

**M. A. English Literature**

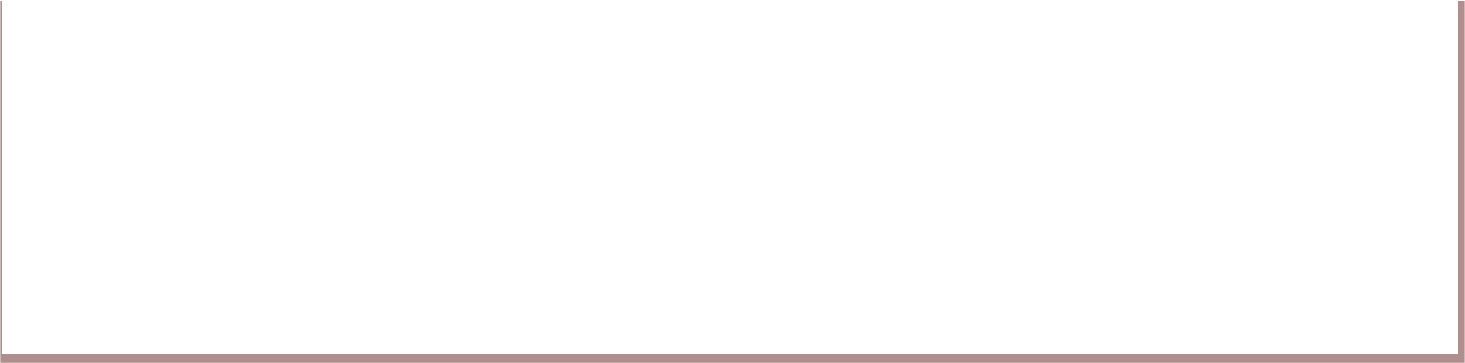
Syllabus

AFFILIATED COLLEGES

**Program Code: 31F**

**2025 – 2026**





**BHARATHIAR UNIVERSITY**

**(A State University, Accredited with “A” Grade by NAAC, Ranked 13th among Indian Universities by MHRD-NIRF,**

**World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP - 1047 )**

**Coimbatore - 641 046, Tamil Nadu, India**



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| **Program Educational Objectives (PEOs)** | |
| The **M.A ENGLISH Literature** program describe accomplishments that graduates are  expected to attain within five to seven years after graduation. The postgraduates | |
| PEO1 | Acquire a level of subject knowledge eligible to teach high school and higher  secondary students. |
| PEO2 | Apply their language skills to become successful trainers in communication. |
| PEO3 | Choose teaching at the college level with a passion for the subject. |
| PEO4 | Apply their knowledge on various areas of literature to pursue research. |
| PEO5 | Make use of the acquired writing skills to grab a lot of opportunities as content  writers and editors. |
| PEO6 | Utilize the avenues for skilled postgraduates as columnists and creative artists. |
| PEO7 | Choose online platforms to become bloggers and reviewers. |
| PEO8 | Select fields like journalism to get employed as reporters, editors and news  readers. |
| PEO9 | Identify positions at the state and central level like the civil services and attempt  competitive examinations |
| PEO10 | Develop their creative skills thereby turning into poets and writers of wide  acclaim. |



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| **Program Specific Outcomes (PSOs)** | |
| After the successful completion of M.A in English Literature program, the students are  expected to | |
| PSO1 | Understand the various genres of English Literature |
| PSO2 | Acquire a sound knowledge of the periods of English Literature and writers  during the period |
| PSO3 | Identify the features of each period in the given text |
| PSO4 | Learn the important movements and theories practiced in the different periods |
| PSO5 | Develop good communication skills |
| PSO6 | Select new areas of research |
| PSO7 | Show interest in the literatures of the world |
| PSO8 | Demonstrate translation skills by translating simple texts |
| PSO9 | Recall concepts and texts to clear competitive examinations |
| PSO10 | Make use of the experience of the morals and values learnt from literature in  transforming society |



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| **Program Outcomes (POs)** | |
| On successful completion of the M.A English Literature program, students | |
| PO1 | Maximize their knowledge level of the English language and literature. |
| PO2 | Develop social responsibility as literature reflects life. |
| PO3 | Acquire sound knowledge of classical writers and texts. |
| PO4 | Apply the theories taught to a given text. |
| PO5 | Identify research prospects and areas. |
| PO6 | Demonstrate good communicative skills |
| PO7 | Build creative skills through the reading of different literatures |
| PO8 | Discover the teaching skills in them through the seminars given during the  Program |
| PO9 | Organize and manage events |
| PO10 | Create a better outlook of life accepting challenges from the learning experience |

**BHARATHIAR UNIVERSITY: COIMBATORE 641 046**

**M.A. English Literature Curriculum (Affiliated Colleges)**

*(For the academic year 2025 –2026)*

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| **Cour se Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
|  | **Practical** | **CIA** | **ESE** | **Total** |
| **FIRST SEMESTER** | | | | | | | |
| 13A | Paper I - BRITISH LITERATURE – I (FROM  CHAUCER TO MILTON | 4 | 5 |  | 25 | 75 | 100 |
| 13B | Paper II - AMERICAN LITERATURE | 4 | 5 |  | 25 | 75 | 100 |
| 13C | Paper III – SHAKESPEARE | 4 | 5 |  | 25 | 75 | 100 |
| 13D | Paper IV – GRAMMAR FOR COMMUNICATION | 4 | 5 |  | 25 | 75 | 100 |
| 13E | Paper V -THE ENGLISH LANGUAGE – I | 4 | 5 |  | 25 | 75 | 100 |
|  | Elective I | 4 | 5 |  | 25 | 75 | 100 |
|  |  | 24 | 30 |  | 150 | 450 | 600 |
|  | |  |  |  |  |  |  |
| **SECOND SEMESTER** | | | | | | | |
| 23A | Paper VI - BRITISH LITERATURE – II (DRYDEN TO ROMANTIC AGE) | 4 | 5 |  | 25 | 75 | 100 |
| 23B | Paper VII - INDIAN WRITING IN ENGLISH | 4 | 5 |  | 25 | 75 | 100 |
| 23C | Paper VIII - ENGLISH LITERATURE FOR COMPETETIVE EXAMINATIONS – I | 4 | 5 |  | 25 | 75 | 100 |
| 23D | Paper IX – NEW LITERATURES IN ENGLISH | 4 | 5 |  | 25 | 75 | 100 |



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| 23E | Paper X - THE ENGLISH LANGUAGE – II | 4 | 5 |  | 25 | 75 | 100 |
|  | Elective II | 4 | 5 |  | 25 | 75 | 100 |
|  |  | 24 | 30 |  | 150 | 450 | 600 |
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| **THIRD SEMESTER** | | | | | | | |
| 33A | Paper XI - BRITISH LITERATURE – III (FROM THE VICTORIAN AGE TO THE MODERN AGE) | 4 | 5 |  | 25 | 75 | 100 |
| 33B | Paper XII - ENGLISH LITERATURE FOR COMPETETIVE EXAMINATIONS – II | 4 | 5 |  | 25 | 75 | 100 |
| 33C | Paper XIII - METHODS OF TEACHING ENGLISH | 4 | 5 |  | 25 | 75 | 100 |
| 33D | Paper XIV – **LITERARY CRITICISM AND THEORY** | 4 | 5 |  | 25 | 75 | 100 |
| 33E | Paper XV - RESEARCH METHODOLOGY | 4 | 5 |  | 25 | 75 | 100 |
|  | ELECTIVE III | 3 | 5 |  | 25 | 75 | 100 |
|  | HEALTH & WELLNESS | 1 | - |  | - | - | - |
|  |  | 24 | 30 |  | 150 | 450 | 600 |
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| **FOURTH SEMESTER** | | | | | | | |
| 43A | Paper XVI - INTRODUCTION TO WOMEN‘S STUDIES | 4 | 6 |  | 25 | 75 | 100 |
| 43B | Paper XVII - MASS COMMUNICATION AND JOURNALISM | 4 | 6 |  | 25 | 75 | 100 |
| 47V | PROJECT WORK | 6 | 12 |  | 50 | 150 | 200 |
|  | ELECTIVE IV | 4 | 6 |  | 25 | 75 | 100 |
|  |  | 18 | 30 |  | 125 | 375 | 500 |
|  |  | 90 | 120 |  | 575 | 1725 | 2300 |
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| **ONLINE COURSES** | | | | | | | |
|  | **SWAYAM-MOOCS** | 2 |  |  |  |  |  |
|  | **NON-SHOLASTICS WITH CREDITS** |  |  |  |  |  |  |

**Electives: List of Group Elective papers (Colleges can choose any one of the Group papers as electives)**

The syllabus for GROUP A & GROUP C remain the same as previous year. The syllabus for GROUP B is furnished below.

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|  | GROUP A | GROUP B | GROUP C |
| **Title** | **Medical transcription** | **A Survey of Literatures in English** | **Translation studies** |
| Paper I Sem I | Basics of Medical Terminology (IEA) | A Survey of Literatures in English – British Literature (IEB) | Translation an Overview (IEC) |
| Paper II Sem II | Pulmonology and Cardiology (2EA) | A Survey of Literatures in  English – American Literature (2EB) | Translation Types Views and Tools  (2EC) |
| Paper III  Sem III | Gastroenterology,  Genitourinary system,  Gynecology and obstetrics (3EA) | A Survey of Literatures in  English - Indian Writing in English (3EB) | Language, culture  And translation practices (3EC) |
| Paper IV  Sem IV | Orthopedics, Neurology, Endocrinology, Grammar and Common Errors (4EA) | A Survey of Literatures in English - New  Literatures in English  (4EB) | Translation Project (47V)  Internal – 25  External – 75  Total = 100 |



