

MANONMANIAM SUNDARANAR UNIVERSITY
AFFILIATED COLLEGES

SYLLABUS FOR M.A. ENGLISH (CBCS)

[For those who joined the course from the academic year 2021 onwards]

M.A. - ENGLISH LITERATURE – MANONMANIAM SUNDARANAR UNIVERSITY

Vision of the University

- " To provide quality education to reach the un-reached "

Mission of the University

- To conduct research, teaching and outreach programmes to improve conditions of human living.
- To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity.
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development.
- To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

Preamble

M.A. English Programme aims at expanding the learners' knowledge related in the study of English Language and Literature, familiarizing them with various authors, genres, theories, cultures and historical contexts. It aims at empowering the students with their research aptitude through oral and written presentations. The programme helps the students assess various socio-cultural aspects as delineated in the texts across the globe.

Vision: To enrich the academic ambience by fostering a multidisciplinary understanding of Language and Literature and upholding the universal human values.

Mission:

- To enable the students understand that Language and Literature are essential to acquire knowledge, forming new episteme and attitudes.
- To raise the students' consciousness to the national, moral, social, and human values that could form and sustain objective knowledge.
- To facilitate the students with the contemporary knowledge to understand the changing dynamics of the literary texts in various social and cultural contexts.

| | | |
|------------------------|---|---|
| Duration | : | Two Academic Years (Four Semesters) |
| Eligibility | : | B.A. English |
| Credits | : | 90 Credits |
| Scheme of Examinations | : | 1. Three Continuous Internal Assessment 2. Internal – 25 Marks External – 75 Marks Total – 100 Marks |

Internal Assessment :

| Methods | Marks |
|---|-----------|
| Three Continuous Internal Assessment. The average of the best two tests from three tests. Attendance Compulsory. | 15 |
| Assignment | 5 |
| Seminar | 5 |
| Total | 25 |

End Semester
Examination:

| Question Pattern | | |
|------------------|-------------|--|
| Section | Marks | Remarks |
| A | 10 x 1 = 10 | Multiple Choice Questions. 'None' should not be a choice among the four given choices |
| B | 5 x 5 = 25 | Alternate Choice Questions |
| C | 5 x 8 = 40 | Alternate Choice Questions |
| Total | 75 | |

MANONMANIAM SUNDARANAR UNIVERSITY
AFFILIATED COLLEGES - M.A. ENGLISH (CBCS)
SCHEME OF EXAMINATIONS & VALUATION

For those who joined the course from the academic year 2021 onwards

Semester I

| Paper | Subject Code | Subject | Core/ Elective | Credit | Hours Per Week | Internal Marks | External Marks | Total Marks | Exam Duration in Hours |
|-------|--------------|--------------------------------------|-------------------|--------|----------------------|-------------------|-------------------|----------------|------------------------------|
| I | | British Poetry | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| II | | British Drama | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| III | | Indian English Literature – I | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| IV | | American Literature – I | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| V | | African Literature | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| VI | | World Literature in Translation (or) | Elective | 3 | 5 | 25 | 75 | 100 | 3 |
| | | Literature and Pandemics | Elective | | | | | | |

Semester II

| Paper | Subject Code | Subject | Core/ Elective | Credit | Hours Per Week | Internal Marks | External Marks | Total Marks | Exam Duration in Hours |
|-------|--------------|--------------------------------|-------------------|--------|----------------------|-------------------|-------------------|----------------|------------------------------|
| VII | | British Non – Fiction | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| VIII | | Indian English Literature – II | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| IX | | American Literature – II | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| X | | Canadian Literature | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XI | | Shakespeare | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XII | | Literary Theory – I | Core | 4 | 5 | 25 | 75 | 100 | 3 |

Semester III

| Paper | Subject Code | Subject | Core/ Elective | Credit | Hours Per Week | Internal Marks | External Marks | Total Marks | Exam Duration in Hours |
|-------|--------------|------------------------------------|----------------|--------|----------------|----------------|----------------|-------------|------------------------|
| XIII | | British Fiction | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XIV | | Australian Literature | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XV | | Research Methodology | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XVI | | Aspects of English Language – I | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XVII | | Literary Theory – II | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XVIII | | Green Literature (or) | Elective | 3 | 5 | 25 | 75 | 100 | 3 |
| | | National Literature in Translation | Elective | | | | | | |

Semester IV

| Paper | Subject Code | Subject | Core/ Elective | Credit | Hours Per Week | Internal Marks | External Marks | Total Marks | Exam Duration in Hours |
|-------|--------------|--|----------------|--------|----------------|----------------|----------------|-------------|------------------------|
| XIX | | Gender Studies | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XX | | Asia Pacific Literature | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XXI | | Aspects of English Language – II | Core | 4 | 5 | 25 | 75 | 100 | 3 |
| XXII | | Content Writing (or) | Elective | 3 | 5 | 25 | 75 | 100 | 3 |
| | | Translation Studies: Theory and Practice | Elective | | | | | | |
| XXIII | | Project | Core | 5 | 10 | 25 | 75 | 100 | -- |

Papers – 23

Credits – 90

Core – 19 --Elective –3 (To be chosen from 6 papers) – Project – 1

Programme Outcomes: MA

| P.O. No. | At the end of the programme, the students will be able to: |
|-----------------|--|
| PO-1 | comprehend the significance of literary works in their social, cultural and ideological contexts. |
| PO-2 | discover the incredible diversity of the English Language and Literature throughout the history of the world. |
| PO-3 | ascertain how writers have reacted to the social developments of their contemporary period and produced a text. |
| PO-4 | express the hermeneutic engagement of creative texts with gender, race, region and identity across various significations. |
| PO-5 | problematise the Post-colonial Literatures and cultures with a nationalist perspective. |
| PO-6 | develop comprehensive reading, writing, and research skills of high order. |
| PO-7 | undertake academic and literary profession. |
| PO-8 | adapt themselves to the changing aspects of academic and creative professionalism. |

Programme Specific Outcomes: MA English Literature

| PSO No. | Upon completion of the M.A. English Literature Programme, students will be able to: |
|----------------|---|
| PSO-A | locate the historicity and textuality of World Anglophone Literatures. |
| PSO-B | appraise the diversity of humanist discourses delineated in the texts. |
| PSO-C | relate the texts to convey and construct cultural values and ideas. |
| PSO-D | foster and articulate universalism with social empathy. |
| PSO-E | respond positively to the significant paradigm shift. |
| PSO-F | validate the texts with dominant critical theories, methodologies, and contemporary practices in the field. |
| PSO-G | develop proficiency in critical thought and academic writing. |
| PSO-H | acquire professional skills related to translation and media studies. |

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-I | | | |
|-------------------------------|----------------------|---------------------------|------------------|
| Core BRITISH POETRY | | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits:4 |

Scope: To make the students understand and appreciate poetry as a literary art form.

Objectives:

- To help the students understand the aspects, chronology, sub-genres and movements of British Poetry.
- To make the students learn about the literary movements and trends they represent in literary history.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | recognize the various characteristics and sub-genres of poetry. | A, C | K1, K4 |
| CO 2 | outline the development of numerous literary movements. | B | K1, K2 |
| CO 3 | classify the poets as representatives of their periods. | A, C | K3, K5 |
| CO 4 | rationalise British Poetry as an aesthetic record of the societies concerned. | B, C, D | K5 |
| CO 5 | analyse British Poetry with a focus on content and form. | F, G | K4, K5 |
| CO 6 | apply and evaluate the structure and style of the poetry with poetic tools. | F, G | K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| Cos | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | M | M | S | S | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | M | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | L | S | S | S |
| CO 6 | S | S | S | S | M | M | S | S |

S – Strong – 85.41%, M – Medium – 12.5%, L – Low – 2.08%

UNIT - I – OLD ENGLISH & RENAISSANCE

| | | |
|------------------|---|---|
| Geoffrey Chaucer | : | The Prologue to the Canterbury Tales. (In the Beginning, The Wife of Bath) |
| Edmund Spenser | : | Prothalamion |
| Sir Thomas Wyatt | : | They Flee From Me |

Suggested Reading:

Stephen Greenblatt, *Renaissance Self-Fashioning – From More to Shakespeare*, University of Chicago Press, 2005.

UNIT – II – PURITAN, METAPHYSICAL & RESTORATION AGE

| | | |
|-------------|---|-------------------------------------|
| John Milton | : | Paradise Lost Book IX (Lines 1-191) |
| John Donne | : | A Valediction: Forbidding Mourning. |
| John Dryden | : | Mac Flecknoe. |

Suggested Reading:

Alastair Fowler, *Genre and Tradition* by in *The Cambridge Companion to English Literature* (Chapter 4), C.U.P., 2004.

UNIT – III - PRE-ROMANTIC & ROMANTIC PERIOD

| | | |
|-------------------------|---|--|
| Thomas Gray | : | Elegy Written in a Country Churchyard |
| William Wordsworth | : | Ode: Intimations of Immortality from Recollections of Early Childhood |
| Samuel Taylor Coleridge | : | Dejection: An Ode |
| Percy Bysshe Shelley | : | The Cloud |

Suggested Reading:

James Chandler, Maureen N. McLane. *The Cambridge Companion to British Romantic Poetry*, Cambridge University Press, 2008.

UNIT – IV - PRE-RAPHAELITE & VICTORIAN AGE

| | | |
|------------------------|---|------------------------|
| Dante Gabriel Rossetti | : | The Cloud Confines |
| Alfred Tennyson | : | Tithonus |
| Robert Browning | : | A Grammarian's Funeral |
| Matthew Arnold | : | The Scholar Gypsy |

Suggested Reading:

Gerard Genette, *The Architext: An Introduction*, University of California Press, 1992.

UNIT – V - MODERN PERIOD

| | | |
|---------------|---|--------------------|
| T.S. Eliot | : | The Waste Land |
| Philip Larkin | : | Church Going |
| Seamus Heaney | : | Blackberry Picking |
| Ted Hughes | : | Hawk Roosting |

Suggested Reading:

David Duff, *Modern Genre Theory*, Routledge, 1999.

References:

- Michael Roberts, *Faber Book of Modern Verse*, Faber & Faber, 1973.
Arthur Quiller Couch, ed., *The Oxford Book of English Verse (1250 – 1900)*. Oxford: O.U.P., 1923.
Fifteen Poets by Oxford University Press, 2017.
Bennett, Joan. *Five Metaphysical Poets*. C.U.P., 1964.
Dyson, A. E and Lovelock, Julian. *Milton: Paradise Lost: A casebook*. London: The Macmillan Press Limited, 1973. Print.
Grierson & Smith, *Critical History of English Poetry*. London: O.U.P., 1970.
Hobsboun, Philip. *Tradition and Experiment in English Poetry*. Macmillan, 1979.
J.R. *English Poetry of the Romantic Period 1789-1830*. Longman, 1988.
Palgrave,Ed., *Golden Treasury of the Best Songs and Lyrical Poems in the English Language*.
Parfitt, George. *English Poetry of the Seventeenth Century*. Longman, 1985.
Richards, Bernard. *English Poetry of the Victorian Period 1830-1890*. Longman, 1988.

| SEMESTER-I | | | |
|----------------------|----------------------|---------------------------|------------------|
| Core | | | |
| BRITISH DRAMA | | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits:4 |

Scope: To introduce the students to the representative dramatists of the various ages of British Literature.

| L | T | P | C |
|---|---|---|---|
| 5 | 0 | 0 | 4 |

Objectives:

- To enable the students understand and appreciate the socio-political realities from the 16th century to modern times.
- To learn about the various theatrical skills and techniques.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | recall the seminal works of various dramatists throughout the ages | A, C | K1 |
| CO 2 | trace the influences and social culture of the English societies through their drama of various periods | B, C | K2, K4 |
| CO 3 | apply and enact the drama scenes in classroom | D, E | K3, K6 |
| CO 4 | analyse the various dramatic techniques used in the plays | F | K4 |
| CO 5 | evaluate the literary elements such as setting, characterization, plot, theme, symbol etc. | F, G | K4, K5 |
| CO 6 | express their ideas, thoughts & viewpoints through action | F, G | K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | M | S | S | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | M | S | S | S |
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | L | S | S | S |
| CO 6 | S | S | S | S | L | S | S | S |

S – Strong – 87.5% , M – Medium – 8.33% , L – Low – 4.16%

UNIT – I – OLD ENGLISH & THE RENAISSANCE PERIOD

| | | |
|---------------------|---|------------------|
| Norton & Sackville | : | Gorboduc |
| Christopher Marlowe | : | The Jew of Malta |

Suggested Reading:

David Scott Kastan, *Staging the Renaissance*, Routledge; 1st edition, 1992.

UNIT – II –THE JACOBEAN, THE RESTORATION& THE AUGUSTAN PERIOD

| | | |
|---------------------------|---|----------------------|
| John Webster | : | The Duchess of Malfi |
| Richard Brinsley Sheridan | : | The Rivals |

Suggested Reading:

Howard Erskine-Hill (Editor), Alexander Lindsay, *William Congreve: The Critical Heritage (The Collected Critical Heritage: The Restoration and the Augustans)*, Routledge; 1st edition ,1995.

UNIT - III –THE ROMANTIC & THE VICTORIAN PERIOD

| | | |
|----------------------|---|------------------|
| Percy Bysshe Shelley | : | The Cenci |
| Bernard Shaw | : | Arms and the Man |

Suggested Reading:

David Galens, Joyce Moss, *World Literature and Its Times: British and Irish Literature and Its Times: the Victorian Era to the present (1837-) Vol 4*, Cengage Gale,2001.

UNIT – IV –THE MODERN PERIOD

| | | |
|-----------------|---|-------------------------|
| John Galsworthy | : | Strife |
| T.S Eliot | : | Murder in the Cathedral |

Suggested Reading:

Terry Eagleton, *Exiles and Emigres: Studies in Modern Literature*, Chatto&Windus, 1970.

UNIT - V –THE CONTEMPORARY PERIOD

| | | |
|----------------|---|--------------------|
| Samuel Beckett | : | Waiting for Godot |
| John Osborne | : | Look Back in Anger |

Suggested Reading:

Joseph Frank, *Widening Gyre: Crisis and Mastery in Modern Literature*, Indiana University Press, 1969.

References:

Boris Ford, *The New Pelican Guide to English Literature 8: From Orwell to Naipaul*, Penguin, 2000.

Levin, Harry. *Christopher Marlowe: The Overreacher*. London: Faber, 1961.

Martin Seymore – Smith. *Macmillan Guide to Modern World Literature*, London, 1973.

Morwood, James, and David Crane. *Sheridan Studies*. Cambridge: Cambridge UP, 1995.

Percy Bysshe Shelley, *The Cenci*, Book Jungle, 2007.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-I | | | |
|------------|------------------------------|--------------------|-----------|
| Core | INDIAN ENGLISH LITERATURE- I | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits:4 |

Scope: To introduce the students to the origin and evolution of Indian English Literature.

