

## M.A. CURRICULUM

**Total number of Credits: 90**

### SEMESTER I

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
Core	Chaucer and Elizabethan Age	4	0	0	4	40	60	100
Core	The Age of Milton	4	0	0	4	40	60	100
Core	The Neo-Classical Age	3	0	2	4	40	60	100
Core	The Romantic Age	0	0	4	2	40	60	100
DSE	The Study of a Genre: Short Story	4	0	0	4	40	60	100
DSE	General Essay	4	0	0	4	40	60	100
SEC	Soft Skill 1/ Sector Skill Course	2	0	0	2	40	60	100
		21	0	6	24			

### SEMESTER II

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
Core	The Victorian Age	4	0	0	4	40	60	100
Core	The Modern Age – I	4	0	0	4	40	60	100
Core	Literary Criticism	4	0	0	4	40	60	100
Core	Women's Studies	0	0	4	2	40	60	100
Core	New Literatures in English	0	0	4	2	40	60	100
DSE	American Literature	4	0	0	4	40	60	100
SI	Internship	0	0	4	2	40	60	100
SEC	Soft Skill 2/ Sector Skill Course	2	0	0	2	40	60	100
		18	0	12	24			

## SEMESTER III

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
Core	Shakespeare	4	0	0	4	40	60	100
Core	European Fiction and Drama	4	0	0	4	40	60	100
Core	The Modern Age - II	4	0	0	4	40	60	100
Core	Critical Theory (since 1965)	0	0	4	2	40	60	100
DSE	The English Language	4	0	0	4	40	60	100
DSE	Literary Interpretation	4	0	0	4	40	60	100
SEC	Soft Skill 3/ Sector Skill Course	2	0	0	2	40	60	100
		22	0	4	24			

## SEMESTER IV

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
Core	Applied Linguistics and Literary Stylistic	4	0	0	4	40	60	100
GE	Front Office Management	4	0	0	4	40	60	100
Core	Project Work	0	0	20	10	40	60	100
		8	0	20	18			

CA - Continuous Assessment

SEE - Semester End Examination

## M.A ENGLISH

### List of Discipline Specific Elective Courses

L T P C

- |                                      |         |
|--------------------------------------|---------|
| 1. The Study of a Genre: Short Story | 4 0 0 4 |
| 2. General Essay                     | 4 0 0 4 |
| 3. New Literatures in English        | 0 0 4 2 |
| 4. The English Language              | 4 0 0 4 |
| 5. Literary Interpretation           | 4 0 0 4 |

### List of Generic Electives Courses:

L T P C

- |                            |         |
|----------------------------|---------|
| 1. Front Office Management | 2 0 0 2 |
|----------------------------|---------|

### List of Skill Enhancement Courses (SEC)

L T P C

- |                      |         |
|----------------------|---------|
| 1. Soft Skills – I   | 2 0 0 2 |
| 2. Soft Skills – II  | 2 0 0 2 |
| 3. Soft Skills – III | 2 0 0 2 |

# **SEMESTER I**

## **CHAUCER AND THE ELIZABETHAN AGE - 4 0 0 4**

### **Course Objective:**

- To provide students with a glimpse of the tempo of the age which was a golden age in the History of England
- To help the students get the right perspective of the outcome of the Renaissance.

**Credit Hours**

### **UNIT – I – POETRY 12**

- a) Chaucer – Prologue to the Canterbury Tales
- b) Spenser – Faerie Queen Book – I

### **UNIT – II – POETRY 12**

- a. Thomas Wyatt – They flee from me, Blame me not my lute, The Long Love, Each Man Me Telleth
- b. Earl of Surrey – The Soot Season, Alas So All Things Now
- c. Spenser – Epithalamion

### **UNIT – III – DRAMA 12**

- a. Marlowe – Edward –II
- b. Kyd – The Spanish Tragedy

### **UNIT – IV – PROSE 12**

- a. Francis Bacon’s Essays 21-30 edited by Dr. S. Kandaswamy, Emerald Publishers
  - 1. Of Delay
  - 2. Of Cunning
  - 3. Of Wisdom For A Man’s Self
  - 4. Of Innovations
  - 5. Of Dispatch
  - 6. Of Seeming Wise
  - 7. Of Friendship
  - 8. Of Expense
  - 9. Of True Greatness of Kingdoms and Estates
  - 10. Of Regiment of Health

### **UNIT – V – PROSE 12**

- a. The Bible – AV – The Book of Job
- b. Thomas Moore –Utopia  
(The first book of the communication of Raphael Hythlodaye concerning the best state of a Commonwealth)

**Total 60 hours**

## **Course Outcome**

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

- CO 1:** Acquire the knowledge about the growth of the English language and literature up to the age of Chaucer.
- CO 2:** Social, Cultural and Intellectual background of the late Medieval period in English literature.
- CO3:** Familiarize with the major literary works of the period.
- CO 4:** Analyze and discuss different Poems, plays and Fiction in context of the literary tradition.
- CO 5:** Comprehend the significance of Elizabethan Literature and the writers belonged and its impact on literary works produced world over.

## **Books Prescribed**

- **The Oxford Anthology of English Literature Vol. I.** The Middle Ages. Through the 18<sup>th</sup> century. OUP, London, 1973.
- Standard editions of texts

## **Reference Books:**

- Anne Lake Prescott and Andrew. *Edmund Spenser's Poetry*. Norton Critical Publishers, New York, 2013.
- Ford, Boris. *A guide to English Literature. Vol 1. The Age of Chaucer*. London: Penguin 1961.
- Fermor, Una Ellis. *The Jacobian Drama*. London: University Paperback, 1965.

## **Web Sources:**

- <http://www.english.org.uk/chaucer/html>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## THE AGE OF MILTON

- 4 0 0 4

### Course Objective:

- To provide students with a glimpse of the tempo of the age in the History of England
- To help students get the right perspective of the outcome of the Renaissance.

### Credit Hours

<b>UNIT-I- POETRY</b>	<b>12</b>
a. John Donne- A Valediction Forbidding Mourning, Canonization, Ecstasy.	
b. Richard Crawshaw -Affliction	
c. Andrew Marvel- To His Coy Mistress	
<b>UNIT-II-POETRY</b>	<b>12</b>
a. John Milton- Paradise Lost – Book IX	
b. Dryden- Absalom and Achitophel	
<b>UNIT-III-DRAMA</b>	<b>12</b>
a. Webster- The Duchess of Malfi	
b. Middleton- The Changeling	
<b>UNIT-IV- PROSE</b>	<b>12</b>
a. Dryden- Preface to Fables	
<b>UNIT-V-PROSE</b>	<b>12</b>
a. Addison- Roger and Will Wimble, The Autobiography of Shilling, The Vision of Mirzah	
b. Richard Steele- The Spectator Club, A Ramble from Richmond to London, Sir Rodger De Coverley’s Portrait Gallery	
c. Goldsmith- The Man in Black, Beau Tibbs	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO 1:** Connect the socio-economic conditions of the age with the literary works.

