

# **M.A. ENGLISH**

## LOCF SYLLABUS 2023



Department of English  
School of Languages and Culture  
St. Joseph's College (Autonomous)  
Tiruchirappalli - 620 002, Tamil Nadu, India

### **Vision**

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

### **Mission**

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.
- Nurturing comprehensive learning and best practices through innovative and value-driven pedagogy.
- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

### **Programme Educational Objectives (PEOs)**

- Graduates will be able to accomplish professional standards in the global environment.
- Graduates will be able to uphold integrity and human values.
- Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

### **Programme Outcomes (POs)**

1. Graduates will be able to apply assimilated knowledge to evolve tangible solution to emerging problems.
2. Graduates will be able to analyze and interpret data to create and design new knowledge.
3. Graduates will be able to engage in innovative and socially relevant research and effectively communicate the findings.
4. Graduates will become ethically committed professional and entrepreneurs upholding human values.
5. Graduates imbued with ethical values and social concern will be able to understand and appreciate cultural diversity, social harmony and ensure sustainable environment.

### **Programme Specific Objectives (PSOs)**

1. Graduates will be able to construct and integrate multi-disciplinary approach towards literature.
2. Graduates will be able to apply employability skills in the field of education, media, human resource and administration.
3. Graduates will be able to apply critical and theoretical approaches by identifying research problems and will be able to analyze literary texts in multiple genres.
4. Graduates will be able to utilize and demonstrate research skills both in oral and written form in language and literature.
5. Graduates will be able to appreciate the aesthetic, socio-cultural and ethical values of literary texts and the society

## CONTINUOUS INTERNAL ASSESSMENT

### Categorizing Outcome Assessment Levels Using Bloom's Taxonomy

Level	Cognitive Domain	Description
K1	Remember	It is the ability to remember the previously learned concepts or ideas.
K2	Understand	The learner explains concepts or ideas.
K3	Apply	The learner uses existing knowledge in new contexts.
K4	Analyse	The learner is expected to draw relations among ideas and to compare and contrast.
K5	Evaluate	The learner makes judgements based on sound analysis.
K6	Create	The learner creates something unique or original.

### Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours		Maximum Marks: 60						
Section		K level*						Marks
		K1	K2	K3	K4	K5	K6	
A (no choice)		7						$7 \times 1 = 7$
B (no choice)			5					$5 \times 3 = 15$
C (either... or type)				3				$3 \times 6 = 18$
D (2 out of 3)	Courses with K4 as the highest cognitive level				2			$2 \times 10 = 20$
	Courses with K5 as the highest cognitive level wherein one question each on K4 and K5 is compulsory. (Note:K4 has two questions whereas, K5 has no choice.)				1	1		
	Courses with K6 as the highest cognitive level wherein one question each on K5 and K6 is compulsory. (Note: <b>Mid Sem:</b> K4 has two questions whereas, K5 has no choice; <b>End sem:</b> K5 has two questions whereas, K6 has no choice)				Mid Sem			
						End Sem		
					1	1	1	
Total								60

\* K4 and K5 levels will be assessed in the Mid semester test whereas K5 and K6 levels will be assessed in the End semester test.

### Question Paper Blueprint for Mid and End Semester Tests *(For quantitative courses only)*

Duration: 2 Hours						Maximum Marks: 60	
Section	K level						Marks
	K1	K2	K3	K4	K5	K6	
A (no choice)	5	4					$9 \times 1 = 9$
B (either... or type)			2	1			$3 \times 5 = 15$
C (2 out of 3)					1	1*	$2 \times 18 = 36$
Total							60

**NOTE:** *K4 and K5 will be assessed in the Mid semester test whereas K5 and K6 will be assessed in the End semester test.*

\* *K6 compulsory*

## SEMESTER EXAMINATION

## Question Paper Blueprint for Semester Examination

Duration: 3 Hours		Maximum Marks: 100						
Section		K level						Marks
		K1	K2	K3	K4	K5	K6	
A (no choice, two questions from each unit)		10						$10 \times 1 = 10$
B (no choice, two questions from each unit)			10					$10 \times 3 = 30$
C (either... or type, one question from each unit)				5				$5 \times 6 = 30$
D (3 out of 5, one question from each unit)	Courses with K4 as the highest cognitive level				3			$3 \times 10 = 30$
	Courses with K5 as the highest cognitive level wherein two K4 questions and one K5 question are compulsory. (Note: Three questions on K4 and two questions on K5)				2	1		
	Courses with K6 as the highest cognitive level wherein one question each on K4, K5, and K6 is compulsory. (Note: Two questions each on K4 and K5 and one question on K6)				1	1	1	
Total								100

**Question Paper Blueprint for Semester Examination** *(For quantitative courses only)*

Section	Marks	K level
A	$10 \times 1 = 10$	K1
B	$5 \times 6 = 30$ <i>(either...or)</i>	K2 ( <i>Q. No. 11 &amp; 12</i> ) K3 ( <i>Q. No. 13, 14 &amp; 15</i> )
C	$4 \times 15 = 60$ <i>(4 out of 5)</i>	K4 ( <i>Q. No. 16 &amp; 17</i> ) K5 ( <i>Q. No. 18 &amp; 19</i> ) K6 ( <i>Q. No. 20 compulsory</i> )
<b>Total Marks: 100</b>		

**Evaluation Pattern for Part IV One/Two Credit Courses**

Title of the Course	CIA	Semester Examination	Total Marks
Internship	100		<b>100</b>
<b>UG</b> Skill Enhancement Course (Non Major Elective) Foundation Course <b>PG</b> Ability Enhancement Course	$20 + 10 + 20 = 50$	50 <i>(External member from the Department)</i>	<b>100</b>
Value Education	50	50 <i>(CoE)</i>	<b>100</b>

M.A. ENGLISH							
PROGRAMME PATTERN							
Course Details					Scheme of Exams		
Sem	Course Code	Title of the Course	Hours	Credits	CIA	SE	Final
1	23PEN1CC01	Core Course - 1: English Poetry	6	6	100	100	100
	23PEN1CC02	Core Course - 2: English Drama	6	5	100	100	100
	23PEN1CC03	Core Course - 3: English Fiction	6	5	100	100	100
	23PEN1ES01	Elective - 1: Indian Writing in English	5	3	100	100	100
	23PEN1ES02	Elective - 2: Theatre Arts	5	3	100	100	100
	23PEN1AE01	Ability Enhancement Course: Technical Writing	2	1	100	-	100
	Total		30	23			
2	23PEN2CC04	Core Course - 4: British Literature - 1	6	5	100	100	100
	23PEN2CC05	Core Course - 5: American Literature	6	5	100	100	100
	23PEN2CC06	Core Course - 6: Introduction to Literary Theories	5	5	100	100	100
	23PEN2SP01	Self-paced Learning: Shakespeare*	-	2	50	50	50
	23PEN2ES03A	Elective - 3: English Language Teaching	5	4	100	100	100
	23PEN2ES03B	Elective - 3: Indian Literature in Translation					
	23PSS2SE01	Skill Enhancement Course: Soft Skills	4	3	100	-	100
	23PEN2EG01	Generic Elective - 1 (WS): English Literature for Competitive Examinations	4	3	100	100	100
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 1	-	(3)			
	Total		30	27(3)			
3	23PEN3CC07	Core Course - 7: British Literature - 2	7	7	100	100	100
	23PEN3CC08	Core Course - 8: Comparative Literature and Translation Studies	7	7	100	100	100
	23PEN3CC09	Core Course - 9: Gender Studies	7	7	100	100	100
	23SLC3CC01	Common Core: Research Methodology	5	4	100	100	100
	23PEN3EG02	Generic Elective - 2 (BS): English for Effective Communication	4	3	100	100	100
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 2		(3)			
	Total		30	28(3)			
4	23PEN4CC10	Core Course - 10: British Literature - 3	7	6	100	100	100
	23PEN4CC11	Core Course - 11: Postcolonial Literatures	7	6	100	100	100
	23PEN4CC12	Core Course - 12: Contemporary World Literature	5	5	100	100	100
	23PEN4ES04A	Elective - 4: Recent Trends in Literature	5	4	100	100	100
	23PEN4ES04B	Elective - 4: Western Aesthetics					
	23PEN4PW01	Project Work and Viva Voce	6	5	100	100	100
	23PEN4CE01	Comprehensive Examination*	-	2	50	50	50
	-	Extra Credit Courses (MOOC/ Certificate Courses) - 3	-	(3)			
	Total		30	28(3)			
2 - 4	23PCW4OR01	Outreach Programme (SHEPHERD)	-	4			
1 - 4	Total (2 years)		120	110			

\*- for grade calculation 50 marks are converted into 100 in the mark statements

Semester	Course Code	Title of the course	Hours/ Week	Credits
1	23PEN1CC01	Core Course - 1: English Poetry	6	5

Course Objective
To familiarize students with English Poetry starting from Medieval England to 17 <sup>th</sup> Century.
To introduce the students to different types of poetry
To enable the students to develop aesthetic sense and love for poetry.
To familiarize the students with the poetic devices and their significance.
To enable the students to critically appreciate poetry.