First Semester



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| **Course code** | | **13A** | | **BRITISH LITERATURE – I**  **FROM CHAUCER TO MILTON** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | CORE PAPER I | |  |  | |  |  |
| **Pre-requisite** | | | | Basic knowledge about the genres of English  Literature | | **Syllabus**  **Version** | | | **2025** | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. Equip the students with the knowledge of some of the classic literary texts of the period. 2. Provide the students with an in-depth knowledge of the period, its features, writings and social life. 3. Fulfill the growing demand for good English postgraduates. | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | Understand the language and literature of the period | | | | | | | K2 | | |
| 2 | Analyse the social life and its reflection in the literary texts of the age | | | | | | | K4 | | |
| 3 | Remember the prominent works of the classical writers | | | | | | | K1 | | |
| 4 | Apply the features of the different literary forms to the prescribed texts | | | | | | | K3 | | |
| 5 | Evaluate the technical aspects in the given texts | | | | | | | K5 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | |
| **BRITISH LITERATURE I** | | | | | | | | | | |
| **Unit:1** | | **POETRY** | | | | **15 -- hours** | | | | |
| Geoffrey Chaucer: The Prologue to the Canterbury Tales Thomas Wyatt: 1. I Find no Peace  2. Farewell Love  Henry Howard Earl of Surrey: 1. Love doth not Reign and Live Within My Thought  2. The Soote Season  . | | | | | | | | | | |
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| **Unit:2** | | **POETRY** | | | | **15 -- hours** | | | | |
| John Milton: John Donne:  Andrew Marvell: | | | Paradise Lost Book II 1. A Valediction: Forbidding Mourning  2. Death be not Proud The Garden | |  |  | |  | | |
|  | | | | | | | | | | |
| **Unit:3** | | **DRAMA** | | |  | **15 --** | | **hours** | | |
| Marlowe: Edward II  John Webster: Duchess of Malfi | | | | | | | | | | |
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| **Unit:4** | | **PROSE** | **15 -- hours** |
| Francis Bacon: 1. Of Adversity   1. Of Love 2. Of Friendship 3. Of Ambition   John Bunyan: The Pilgrims Progress | | | |
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| **Unit:5** | | **CRITICISM** | **15-- hours** |
| Sydney: An Apology for Poetry  Ben Jonson: from Everyman out of His Humour | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 -- hours** |
| **Text Book(s)** | | | |
| 1 | Poems are selected from the Norton Anthology of English Literature – Revised Volume – 1 | | |
| 2 |  | | |
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| **Reference Books** | | | |
| 1 | English Critical Tradition: An Anthology of English Literary Criticism – Vol – I by S.  Ramaswami and V. Seturaman | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://online-learning.harvard.edu/subject/literature> | | |
| 2 |  | | |
| 3 | Any other online programme related to the content of the paper can also be used. | | |
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| Course Designed By: The members of the Board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | M | M | M | S |
| **CO2** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | M | S | S | M |
| **CO4** | S | S | S | S | S | S | S | S | S | M |
| CO5 | S | S | S | M | S | S | M | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **13B** | **AMERICAN LITERATURE** | | **L** | **T** | **P** | | **C** |
| **Core/Elective/Suppo rtive** | | | CORE PAPER II | |  |  |  | |  |
| **Pre-requisite** | | | An understanding of American writings prescribed in the under graduate level | | **Syllabus version** | | | **2025** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Help the students understand the paper as a representation of American writings at different periods. 2. Study the culture of the land as depicted in the given works. 3. Acquire the knowledge of various movements and theories and its application to other texts. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the American outlook as seen in the prescribed texts | | | | | | K2 | | |
| 2 | Analyse works of literature, its forms and features in the American context | | | | | | K4 | | |
| 3 | Remember the writers and the period to which they belonged | | | | | | K1 | | |
| 4 | Apply critical theories to contemporary American texts | | | | | | K3 | | |
| 5 | Evaluate the works of writers from a researcher’s perspective | | | | | | K5 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
| **PAPER II – AMERICAN LITERATURE** | | | | | | | | | |
| **Unit:1** | | **POETRY** | | | **15-- hours** | | | | |
| Whitman : When Lilacs Last in the Dooryard Bloomed Emily Dickenson : Success is counted Sweetest Because I could not stop for Death  Robert Frost : Mending Wall  Sylvia Plath : Daddy (The New Poetry edited by Alvarez) Wallace Stevens: The Emperor of Ice Cream. | | | | | | | | | |
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| **Unit:2** | | **DRAMA** | | | **15 hours** | | | | |
| Eugene O‘Neil : The Hairy Ape  Tennessee Williams : Glass Menagerie | | | | | | | | | |
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| **Unit:3** | | **PROSE** | | **15 hours** | | | | | |
| Emerson : Oversoul  Poe : The Philosophy of Composition | | | | | | | | | |
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| **Unit:4** | | **FICTION** | **15 hours** |
| Alice Walker : The color purple  Nathaniel Hawthorne: The Scarlet Letter | | | |
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| **Unit:5** | | **CRITICISM** | **15 hours** |
| Cleanth Brooks : The Language of Paradox  Kenneth Burke : The Poetic Process | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | *Five Approaches to Literary Criticism* by Wilber Scott Macmillan, 1963 | | |
| 2 | An Anthology of American Literature : 1980 Eurasia Publishing House, New Delhi | | |
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|  | | | |
| **Reference Books** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.conted.ox.ac.uk/courses/the-modern-american-novel-an-introduction-online> | | |
| 2 |  | | |
| 3 | Any other online programme related to the content of the paper can also be used. | | |
| Course Designed By: The members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | S | S | S | S | S | S | M | M | M | S |
| **CO3** | S | S | S | S | S | M | S | S | S | M |
| **CO3** | S | S | S | S | S | S | M | M | S | S |
| **CO4** | S | S | S | S | S | M | S | M | M | S |
| CO5 | S | S | S | S | S | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **13C** | **SHAKESPEARE** | | **L** | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER III | |  |  |  | |  |
| **Pre-requisite** | | | A basic understanding of Shakespearean texts | | **Syllabus**  **Version** | | | **2025** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the plays of Shakespeare in an in depth manner 2. Gain knowledge about the age, social life and settings of Shakespearean plays 3. Interpret any text of Shakespeare | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the language and techniques in the plays of Shakespeare | | | | | | K1 | | |
| 2 | Create a better society from the morals and lessons learnt through the texts | | | | | | K6 | | |
| 3 | Identify characters and lines from the texts prescribed | | | | | | K2 | | |
| 4 | Apply literary theories to any given Shakespearean text | | | | | | K3 | | |
| 5 | Compare the literature of the Elizabethan era with that of another | | | | | | K5 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | |  | | | **15 hours** | | | | |
| Hamlet . | | | | | | | | | |
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| **Unit:2** | |  | | | **15 hours** | | | | |
| Much Ado About Nothing | | | | | | | | | |
|  | | | | | | | | | |
| **Unit : 3** | |  | | **15 hours** | | | | | |
| Julius Caesar | | | | | | | | | |
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| **Unit:4** | |  | | **15 hours** | | | | | |
| Tempest | | | | | | | | | |
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| **Unit:5** | |  | | **15 hours** | | | | | |
| Shakespeare‘s Stage, and the following sonnets. Sonnet No :18 –Shall I compare thee…  Sonnet No :33 – Full many a glorious morning I ‗ve seen… Sonnet No :46--Mine eye and the heart are at mortal war …  Sonnet No :76—why is my verse so barren of new pride … | | | | | | | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 |  | | |
| 2 |  | | |
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| **Reference Books** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.conted.ox.ac.uk/courses/shakespeare-online> | | |
| 2 |  | | |
| 3 | Any other online programme related to the content of the paper can also be used. | | |
| Course Designed By: the members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | M |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | M | M | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **13D** | **GRAMMAR FOR COMMUNICATION** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER IV | |  |  | |  |  |
| **Pre-requisite** | | | **A knowledge of basic grammar** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Build a strong base in grammar 2. Support the students in becoming effective communicators 3. Develop confidence in students with effective methods thereby making them eligible for all kinds of job opportunities | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the need and right usage of grammar | | | | | | | K2 | |
| 2 | Remember the basic rules in grammar for effective communication | | | | | | | K1 | |
| 3 | Construct good passages without errors | | | | | | | K6 | |
| 4 | Apply their theoretical knowledge in practice | | | | | | | K3 | |
| 5 | Discover opportunities that suit their skills | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | |  | | | **15 hours** | | | | |
| The Article to Adverbial use of no, not, none. | | | | | | | | | |
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| **Unit:2** | |  | | | **15 hours** | | | | |
| Difficulties with Comparatives and Superlatives to Negative verbs. | | | | | | | | | |
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| **Unit:3** | |  | | **15 hours** | | | | | |
| Tenses to Introductory ― “There”. | | | | | | | | | |
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| **Unit:4** | |  | | **15 hours** | | | | | |
| The infinitive to the indirect expression of imperatives | | | | | | | | | |
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| **Unit:5** | |  | | **15 hours** | | | | | |
| The use of correlatives to greetings and salutations | | | | | | | | | |
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| **Unit:6** | | **Contemporary Issues** | | **2 hours** | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | |
|  | | **Total Lecture hours** | | **75 hours** | | | | | |

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| **Text Book(s)** | |
| 1 | A Remedial English Grammar for Foreign Students Frederick T. Wood |
| 2 |  |
| 3 |  |
|  | |
| **Reference Books** | |
| 1 | A University Grammar of English ,Randolph Quirk and Sidney Greenbaum |
| 2 | A Practical English Grammar, Thomson,A.J and Martinet,A.V. |
| 3 | Contemporary English Grammar Structures and Composition, David Green |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://alison.com/course/diploma-in-english-language-and-literature-revised> |
| 2 |  |
| 3 | Any other online programme related to the content of the paper can also be used. |
|  | |
| Course Designed By: the members of the board | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | S | S | S | S | S | M | M | S | S | S |
| **CO3** | S | S | S | S | M | M | S | S | S | M |
| **CO3** | S | S | S | M | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | M | M | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **13E** | **THE ENGLISH LANGUAGE – I** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER V | |  |  | |  |  |
| **Pre-requisite** | | | A basic knowledge of sounds in the English  language | | **Syllabus**  **Version** | | | **2025** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Identify the variations in sounds in the English language to use them appropriately 2. Apply the rules of articulating sounds for better pronunciation 3. Make use of the knowledge to seek job opportunities | | | | | | | | | |
|  | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the importance of pronunciation | | | | | | K2 | | |
| 2 | Apply the rules to articulate sounds | | | | | | K3 | | |
| 3 | Distinguish sounds and use them appropriately | | | | | | K4 | | |
| 4 | Evaluate the learning of sounds through simple methods | | | | | | K5 | | |
| 5 | Create opportunities with the accomplished competency | | | | | | K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | |  | | | **15 hours** | | | | |
| Chapter I , II & III. | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | |  | | | **15 hours** | | | | |
| Chapter IV,V &VI | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:3** | |  | | **15 hours** | | | | | |
| Chapter VII to XII | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:4** | |  | | **15 hours** | | | | | |
| Chapter XIII to XVI | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:5** | |  | | **15 hours** | | | | | |
| Chapter XVII to XVIII | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:6** | | **Contemporary Issues** | | **2 hours** | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | |
|  | | | | | | | | | |
|  | | **Total Lecture hours** | | **75 hours** | | | | | |

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| **Text Book(s)** | |
| 1 | A text Book of English Phonetics for Indian Students -- Dr.T. Balasubramaniam ( Macmillan) |
| 2 |  |
|  | |
| **Reference Books** | |
| 1 | The Pronunciation of English , Daniel Jones |
| 2 | An Introduction to The Pronunciation of English ,Gimson,A.C. |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://alison.com/course/diploma-in-english-language-and-literature-revised> |
| 2 | Any other online programme related to the content of the paper can also be used. |
|  | |
| Course Designed By: the members of the board | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | M | S | M | S | S | M | S | M | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | M | M | M | S | S | S | M | S | M |
| CO5 | S | S | S | S | S | S | M | M | S | S |

