



**M.A ENGLISH**  
**Curriculum and Syllabus**

**Regulations 2021**

**(Based on Choice Based Credit System (CBCS)**  
**and**  
**Learning Outcome Based Curriculum Framework (LOCF))**

**Effective from the Academic Year**  
**2021-2022**

**Department of English**  
**School of Languages**

### **Vision of the Department:**

To emerge as a centre of excellence in ELT specialisation and Translation Studies.

### **Mission of the Department:**

The department is vested with the responsibility of bettering the communicative ability of students of all UG programmes besides in fusing confidence in them to face life with the help of soft skills.

## **M.A ENGLISH**

### **Programme 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.
- PEO5** A course on Educated vocabulary(**History and Tourism**) can make learners realize that right vocabulary at the right place will give them special identity.

### **Programme Outcome (PO)**

- PO1** - To assist the students present literary theories and concepts with deep understanding and insights.
- PO2** - To equip the students with relevant research interest in the latest trends and developments in literary studies.
- PO3** - To help the students to unearth the philosophy of life through various literary texts.
- PO4** - To enrich the students' insight into English language and literature to an advanced level.
- PO5** - To inculcate interest in reading and identify their aesthetic sense in literature.
- PO6** - To apply critical and theoretical approaches to the reading and analysis of literary and cultural text in multiple genres.
- PO7** - To use subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans.

### **Programme Specific Outcome (PSO)**

- PSO1** -Subjects with rich and varied avenues for research help students pursue higher studies and grab career opportunities
- PSO2** -Students enrich their intellectual sensitivity through the exposure of various literary classics.

## **List of Board of Studies Members along with their Designation/Roles**

**1. Dr. K. Ganesh**

(Formerly) Head, Department of English, Madras Christian College, Chennai.  
Visiting Faculty University of Madras.

**2. Dr. M. Kamalakkannan**

Associate Professor of English, Presidency College, Chennai.

**3. Dr. R. Venkataraman**

Professor and Head, Department of English, VISTAS (Chairman and Convener).

**4. Mrs. K. S. Vijayalakshmi**

Assistant Professor, Department of English, VISTAS.

**5. Mrs. S. Banudevi**

Assistant Professor, Department of English, VISTAS.

**6. Mrs. N. Indirapriyadharshini**

(Alumnus)

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED  
STUDIES (VISTAS), CHENNAI**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**and**

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)**

**PG REGULATIONS 2021**

**(Applicable to all the candidates admitted from the academic year 2021-22 onwards)**

**1. DURATION OF THE PROGRAMME**

- 1.1. Two years (Four semesters)
- 1.2. Each academic year shall be divided into two semesters. The odd semesters shall consist of the period from July to November of each year and the even semesters from January to May of each year.
- 1.3 There shall be not less than 90 working days for each semester.

**2. ELIGIBILITY FOR ADMISSION**

- 2.1. The details of Eligibility for Admission

Students who have passed UG programme in any Arts, Science and Commerce discipline are eligible for admission.

**3. MEDIUM OF INSTRUCTION**

The medium of instruction for all PG programmes is English.

**4. CREDIT REQUIRMENTS AND ELIGIBILITY FOR AWARD OF DEGREE**

A Candidate shall be eligible for the award of Degree only if he/she has undergone the prescribed course of study in VISTAS for a period of not less than two academic years and passed the examinations of all the prescribed courses of Four Semesters earning a minimum of 90 credits as per the distribution given in for Core papers, GEC, DSE, SI, SEC and also fulfilled such other conditions as have been prescribed thereof.

## 5. COURSE

Each course / subject is to be designed under lectures / tutorials / laboratory or field work / seminar / practical training / Assignments / Term paper or Report writing etc., to meet effective teaching and learning needs.

## 6. COURSE OF STUDY AND CREDITS

The Course Components and Credit Distribution shall consist of Core papers, GEC, DSE, SI and SEC

The PG programme consists of a number of courses. The term 'course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a 'paper' in the conventional sense. The following are the various categories of courses suggested for the PG programmes.

Core courses i.e. major courses that are compulsorily required for each of the programme of study (CC), Generic Elective Course (GEC), Discipline Specific Elective Course (DSE) and Skill Enhancement Course (SEC) and Internship (SI)

For each course, credit is assigned based on the following:

Contact hour per week		CREDITS
1 Lecture hour	-	1 Credit
1 Tutorial hour	-	1 Credit
2 Practical hours	-	1 Credit

(Laboratory / Seminar / Project Work / etc.)

## 7. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER

7.1. **Eligibility:** Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed therefor by the Board of Management from time to time.

7.2. **Attendance:** All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)

7.3. **Condonation of shortage of attendance:** If a Student fails to earn the minimum attendance (Percentage stipulated), the HODs shall condone the shortage of attendance on medical grounds up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) after paying the prescribed fee towards the condonation of shortage of

attendance. The students with attendance of less than 65 and more than 50% shall be condoned by VC on the recommendation of HODs on genuine grounds, will be permitted to appear for the regular examination on payment of the prescribed condonation fee.

**7.4. Detained students for want of attendance:** Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by rejoining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.

**7.5. Transfer of Students and Credits:** The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.

7.5.1. Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature, provided, there is a vacancy in the respective program of Study in the Institution where the transfer is requested.

7.5.2. The marks obtained in the courses will be converted into appropriate grades as per the University norms.

7.5.3. The transfer students are not eligible for Ranking, Prizes and Medals.

7.5.4. Students who want to go to foreign Universities up to two semesters or Project Work with the prior approval of the Departmental / University Committee are allowed to transfer of their credits. Marks obtained are eligible to get CGPA and Classification.

## **8. EXAMINATION AND EVALUATION**

### **8.1. EXAMINATION:**

i) There shall be examinations at the end of each semester, for odd semesters in the month of October / November, for even semesters in April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed courses in the subsequent examinations to be held in October / November or April / May.

ii) A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.

iii) The results of all the examinations will be published through University Website. In the case of passed out candidates, their arrear results, will be published through University Website.

**8.2 To Register for all subjects:** Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination, except for the shortage of attendance programs. For this purpose, Students shall register for all the arrear subjects of earlier semesters along with the current (subsequent) Semester Subjects.

**8.3. Marks for Continuous Internal Assessment (CIA) Examinations and End Semester Examinations (ESE) for Core papers, GEC, DSE, SI and SEC**

8.3.1 There shall be no passing minimum for Continuous Internal Assessment (CIA) Examinations.

8.3.2 For End Semester examination, passing minimum shall be 50% (Fifty Percentage) of the maximum marks prescribed for the Course/Practical/Project and Viva-Voce.

8.3.3. In the aggregate (CIA and ESE) the passing minimum shall be of 50%.

8.3.4. He / She shall be declared to have passed the whole examination, if he/she passes in all the courses wherever prescribed in the curriculum by earning 90 CREDITS in Core papers, GEC, DSE, SI and SEC.

