



**Jaya College of Arts and Science, Thiruninravur-602024.**

**Department of English**

**Year : 2020-2021**

**Programme Offered:**

**➤ M A ENGLISH**

**Programme Objective:**

PO 1:	To introduce students to English poetry from the Middle Ages to the Seventeenth Century, with a concentration on the development of poetic genres such the Sonnet, Ballad, Lyric, Satire, and Epic
PO 2:	To familiarise the students with the beginning of drama in Britain and the stages of its evolution in the context of theatre and culture.
PO 3:	The purpose of this programme is to acquaint students with the history and evolution of the British novel up to the 18th century.
PO 4:	The purpose of this essay's content is to clarify a number of novel-related ideas and theories.
PO 5:	To emphasis on the influence of classical Indian tradition and the impact of the West on it, through translation in modern times.
PO 6:	To help students understand the evolution of Indian writing in English through representative texts in the various genres.
PO 7:	It allows students to get a glimpse of the rich diversity of culture and literature in the local languages.
PO 8:	It aims to make students aware of the socioeconomic, cultural, and political influences that Indian, European, and Russian literatures have on society.
PO 9:	To educate students about the history and evolution of American literature, from the time of the settlers and colonies to postmodern and multicultural literature.
PO 10:	To concentrate on a number of technical concerns with fiction in general, such as narrative technique, characterization, and space-time treatment, and then on the rich cultural, social, and political context that led to the variety of fictional literature.

**Programme Outcome:**

Programme Outcomes	
PO 1:	Developed a deep understanding of the discipline and the capacity to work across disciplines
PO 2:	The students will master the use of research intelligence in experiments and innovations.
PO 3:	Possessing knowledge of ethical principles and a dedication to professional ethics.
PO 4:	Attain incorporated lifelong learning and self-directed learning
PO 5:	Developed flexibility in a variety of situations with a global perspective
PO 6:	Possess the ability to communicate effectively in one Indian language and in English, both in person and through electronic media, and to connect people, ideas, literature, media, and technology to make sense of the world.
PO 7:	Identify and evaluate theoretical terms, concepts, and views in the writing of other authors as well as define, apply, and incorporate them in their own work that is essential to the field of English as a whole.
PO 8:	Prepare the students for the difficulties associated with pursuing professional careers.
PO 9:	Continue research-focused studies for future career.
PO 10:	Prepare for a variety of competitive examinations.

**M.A. DEGREE COURSE IN ENGLISH**

**FIRST SEMESTER**

COURSE COMPONENTS	NAME OF COURSE	SEMESTER	INST. HOURS	CREDITS	HRS	MAX MARKS	
						CIA	EXTERNAL
CORE	PAPER 1 <b>Poetry I</b> From Chaucer to 17 <sup>th</sup> Century	I	6 HRS	4	3	25	75
CORE	PAPER 2 <b>Drama I</b> Elizabethan and Jacobean Drama	I	6 HRS	4	3	25	75
CORE	PAPER 3 <b>Fiction I</b> Origins and Developments upto 18 <sup>th</sup> Century	I	6 HRS	4	3	25	75
CORE	PAPER 4 Indian Writing in English and in Translation	I	6 HRS	4	3	25	75
ELECTIVE (within the department)	Classics in Translation	I	4 HRS	3	3	25	75
ELECTIVE (for other departments)	Spoken English	I	4 HRS	3	3	25	75

**SECOND SEMESTER**

COURSE COMPONENTS	NAME OF COURSE	SEMESTER	INST. HOURS	CREDITS	HRS	MAX MARKS	
						CIA	EXTERNAL
CORE	PAPER 5 American Literature	II	6 HRS	4	3	25	75
CORE	PAPER 6 <b>Poetry II</b> Eighteenth to Nineteenth Century	II	6 HRS	4	3	25	75
CORE	PAPER 7 <b>Drama II</b> Restoration to Twentieth Century	II	6 HRS	4	3	25	75
CORE	PAPER 8 <b>Fiction II</b> Nineteenth to Twentieth Century	II	6 HRS	4	3	25	75
Elective within the Department /ED	English for Careers	II	4 HRS	3	3	25	75
Elective for other Departments	English for Careers	II	4 HRS	3	3	25	75

### THIRD SEMESTER

COURSE COMPONENTS	NAME OF COURSE	S E M E S T E R	INST · HOURS	C R E D I T S	H R S	MAX MARKS	
						CIA	EXT ERN AL
CORE	PAPER 9 Shakespeare Studies	III	6 HRS	4	3	25	75
CORE	PAPER 10 English Language and Linguistics	III	6 HRS	4	3	25	75
CORE	PAPER 11 Literary Criticism and Literary Theory	III	6 HRS	4	3	25	75
Elective within the Department /ED	Literature, Analysis, Approaches and Applications and Copy Editing	III	4 HRS	3	3	25	75
Elective /ED	Introduction to Translation Studies	III	4 HRS	3	3	25	75
Internship		III		2			

