BHARATHIDASAN UNIVERSITY IRUCHIRAPPALLI - 620 024.
CENTRE FOR DISTANCE AND ONLINE EDUCATION

M.A. ENGLISH

CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)

(Applicable to the candidates admitted from the academic year 2026-27 onwards)

Sem.	Course Type	Name of the Course (Code)	Credits	Maximum Marks		
				CIA	ESE	Total
I	Core Course I (CC)	Language and Linguistics	5	25	75	100
	Core Course-II (CC)	Modern Literature – I (1400-1660)	5	25	75	100
	Core Course-III (CC)	Modern Literature – II (1660-1798)	5	25	75	100
	Core Course-IV (CC)	Translation: Theory and Practice	5	25	75	100
	Elective Course-I (EC)	Children's Literature	3	25	75	100
	Total		**23**			**500**
II	Core Course-V (CC)	Modern Literature – III (1798-1832)	5	25	75	100
	Core Course-VI (CC)	Modern Literature –IV (1832-1945)	5	25	75	100
	Core Course-VII (CC)	Shakespeare	5	25	75	100
	Core Course- VIII (CC)	English Language Teaching	5	25	75	100
	Elective Course-II (EC)	Research Methodology	3	25	75	100
	Non Major Elective Course-I (NME)		2	25	75	100
	Total		**25**			**600**

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl. No.	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	Core Courses	14	70	1400
2.	Elective Courses	3	9	300
3.	Project	1	7	100
4.	Non-Major Elective Courses	2	4	200
	Total	**20**	**90**	**2000**

PROGRAMME OBJECTIVES:

- To introduce the students to the origin and development of different literatures of the world, both written in and translated into English
- To sharpen the writing skills of students by promoting the conventions of academic writing
- To enhance the mastery of English language skills so as to promote effectively communication
- To promote the critical acumen of the students through the application of various literary theories and approaches
- To help the students hone creative and critical thinking and develop analytical tools of their own
- To make the students acquire literary and linguistic competence

PROGRAMME OUTCOMES:

- Promote effective communication skills to maintain good interpersonal relationship
- Develop critical thinking in the chosen discipline and promote academic inquiry
- Demonstrate analytical skills in the interpretation and evaluation of the texts to promote research aptitude
- Imbibe essential qualities of a good team member/leader to ensure better professional prospects
- Engage in promoting environment and its sustainable development goals
- Inculcate the sense of social responsibility to address the local, national, and global needs

PROGRAMME SPECIFIC OUTCOMES:

- Familiarise with the literatures written in / translated into English, different critical theories, models and methods of language teaching across the world in different ages and contexts
- Cultivate analytical and critical thinking to achieve higher order proficiency in research in English language and literature
- Analyse the oeuvre of literatures by applying the critical/literary theories developed through the ages
- Achieve high level of proficiency in the English language skills – listening, speaking, reading, and writing – and the ability to effectively integrate them in the given context
- Provide a substantial literary background towards developing the requirements of career prospects and higher studies of the students
- Demonstrate the ability to contribute to the better understanding sociocultural and sociopolitical issues depicted in the literature

First Year **CORE COURSE-I** **Semester-I**

LANGUAGE AND LINGUISTICS

(Theory)

OBJECTIVES:

- To provide learners an insight into the nature of language
- To familiarize learners with the discourse of linguistics and to expose them to theoretical and practical manifestations of linguistics
- To enable learners to understand the link between literature and society

UNIT–I:

The Origin of Language - Development of Gesture, Sign, Words, Sounds, Speech and Writing
Language History and the Process of Language Change
Core Features of Human Language, Animals and Human Language

UNIT–II:

Nature of Language
Pure Vowels, Diphthongs and Consonants
Language Varieties: Dialects, Idiolect, Pidgin and Creole Language and Gender, Language and Disadvantage

UNIT–III:

Linguistic Form
Morphology, Grammar, Syntax
Saussure's Dichotomies: Synchronic and Diachronic Linguistics Semantics, Pragmatics

UNIT–IV:

Branches of Linguistics
Structural Linguistics, Sociolinguistics, Psycholinguistics, Neurolinguistics, Applied Linguistics

UNIT–V:

Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse

REFERENCE:

1. Aitchison, J. *Linguistics: An Introduction*. London: Hodder & Stoughton, 1995.
2. Atkinson,M.,Kilby,D. & Rocca,I. *Foundations of General Linguistics*. London: George Allen & Unwin, 1982.
3. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 1981.
   Radford, A.et al. *Linguistics: An Introduction.*UK: Cambridge University Press,1999.
4. Wardhaugh, R. *An Introduction to Sociolinguistics*. Massachusetts: Blackwell, 1986.
5. Wood, F. T. *An Outline History of the English Language*. India: Macmillan Publishers, 2000.
6. Yule, G. *The Study of Language*.4thedn. Cambridge: CUP,2014.

