

MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI
 UG COURSES – AFFILIATED COLLEGES

B.A. English

(Choice Based Credit System)

(with effect from the academic year 2017-2018 onwards)

SEMESTER - 1

Sem	Part I/II/ III/IV	Sub. No	Subject Status	SUBJECT TITLE	Hrs/ Week	Cre dits	Marks				
							Maximum			Passing Minimum	
							Int.	Ext.	Tot	Ext.	Tot.
I	I	1	Language	TAMIL/OTHER LANGUAGE	6	4	25	75	100	30	40
	II	2	Language	ENGLISH	6	4	25	75	100	30	40
	III	3	Core - 1	INDIAN WRITING IN ENGLISH - I	4	4	25	75	100	30	40
	III	4	Core - 2	BRITISH FICTION	4	4	25	75	100	30	40
	III	5	Core - 3	AUSTRALIAN LITERATURE	4	4	25	75	100	30	40
	III	6	Allied - 1	SOCIAL HISTORY OF ENGLAND	4	3	25	75	100	30	40
	IV	7	Common	ENVIRONMENTAL STUDIES	2	2	25	75	100	30	40
SUB TOTAL					30	25					

Core-I

Indian Writing in English

Objectives:

- To introduce the learners the rich literary tradition in Indian writing in English.
- To acquaint the students the various genres in Indian writing in English

Unit-I

Prose

M.K. Gandhi	: The Gospel of Non-Violence
Jawaharlal Nehru	: Tryst with Destiny
C. Rajagopalachari	: Tree Speaks

Unit-II

Poetry

Rabindranath Tagore	: From <i>Gitanjali</i> : The Tame Bird was in a Cage
Nissim Ezekiel	: Night of the Scorpion
A. K. Ramanujan	: Small-Scale Reflections on a Great House
Kamala Das	: The Old Play House

Unit-III

Short-Stories

R. K. Narayan	: Astrologer's Day
Ruskin Bond	: The Woman on Platform No. 8
Prem Chand	: Idgah

Unit-IV

Drama

Vijay Tendulkar	: <i>Silence! The Court is in Session</i>
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Unit-V

Fiction

Mulk Raj Anand	: <i>Untouchable</i>
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Text Prescribed:

Unit I, II & III: *Selections from Indian Writing in English for Undergraduates.*
Board of Editors. New Century Book House (P) Ltd.

Unit IV: *Silence! The Court is in Session.* Vijay Tendulkar. Oxford.

Core-II
British Fiction

Objectives:

- To familiarize the students with the evolution of the genre of fiction in Britain.
- To enhance vocabulary and usage of English through reading.

Unit-I

Henry Fielding : *Joseph Andrews*

Unit-II

Sir Walter Scott : *Kenilworth*

Unit-III

Charles Dickens : *Oliver Twist*

Unit-IV

Thomas Hardy : *Far from the Madding Crowd*

Unit-V

Doris Lessing : *The Grass is Singing*

Core-III
Australian Literature

Objectives:

- To introduce the students to the Australian literary texts and approach them from a postcolonial perspective.
- To make him approach selected texts for their literary value and cultural importance.

Unit – I

Prose

Sally Morgan	:	A Black Grandmother
Dick Roughsey	:	Faces of White Pipe Clay
David Malouf	:	<i>From</i> Remembering Babylon

Unit –II

Poetry

Dorothy Hewett	:	<i>From</i> Testament
Mudrooroo Narogin (Colin Jackson):		They Give Jacky Rights
Silvana Gardner	:	Old Girl
Kevin Gilbert	:	Mister Man

Unit –III

Short-Stories

Tim Winton	:	Neighbours
Barbara Baynton	:	The Chosen Vessel
Henry Lawson	:	The Drover's Wife

Unit –IV

Drama

Jack Davis	:	<i>Kullark (Home)</i>
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Unit –V

Fiction

Kate Grenville	:	<i>The Secret River</i>
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Texts:

Australian Literature. Ed. Board of Studies. Angel Publishers. Chennai-8

Unit 1, 2, & 3: *The Arnold Anthology of Post-Colonial Literatures*. Ed. John Thieme. Arnold Publications.

Allied - I
Social History of England

Objectives:

- To familiarize the students with the historical movements and the cultural politics of England.
- To provide the student the social-cultural background on which a literary text is grounded.

Unit-I

		Introduction – A brief outline of British History
Chapter	I	The Renaissance
	II	The Reformation

Unit-II

Chapter	III	The Religion of England
	IV	The Elizabethan Theatre
	VI	The Civil War and its Social Consequences

Unit-III

Chapter	VII	Puritanism
	VIII	Restoration England
	XI	Coffee-House Life in London

Unit-IV

Chapter	XIII	The Industrial Revolution
	XIV	The Methodist Movement
	XV	Other Humanitarian Movement

Unit-V

Chapter	XVI	Effects of the French Revolution
	XVIII	The Victorian Age
	XIX	Development of Education in Victorian England

Texts Prescribed:

A. G. Xavier. *Introduction to the Social History of England*. Published by S. Viswanathan (Printers and Publishers) Pvt. Ltd.

Reference:

G.M. Trevelyan. *English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria*.

Padmaja Ashok. *The Social History of England*. Padmaja Ashok. Orient Black Swan. 2011.

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SEMESTER - II

Sem	Part I/II/ III/IV	Sub. No	Subject Status	SUBJECT TITLE	Hrs/ Week	Cre dits	Marks				
							Maximum			Passing Minimum	
							Int.	Ext.	Tot	Ext.	Tot.
II	I	7	Language	TAMIL/OTHER LANGUAGE	6	4	25	75	100	30	40
	II	8	Language	ENGLISH	6	4	25	75	100	30	40
	III	9	Core - 4	INDIAN WRITING IN ENGLISH - II	4	4	25	75	100	30	40
	III	10	Core - 5	AMERICAN LITERATURE	4	4	25	75	100	30	40
	III	11	Core - 6	ENGLISH GRAMMAR AND USAGE	4	4	25	75	100	30	40
	III	12	Allied- II	LITERARY FORMS	4	3	25	75	100	30	40
	IV	13	Common	VALUE BASED EDUCATION/SOCIAL HARMONY	2	2	25	75	100	30	40
SUB TOTAL					30	25					

Indian Writing in English – II

Unit-I

Prose

Swami Vivekananda	:	Work and its Secret
Khushwant Singh	:	The Portrait of a Lady
Amitav Ghosh	:	A Town by the Sea

Unit-II

Poetry

Jayanta Mahapatra	:	Freedom
K. Sachidanathan	:	Mad
Mohanchand	:	Before I am Born
Gieve Patel	:	Old Man's Death

Unit-III

Short-Stories

K. A. Abbas	:	Bholi
Prajwal Parajuly	:	The Cleft
Mrinal Pandey	:	Girls

Unit-IV

Drama

Asif Currimbhoy	;	<i>The Refugee</i>
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Unit-V

Fiction

Easterine Kire	:	<i>When the River Sleeps</i>
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Texts:

Asif Currimbhoy. *The Refugee*. Pub. Writer's Workshop. Calcutta.

Easterine Kire. *When the River Sleeps*. Zuban Publications. NewDelhi.

American Literature

Objectives:

- To acquaint the students with different literary era, movements and authors relating to American history and literature
- To enhance communicative and creative skills through literature.

Unit – I

Prose

Edgar Allen Poe	-	Philosophy of Composition
Henry David Thoreau	-	A Battle of Ants
Martin Luther King	-	I have a Dream

Unit –II

Poetry

Edgar Allen Poe	-	The Raven
Walt Whitman	-	O! Captain My! Captain
Robert Frost	-	West-running Brook

Unit –III

Short-Story

O'Henry	-	Last Leaf
James Thurber	-	The Night the Ghost got in
Kate Chopin	-	Regret

Unit – IV

Drama

Arthur Miller	-	<i>All My Sons</i>
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Unit – V

Fiction

Nathaniel Hawthorne	-	<i>The Scarlet Letter</i>
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Text Prescribed:

A Text Book of American Literature. Ed. Board of Editors. Sarah Publishers. Tiruchi.

All My Sons. Arthur Miller. Oxford University Press.

English Grammar and Usage

Objectives:

- To enhance the communicative competence by improving the grammatical skills.
- To strengthen the writing skills by augmenting the grammatical skills.
- Enable the students to use English correctly and confidently.

Unit-I

The Word: Uses

- The Nouns – Kinds – Number – Gender – Compound nouns – Forms of the Genitive.
- Articles
- Pronouns
- Adjectives – Kinds – formation with affixes
- Adverbs: Kinds – Formation – Functions – Uses
- Prepositions: Simple and Compound prepositions; those accompanying verbs, adjectives and nouns.
- Conjunctions: Coordinating, Correlatives and Subordinating.

Unit-II

The Verb:

- Transitive, intransitive and Linking – Usage
- Phrasal verbs
- Auxiliaries: Primary and Modals
- Concord: Subject-Verb Agreement

Unit-III

The Sentence:

- Kinds of Sentences
- Formation of Negatives
- Yes or No Questions
- Word Questions
- Question Tags

Unit-IV

Tenses: Forms and Uses

- Verb Forms
- Non-Finites: Present and Past Participles - Uses
- Infinitives and Gerunds – Uses

Unit-V

- Active and Passive Voices
- Indirect Speech
- Transformation of Sentences (Pages 236-237 & 248-258 only)

Text: *English Grammar and Usage*. Mahaam Publishers, Chennai.

Literary Forms

Objectives:

- To introduce the various genres and forms of literature.

Unit-I

Section I – Poetry – Chapter II: Poetical Types

The Lyric

The Ode

The Sonnet

The Elegy

Unit-II

The Idyll

The Ballad

The Satire

Unit-III

Section II – Drama Chapter II: Dramatic Types

Tragedy and Comedy

Tragi-Comedy

Farce and Melodrama

The Masque

The One-Act Play

The Dramatic Monologue

Unit-IV

Section III – Prose

The Essay

The Novel

The Short-Story

Unit-V

Biography

Autobiography

Prescribed Text:

A Background to the Study of English Literature (Revised Edition). B. Prasad, Macmillan.

Reference:

A Companion to Literary Forms, Padmaja Ashok, Orient BlackSwan

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							Maximum			Passing Minimum	
							Int.	Ext.	Tot	Ext.	Tot.
III	I	1	Language	TAMIL/OTHER LANGUAGE	6	4	25	75	100	30	40
	II	2	Language	ENGLISH	6	4	25	75	100	30	40
	III	3	Core- 7	HISTORY OF ENGLISH LITERATURE-I	5	4	25	75	100	30	40
	III	4	Core - 8	BRITISH POETRY	4	4	25	75	100	30	40
	III	5	Allied – 3	CARIBBEAN LITERATURE	3	3	25	75	100	30	40
	III	6	Skilled-Based Core-1	PHONETICS AND SPOKEN ENGLISH	4	4	25	75	100	30	40
	IV	7	Non Major Elective - 1	ENGLISH FOR EMPLOYABILITY	2	2	25	75	100	30	40
	IV	8	Common	YOGA	2	2					
SUB TOTAL					30*	25*					

* Excluding Yoga

Sem	Part I/II/ III/IV	Sub. No	Subject Status	SUBJECT TITLE	Hrs/ Week	Cre dits	Marks				
							Maximum			Passing Minimum	
							Int.	Ext.	Tot	Ext.	Tot.
IV	I	1	Language	TAMIL/OTHER LANGUAGE	6	4	25	75	100	30	40
	II	2	Language	ENGLISH	6	4	25	75	100	30	40
	III	3	Core- 9	HISTORY OF ENGLISH LITERATURE-II	5	4	25	75	100	30	40
	III	4	Core- 10	BRITISH DRAMA	4	4	25	75	100	30	40
	III	5	Allied - 4	CHICANO LITERATURE	3	3	25	75	100	30	40
	III	6	Skill Based Core-2	ECO ENGLISH	4	4	25	75	100	30	40
	IV	7	Non Major Elective-2	BUSINESS COMMUNICATION	2	2	25	75	100	30	40
	IV	8	Common	COMPUTER FOR DIGITAL ERA	2	2					
	V	9	Extension Activity	NCC, NSS, YRC, YWF		1					
SUBTOTAL					30*	26*					

* Excluding "Computer for Digital Era."

Sem	Part III/ IV	Sub. No	Subject Status	SUBJECT TITLE	Hrs/ week	Cre dits	Marks				
							Maximum			Passing Minimum	
							Int.	Ext	Tot	Ext.	Tot
V	III	1	Core - 11	NON-FICTION	5	4	25	75	100	30	40
	III	2	Core - 12	LITERARY CRITICS AND APPROACHES	5	4	25	75	100	30	40
	III	3	Core - 13	WORLD LITERATURE IN TRANSLATION	5	4	25	75	100	30	40
	III	4	Core - 14	CANADIAN LITERATURE	5	4	25	75	100	30	40
	III	5	Major Electives (select 2 courses out of 3)	WOMEN'S WRITING	4	4	25	75	100	30	40
	III	6		JOURNALISM AND MASS COMMUNICATION	+	+					
				CREATIVE WRITING IN ENGLISH	4	4					
	IV	7	Skilled- Based Subject- (Common)	PERSONALITY DEVELOPMENT / EFFECTIVE COMMUNICATION / YOUTH LEADERSHIP	2	2	25	75	100	30	40
SUB TOTAL					30	26					

Sem	Part III/IV	Sub. No	Subject Status	SUBJECT TITLE	Hr We ek	Cre dits	Marks				
							Maximum			Passing Minimum	
							Int.	Ext.	Tot	Ext.	Tot.
VI	III	1	Core - 15	SHAKESPEARE	6	4	25	75	100	30	40
	III	2	Core - 16	SOUTH-ASIA LITERATURE IN ENGLISH	6	4	25	7	100	30	40
	III	3	Core - 17	SHORT-STORIES AND ONE-ACT PLAYS	5	4	25	75	100	30	40
	III	4	Core - 18	REGIONAL LITERATURE IN TRANSLATION	5	4	25	75	100	30	40
	IV	5	Major Electives (Select 2 out of 3)	AFRICAN LITERATURE	4	4	25	75	100	30	40
				WRITING FOR THE MEDIA	+	+					
COMPARATIVE LITERATURE				4	4						
SUB TOTAL					30	24					

Hrs/Week	Credits
5	4

History of English Literature – I

Objectives:

1. To give a clear and systemic understanding of the national changes and developments that influenced British Literature.
2. To familiarize the students about the historical movements that influenced the transformation of the literary tastes and standards.

Unit-I

The Age of Chaucer (1340-1044)
From Chaucer to 'Tottel's Miscellany' (1400-1557)

Unit-II

The Development of the Drama to 1561
The Age of Shakespeare – Non-Dramatic Verse, the Drama & the Prose

Unit-III

The Age of Milton – Milton, other Poets & Prose Writers

Unit-IV

The Age of Dryden – Verse, Prose & the Drama

Unit-V

The Age of Pope – Verse, Prose & the Drama

Text Prescribed:

William Henry Hudson: *An Outline History of English Literature*. Mahaam Publishers, Chennai – 78. mahampublishers@gmail.com.

References:

Aditi Chowdhury and Rita Gowswamy. *A History of English Literature: Traversing the Centuries*. Orient Blackswan Pvt. Ltd.

Hrs/Week	Credits
4	4

British Poetry

Objectives:

1. To provide a historical perspective of British poetry.
2. Interpretation and appreciation of the selected texts from the genre of poetry.

Unit-I:

John Milton : Lycidas
Dryden : Alexander's Feast

Unit-II :

P. B. Shelley : Ode to Skylark
John Keats : Ode to a Nightingale

Unit-III:

Tennyson : Ulysses
Browning : My Last Duchess

Unit-IV:

Hopkins : The Windhover
W. B. Yeats : A Prayer for my Daughter

Unit-V:

Wilfred Owen : Strange Meeting,
Ted Hughes : Work and Play

Hrs/Week	Credits
3	3

Caribbean Literature

Objectives:

1. To provide a socio-cultural perspective of Caribbean Writings.
2. Interpretation and appreciation of the selected texts.

Unit-I: Poetry

Derek Walcott	:	A Far Cry from Africa
Mervyn Morris	:	Judas
Nancy Morejon	:	Black Woman

Unit-II : Poetry

Kamau Braithwaite	:	Ananse
John Agard	:	Half-Caste
Edward Baugh	:	The Carpenter's Complaint

Unit-III: Short-Stories

Olive Senior	:	Summer Lightning
Jamaica Kincaid	:	In the Night

Unit-IV: Fiction

V. S. Naipaul	:	<i>Half a Life</i>
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Unit-V : Fiction

Derek Walcott	:	<i>Dream on Monkey Mountain</i>
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Prescribed Text:

Selections from Caribbean Literature. Mahaam Publishers, Chennai – 78.
mahampublishers@gmail.com.

V. S. Naipaul. *Half a Life*. Pan Macmillan.

Hrs/Week	Credits
4	4

Phonetics and Spoken English

Objectives:

1. To impart proficiency in pronunciation and oral communication.
2. To use appropriate language skills for various communicative functions in different socio-cultural contexts.

Unit - I

Organs of Speech & Vowels,

Unit - II

Consonants, Stress, & Intonation

Unit – III

Transcription of words, sentences and marking of stress

Unit – IV

At a Bank I – At a Bank, II – At a hotel reception Hall, Helping a friend to obtain a flat I, II and III – A discussion between two friends Booking Accommodation at an outstation hotel, Enquiring about flight/Arrivals. Enquiry for information. At the Restaurant, Visiting a Doctor, At the library.

Unit - V

Greeting, Introduction, Information, Invitation, Permission, Request, Offers, Compliments, Sympathy, Apology Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn taking, Interview, Group Discussion, Public Speaking.

Texts Prescribed:

1. P. Iyyadurai. *English Phonetics for Beginners*. Jones Publication.
2. Jayashree Balan. *Spoken English* (Vijaya Publication).
3. Saraswathy and Noorjahan. *Spoken English*

Hrs/Week	Credits
2	2

English for Employability

Objectives:

1. To enhance the language skill of the students..
2. To enhance the employability skills of the students.

Unit-I

1. The Verbs
2. Sentence Structure

Unit-II

3. Concord
4. Spotting Errors

Unit-III

5. Letter Writing – Formal
6. Curriculum Vitae

Unit-IV

7. Report Writing
8. Job Interview

Unit-V

9. Functional Communication
10. Group Discussion

Texts Prescribed:

T.M. Farhathullah & D.S.Kesava Rao: *Strengthen Your English for competitive Examinations*. Emerald Publishers, Chennai.

MSU/2017-18/UG-Colleges/Part-III (B.A. English) / Semester-IV / Core - 9

Hrs/Week	Credits
5	4

History of English Literature - II

Objectives:

1. To give a clear and systemic understanding of the national changes and developments that influenced British Literature.
2. To familiarize the students about the historical movements that influenced the transformation of the literary tastes and standards.

Unit-I

The Age of Johnson – General Prose, the Novel & the Verse

Unit-II

The Age of Wordsworth– The Older Poets & the Younger Poets

Unit-III

The Age of Tennyson – Verse, General Prose & the Novel

Unit-IV

The Age of Hardy

Unit-V

The Present Age

Texts Prescribed:

William Henry Hudson: *An Outline History of English Literature*. Mahaam Publishers, Chennai – 78. mahampublishers@gmail.com.

MSU/2017-18/UG-Colleges / Part-III (B.A. English) / Semester-IV / Core - 10

Hrs/Week	Credits
4	4

British Drama

Objectives:

1. To acquaint the students to the growth and development of English drama from a historical perspective.
2. To accustom the students to the various dramatic devices and techniques used in the genre.

Unit-I

Christopher Marlowe : *Dr. Faustus*

Unit-II

Oliver Goldsmith : *She Stoops to Conquer*

Unit-III

Richard Brinsley Sheridan : *School for Scandal*

Unit-IV

John Galsworthy : *Strife*

Unit-V

Bernard Shaw : *Candida*

Hrs/Week	Credits
3	3

Chicano Literature

Objectives:

1. To provide a socio-cultural perspective of Chicano Writings to the students.
2. To understand the culture of this ethnic group through the interpretation and appreciation of the selected texts.

Unit-I: Prose

Luis Alberto Urrea : Across the Wire (Preface alone)

Unit-II : Poetry

Sandra Cisneros : Cloud

Luis J. Rodriguez : The Concrete River

Jimmy Santiago Baca: I am Offering this Poem

Unit-III: Short-Stories

Francisco Jimenez : Under the Wire

The Circuit

Christmas Gift

Unit-IV: Fiction

Rudolfo A. Anaya : *Bless Me, Ultima*

Unit-V: Fiction

Luiz Valdez : *Zoot, Suit*

Text Prescribed: *Petals of Chicano Literature*. Angel Publishers. Chennai-8

Hrs/Week	Credits
4	4

Eco English

Objectives: The course will enable the students:

- To improve their communicative competence in English both speaking and writing.
- To augment their ability to read fast with better understanding.
- To express themselves clearly and concisely using right words in right places.

