



# UNIVERSITY OF MADRAS

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NAAC 'A++' Grade, CGPA 3.59, NIRF 2019 Rank: 20)

**CHEPAUK CAMPUS, CHENNAI-600 005.**

**Website: [www.unom.ac.in](http://www.unom.ac.in), Tel.044-25399000**

## **Post Graduate Programme in English**

### **Curriculum and Syllabus for M.A. English (with effect from the Academic Year 2023-2024)**

**June - 2023**

Note: The BOS in English (PG) is designed the syllabus M.A. English on model syllabus provided by TANSICHE and also based on the Learning Outcome Based Curriculum Framework as prescribed by the UGC.

## INDEX

<b>S.No</b>	<b>Content</b>	<b>Page.No</b>
<b>1</b>	<b>Preamble</b>	<b>1</b>
<b>2</b>	<b>Semester I</b>	<b>15</b>
<b>3</b>	<b>Semester II</b>	<b>30</b>
<b>4</b>	<b>Semester III</b>	<b>52</b>
<b>5</b>	<b>Semester IV</b>	<b>74</b>

# CONTENTS

1. Preamble
2. Structure of Course
3. Learning and Teaching Activities
4. Tutorial Activities
5. Laboratory Activities
6. Field Study Activities
7. Assessment Activities
  - 7.1 Assessment principles
  - 7.2 Assessment Details
8. Teaching methodologies
9. Faculty Course File
10. Template for PG Programme in English
11. Template for Semester
12. Methods of Assessment
13. Testing Pattern
14. Different Types of Courses
15. Model Syllabus

**1. Cognitive Domain**

(Lower levels: **K1: Remembering ; K2: Understanding ; K3: Applying; Higher levels: K4: Analysing ; K5: Evaluating; K6: Creating**)

**2. Affective Domain**

**3. Psychomotor Domain**

**4. Structure of Course**

Course Code	Course Name		Credits
Lecture Hours: (L) per week	Tutorial Hours : (T) per week	Lab Practice Hours: (P)per week	Total: (L+T+P) per week
Course Category :	Year & Semester:	Admission Year:	
Pre-requisite			
Links to other Courses			
<b>Learning Objectives:</b> (for teachers: what they have to do in the class/lab/field)			
<b>Course Outcomes:</b> (for students: To know what they are going to learn)			
CO1:			
CO2:			
CO3:			
CO4:			
CO5:			
<b>Recap:</b> (not for examination) Motivation/previous lecture/ relevant portions required for the course) [ This is done during 2 Tutorial hours)			
Units	Contents	Required Hours	
<b>I</b>		<b>17</b>	
<b>II</b>		<b>17</b>	
<b>III</b>		<b>17</b>	
<b>IV</b>		<b>17</b>	
<b>V</b>		<b>17</b>	
Extended Professional Component (is a part of internal component only, Not to	Questions related to the above topics, from various competitive examinations UPSC / TRB / NET / UGC – CSIR / GATE / TNPSC / others to be solved (To be discussed during the Tutorial hour)		

be included in the External Examination question paper)		
Skills acquired from the course	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	
<b>Learning Resources:</b> <ul style="list-style-type: none"> <li>● Recommended Texts</li> <li>● Reference Books</li> <li>● Web resources</li> </ul>		
<b>Board of Studies Date:</b>		

### 3. Learning and Teaching Activities

#### 3.1 Topic wise Delivery method

Hour Count	Topic	Unit	Mode of Delivery

#### 3.2 Work Load

The information below is provided as a guide to assist students in engaging appropriately with the course requirements.

Activity	Quantity	Workload periods
Lectures	60	60
Tutorials	15	15
Assignments	5	5
Cycle Test or similar	2	4
Model Test or similar	1	3
University Exam	1	3
Total		90 periods

#### 4. Tutorial Activities

Tutorial Count	Topic

#### 5. Laboratory Activities

Language lab facilitates the students to upgrade their learning on a technological scale in this tech savvy world.

#### 6. Field Study Activities

Projects and research works are done with a lot of field work and through research of their study. This is done through surveys and questionnaires which facilitate their research activity.

#### 7. Assessment Activities

##### 7.1 Assessment Principles:

Assessment for this course is based on the following principles

1. Assessment must encourage and reinforce learning.
2. Assessment must measure achievement of the stated learning objectives.
3. Assessment must enable robust and fair judgments about student performance.
4. Assessment practice must be fair and equitable to students and give them the opportunity to demonstrate what they learned.
5. Assessment must maintain academic standards.

##### 7.2 Assessment Details:

Assessment Item	Distributed Due Date	Weightage	Cumulative Weightage
Assignment 1	3 <sup>rd</sup> week	2%	2%
Assignment 2	6 <sup>th</sup> Week	2%	4%
Cycle Test – I	7 <sup>th</sup> Week	6%	10%
Assignment 3	8 <sup>th</sup> Week	2%	12%
Assignment 4	11 <sup>th</sup> Week	2%	14%
Cycle Test – II	12 <sup>th</sup> Week	6%	20%
Assignment 5	14 <sup>th</sup> Week	2%	22%
Model Exam	15 <sup>th</sup> Week	13%	35%
Attendance	All weeks as per the Academic Calendar	5%	40%
University Exam	17 <sup>th</sup> Week	60%	100%

## **8. TEACHING METHODOLOGIES**

**8.1 Traditional Teaching methods** like Chalk and Board, Virtual Class room, LCD projector, Smart Class, Video Conference, Guest Lectures.

**8.2 Asking students to formulate a problem from a topic covered in a week's time**

Assignment, Class Test, Slip test

**8.3 Asking students to use state-of-the-art technologies/software to solve problems**

Applications, Use of Language enhancement software.

**8.4 Introducing students to applications before teaching the theory**

**8.5 Training students to engage in self-study without relying on faculty (for example – library and internet search, manual and handbook usage, etc.)**

8.5.1 Library, Net Surfing, Manuals, NPTEL Course Materials published in the website

8.5.2 Other university websites.

**9. Faculty Course File Structure**

## CONTENTS

- a. Academic Schedule
- b. Students Name List
- c. Time Table
- d. Syllabus
- e. Lesson Plan
- f. Staff Workload
- g. Course Design(content, Course Outcomes (COs), Delivery method, mapping of COs with Programme Outcomes(POs), Assessment Pattern in terms of Revised Bloom's Taxonomy).
- h. Sample CO Assessment Tools.
- i. Faculty Course Assessment Report(FCAR)
- j. Course Evaluation Sheet
- k. Teaching Materials (PPT, OHP etc)
- l. Lecture Notes
- m. Home Assignment Questions
- n. Tutorial Sheets
- o. Remedial Class Record, if any.
- p. Projects related to the Course
- q. Laboratory Experiments related to the Courses
- r. Internal Question Paper
- s. External Question Paper
- t. Sample Home Assignment Answer Sheets
- u. Three best, three middle level  
and three average Answer sheets
- v. Result Analysis (CO wise and whole class)
- w. Question Bank for  
Higher studies  
Preparation  
(GATE/Placement)
- x. List of mentees and their academic achievements

### Template for P.G. Programmes

Semester-I	Credit	Hours	Semester-II	Credit	Hours	Semester-III	Credit	Hours	Semester-IV	Credit	Hours
1.1. Core-I	5	7	2.1. Core-IV	5	6	3.1. Core-VII	5	6	4.1. Core-XI	5	6
1.2 Core-II	5	7	2.2 Core-V	5	6	3.2 Core-VII	5	6	4.2 Core-XII	5	6
1.3 Core – III	4	6	2.3 Core – VI	4	6	3.3 Core – IX	5	6	4.3 Project with viva voce	7	10
1.4 Discipline Centric Elective -I	3	5	2.4 Discipline Centric Elective – III	3	4	3.4 Core – X	4	6	4.4 Elective - VI (Industry / Entrepreneurship) 20% Theory 80% Practical	3	4
1.5 Generic Elective-II:	3	5	2.5 Generic Elective -IV:	3	4	3.5 Discipline Centric Elective - V	3	3	4.5 Skill Enhancement course / Professional Competency Skill	2	4
			Skill Enhancement 1	2	4	Skill Enhancement 2	2	3	4.6 Extension Activity	1	
						3.7 Internship/ Industrial Activity	2	-			
	<b>20</b>	<b>30</b>		<b>22</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>23</b>	<b>30</b>
<b>Total Credit Points -91</b>											

**Choice Based Credit System (CBCS), Learning Outcomes Based  
Curriculum Framework (LOCF) Guideline Based Credits and Hours  
Distribution System  
for all Post – Graduate Courses including Lab Hours  
First Year – Semester – I**

	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – I	5	7
	Core – II	5	7
	Core – III	4	6
	Elective – I	3	5
	Elective – II	3	5
		<b>20</b>	<b>30</b>

**Semester-II**

	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – IV	5	6
	Core – V	5	6
	Core – VI	4	6
	Elective – III	3	4
	Elective – IV	3	4
	Skill Enhancement Course [SEC] - I	2	4
		<b>22</b>	<b>30</b>

**Second Year – Semester – III**

	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – VII	5	6
	Core – VIII	5	6
	Core – IX	5	6
	Core – X	4	6
	Elective – V	3	3
	Skill Enhancement Course - [SEC] - II	2	3
	Internship / Industrial Activity [Credits]	2	-
		<b>26</b>	<b>30</b>

**Semester-IV**

	<b>List of Courses</b>	<b>Credits</b>	<b>No. of Hours</b>
	Core – XI	5	6
	Core – XII	5	6
	Project with VIVA VOCE	7	10
	Elective – VI (Industry Entrepreneurship)	3	4
	Skill Enhancement Course – [SEC] - III / Professional Competency Skill	2	4
	Extension Activity	1	-
		<b>23</b>	<b>30</b>

**Total 91 Credits for PG Courses**

## 12. Methods of Assessment

Methods of Assessment	
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/Comprehended (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

### 13. Testing Pattern (25+75) 13.1 Internal Assessment

**Theory Course:** For theory courses there shall be three tests conducted by the faculty concerned and the average of the best two can be taken as the Continuous Internal Assessment (CIA) for a maximum of 25 marks. The duration of each test shall be one / one and a half hours.

**Computer Laboratory Courses:** For Computer Laboratory oriented Courses, there shall be two tests in Theory part and two tests in Laboratory part. Choose one best from the Theory part and the other best from the two Laboratory parts. The average of the best two can be treated as the CIA for a maximum of 25 marks. The duration of each test shall be one / one and a half hours. There is no improvement for CIA in both theory and laboratory, and also for University End Semester Examination.

