

S.No.	Course Code	Course Title	L	T	P	C
1	91191EN101	POETRY I	4	0	0	4

Preamble:

This course enables students to learn English Poetry starting from Medieval England from Chaucer to Milton focusing on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.,

Prerequisite Course:

BA English Literature

Related Course:

Fiction I

Drama I

Course Educational Objectives:

To enable the learners to understand the evolution of Poetry as a genre

To empower the learners with the socio-cultural and literary background of English literary tradition

To appreciate the aesthetics employed in poetry

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the Middle and the Early Modern English, from Chaucer's rhyming couplets to Milton's blank verse	K2
CO2	Recognize figurative languages, such as allegory and metaphor, and literary techniques, like irony, rhyme, and allusion	K3
CO3	Demonstrate knowledge of the style, structure, and content of the assigned literary texts, from Chaucer to Milton	K4
CO4	Identify the unique qualities of the authors studied, and compare and contrast them	K3
CO5	Develop a well-written argument about one or more literary texts or authors, and accurately cite literary and other sources	K3

Course Content:

UNIT I: Chaucer and Medieval England

Geoffrey Chaucer -“The Prologue” to The Canterbury Tales
The Knight
The Prioress
The Wife of Bath
The Monk
The Doctor of Physic

UNIT II: Poetic Forms during 16th Century

Lyric, Ballad, Sonnet
Ballad of Sir Patrick Spens
Edmund Spenser’s Prothalamion
Wyatt and Surrey’s sonnets – 2 Sonnets

UNIT III: Poetic Forms during 17th Century Metaphysical Poetry

John Donne The Sun Rising
 The Canonisation

UNIT IV: Satire

John Dryden Absalom and Achitophel

UNIT V: Epic

John Milton Paradise Lost Book IX

Recommended Books:

1. The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London Standard editions of texts, 1973.
2. T.S. Eliot, 1932, “The Metaphysical Poets” from Selected Essay; Faber and Faber limited, London.
3. H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
4. Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon – Avon Studies Vol. II, Edward Arnold, London.

S.NO.	Course Code	Course Title	L	T	P	C
2	91191EN102	DRAMA I	4	0	0	4

Preamble:

The course aims to introduce the students to the history of the Ancient Greek Classical drama and explore how these texts can be interpreted in a modern context. Students will also concentrate on Elizabethan and Jacobean drama and explore the interpretation of these texts.

Prerequisite Course:

BA English Literature

Related Course:

Fiction I

Poetry I

Course Educational Objectives:

- To enable the learners to understand the evolution of Drama
- To empower the learners with the socio-cultural and the literary background of English literary tradition in Drama
- To appreciate the philosophy employed in Drama

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Classify the major dramatic works from the pre-modern canon and the historical periods from which major works of drama have emanated	K2
CO2	Identify the pre-modern canon and to discuss these works from the actor's point of view, contrasting approaches to modern realistic texts with the actor's analysis of period plays	K3
CO3	Analyze the use of specific skills in the stage movement for classical acting, including contemporary costume	K4
CO4	Critically analyze the use of voice and speech appropriate for the performance of classical drama	K4
CO5	Interpret the new techniques and processes to their own performances and explore their individual talents in stylized period performance	K3

Course Content:

UNIT I: Beginnings of Drama

Miracle and Morality Plays – Everyman

UNIT II: The Senecan and Revenge Tragedy

Thomas Kyd -The Spanish Tragedy

UNIT III: Elizabethan Theatre

Theatres, Theatre groups, audience, actors and conventions

UNIT IV: Tragedy and Comedy

Christopher Marlowe -Doctor Faustus

Ben Jonson- Volpone

UNIT V: Jacobean Drama

John Webster- Duchess of Malfi

Recommended Books:

1. Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2. Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
3. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
4. John Russell Brown and Bernard Harris, eds., Elizabethan Theatre, Stratford - upon - Avon Studies Vol9., Edward Arnold, London.
5. Allardyce Nicoll, 1973, British Drama, Harrap, London.
6. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
7. Michael Hathaway, 1982, Elizabethan Popular Theatre : Plays in Performance, Routledge, London.
8. Kinney, Arthur .F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.

S.No.	Course Code	Course Title	L	T	P	C
3	91191EN103	BRITISH FICTION	4	0	0	4

Preamble:

This course enables the students to understand the characteristics of British Fiction and its evolution as a genre. It helps the students to comprehend the literary culture of Modern British Literature.

Prerequisite Courses:

BA English Literature

Related courses:

Drama I

Poetry I

Course Educational Objectives:

- To enable the learners to understand the evolution of fiction as a genre
- To empower the learners with the socio-cultural and literary background of English literary tradition
- To appreciate the aesthetics employed in literary works

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Classify the different types of fiction and comprehend the narrative techniques of fiction	K2
CO2	Identify the various themes and socio-cultural ideas conveyed through the fiction	K3
CO3	Analyze the aesthetic qualities of fiction	K4
CO4	Critically analyze the fiction by discovering the hidden meanings in it	K4
CO5	Interpret the fiction by comprehending the contextual meanings	K3

Course Content:

UNIT I: INTRODUCTION

Description and Development of Fiction
Characteristics of Fiction
Types of Fiction
Narrative Techniques of Fiction

UNIT II: FICTION (1700-1800)

Daniel Defoe: Robinson Crusoe (1719) (detailed)
Samuel Richardson: Pamela (1740) (non detailed)
Henry Fielding: The History of the Tom Jones (1749) (non detailed)
Oliver Goldsmith: The Vicar of Wakefield (1766) (non detailed)

UNIT III: FICTION (1800-1900)

Jane Austen: Emma (1815) (**detailed**)
Charles Dickens: Oliver Twist (1838) (non detailed)
Charlotte Bronte- Jane Eyre (1847) (non detailed)
George Eliot- Middlemarch (1871) (non detailed)

UNIT IV: FICTION (1900-1949)

D.H. Lawrence: Sons and Lovers (1913) (non detailed)
Virginia Woolf: Mrs. Dalloway (1925) (non detailed)
Aldous Huxley: Brave New World (1932) (non detailed)
Graham Greene: The Heart of the Matter (1948) (non detailed)

UNIT V: FICTION (1950-2000)

Doris Lessing: The Grass is Singing (1950) (non detailed)
William Golding: Lord of the Flies (1954) (non detailed)
Iris Murdoch: The Black Prince (1973) (non detailed)
Graham Swift: Waterland (1983) (non detailed)

Recommended Books:

1. All the primary Sources
2. Birch, Dinah. The Oxford Companion to English Literature. New York: Oxford University Press. 2009.

S.No.	Course Code	Course Title	L	T	P	C
4	91191EN104	INTRODUCTION TO ENGLISH LANGUAGE TEACHING AND LINGUISTICS	4	0	0	4

Preamble:

This course bridges the gap between English language teaching and linguistics to enable the students to choose a career in language teaching or research. The course offers an in-depth theoretical and methodological understanding of how language is structured, used and interpreted and how it influences language teaching.

