



Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)
Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC
Coimbatore - 641 043, Tamil Nadu, India

M.A. English
(Two-year Programme without Practical)

Programme Outcomes:

1. Communication, Interpretation and Introspection

Ability to communicate, interpret and introspect ideas with analytical acumen

2. Practical Ability

Ability to apply critical theories and methodologies

3. Critical Thinking

Ability to critically interact with works from the literary, cultural, artistic, historical and theoretical contexts

4. Ethics

Ability to appreciate and uphold moral, social, humanistic and ethical values

5. Text Creation

Ability to articulate and translate ideas in appropriate form and engage in creative writing

6. Employability Skills

Ability to build employability skills by applying professional and technical knowledge

Programme Specific Outcomes:

1. Enrich knowledge pertaining to Literatures in English
2. Understanding the inter-relationship of History, Culture and Texts
3. Ability to explore literary texts to pursue research in English and acquire professional skills.



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M.A. English (Two year Programme without Practical) Scheme of Instruction & Examinations (for students admitted from 2025-2026 & onwards)

Part	Subject Code	Title of the Paper	Hours of instruction / week		Scheme of Examination				
			T	P	Duration of exam	CIA	CE	Total	Credits
First Semester									
I	25MENC01	British Prose	5		3	40	60	100	5
I	25MENC02	British Poetry	5		3	40	60	100	5
I	25MENC03	Indian Writing in English	4		3	40	60	100	4
I	25MENC04	Linguistics and Phonetics	4		3	40	60	100	4
I	25MENC05	Cyber English	3		3	40	60	100	3
II		CSS/ Adult Education/ Community Engagement and Social Responsibility	2						
II	25MENSC1	Sustainability Course - Ecoliterature	5			100	-	100	Remarks
		Library	2						
Second Semester									
I	25MENC06	British Fiction	4		3	40	60	100	4
I	25MENC07	Shakespeare	4		3	40	60	100	4
I	25MENC08	New Literatures in English	4		3	40	60	100	4
I	25MENC09	Women Writing in English	4		3	40	60	100	4
I	25MENC10	Drama	3		3	40	60	100	3
II		Interdisciplinary Course	4		3	100	-	100	4
II		Professional Certification Course							2
II	25MXCSS1/ 25MXAED1/ 25MXCSR1	CSS/ Adult Education/ Community Engagement and Social Responsibility	2						2
II	25MENPD1	Professional Development Course - Translations in English	5			100	-	100	Remarks
	Internship during Summer Vacation – 1 Month								
Third Semester									
I	25MENC11	Mini Project	1			100	-	100	2

I	25MENC12	Short Story (Self - Study)	2		3	100		100	2
I	25MENC13	American Literature	5		3	40	60	100	5
I	25MENC14	Young Adult Fiction	5		3	40	60	100	5
I	25MENC15	Literary Criticism	5		3	40	60	100	5
I	25MENC16	Research Methodology	5		3	40	60	100	5
I	25MENC17	Internship				100	-	100	2
II		Multidisciplinary Course	2		3	100		100	2
II	25MENPD2	Professional Development Course - Introduction to English Language Teaching	5			100		100	Remarks
Fourth Semester									
I	25MENC18	Research Thesis/Project/ Patent	30		3	100	100	200	20
								Total	96

Courses to be undergone by the student

1. MOOC Course- 2 to 4 Credits

Minimum 96+2 credits to earn the degree

Courses offered by the Department

1. Interdisciplinary Course (IDC) – 25MENI01 – English for Academic and Professional Purposes
2. Multidisciplinary Course (MDC) - 25MENM01 – Business English

Hrs. /week 5
No. of credits: 5

- To identify the characteristics of prose as a genre
- To acquaint students with the philosophy of writers and the spirit of the age
- To familiarise students with the writers of prose

Unit 1	Francis Bacon – “Of Ambition” “Of Love”	10
	Self Study G. K. Chesterton – “On Running After One’s Hat”	
Unit 2	Charles Lamb – “The Two Races of Men” Self Study William Hazlitt – “On the Want of Money”	15
Unit 3	A. G. Gardiner – “On Reading in Bed” Self Study Robert Lynd – “The Pleasure of Ignorance”	15
Unit 4	Aldous Huxley – “The Olive Tree” Self Study R. L. Stevenson – “An Apology for Idlers”	25
Unit 5	George Orwell – “Politics and the English Language” Self Study Evelyn Waugh – “Well-Informed Circles”	10

Total no. of hours: 75

Bacon, Francis. "Of Ambition". <http://www.authorama.com/essays-of-francis-bacon-37.html>
--. "Of Love". <http://www.authorama.com/essays-of-francis-bacon-11.html>
Chesterton, G. K. "On Running After One's Hat"
https://essays.quotidiana.org/Chesterton/running_after_ones_hat/
Gardiner, A.G. "On Reading in Bed". <http://fullonlinebook.com/essays/on-reading-in-bed/umac.html>
Goldsmith, Oliver. "The Man in Black". <https://www.thoughtco.com/character-of-the-man-inblack1690140>
Hazlitt, William. "On the want of Money".
<http://www.blupete.com/Literature/Essays/Hazlitt/Money.html>
Huxley, Aldous. "The Olive Tree". https://archive.org/stream/in.ernet.dli_2015.186848/2015.186848.Aldous-Huxley-The-Olive-Tree_djvu.txt

- Lamb, Charles. "The Two Races of Men". *Essays of Elia*.
- Lynd, Robert. "The Pleasures of Ignorance". <https://www.thoughtco.com/pleasures-of-ignorance-by-robert-lynd-1690173>
- Orwell, George. "Politics & the English Language". <https://evatt.org.au/papers/politics-english-language.html>
- Stevenson, R.L. "An Apology for Idlers". <https://www.wired.com/beyond-the-beyond/2018/01/robert-louis-stevenson-apology-idlers/>
- Waugh, Evelyn – "Well Informed Circles". <http://dallink.blogspot.com/2010/12/evelyn-waugh-brilliant-essay-well.html>

References:

- Hudson, W. H. *An Introduction to English Literature*. New Delhi: Maple Press. Macmillan, 2012.
- Prasad, B. *A Background to the History of English Literature*. New Delhi: Macmillan, 2012.
- Nayar M. G. ed. *A Galaxy of English Essayists: from Bacon to Beerbohm*. Macmillan: 1986.

Course Outcomes:

1. Develop an appreciation of all types of essays
2. Ability to study evolution of prose as a genre through the ages
3. Explore themes, characters and other idiosyncrasies specific to the prose writers
4. Intensively interpret the various modes of argument and develop critical thinking
5. Construct points of view derived after analytical reading of texts

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Develop an appreciation of all types of essays	H	H	H	M	M	H	H	H	M
2. Ability to study evolution of prose as a genre through the ages	M	M	M	H	M	M	M	M	M
3. Explore themes, characters and other idiosyncrasies specific to the prose writers	H	M	M	H	M	H	M	M	M
4. Intensively interpret the various modes of argument and develop critical thinking	H	M	M	H	M	H	M	H	M
5. Construct points of view derived after analytical reading of texts	H	M	H	H	M	H	H	M	M

Semester I
25MENC02

British Poetry

Hrs. /week 5
No. of credits: 5

Course Objectives:

- To enable students to cultivate an aesthetic sense and imbibe values through poetry
- To study the nuances of poetic language and techniques
- To recognise poetry of different ages

Unit 1	John Milton Self Study John Donne	– <i>Paradise Lost IX</i> – “The Canonization”	20
Unit 2	Edmund Spenser John Dryden Self Study Sir Philip Sydney	– “Prothalamion” – “A Song for St. Cecilia’s Day” – “From Astrophel and Stella” – (Sonnet 1)	15
Unit 3	William Wordsworth S. T. Coleridge Self Study P. B. Shelley John Keats	– “Tintern Abbey” – “The Rime of the Ancient Mariner” – “To a Skylark” – “To Autumn”	15
Unit 4	Mathew Arnold Alfred Lord Tennyson Self Study Robert Browning G.M. Hopkins	– “Human Life” – “Morte D’Arthur” – “My Last Duchess” – “Pied Beauty”	15
Unit 5	W. H. Auden Philip Larkin Self Study Ted Hughes	– “Musée des Beaux Arts” – “Bridge for the Living” – “Pike”	10

Total no. of hours: 75

Texts:

Knickerbocker, Kenneth. ed. *Selected Poetry of Robert Browning*. The Modern Library, 1951.
Mathew Arnold’s Poems. J. M.Dent & Sons Ltd. 1965.
 Nims, John Frederick. ed. *The Harper Anthology of Poetry*. New York: Harper & Row Publishers, 1981.
 Peacock, W. ed. *English Verse*. Vol 5. London: OUP, 1931.
Poems 1832 - 1842. Ed., Robert Maclehose, Macmillan and Company Ltd., Great Britain.
Fifteen Poets. OUP. 1941.
The Norton Anthology of English Literature. W.W. Norton and Company, 1962.