Unit I:

1. A Mini-story
2. Will the world come to an End?

Unit II:

3. Noah Today
4. Mass Extinction

Unit III:

5. A Poem about Climate Change
6. No one is Happy!

Unit IV:

7. "The Happy Man's Shirt" – Italian Folktale – Retold
8. Polluting the World

Unit V:

9. Can Earth be Earth?
10. Animal Farm

Prescribed Text:

Eco English: Learning English through Environmental Issues: An Integrated, Interactive Anthology. N. Krishnaswamy, Lalitha Krishnaswamy and Dr. B. S. Valke. Bloomsbury Pub. India. Pvt. Ltd. New Delhi.

Hrs/Week	Credits
2	2

Business Communication

Objectives:

- To impart the young graduates the basic concepts and practices of business communication and their application in the business world today.

Unit-I

1. Language and Communication
2. Communication in Organisation

Unit-II

3. Audio-Visual Aids
4. e-mail drafting

Unit-III

5. Formal Report
6. Technical Proposals

Unit-IV

7. Business Correspondence
8. Notice, Agenda, Minutes & Manual

Unit-V

9. Advertising
10. Graphic Aids

Prescribed Text: Krishna Mohan & Meera Benerjee: *Developing Communication Skills*,
Macmillian.

Hrs/Week	Credits
5	4

Non-Fiction

Objectives:

1. To familiarize the students to the prose writings of the representative writers.
2. To develop a sense of literary appreciation in the minds of students

Unit-I :

- Francis Bacon - Of Studies, and Of Friendship
Joseph Addison - Sir Roger at Theatre

Unit-II :

- Richard Steele - Sir Roger and the Widow
Oliver Goldsmith - The Man in Black

Unit-III:

- Charles Lamb - Dream Children
William Hazlitt - On Disagreeable People

Unit-IV:

- A. G. Gardiner - The Fellow Traveller
Robert Lynd - The Money Box

Unit-V:

- A. J. Cronin - The Best Investment I ever made.
G. K. Chesterton - The Worship of the Wealthy

Text Prescribed: *Elegant English Essays*. Board of Editors. Emerald Publishers. Chennai.

Hrs/Week	Credits
5	4

Literary Critics and Approaches

Objectives:

1. To introduce the major schools of literary criticism to the students.
2. To develop the critical sensibilities of the students

Unit-I

Plato
Aristotle

Unit-II

Philip Sidney
Dryden

Unit-III

Dr. Johnson
William Wordsworth

Unit – IV

Matthew Arnold
T. S. Eliot

Unit-V

The Moral Approach (Introduction)
The Psychological Approach (Introduction)
The Sociological Approach (Introduction)
The Formalistic Approach (Introduction)
The Archetypal Approach (Introduction)

Texts:

1. *An Introduction to English Criticism*. B. Prasad
2. *Five Approaches of Literary Criticism*. Wilbur Scott

Hrs/Week	Credits
5	4

World Literature in Translation

Objectives:

1. to familiarize the students with the literary classics written and translated from different parts of the world.
2. To acquaint the students with the global literary and cultural sensibilities prevalent in other parts of the globe.

Unit-I: Prose

Walter Benjamin	:	Unpacking my Library: A Talk about Book Collecting
Michel de Montaigne	:	Of Friendship

Unit-II: Poetry

Khalil Gibran	:	Your Children are not your Children
Gothe	:	The Reunion
Pablo Neruda	:	If You Forget Me

Unit-III: Short Story

Anton Chekov	:	Vanka
Gabriel Garcia Marquez	:	A Very Old Man with Enormous wings
Ivan S. Turgenev	:	The District Doctor

Unit – IV: Drama

Kalidasa	:	<i>Shakuntala</i> (Translated by Arthur W. Ryder)
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Unit-V: Fiction

Hermann Hesse	:	<i>Siddhartha</i> .
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Text: *World Literature in Translation*. Angel Publishers. Chennai-8

Hrs/Week	Credits
5	4

Canadian Literature

Objectives:

1. To introduce the students to Canadian literature through the close reading of the selected texts.
2. To make them approach selected texts for their literary value and cross cultural importance.

Unit I: Poetry

Al Pardy	-	Listening to Myself
Wilfred Campbell	-	The Winter Lake
A. J. M. Smith	-	Live as Old Proud King in Parable

Unit II: Short- Stories

Alice Munro	–	Red Dress
Margaret Atwood	–	The Resplendent Quetzal
Alistair MacLeod	-	As Birds Bring Forth the Sun

Unit III: Drama

George Ryga	-	<i>Ecstasy of Rita Joe</i>
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Unit IV: Fiction

Michael Ondaatje	-	<i>In the Skin of a Lion</i>
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Unit V: Fiction

Joy Kogawa	-	<i>Obasan</i>
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Prescribed Text: *Mosaics: An Anthology of Canadian Literature*. Mainspring Publishers. Chennai-600042.

Reference: The Arnold Anthology of Post-colonial Literatures. Ed. John Thieme. Arnold Pub. New York.

Hrs/Week	Credits
4	4

Major Electives (Select 2 out of 3 Papers)

Women's Writing

Objectives:

1. To sensitise the students about the problems women face in the patriarchal cultural milieu.
2. Employ literature to analyse issues and questions relating to women's experience and empowerment.

Unit-I: Poetry

Maya Angelou	-	Phenomenal Woman
Judith Wright	-	Woman to Man
Kishwar Naheed	-	I am not that Woman
Carol Ann Duffy	-	Originally

Unit-II: Prose

Jean Rhys	-	The Day they burned the Books
Virginia Woolf	-	Shakespeare's Sister

Unit-III: Short-Story

Nadine Gardiner	-	A Correspondence Course
Katherine Mansfield	-	An Ideal Family
Alice Munroe	-	The Photographer

Unit-IV: Fiction

Meena Alexander	-	<i>Nampally Road</i>
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Unit-V: Drama

Suzan-Lori Parks	-	<i>Topdog/Underdog</i>
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Texts Prescribed:

Women's Writing: Anthology. Mainspring Publishers. Chennai-600042.
Nampally Road. Meena Alexander. Orient Blackswan.

Reference:

The Arnold Anthology of Post-colonial Literatures. Ed. John Thieme.
Arnold Pub. New York.

Hrs/Week	Credits
4	4

Journalism and Mass Communication

Objectives:

1. To introduce the students to the challenges of the constantly evolving world of journalism and Mass Communication.
2. To develop multi-tasking skills required in the dynamic multi-media and convergent environment.

Unit-I

1. Journalism and Mass Communication
2. Journalism of Print Media

Unit-II

3. News Agencies
4. News Gathering and Reporting

Unit-III

5. History of Indian Journalism
6. Communication and Mass Communication

Unit-IV

7. Radio Broadcasting in India
8. Television Broadcasting in India

Unit-V

9. Information Technology
10. Web Journalism

Text Prescribed:

Hena Naqvi. *Journalism and Mass Communication*. Upkar Prakashan, Agra–2.

Reference:

Keval J. Kumar. *Mass Communication in India* 4th Ed. Jaico Publishing House. Mumbai-1

Hrs/Week	Credits
4	4

Creative Writing in English

Objectives:

- To introduce the students the basic knowledge and skills in creative writing.
- To develop the creative writing skills latent in the students.

Unit-I: What is Creative Writing?

Defining Creativity, Measuring Creativity, Inspiration and Agency, Creativity and Resistance, Art and Propaganda, Creativity and Madness, What is Creative Writing? Imagination and Writing, Restriction on an Open Field, Can Creative Writing be Taught?, The Importance of Reading.

Unit-II: The Art and Craft of Writing: Tropes and Figures.

- Based on Similarity: Simile, Metaphor, and Homonym
- Based on Association: Metonymy, Synecdoche, Allusion, and Symbol
- Based on Difference: Antithesis, Paradox, and Oxymoron
- Based on Extension of Ideas: Personification, and Hyperbole
- Based on Obliqueness: Irony, Euphemism, Ambiguity, and Pun
- Based on Utterance: Alliteration, Assonance, Consonance, Onomatopoeia, and Homophones
- Based on Work Building: Chiasmus, Acronyms, and Palindrome

Unit-III: Style and Register, Formal and Informal Usage Varieties of English, Language and Gender, Disordered Language, Playing with Words, Grammar and Word Order, Tense and Time, Grammatical Differences.

Unit-IV: Modes of Creative Writing.

Writing to Communicate: The Writer and the Reader, Section-I: Poetry, Writing Poetry, Definition of Poetry: What is Poetry?, The Four Functions of Language, What to Write and How to Start, Poetry and Prose, Shape, Form and Technique.

Unit-V: Section-II: Fiction.

Fiction, Non-Fiction, Fiction and the 20th Century, The Importance of History, Types of Novels, Literary and Popular Fiction, The Short-Story and the Novel, Character, Plot, Point of View (Modes of Narration), Setting (Milieu).

Text Prescribed: Anjana Neira Dev, Anuradha Marwah and Swati Pal. *Creative Writing: A Beginners Manual*. Pearson: Longman. Delhi/Chennai/Chandigarh.

References:

- David Morley. *The Cambridge Introduction to Creative Writing*. Cambridge University Press.
Paul Mills. *The Routledge Creative Writing Course Book*. Routledge. London and New York.

Hrs/Week	Credits
6	4

Shakespeare

Objectives:

1. To acquaint the students to the dramatic and theatrical conventions of Shakespeare.
2. To enable the learners to analyse plot, characters, themes and stage craft of his plays.

Unit – I: Shakespeare’s Sonnets:

Sonnet: 18: Shall I compare thee to a summer’s day?

29: When in disgrace with fortune and men’s eyes

33: Full many a glorious morning I have seen

104: To me, fair friend, you never can be old

Unit – II

As You Like It

Unit – III

Othello

Unit – IV

Julius Caesar

Unit – V

Elizabethan Stage & Audience

Fools and Clowns

Women in Shakespeare

Supernatural Elements in Shakespeare

Hrs/Week	Credits
6	4

South-Asian Literature in English

Objectives:

1. Learning the complexities of the region through its literature.
2. An understanding of South Asia's social, historical, local and global contexts.
3. Learning to read texts critically in order to analyse the distinctive literary strategies and devices deployed in these texts.

Unit-I

Poetry

- Yasmine Gooneratne : This Language, This Woman
Imtiaz Dharkar : Minority
Alamgir Hashmi : So What if I Live in a House made by Idiots.

Unit-II

Prose

- Natantara Sahgal : Martland
Jamil Ahmed : The Sins of the Mother
(from *The Wandering Falcon*.)

Unit-III

Short-Stories

- Hanif Kureshi : The Assault
Jackie Kabir : Silent Noise
Gita Hariharan : The Remains of the Feast

Unit – IV

Fiction

- Khaled Hossain : *A Thousand Splendid Sun*.

Unit-V

Drama

- Mahaswetha Devi : *Mother of 1084*.

Text Prescribed: *South Asian Literature in English*. Mainspring Publishers. Chennai-600042.

Hrs/Week	Credits
5	4

Short-Stories and One-Act Plays

Objectives:

1. Help the students analyzing and evaluating the plot and characters in short stories and one-act plays.
2. Enable the students to make comparisons in terms of theme, rhetorical structure, and genre.

Unit-I

Short-Stories

Leo Tolstoy	:	God Sees the Truth, but Waits
Jerome K Jerome	:	Uncle Podger Hangs a Picture
A.J. Cronin	:	Two Gentle Men of Verona

Unit-II

Short-Stories

Oscar Wilde	:	The Selfish Giant
Guy de Maupassant	:	At the Church Door
Sinclair Ross	:	The Lamp at Noon

Unit-III

Short-Stories

Stephen Leacock	:	The Errors of Santa Claus
Anton Chekhov	:	Misery
Catherine Mansfield	:	The Doll's House

Unit – IV

One-Act Plays

J. B. Priestley	:	Mother's Day
Anton Chekov	:	The Swan Song

Unit-V

One-Act Plays

Erisa Kironde	:	The Trick
Lady Gregory	:	The Rising of the Moon

Prescribed Text: *Echoes: An Anthology of Short Stories and One-Act Plays*. Mainspring Publishers. Chennai-600042.

Hrs/Week	Credits
5	4

Core XII
Regional Literature in English

Objectives:

1. To acquaint the students to the rich cultural and literary heritage of the native literature.
2. To inculcate in the students a flair to enjoy and appreciate native literature.

Unit-I: Poetry

Tiruvalluvar - *Tirukkural* (Translated by G. U. Pope)
Chapter-8: The Possession of Love
Chapter-11: Gratitude
Chapter-40: Learning

Unit-II: Poetry

Subramanya Bharathi - There is no fear
Mu. Mehta - Charge Sheet
Adavan Theetchanya - Self-Realization

Unit-III: Short-Story

U. R. Anantha Murthy - A Horse for the Sun
Vaikom Muhammad Basheer- Walls
Ambai (C.S.Lakshmi) - Gifts

Unit-IV: Fiction

Sundara Ramaswamy - *Tamarind History*

Unit-V: Drama

Girish Karnad - *Nagamandala*

Text Prescribed: *Regional Literature in English*. Ed. Board of Studies. Angel Publishers. Chennai-8
Tamarind History. Sundara Ramaswamy. Penguin India.

MSU/2017-18/UG-Colleges/Part-III (B.A. English) / Semester-VI / Major Elective-1

Hrs/Week	Credits
4	4

Major Elective (Select 2 out of 3)

African Literature

Objectives:

1. To enable the students to understand the cross-cultural and historical approaches to the works by major writers of Africa.
2. To understand the role of African literature in developing a national identity in the former colonies of Africa.

Unit-I

Poetry

Mazisi Kunene	-	A Note to all Surviving Africans
Jean-Joseph Rabearivelo	-	Cactus
Tsegaye Gabre-Medhin	-	Home Coming Son

Unit-II

Poetry

Walter Odame	-	Dear Child
Wole Soyinka	-	Telephone Conversation
John Pepper Clarke	-	The Casualties (to Chinua Achebe)

Unit-III

Short-Story

<i>Oral tradition</i>	-	Nwashisana, The Hare
Assia Djebar	-	My Father writes to my Mother
Henry Lopes	-	The Advance

Unit-IV

Fiction

Chinua Achebe	-	<i>The Arrow of God</i>
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Unit-V

Drama

Wole Soyinka	-	<i>The Lion and the Jewel</i>
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Text Prescribed: *African Literature: Expanding Horizons*. Mahaam Publishers.

Chennai-78. email: mahaampublishers@gmail.com

Hrs/Week	Credits
4	4

Writing for Media

Objectives:

1. To teach the fundamentals of good writing
2. To help the students aware of the basic conventions of fiction writing
3. To provide the students the tools for self expression in this medium

Unit I

The Making of a Writer
Writing for Print Media
News and News Writing

Unit II

Freelance Writer
The Art of Interviewing
Editorial Writing

Unit III

Script Writer
Play writing
Script Writing

Unit IV

Copy Writer
Writing for Advertisement
Copy Writing

Unit V

Writing Novels
Writing a Bestseller
Writing effectively

Text Book: *Writing for the Media*. Sunny Thomas, Vision Books Pvt. Ltd., New Delhi.

Hrs/Week	Credits
4	4

Comparative Literature

Objectives:

1. To gain insight into the affinities among various literatures
2. To enable the students to gain insights into the different cultures and milieu.

Unit I

Introduction
Definition and scope of comparative literature
National. Comparative, General and World Literature
French, American and Russian Schools of Comparative Literature
Indian School of Comparative Study

Unit II

The study of Influence
Analogy/Parallel Studies
Reception Study
Periodisation
The Matology

Unit III

The Study of Genres
Introduction
Theory of Genres
Problems of Genre Studies

Unit IV

Literature and other Disciplines
Literature and Sociology
Literature and Philosophy
Literature and other Arts

Unit V

Literature and the History of Ideas
Comparative Literature and Translation
Short Notes on Comparative Literature

Text Book: Comparative Literature: Prof. S. Yusuf. Manimekala Publishing House, 39, North Chithirai Street, Madurai – 625 001. Phone-(0452) 2623420, 4230321.

References: Susan Bassnett. *Comparative Literature: A Critical Introduction*. Blackwell Pub. Inc.
Steven Totosy de Zepetnak. *Comparative Literature: Theory, Method, Application*.
Rodophi Publication.

MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI
UG COURSES – AFFILIATED COLLEGES

B.A. English

(Choice Based Credit System)

(with effect from the academic year 2016-2017 onwards)

Sem.	Pt. I/II/ III/ IV/V	Sub. No.	Subject status	Subject Title	Hrs. per week	Cre- dits	Marks				
							Maximum			Passing minimum	
							Int.	Ext.	Tot.	Ext.	Tot.
V	III	25	Core - 7	NON-FICTION	7	5	25	75	100	30	40
	III	26	Core - 8	LITERARY CRITICS AND APPROACHES	7	5	25	75	100	30	40
	III	27	Major Electives (select 2 courses out of 3)	A) CANADIAN LITERATURE	6	5	25	75	100	30	40
	III	28		B) JOURNALISM AND MASS COMMUNICATION	6	5	25	75	100	30	40
				C) WOMEN'S WRITING							
IV	29	Skilled Based subject (Common)	Personality Development/ Effective Communication/ Youth Leadership	4	4	25	75	100	30	40	
SUBTOTAL					30	24					

Sem	Pt. I/ II/ III/ IV /V	Sub. / Ppr. No.	Subject status	Subject Title	Hrs. per week	Cre dits	Marks				
							Maximum			Passing minimum	
							Int.	Ext.	Tot.	Ext.	Tot.
VI	III	30	Core - 9	SHAKESPEARE	6	5	25	75	100	30	40
	III	31	Core - 10	SOUTH-ASIA LITERATURE IN ENGLISH	6	5	25	75	100	30	40
	III	32	Core - 11	SHORT-STORIES AND ONE-ACT PLAYS	6	5	25	75	100	30	40
	III	33	Core - 12	REGIONAL LITERATURE IN TRANSLATION	6	5	25	75	100	30	40
	III	34	Major Electives-III (Select 1 out of 2)	(A) AFRICAN LITERATURE	6	5	25	75	100	30	40
	(B) WRITING FOR THE MEDIA										
SUBTOTAL					30	25					

Non-Fiction

Objectives:

1. To familiarize the students to the prose writings of the representative writers.
2. To develop a sense of literary appreciation in the minds of students

Unit-I :

Francis Bacon	-	Of Studies, and Of Friendship
Joseph Addison	-	Sir Roger at Theatre

Unit-II :

Richard Steele	-	Sir Roger and the Widow
Oliver Goldsmith	-	The Man in Black

Unit-III:

Charles Lamb	-	Dream Children
William Hazlitt	-	On Disagreeable People

Unit-IV:

A. G. Gardiner	-	The Fellow Traveller
Robert Lynd	-	The Money Box

Unit-V:

A. J. Cronin	-	The Best Investment I ever made.
G. K. Chesterton	-	The Worship of the Wealthy

Text Prescribed: *Elegant English Essays*. Board of Editors. Emerald Publishers.

Chennai.

Literary Critics and Approaches

Objectives:

1. To introduce the major schools of literary criticism to the students.
2. To develop the critical sensibilities of the students

Unit-I

Plato
Aristotle

Unit-II

Philip Sidney
Dryden

Unit-III

Dr. Johnson
William Wordsworth

Unit – IV

Matthew Arnold
T. S. Eliot

Unit-V

The Moral Approach (Introduction)
The Psychological Approach (Introduction)
The Sociological Approach (Introduction)
The Formalistic Approach (Introduction)
The Archetypal Approach (Introduction)

Texts:

1. *An Introduction to English Criticism*. B. Prasad
2. *Five Approaches of Literary Criticism*. Wilbur Scott

Major Electives (Select 2 out of 3 Papers)

Canadian Literature

Objectives:

1. To introduce the students to Canadian literature through the close reading of the selected texts.
2. To make them approach selected texts for their literary value and cross cultural importance.

Unit I: Poetry

Al Parady	-	Listening to Myself
Wilfred Campbell	-	The Winter Lake
A. J. M. Smith	-	Live as Old Proud King in Parable
A. M. Klein	-	Indian Reservations: Caughnawaga
P. K. Page	-	First Neighbours

Unit II: Short- Stories

Yann Martel	–	The Facts behind the Helsinki Roccamatios
Alice Munro	–	Red Dress
Margaret Atwood	–	The Resplendent Quetzal
Alistair MacLeod	-	As Birds Bring Forth the Sun

Unit III: Drama

George Ryga	-	<i>Ecstasy of Rita Joe</i>
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Unit IV: Fiction

Michael Ondaatje	-	<i>In the Skin of a Lion</i>
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Unit V: Fiction

Joy Kogawa - *Obasan*

Prescribed Text: *Mosaics: An Anthology of Canadian Literature*. Mainspring Publishers. Chennai-600042.

Reference: The Arnold Anthology of Post-colonial Literatures. Ed. John Thieme. Arnold Pub. New York

Journalism and Mass Communication

Objectives:

1. To introduce the students to the challenges of the constantly evolving world of journalism and Mass Communication.
2. To develop multi-tasking skills required in the dynamic multi-media and convergent environment.