**CO 2:** Describe the tempo of the Age of Milton through the literary texts.

**CO 3:** Correlate the social history and the literary history of the age.

**CO 4:** Acquire knowledge about the great writers of the period and analyze their writings with a critical perspective.

**CO 5:** Understand the concept of Metaphysical poetry and its various features.

## **Books Prescribed**

- Masterman John Howard Bertram. *The Age of Milton 1897*. Kessinger Publishing, 2010.
- Standard editions of texts

## **Reference Books:**

- Patrides, C.A. *The Age of Milton*, edited by Raymond B. Waddington, Barnes & Noble Books-Imports, Div of Rowman & Littlefield Pubs., Inc . 1998
- Hagar Alan. Editor. *The Age of Milton: An Encyclopedia of Major 17<sup>th</sup> Century British and American Authors*. ABC-CLIO, 2004.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



**Course Objective:**

- To provide students with first-hand knowledge of the literary works of the period.
- To introduce students to the political, economic, social and intellectual background so as to enable them to study the works as representatives of the age.
- To acquaint students with the literary movements, genres and the evolution and development of literary forms, and to encourage further reading so as to obtain a fuller understanding of these.

**Credit Hours**

<b>UNIT-I-POETRY</b>	<b>12</b>
a. Pope - Rape of the Lock	
b. Thomas Gray - Elegy Written in a Country Churchyard.	
<b>UNIT-II-POETRY</b>	<b>12</b>
a. Collins - Ode to Evening	
b. William Blake - The Lamb, The Tyger	
c. Robert Burns - The Cotter's Saturday Night	
<b>UNIT-III-DRAMA</b>	<b>12</b>
a. Congreve - The Way of the World	
b. Sheridan - The School for Scandal	
c. Goldsmith - She Stoops to Conquer	
<b>UNIT-IV-PROSE</b>	<b>12</b>
a. Samuel Johnson's Essays from The Rambler:	
1. The Rambler's Reception. His Design	
2. The Art of Living at the Cost of Others	
3. The Different Acceptations of Poverty. Cynicks and Monks not Poor	
4. The Folly of Continuing too Long upon the Stage	
b. Swift -The Battle of the Books	
<b>UNIT-V-PROSE</b>	<b>12</b>
a. Fielding- Joseph Andrews	
b. Swift - Gulliver's Travels (The first two sections only).	

**Total****60 Hours**

## **Course Outcome**

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

**CO 1:** Understand social conditions of England during 18th century through literary texts.

**CO 2:** Interpret the literary writings of neo-classical and romantic literature

**CO 3:** Understand various features of neo-classicism and its impact on English society.

**CO 4:** Distinguish between comedy of manners, sentimental and anti-sentimental comedies

**CO5:** Identify various poetic devices such as irony, satire by reading neo classical poetry.

## **Books Prescribed**

- William ,Harmon and C. Hugh Holman. *A Handbook to Literature*. New Jersey: Prentice Hall, 1986
- Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*. New York, Routledge, 1997.

## **Reference Books:**

- Howes, Randolph Michael. *The Pundit Speaks: An Anthology of Neoclassical Poetic Philosophy*. Volume V, Trafford Publishing, 2010.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, Oxford, 1994.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## THE ROMANTIC AGE

0 0 4 2

### Course Objective:

- To enable students to understand new modes of thought that characterizes the literature of the romantic period. Different shades of romanticism are brought to study through different genres.

### Credit Hours

#### UNIT-I- POETRY 12

- a. Wordsworth- Prelude Book I, Tintern Abbey
- b. Byron – The Ocean

#### UNIT-II-POETRY 12

- a. Coleridge- Rime of the Ancient Mariner, Ode to Dejection
- b. Shelley- Ode to Skylark
- c. Keats- Ode to a Nightingale, Ode to an Grecian Urn

#### UNIT-III- PROSE 12

- a. Charles Lamb- A Dissertation upon a Roast Pig, Old China, The Superannuated Man, Oxford in the vacation, Poor Relations, Dream Children, The South Sea House, All Fool's Day.
- b. Hazlitt- On Prejudice, On Familiar Style, On Depth and Superficiality, On the Pleasure of Hating, On the want of Money.

#### UNIT-IV-FICTION 12

- a. Ann Radcliffe - The Mysteries of Udolpho
- b. Jane Austen - Sense and Sensibility

#### UNIT-V-FICTION 12

- a. Walter Scott- Kenilworth, The Bride of Lammermoor

**Total 60 Hours**

## **Course Outcome**

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

**CO 1:** Understand new modes of thought that characterize the literature of the romantic period.

**CO 2:** Infer different shades of romanticism through different literary texts of the age.

**CO 3:** Identify the experiments of Novel writing and its development.

**CO 4:** Understand the new literary forms of poetry and its poetic devices

**CO 5:** Appreciate, analyse and discuss different poems in context of the literary tradition

## **Books Prescribed**

- Barth, J. Robert. Romanticism and Transcendence. Columbia: University of Missouri Press, 2003.
- Bowra, C. M. The Romantic Imagination. Oxford: Oxford University Press, 1949.
- Christopher John Murray, Encyclopedia of the Romantic Era: A-K, Taylor and Francis Books, 2004.

## **Reference Books:**

- Deirdre Le Fay, Jane Austen: The World of Her Novels, London: Frances Lincoln Limited, 2002.
- Duncan Wu, A Companion to Romanticism, Blackwell Publishing, 1998.
- David Levin, History as Romantic Art: Bancroft, Prescott, and Parkman, 1967.
- Marsh, Jan. Introduction. Poems and Prose. By Christina Rossetti. London: Everyman, 1994.

## **Web Sources:**

- [www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html](http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html)
- [www.k-state.edu/english/westmank/literary/contempbrit\\_resources.html](http://www.k-state.edu/english/westmank/literary/contempbrit_resources.html)
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

# **SEMESTER II**

**Course Objective:**

- To show students how writers became concerned with the modalities of life and realization to live the essence of life. Social concern of writers is the chief concern of the period of its exhibited in its Literature.

**Credit Hours**

<b>UNIT-I-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Browning – Rabbi Ben Ezra</li> <li>b. Thompson – The Hound of Heaven</li> <li>c. Arnold – The Scholar Gypsy</li> <li>d. Hopkins – The Windhover</li> </ul>	
<b>UNIT-II-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Tennyson – In Memoriam.</li> <li>b. Rossetti – The Blessed Damozel</li> </ul>	
<b>UNIT-III- PROSE</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Carlyle – Hero as Poet.</li> </ul>	
<b>UNIT-IV- PROSE</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Arnold – Essays in Criticisms – Thomas Gray, Milton, Shelley, Byron.</li> </ul>	
<b>UNIT-V-FICTION</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Dickens – A Tale of Two Cities</li> <li>b. Emily Bronte – Wuthering Heights</li> <li>c. Thackeray – Vanity Fair</li> </ul>	
<b>Total</b>	<b>60 Hours</b>

### **Course Outcome**

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

**CO 1:** Understand the ‘Victorian Dilemma’ through the reading of various literary genres.

**CO2:** Interpret the ideas of the Victorian attitude and cultural transition.

**CO3:** Critique the growing scepticism and doubt of Victorian England through the study of various literary texts.

**CO4:** Analyse the evolution of the Victorian literature and study the social changes of time.

**CO5:** Employ the spirit of enquiry of the Victorian age in real time situations.

### **Books Prescribed**

- Standard editions of texts in Macmillan Classics Series.
- Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
- 2. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.

