

Holy Cross College (Autonomous)
Nationally Re-Accredited with A+ by NAAC (CGPA 3.35)
Nagercoil, Kanyakumari District, Tamil Nadu, India.

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



PG & Research Department of English
PG Syllabus

(With effect from the academic year 2020-2021)

Issued from the Deans' Office



PG & RESEARCH DEPARTMENT OF ENGLISH

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio ethical responsibility.

Programme Educational Outcomes (PEOs)

PEO – 1	The graduates use scientific and computational technology to solve social issues and pursue research.
PEO – 2	Our graduates will continue to learn and advance their careers in industry both in public and private sectors, government and academia.
PEO – 3	The graduates will gain awareness on the role of literature in addressing contemporary issues such as environmental concern, and Gender issue.

Programme Outcomes (POs)

	Upon completion of M.A. English Literature degree programme, the graduates will be able to:
PO - 1	design and undertake individual research which will contribute to the future ideological and societal development.
PO - 2	enhance in-depth learning by using innovative technological sources.
PO - 3	integrate various theories and methodologies relating to social and environmental contexts.
PO - 4	excel in competitive examinations, face interviews and handle real life situations.
PO - 5	articulate critically to address the emerging national and global challenges with an ethical outlook.
PO - 6	perform the professionalism and team spirit and exhibit leadership, communication and managerial skills.

Programme Specific Outcomes (PSOs)

	Upon completion of M.A. English, the graduates will be able to:
PSO – 1	exhibit a definite mastery of English language skills.
PSO – 2	identify significant works of literature and to provide analytical insights to the same.
PSO – 3	assure integrated individuals both as professionals and leaders.
PSO – 4	develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

Eligibility Norms for Admission:

A pass in any UG degree preferably B. A. English Literature or a pass in any equivalent examination as per the norms of Manonmaniam Sundaranar University, Tirunelveli with a minimum of 50% marks.

Duration of the Programme: 2 years

Medium of Instruction: English

Passing Minimum:

Minimum pass mark in each course is 50.

Components of the M.A. English Programme

Components	Number of Papers	Maximum Marks / Course	Total Marks
Theory Papers (Core)	15	100	1500
Theory Papers (Electives)	4	100	400
Theory / Project	1	100	100
Total	20		2000

CBCS for PG Programme

Components	No. of Courses	Credit/Course	Total
Core Courses/Practicals/ Projects	13- 18	4-5	70
Elective	4	5	20
Life Skill Training	2	1	2
Summer Training Programme (STP)	1	1	1
Service Learning Programme (SLP) –Community Engagement Course	1	2	2
Total			95

Course Structure
Distribution of Hours and Credits

Course	Sem. I	Sem. II	Vacation	Sem. III	Sem. IV	Total	
						Hours	Credits
Core – Theory	6 (4) + 6 (4) + 6 (4) + 6 (4)	6 (5) + 6 (5) + 6 (4) + 6 (4)	-	6 (4) + 6 (4) + 6 (4)	6 (5) + 6 (5) + 6 (5) + 6 (5)	90	66
Elective	6 (5)	6 (5)	-	6 (5)	6 (5)	24	20
Project	-	-	-	6 (4)	-	6	4
Total	30 (21)	30 (23)		30 (21)	30 (25)	120	90
Non-academic Courses							
Life Skill Training – I	-	(1)	-	-	-	-	1
Service-Learning Programme (SLP)- Community Engagement Course		(1)		(1)			2
Life Skill Training – II	-	-	-	-	(1)	-	1
Summer Training Programme	-	-	(1)		-	-	1
Total	-	(2)	(1)	(1)	(1)	-	5

Total Number of Hours = 120

Total Number of Credits = 90+5

Non-academic courses are mandatory and conducted outside the regular working hours.

Courses Offered

Semester	Course Code	Title of the Course	Hours / Week	Credits
I	PE2011	Core I: Chaucer to Milton	6	4
	PE2012	Core II: Indian Writing in English	6	4
	PE2013	Core III: American Literature	6	4
	PE2014	Core IV: Canadian Literature	6	4
	PE2015 PE2016 PE2017	Elective I: (a) Critical Approaches to Literature (b) Psychology in Literature (c) Disability Theory & Literature	6	5
	LST201	Life Skill Training (LST) – I		-
	II	PE2021	Core V: Dryden to Johnson	6
PE2022		Core VI: World Literature in Translation	6	5
PE2023		Core VII: Research Methodology	6	4
PE2024		Core VIII: Introduction to Literary Theories	6	4
PE2025 PE2026 PE2027		Elective II: (a) Feminist Writings (b) Postcolonial Literature (c) Human Rights and Literature	6	5
LST201		Life Skill Training (LST) – I	-	1
SLP201		Service Learning Programme (SLP) Community Engagement Course	-	-
STP201		Summer Training Programme (STP)	-	1
III	PE2031	Core IX: Wordsworth to Ruskin	6	4
	PE2032	Core X: Regional Literature in Translation	6	4
	PE2033	Core XI: English Language Teaching	6	4
	PE20PR	Project	6	4
	PE2034 PE2035 PE2036	Elective III: (a) Green Studies (b) African Literature (c) Critical Theories	6	5
	LST202	Life Skill Training (LST) – II		-
	SLP201	Service Learning Programme (SLP) Community Engagement Course	-	2
	IV	PE2041	Core XII: Modern Age	6
PE2042		Core XIII: Shakespeare	6	5
PE2043		Core XIV: Comparative Literature	6	5
PE2044		Core XV: Study of English Language	6	5
PE2045 PE2046 PE2047		Elective IV: (a) South Asian Literature (b) Media Studies (c) Introduction to Linguistics	6	5
LST204		Life Skill Training (LST) – II	-	1
TOTAL			120	90+5

Self Learning – Extra Credit Course

Semester	Course Code	Title of the Course	Hours / Week	Credits
III	PE20S1	NET/SET Paper I	-	2
IV	PE20S2	NET/SET Paper II	-	2
	PE20S3	MOOC	-	

Course Transaction

Theory (Major Core / Elective) Paper Hours

Type	Sem. I	Sem. II	Sem. III	Sem. IV
Lecture hours	70	70	70	70
Continuous Internal Assessment (2)	5	5	5	5
Quiz (2)	1	1	1	1
Class test	2	2	2	2
Seminar	10	10	10	10
Open book test/ Book/Article review/ GD	2	2	2	2
Total hours	90	90	90	90

Examination Pattern

i) Major Core / Elective

Internal: External – 40:60

Allotment of Marks for PG Programme

Components	Marks	
	Internal	External
Core & Elective -Theory	40	60
Practicals	40	60
Project	40	60
Life Skill Training (I & II)	60	40

- Each paper carries an internal component.
- There is a passing minimum for external component.

Continuous Internal Assessment

Internal Component

Component	Marks
Internal Test (2)	20
Quiz (2)	4
Class test (2)	4
Seminar	4
GD/Open Book test/ Article Review/ Book Review	4
Online Home Assignment	4
Total	40

External Component

Component	Marks
Part A: 10 x 1 (Two objective type questions from each unit without any choice).	10
Part B: 5 x 3 (One question from each unit with internal choice. Among the five questions one question should be of application type and another will be of analysis type).	15
Part C: 5 x 7 (One question from each unit with internal choice. Question should cover all cognitive levels as per the Course Outcomes).	35
Total	60

Project:

Ratio of Internal and External **40 : 60**

Internal (Supervisor)	Marks
I Review	10
II Review	10
Report	20
External (External Examiner)	
Report	40
Viva-voce (individual, open viva-voce)	20
Total	100

Life Skill Training

Internal Component

Components	Marks	
Life Skill Training- I	Album (20 pages)	40
	Group Song, Mime, Skit (Group of 5 students)	20
	Total	60
Life Skill Training- II	Case Study (30 page)	60
	Total	60

External Component

Written Test	Five out of Seven (5 x 8)	40
	Total	40

SLP - Community Engagement Course (CEC)

(Field Work – 15 hrs; Class Hours – 15 hrs)

Internal Component

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field Work)	30
Total	50

External Component

Component	Marks
Group Project Report / Case Study (10-15 pages in print)	50
Total	50

Semester I
Core I: Chaucer to Milton
Course Code: PE2011

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To give the introduction to the early modern British literature.
2. To provide an in-depth knowledge of the age and the authors of the age.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSO Addressed	CL
CO - 1	trace the British literary tradition from the age of Chaucer to the Age of Milton	PSO - 2	U
CO - 2	understand the thematic and stylistic aspects of the key literary texts with the knowledge of their socio-political context	PSO - 2	An
CO - 3	analyse the literary merits of the early formative writers and their description of nature	PSO-2	E
CO - 4	demonstrate critical thinking and creative felicity by reviewing	PSO - 2	E
CO - 5	achieve expertise in language and literature and identify career potentials	PSO-1	C

Unit I

History of English Literature : Age of Chaucer to Age of Milton (26-161)

Unit II: Prose

Francis Bacon : 1. Of Marriage and Single Life
 2. Of Truth
 3. Of Goodness and Goodness of Nature

Bible : Jonah

Unit III: Poetry

Geoffery Chaucer : Prologue to *The Canterbury Tales* (lines 1- 120)

Edmund Spenser : Prothalamion

John Milton : *Paradise Lost* - Book IX (Lines 1-425)
 (Temptation of Eve)

Unit IV: Poetry

Andrew Marvell : To His Coy Mistress

John Donne : A Valediction: Forbidding Mourning

Sir Walter Raleigh : Nature, that Washed her Hands in Milk Christopher

Christopher Marlowe : The Passionate Shepherd to his Love

Richard Lovelace : To Althea, from Prison

Sir Thomas Wyatt : I Find no Peace

Unit V: Drama

John Webster : *The White Devil*
Ben Jonson : *The Alchemist*

Self Study

William Shakespeare : *The Merchant of Venice*
Thomas Middleton : *The Changeling*

Reference Books:

Edward Albert. (1979). *History of English Literature*. London: Oxford.

Elements of Literature: Sixth Course. (1989) Hold Rinehart and Winston, INC.

Bible. (1994). Florida: Fireside Bible Pub.

Francis Bacon. (1966). *Essays*. London: OUP.

Gillian Rud. (2001). *The Complete Critical Guide to Geoffrey Chaucer*. London. : Routledge.

Richard Bradford. (2001). *The Complete Critical Guide to John Milton*. London: Routledge.

David. Daiches. (1960). *A Critical History of English Literature Volume I: From the Beginning to Milton*.
Martin & Warburg Ltd.

Garret A. Sullivan, Patrick Cheney. (2006). *Early Modern English Drama: A Critical Companion*. London:
OUP.

Monta, Susannah Breitzand, Margeret W. Fergueson, ed.(2010). *Teaching Early Mordern English Prose*. New
York.: Modern Language Association of America.

