



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI
NAAC ACCREDITED WITH 'A' GRADE
Marching Beyond 25 Years Successfully

M.A ENGLISH
Curriculum and Syllabus
Effective from the Academic year
2018-2019

Department of English
School of Languages

M.A ENGLISH

Program Educational Objectives (PEO)

- PEO1 To equip students for overall **employment** avenues in various fields.
- PEO2 To infuse self-confidence in speech and writing.
- PEO3 The course contents can make the learners stand in stark contrast in the matter of literary knowledge of similar learners in other universities.
- PEO4 Subjects with rich and varied avenues for research are provided.

Program Outcome (PO)

- PO1 Students stand more conversant with new areas of study.
- PO2 Learners stand confident in facing interviews in various fields owing to enrichment in syllabus and sound knowledge gained therefrom.
- PO3 **Students are trained by the placement** cell and their soft skills together with subject - knowledge make them preferable for employment.

Program Specific Outcome(PSO)

- PSO1 Learners emerge with phonological sensitivity in **language of communication** (English).
- PSO2 Confidence builds up to face any kind of audience.

**M.A English
CURRICULUM**

SEMESTER I (CREDITS TO BE EARNED: 90)

Category	Subject Code	Title of the Course	Hours/Week			Credits
			Lecture	Tutorial	Practical	
Core	18CMEG11	Chaucer and Elizabethan Age	4	0	0	4
Core	18CMEG12	The Age of Milton	4	0	0	4
Core	18CMEG13	The Neo-Classical Age	4	0	0	4
Core	18CMEG14	The Romantic Age	4	0	0	4
DSE	18DMEG11	The Study of a Genre: Short Story	4	0	0	4
		Total	20	0	0	20

SEMESTER II

Category	Subject Code	Title of the Course	Hours/Week			Credits
			Lecture	Tutorial	Practical	
			L	T	P	
Core	18CMEG21	The Victorian Age	4	0	0	4
Core	18CMEG22	The Modern Age – I	4	0	0	4
Core	18CMEG23	Literary Criticism	4	0	0	4
Core	18CMEG24	Women’s Studies	4	0	0	4
DSE	18DMEG21	American Literature	4	0	0	4
GE	18PGE504	Front Office Management	2	0	0	2
		Total	22	0	0	22

SEMESTER III

Category	Subject Code	Title of the Course	Hours/Week			Credits
			Lecture	Tutorial	Practical	
			L	T	P	
Core	18CMEG31	Shakespeare	4	0	0	4
Core	18CMEG32	European Fiction and Drama	4	0	0	4
Core	18CMEG33	The Modern Age - II	4	0	0	4
DSE	18DMEG31	Critical Theory (since 1965)	4	0	0	4
DSE	18DMEG32	The English Language	4	0	0	4
GE	18PGE513	Introduction to Microbiology	2	0	0	2
		Total	22	0	0	22

SEMESTER IV

Category	Subject Code	Title of the Course	Hours/Week			Credits
			Lecture	Tutorial	Practical	
			L	T	P	
Core	18CMEG41	Applied Linguistics and Literary Stylistic	4	0	0	4
Core	18CMEG42	Literary Interpretation	4	0	0	4
DSE	18DMEG41	General Essay	4	0	0	4
DSE	18DMEG42	New Literatures in English	4	0	0	4
Core	18RMEG41	Dissertation	0	0	0	10
		Library and Seminar	0	6	0	0
		Total	16	6	0	26

M.A ENGLISH

List of Discipline Specific Elective Courses

L T P C

1. The Study of a Genre: Short Story	4 0 0 4
2. American Literature	4 0 0 4
3. Critical Theory (since 1965)	4 0 0 4
4. The English Language	4 0 0 4
5. General Essay	4 0 0 4
6. The English Language	4 0 0 4
7. Remedial Grammar	4 0 0 4
8. Basics of Business Communication	4 0 0 4
9. Interpersonal Soft skills	4 0 0 4
10. Post-Colonial Literature in English	4 0 0 4

List of Generic Electives Courses:

L T P C

1. Front Office Management	2 0 0 2
2. Introduction to Microbiology	2 0 0 2

CHAUCER AND THE ELIZABETHAN AGE

- 4 0 0 4

COURSE OBJECTIVE: Skill Development

- To provide students with a glimpse of the tempo of the age which was a golden age in the History of England
- To help the students get the right perspective of the outcome of the Renaissance.

Credit Hours

UNIT – I – POETRY

12

- a) Chaucer – Prologue to the Canterbury Tales
- b) Spenser – Faerie Queen Book – I

UNIT – II – POETRY

12

- a. Thomas Wyatt – They flee from me, Blame me not my lute, The long love, Each man me telleth
- b. Earl of Surrey – The Soot Season, Alas so all things now
- c. Spenser – Epithalamion and Prothalamion

UNIT – III – DRAMA

12

- a. Marlowe – Edward – II
- b. Kyd – The Spanish Tragedy

UNIT – IV – PROSE

12

- a. Francis Bacon's Essays 21-30 edited by Dr.S. Kandaswamy, Emerald Publishers
 - 1. Of Delay
 - 2. Of Cunning
 - 3. Of wisdom For A Man's Self
 - 4. Of Innovations
 - 5. Of Dispatch
 - 6. Of Seeming Wise
 - 7. Of Friendship
 - 8. Of Expense
 - 9. Of True Greatness of Kingdoms and Estates
 - 10. Of Regiment of Health