Objectives:

- To enable the students to get an overview of the rich tradition of Indian English Literature before independence.
- To introduce the students to the literary texts from various regional, cultural, social, and political locations in India before independence.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | appreciate the diverse aspects of Indian English Literature of the pre-independence era. | A, B | K1, K2 |
| CO 2 | identify the unique features of Indian Writings in English. | B, C, E | K2, K4 |
| CO 3 | develop a perceptivity of the major historical movements and their impact on literature. | C, D | K3, K5 |
| CO 4 | explore the colonial context in which Indian English developed as a language and literature. | D | K5 |
| CO 5 | assess the contributions of significant writers of the pre-independent era. | A, E | K3, K4, K5 |
| CO 6 | develop literary sensibility and the spirit of Indianness through reading and critically analysing, display an emotional response to the literary texts, cultivate a sense of appreciation for them | F, G | K1, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | M | S | S | S | S |
| CO 2 | S | S | S | S | S | S | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | L | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 95.83% , M – Medium – 2.08% , L – Low – 2.08%

UNIT- I - INTRODUCTION

| | | |
|-------------------------|---|---|
| K. R. Srinivasa Iyengar | : | Indian Writing in English Chap - 1. Introduction 2. The Beginnings: Rammohan Roy 3. The Renaissance in India |
|-------------------------|---|---|

Suggested Reading:

M. K. Naik- *A History of Indian English Literature*, Sahitya Akademi, 2009.

UNIT- II - POETRY

| | | |
|----------------------------|---|---|
| Henry Louis Vivian Derozio | : | To India- My Native Land The Harp of India |
| Toru Dutt | : | Lakshman |
| Manmohan Ghose | : | The Lonely Road |
| Sarojini Naidu | : | The Faery Isle of Janjira |

Suggested Reading:

Krishna Kant Singh, *Indian English Poetry Before Independence*, Book Enclave, 2017.

UNIT- III - PROSE

| | | |
|------------------|---|---|
| Mahatma Gandhi | : | The Gospel of Swadeshi |
| Jawaharlal Nehru | : | The Discovery of India (Chapter 3: "The Quest") |
| Ambedkar | : | Castes in India: Their Mechanism, Genesis and Development |

Suggested Reading:

John B. Alphonso Karkal, *Indian English Literature in the Nineteenth Century*, University of Mysore Press.

UNIT- IV - DRAMA

| | | |
|---------------------|---|-------------|
| Rabindranath Tagore | : | Chitra |
| T. P. Kailasam | : | The Purpose |

Suggested Reading:

Sudhir Chandra, *The Oppressive Present- Literature and Social Consciousness in Colonial India*, Routledge, New Delhi.

M. K. Naik & S. Mokashi, *Perspectives on Indian Drama in English*, Oxford University Press, Madras.

UNIT- V - FICTION

| | | |
|----------------------|---|------------------|
| A. Madhaviah | : | Clarinda |
| Bhabani Bhattacharya | : | So Many Hungers! |

Suggested Reading:

K. S. Ramamurti, *Rise of the Indian Novel in English*, Sterling Publishers New Delhi.

References:

K. R. Srinivasa Iyengar, *Indian Writing in English*, Sterling Publishers, Private Limited.

M. K. Gandhi, *The Gospel of Swadeshi*, Bharatiya Vidya Bhavan, 1967.

Jawaharlal Nehru, *The Discovery of India*

T. P. Kailasam, *Purpose*, www.tpkailasam.blogspot.com

A. Madhaviah, *Clarinda*, Nanbar Vattam, 1915.

Bhabani Bhattacharya, *So Many Hungers!* Jaico Publishing House.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-I | | | |
|--------------|--------------------------------|---------------------------|------------------|
| Core | AMERICAN LITERATURE – I | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits:4 |

Scope: To introduce the students to the diverse origins of American Literature.

Objectives:

- To help the students situate early American literary texts in their cultural and historical contexts.
- To familiarize the students with the literary genres of early American texts and prominent American writers.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | gain knowledge and understanding of a range of American Writings in their cultural contexts. | A, B | K1, K2 |
| CO 2 | develop close reading skills as a means of literary analysis. | B, C | K1, K2 |
| CO 3 | comprehend the ways, the ideas, values and themes of American society. | A, C, D | K3, K4 |
| CO 4 | describe the significant historical and cultural developments of colonial America. | A, B, C | K4, K5 |
| CO 5 | assess the major conventions and tropes of transcendental literature. | B, F, G | K5 |
| CO 6 | construct short poems/ stories to recreate any scene from the prescribed plays | F, G | K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | M | M | S | S |
| CO 2 | S | S | S | S | S | S | S | S |
| CO 3 | S | S | S | S | S | M | S | S |
| CO 4 | S | S | S | S | S | M | S | S |
| CO 5 | S | S | S | S | M | S | S | S |
| CO 6 | S | S | S | S | M | S | S | L |

S – Strong – 85.41% , M – Medium – 12.5% , L – Low – 4.16%

UNIT - I - POETRY

| | | |
|----------------------------|---|-------------------------------------|
| Henry Wadsworth Longfellow | : | My Lost Youth |
| Walt Whitman | : | Song of the Open Road |
| Emily Dickinson | : | “Hope” is the thing with feathers |
| Robert Frost | : | Acquainted with the Night |
| Ezra Pound | : | The River-Merchant’s Wife: A Letter |

Suggested Reading:

Sacvan Bercovitch, ed. *The Cambridge History of American Literature*. Cambridge University Press, 2005.

UNIT - II - PROSE

| | | |
|---------------------|---|--------------------------|
| Frederick Douglass | : | Self-Made Men |
| Ralph Waldo Emerson | : | American Civilization |
| Henry David Thoreau | : | Slavery in Massachusetts |

Suggested Reading:

Daniel S Burt, *The Chronology of American Literature: America's Literary Achievements from the Colonial Era to Modern Times*, Houghton Mifflin, 2004.

UNIT - III - SHORT-STORIES

| | | |
|-----------------|---|---------------------|
| Edgar Allan Poe | : | The Tell-Tale Heart |
| Jack London | : | To Build a Fire |
| Mark Twain | : | What Is Man? |

Suggested Reading:

James Wilmes, Douglas R, *American writers before 1800: a biographical and critical reference guide*, Greenwood Press, 1984.

UNIT - IV - DRAMA

| | | |
|--------------------|---|---------------------|
| Eugene O'Neill | : | The Hairy Ape |
| Tennessee Williams | : | The Glass Menagerie |

Suggested Reading:

Hayes, Kevin J, *The Oxford Handbook of Early American Literature*, Oxford; New York: Oxford University Press, 2008

UNIT - V - FICTION

| | | |
|-------------------|---|---------------------|
| Louisa May Alcott | : | Little Women |
| John Steinbeck | : | The Grapes of Wrath |

Suggested Reading:

Richard Gray, *A History of American Literature*, Wiley-Blackwell, 2012.

References:

- Emily Dickinson, "'Hope' is the Thing with Feathers" from *The Complete Poems of Emily Dickinson*, The Belknap Press of Harvard University press, 1983.
- Robert Frost, "Acquainted with the Night" from *The Poetry of Robert Frost*, Henry Holt and Co, 1970.
- Douglass, Frederick, and James Daley. *Great Speeches by Frederick Douglass* (Dover Thrift Editions). Dover Publications, 2013.
- Emerson, Ralph Waldo. "Ralph Waldo Emerson on American Civilization." *The Atlantic*, 13 Sept. 2019, www.theatlantic.com/magazine/archive/1862/04/american-civilization/306548.
- Henry David Thoreau, *Slavery in Massachusetts*, Blurb, 2019.
- Edgar Allan Poe, *The Tell-Tale Heart*, Penguin Classics, 2015.
- Jack London, *To Build a Fire*, Ingram short title, 2018.
- W.W. Jacobs, Gary C. Hoppenstand, *The Monkey's Paw and Other Tales of Mystery and the Macabre*, Academy Chicago Publishers, 1997.
- Mark Twain, *What Is Man? By Mark Twain – Illustrated*, independently published, 2017.
- Eugene O'Neill, *The Hairy Ape*, CreateSpace Independent Publishing Platform, 2013.
- Tennessee Williams, *The Glass Menagerie*, Penguin U.K., 2009.
- Loisa May Alcott, *Little Women*, Harry N. Abrams, 2019.
- John Steinbeck, *Grapes of Wrath*, Penguin, 2011.
- Walt Whitman, *Song of the Open Road*,
<https://www.poetryfoundation.org/poems/48859/song-of-the-open-road#:~:text=Afoot%20and%20light%2Dhearted%20I,me%20leading%20wherever%20I%20choose>.
- Henry Wadsworth Longfellow, *My Lost Youth*,
<https://www.poetryfoundation.org/poems/44640/my-lost-youth>.
- Ezra Pound, *The River-Merchant's Wife: A Letter*,
<https://www.poetryfoundation.org/poems/47692/the-river-merchants-wife-a-letter-56d22853677f9>

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-I | | | |
|------------|--------------------|--------------------|-----------|
| Core | AFRICAN LITERATURE | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits:4 |

Scope: To introduce African Literature and the different genres

Objectives:

- To familiarize with the social and political consciousness and economic crisis of Africa.
- To make learners aware of various African traditions and cultures through representative texts of African Literature in English

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | understand the various genres and culture of Africa. | A, C | K1, K2 |
| CO 2 | familiarise themselves with the basic concepts and assumptions conveyed in the texts. | B, D | K2 |
| CO 3 | develop a realization that literature fosters humanistic awareness and attitudes. | B, C, D | K2, K5 |
| CO 4 | analyse and comprehend Africa's reality through its narratives, protests against colonization, struggle for independence, African pride and hope for the future. | E, F | K2, K4 |
| CO 5 | assess Africa through specific forms of literary expression from the continent and the diaspora. | B, C, E | K4, K5 |
| CO 6 | demonstrate experience with, and increased confidence in, developing their own analyses of selected works of African literature and use this for developing their own research questions and hypotheses. | E, F, G | K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | M | S | S |
| CO 2 | S | S | S | M | S | S | S | S |
| CO 3 | S | S | S | S | S | M | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 93.75% , M – Medium – 6.25% , L – Low - 0%

UNIT I – POETRY

| | | |
|---------------|---|-----------------------|
| David Diop | : | Close to You |
| Rasaq Malik | : | Tonight In My Country |
| Ama Ata Aidoo | : | When the Bead Speaks |
| Lillian Aujo | : | The Eye of Poetry |

Suggested Reading

Gerald Moore & Ulli Beier - *Modern Poetry from Africa*. www. Forgotten books.com

UNIT II – PROSE

| | | |
|----------------|---|--|
| Frantz Fanon | : | On National Culture |
| Nelson Mandela | : | Long Walk to Freedom: The Autobiography of Nelson Mandela. (Chapter 2) |
| Chinua Achebe | : | Colonialist Criticism |

Suggested Reading

Anthonia C. Kalu. *The Riemer: An Anthology of African Literature*. 2007

Bill Ashcroft et al., ed, *The Post-Colonial Studies Reader*, Routledge, 2006.

UNIT III – SHORT STORY

| | | |
|-----------------|---|----------------------|
| Nadine Gordimer | : | Some Monday for Sure |
| Oyet Sisto Ocen | : | In the Plantation |
| Ben Okri | : | What the Tapster Saw |

Suggested Reading

Emenyonu, Ernest N., editor. *Writing Africa in the Short Story*. Boydell & Brewer, 2013.

UNIT IV - DRAMA

| | | |
|--------------|---|----------------------------|
| Athol Fugard | : | Master Harold and the Boys |
| Wole Soyinka | : | The Strong Breed |

Suggested Reading

Martin Banham (Editor), Errol Hill (Editor), George Woodyard (Editor) - *Cambridge Guide to African Theatre*

UNIT V - FICTION

| | | |
|-------------------|---|------------------|
| Buchi Emecheta | : | The Bride Price |
| Ngũgĩ wa Thiong'o | : | A Grain of Wheat |

Suggested Reading

Chinua Achebe, *No Longer at Ease*, Penguin Books, 1994.

References:

Patricia Hill Collins. *Black Feminist Thought*. Routledge, New York.
Frantz Fanon. *The Wretched Earth*. Grove Press
Nadine Gordimer. *Some Monday for Sure*. Heinemann, London.
Buchi Emecheta. *The Bride Price*. Allison & Busby, UK.
Ngugi WaThiongo'. *A Grain of Wheat*. Penguin Books Limited, London.
Athol Fugard. *Master Harold and the Boys*. Three Rivers Press, New York
Wole Soyinka. *The Strong Breed*. Oxford University Press, Oxford.
Suubi. *A Collection of Short Stories and Poems from African Writers*.
Okri, Ben. *Stars of the New Curfew*. Random House, London.
Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*.
Philadelphia: Little Brown & Co.
The Post-Colonial Studies Reader, Ed. Bill Ashcroft et al. Routledge, 2006.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 3 |

| SEMESTER-I | | | |
|-----------------|--|---------------------------|-------------------|
| Elective | WORLD LITERATURE IN TRANSLATION | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 3 |

Scope: To introduce the students to seminal literary texts across the world translated into English.

Objectives:

- To familiarize the students with different socio-cultural context that produce a narrative.
- To make the students understand the significance and nuances of translation.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | get acquainted to the spectrum of world literature. | A, B, C | K1 |
| CO 2 | understand that translation facilitates cultural communication. | B, C, E, G | K2, K4 |
| CO 3 | analyse various socio-cultural texts. | F | K3, K4 |
| CO 4 | undertake an independent research activity. | F, G | K3, K4, K6 |
| CO 5 | validate some of the main theoretical and methodological issues involved in reading World Literature. | E, F, G | K5 |
| CO 6 | demonstrate mastery in expressing oneself through translation or mutli-lingual writing in a clear, coherent and persuasive manner, and to construct an interpretive argument. | D, G, H | K1, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | S | S |
| CO 2 | S | S | S | S | S | S | S | S |
| CO 3 | S | S | S | S | M | S | S | S |
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | M | S | S | S | S | S | S | S |

S – Strong – 93.75% , M – Medium – 6.25% , L – Low – 0%

UNIT – I - POETRY

| | | |
|-----------------|---|-------------------|
| Khalil Gibran | : | On Joy and Sorrow |
| Pablo Neruda | : | Ritual of My Legs |
| Mahmoud Darwish | : | The Passport |

Suggested Reading:

Theo D'haen, David Damrosch, Djelal Kadir, *The Routledge Companion to World Literature*, 2011.

