

**H.H.THE RAJAH'S COLLEGE (AUTONOMOUS)  
PUDUKKOTTAI**

**(Affiliated to Bharathidasan University)**



**M.A ENGLISH**

**CHOICE BASED CREDIT SYSTEM SYLLABUS  
(2021-22 ONWARDS)**

**PG & RESEARCH DEPARTMENT OF ENGLISH**

**H.H.THE RAJAH'S COLLEGE (AUTONOMOUS)**  
**COURSE STRUCTURE FOR P.G.PROGRAMMES (ARTS & NON PRACTICAL)**  
**FROM 2021-2022 ONWARDS**

Sl. No.	Sem	Paper	Sub code	Hrs/ week	Credit	Exam hrs.	Marks		
							Internal	External	Total
1.	I	CC-I	21PEL1	7	5	3	25	75	100
2.	I	CC-II	21PEL2	7	5	3	25	75	100
3.	I	CC-III	21PEL3	7	5	3	25	75	100
4.	I	EC-I	<b>21PELE1A (OR) 21PELE1B (OR) 21PELE1C</b>	7	5	3	25	75	100
5	II	CC-IV	21PEL4	6	5	3	25	75	100
6	II	CC-V	21PEL5	6	5	3	25	75	100
7	II	CC-VI	21PEL6	6	5	3	25	75	100
8	II	EC-II	<b>21PELE2A (OR) 21PELE2B (OR) 21PELE2C</b>	6	5	3	25	75	100
9	II	ED-I	<b>21PELED1 OBJECTIVE TYPE</b>	5	5	3	25	75	100
10	III	CC-VII	21PEL7	6	5	3	25	75	100
11	III	CC-VIII	21PEL8	6	5	3	25	75	100
12	III	CC-IX	21PEL9	6	5	3	25	75	100
13	III	CC-X	21PEL10	6	5	3	25	75	100
14	III	EC-III	<b>21PELE3A (OR) 21PELE3B (OR) 21PELE3C</b>	5	5	3	25	75	100
15	IV	CC-XI	21PEL11	6	5	3	25	75	100
16	IV	CC-XII	21PEL12	6	5	3	25	75	100
17	IV	CC-XIII	21PEL13	6	5	3	25	75	100
18	IV	PW-I	21PEL14	12	5	3	25	75	100

## MA ENGLISH

### Programme Outcomes (POs)

*After completion of M.A programme, the post graduates will be able to:*

- PO1:** Appreciate the history of the English Language, insights, theoretical approaches, the changes and employability demand of the English language
- PO2:** Summarize a variety of forms and genres of poetry, prose, play, fiction and non fiction
- PO3:** Use English language with ease, and apply innovative teaching techniques and digital learning tools to read fluently, to enrich their vocabulary and to enjoy reading, writing and further teaching
- PO4:** Analyse social, political, and cultural issues reflected in various literary texts across different ages and continents.
- PO5:** Appreciate the artistic and innovative use of language employed by various writers to instill the values and develop human concern through literary texts
- PO6:** Prepare for the NET/SET exam and pursue higher education and research in the field of literature,
- PO7:** Select their career opportunities from the corporate sector to the government , the publishing industry, journalism,, as well as teaching in schools and colleges

### **SEMESTER – I**

1. CC-I-21PEL1 - BRITISH LITERATURE-I
2. CC-II-21PEL2 - BRITISH LITERATURE - II
3. CC-III-21PEL3 - WORLD CLASSICS IN TRANSLATION
4. EC-I-21PELE1A - INDIAN WRITING IN ENGLISH

**(OR)**

EC-I-21PELE1B - HUMAN RESOURCE LITERATURE IN ENGLISH

**(OR)**

EC-I-21PELE1C – SCIENCE FICTION

### **SEMESTER- II**

5. CC-IV-21PEL4 - BRITISH LITERATURE-III
6. CC-V-21PEL5 - BRITISH LITERATURE-IV
7. CC-VI-21PEL6 - LANGUAGE AND LINGUISTICS
8. EC-II-21PELE2A - AMERICAN LITERATURE

**(OR)**

EC-II- 21PELE2B - MEDIA STUDIES

**(OR)**

EC II - 21PELE2C – CONTINENTAL FICTION

9. ED-I- 21PELED1 - GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS (Objective type)

### **SEMESTER – III**

10. CC-VII-21PEL7 - SHAKESPEARE
11. CC-VIII-21PEL8 -LITERARY THEORY & CRITICISM-I
12. CC-IX-21PEL9 -NEW LITERATURES IN ENGLISH
13. CC-X-21PEL10 -TRANSLATION & COMPARATIVE LITERATURE
14. EC-III-21PELE3A - WOMEN’S WRITINGS

**(OR)**

EC-III – 21PELE3B - SUBALTERN LITERATURE

**(OR)**

EC-III – 21PELE3C - ECO LITERATURE

### **SEMESTER-IV**

15. CC-XI-21PEL11 - LITERARY THEORY &CRITICISM – II
16. CC-XII-21PEL12 - ENGLISH LITERATURE FOR UGC-NET/SET/TRB EXAMINATIONS
17. CC-XIII-21PEL13 - RESEARCH METHODOLOGY
21. CC-XIV-21PEL14 - PROJECT WORK (PW-1)

## MA ENGLISH

**SEMESTER: I**

**PAPER: CC-I**

**SUB CODE: 21PEL1**

**BRITISH LITERATURE –I**

### **Course Objectives**

- To sensitize students to British writers and their select works to get a basic knowledge of the important literary works of the period.
- To help the students appreciate the richness in British Literature
- To acquaint the students with the eminent British writers
- To motivate students towards Poetry, Prose and Drama
- To initiate further reading to obtain a fuller understanding of other works.