UNIT – V – PROSE

12

- a. The Bible – AV – The Book of Job
- b. Thomas Moore – Utopia

Total: 60 hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Students get information on modern English from the end of later Middle English period.
- CO2: Through prescribed texts in poetry, drama and prose including romances, the learner has access to realize the nuances of development of the modern English language originating from Renaissance.
- CO3: There is the introduction of romance in prose which provided the foreground to the later novel. This facilitates understanding of literary facts and ideas underlying the genres concerned.
- CO4: Students learn of the essentials of early dramatic literature that will help them demonstrate histrionic talents.
- CO5: Holistically, this course is informative on the course of literary and language development during the Renaissance with befitting literary illustrations. Facts and ideas of the Renaissance serve as strong background of the study.

Books Prescribed

- All textual materials are available in the market and in the internet

COURSE OBJECTIVE: Skill Development

- To provide students with a glimpse of the tempo of the age in the History of England
- To help students get the right perspective of the outcome of the Renaissance.

Credit Hours

UNIT-I- POETRY

12

- a. John Donne- A Valediction Forbidding Mourning, Canonization, Ecstasy.
- b. Richard Crashaw- Affliction
- c. Andrew Marvell- To His Coy Mistress

UNIT-II-POETRY

12

- a. John Milton- Paradise Lost – Book IX
- b. Dryden- Absalom and Achitophel

UNIT-III-DRAMA

12

- a. Webster- The Duchess of Malfi
- b. Middleton- The Changeling

UNIT-IV- PROSE

12

- a. Dryden- Preface to Fables

UNIT-V-PROSE

12

- a. Addison- Rodger and Will Wimble, The Autobiography of Shilling, The Vision of Mirzah
- b. Richard Steele- The Spectator Club, A Ramble from Richmond to London, Sir Rodger De Coverley's Portrait Gallery
- c. Goldsmith- The Man in Black, Beau Tibbs

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Design of this course enlightens the learner on the subsequent course of literature in the neo-classical age.
- CO2: Students realise how taste for literature changes from age to age.
- CO3: Besides, the texts prescribed it explain the social- history of England.
- CO4: The style of Dryden, Addison and Steele, Milton and Swift influence the style of the learner through textual reading.
- CO5: Study of political, social and literary aspects augments the learners' elaborating capacity. This course enables learners to formulate their ideas on the how about of literary thoughts of the age and the subsequent age to come.

Books Prescribed

- All textual materials are available in the market and in the internet

COURSE OBJECTIVE: Skill Development

- To provide students with first-hand knowledge of the literary works of the period.
- To introduce students to the political, economic, social and intellectual background so as to enable them to study the works as representatives of the age.
- To acquaint students with the literary movements, genres and the evolution and development of literary forms, and to encourage further reading so as to obtain a fuller understanding of these

Credit Hours

UNIT-I-POETRY

12

- a. Pope- Rape of the Lock
- b. Thomas Gray- Elegy Written in a Country Churchyard.

UNIT-II-POETRY

12

- a. Collins- Ode to Evening
- b. William Blake- The Lamb, The Tyger
- c. Robert Burns- The Cotter's Saturday Night

UNIT-III-DRAMA

12

- a. Congreve- The Way of the World
- b. Sheridan- The School for Scandal
- c. Goldsmith- She Stoops to Conquer

UNIT-IV-PROSE

12

- a. Samuel Johnson's Essays from **The Rambler**:
 1. The Rambler's Reception. His Design
 2. The Art of Living at the Cost of Others
 3. The Different Acceptations of Poverty. Cynicks and Monks not Poor
 4. The Folly of Continuing too Long upon the Stage
- b. Swift- Battle of Books

UNIT-V-PROSE

12

- a. Fielding- Joseph Andrews
- b. Swift- Gulliver's Travels

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Identify Periodical Essay as a generic form.
- CO2: Interpret the modality of the English Epic.
- CO3: Identify the mock epic style in English poetry.
- CO4: Perceive sentimentality and satire in literature.
- CO5: Explain the emergence of the English novel.

Books Prescribed

- All Textual materials are available in the market and in the internet

THE ROMANTIC AGE

4 0 04

COURSE OBJECTIVE: Skill Development

- To enable students to understand new modes of thought that characterizes the literature of the romantic period. Different shades of romanticism are brought to study through different genres.

Credit Hours

UNIT-I- POETRY

12

- a. Wordsworth- Prelude Book I, Tintern Abbey
- b. Byron- The Ocean

UNIT-II-POETRY

12

- a. Coleridge- Rime of the Ancient Mariner, Ode to Dejection
- b. Shelley- Ode to Skylark
- c. Keats- Ode to a Nightingale, Ode to an Grecian Urn

UNIT-III- PROSE

12

- a. Charles Lamb- A Dissertation upon a Roast Pig, Old China, The Superannuated Man, Oxford in the vacation, Poor relations, Dream Children, The South Sea House, All Fool's Day.
- b. Hazlitt- On Prejudice, On Familiar Style, On Depth and Superficiality, On the Pleasure of Hating, On the want of Money.