UNIT – II – EPIC

| | | |
|---------------|---|---|
| Ilango Adigal | : | The Cilappatikaram: The Tale of an Anklet - The Book of Pukar (87 Pages) only |
|---------------|---|---|

Suggested Reading:

David Konstan, *Epic and History*, Kurt A. Raaflaub · 2009

UNIT – III – SHORT STORIES

| | | |
|-------------------|---|--------------------------------------|
| Tayeb Salih | : | A Handful of Dates |
| Marcel Ayme | : | The Man who could walk through walls |
| Fyodor Dostoevsky | : | An Honest Thief |

Suggested Reading:

Ferenc Molnár , *Great Short Stories of the World: A Collection of Complete Short Stories*, Chosen from the Literatures of All Periods and Countries. Deutsche Nationalbibliothek · 2017

UNIT – IV – DRAMA

| | | |
|----------------|---|----------------------------------|
| Dario Fo | : | Accidental Death of an Anarchist |
| Bertolt Brecht | : | Life Of Galileo |

Suggested Reading:

David Wiles & Christine Dymkowski, *The Cambridge Companion to Theatre History*, Cambridge University Press, 2012.

UNIT – V – FICTION

| | | |
|------------------------|---|-----------------------------|
| Gabriel Garcia Marquez | : | Love in the Time of Cholera |
| Elie Wiesel | : | Night |

Suggested Reading:

John N. Duvall ed., *Modern Fiction Studies*, John Hopkins University Press, Vol.66, 2020.

References:

- Khalil Gibran, *The Prophet*, Fingerprint Publishing, 2017.
Pablo Neruda, *Residence on Earth*, Souvenir Press, 2003.
Mahmoud Darwish, *Unfortunately, It was Paradise – Selected Poems*, University of California Press, 2003.
Marcel Ayme, *The Man who could walk through walls*, Pushkin collection, 2012.
Fyodor Dostoevsky, *An Honest Thief*, Read Books, 2018.
Dario Fo, *Accidental Death of an Anarchist*, Bloomsbury, 1987. Alfred A. Knopf , 1988.
Elie Wiesel, *Night*, Penguin U.K., 2008.
Ilango Adigal, *The Cilappatikaram: The Tale of an Anklet*, translated by R.Parthasarathy, Penguin India, 2004.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 3 |

| SEMESTER-I | | | |
|--------------|---------------------------------|---------------------------|-------------------|
| Elective | LITERATURE AND PANDEMICS | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 3 |

Scope: To introduce the students to the literature written on the Pandemics.

Objectives:

- To expose the students to understand the plight of humanity during pandemics as portrayed in literary texts.
- To initiate the students to various kinds of writing techniques adopted by writers during the Pandemic Period

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | identify and demonstrate the knowledge about contagions. | A, C, D | K1, K2 |
| CO 2 | classify the varied socio-cultural conditions related to pandemics. | B, C | K2, K4 |
| CO 3 | elucidate the significant impact of the pandemics on society. | E, F | K2, K3 |
| CO 4 | examine the major biological crises like the COVID-19 pandemic. | B, D | K3, K4 |
| CO 5 | assess pandemic as a unique narrative device and its role in stimulating a new reading. | E, F, H | K4, K5 |
| CO 6 | envision themselves in the societies more equitably in the aftermath of pandemics with the knowledge gained from how the writer adopted the rhetoric of pandemic in different contexts | F, G, H | K3, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | L | S | S | S |
| CO 2 | S | S | S | S | L | S | S | S |
| CO 3 | S | S | S | S | L | S | S | S |
| CO 4 | S | S | S | S | L | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 91.66%, M – Medium – 0%, L – Low – 8.33%

Unit I – POETRY

| | | |
|--------------------|---|----------------------------------|
| Thomas Nashe | : | The Litany in the time of Plague |
| Christina Rossetti | : | The Plague |
| Thom Gunn | : | The Lament |
| Vikram Seth | : | Soon: A Poem on AIDS |

Recommended Reading:

Samuel K. Cohn, Jr, *The Black Death Transformed: Disease and Culture in Early Renaissance*. O.U.P., 2002

Unit II – PROSE

| | | |
|-----------------------|---|--|
| Giovanni Boccaccio | : | "An Introduction" Extract from <i>The Decameron</i> , |
| Molly Caldwell Crosby | : | "City of Corpses": An Extract from <i>The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History</i> |
| Steven Johnson | : | The Night Soil Men: An Extract from <i>The Ghost Map: The Story of London's Most Terrifying Epidemic – and How it Changed Science, Cities and the Modern World</i> |

Recommended Reading:

Daniel Defoe, *The Journal of the Plague Year*, Penguin, 2003.

Unit III – SHORT STORIES

| | | |
|-----------------|---|---|
| Edgar Allen Poe | : | The Masque of the Red Death |
| Greg Egan | : | The Moral Virologist |
| UNICEF | : | "My Hero is You": A fictional book developed by and for children aims to help families understand and cope with COVID-19. |

Recommended Reading:

Taylor, Steven. *The Psychology of Pandemics: Preparing for the Next Global Outbreak of Infectious Disease*. Cambridge Scholars Publishing, 2019.

Unit IV – FICTION

| | | |
|---------------|---|------------|
| Albert Camus | : | The Plague |
| Jose Saramago | : | Blindness |

Recommended Reading:

Katie M. Flynn, *The Companion*, Simon & Schuster, 2020.

Unit V – SCREENPLAY

| | | |
|-------------------|---|-------------|
| Steven Soderbergh | : | Contagion |
| Francis Lawrence | : | I am Legend |

Recommended Reading:

Steffen Schäffler, *The Periwig-maker* /2001 Oscars Nominee

References:

- Thom Gunn, *Collected Poems*, Fsg Adult Publishers, 1995.
- Sonia Faleiro, *AIDS Sutra: Untold stories from India*, Anchror Publishers, 2008.
- Molly Caldwell Crosby, *The American Plague: The Untold Story of Yellow Fever, The Epidemic That Shaped Our History*, Berkley Publishers, 2006.
- Steven Johnson, *The Ghost Map: The Story of London's Most Terrifying Epidemic – and How it Changed Science, Cities and the Modern World*, Riverhead Books, 2007.
- E. A. Poe, *The Masque of the Red Death*, Graham's Magazine, 1842.
- Greg Egan, *The Moral Virologist*, The Best of Pulphouse: the hardback magazine, St. Martin's Press, 1991.
- Albert Camus, *The Plague*, Vintage International, 1991.
- Darnelle Berry, *I Am Legend: Complete Screenplay Paperback*, independently published, 2020.
- Scott.Z.Burns, *Contagion*,
<https://8flix.com/assets/screenplays/c/tt1598778/Contagion-2011-screenplay-by-Scott-Z-Burns.pdf>, 2011.
- Giovanni Boccaccio, *The Decameron*, Penguin Classics, 2003.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-II | | | |
|-------------|---------------------|--------------------|-----------|
| Core | BRITISH NON-FICTION | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits:4 |

Scope: To introduce the students to the representative writers of Non-Fiction of the various ages of English Literature.

Objectives:

- To enable the students to understand and appreciate the cultural realities from classical period to modern times.
- To facilitate the students with empirical forms of knowledge.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | recall the pragmatic works of British Literature. | A, C | K1 |
| CO 2 | learn and appreciate the cultural realities of the various periods. | B, C, E | K2, K5 |
| CO 3 | develop critical insights to analyse various aspects of non-fiction. | F, G | K3, K4 |
| CO 4 | relate the English literary texts to the historical, the social and the political contexts. | A, B, C, D | K1, K4, K5 |
| CO 5 | perceive the changing role of English in the new world order. | C, E | K5 |
| CO 6 | apply rhetorical strategies and established criteria in an attempt to persuade a reader and to evaluate an oral discourse | G, H | K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | M | M | S | S |
| CO 2 | S | S | S | S | S | M | S | S |
| CO 3 | S | S | S | S | M | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | L | S | S | S |

S – Strong – 89.58%, M – Medium – 8.33%, L – Low – 2.08%

UNIT - I –OLD ENGLISH & THE RENAISSANCE PERIOD

| | | |
|-------------------------------|---|------------------------------------|
| The Bible (The Old Testament) | : | The Book of Jonah |
| Geoffrey Chaucer | : | A Treatise on the Astrolabe |
| Francis Bacon | : | Of Goodness and Goodness of Nature |

Suggested Reading:

Larry Scanlon (Editor), *The Cambridge Companion to Medieval English Literature 1100–1500*, Cambridge University Press, 2009.

UNIT - II NEO-CLASSICAL PERIOD

| | | |
|------------------|---|---------------------------------|
| Jonathan Swift | : | A Modest Proposal |
| Joseph Addison | : | Omens |
| Oliver Goldsmith | : | Instability of Worldly Grandeur |

Suggested Reading:

Miscellanies in Prose and Verse: Selected from Pope, Swift, Addison, Goldsmith, Sterne, Hume, Smollet, Gay, Shenstone, Prior, Murphy, and Brooke Original Pieces Never Before Published, Gale Ecco, 2010.

UNIT - III - THE ROMANTIC & THE VICTORIAN PERIOD

| | | |
|-----------------|---|----------------------|
| Charles Lamb | : | My Relations |
| William Hazlitt | : | On Going a Journey |
| Leigh Hunt | : | An Earth upon Heaven |

Suggested Reading:

David Duff, *The Oxford Handbook of British Romanticism*, O.U.P. Oxford, 2018.

UNIT - IV - THE VICTORIAN & THE GEORGIAN PERIOD

| | | |
|------------------|---|--|
| Mathew Arnold | : | Literature and Science |
| John Ruskin | : | The Roots of Honour |
| John Stuart Mill | : | Of the Liberty of Thought and Discussion |

Suggested Reading:

David J. DeLaura (Editor), *Victorian Prose: A Guide to Research, Modern Language Association of America*, 1973.

UNIT - V –MODERNISM & POST-MODERNISM

| | | |
|---------------|---|----------------------------|
| A.G. Gardiner | : | George Bernard Shaw |
| George Orwell | : | A Day in a life of a Tramp |
| Aldous Huxley | : | English Snobbery |

Suggested Reading:

Judith Kitchen, *Short Takes – Brief Encounters with Contemporary Nonfiction*, W. W. Norton & Co, 2013.

References:

Bacon, Francis, and F.G.Selby. *Bacon's Essays, Ed. with Introductions and Notes*. London: Macmillan, 1927.
Lamb, Charles, and Ernest D. North. *The Wit and Wisdom of Charles Lamb*. Folcroft: Folcroft Library Editions, 1974.
The Holy Bible. English Standard Version. Crossway, Wheaton, Illinois – ESV.ORG
John Gray and G.W.Smith, *On Liberty*. Ed. Routledge, 1991.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-II | | | |
|-------------|-------------------------------|--------------------|------------|
| Core | INDIAN ENGLISH LITERATURE- II | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To help the students to develop a general understanding of Indian English Literature after independence.

Objectives:

- To enable the students to get an overview of the recent trends and developments in Indian English Literature.
- To develop a literary sensibility towards the texts of modern Indian English Literature.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | comprehend the contribution of significant writers of the post-independent era. | A, E | K1, K2 |
| CO 2 | identify the unique features of Indian Writings in English. | B, C | K1, K2 |
| CO 3 | examine the socio-political and cultural milieu of Indian English Literature after independence. | A, B, C | K3, K5 |
| CO 4 | distinguish the use of myths in Indian Writing in English and its contemporary relevance. | C, D, E | K3, K4 |
| CO 5 | analyse themes dealt with by modern writers in the post-colonial context. | F, G | K4, K5 |
| CO 6 | develop of self-expression through various skills of creative writing by attaining a holistic idea of the distinctive features of Indian Writing in English and their history through the texts and contexts | B, D, G, H | K1, K2 K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | S | S |
| CO 2 | S | S | S | S | S | S | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 97.91%, M – Medium – 2.08%, L – Low – 0%

UNIT – I - POETRY

| | | |
|------------------|---|--------------------------|
| R. Parthasarathy | : | Homecoming |
| Nissim Ezekiel | : | Jewish Wedding in Bombay |
| Kamala Das | : | The Suicide |
| Meena Alexander | : | Blue Lotus |

Suggested Reading:

Adil Jussawalla, *New Writing in India*, Penguin Books Ltd, 1974.

UNIT – II - PROSE

| | | |
|---------------------|---|---|
| Gopal Guru | : | Dalit Women Talk Differently |
| Meenakshi Mukherjee | : | Realism and Reality: The Novel and Society in India (Chapter-I From Puranas to Nutana) |
| Amitav Ghosh | : | The Diaspora in Indian Culture |

Suggested Reading:

Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*, Oxford University Press, 2002.

UNIT – III - SHORT STORIES

| | | |
|---------------|---|--------------------|
| R. K. Narayan | : | The Blind Dog |
| Ruskin Bond | : | The Window |
| Jhumpa Lahiri | : | A Temporary Matter |

Suggested Reading:

Shiv K. Kumar, *Contemporary Indian Short Stories in English*, South Asia Books, 1992.

UNIT – IV - DRAMA

| | | |
|----------------|---|--------------|
| Girish Karnad | : | Hayavadana |
| Mahesh Dattani | : | Brief Candle |

Suggested Reading:

Abha Shukla Kaushi, *Indian Drama in English: Some Perspectives*, Atlantic Publishers and Distributors (P) Ltd, 2013.

UNIT – V - FICTION

| | | |
|----------------|---|-------------------------------------|
| Indira Goswami | : | The Moth Eaten Howdah of the Tusker |
| Shashi Tharoor | : | The Great Indian Novel |

Suggested Reading:

Vilas Sarang, Nilfuer E. Bharucha, *Indian English Fiction 1980-90: An Assessment: 77 (New World Literature Series)*, B.R. Publishing Corporation, 1994.

Dr B. K. Jha, *Modern Indian Writing in English*, Alp Books.

References:

- Amitav Ghosh, *The Imam and the Indian*, Ravi Dayal Publisher, Delhi.
- Meenakshi Mukherjee, *Realism and Reality: The Novel and Society in India*, Oxford University Press, 1999.
- Jhumpa Lahiri, *A Temporary Matter* (from Interpreter of Maladies).
- Girish Karnad, *Hayavadana*, Oxford University Press.
- Mahesh Dattani, *Brief Candle*, Penguin Random House India.
- Indira Goswami, *The Moth Eaten Howdah of the Tusker*. Rupa & Co. 2004.
- Shashi Tharoor, *The Great Indian Novel*, Penguin India, 2009.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-II | | | |
|------------------------|---------------|--------------------|------------|
| Core | | | |
| AMERICAN LITERATURE-II | | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To introduce the students to the post-1945 American Literature.