References:

Garrett, John. *British Poetry Since the 16th Century: A Student’s Guide*. Macmillan. 1986.
 Korte, Barbara. Ralf Schneider, Stefanie Lethbridge. *Anthologies of British Poetry: Critical Perspectives from Literary and Critical Studies*. Amsterdam, 2000.
 Tillman, Vicky. *British Poetry – Literature Study Guide*. Kindle edition. 2012.

Course Outcomes:

1. Understand the genre and different types of poetry
2. Derive aesthetic pleasure in the reading of poetry
3. Cultivate values through poetry
4. Inculcate a deeper appreciation of cultural diversity through various poems
5. Apply the principles of literary criticism in the analysis of poetry

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Understand the genre and different types of poetry	H	-	M	-	L	L	H	M	H
2. Derive aesthetic pleasure in the reading of poetry	H	-	M	M	L	L	H	M	M
3. Cultivate values through poetry	M	-	M	H	-	H	M	H	M
4. Inculcate a deeper appreciation of cultural diversity through various poems	M	-	M	H	L	H	H	H	M
5. Apply the principles of literary criticism in the analysis of poetry	M	H	M	H	M	M	M	M	H

Semester I
25MENC03

Indian Writing in English

Hrs. /week : 4
No. of credits: 4

Course Objectives:

- To familiarise students with Indian Writing in English and make them understand the characteristic features
- To create literary sensibility and emotional response to the literary texts
- To expose students to the artistic and innovative use of Indian English employed by the authors

Unit 1: Poetry

Toru Dutt	– “Our Casuarina Tree”	10
Vikram Seth	– “The Mouse and the Snake”	
Self Study		
A.K Ramanujan	– “Snakes”	
Swami Vivekananda	– “Kali the Mother”	

Unit 2: Prose

Khushwant Singh	– “Mother Teresa”	10
Amartya Sen	– “The Argumentative Indian” (Chapter I)	
Self Study		
Rabindranath Tagore	– “Nationalism in India”	

Unit 3: Fiction

Arundhati Roy	– <i>The God of Small Things</i>	15
Self Study		
Mulk Raj Anand	– <i>Untouchable</i>	

Unit 4: Short Story

Salman Rushdie	– “The Free Radio”	10
Self Study		
R. K. Narayan	– “An Accident”	

Unit 5: Drama

Mahesh Dattani	– <i>Seven Steps Around the Fire</i>	15
Self Study		
Girish Karnad	– <i>Wedding Album</i>	

Total no. of hours: 60

Texts:

- Dattani, Mahesh. *Collected Plays Volume I*. New Delhi: Penguin, 2000.
- Dutt, Toru. *Collected Prose and Poetry*. London: Oxford University Press, 2006.
- <https://allpoetry.com/Our-Casuarina-Tree>
- Karnad, Girish. *Wedding Album*. USA: OUP, 2008.
- Anand, Mulk Raj. *Untouchable*. London: Penguin Books, 1940.
- Narayan, R. K. *An Astrologer's Day*. London: Eyre and Spottiswoode Publishers Ltd, 1947.
- Ramanujan, A.K. *The Collected Poems of A. K. Ramanujan*. Delhi: Oxford University Press. 1995.
- Roy, Arundhati. *God of Small things*. New Delhi: Penguin Books India Pvt. Ltd., 2002.
- Rushdie, Salman. *East, West*. London: Vintage Books. 1995
- https://books.google.co.in/books?id=XwSHTlmL1uoC&printsec=frontcover&dq=Rushdie,+Salman.+the+free+radio&hl=en&sa=X&ved=0ahUKEwjg58qfzI_pAhWY73MBHU11BYwQ6wEI KjAA#v=onepage&q=Rushdie%2C%20Salman.%20the%20free%20radio&f=false
- Sen, Amartya. *The Argumentative Indian*. New Delhi: Penguin Books India Pvt. Ltd., 2006

https://archive.org/details/TheArgumentativeIndian_201805/page/n19/mode/2up
 Seth, Vikram. *Beastly Tales from Here & There*. New Delhi: Penguin Books, 1992
<https://tagoreweb.in/Render/ShowContentType.aspx?ct=Essays>
 Singh, Khushwant. *Book of Unforgettable Women*. New Delhi: Penguin Books, 2000.
 Tagore, Rabindranath. *Nationalism*. New Delhi: General Press, 2019.
<https://tagoreweb.in/Render/ShowContentType.aspx?ct=Essays>
 Vivekananda, Swami - Kali the Mother (Complete Works of Swami Vivekananda, vol.4, p.384
 Advaita Ashram, 14th rpt. 1992) <https://advaitaashrama.org/cw/content.php>

References:

Dhawan R. K., ed. *Recent Indian Drama in English*. New Delhi: Prestige Books, 2010.
 Iyengar, K. S. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 1993.
 Naikar, Basavaraj. Ed., *Indian English Literature*. New Delhi: Atlantic Publishers, 1994.
 Dharwadker, Vinay & A.K. Ramanujan. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: OUP. 1994.

Course Outcomes:

1. Display knowledge of various works of Indian Writing in English
2. Critically evaluate the works on social, cultural and historical perspectives
3. Analyse characteristics unique to Indian Writings in English
4. Critical evaluation of writers of Indian Writing in English
5. Critical understanding the plots, themes and characters in the prescribed texts

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Display knowledge of various works of Indian Writing in English	H	M	M	H	-	H	H	H	M
2. Critically evaluate the works on social, cultural and historical perspectives	M	M	H	H	M	H	H	H	H
3. Analyse characteristics unique to Indian Writings in English	M	H	M	H	M	H	H	M	M
4. Critical evaluation of writers of Indian writing in English	M	-	L	M	-	M	M	M	H
5. Critical understanding the plots, themes and characters in the prescribed texts	M	M	M	M	L	M	M	M	H

Linguistics and Phonetics

Semester I
25MENC04

Hrs. /week 4
No. of credits: 4

Course objectives:

- To enable students to strengthen their knowledge of linguistics
- To understand phonetics and its significance
- To acquaint students with the challenges of using the language as a non-native speaker

Unit 1	Origin and Development of Language - Theories Self Study Language Variation – Dialect, Pidgin, Creole, Cliche	12
Unit 2	Types of Linguistics – Psychological, Sociological, Historical Self Study Register, American and British English	12
Unit 3	Production and Anatomy of Speech Sounds, The Process of Articulation, Articulatory, Auditory and Acoustic Phonetics Self Study Fortis and Lenis Distinction, Oro-Nasal Process	12
Unit 4	Classification of Sounds- Consonants, Vowels, Diphthongs, Triphthongs Self Study IPA, Phonemes and symbols, Allophonic Variations	12
Unit 5	Syllable – Nature, Structure and Types of Syllable, Accent and Rhythm in Connected Speech, Intonation Self Study Weak Forms, Consonant Clusters, Sentence Transcription	12

Total no. of hours: 60

Texts:

Roach, Peter. *English Phonetics and Phonology*. New Delhi: Cambridge University Press, 2009.
Sharma, B.D. *Linguistics and Phonetics*. New Delhi: Anmol Publications, 2005.
Wood, F.T. *An Outline History of English Language*. New Delhi: Trinity, 2015.

