



MANONMANIAM SUNDARANAR UNIVERSITY
ABISHEKAPATTI, TIRUNELVELI - 627 102, TAMIL NADU, INDIA
UG COURSES – AFFILIATED COLLEGES



SYLLABUS FOR B.A. ENGLISH
(CHOICE BASED CREDIT SYSTEM)

(For those who joined the course from the academic year 2021 onwards)

Vision of MS University:

- ❖ To provide quality education to reach the un-reached.

Mission of MS University:

- ❖ To conduct research, teaching and outreach programmes to improve conditions of human living.
- ❖ To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity.
- ❖ To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- ❖ To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development.
- ❖ To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

Vision of the Department:

- ❖ To facilitate the learners to expand their academic search in the field of language and literature,
- ❖ To apply their academic and critical analysis to the prescribed and non-prescribed relevant texts and create their self-style literature and language that would inspire the posterity.

Mission of the Department:

- ❖ To extend an academic assistance to the learners to identify, understand and analyse the various tenets of literature.
- ❖ To make them imbibe social, cultural and moral values that would equip them with both subjective and objective knowledge essential for the understanding of various literatures.

- ❖ To teach and impart them with the required language tools, structure and patterns that would suit the current era.

Preamble:

B.A. English Degree Course introduces various literary avenues to the learners, familiarises them with the emerging literary works and theories that would enhance their academic expertise, to remember and understand the various factors that contribute for evaluation and analysis of the prescribed texts that in turn would open up new areas of literature and language for further study.

Duration : Three Academic Years (Six Semesters)

Eligibility : 12th Standard Pass

Credits : 143 Credits

Scheme of Examinations : 1) Three Continuous Internal Assessment

Internal	-	25 Marks
2) External	-	75 Marks
Total	-	100 Marks

Internal Assessment:

Methods	Marks
Three continuous Internal Assessment. The average of the best two to be considered	20
Assignment	05
Total	25

Semester Examination:

Question Pattern		
Section	Marks	Remarks
A	10 x 1 = 10	Multiple Choice Questions. 'None' cannot be a choice among the four given choices
B	5 x 5 = 25	Alternate Choice Questions
C	5 x 8 = 40	Alternate Choice Questions
Total	75	

(4 pages)

Reg. No.:

Code No.:

Sub. Code: CAEN11

B.A. (CBCS) DEGREE EXAMINATION, NOVEMBER 2022

First Semester

English — Allied

LITERARY FORMS

(For those who joined in July 2021 onwards)

Time: Three hours

Maximum: 75 marks

PART A - (10 x 1 = 10 marks)

Answer ALL questions.

Choose the correct answer:

1. What is a poem that depicts an idealized rural life and life of shepherds called?
(a) Ballad (b) Idyll **K1**
(c) Dirge (d) Canzon
2. A fourteen lined poem in iambic pentameter that follows a strict rhyme scheme and specific structure is called _____.
(a) Blank verse (b) Couplet **K2**
(c) Sonnet (d) Elegy
3. Identify the story-poem told in a song _____. **K3**
(a) Ode (b) Haiku
(c) Ballad (d) Lyric
4. "The Rape of the Lock" is an example of _____ genre.
(a) Sonnet (b) Ballad **K3**
(c) Satire (d) Cinquain
5. Which of these is NOT a NECESSARY feature of tragedy?
(a) The hero (b) Hubris **K4**
(c) Pathos (d) A sad ending
6. What is Dramatic Monologue? **K4**
(a) Dramatic monologue means self-conversation, speech or talks which includes interlocutor presented dramatically.
(b) Dramatic monologue means self-conversation.

- (c) Dramatic monologue means speech or talks which includes interlocutor presented dramatically.
- (d) Act of speaking one's thoughts aloud.
7. A _____ is a speech that a character speaks to himself. **K5**
- (a) Dialogue (b) Soliloquy
(c) Aside (d) Quote
8. Dramatic irony can be based on either _____ information or _____ information. **K5**
- (a) Inside . . . Outside (b) Accurate . . . Inaccurate
(c) Audience . . . Character (d) Logical . . . Emotional
9. A fictional narrative written in prose, which is shorter than a novel is called _____. **K6**
- (a) Short story. (b) Poem
(c) Play (d) Novel
10. Boswell is a famous _____. **K6**
- (a) Novelist (b) Biographer
(c) Prose writer (d) Short story writer

PART B — (5 x 5 = 25 marks)

Answer ALL questions, choosing either (a) or (b).

Each answer should not exceed 250 words.

11. (a) Examine the two major sonnet forms. **K1**
Or
(b) What are the three types of odes? **K2**
12. (a) Examine the form of a ballad. **K3**
Or
(b) Identify the types of satire. **K3**
13. (a) Illustrate tragedy in drama with examples. **K4**
Or
(b) Distinguish the two main elements of farce. **K4**

14. (a) Define dramatic irony. **K5**

Or

(c) Sum up the function of aside with example. **K5**

15. (a) Write a short note on essay and its purpose. **K6**

Or

(b) How is the structure of the short story constructed? **K6**

PART C — (5 x 8 = 40 marks)

Answer ALL questions, choosing either (a) or (b).

Each answer should not exceed 600 words.

16. (a) Describe the features of Elegy. **K1**

Or

(b) What are the features of the Idyll? **K2**

17. (a) What is rhyme royal in literature? Explain. **K3**

Or

(b) Examine the effect of Ottava Rima. **K3**

18. (a) Examine the characteristics of a tragic comedy. **K4**

Or

(b) Analyze the purpose of melodrama. **K4**

19. (a) Assess the purpose of soliloquy in drama. **K5**

Or

(b) Summarize the origin and development of English Drama. **K5**

20. (a) Explain the ideas you have derived on analysing the history of novel. **K6**

Or

(b) Write an elaborate essay on literary criticism. **K6**

Scheme of Examinations & Valuation:

SEMESTER I									
Part I / II/III/IV	Sub. No.	Core / Optional	Title of the Papers	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – I	6	4	25	75	100	3
III	3	Core – 1	Professional English for Arts and Social Sciences – I	4	4	25	75	100	3
III	4	Core – 2	British Poetry	4	4	25	75	100	3
III	5	Core – 3	Social History of England	5	4	25	75	100	3
III	6	Allied – 1	Literary Forms	3	3	25	75	100	3
IV	7	Common	Environmental Studies	2	2	25	75	100	3
Sub. Total				30	25				
SEMESTER II									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – II	6	4	25	75	100	3
III	3	Core – 4	Professional English for Arts and Social Sciences – II	4	4	25	75	100	3
III	4	Core – 5	British Drama	4	4	25	75	100	3
III	5	Core – 6	History of English Literature	5	4	25	75	100	3
III	6	Allied – 2	Modern English Grammar and Usage	3	3	25	75	100	3
IV	7	Common	Value Based Education	2	2	25	75	100	3
Sub. Total				30	25				

SEMESTER III									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – III	6	4	25	75	100	3
III	3	Core – 7	British Prose	4	4	25	75	100	3
III	4	Core – 8	Indian English Literature - I	4	4	25	75	100	3
III	5	Core - 9	American Literature – I	5	4	25	75	100	3
III	6	Allied – 3	African Literature	3	3	25	75	100	3
IV	7	Non-Major Elective – 1	English for Competitive Examinations	2	2	25	75	100	3
IV	8	Common	Yoga	2	2	-	-	-	-
Sub. Total				30*	27				

***Excluding Yoga**

SEMESTER IV									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
I	1	Language	Tamil / Other Language	6	4	25	75	100	3
II	2	Language	English – IV	6	4	25	75	100	3
III	3	Core – 10	British Fiction	4	4	25	75	100	3
III	4	Core – 11	Indian English Literature - II	4	4	25	75	100	3
III	5	Core - 12	American Literature - II	5	4	25	75	100	3
III	6	Allied – 4	Language and Linguistics	3	3	25	75	100	3
IV	7	Non-Major Elective – 2	Content Writing	2	2	25	75	100	3
IV	8	Common	Computer for Digital Era	2	2	-	-	-	-
V	9	Extension Activity	NCC, NSS, YRC, YWF	-	1	-	-	-	-
Sub. Total				30*	28				

***Computer for Digital Era**

SEMESTER V									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
III	1	Core – 13	Genre Studies	4	4	25	75	100	3
III	2	Core - 14	Shakespeare	6	4	25	75	100	3
III	3	Core - 15	Research Methodology	4	4	25	75	100	3
III	4	Core – 16 (SBE)	Translation Theory and Practice	6	4	25	75	100	3
III	5	Core – 17 (Optional)	Environment and Literature	4	4	25	75	100	3
			Marginal Literature						
III	6	Core - 18	Indian Literature in Translation	4	4	25	75	100	3
IV	7	Skill Based Subject (Common)	Personality Development	2	2	25	75	100	3
Sub. Total				30	26				
SEMESTER VI									
Part I / II/III/IV	Sub. No.	Subject Status	Subject Title	Hours	Credits	Internal	External	Total	Duration in hours
III	1	Core – 19	Literary Criticism	6	4	25	75	100	3
III	2	Core – 20	Canadian Literature	4	4	25	75	100	3
III	3	Core - 21	Australian Literature	4	4	25	75	100	3
III	4	Core – 22	Fantasy Literature	5	4	25	75	100	3
III	5	Core – 23 (Optional)	Global Literature	4	4	25	75	100	3
	6		Literature and Psychology						
III	7	Core - 24	Project (Individual)	7	7	25	75	100	-
Sub. Total				30	27				

***143 credits (excluding Part IV and Part V)**

Programme Outcomes:

PSO. No.	At the end of the programme, the students will be able to:
PO – 1	acquire knowledge of various literary works and students of thought
PO – 2	explore the avenues of world literatures
PO – 3	utilize the skills acquired through the programme
PO – 4	think critically and apply theoretical approaches to literary texts
PO – 5	view and enjoy literary works through nuanced perspectives
PO – 6	equip themselves to undertake research projects
PO – 7	appreciate the unique merits of different literary genres
PO – 8	acquaint themselves with the key concepts of language and linguistics

Individual Course Specific Outcomes:

PSO. No.	Upon completion of the B.A. English Literature Programme, students will be able to
PSO – A	acquire knowledge of the important historical and political milestones of England, from the early times to the present
PSO – B	develop an aptitude for critical analysis of literary works
PSO – C	find scope of employability in fields of teaching, content writing, translating, communication and media
PSO – D	appreciate and develop the human values espoused in literary works
PSO – E	enhance their job potential by acquiring linguistic competence and effective communication skills
PSO – F	identify the correlation between literature and psychology
PSO – G	apply learned skills in experimenting, researching and critically analyzing relevant topics of their choice
PSO – H	obtain professional skills in translation

SEMESTER I

MSU/2021-2022/UG-College/Part-III(B.A. English)/Semester-I/Core II

Core – II

BRITISH POETRY

Objectives:

1. To enable the students to understand the poems of 17th, 19th and 20th centuries along with the historical background.
2. To understand the aesthetic sense of the English poets.
3. To appreciate the lively poetic language of English poems.
4. To know the literary sensibility of poets belonging to different ages.
5. To expose the varied levels of thinking and emotions.