**9. Question Paper Pattern for End Semester Examination**

SECTION – A            10 questions 10 X 2 = 20 Marks

SECTION – B            5 questions either or pattern 5X 16 = 80 Marks

Total 100 Marks



**10. SUPPLEMENTARY EXAMINATION:** Supplementary Examinations are conducted for the students who appeared in the final semester examinations. Eligible criteria for appearing in the Supplementary Examinations are as follows:

- 10.1. Eligibility: A Student who is having a maximum of two arrear papers is eligible to appear for the Supplementary Examination.
- 10.2. Non-eligibility for those completed the program: Students who have completed their Program duration but having arrears are not eligible to appear for Supplementary Examinations.

**11. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPTS:**

- 11.1. Re-totalling: All PG Students who appeared for their Semester Examinations are eligible for applying for re-totalling of their answer scripts.
- 11.2. Revaluation: All current batch Students who have appeared for their Semester Examinations are eligible for Revaluation of their answer scripts. Passed out candidates are not eligible for Revaluation.
- 11.3. Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

**12. The examination and evaluation for MOOCs** will be as per the requirements of the regulatory bodies and will be specified at the beginning of the Semester and notified by the university NPTEL-SWAYAM Coordinator (SPOC).

**13. CLASSIFICATION OF SUCCESSFUL STUDENTS**

- 13.1. CORE SUBJECTS, ALLIED, ELECTIVES COURSES AND PROJECT: Successful Students passing the Examinations for the Core papers, GEC, DSE, SI and SEC courses and securing the marks
- a) CGPA 9.00 to 10.00 shall be declared to have passed the examination in **First class with Outstanding**.
  - b) CGPA 7.50 to 8.99 shall be declared to have passed the examination in **First class with distinction**.
  - c) CGPA 6.00 to 7.49 shall be declared to have passed the examination in **First Class**.

d) CGPA 5.00 to 5.99 in the aggregate shall be declared to have passed the examination in the **SECOND** Class.

**14. MARKS AND GRADES:** The following table shows the marks, grade points, letter grades and classification to indicate the performance of the Student:

**14.1. Computation of Grade Point Average (GPA) in a Semester, Cumulative Grade Point Average (CGPA) and Classification**

GPA for a Semester: =  $\sum_i C_i G_i \div \sum_i C_i$  That is, GPA is the sum of the multiplication of grade points by the credits of the courses divided by the sum of the credits of the courses in a semester.

Where,  $C_i$  = Credits earned for course  $i$  in any semester,

$G_i$  = Grade Points obtained for course  $i$  in any semester

$n$  = Semester in which such courses were credited.

CGPA for the entire programme: =  $\sum_n \sum_i C_{ni} G_{ni} \div \sum_n \sum_i C_{ni}$  That is, CGPA is the sum of the multiplication of grade points by the credits of the entire programme divided by the sum of the credits of the courses of the entire programme.

<b>Grade Conversion Table - PG</b>			
<b>Range of Marks</b>	<b>Grade Points</b>	<b>Letter Grade</b>	<b>Description</b>
90 - 100	10	O	Outstanding
82 - 89	9	A+	Excellent
75 - 81	8	A	Very Good
67 - 74	7	B+	Good
60 - 66	6	B	Above Average
50 - 59	5	C	Minimum for pass
0 - 49	0	RA	Reappear
		AAA	Absent

## 14.2. Letter Grade and Class CGPA

Overall Performance - UG		
CGPA	GRADE	CLASS
5.00 - 5.99	C	Second Class
6.00 - 6.69	B	First Class
6.70 - 7.49	B+	
7.50 - 8.19	A	First Class with Distinction*
8.20 - 8.99	A+	
9.00 - 10.00	O	First Class - Outstanding*

- The Students who have passed in the first appearance and within the prescribed semester of the PG Programme (Major, Allied and Elective courses only) are eligible.

## 15. RANKING

- Students who pass all the examinations prescribed for the Program in the FIRST APPEARANCE ITSELF ALONE are eligible for Ranking / Distinction.
- In the case of Students who pass all the examinations prescribed for the Program with a break in the First Appearance are only eligible for Classification.
- Students qualifying during the extended period shall not be eligible for RANKING.

## 16. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE

- 16.1. A Student who for whatever reasons is not able to complete the programs within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = N + 2 years for the completion of programme)
- 16.2. In exceptional cases like major accidents and child birth an extension of one year considered beyond maximum span of time (Time Span= N + 2 + 1 years for the completion of programme).

## 17. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI

The University may from time to time revise, amend or change the Regulations, Curriculum, Syllabus and Scheme of examinations through the Academic Council with the approval of the Board of Management.

# **Learning Outcome-Based Curriculum Framework (LOCF) for Post Graduate program in English**

## **1. Introduction**

Literature serves as a gateway towards the horizon of learning from the past and broadens one's understanding and knowledge about the world. Literature allows a person to step back in time and learn about life in the past. It helps gathering a better understanding of culture and having a greater appreciation of them. As literature is full of human responses and reactions – in poems, essays, diaries, narratives, and in the characters of narratives, it provides greater knowledge of the human psyche by analysing the texts.

## **2. Learning Outcomes based approach to Curricular Planning**

The curriculum for a master's program in English is designed to sharpen writing ability, critical thinking skills and understanding of literature and theoretical concepts. The objectives of MA English is to enable the students analyze, appreciate, understand and critically engage with literary texts written in English.

### **2.1 Nature and Extent of the Program**

Master of Arts in English is a two-year postgraduate programme that deals with the study of English Literature and Language across the world. It equips the students with analytical and critical thinking skills to produce original insights in scholarly academic writing and discourse. M.A English Program is designed to train students in reading books, analyzing theories, critiquing prose and verse, and taking a more critical look at everyday life in general.

### **2.2 Aims of the Post Graduate course**

The aim of post graduate program in English is to get students thinking creatively and analytically. This programme will also guide students to analyze the workings of the English language outside of literature, including language-based communication in all kinds of forms and contexts. This could include analysis of casual spoken conversation, text speak, advertising methods or the uses of

language in specialized legal and medical discourse. This course enables students in relating texts to their cultural, social, historical and political contexts.