Semester I
Core II: Indian Writing in English
Course Code: PE2012

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To introduce legendary Indian writers and their style and techniques in writing.
2. To excel academically and professionally in communication skills.
3. To develop a critical appreciation of literature.
4. To comprehend the universality of human concerns.
5. To facilitate students to enrich their communication skills in the English language and inculcate in them a love for reading.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	understand the Indianness in Indian Literature in English and be acquainted with the Indian way of perceiving the world	PSO - 2	U
CO - 2	analyze the works and be familiar with the major Indian writers and their monumental works as an independent field of literature in English	PSO - 2	An
CO - 3	apply the ideas embedded in the works of Indian writers and identify its significance and relevance	PSO - 2	Ap
CO - 4	evaluate the literary, cultural, historical and political impact of the works of Indian writers in English and thereby their role in bringing about social awareness and transformation	PSO - 3	E
CO - 5	create literary sensibility and emotional response to the literary texts and implant sense of appreciation of the text	PSO - 3	C
CO - 6	remember the literary genre and enhance the linguistic competence	PSO - 1	R

Unit I: Prose

Shashi Tharoor	:	A Myth and an Idea
Amitav Ghosh	:	The Imam and the Indian
Arundhati Roy	:	The End of Imagination
Yuvraj Singh	:	The Test of My Life (Chapter 4)

Unit II: Poetry

Sarojini Naidu	:	In the Bazaars of Hyderabad
Nissim Ezekiel	:	Jewish Wedding in Bombay
Jayanta Mahapatra	:	Grandfather
A. K. Ramanujan	:	Love Poem for a Wife
Kamala Das	:	The Old Playhouse

Gieve Patel	:	On Killing a Tree
Meena Alexander	:	Death of a Young Dalit
Shanta Acharya	:	What You Don't Know,

Unit III: Short Stories

R. K. Narayan	:	The Martyr's Corner
Anita Desai	:	Diamond Dust (Title Story)
Ruskin Bond	:	The Thief
Mahasweta Devi	:	The Breast Giver
Jhumpa Lahiri	:	The Interpreter of Maladies

Unit IV: Fiction

Mulk Raj Anand	:	<i>Untouchable</i>
Amulya Malladi	:	<i>A Breath of Fresh Air</i>

Self Study

Manju Kapoor	:	<i>Brothers</i>
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Unit V: Drama

Vijay Tendulkar	:	<i>Silence the Court is in Session!</i>
Mahesh Dattani	:	<i>Seven Steps around the Fire</i>

Self Study

Manjula Padmanabhan	:	<i>Harvest</i>
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Reference Books:

Ayaz Memon. (2014) *Yuvraj Singh: Powerful Elegance*. Mumbai: Jaico Publishing House.

Dwivedi. A. N., (2000) *Kamala Das and her Poetry*. New Delhi: Atlantic Publishers.

Lavina Dhingra. (2012) *Naming Jhumpa Lahiri: Canons and Controversies*. UK: Lexington Books.

Prasanna Sree. (2008) *Psycho Dynamics of Women in the Post Modern Literature*. New Delhi: Sarup & Sons.

Semester I
Core III: American Literature
Course Code: PE2013

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To increase knowledge of the roots of American Literature.
2. To aid reading literature with discernment, from shorter texts to longer works.
3. To explore the American philosophy and the way of Life.
4. To cultivate ability to analyze the elements and strategies of various genres.
5. To foster ability to discuss literary, dramatic, and historical concepts.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	identify and recognize the modes and motifs of American writers	PSO- 2	U
CO-2	analyse literary works as expressions of individual or communal values of the different literary periods	PSO-3	An
CO-3	compare, contrast and co-relate American literature with other national and regional literatures	PSO-2	An
CO-4	examine the elements and strategies of various genres	PSO-1	An
CO-5	write research-based critical papers using various critical approaches to literature	PSO-3	C, Ap

Unit I: Prose

Ralph Waldo Emerson : Self Reliance

Robert E Spiller : The First Frontier

Unit II: Poetry

Walt Whitman : On the Beach at Night

Emily Dickinson : I Heard a Fly Buzz When I Died

Edwin Arlington Robinson : Mr. Flood's Party

Ezra Pound : Ballad for Gloom

Robert Frost : Two Tramps in Mud Time

Vachel Lindsay : Abraham Lincoln Walks at Midnight

Unit III: Short Stories

Edgar Allan Poe : The Cask of Amontillado

O' Henry : The Ransom of Red Chief

Mark Twain : Baker's Bluejay Yarn
Raymond Carver : Cathedral
Saul Bellow : Looking for Mr. Green

Unit IV: Fiction

Edith Wharton : *The House of Mirth*
Jonathan Franzen : *The Corrections*

Unit V: Drama

Neil Simon : *Barefoot in the Park*
Eugene O'Neill : *Long Day's Journey into Night*

Self Study

Fiction

Ernest Hemingway : *For Whom the Bell Tolls?*

Drama

Edward Albee : *Who is Afraid of Virginia Woolf?*

Text Books

Egbert S. Oliver , ed. (1977). American Literature 1890- 1965. Eurasia Publishing House (Pvt) LTD.

William J. Fisher, et.al. , ed. (1980). American Literature of the Nineteenth Century. Ed. Eurasia Publishing House (Pvt) LTD.

Nina Baym ,ed. The Norton Anthology of American Literature. 6th edition. (2003). Norton & Company.

Reference books

Millett. C, Nancy and Raymond J. Rodrigues. *Explorations in Literature*. Scott, Foresman.

Brooks Van Wych. *The American Romantics 1800-60*. New Delhi : Light and life publishers.

American Literature: A College Survey (Self-Reliance). New York: Mc Graw-Hill Book Company.

Meenakshi Raman, ed. *Critical Perspectives in American Literature*. New Delhi: Atlantic publishers and Distributors.

Peter E. Thomas. (1971). *Myth and Modern American Drama*. Ludhiana: Kalyani Publishers.

S.C Mundra. (1978). *A Reader's Guide to American Literature: From the Beginnings to the Present Day*. Bareilly: Prakash Book Depot.

Semester I
Core IV: Canadian Literature
Course Code: PE2014

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To expose the students to the Canadian Literature
2. To give them a knowledge of various trends in literature
3. To expose Canada's ethnic and cultural diversity.
4. To know its most prominent writers focusing on ethnic minority identity, duality and cultural differences.
5. To give them the art form of Canadian culture.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO Addressed	CL
CO - 1	understand the contribution of Canada to Literature in English	PSO-2	U
CO - 2	master the major literary trends in Canada	PSO-6	U, Ap
CO - 3	analyse Canada's ethnic and cultural diversity	PSO-1	U
CO - 4	examine the art form of Canadian Literature	PSO-1	U, An

Unit I: Prose

Margaret Atwood : *Survival: A Thematic Guide to Canadian Literature*

Unit II: Poetry

A.M.Klein : Indian Reservation Caughnawaga
 Wilfred Campbell : The Winter Lakes
 Duncan Campbell Scott : A Prairie Water Colour
 A.J.M.Smith : Ode on the Death of William Butler Yeats
 E.J Pratt : From Stone to Steel
 P.K Page : Adolescence
 Earle Birney : Bushed

Unit III: Short Stories

Alice Munro : Too Much of Happiness, Wenlock's Edge
 Robertson Davies : Offer of Immortality,
 The Night of the Three Kings
 Stephen Leacock : The Beacon on the Hill,
 The Whirlwind Campaign of Maripose

Unit IV: Fiction

Margaret Laurence : *The Diviners*

Maria Campbel : *Half Breed*

Unit V: Drama

Tomson Highway : *The Rez Sisters*

George Ryga : *The Ecstasy of Rita Joe*

Self Study

Fiction

Lucy Maud Montgomery : *Anne's House of Dreams*

Drama

Sharon Pollock : *Blood Relations*

Reference Books:

1. Stephen Leacock. (1912). *Sunshine Sketches of a Little Town*. Canada, Teddington: Eco Library.
2. W. H. New. (2002). *Encyclopedia of Literature in Canada*. Toronto: University of Toronto Press.
3. P.K.Sinha. (2011). *Commonwealth Literature*. New Delhi: Commonwealth Publishers. Press.
4. Anju Sexan. (2009). *Comparative Canadian Literature*. Toronto: University of Toronto. Press.
5. George Woodcock. (1993). *Introduction to Canadian Literature*. Canada: Toronto Press.

Semester I
Elective I (a): Critical Approaches to Literature
Course Code: PE2015

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To make the students understand how literary texts are multidisciplinary.
2. To provide knowledge about the critics who initiated various approaches to literary texts.
3. To show the students how a single text can be approached from different angles.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand how literary texts are multidisciplinary	PSO- 2	U
CO-2	become well equipped with a broad knowledge of the various critics who framed the different approaches to literary texts	PSO- 2	U
CO-3	have an analytical understanding of how a single text can be approached from different angles	PSO- 2	An
CO-4	evaluate the different approaches to literature	PSO-2	E
CO-5	apply the learned approaches to their academic writing and assignments	PSO-2	Ap

Unit I: The Moral Approach

Introduction

- T.S Eliot : Religion and Literature
- Edmund Fuller : The New Compassionate in the American Novel
- Self Study : John Milton's *Paradise Lost* - Book IX (Lines 1-425)
(Temptation of Eve)

Unit II: The Psychological Approach

Introduction

- Geoffrey Gorrer : The Myth in Jane Austen
- Simon O. Lesser : The Image of the Father
- Self Study : Jane Austen's *Pride and Prejudice*

Unit III: The Sociological Approach

Introduction

- Christopher Caldwell : George Bernard Shaw: The Study of the Bourgeois
Superman
- George Orwell : Rudyard Kipling
- Self Study : George Bernard Shaw's *Candida*

Unit IV: The Formalistic Approach

Introduction

James Smith : As You Like It

Cleanth Brooks : Keats's Sylvan Historian: History without Footnotes

Unit V: The Archetypal Approach

Introduction

Robert Heilman : The Turn of Screw as a Poem

Leslie Fielder : Come Back to the Raft Again Huck Honey

Text Book:

Wilbur S Scott. (1966). *Five Approaches to Literary Criticism*. USA: Macmillan.

Reference Books:

Bijay Kumar Das. (2004). *Twentieth Century Literary Criticism*. Delhi: Mehra Offset Press.

Julian Wolfreys. (2002). *Introducing Criticism at the 21st Century*. New Delhi: Rawat Publications.

Kapil Kapoor and Ranga Kaboom. (1995). *Canonical Texts of English Literature Criticism With Selections from Classical Poeticians*. New Delhi: Academic Foundations.

Wilfred Guerin. Earle Labour. L. (1992). *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press.

Roger. T. S Kojeckey. (1971). *Eliot's Social Criticism*. London: Faber and Faber.