Objectives:

- To introduce the texts that discuss the evolving of American experience and character.
- To highlight the consciousness of people from varying ethnic and cultural background.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | identify the roles played by gender, race, age, class, ethnicity, wealth, poverty, and geography in creating Contemporary American Literature. | A, C | K1 |
| CO 2 | comprehend the relationship between Literature and American history and the philosophical and the religious movements. | A, B, C, D | K2, K4 |
| CO 3 | appraise the literary texts to examine the cultural and rhetorical contexts in which they were written. | B, C | K5 |
| CO 4 | analyse the strength and limitation of various literary forms practised in America. | F | K3, K4 |
| CO 5 | evaluate the relationship between the African American culture and the American culture as a whole | C, D, F | K5 |
| CO 6 | effectively express ideas related to the literary works and their own ideas during class, group activities, academic and professional activities. | F, G | K1, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | M | M | S | L |
| CO 2 | S | S | S | S | S | M | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | M | S | S | S |

S – Strong – 8.75%, M – Medium – 10.41%, L – Low – 2.08%

UNIT - I - POETRY

| | | |
|-----------------|---|-----------------------------------|
| Wallace Stevens | : | Of Modern Poetry |
| Sylvia Plath | : | Edge |
| e e Cummings | : | anyone lived in a pretty how town |
| Maya Angelou | : | Life Doesn't Frighten Me |
| Langston Hughes | : | Let America be America Again |

Suggested Reading:

Christopher John MacGowan, *Twentieth-Century American Poetry*, Maldon, MA: Blackwell Publications; 2004.

UNIT – II - PROSE

| | | |
|---------------|---|-----------------------------------|
| James Baldwin | : | Notes of a Native Son |
| Alice Walker | : | In Search of Our Mothers' Gardens |
| Amy Tan | : | Mother Tongue |

Suggested Reading:

Jack Salzman, *The Cambridge Handbook of American Literature*, Cambridge University Press, 1986.

UNIT – III - SHORT-STORIES

| | | |
|-------------------|---|------------------------------------|
| Ernest Hemingway | : | Big Two-Hearted River |
| Flannery O'Connor | : | A Good Man is Hard to Find |
| Harlan Ellison | : | I Have No Mouth, and I Must Scream |
| Jamaica Kinkaid | : | Girl |

Suggested Reading:

Gail McDonald, *American Literature and Culture, 1900-1960*, Malden, MA: Blackwell Publication; 2007.

UNIT – IV – DRAMA

| | | |
|---------------|---|---------------|
| Arthur Miller | : | The Crucible |
| Edward Albee | : | The Zoo Story |

Suggested Reading:

David Krasner, *A Companion to Twentieth-Century American Drama 1952-* *Malden*, MA: Blackwell Pub, 2005.

UNIT - V - FICTION

| | | |
|------------------|---|-----------------------|
| William Faulkner | : | As I Lay Dying |
| Harper Lee | : | To Kill a Mockingbird |

Suggested Reading:

John. T. Matthews, *A companion to the modern American novel 1900-1950*, Chichester, U.K.; Malden, MA: Wiley-Blackwell; 2009.

References:

- Harper Lee, *To Kill a Mockingbird*, Grand Central Publishing, 1988.
William Faulkner, *As I Lay Dying*, Vintage Classics, 1996.
Arthur Miller, *Death of a Salesman*, Penguin Books, 1976.
Edward Albee, *The Zoo Story*, Jonathan Cape Ltd, 1962.
Harlan Ellison, *I Have No Mouth & I Must Scream: Stories*, Open Road Media, 2014.
Flannery O'Connor, *A Good Man is Hard to Find and Other Stories*, Thomson Learning, 1982.
Ernest Hemingway, *Big Two-Hearted River*, Kindle, 2020.
Jamaica Kincaid, *Girl*, San Francisco Examiner, 1991.
Alice Walker, *In Search of Our Mothers' Gardens: Womanist Prose*, Mariner Books, 2003.
Maya Angelou, *Life Doesn't Frighten Me*, Harry N. Abrams, 1996.
<https://www.poetryfoundation.org/poems/147907/let-america-be-america-again>
<https://www.poetryfoundation.org/poems/43435/of-modern-poetry>
<https://www.poetryfoundation.org/poems/49009/edge-56d22ab50bbc1>
<https://www.poetryfoundation.org/poetrymagazine/poems/22653/anyone-lived-in-a-pretty-how-town>

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| SEMESTER-II | | | |
|-------------|---------------------|--------------------|------------|
| Core | CANADIAN LITERATURE | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To introduce the students to the significant aspects of various genres of Canadian Literature.

Objectives:

- To make the students familiar with the texts that reflect Canadian culture and society.
- To help the students get acquainted with Canadian Literature's richness through representative works of poets, essayists, playwrights, and novelists.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | define the richness of Canadian Literature through the various genres. | A, B, C | K1 |
| CO 2 | interpret the cultural and the literary aspects of Canadian Literature. | C, E | K2, K4 |
| CO 3 | gauge the concerns at stake in conceiving the arena of Canadian Literature and its trajectories over time. | B, D, E | K4, K5 |
| CO 4 | generate thoughtful and critical analyses of the assigned texts. | A, B, F | K3, K4 |
| CO 5 | formulate sustained and logical arguments that build on textual evidence and manifest themselves in various genres. | E, F, G | K5, K6 |
| CO 6 | articulate original critical analyses with new insights of the assigned texts | F, G | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | M | S | M | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | L | S | S | S |

S – Strong – 91.66%, M – Medium – 6.25%, L – Low – 2.08%

UNIT - I - POETRY

- Orpingalik : My Breath.
 Margaret Atwood : The Animals in that Country
 Daniel David Moses : Inukshuk

| | | |
|---------------|---|----------------------------|
| Earle Birney | : | The Bear on the Delhi Road |
| Irving Layton | : | The Bull Calf |

Suggested Reading:

Daniel David Moses, Terry Goldie, *An Anthology of Canadian Native Literature in English*, Oxford University Press, 1998.

UNIT – II - PROSE

| | | |
|-------------------|---|--|
| Stephen Leacock | : | Who Knows It |
| Margaret Laurence | : | A Place to Stand On |
| Eden Robinson | : | An Excerpt from <i>The Sasquatch at Home</i> |

Suggested Reading:

Coral Ann Howells (Ed), Eva-Marie Kröller (Ed), *The Cambridge History of Canadian Literature*, Cambridge University Press, 2013.

UNIT - III - SHORT- STORIES

| | | |
|------------------|---|------------------|
| Morely Callaghan | : | The Snob |
| Dismond Pacey | : | The Boat |
| Alice Munro | : | Sunday Afternoon |

Suggested Reading:

Margaret Atwood (Ed), Robert Weaver (Ed), *New Oxford Book of Canadian Short Stories in English*, Oxford University Press, 1997.

UNIT IV: DRAMA

| | | |
|--------------|---|--------------|
| Michael Cook | : | Jacob's Wake |
| Joan MacLeod | : | The Valley |

Suggested Reading:

Eugene Benson, William Toye, *The Oxford Companion to Canadian Literature*, Oxford University Press, 1981.

UNIT V: FICTION

| | | |
|-------------------|---|-------------------------------------|
| Margaret Laurence | : | The Stone Angel |
| Mordecai Richler | : | The Apprenticeship of Duddy Kravitz |

Suggested Reading:

Cynthia Sugars, Eleanor Ty, *Canadian Literature and Cultural Memory (Themes in Canadian Sociology)*, O.U.P. Canada, 2014.

References:

- Browne, S.J. Rev. Joseph. T. *The Art of Non-Fiction*. Macmillan Company, 1960.
- Dhawan, R.K. *Commonwealth Writing. A Study in Expatriate Experience*. Prestige, Delhi, 1994.
- Manorama Trikha. *Canadian Literature Recent Essays*. Pencraft International, Delhi, 1994.
- . *Canadian Short Stories*, Pencraft International, Delhi, 1999.

---. *Twentieth-Century Canadian Poetry*, Pencraft International, Delhi, 2001.
Niaz Zaman. *Other Englishes: Essays on Commonwealth Writing*. University Press Limited, 1991.
Shrin Kudchedkar. *Canadian Voices*. Pencraft International, Delhi, 1996.

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| SEMESTER-II | | | |
|--------------|---------------|--------------------|------------|
| Core | | | |
| SHAKESPEARE | | | |
| Code: CENC25 | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To enable the students to understand the various aspects of Shakespeare's dramatic art through representative plays.

Objectives:

- To make the students familiar with the significance of the characters, title, plot, theme and style.
- To assist the students to appreciate Shakespearean verse and comprehend the magnitude of the Shakespearean World.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | recognise the elements of dramatic devices and techniques of Elizabethan Drama. | A | K1 |
| CO 2 | identify Shakespeare's unique dramatic styles and understand the contexts of setting, plot, characterisation, and thematic contents. | B, C, E | K1, K2, K4 |
| CO 3 | infer the different features of Shakespearean tragedies, comedies, and historical plays. | B, F | K3 |
| CO 4 | analyse Shakespearean theatre and language. | C, F | K4 |
| CO 5 | evaluate the Elizabethan views on cosmic universe and liberal humanism | F, G | K5 |
| CO 6 | interpret criticism and apply it within logical and coherent academic arguments based on evidence, and engage in critical debates | F, G | K2, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | L | S | S | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | M | S | S | S |
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | L | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 89.58%, M – Medium – 6.25%, L – Low – 4.16%

UNIT -I – GENERAL SHAKESPEARE & POETRY

Shakespeare and his age - Elizabethan theatre and audience - Folios and Quartos -
Women in Shakespeare - Fools and Clowns in Shakespeare - The Supernatural
element

Venus and Adonais

UNIT – II – COMEDY & DARK COMEDY

A Midsummer Night's Dream
Measure for Measure

Suggested Reading:

E.K.Chambers, *William Shakespeare: A Study of Facts and Problems*, Oxford
University Press, 1930.

UNIT – III – TRAGEDY AND TRAGICOMEDY

Macbeth
The Winter's Tale

Suggested Reading:

Catherine Belsey, *Why Shakespeare?* Palgrave Macmillan, 2007.

UNIT – IV – HISTORICAL PLAYS

Henry V
Coriolanus

Suggested Reading:

Wolfgang Clemen, *Development of Shakespeare's Imagery*, Routledge, 1977.

UNIT – V – SHAKESPEAREAN CRITICISM

| | | |
|-----------------------------------|---|---|
| A.C.Bradley | : | Shakespearean Tragedy |
| Alan Sinfield, Jonathan Dollimore | : | "Introduction: Shakespeare, Cultural Materialism and the New Historicism," An Extract from <i>political Shakespeare: New Essays in Cultural Materialism</i> . |
| Elaine Showalter | : | "Representing Ophelia: Women, Madness, and the Responsibilities of |

Catherine Belsey : Feminist Criticism." An Extract from
Shakespeare and the Question of Theory
"Iago, the Essayist." An Extract from
Shakespeare in Theory and Practice

Suggested Reading:

Jonathan Dollimore, Alan Sinfield, *Political Shakespeare: Essays in Cultural Materialism*, Manchester University Press, 1994.
Gary Taylor, Stanley.W.Wells, *William Shakespeare: A Textual Companion (Oxford Shakespeare)*, Oxford University Press, 1988.

Reference:

Craig, W.J. ed. *Shakespeare: Complete Works*. U.K.: Oxford University Press, 1975.
Bradley, A.C. *Shakespearean Tragedy*, Toronto: Macmillan & Co. Ltd., 1989.
De Graziaz, Margreta and Stanley Wells. *Cambridge Companion to Shakespeare*, Cambridge: Cambridge University Press, 2001.
Hopkins, Lisa. *Beginning Shakespeare*, Manchester: Manchester University Press, 2007. McEachern, Claire. ed. *Cambridge Companion to Shakespearean Tragedy*, Cambridge: Cambridge University Press, 2002.
A.C. Bradley, *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*, Penguin Classics, 1991.
Alan Sinfield, Jonathan Dollimore. "Introduction: Shakespeare, Cultural Materialism and the New Historicism," *Political Shakespeare: New Essays in Cultural Materialism*. Ithaca: Cornell UP, 1985.
Elaine Showalter, "Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism, *Shakespeare and the Question of Theory*. Ed. Patricia Parker and Geoffrey Hartman. New York & London: Methuen, 1985.
Catherine Belsey, "Iago, the Essayist." *Shakespeare in Theory and Practice*, Edinburgh: Edinburgh UP, 2008.

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| SEMESTER-II | | | |
|--------------|---------------|---------------------|------------|
| Core | | LITERARY THEORY - I | |
| Code: CENC26 | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To enhance the students' comprehension with the chronological survey of critical theory.

Objectives:

- To make the students understand the concepts and nature of theories and their applications.
- To enable the students to interpret literary texts by focusing on a theory.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | locate the history of literary criticism and evolution of theory. | A, B | K1, K5 |
| CO 2 | interpret the context of the significant ideological shift of western thoughts. | B, E | K2, K4 |
| CO 3 | inculcate the habit of close and intensive reading. | E, G | K6 |
| CO 4 | analyse the central discourses of Enlightenment. | D, E, F | K3, K4 |
| CO 5 | initiate interpretations of literature empirically. | F, G | K4, K5 |
| CO 6 | illustrate, from the prescribed works, various features and techniques employed in criticism and apply it to any given text. | F | K3, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | L | M | M | S | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | M | M | S | S | S |
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 85.41%, M – Medium – 12.5%, L – Low – 2.08%

UNIT - I – CLASSICISM

| | | |
|---------------|---|---|
| Aristotle | : | The Elements of Tragedy (An Extract from Poetics) |
| Philip Sidney | : | An Apology for Poetrie. |
| Ben Johnson | : | Extract from Timber or Discoveries |

Suggested Reading:

Rita Copeland (Ed), *The Oxford History of Classical Reception in English Literature: Volume 1: 800-1558*, O.U.P. Oxford, 2016.

Michael Hattaway (Ed), *A Companion to English Renaissance Literature and Culture*, Wiley-Blackwell, 2012.

UNIT - II –RENAISSANCE, RESTORATION &NEO-CLASSICISM

| | | |
|----------------|---|--|
| John Dryden | : | An Essay of Dramatic Poesy |
| Alexander Pope | : | An Essay on Criticism |
| Samuel Johnson | : | Life of Milton (Critical Assessment of his major poems – Part - III) |

Suggested Reading:

Michael Meehan, "Neo-classical Criticism", *Encyclopedia of Literature and Criticism*, Routledge, 1991.

UNIT - III - ROMANTICISM

| | | |
|--------------------|---|---|
| William Wordsworth | : | Preface to The Lyrical Ballads |
| S.T.Coleridge | : | Biographia Literaria (Chapter - XIV&XVII) |
| Keats | : | Selection from The Letters 1. Letter written to Shelley 2. Letters written to Benjamin Bailey |

Suggested Reading:

Paul Hamilton (Ed), *The Oxford Handbook of European Romanticism*, Oxford University Press, 2019.

Donald H. Reiman, "The Romantic Critical Tradition", *Encyclopedia of Literature and Criticism*, Routledge, 1991.

UNIT - IV – VICTORIAN & MODERN AGE CRITICISM

| | | |
|----------------|---|-----------------------------------|
| Matthew Arnold | : | The Study of Poetry |
| Henry James | : | The Art of Fiction |
| F. R. Leavis | : | Literary Criticism and Philosophy |

Suggested Reading:

Boris Ford, *The Cambridge Guide to the Arts in Britain - Romantics to Early Victorians*, Cambridge University Press, 1988.

