



**DEPARTMENT OF ENGLISH**  
**M.A. ENGLISH**  
**CURRICULUM & SYLLABUS**  
**UNDER CHOICE BASED CREDIT SYSTEM (2019 – 2021)**

Course Code	Title of the Course	C/ E	Credit				Faculty
			L	T	P	C	
<b>SEMESTER I</b>							
HMEN19001	British Poetry	C	3	1	0	4	
HMEN19002	European Drama	C	3	1	0	4	
HMEN19003	World Literature	C	3	1	0	4	
HMEN19004	Professional Writing	C	3	0	0	3	
HMEN19E01	English for Competitive Examinations	E	2	0	0	2	
	Total Credits					17	
<b>SEMESTER II</b>							
HMEN19005	American Literature	C	3	1	0	4	
HMEN19006	Language and Linguistics	C	3	1	0	4	
HMEN19007	Shakespeare	C	3	1	0	4	
HMEN19008	Popular Literature	C	3	0	0	3	
HMEN19E02	Film and Literature	E	2	0	0	2	
	Total Credits					17	
<b>SEMESTER III</b>							
HMEN19L01	Internship	I				2	
HMEN19009	Literary Criticism and Theory	C	3	1	0	4	
HMEN19010	World Literatures in Translation	C	3	1	0	4	
HMEN19011	Women's Literature	C	3	1	0	4	
HMEN19012	Contemporary Indian Writing	C	3	0	0	3	
	Total Credits					17	
<b>SEMESTER IV</b>							
HMEN19013	Research Methodology	C	3	1	0	4	
HMEN19014	Teaching English Language and literature	C	3	1	0	4	
HMEN19015	Eco-Literature	C	3	1	0	4	
HMEN19016	Dissertation & Viva-Voice	C	3	1	6	10	
HMEN19E03	Advanced English and Literature	E	2	1	0	2	
	Total Credits					24	
	Total Credits (Four Semesters)					75	



## SEMESTER –I

HMEN19001	<b>British Poetry</b>	L T P C 3 1 0 4
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### OBJECTIVES

To facilitate the students to

1. Survey the development of English Poetry from the Age of Chaucer to the 20<sup>th</sup> century
2. Explain and expand the dominant critical theories, methodologies, and practices in the field.
3. Study the political and socio-cultural scenario in England from Middle age to Modern Age to conduct research
4. Attain in-depth understanding of the representation of human emotions to serve diverse communities in real life.
5. Apply cultural values and ethics as inferred from British Poetry to professional and personal activities

### UNIT I

**Middle English Poetry** Chaucer: The Prologue, Pardoner's Tale,

- Chaucer :The Nun's Tale

### UNIT II

**Elizabethan Poetry**

- Spenser : The Faerie Queen - Book 1 Excerpts
- Sidney : Astrophel and Stella ; sonnets (1-10)

### UNIT III

**Seventeenth Century Poetry**

- John Milton : Paradise Lost - Book IX ; When I Consider How My Light is Spent – sonnet 19
- John Donne : Canonization ; The Sun Rising
- Andrew Marvell : To His Coy Mistress

### UNIT IV

**Eighteenth Century Poetry**

- Thomas Gray : The Bard/On a Favourite Cat Drowned in a Tub of Goldfishes
- Robert Burns : Holy Willie's Prayer

### UNIT V

**Modern Poetry**

- Rupert Brooke : The Soldier
- W. H. Auden : Elegy on the Death of W. B. Yeats
- Dylan Thomas : Do Not Go Gentle Into That Good Night
- Ted Hughes : Hawk Roosting & Life After Death
- Carol Ann Duffy : Standing Female Nude

### OUTCOMES

**Students will be able to**

1. Survey the development of English Poetry from the Age of Chaucer to the 20<sup>th</sup> century
2. Explain and expand the dominant critical theories, methodologies, and practices in the field.
3. Study the political and socio-cultural scenario in England from Middle age to Modern Age to conduct research
4. Attain in-depth understanding of the representation of human emotions to serve diverse communities in real life.
5. Apply cultural values and ethics as inferred from British Poetry to professional and personal activities

### Reference:

- Kaiser, Rolf,ed.(1958) Medieval English: an old English and Middle English anthology 3<sup>rd</sup> ed.Berlin Rolf Kaiser
- Mac Arthur.J, critical of Sindney's Astrophil and stella and Spenser's Amoretti (Victoria : University of Victoria press,1989) ISBN 0-920604-45-5
- BrentonDickieson, on Reading the Faerie Queen for the First Time
- Randolph,Today. Remembering life before Thatcher: Selected poem by Carol Ann Duffy Women's Review of Books 12.8, May 1995.
- The complete poems by Andrew Marvell Good read. WWW.Good reads.com>book>show

### Reference:

- Elmes, Simon. (2005) Talking for Britain: A Journey through the nation's dialects. Penguin Books.
- Hamilton, Albert Charles,ed.(1590) The Faerie Queene. Children's versions. London: The Spenser Encyclopedia, University of Toronto press, PP.289.



