

ARUMUGAM PILLAI SEETHAI AMMAL COLLEGE

(Re-accredited with 'B+' Grade by NAAC)

Thiruppattur -630 211, Sivagangai District



PG & RESEARCH DEPARTMENT OF ENGLISH



ALAGAPPA UNIVERSITY M.A ENGLISH – SYLLABUS

2018-2019 to 2023-2024

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ALAGAPPA UNIVERSITY, KARAİKUDI
NEW SYLLABUS UNDER CBCS PATTERN (w.e.f.2017-18)

Sem.	Course Code	Name of the Course	Cr.	Hrs/ week	Max. Marks		
					Int.	Ext.	Total
I	7MEN1C1	Core – I – British Literature-I (Chaucer to Milton)	5	6	25	75	100
	7MEN1C2	Core – II – Indian Writing in English	5	6	25	75	100
	7MEN1C3	Core – III – Shakespeare	5	6	25	75	100
	7MEN1C4	Core – IV – Literary Criticism	5	6	25	75	100
	7MEN1E1 / 7MEN1E2	Elective–I –A) Mass Communication and Journalism (or) B) Writing for the Media	4	6	25	75	100
		Total	24	30	--	--	500
II	7MEN2C1	Core – V – British Literature-II (Restoration to Romantics)	5	7	25	75	100
	7MEN2C2	Core – VI – American Literature	5	7	25	75	100
	7MEN2C3	Core – VII – English Language Teaching-Theory and Practice	5	6	25	75	100
	7MEN2C4	Core – VIII – World Classics in English Translation	5	6	25	75	100
	7MEN2E1 / 7MEN2E2	Elective–II-A) Study of an Author: Rabindranath Tagore (or) B) Diasporic Literature	4	4	25	75	100
		Total	24	30	--	--	500
III	7MEN3C1	Core – IX – British Literature-III (Victorian to Modern)	5	6	25	75	100
	7MEN3C2	Core – X – New Literature	5	6	25	75	100
	7MEN3C3	Core – XI – Research Methodology	5	6	25	75	100
	7MEN3E1 / 7MEN3E2	Elective – III- A) Literature for Social Transformation (or) B) Subaltern Literary Studies	4	6	25	75	100
	7MEN4E1 / 7MEN4E2	Elective–IV-A) Comparative Literature (or) B) Advanced English Grammar, Rhetoric and Writing	4	6	25	75	100
		Total	23	30	--	--	500
IV	7MEN4C1	Core – XII – Aspects of English Language and Linguistics	5	8	25	75	100
	7MEN4C2	Core – XIII– Contemporary Critical Theories	5	8	25	75	100
	7MEN4PR	Core – XIV – Project	5	6	25	75	100
	7MEN5E1 / 7MEN5E2	Elective–V-A) Effective Communication and Skill Development (or) B) Literature : Feminist Perspectives	4	8	25	75	100
		Total	19	30	--	--	400
		Grand Total	90	120	--	--	1900

M.A., ENGLISH

**I YEAR – I SEMESTER
COURSE CODE: 7MEN1C1**

CORE COURSE I – BRITISH LITERATURE-I (Chaucer to Milton)

Objectives

1. To acquaint students with the important features of British Literature
2. To give students training in appreciating the poetic qualities and techniques in British Poetry
3. To introduce learners to the origin of English Essays
4. To make learners understand the features of Dramas (Tragedy and Comedy) of Shakespeare's predecessors.

Unit I Poetry

- | | | |
|------------------|---|---|
| Geoffrey Chaucer | - | Prologue to the Canterbury Tales: (Knight, Frail, Prioress, Parson, Wife of Bath) |
| Edmund Spenser | - | Prothalamion |

Unit II Poetry

- | | | |
|-------------|---|-------------------------|
| John Donne | - | Ecstasy |
| John Milton | - | Paradise Lost – Book IV |

Unit III Prose

- | | | |
|--|---|--|
| Francis Bacon | - | Essays of Bacon: Of Parents and Children, Of Marriage and Single life, Of Simulation and Dissimulation, Of Ambition. |
| The Bible
(Authorized King James Version) | - | Gospel according to St. Mark |

Unit IV Drama

- | | | |
|---------------------|---|-------------|
| Christopher Marlowe | - | Edward - II |
|---------------------|---|-------------|

Unit V

- | | | |
|------------|---|------------------|
| Ben Jonson | - | The Silent Woman |
|------------|---|------------------|

Books for Reference:

Palgrave's *Golden Treasury*. New Delhi: Oxford & IBH.



**I YEAR – I SEMESTER
COURSE CODE: 7MEN1C2**

CORE COURSE - II – INDIAN WRITING IN ENGLISH

Objectives

1. To expose students to a wide range of Indian Writing in English
2. To help students learn the meaning of “Indianness” through representative works

Unit I Poetry

- | | | |
|----------------|---|----------------|
| Toru Dutt | - | The Lotus |
| Aurobindo | - | Transformation |
| Nissim Ezekiel | - | Enterprise |

Unit II Poetry

- | | | |
|-----------------|---|--|
| A.K.Ramanujan | - | Small Scale Reflections on a Great House |
| R.Parthasarathy | - | River, Once |
| Mamta Kalia | - | Tribute to Papa |

Unit III Prose

- | | | |
|------------------------|---|---|
| Jawaharlal Nehru | - | The Essential Nehru Ed by C.D.Narasimhaiah
(Essays1-5) |
| Ananda K.Coomara Swamy | - | The Dance of Shiva |

Unit IV Drama

- | | | |
|---------------|---|----------------------------|
| Girish Karnad | - | Tughlaq |
| Dina Mehta | - | Brides are not for Burning |

Unit V Fiction

- | | | |
|-------------------|---|-------------------|
| Kamala Markandaya | - | Nectar in a Seive |
| Aravind Adiga | - | The White Tiger |



**I YEAR – I SEMESTER
COURSE CODE: 7MEN1C3**

CORE COURSE - III – SHAKESPEARE

Objectives

1. To enable Students analyze the plays of Shakespeare in the Elizabethan context and relate them to the modern context
2. To make students understand the magnitude of the Shakespearean world
3. To help students understand the complexity and suggestiveness in Shakespeare
4. To make them learn and appreciate some of the sonnets of Shakespeare.

Unit I

As You Like It

Unit II

Othello

Unit III

Antony & Cleopatra

Unit IV

Richard – II

Unit V

General Shakespeare	–	Stage and Audience
	–	Fools & Clowns
	–	Women in Shakespeare
	–	Supernatural
	–	Tragedy & Comedy
	–	Soliloquy
Sonnets	--	12,18,30,60



**I YEAR – I SEMESTER
COURSE CODE: 7MEN1C4
CORE COURSE - IV – LITERARY CRITICISM**

Objectives

1. To enable students develop critical sensibility.
2. To study the theories of critics from Plato to New Critics.
3. To expose students a wide range of literary texts and literary criticism.

Unit I

Aristotle	–	Poetics
Philip Sidney	–	An Apologie for Poetry

Unit II

John Dryden	–	Preface to The Fables
William Wordsworth	-	Preface to Lyrical Ballads

Unit III

S.T.Coleridge	–	Biographia Literaria (Chapters 17 – 19)
Matthew Arnold	–	The Function of Criticism at the Present Time

Unit IV

T.S.Eliot	–	The Metaphysical Poets
F.R. Leavis	-	Keats

Unit V

D.H.Lawrence	-	Why the Novel Matters
Cleanth Brooks	-	Language of Paradox

Books for Reference:

1. Irmsher, William F. *The Holt Guide to English*, New York: Holt, Rinehart
2. Sethuraman, V.S.(Ed.). *Contemporary Criticism: An Anthology*, Vol. 1&2
Chennai: Macmillan.
3. Lodge, David, (Ed.) *20th Century Criticism: A Reader*. London : Longman
4. Lodge, David, (Ed.) *Modern Criticism and Theory : A Reader*. London : Longman
5. Wolfreys. (Ed.) Introduction: “*Criticism at the 21st Century* London: Routledge
6. Barry, Peter, *Beginning Theory*, London: Routledge
7. Harland, *Literary Theory from Plato to Barthes*, Routledge
8. Wolfreys, Julian, *The Edinburgh Encyclopedia of Modern Criticism and Theory*
EUP : Edinburgh
9. Rice, Philip & Waugh (Eds.) *Modern Literary Theory : A Reader*, London:
Routledge
10. Baldick, Chris, *Criticism and Literary Theory 1890 to the Present* London:
Longman
11. Douglas, Arkins G & Marrow, Laura. *Contemporary Literary Theory* New York:
Macmillan
12. Eagleton Terry. *Literary Theory : An Introduction*, Oxford : Blackwell
13. Literary, Theory. *An Anthology ed. Julie Rivkin and Michael Ryan*, Oxford:
Blackwell Publishers, 1998



I YEAR – I SEMESTER
COURSE CODE: 7MEN1E1
ELECTIVE COURSE - I (A) – MASS COMMUNICATION AND JOURNALISM

Objectives

1. To help students learn the theories of Mass Communication and the principles of Journalism
2. To give students training in producing their own magazines
3. To make students learn the history of Journalism

Unit I

Theories of Communication
Theories of Mass Communication

Unit II

Types of Reporting

Unit III

Writing News Stories
(News, Articles, Features, Reviews, Letters & Interview)

Unit IV

Principles of Editing (with focus on language)
(Passive voice construction, Ambiguity, paragraphing and sentence length,
constructing Headlines and Sub headlines)
Online Publications

Unit V

Advertisement

1. Types of Advertising and Advertising Media.
2. Techniques in Effective Advertisements.
3. Code of Ethics for Advertising.
4. Advertising and Marketing.

Books for Reference:

- 1) Bruce, Wesley – *News Editing*. New Delhi: Oxford & IBH, 1995
- 2) Metx, William – *News Editing*
- 3) Sissors and Basket – *Art of Editing*, New Delhi: Macmillan
- 4) Kamath – *Professional Journalism Art of Writing*
A Handbook for Editors, New Delhi:
Vikas Publication
- 5) Horney – *Modern English Grammar and usage*.
Chennai Oxford up Guide to sentence
structure
and patterns



I YEAR – I SEMESTER
COURSE CODE: 7MEN1E2
ELECTIVE COURSE - I (B) – WRITING FOR THE MEDIA

Objectives

1. To acquaint students with the various modes of writing.
2. To help students realize the importance of logical progression of ideas in a discourse
3. To give students training in T.V. Photography and Videography

Unit I

News Writing for Print Media, Radio and T.V., Features of Effective Presentation

Unit II

Interviews – Types- Framing Questions- Recording and Editing for Radio and T.V- Cut Away Questions

Unit III

Writing for Entertainment – Plays, Doll Shows etc. for Radio and T.V- Writing for Education (Quiz, Puzzles Children's & Women's Corner, Science for Layman, Good English, Cross Words etc.)

Unit IV

Letters to the Editor, Advertisements for Print Media, Radio and T.V

Unit V

Voice Modulation for Radio and T.V- Photography & Videography

Practical

Writing a Script for the Radio- Writing a Report for News- Major Interviewing for T.V Programme -Writing letters to the Editor- Writing an Editorial- Analyzing the Features of Special Items like Weather Report, Sports Items- Children's Corner, Open Page etc.,

Books for Reference:

- | | | |
|--|---|---------------------------------|
| 1. Here's the News A radio news Manual | – | Paul' De Massenor |
| 2. This is All India | – | Barauth, U.L |
| 3. News Writing and Reporting | – | Neal M.James & Suzanne S.Brown |
| 4. Broadcasting and the people | – | Mohra Masani |
| 5. Editing the day's news | – | George L.Basting, Leland D.Core |
| 6. Interpretative Reporting | – | Mac Dongall |



**I YEAR – II SEMESTER
COURSE CODE: 7MEN2C1**

CORE COURSE - V – BRITISH LITERATURE- II (Restoration to Romantics)

Objectives

1. To acquaint students with the important features of the Restoration age and the Romantic age.
2. To familiarize students with the representative works of the writers belonging to these ages.
3. To introduce learners to the emergence of the English novel during the Age of Transition.