### UNIT I: Middle English Poetry (18 Hours)

- Geoffrey Chaucer: *Prologue to the Canterbury Tales*: ‘The Pardoner,’
- ‘The Nun,’ ‘The Friar,’ ‘The Doctor’

### UNIT II: Elizabethan Poetry (18 Hours)

- Edmund Spenser: “Epithalamion”
- John Donne: “A Valediction: Forbidding Mourning”

### UNIT III: Seventeenth Century Poetry (18 Hours)

- John Milton: *Paradise Lost* (Book IX: Lines 412-794)
- Andrew Marvell: “To His Coy Mistress”

### UNIT IV: Eighteenth Century Poetry (18 Hours)

- John Dryden : “Absalom and Achitophel” (Lines 150-229)
- Thomas Gray : “Elegy Written in a Country Churchyard”
- Robert Burns : “Auld Lang Syne”

### UNIT V: Modern Poetry (18 Hours)

- Rupert Brooke : “The Soldier”
- Wilfred Owen : “Anthem for Doomed Youth”
- W. H. Auden : “Musee des Beaux Arts”
- Dylan Thomas : “Do Not Go Gentle into That Good Night”
- Philip Larkin : “Whitsun Weddings”
- Ted Hughes : “Hawk Roosting”
- Seamus Heaney : “Digging”
- Carol Ann Duffy : “Standing Female Nude”
- Eavan Boland : “Achilles Woman”

### For Further Reading

- John Donne : “The Canonization”
- Thomas Gray : “The Bard”
- Robert Burns : “Holy Willie's Prayer”

- W. H. Auden : “Elegy on the Death of W. B. Yeats”
- Dylan Thomas : “Poem in October”
- Ted Hughes : “Life After Death”

<b>Teaching Methodology</b>	Lecture method, multimedia presentations, literary analysis writing assignments, close reading of texts
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### Book for Study

- Hollander, J., Kermode, F., & Trapp, J. B. (1973). *The Oxford Anthology of English literature*. Oxford University Press. Standard editions of texts

### Books for Reference

- Eliot, T.S. (1932). *The metaphysical poets from selected essay*. Faber & Faber limited.
- Bennett, H.S. (1970). *Chaucer and the fifteenth Century*. Clarendon Press.
- Bradbury, M., & Palmer, D ed., (1970). *Metaphysical poetry, stratford – upon – avon studies* Vol. II, Edward Arnold.
- Keats, W. R. ed., (1971). *Seventeenth century English poetry: Modern essays in criticism*. Oxford University Press.
- George, A.G. (1971). *Studies in poetry*. Heinemann Education Books Ltd.
- Daiches, D. (1981). *A critical history of English literature* Vols. I &II., Secker & Warburg.
- Corns, T. N. ed., (1993). *The cambridge companion to English poetry: Donne to Marvell*. Cambridge University Press.

### Web Sources

- <https://www.english/.org.uk/chaucer/htm>
- <https://www.britannica.com/topic/The-Canonization>
- [https://www.worldhistory.org/Elizabethan\\_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton](https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton)
- <https://www.britannica.com/topic/Absalom-and-Achitophel>
- [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist\\_poetry\\_in\\_English.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm)





Semester	Course Code	Title of the course	Hours/ Week	Credits
1	23PEN1CC02	Core Course - 2: English Drama	6	5

Course Objectives
To acquaint the students with the origin of drama in Britain.
To instruct the students regarding the different stages of British Drama and its evolution in the context of theatre.
To help the students to comprehend the socio-cultural scenario through the study of representative texts from the Elizabethan age to the 20th century.
To evaluate the different forms of drama from the study of their historical background.
To enhance the understanding of the students about the dramatic techniques implied by the pioneers of English drama.
To help students

### UNIT I: Beginnings of Drama

(18 Hours)

- Miracle and Morality Plays - *Everyman*
- The Senecan and Revenge Tragedy - Thomas Kyd: *The Spanish Tragedy*

### UNIT II: Elizabethan Theatre

(18 Hours)

- Theatres, Theatre groups, Audience, Actors and Conventions: Tragedy and Comedy.
- William Shakespeare: *As You Like It*
- Christopher Marlowe: *The Jew of Malta*

### UNIT III: Jacobean Drama

(18 Hours)

- Ben Jonson: *Volpone*
- John Webster: *The White Devil*

### UNIT IV: Restoration Drama

(18 Hours)

- William Congreve: *The Way of the World*
- **Irish Dramatic Movement** - J.M Synge: *The Playboy of the Western World*

### UNIT V: Epic Theatre

(18 Hours)

- Bertolt Brecht: *Mother Courage and her Children*
- **Comedy of Menace** - Harold Pinter: *Birthday Party*
- **Post-Modern Drama** - Samuel Beckett: *Waiting for Godot*

<b>Teaching Methodology</b>	Lecture Method, Multimedia Presentations, Project Method, Discussion Method
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### Books for Study

1. Bradbrook, M. C. (1955). *the growth and structure and Elizabethan comedy*, Shakespeare Quarterly, Volume 7, Issue 4, Autumn 1956, Pages 436–437, <https://doi.org/10.2307/2866373>)
2. Tillyard, E. M. W. (1958). *The nature of comedy & Shakespeare*, London. (<https://archive.org/details/shakespearesear1000783mbp>)

### Books for Reference

1. Fermor, U. E. (1965). *The Jacobean drama: An interpretation*, Methuen & Co. (<https://archive.org/details/jacobeandramaint0000elli/page/n5/mode/2up>)
2. Bradbrook, M. C. (1979). *Themes and conventions of Elizabethan tragedy* (6th ed), Vikas Publishing House Pvt., Ltd.
3. Hathaway, M. (1982). *Elizabethan popular theatre: Plays in performance*. Routledge.
4. Kinney, A. F. (2004). *A companion to renaissance drama*. Blackwell Publishing.
5. Hecht, W. (1961). *The development of Brecht's theory of the epic theatre, 1918-1933*. Tulane Drama Review, vol. 6, no. 1, 1961, pp. 40–97., doi:10.2307/1125006.

### Web Sources

#### Unit I

- <http://www.questia.com> (online library for research)
- [https://devikapanikar.com/the-origin-of-drama/?doing\\_wp\\_cron=1690152766.0363829135894775390625](https://devikapanikar.com/the-origin-of-drama/?doing_wp_cron=1690152766.0363829135894775390625)
- <https://owlcation.com/humanities/Origin-of-Drama-in-English-Literature>
- <https://www.ugcsetnet.com/origins-and-development-of-drama/>

#### Unit II

- <https://nosweatshakespeare.com/resources/era/elizabethan-theatre-drama/>
- <https://www.encyclopedia.com/arts/educational-magazines/elizabethan-drama>

#### Unit III

- <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
- <https://www.studysmarter.co.uk/explanations/english-literature/literary-movements/jacobean-drama/>
- <https://englishsummary.com/lesson/jacobean-drama/>

#### Unit IV

- <https://www.britannica.com/art/English-literature/The-Restoration>
- <https://sites.udel.edu/britlitwiki/restoration-and-eighteenth-century-drama/>
- <https://englishsummary.com/lesson/restoration-drama/>
- <https://www.britannica.com/event/Irish-literary-renaissance>
- <https://poemanalysis.com/movement/the-irish-literary-revival/>

- <https://www.britannica.com/art/epic-theatre>
- <https://poemanalysis.com/movement/epic-theatre/>
- <https://www.britannica.com/art/Theatre-of-the-Absurd>
- <https://sites.udel.edu/britlitwiki/the-theatre-of-the-absurd/>

Relationship Matrix											
Semester	Course code		Title of the Course							Hours	Credits
1	23PEN1CC02		Core Course - 2: English Drama							6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	3	3	3	3	3	3	3.0
CO2	2	3	3	3	2	3	3	3	3	3	2.8
CO3	3	3	3	2	3	3	3	3	2	2	2.8
CO4	3	3	3	3	3	3	3	3	3	3	3.0
CO5	3	2	3	3	3	3	3	3	3	3	3.0
CO6	2	3	3	3	2	3	3	3	3	3	2.8
Mean overall Score											2.9 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PEN1CC03	Core Course - 3: English Fiction	6	4

Course Objectives
To familiarize the students with the origin and development of the British Novel up to the 20 <sup>th</sup> Century
To throw light on various concepts and theories of the novel
To understand the social background base on the prescribed novels
To identify and differentiate various forms of novels
To know the basic principles of English fiction
To try writing a piece of work on their own

#### UNIT I: (18 Hours)

- Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration.

Allegory and Satire

- John Bunyan : *The Pilgrim's Progress*
- Jonathan Swift : *Gulliver's Travels*

#### UNIT II: The New World Novel (18 Hours)

- Daniel Defoe : *Robinson Crusoe*
- Laurence Sterne : *Tristram Shandy*

#### UNIT III: Middle Class Novel of Manners (18 Hours)

- Jane Austen : *Emma*

#### UNIT IV: Women's Issues (18 Hours)

- Charlotte Bronte : *Jane Eyre*

#### UNIT V: Liberal Humanism, Individual Environment and Class Issues (18 Hours)

- D.H. Lawrence : *The Rainbow*
- James Joyce : *Portrait of the Artist as a Young Man*

Teaching Methodology	Lecture Method, Multimedia Presentations, Project Method, Discussion Method
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#### Books for Study

1. Booth, W. C. (1961). *The rhetoric of fiction*. Chicago University Press.
2. Leavis, F.R. (1973). *The great tradition*, Chatto & Windus.

## Books for Reference

1. Watt, I. (1974). *Rise of the English novel*. Chatto & Windus.
2. Karl, F. R. (1977), *Reader's guide to the development of the English novel till the 18th century*, The Camelot Press Ltd.
3. Kettle, A. (1967). *An introduction to English novel* Vol. II, Universal Book Stall.
4. Williams, R. (1973). *The English novel: From Dickens to Lawrence*, Chatto & Windus.
5. Milligan, I. (1983). *The novel in English: An introduction*. Macmillan.

