

# **Sadakathullah Appa College** **(Autonomous)**

(Reaccredited by NAAC at an 'A' Grade. An ISO 9001:2015 Certified Institution)

**Rahmath Nagar, Tirunelveli-627 011.**  
**Tamil Nadu.**

**PG DEPARTMENT OF ENGLISH**



**Draft CBCS SYLLABUS**  
**For**

**MA ENGLISH**

**(Applicable for students admitted in June 2021 and onwards)**  
**(Submitted before the PG Department of English BoS Meeting**  
**held on 16/03/2021)**

Applicable to Students Admitted from the Academic Year 2021-24

## Programme Learning Outcomes (PLO)

(Aligned with Graduate Attributes)

for

**Master of Arts (M.A.)**

in

**Tamil, English and History**

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The students Post-graduating with the Degree M.A. will be able to

**PLO 1: Disciplinary Knowledge**

Attain in-depth domain knowledge for understanding the origin and the recent developments in the respective disciplines.

**PLO 2: Communication Skills**

Acquire the essential language skills and job skills, to speak flawlessly, to write effectively and to create works of art/texts so as to get placed in lucrative positions.

**PLO 3: Critical Thinking, Analytical Reasoning and Problem-Solving Skills**

Develop interpretation skill and analytical skill to analyse socio-political, socio-religious and the economic conditions prevail through the ages globally and to adopt the solutions suggested ending up social/ economic/ political issues.

**PLO 4: Multicultural Competence**

Comprehend the local, national, and global principles/perspectives/policies dealt with in texts to foster global peace.

**PLO 5: Moral and Ethical Values**

Imbibe moral and ethical values for upholding uprightness, solidarity, and sovereignty to live an honourable life.

**PLO 6: Digital Literacy/Self-Directed Learning**

Get access to digital resources, to use them judiciously for updation of knowledge and also to engage in remote/ independent learning.

**PLO 7: Environmental Conservation and Sustainability**

Realise that environment and humans are dependent on one another and to know about the responsible management of our ecosystem for survival and for the well-being of the future generation as well.

**PLO 8: Teamwork, Collaborative and Employability Skills**

Build relationships, overcome conflicts, excel in teamwork and to contribute constructively for personal and professional growth.

**PLO 9: Research, Innovation and Entrepreneurship**

Design innovations for exploring the unexplored areas in diverse fields to accomplish socially relevant and economically beneficial innovative research projects.

Become a skilled entrepreneur for launching new business ventures to improve the economy of the nation.

**PLO 10: Lifelong Learning**

Prepare them for personal and professional development and to practise it for sustained advancement in life.

## LEARNING GOALS AND OBJECTIVES

1. The objective of the programme is to make students aware about literature and its uses in their life. Students will develop familiarity with terms, practices, and theoretical foundations of the various disciplines. Students will analyze and interpret literature, which in turn, will help them employ variety of writing techniques constitutive of individual genres. Armed with different theoretical approaches, students will employ the relevant one to interpret the given text. The knowledge on literature acquired by students will help them formulate ideas coherently and express them effectively in the best manner possible. The subject dealt with and the style adopted will reveal the scholarship attained by students over the duration of the programme. They will be further impelled to pursue research in all earnestness.

### 2. Eligibility for Admission:

A Students are admitted on their qualifying BA degree examination with English as the main/major subject.

### Programme Outcomes (PO) – MA

PO No.	Upon completion of M.A. Degree programme, the graduates will be able to:
PO-1	Acquire an in-depth and wide knowledge in the field of English language and literature.
PO-2	Develop expertise in the domain area, equip themselves with required skills and become competent in the areas they aspire to.
PO-3	Be effectively articulate, communicative and share on issues concerning life.
PO-4	Imbibe noble values of life, gain insights about men and matters based on a comprehensive understanding of profound literature and become exemplary embodiments of humanism.
PO-5	Critically evaluate the basic concepts, principles and theories of literature, interpret them with an academic perspective and apply them in areas of social relevance for their future endeavours.

### Programme Specific Outcomes (PSO)

PSO No.	Upon completion of M.A. English programme, the graduates will be able to:	Mapping
PSO-1	Critically analyse the immortal works of the great literary artists, reflect upon life's complexities, nourish the essence of life and become men of profound human values.	PO4
PSO-2	Be exposed to the text of different genres and develop the art of rhetoric.	PO1
PSO-3	Absorb the rich content of literature; enhance skills to become outstanding	PO2

	professionals.	
PSO-4	Expose themselves with the knowledge from literature, exhibit their talents in social interactions, involve in debates and discussions and participate in various constructive deliberations.	PO3
PSO-5	Gain confidence to take up research on areas of social relevance in the light of given theoretical approaches and methodologies,thus contributing toan enlightened and emancipated society.	PO5

**M.A. – ENGLISH (2021 - 2024)**  
**(Applicable to Students Admitted from the Academic Year 2021)**  
**COURSE STRUCTURE (CBCS)**

I SEMESTER			II SEMESTER		
COURSE	H/W	C	COURSE	H/W	C
DSC-1 British Literature-I	6	5	DSC-5 British Literature-II	6	5
DSC-2 Indian Writing in English	6	5	DSC-6 Literature of the Diaspora	6	5
DSC-3 Global Literature	6	5	DSC-7 Literary Criticism and Theory-I	6	5
DSC-4 American and African Literature	5	4	DSC-8 Australian and Canadian Literature	5	4
DSE-1A a. Literature of the Marginalized b. Soft Skills c. Film Studies	4	3	DSE-2A GreenLiterature DSE-2B Travel Literature DSE-2C Translation	4	3
IDC-1 Creative Writing	2	2	SEC 1 NPTEL Course	2	2
Library Reading Hour	1		Library Reading Hour	1	
<b>TOTAL</b>	<b>30</b>	<b>24</b>	<b>TOTAL</b>	<b>30</b>	<b>24</b>
III SEMESTER			IV SEMESTER		
DSC-9 British Literature-III	6	5	DSC-13 British Literature-IV	6	5
DSC-10 Literary Criticism and Theory-II	6	5	DSC-14 Women in Literature	6	5
DSC-11 Shakespeare	6	5	DSC-15 Indian English Fiction	6	5
DSC-12 Research Methodology	5	4	DSC-16 Project	8	8
DSE-3A World Classics in Translation DSE-3B English Language Teaching DSE-3C Grammar and Art of Writing	4	3	DSE-4A Linguistics for the Advanced Learners DSE-4B Journalism and Media Studies DSE-4C History of English Language	4	3
IDC-2 English for Business Communication	2	2			
Library Reading Hour	1	24			
<b>TOTAL</b>	<b>30</b>		<b>TOTAL</b>	<b>30</b>	<b>26</b>

**COURSE CREDIT, HOUR AND MARK DISTRIBUTION**  
**CBCS Syllabus for M A English**  
**(Applicable for students admitted in June 2021 and onwards)**

SEM	P	Title of the paper	S. Code	H/W	L	T	P	C	Marks		
									I	E	T
I	DSC-1	British Literature-I		6	6	-	-	5	40	60	100
	DSC- 2	Indian Writing in English		6	6	-	-	5	40	60	100
	DSC - 3	Global Literature		6	6		-	5	40	60	100
	DSC -4	American and African Literature		5	5	-	-	4	40	60	100
	DSE -1	a. Literature of the Marginalized b. Soft Skills c. Film Studies		4	4	-	-	3	40	60	100
	IDC – 1	Creative Writing		2	2	-	-	2	40	60	100
		Library Reading Hour		1	-	-	-				
		Total		30				24			
II	DSC - 5	British Literature -II		6	6	-	-	5	40	60	100
	DSC -6	Literature of the Diaspora		6	6	-	-	5	40	60	100
	DSC- 7	Literary Criticism and Theory - I		6	6	-	-	5	40	60	100
	DSC -8	Australian and Canadian Literature		5	5	-	-	4	40	60	100
	DSE - II	a. Green Literature b. Travel Literature c. Translation		4	4	-	-	3	40	60	100
	SEC - I	Introduction to Cultural Studies		2	1	1	-	2	25	75	100
		Library Reading Hour		1	-	-	-				
		Total		30				24			
III	DSC- 9	British Literature - III		6	6	-	-	5	40	60	100
	DSC - 10	Literary Criticism and Theory - II		6	6	-	-	5	40	60	100
	DSC - 11	Shakespeare		6	6	-	-	5	40	60	100
	DSC - 12	Research Methodology		5	4	1	-	4	40	60	100
	DSE - III	a. World Classics in Translation b. English Language Teaching c. Grammar and Art of		4	4	-	-	3	40	60	100

		Writing									
	IDC – II	English for Business Communication		2	-	-	2	2	40	60	100
		Library Reading Hour		1	-	-	-	-			
		Total		30				24			
IV	DSC - 13	British Literature - IV		6	6	-	-	5	40	60	100
	DSC -14	Women in Literature		6	6	-	-	5	40	60	100
	DSC – 15	Indian-English Fiction		6	6	-	-	5	40	60	100
	DSC - 16	Project		8	-	2	6	8			200
	DSE - IV	a. Linguistics for Advanced Learners b. Journalism and Media Studies c. History of English Language		4	4	-	-	3	40	60	100
		Total		30				26			
			Total	120				95			2400



<b>ISEMESTER</b>			
<b>DSC- 1</b>	<b>BRITISHLITERATURE-I</b>		
<b>Hrs./Week:6</b>	<b>Hrs./Sem.:90</b>	<b>Hrs./UNIT-:18</b>	<b>Credits:5</b>

**Course Objectives:**

CO-1	To introduce students to British Literature from its early days
CO-2	To familiarise themselves with techniques of the writers.
CO-3	To make them acknowledge the differences in themes and style of various authors.
CO-4	To have a flair for the language of the period.
CO-5	To expose them to the cultures of English.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Develop an interest in the appreciation of life.	1	Understanding
CO-2	Cultivate a habit to appreciate the British literature.	1, 3	Remembering
CO-3	Have a deep understanding about the pioneers of literature during the period.	2	Understanding
CO-4	Critically examine and appreciate the prescribed texts.	2, 4	Evaluating
CO-5	Appreciate the themes and the style of writers of the period.	3	Evaluating

## **Unit I POETRY**

Geoffrey Chaucer

The Prologue to Canterbury Tales: (Lines pertaining to The Knight, The Squire, The Prioress, The Wife of Bath and The Miller)

Lines (1-100; 118-162; 445-476; 545-566).