\*S-Strong; M-Medium; L-Low



Second Semester



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| **Course code** | | **23A** | **BRITISH LITERATURE II** | **L** | **T** | | **P** | | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER VI |  |  | |  | |  |
| **Pre-requisite** | | | A basic understanding of the genres of English literature | **Syllabus Version** | | | | **2025** | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the ideas of the writers and the techniques used during the Augustan and Romantic period 2. Interpret the connection of man with nature as brought out in the works of the period 3. Apply the theories of the writers to any given text with the acquired knowledge | | | | | | | | | |
|  | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | List the writers and the works of the period | | | | | | K1 | | |
| 2 | Interpret any work with a clear understanding of the features of the age | | | | | | K2 | | |
| 3 | Identify new areas of study and apply the theories learnt | | | | | | K3 | | |
| 4 | Simplify the prescribed texts for better understanding | | | | | | K4 | | |
| 5 | Justify the understanding of the writers through projects and assignments | | | | | | K5 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **POETRY** | | | | **15-- hours** | | | |
| Wordsworth : Tintern Abbey Coleridge : Kubla Khan Shelley : Ode to the West Wind Keats : Ode on a Grecian Urn  Oliver Goldsmith : The Deserted Village (1-250lines). | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | | **DRAMA** | | | | **15 hours** | | | |
| Dryden : All for Love  John Osborne: Look Back in Anger | | | | | | | | | |
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| **Unit:3** | | **PROSE** | **15 hours** |
| Charles Lamb :  1.The following essays from the Essays of Elia :   1. Old China 2. South Sea House 3. Tales from Shakespeare by Charles Lamb and Mary Lamb 4. Jonathan Swift : Gulliver’s Travels I | | | |
|  | | | |
| **Unit:4** | | **FICTION** | **15 hours** |
| Scott : Kenilworth  Jane Austen : Northanger Abbey | | | |
|  | | | |
| **Unit:5** | | **CRITICISM** | **15 hours** |
| Wordsworth : Preface to Lyrical Ballads  Johnson : Preface to Shakespeare | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75hours** |
| **Text Book(s)** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Reference Books** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://www.udemy.com/course/critical-reading-for-college-success-elements-of-](https://www.udemy.com/course/critical-reading-for-college-success-elements-of-fiction/) [fiction/](https://www.udemy.com/course/critical-reading-for-college-success-elements-of-fiction/) | | |
| 2 | Any other online programme related to the content of the paper can also be used. | | |
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| Course Designed By: the members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | M | S | M | S | S | S | S | S | M | S |
| **CO2** | S | S | S | S | S | S | M | S | M | S |
| **CO3** | S | S | S | M | M | S | S | S | S | S |
| **CO4** | S | M | S | M | S | M | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **23B** | **INDIAN WRITING IN ENGLISH** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER VII | |  |  | |  |  |
| **Pre-requisite** | | | **A basic understanding of the genres of English literature V** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Outline the history of Indian writing in English and introduce students to some of the prominent writers and their works. 2. Identify the writers of Indian literature through an understanding of the style and techniques used. 3. Develop interest in the variety of literature produced from diverse regions and its richness. | | | | | | | | | |
|  | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the writers and works of different periods from the Indian point of view | | | | | | | K1 | |
| 2 | Identify the context and get a clear picture of Indian life portrayed in the works | | | | | | | K3 | |
| 3 | Analyse any given work from a critical perspective | | | | | | | K4 | |
| 4 | Assess the quality of literature produced from the subcontinent | | | | | | | K5 | |
| 5 | Develop a research mind to explore new areas for research | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
| **Unit:1** | | **POETRY** | | | **15 hours** | | | | |
| A. K. Ramanujan : Looking for a Cousin on a Swing Nissim Ezekiel : Poet, Lover, Bird Watcher  Sri Aurobindo : I have a Hundred Lives Gieve Patel : On killing a Tree  Meena Alexander : Natural Difficulties  VikramSeth :A Little Distance. | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | | **DRAMA** | | | **15 hours** | | | | |
| Badal Sircar : Evam Indrajit  Manjula Padmanabhan : Harvest | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:3** | | **PROSE** | | **15 hours** | | | | | |
| Letters from a Father to his Daughter – Jawaharlal Nehru - (1- 15 letters)  The Dance of Shiva – Ananda Coomaraswamy | | | | | | | | | |
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| **Unit:4** | | **FICTION** | **15 hours** |
| Amish Tripathi : The Immortals of Meluha  Manju Kapoor : Custody | | | |
|  | | | |
| **Unit:5** | | **CRITICISM** | **15 hours** |
| G. B. Mohan Thampi : Rasa" as Aesthetic Experience  M. Hiriyanna : The Main Aspects of Indian Aesthetics | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Brief Candle: Three Plays : Penguin Books India, 2010 | | |
| 2 | Letters from a Father to his Daughter – Jawaharlal Nehru - (1- 15 letters)  (Viking publications :2004) | | |
| 3 | Essay from The Journal of Aesthetics and Art Criticism,  Vol. 24, No. 1, Oriental Aesthetics. (Autumn, 1965) pp.75-80.  ( <http://www.srinivasreddy.org/summer/Aesthetic%20Experience.pdf>) | | |
| 4 | Essay from Indian Aesthetics: An Introduction Ed. By  V.S.Sethuraman. Macmillan 1992 | | |
|  | | | |
| **Reference Books** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://www.classcentral.com/course/swayam-short-fiction-in-indian-literature-](https://www.classcentral.com/course/swayam-short-fiction-in-indian-literature-14287) [14287](https://www.classcentral.com/course/swayam-short-fiction-in-indian-literature-14287) | | |
| 2 | <https://www.classcentral.com/course/swayam-the-popular-gothic-novel-20012> | | |
| 3 | [https://www.classcentral.com/course/swayam-history-of-english-language-and-](https://www.classcentral.com/course/swayam-history-of-english-language-and-literature-14108) [literature-14108](https://www.classcentral.com/course/swayam-history-of-english-language-and-literature-14108)  Any other online programme related to the content of the paper can also be used. | | |
| Course Designed By: the members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | M | S |
| **CO2** | S | S | S | S | S | S | M | S | M | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **23C** | **ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS** | | **L** | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER VIII | |  |  |  | |  |
| **Pre-requisite** | | | **A basic understanding of literary terms** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Build the knowledge of literary terms and theory strong in students 2. Develop the competency of students to face competitive examinations 3. Improve the learning skills of students through various modes of testing | | | | | | | | | |
|  | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Remember the literary terms forms and theories | | | | | | | K1 | |
| 2 | Understand he different periods of English literature | | | | | | | K2 | |
| 3 | Apply the learnt theories to any text | | | | | | | K3 | |
| 4 | Analyse any given text thematically and technically | | | | | | | K4 | |
| 5 | Interpret any literary piece of work | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | |  | | | **15 hours** | | | | |
| Literature of the Absurd to Burlesque. | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | |  | | | **15 hours** | | | | |
| Unit II: Cannons of Literature to Dream Vision | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:3** | |  | | **15 hours** | | | | | |
| Edition to Great Chain of Being | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:4** | |  | | **15 hours** | | | | | |
| Twentieth Century 1945 – 2000 Pg. No. (400 - 441) | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:5** | |  | | **15 hours** | | | | | |
| Twentieth Century 1945 – 2000 Pg. No. (442 - 465) | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:6** | | **Contemporary Issues** | | **2 hours** | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | |
|  | | | | | | | | | |
|  | | **Total Lecture hours** | | **75 hours** | | | | | |

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| **Text Book(s)** | |
| 1 | A Glossary of Literary Terms, Abrahams,M.H  (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd) |
| 2 | The Routledge: History of Literature in English: Britain and Ireland by Ronald Carter and John McRae, Routledge Publication London. |
|  |  |
|  | |
| **Reference Books** | |
| 1 | A Dictionary of Literary Terms ,Cuddon.A ( Penguin ) |
| 2 | The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen  Tiffin (Routledge) |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://onlinecourses.nptel.ac.in/noc20_hs19/preview> |
| 2 |  |
| 3 | Any other online programme related to the content of the paper can also be used. |
|  | |
| Course Designed By: the members of the board | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | M | M | S | S | M | M | M | S |
| **CO2** | M | M | S | S | S | S | M | S | M | M |
| **CO3** | S | S | S | M | M | S | S | M | S | S |
| **CO4** | M | M | S | M | S | M | S | S | S | S |
| CO5 | S | S | M | S | S | S | M | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **23D** | **NEW LITERATURES IN ENGLISH** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER IX | |  |  | |  |  |
| **Pre-requisite** | | | **An understanding of the writings in English**  **from other nations** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Discover the literary texts from different parts of the world 2. Understand the culture and social life of people of other nations through their literature 3. Compare the writings from different parts of the world and its features | | | | | | | | | |
|  | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Choose texts from different parts of the world and understand the background of  that literature | | | | | | | K1 | |
| 2 | Translate some of the texts into regional languages | | | | | | | K2 | |
| 3 | Apply the theories of comparative literature to study the literature of two different  Countries | | | | | | | K3 | |
| 4 | Analyse the texts from different perspectives | | | | | | | K4 | |
| 5 | Develop an interest in world literature | | | | | | | K6 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **POETRY** | | | **15-- hours** | | | | |
| Wilfred Campbell : The Winter Lakes (Canada)  David Rubadiri : A Negro Labourer in Liverpool (Africa) Sri Aurobindo : The Pilgrim of the Night (India)  Shaw Neilson : The Bard and the Lizard (Australia)  Derek Walcott : Ruins of a Great House (The West Indies) Allen Curnow : Time (New Zealand). | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | | **PROSE** | | | **15-- hours** | | | | |
| Tagore : Sadhana Chapter I – III  V.S Naipaul : Area of Darkness | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:3** | | **DRAMA** | | **15-- hours** | | | | | |
| Soyinka : The Road  Girish Karnad: Hayavadana | | | | | | | | | |
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| **Unit:4** | | **FICTION** | **15-- hours** |
| Chinua Achebe : Things Fall Apart  Kazuo Ishiguro – The Remains of the day | | | |
|  | | | |
| **Unit:5** | | **CRITICISM** | **15-- hours** |
| 1. Stephen Ramsay: On the Digital Humanities 2. Stuart Hall : Cultural Identity and Diaspora | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **-- hours** |
| **Text Book(s)** | | | |
| 1 | Poems are from An Anthology of Common Wealth poetry by C.D. Narasimhaiah. | | |
| 2 | Essays form Readings in Commonwealth Literature Ed By Walsh) | | |
| 3 | Criticism from "Readings in Commonwealth Literature Ed. William  Walsh Clarendon Press, Oxford 1973,228-240 pp. | | |
|  | | | |
| **Reference Books** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://onlinecourses.swayam2.ac.in/arp19_ap88/preview> | | |
| 2 | <https://www.queensu.ca/artsci_online/courses/canadian-literature> | | |
| 3 | Any other online programme related to the content of the paper can also be used. | | |
|  | | | |
| Course Designed By: the members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | M | S | S | S | S |
| **CO2** | S | S | S | S | S | S | M | S | M | S |
| **CO3** | S | S | S | S | S | S | S | M | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | M |
| CO5 | S | S | S | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **23E** | **THE ENGLISH LANGUAGE II** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER X | |  |  | |  |  |
| **Pre-requisite** | | | **Basic understanding of the English language** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the history of the origin of the English language 2. Outline the growth of the English language 3. Explain the evolution of the English language at a deeper level | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Outline the history of the English language | | | | | | | K1 | |
| 2 | Summarize the growth of the English language | | | | | | | K2 | |
| 3 | Identify in the changes in the structure of the language down the years | | | | | | | K3 | |
| 4 | Make use of the knowledge gained to improve their communication skills | | | | | | | K3 | |
| 5 | Select unexplored areas of the English language for research | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | |  | | | **15 hours** | | | | |
| Chapter I &. II. | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | |  | | | **15 hours** | | | | |
| Chapter III , IV&V | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:3** | |  | | **15 hours** | | | | | |
| Chapter VI | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:4** | |  | | **15 hours** | | | | | |
| Chapter VII | | | | | | | | | |
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| **Unit:5** | |  | | **15 hours** | | | | | |
| Chapter VIII ,IX, & X | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:6** | | **Contemporary Issues** | | **2 hours** | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | |
|  | | | | | | | | | |
|  | | **Total Lecture hours** | | **75 hours** | | | | | |

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| **Text Book(s)** | |
| 1 | F.T.Wood- An Outline History of English Language |
| 2 |  |
|  |  |
|  | |
| **Reference Books** | |
| 1 | A History of the English Language, Baugh,A.C. |
| 2 | The Growth and Structure of English Language, Jespersen, Otto. |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://alison.com/course/diploma-in-english-language-and-literature-revised> |
| 2 | [https://www.classcentral.com/course/swayam-history-of-english-language-and-literature-](https://www.classcentral.com/course/swayam-history-of-english-language-and-literature-14108) [14108](https://www.classcentral.com/course/swayam-history-of-english-language-and-literature-14108) |
| 3 | Any other online programme related to the content of the paper can also be used. |
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| Course Designed By: the members of the board | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | S | S | S |
| **CO2** | S | S | S | S | S | S | M | M | M | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | M |
| CO5 | S | S | S | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low



