

# **B.A.ENGLISH**

## **SYLLABUS**

**FROMTHEACADEMICYEAR2  
023-2024**

**TAMILNADUSTATECOUNCILFORHIGHEREDUCATION,C  
HENNAI-600005**

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# Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. This subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex studies slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

## Under Graduate Programme

### Programme Outcomes:

**PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

**PO2: Critical Thinking:** Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

**PO3: Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

**PO4: Analytical Reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

**PO5: Scientific Reasoning:** Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.

**PO6: Self-directed & Lifelong Learning:** Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

**PO7: Reflective Thinking:** Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society

**PO8: Reading &**

**Projects:** Document their reading and interpretive practices in assignments, translation works, and independent projects.

**PO9: Confidence & Effectiveness:** Confidently and effectively articulate their literary and textual experiences.

PO 10: **Social Skills & Empathetic Approach:** Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.



### **HighlightsoftheRevampedCurriculum:**

- Student-centric,meetingthedemandsofsociety,incorporating skill enhancement modules, project withviva-voce,exposuretoentrepreneurialskills,trainingforcompetitiveexaminations,sustaining the quality of the core components and incorporating application oriented contentwhereverrequired.
- TheCoresubjectsinclude the important historical and political milestones in English literature, from the early times to the present.
- Themandatory “Professional Competency Skill” introduced in the final semester will enable the students to utilize the skills acquired through the programme.
- . The curriculum is designed so as to providemorejob opportunitiesfor thestudents.
- The “Skill Enhancement Courses” provide scope for employability in fields of teaching, content writing, translating, communication and media.
- The Internship during the second year vacation will help the students gain valuable workexperience thatconnectsclassroomknowledgetorealworldexperienceandtonarrowdownandfocuson thecareer path.
- Project with viva-voce component in the fifth semester enables application ofconceptual knowledge to practical situations. Suchinnovative provisions of the project and internships will give students anedgeover thecounterpartsin thejob market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature are incorporated as Elective courses, covering conventional topics.

### Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/Benefits
I	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
I, II, III, IV	<b>Skill Enhancement papers (Discipline centric/Generic/Entrepreneurial)</b>	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with essential skills to make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical know-how of solving real life problems.</li> </ul>
III, IV, V & VI	Elective papers	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholder to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature</li> <li>➤ Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on training.</li> </ul>



<b>IV</b>	ElectivePapers	<ul style="list-style-type: none"> <li>➤ Exposuretoindustry moldsstudentsintosolution providers</li> <li>➤ GeneratesIndustryready graduates</li> <li>➤ Employment opportunitiesenhanced</li> </ul>
<b>V Semester</b>	Electivepapers	<ul style="list-style-type: none"> <li>➤ Self-learning isenhanced</li> <li>➤ Application of theconceptto realsituations conceivedresultingintangibleoutcome</li> </ul>
<b>VISemester</b>	Electivepapers	<ul style="list-style-type: none"> <li>➤ Enriches the studybeyondthecourse.</li> <li>➤ Developingaresearchframework and presenting their independent and intellectual ideas effectively.</li> </ul>
<b>ExtraCredits: ForAdvancedLearners/Honorsdegree</b>		<ul style="list-style-type: none"> <li>➤ To cater to the needs ofpeer learners / researchaspirants</li> </ul>
<b>Skillsacquired fromtheCourses</b>		Knowledge, Problem Solving, Analyticalability,ProfessionalCompetency,Professional CommunicationandTransferrableSkill

#### 4. Credit Distribution for UG Program in English

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2.3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5.3.Core Course CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5.4.Core Course – / Project with viva- voce CC -XII	4	5	6.4 Elective - VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement –(Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	1	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	23	30		23	30		22	30		25	30		26	30		21	30
<b>Total – 140 Credits</b>																	



### 5. Consolidated Semesterwise and Componentwise Credit Distribution

<b>Parts</b>	<b>SemI</b>	<b>SemII</b>	<b>Sem III</b>	<b>SemIV</b>	<b>SemV</b>	<b>SemVI</b>	<b>Total Credits</b>
<b>PartI</b>	3	3	3	3	-	-	12
<b>PartII</b>	3	3	3	3	-	-	12
<b>PartIII</b>	13	13	13	13	22	18	92
<b>PartIV</b>	4	4	4	5	4	3	24
<b>Total</b>	23	23	23	24	26	21	<b>140</b>

