

M.A. ENGLISH

CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES BASED

CURRICULUM FRAMEWORK (CBCS - LOCF)

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

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

III	Core Course-VII (CC)	Indian English Literature	6	5	25	75	100
	Core Course-VIII (CC)	American Literature	6	5	25	75	100
	Core Course –IX (CC)	Literary Criticism	5	5	25	75	100
	Core Choices Course-III (CCC) (At least Two Choices)	1. World Classics in Translation (OR) 2. Regional Literature in Translation	5	4	25	75	100
	Elective Course –III (At least Two Choices)	1. English Literature for Competitive Examinations** (OR) 2. Science Fiction	5	3	25	75	100
	Non-Major Elective Course-II (NME)	English for Effective Communication – II	3	2	25	75	100
	Total		30	24			600
IV	Core Course–X (CC)	Postcolonial Literature	6	5	25	75	100
	Core Course-XI (CC)	Literary Theory	6	5	25	75	100
	Entrepreneurship / Industry Based Course	Introduction to Journalism and Mass Communication	6	5	25	75	100
	Project	Project Work	12	5	20	80	100
	Value Added Course –II (VAC)*	Human Rights through Literature	-	2*	25	75	100
	Total		30	20			400
	Grand Total		120	90			2100

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

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

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

These courses are extra-credit courses.

Instruction hours for these courses is 30 hours.

**** Separate Question Paper Pattern for English Literature for Competitive Examinations**

- Refer to syllabus

PROGRAMME OBJECTIVES:

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

PROGRAMME OUTCOMES:

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

PROGRAMME SPECIFIC OUTCOMES:

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

First Year

CORE COURSE-I

Semester-I

LANGUAGE AND LINGUISTICS

Code:

(Theory)

Credit: 5

OBJECTIVES:

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

UNIT-I:

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

UNIT-II:

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

UNIT-III:

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

UNIT-IV:

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

UNIT-V:

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

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

First Year

CORE COURSE-II

Semester-I

MODERN LITERATURE – I (1400-1660)

Code:

(Theory)

Credit: 5

OBJECTIVES:

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

UNIT – I POETRY :

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

UNIT – II POETRY:

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

UNIT – III PROSE:

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

UNIT – IV DRAMA :

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

UNIT – V DRAMA :

Thomas Kyd : *The Spanish Tragedy*

Ben Jonson :*Every Man in His Humour*

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

CORE COURSE-III

Semester-I

MODERN LITERATURE – II (1660 – 1798)

Code: 22

(Theory)

Credit: 5

OBJECTIVES :

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

UNIT – I POETRY

John Milton : *Paradise Lost* Book I

UNIT – II POETRY

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

UNIT – III PROSE

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

UNIT – IV DRAMA

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

UNIT – V FICTION

Henry Fielding : *Tom Jones*
Oliver Goldsmith : *The Vicar of Wakefield*

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

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

BOOKS FOR REFERENCE :

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

COURSE OUTCOMES:

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

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

First Year

CORE CHOICE COURSE- I

Semester-I

**1. INTRODUCTION TO COMPARATIVE
LITERATURE
(Theory)**

Code:

Credit: 4

OBJECTIVES:

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

UNIT – I:

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

UNIT – II:

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

UNIT – III:

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

UNIT – IV:

Literature and Society, Literature and Religion

UNIT – V:

Literature and Psychology, Literature and Other Arts

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

CORE CHOICE COURSE- I

Semester-I

2. TRANSLATION: THEORY AND PRACTICE

Code:

(Theory)

Credit: 4

OBJECTIVES:

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

UNIT-I:

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

UNIT-II:

Types of Translation Procedure, Communicative and Semantic Translation

UNIT-III:

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

UNIT-IV:

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

UNIT-V:

Translation Practice in Tamil and English–

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

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

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

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

1. ASIAN LITERATURE IN ENGLISH**Code:****(Theory)****Credit: 3****OBJECTIVES:**

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

UNIT – I POETRY:

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

UNIT – II PROSE :

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

UNIT – III DRAMA

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

UNIT – IV SHORT STORY

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

UNIT – V FICTION

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

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

ELECTIVE COURSE- I

Semester-I

2. CHILDREN'S LITERATURE

Code:

(Theory)

Credit: 3

OBJECTIVES:

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

UNIT – I

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

UNIT – II POETRY:

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

UNIT – III TALES :

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

UNIT – IV SHORT STORIES:

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

UNIT – V FICTION:

Lewis Carroll

: *Alice in the Wonderland*

J. K. Rowling

: *Harry Potter & the Philosopher's Stone*

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

VALUE ADDED COURSE- I

Semester-I

SOFT SKILLS THROUGH LITERATURE

Code:

(Theory)

Credit: 2

OBJECTIVES:

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

UNIT – I

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

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

Alfred Tennyson’s “Ulysses”

Rudyard Kipling’s “If”

UNIT- II

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

Robert Frost’s “The Road Not Taken”

