



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)
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
2. **Literary and Linguistic Knowledge**
Ability to demonstrate mastery of language and literature and gain knowledge of language and literary theories
3. **Practical Ability**
Ability to apply critical theories and methodologies
4. **Critical Thinking**
Ability to critically interact with works from the literary, cultural, artistic, socio-historical and theoretical contexts
5. **Problem Analysis**
Ability to interpret and recommend relevant suggestions by applying the knowledge gained
6. **Application**
Ability to apply literary knowledge to various disciplines
7. **Ethics**
Ability to appreciate and uphold moral, social and ethical values
8. **Multicultural Competence**
Ability to appreciate knowledge of various cultures as represented in literary/non-literary texts
9. **Research Aptitude**
Ability to acquire skills of questioning, observing, testing, hypothesizing, analysing and communicating
10. **Text Creation**
Ability to articulate ideas in appropriate form applicable to different audience
11. **Transferrable Skills**
Ability to build employability skills by applying professional and technical knowledge
12. **Lifelong learning**
Ability to address personal, professional and social challenges

Programme Specific Outcomes:

1. Enriched knowledge pertaining to literatures in English
2. Understanding of the relations between culture, history, and texts
3. Ability to explore literary texts to pursue full-fledged research in English and to acquire professional skill



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M.A. English
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Scheme of Instruction & Examinations
 (for students admitted from 2021-2022 & onwards)

Part	Subject Code	Title of the Paper	Hours of instruction / week		Scheme Examination				
			T	P	Duration of exam	CIA	CE	Total	Credits
First Semester									
I	21MENC01	British Prose	5		3	40	60	100	4
I	21MENC02	British Poetry	5		3	40	60	100	4
I	21MENC03	Young Adult Fiction	5		3	40	60	100	4
I	21MENC04	Indian Writing in English	5		3	40	60	100	4
I	21MENC05	Linguistics and Phonetics	5		3	40	60	100	4
I	21MENC06	Cyber English	3		3	40	60	100	3
II		CSS	2			25			
Second Semester									
I	21MENC07	British Fiction	4		3	40	60	100	4
I	21MENC08	Shakespeare	4		3	40	60	100	4
I	21MENC09	New Literatures in English	4		3	40	60	100	4
I	21MENC10	Women Writings in English	4		3	40	60	100	4
I	21MENC11	Translations in English	4		3	40	60	100	4
I	21MENC12	Drama	3		3	40	60	100	3
I	21MENC13	Mini Project	1			100	-	100	2
I		IDC	4		3	40	60	100	4
II	21MSXCS1	CSS	2			25	50		1
II	Internship during Summer Vacation – 1 Month								
Third Semester									
I	21MENC14	Short Story (Self - Study)	1		3	40	60	100	4
I	21MENC15	American Literature	5		3	40	60	100	4
I	21MENC16	Ecoliterature	5			40	60	100	4

I	21MENC17	Literary Criticism	5		3	40	60	100	4
I	21MENC18	Research Methodology	5		3	40	60	100	5
I	21MENC19	Introduction to English Language Teaching	4		3	40	60	100	4
I	21MENC20	Preparatory Course for NET/SET (Open Book Test)	3		3	100		100	3
		MOOC							2
I		MDC	2		3	100		100	2
II		Professional Certification Course							2
II	21MENC21	Internship				100	-	100	2
Fourth Semester									
I	21MENC22	Research Project	30		3	100	100	200	8
								Total	97

Courses to be undergone by the students

1. MOOC Course- 2 to 4 Credits

Minimum credits to earn the degree 97+2 credits

Courses offered by the Department

1. Inter Disciplinary Courses (IDC) – 21MENI01 – English for Academic & Professional Purposes
2. Multi Disciplinary Course (MDC) - 21MENM01 – Business English

British Prose

Semester I
21MENC01

Hrs./week : 5
No. of credits: 4

Course objectives:

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

Unit 1	Francis Bacon – “Of Ambition” “Of Love” Self Study Richard Steele – “Recollections of Childhood”	10
Unit 2	Charles Lamb – “The Two Races of Men” Oliver Goldsmith – “The Man in Black” Self Study William Hazlitt – “On the want of Money”	15
Unit 3	A. G. Gardiner – “On Reading in Be G. K. Chesterton – “A Piece of Chalk” Self Study Robert Lynd – “The Pleasure of Ignorance”	15
Unit 4	C. P. Snow – “Two Cultures” Aldous Huxley – “The Olive Tree” Self Study R. L. Stevenson – “An Apology for Idlers”	25
Unit 5	George Orwell – “Politics & the English Language” E. M. Forster – “What I Believe” (extracts from essay collection <i>Two Cheers for Democracy</i>) Self Study Evelyn Waugh – “Well Informed Circles”	10

Total no. of hours: 75

Texts and website links:

- 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. “A Piece of Chalk”. <https://www.chesterton.org/a-piece-of-chalk/>
Forster, E.M. *What I Believe and other Essays*. Freethinkers Classics. London, 1999.
<http://spichtinger.net/otexts/believe.html>
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-in-black1690140>
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>
- Steele, Richard. "Recollections of Childhood". <http://www.bartleby.com/209/661.html>
- Snow, C.P. "Two Cultures". <http://s-f-walker.org.uk/pubsebooks/2cultures/Rede-lecture-2-cultures.pdf>
- 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