### 13.2 Written Examination : Theory Paper (Bloom's Taxonomy based)

#### Question paper Model

<b>Intended Learning Skills</b>	<b>Maximum 75 Marks</b> <b>Passing Minimum: 50%</b> <b>Duration : Three Hours</b>
	<b>Part –A (10x 2 = 20 Marks)</b> Answer ALL questions <b>Each Question carries 2mark</b>
Memory Recall / Example/ Counter Example / Knowledge about the Concepts/ Understanding	Two questions from each UNIT
	<b>Question 1 to Question 10</b>
	<b>Part – B (5 x 5 = 25 Marks)</b> Answer ALL questions <b>Each questions carries 5 Marks</b>
Descriptions/ Application (problems)	<b>Either-or Type</b> Both parts of each question from the same UNIT
	<b>Question 11(a) or 11(b)</b> To <b>Question 15(a) or 15(b)</b>
	<b>Part-C (3x 10 = 30 Marks)</b> Answer any <b>THREE</b> questions Each question carries <b>10 Marks</b>
Analysis /Synthesis / Evaluation	There shall be FIVE questions covering all the five units
	<b>Question 16 to Question 20</b>

Each question should carry the course outcome and cognitive level For instance,

1. [CO1 : K2] Question xxxx
2. [CO3 : K1] Question xxxx

## **14 Different Types of Courses**

### **(i) Core Courses ( Illustrative )**

1. Poetry
2. Drama
3. Fiction
4. Indian Writing in English
5. American Literature
6. Shakespeare Studies
7. Post- Colonial Theory and Literature
8. Contemporary Literary Criticism
9. Language and Linguistics
10. Writings of the Marginalized
11. Comparative Literature and Classics in Translation
12. A Glimpse of Nobel Laureates
13. Project and Research Methodology

### **(ii) Elective Courses (ED within the Department Experts) ( Illustrative )**

1. Science Fiction , Fantasy and Detective Literature
2. Approaches and Methods in English Language Teaching
3. Gender Studies through Literature
4. Literature and Film
5. Life Writings  
OR  
Travel Writing
6. Theatre Art  
OR  
Recent Trends in Literature

### **(iii) Skill Enhancement Courses**

1. Employability Skills  
OR  
Technical Writing  
OR  
Basics of Copy Editing
2. Entrepreneurship Development
3. English Literature for Competitive Examinations

### Credit Distribution for MA ENGLISH

#### First Year Semester- I

Part	List of Courses	Credit	No. of Hours
	402C1A: Core– IPoetry	5	7
	402C1B: Core – II Drama	5	7
	402C1C: Core – III Fiction	4	6
	402E1A: Elective – I Science Fiction, Fantasy and Detective Literature	3	5
	402E1B: Elective– II Approaches and Methods in English Language Teaching	3	5
		<b>20</b>	<b>30</b>

#### Semester-II

Part	List of Courses	Credit	No. of Hours
	402C2A: Core – IV Indian Writing in English	5	6
	402C2B: Core – V American Literature	5	6
	402C2C: Core Course – VI Shakespeare Studies	4	6
	402E2A: Elective Course – III Gender Studies through Literature	3	4
	402E2B: Elective Course – IV Literature and Film	3	4
	Skill Enhancement Course [SEC] I – (Any one) 402S2A: Employability Skills 402S2B: Technical Writing 402S2C: Basics of Copy Editing	2	4
		<b>22</b>	<b>30</b>

#### Second Year Semester-III

Part	List of Courses	Credit	No. of Hours
	502C3A: Core – VII Post-Colonial Literature	5	6
	502C3B: Core – VIII Contemporary Literary Criticism	5	6
	502C3C: Core – IX Language and Linguistics	5	6
	502C3D: Core– X Writings of the Marginalized	4	6
	Elective V– (Any one) 502E3A: Life Writings 502E3B: Travel Writing	3	3
	502S3A: SEC - II - Entrepreneurship Development	2	3
	502S3B: Internship / Industrial Activity [Credits]	2	-
		<b>26</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
	502C4A: Core – XI Comparative Literature and Classics in Translation Studies	5	6
	502C4B: Core– XII A Glimpse of Nobel Laureates	5	6
	Elective– VI (Any one) 502E4A: Theatre Art 502E4B: Recent Trends in Literature	3	4
	502C4C: Project with VIVA VOCE *	7	10
	502S4A: SEC-III - English Literature for Competitive Exams	2	4
	502V4A: Extension Activity	1	
		<b>23</b>	<b>30</b>

\* An External Examiner can be invited by the Institution for Evaluating the dissertations and to conduct the Vive-voce.

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**SEMESTER I - CORE -1 - POETRY**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C1A	POETRY	Core	Y	Y	-	-	5	7	25	75	100
<b>Learning Objective</b>											
LO1	To introduce the learners to the literary tradition of English Poetry starting from Medieval to Modern Period.										
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire and Epic.										
LO3	To enable the students to have a comprehensive view of the History of English literature										
LO4	To differentiate the various stages of English through the representative poets										
LO5	To critically examine the works of the writers of the period										
<b>Details</b>											
<b>UNIT I-Middle English Poetry</b>											
-Geoffrey Chaucer: "The General Prologue"-Pardoner, The Nun, Doctor, Friar											
<b>UNIT II- Elizabethan Poetry</b>											
- Edmund Spenser: "Prothalamion"											
- John Donne: "The Canonization"											
<b>UNIT III-Seventeenth Century Poetry &amp;Eighteenth Century Poetry</b>											
- John Milton: "Paradise Lost" Book IX											
- Andrew Marvell: "To His Coy Mistress"											
- John Dryden: "Absalom and Achitophel" [ Lines 150 – 476 ]											
- Thomas Gray: "Ode to a Distant Prospect of Eton College"											
<b>UNIT IV- Romantic &amp; Victorian Age Poetry</b>											
William Wordsworth "Tintern Abbey"											
S.T.Coleridge "Rime of an Ancient Mariner"											
P.B.Shelley "Ode to the West Wind"											
Robert Browning "My Last Duchess"											
Matthew Arnold "Dover Beach"											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT V- Modern Poetry**

- Rupert Brooke: "The Soldier"
- T.S.Eliot: "The Love Song of J. Alfred Prufrock"
- W. H. Auden: "Elegy on the death of W.B. Yeats"
- T.S.Eliot: "The Love Song of J. Alfred Prufrock"
- Dylan Thomas: "Do Not Go Gentle Into That Good Night"
- Philip Larkin: "Whitsun Weddings"
- Ted Hughes: "Hawk Roosting"
- Seamus Heaney: "The Tollund Man"

**Programme Outcomes**

CO	On completion of this course, students will	
1	Demonstrate knowledge of the movements that influenced the literature beginning from English Poetry starting from Medieval to Modern Period.	PO1, PO2
2	Trace the evolution of various literary movements. Distinguish and analyse the different genres of writings of the period.	PO5,PO6
3	Critically evaluate the literary language of the texts Prescribed.	PO7
4	Compare the literature of the age with the subsequent ages in the history of English Literature and interpret its significance in history	PO8
5	Exhibit the skill of analyzing literary works and writing Effectively	PO9, PO10

**Text Book**

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 Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Web Resources</b>	
1.	<a href="http://www.english.org.uk/chaucer/htm">http://www.english.org.uk/chaucer/htm</a>
2.	<a href="https://www.britannica.com/topic/The-Canonization">https://www.britannica.com/topic/The-Canonization</a>
3.	<a href="https://www.worldhistory.org/Elizabethan_Theatre/">https://www.worldhistory.org/Elizabethan_Theatre/</a> <a href="https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton">https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton</a>
4.	<a href="https://www.britannica.com/topic/Absalom-and-Achitophel">https://www.britannica.com/topic/Absalom-and-Achitophel</a>
5.	<a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm</a>

**Mapping with Programme Outcomes**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes**

CO /PO	PS O1	PS O2	PS O3	PS O4	PS O5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**CORE- II - DRAMA**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C1B	<b>Drama</b>	Core	Y	Y	-	-	5	7	25	75	100

**Learning Objective**

LO1	To acquaint the students with the origin of drama in England
LO2	To trace the different stages of British Drama and its evolution in the context of theatre.
LO3	To facilitate the learners to identify Socio-cultural scenario through the study of representative texts.
LO4	To enable the students to identify different forms of drama
LO5	To encourage the learners to examine the themes presented in English Drama and to develop the ability to critically analyze the texts.

**Details**

<p><b>UNIT I Beginnings of Drama</b>            - <b>Miracle and Morality Plays</b>            - <b>The Senecan and Revenge Tragedy:</b> Thomas Kyd - <i>The Spanish Tragedy</i></p> <p><b>UNIT II Elizabethan Theatre &amp; Jacobean Drama</b>            - Theatres, Theatre groups, Audience, Actors and Conventions              - Tragedy and Comedy              - Ben Jonson - <i>Volpone</i>              - John Webster - <i>The White Devil</i></p>
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<p><b>UNIT III Restoration Drama</b>            - John Dryden - <i>All for Love</i>            - William Congreve <i>The Way of the World</i></p> <p><b>UNIT IV</b>            - George Bernard Shaw - <i>The Apple Cart</i></p> <p><b>UNIT V Twentieth Century Drama</b>            - Irish Dramatic Movement              J.M Synge - <i>The Playboy of the Western World</i>            - Epic Theatre - Bertolt Brecht - <i>Mother Courage and her Children</i>            - Post-Modern Drama - Samuel Beckett - <i>Waiting for Godot</i></p>
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Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Appraise various aspects of drama and theatre	PO1, PO2

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5
3	Evaluate plot structure, characterization and dialogue	PO4
4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages,	PO6,PO7,PO8
5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO9,PO10
<b>Text Book</b>		
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.	
<b>Reference Books</b>		
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 <sup>th</sup> 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. <a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	
<b>Web Resources</b>		
1.	<a href="http://www.questia.com">http://www.questia.com</a> (online library for research)	
2.	<a href="http://www.clt.astate.edu/wmarev/asste%0">http://www.clt.astate.edu/wmarev/asste%</a>	
3.	<a href="https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/">https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/</a>	
4.	<a href="https://www.britannica.com/art/English-literature/The-Restoration">https://www.britannica.com/art/English-literature/The-Restoration</a>	
5.	<a href="https://www.britannica.com/art/epic-theatre">https://www.britannica.com/art/epic-theatre</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**CORE III - FICTION**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C1C	FICTION	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>											
LO1	To familiarize the students with the origin and development of British fiction from beginnings to 20th c										
LO2	To introduce the students to major writers of British fiction.										
LO3	To enable the students to comprehend the social background based on the prescribed novels.										
LO4	To facilitate the learners to identify and differentiate various forms of novels.										
LO5	To examine the themes presented in British fiction and to develop the ability to critically analyze the novels prescribed.										
<b>Details</b>											
<p><b>UNIT I</b></p> <ul style="list-style-type: none"> <li>● Definition, types, narrative modes</li> <li>● Daniel Defoe -<i>Robinson Crusoe</i></li> </ul> <p><b>UNIT II - Jonathan Swift - <i>Gulliver's Travels</i></b></p> <ul style="list-style-type: none"> <li>● Walter Scott -<i>Kenilworth</i></li> </ul> <p><b>UNIT III</b></p> <ul style="list-style-type: none"> <li>● Jane Austen - <i>Emma</i></li> <li>● Emily Bronte – <i>Wuthering Heights</i></li> </ul> <p><b>UNIT IV</b></p> <ul style="list-style-type: none"> <li>● Charles Dickens - <i>Hard Times</i></li> <li>● George Eliot - <i>The Mill on the Floss</i></li> <li>● Thomas Hardy - <i>The Mayor of Casterbridge</i></li> </ul> <p><b>UNIT V</b></p> <ul style="list-style-type: none"> <li>● D. H. Lawrence -<i>The Rainbow</i></li> <li>● Virginia Woolf- <i>Mrs.Dalloway</i></li> <li>● Julian Barnes - <i>A History of the World in 10½ Chapters</i></li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Acquaint the knowledge about the development of Novel as a literary form.	PO1, PO10
<b>CO2</b>	Identify the characteristics of different types of novels	PO2, PO3
<b>CO3</b>	Categorize the novels of different periods and Interpret the works of eminent writers.	PO4, PO5
<b>CO4</b>	Awareness on social, historical, literary and cultural elements of the changes in American Literature	PO4, PO5, PO6
<b>CO5</b>	Critically examine the works of the writers prescribed	PO7, PO8,PO10
<b>Text Books (Latest Editions)</b>		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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 <sup>th</sup> 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.	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