**\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

## 6. Illustration for B.A. English Curriculum Design

### I YEAR FIRST SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	Part-I	LANGUAGE-Tamil	3	3			3	6	25	75	100
2	Part-II	ENGLISH	3	3			3	6	25	75	100
3	Part - III CORE 1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part-III CORE 2	INDIAN WRITING IN ENGLISH	3	2			5	5	25	75	100
5	Part - III ELECTIVE	SOCIAL HISTORY OF ENGLAND (ELECTIVE I)	2	2			3	4	25	75	100
6	Part-IV SKILL ENHANCEMENT COURSE - I	POPULAR LITERATURE AND CULTURE	1	1			2	2	25	75	100
7	Part-IV SKILL ENHANCEMENT COURSE - FOUNDATION COURSE	ORIENTATION/BRIDGE COURSE	1	1			2	2			
		<b>TOTAL</b>					<b>23</b>	<b>30</b>			

### CORE I-INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learner to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
<b>UNIT</b>	<b>Details</b>									
I - Introduction	Introduction: Poetry-Different forms of poetry-Elegy, Lyric Ballad. Prose-Short Story, Novel. Drama-Comedy, Tragedy.									

II - Prose	Robert Lynd – Sweets Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)
III - Poetry	Michael Drayton - <i>The Parting</i> . William Shakespeare - <i>Sonnet 18</i> . John Milton - <i>When I Consider How My Light is Spent</i> , John Keats - <i>Ode to a Nightingale</i> . Thomas Gray - <i>Elegy Written in a Country Churchyard</i> . Robert Frost - <i>Mending Wall</i>
IV Drama	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory - <i>The Rising of the Moon</i>
V Fiction	Saki - <i>The Open Window</i> Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote - <i>Tilting at the Windmills</i> . <i>ADill Pickle, The Escape</i> from Katherine Mansfield - <i>Bliss</i> and other stories

Course Outcomes		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	PO1
<b>CO2</b>	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1, PO2
<b>CO3</b>	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
<b>CO4</b>	Use library resources to research and develop arguments about literary works.	PO4, PO5, PO6
<b>CO5</b>	Work skillfully within a team, respect co-workers, delegate work and contribute to a group project.	PO3, PO8

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing - X.J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition - Laurie Kirszner, by Cengage Learning, 2016
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	

1.	HennyHerawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5.	Adamson H.D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al. (ed), Teaching English Language and Literature, Taylor & Francis, 2020

Web Resources	
1.	<a href="#">ASIATIC: IITUM Journal of English Language &amp; Literature</a>
2.	<i>The English Historical Review (EHR)</i>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 -

### Low Mapping with Programme Specific Outcomes:

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



**FIRST YEAR-SEMESTER CORE II-  
INDIAN WRITING IN ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, construction of nation, (Post)national and gender politics, cross-cultural transformations.									
LO3	To enable learner to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetic to literary texts									
<b>UNIT</b>	<b>Details</b>									
I -Prose	Indiathrougha Traveller’s Eye excerpt from My Several Worlds- Pearl S Buck. Inspection Episode-Examination- from Part I Childhood–M.K.Gandhi- Autobiography Science, Humanities and Religion – Dr. S. Radhakrishnan									
II - Poe m	Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer Sarojini Naidu - The Village Song									
III Poe m	A.K.Ramanujan- Still Another View of Grace Shiv K Kumar-Indian Women Mirza Ghalib- It is not Love, it is Madness									
IV Shor t stori es	<i>Winning of Friends (Panchathantra) –</i> Vishnu Sharma (there are four stories to choose from) <i>The Night Train at Deoli</i> - Ruskin Bond <i>Sparrows</i> - K.A. Abbas Kabuliwala - Rabindranath Tagore									
V Drama	The Window- Five Plays - Harindranath Chattopadhyay Nalini: A Comedy in Three Acts – Three Plays- Nissim Ezeikel Joginder Paul- Sleepwalkers.									
<b>Course Outcomes</b>										