### **Reference Books:**

- Cecil, David. Early Victorian Novelists: Essays in Revaluation. Constable and Co., Ltd, London, 1934.
- Johnson, E.D.H. The Alien Vision of Victorian Poetry. Princeton UP: Princeton, 1982.
- Staley, Allen. Pre-Raphaelite Vision: Truth to Nature., Tate Publishing, London, 2003.

### **Web Sources:**

- [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## THE MODERN AGE-I

-4 0 0 4

### Course Objective:

- To bring out the idea of how life and drama are related to each other
- To expose students to the modern trend of thought in Literature

### Credit Hours

#### UNIT –I POETRY 12

- a. T.S.Eliot – The Waste Land
- b. W.B.Yeats – Byzantium, Sailing to Byzantium

#### UNIT – II-POETRY 12

- a. Auden- In Memory of W.B.Yeats.
- b. Wilfred Owen – Anthem for Doomed Youth, Mental Cases,
- c. Siegfried Sasson – They, Suicide in the Trenches
- d. Brooke – The Soldier, The Dead

#### UNIT – III- PROSE 12

- a. Lytton Strachey – Eminent Victorians – Manning Nightingale
- b. Virginia Woolf – Selections from the Common Reader Series I.

#### UNIT – IV-DRAMA 12

- a. Shaw – Caesar & Cleopatra
- b. Wilde – The Importance of Being Earnest
- c. Synge – The Playboy of the Western World

#### UNIT – V-FICTION 12

- a. Hardy – The Mayor of Casterbridge.
- b. Conrad – Lord Jim.
- c. Lawrence – Sons and Lovers.

**Total**

**60 Hours**



## **Course Outcome**

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

**CO 1:** Be familiarized with the literary trends of the early twentieth century

**CO2:** Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism and theme.

**CO3:** Gain awareness about the sensibility of literary modernism in the wake of the World Wars.

**CO4:** Examine innovative techniques adopted in the modern drama and fiction.

**CO5:** Interpret the modern drama with relevance social events of the period.

## **Books Prescribed**

- Michael Schmidt, ed., 1980, Eleven British Poets: An anthology, Methuen & Co. Ltd., Cambridge.
- Richard Ellmann & Robert O'Clair, 1988, The Norton Anthology of Modern Poetry, Norton & Company, New York.

## **Reference Books:**

- Marsh, Jan. Introduction: Poems and Prose. By Christina Rossetti. London: Everyman, 1994.
- Walker, Hugh. English Satire and Satirists. New York: Octagon Books, 1965.
- Russel Brown, John. ed. Modern British dramatists: a collection of critical essays. New Jersey: Prentice - hall, 1980.

## **Web Sources:**

- [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
- <http://en.wikipedia.org/wiki/poetry/>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## LITERARY CRITICISM

- 4 0 0 4

### Course Objective:

- To teach students to apply critical principles to analyze different forms of Literature.
- To compare and contrast different approaches.
- To analyze the literary the in terms of content and style

	<b>Credit Hours</b>
<b>UNIT-I</b>	<b>12</b>
a. Aristotle - Poetics	
b. Sidney - An Apologie for Poetrie	
<b>UNIT-II</b>	<b>12</b>
a. Johnson - Life of Milton	
b. Dryden - An Essay on Dramatic Poesy	
<b>UNIT-III</b>	<b>12</b>
a. Wordsworth - Preface to Lyrical Ballads	
b. Coleridge - Biographia Literaria- Chaps- 14 & 17	
<b>UNIT-IV</b>	<b>12</b>
a. Arnold - Study of Poetry	
b. Eliot - The Metaphysical Poets	
<b>UNIT-V</b>	<b>12</b>
a. I.A. Richards - Four Kinds of Meaning	
b. Cleanth Brooks - Irony as a Principle of Structure	
c. Harold Bloom - Preface and Prelude in the Western Canon	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO1:** Familiarize with the key concepts and texts of literary criticism ever since its emergence

**CO2:** Discuss the factors involved in criticism such as interpretation, elucidation, evaluation and appreciation.

**CO3:** Recognize the historical, political and aesthetic dimensions of the growth of literary criticism.

**CO 4:** Analyse the literary texts in terms of content and style.

**CO 5:** Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

## **Books Prescribed**

- David Lodge, ed., 1972, Twentieth Century Literary Criticism, Longman, London.
- S. Ramaswamy and V.S. Seturaman, 1976, 1979 (Two Vols.), English Critical Tradition, Macmillan, Chennai.
- V.S. Seturaman, ed., 1989 Contemporary Criticism, Macmillan, Chennai.

## **Reference Books:**

- Waugh, Patricia. Literary Theory & Criticism: An Oxford Guide. Delhi: Oxford University Press, 2006.
- Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.
- Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## WOMEN'S STUDIES

- 0 0 4 2

### Course Objective:

- To introduce students to turns of thinking in the mind of women writers. Their style and thematic concerns are also given an exposure through representative selections in different genres.

### Credit Hours

#### UNIT-I 12

- a. Feminism and Feminist Literary Criticism; Definitions
- b. Historical overview and major themes in Feminist criticism.

#### UNIT-II 12

- a. Virginia Woolf – From A Room of One's Own (Chaps. 2&3)
- b. Elaine Showalter – Towards a Feminist Poetics
- c. Kate Millet – Theory of Sexual Politics (Chap –II)
- d. Nina Baym – Mad Woman and Her Language

#### UNIT-III-POETRY 12

- a. Anne Bradstreet-Prologue
- b. Anne Sexton- Wanting to Die.
- c. Adrienne Rich- Snapshots of a Daughter-in-law
- d. Kamala Das – Introduction.
- e. Gwendolyn Brooks – The Ballad of Pearly May Lee, The Negro Hero.

#### UNIT-IV-DRAMA 12

- a. Lorraine Hansberry – A Raisin in the Sun
- b. Caryl Churchill – Top Girls

#### UNIT-V-FICTION 12

- a. Margaret Atwood – The Edible Woman
- b. Deshpande – The Dark Holds No Terror
- c. Bharati Mukherjee – Wife

**Total 60 Hours**

### **Course Outcome**

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

**CO1:** Conceptualize the diversity of women's experiences and their varied cultural moorings

**CO2:** Explore women's literary history and discuss literary texts from feminist perspective.

**CO3:** Infer the nuances of women's writings and interpret themes, and narrative strategies of women's writing.

**CO4:** Describe the gender inequalities as evidenced in the literary works of women and relate them with contemporary social issues.