References:

Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, and Robert M. Harnish. *Linguistics: An Introduction to Language and Communication*. New Delhi: Prentice Hall of India, 2004.
Conner, J.D.O. *Better English Pronunciation*. New York: Cambridge University Press, 2000.
Hudson, R.A. *Sociolinguistics*. New York: Cambridge University Press, 2001.
Ladegoged, P.A. *A Course in Phonetics (3rd Ed.)*. Harcourt Brace College Publishers, 1993.
Ladegoged, P., I. Maddisison, *The Sounds of the World's Language*. Oxford. Basil Blackwell, 1996.
Odden, David. *Introducing Phonology*. UK: Cambridge University Press, 2005.
Radford, Andrew, Martin Atkinson, David Britian, Harald Clashsen & Andrew Spencer. *Linguistics- An Introduction*. New York: Cambridge University Press, 2009.
Underhill, A. *Sound Foundations*. Oxford. Heinemann. 1994.
Verma, S K and N. Krishnaswamy, *Modern Linguistics: An Introduction*. New Delhi: Oxford University Press 1989
Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 2002.

Course Outcomes:

1. Demonstrate knowledge of language variations and need for phonetics
2. Understand the types of sounds in English language and their articulatory patterns
3. Distinguish between various types of linguistics
4. Apply the basic concepts of phonetics in the day-to-day use of the language
5. Develop expertise in correct pronunciation of English language and transcription skills

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1.Demonstrate knowledge of language variations and need for phonetics	H	-	-	-	-	M	M	M	M
2. Understand types of sounds in English language and their articulatory patterns	H	-	-	-	H	M	M	M	M
3.Distinguish between various types of linguistics	M	L	-	-	L	M	L	L	L
4.Apply the basic concepts of phonetics in the day-to-day use of the language	H	L	-	L	L	M	M	M	M
5.Develop expertise in correct pronunciation of English language and transcriptionskills	H	L	-	L	L	M	M	L	L

Semester I
25MENC05

Cyber English

Hrs. /week : 3
No. of credits: 3

Course objectives:

- To familiarise students with the language of the Internet, e-mail and conventions governing electronic communication
- To understand the position of English in the global scenario
- To develop ability to use English in the digital age

Unit 1	Introduction: English in the Global Scenario Self Study Difference between Conventional and e-English	9
Unit 2	Internet English Self Study American and British English	9
Unit 3	The Medium of Netspeak Net Etiquette Self Study e-mail English	9
Unit 4	Web Content Writing Self Study Guidelines for making Effective Presentations	9
Unit 5	Linguistic Future of the Cyber English Self Study Use of e-Resources for Research	9

Total no. of hours: 45

Text:

Crystal, David. *Language and the Internet*. CUP, 2011.

Reference:

Dudney, Gavin. *The Internet and the Language Classroom*. CUP, 2000.

Course Outcomes:

1. Learn the linguistic significance of Cyber English
2. Familiarise with major accents of English
3. Understand the nuances of Netspeak
4. Gain proficiency in Content Writing and Presentation Skills
5. Create awareness about the future of English in the Cyberspace

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1.Learn the linguistic significance of Cyber English	M	-	-	-	M	M	H	M	L
2. Familiarise with major accents of English	M	-	-	-	H	M	M	M	M
3. Understand the nuances of Netspeak	H	M	M	H	M	H	M	M	M
4. Gain proficiency in Content Writing and Presentation Skills	H	M	M	L	M	H	M	M	M
5.To create awareness about the future of English in the Cyberspace	H	M	M	L	M	-	M	H	M

Sustainability Course

Ecoliterature

Semester I
25MENSC1

Hrs. /week: 5
Remarks

Course Objectives:

- To develop ecological consciousness among students, leading to more responsible ecological behaviour
- To understand works of art and literature, within their cultural, historical and environmental contexts
- To understand how environmental works shape individual and cultural identities and values

Unit 1	Prose Vandana Siva – “Making Peace with Earth” - City of Sydney Peace Prize Lecture on Nov 03, 2010 Self Study Scott Slovic – “A Basic Introduction to Eco-criticism and Environmental Literature”	15
Unit 2	Poetry Tanya Mendonsa – “Divorced from Green” from <i>The Dreaming House</i> Robinson Jeffers – “All the Little Hoofprints” Self Study A.K. Ramanujan – “A River”	15
Unit 3	Drama John Heywood – <i>The Play of the Weather</i> Self Study Rabindranath Tagore – <i>Muktadhara</i>	15
Unit 4	Short Story Anton Chekhov – “A Day in the Country” Luigi Ugolini – “The Vegetable Man” Self Study Doris Lessing – “A Mild Attack of Locusts”	15
Unit 5	Fiction Amitav Ghosh – <i>The Hungry Tide</i> Self Study Ruskin Bond – <i>The Hidden Pool</i>	15

Total no. of hours: 75

Texts:

Bond, Ruskin. *The Hidden Pool*. New Delhi: Puffin Books, 2005.
 Chekhov, Anton Pavlovich. “A Day in the Country.” *Classic Short Stories*.
www.classicshorts.com/stories/DayCountry.html
 Ghosh, Amitav. *The Hungry Tide*. London: Harper Collins, 2005.
 Heywood, John. *The Play of the Weather*. Palala P, 2015.
 Jeffers, Robinson. “All the Little Hoofprints.” www.poemhunter.com/best-poems/robinson-jeffers/all-the-little-hoofprints/
 Lessing, Doris – “A Mild Attack of Locusts”.
<https://www.breathitt.k12.ky.us/userfiles/46/Classes/33299/Part%202-1.pdf>
 Luigi Ugolini – “The Vegetable Man file:///C:/Users/user/Downloads/the_vegetable_man%20(1).pdf
 Mendonsa, Tanya. *The Dreaming House*. Harper Collins Publishers, 2009.
 Ramanujan, A.K. “A River.” *All Poetry*. allpoetry.com/A-River
<http://www.pertanika.upm.edu.my>
 Siva, Vandana. “Making Peace with the Earth.” sydneypeacefoundation.org.au/wp-

content/uploads/2012/02/2010-SPP_Vandana-Shival.pdf
 Slovic, Scott. "A Basic Introduction to Ecocriticism and Environmental Literature"
Social Sciences and Humanities. Pertanika J. Soc. Sci. & Hum. 23 (S): 1 -
 14 (2015)
 Tagore, Rabindranath. *Three Plays: Mukta-dhara, Natir Puja, Chandaliika (Champak library)*.
 Oxford UP, 1967.

References:

Coupe, Laurence. *The Green Studies Reader: From Romanticism to Ecocriticism*. London:
 Routledge, 2000.
 Divedi, Rini and Anu Shukla, Eds. *Ecoaesthetic and Ecocritical Probings*. New Delhi: Sarup Books
 Publishers, 2009.
 Garrard, Greg. *Ecocriticism*. London: Routledge, 2004.
 Glotfelty, Cheryl and Harold Fromm, Eds. *The Ecocriticism Reader*. Georgia: The University of
 Georgia Press, 1996.
 Hamilton, Geoff and Brian Jones, Eds. *Encyclopedia of the Environment in American Literature*.
 North California: McFarland and Company, 2013.
 Sivaramkrishnan, Murali and Ujjwal Jain. *Ecological Criticism for Our Times*. New Delhi: Authors
 Press, 2011.