Semester I
Elective I (b): Psychology in Literature
Course Code: PE2016

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To make the students identify the major psychological concepts.
2. To help the students apply the theories of psychology for the interpretation of literature.
3. To make the students understand the relationship between psychology and literature.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	confidently analyse the psychological imperatives in the texts	PSO-2	An
CO-2	analyse the emotional outrages in the society	PSO-4	An
CO-3	popularize the voice of the subaltern and the downtrodden	PSO-2	U
CO-4	enhance the emotional quotient by means of theories and critical concepts	PSO-2	Ap

Unit I: Introduction to Psychology

- Geoffrey Hartman : The Interpreter's Freud
 Sigmund Freud : Id, Ego, Super ego
 Scheck, Stephanie : Erik Erikson's "The stages of Psychosocial Development"

Unit II: Poetry

- Sylvia Plath : Daddy
 Margaret Atwood : Morning in the Burned House
 Joshua Lee Quarrell : A Mother's Unwanted Child
 D.H. Lawrence : Snake
 Edna St. Vincent Millay : Ashes of Life
 Walter de la Mare : The Listeners

Unit III: Short Stories

- Anton Chekov : Difficult People
 Charlotte Perkins Gilman : The Yellow Wallpaper
 Edgar Allan Poe's : The Black Cat
 Charles Dickens : A Christmas Carol

Unit IV: Fiction

- Alex Michaelides : *The Silent Patient*

Virginia Woolf : *Mrs. Dalloway*

Unit V: Drama

Eugene O' Neill : *The Emperor Jones*

Oscar Wilde : *The Importance of Being Earnest*

Self Study

Fiction

Charlotte Bronte : *Jane Eyre*

Drama

Mahesh Dattani : *Thirty Days in September*

*Handout of Selected Poems will be distributed

Reference Books:

Alex Michaelides (1920). *The Silent Patient*. Celadon books.

Eugene O'Neill. (1921). *The Emperor Jones*. California: University of California Libraries.

Geoffrey Hartman. (2007). "The Interpreter's Freud". *Modern Criticism and Theory*. Eds. David Lodge and Nigel Wood. Dorling Kindersley.

Oscar Wilde. (2015). *The Importance of Being Earnest*. Fingerprint Publishing.

Sigmund Freud. (1962). *Id, Ego, Super Ego*. Norton.

William James Mckcachie. (1996). *Psychology*. USA: Addison Wesley Co.

Semester I
Elective I (c): Disability Theory and Literature
Course Code: PE2017

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To make the students understand the social and cultural implications of disability
2. To inspire and motivate the students to face challenges

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand disability with a positive perspective	PSO-3	U
CO-2	gain insight into the key ideas of disability theory	PSO-2	U
CO-3	recognise disability as a social and cultural construct	PSO-4	An
CO-4	analyse societal representations of disability at moral, social, and medical levels	PSO-2	An
CO-5	recognize contributions of disabled persons in literary world	PSO-2	An

Unit I: Disability Theory

Tobin Siebers : Disability Theory

Nancy Maris : On Being a Cripple

Unit II: Life Writing

Joni Erickson Tada : *Joni: An Unforgettable Story*

Jean Dominique Bauby : *The Diving Bell and the Butterfly: A Memoir of Life in Death*

Fictional Representations:

Unit III: Describing Disability

William Faulkner : *The Sound and the Fury*

Lucy Grealy : *Autobiography of a Face*

Unit IV: Socio-cultural Crippling

Rohinton Mistry : *A Fine Balance*

Bapsi Sidhwa : *Ice Candy Man*

Unit V: Dramatic Representation

Susan Sontag : *Alice in Bed*

Mahesh Dattani : *Tara*

Self Study

Mark Hadden : *The Curious Incident of the Dog in the Night-Time*

Helen Keller : *The Story of my Life*

Reference Books:

Helen Keller. (1903). *The Story of My Life*. New York: Cosimo.

Joni Erickson Tada. (1996). *Joni: An Unforgettable Story*. Michigan: Zondervan Publishing House.

Jean Dominique Bauby. (2008). *The Diving Bell and the Butterfly: A Memoir*. New York: Harper Perennial.

Mark Hadden. (2012). *The Curious Incident of the Dog in the Night-Time*. Vintage Children's Classics

Rohinton Mistry. (1996). *A Fine Balance*. London: Faber & Faber.

Susan Sontag. (1993). *Alice in Bed*. New York: Straux & Giroux.

William Faulkner. (1929). *The Sound and the Fury*. United States: Jonathan Cape and Harrison.

Semester I
Life Skill Training - I
Course Code: LST201

Hours / week	Credit	Total hours	Marks
1	1	30	100

Objectives:

- To understand the fundamental rules of success
- To practice integrity in day to day life

Course Outcomes (COs)

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	understand the human values to lead a successful life	U
CO-2	apply the ethics in real life situation	A
CO-3	analyse and improve one's attitude	Y

Unit I

Success - Success formulae.

Goals - The law of Karma, The law of clarity, and The law of flexibility.

Positive Mental Attitude - The law of optimism and self-confidence.

Unit II

Purposeful-Burning desire - The law of desire and The law of energy.

Planning and Preparation - The law of planning.

Unit III

Resources - The law of maximization - Time and its management: health, courage, strengths and weaknesses, attitude, will and skill, enthusiasm, initiative, creativity/resourcefulness/ingenuity, experience, appearance, orderliness and neatness, courtesy, politeness and manners, charisma, live life, have luck and skills.

Unit IV

Self-discipline -The law of time preference and The law of direction.

Action - The law of applied effort and The law of compensation.

Persistence.

Unit V

Prayers - The partnership with God - work with commitment towards the goal - work and prayer.

Values - to attain stability in life -Benjamin Franklin's thirteen virtues.

Text Book

Rao, C.N. (2014). 10 Fundamental Rules of Success. India: V &S Publisher.

ReferenceBooks:

1. Bellamy, D.R. (1999). 12 Secrets for Manifesting your Vision, Inspiration and Purpose. India: Master Mind Books.
2. Iyer, S.S. (2009). Managing for Value. New Delhi: New Age International Publishers.
3. Sharma, S.P. (1999). Success Through Positive Thinking. Delhi: Pustak Mahal
4. Raj, A.S. (2015). Personality Development. Delhi: Firewall Media.

Semester II
Core V: Dryden to Johnson
Course Code: PE2021

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To lay foundation for the study of British Literature.
2. To help students understand the ideas of great masters of British Literature.
3. To gain an understanding of the process of literary development.
4. To explore the richness and variety of British Literature.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO -1	recognize the variety of styles, genres and themes of British literature and history, primarily through the works of dominant figures	PSO 1	U
CO- 2	have a knowledge of the social conditions existing during the period of the prescribed writers	PSO 2	U
CO- 3	situate an author in his/her literary period.	PSO 2	An
CO- 4	prepare themselves for professional exams at the National level (SET, NET) and international level (subject GRE exam)	PSO 3	Ap

Unit I:

Age of Dryden	:	162-194
Age of Pope	:	195- 235
Age of Transition	:	236- 279

(History of English Literature – Edward Albert)

Unit II: Prose

Richard Steele	:	Of the Spectator’s Club The Club at the Trumpet
Joseph Addison	:	Sir Roger at home Sir Roger and the Widow

Unit III: Poetry

Alexander Pope	:	The Essay on Man Epistle II (lines 1-52)
Thomas Gray	:	Elegy Written in a Country Churchyard
William Cowper	:	On the Receipt of my Mother’s Picture
Robert Burns	:	To a Mountain Daisy
Oliver Goldsmith	:	The Deserted Village

William Blake : The Lamb, The Tyger

Unit IV: Fiction

Jonathan Swift : *Gulliver's Travels: A Voyage to Brobdingnag*

Henry Fielding : *Joseph Andrews*

Unit V: Drama

William Congreve : *The Way of the World*

John Dryden : *All for Love*

Self Study

Fiction

Daniel Defoe : *Robinson Crusoe*

Drama

Sheridan : *The Rivals*

Reference Books:

Edward Albert. (1979). *History of English Literature*. London: Oxford University Press.

Joseph Addison and Sir Richard Steele (1908). *Sir Roger de Coverley and The Spectator's Club*.
London: Cassell.

John Dryden (1973). *All For Love*. David M. Vieth ed. Britain: University of Webraska Press.

William Congreve (1967). *The Way of the World*. Prof. Barath Banerjee ed. Bareilly: Student Store

Henry Fielding the Critical Heritage (1969). Roland Paulson Ed. Delhi: Vikas Publication

The criticism of Henry Fielding (1970). Ioan William ed. London: Routledge and Kegan Paul Ltd.

Robert Burns (1906) *Poems and Songs*. J.M Dent and Son Ltd. ed. London: J. M Dent and Son Ltd

Semester II
Core VI: World Literature in Translation
Course Code: PE2022

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To give a comprehensive knowledge of the great literary works produced all over the world in different languages and available in English translation.
2. To promote intellectual growth by strengthening their abilities to read the text analytically.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO Addressed	CL
CO – 1	understand and appreciate the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PSO - 2	U
CO – 2	apply the knowledge acquired by reading the transnational texts in handling intercultural encounters in academics, business, politics and community	PSO - 3	Ap
CO – 3	analyze and interpret the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PSO - 3	An
CO – 4	evaluate major developments in world history, the historical roots of contemporary global cultures and the literary, philosophical, religious contributions of world cultures	PSO - 2	E
CO – 5	create critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis	PSO - 2	C
CO - 6	remember the significant figures and works of world literature.	PSO - 3	R

Unit I: Prose

Stephen Mitchell : *Book of Job*

Unit II: Poetry

Edward Fitzgerald : Rubaiyat of Omar Khayyam (1-10 stanzas)

Thiruvalluvar- G.U. Pope : *Thirukkural* (Chapters 1-Invocation (The Praise of God), 11- Gratitude & 20- Bearing

No Envy

Pablo Neruda : *If You Forget Me*

Unit III: Short Story

Guy De Maupassant : *Two Friends*

Anton Chekhov : *The Bet*

Luigi Pirandello : *The War*

Alexander Pushkin : The Undertaker

Unit IV: Fiction

Han Kang : *The Vegetarian*

Leo Tolstoy : *Anna Karenina*

Unit V: Drama

Bertold Brecht : *Mother Courage and her Children*

Sophocles : *Oedipus Rex*

Self Study

Fiction

Paulo Coelho : *The Alchemist*

Drama

Henrik Ibsen : *Ghosts*

Reference Books:

Bertold Brecht. (2012). *Mother Courage and her Children*. India: Bloomsbury.

Paulo Coelho. (2002). *The Alchemist*. New York: Harper Collins

Henrik Ibsen. (1997). *Ghosts*. London: Dover Publications

Han Kang. (2015). *The Vegetarian*.UK: Portobello Books.

Leo Tolstoy. (1984). *Anna Karenina* .UK: RHUS.