Unit-I

1. Journalism and Mass Communication
2. Journalism of Print Media

Unit-II

3. News Agencies
4. News Gathering and Reporting

Unit-III

5. History of Indian Journalism
6. Communication and Mass Communication

Unit-IV

7. Radio Broadcasting in India
8. Television Broadcasting in India

Unit-V

9. Information Technology
10. Web Journalism

Text Prescribed:

Hena Naqvi. *Journalism and Mass Communication*. Upkar Prakashan, Agra–2.

Reference:

Keval J. Kumar. *Mass Communication in India* 4th Ed. Jaico Publishing House. Mumbai-1

Women's Writing

Objectives:

1. To sensitise the students about the problems women face in the patriarchal cultural milieu.
2. Employ literature to analyse issues and questions relating to women's experience and empowerment.

Unit-I: Poetry

Maya Angelou	-	Phenomenal Woman
Judith Wright	-	Woman to Man
Kishwar Naheed	-	I am not that Woman
Carol Ann Duffy	-	Originally

Unit-II: Prose

Jean Rhys	-	The Day they burned the Books
Virginia Woolf	-	Shakespeare's Sister

Unit-III: Short-Story

Nadine Gardiner	-	A Correspondence Course
Katherine Mansfield	-	An Ideal Family
Alice Munroe	-	The Photographer

Unit-IV: Fiction

Meena Alexander	-	<i>Nampally Road</i>
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Unit-V: Drama

Suzan-Lori Parks	-	<i>Topdog/Underdog</i>
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Texts Prescribed:

Women's Writing: Anthology. Mainspring Publishers. Chennai-600042.

Nampally Road. Meena Alexander. Orient Blackswan.

References:

The Arnold Anthology of Post-colonial Literatures. Ed. John Thieme.
Arnold Pub. New York

Shakespeare

Objectives:

1. To acquaint the students to the dramatic and theatrical conventions of Shakespeare.
2. To enable the learners to analyse plot, characters, themes and stage craft of his plays.

Unit – I

As You Like It

Unit – II

Othello

Unit – III

Julius Caesar

Unit – IV

The Tempest

Unit – V

Elizabethan Stage & Audience

Fools and Clowns

Women in Shakespeare

Supernatural Elements in Shakespeare

South-Asian Literature in English

Objectives:

1. Learning the complexities of the region through its literature.
2. An understanding of South Asia's social, historical, local and global contexts.
3. Learning to read texts critically in order to analyse the distinctive literary strategies and devices deployed in these texts.

Unit-I

Poetry

Yasmine Gooneratne	:	This Language, This Woman
Imtiaz Dharkar	:	Minority
Eunice De Souza	:	Marriages are Made
Alamgir Hashmi	:	So What if I Live in a House made by Idiots.

Unit-II

Prose

Natantara Sahgal	:	Martland
Jamil Ahmed	:	The Sins of the Mother (from <i>The Wandering Falcon</i> .)

Unit-III

Short-Stories

Hanif Kureshi	:	The Assault
Jackie Kabir	:	Silent Noise
Gita Hariharan	:	The Remains of the Feast

Unit – IV

Fiction

Khaled Hossain	:	<i>A Thousand Splendid Sun.</i>
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Unit-V

Drama

Mahaswetha Devi	:	<i>Mother of 1084.</i>
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Text Prescribed: *South Asian Literature in English*. Mainspring Publishers. Chennai-600042.

Short-Stories and One-Act Plays

Objectives:

1. Help the students analyzing and evaluating the plot and characters in short stories and one-act plays.
2. Enable the students to make comparisons in terms of theme, rhetorical structure, and genre.

Unit-I

Short-Stories

Leo Tolstoy	:	God Sees the Truth, but Waits
Jerome K Jerome	:	Uncle Podger Hangs a Picture
A.J. Cronin	:	Two Gentle Men of Verona

Unit-II

Short-Stories

Oscar Wilde	:	The Selfish Giant
Guy de Maupassant	:	At the Church Door
Sinclair Ross	:	The Lamp at Noon

Unit-III

Short-Stories

Stephen Leacock	:	The Errors of Santa Claus
Anton Chekhov	:	Misery
Catherine Mansfield	:	The Doll's House

Unit – IV

One-Act Plays

J. B. Priestley	:	Mother's Day
Anton Chekov	:	The Swan Song

Unit-V

One-Act Plays

Eisa Kironde	:	The Trick
Lady Gregory	:	The Rising of the Moon

Prescribed Text: *Echoes: An Anthology of Short Stories and One-Act Plays*. Mainspring Publishers. Chennai-600042.

Regional Literature in English

Objectives:

1. To acquaint the students to the rich cultural and literary heritage of the native literature.
2. To inculcate in the students a flair to enjoy and appreciate native literature.

Unit-I: Poetry

Tiruvalluvar	-	<i>Tirukkural</i> (Translated by G. U. Pope) Chapter-8: The Possession of Love Chapter-11: Gratitude Chapter-30: Veracity Chapter-40: Learning
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Unit-II: Poetry

Subramanya Bharathi	-	Indian Republic There is no fear
Mu. Mehta	-	Charge Sheet
Adavan Theetchanya	-	Self-Realization

Unit-III: Short-Story

U. R. Anantha Murthy	-	A Horse for the Sun
Vaikom Muhammad Basheer-		Walls
Yandamoori Veerendranath -		Advaitam
Ambai (C.S.Lakshmi)	-	Gifts

Unit-IV: Fiction

Sundara Ramaswamy	-	<i>Tamarind History</i>
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Unit-V: Drama

Girish Karnad	-	<i>Nagamandala</i>
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Text Prescribed: *Regional Literature in English*. Ed. Board of Studies. Angel Publishers. Chennai-8

Short Stories: *The Picador Book of Modern Indian Literature*. Ed: Amit Chaudhuri. Picador India. 2016.

Tamarind History. Sundara Ramaswamy. Penguin India.

Major Elective (Select 1 out of 2)

African Literature

Objectives:

1. To enable the students to understand the cross-cultural and historical approaches to the works by major writers of Africa.
2. To understand the role of African literature in developing a national identity in the former colonies of Africa.

Unit-I

Poetry

Mazisi Kunene	-	A Note to all Surviving Africans
Jean-Joseph Rabearivelo	-	Cactus
Chinua Achebe	-	Refugee Mother and Child
Tsegaye Gabre-Medhin	-	Home Coming Son

Unit-II

Poetry

Walter Odame	-	Dear Child
Wole Soyinka	-	Telephone Conversation
John Pepper Clarke	-	The Casualties (to Chinua Achebe)
Bernard Dadie	-	I Thank You God

Unit-III

Short-Story

<i>Oral tradition</i>	-	Nwashisisana, The Hare
Assia Djebar	-	My Father writes to my Mother
Henry Lopes	-	The Advance

Unit-IV

Fiction

Chinua Achebe	-	<i>The Arrow of God</i>
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Unit-V

Drama

Wole Soyinka	-	<i>The Lion and the Jewel</i>
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Text Prescribed: *African Literature: Expanding Horizons*. Mahaam Publishers.

Chennai-78. email: mahaampublishers@gmail.com

Writing for Media

Objectives:

1. To teach the fundamentals of good writing
2. To help the students aware of the basic conventions of fiction writing
3. To provide the students the tools for self expression in this medium

Unit I

The Making of a Writer
Writing for Print Media
News and News Writing

Unit II

Freelance Writer
The Art of Interviewing
Editorial Writing

Unit III

Script Writer
Play writing
Script Writing

Unit IV

Copy Writer
Writing for Advertisement
Copy Writing

Unit V

Writing Novels
Writing a Bestseller
Writing effectively

Text Book: *Writing for the Media*. Sunny Thomas, Vision Books Pvt. Ltd., New Delhi.

Manonmaniam Sundaranar University, Tirunelveli

UG Courses - Affiliated Colleges

B.A. English

(Choice Based Credit System)

(with effect from the academic year 2020 – 2021 onwards)

Sem.	Part I/II/III/IV	Sub. No.	Subject Status	Subject Title	Hrs.	Credits
III	I	1	Language	Tamil / Other Language	6	4
	II	2	Language	English	6	4
	III	3	Core – 5	History of English Literature - I	5	4
	III	4	Core – 6	British Poetry	4	4
	III	5	Allied – 3	English Grammar and Usage	3	3
	III	6	Skilled-Based Core – 1	Phonetics and Spoken English	4	4
	IV	7	Non-Major Elective – 1	English for Employability	2	2
	IV	8	Common	Yoga	2	2
	Sub. Total					30*
*Excluding Yoga						
Sem.	Part I/II/III/IV	Sub. No.	Subject Status	Subject Title	Hrs.	Credits
IV	I	1	Language	Tamil / Other Language	6	4
	II	2	Language	English	6	4
	III	3	Core – 7	History of English Literature - II	5	4
	III	4	Core – 8	British Drama	4	4

	III	5	Allied – 4	Chicano and Caribbean Literature	3	3
	III	6	Skilled-Based Core – 2	Eco English	4	4
	IV	7	Non-Major Elective – 2	Business English	2	2
	IV	8	Common	Computer for Digital Era	2	2
	V	9	Extension Activity	NCC, NSS, YRC, YWF	-	1
Sub. Total					30*	25*
*Excluding Computer for Digital Era						
Sem.	Part I/II/III/IV	Sub. No.	Subject Status	Subject Title	Hrs.	Credits
V	III	1	Core – 9	Non-Fiction	5	4
	III	2	Core – 10	Literary Critics and Approaches	5	4
	III	3	Core – 11	World Literature in Translation	5	4
	III	4	Core – 12	Canadian Literature	5	4
	III	5 6	Major Electives (select 2 courses out of 3)	Women’s Writing	4	4
				Journalism and Mass Communication	+	+
				Creative Writing in English	4	4

	IV	7	Skill Based Subject (Common)	Personality Development / Effective Communication / Youth Leadership	2	2
Sub. Total					30*	26
Sem.	Part I/II/III/IV	Sub. No.	Subject Status	Subject Title	Hrs.	Credits
VI	III	1	Core – 13	Shakespeare	6	4
	III	2	Core – 14	Australasian Literature	6	4
	III	3	Core – 15	Short-stories and One-act Plays	5	4
	III	4	Core – 16	Regional Literature in Translation	5	4
	III	6	Major Electives (select 2 courses out of 3)	African Literature	4	4
				Writing for the Media	+	+
				Comparative Literature	4	4
Sub. Total					30*	24

***140 credits (excluding Part IV and Part V)**

SEMESTER III

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-III/Core V

Core- V

History of English Literature - I

Objectives:

1. To give a clear and systemic understanding of the national changes and developments that influenced British Literature.
2. To familiarize the students with the historical movements that influenced the transformation of the literary tastes and standards.

Unit I:

The Age of Chaucer (1340 – 1044)

From Chaucer to ‘Tottel’s Miscellany’ (1400 – 1557)

Unit II:

The Development of the Drama to 1561

The Age of Shakespeare – Non-Dramatic Verse, the Drama and the Prose

Unit III:

The Age of Milton – Milton, Other Poets and Prose Writers

Unit IV:

The Age of Dryden – Verse, Prose and the Drama

Unit V:

The Age of Pope – Verse, Prose and the Drama

Prescribed Text:

William Henry Hudson. *An Outline History of English Literature*. Mahaam Publishers, Chennai – 78.

Reference:

Aditi Chowdhury and Rita Gowswamy. *A History of English Literature: Traversing the Centuries*. Orient Blackswan Pvt. Ltd.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-III/Core VI
Core- VI
British Poetry

Objectives:

1. To provide a historical perspective of British poetry.
2. To interpret and appreciate the selected texts from the genre of poetry.

Unit I:

John Milton : Lycidas
John Dryden : Alexander's Feast

Unit II:

P.B. Shelley : Ode to Skylark
John Keats : Ode to a Nightingale

Unit III:

Alfred Tennyson : Ulysses
Robert Browning : My Last Duchess

Unit IV:

Gerard Manley Hopkins : The Windhover
W.B. Yeats : A Prayer for my Daughter

Unit V:

Wilfred Owen : Strange Meeting
Ted Hughes : Work and Play

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-III/Allied III

Allied – III

English Grammar and Usage

Objectives:

1. To enhance the communicative competence by improving the grammatical skills.
2. To strengthen the writing skills by augmenting the grammatical skills.
3. To use the pattern and structure of the English language properly and confidently.

Unit I: The Word: Uses

The Nouns – Kinds – Number – Gender – Compound Nouns – Forms of the Genitive.

Articles

Pronouns

Adjectives – Kinds – Formation with Affixes

Adverbs: Kinds – Formation – Functions - Uses

Prepositions: Simple and Compound Prepositions; those accompanying verbs, adjective and nouns.

Conjunctions: Coordinating, Correlatives and Subordinating.

Unit II: The Verb

Transitive, intransitive and Linking - Usage

Phrasal Verbs

Auxiliaries: Primary and Modals

Concord: Subject-Verb Agreement

Unit III: The Sentence

Kinds of Sentences

Formation of Negatives

Yes or No Questions

Word Questions

Question Tags

Unit IV: Tenses: Forms and Uses

Verb Forms

Non-Finites: Present and Past Participles - Uses

Infinitives and Gerunds - Uses

Unit V:

Active and Passive Voices

Indirect Speech

Transformation of Sentences (Pages 235 – 237 & 248 – 258 only)

Prescribed Text:

English Grammar and Usage. Mahaam Publishers, Chennai.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-III/Skill Based Core - 1

**Skill Based Core - 1
Phonetics and Spoken English**

Objectives:

1. To impart proficiency in pronunciation and oral communication.
2. To use appropriate language skills for various communicative functions in different socio-cultural contexts.

Unit I:

The Organs of Speech
English Sounds (1): Vowels

Unit II:

English Sounds (1): Consonants
Stress
Intonation

Unit III:

Transcription of Words and Sentences
Marking of Stress

Unit IV:

At a Bank I – At a Bank II, At a Hotel Reception Hall, Helping a friend to obtain a flat I, II and III – A discussion between two friends, Booking accommodation at an outstation Hotel, Enquiring about flight / Arrivals, Enquiring for information, At the Restaurant, Visiting a Doctor, At the Library.

Unit V:

Greeting, Introduction, Information, Invitation, Permission, Request, Offers, Compliments, Sympathy, Apology, Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn Taking, Interview, Group Discussion, Public Speaking.

Prescribed Text:

P. Iyyadurai. *English Phonetics for Beginners*. Jones Publication.
Jayashree Balan. *Spoken English* (Vijaya Publication).
Saraswathy and Noorjahan. *Spoken English*.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-III/Non-Major Elective - 1
Non-Major Elective - 1
English for Employability

Objectives:

1. To enhance the language skill of the students.
2. To enhance the employability skills of the students.

Unit I:

The Verbs
Sentence Structure

Unit II:

Concord
Spotting Errors

Unit III:

Letter Writing - Formal
Curriculum Vitae

Unit IV:

Report Writing
Job Interview

Unit V:

Functional Communication
Group Discussion

Prescribed Text:

T.M. Farhathullah & D.S. Kesava Rao. *Strengthen Your English for Competitive Examinations*. Emerald Publishers, Chennai.

SEMESTER IV

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-IV/Core VII

Core - VII

History of English Literature - II

Objectives:

1. To give a clear and systemic understanding of the national changes and developments that influenced British Literature.
2. To familiarize the students with the historical movements that influenced the transformation of the literary tastes and standards.

Unit I:

The Age of Johnson – General Prose, the Novel & the Verse

Unit II:

The Age of Wordsworth – The Older Poets & the Younger Poets

Unit III:

The Age of Tennyson – Verse, General Prose and the Novel

Unit IV:

The Age of Hardy

Unit V:

The Present Age

Prescribed Text:

William Henry Hudson. *An Outline History of English Literature*. Mahaam Publishers. Chennai - 78.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-IV/Core VIII
Core - VIII
British Drama

Objectives:

1. To acquaint the students with the growth and development of English drama from a historical perspective.
2. To accustom the students to the various dramatic devices and techniques used in the genre.

Unit I:

Christopher Marlowe : Dr. Faustus

Unit II:

Oliver Goldsmith : She Stoops to Conquer

Unit III:

Richard Brinsley Sheridan : School for Scandal

Unit IV:

John Galsworthy : Strife

Unit V: Fiction

Bernard Shaw : Candida

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-IV/Allied - IV
Allied - IV
Chicano and Caribbean Literature

Objectives:

1. To provide a socio-cultural perspective of Chicano and Caribbean Writings.
2. To interpret and appreciate the selected texts.

Unit II: Prose

Luis Alberto Urrea	: Across the Wire (Preface alone)
Andrea Stuart	: A Bitter-Sweet Heritage

Unit I: Poetry

Derek Walcott	: A Far Cry from Africa
Nancy Morejon	: Black Woman
Sandra Cisneros	: Cloud
Jimmy Santiago Baca	: I am Offering this Poem

Unit III: Short-stories

Olive Senior	: Summer Lightning
Jamaica Kincaid	: In the Night
Francisco Jimenez	: Under the Wire

Unit IV: Drama

Derek Walcott	: Dream on Monkey Mountain
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Unit V: Fiction

Rudolfo A. Anaya	: Bless Me, Ultima
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MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-IV/Skill Based Core - 2
Skill Based Core - 2
Eco English

Objectives:

1. To improve their communicative competence in English both speaking and writing.
2. To augment their ability to read fast with better understanding.
3. To express themselves clearly and concisely using right words in right places

Unit I:

A Mini-story

Will the world come to an end?

Unit II:

Noah Today

Mass Extinction

Unit III:

A Poem about climate change

No one is Happy!

Unit IV:

“The Happy Man’s Shirt” – Italian Folktale - Retold

Polluting the World

Unit V:

Can Earth be Earth?

Animal Farm

Prescribed Text:

Eco English: Learning English through Environmental Issues: An Integrated, Interactive Anthology. N. Krishnaswamy, Lalitha Krishnaswamy and Dr. B.S. Valke. Bloomsbury Pub. India. Pvt. Ltd. New Delhi.

MSU/2020-2021/UG-College/Part-IV (B.A. English)/Semester-IV/Non-Major Elective - 2
Non-Major Elective - 2
Business English

Objectives:

1. To impart the young graduates the basic concepts and practices of business communication and their application in the business world today.

Unit I:

Language and Communication
Communication in Organisation

Unit II:

Audio-Visual Aids
E-Mail Drafting

Unit III:

Formal Report
Technical Proposals

Unit IV:

Business Correspondence
Notice, Agenda, Minutes and Manual

Unit V:

Advertising
Graphic Aids

Prescribed Text:

Krishna Mohan and Meera Benerjee. *Developing Communication Skills*. Macmillian.

SEMESTER V

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-V/Core IX

Core - IX

Non-Fiction

Objectives:

1. To familiarize the students with the prose writing of the representative writers.
2. To develop a sense of literary appreciation in the minds of students.

Unit I:

Francis Bacon : Of Studies
: Of Friendship
Joseph Addison : Sir Roger at Theatre

Unit II:

Richard Steele : Sir Roger and the Window
Oliver Goldsmith : The Man in Black

Unit III:

Charles Lamb : Dream Children
William Hazlitt : On Disagreeable People

Unit IV:

A.G. Gardiner : The Fellow Traveller
Robert Lynd : The Money Box

Unit V:

A.J. Cronin : The Best Investment I Ever Made
G.K. Chesterton : The Worship of the Wealthy

Prescribed Text:

Elegant English Essays. Board of Editors. Emerald Publishers. Chennai.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-V/Core X

Core - X

Literary Critics and Approaches

Objectives:

1. To introduce the major schools of literary criticism to the students.
2. To develop the critical sensibilities of the students.

Unit I:

Plato

Aristotle

Unit II:

Philip Sidney

Dryden

Unit III:

Dr. Johnson

William Wordsworth

Unit IV:

Matthew Arnold

T.S. Eliot

Unit V:

The Moral Approach - Introduction

The Psychological Approach - Introduction

The Sociological Approach - Introduction

The Formalistic Approach - Introduction

The Archetypal Approach - Introduction

Prescribed Text:

An Introduction to English Criticism. B. Prasad.

Five Approaches of Literary Criticism. Wilbur Scott.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-V/Core XI

Core - XI

World Literature in Translation

Objectives:

1. To familiarize the students with the literary classics written and translated from different parts of the world.
2. To acquaint the students with the global literary and cultural sensibilities prevalent in other parts of the globe.

Unit I: Prose

- Walter Benjamin : Unpacking My Library: A Talk about Book Collecting
Michel de Montaigne : Of Friendship

Unit II: Poetry

- Khalil Gibran : Your children are not your children
Goethe : The Reunion
Pablo Neruda : If you forget me

Unit III: Short Stories

- Anton Chekov : Vanka
Gabriel Garcia Marquez : The very old man with enormous rings
Ivan S. Turgenev : The District Doctor

Unit IV: Drama

- Kalidasa : Shakuntala (Translated by Arthur W. Ryder)

Unit V: Fiction

- Hermann Hesse : Siddhartha

Prescribed Text:

World Literature in Translation. Angel Publishers. Chennai - 8

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-V/Core XII
Core - XII
Canadian Literature

Objectives:

1. To introduce the different literary genres of Canadian literature to the students and enable them to get a close reading of the selected texts.
2. To make them approach selected texts for their literary value and cross cultural importance.

