

SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS)

Reaccredited with “B++” Grade by NAAC

(Affiliated to Periyar University)

SALEM – 16



PG AND RESEARCH DEPARTMENT OF ENGLISH

CHOICE BASED CREDIT SYSTEM

(CBCS)

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK

(LOCF)

M.A. ENGLISH

2026-2028 BATCH

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Introduction

M.A. English programme provides advanced knowledge in the fields of literature, language, and cultural studies. The programme encompasses diverse branches of English Studies including Poetry, Drama, Fiction, American Literature, Shakespeare Studies, Postcolonial Literature, Literary Criticism, Canadian Studies, Literature of the Marginalized, Film and Media Studies, Subaltern Studies, and Twenty-First Century Millennial Literature and Culture. Along with these cores, the programme offers elective specializations in Indian Writing in English, Linguistics, Translation Studies, English Language Teaching, Comparative Literature, and Research Methodology. This wide spectrum of courses equips students to understand, interpret, and critique literary texts while simultaneously preparing them for research, teaching, media, and creative industries.

Each specialization within the programme opens up opportunities in multiple career pathways. For example, courses in English Language Teaching, Functional English, and English for Careers prepare students for employment in education, language training, and corporate communication sectors. Papers like Film and Media Studies, Travel Writing, and Translation Studies pave the way for work in journalism, media, publishing, and cultural industries. Research-oriented courses such as Postcolonial Theory, Subaltern Studies, and Research Methodology enhance analytical and critical abilities, enabling students to pursue higher studies and contribute to scholarly debates in English and allied disciplines.

The curriculum is designed with a dual purpose: to promote employability and to encourage academic excellence. The structure incorporates internships, society connect activities, projects, and professional competency skill training which bridge theory and practice. In addition, extra-skill courses like Articulation and Idea Fixation Skills, Productive Preparation for NET/SET/JRF, and Entrepreneurial Development expand the professional scope of students and support competitive exam preparation. Such integration of academic knowledge with practical skills enhances students' potential for teaching, research, content development, creative writing, media, and entrepreneurial ventures. By nurturing independent thinking, creativity, and cultural awareness, it prepares graduates to become effective educators, critical researchers, and dynamic professionals who can contribute meaningfully to society.

LEARNING OUTCOME -BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR POST GRADUATE PROGRAMME	
Programme:	M.A. English
Programme Code:	PENG
Duration:	2 Years [PG]
Programme Outcomes:	PO1: Disciplinary knowledge: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programme of study. PO2: Critical thinking: Apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development. PO3: Problem solving: Extrapolate from what one has learned and apply their competencies to solve different kinds of non- familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations. PO4: Analytical & Scientific Reasoning: Evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints. PO5: Research-related skills: Analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test/ analyze / Interpret the results and derive conclusions. PO6: Self-directed & Lifelong Learning: Work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives

	PO7: Participation & Research: Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines. PO8: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects. PO9: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences. PO10: Social Skills & Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.
Programme Specific Outcomes	PSO1 - Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study. PSO2 - Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /Fields. PSO3 - To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development. PSO4 - Developing advanced analytical, critical, and interpretative skills that enable independent and original research in diverse literary fields, strengthening academic competence. PSO5 - Enhancing communication, problem-solving, and interpersonal abilities essential for professional success in education, media, publishing, and corporate sectors.

Highlights of the Revamped Curriculum – M.A. English

- Focus on advanced study of Literature, Language, and Cultural Studies
- Student-centric with projects, internships, and research activities
- Curriculum aligned with global standards
- Updated courses reflecting new trends in theory and literature
- Skill-based training to promote employability
- Encourages research, innovation, and interdisciplinary inquiry

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I, II , III & IV	Elective Course An open choice of topics categorized under Discipline Centric	● Builds knowledge of Indian literary tradition ● develops linguistic analysis skills. ● Enhances dramatic skills and performance ● broadens global literary perspective. ● Prepares for English teaching careers ● develops media and communication expertise. ● Introduces world prize-winning authors ● nurtures cross-cultural literary insights. ● Trains in bilingual translation skills ● creative travel-based writing. ● Equips with research knowledge ● strengthens academic writing.
Extra Credits: For Advanced Learners		● To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		● Knowledge, Problem Solving, Analytical Ability and Professional Competency