**CO5:** Sensitize with the family and social issues faced by women by reading women's literature.

### **Books Prescribed:**

- A Handbook of Critical Approaches to Literature – Wilfred L.Guerin
- Feminisms : An Anthology of Literary Theory and Criticism eds.- R.Warhol and Diane Price Herndl
- Contemporary Criticism ed. –V.S.Sethuraman
- All textual materials are available in the market and in the internet.

### **Reference Books:**

- Meena Alexander. Women's Writing: Anthology. Mainspring Publishers, Orient Blackswan Chennai.
- Thieme, John. The Arnold Anthology of Post-colonial Literatures. Arnold Publishers, New York.
- Stubbs, Patricia. Women and Fiction. Michigan: Harvester Press, 1979.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- To acquaint students with the literatures other than British and American
- To make students empathize with the Post-Colonial stance.

**Credit Hours****UNIT-I- POETRY****12**

- a. R.Parthasarathy – Under Another Sky.
- b. Nissim Ezekiel – Enterprise.
- c. A.K.Ramanujan – Small Scale Reflections on a Great House.
- d. Margaret Atwood – Journey to the Interior
- e. Wole Soyinka – Agbor Dancer.
- f. Judith Wright – Typists in the Phoenix Building, Clock and Heart

**UNIT-II-POETRY****12**

- a. Kamala Das – The Old Play House, The Freaks
- b. Jayanta Mahapatra – Hunger, Life Signs
- c. P.K. Page – Adolescence, First Neighbours, Sailor
- d. Derek Walcott – A Far Cry from Africa, Ruins of a Great House, A Sea Chantey
- e. A D.Hope – Australia, Standardization
- f. A.R. D Fairburn – Full Fathom Five, Epithalamium, Please Listen, I am Older than You
- g. Gabriel Okara – Once Upon a Time, Were I to Choose.

**UNIT-III-PROSE****12**

- a. Ananda Coomaraswamy – What India Has Contributed to Human Welfare
- b. Atwood – Chapter I –Survival
- c. Chinua Achebe – The Novelist as Teacher

**UNIT-IV-DRAMA****12**

- a. Night of the Assassins –Jose Triana
- b. Gurucharan Das – Larins Sahib

**UNIT-V-FICTION****12**

- a. Khushwant Singh – A Train to Pakistan
- b. V.S. Naipaul – A House for Mr.Biswas
- c. One Hundred Years of Solitude – Gabriel Garcia Marquez.

**Total****60 Hours**

## **Course Outcome**

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

**CO 1:** Get familiarized with recent writers across the world and their literary outputs.

**CO 2:** Develop aesthetic and critical ability by reading literary pieces of various countries.

**CO 3:** Infer knowledge pertaining to the different genres of World Literature.

**CO 4:** Compare and contrast literatures of other countries with British Literature.

**CO 5:** Approach literature in an interdisciplinary platform.

## **Books Prescribed**

- Gary Geddes. ed. Fifteen Canadian Poets. Toronto: Oxford University Press, 2001.
- Standard editions of texts

## **Reference Books:**

- Oyekan Owomoyela. A History of Twentieth-Century African Literatures. University of Nebraska Press, 1993.
- Parekh, Pushpa Naidu and Siga Fatima Jagne. Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook. Greenwood Press, 1998.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

# **SEMESTER III**



## SHAKESPEARE

- 4 0 0 4

### Course Objectives:

- To help students to get the taste of the versatility of Shakespeare's genius
- To bring home the realization of Shakespeare as a prolific writer.

	<b>Credit Hours</b>
<b>UNIT-I</b>	<b>12</b>
Much Ado About Nothing	
<b>UNIT-II</b>	<b>12</b>
Macbeth	
<b>UNIT-III</b>	<b>12</b>
Julius Caesar.	
<b>UNIT-IV</b>	<b>12</b>
Antony and Cleopatra.	
<b>UNIT-V</b>	<b>12</b>
The Tempest.	
<b>Total</b>	<b>60 Hours</b>

### Course Outcome

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

**CO 1:** Appreciate the versatility of Shakespeare's genius

**CO 2:** Trace the evolution of drama and thereby understand the social life of the Elizabethan period.

**CO 3:** Discuss the social and ethical questions the plays of Shakespeare raise regarding human experience.

**CO 4:** Interpret Shakespeare's drama and its relevance to the contemporary world.

**CO 5:** Discuss the philosophical and intellectual viewpoints as revealed in Shakespeare's plays

### **Books Prescribed:**

- Stephen Greenblatt, ed., 1997, The Norton Shakespeare, ( Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.
- Standard editions of texts. Reference Books: 1. Bradley, A.C., 1904, Shakespearean Tragedy, Macmillan,London.
- Spurgeon, 1935, C.F.E. Shakespeare's, Imagery and what It Tells us,Cambridge UP, Cambridge.

### **Reference Books:**

- Bradley, A.C. Shakespearean Tragedy. Macmillan. London, 1905.
- Brown, John Russell. William Shakespeare and His Comedies. Methuen, London, 1957.
- Knights, L.C. William Shakespeare: The Histories. London, 1962.

### **Web Sources:**

- <http://www.shakespeare.bham.ac.uk/resources>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## EUROPEAN FICTION AND DRAMA

- 4 0 0 4

### Course Objectives:

- To make students familiar with the greatest European Classics of all times translated into English
- To encourage the students to try and compare the philosophies of the East and west by going through the classics and translation.

**Credit Hours**

**UNIT-I-DRAMA** **12**

- a. Brecht – Mother Courage
- b. Ibsen – A Doll’s House

**UNIT-II-DRAMA** **12**

- a. Lorca – The Blood Wedding
- b. Pirandello – Six Characters in search of an Author

**UNIT-III-DRAMA** **12**

- a. Chekov – The Three Sisters
- b. Strindberg – Lady Julie

**UNIT-IV-FICTION** **12**

- a. Tolstoy – Anna Karenina

**UNIT-V FICTION** **12**

- a. Dostoevsky – Brothers Kramzov
- b. Kafka – The Castle

**Total** **60 Hours**

### Course Outcome

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

**CO 1:** Absorb the philosophies of the west by reading the European classics and translation.

**CO 2:** Appreciate the greatest European writers and their literary outputs.

**CO 3:** Explore dramas and fiction of the European literature for deep research purposes.

**CO4:** Analyse the rich and diverse literary cultures of ancient European countries through the readings of various literary texts.

**CO 5:** Understand the didacticism ethical values as revealed in European dramas and fiction.

### **Books Prescribed**

- Lau Magness, A Dictionary of Modern European Literature.
- Raymond Williams, Drama from Ibsen to Brecht.
- J.M. Cohen, A History of Western Literature.
- Standard editions of texts

### **Reference Books:**

- Williams, Raymond. Drama from Ibsen to Brecht. Toronto: Chatto & Windus, 1968. Print.
- Love, Harold, ed. Restoration Literature: Critical Approaches. London: Methuen & Co. Ltd, 1972. Print.
- Ward A.C. Longman Companion to Twentieth Century Literature. London: Longman, 1975. Print.