Unit I: Poetry

Al Pardy	: Listening to Myself
Wilfred Campbell	: The Winter Lake
A.J.M. Smith	: Live as Old Proud King in Parable

Unit II: Short Stories

Alice Munro	: Red Dress
Margaret Atwood	: The Resplendent Quetzal
Alistair MacLeod	: As Birds Bring Forth the Sun

Unit III: Drama

George Ryga	: Ecstasy of Rita Joe
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Unit IV: Fiction

Michael Ondaatje	: In the Skin of a Lion
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Unit V: Fiction

Joy Kogawa	: Obasan
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Prescribed Text:

Mosaics: An Anthology of Canadian Literature. Mainspring Publishers. Chennai - 6000042.

Reference:

The Arnold Anthology of Post-colonial Literatures. Ed. John Thieme. Arnold Pub. New York.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-V/Major Electives - 1
Major Electives – 1 (Select 2 out of 3 Papers)
Women's Writing

Objectives:

1. To sensitize the students about the problems faced by women in the patriarchal cultural milieu.
2. To employ literature to analyze issues and questions relating to women's experience and empowerment.

Unit I: Prose

Jean Rhys : The Day they burned the Books
Virginia Woolf : Shakespeare's Sister

Unit II: Poetry

Maya Angelou : Phenomenal Woman
Judith Wright : Woman to Man
Kishwar Naheed : I am not that Woman
Carol Ann Duffy : Originally

Unit III: Short Stories

Nadine Gardiner : A Correspondence Course
Katherine Mansfield : An Ideal Family
Alice Munroe : The Photographer

Unit IV: Drama

Suzan-Lori Parks : Topdog/Underdog

Unit V: Fiction

Meena Alexander : Nampally Road

Prescribed Text:

Women's Writing: Anthology. Mainspring Publishers. Chennai - 6000042.

Nampally Road. Meena Alexander. Orient Blackswan.

Reference:

The Arnold Anthology of Post-colonial Literatures. Ed. John Thieme. Arnold Pub. New York.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-V/Major Electives - 2
Major Electives – 2 (Select 2 out of 3 Papers)
Journalism and Mass Communication

Objectives:

1. To introduce the students to the challenges of the constantly evolving world of journalism and mass communication.
2. To develop multi-tasking skills required in the dynamic multi-media and convergent environment.

Unit I:

Journalism and Mass Communication
Journalism and Print Media

Unit II:

News Agencies
News Gathering and Reporting

Unit III:

History of Indian Journalism
Communication and Mass Communication

Unit IV:

Radio Broadcasting in India
Television Broadcasting in India

Unit V:

Information Technology
Web Journalism

Prescribed Text:

Hena Naqvi. *Journalism and Mass Communication*. Upkar Prakashan. Agra - 2

Reference:

Keval J. Kumar. *Mass Communication in India*. 4th Edition. Jaico Publishing House. Mumbai - 1.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-V/Major Electives - 3
Major Electives – 3 (Select 2 out of 3 Papers)
Creative Writing in English

Objectives:

1. To introduce the students the basic knowledge and skills in creative writing.
2. To develop the creative writing skills latent in the students.

Unit I: What is Creative Writing?

Dear Creativity, Measuring Creativity, Inspiration and Agency, Creativity and Resistance, Art and Propaganda, Creativity and Madness, What is Creative Writing?, Imagination and Writing, Restriction on an Open Field, Can Creative Writing be Taught?, The Importance of Reading

Unit II: The Art and Craft of Writing: Troupes and Figures

- i. Based on Similarity: Simile, Metaphor and Homonym
- ii. Based on Association: Metonymy, Synecdoche, Allusion and Symbol
- iii. Based on Difference: Antithesis, Paradox and Oxymoron
- iv. Based on Extension of Ideas: Personification and Hyperbole
- v. Based on Obliqueness: Irony, Euphemism, Ambiguity and Pun
- vi. Based on Utterance: Alliteration, Assonance, Consonance, Onomatopoeia and Homophones
- vii. Based on Work Building: Chiasmus, Acronyms and Palindrome

Unit III:

Style and Register, Formal and Informal Usage, Varieties of English, Language and Gender, Disordered Language, Playing in Words, Grammar and Word Order, Tense and Time, Grammatical Differences.

Unit IV: Modes of Creative Writing

Writing to Communicate: The Writer and the Reader, Section-I: Poetry, Writing Poetry, Definition of Poetry: What is Poetry?, The Four Functions of Language, What to Write and How to Start, Poetry and Prose, Shape, Form and Technique
Television Broadcasting in India

Unit V: Section II: Fiction

Fiction, Non-Fiction, Fiction and the 20th Century, The Importance of History, Types of Novels, Literary and Popular Fiction, The Short-Story and the Novel, Character, Plot, Point of View (Modes of Narration), Setting (Milieu)

Prescribed Text:

Anjana Neira Dev, Anuradha Marwah and Swati Pal. *Creative Writing: A Beginners Manual*. Pearson: Longman. Delhi/Chennai/Chandigarh

References:

David Morley. *The Cambridge Introduction to Creative Writing*. Cambridge University Press.

Paul Mills. *The Routledge Creative Writing Course Book*. Routledge. London and New York.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-VI/Core XIII
Core - XIII
Shakespeare

Objectives:

1. To acquaint the students with the dramatic and theatrical conventions of Shakespeare.
2. To enable the learners to analyze plot, characters, themes and stage craft of his plays.

Unit I:

Shakespeare's Sonnets:

Sonnet 18	: Shall I compare thee to a summer's day?
Sonnet 29	: When in disgrace with fortune and men's eyes
Sonnet 33	: Full many a glorious morning I have seen
Sonnet 104	: To me, fair friend, you never can be old

Unit II:

As You Like It

Unit III:

Othello

Unit IV:

Julius Caesar

Unit V:

Elizabethan Stage and Audience
Fools and Clowns
Women in Shakespeare
Supernatural Elements in Shakespeare

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-VI/Core XIV

Core - XIV

Australasian Literature

Objectives:

1. To introduce the students to the Australasian literary texts.
2. To make them approach selected texts for their literary value and cultural importance.

Unit I: Prose

David Malouf	: From Remembering Babylon
Jamil Ahmed	: The Sins of the Mother (from The Wandering Falcon)

Unit II: Poetry

Dorothy Hewett	: From Testament
Mudrooroo Narogin (Colin Jackson)	: They Give Jacky Rights
Yasmine Gooneratne	: This Language, This Woman

Unit III: Short Stories

Barbara Baynton	: The Chosen Vessel
Henry Lawson	: The Drover's Wife
Jackie Kabir	: Silent Noise

Unit IV: Drama

Jack Davis	: Kullark (Home)
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Unit V: Fiction

Kahled Hossain	: A Thousand Splendid Suns
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MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-VI/Core XV

Core - XV

Short-stories and One-act Plays

Objectives:

1. To help the students to analyze and evaluate the plot and characters in short stories and one act plays.
2. To enable the students to make comparisons in terms of theme, rhetorical structure and genre.

Unit I: Short-Stories

Leo Tolstoy	: God Sees the Truth, but waits
Jerome K Jerome	: Uncle Podger Hangs a Picture
A.J. Cronin	: Two Gentle Men of Verona

Unit II: Short-Stories

Oscar Wilde	: The Selfish Giant
Guy de Maupassant	: At the Church Door
Sinclair Ross	: The Lamp at Noon

Unit III: Short-Stories

Stephen Leacock	: The Errors of Santa Claus
Anton Chekhov	: Misery
Catherine Mansfield	: The Doll's House

Unit IV: One-Act Plays

J.B. Priestley	: Mother's Day
Anton Chekov	: The Swan Song

Unit V: One-Act Plays

Erisa Kironde	: The Trick
Lady Gregory	: The Rising of the Moon

Prescribed Text:

Echoes: An Anthology of Short Stories and One-Act Plays. Mainspring Publishers.
Chennai – 600042

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-VI/Core XVI

Core - XVI

Regional Literature in Translation

Objectives:

1. To acquaint the students with the rich cultural and literary heritage of the native literature.
2. To inculcate in the students a flair to enjoy and appreciate the native literature.

Unit I: Poetry

Tiruvalluvar	: Tirukkural (Translated by G.U. Pope)
	: Chapter 8 - The Possession of Love
	: Chapter 11 - Gratitude
	: Chapter 40 - Learning

Unit II: Poetry

Subramanya Bharathi	: There is no fear
Mu. Mehta	: Charge Sheet
Adavan Theetchanya	: Self-Realization

Unit III: Short Stories

U.R. Anantha Murthy	: A Horse for the Sun
Vaikom Muhammad Basheer	: Walls
Ambai (C.S. Lakshmi)	: Gifts

Unit IV: Drama

Girish Karnad	: Nagamandala
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Unit V: Fiction

Sundara Ramaswamy	: Tamarind History
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Prescribed Text:

Regional Literature in English. Ed. Board of Editors. Angel Publishers. Chennai - 8.
Tamarind History. Sundara Ramaswamy. Penguin India.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-VI/Major Electives - 4
Major Electives – 4 (Select 2 out of 3 Papers)
African Literature

Objectives:

1. To enable the students to understand the cross-cultural and historical approaches to the works by major writers of Africa.
2. To understand the role of African literature in developing a national identity in the former colonies of Africa.

Unit I: Poetry

Mazisi Kunene	: A Note to all Surviving Africans
Jean-Joseph Rabearivelo	: Cactus
Tsegaye Gabre-Medhin	: Home Coming Son

Unit II: Poetry

Walter Odame	: Dear Child
Wole Soyinka	: Telephone Conversation
John Pepper Clarke	: The Casualties (to Chinua Achebe)

Unit III: Short Stories

Oral Tradition	: Nwashisisana, The Hare
Assia Djebar	: My Father writes to My Mother
Henry Lopes	: The Advance

Unit IV: Drama

Wole Soyinka	: The Lion and the Jewel
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Unit V: Fiction

Chinua Achebe	: The Arrow of God
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Prescribed Text:

African Literature: Expanding Horizons. Mahaam Publishers. Chennai – 78.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-VI/Major Electives - 5
Major Electives – 5 (Select 2 out of 3 Papers)

Writing for the Media

Objectives:

1. To teach the fundamentals of good writing.
2. To help the students to be aware of the basic conventions of fiction writing.
3. To provide the students with the tools for self-expression in this medium.

Unit I:

The Making of a Writer
Writing for Print Media
News and News Writing

Unit II:

Freelance Writer
The Art of Interviewing
Editorial Writing

Unit III:

Script Writer
Play Writing
Script Writing

Unit IV:

Copy Writer
Writing for Advertisement
Copy Writing

Unit V:

Writing Novels
Writing a Bestseller
Writing Effectively

Prescribed Text:

Writing for the Media. Sunny Thomas, Vision Books Pvt. Ltd., New Delhi.

MSU/2020-2021/UG-College/Part-III (B.A. English)/Semester-VI/Major Electives - 6
Major Electives – 6 (Select 2 out of 3 Papers)
Comparative Literature

Objectives:

1. To gain insight into the affinities among various literatures.
2. To enable the students to gain insights into the different cultures and milieu.

Unit I:

Introduction

Definition and Scope of Comparative Literature

National, Comparative, General and World Literature

French, American and Russian Schools of Comparative Literature

Indian School of Comparative Study

Unit II:

The Study of Influence

Analogy/Parallel Studies

Reception Study

Periodisation

The Matology

Unit III:

The Study of Genres

Introduction

Theory of Genres

Problems of Genre Studies

Unit IV:

Literature and Other Disciplines

Literature and Sociology

Literature and Philosophy

Literature and Other Arts

Unit V:

Literature and the History of Ideas

Comparative Literature and Translation

Short Notes on Comparative Literature

Prescribed Text:

Comparative Literature. Prof. S. Yusuf. Manimekala Publishing House, 39, North Chithirai Street, Madurai – 625001.

References:

Susan Basnett. *Comparative Literature: A Critical Introduction*. Blackwell Pub. Inc.

Steven Totosy de Zepetnak. *Comparative Literature: Theory, Method, Application*. Rodophi Publication.

Manonmaniam Sundaranar University, Tirunelveli
UG Courses – Affiliated Colleges
B.A English
(Choice Based Credit System)
(with effect from the academic year 2020-21 onwards)

Sem.	PartI/II/ III/IV	Sub. No.	SubjectSta tus	SubjectTitle	Hrs.	Credits
I	I	1	Language	Tamil / Other Language	6	4
	II	2	Language	Communicative English	6	4
	III	3	Core –1	Indian Writing in English –I	4	4
	III	4	Core –2	British Fiction	4	4
	III	5	Add on Major (Mandatory)	Professional English for Arts and Social Sciences - I	4	4
	III	6	Allied –1	Social History of England	4	3
	IV	7	Common	EnvironmentalStudies	2	2
	Sub.Total					30
Sem.	PartI/II/ III/IV	Sub. No.	SubjectSta tus	SubjectTitle	Hrs.	Credits
II	I	1	Language	Tamil / OtherLanguage	6	4
	II	2	Language	English	6	4
	III	3	Core –3	Indian Writing in English –II	4	4
	III	4	Core –4	American Literature	4	4
	III	5	Add on Major (Mandatory)	Professional English for Arts and Social Sciences - I	4	4
	III	6	Allied –2	Literary Forms	4	3
	IV	7	Common	Value Based Education /Social Harmony	2	2
	Sub.Total					30

MSU/2020-21/UG-College/Part-III (B.A. English)/Semester – I/Core –1

Indian Writing in English – I	
Objectives:	
1. To introduce the learners the rich literary tradition in Indian Writing in English.	
2. To acquaint the students the various genres in Indian Writing in English.	
Unit I: Prose	
M.K.Gandhi	: The Gospel of Non-Violence
Jawaharlal Nehru	: Tryst with Destiny
C.Rajagopalachari	: Tree Speaks
Unit II: Poetry	
Rabindranath Tagore	: From Gitanjali: The Tame Bird was in a Cage
Nissim Ezekiel	: Night of the Scorpion
A.K.Ramanujan	: Small-Scale Reflections on a Great House
Kamala Das	: The Old Play House
Unit III: Short-stories	
R. K.Narayan	: Astrology's Day
Ruskin Bond	: The Woman on Platform No.8
Premchand	: Idgah
Unit IV: Drama	
Vijay Tendulkar	: Silence! The Court is in Session
Unit V: Fiction	
Mulk Raj Anand	: Untouchable

British Fiction

Objectives:

1. To familiarize the students with the evolution of the genre of fiction in Britain.
2. To enhance vocabulary and usage of English through reading.

Unit I: Henry Fielding : Joseph Andrews

Unit II: Sir Walter Scott: Kenilworth

Unit III: Charles Dickens: Oliver Twist

Unit IV: Thomas Hardy : Far from the Madding Crowd

Unit V: Doris Lessing: The Grass is Singing

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MSU/2020-21/UG-College/Part-III (B.A. English)/Semester – I/Allied –1

**Allied - I
Social History of England**

Objectives:

To familiarize the students with the historical movements and the cultural politics of England.
To provide the student the social-cultural background on which a literary text is grounded.

Unit-I

Introduction – A brief outline of British History

- | | | |
|---------|----|-----------------|
| Chapter | I | The Renaissance |
| | II | The Reformation |

Unit-II

- | | | |
|---------|-----|---|
| Chapter | III | The Religion of England |
| | IV | The Elizabethan Theatre |
| | VI | The Civil War and its Social Consequences |

Unit-III

- | | | |
|---------|------|-----------------------------|
| Chapter | VII | Puritanism |
| | VIII | Restoration England |
| | XI | Coffee-House Life in London |

Unit-IV

- | | | |
|---------|------|-----------------------------|
| Chapter | XIII | The Industrial Revolution |
| | XIV | The Methodist Movement |
| | XV | Other Humanitarian Movement |

Unit-V

- | | | |
|---------|-------|---|
| Chapter | XVI | Effects of the French Revolution |
| | XVIII | The Victorian Age |
| | XIX | Development of Education in Victorian England |

Texts Prescribed:

A. G. Xavier. *Introduction to the Social History of England*. Published by S. Viswanathan (Printers and Publishers) Pvt. Ltd.

Reference:

G.M. Trevelyan. *English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria*.

Padmaja Ashok. *The Social History of England*. Padmaja Ashok. Orient Black Swan. 2011.

MSU/2020-21/UG-College/Part-III (B.A. English)/Semester – II/Core-3

Indian Writing in English – II

Unit-I

Prose

Swami Vivekananda	:	Work and its Secret
Khushwant Singh	:	The Portrait of a Lady
Amitav Ghosh	:	A Town by the Sea

Unit-II

Poetry

Jayanta Mahapatra	:	Freedom
K. Sachidanathan	:	Mad
Mohanchand	:	Before I am Born
Gieve Patel	:	Old Man's Death

Unit-III

Short-Stories

K. A. Abbas	:	Bholi
Prajwal Parajuly	:	The Cleft
Mrinal Pandey	:	Girls

Unit-IV

Drama

Asif Currimbhoy	;	<i>The Refugee</i>
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Unit-V

Fiction

Easterine Kire	:	<i>When the River Sleeps</i>
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Texts:

Asif Currimbhoy. *The Refugee*. Pub. Writer's Workshop. Calcutta.

Easterine Kire. *When the River Sleeps*. Zuban Publications. NewDelhi.

American Literature

Objectives:

1. To acquaint the students with different literary era, movements and authors relating to American history and literature.
2. To enhance communicative and creative skills through literature.

Unit I: Prose

Edgar Allan Poe	: Philosophy of Composition
Henry David Thoreau	: A Battle of Ants
Martin Luther King	: I Have a Dream

Unit II: Poetry

Edgar Allan Poe	: The Raven
Walt Whitman	: O Captain! My Captain!
Robert Frost	: West-running Brook

Unit III: Short-stories

O'Henry	: Last Leaf
James Thurber	: The Night the Ghost Got In
Kate Chopin	: Regret

Unit IV: Drama

Arthur Miller	: All My Sons
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Unit V: Fiction

Nathaniel Hawthorne	: The Scarlet Letter
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Literary Forms

Objectives:

To introduce the various genres and forms of literature.

Unit-I

Section I – Poetry – Chapter II: Poetical Types

The Lyric

The Ode

The Sonnet

The Elegy

Unit-II

The Idyll

The Ballad

The Satire

Unit-III

Section II – Drama Chapter II: Dramatic Types

Tragedy and Comedy

Tragi-Comedy

Farce and Melodrama

The Masque

The One-Act Play

The Dramatic Monologue

Unit-IV

Section III – Prose

The Essay

The Novel

The Short-Story

Unit-V

Biography

Autobiography

Prescribed Text:

A Background to the Study of English Literature (Revised Edition). B. Prasad, Macmillan.

Reference:

A Companion to Literary Forms, Padmaja Ashok, Orient BlackSwan



MANONMANIAM SUNDARANAR UNIVERSITY
ABISHEKAPATTI, TIRUNELVELI - 627 102, TAMIL NADU, INDIA



UG COURSES – AFFILIATED COLLEGES

SYLLABUS FOR B.A. ENGLISH
(CHOICE BASED CREDIT SYSTEM)

(For those who joined the course from the academic year 2021 onwards)

Vision of MS University:

- ❖ To provide quality education to reach the un-reached.

Mission of MS University:

- ❖ To conduct research, teaching and outreach programmes to improve conditions of human living.
- ❖ To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity.
- ❖ To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- ❖ To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development.
- ❖ To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

Vision of the Department:

- ❖ To facilitate the learners to expand their academic search in the field of language and literature,
- ❖ To apply their academic and critical analysis to the prescribed and non-prescribed relevant texts and create their self-style literature and language that would inspire the posterity.

Mission of the Department:

- ❖ To extend an academic assistance to the learners to identify, understand and analyse the various tenets of literature.
- ❖ To make them imbibe social, cultural and moral values that would equip them with both subjective and objective knowledge essential for the understanding of various literatures.

- ❖ To teach and impart them with the required language tools, structure and patterns that would suit the current era.

Preamble:

B.A. English Degree Course introduces various literary avenues to the learners, familiarises them with the emerging literary works and theories that would enhance their academic expertise, to remember and understand the various factors that contribute for evaluation and analysis of the prescribed texts that in turn would open up new areas of literature and language for further study.

Duration : Three Academic Years (Six Semesters)

Eligibility : 12th Standard Pass

Credits : 143 Credits

Scheme of Examinations : 1) Three Continuous Internal Assessment

Internal	-	25 Marks
2) External	-	75 Marks
Total	-	100 Marks

Internal Assessment:

Methods	Marks
Three continuous Internal Assessment. The average of the best two to be considered	20
Assignment	05
Total	25

Semester Examination:

Question Pattern		
Section	Marks	Remarks
A	10 x 1 = 10	Multiple Choice Questions. 'None' cannot be a choice among the four given choices
B	5 x 5 = 25	Alternate Choice Questions
C	5 x 8 = 40	Alternate Choice Questions
Total	75	

(4 pages)
Code No.:

Reg. No.:
Sub. Code: CAEN11

B.A. (CBCS) DEGREE EXAMINATION, NOVEMBER 2022

First Semester

English — Allied

LITERARY FORMS

(For those who joined in July 2021 onwards)

Time: Three hours

Maximum: 75 marks

PART A - (10 x 1 = 10 marks)

Answer ALL questions.

