Heinle Publishers
3. Krashen, Stephen D. (1982), Principles and practice in second language acquisition: New York: Pergamon Prees.
4. Rivers, Wilga M. (1981), Teaching foreign language skills, Chicago: University of Chicago Press.
5. Ellis, Rod (1990), Instructed second language acquisition. Oxford: Blackwell Pub. Krashen, Stephen D. (1982), Principles and practice in second language acquisition. New York: Pergamon Press.
6. Omaggio-Hadley, Alice (1993). Teaching language in context Massachusetts: Heinle and Heinle Publishers.
7. Slavin, Robert E. 1997. Educational psychology: Theory and practice Boston: Allyn and   Bacon Ellis, Rod. 1990. Instructed second language acquisition. Oxford: Blackwell Pub.
8. Larsen- Freeman, Diane (1986). Techniques and principles in language teaching.   New York: Oxford University Press.
9. Omaggio-Hadley, Alice (1993). Teaching language in context. Massachusetts: Heinle and Heinle Publishers.

10. Omaggio-Hadley, Alice, 1993). Teaching language in context . Boston: Heinle and Heinle Publishers.
11. Kramsch, Claire (1993). Context and culture in language teaching. Oxford: Oxford University Publishsers.
12. Ur, Penny (1991). A course in language teaching: Practice and theory. Cambridge: cambridge University Press.
13. Aitchison, year, 1995 Linguistics: An Introduction: Hodder and Stonghton 1995.
14. Treask, RL, 1999 Language (Second edition): The Basics Routledge.
15. London & New York 1999.

16. Srivastaya, R.N. 1994, Bi/Multilingualism, Kalinga Publications, Delhi. Weinreich U. 1953. Languages in Contact. Linguistic Circle of New York.

17. Coates, J. 1986. Women, Men and Language London: Longman. Hudson, R.A.. 1980. Sociolinguistics. Cambridge: Cambridge University press.

18. Wardaugh, R. 1986. An Introduction to Sociolinguistics. Oxford: Basil Blackwell.

Web Resources:

1. https://www.slideshare.net/shalabymostafa/what-is-applied-linguistics-90019901
2. https://www.tefl.net/methods/grammar-translation.htm
3. https://blog.tjtaylor.net/method-direct-grammar/
4. http://www2.vobs.at/ludescher/Alternative%20methods/communicative_language_teaching.htm
5. https://www.linguisticsociety.org/resource/language-variation-and-change

Course Title : Literary Theories

Course Code : MEG-21

Course Credit : 8

Course Objectives:

- CO1: Identify the recent trends and theories of literary criticism
- CO2: Explain the concepts of different literary theorists.
- CO3: Develop skills in applying various literary theories in interpreting a specific text
- CO4: Compare and contrast the viewpoints of various literary theories
- CO5: Develop new perspectives for performing Literary Research

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Recognize literary theories from the beginning of the twentieth century to the present day
- Explain the meaning, elements and characteristics of literature
- Demonstrate skills in understanding literary piece
- Apply theory in the analysis of literary texts
- Describe the principles and steps in writing a well-organized literary analysis

Syllabus

Block-1 Structuralism

Literary Theory - An Exposition- structuralism: Historical Background -Genette and Structuralism- Culler and Structuralism- Terry Eagleton- *Literary Theory: An Introduction*

Block-2 Feminism

Feminism : An Exposition- Effects of Feminism- Criticism of Feminism-- Helene Cixous- Julia Kristeva -Elaine Showalter- Simone De Beauvoir

Block-3 Marxist Theory

Introducing Marxist Theory -Marxism and literature- Antonio Gramsci- Georg Lukacs- Louis Althusser

Block-4 New Historicism and Cultural Materialism

New Historicism-Cultural Materialism- Stephen Greenblatt -Raymond Williams

Block -5 Post – Colonialism

Post – colonialism- Post-Colonial Theory- Orientalism- Gayathri Chakravorty Spivak Spivak: *Can the subaltern speak?-* Edward Wadie Said Said: *Orientalism-* Homi K. Bhabha- *The Location of Culture and Nation and Narration-* Phenomenology- Edmund Husseri -Martin Heidegger - Roman Ingarden- Wolfgang Iser- Hans Robert Jauss- Sartre and French- *Being and Nothingness-* Maurice Merleau – Ponty- Deconstruction- French Deconstruction- Criticism of Derrida- American Deconstruction- Paul de Man- Joseph Hillis Miller - Harold Bloom -Earbara Johnson- Deconstruction and Marxism- Reader – Response- Rosenblatt's Theory of Reading - Stanley Fish-