Third Semester



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| **Course code** | | **33A** | **BRITISH LITERATURE III (FROM THE VICTORIAN AGE TO THE MODERN AGE)** | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER XI |  |  | |  |  |
| **Pre-requisite** | | | **An understanding of the periods of English literature** | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Discover the features of the Victorian period 2. Understand the transition from the Victorian to the modern period 3. Interpret the texts in connection with the theories and characteristics of the age | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the writers and works of the periods | | | | | | K1 | |
| 2 | Understand the shift in thought and techniques from the Victorian to the modern  Period | | | | | | K2 | |
| 3 | Apply the theories of the age to the prescribed texts | | | | | | K3 | |
| 4 | Analyse any literary work keeping in mind the age and its features | | | | | | K4 | |
| 5 | Identify areas for research | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **POETRY** | | **15-- hours** | | | | |
| Robert Browning : Rabbi Ben Ezra W.B.Yeats : Easter 1916  T.S.Eliot : Hollow Men Tennyson : Tithonus  F.Thompson : The Hound of Heaven  Thom Gunn : On the Move, The Wound Larkin :The Whitsun Wedding. | | | | | | | | |
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| **Unit:2** | | **DRAMA** | | **15-- hours** | | | | |
| Shaw : Caesar and Cleopatra  Oscar Wilde : Lady Windermere’s Fan | | | | | | | | |
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| **Unit:3** | | **PROSE** | **15-- hours** |
| George Orwell : 1. Reflection of Gandhi   1. New Words 2. Bookshop Memories 3. Inside the Whale   Lyton Strachey : The Eminent Victorians Florence Nightingale‘ Thomas Carlyle : Hero as Poet | | | |
|  | | | |
| **Unit:4** | | **FICTION** | **15-- hours** |
| Somerset Maugham: The Razor‘s Edge  Jane Austen : Sense and Sensibility | | | |
|  | | | |
| **Unit:5** | | **CRITICISM** | **15-- hours** |
| W.K.WimsattJr&M.C.Beardsley : The Intentional Fallacy.  CleanthBrooks : Irony as a Principle of Structure. | | | |
|  | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **-- hours** |
| **Text Book(s)** | | | |
| 1 | Prose-N.G.Nayar, ed. Selected Essays of Orwell (Macmillan) | | |
| 2 | Essays are from English Critical Traditions ed. S.Ramaswamy&V.S.Sethuraman Vol. II,  Macmillan). | | |
|  | | | |
| **Reference Books** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://www.conted.ox.ac.uk/courses/trollope-eliot-dickens-and-hardy-reading-](https://www.conted.ox.ac.uk/courses/trollope-eliot-dickens-and-hardy-reading-victorian-fiction-online) [victorian-fiction-online](https://www.conted.ox.ac.uk/courses/trollope-eliot-dickens-and-hardy-reading-victorian-fiction-online) | | |
| 2 | Any other online programme related to the content of the paper can also be used. | | |
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| Course Designed By: the members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | S | S | S | S | S | S | S | S | M | S |
| **CO2** | S | S | S | S | S | S | M | S | M | S |
| **CO3** | S | S | M | M | M | S | S | S | S | S |
| **CO4** | S | M | S | M | S | M | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **33B** | **ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS II** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER XII | |  |  | |  |  |
| **Pre-requisite** | | | **An understanding of the literary forms and theories** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Build the knowledge of literary terms and theory strong in students 2. Develop the competency of students to face competitive examinations 3. Improve the learning skills of students through various modes of testing | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Remember the literary terms forms and theories | | | | | | | K1 | |
| 2 | Understand he different periods of English literature | | | | | | | K2 | |
| 3 | Apply the learnt theories to any text | | | | | | | K3 | |
| 4 | Analyse any given text thematically and technically | | | | | | | K4 | |
| 5 | Interpret any literary piece of work | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | |  | | | **15 hours** | | | | |
| Grammar of Narratives to Oral Formulaic Poetry. | | | | | | | | | |
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| **Unit:2** | |  | | | **15 hours** | | | | |
| Palinode to Purple Patch | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:3** | |  | | **15 hours** | | | | | |
| Queer theory to Roman `a clef | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:4** | |  | | **15 hours** | | | | | |
| Twentieth Century 1945 – 2000 Pg. No. (467 - 495) | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:5** | |  | | **15 hours** | | | | | |
| Twentieth Century 1945 – 2000 Pg. No. (501 - 535) | | | | | | | | | |
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| **Unit:6** | | **Contemporary Issues** | | **2 hours** | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | |
|  | | | | | | | | | |
|  | | **Total Lecture hours** | | **75 hours** | | | | | |



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| **Text Book(s)** | |
| 1 | A Glossary of Literary Terms, Abrahams,M.H  (Publishers : Harcourt Asia PTE Ltd or Thomson Asia Ptv. Ltd) |
| 2 | The Routledge: History of Literature in English: Britain and Ireland by Ronald Carter and John McRae, Routledge Publication London. |
|  | |
| **Reference Books** | |
| 1 | A Dictionary of Literary Terms, Cuddon.A ( Penguin ) |
| 2 | The Post –Colonial Studies .The Key Concepts, Bill Ashcroft,Griffiths and Helen  Tiffin ( Routledge) |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://onlinecourses.nptel.ac.in/noc20_hs19/preview> |
| 2 | Any other online programme related to the content of the paper can also be used. |
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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | S | S | S | S | S | M | S | S | S | M |
| **CO3** | S | S | S | S | M | S | S | S | M | M |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | M |
| CO5 | S | S | S | S | S | M | S | S | S | M |
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\*S-Strong; M-Medium; L-Low



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| **Course code** | | | **33C** | **METHODS OF TEACHING ENGLISH** | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | **CORE PAPER XIII** | |  | |  | |  |  |
| **Pre-requisite** | | | | A basic understanding of the English language | | **Syllabus**  **Version** | | | **2025** | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   1. Understand the different methods to teach the English Language 2. Develop the methods learnt into effective practice 3. Improvise the teaching techniques for better results | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | Remember the various methods and its significance in effective teaching | | | | | | | | K1 | |
| 2 | | Understand the importance of following the different methods | | | | | | | | K2 | |
| 3 | | Apply the learnt methods into practice | | | | | | | | K3 | |
| 4 | | Analyse ways to improvise the methods for better understanding | | | | | | | | K4 | |
| 5 | | Create innovative methods for a complete understanding | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | |
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| **Unit:1** | | | **Unit** | | | | **15 hours** | | | | |
| Chapter I – III | | | | | | | | | | | |
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| **Unit:2** | | | **Unit** | | | | **15 hours** | | | | |
| Chapter IV – VI | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:3** | | | **Unit** | | **15 hours** | | | | | | |
| Chapter VII – IX | | | | | | | | | | | |
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| **Unit:4** | | | **Unit** | | **15 hours** | | | | | | |
| Chapter X – XII | | | | | | | | | | | |
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| **Unit:5** | | | **Unit** | | **15 hours** | | | | | | |
| Chapter XIII – XV | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary Issues** | | **2 hours** | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | **75 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | Teaching English Approaches, Methods and Techniques – N. Krishnaswamy and Lalitha  Krishnaswamy ( Macmilan Publishers India Ltd., 2003 | | | | | | | | | | | |
| 2 | Methods and Teachniques Of Teaching English- J.E.Vallabi | | | | | | | | | | | |



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| **Reference Books** | |
| 1 | Teaching English as a Second Language-Theory and Praxis- Aarati Majumdar |
| 2 | REET English Teaching Method- [Dr. Umakant Vyas](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Dr.%2BUmakant%2BVyas&search-alias=stripbooks) , [Suman Vyas](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Suman%2BVyas&search-alias=stripbooks) |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <https://onlinecourses.swayam2.ac.in/cec20_ed03/preview> |
| 2 | <https://youtu.be/ZgugEnI7h-g> |
| 4 | [https://www.classcentral.com/course/swayam-b-ed-english-pedagogy-of-teaching-english-](https://www.classcentral.com/course/swayam-b-ed-english-pedagogy-of-teaching-english-17521)  [17521](https://www.classcentral.com/course/swayam-b-ed-english-pedagogy-of-teaching-english-17521) |
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| Course Designed By: the members of the board | |



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| **Course code** | | **33D** | **LITERARY CRITICISM AND THEORY** | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER XIV |  |  | |  |  |
| **Pre-requisite** | | | **A basic knowledge of English Literature** | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Outline the major literary theories and introduce the theorists 2. Apply literary theories to a given text and further incorporate it in research 3. Understand the literary movements and theories which is important to understand literature itself | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Remember the theories and theorists of the different periods | | | | | | K1 | |
| 2 | Understand the theories and the changes in outlook down the years | | | | | | K2 | |
| 3 | Apply the relevant theories to any literary text | | | | | | K3 | |
| 4 | Analyse a piece of literature from a critical perspective | | | | | | K4 | |
| 5 | Evaluate a work of art from the theoretical point of view | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **POSTCOLONIALISM**  Decolonization-Fanon  Benedict Andrews-nationalism-imagined  communities  Edward Said- Orientalism  Gayatri Spivak-Strategic essentialism-subaltern  studies  Homi K Bhabha-Hybridity  **Essay- Gayathri Spivak- *Can the Subaltern Speak?*** | | **15 hours** | | | | |
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| **Unit:2** | | **STRUCTURALISM**  Linguistic model-Saussure  Prayer school of linguistic-Roman Jacobson | | **15 hours** | | | | |



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|  | My themes-Levi Strauss  Parisian fashion analysis-Barthes Semiotics-Morris, Poesies C.S Structuralist Narratology -Gerard Genette  **Essay-Roman Jacobson - *From Linguistics &***  ***Poetics*** | |  |
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| **Unit:3** | **FEMINISM**  The First wave- Virginia Woolf, Simone de Beauvoir The Second wave-Kate millet-Elaine Showalter  (Gynocritism –Alice walker)  The Third wave-Rebecca walker Marxist Feminism-Juliet Mitchell  French Feminism-Luce Gregory - Helene Cixous  Lesbian feminism, black feminism, Dalit feminism, post feminism  **Essay-Simone de Beauvoir *The Second Sex*** | **15 hours** | |
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| **Unit:4** | **CULTURAL MATERIALISM/NEW HISTORICISM**  Raymond Williams –culture and materialism Stephen Green Blatt &Louis Montrose-  Textuality and Historicity  Politics and power-Jonathan Dollimore-Alan  Sinfield  **Essay –Stuart Hall’s *Cultural Studies and its*** | **15 hours** | |



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|  | | ***Theoretical Legacies*** |  |
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| **Unit:5** | | **PSYCHOANALYSIS**  Sigmund Freud - id, ego, super ego-Oedipus  complex  Lacan-mirror stage-imaginary, symbolic and real- ego formation and constructions of self hood  Jouissance- Zizek ideology Subject-subjectivization-fantasy  **Essay-Sigmund Freud’s *The Interpretation***  ***of Dreams*** | **15 hours** |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars can cover topics related to postmodernism | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Beginning Theory by Peter Barry | | |
| 2 |  | | |
|  |  | | |
|  | | | |
| **Reference Books** | | | |
| 1 | The Norton Anthology of Theory | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.conted.ox.ac.uk/courses/literary-theory-an-introduction-online> | | |

