

M.A. ENGLISH

CHOICE BASED CREDIT SYSTEM

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)

(Applicable to the candidates admitted form the academic year 2022-23 onwards)

Sem.	Types of the Courses	Title of the Paper	Ins. Hrs.	Credits	Maximum Marks		
					CIA	ESE	Total
I	Core Course-I (CC)	Language and Linguistics	6	5	25	75	100
	Core Course-II (CC)	Modern Literature – I (1400-1660)	6	5	25	75	100
	Core Course-III (CC)	Modern Literature – II (1660-1798)	6	5	25	75	100
	Core Choice Course-I (CCC)	1. Introduction to Comparative Literature (OR) 2. Translation: Theory and Practice	6	4	25	75	100
	Elective Course-I (EC)	1. Asian Literature in English (OR) 2. Children's Literature	6	3	25	75	100
	Value Added Course -I (VAC)*	Soft Skills through Literature	-	2*	25	75	100*
	Total		30	22			500
II	Core Course-IV (CC)	Modern Literature – III (1798-1832)	6	5	25	75	100
	Core Course-V (CC)	Modern Literature –IV (1832-1945)	6	5	25	75	100
	Core Course-VI (CC)	Shakespeare	5	5	25	75	100
	Core Choice Course-II - (CCC)	1. English Language Teaching (OR) 2. Green Literature	5	4	25	75	100
	Elective Course-II (EC)	1. Research Methodology (OR) 2. Women's Writing in English	5	3	25	75	100
	Non Major Elective Course-I (NME)	English for Effective Communication – I	3	2	25	75	100
	Total		30	24			600

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl. No.	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	Core Courses	11	55	1100
2.	Core Choice Courses	3	12	300
3.	Elective Courses	3	9	300
4.	Entrepreneurship/ Industry Based Course	1	5	100
5.	Project	1	5	100
6.	Non-Major Elective Courses	2	4	200
7.	Total	21	90	2100
8.	Value Added Courses *	2*	4*	200*

*** The value added courses credit will not be included in the total CGPA .**

These courses are extra-credit courses.

Instruction hours for these courses is 30 hours.

**** Separate Question Paper Pattern for English Literature for Competitive Examinations - Refer to syllabus**

PROGRAMME OBJECTIVES:

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

PROGRAMME OUTCOMES:

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

PROGRAMME SPECIFIC OUTCOMES:

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

First Year

**CORE COURSE-I
LANGUAGE AND LINGUISTICS
(Theory)**

Semester-I

Code:

Credit: 5

OBJECTIVES:

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

UNIT-I:

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

UNIT-II:

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

UNIT-III:

Linguistic Form
Morphology, Grammar, Syntax
Saussurean Dichotomies: Synchronic and Diachronic Linguistics Semantics, Pragmatics

UNIT-IV:

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

UNIT–V:

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

UNIT – VI: CURRENT CONTOURS (For internal assessment only)

Recent trends in linguistics as an interdisciplinary study: Significance of linguistics in Artificial Intelligence, Translation Softwares, Computational Linguistics, Linguistics and neuroscience.

REFERENCE:

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

COURSE OUTCOMES:

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

First Year

CORE COURSE-II
MODERN LITERATURE – I (1400-1660)
(Theory)

Semester-I

Code:

Credit: 5

OBJECTIVES:

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

UNIT – I POETRY :

Geoffrey Chaucer : *The General Prologue*(Lines 1- 360)
Edmund Spenser : “Prothalamion”

UNIT – II POETRY:

John Donne : a) “Valediction Forbidding Mourning” b) “Extasie”
Andrew Marvell : “To His Coy Mistress”
George Herbert : “Affliction”
Henry Vaughan : “The Retreat”

UNIT – III PROSE:

Francis Bacon : a) “Of Truth”b) “Of Adversity”c) “Of Ambition”
The Bible : “Book of Job”

UNIT – IV DRAMA :

Christopher Marlowe : *Dr. Faustus*
John Webster : *The White Devil*

UNIT – V: DRAMA :

Thomas Kyd :*The Spanish Tragedy*
Ben Jonson :*Every Man in His Humour*

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Emerging perspectives on Jacobean English drama – Influence of Classical literature on the future generation – comparison of neo-classical literature with that of classical literature

REFERENCE:

1. Bacon, Francis, and F G Selby. *Bacon's Essays, Ed. with Introduction and Notes*. London: Macmillan, 1927.
2. Baron, Anne. *Ben Jonson, Dramatist*. Cambridge UP, 1984.
3. Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge: UP, 1984.
4. Chaucer Geoffrey, *The Canterbury Tales The Oxford Book of English Verse (1250-1980)*. ED Sir Arthur Quiller- Couch, Oxford University Press.
5. Daichess, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960.
6. Donne, John and Frank Kermode. *The Poems of John Donne*. New York: Heritage Press, 1970.
7. Levin, Harry. *Christopher Marlowe*. Coral Gables; U of Miami P, 1970.
8. Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.