## **Unit II POETRY**

Edmund Spenser

The Shepherd's Calendar (Eclogues 1 & 2)

Christopher Marlowe

The Passionate Shepherd to His Love

## **Unit III PROSE**

Francis Bacon

Of Marriage and Single Life

Of Seditious and Troubles

Of Death

Of Superstition

Of Atheism

## **Unit IV DRAMA**

Ben Jonson

*Every Man in His Humour*

## **Unit V FICTION**

Jonathan Swift

*Gulliver's Travels* – Books 1 & 2

## **TEXTBOOKS:**

1. Chaucer, Geoffrey. The Prologue to the Canterbury Tales. Unique Publications, 2020.
2. Swift, Jonathan. Gulliver's Travels. Penguin India, 2003.

## **References:**

<https://www.poetryfoundation.org/poems/43926/the-canterbury-tales-general-prologue>

<https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/833/shepherd.pdf>

<https://www.gutenberg.org/files/5333/5333-h/5333-h.htm>

<b>ISEMESTER</b>			
<b>DSC- 2</b>	<b>INDIANWRITINGINENGLISH</b>		
<b>Hrs./Week:6</b>	<b>Hrs./Sem.:90</b>	<b>Hrs./UNIT-:18</b>	<b>Credits:5</b>

**Course Objectives:**

CO-1	To introduce students to Indian literature in English.
CO-2	To expose students to understand the uniqueness of Indian literature.
CO-3	To make them appreciate different perspectives of different writers.
CO-4	To develop an interest in creative writing.
CO-5	To encourage them to be effective critics.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Appreciate Indian literature and its various genres.	1	Understanding
CO-2	Focus on Indian literature as against the backdrop of the Western ones.	2, 4	Applying
CO-3	Understand the multi-faceted aspects of the Indian culture.	3	Understanding
CO-4	Have a feel of the Indian thought and sensibility and develop a flair for Indian English.	4, 5	Evaluating
CO-5	Critically evaluate texts on Indian literature.	5	Evaluating

## Unit I POETRY

K N Daruwalla	Migrations
JayantaMahapatra	Dhauri
Dom Moraes	Absences
Mamang Dai	Remembrance
Robin S Ngangom	My Invented Land

## Unit II PROSE

Mary Kom	Unbreakable -: An Autobiography
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## Unit III SHORTSTORIES

Ruskin Bond	When Darkness Falls
PerumalMurugan	TheNight the Owls Stopped Crying (Translated by N. Kalyan Raman)
Janice Pariat	Embassy
AnjumHasan	Birds
JahnaviBarua	River of Life

## Unit IV DRAMA

Vijay Tendulkar	<i>The Vultures</i>
Mahesh Dattani	<i>Dance Like a Man (e-Pathshala)</i>

## Unit V FICTION

ManoharMalgonkar	<i>Spy in Amber</i>
Neel Mukherjee	<i>The Lives of Others</i>

## TEXTBOOKS:

1. Kom, Mary. *Unbreakable -: An Autobiography*. Harper, 2013.
2. Tendulkar, Vijay. *Collected Plays in Translation*. Oxford University Press, 2004.
3. Dattani, Mahesh. *Dance Like a Man*. New Delhi: Penguin India, 2006.
4. Malgonkar, Manohar. *Spy in Amber*. New Delhi: Rupa& Co, 2013.
5. PerumalMurugan. N. Kalyan Raman. *The Goat Thief*. New Delhi: Juggernaut, 2019.

## References:

<https://www.poetryinternational.org/pi/poem/2893/MIGRATIONS/en/tile>

<b>I SEMESTER</b>			
<b>DSC- 3</b>	<b>GLOBALLITERATURE</b>		
<b>Hrs./Week:6</b>	<b>Hrs./Sem.:90</b>	<b>Hrs./Unit:18</b>	<b>Credits:5</b>

**Course Objectives:**

Co. No	
CO-1	To introduce students to writers of different countries.
CO-2	To familiarize students with different writers' styles and techniques.
CO-3	To appreciate the values, cultures, and traditions of such varied literature.
CO-4	To cherish the value of universal interconnectedness of Man.
CO-5	To familiarize students about class, gender and feminism around the world.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Develop an interest in the writers of different countries.	3	Applying
CO-2	Understand the basic human passions represented by authors around the world.	3	Understanding, Applying & Analyzing
CO-3	Appreciate multi-culturalism.	4	Evaluating
CO - 4	Travel and connect with people around the world.	3, 4	Applying & Analyzing
CO-5	Use the experience from travelling in creating all types of characters, while writing fiction.	5	Creating

**Unit IPOETRY**

Judith Wright

Request to a Year(Australia)

Margaret Atwood	Helen of Troy Does Countertop Dancing (Canada)
Imtiaz Dharker	They'll Say: 'She Must Be from Another Country' (Pakistan-Britain))
Dulce María Loynáz	The Mirror (Cuba) translated by Ilan Stavans

### **Unit II PROSE**

Christina Lamb and Malala Yousafzai	<i>I am Malala</i>
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### **Unit III SHORT STORIES**

Nikolai Gogol	The Overcoat (Russia, Translated by Constance Garnett)
Akutagawa Ryunosuke	A Strange Story (Japan, Translated by Hamish Smith)
Mohammad Tolouei	Made in Denmark (Iran, Translated by Farzaneh Doosti)

### **Unit IV DRAMA**

Henrik Ibsen	<i>Hedda Gabler</i>
J.M. Synge	<i>Playboy of the Western World</i>

### **Unit V FICTION**

Bapsi Sidhwa	<i>The Crow Eaters</i>
Mandy Robotham	<i>The Secret Messenger</i>

### **TEXTBOOKS:**

1. Yousafzai, Malala, Lamb, Christina. *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. W & N, 2014.
2. Ibsen, Henrik. *Hedda Gabler*. Digireads.com, 2005.
3. Synge, John Millington. *Playboy of the Western World*. Maple Press, 2011.
4. Sidhwa, Bapsi. *The Crow Eaters*. New Delhi: Penguin India, 2000.
5. Robotham, Mandy. *The Secret Messenger*. Avon, 2020.

<b>I SEMESTER</b>			
<b>DSC- 4</b>	<b>AMERICAN AND AFRICAN LITERATURE</b>		
<b>Hrs./Week:5</b>	<b>Hrs./Sem.:75</b>	<b>Hrs./UNIT-:115</b>	<b>Credits:4</b>

**Course Objectives:**

Co. No	
CO-1	To familiarize students with American and African writers.
CO-2	To understand the differences in lifestyle of African and American people through their works.
CO-3	Know the impact of colonization and slavery of the natives.
CO-4	To make them understand that human emotions are essentially the same for all people.
CO-5	To have a balanced approach in dealing with African and American characters.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Appreciate the differences in perception of African and American writers.	1	Understanding
CO-2	Question why different people react differently to situations.	2, 4	Understanding & Analyzing
CO-3	Be sensitive while approaching and creating different characters if they are to become writers.	4	Analyzing
CO-4	Realize that the colour of the skin does not decide the character of a person.	3, 4	Applying & Evaluating
CO-5	Find solidarity with people concerned.	5	Creating

Robert Frost	The Road Not Taken
Derek Walcott	A Far Cry from Africa
Maggie Nelson	Spirit
SaddiqDzukogi	The Mountain is Naked
KettyNivyabandi	Of Love

**UnitII PROSE**

Nevaeh Melancon Muhammad Ali	Outstanding Sportsman’s Biography:
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**UnitIII SHORTSTORIES**

O. Henry	The Romance of the Busy Broker
Ambrose Bierce	An Occurrence at Owl Creek
Bridge	
Chinua Achebe	Civil Peace
Lilian A. Aujo	Getting Somewhere

**UnitIV FICTION**

Rachel Kushner	<i>The Mars Room</i>
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**UnitV FICTION**

Chimamanda Ngozi Adichie	<i>Americanah</i>
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**TEXTBOOKS:**

1. Melancon, Nevaeh. *Outstanding Sportsman’s Biography. Muhammad Ali*. Scribbles, 2017.
2. Kushner, Rachel. *The Mars Room*. Jonathan Cape, 2018.
3. Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*. Fourth Estate, 2017.

**REFERENCES:**

<https://munyori.org/poetry/poems-by-saddiq-dzukogi/>  
<https://www.lyrikline.org/en/poems/love-13809#:~:text=in%20several%20anthologies.-,Ketty%20Nivyabandi%20is%20popularly%20known%20for%20her%20significant%20role%20in,Bujumbura%2C%20which%20were%20brutally%20suppressed>  
<https://learningenglish.voanews.com/a/the-romance-of-a-busy-broker-o-henry/3390673.html>

ISEMESTER		
DSE-1A	LITERATURE OF THE MARGINALIZED	



<b>Hrs./Week:4</b>	<b>Hrs./Sem.:60</b>	<b>Hrs./Unit:12</b>	<b>Credits:3</b>
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**Course Objectives:**

Co. No	
CO-1	To introduce students to all types of literature from India and around the world.
CO-2	To recognize and respect different cultures, customs and lifestyles of various communities.
CO-3	To make students realize that well-known cultures and traditions are not the only respectable ones of society.
CO-4	To question received identities.
CO-5	To change negative perceptions, if any, about people and places that are considered peripheral.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Accept differences in opinions.	2	Understanding & Applying
CO-2	Appreciate and respect all people without discriminating.	3	Applying& Creating
CO-3	Realize that people from the peripheral region have a different outlook about central region.	3,5	Applying& Evaluating
CO – 4	Develop a curiosity to learn the periphery's customs, oral traditions, etc.	5	Creating
CO-5	Accept a multi-communal and multi-ethnic society.	4, 5	Creating

**Unit I POETRY**

Meena Kandasamy  
Sivaramani

Kalpna Singh-Chitnis

Anjum Hasan

Why Do the Heroes Die?

The Stress of a Night During Wartime (Translated by N. Kalyan Raman)

They Have in Their Memories

A Little Girl

Small Town

**Unit II PROSE**

A. Revathi

The Truth About Me: A Hijra Life Story

(Translated by V. Geetha)

### Unit III SHORT STORIES

Temsula Ao

Laburnum for My Head

The Letter

A Simple Question

Sonny

### Unit IV FICTION

Aruni Kashyap

*The House with a Thousand Stories*

### Unit V FICTION

Khaled Hosseini

*A Thousand Splendid Suns*

### TEXTBOOKS:

1. A. Revathi, V. Geetha. *The Truth About Me: A Hijra Life Story*. Penguin Global, 2011.
2. Ao, Temsula. *Laburnum for My Head*. New Delhi: Penguin India, 2009.
3. Kashyap, Aruni. *The House with a Thousand Stories*. Penguin, 2019.
4. Hosseini, Khaled. *A Thousand Splendid Suns*. Bloomsbury Paperbacks, 2013.