Semester II
Core VII: Research Methodology
Course Code: PE2023

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To master the rudiments of research writing
2. To equip the students to become informed researchers
3. To enhance the students in developing the language skills for research writing
4. To sensitize the students to become morally and ethically responsible researchers

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the formal aspects of research.	PSO-3	U
CO-2	equip themselves in Research Methodology	PSO-1	Ap
CO-3	skilled at selecting and limiting the research topic.	PSO-2	Ap
CO-4	develop the ability to organize ideas and present them coherently with a considerable degree of sophistication in keeping with the norms of scholarly research and writing.	PSO-2	Ap

Unit I: (MLA Handbook – Seventh Edition)

Research and Writing
 The Research Paper as a Form of exploration
 The Research Paper as a Form of Communication
 Selecting a Topic
 Taking Notes
 Outlining
 Writing Drafts

Unit II

Principles of MLA Style
 Introduction
 Why Document Sources
 Plagiarism and Academic Dishonesty

Unit III

Think: Evaluating your Sources
 Select: Gathering Information about your Sources
 Organize: Creating your Documentation
 The Format of the Research Paper (MLA Handbook – Seventh Edition)

Unit IV

The Mechanics of Scholarly Prose
 Works Cited

Unit V

In-text Citations

Citations in forms other than Print

Self Study

Practical Application

Reference Book:

MLA Hand Book. (8th ed.). (2016). America: Modern Language Association

MLA Hand Book for Writers of Research Papers. (7th ed.).(2009) America: Modern Language Association.

Semester II (Ratification)
Core VII : Research Methodology
Course Code: PE2123

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To master the rudiments of Research Writing
2. To help the students write quality research papers.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the formal aspects of research	PSO - 3	U
CO-2	develop the ability to organize ideas in their scholarly research writing	PSO - 1	Ap
CO-3	equip themselves in Research Methodology and research ethics	PSO - 3	E
CO-4	be skilled at selecting the research topic	PSO - 3	Ap

Unit I: Formatting Your Research, Mechanics of Prose, Principles of Inclusive Language

Margins, Text Formatting, Title, Running Head and Page Numbers, Internal Headings and Sub Headings, Placement of the Works Cited, Tables and Illustrations, Lists, Paper and Printing, Proof Reading and Spell Checkers, Binding a Printed Page, Electronic Submission, Spelling, Punctuation, Italics in Prose, Capitalization of Terms, Names of Persons in Your Prose, Names of Organizations and Groups, Names of Literary Periods and Cultural Movements, Titles of Works in Your Prose, Punctuation of Titles, Punctuation around Titles, Styling Titles, Titles within Titles, Quotations within Titles, Foreign Language Terms and Titles within Titles, Shortened Titles in Your Prose, Translating Titles in Languages Other than English, Numbers, Use of Numerals or Words, Commas in Numbers, Dates and Times, Number Ranges.

Unit II: The List of Works Cited - 1

Creating and Formatting Entries : An Overview, The MLA Core Elements, Author : What It Is, Author : Where to Find It, Author : How to Style It, Author : How to Style It, Title of Source: What It Is, Title of Source : Where to Find It, Title of Source : How to Style It, Title of Container: What It Is, Title of Container : Where to Find It, Title of Container : How to Style It, Contributor : What It Is, Contributor : Where to Find It, Contributor : How to Style It, Version : What It Is, Version : Where to Find It, Version : How to Style It, Number : What It Is, Number : Where to Find It, Number : How to Style It, Publisher : What It Is, Publisher : Where to Find It, Publisher : How to Style It.

Unit III: The List of Works Cited -2, Citing Sources in the Text, Notes

Publication Date : What It Is, Publication Date : Where to Find It, Publication Date : How to Style It, Location : What It Is, Location : Where to Find It, Location : How to Style It, The Three Most Common Types of Entries, Works in One Container, Works in Two Containers, Works That Are Self-Contained, One Work Cited Different Ways, Supplement Elements, Placement after Title of Source, Placement at

End of Entry, Placement between Containers, Punctuation of Entries, More Than One Item in an Element, Supplied Publication Information, Ordering the List of Works Cited, Alphabetizing : An Overview, Alphabetizing by Author, Alphabetizing by Title, Cross-Reference, Annotated Bibliographies

Unit IV: In-Text Citations

In-Text Citations, Overview, What to Include and How to Style It, Quoting and Paraphrasing Sources, Integrating Quotation into Prose, Placement of Parenthetical Citations, Omitting Citations for Repeated Quotations and Terms, Punctuation with Quotations, Capitalization with Quotations, Using an Ellipsis to Mark Material Omitted from Quotations, Other permissible Alterations of Quotations, What Not to Reproduce from Your Source, Languages other Than Modern English, Indirect Sources, Citations in Forms Other Than Print, Slides, Videos, Web Projects, Oral Presentations

Unit V: Research and Writing, Plagiarism and Academic Integrity

The Research Paper as a Form of Exploration, The Research Paper as a Form of Communication, Selecting a Topic, Conducting Research, Compiling a Working Bibliography, Evaluating Sources, Taking Notes, Outlining, Writing Drafts, Language and Style, Plagiarism and Academic Integrity Definition of Plagiarism, Consequences of Plagiarism, Information Sharing Today, Unintentional Plagiarism, Forms of Plagiarism, When Documentation is not Needed Bibliographic Notes, Content Notes, Styling of Notes, Placement of Notes in the Text.

Text Books

MLA Handbook. 9th Edition. The Modern Language Association of America, New York, 2021.

MLA Handbook for Writers of Research Papers. 7th Edition. 2009. Affiliated East-West Press Pvt Ltd.

Semester II
Core VIII: Introduction to Literary Theories
Course Code: PE2024

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To introduce key essays representing the contemporary Literary theories
2. To have an understanding of these theoretical texts
3. To expose the students to the prominent thinkers
4. To promote intellectual growth by strengthening their abilities to read the text analytically.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the ways of looking at literature	PSO-2	U
CO-2	understand and analyse key concepts	PSO-2	An
CO-3	apply the knowledge to research	PSO-3	Ap
CO-4	generate new knowledge based on sound theoretical insight	PSO-2	C

Unit I: Structuralism

Vladimir Propp : Morphology of the Folktale

Levi Strauss : Structural Study of Myth

Self Study

‘Structuralism’ Routledge Companion to Critical Theory

Unit II: Post Structuralism:

Roland Barthes : From Work to Text

Paul de Man : Resistance to Theory

Self Study

‘Post Structuralism’ Routledge Companion to Critical Theory

Unit III: Postmodernism

Jurgen Habermas : Modernity- An Incomplete Project

Jean-François Lyotard : Defining the Postmodern

Self Study

‘Post Modernism’ Routledge Companion to Critical Theory

Unit IV: Gender and Queer Studies

Helene Cixous : The Laugh of the Medusa

Judith Butler : *Gender Trouble* (Chapter-1)

Self Study

Gender and Queer Studies - Routledge Companion to Critical Theory

Unit V: Postcolonial Studies

Edward Said : *Culture and Imperialism (Chapter 1)*

Achebe : *An Image of Africa: Racism in Conrad's Heart of Darkness*

Self Study

'Race and Postcoloniality' Routledge Companion to Critical Theory

Reference Books:

Roland Barthes. (1988). *The Semiotic Challenge*. Translated by Richard Howard. Blackwell.

Jonathan Culler (1975). *Structuralist Poetics*. Routledge.

Jacques Derrida. (1976). "The exorbitant question of method" Of Grammatology, translated by Gayatri Chakravorty Spivak, Johns Hopkins University Press.

Christopher. Norris. (1991). *Deconstruction: Theory and Practice*. 2nd ed. Routledge,

Peter Brooker, ed. (1992). *Modernism/Postmodernism*. Longman.

Steven Connor. (1996). *Postmodernist Culture: An Introduction to Theories of the Contemporary*. 2nd ed. Blackwell.

Bill Ashcroft and Pal Ahluwalia. (2001). "Edward Said". Routledge.

Homi K. Bhabha, ed. (1990). *Nation and Narration*. Routledge.

Joseph Bristow, ed. (1992). *Sexual Sameness: Textual Difference in Lesbian and Gay Writing*.
Routledge

Diana Fuss, ed. (1992). *Inside/ Out: Lesbian Theories, Gay Theories*. Routledge.

Semester II
Elective II (a): Feminist Writings
Course Code: PE2025

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To introduce the students to a different form of literary works by women.
2. To analyze and evaluate the empowerment of women.
3. To deconstruct traditional images of women.
4. To ascertain the patterns of women's self-discovery and self assertion.
5. To identify how feminist literature aims to change the patriarchal society by pointing out its flaws.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO Addressed	CL
CO – 1	gain insight into the power of portraying women	PSO – 2	U
CO - 2	comprehend the patterns of women's self- discovery and self assertion	PSO – 2	An
CO - 3	consider how literature can be a vehicle for social transformation	PSO – 1	An
CO - 4	identify how feminist literature aims to change the patriarchal society by pointing out its flaws	PSO – 4	U

Unit I: Prose

- Mary Wollstonecraft : A Vindication of the Rights of Woman (Chapter-II)
 Simone de Beauvoir : The Second Sex (Introduction Chapter)

Unit II: Poetry

- Gwendolyn Brooks : The Mother
 Maya Angelou : Equality
 Bella Akhmadulina : Farewell
 Eavan Boland : A Woman without a Country
 Kate Jennings : Keeping a Close Watch on this Heart of Mine
 Mallika Sengupta : Tell us Marx
 Anne Sexton : Housewife
 Sylvia Plath : Mirror

Unit III: Short Stories

- Virginia Woolf : The Lady in the Looking Glass: A Reflection
 The New Dress
 Ambai : Unpublished Manuscript

First Poems

Unit IV: Fiction

Alice Walker : *Possessing the Secret of Joy*

Chimamanda Ngozi Adichie : *Purple Hibiscus*

Unit V: Drama

Sharon Pollock : *Doc*

Alice Gerstenberg : *Overtones*

Self Study

Short Stories

Zora Neale Hurston : *Sweat*

Kate Chopin : *A Respectable Woman*

Manju Kapur : *Chocolate*

Gail Godwin : *A Sorrowful Woman*

Fiction

Anita Nair : *Ladies Coupe*

Reference Books

Catherine Belsey and Jane Moore, eds. (1997). *The Feminist Reader: Essays in Gender and the Politics of Literary Theory*. New York: Wiley-Blackwell.

Manjula Padmanabhan. (2000). *Body blows: Women, Violence, and Survival: Three Plays*. Calcutta: Seagull Books.

Barbara Solomon H, ed. (1976). *The Awakening: And Selected Stories of Kate Chopin*. Signet Classic.