Web Resources	
1.	<a href="http://en.wikipedia.org/wiki/English_literature">http://en.wikipedia.org/wiki/English_literature</a>
2.	<a href="http://en.wikipedia.org/wiki/novel">http://en.wikipedia.org/wiki/novel</a>
3.	<a href="https://www.britannica.com/art/picaresque-novel">https://www.britannica.com/art/picaresque-novel</a>
4.	<a href="https://www.britannica.com/art/novel-of-manners">https://www.britannica.com/art/novel-of-manners</a>
5.	<a href="https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte">https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**ELECTIVE- I - SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E1A	Science Fiction, Fantasy and Detective Literature	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
CO1	To familiarize students with different forms of Science Fiction, Fantasy and Detective Fiction										
CO2	To enable them to identify the basic Structure and themes of Science Fiction										
CO3	To facilitate the learners to appreciate the fundamental features in fantasy fiction										
CO4	To enhance students' knowledge to identify the basic Structure and themes of Science and detective fiction										
CO5	To involve the students to a close reading important representative texts										
<b>Details</b>											
<b>UNIT I-BACKGROUND STUDIES</b>											
<ul style="list-style-type: none"> <li>● Science Fiction and Fantasy, Cyberpunk (From M.H.Abrams)</li> <li>● Alien Invasion, Apocalyptic and Post -Apocalyptic Fiction</li> <li>● Gothic Science Fiction,</li> <li>● Crime Fiction, Mystery Novels, Thriller (From M.H.Abrams)</li> </ul>											
<b>UNIT II-DETECTIVE FICTION</b>											
<ul style="list-style-type: none"> <li>● <i>The Hound of Baskervilles</i> - Arthur Conan Doyle</li> <li>● <i>Murder on the Orient Express</i> - Agatha Christie</li> </ul>											
<b>UNIT III-SCIENCE FICTION</b>											
<ul style="list-style-type: none"> <li>● Jules Verne - <i>Journey to the Center of the Earth</i></li> <li>● H.G.Wells - <i>The Time Machine</i></li> <li>● Isaac Asimov - <i>I,Robot</i></li> </ul>											
<b>UNIT IV-FANTASY FICTION</b>											
<ul style="list-style-type: none"> <li>● Lewis Carrol -<i>Alice in the Wonderland</i></li> <li>● Peter Straub - <i>Shadowland</i></li> </ul>											
<b>UNIT V-SHORT STORIES</b>											
<ul style="list-style-type: none"> <li>● Edgar Alan Poe - “ The Murders in the Rue Morgues”</li> <li>● E.M. Forster - “ The Machine Stops”</li> <li>● Ray Bradbury - “All Summer in a Day” -</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify different forms of Science Fiction, Fantasy and Detective Fiction	PO3
<b>CO2</b>	Fix the representative Detective Fiction in the larger context of Social changes.	PO2, PO6
<b>CO3</b>	Identify the basic Structure and themes of Science Fiction.	PO4, PO5
<b>CO4</b>	Appreciate the fundamental features and explore the major themes in fantasy fiction	PO6
<b>CO5</b>	Gain an understanding of contemporary and future science fiction by studying the history of the genre and many of the works that started important conversations about what it means to be human in a changing world.	PO10
<b>Text Books (Latest Editions)</b>		
	<ol style="list-style-type: none"> <li>1. Christie, Agatha. Murder on the Orient Express. 1934. New York: HarperCollins, 2011.</li> <li>2. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.</li> </ol>	
<b>References Books</b>		
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
	<ol style="list-style-type: none"> <li>1. Frank, Lawrence. Victorian Detective Fiction and the Nature of Evidence: The Scientific Investigations of Poe, Dickens, and Doyle. New York: Palgrave Macmillan, 2009.</li> <li>2. Zembo, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.</li> <li>3. James, P. D. Talking About Detective Fiction. London: Faber &amp; Faber, 2010.</li> </ol>	
<b>WEB RESOURCES</b>		
	<p> <a href="https://archive.org/details/EncyclopediaOfScienceFiction">https://archive.org/details/EncyclopediaOfScienceFiction</a>  <a href="https://www.britannica.com/art/science-fiction">https://www.britannica.com/art/science-fiction</a>  <a href="https://archive.org/details/mammothencyclope0000unse_m8s5">https://archive.org/details/mammothencyclope0000unse_m8s5</a>  <a href="https://www.britannica.com/art/detective-story-narrative-genre">https://www.britannica.com/art/detective-story-narrative-genre</a>  <a href="https://archive.org/details/shadowland00pete_1">https://archive.org/details/shadowland00pete_1</a>  <a href="https://archive.org/details/isaac-asimov-the-last-question">https://archive.org/details/isaac-asimov-the-last-question</a> </p>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**ELECTIVE – II - APPROACHES AND METHODS IN ENGLISH LANGUAGE TEACHING**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E1B	<b>Approaches and Methods in English Language Teaching</b>	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To enhance the learning and teaching skills of English										
LO2	To familiarize students about the basic concepts and theories related to English language teaching										
LO3	To focus on the problems in language teaching										
LO4	Explore different ways of testing										
LO5	Practice writing lesson plans and teaching										
<b>Details</b>											
<b>UNIT I</b>											
Beginning of ELT - A Historical Overview English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP) Teaching of English as Second Language (TESL) in India Second Language Acquisition Theories; Krashen's hypothesis; Chomskian perspective											
<b>UNIT II</b>											
ELT Theories - Behaviourism, Cognitivism, Constructivism Approaches - Structural Approach, Lexical Approach, Communicative Approach, Task-Based Teaching and Learning Methods - Grammar-Translation, Audio-Lingual, Oral Situational, Direct Method											
<b>UNIT III</b>											
Teaching Poetry, Prose, Drama, Fiction - Methods and Techniques Content and Language Integrated Learning (CLIL) - Teaching LSRW skills through Literature Computer Assisted Language Learning (CALL) - ICT tools - e-books, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling, YouTube videos, Mobile apps, and games											
<b>UNIT IV</b>											
Types of Syllabus; Materials Design and Development Outcome Based Education (OBE); Bloom's Taxonomy, Revised Taxonomy (2001) Writing Lesson Plan and Class Summary Student Diversity and Classroom Management; Teacher as Facilitator or Mentor Classroom Observation; Teacher Reflection; Teaching Journals; Peer Teaching and Group Teaching											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT V**

Testing and Evaluation - Norm vs Criterion-Referenced Testing  
 Test Types and Test Design; Formative and Summative Assessment; Wash-back effect  
 Test Validity, Reliability, and Practicality  
 Multiple Choice Questions (MCQ) - Item Difficulty and Distractor Analysis  
 Common European Framework of Reference for Languages (CEFR); IELTS and TOEFL

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify teaching methods/approaches	PO3
<b>CO2</b>	Learn to teach skills - L S R W and literature	PO1, PO2
<b>CO3</b>	Identify the objectives, active role of learners, teachers and materials	PO4, PO5
<b>CO4</b>	Testing and Evaluating learners using norm and criterion-referenced methods of assessment	PO3, PO7
<b>CO5</b>	Learn to prepare lesson plans to teach English	PO8, PO9

<b>Textbooks(Latest Editions)</b>	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	Saraswathi. V, English Language Teaching: Principles and Practice
3.	Penny Ur. A Course in Language Teaching Practice and theory
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.
<b>Web Resources</b>	
1	<a href="http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/">http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/</a>
2.	<a href="https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/">https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/</a>
3.	<a href="https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/">https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/</a>
4.	<a href="https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17">https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17</a>
5.	<a href="https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf">https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf</a>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

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

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**SEMESTER-II -**  
**CORE- IV - INDIAN WRITING IN ENGLISH**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C2A	<b>Indian Writing in English</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	Enabling the students to understand the evolution of Indian Writing in English and in translation										
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 and in translation.										
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.										
<b>Details</b>											
<b>UNIT I</b>											
<ul style="list-style-type: none"> <li>● Toru Dutt - “Sita”</li> <li>● Sarojini Naidu- “In the Forest”</li> <li>● Kamala Das- “Looking Glass,”</li> <li>● Nissim Ezekiel- “Morning Prayer”</li> <li>● A.K.Ramanujan - “A River”</li> </ul>											
<b>UNIT II</b>											
<ul style="list-style-type: none"> <li>● R. Parthasarathy - “ Under Another Sky”</li> <li>● Keki N.Daruwalla - “Hawk”</li> <li>● Arun Kolatkar -”A Low Temple”</li> <li>● Arundhati Subramaniam -”To the Welsh Critic Who Doesn’t Find Me Identifiably Indian”</li> </ul> <p>Easterine Kire -”Riddu Riddu”</p>											
<b>UNIT III</b>											
<ul style="list-style-type: none"> <li>● RabindranathTagore - <i>Chandalika</i></li> <li>● Vijay Tendulkar - <i>Silence, the Court is in Session</i></li> <li>● Girish Karnad - <i>The Fire and the Rain</i></li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT IV**

- Sri Aurobindo - The Essence of Poetry, Style and Substance (from *The Future Poetry*)
- Shashi Tharoor- The Looting of India (*An Era of Darkness*)

**UNIT V**

- Mulk Raj Anand- *Untouchable*
- Shashi Deshpande - *Small Remedies* –
- Arundhati Roy - *The God of Small Things*
- Pudumaippittan's - "Redemption" (Akalikai and Sabavimochanam)

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the themes of Indian Writing in English and in translation	PO1
<b>CO2</b>	Identify the major trends in Indian Writing in English and in translation	PO1, PO2
<b>CO3</b>	Examine the background and settings of the prescribed texts	PO4, PO6
<b>CO4</b>	Evaluate the cultural significance of Indian English Literature and in translation.	PO4, PO5, PO6
<b>CO5</b>	Be exposed to diverse culture and literature that will further enlighten them about socio-cultural scenario in the contemporary era.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.	
2.	Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.	
3.	K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.	
4.	Amit Chaudhuri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.	
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Web Resources</b>	
1.	<a href="http://en.wikipedia.org/wik/indian_wriTIng_in_english">http://en.wikipedia.org/wik/indian_wriTIng_in_english</a>
2.	<a href="https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/">https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/</a>
3.	<a href="https://www.britannica.com/biography/Sri-Aurobindo">https://www.britannica.com/biography/Sri-Aurobindo</a>
4.	<a href="https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/">https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/</a>
5.	<a href="https://www.britannica.com/biography/Anita-Desai">https://www.britannica.com/biography/Anita-Desai</a>

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping Specific Outcome:**

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

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**SEMESTER-II – CORE – V - AMERICAN LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C2B	<b>American Literature</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To explore the origin and growth of American Literature										
LO2	To introduce the students to the basic traits of American Literature and its cultural history.										
LO3	To introduce the students to eminent writers of America and their works										
LO4	To introduce the concepts and emerging trends and movements in American literature										
LO5	To evaluate and analyze the works prescribed										
<b>Details</b>											
<b>UNIT I - POETRY</b>											
● Walt Whitman - "Out of the Cradle Endlessly Rocking"											
● Emily Dickinson - "The Soul Selects Her Own Society"											
● Robert Frost - "After Apple Picking"											
● E. E. Cummings - "Cambridge Ladies"											
● Wallace Stevens - "Anecdote of the Jar"											
● Sylvia Plath - "Mirror"											
● Adrienne Rich - "Snapshots of a Daughter-in-law"											
● Robert Hayden - "Runagate Runagate"											
<b>UNIT II - PROSE</b>											
● Emerson - "The American Scholar"											
● Thoreau - Walden - Chapter "Pond"											
● Amy Tan- "Mother Tongue"											
● Alice Walker - "In Search of my Mother's Garden"											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>UNIT III - DRAMA</b>
● Arthur Miller - <i>Death of a Salesman</i>
● Eugene O'Neil - <i>The Hairy Ape</i>
<b>UNIT IV - SHORT STORY</b>
● Edgar Allan Poe - "The Cask of Amontillado"
● Mark Twain - "the Californian's Tale"
● Herman Melville - "Bartleby the Scrivener"
● Philip Roth - "The Conversation of the Jews"
<b>UNIT IV - FICTION</b>
● William Faulkner – <i>Sound and Fury</i>
● Toni Morrison - <i>Sula</i>
● Sherman Alexie - <i>The Absolutely True Diary of a Part-Time Indian</i>

