

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR – 609 107
P.G. & RESEARCH DEPARTMENT OF ENGLISH
COURSE STRUCTURE AND SYLLBUS FOR PG COURSE
M.A. ENGLISH

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

	CourseCode	Study Components & Course Title	Credit	Hours/Week	Maximum Marks		
					CIA	ESE	Total
Part		SEMESTER – I					
Part A	23AU:P10M1	Core-I: English Poetry	5	7	25	75	100
	23AU:P10M2	Core-II: English Drama	5	7	25	75	100
	23AU:P10M3	Core III: English Fiction	4	6	25	75	100
	23AU:P10E1	Elective-I: Indian Writing in English	3	5	25	75	100
	23AU:P10E2	Elective-II: English Literature for Competitive Examinations Translation Theory and Practice	3	5	25	75	100
			20	30			500
		SEMESTER – II					
Part A	23AU:P10M4	Core-IV: American Literature	5	6	25	75	100
	23AU:P10M5	Core-V: Shakespeare Studies	5	6	25	75	100
	23AU:P10M6	Core-VI: Post Colonial Theory and Literature	4	6	25	75	100
	23AU:P10E3	Elective-III: Comparative Literature	3	5	25	75	100
	23AU:P10E4	Elective-IV: Indian Classics in Translation	3	5	25	75	100
Part B	23AU:P10SEC	Skill EnhancementCourse: Approaches to English Language Teaching	2	2	25	75	100
			22	30			600

OUTCOME BASED EDUCATION

Post Graduate – Arts

Programme Outcomes:

Upon completion of the programme, the students will be able to

PO1: Communication Skills: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of Postgraduate Programmes of study.

PO2: Social responsibility: Develop an obligation to act for the benefit of society at large, cultivate the responsibility to maintain a balance between the economy and the ecosystems and nurture a moral obligation to minimize the adverse effect on those immediately around them.

PO3: Critical, logical and rational thinking: Acquire the ability for objective, rational, logical, and unbiased analysis of factual evidences to form a judgment or conclusion and enhance the process of rational thinking, problem solving and analytical evaluation from different perspectives.

PO4: Values and Ethics: Recognize the importance, worth and usefulness of principles and standards of behaviour, moral dimensions of one's own decisions and judgment of what is important in life and understand the rules of behaviour based on systematizing, defending and recommending the concepts of right and wrong.

PO5: Life-long process of Learning: Cultivate the proficiency to engage in independent, life-long and progressive learning abilities in the broadest context of changing socio-political-economic-cultural and technological scenario.

PROGRAMME SPECIFIC OUTCOMES

On completion of M.A. English Programme, the students would be able to

PSO1: recall and relate the literary merits of English literature and interpret literary pieces and explore scope for research.

PSO2: apply critical faculty to relish pieces of literature and reflect upon them and demonstrate skills in expressing thoughts and ideas intelligibly.

PSO3: critically evaluate the moral and ethical values in various literary texts and develop global perspectives.

PSO4: function effectively as socially responsible individuals to work for common interests.

PSO5: pursue life-long learning so as to become creative writers, critics, academicians, journalists, administrators and entrepreneurs.

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: I CORE I	23AU:P10M1: ENGLISH POETRY	Credits: 5 Hours: 7
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Learning Objectives	
LO1	To familiarize students with English Poetry starting from Medieval England to the 17th Century.
LO2	To make them focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
LO3	To enhance their good comprehension of History of English literature
LO4	To develop their aesthetic sense.
LO5	To acquaint them with various literary devices.
Details	
<p>UNIT I Middle English Poetry - Chaucer: "The General Prologue": Pardoner, The Nun, Doctor, Friar</p> <p>UNIT II Elizabethan Poetry - Spenser: "Epithalamion" Donne: "A Valediction: Forbidding Mourning" "The Canonization"</p> <p>UNIT III Seventeenth Century Poetry - John Milton "Paradise Lost Book IX" Marvell: "To His Coy Mistress"</p> <p>UNIT IV Eighteenth Century Poetry – Dryden : "Absalom and Achitophel" Lines 150 - 476 Gray : "Elegy Written in a Country Churchyard" Wordsworth: "Tintern Abbey" Burns : "Holy Willie's Prayer" & "Auld Lang Syne"</p> <p>UNIT V Modern Poetry - Rupert Brooke: "The Soldier" W.B. Yeats: Sailing to Byzantium W. H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"</p>	