UNIT-IV-FICTION

12

- a. Ann Radcliffe- The Mysteries of Udolpho
- b. Jane Austen- Sense and Sensibility

UNIT-V-FICTION

12

- a. Walter Scott- Kenilworth, The Bride of Lammermoor

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: This course informs students about the design of novelty of the Romantic period and the attitudinal conservatism of the Victorian Age.
- CO2: Students learn of the distinctive aspects of the human psyche- emotion and feeling exhibited in poetry which would facilitate discussion.
- CO3: Learners understand that the dominance of the psychological aspects determine the nature of expressive language.
- CO4: The literary texts infuse in the learner the texture of creative thinking of writers at the fag end of the `19th century.
- CO5: Social conditions change the texture of literature and the learners' perception is diversified. Learners take cognizance of the justice done in their writing conforming to social thinking.

Books Prescribed

- All textual materials are available in the market and in the internet

THE STUDY OF A GENRE: SHORTSTORY

4 0 04

COURSE OBJECTIVE: Skill Development

- To expose students to the major techniques of short story as a genre. This will help the students in learning about the intricacies of writing a short story as a creative work. The stories are classified under four major heads and the selection of them is assorted.

Credit Hours

UNIT –I

12

- Frank O'Connor - First Confession
- Mary Peterson - Travelling
- Thomas M. Disch - Xmas
- Leo Tolstoy - Where Love is God's
- Katherine Anne Porter - The Grave

UNIT –II

12

- Phyllis Bottom – Henry
- Mary Coleridge – The King is Dead
- Katherine Mansfield – A Cup of Tea
- Rabindranath Tagore – Renunciation
- H.G. Wells – The Pearl of Love

UNIT –III

12

- Langston Hughes – On the Road
- Ursula K. Le Guin – The Ones Who Walk Away From Omelas
- James Thurber – The Owl Who was God
- Anatole France – Our Lady's Juggler
- Luigi Pirandello – War

UNIT –IV

12

- Saki – The Open Window
- Pearl S. Buck – Once Upon a Christmas
- Richard Wright – The Man Who was Almost a Man
- William E. Barrett – Senior Payroll
- Manohar Malgonkar – Bondage

UNIT –V

12

Textual, Editorial, and Bibliographical skills based on the studies of the short stories

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: This paper gives a representative coverage to popular short stories in the world.

CO2: Student get infused with human values.

CO3: The learners become aware of tremendous effects of war and can be contributive to non-war atmosphere.

CO4: Enrichment of expressions is assured in the reading of these stories.

CO5: Readers learns of short story techniques.

Books Prescribed

- The Short Story, Critical Idiom Series.

COURSE OBJECTIVE: Skill Development

- To show students how writers became concerned with the modalities of **life** and **realization** to live the essence of life. Social concern of writers is the chief concern of the period of its exhibited in its Literature.

Credit Hours**UNIT-I-POETRY****12**

- a. Browning : Rabbi Ben Ezra
- b. Thompson – The Hound of Heaven
- c. Arnold – The Scholar Gypsy
- d. Hopkins – Wreck of the Deutschland

UNIT-II-POETRY**12**

- a. Tennyson – In Memoriam.
- b. Rossetti – The Blessed Damozel

UNIT-III- PROSE**12**

- a. Carlyle – Hero as Poet.

UNIT-IV- PROSE**12**

- a. Arnold – Essays in Criticisms – Thomas Gray, Milton, Shelley, Byron.

UNIT-V-FICTION**12**

- a. Dickens – A Tale of Two Cities
- b. Emily Bronte – Wuthering Heights
- c. Thackeray – Vanity Fair

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Develop insight into the growing skepticism of Victorian England to explain its intricacies.

CO2: Analyze the philosophic thinking of the 19th Century by examining the trends.

CO3: Identify the sub generic forms such as the Dramatic Monologue and the

CO4: Modify the conventional thinking on literature.

CO5: Identify the different tempers that determine the form of literature.

Books Prescribed

- All textual materials are available in the market and in the internet

COURSE OBJECTIVE: Skill Development

- To bring out the idea of how **life** and **drama** are related to each other
- To expose students to the **modern trend** of **thought in Literature**

UNIT – I POETRY**12**

- a. T.S.Eliot – The WasteLand
- b. W.B.Yeats – Byzantium, Sailing to Byzantium

UNIT – II-POETRY**12**

- a. Auden- In Memory of W.B. Yeats.
- b. Wilfred Owen – Anthem for Doomed Youth, Mental Cases,
- c. Siegfried Sasson – They, Suicide in the Trenches
- d. Brooke – The Soldier, The Dead

UNIT – III- PROSE**12**

- a. Lytton Strachey – Eminent Victorians – Manning Nightingale
- b. Virginia Woolf – Selections from the Common Reader Series I.

UNIT – IV-DRAMA**12**

- a. Shaw – Caesar & Cleopatra
- b. Wilde – The Importance of Being Earnest
- c. Synge – The Playboy of the Western World

UNIT – V-FICTION**12**

- a. Hardy – The Mayor of Casterbridge.
- b. Conrad – Lord Jim.
- c. Lawrence – Sons and Lovers.

