### Department of English
#### BA English Literature Courses from 12 EL Batch

<table>
<thead>
<tr>
<th>S. No</th>
<th>Category</th>
<th>CODE</th>
<th>Course Title</th>
<th>Hours /week</th>
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**Allied Required (AR) Courses for BA English Literature students**

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<th>Offering Dept</th>
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<td>Sociology of Literature</td>
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**Allied Optional (AO) Courses available for BA English Literature students (One course to be chosen for each semester)**

<table>
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<th>S.NO</th>
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### Elective (EG) Courses available (One course to be chosen for each semester)

**Semester III**

Category: EG  
Credit: 1  
Hours per week: 3

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<td>3</td>
<td>Commerce</td>
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<td>Business Organisation And Management</td>
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**Semester IV**

Category: EG  
Credit: 1  
Hours per week: 3

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<td>Basic Clinical And Pharmaceutical Chemistry</td>
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<td>Commerce</td>
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<td>Fundamentals Of Marketing Start A Business</td>
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The Department of English Offers

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SCOPE:
A study of the historical background to the literary features and main influence of each period and its representative writers.

OBJECTIVES:
- To give an overview of English Literature
- To study social and literary background to every age.

UNIT I
A. THE AGE OF CHAUCER
Introduction: Social and literary background of every age.
1. Major Writers
   1.1. Geoffrey Chaucer
   1.2. John Wycliffe
2. Minor Writers
   2.1. Thomas Wyatt
B. THE AGE OF ELIZABETH
Introduction: Social and literary background to the age.
3. Major Writers
   3.1. Edmund Spenser
   3.2. Christopher Marlowe
   3.3. William Shakespeare
   3.4. Francis Bacon
4. Minor Writers
   4.1. John Webster
   4.2. Thomas Kyd
   4.3. Sir Philip Sidney
5. Schools/movement/trends.
   5.1. Renaissance and Reformation

UNIT II
A. THE AGE OF MILTON
Introduction: Social and literary background to the age
1. Major Writers
   1.1. John Milton
   1.2. John Donne
2. Minor Writers
   2.1. George Herbert
   2.2. Andrew Marvell
3. Schools/movement/trends
   3.1. Puritanism
   3.2. Metaphysical Poetry

B. THE AGE OF DRYDEN AND POPE
Introduction: Social and literary background to the age.
4. Major Writers
   4.1. John Dryden
   4.2. Alexander Pope
4.3. Jonathan Swift
5. Minor Writers
   5.1. John Bunyan
   5.2. Daniel Defoe
   5.3. William Congreve
6. Schools/movement/trends
   6.1. Neo-classical Movement
   6.2. Restoration Drama
   6.3. Periodical Essays
   6.4. Comedy of Manners

UNIT III
A. THE AGE OF WORDSWORTH
Introduction: Social and literary background to the age.
1. Major Writers
   1.1. Wordsworth
   1.2. Samuel Taylor Coleridge
   1.3. Percy Bysshe Shelley
   1.4. John Keats
   1.5. Jane Austen
2. Minor Writers
   2.1. Charles Lamb
   2.2. William Blake
   2.3. Thomas Gray
   2.4. William Hazlitt
3. Schools/movement/trends
   3.1. Sentimental drama

B. THE VICTORIAN AGE
Introduction: Social literary background to the age.
4. Major Writers
   4.1. Alfred Tennyson
   4.2. Robert Browning
   4.3. Matthew Arnold
5.4. Minor Writers
   5.1. Emily Jane Brontë
   5.2. William Makepeace Thackeray
   5.3. George Eliot
   5.4 Thomas Babington Macaulay
6. Schools/movement/trends
   6.1. Oxford movement
   6.2. Art for art’s sake
   6.3 Pre-Raphaelite Movement

UNIT IV
A. THE AGE OF HARDY
Introduction: Social and literary background to the age.
1. Major Writers
   1.1. Thomas Hardy
   1.2. Oscar Wilde
   1.3. George Bernard Shaw
   1.4. Herbert George Wells
2. Minor Writers
   2.1. Joseph Conrad
   2.2. Joseph Rudyard Kipling
   2.3. John Galsworthy

3. Schools/movement/trends
   3.1. Irish drama
   3.2. Science Fiction

UNIT V
THE TWENTIETH CENTURY/MODERN AGE

1. Major Writers
   1.1. W.B. Yeats
   1.2. D.H. Lawrence
   1.3. T.S. Eliot

2. Minor Writers
   2.1. W.H. Auden

   2.2. Samuel Beckett

3. Schools/movement/trends
   3.2. Absurd drama

For self study/Extensive Reading/class presentation
   1. An overview of American Literature
   2. An overview of New literatures
   3. An overview of Indian literature

METHODOLOGY:
Lecture Input
Guest lectures
Group discussions/panel discussions
Seminar presentation
Interactive Method