Prerequisite Courses:

BA English Literature

Related courses:

General Introduction to Linguistics
General Introduction to Phonetics

Course Educational Objectives:

- To train language specialists and applied linguists
- To enable the students to have a conceptual understanding of the English Language in a historical perspective
- To recognize, identify and use sounds and structures
- To identify and explain the process of second language acquisition
- To adopt learner-centered English Language Teaching approaches

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Apply the structure of sounds and sound systems	K 3
CO2	Understand the uniqueness of vocabulary and various features of words that promote language proficiency.	K 2

CO3	Integrate the knowledge of word power and sense of connotation through meaningful language.	K3
CO4	Discover the innate language skills that promotes professionalism in communication and explore teaching learning approaches for stable career.	K 3
CO5	Apply skills of close linguistic analysis to a range of literary texts and genres and explore the ways in which different aspects of linguistic structure, shape and contribute to readers' interpretations of texts.	K 3

Course Content:

Unit I: Phonology

Introduction to Phonetics, Phonemes, Syllable, Classification of vowels and consonants, Stress patterns & Rhythm in connected speech, Intonation and Assimilation

Unit II: Morphology and Syntax

Morphology, Morpheme, Morphophonemic, Word, Form, Clauses and Phrases, Syntactic Patterns in Usage, Traditional Grammar, Structural Grammar and TG Grammar

Unit III: Lexis and Semantics

Semantics, Different aspects of Meaning, Lexical Relations, Synonymy, Denotation, Connotation, Collocation, Association, Antonym, Hyponymy, Homonymy, Polysemy

Unit IV: Applied Linguistics

ESL- EFL- ESP- Theories in SLA, Approaches in ELT, Professional Development of Teachers, Action Research, ICT Tools

Unit V: Stylistics

Introduction to stylistics, Types of Stylistics, Concepts of style, Foregrounding: Deviation and Repetition, Application of stylistics to various literary genres, Introduction to Discourse Analysis

Recommended Books:

1. T. Balasubramanian – A Textbook of English Phonetics for Indian Students. Delhi: Macmillan India Ltd., 1981-2004.
2. Jack C. Richards and Charles Lockhart. Reflective Teaching in Second Language Classrooms. Cambridge University Press, 1994.
3. Jack C. Richards and Theodore Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2010.
4. Rod Ellis. The Study of Second Language Acquisition. Oxford University Press, 1994.
5. Practical Stylistics , Oxford University Press 26 December 2011, ISBN-10: 9780194371841.

S.No.	Course Code	Course Title	L	T	P	C
5	91191EN105	AMERICAN LITERATURE	4	0	0	4

Preamble:

This is an introductory course and it familiarizes the students with various genres of American Literature and their techniques by introducing notable works of the proposed course. It also aims at providing increased knowledge about the diversity of American culture from a historical perspective.

Prerequisite Courses:

BA English Literature

Related courses:

British Poetry

British Prose and Fiction

Course Educational Objectives:

- To introduce the students to the world of American life and culture and provide knowledge of various aspects of American Literature
- To provide ideas of its vital links with the British Literature and the influence it received from the British Literature
- To make the students understand the societal influence of American literature

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Analyze the elements of literature such as imagery, theme, motifs, style, tone, etc. and explain how these elements contribute to the overall effect of the poetical work	K 4
CO2	Identify and describe distinct literary characteristics of British prose writings.	K 3
CO3	Demonstrate a wide range of knowledge and understanding in the historical and cultural contexts	K2
CO4	Identify key ideas, representative authors and their works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the stories of different periods.	K 3
CO5	Identify and apply the techniques of literary analysis and criticism	K 3

Course Content:

Unit I

Detailed (Poetry)

- Walt Whitman: Out of the Cradle Endlessly Rocking
- Sylvia Plath: Daddy

Non- Detailed (Poetry)

- Emerson: Apology
- E.E. Cummings: Somewhere I Have Never Travelled Humanity I love You

Unit II

Detailed (Prose)

- Emerson: The American Scholar
- Edgar Allan Poe: Philosophy of Composition

Non- Detailed (Prose)

- William Faulkner: Noble prize Acceptance Speech

Unit III

Detailed (Drama)

- Tennessee Williams: A Streetcar named desire

Non- Detailed (Drama)

- Eugene O'Neil: The Hairy Ape

Unit IV

Detailed (short story)

- Harper Lee: To Kill a Mockingbird

Non- Detailed (short story)

- John Steinbeck: Chrysanthemums

Unit V

Detailed (Novel)

- Henry James: The Ambassadors

Non- Detailed (Novel)

- Tony Morrison: The Bluest Eye

Recommended Books:

1. Studies in Tony Morrison's 'the Bluest Eye' Paperback – Import, 1 Jun 2014 By Shymasree Basu (Author) Publisher: Booksway (1 June 2014)
2. The Ambassadors (Wilco Classic Library) Hardcover – 2011 By Henry James (Author) Publisher: Wilco Publishing House (2011)
3. Tennessee Williams: A Streetcar Named Desire
4. Eugene O'Neil: The Hairy Ape
5. Harper Lee: To Kill a Mockingbird
6. John Steinbeck: Chrysanthemums
7. Henry James: The Ambassadors
8. Tony Morrison: The Bluest Eye

S.No.	Course Code	Course Title	L	T	P	C
6	91191EN106	INDIAN WRITING IN ENGLISH	4	0	0	4

Preamble

This course highlights the Indian literary writing in English, including those works of translation that have been translated by the authors themselves, thereby enabling the inclusion of writers like Girish Karnad and Salman Rushdie. This course would help the students to understand the movement from traditional and imitative modes of representation as seen in the early poetry and novels, to the recent modes of experimentation.

Pre-requisite Courses:

B A English Literature

Related Courses

American Literature, Canadian Literature

Course Educational Objectives:

- To help students to understand the history and the evolution of Indian Literature
- To introduce them to all the four genres of Indian Literature
- To enable them understand the cultural heritage of India through its literature

Course Outcomes

On completion of the Programme the student will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the history and the growth of Indian Writings in English.	K2
CO2	Demonstrate a sound knowledge of the background, and literary techniques of Indian poetry texts	K2
CO3	Utilize the knowledge of Indian Writings to understand prose writings	K3
CO4	Understand the origins, major themes and ideologies of various genres of Drama in Indian Writing	K2
CO5	Interpret and analyze the characters, story, style, narratives etc. used in the Novels of Indian Writers	K4

Course Content:

Unit I: Background

Background: Introduction of English in India – Macaulay's Minutes– Anglo Indian Writing
Indo-Anglian Writing – Indian Writing in English – Indian Literature

Unit II: Poetry

Toru Dutt: Our Casuarina Tree
Sri Aurobindo: Surreal Science
Sarojini Naidu: Indian Weavers
Nissim Ezekiel: Enterprise
A.K. Ramanujan: Obituary
Arun Kolatkar: An Old Woman
Syed Amanuddin: Don't Call Me Indo-Anglian
Dom Moraes: A Letter
Keki Daruwalla: Migrations
Meena Kandasamy: Mulligatawny Dreams

Unit III: Prose

The Renaissance in India: Sri Aurobindo (First essay)
The Dance of Shiva: Ananda Coomarasamy - What has India Contributed to Human Welfare?
India's Shame: An Article by Arundhati Roy

Unit IV: Drama

Gurucharan Das: Larin's Shahib
Vijay Tendulkar: Kamala
Wedding Album: Girish Karnad

Unit V: Novel

The White Tiger: Aravind Adiga
Shalimar the Clown: Salman Rushdie
The Inheritance of Loss: Kiran Desai

Recommended Books:

1. An Anthology of Commonwealth Poetry: C. D. Narasimhaiah (ed), (Madras: Macmillan), 1990.
2. Readings from Commonwealth Literature: William Walsh (Oxford: Clarendon Press), 1973.
3. A History of Indian English Literature: M.K. Naik (New Delhi: Sahitya Academy), 1982.
4. Indian Writing in English: K.R. Srinivasa Iyengar (New Delhi: Sterling Publishers), 1985.

S.No.	Course Code	Course Title	L	T	P	C
7	91191EN107	POETRY II	4	0	0	4

Preamble:

This course intends to expose the students to the finest period of English Poetry. Poetry was the most popular form of literature in the eighteenth and nineteenth century. An insight to this period would give students a better understanding of the literary movements of this period; it would also give an exposure to forms and styles of Poetry that developed during this period.