## Web Sources

1. <http://www.bl.uk/collection-guides/english-literature>
2. <http://www.booksummaryclub.com/>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On completion of this course, students will be able to	
CO1	relate the art of writing different forms of novels with the learned notions.	K1
CO2	infer the social problems from the themes of the novels in English.	K2
CO3	apply philosophical and political underpinnings of Victorian morality, Anti Victorian realities on the aesthetic movement.	K3
CO4	classify themes relating to the turn of the century events through close reading of text.	K4
CO5	compare different types of novels and their themes	K5
CO6	create a piece of art on their own	K6

Relationship Matrix											
Semester	Course code		Title of the Course							Hours	Credits
1	23PEN1CC03		Core Course - 3: English Fiction							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	2	3	2	3	2	3	2.7
CO2	2	3	3	3	2	3	3	3	3	3	2.8
CO3	3	3	3	2	3	2	3	2	2	2	2.7
CO4	3	3	3	3	3	3	3	3	3	3	3.0
CO5	3	2	3	3	3	3	3	2	2	2	2.9
CO6	2	3	3	3	2	3	3	3	3	3	2.8
Mean overall Score											2.8 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PEN1ES01	Elective - 1: Indian Writing in English	5	3

Course Objectives
To enabling the students to understand the evolution of Indian Writing in English
To enable the learners to get exposed to the historical movements of the Indian subcontinent
To comprehending different genres through the representation of different texts
To inculcate in the students the cultural significance of Indian English literature
To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West
To analyse the literary movements in India

### Unit I: Poetry

(15 Hours)

- Toru Dutt: “The Tree of Life”, “The Casuarina Tree”
- Rabindranath Tagore: *Gitanjali* (Lyrics 11 – 20)
- Sri Aurobindo: “Tiger and the Deer”, “Rose of God”
- Sarojini Naidu: “Palanquin Bearers”, “Coromandel Fishers”
- Kamala Das: “Looking Glass”, “An Introduction”
- Parthasarathy: “River Once”, “Under Another Sky”
- Nissim Ezekiel: “Morning Prayer”, “Enterprise”

### Unit II: Prose

(15 Hours)

- Sri Aurobindo: “The Essence of Poetry, Style and Substance” (from ‘The Future Poetry’)
- Dr. S. Radhakrishnan: “Emerging World Society”
- Dr. A. P. J. Abdul Kalam: “Orientation” (*Wings of Fire*)

### Unit III: Short Story

(15 Hours)

- R. K. Narayan: “Engine Trouble”
- Khushwant Singh: “The Mark of Vishnu”
- Ruskin Bond: “The Tiger in the Tunnel”

### Unit IV: Drama

(15 Hours)

- Asif Currimbhoy: *Inquilab*
- Mahesh Dattani: *Seven Steps Around the Fire*

### Unit V: Novel

(15 Hours)

- Shashi Deshpande: *Roots and Shadows*
- Salman Rushdie: *Midnight's Children*

Teaching Methodology	Lecture Method, Multimedia Presentations, Project Method, Discussion Method
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**Books for study**

Ramamurti, K.S. (ed.). (1995). *Twenty five Indian poets in English*. Macmillan.

**Books for reference**

1. Iyengar, K. R. S. (1962). *History of Indian writing in English*. Sterling Publishers.
2. Gowen, H. H. (1975). *A history of Indian literature*. Seema Publications.
3. Satchidanandan, K. (2003). *Authors, texts, issues: Essays on Indian literature*. Pencraft International.
4. Chandri, A. (2001). *The Picador book of modern Indian literature*. Macmillan.
5. Khair, T. (2001). *Babu fictions: Alienation in contemporary Indian English. novels*.

**Web Sources:**

1. [http://en.wikipedia.org/wik/indian\\_writing\\_in\\_english](http://en.wikipedia.org/wik/indian_writing_in_english)
2. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>
3. <https://www.britannica.com/biography/Sri-Aurobindo>
4. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On completion of this course, students will be able to	
CO1	understand the evolution of Indian Writing in English	K1
CO2	compare the historical movements of the Indian subcontinent	K2
CO3	apply the ideas of different genres through the representation of different texts	K3
CO4	analyse the cultural significance of Indian English literature	K4
CO5	compare Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West	K5
CO6	discuss the literary movements in India	

Relationship Matrix											
Semester	Course code		Title of the Course							Hours	Credits
1	23PEN1ES01		Elective - 1: Indian Writing in English							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO 2	PSO3	PSO 4	PSO5	
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	2	2	3	3	3	2	3	2.9
CO3	3	3	2	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	2	2	2	3	3	3	2.9
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3
Mean overall Score											2.95 (High)

Semester	Course Code	Title of the course	Hours/ Week	Credits
1	23PEN1ES02	Elective - 2: Theatre Arts	5	3

To introduce the learners to the literary aspect of dramas.
To familiarize Theatre as an art form.
To introduce the concepts of directing and stage management.
To inculcate in the students the role of Theatre in society.
To familiarize the students with the components of acting.

### UNIT I

(15 Hours)

- Drama as a performing art
- Relation between drama and theatre
- The role of theatre
- The need for permanent theatres.

### UNIT II

(15 Hours)

- Greek Theatre
- The Absurd Theatre
- The Multipurpose Theatre
- The Eastern Theatre
- Conventional Theatre
- Folk Theatre
- Third Theatre
- Broadway Musicals
- Shakespearean Theatre
- The Epic Theatre
- Designing For a Particular Theatre
- Conventional And The Non-
- Urban Theatre
- Other Theatres in Vogue.

### UNIT III

(15 Hours)

Fundamentals of Play directing:

- Concept
- Technique
- Physical balance
- Demonstration
- The director and the stage

### UNIT IV

(15 Hours)

Components of acting:

- Gesture
- Voice
- Costume
- Make-Up
- Mask and Different Styles an Acting as an Art Form
- Violence in The Theatre
- Need For Censorship
- Managing Time and Space.

### UNIT V

(15 Hours)

- Theatre of illusion

- Expressionism and dramatic symbolism
- Stage design in the modern world
- Lighting in the modern world
- Word versus spectacles.

<b>Teaching Methodology</b>	Group discussions, monologue practice, recreate scenes, rehearsing, no audience performance, drama circle, inquiry based learning.
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### Books for Study

1. Sangeetha, K & Selvalakshmi, A. (2015). *An introduction to theatre art*. New Century Book House (P) Ltd.
2. Kenrick, J. (2010). *Musical theatre: A history*. Continuum.

### Books for Reference

1. Balme, C. B. (2008). *The Cambridge introduction to theatre studies*. Cambridge University Press.
2. Leach, R. (2013). *Theatre studies: The basics*. Routledge.

### Web Sources:

- [https://paradisevalley.libguides.com/the111/theatre\\_history\\_websites](https://paradisevalley.libguides.com/the111/theatre_history_websites)
- <https://www.britannica.com/place/England/Performing-arts>
- [https://www.worldhistory.org/Greek\\_Theatre/](https://www.worldhistory.org/Greek_Theatre/)
- [https://archive.org/details/fundamentalsopl0000dean\\_y3x3](https://archive.org/details/fundamentalsopl0000dean_y3x3)
- <http://scriptclickcreate.weebly.com/acting.html>
- [https://www.britannica.com/art/theater-building/Production-aspects-of- Expressionist-theatre](https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On completion of this course, students will;	
CO1	Identify the diversity of theatrical experiences and the role of theatre in society	K1
CO2	Understand a broad range of theatrical disciplines and Experiences	K2
CO3	Experiment various theatrical elements through the knowledge acquired	K3
CO4	Discover the relationships among the various facets of Theatre	K4
CO5	Develop new methods of theatrical arts based on the learned experience	K5
CO6		

Relationship Matrix											
Semester	Course code		Title of the Course							Hours	Credits
1	23PEN1ES02		Elective - 2: Theatre Arts							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO 2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
CO6	3	3	3	3	3	3	3	3	3	3	3
Mean overall Score											3 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23PEN1AE01	Ability Enhancement Course: Technical Writing	2	1

Course Objectives
To convey complex information with clarity and precision
To communicate a message from the reader's perspective
To use current technologies, skills and tools necessary for writing purposes

### UNIT I (6 Hours)

- Technical Writing: A Curtain Raiser, P-W-R and BPS, From Sentences to paragraphs

### UNIT II (6 Hours)

- The Know-How of Technical Description, Document Design, Graphics: Enhancing Content

### UNIT III (6 Hours)

- Letters: Kings and Mechanics
- The Summary: The Art of Brevity
- Written Reports: The Basics

### UNIT IV (6 Hours)

- Proposals, Brochures, User Manuals

### UNIT V (6 Hours)

- White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!

### Books for Study

1. Hamlin, A., Rubio, C., & DeSilva, M. (2016). Technical writing. Open Oregon Educational Resources.
2. Fleming, W. (2020). *Technical writing at LBCC*. Linn -Benton Community College, Albany, Oregon (eBook).

### Books for Reference

1. Catford, J. C. (1965). *A linguistic theory of translation: An essay in Applied Linguistics*. Oxford University Press.
2. Duff, A. (1989) *Translations*. OUP.