- Greenblatt, Stephen. (2018) The Norton Anthology of English Literature: Sixteenth/ Early Seventeenth century, Volume 13,2012,pp.1037. Newyork,US: W.W.Norton & company.
- Marvell, Andrew. (2008) To His coy Mistress. Poetry criticism. Detroit Gale, Ceygag Learning. 171-282.Gale.cengage.com: Literature Criticism Online.Web.20oct 2011.
- William, Cousin, John(2003). A short Biographical Dictionary of English Literature.Forgotten books.London:J.M.Dent&Sons.LTD.
- Join, Cousins.W.A.(1910). A Short Biographical Dictionary of English Literature. London & Toronto: J.M.Dent& Sons.LTD.
- Duffy, Carol Ann.(2009) The Twelve Days of Christmas.Candlestick.





**HMEN19003**

**World Literature**

**L T P C**  
**3 1 0 4**

## OBJECTIVES

To facilitate the students to

1. Demonstrate mastery in literatures across the world, by detailing their development and current practices of literary studies, rhetoric, etc.
2. Know the current socio-political mood in third-world countries through the study of their literature in different genres.
3. Analyze the key authors and poets, as representatives of their native cultures, placed in their particular historical contexts.
4. Imbibe the knowledge to conduct research that leads to a substantial original thesis, as per their choice.
5. Demonstrate the cultural values and social ethics in all professional and personal activities to serve diverse global community

## UNIT I

### Prose

- Excerpts from Abdul Kalam : Wings of Fire
- ShashiTharoor : The Idea of an Ever- ever land, An Excerpt from ShashiTharoor' Essay in 'Left, Right and Centre'

## UNIT II

### Poetry

- Leopold Senghor : All Day Long
- James Reaney : Maps
- ArunKolatkar : An Old Woman
- Kofi Awoonor: Easter Dawn
- George Bowering : Grand Father
- Grace Nichols : Praise Song for my Mother.
- George Bowering: Grand Father
- Simon Armitage : Sea Sketch

## UNIT III

### Drama

- Harold Printer – Birthday party

## UNIT IV

### Fiction

- Chinua Achebe : Things Fall Apart.
- JhumpaLahiri : Name Sake

## UNIT V

### Short Stories

- Henry Lawson : The Drover's wife
- Kate Mansfield : A Cup of Tea
- Ruskin Bond : The Night Train at Deoli
- Ambai : Fish in the Dwindling Water

## OBJECTIVES

1. Demonstrate mastery in literatures across the world, by detailing their development and current practices of literary studies, rhetoric, etc.
2. Know the current socio-political mood in third-world countries through the study of their literature in different genres.
3. Analyze the key authors and poets, as representatives of their native cultures, placed in their particular historical contexts.
4. Imbibe the knowledge to conduct research that leads to a substantial original thesis, as per their choice.
5. Demonstrate the cultural values and social ethics in all professional and personal activities to serve diverse global community

## Background Study:

1. Macaulay's Minute of 1831/35.



2. Post-Colonial Studies: eds. Ashcroft et.al.

**References:**

1. Specific issues of Journal of Commonwealth Literature.
2. Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3. Arnold Anthology of Post-colonial Literatures in English. ed. John Thieme.
4. Routledge Encyclopedia of Post-colonial literature.
5. Fanon Frantz (1961): The Wretched of the Earth. Grove Press.
6. Walsh William(2014): Studies in Commonwealth Literature. Indian University Press.



**HMEN19004**

**Professional Writing**

**L T P C**  
**3 1 0 4**

## **OBJECTIVES**

To facilitate the students to

1. Demonstrate knowledge of the discourse features and functions of technical writing
2. Provide in depth knowledge for developing copywriting skills.
3. Master the ability to edit and prepare a manuscript for publication in journals or for documentation
4. Provide expertise to develop as an entrepreneur/professional consultant.
5. Demonstrate values and ethics in the field of professional writing

## **UNIT I**

### **Technical Writing**

#### **Mechanics:**

- Technical Writing: A Curtain Raiser
- Sentences to paragraphs
- Technical Description
- Document Design
- Content writing
- Graphics

## **UNIT II**

#### **Documents:**

- Letters
- Reports
- Proposals
- Brochures
- User Manuals
- CV and Resume

## **UNIT III**

### **Copy Writing**

- The world of advertising
- Advertising in India
- The nuances of advertising
- Copywriting Skills

## **UNIT IV**

### **Copy Editing**

- Introduction to the Publishing Industry
- Components of Publishing
- The Process of Copy Editing
- Copy Editing and Job Prospects

## **UNIT V**

- Workshop on Professional Writing Skills

## **OUTCOMES**

### **The students will be able to**

1. Demonstrate knowledge of the discourse features and functions of technical writing
2. Exhibit in depth knowledge in copywriting skills.
3. Edit and prepare a manuscript for publication in journals or for documentation
4. Attain expertise to develop as an entrepreneur/professional consultant.
5. Demonstrate values and ethics in the field of professional writing

## **References**

1. Walsh, Walsh.(1989)The Technical Writer's Handbook .University Science Book.
2. Langan, John.(2005) College Writing Skills.MC Grew-Hill.
3. Bailey Stephen (2003)Academic Writing.Psychology Press, London US,Taylor &Francis LTD
4. Rubens ,Philip.(2003) Science & Technical Writing: A Manual of Style. General editor, Routledge.