Credit Distribution for PG Programme

Sem I	Credit	Hr.	Sem II	Credit	Hr.	Sem III	Credit	Hr.	Sem IV	Credit	Hr.
1.1 Core Course-CCI	5	7	2.1 Core Course - CCIV	5	6	3.1 Core Course - CCVII	5	6	4.1 Core Course - CCXI	5	6
1.2 Core Course CCII	5	7	2.2 Core Course - CCV	5	5	3.2 Core Course - CCVIII	5	6	4.2 Core Course -CCXII	5	6
1.3 Core Course – CC III	4	6	2.3 Core Course – CCVI	4	5	3.3 Core Course- CCIX	5	6	4.3 Elective Course -VI	3	4
1.4 Elective (Discipline Centric) – I	3	5	2.4 Elective Course - CC III	3	4	3.4 Core Course - CCX	4	6	4.4 Core Project	7	10
1.5 Elective (Discipline Centric) – II	3	5	2.5 Elective Course – CCIV	3	4	3.5 Elective Course- CC V	3	3	4.5 Professional Competency Skill	2	4
			2.6 Extra Disciplinary Course	2	4	3.6 Extra Disciplinary Course- II	2	3	4.6 Extension Activity	1	-
			2.7 Human Rights	1	2	3.7 Internship	2	-			
	20	30		23	30		26	30		23	30

Consolidated Semester wise and Component wise Credit distribution

Credits	Sem I	Sem II	Sem III	Sem IV	Total Credits
Part A	20	20	22	20	82
Part B	-	2	2	-	4
(i)Extra Disciplinary Course					
(ii)Human Rights	-	1	-	-	1
(iii)Internship/Industrial Activity	-	-	2	-	2
(iv)Professional Competency Skill	-	-	-	2	2
Part C	-	-	-	1	1
(i)Extension Activity					
Total	20	23	26	23	92

Part A Component and Part B (i) will be taken into account for CGPA calculation for the Post Graduation programme and the other components Part B and Part C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the PG degree.

Total Credits: 92

EXTRA CREDITS FOR EXTRA SKILLS

Total Extra Credits -16 (17% of the total credits)

M.A. ENGLISH
CURRICULUM DESIGN AND SCHEME OF EXAMINATION
(APPLICABLE TO STUDENTS ADMITTED DURING THE ACADEMIC YEAR 2026-2027)

SEMESTER - I

Part	Course Code	Course Title	Course Type	Hrs /Week L/T/P	Credits	CIA	ESE	Total
Part A	26PENCC1	English Poetry	Core Course - I	7	5	30	70	100
	26PENCC2	English Drama	Core Course - II	7	5	30	70	100
	26PENCC3	English Fiction	Core Course - III	6	4	30	70	100
	26PENDSEC1A/ 26PENDSEC1B	Indian Writing in English/ Linguistics	Elective – I	5	3	30	70	100
	26PENDSEC2A/ 26PENDSEC2B	Theatre Art/ World Classics in Translation	Elective - II	5	3	30	70	100
Total				30	20			
*Extra Skills (Out of College Hours)				*Credits		*Marks		
Value Education				-		-		
Physical Fitness Practice				-		-		
Productive Preparation for UGC NET/SET/JRF/TRB Competitive Examinations -I (26PENSC1)				1		100		

***Extra credits are given for extra skills and courses qualified in MOOC /NPTEL**

PEDAGOGICAL APPROACHES

TEACHING LEARNING STRATEGIES

- a) Chalk and talk
- b) Group -Learning and Teaching
- c) Individual Learning /Self-Study
- d) Game Based Learning
- e) Technology Based Learning
- f) Peer Teaching
- g) Learning Through Problem solving
- h) Project Based Learning

METHODS OF EVALUATION AND ASSESSMENT

Methods of Evaluation-Theory		
Internal Evaluation	Continuous Internal Assessment Test	30 Marks
	Assessment Components	
	Model Examination and Attendance	
External Evaluation	End Semester Examination	70 Marks
	Total	100 Marks
REVISED BLOOMS LEVEL		
BL1	Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concept and answers about the selection.	
BL2	Demonstrate understanding of parts and Idea free organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.	
BL3	Solve problems in new situation by applying acquired knowledge, facts, techniques and rules in different or new way.	
BL4	Examine and break information into parts by identifying motives or causes. Make inference and find evidence to support generalizations.	
BL5	Present and depend opinion by making judgement about information, validity of ideas or quality of work based on a set of criteria.	
BL6	Compile information together into different way by combining elements in a new pattern or proposing alternative solutions.	

