

**KALASALINGAM ACADEMY OF RESEARCH AND EDUCATION**

**(Under Section 3 of the UGC Act 1936)**

**Anand Nagar, Krishnankoil-626126**

**Srivilliputtur(via); Virudhunagar(Dt.), Tamil Nadu, INDIA**

*(www.kalasalingam.ac.in)*



**M.A. ENGLISH PROGRAMME**  
**Curriculum and Syllabus-2018**  
**(Choice Based Credit System)**

## **UNIVERSITY VISION**

To be a Centre of Excellence of International Repute in Education and Research

## **UNIVERSITY MISSION**

To Produce Technically Competent, Socially Committed Technocrats and Administrators through Quality Education and Research

## **DEPARTMENT VISION**

To mould the young minds into worthy citizens of the country enabling them to contribute their best to the society by maximizing their potential in communication related avenues.

## **DEPARTMENT MISSION**

To serve the economically and socially backward children of our country and help them communicate fluently in English and instill confidence into them to take up lucrative positions so as to help them reach greater heights in their respective community.

## **Program Outcomes**

**PO1:** Ability to develop a life-long passion for the English language and literature.

**PO2:** Ability to speak good Indian English by gaining sufficient practice in classrooms and also in the language laboratory.

**PO 3:** Ability to make Oral Presentations.

**PO 4:** Ability to take part in Group Discussions.

**PO 5:** Ability to face any kind of Interviews.

**PO 6:** Ability to interpret Literary Texts.

**PO 7:** Ability to teach English in reputed Institutions.

**PO8:** Ability to prepare Copy Writing and News Stories

## **Program Educational Objectives**

**PEO1:** Would have been serving in the leading English Dailies and Periodicals as Sub-Editors, and NewsCorrespondents

**PEO2:** Would have been employed in various Call Centers.

**PEO3:** Would have found employment as Teachers in reputed Institutions

**PEO4:** Would have gone for Higher Studies.

## **PROGRAM SPECIFIC OUTCOMES**

**PSO 1:** To have gained ability to communicate fluently in English.

**PSO 2:** To have gained ability to take up teaching assignments in reputed institutions.

**PSO 3:** To have gained ability to serve in electronic and print media firms.

**PSO 4:** To have gained ability to compose poems, short stories and articles on hot topics

# M.A. ENGLISH PROGRAMME

## Scheme of Instruction

<b>Course Code</b>	<b>Title of the Paper</b>	<b>Credits</b>
ENG18R5001 <b>Core I</b>	British Literature I	4
ENG18R5002 <b>Core II</b>	Study of the English Language	4
ENG18R5003 <b>Core III</b>	Indian Literature in English	4
ENG18R5004 <b>Core IV</b>	Advanced English Grammar	4
ENG18R5009 <b>Elective I</b>	21 <sup>st</sup> Century Literature	3
ENG18R5010 <b>Elective II</b>	Creative Writing	3
ENG18R5011 <b>Elective III</b>	Print Media and Advertising	3
ENG18R5005 <b>Core V</b>	British Literature II	4
ENG18R5006 <b>Core VI</b>	American Literature	4
ENG18R5007 <b>Core VII</b>	Principles of Literary Criticism	4
ENG18R5008 <b>Core VIII</b>	Women's Writing in English	4
<b>Inter-disciplinary I</b> <b>(ENG18R5097)</b>	Soft Skills and Professional Ethics	3
ENG18R6001 <b>Core IX</b>	British Literature III	4
ENG18R6002 <b>Core X</b>	Shakespeare	4
ENG18R6003 <b>Core XI</b>	Subaltern Studies	4
ENG18R6004 <b>Core XII</b>	Current Literary Trends	4
<b>Inter-disciplinary II</b> <b>(ENG18R6098)</b>	Research Methodology and Cyber Learning	4
ENG18R6005 <b>Core XIII</b>	British Literature IV	4
ENG18R6006 <b>Core XIV</b>	Commonwealth Literature	4

<b>ENG18R6007 Core XV</b>	Comparative Literature & Translation Studies	4
<b>ENG18R6008 Core XVI</b>	World Classics in Translation	4
<b>ENG18R6099</b>	Project	6

<b>SUBJECT CODE</b>	<b>BRITISH LITERATURE - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5001</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite:Nil</b>		<b>Course Category: Core Course</b> <b>CourseType:Theory</b>			

**Course Objectives:**

The course aims at giving the students increased insight into and knowledge of British literature and culture, and make them capable of expressing themselves in a clear and concise manner about literary and cultural questions, both in writing and orally.

**Course Outcomes:**

**CO1:** To understand the poetry pieces.

**CO2:** To enjoy reading a balanced textual study of established and contemporary writers.

**CO3:** To discuss encompassing major cultural and socio-political discussions of the nation from the past to the present.

**CO4:** To appreciate, analyse and problematize our literature.

**CO5:** To acquire holistic perception of British Literature in preparation for a teaching or research career.

**MAPPING OF COURSE OUTCOMES**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<b>CO1</b>								<b>M</b>				
<b>CO2</b>									<b>H</b>			
<b>CO3</b>										<b>M</b>		
<b>CO4</b>												
<b>CO5</b>												<b>L</b>

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I Prose**

The Bible      *The Proverbs* (Chaps.1-10)

**Unit II Poetry**

Chaucer Prologue to the Canterbury Tales (uptoKnight'sTale)

**Unit III Poetry**

Spencer Faerie Queen Book I Canto I

**Unit IV Play**

Marlowe DrFaustus

**Unit V Play**

Webster TheWhiteDevil

**Books Recommended:**

1. Danby, John F **Elizabethan and Jacobean Poets**. London: Faber & Faber,1970.
2. Robertson, John Mackinson. **Elizabethan Literature**. London: William andNorgate,1914.
3. Robinson, Ian. **Chaucer and the English Tradition**, London:OUP,1972.

<b>SUBJECT CODE</b>	STUDY OF THE ENGLISH LANGUAGE	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5002</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite: Nil</b>		<b>Course Category: Core Course Course Type: Theory</b>			

### Course Objectives:

The scope of this paper is to cover History of Language from its earlier times till today. The paper discusses various laws governing the growth of the language. The paper is an excellent exposure to the students pertaining to the study of the English language from its origins to the growth of vocabulary, phonetics, phonology, and grammar with modern perspectives.

### Course Outcomes:

1. To study the origin of language from its earliest times and how English evolved from the Indo-European family of languages
2. To learn important theories like Grimm's Law and Verner's Law
3. To understand how foreign elements such as Scandinavian, Latin, French, Indian, American etc. helps the growth of vocabulary and meaning of the English language.
4. To learn phonetics and phonology for the better understanding of organs of speech, phonemic symbols, classification of vowels and consonants, syllables, stress, etc.
5. To understand syntactic and semantic changes in grammar.