**FOURTH SEMESTER**

COURSE COMPONENTS	NAME OF COURSE	SEMESTER	INST. HOURS	CREDITS	HRS	MAX MARKS	
						CIA	EXTERNAL
CORE	PAPER 12 Twentieth Century Poetry	III	6 HRS	4	3	25	75
CORE	PAPER 13 Writings by and on Women	IV	6 HRS	4	3	25	75
Elective within the Department /ED	Paper 14 Film Studies	IV	4 HRS	3	3	20	80
Elective/ED	Paper 15 English Literature for UGC NET/SET Examination	IV	4HRS	3	3	25	75
Research Methodology and Project Writing	PAPER 15	IV	-----	6	---	50-Written 50-Internal 50-External 50-Project 50 Viva Voce (Viva – fully external)	

## Semester: I

**Course Name: POETRY-I** From Chaucer to 17<sup>th</sup> Century

### **Course Objective:**

- To familiarise students with English Poetry.
- To enrich the students with the specific poetry of Medieval England to 17<sup>th</sup> century.
- To focus the attention of the students on the evolution of Poetic forms – Sonnets, Ballad, Lyric, Satire, Epic etc.
- To understand and appreciate poetry as a literary art form.
- To develop their own creativity and enhance their writing skills in poetry.

### **Course Outcome:**

CO 1:	Students get to know the growth of poetry from Chaucer to Medieval England.
CO 2:	Students learn to apply the features of Lyric, Ballad and Sonnet while writing poetry.
CO 3:	Students appreciate the poetry forms of Metaphysical poetry.
CO 4:	The student learns to create awareness of social issue and disparities using this poetic device such as satire.
CO 5:	Students understand the characteristics features of Epic and try to use in their literary work.
CO 6:	Students get to know the growth of poetry from Chaucer to Medieval England.

### **Syllabus**

**Course Name: DRAMA –I Elizabethan and Jacobean Drama**

**Course Objective:**

- To acquaint the students with the origin of Elizabethan and Jacobean Drama.
- To analyse the stage of its evolution in the context of theatre and culture.
- To develop sufficient ability for reading and understanding Elizabethan English.
- To comprehend a range of theatrical skills and apply them to create performance.
- To enhance the study skills of students through the representative texts from the Elizabethan and Jacobean periods.

**Course Outcome:**

CO 1:	Students come to know about moral lessons from Jacobean drama.
CO 2:	The students learn about elements Senecan tragedy and apply the same in the society.
CO 3:	Students get to know about the various aspects of Elizabethan theatre and apply in their stage performance.
CO 4:	Students understand that tragedy and comedy play a vital role in everybody's life.
CO 5:	Students develop their study skills and theatrical skills through Jacobean drama.
CO 6:	Students come to know about moral lessons from Jacobean drama.

**Syllabus**

Title of the Course / Paper	<b>DRAMA –I Elizabethan and Jacobean Drama</b>		
Category of the Course C	Year & Semester <b>First Year &amp; First Semester</b>	Credits <b>4</b>	Subject Code <b>HBBIB</b>
Course Outline	UNIT I <b>Beginnings of Drama</b> <b>Everyman</b> <span style="float: right;">Miracle and Morality Plays –</span>		
	UNIT 2 <b>The Senecan and Revenge Tragedy</b> Thomas Kyd <span style="float: right;">The Spanish Tragedy</span>		
	UNIT 3 <b>Elizabethan Theatre</b> <span style="float: right;">Theatres, Theatre groups, audience, actors and conventions</span>		



UNIT 4  
**Tragedy and Comedy**

Christopher Marlowe  
Ben Jonson

Doctor Faustus  
Volpone

UNIT 5  
**Jacobean Drama**

John Webster

Duchess of Malfi



	UNIT 3 <b>Realist Novel</b> <b>The New World</b>
	Daniel Defoe Robinson Crusoe
	UNIT 4 <b>Picaresque Novel</b>
	Laurence Stern Tristram Shandy
	UNIT 5 <b>Middle Class Novel of Manners</b>
	Jane Austen Emma

**Course Name: INDIAN WRITING IN ENGLISH AND IN TRANSLATION**

**Course Objective:**

- To enable the students to understand the evolution of Indian Writing in English.
- To identify the impact of the west on Indian Writing through representative texts.
- To create awareness towards the problems of interpreting Indian culture via English language.
- To familiarise with the work of significant Indian writers of poetry, prose, fiction, and drama.
- To develop the skill of self expression through creative writing.

**Course Outcome:**

CO 1:	The student understands the evolution of Indian writing in English.
CO 2:	Students learn the evolution of poetic forms and also appreciate their beauty of language and thought.
CO 3:	The students get to know about the satire on Indian society like gender discrimination etc through drama.
CO 4:	Students learn new words and employ them in the day today conversation and in prose and fiction writing.
CO 5:	The students understand the rich diversity of culture and literature in the regional languages through translation.
CO 6:	The students understand the evolution of Indian writing in English.