Choose the correct answer:

1. What is a poem that depicts an idealized rural life and life of shepherds called? **K1**
(a) Ballad (b) Idyll
(c) Dirge (d) Canzon
2. A fourteen lined poem in iambic pentameter that follows a strict rhyme scheme and specific structure is called _____. **K1**
(a) Blank verse (b) Couplet
(c) Sonnet (d) Elegy
3. Identify the story-poem told in a song _____. **K1**
(a) Ode (b) Haiku
(c) Ballad (d) Lyric
4. “The Rape of the Lock” is an example of _____ genre. **K1**
(a) Sonnet (b) Ballad
(c) Satire (d) Cinquain
5. Which of these is NOT a NECESSARY feature of tragedy? **K1**
(a) The hero (b) Hubris
(c) Pathos (d) A sad ending
6. What is Dramatic Monologue? **K1**
(a) Dramatic monologue means self- conversation, speech or talks which includes interlocutor presented dramatically.
(b) Dramatic monologue means self-conversation.
(c) Dramatic monologue means speech or talks which includes interlocutor presented dramatically.
(d) Act of speaking one’s thoughts aloud.
7. A _____ is a speech that a character speaks to himself. **K1**

- (a) Dialogue (b) Soliloquy
(c) Aside (d) Quote
8. Dramatic irony can be based on either _____ information or _____ information.
(a) Inside . . . Outside (b) Accurate . . . Inaccurate **K1**
(c) Audience . . . Character (d) Logical . . . Emotional
9. A fictional narrative written in prose, which is shorter than a novel is called _____.
(a) Short story. (b) Poem **K1**
(c) Play (d) Novel
10. Boswell is a famous _____. **K1**
(a) Novelist (b) Biographer
(c) Prose writer (d) Short story writer

PART B — (5 x 5 = 25 marks)

**Answer ALL questions, choosing either (a) or (b).
Each answer should not exceed 250 words.**

11. (a) Elaborate on the two major sonnet forms. **K2**
Or
(b) What are the three types of odes? Describe. **K2**
12. (a) Explain the form of a ballad. **K3**
Or
(b) Write a brief outline of Satire. **K3**
13. (a) Illustrate tragedy in drama with examples. **K4**
Or
(b) Distinguish the two main elements of farce. **K4**
14. (a) Define dramatic irony. **K5**
Or
(b) Sum up the function of aside with examples. **K5**
15. (a) Write a short note on essay and its purpose. **K6**
Or
(b) How is the structure of the short story constructed? **K6**

PART C — (5 x 8 = 40 marks)

**Answer ALL questions, choosing either (a) or (b).
Each answer should not exceed 600 words.**

16. (a) Describe the features of Elegy. **K2**
Or

- (b) What are the features of the Idyll? **K2**
17. (a) What is rhyme royal in literature? Explain. **K3**
- Or
- (b) Illustrate the effect of Ottava Rima. **K3**
18. (a) Explain the characteristics of a tragic comedy. **K4**
- Or
- (b) Analyze the purpose of melodrama. **K4**
19. (a) Assess the purpose of soliloquy in drama. **K5**
- Or
- (b) Summarize the origin and development of English Drama. **K5**
20. (a) Explain the ideas you have derived on analysing the history of novel. **K6**
- Or
- (b) Write an elaborate essay on literary criticism and its importance. **K6**
-

Scheme of Examinations & Valuation:

SEMESTER I									
Part I / II/III/IV	Sub. No.	Core / Optional	Title of the Papers	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – I	6	4	25	75	100	3
III	3	Core – 1	Professional English for Arts and Social Sciences – I	4	4	25	75	100	3
III	4	Core – 2	British Poetry	4	4	25	75	100	3
III	5	Core – 3	Social History of England	5	4	25	75	100	3
III	6	Allied – 1	Literary Forms	3	3	25	75	100	3
IV	7	Common	Environmental Studies	2	2	25	75	100	3
Sub. Total				30	25				
SEMESTER II									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – II	6	4	25	75	100	3
III	3	Core – 4	Professional English for Arts and Social Sciences – II	4	4	25	75	100	3
III	4	Core – 5	British Drama	4	4	25	75	100	3
III	5	Core – 6	History of English Literature	5	4	25	75	100	3
III	6	Allied – 2	Modern English Grammar and Usage	3	3	25	75	100	3
IV	7	Common	Value Based Education	2	2	25	75	100	3
Sub. Total				30	25				

SEMESTER III									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – III	6	4	25	75	100	3
III	3	Core – 7	British Prose	4	4	25	75	100	3
III	4	Core – 8	Indian English Literature - I	4	4	25	75	100	3
III	5	Core - 9	American Literature – I	5	4	25	75	100	3
III	6	Allied – 3	African Literature	3	3	25	75	100	3
IV	7	Non-Major Elective – 1	English for Competitive Examinations	2	2	25	75	100	3
IV	8	Common	Yoga	2	2	-	-	-	-
Sub. Total				30*	27				

***Excluding Yoga**

SEMESTER IV									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – IV	6	4	25	75	100	3
III	3	Core – 10	British Fiction	4	4	25	75	100	3
III	4	Core – 11	Indian English Literature - II	4	4	25	75	100	3
III	5	Core - 12	American Literature - II	5	4	25	75	100	3
III	6	Allied – 4	Language and Linguistics	3	3	25	75	100	3
IV	7	Non-Major Elective – 2	Content Writing	2	2	25	75	100	3
IV	8	Common	Computer for Digital Era	2	2	-	-	-	-
V	9	Extension Activity	NCC, NSS, YRC, YWF	-	1	-	-	-	-
Sub. Total				30*	28				

***Computer for Digital Era**

SEMESTER V									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
III	1	Core – 13	Genre Studies	4	4	25	75	100	3
III	2	Core - 14	Shakespeare	6	4	25	75	100	3
III	3	Core - 15	Research Methodology	4	4	25	75	100	3
III	4	Core – 16 (SBE)	Translation Theory and Practice	6	4	25	75	100	3
III	5	Core – 17 (Optional)	Environment and Literature	4	4	25	75	100	3
			Marginal Literature						
III	6	Core - 18	Indian Literature in Translation	4	4	25	75	100	3
IV	7	Skill Based Subject (Common)	Personality Development	2	2	25	75	100	3
Sub. Total				30	26				
SEMESTER VI									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
III	1	Core – 19	Literary Criticism	6	4	25	75	100	3
III	2	Core – 20	Canadian Literature	4	4	25	75	100	3
III	3	Core - 21	Australian Literature	4	4	25	75	100	3
III	4	Core – 22	Fantasy Literature	5	4	25	75	100	3
III	5	Core – 23 (Optional)	Global Literature	4	4	25	75	100	3
	6		Literature and Psychology						
III	7	Core - 24	Project (Individual)	7	7	25	75	100	-
Sub. Total				30	27				

***143 credits (excluding Part IV and Part V)**

Programme Outcomes:

PSO. No.	At the end of the programme, the students will be able to:
PO – 1	acquire knowledge of various literary works and students of thought
PO – 2	explore the avenues of world literatures
PO – 3	utilize the skills acquired through the programme
PO – 4	think critically and apply theoretical approaches to literary texts
PO – 5	view and enjoy literary works through nuanced perspectives
PO – 6	equip themselves to undertake research projects
PO – 7	appreciate the unique merits of different literary genres
PO – 8	acquaint themselves with the key concepts of language and linguistics

Individual Course Specific Outcomes:

PSO. No.	Upon completion of the B.A. English Literature Programme, students will be able to
PSO – A	acquire knowledge of the important historical and political milestones of England, from the early times to the present
PSO – B	develop an aptitude for critical analysis of literary works
PSO – C	find scope of employability in fields of teaching, content writing, translating, communication and media
PSO – D	appreciate and develop the human values espoused in literary works
PSO – E	enhance their job potential by acquiring linguistic competence and effective communication skills
PSO – F	identify the correlation between literature and psychology
PSO – G	apply learned skills in experimenting, researching and critically analyzing relevant topics of their choice
PSO – H	obtain professional skills in translation

SEMESTER I

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-I/Core II

Core – II

BRITISH POETRY

Objectives:

1. To enable the students to understand the poems of 17th, 19th and 20th centuries along with the historical background.
2. To understand the aesthetic sense of the English poets.
3. To appreciate the lively poetic language of English poems.
4. To know the literary sensibility of poets belonging to different ages.
5. To expose the varied levels of thinking and emotions.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO – 1	define the various forms, types and schools of poetry	A	K1
CO – 2	describe the development of various literary movements and their mission	B	K2
CO – 3	apply the traits of the movement to the poems of the period	C	K3
CO – 4	classify British poetry as reflection of the period and identify the socio-cultural factors	D, A	K4
CO – 5	review the literary style of British poetry and explore the diverse themes of the poems	E, D	K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	S	M	S	M	S
CO 2	S	M	M	M	S	M	S	S
CO 3	S	M	S	S	M	S	S	S
CO 4	S	M	M	S	S	M	M	L
CO 5	S	M	S	S	S	S	M	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Edmund Spenser	: Prothalamion
John Milton	: On His Blindness
Robert Herrick	: To the Virgins, to Make Much of Time

Unit II:

John Donne	: The Ecstasy
Andrew Marvell	: To His Coy Mistress
William Blake	: The Lamb

Unit III:

Oliver Goldsmith	: The Deserted Village
Percy Bysshe Shelley	: Ode to the West Wind
John Keats	: La Belle Dame Sans Merci

Unit IV:

Robert Browning	: Fra Lippo Lippi
Alfred Lord Tennyson	: The Lotos-Eaters
Matthew Arnold	: The Forsaken Merman

Unit V:

Gerard Manley Hopkins	: The Windhover: To Christ Our Lord
Francis Thompson	: The Hound of Heaven
Philip Larkin	: Next, Please

Prescribed Texts:

Edmund Spenser. *Epithalamion and Prothalamion*. Rama Brothers, 2007.

<https://www.poetryfoundation.org/poems/45217/prothalamion-56d224a0e2feb>

John Milton. *The Complete Poems*. Penguin Classics, 1998.

<https://www.poemhunter.com/poem/on-his-blindness/>

<https://www.poetryfoundation.org/poems/46546/to-the-virgins-to-make-much-of-time>

John Donne. *The Complete Poetry and Selected Prose of John Donne*. Modern Library, 2001.

<https://www.poetryfoundation.org/poems/44099/the-ecstasy>

Andrew Marvell. *To His Coy Mistress and Other Poems*. Dover Publications Inc., 2016.

<https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress>

William Blake. *The Complete Poetry and Prose of William Blake*. Anchor, 1997.

<https://www.poetryfoundation.org/poems/43670/the-lamb-56d222765a3e1>

Oliver Goldsmith. *The Deserted Village*. Leopold Classic Library, 2015.

<https://www.poetryfoundation.org/poems/44292/the-deserted-village>

Percy Bysshe Shelley. *The Complete Poems of Percy Bysshe Shelley*. Modern Library, 1994.

<https://www.poetryfoundation.org/poems/45134/ode-to-the-west-wind>

John Keats. *The Complete Poems of John Keats*. Modern Library, 1994.

<https://poets.org/poem/la-belle-dame-sans-merci>

Robert Browning. *Complete Works of Robert Browning*. Delphi Classics, 2012.

<https://www.poetryfoundation.org/poems/43755/fra-lippo-lippi>

<https://poets.org/poem/lotos-eaters>

Matthew Arnold. *Matthew Arnold: The Complete Poems*. Lexicos Publishing, 2012.

<https://www.poetryfoundation.org/poems/43589/the-forsaken-merman>

Gerard Manley Hopkins. *Gerard Manley Hopkins: The Complete Poems*. Lexicos Publishing, 2012.

<https://hopkinspoetry.com/poem/the-windhover/>

Francis Thompson. *The Hound of Heaven*. Morehouse Publishing, 1988.

<https://www.bartleby.com/236/239.html>

Philip Larkin. *The Complete Poems*. Farrar, Straus and Giroux, 2013.

http://famouspoetsandpoems.com/poets/philip_larkin/poems/14537

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-I/Core III

Core - III

SOCIAL HISTORY OF ENGLAND

Objectives:

1. To introduce students to the history of Britain, from its birth.
2. To explore the evolution of British society in relation to societal perceptions and cultural viewpoints.
3. To familiarize students with the demographic history, history of the working class, history of women, families, education, the English agricultural revolution and industrialization.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the political, religious, economic and intellectual histories of various periods	A	K2
CO – 2	explore English life and society over six centuries	A, B, D	K3, K5
CO – 3	examine the etiquette, morality and customs of English society	D, F	K2, K3
CO – 4	contextualize the varying experiences of English society in relation to societal changes and evolution	A, D, F	K2, K3, K5
CO – 5	coexist in a culturally diverse interdependent world	D	K2, K3

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

Unit I:

Introduction

Chapter I

: Chaucer’s England – Field, Village and Manor-house

Chapter II : Chaucer's England – Town and Church

Unit II:

Chapter III : England in the Age of Caxton

Chapter IV : Tudor England: Introduction 'The End of the Middle Ages'?

Chapter V : England During the Anti-Clerical Revolution

Chapter VI : Shakespeare's England – I

Unit III:

Chapter VII : Shakespeare's England – II

Chapter VIII : The England of Charles and Cromwell

Chapter IX : Restoration England

Chapter X : Defoe's England

Unit IV:

Chapter XI : Dr. Johnson's England I

Chapter XII : Dr. Johnson's England II

Chapter XIII : Dr. Johnson's England III

Chapter XIV : Scotland at the Beginning and at the End of the Eighteenth Century I & II

Unit V:

Chapter XV : Cobbett's England I

Chapter XVI : Cobbett's England II

Chapter XVII : Between the Two Reform Bills

Chapter XVIII : The Second Half of the Victorian Era

Prescribed Text:

G M Trevelyan. *English Social History*. Penguin UK, 1987.

<http://dspace.unive.it/bitstream/handle/10579/2930/814079112321.pdf?sequence=2>

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-I/Allied I

Allied - I

LITERARY FORMS

Objectives:

1. To introduce the various literary genres, movements and forms of literature.
2. To familiarize the students with the vibrant currents of thought that have enriched literature through various forms.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the significance of literary forms	B	K1, K2, K4
CO – 2	analyze a variety of texts	B, G	K4
CO – 3	appreciate literary forms and structure in shaping the meaning of a text	B	K2, K4, K5
CO – 4	enhance intellectual inquiry and creative expression	B, C, H	K5, K6
CO – 5	obtain coherent and systematic knowledge of various literary forms	E, G, H	K1, K2

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Section I – Poetry – Chapter II – Poetical Types

The Lyric

The Ode

The Sonnet

The Elegy

The Idyll

The Epic

Unit II:

Section I – Poetry – Chapter II – Poetical Types

The Ballad

The Satire

Section I – Poetry – Chapter III – Stanza Forms

The Heroic Couplet

The Chaucerian Stanza or Rhyme Royal

The Ottava Rima

The Spenserian Stanza

Unit III:

Section II – Drama – Chapter II – Dramatic Types

Tragedy and Comedy

Tragi-Comedy

Farce and Melodrama

The Masque

The One-Act Play

The Dramatic Monologue

Unit IV:

Section II – Drama – Chapter III – Dramatic Devices

Dramatic Irony

Soliloquy and Aside

Expectation and Surprise

Section II – Drama – Chapter IV – Origin of the English Drama

Section II – Drama – Chapter V – Origin of the English Theatre

Section II – Drama – Chapter VII – Dramatic Modernism

Unit V:

Section III - Prose

Chapter I : The Essay

Chapter II : The Novel

Chapter III : The Short Story

Chapter IV : Biography

Chapter V : Autobiography
: Criticism

Prescribed Text:

B. Prasad. *A Background to the Study of English Literature*. Macmillan, 2008.

SEMESTER II

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-II/Core V

Core - V

BRITISH DRAMA

Objectives:

1. To make the students develop their communicative skills.
2. To expose them to new avenues of thoughts.
3. To learn diverse cultures and values of each age.
4. To analyse and critically appreciate the dramatic techniques of the dramatists.
5. To expose them to various schools of thoughts.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	name the various types and sub-genres of drama	A	K1
CO – 2	explain different dramatic forms and the techniques adopted by each writer of each age	B	K2
CO – 3	trace out the evolution of British Drama and its impact on audience	C	K4
CO – 4	learn to comment critically upon the characters and their representative nature	D, C	K3
CO – 5	assess the literary style and find out the uniqueness of British Drama	E, C	K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	S	S	S	M	M
CO 2	M	S	M	M	S	M	S	S
CO 3	S	M	M	S	S	M	S	M
CO 4	M	S	S	S	S	M	M	S
CO 5	S	L	S	M	M	S	M	L

S – Strong, **M** – Medium, **L** - Low

Unit I:

Christopher Marlowe : Edward II
Ben Jonson : The Alchemist

Unit II:

Oliver Goldsmith : The Good-Natured Man

Unit III:

John Dryden : All for Love

Unit IV:

T.S. Eliot : Murder in the Cathedral
J.M. Barrie : The Admirable Crichton

Unit V:

George Bernard Shaw : Saint Joan
John Osborne : Look Back in Anger

Prescribed Texts:

Christopher Marlowe. *Edward the Second*. Lector House LLP, 2019.

Ben Johnson. *The Alchemist*. Methuen Drama, 2016.

Oliver Goldsmith. *The Good-Natured Man*. United States of America: CreateSpace Independent Publishing Platform, 2016.

John Dryden. *All for Love*. Bloomsbury Publishing India Private Limited, 2014.

T.S. Eliot. *Murder in the Cathedral*. Books Way, 2016.

James Matthew Barrie. *The Admirable Crichton*. Digireads.com, 2010.

George Bernard Shaw. *Saint Joan*. Maple Press, 2013.

John Osborne. *Look Back in Anger*. Pearson Education, 2011.

**MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-II/Core VI
Core - VI**

HISTORY OF ENGLISH LITERATURE

Objectives:

1. To make the students familiar with the evolution and progress of the English Language and Literature throughout different periods.
2. To familiarize the students with authors across centuries, their different genres, literary forms and their unique writing styles.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	comprehend the growth and development of English literature and language	A, D, F	K2
CO – 2	develop an extensive insight into the various literary movements and also the prominent writers and their works	A, D, F, G	K5, K6
CO – 3	understand and evaluate the social, cultural and historical influence on the literary works of different periods	A, B, D, G	K2, K3, K5
CO – 4	explore the evolution of various literary genres	B	K1, K2, K5
CO – 5	read through and interpret key texts	B, G, H	K1, K2, K4, K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyse, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Chapter I : Introduction – The Meaning of Literature

Chapter II : The Anglo-Saxon or Old-English Period

Unit II:

Chapter III : The Anglo-Norman Period

Chapter IV : The Age of Chaucer

Unit III:

Chapter V : The Revival of Learning

Chapter VI : The Age of Elizabeth

Unit IV:

Chapter VII : The Puritan Age

Chapter VIII : Period of the Restoration

Chapter IX : Eighteenth-Century Literature

Unit V:

Chapter X : The Age of Romanticism

Chapter XI : The Victorian Age

Chapter XII : An Essay on Recent Literature

Prescribed Text:

William J Long, *English Literature: Its History and Its Significance for the Life of the English Speaking World*, Rupa Publications India, 2015.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-II/Allied II

Allied - II

MODERN ENGLISH GRAMMAR AND USAGE

Objectives:

1. To teach the main elements of Grammar.
2. To enhance competence in the English language.
3. To create academic / non-academic reports, write ups etc.
4. To acquire the necessary linguistic skills to use the language effectively in conversation and writing.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	recall the fundamentals of English Grammar	C	K1, K2
CO – 2	understand the formal and informal usages to obtain proficiency	E	K3
CO – 3	apply the patterns learnt by students	F	K3
CO – 4	analyze sentence structures, synthesis and usages	G	K4
CO – 5	evaluate the patterns of expressions, basic structures, sentence patterns, etc.	G	K5
CO – 6	create good academic / non-academic write ups, reports, etc.	G	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	L	L
CO 2	M	S	S	S	S	S	L	L
CO 3	S	S	S	S	S	M	M	S
CO 4	M	L	M	M	M	M	M	M
CO 5	M	M	S	M	M	M	M	M
CO 6	M	M	M	M	M	M	M	M

S – Strong, **M** – Medium, **L** - Low

Unit I:

The Sentence
Parts of Speech
Nouns I and II
Articles

Unit II:

Pronouns
Verbs, Mood and Tense
Concord or Agreement of the Verb with the Subject
The Auxiliaries

Unit III:

Adverbs
Prepositions
Conjunctions
Simple, Compound, Complex and Compound-Complex Sentences

Unit IV:

Synthesis of Sentences
Clauses
Transformation of Sentences I
Transformation of Sentences II

Unit V:

Letter Writing
Precis Writing
Essay Writing
Writing Stories from Outlines

Prescribed Text:

David Green. *Contemporary English Grammar Structures and Composition*. New Delhi: Trinity Press, 2016.