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
<b>CO2</b>	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
<b>CO3</b>	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
<b>CO4</b>	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
<b>CO5</b>	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Peeradina, Salem, Contemporary Indian Poetry in English, Macmillan 1972	
2.	Gokak V.K, The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, 2006	
3.	King, Bruce. <i>Modern Indian Poetry in English</i> . Revised Edition. Oxford University Press. 2001.	
4.	Kambar, Chandrasekhar. <i>Modern Indian Plays. Vols. 1 &amp; 2</i> . New Delhi: National School of Drama. 2000.	
<b>Web Resources</b>		
1.	Indian Writing in English: Literary Texts – Introduction <a href="https://www.youtube.com/watch?v=yYAMk6akP5I">https://www.youtube.com/watch?v=yYAMk6akP5I</a>	
2.	Indian Poetry in English , <a href="https://www.youtube.com/watch?v=CzCE2_LoAXg">https://www.youtube.com/watch?v=CzCE2_LoAXg</a>	

### Mapping with Programme Outcomes:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
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<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 -**

**Low Mapping with Programme Specific Outcomes:**

**es:**

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

**FIRSTYEAR-SEMESTER I**  
**ME1–SOCIALHISTORYOFENGLAND(ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100

**Learning  
Objectives**

LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present Era

LO3	To help them develop an understanding of the structural development of the English language
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language
LO5	To create the ability of critically examining a text
<b>UNIT</b>	<b>Details</b>
I	The Renaissance And Its Impact On England, The Reformation- Causes And Effects
II	The Commonwealth Of Nations, The Restoration, Coffee - Houses And Their Social Relevance
III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England
IV	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State
V	The Cold War (1985-1991)- The Falkland War (1981)- The Gulf War (1991).

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
<b>CO4</b>	Develop an advanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6

<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Ed. Keith Wrightson, A Social History of England, 1500-1750, 2018, Norton Press.	
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ed. Rosemary Horrox, A Social History of England, 1200-1500, June 2012, Cambridge University Press	
<b>Web Resources</b>		

1.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</i>
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**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 –**

**Low Mapping with Programme Specific Outcomes:**

<b>CO/PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3

<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage ofCourseContributiontoPo s</b>	3.0	3.0	3.0	2.8	3.0

**SEC – 1 - POPULAR LITERATURE AND CULTURE**

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To broaden the idea of literature and the concept of texts.									
LO2	To learn the difference between genre fiction and literary fiction.									
LO3	To make students gain an understanding of the folk roots of popular literature.									
LO4	To make students find a perspective into the debate between high and low cultures.									
LO5	To analyze the fantasy work that gains popularity.									
<b>UNIT</b>	<b>Details</b>									
I	Glover, David and Scott McCracken.-Introduction as an essay Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol.45, 1978									
II	Brothers Grimm--The Juniper Tree Arthur Conan Doyle-Adventure of the Speckled Band Roald Dahl-Extracts from <i>Charlie and the Chocolate Factory</i> (Chapters 13 to 15, Penguin 2013)									
III	Satyajit Ray--Professor Shonku and the UFO (from <i>The Mystery of Munroe Island and Other Stories</i> , Puffin Classics 2015)									
IV	Herge: <i>Tintin in Tibet</i> (Hergé. Tintin in Tibet. London: Egmont. 2012) Somdev Bhatt:-The Story of Padma vat i and Prince Vajramukti (Vikram-Betaal Story)									
V	Anuja Chauhan: <i>The Zoya Factor</i> J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>									
<p><b>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcomes should be mapped with the POs. The mapping of each CO can be done with any number of POs.</b></p>										

	<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	PO1
<b>CO2</b>	Have an awareness of the major schools of thought in western philosophy.	PO1, PO2
<b>CO3</b>	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	PO4, PO6
<b>CO4</b>	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
<b>CO5</b>	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1	Chute, Hillary. - Comics as Literature .Reading Graphic Narrative. <i>PMLA</i> – Publications of The Modern Language Association of America. 123. 452-465. 2008.	
2	Herge. <i>Tintin in Tibet</i> . Baker and Taylor, 2009.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Chauhan, Anuja. <i>The Zoya Factor</i> Harper Collins, 2008.	
2.	Gill, Rosalind & Herdieckerhoff, Elena. - Rewriting the romance: new femininities in chick lit. <i>Feminist Media Studies</i> 6(4). 2006.	
<b>Web Resources</b>		
1.	<a href="https://documents.in/document/childrens-literature-55845ad6244ac.html">https://documents.in/document/childrens-literature-55845ad6244ac.html</a>	
2.	<a href="http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf">http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf</a>	