Evaluation Pattern

An academic year is divided into two semesters. The first semester is from June/July to November/December and the second semester is from November/December to April/May. A semester consists of 90 working days.

Evaluation consists of both Continuous Internal Assessment (CIA) and End Semester Examinations (ESE). The entire Postgraduate Programme offered by our college have various assessments for continuous internal evaluation. Relevant types of internal assessment are developed suiting the needs and requirements of each specific course. The various assessment components are quiz, snap test, viva-voce, seminar, listening comprehension, reading comprehension, problem solving, map reading, group discussion, panel discussion, assignment, field visit, poster presentation, open book test, writing composition, case study, online test, Book Review, Projects etc.

The CIA marks are read out and signed by the students in the respective classes on the day specified in the calendar. CIA is mandatory for all the students.

Internal Assessment Modes (Theory Course)

Any six of the assessment components	15 marks
Cycle Test (1) & Cycle Test (2)	5 marks
Model Examination	5 marks
Attendance	5 marks
Total	30 marks

Society Connect Project

Project Assessment	10 marks
Presentation and feedback from the society	10 marks
Participation in discussion	10 marks
Total	30 marks

Internal Assessment Modes (Project)

Project Assessment	15 marks
Participation in discussion	10 marks
Presentation	5 marks
Total	30 marks

PASSING MINIMUM

The candidate shall be declared to have passed the examination if the candidates secure not less than 35 marks out of 70 marks in the semester examination in each theory course and in total (CIA mark + Theory ESE) not less than 50 marks.

Theory Course (Revised Bloom's Taxonomy)

Question Paper Model for PG

Intended Learning Skills	Maximum 70 marks Passing Minimum :50% Duration: Three hours
Memory Recall/ Example/ Counter Example/Knowledge about the Concept/ Understanding	Part- A (15×1=15 marks) Answer ALL questions Each question carries 1 mark
	Three questions from each UNIT
	Question 1 to Question 15
Description/Application (problem)	Part- B (5×5=25 marks) Answer ALL questions Each question carries 4 marks
	Either-or-Type Both parts of each question from the same Unit
	Questions 16 (a) or 16 (b) to Questions 20 (a) or 20 (b)
Analysis/ Create/Evaluation	Part- C (3×10=30 marks) Answer ANY THREE questions Each question carries 10 marks
	There shall be FIVE questions covering all the five units
	Question 21 to Question 25

Each question should carry course outcomes and cognitive level For instance:

1. [CO1 : BL₂] Question
2. [CO3 : BL₁] Question

SEMESTER WISE INDEX

Semester	Course	Course Code	Page No
I	English Poetry	26PENCC1	14
I	English Drama	26PENCC2	18
I	English Fiction	26PENCC3	22
I	Indian Writing in English/ Linguistics	26PENDSEC1A/ 26PENDSEC1B	25/28
I	Theatre Art/ WorldClassics in Translation	26PENDSEC2A/ 26PENDSEC2B	31/34

Course Title	ENGLISH POETRY		
Course Type	CORE -1	Course Code	26PENCC1
Year	I M.A.	Semester	I
Credits	5	Hours/week	7

Learning Objectives:

LO1- To familiarize students with English Poetry starting from Medieval England to the 17th Century.

LO2- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

LO3- Good comprehension of History of English literature is enhanced.

LO4- Differentiation among the various stages of English could be identified by students.

LO5- Critical approaches towards various literary forms can be learnt.