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

UNIT – III

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

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

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

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

UNIT – IV

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

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

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

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

UNIT – V

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

Wole Soyinka's "Telephone Conversation"

A.G. Gardiner's "All About a Dog"

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

CORE COURSE- IV

Semester-II

MODERN LITERATURE – III (1798-1832)

Code:

(Theory)

Credit: 5

OBJECTIVES:

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

UNIT – I POETRY:

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

UNIT – II POETRY:

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

UNIT – III PROSE:

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

UNIT – IV DRAMA

Lord Byron	: <i>Manfred</i>
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UNIT –V (FICTION)

Jane Austen	: <i>Sense and Sensibility</i>
Walter Scott	: <i>Kenilworth</i>

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

CORE COURSE- V

Semester-II

MODERN LITERATURE – IV (1832-1945)

Code:

(Theory)

Credit: 5

OBJECTIVES:

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

UNIT – I POETRY:

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

UNIT – II POETRY:

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

UNIT – III PROSE:

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

UNIT – IV DRAMA:

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

UNIT – V FICTION :

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

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

First Year

CORE COURSE- VI

Semester-II

SHAKESPEARE

Code:

(Theory)

Credit: 5

OBJECTIVES:

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

UNIT – I:

Othello

UNIT – II:

Twelfth Night

UNIT – III:

Richard II

UNIT – IV:

The Tempest

UNIT – V:

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

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

1. ENGLISH LANGUAGE TEACHING

Code:

(Theory)

Credit: 4

OBJECTIVES:

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

UNIT – I:

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

UNIT – II:

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

UNIT – III:

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

UNIT – IV:

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

UNIT – V:

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

Study Aids: Study Skills and Reference Skills

Language Testing and Evaluation – Principles – Types and Techniques – Testing Language Skills, Grammar and Vocabulary – Technology for Testing

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

From English to Englishes – ELT in Digital World – ELT and Social Media – Grammar Teaching and ELT - Incorporating the ICT based learning of LSRW skills, Incorporating the Artificial Intelligence methodology in acquiring grammatical patterns and linguistic skills, harnessing the use of automated learning portals.

REFERENCE:

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

COURSE OUTCOMES:

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

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

2. GREEN LITERATURE**Code:****(Theory)****Credit: 4****COURSE OBJECTIVES :**

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

UNIT – I INTRODUCTION

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

UNIT – II AMERICAN RESPONSE

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

UNIT – III INDIAN RESPONSE

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

UNIT – IV POETRY FOR STUDY

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

UNIT – V FICTION FOR STUDY

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

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

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

1. RESEARCH METHODOLOGY**Code:****(Theory)****Credit: 3****OBJECTIVES:**

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

UNIT – I:

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

UNIT – II:

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

UNIT –III:

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

UNIT – IV:

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

UNIT – V:

Language and Style of Thesis Writing: General principles – Kinds and Suitability of Style, Style Sheet Conventions, Documentation: Parenthetical Documentation, Foot Notes, End Notes The Mechanics of Writing: Spelling, Punctuation, Quotations, etc.

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

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

BOOKS FOR REFERENCE:

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

COURSE OUTCOME:

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

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

2. WOMEN'S WRITING IN ENGLISH**Code: -****(Theory)****Credit: 3****OBJECTIVES**

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

UNIT – I POETRY

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

UNIT – II PROSE

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

UNIT – III DRAMA

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

UNIT – IV SHORT STORIES

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

UNIT – V FICTION

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

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

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

REFERENCE:

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

COURSE OUTCOMES

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

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

First Year

NON MAJOR ELECTIVE- I

Semester-II

ENGLISH FOR EFFECTIVE COMMUNICATION – I

Code:

(Theory)

Credit: 2

OBJECTIVES:

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

UNIT – I LISTENING SKILLS

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

UNIT – II SPEAKING SKILLS

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

UNIT – III READING SKILLS

Reading Vocabulary
Loud reading of prose and poetry
Reading Comprehension

UNIT– IV WRITING SKILLS

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

UNIT – V GRAMMAR

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

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

Group Discussion on current topic

Dialogue based on situations creating a blog entry

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

REFERENCE:

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

COURSE OUTCOMES:

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

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

Second Year

**CORE COURSE-VII
INDIAN ENGLISH LITERATURE**

Semester-III

Code:

(Theory)

Credit: 5

OBJECTIVES:

- To make the learners aware of Indian sensibility in the representative works
- To motivate the students to appreciate and enjoy the rich cultural background and grandeur of Indian literature
- To stimulate the learners to understand the tendency of Indian ideology in the works of Indian authors

UNIT –I POETRY:

Toru Dutt	: “Our Casuarina Tree”
Kamala Das	: “A Hot Noon in Malabar”
Nissim Ezekiel	: “Enterprise”
A.K. Ramanujan	: “Obituary”
Keki. N. Daruwalla	: “Death of a Bird”
R. Parthasarathy	: “River Once”
Rabindranth Tagore	: <i>Gitanjali</i> (Song 1&2)

UNIT – II PROSE:

Jawaharlal Nehru	: “Through the Ages” (Chapter V of the <i>Discovery of India</i>)
Dr. S. Radhakrishnan	: “The World Community”

UNIT – III DRAMA:

Girish Karnad	: <i>The Fire and the Rain</i>
Mahesh Dattani	: <i>Seven Steps Around the Fire</i>

UNIT – IV SHORT STORY:

R. K. Narayan	: “An Astrologer’s Day”
Ruskin Bond	: “The Thief”
K. A. Abbas	: “Sparrows”
Prem chand	: “The Voice of God”

UNIT – V FICTION:

Mulk Raj Anand	: <i>Two Leaves and a Bud</i>
Kiran Desai	: <i>The Inheritance of Loss</i>

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

Reflection of Indian Cultural Milieus in Indian English Literature - Emergence of
Women Novelists in India - Indian Freedom Movement in Indian Literature

REFERENCE:

1. Dattani, Mahesh. *Collected Plays*. New Delhi: Penguin Books, 2005.
2. Karnad, Girish. *Three Plays of Girish Karnad*. New Delhi. OUP, 2004
3. Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. New Delhi: Macmillan India, 1990.
4. Tagore, Rabindranath. *Gitanjali*. New Delhi: Rupa Classics, 2005.
5. The Introduction to Indian Writing in English. <https://www.ukessays.com>

COURSE OUTCOMES:

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

- Discuss the different phases evolution of Indian writing in English
 - Explain the Indianness as reflected in the texts.
 - Depict the various customs and traditions through which the writers portray the Indian life
 - Bring out the autobiographical elements of Indian Writers in English
 - Comment on the pluralistic aspects of Indian culture and identity
 - Introduce the themes, genres and recent trends of Indian writing in English
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Second Year

**CORE COURSE-VIII
AMERICAN LITERATURE
(Theory)**

Semester-III

Code:

Credit: 5

OBJECTIVES:

- To introduce the students to the different genres of American literature
- To make the students understand the culture and the society of America as reflected in the literary texts
- To acquaint the learners with the various styles and thoughts expressed by the writers

UNIT– I POETRY:

Edgar Allan Poe	: “Annabel Lee”
Walt Whitman	: “When Lilacs Last in the Dooryard Bloom’d”
Emily Dickinson	: “Success is Counted Sweetest”
Robert Frost	: “Mending Wall”

UNIT – II POETRY:

Hart Crane	: “Poem: To Brooklyn Bridge”
E.E. Cummings	: “Buffalo Bill’s”
Wallace Stevens	: “Anecdote of the Jar”
Carl Sandburg	: “Chicago”
Maya Angelou	: “I Know Why the Caged Bird Sings”

UNIT – III PROSE:

Ralph Waldo Emerson	: “Self-Reliance”
Henry David Thoreau	: “Where I Lived and What I Lived for” from <i>Walden Pond</i>
Saul Bellow	: “Nobel Prize Acceptance Speech”

UNIT – IV DRAMA:

Amiri Baraka	: <i>Dutchman</i>
Tennessee Williams	: <i>The Glass Menagerie</i>

UNIT – V FICTION:

Ernest Hemingway	: <i>Farewell to Arms</i>
Toni Morrison	: <i>Jazz</i>

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

American Literature in Multicultural America – American culture as a melting pot/mosaic/salad bowl - Naïve American Literature – Post 9/11 American Literature

REFERENCE:

1. Cunliffe, Marcus. *American Literature to 1900*. New York: P.BedrickBooks,1987.
2. Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. N.p.,1941.
3. McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. New York: Macmillan,1985.
4. Spiller, Robert E. *Literary History of the United States*. New York: Macmillan,1963.

COURSE OUTCOMES:

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

- Acquire adequate knowledge of various American authors and their works
- Gather a comprehensive idea of the evolution of different genres in American Literature
- Acquire literary sensibility to appreciate the innovative narratological techniques employed by American writers
- Point out the religious and cultural temperament of the period and familiarize the various literary movements that flourished in America
- Interpret the different genres and the contribution of the writers prescribed for study
- Explore the uniqueness of American Literature at an advanced level

Second Year

**CORE COURSE- IX
LITERARY CRITICISM
(Theory)**

Semester-III

Code:

Credit: 5

OBJECTIVES:

- To acquaint the students with the different schools and principles of criticism and to help them appreciate and evaluate literary texts.
- To enable the students to relate literature to life in the socio-political and historical contexts
- To train the students to apply the theories for evaluating the texts

UNIT – I:

Plato	: From: <i>The Ion</i> (679-681)
	: From: <i>The Republic</i> (681-685)
Aristotle	: From: <i>On Poetics</i> (686-696)
Horace	: From: <i>The Art of Poetry</i> (696-700)
Longinus	: From: <i>On the Sublime</i> (706-708)
	(Extracts from <i>The English Critical Tradition</i> Vol.2 by S. Ramaswami and V.S. Sethuraman)

UNIT – II:

Philip Sidney	: <i>Apology for Poetry</i>
Ben Jonson	: From: <i>Discoveries</i> (pp. 73-87)

UNIT – III:

John Dryden	: <i>An Essay on Dramatic Poesie</i>
Dr. Johnson	: <i>Preface to Shakespeare</i>

UNIT – IV:

William Wordsworth	: <i>Preface to the Lyrical Ballads</i>
S. T. Coleridge	: <i>Biographia Literaria</i> Chapter XIV

UNIT – V:

Arnold	: “Culture and Anarchy”
T. S. Eliot	: “The Metaphysical Poets”

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

Rhetoric and Public Speaking, Argumentative Discourse, Clarity of Ideas, Using abstract ideas to persuade

REFERENCE:

1. David Daiches: *Critical Approaches to Literature*, 2nd ed., Hyderabad: Orient Longman, 2001.
2. Enright, D J, and Chickera E. De. *English Critical Texts: 16th Century to 20th Century*. Delhi: Oxford UP, 1983.
3. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.
4. Harry Blamires: *A History of Literary Criticism*, Delhi: Macmillan, 2001.
5. Humphrey House: *Aristotle's Poetics*, Ludhiana: Kalyani Publishers, 1970.
6. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
7. Patricia Waugh: *Literary Theory & Criticism: An Oxford Guide*, Delhi: OUP, 2006.
8. Ramaswami, S and V.S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 2 Macmillan India Limited, 2000.

COURSE OUTCOMES:

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

- Identify different schools and principles of literary criticism
- Acquire the knowledge about the different methods of literary criticism
- Distinguish between the various approaches to literary texts
- Relate literature to life and analyze the texts in the light of socio-political and historical backgrounds
- Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence
- Learn the nuances of the 20th Century literary criticism

OBJECTIVES:

- To introduce the students with Classical literature from all over the world
- To make the students understand the various themes and techniques used by the writers from different countries
- To motivate the students to appreciate the translated version of the classical literature

UNIT –I POETRY:

G.U.Pope : Three chapters from the translation of *Tirukkural*
: “The Excellence of Rain,” “Domestic Life,” “Learning”
Omar Khayyam : *The Rubaiyat*

UNIT – II DRAMA :

Aeschylus : *Agamemnon*
Sophocles : *Antigone*

UNIT – III DRAMA:

Ibsen : *The Pillars of Society*
Brecht : *Mother Courage and Her Children*

UNIT – IV SHORT STORY:

Leo Tolstoy : “God Sees the Truth, But Waits”
Anton Chekhov : “The Bet”
Fyodor Dostoyevsky : “An Honest Thief”

UNIT – V FICTION:

Thakazhi Sivasankara Pillai : *Chemmeen*
Akilan : *Chittirappavai* (Translated by Prema Nanda kumar as
Portrait of a Woman)

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

Identifying and studying the Contemporary World Classics -- studying the major works of World famous writers of all languages

REFERENCE:

1. Aeschylus. *The Agamemnon*. Translated by John Conington/ London: J. W. Parker, 1848.
2. Akilan. *Chittirappavai*. Translated by Prema Nanda kumar. *Portrait of a Woman*. Macmillan India 1981.
3. Brecht, Bertolt. *Mother Courage and Her Children*. Translated by David Hare. New York : Arcade Pub., 1996.
4. Ibsen, Henrik. *Pillars of Society*. Mint Edition. Graphic Arts Books. 2021.
5. Omar Khayyam. *The Rubaiyat of Omar Khayyam*. Translated by Edward Fitzgerald. Mount Vernon, N.Y. :Peter Pauper Press, 1949.
6. Pillai, Thakazhi Sivasankara. *Chemmeen*. Translated by Anita Nair. Harper Collins India, 2011.
7. Pope. G. U., et. al. *Tirukkural - English Translation and Commentary*. W. H. Allen & Co., 1886.
8. Sophocles. *Antigone*. Translated by Richard E. Braun. New York: Oxford University Press, 1989.

COURSE OUTCOMES:

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

- Identify and discuss seminal classics across the globe.
- Assess the translation process involved in the classical texts
- Appreciate characterization and themes of the literary works
- Distinguish various literary techniques employed by the classical writers
- Understand literary traditions around the world
- Appreciate the richness of culture and tradition as presented in the world literature

OBJECTIVES:

- To help the students to get acquainted with Indian regional writers and to appreciate their works in English translation
- To make the students evaluate and create the aesthetic essence of translation while interpreting the genres of literature
- To expose the learners to understand the different cultures represented by the literatures from other languages in India

UNIT – I POETRY:

Thiruvalluvar	: <i>Tirukkural</i> (Chapter 4: The Power of Righteousness – Song 31-40)
Kabir	: “A Fish in the Water is Thirsty”
Bharathidasan	: “World Unity”
Kuvempu	: “Oh Mother, Blessed I Am, To Be Born to You”
Amirtha Pritam	: “Ajj Aakhaan Warish Shah Nu”

UNIT – II PROSE:

Nirmal Verma	: “India and Europe - Some Reflections on the Self and the Other”
Dileep Padgaonkar	: “A Conversation with R. K. Narayan”

UNIT – III SHORT STORIES:

Rajee Seth	: “His Bit of Sky”
Indira Parthasarathy	: “The House”
Baburao Bagul	: “Mother”
Mahasweta Devi	: “Outcast”

UNIT – IV DRAMA:

Kalidasa	: <i>Shakuntala</i>
Rabindranath Tagore	: <i>Mukta-Dhara</i>

UNIT – V FICTION:

Thakazhi Sivasankara Pillai	: <i>Scavenger’s Son</i>
Munshi Premchand	: <i>Godan</i>

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

The Strength of Indian Diversity - Socio-cultural Reflection in Indian Regional Literature -
Reorganizations given to Indian Writers

REFERENCE:

1. Anantamurthy, U. R. *Samskara: A Rite for a Dead Man*. Oxford UP, 1989.
2. *Contemporary Indian Short Stories*. Sahitya Akademi, 2009.
3. Iyengar, K. R. *Indian Writing in English*. Asia Publishing House, 1973.
4. Pillai, Thakazhi Sivasankara. *Chemmeen*. Harper Collins India, 2011.
5. Premchand, Munshi. *Godan*. Jaico Publishing House, 2013.
1. www.sahitya-akademi.gov.in

COURSE OUTCOMES:

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

- Identify and discuss seminal texts in the regional literary works of India
- Evaluate the texts of Indian Literature
- Realize characterization and themes of the regional literatures in translation
- Identify various literary techniques used by the Indian regional writers
- Understand the literary traditions existing in India
- Promote the regional cultural value of Indian literature

Second Year

ELECTIVE COURSE- III
1. ENGLISH LITERATURE FOR
COMPETITIVE EXAMINATIONS **

Semester-III

Code:

(Theory)

Credit: 3

OBJECTIVES:

- To help learners have a wide range of knowledge in literature – poetry, prose, drama, short story and novel
- To acquaint the students with the broader genres of literature in general
- To introduce the curriculum and test patterns of various competitive exams.

UNIT– I:

Chaucer to Shakespeare Jacobean to Restoration

UNIT– II:

Romantic Period Victorian Period

Unit– III:

Modern Period Contemporary Period

UNIT– IV:

American Literature
New Literatures in English (Indian, Canadian, African, Australian) English Language Teaching
Translation Studies

UNIT– V:

Classicism to New Criticism Contemporary Theory

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

Latest trends in different literatures written in English all over the world – recent critical approaches to literature – Mock Tests based on recent question pattern

REFERENCE:

1. Benet D E., and Samuel Rufus. *NET.SET..GO...English*. N.p., 2014.
Masih, K. Ivan.et.al. *An Objective Approach to English Literature: For NET, JRF, SLET and Pre-*
2. *Ph.D. Registration Test*. New Delhi: Atlantic Publishers, 2007.

COURSE OUTCOMES:

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

- Understand the test pattern of various competitive exams
- Know the development of English literature during different periods
- Understand the growth and development of world literature, literary theory and criticism
- Understand the growth of English language teaching and its importance
- Identify their unique strategy in preparation for competitive examinations
- Acquire insights and prepare for the national level test independently

Elective Course III: English Literature for UGC Examinations

(Question Paper Pattern)

Time:3 hrs

Max :75Marks

There are 75 multiple choice questions. Attempt all the 75 questions (75x1=75marks)

Each multiple choice question has 4 alternative responses marked (a), (b), (c), or (d). Tick the right responses against each item.

1. Queen Isabella is a character in _____
a. Richard II b. Richard III c. Edward II d. none of these
2. One of the following poems is not written by A.K.Ramanujan
a. "The Snakes" b."The Striders" c."Breaded Fish" d."Philosophy"
3. Which metrical foot is the opposite of an iamb?
a. dactyl b. trochee c. anapaest d. spondee
4. The poem "To Brooklyn Bridge" opens with the image of _____ flying above the girders of the bridge
a. An eagle b. a sparrow c. a seagull d. a dove
5. Who says that Shakespeare was not of an age but for all time?
a. Dr. Johnson b. Dryden c. Ben Jonson d. T.S. Eliot
- .
- ..
- .
- .
- .
- 75.

Second Year

ELECTIVE COURSE- III

Semester-III

2. SCIENCE FICTION

Code:

(Theory)

Credit: 3

OBJECTIVES:

- To help the students promote scientific temperament through science fiction
- To relate the science fiction to the day-to-day experiences of the learners
- To explore the scientific terms used by authors in their writings

UNIT – I:

Origin and growth of science fiction
Themes and techniques employed in writing science fiction
Elements of science fiction literature
Major writers of science fiction

UNIT – II:

Jules Verne : *Paris in the Twentieth Century*
Jayanth Narlikar : *The Return of Vaman*

UNIT – III:

Mary Shelley : *Frankenstein*
Robert Louis Stevenson : *The Strange Case of Dr. Jekyll and Mr. Hyde*

UNIT – IV:

H. G. Wells : *War of the Worlds*
Aldous Huxley : *Brave New World*

UNIT – V

Robert A. Heinlein : *Stranger in a Strange Land*
Isaac Asimov : *I, Robot*

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

The advancement of science and technology in 21st century - The impact of Corona-2019 - Prophetic message of science fictions.

REFERENCE:

1. Huxley, Aldous. *Brave New World*. Harper Perennial. 1998.
2. Shelley, Mary. *Frankenstein*. Penguin Books Ltd. 2007.
3. Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. Signet Classic. 2003.
4. Verne, Jules. *Paris in the Twentieth Century*. Ballantine Books, 1996.
5. Wells, H. G. *War of the Worlds*. Modern Library, 2022.
6. <https://www.britannica.com/art/science-fiction>

COURSE OUTCOMES:

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

- Identify and discuss the use of scientific terms in literature
- Evaluate the texts based on the science background
- Comprehend the characterization of the science fiction
- Distinguish various literary techniques used in them
- Understand how the scientific ideologies conversed in the fiction
- Promote the value of Science fiction

Second Year

**NON MAJOR ELECTIVE COURSE- II
ENGLISH FOR EFFECTIVE COMMUNICATION – II**

Semester-III

Code:

(Theory)

Credit: 2

OBJECTIVES:

- To expose learners to know the different ways of acquiring language skills
- To provide learners to know the methods of communication
- To help learners improve their language skills to enhance their communication

UNIT – I LISTENING SKILLS:

Famous speeches of world renowned speakers- John Kennedy, Patrick Henry, Mahatma Gandhi, Winston Churchill and Swami Vivekananda.

UNIT– II SPEAKING SKILLS:

Public speaking, Welcome note, Greeting, Thanking, Felicitation, Requesting and Permission.

UNIT – III READING SKILLS:

News reports, schedules, advertisement, official document, online content.

UNIT – IV WRITING SKILLS:

Report writing, E-mail, Covering Letters,

UNIT – V GRAMMAR AND PRONUNCIATION:

Phrases, clauses and sentences, voices and idioms, prepositions, vowels and consonants.

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

Learning the procedures to write reports, mails and all sort of communications for the current scenario- Latest way to speak at online meetings- recognize the way to communicate without errors.

REFERENCE:

1. Giblin, Les. *The Arts of Dealing with People*. Embassy Books, 2001.
2. Kevin, Yakers. *Effective communication Skills*. Top edition Ltd, 2020.
3. Montefiore, Simen Sebag. *Speeches That Changed the World*. UK: Quercus, 2010.
4. Taylor, Grant. *English Conversation Practice*. London: Mc Graw Hill Education, 2001.
5. Thurman, Susan. *The Only Grammar Book You'll Ever Need*. USA: Adams Media, 2003.
6. <https://www.fluentu.comwww.smashingmagazine.com>
7. <https://www.socialmediatoday.com>
8. <https://resilienteducation.com>
9. <https://www.educatorstechnology.com>
10. <http://blog.britishconcil.org.in>
11. <https://www.researchgate.net>
12. <https://www.futurelearn.com>
13. <https://englishpost.org.webistes>

COURSE OUTCOMES:

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

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

Second Year

CORE COURSE -X

Semester-IV

POST COLONIAL LITERATURE

Code:

(Theory)

Credit: 5

Objectives:

- To create a way for learners to get familiarize with writers of postcolonial literature
- To enable learners to understand the cultures of the people from the Postcolonial countries
- To understand and apply the postcolonial critical theories to various literary texts

UNIT – I POETRY:

David Diop	: “Africa”
Chinua Achebe	: “Refugee Mother and Child”
Derek Walcott	: “A Far Cry from Africa”
F.R. Scott	: “Canadian Authors Meet”

UNIT – II POETRY:

Leonard Cohen	: “If It Were Spring”
A.D. Hope	: “Australia”
Judith Wright	: “Fire at Murdering Hut”
Oodgeroo Noonuccal	: “We are Going”

UNIT – III SHORT STORIES:

Nadine Gordimer	: “Six Feet of the Country”
Shashi Deshpande	: “A Liberated Woman”
Margaret Laurence	: “Godman’s Master”
David Malouf	: “Jacko’s Reach”

UNIT – IV DRAMA:

Wole Soyinka	: <i>The Swamp Dwellers</i>
George Ryga	: <i>The Ecstasy of Rita Joe</i>

UNIT – V FICTION:

Patrick White	: <i>Voss</i>
Margaret Atwood	: <i>Surfacing</i>

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

Articulate and justify an aesthetic, historical, and tradition-based interpretation of a postcolonial literary text - Examine central concepts, questions, and debates in postcolonial studies- Negotiate between colonial and indigenous cultural traditions

BOOKS FOR REFERENCE:

1. Atwood, Margaret. *Surfacing*. Virago, 1997.
2. Gordimer, Nadine. *Six Feet of the Country and Other Stories*. Penguin Books, 1986.
3. Laurence, Margaret. "Godman's Master". *Splendid Short Stories*. New Century Book i. House, 2017.
4. Malouf, David. "Jaiko's Reach". *Dream Stuff*. Random House, 2001.
5. Mansfield, Katherine. "Taking the Veil". *Splendid Short Stories*. New Century Book i. House, 2017.
6. Narasimhaiah C D Ed. *An Anthology of Commonwealth Poetry*. Trinity, 2016.
7. Ryga, George. *The Ecstasy of Rita Joe*. Talon Books, 1970.
8. Soyinka, Wole. *The Swamp Dwellers*. OUP, 1997.
9. White, Patrick. *Voss*. Penguin Classics, 2009.

COURSE OUTCOMES:

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

- Appreciate the writers and their contribution to the postcolonial literature
 - Identify and understand vital postcolonial authors and texts in their historical and cultural contexts.
 - To define and organize central terms and concepts in postcolonial studies.
 - To understand the struggle for freedom, transition and comprehending the phase of independence.
 - To read, comprehend, and engage with postcolonial literary criticism.
 - To think critically about the contexts of exploration and to understand diverse approaches to nationalism, multiculturalism, gender and race in the context of postcolonial societies
- ~~~~~

Second Year

**CORE COURSE –XI
LITERARY THEORY
(Theory)**

Semester-IV

Code:

Credit: 5

OBJECTIVES:

- To introduce learners to literary theory from the beginning of the twentieth century to the present day
- To help learners apply theory in the analysis of literary texts
- To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of literary texts

UNIT-I:

Formalism, New Criticism, Semiotics,
“The Intentional Fallacy” – Wimsatt and Beardsley

UNIT-II:

Structuralism, Poststructuralism, Deconstruction
“Structure, Sign, and Play in the Discourse of the Human Sciences” – Derrida

UNIT-III:

Modernism, Postmodernism, Marxism, Neo- Marxism, New Historicism and Cultural Materialism,
“Capitalism, Modernism and Postmodernism” – Terry Eagleton

UNIT-IV:

Feminism, Neo- Feminism, Queer Theory, Ecocriticism, Colonialism, Postcolonialism
“Feminism and Critical Theory” – Gayatri Spivak

UNIT-V:

Intertextuality, Phenomenology, Hermeneutics, Reader-Response Criticism
“The Death of the Author” – Roland Barthes

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

Latest trends in literary theories – Literary theory in the digital era – post theories – opening up new vistas of human knowledge to the literary world

REFERENCE:

1. Barry, P. (1995). *Beginning theory: An introduction to literary and cultural theory*. Manchester England: Manchester University Press.
2. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 1997.
3. Lodge, David, and Nigel Wood. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008.
4. Scott, Wilbur. *Five Approaches of Literary Criticism*. London: Colluer Books, 1962.
5. Sethuraman, V.S. *Contemporary Criticism: An Anthology*. Macmillan India Limited, 1989.

COURSE OUTCOMES:

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

- Understand the key concepts in literary theory
 - Explain the meaning, significance, and value of specific literary theoretical works.
 - Develop own interpretation of literary text using the theoretical background
 - Study the various schools of critical theories in 20th century.
 - Explore possible applications of critical theory to various literary texts.
 - Demonstrate in-depth knowledge of foundational critical texts.
- ~~~~~

Second Year

**INDUSTRY BASED COURSE
INTRODUCTION TO JOURNALISM AND
MASS COMMUNICATION**

Semester-IV

Code:

(Theory)

Credit: 5

OBJECTIVES:

- To train the students for a profession in journalism or advertising
- To enable the students familiarize with the emerging trends in the field of Journalism
- To expose learners to the functions of mass media and mass culture and popular culture

UNIT – I:

Definition of Journalism–Origin and Growth of Journalism in India–Role of Journalism– Press Council –Kinds of News– Sources of News–News Agencies

UNIT – II:

Reporting–Qualities of Reporters–Kinds of Reporting–Anatomy of Editing–News Editor–Sub-editors

UNIT – III:

Language of Journalism–Writing a News Story–Writing Opinion Pieces–Writing Leads–Headlines

UNIT – IV:

Mass Media – Definition and Classification – Functions – Agenda Setting – Reality Defining and Constructing–Social Control–Distribution of Knowledge–Mass Media Theory–Information Age

UNIT – V:

The Rise of Mass Media – Media Diversity and Its Benefits – Types of Mass Media – Print Media –Electronic Media

UNIT VI CURRENT CONTOURS (For Internal Assessment Only)

New Age Media (Mobile, Internet) Media and Its Effects – E-Publishing – Blog Writing

REFERENCE:

1. Allan and Barbara Pease. *The Definitive Book of Body Language*. New Delhi: Munjal Publishing House, 2005.
2. De Fleur, M. *Theories of Mass Communication*, 2nd ed., New York: David McKay, 1970.
3. Kumar, Keval J. *Mass Communication in India*. ,New Delhi: Jaico Books, 2013.
4. Mehta, D.S. *Mass Media and Journalism in India*. Bombay: Allied,1979.
5. Shrivastava, K.M. *News Reporting and Editing*. New Delhi: Sterling Publishers, 2003.
6. Shymali Bhattacharjee. *Media and Mass Communication: An Introduction*. New Delhi: Kanishka Publishers, 2005.

