Program
Integrated MA English Language and Literature

Faculty of Arts, Humanities and Commerce

(Revised with effect from 2018-19 AY onwards)
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Program Outcome (PO) of Int MA English Language and Literature

PO1. Critical Thinking: Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organization, and personal) from different perspectives.

PO2. Effective Communication: Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.


PO4. Effective Citizenship: Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

PO6. Environment and Sustainability: Understand the issues of environmental contexts and sustainable development.


Program Specific Outcome (PSO) of Int MA English Language and Literature

1. To demonstrate the ability to engage critically with different kinds of texts, offering interpretations and evaluations
2. Demonstrate and understanding of formal structure of various genres
3. To show an awareness of literariness of literary language.
4. To demonstrate the ability to analyses and explain complex and certain human experience.
5. To be able to relate the socio – political historical context to the evolution of the forms, styles and themes of texts.
6. To demonstrate the research and long skills necessary.
7. To do innovative research.
8. To demonstrate an ability to communicate effectively in a variety of long situations.
9. To provide them skills and knowledge to work towards research.
10. To familiarize them with the current trends in literature and research.
11. To give them insight basic pedagogical principles to teach English language and literature.
12. To make them confident to use their communication skills in English in professional and practical context.
# Curriculum Structure

## Integrated MA English Language and Literature

### 2018 Admission Onwards

#### SEMESTER I

<table>
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**Total (for Exit- option students)** 146

**Total credits for the programme** 214

**EVALUATION SCHEME AND GRADING SYSTEM**

R.13 Assessment Procedure

R.13.1 The academic performance of each student in each course will be assessed on the basis of Internal Assessment (including Continuous Assessment) and an end-semester examination.
Normally, the teachers offering the course will evaluate the performance of the students at regular intervals and in the end-semester examination.

R.13.2 In theory courses (that are taught primarily in the lecture mode), the weight for the Internal Assessment and End-semester examination will be 50:50. The Internal assessment in theory courses shall consist of at least two periodical tests, weekly quizzes, assignments, tutorials, viva-voce etc. The weight for these components, for theory-based courses shall be 20 marks for the Continuous assessment, comprising of Quizzes, assignments, tutorials, viva-voce, etc. and 15 marks each for both the Periodical Tests.

At the end of the semester, there will be an end-semester examination of three hours duration, with a weight of 50 marks, in each lecture-based subject.

R.13.3 In the case of laboratory courses and practical, the relative weight for internal assessment and End-semester examination will be 80:20. The weight for the components of internal assessment will be decided by the course committee/class committee at the beginning of the course.

Evaluation pattern for course having both Theory and Lab components:

Courses having only one hour per week for lecture/tutorial, be treated as a Lab. course, for evaluation purposes; and evaluation pattern will be 80 marks for continuous assessment of lab work and 20 marks for end-semester lab examination.

Courses having two hours per week for theory and/or tutorials, be given a weight of 60 marks and 40 marks for the Theory and Lab components, respectively; The Lab. component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 10 marks will be for continuous assessment of the theory portion, 10 marks for each of the two periodical tests, 30 marks for the theory end-semester examination and 40 marks for continuous assessment of lab work and

Courses having three hours per week for theory and/or tutorials, be given a weight of 70 marks and 30 marks for the Theory and Lab components, respectively; The Lab component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 15 marks will be for continuous assessment of the theory portion, 10 marks for each of the two periodical tests, 35 marks for the theory end-semester examination and 30 marks for continuous assessment of lab work.

R.13.4 It is mandatory that the students shall appear for the end-semester examinations in all theory and weight courses, for completion of the requirements of the course. Those who do not appear in the end-semester examinations will be awarded ‘F’ grade, subject to meeting the attendance requirement.

At the end of a semester, examinations shall be held for all the subjects that were taught during that semester and those subjects of the previous semester s for which the student s shall apply for supplementary examination, with a prescribed fee.

R.13.5 PROJECT WORK: The continuous assessment of project work will be carried out as decided by the course committee. At the completion of the project work, the student will submit a bound volume of the project report in the prescribed format. The project work will be evaluated by a team of duly appointed examiners.

The final evaluation will be based on the content of the report presentation by student and a viva-voce examination on the project. There will be 40% weight for continuous assessment and the remaining 60% for final evaluation.
If the project work is not satisfactory he/she will be asked to continue the project work and appear for assessment later.

R.14 PUBLICATION / INTERNSHIP
R.14.1 All students, if they are to be considered for award of the Degree at the time of graduation, are required to have published ONE paper in Scopus-indexed Journal/Conference.

R.14.2 Additional 5-10 marks will be awarded for each Publication, subject to a maximum of ONE paper per semester.

The additional marks shall be awarded in the semester in which the paper is published or accepted for publication, if applied for, within 10 days of the publication of results of the concerned semester. The additional marks can be awarded to any course(s) where the student has to improve his/her grade.

R.14.3 All publications shall be in Scopus-indexed Journals/Conferences and shall be as per the guidelines prescribed by the University.

R.14.4 Students who have undergone Internship at reputed organizations or National / International Institutions, with the prior approval of the concerned Departmental Chairperson and the Head of the School, may be considered for waiver of the requirement of publication, for the award of Distinction. However, the decision of the Departmental Chairperson and the Head of the School, in this regard, shall be final.

R.16 Grading
R.16.1 Based on the performance in each course, a student is awarded at the end of the semester, a letter grade in each of the courses registered.

Letter grades will be awarded by the Class Committee in its final sitting, without the student representatives. The letter grades, the corresponding grade points and the ratings are as follows:

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<td>FA</td>
<td>0.00</td>
<td>Failed due to insufficient attendance</td>
</tr>
<tr>
<td>I</td>
<td>0.00</td>
<td>Incomplete (awarded only for Lab courses/ Project/ Seminar)</td>
</tr>
<tr>
<td>W</td>
<td>0.00</td>
<td>Withheld</td>
</tr>
</tbody>
</table>

R.16.2 ‘FA’ grade once awarded stays in the record of the student and is replaced with the appropriate grade when he/she completes the course successfully later.

Students who have secured an ‘FA’ in a course must re-register for the course or register for the course, if offered, under run-time re-do mode.

R.16.3 A student who has been awarded ‘I’ Grade in a Lab course, due to reasons of not completing the Lab., shall take up additional Lab. whenever offered next and earn a pass grade, which will be reflected in the next semester’s grade sheet.
The ‘I’ grade, awarded in a Project/Seminar course, will be subsequently changed into appropriate grade, when the student completes the requirement during the subsequent semester. If he/she does not complete it in the next semester, it will be converted to ‘F’ grade.

R.16.4 A student is considered to have successfully completed the course and earned the credit, if he/she scores a letter grade ‘P’ or better in that course.

R.21 Semester Grade Point Average (SGPA)
On completion of a semester, each student is assigned Semester Grade Point Average (SGPA) which is computed as below for all courses registered by the student during that semester.

Semester Grade Point Average = \( \frac{\sum (C_i \times Gpi)}{\sum Ci} \)
where Ci is the credit for ith course in that semester and Gpi is the grade point for that course.

The summation is over all the courses registered by the student during the semester, including the failed courses. The SGPA is rounded off to two decimals.

R.22 Cumulative Grade Point Average (CGPA)
The overall performance of a student at any stage of the Degree programme is evaluated by the Cumulative Grade Point Average (CGPA) up to that point of time.

Cumulative Grade Point Average = \( \frac{\sum (C_i \times Gpi)}{\sum Ci} \)
where Ci is the credit for ith course in any semester and Gpi is the grade point for that course.

The summation is over all the courses registered by the student during all the semesters up to that point of time, including the failed courses. The CGPA is also rounded off to two decimals.

R.23 Ranking
The ranking of the students in a batch at any intermediate or final stage is based on CGPA. Only those students who have passed all courses up to that stage in the first attempt are considered for ranking. Students are eligible for final ranking, only if the programme is completed within the normal duration, i.e., within two years from joining the programme.

R.24 Classification of successful candidates:

R.24.1 A student shall be considered to have successfully completed the programme, if he/she has:

i) registered and successfully completed all the core courses, electives and projects as mentioned in the curriculum;

ii) earned the required minimum number of credits as specified in the curriculum corresponding to the programme, within the stipulated time;

iii) published a paper at a Scopus-indexed Journal/Conference.

R.24.2 Candidates who have successfully completed the programme, within a period of four semesters from entering the programme, shall be classified as follows:
Candidates securing a CGPA of 8.00 and above – FIRST CLASS WITH DISTINCTION *
Candidates securing a CGPA between 6.50 and 7.99 – FIRST CLASS
and the same be mentioned in the Degree certificate;
(*subject to satisfying the condition mentioned at R.14.1 and having passed all the courses, in the first attempt, in four semesters, from the date of joining the programme)
If the programme is completed after four semesters of study, the candidates securing even a CGPA of 8.00 and above, shall be classified to have completed the programme, only with FIRST CLASS.

Course Objectives, Course Outcomes, Syllabus

Int MA English Language and Literature
Detailed Syllabi (2018 admission onwards)

Semester I
A. Course Outcomes:

CO1: To enhance communication skills.

CO2: To improve writing skills

CO3: To promote analytical/critical skills

CO4: To nurture humour sense in the students

CO5: To lend insight into societal problems and factual aspects of life

CO6: To build team spirit

B. SYLLABUS

Unit I

Kinds of sentences, usage of preposition, use of adjectives, adverbs for description, Tenses, Determiners- Agreement (Subject – Verb, Pronoun- Antecedent) collocation, Phrasal Verbs, Modifiers, Linkers/ Discourse Markers, Question Tags

Unit II

Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative

Unit III

Letter Writing - Personal (congratulation, invitation, felicitations, gratitude, condolence etc.) Official (Principal / Head of the department/ College authorities, Bank Manager, Editors of newspapers and magazines)

Unit IV

Reading Comprehension – Skimming and scanning- inference and deduction – Reading different kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness

Unit V

Prose: John Halt’s ‘Three Kinds of Discipline’[Detailed]

Max Beerbohm’s ‘The Golden Drugget’ [Detailed]

Poems: Ogden Nash- ‘This is Going to Hurt Just a Little Bit’ [Detailed]
Wole Soyinka- ‘Telephone Conversation’[Non-Detailed]
Kamala Das- ‘The Dance of the Eunuchs’[Non-Detailed]
Short Stories: Edgar Allan Poe’s ‘The Black Cat’, Ruskin Bond’s ‘The Time Stops at Shamili’[Non-Detailed]

C. TEXTBOOKS:
Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989
Syamala, V. Speak English in Four Easy Steps, Improve English Foundation Trivandrum: 2006

Online sources

OUTCOME OF THE COURSE:

Communicative English refers to that English which helps us to communicate effectively with people using language functions. Proficiency in English is accepted to be an essential requirement for communication at national as well as international levels. Candidates can go for the job in many fields such as journalism and mass communication, management or business administration, tourism administration, and international relations. Other areas of opportunities are linguistics, communication management, film direction and editing, visual communication and so on for

18ELL101   History of English Literature: The Pre-Chaucerian to the Jacobean   4-0-0-4
Course Outcomes (CO)
CO1. To understand the evolution of English literature
CO2. To make the students familiar with the ages
CO3. To make the students familiar with the rulers and their religious and political stands
CO4. Enable them to apply their awareness of literary history of the period to literary studies
CO5. To identify the trends and movements in English literature during the period
CO6. To get familiarity with the writers and their major works.
Course Outline: History of English literature from Pre-Chaucerian era to Jacobean age with special emphasis on major writers.
Outcome of the course: Where effective teaching of English is needed, schools or colleges, this background is inevitable. Literary professional jobs of several kinds need candidates with knowledge of this subject. Exams like NET also asks for adequate knowledge in the History of English Literature. With additional qualifications or training, students could be well suited to the these job roles: secondary school teacher, journalist, Civil Service administrator, solicitor, archivist, curator, heritage manager and academic librarian.