COURSE OUTCOMES:

- Understand how language, society and culture are related.
- Describe the theoretical and practical manifestations of linguistics.
- Understand the discourse of linguistics.
- Explain the origin of the English Language and its development.
- Explain the various implications of word formation.
- Establish a relationship between linguistics and language teaching.

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First Year **CORE COURSE-II** **Semester-I**

MODERN LITERATURE – I (1400-1660)

(Theory)

OBJECTIVES:

- To introduce learners to the evolution of Old English and classical English literature
- To familiarise them with the salient features of classical and metaphysical poetry
- To trace the origin and development of English essays and plays

UNIT – I POETRY :

Edmund Spenser :"Prothalamion"

UNIT – II POETRY:

John Donne : "Valediction Forbidding Mourning"
Andrew Marvell :"To His Coy Mistress"
George Herbert :"Affliction"

UNIT – III PROSE:

Francis Bacon : a) "Of Truth"b) "Of Adversity"c) "Of Ambition"

UNIT – IV DRAMA:

Christopher Marlowe : *Dr. Faustus*

UNIT – V: DRAMA:

Thomas Kyd :*The Spanish Tragedy*

REFERENCE:

1. Bacon, Francis, and F G Selby. *Bacon's Essays, Ed. with Introduction and Notes.* London: Macmillan, 1927.

2. Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell.* Cambridge: UP, 1984.
3. Daichess, David. *A Critical History of English Literature.* London: Secker & Warburg, 1960.
4. Donne, John and Frank Kermode. *The Poems of John Donne.* New York: Heritage Press, 1970.
5. Levin, Harry. *Christopher Marlowe.* Coral Gables; U of Miami P, 1970.
6. Reeves, James. *A Short History of English Poetry, 1340-1940.* New York: Dutton, 1962.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Demonstrate the literary techniques and style employed during the classical age.
- Promote the learning of the various poetic devices
- Establish a link between literature and society
- Prepare for qualifying and competitive examinations in English literature.
- Trace the development of the English language and society.
- Equip the readers with the techniques of teaching English literature.

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First Year **CORE COURSE-III** **Semester-I**

MODERN LITERATURE – II (1660 – 1798)

(Theory)

OBJECTIVES :

- To expose learners to the changing trends in English poetry from Milton to Pre – Romantics.
- To make learners understand the prose allegory of the Restoration period and varied prose works of the Age of Pope.
- To make learners know the salient features of anti-sentimental comedy and Restoration comedy.

UNIT – I POETRY

John Milton : *Paradise Lost* Book I (From … 1-330)

UNIT – II POETRY

John Dryden : "Mac Flecknoe"
Alexander Pope : "Epistle to Dr. Arbuthnot"

UNIT – III PROSE

Addison and Steele : From *The Spectator*
"Of the Club" (Steele)
"Sir Roger at Church" (Addison)
Jonathan Swift : *The Battle of the Books*

UNIT – IV DRAMA

R B Sheridan :*The School for Scandal*

UNIT – V FICTION

Oliver Goldsmith :*The Vicar of Wakefield*

REFERENCE:

1. Danielson, Dennis R. *The Cambridge Companion to Milton.* Cambridge: Cambridge UP, 1989.
2. Ford, Boris. *The New Pelican Guide to English Literature*: A Guide for Readers.: Penguin Books, 1983.
3. Humphreys, A.R. *The Augustan World: Society, Thought, and Letters in Eighteenth – Century England.* New York: Harper & Row, 1963.
4. Morwood, James, and David Crane. *Sheridan Studies.* Cambridge: Cambridge UP, 1995.
5. Walker, Hugh. *English Satire and Satirists.* New York: Octagon Books, 1965.
6. Willey Basil. *The Seventeenth Century Background*: *Studies in the Thought of the Age in Relation to Poetry and Religion*. Garden City: Doubleday, 1953.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Demonstrate the literary techniques and style employed during the classical age.
- Promote the learning of the various poetic devices
- Establish a link between literature and society
- Prepare for qualifying and competitive examinations in English literature.
- Trace the development of the English language and society.
- Equip the readers with the techniques of teaching English literature.