### **Web Sources:**

- <http://en.wikipedia.org/wiki/Drama/>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- To make students understand the inexpressible sentiments of the Twentieth Century life as expressed in its Poetry and Fiction
- To highlight to the students the hollowness of life as a distinct phase in the era of the Twentieth Century.

**Credit Hours**

<b>UNIT-I-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. T.S. Eliot - East Coker</li> <li>b. Yeats - The Circus Animals' Desertion</li> <li>c. Ted Hughes - Thrushes</li> </ul>	
<b>UNIT-II-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Philip Larkin - Next, Please, I remember, I remember</li> <li>b. Dylan Thoma - The Conversation of Prayer, It is the Sinner's Dust – Tongued Bell</li> <li>c. Thomas Gunn - The Butcher's Son,</li> <li>d. Seamus Heaney - From the Frontier of Writing.</li> </ul>	
<b>UNIT-III-DRAMA</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. T.S. Eliot- Murder in Cathedral</li> <li>b. Osborne- Look back in Anger</li> <li>c. John Arden- Sergeant Musgrave's Dance</li> </ul>	
<b>UNIT-IV- PROSE</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Orwell - Politics and the English Language</li> <li>b. Clive Bell - What is Art?</li> </ul>	
<b>UNIT-V-FICTION</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Orwell - Animal Farm</li> <li>b. Maugham - The Moon and Six Pence</li> <li>c. Greene - The Heart of the Matter</li> </ul>	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO1:** Get familiarized with the literary trends of the twentieth century and study different genres of the literature and of writers of the period

**CO2:** Be sensitized to the sentiments of the post war life as expressed in the poetry and fiction of 20th century.

**CO3:** Appraise various techniques adopted in the modern drama and fiction.

**CO4:** Understand the chaotic, uncertain and precarious life in the modern age

**CO5:** Formulate an understanding of post war political and social scenario as revealed in the modern literatures.

## **Books Prescribed**

- Michael Schmidt, ed., 1980, Eleven British Poets: An anthology, Methuen & Co. Ltd., Cambridge.
- Richard Ellmann & Robert O'Clair, 1988, The Norton Anthology of Modern Poetry, Norton & Company, New York.

## **Reference Books:**

- Marsh, Jan. Introduction: Poems and Prose. By Christina Rossetti. London: Everyman, 1994.
- Walker, Hugh. English Satire and Satirists. New York: Octagon Books, 1965.
- Russel Brown, John. ed. Modern British dramatists: a collection of critical essays. New Jersey: Prentice - hall, 1980.

## **Web Sources:**

- [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
- <http://en.wikipedia.org/wiki/poetry/>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## CRITICAL THEORY (SINCE 1965)

- 0 0 4 2

### Course Objective:

- To teach students to apply critical principles to analyze different forms of Literature.
- To compare and contrast different approaches.
- To analyze the literary text in terms of content and style

	<b>Credit Hours</b>
<b>UNIT - I - PHENOMENOLOGICAL CRITICISM</b>	<b>12</b>
a. Roman Ingarden- Phenomenological Aesthetics- An Attempt at Defining its Range (1969)	
<b>UNIT – II - READER-RESPONSE</b>	<b>12</b>
a. Stanley Fish - Is there a Text in the Class? (1980) Reception Theory	
b. Wolfgang Iser - The Reading Process a Phenomenological approach (1972)	
<b>UNIT – III – STRUCTURALISM AND POST STRUCTURALISM</b>	<b>12</b>
a. Gerard Genette - Structuralism and Literary Criticism (1982)	
b. Derrida - Sign, Structure and Play in the Discourse of the Human Sciences (1966)	
<b>UNIT- IV-SOCIAL DISCOURSE</b>	<b>12</b>
a. Michel Foucault - What is an Author? (1969, 1979)	
b. Mikhail Bakhtin - From the Prehistory of Novelistic Discourse (1967, 1981)	
<b>UNIT-V-POST MODERNISM</b>	<b>12</b>
a. Jean Baudrillard - Simulacra and Simulations (1983)	
b. Jean Lyotard - Excerpt from The Postmodern Condition (1984)	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

- CO 1:** Compare and contrast different critical and theoretical approaches.
- CO 2:** Explain the rise of different aspects of literary theory and its place in the contemporary English literature and Cultural studies.
- CO 3:** Develop critical thinking through analysis, comparison and theoretical approaches
- CO 4:** Identify the broader ways in which literary theory can be applied to their own culture and their own lives
- CO 5:** Employ various theories to works of literature and discover the hidden voices within a text.

## **Books Prescribed**

- Adams and Searle- Critical Theory Since 1965
- V.S. Seturaman- Contemporary Criticism: An Anthology, Macmillan

## **Reference Books:**

- David Lodge- Modern Criticism and Theory: A Reader, London and New York, Longman
- Julian Wolfreg- Literary Theories : A Reader and Guide, Edinburgh
- Julie Rivkin and Michael Ryan – Literary Theory: An Anthology, Blackwell Publishers.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



# **SEMESTER IV**

**APPLIED LINGUISTICS AND LITERARY STYLISTICS - 4 0 0 4**

**Course Objective:**

- To introduce students to the growth and development of scientific English and the emergence of new registers, new dialects, Creoles, pidgins, and new varieties of English in countries outside England
- To give students an adequate knowledge of English grammar so that they are able to understand and describe the structure of English sentences and phrases

	<b>Credit Hours</b>
<b>UNIT – I - LANGUAGE</b>	<b>12</b>
Some Characteristics of language- language variety, dialect, register, style, mode, context of situation- native and non- native varieties	
<b>UNIT – II - TRADITION GRAMMAR AND STRUCTURAL LINGUISTICS</b>	<b>12</b>
Its goals, methods, achievements and shortcomings Phonetics and Phonology, Syntax, Procedures of Analysis and Classification	
<b>UNIT – III - TRANSFORMATIONAL GENERATIVE LINGUISTICS</b>	<b>12</b>
Goals of the Theory- syntax structure model- aspects model- some post- aspect models other approaches- Indian and Western	
<b>UNIT – IV</b>	<b>12</b>
Lexicography and Translation	
<b>UNIT – V</b>	<b>12</b>
Stylistics	
<b>Total</b>	<b>60 Hours</b>

**Course Outcome**

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

- CO 1:** Understand the scientific development of English language.
- CO 2:** Emergence of new registers, new dialects, Creoles, pidgins, and new varieties of English in countries outside England
- CO 3:** Acquire Grammar skills to construct proper English sentences.
- CO 4:** Understand the various process of word-formation in English
- CO 5:** Use the key concepts of Linguistics in everyday conversation.

### **Books Prescribed**

- The Study of Language - George Yule. Cambridge University Press
- Language and Linguistics - Wall Work. Heinemann Publication
- Modern Linguistics and Introduction – S. K. Verma, N. Krishnaswami. Oxford University Press, Delhi.