## Syllabus

Title of the Course / Paper	<b>Indian Writing in English and in Translation</b>		
Category of the Course C	Year & Semester <b>First Year &amp; First Semester</b>	Credits <b>4</b>	Subject Code
Course Outline	UNIT I Indian Classical literary Tradition; impact of English Studies on India; Colonialism; Nationalism; Nativism and Expatriatism; Socio-Cultural issues such as gender, caste and region		
	UNIT 2 <b>Poetry</b> Rabindranath Tagore <b>Gitanjali: 12,36,63,12) The Time</b> my journey takes is long 36) This is my prayer to Thee 63) Thou hast made me known to friends Nissim Ezekiel “Background Casually” <b>(Indian Writing in English</b> ed. MakarandParanjape, Macmillan 1993, p.112) K.K Daruwalla “Hawk” <i>from</i> <b>The Anthology</b> <b>of Twelve Modern Indian</b> <b>Poets</b> Ed. A.K. Mehrotra (OUP, 1992) ArunKolatkar <i>From</i> <b>Jejuri</b> The Bus A Scratch Kamala Das Introduction, Eunuchs		
	UNIT 3 <b>Drama</b> Vijay Tendulkar <b>Silence! The Court is in Session</b>		
	UNIT 4 <b>Prose and Fiction</b> <b>Prose</b> Sri Aurobindo The Renaissance in India B.R. Ambedkar Extracts 4, 5 and 6 <i>from</i> <b>Annihilation of Caste</b> ed. Mulk Raj Anand (Delhi: Arnold Publishers, 1990, pp. 47-54) <b>Fiction</b> R.K. Narayan <b>The Painter of Signs</b> ShashiDeshpande <b>Dark Holds No Terror</b>		

UNIT 5

**Indian Literature in Translation**

**Poetry**

The following Selections *from* A.K. Ramanujan's "Love and War"  
(**The Oxford Indian Ramanujan**, ed., Molly Daniels, OUP, 2004).

Kapilar, Akananooru pg. 82

Purananooru pg. 356

**Short Story**

The following selections from **Routes: Representations of the West in Short Fiction from South India in Translation** eds. Vanamala Viswanatha, V.C. Harris, C. Vijayashree and C.T. Indra (Macmillan 2000).

**Kannada**

Masti Venkatesa Iyengar

The Sorley Episode

**Malayalam**

P. Surendran

Synonyms of the Ocean

**Tamil**

Pudumai Pithan

Teaching



## Semester: II

**Course Name: AMERICAN LITERATURE**

**Course Objective:**

- To familiarise the students with the origin and development of American literature.
- To understand the transitions of time of the settlers and colonies to the post modern and multicultural literature.
- To make the students aware of the concepts and movements of American literature.
- To give an over all outlook on Transcendentalism and Individualism.
- To be aware of the counter culture, Black culture and multiculturalism and its impact in Literature.

**Course Outcome:**

CO 1:	Students learn the concepts and movements of American Literature.
CO 2:	Students understand the trends and techniques of American poetry and learn to use them in self-made poems.
CO 3:	Students get knowledge of modern American theatres and its stage-craft to use in theatrical performances.
CO 4:	Students learn and attempt to write fiction with imagination and creativity.
CO 5:	Students get an understanding of American prosaic style in present media.

### Syllabus

Title of the Course / Paper	<b>American Literature</b>		
Category of the Course	Year & Semester <b>Fist Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code <b>HBB2A</b>
Course Outline	UNIT I Concepts and Movements: Beginnings of American Literature; Transcendentalism; Individualism; The American South; The Frontier; Counter – Culture; Harlem Renaissance; Rise of Black Culture and Literature; Multiculturalism.		

	<p>UNIT 2</p> <p><b>Poetry</b></p> <p>Walt Whitman Emily Dickinson</p> <p>Robert Frost Wallace Stevens E.E. Cummings Gwendolyn Brooks</p> <p>Passage to India Success is Counted Sweetest The Soul Selects her own society Because I could not stop for death Home Burial Anecdote of the Jar Any one lived in a pretty how town Kitchenette Building</p>
	<p>UNIT 3</p> <p><b>Drama</b></p> <p>Eugene O’Neill Marsha Norman</p> <p>Long Day’s Journey into the Night ‘Night Mother</p>
	<p>UNIT 4</p> <p><b>Fiction</b></p> <p>Mark Twain Alice Walker</p> <p>Adventures of Huckleberry Finn The Color Purple</p>
	<p>UNIT 5</p> <p><b>Prose</b></p> <p>R.W. Emerson Henry David Thoreau</p> <p>Self – Reliance(<b>An Anthology: American Literature of the Nineteenth Century.</b> ed. Fisher, Samuelson &amp; Reninger, Vaid <b>Walden</b> (Chapter titled “Pond”)</p>



**Course Name: POETRY -II Eighteenth to Nineteenth Century****Course Objective:**

- To familiarise the students with English poetry of Augustan period.
- To get to know the Literature of Romantic period.
- To sensitise the students to the poetic qualities of these two periods.
- To learn to define and differentiate the classicism and Augustan ideals.
- To get to know the place of Diction, Heroic couplet , verse satire and wit in poetry.