Prerequisite Courses:

B A English Literature

Related courses:

British literature

Poetry-I

Course Educational Objectives:

- To familiarize the students with English Poetry of the Eighteenth and Nineteenth century
- To conceptualize the forms of the poetry of the period starting from the Augustan Age to the Modern Age and to appreciate the aesthetics employed in literary works
- To enable them to identify and analyze the literary devices used during this period
- To comprehend and understand the dialect used in Augustan, Romantic, Victorian and Modern poetry

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the socio cultural and political influences of the age	K2
CO2	Identify the Literary Devices used at different stages of poetry	K3
CO3	Comprehend the differences between Classicism, Romanticism and Modernism	K4
CO4	Critically analyze the changing literary tastes of the people and the authors.	K4
CO5	Imbibe the literary techniques of the period and interpret the poetry of the age	K3

Course Content:

UNIT I:

Classicism and Augustan Ideals:

Wit, Taste, Decorum, Propriety, Purity of Genre and Poetic Diction

Heroic Couplet

Verse Satire and Urbanism

Romantic Revolt

Pre-Raphaelites

UNIT II: Augustan Age

Satire

Mock Epic

Alexander Pope: The Rape of the Lock (Canto I)

UNIT III: Transitional Poetry

William Blake: From Songs of Experience - The Echoing Green;

Night From Songs of Innocence - London

William Collins: Ode to Evening

UNIT IV: Romantic Age

William Wordsworth: Ode on the Intimations of Immortality, Tintern Abbey

S.T. Coleridge: Dejection An Ode, Kubla Khan

P.B. Shelley : Ode to Skylark

John Keats: Ode on a Grecian Urn

UNIT V: Victorian & Modern Age

Robert Browning: Fra Lippo Lippi

Lord Alfred Tennyson: Lotus Eaters

G.M. Hopkins: The Windhover

Matthew Arnold : Dover Beach

T.S. Eliot : The Waste Land

Recommended Books:

1. 1973, The Oxford Anthology of English Literature Vol. II. , OUP, London.
2. Standard editions of text.
3. Douglas Grant, 1965, New Oxford English Series, OUP, Delhi.
4. Shiv K. Kumar, 1968, British Romantic Poets: Recent Revaluations, University of London Press Ltd., London.
5. A. E. Dyson, ed., 1971 Keats ODES, Case Book series, Macmillan Publication Ltd., London.
6. Malcolm Bradbury, David Palmer, eds., 1972, Stratford-upon-Avon Studies, Arnold-Heinemann, New Delhi.

S.No.	Course Code	Course Title	L	T	P	C
8	91191EN108	DRAMA II	4	0	0	4

Preamble:

The purpose of this course is to introduce the students to the fundamentals of drama. This course hopes to enrich the knowledge of the students on the origin and development of drama, the various stages of drama and the techniques adopted at its stage.

Prerequisite Courses:

BA English

Related courses:

British literature

Course Educational Objectives:

- To conceptualize various types of drama viz. Tragedy, Comedy, Farce, Melodrama, through the prescribed texts and analyze the effect they create in the audience or readers
- To give students the experience of different forms of drama from the Restoration period to the Twentieth Century
- To familiarize them with the current trends in drama in the context of changing socio-cultural values

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Gain knowledge in the development of British Drama	K2
CO2	Acquire insight on Restoration Drama	K3
CO3	Understand Irish Dramatic Movement	K2
CO4	Study New genres such as Absurd Theatre, Existentialism	K3
CO5	Imbibe the literary techniques of Post-Modern Drama	K3

Course Content:

UNIT I:

The Revival of Theatre
Comedy of Manners
Decadence in Restoration Drama
Sentimental Comedy
Decline of Drama in the 19th Century
Realism and Naturalism
Dramatic Movement; Epic Theatre
Comedy of Menace
Post-Absurd Theatre and Women's Theatre

UNIT II:

Restoration
John Dryden: All for Love
William Congreve: The Way of the World

UNIT III:

Irish Dramatic Movement
J.M Synge: The Playboy of the Western World

UNIT IV:

Epic Theatre
Bertolt Brecht: Mother Courage and her Children
Comedy of Menace
Harold Pinter: Birthday Party

UNIT V:

Post-Modern Drama
Samuel Beckett: Waiting for Godot

Recommended Books:

1. Raymond Williams, 1968, Drama from Ibsen to Brecht, Chatto&Windus, Toronto.
2. Harold Love, ed., 1972, Restoration Literature; Critical Approaches, Methuen & Co. Ltd, London.
3. A.C.Ward, 1975, Longman Companion to Twentieth Century Literature, Second Edn., Longman, London.
4. Kennedy, Andrew, 1976, Six Dramatists in Search of A Language, Cambridge University Press, London.
5. Una Ellis – Fermor, 1977, The Irish Dramatic Movement, Methuen and Company Ltd.
6. G.J. Watson, 1983, Drama: An Introduction, Macmillan, Hong Kong.
7. Banham, Martin, 1995, The Cambridge Guide to Theatre, Cambridge University Press, Cambridge.

S.No.	Course Code	Course Title	L	T	P	C
9	91191EN109	BRITISH PROSE	4	0	0	4

Preamble:

The British 17th and 18th centuries comprised a period of unparalleled social, political, and economic revolution that simultaneously brought about a re-evaluation of what it meant to be a civilized human being. This course would serve the students to study select prose and fiction of British Literature. This course deals with origin, development and various notable themes of British prose and Fiction of 17th and 18th Century.

Prerequisite Courses:

B A English Literature

Related courses:

British Drama

British Poetry

Course Educational Objectives:

- To introduce the students to British prose as a literary form, its origins, history and contemporary relevance
- To develop the ability and interest to read literary prose on their own
- To analyze the different kinds of prose and writings with an eye to their form and content

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the origins, major themes and ideologies of British Prose.	K2
CO2	Demonstrate a sound knowledge of the background, and literary techniques of British Prose	K2
CO3	Utilize the knowledge of British Prose to understand other literatures	K3
CO4	Apply the nuances of language, structure and composition of ideas in English Prose	K4
CO5	Identify and Apply literary texts from the early prose writings to the present literary texts in terms of genre and the canon	K4

Course Content:

Unit I:

Evolution of Prose- Bible Translations
Francis Bacon- Bacon's Essays- New Selections: Essays (31-35) Mac. Selby ed (detailed)
Ben Jonson- Volpone (non detailed)
Thomas Hobbes – Leviathan (non detailed)
John Milton – Of Education (non detailed)

Unit II:

John Dryden- Preface to The Fables (detailed)
Joseph Addison – Essays from The Spectator (Coverley Papers) (non detailed)
John Bunyan – The Pilgrim's Progress (non detailed)
Samuel Pepys -Diary of Samuel Peps (non detailed)
John Locke – An Essay Concerning Human Understanding (non detailed)

Unit III:

Jonathan Swift – The battle of Books (detailed)
Sir Richard Steele – Essays in 'The Tatler' and The Spectator (1-5 essays)
Samuel Johnson – The Rambler (non detailed)
Daniel Defoe – The Review (non detailed)
Jonathan Swift - A Tale of a Tub (non detailed)
P B Shelly – The Defense of Poetry (non detailed)

Unit IV:

Lamb - Essays of Elia (ed. Mac.) 1 to 5 (detailed)
Hazlitt - Essays 1 to 10 (non detailed)
Oliver Goldsmith – The Citizen of the World (non detailed)
James Boswell – The Life of Samuel Johnson (non detailed)
William Wordsworth – Preface to the Lyrical Ballads (non detailed)
Virginia Woolf- A Room of One's Own (Chapters 3 and 4) (non detailed)

Unit V:

Thomas Carlyle - Hero as Poet (detailed)
Orwell - Politics and the English Language (detailed)
Arnold - Sweetness and light (From Culture and anarchy) (non detailed)
Huxley -Literature and Science (non detailed)
A.C Bradley – Shakespeare Tragedy (non detailed)

Recommended books:

1. Francis Bacon, *Essays* (1625)
2. Jonathan Swift, The battle of Books
3. John Dryden "Preface" to *The Fables* (1699)
4. Charles Lamb, *Essays of Elia* (1821)
5. Thomas Carlyle: *The Hero as Poet*

6. Joseph Addison and Richard Steele, *The Spectator* (nb: these are VERY short essays) 1, 2, 3, 4, 10, 26, 34, 50, 57, 66, 69, 81, 88, 106, 108, 109, 112, 113, 117, 119, 122, 130, 132, 137, 174, 189, 251, 261, 182, 203, 266, 276, 324, 335, 454, 517, 519
7. James Boswell, *Life of Johnson* (abridged) (1791)

S.No.	Course Code	Course Title	L	T	P	C
10	91191EN110	RESEARCH WRITING	4	0	0	4

Preamble:

This is an introductory course in Research Writing which helps the potential researchers to get accustomed to the philosophy of research. Further, the learners will get used to the mechanics of research writing and documentation of thesis.

Prerequisite Courses:

Literary Criticism

Related courses:

Literary Criticism and Theory

Post Modernism

Course Educational Objectives:

- To hone the research writing skills among students
- To familiarize the students with Mechanics of Research writing
- To acquaint the students with research documentation techniques

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the philosophy of research	K2
CO2	Choose the appropriate research methods for the students' research	K2
CO3	Apply ethics of research by avoiding plagiarism	K3
CO4	Make use of writing mechanics in the research work efficiently	K3
CO5	Utilize the essential skills to document the thesis appropriately	K3

Course Content:

UNIT I: Fundamentals of Research Writing

Definition and Description of Research– Types of Research-Literary and Scientific Research-
Gathering information and choosing the area of research- Literature Review

UNIT II: Methods and Methodology

Research Methods – Research Design – Meaning of hypothesis and research problem- - Planning
the Thesis

UNIT III: Plagiarism and Research Ethics

Definition of Plagiarism- Types of Plagiarism- Causes and Solutions- Ethics of Research-
Academic Authenticity

UNIT IV: Mechanics of Research Writing

Spelling – Punctuation – Use of Italics, Names, Numbers – Use of Titles of Works in Research
Paper – Quotation – Capitalization

UNIT V: Documenting Sources

Format of the Thesis - Reference works – Web sources – Compiling Working Bibliography –
Referencing and Bibliography

Recommended Books:

1. Anderson, J. et al. “Thesis and Assignment Writing”, John Wiley & Sons Inc, NewDelhi,1994.
2. Syed Mohammed H Q, “The Craft of Language and Literary Research”, Atlantic, New Delhi, 2010
3. “MLA Handbook for Writers of Research Papers”, 8th edn. East-West Press, New Delhi,2010. (Indian Edition)

S.No.	Course Code	Course Title	L	T	P	C
11	91191EN111	LITERARY CRITICISM AND LITERARY THEORY	4	0	0	4

Preamble:

This course intends to give an overview of the critical trends starting from Aristotle's classical criticism to the post-structural and post-colonial theories. Classical, New-classical, Romantic critics are represented to familiarize the students with aesthetic concepts. Matthew Arnold and T.S.Eliot lead the way to the humanistic approach while texts from Brooks, Frye and Said lead the students to structuralism and post-structuralism approaches.

Prerequisite Courses:

Introduction to Literary Criticism

Related Courses:

Critical Theory

Course Educational Objectives:

- To identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated
- To enabled to define and apply specific theoretical concepts, theories, and terms to literary and cultural texts

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Identify the developments in literary theory and criticism from the classical through the modern to the postmodern times.	K3
CO2	Analyze techniques used by writers to record and present human experiences, such as point of view, plot construction, and narrative voice.	K4
CO3	Employ the acquired knowledge in criticism and interpretation in a variety of contexts	K2
CO4	Identify and describe distinct characteristics of literary texts	K3
CO5	Identify major influences within key historic feminist movements.	K3

Course Content:

UNIT I: Classical, Neo - Classical and Romantic Criticism

Aristotle Poetics: Aristotle's view of Imitation & Definition of Tragedy Chapters 1-3, 6-12 & 14

Sir Philip Sidney: Apologie for Poetry

William Wordsworth: Preface to Lyrical Ballads

S.T. Coleridge: Biographia Literaria- Ch 14

UNIT II: Humanistic Criticism

Matthew Arnold: Study of Poetry

T.S. Eliot: Tradition and the Individual Talent

UNIT III: Formalism and Structuralism

Cleanth Brooks: Language of Paradox

Northrop Frye: The Archetypes of Literature

UNIT IV: Post-Structuralism

Derrida :Sign, Structure and Play in the Discourse of the Human Sciences

Stanley Fish : Is there a text in this Class?

UNIT V: Feminism

Mary Wollstonecraft: A Vindication of the Rights of Woman

Elaine Showalter: Feminist Criticism in the Wilderness

Recommended Books:

1. T.S. Dorsch. Tr., 1965, Classical Literary Criticism Penguin Books. Chapters 1 to 3, 6 to 12 and 14.
2. David Lodge, ed., 1972, Twentieth Century Literary Criticism, Longman, London.
3. S. Ramaswamy and V.S. Seturaman, 1976, 1979 (Two Vols.), English Critical Tradition, Macmillan, Chennai.
4. David Lodge, ed., 1989, Modern Literary Theory, Longman, London.
5. V.S. Seturaman, ed., 1989 Contemporary Criticism, Macmillan, Chennai.
6. Ashcroft, Griffith & Tiffin, eds., 1995, Post-Colonial Studies Reader, Routledge, London.
7. M.H. Abrams, , 1953, The Mirror and the Lamp, OUP, Oxford.
8. Wimsatt and Brooks, ed., 1957, Literary Criticism – A Short History, Prentice Hall, Delhi.
9. David Daiches, 1984, Critical approaches to Literature, Revised Edition, Orient Longman, Hyderabad.

S.No.	Course Code	Course Title	L	T	P	C
12	91191EN112	POST MODERNISM	4	0	0	4

Preamble:

The purpose of this course is to introduce the students to the fundamentals of Postmodernism. This course enriches the knowledge of the students on the origin and development of Postmodernism, Post Feminism, Post-Structuralism, Post-Colonialism. The course will impart essential knowledge on literary forms, movements and trends in contemporary theory and interdisciplinary extensions.

Prerequisite Courses:

BA English Literature

Related courses:

Post modernism

Post colonialism

Course Educational Objectives:

- To provide students with information on the current literary theories and post modernism
- To intimate connection between language and culture
- To enable them to understand the Postmodernism, Post Feminism, Post-Structuralism, Post-Colonialism

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Identify and discuss the themes, concerns, and aesthetic strategies of postmodern fiction	K3
CO2	Demonstrate a solid knowledge of some of the major theoretical and critical arguments regarding postmodernism	K 2
CO3	Demonstrate an ability to engage in research and advanced literary analysis	K2
CO4	Give a reasonably sophisticated understanding of postmodernism as a literary term and cultural phenomenon from 1965 to the present age	K 3
CO5	Identify and apply techniques of literary analysis and criticism	K 3

Course Content:

Unit I: Postmodernism

Jean Francois Lyotard: Answering the Question: What is Postmodernism?