**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 -**

**LowMappingwithProgrammeSpecificOutcom**

**es:**

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

**SKILL ENHANCEMENT COURSE – FOUNDATION COURSE**

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	-	-	-----
<b>Learning Objectives</b>										
LO1	To teach the main elements of Grammar									
LO2	To enhance competence in the English Language									
LO3	To create academic and non-academic reports, write ups, etc.,									
LO4	To acquire the necessary linguistics skills to use the language effectively in conversation and writing.									
LO5	To convey ideas accurately and clearly.									
<b>UNIT</b>	<b>Details</b>									
I	The Sentence Parts of Speech Nouns I Nouns II									
II	Adjectives Comparison of Adjectives Articles Pronouns Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal Pronouns Relative Pronoun									
III	Verbs Verbs- Mood and Tense Concord or Agreement of the Verb with Subject Non – finite Verbs Strong and Weak Verbs									
IV	The Auxiliaries Modal Auxiliaries Adverbs Prepositions Conjunction Interjections									
V	Simple, Compound and Complex Synthesis of Sentence Clauses Transformation of Sentence Direct and Indirect Speech									

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.

**Text Books**

1. Green, David. *Contemporary English Grammar: Structures and Composition*. New Delhi: Trinity Press. 2016.

**Reference Books:**

1. Krishnaswamy, K. *Modern English*. Chennai: Macmillan. 2010.
2. Wood, F.T. *Remedial English Grammar for foreign students*. New Delhi: Trinity Press. 2014.

**Mapping with Programme Outcomes:**

s

3 – Strong, 2 – Medium, 1 – Low

**Mapping with Programme Specific Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recall the fundamentals of English Grammar	PO1
<b>CO2</b>	Understand the formal and informal usages to obtain proficiency	PO1, PO2
<b>CO3</b>	Analyze Sentence structure, synthesis and usages	PO4, PO6
<b>CO4</b>	Recognize and use of Auxiliary and modal verbs in writing and speaking	PO4, PO5, PO6
<b>CO5</b>	Evaluate the Patterns of expression, basic structure and sentence pattern	PO3, PO8

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

**FIRST YEAR SECOND SEMESTER**

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE-Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 3	BRITISH LITERATURE-I	3	2			5	5	25	75	100
4	PART III CORE 4	AMERICAN LITERATURE-I	3	2			5	5	25	75	100
5	PART III ELECTIVE	HISTORY OF ENGLISH LITERATURE (ELECTIVE 2)	2	2			3	4	25	75	100
6	PART IV SKILL ENHANCEMENT COURSE-SEC-2	PHILOSOPHY AND LITERATURE	1	1			2	2	25	75	100
7	PART IV SKILL ENHANCEMENT COURSE-SEC-3	ENGLISH FOR COMMUNICATION	1	1			2	2	25	75	100
<b>TOTAL</b>							<b>23</b>	<b>30</b>			

**FIRST YEAR- SEMESTER  
CORE III - BRITISH LITERATURE-  
I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
LO3	To enable learner to understand that British literature is at the foundation of English-speaking peoples' culture.									

LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text
<b>UNIT</b>	<b>Details</b>
I	Of Truth, Of Adversity - Francis Bacon A City Night - Piece - Oliver Goldsmith The Spectator Club, On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele
II	Robert Jamieson - Robin Hood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Book-I
III	William Wordsworth - Ode: To Intimation & Immortality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk4.
IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer
V	Mary Shelley - Captain Walton's Conclusion - Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms - Gulliver's Travels Charles Dickens - Recalled to Life - A Tale of Two Cities.

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
<b>CO2</b>	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
<b>CO3</b>	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
<b>CO4</b>	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
<b>CO5</b>	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8
<b>Text Books (Latest Editions)</b>		

1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOKONDEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . Create Space, 2015.
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.
<b>Web Resources</b>	
1.	Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–68., <a href="https://doi.org/10.1007/978-1-349-07664-2_5">https://doi.org/10.1007/978-1-349-07664-2_5</a> .
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, <a href="https://doi.org/10.1093/owc/9780199536238.003.0047">https://doi.org/10.1093/owc/9780199536238.003.0047</a> .

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 –

**Low Mapping with Programme Specific Outcomes:**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3

<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentageof CourseContributionto Pos</b>	3.0	3.0	3.0	2.8	3.0



**FIRST YEAR- SEMESTER**  
**IICOREIV-AMERICANLITERATURE-I**

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
LO1	To Understand the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed.									
LO3	Learn about prominent writers and famous works in American literature.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
<b>UNIT</b>	<b>Details</b>									
I	E.M.Foster- <i>The Prologue</i> <i>Passage to India</i> (Lines 1-68). Walt Whitman <i>O Captain, My Captain!</i> – Walt Whitman									
II	Sherman Alexie- <i>Crow Testament, Evolution</i> Edgar Allan Poe- <i>The Raven</i> Emily Dickinson- <i>Because I Could Not Stop for Death.</i>									
III	Martin Luther King Jr- <i>I have a Dream</i> Abraham Lincoln- <i>Gettysburg Address</i>									
IV	Tennessee Williams- <i>The Glass Menagerie</i> Eugene O'Neill- <i>Emperor Jones</i>									
V	Harriet Beecher Stowe- <i>Uncle Tom's Cabin</i> Herman Melville- <i>Billy Budd</i> Washington Irving- <i>The Legend of the Sleepy Hollow, Rip Van Winkle</i> Leslie Marmon Silko- <i>Ceremony</i>									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).							<b>PO1</b>		
<b>CO2</b>	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.							<b>PO1, PO2</b>		

<b>CO3</b>	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4,PO6
<b>CO4</b>	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4,PO5,PO6
<b>CO5</b>	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W. W. Norton & Company, 2022.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.	
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
<b>Web Resources</b>		
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, <a href="https://doi.org/10.4324/9781315812113">https://doi.org/10.4324/9781315812113</a> .	
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., <a href="https://doi.org/10.1017/s0040298200054863">https://doi.org/10.1017/s0040298200054863</a>	

**MappingwithProgrammeOutcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3–Strong,2 –Medium, 1-Low**

**MappingwithProgrammeSpecificOutcomes:**

<b>CO/PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentageof CourseContributionto POs</b>	3.0	3.0	3.0	2.8	3.0

**FIRSTYEAR- SEMESTERII**  
**ME2–HISTORYOFENGLISHLITERATURE(ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
<b>LearningObjectives</b>										
LO1	TohelpstudentswithasurveyofthehistoryofEnglishliteraturefromOldEnglishtime stotheModernperiod.									
LO2	Help them gain particular reference to the major literary movements andauthors									
LO3	Tohelpthem withanoverviewof themajor linguistic influencesontheEnglishlanguage									
LO4	Toprovidethemwithalookatcertainlinguisticprocessesethathavecontribut edtothedevelopmentofthe Englishlanguage									
LO5	Tocreatetheabilityofcriticallyexaminingatext									
<b>UNIT</b>	<b>Details</b>									
I	HistoryOfBritishLiterature British Poetry, Prose, Drama AndFiction,CoveringRepresentativeWritersDown TheAges									
II	TheRenaissancePeriod(1350–1660):AnIntroductionToBibleTranslation -Tyndale, Coverdale,TheUnive rsityWits, ElizabethanAndJacobeanDrama,C omedyOfHumours									
III	TheLateSeventeenthAndTheEighteenthCenturies(1660-1800):Comedy OfManners,Neo-ClassicismandAnti- SentimentalComediesPre-Romantics									
IV	WellMadePlay(DramaOfIdeas -ShawAndIbsen), Existential Drama,Comedy Of Menace, Kitchen-Sink Drama, Problem Play,DidacticDrama(PropagandaPlay),One-ActPlay									
V	TheVictorianAge(1832-1901): Pre-Raphaelitemovement-D.G.Rossetti,ChristinaRossettiVictorianPoets- Tennyson, Browning Victorian Novelists - Charles Dickens, ThackerayVictorianWriters-Carlyle,RuskinImpressionisticWriters- Proust,Joyce SymbolistMovement–Yeats									
<b>CourseOutcomes</b>										
<b>Course Outcomes</b>	Oncompletionofthiscourse,studentswill;									
<b>CO1</b>	Gainextensiveinsight intothehistoryofEnglishliterature,while layingspecial emphasisonvarious literarymovements,genresandwritersthatarehel dtobetherepresentativesoftheirtimes.								<b>PO1</b>	

<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1,PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
<b>CO4</b>	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4,PO5,PO6
<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural intricacies of the language.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Hamilton, I. (ed.). <i>The Oxford Companion to Twentieth-Century Poetry in English</i> (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). <i>The Reader's Companion to Twentieth-Century Writing</i> (London: Helicon, 1995). Stringer, J. (ed.). <i>The Oxford Companion to Twentieth-Century Literature in English</i> (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Bergonzi, B. <i>Heroes' Twilight: A Steady of the Literature of the Great War</i> , 2nd edn (London: Constable, 1980).	
2.	Fussell, P. <i>The Great War and Modern Memory</i> (Oxford: Oxford University Press, 1975)	
1.	<b>Web Resources</b> <i>ALEX00.PDF (manavata.org)</i>	

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2

<b>CO</b> <b>2</b>	2	3	3	3	2	3	3	2	2	2
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<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 -**

**Low Mapping with Programme Specific Outcomes:**

**es:**

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

**SEC-IIPHILOSOPHY AND LITERATURE**

<b>Subject Code</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>Credits</b>	<b>Inst.Hours</b>	<b>Marks</b>		
								<b>CIA</b>	<b>External</b>	<b>Total</b>
	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	Engage with the philosophy of literary representations.									
LO2	Give the students a historical overview of the major figures in philosophy									
LO3	Introduce to them some of the significant schools of thought that has influenced human perception.									
LO4	Inform students how an understanding of philosophy is vital to the reading of literature									
LO5	Analyze the philosophical thought									
<b>UNIT</b>	<b>Details</b>									

I	The World of Greeks-Heraclitus—Flux and the unity of opposites—Socrates—Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature
II	Robert Frost. -West-Running Brook-S T Coleridge. -Kubla Khan-PB Shelley. -Ozymandias, Keats.-Endymion (First 33 lines)(Aristotle's idea of soul, beauty, art and nature)
III	<i>Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God— Pantheism—concept of substance and modes—Cartesian dualism vs Spinoza's monism—John Locke— Liberalism—Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl—Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Superstructure</i>
IV	Emily Dickinson. -The Brain—is wider than the Sky (Debate the Cartesian mind body or materialism dualism), Walt Whitman. -On the Beach at Night Alone. (Spinoza's pantheism), William Ross Wallace. -The Liberty Bell (Locke's liberalism and the turn of humanity), D.H. Lawrence. -How Beastly the Bourgeois Is? (Marx's idea of social class)
V	Nihilism, Existentialism and Afterwards- Wallace Stevens. -Sad Strains of a Gay Waltz, (Nietzsche's idea of nihilism and the death of god), W.H. Auden. -Who's Who? (Heidegger's idea of Dasein and Geworfenheit, -Being-thrown-in-the-world), Ted Hughes. -Hawk Roosting, (ego that mediates the instinctual and the critical super-ego), Maya Angelou.  -When I think of myself, (de Beauvoir's concept of becoming),

**The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.**

#### Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8



<b>TextBooks(LatestEditions)</b>	
1	Durrant, Will. <i>The Story of Philosophy</i> , Simon & Schuster, 1991.
2	Gaarder, Jostein. <i>Sophie's World: 20th Anniversary Edition</i> . Orion, 2015.
<b>ReferencesBooks</b>	
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Russell, Bertrand. <i>History of Western Philosophy</i> . Routledge, 2016.
2.	Gibson, John. <i>The Philosophy of Poetry</i> . Oxford UP, 2015.
<b>WebResources</b>	
1.	<a href="https://www.philosophybasics.com/general_what_is.html">https://www.philosophybasics.com/general_what_is.html</a>
2.	<a href="https://archive.org/details/SophiesWorld_989/page/n5/mode/2up">https://archive.org/details/SophiesWorld_989/page/n5/mode/2up</a>

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3– Strong, 2–Medium, 1 -Low**

**Mapping with Programme Specific Outcomes:**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3

<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weightedpercentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**ENGLISH FOR COMMUNICATION (SEC-III)**

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize students to the major issues in the society and the world.									
LO3	To provide the students with an ability to build and enrich their communication skills.									
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically									
<b>UNIT</b>	<b>Details</b>									
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.									
II	Types of communication- Verbal- Non- Verbal.									
III	Effective communication skills									
IV	Skills to be acquired in communication- Speaking/reading/writing/listening									
V	Application of learning									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Identify the basic principles of communication							PO 1		
<b>CO2</b>	Analyze the various types of communication							PO1, PO2		
<b>CO3</b>	Make use of the essential principles of communication							PO4, PO6		
<b>CO4</b>	Identify the prominent methods and models of Communication.							PO4, PO5, PO6		
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.							PO3, PO8		
<b>Text Books (Latest Editions)</b>										
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.									
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.									
3.	Understanding Body Language by Alan Pease.									

<b>ReferencesBooks</b> (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	CommunicativeGrammarofEnglishbyGeoffreyLeechandIanSvartik.
1.	<i>(1)Subject:ENGLISHCOMMUNICATION SKILLS(THEORY  goigalajijuna-Academia.edu</i>

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 -  
LowMappingwithProgrammeSpecificOutcomes:**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentageof CourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0



**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
<b>Total</b>	<b>25</b>

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
<b>Total</b>	<b>75</b>	

**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

<b>P.O. No.</b>	<b>At the end of the programme, the students will be able to:</b>
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

<b>PSO No.</b>	<b>Upon completion of the M.A. English Literature Programme, students will be able to:</b>
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 16<sup>th</sup> 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
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### **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](http://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			
<b>Core</b>	<b>AMERICAN LITERATURE – I</b>		
<b>Code:</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits:4</b>

**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](http://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			
<b>Elective</b>	<b>WORLD LITERATURE IN TRANSLATION</b>		
<b>Code:</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 3</b>

**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 - <b>The Book of Pukar ( 87 Pages ) only</b>
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### **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	<b>LITERATURE AND PANDEMICS</b>		
<b>Code:</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 3</b>

**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>

L	T	P	C
5	0	0	4

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.



L	T	P	C
5	0	0	4

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.

L	T	P	C
5	0	0	4

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.

L	T	P	C
5	0	0	4

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

**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.

L	T	P	C
5	0	0	4

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

**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.

L	T	P	C
5	0	0	4

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

**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.

L	T	P	C
5	0	0	4

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

**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.



L	T	P	C
5	0	0	4

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 Garsidec 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.

L	T	P	C
5	0	0	3

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

**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](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.

L	T	P	C
5	0	0	3

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: Bal Gangadhar Tilak	:	Interview with 1) Bama, 2) Sivakami 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	:	Ghatasraddha
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.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.

L	T	P	C
5	0	0	4

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

**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](http://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://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](http://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			
<b>Core</b>	<b>ASPECTS OF ENGLISH LANGUAGE - II</b>		
<b>Code:</b>	<b>Hrs / Week: 5</b>	<b>Hrs / Semester: 75</b>	<b>Credits: 4</b>

**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.

L	T	P	C
5	0	0	3

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.

L	T	P	C
5	0	0	3

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

**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	<b>Ability of the Students</b> * 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.



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

<b>Creating</b>	<b>K6</b>	<b>Ability of the Students</b> * 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.,
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**\* 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:

<b>Semester</b>	<b>Paper</b>	<b>Prepared by</b>	<b>Address</b>	<b>Contact Number</b>
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
	Indian English Literature – I	Dr. M. Saji	S.T. Hindu College, Nagercoil	9443993325
	American Literature – I	Prof. S. Prabahar	M. S. University, Tirunelveli	9443483513
	African Literature	Dr.R.Janatha Kumari	Sree Ayyappa College for Women, Nagercoil	9442284533
	World Literature in Translation	Prof. S. Prabahar	M. S. University, Tirunelveli	9443483513
	Literature and Pandemics	Prof. S. Prabahar	M. S. University, Tirunelveli	9443483513
II	British Non – Fiction	Dr. R. Rita Yasodha	Aditanar College of Arts & Science, Tiruchendur	9442605944
	Indian English Literature – II	Dr.M. Saji	S.T. Hindu College, Nagercoil	9443993325
	American Literature – II	Prof. S. Prabahar	M. S. University, Tirunelveli	9443483513
	Canadian Literature	Dr. R. Rita Yasodha	Aditanar College of Arts & Science, Tiruchendur	9442605944
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