**Course Outcome:**

CO 1:	Get a knowledge of classicism and Augustan ideals and its relevancy to present day situation .
CO 2:	Students learn to write a mock epic to satirical situation of today.
CO 3:	The place transitionists in the development 18 <sup>th</sup> century literature.
CO 4:	Students aesthetic values of Romantics.
CO 5:	The role of Victorians in the growth of travelogue poetry and its impact on modern literature/

**Syllabus**

Title of the Course / Paper	<b>Poetry II</b> <b>Eighteenth to Nineteenth Century</b>		
Category of the Course C	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code <b>HBB2B</b>
Course Outline	UNIT I Classicism and Augustan Ideals: Wit, Taste, Decorum, Propriety, Purity of Genre and Poetic Diction; Heroic Couplet; Verse Satire and Urbanism; Romantic Revolt; Pre-Raphaelites		

	<p>UNIT 2  <b>Augustan Satire</b>  Alexander Pope  Canto I (The Rape of the Lock</p> <p><b>The Rape of the Lock,</b>  ed.GeoffreyTillotson. Methun  &amp; Co. Ltd. London. 1941).</p>
	<p>UNIT 3  <b>Transitionists</b>  William Blake</p> <p><i>From</i><b>Songs of Experience</b>  The Echoing Green  Night</p> <p><i>From</i> <b>Songs of Innocence</b>  London  Ode to Evening</p> <p>William Collins</p>
	<p>UNIT 4</p> <p><b>Romantics</b>  William Wordsworth  S.T. Coleridge  P.B. Shelley  John Keats</p> <p>Ode on the Intimations of  Immortality  Dejection: An Ode  Ode to Skylark  Ode on a Grecian Urn</p>
	<p>UNIT 5  <b>Victorians</b>  Robert Browning  Lord Alfred Tennyson  G.M. Hopkins  Matthew Arnold</p> <p><u>Fra Lippo Lippi</u>  Lotus Eaters  The Windhover  Dover Beach</p>

**Course Name: DRAMA –II RESTORATION TO 20<sup>TH</sup> CEN****Course Objective:**

- The students will identify the familiar of European Drama.
- Analyse the different social issues in Europe.
- Determine the complex issues in European Literature.
- Explain the regional level of understanding.
- Describe the awareness of the changes and developments in the European Drama

**Course Outcome:**

CO 1:	Students are formed into skilled, knowledgeable, and ethical interpreters of literary texts in English by nurturing their ability to understand drama.
CO 2:	Students learn historical contexts, psycho-social aspects and discern the various cultural and moral values associated with the texts.
CO 3:	They become well acquainted with the literary genre of Drama. The rhetorical aspect of drama help them understand how to represent their experience and ideas critically.
CO 4:	They learn the structure of a full length play and one act play, the dramatic devices and analyze the effect it creates in the audience.
CO 5:	They learn to raise significant questions, reach well-reasoned conclusions, weigh alternative systems of thought, and enhance their creative expression.

**Syllabus****Course Structure: Paper VII**

Title of the Course / Paper	<b>Drama II</b> <b>Restoration to Twentieth Century</b>		
Category of the Course C	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code <b>HBB2C</b>
Course Outline	UNIT I The Revival of Theatre; Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy; Decline of Drama in the 19 <sup>th</sup> Century; Realism and Naturalism; Irish Dramatic Movement; Epic Theatre; Comedy of Menace; Post-Absurd Theatre and Women's Theatre.		
	UNIT 2 <b>Restoration</b> John Dryden William Congreve All for Love The Way of the World		

	<p>UNIT 3  <b>Irish Dramatic Movement</b>  J.M. Synge</p> <p>The Playboy of the Western World</p>
	<p>UNIT 4  <b>Epic Theatre</b>  Bertolt Brecht</p> <p>Mother Courage and her Children</p> <p><b>Comedy of Menace</b>  Harold Pinter</p> <p>Birthday Party</p>
	<p>UNIT 5  <b>Post-Modern Drama</b>  Samuel Beckett</p> <p>Waiting for Godot</p>





## Course Name: ENGLISH FOR CAREER

### Course Objective:

- To equip students the competence in the field of Knowledge Management.
- To develop in students the mastery over presentation skills.
- To develop basic concepts in effective business writing and knowledge management.
- To familiarise the students with the editing techniques for Newsletter and Press releases.
- To develop writings for oral communication and online CV writing and writing for a website.

### Course Outcome:

CO 1:	Students gain the concepts of business writing.
CO 2:	Students develop mastery over presentation skills
CO 3:	Students learn the editing techniques for Newsletter and Press Releases.
CO 4:	Students equip with the competence in the field of knowledge management.
CO 5:	Students develop writing for oral communication and online CV writing and writing for Website.

### Syllabus

Title of the Course / Paper		English for Careers		
Category of the Course (Elective f departments)	E or other	Year & Semester <b>First year &amp; Second Semester</b>	Credits <b>2</b>	Subject Code <b>HBB2E</b>
Course Outline		UNIT I  Basic concepts in effective business writing and Knowledge Management		
		UNIT 2  Editing techniques for Newsletters and Press Releases		

	<p>UNIT 3</p> <p>Writing for oral communication, Online CV writing. [FOR OTHER DEPARTMENTS ONLY]</p>
	<p>UNIT 4</p> <p>Writing for a website [FOR OTHER DEPARTMENTS ONLY]</p>



### Semester: III

**Course Name: SHAKESPEARE STUDIES**

**Course Objective:**

- To understand the feature of Elizabethan theatre along with Shakespeare's work.
- To analyze themes in Shakespearean plays appreciate Shakespearean language and literary elements.
- To enact and enjoy important scenes from Shakespeare's plays.
- To identify the familiar of Shakespeare works and compare with other writers.
- To understand Shakespeare's works in the historical and cultural perspective.

