

S.V. UNIVERSITY, TIRUPATI
SVUCOLLEGE OF ARTS
DEPARTMENT OF ENGLISH

**Re-Structured P.G. Programme (CBCS) as per NEP 2020,
National Higher Education Qualification Frame Work (NHEQF)
and Guidelines of APSCHE**

(With effect from the batch of Students admitted from the academic year 2024-25)

M.A. ENGLISH

SEMESTER - I								
S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	ENG 101	Poetry	6	4	70	30	100
2		ENG 102	Drama					
3		ENG 103	Prose & Fiction	6	4	70	30	100
		ENG 104	Short Stories					
		ENG 105	Landmarks in World Drama (Excluding Britain)					
4	*SOC	ENG 106	Soft Skills – (A) Or Communication, Soft Skills and Etiquette (B)	6	4	70	30	100
5		ENG 107	English Language & Linguistics - (A) Or Indian Literary Creativity and Digital Research (B)					
Total				36	20	350	150	500
6	Audit Course	ENG 108	Indian Knowledge Systems – 1 Education in Ancient India	6	0	0	100	0

- *CC (Core Courses) - Student can choose any Three out of Five Core Courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- Audit Course – Zero Credits but mandatory with only a Pass

SEMESTER - II								
S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	ENG 201	Shakespearean Studies	6	4	70	30	100
2		ENG 202	Indian Writing in English					
3		ENG 203	American Literature	6	4	70	30	100
		ENG 204	Post Colonial Studies					
		ENG 205	Eco Literary Studies					
4	*SOC	ENG 206	Literary Criticism and Theory - I (A) Or Classical Criticism (B)	6	4	70	30	100
5		ENG 207	English Language Teaching (A) Or Communicative English (B)					
6	*OOTC	ENG 208	Open Online Transdisciplinary Course – 1	-	2	-	100	100
Total				36	22	350	250	600
7	Audit Course	ENG 209	Indian Knowledge Systems – 2 Women in Ancient India	6	0	0	100	0

- *CC (Core Courses) - Student can choose any Three out of Five core courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- *OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,
- Audit Course – Zero Credits but mandatory with only a Pass

SEMESTER - III								
S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	ENG 301	Translation Studies : Theory and Practice	6	4	70	30	100
2		ENG 302	Comparative Literature					
3		ENG 303	Women's Writings	6	4	70	30	100
		ENG 304	Subaltern Studies					
		ENG 305	Cultural Studies					
4	*SOC	ENG 306	Literary Criticism and Theory - II (A) Or Technical Communication (B)	6	4	70	30	100
5		ENG 307	Research Methodology (A) Or Rhetoric, Discourse and Writing (B)					
6	*OOTC	ENG 308	Open Online Transdisciplinary Course – 2	-	2	-	100	100
	Seminar/Tutorials/Remedial classes and Quiz as part of Internal Assessment			6	-	-	-	-
	Total			36	22	350	250	600

- ***CC (Core Courses) - Student can choose any Three out of Five core courses**
- ***SOC (Skill Oriented Courses) – Student can choose one from each code**
- ***OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,**

SEMESTER - IV								
S. No.	Course	Code	Name of the Course	H/W	C	SEE	IA	Total Marks
1	OOSDC	ENG 401	Open Online Skill Development Courses	-	8	-	200	200
2	PW	ENG 402	Project Work – Orientation Classes	24	12	300	0	300
	Conducting classes for competitive exams, communication skills, UGC / CSIR and NET / SLET examinations			12	-	-	-	-
	Total			36	20	300	200	500
Total Semesters				144	84	1350	850	2200

- **Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)**

M.A. ENGLISH

Programme Objectives:

1. To train the students in English Language, Linguistics, Literature, Communication and Soft Skills
2. To equip them with life skills, values, ethics and rhetoric, to transform them into more humane beings as Literary Studies are an important facet of Humanities studies in general
3. To make them appreciate literary works not only in English, but also globally produced literatures.
4. To make the students market ready for employment/further research

Programme Outcomes:

1. Imparts knowledge on English language studies, its history, and variety in a global context
2. Familiarizes students with multiple accents: British, American, Indian, African etc.
3. Instructs a scientific study of language through a study of Linguistics
4. Furthers students in an advanced level of Literary Studies, Comparative Studies and Translation Studies
5. Understand various genres, English and modes of linguistic and literary study.
6. Develop critical thinking with the aid of Classical and Contemporary Critical theories.
7. Makes the students on par with the best universities globally/nationally with highly relevant and frequently updated generic electives.
8. Creates an ambience where students can relate life with literature
9. Provides the necessary environment for the students to hone their literary, creative, critical, translation and research abilities
10. Students gain substantial domain knowledge so as to facilitate their success in a highly competitive environment like UGC NET, SLET, Group Services and the like.
11. Makes students employable in contemporary domains like content writing, BPO, advertising, news and mass media agencies.
12. Converts students into language trainers and personality developers which are much needed in multinational setups, software sectors and other industries in a sprawling global economy

Programme Specific Outcomes:

1. The students acquire knowledge in English Language, Linguistics, Literature, Communication and Soft Skills
2. The students are honed for employment/further research
3. They are equipped with life skills, values, ethics and rhetoric.
4. Human values are taught through literature
5. The Students are able to appreciate literary works not only in English, but also globally produced literatures.

SEMESTER – I

POETRY			
ENG 101	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

To make the students understand the multiple genres of poetry
To create a taste for poetry and its nuances

BACKGROUND: Ode, Epic Romanticism, Metaphysical poetry, Mock Heroic, Dramatic Monologue

UNIT – I: CHAUCER : *Prologue to Canterbury Tales*

UNIT – II: MILTON : *Paradise Lost, Book- IX*

UNIT – III:(A) WORDSWORTH : *Tintern Abbey, Immortality Ode*

(B) JOHN KEATS : *Ode to a Nightingale, Ode to Grecian Urn*

(C) SHELLEY : *Ode to West Wind, Ode to Skylark.*

UNIT –IV: (A)ROBERT BROWNING: *Andrea Del Sarto, The Last Ride Together)*

(B) G.M. HOPKINS : *Windhover, Thou Art indeed Just my Lord*

(C) W.B.YEATS : *A Prayer for my Daughter, Second Coming*

UNIT – V: (A) T.S.ELIOT : *The Wasteland*

(C) TED HUGHES : *Thought Fox, Hawk Roosting*

Suggested add-ons for domain knowledge inputs:

1. Lectures on English Language and Literature (L 21). Vidyamitra e-Portal. IIT Madras.
2. Lectures on E-PG Patashala
3. History of English language and Literature. NPTEL. IIT Madras.

OUTCOMES: Students will

1. Gain an understanding on the evolution of English poetry across ages
2. Appreciate the different sub genres like epic, lyric, ode etc
3. May be inspired with poetic creativity

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs					02	03	05	01		04		

DRAMA			
ENG 102	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

1. To introduce the evolution English drama from its Greek origins
2. To introduce Elizabethan theatre and beyond.
3. To acquire knowledge on the historical, political, religious, social conditions of the times
4. To create students' awareness on performance of dramatic texts.

BACKGROUND: Greek drama, Greek Tragedy, Mystery, Miracle, Morality Plays, Interludes, Tragedy, Comedy, Play of Ideas, Absurd Drama, Poetic Drama.