Unit I Poetry

John Dryden	-	Alexander's Feast or The Power of Music
Alexander Pope	-	The Rape of the Lock

Unit II Poetry

William Wordsworth	-	Tintern Abbey
Percy Bysshe Shelley	-	The Cloud
John Keats	-	The Eve of St. Agnes

Unit III Prose

Samuel Johnson	-	The Lives of the Poets (Milton & Pope)
Charles Lamb	-	Christ's Hospital Five & Thirty Years Ago; New Year's Eve
Thomas De Quincey	-	The Confessions of an English Opium Eater

Unit IV Drama

Sheridan	-	The School for Scandal
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Unit V Fiction

Oliver Goldsmith	-	The Vicar of the Wakefield
Jane Austen	-	Emma



**I YEAR – II SEMESTER
COURSE CODE: 7MEN2C2**

CORE COURSE - VI – AMERICAN LITERATURE

Objectives

1. To make students understand the dimensions of American Literature in the universal literary context
2. To help students study the representative works of American writers

Unit I Poetry

Edger Allan Poe	-	The Raven
Emily Dickinson	-	Because I Could not Stop for Death
Robert Frost	-	West Running Brook; After Apple-Picking

Unit II Prose

Henry David Thoreau	-	Civil Disobedience
Henry James	-	The Art of Fiction

Unit III Drama

Tennessee Williams	-	Cat on a Hot Tin Roof
Arthur Miller	-	All My Sons

Unit IV Fiction

Mark Twain	-	The Adventures of Huckleberry Finn
Earnest Hemingway	-	A Farewell to Arms

Unit V Fiction

Richard Wright	-	Native Son
Toni Morrison	-	Beloved

Books for Reference:

1. *American Literature*. Volume 2, Ed. William E.Cair.Newyork: Penguin Academics 2004



I YEAR – II SEMESTER
COURSE CODE: 7MEN2C3
CORE COURSE - VII – ENGLISH LANGUAGE TEACHING – THEORY AND PRACTICE

Objectives

1. To acquaint student with the history of the English Language
2. To help Students learn the essential aspects of ELT and the different types of language testing and evaluation

Unit I

English Language Teaching in India

Grammar Translation Method
Reform Movement
Direct Method
20th Century Trends (Situational methods)
Audio-Lingual Method
Communicative Approach

Unit II

Other Teaching Methods:

Total Physical Response
The Silent Way
Suggestopedia
Community Language Learning
Community Language Teaching
Natural Approach

Unit III

Language Learning Theories

Behaviorism
Cognitive Approach
Natural Approach and their Educational Implications
Principles of Syllabus Construction
Structural Syllabus, Situational Syllabus, Notional Syllabus

Unit IV

Language Testing and Evaluation

1. Kinds of Tests, Aptitude, Proficiency, Achievement
2. Different Types of Multiple Choice – Questions
3. Evaluation
 - a) Formative
 - b) Summative
 - c) Norm-based
 - d) Criterion- based

Unit V

Use of Teaching Aids including Educational Technology

Language Laboratory
Audio-Visual
Aids
OHP-Black Board
Map and Charts
Computer etc.

Books for Reference:

1. Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*
1. Harria David. P *Testing English as Second Language*
2. Howatt. A.P.R. *A History of English Language Teaching*
3. Nunan. D. *Syllabus Design*
4. Wilkins, D.A. *Notional Syllabus*
5. Littlewood, W.T. *Communicative Language Teaching*



**I YEAR – II SEMESTER
COURSE CODE: 7MEN2C4**

CORE COURSE VIII – WORLD CLASSICS IN ENGLISH TRANSLATION

Objectives

1. To acquaint students with the Classical Literatures of the world.
2. To help students learn the Essential Aspects of world classics.
3. To enable students understand the writings of great writers.

Unit I Poetry

Dante : Inferno Canto XV & XVII
Homer : Illiad
Thiruvalluvar : The Kural: Book 1: ‘Virtue’ (Translated from Tamil with an
introduction by P.S.Sundaram) Penguin Classics.

Unit II Drama

Sophocles : Oedipus Rex
Kalidasa : Shakuntala

Unit III Drama

Ibsen : A Doll’s House

Unit IV Fiction

Leo Tolstoy : Anna Karenina

Unit V Fiction

Dostoevsky : Crime and Punishment



**I YEAR – II SEMESTER
COURSE CODE: 7MEN2E1**

ELECTIVE - II (A) - STUDY OF AN AUTHOR: RABINDRANATH TAGORE

Objectives

1. To initiate learners into the study of Tagore's works and his narrative techniques
2. To expose students to the aspects of Indian civilization and culture with reference to Tagore.

Unit I Poetry

Gitanjali – 1-15 Songs
The Child
Manasi

Unit II Prose

Sadhana – Chapter I, II and III
1. The Relation of the Individual to the Universe.
2. Soul Consciousness
3. The Problem of Evil.
(www.Spiritualbee.com)

Unit III Drama

Chandalika
Mukta-Dhara

Unit IV Short stories

Kabuliwallah
Profit and Loss
The Beggar Woman
The Housewife

Unit V Novel

Jogajog (Relationships – Translation by Supriya Chaudhuri)



**I YEAR – II SEMESTER
COURSE CODE: 7MEN2E2**

ELECTIVE COURSE - II (B) – DIASPORIC LITERATURE

(Rohinton Mistry, Bharati Mukherjee, Salman Rushdie, Chitra Banerjee, Jhumpa Lahiri, Kiran Desai)

Objectives

1. To make students understand the dimensions of diasporic experience
2. To familiarize students with the significant works produced by contemporary diaspora writers

Unit I

Rohinton Mistry – A Fine Balance

Unit II

Salman Rushdie – Midnight's Children

Unit III

Chitra Banerjee Divakaruni – Sister of My Heart

Unit IV

Bharati Mukherjee - Wife
Jhumpa Lahiri – The Namesake

Unit V

Kiran Desai – The Inheritance of Loss



**II YEAR – III SEMESTER
COURSE CODE: 7MEN3C1**

CORE COURSE - IX – BRITISH LITERATURE-III (Victorian to Modern)

Objectives

1. To make students understand the spirit of Victorian England and its influence on literary works.
2. To help students study the representative works of the writers of the Victorian and Modern age.

Unit I Poetry

Tennyson	–	Tears, Idle Tears
Browning	-	Fra Lippo Lippi
Hopkins	-	The Wreck of the Deutschland

Unit II Poetry

W.B.Yeats	-	Easter 1916
T.S. Eliot	-	The Love Song of J.Alfred Prufrock.
W.H.Auden	-	The Shield of Achilles

Unit III Prose

John Ruskin	-	Sesame and Lilies – Of Queen’s Garden
George Orwell	-	A Nice Cup of Tea

Unit IV Drama

Oscar Wilde	-	Lady Windermere’s Fan
G.B.Shaw	-	Arms and the Man

Unit V Fiction

Thomas Hardy	-	Tess of the D’Urbervilles
Joseph Conrad	-	Lord Jim



**II YEAR – III SEMESTER
COURSE CODE: 7MEN3C2**

CORE COURSE - X – NEW LITERATURE

Objectives

1. To enable students understand the dimensions of New Literature
2. To help Students identify the various themes presented in New Literature

Unit I Poetry

Judith Wright	-	The Harp and the King (Australia)
F.R.Scott	-	Laurentian Shield (Canada)
Yasmine Gooneratne	-	There was a Country (Srilanka)

Unit II Poetry

Wole Soyinka	-	Dedication from Moremi (Africa)
Derek Walcott	-	Blues (West Indies)
A.R.D Fairbun	-	I am Older than you, Please Listen (Newzealand)

Unit III Prose

Chinua Achebe	-	The Nature of the Individual and His Fulfillment
Swami Vivekananda	-	The Secret of Work

Unit IV Drama

Wole Soyinka	-	The Swamp Dwellers
Mahesh Dattani	-	Tara

Unit V Fiction

Bapsi Sidhwa	-	Ice – Candy Man
Nadine Gordimer	-	July’s People



**II YEAR – III SEMESTER
COURSE CODE: 7MEN3C3**

CORE COURSE - XI – RESEARCH METHODOLOGY

Objectives

1. To help students prepare a Dissertation of their own
2. To prepare students for quality research in future
3. To train students in using parenthetical documentation as recommended in MLA Hand Book

Unit I FUNDAMENTALS OF RESEARCH

Selecting a Topic
Using the Library
Compiling a Working Bibliography
Taking Notes
Plagiarism

Unit II STYLE AND ORGANIZATION

Outlining
Language and Style
Paraphrasing
Writing Drafts

Unit III MECHANICS OF WRITING

Spelling
Punctuation
Use of Quotation
Names of Persons
Titles of Works in a Research Paper

Unit IV FORMAT

Typing, Margin and Spacing
Page Numbers

Unit V

Parenthetical Documentation
Preparing List of Works Cited
Sample Entries

Book for Reference:

MLA Hand Book 8th Edition



**II YEAR – III SEMESTER
COURSE CODE: 7MEN3E1**

ELECTIVE COURSE - III (A) – LITERATURE FOR SOCIAL TRANSFORMATION

Objectives

1. To help students understand the Literatures of relevance for Social Transformation
2. To enable students understand the society through the prescribed texts

Unit I Poetry

- | | | |
|---------------|---|---|
| William Blake | – | From ‘Auguries of Innocence’ To see a world in a grain
of sand..... shall never be belov’d by men (26 lines) |
| P.B.Shelley | – | Prometheus Unbound |

Unit II Poetry

- | | | |
|---------------------|---|--|
| Rabindranath Tagore | – | Where the Mind is without Fear |
| Ogden Nash | – | Bankers Are Just Like Anybody Else Except Richer |

Unit III Prose

- | | | |
|--------------|---|--------------------------|
| John Ruskin | – | Unto this Last |
| Henry Newman | – | The Idea of a University |

Unit IV Drama

- | | | |
|--------------------|---|---------------------|
| Lorraine Hansberry | – | A Raisin in the Sun |
|--------------------|---|---------------------|

Unit V Short Story

- | | | |
|------------------|---|---------------------------|
| O’Henry | – | The Cop and The Anthem |
| Liam O’Flaherty | – | The sniper |
| Tayeb Salih | – | A Handful of Dates |
| Luigi Pirandello | – | War |
| Jesse Owens | – | My Greatest Olympic prize |
| Samuel Johnson | – | The Lure of Lottery |

Book for Reference

- | | | |
|-------------|---|-------------------------------|
| Rene Wellek | – | <i>Literature and Society</i> |
|-------------|---|-------------------------------|



**II YEAR – III SEMESTER
COURSE CODE: 7MEN4E1**

ELECTIVE COURSE -IV (A) – COMPARATIVE LITERATURE

Objectives

1. To help students understand Comparative Literature in relation to National, World and General Literature
2. To enable students understand other Schools of Comparative Literature
3. To expose students to the different categories of Comparative Literature

Unit I

The term ‘Comparative Literature’

Definition

Scope

Unit II

The History of Comparative literature as a scholarly Discipline

Unit III

Comparative Literature in relation to

1. National Literature
2. World Literature
3. General Literature

Unit IV

Other Schools of comparative literature

1. The French
2. The American etc.

Unit V

Some Categories of Comparative Literature

1. Thematology
2. Reception
3. Influence
4. Genres

Books for Reference:

- 1) Newton Stall Knecht Horst Frenz – *Comparative Literature: Method and Perspective*
- 2) R.Wellek & A.Warren – *Theory of Literature*
- 3) W.Friederich and D.Malone – *Outline of Comparative Literature*
- 4) Shipley – *Dictionary of World Literature*

**II YEAR – III SEMESTER
COURSE CODE: 7MEN4E2**

**ELECTIVE COURSE - IV (B) - ADVANCED ENGLISH GRAMMAR,
RHETORIC AND WRITING**

Objectives:

1. To enable to understand the basic of grammar
2. To provide learners with the basics of rhetoric
3. To help learners write effective paragraphs and essays
4. To expose learners to various forms of discourse

Unit I

Phrases – Clauses – Kinds of Sentences – Transformation of Sentences – Vocabular–
Punctuation

Unit II

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

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

Unit V

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

Books for Reference:

- 1) Boulton, Marjorie, *The Anatomy of Prose*. London: Routledge & Paul, 1954.
- 2) 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.
- 3) Weston. Anthony. *A Rulebook for Arguments*. Indianapolis: Hackett Pub, 2009.
- 4) Yanez-Bouza, Nuria. *Grammar,Rhetoric and Usage in English: Preposition Placement, 1500 – 1900*. Cambridge: Cambridge UP,2015.