### Web sources

- <http3://www.tech-tav.com/technical-writing-resources>
- <http3://guides.library.unt.edu/c.php?g=528500&p=6841451>
- <http3://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/>
- <http3://www.utley3strategie3.com/blog/propo3al-writing?format=amp>



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2CC04	Core Course - 4: British Literature - 1	6	5

Course Objectives				
To learn the social, political and religious conditions of the period.				
To understand and appreciate the literary merits of the prescribed texts.				
To comprehend the genres, literary devices and the literary ages.				
To cultivate moral and spiritual values.				
To critically evaluate and interpret the prescribed texts.				
To prepare the students to face competitive examinations (NET/SET/PG-TRB)				

### UNIT I: Poetry (Detailed) (18 Hours)

1. George Herbert (1593 – 1633) : “The Collar”
2. Andrew Marvell (1621 – 1678) : “The Definition of Love”
3. Henry Vaughan (1621 - 1695) : “The Retreat”
4. William Cowper (1731 – 1800) : “The Lily and the Rose”

#### Poetry (Non-detailed)

5. Sir Thomas Wyatt (1503 – 1542): “Remembrance”
6. Henry Howard (1517 –1547) : “The Seafarer”
7. Robert Southwell (1561 – 1595) : “The Burning Babe”
8. Alexander Pope (1688 – 1744) : “The Rape of the Lock” Canto-1

### UNIT II: Drama (Detailed) (18 Hours)

9. Christopher Marlowe (1564 – 1593) : *Doctor Faustus*

### UNIT III: Drama (Non-detailed) (18 Hours)

10. Richard Brinsley Sheridan (1751 – 1816) : *The School for Scandal*
11. John Dryden (1623 – 1700) : *All for Love*

### UNIT IV: Prose (Detailed) (18 Hours)

12. Francis Bacon (1561 – 1626) : 1. “Of Love”, 2. “Of Friendship”
13. Joseph Addison (1672 – 1719) : “The Spectator’s Account of Himself” ,
14. Richard Steele (1672 – 1729) : “Recollections of Childhood ”

#### Prose (Non-detailed)

15. Authorized Version of the Bible: *The Book of Job*

### UNIT V: Fiction (18 Hours)

16. Sir Thomas More (1478 – 1535) : *Utopia*
17. Samuel Richardson (1689-1761) : *Pamela*
18. Daniel Defoe (1660 - 1731) : *Robinson Crusoe*

Teaching Methodology	Lecture, Power Point, Peer discussion, Critical Reviews and Analysis
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### Books for Study

1. Bunyan., John. (1970). *The Pilgrims Progress*. Scholar Press.
2. Jonson, B. (2020). *The Alchemist*. Broadview Press.
3. Marlowe, Christopher (2019). *Dr. Faustus*. Digireads Com.
4. More, Thomas (2017). *Utopia*. Gyldendals Bogklubber.



## Books for Reference

1. Kyd, Thomas (2020). *Spanish Tragedy*. Outlook Verlag.
2. Helen, Gardner. (1972). *The New Oxford Book of English Verse*. OUP.
3. Reynolds, Samuel Harvey. (1890). *The Essays of Francis Bacon*. London: Clarendon Press.
4. *The Holy Bible, King James Version* (1982). New York: American Bible Society.

## Websites and eLearning Sources

1. <https://www.cliffsnotes.com/literature/d/doctor-faustus/play-summary>.
2. <https://vonsteuben.org/ourpages/humanities/bacon.pdf>.
3. <https://www.jstor.org/stable/27542806>.
4. <https://www.britannica.com/topic/The-Pilgrims-Progress>.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	recall various interpretative techniques to approach literary texts of varied genres.	K1
CO2	identify the various features of literary texts of the period and learn the style of the author's language.	K2
CO3	recognise various cultural and moral values associated with the texts which help them to become ethical communicators.	K3
CO4	interpret various types of dramas: tragedy, comedy, farce, melodrama, historical plays through the prescribed texts and analyze the effect.	K4
CO5	evaluate the growth and development of British major religious, political and social movements from the 14th to 17 <sup>th</sup> century and their influence on literature.	K5
CO6	interpret and evaluate the cultural milieu of the period from the prescribed texts	K6

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
2	23PEN2CC04		Core Course - 4: British Literature - 1						6	5	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	2	2	1	3	2	2	2	2.0
CO2	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	2	3	3	3	3	2.9
CO6	3	2	3	2	3	3	2	3	3	3	2.7
Mean Overall Score											2.76 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2CC05	Core Course - 5: American Literature	6	5

Course Objectives
To examine a wide range of distinct characters, thematic concern, genres and trends
To identify and interpret the literary works as expression of values
To develop the comprehensive understanding of the text
To cultivate the ability to critically assess the given texts
To investigate the connection between literary texts and contemporary social, politician and cultural scenarios
To formulate critical research problems within the context of literary texts

#### UNIT I: Poetry (Detailed) (18 Hours)

1. Walt Whitman (1819-1892) : “When Lilacs Last in the Dooryard Bloom'd”
2. Paul Laurence Dunbar (1872-1906) : “Ode to Ethiopia”
3. Robert Frost (1874-1963) : “Stopping by Woods on a Snowy Evening”
4. e.e.cummings (1894- 1962) : “somewhere i have never travelled”
5. Langston Hughes (1902-1967) : “The Negro Mother”

#### Poetry (Non-Detailed)

6. Emily Dickinson (1830-1886) : “Because I Could not Stop for Death”
7. Wallace Stevens (1879-1955) : “The Emperor of Ice-Cream”
8. William Carlos Williams (1883-1963) : “The Red Wheelbarrow”
9. Claude Mckay (1889-1948) : “America”
10. Maya Angelou (1928-2014) : “Phenomenal Woman”
11. Sylvia Plath (1932-1963) : “Mirror”

#### UNIT II: Drama (Detailed) (18 Hours)

12. Eugene O'Neill (1888- 1953) : *The Hairy Ape*

#### UNIT III: Drama (Non-Detailed) (18 Hours)

13. Tennessee Williams (1911-1983) : *A Streetcar Named Desire*
14. Amiri Barakka (1934- Present) : *Dutchman*

#### UNIT IV: Prose (Non-Detailed) (18 Hours)

15. Ralph Waldo Emerson (1803-1882) : “Self-Reliance”
16. Richard Wright (1908-1960) : “Blueprint for Negro Writing”

#### UNIT V: Novel (18 Hours)

17. Saul Bellow (1915-2005) : *Herzog*
18. Paul Beatty (1962- ) : *The Sellout*

Teaching Methodology	Lecture, Peer discussion, Critical Reviews and Analysis
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#### Books for Study

1. Gates, Louis, H., & Smith, V. (2014). *The Norton Anthology of African American Literature*. W.W. Norton & Company.
2. Rittenhouse., Belle, J (2015). *Little Book of American Poets: 1787-1900 (Classic Reprint)*. Forgotten Book.

3. O'Neill, Eugene. (1982). *The Plays of Eugene O'Neill*. Modern Library.
4. Williams, Tennessee. (2020). *A Streetcar Named Desire*. General Press.
5. O'Neill, Eugene. (1982). *The Plays of Eugene O'Neill*. Modern Library.
6. Arkwright, Preston, S. (1935). *Self Reliance*. Darby.
7. Richard Wright, Marcosarruda (1980). "Blueprint for Negro Writing".
8. "Home." *Springer*.

#### Books for Reference

1. Oliver, Egbert, S (1994). *American Literature, 1890-1965: An Anthology*.
2. William, J. Fisher, et al (1984). *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publ. House (Pvt.) Ltd.

#### Websites and eLearning Sources

1. [https://www.libraryofinspiration.com/lit\\_1960s\\_herzog.htm](https://www.libraryofinspiration.com/lit_1960s_herzog.htm).
2. <https://libguides.southernct.edu/>.
3. <https://research.lib.buffalo.edu/american-literature-research/primary-sources>
4. <https://www.poetryfoundation.org/>.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	know various distinct characters, thematic concerns, genres and trends in American and Afro –American Literature.	K1
CO2	identify the literary works of American Literature as expression of values within social, political, and cultural context.	K2
CO3	demonstrate comprehensive understanding of texts in the field of American Literature	K3
CO4	analyse different scholarly works in order to develop critical, analytical thinking coherently and credibly.	K4
CO5	evaluate the literary text nexus with the contemporary serario	K5
CO6	formulate critical research problems in the literary text and also analyse and synthesize them to interpret and gain knowledge.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	23PEN2CC05		Core Course - 5: American Literature					6	5		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	1	2	3	1	3	2	3	2.3
CO2	2	2	1	1	3	2	1	3	3	2	2.0
CO3	2	2	1	3	3	2	1	2	3	3	2.2
CO4	2	3	3	2	3	2	1	2	3	2	2.3
CO5	3	2	2	3	2	3	2	2	2	3	2.4
CO6	3	2	2	3	2	3	2	2	2	3	2.4
Mean Overall Score										2.2 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2CC06	Core Course - 6: Introduction to Literary Theories	5	5

Course Objectives
To introduce the various literary theories.
To explain the concepts of different literary theorists.
To analyze the viewpoints of various literary theories.
To demonstrate how to apply various literary theories to the study and interpretation of literatures.
To develop critical sensibility so that they can analyze and appreciate literary works.
To enable the students to choose a literary theory from among the available ones in order to evaluate and organize information effectively while doing research projects.