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| 2 | <https://onlinecourses.swayam2.ac.in/arp19_ap88/preview> |
| 3 | Any other online programme related to the content of the paper can also be used. |
|  | |
| Course Designed By: members of the board | |

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| Mapping with Programme Outcomes | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | M | S | S | M | M | M | S |
| **CO2** | M | M | S | S | S | S | M | S | M | M |
| **CO3** | S | S | S | M | M | S | S | M | S | S |
| **CO4** | M | M | S | M | S | M | S | S | M | S |
| CO5 | S | M | M | S | M | S | M | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **33E** | **RESEARCH METHODOLOGY** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER XV | |  |  | |  |  |
| **Pre-requisite** | | | **A basic interest in research with a knowledge**  **of literary terms and theory** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Evaluate any piece of literature from a thematic, stylistic and theoretical point of view 2. Discuss the methodology of the research undertaken 3. Defend a chosen analysis with evidence | | | | | | | | | |
|  | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Remember the fundamentals of writing research papers | | | | | | | K1 | |
| 2 | Understand what thesis writing is | | | | | | | K2 | |
| 3 | Apply literary theories to research | | | | | | | K3 | |
| 4 | Analyse texts from different perspectives | | | | | | | K4 | |
| 5 | Improve the quality of research through the knowledge gained | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | |  | | | **15 hours** | | | | |
| 1. Writing at the tertiary level 2. Planning the assignment | | | | | | | | | |
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| **Unit:2** | |  | | | **15 hours** | | | | |
| 1. Planning the thesis 2. Scholarly writing: A case study 3. Format of a Research Paper. | | | | | | | | | |
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| **Unit:3** | |  | | **15 hours** | | | | | |
| 1. Page and chapter format 2. The use of quotations 3. References | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:4** | |  | | **15 hours** | | | | | |
| 1. Documentation 2. Works cited | | | | | | | | | |
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| **Unit:5** | |  | **15 hours** |
| 1. Appendixes 2. Editing and evaluating the final product | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
|  | | | |
|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | M.L.A Hand Book – Revised Ed 8th Edition | | |
| 2 | Anderson, Durston & Pool: Thesis and Assignment Writing Wiley Eastern Limited) | | |
|  |  | | |
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| **Reference Books** | | | |
| 1 |  | | |
| 2 |  | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 |  | | |
| 2 |  | | |
| 3 | Any other online programme related to the content of the paper can also be used. | | |
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| Course Designed By: the members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | S | S | S |
| **CO2** | S | S | S | M | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | M | S | S | S | S | S | S | M |
| CO5 | M | S | S | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low



Fourth Semester



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| **Course code** | | **43A** | **INTRODUCTION TO WOMEN’S STUDIES** | | **L** | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER XVI | |  |  | |  |  |
| **Pre-requisite** | | | **A basic knowledge of some of the women’s**  **writings and the literature of the country toVe**  **which they belong** | | **Syllabus**  **Version** | | **2025** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Interpret the writings of women from different parts of the globe 2. Identify different styles of writing 3. Compare the literatures and themes of different nations | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Relate the writings of women from other parts of the world to ours | | | | | | | K1 | |
| 2 | Interpret the works of prominent women writers | | | | | | | K2 | |
| 3 | Experiment with different writings for research | | | | | | | K3 | |
| 4 | Survey the literature of different countries on the style and themes | | | | | | | K4 | |
| 5 | Choose different areas for research from the knowledge gained | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **POETRY** | | | **15-- hours** | | | | |
| Sylvia Plath : Lady Lazaraus Imitiaz Dharker: Another Woman Anne Sexton : The Moss of his Skin  Kamala Das : An Introduction Spoiling the Name Adrienne Rich : Snapshots of a Daughter-in-law Willa Cather: London Roses  Judith Wright : The Old Prison  Sarojini Naidu : Coromandel Fishers | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | | **PROSE** | | | **15 hours** | | | | |
| Maya Angelou : I Know Why the Caged Bird sings  Virginia Woolf : A Room of One‘s Own | | | | | | | | | |
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| **Unit:3** | | **DRAMA** | | **15 hours** | | | | | |
| Uma Parameswaran: Sons Must Die  Lorraine Hansberry : A Raisin in the Sun | | | | | | | | | |
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| **Unit:4** | | **FICTION** | **15 hours** |
| Bapsi Sidhwa : The Pakistani Bride  Gita Haraharan: Thousand Faces of Night | | | |
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| **Unit:5** | | **CRITICISM** | **15 hours** |
| Elaine Showalter : Towards a Feminist Poetics | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 |  | | |
| 2 |  | | |
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| **Reference Books** | | | |
| 1 | Code, Lorranine, ed. Encyclopedia of Feminist Theories | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://onlinecourses.swayam2.ac.in/arp19_ap88/preview> | | |
| 2 | <https://www.queensu.ca/artsci_online/courses/canadian-literature> | | |
| 3 | Any other online programme related to the content of the paper can also be used. | | |
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| Course Designed By: the members of the board | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO1 0** |
| **CO1** | S | S | S | S | S | S | S | S | S | S |
| **CO2** | S | S | S | S | S | S | M | S | M | S |
| **CO3** | S | S | M | S | M | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | S | M | S | S | M |

\*S-Strong; M-Medium; L-Low



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| **Course code** | | **43B** | **MASS COMMUNICATION AND JOURNALISM** | | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | CORE PAPER XVII | |  |  |  |  |
| **Pre-requisite** | | | **A basic understanding of mass**  **communication and journalism** | | **Syllabus**  **version** | | **2025** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:  1. Outline the theories of journalism and mass communication 2.  3. | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To become a Journalist | | | | | | KX | |
| 2 | To work in Advertising Agency and Marketing | | | | | | KX | |
| 3 | To know the different articles and Professional ethics to work as an Editor or script writer. | | | | | | KX | |
| 4 | To work in the News Agency | | | | | | KX | |
| 5 |  | | | | | | KX | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| **Unit:1** | | **Introduction to Communications** | | | **15-- hours** | | | |
| 1. Definition – Meaning – Process of communications. 2. Functions and Theories of Mass Media 3. Role and effects of Mass Media in Social campaigns   (Literacy, anti-poverty, family planning, National integration, secularism and environment issues)   1. Emerging trends and development in information and communication Technologies. | | | | | | | | |
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| **Unit:2** | | **Introduction to Journalism** | | | **15 hours** | | | |
| 1. Role of Press in India – English and Vernacular Press. 2. Ethics and Principles of Journalism 3. Freedom of the Press 4. Press Council and Press Regulations in India | | | | | | | | |
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| **Unit:3** | | **Print Media** | | **15 hours** | | | | |
| 1. The Making of a Newspaper 2. Principles of Reporting – Feature writing, Interviews, Reviews and cartoons. 3. the Role of Editors 4. Press and Public Opinion. | | | | | | | | |



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| **Unit:4** | | **Television and Radio** | **15 hours** |
| 1. The growth and development of Television in India 2. Television Production and Formats of TV Programmes. 3. Radio genres, Ownership, Control and Broadcasting Policy 4. Impact of TV and Radio on society. | | | |
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| **Unit:5** | | **Advertisement** | **15 hours** |
| 1. Types of Advertising and Advertising Media 2. Techniques in effective advertisements. 3. Code of Ethics for advertising 4. Advertising and Marketing. | | | |
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| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 | Kumar, Keval J. Mass Communication India, Mumbai, Jaico Publishing House. | | |
| 2 |  | | |
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| **Reference Books** | | | |
| 1 | 2. Rayudu, C.S. Communication, New Delhi Himalaya Publishing House. | | |
| 2 | D‘souza Y.K. Communication : Today and Tomorrow New Delhi Discovery Publishing  House. | | |
| 3 | 3. D‘souza Y.K. Communication : Today and Tomorrow New Delhi Discovery Publishing  House. | | |
| 4 | Kamath M.V Professional Journalism Delhi Vikas Publishing House PVT Ltd | | |
| 5 | Srivastava K.M.Radio and TV Journalism New Delhi Sterling | | |
| 6 | Dr.Jan R.Hakemujlderetal. Radio T.V Journalism New Delhi Anmol Publication Pvt Ltd. | | |
| 7 | Chanawalaetal. Advertising : Theory and Practice Delhi : Himalaya Publishing House | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | Any other online programme related to the content of the paper can also be used. |
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| Course Designed By: members of the board | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO2** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | M | S | M | S | S | S |
| CO5 | S | S | S | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low



Elective Courses



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| **ELECTIVE (Group B) Paper I – Semester I - SURVEY OF LITERATURE - BRITISH LITERATURE** | | |
| **Unit I** | **POETRY** | **15 hours** |
| 1. Browning's My Last Duchess | | |
| 2. Coleridge's Kubla Khan | | |
| 3. Coventry Patmore's The Angel in the House | | |
| 4. D.G. Rossetti's The Blessed Damozel | | |
| 5. Dante's The Divine Comedy | | |
| 6. Dryden's The Hind and the Panther | | |
| 7. G.M.Hopkin's The Windhover | | |
| 8. Geoffrey Chaucer's Prologue to Canterbury Tales | | |
| 9. James Thomson's The City of Dreadful Night | | |
| 10. Keats' Endymion | | |
| 11. Matthew Arnold's Dover Beach | | |
| 12. Philip Larkin's The Whitsun Wedding | | |
| 13. Pope's The Rape of the Lock | | |
| 14. Robert Graves' In Broken Images | | |
| 15. Seamus Heaney's Death of a Naturalist | | |
| 16. Shelley's Alastor and Ode to the West Wind | | |
| 17. Sydney's Astrophil and Stella | | |
| 18. T.S. Eliot's The Four Quartets | | |
| 19. Tennyson's Lotus-Eaters | | |
| 20. Wordsworth's The Prelude | | |
| **Unit II** | **DRAMA** | **15 hours** |
| 1. Bernard Shaw's Man and Superman | | |
| 2. Congreve's The Way of the World | | |
| 3. Euripides' Medea | | |



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| 4. Galsworthy's Strife | | |
| 5. Goldsmith's She Stoops to Conquer | | |
| 6. Harold Pinter's The Dumb Waiter | | |
| 7. Ibsen's A Doll's House | | |
| 8. John Ford's Tis Pity She's a Whore | | |
| 9. Kingsley Amis' Lucky Jim | | |
| 10. Kyd's The Spanish Tragedy | | |
| 11. Luigi Pirandello's Six Characters in Search of an Author | | |
| 12. Marlowe's Doctor Faustus | | |
| 13. Osborne's Look Back in Anger | | |
| 14. Robert Bolt's A Man for All Seasons | | |
| 15. Samuel Beckett's Waiting for Godot | | |
| 16. Sean O' Casey's Juno and the Paycock | | |
| 17. Sheridan's The School for Scandal | | |
| 18. Synge's The Playboy of the Western World | | |
| 19. Tom Sto13. ppard's Arcadia | | |
| 20. Webster's The Duchess of Malfi | | |
| **Unit III** | **FICTION** | **15 hours** |
| 1. Ann Radcliffe's The Mysteries of Udolpho | | |
| 2. Anthony Burgess' The Wanting Seed | | |
| 3. Conrad's Nostromo | | |
| 4. Daniel Defoe's Moll Flanders | | |
| 5. Doris Lessing's The Four-Gated City | | |
| 6. E.M. Forster's A Passage to India | | |
| 7. Franz Kafka's The Trial | | |
| 8. Golding's Lord of the Flies | | |



