

## SEMESTER - I

Course Code	D21MEN11	INDIAN WRITING IN ENGLISH			
CORE- I		L	T	P	C
		5	-	-	4
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4: Analyze K5: Evaluate K6: Create				
<b>Learning Objectives</b>	<p><b>The course aims to</b></p> <ul style="list-style-type: none"> <li>• analyze poetic techniques and themes in Indian writing in English</li> <li>• distinguish strategies and topics in Indian English Literature from that of Western models</li> <li>• assess literature as a kind that portrays the country with specific accentuation on postcolonial Indian experience of the country, its set of experiences, governmental issues and the job of memory</li> <li>• evaluate current composition as a portrayal of India's variety integrate writing and society discussing the social construction of Indian culture and Human Rights issues.</li> </ul>				

### Unit – I: Poetry

Nissim Ezekiel - Goodbye Party for Miss Pushpa T.S  
 A.K.Ramanujan - A River  
     Extended Family  
 Kamala Das - A Hot Noon in Malabar  
     An Introduction  
 Sarojini Naidu - Palanquin Bearers

### Unit – II: Prose

R.K.Narayan – Headache  
     In the Confessional  
 Jawaharlal Nehru - For the Light that Shone in this Country was No Ordinary Light  
     The Role of Youth in Modern India  
 Gowri Ramnarayan - The Patriarch of Carnatic Music

### Unit – III: Short Story

Mulk Raj Anand - The Terrorist  
 Anita Desai - Circus Cat, Alley Cat  
 Kushwant Singh - The Portrait of a Lady

### Unit – IV: Drama

Girish Karnad - The Fire and the Rain

## Unit – V: Novel

AravindAdiga - The White Tiger

### Books for Reference:

1. Bharat, Meenakshi (ed.). Desert in Bloom: Contemporary Indian Women's Fiction in English. Pencraft International, 2004.
2. De Souza, Eunice. Talking Poems: Conversations with Poets. OUP, 1999.
3. Khair, TabishBabu. Fictions:Alienation in Contemporary Indian English Novels. OUP, 2001.
4. King, Bruce (ed.). Modern Indian Poetry in English. OUP, 2001.
5. Needham, AnuradhaDingwany. Using Master's Tools: Resistance and the Literature of the African and South Asian Diasporas. St. Martin's Press, 2000.
6. Mehrotra, Arvind Krishna (ed.). An Illustrated History of Indian Literature in English. Permanent Black, 2003.
7. Mukherjee, Meenakshi. The Perishable Empire: Essays on Indian Writing in English. OUP, 2000.
8. Sanga, Jaina C. Salman Rushdie's Postcolonial Metaphors: Migration, Translation, Hybridity, Blasphemy, and Globalization. Greenwood Press, 2001.
9. Lau, Lisa and E. Dawson Varughese, Indian Writing in English and Issues of Visual Representation.Macmilliam. 2010.
10. Mukherjee, Upamanyu. Postcolonial Environments: Nature, Culture and the Contemporary Indian Novel in English. Palgrave Macmillan. 2010.

### E- Reference :

1. <https://books.google.co.in/books?id=oWSqCQAAQBAJ&lpg=PP1&ots=HFajB8hmQh&dq=indian%20writing%20in%20english%20books&lr&pg=PP1#v=onepage&q&f=false>
2. <https://books.google.co.in/books?id=kFOCDAAAQBAJ&lpg=PP1&ots=G3T6bsyAhM&dq=indian%20writing%20in%20english%20literature%20books%20published%20after%202010&lr&pg=PP1#v=onepage&q&f=false>

### Course Outcomes:

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

<b>K1, K2</b>	<b>CO1</b>	distinguish strategies and topics in Indian English Literature from that of Western models
<b>K1, K2</b>	<b>CO2</b>	analyze poetic techniques and themes in Indian writing in English
<b>K5, K4</b>	<b>CO3</b>	assess literature as a kind that portrays the country with specific accentuation on postcolonial Indian experience of the country, its set of experiences, governmental issues and the job of memory
<b>K5, K1</b>	<b>CO4</b>	evaluate current composition as a portrayal of India's variety
<b>K6, K3</b>	<b>CO5</b>	integrate writing and society discussing the social construction of Indian culture and Human Rights issues.

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**Mapping of COs with POs& PSOs:**

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	M	S	S	S	S	S	S	M
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	M	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	S	S	S	S	M	M
CO5	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	D21MEN12	CHAUCER AND THE ELIZABETHAN AGE	L	T	P	C
CORE- II			6	-	-	4
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
<b>Learning Objectives</b>	The course aims to <ul style="list-style-type: none"> <li>introduce the great masters of the early period such as Chaucer, Spenser, Shakespeare, Marlowe and Donne.</li> <li>introduce students to the seminal practitioners of English Literature and laying the foundation for contextualising specific texts against definite historical backdrops.</li> <li>introduce the music and quaintness of the English sounds and vocabulary of the earliest period in English literary history to the students to enable them to have a historical perspective of the developments over the centuries.</li> </ul>					

### Unit – I: Poetry

Geoffrey Chaucer – ‘The Squire’, ‘The Parson’, ‘The Prioress’ and ‘The Host’ in  
 “The General Prologue” from The Canterbury Tales

Edmund Spenser – Epithalamion

#### Shakespeare’s Sonnets and Poems:

Sonnet – 1 (From fairest creatures we desire increase)

Sonnet – 18 (Shall I compare thee to a summer’s day?)