5. Wells ,William. (2002)Advertising: Principles and Practice.Prentice Hall.
6. Valladares, June, A. (2000) The Craft of Copywriting . SAGE Publication PVT LTD.
7. Ogilvy ,David (1963)Confessions of an Advertising Man ,Atheneum.
8. Laver, Pete(2002) Building a Brand In a Week , Hodder&Stoughton
9. Harris,Gogfrey(2004) The Hottest Ideas in Word of Mouth Advertising





**HMEN19E01**

**English for Competitive Examinations**

**L T P C**

**2 1 0 4**

### **COURSE OBJECTIVES**

#### **To facilitate students to**

1. Face various competitive examinations and their assessment practices with confidence.
2. Prepare systematically for the competitive Examinations for an academic/professional career.
3. Conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the language to serve diverse communities in the global context.
5. Demonstrate values and ethics in all professional and personal activities.

### **UNIT I**

#### **Grammar**

- Parts of Speech, Sentence Types, Tense, S-V Agreement
- Comprehension Passages
- Cloze Test
- Voice

### **UNIT II**

#### **Sentence Structure**

- Sentence Improvement
- Sentence Arrangement
- Sentence Completion
- Sentence Fillers

### **UNIT III**

#### **Verbal Analogy**

- Vocabulary
- Synonyms and Antonyms
- Verbal Analogy
- Word Substitution

### **UNIT IV**

- Idioms and Phrasal Verbs
- Miscellaneous Vocabulary
- Error Correction

### **UNIT V**

- Formal and Informal Letter
- Precise Writing
- Essay Writing
- Reported Speech

### **OUTCOMES**

#### **Students will be able to**

1. Face various competitive examinations and their assessment practices with confidence.
2. Prepare systematically for the competitive Examinations for an academic/professional career.
3. Conduct research that leads to a substantial original thesis, in a subfield of the student's choice.
4. Attain mastery of the language to serve diverse communities in the global context.
5. Demonstrate values and ethics in all professional and personal activities.

#### **Text book:**

- Gopalan R. & V. Rajagopalan. English for Competitive Examinations. New Delhi: Thomson, 2003.

#### **REFERENCES**

1. Thorpe, Edgar, and ShowickThorpe. (2007). ObjectiveEnglish. New Delhi: Pearson.
2. Bhatnagar, R.P.(2014). English for Competitive Examinations. New Delhi: Trinity.



## SEMESTER II

**HMEN19005**

**American Literature**

**L T P C**

**3 1 0 4**

### **OBJECTIVES**

To facilitate the students to

1. Master the works of different authors by detailing the development and current practices of literary studies, theme, etc.,
2. Explain, differentiate, and critique the dominant critical theories, methodologies, and practices in different genres of American Literature.
3. Conduct research that highlights the socio, political and cultural impacts on the literature of different periods.
4. Analyse the literature as mirror of real life to serve diverse communities in the global context.
5. Apply the study of cultural values and ethics in all professional and personal activities.

### **UNIT I**

#### **Poetry**

- Walt Whitman : Out of the Cradle Endlessly Rocking
- Emily Dickinson : The Last Night That She Lived
- Robert Frost : After Apple Picking
- Adrienne Rich : Snapshots of a Daughter-in-law
- Sylvia Plath : Lady Lazarus

### **UNIT II**

#### **Prose**

- Emerson : The American Scholar
- Thoreau : Walden (Chapter "Pond")
- Amy Tan : Mother Tongue

### **UNIT III**

#### **Drama**

- Tennessee Williams : A Street Car Named Desire
- Arthur Miller : Death of a Salesman

### **UNIT IV**

#### **Fiction/Short Story**

- Edgar Allan Poe : The Cask of Amontillado
- Herman Melville : Bartleby, the Scrivener
- Kate Chopin : The Awakening

### **UNIT V**

#### **Autobiography**

- Barack Obama : Dreams from My Father

### **OBJECTIVES**

Students will be able to

1. Master the works of different authors by detailing the development and current practices of literary studies, theme, etc.,
2. Explain, differentiate, and critique the dominant critical theories, methodologies, and practices in different genres of American Literature.
3. Conduct research that highlights the socio, political and cultural impacts on the literature of different periods.
4. Analyse the literature as mirror of real life to serve diverse communities in the global context.
5. Apply the study of cultural values and ethics in all professional and personal activities.

### **Further Reading**

- Grant S, Ulysses. (1885). The Personal Memoirs. US/New York.
- Rodham, Clinton, Hillary. (2003). Living History. New York: Simon & Schuster.
- Obama, Barack. (2006). The Audacity of Hope. United States: Three Rivers Press.



## References

1. Spiller et al. (1974). Literary History of United States. Macmillian.
2. Wagner, Willis. (1968). American Literature - A World View. New York: new York University Press.
3. Cunliffe, Marcus. (1974).The Literature of the United States. Penguin Books.
4. Cunliffe, Marcus. Sphere History of Literature - American Literature to 1900.
5. Ford, Boris. (1988). The New Pelican Guide to English Literature - Vol.9.American Literature. London: Penguin Books.



**HMEN19006**

**Language and Linguistics**

**L T P C**

**3 1 0 4**

**OBJECTIVES**

To facilitate the students to

1. Demonstrate mastery over the concepts in language and linguistics and their applications
2. Master different aspects of Communication and its use in personal and professional contexts
3. Demonstrate historical and cultural perspective of English Language and linguistics
4. Analyse the research perspectives in English Language and linguistics
5. Apply ethical values and professionalism in different communication

**UNIT I**

Phonetics - Organs of speech, The English Vowels, Consonants and Diphthongs, The Syllable, R.P, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture, Phonetic Transcription.