#### **UNIT I: Approaches to Literature (Wilbur Scott) (15 Hours)**

1. Moral approach
2. Psychological approach
3. Sociological approach
4. Formalist approach
5. Archetypal approach

#### **UNIT II: Language Oriented Literary Theories (15 Hours)**

6. Formalism
7. New Criticism
8. Structuralism
9. Poststructuralism
10. Semantics
11. Intertextuality

#### **UNIT III: Interpretative Theories (15 Hours)**

12. Phenomenology
13. Hermeneutics
14. Discourse Analysis
15. Reader-Response Theory
16. Stylistics
17. Reception Theory

#### **UNIT IV: Critical Theories (15 Hours)**

18. Psychoanalysis
19. Marxism
20. Neo-marxism
21. New Historicism
22. Cultural materialism
23. Narratology

#### **UNIT V: Post-War Theories (15 Hours)**

24. Feminism
25. Modernism
26. Postmodernism
27. Posthumanism
28. Ecocriticism

## 29. Critical Race Theory

<b>Teaching Methodology</b>	Lecture Method, Discussion method, ICT tools, Interactive method
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### Books for Study

1. Barry, P. (2017). *Beginning Theory: An Introduction to Literary and Cultural Theory*. Oxford UP.
2. Carter, David, et al. (2009). *Literary Theory: The Pocket Essential Guide*. Matrix Digital Publishing.
3. Klages, Mary (2006). *Literary Theory: A Guide for the Perplexed*. A&C Black.
4. Nayar (2010). *Contemporary Literary And Cultural Theory: From Structuralism To Ecocriticism*. Pearson Education India.
5. Rice, Philip, and Patricia Waugh (2013). *Modern Literary Theory: a Reader*. Arnold.
6. Fludernik, Monika (2009). *An Introduction to Narratology*. Routledge.
7. Burke, Michael (2017). *The Routledge Handbook of Stylistics*. Routledge.
8. Jones, Rodney H (2018). *Discourse Analysis: A Resource Book for Students*.
9. Garrard, Greg (2014). *The Oxford Handbook of Ecocriticism*. Oxford UP, USA.
10. Glotfelty, Cheryl, and Harold Fromm (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia P.

### Books for Reference

1. Bertens, Hans (2013). *Literary Theory: The Basics*. (3rd Ed) Routledge.
2. Culler, Jonathan (2011). *Literary Theory: A Very Short Introduction*. Spain, OUP Oxford.
3. Eagleton, Terry (2011). *Literary Theory: An Introduction*. John Wiley & Sons.
4. Habib, M. A (2011). *Literary Criticism from Plato to the Present: An Introduction*. John Wiley & Sons.
5. Leitch, Vincent B., et al (2018). *The Norton Anthology of Theory and Criticism*. (3rd Ed.). W.W. Norton & Company.
6. Ryan, Michael (2017). *Literary Theory: A Practical Introduction*. John Wiley & Sons.
7. Waugh, Patricia (2006). *Literary Theory and Criticism: An Oxford Guide*. Oxford UP on Demand.

### Websites and eLearning Sources

1. <https://www.kristisiegel.com/theory.htm>.
2. <https://iep.utm.edu/literary/>.
3. [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html).
4. <https://libguides.uta.edu/literarycriticism/theories>.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	identify the recent trends and theories of literary criticism.	K1
CO2	understand and explain the concepts of different literary theorists.	K2
CO3	analyze the viewpoints of various literary theories.	K3
CO4	apply various literary theories to the study and interpretation of literatures.	K4
CO5	compare and contrast the viewpoints of various literary theories.	K5
CO6	evaluate and organize information effectively with the help of the literary theory of their choice while doing research projects.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	23PEN2CC06		Core Course - 6: Introduction to Literary Theories							5	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	3	2	3	2	3	2	2.6
CO2	2	2	2	3	2	2	2	2	3	2	2.2
CO3	3	2	3	2	3	2	3	2	3	2	2.5
CO4	2	3	3	3	2	3	2	3	3	2	2.6
CO5	3	2	3	2	3	2	3	2	3	3	2.6
CO6	3	3	3	2	3	3	2	3	2	3	2.7
Mean Overall Score											2.5 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2SP01	Self-paced Learning: Shakespeare	-	2

Course Objectives
To enable the students to enlist the literary techniques employed by Shakespeare in his plays and sonnets.
To introduce the students to the socio-political, cultural and historical contexts of the works of Shakespeare.
To help the students to classify the plays according to their genres and sources.
To help the students to analyze the development of various themes of the plays.
To enable the students to assess the plots and characters of the plays of Shakespeare.
To make the students examine Shakespeare's use of language, rhetoric and poetic devices.

#### UNIT I: Tragedy

1. *Hamlet*

#### UNIT II: Tragedy

2. *Othello*

#### UNIT III: History Play and Sonnets

3. *Richard II*
4. *Sonnets (8, 46, 144)*

#### UNIT IV: Comedy

5. *Twelfth Night*

#### UNIT V: Tragicomedy

6. *The Merchant of Venice*

Teaching Methodology	Lecture Method. Interactive Method and Role Play
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#### Books for Study

1. Shakespeare, William (1961). *Hamlet. New Clarendon Edition*. OUP.
2. Shakespeare, William (2016). *Othello. New Clarendon Edition*. OUP.
3. Shakespeare, William (2016). *Richard II. New Clarendon Edition*. OUP.
4. Shakespeare, William (2016). *Twelfth Night. New Clarendon Edition*. OUP.
5. Shakespeare, William (2016). *The Merchant of Venice. New Clarendon Edition*. OUP.

#### Books for Reference

1. Bradley, A.C. (1905). *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. (2th Ed.). Macmillan.
2. Chambers, K (1923). *The Elizabethan Stage*, (2nd Ed.). 4 Volumes. Oxford: CUP.
3. Dillon, Janette (2007). *The Cambridge Introduction to Shakespeare's Tragedies*. CUP.
4. Halliday, F.E (1964). *A Shakespeare Companion*, Penguin.
5. Hopkins, Lisa (2005). *Beginning Shakespeare*. MUP.

#### Websites and eLearning Sources

1. <https://www.royalholloway.ac.uk.08/09/2009.https://repository.royalholloway.ac.uk/file/82b07bef-b0d1-484a-aa2f-62943b6fb54d/1/10107252.pdf>
2. <https://www.luc.edu>. Loyola University Chicago.20/08/2011.

[https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1575&context=luc\\_diss](https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1575&context=luc_diss)

3. [https://www.artsalive.ca.NAC English Theatre Company. 8/01/2008.](https://www.artsalive.ca.NAC%20English%20Theatre%20Company.8/01/2008)

[http://artsalive.ca/pdf/eth/activities/shakespeare\\_overview.pdf](http://artsalive.ca/pdf/eth/activities/shakespeare_overview.pdf)

4. [https://www.collegeism.com.Humphry Milford OUP.08/04/2020.](https://www.collegeism.com.Humphry%20Milford%20OUP.08/04/2020)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	enlist the literary techniques employed by Shakespeare in his plays and sonnets.	K1
CO2	explain the socio-politico, cultural and historical contexts of the works of Shakespeare.	K2
CO3	classify the plays according to their genres and sources.	K3
CO4	analyze the development of various themes of the plays.	K4
CO5	assess the plots and characters of the plays of Shakespeare.	K5
CO6	discuss Shakespeare's use of language, rhetoric and poetic devices.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
2	23PEN2SP01		Self-paced Learning: Shakespeare						-	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	1	3	2	2	3	2	2.2
CO2	2	3	2	1	2	3	2	3	2	1	2.1
CO3	3	1	2	3	2	1	3	2	3	2	2.2
CO4	2	3	2	2	1	3	1	2	2	3	2.1
CO5	2	2	3	2	2	3	2	2	2	3	2.3
CO6	2	3	2	2	3	2	3	3	2	2	2.5
Mean Overall Score											2.23 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2ES03A	Elective - 3: English Language Teaching	5	4

Course Objectives
Analyze how theories of learning and language inform and shape language teaching practices.
Evaluate the relevance of linguistic theories in the context of English language teaching and their impact on language acquisition.
Critically assess the effectiveness and limitations of each method in diverse language teaching settings.
Develop the skills to design and teach lessons based on approaches relevant to the given context.
Discuss the pedagogical implications and practical applications of these approaches in current language teaching-learning contexts.
Synthesize theoretical knowledge acquired from various units with practical teaching methodologies.

#### **UNIT I: Theories of Learning (15 Hours)**

1. Behaviourism
2. Cognitivism
3. Krashen's Hypotheses
4. Constructivism

#### **UNIT II: Theories of Language (15 Hours)**

5. Structuralism
6. Functionalism
7. Universal Grammar
8. Construction Grammar

#### **UNIT III: Instructional Methods (15 Hours)**

9. The Grammar-Translation Method
10. The Direct Method
11. The Audio-lingual Method
12. The Oral Approach and Situational Language Teaching

#### **UNIT IV: Designer Methods (15 Hours)**

13. Silent Way
14. Community Language Learning
15. Total Physical Response
16. Suggestopedia

#### **UNIT V: Current Approaches and Methods (15 Hours)**

17. Communicative Approach
18. Content and Language Integrated Learning
19. Task-Based Language Teaching
20. Eclectic Approach

<b>Teaching Methodology</b>	Lectures, Discussions, Debates, Hands-on Activities, and Teaching Demonstrations
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#### **Books for Study**

1. Schunk, D. (2012). *Learning Theories: An Educational Perspective*. (6th Ed.). Pearson.
2. Stern, Hans Heinrich (1991). *Fundamental Concepts of Language Teaching*. Oxford UP.
3. Richards, J., & Rogers, T.S. (2014). *Approaches and Methods in Language Teaching: A Description and Analysis*. (3rd Ed.). Cambridge UP.