Total: 60 Hours**COURSE OUTCOME**

At the end of this course the students will be able to,

CO1: Conclude how life and drama are related to each other

CO2: Examine the modern trend of thought in literature

CO3: Classify different styles in prose

CO4: Examine the complexities of social history in the modern period.

CO5: Develop specific taste for genres of literature.

Books Prescribed

- All textual materials are available in the market and in the internet

LITERARY CRITICISM

4 0 04

COURSE OBJECTIVE: Skill Development

- To teach students to apply critical principles to analyze different forms of Literature.
- To compare and contrast different approaches.
- To analyze the literary the in terms of content and style

Credit Hours

UNIT-I

12

Aristotle- Poetics

Sidney- An Apologie for Poetrie

UNIT-II

12

Johnson- Life of Milton

Dryden- An Essay on Dramatic Poesy

UNIT-III

12

Wordsworth- Preface to Lyrical Ballads

Coleridge- Biographia Literaria- Chaps- 14 & 17

UNIT-IV

12

Arnold- Study of Poetry

Eliot- The Metaphysical Poets

UNIT-V

12

I.A. Richards- Four Kinds of Meaning

Cleath Brooks- Irony as a Principle of Structure

Harold Bloom- Preface and Prelude in the Western Canon

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Students learn application of literary principles to analyse different forms of literature.
- CO2: Different literary approaches help the learner to estimate literature from different angles.
- CO3: Learning a literary text in terms of content and style becomes a possibility.
- CO4: Literary principles help students to elaborate the literariness of texts in other courses.
- CO5: Critical concepts develop the sensibility of learners to delete fallacies of critical thinking of the past. Learners realize categorization of critical thinking.

Books Prescribed

- All textual materials are available in the market and in the internet

WOMEN'S STUDIES

4004

COURSE OBJECTIVE: Skill Development

- To introduce students to turns of thinking in the mind of women writers. Their style and thematic concerns are also given an exposure through representative selections in different genres.

Credit Hours

UNIT-I

12

- a. Feminism and Feminist Literary Criticism; Definitions
- b. Historical overview and major themes in Feminist criticism.

UNIT-II

12

- a. Virginia Woolf – From A Room of One's Own (Chaps. 2&3)
- b. Elaine Showalter – Towards a Feminist Poetics
- c. Kate Millet – Theory of Sexual Politics (Chap –II)
- d. Nina Bayam – Mad Woman and Her Language

UNIT-III-POETRY

12

- a. Anne Bradstreet-Prologue
- b. Anne Sexton- Wanting to Die.
- c. Adrienne Rich- Snapshots of a Daughter-in-law
- d. Kamala Das – Introduction.
- e. Sylvia Plath – Mirror
- f. Gwendolyn Brooks – The Ballad of Pearly May Lee , The Negro Hero.

UNIT-IV-DRAMA

12

- a. Lorraine Hansberry – A Raisin in the Sun
- b. Caryl Churchill – Top Girls

UNIT-V-FICTION

12

- a. Margaret Atwood – The Edible Woman
- b. Deshpande - The Dark Holds No Terror
- c. Bharati Mukherjee – Wife

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Contents enable learners to think on issues from women's point of view.
- CO2: Feminism of males is introduced.
- CO3: Languages aspects in expression by women gets highlighted.
- CO4: Different dimensions of feminism are given expose.
- CO5: Wider choice of works can facilitate choice of feminist subjects for research.

Books Prescribed

- A Handbook of Critical Approaches to Literature – WilfredL.Guerin
- Feminisms : An Anthology of Literary Theory and Criticism eds.- R.WarholandDiane Price Herndl
- Contemporary Criticism ed. –V.S.Sethuraman
- All textual materials are available in the market and in theinternet.

AMERICAN LITERATURE

4 0 04

COURSE OBJECTIVE: Skill Development

- To introduce students to another type of Literature
- To acquaint them with the different culture, society and thought of the people of another nation.

Credit Hours

UNIT-I-POETRY

12

- Emerson- Brahma, Rhodora
- Poe- The Raven.
- Whitman- When Lilacs Last in the Dooryard Bloom'd
- Emily Dickinson- Success is counted sweetest, A route of Evanescence, Because I could not stop for death
- Robert Frost- The Road Not Taken, Stopping by Woods on a Snowy Evening

UNIT-II-POETRY

12

- Wallace Stevens- The Emperor of Ice-Cream, Sunday Morning.
- Ezra Pound – Ballad of the Goodly Fere, The River – Merchant's wife – A Letter, Envoi
- EE. Cummings – The Cambridge Ladies, Among Crumbling People.
- Robert Lowell – Skunk Hour, For the Union Dead.
- Sylvia Plath – Lady Lazarus.

UNIT –III–PROSE

12

- Emerson – The American Scholar
- Poe – The philosophy of Composition
- Thoreau – Where I Lived and What I Lived For

UNIT –IV–DRAMA

12

- O' Neill – The Hairy Ape
- Tennessee Williams – The Glass Menagerie
- Arthur Miller – All My Sons

UNIT –V–FICTION

12

- Melville – Billy Budd
- Hawthorne – The Scarlet Letter
- Ernest Hemingway – A Farewell to Arms
- Alice Walker – The Color Purple

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: This course introduces American Literature to students. The beginnings of American Literature and its course down the 20th century in all genres contribute to a general understanding of the nature of American Literature and validity of ideas therein.
- CO2: New thoughts on literature and new ideals and conceptions become accessible to students to construct original thinking.
- CO3: Students are able to understand and acquire a sound knowledge on different country, culture and society.
- CO4: Nuances of difference in generic structure are an expose in this course leading to critical prioritization.
- CO5: Students have avenues for original interpretation. Students can judge historical events in America and deduce how American Literature is composite in its literariness.