21MENC01 – British Prose															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Develop an appreciation of all types of essays	H	H	H	H	M	H	M	H	M	M	M	H	H	H	M
2. Ability to study evolution of prose as a genre through the ages	M	H	M	M	M	M	H	H	M	M	L	M	M	M	M
3. Explore themes, characters and other idiosyncrasies specific to the prose writers	H	M	M	M	M	M	H	H	M	M	M	H	M	M	M
4. Intensively interpret the various modes of argument and develop critical thinking	H	H	M	M	M	H	H	H	M	M	H	H	M	H	M
5. Construct points of view derived after analytical reading of texts	H	H	M	H	H	M	H	H	M	M	M	H	H	M	M

British Poetry

Semester I
21MENC02

Hrs./week : 5
No. of credits: 4

Course Objectives:

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

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

21MENC02 – British Poetry															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Understand the genre and different types of poetry	H	H	-	M	-	L	-	M	L	L	M	L	H	M	H
2. Derive aesthetic pleasure in the reading of poetry	H	H	-	M	-	L	M	M	L	L	-	L	H	M	M
3. Cultivate values through poetry	M	-	-	M	H	M	H	M	M	-	-	H	M	H	M
4. Inculcate a deeper appreciation of cultural diversity through various poems	M	-	-	M	H	M	H	M	M	L	H	H	H	H	M
5. Apply the principles of literary criticism in the analysis of poetry	M	M	H	M	H	M	H	M	H	M	M	M	M	M	H

Young Adult Fiction

Semester I
21MENC03

Hrs./week : 5
No. of credits: 4

Course Objectives:

- To familiarize students with Young Adult Fiction and make them understand the characteristic features
- To develop an emotional response in the 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.

Dahl, Roald. *Charlie and the Chocolate Factory*. Puffin, 2016.

Dickens, Charles. *Oliver Twist*. Fingerprint Publishing, 2016.

Dumas, Alexander. *The Count of Monte Cristo*. Rupa Publications, 2018.

Kamkwaba, William. *The Boy Who Harnessed the Wind: Creating Currents of Hope and Electricity*. William Morrow Paperback, 2010.

Lewis, C.S. *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. Harper Collins, 2008.

O'Dell, Scott. *Island of the Blue Dolphins*. Houghton Mifflin, 2010.

Paterson, Katherine. *Bridge to Terabithia*. Puffin, 2015.

Stevenson, R.L. *The Strange Case of Dr. Jekyll and Mr. Hyde*. Fingerprint Publishing, 2015.

Wells, H.G. *The Time Machine*. Fingerprint! Publishing, 2015

References :

- Cart, Michael. "From Insider to Outsider: The Evolution of Young Adult Literature." *Voices from the Middle*, vol. 9, no. 2, 2001, pp. 95-97.
- Crowe, Chris. "Young Adult Literature: What is Young Adult Literature?" *The English Journal*, vol. 88, no. 1, 1998, pp. 120-122.
- Groenke, Susan L and Lisa Scherff. *Teaching YA Lit through Differentiated Instruction*. National Council of Teachers of English, 2010.
- Kaplan, Jeffrey S. "Young Adult Literature in the 21st Century: Moving Beyond Traditional Constraints and Conventions." *The ALAN Review*, Winter, 2005, pp. 11-18.
- Klinkhamer, Antonella. *Young Adult Literature on the Rise? The possibilities of Young Adult Literature for Dutch Teachers of English Literature, and its Present-Day Usage*. Universiteit Utrecht, 2012, pp. 4-85.
- Koss, Melanie D and William H. Teale. "What's Happening in YA Literature? Trends in Books for Adolescents." *Journal of Adolescent & Adult Literacy*, vol. 52, no. 7, 2009, pp. 563-572.
- Mintah, Alexandria K. "Young Adult Literature: Ethics, Evils, and the Ever-Present Question of Censorship." *Exigence*, vol. 2, no. 1, 2018, pp. 1-15.
- Nelson, Kyra McKinzie. "Lexical Trends in Young Adult Literature: A Corpus-Based Approach." *BYU ScholarsArchive*, 2016, pp. 1-56.
- Owen, Mary. "Developing a Love of Reading: Why Young Adult Literature is Important?" *Orana*, vol. 39, no. 1, 2003.
- 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 perceptive of diverse features of Young Adult Fiction
5. Identify the moral and ethical principles represented in the works

21MENC03 – Young Adult Fiction															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Acquire a Knowledge of Young Adult Fiction as a literary genre	M	H	M	H	L	L	M	H	L	L	M	H	H	M	M
2. Identify the divergent characteristics of Young Adult Fiction	M	H	M	M	L	M	H	H	L	M	M	M	H	M	M
3. Critically evaluate various types of Young Adult Fiction	M	H	M	H	M	L	H	H	M	L	H	H	H	M	H
4. Demonstrate a good perceptive of diverse features of Young Adult Fiction	H	H	L	H	L	L	M	H	M	L	M	M	M	H	M
5. Identify the moral and ethical principles represented in the works	M	M	L	M	M	L	H	H	L	L	M	H	M	H	M

Indian Writing in English

Semester I
21MENC04

Hrs./week : 5
No. of credits: 4

Course Objectives:

- To familiarize 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

15

Toru Dutt – “Our Casuarina Tree”
Vikram Seth – “The Mouse and the Snake”

Self Study

A.K Ramanujan – “Snakes”
Swami Vivekananda – “Kali the Mother”

Unit 2: Prose

15

Khushwant Singh – “Mother Teresa”
Amartya Sen - “The Argumentative Indian” (chapter I)

Self Study

Rabindranath Tagore – “Nationalism in India”

Unit 3: Fiction

15

Arundhati Roy – *The God of Small Things*

Self Study

Mulk Raj Anand – *Untouchable*

Unit 4: Short Story

15

Salman Rushdie – *The Free Radio*

Self Study

R. K. Narayan – *An Accident*

Unit 5: Drama

15

Mahesh Dattani – *Seven Steps Around the Fire*

Self Study

Girish Karnad – *Wedding Album*

Total no. of hours: 75

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_pAhWY73MBHU11BYwQ6wEIKjAA#v=onepage&q=Rushdie%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. Apply the relevant critical literary theories to the prescribed texts

21MENC04 – Indian Writing in English															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Display knowledge of various works of Indian Writing in English	H	M	M	M	M	L	H	M	M	-	-	H	H	H	M
2. Critically evaluate the works on social, cultural and historical perspectives	M	H	M	H	M	M	H	H	M	M	M	H	H	H	H
3. Analyse characteristics unique to Indian Writings in English	M	H	H	M	M	M	H	M	M	M	M	H	H	M	M
4. Critical evaluation of writers of Indian writing in English	M	H	-	L	L	L	M	L	M	-	L	M	M	M	H
5. Apply the relevant critical literary theories to the prescribed texts	M	H	M	M	L	M	M	M	M	L	L	M	M	M	H

Linguistics and Phonetics

Semester I
21MENC05

Hrs./week : 5
No. of credits: 4

Course objectives:

- To enable the students to strengthen their linguistic ability
- To establish strong foundations in phonetics and the phonology of English to distinguish various types of linguistics
- To acquaint the students with the challenges of using the language as a non-native speaker

Unit 1 Origin and Development of Language – Theories of Origin of Language **15**
Self Study
Language Variation – Dialect, Pidgin, Creole, Cliche

Unit 2 Types of Linguistics – Psychological, Sociological, Historical **15**
Self Study
Register, American and British English

Unit 3 Production and Anatomy of Speech Sounds, The Process of Articulation, **15**
Articulatory, Auditory and Acoustic Aspects
Self Study
Fortis and Lenis Distinction, Oro-Nasal Process

Unit 4 Classification of Sounds, Consonants, Vowels, Diphthongs, Triphthongs **15**
Self Study
IPA, Phonemes and symbols, Allophonic Variations

Unit 5 Syllable – nature, structure and types of syllable, Accent and Rhythm in **15**
connected speech, Intonation
Self Study
Weak Forms, Consonant Clusters, Sentence Transcription

Total no. of hours: 75

Texts:

Roach, Peter. *English Phonetics and Phonology*. New Delhi: Cambridge University Press, 2009.
Sharma, R.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 Course in Phonetics (3rd Ed.)*. Harcourt Brace College Publishers, 1993.
Ladegoged, P., I. Maddison, *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.
Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 2002.

Course Outcomes:

1. Demonstrate knowledge of elements of phonetics
2. To understand the nature & function of articulation and develop expertise in correct pronunciation of English language
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 transcription skills and acquire the ability to transcribe for better communication

21MENC05 – Linguistics and Phonetics															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Demonstrate knowledge of elements of phonetics	H	H	-	-	M	L	-	M	M	-	H	M	M	M	M
2. To understand the nature & function of articulation and develop expertise in correct pronunciation of English language	H	H	-	-	M	M	-	L	M	H	H	M	M	M	M
3. Distinguish between various types of linguistics	M	H	L	-	H	L	-	M	M	L	H	M	L	L	L
4. Apply the basic concepts of phonetics in the day-to-day use of the language	H	H	L	-	H	-	L	M	M	L	H	M	M	M	M
5. Develop transcription skills and acquire the ability to transcribe for better communication	H	M	L	-	M	L	L	-	L	L	H	M	M	L	L

Cyber English

Semester I
21MENC06

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

Course objectives:

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

Unit 1	The Medium of Netspeak – Speech or Writing Self Study A Linguistic Perspective	9
Unit 2	The Language of e-mail Self Study “Netspeak Maxims” from The Medium of Netspeak	9
Unit 3	The Language of Chat groups – Asynchronous Group Self Study The Language of Chat groups – Synchronous Group	9
Unit 4	The Language of Virtual Worlds “An evolving world” from “The Language of Virtual Worlds” Self Study “Some Features of Netspeak” from Finding an Identity	9
Unit 5	Language on the web Self Study “Applied Internet Linguistics” and “Increasing the Richness of Language” from The linguistic Feature of the Internet	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. Understand the nuances of Netspeak
3. Apply language of chat groups in all kinds of cyber communication
4. Understand the languages of e-mail, chat groups, virtual worlds and web
5. To create awareness about the future of English in the cyberspace

21MENC06– Cyber English

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1.Learn the linguistic significance of Cyber English	M	H	-	-	H	-	-	-	H	M	H	M	H	M	L
2.Understand the nuances of Netspeak	M	H	-	-	H	-	-	-	H	H	H	M	M	M	M
3.Apply language of chat groups in all kinds of cyber communication	H	H	M	M	H	-	H	H	H	M	H	H	M	M	M
4.Understand the languages of e-mail, chat groups, virtual worlds and web	H	H	M	M	H	-	L	H	H	M	M	H	M	M	M
5.To create awareness about the future of English in the cyberspace	H	H	M	M	M	L	L	M	M	M	H	-	M	H	M

Semester II
21MENC07

British Fiction

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

Course Objectives:

- To enable the 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> Self Study Jonathan Swift – <i>Gulliver's Travels</i>	12
Unit 2	Jane Austen – <i>Sense and Sensibility</i> Self Study Charles Dickens – <i>David Copperfield</i>	12
Unit 3	Frances Hodgson Burnett – <i>The Secret Garden</i> Self Study George Orwell – <i>Animal Farm</i>	12
Unit 4	Virginia Woolf – <i>The Waves</i> Self Study William Golding – <i>Lord of the Flies</i>	12
Unit 5	Doris Lessing – <i>The Golden Notebook</i> Self Study Kazuo Ishiguro – <i>Never Let Me Go</i>	12

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 characteristics of the fiction
3. Critically evaluate various kinds of fiction
4. Demonstrate an understanding of different facets of appreciating fiction
5. Identify the ethics and values represented in the works

21MENC07 – British Fiction															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1.Acquire a comprehensive knowledge of fiction as a literary genre	H	H	L	M	M	L	H	H	L	L	M	H	H	M	M
2. Identify the distinct social, cultural and historical characteristics of the fiction	M	H	M	M	M	M	H	H	L	L	L	H	M	H	M
3.Critically evaluate various kinds of fiction	H	H	M	M	M	M	H	M	L	L	L	L	M	M	H
4.Demonstrate an understanding of different facets of appreciating fiction	H	H	M	L	L	L	M	M	L	L	L	M	H	M	M
5. Identify the ethics and values represented in the works	M	M	L	L	L	L	H	M	L	L	L	M	M	H	M

Semester II
21MENC08

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>Twelfth Night</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

Texts:

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 characters, plots, themes, and techniques
3. Appreciate the uniqueness of Shakespeare among the world literatures
4. Explicate the effect that Shakespeare drama has on the culture of this age
5. Apply the knowledge of tenets of Shakespeare's works on a universal level

21MENC08 – Shakespeare															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Understand the dramatic forms of Shakespeare	H	H	M	M	M	M	-	H	H	M	-	L	H	H	M
2. Analyse characters, plots, themes, and techniques	H	M	L	M	M	M	M	H	L	L	-	L	H	M	H
3. Appreciate the uniqueness of Shakespeare among the world literatures	H	M	M	H	H	M	H	H	M	L	M	M	H	H	M
4. Explicate the effect that Shakespeare drama has on the culture of this age	H	M	M	H	H	M	H	H	M	M	M	M	M	H	M
5. Apply the knowledge of tenets of Shakespeare's works on a universal level	H	M	M	H	H	H	H	H	M	M	M	H	H	H	M

New Literatures in English

Semester II
21MENC09

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

Course Objectives:

- To introduce the students to the 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 Teacher” Self Study Ananda Coomaraswamy – “The Dance of Shiva”	10
Unit 3	Drama Wole Soyinko – <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” *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 use the critical themes
5. Compare and contrast the writers from around the world and their unique styles

21MENC09 – New Literatures in English															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Analyse works from a postcolonial perspective	M	H	-	-	M	L	M	L	L	-	M	M	H	M	M
2. Understand the themes and issues specific to New Literatures and identify cultural narratives	M	H	-	M	-	-	H	H	L	L	M	H	H	H	M
3. Analyse motifs, styles, and techniques in New Literatures	H	H	H	H	M	M	L	H	M	M	M	M	M	M	H
4. Demonstrate the ability to use the critical themes	H	H	M	H	M	H	M	M	M	M	M	M	M	M	H
5. Compare and contrast the writers from around the world and their unique styles	H	H	M	H	M	M	M	M	L	M	H	M	M	H	H

Women Writings in English

Semester II
21MENC10

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 Alice Walker – “Poem at 39” Self Study Maya Angelou – “Still I Rise”	5
Unit 2	Prose 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>)	10
Unit 3	Novel Margaret Atwood – <i>The Edible Woman</i> Self Study Chimamanda Ngozi Adichie – <i>Half of a Yellow Sun</i>	20
Unit 4	Short Story Jamaica Kincaid – “Girl” Self Study Flannery O’ Connor – “Revelation”	10
Unit 5	Drama Lorraine Hansberry – <i>A Raisin in the Sun</i> Self Study Lady Gregory – <i>Spreading the News</i>	15

Total no. of hours: 60

Texts:

- 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.
- Chimamanda Ngozi Adichie. *Half of a Yellow Sun*. Harper Perennial : New York. 2007.
- 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...
- Kincad, Jamaica. “Girl”. <http://www.bpi.edu/ourpages/auto/2017/10/14/55813476/Girl%20Jamaica%20Kincaid.pdf>
- O’ Connor, Flannery. Revelation. producer.csi.edu/cdraney/archivcourses/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.
 Mary, Jacobus. *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 themes and narrative strategies of women writers
3. Explore contemporary relevance of the women’s issues in literary works
4. Recognize the intersections between gender and other socio-cultural identities
5. Analyse and engage in theoretical and scholarly debated about issues in women writings in English

21MENC10 – Women Writings in English															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1.Acquire insight into the distinct qualities of works written by women	H	M	M	H	H	M	M	H	M	M	M	M	H	M	M
2.Explore themes and narrative strategies of women writers	H	H	H	H	M	M	M	H	M	M	M	M	M	H	M
3.Explore contemporary relevance of the women’s issues in literary works	H	L	M	H	H	M	H	H	M	L	L	M	M	M	H
4.Recognize the intersections between gender and other socio-cultural identities	H	M	M	H	M	M	H	H	M	M	M	M	M	H	M
5.Analyse and engage in theoretical and scholarly debates about issues in women writings in English	H	H	H	H	H	M	M	H	M	M	M	M	M	M	H

Translations in English

Semester II
21MENC11

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

Course Objectives:

- To acquaint the 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”

Kambar – “Sita Sighted” in “Sundarakandam” from *Kambaramayanam*

Tiruvalluvar – Chapter 10 “The Utterance of Pleasant Words” from *Tirukkural*

Self Study

Pablo Neruda – “We are Many”

Wang Wei – “Ballad of the Peach Tree Spring”

Unit 2 Prose

10

Subramania Bharati – “Courage”

Self Study

Sharankumar Limbale – “The Outcaste”

Unit 3 Short Story

10

Franz Kafka – “A Hunger Artist”

Self Study

Ivan S Turgenev – “The District Doctor”

Unit 4 Drama

15

Anton Chekhov – *The Cherry Orchard*

Self Study

Henrik Ibsen – *An Enemy of the People*

Unit 5 Fiction

10

Albert Camus – *The Stranger*

Self Study

Hermann Hesse – *Siddhartha*

Total no. of hours: 60

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. Tiruvalluvar. *Thirukkural*with Translations in English. Tirunelveli: The South India Saiva Siddhantha Works Publishing Society Tinnevely Ltd., 1976.

“Sundarakandam” *Kambaramayanam* Trans. By P.S. Sundaram. Department of Tamil Development – Culture. Tamil University Press, 1992.

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.

Three Chinese Poets Trans. by Vikram Seth, Penguin Books, 1992.

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 learnt techniques in the appreciation of translated texts

21MENC11 – Translations in English															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Understand the need and importance of translation	H	M	M	M	M	M	M	H	H	H	H	M	H	M	H
2. Interpret the creativity behind translation	H	H	H	M	M	M	M	H	M	H	M	M	M	M	M
3. Study the different cultures through translated works	H	H	M	M	M	M	M	H	H	H	M	M	M	H	M
4. Understand the different issues and problems related to translation	M	H	M	M	M	M	M	H	H	M	M	M	M	M	H
5. Apply the learnt techniques in the appreciation of translated texts	H	M	M	M	H	H	H	H	H	M	M	M	M	M	H

Drama

Semester II
21MENC12

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

Course Objectives:

- To focus on the prescribed texts written and/or translated into English down the centuries
- 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	9
Sophocles – <i>Oedipus Rex</i>	
Self Study	
Menander – <i>Dyskolos</i>	
Unit 2 Indian Drama	9
Asif Currimbhoy – <i>The Refugee</i>	
Self Study	
Girish Karnad – <i>Tughlaq</i>	
Unit 3 British Drama	9
Christopher Marlowe – <i>Dr. Faustus</i>	
Self Study	
Richard Brinsley Sheridan – <i>The School for Scandal</i>	
Unit 4 French Drama	9
Samuel Beckett – <i>Waiting for Godot</i>	
Self Study	
Eugene Ionesco – <i>The Bald Soprano</i>	
Unit 5 German Drama	9
Bertolt Brecht – <i>Mother Courage and Her Children</i>	
Self Study	
Irene Kirstein Watts – <i>Goodbye Marianne</i>	

Total no. of hours: 45

Texts:

- 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.
- Marlowe, Christopher. *Dr. Faustus*. India: Laxmi Publications, 2003.
- Menander. *Dyskolos*. Mentor, 1977.
- Samuel, Beckett. *Waiting for Godot: A Tragicomedy in Two Acts*. Grove p, 2011.
- 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. Get familiarised with the major dramatists of the world
2. Gain understanding of different dramatists from various backgrounds and time spans
3. Understand the elements like plot, structure, character, symbols
4. Comprehend the growth and evolution of drama in various countries
5. Analyse drama in its socio-political contexts

21MENC12 – Drama															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Get familiarised with the major dramatists of the world	H	M	M	M	L	L	M	H	H	M	M	M	H	M	L
2. Gain understanding of different dramatists from various backgrounds and time spans	H	M	M	M	L	L	M	H	H	M	M	M	H	M	M
3. Understand the elements like plot, structure, character, symbols	H	M	H	M	M	H	H	H	M	M	M	M	H	M	H
4. Comprehend the growth and evolution of drama in various countries	H	H	L	M	L	L	M	H	M	L	M	M	M	M	M
5. Analyse drama in its socio-political contexts.	H	H	H	H	M	M	H	H	M	M	M	M	M	H	H

Short Story (Self-study)

Semester III
21MENC14

Hrs./ week :1
No. of credits: 4

Course Objectives:

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

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

Total no. of hours: 15

Course Outcomes:

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

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.

Short Story (Self - Study) 21MENC14															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	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	H	M	M	L	L	M	H	M	L	M	M	H	H	H
2. Understand the literary texts in different sociopolitical and cultural contexts	H	H	M	H	H	M	H	H	H	L	M	H	H	H	H
3. Comprehend different types of short stories and techniques specific to types	H	H	M	H	H	L	M	H	M	L	M	M	H	H	H
4. Analyze the works for universality of themes and contemporary relevance	H	H	M	H	H	M	H	H	M	L	M	M	H	H	H
5. Develop language and literary style through reading short stories	H	H	M	H	H	M	H	H	M	M	M	M	H	H	H

American Literature

Semester III
21MENC15

Hrs./ week : 5
No. of credits:4

Course Objectives:

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

Course Outcomes:

1. Understand the place of American Literature among world literatures
2. Understand the sociocultural scenarios in American Literature and the issues specific to American writers
3. Expertise in critically analyzing the themes, techniques and style of American Literature
4. Infer the philosophic principles and analyse the American life as reflected
5. Analyse the American ethos of the works and be able to make supportive arguments

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.

American Literature 21MENC15															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Understand the place of American Literature among world literatures	H	M	M	M	M	M	H	H	M	M	M	M	H	H	H
2. Understand the sociocultural scenarios in American Literature and the issues specific to American writers	H	H	M	H	M	M	H	H	M	L	M	M	H	H	H
3. Expertise in critically analyzing the themes, techniques and style of American Literature	H	H	M	H	M	H	H	H	M	L	M	M	H	H	H
4. Infer the philosophic principles and analyse the American life as reflected	H	H	M	H	M	M	H	H	M	M	M	M	H	H	H
5. Analyse the American ethos of the works and be able to make supportive arguments	H	H	M	H	H	M	H	H	M	M	M	M	H	H	H

Ecoliterature

Semester III
21MENC16

Hrs./week: 5
No. of credits: 4

Course Objectives:

- To explore the relationship between humans and environment, as portrayed in literary prescribed literary texts
- To articulate key ideas through prescribed texts in environmental literature
- To understand the value of nature through literature, thereby creating an awareness among the readers

Unit 1

Prose

15

Vandana Siva – “Making Peace with Earth” City of Sydney Peace Prize Lecture on Nov 03, 2010

Gary Snyder – “Coming into the Watershed” (Afterword) from *Natural State: A Literary Anthology of California Nature Writing* by Steven Gilbar

Self Study

Scott Slovic – “A Basic Introduction to Eco-criticism and Environmental Literature”

Unit 2

Poetry

15

Tanya Mendonsa – “Divorced from Green” from *The Dreaming House*

Robinson Jeffers – “All the Little Hoofprints”

Joseph Fasano – “Hermitage”

Self Study

A.K. Ramanujan – “A River”

Katherine Riegel - “What I would like to Grow in my Garden”

Unit 3

Drama

15

John Heywood–*The Play of the Weather*

Self Study

Rabindranath Tagore – *Muktadhara*

Unit 4

Short Story

15

Anton Chekhov – “A Day in the Country”

Luigi Ugolini – “The Vegetable Man”

Self Study

Doris Lessing – “A Mild Attack of Locusts”

John Galsworthy – “The Japanese Quince”

Unit 5

Fiction

15

Amitav Ghosh – *The Hungry Tide*

Self Study

Ruskin Bond - *The Hidden Pool*

Total no. of hours: 75

Course Outcomes:

1. Understand the origin and development of Ecoliterature
2. Explore the kinship between human and environment in Ecoliterature in prescribed texts
3. Understand the key concepts in Ecoliterature and apply the concept of eco criticism
4. Gain insight about vitality of natural resources and preservation of nature
5. Acquire the professional knowledge in Ecoliterature for teaching and research

Texts and links to primary source:

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

Fasano, Joseph. "Hermitage." *Poets.org*. poets.org/poem/hermitage

Galsworthy, John – "The Japanese Quince" https://en.wikisource.org/wiki/The_Japanese_Quince

Ghosh, Amitav. *The Hungry Tide*. London: Harper Collins, 2005.

Gilbar, Steven, editor. "Coming into the Watershed." *Natural State: A Literary Anthology of California Nature Writing*, U of California P, 1998.

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](file:///C:/Users/user/Downloads/the_vegetable_man%20(1).pdf)

Ramanujan, A.K. "A River." *All Poetry*. allpoetry.com/A-River

Riegel, Katherine. "What would I like to Grow in my Garden." *Poets.org*. poets.org/poem/what-i-would-grow-my-garden

Siva, Vandana. "Making Peace with the Earth." sydneypeacefoundation.org.au/wp-content/uploads/2012/02/2010-SPP_Vandana-Shiva1.pdf

Mendonsa, Tanya. *The Dreaming House*. Harper Collins Publishers, 2009.

Slovic, Scott. "A Basic Introduction to Ecocriticism and Environmental Literature" *Social Sciences and Humanities*. *Pertanika J. Soc. Sci. & Hum.* 23 (S): 1 - 14 (2015)
<http://www.pertanika.upm.edu.my>

Tagore, Rabindranath. *Three plays: Mukta-dhara, Natir puja, Chandalika (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 Probing*s. New Delhi: Sarup Books Publishers, 2009.

Garrard, Greg. *Ecocriticism*. London: Routledge, 2004.

Glotfelty, Cheryll 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.

Lynd, Robert "The Weather : An Explanation". *English Essays* Ed. James B. Skinner & David Rintoul, London: George G Harrap & Co. 1961.

Sivaramkrishnan, Murali and Ujjwal Jain. *Ecological Criticism for Our Times*. New Delhi: Authors Press, 2011.

Ecoliterature 21MENC16															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Understand the origin and development of Ecoliterature	H	M	M	H	M	H	H	H	M	M	M	M	H	H	H
2. Explore the kinship between human and environment in Ecoliterature in prescribed texts	H	H	M	H	M	H	H	H	H	M	M	M	H	H	H
3. Understand the key concepts in Ecoliterature and apply the concept of eco criticism	H	H	H	H	M	H	H	H	H	M	M	M	H	H	H
4. Gain insight about vitality of natural resources and preservation of nature	H	H	H	H	M	H	H	H	H	M	M	M	H	H	H
5. Acquire the professional knowledge in Ecoliterature for teaching and research	M	M	M	H	M	H	H	H	H	M	H	H	H	H	H

Literary Criticism

Semester III
21MENC17

Hrs./ week :5
No. of credits:4

Course Objectives:

- To familiarize the students with the modern trends in Literary Theory and Criticism
- To understand the basic aspects of literary criticism
- To differentiate between 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>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

Course Outcomes:

1. Learn various critical approaches to literature
2. Acquire 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

Texts:

Aristotle. *Poetics* <https://www.amherst.edu/system/files/media/1812/The%252520Poetics%252520of%252520Aristotle%25252C%252520by%252520Aristotle.pdf>

Barry, Peter. *Beginning Theory – An Introduction to Literary and Cultural Theory*. 3rd edn. UK: Manchester University Press

I.A. Richards – “The Four Kinds of Meaning” *Practical Criticism*

https://archive.org/stream/practicalcritici030142mbp/practicalcritici030142mbp_djvu.txt

John Dryden – *Essay on Dramatic Poesy*

<https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/fulllist/special/en352restorationdrama/essaydramaticpoesie.pdf>

Longinus – *On the Sublime* [google.com/search?ei=D8KrXurWceLSz7sPkNyayA4&q](https://www.google.com/search?ei=D8KrXurWceLSz7sPkNyayA4&q)

Mathew Arnold – *Study of Poetry* <https://www.poetryfoundation.org/articles/69374/the-study-of-poetry>

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>

Philip Sidney – *An Apology for Poetry* https://kupdf.net/queue/an-apology-for-poetry_5bd46881e2b6f57330f82ee0_pdf?queue_id=-1&x=1588316525&z=MjQwOTo0MDcyOjYzMTY6M2QzZDo5MGRjOmUyZDg6NGU4ZjpiND

Samuel Johnson – *Preface to Shakespeare* (Three Unities) <https://litaid.com/samuel-johnson-preface-to-shakespeare/>

T.S. Eliot – *Tradition and Individual Talent* <https://people.unica.it/fiorenzoiuliano/files/2017/05/tradition-and-the-individual-talent.pdf>

William Wordsworth – *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.