Terry Eagleton: The Illusions of Postmodernism

New Historicism: Stephen Greenblatt: Towards a Poetics of Culture

Unit II: Post-Feminism

Patricia Waugh: Postmodernism and Feminism (1998)
Leslie Fielder: Close the Gap, Cross the Border: Postmodernism.
Toril Moi: Feminist, Feminine, Female

Unit III: Post-Structuralism

Ann Jefferson: Structuralism and Post-Structuralism
Roland Barthes: The Death of the Author
Jacques Derrida: Structure, Sign and Play in the Discourse of Human Sciences

Unit IV: Post-Colonialism

Helen Tiffin: Post-Colonialism, Postmodernism and the Rehabilitation of Postcolonial History
Edward Said: Two visions in 'Heart of Darkness'.

Unit V: Novels

Fredric Jameson: Postmodernism, or, The Cultural Logic of Late Capitalism
Don DeLillo: White Noise

Recommended Books:

1. Working With Feminist Criticism(2nd Ed) Mary Eagleton-Blackwell Publishers, 1995
2. Feminist Literary Theory (3rd Ed) Blackwell Publishers, 2010
3. Wilbur S.Scott : Five Approaches Of Literary Criticism , Macmillan, 1996.
4. Text - Culture - Receptioncross-Cultural Aspects Of English Studies edited Byrudiger A H R E N S And H E I N Z Anton
5. Don Delillo :White Noise January 21, 1985 0-670-80373-1
6. Postmodernism, Or, The Cultural Logic Of Late Capitalism Is A 1991 Book By Fredric Jameson,
Duke University Press
7. Adieu À Emmanuel Levinas. Paris: Galilée, 1997. English Translation By Michael Naas And Pascale-Anne Brault As Adieu To Emmanuel Levinas, Stanford: Stanford University Press, 1999.

S.No.	Course Code	Course Title	L	T	P	C
1	91192EN101	FILM STUDIES	2	0	0	2

Preamble:

This course offers scholarly approaches within the academic discipline and focuses on film history, theory, production and criticism. It also provides conceptual frameworks for understanding a film's relationship to reality, individual views and society.

Prerequisite Courses:

B A English Literature

Related courses:

English for Careers

English Literature for UGC NET/ SET

Course Educational Objectives:

- To introduce students to demonstrate knowledge of the historical development and cultural impact of film as an art form
- To enable the students understand different genres of films
- To enable students to analyze a range of cinematic visual styles, narrative conventions, and generic trends
- To critically interpret films and clearly express those interpretations orally and in writing

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the historical development and cultural impact of film as an art form	K2
CO2	Understand the different genres of films	K2
CO3	Apply a range of cinematic visual styles, narrative conventions, and generic trends	K3

CO4	Analysis and interpret films and clearly express those interpretations orally and in writing	K4
CO5	Understand the key concepts and debates underlying theories of cinema and media	K2

Course Content:

UNIT I:

History of Cinema in India; Major landmarks in India Cinema

UNIT II:

Kinds of Films – Historical, Patriotic, Documentary, Thrillers etc.

UNIT III:

Art of Film Making: Some Important Techniques Acting/ Photography/Direction/ Script writing etc.

UNIT IV:

Films and Entertainment Films and Social Responsibility

UNIT V:

Review of Films

Recommended Books

1. Ed. Bill Nichols, 1993 ,Movies and Methods Vol. I, Edition Seagull Books, Calcutta.
2. Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
3. Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.
4. Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
5. Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

S.No.	Course Code	Course Title	L	T	P	C
2	91192EN102	ENGLISH FOR CAREERS	3	0	0	3

Preamble:

This course offers new ways of thinking process about career decisions and managing career as a lifelong process. The course can be divided into three sections: ‘Understanding myself’, ‘Exploring my career’ and ‘Managing my career’. The course helps the learners develop their career in an appropriate manner.

Prerequisite Courses:

B.A. English Literature

Related courses:

Film Studies

English Literature for UGC NET/ SET

Course Educational Objectives:

- To introduce the students to the artistry and utility of the English language through the study of literature
- To train the students to employ the specialized business documents learnt from this course
- To enable the students to write effective business documents

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom’s Taxonomy)
CO1	Enable the learner to communicate effectively and write business documents	K2
CO2	Gain knowledge in preparing presentation, group discussion, mock interviews and extempore	K3
CO3	Apply the critical thinking ability necessary to write for presentations, public speaking, Online CVs	K3
CO4	Analyse the concepts in writing for websites, articles, blogs and promotions	K4
CO5	Enable the learners to write effective business documents	K3

Course Content:**UNIT I:**

Basic concepts in effective business writing, Types of Messages and Knowledge Management

UNIT II:

Preparing for Presentations, Group Discussion, Mock Interviews, Speaking on Extempore Topics

UNIT III:

Writing for presentation, public speaking, Online CV writing.

UNIT IV:

Writing content for websites, articles, blogs and promotions

UNIT V:

Proposal, Report writing, Minutes of the Meeting and Agenda, Recommendation and Instruction, Note making, Writing a review

Recommended Books:

1. Robert Heller, 1998, Communicate Clearly – Dorling Kindersley Ltd., London.
2. Matthukutty M. Monippally, 2001, Business Communication Strategies, Tata McGraw Mill.
3. T.M. Farhatullah, 2002, Communication Skills for Technical Students, Orient Longman.
4. 2004, Write to the top – Writing for Corporate Success; Deborah Dumame; Random House
5. JayashreeBalan, 2005, Spoken English, Vijay Nicole Imprints.

S.No.	Course Code	Course Title	L	T	P	C
3	91192EN103	ENGLISH LITERATURE FOR UGC NET/ SET EXAMINATIONS	3	0	0	3

Preamble:

This course offers new ways of thinking about literature and about what is involved in reading critically. It is designed to be clear and accessible to those who are beginners in the study literature, by applying emerging literary text and theories. The course helps the learners develop their research acumen in the field literary research.

Prerequisite Courses:

B A English Literature

Related courses:

English for Careers

Film Studies

Course Educational Objectives:

- To introduce students to use one or more theoretical approaches to literary interpretation
- To train the students to interpret and critics literary text
- To enable students to analyse and interpret literature

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand primary literary texts, culture, genre in history of English literature with respect to Elizabethan Age and Jacobean Age	K2
CO2	Study literature with wide range of literary text and theoretical perspectives with respect to The Augustan Age and Romantic Age	K2
CO3	Understand primary literary texts, culture, genre in history of English literature with respect to The Victorian Age & The Twentieth Century (Modernism & Postmodernism) / Contemporary Period	K3
CO4	Analyze the Historical Perspective and Background of authors of American and Non British Literatures	K4
CO5	Understand the key concepts in Literary Theory and Criticism	K2

Course Content:

Unit I:

The Elizabethan Age / Chaucer to Shakespeare & The Jacobean Age: Historical Perspective and Background; Origins of Drama; Elizabethan Plays, Prose and Sonnets

The Jacobean Age: Historical Perspective and Background; the Revenge Tragedies; the Metaphysical Poets; the Cavalier Poets

The Restoration Period: Historical Perspective and Background; Restoration Satire; Comedy of Manners

Unit II:

The Augustan Age: Historical Perspective and Background; Satire and Sentimental Comedy

The Romantic Age: Precursors, Transitionists, Romantic Poets and Essayists

Unit III:

The Victorian Age & The Twentieth Century (Modernism & Postmodernism) / Contemporary Period:

Historical Perspective and Background; Victorian Poets, Pre-Raphaelites, Essayists, Novelists

The Twentieth Century (Modernism & Postmodernism) / Contemporary Period:

Historical Perspective and Background; Edwardian and Georgian Poets; Imagists; Symbolists; War Poets; Movements; Impact of World Wars I & II on Literature

Modern & Postmodern writers: T.S.Eliot, Bernard Shaw, Virginia Woolf, Kurt Vonnegut and Vladimir Nabokov

Unit IV:

American and Non British Literatures:

Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature

American Writers: Walt Whitman, Ralph Waldo Emerson, Emily Dickinson, Robert Frost, Mark Twain, Ernest Hemingway, Robert Frost and Tennessee Williams

Unit V:

Literary Theory and Criticism: Plato, Aristotle, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Matthew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis, I.A.Richards, Jacques Lacan, Carl Gustav Jung, Stanley Fish, Jacques Derrida, Cleanth Brooks, , Edward Said

Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron. Rhyme and Metre, Rhythmic Patterns, Rhetoric and Prosody

Recommended Books:

1. Andrew Sanders– An Oxford History of English Literature.
2. Patricia Waugh- Contemporary Critical Theory.
3. Peter Barry- Beginning Theory.
4. M.H. Abrams – A Glossary of Literary Terms.
5. An Outline History of English Literature by W.H. Hudson.
6. A Critical handbook of Literature in English by Shubhamoy Das.
7. History of English Literature by W.J. Long.
8. History of English Literature by Edward Albert.
9. History of English Literature by T.Singh.