### **Recommended Texts**

- Dictionary of Literary Terms – Meyer Howard Abrams.
- The Ethics of Rhetoric – Richard M Wevar. Routledge Publication.
- A Handlist of Rhetorical Terms – Richard A Lanham. University of California Press
- A Handbook of Rhetoric (PDF Available)

### **Web Sources:**

- <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-andall-skills.pdf>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## PROJECT

0 0 20 10

A Dissertation should be of about 50 pages on a literary work other than the ones prescribed in the Syllabus. Students should demonstrate their ability to present an argument; an understanding of the topic and some knowledge of what has already been written in the field and finally, an ability to present their work in accordance with accepted scholarly standards and conventions.

### **Course Outcome**

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

- CO1** Identify their favourite genre / author for their project.
- CO2** Compare their hypothesis with old and present research works.
- CO3** Apply and evaluate methodology.
- CO4** Explore learning in fields beyond intended areas of specialization\
- CO5** Suggest various ideas for the further research.

**DISCIPLINE SPECIFIC  
ELECTIVE (DSE) COURSES  
SYLLABUS**

## THE STUDY OF A GENRE: SHORT STORY

4 0 0 4

### Course Objective:

- To expose students to the major techniques of short story as a genre. This will help the students in learning about the intricacies of writing a short story as a creative work. The stories are classified under four major heads and the selection of them is assorted.

### Credit Hours

#### UNIT I - LATIN AMERICAN

12

1. The Trail of Your Blood in the Snow – Gabriel García Márquez
2. Perfumada Noche –Haroldo Conti
3. Toward Happy Civilization – Samanta Schweblin

#### UNIT II – AMERICAN

12

1. An Occurrence at Owl Creek Bridge – Ambrose Bierce
2. The Monkey's Paw – W.W. Jacobs
3. The Purloined Letter – Edgar Allan Poe

#### UNIT III – AUSTRALIAN

12

1. The Year My Heart Broke – Michael Robotham
2. Homecoming – Hannah Richell
3. Friendship – Markus Zusak

#### UNIT IV – BRITISH

12

1. The Dark Space In The House In The House In The Garden At The Centre Of The World – Robert Shearman
2. Wide and Deep – Socrates Adams
3. An Angel Entertains Theatricals – Anne Kennedy

#### UNIT V – ASIAN

12

1. Two Red Rooster – Manohar Malgonkar
2. Where Love is God is – Leo Tolstoy
3. The Refugee – Pearl S. Buck

**Total**

**60 Hours**

## **Course Outcome**

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

**CO 1:** Trace the origin and development of short stories.

**CO 2:** Understand the intricacies of writing a short story as a creative work.

**CO 3:** Appreciate, interpret and critically evaluate different short stories.

**CO 4:** Familiarise with the narrative techniques used in short story writing.

**CO 5:** Acquire the craft of story writing skills

## **Books Prescribed**

- Dr. (Mrs) Singh, H. A. (2006). R.K. Narayan: His Social Vision . New Delhi: K.K. Publications, 2006. Print.
- Dr. Venugopal, C.V. The Indian Short Story in English: A Survey Bareilly: Prakash, 1976. Print.
- Gilra, Shiv K. (1976). R.K. Narayan: His World and His Art . Meerut: Saru Publication House, 1984. Print. New Delhi: Vikas Publication, 1976. Print.
- Parameswara, Uma. A Study of Representative Indo-English Novelists .
- Reid, Ian (1977). The Short Story: The Critical Idiom. London: Methuen & Co. Ltd., 1977. Print.
- Sundaram, P.S. (1973). R.K. Narayan: Indian Writers Series Vol. VI . New Delhi: Arnold Heinemann India, 1973. Print.

## **Reference Books:**

- Stone, Wilfred. Short Story: An Introduction.
- Echoes: An Anthology of Short Stories and One-Act Plays. Mainspring Publishers, Chennai.
- David Morley. The Cambridge Introduction to Creative Writing. Cambridge University Press.
- Paul Mills. The Routledge Creative Writing Course Book. Routledge, London & New York.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- The Scope of the syllabus is defined by the entire course undergone by the student through the four semesters. Out of ten topics set for the examination (s) he will be required to write on one for three hours. Among other things, (s) he is expected to show evidence of a comprehensive understanding of literature, sensitivity to finer aspects of literary appreciation, soundness of critical judgement and mastery of writing in terms of organization and expression. The themes given for the examination will be related to the study of literature and language.
- Preparation of students for this examination will be in the form of scheduled guest lectures by different members of the Department of English and also by others who may be invited for the purpose. There will be no formal instruction. Guest lectures will be spread over the four semesters but the final examination will be taken at the end of the fourth semester.

1. The Nature of Genius
2. Movements:
  - a) Elizabethan
  - b) Neo-classical
  - c) Romantic
  - d) Victorian Pre-Raphaelite
  - e) Aesthetic
3. Literary Forms
4. Criticism: Twentieth Century Schools
5. a. American Poetic Tradition
  - b. American Novel
6. a. Growth and Development of Poetry in Indian Writing in English
  - b. Growth and Development of Fiction in Indian Writing in English
7. Language and Linguistic theories
8. Commonwealth / Post-Colonial Literature
9. Theories of Translation
10. Twentieth Century Poetry, Drama and Fiction
11. Ecology and Literature

**Total****60 Hours**



### **Course Outcome:**

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

**CO 1:** Comprehend literature and language down the ages.

**CO 2:** Understand various movements, schools, genres and critical theories in literature.

**CO 3:** Interpret a work of art within the frames of recent critical theories.

**CO 4:** Trace the origin, growth and development of poetry and fiction in Indian English literature.

**CO 5:** Develop an awareness of the latest trends in language and literary studies.

### **Note:**

- There is no unit-wise distribution of syllabus. Question paper should be set on the basis of Lecture Topics given above.
- Ten topics should be the basis for question paper setting. Students should write Four essays for 25 marks each.

### **Reference Books:**

- A Glossary of Literary Terms – By M.H.Abrams
- A History of English Literature – M.K.Naik
- Beginning Theory – An Introduction to Literary & Cultural Theory – Peter Barry
- The Study of Language – George Yule
- Modern Linguistics – An Introduction - S.K.Verma N.Krishnaswamy

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**AMERICAN LITERATURE**

**- 4 0 0 4**

**Course Objective:**

- To introduce students to another type of Literature
- To acquaint them with the different culture, society and thought of the people of another nation.

**Credit Hours**

**UNIT-I-POETRY**

**12**

- a. Emerson- Brahma, The Rhodora
- b. Poe- The Raven.
- c. Whitman- When Lilacs Last in the Dooryard Bloom'd
- d. Emily Dickinson- Success is counted sweetest, A route of Evanescence, Because I could not stop for death
- e. Robert Frost- The Road Not Taken, Stopping by Woods on a Snowy Evening

**UNIT-II-POETRY**

**12**

- a. Wallace Stevens – The Emperor of Ice-Cream, Sunday Morning.
- b. Ezra Pound – Ballad of the Goodly Fere, The River – Merchant’s wife – A Letter, Envoi
- c. E.E. Cummings – The Cambridge Ladies, Among Crumbling People.
- d. Robert Lowell – Skunk Hour, For the Union Dead.
- e. Sylvia Plath – Lady Lazarus.