EVALUATION:
   Two Internal Tests  2x40=80marks
   Paper presentation  20marks
   External 100marks

Semester question paper format
Part – A 20 Marks (from Schools/movement/trends)
Part-B 20 Marks (Short answers from minor writers)
Part-C 60 Marks (essay questions from major writers)

References:
Hudson, Outline History of English Literature, G. Bell and Sons Ltd, 1947.
Sampson, Concise Cambridge History of English Literature, 1975
EL 1503 INTRODUCTION TO LITERATURE: LITERARY FORMS AND APPRECIATION

Semester: I  
Category: MC  
Credits: 4  
Hours per week: 4

Objectives

- To introduce the learner to various genres in literature
- To familiarize the learner with variations and adaptations of different literary forms down the ages.
- To train the learners to critically/creatively respond to literary works.

UNIT 1 POETRY
Epic; Lyric; Sonnet; Elegy; Ode; Ballad; Satire; Pattern Poetry; Dramatic Monologue; Free Verse

UNIT 2 FICTION
Epistolary; Picaresque; Historical Novel; Gothic Fiction; Realistic Fiction; Bildungsroman; Stream of Consciousness novel; Science Fiction; Fantasy Fiction; Short Stories; Metafiction

UNIT 3 DRAMA
Elizabethan Drama; Shakespearean Drama; Comedy of Manners; Comedy of Humours; Theatre of the Absurd; Closet Drama; Epic Theatre; Modern Drama

UNIT 4 PROSE AND NON-FICTION
Biography; Autobiography; Essay: polemical, personal, expository, narrative and descriptive; writing from media; Travelogue

UNIT 5 LITERARY APPRECIATION-IN-PRACTICE
Analysis of literary text (to be done alongside study of literary forms)

EVALUATION
CONTINUOUS ASSESSMENT tests 2x40= 80 marks; seminar (analysis of literary text) 20 marks
END SEMESTER Section A Multiple Choice 20 marks; Section B Short essays (theory) 4x10 =40 marks; Section C. Theory 20 marks; Practical application 20 marks.

REFERENCES
EL 2502 INDIAN WRITING IN ENGLISH

Semester:II  Credits: 5
Category : MC  Hours per week: 5

Objectives:
- To enable the students understand the history and the growth of Indian writing in English.
- To introduce the learners to rich literary tradition in Indian writing in English.
- To help the learners understand and appreciate Indian ethos, aesthetics and values.
- To introduce the students to Indian writing in English in its Various genres.

Unit – I  Introduction to background
Macaulay's minutes
Anglo Indian Writing
Indo-Anglian writing

Unit II  Poetry
Detailed
Tagore  - from Gitanjali (1. When thou commandest one to sing
          2. Where the mind is without fear
          3. Pick this little flower
Sarojini Naidu  - The Queen’s Rival
Sri Arobindo  - The Tiger and Deer
A.K. Ramanujan  - A River
Kamala Das  - The Suicide

Non-detailed
Toru Dutt  - Lakshman
          Our casuarina Tree
R. Parthasarathy  – Home coming
Gowrie Despande  – The female of the Species.
Nissim Ezekiel  – 1. The night of the scorpion
          2. Enterprise

Unit III  Prose
Detailed
Dr. Radhakrishan  - From the book ‘Towards a new world order’
          1. Our nationality is the human race
          2. Asian civilization and International understanding.
Jawarharlal Nehru – Discovery of India (Selection)

Non-Detailed
A.P.J. Abdul Kalam – Ignited minds.

Unit IV Drama
Detailed
Vijay Tendulkar – Silence! The court is in session

Non-detailed
Girish Karnad – Hayavadhana

Unit V Novel
  Detailed
  Mulkraj Anand – The Untouchable

  Non-detailed
  Anita Desai – Fire on the Mountain

Evaluation:

  Semester Question Paper:
  Part A – Annotations (from detailed Prose & Poetry)  10 x 2 = 20
  Part B – Short Essays of 150 words. 5 out of 8 (from detailed and non-detailed)  5 x 8 = 40
  Part C – Long Essays (400 words). 2 out of 4 (from detailed only)  2 x 20 = 40
EL 2503 BRITISH POETRY

Semester: II
Category: MC
Credits: 4
Hours per week: 4

OBJECTIVES:
- To introduce students to poetry, through the ages through a study of the representative writers.
- To familiarize the learner with the representative poets of the diverse schools of poetry, the trends and individual traits of their medium
- To enable students to identify poetic devices and strategies and interpret their effective use.