COURSE OUTCOMES:

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

- Choose a career in the field of Journalism
- Become a freelance writer
- Report news stories, press releases
- Acquire the knowledge of proofreading
- Write features and articles
- Explore the growth and diversity of mass media

Code:

Credit: 5

Each candidate shall be required to take up a Project Work and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

ASSESSMENT /EVALUATION /VIVA-VOCE:**1. PROJECT REPORT EVALUATION (Both Internal & External):**

- | | |
|--|------------|
| I. Plan of the Project | - 20 marks |
| II. Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report. | - 45 marks |
| III. Individual initiative | - 15 marks |

2. VIVA-VOCE / INTERNAL& EXTERNAL - 20 marks**TOTAL** - 100 marks**PASSING MINIMUM:**

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
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A candidate shall be declared to have passed in the Project work if he/she gets not less than 40% in each of the Project Report and Viva-voce but not less than 50% in the aggregate of both the marks for Project Report and Viva-voce.

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

HUMAN RIGHTS THROUGH LITERATURE**Code:****(Theory)****Credit: 2****OBJECTIVES:**

- To provide learners an insight into the concept “interdisciplinary perspective”
- To enable learners to present a coherent argument in writing on the relationship between Human Rights or a related concept
- To familiarise students with the concept of Human Rights in works of literature

UNIT – I HUMAN RIGHTS -AN INTRODUCTION:

Introduction- Classification of Human Rights- Scope of Human Rights-Characteristics of Human Rights-NHRC-SHRC-Challenges for Human Rights in the 21st Century.

UNIT – II HUMAN RIGHTS IN INDIA:

Introduction-Classification of Fundamental Rights-Salient Features of Fundamental Rights-and Fundamental Duties.

UNIT – III WOMEN AND HUMAN RIGHTS:

Women’s Rights in Kamala Markandaya’s *Nectar in a Sieve*.
Issues related to women’s rights in Toni Morrison’s *Beloved*

UNIT – IV CHILDREN AND HUMAN RIGHTS:

Rights of Children and child Labour in Mulk Raj Anand’s *Coolie*
Rights of children and abuse in Khushwant Singh’s *The Company of Women*

UNIT – V RACE AND HUMAN RIGHTS:

Violation of Human Rights in Nelle Harper Lee’s *To Kill a Mocking Bird*
Exploitation of Human Rights in Elie Wiesel’s *Night*

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

Human Rights Investigation – Documenting physical injuries- Interviewing witnesses- Identifying suspects- case study

REFERENCE:

1. Bhathoke Neera. *Human Rights Content and Extent*. New Delhi: Swastika Publications, 2011.
2. Groome, Dermot, *The Handbook of Human Rights Investigation* 2nd edition. 2011.
<https://ssrn.com/abstract=2660371>
3. Naik Varun and Mukesh Shany. *Human Rights Education and Training*. New Delhi:
4. crescent Publishing Corporation, 2011
5. Venkatachalem. Dr. *The Constitution of India*. Salem: Giri Law House, 2005.
6. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2660347
7. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2660371
8. <https://www.un.org/en/universal-declaration-human-rights/>. Accessed 05 Mar. 2021.
9. <https://www.ilo.org/global/lang-en/index.htm>. Accessed 05 Mar. 2021.
<https://www.amnesty.org/en/>. Accessed 05 Mar. 2021.

COURSE OUTCOMES:

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

- Identify potential roles for oneself in the promotion of Human Rights
- Identify the importance and the values of human rights
- Apply the provisions of human rights to solve the issues in the society
- Analyse the violations of human rights to the marginalized section in the society
- Understand and relate works of literature from different literatures to the concept of Human rights
- Develop an awareness among the learners to involve in the struggles and activities of the human rights organizations



BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024.

MA ENGLISH (CBCS – LOCF)

The following are the Job Opportunities for the students after the completion of MA English:

- Assistant Professor/Lecturer/Teaching Positions
- Junior Research Fellowship (JRF)
- Linguists
- Soft Skills Trainer
- Translator in various Media
- Freelance writer
- Journalist
- Assistant editor
- Editorial Assistants
- Content writers
- Advertiser
- Advertisement Manager
- Media researchers
- Media anchor
- Copywriter
- Copy editor
- Public Relation Officers in MNCs and BPOs
- Public Relations (PR) Writer
- Publishing Industrialist
- Novelist/ Author /Script Writer/Blogger
- Business communicators
- Customer Support Executive in BPO and Call Centres
- BPO telecaller
- International Voice Agent
- Online chat representative
- Actor
- Stage Director
- Script Writer
- PhD in English Literature, Linguistics, Journalism, Comparative Literature & Education