Morphology - Morphemes - Free and Bound, Affixation, Inflection, Derivation, morphophonemic.

Syntax - Parts of Speech, Functional Notions, ICanalysis, Transformations.

Semantics - Synonymy, Antonym, Hyponymy, Ambiguity.

Pragmatics - Speech acts, The Co-operative Principle, Discourse analysis, philosophy of Language.

**UNIT II**

Theoretical background Language and Communication

**UNIT III**

Non-verbal Communication

**UNIT IV**

The Process of Communication

Communication Contexts: Intrapersonal, Interpersonal, Group, Organizational, Public and Mass

Communication Barriers.

**UNIT V**

Aural & Oral Communication

Dyadic, Meetings, Seminars/Conferences, Group Discussion, Public Speaking, Accent, Rhythm and Intonation. Reading : Intensive and Extensive Reading.

Writing : Business Correspondence, Reports, Notes, Agendas and Minutes,

Advertising and Job description, Graphic Aids. Spelling, Punctuation, Common Errors..

**OUTCOMES**

1. Demonstrate mastery over the concepts in language and linguistics and their applications
2. Master different aspects of Communication and its use in personal and professional contexts
3. Demonstrate historical and cultural perspective of English Language and linguistics
4. Analyse the research perspectives in English Language and linguistics
5. Apply ethical values and professionalism in different communication

**References**

1. Balasubramanian, T. (1981). A Textbook of English Phonetics for Indian Students. Macmillian.
2. Yule, George. (2016). The Study of Language. Cambridge university Press.
3. Verma, S.K, Krishnaswamy N. (1997). Modern Linguistics. India: Oxford University.
4. Valerie Arndt et al. (2000). Alive to Language. Cambridge University Press.
5. Fromkin V, Rodman R. (1998). An Introduction to Language. Harcourt Brace.



**HMEN19007**

**Shakespeare**

**L T P C**

**3 1 0 4**

**OBJECTIVES**

**To facilitate the students to**

1. Demonstrate mastery of the works of Shakespeare by detailing, rhetoric, grammar and theme.
2. Demonstrate mastery of Shakespeare's literary works by analysis of characterization, the dominant theories, methodologies applied in the execution.
3. Conduct research in Shakespeare's literary works in the socio-cultural perspective of the period.
4. Understand the aesthetics of Shakespeare's works to serve diverse global communities.
5. Demonstrate cultural values and ethics in the light of Shakespeare's works for professional and personal activities

**UNIT I**

Introduction to Shakespeare's works

Sonnets 3,100, 127, 154

**UNIT II**

Comedy

Taming of the Shrew

**UNIT III**

Tragi- Comedy

Tempest

**UNIT IV**

Tragedy

Othello

**UNIT V**

Historical Play

Henry IV

**OUTCOMES**

**The students will be able to**

1. Demonstrate mastery of the works of Shakespeare by detailing, rhetoric, grammar and theme.
2. Demonstrate mastery of Shakespeare's literary works by analysis of characterization, the dominant theories, methodologies applied in the execution.
3. Conduct research in Shakespeare's literary works in the socio-cultural perspective of the period.
4. Understand the aesthetics of Shakespeare's works to serve diverse global communities.
5. Demonstrate cultural values and ethics in the light of Shakespeare's works for professional and personal activities

Reference:

[Arden Shakespeare Complete Works](#) by Shakespeare and William

William Shakespeare: The Complete Works (Oxford Shakespeare)



**HMEN 19008**

**Popular Literature**

**L T P C**

**3 1 0 4**

**OBJECTIVES**

To facilitate the students to

1. Appreciate popular literature by the dominant critical theories, methodologies, and practices applied in it
2. Explore Popular Literature by detailing its development and current practices for a career in teaching and media
3. Explain characterization, plot and narrative techniques and their relevance in real life for life long learning
4. Analyse the research perspectives in popular literature to the benefit of diverse global community
5. Promote cultural and ethical values, and real-life skills through the study of Popular Literature

**UNIT I**

**Children's Literature**

J.K Rowling: Harry Potter and the Philosopher's Stone

**UNIT II**

**Ghost Stories:**

Elizabeth Bowen: The Demon Lover

**UNIT III**

**Detective Fiction**

Arthur Conan Doyle: A Study in Scarlet

**UNIT – IV**

Nicholas Sparks : Nights in Rodanthe

**UNIT – V**

Bestsellers into Films

Vikas Swarup's translation of Danny Boyle's Slumdog Millionaire

(Essays focusing on the reception dynamics of text and film)

**Outcomes**

1. Appreciate popular literature by the dominant critical theories, methodologies, and practices applied in it
2. Explore Popular Literature by detailing its development and current practices for a career in teaching and media
3. Explain characterization, plot and narrative techniques and their relevance in real life for life long learning
4. Analyse the research perspectives in popular literature to the benefit of diverse global community
5. Promote cultural and ethical values, and real-life skills through the study of Popular Literature

**References**

Giselle Liza Anatol (2003).Introduction to Reading Harry Potter: Critical Essay.London:Praeger,



**HMEN19E02**

**Film and Literature**

**L T P C**

**2 1 0 4**

## **OBJECTIVES**

### **To facilitate the students to**

1. Recognize the connection between film and literature by detailing the development and current practices.
2. Demonstrate mastery of the subject by characterizing, differentiating, and critiquing the dominant critical theories, methodologies, and practices in the field.
3. Conduct research that leads to a substantial original thesis by finding the relevance and impact of film and literature on society
4. Attain mastery of the discipline to get developed as an entrepreneur or consultant to serve diverse communities
5. Demonstrate cultural values and ethics in all professional and personal activities through the study of film and literature.