UNIT - I

No. of Hours:21

Middle English Poetry- Chaucer: "The General Prologue":Pardoner, The Nun, Additional Reading : Doctor, Friar

UNIT - II

No. of Hours:21

Elizabethan Poetry- Spenser: "Epithalamion"

Donne: "A Valediction: Forbidding Mourning", "The Canonization"

UNIT - III

No. of Hours:21

Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX, Marvell: "To His Coy Mistress"

UNIT - IV

No. of Hours:21

Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 – 476

Gray "Elegy", "The Bard", "Ode on the Death of a Favourite Cat Drowned in a Tub of Gold Fishes"

Burns "Holy Willie's Prayer", "Auld Lang Syne"

UNIT - V

No. of Hours:21

Modern Poetry - Rupert Brooke: "The Soldier"

Wilfred Owen: "Anthem for Doomed Youth"

W. H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts"

Dylan Thomas: "Do Not Go Gentle into that Good Night" & "Poem in October"

Philip Larkin: "Whitsun Weddings"

Ted Hughes: "Hawk Roosting" & "Life After Death"

Seamus Heaney: "Digging"

Carol Ann Duffy: "Standing Female Nude"

Eavan Boland: "The Achill Woman"

Text Books	
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
2	Standard editions of texts
Reference Books	
1	T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2	H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon- Avon Studies Vol. II, Edward Arnold, London.
4	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6	David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English
8	Poetry: Donne to Marvell, Cambridge University Press, Cambridge.
Web Resources	
1	http://www.english/.org.uk/chaucer/htm
2	https://www.britannica.com/topic/The-Canonization
3	https://www.worldhistory.org/Elizabethan Theatre/ https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4	https://www.britannica.com/topic/Absalom-and-Achitophe
5	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist poetry in English.htm

Course Outcome (CO) : On completion of this course, students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Identify the characteristics of Middle English poetry	K1
CO2	Explain Elizabethan and Metaphysical poetic traditions.	K2
CO3	Apply literary concepts to interpret seventeenth-century poetry.	K3
CO4	Analyse the forms and themes of eighteenth-century poetry	K4
CO5	Evaluate the literary, cultural, and aesthetic significance of modern British poetry.	K5 & K6

Mapping with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	3
CO3	3	3	2	2	3	2	3	2	3	2
CO4	3	3	3	3	2	3	3	2	3	2
CO5	3	2	3	3	3	3	2	2	2	3

S – Strong, M – Medium, L– Low

Mapping with Programme Specific Outcomes:

CO /PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

Course Title	ENGLISH DRAMA		
Course Type	CORE -II	Course Code	26PENCC2
Year	I M.A.	Semester	I
Credits	5	Hours/week	7

Learning Objectives:

LO1-To acquaint the students with the origin of drama in Britain.

LO2-Different stages of British Drama and its evolution in the context of theatre can be understood by the students.

LO3-Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.

LO4-Evaluating different forms of drama from the historical background could be learnt.

LO5-Understanding dramatic techniques implied by the pioneers of English drama details.

UNIT I

No. of Hours: 21

Beginnings of Drama - Miracle and Morality Plays – Everyman

The Senecan and Revenge Tragedy: Thomas Kyd - The Spanish Tragedy

UNIT II

No. of Hours: 21

Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions, Tragedy and Comedy

Christopher Marlowe - The Jew of Malta

Ben Jonson - Volpone

UNIT III

No. of Hours: 21

Jacobean Drama: John Webster - The White Devil

UNIT IV

No. of Hours: 21

Restoration: William Congreve - The Way of the World

Irish Dramatic Movement: J.M Synge - The Playboy of the Western World

UNIT V

No. of Hours: 21

Epic Theatre Bertolt Brecht - Mother Courage and her Children

Comedy of Menace: Harold Pinter - Birthday Party

Post-Modern Drama: Samuel Beckett- Waiting for Godot

Text Books	
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
Reference Books	
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi.
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre
Web Resources	
1.	http://www.questia.com (online library for research)
2.	http://www.clt.astate.edu/wmarey/asste%
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4.	https://www.britannica.com/art/English-literature/The-Restoration
5.	https://www.britannica.com/art/epic-theatre

Course Outcomes (CO): On completion of this course, students will be able to

CO Number	CO Statements	Knowledge Level
CO1	Describe the origins of early English drama and revenge tragedy	K1
CO2	Demonstrate understanding of Elizabethan theatre conventions and dramatic forms	K2
CO3	Apply knowledge of Jacobean dramatic elements and to interpret dramatic texts	K3
CO4	Analyze the thematic and stylistic features of Restoration and Irish drama	K4
CO5	Evaluate modern dramatic movements and create critical interpretations of contemporary drama	K5 / K6

Mapping with Programme Outcomes:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	2	2	2	3	2	2
CO2	3	3	2	3	2	2	2	3	3	2
CO3	3	3	2	3	3	2	2	3	3	2
CO4	3	3	2	3	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1- Low

Mapping with Programme Specific outcomes:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

Course Title	ENGLISH FICTION		
Course Type	CORE -III	Course Code	26PENCC3
Year	I M.A.	Semester	I
Credits	4	Hours/week	6

Learning Objectives

LO1-To familiarize the students with the origin and development of the British Novel up to the 20th Century.