### REFERENCES:

<https://www.poetrynook.com/poem/why-do-heroes-die>

<https://scroll.in/article/915511/how-were-we-done-for-in-this-war-three-poems-by-women-poets-from-sri-lanka-ask-the-same-question>

ISEMESTER			
<b>DSE-1B</b>	<b>SOFTSKILLS</b>		
<b>Hrs./Week:4</b>	<b>Hrs./Sem.:60</b>	<b>Hrs./Unit:12</b>	<b>Credits:3</b>

### Course Objectives:

Co. No	
CO-1	To mould the personalities of students aspiring for prospective jobs.
CO-2	To help students to shed their inhibitions.
CO-3	To make students realize that well-known cultures and traditions are not the only respectable ones of society.

CO-4	To question received identities.
CO-5	To change negative perceptions, if any, about people and places that are considered peripheral.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Equip themselves with the required employability skills.	2,3	Understanding & Applying
CO-2	Face the world confidently.	5	Applying& Creating
CO-3	Shed their inhibitions and enhance their ability to communicate effectively.	3,4	Applying& Evaluating
CO-4	Appear for job interviews confidently.	5	Creating
CO-5	Become a better human being with compassion, love and kindness.	5	Creating

**Unit I**

SoftSkills:Introduction–What are SoftSkills?–Importance of Soft Skills. (1–5)from*SoftSkills* byDr.Alex.

Body Language: Introduction - Body Talk - Voluntary and InvoluntaryBody Language - Forms of Body Language - Parts ofBody Language - Originof Body Language - Uses of Body Language - Improving Body Language -TypesofBodyLanguage–InterpretingBodyLanguage–DevelopingConfidence with Correct Body Language. (120 - 137) from *Soft Skills* by Dr.Alex.

**Unit II**

GroupDiscussion:Introduction–MeaningofGD–WhyGroupDiscussion - Characters Tested in a GD - Tips on GD - Types of GD - SkillsRequired in GD - Consequences of GD - Behaviour in a GD - EssentialElements of GD - Different Characters in GD - Initiating a GD - TechniquetoInitiateaGD–Non-verbalCommunicationinGD– MovementsandGestures to be avoided in a GD - Topics for GD. (151 - 165) from *Soft Skills*byDr. Alex.

**Unit III**

InterviewSkills:Introduction–WhyanInterview?–TypesofInterviews–

Interview Panel – Types of Questions Asked – Reasons for Selecting a Candidate – Reasons for Rejecting a Candidate – On the day of Interview – On to the Interview Table – Attending Job Fair – Questions the Candidate Should not ask During the Interview – Telephonic Interview – Dress Code at Interview – Typical Questions Asked – Interview Mistakes – Quick Tips – How to Present Well in Interview – Interview Questions. (207 – 223) from *Soft Skills* by Dr. Alex.

**Unit IV**

Time Management: Introduction – The 80:20 Rule – Take a Good Look at the People around You – Sense of Time Management – Time is Money – Features of Time – Three Secrets of Time Management – Time Management Matrix – Analysis of Time Matrix – Effective Scheduling – Five Steps to Successful Time Management – Difficulties in Time Management – Time Management Tips for Students – Time Wasters – Time Savers – Realizing the Value of Time – Time Circle Planner. (224 – 238) from *Soft Skills* by Dr. Alex.

**Unit V**

Writing for Employment: Understanding Job Searches – Writing Effective Cover Letters – Planning Resumes – Writing Chronological Resumes – Writing Functional Resumes – Requesting Letters of Reference – Sending Follow-up Messages – Accepting or Rejecting Job Offers – Technology @ Work: Professional Networking Sites. (92 – 110) from *Soft Skills for Everyone*, by Jeff Butterfield.

**TEXTBOOKS:**

1. K. Alex. *Soft Skills*, New Delhi: Chand & Company, 2014.
- Butterfield, Jeff. *Soft Skills for Everyone*, India: Cengage Learning India, 2011.

**FILM STUDIES**

**Course Objectives:**

Co. No	
CO-1	To trace the history and development of cinema.
CO-2	To comprehend the role and impact of cinema in society and vice-versa.
CO-3	To develop an understanding of the political, cultural and aesthetic nuances of film making.
CO-4	To critically analyze and appreciate cinema as an art.
CO-5	To make students understand how Indian cinema is different from the other ones.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification

CO-1	Develop an understanding of film and its role in society.	2	Understanding
CO-2	Be conversant with the history of international cinema and be able to use that history to provide context for other works they encounter.	1,2	Analysing
CO-3	Competent in employing theoretical and disciplinary tools in the analysis of films.	3,5	Applying &Evaluating
CO-4	Skilled in some format associated with visual media.	3, 5	Applying &Evaluating
CO-5	Competent in developing critical responses to cinematic work.	3, 6	Applying &Creating

### **UNIT I: Language of Cinema**

Beginnings of sound, Manifestations in cinema, Music in cinema Diegetic, Non-Diegetic, Sync, Non-Sync, Beginnings of Cinema, Silent Era to Studio Era

### **UNIT II: Social Context and Film Form - I**

German Expressionism - WW I and Expressionism, Filmmakers, Impact and Legacy

Italian Neorealism - Realism, Advent of Neorealism, Neorealist Cinema, Downfall and Legacy

### **UNIT III: Social Context and Film Form - II**

French New Wave - Cahiers du Cinema, Philosophy, The French Masters, Cinematic Style

and Legacy, Third Cinema - Socio-Political Milieu, Third Cinema - Ideology, Movement and Legacy

#### UNIT IV: Alternative Visions

Auteur Theory - French Cinema, Theory, Legacy, Auteurs, Feminist Film Theory - Visual Pleasure, Feminist Criticism, Feminist Film Theory - Freudian Psychosexual Theory, Critique, Gender and Its Representation, Film as Queer Text, Modernism and Cinema, Postmodernist Cinema and Characteristics

#### UNIT V: Indian Cinema

Popular cinema, Post-Independence films, Cultural backgrounds in Indian cinema, the National epic, Historical cinema, the Mythological and its audiences, Gender and the Social, Romance, Consumerism and Diaspora

#### TEXTBOOKS:

1. Cinema Studies: The Key Concepts - *Susan Hayward*
2. Film History: An Introduction - *Kristin Thompson, David Bordwell*
3. Our Films, Their Films - *Satyajit Ray*

IDC-1 CREATIVE WRITING			
Hrs./Week:2	Hrs./Sem.: 30	Hrs./UNIT -:2	Credits:2
CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Understand the mechanics and techniques of creative writing.	2	Understanding
CO-2	Figure out the recent and emerging trends in creative writing.	2, 4	Understanding & Analyzing
CO-3	Master theoretical skills in doing research on creative writing.	5	Creating
CO-4	Equip themselves with the right skills and calibre to attempt unique creative texts.	3,5	Applying & Creating
CO-5	Contribute to the society usefully.	5	Creating

**Unit I**

Writing and Thinking  
 Writing a first draft  
 Evaluating and revising

**Unit II**

Writing a Poem  
 Poetic Analysis  
 Exercises

**Unit III**

Fictional Writing  
 Paragraph Structure

**Unit IV**

Writing a Short Story  
 Basic Elements  
 Exercises

**Unit V**

Screenplay Writing/Writing a play  
 Literary Techniques

**TEXTBOOK:**

1. Elements of Writing. (Complete Course) James L. Kinneavy, John.E. Warrier, Austin: HBJ, 1993.
2. L.Kinneavy, James. Warrier, John and Austin. *Elements of Writing* (Complete Course): Holt Rinehart, 1993.

**SEMESTER II****DSC-5BRITISH LITERATURE –II**

Hrs./Week:6    Hrs./Sem.: 90    Hrs./UNIT-:18    Credits:5

**Course Objectives:**

Co. No	
CO-1	To introduce students pertaining to the styles and techniques of the writers of the Age concerned.
CO-2	To involve students to analyze the works of art with a critical perspective
CO-3	To help students to view literature with an aesthetic perspective with the prescribed literary texts.
CO-4	To prepare students to appreciate literature of the Age.
CO-5	To familiarize students with the unique themes, styles, cultures, and customs dealt with in the works of art.

**Course Outcome:**

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Analyse the works of art critically.	4	Analyzing
CO-2	Formulate ideas of their own rather than unfairly		Understanding &

	depending on the secondary sources.	2, 4	Analyzing
CO-3	Keep abreast of the trends in literary studies.	4	Applying &Evaluating
CO-4	Assimilate the craftsmanship of the inimitable British Writers.	4,5	Analyzing &Creating
CO-5	Appreciate the pieces of literature aesthetically.	5	Creating

### Unit 1 Poetry

John Milton Paradise Lost-Book IX

### Unit 2 Poetry

Dr. Johnson London  
The Vanity of Human Wishes  
Goldsmith The Deserted Village  
Andrew Marvel The Garden

### Unit 3 Prose

Dr. Johnson A Journey to the Western Islands of Scotland (1775)

### Unit 4 Drama

Sheridan School for Scandal (1777)

### Unit 5 Fiction

Voltaire Candid (1759)

### Textbooks:

John Milton's *Paradise Lost-Book IX*, Fingerprint! Publishing  
Dr. Johnson's *A Journey to the Western Islands of Scotland*  
Sheridan's *School for Scandal*, Bloomsbury  
Voltaire. *Candid: Or, All for the Best.*

### REFERENCES:

A Preface to *Paradise Lost* Paperback – C S Lewis



Samuel Johnson and Thomas Gray: London and the Elegy Written In A Country Churchyard - By A Critical Study by Dr. RaghukulTilak and Edited By Shakti Batra

<b>DSC-6 LITERATURE OF THE DIASPORA</b>			
<b>Hrs./Week:6</b>	<b>Hrs./Sem.: 90</b>	<b>Hrs./UNIT-:18</b>	<b>Credits:5</b>

**Course Objectives:**

<b>Co. No</b>	
CO-1	To introduce students to the different genres of literature by means of diasporic writings.
CO-2	To expose students to the emerging area called diasporic literature.
CO-3	To help students to view literature from a diasporic point of view.
CO-4	To encourage and enable students to understand the issues of the diaspora in a better way with the texts prescribed.
CO-5	To help students contribute by means of their writing to the diasporic literature.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Expose themselves to lives and incidents portrayed in diasporic literature.	2& 4	Understanding & Evaluating
CO-2	Analyse the diasporic literature by means of the prescribed texts.	3	Analyzing
CO-3	Master the critical approach to evaluate and appreciate the works of art.	5	Creating
CO-4	Experience the conflicting indulgences of the diasporic writers that result in culture shock.	4	Evaluating
CO-5	Feel solidarity for the diasporic people and produce works further to inform the world of their plights.	5	Creating