UNIT – I: Sophocles : *Oedipus Rex*

UNIT – II: Marlowe : *Dr. Faustus*

UNIT - III: Sheridan : *Rivals*

UNIT – IV: Bernard Shaw : *Pygmalion*

UNIT – V: (a) T.S. Eliot : *Murder in the Cathedral*

(b)Beckett : *Waiting for Godot*

Suggested add-ons for domain knowledge inputs:

1. Lectures in English Language and Literature. Vidyamitra e-Portal.
2. Lectures in e-PG Patashala.

OUTCOMES: Students will

1. Gain Understanding on the different forms of drama like tragedy, comedy etc
2. Enhance knowledge about the conditions of the age and the reflection of it in the literary works
3. Receive thorough understanding of the theatrical conditions and limitations
4. Perceive the nuances of performance
5. Recognize the transformation of human experiences into dramatic experiences.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs				02	01	05	04	03				

PROSE & FICTION			
ENG 103	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

1. To introduce the literary forms of the novel and prose
2. To introduce different kinds of novels and prose styles.
3. To acquaint the students with major novelists and prose writers through their representative works.

BACKGROUND : Aspects of the Novel, Rise of the Novel, Victorian Fiction, Romantic Prose, Women's Prose.

UNIT- I: CHARLOTTE BRONTE: *Jane Eyre*

UNIT II: CHARLES DICKENS : *David Copperfield*

UNIT- III: THOMAS HARDY : *Mayor of Casterbridge*

UNIT IV: (a) JOSEPH ADDISON : *Selected Essays (From Coverley Papers) The Coverley Household, Sir Roger at Church, Hunting Scene with Sir Roger, His Account of his Disappointment in Love, Visit to Westminster Abbey. (MacMillan ed. K Deighton)*

(b) CHARLES LAMB : *A Dissertation upon a Roast Pig, Old China, Chimney Sweepers, South Sea House*

UNIT-V(a) VIRGINIA WOOLF : *A Room of One's Own*

(b) SALMAN RUSHDIE : *Midnight's Children*

Suggested add-ons for domain knowledge inputs:

1. Lectures in Vidyamitra e-portal
2. Lectures in e-PG Patashala

OUTCOMES: Students will understand

- 1) The aspects of the novel and also the rise of novel
- 2) Different kinds of novel
- 3) Aesthetic and literary merits of the novel
- 4) The conditions of the age and the influence
- 5) The different techniques of the novel

SHORT STORIES			
ENG 104	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: The course intends to

1. Bring awareness on short story as a genre and its place in the world today
2. Bring awareness on the genesis of short story in the Eastern and the Western World
3. Bring awareness on the elements and types of short story
4. Familiarize the creativity of great short story writers of the world like Maupassant, Chakov, Poe, Marquez
5. Familiarize the different techniques and themes employed by the prescribed writers for the study and develop ability to interpret critically.

BACKGROUND: Tale-Fable-Story-Novelette-Types of Stories: Detective- Social Allegorical – Magic - Realism - aspects of the short story: story-plot- characters- narrative techniques-unities-Tone-setting-dialogue-telling and showing-structure-style

UNIT-I:	(A) EDGAR ALLAN POE	:	<i>The Tell Tale Heart</i>
	(B) O. HENRY	:	<i>The Last Leaf</i>
UNIT-II:	(A) ANTON CHEKOV	:	<i>The Lady with the Pet Dog</i>
	(B) GUY DE MAUPPASANT	:	<i>Vendetta</i>
UNIT-III:	(A) OSCAR WILDE	:	<i>The Selfish Giant</i>
	(B) SOMERSET MAUGHAM	:	<i>The Ant and The Grasshopper</i>
UNIT-IV:	(A) GABRIEL GARCIA MARQUEZ	:	<i>Balthazar's Marvelous Afternoon</i>
	(B) KATHERINE MANSFIELD	:	<i>The Doll's House</i>
UNIT-V:	(A) RABINDRANATH TAGORE	:	<i>The Cabuliwallah</i>
	(B) SRIPADA SUBRAHMANYA SASTRY	:	<i>Attar of Roses</i>

SUGGESTED READING:

1. Aycock, Wendell m. Ed. *The Teller and the Tale: Aspects of the Short Story*. Lubbock: Texas Tech Press, 1982.
2. Barroll, J. Leeds, Austin M. Wright. *The Art of The Short Story: An Introductory Anthology*. Boston: Allyn and Bacon, 1969.
3. Bates, H. E. *The Modern Short Story: A Critical Survey*. London: Nelson and Sons, 1945.
4. Beachcroft, T. O. *The English Short Story I*. London: Longmans, Green, 1967.
5. Beachcroft, T. O. *The English Short Story II*. London: Longmans, Green, 1967.
6. Brooks, Peter. *Reading for the Plot: Design and Intention in Narrative*. Cambridge (Mass.); London: Harvard University Press, 1998.
7. Buford, bill ed. *More Dirt: The New American Fiction*. Cambridge: Granta Publications, 1986.

Suggested add-ons for domain knowledge inputs:

1. Contemporary Literature: Lecture 37. Vidyamitra. IIT Madras.
2. Short Story (DCE-03). Indira Gandhi National open university. NPTEL.

LANDMARKS IN WORLD DRAMA (EXCLUDING BRITAIN)			
ENG 105	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

- To familiarize students with non British world theatre
- To make students aware of the relationship between drama and life
- To enable students' understanding of dramatic performance across nations

UNIT – I	:	Sudraka <i>Mriccha Katika</i> (Sanskrit)
UNIT – II	:	Eugene O' Neill <i>Mourning Becomes Electra</i> (American)
UNIT – III	:	Pirandello <i>Six Characters in Search of an Author</i> (Italian)
UNIT – IV	:	Ngugi <i>Black Hermit</i> (African)
UNIT – V	:	Synge: <i>Riders to the Sea</i> . (Irish)

Suggested add-ons for domain knowledge inputs:

1. Lectures on Asian American Writings. Vidyamitra e-Portal. IIT Madras.

Outcomes:

- The learners will be able to understand the vaster gamut of world theatre
- They will appreciate the diversity of theatrical performances.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01	04		03		02	05					

SOFT SKILLS			
ENG 106 (A)	Skill Oriented Course - 1	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: The course aims to

1. Introduce the significance of soft skills in modern job market
2. Enhance the soft skills of the students with practice
3. Develop skills like team work, time management, adoptability.
4. Develop interpersonal communication of the students
5. Develop essential written and spoken skills introducing the English syntax and phonetics

UNIT-1: Introduction- *Teamwork skills – Emotional Intelligence skills*

UNIT-II: Assertive Skills – *Adaptability Skills – Problem Solving Skills*

UNIT-III: Communication Skills – *Introduction – Listening Skills – Oral Communication*

UNIT-IV: *Functional Grammar and Vocabulary*

UNIT-V: *Group Discussion – Interview Skills*

Suggested add-ons for domain knowledge inputs:

1. Technical English lectures from Vidyamitra E-portal. IIT Madras.
2. Lectures of Soft skills in Nptel Swayam portal.

OUTCOMES: On Completion of the course the students are able to

1. Understand the importance and relevance of soft skills in modern life
2. Improve their soft skills due to the practice sessions
3. Master the skills like time management, adoptability, leadership, team work.
4. Apprehend the ways of acquiring interpersonal skills
5. Master the LSRW skills due to the practice sessions

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
COs		05					04	02			01	03

COMMUNICATION, SOFT SKILLS, & ETIQUETTE			
ENG 106(B)	Skill Oriented Course - 1	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

Prerequisite or Knowledge

Requirement for the Course: Student should have basic Knowledge on soft skills.