Course Outcomes:

CONo.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO – 1	define the various forms, types and schools of poetry	A	K1
CO – 2	describe the development of various literary movements and their mission	B	K2
CO – 3	apply the traits of the movement to the poems of the period	C	K3
CO – 4	classify British poetry as reflection of the period and identify the socio-cultural factors	D, A	K4
CO – 5	review the literary style of British poetry and explore the diverse themes of the poems	E, D	K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6**– Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	S	M	S	M	S
CO 2	S	M	M	M	S	M	S	S
CO 3	S	M	S	S	M	S	S	S
CO 4	S	M	M	S	S	M	M	L
CO 5	S	M	S	S	S	S	M	S

S – Strong, **M** – Medium, **L** - Low

UnitI:

Edmund Spenser	: Prothalamion
John Milton	: On His Blindness
Robert Herrick	:To the Virgins, to Make Much of Time

UnitII:

John Donne	: The Ecstasy
Andrew Marvell	:To His Coy Mistress
William Blake	:The Lamb

UnitIII:

Oliver Goldsmith	:The Deserted Village
Percy Bysshe Shelley	:Ode to the West Wind
John Keats	:La Belle Dame Sans Merci

UnitIV:

Robert Browning	:Fra Lippo Lippi
Alfred Lord Tennyson	: The Lotos-Eaters
Matthew Arnold	:The Forsaken Merman

UnitV:

Gerard Manley Hopkins	:The Windhover: To Christ Our Lord
Francis Thompson	:The Hound of Heaven
Philip Larkin	:Next, Please

Prescribed Texts:

Edmund Spenser. *Epithalamion and Prothalamion*. Rama Brothers, 2007.

<https://www.poetryfoundation.org/poems/45217/prothalamion-56d224a0e2feb>

John Milton. *The Complete Poems*. Penguin Classics, 1998.

<https://www.poemhunter.com/poem/on-his-blindness/>

<https://www.poetryfoundation.org/poems/46546/to-the-virgins-to-make-much-of-time>

John Donne. *The Complete Poetry and Selected Prose of John Donne*. Modern Library, 2001.

<https://www.poetryfoundation.org/poems/44099/the-ecstasy>

Andrew Marvell. *To His Coy Mistress and Other Poems*. Dover Publications Inc., 2016.

<https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress>

William Blake. *The Complete Poetry and Prose of William Blake*. Anchor, 1997.

<https://www.poetryfoundation.org/poems/43670/the-lamb-56d222765a3e1>

Oliver Goldsmith. *The Deserted Village*. Leopold Classic Library, 2015.

<https://www.poetryfoundation.org/poems/44292/the-deserted-village>

Percy Bysshe Shelley. *The Complete Poems of Percy Bysshe Shelley*. Modern Library, 1994.

<https://www.poetryfoundation.org/poems/45134/ode-to-the-west-wind>

John Keats. *The Complete Poems of John Keats*. Modern Library, 1994.

<https://poets.org/poem/la-belle-dame-sans-merci>

Robert Browning. *Complete Works of Robert Browning*. Delphi Classics, 2012.

<https://www.poetryfoundation.org/poems/43755/fra-lippo-lippi>

<https://poets.org/poem/lotos-eaters>

Matthew Arnold. *Matthew Arnold: The Complete Poems*. Lexicos Publishing, 2012.

<https://www.poetryfoundation.org/poems/43589/the-forsaken-merman>

Gerard Manley Hopkins. *Gerard Manley Hopkins: The Complete Poems*. Lexicos Publishing, 2012.

<https://hopkinspoetry.com/poem/the-windhover/>

Francis Thompson. *The Hound of Heaven*. Morehouse Publishing, 1988.

<https://www.bartleby.com/236/239.html>

Philip Larkin. *The Complete Poems*. Farrar, Straus and Giroux, 2013.

http://famouspoetsandpoems.com/poets/philip_larkin/poems/14537

MSU/2021-2022/UG-College/Part-III(B.A. English)/Semester-I/Core III

Core - III

SOCIALHISTORYOFENGLAND

Objectives:

1. To introduce students to the history of Britain, from its birth.
2. To explore the evolution of British society in relation to societal perceptions and cultural viewpoints.
3. To familiarize students with the demographic history, history of the working class, history of women, families, education, the English agricultural revolution and industrialization.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the political, religious, economic and intellectual histories of various periods	A	K2
CO – 2	explore English life and society over six centuries	A, B, D	K3, K5
CO – 3	examine the etiquette, morality and customs of English society	D, F	K2, K3
CO – 4	contextualize the varying experiences of English society in relation to societal changes and evolution	A, D, F	K2, K3, K5
CO – 5	coexist in a culturally diverse interdependent world	D	K2, K3

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

UnitI:

Introduction

ChapterI :Chaucer’sEngland–Field,VillageandManor-house

ChapterII :Chaucer’sEngland–TownandChurch

UnitII:

ChapterIII :EnglandintheAgeofCaxton

ChapterIV :TudorEngland:Introduction‘TheEnd of the Middle Ages’?

ChapterV :EnglandDuringtheAnti-ClericalRevolution

ChapterVI :Shakespeare’sEngland–I

UnitIII:

ChapterVII :Shakespeare’sEngland–II

ChapterVIII :TheEnglandofCharlesandCromwell

ChapterIX :RestorationEngland

ChapterX :Defoe’sEngland

UnitIV:

ChapterXI :Dr.Johnson’sEnglandI

ChapterXII :Dr.Johnson’sEnglandII

ChapterXIII :Dr.Johnson’sEnglandIII

ChapterXIV :ScotlandattheBeginningandattheEndof the Eighteenth
CenturyI&II

UnitV:

ChapterXV :Cobbett’s EnglandI

ChapterXVI :Cobbett’s EnglandII

ChapterXVII :BetweentheTwoReformBills

ChapterXVIII :TheSecondHalf of theVictorian Era

Prescribed Text:

GMTrevelyan. *EnglishSocialHistory*.PenguinUK,1987.

<http://dspace.unive.it/bitstream/handle/10579/2930/814079112321.pdf?sequence=2>

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-I/Allied I

Allied - I

LITERARY FORMS

Objectives:

1. To introduce the various literary genres, movements and forms of literature.
2. To familiarize the students with the vibrant currents of thought that have enriched literature through various forms.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the significance of literary forms	B	K1, K2, K4
CO - 2	analyze a variety of texts	B, G	K4
CO - 3	appreciate literary forms and structure in shaping the meaning of a text	B	K2, K4, K5
CO - 4	enhance intellectual inquiry and creative expression	B, C, H	K5, K6
CO - 5	obtain coherent and systematic knowledge of various literary forms	E, G, H	K1, K2

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Section I – Poetry – Chapter II – Poetical Types

The Lyric

The Ode

The Sonnet

The Elegy

The Idyll

The Epic

Unit II:

Section I – Poetry – Chapter II – Poetical Types

The Ballad

The Satire

Section I – Poetry – Chapter III – Stanza Forms

The Heroic Couplet

The Chaucerian Stanza or Rhyme Royal

The Ottava Rima

The Spenserian Stanza

Unit III:

Section II – Drama – Chapter II – Dramatic Types

Tragedy and Comedy

Tragi-Comedy

Farce and Melodrama

The Masque

The One-Act Play

The Dramatic Monologue

Unit IV:

Section II – Drama – Chapter III – Dramatic Devices

Dramatic Irony

Soliloquy and Aside

Expectation and Surprise

Section II – Drama – Chapter IV – Origin of the English Drama

Section II – Drama – Chapter V – Origin of the English Theatre

Section II – Drama – Chapter VII – Dramatic Modernism

Unit V:

Section III - Prose

Chapter I	: The Essay
Chapter II	: The Novel
Chapter III	: The Short Story
Chapter IV	: Biography
	: Autobiography
Chapter V	: Criticism

Prescribed Text:

B. Prasad. *A Background to the Study of English Literature*. Macmillan, 2008.

SEMESTER II

MSU/2021-2022/UG-College/Part-III(B.A. English)/Semester-II/Core V

Core- V

BRITISH DRAMA

Objectives:

1. To make the students develop their communicative skills.
2. To expose them to new avenues of thoughts.
3. To learn diverse cultures and values of each age.
4. To analyse and critically appreciate the dramatic techniques of the dramatists.
5. To expose them to various schools of thoughts.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	name the various types and sub-genres of drama	A	K1
CO - 2	explain different dramatic forms and the techniques adopted by each writer of each age	B	K2
CO - 3	trace out the evolution of British Drama and its impact on audience	C	K4
CO - 4	learn to comment critically upon the characters and their representative nature	D, C	K3
CO - 5	assess the literary style and find out the uniqueness of British Drama	E, C	K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	S	S	S	M	M
CO 2	M	S	M	M	S	M	S	S
CO 3	S	M	M	S	S	M	S	M
CO 4	M	S	S	S	S	M	M	S
CO 5	S	L	S	M	M	S	M	L

S – Strong, **M** – Medium, **L** - Low

UnitI:

Christopher Marlowe : Edward II
Ben Jonson : The Alchemist

UnitII:

Oliver Goldsmith :The Good-Natured Man

UnitIII:

John Dryden :All for Love

UnitIV:

T.S. Eliot :Murder in the Cathedral
J.M. Barrie :The Admirable Crichton

UnitV:

George Bernard Shaw :Saint Joan
John Osborne :Look Back in Anger

Prescribed Texts:

Christopher Marlowe. *Edward the Second*. Lector House LLP, 2019.

Ben Johnson. *The Alchemist*. Methuen Drama, 2016.

Oliver Goldsmith. *The Good-Natured Man*. United States of America: CreateSpace Independent Publishing Platform, 2016.

John Dryden. *All for Love*. Bloomsbury Publishing India Private Limited, 2014.

T.S. Eliot. *Murder in the Cathedral*. Books Way, 2016.

James Matthew Barrie. *The Admirable Crichton*. Digireads.com, 2010.

George Bernard Shaw. *Saint Joan*. Maple Press, 2013.

John Osborne. *Look Back in Anger*. Pearson Education, 2011.