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the contributions of major American writers and their impact on the development of American literature	PO2
<b>CO2</b>	Analyze the movements and trends that shaped American literature	PO1, PO3
<b>CO3</b>	Gain knowledge about the transcendentalist and Romantics movements.	PO4, PO5
<b>CO4</b>	Validate representative socio-political, cultural, racial and gender perspectives in the prescribed texts	PO4, PO5, PO6
<b>CO5</b>	Critically analyze the multicultural sensibility of American society	PO8, PO10
<b>Text Books (Latest Editions)</b>		
1.	Willis Wagner : American Literature - A World View	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	, Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.	
2.	Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Web Sources</b>	
1.	<a href="https://www.thoughtco.com/american-literary-periods-741872">https://www.thoughtco.com/american-literary-periods-741872</a>
2.	<a href="https://www.poetryfoundation.org/poets/walt-whitman">https://www.poetryfoundation.org/poets/walt-whitman</a>
3.	<a href="https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/">https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/</a>
4.	<a href="https://www.britannica.com/art/American-literature">https://www.britannica.com/art/American-literature</a>
5.	<a href="https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/">https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/</a>

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**CORE- VI - SHAKESPEARE STUDIES**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402C2C	Shakespeare Studies	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>											
CO1	To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.										
CO2	Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages										
CO3	Undertake textual analysis of Shakespeare's Plays and Sonnets										
CO4	Appraise Shakespeare's contribution to English language and literature										
CO5	Recognize Shakespearean critics and their criticism of his works										
<b>Details</b>											
<b>UNIT I</b>											
<ul style="list-style-type: none"> <li>➤ Shakespeare Theatre</li> <li>➤ Theatre Conventions</li> <li>➤ Sources</li> <li>➤ Problems of categorization</li> <li>➤ Trends in Shakespeare Studies up to the 19<sup>th</sup> Century</li> <li>➤ Sonnet and court politics</li> <li>➤ Famous actors &amp; Theatre criticism</li> <li>➤ Shakespeare into film &amp; play production.</li> </ul>											
<b>UNIT II</b>											
<ul style="list-style-type: none"> <li>● Sonnets – 12, 65, 86, 130</li> <li>● Comedy plays - <i>Much Ado About Nothing</i>, <i>Winter's Tale</i></li> </ul>											
<b>UNIT III</b>											
<ul style="list-style-type: none"> <li>● Tragedy - <i>Othello</i></li> </ul>											
<b>UNIT IV</b>											
<ul style="list-style-type: none"> <li>● History - <i>Henry IV Part I</i>, <i>Julius Caesar</i></li> </ul>											
<b>UNIT V</b>											
<b>Shakespeare Criticism</b>											
<ul style="list-style-type: none"> <li>● Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist</li> <li>● A.C. Bradley (extract) From <i>Shakespearean Tragedy</i> Chapters (Lecture V &amp; VI)</li> <li>● Granville Baker - From <i>Prefaces to Shakespeare</i> - Chapter "Preface to Othello"</li> <li>● Stephen Greenblatt- From <i>Shakespearean Negotiations</i>- Chapter "Invisible Bullets- Renaissance Authority and its Subversion, Henry IV &amp; Henry V"</li> </ul>											
[New York:Oxford University Press, 1988]											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify the social, cultural and political events as represented in the works of Shakespeare	PO1
<b>CO2</b>	Understand Elizabethan theatre and the theatre's development	PO3
<b>CO3</b>	Illustrate the linguistics richness and figurative language of the plays	PO4, PO5
<b>CO4</b>	Identify the trends and approaches in Shakespeare studies	PO6
<b>CO5</b>	Critically analyze the works of Shakespeare	PO7, PO10
<b>Text Books (Latest Editions)</b>		
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.	
2.	Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.	
3	Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.	
4	John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.	
5	Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.	
<b>Web sources</b>		
1	<a href="http://www.shakespeare.bham.ac.uk/resources">http://www.shakespeare.bham.ac.uk/resources</a>	
2.	<a href="https://www.folger.edu/shakespeares-theater">https://www.folger.edu/shakespeares-theater</a>	
3.	<a href="https://www.britannica.com/art/sonnet">https://www.britannica.com/art/sonnet</a>	
4.	<a href="https://www.sparknotes.com/shakespeare/othello/genre/">https://www.sparknotes.com/shakespeare/othello/genre/</a>	
5.	<a href="https://www.historytoday.com/archive/british-english-monarchs/henry-iv">https://www.historytoday.com/archive/british-english-monarchs/henry-iv</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**ELECTIVE III - GENDER STUDIES THROUGH LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>402E2A</b>	<b>GENDER STUDIES THROUGH LITERATURE</b>	Elective	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to gender studies through literary texts and theory										
LO2	To sensitise about the sociological perspectives on gender										
LO3	To acquaint with concepts of Sex and Gender, Gender and sexuality										
LO4	To understand contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency										
LO5	To gain knowledge of multiple forms of oppression and marginalization as represented in literature										
<b>Details</b>											
<b>UNIT I</b>											
<ul style="list-style-type: none"> <li>· Concepts of Sex and Gender, Gender and sexuality- various categories</li> <li>· Understanding Patriarchy</li> <li>· Sociological perspectives on gender</li> <li>· Gender identity, Gender role, Gender stereotyping</li> <li>· Gender discrimination, Gender equity</li> <li>· Gender stratification</li> <li>· Intersectionality</li> </ul>											
<b>UNIT II : FEMININITY</b>											
<ul style="list-style-type: none"> <li>· The Second Sex [ Chapter from Part I – Destiny ] by Simone De Beauvoir</li> <li>· “ Phenomenal Woman” – Maya Angelou</li> <li>· “Persephone Falling” – Rita Dove</li> <li>· “Spelling” – Margaret Atwood</li> <li>· “He Replaces Poetry”- Meena Kandasamy</li> <li>· Trifles – Susan Glaspell</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT III MASCULINITY**

- “What is Masculinity?” (page 1-24) from *Masculinities and Culture* –John Beynon
- “On the Move” – Thom Gunn
- “My Father’s Sadness” – Shirley Lim
- “A Lucky Man” -Jamel Brinkley
- The Power of the Dog – Thomas Savage [ Fiction ]

**UNIT IV QUEER AND TRANS VOICES**

- “Critically Queer” - Chapter 8 from *Bodies that Matter* – Judith Butler
- “Queer” – Frank Bidart
- “I am Vidya” – Living Smile Vidya [Memoir]
- The Danish Girl – David Evershoff [ Fiction ]

**UNIT V PERFORMATIVITY**

- Section II- ‘Binary Genders and the Heterosexual Contract’ from “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” by Judith Butler [ Lines beginning “To guarantee the reproduction of a given culture .....” upto Lines ending “...gender is only socially compelled and in no sense ontologically necessitated.”]
- “The Chess Players” – Munshi Premchand
- “The Fly” – Katherine Mansfield
- Dance like a Man – Mahesh Dattani [Drama ]

**Course Outcomes**

Course Outcomes	On completion of this course, students will	
<b>CO1</b>	have a general knowledge of gender studies through literary texts and theory	PO3
<b>CO2</b>	be sensitive about Sociological perspectives on gender	PO2, PO6
<b>CO3</b>	be acquainted with concepts of Sex and Gender, Gender and sexuality	PO4. PO5
<b>CO4</b>	have understood the contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency	PO6
<b>CO5</b>	have gained knowledge of multiple forms of oppression and marginalization as represented in literature	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Books for Extra Reading</b>	
	<p>Mary Wollstonecraft – <i>A Vindication of the Rights Of Women</i> · ·            Virginia Woolf – <i>A Room of one’s Own</i>            bell hooks - <i>Understanding Patriarchy</i> –            Elaine Showalter: <i>A literature of their own:</i>            Jeanette Winterson: <i>Art Objects</i> ·            Bell Hooks: <i>Understanding Patriarchy</i>            Virginie Despentes- <i>King Kong theory</i> ·            R.W Connell- <i>Masculinities</i>            Ruth Vanita and Saleem Kidwai: <i>Same Sex Love in India: Readings from Literature and History</i>            Hoshang Merchant - <i>The Man who would be Queen</i></p>
<b>References Books</b>	
	<p>Judith Halberstam, Jack Halberstam. <i>Female Masculinity</i> Duke University Press, 1998            Crenshaw, Kimberle. <i>Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics</i>            Revathi, A. <i>The Truth About Me: A Hijra Life Story</i>            Jackson, S. and Scott, S. <i>Gender: A Sociological Reader</i>. Routledge.2002            Kimmel S Michael <i>The Gendered Society: Reader</i>. Oxford University Press.(2004)            Tong, Rosemarie <i>Feminist Thought: A Comprehensive Introduction</i>. Westview Press(2009)</p>
	<p><b>WEB RESOURCES</b>            Gender Studies: Foundations and Key Concepts - <a href="https://bit.ly/3MIGIRh">https://bit.ly/3MIGIRh</a>            Phenomenal Woman - MAYA ANGELOU - <a href="https://bit.ly/3EFnd3j">https://bit.ly/3EFnd3j</a>            1949 Simone De Beauvoir <i>The Second Sex</i>- <a href="https://bit.ly/3Oqvk8J">https://bit.ly/3Oqvk8J</a>  <a href="https://www.amherst.edu/system/files/media/1650/butler_performative_acts.pdf">https://www.amherst.edu/system/files/media/1650/butler_performative_acts.pdf</a></p>

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**ELECTIVE IV - LITERATURE AND FILM**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
<b>402E2B</b>	<b>LITERATURE AND FILM</b>	Elective	Y	Y	-	-	3	4	25	75	100	
<b>Learning Objectives</b>												
LO1	Binding the popular interest in films with technical and socio-cultural dimensions of film appreciation.											
LO2	Understanding the bond between the films and literature.											
LO3	Analyzing the literary texts in comparison with the films.											
LO4	Critical appreciation of films in the background of literary theories.											
LO5	Tracing the differentiation in films from different parts of the world.											
<b>Details</b>												
<b>UNIT I</b> Shakespeare's <i>Macbeth</i> adapted as <i>Maqbool</i> by Vishal Bharadwaj												
<b>UNIT II</b> G.B.Shaw's <i>Pygmalion</i> adapted as <i>My Fair Lady</i> by George Cukor												
<b>UNIT III</b> Michael Ondaatje's <i>The English Patient</i> adapted by Anthony Minghella												
<b>UNIT IV</b> J.K. Rowling's <i>Harry Potter and the Chamber of Secrets</i> adapted by Chris Columbus												
<b>UNIT V Films for Appreciation</b> Stephen King's <i>Rita Heyworth and Shawshank Redemption</i> adapted as <i>Shawshank Redemption</i> by Frank Darabont Markus Zusak's <i>The Book Thief</i> adapted by Brian Percival Delia Owens <i>Where the Crawdads Sing</i> adapted by Olivia Newman Poomani's <i>Vekkai</i> adapted as <i>Asuran</i> by Vetrimaran												
<b>Course Outcomes</b>												
<b>Course Outcomes</b>	On completion of this course, students will;											
<b>CO1</b>	Film Review and appreciation becomes handy for the Students							PO1,PO2				
<b>CO2</b>	Connecting film and literature nuances effectively							PO3, PO4				
<b>CO3</b>	Exposure to film techniques and genres							PO7				
<b>CO4</b>	Critical appreciation of films							PO6,PO8				
<b>CO5</b>	Analysing film forms effectively							PO10				