OBJECTIVES:

1. To promote soft skills among the students so as to develop attributes that could enhance individuals 'interactions, earning power and job performance,
2. To inculcate potential skills in the students to communicate effectively, take initiative, solve problems, and demonstrate a positive work ethics so as to demonstrate good impression and positive impact.
3. To face the interviews with confidence, to secure a productive job and to sustain it with confidence and enhanced productivity.

COURSE LEARNING OUTCOMES (CLOs):

After completion of this course successfully, the students will be able to

CLO-1: Understanding soft skills, types of soft skills and intrapersonal skills

CLO-2: Exhibiting different types of people skills

CLO-3: Demonstrating oral communication skills through effective presentations

CLO-4: Exhibiting various modes of written communication

CLO-5: Developing employability skills

UNIT – 1: TYPES OF SOFT SKILLS & INTRAPERSONAL SKILLS:

Definition of soft skills – Types of Soft skills: Intra & Interpersonal Skills – Intrapersonal Skills: Self-Confidence, Self-awareness, Adaptability & Flexibility, Attitude, Assertiveness, SWOC, Resilience

UNIT- II: INTERPERSONALSOFT SKILLS:

Active Listening Skills - Goal setting – Negotiation& Persuasion skills - Time Management – Stress Management - Problem Solving and Decision-making Skills - Leadership Skills – Conflict Resolution

UNIT – III: ORAL COMMUNICATION SKILLS:

Presentation skills –JAM - Role Plays, Debate, Extempore, Public Speaking skills - GD Participation/facing techniques - Ability for planning, organizing, and coordinating GD

UNIT – IV: WRITTEN COMMUNICATION SKILLS:

Sentence Patterns - Paragraph Writing – Email Writing - Essay Writing - Report Writing – Memos - Situation Reaction Test

UNIT- V: EMPLOYABILITY SKILLS:

Non-verbal communication - E-mail etiquette- Telephone etiquette - Dining etiquette– Grooming – Resume writing - Interview Skills – HR Questions

REFERENCES:

1. Meenakshi Raman and Sangeeta Sharma (2015), *Technical Communication: Principles and Practice, 3rd Edition*, New Delhi: Oxford University Press.
2. Ashraf Rizvi, M. (2017), *Effective Technical Communication, 2nd Edition*, New Delhi: Tata McGraw Hill.
3. Hewing, Martin (1999), *Advanced English Grammar: A Self-study Reference and practice Book for South Asian Students*, Reprint 2003, New Delhi: Cambridge University Press.
4. Minippally, Methukutty. M. (2001), *Business Communication Strategies*, 11th Reprint, New Delhi: Tata McGraw – Hill.
5. Sasi Kumar. V and P.V. Dharmija (1993), *Spoken English: A Self-Learning Guide Conversation Practice*, 34th reprint, New Delhi: Tata McGraw – Hill.
6. John, Seely (1988), *The Oxford Guide to Writing and Speaking*, Delhi: Oxford University Press.
7. Peter, Francis (2012), *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.
8. Print Singh, Prakash and Raman, Meenakshi (2006), *Business Communication*, New Delhi: Oxford University Press.
9. British Council online resources.
10. [Wren& Martin](#) (2019), *High School English Grammar & Composition Regular Edition*, New Delhi, S. Chand & Company Pvt. Ltd

Suggested add-ons for domain knowledge inputs:

1. Technical English lectures from Vidyamitra E-portal. IIT Madras.
2. Lectures on Soft Skills in Nptel Swayam portal.

ENGLISH LANGUAGE & LINGUISTICS			
ENG 107(A)	Skill Oriented Course – 2	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: The aim of this course is to understand

1. The nature of human language, theories related to the origin and characteristics of language
2. The way English developed as one of the languages of Indo-European family of languages and influence of foreign elements on the English language along with theories like Grimm's Law, Verner's Law
3. The morphology and the different ways of word formation and semantics in the English language
4. Identify the vowel and consonant sounds and speech patterns in English
5. Understand the syntax of the English Grammar

Background: English Language, Linguistics, Grammar, Sentence Structure, Written and Spoken Language, Englishes.

UNIT – I:	(A) English Language	<i>: Historical Periods – Old – Middle – Modern - Standard English</i>
	(B) Foreign Influences	<i>: Latin- Greek- French- Scandinavian</i>
	(C) World Englishes	<i>: American-Indian</i>
UNIT II –	(A) Speech	<i>: Organs of Speech, English Sounds, Word Accent, Stress and Intonation</i>
	(B) Sound Changes	<i>: Grimm's Law- Verner's Law- The Great Vowel Shift</i>
UNIT III	Linguistics	<i>: (a) The Study of Language- What is Language Characteristics - Why study language? - Differences between Human and Animal Communication</i>
UNIT IV	The Basic Sentence Structure	<i>(b) Introduction to Linguistics- Definition-As a Science</i>
		<i>(c) Scope: Descriptive, Comparative, Historical Levels of Linguistic Analysis</i>
		<i>(d) Branches of Linguistics- Psycholinguistics, Sociolinguistics, Anthropological Linguistics, Computational Linguistics, Literary Stylistics.</i>
UNIT V –	Phonology	<i>Phoneme - Allophone- Morpheme -Allomorph Word Formation - Semantics Features of Language - Theories - Language Universals Morphology – Morpheme – Affixes Morph - Allomorph (Simple, Compound and Complex Words)</i>

REFERENCE BOOKS:

1. SETHI, J. AND P. V. DHAMIJA. A Course in Phonetics and Spoken English (Phi)
2. JONES, DANIEL. English Pronouncing Dictionary. 17th Edition. Ed. Peter
3. GREENBAUM, SIDNEY; QUIRK, RANDOLPH (1990). A Student's Grammar of The English Language. Addison Wesley Publishing Company. Pp.496. ISBN 0-582-05971-2.
4. Pushpinder Syal and Jindal: Introduction to Linguistics, PHI, EEE David Crystal: Linguistics
5. Ralph Fasold and Jeff Connor Linton: An Introduction to Language and Linguistics. (CUP)

Suggested Online Inputs:

1. Introduction to Language and Linguistics. IIT Kharagpur. Nptel Swayam
2. Introduction to linguistics (P-13). Epg Patashala
3. Linguistics as a Science and its origin. M S University of Baroda. Vidyamitra.
4. What is Linguistics. University of Hyderabad. e-PG Patashala, Vidyamitra.

Outcomes:

After the completion of the course the students are able to

1. Find out the nature of human language with its theories and characteristics
2. Trace the growth of English as an international language with different influences and theories of the language
3. Know the structure of English word and ways of English word formation and changes in the meanings of the words.
4. Learn the English sound system and intonation patterns
5. Start practice of English sentences with proper grammatical and phonetic structures

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02	04	01						05			03

INDIAN LITERARY CREATIVITY AND DIGITAL RESEARCH			
ENG 107(B)	Skill Oriented Course – 2	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

PREREQUISITE OR KNOWLEDGE REQUIREMENT FOR THE COURSE: Student should have taste for appreciating literature, creativity and the arts.

OBJECTIVES OF THE COURSE: (CO's)

1. To promote a taste for literary creativity in Indian Regional Languages
2. To gain a comparative knowledge of Indian Literatures
3. General Knowledge on Data base and online resources for reading and research.