**II YEAR – IV SEMESTER
COURSE CODE: 7MEN4C1**

CORE COURSE - XII – ASPECTS OF ENGLISH LANGUAGE AND LINGUISTICS

Objectives

1. To acquaint students with the History of the English Language
2. To help students learn the Essential Aspects of Linguistics
3. To give students practice in Phonetic Transcription
4. To enable students understand IC Analysis

Unit I The English Language

1. The Origin of Language
2. Place of English in the Indo-European family of Languages
3. Grimm's Law and Verner's Law
4. Word Making in English
5. Standard English
6. American English

Unit II Phonology

1. Organs of Speech
2. The Vowels of English
3. Diphthongs of English
4. Consonants of English
5. Transcription
6. The Syllable and Received Pronunciation
7. Accent, Rhythm and Intonation
8. Received Pronunciation

Unit III Linguistics

1. Characteristics of Language
2. What is Linguistics?
3. Dialect-Idiolect-Register-Psycho Linguistics- Socio Linguistics
4. What is Grammar?
5. Structural Phonology & Morphology

Unit IV Grammar and Usage

1. Traditional Grammar –its limitation and problems
2. Structural Grammar, IC analysis
3. Theories of Semantics
4. Pragmatics and Discourse

Unit V Error Analysis

Common Mistakes committed by the students in English–Suggested Remedial Measures

Books for Reference:

1. Gimson, A.C., *An Introduction to the Pronunciation of English*, London, ELBS
2. Gleasm.H, *An Introduction to Descriptive Linguistics*, Newyork:Holt, Rinehart&Winston
3. Halliday : M.A.K., *Lingustic Sciences and Language Teaching*
4. Hocket, C.F.A *course in Modern Linguistics* : New Delhi : Oxford & IBH
5. Jespersen, Otto *Essentials of English grammar*, London: Geroge Allen Unwin.
6. Lado. R *Linguistics across Cultures* Ann Arbor: University of Michigan Press.
7. Wood.F.T *An Introduction to the study of English Language*, Oxford: Oup
8. Wren. C.L. *The English Language*, London : Methuen & co., Ltd

**II YEAR – IV SEMESTER
COURSE CODE: 7MEN4C2**

CORE COURSE - XIII – CONTEMPORARY CRITICAL THEORIES

Objectives

1. To reinforce the critical sensibility of students
2. To make students understand important critical theories given by the Critics of the 20th century
3. To expose students to recent critical theories

Unit I

Structuralism
Post – Structuralism
Deconstruction

Unit II

Post Modernism
Post Colonialism
Psycho – analytic Criticism

Unit III

Gayathri Spivak	–	Can the Subaltern Speak?
Stanley Fish	–	Is there a text in the Class?

Unit IV

C.G. Jung	–	Psychology and Literature
Northrop Frye	–	Archetypes of Literature

Unit V

Homi K.Bhabha	–	The Location of Culture
Elaine Showalter	–	Towards Feminist Poetics

Books for Reference

1. Irmsher, William F. *The Holt Guide to English*, New York: Holt, Rinehart
2. Sethuraman, V.S.(Ed.). *Contemporary Criticism: An Anthology*, Vol. 1&2 Chennai: Macmillan.
3. Lodge, David, (Ed.) *20th Century Criticism: A Reader*. London: Longman
4. Lodge, David, (Ed.) *Modern Criticism and Theory: A Reader*. London: Longman
5. Wolfreys. (Ed.)Introduction: “*Criticism at the 21st Century London*: Routledge
6. Barry, Peter, *Beginning Theory*, London: Routledge
7. Harland, *Literary Theory from Plato to Barthes*, Routledge
8. Wolfreys, Julian, *The Edinburgh Encyclopedia of Modern Criticism and Theory* EUP :
Edinburgh

1. Literary, Theory. *An Anthology ed. Julie Rivkin and Michael Ryan*, Oxford: Blackwell Publishers, 1998



**II YEAR – IV SEMESTER
COURSE CODE: 7MEN4PR**

CORE COURSE XIV – PROJECT

Objectives

1. To help students prepare a Project of their own
2. To prepare students for Pre – Doctoral Research

Unit I

Students will choose topics of their interest in consultation with the teacher.

Unit II

Discussion in the class room with the teacher

Unit III

Minimum pages of Dissertation: 40

Unit IV

Two copies of Dissertation should be submitted.

Unit V

Examination has two components:

Dissertation	:	75 marks
Viva-voce Exam	:	25 Marks



II YEAR – IV SEMESTER
COURSE CODE: 7MEN5E1
ELECTIVE COURSE -V (A) – EFFECTIVE COMMUNICATION AND
SKILL DEVELOPMENT

Unit I Communication vs Effective Communication

Principles/ Features of Effective Communication

Types of Communication – Verbal & Nonverbal (vocabulary of body language)

Obstacles to Effective Communication – How to get rid of them?

Unit II Listening Skills and Language Skills

Importance of Listening

Types of Listening

Interview Skills

Language Ability/Skill– Communicating with Proper Language Basics and Grammar.

(Select need – based, learner – centered and communication – oriented exercises only.

Ex. Common errors, Punctuation, Correct use of Articles, Prepositions, etc.)

Unit III Conversation Skills and Basic Etiquettes

Modes of Greeting ,Introducing, Requesting, Congratulating, Inviting, Thanking, Giving Opinions, Advise, Orders, Suggestions, Apology, Permission, Expression of Agreement, Disagreement etc.

Telephone Conversation

(Specimen Dialogues to be given to enable the students understand and use the expressions in conversation)

Unit IV Presentation Skills

Preparing/Planning your talk/Presentation

Brainstorming

Preparing the Introduction of the Presentation – Body of the Presentation – Conclusion of the Presentation

How to create, develop and sustain interest

Selecting and Using Audio-Visual Aids

Feedback Session – Question/Answer Session.

Unit V Written Communication

E – mail and Fax

Report Writing

Notices, Agenda & Minutes

Circulars & Memos

Telegrams

Advertisements

Structure of Effective Sentences and Paragraphs --- Essay Writing: Short Essays

Simple Language – Understandable to the Audience

Organizing --- Clarity, Unity, Coherence, Sequence, Logic, Order, Stress, etc.

Books for Reference:

Dutt. Kiranmai & Geeta Rajjevan. **Basic Communication Skills**. Rev.ed. Foundation Books Pvt.Ltd. Cambridge House, New Delhi 2006.

Bill R. Swetmon. **Communication Skills for the 21st Century**. Chennai: Eswar Press. First South Asian Edition 2006.

Glass. Lillian. **Talk to Win**. New York: Perigee Books,1987.

Pease. Alan. **Signals: How to Use Body Language for Power, Success and Love**, New York: Bantam Books, 1981.

Walters. Lilly. **Secrets of Successful Speakers**. New York: McGraw-Hill, Inc., 1993.

Mandal. S.K. **How to Succeed in Group Discussions & Personal Interviews**. Mumbai: JAICO Publishing House.

Rogoff. Leonard and Ballenger. Grady. **Office Guide to Business Letters, Memos & Reports**. New York: Macmillan, 1994.

II YEAR – IV SEMESTER

COURSE CODE: 7MEN5E2

ELECTIVE COURSE -V (B) – LITERATURE: FEMINIST PERSPECTIVES

Unit I Poetry

Sappho	-	To a Bride
Anne Sexton	-	The Abortion, Housewife
Sylvia Plath	-	Lesbos
Gwendolyn Brooks	-	The Mother
Kamala Das	-	An Introduction
Margaret Atwood	-	Helen of Troy Does Countertop Dancing

Unit II Prose

Shashi Deshpande	-	Why I am a Feminist (Writing from the Margin and other Essays)
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Unit III Masculinity Studies

Harry Brod	-	Studying Masculinities as Superordinate Studies
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Unit IV Drama

Vijay Tendulkar	-	Silence, the Court is in Session
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Unit V Fiction

Nayantara Sahgal	-	Storm in Chandigarh
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Books for Reference:

1. Comilon, Susan Koppelman. Ed. **Images of Women in Fiction: Feminist Perspectives**. Ohio: Bowling Green University Popular Press, 1972.
2. Dass, Veena Noble ed., **Feminism and Literature**. New Delhi: Prestige Books, 1995.
3. Felski, Rita. **Beyond Feminist Aesthetics. Feminist Literature and Social Change**.
4. Massachusetts: Harvard University Press, 1989.
5. Friedan, Betty. **The Second Stage**. New York: Summit Books, 1981.
6. Gamble, Sarah. Ed. **Critical Dictionary of Feminism and Postfeminism**. New York: Routledge, 2000.
7. Ganz, Stephanie and Benjamin A. Brabon. **Post Feminism: Cultural Texts and Theories**. Edinburg: Edinburg University Press Ltd., 2009
8. Gupta, Prachi. **Theoretical Perspectives of Feminism**. Jaipur: ABD Publications, 2008.
9. Jain, Jasbir ed., **Women's Writing: Text & Context**. New Delhi: Rawat Publications, 1996.
10. Jardine, Alice and Paul Smith eds., **Men in Feminism**. London: Methuen, 1987.
11. Monteith, Moria ed., **Women's Writing: A Challenge to Theory**. London: The Harvester Press, 1986.
12. O'Barr, Jean Fox. **Feminism in Action**. London: The University of North Carolina Press, 1994.
13. Sherry, Ruth. **Studying Women's Writing: An Introduction**. London: Edward Arnold, 1988.
14. Shukla, A. Bhaskar. **Feminism: A Critical Study**. Jaipur: Mark Publications, 2008.
15. Walter, Natasha. **The New Feminism**. London: Virago Press, 1999.