### Unit 1 Poetry

Hasheemah Afaneh

Meena Alexander

Agha Shahid Ali

Imtiyaz Dharker

Remember the Name

Dog Days of Summer

Postcard from Kashmir

A Pastoral

Tissue

Blessing

### Unit 2 Prose

Viet Thanh Nguyen

Displaced: Refugee Writers on Refugee Lives

### Unit 3 Short Stories

Summer Edward

A View of the Sea

Chitra Banerjee Divakaruni

The Unknown Errors of Our Lives

Jhumpa Lahiri

When Mr Pirzada Came to Dine

Harjit Arwal

The Smoke

### Unit 4 Drama

Manjula Padmanabhan *Blood and Laughter*

### Unit 5 Fiction

Salman Rushdie

*Midnight's Children*

Meena Alexander

*Manhattan Music*

### Textbooks:

Viet Thanh Nguyen's *Displaced: Refugee Writers on Refugee Lives*

Salman Rushdie's *Midnight's Children*

Meena Alexander's *Manhattan Music*

### REFERENCES:

Bharati Mukherjee, Chitra Banerjee Divakaruni and Jhumpa Lahiri as the Women Writers of the Indian Diaspora - by Dr Prashant Sidnal

<b>DSC-7</b>	<b>LITERARY CRITICISM AND THEORY – I</b>		
<b>Hrs./Week:6</b>	<b>Hrs./Sem.: 90</b>	<b>Hrs./UNIT-:18</b>	<b>Credits:5</b>

### Course Objectives:

Co. No	
CO-1	To introduce students to the different Ages of literary criticism.
CO-2	To help students to analyze and appreciate writings.
CO-3	To help students to view works of art with a critical perspective by means of the theory prescribed.
CO-4	To enable students to understand literature in a better way.
CO-5	To give confidence to students to become critics in their career.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Be aware of the emerging trends in the areas of literary and critical theories.	2	Understanding
CO-2	Gain confidence and competency to apply and use the literary theories in analysing literary texts.	5	Creating
CO-3	Be masters in developing literary works and gain skills in appreciating the qualities of the texts prescribed.	5	Creating
CO-4	Critically examine the literary texts from the perspectives of prominent critics.	3 & 4	Applying & Evaluating
CO-5	Make attempts to become theorists by means of formulating new theories.	5	Creating

### Unit – 1:

Classical Literary Criticism & The Medieval Era (Page no 7 to 22 & 47 to 76)

### Unit – 2:

The Early Modern Period to the Enlightenment (Page no 77 to 142)

**Unit - 3:**

Romanticism and the Later Nineteenth Century (Page no 143 to 188)

**Unit - 4:**

The Twentieth Century: A Brief Introduction 1 (Page no 189 to 229)

**Unit - 5:**

The Twentieth Century: A Brief Introduction 2 (Page no 230 to 278)

**Text:**

M. A. R. Habib. *Literary Criticism from Plato to the Present: An Introduction*

**REFERENCES:**

A History of Literary Criticism: From Plato to the Present - by M. A. R. Habib

English Literary Criticism and Theory: An Introductory History - by M.S. Nagarajan

An Introduction to English Criticism - by Prasad B

Classical Literary Criticism (Penguin Classics) - by Penelope Murray and T. Dorsch

DSC-8	<b>AUSTRALIAN AND CANADIAN LITERATURE</b>		
Hrs./Week:5	Hrs./Sem.: 75	Hrs./UNIT-:15	Credits:4

**Course Objectives:**

Co. No	
CO-1	To introduce students the multi-cultural aspects dealt with in the prescribed literary texts of Australian and Canadian literature.
CO-2	To help students to understand literature and analyze Australian and Canadian writers' works in a better way.
CO-3	To help students to view literature from a different perspective.
CO-4	To encourage students to contribute to the world literature with the knowledge they gained from the literature of Australia and Canada.
CO-5	To familiarize students about customs, traditional values and cultures of Australia and Canada.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Know the entity called Australian and Canadian Literature.	2	Understanding
CO-2	Analyze the features delving deep into the works of the Australian and Canadian Literature.	3	Analyzing
CO-3	Understand aesthetically the techniques blended with the craftsmanship of the Australian and Canadian writers.	2	Understanding
CO-4	Appreciate and adopt the unique cultural values dealt with in the texts of the Australian and the Canadian literature.	4,5	Evaluating&Creating
CO-5	Imbibe and adopt the contingency prescribed in the texts concerned.	4,5	Evaluating & Creating

## Australian and Canadian Literature

### Unit – 1 Poetry

Michael Ondaatje	There's a Trick with a Knife I'm Learning to Do
	To a Sad Daughter
Henry Kendall	Fainting by the Sea
	Mountains

### Unit – 2 Prose

Sally Morgan	A Black Grandmother
Catherine Parr Traill	From the Backwoods of Canada (Letters 2 & 8)

### Unit – 3 Short Stories

Tim Winton	Neighbours
Henry Lawson	The Drover's Wife
Stephen Leacock	The Beacon on the Hill
	The Whirlwind Campaign of Mariposa

### Unit – 4 Drama:

Jack Leonard Davis (Australia)	No <i>Sugar</i>
Sharon Pollock	<i>End Dream</i>

## Unit – 5 Fiction

Kate Grenville  
Michael Ontajee

*A Room Made of Leaves*  
*War Light*

### Textbooks:

Jack Leonard Davis. *No Sugar*  
Margaret Laurence. *The Fire Dwellers*  
Michael Ondaatje. *War Light*

### REFERENCES:

The Cambridge Companion to Canadian Literature (Cambridge Companions to Literature)

- by Eva-Marie Kröller.

Australian Literature: Paradigms, Praxis and Theory - by Shiv GovindPuri.

Commonwealth Literature: A Comprehensive and Critical Perspective - by JoydevMaity.

<b>DSE-2A</b> <b>GREEN LITERATURE</b>
<b>Hrs./Week:4    Hrs./Sem.: 60    Hrs./UNIT-:12    Credits:3</b>

### Course Objectives:

Co. No	
CO-1	To introduce students to Green literature.
CO-2	To encourage students to read and understand literature from an ecological perspective.
CO-3	To help students understand the importance of ecology concerns by means of the literary texts prescribed.
CO-4	To enable students to have concerns and contribute to the world usefully as a responsible citizens.
CO-5	To familiarize students about the trends and style of Green literature.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Expose themselves to the emerging concepts of Eco literature.	2	Understanding
CO-2	Adopt conditions to the requirements of the ecological harmony.	3,4	Applying& Evaluating
CO-3	Correlate and recognise the eco-cultural studies and get exposed to the perceptions that the authors have of the ecology.	2,3,4	Understanding, Applying&

			Creating
CO-4	Follow the roadmap laid by the writers to serve the society in this regard.	3,5	Applying& Creating
CO-5	Apply the continuum of eco criticism through the literary texts and understand Man's dependence on Nature.	3,5	Applying& Creating

## GREEN LITERATURE

### Unit 1 Poetry

William Wordsworth	Daffodils
John Keats	To Autumn
Gieve Patel	Squirrel in Washington
Joy Harjo	Remember
Allison Hawthorne Deming	Human Habitat

### Unit 2 Poetry

Dylan Thomas	Fern Hill
Rudyard Kipling	The Way through the Woods
Dilip Chitre	The Felling of the Banyan Tree
K N Daruwalla	Boat Ride along the Ganga
Baldoon Dhingra	Factories are Eyesores

### Unit 3 Prose

Arundhati Roy	'End of Imagination' (18 pages. From the book <i>End of Imagination</i> )
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Henry David Thoreau Where I lived, and what I lived for

### Unit 4 Short Stories

Ruskin Bond	My Father's Trees in Dehra
Salman Rushdie	Good Advice is Rarer than Rubies

### Unit 5 Fiction

L Morin	<i>Nature's Confession</i>
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### Text Books:

Arundhati Roy's *End of Imagination*  
Salman Rushdie's *East, West*  
L Morin's *Nature's Confession*

### REFERENCES:

Eco-Aesthetics: Art, Literature and Architecture in a Period of Climate Change (Radical Aesthetics-Radical Art) - by Malcolm Miles.

<b>DSE-2B TRAVEL LITERATURE</b>			
<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT:-12</b>	<b>Credits:3</b>

**Course Objectives:**

<b>Co. No</b>	
CO-1	To introduce students to Travel writings and the beauty buried in the literary texts that deal with travel writings.
CO-2	To encourage students to analyze and appreciate writings with a critical perspective
CO-3	To help students to view literature from a traveller's perspective.
CO-4	To encourage and enable students to write creatively from a traveller's point of view.
CO-5	To familiarize students with different cultures and customs mentioned in travel writings.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Expose themselves to the emerging concepts of travel writings.	2	Understanding
CO-2	Adopt conditions mentioned in travel writings to help themselves to become sophisticated travellers.	3,4	Applying& Evaluating
CO-3	Correlate and recognise travel writings and get exposed to different cultural contexts, customs and unique traditional entities.	2,3,4	Applying& Creating
CO-4	Enjoy themselves with the content rich writings of travel writers to take a trip around the world through books.	3,5	Applying& Creating
CO-5	Apply the cultural uniqueness and customs they learned in the literary texts that focus on travel writings.	5	Creating

**Unit 1 Prose**

Francis Bacon

Of Travel  
Why We Travel?

**Unit 2 Prose**



R K Narayan                      The Emerald Route (Page No 123 to 132)  
 Vikram Seth                      Kathmandu (Page No 337 to 342)  
 James Cameron                  TheRefugess (Page No 313 to 321)

**Unit 3 Prose**

Elizabeth Rubin                  The Road to Heart  
 Michael Gorra                    Innocents Abroad  
 Frank Bures                      Test Day

**Unit 4 Fiction**

V S Naipaul                      The Middle Passage

**Unit 5 Fiction**

Pico Iyer                          Abandon

**Textbooks:**

1. Moraes, Dom. The Penguin Book of Indian Journeys India: Penguin Books, 2004.
2. Iyer, Pico. The Best American Travel Writing. USA: Houghton Mifflin Books, 2004.
3. Naipaul V.S.The Middle Passage. Pan Macmillan, Indian 1962 print.
4. Iyer, Pico. Abandon: A Romance. India: Penguin Books, 2003. (Unit II)  
 [R.K.Narayan’s The Emerald Route (Page No. 123 to 132), Vikram Seth’s Kathmandu (Page No. 337 to 342), James Cameron’s The Refugees

**REFERENCES:**

The Essays - by Francis Bacon  
 The Emerald Route - by R K Narayan  
 Why We Travel? Pico Iyer

<b>DSE-2C    TRANSLATION</b>			
<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT:-12</b>	<b>Credits:3</b>

**Course Objectives:**

<b>Co. No</b>	
CO-1	To introduce students to translation.
CO-2	To encourage students to analyze and appreciate translated works from many other languages.
CO-3	To help students to expose themselves to the beauty buried in translation.
CO-4	To encourage and enable students to become professional translators.