### Mapping of Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												H
CO2												M
CO3												M
CO4										M		
CO5									M			

**H- High correlation; M- Medium correlation; L- Low correlation**



## Syllabus:

### Unit I

#### History of Language

- i) The Origin of Language
- ii) The Place of English in the Indo-European Family of Languages
- iii) Grimm's Law and Verner's Law
- iv) The Great Vowel Shift

### Unit II

#### History of Language

- i) Foreign Elements: Scandinavian, Latin, French, Indian, American
- ii) Growth of Vocabulary
- iii) Change of Meaning
- iv) Evolution of Standard English

### Unit III

#### Phonetics & Phonology

- i) Organs of speech and Airstream Mechanism
- ii) Phonemic Symbols and transcription
- iii) Classification and Description of Vowels and Consonants

### Unit IV

#### Phonetic & Phonology

- i) Syllable, Stress, Rhythm
- ii) Intonation
- iii) Speech Practice - Language Lab

### Unit V

#### Grammar

- i) Syntactic and Semantic Changes

## Books Recommended

1. Yule, George. **The Study of Language**. 6<sup>th</sup> edition. Cambridge: University Press, 2014.
2. Balasubramanian, T. **A Textbook of English Phonetics for Indian Students**. Macmillan Publishers 2012.
3. Arnold, G.D., and Gimson, A.C. **English Pronunciation Practice**. London: University of London Press, 1965.

4. Baker, C.L. **Introduction to Generative – Transformational Syntax**. New Jersey:Prentice-Hall,1978.
5. Baugh A.C. **History of the English Language**. 2<sup>nd</sup>. New York: AppletonCentury,1961.
6. F.T. Wood. **AnOutline of the History of the English Language**. London:Macmillan,1906.
7. Arnold, G.D., and Gimson, A.C. **English Pronunciation Practice**. London: Universityof LondonPress,1965.
8. Baker, C.L. **Introduction to Generative – Transformational Syntax**. New Jersey:Prentice-Hall,1978.

<b>Subject Code</b>	<b>INDIAN LITERATURE IN ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5003</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:Nil</b>		<b>Course Category: Core Course type:Theory</b>			

### Course Objectives:

The aim of this course is to give basic knowledge about Indian literature.

### Course Outcomes

**CO1:** To make the learners to understand the plot of an Indian writing in English

**CO2:** To acquaint the learners to identify the themes of Indian literature

**CO3:** To familiarize the student with the major Indian writers writing in English and their works.

**CO4:** To create literary sensibility for appreciation in students and expose them to artistic and innovative use of language by writers.

**CO5:** To enhance literary and linguistic competence of students.

### Mapping of Course Outcome(s):

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												L
CO2												M
CO3												L
CO4										L		
CO5								H				

**H- High correlation; M- Medium correlation; L- Low correlation**

### Syllabus:

#### Unit I Prose

RamachandraGuha

India afterGandhi

Part I i) Freedom andParricide

ii) The LogicofDivision

#### Unit II Poetry

SarojiniNaidu

IndianWeavers

KamalaDas

SummerinCalcutta

RParthasarathy

Homecoming

RabindranathTagore

Gitanjali Songs, 1, 2, 4, 12,24

**Unit III Poetry**

SriAurobindo

Savithri

**Unit IV Drama**

GirishKarnad

Nagamandala

MaheshDattani

Seven Steps around the Fire

**Unit V Fiction**

VikramSeth

ASuitableBoy

ChitraB. Divakaruni

The PalaceofIllusions

<b>Subject Code</b>	<b>ADVANCED ENGLISH GRAMMAR</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5004</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:Nil</b>		<b>Course Category:Core</b>			
		<b>Course type: Theory</b>			

**Course Objectives:**

- This paper helps the learner to familiarize with the features of Grammar.
- Equips the learner to construct grammatical sentences devoid of errors

**Course Outcomes**

**CO1:** To acquire an in depth knowledge on nouns, concord, determiners and adjectives.

**CO2:** To explore the grammatical patterns using the various forms of verbs.

**CO3:** To study about the uses of tenses, modals, be, do, have etc.

**CO4:** To study about the uses of prepositions, questions, passives

**CO5:** To report relative clauses, organizing information

**Mapping of Course Outcome(s):**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1										L		
CO2										L		
CO3												L
CO4										M		
CO5										L		

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I** Nouns (50-53); Articles (56-60); Determiners (63-65); Adjectives (82-85)

**Unit II** Verbs (36-40); Appendix 3; Adverbs and Conjunctions (90-100)

**UnitIII** Tenses (1-10);Modals(17-20);

**UnitIV** Prepositions (104-114); Questions (33-35);Passives(29-32)

**UnitV** Reporting (43-47); Relative Clauses (70-75); Organizing Information(115-120)

### **Text Book Prescribed**

Martin Hewings..**Advanced English Grammar: A Self-Study** New Delhi: Cambridge, UP,  
1999.

### **Books Recommended**

W. Stannard Allen. **LivingEnglish Structure**.5<sup>th</sup>ed. Longman, 1974.

A. S. Hornby. **A Guide to Patterns and Usage in English**. II ed. Oxford, London, 1974.

S.P. Codar. **An Intermediate English Practice Book**. Longman, England, 1960.

<b>Subject Code</b>	21stCENTURY	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5009</b>	LITERATURE	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite:Nil</b>		<b>Course Category:Elective</b>			
		<b>Course type:Theory</b>			

### Course Objectives:

The aim of this course is to understand culture and characters which make them to delve them into emotions and learn about themselves.

### Course Outcomes

**CO1:** To analyze supernatural elements, truth and fantasy.

**CO2:** To explore universal ideas in a literary work.

**CO3:** To comprehend the nature of religious belief and territorial dominance.

**CO4:** To apprehend the modern culture and trend in Indian society.

**CO5:** To explore new Indian life.

### Mapping of Course Outcome(s):

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												M
CO2												H
CO3								H				
CO4												H
CO5										L		

**H- High correlation; M- Medium correlation; L- Low correlation**

### Syllabus:

#### Unit I:

J.K.Rowling Harry Potter and the Sorcerer's Stone

#### Unit II:

Gabriel Garcia Marquez

One Hundred Years of Solitude

**Unit III:**

Yann Martel

Life of Pi

**Unit IV:**

Paulo Coelho

The Witch of Portobello

**Unit V:**

Aravind Adiga

The White Tiger

**Books Suggested:**

David Lodge. **Language of Fiction.** Routledge & Kegan Paul, London, 1966.

Percy Lubbock, **The Craft of Fiction.** Jonathan Cape, London, 1921.



<b>Subject Code</b>	<b>CREATIVE WRITING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5010</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisite:Nil</b>		<b>Course Category: Elective Course type:Theory</b>			

**Course Objectives:**

The aim of this course is to understand culture and characters which make them to delve them into emotions and learn about themselves.

**Course Outcomes:**

- CO1:** To help the students learn the basics of Creative Writing.
- CO2:** To help the students master the craft of creative writing, using phrases, idioms and tropes.
- CO3:** To make the students differentiate writing fiction and non-fiction.
- CO4:** To apprehend the function of language in writing prose and poetry.
- CO5:** To train them to write for different forms of media.

**Mapping of Course Outcome(s):**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								L				
CO2												L
CO3										M		
CO4										H		
CO5										H		

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I – INTRODUCTION TO CREATIVE WRITING**

Creativity – Inspiration – Art – Propaganda – Madness, Imagination – Creative Writing / Teaching of – Importance of reading.

## **Unit II – THE ART AND CRAFT OF WRITING**

Familiarising idioms, Phrases, Synonyms and antonyms, Tropes figures – style, register – formal, informal usage – Varieties of English – language and gender – disordered languages – Playing with words – grammar and word order – tense and time – grammatical differences.

## **Unit III – MODES OF CREATIVE WRITING**

Fiction, non-fiction – importance of history – literary and popular fiction – short story and novel – writing fiction for children – Children’s literature.

## **Unit IV – NUANCES OF CREATIVE WRITING**

Poetry Definitions - Functions of language – shape; form and technique – rhyme and reason – fixed forms and free verse – modes of poetry: lyrical, narrative, dramatic – voices – verse for children – problems with writing poetry. Drama – Plot – Characterization – Verbal and non-verbal elements – Over view of Indian English Theatre – Styles of Contemporary theatre – Children’s theatre.

## **Unit V – TRAVELOGUE WRITING, SCRIPT WRITING**

Narrating personal experience module iii – writing for the media - Print media – Electric Media – Internet – Advertising

### **Reference:**

1. AnjanaNeira Dev, AnuradhaMarwah Swati Pal. **Creative writing : ABeginner’s Manual** Delhi, Pearson Longman,2009
2. Robert Scholes, Nancy R Comely, Carl H. Klaus, Michael Silverman **Elementsof Literature : Essay, Fiction, Poetry, Drama Film** Delhi, OUP,2007
3. Hal ZinaBennet**Write from the Heart.** California New WorldLibrary,2001
4. Sylvan Barnet, William E. Cain **A Guide to writing about literature**NewDelhi, Pearson,2006

<b>Subject Code</b> <b>ENG18R5011</b>	<b>PRINT MEDIA AND ADVERTISING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre- requisite: NIL</b>	<b>Course Category: Elective Course</b>				
	<b>Course Type: Theory</b>				

### **COURSE OBJECTIVE**

The aim of this course is to introduce students to the editorial and journalistic practices used in gathering and publishing news articles for print media.

### **COURSE OUTCOMES**

**CO1:** To develop news reporting skills.

**CO2:** To enhance the ability to write effective features.

**CO3:** To introduce concepts of specialized reporting.

**CO4:** To inculcate editing skills.

**CO5:** To improve advertising skills.

### **MAPPING OF COURSE OUTCOME**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
<b>CO1</b>				<b>H</b>								
<b>CO2</b>								<b>M</b>				
<b>CO3</b>						<b>M</b>						
<b>CO4</b>												<b>L</b>
<b>CO5</b>										<b>M</b>		

**H- High correlation; M- Medium correlation; L- Low correlation**

### **Syllabus:**

#### **UNIT I: Print Media and News**

Print Media – its Evolution and Growth – News -Introduction, Definition of News, Ingredients of News, News Values, Fundamental Qualities of news, News Sources, Reporting - Introduction, The Lead, The Body, Different types of Reporting: Objective, Interpretative and Investigative Reporting, Crime Reporting.

## **UNIT II: Feature Writing**

What is Feature writing? – Types of Features – Newspapers, Magazines, Online -  
Key Characteristics of Feature writing- Length and Style of Feature Writing - Usage  
by the Press – Structure and Organised Features

## **Unit III: Specialised Reporting**

Introduction, What is specialized Reporting, Types of Specialised Reporting: Court  
Reporting, Legislature Reporting, Science & Technology Reporting, Development  
Reporting, Environment Reporting, Sports Reporting and Entertainment Reporting.

## **UNIT IV: Qualities & Responsibilities of a Reporter**

Introduction, Essential Qualities of a Reporter, Nose for News, Responsibilities of  
Reporter towards Organization, Sources, Readers and Society, Dealing with Corporate  
News, Reporting Communal Conflicts, types of editors, editing a copy, editing on a  
computer, editing pictures.

## **Unit V: Advertising**

Advertising – Definition – Objectives of Advertising – Techniques Used – Different  
Types of Advertising Methods – Advertising and Marketing – Advertising in Electronic  
Media

## **REFERENCE BOOKS**

1. J. Kumar, Keval. **Mass Communication in India**. Bangalore: Jaico Publishing House, 1994.
2. Srivastava, K. M. **News Reporting and Editing**. New Delhi: Sterling Publishers, 2003.
3. Mehta, D. S., **Mass communication and Journalism in India**. New Delhi: Allied Publishers, 1981.
4. Mencher, Melvin. **News Reporting and Writing**. NY: McGraw Hill, 2003.
5. Harris, Julian et al. **The Complete Reporter**. (4<sup>th</sup> ed.) NY: Macmillan, 1981.
6. Banerji. **News Editing in Theory and Practice**. New Delhi: Bagchi & Co., 1992.

<b>Subject code</b>	<b>BRITISH LITERATURE II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5005</b>		0	5	0	4
<b>Prerequisite-Nil</b>		<b>Course Category –Core</b> <b>Course Type –Theory</b>			

### Course Objective

The purpose of this course is to introduce students to the culture, tradition and society of Britons. Studying British literature will help students to know the different themes and it will tempt the students to focus more on it and make them choose it as their specialisation for their research in near future.

### Course Outcomes:

**CO1:** To understand the themes and poetic devices of British literature.

**CO2:** To understand the structure of the poetry.

**CO3:** To understand the different styles of poem writing.

**CO4:** To understand the dramatic elements.

**CO5:** To understand the fiction and prose works of British literature.

### MAPPING OF COURSE OUTCOME (CO):

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								M				
CO2									H			
CO3										M		
CO4									H			
CO5												L

**High, Medium, Low**

### Syllabus:

#### Unit I Prose:

SirThomasBrowne

AddisonandSteele

ReligioMedici

Essays fromCoverleyPapers

- Description of Club Members(Steele)

- Sir Roger at theClub(Addison)

**Unit II Poetry I:**

Milton *Paradise Lost* Book XII

**Unit III Poetry II:**

Alexander Pope      The Rape of the Lock  
Gray      “Elegy Written in a Country Churchyard”  
William Blake      Songs of Innocence

**Unit IV Drama**

Sheridan      *The Rivals*

**Unit V Fiction**

Henry Fielding      Joseph Andrews

**Books Recommended:**

1. Baker, Ernest A. **The History of the English Novel**. New York: Barnes & Noble, 1969.
2. Sampson, George. **The Concise Cambridge History of English Literature**. 34rded. Cambridge: Univ. Printing House, 1970.
3. Seccombe, Thomas. **The Age of Johnson**. London: George Bell, 1923.
4. Watt, Ian. **The Rise of the Novel**. London: Pelican, 1957.
5. Richard Church. **The Growth of the English Novel**. London: Methuen, 1951.
6. R. J. Rees. **English Literature: An Introduction for Foreign Readers**. Macmillan, 1979.

<b>SUBJECT CODE</b>	<b>AMERICAN LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5006</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite:Nil</b>		<b>Course Category: Core Course CourseType:Theory</b>			

**Course Objectives:**

This Course aims to provide the learner an overall idea of what American Literature is and help the learner see the differences between major American outputs and the major rest of the global outputs.

**Course Outcomes:**

**CO1:** To help the learner develop a taste for American Prose Writings of major Essays.

**CO2:** To lead the learner enjoy typical American Poetry

**CO3:** To motivate the learner to read American Short Fiction

**CO4:** To help the learner to see the differences between major British dramatists and major American dramatists.

**CO5:** To inspire the learner to read and enjoy American Fiction

**MAPPING OF COURSE OUTCOMES**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								M				
CO2						H						
CO3			M									
CO4										H		
CO5					L							

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I Prose**

Emerson

TheAmericanScholar

MaryElizabethLee

Extract fromaLetter

JuliaC.R.Dorr

HillsideCottage

## Unit II Poetry

Robert Frost	Stopping by the Woods on a Snowy Evening
Edgar Allan Poe	The Raven
E.E. Cummings	Jehovah Buried, Satan Dead
Walt Whitman	When Lilacs Last in the Dooryard Bloom'd
Emily Dickinson	I Taste a Liquor Never Brewed

## Unit III Short Story

W.W. Jacobs	The Monkey's Paw
T.S. Arthur	An Angel in Disguise
Shirley Jackson	The Lottery

## Unit IV Plays

Arthur Miller	All My Sons
Eugene O'Neill	Mourning Becomes Electra

## Unit V Fiction

Ernest Hemingway	For Whom the Bell Tolls
Toni Morrison	Beloved

## Books Recommended:

1. Crawford, V. et al. **American Literature**. 3<sup>rd</sup>ed. New York: Barnes and Noble Books, 1953.
2. Downer, Alan S. ed. **American Drama and its Critics: A Collection of Critical Essays**. Chicago: Univ. Chicago Press, 1965.
3. Feidelson Jr. Charles and Paul Brodtkorb Jr. eds. **Interpretations of American Literature**. London: OUP, 1969.
4. Lee, Braquin. **American Fiction: 1865- 1940**. London: Longman, 1987.
5. O' Connor, William Van ed. **Seven Modern American Novelists: An Introduction**. New York: Mentor Books, 1968.
6. Nina Baym, Robert S. Levine, Wayne Franklin, Philip. F. Gura. **The Norton Anthology of American Literature**. 8<sup>th</sup>Edn. Vol. A&B. 2014.



<b>Subject Code</b>	<b>PRINCIPLES OF LITERARY CRITICISM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5007</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:Nil</b>		<b>Course Category: Core Course type:Theory</b>			

**Course Objectives:**

- This course provides students with a grounding in some of the major theoretical methodologies in literary studies
- The course will provide a brief overview of the major tenets, practitioners, and ideas stemming from the following critical and theoretical movements and/or schools
- The course will examine important themes in literary interpretation including character, voice, narrative, and genre

**Course Outcomes:**

**CO1:** To read complex literary texts deeply and critically

**CO2:** To demonstrate familiarity with the social and political forces shaping culture during the time period

**CO3:** To acquire oral and formal written discussion of assigned texts, without dismissing or oversimplifying views

**CO4:** To organize and develop initial reactions to assigned texts, through informal writing, peer critiques, and discussion

**CO5:** To explore theories with positive learning

**Mapping of Course Outcome(s):**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								L				
CO2									L			
CO3										H		
CO4												M
CO5										L		

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:****Unit I**

Philip Sidney	An Apology for Poetry
Samuel Johnson	Preface to Shakespeare

**Unit II**

Wordsworth	Preface to the Lyrical Ballads
Coleridge	Biographia Literaria Chap. XIV

**Unit III**

Mathew Arnold	The Study of Poetry
T.S. Eliot	Tradition and the Individual Talent

**Unit IV**

I. A. Richards	Four Kinds of Meaning
F.R. Leavis	Reality and Sincerity

**Unit V**

Allen Tate	Tension in Poetry
Northrop Frye	The Archetypes of Literature

**Books Recommended:**

1. Ramasamy S. and Sethuraman V. S. English Critical tradition – Vol. I and II.
2. Bell, Michael. ed. The Context of English Literature: 1900-1930. London: Methuen, 1980.
3. Booth, Wayne. The Rhetoric of Fiction. Chicago: Univ. of Chicago Press, 1961.
4. Enright, D. J and Ernst De Chickera, eds. English Critical Texts: 16<sup>th</sup> Century to 20<sup>th</sup> Century. Delhi: OUP, 1977.
5. Guerin Wildred L., et al, eds. A Handbook of Critical Approaches to Literature, 4<sup>th</sup> ed. New York: OUP, 1999.
6. Hazell, Stephen. ed. The English Novel: Developments in Criticism Since Henry James, Casebook Series, London: Macmillan, 1978.
7. Lodge, David. Ed. 20<sup>th</sup> Century Literary Criticism: A Reader. London: Longman, 1972.
8. Scott, Wilbur S. ed. Five Approaches of Literary Criticism. New York: Collier Books, 1962.

9. Scott- James, R. A. *The Making of Literature: Some Principles of Criticism Examined in the light of Ancient and Modern Thoughts*. London: Secker and Warburg. 1963.
10. Wimsat, W.K, and Monroe Beardsley: *The Verbal Icon: Studies in the Meaning of Poetry*. Lexington: Univ. of Kentucky Press, 1954.
11. Frye, Northrop. *Anatomy of Criticism: Four Essays*. USA: Princeton University Press. 2015.
12. Bloom, Harold. *T. S. Eliot's The Waste Land (Updated Edition)*. New York: Chelsea House Publishers. 2007.

<b>SUBJECT CODE</b>	<b>WOMEN'S WRITING IN ENGLISH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5008</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite: Nil</b>		<b>Course Category: Core Course</b>			
		<b>Course Type: Theory</b>			

**Course Objective:**

Helps to learn about the contemporary women writers and to help the learner to prepare for NET examinations

**Course Outcomes:**

**CO 1.** To Understand the Role of women in the contemporary society.

**CO 2** To study about the turmoil, conflict in women's life.

**CO 3.** To analyze the various writers' work on feministic approach.

**CO 4.** To enact the main plot of the play Harvest.

**CO 5.** To study about the freedom for women.

**Mapping of Course Outcomes:**

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1.								M				
CO2.									M			
CO3								H				
CO4.												L
CO5.								H				

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I Prose**

Virginia Woolf : A Room of One's Own (Angel in the House)

Elaine Showalter : Towards a Feminist Poetics

## Unit II Poetry I

Maya Angelou : A Brave and Startling Truth

Jeanette Armstrong : Indian Woman

Judith Wright : From Woman to Child

## Unit III Poetry II

Emily Dickinson : Because I Could Not Stop for Death

Toru Dutt : Our Casuarina Tree

Sylvia Plath : Family Reunion

## Unit IV Plays

Lorraine Hansberry : A Raisin in the Sun

Manjula Padmanabhan : Harvest

## Unit V Fiction

Margaret Atwood : Stone Angel

Arundhati Roy : The Ministry of Utmost Happiness

<b>SUBJECT CODE</b>	<b>SOFT SKILLS AND PROFESSIONAL ETHICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R5097</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Prerequisite:Nil</b>		<b>Course Category: Inter Disciplinary Course Type:Theory</b>			

**Course Objective:**

The course aims at the enhancement of the soft skills and the professional ethics of the students.

**Course Outcomes:**

**CO1:** To help the students master the four skills of communication.

**CO2:** To help the students prepare themselves for interviews.

**CO3:** To make the students apprehend the ways of acquiring interpersonal skills.

**CO4:** To make the students realize the importance following the ethical values.

**CO5:** To help the students understand the importance of team work.

**Mapping of Course Outcome(s):**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												H
CO2				M								
CO3		H										
CO4								H				
CO5									M			

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I Communication Skills**

- LSRWskills
- The ProcessofSpeech
- Non-verbalCommunication
- Pronunciation
- Presentation Techniques andPreparation
- AudienceAnalysis
- CulturalVariations

## **Unit II Interview Skills**

- Preparing for an Interview
- Time Management
- Stress Management
- Powerful Dressing
- Cohesive Speaking
- SWOC Analysis
- IQ and EQ
- Benefits of Professional Team Work
- Fostering Relationships
- Overcoming Resistance
- Team-Building Activities

## **Unit III Developing Interpersonal Skills**

- Professional Relationships
- Social protocols
- Basic Office Courtesies
- Displaying Optimism
- Decision Making
- Recovering from Tough Situations
- Creating a Professional Team Identity
- Cope up with Conflict and Ego
- Dealing with Difficult Team Members

## **Unit IV Capacity Building and Ethical Values**

- Need and Importance of Capacity Building
- Elements of Capacity Building
- Zones of Learning: Cross Training, Formal Training, Matrix Teams, On-the-Job Training
- Ideas for Learning
- Strategies for Capacity Building
- Networking with Professionals

## **Unit V Leadership and Team Building**

- Leader and Leadership
- Leadership Traits

- Culture and Leadership – Salient Features of Corporate Culture
- Leadership Styles
- Leadership Trends
- Team-Building
- Types of Teams

### **Suggested Books:**

1. Chauhan, Gajendra Singh & Sharma, Sangeeth. **Soft Skills: An Integrated Approach to Maximise Personality**. New Delhi: Wiley India Pvt.Ltd.2016.
2. Kapoor, A. N. **A Guide to Business Correspondence and Communication Skills**. New Delhi: S. Chand, 2004 (Revised and Enlarged Edition).
3. Sadanand Kamlesh and Susheela Punitha. **Spoken English: A Foundation Course. Part 2**. Mumbai: Orient Black Swan, 2009.
4. Butterfield, Jeff. **Soft Skills for Everyone**. 5<sup>th</sup> edition, New Delhi, Cengage Learning India Private Limited, 2014.
5. T. Meenakshi Raman and Sangeeta Sharma. **Technical Communication: Principles and Practice**. New Delhi: Oxford, 2009.



<b>SUBJECT CODE</b>	<b>BRITISH LITERATURE III</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6001</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite:Nil</b>		<b>Course Category: Core Course</b> <b>CourseType:Theory</b>			

### Course Objective:

To cover the late Romantic period and Victorian period. This paper gives the student a useful exposure to a period in English literature which saw not only a rich blossoming of poetry and drama but also the budding of an enduring fictional tradition.

### Course Outcomes:

**CO1:** To read and enjoy the 19th century English poetry.

**CO2:** To understand the literary style and theme of Wordsworth's poems.

**CO3:** To enjoy reading Romantic poetry.

**CO4:** To study and enjoy the 19th century British plays.

**CO5:** To understand typical prose writings of the 20th century British Essayists.

### Mapping of Course Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												L
CO2								M				
CO3										H		
CO4												L
CO5												M

**H- High correlation; M- Medium correlation; L- Low correlation**

### Syllabus:

#### Unit I Prose

Charles Lamb

Dream Children: A Reverie

John Ruskin

Roots of Honour from Unto This Last

## Unit II Poetry I:

William Wordsworth

The Solitary Reaper

S.T. Coleridge

Kubla Khan

John Keats

Ode on a Grecian Urn

Shelley

Ode to the West Wind

## Unit III Poetry II:

Alfred Tennyson

Ulysses

Robert Browning

The Pied Piper

D.G. Rossetti

The Blessed Damozel

Matthew Arnold

Rugby Chapel

## Unit IV Drama

Oscar Wilde

The Importance of Being Earnest

## Unit V Fiction I

H.G. Wells

The History of Mr Polly

Charles Dickens

A Tale of Two Cities

## Suggested Reading:

George Sainsbury. **The English Novel.** London: Dent, 1927.

William Long. **English Literature. Its History and its Significance for the Life of the English Speaking World.** 2004.

<b>SUBJECT CODE</b>	<b>SHAKESPEARE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6002</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite: Nil</b>		<b>Course Category: Core Course</b>			
		<b>Course Type: Theory</b>			

**Course Objectives:**

In this course students will become acquainted with Shakespeare's dramatic and poetic genius through critical study of selected works, in order to understand how the Bard's use of literary elements, motifs, and conventions generate the themes of the works, as well as how those works were influenced by a variety of social and cultural issues and how they continue to influence society and culture.

**Course Outcomes:**

- CO1.** To know about Shakespeare's Theatre and Audience.
- CO2.** To know the themes of Shakespeare's Sonnets and his long poems.
- CO3.** To read and enjoy Roman History plays.
- CO4.** To read and enjoy major tragedies of Shakespeare.
- CO5.** To read and enjoy Tragic-comedies of Shakespeare.

**MAPPING OF COURSE OUTCOME**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								M				
CO2									H			
CO3										M		
CO4										L		
CO5												L

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I (I) Theatre, Audience, Classification of plays; (II) Sonnets 33-42**

**UnitII** As YouLikeIt

**UnitIII** Henry IVPartI

**UnitIV** Macbeth

**UnitV** TheTempest

**Suggested Reading.**

1. Claire Mceachern. **The Cambridge Companion to Shakespearean Tragedy.**UK. Cambridge UniversityPress,2002.
2. A.C. Bradley. **Shakespearean Tragedy.** Macmillan,London,1904.
3. The Complete WorksofShakespeare.

<b>SUBJECT CODE</b>	<b>SUBALTERN STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6003</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite:Nil</b>		<b>Course Category: Core Course</b>			
		<b>CourseType:Theory</b>			

### Course Objective

The aim of this course is to throw a flood of light on the postcolonial and post-imperial societies with a particular focus on those of South Asia while it also covers the developing world in general sense.

### Course Outcomes

- CO1:** To learn the general definition and the theory of Subaltern  
**CO2:** Explain the meaning, nature and growth of the Subaltern History.  
**CO3:** To concentrate on how a particular phenomenon relates to matters of ideology, race, social class, and/or gender  
**CO4:** To study the impact of colonialism on the subaltern people and the impact created by the writers like Gayatri Chakravorty Spivak, Bama, P. Sivagami I.A.S, Mahasweta Devi and Maya Angelou etc.,  
**CO5:** To describe the process of constructing one's identity and public persona according to a set of socially acceptable.

### MAPPING OF THE COURSE OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO3.							L					
CO4.									M			
CO3.								S				
CO4.											S	
CO5.							M					S

**H- High correlation; M- Medium correlation; L- Low correlation**

### Syllabus:

#### Unit I: Prose

Martin Luther King Jr.

I Have a Dream.

Nelson Mandela

Freedom Day's Speech 27.4. 1995

Gayatri Chakravorty Spivak

Can the Subaltern Speak?

## Unit II: Poetry

MariEvans

MayaAngelou

JohnPepperClark

Oodegroo(KathWalker)

MeenaKandasamy

I am aBlackWoman

StillIRise

NightRain

**A Song ofHope**

Apologies forLivingOn

## Unit III: Drama

IsraelZangwill

Mahaswetadevi

The MeltingPot

The Mother of1084

## Unit IV: Fiction I

OmprakashValmiki

Bama

Joothan

Karukku

## Unit V: Fiction II

JamesBaldwin

JeannetteArmstrong

Go Tellit on theMountains

WhisperinginShadows

<b>SUBJECT CODE</b>	<b>CURRENT LITERARY TRENDS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6004</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite: Nil</b>		<b>Course Category: Core Course</b>			
		<b>Course Type: Theory</b>			

### Course Objective

The aim of this course is to throw a flood of light on postwar literary criticism, with special emphasis on Modernism, Post- Modernism, Post colonialism and Feminism.

### Course Outcomes

**CO 1:** To distinguish between sign, signified and signifier: Post structuralism and to concentrate on the deconstruction theory.

**CO 2:** To learn about the theory of Modernism and its themes.

**CO 3:** To know the differences between Modernism and Post Modernism

**CO 4:** To study the impact of colonialism on the subaltern people

**CO 5:** To propose a separate and independent model of feminist literary theory - rejecting the inevitability of male models and theories - recalling the history of women's writing to the present

### MAPPING OF THE COURSE OUTCOMES

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO5.							H					
CO6.									M			
CO3.								H				
CO4.											L	
CO5.							H					

**H- High correlation; M- Medium correlation; L- Low correlation**

### Syllabus:

#### Unit I Structuralism, Post structuralism and Deconstruction

Definitions of Structuralism, Post structuralism and Deconstruction

Roman Jakobson

Linguistics and Poetics

Roland Barthes

The Death of the Author

Jacques Derrida

Structure, Sign and Play in the Discourse of the Human Sciences

#### Unit II Modernism, Postmodernism and Reader Response Criticism

Themes of Modernism, Postmodernism and Reader Response Criticism

Friedrich Nietzsche

Death of God

Jean-Francois Lyotard

The Sublime

Stanley Fish

Is There A Text in the Classroom? – The Authority of Interpretive Communities

### Unit III New Historicism and Post Colonialism

M.H. Abrams

How to Do Things with the Text?

Edward Said

The World, The Text and the Critic

### Unit IV Feminism

Wilfred L. Guerin, et al.

Feminism and Feminist Literary Criticism

Kate Millet

Sexual Politics

### Unit V Cultural Studies

Louis Althusser

Ideology and Ideological State Apparatuses

Stephen Greenblatt

The Improvisations of Power

### Texts Prescribed:

1. Lodge, David. Ed. **Modern Criticism and Theory**. New Delhi: Pearson, 2003.
2. Peter Barrie. **Beginning Theory: An Introduction to Literary and Cultural Theory**. 3<sup>rd</sup> Edition, Manchester University Press, Manchester, 2009.
3. Childs, Peter. **Modernism**. New York: Routledge, 2000.
4. Gandhi, Leela. **Postcolonial Theory**. New Delhi: Oxford University Press, 2000.
5. Guerin, Wilfred L., et al. Eds. **A Handbook of Critical Approaches to Literature**. New York: Oxford University Press, 1999.
6. Leonard Jackson. **The Poverty of Structuralism**. New York: Longman, 1991.
7. Mongia, Padmini. Ed. **Contemporary Postcolonial Theory**. New Delhi: Oxford University Press, 2000.
8. Rice, Philip and Patricia Waugh. Eds. **Modern Literary Theory**. London: Arnold, 2001.
9. Rivkin, Julie, and Michael Ryan. Eds. **Literary Theory: An Anthology**. London: Blackwell, 2000.



<b>SUBJECT CODE</b>	<b>RESEARCH METHODOLOGY AND CYBER LEARNING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6098</b>		<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Prerequisite: Nil</b>		<b>Course Category: Inter Disciplinary Course Type: Theory</b>			

**Course Objective:**

The course aims at the enhancement of the research knowledge and the use of computer to carry out the research in the present scenario.

**Course Outcomes:**

**CO1:** To help the students master the basic knowledge of research.

**CO2:** To help the students prepare themselves the manuscripts of research with proper documentation.

**CO3:** To make the students apprehend the formats of a research paper.

**CO4:** To make the students differentiate writing for books and blogs.

**CO5:** To help the students draft articles for online media.

**Mapping of Course Outcome(s):**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												H
CO2				M								
CO3		H										
CO4								H				
CO5									M			

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I Research and Writing**

- Selecting a Topic for Research
- Conducting Research
- Plagiarism
- Compiling Working Bibliography
- Titles of Works in the Research Paper
- Thesis Statement

## **Unit II Documentation**

- The Mechanics of Writing
- Documenting Sources
- Citing Books and Articles
- Citing Electronic Publications
- Abbreviations

## **Unit III Format of a Research Paper**

- Printing and Typing
- Margin and Spacing
- Heading and Title
- Page Numbers
- Tables and Illustrations
- Corrections and Insertions
- Binding
- Electronic Submission

## **Unit IV E-Books and Blogs**

- Internet Protocols
- Online Collaboration Tools
- Professional Networking Sites
- Creating Blogs
- Blog Writing
- Microblogging Tools
- Presentation Software
- Electronic Books

## **Unit V Online Media**

- Writing for Online Media
- Web Conference
- Internet Monitoring
- Online Profile Managers
- Online Calendar Tools
- Uploading Research Papers Online
- Enhancing Research Online

<b>SUBJECT CODE</b>	<b>BRITISH LITERATURE – IV</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6005</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite: Nil</b>		<b>Course Category: Core Course</b>			
		<b>Course Type: Theory</b>			

### Course Objectives:

In this course students will become acquainted with British dramatic and poetic genius through critical study of selected works, in order to understand how the writers use of literary elements, motifs, and conventions generate the themes of the works, as well as how those works were influenced by a variety of social and cultural issues and how they continue to influence society and culture.

### Course Outcomes:

**CO1:** To read and Enjoy British Poetry

**CO2:** To get to know the themes of literary texts.

**CO3:** To read and enjoy British Fiction and Novels.

**CO4:** To understand periods in different traditions

**CO5:** To analyse the issues of culture, history, race, and gender.

### MAPPING OF COURSE OUTCOMES

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								M				
CO2									H			
CO3										M		
CO4												L
CO5												L

**H- High correlation; M- Medium correlation; L- Low correlation**

### Syllabus:

#### Unit I Poetry I

W.B. Yeats

Sailing to

Bysantium Second Co

ming

E.M. Forster

Where Angels Fear to Tread

Wilfred Owen

Strange Meeting

## Unit II Poetry II

Philip Larkin	Church Going
	The Whitsun Weddings
Seamus Heaney	Punishment
	Digging

## Unit III Drama

T.S. Eliot	Murder in the Cathedral
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## Unit IV Fiction I

Agatha Christie	Death on the Nile
Tennessee Williams	The Glass Menagerie

## Unit V Fiction II

William Golding	Lord of the Flies
Iris Murdoch	The Bell

## Books Recommended:

1. Bell, Michael, ed. **The Context of English Literature: 1990- 1930.** London: Methuen, 1980.
2. Brown, John Russel, ed. **Modern British Dramatists: A Collection of Critical Essays.** Englewood Cliffs: Prentice- hall, 1968.
3. Corcoran, Neil. **English Poetry Since 1940.** Longman Literature in English Series. London: Longman, 1993.
4. Hunter, Jim. Ed. **Modern Poets.** London: Faber and Faber, 1968.
5. Kari, Frederick R. A. **Reader's Guide to the Contemporary English Novel.** London: Thames and Hudson, 1972.
6. Kumar, Shiv K and Keith Mckean, eds. **Critical Approaches to Fiction.** New York: McGraw-Hill, 1968.
7. Morrison, Blake. **The Movement: English Poetry and Fiction of the 1950s.** Oxford: OUP, 1980.

<b>SUBJECT CODE</b>	<b>COMMONWEALTH LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6006</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite: Nil</b>		<b>Course Category: Core Course</b>			
		<b>CourseType: Theory</b>			

**Course Objectives:**

To let the students to experience the diverse cultural contexts that linked together by different writers in a delightful communion.

**Course Outcomes:**

**CO1:** To read and appreciate commonwealth Poetry.

**CO2:** To dip into the outpourings of Mervin Morris and Kamala Wijeratne.

**CO3:** To enjoy the tradition, artistic expression and culture.

**CO4:** To analyze fictional writings.

**CO5:** To understand the facts of actual life.

**MAPPING OF COURSE OUTCOMES:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1												L
CO2												M
CO3												L
CO4										L		
CO5									M			

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I**

**Poetry I**

Atwood

Journey to the Interior

Judith Wright

Typists in the Phoenix Building

Clark

The Casualties

**Unit II****Poetry II**

Edward Brathwaite	Tizzic
Gordon Challis	The Postman
Razia Khan	My Daughter's Boy Friend

**Unit III****Drama**

George  
Ryga Wole

**Indian**

The Death and the King's Horseman

**Unit IV****Fiction**

Neema Komba	I am Not My Skin
Caroline Gill	Gypsy in the Moonlight

**Unit V Short Stories**

Ingrid Persaud	The Sweet Sop
Anushka Jasraj	Drawing Lessons

**Books Recommended:**

Walsh, William. Commonwealth literature. London: Oxford University Press. 1979.

<b>SUBJECT CODE</b>	<b>COMPARATIVE LITERATURE AND TRANSLATION STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6007</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite: Nil</b>		<b>Course Category: Core Course</b>			
		<b>CourseType: Theory</b>			

**Course Objectives:**

To let the students to experience the literature from the commonwealth countries.

**Course Outcomes:**

**CO1:** To read and understand the basics of Commonwealth Literature and translation.

**CO2:** To learn the nuances of comparative literature with reference to the Postcolonial world.

**CO3:** To help the students enjoy the artistic comparison of genres.

**CO4:** To analyze and understand cultural identities.

**CO5:** To understand the difference between translation and comparative literature.

**MAPPING OF COURSE OUTCOMES:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
<b>CO1</b>												<b>L</b>
<b>CO2</b>												<b>M</b>
<b>CO3</b>												<b>L</b>
<b>CO4</b>										<b>L</b>		
<b>CO5</b>									<b>M</b>			

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I Introduction to Comparative Literature**

Definitions of Comparative Literature

Scope of Comparative Literature

Types of Comparative Literature

What is comparative literature?—Susan Bassnett

How comparative literature came into being?—Susan Bassnet

General comparative and national literature—Rene Wellek

### **Basics of Translation**

Theory of Translation,  
History of Translation  
Types of Translation,  
Bible Translation

### **Unit II Postcolonial Implications**

Comparative Literature and Ideology of Metaphor, East and West--Karl S. Y. Kao

Comparative Identities in the Postcolonial world—Susan Bassnet

Comparative Literature in India—Amiya Dev

### **Unit III Comparing Genres**

Inter-literariness as a concept in Comparative literature—Marian Galik

Results of a comparison of Different People's Poetry in ancient and modern times—

JohannGottfriedHerdes

The Epic and Novel—George Lukas

### **Unit IV Cultural Identity**

Crossing Borders—Spivak

Comparative Literature and Cultural Identity—JolaSkuji

Comparative Literature today toward Comparative Cultural Studies—Steven Totosy de  
Zepetnek

### **Unit V Comparative Literature and Translation Studies**

From Comparative Literature to Translation Studies—Susan Bassnett

Translation and Literary History: An Indian View—Ganesh Devy

Translation Practice

### **References:**

Bassnet, Susan **Comparative Literature: A Critical Introduction**

David Damrosch. Ed. **The Princeton Sourcebook in Comparative Literature**. Princeton  
University Press.



Steven Totosy. Ed. **Comparative Literature and Comparative Cultural Studies**. Purdue University Press.

Rene Wellek and Austin Warren. **Theory of Literature**. Penguin Books.

Bassnet, Susan and Harish Trivedi. **Postcolonial Translation: Theory and Practice**. Routledge Press.

K. M. George. **Comparative Indian Literature**. Vol. II, Kerala Sahitya Akademi, 1985.

Henry Remak. **Comparative Literature Theory and Practice**. 1961.

<b>SUBJECT CODE</b>	<b>WORLD CLASSICS IN TRANSLATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6008</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Prerequisite:Nil</b>		<b>Course Category: Core Course</b>			
		<b>CourseType:Theory</b>			

**Course Objective:**

This course comprises of Basic concepts about poetry, short stories, and fiction so as to make the students enjoy the literature in various languages.

**Course Outcomes:**

**CO 1.** To experience the feel of translation in great works.

**CO 2.** To know the difference between Oriental literature and Occidental literature.

**CO 3.** To understand Greek Tragedy.

**CO 4.** To learn the literary merits of Malayalam and Russian writers.

**CO 5.** To understand the literary merits of translated short stories.

**MAPPING OF THE COURSE OUTCOMES:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								L				
CO2												H
CO3												L
CO4										L		
CO5											M	

**H- High correlation; M- Medium correlation; L- Low correlation**

**Syllabus:**

**Unit I: Prose**

ThomasMore

Utopia

DrA. P.J.AbdulKalam

Wings ofFire

## Unit II: Poetry

Omar Khayyam : Rubaiyat (Translated from the Persian by Edward Fitzgerald. Ed. Aldis Weight. London: Macmillan, 1949)

Thiruvalluvar : Sacred Kural. Chapter IX Hospitality (Translated from Tamil by Rev. Dr. John Sahayam)

## Unit III Plays

Sophocles : Oedipus the King

Henrik Ibsen : A Doll's House (Translated from Norwegian by James Walter McFarlane)

## Unit IV: Fiction:

Anita Nair's Translation of Chemmeen By Thakazhi Sivasankaran Pillai.

Anton Chekov- The Cherry Orchard

## Unit V Short Stories

Saki (H.H. Munro)

The Open Window

Ambai (C.S. Lakshmi)

A Kitchen in the Corner of the House

Mahasweta Devi

Draupadi

<b>SUBJECT CODE</b>	<b>PROJECT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>ENG18R6099</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Prerequisite:Nil</b>		<b>CourseCategory:Project</b>			

**Course Objective:**

To make the students apply the gained research knowledge in drafting a dissertation.

**Course Outcomes:**

**CO1:** To analyse a work.

**CO2:** To discuss the core themes in the select work.

**CO3:** To analyse the narrative techniques employed by the author.

**CO4:** To make a literary survey and to record his / her own views on the author and the work.

**Course Description**

A final year project represents a demonstration of a student's ability to integrate the knowledge they acquired from more than one course and subject, to produce a final work that shows their readiness to graduate. In many cases, the students are also required to demonstrate the ability to learn new skills on their own. However, the write-up of the final year project has to follow clear academic guidelines that also show: integrity, creativity, organisation, and research skills.

**Course Outcomes :**

After the successful completion of this course, the students will be able to

- Demonstrate a depth of knowledge of Literary Theories and Literature.
- Complete an independent research project, resulting in at least a thesis publication, and research outputs in terms of publications in high impact factor journals, conference proceedings, and patents.
- Demonstrate knowledge of contemporary issues in their chosen field of research.
- Demonstrate academic structure, content, and integrity
- Demonstrate an ability to present and defend their research work to a panel of experts.

**A. Specific guidelines for preparation of Project:**

1. Both the Cover Page and the first page should contain Title of the Project Report, Candidate Name & Register Number, Course Code, Name of the Course, Title of the Programme, University Logo, Month

&Year of submission be furnished.

2. Identity of the Candidate should not be revealed in any of the inner pages.
3. The Preface should come immediately before the Introductory Chapter and must be included in all the copies.

### **B. Selection of Topics:**

Students are permitted to choose from any one of the following areas/topics. Selection of topics / areas have to be finalized in the course of the first week of the final semester itself with the prior concurrence of the Supervisor.

1. **Post -2000 literature.** This must not include the prescribed work / film coming under Core study. [Works / films other than the prescribed ones cannot be taken for study]
2. **Analysis of a film script.**
3. **Analysis of advertisement writing [limited to print ads].** Study should focus on the language aspect or be analyzed from a theoretical perspective [upto a maximum of 10 numbers].
4. **Analysis of news from any one of these news stations / channels:** AIR, Doordarshan, NDTV, Headlines Today, Times Now, BBC and CNN. [news from 5 consecutive days highlighting local, regional, national, international, sports, etc.]
5. **Celebrity interview:** from film, politics, sports and writers [only one area or one personality to be selected].
6. **Studies on individual celebrities in the fields of arts and literature.** Example: a Nobel Prize winner, a dancer/singer/musician/film star, etc. of repute [only one personality to be selected].
7. **Studies based on any 5 newspaper editorials or articles by leading international or national columnists** like Thomas Friedman, Paul Krugman, Anees Jung, etc.
8. **Compilation and translation of any 5 folk stories of the region.**
9. **Analysis of the language used in email and sms.** The study should focus on the language aspect used in such modes of messaging, limiting to 10 pieces of email/sms. [Reference: David Crystal *Txtng: the GR8 Dbt.* OUP, 2008]
10. **Study based on the life and works of one Nobel Prize winner in literature.**

### **C. Academic Professional Project**

A successful project proposal will demonstrate that the student has a worthwhile project that fosters inquiry into an academic/professional topic and that the student has finished the preparation necessary to write this project. It should address the following elements:

A clear and convincing description of the student's argument that includes discussion of the subject matter, a

statement of the emerging argument on this subject (as a tentative thesis or research questions), and definition of the scope of this argument.

An understanding of the methodology that the student intends to use that includes a description of the kind of research involved (i.e., archival, historical, cultural) and the criticism and/or critical theories involved in making this argument as well as a clear sense of what has been accomplished and how the student will complete what remains.

An outline or summation of the sections/chapters of the project that provides an overview of how the student will introduce the subject, methodology, and scholarship as well as the different parts of the student's argument.

#### **D. Pedagogical Project**

A successful project proposal will demonstrate that the student has a worthwhile project that fosters inquiry into a pedagogical topic and that the student has finished the preparation necessary to write this project. It should address the following elements:

A clear and convincing description of the student's argument that includes discussion of the subject matter or problem, a statement of the emerging argument on this subject (as a tentative thesis or research questions), and definition of the scope of this argument.

An understanding of the methodology that the student intends to use that includes a description of the kind of research involved (i.e., empirical, cultural, historical) and the critical and/or pedagogical theories involved in making this argument along with a clear timeline and explanation of how the evidence will be collected, analyzed, and validated.

A survey of relevant scholarship that reflects the student's research and outlines what has been written on this subject (i.e., the major interpretations, debates, or controversies in the ways that the subject has been addressed or a significant "gap" that the student has discovered) and how the project engages with the field of study.

An outline or summation of the sections/chapters of the project that provides an overview of how the student will introduce the subject, methodology, and scholarship as well as the different parts of the student's argument.

#### **E. Creative/Professional Project**

A successful project proposal will demonstrate that the student has a worthwhile project that fosters inquiry into

a creative/professional topic and that the student has finished the preparation necessary to write this project. It should address the following elements:

A clear and compelling description of the student's creative/professional project that includes discussion of the subject matter, an explanation of the central conflicts, themes, and other major creative considerations, as well as an elaboration of the project's scope.

An explanation of the style and technique that the student will employ in developing this project, which includes description of the literary conventions that are most relevant to the genre of this project (i.e., imagery, metaphor, character) or how the project deliberately reimagines the style and techniques for significant ends.

An established connection between the project and the literary traditions and aesthetic principles behind the genre with which the student is engaging. Such connections might be made to major writers in those traditions and/or theorists of that genre as well as the most significant/relevant features of that genre.

An outline or summation of the sections/chapters of the project that provides an overview of how the student will exemplify and engage with the subject, the style, and the literary traditions.