M.A SYLLABUS 2022-2023

**ALAGAPPA UNIVERSITY,
KARAIKUDI NEW SYLLABUS FOR
AFFILIATED COLLEGES
UNDER CBCS PATTERN WITH EFFECT FROM 2022-23 ONWARDS
M.A., ENGLISH Programme Structure**

S.No	Course Code	Courses	Title of the paper	T/P	Credits	Hours/Week	Marks		
							I	E	Total
I Semester									
1	22MEN1C1	CC	British Literature-I (Chaucer to Milton)	T	4	5	25	75	100
2	22MEN1C2	CC	Indian Writing in English	T	4	5	25	75	100
3	22MEN1C3	CC	Language and Linguistics	T	4	5	25	75	100
4	22MEN1C4	CC	Literary Criticism	T	4	5	25	75	100
5	22MEN1E1/ 22MEN1E2	DSE-I	A) Advanced English Grammar, Rhetoric and Writing/ (B)Subaltern Literary Studies (Including Dalit Literature in Translation)	T	4	5	25	75	100
	-		Library/ Yoga/Counselling/ Field Trip			5			
	Total				20	30	125	375	500
II Semester									
6	22MEN2C1	CC	British Literature-II (Restoration to Romantics)	T	4	5	25	75	100
7	22MEN2C2	CC	American Literature	T	4	5	25	75	100
8	22MEN2C3	CC	English Language Teaching-Theory and Practice	T	4	5	25	75	100
9	22MEN2C4	CC	New Literature	T	4	5	25	75	100
10	22MEN2E1/ 22MEN2E2	DSE-II	A) Diasporic Literature / B) Eco-critical studies	T	4	5	25	75	100
11	-	NME-I	Non Major Elective	T	2	3	25	75	100
	-		Library/ Yoga/Counselling/ Field Trip			2			
	-	SLC	Self- Learning Course-MOOCs		Extra Credit				
	Total				22	30	150	450	600
III Semester									
12	22MEN3C1	CC	British Literature-III (Victorian to Modern)	T	4	5	25	75	100
13	22MEN3C2	CC	World Classics in English	T	4	5	25	75	100

			Translation						
14	22MEN3C3	CC	Research Methodology	T	4	5	25	75	100
15	22MEN3C4	CC	Shakespeare	T	4	5	25	75	100
16	22MEN3E1 22MEN3E2	DSE-III	Mass Communication and journalism/ A. Writing for the Media	T	4	5	25	75	100
17	-	NME-II	Non Major Elective	T	2	3	25	75	100

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	-		Library/ Yoga/Counselling/Field Trip			2			
	-	SLC	Self- Learning Course-MOOCs		Extra Credit				
	Total				22	30	150	450	600
IV Semester									
18	22MEN4C1	CC	Comparative Literature	T	4	5	25	75	100
19	22MEN4C2	CC	Contemporary Critical Theories	T	4	5	25	75	100
20	22MEN4C3	CC	Effective Communication and Skill Development	T	4	5	25	75	100
21	22MEN4D V/ 22MEN4IP		Dissertation Work/ Internship Programme		14	15	50	150	200
	Total				26	30	125	375	500
					90 + EC		550	1650	2200

Non Major Elective (Offered by the Department of English to other Departments)

S.No.	Course Code	Courses	Title of the Course	T/P	Credits	Hours/Week	Marks		
							I	E	Total
1	22MEN2N1	NME-I	World Short Stories	T	2	3	25	75	100
2	22MEN3N1	NME-II	Media Studies	T	2	3	25	75	100

- CC-Core Course
- DSE - Discipline Specific Elective (DSE) –Students’ Choice and it may be conducted by parallel sessions.
- NME – Non Major Elective
- SLC - Self Learning Course-MOOCs-Voluntary basis.
- T-Theory, P-Practical
- I-Internal, E-External,EC-Extra Credit

I Semester				
Course Code 22MEN1C1	CORE COURSE – I BRITISH LITERATURE - I (Chaucer to Milton)	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To acquaint students with the important features of British Literature from Chaucer to Milton. • To give students training in appreciating the poetic qualities and techniques in British Poetry • To introduce learners to the origin of English Essays • To make learners understand the features of Dramas (Tragedy and Comedy) of Shakespeare’s predecessors. 			
Unit-I	Poetry: Prologue to the Canterbury Tales: (Knight, Frail, Prioress, Parson, Wife of Bath) Edmund Spenser - Epithalamion			
Unit-II	Poetry: Andrew Marvell - To His Coy Mistress JohnMilton - Lycidas			
Unit- III	Prose: - Essays of Bacon: of Parents and Children, of Marriage and Single life, of Simulation and Dissimulation, of Ambition. The Bible - Gospel according to St.Mark(Authorized King JamesVersion)			
Unit -IV	Drama: Christopher Marlowe - The Jew of Malta			
Unit -V	Drama: BenJonson - The Silent Woman			
Reference and Text Books:-				
Palgrave’s <i>Golden Treasury</i> . New Delhi: Oxford & IBH.				
Outcomes	On completion of the paper, students will be able to <ul style="list-style-type: none"> • interpret early literature • analyze works on the basis of generic variations. • Assess the timbre of the language as expressive of the age. • Perceive the relation between literature and the social ethos. • Develop a taste for further reading. 			

I Semester				
Course Code 22MEN1C2	CORE COURSE - II INDIAN WRITING IN ENGLISH	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> To expose students to a wide range of Indian Writing in English To help students learn the meaning of “Indianness” through representative 			
Unit-I	Poetry: ToruDutt Aurobindo NissimEzekiel <ul style="list-style-type: none"> The Lotus Transformation Enterprise 			
Unit-II	Poetry: A.K.Ramanujan - Small Scale Reflections on a Great House R.Parthasarathy - River, Once MamtaKalia - Tribute to Papa			
Unit- III	Prose: JawaharlalNehru - The Essential Nehru Ed by C.D.Narasimhaiah (Essays 6- 10) Ananda K.CoomaraSwamy - The Dance of Shiva			
Unit -IV	Drama: GirishKarnad Vijay Tendulkar <ul style="list-style-type: none"> Nagamandala Silence ! The Court is in Session! 			
Unit -V	Fiction: Anita Nair AravindAdiga <ul style="list-style-type: none"> Ladies Coupe The White Tiger 			
Outcomes	On completion of the paper, students will be able to <ul style="list-style-type: none"> Develop a historical perspective on Indian Writing in English and its generic richness and complexity. Criticize the Indian style of writing. Compare and contrast Indian writing in English with the those of other nations. Evaluate the peculiarities and special charms of Regional Writing in Indian English. Discuss the international reception of Indian English Writing and the issues involved there in. 			

I Semester				
Course Code 22MEN1C3	CORE COURSE - III LANGUAGE AND LINGUISTICS	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To acquaint students with the History of the English Language • To help students learn the Essential Aspects of Linguistics • To give students practice in Phonetic Transcription • To enable students understand IC Analysis 			
Unit-I	The English Language <ol style="list-style-type: none"> 1. The Origin of Language 2. Place of English in the Indo-European family of Languages 3. Grimm's Law and Verner's Law 4. Word Making in English 5. Standard English 6. American English 			
Unit-II	Phonology <ol style="list-style-type: none"> 1. Organs of Speech 2. The Vowels of English 3. Diphthongs of English 4. Consonants of English 5. Transcription 6. The Syllable and Received Pronunciation 7. Accent, Rhythm and Intonation 8. Received Pronunciation 			
Unit- III	Linguistics <ol style="list-style-type: none"> 1. Characteristics of Language 2. What is Linguistics? 3. Dialect-Idiolect-Register-Psycho Linguistics- SocioLinguistics 4. What is Grammar? 5. Structural Phonology & Morphology 			
Unit -IV	Grammar and Usage <ol style="list-style-type: none"> 1. Traditional Grammar – its limitation and problems 2. Structural Grammar, IC analysis 3. Theories of Semantics 4. Pragmatics and Discourse 			
Unit -V	Error Analysis Common Mistakes committed by the students in English – Suggested Remedial Measures			

I Semester						
Course Code 22MEN1C4	CORE COURSE - IV LITERARY CRITICISM			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> • To enable students develop critical sensibility. • To study the theories of critics from Plato to New Critics. • To expose students a wide range of literary texts and literary criticism. 					
Unit-I	Aristotle – Poetics [Epic and Tragedy] Philip Sidney – An Apologie for Poetry					
Unit-II	Alexander Pope - An Essay on Criticism William Wordsworth - Preface to Lyrical Ballads					
Unit- III	S.T.Coleridge - Matthew - Arnold			Biographia Literaria (Chapters 17 – 19) The Function of Criticism at the PresentTime		
Unit -IV	T.S.Eliot - Allen Tate -			The MetaphysicalPoets Tension in Poetry		
Unit -V	D.H.Lawrence - Why the Novel Matters CleanthBrooks- The Language of Paradox					
Reference andText Books:-						
Barry, Peter, <i>Beginning Theory</i> , London: Routledge Baldick, Chris, <i>Criticism and Literary Theory 1890 to the Present</i> London:Longman Douglas, Arkins G & Marrow, Laura. <i>Contemporary Literary Theory</i> New York: Macmillan Eagleton Terry. <i>Literary Theory : An Introduction</i> , Oxford :Blackwell Harland, <i>Literary Theory from Plato to Barthes</i> ,Routledge Irmsher, William F. <i>The Holt Guide to English</i> , New York: Holt,Rinehart Lodge, David, (Ed.) <i>20th Century Criticism: A Reader</i> . London :Longman Lodge, David, (Ed.) <i>Modern Criticism and Theory : A Reader</i> .London Longman Rice, Philip & Waugh (Eds.) <i>Modern Literary Theory : A Reader</i> , London:Routledge Sethuraman, V.S.(Ed.). <i>Contemporary Criticism: An Anthology</i> , Vol. 1&2 Chennai:Macmillan. Wolfreys. (Ed.) Introduction: “ <i>Criticism at the 21st Century</i> London:Routledge Wolfreys, Julian, <i>The Edinburgh Encyclopedia of Modern Criticism and Theory</i> EUP : Edinburgh						

I Semester				
Course Code 22MEN1E1	DSE- I A) ADVANCED ENGLISH GRAMMAR, RHETORIC AND WRITING	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To enable to understand the basic of grammar • To provide learners with the basics of rhetoric • To help learners write effective paragraphs and essays • To expose learners to various forms of discourse 			
Unit-I	Phrases – Clauses – Kinds of Sentences – Transformation of Sentences – Vocubular– Punctuation			
Unit-II	Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative – Rhetorical Situation: Grammar, Logic, Aesthetic and Ethics – 5 Cannons of Rhetoric: Inventive, Arrangement, Style, Memory and Delivery – Art of Discourse			
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			
Unit -V	Four Kinds of Discourse: Exposition, Argumentation, Description, Narration			
Reference and TextBooks:-				
Boulton, Marjorie, <i>The Anatomy of Prose</i> . London: Routledge& Paul,1954.				
Miriam, Joseph, and Marguerite McGlenn. <i>The Trivium: The Liberal Arts of Logic, Grammar and Rhetoric: Understanding the Nature and Function of Language</i> . N.P.,2002.				
Weston. Anthony. <i>A Rulebook for Arguments</i> . Indianapolis: Hackett Pub,2009.				
Yanez-Bouza, Nuria. <i>Grammar, Rhetoric and Usage in English: Preposition Placement, 1500 – 1900</i> . Cambridge: CambridgeUP,2015.				

I Semester				
Course Code 22MEN1E2	DSE - I B) SUBALTERN LITERARY STUDIES (Including Dalit Literature in Translation)	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> ● To introduce learners to the basic concepts like Marginalization, oppression etc. ● To make the learner aware of the multi-tonal aspects of Dalit Writing. ● To sensitize the learner to manipulation of Language and form by Dalit writers. ● To encourage the learner to contemplate on issues of social justice. ● To make the learner see Dalit Writing from various perspectives. 			
Unit-I	Poetry Arjun Dangle – No Entry for the NewSun			
Unit-II	Prose Ngugiwa Thiong'o – De- Colonizing the Mind - The Politics of Language in African Literature Gayatri Spivak – Feminism and CriticalTheory			
Unit- III	Drama Mahesh Dattani – On a Muggy Night in Mumbai			
Unit -IV	Fiction V.S.Naipaul Chinua Achebe <ul style="list-style-type: none"> ● An Area of Darkness ● An Arrow of God 			
Unit -V	Fiction Bama – Karukku			
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> ● Discuss Dalit issues from an ideological angle. analyze Dalit Writing in its Tonal richness. Assess Dalit Writing from the linguistic and rhetorical angle. ● Develop a broad perception on issues of social justice. ● Interpret Dalit Writing from various angles. 			