Prasad H. (2012). *Twentieth Century American Women Poets*. New Delhi: Arise

Semester II
Elective II (b): Postcolonial Literature
Course Code: PE2026

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To acquaint the students with literatures written in commonwealth countries in the postcolonial period and to introduce the students to postcolonial theory and practice.
2. To make the students understand how postcolonial literature in English contributed to the shaping of social, political and cultural factors of modern postcolonial countries.
3. To explore the complexity of the culture of postcolonial societies.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO – 1	understand the issues and themes in postcolonial literature	PSO - 2	U
CO – 2	apply the acquired learning in finding answers to the prominent questions relevant to postcolonialism such as history, modernity, identity and language	PSO - 3	Ap
CO – 3	analyze and interpret the complexity of the cultures of postcolonial societies	PSO - 3	An
CO – 4	evaluate how postcolonial literature in English involves in the shaping of societal, political and cultural factors of modern postcolonial countries	PSO - 2	E
CO – 5	create awareness on how human diversity (such as race, gender, culture etc) influences personal identities and construct institutional inequity	PSO - 2	C
CO - 6	remember and be familiar with literary concepts of postcolonialism	PSO - 3	R

Unit I: Prose

- John Macloud : Beginning Postcolonial (1st Chapter)
- Franz Fanon : Black Skin and White Masks.
 Chapter 1: The Language of African Literature
- Bill Ashcroft et.al. : The Empire Writes Back (Introduction)

Unit II: Poetry

- A.D. Hope : Australia
- Judith Wright : The Harp and the King
- Margaret Atwood : Journey to the Interior
- Gabriel Okara : The Mystic Drum
- John Pepper Clark : The Casualties
- Wilfred Campbell : The Winter Lakes

Unit III: Short Stories

V.S. Naipaul	:	Miguel Street
Mahasweta Devi	:	Three Sides of Life
Nadine Gordimer	:	Six feet of the Country
Jeanette Armstrong	:	This is a Story

Unit IV: Fiction

Jean Rhys	:	<i>Wide Sargasso Sea</i>
M.G. Vassanji	:	<i>The Assassin's Song</i>

Unit V: Drama

Wole Soyinka	:	<i>Death and the King's Horseman</i>
Badal Sircar	:	<i>Evam Indrajit</i>

Self Study**Fiction**

V. S. Naipaul	:	<i>House of Mr. Biswas</i>
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Drama

Girish Karnad	:	<i>Hayavadana</i>
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Reference Books:

1. Russel Brown, ed. *An Anthology of Canadian Literature in English*. Vol.1&2. Toronto: Oxford University Press.
2. Shiv Kumar Sharma. (2014). *Postcolonial Women Writers*. Jaipur: Ritu pub.
3. William Walsh. (1973). *Readings in Commonwealth Literature*. Oxford: Clarendon Press.
4. Adewale Maja Pearce. (1994). *Wole Soyinka-An Appraisal*. Oxford: Heinemeann Publishers.
5. Mohit K Raj & Rama Kunda. (2006). *Studies in Women Writers in English*. New Delhi: Atlantic Publishers.
6. C. D Narasimhaiah, (ed) (1990). *An Anthology of Commonwealth Poetry*. Chennai: Mac Millan.

Semester II
Elective II (c): Human Rights and Literature
Course Code: PE2027

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To enable the students understand how literatures of the world engage with the issues of human rights across the globe.
2. To help the students gain insight into fictionalized accounts of violation and fight for human rights.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand how literatures of the world engage with the issues of human rights across the globe.	PSO - 2	U
CO-2	identify the challenges of contemporary significance through the readings on the history and ethos of human rights.	PSO - 2	R, U
CO-3	analyse how the knowledge of human rights structure our ways of thinking, refining the perspectives of ourselves and others.	PSO - 4	An
CO-4	evaluate the discourses on human rights representation from a variety of angles.	PSO – 3	Ev
CO-5	create insights into a variety of imaginative perspectives on human rights issues.	PSO-3	C

Unit I: Prose

- Lynn Hunt : “Introduction” *Inventing Human Rights* (15-34)
- Martin Luther King, Jr. : Where do We Go from Here? Address
Delivered at the 11th Annual SCLC Convention
- Edward Said : Reflections on Exile

Unit II: Poetry

- Langston Hughes : Let America be America Again
- Warsan Shire : Home
- V.I.S. Jeyepalan : The Song of the Defeated
- Ashraf Fayadh : Cracks in the Skin
- Bertolt Brecht : The Burning of the Books
- W. H. Auden : Refugee Blues

Unit III: Memoir

- Anne Frank : *The Diary of a Young Girl*
- Michael Herr : *Dispatches*

Unit IV: Fiction

Sharon Bala : *The Boat People*

Markus Zusak : *The Book Thief*

Unit V: Drama

Arthur Miller : *The Crucibles*

Asif Currimbhoy : *The Refugee*

Self Study

Elie Wiesel : *Night*

Percy Mtwa, et.al : *Woza Albert*

Text Books:

Sharon Bela. (2018). *The Boat People*. Knopf Publishing Group.

Asif Currimbhoy. (1972). *Asif Currimbhoy's Plays*. New Delhi: Oxford & IBH Publishing Co.

Asif Currimbhoy. (1972). *Asif Currimbhoy's Plays*. New Delhi: Oxford & IBH Publishing Co.

Anne Frank. (1947). *The Diary of a Young Girl*. Samaira Book Publishers.

Lynn Hunt. (2007). *Inventing Human Rights: A History*. New York: W. W. Norton & Company

Arthur Miller. (1953). *The Crucibles*. U.S.A: Penquin Books.

Edward Said. (2000). *Reflections on Exile and other Essays*. Granta: Harvard University Press.

Elie Wiesel. (1960). *Night*. Maanu Graphics.

Markus Zusak. (2005). *The Book Thief*. Knopf Publishing Group.

Reference Books:

Gopichand. P & Nagasuseela.P, (2010). *Indian Drama in English: A Kaleidoscopic View*. New Delhi: Sarup Book Publishers. Pvt. Ltd.

Robert Hogan.. (1967). *Arthur Miller*. U.S.A. : North Central Publishing Company.

Sarat Joshi C. (2011). *Protecting Human Rights of Refugees: Issues and International Intervention*. New Delhi: Akansha Publishing Macgowan.

Christopher. (2004). *Twentieth Century American Poetry*. New York: Blackwell Publishing.

Monroe K Spears. (1963). *The Poetry of W.H.Auden: The Disenchanted Island*. New York: Oxford University Press.

Semester II
Life Skill Training - II
Course Code: LST201

Hours/ week	Credit	Total hours	Marks
1	1	30	100

Objectives:

- To understand the fundamental rules of success
- To practice integrity in day to day life

Course Outcomes (COs)

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	understand the importance of soft skills	U
CO-2	apply the tools and techniques for effective communication	A
CO-3	analyse and improve mental health	Y

Unit I

Soft and Hard Skills - significance of soft skills.

Communication Skills - Types of communication - elements of communication - constituents of communication - characteristics of effective communication.

Unit II

Body Language - Body language interpretation -tips for better body language.

Interpersonal Skills - Tools for effective conversation and building interpersonal skills.

Unit III

Listening Skills - Listening types - tips for listening - listening and leadership.

Soft Skills and Johari Window -Johari windows - advantages of Johari window.

Unit IV

Change Management -Change Vs Zones - tips for managing change.

Stress Management - Types, causes of stress, symptoms of stress and tackling stress.

Unit V

Motivation - Types of motivation - Hierarchy of needs - tips for motivation.

Time Management - Pareto's principle - tools and techniques for time management.

(Compilation will be provided to the students)

Reference Books:

1. Melgosa, J. (2013). Positive Mind. (3rd ed.). Spain: Safeliz.
2. Shukla, A. (2010). The 4-Lane Expressway to Stress Management. New Delhi: Unicorn Books.
3. Pease, A. (1990). Body Language. India: Sudha Publications Pvt. Ltd.

Semester II & III
Service Learning Programme (SLP)
Community Engagement Course
Course Code: SLP201

Credits	Total no. of hours	Total marks
2	30 (15 classroom + 15 field)	100(50 + 50)

Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Learning Outcomes:

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

b) Credit

2 credit, 30 hours, at least 50% in field, compulsory for all students

c) Contents

Divided into four Modules, field immersion is part of each Unit

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S.No	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
1	Appreciation of Rural Society	Rural life style, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages" (Gandhi),	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	- Classroom Discussions - Field visit**	2 4 2

		rural infrastructure		- Assignment Map	
2	Understanding rural economy & livelihood	Agriculture, Farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them	- Field visit** - Group discussions in class - Assignment	3 4 1
3	Rural Institutions	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to	- Classroom - Field visit** Group presentation of	2 4 2

		Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	improve their effectiveness? Present a case study (written or audio-visual)	Assignment	
4	Rural Development Programmes	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation of the programme for the rural poor.	- Classroom - Each student selects one program for fieldvisit** - Written assignment	2 4 2

**** Recommended field-based practical activities:**

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study Academic and

infrastructural resources and gaps

- Participate in Gram Sabha meetings, and study community participation
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.
- Attend Parent Teacher Association meetings, and interview school drop outs
- Visit local Anganwadi Centre and observe the services being provided
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries,
- Organize awareness programmes, health camps, Disability camps and cleanliness camps
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
- Formation of committees for common property resource management, village pond maintenance and fishing

Teaching & Learning Methods

A large variety of methods of teaching must be deployed:

UGC will prepare an ICT based MOOC for self-paced learning by students for the 1 credit to be conducted in the classroom

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions.

Recommended Readings

Books:

1. Singh, Katar, Rural Development : Principles, Policies and Management, SagePublications, New Delhi, 2015.
2. A Hand book on Village Panchayat Administration,

Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.

3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P. Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society)
5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

Semester III
Core IX: Wordsworth to Ruskin
Course Code: PE2031

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To lay foundation for the study of British Literature.
2. To help students understand the ideas of great masters of British Literature.
3. To gain an understanding of the process of literary development.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	recognize the shifts and thoughts behind the romantic movement of the Victorian period	PSO – 2	U
CO- 2	understand the thematic and stylistic aspects of the key literary texts with the knowledge of their socio-political context	PSO – 2	U
CO- 3	analyse the literary merits of the early formative writers and their description of nature	PSO – 2	An
CO -4	demonstrate critical thinking and creative felicity by reviewing	PSO – 2	E
CO- 5	achieve expertise in language and literature and identify career potentials	PSO – 1	Ap

Unit I

Wordsworth& Coleridge – pg. 313 - 330

Tennyson& Browning– pg. 399 - 412

John Ruskin– pg. 454 - 456

Unit II: Prose

Charles Lamb	:	Oxford in the Vacation Detached thoughts on Books and Readings
Thomas De Quincy	:	Pleasures of Opium Pains of Opium
John Ruskin	:	Sesame and Lilies

Unit III: Poetry

William Wordsworth	:	I Wandered Lonely as a Cloud
S.T. Coleridge	:	Dejection: An Ode
P.B. Shelley	:	The Devil’s Walk: A Ballad

John Keats	:	Endymion
Alfred Lord Tennyson	:	Tithonus
Robert Browning	:	Andrea del Sarto
Mathew Arnold	:	Dover Beach

Unit IV: Novel

Sir Walter Scott	:	<i>Ivanhoe</i>
William Makepeace Thackeray	:	<i>Vanity Fair</i>

Unit V: Drama

P.B. Shelley	:	<i>The Cenci</i>
Oscar Wilde	:	<i>The Duchess of Padua</i>

Self Study

Novel

Charles Dickens	:	<i>Oliver Twist</i>
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Drama

Oscar Wilde	:	<i>An Ideal Husband</i>
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Reference Books:

Charles Lamb. (2013). *The Essays of Elia and the Last Essays of Elia*. Massachusetts: Hardpress.

Edward Albert. (1979). *History of English Literature*. London: Oxford University Press.

Lain McCalman. (2001). *An Oxford Companion to the Romantic Age*. London: Oxford University Press.

Oscar Wilde. (2015). *Complete Writings of Oscar Wilde*. Great Britain: Andesite Press.

Pat Rogers. Editor. (1997). *Vanity Fair: A Novel without a Hero*. London: Everyman.

Sir. Walter Scott. (1913). *The Works of Sir. Walter Scott: Ivanhoe....* London: Nabu Press.

Semester III
Core X: Regional Literature in Translation
Course Code: PE2032

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To create new opportunities for social and cultural interaction.
2. To focus on the characters, dialect, topography, and other features particular to a specific region.
3. To give an opportunity to learn scrupulously the concepts of translation.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	become masters of the regional contribution to Literature in English.	PSO - 2	U
CO - 2	equip with skills of translation and also problems of translation	PSO - 1	An
CO - 3	create awareness of the cultural issues from a global perspective.	PSO - 4	C
CO - 4	enhance the knowledge about regional literature written in English	PSO - 2	E

Unit I: Poetry

Amrita Pritam	:	I am the Daughter of the Land of Dravida
Kumari Aathavan	:	With Lots of Love
Subhadra Kumari Chauhan	:	The Kadamba Tree
Ramdhari Singh	:	Gandhi
Balachandran Chullikkad	:	Ghazal

Unit II: Short Stories

Gyan Ranjan	:	The Flunkey
Damaodar Mauzo	:	Waiting for Death
Ishwar Chander	:	The Riding Fate
Hari Kishan Kaul	:	Sunshine
Y.Iromcha	:	Water

Unit III: Novel

Sundara Ramaswamy	:	<i>Tale of a Tamarind Tree</i>
M. T. Vasudevan Nair	:	<i>Naalukettu</i>

Unit IV: Drama

Vijay Tendulkar : *Kanyadaan*

Mohan Rakesh : *Halfway House*

Unit V: Theory and Practice

Susan Bassnett : *Introduction to Translation Studies*

Self-Study:

Ambai : *A Kitchen in the Corner of the House.*

Reference Books:

Kumari Aathavan, Trans. (2016). *Homeland: Selected Poems of Kumari Aathavan*.
Nagercoil: NESS.

Ambai. Trans. (2019). *A Kitchen in the Corner of the House*. United States: Archipelago
Books.

Susan Bassnett. (2002). *Introduction to Translation Studies*. United Kingdom: Routledge.

Girish Karnad. (2005). *Collected Plays*. Vol.1. New Delhi: OUP. Penguin Books.

Sundara Ramaswamy. (1995). *Tale of a Tamarind Tree*. New Delhi: Penguin Books.

Satish Alekar. (2009). *The Collected Plays of Satish Alekar*. India: OUP.

Semester III
Core XI: English Language Teaching
Course Code: PE2033

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To acquaint students with the nuances of language teaching
2. To familiarize them with various theories of language learning and acquisition

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	familiarize with the learning theories and enabling them to understand the application of these theories in the current scenario	PSO - 2	U
CO - 2	distinguish between the theories of learning and SLA so as to enable them to have a practical view of the real 'classroom climate'	PSO - 2	An
CO - 3	discover the different types of materials used for language teaching	PSO - 3	U
CO - 4	distinguish between syllabus and curriculum development	PSO - 1	U
CO - 5	comprehend the different methods used for testing and evaluation	PSO - 4	Ap

Unit I

Theories and Techniques of Language Learning

- Instructivism
- Humanism
- Social Interactionism
- Programmed Instruction
- Project based learning

Unit II

Theories of Second Language Acquisition

- Constructivism
- Stephen Krashen's hypotheses
- Interactional theories
- Interlanguage
- Error Analysis

Unit III

Material Production – definition of materials, types of materials, creating materials for teaching LSRW

Unit IV

Syllabus – definition, types of syllabus

Curriculum Development – definition, types

Unit V

Testing and Evaluation – definition, methods of testing and evaluation.

Reference Books:

1. Richards, Jack C. and T.S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge UP, 1986.
2. Tickoo.M. L. Teaching of Language Skills.
3. Prabhu, N.S. Second Language Pedagogy.Oxford UP, 1987.
4. Weir, C. Language Testing and Validation: An Evidence-Based Approach. Palgrave Macmillan, 2005.

Journals:

Research Journal of English Language and Literature

International Journal of English Language and Linguistics Research (IJELLR)

E-learning Resources:

[https:// www.teachingenglish.org.uk](https://www.teachingenglish.org.uk)

[https:// www.researchgate.net](https://www.researchgate.net)

PATTERN OF ASSESSMENT:

Continuous Assessment Test: Total Marks: 30 Duration: 90 minutes

Section A – objective type questions 10x1=10 marks

Section B – two 500-word essays with internal choice 2x3=6 marks

Section C – two 1500 words essays with internal choice including preparation of tasks for a given passage 2x7= 14 marks

Other Components: Total Marks: 50

Practice teaching (Teaching their own classmates/ Bridge Course students) 25 marks

Preparation of materials 25 marks

Portfolio (Preparation of materials, five lessons)

End-semester Evaluation Total Marks: 60

Semester III
Major Project
Course Code: PE20PR

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Guidelines

- The Project will be done under the direct supervision of a teacher of the department.
- The list containing the groups and its members and their Supervisor will be finalized at the beginning of the third semester.
- Selection of topics/areas have to be finalized in the course of the first week of the third semester itself with the prior concurrence of the Supervisor
- The teaching hours allotted for the Project is used to make the students familiar with Research Methodology and project writing.
- A maximum of two students will work as a group and submit their project. The members of the group will be allotted by the class in charge. Each group will submit a project and face the viva-voce examination at the end of the third semester.
- The Project must be between 50 and 55 pages. The maximum and minimum limits are to be strictly observed.
- There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.
- **General guidelines for the preparation of the Project:** • Paper must of A4 size only. • Line Spacing: double. • Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides. • Font: Times New Roman only. • Font size: Main title -14 BOLD & Document - 12 normal. • Paragraphs and line spacing: double space between lines [MLA format]. • Double space between paragraphs. No additional space between paragraphs. • Start new Chapter on a new page. • Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner
- One copy of the Project has to be submitted at the department by each group for internal and external evaluation.
- The total marks for the project is 100, of which 40 marks is awarded on the basis of internal evaluation and 60 marks on the basis of external.
- There will be an external evaluation of the Project by an External examiner appointed by the Controller of Examinations. This will be followed by a viva voce Examination. All the members of the group will have to be present for the viva voce. The grades obtained for the external evaluation and viva voce will be the grade for the Project for each student within that group.
- The student who fails to attain 40 % of marks for Project shall redo and resubmit his/her project.

Semester III
Elective III (a): Green Studies
Course Code: PE2034

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To analyze literary texts with environmental concerns in order to approach social issues eco-critically.
2. To examine the various ways in which literature treat the subject of nature.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSO Addressed	CL
CO-1	understand the relationship between human beings and nature.	PSO - 4	U
CO-2	know the issues connected with environment, its resources and native practices	PSO - 4	U
CO-3	analyze the current environmental issues from a literary perspective	PSO - 4	An
CO-4	construct literary and critical ideas for eco-awareness.	PSO - 3	Ap

Unit I: Prose

- Carson Rachel : A Fable for Tomorrow
 Ramachandra Guha : Radical Environmentalism
 Ursula Heise : The Hitchhiker's Guide to Ecocriticism

Unit II: Poetry

- Palai, Thankal Mudakottrananar : Akananuru 355 - Spring has come
 Alathur Kilar on Killivalavan, the Chola king: Purananuru 36 - The Sound of Falling Trees
 Philip Larkin : Going, Going
 George Sterling : Night on the Mountain
 Seamus Heaney : Sunlight

Unit III: Short Stories

- Ruskin Bond : Tiger, Tiger, Burning Bright
 Vandana Singh : Ambiguity Machines: An Examination
 Barry Lopez : The Mappist
 Isabel Allende : And of Clay Are We Created

Unit IV: Novel

- Easterine Kire : *When the River Sleeps*

Linda Hogan : *Power*

Unit V: Drama

Girish Karnard : *Fire and the Rain*

Vinodhini : *Thirst*

Self Study:

Anita Desai : *Fire on the Mountain*

Barbara Kingsolver : *Flight Behaviour*

Reference Books:

Cheryll Glotfelty & Harold Fromm. (1996). *The Ecocriticism Reader*. Athens: The U of Georgia.

Jonathan Bate. (2013). *Romantic Ecology: Wordsworth and the Environmental Tradition*. London: Routledge.

Bill Devall and George Sessions. (1985). *Deep Ecology: Living as if Nature Mattered*. Salt Lake City, Utah: Peregrine Smith.

Van Andruss, et al. (1990). *Home! A Bioregional Reader* edited. Philadelphia. New Society Publishers.

Greg Garrard. (2004). *Ecocriticism: New Critical Idiom Series*. London: Routledge.

Makarand Paranjape, ed. (1997). *Nativism: Essays in Criticism*. Pune: Sahitya Akademi.

Nirmal Selvamony. Nirmaldasan and Rayson K. Alex. (2008). *Essays in Eco criticism*. New Delhi: Sarup and Sons and OSLE-India.

Semester- III
Elective III (b): African Literature
Course Code: PE2035

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To enable students compare the ancient texts with the latest trends in African literature.
2. To make students have a better understanding of the African ancestors and the impact of European intrusion on African history.
3. To provide a deep knowledge of the social, cultural and political changes taking place in the modern Africa.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO – 1	demonstrate an understanding of different contents, forms and contexts of contemporary African literature.	PSO - 1	Ap
CO – 2	evaluate how different historical and ideological contexts of contemporary realities in Africa are mediated, reflected and expressed through African literature.	PSO - 2	An
CO – 3	understand Africa through specific forms of literary expression from the continent and the Diaspora.	PSO - 2	U
CO – 4	demonstrate experience with, and increased confidence in, developing their own analyses of selected works of African literature.	PSO - 4	Ap

Unit I: Prose

- Chinua Achebe : Hopes and Impediments. (Chap: 1, 2, 3)
- Chimamanda Ngozi Adichie : We Should Always be a Feminist

Unit II: Poetry

- Juliya Lithebe : The Sunshine
- Ben Okri : A New Dream of Politics
- Gabriel Okara : Once Upon a Time.
- Dennis Brutus : A Common Hate Enriched Our Love and Us,
- Neo Mvubu : Mighty Eyes
- David Rubadiri : The Negro Labourer in Liverpool

Unit III: Short Story

Lilian A. Aujo	:	Getting Somewhere
Gloria Kembabazi Muhatane	:	The Gem and Your Dreams
Oyet Sisto Ocen	:	In the Plantation
Rutangye Crystal Butungi	:	Legal Alien
Hellen Nyana	:	Waiting

Unit IV: Fiction

Nadine Gordimer	:	<i>July's People</i>
Ibrahim al Koni	:	<i>Gold Dust</i>

Unit V: Drama

Ama Ata Aidoo	:	<i>Anowa</i>
Ngũgĩ WaThiong'o	:	<i>The Black Hermit</i>

Self Study**Fiction**

J.M. Coetzee	:	<i>Disgrace</i>
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Drama

Wole Soyinka	:	<i>The Road.</i>
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Reference Books:

Maathai, Wangari. (2003). *The Green Belt Movement: Sharing the Approach and the Experience*. Lantern Books.