LO2-The contents of the paper are meant to throw light on various concepts and theories of the novel.

LO3-To understand the social background based on the prescribed novels.

LO4-Identifying and differentiating various forms of novels.

LO5-Trying hands in writing a piece of work on their own.

UNIT I

No. of Hours: 18

Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. Allegorical Novel and Satire, John Bunyan's The Pilgrim's Progress: Jonathan Swift Gulliver's Travels

UNIT II

No. of Hours: 18

The New World Novel - Daniel Defoe: Robinson Crusoe
Picaresque Novel - Laurence Stern: Tristram Shandy

UNIT III

No. of Hours: 18

Middle Class Novel of Manners: Jane Austen, Emma

UNIT IV

No. of Hours: 18

Women's Issues: Charlotte Bronte, Jane Eyre

UNIT V

No. of Hours: 18

Liberal Humanism, Individual Environment and Class Issues - D.H. Lawrence: The Rainbow, Quest, James Joyce: Portrait of the Artist as a Young Man
AI in Modernist Fiction

Text Books (Latest Editions)	
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
2.	Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.
6.	Selvalakshmi A., 2026, AI-Powered Education, New Century Book House (P) Ltd, Chennai.
Web Resources	
1.	http://en.wikipedia.org/wiki/English_literature
2.	http://en.wikipedia.org/wiki/novel
3.	https://www.britannica.com/art/picaresque-novel
4.	https://www.britannica.com/art/novel-of-manners
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte
6.	AI Tools: ChatGPT, Gemini, Claude

On completion of this course, students will be able to

CO Number	Course Outcome Statement	Knowledge Level
CO1	Explain fundamental concepts and narrative forms of the novel through selected classical texts.	K1
CO2	Apply characteristics of New World and Picaresque novels to interpret literary narratives.	K2
CO3	Analyze social conventions and characterization in the Victorian novel of manners.	K3
CO4	Evaluate representations of women's issues and identity in nineteenth-century fiction.	K4
CO5	Create research-based interpretations connecting Modernist fiction, AI, and humanistic perspectives.	K5/K6

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	S	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	3	3	3	3	3	3	2	2	3

S – Strong, M – Medium, L- Low

Mapping with Programme Specific Outcomes:

CO /PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

Course Title	INDIAN WRITING IN ENGLISH		
Course Type	ELECTIVE- I	Course Code	26PENDSEC1A
Year	I M.A.	Semester	I
Credits	3	Hours/week	5

Learning Objectives:

LO1-Enabling the students to understand the evolution of Indian Writing in English.

LO2-To enable the learners to get exposed to the historical movements of the Indian subcontinent.

LO3-Comprehending different genres through the representation of different texts.

LO4-To inculcate in the students the cultural significance of Indian English literature.

LO5-To comprehend Indian writing in English with its dual focus on the influence of classical Indian Tradition and the impact of the West.

UNIT I

No. of Hours: 15

Aurobindo: Tiger and the Deer, Rose of God

Toru Dutt: The Lotus, The Casuarina Tree

Sarojini Naidu: Palanquin Bearers, Coromandel Fishers

UNIT II

No. of Hours: 15

Kamala Das: Looking Glass, An Introduction, R. Parthasarathy: A River Once,

Unde Another Sky, Nissim Ezekiel: Morning Prayer, Enterprise

UNIT III

No. of Hours: 15

Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab

UNIT IV

No. of Hours: 15

Sri Aurobindo: The Essence of Poetry, Style and Substance (from 'The Future Poetry')

Dr.S.Radhakrishnan: Emerging World Society

Dr.A.P.J.AbdulKalam: Orientation (Wings of Fire)

UNIT V

No. of Hours: 15

Anita Desai: Where Shall We Go This Summer?