II Semester						
Course Code 22MEN2C1	CORE COURSE - V BRITISH LITERATURE- II (Restoration to Romantics)			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> To acquaint students with the important features of the Restoration age and the Romantic age. To familiarize students with the representative works of the writers belonging to these ages. To introduce learners to the emergence of the English novel during the Age of Transition. 					
Unit-I	Poetry John Dryden - Alexander's Feast or The Power of Music Alexander Pope - An Epistle to Dr. Arbuthnot					
Unit-II	Poetry Samuel Taylor Coleridge - Kubla Khan Percy Bysshe Shelley - Ode to the West William Keats - Ode to a Nightingale					
Unit- III	Prose Samuel Johnson - The Lives of the Most Eminent Poets (Milton & Pope) Charles Lamb - Christ's Hospital Five & Thirty Years Ago; New Year's Eve William Hazlitt - On the Love of Life (The Round Table)					
Unit -IV	Drama Oliver Goldsmith - She Stoops to Conquer					
Unit -V	Fiction Daniel Defoe - Robinson Crusoe Jane Austen - Pride and Prejudice					
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> Evaluate works belonging to the period in question. Perceive the paradigm shift from Restoration to Romantics. Appraise the differing styles of language use. Estimate different schools of drama. Examine the rise of the novel in English. 					

II Semester				
Course Code 22MEN2C2	CORE COURSE - VI AMERICAN LITERATURE	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To make students understand the dimensions of American Literature in the universal literary context • To help students study the representative works of American writers. 			
Unit-I	Poetry Walt Whitman - Out of the Cradle Endlessly Rocking Emily Dickinson - Because I Could not Stop for Death Robert Frost - Stopping by Woods on a Snowy Evening; After Apple – Picking			
Unit-II	Prose Ralph Waldo Emerson - The American Scholar Henry James - The Art of Fiction			
Unit- III	Drama Tennessee Williams - The Glass Menagerie Arthur Miller - The Crucible			
Unit -IV	Fiction Mark Twain - The Adventures of Huckleberry Finn Earnest Hemingway - A Farewell to Arms			
Unit -V	Fiction F.Scott Fitzgerald - The Great Gatsby Alice Walker - The Color Purple			
Reference and Text Books:-				
Ed. William E.Cair2004, <i>American Literature</i> . Volume 2, Newyork: Penguin Academics				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Develop a taste for American Literature. • Relate American Literature with American society. • Perceive the technical virtuosity of American writers in • Establishing their originality amidst the varied influences. • Discover American Literature as a multicultural mosaic. • Estimate the impact of international literary trends on • American Literature. 			

II Semester						
Course Code 22MEN2C3	CORE COURSE – VII ENGLISH LANGUAGE TEACHING – THEORY AND PRACTICE			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> • To acquaint student with the history of the English Language • To help Students learn the essential aspects of ELT and the different types of language testing and evaluation 					
Unit-I	English Language Teaching in India Grammar Translation Method Reform Movement Direct Method 20 th Century Trends (Situational methods) Audio-Lingual Method Communicative Approach					
Unit- II	Other Teaching Methods: Total Physical Response The Silent Way Suggestopedia Community Language Learning Community Language Teaching Natural Approach					
Unit - III	Language Learning Theories Behaviorism Cognitive Approach Natural Approach and their Educational Implications Principles of Syllabus Construction Structural Syllabus, Situational Syllabus, Notional Syllabus					
Unit - IV	Language Testing and Evaluation 1. Kinds of Tests, Aptitude, Proficiency, Achievement 2. Different Types of Multiple Choice –Questions 3. Evaluation <ul style="list-style-type: none"> . Formative <ul style="list-style-type: none"> a. Summative b. Norm-based c. Criterion-based 					
Unit - V	Use of Teaching Aids including Educational Technology Language Laboratory Audio-Visual Aids OHP-Black Board Map and Charts Computer etc.					

Reference and Text Books:-

Harria David. P *Testing English as Second Language*

Howatt.AP.R.A *History of English Language Teaching* Nunan.

D.Syllabus Design

Jack C.Richards &Theorde S.Rodgers. *Approaches and Methods in Language Teaching*

Wilkins, D.A.*Notional Syllabus*

Little word, W.T. *Communicative Language Teaching*

II Semester				
Course Code 22MEN2C4	CORE COURSE - VIII NEW LITERATURE	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To enable students understand the dimensions of New Literature • To help Students identify the various themes presented in New Literature 			
Unit-I	Poetry JudithWright (Australia) - The Harp and the King Margaret Atwood (Canada) - This Is a Photograph of Me Yasmine Gooneratne(Srilanka) - There was a Country			
Unit-II	Poetry Wole Soyinka (Africa) - Dedication from Moremi Derek Walcott (West Indies)- Blues A.R.D Fairbun (Newzealand)- I am Older than you, Please Listen			
Unit- III	Prose Chinua Achebe - The Nature of the Individual and His Fulfillment Swami Vivekananda - The Secret of Work			
Unit -IV	Drama Wole Soyinka- Kongi's Harvest Mahesh Dattani - Tara			
Unit -V	Fiction Bapsi Sidhwa - The Crow Eaters Nadine Gordimer - July's People			
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Develop a taste for Commonwealth Writing and the factors involved there in. • Estimate writers and works on the basis of theme, technique and ideological orientation. • Perceive the socio-political ambience of Commonwealth Writing. • Analyze the trends in colonial and postcolonial literature, especially the ideological stance. • Discuss the narratological experimentations in Commonwealth Writing. 			

II Semester						
Course Code 22MEN2E1	DSE II			T/P	C	H/W
	(A) DIASPORIC LITERATURE (Rohinton Mistry, Bharati Mukherjee, Salman Rushdie, Chitra Banerjee, Jhumpa Lahiri, Kiran Desai)			T	4	5
Objectives	<ul style="list-style-type: none"> To make students understand the dimensions of diasporic experience To familiarize students with the significant works produced contemporary diaspora writers 					
Unit-I	Rohinton Mistry	–	Family Matters			
Unit-II	Salman Rushdie	–	Midnight's Children			
Unit- III	Manju Kapur	–	Custody			
Unit -IV	Bharati Mukherjee Jhumpa Lahiri		<ul style="list-style-type: none"> Jasmine The Namesake 			
Unit -V	Kiran Desai	–	The Inheritance of Loss			
Outcomes	<p>On completion of the course, students will be able to</p> <ul style="list-style-type: none"> Asses the ideological implications of Diasporic writing. Evaluate critically the thematic and tonal dimension of Diasporic literature. Estimate the psychological and sociological value of Diasporic texts. Perceive the varying degrees of encounter and synthesis in Diasporic experience. Develop a taste for reading and interpreting Diasporic literature. 					

II Semester				
Course Code 22MEN2E2	DSE– II (B) ECO CRITICAL STUDIES	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To make learners perceive the importance of environment and ecology. • To sensitize learners to the inter connection between Art and Nature. • To inform learners about the various ways nature and environment work on the human mind. • To make students see the descriptive, affective and consolatory impact of Environment and green literature. • To drive home the need to preserve the ecological balance to ensure human survival. 			
Unit-I	Basic Concepts – Man and Nature – Eco Criticism – Eco Feminism – Green Literature -Concept of Thinaï			
Unit-II	POETRY Goldsmith - The Deserted Village Blake - London, The Chimney Sweepers Wordsworth - Lines Written in Early Spring, D.H. Lawrence - Snake Hodgson - The Bull Hopkins - The Binscey Poplars			
Unit- III	PROSE Arnold Toynbee - Mankind and Mother Earth Ashish Kothari - Sunderlal Bahuguna: A Himalayan Voice in Ecological Truth and Social Justice			
Unit -IV	DRAMA Soyinka - A Dance of the Forests Neil Grant - The Last War			
Unit-V	FICTION T.C.Boyle - The Siskiyon Sarah Orne Jewett - A White Heron Jack London - The Law of Life J.G.Ballard - The Drowned World			
Reference and Text Books:- Ogaga Okuyade(ed) <i>Eco-critical Literature: Regreening African Lanscapes</i>				
Web Resources https://englicist.com/topics/the-snake https://www.coursehero.com/lit/The-Deserted-Village/plot-summary https://www.coursehero.com/lit/The-Law-of-Life/plot-summary https://www.gradesaver.com/a-dance-of-the-forests/study-guide/summary				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Perceive the link between the environment and artistic expression. • Understand theories on art and nature like those of Thinaï and archetypes. • Evaluate the different attitudes to nature in the canon. • Assess the impact of various forms of eco writing. • Apply the concepts of eco criticism in their reading of literary works. 			

III Semester					
Course Code 22MEN3C1	CORE COURSE - IX BRITISH LITERATURE – III(Victorian to Modern)	T/P		C	H/W
		T		4	5
Objectives	<ul style="list-style-type: none"> To make students understand the spirit of Victorian England and its influence on literary works. To help students study the representative works of the writers of the Victorian and Modern age. 				
Unit-I	Poetry Tennyson Browning – Tears, Hopkins - Idle Te - arsFra Lippo Lippi The Wreck of the Deutschland				
Unit-II	Poetry W.B. Yeats T.S.Eliot - Easter 1916 W.H.Auden - The Love Song of J.Alfred - Prufrock. The Unknown Citizen				
Unit- III	Prose John Ruskin - Sesame and Lilies – Of George Orwell - Queen’s Garden A Nice Cup - of Tea				
Unit -IV	Drama Oscar Wilde - Lady G.B.Shaw - Windermere’s - Fan The Apple - Cart				
Unit -V	Fiction Thomas Hardy - Tess of the Graham Greene - D’Urbervilles - The Power and - the Glory				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> Develop a taste for Victorian and Modern Literature. Perceive the paradigm shift from Victorianism to Modernism. Analyse Literature from a sociopolitical context. Assess the linguistic virtuosity of modern literature. Discuss issues in the light of movements/ideologies. 				

III Semester						
Course Code 22MEN3C2	CORE COURSE X			T/P	C	H/W
	WORLD CLASSICS IN ENGLISH TRANSLATION			T	4	5
Objectives	<ul style="list-style-type: none"> • To acquaint students with the Classical Literatures of the world. • To help students learn the Essential Aspects of world classics. • To enable students understand the writings of great writers. 					
Unit-I	Poetry Dante -Inferno (Cantos XV, XVI and XVII) Homer -Iliad Thiruvalluvar -TheKural:Book 1: “Virtue””(Translation by G.U.Pope).					
Unit-II	Drama Sophocles : Antigone Kalidasa : Shakuntala					
Unit- III	Drama Ibsen - A Doll’s House					
Unit -IV	Fiction LeoTolstoy - War and Peace					
Unit -V	Fiction Dostoevsky - Crime and Punishment					
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Develop a taste for reading world classics. • Estimate classics in the light of theme and technique. • Interpret world classics in their socio-political, national context. • Deduce the world view behind world classics. • Develop into creative writers. 					

III Semester						
Course Code 22MEN3C3	CORE COURSE - XI RESEARCH METHODOLOGY			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> • To help students prepare a Dissertation of their own • To prepare students for quality research in future • To train students in using parenthetical documentation as recommended in MLA Hand Book 					
Unit-I	FUNDAMENTALS OF RESEARCH Selecting a Topic, Using the Library, Compiling a Working Bibliography, Taking Notes Plagiarism					
Unit-II	STYLE AND ORGANIZATION Outlining, Language and Style Paraphrasing Writing Drafts					
Unit- III	MECHANICS OF WRITING Spelling, Punctuation, Use of Quotation, Names of Persons, Titles of Works in a Research Paper					
Unit -IV	FORMAT Typing, Margin and Spacing, Page Numbers					
Unit -V	Parenthetical Documentation Preparing List of Works Cited Sample Entries					
Reference and Text Books:- <i>MLA Hand Book 8th Edition</i>						
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Appraise topics for research. • Choose right patterns of documentation. • Analyze passages stylistically. • Criticize different types of discourse. • Categorize rhetorical devices. 					