## **UNIT I**

- The Mayor of Casterbridge: Thomas Hardy  
Film: (The life and death of a Man of character) Director: David Thackes

## **UNIT II**

1. The Colour Purple : Alice Walker
2. Film: (The Colour Purple) Director: Steven Spielberg

## **3. UNIT III**

4. Memoirs of Geisha Arthur Golden  
Film: Memoirs of Geisha Director: Rob Marshall

## **UNIT IV**

5. Thirteen reasons why Jay Asher  
Film: (Thirteen reasons why) Director: Brian Yorkey

## **UNIT V**

6. Ice Candy man Bapsi Sidhwa
7. Film: (Ice Candy man) Director: Deepa Mehta

## **OUTCOMES**

The students will be able to

1. Recognize the connection between film and literature by detailing the development and current practices.
2. Demonstrate mastery of the subject by characterizing, differentiating, and critiquing the dominant critical theories, methodologies, and practices in the field.
3. Conduct research that leads to a substantial original thesis by finding the relevance and impact of film and literature on society
4. Attain mastery of the discipline to get developed as an entrepreneur or consultant to serve diverse communities
5. Demonstrate cultural values and ethics in all professional and personal activities through the study of film and literature.

## **Further Reading:**

- Campbell, John. (1947). The Hero with a Thousand faces. United States: Pantheon Books.
- Corrigan, Timothy. (2011). Film and Literature: An Introduction and Reader. Routledge.

## **Reference:**

1. Hardy, Thomas. (1886). The Mayor of Casterbridge. London: Smith Elder.
2. Walker, Alice. (1982). The Color Purple. United States: Harcourt Brace Jovanovich.
3. Golden, Arthur. (1997). Memoirs of Geisha. United States: Alfred A. Knopy.
4. Asher, Jay. (2007). Thirteen Reasons Why. New York: Razor Bill.
5. Sidhwa, Bapsi. (1991). Ice Candy Man. United States: Milkwood Editions.



**SEMESTER – III**

HMEN19L01	<b>Internship</b>	L T P C 2
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**Students should work as an intern in various organisations to get Job experience.**





HMEN19009

**Literary Criticism and Theory**

L T P C

3 1 0 4

## OBJECTIVES

### To facilitate the students to

1. Demonstrate mastery of the literary criticism and theory by detailing the development and current practices.
2. Explain and analyze the dominant critical theories, methodologies, and practices applied in literature.
3. Apply the theories to conduct research that leads to a substantial original thesis of their choice.
4. Attain mastery of the discipline to provide consultancy and serve diverse communities in the global context.
5. Demonstrate cultural values and ethics as observed in literature for life-long learning and development of society.

### UNIT – I

8. Aristotle: The Poetics

### UNIT – II

9. Philip Sidney: An Apology for Poetry

### UNIT – III

10. Dr. Johnson: A Preface to Shakespeare

### UNIT – IV

11. William Wordsworth: A Preface to Lyrical Ballads

### UNIT – V

12. Mathew Arnold: The Study of Poetry

## OUTCOMES

The students will be able to

1. Demonstrate mastery of the literary criticism and theory by detailing the development and current practices.
2. Explain and analyse the dominant critical theories, methodologies, and practices applied in literature.
3. Apply the theories to conduct research that leads to a substantial original thesis of their choice.
4. Attain mastery of the discipline to provide consultancy and serve diverse communities in the global context.
5. Demonstrate cultural values and ethics as observed in literature for life-long learning and development of society.

## Reference Books

1. Dorsch T.S. Classical Literary Criticism. Harmondsworth : Penguin.
2. D. J. Enright and Ernest de Chickera, eds. (1962). English Critical Texts. London: Oxford University Press rpt. Delhi.
3. Desmond Lee, tr., Plato: The Republic. Harmondsworth : Penguin.
4. Malcolm Bradbury and David Palmer, ed. (1970). Contemporary Criticism. Stanford-Upon-Avon Studies 12, London : Arnold.
5. R.S. Crane, ed. (1952). Critics and Criticism : Ancient and Modern, University of Chicago Press.
6. David Daiches, Critical Approaches to Literature. (1956), rept. Bombay :Longam, (1967).
7. Terry Eagleton, (1973). Literary Theory: An introduction. Oxford Blackwell, 1983. Roger Fowler, Adictionary of Modern Critical Terms. London: Routledge.
8. Northrop Frye, (1948). Anatomy of Criticism. Princeton: Princeton University Press.
9. Raman Selden, (1985). A Reader's Guide to Contemporary Literary Theory. Brighton: Harvester Press.
10. George Watson, (1964). The Literary Critics. Harmondsworth : Penguin.