Books Prescribed

- All textual materials are available in the market and in the internet

COURSE OBJECTIVES: Skill Development

- To help students to get the taste of the versatility of Shakespeare's genius
- To bring home the realization of Shakespeare as a prolific writer.

	Credit Hours
UNIT-I Much Ado About Nothing	12
UNIT-II Macbeth	12
UNIT-III Julius Caesar.	12
UNIT-IV Antony and Cleopatra.	12
UNIT-V The Tempest.	12
Total: 60 Hours	

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: This course provides avenues for understanding the importance of the versatility of Shakespeare in dramatic literature.
- CO2: Study of Shakespeare's plays serves as skill- developer in countering different situations in life.
- CO3: Shakespeare's sonnets and the imageries therein teach to estimate the flexing of language in different ways.
- CO4: Further, this course is informative on the development of stage drama during Shakespeare's times.
- CO5: Study of Shakespeare's plays improves sense of judgment in real life.
Study of the plays of Shakespeare facilitates to adapt oneself to life's situations.

Books Prescribed:

- All textual materials are available in the market and in the internet

EUROPEAN FICTION AND DRAMA

4 0 04

COURSE OBJECTIVES: Skill Development

- To make students familiar with the greatest **European Classics** of all times translated into English
- To encourage the students to try and compare the philosophies of the East and West by going through the classics and translation.

	Credit Hours
UNIT-I-DRAMA	12
a. Brecht – Mother Courage	
b. Ibsen – A Doll’s House	
UNIT-II-DRAMA	12
a. Lorca – The Blood Wedding	
b. Pirandello – Six Characters in search of an Author	
UNIT-III-DRAMA	12
a. Chekov – The Three Sisters	
b. Strindberg – Lady Julie	
UNIT-IV-FICTION	12
Tolstoy – Anna Karenina	
UNIT-V FICTION	
a. Dostoevsky – Brothers Karamzov	
b. Kafka – The Castle	

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Introduction to European literature to learn of literary attitudes of authorial minds.
- CO2: Learners have more access to psychological studies in literature.
- CO3: Interspersion of male and female authors give exposure to the texture of European Literature.
- CO4: Classics in translation facilitate comparative study
- CO5: These literature inculcate human values.

Books Prescribed

- All textual materials are available in the market and in the internet

COURSE OBJECTIVE: Skill Development

- To make students understand the inexpressible sentiments of the Twentieth Century life as expressed in its Poetry and Fiction
- To highlight to the students the hollowness of life as a distinct phase in the era of the Twentieth Century.

Credit Hours**UNIT-I-POETRY****12**

- a. T.S. Eliot- East Coker
- b. Yeats- The Circus Animals' Desertion
- c. Ted Hughes- Thrushes

UNIT-II-POETRY**12**

- a. Philip Larkin- Next, Please, I remember, I remember
- b. Dylan Thomas- The Conversation of Prayer, It is the Sinner's Dust – Tongued Bell
- c. Thomas Gunn- The Butcher's Son,
- d. Seamus Heaney- From the Frontier of Writing.

UNIT-III-DRAMA**12**

- a. T.S. Eliot- Murder in Cathedral
- b. Osborne- Look back in Anger
- c. John Arden- Sergeant Musgrave's Dance

UNIT-IV- PROSE**12**

- a. Orwell- Politics and the English Language
- b. Clive Bell- What is Art?

UNIT-V-FICTION**12**

- a. Orwell- Animal Farm
- b. Maugham- The Moon and Six Pence
- c. Greene- The Heart of the Matter

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Conclude how life and drama are related to each other
- CO1: Examine the modern trend of thought in literature
- CO1: Classify different styles in prose
- CO1: Examine the complexities of social history in the modern period
- CO1: Develop specific taste for genres of literature

Books Prescribed

- All textual materials are available in the market and in the internet

CRITICAL THEORY(SINCE1965)

4 0 04

COURSE OBJECTIVE: Skill Development

- To teach students to apply critical principles to analyze different forms of Literature.
- To compare and contrast different approaches.
- To analyze the literary the in terms of content and style

Credit Hours

UNIT-I-PHENOMENOLOGICAL CRITICISM

12

Roman Ingarden- Phenomenological Aesthetics- An Attempt at Defining its Range (1969)

UNIT-II-READER-RESPONSE

12

Stanley Fish- Is there a Text in the Class? (1980)

Reception Theory

Wolfgang Iser- The Reading Process a Phenomenological approach (1972)

UNIT-III- STRUCTURALISM AND POSTSTRUCTURALISM

12

Gerard Genette- Structuralism and Literary Criticism (1982)

Derrida- Sign, Structure and Play in the Discourse of the Human Sciences (1966)

UNIT- IV-SOCIAL DISCOURSE

12

Michel Foucault- What is an Author? (1969, 1979)

Mikhail Bakhtin- From the Prehistory of novelistic discourse (1967, 1981)

UNIT-V-POST MODERNISM

12

Jean Baudrillard- Simulacra and Simulations (1983)

Jean Lyotard- excerpt from The Postmodern Condition (1984)

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Students Learn applying critical principles to analyse different forms of literature.