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

Literary Criticism 21MENC17															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Learn various critical approaches to literature	H	H	H	H	H	L	M	M	M	L	L	L	H	H	M
2. Acquire the knowledge of modern literary theories	M	M	H	H	M	M	M	M	L	L	M	M	H	H	H
3. Learn key principles of different theories and criticism	H	M	M	H	M	M	M	M	M	L	M	M	H	H	H
4. Acquire the skills to apply appropriate theories to a particular work	M	M	H	H	H	H	M	M	H	M	M	M	H	H	H
5. Analyse literary texts using various critical approaches	H	H	H	H	H	H	M	M	M	M	M	M	H	H	H

Research Methodology

Semester III

Hrs./week : 5

21MENC18

No. of credits: 5

Course Objectives:

- To train the students with the tools and materials for research
- To train them in methodology of writing
- To acquaint them with the use of language, style and discourses suitable for thesis writing

Unit 1 Research and Writing - The Research Paper as a form of exploration **15**

Selecting a Topic, Conducting Research, Compiling a Working Bibliography

Self Study

Taking Notes, Outlining, Writing Drafts, Language and Style

Unit 2 Importance of Documenting Sources **15**

Plagiarism and Academic Dishonesty, Evaluating Sources

Self Study

Format of a Research Paper

Unit 3 Organizing Information to Create Documentation **15**

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

Unit 4 Mechanics of Scholarly Prose: Names of Persons, Titles of Sources, **15**

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

Unit 5 In-Text/s Citations: Author, Title and Numbers **15**

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

Total no. of hours: 75

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

Texts:

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.

Research Methodology 21MENC18															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Demonstrate the knowledge of MLA research methodology	M		M	M	M				M	M	H	M			H
2. Learn to identify the research problems	M	M	M	H	H	M	M	M	H	M	M	M	M	M	H
3. Understand the fundamentals of conducting a research	M	M	H	M	H	M	M		H	M	M	M	H	H	H
4. Apply the skill of documentation in research writing	H	H	H	M	M	M	M		H	M	M	M		M	H
5. Acquire skills in editing, proofreading, and other related skills for research writing	M			M	M				H	M	H	M			M

Introduction to English Language Teaching

Semester III

Hrs./week : 4

21MENC19

No of credits:4

Course Objectives:

- To expose the students to the various aspects of the nature of language teaching
- To introduce the students to the various approaches and methods in language teaching
- To equip them with the skills needed to function as language teachers.

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	12
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	12
Unit III	Task-Based Language Teaching, Prescribed Text/s-Based Instruction, The Lexical Approach Self Study Multiple Intelligences, Cooperative Language Learning, The Natural Approach	12
Unit IV	Total Physical Response, The Silent Way, Community Language Learning Self Study Suggestopedia - Desuggestopedia Emerging uses of Technology in Language Teaching and Learning	12
Unit V	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	12
Total no. of Hours:		60

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

Texts:

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.

Introduction to English Language Teaching 21MENC19															
Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	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	H		M	M	M	M	M	H	H	H			
2. Understand the distinction between language learning and language acquisition	H	M	H	M	H	M	H		H	H	H	H			
3. Analyse the different approaches, methods and techniques to teaching English as a second language	H	M	H	M	H	M	H		H	H	H	H			
4. Apply appropriate techniques of English Language Teaching	H	M	H	H	H		M		H	H	H	H			
5. Acquire professional skills in research	H	M	H	M	H		H	M	H	H	H	H			

Preparatory Course for NET/SET (Open Book Test)

Semester III
21MENC20

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

Course Objectives:

- To help the students prepare for NET/SET exam
- To acquaint the students with the basic History of English Literature
- To facilitate a better understanding of the facets of English Literature

Unit 1 Age of Chaucer
Age of Shakespeare
Self Study
Jacobean to Restoration Periods **10**

Unit 2 Augustan Age
Romantic Period
Self Study
Victorian Age **10**

Unit 3 Modern Age
Self Study
American Literature **10**

Unit 4 Indo-Anglian Literature
Other non-British Literatures
Self Study
Rhetoric and Prosody **10**

Unit 5 Literary Criticism upto T. S. Eliot
Self Study
Contemporary Literary Theory **5**

Total no. of hours: 45

Course Outcomes:

1. Gain an understanding of all aspects of the writers of the prescribed period
2. Acquire skills in identifying key features of branches of literature
3. Understanding major trends and concepts in English Literature
4. Analyse the characteristics of different ages of English Literature
5. Expertise in answering critical questions

Texts:

Edward, Albert. *History of English Literature (5th ed.)*. OUP: New Delhi. 2010.

Jain, B. B. *Upkar's UGC NET/JRF/SET English*. Upkar publications: Agra, 2019.

References:

Compton-Rickett, Arthur. *History of English Literature*. New Delhi: UBSPD Reprint, 1994.

Edward, Albert. *History of English Literature (5th ed.)*. revised by J. A. Stone, OUP: New Delhi. 2010

Preparatory Course for NET/SET (Open Book Test) 21MENC20

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O 1	PS O 2	PS O 3
1. Gain an understanding of all aspects of the writers of the prescribed period	H	H	M	M	M	M	L	M	M		H	H	H	H	H
2. Acquire skills in identifying key features of branches of literature	H	H	M	M	M	L	L		L		H	H	H	H	H
3. Understanding major trends and concepts in English Literature	H	H	M	M	L	L	L	L	M		H	H	H	H	H
4. Analyse the characteristics of different ages of English Literature	H	H	M	M	M	L	L	M	M		H	H	H	H	H
5. Expertise in answering critical questions	H	H	H	H	H	M			H	M	H	H	H	H	H