HMEN19010

**World Literatures in Translation**

L T P C

3 1 0 4

## **OBJECTIVES**

### **To facilitate the students to**

1. Demonstrate mastery of the World literatures in translation by detailing the development and current practices of literary studies.
2. Differentiate, and critique the dominant critical theories, methodologies, and practices in the translation of literature for a career in translation.
3. Master the different literatures in translations to conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the discipline to serve diverse communities in the global context
5. Demonstrate cultural values and ethics in all professional and personal activities

### **UNIT I**

Introduction to Translation studies

History of Translation

Translation Theories

### **UNIT II**

Prose & Poetry

St. Augustine: The Confessions (Book I Chapter 1 – 19)

Virgil : The Aenied (Book I Lines 1 – 222)

Balamani Amma : To My Daughter

### **UNIT III**

Drama

Bertolt Brecht : Mother Courage and Her Three Children

Mahasweta Devi : Rudaali

### **UNIT IV**

Fiction & Short Story

Pascal Mercier : Night train to Lisbon

Albert Camus : The Stranger

Guy de Maupassant : The Diamond Necklace

Leo Tolstoy : God Sees the Truth but Waits

### **UNIT V**

Workshops on Translation

## **OUTCOMES**

Students will be able to

1. Demonstrate mastery of the World literatures in translation by detailing their development and current practices.
2. Differentiate, and critique the dominant critical theories, methodologies, and practices in the translation of literature for a career in translation.
3. Master the different literatures in translations to conduct research that leads to a substantial original thesis, in a subfield of their choice.
4. Attain mastery of the discipline to serve diverse communities in the global context
5. Demonstrate cultural values and ethics in all professional and personal activities

## **References**

1. Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin.
2. Bassnett, Susan and Harish Trivedi. Eds. (1999). Post-colonial Translation. London. Routledge.
3. Amit Choudhury. (2001). The Picador Book of Modern Indian Literature, Macmillan, London.
4. Clarke, T. W., ed. (1970). The Novel in India. London: George Allan and Unwin.
5. Pollack, Sheldon, ed. (2003). Literary Cultures in History: Reconstructions from South Asia. New Oxford UP.
6. G.N. Devy. (1992). After Amnesia: Tradition and Change in Indian Literary Criticism (Bombay: Orient).
7. R. Azhagarasan & Ravikumar. (2012). Anthology of Tamil Dalit Writing.
8. The Oxford Anthology of Modern Indian Poetry eds. (2008). Vinay, Dharwadkar and Ramanujan, A.K.



HMEN19011

Women's Literature

L T P C  
3 1 0 4

### OBJECTIVES

To facilitate the students to

1. Demonstrate mastery of women's literature by detailing the development and current practices related to gender issues and feminist perspectives
2. Explain the texts by characterizing, differentiating, and critiquing the dominant critical theories, methodologies, and practices in the field.
3. Attain mastery of the subject to find relevance in the real life situations and serve diverse communities.
4. Conduct research that leads to a substantial original thesis, in a subfield of the students' choice.
5. Demonstrate cultural values and ethical principles in women's literature for all professional and personal activities

### UNIT I

Feminism and Feminist literary Criticism: Definitions

Historical overview and major themes in Feminist criticism.

### UNIT II

John Goode : Sue Bride head and the New Woman  
Virginia Woolf From : A Room of One's Own (Chaps. 2 & 3)  
Kate Millet : Theory of Sexual Politics (Chap – II)  
Nina Baym : Mad Woman and Her Language  
Elaine Showalter : Toward a Feminist Poetics

### UNIT III

Gwendolyn Brooks : The Ballad of Pearl May Lee, A Lovely Love, The Queen of the Blues  
Anne Sexton : The Double Image, The Sickness Unto death"  
Sylvia Plath : Mirror, Daddy  
Kamala Das : The Old Play House, The Sunshine Cat

### UNIT IV

Lorraine Hansberry : A Raisin in the Sun

### UNIT V

ShashiDeshpande : The Dark Holds No Terrors  
Arundhati Roy : The God of Small Things

### OUTCOMES

The students will be able to

1. Demonstrate mastery of women's literature by detailing the development and current practices related to gender issues and feminist perspectives
2. Explain the texts by characterizing, differentiating, and critiquing the dominant critical theories, methodologies, and practices in the field.
3. Attain mastery of the subject to find relevance in the real life situations and serve diverse communities.
4. Conduct research that leads to a substantial original thesis, in a subfield of the student's choice.
5. Demonstrate cultural values and ethical principles in women's literature for all professional and personal activities

### References

Wilfred L, Guerin et al. (1966). A Handbook of Critical Approaches to Literature. Pp196-215  
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**HMEN19012**

**Contemporary Indian Writing in English**

**L T P C**  
**3 1 0 4**

**OBJECTIVES**

To facilitate the students to

1. Demonstrate mastery of contemporary Indian writing in English by detailing the development and current practices.
2. Explain by characterizing, differentiating, and critiquing the dominant critical theories, methodologies, and practices in the field for a successful career
3. Demonstrate expertise in the discipline so as to serve diverse global communities.
4. Conduct research that leads to a substantial original thesis, in a subfield of the student's choice.
5. Demonstrate cultural and ethical values in all professional and personal activities