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
CO1	Gain ideas about the old English writing style.	PO1, PO2
CO2	Acquire knowledge about various forms of poetry during different centuries.	PO4, PO5
CO3	Evaluate various poets as representatives of their periods	PO1
CO4	Trace the evolution of various literary movements	PO3
CO5	Justify British Poetry as an aesthetic record of the societies concerned	PO3, PO5
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.	
Web Resources		
1.	http://www.english.org.uk/chaucer/htm	
2.	https://www.britannica.com/topic/The-Canonization	
3.	https://www.worldhistory.org/Elizabethan_Theatre/ https://www.britannica.com/to pic/Paradise-Lost-epic-poem-by-Milton	
4.	https://www.britannica.com/topic/Absalom-and-Achitophel	
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.html	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	2	2
CO3	3	3	2	2	3
CO4	3	3	3	3	2
CO5	3	2	3	3	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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: I CORE II	23AU:P1OM2: ENGLISH DRAMA	Credits: 5 Hours: 7
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Learning Objectives		
LO1	To acquaint the students with the origin of drama in Britain	
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.	
LO3	Socio-cultural scenarios can be well comprehended through a study of representative texts from the Elizabethan age to the 20th century.	
LO4	Evaluating different forms of drama from the historical background could be learnt.	
LO5	Understanding dramatic techniques implied by the pioneers of English drama	
Details		
UNIT I Beginnings of Drama - Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy - Thomas Kyd : The Spanish Tragedy		
UNIT II Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions of Tragedy and Comedy, Christopher Marlowe: The Jew of Malta Ben Jonson :Volpone		
UNIT III Jacobean Drama -John Webster: The White Devil		
UNIT IV Restoration -William Congreve : The Way of the World Irish Dramatic Movement - J.M Synge: The Playboy of the Western World		
UNIT V Epic Theatre - Bertolt Brech : Mother Courage and her Children Comedy of Menace - Harold Pinter :Birthday Party Postmodern Drama - Samuel Beckett :Waiting for Godot		
Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
CO1	Appraise various aspects of drama and theatre	PO1, PO2
CO2	Identify drama and performance as a cultural process and an artistic discourse	PO3,PO5

CO3	Evaluate plot structure, characterization and dialogue	PO4
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	PO3,PO4,PO5
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	PO2,PO3
Text Book		
1	Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.	
2	Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.	
Reference Books		
1.	Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.	
2.	Allardyce Nicoll, 1973, British Drama, Harrap, London.	
3.	Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6 th ed) New Delhi.	
4.	Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.	
5.	Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. https://www.britannica.com/art/epic-theatre	
Web Resources		
1.	http://www.questia.com (online library for research)	
2.	http://www.clt.astate.edu/wmarey/asste%	
3.	https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/	
4.	https://www.britannica.com/art/English-literature/The-Restoration	
5.	https://www.britannica.com/art/epic-theatre	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes

CO /PO	PSO1	PSO2	PSO3	PSO 4	PS O5
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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: I CORE III	23AU:P10M3: ENGLISH FICTION	Credits: 4 Hours: 6
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Learning Objectives	
LO1	To familiarize the students with the origin and development of the British Novel up to the 20 th Century.
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.
LO3	To understand the social background based on the prescribed novels.
LO4	Identifying and differentiating various forms of novels.
LO5	Trying hands in writing a piece of work on their own.
Details	
<p>UNIT I - Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel -definition, types, narrative modes: omniscient narration. Allegorical Novel and Satire John Bunyan The Pilgrim's Progress Jonathan Swift Gulliver's Travels</p> <p>UNIT II - The New World Novel : Daniel Defoe : Robinson Crusoe Laurence Sterne: Tristram Shandy.</p> <p>UNIT III - Middle Class Novel of Manners - Jane Austen : Emma</p> <p>UNIT IV - Women's Issues - Charlotte Bronte : Jane Eyre</p> <p>UNIT V -Liberal Humanism, Individual Environment and Class Issues, D.H.Lawrence :The Rainbow , James Joyce: Portrait of the Artist as a Young Man</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain wide knowledge about different types of novels.	PO1, PO5
CO2	Learn the art of writing different forms of novels with the learned notions.	PO2, PO3
CO3	Explore Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.	PO4, PO5,
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO2, PO4,PO5
Text Books (Latest Editions)		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.	
2.	Frederick R Karl, 1977, Reader’s Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.	
Web Resources		
1.	http://en.wikipedia.org/wiki/English_literature	
2.	http://en.wikipedia.org/wiki/novel	
3.	https://www.britannica.com/art/picaresque-novel	
4.	https://www.britannica.com/art/novel-of-manners	
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: I Elective-I	23AU:P10E1:INDIAN WRITING IN ENGLISH	Credits: 3 Hours: 5
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Learning Objectives	
LO1	Enabling the students to understand the evolution of Indian Writing in English.
LO2	To enable the learners to get exposed to the historical movements of the Indian subcontinent.
LO3	Comprehending different genres through the representation of different texts.
LO4	To inculcate in the students the cultural significance of Indian English literature.
LO5	To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.
Details	
<p>UNIT I - Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers</p> <p>UNIT II - Kamala Das: Looking Glass, An Introduction Parthasarathy: A River Once, Under the Sky, Nissim Ezekiel: Morning Prayer, Enterprise.</p> <p>UNIT III - Girish Karnad: Nagamandala Asif Currimbhoy: Inquilab.</p> <p>UNIT IV – Rabindranath Tagore: My School Dr. S. Radhakrishnan: Emerging World Society, Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire).</p> <p>UNIT V - Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the themes of Indian Writing in English	PO1
CO2	Identify the major trends in Indian Writing in English	PO1, PO2
CO3	Examine the background and settings of the prescribed texts	PO4, PO5
CO4	Evaluate the cultural significance of Indian English Literature	PO3, PO5
CO5	Gain exposure to diverse culture and literature and further get enlightened about socio-cultural scenarios in the contemporary era.	PO3, PO4
Text Books (Latest Editions)		
1.	Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
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.	AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.	
5.	TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.	
Web Resources		
1.	http://en.wikipedia.org/wik/indian_writing_in_english	
2.	https://www.thehindu.com/books/books-children/short-history-of-indian-writi ng-in-english/article5226149.ece/amp/	
3.	https://www.britannica.com/biography/Sri-Aurobindo	
4.	https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/	
5.	https://www.britannica.com/biography/Anita-Desai	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	2	2
CO3	3	3	2	2	3
CO4	3	3	3	3	2
CO5	3	2	3	3	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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of course contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: I Elective-II	23AU:P10E2: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	Credits: 3 Hours: 5
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Learning Objectives		
LO1	Help learners have a wide range of knowledge in literature.	
LO2	Help learners prepare for UGC Eligibility tests for JRF and Assistant Professorship.	
LO3	Keep a focus on every movement of literary devices.	
LO4	Enable the students to have an idea of the spirit of literature.	
LO5	Obtain literary acumen in answering multiple choice questions for SET/NET.	
Details		
UNIT I -Chaucer to Shakespeare Jacobean to Restoration		
UNIT II - Romantic Period Victorian Period.		
UNIT III - Modern Period Contemporary Period		
UNIT IV - American Literature New Literatures in English (Indian, Canadian, African, Australian) English Language Teaching Translation Studies		
UNIT V - Classicism to New Criticism Contemporary Theory		
Course Outcomes		
Course Outcomes	On completion of this course, students will be able to	
CO1	Appear for competitive examination.	PO2
CO2	Answer multiple choice questions	PO1, PO2
CO3	Gain knowledge of various writers and works	PO3, PO5
CO4	Evaluate different genres.	PO4, PO5
CO5	Explore more works on their own.	PO1, PO2
Text Books (Latest Editions)		
1.	D, Benet E., and Samuel Rufus.NET. SET..GO... English.N.p., 2014.	