#### Books for Reference

1. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford UP.
2. Larsen-Freeman, Diane., & Anderson, M. 9 (2011). *Techniques and Principles in Language Teaching*. Oxford UP.
3. Krashen, Stephen (1981). *Second Language Acquisition and Second Language Learning*. Pergamon.

#### Websites and eLearning Sources

1. <https://www.britannica.com/topic/universal-grammar>.
2. <https://doi.org/10.1080/00405848009542864>
3. <https://elt-resourceful.com/tag/designer-methods>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	know methodologies which are appropriate to their teaching- learning context.	K1
CO2	discuss their classroom experience with the principles of methods and approaches.	K2
CO3	relate the best practices of the old and the new methods	K3
CO4	differentiate between instructional methods and constructive approaches.	K4
CO5	justify their choice of teaching methods and procedures in practice.	K5
CO6	create lesson plans and deliver the language content effectively.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	23PEN2ES03A		Elective - 3: English Language Teaching					5	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	3	2	3	3	2.5
CO2	3	2	3	2	2	3	3	2	2	2	2.4
CO3	2	3	2	3	3	3	2	2	3	2	2.5
CO4	3	2	2	3	3	3	3	2	3	2	2.6
CO5	2	3	2	3	2	3	2	3	2	3	2.5
CO6	2	3	2	3	3	3	2	2	3	2	2.5
Mean Overall Score										2.5 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2ES03B	Elective - 3: Indian Literature in Translation	5	4

Course Objectives
To develop a deep understanding of various genres of literature, including poetry, short stories, plays, and fiction, from both classical and contemporary perspectives.
To enhance critical thinking and analytical skills by examining and comparing translated works to understand the nuances of translation.
To understand various literary terms employed in various literary works.
To equip students with the ability to evaluate literary works in their historical and cultural contexts, and to analyze how authors use language, form, and style
To develop skills in comparative literary analysis and the ability to engage in meaningful academic discourse about literature.
To encourage discussions on cultural, social, and political themes prevalent in the selected texts, fostering a deeper appreciation of Indian literature.

### UNIT I: Poetry (Detailed)

(15 Hours)

1. Kalithogai : Lyric 19 Kurinji Thina – what she said to her friend  
Translations by A. K. Ramanujan (1929-1993)
2. Azhagiya Periyavan : “The Word for you and Me”  
Translated by Meena Kandasamy(1984 -)
3. Uma Maheswari (1971 -) : “Dosa” (translated by Pooranie Gopi)
4. Tiruvalluvar (400B.C) : *Tirukkural* - “The Excellence of Rain”  
Translated by G.U. Pope (1820-1908)

### UNIT II: Poetry (Non-detailed)

(15 Hours)

5. Ainkurunooru : 113, 192  
Translated by A. K. Ramanujan (1929-1993)
6. Kurunthogai : 3, 68, 74, 95, 99, 221, 295, 321  
Translated by A. K. Ramanujan (1929-1993)
7. Rabindranath Tagore (1861-1941) : *Gitanjali* (lyrics 1-10)

### UNIT III: Short Story

(15 Hours)

8. Mahasweta Devi (1926 -2016) : “The why-why Girl”  
Translated by Gayatri Chakravorty Spivak 1942-)
9. Ambai (1944- ) : In a Forest, a Deer: Stories  
Translated by Lakshmi Holmstrom (1935-2016)  
a. “Journey 1”  
b. “Parasakthi and others in a plastic box”

### UNIT IV: Play (Non -Detailed)

(15 Hours)

10. Girish Karnad (1938-2019) : *Nagamandala*
11. Vijay Tendulkar (1928-2008) : *Ghashiram Kotwal*

### UNIT V: Fiction

(15 Hours)

12. Munshi Premchand (1880-1936) : *Godan* (Translated by Jai Ratan and P Lal)
13. U.R.Ananthamurthy (1932-2014) : *Samskara – A Rite for a Dead Man*  
Translated by A.K. Ramanujan

<b>Teaching Methodology</b>	Group Discussion, Debate, Seminar
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### Books for Study

1. Ramanujan, A.K (2014). *Sangam Poems in English*, 8 May.
2. Tagore, R. (2005). *Gitanjali*. New Delhi: Rupa Classics, Print.
3. Ambai. (2011). *In a Forest, a Deer: Stories*, Lakshmi Holmstrom.
4. Debī, Mahāśvetā (1997). *Breast Stories*.
5. Tendulkar, V. (2009). *Ghashiram Kotwal*. Seagull Books Pvt.
6. Karnad, G.R. (1994). *Three Plays*.
7. Murthy, U. R., & Anantamurthy, U. R. (1989). *Samskara: A Rite for a Dead Man*. Oxford UP.
8. Premchand. (1936). *Gift of a Cow: A Translation of Hindi Novel, Godaan*.

### Books for Reference

1. Abrams, M., & Harpham, G. (2014). *Bundle: A Glossary of Literary Terms, 11th + Enhanced InSite for Handbook 1-Semester Printed Access Card*. (11th Ed.). Cengage Learning.
2. Walsh, W. (1973). *Readings from Commonwealth Literature*. Oxford: Clarendon Press.
3. Iyengar, K. R (1973). *Indian Writing in English*. Asia Publishing House.

### Websites and eLearning Sources

1. <http://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan>
2. <http://chenthil.blogspot.in/2008/04/samples-of-modern-tamil-poetry.html>
3. <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-kramanujan/>
4. <http://www.edubilla.com/tamil/moothurai/>
5. <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-kramanujan/>
6. [https://www.amazon.in/Forest-Deer-Stories- Ambai/dp/0195683145](https://www.amazon.in/Forest-Deer-Stories-Ambai/dp/0195683145)
7. <https://www.amazon.in/Poovan-Banana-Stories-Muhammad-Basheer/dp/0863115535>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	identify the standard of Indian Literature Translated into English.	K1
CO2	understand the trends in Indian Literature in English.	K2
CO3	extrapolate and appreciate the importance of translation of Indian Literature in the world arena.	K3
CO4	trace and analyze the nuances of translation found in the works prescribed.	K4
CO5	evaluate and create the aesthetic essence of translation while interpreting the genres of literature.	K5
CO6	cultivate an appreciation for the cultural, social, and political contexts that influence literary works, fostering a deeper understanding of Indian literature.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
2	23PEN2ES03B		Elective - 3: Indian Literature in Translation						5	4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	1	3	2	3	1	2	2.2
CO2	3	2	2	2	2	2	3	2	2	2	2.2
CO3	2	3	2	1	3	2	2	3	3	1	2.2
CO4	3	2	1	2	3	2	2	3	2	2	2.2
CO5	2	3	2	2	3	2	3	1	2	2	2.2
CO6	3	3	3	2	2	3	3	2	3	3	2.0
Mean Overall Score											2.1 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PSS2SE01	Skill Enhancement Course: Soft Skills	4	3

Course Objectives
To provide a focused training on soft skills for students in colleges for better job prospects
To communicate effectively and professionally
To help the students take active part in group dynamics
To familiarize students with numeracy skills for quick problem solving
To make the students appraise themselves and assess others

#### **Unit I: Effective Communication & Professional Communication (12 Hours)**

Definition of communication, Barriers of Communication, Non-verbal Communication; Effective Communication - Conversation Techniques, Good manners and Etiquettes; Speech Preparations & Presentations; Professional Communication.

#### **Unit II: Resume Writing & Interview Skills (12 Hours)**

Resume Writing: What is a résumé? Types of résumés, - Chronological, Functional and Mixed Resume, Purpose and Structure of a Resume, Model Resume.

Interview Skills: Types of Interviews, Preparation for an interview, Attire, Body Language, Common interview questions, Mock interviews & Practicum

#### **Unit III: Group Discussion & Personal effectiveness (12 Hours)**

Basics of Group Discussion, Parameters of GD, Topics for Practice, Mock GD & Practicum & Team Building.

Personal Effectiveness: Self Discovery; Goal Setting with questionnaires & Exercises

#### **Unit IV: Numerical Ability (12 Hours)**

Introducing concepts Average, Percentage; Profit and Loss, Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns.

#### **Unit V: Test of Reasoning (12 Hours)**

Introducing Verbal Reasoning: Series Completion, Analogy; Data Sufficiency, Assertion and Reasoning; and Logical Deduction. Non-Verbal Reasoning: Series; and Classification

<b>Teaching Methodology</b>	Chalk and talk, Lectures, Demonstrations, PPT.
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#### **Book for study**

1. Melchias G., Balaiah, J. & Joy, J. L. (Eds). (2018). *Winner in the Making: A Primer on soft Skills*. Trichy, India: St. Joseph's College.