Course Outcomes:

1. Interpret literary texts that portray relationship between humans and natural world
2. Familiarise with ways in which literature engages with environmental issues and contributes to environmental consciousness
3. Examine the cultural, historical, and social contexts that shape literary representations of the environment
4. Develop critical thinking and interdisciplinary approaches to study literature and the environment
5. Explore how literature can inspire environmental activism and promote sustainable development

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1 Interpret literary texts that portray relationship between humans and natural world	H	M	H	H	M	M	H	H	H
2. Familiarise with ways in which literature engages with environmental issues and contributes to environmental consciousness	H	M	H	H	M	M	H	H	H
3 Examine the cultural, historical, and social contexts that shape literary representations of the environment	H	H	H	H	M	M	H	H	H
4. Develop critical thinking and interdisciplinary approaches to study literature and the environment	H	H	H	H	M	M	H	H	H
5. Explore how literature can inspire environmental activism and promote sustainable development	M	M	H	H	M	H	H	H	H

Course Objectives:

- To enable students to have a realistic picture of life through literature
- To acquire the knowledge of socio political developments and trends during particular period
- To analyse the novels from a critical perspective

Unit 1	Daniel Defoe	– <i>Robinson Crusoe</i>	12
	Self Study Jonathan Swift	– <i>Gulliver's Travels</i>	
Unit 2	Jane Austen	– <i>Sense and Sensibility</i>	12
	Self Study Charles Dickens	– <i>David Copperfield</i>	
Unit 3	Frances Hodgson Burnett	– <i>The Secret Garden</i>	12
	Self Study George Orwell	– <i>Animal Farm</i>	
Unit 4	Virginia Woolf	– <i>The Waves</i>	12
	Self Study William Golding	– <i>Lord of the Flies</i>	
Unit 5	Doris Lessing	– <i>The Golden Notebook</i>	12
	Self Study Kazuo Ishiguro	– <i>Never Let Me Go</i>	
Total no. of hours			60

Texts:

- Austen, Jane. *Sense and Sensibility*. Peterborough, Ont: Broadview Press, 2001.
 Burnett, Frances H, and Peter Hunt. *The Secret Garden*. Oxford: Oxford University Press, 2011.
 Defoe, Daniel, 1661?-1731. *Robinson Crusoe*. Oxford ; New York :Oxford University Press, 2007.
 Dickens, Charles, *David Copperfield*. New York :Modern Library, 2000.
 Golding, William, *Lord of the Flies*. New York: Perigee, 1954.
 Kazuo Ishiguro. *Never Let Me Go*. New York: Vintage International, 2005.
 Lessing, Doris. *The Golden Notebook*. New York :Simon and Schuster, 1962.
 Orwell, George. *Animal Farm: A Fairy Story*. New York, NY : Signet Classics, 1996.
 Swift, Jonathan, 1667-1745. *Gulliver's Travels*. New York :Harper, 1950.
 Woolf, Virginia. *The Waves*. London:Hogarth Press 1931.

References:

- Allen, Walter. *English Novel: A Short Critical History*. Penguin Books. New Edition, 1991.
 Daiches, David. *Critical Approaches to Literature*. Longman: New York, <https://www.academia.edu>

/33482841/_David_Daiches_Critical_Approaches_to_Literature_BookZZ.org_

---. *The Novel and Modern World*. University of Chicago Press, 1939. https://books.google.co.in/books/about/The_Novel_and_the_Modern_World.html?id=N0APAAAAMAAJ&redir_esc=y

Kirkhan M. *Jane Austen – Feminism and Fiction*, Brighton, 1983.

Watt, Ian. *The Rise of the Novel*. University of California Press, 2001.

Course Outcomes:

1. Acquire a comprehensive knowledge of fiction as a literary genre
2. Identify the distinct social, cultural and historical contexts of the fiction
3. Critically evaluate various kinds of fiction
4. Critically analyse plots, themes and characters
5. Identify the ethics and values represented in the works

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1.Acquire a comprehensive knowledge of fiction as a literary genre	H	L	M	H	L	H	H	M	M
2.Identify the distinct social, cultural and historical contextsof the fiction	M	M	M	H	L	H	M	H	M
3.Critically evaluate various kinds of fiction	H	M	M	H	L	L	M	M	H
4.Critically analyse plots, themes and characters	H	M	L	M	L	M	H	M	M
5.Identify the ethics and values represented in the works	M	L	L	H	L	M	M	H	M

Semester II
25MENC07

Shakespeare

Hrs. /week : 4
No of credits : 4

Course Objectives:

- To impart knowledge of various genres of Shakespeare's writing
- To develop an understanding of Shakespeare's plays and sonnets
- To explore the importance of Shakespeare in contemporary contexts

Unit 1	Tragedy <i>Othello</i> Self Study <i>King Lear</i>	12
Unit 2	Comedy <i>As You Like It</i> Self Study <i>Merchant of Venice</i>	12
Unit 3	History <i>Antony and Cleopatra</i> Self Study <i>Richard II</i>	12
Unit 4	Problem Plays <i>All's Well That Ends Well</i> Self Study <i>Measure for Measure</i>	12
Unit 5	Sonnets Sonnets 18, 29, 73 Self Study Sonnets 116, 130, 138	12

Total no. of hours: 60

Text:

Bullen, Arthur Henry. *The Complete Works of William Shakespeare*. London. Shakespeare Head Press. 1996.

References:

Cheney, Patrick, ed. *The Cambridge Companion to Shakespeare's Poetry*. Cambridge: Cambridge University Press, 2007.

Dobson, Michael. *The Oxford Companion to Shakespeare*. London: Oxford University Press, 2001.

Wells, Stanley, ed. *The Cambridge Companion to Shakespeare Studies*. Cambridge: Cambridge University Press, 1986.

Course Outcomes:

1. Understand the dramatic forms of Shakespeare
2. Analyse plots, themes, characters and techniques
3. Appreciate the uniqueness of Shakespeare among the world literatures
4. Explicate the cultural and sociopolitical relevance of Shakespeare's works
5. Analyse the universality of Shakespeare's works

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Understand the dramatic forms of Shakespeare	H	M	M	-	M	L	H	H	M
2. Analyse plots, themes, characters and techniques	H	L	M	M	L	L	H	M	H
3. Appreciate the uniqueness of Shakespeare among the world literatures	H	M	H	H	L	M	H	H	M
4. Explicate the cultural and sociopolitical relevance of Shakespeare's works	H	M	H	H	M	M	M	H	M
5. Analyse the universality of Shakespeare's works	H	M	H	H	M	H	H	H	M

New Literatures in English

Semester II
25MENC08

Hrs. /week 4
No. of credits: 4

Course Objectives:

- To introduce students to New Literatures in English
- To understand the concepts of Postcolonial literature
- To familiarise students with the writers of postcolonial literature and their ideologies

Unit 1	Poetry Gabriel Okara – “Piano and Drums” Mary Gilmore – “No Foe Shall Gather Our Harvest” Self Study Derek Walcott – “Ruins of a Great House” Michael Ondaatje – “The Cinnamon Peeler”	10
Unit 2	Prose Chinua Achebe – “The Novelist as a Teacher” Self Study Ananda Coomaraswamy – <i>The Dance of Shiva</i>	10
Unit 3	Drama Wole Soyinka – <i>The Swamp Dwellers</i> Self Study John Pepper Clark-Bekederemo – <i>Song of a Goat</i>	15
Unit 4	Short Story Alice Munro – “Boys and Girls” Self Study Katherine Mansfield – “The Garden Party”	10
Unit 5	Fiction M. G. Vassanji – <i>The Gunny Sack</i> Self Study J. M. Coetzee – <i>Disgrace</i>	15

Total no. of hours: 60

Texts:

- Achebe, Chinua. *Hopes and Impediments: Selected Essays*. USA: Anchor Books. 1989.
- Coetzee, J. M. *Disgrace*. London: Vintage, 2015
- Coomaraswamy, Ananda. *The Dance of Shiva*. New Delhi: Rupa, 2013. Gilmore, Mary. http://famouspoetsandpoems.com/poets/dame_mary_gilmore/poems/7997
- Mansfield, Katherine. *The Garden Party and Other Stories*. Katherine Mansfield. England: Penguin Books, 1997.
- Munro, Alice. http://www.giuliotortello.it/shortstories/boys_and_girls.pdf
- Okara, Gabriel. <https://litionaryblog.wordpress.com/2017/12/19/the-piano-and-the-drums/>
- Ondaatje, Michael. *The Cinnamon Peeler: Selected Poems*, London, United Kingdom: Pan; New York: Knopf, 1991.
- Soyinka, Wole. *Collected Plays I*. New York: Oxford University, 1973.
- Clark-Bekederemo, John Pepper. *Song of a Goat*. African Books Collective. 1995.
- Vassanji, . G. *The Gunny Sack*. New Delhi: Pauls Press, 2009.

Walcott, Derek. *Derek Walcott: Collected Poems 1948-1984*. New York: Farrar, Straus and Giroux, 1986.