**MSU/2021-2022/UG-College/Part-III(B.A. English)/Semester-II/Core VI
Core - VI**

HISTORY OF ENGLISH LITERATURE

Objectives:

1. To make the students familiar with the evolution and progress of the English Language and Literature throughout different periods.
2. To familiarize the students with authors across centuries, their different genres, literary forms and their unique writing styles.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	comprehend the growth and development of English literature and language	A, D, F	K2
CO – 2	develop an extensive insight into the various literary movements and also the prominent writers and their works	A, D, F, G	K5, K6
CO – 3	understand and evaluate the social, cultural and historical influence on the literary works of different periods	A, B, D, G	K2, K3, K5
CO – 4	explore the evolution of various literary genres	B	K1, K2, K5
CO – 5	read through and interpret key texts	B, G, H	K1, K2, K4, K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyse, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Chapter I : Introduction – The Meaning of Literature

Chapter II : The Anglo-Saxon or Old-English Period

Unit II:

Chapter III : The Anglo-Norman Period

Chapter IV : The Age of Chaucer

Unit III:

Chapter V : The Revival of Learning

Chapter VI : The Age of Elizabeth

Unit IV:

Chapter VII : The Puritan Age

Chapter VIII : Period of the Restoration

Chapter IX : Eighteenth-Century Literature

Unit V:

Chapter X : The Age of Romanticism

Chapter XI : The Victorian Age

Chapter XII : An Essay on Recent Literature

Prescribed Text:

William J Long, *English Literature: Its History and Its Significance for the Life of the English Speaking World*, Rupa Publications India, 2015.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-II/Allied II

Allied - II

MODERN ENGLISH GRAMMAR AND USAGE

Objectives:

1. To teach the main elements of Grammar.
2. To enhance competence in the English language.
3. To create academic / non-academic reports, write ups etc.
4. To acquire the necessary linguistic skills to use the language effectively in conversation and writing.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	recall the fundamentals of English Grammar	C	K1, K2
CO – 2	understand the formal and informal usages to obtain proficiency	E	K3
CO – 3	apply the patterns learnt by students	F	K3
CO – 4	analyze sentence structures, synthesis and usages	G	K4
CO – 5	evaluate the patterns of expressions, basic structures, sentence patterns, etc.	G	K5
CO – 6	create good academic / non-academic write ups, reports, etc.	G	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	L	L
CO 2	M	S	S	S	S	S	L	L
CO 3	S	S	S	S	S	M	M	S
CO 4	M	L	M	M	M	M	M	M
CO 5	M	M	S	M	M	M	M	M
CO 6	M	M	M	M	M	M	M	M

S – Strong, **M** – Medium, **L** - Low

UnitI:

The Sentence
Parts of Speech
Nouns I and II
Articles

UnitII:

Pronouns
Verbs, Mood and Tense
Concord or Agreement of the Verb with the Subject
The Auxiliaries

UnitIII:

Adverbs
Prepositions
Conjunctions
Simple, Compound, Complex and Compound-Complex Sentences

UnitIV:

Synthesis of Sentences
Clauses
Transformation of Sentences I
Transformation of Sentences II

UnitV:

Letter Writing
Precis Writing
Essay Writing
Writing Stories from Outlines

Prescribed Text:

David Green. *Contemporary English Grammar Structures and Composition*. New Delhi: Trinity Press, 2016.

Reference Books:

N. Krishnaswamy. *Modern English Grammar*. Chennai: Macmillan Publishers India Limited, 2010.
K.V. Joseph. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited, 2006.

SEMESTER III

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Core VII

Core- VII

BRITISH PROSE

Objectives:

1. To introduce the students to various thoughts and philosophies of each age.
2. To make them appreciate the prose style of various works.
3. To make the students understand the lateral thinking of the English writers.
4. To train the students to think independently and express themselves in a unique manner.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the various kinds of thoughts and ideologies of each period and each written	A	K2
CO - 2	analyze the writing style and the vocabulary used by the writers	B	K4
CO - 3	develop skills to critically appreciate the writings	B	K2
CO - 4	make them analyze the socio-cultural background of each writer	C	K3
CO - 5	enhance their power of comprehension and literary competence	D	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	M	S	S	M	S
CO 2	M	S	S	S	S	M	S	M
CO 3	S	S	M	S	S	S	M	S
CO 4	M	S	M	M	M	S	M	L
CO 5	S	M	M	M	M	S	M	S

S – Strong, M – Medium, L - Low

Unit I:

- Francis Bacon : “Of Ceremonies and Respects” from *The Essays*
Matthew Arnold : The Study of Poetry
Oliver Goldsmith : “Beau Tibbs, His Character and Family” from *Citizen of the World* (Letter 54)

Unit II:

- Jonathan Swift : The Battle of the Books
Charles Lamb : A Dissertation Upon Roast Pig
John Ruskin : “Of Queens’ Gardens” from *Sesame and Lilies*
(Lecture II – Lilies)

Unit III:

- Joseph Addison : “Sir Roger De Coverley’s Sunday” from *The Spectator*
William Hazlitt : “The Indian Jugglers” from *Table Talk*
Alfred George Gardiner : “On Being Tidy” from *Windfalls*

Unit IV:

- E.M. Forster : “What I Believe” from *Two Cheers for Democracy*
Virginia Woolf : The Duchess of Newcastle
George Orwell : Bookshop Memories

Unit V:

- Viscount Grey : The Pleasure of Reading
Gerald Durrell : Vanishing Animals
John Stuart Mill : On the Equality of Sexes

Prescribed Texts:

<http://www.authorama.com/essays-of-francis-bacon-52.html>

<http://www.authorama.com/essays-of-francis-bacon-14.html>

https://www.sas.upenn.edu/~cavitch/pdf-library/Arnold_Study.pdf

<https://www.gutenberg.org/files/623/623-h/623-h.htm>

R. W. Jepson. *Essays by Modern Writers*. Longmans, Green and Co., 1963.

<https://www.gutenberg.org/files/16126/16126-h/16126-h.htm#page156>

http://essays.quotidiana.org/lamb/dissertation_upon_roast_pig/

<https://www.gutenberg.org/files/1293/1293-h/1293-h.htm>

<https://www.gutenberg.org/files/16126/16126-h/16126-h.htm#page097>

<https://www.gutenberg.org/files/16126/16126-h/16126-h.htm#page101>

<http://www.juggling.org/papers/hazlitt/>

https://www.gutenberg.org/files/47429/47429-h/47429-h.htm#link2H_4_0008

<https://www.gutenberg.org/files/37858/37858-h/37858-h.htm#chap14>

<http://spichtinger.net/otexts/believe.html>

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Core VIII

Core- VIII

INDIAN ENGLISH LITERATURE - I

Objectives:

1. To acquaint with the rich literary custom in Indian English Literature.
2. To apprise the various genres in Indian English Literature.
3. To present a general perception of Indian English Literature.
4. To impart the socio-political, historical and cultural context of works written.
5. To identify the Indian dialect and sensibility that stirs it.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the major movements and authors in Indian Writing in English through the study of selected literary texts	B	K1, K2
CO – 2	analyze the artistic and rhetorical devices used by the writers	B	K4, K5
CO – 3	cultivate a literary sensibility for a proper critical appreciation of literature	D, F	K1, K2
CO – 4	make them reflect critically on the human and social concerns and values embedded in the texts	D, G	K3
CO – 5	enhance the overall literary and linguistic competence of students	C, E	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	M	S	S	S	S	L
CO 2	M	M	S	S	S	S	M	S
CO 3	S	M	S	S	S	S	S	M
CO 4	S	S	S	S	M	S	S	M
CO 5	M	L	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

K.R. Srinivasa Iyengar	: Indian Writing in English - Introduction
Jawaharlal Nehru	: The Indian Philosophical Approach
C.V. Raman	: Books that have Influenced Me
V.S. SrinivasaSastri	: What I Cherish Most

Unit II: Poetry

Toru Dutt	: The Young Captive
Sarojini Naidu	: Summer Woods
Nissim Ezekiel	: A Morning Walk
Kamala Das	: Smoke in Colombo

Unit III: Short Story

Raja Rao	: India – A Fable
Mulk Raj Anand	: Liar
BhabhendraNathSaikia	: Rats

Unit IV: Drama

Rabindranath Tagore	:Mukta Dara
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Unit V: Fiction

Bhabani Bhattacharya	:So Many Hungers!
AravindAdiga	: White Tiger

Prescribed Texts:

K.R.Srinivasa Iyengar. *Indian Writing in English*. Asia Publishing House, Bombay.

Jawaharlal Nehru. "Chapter Five: Through The Ages, The Indian Philosophical Approach". *The Discovery of India*. Oxford University Press Oxford New York.

C.V. Raman. *Books That Have Influenced Me*. Raman Research Institute, G. A. Natesan & Co., Publishers, Madras. <http://hdl.handle.net/2289/5698>

R.K. Prabhu, Bharatiya Vidya Bhavan, Chaupatty. *An Anthology of Modern Indian Eloquence*. Bombay, 1960.

Raja Rao. *The Meaning of India*. Penguin Books India Private Limited, 2020.

<https://www.poemhunter.com/poem/the-young-captive/>

<https://www.englitmail.com/2020/02/summer-woods-by-sarojini-naidu.html>

<https://mkborthakur.blogspot.com/2020/05/the-rat-original-assamese-short-story.html>

Bhabani Bhattacharya. *So Many Hungers!*. Hassell Street Press, 2021.

<https://ia801602.us.archive.org/24/items/in.ernet.dli.2015.216311/2015.216311.So-Many.pdf>

Aravind Adiga. *The White Tiger*. Atlantic Books, 2012.

https://ia804502.us.archive.org/29/items/the-white-tiger-by-aravind-adiga_202105/The%20White%20Tiger%20by%20Arvind%20Adiga.pdf

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Core IX

Core- IX

AMERICAN LITERATURE - I

Objectives:

1. To introduce students to different genres of American Literature.
2. To familiarize students with prominent American writers of prose, poetry, fiction, drama and short stories.
3. To be able to contextualize literary works according to their contemporary, social and cultural influences in American society.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	identify the key ideas, events and characteristics of different periods and regions	A, D, F	K4
CO – 2	understand values and themes that impact culture and society	D	K2
CO – 3	analyze and juxtapose the unique literary styles and structures of American authors	B, G	K3, K4, K5
CO – 4	improve reading skills leading to literary analyses	B, G	K2, K4, K5
CO – 5	write poems and short stories and also enact scenes from the plays prescribed	C, H	K6

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	M	S	S	S
CO 2	S	S	S	S	S	M	S	S
CO 3	S	S	S	S	M	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	L	S	S	S	L	M	S	S

S – Strong, M – Medium, L - Low

Unit I: Prose

Benjamin Franklin : The Way to Wealth
Henry David Thoreau : “Where I Lived, and What I Lived For” from *Walden*;
Or, Life in the Woods

Unit II: Poetry

Emily Dickinson : I Measure Every Grief I Meet
Robert Frost : Christmas Trees
Robert Lowell : Home After Three Months Away

Unit III: Short Story

Washington Irving : Rip Van Winkle
Edgar Allan Poe : The Spectacles
H.P. Lovecraft : Dagon
Isaac Asimov : The Fun They Had

Unit IV: Drama

David Mamet : Oleanna
Bruce Norris : Clybourne Park

Unit V:

F. Scott Fitzgerald : The Great Gatsby
Alex Haley : Roots: The Saga of an American Family

Prescribed Texts:

Benjamin Franklin, *The Way to Wealth*, BN Publishing, 2007.

<https://tendimag.files.wordpress.com/2014/02/the-way-to-wealth-by-benjamin-franklin-1757-smse-2010.pdf>

Henry David Thoreau, *Walden; Or, Life in the Woods*, Martino Fine Books, 2009.

<https://www.gutenberg.org/files/205/205-h/205-h.htm#chap03>

<https://poets.org/poem/i-measure-every-grief-i-meet-561>

<https://www.poetryfoundation.org/poems/57834/christmas-trees-56d23bb00debf>

<https://poets.org/poem/home-after-three-months-away>

Washington Irving, *Rip Van Winkle*, Createspace Independent Pub, 2013.

https://www.gutenberg.org/files/19721/19721-h/19721-h.htm#RIP_VAN_WINKLE

Edgar Allan Poe, *The Spectacles*, CreateSpace Independent Publishing Platform, 2017.