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First Year **CORE COURSE- IV** **Semester-I**

1.. TRANSLATION: THEORY AND PRACTICE

(Theory)

OBJECTIVES:

- To familiarize learners with the history and theories of translation
- To develop an understanding of the techniques and methods used by the translators
- To enhance the employability of the learners as translators

UNIT–I:

A Brief History of Translation and Translation Theory, Aspects of Translation Theory

UNIT–II:

Types of Translation Procedure, Communicative and Semantic Translation

UNIT–III:

Translation Procedures, Translation Process and Synonymy, Translation and the Meta Lingual Function of Translation

UNIT–IV:

Linguistics and Translation, Theories of Translation, Equivalence in Translation, Problems in Translation – Untranslatability

UNIT–V:

Translation Practice in Tamil and English–
Selections from A.K. Ramanujan's *Poems of Love and War* – Book Two "Puram Poems" Kings at War (Pg. Nos. 113-123)
Selections from G. U. Pope: Two chapters from the translation of Tirukkural -
"The Possession of Love" (71-80) and "The Possession of Knowledge" (421-430)

REFERENCE:

1. Bassnett, Susan. *Translation Studies*. London: Methuen, 2002.
   Malmkjær, Kirsten ,and Kevin Windle. *The Oxford Handbook of Translation Studies*. Oxford: Oxford UP, 2011.
   Munday, Jeremy. *Translation: An Advanced Resource Book*. Taylor & Francis, 2004.
2. Newmark, Peter. *Approaches to Translation*. Oxford: Pergamon Press,1981.
3. Ramanujan, *A.K. Poems of Love and War*. OUP, 1985.
   Venuti, Lawrence. *The Translation Studies Reader*. NewYork: Routledge,2004.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Create awareness about cultural, ethical and epistemological aspects of translation and interpreting practices
- Evaluate the effects of different translation strategies
- Apply the appropriate translation theories in a professional context
- Gain an in-depth understanding of a specific topic in translation practice and theory
- Demonstrate an understanding of the interpersonal and intercultural role played by translation and by language more generally
- Develop a critical understanding of the cultural and sociological issues embeddedin translation practice

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First Year **ELECTIVE COURSE- I** **Semester-I**

1.. CHILDREN'S LITERATURE

(Theory)

OBJECTIVES:

- To provide an overview of the history of children's literature from its origins
- To analyse the different ways of representation of childhood in literature
- To explore the social, political and literary issues portrayed in children's literature

UNIT – I

Growth and development of Children's Literature – Folk tales, fairy tales, picture books, comics, adventure stories, Young Adult fiction

UNIT – II POETRY:

R.L.Stevenson	: "The Swing"
Robert Frost	: "The Pasture"
Roald Dahl	: "Little Red Riding Hood and the Wolf"

UNITE – III TALES :

Grimm Brothers	: Rapunzel
Tales from *Panchathantra*	: 1. The Bird with two heads
	2. Four Friends and Hunters
	3. Right Mind and Wrong Mind

UNIT – IV SHORT STORIES:

Rudyard Kipling	: "The Man who would be king"
Mulk Raj Anand	: "The Lost Child"
Mark Twain	: "The Monday Morning"

UNIT – V FICTION:

J. K. Rowling	: *Harry Potter & the Philosopher's Stone*

REFERENCE:

1. Beaumont, Jeanne Marie and Claudia Carlson. *The Poets' Grimm: 20th Century Poems From Grimm's Fairy Tales*. Ed. Ashland, OR: Story Line Press, 2003.
2. Eg off, Sheila, et al. Only Connect: Readings on Children's Literature 3rd ed. Toronto: OUP, 1996.
3. Rowling, J.K. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury, 1997.
4. Ryder, Arthur W. trans. *The Panchatantra*. Bombay: Jaico Publishing House, 1975.
5. Zipes, Jack et al. *The Norton Anthology of Children's Literature: The Traditions in English*. New York: Norton, 2005.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Appreciate and evaluate the portrayal of childhood in Children's Literature
- Distinguish the uniqueness of children's experiences highlighted in these works.
- Examine factors of literature such as imagery, theme, motifs, style, tone etc...
- Compare and contrast works of authors
- Know the cultural awareness in children's literature.
- Enhance the understanding the psychology of children

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