



SACRED HEART COLLEGE (AUTONOMOUS)

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Ready for
Every Good Work

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Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

MA.English Program Structure (from 2021 – 2022 onwards)

Se m	Code	Genr e	Title of the Paper	Hrs	Credit	CI A	Se m	Tota l
I		MC	World Classics in Translation	6	5	50	50	100
		MC	Chaucer and Elizabethan Age	6	5	50	50	100
		MC	English Language Teaching with Tech Practicum	6	5	50	50	100
		MC	Literary Criticism	6	5	50	50	100
		MC	Elective- I: Children's Literature	6	3	50	50	100
			Elective- I: Subaltern Studies			50	50	
			Elective- I: Women's Writing			50	50	
			Total	30	23	50	50	500
II		MC	Restoration and Eighteenth-Century Literature	6	5	50	50	100
		MC	Contemporary Critical Theory and Terms	6	5	50	50	100
		MC	New Literatures in English	6	5	50	50	100
		MC	Research Methodology	6	5	50	50	100
		ME	Elective-II: Cultural Studies	6	3	50	50	100
			Elective-II: Gender and Mass Media			50	50	
			Elective-II: Post-Colonial Literature			50	50	
			Internship*		2*	50	50	100
			Total	30	23+2*	50	50	600
III		MC	Romantic and Victorian Age	6	5	50	50	100
		MC	Language and Linguistics	6	5	50	50	100
		MC	American Literature	6	5	50	50	100
		SS	Project	6	3	50	50	100
		SS	Elective III-Teaching Communicative English	6	3	50	50	100
			Elective III-Modern English Grammar			50	50	
			Elective III-English for Competitive Examinations					
			Total	30	21	50	50	500
IV		MC	Twentieth Century Literature	5	5	50	50	100

	MC	Shakespeare	6	5	50	50	100
	MC	Eco Literature	5	4	50	50	100
	MC	Indian English Literature	6	5	50	50	100
	SS	Elective-IV: Content Writing	6	3	50	50	100
		Elective-IV: Advanced Academic Writing					
		Elective-IV: Technical Writing for Business Purposes					
	HR	Human Rights	2	1	100		100
		Total	30	23			500
		Grand Total	120	90 + 2*			2100

World Classics in Translation

Semester - I
Sub. Code:

Hours: 6
Credits: 5

Introduction

The course offers rich source of cultural heritage by making the students imbibing classical literature through translations of classics. It provides a wide literary knowledge and traditions due to their strong influence on British and American literature. The value of translation has its part mainly in the comparatives of texts in linguistics, where students will be well informed about both the translation studies and comparative studies. It accommodates various stylistic devices used by writers across the world.

Course Objectives

- To help the learners imbibe classical literature through translations for their rich source of cultural heritage.
- To acquire the knowledge of great literary traditions due to their strong influence on British and American literature.
- To enable the learners to appreciate the merits of translation.
- To make the learners compare the treatment of major themes by writers of various countries.
- To enable the learners to understand and appreciate various stylistic devices used by writers across the world.
- To enable the learners to analyze the prescribed works

Course Outcomes

Upon completion of the course, the learners will be able to:

CO. No.	CO- Statement	Cognitive Level
CO 1	Discuss the themes elucidated in all the literary works in World Classics in Translation	K6
CO 2	Know the merits of translation.	K2
CO 3	Compare the treatment of major themes by writers of various countries.	K4
CO 4	Understand and appreciate various stylistic devices used by writers across the world	K2
CO 5	Analyze the different characteristics of classic literature	K4

Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	2	2	2	3	2	2	2	3	3	2.4
2	3	3	3	3	3	2	2	3	3	3	2.8
3	3	3	3	2	3	2	2	3	3	2	2.6
4	3	3	3	3	2	2	3	3	2	3	2.7
5	3	3	3	2	3	2	2	3	2	2	2.5
Mean Overall Score											2.6
Result											High

Chaucer and Elizabethan Age

Semester - I

Sub. Code:

Hours: 6

Credits: 5

Course Objectives

- To introduce the learners to the versatility and range of Knowledge of this period.
- To gain insight into the transition from the 16th to the 17th Centuries and the influence of new philosophy and new science.
- To enlighten the different genres employed during the period and the contribution of the writers of the age
- To understand the rise of the drama in the period
- To invest the knowledge of socio political and religious turmoil of the age among the learners
- To enable the learners to analyze the prescribed works

Course Outcomes

At the end of the course, the learners will be able to:

- Significantly point out the religious and cultural temperament of the period
- Analyze and interpret the language of the early writers of the Modern English period and the rise of drama during the period
- Interpret the different genres employed during the period and the contribution of the writers prescribed for study
- Analyze the different characters of the drama in a unique way
- Distinguish the various aspects of tragedy and comedy of the Elizabethan period
- enable them to appreciate the merits of the age

English Language Teaching with Tech Practicum

Semester: I
Sub. Code:

Hour: 6
Credits: 4

Introduction

The course will introduce learners to the origin and history of English Language Teaching. It will explore the mainstream methods, approaches and new trends of ELT. The students would be familiarized with *Grammar Translation, Audiolingualism, Communicative Language Teaching, Task-based Language Teaching, and Content and Language Integrated Learning* as well as alternative methods and approaches in ELT. It will enable the learners to know the alternative ways and means to teach LSRW skills through literature and technology. Learners will have a fuller understanding of English Language Teaching and the current issues in online teaching and learning. It is designed in such a way to make the learners to have hands on training in teaching English with activity corners.

Course Objectives

- To equip learners with knowledge of various methods both evolving and being used in ELT.
- To enable learners to adapt the appropriate approach and method in ELT both at the secondary and tertiary level.
- To make the learners to have hands on training experience
- To help learners to adapt to Online language teaching

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
1	CO1: Know and be familiar with various methods and approaches (both the present and emerging) used in language teaching	K2

2	CO2: Apply various methods in an actual classroom or for a group to teach English language	K5
3	CO3: Tailor-make and demonstrate their own method of language teaching according to the evolving situation of a target group	K6
4	CO4: Deploy technology in offline and online mode for language teaching	K3
5	CO5: Use literature as a tool to teach English as a skill	K6

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	2	3	2	1	3	3	1	1	2.2
2	3	3	3	3	2	1	3	2	2	2	2.4
3	3	3	3	3	3	1	3	3	2	2	2.6
4	3	3	3	3	2	1	3	2	1	2	2.3
5	3	3	3	3	2	3	3	3	3	2	2.8
Mean Overall Score											2.46
Result											High

Literary Criticism

Semester: I
Sub. Code:

Hours: 6
Credits: 5

Introduction

Literary criticism is the study, interpretation, and evaluation of literature. It involves analyzing various elements of a literary work, such as its structure, themes, symbolism, characters, and language, to understand its meaning and significance. Literary criticism is not only concerned with evaluating a work's artistic merit but also with understanding its cultural and historical context. Through literary criticism, readers can gain a deeper appreciation and understanding of literature and its impact on society.

Objectives

- The course aims at facilitating basic knowledge in English critical tradition from the beginning to the Modernists.
- To help the learners to prepare himself/herself to lay the foundation for learning to address the discursive and ideational aspects of literary texts.
- To acquaint the learners with the major concepts and theories from Classical criticism to modern criticism.

- To enhance learners' critical, analytical skills which will help them to study and appreciate literary texts in a better way.
- To teach the learners to evaluate the texts rather critically applying

Critical theories.