Okara, Gabriel. (1990). *An Anthology of Commonwealth Poetry*. Ed. C. Narasimhaiah. Madras: Macmillan India Ltd.

Msiska, Mpalive-Hangson. (2010). *Wole Soyinka: Writers and their Work*. Ghaziabad: Northcote House Pub.

Yousaf, Nahem. (2010). *Chinua Achebe: Writers and their Work*. Ghaziabad: Northcote House Pub.

africanwriterstrust.org. "A Collection of Short Stories and Poems from African Writers". *suubi*.

Semester- III
Elective III (c): Critical Theories
Course Code: PE2036

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To enumerate critical and theoretical influences on literary studies.
2. To help students read with an enhanced critical and theoretical knowledge.
3. To nurture the application of critical thinking.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	familiarize the students with the modern literary theories	PSO-2	U
CO-2	train the students to appreciate literature by applying modern literary theories	PSO-3	Ap
CO-3	have an in-depth range of theoretical perspectives.	PSO-3	Ap
CO-4	enhance the critical sensibility of the students	PSO-2	An

Unit I

- I. A. Richards : Four Kinds of Meaning
Mikhail Bakhtin : Discourse in the Novel

Self Study

‘The New Criticism’, ‘Russian Formalism’ Pg. (121-140) from English Literary Criticism and Theory: An Introductory History.

Unit II

- Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Sciences.
Roland Barthes : Death of an Author

Self Study

‘Post- Structuralism’ Pg (61-75) from English Literary Criticism and Theory: An Introductory History.

Unit III

- Gayatri Chakravorty Spivak : Can the Subaltern Speak?
Gyan Prakash : Subaltern Studies as Postcolonial criticism.

Self Study

‘Subaltern’ Pg (30-39) from Towards an Aesthetic of Dalit Literature.

Unit IV

Wolfgang Iser : Reading Process

Stanley Fish : Is there a text in the class?

Self Study

‘Readers Response Theory’ Pg (193-205) from English Literary Criticism and Theory:
An Introductory History.

Unit V

Stephen Greenblatt : The Circulation of Social Energy

Louis Montrose : Professing the Renaissance: The Poetics and Politics of Culture

Self Study

‘New Historicism’ Pg (175-180) from English Literary Criticism and Theory :
An Introductory History.

Reference Books:

Peter Barry. (2008). *Beginning Theory: An Introduction to Literary and Cultural Theory*.
New Delhi: Viva Books.

Sharankumar Limbale. (2006). *Towards an Aesthetic of Dalit Literature: History,
Controversies and Considerations*. Trans. from the Marathi by Alok Mukherjee.
New Delhi: Orient Black Swan.

David Lodge. (1972). *20th Century Literary Criticism: A Reader*. London: Longman.

David Lodge and Nigel Wood (Ed). (1988). *Modern Criticism and Theory: A Reader*
(Second Edition). New Delhi: Pearson.

Nagarajan M.S. (2006). *English Literary Criticism and Theory: An Introductory History*.
Hyderabad: Orient Black Swan.

Lois Tyson. (1999). *Critical Theory Today: A User Friendly Guide*. New York: Garland
Publishing.

Semester III
Life Skill Training (LST) – II
Values in Family Life - I
Course Code: LST202

Hours / week	Credit	Total Hours	Marks
1	1	30	100

Objectives:

- To develop values on Indian family, culture, Inter personal relationship and socialization.
- To develop skills necessary to lead a happy life.

Course Outcomes (COs)

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	recognise the importance values of relationship within the family and the society.	U
CO-2	analyse different values, relationships and responsibility	A
CO-3	develop the skill of adjustment and problem solving	C

Unit I:

Family Life Education - Definition - Objective - Aim - Value and Choice - Commitment to Values - Sources and Categories of Values - Professional and Operational Values - Personal and Social Values - Abdication of Responsibility.

Unit II:

Family- Meaning - Types - Indian Family - Types of Family Pattern - Joint Family - Advantages, disadvantages - Social Functions of the Family - Indian Ideal of Family Life - Family as a Unit of Society - Family as a Custodian and Transmitter of Values.

Unit III:

Relationship - Types - Relationship with the Mother - Adolescent - Meaning - Adolescence - Meaning - Needs of the Adolescent - Obstacles to Adolescent - Effects of Non-satisfaction of Needs.

Unit IV:

Socialisation - Process - Friendship - Infatuation - Peer Groups - Harmful Friendship - Signs of Affection.

Unit V:

Women and Men - Status of Women - Indian Woman - Man as Husband and Father - Husband's role in Marriage - Dowry - Divorce.

Text Book:

Marie Mignon Mascarenhas, *Family Life Education*, A Publication of All India Association for Christian Higher Education, Bangalore.

Self Learning Course
Semester III
NET/ SET Paper I
Course Code: PE20S1

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives

1. To prepare the students to qualify in NET/SET/JRF
2. To have general awareness of teaching and learning process in the higher education system.
3. To make the students understand the interaction between people, environment, natural resources and their impact on the quality of life.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	answer the teaching/research aptitude of the candidate.	PSO - 1	R
CO-2	understand the reasoning ability, comprehension, divergent thinking and general awareness of the student.	PSO - 1	U
CO-3	progress in NET/SET Exam.	PSO - 3	Ap

Unit I

Teaching Aptitude

Research Aptitude

Unit II

Comprehension

Communication

Unit III

Mathematical Reasoning and Aptitude

Logical Reasoning

Unit VI

Data Interpretation

Information and Communication Technology

Unit V

People, Development and Environment

Higher Education System

Reference Books:

NTA UGC NET/SET/JRF: Teaching & Research Aptitude Paper 1|fourth Edition|BY Pearson By
KVS MADAN.

Trueman's UGC NET/SET General Paper I- Teaching & Research Aptitude 2020 Edition By
Trueman Publication.

Oxford NTA UGC Paper I for NET/SET/JRF- Teaching and Research Aptitude By Oxford
University Press.

Semester IV
Core XII: Modern Age
Course Code: PE2041

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To provide an in-depth study of writers during Modern Age
2. To explore the War poets and Pink Poets,
3. To investigate the richness and variety of British literature

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSO Addressed	CL
CO-1	gain judicious outlook on the famous writers of the Modern Age	PSO 1	U
CO-2	will be exposed to Modern Age and its impact on literature	PSO 2	U
CO-3	acquire mastery in the works of Modern Age	PSO 2	C
CO-4	expand the knowledge about war poets, pink poets and social life of Modern Age	PSO 3	An

Unit I

The Age of Hardy	:	470-494, 499-509,523-534
Inter-War Years	:	551-566, 576-585,597-602
Mid-Twentieth Century	:	613-654

Unit II: Prose

Joseph Conrad	:	The Lagoon
Virginia Woolf	:	Mr. Bennett and Mrs. Brown
E.V.Lucas	:	Bores
W.B Yeats	:	The Autumn of the Body

Unit III: Poetry

T.S Eliot	:	The Waste Land
William Henry Davis	:	A Greeting
Samuel Butler	:	A Psalm of Montreal
Rupert Brooke	:	The Soldier
Ted Hughes	:	Thought Fox
W.H. Auden	:	Funeral Blues: Stop all the clocks

Unit IV: Fiction

Anita Brookner	:	Hotel du Lac
Henry James	:	The Portrait of a Lady

Unit V: Drama

George Bernard Shaw	:	Candida
John Galsworthy	:	The Silver Box

Self Study**Fiction**

E. M. Foster	:	A Passage to India
H. G. Wells	:	Invisible Man

Reference Books

1. Edward Albert. (1979). *History of English Literature*. London: Oxford.
2. *The Book of Yeats's Vision: Romantic Modernism and Antithetical Tradition (Ann Arbor MI: University of Michigan Press, 1995) [BYV]*.
3. Nayar, M.G. (1986). "A Galaxy of English Essayists: From Bacon to Beerbohm", Macmillan Publishers.
4. Yeats, W.B. (1903). *Ideas of Good and Evil*. "The Autumn of the Body".

Semester IV
Major Core XIII: Shakespeare
Course Code: PE2042

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To develop familiarity in the students with the writings of Shakespeare's plays.
2. To comprehend the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, and tragedy.
3. To orient them to a concrete understanding of Shakespeare's "Universality".

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.	PSO - 2	U
CO - 2	interpret particular Shakespearean works in literary critical essays of one's own.	PSO - 1	E
CO - 3	understand the personality traits of dominant characters	PSO - 2	U
CO - 4	experience and derive meaning from life like situations	PSO - 3	An
CO - 5	know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.	PSO - 2	An

Unit I

Sonnets: 14, 18, 27, 60, 65, 73, 91, 104, 116, 130

Unit II

As You Like It

Unit III

King Lear

Unit IV

Henry IV Part I

Unit V

- | | | |
|----------------|---|---|
| Harold Jenkins | - | As You Like It |
| C. L. Barber | - | From Ritual to Comedy: An Examination of Henry IV |
| J. Stampfer | - | The Catharsis of King Lear |

Self Study:

The Winter's Tale

Reference Books:

William Shakespeare (2012). *William Shakespeare Complete Plays*. New York: Fall River Press.

Bradley, A. C. (2016). *Shakespearean Tragedy*. Chennai: Atlantic Publishers.

Ifor Evans. B. (1966). *The Language of Shakespeare's Plays*. London: University Paperbacks.

Leonard. F. Dean. (1967). *Shakespeare: Modern Essays in Criticism*. London: Oxford University Press.

Ludowyk. E. F. C. (1974). *Understanding Shakespeare*. Cambridge: University Printing House.

Styan. J. L. (1967). *Shakespeare's Stagecraft*. Cambridge: University Printing House.

Semester IV
Core XIV: Comparative Literature
Course Code: PE2043

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To understand and appreciate the different schools of Comparative Literature.
2. To acquaint students with the various theories of Comparative Literature.
3. To acquaint students with a basic knowledge of comparative literature in India.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO – 1	broaden the knowledge of neighbouring national Literatures.	PSO - 2	U
CO – 2	understand the socio cultural challenges across the borders.	PSO - 2	U
CO – 3	read literature as a record of universal human concerns	PSO - 3	An
CO – 4	compare literatures of various countries	PSO - 2	An

Unit I:

Definition and History of Comparative literature
National Literature, General Literature, World Literature
Comparative Literature in India

Unit II:

Schools of Comparative Literature: American and French Schools
Reception and Influence
Influence and Imitation

Unit III:

Thematology: Themes, Motifs, Genre Study
Literature and Society, Literature and Philosophy, Literature and Psychology

Unit IV:

Amiya Dev - Comparative Literature in India
Comparative Literature in India: An Overview of its History

Unit V:

K. Chellappan's Shakespeare and Ilango as Tragedians (Chapters I, II & VI)

Reference Books:

Sussan Bassnett. (1993). *Comparative Literature: A Critical Introduction*. Cambridge: Wiley-blackwell.