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Text Books (Latest Editions)</b>	
1.	Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
2.	Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
2.	Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3	Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.
<b>Web Resources</b>	
1	<a href="http://www.academic info.net/film.html">www.academic info.net/film.html</a> .
2.	<a href="https://wnorton.com/books/9780393420531">https://wnorton.com/books/9780393420531</a>
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a>
5.	<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**[SEC] I (a)– EMPLOYABILITY SKILLS**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>402S2A</b>	<b>EMPLOYABILITY SKILLS</b>	skill	Y	Y	-	-	2	4	25	75	100
<b>Learning Objectives</b>											
LO1	To provide the students with an ability to build and enrich their communication skills.										
LO2	To outline the importance of Employability Skills for the current job market and future of work										
LO3	To facilitate the learners to learn personal and professional development										
LO4	To highlight the importance of Self-Awareness and Behavioral Skills										
LO5	To help them think and speak imaginatively and critically										
<b>Course Outcomes</b>											
<b>Course Outcomes</b>	On completion of this course, students will;										
<b>CO1</b>	Analyze the various types of communication								PO2,PO3		
<b>CO2</b>	Learn about the four skills of language and get familiarized with them.								PO1, P04		
<b>CO3</b>	Enhance their personal and professional development								PO5, PO6		
<b>CO4</b>	Gain employability Skills for the current job market and future of work								PO7, PO8, PO9		
<b>CO5</b>	Acquire self-confidence and behavioral Skills								PO10		
<b>Text Books (Latest Editions)</b>											
1.	Michael Mccarthy and Felicity O’Dell, English Vocabulary in use( Advanced)										
2.	Dr. M. Sen Gupta, Skills for Employability: A Handbook										
3	Brent C. Oberg. Interpersonal Communication										
4	John Seely. The Oxford Guide to Writing and Speaking										
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)											
1.	Understanding Body Language by Alan Pease.										
2.	Bill Mascull, Business Vocabulary in Use										
3	Asha Kaul. Effective Business Communication										
4	S.K. Mandel. Effective Communication and Public Speaking										

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

Web sources	
1.	<a href="http://www.researchgate.net">www.researchgate.net</a>
2.	<a href="https://business.tutstplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048">https://business.tutstplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048</a>
3.	<a href="https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION">https://wikieducator.org/INTRODUCTION TO COMMUNICATION</a>
4.	<a href="https://akpsi.org/what-is-oral-communication/">https://akpsi.org/what-is-oral-communication/</a>
5.	<a href="https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/">https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/</a>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**[SEC] I (c) - BASICS OF COPY EDITING**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402S2C	Basics of Copy Editing	SKILL	Y	Y	-	-	3	4	25	75	100
Course Objectives											
CO1	To comprehend the basic skills of editing as it is applicable in the field of publishing, Journalism and digital media										
CO2	Analyzing the need of copyediting skills										
CO3	Developing the student's ability to edit and prepare a manuscript for publication which will enhance their employability in publishing industry										
CO4	Applying the knowledge of Language components										
CO5	Evaluating the important components of copyediting										
Details											
<p>UNIT I : Introduction</p> <ul style="list-style-type: none"> <li>ØWhat is Copyediting? -</li> <li>ØWho is a Copyeditor and what are the required skills &amp; Aptitude?</li> <li>ØWhat is the role of a Copyeditor?</li> <li>ØDifferent Kinds of Books</li> <li>ØHouse Style/ Style Guides/ Style Manuals</li> <li>ØProspects of Copyediting as a career</li> </ul> <p>UNIT II :Basic Copyediting skills</p> <ul style="list-style-type: none"> <li>ØFundamentals of Copyediting</li> <li>ØSkills and responsibilities of a Copyeditor</li> <li>ØCopyediting for Academic Books/ Fiction/ Non-fiction/ Newspapers/ Journals/ Magazines/ Theses &amp; Dissertations</li> <li>ØOn-screen editing, Tools for Editing – MS Word (Review, Track changes/ Google drive)</li> <li>ØArt of Querying                         <ul style="list-style-type: none"> <li>○when and how to ask</li> <li>○sending queries to authors</li> <li>○standard questions and effective wording</li> <li>○queries for text, tables, graphs and images</li> </ul> </li> <li>ØAlt Text Writing</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT III : Language Editing**

- Ø Nouns, pronouns, verbs, adjectives, adverbs
- Ø Subject-verb agreement
- Ø Split infinitives
- Ø Dangling participles
- Ø Modifiers
- Ø Bias-free language
- Ø organization

Grammar and Beyond Grammar (Einsohn Part III, 14 & 15)

**UNIT IV : Editorial Style**

- Ø Punctuation, spelling and hyphenation, capitalization
- Ø Numbers and numerals
- Ø Quotations, abbreviations, acronyms and symbols
- Ø Tables, graphs and art
- Ø Front and back matter
- Ø Proofreading

**UNIT V : Practical Exercises**

**Course Outcomes**

Course Outcomes	On completion of this course, students will;	
CO1	Understand the basics of copyediting	PO1, PO3
CO2	Be familiar with the role and responsibilities of a copyeditor	PO2, PO5
CO3	Gain exposure to effective editing skills	PO4
CO4	Appreciate the nuances of language and its significance in copyediting	PO6, PO8
CO5	Be equipped to pursue a career in copyediting	PO9

**Text Books (Latest Editions)**

1.	Butcher, Judith, Caroline Drake and Maureen Leach <i>Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proofreaders</i> 4 <sup>th</sup> Edition. Cambridge U P, 2006.
2.	Einsohn, Amy. <i>The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications</i> . U California P, 2000.

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

References Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	Kumar, Vivek. <i>Discover the Editor in You</i> Independently published, 2023.
Web sources	
1	<a href="https://www.ciep.uk/training">https://www.ciep.uk/training</a>

**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	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

CO /PO	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 Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

3 – Strong, 2 – Medium, 1 - Low

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**SEMESTER - III**  
**CORE VII - POSTCOLONIAL THEORY AND LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502C3A	<b>Post-Colonial Theory and Literature</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To examine, understand current socio political mood in `third-world' countries through the study of their fiction and poetry.										
LO2	To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres										
LO3	To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people										
LO4	Emphasis will be laid on tracing the development of post-colonial literatures and theory.										
LO5	Recognize the critical perspectives in Postcolonial literatures.										
<b>Details</b>											
<p><b>UNIT I – Key Concepts</b></p> <ul style="list-style-type: none"> <li>➤ Centre/Margin (Periphery),</li> <li>➤ Dislocation,</li> <li>➤ Ecological Imperialism,</li> <li>➤ Eurocentrism,</li> <li>➤ Hegemony</li> </ul> <p><b>UNIT II - POETRY -</b></p> <ul style="list-style-type: none"> <li>● Ben Okri - “An African Elegy” (Africa)</li> <li>● Kofi Awonoor - “The Weaver Bird” (Ghana)</li> <li>● Kath Walker - “No More Boomerang” (Australia)</li> <li>● James Reaney : “Maps” ( Canada)</li> <li>● Kamau Brathwaite- “Colombe” (Caribbean Islands)</li> <li>● Allen Curnow - “Time” (New Zealand)</li> <li>● Pablo Neruda - “The Dictators” (Chile)</li> <li>● Lakdasa Vikramsimha - “Don’t talk to me about Matisse” (Sri Lanka)</li> <li>● Syed Amanuddin - “ Don’t Call Me Indo Anglican” (India)</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT III- DRAMA**

- Wole Soyinka: *Death and the King's Horsemen*
- Derek Walcott: *Dream on Monkey Mountain*

**UNIT IV- FICTION**

- Chinua Achebe : *Things Fall Apart.*
- Thomas King : *The One About Coyote Going West*
- Sam Selvon : *The Lonely Londoners.*

**UNIT V- POST-COLONIAL THEORY**

- *The Empire Writes Back* - Chapter 1 by Ashcroft, Griffiths and Tiffin

**Course Outcomes**

Course Outcomes	On completion of this course, students will	
<b>CO1</b>	Evaluate the political and social background of the third world nations	PO2
<b>CO2</b>	Identify the emerging trends in Post- Colonial Literature	PO1, PO3
<b>CO3</b>	Examine the Problems and consequences of the decolonization of a country,	PO4, PO5
<b>CO4</b>	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO6,P10
<b>CO5</b>	Interpret the postcolonial concepts found in different literary genres	PO7, PO8

**Text Books (Latest Editions)**

- |    |   |
|----|---|
| 1. | Macaulay's Minutes of 1831/35.              |
| 2. | Post-Colonial Studies: eds. Ashcroft et.al. |

**References Books**

**(Latest editions, and the style as given below must be strictly adhered to)**

- |    |  |
|----|--|
| 1. | Specific issues of Journal of Commonwealth Literature.             |
| 2. | Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin. |
| 3. | Canadian Voices. ed. S. Kudchedkar and Jameela Begum.              |
| 4. | Frantz Fanon : The Wretched of the Earth.                          |
| 5. | Ashish Nandy : The Fear of Nationalism.                            |

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

Web Sources	
1	<a href="https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature">https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature</a>
2.	<a href="https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/">https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/</a>
3.	<a href="https://www.britannica.com/biography/Chinua-Achebe">https://www.britannica.com/biography/Chinua-Achebe</a>
4.	<a href="https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532">https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532</a>
5.	<a href="https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A">https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**SEMESTER –III - CORE VIII -CONTEMPORARY LITERARY CRITICISM**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>502C3B</b>	<b>Contemporary Literary Criticism</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To enable the students to comprehend that criticism is not merely an understanding of literary text but also a rapidly increasing body of knowledge										
LO2	To introduce students to the functions of a critic and criticism.										
LO3	To focus on interpreting the works of various literary critics										
LO4	To facilitate the learners to focus on evaluate critically and aesthetically the prescribed texts										
LO5	To enable to students to compare significant poetics and aesthetic traditions of the world.										
<b>Details</b>											
<b>UNIT I</b>											
<ul style="list-style-type: none"> <li>● <i>Biographia Literaria</i> -Chapter XIV - S.T.Coleridge</li> <li>● <i>Creative Writers and Day Dreaming</i> - Sigmund Freud</li> <li>● <i>The Archetypes of Literature</i> – Northrop Frye</li> </ul>											
<b>UNIT II</b>											
<ul style="list-style-type: none"> <li>● “Structure, Sign and Play in the Discourse of Human Sciences”- Derrida</li> <li>● The Structural Study of Myth – Claude Levi Strauss</li> </ul>											
<b>UNIT III</b>											
<ul style="list-style-type: none"> <li>● Irony as Principle of Structure - Cleanth Brooks</li> <li>● The Death of the Author - Roland Barthes</li> </ul>											
<b>UNIT IV</b>											
<ul style="list-style-type: none"> <li>● Capitalism, Modernism and Postmodernism- Terry Eagleton</li> <li>● Towards a Feminist Poetics - Elaine Showalter</li> </ul>											
<b>UNIT V</b>											
<ul style="list-style-type: none"> <li>● “Analysis and Interpretation of the Realist Text:Ernest Hemingway’s ‘Cat in the Rain’” - from Working with Structuralism - David Lodge</li> <li>● “Structural Analysis of Narrative”- Tzvetan Todorov</li> <li>● "Disjunction and Difference in the Global Cultural Economy" - Arjun Appadurai</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand a literary text by applying various critical theories.	PO2, PO3
<b>CO2</b>	Develop the objective analysis of the subject matter	PO4
<b>CO3</b>	Analyze a literary text with reference to socio-political issues	PO5
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO6, PO8
<b>CO5</b>	Demonstrate an understanding of the changing emphasis in the study of literature from text towards context	PO9, PO10
<b>Text Books (Latest Editions)</b>		
1.	Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.	
2.	Culler, Jonathan. Literary Theory: A Very Short Introduction. Oxford	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.	
2.	Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.	
<b>Web Resources</b>		
1	<a href="https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/">https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/</a>	
2	<a href="https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences">https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences</a>	
3	<a href="https://fs.blog/susan-sontag-against-interpretation/">https://fs.blog/susan-sontag-against-interpretation/</a>	
4	<a href="https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560">https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/the-deconstructive-angel/4517560</a>	
5	<a href="https://www.britannica.com/biography/Roland-Gerard-Barthes">https://www.britannica.com/biography/Roland-Gerard-Barthes</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**CORE - IX: LANGUAGE AND LINGUISTICS**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502C3C	Language and Linguistics	Core		Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners sounds of English Language										
LO2	To familiarize the learners with the word meaning										
LO3	To enable learners to comprehend linguistic concepts										
LO4	To expose them to theoretical and practical manifestations of linguistics.										
LO5	To familiarize learners with the discourse of linguistics										
<b>Details</b>											
<b>UNIT I</b>											
Phonology											
<ul style="list-style-type: none"> <li>- Sounds of Language (I)</li> <li>- Sounds of Language(II)</li> </ul>											
<b>UNIT II</b>											
<ul style="list-style-type: none"> <li>➤ Morphology</li> <li>➤ Morphemes - Free and Bound Morphemes, Derivational versus Inflectional,</li> <li>➤ Morphological Description: Morphs and Allomorphs</li> </ul>											
<b>UNIT III</b>											
Grammar and Syntax											
Types of Grammar, Parts of Speech Bracketed , Traditional Grammar, Traditional Categories, Traditional Analysis, The Prescriptive Approach, The Descriptive Approach , Structural analysis, Immediate Constituent Analysis, Labeled and Sentences, A Gaelic sentence											
Syntax, Generative Grammar, Properties of Grammar, Deep and surface structure, Structural ambiguity, Different Approaches, Symbols used in syntactic description, Labeled diagrams, Phrase structure rules, Back to recursion, Transformational rules											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT IV**