References Books

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

1. Masih, K. Ivan. et.al. An Objective Approach to English Literature: For NET, JRF, SLET and Pre-Ph.D. Registration Test. New Delhi: Atlantic Publishers, 2007.

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO	3	3	3	3	3
CO	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	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	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: II CORE- IV	23AU:P10M4 – AMERICAN LITERATURE	Credits: 5 Hours: 6
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Learning Objectives	
LO1	To introduce the learners to the development of American literature.
LO2	To familiarize social and political events that have a bearing on American writing
LO3	To introduce the concepts and emerging themes in American Literature
LO4	To inculcate the movements and trends that shaped American literature,
LO5	To familiarize the students with the relation between aesthetics and racism in Fiction
UNIT I POETRY Walt Whitman “Out of the Cradle Endlessly Rocking” Emily Dickinson “The Last Night That She Lived”, “The Soul Selects Her Own Society” Robert Frost “After Apple Picking” E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar” Denis Levertor “Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour” Sylvia Plath “Lady Lazarus” Anne Sexton “Wanting to Die” Adrienne Rich “Snapshots of a Daughter-in-law”	
UNIT II - Prose - Emerson - The American Scholar, Amy Tan- Mother Tongue, Thoreau - Walden (Chapter “Pond”)	
UNIT III Drama - Arthur Miller - Death of a Salesman, Tennessee Williams – All My Sons Marsha Norman - Night Mother, Ntozake Shange – For Colored Girls.	
UNIT IV Fiction/Short Story - Edgar Allan Poe - “The Cask of Amontillado” Herman Melville - “Bartleby the Scrivener”, N. Scott Momaday - The House Made of Dawn - Toni Morrison - Beloved Kate Chopin - The Awakening	
UNIT V Autobiography - Excerpts from – Malcolm X, Hispanic Women Writing, Cherrie Moraga - Getting Home Alive	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze the movements and trends that shaped American literature	PO2
CO2	Estimate various speeches and concepts of living which changed American history	PO1, PO3
CO3	Evaluate the relation between aesthetics and racism in Fiction	PO4, PO5
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	PO4, PO5
CO5	Gain exposure to the different literary genres and its evolution in American Literature	PO2, PO3
Text Books(Latest Editions)		
1.	Willis Wagner : American Literature - A World View	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
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.	
Web Sources		
1.	https://www.thoughtco.com/american-literary-periods-741872	
2.	https://www.poetryfoundation.org/poets/walt-whitman	
3.	https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/	
4.	https://www.britannica.com/art/American-literature	
5.	https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	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	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution toPos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: II CORE- V	23AU:P10M5 – SHAKESPEARE STUDIES	Credits: 5 Hours: 6
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Learning Objectives	
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	Critically understanding the appreciations by critics on Shakespeare
Details	
<p>UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.</p> <p>UNIT II – Sonnets – 12, 65, 86, 130, Comedies - Much Ado About Nothing, Winter's Tale.</p> <p>UNIT III – Tragedy Othello</p> <p>UNIT IV – History Henry IV Part I</p> <p>UNIT V Shakespearean Criticism –</p> <ol style="list-style-type: none"> 1. A.C. Bradley - Shakespearean Tragedy (Chapter V & VI) 2. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion 3. Ania Loomba Sexuality and Racial Difference in Gender, Race, And Renaissance Drama, Manchester UP, 1989. 	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically understand the appreciations by critics onShakespeare	PO1
CO2	Understand Elizabethan theatre and the theatre'sdevelopment.	PO3
CO3	Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets	PO4, PO5
CO4	Understand the trends in Shakespeare studies	PO3
CO5	Learn Modern Approaches in Shakespearean criticism	PO2, PO4
Text Books (Latest Editions)		
1.	Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances& Poems,Tragedies, Comedies), W.W. Norton & Co., London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
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.	
	Web sources	
1	http://www.shakespeare.bham.ac.uk/resources	
2.	https://www.folger.edu/shakespeares-theater	
3.	https://www.britannica.com/art/sonnet	
4.	https://www.sparknotes.com/shakespeare/othello/genre/	
5.	https://www.historytoday.com/archive/british_english_monarchs/henry-iv	