<https://etc.usf.edu/lit2go/147/the-works-of-edgar-allan-poe/5325/the-spectacles/>

H.P. Lovecraft, *Dagon*, Fantasy and Horror Classics, 2020.

<https://www.hplovecraft.com/writings/texts/fiction/d.aspx>

Isaac Asimov, *15 Short Stories*, Createspace Independent Pub, 2017.

<http://web1.nbed.nb.ca/sites/ASD-S/1820/J%20Johnston/Isaac%20Asimov%20-%20The%20fun%20they%20had.pdf>

David Mamet, *Oleanna*, Vintage Books, 1993.

Bruce Norris, *Clybourne Park*, Nick Hern Books, 2015.

<http://www.bctheatre.com/Plays/Clybourne-Park.pdf>

F. Scott Fitzgerald, *The Great Gatsby*, Fingerprint! Publishing, 2014.

Alex Haley, *Roots*, RHUK, 1994.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/AlliedIII

Allied - III

AFRICAN LITERATURE

Objectives:

1. To exhibit the literatures of the African land.
2. To illuminate the features and governance of African Literature.
3. To develop a comparative perspective study.
4. To present the literary form created by African authors.
5. To present different hereditary settings of African continent.

CourseOutcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the uniqueness of African Literature in terms of form and content	B	K1, K2
CO – 2	analyze the genre and its contemporary form in African Literature while reflecting on sub-genres and narrative modes	B, F	K4
CO – 3	understand how African theatre evolved during post-colonial period	F	K2
CO – 4	evaluate the cultural, thematic and aesthetic representations in African literature	G, D	K3, K5
CO – 5	assess and compare the genres of Non-fiction, fiction, drama and poetry of African literature	G, C	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	M	M	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	M	S	S	M	M
CO 4	S	S	S	S	S	S	M	L
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

UnitI: Prose

KenjoJumbam	: The Whiteman of God
AyiKwei Amah	: The Beautiful Ones Are Not Yet Born
Linus T. Asong	: The Crown of Thorns
Bessi Head	: Maru

UnitII: Poetry

Christopher Okigbo	: Heaven’s Gate
Gabriel Okara	: Where I to Choose
John Pepper Clark	: The Casualties
David Diop	: Africa

UnitIII: Short Story

Chinua Achebe	: The Madman
Steve Chimombe	: The Rubbish Dump
Ben Okri	: Conberging City
Gloria KembabaziMuhatane	: The Gem and Your Dreams

UnitIV: Drama

Wole Soyinka	: A Dance of the Forests
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UnitV:

Nadine Gordimer	: A Guest of Honour
MaazaMengiste	: The Shadow King

Prescribed Texts:

KenjoJumbam. *The White Man of God*. London: Heinemann Educational Books, 1980.

Chinua Achebe. *Girls at War and Other Stories*. The Madman Anchor Books. New York.

<https://poemotopia.com/david-diop/africa/>

[http://dodiyameghana.blogspot.com/2017/03/poem-were-i-to-choose-by-gabriel-okara.html?
m=1](http://dodiyameghana.blogspot.com/2017/03/poem-were-i-to-choose-by-gabriel-okara.html?m=1)

<https://folukeafrica.com/the-casualties-by-john-pepper-clark/>

<https://www.loyede.com.ng/2015/09/christopher-okigbo-heaven-gate.html>

<https://www.academia.edu/24342779/Suubi>

Wole Soyinka. *A Dance in the Forests*. Surjeet Publications. 2018.

Nadine Gordimer. *A Guest of Honour*. Bloomsbury Publishing India Private Limited, 2002.

MaazaMengiste. *The Shadow King*. Canongate Books, 2020.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-I/NME I
Non-Major Elective - I
ENGLISH FOR COMPETITIVE EXAMINATIONS

Objectives:

1. To enrich word power for framing flawless sentences.
2. To produce passages without any errors.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	to understand the importance of grammar and its usage in our daily life.	C	K1, K2
CO - 2	learn the basic grammar rules to prepare for Competitive Examinations	E	K3
CO - 3	apply the knowledge of grammar to identify errors and reproduce correct patterns of expressions	F	K3
CO - 4	analyze the varied form of expressions, basic structures, verbal patterns and sentence patterns for the effective use of the English language	A	K4, K5
CO - 5	evaluate the structures and patterns learned and to know their distinctive usages	A	K4, K5
CO - 6	create situation-based and context-based expressions and sentences to clear Competitive Examinations	H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	M	L	S	L	M	M	M	S
CO 2	M	L	S	L	M	M	M	S
CO 3	M	L	S	L	M	M	M	S
CO 4	L	L	L	L	L	L	L	L
CO 5	M	M	M	M	M	M	M	M
CO 6	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Word Substitution (Pg: 151 – 163)

Idioms and Phrases (Pg: 180 – 193)

Unit II:

Synonyms (Pg: 233 - 250)

Antonyms (Pg: 251 – 263)

Unit III:

Proficiency Tests : Synonyms (Pg: 289 - 305)

Proficiency Tests : Antonyms (Pg: 306 – 340)

Unit IV:

Sentence Completion (Pg: 443 – 476)

Common Errors (Pg: 479 – 504)

Unit V:

Comprehension : Prose (Pg: 509 – 514)

Comprehension : Poetry (Pg: 515 – 522)

Prescribed Texts:

A.P. Bhardwaj. *General English for Competitive Examinations*(Banking, Insurance, SSC Examinations, Railway, Defence and MBA Entrance Examinations). Delhi: Pearson, 2013.

Reference Books:

Essential English for Competitive Examinations – 2nd Edition. Disha Publications, 2019.

General English for Competitive Exams – SSC / Banking / Defence / Insurance – 2nd Edition. Disha Publications, 2019.

SEMESTER IV

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Core X

Core - X

BRITISH FICTION

Objectives:

1. To understand the ecosocio-cultural context of the age that contributed to the making of the literature.
2. To sensitise the evolution of literature, themes and style.
3. To comprehend the various characters and their psyche.
4. To expose them to the narrative techniques, plot constructions and stylistic aspects.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	comprehend the ethical values of the society	A	K1
CO - 2	compare and contrast the characters of the novels	B	K3
CO - 3	analyze the plot construction and techniques employed in the novels	C	K4
CO - 4	interpret the different meanings and messages in the novels	C	K4
CO - 5	assess the literary value of each novel	D	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	L	S	S	S	M	M
CO 2	M	S	M	S	S	M	S	S
CO 3	S	M	M	S	S	S	S	M
CO 4	M	S	M	S	M	M	M	S
CO 5	S	M	S	M	M	S	M	L

S – Strong, **M** – Medium, **L** - Low

Unit I:

Jane Austen : *Pride and Prejudice*
George Eliot : *The Mill on the Floss*

Unit II:

Charles Dickens : *Great Expectations*
Joseph Conrad : *Heart of Darkness*

Unit III:

Agatha Christie : *The Murder of Roger Ackroyd*
George Orwell : *Animal Farm*

Unit IV:

Ian McEwan : *Atonement*
Sarah Waters : *The Little Stranger*

Unit V:

Julian Barnes : *The Sense of an Ending*
Signe Pike : *The Lost Queen*

Prescribed Texts:

Jane Austen. *Pride and Prejudice*. Fingerprint Publishing, 2013.
George Eliot. *The Mill on the Floss*. Fingerprint Publishing, 2016.
Charles Dickens. *Great Expectation*. Fingerprint Publishing, 2016.
Joseph Conrad. *Heart of Darkness*. Fingerprint Publishing, 2018.
Agatha Conrad. *The Murder of Roger Ackroyd*. Harper Collins, 2017.
George Orwell. *Animal Farm*. Rupa, 2010.
Ian McEwan. *Atonement*. RHUK, 2007.
Sarah Waters. *The Little Stranger*. Virago, 2010
Julian Barnes. *The Sense of an Ending*. RHUK, 2012.
Signe Pike. *The Lost Queen*. Atria Books, 2019.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Core XI

Core - XI

INDIAN ENGLISH LITERATURE - II

Objectives:

1. To carry forward the listed objectives of the prior Paper.
2. To be aware of the cultural distinctions represented in Indian Literature.
3. To present the literary aspects of the local writers in English, a foreign language.
4. To present significant Indian writers in English tradition.
5. To present the works of contemporary writers in Indian English Literature.

CourseOutcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	remember the origin and History of the Indian Writing in English and appreciate the literary devices used in the texts	B	K1, K2
CO – 2	examine a broad cross section of regions and cultures in India	B, F	K4
CO – 3	understand the broad view of culture as seen from outside the culture	D, E	K1, K2
CO – 4	make familiar with the contributions made by modern Indian writers writing in English	D, G	K3
CO – 5	critically engage with Indian literary texts written in English in terms of colonialism, post colonialism, regionalism and nationalism	C, G	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	M	S	S	S
CO 2	S	M	S	L	S	S	S	S
CO 3	S	S	S	M	S	S	S	S
CO 4	S	M	S	S	S	S	M	S
CO 5	S	M	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

Swami Vivekananda	: Chicago Address – I
Dr. Radhakrishnan	: The Emerging World Society
A.P.J. Abdul Kalam	: “15. Emancipators” from <i>Wings of Fire: An Autobiography</i>
Amartya Sen	: Inequality, Instability and Voice

Unit II: Poetry

A K Ramanujan	: Small Scale Reflections on a Great House
Eunice de Souza	: Catholic Mother
Keki N. Daruwalla	: Death of a Bird
Agha Shahid Ali	: Postcard from Kashmir

Unit III: Short Story

Manjula Padmanabhan	: Unfaithful Servants
Gita Hariharan	: Remains of the Feast
Khushwant Singh	: The Portrait of a Lady

Unit IV: Drama

Girish Karnad	: Hayavadana
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Unit V:

Rohinton Mistry	: Such a Long Journey
Sunjeev Sahota	: The Year of the Runaways

Prescribed Texts:

https://arunshanbhag.files.wordpress.com/2009/07/vivekananda_chicagospeech.pdf

Dr. S. Radhakrishnan. *The Emerging World Society*. Sahyadri Books & Bloom Books, Trivandrum, 2012.

A P J Abdul Kalam. *Wings of Fire-An Autobiography*. Universities Press (India) Private Limited, 1999.

<file:///C:/Users/HP/Downloads/instapdf.in-wings-of-fire-362.pdf>

The Argumentative Indian, Writings on Indian History, Culture and Identity, Amartya Sen, Part One, Voice and Heterodoxy, 2. 2. Inequality, Instability and Voice, Farrar, Straus and Giroux, New York.

<https://www.poemhunter.com/poem/small-scale-reflections-on-a-great-house/>

https://www.poetryinternational.com/en/poets-poems/poems/poem/103-16099_CATHOLIC-MOTHER

<https://www.poemhunter.com/poem/daruwalla-s-death-of-a-bird/>

<https://www.poetrynook.com/poem/postcard-kashmir>

<https://www.alephbookcompany.com/the-portrait-of-a-lady-by-khushwant-singh/>

<https://newint.org/features/1995/02/05/feast>

Girish Karnad. *Hayavadana*. Oxford, 1997.