Semantics

Semantics, Conceptual versus Associative Meaning, Semantic features, Semantic roles, Lexical relations, Synonymy, Antonymy, Hyponymy, Prototypes, Homophony, Homonymy and Polysemy, Collocation

**UNIT V**

Applied Linguistics

Sociolinguistics - code switching, Code mixing, Discourse analysis  
 Psycholinguistics - Language and Psychology, Neurolinguistic Programming

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the historical background of Language and Literature	PO1, PO3
<b>CO2</b>	Apply the linguistic form to language use	PO1
<b>CO3</b>	Comprehend the classification and description of Word change	PO4
<b>CO4</b>	Analyze the syntactic, grammatical and semantic patterns	PO6, PO8
<b>CO5</b>	Demonstrate a fair knowledge of nature of language and its functions	PO9, PO10
<b>(Text Books in Latest Edition)</b>		

1	Lyons, John. Language and Linguistics: An Introduction. Cambridge University Press.
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<b>Web sources</b>	
1	<a href="https://linguistics.ucla.edu/people/stabler/20-14.pdf">https://linguistics.ucla.edu/people/stabler/20-14.pdf</a>
2	<a href="https://viancep2012.files.wordpress.com/2012/10/english-language.pdf">https://viancep2012.files.wordpress.com/2012/10/english-language.pdf</a>
3	<a href="https://gavsispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf">https://gavsispanel.gelisim.edu.tr/Document/takman/20210430213110461_27bcb615-89a1-4ff6-8131-c08866dee832.pdf</a>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

1	Wallwork, J.F. Language and Linguistics: An Introduction to the Study of Language. Heinemann Educational Books, London.
2	Yule, George. The Study of Language. Cambridge University Press

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**CORE X – WRITINGS OF THE MARGINALIZED**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502C3D	Writings of the Marginalized	Core	Y	Y	-	-	4	6	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to the realities and ideological underpinnings of the subaltern culture										
LO2	To provide knowledge about the marginalized people’s uprising in the literary, social and cultural spheres.										
LO3	To understand the limitations of Subaltern studies.										
LO4	To enable learners to identify and appreciate the aesthetic positions of these texts										
LO5	To facilitate the learners to identify the issues around the world										
<b>Details</b>											
<p><b>UNIT I- Key Terms</b>            Subalternity, Marginality, Dalit, Queerness , Disability, Minorities, Race and Indigenous people, Refugees, Migration and immigrants</p> <p><b>UNIT II – POETRY</b></p> <ul style="list-style-type: none"> <li>● Maya Angelou- “The Caged Bird’</li> <li>● Oodreroo Noonuccal – “We are Going”</li> <li>● Rita Joe – “I Lost My Talk”</li> <li>● Paula Gunn Allen – “Taking a Visitor to See the Ruins”</li> <li>● L.J. Mark – “It’s a New Day”</li> <li>● Louise Erdrich - “Captivity”</li> </ul>											
<p><b>UNIT III- PROSE</b></p> <ul style="list-style-type: none"> <li>● “Castes in India” and “Annihilation of Caste, Genesis and Mechanism of Caste” by B.R Ambedkar</li> <li>● “Can the Subaltern Speak” - Gayathri Spivak</li> </ul> <p><b>UNIT IV – DRAMA</b></p> <ul style="list-style-type: none"> <li>● <i>Nandan Kathai</i> - Indra Parthasarathy - translated by C.T. Indra</li> <li>● <i>No Sugar</i> - Jack Davis</li> </ul> <p><b>UNIT V- FICTION</b></p> <ul style="list-style-type: none"> <li>● <i>Oranges are not Only Fruit</i> - Jeanette Winterson</li> <li>● <i>Pethavan</i> - Imayan</li> <li>● <i>In Search of April RainTree</i> - Beatrice Culleton Mosionier</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will	
<b>CO1</b>	Understand the historical and political background of Marginalized issues	PO1
<b>CO2</b>	Identify and analyze the texts of the marginalized writers	PO2
<b>CO3</b>	Analyze a literary text with reference to socio-political Issues	PO3,PO4
<b>CO4</b>	Recognize the predicament of the marginalized people	PO6, PO8
<b>CO5</b>	Experience the subaltern nation and people through the texts prescribed	PO9
<b>Text Books (Latest Editions)</b>		
1.	The Post Colonial Studies Reader Ed. By Bill Ashcroft and Gareth Griffiths	
2	Lennard. J. Davis – Introduction: Disability, Normality and Power: The Disability Studies Reader- Routledge	
<b>References Books</b>		
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	<i>Reading Subaltern Studies: Critical History</i> by David Ludden	
2.	R. Azhagarasan & Ravikumar <i>Anthology of Tamil Dalit Writing</i> (OUP)	
<b>Web sources</b>		
1	<a href="http://www.ambedkar.org">www.ambedkar.org</a>	
2	<a href="https://culturalstudiesnow.blogspot.com/2011/11/gavatri-spivak-can-subaltern-speak.html">https://culturalstudiesnow.blogspot.com/2011/11/gavatri-spivak-can-subaltern-speak.html</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	M	S	S	S	M
<b>CO 2</b>	M	S	S	M	M	S	M	M	M	S
<b>CO 3</b>	S	S	M	M	S	M	S	M	S	M
<b>CO 4</b>	S	S	S	S	M	S	S	M	S	M
<b>CO 5</b>	S	M	S	S	S	S	M	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**ELECTIVE V (a) - LIFE WRITINGS**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>502E3A</b>	<b>Life Writings</b>	<b>Elective</b>	<b>Y</b>	<b>Y</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Learning Objectives</b>											
<b>LO1</b>	To introduce life writing as an important genre in literary studies.										
<b>LO2</b>	To make students realize the literary significance of life writings.										
<b>LO3</b>	To make students understand various functions of life writing.										
<b>LO4</b>	To familiarize students with life writings of success stories to conflict zone testimonies and literary works										
<b>LO5</b>	To facilitate students to explore the history of selfhood itself, particularly as it has tracked the rise of individualism and individuality										

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Details</b>	
Unit I: Defining Kinds of Life Writing (1-4 from Sidonie Smith) Autoethnography, Bildungsroman, Confession, Diary, Memoir, Slave Narrative	
1. Carole Angier	: Biography (Essay) (pp. 47-63) <i>The Arvon Book of Life</i> <i>Writing: Writing biography, autobiography and memoir</i> Sally Cline, Carole Angier
2. Sally Cline	: Autobiography (Essay) (pp. 64-81) <i>The Arvon Book of Life</i> <i>Writing: Writing biography, autobiography and memoir</i> Sally Cline and Carole Angier
3. Sidonie Smith	: Fifty-two Genres of Life Narrative (pp. 183-208)  Appendix A, <i>Reading Autobiography: A Guide for Interpreting Life Narratives</i> Sidonie Smith and Julia Watson
Unit II: Autobiography (BTCL- K2, K4)	
1. Malini Chib	: <i>One Little Finger</i> (Autobiography)
2. Manobi Bandopadhyay:	<i>A Gift of Goddess Lakshmi</i>
3. Baby Kamble	: <i>The Prisons We Broke</i>
Unit III: Memoirs and Testimonials (BTCL- K2, K4)	
1. Viktor Frankl	: <i>Man's Search for Meaning</i> (Memoir)
2. Mourid Barghouti	: <i>I Saw Ramallah</i> (Memoir)
3. Urvashi Butalia	: <i>The Other Side of Silence: Voices from the Partition</i>  (Memoir / Testimonials)
Unit IV: Literary Works (Drama) (BTCL- K2, K4)	
1. Eugene O'Neil	: <i>Long Day's Journey into Night</i>
Unit V: Autofiction and Short Life Narratives (BTCL- K2, K4)	
1. Christopher Isherwood	: <i>Goodbye To Berlin</i> (Autofiction)
2. Nandini Oza	: <i>Homeless: Revli's Story</i> <i>Whither Justice: Stories of Women in Prison</i>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Become familiar with various subgenres of life writing.	PO2
<b>CO2</b>	Sensitize themselves to the predicament of various marginalized sections.	PO3, PO6
<b>CO3</b>	Comprehend the significance of life writing as a literary genre.	PO1,PO2, PO5
<b>CO4</b>	Get acquainted with the role of personal narrative in writing history.	PO6
<b>CO5</b>	Comprehend the different socio, cultural and political dimensions	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1. Sally Cline and Carole Angier, <i>The Arvon Book of Life Writing: Writing biography, autobiography and memoir.</i> 2. Sidonie Smith and Julia Watson, <i>Reading Autobiography: A Guide for Interpreting Life Narratives.</i>		
<b>References Books</b>		
1.	Laura Marcus – Auto / Biographical discourses: Theory, Criticism and Practice	
<b>Web sources</b>		
1	<a href="https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053">https://www.123helpme.com/essay/The-Ending-to-Eugene-ONeils-Long-Days-132053</a>	
2.	<a href="https://rupkatha.com/V13/n1/v13n120.pdf">https://rupkatha.com/V13/n1/v13n120.pdf</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Outcomes:**

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

**Mapping with Programme Specific Outcomes:**

CO /PO	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 Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**ELECTIVE V (b) – TRAVEL WRITING**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>502E3B</b>	<b>Travel Writing</b>	Elective	Y	Y	-	-	3	3	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners the genre of Travel Writing										
LO2	To highlight the significance of travel writing and its features										
LO3	To enable the learners to identify the themes of varied texts										
LO4	To facilitate the students to identify rhetorical devices in texts										
LO5	To familiarize the students different socio-cultural dimensions of prescribed texts										
<b>Details</b>											
<b>UNIT I</b>											
Travel Writing [Chapters 1,2,3] by Carl Thompson											
<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Defining the Genre</li> <li>● Travel Writing through the Ages: An Overview</li> </ul>											
<b>UNIT II</b>											
<i>The Great Hedge of India</i> - Roy Moxham											
<b>UNIT III</b>											
<i>Nine Lives in Search of the Sacred in India</i> - William Dalrymple											
<b>UNIT IV</b>											
<i>A Walk in the Woods: Rediscovering America on the Appalachian Trail</i> - Bill Bryson											
<b>UNIT V</b>											
The Following essays from Cambridge Companion to Travel Writing											
<ul style="list-style-type: none"> <li>➤ “Traveling to Write” by Peter Hulme</li> <li>➤ “Travel Writing and Gender” by Susan Basnett</li> <li>➤ “Travel Writing and Ethnography” by Joan Pau Rubes</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Course Outcomes</b>		
	On completion of this course, students will;	
<b>C O1</b>	Gain knowledge about various writers of the genre	PO1,PO2
<b>C O2</b>	Identify the unique characteristics of travel writing	PO3, PO4
<b>C O3</b>	Study literary texts as part of the ecological and environmental realities	PO7
<b>C O4</b>	Appreciate the difference in socio, political and cultural background of the prescribed texts	PO6,PO8
<b>C O5</b>	critically analyze the themes of the prescribed texts	PO10
<b>Text Books(Latest Editions)</b>		
1 .	Susan Bassnett, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing, ed. Peter Hulme and Tim Young	
2 .	Tim Youngs – The Cambridge introduction to Travel Writing	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1 .	Robert Clarke, The Cambridge companion to Postcolonial Travel Writing	
2 .	Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings: Critical Explorations, ed. Justin D Edwards and Rune Graulund	
<b>Web Resources</b>		
1 .	<a href="https://ijcrt.org/papers/IJCRT2010190.pdf">https://ijcrt.org/papers/IJCRT2010190.pdf</a>	
2 .	<a href="https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review">https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review</a>	
3 .	<a href="https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf">https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Travel%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20Hulme,%20Tim%20Youngs%20(z-lib.org).pdf</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**SKILL ENHANCEMENT COURSE [SEC] II - ENTREPRENEURSHIP  
 DEVELOPMENT**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502S3A	<b>ENTREPRENEURSHIP DEVELOPMENT</b>	Skill	Y	Y	-	-	2	3	25	75	100
<b>Learning Objectives</b>											
LO1	To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.										
LO2	To develop the ability of analysing and understanding business situations in which entrepreneurs act.										
LO3	To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development										
LO4	To bring in them the ability to contribute to their entrepreneurial and managerial potentials.										
LO5	To help them master the knowledge necessary to plan entrepreneurial activities.										