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: II CORE- VI	23AU:P10M6– POST-COLONIAL THEORY AND LITERATURE	Credits: 4 Hours: 6
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Learning Objectives	
LO1	To examine, understand current sociopolitical 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	Understanding the critical perspectives in Postcolonial literatures.
Details	
<p>UNIT I: Prose Bill Ashcroft, Gareth Griffiths and Helen Tiffin - The Empire Writes Back (Introduction), Edward Said - Introduction to Orientation.</p> <p>UNIT II -Poetry Arun Kolatkar : The Priest, Yeshwant Rao, An Old Woman, A.K.Ramanujan. : Returning, Death of Poem, Kofi Awonoor , The Weaver Bird Leopold Senghor. : In Memoriam, Grace Nichols :In My Name, James Reaney :Maps, George Bowering : Grand Father</p> <p>UNIT III-Drama Soyinka : Death and the King's Horseman Dougals Stuart : Ned Kelly</p> <p>UNIT IV – Fiction Arundathi Roy – God of Small things Bapsi Sidwa – Ice Candyman</p> <p>UNIT V – Short Stories 1.Kate Grenville – Mate 2.Chinua Achebe – Dead Men's path</p>	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Critically understand the political and social background of the third world nations	PO2

CO2	Understand the emerging trends in Post- Colonial Literature	PO1, PO3
CO3	Be sensitive towards the problems and consequences of the decolonization of a country,	PO4, PO5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PO2, PO4
CO5	Interpret the postcolonial concepts found in different literary genres	PO2, PO5

Text Books(Latest Editions)	
1.	Macaulay's Minute 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.
Web Sources	
1	https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2.	https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/

3.	https://www.britannica.com/biography/Chinua-Achebe
4.	https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532
5.	https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	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	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: II Elective-III	23AUP10E3: COMPARATIVE LITERATURE	Credits: 3 Hours: 5
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Learning Objectives

LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.
LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.

DETAILS

Unit I The Study of Influence and Analogy The Study of Reception
Unit II Thematology
Unit III Genres Comparative Literature and Translation
Unit IV Literature and other Arts: Music, Theatre, and Dance Literature and other Disciplines: Psychology, Biography, History, Philosophy, Ecology, Physics, and Sociology
Unit V Anita Desai A Village by the sea Chinua Achebe Things fall apart Patrick White Voss Vikram Seth A suitable boy

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	PO1
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.	PO1, PO2

CO3	Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines.	PO4, PO5
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	PO4, PO5
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.	PO3, PO5
Text Books (Latest Editions)		
1.	Bassnett, Susan: Comparative Literature: A Critical Introduction. Oxford: Black Well, 1993.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bhaduri, Saugata. Perspectives on Comparative Literature and Culture in the Age of Globalization. New Delhi: Anthem Press, 2010.	
2.	Koelb, Clayton and Susan Noakes. The Comparative Perspective on Literature: Approaches to Theory and Practice. New York: Cornell UP, 1988	
3.	Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. Bloomington: Indiana UP, 1974	
4.	Wellek, Rene and Austin Warren. Theory of Literature. Harcourt: Brace and company. 1948.	
5.	Arts Wellek & Warren: Theory of Literature	
6.		