**Course Outcome:**

CO 1:	Understand verbally and in writing Shakespeare's literary development.
CO 2:	Understand about sonnets and poems.
CO 3:	Understand verbally and in writing Shakespeare as a product of his society.
CO 4:	Understand about verbally and in writing the relationship of Shakespearean literature to society.
CO 5:	Understand major literary characters in Shakespeare's work.

### Syllabus

#### **Course Structure: Paper IX**

Title of the Course / Paper	<b>Shakespeare Studies</b>		
Category of the Course	Year & Semester <b>2<sup>nd</sup> Year &amp; Third Semester</b>	Credits <b>4</b>	Subject Code <b>HBB3A</b>
Course Outline	UNIT I Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies upto the 19 <sup>th</sup> Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.		
	UNIT 2 <b>Sonnets</b> <b>Comedies</b>	Sonnets – 12, 65, 86,130 Much Ado About Nothing Winter's Tale	
	UNIT 3 <b>Tragedy</b>	Othello	
	UNIT 4 <b>History</b>	Henry IV Part I	



**Course Name: ENGLISH LANGUAGE AND LINGUSTICS****Course Objective:**

- To understand the basic context of a language.
- To identify the basic term and concepts of linguistics.
- To gain integrated knowledge of linguistics and language.
- To recognize and analyze various language theories.
- To understand difference between language and linguistics

**Course Outcome:**

CO 1:	Understand language structures and functioning of the language.
CO 2:	Understand the application of linguistics on other related disciplines.
CO 3:	Understand the internal organization of words in languages.
CO 4:	Understand the characteristics of seamless morphology
CO 5:	Understand the nature and basic concepts of phone
CO 6:	Understand language structures and functioning of the language.

**Syllabus**

Title of the Course / Paper	<b>Linguistics &amp; English Language</b>		
Category of the Course C	Year & Semester <b>2<sup>nd</sup> year &amp; Third Semester</b>	Credits <b>4</b>	Subject Code <b>HBB3B</b>
Course Outline	<b>Unit I - Phonology</b> 1) The Sounds of Language 2) The Sound Patterns of Language 3) Transcription & Reverse Transcription		
	<b>Unit II - Linguistics</b> 1) Language and the Brain 2) Language & Regional Variation 3) Language & Social Variation 4) Language & Culture		

	<p><b>Unit III - Teaching of English as Second Language (TESL)</b></p> <ul style="list-style-type: none"> <li>• English Language Teaching (ELT), English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP)</li> <li>• ELT Theories, Approaches, and Methods</li> <li>• Student Diversity and Classroom Management; Teacher as Facilitator or Mentor</li> <li>• Classroom Observation; Teacher Reflection; Teaching Journals</li> <li>• Peer Teaching and Group Teaching; Professional Development of Teachers</li> </ul>
	<p><b>Unit IV - Curriculum Development and Language Assessment</b></p> <ul style="list-style-type: none"> <li>• Types of Syllabus; Materials Design and Development; Lesson Plans</li> <li>• Synchronous and Asynchronous Learning, Learning Management Systems (LMS)</li> <li>• Outcome Based Education (OBE), Bloom’s Taxonomy, ADDIE Model</li> <li>• Wash-Back Effect; Formative and Summative Assessment</li> <li>• Test Validity, Reliability, and Practicality; Multiple Choice Questions (MCQ), Item Difficulty, Distractor Analysis</li> <li>• Common European Framework of Reference for Languages(CEFR)</li> </ul>
	<p><b>Unit V - Digital Literacy and Action Research</b></p> <ul style="list-style-type: none"> <li>• Digital Language Labs - Synchronous and Asynchronous language teaching</li> <li>• ICT tools, Mobile Learning, Video-Conferencing, Podcasting, Digital Story-telling</li> <li>• Web 2.0 - Language Learning apps, Blogs, Social Networks,</li> <li>• Blended Learning, Flipped Classroom</li> <li>• Fundamental Research, Empirical Research, Evaluative Research, Action Research</li> </ul>

**Course Name: LITERARY CRITICISM AND LITERARY THEORY**

**Course Objective:**

- To acquire critical temper through literary works.
- To get holistic understanding of the critics and perspectives.
- To explore the evolution of criticism.
- To remember the perspectives of criticism and critics.
- To analyze the elements of criticism.
- To know the historical background of the critics and criticism.