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	Know and remember the development of Criticism in literary field	K1
CO 2	Understand the concepts of various school of thoughts	K2
CO 3	Apply and test knowledge on literary productions	K3
CO 4	Describe, analyze, interpret and evaluate literature with the concepts of various schools of thought	K5
CO 5	Evaluate and apply critical thinking by the concepts of various school of thoughts	K6

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	1	2	3	2	2	2.5
2	3	3	3	3	3	2	2	3	2	2	2.6
3	3	3	3	3	3	2	2	3	2	2	2.6
4	3	3	3	3	3	3	2	3	3	2	2.8
5	3	3	3	3	3	2	2	3	2	2	2.6
Mean Overall Score											13.1
Result											2.6

Elective I: Children's Literature

Semester - I

Sub. Code :

Introduction

Hours: 6

Credits : 3

Children's literature refers to literature written specifically for children and young adults, typically aged between infancy and their early teenage years. It is a broad genre that includes books, poetry, stories, and other types of writing that are created for young readers. The history of children's literature dates back to ancient times, with early examples such as Aesop's Fables and the Arabian Nights stories. However, it wasn't until the 18th and 19th centuries that children's literature began to take on its modern form, with the publication of books such as Alice's Adventures in Wonderland, The Adventures of Tom Sawyer, and The Wind in the Willows.

Today, children's literature is a vibrant and diverse genre that includes works from a range of cultures and perspectives. It serves an important role in the development of young readers, helping them to learn about the world around them, to explore their own identities and emotions, and to develop their language and literacy skills. It also provides a valuable source of entertainment and enjoyment for children of all ages.

Course Objectives

- To identify the various techniques and themes unique to Children's Literature
- To understand the changing culture of the Children's world.
- To analyze the perspectives of the young minds.
- To acquaint learners with the major writers of Children's literature to help them to evaluate the literal qualities and the popular appeal of the books for children
- To explore the category of Children's literature and its interaction and impact on children
- To motivate the learners to instill the habit of reading in children and make them understand the importance of reading.

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	Understand various writers of Children's Literature.	K2
CO 2	Equip themselves with the knowledge about the category of Children's Literature and its impact on Children.	K1
CO 3	Trace out the themes and technique of Children's literature	K2
CO 4	Acquire knowledge about the world of Children	K3
CO 5	Evaluate the impact of Children's literature in Contemporary period.	K5

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	1	2	3	3	3	2.7
2	3	3	3	3	3	1	2	3	3	3	2.7
3	3	3	3	3	3	1	2	3	3	3	2.7
4	3	3	3	3	3	1	2	3	3	3	2.7
5	3	3	3	3	3	1	2	3	3	3	2.7
Mean Overall Score											2.7
Result											High

Elective I: Subaltern Studies

Semester - II
Sub. Code:

Hours: 6
Credits: 3

Introduction.

Subaltern studies emerged out of a broader movement known as the "new social history" that aimed to challenge dominant narratives of Indian history that were based on colonial sources and perspectives and instead give voice to the experiences of marginalized groups such as peasants, workers, women, and Dalit.

The scholars associated with subaltern studies drew on a range of theoretical and methodological approaches, including Marxism, post colonialism, and cultural studies, to examine the ways in which power relations and social identities were constructed and contested in colonial and postcolonial India. Key figures associated with subaltern studies include Ranajit Guha, Gayatri Chakravorty Spivak, and Dipesh Chakrabarty. Subaltern studies has been influential in shaping debates within the fields of history, anthropology, sociology, and cultural studies, and has had a significant impact on the broader fields of postcolonial and critical theory.

Course Objectives

- To introduce the current trends in Literature.
- To concentrate on the social issues of recent years.
- To bring about change in the attitudes towards the subaltern.
- To help all to live in the society respecting every individual.

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	Associate to the realities of Subaltern culture.	K2
CO 2	Establish the profound voices of Subalterns.	K3
CO 3	Identify and analysis the works of writers in Subaltern Literature.	K4
CO 4	Focus on the Sensibility of Subaltern predicaments	K4
CO 5	Evaluate the limitations of subaltern literature	K5

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	2	1	3	3	3	2.7
2	3	3	3	3	3	2	1	3	3	3	2.7
3	3	3	3	3	3	2	1	3	3	3	2.7
4	3	3	3	3	3	2	1	3	3	3	2.7
5	3	3	3	3	3	2	1	3	3	3	2.7

Mean Overall Score	2.7
Result	high

Elective I: Women's Writing

Semester - I

Hours: 6

Sub. Code:

Credits: 3

Introduction

Women's writing in English refers to literary works written in the English language by women authors. This literary tradition dates back to the Middle Ages when women began writing religious texts, devotional literature, and personal letters. During the Renaissance period, women's writing began to flourish with the publication of poetry, essays, and letters by prominent female authors such as Mary Wroth, Margaret Cavendish, and Aphra Behn. However, it was not until the late 18th and early 19th centuries that women's writing began to gain widespread recognition with the publication of novels by Jane Austen, the Bronte sisters, and Mary Shelley.

Throughout the 20th century, women's writing continued to evolve and diversify, with authors such as Virginia Woolf, Edith Wharton, Toni Morrison, and Alice Walker exploring themes such as gender, race, sexuality, and class. Today, women's writing remains an important part of the literary landscape, with contemporary authors such as Chimamanda Ngozi Adichie, Zadie Smith, and Margaret Atwood continuing to challenge and expand our understanding of the world through their writing.

Course Objectives

- To initiate an interest in the learners for the women writers in English.
- To enable them to appreciate the thought and expression of women writers who displayed their perception on the world, culture, and gender- bias with novelty in attitude and innovation in techniques.
- To sensitize the learners to various issues that women experience.
- To equip learners to examine and appreciate works produced by women.
- To encourage learners to extend their understanding of issues gained from the text to the world around them

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	Demonstrate knowledge of the texts, the authors and the literary and social movements.	K2
CO 2	Analyze the representation of female/feminist experience in literature.	K4
CO 3	Examine and critique the role played by socio-cultural-economic contexts in defining women.	K3
CO 4	Respect difference and transcend their knowledge gained from the text to the world around.	K2
CO 5	Analyse and engage in the theoretical and Scholarly debate about Feminist Writing	K4

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	1	1	3	3	3	2.6
2	3	3	3	3	3	1	1	3	3	3	2.6
3	3	3	3	3	3	1	1	3	3	3	2.6
4	3	3	3	3	3	1	1	3	3	3	2.6
5	3	3	3	3	3	2	1	3	3	3	2.7
Mean Overall Score											2.62
Result											High

Restoration and Eighteenth Century

Semester: II
Sub. Code:

Hours: 6
Credits: 5

Objectives

- To introduce learners to the poetry of Restoration and Eighteenth century within the context of the literary, cultural, religious and political developments of the age.
- To survey the emergence of new models of poetry and drama in this period of high ideals combined with wit and language.
- To analyze 18th-century literature from a variety of critical and theoretical frameworks.
- To analyze the mechanisms of canon formation and the import of canonicity within literary studies.
- To provide learners with guided research and writing experience in 18th-century studies.

Learning Outcomes:

By the end of this course, learners will be able to:

- Analyze the development of genres in 18th-century British literature.
- Analyze 18th-century British literature within its cultural and historical context.
- Analyze contemporary scholarship on 18th-century British literature.
- Identify and evaluate the mechanisms of canonization.
- Evaluate 18th-century British literature.
- Engage in archival research.

Contemporary Critical Theory and Terms

Semester - II
Sub. Code:

Hours: 6
Credits: 5

Introduction

Contemporary critical theory refers to a broad range of theoretical perspectives that emerged in the 20th century and continue to evolve today. It encompasses various approaches to analyzing culture, society, and politics, and it seeks to challenge dominant power structures, ideologies, and norms. Contemporary critical theory draws on diverse fields, such as philosophy, sociology, cultural studies, literature, and anthropology, to explore questions of power, identity, representation, and social justice. Some of the key critical theories that fall under this umbrella include post structuralism, post colonialism, feminism, queer theory, critical race theory, and intersectionality. These theories provide analytical frameworks for understanding the ways in which power operates in various social and cultural contexts, and they aim to promote social and political transformation.