#### **Books for References**

1. Aggarwal, R. S. (2010). *A Modern Approach to Verbal and Non-Verbal Reasoning*. S. Chand.
2. Covey, S. (2004). *7 Habits of Highly effective people*. Free Press.
3. Gerard, E. (1994). *The Skilled Helper* (5th Ed.). Brooks/Cole.
4. Khera, S. (2003). *You Can Win*. Macmillan Books.
5. Murphy, R. (1998). *Essential English Grammar*, (2nd Ed.). Cambridge University Press.
6. Sankaran, K., & Kumar, M. (2010). *Group Discussion and Public Speaking* (5th Ed.). M.I. Publications.
7. Trishna, K. S. (2012). *How to do well in GDs & Interviews?* (3rd Ed.). Pearson Education.
8. Yate, M. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	recall various soft skill sets	K1
CO2	understand personal effectiveness in any managerial positions	K2
CO3	apply verbal and non-verbal reasoning skills to solve problems	K3
CO4	differentiate problems at work and home; and design solutions to maintain work-life balance	K4
CO5	assess growth and sustainability and infuse creativity in employment that increases professional productivity	K5
CO6	construct plans and strategies to work for better human society	K6

Relationship Matrix											
Semester	Course Code			Title of the Course					Hours	Credits	
2	23PSS2SE01			Skill Enhancement Course: Soft Skills					4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	2	3	2	3	2.7
CO2	3	3	3	2	3	3	3	3	3	3	2.9
CO3	3	2	2	3	3	3	3	3	3	3	2.8
CO4	3	3	2	2	3	3	3	3	3	3	2.8
CO5	3	3	3	2	2	3	3	3	3	3	2.8
CO6	3	3	3	2	2	3	3	3	3	3	2.8
Mean Overall Score											2.8 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23PEN2EG01	<b>Generic Elective - 1 (WS):</b> English Literature for Competitive Examinations	4	3

Course Objectives
To recall the historical, social and cultural background of the authors and works.
To understand various literary terms employed in various literary works.
To relate the various schools of poetry with the literary movements.
To analyze the major and minor literary trends of every age in British and Non-British literatures.
To critically evaluate and interpret literary pieces.
To create effective strategies to face the changing trends in competitive examinations.

## UNIT I: THE AGE OF CHAUCER (1340-1400)

(12 Hours)

Historical, Social and Cultural background of the Age

### Poets:

Chaucer, Sir Gawain and the Green Knight, The Pearl Poet, William Langland, John Gower.

### Translators of the Holy Bible:

John Wycliffe, William Tyndale, Miles Coverdale, King James.

### Literary Forms/ Terms/ Dramatic Devices:

Alliterative Verse, Blank Verse, Iambic Pentameter, Heroic Poetry, Rhyme Royal, Heroic Couplet, Dream Vision, Alliteration, Assonance, Spenserian Stanza, Ottava Rima, Quatrain, Terza Rima, Couplet.

## THE AGE OF REVIVAL (1400 - 1550)

Historical, Social and Cultural background of the Age, War of Roses

### Court Poets:

Thomas Wyatt (1503-42); Earl of Surrey, Henry Howard (1516-47)

### Prose Writers:

Sir John Fortescue, William Caxton, John Fisher, Sir Thomas Malory, Thomas More Dramatists: Erasmus, Nicolle Machiavelli

### Literary Forms/ Terms/ Dramatic Devices:

Italian Sonnet & English Sonnet, Mystery Plays, Miracle Plays, Interludes, The pastoral, Allegory, Ballads, Satire

### Literary Movements/ Groups/ Schools of Poetry:

English Chaucerians, Scottish Chaucerians.

## THE AGE OF ELIZABETH (1550-1625)

Historical, Social and Cultural background of the Age, First English Tragedy & First English

### Comedy Poets:

Edmund Spenser, Philip Sidney, Michael Drayton

### Dramatists:

University Wits, William Shakespeare-Works, Source for the works, Ben Jonson, Thomas Dekker, Thomas Middleton, John Webster, Philip Massinger, John Ford, Beaumont & Fletcher, Walter Raleigh

### Prose Writers:

Bacon and His Essays.

### Literary Forms/ Terms/ Dramatic Devices:

Elizabethan sonnet, Elizabethan Lyric, Tragedy, Comedy, Comic Relief, Catharsis, Purgation, Hamartia, Essay, Soliloquy, Aside, Drama, Play, Romance, Irony, In Medias Res, Plot, Pun, Tragic Flaw, Exaggeration, Hyperbole, Climax, Anti-climax, Eclogue, Blank Verse, Comedy of Humours

## UNIT II: PURITAN AGE (1625-1660)

(12 Hours)

Historical, Social and Cultural background of the Age

### Poets:

John Donne, Richard Crashaw, Henry Vaughan, Andrew Marvell; John Milton



**Prose Writers:**

Thomas Hobbes, Thomas Fuller, Richard Baxter

**Literary Forms/ Terms/ Dramatic Devices:**

Metaphysical Poetry, Conceit, Simile, Metaphor, Pamphlet, Apostrophe, Oxymoron, Onomatopoeia, Paradox, Metonymy, Synecdoche, Epithet, Epigram, Masque.

**Literary Movements/ Groups/ Schools of Poetry:**

Spenserian Poets, Cavalier Poets; Metaphysical Poets

**RESTORATION AGE (1660-1699)**

John Dryden & His Poetry, Restoration Dramatists, Aphra Behn, Samuel Butler

**Prose Writers:**

John Bunyan, Thomas Burton, John Locke, Diaries of John Evelyn & Samuel Pepys

**Literary Forms/ Terms/ Dramatic Devices:**

Heroic Drama, Comedy of Manners, Satire, Periodicals, Biography, autobiography, allegory, allusion, Epic, Euphemism, Invocation, Chiasmus, Zeugma

**NEO-CLASSICAL/ AUGUSTAN AGE (1700-1798)**

Historical, Social and Cultural background of the Age

**Poets:**

Alexander Pope, Dr Samuel Johnson, Thomas Gray, Robert Burns

**Dramatists:**

Oliver Goldsmith, R.B. Sheridan

**Prose Writers:** Joseph Addison, Richard Steele

**Novelists:**

Daniel Defoe, Samuel Richardson, Laurence Sterne, Henry Fielding, Tobias Smollett

**Philosophers:**

George Berkeley, Edmund Burke, Jeremy Bentham, David Hume

**Literary Forms/ Terms/ Dramatic Devices:**

Periodical Essays, Novel, Epistolary Novel, Irony, Metric Lines (Diameter, Monometer, Trimeter, Tetrameter, Pentameter, Hexameter, Heptameter, Octameter), Elegy & Its Kinds, Burlesque, Short Story, Farce

**Literary Movements/ Groups/ Schools of Poetry:**

Graveyard Poetry, The Augustans

**UNIT III: THE ROMANTIC AGE (1798-1837)**

**(12 Hours)**

**Historical, Social and Cultural background of the Age Poets:**

William Blake, Robert Burns, William Wordsworth, S T Coleridge, Robert Southey, Young Romantics (John Keats, Byron, Shelley)

**Prose Writers:**

Charles Lamb, William Hazlitt, Thomas De Quincey

**Novelists:**

Fanny Burney, Maria Edgeworth, Walter Scott, Jane Austen, Ann Radcliffe, Mary Shelley

**Literary Forms/ Terms/ Dramatic Devices:**

Myth, Symbolism, Diction, Willing Suspension of Disbelief, Negative Capability, Imagination, Fantasy, Ode, Dramatic persona, Poetic Justice, Cacophony & Euphony

**Literary Movements/ Groups/ Schools of Poetry:**

Romanticism, The Lake Poets

**THE VICTORIAN AGE (1837-1901)**

Historical, Social and Cultural background of the Age

**Poets:**

Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, The Pre-Raphaelite Poets, Gerard Manley Hopkins

**Novelists:**

Charles Dickens & His Works, George Eliot, Elizabeth Gaskell, Bronte Sisters, W M Thackeray, Antony Trollope, George Meredith, Benjamin Disraeli, Wilkie Collins, Samuel Butler, R L Stevenson

**Prose Writers:**

Thomas Carlyle, Thomas Macaulay, John Henry Newman, John Stuart Mill, John Ruskin, Walter Pater

**Literary Forms/ Terms/ Dramatic Devices:**

Pathos, Bathos, Dramatic Monologue, Flash Back, Foreshadowing, Cliché

**Literary Movements/ Groups/ Schools of Poetry:**

Oxford Movement, Aesthetic Movement, Pre-Raphaelite Movement/ Brotherhood, Realism

**MODERN AGE (1910-45)**

Historical, Social and Cultural background of the Age

**Poets:**

W B Yeats, Henry Davies, Alfred Noyes, Edwin Muir, T E Hulme, T S Eliot, W H Auden, Stephen Spender, Louis MacNeice, John Masefield, Dylan Thomas

**Dramatists:**

Lady Gregory, G B Shaw, John Galsworthy, Sean O' Casey, Absurd Dramatists (Samuel Beckett, Arthur Adamov, Eugene Ionesco, Jean Genet, Harold Pinter) John Osborne, Bertolt Brecht

**Novelists:**

Thomas Hardy, Joseph Conrad, Rudyard Kipling, H G Wells, Arnold Bennett, Dorothy Richardson, G K Chesterton, William Somerset Maugham, E M Forster James Joyce, Virginia Woolf, George Orwell, Graham Greene, Katherine Mansfield, J B Priestley, Christopher Isherwood, D H Lawrence, Aldous Huxley

**Literary Forms/ Terms/ Dramatic Devices:**

Problem Plays, Fiction, Interior Monologue, Round Character & Flat Character, Point of View, Stream of Consciousness, Dystopian Novel, Fable, Parable, Imagery, Symbolism, Intentional Fallacy, Affective Fallacy, Objective Correlative

**Literary Movements/ Groups/ Schools of Poetry:**

Imagism, Dadaism, Surrealism, Irish Literary Revival, Absurd Theatre, Existentialism, Angry Young Men, Theatre of Cruelty, Bloomsbury Group

**UNIT IV: CONTEMPORARY ENGLISH LITERATURE (POST 1945)**

**(12 Hours)**

Historical, Social and Cultural background of the Age

**Poets:**

George Barker, Kathleen Jessie Raine, Elizabeth Joan Jennings, Thomas Gunn, Ted Hughes, Philip Larkin

**Dramatists:** Tom Stoppard, John Clifford Mortimer

**Novelists:**

Charles Perey Snow, Evelyn Waugh, William Cooper, Kingsley Amis, Alan Sillitoe, William Golding, Antony Burgess, Irish Murdoch, Muriel Spark, Doris Lessing, Margaret Drabble

**Literary Forms/ Terms/ Dramatic Devices:**

Parody, pastiche, Intertextuality

**Literary Movements/ Groups/ Schools of Poetry:**

Epic Theatre, Movement Poets, British Poetry Revival, Modernism, Post-modernism, Magical Realism, Birmingham Group.