COURSE OUTCOMES:

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

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

First Year

CORE COURSE-III
MODERN LITERATURE – II (1660 – 1798)
(Theory)

Semester-I

Code:

Credit: 5

OBJECTIVES :

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

UNIT – I POETRY:

John Milton : *Paradise Lost* Book I

UNIT – II POETRY:

John Dryden : “Mac Flecknoe”
Alexander Pope : “Epistle to Dr. Arbuthnot”
Robert Burns : “The Cotter’s Saturday Night”
Thomas Gray : Odes : “Ode on the Spring”

UNIT – III PROSE:

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

UNIT – IV DRAMA:

R B Sheridan : *The School for Scandal*
William Congreve : *The Way of the World*

UNIT – V FICTION:

Henry Fielding	: <i>Tom Jones</i>
Oliver Goldsmith	: <i>The Vicar of Wakefield</i>

UNIT – VI CURRENT CONTOURS (For Internal Assessment only):

Relevance of Milton's ideas to the modern world, the universal values of long suffering and faith – understand the emergence of the English novel during the Age of Transition – Latest Trends in writing and approaching literary texts.

BOOKS FOR REFERENCE :

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

COURSE OUTCOMES:

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

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

First Year

CORE CHOICE COURSE- I

Semester-I

**1. INTRODUCTION TO COMPARATIVE
LITERATURE**

Code:

(Theory)

Credit: 4

OBJECTIVES:

- To make the students learn the evolution of Comparative Literature
- To initiate the students to Influence studies and Parallel Studies
- To make the students realize the relationship Literature has with Psychology and various Arts

UNIT – I:

Definition and Theory of Comparative Literature – Scope, Methodology, Application
– National Literature - Comparative Literature- Comparative Literature in India

UNIT – II:

French and American Schools of Comparative Literature - Influence studies ;
analogy or parallel studies

UNIT – III:

Thematology, reception study , Study of Genres and Forms – Periodization

UNIT – IV:

Literature and Society, Literature and Religion

UNIT – V:

Literature and Psychology, Literature and Other Arts

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only)

Significance of Comparative Literature; scope of Comparative Literature in India; the role of Sahitya Academy, CLAI and others towards the promotion of CL ; the role of translation in the development of CL

REFERENCE:

1. Bhatnagar, M.K. *Comparative English Literature*. New Delhi: Atlantic Publishers and Distributors, 1999
2. George, K.M. *Comparative Indian Literature*. Trichur : Kerala Sahitya Akademi, 1984
3. Pawar S. *Comparative Literary Studies : An Introduction*. Duckworth N. 1973
4. Weisstein, Ulrich. *Comparative Literature and Literary Theory : Survey and Introduction*.
i. Bloomington : Indiana Univ. Press, 1974
5. Welleck, Rene and Austin Warren. *Theory of Literature*. New York : Harcourt, Brace, 1993

COURSE OUTCOMES:

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

- Explain the evolution of Comparative Literature
- Describe the salient features of the French and American Schools of CL
- Realize the methodology employed in Influence and Parallel Studies
- Understand the finer points of thematology, reception study and study of the genres
- Spell out the relationship Literature has with society and religion
- Comment on the relationship Literature has with Psychology and various Arts

First Year

CORE CHOICE COURSE- I
2. TRANSLATION: THEORY AND PRACTICE

Semester-I

Code:

(Theory)

Credit: 4

OBJECTIVES:

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

UNIT-I:

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

UNIT-II:

Types of Translation Procedure, Communicative and Semantic Translation

UNIT-III:

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

UNIT-IV:

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

UNIT-V:

Translation Practice in Tamil and English–

Selections from A.K. Ramanujan's *Poems of Love and War* – Book Two “Puram Poems” Kings at War (Pg. Nos. 113-123)

Selections from G. U. Pope: Two chapters from the translation of *Tirukkural* -

“The Possession of Love” (71-80) and “The Possession of Knowledge” (421-430)

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Current trends in translation, Future of translation, Computer-Assisted Machine translation, Practical difficulties in translation – cultural untranslatability – intercultural translation.

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

ELECTIVE COURSE- I
1. ASIAN LITERATURE IN ENGLISH
(Theory)

Semester-I

Code:

Credit: 3

OBJECTIVES:

- To introduce the learners the themes and techniques of Asian writing in English
- To make learners aware of various Asian cultures through the select works
- To create research interest in Asian writing in English

UNIT – I POETRY:

Bei Dao (Chinese)	: “Moon festival”
Balkrishna Sama (Nepali)	: “The song”
Taslina Nasreen (Bangladeshi)	: “Border”

UNIT – II PROSE :

Lafcadio Hearn (Japanese)	: “Mosquitoes”
J. Vijayatunga (Sri Lankan)	: “Village Goes Town”

UNIT – III DRAMA:

Asif Currimbhoy (Indian)	: <i>The Refugee</i>
Zeami Motokiyo (Japanese)	: <i>Takasago</i>

UNIT – IV SHORT STORY:

Sunethra Raja Karunanayake (Sri Lankan)	: “SMS”
Lu Hsun (Chinese)	: “A little Incident”
Zaugyi (Myanmarese)	: “His Spouse”

UNIT – V FICTION:

Kamila Shamise (Pakistani)	: <i>Burnt Shadow</i>
Hwang Sok-Yong (Korean)	: <i>Princess Bari</i>

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Evolution or History of Asian Literature - Importance and development - Recent Asian Writers and their contribution - Themes and cultural issues - Genres, forms and writing style of Asian Literature

REFERENCE:

1. Azim, Firdous, and Niaz Zaman. *Galpa: Short Stories by Women from Bangladesh*. Dhaka: Rachana, writers. Ink, 2006.
2. Currimbhoy, Asif. *The Complete Plays*. Calcutta: Writers Workshop, 1970.
3. Shamise, Kamila, *Broken Verses* Harcourt
4. Shamsie, Muneeza. *And the World Changed: Contemporary Stories by Pakistani Women*. N.P., 2008.
5. Tyler, Royall Ed.&Trans. *Japanese No Dramas*. London: Penguin Books, 2004.
6. Wijesinha, Rajiva. *Bridging Connections: An Anthology of Sri Lankan Short Stories*. New Delhi; National Book Trust, 2007.
7. [https:// www.Scribd .com /book 263729589 / princess Bari](https://www.Scribd.com/book/263729589/princess-Bari).
8. [https:// never imitates .word press .com/2015/04/25/ book-review-princess-Bari](https://neverimitates.wordpress.com/2015/04/25/book-review-princess-Bari).

COURSE OUTCOMES:

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

- Students will be able to appreciate and assess the Asian Literature written in English.
- Ecognize the universality of human experiences reflected in these works.
- Analyze elements of literature such as imagery, theme, motifs, style, tone etc...
- Compare and contrast the works of authors of different cultural backgrounds which deal with similar themes.
- Develop cultural awareness and compare that with the learners cultural background .
- Demonstrate improvement in critical writing and critical thinking skills.

First Year

ELECTIVE COURSE- I

Semester-I

2. CHILDREN'S LITERATURE

Code:

(Theory)

Credit: 3

OBJECTIVES:

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

UNIT – I:

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

UNIT – II POETRY:

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

UNIT – III TALES :

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

UNIT – IV SHORT STORIES:

Ruskin Bond	: <i>Angry River</i>
Rudyard Kipling	: “The Man who would be king”
Mulk Raj Anand	: “The Lost Child”
Mark Twain	: “The Monday Morning”

UNIT – V FICTION:

Lewis Carroll

: *Alice in the Wonderland*

J. K. Rowling

: *Harry Potter & the Philosopher's Stone*

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Recent trends and approaches toward children's literature – comparative and parallel study of children's literature and literature in general – assess the portrayal of childhood in literatures of the world.

REFERENCE:

1. Beaumont, Jeanne Marie and Claudia Carlson. *The Poets' Grimm : 20th Century Poems From Grimm's Fairy Tales*. Ed. Ashland, OR: Story Line Press, 2003.
2. Bond, Ruskin. *Angry River*. Rupa & Co., 2012.
3. Carroll, Lewis. *Alice's Adventures in Wonderland*. Boston: T. Y. Crowell & co, 1893.
4. Egoff, Sheila, et al. *Only Connect: Readings on Children's Literature* 3rd ed. Toronto: OUP, 1996.
5. Rowling, J.K. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury, 1997.
6. Ryder, Arthur W. trans. *The Panchatantra*. Bombay: Jaico Publishing House, 1975.
7. Twain, Mark. *The Adventures of Tom Sawyer*. William Collins, 2011.
8. Zipes, Jack et al. *The Norton Anthology of Children's Literature: The Traditions in English*. New York: Norton, 2005.

COURSE OUTCOMES:

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

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

First Year

VALUE ADDED COURSE- I

Semester-I

SOFT SKILLS THROUGH LITERATURE

Code:

(Theory)

Credit: 2

OBJECTIVES:

- To enhance the life skills of the learners
- To make the learners aware of workplace and career skills
- To focus on positive behavior and management techniques

UNIT – I :

Leadership Skills -Communication – Strategic Thinking – Planning and Execution – People Management – Persuasion and Influence

Team Spirit – Clarity – Discussion – Listening - Motivation – Feedback

Alfred Tennyson’s “Ulysses”

Rudyard Kipling’s “If”

UNIT- II:

Decision Making – Intuition – Foresight – Critical Thinking – Emotional Intelligence – Self Control

Robert Frost’s “The Road Not Taken”

Shakespeare’s Hamlet – “To Be or Not To Be” (Act III, Scene i)

UNIT – III:

Public Speaking – Communication – Clarity – Voice –Gesture – Stage Presence – Body Language

Oratorical Skills – Confidence – Content – Know your Audience –Key Points – Practice

Shakespeare’s *Julius Caesar* – Funeral Speech (Act III, Scene ii)

Shakespeare’s *The Merchant of Venice* – Trial Scene (Act IV, scene i)

UNIT – IV:

Emotional Intelligence – Self-awareness – Self-regulation - Motivation – Empathy – Social Skills

Perseverance – Fixing Goal – Innovation – Plan – Execution - Equanimity

William Blake “The Chimney Sweeper” from Songs of Innocence and Songs of Experience

W. Somerset Maugham “The Verger” (short story)

UNIT – V:

Problem Solving – Problem Identification – Structuring the Problem – Solutions – Implementation – Feedback

Wole Soyinka’s “Telephone Conversation”

A.G. Gardiner’s “All About a Dog”

UNIT – VI : CURRENT CONTOURS (For Internal Assessment Only):

Emerging trends in soft skills: Experiential Learning, Virtual Reality, Learning the skill and techniques through the characters, themes, images of Plays, Poems and Fiction

REFERENCE:

1. Almonte, Richard. *A Practical Guide to Soft Skills: Communication, Psychology, and Ethics Your Professional Life*. Routledge, 2021.
2. Barlow, Richard E., et al. *Reliability and Decision Making*. CRC P, 1993.
3. German, Kathleen M., et al. *Principles of Public Speaking*. Routledge, 2016.
4. Gidwani, Gitika. *The act of perseverance*. Spectrum Of Thoughts, 2021.
5. Wentz, Frederick H. *Soft Skills Training: A Workbook to Develop Skills for Employment*. Create space Independent Publishing Platform, 2012.

COURSE OUTCOMES:

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

- Develop employment Skills and enhance communication skills
- Create awareness on career enhancement and develop creative skills
- Understand the skills through the literary text
- Develop effective presentation and analytical skills
- Strengthen the potentiality to emerge as a team leader
- Improve logical and critical thinking

First Year

CORE COURSE- IV

Semester-II

MODERN LITERATURE – III (1798-1832)

Code:

(Theory)

Credit: 5

OBJECTIVES:

- To familiarize learners with the characteristics of Romantic poetry.
- To acquaint learners with the unique qualities of the essays of romantic period.
- To make learners aware of the characteristics of novels during romantic period.

UNIT – I POETRY:

William Wordsworth : “Lines Composed a Few Miles above Tintern Abbey”
S.T. Coleridge : “The Rime of the Ancient Mariner”

UNIT – II POETRY:

John Keats : “Ode on a Grecian Urn”
P. B. Shelley : “Ode to the West Wind”

UNIT – III PROSE:

Charles Lamb : “Christ Hospital”
William Hazlitt : “On Reading Old Books”

UNIT – IV DRAMA:

Lord Byron : *Manfred*

UNIT –V FICTION:

Jane Austen : *Sense and Sensibility*
Walter Scott : *Kenilworth*

UNIT- VI: CURRENT CONTOURS (For Internal Assessment Only)

Significance of Modern Literature from 1798 to 1832, Romantic poetry, Prominent themes and well known writer's contribution to Modern Literature – contribution to the understanding of ecology and its relationship with mankind

REFERENCE:

1. Abrams, M H. *English Romantic Poets. Modern Essays in Criticism*. Oxford UP, 1967.
2. Bowra, C M. *The Romantic Imagination*. Harvard UP, 1949.
3. Kirkham, Margaret. *Jane Austen, Feminism and Fiction*. Athlone Press, 1997.
4. Reeves, James. *A Short History of English Poetry, 1340-1940*. Dutton, 1962.
5. Wasserman, Earl R, and John Keats. *The Finer Tone: Keats' Major Poems*. Baltimore: John Hopkins Press, 1953.

COURSE OUTCOMES:

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

- Develop knowledge of principal works of Modern Literature from 1798 to 1832.
- Create an awareness of the characteristics of Romantic poetry.
- Acquire knowledge of the political, social and intellectual background of the age through the works of various writers of the Romantic period.
- Understand and deploy a range of terms and concepts pertaining to literature.
- Establish the link between man and nature through romantic poetry
- Gain an ability to view texts in terms of development, values and socio-cultural context.

First Year

CORE COURSE- V
MODERN LITERATURE – IV
(1832-1945)
(Theory)

Semester-II

Code:

Credit: 5

OBJECTIVES:

- To enable learners to understand the spirit of Victorian England and its influence on poetry
- To help learners appreciate the revolution brought about through Aesthetic Movement and anti- Victorian Movement in poetry, drama and novel during the Age of Hardy
- To expose learners to various aspects of the works of 20th century writers

UNIT – I POETRY:

Matthew Arnold	: “The Scholar Gypsy”
Robert Browning	: “Rabbi Ben Ezra”
Alfred Tennyson	: “Lotus Eaters”

UNIT – II POETRY:

W. B. Yeats	: “The Second Coming”
G. M. Hopkins	: “The Windhover”
T. S. Eliot	: Section V “What the Thunder Said?” from <i>The Wasteland</i>
W. H. Auden	: “In Memory of W .B . Yeats”
Wilfred Owen	: “The Strange Meeting”

UNIT – III PROSE:

Thomas Carlyle	: “The Hero as Poet”
John Ruskin	: “Of Queens’ Gardens”
E. M. Forster	: “A Book that Influenced Me”

UNIT – IV DRAMA :

G. B. Shaw	: <i>Man and Superman</i>
Harold Pinter	: <i>The Home Coming</i>

UNIT – V FICTION:

Charles Dickens	: <i>Great Expectations</i>
Thomas Hardy	: <i>The Mayor of Casterbridge</i>

UNIT – VI CURRENT CONTOURS (For Internal Assessment only):

Naturalism and Imagism , Style and Stylistics, Existentialism and Absurdism , Modes of narrative Fiction in the literature of the modern era.

REFERENCE:

1. Batho, Edith C, Bonamy Dobrée, and Guy Chapman. *The Victorians and After, 1830-1914*. London: Cresset, 1962.
2. Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. London: Constable &Co., Ltd, 1934.
3. Colin Clarke. ed. *D.H. Lawrence: The Rainbow and Women in Love*. London: Macmillan, 1979.
4. Corrigan, R. *Theatre in the Twentieth Century*. New York: Grove Press, 1961.
5. Esslin, M. *The Theater of the Absurd*. London: Eyre&Spottiswoode, 1964.
6. Gassner, John. *An Anthology. Introduction to the Drama*. New York: Holt, Rinehart and Winston, 1963.
7. Gransden, K W. *E.M. Forster*. New York: Grove Press, 1962.
8. Leavis, F R, and Q D. Leavis. *Dickens, the Novelist*. New York: Pantheon Books, 1971.
9. Malins, Edward G. *A Preface to Yeats*. New York: Scribner, 1974.
10. Martin, Jay, and T S. Eliot. *A Collection of Critical Essays on "The Waste Land."* Englewood Cliffs: Prentice-Hall, 1968.
11. Smith, Stan. *The Cambridge Companion to W.H. Auden*. Cambridge: Cambridge UP, 2004.

COURSE OUTCOMES:

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

- Appreciate the issues such as capitalism, race , the evolution of democracy that shaped the 19th century England
- Acquire in-depth knowledge of the religious, socio-intellectual and cultural thoughts of the period
- Analyse and examine the representation of the characteristics of the era in the literature
- Analyse the thematic concerns such as male female gender roles, history and politics, class and industrialization, religion and sexuality.
- Examine the aesthetic and political shifts from the earlier periods
- Analyse and appreciate Prose, Poetry and Drama in terms of changing socio-cultural contexts.

First Year

CORE COURSE- VI

Semester-II

SHAKESPEARE

Code:

(Theory)

Credit: 5

OBJECTIVES:

- To expose learners to the development of linguistic, social, psychological and existential skills through a few representative plays of Shakespeare.
- To familiarize learners with the characterization, dramatic and poetic techniques of Shakespeare.
- To enable learners to understand Shakespeare's influence and contribution in English literature.

UNIT – I:

Othello

UNIT – II:

Twelfth Night

UNIT – III:

Richard II

UNIT – IV:

The Tempest

UNIT – V:

Shakespearean Theatre and Audience
Shakespearean Fools and Clowns
Shakespearean Women
Supernatural Elements in Shakespearean Plays
Shakespearean Soliloquies
Shakespeare as a Sonneteer and a Narrative Poet

UNIT – VI: CURRENT CONTOURS (For Internal Assessment Only)

Application of Shakespearean characters in the contemporary situation – Application of the latest theories on Shakespearean plays – relevance of Shakespeare studies in the recent times.

REFERENCE:

- Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan and Co, 1905.
- Bowers, Fredson. *Elizabethan Revenge Tragedy: 1587-1642*. Peter Smith, 1959.
- Charlton, H B. *Shakespearean Comedy*. Methuen, 1938.
- Ford, Boris. *The Age of Shakespeare*. Penguin Books, 1982.
- Knight, G W. *The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays*. Methuen, 1951.

COURSE OUTCOMES:

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

- Understand the socio-political influences of Britain during the Shakespearean age.
- Appreciate the characterization, dramatic and poetic techniques of Shakespeare.
- Examine Shakespeare's choice of subject matter and his use of the form of tragic-comedy.
- Discuss the characteristic features of Shakespearean stage and Shakespeare's skill in affecting catharsis through his tragedies.
- Analyze the technique of disguise in Shakespeare's plays, the reason behind it and discuss the significance of women characters in his plays.
- Demonstrate the portrayal of history in the historical plays of Shakespeare.

First Year

CORE CHOICE COURSE- II
1. ENGLISH LANGUAGE TEACHING

Semester-II

Code:

(Theory)

Credit: 4

OBJECTIVES:

- To introduce learners to the theories of language description and language learning, and their implications in teaching and learning
- To make learners understand different methods of teaching English and assess them
- To familiarize learners with principles of course designing and testing and evaluation

UNIT – I:

History of English Language Teaching – Need for Teaching/Learning English – English in India: Past, Present and Future – Teaching English in India – Fluency vs Accuracy – Role of Mother Tongue – Second Language Acquisition Research

UNIT – II:

Nature of Approaches and Methods in Language Teaching – Grammar Translation Method – Oral Approach – Audiolingual Method – Direct Method – Bilingual Method – Communicative Approach to Language Teaching

UNIT – III:

Total Physical Response – The Silent Way – Community Language Teaching – Suggestopedia – The Natural Approach – Content-based Instruction – Task-based, Game-based Language Teaching – Post-methods era

UNIT – IV:

Teaching the Four Skills of the language – Teaching Drama, Fiction, Prose, Poetry, Vocabulary, Grammar and Composition at Various Levels – Preparing Lesson Plan

UNIT – V:

Language Teaching with ICT, using modern instructional aids like tape-recorder, video, television, Language Lab

Study Aids: Study Skills and Reference Skills
Language Testing and Evaluation – Principles – Types and Techniques – Testing
Language Skills, Grammar and Vocabulary – Technology for Testing

UNIT – VI CURRENT CONTOURS (For Internal Assessment only):

From English to Englishes – ELT in Digital World – ELT and Social Media – Grammar

Teaching and ELT - Incorporating the ICT based learning of LSRW skills, Incorporating the Artificial Intelligence methodology in acquiring grammatical patterns and linguistic skills, harnessing the use of automated learning portals.

REFERENCE:

1. Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991.
2. Krishnaswamy, N, and Lalitha Krishnaswamy. *Methods of Teaching English*. Delhi: Macmillan India, 2007.
3. Lado, Robert. *Language Testing: The Construction and Use of Foreign Language Tests: a Teacher's Book*. New York: McGraw-Hill, 1964.
4. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. New York, N.Y., USA: Oxford University Press, 1986.
5. Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press, 1986.

COURSE OUTCOMES:

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

- Describe the role of mother tongue in teaching English in India.
- Comment on the contemporary theories of Second Language Acquisition.
- Describe the various methods of English Language Teaching.
- Describe the four different skills of language acquisition.
- Elucidate the major steps in Lesson Plan preparation.
- Briefly discuss the role ICT in language teaching.

First Year

CORE CHOICE COURSE- II

Semester-II

2. GREEN LITERATURE

Code:

(Theory)

Credit: 4

COURSE OBJECTIVES :

- To initiate the students into the nature and ecology aspects of literature and the critical practice of reading literature on that basis.
- To introduce students to the latest schools of criticism thereby providing them with a new approach to be used practically in research work.
- Adapt an ecocentric way of life by understanding the intrinsic value of all beings in the world around us.

UNIT – I INTRODUCTION:

Introduction to : “Ecocriticism” (from Peter Barry’s *Beginning Theory*)
Green
Literature

UNIT – II AMERICAN RESPONSE:

Rachel Carson : “A Fable for Tomorrow” from *Silent Spring*
Gretchen T. Legler : “Ecofeminist Literary Criticism”

UNIT – III INDIAN RESPONSE:

K.C. Abraham : “A Theological Response to the Ecological Crisis”
Nirmal Selvamony : “An Introduction to Neotina Poetics”

UNIT – IV POETRY FOR STUDY:

Rabindranath Tagore : “The Tame Bird”
F.G. Scott : “The Unnamed Lake”
Douglas A. Stewart : “The Silkworms”
D.H. Lawrence : “Snake”

UNIT – V FICTION FOR STUDY:

Ruskin Bond : “The Leopard”

Henry Lawson : “The Loaded Dog”
Steinbeck : *The Grapes of Wrath*

UNIT – VI CURRENT CONTOURS (For Internal Assessment only):

Application of contemporary theories like Bioregionalism, Deep Ecology, Ecosophy, Environmental Justice and Poco-Ecocriticism to Literature.

REFERENCE:

1. Barry, Peter. *Beginning Theory*. Manchester UP, 1999.
2. Bond, Ruskin. “The Leopard”. *Dust on the Mountain: Collected Stories*, Penguin Books, 2009.
3. Carson, Rachel. *Silent Spring*. Houghton Mifflin Company, 2002.
4. Coupe, Lawrance. Ed. *The Green Studies Reader*. Routledge, 2000.
5. Glotfelty, Cheryll and Harold Fromm. Eds. *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia Press, 1996.
6. Hallman, David G. *Ecotheology: Voices from South and North*. WCC Publications, 1994.
7. Lawson, Henry. *The Loaded Dog and Short Stories*. Createspace, 2014.
8. Selvamony, Nirmal. “An Introduction to Neotina Poetics”. *Ecocriticism: Paradigms and Praxis*. NCBH, 2019.
Steinbeck, John. *The Grapes of Wrath*. Penguin Classics, 2006.
<https://nptel.ac.in/courses/109/106/109106084/>
(NPTEL) https://www.youtube.com/watch?v=rKXdAhEMHtA&feature=emb_logo
<https://www.youtube.com/watch?v=YgW3a5-QlgI> (University of Hyderabad)
www.angelfire.com/nd/nirmaldasan/tinai.html
<https://www.asle.org/>
<https://bifrostonline.org/>

COURSE OUTCOMES:

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

- Describe the role of nature in the works of art
- Comment on the modernized theories of green literature
- Describe the various streams of ecocriticism
- Explain the merits and demerits of modernisation
- Distinguish the concept of tiNai poems
- Note the role of literature in protecting the nature.

First Year

ELECTIVE COURSE- II

Semester-II

1. RESEARCH METHODOLOGY

Code:

(Theory)

Credit: 3

OBJECTIVES:

- To expose learners to philosophy of research
- To enable learners to use different research sources and document them
- To make learners know the format of research and mechanics of writing

UNIT – I:

Definition of Research – Types of Research -- Literary and Scientific Research – Philosophy of Research, Preliminary Study, Choosing a Viable Topic, Primary and Secondary Sources

UNIT – II:

The Modern Academic Library, Research Sources: Printed and Electronic Including Web Sources, Digital Library Sources, Identifying the Right Sources, Compiling Working Bibliography. Evaluating the Sources

UNIT –III:

Taking Notes and Collecting Materials Thesis Statement, Working Outline, Preparing Samples, Writing Drafts—Revising the Outline and Drafts The Introduction and the Conclusion—the Main Chapters: Clarity, Unity, Coherence, Emphasis, Interest, Point of view

UNIT – IV:

The Format of the Thesis, Preparing the Final Outline and Final Draft – Organizing Principles and Methods of Development, Plagiarism, Converting the Working Bibliography to List of Works-Cited, Abbreviations, Proof Reading

UNIT – V:

Language and Style of Thesis Writing: General principles – Kinds and Suitability of Style, Style Sheet Conventions, Documentation: Parenthetical Documentation, Foot Notes, End Notes

The Mechanics of Writing: Spelling, Punctuation, Quotations, etc.

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Different kinds of style books and their implications – acknowledging web podcasts, social media and beyond – need for uploading the research work in the digital platform for plagiarism-free future

BOOKS FOR REFERENCE:

1. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 9th Edition 2021.
2. Moore, Robert H. *Effective Writing*. New York: Holt, Rinehart and Winston, 1965.

COURSE OUTCOME:

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

- Define research
- Differentiate the types of research
- Describe the use of library in academic research
- Comment on the different types of note making
- Explain the methods of outlining
- Elucidate the mechanics of thesis writing

First Year

ELECTIVE COURSE- II

Semester-II

2. WOMEN'S WRITING IN ENGLISH

Code:

(Theory)

Credit: 3

OBJECTIVES:

- To enable the students to identify the relationship among class, race and gender in literature
- To analyse the theories of women's literary writings in English
- To demonstrate the new and varied perspectives on women's issues

UNIT – I POETRY:

Anne Bradstreet	: “The Author to her Book”
Judith Wright	: “Woman to Man”
Adrienne Rich	: “From a Survivor”
Sylvia Plath	: “Daddy”
Kamala Das	: “An Introduction”

UNIT – II PROSE:

Virginia Woolf	: “Professions for Women”
Elaine Showalter	: “The Female Tradition” from <i>A Literature of their Own</i>

UNIT – III DRAMA:

Rachel Crothers	: <i>A Man's World</i>
Lorraine Hansberry	: <i>A Raisin in the Sun</i>

UNIT – IV SHORT STORIES:

Anita Desai	: “A Devoted Son”
Katherine Mansfield	: “Doll's House”
Luo Shu	: “The Oranges”
Alice Munro	: “The Moons of Jupiter”

UNIT – V FICTION:

Alice Walker	: <i>The Color Purple</i>
Geethanjali Shree	: <i>Tomb of Sand</i>

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Challenges women face still in the society – gender as a social construct – empowerment of women in the age of globalization

REFERENCE:

1. Das, Kamala. *The Old Playhouse and the Other Poems*. Mumbai: Orient Longman Pvt.Ltd., 2004.
2. Greenberg, Robert A and Ruth Miller. *Poetry, An Introduction*. Palgrave Macmillan,1982.
3. Gunasekaran. K. *Stories from Many Countries*. New Century Book House,2005.
4. Murray, Les A. *The New Oxford Book of Australian Verse*. Oxford University Press, 1996.
5. Showalter, Elaine. *The Female Tradition, From A Literature of Their Own* Princeton: Princeton University Press, 1977.
6. <https://rimstead-cours.espaceweb.usherbrooke.ca/essays/woolf2.htm>
7. <https://archive.org/details/mansworldplayinf00crotuoft>
8. https://archive.org/details/introductiontopo00kenn_0

COURSE OUTCOMES:

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

- Evaluate women's literary writing in English
- Analyse the various perspectives of women's writings
- Comprehend the need to represent the repressed voices
- Encapsulate the advantages of feminist attitude
- Discuss the pros and cons of patriarchal and matriarchal societies
- Engage in the art of creative writing

First Year

NON MAJOR ELECTIVE COURSE- I

Semester-II

**ENGLISH FOR EFFECTIVE
COMMUNICATION – I**

Code:

(Theory)

Credit: 2

OBJECTIVES:

- To expose learners to various styles of LSRW and other way to equip them
- To provide learners to know the basic grammar in English
- To help learners improve their four language skills

UNIT – I LISTENING SKILLS:

Listening to a speech
Listening to a lecture (in the college)
Listening to a Conversation

UNIT – II SPEAKING SKILLS:

Conversation techniques- involving everyone- Arousing and sustaining interest-
Expressions of Introduction, Apologizing, Advising, Asking Directions, Giving
Instructions, Agreeing and Disagreeing and Recommendations

UNIT – III READING SKILLS:

Reading Vocabulary
Loud reading of prose and poetry
Reading Comprehension

UNIT– IV WRITING SKILLS:

Letter writing
Resume writing
Letter of application for the job
Writing for the newspaper

UNIT – V GRAMMAR:

Word class – Tenses - Subject-verb agreement – Articles and preposition

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Group Discussion on current topic

Dialogue based on situations creating a blog entry

Challenges learners occur while learning English – Language as unavoidable – empowerment of the learners to speak in front of the native speakers

REFERENCE:

1. Murphy Raymond. *English Grammar in use*. Cambridge University Press:London,2012.
2. Naylor and Murphy. *Essential English Grammar*. Cambridge University Press.
3. Parikh JP and Swarnabharati. *Business Communication*. Orient Black Swan Ltd: Hyderabad, 2011.
4. Sreedharan Josh. *The Four Skills for Communication*. Cambridge University Press. New Delhi: 2014

COURSE OUTCOMES:

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

- Acquire the four language skills
- Integrate the language skills and use them effectively in day-to-day communication
- Apply effectively the nuances of speaking skills in dialogues, discussions and public speeches
- Understand the reading and comprehensive skills and analyze the comprehension passages
- Incorporate the writing skills in drafting letters and creating their own resume
- Enhance the communication skills to improve the career prospects