References:

1. Barry, Peter. *Beginning Theory*. Manchester: Manchester University Press, 2009
2. Waugh, Patricia. *Literary Theory and Criticism*. New Delhi: Oxford University Press, 2006.
3. Bressler, Charles, E. *Literary Criticism: An Introduction to Theory and Practice*.Chennai:Pearson, 2011.
4. Johns Hopkins. *Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins University Press. 2005.
5. R.S. Malik and Jagdish Batra. *A New Approach to Literary Theory and Criticism*. New Delhi:Atlantic Publishers and Distributors Pvt Ltd, 2014.

6. Balasubramanian. *Textbook of English Phonetics for Indian Students*. India: Laxmi Publication, 2017.

7. Mcleod, John. *Beginning Postcolonialism*. Manchester: Manchester University Press, 2000.

Web Resources:

https://www.youtube.com/watch?v=Jy_jbdXfPiA

https://www.youtube.com/watch?v=INeu4ExWhTM

https://www.youtube.com/watch?v=W0GFSUu5UzA

https://www.youtube.com/watch?v=_eBgwWVdSqI

https://www.youtube.com/watch?v=gp3zah_e288

Course Title : **Literary Criticism**

Course Code : **MEG-22**

Course Credit : **8**

Course Objectives:

- CO1: Comprehend the critical thoughts that are embedded in English literature
- CO2: Review literary criticism with its hidden subtleties and complexities in a text
- CO3: Relate the types of criticism that influenced the English writers and critics down the age
- CO4: Evaluate and synthesize literary criticism in a balanced and fruitful way to look at literature and life from different perspectives
- CO5: Introduce learners to a variety of critical approaches to perceive the paradigm shift through the critical texts from Aristotle to A. Richards

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Examine the history of literary criticism and various literary theories
- Demonstrate the skill in applying various literary approaches in interpreting a specific text
- Develop literary sensibility and critical thinking
- Attempt a close reading of the text
- Explore critical analysis of a text using criticism as a tool

Block-1 Classical Criticism

Aristotle- *Poetics*- Sir Philip Sidney-*An Apologie for Poetry*-John Dryden-*An Essay on Dramatic Poesy*- Alexander Pope -*An Essay on Criticism* and Samuel Johnson *Preface to Shakespeare*

Block-2 Romantic Criticism

William Wordsworth-*Preface to Lyrical Ballads*-Samuel Taylor-*Coleridge Biographia Literaria* (chapters 14-17)) and Matthew Arnold-*A Study of Poetry*

Block-3 Modern Criticism

F. R. Leavis -*Literary Criticism and Philosophy*-Lionel Trilling-*Freud and Literature*-T. S. Eliot-*Tradition and Individual Talent*- Henry James -*The Art of Fiction*

Block-4 Post-Modern Criticism

Northrop Frye-*The Archetypes of Literature*-Cleanth Brooks -*Irony as a Principle of Structure*- I. A. Richards-*Four kinds of Meaning*

References

1. Aristotle. *Poetics*. Andesite Press, 2015.
2. R.W. Maslen. *An Apology for Poetry* (or the Defence of Poesy): Sir Philip Sidney. United Kingdom: Manchester University Press, 2002.
3. Dr. S. Sen. *An Essays of Dramatic Poesy*. India: Unique Publishers, 2018.
4. Pope, Alexander. *Essay on Criticism: Edited with Introduction and Notes*. Cambridge University Press, 2014.
5. P.S. Sastri, *Preface to Shakespeare - Samuel Johnson*. India: Lakshmi Narain Agarwal, 2019.
6. Sawhney, Anshu Mallika. *William Wordsworth: Preface to "Lyrical Ballads".*India: Anmol Publications, 2009.
7. S T Coleridge.*Biographia Literaria*. Wipf & Stock Publishers, 2005.
8. KN Joshi. *Matthew Arnold "The Study of Poetry"*. India: Prakash Book, 2010.
9. Newton. *F. R. Leavis's Literary Criticism and Philosophy*: *Twentieth-Century Literary Theory*. New York: Macmillan Education, 1997.p. 37.
10. James, Henry& Besant, Sir Walter. *The Art of Fiction*.Andesite Press, 2017.