**Course Outcome:**

CO 1:	Understand about the global human condition, today and over the last 350 years.
CO 2:	Understand about appreciation of landmark Western and Nonwestern texts.
CO 3:	Understand about similar and dissimilar values within works of varying cultures and periods.
CO 4:	Understand about Realism, Modernism, Post-Colonialism, Post-Modernism.
CO 5:	Understand about civilly the depictions of race, religion, class and gender in the works studied.
CO 6:	Understand about the global human condition, today and over the last 350 years.

**Syllabus**

Title of the Course / Paper	<b>Literary Criticism and Literary Theory</b>		
Category of the Course C	Year & Semester <b>2<sup>nd</sup> Year &amp; Third Semester</b>	Credits <b>4</b>	Subject Code <b>HBB3C</b>
Course Outline	UNIT I Imitation - Pleasure and Instruction - Myths and Archetypes -Poetic Structure - Diction; Text –Author-Reader - The ‘Other’ – Formalism – Structuralism – Deconstruction – Post-Colonialism.		

	<p>UNIT 2  <b>Classical, Neo - Classical and Romantic Criticism</b>  Aristotle <b>Poetics:</b> Aristotle’s view of Imitation &amp; Definition of Tragedy  Chapters 1-3,6-12 and 14.  Sir Philip Sidney Apologie for Poetry  William Wordsworth Preface to Lyrical Ballads  S.T. Coleridge Biographia Literaria Ch 14</p>
	<p>UNIT 3  <b>Humanistic Criticism</b>  Matthew Arnold Study of Poetry  T.S. Eliot Tradition and the Individual Talent</p>
	<p>UNIT 4  <b>Formalism and Structuralism</b>  Cleanth Brooks Language of Paradox  Northrop Frye The Archetypes of Literature  Gerard Genette Structuralism and Literary Criticism</p> <p>UNIT 5  <b>Post Structuralism</b>  Roland Barthes Death of the Author  Edward Said (<i>From “Orientalism”</i> Extract in <b>A Post Colonial Studies Reader</b>)</p>

**Course Name: LITERATURE, ANALYSIS, APPROACHES AND APPLICATION AND COPY EDITING**

**Course Objective:**

- To Review grammar, spelling, punctuation, style, and readability
- To Research and verify facts
- To Spot typographical errors
- To Express ideas clearly and logically while adhering to editorial policy
- To Preserve the original writer's voice throughout the copy-revision process
- To Set standards for handling text in company documents

**Course Outcome:**

CO 1:	Demonstrate basic knowledge of the history of publishing, including print, digital, and other media.
CO 2:	Assess the quality and fit of submissions in a range of genres for publication in a variety of media.
CO 3:	Employ editing skills—developmental, line, and copy—to improve submissions at the levels of both form and content.
CO 4:	Collaborate with teams of editors and designers to create a quality publication that aligns with a discrete aesthetic mission.
CO 5:	Write, edit, and design print and online media for a range of entities in the arts industry.
CO 6:	Demonstrate basic knowledge of the history of publishing, including print, digital, and other media.

**Syllabus**

Title of the Course / Paper	<b>Literature Analysis Approaches and copy editing</b>		
Category of the Course (Elective Within the Dept)/ED	Year & Semester <b>2<sup>nd</sup> year &amp; Third Semester</b>	Credits <b>3</b>	Subject Code <b>HBBXB</b>
Course Outline	UNIT I Practical Criticism – Critique and Book Review.		
	UNIT 2 Publishing Industry: Concept organisation function.		
	UNIT 3 Copy Editing : Basics Functions Role and Process; Copy Editor: Role and Responsibility		
	UNIT 4 Proof Reading, Editing and E- Publishing		
	UNIT 5 Technical Writing- Manuals, Business Correspondence		

**Course Name: INTRODUCTION TO TRANSLATION STUDIES****Course Objective:**

- To understand the concepts and issues in translation.
- To create an opportunity to translate a book.
- To have a conceptual understanding of the translation theories.
- To identify and explain process of translation.
- To evaluate the skills involved in translation study.

**Course Outcome:**

CO 1:	Understand the basic theories and approaches of translations.
CO 2:	Understand about theories and approaches in the translation of various texts in English and Turkish.
CO 3:	Able to identify the decisions made by the translator using theoretical terminology while analyzing translated texts in both languages.
CO 4:	Improve to explain the problems encountered during translational act and criticism using specialized terminology of translation theory.
CO 5:	Improve to offer solutions for the problems encountered during translational act and criticism regarding translation theory in the light of the acquired theoretical knowledge.
CO 6:	Understand the basic theories and approaches of translations.