COURSE LEARNING OUT COMES (CLO's)

After completion of the course the students will be able to

- CLO-1:** Understand the multifacetedness of Indian literary creativity across regions
CLO-2: Perceive literary creativity across various Indian language
CLO-3: Develop the concepts of unity amidst the plethora of Indian creative literatures
CLO-4: Familiarize and use with deftness, online resources and database to further their knowledge/research skills

Background: Literature and Society, Revisionist Rewriting, E research, digital database

UNIT I: Gurajada Appa Rao's *Kanya Sulkam* transl. in English by Velcheru Narayana Rao *Girls for Sale* Penguin India 2011. (Drama)

UNIT II : U.R.Anantha Murthy's *Samskara*

UNIT III: Subramanya Bharathi: *Panchali's Vow* (Transl: Prema Nandakumar)

UNIT IV: DIGITAL LIBRARY AND E-RESOURCES

Introduction to Digital Libraries – Concepts

Evolution of Digital Libraries - National Digital Library of India World Digital Libraries

UNIT V- Resources for Languages – E Books, E-Journals, E-Databases, E-Theses

Suggested add-ons for domain knowledge inputs:

1. Comparative Indian Drama (M-12). E-PG Patashala and Vidyamitra e-Portal.
2. Lecture on *Samskara* by U. R. AnanthaMuthy in Vidyamitra e-Portal.

COs	01	02		03	04	05						
------------	----	----	--	----	----	----	--	--	--	--	--	--

EDUCATION IN ANCIENT INDIA			
ENG 109	Audit course	5L:1T:0P	Credits:0
	Indian knowledge Systems - 1		
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: The aim of the course is to understand

1. The importance of Indian Knowledge systems in antiquity
2. To understand our cultural and educational legacy
3. To decolonize our minds.

Ancient Indian Education -Altekar
Universities in Ancient India - Apte

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04	01			03		05				02

SEMESTER II

SHAKESPEAREAN STUDIES			
ENG 201	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

1. Students will be able to understand the Shakespearean Age.
2. Grasp the tragic, comic and historical worlds of Shakespeare.
3. Knowledge of Shakespeare in film representations
4. Gain knowledge of Shakespearean criticism
5. Develop a comprehensive understanding of Shakespeare and his timelessness.

UNIT 1. BACKGROUND: Age of Shakespeare, Play Houses and Performances, Editions: Quartos and Folios, Shakespearean Tragedies, Comedies and History Plays, Shakespeare in Films.

UNIT 2. *King Lear*

UNIT 3. *Twelfth Night*

UNIT 4. *Henry IV part I*

UNIT 5. Criticism on Shakespeare : **(a) Aurobindo's *Shakespeare and the Poetry of the Life Spirit***

(b) Stephen Greenblatt: *Shakespeare and the End of Life History*

Suggested add-ons for domain knowledge inputs:

1. e-PG Patashala
2. English Language and Literature: lecture 14. Vidyamitra, IIT Madras.

OUTCOMES: Students will be able to gain

1. An inside view of the Shakespearean World.
2. Understand the large canvas of his creativity
3. Remain updated on the various film versions of Shakespeare
4. Trace the genealogy of Shakespearean Criticism in India and the world
5. Appreciate the relevance of Shakespeare in the contemporary world.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs					02	03	05	01		01		

INDIAN WRITING IN ENGLISH			
ENG 202	Core Course	5L:1T:0P	Credits:4
Internal Marks:30		End Semester Examination Marks:70	

OBJECTIVES: The course is aimed to

1. Impart knowledge on the genesis of English Language and Literature in India.
2. Understand the features of Indian English poetry
3. Perceive the dramatic styles of Indian English drama
4. Analyse the growth of Indian English Novel
5. Gain an overview of the early phase of Indian English Literature.

BACKGROUND : Macaulay's Minutes, Woods dispatch, Indian Renaissance, Freedom Movement, Early Indian Romantics, Mysticism in Indian Literature, Contemporary Indian writings

UNIT-I: (A) SRI AUROBINDO : *Savitri Book I, Canto 1 ("Symbol Dawn")*
(B) RABINDRANATH TAGORE: *Geetanjali (Poems 1-25)*

UNIT II: (A) TORU DUTT : *Our Casuarina Tree, Sita, Lakshman*
(B) JAYANTA MAHAPATRA : *Landscape, June Rain. Village Evening*

UNIT- III: (A) AUROBINDO : *Renaissance in India*
(B) AMARTYA SEN : *Argumentative Indian*

UNIT IV: (A) RABINDRANATH TAGORE: *Sacrifice*
(B) GIRISH KARNAD : *Hayavadana*

UNIT V: (A) RAJA RAO : *Kanthapura*
(B) R.K.NARAYAN : *The Guide*
(C) MULKRAJ ANAND : *The Untouchable*

Suggested add-ons for domain knowledge inputs:

1. Indian writing in English(P-14). e-PG Patashala
2. Glimpses of Indian writing in English. Nptel-Swayam
3. Introduction to Indian Literature in English: Colonialism and Post Colonialism. Nptel-Swayam. The English and Foreign Languages University, New Delhi.

OUTCOMES:

After the completion of the course the students are able to

1. Understand the Indian English writings and movements associated with it in India
2. Understand the poetic features of Indian English poetry
3. Understand the dramatic styles of Indian English drama
4. Understand the beginning of Indian English Novel and its growth
5. Understand the merits of Indian English novelists and their writings and drawbacks if any

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01			04	02	03				05		

AMERICAN LITERATURE			
ENG 203	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

1. To provide an idea of English literature in America
2. To familiarize the important literary concepts that are prevalent in American literature
3. To refer the concepts like Puritanism, transcendentalism, symbolism, impressionism etc
4. To introduce the major writers of American literature through the study of their works
5. To develop understanding of the history and cultural conditions of America through literature

BACKGROUND : Puritanism, Transcendentalism, Frontier Experience, American Nature Poetry, Expressionism, Plastic Theatre

UNIT-I: RALPH WALDO EMERSON : *The American Scholar,*

UNIT-II: (A) WALT WHITMAN : *Out of the Cradle Endlessly Rocking,*
When Liacs Last in the Dooryard Bloom'd
(B) EMILY DICKINSON : *76, 214, 712 (From Selected Poems of*
Emily Dickinson)
(C) ROBERT FROST : *After Apple Picking, Stopping by Woods,*
Road Not Taken

UNIT-III: NATHANIEL HAWTHORNE : (A)*The Scarlet Letter*
MARK TWAIN : (B) *The Adventures of Huckleberry Finn*

UNIT-IV: O'NEILL : *The Hairy Ape*

UNIT- V: TENNESSEE WILLIAMS : *A Street Car Named Desire*

Suggested add-ons for domain knowledge inputs:

1. American Literature (MEG-06). Indira Gandhi National Open university. Nptel-Swayam.
2. American Literature (P-05). E-PG Patashala.
3. Contemporary Literature (Lecture 23,24). IIT Madras. Vidyamitra e-Portal.