### **Course Outcomes**

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

CO1 learn early modern British poetry

CO2 understand the salient features of epic poetry

CO3 appreciate the British Prose

CO4 learn the nuances of comedy

CO5 Imbibe the features of tragedy

### **UNIT I**

Edmund Spenser (1553-1599) : *Prothalamion*

John Donne (1572-1631) : *The Ecstasy*

### **UNIT-II**

John Milton (1608-1674) : *Paradise Lost Book IX*

### UNIT III

Francis Bacon's Essays (1561-1621) : *Of parents and children*  
*Of death*  
*Of Studies*  
*Of Travel*  
*Of Counsel*

### UNIT IV

Christopher Marlowe (1564-1593) : *The Jew of Malta*

### UNIT V

Ben Jonson (1572-1637) : *Every Man in His Humour*

### Mapping with Programme Outcomes

CC 1	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	9	9	9	9	9	9	9
CO4	3	9	6	3	3	6	9
CO5	6	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

## MA ENGLISH

**SEMESTER: I**

**PAPER:CC-II**

**SUB CODE: 21PEL2**

**BRITISH LITERATURE-II**

### **Course Objectives:**

- ❖ To introduce students to major British writers and their select works.
- ❖ To expose students to poetry and prose
- ❖ To initiate the students towards Restoration Plays
- ❖ To make the students to know the socio-cultural milieu in England
- ❖ To promote further reading to obtain a fuller understanding of other works.

### **Course Outcomes**

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

**CO1** understand and appreciate satirical writings

**CO2** distinguish the nature and features of Blake's songs

**CO3** learn Dr. Johnson's critical estimate of Milton

**CO4** appreciate tragedy

**CO5** appreciate the significance of the prose works of Steele and Addison

### **UNIT-I**

Alexander Pope (1688-1744) : *Dunciad*

### **UNIT-II**

William Blake (1757-1827) : **Songs of innocence** (*The echoing green, The Lamb, The little black boy*)  
: **Songs of experience** (*The tiger, A Poison tree, London*)

### **UNIT-III**

James Boswell (1740-1795) : *The Life of Samuel Johnson*

## UNIT-IV

John Dryden (1631-1700) : *All for Love*

## UNIT-V

Richard Steele (1672-1729) : *Of Clubs*  
: *On the Perverse Widow and Sir Roger's Disappointment in Love*

Joseph Addison (1672-1719) : *Sir Roger and the Gypsies*  
*Popular Superstitious*

### Mapping with Programme Outcomes

CC II	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	9	9	9	9	9	9	9
CO3	9	9	9	9	9	9	9
CO4	9	9	9	9	9	9	9
CO5	9	9	9	9	9	9	9

*Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.*



## MA ENGLISH

**SEMESTER: I**

**PAPER: CC-III**

**SUB CODE: 21PEL3**

**WORLD CLASSICS IN TRANSLATION**

### **Course Objectives:**

- ❖ To introduce the students with Greek Classics and great Russian works
- ❖ To expose students to Masterpieces in German and French
- ❖ To arouse students' interest for Indian Classics
- ❖ To initiate them to read select classics in translation.
- ❖ To motivate the students to learn the themes, characterization and various literary techniques

### **Course Outcomes**

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

**CO1** identify and discuss seminal classics across the globe.

**CO2** evaluate classical texts.

**CO3** appreciate characterization and themes of the literary works

**CO4** distinguish various literary techniques employed

**CO5** understand literary traditions around the world.

### **UNIT I**

Aeschylus (c.525-c.456BC) : *Agamemnon*

Sophocles (c.496-406BC) : *Antigone*

### **UNIT II**

Fyodor Dostoyevsky (1821-1881) : *Crime and Punishment*

Leo Tolstoy (1828-1910) : *Anna Karanina*

### **UNIT III**

Henric Ibsen (1828-1906) : *Hedda Gabler*

Bertolt Brecht (1898-1956) : *Mother Courage and her Children*

## UNIT IV

Albert Camus (1913-1960) : *The Outsider*  
Victor Hugo (1802-1885) : *Les Miserables*

## UNIT V

Extracts from **The Mahabaratha** Retold by C.Rajaji  
: *Devavrata*  
: *Yayati*  
: *Karna*

Rabindranath Tagore (1861-1941) : *Home and the World*

### Mapping with Programme Outcomes

CC III	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	6	9	9	6	6	9	9
CO2	6	9	9	6	6	9	9
CO3	9	9	9	9	9	9	9
CO4	9	9	9	9	9	9	9
CO5	9	9	9	9	9	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

## MA ENGLISH

**SEMESTER: I**

**PAPER: EC-I**

**SUB CODE: 21PELE1A**

**INDIAN WRITING IN ENGLISH**

### **Course Objectives**

- ❖ To help the students appreciate the richness in Indian writing in English.
- ❖ To acquaint the students with the eminent Indian writers in English.
- ❖ To motivate the students to learn Indian Poetry in English
- ❖ To introduce prose writings of Indians to students
- ❖ To expose the students to Indian novels and plays in English

### **Course Outcomes**

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

CO1 know the complete picture of Indian writers and their uniqueness

CO2 come to know the traditional and cultural background

CO3 acquire the idea about the customs and superstitious belief of Indians

CO4 realize the importance of spirituality in Indian writing and know the sufferings and submissive conditions of people

CO5 learn the myths and ethics of India

### **UNIT I POETRY**

Nissim Ezekiel	(1924-2004):	<i>Background Casually;</i> <i>Poet, lover and birdwatcher</i>
A.K.Ramanujan	(1929-1993) :	<i>Obituary</i>
Pritish Nandy	(195-)	: <i>Calcutta, You Must Exile Me</i>
Kamla Das	(1934-2009) :	<i>Dance of Eunuchs</i>
Gieve Patel	(1940)	: <i>On Killing a Tree</i>

### **UNIT-II**

Rabindranath Tagore (1861-1941) : *Gitanjali (Songs 16-30)*

### UNIT III PROSE

Vivekananda (1863-1902) : *Future of India* (Man Making Message of Vivekananda)

Jawaharlal Nehru (1889-1964): the chapters “**In Prison**” & “**Napoleon**”

(Taken from C.D. Narasimmaiah’s *The Essential Nehru*)