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Details**

**UNIT I**

Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship-Psychological factors-Social factors-Economic factors-Environmental factors.

**UNIT II**

Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs Social Entrepreneurship.

**UNIT III**

Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.

**UNIT IV**

Motivation-Maslow's theory, Herzberg's theory, McGragor's theory- Culture and society- Risk taking behavior.

**UNIT V**

Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Define basic terms and understand basic concepts in the area of entrepreneurship	PO1

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>CO2</b>	Analyse the business environment in order to identify business opportunities	PO1, PO2
<b>CO3</b>	Identify the elements of success of entrepreneurial ventures	PO4, PO6
<b>CO4</b>	Consider the legal and financial conditions for starting a business venture	PO4, PO5, PO6
<b>CO5</b>	Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)	
2.	Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)	
3.	Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.	
<b>Web Resources</b>		
1.	<a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a>	
2.	<a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>	
3.	<a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip</a>	
4.	<a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h-ealth-entrepreneurship-on-the-rise">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h-ealth-entrepreneurship-on-the-rise</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**SEMESTER –IV**

**CORE XI - COMPARATIVE LITERATURE AND CLASSICS IN  
TRANSLATION STUDIES**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502C4A	<b>Comparative Literature and Classics In Translation</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To enable students to get a glimpse of the rich diversity of culture and literature										
LO2	To provide knowledge about the regional languages through representative texts in English translation										
LO3	To equip the students in the skills as well as the politics of translation.										
LO4	Focus on important dimensions of culture through the prescribed texts										
LO5	Understanding the nuances of translations										
<b>Details</b>											
<b>Unit I</b>											
<ul style="list-style-type: none"> <li>● An Overview of Comparative Literature</li> <li>● Definition and Scope</li> <li>● French and American Schools European and American Schools</li> <li>● Difference/ Alterity and the Ethics of Plurality</li> <li>● National Literature and World Literature</li> </ul>											
<b>Unit II Poetry</b>											
Concept of Indian Literature - Agam and Puram Concepts, Theory of Nine Rasas in Indian Aesthetics(Prescribed: Translator's note to Poems of Love and War by AK Ramanujam (Oxford), Indian Literary Criticism: Theory and Interpretation – GN Devy)											
<ul style="list-style-type: none"> <li>● “Is Poetry always worthy when it's old?” -Kalidasa (Malavikagnimitra)</li> <li>● “What She Said” - Tevakulattar, Kurunthokai 3</li> <li>● “What She Said - Kapilar,Akananooru 318</li> <li>● “The Gate of Hell” : Canto III(Inferno)-Dante Alighieri</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Unit III</b>		
<ul style="list-style-type: none"> <li>● <i>Oedipus Rex</i> – Sophocles</li> <li>● <i>Abhijnanashakuntalam</i> -Kalidasa</li> </ul>		
<b>Unit IV Short Stories</b>		
<ul style="list-style-type: none"> <li>● “Penalty” -Premchand</li> <li>● “A Horse for the Sun”- U.R.Ananthamurthy</li> <li>● “What Men Live By” -Leo Tolstoy</li> <li>● “Two Friends” - Guy de Maupassant</li> </ul>		
<b>Unit V Fiction</b>		
<ul style="list-style-type: none"> <li>● <i>Siddhartha</i> - Hermann Hesse</li> </ul>		
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Understand the systematic study of translation	PO1, PO3
<b>CO2</b>	Understanding the dimensions of language and its nuances essential for translation	PO2, PO5
<b>CO3</b>	Exposure to effective translation	PO4
<b>CO4</b>	Equipped in the skills as well as the politics of translation.	PO6, PO8
<b>CO5</b>	Exposure to literature in the regional languages through representative texts in English translation	PO9
<b>Text Books (Latest Editions)</b>		
1.	Translation of Sangam Age Poetry by A.K.Ramanujan	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Bassnett, Susan and Harish Trivedi. eds. 1999. <u>Post-colonial Translation</u> . London. Routledge	
2.	Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London	
<b>Web sources</b>		
1	<a href="https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.">https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies%20is%20an%20academic,of%20study%20that%20support%20translation.</a>	

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

2	<a href="https://www.tandfonline.com/toc/rtrs20/current">https://www.tandfonline.com/toc/rtrs20/current</a>
3	<a href="https://complit.fas.harvard.edu/translation-studies">https://complit.fas.harvard.edu/translation-studies</a>
4	<a href="https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/">https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/</a>
5	<a href="https://www.lit-across-frontiers.org/about-translation-workshops/">https://www.lit-across-frontiers.org/about-translation-workshops/</a>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**CORE – XII - A GLIMPSE OF NOBEL LAUREATES**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502C4B	<b>A Glimpse Of Nobel Laureates</b>	Core	Y	Y	-	-	5	6	25	75	100
<b>Learning Objectives</b>											
LO1	To introduce the learners to the Nobel Laureates of various genres of Literature										
LO2	To expose the students to the ideas and concepts of the Nobel Laureates										
LO3	To acquaint students with the issues dealt in the works of the Nobel Laureates										
LO4	To train students to critically analyze the texts of Nobel Laureates										
LO5	To enable the learners to recognize the contribution of the Nobel Laureates to the society										
<b>Details</b>											
<b>UNIT I - POETRY</b>											
<ul style="list-style-type: none"> <li>● “If You Forget Me , Ode to the Onion” - Pablo Neruda</li> <li>● “The Street” - Octavio Paz</li> <li>● “The Power of the Dog” - Rudyard Kipling</li> <li>● “Oracle” - Seamus Heaney</li> <li>● “Gitanjali 1 &amp; 83” - Rabindranath Tagore</li> </ul>											
<b>UNIT II - PROSE</b>											
<ul style="list-style-type: none"> <li>● “Spoken English and Broken English” - George Bernard Shaw</li> <li>● “A Novelist as a Teacher” - Chinua Achebe</li> </ul>											
<b>UNIT III - DRAMA</b>											
<ul style="list-style-type: none"> <li>● <i>The Caretaker</i> Harold Pinter</li> <li>● <i>Justice</i>- John Galsworthy</li> </ul>											
<b>UNIT IV - SHORT STORY</b>											
<ul style="list-style-type: none"> <li>● “The Bear Came Over the Mountain Boys and Girls” -- Alice Munro</li> <li>● “Distant Relations” -Orhan Pamuk</li> <li>● “ The Arriver’s Tale.”- Abdul Razak Gunrah</li> </ul>											
<b>UNIT V -FICTION</b>											
<ul style="list-style-type: none"> <li>● <i>The Pearl</i> - John Steinbeck</li> <li>● <i>One Hundred Years of Solitude</i> - Gabriel Garcia Marquez</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will	
<b>CO1</b>	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	PO1
<b>CO2</b>	Interpret the works of various Nobel Laureates	PO1, PO2,PO3
<b>CO3</b>	Analyse the different themes with regard to social, political and cultural aspects.	PO4, PO6
<b>CO4</b>	Evaluate critically and aesthetically the prescribed texts.	PO3, PO8
<b>CO5</b>	Perceive the influence of Nobel Laureates in Literature	PO9, PO10

<b>Text Books (Latest Editions)</b>	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.
2.	Gurnah's "The Arriver's Tale" from <i>Refugee Tales, Volume 1</i> editors David Herd, Anna Pincus & Christy Lefteri, Comma Press, 2021.

<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Nine Nobel Laureates in English Literature. Omega Publications, 2012.

<b>Web Resources</b>	
1	<a href="https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature">https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature</a>
2	<a href="https://www.britannica.com/biography/Pablo-Neruda">https://www.britannica.com/biography/Pablo-Neruda</a>
3	<a href="https://www.britannica.com/topic/Nobel-Prize">https://www.britannica.com/topic/Nobel-Prize</a>
4	<a href="https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/">https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/</a>
5	<a href="https://www.britannica.com/biography/Alice-Munro">https://www.britannica.com/biography/Alice-Munro</a>
6	<a href="https://www.youtube.com/watch?v=PvN0IOWNpdc&amp;t=4s">https://www.youtube.com/watch?v=PvN0IOWNpdc&amp;t=4s</a>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weight age</b>	15	15	15	15	15
<b>Weightedpercentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**ORE XIII – PROJECT WITH VIVA-VOCE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502C4C	<b>Project with Viva-Voce</b>	Core	Y	Y	-	-	7	10	25	75	100
<b>Learning Objectives</b>											
LO1	To give an overview of the research methodology and explain the technique of defining a research problem .										
LO2	To explain the functions of the literature review in research.										
LO3	To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review										
LO4	To explain various research designs and their characteristics										
LO5	To explain the details of sampling designs and also different methods of data collections										
<b>Details</b>											
<b>UNIT I</b>											
<b>Formatting The Research Project</b>											
<ul style="list-style-type: none"> <li>➤ Margins</li> <li>➤ Text Formatting</li> <li>➤ Title</li> <li>➤ Running Head and Page Number</li> <li>➤ Internal Headings and Subheadings</li> <li>➤ Placement of the List of Works Cited</li> <li>➤ Proofreading and Spell Checkers</li> <li>➤ Binding a Printed Paper</li> <li>➤ Electronic Submission</li> </ul>											
<b>Mechanics of Prose</b>											
<ul style="list-style-type: none"> <li>➤ Spelling</li> <li>➤ Dictionaries</li> <li>➤ Plurals</li> <li>➤ Punctuation</li> <li>➤ Commas</li> <li>➤ Hyphen</li> <li>➤ Semicolons and Colons</li> <li>➤ Dashes and Parantheses</li> <li>➤ Quotation marks, Italics, Capitalization of English Terms</li> <li>➤ Titles, Use of Numerals or words, Dates and Times</li> </ul>											
<b>UNIT II</b>											
<b>Principles of Inclusive Language and Documenting Sources: An Overview</b>											
<ul style="list-style-type: none"> <li>➤ Why Plagiarism Is a Serious Matter</li> <li>➤ Avoiding Plagiarism</li> <li>➤ Careful Research</li> <li>➤ Giving Credit</li> <li>➤ Paraphrasing</li> <li>➤ When to paraphrase</li> <li>➤ How to paraphrase</li> <li>➤ How to paraphrase and give credit</li> </ul>											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
SYLLABUS WITH EFFECT FROM 2023-2024

- Quoting
- When to quote
- How to quote and give credit
- When Documentation Is Not Needed