CO2: New theories in criticism help the learner approach literature from different perspectives.

- CO3: The essays facilitate analytical ability of students.
- CO4: The psychological implications of literature imply that the learner has to prioritize his studies.
- CO5: The theories play to motivate the learner.

Books Prescribed

- Adams and Searle- Critical Theory Since 1965
- V.S. Seturaman- Contemporary Criticism: An Anthology, Macmillan
- David Lodge- Modern Criticism and Theory: A Reader, London and New York, Longman
- Julian Wolfreggs- Literary Theories : A Reader and Guide, Edinburgh
- Julie Rivkin and Michael Ryan – Literary Theory: An Anthology, Blackwell Publishers

COURSE OBJECTIVE: Skill Development

- To give the students an adequate knowledge of the **history of the English language** through a diachronic study of the language tracing its development from the time of the earliest records in the language to the present day.
- To trace the phonological changes, change in **spelling, morphological and syntactical changes and semantic changes.**
- To make the students understand the various processes of **word-formation in English**

Credit Hours

UNIT-I- OUTLINE HISTORY

12

Origin of language- The Indo- European Family of Languages- The descent of English- general features of Old, Middle and Modern English- Grimm’s Law- ‘I’ Mutation

Evolution of Standard English- Foreign contribution to English Lexis- Growth of Vocabulary- Change of Meaning- British and American English- The Place of English- English in India

UNIT-II-PHONOLOGY

12

Modern English Phonetics and Phonology- R.P- Model Description and Classification of Vowels and Consonants- Stress- Juncture- Intonation- Vowels and Consonants- The Vowel Quadrilateral and Cardinal Vowels- English pronunciation in India

UNIT-III- LANGUAGE

12

An Introduction to Linguistics – P. H. R. S. Yal.

UNIT-IV- MORPHOLOGY

12

- a. Renaissance and after the problems of orthography
- b. Modern English- Morphological descriptions of nouns, verbs, adjectives, pronouns, adverbs- Morphological analysis of derivations

UNIT-V- SYNTAX AND SEMANTICS

12

Analysis, Lexicography .

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Gives a holistic picture of development of the English Language.
- CO2: Intricacies of the English Language starting from Anglo-Saxon through Middle English are imparted with reference to sound shifts and pronunciation.
- CO3: Students learn of the nuances of phonological features of the English Language.
- CO4: Morphology enables learners to have familiarity with modern grammar.
- CO5: Students learn of syntactic variance between Anglo-Saxon and Modern – English and changes of meaning of words during the course of centuries.

Books Prescribed

- The English Language – A.C.Biugh
- The outline History of English Language –F.T.Wood
- The English Language –C.L.Wren
- A Text book of English phonetics for Indian Students -Balasubramaniam

COURSE OBJECTIVE: Skill Development

- To introduce students to the growth and development of scientific English and the emergence of new registers, new dialects, Creoles, pidgins, and new varieties of English in countries outside England
- To give students an adequate knowledge of English grammar so that they are able to understand and describe the structure of English sentences and phrases

Credit Hours

UNIT-I-LANGUAGE

12

Some Characteristics of language- language variety, dialect, register, style, mode, context of situation- native and non- native varieties

UNIT-II- TRADITION GRAMMAR AND STRUCTURAL LINGUISTICS

12

Its goals, methods, achievements and shortcomings

Phonetics and Phonology, Syntax, Procedures of Analysis and Classification

UNIT-III- TRANSFORMATIONAL GENERATIVE LINGUISTICS

12

Goals of the Theory- syntax structure model- aspects model- some post- aspect models
other approaches- Indian and Western

UNIT-IV

12

Lexicography and Translation

UNIT-V

12

Stylistics

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Develop their knowledge on phonetics and nuances of linguistics.

CO2: Distinguish between socio and psycho linguistics

CO3: Develop their knowledge of the English language over centuries from 450 A.D.

CO4: Classify pronunciation besides identification of Received Pronunciation, slang and dialects of English

CO5: Make use of complex, sophisticated ideas, vocabulary, grammatical structures and sentence complexity in writing.

Books Prescribed

- The Study of Language - George Yule. Cambridge University Press
- Language and Linguistics - Wall Work. Heinemann Publication
- Modern Linguistics and Introduction – S. K. Verma, N. Krishnaswami. Oxford University Press, Delhi.
- Dictionary of Literary Terms – Meyer Howard Abrams.
- The Ethics of Rhetoric – Richard M Wever. Routledge Publication.
- A Handlist of Rhetorical Terms – Richard A Lanham. University of California Press
- A Handbook of Rhetoric (PDF Available)

COURSE OBJECTIVE: Skill Development

- To impart methods of analytical criticism of literary texts of different genres. To enable students to write critiques on their own

Credit Hours**UNIT – I – THE POETIC EXPERIENCE****12**

Dramatic Situation – Description: images, moods, and attitudes – Tone: Analogical Languages – metaphor and symbol

UNIT – II THE POETIC EXPERIENCE**12**

Theme, Meaning and Dramatic Structure – intention and meaning – metrics.