### UNIT-IV

Mahesh Dattani (1958-) : *Dance Like a Man*

Vijay Tendulkar (1928-2008) : *Kamala*

### UNIT-V

Manohar Malgoankar (1913-2010) : *Bend in the Ganges*

Bhabani Bhattacharya (1906-1988) : *Dream in Hawaii*

### Mapping with Programme Outcomes

EC I	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	6	9	9	6	6	9	9
CO2	6	9	9	6	6	9	9
CO3	6	9	9	6	6	9	9
CO4	3	9	6	3	3	6	9
CO5	3	9	6	3	3	6	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

(OR)

## MA ENGLISH

**SEMESTER: I**

**PAPER: EC-I**

**SUB CODE: 21PELE1B**

**HUMAN RESOURCE LITERATURE IN ENGLISH**

### Course Objectives

- ❖ To sensitize the students with the idea of Human Resource literature
- ❖ To initiate the students read poetry and prose related to human issues
- ❖ To introduce short stories and fiction dealing with human values and ethics
- ❖ To familiarize students to the operational issues specific to the human resource
- ❖ To develop in them a critical perspective in pursuing literary studies

### Course Outcomes

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

**CO1** develop rational, scientific thinking

**CO2** learn the importance of values and ethics in life

**CO3** realize the universal human condition

**CO4** understand the multifaceted aspects of literary works

**CO5** read literature critically from human resource perspective.

### Unit I Prose

George Orwell (1903-1950) : *What is Science*

James Thurber (1894-1961) : *University Days*

### Unit II Poetry

Rudyard Kipling (1865-1936) : *If*

W.H. Auden (1907-1973) : *The Museum of Arts*

### Unit III One Act Plays

Percival Wilde (1887-1953) : *The Hour of Truth*

Norman McKinnel (1870-1953) : *The Bishop's Candlesticks*

## Unit IV Short Stories

A.J. Cronin (1896-1981) : *The Two Gentlemen of Verona*  
Leo Tolstoy (1828-1910) : *How Much Land Does a Man Need?*

## Unit V Fiction

Ernest Hemingway (1899-1961) : *For Whom the bell tolls*

## Mapping with Programme Outcomes

EC I	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	6	9	9	6	6	9	9
CO2	6	9	9	6	6	9	9
CO3	6	9	9	6	6	9	9
CO4	3	9	6	3	3	6	9
CO5	3	9	6	3	3	6	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

(OR)

## MA ENGLISH

**SEMESTER: I**

**PAPER: EC-I**

**SUB CODE: 21PELE1C**

**SCIENCE FICTION**

### **Course Objectives**

- ❖ To sensitize the students with the literary genre known as Science Fiction.
- ❖ To initiate the students to read novels that depict scientific world,
- ❖ To introduce students with conflicts between humans, aliens, and technology.  
To familiarize students with contemporary issues in Science Fiction, including dystopia vs. utopia, artificial intelligence, etc
- ❖ To develop in them a current theory concerning technology, cloning etc

### **Course Outcomes**

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

CO 1 define 'science fiction'

CO 2 explain the characteristics of science fiction

CO 3 discuss and identify important authors and works of science fiction

CO 4 develop rational, scientific thinking

CO 5 read literature critically from scientific perspective

### **UNIT I**

Jules Verne : *Around the World in Eighty Days*

### **UNIT II**

H.G.Wells : *The Time Machine*

### **UNIT III**

Ray Bradbury : *Fahrenheit 451*

### **UNIT IV**

Amitav Ghosh : *The Calcutta Chromosome*

### **UNIT V**

Jayant Narlikar : *The Return of Vaman*

## Mapping with Programme Outcomes

EC I	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	3	9	6	3	3	6	9
CO4	6	9	9	6	6	9	9
CO5	3	9	6	3	3	6	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**



## MA ENGLISH

**SEMESTER: II**

**PAPER: CC-IV**

**SUB CODE: 21PEL4**

**BRITISH LITERATURE-III**

### Course Objectives

- ❖ To introduce the students to Romantic school of poetry
- ❖ To acquaint students with the prose of Macaulay and Carlyle.
- ❖ To expose the students to “Comedy of Manners”
- ❖ To make students understand the Victorian Realism of George Eliot and Hardy.
- ❖ To make the students learn of the thematic and stylistic features of the novels

### Course Outcomes

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

**CO1** understand and assess the unique features of romantic poetry

**CO2** analyse salient features of the prose works of Macaulay and Carlyle

**CO3** appreciate Comedy of Manners

**CO4** imbibe the characterization and themes of the novels prescribed

**CO5** to obtain a fuller understanding of various writers’ style.

### UNIT I POETRY

Lord Byron	: <i>She Walks in Beauty</i>
S.T Coleridge	: <i>Ode on Dejection</i>
John Keats	: <i>Ode on a Grecian urn</i>

### UNIT II PROSE

John Macaulay	: <i>On Goldsmith</i>
Thomas Carlyle	: <i>Hero as a Poet</i>

### UNIT III

Oscar Wilde : *Lady Windermere's Fan*

### UNIT-IV

George Eliot : *Silas Marner*

### UNIT V

Thomas Hardy : *Tess of the D'Urbervilles*

### Mapping with Programme Outcomes

CC IV	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	9	9	9	9	9	9	9
CO3	9	9	9	9	9	9	9
CO4	6	9	9	6	6	9	9
CO5	6	9	9	6	6	9	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

**SEMESTER: II**

**PAPER: CC-V**

**SUB CODE: 21PEL5**

**BRITISH LITERATURE-IV**

### Course Objectives

- ❖ To introduce students to modern British writers and their select works.
- ❖ To acquaint students with the features of the modernist poetry of T.S.Eliot
- ❖ To expose the students to modern British Prose and to Dystopian fiction
- ❖ To initiate the students towards the modern plays of Shaw and Beckett
- ❖ To promote further reading to obtain a fuller understanding of other works.