Reference Books:

N. Krishnaswamy. *Modern English Grammar*. Chennai: Macmillan Publishers India Limited, 2010.
K.V. Joseph. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.

SEMESTER III

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Core VII

Core - VII

BRITISH PROSE

Objectives:

1. To introduce the students to various thoughts and philosophies of each age.
2. To make them appreciate the prose style of various works.
3. To make the students understand the lateral thinking of the English writers.
4. To train the students to think independently and express themselves in a unique manner.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the various kinds of thoughts and ideologies of each period and each written	A	K2
CO – 2	analyze the writing style and the vocabulary used by the writers	B	K4
CO – 3	develop skills to critically appreciate the writings	B	K2
CO – 4	make them analyze the socio-cultural background of each writer	C	K3
CO – 5	enhance their power of comprehension and literary competence	D	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	M	S	S	M	S
CO 2	M	S	S	S	S	M	S	M
CO 3	S	S	M	S	S	S	M	S
CO 4	M	S	M	M	M	S	M	L
CO 5	S	M	M	M	M	S	M	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

- Francis Bacon : “Of Ceremonies and Respects” from *The Essays*
Matthew Arnold : The Study of Poetry
Oliver Goldsmith : “Beau Tibbs, His Character and Family” from *Citizen of the World* (Letter 54)

Unit II:

- Jonathan Swift : The Battle of the Books
Charles Lamb : A Dissertation Upon Roast Pig
John Ruskin : “Of Queens’ Gardens” from *Sesame and Lilies*
(Lecture II – Lilies)

Unit III:

- Joseph Addison : “Sir Roger De Coverley’s Sunday” from *The Spectator*
William Hazlitt : “The Indian Jugglers” from *Table Talk*
Alfred George Gardiner : “On Being Tidy” from *Windfalls*

Unit IV:

- E.M. Forster : “What I Believe” from *Two Cheers for Democracy*
Virginia Woolf : The Duchess of Newcastle
George Orwell : Bookshop Memories

Unit V:

- Viscount Grey : The Pleasure of Reading
Gerald Durrell : Vanishing Animals

Prescribed Texts:

<http://www.authorama.com/essays-of-francis-bacon-52.html>

<http://www.authorama.com/essays-of-francis-bacon-14.html>

https://www.sas.upenn.edu/~cavitch/pdf-library/Arnold_Study.pdf

<https://www.gutenberg.org/files/623/623-h/623-h.htm>

R. W. Jepson. *Essays by Modern Writers*. Longmans, Green and Co., 1963.

<https://www.gutenberg.org/files/16126/16126-h/16126-h.htm#page156>

http://essays.quotidiana.org/lamb/dissertation_upon_roast_pig/

<https://www.gutenberg.org/files/1293/1293-h/1293-h.htm>

<https://www.gutenberg.org/files/16126/16126-h/16126-h.htm#page097>

<https://www.gutenberg.org/files/16126/16126-h/16126-h.htm#page101>

<http://www.juggling.org/papers/hazlitt/>

https://www.gutenberg.org/files/47429/47429-h/47429-h.htm#link2H_4_0008

<https://www.gutenberg.org/files/37858/37858-h/37858-h.htm#chap14>

<http://spichtinger.net/otexts/believe.html>

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Core VIII

Core - VIII

INDIAN ENGLISH LITERATURE - I

Objectives:

1. To acquaint with the rich literary custom in Indian English Literature.
2. To apprise the various genres in Indian English Literature.
3. To present a general perception of Indian English Literature.
4. To impart the socio-political, historical and cultural context of works written.
5. To identify the Indian dialect and sensibility that stirs it.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the major movements and authors in Indian Writing in English through the study of selected literary texts	B	K1, K2
CO - 2	analyze the artistic and rhetorical devices used by the writers	B	K4, K5
CO - 3	cultivate a literary sensibility for a proper critical appreciation of literature	D, F	K1, K2
CO - 4	make them reflect critically on the human and social concerns and values embedded in the texts	D, G	K3
CO - 5	enhance the overall literary and linguistic competence of students	C, E	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	M	S	S	S	S	L
CO 2	M	M	S	S	S	S	M	S
CO 3	S	M	S	S	S	S	S	M
CO 4	S	S	S	S	M	S	S	M
CO 5	M	L	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

K.R. Srinivasa Iyengar	: Indian Writing in English - Introduction
Jawaharlal Nehru	: The Indian Philosophical Approach
C.V. Raman	: Books that have Influenced Me
V.S. Srinivasa Sastri	: What I Cherish Most

Unit II: Poetry

Toru Dutt	: The Young Captive
Sarojini Naidu	: Summer Woods
Nissim Ezekiel	: A Morning Walk
Kamala Das	: Smoke in Colombo

Unit III: Short Story

Raja Rao	: India – A Fable
Mulk Raj Anand	: Liar
Bhabhendra Nath Saikia	: Rats

Unit IV: Drama

Rabindranath Tagore	: Mukta Dara
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Unit V: Fiction

Bhabani Bhattacharya	: So Many Hungers!
Aravind Adiga	: White Tiger

Prescribed Texts:

K.R. Srinivasa Iyengar. *Indian Writing in English*. Asia Publishing House, Bombay.

Jawaharlal Nehru. "Chapter Five: Through The Ages, The Indian Philosophical Approach". *The Discovery of India*. Oxford University Press Oxford New York.

C.V. Raman. *Books That Have Influenced Me*. Raman Research Institute, G. A. Natesan & Co., Publishers, Madras. <http://hdl.handle.net/2289/5698>

R.K. Prabhu, Bharatiya Vidya Bhavan, Chaupatty. *An Anthology of Modern Indian Eloquence*. Bombay, 1960.

Raja Rao. *The Meaning of India*. Penguin Books India Private Limited, 2020.

<https://www.poemhunter.com/poem/the-young-captive/>

<https://www.englitmail.com/2020/02/summer-woods-by-sarojini-naidu.html>

<https://mkborthakur.blogspot.com/2020/05/the-rat-original-assamese-short-story.html>

Bhabani Bhattacharya. *So Many Hungers!*. Hassell Street Press, 2021.

<https://ia801602.us.archive.org/24/items/in.ernet.dli.2015.216311/2015.216311.So-Many.pdf>

Aravind Adiga. *The White Tiger*. Atlantic Books, 2012.

https://ia804502.us.archive.org/29/items/the-white-tiger-by-aravind-adiga_202105/The%20White%20Tiger%20by%20Arvind%20Adiga.pdf

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Core IX

Core- IX

AMERICAN LITERATURE - I

Objectives:

1. To introduce students to different genres of American Literature.
2. To familiarize students with prominent American writers of prose, poetry, fiction, drama and short stories.
3. To be able to contextualize literary works according to their contemporary, social and cultural influences in American society.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	identify the key ideas, events and characteristics of different periods and regions	A, D, F	K4
CO – 2	understand values and themes that impact culture and society	D	K2
CO – 3	analyze and juxtapose the unique literary styles and structures of American authors	B, G	K3, K4, K5
CO – 4	improve reading skills leading to literary analyses	B, G	K2, K4, K5
CO – 5	write poems and short stories and also enact scenes from the plays prescribed	C, H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	M	S	S	S
CO 2	S	S	S	S	S	M	S	S
CO 3	S	S	S	S	M	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	L	S	S	S	L	M	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

- Benjamin Franklin : The Way to Wealth
Henry David Thoreau : “Where I Lived, and What I Lived For” from *Walden; Or, Life in the Woods*

Unit II: Poetry

- Emily Dickinson : I Measure Every Grief I Meet
Robert Frost : Christmas Trees
Robert Lowell : Home After Three Months Away

Unit III: Short Story

- Washington Irving : Rip Van Winkle
Edgar Allan Poe : The Spectacles
H.P. Lovecraft : Dagon
Isaac Asimov : The Fun They Had

Unit IV: Drama

- David Mamet : Oleanna
Bruce Norris : Clybourne Park

Unit V:

- F. Scott Fitzgerald : The Great Gatsby
Alex Haley : Roots: The Saga of an American Family

Prescribed Texts:

Benjamin Franklin, *The Way to Wealth*, BN Publishing, 2007.

<https://tendimag.files.wordpress.com/2014/02/the-way-to-wealth-by-benjamin-franklin-1757-smse-2010.pdf>

Henry David Thoreau, *Walden; Or, Life in the Woods*, Martino Fine Books, 2009.

<https://www.gutenberg.org/files/205/205-h/205-h.htm#chap03>

<https://poets.org/poem/i-measure-every-grief-i-meet-561>

<https://www.poetryfoundation.org/poems/57834/christmas-trees-56d23bb00debf>

<https://poets.org/poem/home-after-three-months-away>

Washington Irving, *Rip Van Winkle*, Createspace Independent Pub, 2013.

https://www.gutenberg.org/files/19721/19721-h/19721-h.htm#RIP_VAN_WINKLE

Edgar Allan Poe, *The Spectacles*, CreateSpace Independent Publishing Platform, 2017.

<https://etc.usf.edu/lit2go/147/the-works-of-edgar-allan-poe/5325/the-spectacles/>

H.P. Lovecraft, *Dagon*, Fantasy and Horror Classics, 2020.

<https://www.hplovecraft.com/writings/texts/fiction/d.aspx>

Isaac Asimov, *15 Short Stories*, Createspace Independent Pub, 2017.

<http://web1.nbed.nb.ca/sites/ASD-S/1820/J%20Johnston/Isaac%20Asimov%20-%20The%20fun%20they%20had.pdf>

David Mamet, *Oleanna*, Vintage Books, 1993.

Bruce Norris, *Clybourne Park*, Nick Hern Books, 2015.

<http://www.bctheatre.com/Plays/Clybourne-Park.pdf>

F. Scott Fitzgerald, *The Great Gatsby*, Fingerprint! Publishing, 2014.

[Alex Haley, *Roots*, RHUK, 1994.](#)

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Allied III

Allied - III

AFRICAN LITERATURE

Objectives:

1. To exhibit the literatures of the African land.
2. To illuminate the features and governance of African Literature.
3. To develop a comparative perspective study.
4. To present the literary form created by African authors.
5. To present different hereditary settings of African continent.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the uniqueness of African Literature in terms of form and content	B	K1, K2
CO – 2	analyze the genre and its contemporary form in African Literature while reflecting on sub - genres and narrative modes	B, F	K4
CO – 3	understand how African theatre evolved during post-colonial period	F	K2
CO – 4	evaluate the cultural, thematic and aesthetic representations in African literature	G, D	K3, K5
CO – 5	assess and compare the genres of Non-fiction, fiction, drama and poetry of African literature	G, C	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	M	M	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	M	S	S	M	M
CO 4	S	S	S	S	S	S	M	L
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

Chinua Achebe	: The Novelist as Teacher
Chimamanda Adichie	: The Danger of a Single Story

Unit II: Poetry

Christopher Okigbo	: Heaven's Gate
Gabriel Okara	: Where I to Choose
John Pepper Clark	: The Casualties
David Diop	: Africa

Unit III: Short Story

Chinua Achebe	: The Madman
Gloria Kembabazi Muhatane	: The Gem and Your Dreams

Unit IV: Drama

Wole Soyinka	: A Dance of the Forests
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Unit V:

Nadine Gordimer	: A Guest of Honour
Maaza Mengiste	: The Shadow King

Prescribed Texts:

Chinua Achebe. *Girls at War and Other Stories*. The Madman Anchor Books. New York.

<https://poemotopia.com/david-diop/africa/>

[http://dodiyameghana.blogspot.com/2017/03/poem-were-i-to-choose-by-gabriel-okara.html?
m=1](http://dodiyameghana.blogspot.com/2017/03/poem-were-i-to-choose-by-gabriel-okara.html?m=1)

<https://folukeafrica.com/the-casualties-by-john-pepper-clark/>

<https://www.loyede.com.ng/2015/09/christopher-okigbo-heaven-gate.html>

<https://www.academia.edu/24342779/Suubi>

Wole Soyinka. *A Dance in the Forests*. Surjeet Publications. 2018.

Nadine Gordimer. *A Guest of Honour*. Bloomsbury Publishing India Private Limited, 2002.

Maaza Mengiste. *The Shadow King*. Canongate Books, 2020.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/NME I

Non-Major Elective - I

ENGLISH FOR COMPETITIVE EXAMINATIONS

Objectives:

1. To enrich word power for framing flawless sentences.
2. To produce passages without any errors.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	to understand the importance of grammar and its usage in our daily life.	C	K1, K2
CO – 2	learn the basic grammar rules to prepare for Competitive Examinations	E	K3
CO – 3	apply the knowledge of grammar to identify errors and reproduce correct patterns of expressions	F	K3
CO – 4	analyze the varied form of expressions, basics structures, verbal patterns and sentence patterns for the effective use of the English language	A	K4, K5
CO – 5	evaluate the structures and patterns learned and to know their distinctive usages	A	K4, K5
CO – 6	create situation-based and context-based expressions and sentences to clear Competitive Examinations	H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	M	L	S	L	M	M	M	S
CO 2	M	L	S	L	M	M	M	S
CO 3	M	L	S	L	M	M	M	S
CO 4	L	L	L	L	L	L	L	L
CO 5	M	M	M	M	M	M	M	M
CO 6	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Word Substitution (Pg: 151 – 163)

Idioms and Phrases (Pg: 180 – 193)

Unit II:

Synonyms (Pg: 233 - 250)

Antonyms (Pg: 251 – 263)

Unit III:

Proficiency Tests : Synonyms (Pg: 289 - 305)

Proficiency Tests : Antonyms (Pg: 306 – 340)

Unit IV:

Sentence Completion (Pg: 443 – 476)

Common Errors (Pg: 479 – 504)

Unit V:

Comprehension : Prose (Pg: 509 – 514)

Comprehension : Poetry (Pg: 515 – 522)

Prescribed Texts:

A.P. Bhardwaj. *General English for Competitive Examinations* (Banking, Insurance, SSC Examinations, Railway, Defence and MBA Entrance Examinations). Delhi: Pearson, 2013.

Reference Books:

Essential English for Competitive Examinations – 2nd Edition. Disha Publications, 2019.

General English for Competitive Exams – SSC / Banking / Defence / Insurance – 2nd Edition. Disha Publications, 2019.

SEMESTER IV

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Core X

Core - X

BRITISH FICTION

Objectives:

1. To understand the eco socio-cultural context of the age that contributed to the making of the literature.
2. To sensitise the evolution of literature, themes and style.
3. To comprehend the various characters and their psyche.
4. To expose them to the narrative techniques, plot constructions and stylistic aspects.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	comprehend the ethical values of the society	A	K1
CO – 2	compare and contrast the characters of the novels	B	K3
CO – 3	analyze the plot construction and techniques employed in the novels	C	K4
CO – 4	interpret the different meanings and messages in the novels	C	K4
CO – 5	assess the literary value of each novel	D	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	S	S	S	M	M
CO 2	M	S	M	S	S	M	S	S
CO 3	S	M	M	S	S	S	S	M
CO 4	M	S	M	S	M	M	M	S
CO 5	S	M	S	M	M	S	M	L

S – Strong, **M** – Medium, **L** - Low

Unit I:

Jane Austen : Pride and Prejudice

George Eliot : The Mill on the Floss

Unit II:

Charles Dickens : Great Expectations
Joseph Conrad : Heart of Darkness

Unit III:

Agatha Christie : The Murder of Roger Ackroyd
George Orwell : Animal Farm

Unit IV:

Ian McEwan : Atonement
Sarah Waters : The Little Stranger

Unit V:

Julian Barnes : The Sense of an Ending
Signe Pike : The Lost Queen

Prescribed Texts:

Jane Austen. *Pride and Prejudice*. Fingerprint Publishing, 2013.
George Eliot. *The Mill on the Floss*. Fingerprint Publishing, 2016.
Charles Dickens. *Great Expectation*. Fingerprint Publishing, 2016.
Joseph Conrad. *Heart of Darkness*. Fingerprint Publishing, 2018.
Agatha Conrad. *The Murder of Roger Ackroyd*. Harper Collins, 2017.
George Orwell. *Animal Farm*. Rupa, 2010.
Ian McEwan. *Atonement*. RHUK, 2007.
Sarah Waters. *The Little Stranger*. Virago, 2010
Julian Barnes. *The Sense of an Ending*. RHUK, 2012.
Signe Pike. *The Lost Queen*. Atria Books, 2019.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Core XI

Core - XI

INDIAN ENGLISH LITERATURE - II

Objectives:

1. To carry forward the listed objectives of the prior Paper.
2. To be aware of the cultural distinctions represented in Indian Literature.
3. To present the literary aspects of the local writers in English, a foreign language.
4. To present significant Indian writers in English tradition.
5. To present the works of contemporary writers in Indian English Literature.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	remember the origin and History of the Indian Writing in English and appreciate the literary devices used in the texts	B	K1, K2
CO - 2	examine a broad cross section of regions and cultures in India	B, F	K4
CO - 3	understand the broad view of culture as seen from outside the culture	D, E	K1, K2
CO - 4	make familiar with the contributions made by modern Indian writers writing in English	D, G	K3
CO - 5	critically engage with Indian literary texts written in English in terms of colonialism, post colonialism, regionalism and nationalism	C, G	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	M	S	S	S
CO 2	S	M	S	L	S	S	S	S
CO 3	S	S	S	M	S	S	S	S
CO 4	S	M	S	S	S	S	M	S
CO 5	S	M	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

Swami Vivekananda	: Chicago Address – I
Dr. Radhakrishnan	: The Emerging World Society
A.P.J. Abdul Kalam	: “15. Emancipators” from <i>Wings of Fire: An Autobiography</i>
Amartya Sen	: Inequality, Instability and Voice

Unit II: Poetry

A K Ramanujan	: Small Scale Reflections on a Great House
Eunice de Souza	: Catholic Mother
Keki N. Daruwalla	: Death of a Bird
Agha Shahid Ali	: Postcard from Kashmir

Unit III: Short Story

Manjula Padmanabhan	: Unfaithful Servants
Gita Hariharan	: Remains of the Feast
Khushwant Singh	: The Portrait of a Lady

Unit IV: Drama

Girish Karnad	: Hayavadana
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Unit V:

Rohinton Mistry	: Such a Long Journey
Sunjeev Sahota	: The Year of the Runaways

Prescribed Texts:

https://arunshanbhag.files.wordpress.com/2009/07/vivekananda_chicagospeech.pdf

Dr. S. Radhakrishnan. *The Emerging World Society*. Sahyadri Books & Bloom Books, Trivandrum, 2012.

A P J Abdul Kalam. *Wings of Fire-An Autobiography*. Universities Press (India) Private Limited, 1999.

<file:///C:/Users/HP/Downloads/instapdf.in-wings-of-fire-362.pdf>

The Argumentative Indian, Writings on Indian History, Culture and Identity, Amartya Sen, Part One, Voice and Heterodoxy, 2. 2. Inequality, Instability and Voice, Farrar, Straus and Giroux, New York.

<https://www.poemhunter.com/poem/small-scale-reflections-on-a-great-house/>

https://www.poetryinternational.com/en/poets-poems/poems/poem/103-16099_CATHOLIC-MOTHER

<https://www.poemhunter.com/poem/daruwalla-s-death-of-a-bird/>

<https://www.poetrynook.com/poem/postcard-kashmir>

<https://www.alephbookcompany.com/the-portrait-of-a-lady-by-khushwant-singh/>

<https://newint.org/features/1995/02/05/feast>

Girish Karnad. *Hayavadana*. Oxford, 1997.

Rohinton Mistry. *Such a Long Journey*. Enopf. 1991.

Sunjeev Sahota. *The Year of the Runaways*. Picador, 2016.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Core XII

Core - XII

AMERICAN LITERATURE - II

Objectives:

1. To introduce students to diverse range of poems, plays, short stories, fiction and prose in American literature.
2. To familiarize students with various and diverse cultures within the United States of America.
3. To highlight the experiences of people from varying ethnicities and cultures and their diaspora within America.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	become acquainted with the historical and literary elements in American literature	D, F	K1, K2
CO – 2	read and retain themes and ideas in the literary texts	G	K1
CO – 3	attain knowledge of various literary styles in relation to their cultural context and literary forms	B, F	K2, K4, K5
CO – 4	view literary works in the context of the tremendous social and political changes throughout American history	D, F	K2, K5
CO – 5	participate in creative activities related to the literary works	E, F	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	L	S	S	L	S	S
CO 2	S	S	M	S	S	M	M	S
CO 3	S	S	L	S	S	L	S	S
CO 4	S	S	M	S	S	M	S	S
CO 5	L	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

- Frederick Douglass : “Chapter VI & VII” from *Narrative of the Life of Frederick Douglass, an American Slave*
- Ayn Rand : “Doesn’t Life Require Compromise?” from *The Virtue of Selfishness: A New Concept of Egoism*

Unit II: Poetry

- Maya Angelou : Woman Work
- Pablo Neruda : If You Forget Me
- Garrett Kaoru Hongo : Yellow Light

Unit III: Short-stories

- Gabriel Garcia Marquez : One of These Days
- Leslie Marmon Silko : Lullaby
- Viet Thanh Nguyen : “Black-Eyed Women” from *The Refugees*

Unit IV: Drama

- Lin-Manuel Miranda : Hamilton: An American Musical
- William Wells Brown : The Escape; or, A Leap for Freedom

Unit V: Fiction

- Chang-Rae Lee : Native Speaker
- Philip Roth : Nemesis

Prescribed Texts:

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, Lector House LLP, 2019.