S.No.	Course Code	Course Title	L	T	P	C
4	91192EN104	BIOGRAPHY, AUTOBIOGRAPHY AND TRAVELOGUE	2	0	0	2

Preamble:

The purpose of this course is to make the students aware of issues such as gender, ethnicity, social equality, racism, and many others in relation to biographies, autobiographies and travelogues. Like most literature courses, this course ventures into the concepts and literature related to biography, autobiography and travelogue.

Prerequisite Courses:

Any Degree

Related courses:

Anthology studies

Course Educational Objectives:

- To enable students to recognize the structures of biography, autobiography and travelogue as distinct forms of literature
- To empower students to understand how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity
- To read, connect biographical and autobiographical texts to their historical and cultural contexts
- To empower the learners to draw pen pictures in words of versatile and phenomenal Personalities across the globe

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Know the difference between Biography, Autobiography, Memoirs, Travelogue and to identify the mutual influence between them	K2
CO2	Acquire insight into versatile and phenomenal Personalities across the globe	K3
CO3	Understand and render accurate, first hand, factual and reliable records of people, places, customs, conventions, ceremonies, and rituals	K2
CO4	Analyse people and places as characters	K4
CO5	Identify the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of Biography and Autobiography and Travelogue	K3

Course Content:

Unit I: Introduction

Familiarization of the register associated with Biography, Autobiography and Travelogue
Introduction to Biography, Autobiography and Memoir
Introduction to Travelogue and associated histories of the place
Unleashing the narrative technique that is employed in Biography, Autobiography and Travelogue

Unit II: Biography

A Beautiful Mind-Sylvia Nazar (1998)
Something Beautiful for God-Malcolm Muggeridge (1971)

Unit III: Autobiography

My Paper Chase: True Stories of Vanished Times-Harold Evans (2009)
I Know Why the Caged Bird Sings-Maya Angelou (1969)

Unit IV: Travelogue

India A Wounded Civilization -V.S. Naipaul (1990)
The Lady and the Monk: Four Seasons in Kyoto: Pico Iyer (1992)

Unit V: Real-life Learning (Task Based)

Meeting remarkable personalities, interviewing them and writing their Biographies
Venturing down ones one memory lane in terms of self- introspection and writing an Autobiography
Visiting places of historical significance reminiscent with travelogue connotations and preparing individual travel literature on those destinations

Recommended Books:

1. Life of Johnson: The First Modern Biography-James Boswell (1791) Confessions of St. Augustine- (397-400 A.D)
2. Long Walk to Freedom-Nelson Mandela-(1995)
3. Narrative of the Life of Fredrick Douglas, an American Slave (1845) The Diary of Anne Frank-(1944)
4. Nehru- Shashi Tharoor (-2007)
5. In Xanadu: A Quest - William Darlymple (2012)
6. Beyond the Courtyard: A Sequel of Unveiling India-Annes Jung (2000) Heart of Darkness - Joseph Conrad (1993)
7. At the court of the Fish eyed Goddess - William Darlymple (19998)

S.No.	Course Code	Course Title	L	T	P	C
5	91192EN105	ASIAN LITERATURE	3	0	0	3

a. Preamble:

This course offers a comprehensive introduction to the diverse literatures in Asia with special reference to South Asia, Southeast Asia and the Far East, geo-political categories that themselves can be problematized within the narrow confines of 'regional' or 'area' literatures. The course explores the genres of fiction and drama.

b. Prerequisite Courses:

BA English

c. Related courses:

British literature

American Literature

d. Course Educational Objectives:

- To familiarize students with the diversity of literatures in Asia
- To define the social and historical contexts out of which major Asian genres emerged and trace the development of these genres over time and across cultures
- To enable students to identify the major themes of representative Asian fictional and dramatic works
- To compare and contrast writing styles and generic forms of different Asian cultures

e. Course Outcomes:

After the successful completion of the course, the students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Demonstrate knowledge of the discipline of Asian Studies.	K2
CO2	Analyse more than one Asian culture from a historical perspective.	K4
C03	Demonstrate awareness of the wide range of Asian cultures.	K2
CO4	Analyze more than one Asian culture from a historical perspective	K3
CO5	Analyse pre-eminent literary texts or artistic artefacts of an Asian culture	K4

f. Course Content:

Unit I: Introduction

Imagining Asia: 'Ethnicities' and the 'political'

Pramoedya Ananta Toer, *This Earth by Mankind* (1980), Penguin (1996 ed.) Trans. Max Lane Mo Yan. *Red Sorghum* (1986) Tr. Howard Goldblatt (1993). Penguin Classics.

Unit II: Poetry

Edwin Thumboo-Gods Can Die (Singapore)

Kamala Wijeratne-On Seeing A White Flag Across A By- Road (Sri Lanka)

Maki Kureshi-The Kittens (Pakistan)

Razia Khan-The Monstrous Biped (Bangladesh)

Shirley Lim-Words For Father (Malaysia)

Unit III: Prose

Mahadevi Varma-The Art of Living

V.S Naipaul-The Child of Exile

Unit IV: Drama

Mahesh Dattani- *Thirty Days in September*

Unit V: Fiction

Philip Jayaratnam- *Abraham's Promise*

Recommended Books:

1. Osborne, Milton (2004). *What is Southeast Asia?* In *Southeast Asia: An Introductory History*. Allen and Unwin.
2. Kratoska, Paul H., Remco Raben, H.S. Nordholt (2005). *Locating Southeast Asia*. In *Locating Southeast Asia: Geographies of Knowledge and Politics of Space*. Singapore University Press.
3. Booker, Keith (2015). Mo Yan. In *Literature and Politics Today: The Political Nature of Modern Fiction, Poetry, and Drama*. ABC-CLIO.
4. *South Asian Literature in English*. Mainspring Publishers. Chennai-600042.
5. *Modern Indian Poetry in English*. Revised Edition. Bruce King.

S.No.	Course Code	Course Title	L	T	P	C
6	91192EN106	AUSTRALIAN LITERATURE	3	0	0	3

Preamble:

The purpose of this course is to introduce students to the literature of Australia. This course will explore the fascinating and diverse literary traditions of the Australian continent, from European colonization to the modern day.