III Semester						
Course Code 22MEN3C4	CORE COURSE - XII SHAKESPEARE			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> • To enable Students analyze the plays of Shakespeare in the Elizabethan context and relate them to the modern context • To make students understand the magnitude of the Shakespearean world • To help students understand the complexity and suggestiveness in Shakespeare • To make them learn and appreciate some of the sonnets of Shakespeare. 					
Unit-I	Much Ado About Nothing					
Unit-II	Macbeth					
Unit- III	Antony & Cleopatra					
Unit -IV	Henry – IV Part I					
Unit -V	General Shakespeare – Stage and Audience <ul style="list-style-type: none"> • Fools &Clowns • Women in Shakespeare • Supernatural • Tragedy &Comedy • Soliloquy Sonnets -- 12,18,30,60					
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Develop an interest in Shakespeare and Shakespearean studies. • Compare and contrast the modulation of language in Shakespeare’s plays • Assess Shakespeare’s techniques of dramatization • Deduce the link between Shakespeare and his Age • Evaluate different schools of Shakespeare an criticism 					

III Semester				
Course Code 22MEN3E1	DSE *3 (A)MASS COMMUNICATION AND JOURNALISM	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> ● To help students learn the theories of Mass Communication and the principles of Journalism ● To give students training in producing their own magazines ● To make students learn the history of Journalism 			
Unit-I	Theories of Communication Theories of Mass Communication			
Unit-II	Types of Reporting			
Unit- III	Writing News Stories (News, Articles, Features, Reviews, Letters & Interview)			
Unit -IV	Principles of Editing (with focus on language) (Passive voice construction, Ambiguity, paragraphing and sentence length, constructing Headlines and Sub headlines) Online Publication			
Unit -V	Advertisements <ol style="list-style-type: none"> 1. Types of Advertising and Advertising Media. 2. Techniques in Effective Advertisements. 3. Code of Ethics for Advertising. 4. Advertising and Marketing. 			
Reference and Text Books:- Bruce, Wesley, 1995, <i>News Editing</i> . New Delhi: Oxford & IBH, Metx, William – <i>News Editing</i> Sissors and Basket – <i>Art of Editing</i> , New Delhi: Macmillan Kamath – <i>Professional Journalism Art of Writing A Handbook for Editors</i> , New Delhi: Vikas Publication Horney – <i>Modern English Grammar and usage</i> . Chennai Oxford up Guide to sentence structure and patterns				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> ● Survey the journalistic process. ● Distinguish various reporting styles vis-avis content. ● Appraise headlines, leads and news stories. ● Learn and prepare advertisements. ● Choose appropriate strategies for composing headlines, leads etc. 			

III Semester				
Course Code 22MEN3E2	DSE3 (B) WRITING FOR THE MEDIA	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> To acquaint students with the various modes of writing. To help students realize the importance of logical progression of ideas in a discourse To give students training in T.V. Photography and Videography 			
Unit-I	News Writing for Print Media, Radio and T.V., Features of Effective Presentation			
Unit-II	Interviews – Types- Framing Questions- Recording and Editing for Radio and T.V- Cut Away Questions			
Unit- III	Writing for Entertainment – Plays, Doll Shows etc. for Radio and T.V- Writing for Education (Quiz, Puzzles Children’s & Women’s Corner, Science for Layman, Good English, Cross Words etc.)			
Unit -IV	Letters to the Editor, Advertisements for Print Media, Radio and T.V			
Unit-V	Voice Modulation for Radio and T.V- Photography & Videography			
Reference and Text Books:-				
Here’s the News A radio news Manual – Paul’ De Massenor				
This is All India – Barauth, U.L				
News Writing and Reporting – Neal M.James & Suzanne S.Brown				
Broadcasting and the people – MohraMasani				
Editing the day’s news – George L.Basting, Leland D.Core				
Interpretative Reporting – Mac Dongall				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> Write news for print and electronic media. Follow the logical progression of ideas in a discourse. Prepare writings for entertainment. Learn and prepare advertisements. work in T.V. Photography and Videography 			

IV Semester				
Course Code 22MEN4C1	CORE COURSE - XIII COMPARATIVE LITERATURE	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To help students understand Comparative Literature in relation to National, World and General Literature • To enable students understand other Schools of Comparative Literature • To expose students to the different categories of Comparative Literature 			
Unit-I	The term “Comparative Literature” - Definition and Scope			
Unit-II	The History of Comparative literature as a Scholarly Discipline			
Unit- III	Comparative Literature in relation to <ol style="list-style-type: none"> 1. National Literature 2. World Literature 3. General Literature 			
Unit -IV	Other Schools of comparative literature <ol style="list-style-type: none"> 1. The French 2. The American etc. 			
Unit -V	Some Categories of Comparative Literature <ol style="list-style-type: none"> 1. Thematology 2. Reception 3. Influence 4. Genres 			
Reference and Text Books:-				
<p style="text-align: center;">Newton Stall KnechtHorstFrenz – <i>Comparative Literature: Method and Perspective</i></p> <p style="text-align: center;">R.Wellek & A.Warren – <i>Theory of Literature</i></p> <p style="text-align: center;">W.Friederich and D.Malone – <i>Outline of Comparative Literature</i></p> <p style="text-align: center;">Shipley – <i>Dictionary of World Literature</i></p>				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Understand and appreciate Comparative Literature in relation to National, World and General Literature • Distinguish between different Schools of Comparative Literature. • Understand various categories of Comparative Literature 			

IV Semester				
Course code 22MEN4C2	CORE COURSE - XIV CONTEMPORARY CRITICAL THEORIES	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> To reinforce the critical sensibility of students To make students understand important critical theories given by the Critics of the 20th century To expose students to recent critical theories 			
Unit-I	Structuralism Post – Structuralism Deconstruction Hermeneutics			
Unit-II	Modernism Post Modernism Post- Colonialism Psycho – analytic Criticism			
Unit- III	– Gayatri Spivak Jacques Derrida – Can the Subaltern Speak? Structure, Sign and play in the Discourse of the Human Sciences			
Unit -IV	C.G. Jung Northrop Frye – Psychology and Literature Archetypes of Literature Psychology and Literature Archetypes of Literature –			
Unit -V	Homi K. Bhabha- The Location of Culture Towards Feminist Poetics Elaine Showalter –			

Reference and TextBooks:-

- Barry, Peter, *Beginning Theory*, London: Routledge
 Baldick, Chris, *Criticism and Literary Theory 1890 to the Present* London: Longman
 Douglas, Arkins G & Marrow, Laura. *Contemporary Literary Theory* New York: Macmillan
 Eagleton Terry. *Literary Theory: An Introduction*, Oxford : Blackwell
 Harland, *Literary Theory from Plato to Barthes*, Routledge
 Irmsher, William F. *The Holt Guide to English*, New York: Holt, Rinehart
 Lodge, David, (Ed.) *20th Century Criticism: A Reader*. London: Longman
 Lodge, David, (Ed.) *Modern Criticism and Theory: A Reader*. London: Longman
 Sethuraman, V.S. (Ed.). *Contemporary Criticism: An Anthology*, Vol. 1&2 Chennai: Macmillan
 Wolfreys. (Ed.) Introduction: “*Criticism at the 21st Century* London: Routledge
 Wolfreys, Julian, *The Edinburgh Encyclopedia of Modern Criticism and Theory* EUP: Edinburgh
 Rice, Philip & Waugh (Eds.) *Modern Literary Theory: A Reader*, London: Routledge

IV Semester				
Course Code 22MEN4C3	CORE COURSE - XV EFFECTIVE COMMUNICATION AND SKILL DEVELOPMENT	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To introduce the learner to the various features of communication. • To sensitize the learner to listening and language skills. • To equip the learner with presentation skills. • To enable them to write different types of communication 			
Unit-I	Communication vs Effective Communication Principles/ Features of Effective Communication Types of Communication – Verbal & Nonverbal (vocabulary of body language) Obstacles to Effective Communication – How to get rid of them?			
Unit-II	Listening Skills and Language Skills Importance of Listening, Types of Listening, Interview Skills Language Ability/Skill– Communicating with Proper Language Basics and Grammar. (Select need – based, learner – centered and communication – oriented exercises only. Ex. Common errors, Punctuation, Correct use of Articles, Prepositions, etc.)			
Unit- III	Conversation Skills and Basic Etiquettes Modes of Greeting, Introducing, Requesting, Congratulating, Inviting, Thanking, Giving Opinions, Advise, Orders, Suggestions, Apology, Permission, Expression of Agreement, Disagreement etc. Telephone Conversation (Specimen Dialogues to be given to enable the students understand and use the expressions in conversation)			
Unit -IV	Presentation Skills Preparing/Planning your talk/Presentation Brainstorming Preparing the Introduction of the Presentation – Body of the Presentation – Conclusion of the Presentation How to create, develop and sustain interest Selecting and Using Audio-Visual Aids Feedback Session – Question/Answer Session.			
Unit-V	Written Communication E mail and Fax Report Writing Notices, Agenda & Minutes Circulars & Memos Telegrams Advertisements Structure of Effective Sentences and Paragraphs Essay Writing: Short Essays Simple Language – Understandable to the Audience Organizing --- Clarity, Unity, Coherence, Sequence, Logic, Order, Stress, etc.			

IV Semester			
Course code 22MEN4DV/ 22MEN4IP	CORE COURSE - XVI DISSERTATION WORK/ INTERNSHIP	Credits:14	Hours:15
Objectives	<ul style="list-style-type: none"> • To give the learners practical experience in the Research Process from data-Collection to Report Writing. • To serve as a practicum for the paper on Research Methodology. • To promote learner’s ability to analyze and synthesize literary data and collate and correlate information to arrive at a point of view. • To give the learner practice in Report Writing with due attention to style and documentation. • To enable learners to interpret and analyze texts on their own. 		
Outcomes	<p>On completion of the course, students will be able to</p> <ul style="list-style-type: none"> • Take up further research. • Compare and contrast, analyze and synthesize, posit hypotheses and test them with suitable procedures. • Develop the ability to reason out issues avoiding all pitfalls of reasoning. • Distinguish noise from messages and filter out the truth from all sophistry. • Discuss issues from various points of view. 		