OUTCOMES: After the completion of the course the students are able to

1. Learn about the evolution of American Literature
2. Understand its relevance and importance
3. Appreciate its different genres
4. Perceive its value in the contemporary world

POST COLONIAL STUDIES			
ENG 204	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

To familiarize students with the Postcolonial world

To make students aware of the relationship between post colonialism and Literature

BACKGROUND: KEY CONCEPTS: *Colonialism, Post- Colonialism, Centre / Margin, Decolonialization, Imperialism, Eurocentrism, (From Key Concepts In Postcolonial Studies- Ashcroft Et Al.)*

UNIT-I: POETRY:

BEN OKRI : 1) *An African Elegy* 2) *Living Is A Fire (African)*

JUDITH WRIGHT : *Fire at the Murdering Hut (Australian)*

A.D.HOPE : *Australia (Australian)*

E.J.PRATT : *The Dying Eagle (Canadian)*

ZUFILKAR GHOSE: *This Landscape, These People (Pakistani)*

MERVIN MORRIS : *Literary Evening in Jamaica (Caribbean)*

UNIT-II: DRAMA: POILE SEN GUPTA: *Keats Was a Tuber (Indian)*

UNIT-III: FICTION: ACHEBE : *Things Fall Apart (African)*

UNIT-IV: THEORY: AIME CESAIRE : *Discourse on Colonialism (African)*

UNIT V: THEORY: BILL ASHCROFT : *Introduction to **The Empire Writes Back***

SUGGESTED READING OF THE FOLLOWING:

1. MEENAKSHI MUKERJEE– “Nation, Novel and Language” (from *Perishable Empire*)
2. GAURI VISWANATHAN– “The Beginnings of English Literary Studies in India”
(From *Masks of Conquest*)
3. GAYATRI CHAKRABORTY SPIVAK - “Can The Subaltern Speak?”
4. FRANTZ FANON – “The Fact of Blackness” (from *Black Skins, White Masks*)

SOURCES OF SUGGESTED READING:

1. Post colonialism – Mac Leod
2. Key Concepts in Post Colonial Studies- Ashcroft Et Al
3. The Post Colonial Studies Reader - Ashcroft Et Al
4. Colonialism /Post colonialism. – Ania Loomba
5. Ashcroft – *The Empire Writes Back*

Suggested add-ons for domain knowledge inputs:

1. English Language and Literature: Lecture32. IIT Madras. Vidyamitra e-Portal.
2. African and Caribbean Writing in English (P-08). e-PG Patashala.

OUTCOMES:

To enable the students to understand postcolonial literatures across nations and languages.

To make students perceive the larger meaning of post colonialism

To make the students familiar with critical concepts and background to post colonialism and English language across nations/cultures.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		01	04			02	03	05				

ECO LITERARY STUDIES			
ENG 205	CORE COURSE	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

1. To make the learners comprehend the fusion of literary and ecological studies.
2. To sensitise the learners on ecological issues.
3. To familiarize them with the Indian and western ecological thought.
4. To make students think beyond western romanticism.
5. To broaden their understanding of literature and culture.

BACKGROUND: Green Studies, Eco Feminism, Eco Materialism, Ecosophy, Environmental Crisis, Literary Ecology, Postcolonial Ecology.

UNIT I: (a) *Atharva Veda 12.1 BHOOMI SUKTAM*
(b) **Kalidasa:** *Kumara Sambhavam*.

UNIT II: (a) **Rabindranath Tagore:** *Religion of the Forest*
(b) **Glottfelty:** *Literary Studies in an Age of Environmental Crisis*

UNIT III: **Rabindranath Tagore:** *Mukta Dhara*.

UNIT IV: **Henry David Thoreau:** *Walden* (Chapters 1-5)

UNIT V: **Margaret Atwood:** *Surfacing*

Suggested add-ons for domain knowledge inputs:

1. English Language and Literature: Lecture (38,39). Vidyamitra e-Portal. IIT Madras.
2. Rabindranath Tagore and ecology in Vidyamita e-Portal.
3. Rabindranath Tagore: Theory and Plays: *Post Office/ Mukta Dhara/rakta Karabi/ Chitra*. Vidyamitra e-Portal.

OUTCOMES:

1. Learners become aware of Indian and western attitudes to green cultural studies.
2. Critically analyze western tools.
3. Understand the antiquity of Indian thought and its sanctity.
4. Appreciate Indian and western literary creativity on Nature.
5. Understand the aftermaths and trauma of ecological devastation, and its literary representations.

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
COs	02			02		01			02	03		

LITERARY CRITICISM AND THEORY- I			
ENG 206 (A)	Skill Oriented Course -3	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

To stimulate critical thinking in literature

To make students understand the differences between creativity and criticism in literature

THEORETICAL BACKGROUND: *Classical Criticism, Romantic Criticism, Neo-classical Criticism and Modern Criticism*

UNIT I: (A) ARISTOTLE: *Poetics*

UNIT II:(A) SAMUEL JOHNSON: *Life of Milton*

(B) WORDSWORTH : *Preface to the Lyrical Ballads*

UNIT III: (A) COLERIDGE : *Biographia Literaria, Chapter XIV*

(B) MATTHEW ARNOLD: *A Study of Poetry*

UNIT-IV: T.S. ELIOT : *Tradition and Individual Talent*

UNIT V: HELEN GARDNER : *The Sceptre and the Torch*

Suggested add-ons for domain knowledge inputs:

1. Literary criticism and theory (P-10). e-PG Patashala.
2. Lectures in Vidyamita e-Portal. IIT Madras.

OUTCOMES:

Imparts domain knowledge for the student in Literary Criticism

Equips the student with the evolution of English Literary Criticism from Aristotle to early twentieth century

Helps students map the genealogy of Western canonical critical texts

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs						01	03	02	05	04		

CLASSICAL CRITICISM			
ENG 206(B)	Skill Oriented Course -3	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

- To enlighten the students with the literary values of classical criticism
- To make the students understand the value of tradition and literary antiquity.
- To give a foundation in classical critical studies of India and the West.
- To impart a comparative perspective and a deep understanding of foundational texts in critical theory.

UNIT I: Ananda Vardhana : *Structure of Poetic Meaning: The First Flash*
(From Dhvanyaloka)

UNIT II: Abinavagupta : “On Santa Rasa and Aesthetic Equipoise”

UNIT IV: Horace : *Ars Poetica*

UNIT V: Longinus : *On the Sublime*

UNIT VI: Plato : *How Representation in Art is Related to Truth (Republic Chapter xxxv)*

Suggested add-ons for domain knowledge inputs:

1. Lectures on e-PG Patashala and Vidyamitral e-content Portal.
2. The tradition of Dhvani: Essence of Poetry(M 29). e-PG Patashala and Vidyamitra.

OUTCOMES: The students are prone to

1. Understand the significance of criticism.
2. Understand the historical, cultural and social outset of the various periods, nations.
3. Deeper understanding of different interpretations and perceptions while evaluating the texts.

OUTCOME: On completion of the course the students are able to

1. Understand the significance of short story as genre of the contemporary world
2. Understand the genesis of short story and concepts like fable, folk tale, short story
3. Understand the elements of a short story like theme, setting, climax, technique and types of stories
4. Enjoy and appreciate the stories of great masters like Maupassant and their style of narration.
5. Learn to appreciate the works of great masters critically and may get motivated to attempt writing short stories.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	02				01		03	04	05			

ENGLISH LANGUAGE TEACHING			
ENG 207(A)	Skill Oriented Course - 4	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: This course is intended to

1. Outline the growth of English education and its establishment as a discipline in contemporary India with the challenges encountered in the teaching and learning of English.
2. Give different approaches, methods and techniques of teaching English as a second language
3. Familiarize the ways of teaching LSRW skills, grammar and other types of texts like prose, poetry
4. Examine the need and role of teaching materials, audio-visual aids in the teaching of English
5. Familiarize the different evaluation procedures in the assessment of English learning

UNIT-I: ELT in India: *Place-Importance-Problems and Objectives In Teaching- ESP-ESL*

UNIT-II: Language Teaching Approaches, Methods and Techniques:

Structural – Oral – Situational – Communicative – Grammar – Translation

Method – Direct – Audio – lingual – Bilingual - communicative - Total Physical Response - the Silent Way - suggest podia

UNIT-III: TEACHING SKILLS: *LSRW-Grammar-Vocabulary- Prose- Poetry*

UNIT-IV: TEACHING MATERIALS: *Lesson Plan - Audio Visual Aids - Computers - Language Lab - Syllabus - Structural Approach – Communicative Approach*

UNIT-V: EVALUATION: *Language Tests – Types – Principles - Characteristics of Good Tests and Execution*

TEXTS:

1. Penny UR. : A Course in Language Teaching
2. Keith Johnson : Language Teaching and Skill Learning
3. H.B. Allen (ed.) : Teaching English as a Second Language

SUGGESTED READING:

1. N.S. Prabhu : Language Pedagogy
2. M. Calce Murcia : Teaching English as a Second or Foreign Language L. Mointesh (eds.)
3. V.V. Yardi : Teaching English in India Today
4. V.K. Gokak : Teaching English in India.