Rohinton Mistry. *Such a Long Journey*. Enopf. 1991.

Sunjeev Sahota. *The Year of the Runaways*. Picador, 2016.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Core XII

Core - XII

AMERICAN LITERATURE - II

Objectives:

1. To introduce students to diverse range of poems, plays, short stories, fiction and prose in American literature.
2. To familiarize students with various and diverse cultures within the United States of America.
3. To highlight the experiences of people from varying ethnicities and cultures and their diaspora within America.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	become acquainted with the historical and literary elements in American literature	D, F	K1, K2
CO - 2	read and retain themes and ideas in the literary texts	G	K1
CO - 3	attain knowledge of various literary styles in relation to their cultural context and literary forms	B, F	K2, K4, K5
CO - 4	view literary works in the context of the tremendous social and political changes throughout American history	D, F	K2, K5
CO - 5	participate in creative activities related to the literary works	E, F	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	L	S	S	L	S	S
CO 2	S	S	M	S	S	M	M	S
CO 3	S	S	L	S	S	L	S	S
CO 4	S	S	M	S	S	M	S	S
CO 5	L	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

- Frederick Douglass : “Chapter VI & VII” from *Narrative of the Life of Frederick Douglass, an American Slave*
- Ayn Rand : “Doesn’t Life Require Compromise?” from *The Virtue of Selfishness: A New Concept of Egoism*

Unit II: Poetry

- Maya Angelou : Woman Work
- Pablo Neruda : If You Forget Me
- Garrett Kaoru Hongo : Yellow Light

Unit III: Short-stories

- Gabriel Garcia Marquez : One of These Days
- Leslie Marmon Silko : Lullaby
- Viet Thanh Nguyen : “Black-Eyed Women” from *The Refugees*

Unit IV: Drama

- Lin-Manuel Miranda : Hamilton: An American Musical
- William Wells Brown : The Escape; or, A Leap for Freedom

Unit V: Fiction

- Chang-Rae Lee : Native Speaker
- Philip Roth : Nemesis

Prescribed Texts:

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, Lector House LLP, 2019.

<https://www.gutenberg.org/files/23/23-h/23-h.htm>

Ayn Rand, *The Virtue of Selfishness: A New Concept of Egoism*, Penguin USA, 1964.

https://ia802903.us.archive.org/1/items/AynRandTheVirtueOfSelfishness/Ayn_Rand-The_Virtue_of_Selfishness.pdf

<https://www.poemhunter.com/poem/woman-work/>

<https://allpoetry.com/If-You-Forget-Me>

Garrett Kaoru Hongo, *Yellow Light*, Wesleyan University Press, 1982.

<http://workingclasspoems.blogspot.com/2009/03/yellow-light.html>

<http://www.classicshorts.com/stories/ootdays.html>

<https://www.webpages.uidaho.edu/engl484jj/SilkoLullaby001.pdf>

Viet Thanh Nguyen, *The Refugees*, Corsair, 2018.

<https://electricliterature.com/black-eyed-women-by-viet-thanh-nguyen/>

Lin-Manuel Miranda, *Hamilton: An American Musical*, Hal Leonard Corp, 2020.

<https://www.allmusicals.com/h/hamilton.htm>

William Wells Brown, *The Escape; or, A Leap for Freedom*, Cosimo Classics, 2007.

Chang-Rae Lee, *Native Speaker*, Penguin, 2013.

Philip Roth, *Nemesis*, Vintage, 2011.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/Allied IV

Allied - IV

LANGUAGE AND LINGUISTICS

Objectives:

1. To develop and apply the understanding of the concepts and methods appropriate for the analysis and study of the English language.
2. To establish a firm foundation in environmental writing and eco-criticism, thus bridging gaps between creative and scientific writing, through essays, poems, fiction and non-fiction.
3. To identify strategies used by poets and fiction and nonfiction writers and to address environmental questions through both the form and content of their works.

CourseOutcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand a wide array of linguistic diversity, systematic patterns and cross linguistic universals that constrain this diversity	B, C, E	K2
CO – 2	demonstrate understanding of linguistic concepts, methods and approaches and apply this understanding to the construction and analysis of meanings in different modes of communication (spoken, written and multimodal)	E, G	K3, K4
CO – 3	assess the efficiency of the tools and knowledge that give a new perspective on language and linguistic	E, H	K4, K5
CO – 4	analyze and evaluate the influence of contextual and cultural factors in the production and reception of the English language, taking into account the relevant drivers of language change	D, E, F	K4, K5
CO – 5	examine their attitude towards language and the way it is used in society and culture	E, F	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	M	M	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: The Origin and Development of Language

The Origins of Language

Animals and Human Language

Written Language

Unit II: English Phonetics I

How the Speech Organs Work in English

The Consonants of English

Consonant Sequences

The Vowels of English

Unit III:

Words in Company

Intonation

Unit IV: English Phonetics II

The Patterns of Language – Morpheme; Word

Form and Meaning

Group – Nominal, Verbal, Adverbial

Clauses and Sentences – IC Analysis

Sentences – Major and Minor Sentence Classification

Word Meaning - Association, Connotation, Collocation, Semantic Field

Unit V: Regional and Social Variations of Language

Language History and Change

Regional Variation in Language

Social Variation in Language

Prescribed Texts:

Yule, George. *The Study of Language*. Seventh Edition. New Delhi: CUP, 2006.(Unit I and Unit V)

O'Connor, J.D., *Better English Pronunciation*. New Delhi: CUP, 2008. (Unit II and III)

Wallwork, J.F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heineman, 1981.(Unit IV)

Reference Books:

Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 2012.

Iyadurai, P. *Phonetics for Beginners*.

Wood, F.T. *An Outline History of the English Language*.

Baugh, A. C. *A History of the English Language*.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-IV/NME II

Non-Major Elective - II

Content Writing

Objectives:

- 1.To create unique useful and compelling content on a topic.
- 2.To inform the students to develop content as per the business concept.
3. To encourage and guide students to write keywords that allows the site visitors to get the information quickly and efficiently
4. To equip students to write quality content and run their own blogs or sites.

CourseOutcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	improve the ability to read the literary texts critically and to analyse them	A, E	K1, K3
CO – 2	gain an understanding about various modes and methods of literary interpretation	B	K4, K5
CO – 3	understanding the development of new forms of writing and literary interpretation	C	K2, K6
CO – 4	comprehend the qualities of literary texts	E, G	K3, K6
CO – 5	trace the inter disciplinary nature of literary texts in the 20th century	D, G	K2, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Meaning, definition and scope of Content Writing
Types of Content Writing
Content Writing Topics
Problems faced in Content Writing

Unit II:

Different content writing formats
Major skills for writing quality content
Strategies in producing high quality content
Different stages of writing a good content

Unit III:

Blogging and Types
Blogging and Advertising
E-book and its different formats
Plagiarism Detection

Unit IV:

Introduction to SEO
Types and elements of SEO
SEO Developing strategies
Steps to SEO the web content

Unit V:

Content Writing for e-commerce sites
Steps involved in writing e-commerce product description
Types of content marketing for e-commerce
Effective ways to share content in social media
Employment opportunities

Prescribed Texts:

Content Writing for the Web -Kristine Halverson

The Content Strategy Toolkit -Kristine Halverson, Melissa Rach, Megan Casey

SEMESTER V

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XIII

Core - XIII

GENRE STUDIES

Objectives:

1. To introduce students to various genres of literature.
2. To help students to understand the features and characteristics of different genres.
3. To sensitize students on the socio linguistic codes and conventions of different genres.
4. To orient students about the patterns of narration.
5. To provide insights about generic variations.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the importance of context in the creation of a text	A	K1
CO - 2	understand the socio-cultural boundaries of the literary texts	A,B,D	K2
CO - 3	identify and apply the stereotypic patterns of different literary genres	E,F	K3
CO - 4	analyse generic rules and conventions and their relationship with social contexts	D,G	K4
CO - 5	understand the significance of genre in the communicative function of a literary text	F,G	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	M	M	M	M	M	M
CO 2	S	M	M	S	S	L	M	L
CO 3	M	S	S	M	M	M	M	L
CO 4	M	M	M	S	S	M	L	M
CO 5	M	M	S	S	M	L	M	L

S – Strong, **M** – Medium, **L** - Low

Unit I: Figures of Speech

Alliteration, Anaphora, Antithesis, Assonance, Conceit, Hyperbole, Irony, Metonymy, Metaphor, Onomatopoeia, Paradox, Personification, Pun, Simile, Synecdoche.

Unit II: Schools and Movements

Age of Johnson, Augustan Age, Cavalier Poets, Classicism, Early Tudor, Elizabethan Age, The Enlightenment, Graveyard School, Metaphysical Poetry, Neoclassicism, Pre-Raphaelites, Restoration, Romanticism, University Wits, Imagism.

Unit III: Themes and Characters

Alienation, Antagonist, Byronic Hero, Epiphany, Hamartia, Allegory, Allusion, Ambiguity, Blank Verse, Free Verse, Catastrophe, Catharsis, Confessional Poetry, Cyberpunk, Denouement.

Unit IV: Poetry and Drama

Heroic Couplet, Meter, Ballad, Burlesque, Chronicle Play, Closet Drama, Comedy, Detective Story, Domestic Tragedy, Dramatic Monologue, Elegy, Epic, Mock Epic, Mock Heroic, Epistle, Lyric, Masque, Melodrama, Farce, Foot, Problem Play, Satire, Soliloquy, Sonnet, Stanza, Tragedy, Tragicomedy, Haiku, Heroic Drama, Idyll, Interlude.

Unit V: Prose, Short story and Novel

Essay, Biography, Autobiography, Bildungsroman, Gothic Novel, Epistolary Novel, Campus Novel, Graphic Novel, The Grotesque, Historical Novel, Memoir, Picaresque Novel, Point of View, Science Fiction, Sentimental Novel, Short Story.

Prescribed Texts:

Chris Baldrick. *The Concise Oxford Dictionary of Literary Terms*. 2nd Ed, Oxford University Press, 2004.

Edward G. Quinn. *A Dictionary of Literary and Thematic Terms*. Checkmark Books, 2000.

Ian Buchanan. *A Dictionary of Critical Theory*. First Edition, OUP Oxford, 2010.

John A. Cuddon and Claire E. Preston. *The Penguin Dictionary of Literary Terms and Literary Theory*. 4th Ed, Penguin Books, 1999.