Prerequisite Courses:

BA English

Related courses:

English literature

Course Educational Objectives:

- To introduce students to the literature of Australia through an eclectic collection of texts
- To give students the understanding of Australian cultural evolution

Course Outcomes :

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Gain knowledge in the development of Australian Literature	K2
CO2	Acquire insight on Australian poetry	K3
CO3	Understand the evolution of Australian literature through Short stories	K2
CO4	Understand the rise and development of Australian Novel	K2
CO5	Imbibe the literary techniques of Australian Drama	K3

Course Content:

UNIT I: An Introduction to Australian Literature

Australian Literature
 Australia – Land and History
 Australia – People and Culture
 Literary Beginnings – Oral Literature
 Early Literature

UNIT II: Australian Poetry

W C Wentworth- Australasia, Wild Colonial Boy
 Charles Harpur - The Bush Fire

Henry Kendall- Bell – Birds
R D Fitzgerald -This Night’s Orbit
Judith Wright- Legend
David Campbell - The Australian Dream

UNIT III: Australian Short Story

Marcus Clarke - The Seizure of the Cyprus
Barbara Baynton - The Chosen Vessel
Henry Lawson - The Drover’s Wife; The Union Buries It’s Dead
Arthur Hoey Davis - Cranky Jack
Christina Stead - The Old School

UNIT IV: Australian Novel

Sumner Locke Elliott- Edens Lost
Miles Franklin- My Brilliant Career
Richard Flanagan- The Narrow Road to the Deep North
Patrick White- The Tree of Man

UNIT V: Australian Drama

Richard Beynon - The Shifting Heart (detailed)
Alan Hopgood - And the Big Men Fly (non-detailed)
Richard Tulloch- Year Nine Are Animals (non-detailed)
Ned Kelly – Douglas Stuart

Recommended Books:

1. Wilde, Hooton, Andrews (eds.). The Oxford Companion to Australian Literature
2. Brooks, D. & Walker, B (eds.). Poetry and Gender: Statements and Essays in Australian Women's Poetry and Poetics. St. Lucia: Uni of Queensland Press, 1989.
3. Dutton, Geoffrey (ed.) The Literature of Australia Melbourne: Penguin, 1976.
4. Goodwin, Ken. A History of Australian Literature. Melbourne: Macmillan, 1986.
5. Hooton, Joy. Stories of Herself When Young. Melbourne: Oxford Uni Press, 1990.

S.No.	Course Code	Course Title	L	T	P	C
1	91193EN101	COPY EDITING	3	0	0	3

Preamble:

This course gives students an overview of copyediting processes involved in preparing a manuscript of work for editorial review or publication. It is appropriate for writers of all genres and those seeking to develop professional skills in copyediting. Students will learn the best practices for completing a document review, including common grammar rules, copyediting notation, and reading like a copyeditor.

Prerequisite Courses:

Basic English Grammar
Basic computer skills

Related courses:

B.A English/ Journalism

Course Educational Objectives:

- To acquire technical editorial techniques: proofreading, correcting grammar and syntax, correcting spelling, researching technical terms
- To identify methods available for the analysis and critique of manuscripts/media. It describes working with authors, technical writers, and subject matter experts (SMEs) such as scientists and engineers
- To learn and practice technical editing skills: proofreading, copyediting, project editing, correcting grammar and syntax, creating consistent look and feel to documents/media, revising and rebuilding projects, working collaboratively, presenting edits and corrections

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the difference between copyediting, line editing, developmental editing, and proofreading	K2
CO2	Understand the expectations of copy editors based on the market segment the work fits within (fiction, nonfiction, social media copy, etc.)	K2
CO3	Identify and correct common errors in grammar, punctuation, spelling, and syntax	K2
CO4	Articulate the substantive differences among editorial style guides, when each should be applied, and demonstrate the ability to use these tools to support a copy editing project	K3
CO5	Demonstrate functional understanding of the process by which a project is evaluated for editorial need; priced by the copy editor for work anticipated; timed for compliance with scheduled deadlines; and completed for correct, on-time delivery	K3

Course Content:

UNIT I:

Introduction to Proofreading and Copy-editing Definition of: proof-reader, production editor, copy editor, literary editor, developmental editor, and technical editor

UNIT II:

The Use of Style Sheets, Style Guides in Proofreading and Copy-editing (APA, Chicago, Harvard, MLA Handbook), Finding the Appropriate Style Guides
How to create Style Sheets.

UNIT III:

Proofreaders' Marks used to Copy edit and Proofread
Abbreviations
Symbols
How to Proofread
Proofreading Practice

UNIT IV:

How to Copy-edit
The Editing Process
Technical editing and language editing
Technical editing : Numbers, Numerals, Quotations, and Style Guides, Pagination
Language editing : Spelling and Hyphenation ,Punctuation ,Capitalization,
Grammar/Syntax
Abbreviations, Citations, Bibliography and references

UNIT V:

How to Copy-edit or Proofread Your Own Work
Copy-editing or Proofreading as a Career
Editing for the Web
Editing Methods – Then and Now
Ethical and Legal Issues

Recommended Books:

1. "Proof Correction Marks"
2. The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications by Amy Einsohn,2019, University of California
3. British Standards Institution. Retrieved 13 May 2016

S.No.	Course Code	Course Title	L	T	P	C
2	91193EN102	ADVANCED ACADEMIC WRITING	3	0	0	3

Preamble:

This course enriches the academic writing skill of the students. Topics of this course include plagiarism, advanced writing skill, writing models and style. Students learn writing methodology, academic essays and proof reading skills. This course will give an opportunity to develop and enrich the writing skill which is needed for the contemporary academic scenario.

Prerequisite Courses:

Basic English Grammar

Related courses:

B.A English/ Journalism

Course Educational Objectives

- To help the students identify a toolkit approach to academic writing
- To train the students gather, interpret, analyze and synthesize data or information
- To introduce the essential characteristics, major trends and techniques in research through reading and writing
- To facilitate a scientific approach to the research process, to write, rewrite, to document, edit, publish and present papers

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the techniques in note making, note taking, etc.	K2
CO2	Write citation for articles effectively	K3
CO3	Analyses the concepts in the writing process	K4
CO4	Identify the components in research writing process	K2
CO5	Practice research writing	K4

Course Content:

Unit I: Information Accession

Prewriting techniques, Note-making, Note-taking, Brainstorming, Mind mapping etc.

Representing Data / Information Management, Definition, Analysis, Interpretation, Argument

Unit II: Documentation Citing Resources / Academic integrity

Bibliography
Annotated Bibliography
Parenthetical documentation
Avoiding plagiarism

Unit III: Composition

Writing process / Synthesizing information
Paragraphing – Coherence, Cohesion
Writing the topic sentence
Explanation and Expansion
Illustration
Introduction and Conclusion
Mechanics and language verification
Register
Vocabulary
Style

Unit IV: Analysis of writing in Academic Journals

Text Structure
Argument
Language
Content

The students are expected to read articles in academic journals and magazines and identify the different components of research writing and offer commentary/critique.

Unit V: Practice in research writing

Choosing the primary source and the secondary source
The student is expected to choose a text preferably published within the past five years – Fiction, Drama, Poetry or Non-fiction

Preparation of a literary journal

Writing for publication Peer
observation Editing/proof – reading

Recommended Books:

1. Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.
2. Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.
3. Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.
4. Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge, 2003.
5. Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London: Sage Publications, 2005.
6. Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.
7. Hart, Chris. Doing your Master's Dissertation. London: Sage Publications, 2005.
8. Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing
9. Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.
- Oliver, Paul. Writing Your Thesis. New Delhi: Vistaar Publications, 2004

S.No.	Course Code	Course Title	L	T	P	C
3	91193EN201	Business English	2	0	2	3

Preamble:

This course provides an introduction to business communications for students who wish to attend a post-secondary institution where English is the medium of instruction. The aim of this course is to prepare students to succeed in complex business communication tasks in writing, reading, and listening. This is a preparatory course for students most interested in improving their skills in a business/economic content area or taking further courses in Business related areas.