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| 9. H.G. Wells' The War of the Worlds | | |
| 10. Hardy's Jude the Obscure | | |
| 11. Henry Fielding's Vanity Fair | | |
| 12. James Joyce's Ulysses | | |
| 13. L.P. Hartley's Facial Justice | | |
| 14. Lewis' Through the Looking Glass | | |
| 15. Margaret Drabble's The Witch of Exmoor | | |
| 16. Mary Wollstonecraft's Frankenstein | | |
| 17. Muriel Spark's The Driver's Seat | | |
| 18. R.M. Ballantyne's The Coral Island | | |
| 19. Thomas Mann's Death in Venice | | |
| **20.** Walter Scott's Kenilworth | | |
| **Unit IV** | **PROSE** | **15 hours** |
| 1. Battista Vico's New Science | | |
| 2. Claude Levi-Strauss' The Savage Mind | | |
| 3. Derrida's Structure, Sign, and Play in the Discourse of the | | |
| 4. Eve Kosofsky Sedgwick's Epistemology of the Closet | | |
| 5. F.R. Leavis' Great Tradition | | |
| 6. Hazlitt's The Spirit of the Age | | |
| 7. Helene Cixous' Sorties | | |
| 8. I.A. Richards' Practial Criticism | | |
| 9. Jeremy Collier's A Short View of the Immortality and Profaneness | | |
| 10. John Lock's An Essay Concerning Human Understanding | | |
| 11. Kate Millet's Sexual Politics | | |
| 12. Lionel Trilling's On the Teaching of Modern Literature | | |
| 13. Malcolm Bradbury's The History of Man | | |



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| 14. Michel Foucault's The Order of Things | | |
| 15. Northrop Frye's Anatomy of Criticism | | |
| 16. Plato's Phaedrus | | |
| 17. Shelley's The Vision of Judgement | | |
| 18. Simon-de-Bevoir's The Second Sex | | |
| 19. Thomas De Quincey's On the Knocking at the Gate in Macbeth | | |
| **20.** Virginia Woolf's A Room of One's Own | | |
| **Unit V** | **AUTHORS** | **15 hours** |
| 1. Aldous Huxley | | |
| 2. Bertolt Brecht | | |
| 3. Charles Dickens | | |
| 4. D.H. Lawrence | | |
| 5. George Orwell | | |
| 6. Graham Greene | | |
| 7. Gunter Grass | | |
| 8. Jacques Lacan | | |
| 9. Jonathan Swift | | |
| 10. Joseph Addison | | |
| 11. Mikhail Bakhtin | | |
| 12. Milton | | |
| 13. Oscar Wilde | | |
| 14. Roland Barthes | | |
| 15. R. L. Stevenson | | |
| 16. Shakespeare | | |
| 17. W.B. Yeats | | |
| 18. W.H. Auden | | |

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| 19. Wilfred Owen | | | |
| 20. William Blake | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 |  | | |
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| **Reference Books** | | | |
| 1 | The Oxford Companion to English Literature edited by Margaret Drabble | | |
| 2 | The Cambridge Guide to Literature in English by Ian Ousby | | |
| 3 | Net.Set..Go: Literatures in English by D.E. Benet and S. Samuel Rufus | | |
| 4 | Website:(National Digital Library) [https://ndl.iitkgp.ac.in](https://ndl.iitkgp.ac.in/) | | |
| 5 | Website[:www.poemhunt](http://www.poemhunter.com/)e[r.com](http://www.poemhunter.com/) | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
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| **ELECTIVE PAPER 2 (GROUP B) – SEMESTER 2 –-SURVEY OF LITERATURES IN ENGLISH - AMERICAN LITERATURE** | | |
| **Unit:1** | **POETRY** | **15 hours** |
| **1.** Allen Ginsberg's A Desoloation | | |
| 2. Anne Bradstreet's Of the Four Ages of Man | | |
| 3. Archibald MacLeish's ArsPoetica | | |
| 4. Carl Sandburg's Chicago | | |
| 5. Edward Arlington Robinson's A Happy Man | | |
| 6. Emily Dickinson's Because I Could Not Stop for Death | | |
| 7. Gwendolyn Brooks' The Mother | | |
| 8. Hart Crane's The Bridge | | |
| 9. Hilda Doolittle's Helen | | |
| 10. John Ashbery's My Philosophy of Life | | |
| 11. Langston Hughes' Let America be America Again | | |
| 12. Lawrence Ferlinghetti's The World is a Beautiful Place | | |
| 13. Longfellow's A Psalm of Life | | |
| 14. Maya Angelou's Still I Rise | | |
| 15. Nikki Giovanni's Choices | | |
| 16. Phillis Wheatley's A Hymn to Humanity | | |
| 17. Rita Dove's My Father Enters the Work Force | | |
| 18. Robert Lowell's Waking in the Blue | | |
| 19. Theodore Roethke's I Knew a Woman | | |
| 20. Wallace Stevens' TheEmperor of Ice Cream | | |
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| **Unit:2** | **DRAMA** | **15 hours** |
| 1. AmiriBarakka's The Slave | | |
| 2. Arthur Miller's Death of a Salesman | | |



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| 3. August Wilson's Fences | | |
| 4. David Mamet's American Buffallo | | |
| 5. Edward Albee's Who is afraid of Virginia Woolf? | | |
| 6. Eugene Ionesco's | | |
| 7. Eugene O'Neil's Long Day's Journey into Night | | |
| 8. John Guare's Six Children of Separation | | |
| 9. Lillian Hellman's The Little Foxes | | |
| 10. Lorraine Hansberry's A Raisin in the Sun | | |
| 11. Neil Simon's The Old Couple | | |
| 12. Noel Coward's Present Laughter | | |
| 13. Richard Greenburg's Take me Out | | |
| 14. Richard Nelson's Two Shakespearean Actors | | |
| 15. Sam Shepherd's Buried Child | | |
| 16. Suzan-Lori Parks' Topdog/Underdog | | |
| 17. Tennessee Williams' Glass Managerie | | |
| 18. Thornton Wilder's Our Town | | |
| 19. Tony Kushner's Angels in America | | |
| 20. William Inge's Picnic | | |
| **Unit:3** | **FICTION** | **15 hours** |
| 1. Albert Dresier's Sister Carrie | | |
| 2. Alice Walker's The Color Purple | | |
| 3. Bradbury's Farenheit 451 | | |
| 4. Edith Wharton's The Age of Innocence | | |
| 5. Faulkner's The Sound and The Fury | | |
| 6. Fitzgerald's The Great Gatsby | | |
| 7. Harper Lee's To Kill a Mocking Bird | | |



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| 8. Hemingway's A Farewell to Arms | | |
| 9. Henry James' The Portrait of a Lady | | |
| 10. J.D. Salinger's The Catcher in the Rye | | |
| 11. Joseph Heller's Catch-22 | | |
| 12. Margaret Mitchell's Gone with the Wind | | |
| 13. Mark Twain's Tom Sawyer | | |
| 14. Pearl Buck's The Good Earth | | |
| 15. Philip Roth's My Life As a Man | | |
| 16. Saul Bellow's Herzog | | |
| 17. Steinbeck's The Grapes of Wrath | | |
| 18. Stowe's Uncle Tom's Cabin | | |
| 19. Toni Morrison's Beloved | | |
| **20.** Upton Sinclair's The Jungle | | |
| **Unit:4** | **CRITICISM** | **15 hours** |
| 1. Alice Walker's In Search of Our Mothers' Gardens: Womanist Prose | | |
| 2. Barbara Johnson's The Frame of Reference: Poe, Lacan, | | |
| 3. Cleanth Brooks' the Language of Paradox | | |
| 4. Edmund Fuller's The New Compassion in the American Novel | | |
| 5. Emerson's Self-reliance | | |
| 6. Geoffrey Hartmen's Crossing Over: Literary Commentary as Literature | | |
| 7. Harold Bloom's The Anxiety of Influence: A Theory of Poetry | | |
| 8. Henry James' The Art of Fiction J | | |
| 9. Irving Babbit's Genius and Taste | | |
| 10. J. C. Ransom's Criticism, Inc. | | |
| 11. Judith Butler's Undoing Gender | | |
| 12. Kenneth Burke's Poetic Process | | |



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| 13. Leslie Fiedler's Love and Death in the American Novel and the 1960s | | |
| 14. Lionel Trilling's Freud: Within and Beyond Culture | | |
| 15. M.H. Abrams' The Mirror and the Lamp | | |
| 16. Margaret Fuller's Women in the Nineteenth Century | | |
| 17. R.S. Crane's The Languages of Criticism and the Structure of Poetry | | |
| 18. Stephen Greenblat's Shakespeare and the Exorcists | | |
| 19. Wayne C. Booth's The Rhetoric of Fiction | | |
| 20. Wimsatt and Beardsley's The Verbal Icon | | |
| **Unit:5** | **AUTHORS** | **15 hours** |
| 1. Adrienne Rich | | |
| 2. Allan Tate | | |
| 3. Amy Lowell | | |
| 4. E.E.Cummings | | |
| 5. Edgar Allan Poe | | |
| 6. Eugene O'Neil | | |
| 7. Ezra Pound | | |
| 8. James Hooper | | |
| 9. John Updike | | |
| 10. Mark Twain | | |
| 11. Nathaniel Hawthorne | | |
| 12. O'Henry | | |
| 13. Richard Nathaniel Wright | | |
| 14. Robert Lowell | | |
| 15. Sinclair Lewis | | |
| 16. Sylvia Plath | | |
| 17. Thoreau | | |



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| 18. Vladimir Nabokov | | | |
| 19. Washington Irving | | | |
| 20. Zora Neale Hurston | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 |  | | |
| **Reference Books** | | | |
| 1 | The Oxford Companion to English Literature edited by Margaret Drabble | | |
| 2 | The Cambridge Guide to Literature in English by Ian Ousby | | |
| 3 | Net.Set..Go: Literatures in English by D.E. Benet and S. Samuel Rufus | | |
| 4 | Website:(National Digital Library) [https://ndl.iitkgp.ac.in](https://ndl.iitkgp.ac.in/) | | |
| 5 | Website[:www.poemhunt](http://www.poemhunter.com/)e[r.com](http://www.poemhunter.com/) | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
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| **ELECTIVE PAPER 3 (GROUP B) – SEMESTER 3 INDIAN WRITING IN ENGLISH (\* INDIAN DIASPORIC WRITERS TOO ARE INCLUDED HERE.)** | | |
| **Unit:1** | **POETRY** | **15 hours** |
| **1.** A. K. Ramanujan's Small Scale Reflections on a Great House. | | |
| 2. AdilJussawalla's The Waiters | | |
| 3. Agha Shahid Ali's Call me Ishmail Tonight | | |
| 4. ArunKolatkar's Three Cups of Tea | | |
| 5. ArvindMehrotra's Between Bricks, Madness | | |
| 6. Daruwalla's Death by Burial | | |
| 7. Dom Moraes' A Letter | | |
| 8. GauuriDeshpande's The Female of the Species | | |
| 9. Gieve Patel's Forensic Medicine | | |
| 10. JayantaMahapatra's The Lost Children of America | | |
| 11. K.D. Katrak's The Kitchen Door | | |
| 12. Kamala Das's The Old Playhouse | | |
| 13. N. Daruwala's Pestilence in Nineteenth Century Calcutta | | |
| 14. Nissim Ezekiel's Enterprise | | |
| 15. P. Lal's The Poet | | |
| 16. Parthasarathy's Exile from Homecoming | | |
| 17. SaleemPeeradina's Still Life | | |
| 18. Sarojini Naidu's Coramental Fishers | | |
| 19. Shiv K. Kumar's Indian Women | | |
| 20. Toru Dutt's Our Casuarina Tree | | |
| **Unit:2** | **DRAMA** | **15 hours** |
| 1. Annie Zaidi's So Many Socks | | |
| 2. Anita Nair's Nine Faces of Being | | |
| 3. A. S. P. Ayyar'sSita's Choice | | |