**Syllabus**

Title of the Course / Paper	<b>INTRODUCTION TO TRANSLATION STUDIES</b>		
Category of the Course (Elective Within the Dept)/ED	Year & Semester <b>2<sup>nd</sup> year &amp; Third Semester</b>	Credits <b>3</b>	Subject Code <b>HBB3D</b>
Course Outline	<b>Unit 1 Basic concepts of Translation (10 Hrs)</b>  1.1 Kinds of Translation 1.1.1. Interlingual 1.1.2. Intralingual 1.1.3. Intersemiotic 1.2 Concepts to be derived from practice 1.2.1 Source Language and Target Language 1.2.2 Equivalence 1.2.3 Word for word, Sense for Sense		



	<p><b>Unit 2 Translation in the Indian context</b> <b>(15 Hrs)</b></p> <p>1.1 Introduction to Short Fiction from South India by Mini Krishnan 1.2 Translating Culture Codes</p>
	<p><b>Unit 3 Literary Texts in translation</b> <b>(10 Hrs)</b></p> <p>3.1 VM Basheer - Poovan Banana 3.2 Ki. Rajanarayanan - 'The Chair' in <i>Tamil Story</i>, Ed. Dilip Kumar 3.3 Comparing two translation of a Text</p>
	<p><b>Unit 4 Application of Translation</b> <b>(10 Hrs)</b></p> <p>4.1 Dubbing and Subtitling 4.2 Advertisements 4.3 Film Harry Potter and the Order of the Phoenix</p>
	<p><b>Unit 5 Practical Application Tasks</b> <b>(7 Hrs)</b></p>



	<p>UNIT 4 Anti-Modernism Movement Poets Philip Larkin Ted Hughes Thom Gunn Welsh Poets Dylan Thomas R. S. Thomas</p> <p>Whitsun Weddings Crow's Theology On the Move Do Not Go Gentle Into That Good Night Here</p>
	<p>UNIT 5 <b>Post-Modern Poetry</b> Seamus Heaney Craig Raine</p> <p>Digging A Martian Sends a Post Card Home</p>

**Course Name: WRITINGS BY AND ON WOMEN**

**Course Objective:**

- Interpret literary works by women at an advanced undergraduate level;
- Explain and participate in critical and theoretical debates surrounding women's writing at advanced undergraduate level;
- Explain cultural, intercultural, and transhistorical concerns relating to women's writing;
- Locate and compile selections from primary and secondary sources relevant to women authors.

**Course Outcome:**

CO 1:	Features of literary language used by women writers, including genre and form;
CO 2:	Literary, cultural, and sociopolitical themes of women's writing;
CO 3:	The historical and material contexts in which women wrote and shared their work;
CO 4:	The status and reception of women's writing across various geographical locations and time periods;
CO 5:	Critical and theoretical debates related to women's writing.
CO 6:	Features of literary language used by women writers, including genre and form;

**Syllabus**

**Course Structure: Paper XIII**

Title of the Course / Paper	<b>Writings by and on Women</b>		
Category of the Course	Year & Semester <b>2<sup>nd</sup> year &amp; Fourth Semester</b>	Credits 4	Subject Code <b>HBB4B</b>
Course Outline	UNIT 1: Varieties of Feminism – concept of gender – androgyny- Language of women – environment and women- double marginalisation.		



**Course Name: ENGLISH LITERATURE FOR UGC NET/SET EXAMINATIONS**

**Course Code: HBB4C**

**Course Objective:**

- To train the students to get through NET/SET and other competitive exams,
- To make the students to master the subject.
- To evaluate the students knowledge of literature.
- To get to know the different British ages in literature and its impact in the growth of world English literature specially in American and Non-British literature.
- To familiarise the students with all Nobel Prize and Pulitzer Prize winners and thus motivate the students towards different awards.

**Course Outcome:**

CO 1:	Students learns in detailed the characteristics of different ages for NET /SLET Exams.
CO 2:	Students learn the changes in the trends of modern and post modern literature.
CO 3:	Students learn the importance of American and Non-British Literature to compare with World Literature.
CO 4:	Students learn about the Nobel Prize and Pulitzer Prize winners and their contribution to the growth of literature.
CO 5:	Students learn the aspect of Rhetorical and Prosody and learn to use them in out of Classroom situation.
CO 6:	Students learns in detailed the characteristics of different ages for NET /SLET Exams.

**Syllabus**

**Objective type and Essay type questions from Chaucer to Contemporary Age.**

This paper intends to train the students to get through NET/SET and other competitive exams. Can be prescribed preferably in the Fourth Semester. It can also help them to master the subject and evaluate their knowledge of literature.

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

Geoffrey Chaucer, William Gower, Edmund Spenser, University Wits. Philip Sydney, Shakespeare, Ben Jonson, Christopher Marlowe and Thomas Kyd.

- **The Jacobean Age:** Historical Perspective and Background; the Revenge Tragedies; the Metaphysical Poets; the Cavalier Poets. John Webster, Thomas Middleton, Thomas Heywood, Francis Bacon and John Bunyan .