Prerequisite Courses:

General English

Related courses:

Communication skills, Academic writing

Course Educational Objectives:

- To give practice in learning strategies that will enable the students to become independent, confident, and successful learners of business studies and business writing
- To help the learners understand the vocabulary and structure of the English language as it is used in academic writing
- To develop the critical skills of self-evaluation.
- To provide the students with the skills to deal with large quantities of academic reading and writing

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Write standard business letters and memos and summaries in English on business related topics	K3
CO2	Prepare and deliver short individual and group presentations in English on business related topics	K3
CO3	Read, summarize and discuss books, newspaper articles and scientific articles on business related topic	K3
CO4	Express themselves in English with greater fluency, accuracy and confidence	K3
CO5	Communicate with others in practical, business oriented situations	K3

Course Content:

UNIT I: Business Writing Skills

Report Writing – Presenting information
E mail writing etiquette
Preparing Minutes of Meeting
Grammar and Punctuation

UNIT II: Meetings and Group Discussions

Participating in Formal and Informal Meetings and Group Discussion
Networking Skills and Negotiating
Successful Interviewer and Interviewee Techniques
Key Expressions used at Meeting and Group Discussion

UNIT III: Presentation and Public Speaking Skills

Setting Clear Objectives Presentation - types and structure
Interpersonal Skills required for Presentation and Public Speaking
Content Delivery – Collecting Ideas and Presenting Techniques
Key Expressions used at Presentations and Public Speaking

UNIT IV: Business Grammar and Vocabulary

Tenses
Adjectives and Comparisons / Superlatives
Modal Verbs
Reported Speech
Conditionals
Passive forms
Discourse Markers and Linking Ideas

UNIT V: Socializing Skills – Activities to improve Business English Skills

Introducing yourself and work profile
Introducing a business product
Dealing with customers
Working Together – Team Work
Decision Making
Dealing with Problems

Recommended Book:

1. Garner A. Brayan. HBR Guide to Business Writing. Boston: Harvard Business Review Press. 2012.

S.No.	Course Code	Course Title	L	T	P	C
1	91194EN501	Seminar	0	0	4	2

Two seminars and semester end viva voce along with submission of report, which carry two credits each, shall be delivered by each student independently, in two different semesters. The seminar topics shall be related to the contemporary aspects of the Programme and approved by the seminar review committee of the department.

S.No.	Course Code	Course Title	L	T	P	C
2	91194EN801	Internship	0	0	4	2

The student shall undergo internship in the industry / higher learning Institute approved by Industry Institute Interaction Cell (IIC) during any time after the first semester. The internship shall be related to the contemporary aspects of the Programme and approved by the internship review committee of the department.

S.No.	Course Code	Course Title	L	T	P	C
3	91194EN701	Project 91194EN701-Major Project I 91194EN70 2- Major Project II	0	0	24	12

Objectives:

- To enable the students to understand the purpose and the importance of research in Literature/Linguistics
- To plan and carryout research work through literature review, materials and methods, results and discussions
- To present the findings periodically subjected to both external and internal evaluation inputs

The students will have to compulsorily submit a Dissertation/Project in the final semester of the course and they must have included the following topics in their Dissertation/Project: Rhetoric and Research Methodology, Formulation of Hypothesis, Review of Literature, Methods of Data Collection, Primary Sources, Secondary Sources, Analysis and Interpretation, Mechanics of writing, Prewriting, Drafting, Proof reading, Formulation of final thesis, Works cited

S.No.	Course Code	Course Title	L	T	P	C
4	91194EN401	SWAYAM/MOOC	3	1	0	4

The students are expected to learn the courses offered under this category on their own. The self-learning courses shall be taken from list of approved MOOCs/NPTEL etc., in the respective Board of Studies. Students shall earn a minimum of four credits from two courses, each course carrying two credits. The choice of courses under this category will be monitored by the program committee of the department. The independent learning topics shall be related to the contemporary aspects of the programme and approved by the review committee of the department.

S.No.	Course Code	Course Title	L	T	P	C
1	91195EN901	SOFT SKILLS DEVELOPMENT	1	1	0	2

Preamble:

This course aims to bring awareness amongst students about the importance of soft skills, communication and over all personality progress. This course would enable the learners to adapt themselves to the societal needs and to contribute effectively to the workplace demands.

Prerequisite Courses:

Any Degree

Related courses:

Interview Skills

Business English

Course Educational Objectives:

- To enable learners to understand the basic concepts of communication
- To empower the learners with presentation and interaction skills
- To enhance the learners' interpersonal skills
- To develop the learners' motivation, persuasion, negotiation and leadership

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the basic concepts of communication	K2
CO2	Identify the skills involved for effective presentation	K3
CO3	Analyze the concepts in interpersonal communication	K4
CO4	Critically analyze skills like motivation, persuasion, negotiation and leadership	K4
CO5	Analyze survival strategies for leading an effective life	K4

Course Content:

UNIT I:

Communication skills - The basics
 Understanding the communicative environment
 What to listen for and why?
 When to speak and how?
 Starting and sustaining a conversation

UNIT II:

Presentation and interaction: What to present and how?

Multimedia presentation: Understanding the basics Communication styles
Speaking in groups

UNIT III:

Interpersonal communication - Individuals, groups and cultures
Building Relationships
Understanding Group Dynamics, Groups, Conflicts and their Resolution
Social Network, Media and Extending Our Identities

UNIT IV:

Developing key traits - Motivation, persuasion, negotiation and leadership
Motivating oneself
The art of persuasion
From persuasion to negotiation
Leadership and motivating others

UNIT V:

Essential and vocational skills - survival strategies
Managing time
Managing stress
Resilience
Work-life balance
Applying soft-skills to workplace

Recommended books:

1. Sonnez, Z. John. *Soft skills: The Software Developer's Life Manual*. USA: Manning Publications Co, 2015.
2. Klaus, Peggy. *The Hard Truth about Soft Skills*. New York, USA: Harper Collins Publication, 2008.

S.No.	Course Code	Course Title	L	T	P	C
1	91195EN902	INTERVIEW SKILLS	1	0	2	2

Preamble:

The Interview Skills course aims at preparing the students to apply for job and face interview. The course guides the students on ways to highlight their achievements and contributions to prove their skills to prospective employers. Also, the students will learn about the principles of competency-based management and the challenges of selection.

Prerequisite Course:

Soft Skills

Related Course

Personality Development

Course Educational Objectives:

- To anticipate interview questions according to job requirement
- To practice interview skills either as an observer, an interviewer, or an interviewee
- To use mock interview situations to develop awareness on interviewing techniques and prepare for future interviews

Course Outcomes:

After the successful completion of the course, students will be able to:

CO No.	Course Outcomes	a. Knowledge Level (Based on revised Bloom's Taxonomy)
CO1	Understand the basic concepts of interviews	K2
CO2	Recognize the aims of an interview	K2
CO3	Understand the body language essential for interviews	K2
CO4	Develop the ability to improve self esteem	K3
CO5	Identify the kinds of questions raised in interviews	K2

Course Content:

UNIT I:

What is Interview?

Interviews – Types of Interviews, preparing for interviews, how to confront interviews, reviewing performance

UNIT II:**The Aims of an Interview**

Know the Organization – Know the Job – Know Yourself

UNIT III:**Body Language**

Breathing – an antidote to stress – progressive muscle relaxation – understanding your shyness

UNIT IV:**Building self esteem**

Avoiding self-blame – Taking risks -Tolerating failure - Persisting and Celebrating success – Self talk

UNIT V:**Mock Interview**

Interview Questions – Traditional Questions – Situational Questions- Behaviour Based Questions- Answering Questions

Recommended Books:

1. Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill. 2012. Print
2. Robbins, S.P. and Hunsaker, Phillip, L. (2009). *Training in Interpersonal skills. Tips for managing people at work*. 5th ed. New Delhi: PHI Learning
3. Frey, D and Carlock , C. (1989). *Enhancing Self Esteem*. 2nd edition. Indiana: Accelerated Development INC