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	2	3	3	3	2
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3

CO 5	3	2	3	3	3
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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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: II Elective-IV	23AU:P10E4: INDIAN CLASSICS IN TRANSLATION	Credits: 3 Hours: 5
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Learning Objectives	
LO1	To introduce the students to the polyphony of modern Indian writing in translation.
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading list to realize the immense treasure trove of translated Indian literary works.
DETAILS	

Unit I: Poetry

Kaniyan Poongundran Purananooru (192) (Translated by A. K. Ramanujan)
 Auvaiyar Purananooru 93 (Translated by George L Hart)
 Kabirdas Hey Brother, Why do you want me to talk? I won't talk
 Mirabai Life in the World Strange is the Path when you offer Love
 Mirza Ghalib Heart it is, Not a Brick or Stone Muhammed Iqbal The Himalayas

Unit II: Poetry

Thiruvalluvar Chapter - 5 (Family Life) Chapter-79 (On Friendship)
 (From *Thirukkural*—V.V. S. Aiyar's Translation) Ilango Adigal Vazhakuraikaathai
 (From *Silapathikaram*)

Unit III: Prose

Kalki : Ponniyin Selvan – Part I
 Sri Aurobindo : The True Meaning of Freedom

Unit IV: Drama

Rabindranath Tagore : Sacrifice
 Girish : Nagamandala

Unit V: Fiction

Munshi Premchand : Godan
 Asokamitran : The Eighteenth Parallel

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO5
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation.	PO3, PO5

Text Books (Latest Editions)	
1.	Ramanujan A. K., <i>Poems of Love and War</i> , OUP India, 2006
2.	Standard Editions of Texts for Prose, Drama and Fiction.
3.	Iyengar Srinivasa K.V, <i>Sri Aurobindo: A Biography and a History</i> , Sri Aurobindo, International Centre of Education, Pondicherry, 1985.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Radha Krishnan S, <i>A Centenary Volume Rabindranath Tagore 1861-1961</i> , New Delhi, Sahitya Akademi, 1992.
2.	Rajan P.K, <i>Indian Literary Criticism in English: Critics, Texts, Issues</i> , Rawat Publications, New Delhi, 2004.
Web Resources	

1.	Kabirdas[https://allpoetry.com/poem/14327014-Hey-Brother-Why-Do-You-Want-Me-To-Talk-By-Kabir]
2.	[https://www.poetryfoundation.org/poetrymagazine/poems/54394/i-wont-come] Mirabai[https://allpoetry.com/Mirabai] [https://allpoetry.com/Life-In-The-World][https://allpoetry.com/Strange-Is-The-Path-When-You-Offer-Love]

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	2	3	3	3	2
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
M.A. English (From 2023 – 24 onwards)

Semester: II SKILL ENHANCEMENT COURSE	23AU:P10SEC: APPROACHES TO ENGLISH LANGUAGE TEACHING	Credits: 2 Hours: 2
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Learning Objectives	
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 and consequences on language teaching
LO4	Emphasis will be laid on tracing the development of language teachingskills
LO5	Understanding the teaching aspects
Details	
UNIT I Nature of approaches and methods in Language Teaching <ol style="list-style-type: none"> 1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching UNIT II Current Communicative Approaches The Natural Approach Cooperative language learning Content based instruction ,Task-based language teaching UNIT III Use of Media in ELT The integration of elements in multi- media language learning Systems BBC English by Radio and Television - an outline history Using BBC English by Radio and Television in classroom	
UNIT IV Teaching Aspects Teaching Prose Teaching Poetry	
UNIT V Teaching Grammar, Teaching of Non-Detailed Text. Teaching practice in the classroom.	

Text Books(Latest Editions)	
1.	Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2.	The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Dr. Shaikh Mowla Methods of Teaching English.
2.	Dr. Gurav H.K Teaching Aspects of English Language.
Web Resources	
1	http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2.	https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Know the brief history of language teaching methods	PO3
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	PO1, PO2
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	PO4, PO5
CO4	Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.	PO3, PO5
CO5	Perceive the use of radio and television in language learning	PO3, PO4

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

3 – Strong, 2 – Medium, 1 - Low