<https://www.gutenberg.org/files/23/23-h/23-h.htm>

Ayn Rand, *The Virtue of Selfishness: A New Concept of Egoism*, Penguin USA, 1964.

https://ia802903.us.archive.org/1/items/AynRandTheVirtueOfSelfishness/Ayn_Rand-The_Virtue_of_Selfishness.pdf

<https://www.poemhunter.com/poem/woman-work/>

<https://allpoetry.com/If-You-Forget-Me>

Garrett Kaoru Hongo, *Yellow Light*, Wesleyan University Press, 1982.

<http://workingclasspoems.blogspot.com/2009/03/yellow-light.html>

<http://www.classicshorts.com/stories/ooldays.html>

<https://www.webpages.uidaho.edu/engl484jj/SilkoLullaby001.pdf>

Viet Thanh Nguyen, *The Refugees*, Corsair, 2018.

<https://electricliterature.com/black-eyed-women-by-viet-thanh-nguyen/>

Lin-Manuel Miranda, *Hamilton: An American Musical*, Hal Leonard Corp, 2020.

<https://www.allmusicals.com/h/hamilton.htm>

William Wells Brown, *The Escape; or, A Leap for Freedom*, Cosimo Classics, 2007.

Chang-Rae Lee, *Native Speaker*, Penguin, 2013.

Philip Roth, *Nemesis*, Vintage, 2011.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Allied IV

Allied - IV

LANGUAGE AND LINGUISTICS

Objectives:

1. To develop and apply the understanding of the concepts and methods appropriate for the analysis and study of the English language.
2. To establish a firm foundation in environmental writing and eco-criticism, thus bridging gaps between creative and scientific writing, through essays, poems, fiction and non-fiction.
3. To identify strategies used by poets and fiction and nonfiction writers and to address environmental questions through both the form and content of their works.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand a wide array of linguistic diversity, systematic patterns and cross linguistic universals that constrain this diversity	B, C, E	K2
CO – 2	demonstrate understanding of linguistic concepts, methods and approaches and apply this understanding to the construction and analysis of meanings in different modes of communication (spoken, written and multimodal)	E, G	K3, K4
CO – 3	assess the efficiency of the tools and knowledge that give a new perspective on language and linguistic	E, H	K4, K5
CO – 4	analyze and evaluate the influence of contextual and cultural factors in the production and reception of the English language, taking into account the relevant drivers of language change	D, E, F	K4, K5
CO – 5	examine their attitude towards language and the way it is used in society and culture	E, F	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	M	M	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

Unit I: The Origin and Development of Language

The Origins of Language

Animals and Human Language

Written Language

Unit II: English Phonetics I

How the Speech Organs Work in English

The Consonants of English

Consonant Sequences

The Vowels of English

Unit III:

Words in Company

Intonation

Unit IV: English Phonetics II

The Patterns of Language – Morpheme; Word

Form and Meaning

Group – Nominal, Verbal, Adverbial

Clauses and Sentences – IC Analysis

Sentences – Major and Minor Sentence Classification

Word Meaning - Association, Connotation, Collocation, Semantic Field

Unit V: Regional and Social Variations of Language

Language History and Change

Regional Variation in Language

Social Variation in Language

Prescribed Texts:

Yule, George. *The Study of Language*. Seventh Edition. New Delhi: CUP, 2006. (Unit I and Unit V)

O'Connor, J.D., *Better English Pronunciation*. New Delhi: CUP, 2008. (Unit II and III)

Wallwork, J.F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heineman, 1981. (Unit IV)

Reference Books:

Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 2012.

Iyadurai, P. *Phonetics for Beginners*.

Wood, F.T. *An Outline History of the English Language*.

Baugh, A. C. *A History of the English Language*.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/NME II

Non-Major Elective - II

Content Writing

Objectives:

1. To create unique useful and compelling content on a topic.
2. To inform the students to develop content as per the business concept.
3. To encourage and guide students to write keywords that allows the site visitors to get the information quickly and efficiently
4. To equip students to write quality content and run their own blogs or sites.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	improve the ability to read the literary texts critically and to analyse them	A, E	K1, K3
CO – 2	gain an understanding about various modes and methods of literary interpretation	B	K4, K5
CO – 3	understanding the development of new forms of writing and literary interpretation	C	K2, K6
CO – 4	comprehend the qualities of literary texts	E, G	K3, K6
CO – 5	trace the inter disciplinary nature of literary texts in the 20th century	D, G	K2, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Meaning, definition and scope of Content Writing

Types of Content Writing

Content Writing Topics

Problems faced in Content Writing

Unit II:

Different content writing formats

Major skills for writing quality content

Strategies in producing high quality content

Different stages of writing a good content

Unit III:

Blogging and Types

Blogging and Advertising

E-book and its different formats

Plagiarism Detection

Unit IV:

Introduction to SEO

Types and elements of SEO

SEO Developing strategies

Steps to SEO the web content

Unit V:

Content Writing for e-commerce sites

Steps involved in writing e-commerce product description

Types of content marketing for e-commerce

Effective ways to share content in social media

Employment opportunities

Prescribed Texts:

Content Writing for the Web - Kristine Halverson

The Content Strategy Toolkit - Kristine Halverson, Melissa Rach, Megan Casey

SEMESTER V

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XIII

Core - XIII

GENRE STUDIES

Objectives:

1. To introduce students to various genres of literature.
2. To help students to understand the features and characteristics of different genres.
3. To sensitize students on the socio linguistic codes and conventions of different genres.
4. To orient students about the patterns of narration.
5. To provide insights about generic variations.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the importance of context in the creation of a text	A	K1
CO – 2	understand the socio-cultural boundaries of the literary texts	A, B, D	K2
CO – 3	identify and apply the stereotypic patterns of different literary genres	E, F	K3
CO – 4	analyse generic rules and conventions and their relationship with social contexts	D, G	K4
CO – 5	understand the significance of genre in the communicative function of a literary text	F, G	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	M	M	M	M	M	M
CO 2	S	M	M	S	S	L	M	L
CO 3	M	S	S	M	M	M	M	L
CO 4	M	M	M	S	S	M	L	M
CO 5	M	M	S	S	M	L	M	L

S – Strong, **M** – Medium, **L** - Low

Unit I: Figures of Speech

Alliteration, Anaphora, Antithesis, Assonance, Conceit, Hyperbole, Irony, Metonymy, Metaphor, Onomatopoeia, Paradox, Personification, Pun, Simile, Synecdoche.

Unit II: Schools and Movements

Age of Johnson, Augustan Age, Cavalier Poets, Classicism, Early Tudor, Elizabethan Age, The Enlightenment, Graveyard School, Metaphysical Poetry, Neoclassicism, Pre-Raphaelites, Restoration, Romanticism, University Wits, Imagism.

Unit III: Themes and Characters

Alienation, Antagonist, Byronic Hero, Epiphany, Hamartia, Allegory, Allusion, Ambiguity, Blank Verse, Free Verse, Catastrophe, Catharsis, Confessional Poetry, Cyberpunk, Denouement.

Unit IV: Poetry and Drama

Heroic Couplet, Meter, Ballad, Burlesque, Chronicle Play, Closet Drama, Comedy, Detective Story, Domestic Tragedy, Dramatic Monologue, Elegy, Epic, Mock Epic, Mock Heroic, Epistle, Lyric, Masque, Melodrama, Farce, Foot, Problem Play, Satire, Soliloquy, Sonnet, Stanza, Tragedy, Tragicomedy, Haiku, Heroic Drama, Idyll, Interlude.

Unit V: Prose, Short story and Novel

Essay, Biography, Autobiography, Bildungsroman, Gothic Novel, Epistolary Novel, Campus Novel, Graphic Novel, The Grotesque, Historical Novel, Memoir, Picaresque Novel, Point of View, Science Fiction, Sentimental Novel, Short Story.

Prescribed Texts:

Chris Baldrick. *The Concise Oxford Dictionary of Literary Terms*. 2nd Ed, Oxford University Press, 2004.

Edward G Quinn. *A Dictionary of Literary and Thematic Terms*. Checkmark Books, 2000.

Ian Buchanan. *A Dictionary of Critical Theory*. First Edition, OUP Oxford, 2010.

John A. Cuddon and Claire E. Preston. *The Penguin Dictionary of Literary Terms and Literary Theory*. 4th Ed, Penguin Books, 1999.

M.H. Abrams and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Eleventh Edition, Cengage Learning, 2015.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XIV

Core - XIV

SHAKESPEARE

Objectives:

1. To study Shakespeare based on a reading of the representative plays and selected sonnets.
2. To study the principal plays of Shakespeare in the light of the dramatic and literary background of his time.
3. To develop critical skills to approach Shakespeare on page and stage
4. To make judgments about the meaning of the plays based on the contemporary scenario.
5. To recognize and deploy different critical methodologies and understand the range of Shakespeare studies.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the plays studied in different critical contexts, including historical, theoretical, and theatrical	A, B, F	K1, K2
CO – 2	apply various emerging literary theories to the study of Shakespeare	B, G	K3
CO – 3	appraise the universal values embedded in the plays of Shakespeare	D	K5
CO – 4	recall the nuclei of each play and analyze them with the historical, philosophical and literary factors	A, B, D, F	K4, K5
CO – 5	challenge the existing ideas with the realms of the contemporary literary scenario	B, G	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	S	S	S	S	S	S
CO 2	S	M	S	S	S	S	S	S
CO 3	S	M	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: General Shakespeare and Popular Shakespearean Critics

Importance of Opening Scenes, Supernatural Elements and Fools and Clowns.

A.C. Bradley : “The Substance of Shakespearean Tragedy” from *Shakespearean Tragedy*

Tiffany Stern : “The Theatre of Shakespeare’s London”

Unit II: Sonnets

Sonnets : 18, 65, 116 & 121

Unit III: Comedy or Dark Comedy

A Midsummer Night’s Dream

Much Ado About Nothing

Unit IV: Tragedy

King Lear

Unit V: Historical

Antony and Cleopatra

Prescribed Texts:

A.C. Bradley. “The Substance of Shakespearean Tragedy”. *Shakespearean Tragedy*. London: Penguin, 1991.

Tiffany Stern. “The Theatre of Shakespeare’s London.” *The New Cambridge Companion to Shakespeare*. Ed. Margreta de Grazia. Cambridge: Cambridge UP, 2010.

William Shakespeare. *A Midsummer Night’s Dream*. Fingerprint Publishing, 2019.

William Shakespeare. *Much Ado About Nothing*. New York: Penguin Books, 2017.

William Shakespeare. *King Lear*. London: Bloomsbury Publishing, 2018.

William Shakespeare. *Antony and Cleopatra*. London: Bloomsbury Publishing, 2018.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XV

Core - XV

RESEARCH METHODOLOGY

Objectives:

1. To prepare students to undertake research.
2. To introduce the basic concepts of research.
3. To train the students on the procedures and techniques.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	make a systematic and theoretical approach during the process of research	B, G	K2, K3, K4
CO – 2	collect and analyze data through surveys, interviews and observation	G	K3, K4
CO – 3	enhance critical thinking	B, F	K1, K2
CO – 4	perform literature reviews	G	K3, K4, K5
CO – 5	write research article	C, E, G	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Why Document Sources

Plagiarism and Academic Dishonesty

Think: Evaluating your sources

Unit II:

Select: Gathering Information about your sources

Organize: Creating your Documentation

Unit III:

The Mechanics of Scholarly Prose

Unit IV:

Works Cited

Unit V:

In-Text Citations (Pg: 116)

Prescribed Text:

MLA Eighth Edition. The Modern Language Association of America. New York. 2016.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVI

Core - XVI

TRANSLATION THEORY AND PRACTICE

Objectives:

1. To comprehend any Source language text and acquire the necessary skills to translate it into the Target language using adequate procedures and techniques.
2. To become a skilled translator.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the fields of translation principles, methods, procedures and techniques of translating.	B	K2
CO - 2	identify the nuances of the SL texts and enrich the adequate skills to address the issues of transition encountered by translators worldwide.	B	K2, K3
CO - 3	apply the acquired skills to translate specific structures and formulate suitable procedures for translation.	G, H	K3
CO - 4	analyse the grammatical classes, syntactic and semantic structures of the language concerned and re-text and re-render the Source language text.	D	K4
CO - 5	evaluate any translated text in the light of the principles, methods, techniques and procedures learnt.	G, H	K5
CO 6	produce translated texts to promote cultural exchange and connectedness.	G, H	K6

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	M	M
CO 2	S	S	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	M	M
CO 4	S	S	S	S	S	S	M	M
CO 5	S	S	S	S	S	S	M	M
CO 6	S	S	S	S	S	S	M	M

S – Strong, M – Medium, L - Low

Unit I:

- 1.1. Defining Translation
- 1.2. Art or Science or Craft?
- 1.3. The Nature of Translation
- 1.4. Fields of Translation
 - 1.4.1. Literary Translation
 - 1.4.2. Scripture Translation
 - 1.4.3. Scientific and Technical Translation
 - 1.4.4. Interpretation
 - 1.4.4.1. Alternative Interpretation
 - 1.4.4.2. Consecutive Interpretation
 - 1.4.4.3. Simultaneous Interpretation
 - 1.4.4.4. Liaison Interpreting
- 1.5. Translating for the Media
 - 1.5.1. Subtitling
 - 1.5.2. Dubbing
- 1.6. Machine Translation

Unit II:

- 1.7. Problems, Principles, Methods and Procedures of Translation
 - 1.7.1. Problems of Translation
 - 1.7.1.1. Lexis
 - 1.7.1.2. Syntax
 - 1.7.2. The Role of the Translator
 - 1.7.3. Principles of Translator
 - 1.7.3.1. Principle of Fidelity
 - 1.7.3.2. Principle of Intelligibility
 - 1.7.3.3. Principle of Communication Load
 - 1.7.3.4. Principle of Contextual Consistency
- 1.9. Grammatical Classes and Universal Semantic Categories
 - 1.9.1. Lexical Ambiguity due to Semantic Categories

- 1.9.2. Words with Complex Structures
- 1.10. Transformational Generative Grammar and Translation
 - 1.10.1. Syntactic Ambiguity
 - 1.10.2. Paraphrase
 - 1.10.3. The Same Grammatical Conversation having Different Meanings.

Unit III:

- 1.11. Referential Meaning
 - 1.11.1. Syntactic Marking of the Referential Meaning
 - 1.11.2. Marking of Meaning by Semotaxis
 - 1.11.3. Techniques of Semantic Analysis
 - 1.11.3.1. Chain Analysis
 - 1.11.3.2. Hierarchical Analysis
 - 1.11.3.3. Componential Analysis
- 1.12. Connotative Meaning
- 1.13. Transfer
 - 1.13.1. Idioms
 - 1.13.2. Figurative Expressions
 - 1.13.3. Generic and Specific Meanings
 - 1.13.4. Use of classifiers
 - 1.13.5. Active and Passive constructions
 - 1.13.6. Ellipsis
 - 1.13.7. Tenses
 - 1.13.8. Inclusive vs. Exclusive First Person Plural
 - 1.13.9. Honorifics
- 1.14. Restructuring

Unit IV:

- 2.0. Approaches, Methods and Techniques
- 2.1. Determiners
 - 2.1.1. Articles
 - 2.1.2. Demonstrative Adjectives and Demonstrative Pronouns

- 2.1.3. Possessive Adjectives and Possessive Pronouns
- 2.1.4. Interrogative Adjectives and Interrogative Pronouns
- 2.1.5. Reflexive Pronouns
- 2.1.6. Indefinite Pronouns
 - 2.1.6.1. Some
 - 2.1.6.2. Any
 - 2.1.6.3. No
 - 2.1.6.4. None
 - 2.1.6.5. All
 - 2.1.6.6. Every
 - 2.1.6.7. Each
 - 2.1.6.8. Both, Either and Neither

2.2. Morphological Categories

- 2.2.1. Number
- 2.2.2. Gender
- 2.2.3. Person

Unit V:

- 2.2.4. Tense and Aspect
- 2.2.5. Mood
- 2.2.6. Voice
 - 2.2.6.1. Nominative with Infinitive
 - 2.2.6.2. Accusative with Passive Infinitive

2.3. Translating Inchoative Verbs

2.4. Translating Modals

- 2.4.1. Shall
- 2.4.2. Will
- 2.4.3. *Shall* and *Will* Compared and Contrasted
- 2.4.4. Can
- 2.4.5. May
- 2.4.6. *Can* and *May* Compared and Contrasted

- 2.4.7. Must
- 2.4.8. Would
- 2.4.9. Should
- 2.4.10. Could
- 2.4.11. Might
- 2.4.12. Ought
- 2.4.13. Dare
- 2.4.14. Need
- 2.4.15. Used to

Prescribed Texts:

Nihamathullah A. *Procedures of Translating*. Tirunelveli: Shameem Publication, 2009.

Nihamathullah A. *Techniques of Translation*. Tirunelveli: Shameem Publication, 2009.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVII

Core - XVII

ENVIRONMENT AND LITERATURE

Objectives:

1. To introduce the nature and ecological aspects of literature and the critical practice of reading literature.
2. To establish a firm foundation in environmental writing and eco-criticism, thus bridging gaps between creative and scientific writing, through essays, poems, fiction and non-fiction.
3. To identify strategies used by poets, and fiction and nonfiction writers to address environmental questions through both the form and content of their works.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the significance and implications of environmental writing with varied perspectives of both literary and scientific criticism	B, G	K2
CO – 2	interpret and relate literary texts by using essential terms from Environment studies	B, C, G	K3, K4
CO – 3	value the significance of the latest schools of criticism through the new approach used practically	B, G	K4, K5
CO – 4	make close reading, critical thinking and analytical writing through which the students will be able to investigate the literary and cultural forms that shape the observation of the readers and the way in which they relate themselves with nature and environment	G, C, G	K2, K4, K5
CO – 5	develop awareness of how literature can articulate humanity's relationship with the environment	D, E	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

Unit I: Essays on Environment

Rachel Louise Carson : And No Birds Sing

Aldo Leopold : Land Ethics

Henry David Thoreau : Pond

Unit II: Introduction to Ecocriticism

Cheryll Glotfelty : Literary Study in an Age of Environmental Crisis

Peter Barry : “Ecocriticism” from *Beginning Theory*

Unit III: Ecocritical Studies

Nirmal Selvamony : tiNaipoetics

Gretchen T. Legler : Ecofeminist Literary Criticism

Unit IV: Poetry

D.H. Lawrence : Snake

G.M. Hopkins : Spring

F.G. Scott : The Unnamed Lake

Douglas A. Stewart : The Silkworm

W.W.E. Ross : The Snake Trying

Unit V: Fiction

John Steinbeck : The Grapes of Wrath

Charlotte McConaghy : Migrations

Prescribed Texts:

Rachel Louise Carson. *Silent Spring*. Crest Book.

Leopold, Aldo, Charles Walsh Schwartz, Barbara Kingsolver. *A Sand County Almanac: And Sketches Here and There*. New York: Oxford University Press, 2020.

Thoreau, Henry David. “Pond”, *Walden*. Boston: Ticknor and Fields, 1854.

Glotfelty, Cheryll and Harold Fromm (Ed.) *The Eco-criticism Reader: Landmarks in Literary Ecology*. London: University of Georgia Press

Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. 3rd revised edition, 2009 Manchester University Press, 2009.

Selvamony, Nirmal. "tiNai Poetics and Tamil Poetry". *Horizons*, ed. Suresh Frederick, Thanjavur: Amithamani, 2011.

Warren, Karen J. Ed. *Ecofeminism: Women, Culture, Nature*. Bloomington: Indiana University Press, 1997.

<https://www.poetryfoundation.org/poems/148471/snake-5bec57d7bfa17>

<https://www.poetryfoundation.org/poems/51002/spring-56d22e75d65bd>

<https://allpoetry.com/The-Unnamed-Lake>

<https://allpoetry.com/poem/8530083-The-Silkworms-by-Douglas-Alexander-Stewart>

<http://www.english-for-students.com/the-snake-trying.html>

Steinbeck, John. *The Grapes of Wrath*. United States: The Viking Press, 1939.