### **3. Post Graduate attributes:**

- Ability to identify, speak and write about different literary genres, forms, periods and movements
- Reading texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- Ability to understand, appreciate, analyze, and use different theoretical frameworks
- Critical and clear thinking
- Speak and write clearly in standard, academic English
- Ability to listen to and read with various viewpoints
- Ability to substantiate critical readings of literary texts
- Formulation of hypothesis and research questions
- Ability to analyze texts, evaluating ideas and literary strategies
- Ability to formulate logical and persuasive arguments and write a research paper
- Understanding literature from various nations and languages
- Demonstrating respect and transcend differences
- Interrogating one's own ethical values, and to be aware of ethical issues

### **4. Qualification Descriptors:**

Each Post Graduate in English should be able to:

- a) demonstrate a coherent understanding of the literary and theoretical developments in the field of English Studies
- b) identify, speak and write about genres, forms, periods, movements and conventions of writing as well as to understand various literary theories and critical concepts.
- c) share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc

- d) think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
- e) demonstrate the ability to identify, analyze and evaluate keys issues in the text and around in the world—thematic, contextual, professional—and think of ways to find acceptable and sustainable solutions
- f) expand the knowledge of the subject from the classroom to life and life-worlds
- g) apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans

## **6. Program Objectives:**

The Objective of MA Program in English is to enable students demonstrate the following outcomes:

- Core Disciplinary Knowledge
- Communication Skills
- Critical Thinking
- Problem Solving
- Analytical Reasoning
- Research-Related Skills
- Reflective Thinking:
- Life-long Learning
- Multicultural Competence
- Moral and Ethical Values

## **7. Program Learning Outcomes:**

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

- think critically on various issues and subject matters and relate the same with real life situations
- Gain deeper knowledge in the core subject and interpret literary texts
- Demonstrate comprehensive knowledge of literature
- apply various strategies for analyzing individual pieces of literature
- produce original insights and scholarly approaches to literary works

- carry out original and persuasive research in English literature
- define projects and conduct research independently
- contribute to the growth of knowledge
- adopt innovative practices in research and teaching
- read values inherited in literary texts and criticism

## **8. Teaching Learning Process:**

Teaching- Learning is a two way process which should be done in an innovative and interesting manner. The learners are encouraged to engage in interactions in the classroom and indulge in self-discovery by adopting a highly focused approach to education. In order to achieve its objective of focused process based learning and holistic development, our Institution uses a variety of knowledge delivery methods:

- Insightful lectures are given in order to provide the learners with interesting and fresh perspectives on the subject matter.
- Students work with their teachers to get new insights in the subject area which helps building their own bridges to higher learning.
- Classroom discussions are encouraged which provides a platform for students to be creative and critical with old and new ideas. It helps students develop critiquing skills and also arriving at consensus on various real life issues.
- Assuming various roles, as in real life, is the key to understanding and learning. Students are motivated to role –play the literary characters which exhibit their deeper understanding of the characters as well as their skill in tackling real life situations.
- By enacting incidents from literary texts, students are challenged to make strategic decisions through role-plays, and to analyse the impact of these decisions.
- To encourage team spirit among students, group assignments are given. In the process of team work, learners acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities. It helps them transcend their prejudices and predilections so as to achieve the desired outcomes.

## **9. Assessment Methods:**

- The assessment of learners' achievement in M.A English is aligned with the programme learning outcomes (graduate descriptors), the course learning outcomes (qualification descriptors) and the academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations.
- In order to assess the academic progress of students periodically, three continuous assessment tests are conducted once in a month with the duration of two hours.
- In addition, unit tests are conducted by the instructors during the class to check the level of understanding of the students then and there.
- Home assignments are given to test the students' understanding of the subject as well as their analytical skills.
- Students are encouraged to give seminars and presentations with aim of developing their skills of expression and content delivery.
- Formative assessment is given due weightage along with the summative assessment. The achievement in the formative tests is calculated along with the achievement in the summative assessment and the result is produced with 40:60 weightage respectively.
- In the final semester, students are assigned with mini individual project work in order to encourage their research aptitude.



## M.A. CURRICULUM

**Total number of Credits: 90**

### SEMESTER I

Code No.	Course	Hours/Week			Maximum Marks			Total
		Lecture	Tutorial	Practical	Credits	CA	SEE	
Core	Chaucer and Elizabethan Age	4	0	0	4	40	60	100
Core	The Age of Milton	4	0	0	4	40	60	100
Core	The Neo-Classical Age	3	0	2	4	40	60	100
Core	The Romantic Age	0	0	4	2	40	60	100
DSE	The Study of a Genre: Short Story	4	0	0	4	40	60	100
DSE	General Essay	4	0	0	4	40	60	100
SEC	Soft Skill 1/ Sector Skill Course	2	0	0	2	40	60	100
		21	0	6	24			

### SEMESTER II

Code No.	Course	Hours/Week			Maximum Marks			Total
		Lecture	Tutorial	Practical	Credits	CA	SEE	
Core	The Victorian Age	4	0	0	4	40	60	100
Core	The Modern Age – I	4	0	0	4	40	60	100
Core	Literary Criticism	4	0	0	4	40	60	100
Core	Women's Studies	0	0	4	2	40	60	100
Core	New Literatures in English	0	0	4	2	40	60	100
DSE	American Literature	4	0	0	4	40	60	100
SI	Internship	0	0	4	2	40	60	100
SEC	Soft Skill 2/ Sector Skill Course	2	0	0	2	40	60	100
		18	0	12	24			

### SEMESTER III

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
Core	Shakespeare	4	0	0	4	40	60	100
Core	European Fiction and Drama	4	0	0	4	40	60	100
Core	The Modern Age - II	4	0	0	4	40	60	100
Core	Critical Theory (since 1965)	0	0	4	2	40	60	100
DSE	The English Language	4	0	0	4	40	60	100
DSE	Literary Interpretation	4	0	0	4	40	60	100
SEC	Soft Skill 3/ Sector Skill Course	2	0	0	2	40	60	100
		22	0	4	24			

### SEMESTER IV

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
Core	Applied Linguistics and Literary Stylistic	4	0	0	4	40	60	100
GE	Front Office Management	4	0	0	4	40	60	100
Core	Project Work	0	0	20	10	40	60	100
		8	0	20	18			

CA - Continuous Assessment

SEE - Semester End Examination

## 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. General Essay                     | 4 0 0 4 |
| 3. New Literatures in English        | 0 0 4 2 |
| 4. The English Language              | 4 0 0 4 |
| 5. Literary Interpretation           | 4 0 0 4 |

### List of Generic Electives Courses: L T P C

- |                            |         |
|----------------------------|---------|
| 1. Front Office Management | 2 0 0 2 |
|----------------------------|---------|

### List of Skill Enhancement Courses (SEC) L T P C

- |                      |         |
|----------------------|---------|
| 1. Soft Skills – I   | 2 0 0 2 |
| 2. Soft Skills – II  | 2 0 0 2 |
| 3. Soft Skills – III | 2 0 0 2 |

# **SEMESTER I**

## CHAUCER AND THE ELIZABETHAN AGE - 4004

### Course Objective:

- 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

### **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  
(The first book of the communication of Raphael Hythlodaye concerning the best state of a Commonwealth)

**Total** **60 hours**

## **Course Outcome**

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

- CO 1:** Acquire the knowledge about the growth of the English language and literature up to the age of Chaucer.
- CO 2:** Social, Cultural and Intellectual background of the late Medieval period in English literature.
- CO3:** Familiarize with the major literary works of the period.
- CO 4:** Analyze and discuss different Poems, plays and Fiction in context of the literary tradition.
- CO 5:** Comprehend the significance of Elizabethan Literature and the writers belonged and its impact on literary works produced world over.