Course Objectives

- To introduce the learners to the current theoretical perspectives in contemporary literary studies
- To help the learners in close reading of the literary texts in the light of current critical perspectives
- To enhance learners' critical thinking scientifically
- To enable to describe analyse, interpret, evaluate and compare and contrast the concepts of various school of thoughts.
- To enable learners to appreciate a literary work scientifically.

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	know and remember the various 'Isms' and its concepts	K2
CO 2	demonstrate an understanding of all concepts of various theories in the literary field	K2
CO 3	apply and test knowledge on variety of various theories	K3
CO 4	describe, analyze, interpret, evaluate and compare and contrast their concepts of them	K5
CO 5	describe, analyze, interpret, evaluate and compare and contrast their concepts of them	K6

Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	2	3	3	2	2	2.7
2	3	3	3	3	3	2	2	3	2	2	2.6
3	3	3	3	3	3	3	2	3	3	2	2.8
4	3	3	3	3	3	3	2	3	3	2	2.8
5	3	3	3	3	3	2	2	3	3	2	2.7
Mean Overall Score										13.6	
Result										2.7	

New Literatures in English

Introduction

New Literature in English offers the students about imperialism, colonialism and the process of decolonization of the mind. It also provides the students recent work of writers from different pockets of the world with an open mind to understand and appreciate them.

Course Objectives

- To make the learners to become familiar with the current scenario of literature in different parts of the world.
- To encourage the learners to pursue their own interest in literature.
- To introduce the learners of English Literature to a new breed of writing which talks about their oppressed feelings, ventilates their emotions, airs their protests, etc.
- To enable them understand the concepts related to imperialism, colonialism, and the process of decolonization of the mind;
- To familiarize them to the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them.

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO- Statement	Cognitive Level
CO 1	Appreciate all the literary works under New Literature in English as a part of English Literature.	K3
CO 2	Understand the global relevance, significance and resonance of New Literature in English today.	K2
CO 3	Analyse and evaluate the postcolonial aspects of the literary works	K4
CO 4	Appreciate the contribution of translation studies to New Literature in English.	K3
CO 5	Critically analyse the relevance of the works in the light of globalization.	K4

Mapping of CO with PO and PSO

C O	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO 1	PO2	PO3	PO 4	PO5	PSO 1	PSO 2	PS O3	PSO 4	PS O 5	
1	3	3	3	3	2	3	3	3	3	2	2.8
2	3	3	3	2	3	2	3	3	3	3	2.8
3	3	3	3	3	3	2	2	3	2	2	2.6
4	2	2	3	3	2	2	3	3	2	2	2.4
5	3	3	3	3	3	3	3	3	2	2	2.8
Mean Overall Score											2.6
Result											High

Research Methodology

Semester: II

Hours: 6

Sub. Code:

Credits: 5

Objectives

- To provide learners with paradigms and vocabularies for engaging in knowledge production
- To help learners to be more self-aware and purposive researchers
- To make the learners to be familiar with standard research processes
- To enable them to conduct their research and present their findings in an effective manner in the field of literature.
- To make the learners to follow MLA & APA style in research writing

Course Outcomes

Upon the completion of the course, the learners will be able:

- To know what research is and its various types
- To list out the sequence of processes involved in research
- To search and read materials available related to a domain and write a review of it
- To document the research materials following the mechanics of research writing
- To apply both MLA and APA style in documenting resources cited
- To present their research findings scientifically

Elective II: Cultural Studies

Semester-II Hours: 6

Sub.Code :

Credits: 3

Introduction

This course provides a deeper understanding of how culture shapes our everyday lives, how power operates in cultural practices and representations, and how cultural practices can be used as a tool for resistance and social change. It explores the complex relationships between culture, society, politics, and power. It is an interdisciplinary field of study that draws on various theories and methodologies from sociology, anthropology, history, literary studies, and media studies to analyze cultural practices and representations. It equips students with the skills to critically analyze and engage with cultural phenomena in a diverse and globalized world.

Course Objectives:

- To know about cultural studies as a branch of literature
- To understand the impact of culture on literature
- To comprehend the underlying terminologies related to cultural studies
- To know about the recent trends in cultural studies

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	Know cultural studies as a branch of literature	K2
CO 2	Understand the impact of culture on literature	K2
CO 3	Comprehend the underlying terminologies related to cultural studies	K4
CO 4	Know about the recent trends in cultural studies	K2
CO 5	Create the literary pieces related to cultural studies	K6

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	2	2	3	2	2	2	2.5
2	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	2	2	3	3	2	2.7
4	3	3	3	3	3	3	3	3	3	2	2.9
5	3	3	3	2	3	3	2	3	3	3	2.8
Mean Overall Score											2.78
Result											High

Elective II: Gender and Mass Media

Semester-II Hours: 6
Sub.Code : Credits: 3

Introduction

This course explores the intersection of gender and mass media. It helps the learner to have a deeper understanding of the representations of gender in shaping our society. It examines the historical and cultural contexts that have shaped media representations of gender, including the ways in which gender roles have been constructed and reinforced in media throughout history. It also explores contemporary issues surrounding gender representation in mass media, including the representation of marginalized groups such as women, people of color, and the LGBTQ+ community and ethical laws. The course examines a range of media formats, including film, television, advertising, and social media, and consider how different media forms can influence our perceptions of gender.

Course Objectives

- To familiarize the learners with the notion of gender and its operation in society.
- To assist the learners to look at stereotypical representation of women in the media and equip them to critique them.
- To sustain critical thought regarding the role of gender and sexuality in media, in written form
- To be aware of ethics and laws related to gender and media
- Develop a greater appreciation of the media's cultural influence and ultimately, become more media literate and a productive citizen.

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	The learners can explore the relationship between women and media and understand women's images and representation in the media.	K2
CO 2	They can comprehend and develop a plan in dealing with obstacles and challenges in media profession.	K4
CO 3	Challenge the stereotypical notions related to women in media.	K2
CO 4	Critically examine and analyze women's portrayal in different literary writings.	K2
CO 5	They can apply gender and mass media ethics and laws in day today life.	K5

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)	Programme Specific Outcomes (PSO)	
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	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Scores of COs
1	3	3	3	3	3	2	2	3	2	2	2.6
2	3	3	3	2	3	2	2	3	2	3	2.6
3	3	3	3	3	3	2	2	3	3	2	2.7
4	3	3	3	3	3	2	2	3	2	2	2.6
5	3	3	2	2	3	2	2	3	2	3	2.5
Mean Overall Score											2.6
Result											High

Elective II: Post-Colonial Literature

Semester - II

Hours: 6

Sub. Code:

Credits: 3

Introduction

This course examines the cultural, social, political, and economic effects of colonialism and imperialism on formerly colonized societies and their peoples. It explores the complex and varied experiences of individuals and communities in the aftermath of colonialism and the ongoing struggles for decolonization, sovereignty, and self-determination. The course covers a wide range of topics, including the history of colonialism and imperialism, the impact of colonialism on indigenous cultures and knowledge systems, the emergence of post-colonial national identities and movements, the relationship between post-colonialism and globalization, and the challenges and opportunities of post-colonial development.