M.H. Abrams and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Eleventh Edition, Cengage Learning, 2015.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XIV

Core - XIV

SHAKESPEARE

Objectives:

1. To study Shakespeare based on a reading of the representative plays and selected sonnets.
2. To study the principal plays of Shakespeare in the light of the dramatic and literary background of his time.
3. To develop critical skills to approach Shakespeare on page and stage
4. To make judgments about the meaning of the plays based on the contemporary scenario.
5. To recognize and deploy different critical methodologies and understand the range of Shakespeare studies.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the plays studied in different critical contexts, including historical, theoretical, and theatrical	A, B, F	K1, K2
CO – 2	apply various emerging literary theories to the study of Shakespeare	B, G	K3
CO – 3	appraise the universal values embedded in the plays of Shakespeare	D	K5
CO – 4	recall the nuclei of each play and analyze them with the historical, philosophical and literary factors	A, B, D, F	K4, K5
CO – 5	challenge the existing ideas with the realms of the contemporary literary scenario	B, G	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	M	S	S	S	S	S	S
CO 2	S	M	S	S	S	S	S	S
CO 3	S	M	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: General Shakespeare and Popular Shakespearean Critics

Importance of Opening Scenes, Supernatural Elements and Fools and Clowns.

A.C. Bradley : “The Substance of Shakespearean Tragedy” from *Shakespearean Tragedy*

Tiffany Stern : “The Theatre of Shakespeare’s London”

Unit II: Sonnets

Sonnets : 18, 65, 116 & 121

Unit III: Comedy or Dark Comedy

A Midsummer Night’s Dream

Much Ado About Nothing

Unit IV: Tragedy

King Lear

Unit V: Historical

Antony and Cleopatra

Prescribed Texts:

A.C. Bradley. “The Substance of Shakespearean Tragedy”. *Shakespearean Tragedy*. London: Penguin, 1991.

Tiffany Stern. “The Theatre of Shakespeare’s London.” *The New Cambridge Companion to Shakespeare*. Ed. Margreta de Grazia. Cambridge: Cambridge UP, 2010.

William Shakespeare. *A Midsummer Night’s Dream*. Fingerprint Publishing, 2019.

William Shakespeare. *Much Ado About Nothing*. New York: Penguin Books, 2017.

William Shakespeare. *King Lear*. London: Bloomsbury Publishing, 2018.

William Shakespeare. *Antony and Cleopatra*. London: Bloomsbury Publishing, 2018.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XV

Core - XV

RESEARCH METHODOLOGY

Objectives:

1. To prepare students to undertake research.
2. To introduce the basic concepts of research.
3. To train the students on the procedures and techniques.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	make a systematic and theoretical approach during the process of research	B, G	K2, K3, K4
CO – 2	collect and analyze data through surveys, interviews and observation	G	K3, K4
CO – 3	enhance critical thinking	B, F	K1, K2
CO – 4	perform literature reviews	G	K3, K4, K5
CO – 5	write research article	C, E, G	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I:

Why Document Sources

Plagiarism and Academic Dishonesty

Think: Evaluating your sources

Unit II:

Select: Gathering Information about your sources

Organize: Creating your Documentation

Unit III:

The Mechanics of Scholarly Prose

Unit IV:

Works Cited

Unit V:

In-Text Citations (Pg: 116)

Prescribed Text:

MLA Eighth Edition. The Modern Language Association of America. New York. 2016.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVI

Core - XVI

TRANSLATION THEORY AND PRACTICE

Objectives:

1. To comprehend any Source language text and acquire the necessary skills to translate it into the Target language using adequate procedures and techniques.
2. To become a skilled translator.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the fields of translation principles, methods, procedures and techniques of translating.	B	K2
CO - 2	identify the nuances of the SL texts and enrich the adequate skills to address the issues of transition encountered by translators worldwide.	B	K2, K3
CO - 3	apply the acquired skills to translate specific structures and formulate suitable procedures for translation.	G,H	K3
CO - 4	analyse the grammatical classes, syntactic and semantic structures of the language concerned and re-text and re-render the Source language text.	D	K4
CO - 5	evaluate any translated text in the light of the principles, methods, techniques and procedures learnt.	G,H	K5
CO 6	produce translated texts to promote cultural exchange and connectedness.	G,H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	M	M
CO 2	S	S	S	S	S	S	M	M
CO 3	S	S	S	S	S	S	M	M
CO 4	S	S	S	S	S	S	M	M
CO 5	S	S	S	S	S	S	M	M
CO 6	S	S	S	S	S	S	M	M

S – Strong, **M** – Medium, **L** - Low

Unit I:

- 1.1. Defining Translation
- 1.2. Art or Science or Craft?
- 1.3. The Nature of Translation
- 1.4. Fields of Translation
 - 1.4.1. Literary Translation
 - 1.4.2. Scripture Translation
 - 1.4.3. Scientific and Technical Translation
 - 1.4.4. Interpretation
 - 1.4.4.1. Alternative Interpretation
 - 1.4.4.2. Consecutive Interpretation
 - 1.4.4.3. Simultaneous Interpretation
 - 1.4.4.4. Liaison Interpreting
- 1.5. Translating for the Media
 - 1.5.1. Subtitling
 - 1.5.2. Dubbing
- 1.6. Machine Translation

Unit II:

- 1.7. Problems, Principles, Methods and Procedures of Translation
 - 1.7.1. Problems of Translation
 - 1.7.1.1. Lexis
 - 1.7.1.2. Syntax
 - 1.7.2. The Role of the Translator
 - 1.7.3. Principles of Translator
 - 1.7.3.1. Principle of Fidelity
 - 1.7.3.2. Principle of Intelligibility
 - 1.7.3.3. Principle of Communication Load
 - 1.7.3.4. Principle of Contextual Consistency

1.9. Grammatical Classes and Universal Semantic Categories

1.9.1. Lexical Ambiguity due to Semantic Categories

1.9.2. Words with Complex Structures

1.10. Transformational Generative Grammar and Translation

1.10.1. Syntactic Ambiguity

1.10.2. Paraphrase

1.10.3. The Same Grammatical Conversation having Different Meanings.

Unit III:

1.11. Referential Meaning

1.11.1. Syntactic Marking of the Referential Meaning

1.11.2. Marking of Meaning by Semotaxis

1.11.3. Techniques of Semantic Analysis

1.11.3.1. Chain Analysis

1.11.3.2. Hierarchical Analysis

1.11.3.3. Componential Analysis

1.12. Connotative Meaning

1.13. Transfer

1.13.1. Idioms

1.13.2. Figurative Expressions

1.13.3. Generic and Specific Meanings

1.13.4. Use of classifiers

1.13.5. Active and Passive constructions

1.13.6. Ellipsis

1.13.7. Tenses

1.13.8. Inclusive vs. Exclusive First Person Plural

1.13.9. Honorifics

1.14. Restructuring

Unit IV:

- 2.0. Approaches, Methods and Techniques
- 2.1. Determiners
 - 2.1.1. Articles
 - 2.1.2. Demonstrative Adjectives and Demonstrative Pronouns
 - 2.1.3. Possessive Adjectives and Possessive Pronouns
 - 2.1.4. Interrogative Adjectives and Interrogative Pronouns
 - 2.1.5. Reflexive Pronouns
 - 2.1.6. Indefinite Pronouns
 - 2.1.6.1. Some
 - 2.1.6.2. Any
 - 2.1.6.3. No
 - 2.1.6.4. None
 - 2.1.6.5. All
 - 2.1.6.6. Every
 - 2.1.6.7. Each
 - 2.1.6.8. Both, Either and Neither
- 2.2. Morphological Categories
 - 2.2.1. Number
 - 2.2.2. Gender
 - 2.2.3. Person

Unit V:

- 2.2.4. Tense and Aspect
- 2.2.5. Mood
- 2.2.6. Voice
 - 2.2.6.1. Nominative with Infinitive
 - 2.2.6.2. Accusative with Passive Infinitive
- 2.3. Translating Inchoative Verbs

2.4. Translating Modals

2.4.1. Shall

2.4.2. Will

2.4.3. *Shall* and *Will* Compared and Contrasted

2.4.4. Can

2.4.5. May

2.4.6. *Can* and *May* Compared and Contrasted

2.4.7. Must

2.4.8. Would

2.4.9. Should

2.4.10. Could

2.4.11. Might

2.4.12. Ought

2.4.13. Dare

2.4.14. Need

2.4.15. Used to

Prescribed Texts:

Nihamathullah A. *Procedures of Translating*. Tirunelveli: Shameem Publication, 2009.

Nihamathullah A. *Techniques of Translation*. Tirunelveli: Shameem Publication, 2009.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVII

Core - XVII

ENVIRONMENT AND LITERATURE

Objectives:

1. To introduce the nature and ecological aspects of literature and the critical practice of reading literature.
2. To establish a firm foundation in environmental writing and eco-criticism, thus bridging gaps between creative and scientific writing, through essays, poems, fiction and non-fiction.
3. To identify strategies used by poets, and fiction and nonfiction writers to address environmental questions through both the form and content of their works.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the significance and implications of environmental writing with varied perspectives of both literary and scientific criticism	B, G	K2
CO - 2	interpret and relate literary texts by using essential terms from Environment studies	B, C, G	K3, K4
CO - 3	value the significance of the latest schools of criticism through the new approach used practically	B, G	K4, K5
CO - 4	make close reading, critical thinking and analytical writing through which the students will be able to investigate the literary and cultural forms that shape the observation of the readers and the way in which they relate themselves with nature and environment	G, C, G	K2, K4, K5
CO - 5	develop awareness of how literature can articulate humanity's relationship with the environment	D, E	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

Unit I: Essays on Environment

Rachel Louise Carson : And No Birds Sing

Aldo Leopold : Land Ethics

Henry David Thoreau : Pond

Unit II: Introduction to Ecocriticism

Cheryll Glotfelty : Literary Study in an Age of Environmental Crisis

Peter Barry : “Ecocriticism” from *Beginning Theory*

Unit III: Ecocritical Studies

Nirmal Selvamony : *tiNaipoetics*

Gretchen T. Legler : Ecofeminist Literary Criticism

Unit IV: Poetry

D.H. Lawrence : Snake

G.M. Hopkins : Spring

F.G. Scott : The Unnamed Lake

Douglas A. Stewart : The Silkworm

W.W.E. Ross : The Snake Trying

Unit V: Fiction

John Steinbeck : *The Grapes of Wrath*

Charlotte McConaghy : *Migrations*

Prescribed Texts:

Rachel Louise Carson. *Silent Spring*. Crest Book.

Leopold, Aldo, Charles Walsh Schwartz, Barbara Kingsolver. *A Sand County Almanac: And Sketches Here and There*. New York: Oxford University Press, 2020.

Thoreau, Henry David. "Pond", *Walden*. Boston: Ticknor and Fields, 1854.

Glotfelty, Cheryll and Harold Fromm (Ed.) *The Eco-criticism Reader: Landmarks in Literary Ecology*. London: University of Georgia Press

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Selvamony, Nirmal. "tiNai Poetics and Tamil Poetry". *Horizons*, ed. Suresh Frederick, Thanjavur: Amithamani, 2011.

Warren, Karen J. Ed. *Ecofeminism: Women, Culture, Nature*. Bloomington: Indiana University Press, 1997.

<https://www.poetryfoundation.org/poems/148471/snake-5bec57d7bfa17>

<https://www.poetryfoundation.org/poems/51002/spring-56d22e75d65bd>

<https://allpoetry.com/The-Unnamed-Lake>

<https://allpoetry.com/poem/8530083-The-Silkworms-by-Douglas-Alexander-Stewart>

<http://www.english-for-students.com/the-snake-trying.html>

Steinbeck, John. *The Grapes of Wrath*. United States: The Viking Press, 1939.