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| 4. AsifCurrimbhoy's The Refugee | | |
| 5. BadalSircar's That Other History | | |
| 6. Bharathi Sarabhai's Two Women | | |
| 7. Cyrus Mistry'sDoongaji House | | |
| 8. Dina Mehta's The Myth Makers | | |
| 9. GirishKarnad's The Sword of Tipu Sultan | | |
| 10. GurucharanDas'LarinsSaheb | | |
| 11. Mahasweta Devi's Mother of 1084 | | |
| 12. Mahesh Dattani's Final Solutions | | |
| 13. Manjima Chatterjee's The Mountain of Bones | | |
| 14. Manjula Padmanaban's Harvest | | |
| 15. Mohan Rakesh's The Great Swans of the Waves | | |
| 16. Polie Sengupta's Mangalam | | |
| 17. Ramu Ramanathan's Collaborators | | |
| 18. Sri Aurobindo's Vasavadutta | | |
| 19. Uma Parameswaran's Rootless But Green are the Boulevard Trees | | |
| 20. Utpal Dutt's The Great Rebellion | | |
| **Unit:3** | **FICTION** | **15 hours** |
| 1. Amitav Gosh's Sea of Poppies | | |
| 2. Arundhati Roy's The God of Small Things | | |
| 3. Arvind Adiga's The White Tiger | | |
| 4. Bisham Sahni's Tamas | | |
| 5. Chaman Nahal's Azadi | | |
| 6. Chaman Nahal's Azadi | | |
| 7. David Davidar's The House of Blue Mangoes | | |
| 8. J. G. Farrell's The Seige of Krishnapur | | |



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| 9. Jhumpa Lahiri's The Namesake | | |
| 10. Kamala Markandaya's Necter in a Sieve | | |
| 11. Khushwant Singh's I Shall Not Hear the Nightingale | | |
| 12. Kiran Desai's The Inheritance of Loss | | |
| 13. Kushwanth Singh's Train to Pakistan | | |
| 14. K.S. Maniam's The Return | | |
| 15. Mulk Raj Anand's The Coolie | | |
| 16. Jeet Thayil's Narcolpolis | | |
| 17. Nayantara Sahgal's Mistaken Identity | | |
| 18. Perumal Murugan's Season of the Palm | | |
| 19. Shashi Deshpandi's That Long Silence | | |
| 20. Shashi Tharoor's The Great Indian Novel | | |
| 21. Salman Rushdie's Midnight Children | | |
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| **Unit:4** | **CRITICISM** | **15 hours** |
| 1. Aijaz Ahmad's Jameson's Rhetoric of Otherness and the 'National Allegory' 2. Arun P. Mukherjee's Ideology in the Classroom: A Case Study in the Teaching of English Literature in Canadian Univerisities | | |
| 3. A. K. Coomaraswamy's The Dance of Shiva | | |
| 4. Chandra Talpade Mohanty's Under Western Eyes: Feminist Scholarship and Colonial Discourse | | |
| 5. Dipesh Chakrabarty' Postcoloniality and the Artifice of History | | |
| 6. M. K. Gandhi's The Story of My Experiments with Truth | | |
| 7. Gauri Viswanathan's The Beginnings of English Literary Study in British India | | |
| 8. Gayatri Charkravorty Spivak's Can the Subaltern Speak? | | |
| 9. Jawaharlal Nehru's The Discovery of India | | |
| 10. Kumkum Sangari's The Politics of the Possible | | |
| 11. G.B. Mohan's Rasa as Aesthetic Experience | | |



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| 12. Omprakash's Joothan | | |
| 13. Partha Chatterjee's The Nationalist Resolution of the Women's Question | | |
| 14. R. Radhakrishnan's Nationalims, Gender and the Narrative of Identity | | |
| 15. Radhakamal Mukerjee's Rasas as Springs of Art in Indian | | |
| **16.** S. Radhakrishnan's Religion, Science and Culture | | |
| **17.** Raja Rao's Language and Spirit | | |
| **18.** Rajeswari Sunder Rajan's Representing Sati: Continuities | | |
| **19.** Ranajith Guha's The Prose of Counter-Insurgency | | |
| **20.** Sara Suleri's The Rhetoric of English India | | |
| **Unit:5** | **AUTHORS** | **15 hours** |
| 1. Amit Chaudhuri | | |
| 2. Anita Desai | | |
| 3. Bharati Mukherjee | | |
| 4. Chitra Banerjee Devakaruni | | |
| 5. Girish Karnad | | |
| 6. Gita Hariharan | | |
| 7. K.N. Daruwalla | | |
| 8. Manohar Malgoankar | | |
| 9. Meena Alexander | | |
| 10. Michael Madhusudan Dutt | | |
| 11. Nirad C. Chaudhuri | | |
| 12. Rabindranath Tagore | | |
| 13. S. Radhakrishnan | | |
| 14. Rohinton Mistry | | |
| 15. R. K. Narayan | | |
| 16. Shobhaa De | | |



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| 17. Smita Agarwal | | | |
| 18. Vijay Tendulkar | | | |
| 19. Vikram Chandra | | | |
| 20. Vikram Seth | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
| 1 |  | | |
| **Reference Books** | | | |
| 1 | The Cambridge Guide to Literature in English by Ian Ousby | | |
| 2 | The Post-colonial Studies Reader edited by Bill Ashcroft, Gareth Griffiths and Helen Tiffin | | |
| 3 | Postcolonial Discourses: An Anthology edited by Gregory Castle (Blackwell | | |
| 4 | *Net.Set..Go: Literatures in English* by D.E. Benet and S. Samuel Rufus | | |
| 5 | Website:(National Digital Library) [https://ndl.iitkgp.ac.in](https://ndl.iitkgp.ac.in/) | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
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| **ELECTIVE PAPER 4 (GROUP B) – SEMESTER 4 - NEW LITERATURES IN ENGLISH** | | |
| **Unit:1** | **POETRY** | **15 hours** |
| **1.** A.D. Hope's Australia | | |
| 2. Adrieene Rich's Cartographies of Silence | | |
| 3. Allen Curnow's Time | | |
| 4. Bliss Carman's Wild Garden | | |
| 5. Chris Wallace Crabbe's Nature, Language, the Sea: An Essay | | |
| 6. Christopher Okigbo's Heavensgate | | |
| 7. David Diop's Africa | | |
| 8. Duncan Campbell's The Magic House | | |
| 9. Edwin J. Pratt's Towards the Last Spike | | |
| 10. Edwin Thumboo's Gods Can Die | | |
| 11. Gabriel Okara's Once Upon a Time | | |
| 12. George Frederick Cameron's The Future | | |
| 13. Keri Hulme's Shards | | |
| 14. Kishwar Naheed's I am not that woman | | |
| 15. P.K. Page's Adolescence | | |
| 16. Robert William Service's Songs of a Sourdough | | |
| 17. F.R. Scott's The Canadian Authors' Meet | | |
| 18. Wilfred Campbell's The Winter Lakes | | |
| 19. William Bliss Carman's Wild Garden | | |
| 20. William Henry Drummond's The Great Fight | | |
| **Unit:2** | **DRAMA** | **15 hours** |
| 1. Ama Ata Aidoo's Anowa | | |
| 2. Anne-Marie MacDonald's (Good Night) Desdemona (Good Morning Juliet) | | |
| 3. Athol Fugard's The Train Driver | | |



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| 4. Brad Fraser's Unidentified Human Remains | | |
| 5. George Ryga's The Ecstasy of Rita Joe | | |
| 6. Ian Fraser's Dogs of the Blue Gods | | |
| 7. Joan MacLeod's Toronto, Mississippi | | |
| 8. Judith Thompson's I Am Yours | | |
| 9. Ola Rotimi's The Gods Are Not to Blame | | |
| 10. Ray Lawler's Summer of the Seventeenth Doll | | |
| 11. Robertson Davies' At My Heart's Core | | |
| 12. Roger Bennet's Up the Ladder | | |
| 13. Roger Hall's Glide Time | | |
| 14. Sally Clark's Moo | | |
| 15. Sharon Pollock's Blood Relations | | |
| 16. Stella Jones' The Tree | | |
| 17. Stephen William Black's Love and the Hyphen | | |
| 18. Thiong'oNgugi's I Will Mary When I want | | |
| 19. Tomson Highway's The Rez Sisters | | |
| 20. Wole Soyinka's The Lion and the Jewel | | |
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| **Unit:3** | **FICTION** | **15 hours** |
| 1. BuchiEmecheta's The Joys of Motherhood | | |
| 2. J.M. Coetzee's Foe | | |
| 3. Chinua Achebe's Things Fall Apart | | |
| 4. Douglas Coupland's Generation X | | |
| 5. Douglas Durkin's The Magpie | | |
| 6. Italo Calvino's If On a Winter's Night a Traveler | | |
| 7. Jean Rhys' Wide Sargasso Sea | | |



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| 8. Katherine Mansfield's Life of Ma Parker | | |
| 9. Kazuo Ishiguro's The Remains of the Day | | |
| 10. KhaledHosseini's The Kite Runner | | |
| 11. A.M. Klein's The Second Scroll | | |
| 12. Kofi NyidevuAwoonor's Comes the Voyager at Last | | |
| 13. Kylie Tennant's The Joyful Condemned | | |
| 14. Margaret Atwood's The Edible Woman | | |
| **15.** Margaret Laurence's The Stone Angel | | |
| 16. Michael Ondaatje's The English Patient | | |
| 17. Monica Ali's Brick Lane | | |
| 18. Patrick White's Voss | | |
| 19. Salman Rushdie's The Moor's Last Sigh | | |
| 20. William Gibson's Neuromancer | | |
| **Unit:4** | **CRITICISM** | **15 hours** |
| 1. Achebe's Truth of Fiction | | |
| 2. Alfred W. Crosby's Ecological Imperialism | | |
| 3. Dennis Lee's Writing in Colonial Space | | |
| 4. Edward KamauBrathwhite's Nation Language | | |
| 5. Frantz Fanon's Black Skin, White Masks | | |
| 6. Gareth Giffiths' The Myth of Authenticity | | |
| 7. Helen Tiffin's Post-colonial Literatures and Counterdiscourse | | |
| 8. HomiBhabha's Nation and Narration | | |
| 9. Hugh MacLennan's Seven Rivers of Canada | | |
| 10. Jose Rabasa's Allegories of Atlas | | |
| 11. S.I.A. Kotei's The Book Today in Africa | | |
| 12. Linda Hutcheon's Circling the Downspout of Empire | | |



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| 13. Luke Strongman's Postcolonialism or post-imperialism? | | |
| 14. Northrop Frye's The Anatomy of Criticism | | |
| 15. OrhanPamuk's Other Colors | | |
| 16. Peter Hyland's Singapore: Poet, Critic, Audience | | |
| 17. Russell McDougall's The Body as Cultural Signfier | | |
| 18. Salman Rushdie's Imaginary Homelands | | |
| 19. Simon During's Postmodernism or Post-colonialism | | |
| **Unit:5** | **AUTHORS** | **15 hours** |
| 1. Alice Munro | | |
| 2. Amiri Baraka | | |
| 3. Derek Walcott | | |
| 4. Drew Hayden Taylor | | |
| 5. Hilary Mantel | | |
| 6. Janet Frame | | |
| 7. Judith Wright | | |
| 8. Linda Griffiths | | |
| 9. Maria Campbell | | |
| 10. Marshal McLuhan | | |
| 11. Morris West | | |
| 12. Nadine Gordimer | | |
| 13. V.S. Naipaul | | |
| 14. Peter Carey | | |
| 15. Robert Davies | | |
| 16. Sara Jeannette Duncan | | |
| 17. A.J.M. Smith | | |
| 18. Stephen Leacock | | |



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| 19. Thomas Keneally | | | |
| 20. WitiIhimaera | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** |
| Expert lectures, online seminars – webinars | | | |
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|  | | **Total Lecture hours** | **75 hours** |
| **Text Book(s)** | | | |
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| **Reference Books** | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | The Cambridge Guide to Literature in English by Ian Ousby | | |
| 2 | The Post-colonial Studies Reader edited by Bill Ashcroft, Gareth Griffiths and Helen Tiffin | | |
| 3 | Postcolonial Discourses: An Anthology edited by Gregory Castle (Blackwell) | | |
| 4 | Net.Set..Go: Literatures in English by D.E. Benet and S. Samuel Rufus | | |
| 5 | Website:(National Digital Library) [https://ndl.iitkgp.ac.in](https://ndl.iitkgp.ac.in/) | | |
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DIPLOMA IN MEDICAL TRANSCRIPTION

Aims and Objectives: -

In a changing social scenario it becomes necessary to equip the students so that they are able to find jobs immediately on completion of their learning programme. The aim of the course is to prepare the students for career opportunities. Globalization in the economic front has necessitated the introduction of innovative curriculum. Hence, the syllabus aims at catering to the practical and intellectual needs of the learner.