Course Objectives

- To enable learners to know the current social-Political climate in the developing countries.
- To appreciate postcolonial literatures through a study of representative authors and poets of native culture
- To impart the knowledge of the postcolonial theories

Course Outcomes

At the end of this course, the students will be able to

CO. No.	CO – Statement	Cognitive Level
CO 1	Understand the Postcolonial theories	K2
CO 2	Understanding the histories and the past of the Postcolonial Nations	K2
CO 3	Identify the current political and social issues of the developed and developing countries	K1
CO 4	Analysing the perspectives of the writers through the various texts of the world	K4
CO 5	Identifying the current trends and the changing Postcolonial culture	K1

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	3	3	3	3	3	3	3	3	3
2	3	3	3	3	3	3	2	3	3	2	2.6
3	3	3	3	3	3	2	2	3	3	3	2.8
4	3	3	3	3	3	3	2	3	3	3	2.9
5	3	3	3	3	3	3	3	3	3	3	3
Mean Overall Score											2.86
Result											High

Romantic and Victorian Age

Semester - III

Hours : 6

Sub. Code :

Credits: 5

Course Objectives

- To provide an overview of the literary climate where the romantic sensibility finds an authentic voice touch and intensity.
- To explore the development of the specialist forms of literature in the Victorian age led by thinkers, poets and novelist towards enlightenment.
- To analyze and interpret the works of the Romantic writers applying the different canons of criticism
- To grasp the political and social backgrounds of the growth of the romantic and Victorian spirit

Course Outcomes

At the end of the course, the learners will be able to:

- Grasp the political and social backgrounds of the growth of the romantic and Victorian spirit
- Compare and contrast the Pre-Romantic and the Romantic and Victorian writers
- Analyze and interpret the works of the Romantic writers applying the different canons of criticism
- Understand the reasons for the conflicts experienced during Victorian period with the advent of science
- Acquire a knowledge about the unique characteristics of the Romantic and Victorian society and its literary outputs

Unit - I

Important Concepts:

The Romantic Movement, The Aesthetic Movement, The Pre-Raphaelite Brotherhood

Poetry (Detailed)

P.B.Shelley

Hymn to Intellectual Beauty

John Keats

Eve of St. Agnes

(Non – Detailed)

William Blake

The Marriage of Heaven and Hell

Alfred Tennyson	Tithonus
S.T. Coleridge	Christabel
William Wordsworth	Immortality Ode

Unit – II (Poetry) (Detailed)

G.M. Hopkins	The Windhover
D.G. Rossetti:	The Blessed Damozel
(Non- Detailed)	
Byron	Darkness
Robert Browning	Rabi Ben Ezra

Unit – III (Prose)(Detailed)

Matthew Arnold	The Study of Poetry
(Non- Detailed)	
William Hazlitt	On Going on a Journey
Charles Lamb	Dream Children: A Reverie

Unit- IV (Drama) (Detailed)

Oscar Wilde	A Woman of No Importance
(Non- Detailed)	
John Millington Synge	The Playboy of the Western World
Mary Shelley & P.B Shelley	Midas

Unit - V (Fiction)(Detailed)

Charles Dickens	<i>Bleak House</i>
Sir Walter Scott	<i>Waverley</i>
(Non- Detailed)	
Jane Austen	Northanger Abbey
Thomas Hardy	Tess of the d'Urbervilles

Books for Reference

- Abrams M.H. – English Romantic Poets : Modern Essays in Criticism- New York: Oxford University, 1960
- Bowra C.M- Romantic Imagination. London: Oxford University Press,1976.
- Buckley, Jerome H.- The Words of Victorian Fiction- London: Harvard University
- Sethuraman V.S. and Indra C.T. ed – Victorian prose
- Wright, Austin- Victorian Literature: Modern Essays in Criticism- London : Oxford University Press, 1961.
- The collected works of John Stuart Mill. University of Toronto Press.1981.
- Kumar Shiv K.: British Romantic Poets Recent Revaluations- New York, 1995.

EN912 Language and Linguistics

Se m	Code	Genre	Title of the Paper	Hrs	Credit	CI A	Se m	Tota l
III	EN91 2	MC	Language and Linguistics	5	4	50	50	100

Semester - III
Sub. Code:

Hours: 5
Credits: 4

Objectives

This course helps the learners to get introduced to scientific and systematic study of a language. It consists of the topics related to language and its history with the linguistic elements that makes a person to be systematic, specific and objective.

To help the learners to internalize the system of rules and applications of the English Language.

COURSE OUTCOME:

On the successful completion of the course learners will be able to,

CO Number	CO Statement	Knowledge Level (K1-K5)
CO1	Know and remember the origin of Language.	K1Know
CO2	Demonstrate the mechanism and the components of language.	K2Understand
CO3	Apply and test the components of language system with various linguistic theories.	K3Apply
CO4	Describe, analyze, the differences between the historical linguistics and the modern linguistics.	K4Analyze & Synthesize
CO5	Evaluate various types of linguistics to develop critical thinking.	K5Evaluate

MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	S
CO2	S	M	M	S	M
CO3	S	S	S	S	S
CO4	M	S		S	S
CO5	S	M	S	S	S

S- Strong; M – Medium; L- Low

Unit – I Over View of Language

Language as the object of linguistic studies: Defining language - Language as a tool for communication vs. Language as communication. Human language vs. animal communication systems: Points of convergence and divergence. Language as a symbolic system: Defining symbols--Vocal symbols consisting of signifier and signified. Branches of linguistic studies: Descriptive and Prescriptive Linguistics.

Unit – II Modern Linguistics

Structuralism: Ferdinand de Saussure- synchronic and diachronic approaches-langue and parole-sign-signifier and signified-syntagmatic and paradigmatic relations-Semiotics.

Unit – III Component of Language and TG Grammar

Phonology- Phonetics- Morphology- word classes-inflection, Class-changing and class-maintaining morphemes-derivation-compounding-supra segmental features inflections. Word accent: Syllables and syllabification Stress: Primary and secondary Stress timed-languages and syllable-timed languages.-Intonation: Patterns of intonation Correspondence between intonation change and meaning change -Tone, tonality - Rhyme and rhythm.

Syntax: Formal and functional labels, Traditional and modern labeling Phrase, clause and sentence, categories and constituents, predicates and argument structure, Phrase Structure Grammar and Immediate Constituent Analysis. Subordination and co-ordination, Embedding.

Transformational Generative Grammar - Kernel sentences and transforms, Rules of transformation.

Unit – IV Linguistics and its Application

Semantics- Hermeneutics -Translation—Interpretation- **Discourse Analysis** - lexical Meaning relations, implicature, entailment and presupposition, maxims of conversation, speech act- Stylistics, Pragmatics.

Unit – V Branches of Linguistics

Psycho-linguistics: The relation between language and mind Language and thought Language and dreams.-**Socio-linguistics:** Language in society and society with language - **Language and dialects-** Bilingualism- Multilingualism-Code switching and code mixing- Registers-Pidgin and Creole- Language and Ethnicity, Language and Culture, **Language Education-Language-related issues:** Language and gender - Language and power- Globalization and the vernaculars- Language as Identity

Books for Reference

- Balasubramanian-A Textbook of English Phonetics for Indian Learners- Madras Macmillan, 1993.
- Corder, Pit S- Introducing Applied Linguistics- London: Penguin Books.
- Lyons, John- Language and Linguistics, an Introduction- New York: Cambridge University Press, 1990
- Wood F. T. - An Outline history of English Language- London: Macmillan, 1969.
- Krishnaswamy N., S.K Verma-Modern Applied Linguistics-Chennai: Macmillan.1992.
- Gleason, H.A. An Introduction to Descriptive Linguistics
- Balasubramaniam. An Introduction to English Phonetics
- Verma, S.K; and Krishnaswami, N. Modern Linguistics
- Crystal, David.(ed.) Encyclopedia of Language
- Asher, R.E.(ed.) Encyclopedia of Language and Linguistics
- Brown, Keith.(ed.) Encyclopedia of Language and Linguistics
- Mc Arthur. Concise Companion to English Language
- Swan, Michael. Modern English Usage
- Peters, Palm. Guide to English Usage
- Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of new Linguistic varieties*. Cambridge: Cambridge University Press.
- Pinker, Steven. 1994 *The language instinct*. Harmondsworth: Penguin.
- De Saussure, Ferdinand. 1966. *Course in General Linguistics*. New York: McGraw Hill

Akmajian, A., R. A. Demers and R, M. Hamish, *Linguistics: An Introduction to Language and Communication*, 2nd ed. (Cambridge, Mass.: MIT Press, 1984; Indian Edition, Prentice Hall, 1991).