Geoffrey Strickland, "Great Traditions: The Logic of the Canon", *Encyclopedia of Literature and Criticism*, Routledge, 1991.

UNIT - V- NEW CRITICISM

| | | |
|----------------|---|-----------------------------------|
| T. S. Eliot | : | Tradition and Individual Talent |
| I. A. Richards | : | Towards a Theory of Comprehending |
| William Empson | : | The Seventh Type of Ambiguity |

Suggested Reading:

Rick Rylance, "The New Criticism", *Encyclopaedia of Literature and Criticism*, Routledge, 1991.

References:

- Lodge, David. *Twentieth-Century Literary Criticism: A Reader*, Longman, 1972.
- Lodge, David and Nigel Wood, *Modern Criticism and Theory: A Reader*, Longman, 3rd edition, 2008.
- Ramaswami S & Sethuraman V.S. *The English Critical Tradition: An Anthology of English Literary Criticism, Vol.1 & vol.2*, Trinity Press, 1986.
- Encyclopedia of Literature and Criticism*. Eds. Martin Coyle. Peter Garside et al. Detroit: Gale Research Inc. 1999.
- Prasad B. *An Introduction to English Criticism*. New Delhi: Trinity Press, 2014.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*, Viva Books, 2010.
- Das B. and Mohanty J.M. *Literary Criticism: A Reading*. O.U.P., 2018.
- Enright D.J. Chikera, Ernst de. *English Critical Texts*. O.U.P., 1997.
- Wimsatt JR, William K. Brooks, Cleanth. *Literary Criticism: A Short History*. Oxford & I.B.H. Publishing co, 1978.

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| SEMESTER-III | | | |
|--------------|------------------------|---------------------------|-------------------|
| Core | BRITISH FICTION | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To familiarise the students to British fiction as a literary form of contemporary relevance.

Objectives:

- To familiarise the students with the background, the major themes and the literary techniques of the texts.
- To make the students comprehend the relationship between the social, the political and the scientific developments of the period and their impact on the literary style.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | appreciate the contextualization and the historical consciousness of the texts. | A, C | K1, K2 |
| CO 2 | distinguish the different socio-cultural milieu and the narrative techniques. | B, C | K2, K4 |
| CO 3 | familiarise the avant-garde writings by the early novelists. | A, D, E | K1, K2 |
| CO 4 | analyse the concepts of modern and postmodern literature. | E, F | K3, K4 |
| CO 5 | perceive the distinct literary characteristics of the modern narratives. | C, E, F | K5 |
| CO 6 | demonstrate a capacity for a close critical reading of a literary text and broaden their vocabularies and to develop an appreciation of the language. | F, G | K1, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | L | S | S | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 95.83%, M – Medium – 2.08%, L – Low – 2.08%

UNIT - I - RESTORATION PERIOD

| | | |
|-------------------|---|-----------------|
| Daniel Defoe | : | Robinson Crusoe |
| Samuel Richardson | : | Pamela |

Suggested Reading

David, Herman. *The Cambridge Companion to Narrative*. Cambridge: Cambridge University Press, 2007.

Drabble, Margaret. *The Oxford Companion to English Literature*. 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995.

UNIT – II - ROMANTIC PERIOD

| | | |
|------------------|---|---------------------------|
| Sir Walter Scott | : | Heart of Midlothian |
| Thomas Hardy | : | Tess of the d'Urbervilles |

Suggested Reading

Forster, E. M. *Aspects of the Novel*. Penguin, 1974.

Geoffrey Day. *From Fiction to the Novel*. London: Oxford University Press, 1987.

UNIT - III - VICTORIAN PERIOD

| | | |
|-----------------|---|--------------------|
| Charles Dickens | : | Tale of Two Cities |
| George Eliot | : | Middle March |

Suggested Reading

King, Jeannette. *Tragedy in the Victorian Novel: Theory and Practice in the novels of George Eliot, Thomas Hardy and Henry James*. Cambridge University Press, 1978.

UNIT – IV – MODERN AND POSTMODERN PERIOD

| | | |
|----------------|---|--|
| James Joyce | : | A Portrait of the Artist as a Youngman |
| Virginia Woolf | : | To the Lighthouse |

Suggested Reading

Daiches, David. *The Novel and the Modern World*. The University of Chicago Press, 1960.

Caughie, Pamela L. *Virginia Woolf & Postmodernism: Literature in Quest & Question of Itself*. Urbana: University of Illinois Press, 1991.

UNIT – V – CONTEMPORARY PERIOD

| | | |
|---------------|---|------------------------|
| Doris Lessing | : | The Golden Notebook |
| Julian Barnes | : | The Sense of an Ending |

Suggested Reading

Nicol, Brian. *The Cambridge Introduction to Postmodern Fiction*. C.U.P., 2009. Pdf.
The Cambridge Introduction to Modern British Fiction, 1950-2000. C.U.P., 2002.

References:

Daniel Defoe, *Robinson Crusoe*, Penguin; Reissue edition, 2004.
Samuel Richardson, *Pamela: Or, Virtue Rewarded*, Penguin Classics, 1980.
Sir Walter Scott, *Heart of Midlothian: The Works of Sir Walter Scott* Kessinger Publishing 2010.
Thomas Hardy, *Tess of the D'Urbervilles*, Peacock First Edition, 1994.
George Eliot, *Middlemarch*, Wordsworth Editions Ltd, 1993.
Virginia Woolf, *To the Lighthouse Paperback*, Fingerprint! Publishing, 2016.
Julian Barnes, *The Sense of an Ending*, Vintage, 2012.
Doris Lessing, *The Golden Notebook*, Fourth Estate, 2014.
James Joyce, *A Portrait of the Artist as a Young Man*, Fingerprint, 2015.

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| SEMESTER-III | | | |
|--------------|------------------------------|---------------------------|-------------------|
| Core | AUSTRALIAN LITERATURE | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To introduce the students to the significant aspects of the various genres of Australian Literature.

Objectives:

- To familiarize the students with the texts that reflect Australian society and culture.
- To acquaint the students with the complexities of Australian colonial and indigenous literature.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | trace the key issues in Australian literature. | A, B | K1, K2 |
| CO 2 | understand Australia's varied socio-cultural conditions. | B, C, D | K2 |
| CO 3 | appreciate the literary aspects of Australian literature. | D, E, F | K4 |
| CO 4 | explore the theoretical positions and analyse complex problems and issues. | D, E, F | K3, K4 |
| CO 5 | assess Australia's major literary works and develop literary arguments in a variety of contexts. | D, E, G | K5 |
| CO 6 | conduct research to locate secondary critical sources that can inform reading and engagement with Australian literature and present the results of analyses coherently. | F, G | K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | L | M |
| CO 2 | S | S | S | S | S | S | M | L |
| CO 3 | S | S | S | S | S | S | M | M |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 87.5%, M – Medium – 8.33%, L – Low – 4.16%

UNIT - I - POETRY

Andrew Barton Paterson

:

Waltzing Matilda

| | | |
|----------------------|---|--------------------------------------|
| John Shaw Neilson | : | Surely God was a Lover |
| Alec Derwent Hope | : | Australia |
| James McAuley | : | From the True Discovery of Australia |
| Oodgeroo Noonuccal | : | We are Going |
| Chris Wallace-Crabbe | : | Melbourne |

Suggested Reading

John Kinsella, *The Penguin Anthology of Australian Poetry*.

UNIT - II - PROSE

| | | |
|-------------------|---|------------------------------------|
| Henry Lawson | : | A Neglected History |
| Anna Spargo-Ryan | : | How to Love Football |
| Alec Derwent Hope | : | Standards in Australian Literature |

Suggested Reading

A.Grove Day, *Modern Australian Prose, 1901–75: A Guide to Information Sources*

UNIT - III - SHORT- STORIES

| | | |
|-----------------|---|------------------------|
| Barbara Baynton | : | A Dreamer |
| Hal Porter | : | Francis Silver |
| Margo Lanagan | : | Singing My Sister Down |

Suggested Reading

Michael Wilding (Editor), *The Oxford Book of Australian Short Stories*.

UNIT - IV - DRAMA

| | | |
|----------------------|---|------------------|
| Robert James Merritt | : | The Cake Man |
| Andrew Bovell | : | The Secret River |

Suggested Reading

Leslie Rees, *A History of Australian Drama*.

UNIT - V - FICTION

| | | |
|-------------------------|---|-----------------|
| Patrick White | : | The Vivisector |
| Thomas Michael Keneally | : | Schindler's Ark |

Suggested Reading

Laurie Clancy, *A Reader's Guide to Australian Fiction*.

References:

- Dhawan, R.K. *Australian Literature Today*. New Delhi, 1993.
Commonwealth Fiction. Classical Publishing Company, New Delhi, 1988.
 Anna Spargo-Ryan. "How to Love Football." *The Best Australian Essays*, edited by
 Geordie Williamson, Black Inc., 2016.
 Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. Macmillan India Ltd.,
 Delhi, 1990.
 Ramaswamy, S. *Commentaries on Commonwealth Fiction*. Prestige, Delhi, 1994.
 Walsh, William. *Commonwealth Literature*. Macmillan Press Limited, London, 1979.

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| SEMESTER-III | | | |
|--------------|-----------------------------|---------------------------|-------------------|
| Core | RESEARCH METHODOLOGY | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To introduce the students to the approaches and mechanics of research.

Objectives:

- To train the students in the use of language, style and discourses suitable for thesis-writing.
- To expose the students to a theoretical thrust and hands-on experience in writing research proposals.

Course outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | spell the definition and the process of research. | E, F, G | K1, K2 |
| CO 2 | identify a research problem and proceed with it. | A, B, C, F | K1, K2, K4 |
| CO 3 | model the literary review based on the critical precepts. | A, B, F | K1, K3 |
| CO 4 | trace the consciousness of ethical issues in educational research. | F, G | K3, K4 |
| CO 5 | compile a research paper/thesis based on the mechanics of writing | F, G | K5, K6 |
| CO 6 | select and define appropriate research problem, organize and conduct research and, write a research report and thesis | A, E, G | K4, K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | L | S | L | S | S | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | M | S | S | S |
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | M | S | S | S |
| CO 6 | S | S | S | L | M | S | S | S |

S – Strong – 83.33%, M – Medium – 10.41%, L – Low – 6.25%

UNIT - I - INTRODUCTION, ETHICS AND PLAGIARISM IN RESEARCH

- Introduction to Research - Problem Identification & Formulation – Research Questions – Hypotheses.
- Why document Sources? – Plagiarism – Research Ethics.
- Plagiarism detection tools. – Urkund.

Suggested Reading:

Michael Meyer, *The Little, Brown Guide to Writing Research Papers*, Harper Collins, 1993.

UNIT – II – METHODOLOGY, LANGUAGE AND FORMAT

- Research Methodology – Research Design – Qualitative & Quantitative
- Format of a Thesis– Abstract – Chapter Division
- Language – Academic Writing – Use of Linkers – Introduction to Grammarly.

Suggested Reading:

Griffin G, *Research Methods for English Studies*, Edinburgh UP, 2005.

UNIT – III – DATA COLLECTION AND LITERATURE REVIEW

- Gathering information about sources – Core elements – Optional elements – Materials and tools of research.
- Review of Literature – Research Gap.
- E-sources – Research Databases - JSTOR, INFLIBNET, ePathshala, etc.

Suggested Reading:

Dave Harris, *Literature Review and Research Design: A Guide to Effective Research Practice*, Routledge, 2019.

UNIT – IV – THESIS WRITING

- The Mechanics of Scholarly Prose – names of persons – titles of sources – quotations – numbers, dates and times & abbreviations.
- Citations in forms other than print.

Suggested Reading:

Catherine Marshall, *Designing Qualitative Research*, SAGE Publications, 2015.

UNIT – V – CITATIONS AND REFERENCE MANAGEMENT TOOLS

- Works cited – Names of Authors – Titles – Versions – Publisher – Locational Elements.
- In-text Citations – Author – Title – Numbers – Indirect Sources – Repeated use of Sources – Punctuation in In-text Citation.
- Reference Management Tools – Mendeley.

Suggested Reading:

Joseph.A.Maxwell, *Qualitative Research Design: An Interactive Approach - Vol. 41 (Applied Social Research Methods)*, SAGE Publications Inc, 2012.

References:

The M.L.A. Handbook, IX th Edition, Modern Language Association, 2021.
Anderson, Durston and Poole. *Thesis and Assignment Writing*. J. Wiley and Sons, 1970
Brooks and Warren. *Modern Rhetorics*. Harcourt, 1970.
Parsons, C.J. *Theses and Project Work: A Guide to Research Writing*. Allen &Unwin, 1973.
Thorpe, James. Ed. *The Aims and Methods of Scholarship in Modern Languages and Literatures*. PMLA, 1963.

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| SEMESTER-III | | | |
|--------------|---------------------------------|--------------------|------------|
| Core | ASPECTS OF ENGLISH LANGUAGE - I | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To introduce the students to the general concepts of language and linguistics.

Objectives:

- To facilitate the students to the advanced study of English grammar, focusing on the language history, cultural implications, and linguistics.
- To assist the students in grasping the essentials of the structure and systems of language.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | recall the origins and the development of language. | A, C | K1 |
| CO 2 | understand the basic principles of linguistic theory. | B, E, F | K2 |
| CO 3 | infer the knowledge of fundamental language structures and functions. | F, G | K1, K3 |
| CO 4 | designate the place and the manner of articulation of phonemes in the English language and categorise speech sounds into various types. | E, F | K4, K5 |
| CO 5 | appraise the various linguistic phenomena that have developed and changed in Modern English. | B, C, E | K5 |
| CO 6 | collect, organize and analyse linguistic data from diverse languages, to form hypotheses about language structure/use and to test those hypotheses against new data. | A, F, G | K1, K4, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | M | S |
| CO 2 | S | S | M | S | M | S | S | S |
| CO 3 | S | S | M | S | S | S | S | S |
| CO 4 | M | S | L | M | M | S | S | S |
| CO 5 | M | S | M | S | M | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 77.08%, M – Medium – 20.83%, L – Low – 2.08%

UNIT - I – NATURE OF LANGUAGE

Language as written text - Language as a Socio-cultural heritage - language as a marker of social identity.

UNIT - II - APPROACHES TO THE STUDY OF LANGUAGE

Approaches to the study of language - language as a system of communication - Saussurean dichotomies: signifier and signified, langue and parole, synchronic and diachronic, syntagmatic and paradigmatic.

UNIT - III – LANGUAGE AND LINGUISTICS

Language Analysis: Levels and their hierarchy—phonetic/phonological, morphological, syntactic and semantic/pragmatic; their interrelations; linguistic units and their distribution at different levels.

UNIT - IV – PHONETICS

Phonetics as a study of speech sounds: articulatory, auditory, and acoustic phonetics. Articulatory Phonetics: Processes of speech production: Classification of speech sounds, syllable.