**AMERICAN & OTHER NON-BRITISH LITERATURE (POST 1945)**

Historical, Social and Cultural background of American Literature.

**Poets:**

H W Longfellow, Walt Whitman, Edgar Allan Poe, James Russell Lowell, Adrienne Rich, Robert Frost, Pablo Neruda Prose Writers: Ralph Waldo Emerson, Henry David Thoreau

**Novelists:** Nathaniel Hawthorne, Earnest Hemingway, Herman Melville, Leo Tolstoy, Henry James, John Stein Beck, Richard Wright, Sylvia Plath, Saul Bellow, Umberto Eco

**Dramatists:**

Arthur Miller, Tennessee Williams, Eugene O' Neill Literary Forms/ Terms/ Dramatic Devices: Expressionism, Impressionism.

**Literary Movements/ Groups/ Schools of Poetry:**

Transcendentalism, American Dream, Jazz Movement, Harlem Renaissance, Beat Generation, New York School of Poetry, American Romanticism, Dark Romanticism, Naturalism, Symbolism, Performance Poetry, Lost Generation, Black Mountain Poets

## **INDIAN WRITERS & WRITERS OF INDIAN DIASPORA**

### **Poets:**

Rabindranath Tagore, Sri Aurobindo, Sarojini Naidu, Amrita Pritam, Toru Dutt, A K Ramanujan, Jayanta Mahapatra

### **Novelists:**

Raja Rao, R K Narayan, Mulk Raj Anand, Munshi Premchand, Ruskin Bond, Arundhati Roy, Kamala Das, Anita Desai, Kiran Desai, Sashi Deshpande, Khushwant Singh, V S Naipaul, Monohar Malgaonkar, Salman Rushdie, Bhabani Bhattacharya, Nirad C Chaudhari, Vikram Seth, Arun Joshi, Amitav Ghosh, G V Desani, Bankim Chandra Chatterjee, Rohinton Mistry, Shashi Tharoor, Shobhaa De, Indira Goswami, Bama, Sivakami, Nayantara Sehgal, Chitra Banerjee Divakaruni, Vikram Chandra, Faiz Ahmed Faiz, U. R. Anantha Murthy, Upamanyu Chatterjee, Aravind Adiga, Arun Joshi, Chetan Bhagat, Indira Goswami, Indira Parthasarathy, Manju Kapur, Mrinal Pande, Vikas Swarup, Sudha Murthy

### **Prose Writers:**

Mahatma Gandhi, Jawaharlal Nehru, C. Rajagopalachari, B. R. Ambedkar, Jayakanthan, Kalki Krishnamurthy,

**Dramatists:** Girish Karnad, Vijay Tendulkar, Gurcharan Das, Asif Currimbhoy, Badal Sircar, Mahesh Dattani

## **UNIT V: CANADIAN WRITERS**

**(12 Hours)**

Margaret Atwood, Robertson Davies, Mordecai Richler, Alice Munro, Farley Mowat, Michael Ondaatje, Robert James Sawyer, Douglas Coupland, Leonard Cohen, Margaret Avison, Thomas King, Stephen Leacock, Robert Kroetsch, Mordecai Richler, Sinclair Ross, W.W. Ross, Margaret Laurence, Eden Robinson, Lucy Maude Montgomery, David Brooks, Naomi Klein, Ian Adams, Dianne Warren.

### **AFRICAN & AFRICAN-AMERICAN WRITERS:**

Chinua Achebe, Wole Soyinka, Amos Tutuola, Camara Laye, Dinaw Mengestu, Mariama Ba, Buchi Emecheta, Bessie Head, Ousmane Sembane, Ngugi Wa Thiong'o, Nadine Gordimer, J.

M. Coetzee, Mary Watson, Lauretta Ngcobo, Tsitsi Dangarembga, Mwana Kuponu, Ama Ata Aidoo, Chimamanda Ngozi Adichie, Ben Okri, Donald Woods, Langston Hughes, Anne Spencer, Maya Angelou, Yusuf M Adamu.

**Literary Movements/ Groups/ Schools of Poetry:** Negritude

### **AUSTRALIAN WRITERS:**

Sally Morgan, Jean Devanny, Peter Carey, A.A Philips, A.D. Hope, A. L. McCann, Thomas Keneally, Patrick White, Morris West, Judith Wright, David Malouf, Annie Finch, Geraldine Brooks, Henry Lawson, Paul Jennings, Kerry Greenwood, Matthew Reilly, Tim Winton, Liane Moriarty, John Flanagan.

## **LITERARY CRITICISM & THEORY**

### **Types of Literary Criticism:**

Mimetic, Pragmatic, Expressive, Objective, Historical, Didactic & Biographical Criticism

### **Major Critical Movements:**

Russian Formalism, Archetypal Criticism, New Criticism, Phenomenological Criticism, Feminist Criticism (Gynocriticism, Ecriture Feminine, Phallogocentrism, Three Waves of Feminism), Structuralism, Deconstruction (Aporia, Differance), Reader Response Criticism (Interpretative Communities, Horizon of Expectations, Implied Reader), New Historicism (Discourse), Post Colonial Theory (Alterity, Hybridity), Modernism, Postmodernism

### **Important Critics and their Works:**

Socrates, Aristotle, Plato, I A Richards, Northrop Frye, F R Leavis, Jacques Derrida, Michael Foucault, Roland Barthes, Louis Althusser, Raymond Williams, Edward Said, Wolfgang Iser, Homi K Bhabha, Cleanth Brooks, R P Blackmur, John Crowe Ransom, Stephen Greenblatt.

<b>Teaching Methodology</b>	Close reading and literary analysis, Mock Tests.
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### Books for Study

1. Abrams, M., & Harpham, G. (2014). *Bundle: A Glossary of Literary Terms, 11th + Enhanced InSite for Handbook 1-Semester Printed Access Card*. (11th Ed.). Cengage Learning.
2. Blamires, H. (1984). *A Short History of English Literature (Second Edition)*. (1st Ed.). Routledge.
3. Darpan, P. (2010). *U.G.C.-NET/JRF/SET Teaching & Research Aptitude (General Paper-1)*. Upkar Prakashan.
4. Experts, Disha (2020). *20 Sets UGC NET 2019 Paper 1 Phase I & II Solved Papers*. Disha Publications.
5. Jain, B. B. (2010). *An Objective History of English Literature Through Multiple-Choice Questions (for UGC-NET/SLET, TGT & PGT)*. Upkar Prakashan.

### Books for Reference

1. Birch, D. (2014). *Oxford Companion to English Literature*. Print.
2. Blamires, H. (1992). *A History of Literary Criticism*. Macmillan. Print.
3. Carter, David R. (2006). *Literary Theory. Pocket Essentials*. Print.
4. Carter, R., & McRae, J. (2010). *The Routledge History of Literature in English: Britain and Ireland*. Routledge, Print.
5. Compton-Rickett, Arthur. (2010). *A History of English Literature*. Nabu Press.
6. Daiches, D. (1960). *A Critical History of English Literature in Two Volumes; Volume 1 and Volume 2*. First UK Edition, The Ronald Press.
7. Eagleton, T. (2008). *Literary Theory: An Introduction*. (3rd Ed.). Univ of Minnesota Press.
8. Iyengar, S. (2013). *Indian Writing in English*. Rev Upd, Sterling.
9. Trivedi, R. (1976). *A Compendious History of English Literature*. Vikas Pub. House.

### Websites and eLearning Sources

1. <https://www.literature-study-online.com/>.
2. <https://literarydevices.net/figure-of-speech/>.
3. <https://www.britannica.com/art/literature>.
4. <https://literary-devices.com/>.
5. [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html).
6. <https://vos.ucsb.edu/browse.asp?id=3>.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, the students will be able to	
CO1	recall the Historical, Social and Cultural background of the authors and works that have been prescribed.	K1
CO2	understand various literary terms that are employed in various genres of literary works.	K2
CO3	relate the various schools of poetry with the literary movements.	K3
CO4	analyse the major and minor literary trends of every age in British and Non-British Literature.	K4
CO5	critically evaluate and interpret literary pieces	K5
CO6	create effective strategies to face the changing trends in competitive examinations.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	23PEN2EG01		Generic Elective - 1 (WS): English Literature for Competitive Examinations							4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	3	2	3	3	2.5
CO2	3	2	3	2	2	3	3	2	2	2	2.4
CO3	2	3	2	3	3	3	2	2	3	2	2.5
CO4	3	2	2	3	3	3	3	2	3	2	2.6
CO5	2	3	2	3	2	3	2	3	2	3	2.5
CO6	3	2	3	2	2	3	2	3	2	2	2.0
Mean Overall Score											2.4 (High)