### Course Outcomes

**At the end, the students will be able to:**

CO1 appreciate and analyse the writings of modern British writers

CO2 understand the theatre of the absurd and the political drama

CO3 explore various aspects of poetry

CO4 imbibe the style and concerns of the prose pieces

CO5 identify the dystopian features in modern literature

### UNIT I

W.B.Yeats : *The Second Coming*

T.S.Eliot : *The Hollow Men*

### UNIT II

Chesterton : *On Classics*

B.Russell : *The place of science in liberal education*

A.G.Gardiner : *On Saying Please*

### UNIT-III

Bernard Shaw : *Man and the Superman*

### UNIT-IV

Beckett : *Waiting for Godot*

## UNIT-V

George Orwell

: *Animal Farm*

### Mapping with Programme Outcomes

CC V	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	9	9	9	9	9	9	9
<b>CO2</b>	3	9	6	3	3	6	9
<b>CO3</b>	9	9	9	9	9	9	9
<b>CO4</b>	6	9	9	6	6	9	9
<b>CO5</b>	6	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

## MA ENGLISH

SEMESTER: II

PAPER: CC-VI

SUB CODE: 21PEL6

LANGUAGE AND LINGUISTICS

### Objectives

- ❖ To enrich learners with the knowledge of the scientific study of language and to provide insights into the nature of language.
- ❖ To familiarize learners with the discourse of linguistics and to provide exposure to the variety of theoretical and practical manifestations of linguistics.
- ❖ To enable students to gain an informed approach on how language interfaces with literatures as well as with societal concerns and also to show how it fits into the discipline of cognitive sciences.
- ❖ To make the students learn of various theories of language, growth of vocabulary, the evolution of Standard English and various English dialects
- ❖ To teach about vowels, consonants, phonology, morphology, intonation and semantics

### Course Outcomes

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

CO1 understand the importance of language

CO2 learn how the language has emerged

CO3 understand the systematic approach to language

CO4 gain knowledge on English vocabulary and on the evolution of Standard English

CO5 cultivate knowledge on vowels, consonants, intonation and semantics

### UNIT I

*Origin of language, the place of English in Indo-Anglian Family, Old and Middle English, Grimm's Law, Verner's Law, The Rise and Growth of Modern English.*

### UNIT II

*Growth of Vocabulary, Contribution of foreign language, English Men of Letters, Rise of Standard English, American English, Indian English, Structure of Modern English.*

### UNIT III

*Classification and description of English speech Sounds  
Phoneme and allophone*

#### UNIT IV

1. *Features of connected speech syllable: Stress -strong and weak forms – Intonation*
2. *Assimilation, Elision, prosodic features and paralinguistic features*
3. *Transcription*
4. *Structure of English*
5. *Morphology*

#### UNIT V

*Semantics – Lexical relations – synonymy – antonymy – Hyponymy – Homophones and homonyms – Polysemy – Metonymy – Collocation – Major branches of linguistics* *Sassure : Langue and Parole, syntagmatic and paradigmatic structures, synchronic and diachronic approaches – traditional grammar – transformational and Generative grammar*

#### REFERENCE BOOKS

1. J.F.Wallwork : *Language and Linguistics*
2. F.T.Wood : *An Outline History of English Language.*
3. George Yule : *The Study of Language – Units IV & V*
4. Palmer : *Grammar*

#### Mapping with Programme Outcomes

CC VI	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	3	9	6	3	3	6	9
CO4	6	9	9	6	6	9	9
CO5	9	9	9	9	9	9	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

**SEMESTER: II**  
**SUB CODE: 21PELE2A**

**PAPER: EC-II**  
**AMERICAN LITERATURE**

### Course Objectives

- To enable the students to have an overview of major authors and their contributions for the development of American literature.
- To analyse the social and political events that have influenced the literary movements and their impacts on the representative writers.
- To expose the students to modern American poetry
- To initiate the students towards Modern American Theatre
- To make the students to learn of 'American War-Novel'

### Course Outcomes

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

CO1 distinguish the variegated- thinking of American scholars

CO2 understand transcendentalists and naturalists

CO3 analyse the seclusion temper of patriarchal society

CO4 understand significant aspects in various genres of American literature

CO5 explore the impact of American society and culture on literature

### UNIT I

Walt Whitman	: <i>When Lilacs Last in the Dooryard Bloomed</i>
Emily Dickinson	: <i>Because I could not stop for Death</i>
Edgar Allen Poe	: <i>Raven</i>
Robert Frost	: <i>Stopping by woods on a snowy evening</i>

### UNIT II

Carl Sandburg	: <i>I am the people – the mob</i>
Sylvia Plath	: <i>Lady Lazarus</i>
Wallace Stevens	: <i>The Emperor of ice Cream</i>
E E Cummings	: <i>Cambridge Ladies</i>

### UNIT III

Emerson : *The American Scholar*  
Martin Luther King : *I Have a Dream*  
Edgar Allen Poe : *The Philosophy of Composition*

### UNIT IV

Tennessee Williams : *The Glass Menagerie*

### UNIT V

Bernard Malamud : *The Assistant*

### Mapping with Programme Outcomes

EC II	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	9	9	9
CO2	3	9	6	3	3	6	9
CO3	9	9	9	9	9	9	9
CO4	3	9	6	3	3	6	9
CO5	6	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

(OR)



## MA ENGLISH

**SEMESTER: II**

**PAPER: EC-II**

**SUB CODE: 21PELE2B**

**MEDIA STUDIES**

### Course Objectives

- To enable the students to get knowledge of the press, its history and other media.
- To make the students know the uses and its importance of the Mass Media.
- To motivate the students to get the knowledge of Print Media.
- To boost students' knowledge on Radio -TV as a media, Films and photo-journalism
- To initiate the students to evaluate the worthiness of Media.

### Course Outcomes

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

CO1 know the role of Print Media

CO2 write and design newspaper.

CO3 to imbibe the techniques of writing for Media

CO4 evaluate the documentary record of the events.

CO5 examine the role of advertisement.