**UNIT I**

Poetry

- Sri Aurobindo :Thought the Paraclete  
 Nissim Ezekiel : Background, Casually, Goodbye Party for Miss Pushpa T S  
 A K Ramanujan : Anxiety  
 Nissim Ezekiel : Background, Casually, Goodbye Party for Miss Pushpa T S  
 A K Ramanujan : Anxiety  
 ArunKolatkarr : From Jejuri: The Bus  
 Keki N Daruwalla : Hawk

**UNIT II**

Drama

- Mahesh Dattani : Final Solutions (Final Solutions and Other Plays, Affiliated East-West Press, Chennai, 1994)

**UNIT III**

Prose

- Jawaharlal Nehru :Discovery of India (Ch. 2)  
 B R Ambedkar :Extracts 4, 5 and 6 from Annihilation of Caste (ed. by Mulk Raj Anand, Arnold Publishers, New Delhi, 1990)  
 Salman Rushdie : 'Inside the Whale' from Imaginary Homelands: Essays in

Criticism

**UNIT IV**

Reformist Writings

- Raja Ram Mohan Roy : Letter to Lord Amherst (In Global History: cultural encounters from antiquity to the present (Vol. 3, pp. 387-388). Armonk, N.Y.)  
 Lord Macaulay : Minutes on Indian Education  
 Vandana Shiva : From Eco feminism (New Delhi: Kali for Women, 1993.)

**UNIT V**

Dalit Studies

- Sivagami :Grip of Change

**OUTCOMES**

Students will be able to

1. Demonstrate mastery of contemporary Indian writing in English by detailing the development and current practices.
2. Explain by characterizing, differentiating, and critiquing the dominant critical theories, methodologies, and practices in the field for a successful career
3. Demonstrate expertise in the discipline so as to serve diverse global communities.
4. Conduct research that leads to a substantial original thesis, in a subfield of the students' choice.
5. Demonstrate cultural and ethical values in all professional and personal activities

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 William Walsh, (1990), Indian Literature in English, Longman, London  
 SharmilaRege, Writing Caste / Writing Gender Selections from Teltumbde, J.H.Anand,AchintyaBiswas,  
 SwaroopaRani,SvatiJoshi,LaurieHovell,RajKumar,S.P.Punalekar,Gopal Guru, Raj Gowthaman and Ravikumar  
<http://www.languageinindia.com/april2003/macaulay.html#minute>

[www.ambedkar.org](http://www.ambedkar.org)

[www.saxakali.org](http://www.saxakali.org)



**HMEN19013**

**Research Methodology**

**L T P C**  
**3 1 0 4**

### **OBJECTIVES**

To facilitate the students to

1. Provide Knowledge and skills for conducting research
2. Describe the Research Methodology for academic discourse
3. Differentiate between research methods in language and literature
4. Exhibit a thorough knowledge in systematic planning and execution of research for a successful career.
5. Demonstrate values and ethics in conducting research and in documenting it .

### **Unit – I**

Research and Writing

Plagiarism and Academic Integrity

### **Unit – II**

The Mechanics of Writing

### **Unit – III**

The Format of the Research Paper

Abbreviations

### **Unit – IV**

Documentation: Preparing the list of Works Cited

### **Unit – V**

Documentation: Citing Sources in the text

### **OUTCOMES**

The students will be able to

1. Demonstrate an in depth knowledge for conducting research
2. Describe the Research Methodology for academic discourse
3. Differentiate and explain research methods in language and literature
4. Exhibit a thorough knowledge in systematic planning and execution of research activity.
5. Demonstrate values and ethics in conducting research and documenting it.

### **REFERENCES**

- MLA Hand Book for Writers of Research Papers – 8thEdition. (2016). The Modern Language Association of America.
- Chindhade, S &Thorat A (2009), Doing Research, Mumbai : CUP
- Hunt, Andy (2005), Your Research Project, New Delhi : Foundation Books
- Kothari C R. (1985), Research Methodology: Methods & Techniques, Delhi : New Age International Ltd.
- Sinha M.P. (2018). Research Methods in English. Atlantic.



**HMEN19014**

**Teaching English Language and Literature**

**L T P C**  
**3 1 0 4**

### **OBJECTIVES**

To facilitate the students to

1. Master the different theoretical and practical components of teaching language and literature
2. Provide knowledge to serve as a teacher / entrepreneur / consultant in private and public organization.
3. Analyze and highlight major issues in ELLT in Indian and global context through research.
4. Evaluate the value of teaching language and literatures in socio – cultural perspective.
5. Provide knowledge of cultural and ethical practices in teaching profession to serve global communities.

### **UNIT - I**

#### **Methods and Approaches**

- Language and Literature Teaching to be an entrepreneur/professional consultant.

### **UNIT - II**

#### **Teaching of Grammar**

- Approaches
- Grammmaring skill

### **UNIT - III**

#### **Relationship between psychology and teaching of language**

- Behaviourism
- Cognitivism

### **UNIT - IV**

#### **Teaching of Language Skills**

- Teaching Listening, Speaking, Reading and Writing Skills

### **UNIT - V**

#### **Teaching of Poetry, Drama and Fiction**

- Structure, Rhyme, Rhythm, imagery, simile and content
- Plot/ Characterization/ Theme and its Development
- Narrative Techniques of short story/ novel
- Evaluation
- Workshops on teaching literature

### **OUTCOMES**

The students will be able to

1. Master the different theoretical and practical components of teaching language and literature
2. Provide knowledge to serve as a teacher / entrepreneur / consultant in private and public organization.
3. Analyze and highlight major issues in ELLT in Indian and global context through research.
4. Evaluate the value of teaching language and literatures in socio – cultural perspective.
5. Provide knowledge of cultural and ethical practices in teaching profession to serve global communities.

### **References**

1. Brumfit, C & R Carter (1986) Literature & Language Teaching. (OUP)
2. Brumfit, C & K Johnson (1979), The Communicative Approach to language teaching. (OUP)
3. Carter R & M N Long (1991), Teaching Literature.
4. Bassnet, S & P. Groundy (1993) Language Through Literature.
5. Widdowson, H G, (1975) Stylistics & Teaching of Literature.
6. Tickoo. M. L (2002), Teaching & Learning English.



**HMEN19015**

**Eco- Literature**

**L T P C**  
**3 1 0 4**

### OBJECTIVES

To facilitate students to

1. Demonstrate mastery in the different theoretical and practical components of Eco- literature
2. Provide professional knowledge in Eco- literature to serve as a teacher / entrepreneur / consultant
3. Analyze the major issues identified in eco-literature in Indian and global context and conduct research .
4. Analyse the current eco-problems and real-life issues with reference to current eco-issues to conduct research.
5. Provide knowledge in cultural values and ethical practices for life-long learning and to serve society.

#### Unit I

##### Eco-literary theories

- History of Eco-movement
- Eco-literary theories and their application
- Inferences and Interpretations

#### Unit II

##### Poetry

- |                      |                     |
|----------------------|---------------------|
| • William Cowper     | God Made the Coun   |
| • William Wordsworth | Tintern Abbey       |
| • W. H. Davies       | Leisure             |
| • Robert Frost       | Birches             |
| • AD. Hope           | Death of a Bird     |
| • Toru Dutt          | Our Casuarina Trees |
| • Gieve Patel        | On Killing a Tree   |

#### Unit III

##### Prose

- |                  |                           |
|------------------|---------------------------|
| • Thoreau        | ‘Higher Laws’ From Walden |
| • Wangari Mathai | Nobel Lecture             |
| • Charles C.Mann | State of the Species      |

#### Unit IV

##### Drama

- |                |                        |
|----------------|------------------------|
| • Tagore       | MuktaDhara             |
| • Wole Soyinka | The Lion and the Jewel |

#### Unit V

##### Fiction

- |                   |                       |
|-------------------|-----------------------|
| • Arthur Herzog   | Heat                  |
| • Margaret Atwood | The Year of the Flood |

### OUTCOMES

Students will be able to

1. Demonstrate mastery in the different theoretical and practical components of Eco- literature
2. Provide professional knowledge in Eco- literature to serve as a teacher / entrepreneur / consultant.
3. Analyze the major issues identified in eco-literature in Indian and global context and conduct research .
4. Analyse the current eco-problems and real-life issues with reference to current eco-issues to conduct research.
5. Provide knowledge in cultural values and ethical practices for life-long learning and to serve society.

### References

1. Buell, Lawrence. (1995). The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture.
2. Cambridge. (1995). MA and London, England: Harvard UP.
3. Williams, Raymond. (1973). The Country and the City.London: Chatto and Windus.
4. Clark, Thomas. (2011). The Cambridge Introduction to Literature and the Environment.Cambridge: Cambridge UP.



HMEN19016

**Dissertation and Viva-Voce**

LTPC  
3104

**Students should research on the topics of Literature of their own choice**





**HMEN19E04**

**ADVANCED ENGLISH AND LITERATURE**

**L T P C**  
**2 1 0 3**

## **OBJECTIVES**

### **To facilitate the students to**

1. Demonstrate knowledge of language, grammar, literature and application of these philosophies/techniques in the field of language and literature.
2. Provide professional knowledge to serve private and public organizations through competitive examinations (NET/SET/MPSC/UPSC/etc.,)
3. Provide expertise to be an entrepreneur/professional consultant.
4. Prepare for the UGC-NET/SET Examinations systematically to be life-long learners and opt for higher education/ research
5. Demonstrate knowledge in moral values and ethical leadership to join any profession and serve social life.

### **UNIT I**

- Teaching Aptitude
- Research Aptitude
- Reading Comprehension
- Communication
- Reasoning and Logical Reasoning

### **UNIT II**

- Data Interpretation
- Information and Communication Technology
- People and Environment
- Higher Education System
- Governance Polity and Administration

### **UNIT III**

- English Literature

### **UNIT IV**

- English Language and Linguistics

### **UNIT V**

- English Language Teaching

## **OUTCOMES**

Students will be able to

1. Demonstrate knowledge of language, grammar, literature and application of these philosophies/techniques in the field of language and literature.
2. Provide professional knowledge to serve private and public organizations through competitive examinations (NET/SET/MPSC/UPSC/etc.,)
3. Provide expertise to be an entrepreneur/professional consultant.
4. Prepare for the UGC-NET/SET Examinations systematically to be life-long learners and opt for higher education/ research
5. Demonstrate knowledge in moral values and ethical leadership to join any profession and serve social life

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