UNIT – III THE DRAMATIC EXPERIENCE**12**

Situation, character, dialogue – presentation techniques – contrast, comparison, irony

UNIT – IV THE DRAMATIC EXPERIENCE**12**

Reversal – use of poetry – fictional and non-fictional prose – point of view

UNIT – V THE DRAMATIC EXPERIENCE**12**

Tone, syntax, style – types of prose and their conventions

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Students learn of the nature of poetry with regard to models.
- CO2: Literary devices adopted in poetry and drama are given expose.
- CO3: Learners get introduced to the medium of drama and presentation techniques.
- CO4: Variance in prose of fiction and non-fiction is introduced.
- CO5: Student learn the method of identifying contents for interpretation.

Books Prescribed

- I.A.Richards – Practical Criticism
- Wilbur Scoot – Five Approaches to Criticism

COURSE OBJECTIVE: Skill Development

- The Scope of the syllabus is defined by the entire course undergone by the student through the four semesters. Out of ten topics set for the examination (s) he will be required to write on one for three hours. Among other things, (s) he is expected to show evidence of a comprehensive understanding of literature, sensitivity to finer aspects of literary appreciation, soundness of critical judgement and mastery of writing in terms of organization and expression. The themes given for the examination will be related to the study of literature and language.
 - Preparation of students for this examination will be in the form of scheduled guest lectures by different members of the Department of English and also by others who may be invited for the purpose. There will be no formal instruction. Guest lectures will be spread over the four semesters but the final examination will be taken at the end of the fourth semester.
1. The Nature of Genius
 2. Movements:
 - a) Elizabethan
 - b) Neo-classical
 - c) Romantic
 - d) Victorian Pre-Raphaelite
 - e) Aesthetic
 3. Literary Forms
 4. Criticism: Twentieth Century Schools
 5. a. American Poetic Tradition
b. American Novel
 6. a. Growth and Development of Poetry in Indian Writing in English
b. Growth and Development of Fiction in Indian Writing in English
 7. Language and Linguistic theories
 8. Commonwealth / Post-Colonial Literature
 9. Theories of Translation
 10. Twentieth Century Poetry, Drama and Fiction

Total Credit: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Covers all aspects of all genres of all world literature.

CO2:Major themes the world over are identified.

CO3:Students have access to discussion on currents of dominant thought of authors.

CO4:Tests the learner's familiarity with ages in Literature and Language.

CO5:Students of scope to study a lot that would help them is SET / NET

NOTE

- There is no unit-wise distribution of syllabus question paper should be set on the basis of Lecture Topics given above.
- Ten topics should be the basis for question paper setting. Students should write Four essays for 25 markseach

COURSE OBJECTIVE: Skill Development

- To acquaint students with the literatures other than British and American
- To make students empathize with the Post-Colonial stance.

Credit Hours**UNIT-I- POETRY****12**

- a. R.Parthasarathy – Under Another Sky.
- b. Nissim Ezekiel – Enterprise.
- c. A.K.Ramanujan – Small Scale Reflections on a Great House.
- d. Margaret Atwood – Journey to the Interior
- e. Wole Soyinka – Agbor Dancer.
- f. Judith Wright – Typists in the Phoenix Building, Clock and Heart

UNIT-II-POETRY**12**

- a. Kamala Das – The Old Play House, The Freaks
- b. Jayanta Mahapatra – Hunger, Life Signs
- c. P.K. Page – Adolescence, First Neighbours, Sailor
- d. Derek Walcott – A Far Cry from Africa, Ruins of a Great House, A Sea Chantey
- e. A D. Hope – Australia, Standardization
- f. A.R. D Fairburn – Full Fathom Five, Epithalamium, Please Listen.
- g. Gabriel Okara – Once Upon a Time, Were I to Choose.

UNIT-III-PROSE**12**

- a. Ananda Coomaraswamy – What India Has Contributed to Human Welfare
- b. Atwood – Chapter I – Survival
- c. Chinua Achebe – The Novelist as Teacher

UNIT-IV-DRAMA**12**

- a. Girish Karnad –Tuqhlq
- b. Doughlas Stewart – Ned Kelly
- c. Gurucharan Das – Larins Sahib

UNIT-V-FICTION**12**

- a. Khushwant Singh – A Train toPakistan
- b. Chinua Achebe – Things FallApart
- c. V.S. Naipaul – A House forMr.Biswas
- d. Patrick White –Voss

Total: 60 Hours**COURSE OUTCOME**

At the end of this course the students will be able to,

- CO1: Students get acquainted with literatures of other countries other than England and America.
- CO2: Thus they have first-hand knowledge that will formulate their opinion about the birth process of a new literature.
- CO3: Literature of metaphysical significance introduces the learners to different literary ambience accounting for adaptive literature.
- CO4: There is more access for the development of humanistic perception.
- CO5: Social- history of commonwealth countries is a subject that elaborates itself in this course.Students learn that culturally original ideas and thoughts give new texture to English usage.Study of this course leads to evaluate world literature on Comparative basis.

Books Prescribed

- All textual materials are available in the market and in theinternet

Course Objective: **Skill Development**

A dissertation should be of about 50 pages on a book other than the ones prescribed in the Syllabus. Students should demonstrate their ability to present an argument; an understanding of the topic and some knowledge of what has already been written in the field and finally, an ability to present their work in accordance with accepted scholarly standards and conventions.