**UNIT III**

**Creating and Formatting Entries: An Overview**

- The MLA Core Elements
- Author
- Title
- Title of Container
- Contributor, Key contributors, Other types of contributors
- Version, Number, Publisher, Co - publisher, Books
- Websites, Audio and visual media
- Terms omitted from publishers' names
- Common abbreviations in publishers' names
- City of publication
- Publication Date in Books, E-books, News articles, Journal articles
- Publication Date: Year, Season, Time Date range
- Location: What It Is
- Page numbers
- Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking
- Ordering the List of Works Cited
- Alphabetizing by Title
- Cross-References, Annotated Bibliographies

**UNIT IV**

**Citing Sources in the Text**

- In-Text Citations, Overview
- What to Include and How to Style It

**Citing a work listed by author, Coauthors, Corporate authors**

- Two authors with the same surname
- Two or more works by the same author or authors
- Using abbreviations for titles of works

**Quotations**

- Verse works, Prose works
- Punctuation in the parenthetical citation

**Quoting and Paraphrasing Sources**

- Short quotations
- Long quotations (block quotations)
- Poetry, Dialogue, Drama, Prose
- Placement of Parenthetical Citations

**Punctuation with Quotations**

- Introducing quotations
- Quotations within quotations, Marking the end of a quotation
- Periods and commas, Other punctuation marks

**Using an Ellipsis to Mark Material Omitted from Quotations**

- Omission within a sentence
- Omission in a quotation of one or more sentences
- Other Permissible Alterations of Quotations

**UNIT V PROJECT WORK**

Internal Assessment: Writing a Research Article (**Not to be included for Semester End Exam**)

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Comprehend the structure of a Research Thesis through its formatting process	PO2
<b>CO2</b>	Acquire the Mechanics of Academic writing	PO3, PO6
<b>CO3</b>	Learn the ethics in Research writing	PO1,PO2, PO5
<b>CO4</b>	Familiarize themselves with the documentation methodology	PO6
<b>CO5</b>	Get acquainted with the importance of citation and its relevant technicalities	PO8, PO9
<b>Text Books (Latest Editions)</b>		
1. MLA Handbook, 9 <sup>th</sup> Edition		
<b>References Books</b>		
1. RESEARCH METHODS FOR ENGLISH STUDIES Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013.		
2. Research Methodology in English by Sunita Chitrangad Omega Publishers 2017.		
3. Academic Writing : Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016.		
<b>Web sources</b>		
1. <a href="https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775">https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775</a> (English Literature Research Guide)		
2. <a href="https://libraryguides.oswego.edu/english/websites">https://libraryguides.oswego.edu/english/websites</a>		
3. <a href="https://www.rosemont.edu/library/online-resources/research-websites.php">https://www.rosemont.edu/library/online-resources/research-websites.php</a>		
4. <a href="https://shodhganga.inflibnet.ac.in/">https://shodhganga.inflibnet.ac.in/</a>		

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**ELECTIVE – VI (b) RECENT TRENDS IN LITERATURE**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
<b>502E4B</b>	<b>RECENT TRENDS IN LITERATURE</b>	Elective	Y	Y	-	-	3	4	25	75	100

**Learning Objectives**

**Course Objectives**

CO1-To sensitize the students to various aspects of new studies in twenty first century millennial literature.

CO2- Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.

CO3- Identify the possibilities for multidisciplinary analysis of literary texts.

CO4- Analyze literary texts by employing appropriate interdisciplinary theories.

CO5- Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

**Learning Outcomes**

Contemporary issues and its immediate requirement can be easily analyzed by the students. The social responsibility of the students towards the society can be groomed in an effective way.

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT I Blue Studies**

The Hungry Tide Amitav Ghosh The Life of Pi Yann Martel

**UNIT 2 Animal Studies**

Margo DeMello “Human Animal Studies” from *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello pp. 3-18

Mario Ortiz Robles “What is it like to be a trope?” from *Literature and Animal Studies*

**UNIT 3 Medical Humanities**

Thomas R. Cole et al. “Introducing Medical Humanities” from *Medical Humanities: An Introduction*

Dan Millman *Way of the Peaceful Warrior*

**UNIT 4 Climate Studies**

Introduction to *Climate Change and Studies*

Barbara Kingsolver *Flight behavior*

**UNIT 5 Disability Studies**

Lennard J. Davis “Introduction: Disability, Power and Culture” From the *Disability Studies Reader*

Clarke Barker and “Introduction: On Reading Disability in Literature”

Stuart Murray from *The Cambridge Companion to Disability Studies*

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
SYLLABUS WITH EFFECT FROM 2023-2024

**Reading list (Printed and online)**

- Bates, Victoria, et al. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 1st ed., Routledge, 2015.
- Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2016.
- DeMello, Margo. *Body Studies: An Introduction*. 1st ed., Routledge, 2013
- Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation*. Peter Lang Publishing Inc., 2014.
- Whitehead, Anne, et al. *The Edinburgh Companion to the Critical Medical Humanities*. Edinburgh University Press, 2016.
- Herman, David. *Creatural Fictions: Human-Animal Relationships in Twentieth- and TwentyFirstCentury Literature*. Palgrave Macmillan, 2016.
- Lundblad, Michael. *Animalities: Literary and Cultural Studies Beyond the Human*. Edinburgh University Press, 2017.

**Web References:**

- *Journal of Critical Animal Studies*  
<http://www.criticalanimalstudies.org/students-forcas/journal-for-critical-animal-studies/archives/> “The Animal Turn Podcast”. YouTube.
- <https://www.youtube.com/channel/UCbf3ZgZSyudRf3QcaURGh0A/> featured Wolfe, Cary. “Human, All Too Human: ‘Animal Studies’ and the Humanities.” *PMLA*, vol. 124, no. 2, Modern Language Association, 2009, pp. 564–75,
- <http://www.jstor.org/stable/25614299>. Taylor, Sunaura. “Animals and Disability Liberation”. YouTube. 2017.  
<https://youtu.be/1RokWAuCKVw>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Recommended list**

1. Cole, Thomas R, et al. *Medical Humanities: An Introduction*. Cambridge University Press, 2015.
2. Johns-Putra, Adeline. "Climate Change in Literature and Literary Studies: From Cli-fi, Climate Change Theatre and Eco Poetry to Eco-Criticism and Climate Change Criticism". *Wiley Interdisciplinary Reviews: Climate Change* 7, no.2 (2016): 266-282.
3. McHugh, Susan, et al. "Introduction: Towards an Animal- Centred Literary History" from *The Palgrave Handbook of Animals and Literature*. Springer Nature Switzerland, 2021  
<https://doi.org/10.1007/978-3-030-39773-9>.
4. Marvin, Garry., and Susan McHugh. *Routledge Handbook of Human Animal Studies*. Routledge, 2014. 5. Mehnert, Antonia. *Climate Change Fictions: Representation of Global Warming in American Literature*. London: Palgrave Macmillan, 2016

**Learning Outcome Index: Mapping of Program outcome with courses**  
**Program Outcomes**

Program Outcomes	CO1	CO2	CO3	CO4	CO5
Outcomes 1	3	2	3	3	3
Outcomes 2	3	3	3	3	3
Outcomes 3	2	3	2	1	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	2	2	1	2
Outcomes 6	3	3	3	3	3
Overall Weightage	16	16	16	15	15

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**SKILL ENHANCEMENT COURSE - PROFESSIONAL COMPETENCY -**  
**SEC III - English Literature for Competitive Exams**

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
502S4A	English Literature for Competitive Exams	Skill	Y	Y	-	-	2	4	25	75	100
<b>Learning Objectives</b>											
LO1	Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.										
LO2	Evaluating the knowledge of literature.										
LO3	Repeated practice to attend MCQs										
LO4	Profound understanding about the various movements in English Literature										
LO5	Tracing the growth of English literature and literary forms										
<b>Details</b>											
<b>UNIT I – British Literature</b>											
Historical Background - Ages & Movements; Origin and Development of British Poetry, Drama, Fiction, and Non-Fiction with reference to Prescribed Writers and their Works											
Geoffrey Chaucer, Edmund Spenser, William Shakespeare, John Milton, William Congreve, William Wordsworth, Charles Dickens, Alfred Tennyson, William Butler Yeats, Wilfred Owen, D.H.Lawrence, James Joyce, Samuel Beckett, Philip Larkin, Ted Hughes											
<b>UNIT II – American Literature</b>											
Historical Background - Ages & Movements; Origin and Development of American Poetry, Drama, Fiction, and Non-Fiction with reference to Prescribed Writers and their Works											
Anne Bradstreet, Thomas Paine, Washington Irving, Herman Melville, Edgar Allen Poe, Ralph Waldo Emerson, Walt Whitman, Mark Twain, Arthur Miller, Eugene O Neil, Robert Frost, Sylvia Plath, William Faulkner, Saul Bellow											

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT III - Non-British Literatures**

Historical Background - Ages & Movements; Origin and Development of Non-British Poetry, Drama, Fiction, and Non-Fiction with reference to Prescribed Writers and their Works

African American writers - Toni Morrison, Amiri Baraka  
 African Writers - Chinua Achebe, Nadine Gordimer, Ben Okri  
 Canadian Writers - Margaret Atwood, Alice Munro  
 Australian Writers - David Malouf, Judith Wright, Patrick White  
 Caribbean & Columbian Writers - Jamaica Kincaid, Derek Walcott, Braithwaite  
 Indian English Writers - Mulk Raj Anand, R.K. Narayan, Girish Karnad, Vijay Tendulkar, A K Ramanujan, V S Naipaul, Arundhati Roy

**UNIT IV - Literary Criticism**

Plato, Aristotle, Philip Sidney, John Dryden, Alexander Pope, Samuel Coleridge, Matthew Arnold, T.S. Eliot

I. A. Richards and F.R. Leavis (New Criticism), Victor Shklovsky (Formalism), Saussure and Roland Barthes (Structuralism), Foucault and Derrida (Post-Structuralism), Frederick Jameson and Jean Baudrillard (Post-Modernism), Carl Jung and Northrop Frye (Archetypal), Elaine Showalter and Simon de Beauvoir (Feminism), Edward Said (Post-Colonialism)

**Unit V- Cultural Studies**

Origin and Development of Cultural Studies - Characteristics of Schools of Thought - Important Writers and their Works

Raymond Williams (Cultural Materialism), Richard Hoggart (Cultural History), John Fiske and Janice Radway (Popular Culture), Marshall McLuhan (Media Studies), Katherine Hayles (Posthumanism), Susan Faludi (Gender Studies), Lawrence Buell and Harold Fromm (Eco-Criticism), Eve Kosofsky Sedgwick (Queer Studies), Lennard Davis (Disability Studies)

**Course Outcomes**

Course Outcomes	On completion of this course, students will;	
CO1	Practise in objective exam pattern will ease the students tension while taking the real NET and SET exams.	PO2, PO3
CO2	Effectively attempting MCQs	PO1

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

<b>CO3</b>	Profound understanding about the various movements in English Literature	PO6
<b>CO4</b>	Understanding the nuances of competitive exams	PO7
<b>CO5</b>	Expertise in literature	PO6, PO10

**Text Books (Latest Editions)**

1.	Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2.	Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge
3.	Peter Barry. An Introduction to Literary and Cultural Theory by Peter Barry. M.H. Abrams –A Glossary of Literary Terms.

**References Books**  
**(Latest editions, and the style as given below must be strictly adhered to)**

1.	SrinivasaIyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2.	Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3.	Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4.	Peter Barry. An Introduction to Literary and Cultural Theory by Peter Barry.
5.	M.H. Abrams – A Glossary of Literary Terms.

**Web Resources**

1.	<a href="https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/">https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/</a>
2.	<a href="https://byjusexamprep.com/ugc-net-english-books-i">https://byjusexamprep.com/ugc-net-english-books-i</a>
3.	<a href="https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko">https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko</a>
4.	<a href="https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms">https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articles/51169927.cms</a>
5.	<a href="https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065">https://guides.library.yale.edu/c.php?g=295800&amp;p=1975065</a>

**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
 SYLLABUS WITH EFFECT FROM 2023-2024

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO 1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO 2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO 3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO 4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO 5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0