Web Resources:

1. https://eng360desire-freud-s2013.weebly.com/uploads/1/9/8/1/19817635/triling_freud_and_literature.pdf
2. https://people.unica.it/fiorenzoiuliano/files/2017/05/tradition-and-the-individual-talent.pdf
3. https://kenyonreview.org/kr-online-issue/kenyon-review-credos/selections/northrop-frye-656342/

4. https://static1.squarespace.com/static/5441df7ee4b02f59465d2869/t/588e94e446c3c4023d8c80ae/1485739236785/Irony+as+a+Principle+of+Structure.pdf

5. http://dspace.wbpublibnet.gov.in:8080/jspui/bitstream/10689/33910/6/Chapter4_239-318p.pdf.

Course Title   : Translation Studies

Course Code   : MEG-23

Course Credit   : 8

Course Objectives:

- CO1: Introduce Translation theories and methods to the learners
- CO2: Familiarize the learners with the literary classics written and translated from different parts of the world
- CO3: Discuss the global literary and cultural sensibilities prevalent in other parts of the globe
- CO4: Examine the theories of Translation and the techniques involved in translation
- CO5: Develop the skills to evaluate and apply theoretical concepts to improve the learner's practical translation performance

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Identify ways and means of solving problems of translation
- Illustrate the translation methods
- Analyze literary classics written and translated from different parts of the world
- Enumerate the techniques and basics of translation
- Practice translation of select texts

Syllabus

Block 1 Translation Studies: Trends and Theories

Translation Studies - An Exposition-Jakobson on Translation- Rules for English Translation -The Problems of Equivalence -Translation Theory- History of Translation-Roman Translation- Bible Translation- Fifteenth Century- Sixteenth Century - Seventeenth Century- Eighteenth Century- Nineteenth Century- Twentieth Century

Block 2 Shakespeare's Plays: Sources

Sources - Dramatic Materials-Non–dramatic Material- Holinshed's Chronicles North 's translation of Plutarch's Lives- Italian novels

Block 3 Translation Studies: The Indian Scenario

Modern - Theatre and Translation- Girish Karnard –A.K . Ramanujam and Translation -Culture and Translation

Block 4 English Translation

Thiruvalluvar- *Thirukkural*- Indira Parthasarathy-*The Legend of Nandan*-Ashokamitran- *Eigteenth Parallel*- Ambai- *Wings I and Wings II*

Block 5 Translation Techniques

Poetry and Translation - Translation of Catullus -Translations of *the Seafarer* - Translation of Contemporary Poem -Translation of Petrarch - Translating Prose - Translating Drama

References:

1. Translation Studies: Post-colonial Translation, Theory and Practice – Edited by Susan Bassnett and Harish Trivedi.
2. Translation Studies, Susan Bassnett.
3. Translation History and Culture, ed. By Susan Bassnett and Ander Lefevere.
4. Critical Practice – Catherine Belsey.
5. Thirukkural, Translated by Rev. Drew and John Lausarus.
6. Indira Parthasarathy's The Legend of Nandan, Translated from Tamil by C.T. India.
7. Short Stories by Ambi, a Purple Sea, Translated from Tamil by Lakshmi Holmstrom.
8. Ashoka Mitran, The Eighteenth Parallel, translated from the Tamil by Gomatih Narayanan.

Web Resources:

https://www.youtube.com/watch?v=stlpQeYxguM
https://www.youtube.com/watch?v=b68h73gPNDs

Course Title   : Creative Writing in English

Course Code   : MEG-24

Course Credit : 8

Course Objectives:

- CO1: Develop the basic knowledge and skills required for creative writing
- CO2: Tap onto the latent creative writing skills of the learners
- CO3: Inculcate skills for writing and revising compelling fiction, plays, essays, and poetry
- CO4: Facilitate the learners to involve in creative writings
- CO5: Identify the various terminologies associated with creative writing

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Describe and distinguish between the various literary genres
- Engage analytically and critically with a range of literary and media texts
- Analyze texts using an understanding of generic conventions and literary devices
- Produce a body of polished, original creative work.

Syllabus

Bclock-1 Introduction

What is creative writing?- Reality and Illusion- Interest and Situation

Block -2 Poetry

The History of Poetry - Definitions of Poetry Parts of a Poem -Rhythm , Meter and Stanza Rhythm Meter Stanza Traditional Versus Modern Verse Image ,Imagery and Symbol

Block- 3 Writing Poetry

Writing Poetry - An Exposition Steps in Writing Poetry Getting started Plot Diction Prosody Repeating yourself Forms of Poetry Reading and revising poetry

Block- 4 Fiction/ Short Story

Plot - Conflict Character Basics of story- telling Narrative Voice The first – person narrator The second person narrator The third person narrator Stream of Consciousness Setting Interior setting Exterior setting Bibliography

Block -5 Drama/Play

Heightening the Drama Visualizing the stage Brainstorming Premise of the Play Character Situation Knowing your stage Setting Action Conflict Dramatic Character Protagonist and antagonist Character biography Dialogue Show , don't tell Simultaneous dialogue Monologue Silence Pantomime Structure Acts and scenes Dramatic irony

References:

1. X. J. Kennedy & Gioia, Dana*. Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Longman Publisher, 2006.

2. Sylvan Barnet, Morton Berman &William Burto. *An Introduction to Literature: Fiction, Poetry, Drama*. Harper Collins College Publishers, 1994

3. Stephen Minot. *Three Genres: The Writing of Poetry, Fiction, and Drama*. Prentice Hall, 2003.

4. David Morley. *The Cambridge Introduction to Creative Writing*. Canbridge University Press.

5. Paul Mills. *The Routledge Creative Writing Course Book*. Routledge. London and New York

Web Resources:

https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html

https://study.com/learn/lesson/traditional-poetry-features-poems.html

Course Title   : Research Methodology

Course Code   : MEG-25

Course Credit : 8

Course Objectives:

- CO1: Explain research project systematically after a thorough understanding of the concepts of research and the terminology associated with research activity
- CO2: Select a specific topic for research papers and projects, and effectively use the library and computer for research
- CO3: Use different research sources and properly document the sources
- CO4: Apply proper research format and avoid plagiarism
- CO5: Write research papers and publish it without copyrights infringement

Course Learning Outcomes:

On successful completion of the Course, the learners will be able to:

- Understand the purposes and the uses of research
- Prepare works-cited list and document sources
- Format the dissertation, thesis, research paper
- Distinguish the terminologies in research
- Choose and write research papers and projects

Block-1

Defining the term Research and its objectives- Why methodology and what kind of methodology?—Introducing different forms of writing relating to Research (Term paper, Journal paper, dissertation and Theses etc) - General Information on Style guide (MLA, APA, Chicago) and modalities followed by each of them.

Block -2

Writing Research paper/Dissertation: Selecting topic, data collection (primary and secondary), Taking notes, compiling a working bibliography, evaluating the sources, formulating a draft statement.

Block -3

Mechanics of Writing: Spelling-punctuation- Margin and spacing- writing title page- introducing format of a term paper/ Dissertation- corrections and insertions Documentation (MLA): What is documentation? How many? In text citation/parenthetical reference – detailed discussion about preparing works cited list- Notes

Block -4

Plagiarism: What is plagiarism? - Forms of plagiarism-consequences of plagiarism- Unintentional plagiarism- Citing examples of summarizing and paraphrasing methods.

Block-5

Copy right and publication- online and offline

Reference:
1. *MLA Handbook*, *8th edition*

Web Resources

https://gradcoach.com/what-is-research-methodology/
https://www.youtube.com/watch?v=bPmDiRf4wrA
https://www.youtube.com/watch?v=72mmKntekco
https://www.youtube.com/watch?v=iumHxfgc70I

Mapping of Curriculum for M.A., English

Sl. No	Programme Outcomes	MEGN-11	MEGN -12	MEGN -13	MEGN -14	MEGN -15	MEGN -21	MEGN-22	MEGN-23	MEGN-24	MEGN-25
1	Relating literary movements to social situations	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Systematic knowledge of the field	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Literary genres and stylistic variations	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	Evaluation of literary texts							✓	✓		
5	Critical aptitude and reflexive Thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6	Respect for human and other species	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7	Awareness of location Career options on completion of graduate programme	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Awareness of the linguistic- cultural richness of India					✓			✓		✓
9	Application of skills in literary communication to life and society					✓			✓	✓	✓
10	Digital skills and social outreac	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Local		✓	✓		✓	✓	✓	✓	✓	✓
12	National	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Regional	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	International	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