**UNIT –III–PROSE**

**12**

- a. Emerson – The American Scholar
- b. Poe – The philosophy of Composition
- c. Thoreau – Where I Lived and What I Lived For

**UNIT –IV–DRAMA**

**12**

- a. O’ Neill – The Hairy Ape
- b. Tennessee Williams – A Streetcar Named Desire.
- c. Arthur Miller – All My Sons

**UNIT –V–FICTION**

**12**

- b. Melville – Billy Budd
- c. Hawthorne – The Scarlet Letter
- d. Ernest Hemingway – A Farewell to Arms
- e. Alice Walker – The Color Purple

**Total**

**60 Hours**

## **Course Outcome**

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

- CO1:** Expose themselves to various American Literary genres and identify the distinct features of American culture through the reading of American literary texts.
- CO2:** Inculcate interest in learning the historical impact in the American Fiction, poetry and drama.
- CO3:** Formulate new concepts of American life by reading various literary pieces.
- CO4:** Develop a critical and analytical perspective with regard to American texts and authors
- CO5:** Demonstrate deeper understanding of various ages in American Literary history and place the authors in respective periods.

## **Books Prescribed**

- Egbert S. Oliver ed., An Anthology: American Literature, 1890-1965, Eurasia Publishing House (Pvt) Ltd., New Delhi.
- Mohan Ramanan ed., 1996, Four centuries of American Literature, Macmillan India Ltd., Chennai.
- Standard Editions of texts

## **Reference Books :**

- John Russell Brown and Bernard Harris, ed., 1970, American Theatre, Edward Arnold.
- Daniel Hoffman ed., 1979, Harvard Guide to Contemporary American Writing, Oxford University Press, New Delhi.
- Owen Thomas, 1986, Walden and Civil Disobedience: Norton Critical Edition ed., Prentice – Hall & Indian Delhi.

## **Web Sources:**

- [www.gonzago.edu/faculty/cample/enl311/litfram.html](http://www.gonzago.edu/faculty/cample/enl311/litfram.html)
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- To give the students an adequate knowledge of the history of the English language through a diachronic study of the language tracing its development from the time of the earliest records in the language to the present day.
- To trace the phonological changes, change in spelling, morphological and syntactical changes and semantic changes.
- To make the students understand the various processes of word-formation in English

**Credit Hours**

**UNIT-I- OUTLINE HISTORY**

**12**

Origin of language- The Indo- European Family of Languages- The descent of English- general features of Old, Middle and Modern English- Grimm’s Law- ‘I ‘Mutation

**UNIT-II- OUTLINE HISTORY**

**12**

Evolution of Standard English- Foreign contribution to English Lexis- Growth of Vocabulary- Change of Meaning- British and American English- The Place of English- English in India

**UNIT-III- PHONOLOGY**

**12**

Modern English- The Great Vowel Shift- Modern English Phonetics and Phonology- R.P- Model Description and Classification of Vowels and Consonants- Stress- Juncture- Intonation- Vocoids and Contoids- The Vowel Quadrilateral and Cardinal Vowels - English pronunciation in India

**UNIT-IV- MORPHOLOGY**

**12**

- a. Renaissance and after the problems of orthography
- b. Modern English- Morphological descriptions of nouns, verbs, adjectives, pronouns, adverbs- Morphological analysis of derivations

**UNIT-V- SYNTAX AND SEMANTICS**

**12**

Syntax Old, Middle and Modern English- types of sentence- word class- function and structure of words- structures of predication, modification, co- ordination and complementation- IC analysis- traditional, structural and transformational- Generative models of description- Meaning- Connotative and Denotative- literary devices

**Total**

**60 Hours**

### **Course Outcome**

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

**CO 1:** Comprehend the unique features of Learning English as a second and foreign language.

**CO 2:** Use the key concepts of Linguistics in everyday conversation.

**CO 3:** Practice communication skills through an objective study of language.

**CO 4:** Explain the phonological changes, morphological changes and syntactical changes and semantic changes.

**CO 5:** Understand the various process of word-formation in English

### **Books Prescribed**

- The English Language – A.C Baugh
- The outline History of English Language – F.T.Wood

### **Reference Books:**

- The English Language – C.L.Wren
- A Text book of English phonetics for Indian Students - Balasubramaniam

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## LITERARY INTERPRETATION

- 4 0 0 4

### Course Objective:

- To impart methods of analytical criticism of literary texts of different genres.
- To enable students to write critiques on their own.

### Credit Hours

<b>UNIT – I – POETIC EXPERIENCE</b>	<b>12</b>
Dramatic Situation – Description: images, moods, and attitudes – Tone: Analogical Languages – metaphor and symbol	
<b>UNIT – II POETIC EXPERIENCE</b>	<b>12</b>
Theme, Meaning and Dramatic Structure – intention and meaning – metrics.	
<b>UNIT – III DRAMATIC EXPERIENCE</b>	<b>12</b>
Situation, character, dialogue – presentation techniques – contrast, comparison, irony	
<b>UNIT – IV DRAMATIC EXPERIENCE</b>	<b>12</b>
Reversal – use of poetry – fictional and non-fictional prose – point of view	
<b>UNIT – V DRAMATIC EXPERIENCE</b>	<b>12</b>
Tone, syntax, style – types of prose and their conventions	
<b>Total</b>	<b>60 Hours</b>

### Course Outcome

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

**CO1:** Appraise a literary work based on stylistic devices.

**CO2:** Interpret various literary texts of different genres thematically.

**CO3:** Analyse the character, situation, dialogue and presentation in any given dramatic work

**CO4:** Assess the merits of a fiction and non-fiction by analysing the style, syntax and tone.

**CO5:** Identify the poetic devices and critique any given poem

### **Books Prescribed**

- I.A.Richards – Practical Criticism
- Wilbur Scoot – Five Approaches to Criticism

### **Reference Books:**

- Richards, Ivor Armstrong Practical Criticism : A Study of Literary Judgement, Harcourt Brace, 1956.
- Empson , William Seven Types of Ambiguity Elliot Perlman 2004.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**SKILL ENHANCEMENT  
COURSES  
SYLLABUS**



## SOFTSKILLS – I

- 2 0 0 2

### Course Objective:

- To enable participants Business Communication Skills
- To enhance participants E-mail writing skills
- To impart Leadership and Team Bonding skills

	<b>Credit Hours</b>
<b>1. READING COMPREHENSION AND VOCABULARY</b>	<b>06</b>
Filling the blanks – Cloze Exercise – Vocabulary building – Reading and answering Questions.	
<b>2. LISTENING AND ANSWERING QUESTIONS.</b>	<b>06</b>
Listening and writing – Listening and sequencing sentences – Filling in the blanks – Listening and answering questions.	
<b>3. GROUP DISCUSSIONS</b>	<b>06</b>
Why GD part of a selection process – Structure of a GD – strategies in GD – Team Work – Body Language	
<b>4. CONVERSATION.</b>	<b>06</b>
Face to face Conversation and Telephone conversation.	
<b>5. SELF- INTRODUCTION AND ROLE PLAY</b>	<b>06</b>
<b>Total</b>	<b>30 Hours</b>

### Course Outcome

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

- CO1 Understand the importance of communication skills in English
- CO2 Learn the important effective communication techniques
- CO3 Prepare the students to meet an interview.
- CO4 Introduce the way of communication with others.
- CO5 Teach the basic etiquette to face large group of audience with confidence.