CONTENTS

DETAILED STUDY
3. John Keats: La Belle Dame Sans Merci
4. Shelley: Ode to the SKYLARK
5. Tennyson: Ulysses
6. Rupert Brooke: the Soldier
7. Mathew Arnold: Growing Old
8. Gerald Manley Hopkins: Spring
9. Wilfred Owen: Strange Meeting
10. Ted Hughes: Hawk in the Rain
11. Carol Ann Duffy: Prayer; Valentine

Seminar only:
1. Chaucer: Canterbury Tales
2. John Donne: death be not proud
3. Blake: Lamb; Tyger
4. Wordsworth: Michael
5. Elizabeth Barrett Browning: the cry of the children
6. George Herbert: The Collar
7. Philip Larkin: Next Please
8. Robert Browning: My Last Duchess
10. W.B. Yeats: Easter 1916
EL 3502 AMERICAN LITERATURE

Semester: III  Credits: 5
Category : MC  Hours per week : 5

OBJECTIVES:

- To understand the roots of American Literature in the American experience.
- To locate American Literature in the Universal literary context.
- To read a selection of well-known writing in prose, poetry, drama and fiction.
- To familiarize the student with the important literary movements and outstanding works and writers of this period.
- To enjoy reading American Literature.

An overview of the following phases in American Literature for an understanding of its history and the major themes and concerns reflected in this Literature.

a) The colonial period
b) Age of Reason and Revolution
c) Romanticism
d) Realism
e) 20th Century

Texts Prescribed:

Unit I: The Colonial Period
Prose:
1. The Mayflower Compact, William Bradford (Detailed)
2. The wonder of the Invisible world – cotton Mather (Non-detailed)
Poetry:
1. As Weary Pilgrim – Anne Bradsteet (Detailed)
2. The Preface: The joy of Church fellowship – Edward Taylor (Non-Detailed)

Unit II: Age of Reason and Revolution:
1. The American Crisis – Thomas Paine (Detailed)
2. Declaration of Independence – Thomas Jefferson (Non-detailed)
   Poetry:
   1. To S.M.A Young African Painter – Philis Wheatley (Detailed)

Unit III: Romanticism
Prose / Short Fiction:
1. Philosophy of Composition – Edgar Allen Poe (Detailed)
2. The cask of Amantillado – Edger Allan Poe (Non-Detailed)
3. The Minister’s Black Veil – Nathaniel Hawthorne (Non-detailed)
   Poetry:
   1. a) Brahma Emerson (Detailed)
      b) Fable
   2. The Reven Edger Allen Poe (Non-detailed)

Unit IV: Realism
Poetry:
1. I sit and Look Out Walt Whitman (Detailed)
Prose / Shot Fiction / Novel:
1. The open Boat Stephen Crane (Non-detailed)

Unit V: 20th Century

Poetry (Detailed)
1. The Road not taken Robert Frost
2. Poetry Marianne Moore
3. Poetry is the Destructive Force Wallace Stevens

Non-detailed:
1. Chicago Carl Sandburg
2. Come into Animal Presence Denise Levertov

Drama (Detailed)
1. The Glass Menagerie Tennessee Williams
2. Death of a Salesman Arthur Miller
3. The Zoo Story Edward Albee

Fiction: (Non-detailed)
1. Flowering Judas Katherine Anne Porter
2. Of Mice and Men (novel) Steinbeck

Methodology:
Classroom Lectures, Group Discussions, Panel Discussions, Term Papers, Guest Lectures and input sessions by experts.

Evaluation:

Internal: Two Written Tests 2 x 40 = 80 marks
Seminar etc. = 20 marks
-------------------------
100 marks

External Exam = 100 marks

External Exam & Question Paper Pattern:

Short answer questions from detailed only.
Short essay questions from both detailed & Non detailed.
Long Essay questions from detailed Texts only.

References:
1. The American Tradition in Literature – George Perkins & Barbara Perkins
3. American Literature 1890 – 1965 an Anthology – Dr. Egbert S. Oliver
EL 3503 BRITISH PROSE AND FICTION

Semester:III
Credits: 4
Category : MC
Hours per week: 4

Objectives
- To acquaint students with the evolution of English prose from the Elizabethan Age to the contemporary era
- To enable students to appreciate modern prose for its writing style and as a vehicle of ideas
- To train students to develop their own unique style of writing, using the prose texts prescribed as models of lucidity and directness

Fiction
Unit I Required reading
1. Thomas Hardy The Mayor of Casterbridge

Unit II Required reading
2. D.H.Lawrence Rainbow

Recommended reading
3. Jonathan Swift Gulliver's Travels
4. Virginia Woolf To the lighthouse
5. George Orwell 1984
6. Julian Barnes Flaubert's parrot

Prose
Unit III Required reading
1. Francis Bacon Of Love
2. Oliver Goldsmith From 'Citizen Of The World'
3. John Ruskin 'On Lilies' From Sesame And Lilies

Unit IV Required reading
4. Bertrand Russel Ideas That Harmed Mankind
5. William Barclay I Believe In God

Unit V Required reading
6. Charles Lamb Valentine's Day
7. G.K.Chesterton The Romantic In The Rain