## **Books Prescribed**

- **The Oxford Anthology of English Literature Vol. I.** The Middle Ages. Through the 18<sup>th</sup> century. OUP, London, 1973.
- Standard editions of texts

## **Reference Books:**

- Anne Lake Prescott and Andrew. *Edmund Spenser's Poetry*. Norton Critical Publishers, New York, 2013.
- Ford, Boris. *A guide to English Literature. Vol 1. The Age of Chaucer*. London: Penguin 1961.
- Fermor, Una Ellis. *The Jacobian Drama*. London: University Paperback, 1965.

## **Web Sources:**

- <http://www.english.org.uk/chaucer/html>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## THE AGE OF MILTON

- 4 0 0 4

### Course Objective:

- 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.

	<b>Credit Hours</b>
<b>UNIT-I- POETRY</b>	<b>12</b>
a. John Donne- A Valediction Forbidding Mourning, Canonization, Ecstasy.	
b. Richard Crawshaw -Affliction	
c. Andrew Marvel- To His Coy Mistress	
<b>UNIT-II-POETRY</b>	<b>12</b>
a. John Milton- Paradise Lost – Book IX	
b. Dryden- Absalom and Achitophel	
<b>UNIT-III-DRAMA</b>	<b>12</b>
a. Webster- The Duchess of Malfi	
b. Middleton- The Changeling	
<b>UNIT-IV- PROSE</b>	<b>12</b>
a. Dryden- Preface to Fables	
<b>UNIT-V-PROSE</b>	<b>12</b>
a. Addison- Roger 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	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO 1:** Connect the socio-economic conditions of the age with the literary works.

**CO 2:** Describe the tempo of the Age of Milton through the literary texts.

**CO 3:** Correlate the social history and the literary history of the age.

**CO 4:** Acquire knowledge about the great writers of the period and analyze their writings with a critical perspective.

**CO 5:** Understand the concept of Metaphysical poetry and its various features.

## **Books Prescribed**

- Masterman John Howard Bertram. *The Age of Milton 1897*. Kessinger Publishing, 2010.
- Standard editions of texts

## **Reference Books:**

- Patrides, C.A. *The Age of Milton*, edited by Raymond B. Waddington, Barnes & Noble Books-Imports, Div of Rowman & Littlefield Pubs., Inc . 1998
- Hagar Alan. Editor. *The Age of Milton: An Encyclopedia of Major 17<sup>th</sup> Century British and American Authors*. ABC-CLIO, 2004.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



**Course Objective:**

- 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 -The Battle of the Books

**UNIT-V-PROSE** **12**

- a. Fielding- Joseph Andrews
- b. Swift - Gulliver's Travels (The first two sections only).

**Total** **60 Hours**

### **Course Outcome**

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

**CO 1:** Understand social conditions of England during 18th century through literary texts.

**CO 2:** Interpret the literary writings of neo-classical and romantic literature

**CO 3:** Understand various features of neo-classicism and its impact on English society.

**CO 4:** Distinguish between comedy of manners, sentimental and anti-sentimental comedies

**CO5:** Identify various poetic devices such as irony, satire by reading neo classical poetry.

### **Books Prescribed**

- William Harmon and C. Hugh Holman. *A Handbook to Literature*. New Jersey: Prentice Hall, 1986
- Carter, Ronald & MacRae, John. *The Routledge History of English Literature in English: Britain and Ireland*. New York, Routledge, 1997.

### **Reference Books:**

- Howes, Randolph Michael. *The Pundit Speaks: An Anthology of Neoclassical Poetic Philosophy*. Volume V, Trafford Publishing, 2010.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon Press, Oxford, 1994.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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,

**CO 1:** Understand new modes of thought that characterize the literature of the romantic period.

**CO 2:** Infer different shades of romanticism through different literary texts of the age.

**CO 3:** Identify the experiments of Novel writing and its development.

**CO 4:** Understand the new literary forms of poetry and its poetic devices

**CO 5:** Appreciate , analyse and discuss different poems in context of the literary tradition

## **Books Prescribed**

- Barth, J. Robert. Romanticism and Transcendence. Columbia: University of Missouri Press, 2003.
- Bowra, C. M. The Romantic Imagination. Oxford: Oxford University Press, 1949.
- Christopher John Murray, Encyclopedia of the Romantic Era: A-K, Taylor and Francis Books, 2004.

## **Reference Books:**

- Deirdre Le Fay, Jane Austen: The World of Her Novels, London: Frances Lincoln Limited, 2002.
- Duncan Wu, A Companion to Romanticism, Blackwell Publishing, 1998.
- David Levin, History as Romantic Art: Bancroft, Prescott, and Parkman , 1967.
- Marsh, Jan. Introduction. Poems and Prose. By Christina Rossetti. London: Everyman, 1994.

## **Web Sources:**

- [www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html](http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html)
- [www.k-state.edu/english/westmank/literary/contempbrit\\_resources.html](http://www.k-state.edu/english/westmank/literary/contempbrit_resources.html)
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

# **SEMESTER II**

**Course Objective:**

- 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**

<b>UNIT-I-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Browning – Rabbi Ben Ezra</li> <li>b. Thompson – The Hound of Heaven</li> <li>c. Arnold – The Scholar Gypsy</li> <li>d. Hopkins – The Windhover</li> </ul>	
<b>UNIT-II-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Tennyson – In Memoriam.</li> <li>b. Rossetti – The Blessed Damozel</li> </ul>	
<b>UNIT-III- PROSE</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Carlyle – Hero as Poet.</li> </ul>	
<b>UNIT-IV- PROSE</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Arnold – Essays in Criticisms – Thomas Gray, Milton, Shelley, Byron.</li> </ul>	
<b>UNIT-V-FICTION</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Dickens – A Tale of Two Cities</li> <li>b. Emily Bronte – Wuthering Heights</li> <li>c. Thackeray – Vanity Fair</li> </ul>	
<b>Total</b>	<b>60 Hours</b>

### **Course Outcome**

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

**CO 1:** Understand the ‘Victorian Dilemma’ through the reading of various literary genres.

**CO2:** Interpret the ideas of the Victorian attitude and cultural transition.

**CO3:** Critique the growing scepticism and doubt of Victorian England through the study of various literary texts.

**CO4:** Analyse the evolution of the Victorian literature and study the social changes of time.

**CO5:** Employ the spirit of enquiry of the Victorian age in real time situations.

### **Books Prescribed**

- Standard editions of texts in Macmillan Classics Series.
- Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
- 2. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto&Windus, London.

### **Reference Books:**

- Cecil, David. Early Victorian Novelists: Essays in Revaluation. Constable and Co., Ltd, London, 1934.
- Johnson, E.D.H. The Alien Vision of Victorian Poetry. Princeton UP: Princeton, 1982.
- Staley, Allen. Pre-Raphaelite Vision: Truth to Nature., Tate Publishing, London, 2003.