UNIT - V – PHONETIC TRANSCRIPTION

Transcription of Passages.

References:

- Knight, Michael Anne. *Phonetics: A Course Book*. Cambridge: Cambridge University Press, 2012.
- Lass, Roger. *Phonology: An Introduction to Basic Concepts*. Cambridge: Cambridge University Press, 2000.
- Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press, 1968.
- . *Language and Linguistics*. Cambridge: Cambridge University Press, 1981.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press, 2009.
- Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 1996.
- F.T. Wood, *An Outline History of English Language Phonetics*, Macmillan Publication
- Peter Roach, *English Phonetics and Phonology*. Cambridge University Press.
- Baugh, A.C., *A History of the English Language (1973) George Yule. The Study of Language*, Fifth Edition.

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| SEMESTER-III | | | |
|--------------|----------------------|--------------------|------------|
| Core | LITERARY THEORY - II | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To enable the students to locate and analyse a literary text with an empirical and independent perspective.

Objectives:

- To assist the students to understand the ideologies of different schools of thoughts and the varied consciousness of the society.
- To familiarise the students with the recent trends in literary studies.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | relate the text with a specific epistemological and contextual mode of learning. | A, B | K1, K5 |
| CO 2 | identify the contemporary and the historical schools of the literary world. | A, B, C, E | K1, K4 |
| CO 3 | predict the ways in which literary theory applies to their own lives and cultures. | C, F | K4, K5 |
| CO 4 | deconstruct various literary interpretations of the text and find the relationship between the reader and the work. | B, F | K3, K5 |
| CO 5 | validate the significance of race, class, and gender from a theoretical perspective. | F, G | K5 |
| CO 6 | demonstrate inductive reasoning that moves logically and persuasively from particular pieces of compelling evidence to broader generalizations that advance/deepen/enrich understanding | C, F, G | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | M | S | S |
| CO 2 | S | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | L | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | M | S | S | S |

S – Strong – 91.66%, M – Medium – 6.25%, L – Low – 2.08%

UNIT - I – INTRODUCTION TO THEORIES AND APPROACHES

Wilbur S. Scott : Five Approaches – (Introduction to all the

| | | |
|-----------------|---|----------------------------------|
| | | Approaches) |
| M. H. Abrams | : | Orientation of Critical Theories |
| Jonathan Culler | : | What is Theory? |

Suggested Reading:

Terry Eagleton, *Literary Theory: An Introduction*, Wiley-Blackwell, 2008.
 Habib, M. A. R. *A History of Literary Criticism From Plato to the Present*.
 Blackwell, 2005

UNIT - II –MARXISM, FEMINISM AND POST - COLONIALISM

| | | |
|------------------|---|--|
| Raymond Williams | : | Marxism and Literature |
| Elaine Showalter | : | Towards Feminist Poetics. |
| Edward said | : | Crisis. [Extract from <i>Orientalism</i>] |

Suggested Reading:

Barry, Peter *Beginning Theory: An Introduction to Literary and Cultural Theory*,
 ed. Viva Books, 2010.
 Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*, 3rd ed. Routledge, 1998.

UNIT - III – FORMALISM, STRUCTURALISM AND POST STRUCTURALISM

| | | |
|-----------------------|---|--------------------------------------|
| Viktor Shklovsky | : | Art as Technique |
| Ferdinand de Saussure | : | <i>Course in General Linguistics</i> |
| Roland Barthes | : | Science versus Literature |

Suggested Reading:

Pramod.K.Nayar, *Contemporary Literary and Cultural Theory: From Structuralism
 to Ecocriticism*, Pearson Education, 2009.
 Wilfred L.Guerin, and et.al *Handbook of Critical Approaches to Literature*, Fifth
 Indian Edition, Oxford University Press, 2005.

UNIT - IV – PSYCHOLOGICAL, ARCHETYPAL AND READER RESPONSE

APPROACHES

| | | |
|------------------|---|---|
| Carl Gustav Jung | : | Psychology and Literature |
| Northrop Frye | : | Archetypes of Literature |
| Wolfgang Iser | : | The Reading Process: A phenomenological Approach |

Suggested Reading:

Encyclopedia of Literature and Criticism. Ed. Martin Coyle. Peter Garside et al.
 Gale Research Inc, 1990.

**UNIT - V- DECONSTRUCTION, NEW HISTORICISM AND CULTURAL STUDIES:
 READING WITH THEORY**

| | | |
|--------------------|---|--|
| Jaques Derrida | : | Structure, Sign, and Play in the Discourse of the Human Science |
| Stuart Hall | : | Cultural Identity and Diaspora |
| Stephen Greenblatt | : | The Cultivation of Anxiety: King Lear and His Heirs |

Suggested Reading:

Lucy, Naill *Post-Modern Literary Theory: An Anthology*. Blackwell Publishers, 1999.
During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2004.

References:

Lodge, David. *Twentieth Century Literary Criticism: A Reader*. Longman, 1972.
Lodge, David and Nigel Wood. *Modern Criticism and Theory: A Reader*. Longman, 2017
Rice, Philip and Patricia Waugh. *Modern Literary Theory*, 4th ed. Arnold, 2001
Culler, Jonathan. *Literary Theory: A Very Short Introduction*, O.U.P., 2011
Ashcroft, Bill, Gareth Griffiths and Helen Tiffin ed. *The Post-Colonial Studies Reader* Routledge, 2006.
Newton. K.M. *Twentieth-Century Literary Theory A Reader*. Macmillan, 1997.

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| SEMESTER-III | | | |
|--------------|---------------|--------------------|------------|
| Elective | | GREEN LITERATURE | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 3 |

Scope: To create an awareness among the students about Ecocriticism and the role of literature in addressing contemporary issues of environmental concerns.

Objectives:

- To introduce the students to specific literary texts based on the ecological concerns and focus on the need to address the rising global threats.
- To express care and concern for the environment and advocate a more thoughtful and ecologically sensitive relationship between man and nature.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | tabulate the indomitable part of nature in life. | A, D | K1 |
| CO 2 | exemplify the most relevant critical theories through literary texts. | B, C, F | K2, K3 |
| CO 3 | elucidate the role of literature in addressing contemporary issues such as environmental concerns. | E, F | K3, K4 |
| CO 4 | examine the social issues from the eco-critical perspective. | D, E, F | K4, K5 |
| CO 5 | prioritise ethical, cross-cultural and historical context of the environmental issues. | C, D, E | K5 |
| CO 6 | study literature and environment from an interdisciplinary point of view to analyse and brainstorm possible solutions for promoting or hampering sustainable practices crucial for environmental conservation | F, G | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | M | L | M | S | S |
| CO 2 | S | S | S | S | S | S | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | M | S | S | S | S |
| CO 6 | S | S | S | L | M | S | S | S |

S – Strong – 87.5%, M – Medium – 8.33%, L – Low – 4.16%

UNIT I -INTRODUCTION TO ECOCRITICISM- DEFINITION, SCOPE AND IMPORTANCE OF ECOCRITICISM

| | | |
|----------------------------------|---|---|
| John Ruskin | : | Landscape, Mimesis, Morality |
| Todd Andrew Borlik | : | Introduction: An Extract from <i>EcoCriticism: An Early Modern English Literature</i> |
| Cheryll Glotfelty & Harold Fromm | : | "Literary Studies in an age of Environmental Crisis". An Extract from <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> . |

Suggested Readings:

Timothy Clark, *The Cambridge Introduction to Literature and the Environment*. C.U.P. Illustrated Edition.
Laurence Coupe, *The Green Studies Reader: From Romanticism to EcoCriticism*, Routledge.
Linda Hutcheon, *The Eruption of Postmodernity: The Post-Colonial and the Ecological*

UNIT II –POETRY

| | | |
|-----------------------|---|---------------------------|
| William Cullen Bryant | : | The Gladness of Nature |
| Mamang Dai | : | The Voice of the Mountain |
| Dan Beachy Quick | : | Endangered Species |
| Gieve Patel | : | On Killing a Tree |

Suggested Reading:

Louise Hutchings Westling. Ed. Cambridge Companion to Literature and Environment. C.U.P. 2013.

UNIT III- SHORT STORY

| | | |
|-----------------|---|----------------|
| Mahasweta Devi | : | Pterodactyl |
| Liam O'Flaherty | : | The Waves |
| Ruskin Bond | : | The Tree Lover |

Suggested Reading:

Pramod K. Nayar. *Ecoprecarity: Vulnerable Lives in Literature and Culture*, Routledge, 2019.

UNIT IV– FICTION

| | | |
|-----------------|---|-----------------|
| Indra Sinha | : | Animal's People |
| Margaret Atwood | : | Oryx and Crake |

Suggested Reading:

Garrard Greg. Ed *The Oxford Handbook of Ecocriticism*, O.U.P., 2014

UNIT V – DRAMA

| | | |
|--------------|---|-------------------------|
| Henrik Ibsen | : | An enemy of the people |
| John Heywood | : | The Play of the Weather |

Suggested Reading:

Scott Slovic, & et.al. Global Perspectives on Eco-Aesthetics and Eco-Ethics A Green Critique, Lexington Books, 2019.

References:

Todd A. Borlik, *Ecocriticism and Early Modern English Literature: Green Pastures: 16 (Routledge Studies in Renaissance Literature and Culture)*, Routledge, 2010.
Cheryll Glotfelty (Ed), Harold Fromm (Ed), *The Ecocriticism Reader: Landmarks in Literary Ecology*, University of Georgia Press, 1996.

Mamang Dai, "The Voice of the Mountain",

https://www.asu.edu/pipercenter/how2journal/archive/online_archive/v2_4_2006/current/indian/dai.html

William Cullen Bryant, The Gladness of Nature, <https://poets.org/poem/gladness-nature>

Dan Beachy Quick, Endangered Species, <https://poets.org/poem/endangered-species#:~:text=About%20This%20Poem,species%2C%20most%20notably%20the%20monarch.>

Gieve Patel, On Killing a Tree, <https://www.poemhunter.com/poem/on-killing-a-tree/>
Mahasweta Devi (Au), Gayatri Chakravorty Spivak (Tr), *Imaginary Maps*, Thema, 2001.

Henrik Ibsen, *An Enemy of the People*, Sovereign, 2018.

Liam O'Flaherty, Angeline A. Kelly (Ed), *The Wave*, Prentice Hall Press, 1980.

Ruskin Bond, *The Tree Lover*, Penguin Random House India, 2017.

Indra Sinha, *AnimalsPeople*, Simon & Schuster, 2008.

John Heywood, *The Play of the Weather*, Andesite Press, 2017.

Margaret Atwood, *Oryx and Crake*, Virago, 2013.

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| SEMESTER-III | | | |
|--------------|---|--------------------|------------|
| Elective | NATIONAL LITERATURE IN TRANSLATION | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 3 |

Scope: To enable the students to learn and appreciate the literatures written in different native languages and varied cultures.

Objectives:

- To help the students learn the texts written in different languages in India and understand their distinct socio-history and cultural identities.
- To familiarise the students with the different regional literary movements of India.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | relate the thematic concerns in the regional literatures of India. | A, B, C | K1, K2 |
| CO 2 | illustrate regional consciousness in their reading of literary texts. | B, C | K2 |
| CO 3 | distinguish the socio-cultural movements that formulated the regional literature. | B, C, D | K3, K4 |
| CO 4 | categorise the regional literatures translated in English. | E, F, H | K3, K4 |
| CO5 | validate the historical, the social, and the cultural crises specific to the region. | B, C, D | K5 |
| CO 6 | Perform comparative study of the original and the translated texts to see the process of negotiation that constructs, and is constructed in, the English language translation | F, G, H | K6 |

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | S | S |
| CO 2 | S | S | S | S | S | S | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 100%, M – Medium – 0%, L – Low – 0%

UNIT – I - POETRY

| | | |
|--------------------|---|---------------------------|
| Subramania Bharati | : | The Victory Drum. |
| Sundara Ramaswamy | : | The Artist at Sea. |
| O. N. V. Kurup | : | A Requiem to Mother Earth |
| Kedarnath Singh | : | Where Would I Go? |
| Nilmani Phookan | : | Three Poems |

Suggested reading:

K Satchidanandan, *One Hundred Indian Poets*, National Book Trust, India, 2000.

UNIT - II – PROSE

| | | |
|--------------------------------------|---|---|
| Muthu Mohan | : | "Foreword" from Ponneelan's New Dharshans |
| K. Srilata & Swarnalatha Rangarajan: | : | Interview with 1) Bama, 2) Sivakami |
| Bal Gangadhar Tilak | : | Freedom is my Birthright. |

Suggested reading:

V. V. B. Rama Rao, *Regional Language Fiction: Transformative Essays on Literary Translation*, Authorspress, New Delhi.

Nissim Ezekiel, Meenakshi Mukherjee (ed), *Another India, New Delhi*, Penguin, 1990

UNIT – III - SHORT STORIES

| | | |
|----------------------|---|---------------|
| Jayakanthan | : | The Heroine |
| U. R. Anantha Murthy | : | Ghatastraddha |
| Gopinath Mohanty | : | Tadpa |

Suggested reading:

Bhabani Bhattacharya, *Contemporary Indian Short stories Vol.2 &3*, Delhi, Sahitya akademi, 1959&1964

UNIT – IV - DRAMA

| | | |
|-----------------|---|--------------|
| Badal Sircar | : | Bhoma |
| Vijay Tendulkar | : | The Vultures |

Suggested reading:

V K.Gokak (ed), *Literature in Modern Indian Languages*, The Publication Division, Delhi, 1957

UNIT – V - FICTION

| | | |
|----------------------|---|--------------------------------|
| Imayam | : | Arumugam |
| M. T. Vasudevan Nair | : | The House around the Courtyard |

Suggested reading:

Adil Jussawalla (ed), *New Writing in India*, Harmondsworth, Penguin, 1974.

References:

- Sundara Ramaswamy, *The Ways of Dogs*, Kalachuvadu Trust, Nagercoil.
- Velcheru Narayana Rao, *Twentieth Century Telugu Poetry -An Anthology*, Oxford India Paperbacks.
- O. N. V. Kurup, 'A Requiem to Mother Earth', *In the Shade of the Sahyadri*, Oxford University Press.
- <https://www.worldliteraturetoday.org/blog/poetry/three-poems-india-kedarnath-singh>
- https://www.parabaas.com/translation/database/translations/poems/sankhaghosh_just.html
- <https://www.youthaffairz.in/historyjuly2012.html>
- K. Srilata&Swarnalatha Rangarajan, *Lifescapes*, Women Unlimited Publication, New Delhi.
- D. Jayakanthan (Author), Deepalakshmi J. (Translator), *The Heroine and Other Stories*, Niyogi Books, 2017.
- U. R. Anantha Murthy, *Ghatasraddha*, Indian Horizon, Vol No: 46 Published by Indian Council for Cultural Relations, New Delhi.
- Gopinath Mohanty, *Tadpa*, Indian Horizon, Vol No: 46 Published by Indian Council for Cultural Relations, New Delhi.
- Badal Sircar, *Three Plays: Procession*, Bhoma, Stale News, Seagull Books, Kolkata, 2009.
- Vijay Tendulkar, *The Vultures*, Prakash Book Depot, Chennai.
- Imayam, *Arumugam*, Katha Publications, Mumbai.
- M. T. Vasudevan Nair, *Naalukettu: The House with a Courtyard and Four Pillars*, Oxford University Press, 2010.