Recommended reading
8. William Hazlitt Why Distant Objects Please
9. E.M.Forster England's Pleasant Land
10. A.G.Gardiner On Falling In Love
EL 4502 BRITISH DRAMA

Semester : IV  
Category: MC
Credits: 4  
Hours per week: 4

Objectives
• To acquaint students with the glorious history of British Drama from Marlowe to the contemporary era
• To enable students to appreciate drama as an enduring literary genre and as a performing art
• To gain an existential understanding of drama’s connection to social reality in terms of themes and characters

Contents

Unit I - Elizabethan to Post-war Drama (Required Reading)
1. Christopher Marlowe – Edward II
2. Oliver Goldsmith – She Stoops to Conquer
3. Harold Pinter – The Birthday Party

Recommended Reading

Unit II
4. Ben Johnson – The Alchemist
5. John Dryden – All for Love

Unit III
7. Richard Sheridan – The School for Scandal

Unit IV
8. George Bernard Shaw – Arms and the Man
9. John Galsworthy – The Silver Box

Unit V
10. Samuel Beckett – Waiting for Godot

References
EL 4503 NEW LITERATURES
Semester : IV Credits: 5
Category: MC Hours per week: 5
Objectives:

- To introduce the learners to the Literatures from continents and countries other than UK, USA and India.
- To enable the students understand the cross cultural aspects, traditions and mores from these writings.
- To make them appreciate the orature that gives rise to written literature in these pockets of the world.

Unit-I Prose- Detailed
1. Literature in Schools - Ngugi wa Thion’o
2. Freedom and Development - Julius K. Nyerere

Unit-II Poetry - Detailed
3. The First Australians - Troy Hopkins (Australia)
1. House and Land - Allen Curnow (New Zealand)
2. Lament for the Dorsets-Eskimos Extinct in the 14th century A.D. - Al Purdy (Canada)
3. Building the Nation - Henry Barlow (Uganda)
4. Of Course When They Ask For Poems About the ‘Realities’ of Black Women - Grace Nichols (West Indies)
5. Not My Business - Niyi Osundare (West Africa)
6. Ulysses by the Merlion - Edwin Thumboo (Singapore)
7. My Guests - Faiz Ahmad Faiz (Pakistan)

Unit-III Play
8. The Rebel - Ngugi Wa Thion’o

Unit-IV Fiction
12. Things Fall Apart - Chinua Achebe

Unit-V Short Stories
13. Entry into Soweto - Mbulelo Vizikhungo Mzamane
14. This is Modern Times - Janice Shinebourne
15. Between Earth and Sky - Patricia Grace
16. The Fitful Muse - Lawrence Scott

References:
EL 5502 LINGUISTICS

Semester: V  
Credits: 6
Category: MC  
Hours per week 6

OBJECTIVES:

- To enable students to achieve a scientific sense through Linguistics in order to complement the aesthetic sense from their study of literature.
- To enable them to learn about a language.
- To enable them to know the scientific systems and sub-systems in the language.
- To enable them to learn an acceptable system of sound and pronunciation.

Unit I.  OVERVIEW
1. Definition and Scope
2. Linguistic systems
3. Difference between Linguistic and Literary Studies
4. Application

Unit II : PHONETICS & PHONOLOGY
1. Speech
2. Pronunciation
3. Sounds (Syllables and Sound Description)
4. Practice

Unit III : LEXIS
1. Lexical patterning
2. Lexical Choice
3. Rules and Patterns
4. Lexical phrases
5. Lexical fields

Unit IV : SYNTAX
1. Phrase Structure Rules
2. Basic Verb Classes
3. Case Grammar
4. Rules and constraints

Unit V : SEMANTICS
1. Communication and Message
2. Problems and solutions concerning Semantics
3. Psycho-Social Dimensions of Language
4. Change of Meaning
5. Kinds of Meaning

References:
EL 5504 LITERARY CRITICISM: CLASSICAL TO MODERN

Semester: V  Credits: 6
Category: MC  Hours per week: 6

Objectives
- To acquaint students with the history of literary criticism
- To introduce the various schools of literary criticism from Aristotle to Eliot
- To develop the critical sensibility of the students
- To train them to apply literary theories to the texts prescribed to enrich their understanding of literature

Contents

Unit I – Classical Criticism - Definitions of Literary Criticism
1. Aristotle’s Taxonomy of Tragedy, Three Unities and Mimesis
2. Longinus’ Theory of the Sublime and Transport
3. Horace’s Function of Poetry in Ars Poetica

Unit II – English Literary Criticism from the Renaissance and Elizabethan Age
1. Sir Thomas More and Ascham – Tragedy, Tragi-comedy and dramatic principles
2. Sidney and Ben Jonson – Apology for Poetry and Theory of Comedy