Chomsky, Noam. 1965. *Aspects of the Theory of Syntax*. Cambridge, Massachusetts: MIT Press.

American Literature

Semester - III

Hours: 6

Sub. Code:

Credits: 5

Objectives

To introduce the learners to the tone and expression of the American literary artists, who were innovative in their outlook and literary temper

To familiarize the learners with the classics of American literature and to enable them to understand the dynamic theories conceived by the modern writers of America.

Enable them to develop an idea of how literature in the US evolved

Course Outcomes

At the end of the course, the learners will be able to

Significantly point out the religious and cultural temperament of the period and familiarize the various literary movements that flourished in America

Interpret the different genres and the contribution of the writers prescribed for study

Explore the uniqueness of American Literature at an advanced level

Analyze the American concept of freedom, liberty, and life

Remember the renowned authors and their works from American Literature.

Assess the socio-cultural-literary scenario of the US.

Unit- I (Poetry)

(Detailed)

Walt Whitman I Sit and Look Out

Wallace Stevens Anecdote of the Jar

Louise Elizabeth Gluck The Mountain

(Non- Detailed)

Emily Dickinson I Heard a Fly Buzz – When I Died

Langston Hughes I Too

Carl Sandburg Chicago

Nikki Giovanni Love Is

Sylvia Plath Lady Lazarus

Unit – II (Prose)

(Detailed)

R.W Emerson Self- Reliance

Thomas Paine The American Crisis

(Non- Detailed)

Thoreau Civil Disobedience

Theodore Roosevelt Abraham Lincoln

Unit – III (Drama)

(Detailed)

Arthur Miller	Death of a Salesman
Edward Albee	The American Dream
(Non- Detailed)	
Tennessee Williams	The Glass Menagerie
Eugene O’Neil	The Emperor Jones

Unit – IV (Short Story)

Detailed

Edgar Allan Poe	The Purloined Letter
Ernest Hemingway	The Fifth Column and the First Fort (No. 1&3)

Non- Detailed

Washington Irving	The Legend of a Sleeping Hallow
O Henry	The Robe of Peace

Unit – V (Fiction)

(Detailed)

Scott Fitzgerald	The Great Gatsby
Nathaniel Hawthorne	The Scarlet Letter

(Non- Detailed)

Kurt Vonnegut Jr.	Galapagos
Ken Kesey	One Flew over Cuckoo’s Nest

Books for Reference

Donald, Heiney and Lenteil H.- Essentials of Contemporary Literature of the Western World,(Vol.3&4)- USA: Barron’s Educational Series

Hoffman, Daniel-Contemporary Guide to American Writing. New Delhi: Indian Reprint, OUP,1981.

Mac Gowan, Chistopher - Twentieth Century American Poetry-Blackwell Pub,2005.

Massa, Ann-American Literature in Context-iv -London & New York: Methuen & co.Ltd.,1982.

Vinson, James – Twentieth Century American Literature-London: Great Writers Learners Library, Macmillan,1980.

Literary Criticism in America – New York: The Liberal Arts Press, 1957.

Allen, Paula Gunn. *Studies in American Indian Literature*. New York: Modern Language Association.1983.

Andrews, W., F. Foster, and T. Harris (eds.). *The Oxford Companion to African American Literature*. Oxford, 1997.

Baym, Nina (ed). *The Norton Anthology of American Literature*, New York: W.W Norton & Co. 2003.

Project

Semester - III

Hours: 6

Sub. Code:

Credits: 3

Objective

To provide an opportunity for the learners to pursue a topic of individual interest in English

The research work must be strictly an individual sincere work, the result of ardent study and pursuit of excellence. The work should not exceed 10,000 words and there will be *viva-voce* by an external examiner.

Project Report	:	80 Marks
Viva – Voce	:	20 Marks
Total	:	100 Marks

Valuation and the viva-voce examination shall be conducted by the respective supervisor and the external examiner chosen from a panel of examiners suggested by the department. The average of the two marks shall be the final.

Elective III: Teaching Communicative English for the Beginners

Semester-III

Hours: 6

Sub.Code:

Credits: 3

Unit I

Introduction to teaching Language skills – tested standard procedures

Listening: Introduction - 44 Sounds + Indian Speakers' Audios and Videos

Speaking: Situational and Functional Dialogues - Greeting People, Introducing Oneself and Others, Asking about remembering

Reading:

Most Frequently Used Sentences in English (Day 1-10)

EFL Reading Cards – Level I & II

Writing: Parallel Writing - Greeting People

Unit II

Listening : 44 Sounds + BBC Lesson 1 by Native Speakers of English

Speaking: Seeking Permission, Requesting, Complaining and Apologizing

Reading:

Most Frequently Used Sentences in English (Day 11-20)

EFL Reading Cards – Level III & IV

Writing: Parallel Writing - Introducing Oneself and Others

Unit III

Listening : 44 Sounds + BBC Lesson 2

II. **Speaking:** Expressing Gratitude, Expressing Sympathy, Dialogues in the Hospital, Complementing and Congratulating

III. **Reading:**

A. Most Frequently Used Sentences in English (Day 21-30)

B. EFL Reading Cards – Level V & VI

IV. **Writing:** Writing Letters – Seeking Permissions

Unit IV

Listening : 44 Sounds + BBC Lesson 3

- II. **Speaking:** Making Suggestion, Warning someone, Asking about possibility, Asking if someone is sure
- III. **Reading:**
 - A. Most Frequently Used Sentences in English (Day 31-40)
 - B. EFL Reading Cards – Level VII& VIII
- IV. **Writing:** Writing Letters – Asking for Advice and Expressing Gratitude

Unit V

Listening : 44 Sounds + BBC Lesson 4

- II. **Speaking:** Dialogues related to weather, season and natural calamities, Universe, roads and traffic signals, Transportation, Professions
- III. **Reading:**
 - A. Most Frequently Used Sentences in English (Day 41-60)
 - B. EFL Reading Cards – Level IX & X
- IV. **Writing:** Writing Letters – Complaining and Apologizing

References:

Maria Arokia Raj K. A. and Leo Maria Francis. *English for Communication 1*. Textbook at Sacred Heart College, Tirupattur.
CIEFL, Graded Reading Cards. Orient Longman Ltd, 1992.
Swan, Michael. *Practical English Usage*. OUP, 1980.
Grant, Taylor. *English Conversation Practice*
Spoken English: A Practical Course for Speaking English Correctly & Effectively
BBC Linguaphone Lessons
<https://www.ef.com/wwen/english-resources/english-vocabulary/top-3000-words/>
<https://www.talkenglish.com/vocabulary/english-vocabulary.aspx>
<https://www.slideshare.net/dianasyahfitripbiunit2/lexical-approach-35819910>

Elective III: Modern English Grammar and Usage

Semester-III

Hours: 6

Sub.Code :

Credits: 3

Course Objectives:

- To familiarize learners with basic concepts in English grammar
- To acquaint learners with grammatical categories of words
- To train learners in formal and functional analysis of sentences
- To make learners understand rules of usage and verb-agreement

Course Learning Outcomes:

Upon completion of this course, learners will be able:

- To know and use basic concepts in English grammar in real life situations
- To know the grammatical categories of words and use them in appreciate situations
- To carry out formal and functional analysis of sentences
- To use a good language with proper verb-agreement

Unit 1:

Introduction to grammar and types of grammar, Parts of Speech, Formal and Functional Analysis of simple sentence

Unit 2:

Structure of simple sentence, types of simple sentences, constituents of simple sentence, finite and non-finite clause

Unit 3:

Structure of complex sentence, matrix clause and subordinate clause, constituents of complex sentence, types of complex sentence, and their analysis

Unit 4:

Compound sentences

Modality, discourse markers, common errors in subject-verb agreement

Unit 5:

Grammar for Competitive Examinations - Error analysis – Tests

Transformation of sentences – synthesis of sentences – (in detail)

Reference:

J.C. Nesfield – The English Grammar, Composition and Usage

R. W. Burchfield, The New Fowler's Modern English Usage, Third Revised Edition, Oxford University Press, 1998.

S. H. Burton, Mastering English Grammar, Macmillan, 1984.

S. H. Burton, Mastering English Language, Macmillan Master Series, 1982.

David Crystal, Who Cares About English Usage?, Penguin Books, London, 1984.