Charlotte McConaghy. *Migrations*. Flatiron Books, 2021.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVII

Core - XVII

MARGINAL LITERATURE

Objectives:

1. To introduce the literature that represent the marginalised.
2. To enable the students understand and identify the factors responsible for the different types of marginalisation.
3. To probe deep into the issues that bring in the paradigm shift.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the prescribed text and theories in the light of racial, cultural and social discriminations	B, D, F	K1, K2
CO – 2	apply the concept of diaspora in the global culture	D, G	K3, K4
CO – 3	assess values in line with the cultural hierarchy	D, G	K5
CO – 4	explore and examine the literary avenues that contribute to the growth of Marginal Literature	E, F	K4
CO – 5	investigate and offer panacea to the nemesis undergone by the marginalised	D	K4, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Theory

National Research Council : Theories of Discrimination

Terry Goldie : The Representation of the Indigene

Unit II: Racial Discrimination

Suzan-Lori Parks : Venus

Unit III: Cultural Discrimination

Chinua Achebe : Arrow of God

Ta-Nehisi Coates : Between the World and Me

Unit IV: Social Discrimination

Alice Walker : The Color Purple

Azeem Ibrahim : The Rohingyas: Inside Myanmar's Hidden Genocide

Unit V: Diaspora

Uma Parameswaran : Mangoes on the Maple Tree

Zadie Smith : White Teeth

Prescribed Texts:

National Research Council. "Theories of Discrimination," *Measuring Racial Discrimination*. Washington, DC: The National Academies Press, 2004.

Goldie, Terry. "The Representation of the Indigene", *Engaging with Literature of Commitment*. Volume 2, New York: Rodopi, 2012.

Parks, Suzan-Lori. *Venus*. New York: Theatre Communications Group, 2015.

Achebe, Chinua. *Arrow of God*. New York: Anchor Books, 1969.

Ta-Nehisi Coates. *Between the World and Me*. One World. 2015.

Walker, Alice. *The Color Purple*. New York: Penguin Books, 2019.

Azeem Ibrahim. *The Rohingyas: Inside Myanmar's Hidden Genocide*. Speaking Tiger Publishing Private Limited, 2017.

Parameswaran, Uma. *Mangoes on the Maple Tree*. New York: iUniverse, 2006.

Zadie Smith. *White Teeth*. Penguin UK, 2001.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVIII

Core - XVIII

INDIAN LITERATURE IN TRANSLATION

Objectives:

1. To impart the uniqueness and supremacy of landscape in Indian Literature.
2. To afford a comprehensive outline of different literatures in India.
3. To present multilingual translated works of Indian Literature.
4. To depict Indian convention through the innovative voices of various vernaculars.
5. To create an awareness of ethnic distinctions in translated works.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand how English gets Indianised in translation.	B	K1, K2
CO - 2	analyse with the major ancient medieval and modern literary movements in India and their influence on literature.	B	K1, K4
CO - 3	understand different literary techniques employed by various Indian regional language writers.	C, E	K1, K2
CO - 4	compare the features and peculiarities of Indian societies, culture and language.	C, D	K3, K5
CO - 5	engage in the vast possibilities of translating literary texts from their own languages into English.	G, H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	M	M	S	M	S
CO 2	S	M	S	S	L	S	S	S
CO 3	S	S	S	M	S	S	S	S
CO 4	S	M	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	M	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

Murkoth Kumaran	: The Great Search (The Biography of Sree Narayana Guru)
Kumud Pawde	: The Story of My “Sanskrit” (Autobiography)
Suresh Joshi	: On Interpretation (Chintamayi Manasa)
Sisir Kumar Das	: The Mad Lover

Unit II: Poetry

S. Joseph	: My Sister’s Bible
N. Pichamurti	: National Bird
Lankesh	: Mother
Avtar Paash	: Lines to our own Insecurity

Unit III: Short Story

Ashok Mitran	: Still Bleeding from the Wound
V.M. Bashir	: Fool’s Paradise
Satyajit Ray	: The Indigo Terror

Unit IV: Drama

Komal Swaminathan	: Thanneer Thanneer
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Unit V: Fiction

Kalki	: Ponnaiyan Selvan: New Floods – Volume I
U.R. Ananthamurthy	: Bharathipura

Prescribed Texts:

Murkoth Kumaran, “The Great Search.” *The Biography of Sree Narayana Guru*. 1st Ed. SNDS Trust, 1998.

<https://www.arvindguptatoys.com/arvindgupta/well-english.pdf>

Suresh Joshi. *On Interpretation*, Chintamayi Manasa, Joshi, Suresh, Suresh Joshinu. Sahitya Vishwa: Criticism, Vol 1 & 2, Gujarat Sahitya Academi, Gandhinagar, 2005.

<http://egyankosh.ac.in/bitstream/123456789/54064/1/B-1U-2.pdf>

<https://www.poetryinternational.org/pi/poem/17776/auto/0/0/S-Joseph/My-Sisters-Bible/en/tile>

<http://cuckooscall.blogspot.com/2006/07/national-bird.html>

<http://komalesha.blogspot.com/2014/09/mother-english-translation-of-avva-by-p.html>

<https://parchanve.wordpress.com/category/authors/paash/>

Ashok Mitran. *Still Bleeding from the Wound*. India Penguin, 2016.

V.M. Bashir. *Fool’s Paradise*. Viddikalude Swargam, 1948.

https://www.parabaas.com/translation/database/translations/stories/satyajit_indigo.html.

Ananthamurthy U R. *Bharathipura*. New Delhi: Oxford University Press, 2012.

Kalki. *New Floods: Ponnaiyan Selvan*. Zero Degree Publishing, 2019.

SEMESTER VI

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-VI/Core XIX

Core - XIX

LITERARY CRITICISM

Objectives:

1. To help the students to understand the principles of literary criticism.
2. To develop perspectives about the multidisciplinary nature of literary interpretation.
3. To help the students to understand the social, political and economical contexts of a literary text.
4. To sensitize students to aesthetic, moralistic and humanistic aspects of literary theory.
5. To help the students to understand the influence of psychology, linguistics and political philosophy in Literary Criticism.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the origin and development of the art of literary interpretation	A, B	K1, K2
CO – 2	comprehend the qualities of canonical literary texts	B	K2
CO – 3	gain an understanding about various modes and methods of literary interpretation	D, G	K3
CO – 4	trace the interdisciplinary nature of literary criticism evolved in the twentieth century	B, F	K4
CO – 5	improve their ability to read the literary texts critically and analyze them and write well-structured analysis of literary texts	D, E	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	M	M	M	M	M	M
CO 2	S	L	M	S	S	L	M	L
CO 3	M	S	S	M	M	M	M	M
CO 4	M	S	M	S	S	M	L	M
CO 5	S	M	M	S	M	L	M	L

S – Strong, **M** – Medium, **L** - Low

Unit I: Classical Criticism

- Aristotle : Poetics – Chapters 13,14,15
Longinus : On Sublimity- Some marks of true sublimity, Five sources of Sublimity

Unit II: 16th to 18th century

- Sir Philip Sydney : An Apology For Poetry
Samuel Johnson : Preface to Shakespeare

Unit III: Romanticism

- Wordsworth : Preface to Lyrical Ballads
S.T. Coleridge : Biographia Literaria - Part II – Chapter 14

Unit IV: Victorian Period

- Matthew Arnold : Culture and Anarchy - Sweetness and Light
Walter Pater : Preface - Studies in the History of Renaissance

Unit V: 20th Century

- T.S. Eliot : Tradition and Individual Talent
C.G. Jung : On the Relation of Analytical Psychology to Poetry

Prescribed Texts:

- Vincent B Leitch. *The Norton Anthology of Theory & Criticism*.
V.S. Seturaman & S. Ramasamy. *The English Critical Tradition Vol. 1 and 2*.
Ernst De Chickera D J Enright. *English Critical Texts*, OUP.
M.A.R. Habib, *Literary Criticism from Plato to the Present: An Introduction*. Wiley Blackwell, 2011.
David Lodge and Nigel Wood. *Modern Criticism and Theory: A Reader*. Routledge, 2017.
Literary Criticism (From Plato to Lewis), by Dr.Merin Simiraj, IIT Madras - SWAYAM Course.
Introduction to Literary Theory by Prof. Sayan Chattopadhyay, IIT Kanpur- SWAYAM Course.
Literary Criticism by Dr. C.G. Shyamala, Mercy College, Palakad – SWAYAM course
Introduction to Theory of Literature - Open Yale Courses - <https://oyc.yale.edu/english/engl-300>
Megan Hall – *Literary Criticism: A Brief Introduction*.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-VI/Core XX

Core - XX

Canadian Literature

Objectives:

1. To comprehend the unique features in Canada's landscape and topography.
2. To understand the literary tradition in Canadian literature.
3. To acquire a thorough knowledge of indigenous writing.
4. To analyze the post-modernist developments in Canadian literature

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	improve their ability to read the literary texts critically and analyse them and write well-structured analysis of literary texts	A, D	K2
CO - 2	trace the interdisciplinary nature of literary texts evolved in the twentieth century	B	K2, K5
CO - 3	gain an understanding about various modes and methods of literary interpretation	E	K3
CO - 4	comprehend the qualities of canonical literary texts	E, F	K1, K5
CO - 5	understand the origin and development of the art of literary interpretation	G	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Poetry

- Earle Birney : Bushed
 Margaret Atwood : Habitation

Armand Garnet Ruffo : On the Day the World Begins Again

Michael Ondaatje : Speaking To You

Unit II: Prose

Stephen Leacock : The Conjuror's Revenge

: A Model Dialogue

Margaret Atwood : Napoleon's Two Biggest Mistakes

Unit III: Short Story

Alice Munro : The Love of a Good Woman

Giuseppe Tomasi di : The Siren

Rohinton Mistry : One Sunday

Unit IV: Drama

Tomson Highway : The Rez Sisters

Joan Macleod : Toronto Mississippi

Unit V: Fiction

Alice Munro : The Moons of Jupiter

Yann Martel : The Life of Pi

Prescribed Texts:

<https://www.poetrynook.com/poem/bushed-0>

<https://poets.org/poem/habitation>

[file:///C:/Users/HP/Downloads/The%20Love%20of%20a%20Good%20Woman%20%20Stories%20\(%20PDFDrive%20\).pdf](file:///C:/Users/HP/Downloads/The%20Love%20of%20a%20Good%20Woman%20%20Stories%20(%20PDFDrive%20).pdf)

<https://vdoc.pub/documents/the-rez-sisters-a-play-in-two-acts-nc31ghgfdgk0>

Alice Munro. *The Moons of Jupiter*. RHUK. 2004.

Yann Martel. *Life of Pi*. Mariner Books, 2003.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-VI/Core XXI

Core - XXI

AUSTRALIAN LITERATURE

Objectives:

1. To acquire a detailed knowledge of the diverse nature and culture.
2. To explore the representation of aboriginality.
3. To understand the literary texts in their social, political, economical, historical, cultural and psychological contexts.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the origin and development of the art of literary interpretation	A, B	K2
CO – 2	improve their ability to read the literary texts critically and analyse them and write well-structured analysis of literary texts	D	K4
CO – 3	gain an understanding about various modes and methods of literary interpretation	C, E	K3, K6
CO – 4	comprehend the qualities of canonical literary texts	F	K5
CO – 5	trace the interdisciplinary nature of literary texts evolved in the twentieth century	C, G	K1, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Poetry

Judith Wright : The Moving Image

Oodgeroo Noonuccal : A Song of Hope

C.K. Stead	: Pictures in a Gallery Undersea
Patricia Walsh	: Ordinary Death
David Malouf	: Wild Lemons
Les Murray	: An Absolutely Ordinary Rainbow

Unit II: Prose

Sally Morgan	: “What People are We?” from <i>My Place</i>
Kate Grenville	: One Life: My Mother’s Story (Chapter one)

Unit III: Short Story

Edward Dyson	: A Golden Shanty
Tim Winton	: Big World

Unit IV: Drama

Jack Davis	: The Dreamers
Nick Enright	: Daylight Saving

Unit V: Fiction

Patrick White	: Riders in the Chariots
Doris Pilkington	: Follow the Rabbit-Proof Fence

Prescribed Texts:

<https://iamnotasilentpoet.wordpress.com/tag/patricia-walsh/>

<https://poetryarchive.org/poet/c-k-stead/>

<https://kategrenville.com.au/books/one-life/>

Jack Davis. *The Dreamers*. Currency Press, 2014.

Nick Enright. *Daylight Saving*. Currency Press, 2015.

Patrick White. *Riders in the Chariot*. NYRB Classics, 2002.

Doris Pilkington. *Follow the Ribbit Proof Fence*. University of Queensland Press, 2002.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-VI/Core XXII

Core - XXII

FANTASY LITERATURE

Objectives:

1. To kindle the spark of creative writing.
2. To introduce the students to a variety of fantasy writers.
3. To identify the components that are characteristic of fantasy literature.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	expand their imagination and enhance creativity	C, D	K2, K6
CO – 2	contextualize and understand the author’s themes and ideas	B, D, F, G	K2, K4, K5
CO – 3	explore the uniqueness and differences between the subgenres of fantasy	D, F	K2, K4, K5
CO – 4	appreciate the artistry of the works and analyze them critically	B, D	K2, K4
CO – 5	improve their writing skills	C, E, G, H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	M	L	S	L	S	M
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	M	L	S	L	S	M
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	M	S	M	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Poetry

- | | |
|----------------------|-----------------------|
| Lewis Carroll | : Jabberwocky |
| Lord Alfred Tennyson | : The Lady of Shalott |
| Walter de La Mare | : The Listeners |

Unit II: Short Story

Hans Christian Andersen	: The Little Mermaid
Lord Dunsany	: The Hoard of the Gibbelins
Anne McCaffrey	: The Smallest Dragonboy

Unit III: Drama

J.K. Rowling, John Tiffany and Jack Thorne	: Harry Potter and the Cursed Child
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Unit IV: Fiction

J.R.R. Tolkien	: The Hobbit
C.S. Lewis	: The Chronicles of Narnia: The Lion, the Witch and the Wardrobe

Unit V: Fiction

Brandon Sanderson	: Mistborn: The Final Empire (Book One)
Cassandra Clare	: The Mortal Instruments: City of Bones (Book One)
Rick Riordan	: Percy Jackson and the Olympians: The Lightning Thief (Book One)

Prescribed Texts:

<https://www.poetryfoundation.org/poems/42916/jabberwocky>

<https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832>

<https://www.poetryfoundation.org/poems/47546/the-listeners>

http://hca.gilead.org.il/li_merma.html

<https://www.sacred-texts.com/neu/dun/tbow/tbow11.htm>

https://www.baen.com/Chapters/9781476781617/9781476781617_4.htm

J.K. Rowling, John Tiffany and Jack Thorne. *Harry Potter and the Cursed Child: Parts I & II*. Little Brown, 2016.

J.R.R. Tolkien. *The Hobbit*. Harpercollins. 2012.

C.S. Lewis. *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. UK Children, 2010.

Brandon Sanderson. *Mistborn: The Final Empire*. Tor Fantasy, 2007.

Cassandra Clare. *City of Bones*. Walker Books, 2007.

Rick Riordan. *Percy Jackson and the Lightning Thief*. Penguin UK, 2013.

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Core - XXIII

GLOBAL LITERATURE

Objectives:

1. To encourage the students to pursue their interests in literature beyond linguistic boundaries.
2. To understand the culture, language and identity of different countries.
3. To analyze the significance of conflict, peace and security in the global context.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	trace the interdisciplinary nature of literary texts evolved in the twentieth century	B, C	K1
CO – 2	gain an understanding about various modes and methods of literary interpretation	A, E	K2, K4
CO – 3	understand the origin and development of the art of literary interpretation	C	K3
CO – 4	comprehend the qualities of canonical literary texts	C, F	K4, K5
CO – 5	improve their ability to read the literary texts critically and analyse them and write well-structured analysis of literary texts.	D, G	K4, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Poetry

Pablo Neruda : A Dog has Died

Seamus Heaney : Digging

Wole Soyinka : Telephone Conversation
Patrick White : The Widening Compass of Pain
George Seferis : Helen

Unit II: Prose

Octavio Paz : The Clerk's Vision
Winston Churchill : Painting as a Pastime

Unit III: Short Story

Nadine Gordimer : Once Upon a Time
Gabriel García Márquez : A Very Old Man with Enormous Wings
Ronald Dahl : Lamb to the Slaughter

Unit IV: Drama

Rabindranath Tagore : Red Oleanders

Unit V: Fiction

Mark Twain : The Adventures of Tom Sawyer
Erica Ferencik : Girl in Ice

Prescribed Text:

<https://www.poetryfoundation.org/poetrymagazine/poems/40470/a-dog-has-died>

<https://www.poetryfoundation.org/poems/47555/digging>

<https://allpoetry.com/poem/10379451-Telephone-Conversation-by-Wole-Soyinka>

<https://www.poemhunter.com/poem/the-widening-compass-of-pain/>

<https://www.poetryfoundation.org/poems/51361/helen-56d22f0b36c82>

<https://www.nobelprize.org/prizes/literature/1990/paz/prose/>

<https://gutenberg.ca/ebooks/churchillws-paintingasapastime/churchillws-paintingasapastime-00-h-dir/churchillws-paintingasapastime-00-h.html>

<http://blogs.ubc.ca/lled4492017/files/2017/05/Once-Upon-a-Time.pdf>

<https://www.umsl.edu/~alexanderjm/AVeryOldManwithEnormousWingsbyMarquez.pdf>

https://www.rsfgsacrd.ab.ca/eteacher_download/1119/35642

Rabindranath Tagore. *Red Oleanders*. Niyogi Books, 2012.

Mark Twain. *The Adventures of Tom Sawyer*. Fringerprint Publishing, 2015.

Erica Ferencik. *Girl in Ice*. Scout Press, 2022.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-VI/Core XXIII

Core - XXIII

LITERATURE AND PSYCHOLOGY

Objectives:

1. To enhance one's behaviour for the better and to know the human reality.
2. To maintain physical and emotional well-being.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the parallelism between Psychology and Literature and their relevance in one's life.	A, F	K2
CO – 2	apply the motivations of authors and their fictional figures to comprehend the human condition.	B	K2, K3
CO – 3	analyse the human consciousness and the different phenomena in the human psyche.	B	K3, K4
CO – 4	analyze the causes and connections to recover meanings.	B	K3, K4
CO – 5	evaluate the production of a text and real life.	B	K5
CO 6	create characters and situations to highlight the psychological dimension of human reality.	G	K1

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	M	M
CO 4	M	S	M	M	S	S	M	L
CO 5	S	S	S	S	L	S	M	M

S – Strong, M – Medium, L - Low

Unit I: Poetry

Rudyard Kipling : If

Robert Browning : Andrea Del Sarto

Maya Angelo : Phenomenal Woman
Jo Camacho : The Owl and the Chimpanzee

Unit II: Novella

Henry James : The Turn of the Screw
Franz Kafka : The Metamorphosis

Unit III: Short Story

Anton Chekhov : The Bet
: Ward No 6
William Faulkner : A Rose for Emily
Katherine Mansfield : Psychology

Unit IV: Drama

William Shakespeare : Julius Caesar
Sharon Pollock : Blood Relations

Unit V: Fiction

Fyodor Dostoyevsky : Crime and Punishment
Paula Hawkins : The Girl on the Train

Prescribed Texts:

<https://uh.edu/~hwagan/pnl/if.pdf>

<https://rpo.library.utoronto.ca/content/andrea-del-sarto>

<https://allpoetry.com/phenomenal-woman>

<https://nowcomment.com/documents/238717>

https://www.ibiblio.org/ebooks/James/Turn_Screw.pdf

https://www.lonestar.edu/departments/english/kafka_metamorphosis.pdf

<https://www.acschools.org/cms/lib/PA01916405/Centricity/Domain/399/The%20Bet.pdf>

<https://nmi.org/wp-content/uploads/2015/01/1332.pdf>

<https://repositorio.ufsc.br/bitstream/handle/123456789/163604/A%20Rose%20for%20Emily%20-%20William%20Faulkner.pdf?sequence=1&isAllowed=y>

<http://digital.library.upenn.edu/women/mansfield/bliss/psychology.html>

<http://pinkmonkey.com/dl/library1/julius.pdf>

http://spartan.ac.brocku.ca/~dvivian/Blood_Relations/Blood_Relations_A_Primer_rev_4.pdf

<https://www.planetebook.com/crime-and-punishment/>

Paula Hawkins. *The Girl on the Train*. Random House, 2016.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-VI/Core XXIV

Core - XXIV

PROJECT - INDIVIDUAL

Objectives:

1. To perform academic review and analysis by retaining and interpreting information.
2. To formulate substantiated theories and solutions academically.
3. To delineate information efficiently and effectively through academic avenues.
4. To hypothesize and test theories in an academic manner.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	meaningfully retain information from reading academic articles	B, G	K1, K2
CO - 2	analyse and evaluate retained information in meaningful ways	G	K3, K5
CO - 3	Develop meaningful theses from the information gathered	B, G	K4, K6
CO - 4	plan and write advanced papers	G	K3, K6
CO - 5	detect plagiarism and identify ways to eliminate it	B, C	K3, K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

The students are expected to submit a project of about 30 pages on preferably a recent writer not included in the current syllabus.