Unit III – Neo-Classical Literary Criticism
1. Dryden’s Essay on Dramatic Poesy
2. Alexander Pope’s Essay on Criticism
3. Dr. Johnson’s Life of Milton and Preface to Shakespeare

Unit IV – Romantic and Victorian Criticism
1. Wordsworth’s Preface to the Lyrical Ballads
2. Coleridge’s Theory of Imagination and Fancy – from Biographia Literaria
3. Matthew Arnold’s Touchstone Theory – Personal and Historical Estimate
4. Walter Pater’s Aesthetic Theory of Art for Art’s Sake

Unit V – Modern criticism from 1920 – 50
1. New Criticism – Anglo-American
2. T.S. Eliot: The Functions of Criticism
3. I.A. Richards: Communication and the Artist
4. John Crowe Ransom: Criticism Inc.
5. Cleanth Brooks: The Language of Paradox

References
EL 5505 LITERATURE OF THE CHALLENGED
Semester: V
Category: MC
Credits: 6
Hours per week: 6

OBJECTIVES:

- To offer the student an insight into the experience of marginalisation that is caused by race, caste and gender
- To promote tolerance and harmony in society through an understanding of difference.

COURSE CONTENT

UNIT I RACE
1. Race, Class and Colonialism: Ania Loomba (pp123-133 from Colonialism/Postcolonialism)
2. The Merchant of Venice; The Tempest; Othello: Shakespeare (excerpts)
3. I have a dream... Martin Luther King
4. Driving Miss Daisy

UNIT II CASTE
1. Towards an aesthetic of Dalit Literature (pp 23-39; 82-102) Sharankumar Limbale
2. Untouchable: Mulik Raj Anand
3. Sangati (Selections) Fatima Faustina

UNIT III GENDER
1. Telling our own stories: Shashi Despande (pp86-100 from Writing From The Margin And Other Essays)
2. Scientific elimination (ch.4 Disappearing Daughters by Gita Aravumudan)

UNIT IV POINTS OF INTERSECTION (RACE-CASTE-GENDER)
1. Adolescence, Embodiment and Gender Identity: Meenakshi Thapan (pp31-44 from Urban Women in Contemporary India ed. Rehana Ghadially)
2. Gauri-Kanyakumari (ch 2. Caste as Woman by Vrinda Nabar)
3. The Color Purple: Alice Walker
4. Oorkali: Ithaina Karikalan

UNIT V Non Detailed
1. A Song Flung Up To Heaven... Maya Angelou
2. Invisible Man... Ralph Ellison
3. Disappearing Daughters.... Gita Aravumudan
4. Childhood in Malabar... Kamala Das
5. Palace of Illusions... Chitra Divakaruni Banerjee

References:
OBJECTIVES:

- To introduce learners to the dramatic and theatrical conventions of Shakespeare
- To enable learners analyse plot, characters, themes and stage craft of the plays
- To enhance learners’ appreciation and enjoyment of the plays by relating them to the modern context.

Unit I DETAILED TEXTS
I. King Lear
II. A Mid Summer Night’s Dream
III. Coriolanus

NON-DETAILED TEXTS
Unit II
Othello

Unit III
All’s Well That Ends Well

Unit IV
Richard II

Unit V
The Tempest

METHODOLOGY
a. Reading aloud the play by the teacher / students in groups / individually.
b. After each scene, facts and opinions about theme, plot, characterization and the significance of the play to contemporary life to be discussed.
c. Video Films of the detailed plays to be screened for the students.
d. Non-Detailed texts are to be read mostly by the students and those will be tested through seminars and assignments.

References:
EL 5405 COMPARATIVE LITERATURE- THEORY AND PRACTICE

Semester : V
Category: ES
Credits: 2
Hours per week 3

OBJECTIVES
- To acquaint learners with theories of comparative literature and translation studies
- To facilitate the understanding of literature across linguistic and cultural boundaries
- To train the students to do a comparative study of texts from different cultures

COURSE CONTENT

Unit I  Introduction to Comparative Literature
1. Definition and Scope
2. Theories
3. Motifs, myths and archetypes

Unit II  Introduction to Translation Studies
1. Definition and Scope
2. History
3. Theories

Unit III  Poetry and Prose
Silappathikaram – Elangovadikal
The Iliad- Homer

Tolkaapiyam- Tolkaapiyar
Poetics- Aristotle

Unit IV  Drama and Fiction
Shakuntala- Kalidasa
Tempest-Shakespeare

Anna Karenina- Tolstoy
Madame Bovary- Flaubert

Unit V  Comparative Literature – Practice (For Seminar/Assignment only)
The students will be taught to do a comparative study of literary texts based on themes/motifs/
myths/archetypes/history

The Prelude- Wordsworth
Leaves of Grass- Whitman

Paradise Lost- Milton
The Ramayana- Kamban

Thirukkural- Valluvar
Analects- Confucius

The Color Purple- Alice Walker
Scavenger’s Son- Thakazhi Sivasankaran Pillai
References:

Websites
1. ACLA - Journals - American Comparative Literature Association
   www.acla.org/journals.html
2. Comparative Literature
   www.complit.dukejournals.org
3. Project MUSE - Comparative Literature Studies
   www.muse.jhu.edu
4. Comparative Literature Studies
   www.cl-studies.psu.edu
5. Journals - Comparative Literature - Yale University Library
   www.guides.library.yale.edu
6. Journal of Comparative Literature and Aesthetics
   www.jclaoine.org
EL 5406 ENGLISH LANGUAGE TEACHING (ELT)

Semester: V  Credits: 2
Category: ES  Hours per week: 3

Objectives:
- To make learners explore Global English – the dominant language of education and to comprehend the fundamentals of English language teaching
- To help them understand the essential components and concepts of language teaching and
- To expose the learners to analyse the impetus for transition in approaches and teaching methods.

Unit I: An overview of English Language Teaching
1. Theory of Language Learning and Teaching
2. Grammar -Translation Method
3. The Reform Movement
4. Direct Method
5. Audio Lingual Method
6. History of ELT in India and Tamilnadu

Unit II: Humanistic Approaches
1. Elements and sub-elements that constitute a method
2. The oral approach or situational language teaching
3. Total physical response
4. The silent way
5. Community language learning
6. Suggestopedia

Unit III: Approaches
1. Natural
2. Humanistic
3. Learner Centered
4. Lexical
5. Notional – Functional
6. SLA

Unit IV: Modern Approaches
1. Communicative Language Teaching
2. Content Based Instruction
3. Co-operative Language Teaching
4. Task Based Language Teaching
5. The post-methods era - Eclectic Approach

Unit V: Recent Trends and practices in ELT
1. Innovative tools of language teaching in schools
2. Language games to build vocabulary for lower-intermediate
3. Activities to teach grammar for beginners
4. Use of songs to improve pronunciation for L2 learners
5. Employing tasks to enhance cognitive skills.

References:
2. Penny McKay and Jenni Guse. *Five-Minute Activities for Young Learners.* Series Editor Scott
EL 6605 BEST SELLING/PRIZE WINNING FICTION
(Package A)

Semester: VI
Category: MS
Credits: 7
Hours per week: 5

Objectives:
- To introduce the learners to the works which have fetched International Awards.
- To enable the students to have a wider exposure to the writers belonging to different countries.
- To inform the students about the characters and styles of the Best selling and Prize Winning Fiction of the writers.

Unit-I Archetypes
1. *Mister Pip* – Lloyd Jones (New Zealand) (Detailed)
2. *True History of the Kelly Gang* - Peter Carey (Australia) (Non-Detailed)

Unit-II Sociological
1. *Beloved* - Toni Morrison (Afro-American) (Detailed)
2. *Sacred Hunger* - Barry Unsworth (UK) (Non-Detailed)

Unit-III Fantasy/Super Natural
1. *The Famished Road* - Ben Okri (Africa) (Detailed)
2. *Anil’s Ghost* - Michael Ondaatje (Canadian) (Non-Detailed)

Unit-IV Historical
1. *Schindler’s Ark* - Thomas Keneally (Australia) (Detailed)
2. *Bringing Up the Bodies* - Hilary Mantel (UK) (Non-Detailed)

Unit-V Psychological
1. *The Stone Angel* - Margaret Laurence (Canada) (Detailed)
2. *Rebirth* - Jahnnavi Barua (Best Selling/Prize Winning Fiction)

References:
EL 6606 CREATIVE WRITING
(Package A)

Semester: VI Credits: 6
Category: MS Hours per week: 5

1. OBJECTIVES:
   - To teach the fundamentals of good writing
   - To help the students aware of the basic conventions of fiction writing
   - To provide the students the tools for self expression in this medium

2. CONTENT:
UNIT I. Basic Considerations
   - Various kinds of writing
   - Creative impulse, creative ability
   - Rules, tools and techniques
   - Creative writing, imaginative writing
   - Genius, talent
   - Qualities & attitudes of creative writers
   - Writer’s domain

UNIT II. Mechanics
   - Sketching the plot
   - Story structure – conflict, climax, resolution
   - Character sketch

UNIT III Writing
   - Writing with specific details
   - Action descriptions
   - Point of view
   - Dialogue

UNIT IV Setting
   - Setting and atmosphere
   - Rhythm & Style
   - Content & character
   - Contrast – in characters, settings, feelings etc.
   - Description, narration

UNIT V. VARIA
   - Theatre improvisation exercise/Poetry project/Writing for media:
   - Students’ Project