Charles Darling, Guide to Grammar and Writing, <http://ccc.commnet.edu>. Accessed 22.03.01.

I.C. B. Dear (ed.), Oxford English: A Guide to the Language, Oxford, NY, Oxford University Press, 1989.

Michael Doherty, Writing for Excellence, McGraw-Hill, 1992.

Gordon Jarvie, Grammar Guide, Bloomsbury, 1993.

Geoffrey Leech, Margaret Deuchar, & Robert Hoogenraad, English Grammar for Today: A New Introduction, Macmillan, 1986.

Raymond Murphy, English Grammar in Use, Cambridge University Press, 1986.

Randolph Quirk, The Use of English, Longmans, London, 1964.

Robin L. Simmons, Interactive Grammar Review.

Moira Kay Swift, & Sheila T. Stanwell, English in the Office, Edward Arnold, London, 1978.

L. Trask, The Penguin Guide to Punctuation, Penguin Books, London, 1997.

Arthur Waldhorn & Arthur Zeiger, English Made Simple, W. H. Allen, London, 1967

Online Writing Lab

The Oxford Compendium Dictionary, (9th ed.), Oxford University Press, 1995.

Judy Pearsall and Bill Trumble (eds.), The Oxford English Reference Dictionary (2nd ed.), Oxford University Press, Oxford, 1996.

Elective III: English for Competitive Examinations

Semester-III
Hours: 6
Sub.Code:
Credits: 3

Course Objectives:

- To expose the learners systematically to the world of Literature with a view to crack eligibility examinations like NET/SET/JRF
- To create a comprehensive picture in the minds of the learners about the movements, genres, trends, of the world literatures
- To develop a thirst for specific information present in Literature

Course Outcomes:

Upon completion of the course, the learners will be able:

- To have the confidence to appear for any eligibility tests
- To have an overall picture of history of English literature based on movements, genres, trends, etc.
- To locate any specific information in the world of literature

Unit I

Different Literary Trends and Approaches
Different Schools and Movements

Unit II

Origin and Development of Poetry
Origin and Development of Prose

Unit III

Origin and Development of Drama
Origin and Development of Novel

Unit IV

Analysing a poem – Devices of Sound, Devices of Comparison (Figure of Speech),
Analysing a prose work – Rhetoric, Formal, Informal, Expository, Narrative, Descriptive,
Argumentative,
Devices of Grammar – Inversion, Elipsis, Juxtaposition, Apostrophe
Literary Forms and Terms
Important terms from Critical Theories

Unit V

Major Literary Characters and Quotations
Contemporary Literary Prizes, Authors and Works

References:

- Prasad, Birjadish, *A Background to the Study of English Literature*. Revised Ed. Macmillan India Press, 2009.
- Abrams, M. H. *A Glossary of Literary Terms*. (8th Ed), New Delhi, AkashPress, 2007.
- Drabble, Margaret. *The Oxford Companion to English Literature*. 5th Ed. New York: OUP, 1995.
- Masih, K. Ivan, et al. *An Objective Approach to English Literature for NET, JRF, SLET and Pre-Ph.D*. New Delhi: Atlantic Press, 2007.
- Jain, B.B. *UGC NET/JRF/SLET English (Paper – II & III)* 1st Ed. Delhi: UpkarPrakashan, 2010.

Maugham
Kate Atkinson

The Ant and the Grasshopper
Tunnel of Fish from *Not the End of the World* (

**Unit – V (Fiction)
(Detailed)**

James Joyce
Virginia Woolf

A Portrait of the Artist as a Young Man
To The Light House

(Non- Detailed)

John Galsworthy
Aldous Huxley

A Silver Box
Brave New World

Books for Reference:

- Heiney, Donald and Downs, Lenthiel H. – Twentieth Century and Critical Theory. Essentials of Contemporary Literature of the Western World – Vol.2
Hudson, Derek –English Critical Essays: Twentieth Century (Second Series) –London: OUP, 1963.
James, Pickering H.and Jeffery D.Hoepfer –Concise Companion to Literature –New York, Macmillan Publishing Co., Inc., 1987.
Jones M., Phyllis- English Critical Essays: Twentieth Century (First Series)-London: OUP, 1964.
Temple, Ruth Zabriskie., and Martin Tucker. Twentieth Century British Literature: A Reference Guide and Bibliography. New York: F. Ungar Pub., 1968. Print.
Kermode, Frank, and John Hollander. Modern British Literature. New York: Oxford UP, 1973. Print.
Sauerberg, Lars Ole. Intercultural Voices in Contemporary British Literature: The Implosion of Empire. Houndmills, Basingstoke, Hampshire: Palgrave, 2001. Print.
Ivory, James Maurice. Identity and Narrative Metamorphoses in Twentieth-century British Literature. Lewiston, NY: Edwin Mellen, 2000. Print

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc

MOOC – courses on Modernism and Post Modernism - Online Course
<https://www.classcentral.com/course/swayam-twentieth-century-fiction-17829> 2
YouTube lectures by IIT, NIT Professors

Shakespeare

Semester: IV

Hours : 6

Sub. Code:

Credits : 5

Course Objectives

- To reread Shakespeare texts in the light of recent approaches
- To Understand the postmodern versions of Shakespeare
- To Understand the critics view on Shakespeare
- To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context.

Course outcome

- At the end of the course, the learners will be able
- To reread Shakespeare texts in the light of recent approaches
 - To Understand the postmodern versions of Shakespeare
 - To Understand the critics view on Shakespeare

To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context.

Unit - I: Renaissance & Elizabethan Drama

Shakespeare's Sonnets: 18, 24, 29, 116 & 138

Shakespeare's sources, Variations from Greek classical drama.

Terms associated with Shakespeare Criticism.

Debates concerning authorship

Unit - II: The Comedy

Early comedies & later comedies: What marks the difference?

Feminist Readings-*Taming of the Shrew*, *Two Gentlemen of Verona*

Gender Bending, Androgyny & Transvestism in Comedies- *Twelfth Night*, *All's Well that Ends Well*.

Play within the play in the Comedy *Shrew*, *Merry Wives*.

Mikhail Bakhtin's concept of the Carnival, *Henry IV, Part One* 1 -

Shakespeare as a cultural critic.

Recent readings of the Comedies.

Unit - III: The Tragedy

Early & Later Tragedies, the Historical & Jacobean tragedy of Revenge, Seneca, Kyd & Shakespeare.

Hamlet The Oedipal question & Freudian readings, Post Freudian, Feminist objections to Shakespeare, *The Malcontent* in Comedies & Tragedies.