18ELL102 English Poetry: The Chaucerian to the Jacobean 4-0-0-4

CO1. To understand how the text contribute to the complexity of value and emotions represented in the poems
CO2. To understand the resulting critical preparation of various readings of selective texts
CO3. To help the students identify forms and types of poetry, make them familiar with poetic devices and strategies
CO4. To acquaint students with major trends and poets in English Literature and to create an awareness about the social and cultural under-currents of the period.
CO5. To sharpen the aesthetic sensibility


Unit 1 – Evolution of English poetry from Chaucerian to Jacobean era
Unit 2
Edmund Spenser: "One day I Wrote her Name" [Detailed] “Faerie Queene” first 36 lines before Canto 1 [Detailed]
Unit 3
William Shakespeare: Sonnet 18 ‘Shall I Compare Thee to a Summer’s Day’ [Detailed]
Sonnet 127, ‘In the Old Age Black was not Counted Fair’ [Detailed]
Sonnet 30 ‘When to the Sessions of Sweet Silent Thought’ [Non-Detailed]
Sonnet 130 ‘My Mistress’ eyes are Nothing like the Sun’ [Non-Detailed]

Unit 4
John Donne: "Canonization", "Sun Rising" [Detailed]
Andrew Marvell: "To His Coy Mistress" [Detailed]
George Herbert: "The Gifts of God" (The Pulley) [Non-Detailed]

Unit 5
John Milton: "On his Blindness" [Non-Detailed], “Lycidas” [Detailed], Paradise Lost Book 1 (Invocation) [Detailed]

CORE READING:
4. Paradise Lost Book 1

REFERENCES:


Outcome of the course:
The student may work with poems professionally. There are several different jobs that involve poetry to some extent. Some of them are Greeting Card Writer, Poet, Musician, Creative Writing Professor, Editor

18ELL103 English Prose: The Elizabethan to the Augustan 4-0-0-4

CO1 Trace the growth and development of English Essay

CO2 Different methods and techniques in prose writing

CO3 Understand various style of writing

CO4 Develop a writing style

CO5 Understand the characteristics of different literary ages.

CO6 Understand the subjective and objective type of writings


Unit 1
Introduction to the English essay- Formal/Impersonal- Informal/Personal essays
Types of Essays- Periodical/Critical Essays

Unit 2
Francis Bacon: “Of Truth” [Detailed], "Of Studies" [Detailed], "Of Great Places" [Non-Detailed], "Of Travel" [Non-Detailed].

Unit 3
Sydney: “Apology for Poetry” [Non-Detailed]

Unit 4
Joseph Addison: "Sir Roger at the Theatre" [Detailed]
Richard Steele: "The Trumpet Club" [Detailed]

Unit 5
Oliver Goldsmith: "Man in Black" [Non-Detailed], "National Prejudices" [Detailed]
Dr. Johnson “Letter to Lord Chesterfield” [Detailed]

CORE READING:

REFERENCES:
Hudson, WH. An Introduction to the Study of English Literature. Chapter: ‘The Study of The Essay’
Cairncross, A S. Ed. Eight Essayists.


Outcome of the course: It enhances vocabulary and writing style needed for jobs like creative writing, media writing, reports for corporates. These students stand apart for employability in the situation of English corrupted by sms and internet languages. Apt expressions and correct usage gets employability as teachers, instructors, script writers.

18CSA104 Introduction to Computing 1 0 2 2

CO1: To give students an in-depth understanding of why computers are essential components in business, education and society.

CO2: To introduce the fundamentals of computing devices and reinforce computer vocabulary, particularly with respect to personal use of computer hardware and software, the Internet, networking and mobile computing.

CO3: To provide hands-on use of Microsoft Office applications Word, Excel, Access and PowerPoint.

CO4: Completion of the assignments will result in MS Office applications knowledge and skills.

CO5: To provide foundational or “computer literacy” curriculum that prepares students for life-long learning of computer concepts and skills. Completion of course fulfils pre-requisite to enrol in other computer science courses required for a certificate or to qualify for high demand employment.

Unit I
panels, wall papers and screen savers, setting date and sound, concept of menu using help. Advanced windows – using right button of mouse, creating short cuts, basics of window set up, note pad, window accessories.  

**Unit II**  
Word processing, MS Word  

**Unit III**  
Spreadsheet: MS Excel.  

**Unit IV**  

**Unit V**  
Email – email addressing, mail box, saving mails, sending same mail to various users, document handling – sending soft copy as attachment, enclosures to email, sending a portion of document as email.  

**CORE READING:**  
- *Microsoft Office 2000 Complete, BPB Publications*  
- *Dinesh Maidasani – Learning Computer Fundementals, MS Office and Internet and Web Technology, Laxmi Publications.*  

**REFERENCES:**  
- *John Walkenbach Herb Tyson Michael R. Groh FaitheWempen Lisa A. Bucki – Microsoft Office 2010 Bible, Wiley India.*  
- *Michael Price – 2010 in Easy Steps, TMH.*  

**Evaluation Pattern – R.13 & R.16**  
Outcome of the course: The inevitable, computer crisp wording, expressions enhance employability vastly. It instils the confidence needed for success in any arena. It can provide employability in every imaginable institution, school, college, hospital, hotels, etc.
1. Course Outcomes (CO)

CO1 Use English with a high degree of fluency for formal and informal spoken communication
CO2 Enhanced soft skills and non-verbal language
CO3 Understand varieties of English
CO4 Be adept at quilling out the meaning of passages
CO5 Practice the unique qualities of professional writing style, including conciseness, readability, clarity, accuracy, avoiding wordiness or ambiguity, objectivity, summarizing, coherence and transitional devices.
CO6 Trained in making effective presentations and language use in academia

Unit I

Vocabulary Building: Prefixes and Suffixes; One word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, misplaced modifiers, Dangling modifiers – Reported Speech

Unit II

Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation
- Essay writing: Analytical and Argumentative

Unit III

Circulars, Memos – Business Letters - e-mails

Unit IV

Reports: Trip report, incident report, event report - Situational Dialogue - Group Discussion

Unit V

Listening and Reading Practice - Book Review

REFERENCES:

- FelixaEskey. Tech Talk, University of Michigan. 2005
- Michael Swan. Practical English Usage, Oxford University Press. 2005

• Syamala, V. *Effective English Communication For You (Functional Grammar, Oral and Written Communication)*: Emerald, 2002.

**Evaluation Pattern – R.13 & R.16**

OUTCOME OF THE COURSE: Employability: There are jobs such as corporate trainer for English language spoken, writing or accent trainer, instructional designer, programme executive, and content developer. Students can also take up a job as an advertising copywriter, creative executive or director, campaign manager, event organizer, PR manager, and others. It’s an exciting industry, where you will get to use your creativity, verbal adeptness and writing skills to prove your mettle.

18ELL111 History Of English Literature: The Augustan To The Victorian 4-0-0-4

CO1: To understand the evolution of English literature

CO2: To make the students familiar with the ages

CO3: To make the students familiar with the rulers and their religious and political stands

CO4: Enable them to apply their awareness of literary history of the period to literary studies

CO5: To identify the trends and movements in English literature during the period

CO6: To get familiarity with the writers and their major works.

*Course Outline: History of English Literature from Augustan to Victorian Age with special emphasis on major writers.*

**Unit 1**
Augustan Age-Characteristics
Major Writers of the Age

**Unit 2**
Pre Romantic Age- Transition- Major Writers

**Unit 3**
Early Romantics- Major writers

**Unit 4**
Late Romantic Writers - Byron, Shelley, Keats and Thomas More
Lamb, Dequincy, Hazlitt, Southey

**Unit 5**
Victorian Age - Characteristics - Socio-Political Background-Tennyson, Browning, Arnold, Carlyle, Macaulay, Ruskin
CORE READING:
• Prasad, B. *A Background to the Study of English Literature*.

REFERENCES:
• Legouis, Emile, Cazamian. *A Short History of English Literature*. OUP

**Evaluation Pattern – R.13 & R.16**

Outcome of the course: Where effective teaching of English is needed, schools or colleges, this background is inevitable. Literary professional jobs of several kinds need candidates with knowledge of this subject. Exams like NET also asks for adequate knowledge in the History of English Literature. With additional qualifications or training, students could be well suited to the these job roles: secondary school teacher, journalist, Civil Service administrator, solicitor, archivist, curator, heritage manager and academic librarian

**18ELL112 English Poetry: The Augustan to the Victorian 4-0-0-4**

Course Outcomes:

CO1: To understand how the text contribute to the complexity of value and emotions represented in the poems

CO2: To understand the resulting critical preparation of various readings of selective texts

CO3: To help the students identify forms and types of poetry, make them familiar with poetic devices and strategies

CO4: To acquaint students with major trends and poets in English Literature and to create an awareness about the social and cultural under-currents of the period.

CO5: To sharpen the aesthetic sensibility

rationalism - dramatic monologue - major poets.

**Unit 1**

Pope “An Epistle to Dr. Arbuthnot”[Detailed], “The Quiet Life”[Non-Detailed]
Swift “Critics” [Non-Detailed]

**Unit 2**

William Collins “To Evening”[Detailed]
Blake “Tyger”[Detailed], “Lamb”[Detailed]

**Unit 3**

Wordsworth: "Lines Written a Few Miles AboveTintern Abbey"[Detailed]
"The World is Too Much With Us"[Non-Detailed]
S.T:Coleridge: "The Rime of Ancient Mariner"[Detailed]

**Unit 4**

P.B. Shelley: "Ode to the West Wind"[Detailed], “Ozymandias” [Non-Detailed]
John Keats:"La Belle Dame Sans Merci"[Non-Detailed].“Ode to Nightingale”[Detailed]

**Unit 5**

Alfred Tennyson:"Ulysses"[Detailed],"Thyris"[Non-Detailed]
Robert Browning:"My Last Duchess”[Detailed]
Matthew Arnold:"Dover Beach"[Detailed]

**CORE READING:**


**REFERENCES:**

3. Students are recommended to read poems from popular anthologies.

**Evaluation Pattern – R.13 & R.16**

Outcome of the course:

There are opportunities available in print and electronic media to pursue a writing career as a novelist, essayist, play writer, reporter, journalist, editor, storywriter, scriptwriter, copywriter and others. They can also work as a freelancer in the industry.

**18ELL113 English Prose: The Romantic to The Modern 4-0-0-4**

**Course Outcomes:**

CO1: Trace the growth and development of English Essay
CO2: Different methods and techniques in prose writing

CO3: Understand various style of writing

CO4: Develop a writing style

CO5: Understand the characteristics of different literary ages.

CO6: Understand the subjective and objective type of writings

Course Outline: Major trends in essay writing—19th and 20th centuries.

Unit 1
Charles Lamb: “Dream Children” [Detailed], “Old China” [Non-Detailed]
Hazzlitt “On Familiar Style” [Detailed], Leigh Hunt: “Getting up on Cold Mornings” [Non-Detailed]

Unit 2
John Ruskin: “On Books and Reading” [Detailed]
R.L. Stevenson: “An Apology for Idlers” [Detailed]
AG Gardiner: “On Saying Please” [Non-Detailed]
Stephen Leacock: “My Lost Dollar” [Non-Detailed]

Unit 3
Robert Lynd: “In Praise of Mistakes” [Detailed]
GK Chesterton: “The Worship of the Wealthy” [Detailed]

Unit 4
Hillaire Belloc: “A Conversation with a Cat” [Non-Detailed]
J B Priestley: “Lectures” [Non-Detailed]

Unit 5
George Orwell: “Politics and English Language” [Detailed]
George Bernard Shaw: “Spoken English and Broken English” [Detailed]

CORE READING:

FURTHER READING:
• Board of Editors. Strings of Gold. Hyderabad: Orient BlackSwan.2008
• Students are recommended to refer popular anthologies and web sources.

Outcome of the course: There are other jobs available such as linguist, interpreter, probationary officer (in national banks), jobs at various levels in administration. For these jobs, students might need low to high expertise in English language, writing skills and others in order to be eligible for one of these.

18ELL114 Indian Writing in English I 3-0-0- 3

Course Outcomes:

CO1: to trace the rise, growth and development of Indian Poetry in English

CO2: to provide an overview of the various phases of the evolution of Indian Writing in English

CO3: to introduce students to the thematic concerns, genres and trends of Indian Writing in English

CO4: to generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English

CO5: to expose students to the pluralistic aspects of Indian culture and identity

Objective: To make them familiar with Indian ethos and its variety as expressed in the major genres of early Indian writing in English.

Course Outline: Indian short story, poetry, fiction and drama of the 19th to the late 20th century.

Unit 1
Introduction to Indian English Writing

Unit 2 Short Fiction [All Non-Detailed]
1. RuskinBond: "The Thief"
2. KhushwantSingh: "The Mark of Vishnu"

Unit 3 Drama [Detailed]
4. RabindranathTagore: “Chitra”

Unit 4 Poetry [All Detailed]
5. ToruDutt: “Our Casuarina Tree”
6. Sarojini Naidu: “In the Bazaars of Hyderabad”
7. Kamala Das: “Introduction”

Unit 5 Fiction [All Non-Detailed]
10. R. K. Narayan: The English Teacher
12. Raja Rao: Kanthapura

CORE READING:

REFERENCES:
4. Students are advised to refer web sources.


Outcome of the course: The digital/online marketing industry in India has a lot to offer to English literature students, as there are many working as a content writer, content marketer, copywriter, strategist, digital marketer etc. and still the demand is only rising each year. English literature students also get a lot of opportunity in theater, media and entertainment industry of India.

Semester – 3
18ENG201 Communicative English (Advanced) 2-0-4-4

A. Course Outcomes:

CO1: Use English with a high degree of fluency for formal and informal spoken communication

CO2: Enhanced soft skills and non-verbal language

CO3: Understand varieties of English

CO4: Be adept at quilling out the meaning of passages
CO5: Be equipped in various styles of formal writing for technical use

CO6: Trained in making effective presentations and language use in academia

Objectives: To help the students attain high level proficiency in all the four language skills; to equip them for competitive examinations and various International English Language Tests; to enhance their career prospects and employability; to help them develop their personality by fine tuning their communication and presentation skills.

Unit-1
Listening and Speaking: varieties of modern English - British, American, Indian-basic sounds, deviations in American and other varieties. Verbal communication: conversation-basic techniques - how to begin, interrupt, hesitate and end – how to express time, age, feelings and emotions - how to respond – using language in various contexts/situations-talking about oneself, others- describing persons, places, incidents, events and objects- attending an interview addressing an audience- using audio-visual aids- making short.

Unit-2
Speeches compering- group discussion. 

Unit-3
Reading and Writing

Words often confused and misused – synonyms- antonyms- idioms commonly used- corresponding American expressions.

Unit-4
Writing for specific purpose
Scientific writing- business writing- preparing of project proposal – writing of summaries and reviews of movies and books in English/regional languages.

Unit-5
Practical sessions
Language skills tests(Written):
• Translation od short and simple passages- from Malayalam to English
• Providing captions for photo and pictures
• Symposium- Presenting different aspects of a debatable topic.

CORE READING:
• O’Conner, J.D. Better English Pronunciation, CUP.
• Swan, Michael. Practical English Usage. OUP
• Driscoll, Liz. Cambridge: Common Mistakes at Intermediate.CUP

REFERENCES:

OUTCOME OF THE COURSE: There are jobs such as corporate trainer for English language spoken, writing or accent trainer, instructional designer, programme executive, and content developer. Students can also take up a job as an advertising copywriter, creative executive or director, campaign manager, event organizer, PR manager, and others. It’s an exciting industry, where you will get to use your creativity, verbal adeptness and writing skills to prove your mettle.

18ELL201 HISTORY OF ENGLISH LITERATURE:
LATE VICTORIAN TO THE MODERN 4-0-0-4

A. Course Outcomes:

CO1: To understand the evolution of English literature

CO2: To make the students familiar with the ages

CO3: To make the students familiar with the rulers and their religious and political stands

CO4: Enable them to apply their awareness of literary history of the period to literary studies

CO5: To identify the trends and movements in English literature during the period

CO6: To get familiarity with the writers and their major works.

OBJECTIVES: To have a comprehensive understanding of the process of literary evolution and to identify the trends and movements in each period; to be acquainted with the major writers of each period and their major works.

Unit 1
Late Victorian Period
General characteristics, major writers and their works

Unit 2
Early Twentieth Century—World War I and its impact—features—writers—Modernism—Realism—War poets—Yeats, Conrad, Shaw, Lawrence

Unit 3
The Inter-War Years – Major Writers – Auden, Cecil Day-Lewis, Stephen Spender, Christopher Isherwood—Features—Dissolution of the British Empire—transition from the Modern to the Postmodern—Feminism and Environmentalism

Unit 4
Post-War Period (after 1945)
Major trends and movements—Movement poets—Philip Larkin, Ted Hughes, Kingsley Amis, Graham Greene, George Orwell
Unit 5

CORE READING:
- Evans, Ifor- A Short History of English Literature, Penguin.
- Peck, John and Martin Coyle - A Brief History of English Literature, Indian ED., Palgrave.
- Sanders, Andrew - The Short Oxford History of English Literature.

REFERENCES


Outcome of the course: Where effective teaching of English is needed, schools or colleges, this background is inevitable. Literary professional jobs of several kinds need candidates with knowledge of this subject. Exams like NET also asks for adequate knowledge in the History of English Literature. With additional qualifications or training, students could be well suited to the these job roles: secondary school teacher, journalist, Civil Service administrator, solicitor, archivist, curator, heritage manager and academic librarian

18ELL202 AMERICAN LITERATURE 4-0-0-4

A. Course Outcomes:

CO1: Trace the origin and development of American literature and its difference from British literature

CO2: Understand the major trends and movements in twentieth century American Literature

CO3: Familiarise with the social setting and social classes of the time

CO4: Develop a unique writing style.
CO5: understand the influences and relation between American literature and world literature.

OBJECTIVES: The students should be able to understand American culture and social milieu; to grasp the insights provided by the selections about the social scenario of America, spread over 17th, 18th, 19th and 20th centuries; to identify what is distinctly American in American literature; to trace the origin and development of American literature.

Unit 1

Origin and development of American Literature - The colonial period – Transcendentalism-Drama, Fiction, Poetry

Unit 2 – Prose

Ralph Waldo Emerson - “Self Reliance” [Detailed]
Thoreau – “Civil Disobedience” [Detailed]

Unit 3 – Poetry

Walt Whitman: “When Lilacs Last in the Dooryard Bloomed” [Detailed], “I Hear America Singing” [Non-Detailed].
Edgar Allen Poe: “Raven” [Detailed]
Emily Dickinson: “Because I Could not Stop for Death” [Detailed], “I Held a Jewel in my Finger” [Non-Detailed]
Robert Frost: “Birches” [Detailed], “Fire and Ice” [Non-Detailed]
Wallace Stevens: “The Emperor of Ice-Cream” [Detailed]

Unit 4 – Drama

Tennessee Williams: “Glass Menagerie” [Detailed]

Unit 5 – Fiction [All Non-Detailed]

Herman Melville: Moby Dick
Toni Morrison: The Bluest Eye

CORE READING:


REFERENCES:

5. Students are also advised to refer to webspaces.

Outcome of the course: Understanding cultures instils confidence to travel, take up jobs abroad. It facilitates an easy adaptation to overcome cultural shock in globalized situation. Better understanding of American culture and values enable in seeking fortune in any land.

18ELL203 Life Writing-I 4-0-0-4

A. Course Outcomes:

CO1: To draw inspiration from the lives of great leaders, their courage, strength and indomitable spirit to face and overcome immense challenges.

CO2: To enable better understanding of the times and provide a historical perspective of the momentous periods in the making of a nation.

CO3: To understand the struggle for India’s freedom through the life of a great leader.

CO4: To appreciate the courage and determination of a great leader in abolishing slavery and protecting the integrity of his nation.

CO5: To study the various aspects of leadership in difficult times such as World War.

CO6: To expose the students to the difficulties, trials and tribulations, long walk to freedom, and the presidency a leader who fought against apartheid.

OBJECTIVES: To familiarize students with different types of life writing such as autobiography, travel writing and memoir; to sensitize the students about the problem of representing the lives of people from different cultures through a critical evaluation of these writings.

Unit 1

Introducing life writing—autobiography, biography, travel writing, memoir, diary, letter as sub—genres—evolution of the art of life writing—difference between biography and autobiography—literary qualities of life writing.

Unit 2

Orhan Pamuk: Istanbul—Memories and the City

Unit 3

Amitav Ghosh: In an Antique Land

Unit 4
APJ Abdul Kalam: *Wings of Fire*

**Unit 5**

Anne Frank: *The Diary of a Young Girl*

**CORE READING:**

- Ghosh, Amitav. *In an Antique Land.*
- Frank, Anne. *The Diary of a Young Girl.*
- Online Sources

**REFERENCES:**

4. Online Sources

**Evaluation Pattern – R.13 & R.16**

Outcome of the course: It channelizes employability through personality development by learning from life of the great. Learning about great models of society finds advantage in social welfare schemes of government. It enhance reliability missing in job seekers today. It helps to develop broadminded outlook greatly missing in societies and communities today.

**18ELL204 ENGLISH FICTION: VICTORIAN 4-0-0-4**

A. Course Outcomes:

CO1: Insights into the age, genre, author’s life and style of writing

CO2 : Plot mechanisms – narrative techniques, literary devices, setting etc

CO3: Character study

CO4 : Thematic concerns, motifs and symbols

CO5 : Sharpen critical thinking

CO6: Exploring different schools of criticism and movements

**OBJECTIVES:** To introduce the students to the origin and development of English fiction; to study fiction relating it to the socio- cultural aspects of the age; to familiarize them with different strategies of reading fiction
Unit 1
Introduction to Victorian Fiction-Characteristics-Major Writers.

Unit 2
Jane Austen: *Sense and Sensibility*

Unit 3
Charles Dickens: *Christmas Carol*

Unit 4
George Eliot: *Silas Marner*

Unit 5
Thomas Hardy: *Under the Greenwood Tree*

**CORE TEXTS:**


**REFERENCES:**

5. Websources.

**Evaluation Pattern – R.13 & R.16**

**OUTCOME OF THE COURSE:** English language and literature is a great program for those who love the classics and want to spend their college years studying them. Studying fiction enhances creativity and imaginative skill of the students. Graduates of a degree program in English literature might find work in the following career fields: writing, secondary school education or university English education. Writing is a desirable and sought-after profession for those who possess abundant creativity and have a way with words. Teaching English literature in High School and Colleges can be very rewarding. Many adults look back on their English teachers as the most inspiring leaders from their academic careers.

**Semester IV**
A. Course Outcomes:

CO1: Familiarity with the nature, origin and features of language

CO2: Demonstrate a knowledge of ‘Family of Languages’; Origin & Ages and stages of English

CO3: Understand the mechanisms of language; changes in intonation, spelling, meaning etc.

CO4: Appreciate English as global language and the varieties of English – foreign borrowings

CO5: Appreciate the changes and employability demand of the English language

CO6: A comprehension of the study of languages, its grammar & its use and misuse

OBJECTIVES: To familiarize students with different stages in the history of English Language, within the larger history of the origin of language; to familiarize them with the varieties of English.

Unit-1

Unit-2
Periods of the English language - Anglo Saxon and Old English- Celtic, Latin and Scandinavian influences- The Norman Conquest: its impact on English-French Influence

Unit-3
Middle English-Features- Foreign influence- ME Dialects- Chaucer, Spencer, Shakespeare, Milton-Impact of Bible translations-The rise of Standard English.