Source Books:
   - Reading List: Enhancing Understanding
• Speeches of Socrates ‘Know Thyself’
• Wordsworth, ‘Lines Written on Tintern Abbey.’
• Wordsworth, ‘Daffodils’
• Shakespeare ‘A Midsummer Night’s Dream.’
• Ted Hughes, ‘Thought Fox’
• Robert Browning ‘My Last Duchess’
• Proverbs, the Old Testament., ‘The Bible’
• Martin Luther King Jr, ‘I have a Dream’
• William Shakespeare, ‘Hamlet’
• William Shakespeare, ‘As You Like It’
• Jane Austin, ‘Pride and Prejudice’
• P.B. Shelley, ‘Ode to the Westwind’
EL 6607 ENGLISH FOR CAREER EXAMINATIONS
(Package B)

Semester: VI
Category: MS
Credits: 7
Hours per week: 5

OBJECTIVES

- To instill in students the confidence and skills necessary to face the challenges of a competitive exam
- To equip them with English language skills to achieve success in the competitive examinations
- To give exposure and train them to succeed in group discussions and interviews

COURSE CONTENT
The course content consists of various types of questions that are usually asked in competitive examinations like MBA Admission Test, UPSC’s Railway Recruitment Board Examinations, BSRB’s Bank Clerks Examinations, UPSC’s Combined Defence Services Exam, LIC’s Clerical Cadre Examination, State Bank of India, Probationary Officer’s Examination etc. Generally these examinations seek to test the candidates in the following areas: knowledge of English grammar, vocabulary, comprehension skills, group discussion and interview skills

UNIT I Grammar
a) Spotting errors
   (Grammatical/idiomatic error identification)
b) Sentence Correction

UNIT II Vocabulary
a) Synonyms
b) Antonyms
c) Spelling pitfalls (wrongly spelt words)
d) One word substitution
e) Find the odd word
f) Idioms and phrases
g) Analytical Reasoning

UNIT III Comprehension
a) Reading comprehension
b) Listening comprehension
c) Jumbled sentences and passages (logical sequence)
d) Numbered gaps – Cloze Test
e) Précis writing

UNIT IV Composition
Paragraph Writing
Essay-Writing

UNIT V Interview Skills
Interview
Group Discussion

METHODOLOGY
Mostly multiple choice, objective type questions similar to question usually asked in the various competitive examinations. During every instructional hour, worksheets with multiple choice, questions will be given to them in the class.

A prescribed time limit will be imposed to train students in time management, which is one of the crucial factors for success along with mental agility in a competitive examination. After every task is completed, instructors will read out the correct answers and discuss them thoroughly in the class.

The students will be then asked to evaluate their own performance simultaneously. Peer evaluation will also be carried out. High achievers will be commended and low achievers will be constantly motivated to perform better.

Mock interviews and training in group discussions will also be held in class.

REFERENCES:

Books

Websites
www.vocabulary.com
www.majortests.com
www.freevocabulary.com
www.testyourvocab.com
www.wordsmith.org
www.thesaurus.com
www.merriam-webster.com
www.english-for-students.com
www.synonym.com
OBJECTIVES:
The students would be trained to

- Be aware of some basic concepts related to the study of communication and understand how a speaker's language choices may affect communication.
- Communicate and interpret verbal and non-verbal messages with accuracy and effectiveness.
- Pick up tips for becoming effective listeners.
- Practice good interviewing skills, techniques for improving telephone and voice mail effectiveness and effective participation in small group discussion and plan and participate in productive meetings and select and organize a subject for effective formal presentation to a specific audience.
- Anticipate and respond to questions during a presentation

CONTENT
UNIT I Overview of human communication
a. Goals of communication
b. Sending information effectively
   Mental activity
   Vocal activity
   Physical activity
c. Receiving information effectively
   Accuracy in observing and listening.

UNIT II Style in Language
a. Choosing words
   Defining style
   Some basic principles for picking words --- clear, concrete, concise, colourful and cautious.
   Some warnings on picking words ---- slang, jargon, clichés, verbosity, taboo words, ambiguities, vague generalities.
b. Keeping sentences
   Short/ simple
   Precise
   Direct
   Courteous

UNIT III Non-verbal language.
a. Visual cues
   Facial expression
   Eye-contact
   Gestures
b. Vocal cues
   Volume
   Rate and fluency
   Pitch
   Tone
   Voice quality
c. Spatial and temporal cues
   Space
   Time
   Surroundings
d. Intercultural non-verbal differences and tips for improving non-verbal skills.

UNIT IV Listening Effectively
a. Types of listening
   Submissive
   Critical
   Creative
   Active (Communication Aids and blocks)
b. Essentials of good listening
c. Deterrents to the listening process.