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Choose their favourite genre / author for their project.
- CO2: Develop their thinking on the subject matter during the course of progress in project
- CO3: Estimate their own progress.
- CO4: Analyze their project in terms of understanding of subject and employment of style.
- CO5: Take part in Group Discussion with class mates.

FRONT OFFICE MANAGEMENT- GENRIC ELECTIVE 2002

COURSE OBJECTIVE: Skill Development

Course Objective:-The student must understand the evolution growth and structure of hotel industry, its importance and relationship with Travel and Tourism Industry. Classifications of hotels and types of Rooms, Layout of Front Office Sections and front office organization, staff and their task, Guest cycle .Reservation and registration. Check –out procedures, Bell desk and Concierge procedures and how front office Coordinates with other departments of hotel.

Unit-1

6hrs.

The lodging industry and Hotel Organization

Define hotels and classify them. Classify Guests. Hotel organization. Classifying functional areas. Organizational charts and Job Descriptions of Front Office Personnel.

Unit-II

8 hrs.

Front Office Operations

The guest cycle- Pre-Arrival-Arrival, Occupancy or Stay, Departure Front office Systems. The Front Desk. Property Management Systems. Interdepartmental Cooperation and Communications. Security.

Unit-III

10hrs.

Reservations, Registration and Checkout

Reservation –types, Reservation –Records, Confirmation, Maintenance and Reports.- Reservations Sales Process-Group Reservations.

Registration-Preregistration Activity, Registration Record- Room-Rate and Room Assignment. Issuing of Keys, Self-Registration,

Check-out and Account Settlement, Departure Procedure, -Methods of Settlement, Late check-out. Check-Out Options

Course outcome: - By the end of this course student would be able to:

- CO1: Understand the evolution, meaning and classifications of Hotels.
- CO2: Understand the various layouts of Front office in the Hotel.
- CO3: She/he would be aware of attributes and hierarchy of front office staff.
- CO4: Maintain Records at Front office department.
- CO5: Be able to classify Hotels and explain front office operations procedures.

TEXT BOOK

HOTEL FRONT OFFICE- A Training Manual by Sudhir Andrews Published by Tata McGraw Hill Education Private Limited,

HOTEL FRONT OFFICE--OPERATIONS AND MANAGEMENT by JatashankarR.Tewari
Publish in India by Oxford University press

REFERENCE BOOK

MANAGING FRONT OFFICE OPERATION S by Michael L. Kasavana Richard M. Brooks by the educational institute of the American hotel and loading association

COURSE OBJECTIVE: Skill Development

UNIT I HISTORY OF DEVELOPMENT OF MICROBIOLOGY 6

Development of microbiology as a discipline, Spontaneous generation vs. biogenesis. Contributions of Anton von Leeuwenhoek, Louis Pasteur, Robert Koch, Joseph Lister, Alexander Fleming. Role of microorganisms in fermentation, Germ theory of disease,

UNIT II DIVERSITY OF MICROORGANISMS 6

Systems of classification : Binomial nomenclature, Whittaker's five kingdom and Carl Woese's three kingdom classification systems and their utility. General characteristics of different groups: Acellular microorganisms and Cellular microorganisms giving definitions and citing examples.

UNIT III MICROSCOPY 6

Bright Field Microscope, Dark Field Microscope, Phase Contrast Microscope, Fluorescence Microscope, Transmission Electron Microscope, Scanning Electron Microscope.

Unit IV STERILIZATION 6

Moist Heat, Autoclave, Dry Heat, Hot Air Oven, Tyndallization, Filtration. Microorganisms as food (SCP), microorganisms in food fermentations (dairy and non-dairy based fermented food products) and probiotics.

Unit V MICROBES IN HUMAN HEALTH AND ENVIRONMENT 6

Medical microbiology and immunology: List of important human diseases and their causative agents of various human systems. **Environmental microbiology:** Definitions and examples of important microbial interactions – mutualism, commensalism- parasitism

Total: 30 hours

TEXTBOOK:

Ananthnarayanan. R & C. K. Jeyaram Panicker; TEXTBOOKS of Microbiology, Orient Longman. 2010.

REFERENCE BOOKS:

1. Tortora GJ, Funke BR and Case CL., Microbiology: An Introduction; Pearson Education. 9th edition.,2008.
2. Madigan MT, Martinko JM, Dunlap PV and Clark DP., Brock Biology of Microorganisms. Pearson International Edition. 14th edition. 2014.
3. Cappucino J and Sherman N., Microbiology: A Laboratory Manual. Pearson Education Limited. 9th edition. 2010.
4. Wiley JM, Sherwood LM and Woolverton CJ. Prescott's Microbiology. McGrawHill International. 9th Edition. 2013.
5. Atlas RM., Principles of Microbiology. 2nd edition. W.M.T.Brown Publishers. 1997.
6. Pelczar MJ, Chan ECS and Krieg NR.,Microbiology. McGraw Hill Book Company. 5th edition. 1993.
7. Stanier RY, Ingraham JL, Wheelis ML, and Painter PR., General Microbiology. McMillan. 5th edition. 2005.