Unit-4
Modern English-Printing Press-Changes in pronunciation and grammar-Spelling Reform-Evolution of Dictionary-Dr. Johnson-Slang and Standard speech-English dialects

Unit-5

CORE READING:

- F T Wood: An Outline History of the English Language, Macmillan
- C L Barber: The Story of Language, ELBS

REFERENCES:

- A C Baugh: A History of the English Language, Appleton- Century- Crafts
- Mario Pei: The Story of Language, Mentor
- Simon Potter. Our Language. Pelican
- Otto Jespersen: Growth and Structure of the English Language, OUP

Outcome of the course: To disseminate ideas as a cultural historian and write as columnist and freelancer to create taste in reading public. Can work as a lexicographer and etymologist and help in interdisciplinary research works of anthropologists. Can also work as academic researcher . Other opportunities include Academic researcher , Archivist, Heritage manager, Historic buildings, inspector/conservation officer, Museum, education officer, Museum/gallery curator, Museum/gallery exhibitions officer, Secondary school teacher.

18ELL212  SHAKESPEARE  4-0-0-4

A. Course Outcomes:

CO1: Dramatic Techniques; masque, soliloquy, music, play within the play, tragic flaw

CO2: Analysis of last plays, romances: forgiveness and redemption, recovery, love

CO3: Familiarize with plot mechanisms – literary devices, setting, language

CO5: Major themes-role of destiny, life, death, procrastination, revenge appearance vs reality

CO6: History play depicting a faithful chronicle of English history.

CO7: Understand the social setup of Elizabethan England

CO8: Analyze the features of Romantic comedy

CO9: Romantic love, love leading to marriage

CO10: Portrayal of characters

CO11: Comprehend the major aspects of disguise, mistaken identity, Illusion and reality

CO12: Understand the relevance of music

OBJECTIVES: to introduction the students to an awareness about the dramatic art of Shakespeare; to expose them to the craft and the magic of Shakespeare’s style and the universality and the eternal variety of his themes; to re-read Shakespeare in the light of modern critical perspectives.

Unit-1
Introducing Shakespeare- Growth and development of Shakespeare’s mind and art- Elizabethan theatre - Introducing Shakespearean Comedy and its features-Shakespearean tragedy and its features-sources of Shakespeare- Types of Shakespearean plays

Unit-2
The Merchant of Venice [Detailed]

Unit-3
Hamlet [Detailed]

Unit-4
Antony and Cleopatra [Non-detailed]

Unit-5

Coriolanus [Non-detailed]

CORE READING:

- The Merchant of Venice
- Hamlet
- Antony and Cleopatra
- Coriolanus

Students are advised to refer to any standard modern editions of the above texts.

REFERENCES:

- Charlton H B. *Shakespearean Comedy*. Cambridge: Cambridge University Press, 2010
- Bradley, A.C. *Shakespearean Tragedy*. Middlesex: Echo library, 2007


Outcome of the course: To work as a theatre exponent, artist and technician and write as columnist and freelancer to create taste in reading public. Other opportunities include Academic researcher, Archivist, Teacher.

18ELL213 CANADIANLITERATURE 4-0-0-4

A. Course Outcomes:

CO1: Understanding Canadian history and culture

CO2: Insights into the pluralistic nature of Canadian literature.

CO3: Sensitize the students/readers to the socio/political isolation of the First- People, immigrants.

CO4: Familiarize the students with the various facets of Ecological consciousness.

CO5: Exploring the Postmodern trends in Canadian literature.


Objectives: To create awareness about Canadian culture and literary imagination; to make the students familiar with the unique aspects of Canadian literature; to develop in them a deep appreciation.
interesting the subtle thematic and technical experimentation in Canadian literature.

Unit 1 Introduction to Canadian Literature- Prose, Poetry, Drama, Fiction.

Unit 2 Poetry [All Detailed]
Daniel David Moses "The Persistence of Songs"
Eli Mandel "The Mad Women of the Plaza De Mayo"
Margaret Atwood “Journey to the Interior”
Clare Harris “Framed”
Lakshmi Gill "Letter to a Prospective Immigrant"

Unit 3 Drama [Detailed]
George Ryga The Ecstasy of Rita Joe

Unit 4 Prose
Northrop Frye "Conclusion to A Literary History of Canada" [Non Detailed]

Unit 5 Fiction [All Non-Detailed]
Sinclair Ross. As for Me and My House.
Gabrielle Roy. Enchantment and Sorrow

CORE READING:


REFERENCES:


Outcome of the course: To disseminate ideas as a cultural historian and can work as a lexicographer and etymologist. Can also work as academic researcher. Other opportunities
include Academic researcher, Secondary school teacher.

18ENV300 Environmental Science and Sustainability 3-0-0-3

A. Course Outcomes:

CO 1: Understand the fundamental concepts of Environmental Sciences & Sustainability

CO 2: Formulate, solve, apply and find sustainable solutions to problems related to mother earth

CO 3: Articulate the interdisciplinary context of environmental issues

CO 4: Acquire a sound knowledge about major issues related to environment

CO 5: Recognise the core concepts and methods from ecological and physical sciences and their application in environmental problem solving

CO 6: Master core concepts and methods from economic, political, and social analysis for the evaluation of environmental policies.

CO 7: Formulate an action plan for sustainable alternatives that integrate sciences, technology and social perspectives

Unit-1

State of Environment and Unsustainability, Need for sustainable Development, Traditional conservation systems in India, People in Environment, Need for an attitudinal change and ethics, Need for Environmental Education, Overview of International Treaties and Conventions, Overviews of Legal and Regulatory Frameworks.

Environment: Abiotic biotic factors, Segments of the Environment, Biogeochemical cycles, Ecosystems (associations, community adaptations, ecological succession, food web, food chain, ecological pyramids), Types of Ecosystems- Terrestrial ecosystems, Ecosystem Services, Economic value of Ecosystem services, Threats to ecosystem and conservation strategies.

Biodiversity: species, genetic ecosystem diversity, origin of life, and significance of biodiversity, value of biodiversity, Biodiversity at global, national and local level. India as a mega diversity nation( Hotspots) protected area network, community biodiversity registers. Threats to biodiversity, Red data book, endangered endemic species of India. Conservation of biodiversity

Impacts, causes, effects, control measures, international, legal and regulatory frame works of : climate change, Ozone depiction and pollution
Unit-2
Linear vs. cyclical resource management systems, Need for systems thinking and design cyclical systems, circular economy, Industrial ecology, green technology. Application of these concepts to: water, energy, food, land and forest resources. Waste management.

Unit-3
Common goods and public goods, natural capital, tragedy of commons, cost benefit analysis of development projects, environment impact assessment (EIA), EMP, Green business, Eco-labelling, case studies.

Global and national state of housing and shelter, Urbanisation, effects of unplanned development case studies, impacts of the building and road construction industry on the environment, eco-homes, green buildings, sustainable communities, sustainable cities.

Ethical issues related to resource consumption, intergenerational ethics, need for investigation and resolution of the root cause of unsustainability, traditional value system of India, significance of Holistic value based education for true sustainability.

REFERENCES:
• Daniel D. Chiras, Environmental Science. Jones and Bartlett Publicers, 01-FEB 2012, 669 page. ISBN 9781449645311
• Annenberg Learner, The Habitable Planet, Annenberg foundation 2015


Outcome of the course: This course can enable the students to work as environmentalist s, water project managers, environmental officer Safety directors. It also facilitates them for
Semester V

18ELL301 ELEMENTS OF LITERARY CRITICISM 4-0-0-4

A. Course Outcomes:

CO1: Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated.

CO2: Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts

CO3: Use online databases to define key terms and trace implications in source texts

CO4: Evaluate and analyse strengths and limitations of critical/theoretical arguments

CO5: Examine historical contexts for the development of contemporary theory and criticism

CO6: Strengthen and deepen critical reading, writing, and interpretive practices

Objectives: To create and nurture critical sensibility; to introduce the students to different genres; to make them appreciate various forms of literature.

Unit 1
General Introduction- What is Criticism?-Nature and Function-Definitions

Unit 2
Classical Criticism-Introduction to Aristotle, Longinus, Horace-basic concepts

Unit 3
Renaissance and Neo-classical Criticism-Sir Philip Sidney-‘Defence of Poetry’-Basic precepts of Dryden, Pope and Dr.Johnson in criticism

Unit 4
Romantic and Victorian Criticism-Wordsworth-‘Preface to Lyrical Ballads’-Coleridge-‘Biographia Literaria’ (Chapter XIV)-Matthew Arnold-‘The Function of Criticism in the Present Time’

Unit 5
Modern Criticism-Eliot and Modernism-‘Tradition and Individual Talent’-I.A.Richards-‘Practical Criticism’-F R Leavis “Poetry and the Modern World”

CORE READING:

• Twentieth Century Literary Criticism. David Lodge (Ed). London: Longman
• F R Leavis. New Bearings in English Poetry.
REFERENCES:


• Online Sources


Outcome of the course: The course can help in getting jobs as a teacher in helping students to appreciate and interpret literature of all kinds. It can offer the post of an Editorial assistant with an exposure to publishing industry, from reading articles and manuscripts to communicating with writers and editing their works, thereby enhancing writing skills.

18ELL302 ENGLISH POETRY: MODERN 4-0-0-4

A. Course Outcomes:

CO1: Develop a comprehensive understanding of the Modernist movement in trans-European literature and culture.

CO2: Familiarize the students with the various Modernist literary modes and artistic trends like Symbolism, Imagism, Futurism, Acmeism, Expressionism, Dadaism, Rhymer’s Club, Pylon Poets, Movement Poets.
CO3: Sensitize the students/readers to the socio/political degeneration and fragmentation of Europe during the first half of the 20th century.

CO3: Enable the students to compare, contrast and differentiate Modernist verse from traditional verse.

CO5: Explore Postmodernism as an offshoot of and a reaction to Modernism.

Objectives: To introduce the learners to the trends and movements in modern poetry; to create critical awareness about modern literature in general and modern poetry in particular; to inspire the students to read and write poetry.

Unit 1

Introduction to modern English poetry
W.B.Yeats, "Easter 1916" [Detailed]
"A Prayer for My Daughter" [Non-Detailed]
Siegfried Sassoon, “A Subaltern” [Non-Detailed]

Unit 2

T.S.Eliot, “Marina”, “The Journey of the Magi” [Detailed]
Peter Porter “A Consumer’s Report” [Non-Detailed]
W.H.Auden "The Unknown Citizen" [Detailed]

Unit 3

Stephen Spender, "The Express" [Non-Detailed]
"The Pylons" [Detailed]
Robert Lowell, “Skunk Hour” [Non-Detailed]

Unit 4

D.H. Lawrence “Snake” [Detailed]
e e cummings: “Anyone Lived in a Pretty Howtown” [Non-Detailed]

Unit 5

R.S Thomas, "Evans" [Detailed]
"lagoPrytherch" [Non-Detailed]
Ted Hughes “The Jaguar” [Detailed], “The Thought-Fox” [Non-Detailed]

CORE READING:
3. Online Sources

REFERENCES:
Outcome of the course: the course can help students to fit in the post of a school teacher or lecturer to teach poetry as well as teaching creative writing. It can provide the post of a librarian to organize and lead poetry book groups and poetry appreciation classes. Nonprofit organizations promote poetry and poets in all sort of roles from editorial to program managers and in publishing their own journals or magazines.

18ELL303 ENGLISH DRAMA: ELIZABETHAN TO VICTORIAN 4-0-0-4

A. Course Outcomes:

CO1: Dramatic Techniques; chorus, soliloquy, disguise

CO2: Renaissance zeal and enthusiasm

CO3: Uncontrollable passion leading to destruction

CO4: Portrayal of characters

CO5: Analysis of Class, Power and Social Status and appearance vs reality

CO6: Exposing the follies and foibles of hypocritical men in a society

Objectives: To introduce the learners to the art and techniques of drama; to enable them to grasp the nuances of the English Theater and its evolution from the Elizabethan to Victorian period; to provide them with critical insights on the essential differences between the literary and theatrical aspects of drama.

Unit 1
Introduction to the drama and its artistic, literary and theatrical aspects-Forms, Genres, Types and dramatic devices.

Unit 2
Marlowe. Dr. Faustus[Detailed]
Shakespeare. Julius Caeser[Non Detailed]

Unit 3
Sheriden. School for Scanda/[Detailed]

Unit 4
Goldsmith. She Stoops to Conquer[Non-Detailed]
Unit 5
Oscar Wilde. Importance of Being Earnest. [Detailed]
G B Shaw. Caeser and Cleopatra [Non-detailed]

CORE READING:
• Any standard edition of the prescribed texts

REFERENCES:


Outcome of the course: The confidence and communication skills developed from drama can be useful in a wide range of occupational areas as proofreaders to check and edit written documents, articles and books. They can apply for the post of theatrical artists or newspaper journalists by doing research and report the news, publish their work in newspapers and online. Find jobs as a television presenter or broadcast journalist to report news online or on TV or radio or as script writers.

18ELL304 SPIRITUAL LITERATURE 4-0-0-4

A. Course Outcomes:

CO1: Appreciate the principles of Sanatana Dharma

CO2: Learn to deal with dilemmas and difficult situations in life

CO3: Understand the importance of Self-knowledge.

CO4: Imbibe the underlying ethical principles of life

CO5: 

CO6: Get the right understanding of one’s duty as an individual and a social being Learn to cultivate serenity through meditation, devotion and understanding

Objectives: To introduce the students to the rich spiritual heritage of India; to create an ethical and moral bent of mind; to foster a sense of appreciation for the eternal values which have been a guiding light to humanity.
Unit 1
Prose

Unit 2
Sri Rmakanthna “Master and Disciple.” “Visit to Vidyasagar” (From The Gospel of Sri Ramakrishna).

Unit 3
Sri Mata Amritanandamayi “Principles of Sanathana Dharma”. (From Sri Mata Amritanandamayi’s The Eternal Truth).

Unit 4

Unit 5
Poetry
Swami Vivekananda “The Song of the Sannyasin”, “Peace, “My Play is Done” (From the selections Sri Aurobindo, “Transformation”, “Golden Light”, “Tiger and Deer” (From the golden treasury of Indo-Anglican Poetry)

PRESCRIBED TEXTS:


REFERENCES:


Outcome of the course: The course shall enable students to frame a sense of mission that
comes with spiritual mastery as it shall provide services for spiritual growth and holistic solutions. It shall help students who have a heart-centered approach where spirit of the individual is taken into account more than the body and mind. Students can apply for jobs like intuitive counselor, documentary maker, spiritual teacher, spiritual online course creator and a meditation teacher.

18ELL305 PHONETICS AND GRAMMAR 4-0-0-4

A. Course Outcomes:

CO1: Develop the ability to identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context

CO2: Increase self-confidence in the way you speak

CO3: Develop speech-monitoring abilities for use outside of the classroom

CO4: Discover your own strengths and weaknesses with certain sound patterns due to the influence of your native language

CO5: Listen and speak naturally, using contractions and reductions

**Objectives:** To introduce the basics of phonetics and English phonology and to provide grounding in English grammar and mechanics of writing with a view to inculcate good speech and writing skills.

**Unit 1:**
Introduction to phonetics and grammar- Growth and development

**Unit 2:**
English sound system- Speech mechanism and organs of speech-Classification of Sounds-Vowels and Consonants- Description- Syllable structure- IPA and RP - Phonology, Phonemes, Allophones, Suprasegmentals-pitch, stress, intonation-transcription

**Unit 3:**
Syntax- types of sentences-Sentence patterns- Clauses and Phrases-Order of words- Normal and Inverted-Conversion-Concord.

**Unit 4:**
Tense- verb forms-degrees of comparison-articles- Remedial grammar-error identification

**Unit 5:**
Mechanics of writing-linkers-punctuation-markers-written composition-narrative, descriptive, argumentative etc

**CORE READING:**

• John, PP. *A Text Book of English Grammar*.


**REFERENCE:**


• Palmer, Frank. *Grammar*.

**Evaluation Pattern – R.13 & R.16**

**OUTCOME OF THE COURSE:**

Employability aspects: Students are able to think critically and analytically and acquire the skills like presentation of ideas, good communication and quantitative skills. Direct career paths that can be followed are: lexicographer, speech and language therapist, spoken English trainer or IELTS or interview trainer, language teacher, and copy editor. Other possible jobs are in civil service, IT companies and marketing journalism.

**Semester VI**

**18ELL311 METHODOLOGY OF LITERARY STUDIES AND HUMANITIES**

4-0-0- 4

A. Course Outcomes:

CO1: To familiarise the student with the methods and resources used for research in English Literature.

CO2: It is of a highly practical nature and aims to put an individual into contact with the tools necessary to carry out literary research.

CO3: The student is introduced to the search for information resources in connection with different critical perspectives from which different literary genres can be analysed.

CO4: The student is familiarised with the bibliographical and electronic resources needed for literary research, including reference works, specific glossaries, consultation of catalogues from research libraries, use of databases of literary texts corresponding to different periods and genres, and periodicals relevant to different areas of specialisation.
Objectives: To introduce students to the basic methodology of literary studies and Humanities

Unit 1
Literary studies and humanities-differences between natural, social and human sciences-facts and interpretation-cannon formation

Unit 2
Literary analysis-approaches-Formalism-New Criticism-Close Reading-Structuralism- Post Structuralism- Deconstruction-Reader-Response-Psychoanalysis

Unit 3
Problems and issues in literature-marginalisation-identity and representation-feminism-gender and sexuality-ethnicity-orality-subalternity

Unit 4
Literary scholarship-linguistics – textual criticism- literary history-literary criticism

Unit 5
Contemporary approaches to literary studies – Culture Studies and Cultural Studies – Popular Culture- New Historicism/Cultural Materialism-Postmodernism-Postcolonialism-Ecocriticism-Ecofeminism.

CORE READING:


REFERENCES:

1. Eagleton, Terry. “What is Literature?”
Outcome of the course: The course provides career prospects in marketing research. It is a great tool in journalistic writing, documentation, authorship, book reviews and editing.

**18ELL312 Indian Writing in English - II 4-0-0-4**

A. Course Outcomes:

CO1: to trace the rise, growth and development of Indian Poetry in English

CO2: to provide an overview of the various phases of the evolution of Indian Writing in English

CO3: to introduce students to the thematic concerns, genres and trends of Indian Writing in English

CO4: to generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English

CO5: to expose students to the pluralistic aspects of Indian culture and identity

Objectives: To provide an overview of the various phases of the evolution of Indian writing in English; to introduce students to the thematic concerns, genres and trends of Indian writing in English; to generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English; to expose students to the pluralistic aspects of Indian culture, ethos and identity.

**Unit 1**
Introduction to the contemporary Indian writing in English-Themes and Concerns- Styles- poetry, drama, fiction, short story

**Unit 2- Poetry [All Detailed]**
MeenaKandasamy- “Aggression”
GievePatel- “On Killing a Tree”
TemslugAo – “Prayer of a Monolith”
SaleemPeeradina: “TheLesson”
SunitiNamjoshi: “Speech”

**Unit-3Drama**
ManjulaPadmanabhan: Harvest [Detailed]
Mahesh Dattani: Dance Like a Man [Non-Detailed]

**Unit-4 Fiction [All Non-Detailed]**
Upamanyu Chatterjee: English, August: An Indian Story
Rohinton Mistry: Such a Long Journey

**Unit 5 Short Story [All Non-Detailed]**
Mahasweta Devi “The Breast Giver”
Jhumpa Lahiri “The Brotherly Love”

Core Reading:
- Manjula Padmanabhan: *Harvest*
- Upamanyu Chatterjee: *English, August: An Indian Story*
- Rohinton Mistry: *Such a Long Journey. Faber and Faber.*
- Mahesh Dattani: *Dance Like a Man*. Penguin.

Online Sources

References

Online sources


Outcome of the course: The digital/online marketing industry in India has lot to offer to English literature students, as there are many working as a content writer, content marketer, copywriter, strategist, digital marketer etc. and still the demand is only rising each year. English literature students also get a lot of opportunity in theater, media and entertainment industry of India.
CO1: Insights into the age, genre, author’s life and style of writing

CO2: Plot mechanisms – narrative techniques, literary devices, setting etc

CO3: Character study

CO4: Thematic concerns, motifs and symbols

CO5: Sharpen critical thinking

CO6: Exploring different schools of criticism and movements

Objectives: To expose the learners to the intricacies and complexities of modern fiction focusing on its themes and techniques; to enable them to evaluate modern social and cultural movements and appreciate changing literary tastes and fashions; to inspire them to read modern classics and thus re-sensitize themselves.

Unit 1
Introducing modern fiction - themes and concerns - movements - styles and techniques.

Unit 2 [All Non-Detailed]
Virginia Woolf. Orlando
James Joyce. The Portrait of an Artist as a Young Man

Unit 3 [All Non-Detailed]
Aldous Huxley. Brave New World
Wilkie Collins. No Name.

Unit 4 [All Non-Detailed]
George Orwell. The Animal Farm
Graham Greene. The Heart of the Matter

Unit 5 [All Non-Detailed]
Kingsley Amis. Lucky Jim
D H Lawrence. Sons and Lovers.

CORE READING:
REFERENCES:


OUTCOME OF THE COURSE: English language and literature is a great program for those who love the classics and want to spend their college years studying them. Studying fiction enhances creativity and imaginative skill of the students. Graduates of a degree program in English literature might find work in the following career fields: writing, secondary school education or university English education. Writing is a desirable and sought-after profession for those who possess abundant creativity and have a way with words. Teaching English literature in High School and Colleges can be very rewarding. Many adults look back on their English teachers as the most inspiring leaders from their academic careers.

18ELL314 ENGLISH DRAMA:MODERN 4-0-0-4

A. Course Outcomes:

CO1: Develop a comprehensive understanding of the Modernist movement in trans-European literature and culture.

CO2: Familiarize the students with the various Modernist literary modes and artistic trends like Expressionism, Cubism, Surrealism, Theatre of the Absurd, Theatre of Cruelty, Epic Theatre, Stream of-Consciousness.
CO3: Sensitize the students/readers to the socio/political degeneration and fragmentation of Europe during the first half of the 20th century.

CO3: Enable the students to compare, contrast and differentiate Modernist drama from traditional drama.

CO5 Explore Postmodernism as an offshoot of and a reaction to Modernism.

Objectives: To introduce modem English theatre and drama; to expose the students to the themes, technique, stage-craft and devices that characterize modern drama; to make them familiar with the revolutionary changes introduced by the great dramatists like Shaw and Synge; to introduce them to the problems involved in the production of modern plays.

Unit 1
Introducing drama - features and development - themes and concerns - styles and movements - types of theatre

Unit 2
Bernard Shaw. *Pygmalion*
John Osborne. *Look Back in Anger*

Unit 3
Pinter, Harold. *The Birthday Party*
Tom Stoppard. *Rosencrantz and Guildenstern are Dead*

Unit 4
JMSynge. *Riders to the Sea*
Edward Bond. *Lear*

Unit 5
Robert Bolt. *A Man for All Seasons.*
Dorris Lessing. *Play With a Tiger.*

CORE READING:


5. Tom Stoppard. *Rosencrantz and Guildenstern are Dead.* Faber and Faber Limited,

REFERENCES:
• Williams, Raymond. Drama From Ibsen to Brecht. 1977.
• Fermor, Una Ellis. The Frontiers of Drama. London: Methuen, 1945


Outcome of the course: The confidence and communication skills developed from drama can be useful in a wide range of occupational areas as proofreaders to check and edit written documents, articles and books. They can apply for the post of theatrical artists or newspaper journalists by doing research and report the news, publish their work in newspapers and online. Find jobs as a television presenter or broadcast journalist to report news online or on TV or radio or as script writers.

18ELL315 Indian Aesthetics 3-0-0-3

A. Course Outcomes:

CO1: This course aims at exposing students to a range of aesthetic theories in the Indian and Western traditions.

CO2: It proposes to show the practical roots of Aesthetic theories by illustrating their applications in diverse art forms such as painting, sculpture, architecture, dance and music.

CO3: The course aims at covering the theoretical frame work of several
world views in the Indian and Western traditions.

CO4: It endeavours to focus on the relation between these world views and art forms such as architecture, sculptor and painting.

CO5: While this course will delve into the philosophical foundations of Indian aesthetic traditions from theoretical and practical aspects, it will also be strongly related to culture, history, society, language and literature.

CO6: This course aims at retaining the relationship between the ancient and contemporary, which is indispensable in any sustained study of art.

CO7: Its goal is also to create a critical mental framework which will make it possible for students to engage in art criticism.

Objectives: To introduce students to the Indian critical traditions and inculcate a comparative approach in literary studies.

Unit 1
Introduction- philosophical foundations-major theories/schools-basic concepts-comparison between Western and Eastern Aesthetics
K. AyyappaPaniker: ‘Ancient Indian Aesthetics: Contemporary Relevance’
-----: ‘Let’s Look for an Alternative Aesthetics’

Unit 2
Rasa Theory- Bharatha

Unit 3
Dhwani theory Anandavardhana

Unit 4
Guna and Reethi-Bhamaha-Dandin-Vamana

Unit 5
Vakrokti- Kuntaka

CORE READING:
• Devy, G.N. Indian Literary Criticism. Orient BlackSwan, 2010

REFERENCES:
• Raghavan, V. The Number of Rasas. Madras: The Adyar Library, 1940.
• Kane, P V. History of Sanskrit Poetics. Motilal Banarsidass; Subsequent edition (30 November 1994)
• Kushwaha, M S. Indian Poetics and Western Thought. Delhi: S Chand & Co, 1982.


Outcome of the course: It can help in careers related to cultural research, careers rediscovering culture of our own land and related writings. It is a tool in counselling media and theatre. This course also helps in seeking jobs related to art societies.

18ELL316 Life Writing-II 4-0-0-4

A. Course Outcomes:

CO1: To draw inspiration from the lives of great leaders, their courage, strength and indomitable spirit to face and overcome immense challenges.

CO2 : To enable better understanding of the times and provide a historical perspective of the momentous periods in the making of a nation.

CO3 To understand the struggle for India’s freedom through the life of a great leader.

CO4 To appreciate the courage and determination of a great leader in abolishing slavery and protecting the integrity of his nation.

CO5 To study the various aspects of leadership in difficult times such as World War.

CO6 To expose the students to the difficulties, trials and tribulations, long walk to freedom, and the presidency a leader who fought against apartheid.

Objectives: To exposethestudentstothefeatures and variety of Life Writing; toapproach it as aliterary genre; toexaminethephilosophical and epistemological problems involved in the construction of the self; tomeake learners familiar with the life and achievements of great personalities.

Unit 1
Introducingcontemporarygenres of Life Writing- Travel Writing, Memoir, Diary, Biography, Autobiography, Letter.

Unit 2
Nehru, Jawaharlal. Letters from a Father to His Daughter. First 10 letters.

Unit 3
Helen Keller: *Story of My Life*
Uma Das Gupta. *Rabindranath Tagore: A Biography*

**Unit 4**
Paul Theroux: *The Great Railway Bazaar: By Train Through Asia*
Pico Iyer: *Falling Off the Map*

**Unit 5**
Walker, Alice. ‘In Search of Our Mothers’ Gardens: Womanist Prose’.
Eckerman, Ali Cobby. *Too Afraid to Cry*.

**CORE READING:**


**REFERENCES:**

   - Online sources.

**Evaluation Pattern – R.13 & R.16**

Outcome of the course: It channelizes employability through personality development by learning from life of the great. Learning about great models of society finds advantage in social welfare schemes of government. It enhance reliability missing in job seekers today. It helps to develop broadminded outlook greatly missing in societies and communities today.

**SEMESTER VII**

18 ELL 501 **LINGUISTICS** 4-0-0- 4
A. Course Outcomes:

CO1: To introduce the students to the field of linguistic studies, nature of languages and the fundamental terms associated with linguistics.

CO2: To make the students identify language organization and meaning.

CO3: To broaden the concept of grammar in language.

CO4: To enable the students to understand the basic nature of language.

CO5: To create a deeper understanding in the students about the structure of the language.

CO6: To create an awareness in the students about the history and developmental patterns of English language.

Objectives: To introduce the students to the nature of Language systems; to introduce them to the nature of English language.

Unit 1

Unit 2

Unit 3
Semantics- Definition-relationship of similarity, opposition and inclusion:Synonymy,opposites, hyponymy, homonymy, polysemy-Lexical Ambiguity;Collocation and field-Pragmatics-Content and Meaning-Discourse Analysis-Speech Act Theory.

Unit 4

Unit 5
Applications of Linguistics- Pedagogy- Sociolinguistics- Psycholinguistics- Forensic linguistics- Clinical Linguistics.

CORE TEXTS:


REFERENCES:


OUTCOME OF THE COURSE:
Linguistics, being the scientific study of language, involves analysing the many different aspects that make up human language by looking at its form, structure and context. A degree in linguistics can open the door to many careers owing to the emphasis on critical thought, analysis and communication skills. The skills acquired during a linguistics degree can be adapted for most industries. Direct career paths that can be followed are: lexicographer, speech and language therapist, languages teacher, copy editor, proofreader or a role in communications. Other career paths may include, but are not
limited to, the civil service, marketing, journalism, law and IT.

**18ELL502  ENGLISH LITERATURE: CHAUCER TO 19TH CENTURY  4-0-0- 4**

A. Course Outcomes:

CO1 Familiarize the features of poetry from middle ages to Pre romanticism

CO2 Comprehend the description of characters of the medieval period and their physical features

CO3 Understand Shakespearean Sonnet

CO4 Explore the metaphysical conceits and theme of spiritual love

CO5 Analyze religious poetry

CO6 Analyze the features of an epic, great subject, elevated style

CO7 To understand how the text contribute to the complexity of value and emotions represented in the poems

CO8 To understand the resulting critical preparation of various readings of selective texts

CO9 To help the students identify forms and types of poetry, make them familiar with poetic devices and strategies

CO10 To acquaint students with major trends and poets in English Literature and to create an awareness about the social and cultural under-currents of the period.

CO11 To sharpen the aesthetic sensibility CO14 Inculcate an aesthetic sense of appreciation and understanding

CO12 Trace the growth and development of English Essay

CO13 Different methods and techniques in prose writing

CO14 Understand the characteristics of different literary ages.

Objectives: To acquaint students with major trends and writers up to 19th century; to enable students to read and appreciate the works of major English authors; to inculcate an aesthetic sense of appreciation and understanding.

**Unit 1: Introduction-Survey of English literature from Chaucer to 19th century-landmarks-major writers-themes and concerns-socio-political developments**

**Unit 2: Drama**
Christopher Marlowe: “Edward II”[Detailed]
Ben Jonson: “Every Man in His Humour”[Non-Detailed]
Bernard Shaw: “Arms and the Man”[Non-Detailed]

Poetry
Geoffrey Chaucer: "Prologue"[Detailed]
John Milton: "Paradise Lost" Book IX [Detailed]
Edmund Spencer: “Prothalamion” [Non-Detailed]
William Langland “Piers the Plowman”[Non-Detailed]
Sir Thomas Wyatt “Farewell, Love”[Non-Detailed]
George Herbert “Easter Wings” [Non-Detailed]
Henry Vaughan “The Retreat”[Non-Detailed]
John Donne “The Canonization”[Non-Detailed]
Andrew Marvell “To His Coy Mistress”[Non-Detailed]

Unit 4: Fiction[Non-Detailed]
Walter Scott: Ivanhoe
Charles Dickens: Hard Times

Unit 5 Prose
Joseph Addison: “Sir Roger in Westminster”[Non-Detailed]
Richard Steele: “Recollections”[Non-Detailed]
Charles Lamb: “South Sea House”[Detailed], “Oxford in the Vacation”[Detailed]

CORE READING:

  - John Milton: Paradise Lost. Book IX
  - Bernard Shaw: Arms and the Man
  - Charles Dickens: Hard Times
  - Online sources

REFERENCES:
Outcome of the course: The course deals with major works in English literature from Chaucer to the 19th century and it opens to the student, new vistas of understanding the proper historical context which would help him or her for jobs in teaching English literature in both schools and colleges.

A. Course Outcomes:

CO1: To create awareness of New Upcoming literatures in the English Language

CO2: To know the trends in colonial writing

CO3: To acquire knowledge of post colonialist writing

CO4: To acquire ability to learn to contrast the different trends

CO5: To create awareness on the two cultures and lifestyles involved.

Objectives: To introduce the variety of new literatures in English to students, to familiarise them to the colonial as well as postcolonial experience in those writings and to accustom with the non-European, especially Asian, African, Australian and Latin American writings across genres.

Unit 1

Unit 2: Poetry
Derek Walcott “Ruined House” [Detailed]
Dom Moraes “Sinbad” [Detailed]
Jorge Luis Borges “A Compass” [Detailed]
Margaret Atwood “Journey to the Interior” [Detailed]
Claire Harris “Framed” [Non-Detailed]
  • D. Hope “MoschusMoschiferous: A Song for St. Cecilia’s Day” [Non-Detailed]
  
Kenneth Slessor “Country Towns” [Non-Detailed]
David Malouf “The Year of the Foxes” [Non-Detailed]

Unit 3: Fiction [Non-Detailed]
Jose Saramago “Blindness”
RomeshGunasekera “Reef”
Chinua Achebe “Things Fall Apart”

Unit 4: Drama
Yukio Mishima “The Damask Drum” [Detailed]
Jack Davis “No Sugar” [Non-Detailed]

Unit 5: Short Fiction [Non-Detailed]

Gao Xingjian “The Temple”
Katherine Mansfield “A Suburban Fairytale”

PREScribed Texts:

• Listed Above

• Online Sources

References:


Outcome of the course: Broadens mind on social needs, different societies-related employments.
It enhances better vocabulary for writing of various needs, media, corporate, travel industry, advertisement.
It also provides employment prospects in creative writing, framing analytical reports for companies.

18ELL504 SHAKESPEARE STUDIES 4 0 0 4

A. Course Outcomes:

CO1: To understand social, political, cultural aspects of the Elizabethan age

CO2: To know about the theatre and drama of that time

CO3: To know about the place of Shakespeare in literature

CO4: To get awareness of Shakespeare's contribution to literature

CO5: To know Tragedy and Comedy as art forms

CO6: Assessment of the playwrights in different ages
Objectives: To create an awareness of social, political and cultural aspects of the Elizabethan age; to expose the learners to the distinctive features of the theatre and the audience of Shakespeare’s time; to introduce the students to Shakespeare’s comedies, tragedies and historical plays; to familiarize them to modern readings of Shakespeare.

Unit 1
Shakespeare studies from Dr. Johnson to the contemporary-Shakespeare in performance (Theatre and Film)-Social, political and cultural aspects of the Elizabethan age-Shakespearean theatre and its characteristics-Shakespeare as a landmark in the history of World Drama.

Unit 2 Shakespeare Adaptations
Howard Jacobson: Shylock is My Name
Akira Kurosawa: Ran
Vishal Bhardwaj: Maqbool

Unit 3 Cultural Reading of Shakespeare
Longhurst, Derek. “Not for All Time, But for an Age”: An Approach to Shakespeare Studies”
Brown, Paul. “‘This Thing of Darkness I Acknowledge Mine:’ The Tempest and the Discourse of Colonialism.”
Loomba, Ania. “Shakespeare and Cultural Difference”.
Baker, Francis, Peter Hulme. “Nymphs and Reapers heavily vanish: The Discursive Contexts of The Tempest”
Thompson, Ann. “King Lear and the Politics of Teaching Shakespeare”

Unit 4 [Detailed]
King Lear
The Tempest

Unit 5 [Non-Detailed]
Julius Caesar
The Merchant of Venice

CORE READING:
Thompson, Ann. “King Lear and the Politics of Teaching Shakespeare” Shakespeare Quarterly Vol. 41, No. 2 (Summer, 1990), pp. 139-146


REFERENCES:
Outcome of the course: This course would help students to get into publishing, theatre companies in the dramaturgy/literary department, other arts organisations and academic life; usually, though, that's following on from a PhD. Funds and grants are available to pursue further research in the area. Postgraduates at the are able to develop a broad range of creative, research and theatre skills, as well as in-depth subject knowledge. They can work in performing arts, publishing, museums and library and archive work.

**SEMESTER VIII**

**18ELL511 LITERARY THEORY-I 4-0-0- 4**

A. Course Outcomes:

CO1: Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated.

CO2: Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts

CO3: Use online databases to define key terms and trace implications in source texts;

CO4: Evaluate and analyse strengths and limitations of critical/theoretical arguments

CO5: Examine historical contexts for the development of contemporary theory and criticism

CO6: Strengthen and deepen critical reading, writing, and interpretive practices

Objectives: To familiarize students with the evolution of modern literary theory by introducing seminal texts; to enable them to read literary works critically and to enhance critical sensibility.

**Unit 1: Linguistics/Semiotics**

Saussure “Object of Study”
M A K Halliday “Language in a Changing World”

**Unit 2: Formalism**

Shklovsky “Art as Technique”
Jakobson “Linguistics and Poetics”

**Unit 3: Structuralism/Post Structuralism**

Gennette “Structuralism and Literary Criticism”
Derrida “Structure, Sign and Play”
Barthes “Death of the Author”

**Unit 4: Gender Studies**

Adrienne Rich: “Compulsory Heterosexuality and Lesbian existence”
Judith Butler: From “Bodies That Matter”

**Unit 5: Cultural Studies**

Raymond Williams “Culture is Ordinary”
Theodore Adorno: From “On Lyric Poetry and Society”
Berger, John. “Ways of Seeing”.

CORE READING:

REFERENCES:
2. Daiches, David, Critical Approaches to Literature
Course outcome:

The scholars will be able to identify the major theoretical/critical movements and theorists, as well as primary concepts with which they are associated. They will be able to define and apply specific theoretical concepts, theories, and terms to literary and cultural texts. It helps to strengthen and deepen critical reading, writing, and interpretive practices. Upon successful completion of this course, students will have the knowledge and skills to show an appreciation of the relevance and value of theoretical models in literary study and also to apply these concepts or arguments successfully in a close reading of a literary texts so that it will prove to be beneficial for research oriented programs and teaching.

18ELL512 ENGLISH POETRY – 19TH CENTURY  4-0-0-4

A. Course Outcomes:

CO1: A comprehensive awareness about the historical, social and cultural under-currents of the period

CO2: Acquaintance with the contributions of poets in the era and the major trends that mark the singularity

CO3: Understanding of the stylistic features of various representative poets

CO4: A comprehensive awareness about the historical, social and cultural under-currents of the period

CO5: Acquaintance with the contributions of poets in the era and the major trends that mark the singularity

CO6: Understanding of the stylistic features of various representative poets

CO7: Understand the poetic techniques

CO8: Develop a unique writing style.

Objectives: To acquaint students with major trends and poets in English literature; to sharpen the aesthetic
sensibility in terms of the social, political and cultural currents of the age.

**Unit 1**

**Unit 2[All Detailed]**
William Wordsworth: “Ode on Intimations of Immortality from Recollections of Early Childhood”
S.T.Coleridge: “Dejection: An Ode”
Percy Bysshe Shelley: “Adonais”
John Keats: “Ode on a Grecian Urn”.
Lord Tennyson “The Lotus-Eaters”, “In Memoriam” (Canto II)

**Unit 3 [All Non-Detailed]**
Robert Southey “My Days among the Dead are Past”
Emily Bronte “No Coward Soul is Mine”
D. G. Rossetti “The Blessed Damozel”
Elizabeth Barrett Browning: Sonnets from the Portuguese –14 and 22

**Unit 4**
William Morris: “The Haystack in the Floods” [Non-Detailed]
Lord Byron: “She Walks in Beauty” [Detailed]
Robert Browning: “Andrea Del Sarto” [Detailed], “The Last Ride Together” [Non-Detailed]
Matthew Arnold: “The Scholar Gypsy” [Detailed]

**Unit 5**
G M Hopkins: “Windhover” [Detailed]
William Barnes: “The Love Child” [Non-Detailed]
Edwin Arnold: “Almond Blossom” [Non-Detailed]
Robert Burns: “To a Mouse” [Detailed]
John, Clare: “Autumn” [Non-Detailed]

CORE READING:
2. *Golden Treasury*, ed. FT Palgrave
3. *Poetry Down the Ages*, Orient Blackswan
4. Standard Anthologies and online Sources.

REFERENCES:

**Evaluation Pattern – R.13 & R.16**

Course Outcomes:

It helps to understand the literary circumstances that shape the processes of literary production from the Romantic to the Victorian period. It enables the evaluation of the impact of Romanticism and Victorianism on the development of English literature, with emphasis on development of literary form and literary modes of expression. The scholars can appreciate the nuances of poetic language and poetic devices. It will widen your perspectives in the study of literature. It helps to create a flair for using words for delivering lectures. The scholars with such knowledge and skills can conduct lectures in colleges and universities.

**18ELL513 INDIAN LITERATURES IN ENGLISH TRANSLATION  4 0 0 4**

A. Course Outcomes:

CO1: Understanding of literary translation and its problems
CO2: Understanding of Indian drama and theatre
CO3: Appreciate the folk literary tradition of India
CO4: Women writers and feminism in India
CO5: Cultural conflict and diaspora
CO6: Perspectives in short story writing

**Objectives:** To introduce the students to the rich and varied literature available in regional languages; to expose them to the Indian ethos; to inculcate a sense of appreciation for the Indian literary genius; to understand the texture of Indian society and cultures.

**Unit 1Introduction**
Indian literatures-its polyphony-translations-theoretical perspectives

**Unit 2 Novel [Non-Detailed]**
Sara Joseph: *Gift in Green* (Malayalam)
Rabindranath Tagore: *The Home and the World* (Bengali)

**Unit 3Short Story[All Non-Detailed]**
Vasanthi: Murder[Tamil]
Saadat Hasan Manto: “Toba Tek Singh” (Urdu)
Bhisham Sahni: “The Boss Came to Dinner” (Hindi)
Damodar Mauzo: “The Vow” (Konkani)
Rameshwardayal Shrimali: “Jasoda” (Rajasthani)

Unit 4 Poetry
Devara Dasimayya: “Suppose You Cut a Tall Bamboo” (Kannada, Tr. A. K. Ramanujan) [Detailed]
Thanjam Ibopishak Singh “I Want to be Killed by an Indian Bullet” (Manipuri, Tr. Robin Ngangom) [Detailed]
Navakanta Barua “Measurements” (Assamese, Tr. D. N. Bezbaruah) [Non-Detailed]
Sitanshu Yashaschandra “Magan’s Insolence” (Gujarati, Tr. Saleem Peeradina) [Non-Detailed]
Khadar Mohiuddin “A Certain Fiction Bit Me” (Telugu, Tr. Velcheru Narayan Rao) [Detailed]
K. Ayyappa Paniker. “The Itch” (Malayalam Tr. K. Ayyappa Paniker) [Detailed]
Amrita Pritam “The Creative Process” (Punjabi Tr. By Arlene Zide and Amrita Pritam) [Non-Detailed]
Subramania Bharati. “Wind, 9” (Tamil. Tr. A. K. Ramanujan) [Detailed]
Agyeya. “Hiroshima” (Hindi Tr. Leonard Nathan) [Detailed]
Sitakant Mahapatra. “The Election” (Oriya. Tr. Sitakant Mahapatra) [Non-Detailed]
Sunil Gangopadhyay. “Calcutta and I” (Bengali. Tr. Sujit Mukherjee, Meenakshi Mukherjee) [Detailed]

Unit 5 Drama
Mohan Rakesh: One Day in the Season of Rain
Girish Karnad: The Fire and The Rain

CORE READING:

REFERENCES:
- Amiya Dev and Sisirkumar Das (Ed) Comparative Literature: Theory & Practice, Allied Publishers New Delhi
- Online sources


- Course Outcomes: This course would serve the students to analyze poetry from various cultures, languages and historic periods, developing the skills to appreciate poetry as a literary art
and its various elements such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. Students would appreciate the artistic and innovative use of language employed by the writers to instill the values and develop human concern through the exposure to literary texts. It helps to do research in this field and also attending and conducting workshops to share their skills, reviewing books on this subject etc. Careers in translation as cultural barriers cease to exist through better understanding of N-S-E-W indianness. Central and state government departments need translators. Translators can excel in a multi-lingual society. It also provides employment in travel and tourism depts.

A. Course Outcomes:

CO1: Introduce students to the field of academic research

CO2: Develop critical thinking

CO3: Familiarise students with the format of research paper

CO4: Provide an insight to the students regarding the documentation of sources

CO5: Enable the students to distinguish between academic/research writing and non-academic writing.

CO6: Equip the students with the fundamentals of the mechanics of Writings.

Objectives: To initiate scientific approach to research in language and literature; to introduce the students to the methods of scrupulous writing and careful documentation of research; to provide the students information about writing processes in research.

Unit 1 Research - A form of Exploration
Purpose of writing - Identification of a research problem and the choice of subject – Types of research-Selecting sources-Bibliography-Plagiarism.

Unit 2 The Mechanics of Writing
Spelling, Punctuation, Italics, Numbers, Title of work, Quotations. Format and documentation of research paper.

Unit 3 Documentation
Works cited - Citing works, Essays, Articles, Newspapers, Journals, Internet - sources.

Unit 4 Analysis of research writings
Analysis of specimen research writings. Motivate students for critical thinking.

Unit 5 Practicing writing research papers on various topics.

CORE READING:

Course Outcome: It helps in the assessment of literature study, case study, structured surveys, interviews, focus groups, scenario methodology and technology foresight. It helps to critically assess research methods pertinent to technology innovation research. It is helpful in doing research, writing research papers, guiding thesis etc.

SEMESTER IX

18ELL.601 LITERARY THEORY-II 4-0-0 – 4

A. Course Outcomes:

CO1: Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated.

CO2: Define and apply specific theoretical concepts, theories, and terms to literary and cultural texts

CO3: Use online databases to define key terms and trace implications in source texts;

CO4: Evaluate and analyse strengths and limitations of critical/theoretical arguments

CO5: Examine historical contexts for the development of contemporary theory and criticism

CO6: Strengthen and deepen critical reading, writing, and interpretive practices

Objectives: To introduce contemporary literary theories through the seminal works of major theorists; To strengthen the theoretical awareness and sharpen the critical insights of the students for a better understanding of literary works.

Unit 1
Williams, Raymond: “Dominant, residual and Emergent”
Eagleton, Terry. From “The Illusions of Postmodernism”

Unit 2
Stuart Hall: “Encoding, Decoding”
Antonio Gramsci: “Hegemony”

Unit 3
Gayatri Chakravarty Spivak “Can the Subaltern Speak?”
Benedict Anderson: “Imagined Communities”

Unit 4
Luce Irigaray: “Sexual Difference”
Etienne Balibar and Pierre Macherey: From “Literature as an Ideological Form”

**Unit 5**

Laura Mulvey: “Visual Pleasure and Narrative Cinema”
Homi Bhabha: “Of Mimicry and Man: The Ambivalence of Colonial Discourse”

**CORE READING:**
7. Online sources

**REFERENCES:**

**Evaluation Pattern – R.13 & R.16**

Outcome of the course: It helps in journalistic writing, documentation, authorship, book reviews, editing, etc.
A. Course Outcomes:

CO1: Develop a comprehensive understanding of the Modernist movement in trans-European literature and culture.

CO2: Familiarize the students with the various Modernist literary modes and artistic trends like Symbolism, Imagism, Futurism, Acmeism, Expressionism, Dadaism, Rhymer’s Club, Pylon Poets, Movement Poets.

CO3: Sensitize the students/readers to the socio/political degeneration and fragmentation of Europe during the first half of the 20th century.

CO3: Enable the students to compare, contrast and differentiate Modernist verse from traditional verse.

CO5 Explore Postmodernism as an offshoot of and a reaction to Modernism.

Objectives: To create a comprehensive awareness about 20th century English poetry; to introduce the students to the major social and cultural movements and dominant literary trends of the 20th century; to expose them to modern poetic techniques and devices through the works of major poets of the 20th Century.

Unit 1
Introducing Modern Poetry-Themes and concerns-Stylistic features-Movements

Unit 2
T.S. Eliot: “The Wasteland” [Detailed]
Stephen Spender: “The Pylons” [Detailed]
W. B. Yeats: “Sailing to Byzantium” [Detailed], “Second Coming” [Non-Detailed]
Seamus Heaney: “Digging”, “Personal” [Non-Detailed]

Unit 3
W.H. Auden: “In Memory of W. B.Yeats” [Detailed]
Dylan Thomas: “Fern Hill” [Detailed]
R S Thomas: “The Prisoner” [Non-Detailed]

Unit 4
Philip Larkin: “Whitsun Wedding” [Detailed]
Ted Hughes: “Jaguar”, “Hawk Roosting” [Detailed]
John Hewitt: “Landscape” [Non-Detailed]
Robert Bridges: “To Catullus” [Non-Detailed]

Unit 5
Thom Gunn: “On the Move” [Detailed]
Muriel Spark: “The Messengers” [Non-Detailed]
Louis MacNeice: “Entirely” [Detailed]
John Masefield: “Sea-Fever” [Non-Detailed]

**CORE READING:**
6. Online sources

**REFERENCES:**
7. Online Sources

**Evaluation Pattern – R.13 & R.16**

Outcome of the course:

The student may work with poems professionally. There are several different jobs that involve poetry to some extent. Some of them are Greeting Card Writer, Poet, Musician, Creative Writing Professor, Editor. It is a tool in careers in society related areas from better understanding of modern social issues (ethnic, diasporic, cultural distortions, etc.). The students can also find employment in social welfare departments

**18ELL604 MODERN ENGLISH DRAMA 4 -0 -0 -4**

A. Course Outcomes:

CO1: Develop a comprehensive understanding of the Modernist movement in trans-European literature and culture.

CO2: Familiarize the students with the various Modernist literary modes and artistic trends like Expressionism, Cubism, Surrealism, Theatre of the Absurd, Theatre of Cruelty, Epic Theatre, Stream of-Consciousness.

CO3: Sensitize the students/readers to the socio/political degeneration and fragmentation of Europe during the first half of the 20th century.
CO3: Enable the students to compare, contrast and differentiate Modernist drama from traditional drama.

CO5: Explore Postmodernism as an offshoot of and a reaction to Modernism.

Objectives: To introduce modern theatre movements and its socio – cultural impact; to make the students familiar with the themes and techniques of modern drama for better appreciation; to expose them to the problems related to the production of modern plays.

Unit 1
Introducing modern drama

Unit 2
Bernard Shaw: St. Joan
Edward Bond: Restoration

Unit 3
Samuel Beckett: Waiting for Godot
David Hare: The Power of Yes: A Dramatist Seeks to Understand the Financial Crisis

Unit 4
John Osborne: Luther
Arnold Wesker: Chicken Soup with Barley

Unit 5
T. S. Eliot: Murder in the Cathedral
John Arden: Sergeant Musgrave's Dance: an Unhistorical Parable

PRESCRIBED TEXT:

REFERENCES:

Outcome of the course: This course would help students to get into publishing, theatre companies in the dramaturgy/literary department, other arts organisations and academic life; usually, though, that's following on from a PhD. Funds and grants are available to pursue further research in the area. Postgraduates at the are able to develop a broad range of creative, research and theatre skills, as well as in-depth subject knowledge. They can work in performing arts, publishing, museums and library and archive work.

SEMESTER X
18ELL611 FILM STUDIES 3-0-0-3

A. Course Outcomes:

CO1: Understand the stages of evolution of cinema and film making process

CO2: Develop an understanding of film language and terminology, and analyze the ways in which that this language constructs meaning and ideology

CO3: Demonstrate a basic knowledge of World classics and Indian film history and key technicians

CO4: Gain an understanding of film theory and global film history, to be able to identify significant movements and articulate key concepts

CO5: Demonstrate the relationship between film form and aesthetic effect through film analysis

CO6: Undertake comprehensive analysis of various films

Objectives: To expose students to film studies; to create awareness about the major theories, techniques and narrative strategies of film and its appreciation across time; to introduce students to films produced in various cultures.

Unit 1
Introduction to Film Studies-What is Cinema? – Film language, grammar, composition and narrative logic in Cinema -Evolution of Cinema as an art form-literature and cinema: interdisciplinary dimensions-Classics of World Films and Indian films-Techniques and Movements-representative films

Unit 2
Theory-Structuralism-Formalism-Autuer Theory-Soviet Film Theory-Eisenstein and the Theory of montage-Andre Bazin and realism in cinema

Unit 3
Movements-Italian New Realism-German Expressionism and Film Noir-Film genres-French, Italian, Latin American, Japanese, Iranian, Korean, Indian New Waves.

Unit 4
Approaches- Apparatus Theory-Semiotic -Psychoanalytic - Ideology-Representation-Feminism in Film Theory-Post Theory in Film Studies
Unit 5
SELECT FILMS FOR SCREENING AND DISCUSSION:
• Sergei Eisenstein: Battleship Potemkin
• Vittorio De Sica: Bicycle Thieves
• Charlie Chaplin: Modern Times
• Jean Renoir: The Rules of the Game
• Akira Kurosowa: Rashomon
• Satyajit Ray: PatherPanchali
• Robert Wiene: The Cabinet of Dr. Caligari
• Alfred Hitchcock: Rear Window
• Jean-Luc Godard: Breathless
• Ingmar Bergman: Wild Strawberries
• Ritwik Ghatak: Meghe Dhaka Tara
• K. G. George: Yavanika

CORE READING:
• Andre Bazin: “The Evolution of the Language of Cinema”
• Satyajith Ray: “What is Wrong with Indian Films?”
• Buddhadeb Das Gupta: “Literature, Cinema and the Language of Scenario”

REFERENCES:
• Hollywood Cinema: An Introduction by R. Maltby and I Craven
• Film and Theory: An Anthology by Robert Stam and Toby Miller (eds.)
• Film Studies: Critical Approaches by John Hill and Pamela Church Gibson (eds)
• Key Concepts in Cinema studies by Susan Hayward
• Movies and Methods by Bill Nicholas
• Narrative in Fiction and Film: An Introduction by JakoleLothe
• Ray, Satyajit. Our Films, Their Films.


OUTCOME OF THE COURSE: The student will acquire skill and knowledge for every FILM related employability (Production / Direction / Acting). They can be better as Script-writers from better vocabulary. It can pave way for employability as teachers in Film Institutes. It can enhance compering skill which is an added advantage in media and journalism field.
A. Course Outcomes:

CO1: Give insights into the sociocultural and colonial history of Europe.

CO2: Provide a comprehensive understanding of the origins, development and efflorescence of the European literary tradition, with special focus on the genre of fiction.

CO3: Familiarize the students with the major fables, figures and events from Graeco-Roman mythology and Christian theology.

CO3: Explore literary, artistic and philosophical movements like Sturm und Drang, Realism, Social realism,

Socialist realism, Expressionism, Existentialism, Absurdism.

CO5 Analyze the influence of Modernism and Postmodernism on European intellectual and artistic thought.

Objectives: To introduce the origin and development of European Fiction; to expose the students to the landmarks of 20th Century European Fiction and also to various artistic and philosophical undercurrents which shaped it.

Unit 1
Introducing European Fiction

Unit 2
Fyodor Dostoyevsky: Crime and Punishment
Gustave Flaubert: Madame Bovary
Italo Calvino: If On a Winter’s Night a Traveller

Unit 3
Albert Camus: The Plague
Elfriede Jelinek: The Piano Teacher

Unit 4
Kazantzakis, Nikos: Zorba the Greek.
Cervantes: Don Quixote

Unit 5
Hermann Hesse: Siddhartha
Jose Saramago: Blindness
CORE READING:
1. Any standard edition

REFERENCES:


Outcome of the course: Reading/Learning novels enhances vocabulary – hence, employability wherever writing skills are needed: Script writing / Creative writing / better writing style. The students can frame better reports & correspondence for corporate needs. Knowledge of European culture & Lifestyle helps overseas adaptability for Employment. It helps in NET examination related employment. It is a channel for acquiring better teaching skills needed in Schools and Universities.

A. Course Outcomes:

CO1: To create awareness of such a class in existence CO2: To know of their cultural settings and social background CO3: Learning to empathise with the pains and problems of the marginalized CO4: To develop a sensibility to help the less fortunate in society. CO5: develop a critical appreciation of situational trauma of humanity

CO6: To introduce the students to the varieties of marginal writings

CO7: To expose the students to the lives and cultures of exclusion

CO8: To develop a critical sensibility to the centre and the periphery

CO9: To undertake research to develop an understanding of the consequences of social exclusion
CO10: To sensitize students to discrimination on economic growth and poverty, education, health, political participation and on the well-being of the marginalised social groups.

Objectives: To introduce the students to the varieties of marginal writings; to expose the students to the lives and cultures of exclusion; to develop a critical sensibility to the centre and the periphery.

**Unit 1**
Introduction-writing from the margins-issues of exclusion-hierarchy-opposition-Movements-The politics of caste, class, gender, sexuality and race.

**Unit 2 Prose [Non-Detailed]**
Bama: *Karukku*
Gopal Guru “Dalit Women Talk Differently”
Thiong’o, Ngugiwa. “Decolonising the Mind.”

**Unit 3 Poetry [Detailed]**
Namdeo Dhasal: “Cruelty”
Judith Wright: “Naked Girl and Mirror”
Adrienne Rich: “Sleeping, turning on twin like planets Across a city from you I am with you”
Rm. Shanmugam Chettiar: “The Adivasis”
Hoshang Merchant: “Teacher’s Story”

**Unit 4 Fiction[Non-Detailed]**
Narayan: *The Araya Woman: Kocharethi*
E M Forster: *Maurice*

**Unit 5 Drama [Detailed]**
Badal Sircar: *EvamIndrajit*

**CORE READING:**
7. Online Sources

**REFERENCES:**


**Evaluation Pattern – R.13 & R.16**

Outcome of the course: It provides employment as Social Entrepreneur Social service schemes done better with understanding the life and issues of the under-privileged, their real-life narrations. It helps in seeking employment as counsellors in government sociology department and organizations for the marginalized.

**18ELL697 Current Affairs and Debate**

A. Course Outcomes:

CO1: To create awareness of political and social requirements of our times CO2: To equip them to face competitive exams for employment confidently. CO3: Impart the skill to debate - evaluate pros and cons of situations CO4: Learn of the society so as to be a better citizen of tomorrow. CO5: Develop courage to work for social upliftment CO6: develop confidence for crisis management

CO7: To teach them an important skill of sifting facts from opinions in today’s ubiquitous media.

CO8: To introduce the basic tenets of civil society and instil the principles and values that society collectively cherishes.

CO9: To participate in the process through which society is maintained and improved

CO10: To critically analyse current problems and offer solutions
B. SYLLABUS

Not Prescribed Yet

C. Textbooks:

Not Prescribed Yet

Outcome of the course: Updated knowledge on current affairs enables employability via any competitive examination. Debating skill enhances chances of selection in corporates. More of reading up assures command of language for any senior position - Report- writing, Correspondence, etc. It guarantees better chances at NET examination related employment. It is useful for teaching in schools and universities.