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| SEMESTER-IV | | | |
|-----------------------|----------------------|---------------------------|-------------------|
| Core | | | |
| GENDER STUDIES | | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To explore the theoretical deployment of gender and its role in social contexts and across several historical periods.

Objectives:

- To familiarize the students with the notions of biological differences, epistemologies and histories related to power structure.
- To offer an interdisciplinary explanation of gender and sensitise the students about the problems of women and their reactionary responses in their writings.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | retrieve the ability to conduct an interdisciplinary analysis of gender studies. | A, C | K1, K4 |
| CO 2 | restate the position of gender on the lives of the individuals. | B, D | K1, K2, K4 |
| CO 3 | outline a body of knowledge about the social construction of sex and gender. | C, D, E | K2, K3 |
| CO 4 | analyse socio-historical and contemporary power dynamics underpinning group relations, social institutions, and systems of representation | C, F, G | K3, K4 |
| CO 5 | perceive feminism in its diverse cultural contexts. | F | K5 |
| CO 6 | apply theoretical frameworks of feminism, gender and women's studies, queer studies, sexuality studies. | F, G | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | S | S |
| CO 2 | M | M | S | S | S | S | S | S |
| CO 3 | S | S | S | S | S | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 95.83%, M – Medium – 4.16%, L – Low – 0%

UNIT - I – POETRY

| | | |
|-------------------|---|---------------------------------------|
| Maya Angelou | : | Still I Rise |
| Margaret Atwood | : | Helen of Troy does Countertop Dancing |
| Lakshmi Kannan | : | She |
| Kalki Subramaniam | : | Phallus, I Cut |

Suggested reading:

Barbara Fister, *Third World Women's Literatures: A Dictionary and Guide to Materials in English*, Greenwood Press, 1995.

UNIT - II – NON-FICTION

| | | |
|--------------|---|-------------------------------------|
| Mary Shelley | : | Nature and the Meaning of Happiness |
| Dale Spender | : | Women and Literary History |
| Toril Moi | : | Feminist, Feminine, Female |

Suggested reading:

Cixous, Hélène, et al. "The Laugh of the Medusa." *Signs*, vol. 1, no. 4, 1976, pp. 875–893. JSTOR, www.jstor.org/stable/3173239.

UNIT - III - SHORT STORY

| | | |
|--------------------------|---|---------------------------|
| Charlotte Perkins Gilman | : | The Yellow Wallpaper |
| Temsula Ao | : | The Night |
| Alice Munroe | : | Dance of the Happy Shades |

Suggested reading:

Vandana Singh, *The Woman Who Thought She Was A Planet*, Zubaan, 2013.

UNIT - IV – DRAMA

| | | |
|--------------------|---|---------------------|
| Lorraine Hansberry | : | A Raisin in the Sun |
| Lynn Notage | : | Ruined |

Suggested reading:

Angela McRobbie, *Feminism and the Politics of 'Resilience': Essays on Gender, Media and the End of Welfare*, Polity, 2020.

UNIT - V - FICTION

| | | |
|---------------------|---|---------------------------|
| Toni Morrison | : | Paradise |
| Manobi Bandopadhyay | : | A Gift of Goddess Lakshmi |

Suggested Reading:

Helen Taylor, *Why Women Read Fiction: The Stories of Our Lives*, Oxford University Press, 2020.

References:

Catherine Belsey & Jane Moore. *The Feminist Reader*. Macmillan.

Alice Munroe - *Dance of the Happy Shades*. Vintage.

Temsula Ao. *Those Hills Called Home: Stories from a War Zone*.

Toni Morrison, *Paradise*. Knopf, 1997.

A. Revathi. *The Truth about My Life*. Penguin India.

Lorraine Hansberry. *A Raisin in the Sun*. Methuen Drama India

Lynn Notage. *Ruined*. Theatre Communications Group, Inc.

Manobi Bandopadhyay, *A Gift of Goddess Lakshmi*, Penguin Random House India, 2017.

https://www.youtube.com/watch?v=pqBDPXsMP_g

<https://poets.org/poem/still-i-rise>

<https://poets.org/poem/helen-troy-does-countertop-dancing>

| | | | | | | | | |
|------|---|---|---|---|---|---|---|---|
| CO 4 | S | S | S | S | M | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | L | S | S | S |

S – Strong – 91.66%, M – Medium – 6.25%, L – Low – 2.08%

UNIT – I - POETRY

| | | |
|----------------|---|--|
| Edwin Thumboo | : | Gods Can Die |
| Ee Tiang Hong | : | On Writing a Poem |
| Allan Curnow | : | House and Land |
| Zulfikar Ghose | : | The Monument to Sibelius in Rio de Janeiro |

Suggested Reading

Chao, S. (Ed), Clark, S. (Ed), Connolly, T. (Ed), Watson, A. (Ed), Williams, L. (Ed), *Asia-Pacific and Literature in English*, Macmillan, 2019-2020.

UNIT – II - PROSE

| | | |
|-------------------------|---|--|
| Malala Yousafzai | : | Nobel Prize Acceptance Speech |
| Sneja Gunew | : | Toward a New Australian Literary History |
| Q. S. Tong, Xiaoyi Zhou | : | Criticism and Society: The Birth of the Modern Critical Subject in China |

Suggested Reading

Josephine Lee, *The Oxford Encyclopedia of Asian American Literature and Culture: 3-Volume*, OUP USA, 2020.

UNIT – III - SHORT STORIES

| | | |
|---------------------|---|---|
| Intan Paramaditha | : | The Queen |
| Katherine Mansfield | : | A Cup of Tea |
| Alfian Sa'at | : | Duel (From <i>Corridor:12 Short Stories</i>) |

Suggested Reading

Cultural and Social Centre for the Asian and Pacific Region, *Asian and Pacific short stories*, C. E. Tuttle Co; Stated First Edition, 1974.

UNIT – IV - DRAMA

| | | |
|---------------|---|-------------------------------|
| Yukio Mishima | : | Kantan |
| Bruce Mason | : | The End of the Golden Weather |

Suggested Reading

Chris Hudson, Denise Varney, Barbara Hatley, Peter Eckersall, *Theatre and Performance*

in the Asia-Pacific: Regional Modernities in the Global Era.

UNIT – V - FICTION

Ambalavaner Sivanandan : When Memory Dies
Jessica Hagedorn : Dogeaters

Suggested Reading

David S. Roh, *Minor Transpacific: Triangulating American, Japanese, and Korean Fictions (Asian America)*.

References:

Intan Paramaditha (Au), Stephen J Epstein (Tr), *Apple and Knife*, Harvill Secker, 2018.

Never a Soul At Home: New Zealand Literary Nationalism. Victoria University Press, Wellington. 1998M

Sa'at, Alfian. *Corridor: 12 Short Stories* Raffles, 2015

Yukio Mishima (Author), Donald Keene (Translator), *Five Modern Noh*, Tuttle Publishing, 2013.

Mansfield resources can be found at the New Zealand Electronic Text Centre
www.nzetc.org

Sultana, *Dream* - <https://www.theguardian.com/commentisfree/2009/jul/30/arab-world-science-fiction>

A. Sivanandan, *When Memory Dies*, Arcadia Books, 2013.

Bruce Mason, *The End of the Golden Weather*, Victoria University Press, 2018.

Jessica Hagedorn, *Dogeaters*, Penguin Books, 1991.

| | | | |
|---|---|---|---|
| L | T | P | C |
| 5 | 0 | 0 | 4 |

| SEMESTER-IV | | | |
|--------------|---|---------------------------|-------------------|
| Core | ASPECTS OF ENGLISH LANGUAGE - II | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Scope: To further the knowledge of the students on the nuances of language & applied linguistics.

Objectives:

- To enable the students to acquire the knowledge of the structural descriptions of the language.
- To equip the students with the formative principles of the linguistic analysis of the different domains of language.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | identify various grammatical processes. | B | K1 |
| CO 2 | understand the distinguishing features of written and spoken language in the texts. | A, B, E | K2 |
| CO 3 | classify the grammatical structures and their role in linguistic analysis | E, F, G | K2, K3 |
| CO 4 | distinguish the concepts of word meaning and sentence meaning; sense and reference. | C, F, G | K4, K5 |
| CO 5 | validate the knowledge and understanding of the English language and its use in various contexts. | F, G | K4, K5 |
| CO 6 | engage in research by tracing the characteristics of the language as well as in employing the scope of linguistics into understanding the specific characteristics of literature, including prose and poems in different languages | E, F, G | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | M | S | M | M | L | S | S | S |
| CO 2 | S | S | S | S | S | S | S | S |
| CO 3 | M | S | M | S | M | S | S | S |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | S | S | S | S | S | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 85.41%, M – Medium – 12.5%, L – Low – 2.08%

UNIT - I – MORPHOLOGY

Basic Concepts: Scope and nature of morphology, Types of morphemes - free and bound; root, stem, base, suffix, infix, prefix, grammatical categories – tense, aspect, mood, person, gender, number, case, word, Etymology, Vocabulary Building

UNIT - II - SYNTAX

Traditional and Structural Syntax: parts of speech: Basic syntactic units and their types, Word, Sentence, Sentence Pattern

UNIT - III - TRANSFORMATIONAL GENERATIVE GRAMMAR

Substitution Clauses, Phrases, Arguments and Modifiers, Case Theory and ordering complements

UNIT - IV - SEMANTICS AND PRAGMATICS

Semantics: Types of meaning; descriptive, emotive and phatic; sense and reference, connotation and denotation, Pragmatics: Language use in context; communication: message model and inferential model of communication, sentence meaning and utterance meaning

UNIT - V – STYLISTICS & RHETORIC

Types of Discourse, Stylistics, Text as grammar: structure and texture, stylistic devices in literary texts.

References:

R.L. Trask (Author), Peter Stockwell (Editor), *Language and Linguistics: The Key Concepts (Routledge Key Guides)*, Routledge, 1998.

Critical Concepts in Linguistics – Book Series, Routledge.

Noam Chomsky. *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: M.I.T. Press, 1965.

KyleJohnson. "Introduction to Transformational Grammar." (Fall 2004): Amherst, University of Massachusetts:M.I.T. Press.

JohnLyons. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press, 1968.

---. *Language and Linguistics*. Cambridge: Cambridge University Press, 1981.

George Yule, *The Study of Language*. Cambridge: Cambridge University Press, 1996.

| | | | |
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| SEMESTER-IV | | | |
|--------------|---------------|--------------------|------------|
| Elective | | CONTENT WRITING | |
| Code: CENE4A | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 3 |

Scope: To have a proficient and practical knowledge about content writing.

Objectives:

- To inculcate the knowledge of documenting sources.
- To develop internet skills for writing in the social media.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | record the knowledge of digital skills essential for the media. | E, G, H | K1 |
| CO 2 | outline an idea on content marketing. | G, H | K2 |
| CO 2 | compute practical skills on earning through content writing. | E, G, H | K2, K6 |
| CO 4 | analyse and present a topic of study in a field-specific language. | F, G, H | K4, K5 |
| CO 5 | standardise teamwork skills. | G, H | K3 |
| CO 6 | demonstrate knowledge of editing and revision techniques, the world of publishing, and other career-related aspects of writing. | F, H | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | M | M | L | L | L | M | M | L |
| CO 2 | L | L | L | L | L | S | M | S |
| CO 3 | L | L | L | L | L | S | S | S |
| CO 4 | M | S | L | M | L | S | S | M |
| CO 5 | L | L | L | L | L | S | S | S |
| CO 6 | L | L | S | M | L | S | S | S |

S – Strong – 31.25%, M – Medium – 18.75%, L – Low – 50%

UNIT – I - LANGUAGE SKILLS

Introduction - Writing Rules - Writing GPS - Cross Out the Wrong Words - Keep It Simple – Readability - Grammar Rules - Confusing Words.

Suggested Reading:

S. C. Sood, *Developing Language Skills*, Manohar Publishers.

UNIT – II - PUBLISHING

Publishing Rules - Brand Journalism - Interview Tips – Copyright - Blog Posts, Podcast, Facebook Posts, Tweets, and Other Marketing Content - Writing for Twitter - Hashtags - LinkedIn Profile.

Suggested Reading:

Arielle Eckstut, David Henry Sterry, *The Essential Guide To Getting Your Book Published: How To Write It, Sell It, And Market It - Successfully*, Workman Publishing.

UNIT – III - CONTENT TYPES

Business Writing Skills - Technical Writing - Academic Writing - Email Writing - News Letter - Brochure Writing - Research Paper - Academic Book Writing - Rubrics - Fiction Writing - SEO Writing - Medical Writing - Statement of Purpose - Writing a Critique.

Suggested Reading:

C. C. Chapman & Ann Handley, *Content Rules*, Wiley Publishers.

UNIT – IV - CONTENT STRATEGY

Strategic Vs Non- Strategic Content - Creating Effective Content - Overcoming Challenges - Idea Generation Tools - Creating Strategic Content to promote Brands - Market Segmentation - Creating Target Persona - Ninja Writing.

Suggested Reading:

Robert Ashton & Jessica Juby, *Writing for the Web*, Teach Yourself Publications.

UNIT – V - EARN ONLINE

Websites for Content Writing Projects - Tips to Earn as a Content Writer - Successful Content Writing Career - How to Become a Published Author - Guest Posting - Collecting Payments.

Suggested Reading:

Lirish Chinnappa, *Content Writing as a Career Option*, Amazon Digital Service.

References:

(Unit I & II) - Ann Handley, *Everybody Writes*, Wiley Publishers.

(Unit III, IV & V) - Kounal Gupta, *The Only Content Writing Handbook*, Henry Harvin, India.

| | | | |
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| SEMESTER-IV | | | |
|-----------------|---|---------------------------|-------------------|
| Elective | TRANSLATION: THEORY AND PRACTICE | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 3 |

Scope: To introduce the students to the theories and theorists of translation through the different ages, of traditions, and of emerging fields in translation.

Objectives:

- To encourage the students to recognise various problems and challenges faced by the translators concerning literary texts.
- To equip the students with various procedures and techniques of translation.