- **The Restoration Period:** Historical Perspective and Background; Restoration Satire; Comedy of Manners.  
John Dryden, John Milton, John Bunyan, William Congreve, Samuel Butler and William Wycherley.
- **The Augustan Age:** Historical Perspective and Background; Satire and Sentimental Comedy  
Alexander Pope, Jonathan Swift, Daniel Defoe, Joseph Addison, Richard Steele, Samuel Johnson, Samuel Richardson, Henry Fielding, Oliver Goldsmith, George Smollett, Laurence Sterne and Richard Sheridan .
- **The Romantic Age:** Precursors ; Transitionists; Romantic Poets and Essayists.  
Robert Burns, William Blake, Thomas Gray, William Collins, William Wordsworth, S.T. Coleridge, P.B.Shelley, John Keats, Charles Lamb, Leigh Hunt, William Hazlitt, Thomas De Quincey, Ann Radcliffe and Jane Austen.
- **The Victorian Age:**Historical Perspective and Background; Victorian Poets, Pre-Raphaelites, Essayists, Novelists.  
John Stuart Mill, Thomas Carlyle, John Ruskin, Thomas Hardy, Charles Dickens, Thackeray, The Bronte Sisters, Mathew Arnold, Alfred Tennyson, Robert Browning, D.G. Rossetti, Charles Swinburne and William Morris.
- **The Twentieth Century (Modernism & Postmodernism) / Contemporary Period:**Historical Perspective and Background; Edwardian and Georgian Poets; Imagists; Symbolists; War Poets; Movements; Impact of World Wars I & II on Literature; Modern & Postmodern writers.  
Walter Pater, Oscar Wilde, Ezra Pound, T.S.Eliot, Bernard Shaw, Rudyard Kipling, Joseph Conrad, George Orwell, Henry James, E. M. Foster, Aldous Huxley, D.H.Lawrence, James Joyce, Virginia Woolf and Somerset Maugham. Samuel Beckett, Harold Pinter, Ted Hughes, Salman Rushdie, Kurt Vonnegurt, Thomas Pynchon, John Barth, William S.Burroughs, Vladimir Nabokov and Italo Calvino.
- **American and Non British Literatures:** Historical Perspective and Background; Colonization, Colonizers and the Colonized; Commonwealth Literature; Subaltern Literature; Third World Literature.  
**American Writers:** Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe, Robert Frost, Mark Twain, Ernest Hemingway, Wallace Stevens, William Faulkner, Herman Melville, Robert Frost, E.E.Cummings, John Steinbeck, William Faulkner, Eugene O'Neil, Tennessee Williams, Arthur Miller and Nathaniel Hawthorne.  
**Non - British Literatures:** Chinua Achebe, Ngugi Wa Thiong'o, Nadine Gordimer, V.S. Naipaul, Taslima Nasrin, Patrick White, Judith Wright, Margaret Laurence, Margaret Atwood, Rudy Wiebe, Rohinton Mistry, M.G.Vassanji, Michael Ondaatje, Alice Walker, Toni Morrison, Maya Angelou, Jean Rhys, R.K.Narayan, Mulk Raj Anand, Kamala Das, Kamala Markandaya, Girish Karnad, Toru Dutt, Sri Aurobindo, Sarojini Naidu, Eunice De Souza, Nissim Ezekiel, A.K.Ramanujan, Chetan Bhagat,

Vikram Chandra, Vikram Seth, Amitav Ghosh, Anitha Desai, Jhumpa Lahiri, Arundhati Roy and Kiran Desai.

### **All Nobel Prize and Pulitzer Prize Winners**

- **Literary Theory and Criticism:** Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche, Matthew Arnold, T.S. Eliot, Northrop Frye, F.R. Leavis, I.A. Richards, Jacques Lacan, Carl Gustav Jung, Simone de Beauvoir, Noam Chomsky, Jacques Derrida, Ferdinand de Saussure, Irving Babbitt, Cleanth Brooks, Mikhail Bakhtin, Roland Barthes, Michel Foucault, Julia Kristeva, Edward Said, Hayden White and Linda Hutcheon.
- **Rhetoric and Prosody:** Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance, Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron. Rhyme and Metre, Rhythmic Patterns and Literary Terms



## Course Name: FILM STUDIES

### Course Objective:

- To analyze the historical and theoretical foundations of filmmaking.
- To Create film work that manifests the filmmaker's unique voice.
- To Analyze story structure and the screenwriting process for use in the critique and creation of film.
- To Apply current best practices in cinematography.
- To Apply current best practices in editing language and visual effects.
- To Effectively manage the resources and logistics required to produce a film.
- To Collaborate as a member or leader of a filmmaking team.

### Course Outcome:

CO 1:	Observe with knowledge and reflect upon the articulation of a film's content
CO 2:	Identify and define the formal and stylistic elements of film. Develop an understanding of film language and terminology
CO 3:	Gain a basic understanding of film theory and global film history
CO 4:	Demonstrate familiarity with diverse forms of the moving image
CO 5:	Understand the relationship between film form and its historical and cultural contexts. Describe how a film offers a set of social
CO 6:	Demonstrate a competency in discussing the ways in which film is influenced and shaped by individuals

### Syllabus

Title of the Course / Paper	<b>Film Studies</b>		
Category of the Course E (Elective within the department) /ED	Year & Semester <b>Second Year &amp; Fourth Semester</b>	Credits <b>3</b>	Subject Code <b>HBB4D</b>
Course Outline	UNIT I History of Cinema in India; Major landmarks in India Cinema		
	UNIT 2 <b>Kinds of Films</b> Historical Patriotic Documentary Thrillers etc.		
	UNIT 3 Art of Film Making: Some Important Techniques Acting/ Photography/Direction/Scriptwriting etc		
	UNIT 4 Films and Entertainment Films and Social Responsibility		
	UNIT 5 Review of Films		