### **Web Sources:**

- [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**THE MODERN AGE-I**

**-4 0 0 4**

**Course Objective:**

- 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

**Credit Hours**

**UNIT –I POETRY**

**12**

- a. T.S.Eliot – The Waste Land
- 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,

**CO 1:** Be familiarized with the literary trends of the early twentieth century

**CO2:** Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism and theme.

**CO3:** Gain awareness about the sensibility of literary modernism in the wake of the World Wars.

**CO4:** Examine innovative techniques adopted in the modern drama and fiction.

**CO5:** Interpret the modern drama with relevance social events of the period.

## **Books Prescribed**

- Michael Schmidt, ed., 1980, Eleven British Poets: An anthology, Methuen & Co. Ltd., Cambridge.
- Richard Ellmann & Robert O'Clair, 1988, The Norton Anthology of Modern Poetry, Norton & Company, New York.

## **Reference Books:**

- Marsh, Jan. Introduction: Poems and Prose. By Christina Rossetti. London: Everyman, 1994.
- Walker, Hugh. English Satire and Satirists. New York: Octagon Books, 1965.
- Russel Brown, John. ed. Modern British dramatists: a collection of critical essays. New Jersey: Prentice - hall, 1980.

## **Web Sources:**

- [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
- <http://en.wikipedia.org/wiki/poetry/>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## LITERARY CRITICISM

- 4 0 0 4

### Course Objective:

- 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

	<b>Credit Hours</b>
<b>UNIT-I</b>	<b>12</b>
a. Aristotle - Poetics	
b. Sidney - An Apologie for Poetrie	
<b>UNIT-II</b>	<b>12</b>
a. Johnson - Life of Milton	
b. Dryden - An Essay on Dramatic Poesy	
<b>UNIT-III</b>	<b>12</b>
a. Wordsworth - Preface to Lyrical Ballads	
b. Coleridge - Biographia Literaria- Chaps- 14 & 17	
<b>UNIT-IV</b>	<b>12</b>
a. Arnold - Study of Poetry	
b. Eliot - The Metaphysical Poets	
<b>UNIT-V</b>	<b>12</b>
a. I.A. Richards - Four Kinds of Meaning	
b. Cleanth Brooks - Irony as a Principle of Structure	
c. Harold Bloom - Preface and Prelude in the Western Canon	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO1:** Familiarize with the key concepts and texts of literary criticism ever since its emergence

**CO2:** Discuss the factors involved in criticism such as interpretation, elucidation, evaluation and appreciation.

**CO3:** Recognize the historical, political and aesthetic dimensions of the growth of literary criticism.

**CO 4:** Analyse the literary texts in terms of content and style.

**CO 5:** Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

## **Books Prescribed**

- David Lodge, ed., 1972, Twentieth Century Literary Criticism, Longman, London.
- S. Ramaswamy and V.S. Seturaman, 1976, 1979 (Two Vols.), English Critical Tradition, Macmillan, Chennai.
- V.S. Seturaman, ed., 1989 Contemporary Criticism, Macmillan, Chennai.

## **Reference Books:**

- Waugh, Patricia. Literary Theory & Criticism: An Oxford Guide. Delhi: Oxford University Press, 2006.
- Habib, M. A. R. A History of Literary Criticism and Theory: From Plato to the Present. Oxford: Blackwell, 2005.
- Daiches, David. Critical Approaches to Literature, 2nd ed. Hyderabad: Orient Longman, 2001.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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 Baym – 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. 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:** Conceptualize the diversity of women's experiences and their varied cultural moorings

**CO2:** Explore women's literary history and discuss literary texts from feminist perspective.

**CO3:** Infer the nuances of women's writings and interpret themes, and narrative strategies of women's writing.

**CO4:** Describe the gender inequalities as evidenced in the literary works of women and relate them with contemporary social issues.

**CO5:** Sensitize with the family and social issues faced by women by reading women's literature.

## **Books Prescribed:**

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

## **Reference Books:**

- Meena Alexander. Women's Writing: Anthology. Mainspring Publishers, Orient Blackswan Chennai.
- Thieme, John. The Arnold Anthology of Post-colonial Literatures. Arnold Publishers, New York.
- Stubbs, Patricia. Women and Fiction. Michigan: Harvester Press, 1979.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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, I am Older than You
- 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. Night of the Assassins –Jose Triana
- b. Gurucharan Das – Larins Sahib

**UNIT-V-FICTION****12**

- a. Khushwant Singh – A Train to Pakistan
- b. V.S. Naipaul – A House for Mr.Biswas
- c. One Hundred Years of Solitude – Gabriel Garcia Marquez.

**Total****60 Hours**

### **Course Outcome**

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

**CO 1:** Get familiarized with recent writers across the world and their literary outputs.

**CO 2:** Develop aesthetic and critical ability by reading literary pieces of various countries.

**CO 3:** Infer knowledge pertaining to the different genres of World Literature.

**CO 4:** Compare and contrast literatures of other countries with British Literature.

**CO 5:** Approach literature in an interdisciplinary platform.

### **Books Prescribed**

- Gary Geddes. ed. Fifteen Canadian Poets. Toronto: Oxford University Press, 2001.
- Standard editions of texts

### **Reference Books:**

- Oyekan Owomoyela. A History of Twentieth-Century African Literatures. University of Nebraska Press, 1993.
- Parekh, Pushpa Naidu and Siga Fatima Jagne. Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook. Greenwood Press, 1998.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

# **SEMESTER III**



## SHAKESPEARE

- 4 0 0 4

### Course Objectives:

- 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.

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

### Course Outcome

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

**CO 1:** Appreciate the versatility of Shakespeare's genius

**CO 2:** Trace the evolution of drama and thereby understand the social life of the Elizabethan period.

**CO 3:** Discuss the social and ethical questions the plays of Shakespeare raise regarding human experience.

**CO 4:** Interpret Shakespeare's drama and its relevance to the contemporary world.

**CO 5:** Discuss the philosophical and intellectual viewpoints as revealed in Shakespeare's plays

### **Books Prescribed:**

- Stephen Greenblatt, ed., 1997, The Norton Shakespeare, ( Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London.
- Standard editions of texts. Reference Books: 1. Bradley, A.C., 1904, Shakespearean Tragedy, Macmillan,London.
- Spurgeon, 1935, C.F.E. Shakespeare's, Imagery and what It Tells us,Cambridge UP, Cambridge.

### **Reference Books:**

- Bradley, A.C. Shakespearean Tragedy. Macmillan. London, 1905.
- Brown, John Russell. William Shakespeare and His Comedies. Methuen, London, 1957.
- Knights, L.C. William Shakespeare: The Histories. London, 1962.

### **Web Sources:**

- <http://www.shakespeare.bham.ac.uk/resources>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## EUROPEAN FICTION AND DRAMA

- 4 0 0 4

### Course Objectives:

- 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.