Lear- Electra complex, Aeschylus *Eumenides*, *Othello* Colonialist Discourse in Shakespeare, References to *The Tempest* & *The Merchant of Venice*, Postcolonial Readings of these plays.

Unit - IV: The Problem Play and the Roman Play

What is a Problem Play? *All's Well that Ends Well*, *Measure for Measure*

Problem plays & the Morality Tradition

Julius Caesar

Unit - V: Criticism

Inter-textuality & Postmodern versions of Shakespeare - *King Lear*.

Anachronisms, Puns & other Shakespeare idiosyncrasies.

Music in Shakespeare

Critical Essays

A.C. Bradley- Shakespearean Tragedy

Caroline F. E. Spurgeon- Shakespeare's Iterative Imagery

Reference Books

Bradley, A. C. - Oxford Lectures on Poetry, Macmillan, 1965.

Gibson, Rex- Perspectives: Teaching Shakespeare-Cambridge University Press.

Guerin, Wilfred L.- A Handbook of Critical Approaches- New York, OUP, 2003.

Spurgeon, Caroline F. E- Shakespeare Imagery and what it tells us- Boston: Bacon Press, 1958.

Wells, Stanley and Lena Cowen Orlin- Shakespeare, An Oxford Guide - New York; OUP,2003.

Knight, Wilson- The Crown of Life- Essays in interpretation of shakespeare's final Plays- Methuen & Co Ltd.,1969.

Studies in Shakespeare-Oxford Paperback

J.L. Styan-Shakespeare's Stagecraft-Cambridge University Press, 1967

Egan, Gabriel- Shakespeare- Edinburgh University Press, Edinburgh, 2007.

Harold Bloom - Series of lectures

Essays on Shakespeare and Elizabethan Drama ed. Richard Hosleyroutledge and Kegan Paul Ltd., London

The Growth & Structure of Elizabethan Comedy M.C. Bradbrook Chatto&Windus, London

<https://www.britannica.com/topic/Music-in-Shakespeares-Plays-1369568>

<https://academic.oup.com/sq/article-abstract/20/4/391/5109982?redirectedFrom=PDF>

https://www.researchgate.net/publication/320119903_Shakespeare's_Philosophy_of_Music

Recommended Essays

1. G. Wilson Knight : 'On the principle of Shakespeare Interpretation', 'Hamlet Reconsidered'
2. Elaine Showalter : 'Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism'.
3. Paul Brown : 'This thing of darkness I acknowledge mine: The Tempest and the Discourse of Colonialism,'"

Recommended Reading

1. G. Wilson Knight The Wheel of Fire
2. Michael Mangan A Preface to Shakespeare's Tragedies
3. Caroline F E Spurgeon Shakespeare's Imagery and What it tells us
4. John Dover Wilson What happens in Hamlet
5. Gary Taylor and Michael Warren (ed)The Division of the Kingdoms: Shakespeare's two versions of King Lear
6. Michael Taylor Shakespeare Criticism in the Twentieth Century
7. Jonathon Dollimore& Alan Sinfield (ed) Political Shakespeare: New Essays in Cultural Materialism
8. Stephen Greenblatt : Learning to Curse: Essays in Early Modern Culture

Eco-Literature

Semester IV

Sub. Code:

Hours: 6

Credits:3

Course Objectives

- To introduce the learners with an overall view of literature and ecological thinking with critical perspective.
- To introduce the learners to some basic texts and concepts in this direction, recognizing the fundamental nature of the issues. It is intended to be multidisciplinary.
- To give awareness to the learners on the role of literature in addressing contemporary issues such as environmental concerns.
- To expose care and concern for the environment.
- To advocate a more thoughtful and ecologically sensitive relationship of man to nature.

Course Outcomes

- Learners will be knowing the relationship between Literature and Ecosystem.
- They will be learning to critically appreciate literature and ecology.
- They will be learning the role of literature in addressing contemporary issues regarding environmental concerns.
- They will be exposed to care and concern for the environment.
- They will be more thoughtful and ecologically sensitive towards the relationship between man and nature.

Unit I : Introduction: Literature and Environment -

Relationship of literature to nature
Ideas of nature
Nature and history
Philosophy of nature
Poetry and painting
The idea of landscape
Environmental aesthetics
Gender and nature ecofeminism
Environmental ethics

Poetry

(Detailed)

A.K.Ramanujan A River
Robert Frost Stopping by woods on a Snowy Evening

(Non-Detailed)

William Cowper God Made the Country”
W. H. Davies Leisure

Unit II (Prose)

(Detailed)

Vinay Lal Gandhi and the Ecological vision of Life
Vandana Shiva Women in Nature

Non-Detailed

Vasudha Narayanan Water, Wood and Wisdom

Unit III: Criticism

(Detailed)

William Howarth Ecocriticism in Context
Karren J. Warren “What are the Ecofeminists saying?”

(Non-Detailed)

Literature Scott Slovic from *A Companion to Environmental Philosophy*, ed. Dale Jamieson. Malden, Massachusetts: Blackwell, 2001.

Unit- IV (Short Story)

(Detailed)

Anton Chekov The Lady with the Dog, The Grasshopper

Non-Detailed

Ruskin Bond No Room for a Leopard, The Tree Lover

Play

(Detailed)

Rabindranath Tagore

Mukta Dhara

Non-Detailed

Henry Ibsen

Enemy of the People

Unit V: Fiction

Detailed

Kate Chopin

The Awakening

Barbara Kingsolver

Prodigal Summer

Non-Detailed

Karen Tei Yamashita

Through the Arc of the Rainforest

Indra Sinha

Animal's People

Amitav Ghosh

The Hungry Tide

Books for Reference:

Waugh, Patricia-Literary theory and Criticism-New Delhi: OUP, 2006

Theory Into Practice

An Introduction To Literary Criticism Third Edition By Ann B. Dobie

Peterbarry Beginning Theory By Mohamed Mbarki

A Reader's Guide To Contemporary-Literary-Theory-5th-Edition By Raman Selden .et al.

Ecocriticism: The New Critical Idiom, by Greg Garrard

Ghosh, Amitav. The Hungry Tide. NOIDA: Harper Collins, 2013.

Elective IV: Content Writing

Semester IV**Hours: 6****Sub. Code:****Credits:3****Course Objectives:****The Course will enable the learners:**

To be familiar with the process of Content writing

To be aware of the common errors committed by ESL learners

To be well-versed with the mechanics of writing in English

To boost one's vocabulary

To learn to use the modern writing tools (Apps)

To enhance one's non-fictional writing skills

To become familiar with standard business writing

Course Outcomes:

Upon Completion of the Course, the learners will become:

familiar with the process of Content writing

aware of the common errors committed by ESL learners

well-versed with the mechanics of writing in English

conscious of using the correct vocabulary

acquainted with the use of modern writing tools (Apps)

conversant non-fictional writing skills
familiar with standard business writing

Unit 1: Introduction to Content Writing

Content Writing Basic - Effective Content Writing Process – Prewriting – Drafting -
Sentence Construction - Paragraph Building – Revising - Editing & Proofreading
Publishing

Unit 2: Avoid Common Grammar Errors in your Writing

Sentence Construction - Subjects Verb Agreement -Fragments - Run-on Sentences –
Punctuations - Wordy Sentences - Sentence Variety - Awkward Sentences - Verb Power -
Shift-in-time - Pronoun Problems – Capitalization - Parallel Structure - Modifiers

Unit 3: Boost your Vocabulary and Learn Writing Tools, Tips & Techniques

Tips to Build your Vocabulary - Usage of Words - Understanding Technical Terms in a
Particular Domain - Using Thesaurus - Reading List - Google tools
Learning Writing Tools: Grammarly – Copyscape – Ginger - Hemingway App - Internet
Research Skills - Writing Hacks