Charlotte McConaghy. *Migrations*. Flatiron Books, 2021.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVII

Core - XVII

MARGINAL LITERATURE

Objectives:

1. To introduce the literature that represent the marginalised.
2. To enable the students understand and identify the factors responsible for the different types of marginalisation.
3. To probe deep into the issues that bring in the paradigm shift.

CourseOutcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the prescribed text and theories in the light of racial, cultural and social discriminations	B, D, F	K1, K2
CO – 2	apply the concept of diaspora in the global culture	D, G	K3, K4
CO – 3	assess values in line with the cultural hierarchy	D, G	K5
CO – 4	explore and examine the literary avenues that contribute to the growth of Marginal Literature	E, F	K4
CO – 5	investigate and offer panacea to the nemesis undergone by the marginalised	D	K4, K6

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

Unit I: Theory

- National Research Council : Theories of Discrimination
TerryGoldie : The Representation of the Indigene

Unit II: Racial Discrimination

- Suzan-Lori Parks : Venus

Unit III: Cultural Discrimination

- Chinua Achebe : Arrow of God
Ta-Nehisi Coates : Between the World and Me

Unit IV: Social Discrimination

- Alice Walker :The Color Purple
Azeem Ibrahim : The Rohingyas: Inside Myanmar’s Hidden Genocide

Unit V: Diaspora

- Uma Parameswaran : Mangoes on the Maple Tree
Zadie Smith : White Teeth

Prescribed Texts:

National Research Council. “Theories of Discrimination,” *Measuring Racial Discrimination*. Washington, DC: The National Academies Press, 2004.

Goldie, Terry. “The Representation of the Indigene”, *Engaging with Literature of Commitment*. Volume 2, New York: Rodopi, 2012.

Parks, Suzan-Lori. *Venus*. New York: Theatre Communications Group, 2015.

Achebe, Chinua. *Arrow of God*. New York: Anchor Books, 1969.

Ta-Nehisi Coates. *Between the World and Me*. One World. 2015.

Walker, Alice. *The Color Purple*. New York: Penguin Books, 2019.

Azeem Ibrahim. *The Rohingyas: Inside Myanmar’s Hidden Genocide*. Speaking Tiger Publishing Private Limited, 2017.

Parameswaran, Uma. *Mangoes on the Maple Tree*. New York: iUniverse, 2006.

Zadie Smith. *White Teeth*. Penguin UK, 2001.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-V/Core XVIII

Core - XVIII

INDIAN LITERATURE IN TRANSLATION

Objectives:

1. To impart the uniqueness and supremacy of landscape in Indian Literature.
2. To afford a comprehensive outline of different literatures in India.
3. To present multilingual translated works of Indian Literature.
4. To depict Indian convention through the innovative voices of various vernaculars.
5. To create an awareness of ethnic distinctions in translated works.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand how English gets Indianised in translation.	B	K1, K2
CO - 2	analyse with the major ancient medieval and modern literary movements in India and their influence on literature.	B	K1, K4
CO - 3	understand different literary techniques employed by various Indian regional language writers.	C, E	K1, K2
CO - 4	compare the features and peculiarities of Indian societies, culture and language.	C, D	K3, K5
CO - 5	engage in the vast possibilities of translating literary texts from their own languages into English.	G, H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	M	M	S	M	S
CO 2	S	M	S	S	L	S	S	S
CO 3	S	S	S	M	S	S	S	S
CO 4	S	M	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	M	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Prose

Murkoth Kumaran	: The Great Search (The Biography of Sree Narayana Guru)
Kumud Pawde	: The Story of My "Sanskrit" (Autobiography)
Suresh Joshi	: On Interpretation (Chintamayimanasa)
Sisir Kumar Das	: The Mad Lover

Unit II: Poetry

S. Joseph	: My Sister's Bible
N. Pichamurti	: National Bird
Lankesh	: Mother
Avtar Paash	: Lines to our own Insecurity

Unit III: Short Story

Ashok Mitran	: Still Bleeding from the Wound
V.M. Bashir	: Fool's Paradise
Satyajit Ray	: The Indigo Terror

Unit IV: Drama

Komal Swaminathan	: Thanneer Thanneer
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Unit V: Fiction

Kalki	: Ponnin Selvan: New Floods – Volume I
U.R. Ananthamurthy	: Bharathipura

Prescribed Texts:

Murkoth Kumaran, "The Great Search." *The Biography of Sree Narayana Guru*. 1st Ed. SNDS Trust, 1998.

<https://www.arvindguptatoys.com/arvindgupta/well-english.pdf>

Suresh Joshi. *On Interpretation*, Chintamayimanas, Joshi, Suresh, Suresh Joshinu. Sahitya Vishwa: Criticism, Vol 1 & 2, Gujarat SahityaAcademi, Gandhinagar, 2005.

<http://egyankosh.ac.in/bitstream/123456789/54064/1/B-1U-2.pdf>

<https://www.poetryinternational.org/pi/poem/17776/auto/0/0/S-Joseph/My-Sisters-Bible/en/tile>

<http://cuckooscall.blogspot.com/2006/07/national-bird.html>

<http://komalesha.blogspot.com/2014/09/mother-english-translation-of-avva-by-p.html>

<https://parchanve.wordpress.com/category/authors/paash/>

Ashok Mitran. *Still Bleeding from the Wound*. India Penguin, 2016.

V.M. Bashir. *Fool's Paradise*. ViddikaludeSwargam, 1948.

https://www.parabaas.com/translation/database/translations/stories/satyajit_indigo.html.

Ananthamurthy U R. *Bharathipura*. New Delhi: Oxford University Press, 2012.

Kalki. *New Floods: PonninyinSelvan*. Zero Degree Publishing, 2019.

SEMESTER VI

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-VI/Core XIX

Core - XIX

LITERARY CRITICISM

Objectives:

1. To help the students to understand the principles of literary criticism.
2. To develop perspectives about the multidisciplinary nature of literary interpretation.
3. To help the students to understand the social, political and economical contexts of a literary text.
4. To sensitize students to aesthetic, moralistic and humanistic aspects of literary theory.
5. To help the students to understand the influence of psychology, linguistics and political philosophy in Literary Criticism.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the origin and development of the art of literary interpretation	A,B	K1, K2
CO – 2	comprehend the qualities of canonical literary texts	B	K2
CO – 3	gain an understanding about various modes and methods of literary interpretation	D,G	K3
CO – 4	trace the interdisciplinary nature of literary criticism evolved in the twentieth century	B,F	K4
CO – 5	improve their ability to read the literary texts critically and analyze them and write well-structured analysis of literary texts	D,E	K5, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	M	M	M	M	M	M
CO 2	S	L	M	S	S	L	M	L
CO 3	M	S	S	M	M	M	M	M
CO 4	M	S	M	S	S	M	L	M
CO 5	S	M	M	S	M	L	M	L

S – Strong, M – Medium, L - Low

Unit I: Classical Criticism

- Aristotle : Poetics – Chapters 13,14,15
Longinus : On Sublimity- Some marks of true sublimity, Five sources of Sublimity

Unit II: 16th to 18th century

- Sir Philip Sydney : An Apology For Poetry
Samuel Johnson : Preface to Shakespeare

Unit III: Romanticism

- Wordsworth : Preface to Lyrical Ballads
S.T.Coleridge : Biographia Literaria- Part II – Chapter 14

Unit IV: Victorian Period

- Matthew Arnold : Culture and Anarchy - Sweetness and Light
Walter Pater : Preface- Studies in the History of Renaissance

Unit V: 20th Century

- T.S.Eliot : Tradition and Individual Talent
C.G.Jung : On the Relation of Analytical Psychology to Poetry

Prescribed Texts:

- Vincent B Leitch. *The Norton Anthology of Theory & Criticism*.
V.S.Seturaman& S.Ramasamy. *The English Critical Tradition Vol. 1 and 2*.
Ernst De Chickera D J Enright.*English Critical Texts*, OUP.
M.A.R.Habib, *Literary Criticism from Plato to the Present: An Introduction*. Wiley Blackwell, 2011.
David Lodge and Nigel Wood. *Modern Criticism and Theory: A Reader*. Routledge, 2017.
Literary Criticism (From Plato to Lewis), by Dr.MerinSimiraj, IIT Madras - SWAYAM Course.
Introduction to Literary Theory by Prof. Sayan Chattopadhyay, IIT Kanpur- SWAYAM Course.
*Literary Criticism*by Dr.C.G.Shyamala, Mercy College, Palakad –SWAYAM course
Introduction to Theory of Literature- Open Yale Courses- <https://oyc.yale.edu/english/engl-300>
Megan Hall – *Literary Criticism: A Brief Introduction*.

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Core - XX

Canadian Literature

Objectives:

1. To comprehend the unique features in Canada's landscape and topography.
2. To understand the literary tradition in Canadian literature.
3. To acquire a thorough knowledge of indigenous writing.
4. To analyze the post-modernist developments in Canadian literature

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	improve their ability to read the literary texts critically and analyse them and write well-structured analysis of literary texts	A, D	K2
CO - 2	trace the interdisciplinary nature of literary texts evolved in the twentieth century	B	K2, K5
CO - 3	gain an understanding about various modes and methods of literary interpretation	E	K3
CO - 4	comprehend the qualities of canonical literary texts	E, F	K1, K5
CO - 5	understand the origin and development of the art of literary interpretation	G	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

Unit I: Poetry

Earle Birney	: Bushed
Margaret Atwood	: Habitation
Armand Garnet Ruffo	: On the Day the World Begins Again
Michael Ondaatje	: Speaking To You

Unit II: Prose

Stephen Leacock	: The Conjuror's Revenge
	: A Model Dialogue
Margaret Atwood	: Napoleon's Two Biggest Mistakes

Unit III: Short Story

Alice Munro	: The Love of a Good Woman
Giuseppe Tomasi di	: The Siren
Rohinton Mistry	: One Sunday

Unit IV: Drama

Tomson Highway	: The Rez Sisters
Joan Macleod	: Toronto Mississippi

Unit V: Fiction

Alice Munro	: The Moons of Jupiter
Yann Martel	: The Life of Pi

Prescribed Texts:

<https://www.poetrynook.com/poem/bushed-0>

<https://poets.org/poem/habitation>

[file:///C:/Users/HP/Downloads/The%20Love%20of%20a%20Good%20Woman%20%20Stories%20\(%20PDFDrive%20\).pdf](file:///C:/Users/HP/Downloads/The%20Love%20of%20a%20Good%20Woman%20%20Stories%20(%20PDFDrive%20).pdf)

<https://vdoc.pub/documents/the-rez-sisters-a-play-in-two-acts-nc31ghgfdgk0>

Alice Munro. *The Moons of Jupiter*. RHUK. 2004.

Yann Martel. *Life of Pi*. Mariner Books, 2003.