CO-5	To encourage students to translate works from many other languages.
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### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Expose themselves to the emerging concepts of translation.	2	Understanding
CO-2	Become professional translators.	3,4	Applying& Evaluating
CO-3	Recognise translation writings and get exposed to different cultural contexts, customs and unique traditional entities.	2,3,4	Applying& Creating
CO-4	Enjoy themselves with the translated works from across the world.	3,5	Applying& Creating
CO-5	Apply the translation theories in their profession to excel as professional translators.	5	Creating

#### Unit 1

Literary Translation – An Overview  
Basics of Translation

#### Unit 2

Translation and the Question of Equivalence: To be or not to be?

#### Unit 3

Translation – Trends, Problems and Solutions

#### Unit 4

Impediments to Literary Translation  
Challenges and Strategies in Translation

#### Unit 5

Cultural Constraints in Translation  
The Problems of Translation in English

#### Text Books:

*Translation Studies Theories and Applications* (Paperback) – 1 August 2013 by Sunil Sawant

<b>SEC-1</b> <b>NPTEL COURSE</b>
<b>Hrs./Week:2Hrs./Sem.:30</b> <b>Hrs./UNIT-:2Credits:2</b>

**DSC-9 BRITISH LITERATURE – III****Hrs./Week:6    Hrs./Sem.: 90    Hrs./UNIT-:18    Credits:4****Course Objectives:**

<b>CO No.</b>	
CO-1	To develop competence in analyzing and interpreting texts in 19 <sup>th</sup> century British Literature.
CO -2	To gain an ability to view texts in terms of literary history and as related to their social and cultural contexts.
CO -3	To make students be aware of the different genres and literary forms.
CO -4	To enable students to interpret literary texts of 19th centuries.
CO -5	To possess the capacity to identify, expound on and compare literary periods.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Understand and familiarize themselves with the evolution of chronological order in which the literary tradition evolved.	1,2	Understanding
CO-2	Enjoy reading a balanced textual study of established and contemporary writers.	2,4	Understanding & Applying
CO-3	Discuss encompassing major cultural and socio – political discussions of the nations through the texts.	1,2,3	Analyzing
CO-4	Appreciate and analyse the comparison of the poets and novelists of that period.	1,4,5	Analyzing
CO-5	Apply the conditions of the Victorian Age.	3	Applying

**Unit I POETRY**

William Wordsworth  
 Samuel Taylor Coleridge

The Prelude (Book- I)  
 The Rime of the Ancient Mariner

**Unit II POETRY**

Percy Bysshe Shelley  
 John Keats  
 Alfred Lord Tennyson  
 Robert Browning

Ode to a Skylark  
 Ode on a Grecian Urn  
 Ulysses  
 The Last Ride Together

**Unit III PROSE**

Charles Lamb

A Bachelor's Complaint of the Behaviour  
 of Married People  
 Detached Thoughts on Books and Reading  
 The Old and New Schoolmaster  
 Of Queens' Gardens (*e-PG Pathshala*)

John Ruskin

**Unit IV DRAMA**

Percy Bysshe Shelley

*The Cenci*

**Unit V FICTION**

Thomas Hardy

*The Mayor of Casterbridge*

**TEXTBOOKS:**

Hardy, Thomas. *Mayor of Casterbridge*, Waterloo Palace, London. 1886.  
 Lamb, Charles. *Essays of Elia*. Edward Moxon, London. 1823.  
 Shelley, B Shelley. *The Cenci*. C. and J. Ollier, London. 1819.  
 Wordsworth, William. *The Prelude Books I & II*. Palgrave Macmillan, 1988.

**REFERENCES:**

Adams, Charles L. "The Structure of *The Cenci*." *Drama Survey*, 4, 2 (Summer, 1965): 139–48.  
 Avery, Simon (2009). *Thomas Hardy: The Mayor of Casterbridge · Jude the Obscure*. Basingstoke and New York, NY: Palgrave Macmillan  
 Charles Lamb, *The Essays of Elia and Eliana*, Barry Cornwall, ed., London, George Bell & Sons, 1890.

<b>DSC-10</b>	<b>LITERARY CRITICISM AND THEORY – II</b>
<b>Hrs./Week:6</b>	<b>Hrs./Sem.: 90 Hrs./UNIT-:18 Credits:4</b>

### Course Objectives:

CO-1	To know the basics of literary criticism and the glossaries.
CO -2	To help students to know the various emerging theories of literature.
CO -3	To acquaint themselves with the seminal works of literary critics and theoreticians.
CO -4	To encourage students to interpret literary texts using the various available theories.
CO -5	To develop a skill in applying various literary theories in interpreting a specific text.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Understand the fundamentals of literary criticism and become aware of scope and function of literary criticism.	2	Understanding
CO-2	Apply the key concepts of the primary and secondary texts critically.	3	Applying
CO – 3	Get a close reading of work of art critically and develop the skills of literary based theories.	5	Evaluating
CO-4	Differentiate, through consistent practice, varied through the reading of multiple texts.	3, 6	Applying & Creating
CO – 5	Accentuate expression of thoughts and views for critical appreciation and judgmental reviews.	3	Applying

#### Unit – 1:

Structuralism & Poststructuralism and Deconstruction

#### Unit – 2:

Psychoanalytic Criticism & Feminisms(e-PGPathshala)

**Unit - 3:**

Marxism(e- PGPathshala)& Postcolonial Theory

**Unit - 4:**

Queer Theory & New Historicism and Cultural Materialism

**Unit - 5:**

Critical Race Studies & Ecocriticism

**TEXT:**

Nayar K. Pramod. *Literary Theory: Introduction to Contemporary Literary and Cultural Theory*. Pearson, India. 2010.

**REFERENCES:**

Rivkin, Julian. & Ryan. Michael. *Literary Theory: An Anthology*. Blackwell Publishing, USA: 1998. Print.

Ryan, Michael. *Literary Theory: A Practical Introduction*. Blackwell Publishers; UK. 2004. Print.

Ravindranathan. *A Handbook on Principles of Literary Criticism*. Emerald Publishers. 2006.

Terry Eagleton. *Literary Theory – An Introduction*. Blackwell Publishers. London. 1996.

DSC-11

**SHAKESPEARE**

Hrs./Week: 6

Hrs./Sem.: 90

Hrs./Unit:18

Credits:4

**Course Objectives:**

CO-1	To introduce students to the general features of Shakespeare's writing.
CO -2	To help students understand the Elizabethan Age, theatre, and its audience.
CO -3	To develop interest in Shakespearean language, his use of images and the word play.
CO -4	To prove, using Shakespeare plays, that literature reflects life.
CO -5	To develop an interest in the themes and the poetic form and devices of Shakespeare's sonnets.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Absorb and assimilate the general features of Shakespeare's writing through the salient features of his plays.	2, 3	Understanding & Applying
CO-2	Develop more insights on the significance of the social, historical and culture.	3, 5	Applying&Evaluating
CO-3	Discern the delicate use of language and the felicity of expression employed by Shakespeare.	2,4	Understanding &Analyzing
CO - 4	Evaluate Shakespeare's profound skill of characterization, plot construction and use of humour and wit, song and music.	5	Evaluating
CO - 5	Expose themselves to the vocabulary of Shakespeare' sonnets.	2	Understanding

**UNIT I – General Shakespeare**  
 Theatre and Audience  
 Portrayal of Women Characters  
 Soliloquy  
 Shakespearean critics (Lecture 1 and Lecture 9)

**UNIT II – Comedy and Tragedy**  
 A Midsummer Night's Dream  
 Macbeth



**UNIT III – Romantic Plays**  
**Romeo and Juliet**  
Twelfth Night

**UNIT IV – Roman Plays**  
Julius Caesar  
Coriolanus.

**UNIT V – Sonnets**  
5 – Those Hours That with Gentle Work Did Frame  
15 - When I Consider Everything That grows  
22 – My Glass Shall Not Persuade Me I Am Old  
30 – When To The Sessions Of Sweet Silent Thought  
66 – Tired For All These, For Restful Death I Cry  
98 – From You Have I Been Absent In The Spring  
109 – O! Never Say That I Was False Of Heart  
124 – If My dear Love Were But The Child Of State  
138 – When My Love Swears That She Is Made Of Truth  
144 – Two Loves I Have Of Comfort And Despair

**Textbooks:**

Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth.*  
Basingstoke: Macmillan, 1992.

Shakespeare, William. *The Complete Works of William Shakespeare.* Ed by Howard  
Staunton. Wordsworth Editions Ltd, 1996.

Vendler, Helen. *The Art of Shakespeare's Sonnets.* Harvard University Press, 1999.

**REFERENCES:**

L.C.Knight, *Hamlet and other Shakespearean Essays.* London: Cambridge University Press,  
1979.

*The Complete Works of Shakespeare, Fifth Edition,* David Bevington, ed. Longman, 2003.

**DSC-12RESEARCH METHODOLOGY**

Hrs./Week:5    Hrs./Sem.: 75    Hrs./UNIT-:15    Credits:4

**Course Objectives:**

CO-1	To acquire training in selecting and defining the appropriate research problems.
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CO -2	To help students to organize ideas and format of dissertation.
CO -3	To gain the knowledge on the mechanics and methodology of writing a literary project
CO -4	To learn the various methodologies and formats of research.
CO -5	To make the students learn to identify and describe the Research Questions.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Understand and familiar with current uses of the terms reliability and validity in their research.	3, 6	Applying& Creating
CO-2	Develop the criteria that can be used to select an appropriate research question or hypothesis.	3, 6	Applying&Creating
CO-3	Appreciate the conventions with good MLA and APA style for scholarly writing.	3,6	Applying&Creating
CO-4	Familiar of the recommendations of the research methodology and compose drafts free of plagiarism.	3, 6	Applying & Creating
CO-5	Understand the various ways of growth and development of the Language.	2	Understanding

### Unit – 1 Research Methodology: An Introduction.

Meaning of Research, Objectives of Research, Motivation in Research, Types of Research, Research Approaches, Significance of Research, Research Methods versus Methodology, Research and Scientific Method, Importance of Knowing How Research is Done, Research Process, Criteria of Good Research, Problems Encountered by Researchers in India.

### Unit – 2 Defining the Research Problem

What is a Research Problem? Selecting the Problem, Necessity of Defining the Problem, Technique Involved in Defining a Problem, Research Design, Meaning of Research Design, Need for Research Design, Features of a Good Design, Important Concepts Relating to Research Design, Different Research Designs, Basic Principles of Experimental Designs.

### Unit – 3 Testing of Hypotheses-I (Parametric or 184 Standard Tests of Hypotheses)

What is a Hypothesis? 184 Basic Concepts Concerning Testing of Hypotheses 185  
Procedure for Hypothesis Testing 191 Flow Diagram for Hypothesis Testing 192  
Measuring the Power of a Hypothesis Test 193 Tests of Hypotheses 195 Important  
Parametric Tests 195 Hypothesis Testing of Means 197 Hypothesis Testing for Differences  
between Means 207 Hypothesis Testing for Comparing Two Related Samples 214  
Hypothesis Testing of Proportions 218 Hypothesis Testing for Difference between  
Proportions 220 Hypothesis Testing for Comparing a Variance to Some Hypothesized  
Population Variance 224 Testing the Equality of Variances of Two Normal Populations  
225 Hypothesis Testing of Correlation Coefficients 228 Limitations of the Tests of  
Hypotheses

### Unit 4 Methods of Data Collection

Collection of Primary Data, Observation Method, Interview Method, Collection of  
Data through Questionnaires, Collection of Data through Schedules, Difference between  
Questionnaires and Schedules, Some Other Methods of Data Collection, Collection of  
Secondary Data, Contents xiii Selection of Appropriate Method for Data Collection, Case  
Study Method, Appendices (i) Guidelines for Constructing Questionnaire/Schedule (ii)  
Guidelines for Successful Interviewing (iii) Difference between Survey and Experiment.

### Unit – 5 Interpretation and Report Writing

Meaning of Interpretation, Why Interpretation? Technique of Interpretation:  
Precaution in Interpretation, Significance of Report Writing, Different Steps in Writing  
Report, Layout of the Research Report, Types of Reports, Oral Presentation, Mechanics of  
Writing a Research Report, Precautions for Writing Research Reports,

**The Computer:** Its Role in Research, Introduction, The Computer and Computer  
Technology, The Computer System, Important Characteristics, The Binary Number  
System, Computer Applications, Computers and Researcher.

#### Textbooks:

Kothari C R. *Research Methodology: Methods and Techniques*. New Age International  
Publishers.2004.

#### REFERENCES:

*MLA Handbook* 7<sup>th</sup>. Affiliated East – West Press PVT. LTD. New Delhi.2008.  
*MLA Handbook* 8<sup>th</sup>. Modern Language Association of America. 2016.  
*APA Handbook* 6<sup>th</sup> Edition.

DSE-3A	<b>WORLD CLASSICS IN TRANSLATION</b>
Hrs./Week:4	Hrs./Sem.: 60 Hrs./UNIT-:12 Credits:4

#### Course Objectives:

PONo.	
CO-1	To Acquire perception of the classical texts amidst the world literatures.
CO-2	To discover the richness of the cultures and their writings.
CO-3	To enjoy the works of authors other than those in English.

CO-4	To relish the essence of knowing the works of people from other cultures and background.
CO-5	To know the inflections, grammatical constructions and vocabularies of classical literary texts.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Understand and experience the feel of translation in great works.	2,3, 5	Understanding, Applying & Evaluating
CO-2	Appreciate the important concepts, themes, and traditions through the study of influential classical texts.	5	Evaluating
CO-3	Demonstrate the skill in translation and understand the significance of cross cultures across the world.	2, 4	Understanding& Analyzing
CO- 4	Take initiatives in translating the classics from the vernacular languages into English.	6	Creating
CO - 5	Analyze the literary, historical, social, and cultural backgrounds of the texts prescribed.	3	Analyzing & Applying

### Unit I POETRY

M. RajaramThirukkural (Virtue and Wealth)

### Unit II PROSE

Machiavelli

The Prince

### Unit III SHORT STORIES

Anton Chekhov

The Bet

The Bishop

Guy de Maupassant

Necklace

### Unit IV DRAMA

Henrik Ibsen

*A Doll's House*

## Unit V FICTION

Albert Camus

*The Stranger*

### TEXTBOOKS:

1. Camus, Albert. *The Stranger*. Vintage; Reissue edition. 1989.
2. eastoftheweb.com(Chekhov)
3. Ibsen, Henrik. *A Doll's House*. Ivan R. Dee, Publisher. Chicago.1999.
4. Machiavelli, Niccolo. *The Prince*. OM Books International. New Delhi. 2019.
5. Rajaram. M, *Thirukkural*.Rupa; 1<sup>st</sup> Edition. India. 2009.

<b>DSE-3B ENGLISH LANGUAGE TEACHING</b>
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<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT-:12</b>	<b>Credits:4</b>
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### Course Objectives:

CO-1	To help students know the various notions and concepts of teaching English.
CO-2	To make them know the teaching of English from a historical perspective.
CO-3	To introduce students to the various pedagogy of teaching English.
CO-4	To put students in virtual teaching setup by means of using different genres of literature to teach English.
CO-5	To gain possible implications on curriculum designing and uses of literary texts in classroom.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
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CO-1	Understand the basics of teaching, such as the teaching of vocabulary, communicative skills and composition writing.	2	Understanding
CO-2	Gain knowledge of the various pedagogical aspects of English language teaching and structure of the language.	2, 4	Understanding & Analyzing
CO-3	Comprehend different methods of teaching and testing English language.	3, 6	Applying & Creating
CO-4	Build a cross cultural understanding and confidence in using the second language.	3, 6	Applying & Creating
CO-5	Identify appropriate methods and engage ethically with sources.	3	Analyzing

### **Unit I**

English in India - Past, Present and Future  
The Nature of Human Language  
Linguistics, Psychology and English Teaching

### **Unit II**

Methods (*e-PG Pathshala*)  
Approaches, Methods and Techniques  
Teaching Spoken English – Some Techniques

### **Unit III**

Teaching of Vocabulary  
Teaching of Grammar

### **Unit IV**

Reading and Teaching of Reading  
Writing and Teaching of Writing & Composition

### **Unit V**

Teaching Prose  
Teaching Poetry

**TEXTBOOK:**

1. Methods of Teaching English – N. Krishnaswamy&amp;LalithaKrishnaswamy.

<b>III SEMESTER</b>			
<b>DSE – 3C</b>	<b>Grammar and Art of Writing</b>		
<b>Hrs./Week:4</b>	<b>Hrs./Sem.:60</b>	<b>Hrs./UNIT-:12</b>	<b>Credits:3</b>

**Course Objectives:**

CO-1	To develop among students an insight in the process of word formation and transformation.
CO-2	To develop among students an insight into the structure of English language.
CO-3	To provide knowledge of the underlying ‘rules’ of grammar.
CO-4	To introduce rhetorical structures for effective writing.
CO-5	To develop theirskills of grammatical analysis and description.

**Course Outcome**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom’s Taxonomy Classification</b>
CO-1	Enhance their awareness of correct usage of English grammar in writing and speaking.	1	Understanding
CO-2	Give oral presentations and receive good feedback.	1, 3	Remembering
CO-3	Increase their reading speed.	2	Understanding

CO-4	Develop their ability as critical readers and writers.	2, 4	Evaluating
CO-5	Familiarise and get practice in four modes of literacy: writing, speaking, reading and listening.	3	Evaluating

#### UNIT 1: **Grammatical units**

- Hierarchy
- Forms and functions
- Co-ordination and subordination

#### UNIT II: **Words**

- Open and closed word classes
- Types of nouns, adjectives, verbs, adverbs
- Types of pronouns, conjunctions
- Forms and functions of words in phrases

#### UNIT III: **Phrases**

- Noun Phrase, Genitive Phrase, Prepositional Phrase
- Adjective Phrase and Adverb Phrase
- Verb Phrase

#### UNIT IV: **Mechanics of writing**

- Characteristics of typical writing
- Cohesion and cohesive devices
- Coherence- Salience, Sequencing and segmentation
- Rhetorical Structures –analysis, argumentation, classification, comparison-contrast, cause-effect, definition, exemplification.
- Domain and language change – journalism, advertising and literature, scientific and technical writing

#### UNIT V: **Writing for the print media.**

- News
- Book reviews and film reviews

#### **Textbook:**

Geoffrey Leech, Margaret Deuchar and Robert Hoogenraad, English Grammar for Today: A New Introduction. London, Macmillan, 1973



**REFERENCES:**

- Quirk, R. and Greenbaum, S. A University Grammar of English, Longman 1973.  
 Lucile Vaughan Payne: The Lively Art of Writing, Mentor, 1969.  
 Grenville Kleiser: The Art of Writing, A P H, New Delhi, 2011.  
 John R. Trimble: Writing with Style, Conversations on the Art of Writing, Prentice Hall, New Jersey, 1975.

**IDC-2ENGLISH FOR BUSINESS COMMUNICATION****Hrs./Week:2Hrs./Sem.: Hrs./UNIT-: Credits:2****Course Objectives:**

<b>CONo.</b>	
CO-1	To develop basic skills to deal with people in business situations.
CO -2	To make them familiarize with greater verbal fluency for face-to-face communication.
CO -3	To expand their interest in vocabulary related to general business situations.
CO -4	To create confidence to have more professional approach and interaction with clients.
CO -5	To enhance comprehension skills and clear pronunciation.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Understand the different methods of communication.	2	Understanding
CO-2	Become aware of the various techniques and tools for an effective business communication.	2, 4	Understanding & Analyzing
CO-3	Adopt the recent learning techniques for an effective communicator.	3, 5	Applying & Creating
CO-4	Understand the importance of non-verbal communication.	3, 5	Applying & Creating
CO - 5	Identify appropriate methods and engage themselves with good written communication.	2	Understanding

Unit I

Benefits and process of effective communication.  
Types of listening skills.

Unit II

Paralinguistic features for effective oral communication.  
Paralanguage: Broad areas of nonverbal communication.

Unit III

Essential sub-skills of reading comprehension.

Unit IV

Modernized and standardized forms of letter writing, parts and layouts of modern business letters.  
Reports and proposals: Meaning, classification, features and types.

Unit V

Barriers to effective business communication, Remedial measures.