Unit 4: Enhance your Creative Non-fiction Writing Skills

Introduction to Digital Advertising - Copywriting basic - Web Content Writing -Writing
compelling Ad Copy/Headlines/Subtitles - Writing impressive introductory
lines/conclusions - Writing impressive Sales Proposal/Marketing content - Blogging skills
Persuasive writing style - Idea Generation Tools - Social Media/Viral Content
Development - Writing effective email/newsletter/Google Ads/Facebook Ad/Landing
Pages Content

Unit 5: Master Business Writing Skills

How Business Writing is Different - Different types of Business Communication - Usage
of Relevant Facts and Statistics in Business Writing - Mastering Various Business –
Domains - SEO Writing - Usage of Business Jargons - Business Plan - White Papers -
Press Releases - eBooks/Case Study/Magazine/Newsletter Content Development -
Ghostwriting

References:

Robinson, Joseph. *Content Writing Step-By-Step: Learn How to Write*

Murry, Mike. *54 Content Writing Examples, Tools, Tips, and Resources*, EST READ TIME,
June 3, 2016. <https://contentmarketinginstitute.com/2016/06/writing-examples-tools-tips/>

Antonio Tooley and Leona Hinton. *36 Content Writing Tools to Take You from Good to Great*, Jul, 12, 2018.

<https://www.dreamgrow.com/content-writing-tools/>

Gupta, Kounal. *The Only Content Writing Handbook You'll Ever Need*. A Henry Harvin's Brand, 2021.

Schaefer, Mark. *The Content Code: Six essential strategies to ignite your content, your marketing, and your business*.

Schaefer, Mark. *The Content Code*, 2015.

Pulizzi, Joe. *Content Inc.: How Entrepreneurs Use Content to Build*, 2015.

Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content*. 2014.

Kristina Halvorson and Melissa Rach. *Content Strategy for the Web*. 2009.

Elective – IV: Advanced Academic Writing

Semester IV

Hours: 6

Sub. Code:

Credits: 3

Course Objectives

- To gain knowledge about Academic writing and it's nuances
- To develop the proficiency of the learners in writing English for academic purposes.
- To integrate the various skills and sub skills into meaningful writing activities
- To tap the critical thinking and synthesizing skills of the learners
- To enable them to write a scientific paper as a hands on practice experience

Course Outcomes

Upon completion of this course, the learners will be able to

- Acquire knowledge about Academic writing and it's aspects in a theoretical way
- Use English for various academic purposes
- Gain knowledge to integrate the skills need to accomplish the writing activities
- Adapt the critical way of producing the information
- Write a scientific paper as an academic practice

Unit - I

Introduction to Academic writing

Introduction and importance of Academic writing; Types of Academic writing; Elements of Academic writing; Process of Academic writing

Paragraphs with explicit unity

Writing in one's words: Summarizing and Paraphrasing

Descriptions: Objects, people, places, scenes, situations and processes

Narrations: Events, stories etc.

Unit - II

Letters: Formal and informal: Personal, official business etc.

Projects: Proposals, Scientific papers and reports

Unit - III

Study skills: Listening and note-taking, Reading and note-making

Information transfer: Transfer from non-verbal to verbal and vice versa.

Unit - IV

Critical Thinking: Syntheses, Analyses and Evaluation

Reference skills: Use of dictionaries, directories, encyclopedias, Thesaurus, articles etc.

Technical tools for Academic writing: Grammarly, Scrivener, Microsoft Word, Citavi, Ref-N-Write and TypeSet

Unit - V

Structuring an argument: Elements and types of argument

Mini- Project: Constructing a scientific paper

References

Liz Hamp-Lyons and Ben Heasley, Study writing: A Course in Writing Skills for Academic Purposes, CUP, [2006](#)).

Renu Gupta, A Course in Academic Writing (New Delhi: Orient BlackSwan, [2010](#)).

Iiona Leki, Academic Writing: Exploring Processes and Strategies, CUP, 2nd edn, [1998](#).

Gerald Graff and Cathy Birkenstein, They Say/I Say: The Moves That Matter in Academic Writing (New York: Norton, [2009](#))

Raymond Murphy: Murphy s English Grammar (CUP)

Tickoo& Sasikumar: Writing with a Purpose (OUP)

Narayanaswami: Strengthen Your Writing (Longman)

Pillai, Rajeevan& Nair: Written English for You (Emerald)

Coe, Rycroft & Ernest: Writing Skills (CUP)

David Jolly: Writing Tasks (CUP)

Michael Swan: Practical English Usage (CUP)

Elective IV: Technical Writing

Semester: IV

Hour: 6

Sub. Code:

Credits: 4

Course Objectives

- To familiarize the learners with the history and significance of technical writing
- To design technical documents appropriate for specific audiences and writing situations
- To develop, interpret, and express ideas through oral and written communication
- To hone the learners with tools and techniques of technical writing
- To enhance the employability of the learners as good technical writers
- To make the learners to have hands on training experience

Course Outcomes

Upon the completion of the course, the learners will be able to:

- acquire and learn the significance of technical writing
- produce technical documents that are appropriate to audience, purpose, and genre

analyze the ethical responsibilities involved in technical writing
locate, evaluate, and incorporate pertinent information
apply conventions of technical documents to original compositions

Unit – I Introduction to Technical Writing

What is Technical Writing?
Nature, Origin and Development of Technical Writing
Scope and Significance of Technical Writing
Principles of Technical Writing
Difference between Technical Writing and Creative Writing

Unit – II Properties and Process

Properties of Technical Writing
Style & its elements in Technical Writing
Expository techniques in Technical Writing
The Writing Process
Role of Technical Writer

Unit – III Skills, Mechanics and Grammar

Skills

Listening & Reading comprehension
Skimming and Scanning of the text
Mechanics of Presentation, Technical Vocabulary
Note Making and Paragraphing

Mechanics

Abbreviations, Numbers, Punctuation, Capitalization, Spelling

Grammar

Subject-Verb agreement, Sentence pattern, Tenses, Voices, Speeches

Unit – IV Tools and Technical Documentation

Types of Technical Documentation

Reviews, Reports, Newsletters, Presentations, Letters, Web pages, Mail, Memos

Basic Tools for Technical Writing

Advanced MS Word, Adobe Frame Maker

Unit – V Mini Project: Hands on Practice

Learners have to do a mini project on the types of technical documentation.
Viva -voce

References

- M. Ashraf Rizvi, Effective Technical Communication, 2nd Edition, McGraw Hill Education, [2017](#).
- Sharon J. Gerson and Steven M. Gerson, Technical Writing: Process and Product Pearson, 3rd edition, [1999](#).
- Booth-L. Diana, Project Work, Oxford University Press, Oxford: [2014](#).
- Grussendorf, Marion, English for Presentations, Oxford University Press, Oxford: [2007](#)
- Krishna Mohan & Meera Banerjee: Developing Communication Skills, Macmillan, 2000
- Kumar, Suresh. E. Engineering English. Orient Blackswan: Hyderabad, [2015](#)

Raman, Meenakshi and Sharma, Sangeetha- Technical Communication Principles and Practice. Oxford University Press: New Delhi, 2014.
Sudharshana.N.P and Saveetha. C. English for Technical Communication, Cambridge University Press: New Delhi, 2016
<https://www.slideshare.net/mobile/RaissaGuldarn/technical-writing-14880642>
<https://www.slideshare.net/mobile/ronabiojobert/technical-writing-69823239>

Overall Marks Distribution:

Continuous Internal Assessment - 50

Term End Examinations - 50

Continuous Internal Assessment Details: 50

CA Test 1 - 12.5

CA Test 2 - 12.5

MCQ Tests - 10

Seminars - 5

Non-detailed Text - 5

Library Work & Literature on the stage - 5