	<b>Credit Hours</b>
<b>UNIT-I-DRAMA</b>	<b>12</b>
a. Brecht – Mother Courage	
b. Ibsen – A Doll’s House	
<b>UNIT-II-DRAMA</b>	<b>12</b>
a. Lorca – The Blood Wedding	
b. Pirandello – Six Characters in search of an Author	
<b>UNIT-III-DRAMA</b>	<b>12</b>
a. Chekov – The Three Sisters	
b. Strindberg – Lady Julie	
<b>UNIT-IV-FICTION</b>	<b>12</b>
a. Tolstoy – Anna Karenina	
<b>UNIT-V FICTION</b>	<b>12</b>
a. Dostoevsky – Brothers Kramzov	
b. Kafka – The Castle	
<b>Total</b>	<b>60 Hours</b>

### Course Outcome

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

**CO 1:** Absorb the philosophies of the west by reading the European classics and translation.

**CO 2:** Appreciate the greatest European writers and their literary outputs.

**CO 3:** Explore dramas and fiction of the European literature for deep research purposes.

**CO4:** Analyse the rich and diverse literary cultures of ancient European countries through the readings of various literary texts.

**CO 5:** Understand the didacticism ethical values as revealed in European dramas and fiction.

### **Books Prescribed**

- Lau Magness, A Dictionary of Modern European Literature.
- Raymond Williams, Drama from Ibsen to Brecht.
- J.M. Cohen, A History of Western Literature.
- Standard editions of texts

### **Reference Books:**

- Williams, Raymond. Drama from Ibsen to Brecht. Toronto: Chatto & Windus, 1968. Print.
- Love, Harold, ed. Restoration Literature: Critical Approaches. London: Methuen & Co. Ltd, 1972. Print.
- Ward A.C. Longman Companion to Twentieth Century Literature. London: Longman, 1975. Print.

### **Web Sources:**

- <http://en.wikipedia.org/wiki/Drama/>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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 Thoma - 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:** Get familiarized with the literary trends of the twentieth century and study different genres of the literature and of writers of the period
- CO2:** Be sensitized to the sentiments of the post war life as expressed in the poetry and fiction of 20th century.
- CO3:** Appraise various techniques adopted in the modern drama and fiction.
- CO4:** Understand the chaotic, uncertain and precarious life in the modern age
- CO5:** Formulate an understanding of post war political and social scenario as revealed in the modern literatures.

## **Books Prescribed**

- Michael Schmidt, ed., 1980, Eleven British Poets: An anthology, Methuen & Co. Ltd., Cambridge.
- Richard Ellmann & Robert O'Clair, 1988, The Norton Anthology of Modern Poetry, Norton & Company, New York.

## **Reference Books:**

- Marsh, Jan. Introduction: Poems and Prose. By Christina Rossetti. London: Everyman, 1994.
- Walker, Hugh. English Satire and Satirists. New York: Octagon Books, 1965.
- Russel Brown, John. ed. Modern British dramatists: a collection of critical essays. New Jersey: Prentice - hall, 1980.

## **Web Sources:**

- [http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)
- <http://en.wikipedia.org/wiki/poetry/>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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

	<b>Credit Hours</b>
<b>UNIT - I - PHENOMENOLOGICAL CRITICISM</b>	<b>12</b>
a. Roman Ingarden- Phenomenological Aesthetics- An Attempt at Defining its Range (1969)	
<b>UNIT – II - READER-RESPONSE</b>	<b>12</b>
a. Stanley Fish - Is there a Text in the Class? (1980) Reception Theory	
b. Wolfgang Iser - The Reading Process a Phenomenological approach (1972)	
<b>UNIT – III – STRUCTURALISM AND POST STRUCTURALISM</b>	<b>12</b>
a. Gerard Genette - Structuralism and Literary Criticism (1982)	
b. Derrida - Sign, Structure and Play in the Discourse of the Human Sciences (1966)	
<b>UNIT- IV-SOCIAL DISCOURSE</b>	<b>12</b>
a. Michel Foucault - What is an Author? (1969, 1979)	
b. Mikhail Bakhtin - From the Prehistory of Novelistic Discourse (1967, 1981)	
<b>UNIT-V-POST MODERNISM</b>	<b>12</b>
a. Jean Bandrillard - Simulacra and Simulations (1983)	
b. Jean Lyotard - Excerpt from The Postmodern Condition (1984)	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO 1:** Compare and contrast different critical and theoretical approaches.

**CO 2:** Explain the rise of different aspects of literary theory and its place in the contemporary English literature and Cultural studies.

**CO 3:** Develop critical thinking through analysis, comparison and theoretical approaches

**CO 4:** Identify the broader ways in which literary theory can be applied to their own culture and their own lives

**CO 5:** Employ various theories to works of literature and discover the hidden voices within a text.

## **Books Prescribed**

- Adams and Searle- Critical Theory Since 1965
- V.S. Seturaman- Contemporary Criticism: An Anthology, Macmillan

## **Reference Books:**

- David Lodge- Modern Criticism and Theory: A Reader, London and New York, Longman
- Julian Wolfreg- Literary Theories : A Reader and Guide, Edinburgh
- Julie Rivkin and Michael Ryan – Literary Theory: An Anthology, Blackwell Publishers.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



# **SEMESTER IV**

**APPLIED LINGUISTICS AND LITERARY STYLISTICS - 4 0 0 4**

**Course Objective:**

- 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,

**CO 1:** Understand the scientific development of English language.

**CO 2:** Emergence of new registers, new dialects, Creoles, pidgins, and new varieties of English in countries outside England

**CO 3:** Acquire Grammar skills to construct proper English sentences.

**CO 4:** Understand the various process of word-formation in English

**CO 5:** Use the key concepts of Linguistics in everyday conversation.

### **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.

### **Recommended Texts**

- Dictionary of Literary Terms – Meyer Howard Abrams.
- The Ethics of Rhetoric – Richard M Wevar. Routledge Publication.
- A Handlist of Rhetorical Terms – Richard A Lanham. University of California Press
- A Handbook of Rhetoric (PDF Available)

### **Web Sources:**

- <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-andall-skills.pdf>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## PROJECT

0 0 20 10

A Dissertation should be of about 50 pages on a literary work 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** Identify their favourite genre / author for their project.
- CO2** Compare their hypothesis with old and present research works.
- CO3** Apply and evaluate methodology.
- CO4** Explore learning in fields beyond intended areas of specialization\
- CO5** Suggest various ideas for the further research.

**DISCIPLINE SPECIFIC  
ELECTIVE (DSE) COURSES  
SYLLABUS**

**Course Objective:**

- 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 - LATIN AMERICAN 12**

1. The Trail of Your Blood in the Snow – Gabriel García Márquez
2. Perfumada Noche –Haroldo Conti
3. Toward Happy Civilization – Samanta Schweblin

**UNIT II – AMERICAN 12**

1. An Occurrence at Owl Creek Bridge – Ambrose Bierce
2. The Monkey's Paw – W.W. Jacobs
3. The Purloined Letter – Edgar Allan Poe

**UNIT III – AUSTRALIAN 12**

1. The Year My Heart Broke – Michael Robotham
2. Homecoming – Hannah Richell
3. Friendship – Markus Zusak

**UNIT IV – BRITISH 12**

1. The Dark Space In The House In The House In The Garden At The Centre Of The World – Robert Shearman
2. Wide and Deep – Socrates Adams
3. An Angel Entertains Theatricals – Anne Kennedy

**UNIT V – ASIAN 12**

1. Two Red Rooster – Manohar Malgonkar
2. Where Love is God is – Leo Tolstoy
3. The Refugee – Pearl S. Buck

**Total 60 Hours**

## **Course Outcome**

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

- CO 1:** Trace the origin and development of short stories.
- CO 2:** Understand the intricacies of writing a short story as a creative work.
- CO 3:** Appreciate, interpret and critically evaluate different short stories.
- CO 4:** Familiarise with the narrative techniques used in short story writing.
- CO 5:** Acquire the craft of story writing skills

## **Books Prescribed**

- Dr. (Mrs) Singh, H. A. (2006). R.K. Narayan: His Social Vision . New Delhi: K.K. Publications, 2006. Print.
- Dr. Venugopal, C.V. The Indian Short Story in English: A Survey Bareilly: Prakash, 1976. Print.
- Gilra, Shiv K. (1976). R.K. Narayan: His World and His Art . Meerut: Saru Publication House, 1984. Print. New Delhi: Vikas Publication, 1976. Print.
- Parameswara, Uma. A Study of Representative Indo-English Novelists .
- Reid, Ian (1977). The Short Story: The Critical Idiom. London: Methuen & Co. Ltd., 1977. Print.
- Sundaram, P.S. (1973). R.K. Narayan: Indian Writers Series Vol. VI . New Delhi: Arnold Heinemann India, 1973. Print.

## **Reference Books:**

- Stone, Wilfred. Short Story: An Introduction.
- Echoes: An Anthology of Short Stories and One-Act Plays. Mainspring Publishers, Chennai.
- David Morley. The Cambridge Introduction to Creative Writing. Cambridge University Press.
- Paul Mills. The Routledge Creative Writing Course Book. Routledge, London & New York.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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
11. Ecology and Literature

**Total****60 Hours**



### **Course Outcome:**

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

**CO 1:** Comprehend literature and language down the ages.

**CO 2:** Understand various movements, schools, genres and critical theories in literature.

**CO 3:** Interpret a work of art within the frames of recent critical theories.

**CO 4:** Trace the origin, growth and development of poetry and fiction in Indian English literature.

**CO 5:** Develop an awareness of the latest trends in language and literary studies.

### **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 marks each.

### **Reference Books:**

- A Glossary of Literary Terms – By M.H.Abrams
- A History of English Literature – M.K.Naik
- Beginning Theory – An Introduction to Literary & Cultural Theory – Peter Barry
- The Study of Language – George Yule
- Modern Linguistics – An Introduction - S.K.Verma N.Krishnaswamy

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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**

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

**UNIT-II-POETRY**

**12**

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

**UNIT –III–PROSE**

**12**

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

**UNIT –IV–DRAMA**

**12**

- a. O’ Neill – The Hairy Ape
- b. Tennessee Williams – A Streetcar Named Desire.
- c. Arthur Miller – All My Sons

**UNIT –V–FICTION**

**12**

- b. Melville – Billy Budd
- c. Hawthorne – The Scarlet Letter
- d. Ernest Hemingway – A Farewell to Arms
- e. Alice Walker – The Color Purple

**Total**

**60 Hours**

## **Course Outcome**

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

**CO1:** Expose themselves to various American Literary genres and identify the distinct features of American culture through the reading of American literary texts.

**CO2:** Inculcate interest in learning the historical impact in the American Fiction, poetry and drama.

**CO3:** Formulate new concepts of American life by reading various literary pieces.

**CO4:** Develop a critical and analytical perspective with regard to American texts and authors

**CO5:** Demonstrate deeper understanding of various ages in American Literary history and place the authors in respective periods.

## **Books Prescribed**

- Egbert S. Oliver ed., An Anthology: American Literature, 1890-1965, Eurasia Publishing House (Pvt) Ltd., New Delhi.
- Mohan Ramanan ed., 1996, Four centuries of American Literature, Macmillan India Ltd., Chennai.
- Standard Editions of texts

## **Reference Books :**

- John Russell Brown and Bernard Harris, ed., 1970, American Theatre, Edward Arnold.
- Daniel Hoffman ed., 1979, Harvard Guide to Contemporary American Writing, Oxford University Press, New Delhi.
- Owen Thomas, 1986, Walden and Civil Disobedience: Norton Critical Edition ed., Prentice – Hall & Indian Delhi.

## **Web Sources:**

- [www.gonzago.edu/faculty/cample/enl311/litfram.html](http://www.gonzago.edu/faculty/cample/enl311/litfram.html)
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- 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

**UNIT-II- OUTLINE HISTORY**

**12**

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-III- PHONOLOGY**

**12**

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

**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**

Syntax Old, Middle and Modern English- types of sentence- word class- function and structure of words- structures of predication, modification, co- ordination and complementation- IC analysis- traditional, structural and transformational- Generative models of description- Meaning- Connotative and Denotative- literary devices

**Total**

**60 Hours**

### **Course Outcome**

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

**CO 1:** Comprehend the unique features of Learning English as a second and foreign language.

**CO 2:** Use the key concepts of Linguistics in everyday conversation.

**CO 3:** Practice communication skills through an objective study of language.

**CO 4:** Explain the phonological changes, morphological changes and syntactical changes and semantic changes.

**CO 5:** Understand the various process of word-formation in English

### **Books Prescribed**

- The English Language – A.C Baugh
- The outline History of English Language – F.T.Wood

### **Reference Books:**

- The English Language – C.L.Wren
- A Text book of English phonetics for Indian Students - Balasubramaniam

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

## LITERARY INTERPRETATION

- 4 0 0 4

### Course Objective:

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

### Credit Hours

<b>UNIT – I – POETICE XPERIENCE</b>	<b>12</b>
Dramatic Situation – Description: images, moods, and attitudes – Tone: Analogical Languages – metaphor and symbol	
<b>UNIT – II POETIC EXPERIENCE</b>	<b>12</b>
Theme, Meaning and Dramatic Structure – intention and meaning – metrics.	
<b>UNIT – III DRAMATIC EXPERIENCE</b>	<b>12</b>
Situation, character, dialogue – presentation techniques – contrast, comparison, irony	
<b>UNIT – IV DRAMATIC EXPERIENCE</b>	<b>12</b>
Reversal – use of poetry – fictional and non-fictional prose – point of view	
<b>UNIT – V DRAMATIC EXPERIENCE</b>	<b>12</b>
Tone, syntax, style – types of prose and their conventions	
<b>Total</b>	<b>60 Hours</b>

### Course Outcome

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

**CO1:** Appraise a literary work based on stylistic devices.

**CO2:** Interpret various literary textsofdifferentgenres thematically.

**CO3:** Analyse the character, situation, dialogue and presentation in any given dramatic work

**CO4:**Assess the merits of a fiction and non-fiction by analysing the style, syntax and tone.

**CO5:** Identify the poetic devices and critique any given poem

### **Books Prescribed**

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

### **Reference Books:**

- Richards, Ivor Armstrong Practical Criticism : A Study of Literary Judgement, Harcourt Brace, 1956.
- Empson , William Seven Types of Ambiguity Elliot Perlman 2004.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**SKILL ENCHANCEMENT  
COURSES  
SYLLABUS**



**Course Objective:**

- To enable participants Business Communication Skills
- To enhance participants E-mail writing skills
- To impart Leadership and Team Bonding skills

	<b>Credit Hours</b>
<b>1. READING COMPREHENSION AND VOCABULARY</b>	<b>06</b>
Filling the blanks – Cloze Exercise – Vocabulary building – Reading and answering Questions.	
<b>2. LISTENING AND ANSWERING QUESTIONS.</b>	<b>06</b>
Listening and writing – Listening and sequencing sentences – Filling in the blanks – Listening and answering questions.	
<b>3. GROUP DISCUSSIONS</b>	<b>06</b>
Why GD part of a selection process – Structure of a GD – strategies in GD – Team Work – Body Language	
<b>4. CONVERSATION.</b>	<b>06</b>
Face to face Conversation and Telephone conversation.	
<b>5. SELF- INTRODUCTION AND ROLE PLAY</b>	<b>06</b>
<b>Total</b>	<b>30 Hours</b>

**Course Outcome**

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

- CO1 Understand the importance of communication skills in English
- CO2 Learn the important effective communication techniques
- CO3 Prepare the students to meet an interview.
- CO4 Introduce the way of communication with others.
- CO5 Teach the basic etiquette to face large group of audience with confidence.

**Books Recommended**

- Barun K. Mitra. Personality Development and Soft Skills. Oxford University Press. New Delhi.2011.
- S.P. Sharma. Personality Development. Pustaq Mahal. New Delhi. 2010.Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi. 2009.
- Tiko, Champa & Jaya Sasikumar. Writing with a Purpose.OUP. New Delhi. 1979

**Web Source:**

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>
- <https://blog.hubspot.com/service/phone-etiquette>

**Course Objective:**

- To enable students to develop their communication skills effectively
- To enhance students Reading, Writing, Listening and Speaking skills
- To develop their self-confidence through communication

**Credit Hours**

<b>1. PRESENTATION SKILLS</b>	<b>06</b>
Elements of an effective presentation – structure of presentation – voice modulation – Audience analysis – Body language	
<b>2. SOFT SKILLS</b>	<b>06</b>
Time Management – Articulateness – Assertiveness – Stress management	
<b>3. RESUME / REPORT PREPARATION / LETTER WRITING</b>	<b>06</b>
Structuring the resume / Report – Business letters – E-Mail Communication	
<b>4. INTERVIEW SKILLS</b>	<b>06</b>
Kinds of Interviews – Required by Skills – Corporate Culture – Mock Interviews	
<b>5. 30 FREQUENTLY ASKED QUESTIONS</b>	<b>06</b>
<b>Total</b>	<b>30 Hours</b>

**Course Outcome**

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

- CO1 Illustrate the essential of presentation skills, thoughts, structure, voice modulation, audience analysis and body language
- CO2 Utilize the psychological skills pertaining to time management, articulation, assertion and stress management
- CO3 Construct methodology for preparation of resume, reports, business letters and email communication
- CO4 Appraise learners with varied skills needed for expose to interviews
- CO5 Categorize the nature of questions asked usually in interviews

**Books Recommended**

- Barun K.Mitra. Personality Development and soft skills. Oxford University Press. New Delhi. 2011.
- S P Sharma. Personality Development. Pustaq Mahal. New Delhi. 2010.
- Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi. 2009.

**Web Sources:**

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://www.businessnewsdaily.com/5836-top-interviewing-skills.html>
- <https://gdpi.hitbullseye.com/Group-Discussion.php>

## SOFT SKILLS III

2 0 0 2

### Course Objective:

- To enable students to develop their soft skills and Body Language
- To enhance students Reading, Writing, Listening and Speaking skills
- To develop their self-confidence to excel at Interviews

	<b>Credit Hours</b>
<b>UNIT-I</b>	<b>06</b>
Powerful Presentation	
<b>UNIT-II</b>	<b>06</b>
Reinforcement	
<b>UNIT-III</b>	<b>06</b>
Using visual aids	
<b>UNIT-IV</b>	<b>06</b>
Types and Methods of Presentations	
<b>UNIT-V</b>	<b>06</b>
Obstacles to Presentation	
<b>Total</b>	<b>30 Hours</b>

### Course Outcome:

- |     |   |
|-----|---|
| CO1 | To develop participants social and professional skills  |
| CO2 | To help participants manage time effectively            |
| CO3 | To build a strong resume to suit corporate requirements |
| CO4 | To face interviews confidently                          |
| CO5 | To enhance their aptitude abilities                     |

### Books Recommended:

- Roz Townsend: Presentation Skills for the Upwardly Mobile, Emerald, Chennai.
- Prasad, H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2001.
- Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.

### Web Sources:

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://venngage.com/blog/presentation-skills/>
- <https://gdpi.hitbullseye.com/Group-Discussion.php>

**GENERIC ELECTIVE COURSES**  
**SYLLABUS**

## FRONT OFFICE MANAGEMENT

- 2002

### 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 THE LODGING INDUSTRY AND HOTEL ORGANIZATION 10**

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

### **UNIT-II FRONT OFFICE OPERATIONS 10**

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 RESERVATIONS, REGISTRATION AND CHECKOUT 10**

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

**Total 30 Hours**

### 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.

### **Books Prescribed**

- HOTEL FRONT OFFICE- A Training Manual by Sudhir Andrews Published by Tata McGraw Hill Education Private Limited,
- HOTEL FRONT OFFICE--OPERATIONS AND MANAGEMENT by Jatashankar R. Tewari Publish in India by Oxford University press

### **Recommended Texts**

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

### **Web Sources:**

- <https://www.slideshare.net/PriyaRoy28/managing-front-office-operations-53583518>
- [https://www.tutorialspoint.com/front\\_office\\_management/front\\_office\\_management\\_introduction.htm#:~:text=Front%20Office%20Operations&text=Interacting%20with%20the%20guests%20to,with%20the%20FO%20accounting%20system.](https://www.tutorialspoint.com/front_office_management/front_office_management_introduction.htm#:~:text=Front%20Office%20Operations&text=Interacting%20with%20the%20guests%20to,with%20the%20FO%20accounting%20system.)
- <https://setupmyhotel.com/train-my-hotel-staff/front-office-training/743-front-office-introduction-operations-functions.html>