**TEXTBOOK:**

1. Francis Soundararaj Speaking and Writing for Effective Business Communication.  
(Macmillan India Ltd, 2007) Part 1 pages 1 to153

IV SEMESTER			
DSC-13	BRITISH LITERATURE-IV		
Hrs/Week: 6	Hrs/Sem: 90	Hrs/Unit: 18	Credits: 5

### Course Objectives:

Co. No	
CO-1	To make students delve deep into the British authors in a chronological order.
CO-2	To introduce students to the English culture as developed over a period.
CO-3	To help students understand the standards the British have evolved through history
CO-4	To make students learn the dimensions of the 19,20 and 21st century British Literature.
CO-5	To enable students to appreciate and critically analyze the prescribed fiction.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Understand the various trends and lifestyle of English from the 19 <sup>th</sup> to the 21 <sup>st</sup> century Britain.	2	Understanding
CO-2	Analyze poetry as a reflection of post war scenario.	1,2	Analyzing
CO-3	Understand the artistic quality of the British literature.	3,5	Applying & Evaluating
CO-4	Learn the concepts of comedy from the stories crafted and characters portrayed.	3, 5	Applying & Evaluating
CO-5	Explore the richness of replicating such great models.	3, 5	Applying & Creating

### UNIT I – POETRY

W.B. Yeats  
W.H. Auden

The Second Coming  
Funeral Blues

Philip Larkin	Church Going
Ted Hughes	View of a Pig
Gerald Manley Hopkins	God's Grandeur
Seamus Heaney	Punishment

## UNIT II PROSE

Bertrand Russell	What I Believe
G. K. Chesterton	On Running after one's Hat
George Orwell	Book Shop Memories

## UNIT III SHORT STORIES

Somerset Maugham	The Outstation
Agatha Christie	The Submarine Plans

## UNIT IV Drama

Harold Pinter	<i>The Birthday Party (e-PG Pathshala)</i>	GB
Shaw	<i>The Apple Cart</i>	

## UNIT V Fiction

Alan Sillitoe	<i>Loneliness of the Long-Distance Runner</i>
Kazuo Ishiguro	<i>The Remains of the Day</i>

## TEXTBOOKS

Maugham, W. Somerset. *The Casuarina Tree – Six Stories, The Collected Edition*, Heinemann, London, 1966 (first pub. 1926).

Ishiguro Kazuo. *The Reminds of the Day*. Faber and Faber 1989

Sillitoe Alan *Loneliness of the Long Distance Runner*. W.H. Allan Ltd 1959.

Pinter Harold *The Birthday Party*. Faber and Faber 1991.

<https://netmaxmedias-ir.netlify.app/01-felton-hills-ii-1/9781499686685-the-submarine-plans-paperback-ebook.pdf>

<http://gutenberg.net.au/ebooks03/0300431h.html>

## REFERENCES:

Abrams, M.H. Norton Anthology of English Literature, Fifth Edition, W.W. Norton and Company, London, 1987. Print.

Chaudhuri, Sukanta. An Anthology of Elizabethan Poetry, Delhi: Oxford University Press, 1992. Print.

Green, David. Ed. *The Winged Word*. New Delhi: Macmillan India Ltd, 1974. Print.

Palgrave, Francis Turner. *The Golden Treasury*. New Delhi: Rupa & Co., 2001. Print.

Cullingford, Elizabeth. *Yeats: Poems*. London: Macmillan, 1984. Print.

Reeves, James. *The Modern Poet's World*. London: Faber and Faber 1957. Print.

W. W. Norton & Company, Inc, 2005. Print.

<b>IV SEMESTER</b>		
<b>DSC-14</b>	<b>WOMEN IN LITERATURE</b>	<b>Sub Code</b>

<b>Hrs/Week: 6</b>	<b>Hrs/Sem: 90</b>	<b>Hrs/Unit: 18</b>	<b>Credits: 5</b>
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### Course Objectives:

Co. No	
CO-1	To introduce students to the different feministic writings in literature across the globe.
CO-2	To encourage students to analyze and appreciate writings with a critical perspective.
CO-3	To help students to view literature from a woman's perspective.
CO-4	To encourage and enable students to write creatively from a woman's point of view.
CO-5	To familiarize students about gender, feminism both in India and the west.

### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Identify the major influences on feminist movements.	2	Understanding
CO-2	Understand how Feminist writings are distinct compared to the other fields of study.	2,4	Understanding & Analyzing
CO-3	Explore women's trials and tribulations and study the nuances of their writings.	5	Evaluating
CO-4	Be conscious of gender issues and strife for gender equality.	4,5	Analyzing & Evaluating
CO-5	Gain knowledge of gender theory, its evolution from feminism will be strengthened.	5	Evaluating

#### UNIT I – POETRY

Adrienne Rich	Snapshots of a Daughter- in-Law
Margaret Atwood	Siren Song
Maya Angelou	Phenomenal Woman
Taslima Nasrin Things Cheaply Had	

#### UNIT II - PROSE

Sharon Spencer	Feminist Criticism and Literature
Elaine Showalter	Towards a Feminist Poetics

#### UNIT III - SHORT STORY

Joyce Carol Oates	Where are you going? Where have you been?
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Isabel Allende

And of Clay are we Created

#### UNIT IV – DRAMA

David Henry Hwang:

M Butterfly

MahaSwetha Devi

*Mother of 1084.*

#### UNIT V – FICTION

Anita Desai

*Fasting, Feasting*

Easterine Kire

*When the River Sleeps*

#### TEXT BOOKS:

Allende, Isabel. *The Stories of Eva Luna*, translated by Margaret Sayers Peden, Bantam, 1991.

Desai, Anita *Fasting, Feasting* Chatto and Windus, 1991.

Kire, Easterine *When the River Sleeps* Zubaar Books, 2014.

Henry, Hwang David *M Butterfly* Plume Tie-in -Ed, 1993.

<http://celestialtimepiece.com/2015/01/21/where-are-you-going-where-have-you-been/>

<https://core.ac.uk/download/pdf/236302867.pdf>

#### REFERENCES:

Adair, ed. *Faber Book of 20th Century Women's Poetry*, Allahabad: St. Paul's Publications, 1900. Print.

Gaur, Rashmi. *Women's Writing*, New Delhi: Sarut and Sons, 2003. Print.

Keyssar, Helene. *Feminist Theatre*, London: Macmillan, 1984. Print.

Showalter Elaine. *A Literature of Their Own*, London: Virago, 1978. Print.

IV SEMESTER			
DSC - 15	INDIAN ENGLISH FICTION		Sub Code
Hrs/Week: 6	Hrs/Sem: 90	Hrs/Unit: 18	Credits: 5

#### Course Objectives:

Co. No	
CO-1	To understand how fiction records and alters social and cultural realities
CO-2	To help students know about the proliferation of Indo-English writing.
CO-3	Introduce students to the various upcoming Indian Writers.
CO-4	To help students understand Indianness' through the writings of prolific Indian writers.
CO-5	To help Indian students, develop a paradigm shift from European literature to Indian literature.

#### Course Outcome:

CO No.	Upon completion of this course, students will be able to:	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Familiarize with the emerging contemporary Indo-English writings.	2	Understanding
CO-2	Recognize the unique features of Indian fiction	4	Analyzing
CO-3	Analyze the impact of various cultures on Indian life.	4	Analyzing
CO-4	Write research articles on the latest Indian Fiction.	5	Creating
CO-5	Critically evaluate the predominant teams and style of the modern Indian writers	5	Evaluating

## UNIT 1

Anita Nair

Idris: Keeper of the light

## UNIT 2

Gita Hariharan      *The Thousand Faces of Night.*

## UNIT 3

Anjum Hasan Lunatic in My Head

## UNIT 4

Kiran Desai

The Inheritance of Loss

## UNIT 5

Anees Salim The Blind Lady's Descendant

## TEXTBOOK

Nair, Anita. *Idris: Keeper of the Light*. India: Harper Collins, 2014.

Hasan, Anjum. *Lunatic in My Head*. Penguin India, 2012.

Desai, Kiran. *The Inheritance of Loss*. United States: Atlantic Monthly Press, 2006.

Salim, Anees. *The Blind Lady's Descendant*. India: Hamish Hamilton, 2017.

<b>IV SEMESTER</b>			
<b>DSC-16</b>	<b>PROJECT</b>		<b>Sub Code</b>
<b>Hrs/Week: 8</b>	<b>Hrs/Sem: 120</b>	<b>Hrs/Unit: 24</b>	<b>Credits: 8</b>

**Course Objectives:**

<b>Co. No</b>	
CO-1	A work of authentic research on a topic related to the curriculum.
CO-2	Every PG Student is required to prepare the project subject related-based on the guidelines of his/her project guide.
CO-3	To enrich and equip the students the art of preparing research projects.
CO-4	To help the students become self-reliance in facing the future literary pursuits.
CO-5	To enable the students to identify the generic distinctions across prominent milieus and regions.

**Course Outcome:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	To analyze the work	4	Analyzing



CO-2	To discuss the core themes in the select work.	5	Evaluating
CO-3	To analyze the narrative techniques employed by the author	4	Analyzing
CO-4	To make a literary survey and to record his / her own views on the author and the work	5	Creating
CO-5	Knowing the various aspects of research and implying on the project	2	Understanding

**The following are the guidelines to be adhered to**

- The project should be an individual one.
- The language for the project is **English**.
- The Minimum number of pages should be **60**.
- Project observations, suggestions and conclusion shall form part of the project.
- The projects will be evaluated both by the Internal as well as External Examiner each for .....marks. The distribution of mark should be **60 marks for the project Report and 40 marks for the Viva- Voce Examination**. The Division of marks for the Project Report is as mentioned below:

Particulars	Internal Examiner	External Examiner
Wording of Title	5	5
Objectives/ Formulation including Hypothesis	5	5
view of Literature	10	10
levance of Project to Social Needs	5	5
ethodology/ Technique/ Procedure Adopted	20	20
mmmary/ Findings/ Conclusion	5	5
Bibliography/ Annexure/ Foot notes	10	10
Total	60	60

The average mark of Internal and External Examiner is considered as marks of project report.

#### IV SEMESTER

<b>DSE-4A</b>	<b>LINGUISTICS FOR ADVANCED LEARNERS</b>	<b>Sub Code</b>	
<b>Hrs/Week: 4</b>	<b>Hrs/Sem: 60</b>	<b>Hrs/Unit: 12</b>	<b>Credits: 3</b>

#### **Course Objectives:**

<b>Co. No</b>	
CO-1	To give students a taste of linguistics and its related fields.
CO-2	To equip students with the skills required for their career development.
CO-3	To enable students understand linguistics to its fullest.
CO-4	To pay the way for the students to take up career in linguistics.
CO-5	To understand the importance, functions and scope of linguistics.