M.A SYLLABUS 2023-2024

M.A., ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR

2023 - 2024

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M.A., ENGLISH First Year Semester-I

Sem.	Part	Course Code	Courses	List of Courses	T/P	Credit	Hours per week (L/T/P)	Max. Marks		
								Int.	Ext.	Total
I		23MEN1C1	Core- I	English Poetry	T	5	6	25	75	100
		23MEN1C2	Core – II	English Drama	T	5	6	25	75	100
		23MEN1C3	Core – III	English Fiction	T	5	6	25	75	100
		23MEN1E1	Elective- I	Indian Writing in English	T	4	6	25	75	100
		23MEN1E2	Elective- II	Theatre Art	T	3	6	25	75	100
					TOTAL	-	22	30	125	375

III Semester

	22MEN3C1	CC	British Literature-III (Victorian to Modern)	T	4	5	25	75	100
	22MEN3C2	CC	World Classics in English Translation	T	4	5	25	75	100
	22MEN3C3	CC	Research Methodology	T	4	5	25	75	100
	22MEN3C4	CC	Shakespeare	T	4	5	25	75	100
1	22MEN3E1 22MEN3E2	DSE-III	1. Mass Communication and journalism/	T	4	5	25	75	100
	-	NME-II	Non Major Elective	T	2	3	25	75	100

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	-		Library/ Yoga/Counselling/Field Trip			2				
	-	SLC	Self- Learning Course-MOOCs		Extra Credit					
	Total					22	30	150	450	600
IV Semester										
	22MEN4C1	CC	Comparative Literature	T	4	5	25	75	100	
	22MEN4C2	CC	Contemporary Critical Theories	T	4	5	25	75	100	
	22MEN4C3	CC	Effective Communication and Skill Development	T	4	5	25	75	100	
	22MEN4D V/ 22MEN4IP		Dissertation Work/ Internship Programme		14	15	50	150	200	

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SEMESTER I

CORE-1 ENGLISH POETRY

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
23MEN1C1											
YEAR/SEM											
YEAR/SEM	ENGLISH POETRY– From Chaucer to 20 th Century	Core / Elective	Y	Y	-	-	5	6	25	75	100
Learning Objective											
LO1	To familiarize students with English Poetry starting from Medieval England to 17 th Century.										
LO2	To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic, etc.										
LO3	A good comprehension of History of English literature is enabled										
LO4	Differentiation among the various stages of English could be identified by students.										
LO5	Critical approaches towards various literary forms can be learnt.										
Details											
UNIT I	Middle English Poetry- Chaucer: "The General Prologue": Pardoner, The Nun Additional Reading: Doctor, Friar										
UNIT II	Elizabethan Poetry- Spenser: "Epithalamion" Donne: "A Valediction: forbidding mourning" "The Canonization" 65										
UNIT III	Seventeenth Century Poetry- John Milton "Paradise Lost" Book IX Marvell: "To His Coy Mistress"										
UNIT IV	Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 - 476 Gray "Elegy" "The Bard" "On a Favourite Cat Drowned in a tub of Goldfishes" Burns "Holy Willie's Prayer" "Auld Lang Syne"										
UNIT V	Modern Poetry - Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" W.H. Auden: "Elegy on the Death of W.B. Yeats" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" & "Life After Death" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"										
Course Outcomes									Programme Outcomes		

CO	On completion of this course, students will	
1	Students will gain ideas about the old English writing style.	PO1, PO2
2	The knowledge about various forms of poetry During different centuries can be well comprehended.	PO5,PO6
3	Evaluate various poets as representatives of their periods	PO7
4	Trace the evolution of various literary movements	PO8
5	Justify British Poetry as an aesthetic record of the societies concerned	PO9, PO10
Text Book		
1	1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London	
2	Standard editions of texts	
Reference Books		
1.	T.S.Eliot, 1932, "The Metaphysical Poets" from Selected Essays; Faber and Faber limited, London.	
2.	H.S.Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.	
3.	Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford-upon-Avon Studies Vol.II, Edward Arnold, London.	
4.	William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.	
5.	A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London. 66	
6	David Daiches, 1981, A Critical History of English Literature Vols. I & II, Secker & Warburg, London.	
7	Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.	
Web Resources		
1.	http://www.english.org.uk/chaucer/htm	
2.	https://www.britannica.com/topic/The-Canonization	
3.	https://www.worldhistory.org/Elizabethan Theatre/ https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton	
4.	https://www.britannica.com/topic/Absalom-and-Achitophel	
5.	https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist poetry in English.htm	

CORE- II - ENGLISH DRAMA

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
23MEN1C2												
YEAR/ SEMESTER												
IYEAR/ I SEM	DramaI- ElizabethanAgeto2 0 th Century	Core/ Elective	Y	Y	-	-	5	6	25	75	100	
Learning Objective												
LO1	To acquaint the students with the origin of drama in Britain											
LO2	Different stages of British Drama and its evolution in the context of theatre can be understood by the students.											
LO3	Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.											
LO4	Evaluating different forms of drama from the historical background could be learnt.											
LO5	Understanding dramatic techniques implied by the pioneers of English drama											
Details												
UNIT I	Beginnings of Drama- Miracle and Morality Plays -Everyman The Senecan and Revenge Tragedy Thomas Kyd-The Spanish Tragedy											
UNIT II	Theatres, Theatre groups, audience, actors and conventions Tragedy and Comedy, Christopher Marlowe: The Jew of Malta Ben Jonson Volpone											
UNIT III	Jacobean Drama- John Webster: The White Devil											
UNIT IV	Restoration- William Congreve The Way of the World, Irish Dramatic Movement, J.M.Syngé The Play boy of the Western World											
UNIT V	Epic Theatre Bertolt Brecht Mother Courage and her Children Comedy of Menace, Harold Pinter : Birthday Party Post-Modern Drama Samuel Beckett :Waiting for Godot											

CORE III - ENGLISH FICTION

Course Code 23MEN1C3	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
1/SEMESTER	ENGLISH FICTION	Core	Y	Y	-	-	5	6	25	7	100
1YEAR/ISEM											
Learning Objectives											
LO1	To familiarize the students with the origin and development of the British Novel upto the 20 th Century.										
LO2	The contents of the paper are meant to throw light on various concepts and theories of the novel.										
LO3	To understand the social background based on the prescribed novels.										
LO4	Identifying and differentiating various forms of novels.										
LO5	Trying hands in writing a piece of work on their own.										
Details											
UNIT I	Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. Allegorical Novel and Satire John Bunyan The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels										
UNIT III	The New World Novel: Daniel Defoe Picaresque Novel Laurence Stern Robinson Crusoe: Tristram Shandy.										
UNIT III	Middle Class Novel of Manners :Jane Austen Emma										
UNIT IV	Women’s Issues: Charlotte Bronte, Jane Eyre										
UNIT V	Liberal Humanism, Individual Environment and Class Issues. Lawrence : The Rainbow Quest, James Joyce- Portrait of the Artist as a Young Man										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	A wide knowledge about different types of novels can be mastered by the students.	PO1, PO10
CO2	Students can learn the art of writing different forms of novel with the learned notions.	PO2, PO3
CO3	Evaluate Social, domestic and gothic novels.	PO4, PO5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	PO4, PO5, PO6
CO5	Infer themes relating to the turn of the century events through close reading of text.	PO7, PO8, PO10
Text Books (Latest Editions)		
1.	Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.	
2.	F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.	
2.	Frederick R. Karl, 1977, Reader's Guide to the Development of the English Novel till the 18 th Century, The Camelot Press Ltd. Southampton.	
3.	Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.	
4.	Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.	
5.	Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong	
Web Resources		
1.	http://en.wikipedia.org/wiki/English_literature	
2.	http://en.wikipedia.org/wiki/novel	
3.	https://www.britannica.com/art/picaresque-novel	
4.	https://www.britannica.com/art/novel-of-manners	
5.	https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte	

ELECTIVE-II INDIAN WRITING IN ENGLISH

Course Code 23MEN1E1	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
Year/ semester											
IYEAR/ I SEMESTER	an Writing in English	Core	Y	Y	-	-	4	6	25	75	100
Learning Objectives											
LO1	Enabling the students to understand the evolution of Indian Writing in English.										
LO2	To enable the learner to get exposed to the historical movements of the Indian subcontinent.										
LO3	Comprehending different genres through the representation of different texts.										
LO4	To inculcate in the students the cultural significance of Indian English literature.										
LO5	To comprehend Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.										
Details											
UNIT I	Aurobindo: Tiger and the Deer, Rose of God Toru Dutt: The Lotus, The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers										
UNIT II	Kamala Das: Looking Glass, An Introduction to Parthasarathy: A River Once, Under the Sky Nissim Ezekiel: Morning Prayer, Enterprise.										
UNIT III	Girish Karnad: Nagamandala. Asif Currimbhoy: Inquilab.										
UNIT IV	Sri Aurobindo: The Essence of poetry, Style and Substance (from 'The Future Poetry') Dr. S. Radhakrishnan : Emerging World Society, Dr. A. P. J. Abdul Kalam : Orientation (Wings of Fire).										
UNIT V	Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows										

ELECTIVEII-THEATRE ART

Course Code 23MEN1E2	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ I SEMESTER	Theatre Art	Core	Y	Y	-	-	3	6	25	75	100
Learning Objectives											
LO1	To introduce the learners to the literary aspect of dramas.										
LO2	To familiarize Theatre as an art form.										
LO3	To introduce the concepts of directing and stage management.										
LO4	To inculcate in the students the role of Theatre in society.										
LO5	To familiarize the students with the components of acting.										
Details											
UNIT I	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres										
UNIT II	Greek theatre Shakespearean theatre, The Absurd theatre The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre- conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue										
UNIT III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration, The director and the stage										
UNIT IV	Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.										
UNIT V	Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern world Word versus spectacles										

III Semester				
Course Code 22MEN3C1	CORE COURSE - IX BRITISH LITERATURE – III(Victorian to Modern)	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> To make students understand the spirit of Victorian England and its influence on literary works. To help students study the representative works of the writers of the Victorian and Modern age. 			
Unit-I	Poetry Tennyson Browning - Hopkins - The Wreck of the Deutschland -			
Unit-II	Poetry W.B. Yeats T.S. Eliot - Easter 1916 W.H. Auden - The Love Song of - J. Alfred Prufrock. The Unknown Citizen			
Unit- III	Prose John Ruskin - Sesame and Lilies - Of George Orwell - Queen's Garden A Nice - Cup of Tea -			
Unit -IV	Drama Oscar Wilde - Lady G.B. Shaw - Windermere's - Fan The - Apple Cart			
Unit -V	Fiction Thomas Hardy - Tess of the Graham Greene - D'Urberville - s The Power - and the Glory			
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> Develop a taste for Victorian and Modern Literature. Perceive the paradigm shift from Victorianism to Modernism. Analyse Literature from a sociopolitical context. Assess the linguistic virtuosity of modern literature. Discuss issues in the light of movements/ideologies. 			

		III Semester		
		CORE COURSE X		
Course Code		T/P	C	H/W
22MEN3C2	WORLD CLASSICS IN ENGLISH TRANSLATION	T	4	5
Objectives	<ul style="list-style-type: none"> • To acquaint students with the Classical Literatures of the world. • To help students learn the Essential Aspects of world classics. • To enable students understand the writings of great writers. 			
	Poetry			
Unit-I	Dante -Inferno (Cantos XV, XVI and XVII) Homer -Iliad Thiruvalluvar -TheKural:Book 1: “Virtue””(Translation by G.U.Pope).			
	Drama			
Unit-II	Sophocles : Antigone Kalidasa : Shakuntala			
Unit- III	Drama	Ibsen	-	A Doll’s House
Unit -IV	Fiction	LeoTolstoy	-	War and Peace
Unit -V	Fiction	Dostoevsky	-	Crime and Punishment
	On completion of the course, students will be able to			
Outcomes	<ul style="list-style-type: none"> • Develop a taste for reading world classics. • Estimate classics in the light of theme and technique. • Interpret world classics in their socio-political, national context. • Deduce the world view behind world classics. • Develop into creative writers. 			

III Semester						
Course Code 22MEN3C3	CORE COURSE - XI RESEARCH METHODOLOGY			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> • To help students prepare a Dissertation of their own • To prepare students for quality research in future • To train students in using parenthetical documentation as recommended in MLA Hand Book 					
Unit-I	FUNDAMENTALS OF RESEARCH Selecting a Topic, Using the Library, Compiling a Working Bibliography, Taking Notes Plagiarism					
Unit-II	STYLE AND ORGANIZATION Outlining, Language and Style Paraphrasing Writing Drafts					
Unit- III	MECHANICS OF WRITING Spelling, Punctuation, Use of Quotation, Names of Persons, Titles of Works in a Research Paper					
Unit -IV	FORMAT Typing, Margin and Spacing, Page Numbers					
Unit -V	Parenthetical Documentation Preparing List of Works Cited Sample Entries					
Reference and Text Books:- <i>MLA Hand Book 8th Edition</i>						
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Appraise topics for research. • Choose right patterns of documentation. • Analyze passages stylistically. • Criticize different types of discourse. • Categorize rhetorical devices. 					

III Semester						
Course Code 22MEN3C4	CORE COURSE - XII SHAKESPEARE			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> • To enable Students analyze the plays of Shakespeare in the Elizabethan context and relate them to the modern context • To make students understand the magnitude of the Shakespearean world • To help students understand the complexity and suggestiveness in Shakespeare • To make them learn and appreciate some of the sonnets of Shakespeare. 					
Unit-I	Much Ado About Nothing					
Unit-II	Macbeth					
Unit- III	Antony & Cleopatra					
Unit -IV	Henry – IV Part I					
Unit -V	General Shakespeare – Stage and Audience <ul style="list-style-type: none"> • Fools &Clowns • Women in Shakespeare • Supernatural • Tragedy &Comedy • Soliloquy Sonnets -- 12,18,30,60					
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Develop an interest in Shakespeare and Shakespearean studies. • Compare and contrast the modulation of language in Shakespeare’s plays • Assess Shakespeare’s techniques of dramatization • Deduce the link between Shakespeare and his Age • Evaluate different schools of Shakespeare an criticism 					

III Semester				
Course Code 22MEN3E1	DSE *3 (A)MASS COMMUNICATION AND JOURNALISM	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To help students learn the theories of Mass Communication and the principles of Journalism • To give students training in producing their own magazines • To make students learn the history of Journalism 			
Unit-I	Theories of Communication Theories of Mass Communication			
Unit-II	Types of Reporting			
Unit- III	Writing News Stories (News, Articles, Features, Reviews, Letters & Interview)			
Unit -IV	Principles of Editing (with focus on language) (Passive voice construction, Ambiguity, paragraphing and sentence length, constructing Headlines and Sub headlines) Online Publication			
Unit -V	Advertisements <ol style="list-style-type: none"> 5. Types of Advertising and Advertising Media. 6. Techniques in Effective Advertisements. 7. Code of Ethics for Advertising. 8. Advertising and Marketing. 			
Reference and Text Books:- Bruce, Wesley, 1995, <i>News Editing</i> . New Delhi: Oxford &IBH, Metx,William – <i>News Editing</i> Sissors and Basket – <i>Art of Editing</i> , New Delhi:Macmillan Kamath – <i>Professional Journalism Art of Writing A Handbook for Editors</i> , New Delhi: Vikas Publication Horney – <i>Modern English Grammar and usage</i> . Chennai Oxford up Guide to sentence structure and patterns				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Survey the journalistic process. • Distinguish various reporting styles vis-avis content. • Appraise headlines, leads and news stories. • Learn and prepare advertisements. • Choose appropriate strategies for composing headlines, leads etc. 			

III Semester				
Course Code 22MEN3E1	DSE *3 (A)MASS COMMUNICATION AND JOURNALISM	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> • To help students learn the theories of Mass Communication and the principles of Journalism • To give students training in producing their own magazines • To make students learn the history of Journalism 			
Unit-I	Theories of Communication Theories of Mass Communication			
Unit-II	Types of Reporting			
Unit- III	Writing News Stories (News, Articles, Features, Reviews, Letters & Interview)			
Unit -IV	Principles of Editing (with focus on language) (Passive voice construction, Ambiguity, paragraphing and sentence length, constructing Headlines and Sub headlines) Online Publication			
Unit -V	Advertisements <ol style="list-style-type: none"> 9. Types of Advertising and Advertising Media. 10. Techniques in Effective Advertisements. 11. Code of Ethics for Advertising. 12. Advertising and Marketing. 			
Reference and Text Books:-				
Bruce, Wesley, 1995, <i>News Editing</i> . New Delhi: Oxford & IBH, Metx, William – <i>News Editing</i> Sissors and Basket – <i>Art of Editing</i> , New Delhi: Macmillan Kamath – <i>Professional Journalism Art of Writing A Handbook for Editors</i> , New Delhi: Vikas Publication Horney – <i>Modern English Grammar and usage</i> . Chennai Oxford up Guide to sentence structure and patterns				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> • Survey the journalistic process. • Distinguish various reporting styles vis-avis content. • Appraise headlines, leads and news stories. • Learn and prepare advertisements. • Choose appropriate strategies for composing headlines, leads etc. 			

III Semester						
Course Code 22MEN3E2	DSE3 (B) WRITING FOR THE MEDIA			T/P	C	H/W
				T	4	5
Objectives	<ul style="list-style-type: none"> ● To acquaint students with the various modes of writing. ● To help students realize the importance of logical progression of ideas in a discourse ● To give students training in T.V. Photography and Videography 					
Unit-I	News Writing for Print Media, Radio and T.V., Features of Effective Presentation					
Unit-II	Interviews – Types- Framing Questions- Recording and Editing for Radio and T.V- Cut Away Questions					
Unit- III	Writing for Entertainment – Plays, Doll Shows etc. for Radio and T.V- Writing for Education (Quiz, Puzzles Children’s & Women’s Corner, Science for Layman, Good English, Cross Words etc.)					
Unit -IV	Letters to the Editor, Advertisements for Print Media, Radio and T.V					
Unit-V	Voice Modulation for Radio and T.V- Photography & Videography					
Reference and Text Books:-						
Here’s the News A radio news Manual – Paul’ De Massenor						
This is All India – Barauth, U.L						
News Writing and Reporting – Neal M.James & Suzanne S.Brown						
Broadcasting and the people – MohraMasani						
Editing the day’s news – George L.Basting, Leland D.Core						
Interpretative Reporting – Mac Dongall						
Outcomes	<p>On completion of the course, students will be able to</p> <ul style="list-style-type: none"> ● Write news for print and electronic media. ● Follow the logical progression of ideas in a discourse. ● Prepare writings for entertainment. ● Learn and prepare advertisements. ● work in T.V. Photography and Videography 					

IV Semester				
Course Code 22MEN4C1	CORE COURSE - XIII COMPARATIVE LITERATURE	T/P	C	H/W
		T	4	5
Objectives	<ul style="list-style-type: none"> To help students understand Comparative Literature in relation to National, World and General Literature To enable students understand other Schools of Comparative Literature To expose students to the different categories of Comparative Literature 			
Unit-I	The term “Comparative Literature” - Definition and Scope			
Unit-II	The History of Comparative literature as a Scholarly Discipline			
Unit- III	Comparative Literature in relation to <ol style="list-style-type: none"> National Literature World Literature General Literature 			
Unit -IV	Other Schools of comparative literature <ol style="list-style-type: none"> The French The American etc. 			
Unit -V	Some Categories of Comparative Literature <ol style="list-style-type: none"> Thematology Reception Influence Genres 			
Reference and Text Books:- Newton Stall KnechtHorstFrenz – <i>Comparative Literature: Method and Perspective</i> R.Wellek & A.Warren – <i>Theory of Literature</i> W.Friederich and D.Malone – <i>Outline of Comparative Literature</i> Shipley – <i>Dictionary of World Literature</i>				
Outcomes	On completion of the course, students will be able to <ul style="list-style-type: none"> Understand and appreciate Comparative Literature in relation to National, World and General Literature Distinguish between different Schools of Comparative Literature. Understand various categories of Comparative Literature 			

IV Semester

Course code	CORE COURSE - XIV	T/P	C	H/W
22MEN4C2	CONTEMPORARY CRITICAL THEORIES	T	4	5

- Objectives**
- To reinforce the critical sensibility of students
 - To make students understand important critical theories given by the Critics of the 20th century
 - To expose students to recent critical theories

Unit-I
 Structuralism
 Post – Structuralism
 Deconstruction
 Hermeneutics

Unit-II
 Modernism
 Post Modernism

Unit-III
 Post-
 Colonialism
 Psycho – analytic Criticism
 – Gayatri Spivak Jacques Derrida
 – Can the Subaltern Speak?

Structure, Sign and play in the Discourse of the Human Sciences

Unit –IV
 C.G. Jung
 Northrop Frye – Psychology and Literature
 Archetypes of Literature Psychology and Literature
 Archetypes of Literature

Unit –V
 –
 Homi K. Bhabha- The Location of Culture
 Towards Feminist Poetics
 Elaine Showalter –

Reference and TextBooks:-

- Barry, Peter, *Beginning Theory*, London: Routledge
 Baldick, Chris, *Criticism and Literary Theory 1890 to the Present* London: Longman
 Douglas, Arkins G & Marrow, Laura. *Contemporary Literary Theory* New York: Macmillan
 Eagleton Terry. *Literary Theory: An Introduction*, Oxford :Blackwell
 Harland, *Literary Theory from Plato to Barthes*, Routledge
 Irmsher, William F. *The Holt Guide to English*, New York: Holt, Rinehart
 Lodge, David, (Ed.) *20th Century Criticism: A Reader*. London: Longman
 Lodge, David, (Ed.) *Modern Criticism and Theory: A Reader*. London: Longman
 Sethuraman, V.S.(Ed.). *Contemporary Criticism: An Anthology*, Vol. 1&2 Chennai: Macmillan
 Wolfreys. (Ed.) Introduction: “*Criticism at the 21st Century* London: Routledge
 Wolfreys, Julian, *The Edinburgh Encyclopedia of Modern Criticism and Theory* EUP: Edinburg
 Rice, Philip & Waugh (Eds.) *Modern Literary Theory: A Reader*, London: Routledge

CORE COURSE - XV EFFECTIVE COMMUNICATION AND SKILL DEVELOPMENT

Course Code

22MEN4C3

- Objectives**
- To introduce the learner to the various features of communication.
 - To sensitize the learner to listening and language skills.
 - To equip the learner with presentation skills.
 - To enable them to write different types of communication
- Communication vs Effective Communication**
Principles/ Features of Effective Communication
- Unit-I**
Types of Communication – Verbal & Nonverbal (vocabulary of body language)
Obstacles to Effective Communication – How to get rid of them?
- Listening Skills and Language Skills**
Importance of Listening, Types of Listening, Interview Skills
- Unit-II**
Language Ability/Skill– Communicating with Proper Language Basics and Grammar. (Select need – based, learner – centered and communication – oriented exercises only. Ex. Common errors, Punctuation, Correct use of Articles, Prepositions, etc.)
- Conversation Skills and Basic Etiquettes**
Modes of Greeting, Introducing, Requesting, Congratulating, Inviting, Thanking, Giving Opinions, Advise, Orders, Suggestions, Apology, Permission, Expression of Agreement, Disagreement etc.
- Unit- III**
Telephone Conversation
(Specimen Dialogues to be given to enable the students understand and use the expressions in conversation)
- Presentation Skills**
Preparing/Planning your talk/Presentation
Brainstorming
- Unit -IV**
Preparing the Introduction of the Presentation – Body of the Presentation – Conclusion of the Presentation
How to create, develop and sustain interest
Selecting and Using Audio-Visual Aids Feedback
Session – Question/Answer Session.
- Written Communication**
E mail and Fax Report Writing
Notices, Agenda & Minutes Circulars & Memos
- Unit-V**
Telegrams Advertisements
Structure of Effective Sentences and Paragraphs
Essay Writing: Short Essays
Simple Language – Understandable to the Audience
Organizing --- Clarity, Unity, Coherence, Sequence, Logic, Order, Stress, etc.

IV Semester

Course code
22MEN4DV/
22MEN4IP

CORE COURSE - XVI DISSERTATION WORK/ INTERNSHIP

Credits:14

- Objectives**
- To give the learners practical experience in the Research Process from data-Collection to Report Writing.
 - To serve as a practicum for the paper on Research Methodology.
 - To promote learner's ability to analyze and synthesize literary data and collate and correlate information to arrive at a point of view.
 - To give the learner practice in Report Writing with due attention to style and documentation.
 - To enable learners to interpret and analyze texts on their own.

On completion of the course, students will be able to

- Outcomes**
- Take up further research.
 - Compare and contrast, analyze and synthesize, posit hypotheses and test them with suitable procedures.
 - Develop the ability to reason out issues avoiding all pitfalls of reasoning.
 - Distinguish noise from messages and filter out the truth from all sophistry.
 - Discuss issues from various points of view.