Shashi Deshpande: Roots and Shadows

Course Outcomes (CO): On completion of this course, students will be able to

CO Number	Course Outcome Statement	Knowledge Level
CO1	Explain the evolution and thematic richness of Indian poetry in English through selected literary texts.	K2
CO2	Interpret poetic expressions of identity and apply contextual literary perspectives to diverse situations.	K3
CO3	Analyze dramatic techniques to examine social conflict and cultural transformation in Indian drama.	K4
CO4	Evaluate literary and philosophical perspectives shaping national consciousness through critical and ethical reasoning.	K5
CO5	Design research-based interpretations of Indian fiction demonstrating analytical, communication, and lifelong learning skills.	K5/K6

Mapping with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	2	3	3	3	2
CO2	2	3	3	2	2	3	2	2	2	S
CO3	3	3	2	2	3	2	3	2	S	2
CO4	3	3	3	3	2	3	3	2	S	2
CO5	3	2	3	3	3	3	2	2	2	S

Strong-3, Medium-2, Low-1

Mapping with Programme Specific Outcomes:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to PSO	3.0	3.0	3.0	2.8	3.0

Course Title	LINGUISTICS		
Course Type	ELECTIVE- I	Course Code	26PENDSEC1B
Year	I M.A.	Semester	I
Credits	3	Hours/week	5

Learning Objectives:

- To enable the students get an insight into the study of English language and its socio-cultural variables

SYLLABUS

UNIT-1

No. of Hours: 15

1. The History of English Language-origin ,nature, definition and characteristics of English language
2. Fundamental concepts and distinctions in Linguistics
3. Study of Language variation

UNIT-II

No. of Hours:15

1. Phonology
2. Classifications of sounds–consonants, vowels cardinal vowels, English vowels and Diphthongs.
3. Stress and Intonation
4. Phonemic and phonetic transcription
5. Transcription of sentences

UNIT-III

No. of Hours:15

1. Linguistic Analysis
2. Socio linguistics
3. Cohesive Devices
4. Semantics- Definition, terms and Distinctions in semantics
5. Discourse Analysis

UNIT-IV

No. of Hours:15

1. What is grammar?
2. Morphology and Word formation
3. Basic sentence patterns

UNIT-V

No. of Hours:15

1. Structuralist view of grammar and IC Analysis
2. Transformational Generative grammar

PRESCRIBED TEXT

1. Syal, Pushpinder and J.V.Jindal. *An Introduction to Linguistics: Language, Grammar, and Semantics*. Prentice-Hall of India, 2007. (Pages 21-26)
2. Balasubramanian.T. *A Text Book of English Phonetics for Indian Students*. Laxmi Publications, 2013.

REFERENCE

1. Nilsen, Don Lee Fred., and Alleen Pace Nilsen. *Language Play :An Introduction to Linguistics*. Newbury House Publishers, 1978.

Course Outcomes(CO): On completion of the course ,the students would be able to

CO Number	CO Statement	Knowledge Level
CO1	Explain the evolution and fundamental concepts of English language and linguistics.	K2
CO2	Apply phonological principles to accurately transcribe English speech using appropriate phonetic conventions.	K3
CO3	Analyze language use through linguistic, semantic, and discourse analysis in diverse contexts.	K4
CO4	Evaluate grammatical structures and word formation processes using analytical and critical reasoning.	K5
CO 5	Design linguistic analyses applying structural and transformational grammar theories to language data.	K5/ K6

Mapping with Programme Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2

Strong-3,Medium-2,Low-1

Mapping with Programme Specific Outcomes:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

Course Title	THEATRE ART		
Course Type	ELECTIVE- II	Course Code	26PENDSEC2A
Year	I M.A.	Semester	I
Credits	3	Hours/week	5

Learning Objectives

- LO1 To introduce the learners to the literary aspect of drama.
- LO2 To familiarize Theatre as an art form.
- LO3 To introduce the concepts of directing and stage management.
- LO4 To inculcate in the students the role of Theatre in society.
- LO5 To familiarize the students with the components of acting.

Syllabus

UNIT I

No. of Hours:15

Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.

UNIT II

No. of Hours:15

Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non-conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

UNIT III

No. of Hours:15

Fundamentals of Play directing: Concept, technique, physical balance, the director and the stage, the proscenium stage, the thrust stage, theatre in the round, the choreographer in a musical theatre, performance as team work, lighting and directing or choosing appropriate visual style, special effects-audition/lighting, props and technicals.