#### **Course Outcomes:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Learn the importance of linguistics and its related fields.	2	Understanding
CO-2	Develop competence in linguistics so as to help themselves in career development.	5	Creating
CO-3	Understand languages in a better way and analyze the dynamic nature of languages in general.	3, 5	Applying & Creating
CO-4	Critically evaluate today's spoken and written languages used in the technological era.	5	Evaluating & Creating
CO-5	Interpret the concepts dealt with in linguistics	5	Evaluating & Creating

	and help themselves with an opportunity to become linguists.		
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### Unit – 1

**The Study of Language:** What is Language? Some More Definitions; Characteristics of Language; Interchangeability; Why Study Language? What is Linguistics? Definition; Linguistics as a Science; Scope of Linguistics; Descriptive, Comparative and Historical Linguistics; Levels of Linguistic Analysis; Branches of Linguistics; Psycholinguistics; Sociolinguistics; Anthropological Linguistics; Literary Stylistics; Relationship between Branches of Linguistics.

### Unit – 2

**Some Fundamental Concepts and Distinctions in Linguistics:** Background; The Langue/Parole Distinction, and Competence versus Performance; The Nature of the Linguistic Sign and Sign/Symbol Distinction; The Structure/System Distinction, Syntagmatic and Paradigmatic Relationships; Substance and Form; Diachronic and Synchronic Approaches;

Modern Linguistics: A Historical Survey: The Indian Tradition; The Greek and the Roman Traditions; After the Renaissance; Nineteenth-century Linguistics; Linguistics in the Twentieth Century; The American Structuralists and Bloomfield; The Contribution of Saussure; The Prague School; Later Developments; The Study of Language Variation; Some Diachronic Variations in Language; Synchronic Variations; Varieties due to Language Contact; Varieties of Dialect; Register; Classification of Registers; Some Distinctions; Stylistic Study of Literature; The Uses of Stylistic Study of Literature; The Value of Study of Language Variation.

### Unit – 3

**The Study of Grammar:** What is Grammar? Positional Classes; Empty Words; Functional Labels; Morphology and Word Formation; Segmentation; Free and Bound Morphemes; Morphological Analysis of a Few Words; Structure of Words; Various Ways of Word Formation; A Wonderful World; Use of Prefixes; Use of Suffixes; Conversions; Compound Formation; Reduplication; Clippings; Acronyms; Blends; Borrowings; Inventions; Echoism.

### Unit – 4

**Basic Sentence Patterns:** A Basic Sentence; Intransitive Predicate Phrase Patterns; Some Ambiguities Explained; Structuralist View of Grammar and IC Analysis; Background to Structural Grammar; Traditional Grammar; Structural Grammar (Major Tenets); Immediate Constituent (IC) Analysis; IC Analysis of Sentences; Limitations of IC Analysis; Phrase Structure Rules (PS Rules); Transformational Generative Grammar; Deep and Surface Structure; Transformational Rules; Supra-sentential Grammar; Sentence Connection; Cohesive Devices;

### Unit - 5

**The Study of Semantics:** What is Semantics? What is Meaning? Some Terms and Distinctions in Semantics; Lexical and Grammatical Meaning; Sense and Reference; Sentence-meaning and Utterance-meaning; Entailment and Presupposition; Theories of Semantics; Views of Meaning; The Componential Theory of Meaning; Truth-conditional Theory of Meaning; Generative Theory of Meaning; Contextual Theories of Meaning; Semantics and Pragmatics; Discourse Analysis; Principles of Lexicography; Lexicology and Dictionary; The Linguistic Basis of Lexicography or Dictionary Compilation; Various Types of Dictionaries; Linguistic Features of a Dictionary.

**Text Books:**

*An Introduction to Linguistics.* PushpinderSyal and Jindal

**REFERENCES:**

1. Akmajian, A.D., Farmer R.A., and Harnish, R.M. *Linguistics: An Introduction to Language and Communication.* Cambridge: PrincetonHall, 1996.
2. Bloomfield, L. *Language.* London: Allen & Unwin, 1933.
3. Chomsky, Noam. *Language and Mind.* Cambridge: Cambridge University Press, 2006.
4. Clark, John Ellery, Colin Yallop, Janet Fletcher. *An Introduction to Phonetics and Phonology.* Wiley-Blackwell, 2007.
5. Foley, William. *Anthropological Linguistics: An Introduction.* WileyBlackwell, 1997.
6. Fromkin, Victoria. *An Introduction to Language.* Cenage, 2015.
7. German, Michael. *Psycholinguistics.* Cambridge UP, 1990.
8. Giegerich, Heinz. *English Phonology: An Introduction.* Cambridge UP, 1992.
9. Halliday, M. A. K. *On Grammar.* Continuum International PublishingGroup, 2005.
10. Hockett, Charles F. *Course in Modern Linguistics.* Prentice Hall CollegeDiv, 1958.
11. Hudson, Richard. *Sociolinguistics.* Cambridge UP, 1996.
12. Jackson, Howard. *Lexicography: An Introduction.* London and Routledge, 2002.

<b>IV SEMESTER</b>			
<b>DSE-4B</b>	<b>JOURNALISM AND MEDIA STUDIES</b>		<b>Sub Code</b>
<b>Hrs/Week: 4</b>	<b>Hrs/Sem: 60</b>	<b>Hrs/Unit: 12</b>	<b>Credits: 3</b>

**Course Objectives:**

<b>Co. No</b>	
CO-1	To give students awareness of the importance of journalism and its related fields.
CO-2	To equip students with the skills required for becoming journalists.
CO-3	To enable the students, understand journalism and its reach.
CO-4	To help students to join electronic media or mass media.
CO-5	To understand the importance, functions and scope of communication and media

**Course Outcomes:**

<b>CO No.</b>	<b>Upon completion of this course, students will be able to:</b>	<b>PSO Addressed</b>	<b>Bloom's Taxonomy Classification</b>
CO-1	Learn the art of journalism and its advantages.	2	Understanding
CO-2	Develop expertise in multimedia productions and visuals	5	Creating
CO-3	Serve as professional journalists.	3, 5	Applying&Creating
CO-4	Critically evaluate today's print and electronic media and attempt an impartial commentary on them.	5	Evaluating &Creating
CO-5	Interpreting the concepts of media management and its process in organizations.	5	Evaluating &Creating

### **Unit - I**

What is News? Definition, the Gatekeeper Function, Gatekeeper and Policy, the Role of Advertising.

News Balance and Objectivity: What is News Balance? What is Objectivity?, Objectivity and Its criticism, Its Historical Development. (Pages 15 to 28 and 29 – 36) from *Print and Broadcast Journalism*

### **Unit - II**

The Purposes of the Media: Three Major Functions, Information, Entertainment and Persuasion, Its Strengths and Weaknesses. Freedom of the Press: Privacy, Free Press Verses Fair Trial. (Pages 37 – 50 and 84 -92) from *Print and Broadcast Journalism*

### **Unit - III**

Journalism Education: Criticism of Journalism Education, Two Studies Pertaining to Journalism Education.

Code of Ethics – Society of Professional Journalists: Responsibility, Freedom of the Press, Ethics, Accuracy and Objectivity, Fair Play, Mutual Trust. (Pages 93 -110 and 113 - 116) from *Print and Broadcast Journalism*

### **Unit - IV**

Media Overview:Growth, Existing Channels, Media Planning for TV, Multi-Media Strategy, Media Marketing.(Pages11 – 33)

Print Media:Print in India, Newspapers, Advertising, Magazines and Its Genres, Trends of the Press Media.(Pages 52 – 88)from *Mass Communications and Media Studies*.

### **Unit - V**

Electronic Media – TV: History of TV in India, Its Advantages and Disadvantages, Merits and Demerits of Advertising, News Channels.(Pages 89 – 123)

Electronic Media – Radio: History of Radio in India, Advantages and Disadvantages, FM Channel.(Pages 124 – 146) from *Mass Communications and Media Studies*.

### **TEXTBOOKS:**

1. Applegate, Edd. *PrintandBroadcastJournalism: ACriticalExamination*. Greenwood Publishing, 1996.
2. Chunwalla S.A. *MassCommunicationsandMediaStudies*. Mumbai: Himalaya Publishing House, 2010.

### **REFERENCES:**

1. *Radio and TV Journalism in India-* K.M. Srivastava.
2. Uday, Sahay. *HandbookoftheMediainContemporaryIndia*, Oxford University Press Publications.

IV SEMESTER		
<b>DSE-4C</b>	<b>HISTORY OF THE ENGLISH LANGUAGE</b>	
<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT-:12Credits:3</b>

**Course Objectives:**

CO No.	
CO-1	Understand the history of evolution of English language.
CO-2	Understand different families of language.
CO-3	Analyze the features of old English, middle English and modern English.
CO-4	Understand the impact of renaissance and Bible translations.
CO-5	Examine the significance of colonialism in the expansion of English language.

**Course Outcomes:**

CO No.	Upon completion of this course, students will be able to	PSO Addressed	Bloom's Taxonomy Classification
CO-1	Understand how English language has changed over time from its origin to the present day.	1,2	Understanding
CO-2	Comprehend the relationship between the history of the English language and social and political processes.	1, 2, 3	Analyzing
CO-3	Develop the linguistic skills required in the close analysis of individual words and other texts.	5	Creating
CO-4	Analyze the contributions of major writers in the development of English vocabulary.	3	Analyzing
CO-5	Understand the significance of English Language as a lingua franca in the modern times.	2	Understanding

### **Unit I A Short History of the Origin of English**

General characteristics of Old English (450-1100), Peculiarities of Anglo-Saxon Literature, Old English Vocabulary.

Influence of the Norman Conquest.

General characteristics of Middle English (1100-1500)

### **Unit II The Rise and Growth of Modern English**

Growth of vocabulary

Greek, Latin, Italian, Scandinavian, Indian and French influences

### **Unit III Makers of English**

The Bible, Spenser, Shakespeare, Milton and Dr. Johnson

American English

### **Unit IV Modern English**

The Evolution of Standard English

The Spelling Reform

The English Lexicon

Dictionaries

### **Unit V Phonetics**

Topics: Organs of speech-active and passive articulators-consonants-voiced and voiceless sounds-vowels and diphthongs-primary and secondary accent.

### **REFERENCE BOOKS:**

1. Henry Bradley -The Making of English
2. F.T.Wood -An Outline History of the English Language
3. A.C.Baugh - A History of the English Language
4. T.Balasubramaniam -A Textbook of English Phonetics for Indian students
5. A.C.Gimson -Pronunciation of English (7th edition)