Course Outcomes:

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|--|----------------|-----------------|
| CO 1 | recall the various theories of translation and their importance in the contemporary world. | F, H | K1 |
| CO 2 | extend the skill to translate and engage in advanced study in the field of translation. | B, H | K2, K3 |
| CO 3 | apply various methods of interpretation related to Translation Studies. | C, F, H | K3 |
| CO 4 | assess the multi-cultural approaches and navigate the linguistic problems in translation. | C, D, F, H | K4, K5 |
| CO 5 | perceive the difficulties in translation at a practical level and evaluate alternative strategies for dealing with them. | F, G, H | K4, K5 |
| CO 6 | choose between different models of translation on the basis of their relative merits and demerits. | F, H | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | M | S |
| CO 2 | M | S | S | S | M | S | S | S |
| CO 3 | S | S | S | S | S | S | M | S |
| CO 4 | S | S | S | S | S | S | M | S |
| CO 5 | L | S | M | M | L | S | S | S |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 81.25%, M – Medium – 14.58%, L – Low – 4.16%

UNIT - I – TRANSLATION AND ITS PERSPECTIVES

Language as a Medium - Referential Meaning - Connotative Meaning - Definitions of Translation - Linguistic and Cultural Distances between the Source and Target

Languages - Lexical Untranslatability

Suggested Reading:

Susan Bassnett-McGuire, Andre Lefevere, Susan Bassnett, *Translation, History and Culture*, Continuum International Publishing Group Ltd, 1998.

UNIT - II – TRANSLATION THEORIES AND THEORISTS

Major Theories

Philological Theory - Linguistic Theory - Sociolinguistic Theory - Integrated Theory

Major Theorists

J.C. Catford, Eugene A. Nida , Peter Newmark, Sujit Mukherjee, Juliane House

Suggested Reading:

Theo Hermans, *The Manipulation of Literature (Routledge Revivals): Studies in Literary Translation*, Routledge, 2015.

UNIT - III – LEXICAL PROBLEMS AND COMPENSATORY MECHANISMS

Borrowing – Transliteration - Literal Translation – Definition – Addition – Omission - Lexical Creation – Transcreation – Substitution - Generic and Specific Names - By Using Multi-Lexical Units - Hybrid Formation or Loan Blending

Suggested Reading:

Piotr Kuhiwczak Karin Littau, *A Companion to Translation Studies*, Orient BlackSwan, 2011.

UNIT - IV – SYNTACTIC AND STYLISTIC PROBLEMS AND PROCEDURES

Double Words - Repetitive Words – Ideophones - Pleonasm and Reduplications - Active and Passive Constructions - Gender and Number.

Imagery – Idioms – Proverbs - Non-verbal Communication - Honorific Affixes - Proper Name – Vocatives - Play on Words - Transformation of Sentences

Suggested Reading:

Peter Newmark, *About Translation*, Multilingual Matters, 1991.

UNIT - V – TRANSLATION PRACTICE

Perumal Murugan : Poonachi: Or the Story of a Black Goat

(OR)

Vaikom Muhammad Basheer : Pattumma's Goat.

Discussions and Questions from the translated texts, based on the concepts discussed in Unit 2,3 and 4.

Suggested Reading:

Clifford.E.Landers, *Literary Translation: A Practical Guide*, Multilingual Matters, 2001.

References:

Nair, Shreedevi K. *Aspects of Translation*. New Delhi: Creative Books, 1996.

Nida, Eugene A. *Towards a Science of Translating*. London: Brill, 1964.

Nihamathullah A. *Procedures of Translation*. Tirunelveli: Shameem Publication, 2009. Unit I - Pages 1 to 15 & Unit II Pages 16 to 36.

Hema K. *Theory and Practice of Translation*. Madurai: Shanlax Publications, 2019

Susan Bassnett, *Translation Studies III Edition*. Routledge, London & New York, 2002. - Pages 47 to 80.

Peter Newmark, *A Textbook of Translation*. Prentice Hall, 1987.

Perumal Murugan (Au), N Kalyan Raman (Tr), *Poonachi: Or the Story of a Black Goat*, Context, 2018.

Perumal Murugan, *Poonachi Allathu Oru Vellatin Kathai*, Kalachuvadu Publications, 2016.

Vaikom Muhammad Basheer, *Pattumma's Goat*, Mathrubhumi Books, 2018.

Vaikom Muhammad Basheer, *Pathummayude Aadu*, DC Books, 2019.

| | | | |
|----|---|---|---|
| L | T | P | C |
| 10 | 0 | 0 | 5 |

| SEMESTER-IV | | | |
|---------------------|----------------------|---------------------------|-------------------|
| Core PROJECT | | | |
| Code: | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 5 |

Scope: An Individual and independent project is introduced to augment the writing skills and raise the students' academic and research pursuit.

Objectives:

- To enable the students to defend, to challenge and to question an issue from a specific perspective
- To assist the students to engage in persuasive standpoints and to argue in a detailed empirical manner and to hypothesize and to make conclusions.

| C.O. No. | Upon the completion of this course, students will be able to | PSOs Addressed | Cognitive Level |
|----------|---|----------------|-----------------|
| CO 1 | tabulate the sources and the documents effectively. | A, B, C | K1 |
| CO 2 | relate several articles to form an original opinion on a topic. | B, F | K2, K5 |
| CO 3 | connect several articles and form thesis statements from their critical reading. | B, C, F | K4, K5 |
| CO 4 | plan and write a more advanced and argumentative paper. | F, G | K3, K5, K4 |
| CO 5 | deduct Plagiarism and devise the ways to prevent it. | F, G | K4, K5 |
| CO 6 | apply various aspects of the research process, framing useful research questions, identify research gaps, research design, data collection, analysis, writing and presentation. | G | K5, K6 |

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with POs

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | S | S | S | S | S | S | S |
| CO 2 | S | S | S | S | S | S | S | M |
| CO 3 | S | S | S | S | S | S | S | M |
| CO 4 | S | S | S | S | S | S | S | S |
| CO 5 | M | M | L | M | L | S | S | M |
| CO 6 | S | S | S | S | S | S | S | S |

S – Strong – 83.33%, M – Medium – 12.5%, L – Low – 4.16%

QUESTION PAPER SETTING – INSTRUCTIONS TO QUESTION PAPER SETTERS

Outcome Based Education (OBC) is followed in the University from 2022 – 2023 and different learning levels of students are assessed through End Semester Examinations in addition to Continuous Internal Assessment (CIA). Therefore, the question shall be framed based on this instruction manual and table showing the choice of action verbs attached herewith.

* Question Papers shall give due weightage to all the knowledge levels mentioned in Bloom's Taxonomy such as Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.

* Assessment will be based on **any one of Bloom's level in each question.**

* Assessing of cognition using Remembering (K1) and Understanding (K2) levels shall not exceed 50 percent of the total marks of a question paper

* **Section A consists of Ten MCQ questions Two from each unit** testing to any one of Bloom's level (K1 to K6).

* **Section B consists of five questions** providing alternate choice questions asked from each unit of the course without omitting any unit (K1 to K6)

* **Section C consists of Five questions** with alternate choice questions. The alternative (a) and (b) of the same question number must adhere to one level of Bloom's Taxonomy.

* A table consisting of choice of Action Verbs or keywords attached herewith shall decide the learning level of the assessment.

Questions shall be asked correlating the COs and Ks as given in the curriculum

* The Model Question Paper shows the different learning levels identified for the questions present in the model question paper.

| Knowledge | Level | Skills to be Assessed | Action Verb |
|-------------|-------|---|---|
| Remembering | K1 | Ability of the Students * To recall information like facts, conventions, definitions, technical terms, classifications, categories, etc, * To recall methodology and procedures, abstractions, principles and theories | List, define, tell, describe, choose, find, how, match, omit, relate, select, recite, tabulate, quote, show, recall, label, spell, what, which, why, name, who, when, where, etc. |

| | | | |
|----------------------|-----------|---|--|
| Understanding | K2 | Ability of the Students <ul style="list-style-type: none"> * To understand information * To interpret facts * To compare and contrast * To predict consequences * To translate knowledge into new context, etc., | Describe, explain, paraphrase, demonstrate, extend, differentiate, illustrate, outline, restate, associate, contrast, interpret, discuss, translate, etc., |
| Applying | K3 | Ability of the Students <ul style="list-style-type: none"> * To use information, methods, concepts, laws, theories in new situations * To solve problems using required skills or knowledge * To demonstrate correct usage of a method of procedure | Apply, identify, make use of, organize, plan, calculate, predict, solve, illustrate, demonstrate, determine, experiment with model, compute, utilize, show, examine, etc., |
| Analyzing | K4 | Ability of the Students <ul style="list-style-type: none"> * To break down a complex problem into parts * To identify the relationships and interaction between the different parts of complex problems * To identify the missing information, redundant information and contradictory information | Classify, outline, break down, categories, analyze, illustrate, infer, select, compare, contrast dissect, distinguish, divide, examine, inspect, etc., |
| Evaluating | K5 | Ability of the Students <ul style="list-style-type: none"> * To compare and discriminate between ideas * To assess the values of theories and presentations * To verify value of evidence * To recognize subjectivity * To make use of definite criteria for judgments | Assess, decide, choose, rank, grade, test measure, defend, recommend, convince, select, judge, support, conclude, argue, justify, compare, summarize, evaluate, agree, appraise, criticize, determine, disprove, estimate, influence, interpret, etc., |

| | | | |
|-----------------|-----------|--|---|
| Creating | K6 | Ability of the Students * To use old ideas to create new ones * To combine parts to make new whole. * To generalize from given facts, relate knowledge from several areas, draw conclusions. | Adapt, build, change, combine, compose, construct, create, delete, derive, design, develop, elaborate, formulate, generate, improve, integrate, invent, maximize, minimize, modify, etc., |
|-----------------|-----------|--|---|

*** It may be noted that, the verbs which are not exhaustive in the above table are associated with multiple Bloom’s taxonomy level. The setters need to keep in mind that, it is the skill of the students they want to assess that will determine the contextual meaning of the verbs used in the assessment questions.**

Reg. No. :.....

(6 Pages)

Code No.: 5254

Sub. Code: ZEHM 11

M.A. (CBCS) DEGREE EXAMINATION, NOVEMBER-2021

First Semester

English – Core

BRITISH POETRY

(For those who joined in July 2021 onwards)

Time: Three hours

Maximum: 75 marks

PART A-(10 x 1 = 10 marks)

Answer ALL the questions.

Choose the correct answer :

1.Name the pilgrim, with whom Chaucer begins his description in “General Prologue to the Canterbury Tales”.

- (a) Parson
- (b) Wife of Bath
- (c) Knight
- (d) Pardoner

2.“Prothalamion” is written to celebrate engagements of the daughters of the

- (a) Earl of Leicester
- (b) Earl of Sussex
- (c) Sir Herbert
- (d) Earl of Somerset

3. How many books are there in Milton's "Paradise Lost"?

- (a) 8
- (b) 10
- (c) 9
- (d) 12

4. is a scathing personal attack on Thomas Shadwell.

- (a) The cloud
- (b) The wasteland
- (c) Mac Flecknoe
- (d) Elegy written in a Country Churchyard

5. In "Ode to Intimations of Immortality", Wordsworth glorified the child as

- (a) The Companion
- (b) Best Philosopher
- (c) God's gift
- (d) Spiritual companion

6. "Elegy written in a country Churchyard" is partly inspired by Gray's thoughts following the death of the poet

- (a) Richard West
- (b) Robert West
- (c) Samuel Johnson
- (d) William Collins

Code No. : 5254

7. Browning's "A Grammarian's Funeral" is identified as
- (a) Ode
 - (b) Satire
 - (c) Elegy
 - (d) Dramatic monologue
8. "The Scholar Gypsy" is based on an old legend narrated by
- a) Joseph Glanvill's "The Vanity of Dogmatizing"
 - (b) Virgil's "Aeneid"
 - (c) Homer's "Iliad"
 - (d) Milton's "Paradise Lost"
9. Eliot speaks of April as the cruelest month is
- (a) The wasteland
 - (b) Macavity, the mystery cat
 - (c) Marina
 - (d) The Love song of J. Alfred Prutrock
10. Seamus Heaney's "Blackberry Picking" was first Published in the collection.
- (a) Death of a Naturalist
 - (b) Amoretti
 - (c) Luperca
 - (d) Songs and Sonnets

Code No. : 5254

PART B-(5 x 5 = 25 marks)

Answer ALL questions, choosing either (a) or (b).

Each answer should not exceed 250 words.

11. (a) Write a critical assessment of the Wife of Bath. (Ev – K5)

Or

(b) Elucidate the significance of mythological references used by Spenser in “Prothalamion”. (Ev – K5)

12. (a) In your opinion who is the hero of Paradise Lost Book IX ? Elaborate. (Cr – K6)

Or

(b) How does Donne enumerate that the souls are living? (Un – K2)

13. (a) Justify Shelley as a myth maker with reference to “The cloud”. (Cr – K6)

Or

(a) Critically analyse Wordsworth’s “Ode on the Intimations of Immortality. (An – K4)

14. (a) Comment on Arnold’s treatment of Joseph Glanville’s story. (Ap – K3)

Or

(b) Write a brief note on the myth of Tithonus. (Un – K2)

Code No.: 5254

15. (a) T.S. Eliot's "The Waste Land" presents a bleak and gloomy picture of human predicament – Explain. (Un – K2)

Or

(b) "A Church is a symbol of man's sincere search for the ultimate meaning of life" Elucidate. (Un – K2)

PART C (5 x 8 = 40 marks)

Answer ALL the questions choosing either (a) or (b).

Each answer should not exceed 600 words.

16. (a) Write an essay on Chaucer's realism in "The Prologue to The Canterbury Tales". (Re – K1)

Or

(b) Enumerate the idea of romanticism expressed in Thomas Wyatt's "They flee from me". (Re – K1)

17. (a) How does John Donne use one of his famous conceits to depict the steadfast nature of love? (An – K4)

Or

(c) Mac Flecknoe is a mock epic – Discuss. (An - K4)

Code No. : 5254

18. (a) Critically analyse, Gray's "Elegy written in a country Churchyard". (An – K4)

Or

(a) Wordsworth's "Ode on the intimations of immortality" is a recollection of childhood Elucidate. (An – K4)

19. (a) Analyse "The Scholar Gipsy" as a pastoral Elegy. (An – K4)

Or

(a) Write a critical appreciation of Rosetti's "The cloud confines". (Ev – K5)

20. (a) "Blackberry picking" is a narrative of Memory-Explain. (Un – K2)

Or

(a) How does Ted Hughes analyse the mind of an animal in "Hawk Roosting"? (Un – K2)

Code No. : 5254

For Details:

| Semester | Paper | Prepared by | Address | Contact Number |
|-----------------|---------------------------------|------------------------|--|-----------------------|
| I | British Poetry | Dr.P. D. Silvia | V.O. Chidambaram College, Thoothukudi | 9486113594 |
| | British Drama | Dr. R. Rita Yasodha | Aditanar College of Arts & Science, Tiruchendur | 9442605944 |
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| II | British Non – Fiction | Dr. R. Rita Yasodha | Aditanar College of Arts & Science, Tiruchendur | 9442605944 |
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