### Books Recommended

- Barun K. Mitra. Personality Development and Soft Skills. Oxford University Press. New Delhi.2011.
- S.P. Sharma. Personality Development. Pustaq Mahal. New Delhi. 2010.Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi. 2009.
- Tiko, Champa & Jaya Sasikumar. Writing with a Purpose.OUP. New Delhi. 1979

### Web Source:

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>
- <https://blog.hubspot.com/service/phone-etiquette>

## SOFT SKILLS – II

- 2 0 0 2

### Course Objective:

- To enable students to develop their communication skills effectively
- To enhance students Reading, Writing, Listening and Speaking skills
- To develop their self-confidence through communication

### **Credit Hours**

<b>1. PRESENTATION SKILLS</b>	<b>06</b>
Elements of an effective presentation – structure of presentation – voice modulation – Audience analysis – Body language	
<b>2. SOFT SKILLS</b>	<b>06</b>
Time Management – Articulateness – Assertiveness – Stress management	
<b>3. RESUME / REPORT PREPARATION / LETTER WRITING</b>	<b>06</b>
Structuring the resume / Report – Business letters – E-Mail Communication	
<b>4. INTERVIEW SKILLS</b>	<b>06</b>
Kinds of Interviews – Required by Skills – Corporate Culture – Mock Interviews	
<b>5. 30 FREQUENTLY ASKED QUESTIONS</b>	<b>06</b>
<b>Total</b>	<b>30 Hours</b>

### Course Outcome

- At the end of this course the students will be able to,
- CO1 Illustrate the essential of presentation skills, thoughts, structure, voice modulation, audience analysis and body language
- CO2 Utilize the psychological skills pertaining to time management, articulation, assertion and stress management
- CO3 Construct methodology for preparation of resume, reports, business letters and email communication
- CO4 Appraise learners with varied skills needed for expose to interviews
- CO5 Categorize the nature of questions asked usually in interviews

### Books Recommended

- Barun K.Mitra. Personality Development and soft skills. Oxford University Press. New Delhi. 2011.
- S P Sharma. Personality Development. Pustaq Mahal. New Delhi. 2010.
- Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi. 2009.

### Web Sources:

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://www.businessnewsdaily.com/5836-top-interviewing-skills.html>
- <https://gdpi.hitbullseye.com/Group-Discussion.php>

## SOFT SKILLS III

2 0 0 2

### Course Objective:

- To enable students to develop their soft skills and Body Language
- To enhance students Reading, Writing, Listening and Speaking skills
- To develop their self-confidence to excel at Interviews

	<b>Credit Hours</b>
<b>UNIT-I</b>	<b>06</b>
Powerful Presentation	
<b>UNIT-II</b>	<b>06</b>
Reinforcement	
<b>UNIT-III</b>	<b>06</b>
Using visual aids	
<b>UNIT-IV</b>	<b>06</b>
Types and Methods of Presentations	
<b>UNIT-V</b>	<b>06</b>
Obstacles to Presentation	
<b>Total</b>	<b>30 Hours</b>

### Course Outcome:

- |     |   |
|-----|---|
| CO1 | To develop participants social and professional skills  |
| CO2 | To help participants manage time effectively            |
| CO3 | To build a strong resume to suit corporate requirements |
| CO4 | To face interviews confidently                          |
| CO5 | To enhance their aptitude abilities                     |

### Books Recommended:

- Roz Townsend: Presentation Skills for the Upwardly Mobile, Emerald, Chennai.
- Prasad, H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2001.
- Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.

### Web Sources:

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://venngage.com/blog/presentation-skills/>
- <https://gdpi.hitbullseye.com/Group-Discussion.php>

**GENERIC ELECTIVE COURSES**  
**SYLLABUS**

**Course Objective:**

- The student must understand the evolution growth and structure of hotel industry, its importance and relationship with Travel and Tourism Industry.
- Classifications of hotels and types of Rooms, Layout of Front Office Sections and front office organization, staff and their task, Guest cycle .
- Reservation and registration. Check –out procedures, Bell desk and Concierge procedures and how front office Coordinates with other departments of hotel.

**UNIT-1 THE LODGING INDUSTRY AND HOTEL ORGANIZATION 10**

Define hotels and classify them. Classify Guests. Hotel organization. Classifying functional areas. Organizational charts and Job Descriptions of Front Office Personnel.

**UNIT-II FRONT OFFICE OPERATIONS 10**

The guest cycle- Pre-Arrival-Arrival, Occupancy or Stay, Departure Front office Systems. The Front Desk. Property Management Systems. Interdepartmental Cooperation and Communications. Security.

**UNIT-III RESERVATIONS, REGISTRATION AND CHECKOUT 10**

Reservation –types, Reservation –Records, Confirmation, Maintenance and Reports.- Reservations Sales Process-Group Reservations.  
Registration-Preregistration Activity, Registration Record- Room-Rate and Room Assignment. Issuing of Keys, Self-Registration, Check-out and Account Settlement, Departure Procedure, -Methods of Settlement, Late check-out. Check-Out Options

**Total 30 Hours**

**Course outcome:**

By the end of this course student would be able to:

- CO1 Understand the evolution, meaning and classifications of Hotels.
- CO2 Understand the various layouts of Front office in the Hotel.
- CO3 She/he would be aware of attributes and hierarchy of front office staff.
- CO4 Maintain Records at Front office department.
- CO5 Be able to classify Hotels and explain front office operations procedures.

### **Books Prescribed**

- HOTEL FRONT OFFICE- A Training Manual by Sudhir Andrews Published by Tata McGraw Hill Education Private Limited,
- HOTEL FRONT OFFICE--OPERATIONS AND MANAGEMENT by Jatashankar R. Tewari Publish in India by Oxford University press

### **Recommended Texts**

- MANAGING FRONT OFFICE OPERATION S by Michael L. Kasavana, Richard M. Brooks by the educational institute of the American hotel and loading association

### **Web Sources:**

- <https://www.slideshare.net/PriyaRoy28/managing-front-office-operations-53583518>
- [https://www.tutorialspoint.com/front\\_office\\_management/front\\_office\\_management\\_introduction.htm#:~:text=Front%20Office%20Operations&text=Interacting%20with%20the%20guests%20to,with%20the%20FO%20accounting%20system.](https://www.tutorialspoint.com/front_office_management/front_office_management_introduction.htm#:~:text=Front%20Office%20Operations&text=Interacting%20with%20the%20guests%20to,with%20the%20FO%20accounting%20system.)
- <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/743-front-office-introduction-operations-functions.html>