UNIT IV

No. of Hours:15

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

UNIT V

No. of Hours:15

Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacle.

Text Books (Latest Editions)	
1.	Sangeetha, K. and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd., 2015.
Reference Books	
1.	Balme, Christopher B. <i>The Cambridge Introduction to Theatre Studies</i> . Cambridge University Press, 2008.
2.	Leach, Robert. <i>Theatre Studies: The Basics</i> . Routledge, 2013.
Web Sources	
1.	https://paradisevalley.libguides.com/the111/theatre_history_websites
2.	https://www.britannica.com/place/England/Performing-arts

3.	https://www.worldhistory.org/Greek_Theatre/
4.	https://archive.org/details/fundamentalsofp10000dean_y3x3
5.	http://scriptclickcreate.weebly.com/acting.html
6.	https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre

Course Outcomes (CO): On completion of this course, students will be able to

CO Number	Course Outcome Statement	Knowledge Level
CO1	Identify the fundamental concepts, functions, and significance of drama and theatre.	K1
CO2	Interpret diverse theatrical traditions and apply appropriate theatre concepts in performance contexts.	K2
CO3	Construct play directing techniques to achieve effective stage presentation and collaborative performance.	K3
CO4	Analyze acting components and justify appropriate performance practices with ethical awareness.	K4
CO5	Evaluate modern stage productions using contemporary theatrical techniques and lighting.	K5/K6

Mapping with Programme Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	2	3	2	2	2	3	2	2
CO2	3	3	3	3	2	2	2	2	3	2
CO3	3	3	2	3	3	2	3	2	3	2
CO4	3	3	3	3	3	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted Percentage of Weightage Contribution to PSOs	3.0	3.0	3.0	3.0	3.0

Course Title	WORLD CLASSICS IN TRANSLATION		
Course Type	ELECTIVE- II	Course Code	26PENDSEC2B
Year	I M.A.	Semester	I
Credits	3	Hours/week	5

Learning Objective:

- To familiarize the students with classics in translation drawn from world literature and to enable them to appreciate the universal dimensions and contemporary relevance of the texts.

UNIT – I

No.of Hours: 15

POETRY (DETAILED)

The Aeneid IV – Virgil (Transl- Dryden) - Dell edition

NON-DETAILED

1. The Rubaiyat of Omar khayyam - Edward Fitzgerald
2. The Odyssey (Book one to three) - Homer

UNIT – II

No.of Hours: 15

PROSE DETAILED

Essays – Montaigne (5 Essays)

1. That our actions should be judged by our intentions
2. On Idleness
3. On Liars
4. That one man's profit is another's loss
5. On the custom of wearing clothes

NON – DETAILED

The Prince – Machiavelli

UNIT – III

No.of Hours: 15

DRAMA – DETAILED

The Cherry Orchard – Chekhov

NON – DETAILED

Mother courage and her children – Brecht

UNIT - IV**No.of Hours: 15****FICTION**

Chemmeen – Thakazhi Sivasankara Pillai

UNIT-V**No. of Hours: 15****SHORT STORIES**

Selections from “Great short stories of the World” – edited by Gerda Charles

1. The Necklace – Maupassant
2. Love and Bread – Strindberg
3. The Bet – Anton Chekhov

PRESCRIBED TEXT:

Department compilation

REFERENCE

Frank Kermode, The Classic, Faber and Faber, London, 1975.

Course Outcomes (CO): On completion of the course, students would be able to

CO Number	Course Outcome Statement	Knowledge Level
CO1	Identify the themes and literary significance of classical epic poetry.	K1
CO2	Interpret Renaissance prose concepts to examine ethical, political, and social ideas.	K2
CO3	Differentiate dramatic techniques, characters, and conflicts in modern plays.	K3
CO4	Analyze cultural values and social realities portrayed in regional fiction.	K4
CO5	Evaluate original interpretations of global short stories through literary research.	K5/ K6

Mapping with Programme Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	2	3	2	2	3	2	2
CO2	3	3	2	3	2	2	2	3	2	2
CO3	3	3	2	3	2	2	2	3	3	2
CO4	3	3	3	3	3	2	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

Mapping with Programme Specific Outcomes:

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted Percentage of Weightage Contribution to PSOs	3.0	3.0	3.0	3.0	3.0