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Core - XXI

AUSTRALIAN LITERATURE

Objectives:

1. To acquire a detailed knowledge of the diverse nature and culture.
2. To explore the representation of aboriginality.
3. To understand the literary texts in their social, political, economical, historical, cultural and psychological contexts.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the origin and development of the art of literary interpretation	A, B	K2
CO – 2	improve their ability to read the literary texts critically and analyse them and write well-structured analysis of literary texts	D	K4
CO – 3	gain an understanding about various modes and methods of literary interpretation	C, E	K3, K6
CO – 4	comprehend the qualities of canonical literary texts	F	K5
CO – 5	trace the interdisciplinary nature of literary texts evolved in the twentieth century	C, G	K1, K6

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, M – Medium, L - Low

Unit I: Poetry

Judith Wright	: The Moving Image
Oodgeroo Noonuccal	: A Song of Hope
C.K. Stead	: Pictures in a Gallery Undersea
Patricia Walsh	: Ordinary Death
David Malouf	: Wild Lemons
Les Murray	: An Absolutely Ordinary Rainbow

Unit II: Prose

Sally Morgan	: “What People are We?” from <i>My Place</i>
Kate Grenville	: One Life: My Mother’s Story (Chapter one)

Unit III: Short Story

Edward Dyson	: A Golden Shanty
Tim Winton	: Big World

Unit IV: Drama

Jack Davis	: The Dreamers
Nick Enright	: Daylight Saving

Unit V: Fiction

Patrick White	: Riders in the Chariots
Doris Pilkington	: Follow the Rabbit-Proof Fence

Prescribed Texts:

<https://iamnotasilentpoet.wordpress.com/tag/patricia-walsh/>

<https://poetryarchive.org/poet/c-k-stead/>

<https://kategrenville.com.au/books/one-life/>

Jack Davis. *The Dreamers*. Currency Press, 2014.

Nick Enright. *Daylight Saving*. Currency Press, 2015.

Patrick White. *Riders in the Chariot*. NYRB Classics, 2002.

Doris Pilkington. *Follow the Ribbit Proof Fence*. University of Queensland Press, 2002.

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Core - XXII

FANTASY LITERATURE

Objectives:

1. To kindle the spark of creative writing.
2. To introduce the students to a variety of fantasy writers.
3. To identify the components that are characteristic of fantasy literature.

CourseOutcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	expand their imagination and enhance creativity	C, D	K2, K6
CO - 2	contextualize and understand the author's themes and ideas	B, D, F, G	K2, K4, K5
CO - 3	explore the uniqueness and differences between the subgenres of fantasy	D, F	K2, K4, K5
CO - 4	appreciate the artistry of the works and analyze them critically	B, D	K2, K4
CO - 5	improve their writing skills	C, E, G, H	K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	M	L	S	L	S	M
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	M	L	S	L	S	M
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	M	S	M	S

S – Strong, **M** – Medium, **L** - Low

UnitI: Poetry

Lewis Carroll : Jabberwocky

Lord Alfred Tennyson : The Lady of Shalott

Walter de La Mare : The Listeners

Unit II: Short Story

Hans Christian Andersen : The Little Mermaid

Lord Dunsany : The Hoard of the Gibbelins

Anne McCaffrey : The Smallest Dragonboy

Unit III: Drama

J.K. Rowling, John Tiffany
and Jack Thorne : Harry Potter and the Cursed Child

Unit IV: Fiction

J.R.R. Tolkien : The Hobbit

C.S. Lewis : The Chronicles of Narnia: The Lion, the Witch and
the Wardrobe

Unit V: Fiction

Brandon Sanderson : Mistborn: The Final Empire (Book One)

Cassandra Clare : The Mortal Instruments: City of Bones (Book One)

Rick Riordan : Percy Jackson and the Olympians: The Lightning
Thief (Book One)

Prescribed Texts:

<https://www.poetryfoundation.org/poems/42916/jabberwocky>

<https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832>

<https://www.poetryfoundation.org/poems/47546/the-listeners>

http://hca.gilead.org.il/li_merma.html

<https://www.sacred-texts.com/neu/dun/tbow/tbow11.htm>

https://www.baen.com/Chapters/9781476781617/9781476781617_4.htm

J.K. Rowling, John Tiffany and Jack Thorne. *Harry Potter and the Cursed Child: Parts I & II*. Little Brown, 2016.

J.R.R. Tolkien. *The Hobbit*. HarperCollins. 2012.

C.S. Lewis. *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. UK Children, 2010.

Brandon Sanderson. *Mistborn: The Final Empire*. Tor Fantasy, 2007.

Cassandra Clare. *City of Bones*. Walker Books, 2007.

Rick Riordan. *Percy Jackson and the Lightning Thief*. Penguin UK, 2013.

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Core - XXIII

GLOBAL LITERATURE

Objectives:

1. To encourage the students to pursue their interests in literature beyond linguistic boundaries.
2. To understand the culture, language and identity of different countries.
3. To analyze the significance of conflict, peace and security in the global context.

CourseOutcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	trace the interdisciplinary nature of literary texts evolved in the twentieth century	B, C	K1
CO – 2	gain an understanding about various modes and methods of literary interpretation	A, E	K2, K4
CO – 3	understand the origin and development of the art of literary interpretation	C	K3
CO – 4	comprehend the qualities of canonical literary texts	C, F	K4, K5
CO – 5	improve their ability to read the literary texts critically and analyse them and write well-structured analysis of literary texts.	D, G	K4, K6

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

UnitI: Poetry

Pablo Neruda : A Dog has Died

Seamus Heaney : Digging

Wole Soyinka : Telephone Conversation
Patrick White : The Widening Compass of Pain
George Seferis : Helen

Unit II: Prose

Octavio Paz : The Clerk's Vision
Winston Churchill : Painting as a Pastime

Unit III: Short Story

Nadine Gordimer : Once Upon a Time
Gabriel García Márquez : A Very Old Man with Enormous Wings
Ronald Dahl : Lamb to the Slaughter

Unit IV: Drama

Wole Soyinka : A Dance of the Forests
Rabindranath Tagore : Red Oleanders

Unit V: Fiction

Mark Twain : The Adventures of Tom Sawyer
Erica Ferencik : Girl in Ice

Prescribed Text:

<https://www.poetryfoundation.org/poetrymagazine/poems/40470/a-dog-has-died>

<https://www.poetryfoundation.org/poems/47555/digging>

<https://allpoetry.com/poem/10379451-Telephone-Conversation-by-Wole-Soyinka>

<https://www.poemhunter.com/poem/the-widening-compass-of-pain/>

<https://www.poetryfoundation.org/poems/51361/helen-56d22f0b36c82>

<https://www.nobelprize.org/prizes/literature/1990/paz/prose/>

<https://gutenberg.ca/ebooks/churchillws-paintingasapastime/churchillws-paintingasapastime-00-h-dir/churchillws-paintingasapastime-00-h.html>

<http://blogs.ubc.ca/lled4492017/files/2017/05/Once-Upon-a-Time.pdf>

<https://www.umsl.edu/~alexanderjm/AVeryOldManwithEnormousWingsbyMarquez.pdf>

https://www.rsf.gsacrd.ab.ca/eteacher_download/1119/35642

Wole Soyinka. *A Dance in the Forest*. Surjeet Publications, 2018.

Rabindranath Tagore. *Red Oleanders*. Niyogi Books, 2012.

Mark Twain. *The Adventures of Tom Sawyer*. Fringerprint Publishing, 2015.

Erica Ferencik. *Girl in Ice*. Scout Press, 2022.

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Core - XXIII

LITERATURE AND PSYCHOLOGY

Objectives:

1. To enhance one's behaviour for the better and to know the human reality.
2. To maintain physical and emotional well-being.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	understand the parallelism between Psychology and Literature and their relevance in one's life.	A,F	K2
CO - 2	apply the motivations of authors and their fictional figures to comprehend the human condition.	B	K2, K3
CO - 3	analyse the human consciousness and the different phenomena in the human psyche.	B	K3, K4
CO - 4	analyze the causes and connections to recover meanings.	B	K3, K4
CO - 5	evaluate the production of a text and real life.	B	K5
CO 6	create characters and situations to highlight the psychological dimension of human reality.	G	K1

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	M
CO 3	S	S	S	S	S	S	M	M
CO 4	M	S	M	M	S	S	M	L
CO 5	S	S	S	S	L	S	M	M

S – Strong, **M** – Medium, **L** - Low

UnitI: Poetry

Rudyard Kipling : If

Robert Browning : Andrea Del Sarto

Maya Angelo : Phenomenal Woman
Jo Camacho : The Owl and the Chimpanzee

Unit II: Novella

Henry James : The Turn of the Screw
Franz Kafka : The Metamorphosis

Unit III: Short Story

Anton Chekhov : The Bet
: Ward No 6
William Faulkner : A Rose for Emily
Katherine Mansfield : Psychology

Unit IV: Drama

William Shakespeare : Julius Caesar
Sharon Pollock : Blood Relations

Unit V: Fiction

Fyodor Dostoyevsky : Crime and Punishment
Paula Hawkins : The Girl on the Train

Prescribed Texts:

<https://uh.edu/~hwagan/pnl/if.pdf>

<https://rpo.library.utoronto.ca/content/andrea-del-sarto>

<https://allpoetry.com/phenomenal-woman>

<https://nowcomment.com/documents/238717>

https://www.ibiblio.org/ebooks/James/Turn_Screw.pdf

https://www.lonestar.edu/departments/english/kafka_metamorphosis.pdf

<https://www.acschools.org/cms/lib/PA01916405/Centricity/Domain/399/The%20Bet.pdf>

<https://nmi.org/wp-content/uploads/2015/01/1332.pdf>

<https://repositorio.ufsc.br/bitstream/handle/123456789/163604/A%20Rose%20for%20Emily%20-%20William%20Faulkner.pdf?sequence=1&isAllowed=y>

<http://digital.library.upenn.edu/women/mansfield/bliss/psychology.html>

<http://pinkmonkey.com/dl/library1/julius.pdf>

http://spartan.ac.brocku.ca/~dvivian/Blood_Relations/Blood_Relations_A_Primer_rev_4.pdf

<https://www.planetebook.com/crime-and-punishment/>

Paula Hawkins. *The Girl on the Train*. Random House, 2016.

MSU/2021-2022/UG-College/Part-III (B.A. English)/Semester-III/Core XXIV

Core - XXIV

PROJECT - INDIVIDUAL

Objectives:

1. To perform academic review and analysis by retaining and interpreting information.
2. To formulate substantiated theories and solutions academically.
3. To delineate information efficiently and effectively through academic avenues.
4. To hypothesize and test theories in an academic manner.

Course Outcomes:

CO No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO - 1	meaningfully retain information from reading academic articles	B, G	K1, K2
CO - 2	analyse and evaluate retained information in meaningful ways	G	K3, K5
CO - 3	Develop meaningful theses from the information gathered	B, G	K4, K6
CO - 4	plan and write advanced papers	G	K3, K6
CO - 5	detect plagiarism and identify ways to eliminate it	B, C	K3, K5

K1 – Remember, **K2** – Understand, **K3** – Apply, **K4** – Analyze, **K5** – Evaluate, **K6** – Create

Mapping with POs:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

S – Strong, **M** – Medium, **L** - Low

The students are expected to submit a project of about 30 pages on preferably a recent writer not included in the current syllabus.