Sonnet – 33 (Full many a glorious morning have I Seen)

Sonnet – 73 (That time of year thou mayst in me behold)

The Phoenix and the Turtle

### Unit – II: Prose

Francis Bacon – Essays

Of Studies

Of Great Place

Of Travel

Of Wisdom for Man’s Self

### Unit – III: Drama

Christopher Marlowe - Tamburlaine

Ben Jonson – Volpone

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**Unit – IV: Drama**

- Shakespeare – 1. Antony and Cleopatra  
2. Hamlet

**Unit – V: Fiction**

- John Webster - The Duchess of Malfi  
AphraBehn – Oroonoko

**Books for Reference:**

1. Broadbent, John. Milton: An Introduction. Cambridge: Cambridge University Press, 1973.
2. Cunningham, Valentine, ed. Victorian Poets: A Critical Reader features a collection of critical essays focusing on various aspects of Victorian-era poetry from the 1830s to the 1890s. New Jersey: Wiley-Blackwell, 2014.
3. Gardner, Helen, ed. The Metaphysical Poets. New Delhi: Rupa and Co., 1980.
4. Hammond, Gerald. Elizabethan Poetry: Lyrical and Narrative - A Selection of Critical Essays. UK: Palgrave Macmillan, 1984.
5. Higgins, Michael, Clarissa Smith, John Storey. ed. The Cambridge Companion to Modern British Culture. Cambridge: Cambridge University Press, 2010.
6. Persson, James and Watson. R. Robert. Encyclopedia of British Poetry 1900 to the Present. Facts on File. 22 April 2015.

**E- Reference:**

1. <https://books.google.co.in/books?id=KJ1bAgAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false> Cronin, Richard. Reading Victorian Poetry. Wiley. 21 December 2015.
2. [https://books.google.co.in/books?id=gFl\\_BwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false](https://books.google.co.in/books?id=gFl_BwAAQBAJ&lpg=PP1&pg=PP1#v=onepage&q&f=false)

**Course Outcomes:**

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

<b>K1, K2</b>	<b>CO1</b>	gain in-depth knowledge of the variety of writers and genres of the Elizabethan era
<b>K1, K2</b>	<b>CO2</b>	comprehend the literary merits of the writers of this period
<b>K5, K4</b>	<b>CO3</b>	approach the texts with the knowledge of the socio-economic background of the period
<b>K5, K1</b>	<b>CO4</b>	analyze the works of the poets and dramatists of the age
<b>K6, K3</b>	<b>CO5</b>	understand and apply the creative writing ability by contextualizing the ideas of the writer

**Mapping of COs with POs& PSOs:**

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO1</b>	S	M	S	M	M	S	S	S	S	S	S	M
<b>CO2</b>	S	S	S	S	S	S	S	S	S	S	S	M
<b>CO3</b>	S	M	S	M	S	S	S	S	S	S	S	S
<b>CO4</b>	S	S	S	S	M	S	S	S	S	S	M	M
<b>CO5</b>	S	M	S	M	S	S	S	S	S	S	M	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	D21MEN13	THE AUGUSTAN AND THE ROMANTIC AGE	L	T	P	C
CORE- III			6	-	-	4
<b>Cognitive Level</b>	K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create					
<b>Learning Objectives</b>	The course aims to <ul style="list-style-type: none"> <li>• make them understand the religious, political, literary, and social problems as reflected in the literature of these periods</li> <li>• help students appreciate the seminal works of prominent writers of these periods</li> <li>• enable students to understand the characteristics of the Metaphysical poetry</li> <li>• enhance the students' understanding of the literary conventions followed during these periods</li> <li>• highlight the salient features of Comedy of Manners</li> </ul>					

**Unit – I: Poetry**

John Donne - The Canonization

Andrew Marvell - The Garden

John Milton – Paradise Lost Book - IX (Lines 473 – 531, 550 – 610, 677 – 695, 745 - 784)

**Unit – II: Poetry**

Alexander Pope - Canto III in “The Rape of the Lock”

John Dryden - Mac Flecknoe

Thomas Gray - Elegy Written in a Country Churchyard

William Wordsworth - Resolution and Independence

John Keats - Bright star, would I wretched fast as thou art

S.T. Coleridge - The Eolian Harp P.B. Shelley–

Ozymandias

**Unit – III: Prose**

Jonathan Swift – “The Spider and Bee Episode” from The Battle of the Books  
 Joseph Addison – Sir Roger at Church  
 Richard Steele – “Trumpet Club” from The Coverley Papers  
 Charles Lamb – In Praise of Chimney Sweepers  
 William Hazlitt – On the Difference between Writing and Speaking