### UNIT I

*Introduction to Mass Communication : Definition - Need - Forms - Elements - Process- Language Vs Information- Types of Barriers- How to Overcome Barriers- Feedback. Mass Media- Classification - Functions - Theories - Uses.*

### UNIT II

*Print Media: Growth and Development of Print Media in India. News - Definition, Values, Types, Sources, News Agencies. Reporting - Role of a Reporter, Types, Ethics of Reporting News And Views - Editorial, Review, Article, Column, Middle, Letter to the Editor. Advertising in Print Media*

### UNIT III

**Radio:** *Development of Radio Broadcast in India. All India Radio Services - The National Service, The Regional Services, The VividhBharati Services, External Services, AM & FM Stations. Radio Programmes - News Bulletins, Radio Drama, Newsreels, Quiz, Music, Talks, Educational Programmes, Programmes for Farmers. Advertisements on Radio.*

### UNIT IV

**Understanding Social Media** - *Overview of social media - different platforms and its uses - features and the scope of social media.*

### UNIT V

**Social media and Society** - *Social media - Activism, Advertising, Education, Entertainment and public sphere*

#### Prescribed Book:

Keval J Kumar : ***Mass Communication in India***  
Jaico Publishing House.

#### Reference:

ShymaliBhattacharjee : ***Media and Mass Communication – An Introduction***: Kanishka Publishers.

Dewakar Sharma. : ***Modern Journalism Reporting & Writing***:  
Deep and Deep Publications.

D.S.Mehta : ***Mass Communication and journalism in India***: Allied Publishers

R Hackmulder, Fay AcDeJonge, P.P.Singh : ***Radio and TV journalism***: Anol  
Publications.

## Mapping with Programme Outcomes

EC II	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	9	9	9
CO2	3	9	6	3	3	6	9
CO3	9	9	9	9	9	9	9
CO4	3	9	6	3	3	6	9
CO5	6	9	9	6	6	9	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

**SEMESTER: II**

**PAPER: EC-II**

**SUB CODE: 21PELE2C**

**CONTINENTAL FICTION**

Course Objectives :

- To expose the students to variegated masterpieces of Europe
- To make the students to learn of the themes of European writers
- To enable the students to imbibe the literary techniques employed by the writers
- To help the students to learn of the link between psychology and fiction
- To motivate the learners to examine the link between literature and society

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

- CO 1 Acquire an overview on European Literature
- CO 2 Imbibe the narrative devices of the European Masters
- CO 3 Learn of the themes handled by the writers
- CO 4 Analyze the social conditions which influenced the writings
- CO 5 Trace the influence of psychology over the writings

### UNIT I

Miguel de Cervantes : *Don Quixote*

### UNIT II

Victor Hugo : *The Hunchback of Notre-Dame*

### UNIT III

Hermann Hesse : *Siddhartha*

### UNIT IV

Umberto : *Echo*

### UNIT V

Knut Hamsun : *Hunger*

## Mapping with Programme Outcomes

EC II	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	6	9	9	6	6	9	9
CO2	6	9	9	6	6	9	9
CO3	3	9	6	3	3	6	9
CO4	9	9	9	9	9	9	9
CO5	6	9	9	6	6	9	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

**SEMESTER: II**

**PAPER: ED-I**

**SUB CODE: 21PELED1**

### GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

#### Course Objectives

- To sensitize students about competitive examinations
- To help the students know the components involved in competitive examinations
- To enhance students' career prospects and employability.
- To make the students learn teaching/ research aptitude and reading comprehension
- To expose the students to reasoning, data interpretation and higher education system

#### Course Outcomes

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

CO1 have a comprehensive knowledge about the nature, scope, and method of preparation for competitive examinations.

CO2 perform well in language tests and competitive examinations

CO3 have good exposure to teaching/research aptitude and reading comprehension

CO4 to answer questions on reasoning and data interpretation

CO5 to appreciate the salient features of higher education system

#### UNIT I

**Teaching Aptitude:** *Teaching : Nature, objectives, characteristics and basic requirements; Learner's characteristics; Factors affecting teaching; Methods of teaching; Teaching aids; Evaluation systems.*

**Research Aptitude:** *Research : Meaning, characteristics and types; Steps of research; Methods of research; Research Ethics; Paper, article, workshop, seminar, conference and symposium; Thesis writing: its characteristics and format.*

#### UNIT II

**Reading Comprehension:** *A passage to be set with questions to be answered.*

**Communication:** *Nature, characteristics, types, barriers and effective classroom communication.*

### UNIT III

**Reasoning** *(Including Mathematical) Number series; letter series; codes; Relationships; classification*

**Logical Reasoning:** *Understanding the structure of arguments; Evaluating and distinguishing deductive and inductive reasoning; Verbal analogies : Word analogy - Applied analogy; Verbal classification. Reasoning Logical*

**Diagrams :** *Simple diagrammatic relationship, multidigrammatic relationship; Venn diagram; Analytical Reasoning.*

### UNIT IV

**Data Interpretation:** *Sources, acquisition and interpretation of data - Quantitative and qualitative data; - Graphical representation and mapping of data.*

**Information and Communicating Technology (ICT):** *meaning, advantages, disadvantages and uses; General abbreviations and terminology; Basics of internet and e-mailing.*

### UNIT V

**People and Environment:** *People and environment interaction; Sources of pollution; Pollutants and their impact on human life, exploitation of natural and energy resources; Natural hazards and mitigation*

**Higher Education System:** *Governance Polity And Administration; Structure of the institutions for higher learning and research in India; formal and distance education; professional/technical and general education; value education: governance, polity and administration; concept, institutions and their interactions.*

## MA ENGLISH

**SEMESTER: III**

**PAPER: CC-VII**

**SUB CODE: 21PEL7**

**SHAKESPEARE**

### **Course Objectives**

- To introduce the students to the dramatic world of Shakespeare
- To initiate the students read and appreciate Shakespeare's comedies and tragedies.
- To make the students understand Shakespeare's skill in characterization
- To expose them into various critical perspectives on Shakespeare.
- To sensitize students to Shakespeare's dramatic and poetic techniques

### **Course Outcomes**

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

CO1 Realize the greatness and uniqueness of Shakespeare's dramatic world

CO2 Know the features of Shakespearean comedies and tragedies

CO3 Analyse Shakespeare's skill in characterization

CO4 Know the trends in Shakespearean criticism.

CO5 develop linguistic, social, psychological perspectives by reading the plays of Shakespeare

**UNIT I**

: *As You Like It*

: *Much Ado about Nothing*

**UNIT II**

: *Macbeth*

: *Antony and Cleopatra*

**UNIT III**

: *Henry IV-Part I*

: *Romeo and Juliet*

**UNIT IV**     *Shakespeare Criticism*

: Wilson Knight: "Macbeth and the  
Metaphysic of evil."

: A.C.Bradley: "The substance of  
Shakespearean  
Tragedy"

**UNIT V**     *General Shakespeare: Elizabethan Theatre, Audience, Soliloquies and supernatural elements, Sonnets in general – Women Characters.*



**REFERENCE BOOKS**

A.C.Bradley	:	<i>Shakespearean Tragedy</i>
Anne Ridler	:	<i>Shakespeare Criticism (1935-60)/OUP</i>
Wilbur Scott	:	<i>Five Approaches to Literature.</i>
Tillyard	:	<i>Shakespeare's Problem Plays</i>
Tillyard	:	<i>Shakespeare's History Plays</i>
Tillyard	:	<i>Shakespeare's Last Plays</i>

**Mapping with Programme Outcomes**

<b>CC VII</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	9	6	3	3	6	9
<b>CO2</b>	6	9	9	6	6	9	9
<b>CO3</b>	9	9	9	9	9	9	9
<b>CO4</b>	6	9	9	6	6	9	9
<b>CO5</b>	6	9	9	6	6	9	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

**SEMESTER: III**

**PAPER: CC-VIII**

**SUB CODE: 21PEL8**

**LITERARY THEORY AND CRITICISM-I**

### Course Objectives

- To give the students a historical view of the critical practices during classical period
- To introduce the students to ancient Indian perspectives in criticism
- To familiarize the students with important writers and their criticism
- To help the students understand literary theory as a system to critically interpret literary texts.
- To enable the students to understand the broad spectrum of thought that is covered by literary theory and also to enhance their literary research.

### Course Outcomes

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

- CO1** Have a comprehensive view of various critical practices over the period, right from the classical period.
- CO2** Understand the basics of the ancient Indian perspectives in criticism.
- CO3** Identify major critics and their perspectives in interpreting texts.
- CO4** Examine texts critically, from different perspectives
- CO5** Use various tools, techniques and strategies of interpretation.

### UNIT I

- Amir Khusrau : *Multilingual Literary Culture*  
Sri Aurobindo : *The Sources of Poetry*  
: *The Essence of Poetry*

### UNIT II

- Aristotle : *The Poetics*  
Longinus : *On the sublime*

### UNIT III

- Horace : *Art of Poetry*  
Philip Sidney : *An Apology for Poetry*

#### UNIT IV

John Dryden

: *Essay on Dramatic Poesy*

Dr. Johnson

: *Preface to Shakespeare*

#### UNIT V

P.B. Shelley

: *A Defense of Poetry*

S.T. Coleridge

: *Biographia Literaria (XIV)*

#### REFERENCE BOOKS

Sethuraman and Ramasamy

: *English Critical Tradition*

B.Rajan and A.C.George

: *Makers of English Criticism, Vol:1*

Enright and Chickera

: *English Critical Texts*

G.N. Devy. Ed

: *Indian literary Criticism: Theory and Interpretation*

#### Mapping with Programme Outcomes

CC VIII	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	6	9	9	6	6	9	9
CO4	6	9	9	6	6	9	9
CO5	6	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

## MA ENGLISH

**SEMESTER: III**

**PAPER: CC-IX**

**SUB CODE: 21PEL9**

**NEW LITERATURES IN ENGLISH**

### **Course Objectives**

- To introduce students the origin and development of new literatures in English
- To introduce the students to Key writers of Africa and Canada
- To make the students understand the thematic perspectives of New Literatures.
- To enable students to appreciate various cultures
- 

### **Course Outcomes**

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

CO1 familiarize themselves with writers of new literatures

CO2 have a general idea about the major writers of Africa and Canada

CO3 understand the perspectives in New Literature

CO4 know about a variety of cultures.

CO5 understand the importance of new literatures in English

### **UNIT I POETRY**

Wole Soyinka	: <i>Telephone Conversation</i>
Margaret Atwood	: <i>Journey to the Interior</i>
Derek Walcott	: <i>Ruins of a Great House</i>
Dorothy Livesay	: <i>Green Rain</i>

### **UNIT II POETRY**

E.J.Pratt	: <i>The Dying Eagle</i>
Mervyn Morris	: <i>Literary Evening in Jamaica</i>
David Diop	: <i>Africa</i>
Earl Birney	: <i>The Bear on the Delhi Road</i>

### UNIT III PROSE

Chinua Achebe : *Essay on Conrad*  
George Woodcock : *Away from Lost worlds: Notes on the development of a Canadian Literature*

### UNIT IV DRAMA

Wole Soyinka : *The Road*

### UNIT V FICTION

Mordecai Richler : *Son of a Smaller Hero*  
Patrick White : *Voss*

### Mapping with Programme Outcomes

CC IX	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	6	9	9	6	6	9	9
CO2	3	9	6	3	3	6	9
CO3	3	9	6	3	3	6	9
CO4	6	9	9	6	6	9	9
CO5	3	9	6	3	3	6	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

## MA ENGLISH

SEMESTER: III

PAPER: CC-X

SUB COD : 21PEL10

### TRANSLATION AND COMPARATIVE LITERATURE

#### Course Objectives

- To make the students learn about the history of translation.
- To familiarize students with the concepts and theories of translation.
- To introduce them the art of translation.
- To help them pursue translation as a profession.
- To introduce the students to the discipline of comparative study of more than one literature.

#### Course Outcomes

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

- CO1 explain the concepts and theories of translation.
- CO2 Trace the history and development of the translation practice.
- CO3 undertake various translation works.
- CO4 find employment as translators.
- CO5 Understand theories of comparative literature.

#### UNIT I

*History of Translation—Translation Theories—Bilingualism –Contrastive Analysis –Dialect, Register, Style—Machine Translation*

#### UNIT II

*Types of translation-free/bound translation-simplification, paraphrasing, adaptation, trans creation, interpretation, problem of equivalence, untranslatability*

#### UNIT III

*Definition and theory of Comparative Literature – Scope, Methodology, Application– National Literature – Comparative Literature – French and American School.*

## UNIT IV

*Influence and Imitation – Epoch, Period, Generation – Thematology,  
Comparing works on the basis of themes - Genres, Comparing works on the  
basis of form.*

## UNIT V

*Literature and Society, Literature and Religion, Literature and Psychology –  
Comparative Literature in India*

### Reference Books

Susan Basnett : *Translation Studies*  
Ulrich Weinsten : *Comparative Literature and Literary Theory*  
Theodore Savory : *The Art of Translation*  
Wellek & Warren : *Theory of Literature*

### Mapping with Programme Outcomes

CC X	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	6	9	9	6	6	9	9
CO4	3	9	6	3	3	6	9
CO5	3	9	6	3	3	6	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

**SEMESTER: III**

**PAPER: EC-III**

**SUB CODE: 21PELE3A**

**WOMEN'S WRITING**

### Course Objectives

- To introduce students to the development of women's writing in various countries.
- To familiarize them with the diverse concerns of feminism.
- To expose them to various genres of Women's Writing.
- To sensitise them to key feminist theories.
- To motivate them to critically analyse literary works from a feminist perspective.

### Course Outcomes

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

- CO1 have an awareness of class, race and gender as social constructs and their influence on women's lives.
- CO2 acquire knowledge to understand feminism as a social movement and critical tool.
- CO3 understand major feminist theories.
- CO4 have a glimpse of a various genres of Women's Writing.
- CO5 have analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

### UNIT I

- Mary Woolstonecraft : **The Vindication of the Rights of Women** - Chapter I: *The Rights and Involved Duties of Mankind Considered*
- Rokeya S.Hussain : *Sultana's Dream*

### UNIT II

- E.B.Browning : *How do I Love Thee? Let Me Count the ways*
- Sylvia Plath : *Mirror*
- Maya Angelou : *Phenomenal Woman*
- Toru Dutt : *Our Casuarina Tree*
- Lakshmi Kannan : *She*



**UNIT III**

Jhumpa Lahiri : *Namesake*  
Margaret Atwood : *Edible Woman*

**UNIT IV**

Mahasweta Devi : *Mother of 1084*  
Manjula Padmanaban : *Harvest*

**UNIT V**

Virginia Woolf : *Profession for Women: Chapter from 'A Room of One's Own'*  
  
Elaine Showalter : *Towards a Feminist Poetics*

Mapping with Programme Outcomes

EC III	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	6	9	9	6	6	9	9
CO3	3	9	6	3	3	6	9
CO4	6	9	9	6	6	9	9
CO5	3	9	6	3	3	6	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

(OR)

## MA ENGLISH

**SEMESTER: III**

**PAPER: EC-III**

**SUB CODE: 21PELE3B**

**SUBALTERN LITERATURE**

### Course Objectives

- To introduce the students to a different form of literary works.
- To make students acquire a sound knowledge in Subaltern literature
- To introduce students to that literature that has been sidelined down the ages.
- To familiarize the students with the theme of the Subaltern.
- To picturise the painful feelings of the oppressed.

### Course Outcomes

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

CO1 familiarize themselves with writers of new vista of literatures

CO2 initiate further reading to obtain a fuller understanding of Subaltern literature.

CO3 Understand the experience of socially, politically, economically marginalized people

CO4 to identify the inter-sectionality of race, class and gender in the given writers.

CO5 Identification of Gender discrimination in the given works.

### UNIT I

Gayatri Chakraborty Spivak : *Can the Subaltern Speak?*

Mahasweta Devi : *A Literary Representation of the Subaltern: "Stanadayini (1987)"*

### UNIT II

Bama : *Karukku*

Arjun Dangle : *The Poisoned Bread*

### UNIT III

Tony Morrison : *Song of Solomon*

### UNIT IV

Richard Wright : *Black Boy*

## UNIT V

Mahasweta Devi : *Bayen*

: *The Occupation of the Forest*

### Mapping with Programme Outcomes

EC III	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	6	9	9	6	6	9	9
CO3	3	9	6	3	3	6	9
CO4	6	9	9	6	6	9	9
CO5	3	9	6	3	3	6	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

**(OR)**

## MA ENGLISH

**SEMESTER: III**

**PAPER: EC-III**

**SUB CODE: 21PELE3C**

**ECO LITERATURE**

### Course Objectives

- .To introduce some fine Ecowritings to young learners
- To sensitize students regarding ecological issues
- To initiate the learners to read ecofiction
- To motivate the students to read ecopoetry
- To introduce ecocriticism to students

### Course Outcomes

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

- CO1 Learn the key ideas behind eco-writings
- CO2 Appreciate contemporary ecological issues
- CO3 Understand the themes of ecopoetry and fiction
- CO4 Learn the techniques employed by the writers
- CO5 Appreciate eco-criticism

### UNIT I

- |               |                            |
|---------------|----------------------------|
| Gieve Patel   | : <i>On Killing a Tree</i> |
| G.M.Hopkins   | : <i>Binsey Poplars</i>    |
| Willaim Blake | : <i>To see a world</i>    |

### UNIT II

- |                    |                            |
|--------------------|----------------------------|
| D.H.Lawrence       | : <i>Snake</i>             |
| Brace Nicholas     | : <i>For Forest</i>        |
| William Wordsworth | : <i>The Tables Turned</i> |

### UNIT III

Amitav Ghosh

: *The Hungry Tide*

### UNIT IV

Herman Melville

: *Moby Dick*

### UNIT V

Cheryll Glotfelty

: *Literary Studies in an Age of  
Environmental Crisis*

### Mapping with Programme Outcomes

EC III	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	9	9	9	9	9	9	9
CO3	3	9	6	3	3	6	9
CO4	3	9	6	3	3	6	9
CO5	9	9	9	9	9	9	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

SEMESTER: IV

PAPER: CC-X1

SUB CODE : 21PEL11

### LITERARY THEORY AND CRITICISM-II

#### Course Objectives

- To enable students to have a wide range of critical perspectives on literature
- To acquaint the students to contemporary critical theories.
- To enable students to apply theories to interpret texts.
- To guide the students to develop critical skills
- To equip students with various tools, techniques and strategies of interpretation.