K. Chellappan. (1985). *Shakespeare and Ilango as Tragedians*. Thanjavur: Tamil University.

Francois Jost. (1974). *Introduction to Comparative Literature*. New York: Bobbs Merrill.

Haun Saussy. ed. (2006). *Comparative Literature in an Age of Globalization*. Baltimore: John Hopkins University Press.

S. S. Prawer. (1973). *Comparative Literary Studies: An Introduction*. London: Duckworth.

Rene Wellek. (1963). *Concepts of Criticism*. London: Yale University Press.

Semester IV
Core XV: The Study of English Language
Course Code: PE2044

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To familiarize the students to the evolution and the differential traits of the English language.
2. To introduce the learners to the varieties of English language.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	understand the origins of the language by familiarizing them with the theories of language.	PSO - 1	U
CO - 2	familiarize the students with the connection between language and brain and also to distinguish between first and second language acquisition and learning	PSO - 2	Ap
CO - 3	introduce them with the sounds and sound patterns of language	PSO - 1	U
CO - 4	acquaint them with the varieties of language and the changes it has undergone over the years	PSO - 1	U
CO - 5	comprehend the association among the language, culture and society.	PSO - 4	U

Unit I

The Origin of Language
 Theories of Language - Bow-wow theory, ding-dong theory, pooh-pooh theory,
 The Properties of Language
 Animals and human language
 Word and word formation processes

Unit II

Language and the brain
 Language and Machines
 First Language Acquisition
 Second Language Acquisition/Learning

Unit III

Language history and change (Family trees, Language Changes – sound, syntactic, lexical changes)

Unit IV

Language Varieties - Dialects and Idiolects, Registers, British, American English
 Indian English

Unit V

Language, Society and Culture (Sociolinguistics, Social Class and Education,
 Language and Culture, Diglossia, The Sapir-Whorf hypothesis)

Reference Books:

- Yule, George. *The Study of Language*. Third Edition, n.d. 116
 Wood, Frederick T. (2015). *The Outline History of the English Language*. New Delhi: Trinity Press.

Semester IV
Elective IV (a): South Asian Literature
Course Code: PE2045

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To have an advanced knowledge of the distinctive literary strategies and devices deployed in South Asian literature in English.
2. To have a critical understanding of South Asian literary texts in their appropriate historical and cultural contexts.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the writings of South Asian writers offering a substantial contribution to world literature	PSO – 2	U
CO-2	gain knowledge about the numerous South Asian writers who have emerged on the global literary scene since the end of the colonial era	PSO - 2	E
CO-3	understand the plural traditions and value system of South Asian countries	PSO – 2	U
CO-4	analyse how South Asian writers use European techniques such as modernism and postmodernism, and modify or inflect them in unique ways	PSO – 2	An

Unit I: Prose

Malala Lamb Yousafzai	:	Nobel Lecture
Salman Rushdie	:	Imaginary Homelands (Title Essay)

Unit II: Poetry

Edwin Thumboo	:	Words
Yasmine Goonerate	:	There was a country
Kamala Wijeratne	:	To a student
Razia Khan	:	The Monstrous Biped
Mohan Koirala	:	I Remember
Faiz Ahmad Faiz	:	Loneliness

Unit III: Short Stories

Gobinda Shoundo	:	On Water and On Shore
Anil Gharai	:	The Sky of Drought

Nakul Mallick : The Son of a Peasant
Shyamal Kumar Pramanik : Survival

Unit IV: Fiction

Michael Ondaatje : *Anil's Ghost*
Tahmima Anam : *The Bones of Grace*

Unit V: Drama

Mahesh Dattani : *Thirty Days in September*
Hanif Kureshi : *My Beautiful Laundrette*

Self Study:

Drama

Ayad Akhtar : *Disgraced*

Fiction

Kalki : *Ponniyin Selvan Book I*

Reference Books

Ayad Akhtar. (2013). *Disgraced*. London: Bloomsbury Publishing Plc.

C.D. Narasimhaiah . Ed. (1990). *An Anthology of Commonwealth Poetry*. Chennai:
Macmillan India Limited.

Kalki Krishnamurthy. (2018). *Ponniyin Selvan Book I*. Bangalore: Pustaka Digital Media.

Michael Ondaatje.(2011). *Anil's Ghost*. New York: Vintage Publications.

Salman Rushdie. (1992). *The Imaginary Homelands: Essays and Criticism*. United
Kingdom: Granta Books.

Sankar Prasad Singha & Indranil Acharya. (2012). *Survival and Other Stories*. Kolkatta:
Orient Black Swan Pvt Ltd.

Tahmima Anam. (2017). *The Bones of Grace*. USA: Harper Collins Publishers.

Semester IV
Elective IV (b): Media Studies
Course Code: PE2046

Hours / Week	Credits	Total Hours	Marks
6	5	60	100

Objectives

1. To explore the various forms, models, elements and nature of mass communication.
2. To understand the rudiments and basics of Medias as a subset of human communication.
3. To develop critical understanding of international media through engagement with the creative application of practical skills.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSO Addressed	CL
CO-1	acquainted with the contents and characteristics of various types of media of mass communication	PSO - 1	U
CO-2	enhance knowledge about media and its usage in day to day life	PSO - 1	U
CO-3	enjoy and appreciate the media and its role in their daily lives	PSO - 3	U
CO-4	can apply the skills an research ideas in real life situations	PSO - 3	Ap
CO-5	create and write news for the media	PSO - 1	Ap

Unit I: Introduction to Media Studies

Origin, Growth, Role of Media

Magic Bullet Theory

Press Theories - Authoritarian & Libertarian Theory

Unit II: Understanding News

Broadcasting News, Writing News Story, Writing for Print Media

Unit III: Web - Publishing and Online Media Production

Introduction to the Internet and Web, Website Creating Methodology, Logical

Organization and Navigational Website, Learning a Website Editor, Flash

Fundamentals (timeline, forms, symbol, motion editor, sound and video in flash)

Unit IV: Media Literacy

Film, Television, Advertising, Marketing, Creative Media Writing (Blog Writing,

News Writing, feature and column writing, film and book review, documentary

writing, writing for digital media)

Unit V: Project

Newspaper Writing, Creating Blog, Creating Website, Documentary video, News Broadcasting, Making Advertisement (Poster and Video)

Reference Books:

Melvin DeFluer and Sandra Ball-Rokeach. (1989). *Theories of Mass Communication*.
Pearson

M. Neal. *News Writing and Reporting*. Surjeet Publication

News Writing, George A. Hough. *Pre Production Planning for Video film and Multimedia*,
Cartwright.

Semester IV
Elective IV (c): Introduction to Linguistics
Course Code: PE2047

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To provide a platform to understand the node between language acquisition and production.
2. To familiarize with the practical and theoretical discourse of linguistics.
3. To expose the learners to the different branches of linguistics.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	learn the varied Theories in Linguistics	PSO - 1	R
CO-2	evaluate the Varieties of Language	PSO - 1	E
CO-3	identify the Branches of Applied Linguistics	PSO - 1	U
CO-4	illustrate the relationship between language and literature	PSO - 2	Ap
CO -5	analyze the Language Disorders	PSO - 1	An

Unit I: Theories in Linguistics

Innate grammatical Principles
 Corpus Linguistics

Unit II: Native and Non-Varieties of Language

Phonology to Morphology, Syntax to Semantics, Pragmatics

Unit III: Branches of Linguistics

Structural Linguistics, Psycholinguistics, Sociolinguistics

Unit IV: Applied Linguistics

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

Unit V: Language Disorders

The Brain and Language Organization, Aphasia, Dyslexia, Dysgraphia.

Reference Books:

- Aitchinson J. (1995). *Linguistics: An Introduction*. India: Hodder &Stoughton.
- Atkinson, M. Kilby, D. & Rocca, I. (1982). *Foundations of General Linguistics*. United Kingdom: George Allen & Unwin.
- Radford, A. et.al. (1999). *Linguistics: An Introduction*. United Kingdom: Cambridge University Press.
- Wardhaugh ,R. (1986). *An Introduction to Sociolinguistics*. United States: Blackwell.
- Madhukar.G.D, (2012). *Encyclopedia of Language and Linguistics*, (2 Vols.), New Delhi: Swastik Publications.

Semester IV
Life Skill Training (LST) – II
Values in Family Life - II
Course Code: LST202

No. of hours per week	Credit	Total no. of hours	Marks
1	1	30	100

Objectives:

- To recognize importance of marriage, diet and hygiene, role of working wife and mother.
- To develop skills necessary to cope up with family problems.

Course Outcomes (COs)

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	compare marriages in different religion, problems of working wife and mother, family problem, barriers to good listening.	U
CO-2	analyse problems marriage relationship,	A
CO-3	apply the skills obtained through counselling for married life and to coping with family problem.	C

Unit I:

Marriage Preparation - Indian Culture - Stage of Preparation for Marriage - Myths before Marriage - Essential Values - Marriage Beatitudes Delayed and Late Marriage - Christian Marriage, Hindu Marriage and Muslim Marriage.

Unit II:

Working Wife and Mother - Pros and Cons - Health, Diet and Hygiene.

Unit III:

Marital Pathology, Breakdown, Counselling for Reconciliation - Principle Facilitating Relationship.

Unit IV:

Counselling - Definition - Process - Goals - Coping with Family Problem.

Unit V:

Counselor - Meaning - Characteristics - Assumption ship of the Helping Relation - Barriers to Good Listening - Guidelines to Listening - Problem Solving Process - Principles in Problem Solving.

Text Book:

Marie Mignon Mascarenhas, *Family Life Education*, A Publication of All India Association for Christian Higher Education, Bangalore.

Self Learning Course
Semester IV
NET/ SET Paper II
Course Code: PE20S2

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives

1. To prepare the students to qualify in NET/SET/JRF
2. To help the students understand English Language and Literature.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	pursue the career in research/lectureship field.	PSO - 3	Ap
CO-2	familiarize with the terms and aspects of the subject.	PSO - 1	U
CO-3	acquire a diversified knowledge in the fields of English literature and language.	PSO - 1	U

Unit I

Poetry
Drama

Unit II

Non-Fictional Prose
Fiction, Short Story

Unit III

Language: Basic Concepts, Theories and Pedagogy, English in Use.
English in India: History, Evolution and Futures

Unit IV

Literary Theory Post World War II
Literary Criticism

Unit V

Cultural Studies
Research Methods and Materials in English.

Reference Books:

UGC NET English Literature by Arihant Experts

An Objective & Analytical Approach to English Literature for UGC NET-JRF BY Dr.
Vivekanand Jha.

Trueman's *UGC NET English Literature* by B.P.Panigrahi.