SYLLABUS

Text Book prescribed:-

"Medical Transcription Made Easy" By ALOK JHA, PRIYANKA ARORA Published by Macmillan India Ltd.,

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| **ELECTIVE PAPER 1 (GROUP A) – SEMESTER 1 - Basics of Medical Terminology** |
| Unit I  1. Introduction (Pages1-4) Unit II  1. Human Body – Basics (Pages5-7) Unit III   1. Medical Terminology – Basics 2. Dermatology (Pages 8-35) Unit IV   1. Optholmology (Pages 36-49) Unit V  1. Otorhinolaryngology (Pages 50-64) |



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| **ELECTIVE PAPER 2 (GROUP A) – SEMESTER 2 - Pulmonology and Cardiology** |
| Unit I  1. Introduction 2. Physical Assessment 3. Pathology (Pages65-70) Unit II  1. Procedures 2. Pharmacology (Pages70-72) Unit III - Cardiology  1. Introduction 2. Physical Assessment 3. Pathology (Pages79-86) Unit IV  1. Procedures 2. Pharmacology (Pages86-89) Unit V  1. Vocabulary 2.Abbreviations 3. Combining Forms  4. Suffix 5. Prefix 6. Exercises 7. Drug list (Pages 72-78)  1. Vocabulary 2. Abbreviations 3.Combining Forms 4. Suffix 5. Prefix 6. Exercises (Pages 90-96) |

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| **ELECTIVE PAPER 3 (GROUP A) – SEMESTER 3 - Gastroenterology, Genitourinary System, Gynecology and Obstetrics** |
| Unit I  1. Introduction 2. Physical Assessment 3. Pathology (Pages 97-106) Unit II  1. Procedures 2. Pharmacology (Pages106-116) Unit III  Genitourinary System (Pages107-134) Unit IV  Gynecology and Obstetrics (Pages135-142) Unit V  1. Procedures 2. Pharmacology (Pages142-151) |



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| **ELECTIVE PAPER 4 (GROUP A) – SEMESTER 4 - Orthopedics, Neurology, Endocrinology, Grammar and Common Errors** |
| Unit I  Orthopedics (Pages 152 to 170) Unit II  Neurology (Pages 171 to 190) Unit III   1. Endocrinology 2. Immunology (Pages 191 to 223) Unit IV 3. Grammar 4. Common Errors (224 to 245) Unit V   Transcription Guidelines (Pages 246 to 271) |



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| **POST GRADGUATE DIPLOMA IN TRANSLATION STUDIES**  Course Objectives:   1. To make the students become familiar with the basic concepts relating to the theory and practice of translation. 2. To sensitize the students to the linguistic structures of the source and the target language. 3. To enable the students to translate literary/non-literary texts from English to regional Languages and vice versa. |
| **ELECTIVE PAPER 1 (GROUP C) – SEMESTER 1 - Translation: An Overview** |
| Unit I: Introduction to Translation - Terms and Definitions - History of Translation – Translation: Is it a Science or an Art – The Translator: Requirements and Responsibilities.  Unit II: Kinds of Translation: Roman Jacobson, Dryden, Catford & Literal Translation – Methods of Translation: Author – Centered Translation, Text – Centered Translation & Reader – Centered Translation – Translations Procedures: Transliteration, Transference, Transcreation & Transposition  Unit III: Equivalence : Principle of Equivalence, Equivalence and Adequacy, Popovic on Equivalence : Linguistic Equivalence, Paradigmatic Equivalence, Stylistic Equivalence & Textual Equivalence – Susan Bassnett-McGuire on Equivalence – Catford on Equivalence – Eugene Nida on Equivalence – Adaptation.  Unit IV: Machine Translation – Translation of Bible – Prose Translation: Problems Unit V: Poetry Translation: Problems – Dramatic Texts: Problems – Shakespeare in Translation – Translation of Scientific and Technological Texts.  REFERENCES  Bassnett-McGuire, Susan. 1980. Translation Studies. London: Methuen. Belloc, Hilaire. 1931. On Translation. Oxford: the Clarendon Press.  Biguenet and Schultze. 1990. The Craft of Translation. Chicago: University Press. Lakshmi. 1993. Problems in Translation. Hyderabad: Book links. |



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| **ELECTIVE PAPER 2 (GROUP C) – SEMESTER 2 - Translation Types, Views and Tools** |
| Unit I: Translation studies and its various branches – Decoding and Encoding – Revision and Restructuring – Translated Literature – Translation and Linguistics – Limitations in Translation – Speech-Act Theory applied to translation–the translator-reader theory  Unit II: Evaluating a Translation: Three tests of a Translation – Accuracy, Intelligibility & Stylistic Equivalence  Unit III: Experts’ Views on Translation : Dryden, Matthew Arnold, Prawer, Horst Frienz, Susan Bassnet McGuire, Eugene Nida, Peter New Mark, J.C.Catford, Theodore Savory & Hilaire Belloc.  Unit IV: Process Approach and Product Approach – Loss and Gain in Translation – Translation: Procedure and Evaluation  Unit V: Tools for Translation-Introduction- Tools for Translation-Intellectual Tools- Knowledge of languages-Special talents and attributes-Knowledge of the subject- Experience- Colleagues and Peer-group-Mechanical Tools-Translating machines- Computerized dictionaries-Data-links-Typewriters-Dictating machine or Dictaphones - Copying machines-Text display devices-Storage and retrieval systems-Telephone and other means of communication-Material Tools-Dictionaries, Glossaries and Terminology Services  REFERENCES  Bassnett-McGuire, Susan. 1980. Translation Studies. London: Methuen. Belloc, Hilaire. 1931. On Translation. Oxford: the Clarendon Press.  Biguenet and Schultze. 1990. The Craft of Translation. Chicago: University Press. Lakshmi. 1993. Problems in Translation. Hyderabad: Book links.  Booth A.D. 1967. Machine Translation. Amsterdam, North-Holland Publishing Company. |



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| **ELECTIVE PAPER 3 (GROUP C) – SEMESTER 3 - Language, Culture and Translation Practice** |
| Unit I : Language Universals, Universal Grammar (UG) And Intertranslatability- Introduction-Historical Background-Two Major approaches to Language Universals- Typological Approach-Generative approach & Universal grammar-Substantive  Universals-Formal Universals.  Unit II: -Language Variation-Differences between the approaches-Phonological universals- Morphological universals- Semantic universals-Language universals in diachrony-Language universals in other areas-Language universals & Translation Studies-Vocabulary-Formal Equivalence.  Unit III: Language, Culture And Translation In South Asia- Introduction- The notion of "South Asia"-The notion of "Culture"-The notion of "Translation"- The notion of "Language"-Language, Culture and Translation in South Asia: An overview-Language in South Asia-Culture in south Asia-Translation in South Asia.  Unit IV: Language Families of South India: Distribution, Basic Characteristics and Enumeration- Introduction-Dravidian Languages-Characteristic features of Dravidian Languages- Sub grouping of Dravidian Languages-Enumeration of Dravidian Languages  Unit V: Translate the passage from a language of the student’s choice into English and comment on the problems faced during the translation-Translate the English passage into a language of the student’s choice and comment on the problems faced during the translation.  REFERENCES  Chomsky, Noam. (1965). Aspects of the theory of syntax. Cambridge, Mass: MIT Press. ----  -----. (1975). The logical structure of linguistic theory. Chicago: University of Chicago Press.  Patterson, Maureen L.P. 1981. South Asian Civilization. A Bibliographic Synthesis. Chicago: The University of Chicago Press.  Caldwell, Rt. Rev. Robert. 1856. A Comparative Grammar of the Dravidian or South Indian family of Languages. 3rd ed. Revised and edited by Rev. J.L. Wyatt and T. Ramakrishna Pillai. Reprinted. Madras, University of Madras. |

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| **ELECTIVE PAPER 4 (GROUP C) – SEMESTER 4 - Translation Project**  **Internal -25 + External – 75 = 100** |
| Description: This course provides a venue for Students to work independently and apply in an integrated manner the concepts and skills they will have acquired in the previous semesters. Students will be required to translate an extended text of about 10000 words (from the regional languages into English or vice-versa).  Project work: 50 marks Viva-voce: 50 marks |



**General Instructions:**

1. **Elective Courses:** Minimum Two for Each Semester.
2. **Supportive Courses:** Minimum One for first three Semesters.
3. **Value Added Courses:** Minimum 2 and maximum 5 for Each Department for Entire Program
4. **Job Oriented Certificate Courses:** Two Courses (Each one on First and Second Year)
5. All the Board of Studies are requested to follow the same template and use the TIMES NEW ROMAN FONT with the Size of 12.
6. The Course Designer should be mentioned in each of the courses.

**Details for the Certificate Course**

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| **1** | **Name of the Course** |  |
| **2** | **Name of the Department** |  |
| **3** | **Name of the Faculty Member** |  |
| **4** | **Inter/Intra Department** |  |
| **5** | **Objectives of the Course** |  |
| **6** | **Topics to be Covered** |  |
| **7** | **Duration of the Course** |  |
| **8** | **Eligibility** |  |
| **9** | **Registration** |  |
| **10** | **Description of the Course** |  |
| **11** | **Job Opportunities** |  |
| **12** | **Number of Candidates** |  |
| **13** | **Course Fee** |  |

**M. A. English Language and Literature**

**Syllabus**

**(2025 - 2026)**

**Program Code: 31F**



**DEPARTMENT OF ENGLISH**

**Bharathiar University**

**(A State University, Accredited with “A“ Grade by NAAC and 13th Rank among Indian Universities by MHRD-NIRF) Coimbatore 641 046, INDIA**

**BHARATHIAR UNIVERSITY: COIMBATORE 641046 DEPARTMENT OF ENGLISH**

**MISSION**

**To develop an optimistic view of life from the knowledge gained through literature.**

**To become better human beings with morals and values learnt from literatures down the ages.**

**To be prepared to explore new avenues and contribute to the field of literature through research.**