#### Course Outcomes:

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

CO1 understand a wide range of critical perspectives on literature.

CO2 have a wide knowledge of the contemporary critical theories

CO3 apply theories for interpreting literary texts.

CO4 to obtain a critical acumen of an independent and critical persona.

CO5 use various tools, techniques and strategies of interpretation

#### UNIT I

Mathew Arnold	: <i>The study of Poetry</i>
Cleanth Brooks	: <i>The Language of Paradox</i>
T.S.Eliot	: <i>Metaphysical Poets</i>

#### UNIT II

F.R.Leavis	: <i>Keats</i>
Virginia Woolf	: <i>A Room of One's Own</i> (Chapter I)
Edward Said	: <i>Knowing the Oriental</i>

#### UNIT III

*Structuralism – Post Structuralism –Deconstruction—Psychoanalytic Criticism*

#### UNIT IV

*Marxist Criticism, Feminist Criticism, Post Colonial criticism*

## UNIT V

*New Historicism/Cultural Materialism, Ecocriticism, Stylistics, Narratology*

### REF. BOOKS

- Sethuraman and Ramasamy : *English Critical Tradition*  
B.Rajan and A.C.George : *Makers of English Criticism* (Vol.I)  
English Critical Texts : *Enright and Chikera*  
M.S.Nagarajan : *English Literary Criticism and Theory*  
Peter Barry : *Beginning Theory*

### Mapping with Programme Outcomes

CC XI	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	6	9	9	6	6	9	9
CO4	6	9	9	6	6	9	9
CO5	6	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.

## MA ENGLISH

**SEMESTER: IV**

**PAPER: CC-XII**

**SUB CODE: 21PEL12**

### **ENGLISH LITERATURE FOR UGC/TRB/UPSC EXAMINATIONS**

#### **Course Objectives**

- To introduce to various preparatory methods for competitive exams.
- To make students acquire a sound knowledge in English literature
- To motivate the students to appear for various competitive examinations.
- To give adequate practice to crack various exams.
- To help learners prepare for UGC Eligibility tests for JRF and Assistant Professorship
- 

#### **Course Outcomes**

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

CO1 have a good working knowledge of the competitive examinations.

CO2 have a comprehensive outlook about English Literature.

CO3 motivate themselves to appear for and pass the eligibility tests

CO4 acquire clear idea about the exams

CO5 prepare thoroughly for various competitive exams like UGC - NET

#### **UNIT I**

*Chaucer to Shakespeare  
Jacobean to Restoration*

#### **UNIT II**

*Romantic Period  
Victorian Period*

#### **UNIT III**

*Modern Period  
Contemporary Period*



## UNIT IV

*American Literature*  
*New Literatures in English (Indian, Canadian, African, Australian)*  
*English Language Teaching*  
*Translation Studies*

## UNIT V

*Classicism to New Criticism*  
*Contemporary Theory*

### Books for Reference

D.E.Bennet and Samuel Rufus : *Net ...Set...Go*  
Dr.B.B.Jain : *Upkar's UGC NET/JRF/  
SLET English Literature Paper II* (From  
Pre – Chaucerian Age to the Present  
Day)By, UpkarPrakashan, Agra 26

### Mapping with Programme Outcomes

CC XII	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	3	9	6	3	3	6	9
CO4	6	9	9	6	6	9	9
CO5	6	9	9	6	6	9	9

**Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.**

## MA ENGLISH

SEMESTER: IV

PAPER: CC-XIII

SUB CODE : 21PEL13

### RESEARCH METHODOLOGY AND RHETORIC

#### Course Objectives

- To introduce the students to the nature and scope of research.
- To make the students understand the basics and types of research.
- To make them learn to write research hypothesis and develop it into a research paper.
- To enable learners to use different research methods and tools
- To help the learners to use a range of sources and document them

#### Course Outcomes

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

CO1 expose themselves to nature and scope of research

CO2 understand the basics and types of research.

CO3 write research hypothesis and develop it into a working paper.

CO4 use different research methods and tools

CO5 use a range of sources and document them

#### UNIT I

*Definition, meaning and philosophy of Research types of Research--literary Research-Research in Social Sciences and physical science*

#### UNIT II

*Hypothesis /thesis statement --review of Literature - Working Bibliography and working outline ---note making Collection, development and organization of material*

#### UNIT III

*Methods and tools of analysis-Primary and Secondary sources-- Library and Electronic sources*

## UNIT IV

*Mechanics of Writing - documentation --Format of the thesis- Plagiarism and the ways to avoid it*

## UNIT V

*Rhetoric-Exposition- Argumentation- Description- Narration*

### REFERENCE

- Wason, G. : *The Literary Thesis*  
Joseph Gibaldi : *M L A Hand Book VIII ed.*  
Campbell : *Form and style in thesis Writing*  
Bateson, F.W. : *The Scholar Critic*

Mapping with Programme Outcomes

CC XIII	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	9	6	3	3	6	9
CO2	3	9	6	3	3	6	9
CO3	6	9	9	6	6	9	9
CO4	6	9	9	6	6	9	9
CO5	6	9	9	6	6	9	9

Level of correlation: 9 – High; 6 – Medium; 3 – Low; and 0- no correlation.