Suggested add-ons for domain knowledge inputs:

1. English Language Teaching(P-12). E-PG Patashala.

OUTCOMES:

After the completion of the course the students will able to

1. Understand the need, importance and challenges of teaching and learning English in Indian context.
2. Choose the right approaches, methods and techniques for the learning and teaching of English
3. Know the ways of imparting and learning language skills and ways of preparing lesson plans.
4. Understand the importance of language lab, teaching materials and audio-visual aids in the learning and teaching of English.
5. Know to test and testing components of language tests and examinations and evaluation procedures

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs	01					05	02				04	03

COMMUNICATIVE ENGLISH			
ENG 207(B)	Skill Oriented Course - 4	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: The course intends to bring

1. Awareness on recognizing the power of communication in day to day life
2. Awareness on communication process, types and barriers of communication
3. Awareness on the art of listening and speaking skills with knowledge of English sounds and intonation patterns
4. Awareness on the ways of Reading and Writing skills with practical exposure
5. Awareness on the syntax of the English language

UNIT-I: COMMUNICATION : *Nature-Definition-Process -Types-Barriers*

UNIT-II: ORAL COMMUNICATION: *Body Language-Group Discussions-
Interviewing- Debates- Presentations*

UNIT-III: LANGUAGE SKILLS : *Listening, Speaking, Reading and Writing*

UNIT-IV:

(A) **WRITING FOR PRINT MEDIA** : *Functions of the Press- Reporting-
Newspaper Writing- Editing- Interviewing*

(B) **WRITING FOR**

ELECTRONIC MEDIA : *TV & Radio-Types of Radio and TV Programs –
Impact of Radio and TV- Film and Internet- Effects of Cinema on
Society- Advertisements-Advertising Concepts- Types- Formats –
Structure – Design of an Advertisement*

UNIT-V : **BPO ENGLISH** : *Types of BPO Businesses- English Usage-
Commonly Confused Words- Errors in using -The Parts of Speech-
Errors in Using - Punctuation- Redundancies- Style*

Suggested add-ons for domain knowledge inputs:

Lectures on e-PG Patashala and Vidyamitra e-Portal.

OUTCOMES: On completion of the course the students are able to

1. Understand the significance and importance of Communication in English in the present day world
2. Understand communication process, the different types and barriers of communication
3. Gain practical knowledge in acquiring listening and speaking skills with the help of group discussions, speeches etc.,
4. Gain efficiency in the use of written English alongside spoken English
5. Gain knowledge of the English Language grammatical and sound system and know about BPO

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04			05				02		01	03

OOTC – 1
ENG 208 OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

WOMEN IN ANCIENT INDIA			
ENG 209	Audit course	5L:1T:0P	Credits:0
Indian Knowledge Systems - 2			
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: The aim of the course is to understand

- 1) The importance of Indian Knowledge systems in the process of gender sensitisation
- 2) To understand the unique nature of Indian feminism, and the high status that our culture accorded to its women.
- 3) To reinstate the eclipsed glory of women's power.

Women in Ancient India:

Books: (a) *Great Women of India* – Swami Madhavananda

(b) *Aryaa: An Anthology of Vedic Women, curated by Shivakumar, Indica Publications.*
(from *Aryaa: chapters on Chitrangadha, Shakuntala, Maitreyi, Gargi, Sathyavathi*)

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04	01			03		05				02

SEMESTER III

TRANSLATION STUDIES: THEORY AND PRACTICE			
ENG 301	CORE COURSE	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

Background:

Translation and Culture- Sanskrit and Translation-Theories-Transcreation-Equivalence-Problems-Loss and Gain-Source and Target texts-Bible Translations

UNIT I : Translation Studies:

- (a) **Susan Bassnett:** Chapters 1&2
- (b) General Problems of Translation
- (c) Theories of Translation: Catford, Nida and Newmark.

UNIT II : *Translation and the Indian Tradition: Priyadarshini Patnaik*
Translation Practices in Pre colonial India. Tarakeswar

UNIT III(a) *Translation as Negotiation: The Making of Telugu Language and Literature.*

T.Vijayakumar

- (b) *We Know How the Caged Bird Sings.* **Alladi Uma and Sridhar.**

UNIT IV: Translated Poetry and Idioms/Practice of Translation

- (a) *Manu Charitra* Canto II 1-23 (Tran.by **Srinivas Sistla**)
- (b) *Sumati Satakamu Poems* 5, 15,21,36,43,74,86,94,96,122 (Trans. **Srinivas Sistla**)
- (c) Translation of Telugu Idioms and Phrases into English or vice versa.
- (d) Practice of Translation : Poetry passages or idioms/phrases from Telugu to English or vice versa.

UNIT V: Short Story in Translation /Practice of Translation

- (a) Satyavathi's Short Story : *City of Spells, City of Charms* (Trans. by **Lakshmi Gudipati**)
- (b) Translation of Telugu short story passage into English or vice versa

Reference Books:

- (i) Bassnett, Susan. *Translation as Discovery*
- (ii) Tariq Khan.ed. *History of Translation in India CIIL Mysuru.* Ed..
- (iii) *Literary Translation:* Kakani Chakrapani
- (iv) *Translation as Discovery and Other Essays.* Sujit Mukherjee
- (v) *Problems of Translation.* H.S. Lakshmi

Suggested Vidyamitra videos on Translation Studies:

- (a) Concept of Translation in Western and Indian Traditions.
- (b) Types of Translation
- (c) Literary Translation in India.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11
COs	01	02		03	04	05					

COMPARATIVE LITERATURE			
ENG 302	CORE COURSE	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: This course aims to

1. Present the knowledge of world literary and cultural traditions in the global context.
2. Familiarize the prescribed literary texts in comparison.
3. Compare the texts taking into account the cultural, traditional and historical aspects.
4. Discuss the role of the prescribed texts within the literary movements of the world.
5. Develop to look at the literacy texts from the international perspective.

UNIT-I: THEORETICAL BACKGROUND:

RENE WELLEK & AUSTEN WARREN – *General, National and Comparative Literature (from Theory of Literature)*
BASSNET - *Comparative Literature*

UNIT-II: KALIDASA'S *Sakuntala* & SHAKESPEARE'S *The Tempest*

UNIT-III: ALBERT CAMUS' *The Outsider* & BUCHIBAABU'S *Chivarakumigiledi*

UNIT-IV: SAMUELBECKETT'S *Waiting For Godot* & **BADAL SARCAR'S *Evam Indrajit***

UNIT-V: HEMINGWAY'S *The Old Man and the Sea* & KESAVAREDDY *He Conquered the Jungle*

Suggested add-ons for domain knowledge inputs:

1. Lectures on Comparative Literature(P-09). e-PG Patashala.
2. Lectures on English Language and Literature in Vidyamitra e-portal. IIT Madras.

OUTCOMES: After the completion of the course the students will be able to

1. Understand national and world literatures and the need for a comparative approach and analysis.
2. Perceive the critical ways of looking at the prescribed texts in a comparative perspective
3. Analyze the growth of literary genres in consonance with cultural, historical development of the societies of the world
4. Gain ability to interpret literary texts in a wider perspective.

MAPPING

POs	1	2	3	4	5	6	7	8	9	10	11	12
COs		04			05				02		01	03

WOMEN'S WRITINGS			
ENG 303	CORE COURSE	5L:1T:0P	Credits:4
Internal Marks:30		End Semester Examination Marks:70	

OBJECTIVES:

To familiarize students with Women's writings
To create an awareness between gender and creativity

BACK GROUND: *Liberal Feminism, Radical Feminism, Postcolonial Feminism, Eco-feminism, Black Feminism, Bhakti movement and feminist thought.*

UNIT I: PROSE: (A) ALICE WALKER : *In Search of Our Mothers' Gardens*,
: (B) DALE SPENDER : *Women and Literary History*

UNIT II: POETRY: AKKA MAHADEVI : 1) *Don't Despise Me.*
2) *Brother, You've Come*
3) *Not One, Not Two.*
4) *Would a Circling Surface Vulture.*

(From Women Writing in India ed. Susi Tharu and Lalitha, OUP. VOL.1)

UNIT III: FICTION : JEAN RHYS : *Wide Sargasso Sea*

UNIT IV: DRAMA: MANJULA PADMANABHAN: *Lights' Out*

UNIT V: SHORT STORY: (a) AMBAI : *Squirrel*

SUGGESTED READINGS:

ROSEMARIE TONG : *Feminist Thought: A More Comprehensive Introduction* 3rded.

MARYWOLLSTONE CRAFT: *A Vindication of the Rights of Women.* Chaps. 4,5,7,8,12.

SIMONE DE BEAUVOIR : *The Second Sex*

JOHN STUART MILL : *The Subjection of Women.*

BETTY FRIEDAN : *The Feminine Mystique.* Carol. R. MXC. Cann & Suung
Kyuung. (EDS.)

FEMINIST THEORY : *Local and Global Perspectives.* Routledge, 2002.

MARY ELLMAN : *Thinking about Women.* New York: Harcourt Brace, 1963.

OUTCOMES:

Enables students to understand women's creativity across cultures, nations and genres

Ushers gender sensitization through literary studies

Perceives creativity as a tool of empowerment and unity amongst women.

Understand gendered spaces in creativity and the genealogy of women's writings like Indian, African American, French etc.

Suggested add-ons for domain knowledge inputs:

1. Women's Writing and Women's lives (M24). Vidyamita e-Portal. IIT Madras.
2. New Literature (P-08), M-24. E-PG Patashala.
3. Lectures in Nptel-Swayam.

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
Cos	01			02		03	03			03		

SUBALTERN STUDIES			
ENG 304	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES: The aim of this course is to understand

1. The concepts like dalitism, feminism, marginalisation, and Subalterneity
2. The poetic representations of pains and pleasures of subaltern with the help of prescribed texts
3. The status of subaltern women and their convictions through the texts prescribed
4. The first hand information of the subaltern in the form of autobiographical narration

UNIT – I: BACKGROUND: Dalitism, Feminism, Marginalism, Minority Literature

UNIT – II: POETRY:

- (A) ENDLURI SUDHAKAR (T.R. SHANTA GOKHALE): *Neelika*
 (B) PRAHALAD CHANDWARKAR: *My Father*

UNIT – III: FICTION- MAHASWETHADEVI: 1.*Stanadayini* 2. *Dropdi*

UNIT – IV: AUTOBIOGRAPHY- VASANTH MOON: *Growing Up Untouchable in India*

UNIT – V: DRAMA- K. ENOCH: *Munivahanudu*

Suggested add-ons for domain knowledge inputs:

1. New Literature(P-08). e-PG Patashala.
2. Dalit Writing and New literatures(M 22). Vidyamitra e-Portal.
3. Dalit and Tribal Literature in English translation(M 25). Vidyamitra e-Portal.

PRIMARY & SECONDARY SOURCES

ELEANOR ZELLIOT: *From Untouchable to Dalit* (MANOHAR, NEW DELHI, 1998)
 GAIL OMVEDT: *Dalits and the Democratize Revolution*, (Sage Publications, New Delhi, 1994)
 ARJUN DANGLE ed: *Poisoned Bread* (Orient Longman, Bombay, 1992)
 RAJ KUMAR: *Dalit Personal Narratives* (Orient Black Swan, New Delhi, 2010)
 RAVI KUMAR &
 R. AZHAGARASAN ED: *The Oxford India Anthology of Tamil Dalit Writing*. (Oxford University Press, New Delhi, 2012)
 Gail Omvedt - *Dalits and the Democratic Revolution*
 Raj Kumar – *Dalit Personal Narratives* (Reading Caste, Nation and Identity)
 Ravikumar & R.Azhagarasan – *The Oxford India Anthology of Tamil Dalit Writing*
 Prof: K. Enoch: *Principles of Modern Literary Criticism*

OUTCOMES: With the completion of the course the students are able to

1. Know the concepts of dalitism, feminism, marginalism and Subaltern aspects with relevant theories
2. Appreciate and understand the struggles and sorrows of subalterns
3. Recognize the pitiable docketing marginalized status of women
4. Identity the struggles of subalterns in the society along with personal observation
5. Know the pains of subalterns through the first-hand narration

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
Cos	01					04	02	03	05			

CULTURAL STUDIES			
ENG 305	Core Course	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

Students gain knowledge in contemporary concepts of Cultural Studies
 To enable students to receive advanced knowledge of the concepts
 To enhance students critical thinking ability
 To broaden the students' understanding & appreciation of culture

BACKGROUND:

Cultural Studies, Post colonialism, Postmodernism, Indian Cultural Theory, Marxist Theory, India and Diversity

UNIT I: ANAND K COOMARSWAMY : *The Aims of Indian Art*

UNIT II: STUART HALL : *Cultural Studies & its Theoretical Legacy*

UNIT III: RAYMOND WILLIAMS : *Base and Superstructure in Marxist Cultural Theory*

UNIT – IV: MARARAND PARANJAPE : *Postmodernism and India: Some Preliminary Anima Diversions*

UNIT V : WILLIAM DALYRMPLE : *Nine Lives*

Suggested add-ons for domain knowledge inputs:

1. Cultural Studies by Supriya Chaudari. Jadavpur University. NPTEL.
2. E-pg patashala
3. Vidyamitra Integrated E-content Portal. IIT Madras.

OUTCOMES:

1. The student gains both the basic and advanced knowledge in the domain
2. The student understands cultural criticism across age & cultures
3. Students are made familiar with Cultural Theory & theorists
4. The learners are gain a critical knowledge of literary and non-literary texts
5. A critique of pure theory emerges on completion of the course

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
Cos	01		02	04		03						05

LITERARY CRITICISM AND THEORY - II			
ENG 306(A)	Skill Oriented Course - 5	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

To impart critical analysis in literature

To make students aware of the need for critical sensitivity

THEORETICAL BACKGROUND: Sanskrit Criticism, Psycho Analytical Criticism, Archetypal Criticism, Deconstruction, Feminist Criticism, Structuralism, Post modernism- Post Colonialism

UNIT-I: BHARATA MUNI (Sanskrit Criticism): *On Natya and Rasa* (Translated by G.K. Bhatt)

UNIT-II: (A) EDMUND WILSON (Marxist Criticism): *Marxism and Literature*

(B) LIONEL TRILLING (Psychoanalytical Criticism): *Freud and Literature*

UNIT-III: (A) CLEANTH BROOKS: *Irony as a Principle of Structure*

(B) NORTHROP FRYE (Archetypal Criticism): *The Archetypes of Literature*

UNIT-IV: (A) EDWARD SAID (Postcolonial Theory): *Orientalism (Introduction)*

(B) JACQUES DERRIDA (Postmodernism/Deconstruction Theory):
Structure Sign and Play in the Discourse of Human Sciences

UNIT-V: ELAINE SHOWALTER (Feminist Theory): *Towards a Feminist Poetics*

Suggested Add-on Domain Knowledge Inputs

- Literary Criticism by Dr.C.G. Shyamala, NPTEL
- Literary Criticism & Theory by Dr. Rajesh kumar. Indira Gandhi National Open University, New Delhi, NPTEL.
- E-pg patashala
- Vidyamitra Integrated E-content Portal. IIT Madras
 - Theories on Language and linguistics: Saussre, Derrida, Signs, Structures, Lapses and Faults. Vidyamitra.

OUTCOMES:

To make students learn the vast domain of contemporary critical schools

To make students aware of the Indian schools of criticism, especially the Sanskrit criticism

To empower students with the ability to apply critical theories to literary texts.

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
Cos	02			02		01			02	03		

TECHNICAL COMMUNICATION			
ENG 306(B)	Skill Oriented Course - 5	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination :70	

OBJECTIVES:

To equip the students with the skills of technical communication
 To make the students employable in the current job market
 To convert the learner into a prospective trainer.
 To impart the necessary skills needed for growth in the educational and industrial sectors too.

UNIT I: (1) Basic of Technical Communication

INTRODUCTION: *The Process of Communication Language as a Tool of Communication, Levels of Communication, Communication Net Works, The Importance of Technical Communication*

UNIT II: (2) *Technology in Communication, Impact of Technology Software for creating messages, Software for Writing Documents Translating Documents*

UNIT III *Effective Presentation Strategies, Introduction- Defining Purpose Analyzing Audience & Locale, Organizing contents Preparing Outlines, Visual Aids, Kinesics, Proxemics Para linguistics, Chromenics*

UNIT IV : Letters, Memos, E mails

UNIT V : Reports, Instructions manuals and Technical Descriptions

Suggested add-ons for domain knowledge inputs:

1. Technical Communication for Engineers, NPTEL
2. Lectures on vidyamitra e-Portal.

OUTCOMES:

After the course, the student will be able to train others in technical communication
 Students gain proficiency in language skills for employability.

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
Cos	01								02	03	05	04

RESEARCH METHODOLOGY			
ENG 307(A)	Skill Oriented Course - 6	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination :70	

UNIT 1:

Introduction to Research and Research Hypothesis: Why research? - finding a topic- identification of research topic- organizing and setting goals.

Statement for each chapter-how to go beyond the text- identification of deeper meaning- posing questions for research-drafting research

UNIT 2:

Research Review, Reading and Evaluating sources:

- a) Identification of research gap-sources: traditional and digital data bases- material collection.
- b) Reading and Evaluating Research: Primary, Secondary, Online resources- finding reliable database -conventional repositories like libraries
- (c) Avoiding plagiarism-research ethics

UNIT 3:

Academic language: style-avoiding gender essentialisms-towards gender neutral language- grammar- scholarly style-use of contemporary theories- relevance- sentence structure-phrases and clauses- repetition: dos and don'ts

UNIT 4:

Research Documentation: Revising, proof reading-formatting.

UNIT 5: Model Research Proposal-its components.

Books:

1. *MLA Handbook for Research* Joseph Gibaldi , Ninth Edition
2. *Thesis and Assignment Writing:* Durston, Anderson and Poole.
3. *Writing Research Papers: A Complete Guide.* Lester, James.D. and JamesD.Lester Jr. NY: Pearson,2015.
4. *Research Methodology: Methods and Techniques:* Kothari and Garg, New Age International. New Delhi:2023.

Suggested Online Courses:

- (a) Academic Writing Swayam portal
- (b) NOC: Introduction to Research- video course NPTEL.
- (c) Research Methodology, Indian Institute of Technology, Madras and NPTEL via Swayam
- (d) Academic Writing Ed Ex.

RHETORIC, DISCOURSE AND WRITING			
ENG 307(B)	Skill Oriented Course - 6	5L:1T:0P	Credits:4
Internal Marks: 30		End Semester Examination Marks:70	

OBJECTIVES:

- To provide learners with the basics of rhetoric
- To expose learners to various forms of discourse and its analysis
- To help learners write effective paragraphs and essays
- To enable learners to hone their grammatical and stylistic skills

UNIT– I

Definition of Rhetoric– Aristotle -Three Elements of Rhetoric: Presentative, Representative and Elaborative – Rhetorical Situation: Grammar, Logic, Aesthetics and Ethics – 5 Canons of Rhetoric: Inventive, Arrangement, Style, Memory and Delivery–Art of Discourse

UNIT– II

Four Kinds of Discourse: Exposition, Argumentation, Description, Narration

UNIT– III

Topic Sentence, Paragraph Unity: Coherence and Flow, Methods of Developing Paragraphs, Discourse Markers

UNIT– IV

Structure of an Essay: Beginning, Middle and Closing, Tight and Loose Organization-Pitfalls to be avoided.

UNIT– V

Phrases – Clauses – Kinds of Sentences – Patterns of Sentences – Transformation of Sentences – Vocabulary– Punctuation

Suggested add-ons for domain knowledge inputs:

1. Lectures on Technical English. Vidyamitra e-Portal.
2. Discourse Analysis (M 24). Vidyamitra e-Portal and E-Pg Patashala.

SUGGESTED READING:

1. Jaydeep and Anindhya. *A Handbook of Rhetoric and Prosody*. Orient Longman Aristotle: *Art of Rhetoric*. Penguin Day, Henry Noble. *The Art of Discourse*.
2. James Paul Gee & Michael Handford: *The Routledge Book of Discourse Analysis*.
3. Boulton, Marjorie. *The Anatomy of Prose*. London: Routledge & Paul,1954.
4. Miriam, Joseph, and Marguerite McGlenn. *The Trivium: The Liberal Arts of Logic, Grammar, and Rhetoric: Understanding the Nature and Function of Language*. N.p. 2002.
5. Weston, Anthony. *A Rule book for Arguments*. Indianapolis: Hackett Pub, 2009.
6. Yáñezouza, Nuria. *Grammar, Rhetoric and Usage in English: Preposition Placement, 1500-1900*. Cambridge: Cambridge UP,2015

MAPPING

Pos	1	2	3	4	5	6	7	8	9	10	11	12
Cos	01	05	02		03					04		03

OOTC – 2
ENG 308 OPEN ONLINE TRANSDISCIPLINARY COURSE

Open Online Transdisciplinary Course (OOTC)- Students can choose any relevant course of his/her choice from the online courses offered by Governmental agencies like SWAYAM, NPTEL., etc.,

SEMESTER – IV**OOSDC****ENG 401: OPEN ONLINE SKILL DEVELOPMENT COURSES**

Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

ENG 402: PROJECT WORK

Project work carries 300 Marks (Dissertation -200 marks, Seminar- 50 marks, Viva – voice – 50 marks).