**Unit – IV: Fiction**

Johnathan Swift - Gulliver’s Travels  
 Oliver Goldsmith - She Stoops to Conquer

**Unit – V: Fiction**

Daniel Defoe - Moll Flanders  
 Jane Austen – Emma

**Books for Reference:**

- Bloom, Harold. How to Read and Why. New York: Simon & Schuster, 2001.
- Di Mauro, Laurie. Modern British Literature. Detroit: St. James Press, 2000.
- Gross, John. The New Oxford Book of English Prose. Oxford: OUP, 2000.
- Knott, William C. The Craft of Non-Fiction. Reston Publishing Company, 1974.
- Lewin, Gerald. Prose Models. Harcourt Brace Jovanovich, 1964.
- Mayne, Andrew and John Shuttleworth. Considering Prose. Hodder&Stongton, 1988.
- Minto, William. A Manual of English Prose Literature. Atlantic Publishers, 1995.

**Cognitive Domain:**

K1 / Knowledge = Remember  
 K2 / Comprehension = Understand  
 K3 / Application = Apply  
 K4 / Analysis = Analyze  
 K5 / Evaluation = Evaluate  
 K6/ Synthesis = Create

**COURSE OUTCOMES**

Upon completion of this course, the students will be able to

<b>K1, K2</b>	<b>CO1</b>	gain thorough knowledge of the contribution of the writers of this period
<b>K1, K2</b>	<b>CO2</b>	understand and apply the judicious outlook on the notable writers of this age
<b>K2, K3</b>	<b>CO3</b>	analyze critically the construction of a text
<b>K5, K2, K3</b>	<b>CO4</b>	appreciate the aspects of literary texts by the writers of this age
<b>K6, K3</b>	<b>CO5</b>	evaluate different themes, strategies and techniques employed by the writers of this age



**Mapping of COs with POs& PSOs:**

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S) - 3 Marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 Mark

No Correlation (N) - 0 mark

Course Code	D21MEN14	CHILDREN'S LITERATURE	L	T	P	C
CORE- IV				6	-	-
<b>Cognitive Level</b>		K1: Knowledge K2: Understand K3: Apply K4 Analyze K5 Evaluate K6 Create				
<b>Learning Objectives</b>		The course aims to <ul style="list-style-type: none"> <li>• provide an overview of the history of children's literature from its origins as oral literature intended for adults to written literature encompassing all major genres</li> <li>• indicate historical shifts in the purposes for children's literature: as didactic literature intended to provide moral instruction, or as literature intended to stimulate the imagination or provide useful information in interesting ways</li> <li>• show how different purposes are related to different ways of viewing childhood</li> <li>• examine the history and characteristics of the various genres of children's literature</li> <li>• examine the work of major illustrators of the nineteenth and twentieth century and how illustrations in a picture book convey meaning</li> </ul>				

**Unit – I: Poetry**

S.T. Coleridge - A Child's Evening Prayer

T.S. Eliot – Macavity, the Mystery Cat

Jacqueline Woodson – A Girl named Jack

R.L. Stevenson - From a Railway Carriage

A.A. Milne - Buckingham Palace

Roald Dahl - Little Red Riding Hood

Hilaire Belloc – Matilda

**Unit – II: Short Stories**

Grimm Brothers – The Juniper-Tree

Rudyard Kipling – Rikki-Tikki-Tavi

Beatrix Potter – The Tale of Peter Rabbit

Nathaniel Hawthorne - The Snow Image

Hans Christian Anderson - The Snowqueen

Brothers Grimm - Rapunzel

James Baldwin - Androcles and the Lion

**Unit – III: Drama**

Terence Patrick Hughes –  
Lines Holly Groome - Henry,  
the Monster

**Unit – IV: Fiction**

Lewis Caroll – Alice in the  
WonderlandSuzanne Collins - The  
Hunger Games

**Unit - V: Fiction**

Patrick Ness - A Monster Calls  
C.S. Lewis - The Lion, the Witch and the Wardrobe

**Books for Reference:**

Russell, D.L. (2015). Literature for Children: A Short Introduction, 8th Ed. Pearson  
ISBN-10:0-13-352226-1.

**COURSE OUTCOMES**

Upon completion of this course, the students will be able to

<b>K1, K2</b>	<b>CO1</b>	gain knowledge of literary texts meant for children
<b>K1, K2</b>	<b>CO2</b>	understand and demonstrate the knowledge of diverse value systems
<b>K2,K3</b>	<b>CO3</b>	analyze the moral and cultural values of the works
<b>K5, K2,K3</b>	<b>CO4</b>	make a collection of works for children from the traditions
<b>K6, K3</b>	<b>CO5</b>	create works of the same sort for children of their region

**Mapping of COs with POs & PSOs:**

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	M	S	M	S	S	M	S	S	M	S	M
CO2	S	M	S	M	S	S	M	S	S	M	S	M
CO3	S	S	S	S	S	S	M	S	S	S	S	M
CO4	S	M	S	S	S	S	M	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	S	S	M

Strongly Correlating (S)	-	3 Marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 Mark
No Correlation (N)	-	0 mark