References:

- Agarwalla, Shyam S. ed. *The African Poetry and Drama*. New Delhi: Prestige Books, 2000.
- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *The Post Colonial Studies Reader*. London: Routledge, 1995.
- Balachandran, K. ed. *Canadian Literature. An Overview*. Delhi: Sarup & Sons, 2007. Loomba, Ania. *Colonialism/Postcolonialism*. 2nd ed., London: Routledge, 2007.
- Ray, Mohit K. *Studies in Commonwealth Literature*. New Delhi: Atlantic Publishers, 2003.
- Sahu, Nandhini, ed. *The Post-Colonial Space: Writing the Self and the Nation*. New Delhi: Atlantic Publishers, 2007.

Course Outcomes:

1. Analyse works from a postcolonial perspective
2. Understand the themes and issues specific to New Literatures and identify cultural narratives
3. Analyse motifs, styles, and techniques in New Literatures
4. Demonstrate the ability to contextualise the texts
5. Compare and contrast the writers from around the world and their unique styles

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Analyse works from a postcolonial perspective	M	-	-	M	-	M	H	M	M
2. Understand the themes and issues specific to New Literatures and identify cultural narratives	M	-	M	H	L	H	H	H	M
3. Analyse motifs, styles, and techniques in New Literatures	H	H	H	L	M	M	M	M	H
4. Demonstrate the ability to contextualise the texts	H	M	H	M	M	M	M	M	H
5. Compare and contrast the writers from around the world and their unique styles	H	M	H	M	M	M	M	H	H

Women Writing in English

Semester II
25MENC09

Hrs. /week 4
No. of credits: 4

Course Objectives:

- To acquire knowledge about the various genres written by women of different nationalities
- To evaluate the status of women in literature
- To equip students to comprehend texts written by women

Unit 1	Poetry		5
	Alice Walker	– “Poem at 39”	
	Self Study		
	Maya Angelou	– “Still I Rise”	
Unit 2	Prose		10
	Virginia Woolf	– <i>A Room of One’s Own</i>	
	Self Study		
	Mary Wollstonecraft	– “Examples of the harm done by women’s ignorance” (An excerpt from <i>A Vindication of the Rights of Women</i>)	
Unit 3	Novel		20
	Margaret Atwood	– <i>The Edible Woman</i>	
	Self Study		
	Chimamanda Ngozi Adichie	– <i>Half of a Yellow Sun</i>	
Unit 4	Short Story		10
	Jamaica Kincaid	– “Girl”	
	Self Study		
	Flannery O’ Connor	– “Revelation”	
Unit 5	Drama		15
	Lorraine Hansberry	– <i>A Raisin in the Sun</i>	
	Self Study		
	Lady Gregory	– <i>Spreading the News</i>	

Total no. of hours: 60

Texts:

- Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*. Harper Perennial : New York. 2007
- Angelou, Maya, "Still I Rise". *The Complete Collected Poems of Maya Angelou*. <https://www.poetryfoundation.org/poems/46446/still-i-rise>
- Atwood, Margaret. *Edible Woman*. Toronto :McClelland and Stewart-Bantam, 178..
- Gregory, Lady. *Spreading the News*. https://archive.org/stream/spreadingnewsand00greguoft/spreadingnewsand00greguoft_djvu.txt
- Hansberry, Lorraine. *A Raisin in the Sun*. www.napavalley.edu/.../English%20123%20Lorraine%20Hansberry%20A%20Raisin...
- Kincaid, Jamaica. “Girl”. <http://www.bpi.edu/ourpages/auto/2017/10/14/55813476/Girl%20Jamaica%20Kincaid.pdf>
- O’ Connor, Flannery. Revelation. producer.csi.edu/cdraney/archivecourses/summer06/.../e.../oconner_revelation.pdf
- Woolf, Virginia. “A Room of One’s Own”. <https://victorianpersistence.files.wordpress.com/.../a-room-of-ones-own-virginia-wool>.
- Walker, Alice. “Poem at 39”. [http://alicewalkersgarden.com/2016/12/Poem at 39](http://alicewalkersgarden.com/2016/12/Poem%20at%2039)
- Wollstonecraft, Mary. “Examples of the harm done by women’s ignorance”. *A Vindication of the Rights of Women*. www.earlymoderntexts.com/assets/pdfs/wollstonecraft1792.pdf

References:

Gilbert, Sandra.M. *The Norton Anthology of Literature by Women*. Norton: London, 1996.
 Jacobus, Mary. *Women Writing and Writing about Women*. Ed. Routledge, New York, 2012.

Course Outcomes:

1. Acquire insight into the distinct qualities of works written by women
2. Explore plots, themes and characters of women writers
3. Explore contemporary relevance of the women's issues in literary works
4. Recognise the intersections between gender and other socio-cultural identities
5. Analyse the style and techniques in women writing in English

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1.Acquire insight into the distinct qualities of works written by women	H	M	H	M	M	M	H	M	M
2.Explore plots, themes, characters of women writers	H	H	H	M	M	M	M	H	M
3.Explore contemporary relevance of the women's issues in literary works	H	M	H	H	L	M	M	M	H
4.Recognise the intersections between gender and other socio-cultural identities	H	M	H	H	M	M	M	H	M
5.Analyse the style and techniques in women writing in English	H	H	H	M	M	M	M	M	H

Semester II
25MENC10

Drama

Hrs. /week : 3
No. of credits: 3

Course Objectives:

- To focus on the prescribed texts written and/or translated into English
- To give a bird's eye-view of the dramatic changes that took place in drama down the centuries
- To enable students to critically analyse a play

Unit 1 Greek Drama		
Sophocles	– <i>Oedipus Rex</i>	9
Self Study		
Menander	– <i>Dyskolos</i>	
Unit 2 Indian Drama		
Asif Currimbhoy	– <i>The Refugee</i>	9
Self Study		
Girish Karnad	– <i>Tughlaq</i>	
Unit 3 British Drama		
Oliver Goldsmith	– <i>She Stoops to Conquer</i>	9
Self Study		
Richard Brinsley Sheridan	– <i>The School for Scandal</i>	
Unit 4 French Drama		
Samuel Beckett	– <i>Waiting for Godot</i>	9
Self Study		
Eugene Ionesco	– <i>The Bald Soprano</i>	
Unit 5 German Drama		
Bertolt Brecht	– <i>Mother Courage and Her Children</i>	9
Self Study		
Irene Kirstein Watts	– <i>Goodbye Marianne</i>	

Total no. of hours: 45

Texts:

- Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. Grove p, 2011.
- Brecht, Bertolt. *Mother Courage and her Children*. India: Bloomsbury, 2014.
- Currimbhoy, Asif. *The Refugee: A One-act Play*. Writers Workshop, 1992.
- Ionesco, Eugene. *The Bald Soprano and Other Plays: The Bald Soprano; The Lesson; Jack, or the Submission; The Chairs*. Grove P, 1982.
- Karnad, Girish. *Tughlaq*. Oxford UP, 1972.
- Goldsmith, Oliver. *She Stoops to Conquer*. Peacock Books; 2024th edition (1 January 2022); Atlantic Publishers and Distributors (P) Ltd
- Menander. *Dyskolos*. Mentor, 1977.
- Sheridan, Richard Brinsley. *The School for Scandal*. Dover, 1991.
- Sophocles, *Oedipus the king: Prescribed Texts and Translation*. Ober & Frohman, 1882.
- Watts, Irene Kirstein. *Good-bye Marianne: A Story of Growing Up in Nazi Germany*. Tundra Books, 2008.

References:

- Agarwal, K.A. *The Best Plays of Asif Currimbhoy: A Critical Study*. Book Enclave, 2007.
- Chakrabarthy, Urmil Talwar Bandana, ed. *Contemporary Indian Drama*. Rawat Publications, 2005.
- Gill, Roma, ed. *Christopher Marlowe: Dr. Faustus*. A & C Black, 1989.
- Patil, Pradip K.S. Iyer & M.B. Kauthekar, ed. *The English Drama*. Prestige Publications, 2000.
- Sen, S. *Aristotle's Poetics: A Critical Evaluation*. Penguin Classics, 1996.

Course Outcomes:

1. Familiarise with the major dramatists of the world
2. Understand the socio-political and cultural contexts of the plays
3. Analyse the plots, themes and characters
4. Comprehend the types of drama
5. Appreciate the contemporary relevance of the plays

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Familiarise with the major dramatists of the world	H	M	M	M	M	M	H	M	L
2. Understand the socio-political and cultural contexts of the plays	H	M	M	M	M	M	H	M	M
3. Analyse the plots, themes and characters	H	H	M	H	M	M	H	M	H
4. Comprehend the types of drama	H	L	M	M	L	M	M	M	M
5. Appreciate the contemporary relevance of the plays	H	H	H	H	M	M	M	H	H

Professional Development Course
Translations in English

Semester II
25MENPD1

Hrs. /week : 5
Remarks

Course Objectives:

- To acquaint students with the issues and theoretical concepts in translation
- To make students familiar with the translated works
- To distinguish and interpret various parameters involved in appreciating translated works

Unit 1 Poetry		15
Rabindranath Tagore – “Gitanjali” (1-25 Lyrics)		
Bharathidasan – “Beauty”		
Tiruvalluvar – Chapter 10 “The Utterance of Pleasant Words” from <i>Tirukkural</i>		
Self Study		
Pablo Neruda – “We are Many”		
Unit 2 Prose		15
Subramania Bharati – “Courage”		
Self Study		
Sharankumar Limbale – <i>The Outcaste</i>		
Unit 3 Short Story		15
Franz Kafka – “A Hunger Artist”		
Self Study		
Ivan S Turgenev – “The District Doctor”		
Unit 4 Drama		15
Anton Chekhov – <i>The Cherry Orchard</i>		
Self Study		
Henrik Ibsen – <i>An Enemy of the People</i>		
Unit 5 Fiction		15
Albert Camus – <i>The Stranger</i>		
Self Study		
Hermann Hesse – <i>Siddhartha</i>		

Total no. of hours: 75

Texts:

- Camus, Albert. *The Stranger*. Trans. Matthew Ward. New York: Vintage International . 1989
- Ganapathy, R. Bharathidasan : selected poems (translated into English) Pondicherry : Pondicherry Institute of Linguistics and Culture, 1996
- Hesse, Hermann.” *Siddhartha*”. New York: RHUS, 1981
- Ibsen, Henrik – *An Enemy of the People*. Trans Nicholas Rudall. Chicago: Ivan R. Dee, 2007
- Kafka, Frank. “*A Hunger Artist and Other Stories*.” Trans. Joyce Crick. OUP. New York, 2012.
- Limbale, Sharankumar. “The Outcaste”. Trans, Santhosh Bhoomkar. New York:OUP, 2003
- Neruda, Pablo “We are Many”. <https://www.poemhunter.com/poem/we-are-many/>
- Pope, G.U., W. H. Drew, John Lazarus and F. W. Ellia. Thiruvalluvar. *Thirukkural* with Translations in English. Tirunelveli: The South India Saiva Siddhantha Works Publishing Society Tinnevely Ltd.,1976.
- Swaminathan. K. ed. *Subramania Bharati: Chosen Poems and Prose*. The All India Subramania Bharti Centenary Celebrations Committee, 1984.
- The Collected Poems and Plays of Rabindranath Tagore*. Macmillan India Ltd., 1981.
- Turgenev, Ivan. https://en.m.wikisource.org/wiki/Best_Russian_Short_Stories/The_District_Doctor
- Young, Stark. Trans. *Best Plays by Chekhov*. The Modern Library. 1956.

References:

- Egan, Michael. (ed.) *Ibsen- The Critical Heritage*. Routledge and Kegan Paul, 1972.
 Kennedy, J.& Dana Gioia. *An Introduction to Poetry*. Pearson and Longman, 2005.
 Nida, Eugene, and Charles Taber (ed.) *Theory and Practice of Translation* Oxford: OUP. 1993.
 Wood, Michael. *Franz Kafka*. New Delhi: Atlantic, 2010.

Course Outcomes:

1. Understand the need and importance of translation
2. Interpret the creativity behind translation
3. Study the different cultures through translated works
4. Understand the different issues and problems related to translation
5. Apply the translation techniques in the appreciation of translated texts

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1.Understand the need and importance of translation	H	M	M	M	H	M	H	M	H
2.Interpret the creativity behind translation	H	H	M	M	H	M	M	M	M
3.Study the different cultures through translated works	H	M	M	M	H	M	M	H	M
4.Understand the different issues and problems related to translation	M	M	M	M	M	M	M	M	H
5.Apply the translation techniques in the appreciation of translated texts	H	M	M	H	M	M	M	M	H

Short Story (Self - Study)

Semester III
25MENC12

Hrs./ week :2
No. of credits: 2

Course Objectives:

- To introduce students to the elements of Short Story
- To familiarise students with the uniqueness of this genre
- To explain the various socio-cultural contexts indicated

Unit 1	James Joyce Self Study Rudyard Kipling	– “A Little Cloud” – “How the Leopard Got His Spots”	6
Unit 2	Anton Chekhov Self Study Leo Tolstoy	– “The Lottery Ticket” – “God Sees the Truth, But Waits”	6
Unit 3	Guy de Maupassant Self Study O. Henry	– “The Necklace” – “The Last Leaf”	6
Unit 4	Arthur Conan Doyle Self Study Saki	– “The Red-Headed League” – “The Open Window”	6
Unit 5	Jean Paul Sartre Self Study Thomas Mann	– “The Wall” – “The Infant Prodigy”	6

Total no. of hours: 30

Texts:

Classic Short stories-A Reader's Digest Collection. Bombay: Nectar Prints, 2004.
Kipling, Rudyard. <https://etc.usf.edu/lit2go/79/just-so-stories/1304/how-the-leopard-got-his-spots/>
Mann, Thomas. <http://fullreads.com/literature/the-infant-prodigy/>
Maupassant, Guy. <http://www.eastoftheweb.com/short-stories/UBooks/Neck.html>
O Henry. <http://www.eastoftheweb.com/short-stories/UBooks/LasLea.shtml>
Sartre, Jean Paul. <http://www.sjsu.edu/people/cynthia.rostankowski/courses/HUM2BS14/s0/Sartre-The-Wall-reading.pdf>
Saki. <http://www.eastoftheweb.com/short-stories/UBooks/OpeWin.shtml>
Tolstoy, Leo. "God Sees the Truth, But Waits". Golden Deer Classics, 2018.

References:

Abbott, Porter. *The Cambridge Introduction to Narrative*. 2nd Edition. Cambridge, 2008.
Hunter, Adrian. *The Cambridge Introduction to the Short Story in English*. Cambridge, 2007.

Course Outcomes:

1. Gain knowledge of short story as a genre of literature and learn its characteristics
2. Understand the literary texts in different socio- political and cultural contexts
3. Comprehend different types of short stories and techniques specific to types
4. Analyse the works for universality of themes and contemporary relevance
5. Develop language and literary style through reading short stories

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Gain knowledge of short story as a genre of literature and learn its characteristics	M	M	M	M	L	M	H	H	H
2. Understand the literary texts in different sociopolitical and cultural contexts	H	M	H	H	L	H	H	H	H
3. Comprehend different types of short stories and techniques specific to types	H	M	H	M	L	M	H	H	H
4. Analyze the works for universality of themes and contemporary relevance	H	M	H	H	L	M	H	H	H
5. Develop language and literary style through reading short Stories	H	M	H	H	M	M	H	H	H

American Literature

Semester III
25MENC13

Hrs./ week : 5
No. of credits:5

Course Objectives:

- To help the learners get acquainted with the richness of American literature
- To understand American ethos
- To be able to review and appreciate American Literary texts

Unit 1	Poetry Walt Whitman – “When Lilacs Last in the Dooryard Bloom’d” Robert Frost – “Birches” Self Study Emily Dickinson – “Because I Could Not Stop for Death” Theodore Roethke – “The Waking”	15
Unit 2	Prose Henry David Thoreau – “Where I Lived and What I Lived for?” (from Walden) Self Study Emerson – “Nature”	15
Unit 3	Short Story Nathaniel Hawthorne – “The Ambitious Guest” Self Study Mark Twain – “The Five Boons of Life” Kate Chopin – “A Pair of Silk Stockings”	15
Unit 4	Fiction Saul Bellow – <i>Seize the Day</i> Self Study Ernest Hemingway – <i>The Old Man and the Sea</i>	15
Unit 5	Drama Arthur Miller – <i>All My Sons</i> Self Study Tennessee Williams – <i>The Glass Menagerie</i>	15

Total no. of hours: 75

Texts:

Bellow Saul, *Seize the Day*. New York: Viking 1956

Chopin, Kate-“A Pair of Silk Stockings”

<https://www.katechopin.org/pdfs/Kate%20Chopin%2C%20A%20Pair%20of%20Silk%20Stockings.pdf>

Dickinson Emily. “Because I Could Not Stop for Death.”

<https://www.poetryfoundation.org/poems/47652/because-i-could-not-stop-for-death-479>

Emerson- “Nature”.

<https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/nature.html>

Frost, Robert. “Birches”<https://www.poetryfoundation.org/poems/44260/birches>

Hawthorne, Nathaniel. “The Ambitious

Guest”.<http://www.eastoftheweb.com/shortstories/UBooks/AmbGue.shtml>

Hemingway, Ernest. – *The Old Man and the Sea*. World Heritage: Lebanon, 2015.

Miller, Arthur. *All My Sons*. Ed. Nissim Ezekiel. New Jersey: Prentice-Hall, Inc. 1963.

Roethke, Theodore. "The Waking" <https://www.poetryfoundation.org/poems/43333/the-waking-56d2220f25315>

Thoreau, Henry David. *Walden, or Life in the Woods*. New Delhi: Pigeon Books, 2014.

Twain, Mark – "The Five Boons of Life" <http://www.eastoftheweb.com/shortstories/UBooks/FiveBoon.shtml>

Whitman, Walt. "When Lilacs Last in the Dooryard Bloom'd" <https://www.poetryfoundation.org/poems/45480/when-lilacs-last-in-the-dooryard-bloomd>

Williams, Tennessee – *The Glass Menagerie*. https://www.pval.org/cms/lib/NY19000481/Centricity/Domain/105/the_glass_menagerie_messy_full_text.pdf

References:

Bhogle, Rangrao. Ed. *Contemporary American Literature*. New Delhi: Atlantic Publishers and Distributors, 2002.

David, Mary. S and Varshney. *A History of American Literature*. Bareilly: Student Store, 2007.

Frederick, John. *The Harper Anthology of Poetry*. New York: Harper & Row Publishers, 1981.

Hart, James. D. *The Concise Oxford Companion to American Literature*. New York: Oxford University Press, 1986.

McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. New York: Macmillan, 1985.

Vendler, Helen. Ed. *An Anthology of Contemporary American Poetry*. London: Faber and Faber Limited, 2003.

Course Outcomes:

1. Understand the place of American Literature among world literatures
2. Analyse the socio-cultural issues specific to American writers
3. Gain expertise in critically analysing the plots, themes, characters techniques and style of American Literature
4. Study the philosophic principles and examine the American life as reflected in the texts
5. Explore the American ethos of the works

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Understand the place of American Literature among world literatures	H	M	M	H	M	M	H	H	H
2. Analyse the socio-cultural issues specific to American Literature	H	M	H	H	L	M	H	H	H
3. Gain expertise in critically analysing the plots, themes, characters techniques and style of American Literature	H	M	H	H	L	M	H	H	H
4. Study the philosophic principles and examine the American life as reflected in the texts	H	M	H	H	M	M	H	H	H
5. Explore the American ethos of the works	H	M	H	H	M	M	H	H	H

Course Objectives:

- To familiarise students with Young Adult Fiction and make them understand the characteristic features
- To develop an emotional response in students towards the ideologies presented in the works
- To expose students to the moral values and ethics employed by the authors in their works

Unit 1: Adventure

15

- Markus Zusak – *The Book Thief*
Self Study
Alexander Dumas – *The Count of Monte Cristo*

Unit 2: Science Fiction

15

- H. G. Wells – *The Time Machine*
Self Study
R. L. Stevenson – *The Strange Case of Dr. Jekyll and Mr. Hyde*

Unit 3: Biographical Fiction

15

- Charles Dickens – *Oliver Twist*
Self Study
William Kamkwaba – *The Boy Who Harnessed the Wind: Creating Currents of Hope and Electricity*

Unit 4: Fantasy

15

- Paulo Coelho – *The Alchemist*
Self Study
C. S. Lewis – *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*

Unit 5: Classic

15

- Katherine Paterson – *Bridge to Terabithia*
Self Study
Scott O'Dell – *Island of the Blue Dolphins*

Total no. of hours: 75

Texts:

- Coelho, Paulo. *The Alchemist*. Harper, 2015.
Dickens, Charles. *Oliver Twist*. Fingerprint Publishing, 2016.
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- Stephens, Jonathan. "Young Adult: A Book by Any Other Name...: Defining the Genre." *The ALAN Review*, Fall, 2007, pp. 34-42

Course Outcomes:

1. Acquire a Knowledge of Young Adult Fiction as a literary genre
2. Identify the divergent characteristics of Young Adult Fiction
3. Critically evaluate various types of Young Adult Fiction
4. Demonstrate a good perspective of diverse features of Young Adult Fiction
5. Identify the moral and ethical principles represented in the works

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Acquire a Knowledge of Young Adult Fiction as a literary genre	M	M	H	M	L	H	H	M	M
2. Identify the divergent characteristics of Young Adult Fiction	M	M	M	H	M	M	H	M	M
3. Critically evaluate various types of Young Adult Fiction	M	M	H	H	L	H	H	M	H
4. Demonstrate a good perceptive of diverse features of Young Adult Fiction	H	L	H	M	L	M	M	H	M
5. Identify the moral and ethical principles represented in the works	M	L	M	H	L	H	M	H	M

Literary Criticism

Semester III
25MENC15

Hrs. / week :5
No. of credits:5

Course Objectives:

- To familiarise students with the modern trends in Literary Theory and Criticism
- To understand the basic principles of Literary Criticism
- To differentiate various Schools of Criticism

Unit 1	Aristotle – <i>Poetics</i> (Chapters I - X) Self Study Longinus – <i>On the Sublime</i>	15
Unit 2	Philip Sidney – <i>An Apology for Poetry</i> Self Study John Dryden – <i>Essay on Dramatic Poesy</i>	15
Unit 3	William Wordsworth – <i>Preface to Lyrical Ballads</i> Self Study Samuel Johnson – <i>Preface to Shakespeare</i> (Three Unities)	15
Unit 4	Mathew Arnold – <i>The Study of Poetry</i> Self Study Walter Pater – “Conclusion” in <i>Studies in the History of Renaissance</i>	15
Unit 5	T.S. Eliot – <i>Tradition and Individual Talent</i> Self Study I.A. Richards – “The Four Kinds of Meaning” <i>Practical Criticism</i>	15

Total no. of hours: 75

Texts:

- Aristotle. *Poetics* <https://www.amherst.edu/system/files/media/1812/The%252520Poetics%252520of%252520Aristotle%252520by%252520Aristotle.pdf>
- Arnold, Mathew– *The Study of Poetry* <https://www.poetryfoundation.org/articles/69374/the-study-of-poetry>
- Barry, Peter. *Beginning Theory – An Introduction to Literary and Cultural Theory*. 3rd edn. UK: Manchester University Press
- Dryden, John – *Essay on Dramatic Poesy*
<https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/special/en352restorationdrama/essaydramaticpoesie.pdf>
- Eliot, T.S. – *Tradition and Individual Talent*
<https://people.unica.it/fiorenzoiuliano/files/2017/05/tradition-and-the-individual-talent.pdf>
- Johnson, Samuel – *Preface to Shakespeare* (Three Unities <https://litaid.com/samuel-johnson-preface-to-shakespeare/>)
- Longinus – *On the Sublime* [google.com/search?ei=D8KrXurWCeLSz7sPkNyayA4&q](https://www.google.com/search?ei=D8KrXurWCeLSz7sPkNyayA4&q)
- Mundhra ,S.C. & S.C Agarwal. *Principles and History of Literary Criticism*. Meerut: Sunrise Offset Press, 2002.
- Pater, Walter, ‘Conclusion’ in *Studies in the History of Renaissance* <https://www.bl.uk/collection-items/walter-pater-studies-in-the-history-of-the-renaissance>
- Richards, I.A. – “The Four Kinds of Meaning” *Practical Criticism*
https://archive.org/stream/practicalcritici030142mbp/practicalcritici030142mbp_djvu.txt
- Sidney, Philip – *An Apology for Poetry* https://kupdf.net/queue/an-apology-for-poetry_5bd46881e2b6f57330f82ee0_pdf?queue_id=-

1&x=1588316525&z=MjQwOTo0MDcyOjYzMTY6M2QzZDo5MGRjOmUyZDg6NGU4ZjpiND

Wordsworth, William – *Preface to Lyrical Ballads*

<https://faculty.csbsju.edu/dbeach/beautytruth/Wordsworth-PrefaceLB.pdf>

References:

Chandra, Joseph. *Classical to Contemporary Literary Theory- A Demystified Approach*. New Delhi: Atlantic Publishers, 2012.

Gregory Castle. *Literary Theory- Handbook*. U.S.A.:Wiley Blackwell, 2013.

Malik, R.S.&JagdishBatra. *A New Approach to Literary Theory and Criticism*. NewDelhi: Atlantic Publishers, 2014.

Ravindran, S. *Principles of Literary Criticism (from Plato to Postmodernism)*. New Delhi: Emerald Publishers, 2008.

Wadikar. B. Shailaja. *New Trends in Literary Criticism-A Spectrum*. New Delhi: Atlantic Publishers,2010.

Course Outcomes:

1. Understand various critical approaches to literature
2. Gain the knowledge of modern literary theories
3. Learn key principles of different theories and criticism
4. Acquire the skills to apply appropriate theories to a particular work
5. Analyse literary texts using various critical approaches

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Understand various critical approaches to literature	H	H	H	M	L	L	H	H	M
2. Gain the knowledge of modern literary theories	M	H	H	M	L	M	H	H	H
3. Learn key principles of different theories and criticism	H	M	H	M	L	M	H	H	H
4. Acquire the skills to apply appropriate theories to a particular work	M	H	H	M	M	M	H	H	H
5. Analyse literary texts using various critical approaches	H	H	H	M	M	M	H	H	H

Semester III
25MENC16

Research Methodology

Hrs. /week 5
No. of credits: 5

Course Objectives:

- To introduce the tools and materials for research
- To train students in methodology of writing
- To enhance the use of language, style and discourse appropriate for thesis writing

Unit 1	Research and Writing – The Research Paper as a form of Exploration Selecting a Topic, Conducting Research, Compiling a Working Bibliography Self Study Taking Notes, Outlining, Writing Drafts, Language and Style	15
Unit 2	Importance of Documenting Sources Plagiarism and Academic Dishonesty, Evaluating Sources Self Study Format of a Research Paper	15
Unit 3	Organising Information to Create Documentation List of Works Cited: The Core Elements – Author, Title of Source, Title of Container, Other Contributors, Version, Number, Publisher, Publication Date, Location Self Study Gathering Information about the Sources Finding facts about Publications: Book; Story, Poem, or Article in a Book or Periodical; Work on the Web; Work in Film, Video or Television	15
Unit 4	Mechanics of Scholarly Prose: Names of Persons, Titles of Sources, Quotations, Numbers, Dates and Times, Abbreviations Self Study Works Cited: Names of Authors, Titles, Versions, Publisher, Locational Elements, Punctuation in the Works-Cited List, Formatting and Ordering the Works-Cited List	15
Unit 5	In-Text/s Citations: Author, Title and Numbers Self Study In-Text/s Citations: Indirect Sources, Repeated Use of Sources, Punctuation in In-Text/s Citation and Citations in Forms other than Print, Practice Template	15
Total no. of hours: 75		

Texts:

MLA Handbook. Ninth ed., Modern Language Association of America, 2021.
MLA Handbook. Eighth Edition. The Modern Language Association of America, 2016.
MLA Handbook for Writers of Research Papers. Seventh Edition. Affiliated East-west Press Pvt. Ltd., 2009.

Course Outcomes:

1. Demonstrate the knowledge of MLA Research Methodology
2. Learn to identify the research problems
3. Understand the fundamentals of conducting a research
4. Apply the skill of documentation in research writing
5. Acquire skills in editing, proofreading, and other related skills for research writing

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1.Demonstrate the knowledge of MLA research methodology	M	M	M	-	M	M	-	-	H
2.Learn to identify the research problems	M	M	H	M	M	M	M	M	H
3.Understand the fundamentals of conducting a research	M	H	M	M	M	M	H	H	H
4.Apply the skill of documentation in research writing	H	H	M	M	M	M	-	M	H
5.Acquire skills in editing, proofreading, and other related skills for research writing	M	-	M	-	M	M	-	-	M

Professional Development Course
Introduction to English Language Teaching

Semester III
25MENPD2

Hrs. /week : 5
Remarks

Course Objectives:

- To introduce students to various principles and practices of English Language Teaching
- To explore various approaches and methods in English Language Teaching
- To equip students with the skills of English Language Teaching

Unit I	A brief history of early developments in language teaching The nature of approaches and methods in language teaching Self Study General principles governing the teaching of a language Aims and objectives of teaching English	15
Unit II	The Oral Approach and methods in language teaching The Audiolingual Method, Communicative Language Teaching Self Study Content-Based Instruction and Content and Language Integrated Learning (CLIL), Whole Language, Competency-Based language teaching	15
Unit III	Task-Based Language Teaching, Prescribed Text/s-Based Instruction, The Lexical Approach Self Study Multiple Intelligences, Cooperative Language Learning, The Natural Approach	15
Unit IV	Total Physical Response, The Silent Way, Community Language Learning Self Study Suggestopedia – Desuggestopedia	15
Unit V	Emerging uses of Technology in Language Teaching and Learning Teaching the four skills – Listening, Speaking, Reading, Writing Language Testing – Basic concepts, Techniques of Testing Self Study Teaching of Prose, Poetry, Composition and Grammar Teaching English for different purposes – ESL, ESOL, EFL, EAP, ESP	15

Texts:

Total no. of Hours: 75

- Arora, Navita. 2012. *English Language Teaching – Approaches and Methodologies*. New Delhi: Tata McGraw-Hill (Chapters 3,4,7,8,9,10 only)
- Freeman, Diane-Larsen & Marti Anderson. 2013. *Techniques and Principles in Language Teaching*, 3rd edn. UK: Oxford University Press.(Chapter 6 only)
- Richards, Jack C. & Theodore S. Rodgers. 2014. *Approaches and Methods in Language Teaching*, 3rd edn. UK: Cambridge University Press (Chapters I, II & III only)
- Saraswathi, 2004. V. *English Language Teaching – Principles and Practice*. Chennai: Orient Longman (Units VI, IX & X only)

References:

Ur, Penny. *A Course in English Language Teaching* 2nd ed. UK: Cambridge University Press, 2012.
 Widdowson, H.G *Defining Issues in English Language Teaching*. OUP, New York, 2003.

Course Outcomes:

1. Learn the history, principles and practices of teaching English as a second language in India
2. Understand the distinction between language learning and language acquisition
3. Analyse the different approaches, methods and techniques to teaching English as a second language
4. Apply appropriate techniques of English Language Teaching
5. Acquire professional skills in research

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PS O 1	PS O 2	PS O 3
1. Learn the history, principles and practices of teaching English as a second language in India	M	H	-	M	H	H	-	-	-
2. Understand the distinction between language learning and language acquisition	H	H	M	H	H	H	-	-	-
3. Analyse the different approaches, methods and techniques to teaching English as a second language	H	H	M	H	H	H	-	-	-
4. Apply appropriate techniques of English Language Teaching	H	H	H	M	H	H	-	-	-
5. Acquire professional skills in research	H	H	M	H	H	H	-	-	-