UNIT V Speaking Effectively
a. Sharing information between two persons
   Telephoning (effective telephone procedures and voice mail techniques)
   Interviewing (succeeding in various kinds of employment, interviews and interviewing people)
b. Sharing information in a small group
   Different types of small group discussion
   Analysing team roles
   Setting goals.
c. Sharing information to the public
   Preparing the presentation
   Organising the content
   Polishing the delivery.
d. Sharing information to the group
   Techniques of conducting meetings
   Techniques for participating in a meeting

References:
1. Robert G. King: Fundamentals of Human Communication
2. Stewart L. Tubbs & Sylvia Moss: Interpersonal Communication
4. Pamela C. Leth & Steven A. Leth: Public Communication
5. Mary Ellen Guffey: Essentials of Business Communication
6. Asha Kaul: Effective Business Communication
7. Lisikar; Basic Business Communication
8. Robert Keller: Managing Teams
11. Lani Arredondo: Communicating Effectively
OBJECTIVES

- To acquaint the learners with the theoretical aspects of Rhetoric and Stylistics
- To develop capacity for independent reading and analysis of literary texts.
- To enable them to stylistically analyse, interpret and infer meanings from literary texts
- To develop critical and analytical abilities and improve language and organisation skills

CONTENT

Unit –I  Rhetoric
1. Meaning of Rhetoric
2. Definition of Rhetoric
3. Scope of Rhetoric
4. Persuasive Communication –Definition and Characteristics

Unit –II  Brief History of Rhetoric
1. Classical Rhetoric
2. Plato
3. Aristotle
4. Cicero
5. Quintilian
6. Modern Rhetoric:
   Kenneth Burke
   Edwin Black
   I.A.Richards

Unit –III  Aristotle’s Rhetoric Theory
1. Types of Rhetorical Proof
   i. Ethos
   ii. Pathos
   iii. Logos
2. Five Cannons of Rhetoric
   I. Invention
   II. Style
   III. Arrangement
   IV. Delivery
   V. Memory
3. Rhetorical Devices
4. A Sentential Adverb
5. Asyndeton
6. Polysyndeton
7. Understatement
8. Litotes
9. Rhetorical Approach
10. Rhetorical Analysis

Unit – IV  Stylistics
1. Definition of stylistics
2. Qualities of good style
3. Perspicuity
4. Precision
5. Figurative Language / Figures of Speech
   I. Metaphor
   II. Hyperbole
   III. Personification
   IV. Apostrophe
   V. Comparison
   VI. Antithesis
   VII. Interrogation
   VIII. Exclamation
   IX. Oxymoron
   X. Irony
6. Types of Style
   i. Simple
   ii. Affected
   iii. vehement
   iv. Concise and Diffuse style
   v. Nervous and Feeble style
   vi. Florid Style
7. Stylistics as a bridge between Linguistics and Literature.

Unit – V Rhetorical Aspects of Discourse in Present-Day Society
I Rhetoric in Political Discourse
   Political Campaigns
   Political Addresses
   Public Debates
II Rhetoric in Journalistic Discourse
   Rhetoric in Media Discourse
   Rhetoric in News Coverage
III Rhetoric in Organisational Discourse
   Corporate Discourse
   Job Ads as Corporate Branding
Stylistic analysis and appreciation of short stories, poems and essays of prominent writers.

References
3. Cumming & Simmons, Language of Literature, 1985
Objectives:

- To train the students to use the English language creatively in the skills of Ad Writing
- To provide hands-on experience to the learners that they may be trained in the preparation of print ads, radio jingles, TV commercials and online advertising
- In sum, preparing the students to take up suitable jobs in the relevant field

Contents:

Unit I: An Overview
   a. Advertising defined (A psychological gun?)
   b. Advertising classifications
   c. The Evolution of Advertising
   d. Need for Technical Writing
   e. Employment Focus

Unit II: The Mechanics
   a. The ingredients of a good copy
   b. AlcDA Principle
   c. USP (Unique Selling Proposition)
   d. Locution, Illocution, Perlocution and Register
   e. Organization of Material (Cohesion) and Information (Give and New)

Unit III: The Need
   a. Target Audience
   b. Bringing new consumers into the fold
   c. Challenging the brand image
   d. Inter and Intra Personal Communication
   e. Social Dynamics and Global Trends

Unit IV: Enhancing Creativity
   a. Creative use of alliteration, assonance, pun, connotation and onomatopoeia
   b. Making use of quotations with a twist (“Was it the face...?”)
   c. Edward de Bono’s ‘Lateral Thinking’ (“Six Thinking Hats”)
   d. Channel Conversion
   e. Presentation and Lay out

Unit V: The Future
   a. Print Media, Broadcast/Telecast Media
   b. New Media, new clients, new consumers in the Post-Television Age
   c. The Ethics of Advertising: A Critique (Ads are ‘true lies’)
   d. Ethnography of Communication
   e. Editing, Subbing, Documentation and Publication

Evaluation
Two tests+ second component 100 marks
Internship 100 marks
End semester project 100 marks
(Students should secure a minimum of 40 in each component)
References: