



University of Madras

Chepauk, Chennai 600 020

[Est. 1857, State University, NAAC 'A' Grade, CGPA 3.32, NIRF 2019 Rank: 20]

Website: www.unom.ac.in, Tel. 044-2539 9000

Undergraduate Programme in English

Curriculum and Syllabus for

B.A.English

(With effect from the Academic Year 2020-21)

February 2020

Based on Learning Outcome Based Curriculum Framework uploaded in the UGC website for UG Degree Programmes.

Content

1. Preamble
2. Programme Learning Outcome
3. Course Structure
4. Course Learning Outcomes and Syllabus
 - (i) Core Courses
 - (ii) Allied Courses
 - (iii) Elective Courses
5. Examination and Evaluation (*Existing System*) or Changes can be suggested for (i) and (II) only
 - (i) Assessment Methods
 - (ii) Question paper pattern
 - (iii) Grading System

Model Curriculum and Syllabus for B.A. English

(With effect from the Academic Year 2020-21)

I. Preamble

Literature makes sense of the world through works of poetry, prose, fiction, and drama. It is a gateway to the varied human experiences, both past and present. Therefore it brings focus to human nature, their values, beliefs, ideologies, culture and practices. It fosters social justice and equality and teaches the need to think logically and critically. Literature in a STEM world is important to broaden the understanding of the many forces that shape and rule human lives and appreciate them. Above all, it helps one to interpret language better and enhance communication skills. Literature as a field of study involves the study of texts and thus differs from reading literature for pleasure. A study of English Literature refers to the study of literatures in English and in translation, from around the world. It remains a relevant field of study and ever more in this strife-ridden world.

2. Programme Learning Outcome

By the end of the B.A. programme, the students will be able to

- acquire critical temper, creative ability, and realisation of human values
- cultivate humaneness, respect, empathy and openness to the varied affiliations in different contexts across the world
- employ the knowledge gained, in criticism, interpretation and in the different mediums of writing and oral communication
- interpret historical and cultural forces that shaped humanity
- formulate the interconnectedness of all areas of knowledge and its synthesis, and get inspired by great minds, thoughts, and actions

Nature and Extent of the Programme

The BA English Programme includes relevant core courses that are progressively introduced to acquire an overall understanding of the evolution of English Literature from Britain to the Literatures in the English Language from across the world, including India. At the same time, each course based on nationality distinguishes one literature from another. Allied courses will give the required background knowledge for an effective understanding of the core courses offered. Basic critical theories and approaches required to evaluate literature are also introduced. Courses in the various aspects of the English Language will introduce the students to its origin, structure and linguistics, grammar and usage that help to develop comprehensive written and communication skills. The Electives will enable the students to make choices in areas of research and career opportunities. A few of them are skill-based and encourage internship for hands-on learning.

Aim of the Programme

The Programme aims at providing a holistic understanding of the discipline and equip the students with life and transferable skills to pursue higher education or a career.

Graduate attributes

By the end of the B.A. (English) programme, the students will be able to

- demonstrate the knowledge of literature as a discipline by studying a range of literary texts written in English or translated into English from the past to present times
- remember the significant historical, political, and social backgrounds relevant to the literary texts studied
- derive an understanding of a variety of literary forms, styles, and structures for close analysis of texts
- appreciate literature as a source of understanding ideologies, practical wisdom, and aesthetic pleasure
- apply language in academic and non-academic use and in a standardised system for communication

3. Course Structure

Existing pattern to be followed

4. Course Learning Outcomes and Syllabus

UNIVERSITY OF MADRAS
NAME OF THE COURSE: B.A. ENGLISH
(With effect from 2020-2021)
COURSE STRUCTURE

SEMESTER I

| Course Component | Name of the Paper | Credits | Instructional Hours | Marks | | Maximum Marks |
|-----------------------------------|--|-----------|---------------------|----------|----------|---------------|
| | | | | Internal | External | |
| PART I | Language Paper -I | 3 | 4 | 25 | 75 | 100 |
| PART II | ENG-GE01: Literature, Language and Life Skills | 3 | 4 | 25 | 75 | 100 |
| PART III | ENG-DSC01:British Literature- Paper I | 4 | 6 | 25 | 75 | 100 |
| | ENG-DSC02:Shakespeare | 4 | 6 | 25 | 75 | 100 |
| | ENG-DSA01: Background to English Literature –Paper I | 5 | 6 | 25 | 75 | 100 |
| PART IV | Basic Tamil / Adv. Tamil / NME | 2 | 2 | 25 | 75 | 100 |
| | Soft Skill – I | 3 | 2 | 50 | 50 | 100 |
| SEMESTERWISE CREDITS TOTAL | | 24 | | | | |

SEMESTER II

| Course Component | Name of the Paper | Credits | Instructional Hours | Marks | | Maximum Marks |
|-----------------------------------|---|-----------|---------------------|----------|----------|---------------|
| | | | | Internal | External | |
| PART I | Language Paper – II | 3 | 4 | 25 | 75 | 100 |
| PART II | ENG-GE02 : Appreciating Literature | 3 | 4 | 25 | 75 | 100 |
| PART III | ENG- DSC03: British Literature- Paper II | 4 | 6 | 25 | 75 | 100 |
| | ENG-DSC04: Indian Writing in English | 4 | 6 | 25 | 75 | 100 |
| | ENG-DSA02: Background to English Literature –Paper II | 5 | 6 | 25 | 75 | 100 |
| PART IV | Basic Tamil / Adv Tamil / NME | 2 | 2 | 25 | 75 | 100 |
| | Soft Skill – II | 3 | 2 | 50 | 50 | 100 |
| SEMESTERWISE CREDITS TOTAL | | 24 | | | | |

SEMESTER III

| Course Component | Name of the Paper | Credits | Instructional Hours | Marks | | Maximum Marks |
|-----------------------------------|--|-----------|---------------------|----------|----------|---------------|
| | | | | Internal | External | |
| Part I | Language - Paper III | 3 | 4 | 25 | 75 | 100 |
| Part II | ENG-GE03: English for Specific Purposes | 3 | 6 | 25 | 75 | 100 |
| Part III | ENG-DSC05: British Literature - Paper –III | 4 | 5 | 25 | 75 | 100 |
| | ENG-DSC06: Aspects of English Language- Paper I | 4 | 5 | 25 | 75 | 100 |
| | ENG-DSA03: Background to English Literature –Paper III | 5 | 6 | 25 | 75 | 100 |
| Part IV | Soft Skill III | 3 | 2 | 25 | 75 | 100 |
| | Environmental Studies | 2 | 2 | | | |
| SEMESTERWISE CREDITS TOTAL | | 24 | | | | |

SEMESTER IV

| Course Component | Name of the Paper | Credits | Instructional Hours | Marks | | Maximum Marks |
|-----------------------------------|---|-----------|---------------------|----------|----------|---------------|
| | | | | Internal | External | |
| Part I | Language Paper IV | 3 | 4 | 25 | 75 | 100 |
| Part II | ENG-GE04: Fundamentals of Academic Writing | 3 | 6 | 25 | 75 | 100 |
| Part III | ENG-DSC07: American Literature -Paper I | 4 | 5 | 25 | 75 | 100 |
| | ENG-DSC 08: Aspects of English Language – Paper II | 4 | 5 | 25 | 75 | 100 |
| | ENG- DSA 04: Background to European and American Literature | 5 | 6 | 25 | 75 | 100 |
| Part IV | Soft Skill IV | 3 | 2 | 25 | 75 | 100 |
| | Environmental Studies | 2 | 2 | 25 | 75 | 100 |
| SEMESTERWISE CREDITS TOTAL | | 24 | | | | |

SEMESTER V

| Course Component | Name of the Paper | Credits | Instructional Hours | Marks | | Maximum Marks |
|-----------------------------------|--|-----------|---------------------|----------|----------|---------------|
| | | | | Internal | External | |
| Part – III | ENG-DSC09:American Literature-Paper II | 4 | 6 | 25 | 75 | 100 |
| | ENG-DSC10:World Classics in Translation | 4 | 5 | 25 | 75 | 100 |
| | ENG-DSC11:Aspects of English Language – Paper III | 4 | 6 | 25 | 75 | 100 |
| | ENG-DSC12:Introduction to Literary Theory and Criticism | 4 | 6 | 25 | 75 | 100 |
| | ENG-DSE1A: Introduction to Journalism(or) ENG-DSE1B: English Language Teaching (or) ENG-DSE1C: Writing for the Media | 5 | 5 | 25 | 75 | 100 |
| Part –I V | Value Education | 2 | 2 | 25 | 75 | 100 |
| SEMESTERWISE CREDITS TOTAL | | 23 | | | | |

SEMESTER VI

| Course Component | Name of the Paper | Credits | Instructional Hours | Marks | | Maximum Marks | |
|------------------|---|----------------------|---------------------|----------|----------|---------------|--|
| | | | | Internal | External | | |
| Part IV | ENG-DSC13: Postcolonial Literatures in English | 4 | 6 | 25 | 75 | 100 | |
| | ENG-DSC14: Contemporary Literature | 4 | 6 | 25 | 75 | 100 | |
| | ENG- DSC15: Indian Literatures in English | 4 | 6 | 25 | 75 | 100 | |
| | ENG- DSE 2A: Creative Writing (or) ENG- DSE 2B: Women’s Writing (or) ENG- DSE 2C: Literatures of the Marginalised | 5 | 6 | 25 | 75 | 100 | |
| | ENG-DSE 3A: Green Studies (or) ENG- DSE 3B: Introduction to Translation Studies (or) ENG- DSE 3C: Film and Literature | 5 | 6 | 25 | 75 | 100 | |
| | Part V | Extension Activities | 1 | | | | |
| | SEMESTERWISE CREDITS TOTAL | | 23 | | | | |

UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
(With effect from 2020-2021)
SYLLABUS

FIRST SEMESTER

| | | | |
|-------------------------------|---|---------------------|--------------|
| Title of the Course | ENG- DSC01: British Literature- Paper I | | |
| Category of the Course | Year & Semester First Year & First Semester | Credits 4 | Subject Code |
| Hours | 90 | | |
| Objectives: | <ul style="list-style-type: none"> ● To introduce the students to the rich legacy of English Literature which remains the fundamental body of literature written in English. ● To introduce prominent English writers and their styles from the sixteenth to the eighteenth century | | |
| Learning Outcomes: | <p>By the end of the course, students will be able to</p> <ul style="list-style-type: none"> ● remember social and historical events of 16th, 17th, and 18th centuries and understand their impact on English writers and their works ● analyse the themes and styles in English poetry, drama, and fiction written ● assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period | | |
| Course Components | UNIT 1: Poetry (detailed) 1.1 “My galley charged” Sir Thomas Wyatt 1.2 “Alas, so all things now” Henry Howard 1.3 “Tell me, thou skilful shepherd’s swain” Michael Drayton 1.4 “Not marble, nor the gilded monuments”: Sonnet 55 William Shakespeare 1.5 “A Valediction: Forbidding Mourning” John Donne 1.6 “How soon hath time” John Milton 1.7 “The Pulley” George Herbert 1.8 “The Retreat” Henry Vaughan | | |
| | UNIT 2: Poetry (non-detailed) 2.1 “Prothalamion” Edmund Spenser 2.2 “Astrophel and Stella” (Sonnet XXXI: With how sad steps, O Moone, ...) Philip Sidney 2.3 “Paradise Lost” (Book I - lines 1 - 83) John Milton 2.4 “The Garden” Andrew Marvell | | |
| | UNIT 3: Prose (detailed) 3.1 “On Revenge” Francis Bacon 3.2 “Of Studies” Francis Bacon | | |

| | |
|--|--|
| | UNIT 4: Prose (non-detailed) 4.1 Book of Job: Prologue (chapters 1–2) and Epilogue (chapter 42:7–17) - The Bible [King James Version] |
| | UNIT 5: Drama (detailed) 5.1 Doctor Faustus Christopher Marlowe |

Prescribed Texts:

An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[1.1to 1.4]

Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976.[1.5]

The Winged Word edited by David Green, Macmillian, 2016 edition.[1.6 to 1.8]

An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[2.2]

Paradise Lost Books 1 & 2 Edited by Vrinda Nabar. Orient BlackSwan Annotated Study Texts, 2011 edition [2.3]

Epic and Mock-Epic Anamika Chakraborty OUP.

Norton Anthology of Poetry. W. W. Norton & Company, Tenth edition–2018

For Further Reading: [Can be considered for Assignments & Presentations]

1. “The Flaming Heart” – Richard Crashaw
2. “Another Grace for a Child” – Robert Herrick
3. “Epithalamion” – Edmund Spenser
4. “Faerie Queene” – Edmund Spenser
5. “The Passionate Shepherd to His Love” – Christopher Marlowe
6. “Definition of Love” – Andrew Marvell
7. “The Garden” – Andrew Marvell
8. “On Shakespeare” – John Milton
9. “Lycidas” – John Milton
10. “Easter Wings” – George Herbert
11. “Volpone” - Ben Jonson

Reference Books:

- English Poetry from the Elizabethans to the Restoration by Pramod K. Nayar. 2012.
- Triumphal Forms: Structural Patterns in Elizabethan Poetry by Alastair Fowler. Cambridge University Press, 2010.
- Elizabethan Women and the Poetry of Courtship by Ilona Bell. Cambridge University Press, 2010.
- The Birth of the Elizabethan Age: ENG-land in the 1560s (History of Early Modern ENG-land) by Norman L. Jones. Blackwell Publishers, 1995.

Web Sources:

- British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>
- Poems for all the semesters with a detailed introduction to the author. <https://www.poetryfoundation.org/>
- Renaissance Love Poetry. <https://www.thoughtco.com/renaissance-love-poems-1788871>
- Elizabethan Age. https://www.ducksters.com/history/renaissance/elizabethan_era.php

•Milton. <https://www.poetryfoundation.org/poets/john-milton>

Relevant Video Links:

| Topic | URL |
|--|---|
| “Reading English : Why and How.” Dr. Sandie Byrne. Oxford University. Lecture. | https://www.youtube.com/watch?v=6xbBa-sy-Tc . |
| Canterbury Tales. | https://www.youtube.com/watch?v=h0ZrBr9DOwA . |
| John Bunyan. | https://www.youtube.com/watch?v=2ByKbrzm5gI . |
| Edmund Spenser. | https://www.youtube.com/watch?v=rpbzer-OuQo . |
| Jacqueline Woodson·TED2019. What reading slowly taught me about. | writing https://www.ted.com/talks/jacqueline_woodson_what_reading_slowly_taught_me_about_writing . |
| Anne Lamott·TED2017. 12 truths I learned from life and writing. | https://www.ted.com/talks/anne_lamott_12_truths_i_learned_from_life_and_writing . |
| Joshua Prager·TEDActive 2015. Wisdom from great writers on every year of life. | https://www.ted.com/talks/joshua_prager_wisdom_from_great_writers_on_every_year_of_life |

| | | | |
|---------------------------|---|---------------------|--------------|
| Title of the Course | CORE COURSE 2 ENG- DSC 02 Shakespeare | | |
| Category of the Course | Year & Semester First Year & First Semester | Credits 4 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> ● To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare ● To appreciate Shakespearean language and its influence in the making of modern English | | |
| Learning Outcomes: | <p>After doing this course the students will be able to</p> <ul style="list-style-type: none"> ● recollect features of Elizabethan theatre along with Shakespeare's life and works ● identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre ● analyse prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions ● synthesise acquired knowledge to critique his plays and enact important scenes from Shakespeare's plays | | |
| Course Components | <p>UNIT 1: History</p> <p>1.1 Henry IV, Part II [For Annotations: Act I-Scenes 1, 3 & 5; Act II-Scenes 2; Act III-Scenes; Act IV - Scene; Act V - Scene]</p> <p>1.2 Shakespeare's Histories – Historical Sources-Common Features- Language- Reflection of the English social class</p> <hr/> <p>UNIT 2: Comedy</p> <p>2.1 Twelfth Night [For Annotations: Act I - Scenes 1 & 2; Act II - Scenes 1& 4; Act III -Scene 2; Act IV - Scene 4; Act V - Scene 5]</p> <p>2.2 Shakespearean Comedies - Sources- Common features- Comedy through language- Themes-Complex plots-Mistaken Identities- Fools and Clowns- Use of songs-Dramatic devices</p> <hr/> <p>UNIT 3: Tragedy</p> <p>3.1 Macbeth [For Annotations: Act I - Scenes 1, 3 & 5; Act 2 - Scenes 1& 2; Act III - Scenes 2 & 4; Act IV - Scene 1;Act V - Scenes 1& 8]</p> <p>3.2 Shakespearean Tragedies- Sources-Elements of Shakespearean Tragedies – Themes – Language-Dramatic aspects-Tragedy and Modern Dramatists</p> | | |

| | |
|--|--|
| | UNIT 4: Tragicomedy 4.1 The Tempest [For Annotations: Act I - Scene 2; Act 2 - Scene 2; Act III - Scene 1; Act IV - Scene 1; Act V - Scene 1] 4.2 Shakespearean Tragicomedy- genre of play-dramatic elements- characters- Functions-Influence on the Romantics and on 19 th & 20 th century dramatists |
| | UNIT 5: Shakespeare's Theatre 5.1 Playhouses and the Globe Theatre – Staging of the Play-Audience-Actors, Costumes- Influences |

Prescribed Texts:

- Henry IV, Part II The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- Twelfth Night The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- Macbeth The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- The Tempest The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- For Further Reading:
- Tales from Shakespeare by Charles Lamb and Mary Lamb

References:

- i. Birch, Dinah. ed. "William Shakespeare" The Oxford Companion to English Literature. OUP
- ii. Dobson, Michael. & Stanley Wells eds. "Shakespeare, William" in The Oxford Companion to Shakespeare.
- iii. Kurian Anna, *Shakespeare*, Orient Blackswan, 2016
- iv. Leggatt, Alexander. The Cambridge Companion to Shakespearean Comedy, 2002.
- v. Michael Neill, David Schalkwyk. The Oxford Handbook of Shakespearean Tragedy, 2016.
- vi. Clapp, Larry. A Complete Critical Analysis of Shakespearean Plays: With A Reference To Elizabethan Theatre (Reprint) Hardcover – 1993 by (Author)

Web:

- vii. <https://www.britannica.com>
- viii. www.encyclopedia.com
- ix. <https://www.britannica.com/art/chronicle-play>
- x. <https://www.thoughtco.com/shakespeare-histories-plays-2985246>
- xi. kb.osu.edu › bitstream › handle › SHAKESPEARES_HISTORY_PLAYS
- xii. <https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155>
- xiii. <https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art>
- xiv. <https://www.thoughtco.com/introducing-shakespeare-tragedies-2985293>
- xv. <https://www.britannica.com/art/tragedy-literature/Tragedy-and-modern-drama>
- xvi. <https://www.britannica.com/art/tragicomedy>
- xvii. <https://www.britannica.com/topic/Globe-Theatre/images-videos>
- xviii. TED TALKS livepage.apple.com
- xix. "Why Shakespeare? Because it's 2016"
- xx. <https://www.youtube.com/watch?v=khVubNIgS0o>

xxi. The power of imagination: Lessons from Shakespeare

https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare#t-21959



VIRTUAL TOUR: Google Earth

xxii. <https://earth.google.com/web/@51.50808974,-0.09712407,19.29451181a,25.00298886d,35y,-0h,60t,0r/data=KAI>

xxiii. [https://earth.google.com/web/@52.19664585,-](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAicMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ)

[1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAicMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAicMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ)

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------|--------------|-------------------|-------------|-------------|---------------|-------------------------------|--------------|----------------------------|--------------------|------------------|-------------------------|---------------------------------------|------------|------------------|----------------------|----------------------------|------------|--|----------------|---------------------------------------|----------------|------------------------------------|----------------|----------------------------|------------------|---------------------------------|--------------|--------------------------------|----------------|----------------|----------------|-------------------------|-------------|
| Title of the Course | CORE COURSE 3: ENG- DSC 03 British Literature- Paper II | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category of the Course | Year & Semester First Year & Second Semester | Credits 4 | Subject Code | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hours: | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: | <ul style="list-style-type: none"> ● To introduce a few seminal texts of mainstream writers to students, to enable them to understand and interpret literary works of the Augustan and Romantic Ages. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes: | <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> ● Identify and define basic terms and concepts which are needed for advanced courses in British literature ● Write brief essays on the important works of mainstream writers from Augustan and Romantic Age ● Describe the distinct features of British literature of the same period Analyze and interpret seminal poetry of the period with close reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Components | <p>UNIT 1: Poetry (Detailed)</p> <table> <tr> <td>1.1 “Macflecknoe”</td> <td>John Dryden</td> </tr> <tr> <td>1.2 “Tyger”</td> <td>William Blake</td> </tr> <tr> <td>1.3 “For A’ That And A’ That”</td> <td>Robert Burns</td> </tr> <tr> <td>1.4 “Three years she grew”</td> <td>William Wordsworth</td> </tr> <tr> <td>1.5 “Kubla Khan”</td> <td>Samuel Taylor Coleridge</td> </tr> <tr> <td>1.6 “From Childe Harold’s Pilgrimage”</td> <td>Lord Byron</td> </tr> <tr> <td>1.7 “Ozymandias”</td> <td>Percy Bysshe Shelley</td> </tr> <tr> <td>1.8 “Ode to a Nightingale”</td> <td>John Keats</td> </tr> </table> <p>UNIT 2: Poetry (Non detailed)</p> <table> <tr> <td>2.1 “The Rape of the Lock: Canto III” (lines 125 -178)</td> <td>Alexander Pope</td> </tr> <tr> <td>2.2 “The Rime of the Ancient Mariner”</td> <td>S.T. Coleridge</td> </tr> <tr> <td>2.3 “Essay on Man From Epistle II”</td> <td>Alexander Pope</td> </tr> <tr> <td>2.4 “The Deserted Village”</td> <td>Oliver Goldsmith</td> </tr> </table> <p>UNIT 3: Prose</p> <table> <tr> <td>3.1 “Dream-Children: A Reverie”</td> <td>Charles Lamb</td> </tr> <tr> <td>3.2 “Sir Roger at the Theatre”</td> <td>Joseph Addison</td> </tr> </table> <p>UNIT 4: Drama</p> <table> <tr> <td>4.1 The Rivals</td> <td>R. B. Sheridan</td> </tr> </table> <p>UNIT 5: Fiction</p> <table> <tr> <td>5.1 Pride and Prejudice</td> <td>Jane Austen</td> </tr> </table> | | | 1.1 “Macflecknoe” | John Dryden | 1.2 “Tyger” | William Blake | 1.3 “For A’ That And A’ That” | Robert Burns | 1.4 “Three years she grew” | William Wordsworth | 1.5 “Kubla Khan” | Samuel Taylor Coleridge | 1.6 “From Childe Harold’s Pilgrimage” | Lord Byron | 1.7 “Ozymandias” | Percy Bysshe Shelley | 1.8 “Ode to a Nightingale” | John Keats | 2.1 “The Rape of the Lock: Canto III” (lines 125 -178) | Alexander Pope | 2.2 “The Rime of the Ancient Mariner” | S.T. Coleridge | 2.3 “Essay on Man From Epistle II” | Alexander Pope | 2.4 “The Deserted Village” | Oliver Goldsmith | 3.1 “Dream-Children: A Reverie” | Charles Lamb | 3.2 “Sir Roger at the Theatre” | Joseph Addison | 4.1 The Rivals | R. B. Sheridan | 5.1 Pride and Prejudice | Jane Austen |
| 1.1 “Macflecknoe” | John Dryden | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 “Tyger” | William Blake | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 “For A’ That And A’ That” | Robert Burns | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4 “Three years she grew” | William Wordsworth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.5 “Kubla Khan” | Samuel Taylor Coleridge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.6 “From Childe Harold’s Pilgrimage” | Lord Byron | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.7 “Ozymandias” | Percy Bysshe Shelley | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.8 “Ode to a Nightingale” | John Keats | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 “The Rape of the Lock: Canto III” (lines 125 -178) | Alexander Pope | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 “The Rime of the Ancient Mariner” | S.T. Coleridge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 “Essay on Man From Epistle II” | Alexander Pope | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 “The Deserted Village” | Oliver Goldsmith | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 “Dream-Children: A Reverie” | Charles Lamb | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 “Sir Roger at the Theatre” | Joseph Addison | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.1 The Rivals | R. B. Sheridan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.1 Pride and Prejudice | Jane Austen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Prescribed Texts:

1.3, 1.4, 1.5, 1.7 : Winged Words published by Macmillan
Six Ages of Poetry
Norton Anthology of British Literature

Further Reading: (Can be considered for Internal Assessment)

- John Dryden – “Absalom and Achitophel”
- Alexander Pope – “Epistle to Dr. Arbuthnot”
- Richard Brinsley Sheridan – Rivals
- James Boswell – “Life of Samuel Johnson”
- Dr. Samuel Johnson – “Preface to Shakespeare”
- Lord Byron – “Child Harolde”
- John Keats – “Ode to Grecian Urn”
- William Wordsworth – “Tintern Abbey”
- William Wordsworth – “Lines Composed upon Westminster Bridge”
- Percy Bysshe Shelley - “Hymn to Intellectual Beauty”
- William Blake - The Chimney Sweeper: A little black thing among the snow
- “The Foundation of British Empire” pages 411- 419 - from A History of ENG-land. Eds. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India.

References:

“Romantic Poetry”- pages 856-935; “Restoration, Augustan Age, rise of novel, 18th century prose”- pages 537-766 - from A Critical History of English Literature- Volume II – The Restoration to the Present Day by David Daiches. Revised edition. Indian edition 2010. Supernova publishers.

- The Age of Reason by Thomas Paine. 2011.
- Romanticism (The New Critical Idiom) by Aidan Day. 1995.
- Romanticism: A Very Short Introduction by Michael Ferber. Oxford, 2010.
- Romanticism: An Oxford Guide by Nicholas Roe. 2005.
- Romanticism: A Literary and Cultural History (Routledge Concise Histories of Literature) by Carmen Casaliggi and Porscha Fermanis. 2016.
- The Romanticism Handbook (Literature and Culture Handbooks). Edited by Joel Faflak and Dr. Sue Chaplin. 2011.

Web Sources:

1. The Age of Dryden. <https://www.gutenberg.org/files/39817/39817-h/39817-h.htm>.
2. Alexander Pope. <https://www.poetryfoundation.org/poets/alexander-pope>.
3. Eighteenth Century. <https://www.britannica.com/art/English-literature/The-18th-century>.
4. Age of Restoration. <https://www.bl.uk/restoration-18th-century-literature/articles/neoclassicism>.
5. Romanticism. <https://www.britannica.com/art/Romanticism>.
6. Romanticism. <https://www.theartstory.org/movement/romanticism/>.
7. Romanticism. https://www.metmuseum.org/toah/hd/roma/hd_roma.htm.
8. Romanticism. <http://academic.brooklyn.cuny.edu/English/melani/cs6/rom.html>.

9. Romanticism. <https://wordsworth.org.uk/wordsworth/daffodils-and-other-poems/what-is-romanticism/>.
10. Shelley. <https://www.poetryfoundation.org/poets/percy-bysshe-shelley>.
11. Wordsworth. <https://www.poetryfoundation.org/poems/45559/three-years-she-grew>.

You Tube:

12. “The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities. <https://www.youtube.com/watch?v=Q1YEr8ZiZhY>.
13. Enlightenment. The Age of Reason. https://www.youtube.com/watch?v=J0B28_gwj0M.

Ted Talks:

Steven Pinker and Rebecca Newberger Goldstein·TED2012. The long reach of reason. https://www.ted.com/talks/steven_pinker_and_rebecca_newberger_goldstein_the_long_reach_of_reason?language=en

| | | | |
|------------------------|--|---------------------|-------------------|
| Title of the Course | CORE COURSE 4:ENG- DSC 04 Indian Writing in English | | |
| Category of the Course | Year & Semester First Year & Second Semester | Credits 4 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> ● To understand the evolution of Indian Writing in English from the period of western colonization to the twenty first century. | | |
| Learning Outcomes: | <p>By the end of the course, students will be able to</p> <ul style="list-style-type: none"> ● understand the evolution of Indian Writing in English ● identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers ● analyse Indian ethos found in the representative texts ● evaluate Indian English texts from the postcolonial perspective <p>Background Concepts</p> <ul style="list-style-type: none"> ○ Arrival of East India Company and the associated impact ○ History of Indian Writing in English ○ Introduction of English Studies in India (Macaulay's minutes) ○ Nativisation of English ○ Indian Diasporic Writers | | |
| Course Components | UNIT – I Poetry | | |
| | 1.1. “Our Casuarina Tree” | | Toru Dutt |
| | 1.2. “ Coromandel Fishers” | | Sarojini Naidu |
| | 1.3. “ Night of the Scorpion” | | Nissim Ezekiel |
| | 1.4. “Introduction” | | Kamala Dass |
| | 1.5. “The Bus” | | Arun Kolatkar |
| | 1.6. “The Frog and the Nightingale” | | Vikram Seth |
| | 1.7. “Her Garden” | | Meena Alexander |
| | 1.8. “Narcissus” | | Easterine Kire |
| | UNIT – II Prose | | |
| | 2.1 “India and Greece” & “The Old Indian Theatre” | | Jawaharlal Nehru |
| | Selection from The Discovery of India | | |
| | 2.2 “The Secret of Work” | | Swami Vivekananda |
| | 2.3. “Religion in a Changing World” | | |
| | Dr.Radhakrisnan from Religion,Science and Culture | | |
| | 2.4. Passages from The Autobiography of an Unknow Indian Nirad | | |
| | C.Chaudhuri(Picador Book of Modern Indian Literature – Amit Chaudhuri) | | |
| | UNIT – III Drama | | |
| | 3.1 Dance Like a Man | | Mahesh Dattani |
| | UNIT IV Short Fiction | | |
| | 4.1 “Under the Banyan Tree” | | R.K Narayan |
| | 4.2 “The Night Train at Deoli” | | Ruskin Bond |
| | 4.3 “ Unaccustomed Earth” | | Jhumpa Lahiri |
| | 4.4 “Laburnum for my Head” | | Temsula Ao |

Further Reading Reading

Henry Derozio - "The Harp of India"

Sri Aurobindo - "The Tiger and the Deer"

Mamta Kalia - "Tribute to Papa"

Jeet Tayil - "The Penitent"

Anjum Hasan - "A Place like Water"

Arundhati Subramaniam - "Another Way"

Amartya Sen - "Diaspora and the World" from *The Argumentative India*

Arundhati Roy - "Capitalism :A Ghost Story" from *Broken Republic* Novels by Mulkraj Anand, R.K.Narayan , Manoghar Malgonkar, Anitha Desai, Shashi Deshpande , Arvind Adiga,

References :

- Iyengar, K. R. Srinivasa. Indian Writing in English . Revised edition, Sterling
- King, Bruce: Modern Indian Poetry in English . Oxford University Press, 2005.
- M. K., Naik. A History of Indian English Literature. New Delhi: Sahitya

Akademi, 2009.

□ Mehrotra, A. K. An Illustrated History of Indian Literature in English . New Delhi: Permanent Black, 2003.

□ V.K.Gokak, The Golden Treasury of Indo-Anglian Poetry

□ Nehru, Jawaharlal , The Discovery of India

□ Dharwadkar Vinay and A.K.Ramanujam, The Oxford Anthology of Modern

Indian Poetry

□ A.K.Mehrotra, The Oxford India Anthology of Modern Indian Poets

□ Peeradina Salem, Contemporary Indian Poetry in English

□ Thieme John, The Arnold Anthology of Postcolonial Literatures in English

□ Davidhar David, A Clutch of Indian Masterpieces, Aleph Books, 2016

□ Singh Umeed, Sharma Pankaj ed. Reading a Novel: Kanthapura & An Exercise in Language Use, Mamillan, 2016.

□ Chaudhuri Amit, Picador Book of Modern Indian Literature, Picador

□ Radhakrishnan Religion, Science and Culture

□ Deshpande Shashi Dark Holds No Terror

□ Lahiri, Jhumpa Unaccustomed Earth

□ <https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/>

□ <http://poetry.sangamhouse.org/2013/03/a-place-like-water-by-anjum-hasan/>

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------|--------------|---------------|-----------------|-----------------------|-----------------|-------------------|---------------|-------------------|------------|---------------------------|-----------|----------------------|--------------|---------------------------|------------|-----------------------|------------|-----------------------------|---------------|---|----------------|--------------------------------------|-----------------|-----------------------------|---------------|--------------------------------|-------------|----------------|-------------|-----------------------|----------------|-------------------------|------------------|--------------------------------|--------------|
| Title of the Course | CORE COURSE 5: ENG- DSC 05 British Literature- Paper III | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category of the Course | Year & Semester Second Year & Third Semester | Credits 4 | Subject Code | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hours: | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: | <ul style="list-style-type: none"> ● To introduce a few seminal texts of mainstream writers to students and to enable them to understand and interpret literary works of the Victorian age and Twentieth Century. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes: | <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> ● Identify and define basic terms and concepts which are needed for advanced courses in British literature ● Write brief essays describing the distinct features of the important works of mainstream writers from Victorian Age and Twentieth Century ● Analyze and interpret seminal poetry of the period with close reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Components | <p>UNIT – I Poetry</p> <table> <tr> <td>1.1 “Ulysses”</td> <td>Alfred Tennyson</td> </tr> <tr> <td>1.2 “My Last Duchess”</td> <td>Robert Browning</td> </tr> <tr> <td>1.3 “Dover Beach”</td> <td>Mathew Arnold</td> </tr> <tr> <td>1.4 “Easter 1916”</td> <td>W.B. Yeats</td> </tr> <tr> <td>1.5 “Journey of the Magi”</td> <td>T.S.Eliot</td> </tr> <tr> <td>1.6 “God’s Grandeur”</td> <td>G.M. Hopkins</td> </tr> <tr> <td>1.7 “The Unknown Citizen”</td> <td>W.H. Auden</td> </tr> <tr> <td>1.8 “The Thought-Fox”</td> <td>Ted Hughes</td> </tr> </table> <p>UNIT – II Prose</p> <table> <tr> <td>2.1 “An Apology for Idlers”</td> <td>R.L.Stevenson</td> </tr> <tr> <td>2.2 “On Heroes, Hero Worship and the Heroic in History-Lecture III-Shakespeare”</td> <td>Thomas Carlyle</td> </tr> <tr> <td>2.3 Pickwick Papers – Chapters 1 & 2</td> <td>Charles Dickens</td> </tr> <tr> <td>2.4 “You and the Atom Bomb”</td> <td>George Orwell</td> </tr> </table> <p>UNIT – III Drama</p> <table> <tr> <td>3.1 Importance of Being Ernest</td> <td>Oscar Wilde</td> </tr> </table> <p>UNIT IV Short Fiction</p> <table> <tr> <td>4.1 “The Dead”</td> <td>James Joyce</td> </tr> <tr> <td>4.2 “A Haunted House”</td> <td>Virginia Woolf</td> </tr> <tr> <td>4.3 “The Facts of Life”</td> <td>Somerset Maugham</td> </tr> </table> <p>UNIT V Fiction</p> <table> <tr> <td>5.1 Far from the Madding Crowd</td> <td>Thomas Hardy</td> </tr> </table> | | | 1.1 “Ulysses” | Alfred Tennyson | 1.2 “My Last Duchess” | Robert Browning | 1.3 “Dover Beach” | Mathew Arnold | 1.4 “Easter 1916” | W.B. Yeats | 1.5 “Journey of the Magi” | T.S.Eliot | 1.6 “God’s Grandeur” | G.M. Hopkins | 1.7 “The Unknown Citizen” | W.H. Auden | 1.8 “The Thought-Fox” | Ted Hughes | 2.1 “An Apology for Idlers” | R.L.Stevenson | 2.2 “On Heroes, Hero Worship and the Heroic in History-Lecture III-Shakespeare” | Thomas Carlyle | 2.3 Pickwick Papers – Chapters 1 & 2 | Charles Dickens | 2.4 “You and the Atom Bomb” | George Orwell | 3.1 Importance of Being Ernest | Oscar Wilde | 4.1 “The Dead” | James Joyce | 4.2 “A Haunted House” | Virginia Woolf | 4.3 “The Facts of Life” | Somerset Maugham | 5.1 Far from the Madding Crowd | Thomas Hardy |
| 1.1 “Ulysses” | Alfred Tennyson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 “My Last Duchess” | Robert Browning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 “Dover Beach” | Mathew Arnold | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4 “Easter 1916” | W.B. Yeats | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.5 “Journey of the Magi” | T.S.Eliot | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.6 “God’s Grandeur” | G.M. Hopkins | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.7 “The Unknown Citizen” | W.H. Auden | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.8 “The Thought-Fox” | Ted Hughes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 “An Apology for Idlers” | R.L.Stevenson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 “On Heroes, Hero Worship and the Heroic in History-Lecture III-Shakespeare” | Thomas Carlyle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 Pickwick Papers – Chapters 1 & 2 | Charles Dickens | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 “You and the Atom Bomb” | George Orwell | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 Importance of Being Ernest | Oscar Wilde | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.1 “The Dead” | James Joyce | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.2 “A Haunted House” | Virginia Woolf | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3 “The Facts of Life” | Somerset Maugham | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.1 Far from the Madding Crowd | Thomas Hardy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Prescribed Texts

· “An Apology for Idlers” by R.L.Stevenson taken from Selected Essays: An Anthology of English Essays for Undergraduate Students. Orient Blackswan, 2013. p 54-65.

For further reading

Poetry

- Wilfred Owen – “Strange Meeting”
- Dante Rossetti -“The Blessed Damozel”
- Seamus Heaney -“Digging”
- Arnold – “Rugby Chapel”, “Scholar Gypsy”

Novel

- Charles Dickens - A Tale of Two Cities
- George Eliot – Silas Marner,
- Emily Bronte – Wuthering Heights
- Arthur Conan Doyle – Sherlock Holmes
- George Orwell - Nineteen Eighty-Four, Animal Farm

Reference

- The Cambridge Companion to the Victorian Novel by Deirdre David. 2012.
- Winged Words. Ed. David Green.
- The Faber Book of Modern Verse. Edited by Michel Roberts. Revised by Peter Porter. 2006.
- George Eliot and the British Empire by Nancy Henry. Cambridge University Press, 2006.
- George Bernard Shaw by G K Chesterton. Cosimo Classics, 2007.
- The Victorian Novel. Edited by Harold Bloom. Infobase Publishing, 2004.
- The Cambridge Companion to the Victorian Novel. Edited by Deirdre David, David Deirdre, Professor Emerita of English Deirdre David. 2001.
- The Oxford Handbook of the Victorian Novel. Edited by Lisa Rodensky. 2013.
- The Oxford Handbook of Victorian Poetry. Edited by Matthew Bevis. 2013.
- The Cambridge Companion to Victorian Poetry. Edited by Joseph Bristow. 2000.
- Tragedy in the Victorian Novel: Theory and Practice in the Novels of George Eliot, Thomas Hardy and Henry James by Jeannette King. Cambridge University Press, 1978.
- A Companion to Twentieth-Century Poetry. Edited by Neil Roberts. Blackwell Publishers, 2003.
- The Cambridge Companion to the Twentieth-Century English Novel. Edited by Robert L. Caserio. 2009.

Web Sources

- British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>
- Poems for all the semesters with a detailed introduction to the author. <https://www.poetryfoundation.org/>
- Poems. <https://www.poemhunter.com/>

You Tube

- Charlotte Bronte. The Great British Channel. <https://www.youtube.com/watch?v=QyTeDZZBpHl>.
- Tennyson. <https://www.youtube.com/watch?v=1dryb5Qnf6o>.
- “The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities. <https://www.youtube.com/watch?v=Q1YEr8ZiZhY>.
- Thomas Hardy. BBC. <https://www.youtube.com/watch?v=Jgx6ez9LYM>.

- Charles Dickens. BBC. <https://www.youtube.com/watch?v=unKuZ2w1Ndw>.
- Hopkins. The Life and Poetry of Gerard Manley Hopkins- Mr. Steve Ayers, Authenticum Lecture Series. <https://www.youtube.com/watch?v=E32QgpEDEYo>.
- T.S.Eliot. BBC. <https://www.youtube.com/watch?v=39CMZUyyw2s>.
- Ted Hughes. BBC. <https://www.youtube.com/watch?v=bCVciE4tmyI&t=64s>.
- Seamus Heaney. Irish History Documentaries. <https://www.youtube.com/watch?v=YJekPyV2rJM>.
- Robert Browning. My Last Duchess. https://www.youtube.com/watch?v=T9h_csKEwxg.
- The Pre-Raphaelites: Victorian Revolutionaries (BBC Documentary) Part 1. <https://www.youtube.com/watch?v=FkWONORqHZw>.
- W.H.Auden. Yale Lectures. <https://www.youtube.com/watch?v=LcRhInARHFs&list=PLwqI96-LQIzKBJLuQReplpttH9A7fp1DD&index=3>.

| | | | |
|---------------------------|---|---------------------|--------------|
| Title of the Course | CORE COURSE 06: ENG- DSC 06 Aspects of English Language- Paper I | | |
| Category of the Course | Year & Semester Second Year & Third Semester | Credits 4 | Subject Code |
| Hours: | 75 | | |
| Objectives: | <ul style="list-style-type: none"> ● To recall, reinforce and test knowledge of English Grammar ● To sensitise on correct and incorrect use of the English language | | |
| Learning Outcomes: | <p>After completing this course, the students will be able to</p> <ul style="list-style-type: none"> · show their understanding of language and its features · demonstrate their understanding of English Grammar · use English language correctly · distinguish between correct and incorrect use of the language. | | |
| Course Components | <p>UNIT 1 Introduction</p> <p>1.1 Language - Definition – Uses of language - Phatic communion (Language and Linguistics- J.F.Wallwork 1-13)</p> <p>1.2 Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, discreteness, Inter changeability, Specialization, Non directionality (The Study of Language – George Yule Chapter 2)</p> <p>1.3 Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glasso Genetics</p> <p>1.4 Development of Writing –Pictographic, Ideographic, Logographic, Rebus Writing, Syllabic Writing, Alphabetic Writing</p> <p>UNIT 2 - English Language and Its Structure I - Word Classes – Content Words (Lexemes)</p> <p>2.1 Naming Words (Noun) –Types, Nominal Cases – Functional Categories - Subject, Complement, Object and part of Prepositional Phrase, Pronoun types.</p> <p>2.2 Action Words(Verb), Weak and Strong Verbs, Regular and Irregular, Transitive and Intransitive, Reflexive, ‘Be’ ‘Have’ ‘Do’ as Main Verbs.,</p> <p>2.3 Auxiliaries – Primary and Secondary Modal, Time and Tense – simple continuous, perfect.</p> <p>2.4 Describing words (Adjectives) - Kinds, Functions - Attributive and Predicative, Degree of comparison, Order of adjectives</p> <p>2.5 Describing words (Adverbs) - Formation, Position of Adverbs, Comparison of Adverbs, Sentence Adverb</p> <p>Language in Use – Error corrections, Rewrite changing tenses, number, substituting with pronouns.</p> | | |

UNIT 3 - English Language and Its Structure II

David Green - Contemporary English Grammar Structures and Composition
Randolph Quirk and Sidney Greenbaum- A University Grammar of English
S.K.Verma and N.Krishnaswamy “Word Classes – Form Words (Functors)”-
Modern Linguistics: An Introduction 73-78
3.1 Articles, Determiners (A.J. Thomson and A.V. Martinet - A Practical English Grammar 1-9)
3.2 Prepositions, Inflections
3.3 Conjunctions – Co- Ordinating and Subordinating Conjunctions
3.4 Linkers
3.5 Interjections
Language in Use – Error corrections, Rewrite changing tense and numbers

UNIT 4 English Language And Its Structure III - Phrases.

4.1 Nominal Phrase, its structure – Modifier, Qualifier Head, (Modern English - A Book of Grammar, Usage and Composition – Chapter 3)
Gerund (A.J. Thomson and A.V. Martinet - A Practical English Grammar pg.no. 228) Verbal Phrases, Verbal Patterns, Phrasal Verbs (A.J. Thomson and A.V. Martinet - A Practical English Grammar pg.no.315)
Adjectival, Adverbial Phrases and Prepositional Phrases, (Randolph Quirk and Sidney Greenbaum- A University Grammar of English 155-177)
Clauses.
4.2 Independent and Dependent Clauses Conditional Clauses (Modern English - A Book of Grammar, Usage and Composition – Chapter 4)
4.3 Sentences - Pattern -Types of sentences - Simple, Compound and Complex sentences - (David Green - Contemporary English Grammar Structures and Composition 143-144)
Kinds of sentences – Statement (Declarative), Interrogative, Imperative, Exclamatory
4.4 Voice
4.5 Reported Speech
Language in Use – Conversion, Transformation, Rearrange (jumbled word sentences) Sequencing

UNIT 5 English Language And Its Structure IV - Spelling

5.1 Common rules- ‘i’ before ‘e’, dropping the final ‘e’, changing final ‘y’ to ‘I’. Doubling of the final consonant.
5.2 Spelling – pronunciation differences
- single letter with multiple pronunciation
- single sound with multiple spelling
5.3 One word substitutions (for class work only. Not for testing)
5.4 Idioms and Phrases (for class work only. Not for testing)
5.5 Dictionary referencing (using Dictionaries to understand how words are entered in a Dictionary)
Language in Use – Error correction, unscrambling letters, commonly confused words

words

Note – 5.3, 5.4 & 5.5 are not for testing in the End semester Exam.

Reference

- Bhatnagar and Rajul Bhargava – English for Competitive Examinations
- David Green - Contemporary English Grammar Structures and Composition (Macmillan)
- Dr. Varshney - An Introductory Text book of Linguistics and Phonetics
- Dr. Williams and Dr. Saraswathy - A Handbook of English Grammar with Usage and Composition
- F. T. Wood – A Remedial English Grammar for Foreign Students
- George Yule - The Study of Language Third Edition (Cambridge)
- J.F.Wallwork - Language and Linguistics (Chapter V) (Heinemann Educ.)
- K.R.Narayanaswamy – A Teacher’s English Grammar (Orient Black Swan)
- Michael Swan - Practical English Usage
- N. Krishnaswamy - Modern English Grammar and Usage (Macmillan)
- Rajeevan Karal - English Grammar Just for You (Oxford)
- Stannard Allan - Living English Structure
- Thomson and Martinet - A Practical English Grammar

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------------|--------------|----------------|-----------------|--------------|---------------|----------------------|--------------------|---|-----------------|---|--------------|---------------|----------------------|-----------------------|----------------------|----------------------------|--------------------------|---|--------------|-------------------------------------|-----------------|----------------------------|---------------|---|--|----------------------------------|----------------|-------------|------------------------|-------------------------------------|-----------------|-----------------------------------|------------|--------------------------------|------------|--------------|-------------|------------------------------------|------------|
| Title of the Course | CORE COURSE 7:ENG- DSC 07 American Literature - Paper I | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Category of the Course | Year & Semester Second Year & Fourth Semester | Credits 4 | Subject Code | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hours: | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: | <ul style="list-style-type: none"> To introduce the students to the evolution of American literature through the study of pioneering texts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes: | <p>By the end of the course, students will be able to</p> <ul style="list-style-type: none"> trace the origin and history of American Literature understand and explain the cultural, political, and stylistic protocols that governed early American literature, the impact of Puritanism and significance of Transcendentalism using prescribed texts assess thematic aspects of literary texts as a part of cultural and historical movements in America | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Components | <p>UNIT 1: Poetry</p> <table border="0"> <tr> <td>1.1 “Prologue”</td> <td>Anne Bradstreet</td> </tr> <tr> <td>1.2 “Brahma”</td> <td>R. W. Emerson</td> </tr> <tr> <td>1.3 “The Broken Oar”</td> <td>Henry W Longfellow</td> </tr> <tr> <td>1.4 “Because I could not stop for Death</td> <td>Emily Dickinson</td> </tr> <tr> <td>1.5 “Vigil Strange I Kept on the Field One Night”</td> <td>Walt Whitman</td> </tr> <tr> <td>1.6 “Sparrow”</td> <td>Paul Laurence Dunbar</td> </tr> <tr> <td>1.7 “The Raggedy Man”</td> <td>James Whitcomb Riley</td> </tr> <tr> <td>1.8 “The Anti-Suffragists”</td> <td>Charlotte Perkins Gilman</td> </tr> </table> <p>UNIT 2: Prose</p> <table border="0"> <tr> <td>2.1 “Where I Lived, and What I Lived For”</td> <td>H.D. Thoreau</td> </tr> <tr> <td>2.2 “The Philosophy of Composition”</td> <td>Edgar Allan Poe</td> </tr> <tr> <td>2.3 “The American Scholar”</td> <td>R. W. Emerson</td> </tr> <tr> <td colspan="2">[Excerpt: Paragraph beginning ‘In this view of him as Man Thinking...’ to the lines ending... ‘popular judgments and mode of action.’ – Education of the American writer by nature, books and action]</td> </tr> <tr> <td>2.4 “The Slaves' New Year's Day”</td> <td>Harriet Jacobs</td> </tr> </table> <p>UNIT 3: Drama</p> <table border="0"> <tr> <td>3.1 Trifles</td> <td>Susan Keating Glaspell</td> </tr> </table> <p>UNIT 4: Short Story</p> <table border="0"> <tr> <td>4.1 “The Murders at the Rue Morgue”</td> <td>Edgar Allen Poe</td> </tr> <tr> <td>4.2 “Jim Baker’s Blue Jay’s Yarn”</td> <td>Mark Twain</td> </tr> <tr> <td>4.3 “The Luck of Roaring Camp”</td> <td>Bret Harte</td> </tr> <tr> <td>4.4 “Regret”</td> <td>Kate Chopin</td> </tr> </table> <p>UNIT 5: Fiction</p> <table border="0"> <tr> <td>5.1 Adventures of Huckleberry Finn</td> <td>Mark Twain</td> </tr> </table> | | | 1.1 “Prologue” | Anne Bradstreet | 1.2 “Brahma” | R. W. Emerson | 1.3 “The Broken Oar” | Henry W Longfellow | 1.4 “Because I could not stop for Death | Emily Dickinson | 1.5 “Vigil Strange I Kept on the Field One Night” | Walt Whitman | 1.6 “Sparrow” | Paul Laurence Dunbar | 1.7 “The Raggedy Man” | James Whitcomb Riley | 1.8 “The Anti-Suffragists” | Charlotte Perkins Gilman | 2.1 “Where I Lived, and What I Lived For” | H.D. Thoreau | 2.2 “The Philosophy of Composition” | Edgar Allan Poe | 2.3 “The American Scholar” | R. W. Emerson | [Excerpt: Paragraph beginning ‘In this view of him as Man Thinking...’ to the lines ending... ‘popular judgments and mode of action.’ – Education of the American writer by nature, books and action] | | 2.4 “The Slaves' New Year's Day” | Harriet Jacobs | 3.1 Trifles | Susan Keating Glaspell | 4.1 “The Murders at the Rue Morgue” | Edgar Allen Poe | 4.2 “Jim Baker’s Blue Jay’s Yarn” | Mark Twain | 4.3 “The Luck of Roaring Camp” | Bret Harte | 4.4 “Regret” | Kate Chopin | 5.1 Adventures of Huckleberry Finn | Mark Twain |
| 1.1 “Prologue” | Anne Bradstreet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 “Brahma” | R. W. Emerson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 “The Broken Oar” | Henry W Longfellow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4 “Because I could not stop for Death | Emily Dickinson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.5 “Vigil Strange I Kept on the Field One Night” | Walt Whitman | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.6 “Sparrow” | Paul Laurence Dunbar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.7 “The Raggedy Man” | James Whitcomb Riley | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.8 “The Anti-Suffragists” | Charlotte Perkins Gilman | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 “Where I Lived, and What I Lived For” | H.D. Thoreau | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 “The Philosophy of Composition” | Edgar Allan Poe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 “The American Scholar” | R. W. Emerson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| [Excerpt: Paragraph beginning ‘In this view of him as Man Thinking...’ to the lines ending... ‘popular judgments and mode of action.’ – Education of the American writer by nature, books and action] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 “The Slaves' New Year's Day” | Harriet Jacobs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 Trifles | Susan Keating Glaspell | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.1 “The Murders at the Rue Morgue” | Edgar Allen Poe | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.2 “Jim Baker’s Blue Jay’s Yarn” | Mark Twain | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3 “The Luck of Roaring Camp” | Bret Harte | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.4 “Regret” | Kate Chopin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.1 Adventures of Huckleberry Finn | Mark Twain | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Prescribed Texts:

- The Norton Anthology of American Literature, Vol. C, Baym, Nina et al. Fifth Avenue, New York-17, U.S.A., 2012.
- Norton Anthology of American Literature, Vol. D, Fifth Avenue, New York-17, U.S.A.
- Norton Anthology of American Literature, Vol. E, Fifth Avenue, New York-17, U.S.A.
- Short Story Masterpieces, Five American Masters, Jaico Pub. House, Mumbai- 23, 2003.
- 1.5 <https://rpo.library.utoronto.ca/poems/raggedy-man>
- 1.8 <https://www.poetryfoundation.org/poems/52090/the-anti-suffragists>
- 2.3 <http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>
- 4.4 <https://americanliterature.com/author/kate-chopin/short-story/regret>
- 5.1 <http://www.gutenberg.org/files/642/642-h/642-h.htm>

Further Reading: (can be considered for Term Paper and Passage Analysis)

1. “Song of Myself” & “I hear America Singing” by Walt Whitman
2. “Of Deserts” by Herman Melville
3. “Virtue” by Phillis Wheatley
4. “On Women’s Right to Vote” by Susan B. Anthony
5. “Incidents in the Life of a Slave Girl” by Harriet Jacobs
6. “The Fall of the House of Usher” by Edgar Allan Poe
7. “Young Goodman Brown” by Nathaniel Hawthorne
8. “Brown Wolf” by Jack London
9. “Chikamauga” by Ambrose Bierce
10. The Adventures of Tom Sawyer by Mark Twain
11. The Bridge of San Luis Rey by Thornton Wilder

Web

<https://www.pENG-uin.com/static/pdf/teachersguides/IncidentsSlaveGirlTG.pdf>

| | | | |
|---------------------------|--|---------------------|--------------|
| Title of the Course | CORE COURSE 8:ENG- DSC 08 Aspects of English Language – Paper II | | |
| Category of the Course | Year & Semester Second Year & Fourth Semester | Credits 4 | Subject Code |
| Hours: | 75 | | |
| Objectives: | <ul style="list-style-type: none"> ● provide learners the fundamentals of English Linguistics ● sensitise learners on the nuances of English Language ● make them use English with a thorough knowledge of the Language | | |
| Learning Outcomes: | <p>After completing this course students will be able to</p> <ul style="list-style-type: none"> ● use English with an understanding of the sounds present in the language ● use English words with a thorough understanding of their structure and meaning | | |
| Course Components | <p>UNIT 1 Introduction</p> <p>1.1 What is Linguistics? – Linguistics as a science</p> <p>1.2 Nature and scope of Linguistics</p> <p>1.3 Synchronic and Diachronic approaches</p> <p>1.4 Branches of study</p> <p>1.5 Kinds of Linguistics - Descriptive, Comparative and Historical</p> <hr/> <p>UNIT 2 English Phonetics and Phonology I</p> <p>2.1 Introduction to Phonetics and Phonology – The unphonetic character of English Orthography and the need for a phonetic script – phonetics , phonemics, phonics (A Textbook of Phonetics for Indian Students – T.Balasubramaniam chapter 1)</p> <p>2.2 Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region , Air Stream Mechanisms (A Textbook of Phonetics for Indian Students – T.Balasubramaniam chapter 4)</p> <p>2.3 Segmental Phonemes - Consonants – Definition– Articulation of individual Consonants Three term Label (A Textbook of Phonetics for Indian Students – T.Balasubramaniam chapter 5)</p> <p>2.4 FIVE point Description – Position of the Vocal Cords, Position of the Soft Palate, Place of Articulation, Manner of Articulation – Active and Passive Articulators (A Textbook of Phonetics for Indian Students – T.Balasubramaniam chapter 6, The Study of Language – George Yule- Chapter 3)</p> <p>2.5 Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones – Complementary distribution and Free Variation (The Study of Language – George Yule- Chapter 4 45,46 A Textbook of Phonetics for Indian Students – T.Balasubramaniam chapter 8 72-86)</p> | | |

UNIT 3 English Phonetics and Phonology II

3.1 Vowels – Definition, Cardinal vowels , Vowel Chart

3.2 Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label, Description of individual Vowels (The Study of Language – George Yule- Chapter 3, English Phonetics and Phonology – Peter Roach 8-18)

3.3 Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and Releasing consonants (A Textbook of Phonetics for Indian Students – T.Balasubramaniam 87-96; The Study of Language – George Yule- 47,48; English Phonetics and Phonology – Peter Roach 56-60)

3.4 Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm (A Textbook of Phonetics for Indian Students – T.Balasubramaniam Chapter 14, 15)

Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic) (A Textbook of Phonetics for Indian Students – T.Balasubramaniam Chapter 16; English Phonetics and Phonology – Peter Roach 119-143)

3.5 Suprasegmental features – Assimilation, Elision, Linking and Intrusive ‘r’

(A Textbook of Phonetics for Indian Students – T.Balasubramaniam Chapter 17; English Phonetics and Phonology – Peter Roach 107-115)

Glossary of Phonological Terms I

Language in Use – Transcription – words and single sentences, Reverse Transcription, Using a Dictionary to note IPA symbols and stress markers

(Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL

A Textbook of Phonetics for Indian Students – T.Balasubramaniam)

UNIT -4 Morphology and Word Formation

4.1 Morphemes – Free and bound Morphemes (The Study of Language – George Yule- Chapter 6, 73-76)

4.2 Affixes -Prefix , Suffix and Infix (Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy 64-67)

4.3 Allomorphs - Zero morphemes Empty Morphemes

4.4 Compound Words, Back formation Portmanteau words, Clipping of Words-(The Study of Language – George Yule- Chapter 5)

4.5 Morphophonemics - Phonetic Realization of Plural, Past, Third Person Singular morphemes (pronunciation of – ed, -s &-es) (Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy 69-73)

Glossary of Morphological Terms I

Language in Use – Morphological analysis of words in sentences, separating portmanteau words

| | |
|--|--|
| | <p>UNIT 5 Semantics (Semantics - Geoffrey Leech 1-10; The Study of Language – George Yule- Chapter 9)</p> <p>5.1 Word Meaning – Associative and Denotative Meaning</p> <p>5.2 Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected, collective and thematic)</p> <p>5.3 Lexical Relations - Collocation, Homonymy, homophony, Hyponymy, Polysemy, Synonymy, Antonymy)</p> <p>5.4 Semantic Roles</p> <p>5.5 Semantic Field (J.F.Wallwork - Language and Linguistics-96-98)</p> <p>Glossary of Semantic Terms I</p> <p>Language in Use – testing all types of meaning in context</p> |
|--|--|

Prescribed Texts

Unit 1–Language and Linguistics – John Lyons. (1 - 64)

Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy (26-30)

Reference;

1. Daniel Jones- The Pronunciation of English
2. Balasubramanian. T - A Textbook of English Phonetics for Indian Students – A workbook .
3. R. K. Bansal and J. B. Harrison – Spoken English .
4. Lalitha Ramamurthi - A History of English Language and Elements of Phonetics
5. T. Balasubramanian - English Phonetics for Indian Students – A workbook
6. George Yule – The Study of Language
7. J.F.Wallwork - Language and Linguistics
8. S.K Verma, N.Krishnaswamy -Modern Linguistics – An Introduction
9. Dr. Varshney - An Introductory Text book of Linguistics and Phonetics
10. Adrian Akmajian & others- Linguistics – An introduction to Language and Communication
11. Geoffrey Leech – Semantics (PENG-uin)
12. Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation - CIEFL

| | |
|---------------------|--|
| Title of the Course | CORE COURSE 9: ENG- DSC 09 American Literature – Paper II |
|---------------------|--|

| Category of the Course | Year & Semester Third Year & Fifth Semester | Credits 4 | Subject Code | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------|--------------|-----------------------|--------------|---------------|---------------|--------------|----------------|------------------|---------------|--------------------------|---------------|--------------|--------------|--------------|-----------------|-----------------------------------|-----------|-------------------------------|--------------|--|------------|----------------------|-----------------------|--|--------------|-------------------------|--------------------|-----------------|---------------|--------------------------------|------------------|--------------------------------------|----------------|---------------------------|--------------|----------------------------|------------|
| Hours: | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives: | <ul style="list-style-type: none"> ● To enable the students to understand the evolution of American literature through the study of seminal texts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes: | <ul style="list-style-type: none"> ● To evaluate new forms of space, identity, and writing that transformed canonical English literary structures ● To assess thematic aspects of literary texts as a part of cultural and historical movements in America | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Components | <p>UNIT 1: Poetry</p> <table> <tbody> <tr> <td>1.1 “A Hillside Thaw”</td> <td>Robert Frost</td> </tr> <tr> <td>1.2 “Chicago”</td> <td>Carl Sandburg</td> </tr> <tr> <td>1.3 “Poetry”</td> <td>Marianne Moore</td> </tr> <tr> <td>1.4 “Skunk Hour”</td> <td>Robert Lowell</td> </tr> <tr> <td>1.5 “Runagate, Runagate”</td> <td>Robert Hayden</td> </tr> <tr> <td>1.6 “Mirror”</td> <td>Sylvia Plath</td> </tr> <tr> <td>1.7 “Harlem”</td> <td>Langston Hughes</td> </tr> <tr> <td>1.8 “Perhaps the World Ends Here”</td> <td>Joy Harjo</td> </tr> </tbody> </table> <p>UNIT 2: Prose</p> <table> <tbody> <tr> <td>2.1 “The Figure a Poem Makes”</td> <td>Robert Frost</td> </tr> <tr> <td>2.2 “The Man of Letters in the Modern World”</td> <td>Allen Tate</td> </tr> <tr> <td>2.3 “I Have a Dream”</td> <td>Martin Luther King Jr</td> </tr> <tr> <td>2.4 “The Black writer and the Southern Experience”</td> <td>Alice Walker</td> </tr> </tbody> </table> <p style="text-align: center;"><i>from In Search of our Mother’s Garden</i></p> <p>UNIT 3: Drama</p> <table> <tbody> <tr> <td>3.1 The Glass Menagerie</td> <td>Tennessee Williams</td> </tr> </tbody> </table> <p>UNIT 4: Short Story</p> <table> <tbody> <tr> <td>4.1 “A Journey”</td> <td>Edith Wharton</td> </tr> <tr> <td>4.2 “The Snows of Kilimanjaro”</td> <td>Ernest Hemingway</td> </tr> <tr> <td>4.3 “The World’s Greatest Fisherman”</td> <td>Louise Erdrich</td> </tr> <tr> <td>4.4 “All Summer in a Day”</td> <td>Ray Bradbury</td> </tr> </tbody> </table> <p>UNIT 5: Fiction</p> <table> <tbody> <tr> <td>5.1 To Kill a Mocking Bird</td> <td>Harper Lee</td> </tr> </tbody> </table> | | | 1.1 “A Hillside Thaw” | Robert Frost | 1.2 “Chicago” | Carl Sandburg | 1.3 “Poetry” | Marianne Moore | 1.4 “Skunk Hour” | Robert Lowell | 1.5 “Runagate, Runagate” | Robert Hayden | 1.6 “Mirror” | Sylvia Plath | 1.7 “Harlem” | Langston Hughes | 1.8 “Perhaps the World Ends Here” | Joy Harjo | 2.1 “The Figure a Poem Makes” | Robert Frost | 2.2 “The Man of Letters in the Modern World” | Allen Tate | 2.3 “I Have a Dream” | Martin Luther King Jr | 2.4 “The Black writer and the Southern Experience” | Alice Walker | 3.1 The Glass Menagerie | Tennessee Williams | 4.1 “A Journey” | Edith Wharton | 4.2 “The Snows of Kilimanjaro” | Ernest Hemingway | 4.3 “The World’s Greatest Fisherman” | Louise Erdrich | 4.4 “All Summer in a Day” | Ray Bradbury | 5.1 To Kill a Mocking Bird | Harper Lee |
| 1.1 “A Hillside Thaw” | Robert Frost | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 “Chicago” | Carl Sandburg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 “Poetry” | Marianne Moore | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4 “Skunk Hour” | Robert Lowell | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.5 “Runagate, Runagate” | Robert Hayden | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.6 “Mirror” | Sylvia Plath | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.7 “Harlem” | Langston Hughes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.8 “Perhaps the World Ends Here” | Joy Harjo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 “The Figure a Poem Makes” | Robert Frost | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 “The Man of Letters in the Modern World” | Allen Tate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 “I Have a Dream” | Martin Luther King Jr | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 “The Black writer and the Southern Experience” | Alice Walker | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 The Glass Menagerie | Tennessee Williams | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.1 “A Journey” | Edith Wharton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.2 “The Snows of Kilimanjaro” | Ernest Hemingway | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3 “The World’s Greatest Fisherman” | Louise Erdrich | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.4 “All Summer in a Day” | Ray Bradbury | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.1 To Kill a Mocking Bird | Harper Lee | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Prescribed Texts:

2.2 <https://stormfields.files.wordpress.com/2014/12/tate-man-of-letters-1952.pdf>

2.3 https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays_djvu.txt

2.4 *In Search of our Mother's Garden* -Alice Walker

4.1 https://loa-shared.s3.amazonaws.com/static/pdf/Wharton_Journey.pdf

Further Reading: (can be considered for Term Paper and Passage Analysis)

- i. The Great Gatsby F. Scott Fitzgerald
- ii. "After Apple Picking" by Robert Frost
- iii. "The Walls do not Fall" by Hilda Doolittle
- iv. "One Art" by Elizabeth Bishop
- v. "Anecdote of the Jar" by Wallace Stevens
- vi. "the Cambridge ladies" by e.e.cummings
- vii. "Persephone Falling" by Rita Dove
- viii. The Hairy Ape by Eugene O' Neil
- ix. All My Sons by Arthur Miller
- x. As I Lay Dying by William Faulkner
- xi. The Joy Luck Club by Amy Tan

| | | | |
|------------------------|--|---------------------|--------------|
| Title of the Course | CORE COURSE 10: ENG- DSC 10 World Classics in Translation | | |
| Category of the Course | Year & Semester Third Year & Fifth Semester | Credits 4 | Subject Code |
| Hours: | 75 | | |
| Objectives: | <ul style="list-style-type: none"> • This paper aims at introducing students to a few seminal classics of the world | | |
| Learning Outcomes: | <ul style="list-style-type: none"> • At the end of this course students will be able to: • Learn about life through human history • Acquire historical and cultural knowledge of the past • Develop critical thinking by being exposed to brilliant minds • Write a few essays on a few writers and their works | | |
| Course Components | <p>UNIT 1</p> <p>1.1 Odyssey – Homer (8th c. BCE)</p> <p>1.2 Life and Works of Homer (from any encyclopedia)</p> <hr/> <p>Unit-2: Poetry</p> <p>2.1 The Gate of Hell : Canto III (<i>Inferno</i>) - Dante Alighieri</p> <p>2.2 Ithaca- Constantine Petrou Cavafy</p> <p>2.3 The Burning of the Books- Bertolt Brecht</p> <p>2.4 Lot's Wife- Anna Akhmatova</p> <p>2.5 The End and the Beginning- Wislava Szymborska</p> <hr/> <p>Unit-3: Drama</p> <p>3.1 <i>Oedipus Rex</i> – Sophocles</p> <hr/> <p>Unit-4: Short Stories</p> <p>4.1 The Blizzard - Alexander Pushkin</p> <p>4.2 The Diamond Necklace - Guy de Maupassant</p> <p>4.3 One Autumn Night -Maxim Gorky</p> <p>4.4 A Christmas Tree and a Wedding - Fyodor Dostoyevsky</p> <p>4.5 The Guest-Albert Camus</p> <hr/> <p>Unit-5: Fiction</p> <p>5.1 <i>War and Peace</i> - Leo Tolstoy (Vintage Classics Abridged Version)</p> <p>5.2 <i>The Count of Monte Cristo</i> – Alexander Dumas(McMillan Abridged Version)</p> | | |

| | | | |
|---------------------------|--|-------------------------|--------------|
| Title of the Course | CORE COURSE 11: ENG- DSC 11 Aspects of English Language –III | | |
| Category of the Course | Year & Semester Third Year & Fifth Semester | Credits 4 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> ● To introduce learners to the different ways in which language is used ● To sensitise learners to the different ways in which English is spoken in India ● To sensitise learners to the differences between American and British English ● To enhance writing skills of learners ● To use language in the technological world | | |
| Learning Outcomes: | <p>After completing this course students will be able to</p> <ul style="list-style-type: none"> ● use English with a thorough understanding of the different ways in which English is used in India ● comprehend and respond to American and British English ● use their writing skills to produce good write ups ● communicate with ease through mails, blogs and microblogs | | |
| Course Components | <p>UNIT 1 - Introduction</p> <p>1.1 Langue, Parole, Language (Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy ; Modern Applied Linguistics- S.K.Verma, N.Krishnaswamy and Nagarajan)</p> <p>1.2 Regional Varieties of Language – Dialect, Standard and Non – Standard, Isoglasses , Dialect Boundaries, Bidialectal, Dialectology, Idiolect, Register, Bilingual (The Study of Language – George Yule - chapter 18)</p> <p>1.3 International varieties – accent, style, slang, jargon, Lingua Franca, Pidgin, Creole, Creolisation, The Post Creole Continuum (The Study of Language – George Yule- chapter 18)</p> <p>1.4 Indian English , (pronunciation, mother tongue influence, words in English of Indian Origin) American vs British English (vocabulary, spelling, pronunciation, meaning of commonly used words) (A Textbook of Phonetics for Indian Students – T.Balasubramaniam)</p> <p>1.5 Language Change – Protos – Family relationship - Cognates – Comparative-Reconstruction</p> <p>Language in Use – Indian English , American vs British English (The Study of Language – George Yule- chapter 17)</p> | | |

UNIT 2 - Syntax (Grammar – Palmer 7-34 and The Study of Language – George Yule- chapter 7)

2.1 What is Grammar? Misconceptions regarding grammar

2.2 The development of English grammar and Issues in traditional approach – Nominative Rules - Latinate Fallacy – Logical Fallacy – Historical Fallacy, Descriptive and Prescriptive approaches – Concept of correctness and social acceptability – Form and substance - Speech and Writing

2.3 Structural Grammar – IC Analysis - Labelled Tree diagram - Demerits of IC Analysis

(Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy 79-87; Grammar – Palmer 124-134)

2.4 Phrase Structure Rules (The Study of Language – George Yule- chapter 8)

2.5 Transformation- Generative Grammar – Competence and Performance, Deep Structure and Surface Structure, Kernals and Transforms (Grammar – Palmer chapter 4)

Language in Use - Disambiguation

UNIT3-Writing in Theory – Academic Writing

3.1 Pre-Writing, Post Writing and Revision

3.2 Use of Transitional phrases

3.3 Coherence and cohesion

3.4 Writing Voice – Formal vs informal, tone

3.5 Copy editing / language editing with editing symbols

UNIT 4- Writing in Practice

4.1 Paraphrasing

4.2 Review Writing – Books, films, sport

4.3 Report Writing - Project- status, progress, completion

4.4 Content Writing

4.5 Creative Writing

Language in Use – writing practice

UNIT 5 - Evolution of Internet English - David Crystal Language and the Internet

5.1 Internet vocabulary

5.2 Online Resources and authenticity of content

5.3 Writing for the Internet and Plagiarism

5.4 Emails, Blogging (Blog writing), Microblogging (twitter)

5.5 Abstracting, synopsis writing, script writing

Language in Use – blog writing, sending assignments as attachments through emails

References

- i. George Yule – The Study of Language
- ii. Palmer – Grammar
- iii. David Crystal – de gr8 db8 (Cambridge University Press)
- iv. David Crystal Language and the Internet (Cambridge University Press)
- v. David Crystal- English as a Global Language (Cambridge University Press)
- vi. Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates (Cambridge University Press)
- vii. John Lyons – Language and Linguistics, An Introduction

| | | | |
|-------------------------------|---|---------------------|--------------|
| Title of the Course | CORE PAPER 12:ENG- DSC 12 Introduction to Literary Theory and Criticism | | |
| Category of the Course | Year & Semester Third Year & Fifth Semester | Credits 4 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> ● To introduce the basic concepts of Western literary theory and criticism to students | | |
| Learning Outcomes: | <p>By the end of this course, the students will be able to</p> <ul style="list-style-type: none"> ● remember the critical thinkers or philosophers and their seminal works ● understand the significance of major critical theories ● analyse the themes and structure of literary works ● examine dominant ideologies in a literary work ● evaluate a literary work using a theoretical framework | | |
| Course Components | UNIT-1: Introduction-Liberal Humanism 1.1 Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to ‘theory’, some recurrent ideas in critical theory (Pages 20 – 35 of the prescribed text) | | |
| | UNIT-2: Structuralism 2.1 The Scope of Structuralists, What Structuralist Critics do (Pages 38 – 58 of the prescribed text - Excluding ‘Stop and Think’ portions) 2.2 Post-structuralism and Deconstruction (Pages 59 – 65; 68-70 of the prescribed text) | | |
| | UNIT-3: Post-Modernism and Psychoanalytic Criticism 3.1 Post Modernism: Pages 78-88 Up to What postmodernist critics do (Excluding ‘Stop and Think’ portions) 3.2 Psychoanalytic Criticism : 92-97 and 100 - [What Freudian Psychoanalytic critics do] of the prescribed text (Excluding ‘Stop and Think’ portions) | | |
| | UNIT-4: Feminist and Marxist Criticism 4.1Feminist Criticism: Pages 118 -124 of the prescribed text 4.2 Marxist Criticism: Pages 150-154 of the prescribed text | | |
| | UNIT-5: Post-Colonial Criticism 5.1New Historicism and Cultural Materialism (Pages 172-184 of the prescribed text) 5.2 Post Colonial Criticism: Pages 185 -192 of the prescribed text - Excluding ‘Stop and Think’ portions 5.3 Ecocriticism: Pages 239-248 of the prescribed text | | |

Prescribed Texts:

- Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Viva Books Pvt. Ltd., 2017.
- Recommended Texts:
- Patricia Waugh, Literary Theory and Criticism: An Oxford Introduction
- M.A.R. Habib, A History of Literary Criticism and Theory from Plato to the Present
- M. H. Abrams - A Glossary of Literary Terms -7th Ed. Heinle & Heinle, 1999.
- The PENG-uin Dictionary of Literary terms and Literary Theory, J.A. Cuddon revised by C.E. Preston, PENG-uin Books, London, 6th edition, 1999.
- Literary /Cultural Theory Books by Orient Black Swan

| | | | |
|------------------------|--|---------------------|--------------|
| Title of the Course | CORE PAPER 13: ENG- DSC 13 Postcolonial Literatures in English | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 4 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety. To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language. | | |
| Learning Outcomes: | <p>On completing the course, the students will be able to</p> <ul style="list-style-type: none"> define the problems and consequences of colonization identify key authors, and literary forms in postcolonial literature understand how ancestry, race, class, gender, history, and identity are presented in the literary texts examine the use of English language by the colonized to express their experiences and the emergence of 'Englishes' think critically about the contexts of exploration and colonialism in relation to postcolonial societies | | |
| Course Components | <p>UNIT 1: Africa</p> <p>1.1 Prose: <i>Decolonising the Mind: The Politics of Language in African Literature</i> (Arnold Anthology - pages 79-83) Ngugiwa Thiong'o</p> <p>1.2 Poetry: i) "An African Elegy" Ben Okri ii) "An Africa Thunderstorm" David Rubadiri</p> <p>1.3 Drama: <i>The Lion and the Jewel</i> Wole Soyinka</p> <p>1.4 Fiction: <i>Things Fall Apart</i> Chinua Achebe</p> | | |

UNIT 2: Australia**2.1 Myths and Legends:** “The Aboriginal Song Cycle - The Djanggawul Song Cycle”**2.2 Poetry:** i) “Australia”

A.D.Hope

ii) “A Song of Hope”

Oodgeroo (Kath Walker)

iii) “Waltzing Mathilda”

Banjo Patterson

iv) “For New ENG-land”

Judith Wright

2.3 Short Fiction: i) “Drover’s Wife”

Henry Lawson

ii) “One Sunday in February 1942” Thomas Keneally

UNIT 3: Canada**3.1 Prose:** *Godzilla vs. Post-colonial*

Thomas King

3.2 Poetry: i) “First Neighbours”

P K Page

ii) “Indian Reservation: Caughnawaga”

A M Klein

3.3 Short Fiction: i) “Face”

Alice Munro

ii) “The Hostelry of Mr. Smith”

Stephen Leacock

(Sunshine Sketches of a Little Town)

UNIT 4: New Zealand, and South Pacific**4.1 Poetry:** i) “House and Land”

Allen Curnow

(Arnold Anthology: Pages 603-604)

ii) “Stepping Stones”

Albert Wendt

4.2 Short Fiction: i) “The Garden Party”

Katherine Mansfield

(Arnold Anthology: Pages 588-598)

ii) “From South Pacific” (Arnold Anthology: 669-675) Bill Manhire

UNIT 5: Carribean**5.1 Poetry:** “Ruins of a Great House”

Derek Walcott

(Arnold Anthology: Pages 498-499)

5.2 Short Fiction: “The Day They Burned the Books”

Jean Rhys

(Arnold Anthology: Pages 457-461)

PRESCRIBED TEXTS:

Print :

Thieme, Arnold *Arnold Anthology of Post- Colonial Literatures* OUP 1996

Web:

FURTHER READING: (Can be considered for Internal Assessment tasks))

- Other authors whose works may be studied are:
- Ama Ata Aidoo
- Nadine Gordimer
- Kate Grenville
- Patrick White
- Margaret Atwood
- James Reaney
- Wilson Harris
- KamauBrathwaite
- R.K.Narayan
- Anita Desai

REFERENCES:

Print:

- 1.Ashcroft, Bill Ashcroft et al, eds. *The Empire Writes Back*, London and New York: Routledge, 2006. Print.
2. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Key Concepts in Post-Colonial Studies*, London and New York: Routledge, 1998. Print.
3. King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*, Oxford: Clarendon, 1996. Print.
4. Killam, G. D. *The Novels of Chinua Achebe*. *Studies in African Literature Series*, London: Heinemann, 1978. Print.
- 5.Sarkar Parama ,*Postcolonial Literatures*, Orient Black swan,2016

Web:

You Tube:

Lecture 01- Introduction:What is Postcolonialism? <https://nptel.ac.in/courses/109104116/>

What is Post colonialism,What is Post Colonial Theory And Postcolonial Terms?<https://www.youtube.com/watch?v=AwwbFM9jNM>

Ted Talk

TEDxRotterdam - Frances Gouda - How the colonial past influences the way we see the world today<https://www.youtube.com/watch?v=I7CyPpnZ7PU>

Chimamanda Ngozi Adichie · TEDGlobal 2009 The danger of a single storyhttps://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en

| | | | |
|------------------------|---|---------------------|--------------|
| Title of the Course | CORE PAPER 14: ENG- DSC 14 Contemporary Literature | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 4 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> To introduce a selection of modern and contemporary writings, that represents the twentieth century. | | |
| Learning Outcomes: | <p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> identify the influence of multiculturalism, globalisation, and hybridity on contemporary literature understand the concepts like alienation, identity crisis, and acculturation with respect to diaspora writing examine the representation of contemporary issues in literature categorise the major streams of thought in the prescribed texts evaluate the thematic concerns and writing styles in contemporary literature | | |
| Course Components | UNIT 1: POETRY 1.1 “A Dog has Died” Pablo Neruda 1.2 “Talking to Myself” KishwarNaheed <u>1.3 “Dedication(for Moremi)”</u> Wole Soyinka 1.4 “Home” Arundhati Subramaniam 1.5 “Words for Father” Shirley Lim 1.6 “Blackberry Picking” Seamus Heaney 1.7 “A Great Number” WislawaSzymborska 1.8 “I Know Why the Caged Bird Sings” Maya Angelou | | |
| | UNIT 2:PROSE 2.1 “The Joys and Dangers of Exploring Africa on the Back of an Elephant” Paul Theroux (Excerpt:) 2.2 “That Crafty Feeling” (from Changing My Mind: Occasional Essays) Zadie Smith 2.3 “The Bomb and I” by Arundathi Roy 2.4 “Freedom From the Known”- Chapter 6 J. Krishnamurti (Lines Beginning- Fear, Pleasure, Sorrow , thought and Violence are all interconnected... When the house is on fire, do you argue about the colour of the hair of the man who brings the water?) | | |

| | |
|--|--|
| | <p>UNIT 5: DRAMA</p> <p><i>Harvest</i> Manjula Padmanabhan</p> <p>UNIT 4: SHORT STORY</p> <p>4.1 “A Tiger in the House” Ruskin Bond</p> <p>4.2 “Birth Day Girl” Haruki Murakami</p> <p>4.3 “Distant Relations” Orhan Pamuk</p> <p>4.4 “Unaccustomed Earth” Jhumpa Lahiri</p> |
| | <p>UNIT 5: FICTION</p> <p><i>The Night</i> Elie Wiesel</p> <p>Padley Steve, <i>Key Concepts in Contemporary Literature</i>, Palgrave Key Concepts Series, Palgrave MacMillan</p> |

Web:

- <https://www.poemhunter.com/poem/a-dog-has-died/>
- <https://www.poemhunter.com/poem/talking-to-myself-23/>
- <https://sites.google.com/site/soyinkawolepoetry/home/dedication-for-moremi-1963>
- 2.1 <https://www.smithsonianmag.com/travel/the-joys-and-dangers-of-exploring-africa-on-the-back-of-an-elephant-5558778/>
- 2.2 <https://www.theguardian.com/books/2009/nov/15/changing-my-mind-zadie-smith-review>
- <https://www.goodreads.com/book/show/6425404-changing-my-mind>
- 2.4 <http://jiddu-krishnamurti.net/en/freedom-from-the-known/1968-00-00-jiddu-krishnamurti-freedom-from-the-known-chapter-6>
- 4.1 <https://thegoodbookcorner.com/2014/11/24/a-tiger-in-the-house-by-ruskin-bond/>
- [4.2](#)
- https://kupdf.net/download/haruki-murakami-birthday-girl_59d622dc08bbc53b7d686ec5_pdf

| | | | |
|------------------------|---|---------------------|--------------|
| Title of the Course | CORE PAPER 15:ENG- DSC 15 Indian Literatures in English | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 4 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> ● The aim of the course is to explore the evolution of Indian Literary tradition from the Classical age to the contemporary age. | | |
| Learning Outcomes: | <p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> ● remember the background of Indian literary tradition and the significance of Indian aesthetics ● understand the characteristic features of Regional Indian Literature in translation ● develop a basic perception about the difficulties, possibilities, and challENG-es in translating a text ● analyse the regional elements in the prescribed texts ● evaluate the skills involved in translation of regional Indian literature into English <p>Background Concepts</p> <ul style="list-style-type: none"> ● Classical Indian Literature ● Impact of colonization on Regional Indian Literature ● Agam and Puram Concepts(Prescribed: Translator's note to Poems of Love and War by AK Ramanujam (Oxford)) ● Theory of Nine Rasas in Indian Aesthetics (Indian Literary Criticism: Theory and Interpretation – GN Devy Bharathamuni from Natyashastra) | | |
| Course Components | <p>UNIT-1: Poetry</p> <p>1.1 “Is Poetry always worthy when it's old?” Kalidasa (Malavikagnimitra)</p> <p>1.2 “What She Said” - Tevakulattar, Kurunthokai 3 (Tamil) “What She Said to her Girlfriend” - Kapilar, Akanaanooru 82 (Tamil)(Prescribed for topics 2 and 3: Translation of Sangam Age Poetry by A.K.Ramanaujan)</p> <p>1.3 Gitanjali – (1-5) - Rabindranath Tagore</p> <p>1.4 Six Rubaiiyats - Mirza Arif (Urdu)</p> <p>1.5 “Creative Process”- Amrita Pritam</p> <p>1.6 “The Buddha” - Daya Pawar</p> <p>1.7 “Hiroshima” - Agyeya</p> <p>1.8 “Desert Landscape” - Agha Shahid Ali</p> | | |

| | |
|---|--------------------------------|
| UNIT-2: Prose | |
| 2.1. “ A Popular Literature for Bengal” | Bankim Chandra Chatterjee |
| from The Picador Book of Modern Indian Literature | Amit Chaudhuri |
| 2.2. “ Gandhiji as a SchoolMaster” | Mahatma Gandhi from The |
| Story of My | Experiments with Truth |
| 2.3. “What is Dalit Literature?” | Sharathchanra Mukthibodh |
| (Selection from | Poisoned Bread –Arjun |
| Dangle) | |
| 2.4. “ Introduction to Modern Indian Drama” | G.P.Deshpande |
| UNIT-3 Drama | |
| 3.1 Tughlaq | Girish Karnad |
| UNIT 4. Short Fiction | |
| 4.1 “Roots” | Ismat Chughtai (Urdu) |
| 4.2 “The Shroud” | Munshi Premchand (Hindi) |
| 4.3 “Poovan Banana” | Vaikom Mohammad Basheer |
| Prescribed: Poovan Banana and Other Stories | (Malayalam) |
| 4.4. “Toba Tek Singh” | Sadat Hasan Manto (Urdu) |
| 4.5. “The Empty Chest” | Indira Goswami [Udang Bakacha: |
| | Assamese Translation: Prodipta |
| | Birgohain |
| UNIT-5: Fiction | |
| 5.1 Chemeen | Thakazhi Siva Shankara Pillai |
| (Translated by Anita Nair) | |

Further Reading

- “Earthen Pots” - O N V Kurup
- “Stares” A.Jayaprabha
- “Draupadi” -Mahaswetha Devi
- “A Kitchen in the Corner of the House” -Ambai
- Karukku - Bama
- Rabindranath Tagore’s Plays and novels
- Vijay Tendulkar’s Plays

Prescribed Texts:

- The Picador Book of Modern Indian Literature – Amit Chaudhuri
- The Oxford Anthology of Modern Indian Poetry-Vinay Dharwadekar
- Clutches of Indian Masterpieces – David Davidhar
- Poems of Love and War – AK Ramanujam, Oxford India Publications
- Texts and Their Worlds -Anna Kurien, Foundation Books
- Indian Literary Criticism: Theory and Interpretation – GN Devy
- Poovan Banana and Other Stories – VM Basheer

- The Shadow of Kamakhya - Indira Goswami ,Rupa Publications
- Chemeen - Thakazhi Sivasankara Pilai (Translated by Anita Nair) Harper Perennial
- Joothan: An Untouchable's Life - Omprakash Valmiki, Columbia University Press

Web:

<http://www.cse.iitk.ac.in/users/amit/books/brough-1977-poems-from-sanskrit.html>

<http://www.poetrynook.com/poem/what-she-said-7>

<https://sangampoemsinEnglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>

YouTube:

| S. No. | Video | URL |
|--------|--------------------------------------|---|
| 1 | Theory of Nine Rasas | https://www.youtube.com/watch?v=HBx0BH77L3E |
| 2 | Indian Literature | https://www.youtube.com/watch?v=wJbaww4Ux1w |

| | | | |
|-------------------------------|---|---------------------|--------------|
| Title of the Course | Allied - ENG- DSA 01 -Background to English Literature-Paper-I | | |
| Category of the Course | Year & Semester First Year & First Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and Legendary background To enable students understand the contexts and background from Medieval British literature up until the Elizabethan and Jacobean Age | | |
| Learning Outcomes: | <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> Identify and define basic terms and concepts which are needed for advanced courses in British literatures Describe the distinct periods of British literature Write brief notes on seminal literary forms and devices Write brief essays on seminal writers and their period from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age Write brief essays on the historical background of the same period | | |
| Course Components | <p>Unit I</p> <p>Literary Forms</p> <ul style="list-style-type: none"> ➤ Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet [Petrarchan, Spenserian, Shakespearean], Allegory ➤ Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque ➤ Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical] <ul style="list-style-type: none"> ○ Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography] <p>Unit II</p> <p>Impact of the History of language on Literature from 11th to 17th Century</p> <p>Origin of Language- pages 1-7</p> <ul style="list-style-type: none"> ➤ The Descent of the English Language – pages 8-16. ➤ The Old English (Anglo-Saxon) Period – pages 17-41 ➤ The Middle English Period – pages 42-67 <p>Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016.]</p> | | |

Unit III

Impact of Socio- Political History in Literature from 11 to 17 Century

MEDIEVAL EUROPE

Western Christendom, Papacy, Charlemagne, Carolingian heritage, Mediterranean Europe, Vikings, Anglo-Saxon ENG-land – pages 120- 138

[Text – *The PENGUIN History of Europe* by J.M. Roberts, 1996.]

CRUSADES [1095- 1291]

- Ottoman Wars [1265-1453]
- Fall of Constantinople [1453]
- European Renaissance, Reformation and Counter- Reformation– pages 222 – 230

[Text: *A History of ENG-land*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012.]

- Modernity and modern history[End of Medieval Period] – pages 233-238
- Enlightenment – pages 267-271

[Text – *The PENG-uin History of Europe* by J.M.Roberts, 1996.]

MEDIEVAL ENGLAND

- The Norman Conquest [1066] – pages 80-84
- A Struggle for Power – Magna Carta [1215] – pages 126-128
- Henry VI and the Wars of Roses [1421- 71] – pages 199-212

TUDOR DYNASTY

- Henry VIII and the Break with Rome. – pages 231- 253
- Queen Mary– pages 261-264
- Elizabeth I and the Succession – pages 265-274
- The Conquest of the Armada– pages 275- 286
- The English Renaissance – pages 287-291
- Elizabethan England – pages 292- 310

CIVILWAR AND CROMWELL [1642 – 58]

“Charles I and Parliament” – pages 311-317

- “Civil War” – pages 326-340
- [Text Book: *A History of ENG-land*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012

Unit IV

➤ **Literary History**

- **Anglo-Saxon Literature** – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity - pages 3- 6. “Development of Middle English Prose and Verse”- The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language, west Saxon dialect – pages 31- 35.
- **Middle English Literature** - Courtly French romance, the fable as a famous medieval literary form – pages 68 – 70. “Chaucer” – pages 89 – 91; “Gower” – pages 121 - 123
- **The Early Tudor Scene** – new geographical discoveries and their impact on literature, beginning of the idea of national state - pages – 147 – 148.
- **Spenser and his Time** – pages 165 – 166 first paragraph.
- **Drama from the Miracle Plays to Marlowe** - English poetic drama, dramatic elaborations of the liturgy, transition from liturgical drama to miracle play – pages 208 – 210; “University Wits” – Elizabethan popular drama –page 226; “Christopher Marlowe” – ‘Tamburlaine, the Great’ - page 235.
- **Shakespeare** – professional man of the theatre - page 246
- **Drama from Jonson to the Closing of Theatres** – Shakespeare and Ben Jonson – pages 309 – 311 first paragraph; analysis of English Poetic drama – 344 last paragraph.
- **Poetry after Spenser: the Jonsonian and the Metaphysical Traditions** – page 360; Donne’s influence – page 368.
- **John Milton** – seventeenth century political background, effects of Civil war, Milton’s formative years – pages 390 – 392
- **Prose in the 16th and 17th Centuries** - pamphleteering, colloquial prose formalised – pages 458-459; Bible translations – pages 461-472; Holinshed’s ‘Chronicles’ – page 474; Walter Raleigh’s ‘History of the World’ – page 475; Francis Bacon – pages 485 – 488; Thomas Hobbes – pages 495-496

[Text - *A Critical History of English Literature- Volume I – From the Beginning to Milton* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]

Periods of English Literature – pages 279-285 [Text - *A Glossary of Literary Terms* by M.H. Abrams.]

Unit V

Impact of European and British Legend on Literature

[Text – Bulfinch’s Mythology]

- Valhalla – the Valkyrior
- Thor’s Visit to Jotunheim
- The death of Baldur – the Elves – Runic Letters – Skalds – Iceland
- The Druids – Iona
- Beowulf
- Robin Hood and his Merry Men
- King Arthur and the Knights of the Round Table
-Sir Gawain, Launcelot of the Lake ,Perceval, Tristram and Iseult

TEXTS AND REFERENCES

[Text – Bulfinch’s Mythology]

- **Periods of English Literature** – pages 279-285 [Text - *A Glossary of Literary Terms* by M.H. Abrams.]
- [Text Book: *A History of ENG-land*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012
- [Text – *The PENG-uin History of Europe* by J.M.Roberts, 1996.]
- www.britannica.com/event/Crusades

| | | | |
|---------------------------|--|---------------------|--------------|
| Title of the Course | Allied -ENG- DSA 02-Background to English Literature-Paper-II | | |
| Category of the Course | Year & Semester First Year & Second Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> • This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical and background to enable students understand the contexts and background of British literature of Augustan and Romantic and Victorian Age | | |
| Learning Outcomes: | <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Identify and define basic terms and concepts which are needed for advanced courses in British literature • Describe the distinct periods of British literature • Write brief notes on literary forms • Write brief essays on seminal writers from Britain of Augustan and Romantic and Victorian Age • Write brief essays on the historical background of the same period | | |
| Course Components | <p>Unit I</p> <p>I. Literary Forms</p> <ul style="list-style-type: none"> ➤ Poetry Ode [Pindaric, Horatian, English], Epic and Mock Epic, Elegy, Pastoral, Idyll, Epistle ➤ Drama Comedy, Tragi- Comedy, Romantic Comedy, Farce, Melodrama, Comedy of Manners, Comedy of Humours, Sentimental Comedy ➤ Prose Novel — Gothic, Picaresque, Sentimental, Epistolary, Domestic, Historical [Text - <i>A Glossary of Literary Terms</i> by M.H.Abrams.] <hr/> <p>Unit II</p> <p>Impact of the History of language on Literature</p> <ul style="list-style-type: none"> ➤ The Renaissance and After – pages 68-81 ➤ The Growth of vocabulary – pages 82-113 ➤ Change of Meaning – pages 114-147 [Text. <i>History of English Language</i> by F.T. Wood. Trinity Press. Revised edition, 2016.] | | |

Unit III

Impact of Socio Political History in Literature

Restoration England

- Charles II – pages 351- 365
- Glorious Revolution [1685-88]
- James II and William III – pages 366-376
- Queen Anne [1702-7] – pages 377 – 389
- The Foundation of the British Empire – pages 411-418

Victorian Era

- The Industrial Revolution – pages 429-437
- Britain and French Revolution – pages 438-445
- Reactionary and Enlightened – pages 454-462
- The Reform of Parliament – pages 463- 470
- The Whigs and Reform [17TH – Mid 19th Century] – pages 471- 481
- The Chartists and Robert Peel – pages 482-489
- The Crimean War: Victorian ENG-land [1854-6] – pages 489-496
- Gladstone and the Liberal Party – pages 497-505
- Imperialism: The Last Years of Victorian ENG-land – pages 515-523
- Trade Unionists” – pages 524-531
- “Britain and the First World War” – pages 532-540
- “Irish Independence, General Strike and the Economic Crisis” – pp. 541-549

[Text Book: *A History of ENG-land*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012

Unit IV

Literary History

- **The Restoration** – pages 537 – 541; Restoration comedy - pages 541-549; Dryden – page 558; John Bunyan’s ‘Pilgrim’s Progress’ – pages 587 – 588
- **The Augustan Age: Defoe, Swift, Pope** – pages 590 – 594; Joseph Addison and the Spectator – page 595; Daniel Defoe – pages 598 - 599; Jonathan Swift – pages 602 – 603; Alexander Pope’s ‘Rape of the Lock’ – page 628;
- **The Novel from Richardson to Jane Austen** – pages 700 – 701; Richardson’s ‘Pamela’ – page 703; Henry Fielding’s ‘Tom Jones’ – page 720; Laurence Sterne’s ‘Tristram Shandy’ – page 733; Gothic novel – page 741; Jane Austen’s ‘Pride and Prejudice’ – pages 750 – 754
- **Eighteenth Century Prose** – pages 768 – 769; George Berkeley – page 772; David Hume – page 772; Dr. Johnson’s dictionary – page 779; Dr. Johnson’s ‘Preface to Shakespeare’ – pages 782-783; ‘Life of Dr. Johnson’ by Boswell – page 795; Goldsmith – page 796; Edmund Burke’s ‘Reflections on the revolution in France’ – page 799; Thomas Paine – ‘The Rights of man’ – page 803; Gibbon’s ‘Decline and Fall of the Roman Empire’ – page 807.
- **Scottish Literature** – page 809; Robert Burns – page 817; Walter Scott and his attitude to Scotland – page 836
- **The Romantic Poets I** – period of transition – pages 856-857; The Romantic Movement – page 860; William Blake’s ‘Songs of Innocence and Experience’ – page 863; Wordsworth’s ‘Lyrical Ballads’ – page 875; Coleridge’s ‘Ancient Mariner’ – page 893
- **The Romantic Poets II** – Shelley’s ‘Prometheus Unbound’ – page 909; Keats’ ‘Endymion’ – page 917; Byron’s ‘Childe Harold’ – page 923
- **Prose of early and middle 19th century** – autobiographical creative works of the Romantic writers – page 935; Charles Lamb’s ‘Essays of Elia’ and ‘Tales from Shakespeare’ – page 937; Hazlitt – page 939

Victorian Age

Victorian Prose –

- Macaulay’s ‘History of ENG-land’ – page 949; Thomas Carlyle’s ‘French Revolution’ – page 955; “Victorian Prose” - Ruskin’s ‘Modern Painters’ – page 968; Mathew Arnold’s; Arnold’s ‘Essays in Criticism’ – p. 977

- “Victorian Poets” –an introduction to the age – page 993; Tennyson’s ‘In Memoriam’ – page 1001; Robert Browning’s dramatic monologue – page 1003; Browning’s optimism – page 1007; Elizabeth Barrett Browning – page 1007; Mathew Arnold’s ‘Scholar Gypsy’ – page 1013; Pre-Raphaelite Brotherhood – page 1017; Edward Fitzgerald’s ‘Omar Khayyam’ – page 1027; George Meredith’s ‘Poems and Lyrics’ – page 1028; Algernon Charles Swinburne’s choruses – page 1030; Thomas Hardy’s poetry – page 1037; Gerard Manley Hopkins’ ‘God’s Grandeur’ – page 1045 “Victorian Novel” – an introduction – page 1049; Charles Dickens’ ‘Pickwick Papers’ – page 1051; William Makepeace Thackeray’s ‘Vanity Fair’ – page 1060; Charlotte Bronte’s ‘Jane Eyre’ – page 1065; George Eliot’s ‘Mill on the Floss’- page 1069; Thomas Hardy’s ‘Mayor of Casterbridge’ – page 1076; Oscar Wilde’s ‘Importance of being Earnest’ – page 1104; Bernard Shaw’s well-made play – page 1105; [Text - *A Critical History of English Literature- Volume II– The Restoration to the Present Day* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]

UNIT V

LITERATURE AND GREACO -ROMAN SCHOOLS OF THOUGHT

- Ancient Greece – pages 22-43
- Making of the Roman World – pages 44-64
 - [Text – *The PENG-uin History of Europe* by J.M.Roberts, 1996.]
- Hylozoism, Great chain of Being (Plato, Aristotle), Imitation [mimesis], Idealism (Kant), Platonism, Epicureanism, Skepticism, Stoicism, Cynicism, Sophism, Narcissism, Hedonism.

[Text - *A Glossary of Literary Terms* by M.H.Abrams.]

TEXTS AND REFERENCES

- [Text - *A Critical History of English Literature- Volume II – The Restoration to the Present Day* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]
- [Text – *The PENG-uin History of Europe* by J.M.Roberts, 1996.]
 - [Text - *A Glossary of Literary Terms* by M.H.Abrams.]
- [Text Book: *A History of ENG-land*. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012
- <https://www.britannica.com/topic/Western-philosophy/Ancient-Greek-and-Roman-philosophy>

| | | | |
|-------------------------------|---|---------------------|--------------|
| Title of the Course | Allied ENG-DSA 03-Background to English Literature-Paper-III | | |
| Category of the Course | Year & Semester Second Year & Third Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> • This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical background to enable students understand the contexts and background of British literature of the Twentieth Century | | |
| Learning Outcomes: | <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> • Identify and define basic terms and concepts which are needed for advanced courses in British literature • Describe the distinct periods of British literature • Write brief notes on literary forms • Write brief essays on seminal writers from Britain in the Twentieth century • Write brief essays on the historical background of the same period | | |
| Course Components | <p>UNIT I</p> <p>Literary Forms</p> <ul style="list-style-type: none"> ➤ POETRY Dramatic Monologue, Confessional, Imagism-Haiku, War- Georgian, Slam/Spoken Word Poetry ➤ DRAMA Poetic Drama, Problem Play, Cup- and -Saucer drama, Well- made Play, Expressionist Theatre, Epic theatre, Theatre of Cruelty, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre ➤ NOVEL Detective, Regional, Social, Regional, Psychological, Stream of Consciousness, Sci -Fi, Anti- Novel, Bildungsroman <hr/> <p>UNIT II</p> <p>Impact of the History of language on Literature</p> <ul style="list-style-type: none"> ➤ The Evolution of Standard English – pages 148-157 ➤ Idiom and Metaphor- pages 158-171 ➤ The Foreign Contribution – pages – 172-193 ➤ [Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016.] | | |

UNIT III

Literary History

Twentieth Century

- Twentieth Century poetry influenced by French symbolism – page 1123; W.B. Yeats' "Sailing to Byzantium" – page 1131; T.S. Eliot's "Wasteland" – page 1133; poets of the 1930s – page 1136; Ted Hughes – page 1151
- Twentieth century novel – an introduction - pages 1152-1153; E.M. Forster's 'Passage to India' – page 1158; Virginia Woolf's 'Mrs. Dalloway' – page 1160; James Joyce's 'Ulysses' – page 1163; D.H. Lawrence's 'Sons and Lovers' – page 1164; George Orwell's 'Animal Farm' - page 1169
- T.S. Eliot's poetic drama – 'Murder in the Cathedral' – page 1111; John Osborne's 'Look Back in Anger' – page 1112

[Text - *A Critical History of English Literature- Volume II – The Restoration to the Present Day* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]

UNIT IV WORLD WARS

WORLD WAR I

CAUSES

Assassination of Austrian Arch Duke [June 1914], Declarations of War by Austria, Germany, Britain, France, Montenegro, Japan.

EVENTS

Trench warfare begins at Marne in France [Sep. 1914]/ Chemical Warfare [April 1915]/ Failed attempt to recapture Constantinople by ANZAC and British troops [April 1915]/ Sinking of Lusitania [May 1915]/ Battle of Verdun, France [Feb. 1916]/ Battle of Somme launched by Britain [July 1916],

Vladimir Lenin and the Bolshevik Rebellion in Russia / Russian Civil War

America enters War [April 1917] Tank Warfare at Cambrai [1917]

RESULTS

Russia surrenders claim to Ukraine, Poland and Baltic territories [Mar. 1918], Armistice [11 Nov. 1918]

IMPACT OF WWI

America becomes Super Power, Collapse of Germany, Russia, Turkey, Austria leading to WW II, Woodrow Wilson and the League of Nations

UNIT V

WORLD WAR II

- Introduction
- Axis Powers [Germany, Italy, Japan]
- Allied Powers [Britain, France, Russia, U.S.A.]
- Causes Of World War II
- The Rise of Adolf Hitler and Nazism and THIRD REICH/Rise of Fascism in Italy,
- Events
- Blitzkrieg and the Battle of Britain
- Battle of the Atlantic
- The Holocaust
- Operation Barbarossa - The German Invasion of the Soviet Union
- Attack on Pearl Harbour - America Enters the War
- D-Day - Allied Invasion of Europe
- Hiroshima and Nagasaki - Japan Surrenders
- Life During World War II
- **RESULTS**
- End of World War II
- Key Figures of World War II
- Results and Aftermath of World War II
- Rise Of Communism In Eastern Europe, The Cold War, Division Of Germany, The Berlin Wall, Birth Of Israel, War Time Crimes Tribunal, America's Role In Rebuilding Europe And Japan, Independence To British Colonies, The United Nations

TEXTS AND REFERENCES

- [Text - *A Glossary of Literary Terms* by M.H.Abrams.]
[Text - *A Critical History of English Literature- Volume II – The Restoration to the Present Day* by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]

C.P. Hill, A History of the United States, Hodder and Stoughton, 1974.

[www.thoughtco.com/world-war-ii-battle-of...](http://www.thoughtco.com/world-war-ii-battle-of-...)

www.britannica.com/event/Russian-Revolution

<https://www.britannica.com/event/World-War-II/The-Battle-of-Britain>

world-war-2.wikia.org/wiki/

<http://www.americaslibrary.gov/>

<https://www.britannica.com/event/Holocaust>

<https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-ii.htm>

<https://www.britannica.com/list/timeline-of-the-american-civil-rights-movement>

www.britannica.com/event/Russian-Revolution

www.preservearticles.com/history/what-were-the-results...

www.clearias.com/first-world-war

| | | | |
|---------------------------|--|---------------------|--------------|
| Title of the Course | Allied ENG- DSA 04- Background to European and American Literature | | |
| Category of the Course | Year & Semester Second Year & Fourth Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> This paper aims at introducing basic concepts about seminal concepts from European and American histories to enable students understand the contexts and background of European and American literatures | | |
| Learning Outcomes: | <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> Identify and define basic terms and concepts which are needed for advanced courses in European and American literature <p>Write brief essays on the historical background of European and American literatures</p> | | |
| Course Components | <p>Unit 1</p> <ul style="list-style-type: none"> ➤ Ancient Greece – pages 22-43 ➤ Making of the Roman World – pages 44-64 [Text – <i>The PENG-uin History of Europe</i> by J.M.Roberts, 1996.] <hr/> <p>Unit 2</p> <ul style="list-style-type: none"> ➤ Western Christendom, Papacy, Charlemagne, Carolingian heritage, Mediterranean Europe, Vikings, Anglo-Saxon ENG-land – pages 120-138 ➤ The crusades – pages 167-171 ➤ Europe’s emerging shape – pages 178-179 ➤ The Ottomans, the end of Byzantium, Ottoman Europe – pages 209-213 ➤ Renaissance and Printing – pages 218-221 ➤ Modernity and modern history – pages 233-238 ➤ Enlightenment – pages 267-271 [Text – <i>The PENG-uin History of Europe</i> by J.M.Roberts, 1996.] <hr/> <p>Unit 3</p> <ul style="list-style-type: none"> ➤ The Discovery of America – European Enterprise – a new World – 224 - 230 ➤ The Americas – pages 319-321 ➤ North American Colonies –pages 324 -326 ➤ American Revolution – first overseas European nation, United States and European opinion – pages 344- 348 [Text – <i>The PENG-uin History of Europe</i> by J.M.Roberts, 1996.] | | |

Unit IV AMERICA

The History and culture of the United States of America –

- Chapter 1 European settlers in a new continent; Colonial America – 13 colonies; [pp.1-28]
- Plantation Slaves in the South[1641-1865], the Westward Movement, the Gold Rush[1807-1910], the Declaration and American War of Independence[1775-83]; the framing of the Constitution, Lincoln and the Civil war; Reconstruction; [pp.1-15]
[Text – *A Short History of American Literature* by Krishna Sen and Ashok SENG-upta. Orient Blackswan, 2017.]
America and World War I [1914-18], The League of Nations; Prohibition up to The breakdown of Trusts (Sherman /Clayton Anti -Trust Acts-1890/1914) and the Mafia [1920-], Great Depression[1929] America’s role in World War II[1939- 45], Martin Luther King Jr. and the Civil Rights Movement[late1940s-1968]
American Foreign Policy-The Cold War [1945-89] and McCarthyism [late 1940s-1950s], J.F. Kennedy’s Foreign and Black rights policy, War with Vietnam [1954-73], Cuba and the Bay of Pigs Invasion [1961]

UNITV

- Chapter 1 The narrative of American literature; The New world; Puritan myth; American exceptionalism; Myth of the frontier; American Dream; American Pastoralism; Multiculturalism– pages 1-28
- From the Early narratives to the Colonial Era – Chapter 2 – Puritan literature; histories and journals; Conversion narratives; Sermons; Captivity narratives; poetry; Literature of the 18th century; Literature and the Revolution; Emergence of the American novel; Fenimore Cooper– pages 29-58,
- Harlem Renaissance and Hippie culture
- [Text – *A Short History of American Literature* by Krishna Sen and Ashok SENG-upta. Orient Blackswan, 2017.]
- Periods of American literature – pages 273-278 [Text- *A Glossary of Literary Terms* by M.H.Abrams.]

Texts and references

Further Reading

- Transcendentalism in America – pages 409-411; symbolist movement – pages 394-395; surrealism – pages 390-391; stream of consciousness – pages 378-379; [Text- *A Glossary of Literary Terms* by M.H.Abrams.]

Prescribed Texts

- Krishna Sen and Ashok SENG-upta. (2017). *A Short History of American Literature*. Orient Blackswan.
- J.M.Roberts. (1996). *The PENG-uin History of Europe*.
- *A Glossary of Literary Terms* by M.H.Abrams. CENG-age Learning. 2015.

Reference

- Mercer, B. (2019). *Student Revolt in 1968. In Student Revolt in 1968: France, Italy and West Germany*. Cambridge University Press.
- Blackman, R. (2019). *1789: The French Revolution Begins*. Cambridge University Press.
- De Graaf, J. (2019). *Socialism across the Iron Curtain: Socialist Parties in East and West and the Reconstruction of Europe after 1945*. Cambridge University Press.
- Enstad, J. (2018). *Soviet Russians under Nazi Occupation. In Soviet Russians under Nazi Occupation: Fragile Loyalties in World War II*. Cambridge University Press.
- Pergher, R. (2017). *Mussolini's Nation-Empire. In Mussolini's Nation-Empire: Sovereignty and Settlement in Italy's Borderlands, 1922–1943*. Cambridge University Press.
- Von Bulow, M. (2016). *West Germany, Cold War Europe and the Algerian War*. Cambridge University Press.
- Cichopek-Gajraj, A. (2014). *Beyond Violence: Jewish Survivors in Poland and Slovakia, 1944–48*. Cambridge University Press.
- Walter Cohen. (2017). *A History of European Literature: The West and the World from Antiquity to the Present*. Edinburgh University Press.
- Kagan, Donald, Steven E. Ozment, and Frank M. Turner. (2007). *The Western Heritage: Since 1300*. Macmillan Publishing, New York.
- Viault, Birdsall S. (1990). *Modern European History*. McGraw-Hill.
- Lars Boje Mortensen. (2018). *European Literature and Book History in the Middle Ages, c. 600-c. 1450*. Oxford.
- Malcolm Bradbury and James McFarlane. (1978). *Modernism: A Guide to European Literature 1890-1930*. PENG-uin.

| | | | |
|-------------------------------|---|---------------------|--------------|
| Title of the Course | ENG-DSE1A : Introduction to Journalism | | |
| Category of the Course | Year & Semester Third Year & Fifth Semester | Credits 5 | Subject Code |
| Hours: | 75 | | |
| Objectives: | The course aims to introduce the basic concepts in Journalism and sensitize them to the latest developments in the field of Journalism. | | |
| Learning Outcomes: | <p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> ● trace the history of journalism in India ● discuss the aspects of Press and its governing principles ● analyse the importance of news agencies, advertisements, Photographic Journalism, and News Media ● assess the various components of a newspaper ● evaluate the elements of reporting in the print, radio, television, and online platforms ● utilise their content writing, editing, and proof reading skills and design a newsletter | | |
| Course Components | UNIT – I Introduction 1.1 History of Journalism 1.2 Principles and Ethics of Journalism 1.3 Freedom of Press and threats to Press Freedom | | |
| | UNIT – II Press 2.1 Press Laws – Defamation, Libel, Contempt of Court, Slander, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges 2.2 News Agencies 2.3 Press Council of India | | |
| | UNIT – III Reporting News and Layout 3.1 Reporting, Editing 3.2 Role of a Reporter 3.3 Types of Reporting 3.4 Duties of an Editor 3.5 Headlines, Editorial, Feature , Personal Column, Reviews, Interviews and Press Conferences 3.6 Make-up of a newspaper, Layout of the Newspaper 3.7 Advertisement -Types, Techniques and Social Responsibility | | |
| | UNIT – IV Electronic and New Media 4.1 Electronic Media 4.2 Television, Radio 4.3 Social Media, Importance of Media 4.4 Types of Social Media like Blog, Twitter etc 4.5 Ethics and Social Responsibilities of New Media | | |

| | |
|--|---|
| | <p>UNIT – V Application Oriented Project (For Internal Evaluation only)</p> <p>5.1 Editing using Proof-reading marks (Exercises)</p> <p>5.2 Feature Writing (Any Newsworthy issue)</p> <p>5.3 News Report Writing (Any Topical issue)</p> <p>5.4 Planning and Conducting Interviews (Any one type of interview)</p> <p>5.5 Review Writing (Books,Films,Play)</p> |
|--|---|

Books for reference:

Herbert John, Practising Global Journalism, Routledge,2000

J.K. Singh Modern Journalism, Issues and Trends, A.P.H Publishing Corporators, New Delhi. 2009.Print
Ahuja .B.N &S.S.Chhabra. Principles and Techniques of Journalism. Delhi: Surjeet Publications, 1995.
Print.

Kamath. M.V. Professional Journalism. Mumbai: UBS Publishers Distribution Ltd, 2000. Print.

Parthasarthy Rangaswamy. Basics of Journalism. New Delhi: Macmillan India Ltd, 2006. Print.

Jan. R. Hakemulder, Fay Ac. D. Jonge, P.P. Singh. News Reporting and Editing. New Delhi: Anmol Publications, 1998. Print.

Puri. G.K. Journalism. New Delhi: Sudha Publication (P) Ltd, 1994. Print.

Hasan Seema, Mass Communication: Principles and Concepts, (2nd Edition)

| | | | |
|-------------------------------|--|---------------------|--------------|
| Title of the Course | ENG-DSE1B - English Language Teaching | | |
| Category of the Course | Year & Semester Third Year & Fifth Semester | Credits 5 | Subject Code |
| Hours: | 75 | | |
| Objectives: | <p>This course aims to</p> <ul style="list-style-type: none"> i. introduce students to the principles of language teaching ii. familiarize students with second language acquisition and child language acquisition iii. enable students to understand the factors governing language acquisition iv. make them aware of the history of ELT in India v. acquaint the students to teaching – learning language skills vi. sensitise them on teaching –learning English literary genres vii. expose them to classroom experience in teaching language and literature viii. highlight the issues in language testing and evaluation | | |
| Learning Outcomes: | | | |
| Course Components | Unit I: Introduction to ELT theory and Second Language Acquisition | | |
| | <ul style="list-style-type: none"> 1.1 Principles of Language Teaching – I 1.2 Approaches and Methods in Language Teaching 1.3 Definition and scope of Second Language Acquisition 1.4 Child Language Acquisition 1.5 Factors related to SLA, Implications for Teaching –Learning L2 | | |
| | Unit II : History of ELT in India <ul style="list-style-type: none"> 2.1 History of English Education under the British rule. 2.2 Education in Independent India (1947-65) 2.3 Education in Independent India (1966- present) | | |
| | Unit III: Teaching –Learning English Language <ul style="list-style-type: none"> 3.1 Aural - Oral/ Speaking Skills – Chomskian Perspective and Sociology of Communication 3.2 Theories of Reading Skills and Techniques of Reading Skills Development 3.3 Reflective Skills: Study Skills, Reference Skills, Thinking as a skill 3.4 Writing Skills 3.5 Lesson Plan and Materials production | | |

| | |
|--|---|
| | <p>Unit IV Teaching –Learning English Literature</p> <p>4.1 Teaching Poetry</p> <p>4.2 teaching Prose</p> <p>4.3 Teaching Drama</p> <p>4.4 Teaching Fiction</p> <p>4.5 Lesson Plan and Materials production</p> |
| | <p>Unit V Testing and Evaluation</p> <p>5.1 Introduction and Features of Language Testing</p> <p>5.2 Test Types and Test Design</p> <p>5.3 Review of the existing patterns of Testing</p> <p>5.4 Modification and Innovation in Testing and Question Framing</p> <p>5.5: Evaluation and Marking Criteria</p> <p>Evaluation – Theory – 50</p> <p>Practical - Project and Report – 50</p> |

Prescribed Books:

- Unit 1 Richards, Jack C. And Theodore S.Rogers. Approaches and Methods in Language Teaching, 1986. 3rd edition. CUP, 2019 1.1 -1.2 (Chapter 1)
- Unit 1 Gass, Suan M. and Larry Selinker. Second Language Acquisition. Routledge Publishers, 2002 1.3- (1-6) 1.4- (20-34 and 123-129)
- Unit 2 Krishnaswamy, N and Lalitha Krishnaswamy, The Story of English in India. Foundation Books Pvt. Ltd., 2006. (Chapter 1)
- Unit 3 Widdowson, H.G, Teaching English as Communication. OUP, 2004.
 - 3.2 (Chapter 3&4) 3.4 (Chapter 5)
- Unit 3 Methods of Language Teaching. Block II, CIEFL 3.1(38-47).
- Unit 3 Tickoo M.L., Teaching and Learning English : a Sourcebook for Teachers and Teacher – Trainers. Orient Longman Pvt. Ltd. 2004. 3.2 (21-30)
- Unit 3 Ur, Penny. A Course in Language Teaching: Practice and Theory. CUP, 2005. 3.3 (319-320)
- Unit 4 Lazar, Gillian. Literature and Language Teaching: A Guide for Teachers and Trainers. CUP, 2013. 4.1 (94-109) 4.2 (Ch. 5) 4.3 (Ch. 7)
- Unit 5 Saraswathi, V. English Language Teaching: Principles and Practice. Orient Blackswan, 2004. (Chapter 9 and 10)

Suggested Reading

- i. Bormann E G and Bormann Nancy C. 1981. *Speech Communication, A Basic Approach*. Harper and Row Publishers.
- ii. Brumfit C J and Carrer R A. eds. 1986. *Literature and Language Teaching*. Oxford University Press.
- iii. Cairey T H. 1990. *Teaching Reading Comprehension*. Oxford University Press.
- iv. Carrer R and Long M. 1991. *Teaching Literature*. Longman.
- v. Cook V. 2008. *Second Language Learning and Language Teaching*. 4th Edition. Oxford University Press.
- vi. Corder S P. 1981. *Error Analysis and Interlanguage*. Oxford University Press.
- vii. Doff A. 1997. *Teach English , A Training Course for Teachers*. Cambridge University Press.
- viii. Edward Arnold. Nuttal C. 1996. *Teaching Reading. Skills in a Foreign Language*. Oxford.
- ix. Ellis R. 1986. *Understanding Second Language Acquisition*. Oxford University Press.
- x. George Allen and Unwin. McDonough J and Shaw C. 1993. *Methods and Materials in ELT*. Oxford. Blackwell.
- xi. Greenbaum S. 1988. *Good English and the Grammarian*. Longman.
- xii. Grellet F. 1981. *Developing Reading Skills*. Cambridge University Press.
- xiii. H G Widdowson on Literature and ELT. *ELT Journal* 37, 1.
- xiv. Hedge T. 1988. *Writing*. Oxford University Press.
- xv. Jolly D. 1984. *Writing Tasks: An Authentic Task Approach to Individual Writing Needs*. Cambridge University Press.
- xvi. Lazar Gillian. 2009. *Literature and Language Teaching – A Guide for Teachers and Trainers*.
- xvii. Lynch Tony. 2004. *Study Listening: A Course in Listening to Lectures and Note taking*. 2nd Edition. Cambridge University Press.
- xviii. Prabhu N S. 1987. *Second Language Pedagogy*. Oxford University Press.
- xix. Richards J and Rodgers S T. 1987. *Approaches and Methods in Language Teaching*. Cambridge University Press.
- xx. Rivers W. 2002. *Teaching English as a Foreign Language (Developing Reading Skills)*. University of Chicago Press.
- xxi. Ur P. 2010. *A Course in Language Teaching. Practice and Theory*. Cambridge University Press.
- xxii. Ur P. 1984. *Teaching Listening Comprehension*. Cambridge University Press.
- xxiii. White R. 1987. *Writing (Intermediate, Advanced)*. Oxford University Press.
- xxiv. Woodward T. 2012. *Planning Lessons and Courses*. Cambridge University Press.

| | | | |
|------------------------|---|---------------------|--------------|
| Title of the Course | ENG-DSE1C: Writing For the Media | | |
| Category of the Course | Year & Semester Third Year & Fifth Semester | Credits 5 | Subject Code |
| Hours: | 75 | | |
| Objectives: | To familiarize students with writing for the different kinds of media and equip them with practical skills for the evolving writing ecology | | |
| Learning Outcomes: | | | |
| Course Components | Unit 1– THE BASICS OF WRITING AND TYPES OF WRITING | | |
| | 1.1 The basics of writing mechanics – Grammar, vocabulary, phrases and clauses 1.2 How to write – construction of clear, simple and precise sentences. 1.3 Writing for the reader – Role of reader and broadening the Reader –Response theory. 1.4 Different kinds of writing – Fiction, Non fiction(including historical writing, travel writing, memoirs,),scientific writing, journalistic writing etc | | |
| | Unit 2 – EXPLORING THE NEW AVENUES FOR WRITING | | |
| Course Components | 2.1 Differences between traditional print writing (Newspapers, magazines, books etc) and writing in the age of the internet – need to adapt to change. 2.2. Different forms of media – Print, social media websites, blogs, online platforms etc 2.3 Understanding writing for different media through examples. | | |
| | Unit 3 – CUSTOMIZING ONLINE WRITING BASED ON THE ONLINE PLATFORM | | |
| Course Components | 3.1 Long forms of writing- language, writing style, content, vocabulary focus, title, introduction and conclusion – film review, blog posts, scientific writing, e –magazines- with a minimum of two examples each 3.2 Shorter forms of writing – language, writing style, content, vocabulary, focus, caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts etc – with a minimum of two examples each 3.3 Photo and Video writing – language, writing style, content, vocabulary, focus, caption, introduction and conclusion, synchronizing content – Video logging, photo blogging etc. | | |

| | |
|--|---|
| | <p>Unit 4 – JOURNALISTIC AND AD WRITING</p> <p>4.1 Comparing Print and online writing – for newspapers, magazines, journals.</p> <p>4.2 Understanding the evolving dynamics of the adspace - including pop up ads, scrolls, flash ads- change in language, font, style and incorporating doodling with ad writing</p> |
| | <p>Unit 5 – PROJECT WORK</p> <p>5.1 Selecting one content/one topic – writing for all kinds of media with the same topic</p> |

REFERENCES

- Writing New Media – Anne Wysocki, Johnson-Eilola
- How Images think – Burnett
- Online Journalism – Reporting, Writing and Editing for New Media – Richard Craig
- Broadcast News Handbook – Writing, Reporting, Producing in a converging Media – C.A. Juggle, Forrest Carr and Suzanne Huffman
- Writing Machines – Hayles
- Manovich – The Language of New Media.
- How to start Vlogging: A complete Beginner’s Guide – Derrick Hayes
- Twitter for success: Achieve writing success 25 words at a time – Angela Booth
- Blogging for beginners: Learn how to start and maintain a successful blog the simple way – Terence Lawfield
- Writing New media – Theory and Applications for expanding the teaching of composition – Anne Wysocki.

| | | | |
|-------------------------------|---|---------------------|--------------|
| Title of the Course | ENG- DSE 2A : CREATIVE WRITING | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | This elective paper gives students the opportunity to identify their creative skills in various aspects of narrative, poetic and dramatic writing and also in copy writing and advertising ideas. | | |
| Learning Outcomes: | | | |
| Course Components | <p>Unit I Introduction to Creative Writing Introduction to the course - Refining Vocabulary - Developing Hints, Reading Comprehension, Situational Imagination – Expression of Imagination in Language – Creation of Word Pictures – Creation of Ambience</p> <p>UNIT II Essays– Narrative Essays, Descriptive Essays, Expository Essays, Persuasive Essays, Argumentative Essays, Critical Essays, Cause & Effect Essays, Compare & Contrast Essays,</p> <p>Unit III Writing Poetry The art of Poesis – Poetic Devices – Metaphor – Simile – Sound Devices – Sound and Sense – Symbols – Imagery Poetical – Sonnets, Odes, Limericks, Haikus</p> <p>Unit IV Writing Narrative Fiction Elements of Narration – Story and Plot – Characterization – Choice of Medium of Narration – Point of View – Short Stories – Novellas – Extended Narratives</p> <p>Unit V Writing for Stage and Screen Basics of Script Writing for Stage and Screen Plot, Characters, Dialogues Characterization on Stage – Dialects and characterization through dialogue – Stage devices and ambience creation</p> | | |

REFERENCES

- Field, Syd Foundation of Screen Writing. Delta Revised Edition, New York: 2005. Print
- Mills, Paul The Routledge Creative Writing Coursebook. London: Routledge Publishers, 2006. Print
- Morley, David. The Cambridge Introduction to Creative Writing , London: Cambridge University Press, 2012. Print

| | | | |
|---------------------------|---|---------------------|--------------|
| Title of the Course | ENG- DSE 2B : WOMEN'S WRITING | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <p>This course is meant to acquaint the students to the body of literature written by women around the world , tracing the feminist consciousness and its evolution.</p> <p>The texts focus on how women writers articulate female experience in similar and different ways, keeping in view the intersections of gender, race, class ethnicity, age and sexual identity. Further focus may be given to:</p> <ul style="list-style-type: none"> • the genres employed by different women writers • The language used. • how retelling or subversion of myths emerge as a tool of resistance <p>The course also aims at honing the critical thinking skills of the students and to apply them in writing.</p> | | |
| Learning Outcomes: | | | |
| Course Components | <p><u>UNIT1: Poetry</u></p> <p>1.1 A Fairy Tale – Amy Lowell (1912) 1.2 Eve to her Daughters- Judith Wright (1946) 1.3 Snapshots of a Daughter-in-Law - Adrienne Rich (1954) 1.4 Tribute to Papa – Mamta Kalia (1970) 1.5 Women's Work - Julia Alvarez (1984) 1.6 Phenomenal Woman – Maya Angelou(1995) 1.7 Another Woman - Imtiaz Dharker 1.8 Kongu isn't a rag that stands guard over my head (From, <i>Kaitunakala dan Dem.</i>) – Jhoopaka Subadra (2009)</p> <p><u>UNIT 2: Prose</u></p> <p>2.1 <i>Professions for Women</i> – Virginia Woolf (1931) 2.2 <i>Links in the Chain</i>– Mahadevi Varma (1941) 2.3 <i>The Spectacle is Vulnerable : Miss World , 1970</i> [Excerpts from, <i>Visual and Other Pleasures</i>]– Laura Mulvey(1989) 2.4 <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie. (2014) [pp 26-34 (problematic bringing up of boys and girls) pp 38-46 (unlearning of preconceived notions, why problem of gender is always overlooked)]</p> | | |

| | |
|--|---|
| | <p style="text-align: center;"><u>UNIT3: Short Stories</u></p> <p>3.1 The Yellow Wallpaper - Charlotte Perkins Gilman (1892)</p> <p>3.2 Boys and Girls – Alice Munro (1968)</p> <p>3.3 Admission of Guilt – Lalithambika Antharjanam (1970)</p> <p>3.4 Yellow Woman – Leslie Marmon Silko (1993)</p> |
| | <p style="text-align: center;"><u>UNIT4: Drama</u></p> <p>4.1 <i>Sons Must die</i> - Uma Parameswaran (1962)</p> |
| | <p style="text-align: center;"><u>UNIT 5 : Fiction</u></p> <p>5.1 <i>Fasting, Feasting</i> - Anita Desai (1999)</p> |

Prescribed Texts

Unit I and II - Poetry and Prose

1. *Living and Feeling: An Anthology of Indian Women's Writing in English*. Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)
2. *Women's Writing*. Edited by Saji K S and Jisha Elezaba (2019)
3. "Professions for Women.", *Feminist Literary Theory: A Reader* - Mary Eagleton (1996)
4. *Links in the Chain* – Mahadevi Varma. Translated by Neera Kukreja Sohoni . Katha Publishers (2004)
5. *We Should All be Feminists* – Chmamanda Ngozi Adichie .Harper Collins. (2014)
6. *Feminisms: Literary/Cultural Theory Series* -Arpita Mukhopadhyay ,Orient Black Swan, 2019

Select Web Sources:

1. "Professions for Women." : <http://www.wheelersburg.net/Downloads/Woolf.pdf>
2. Kongu isn't a rag that stands guard over my head:
<http://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupaka-subhadra.pdf>
3. Spider Woman's Grand daughters : <https://archive.org/details/spiderwomansgran00allerich>
4. Boys and Girls : http://www.giuliotortello.it/shortstories/boys_and_girls.pdf
5. Another Woman (ppt) <http://apEnglishteacher.weebly.com/uploads/9/0/1/9/9019746/anotherwoman-141006152421-conversion-gate01.pdf>

MOOC Courses

1. Gender and Sexuality: Applications in Society ([The University of British Columbia](http://www.classcentral.com/course/edx-gender-and-sexuality-applications-in-society-12333) via [edX](https://www.classcentral.com/course/edx-gender-and-sexuality-applications-in-society-12333))
<https://www.classcentral.com/course/edx-gender-and-sexuality-applications-in-society-12333>
2. Introduction to Woman and Gender Studies
https://ocw.mit.edu/courses/womens-and-gender-studies/wgs-101-introduction-to-womens-and-gender-studies-fall-2014/index.htm?utm_source=OCWDept&utm_medium=CarouselSm&utm_campaign=FeaturedCourse

TED talks

1. The political progress women have made and What's next - Cecile Richards
https://www.ted.com/talks/cecile_richards_the_political_progress_women_have_made_and_what_s_next?language=en
2. We should all be feminists : Ngozi Adichie
https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en
3. For these women, reading is a daring act: Laura Boushnak
https://www.ted.com/talks/laura_boushnak_for_these_women_reading_is_a_daring_act?language=en

Recommended Reading/Texts:

1. *Beginning Theory* - Peter Barry
2. *The Pocket Holt Handbook* – Laurie Kirschner and Stephen Mandell
3. Susie Tharu and K. Lalita , eds. “Introduction”, *Women Writing in India: 600 B.C. to the Present*. Volume I. New York: Feminist P, 1991.
4. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. 1990
5. Millett, Kate. *Sexual Politics*. University of Illinois Press, 2000.
6. Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic* ,1997.
7. *Cambridge Guide to Women’s Writing in English* :
<http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>

| | | | |
|---------------------------|---|-------------------------|--------------|
| Title of the Course | ENG- DSE 2C : LITERATURES OF THE MARGINALISED | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> • paper aims at introducing concepts on how to analyze, describe, and interpret subjugated peoples on the basis of racism in S. Africa and its multiple perspectives from persecuted Jewish and Gypsy families, the oppressed from India and their background based on literary periods with linguistic, historical background to enable students understand the contexts of their occurrence in the Twentieth Century. • Read and be able to identify motifs and themes, some of which they will be able to connect to their own world: exile, compromise, exploitation, alienation, black consciousness, white privilege, black responses to apartheid; liberal response to apartheid (benevolence, self-justification, egotism); problems of belonging in a segregated society; place as a prison; redemptive power of humanity | | |
| Learning Outcomes: | <p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> •Identify and define basic terms and concepts such as apartheid and holocaust which find expression in today's literature. Students will make connections between apartheid in South Africa with the Civil Rights movement in the United States as a result of racism. •It defines and deepens their own perspective through multiple modes of expression, how race, caste and other exclusionary categories aren't "their"/"your" issue to deal with, but everyone's. •Do important historical or political shifts affect the lives of the people in a culture or society? • What character traits are considered noble, heroic, or admirable in a particular culture or society? | | |

| | |
|--------------------------|--|
| Course Components | <p>Unit I</p> <p>A Socio-historic Introductory of the Marginalized People</p> <ul style="list-style-type: none"> •The <i>Dravidian</i> Movement in South India <p>[Origin: F.W. Ellis and Robert Caldwell and the Dravidian family of languages, Tamil renaissance, Dravidian Movement [1916], Principles, Civil rights - Vaikom Satyagraha, Women’s rights and the <i>Self- respect Movement</i> of E.V.R. [1925], Dravidar Kazhagam [1944], role of populist Media, Political Plunge [1949], Reforms.]</p> <ul style="list-style-type: none"> •https://www.firstpost.com/politics/a-dravidian-citadel-here-is-a-brief-guide-to-understanding-tamil-nadu-politics-2760056.html •www.firstpost.com/politics/a-dravidian-citadel... •frontline.thehindu.com/static/html/fl2014/... •https://www.governmentexams.co.in/socio-political-movements-in-tamil-nadu/ •https://drive.google.com/file/d/18q01kX2eIkg8sCW_Rd-jrh9P55Y4zBXm/view |
| | <p>UNITII : PROSE</p> <ul style="list-style-type: none"> • <i>Dalit Literature: Past, Present and Future</i> - Arjun Dangle <p>[Caste System in India, Arrival of the British, Dr. Ambedkar, Father of Dalit Litt., Dev. of Dalit Litt., Little Magazine Movement, Progressive Litt., Asmitadarsha, white collar attitudes, Dalit Literature, Meet at Mahad, New Periodicals, Dalit Panthers, Internal conflicts, Autobiographies, Struggle for Independence, Internal Conflict among Dalits]</p> <p>Poisoned Bread [pp. 234- 258]</p> |
| | <p>UNITIII - POETRY</p> <ol style="list-style-type: none"> 1. Blood Wave – Daya Pawar 2. Hunger – Nam Deo Dhasal 3. This Country is Broken – Bapurao Jagtap 4. Tathagata – Bhagwan Sawai 5. You who Have Made the Mistake – Baburao Bagul 6. Shema by Primo Levi 7. Tears of blood by Polish Gypsy named Bronislawa Wajs,[known as Papusza, the Romani word for “doll.”] 8. Mandela and De Klerk [A Tribute to Nelson Mandela and F.W. de Klerk] |

| | |
|--|---|
| | <p>UNIT IV - SHORT STORY</p> <ol style="list-style-type: none"> 1. Amitabh – The Cull 2. Bhimrao Shirwale - Livelihood [Poisoned Bread] 3. Mahaswetha Devi - Draupadi 4. Nadine Gordimer - Beethoven was one-sixteenth black |
| | <p>UNIT V - FICTION</p> <ol style="list-style-type: none"> 1. Corrie Ten Boom – The Hiding Place 2. Bama - Karukku |

TEXTS AND REFERENCES.

1. Corrie Ten Boom, *The Hiding Place*. Hodder and Stoughton Ltd., Great Britain, 1972.

• Dr. Rajkumar, *Ambedkar and His Writings. A Look for the New Generation*. New Delhi: Kalpaz Publications, 2008 [pp. 151-167]

•

• Arjun Dangle, *Poisoned Bread. Translations from Modern Marathi Literature* Hyderabad: Orient Longman Ltd., 1994 [pp. 234-258, 62-63, 42-45, 31, 37, 29-30, 70, 24.]

• <http://www.poetryforlife.co.za/index.php/anthology/south-african-poems>

• *Oral Poetry from Africa* (1984)
compiled by Jack Mapanje and Landeg White, Longman

• *The Flame Tree of Freedom: Poetry and Apartheid*

PETER ANDERSON

New South African Poetry

edited by Peter Anderson and Kim Cooper

• I Am An African: Favourite Africa Poems WAYNE VISSER

8. Beethoven Was One-Sixteenth Black and Other Stories by

Nadine Gordimer Published November 27th 2007 by Farrar, Straus and Giroux (first published 2007)

9. <https://www.poetryfoundation.org/collections/145081/poems-of-jewish-faith-and-culture-5a25dd01ab61d>

10. <http://www.poetryforlife.co.za/index.php/anthology/south-african-poems>

11. <https://www.gktoday.in/gk/fact-sheet-dravidian-movement/>

• www.manifestias.com/2018/11/13/dravidian-movement

• https://en.wikipedia.org/wiki/Self-Respect_Movement

[Robert Caldwell : definition of Robert Caldwell and synonyms ...](#)

Literary /Cultural Theory Books by Orient Black Swan

| | | | |
|------------------------|--|---------------------|--------------|
| Title of the Course | ENG-DSE 3A: Green Studies | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 5 | Subject Code |
| Hours: 90 | 90 | | |
| Objectives: | This paper seeks to give awareness, and to sensitize students on the role of literature in addressing contemporary social and environmental concerns, using the relevant Tinai and the post modern Ecocriticism to analyze literary texts . | | |
| Learning Outcomes: | <ol style="list-style-type: none"> Learners will acquire awareness about the oldest form of ecocriticism- the Tinai Learners should be able to understand and respect world views and understand discrimination in society as failure to comply with egalitarian values of Nature. Learners will become familiar with the opposing viewpoints in Man's relationship with the physical environment from literary texts. Learners will be able to understand identify Ecological concepts- Symbiosis, Mutation, , Parasitism Biodiversity from literary texts prescribed. The students familiar with ecological, deep ecological and oikopoetic principles should be able to use these critical tools to analyse and understand environmental messages from literary texts, <p>Background concepts(to be integrated while teaching the prescribed texts): Ecology: Tinai regions- and concepts. Biocentric Equality, self realization (Deep Ecology) Community, Region, Home(Bioregionalism) Ecological concepts of Symbiosis, Mutation, Parasitism and Biodiversity, Ecofeminism , Oikos and Oikopoetics</p> | | |
| Course Components | <p>UNIT 1: Indian Ecocriticism (Tinai- Kurinchi, Neidal, Mullai Marutam and Palai)</p> <ol style="list-style-type: none"> 1.1.Introducing concepts of Indian ecocriticism –Tinai - significance- ecoregions Prescribed Essay: Nirmal Selvamony -Tinai in Primal and Stratified Societies 1.2 What She Said - Tevakulattar, Kurunthokai 3 1.3 What She Said to her Girlfriend - Kapilar, Akanaanooru 82 1.4 What She Said - Kapilar,Akanaanooru 318 A,K.Ramanujan p.14 1.5 What Her Girl Friend Said, the Lover within Earshot, Behind a Fence- Uloccanar. Narrinai 63 <p>UNIT 2: Bioregionalism(Community, Region, Home) and Ecofeminism</p> <ol style="list-style-type: none"> 2.1.Letter to President Pierce,1855 -Chief Seattle (The tribal world view (Norton Reader) 2.2.Rachel Carson, The Silent Spring (Chapter One-'A Fable for Tomorrow') 2.3.Flowering Tree from Flowering tree and other tales- A.K Ramanujan (Ecofeminism) 2.4. Reith Lectures 2000: Respect for the Earth Lecture 5: Poverty & Globalisation - Vandana Shiva – Delhi (Ecofeminism) | | |

| | |
|--|--|
| | <p>UNIT 3:Ecology, Symbiosis, Mutation, Parasitism Biodiversity</p> <p>3.1.Deep Ecology Basic Principles-Biocentric Equality- Naess and George Sessions</p> <p>3.2‘The World is too much with us’ , WilliamWordsworth (Self realization-Deep ecology)</p> <p>3.3 Wordsworth, ‘Nutting’</p> <p>3.4. Dylan Thomas –‘The sap that through the green fuse drives the flower’</p> |
| | <p>UNIT 4: Man and Environment</p> <p>4.1.<i>The Hungry Tide</i> - Amitav Ghosh (Man and the Environment) Fiction</p> |
| | <p>UNIT 5: Oikopoetics - Oikos, Integrative, Hierarchic Anarchic Oikos</p> <p>5.1“Oikopetic Method” Selvamony, Nirmal. Tinai 3. Chennai: Persons for Alternative Social Order, 2001.Print.</p> <p>5.2 William Blake ‘The Fly’</p> <p>5.3 D.H. Lawrence - ‘Snake’</p> <p>5.4 Edwin Muir:”Horses”</p> |

Prescribed Texts:

Ramanujan, A.K. Trans. Poems of Love and War. New Delhi: OUP, 1985. Rpt.2013

Prescribed for topics 1 and 2,Unit I: Translation of Sangam Age Poetry by A.K.Ramanujan

Website references for topics 1 and 2: Unit

<http://www.poetrynook.com/poem/what-she-said-7>

<https://sangampoemsinEnglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>

Web: http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/20000510_reith.pdf Unit 2-Reith Lecture

Rachel L Carson, *The Silent Spring*,Other India Press, Chapter I

A.K Ramanujan, Flowering tree and other tales-

Naess and George Sessions Deep Ecology Basic Principles-

Letter to President Pierce,1855 -Chief Seattle The Norton Reader, Ed. Linda H Peterson&John Brereton,11th Edition

REFERENCES/ FURTHER READING

“Tinai Studies”, Selvamony, Nirmal Tinai 3,Print:

Oikos as Family Selvamony, Nirmal Tinai 3,Print:

Garrard, Greg, *Ecocriticism* (Routledge, 2004)

Ecofeminism, Maria Mies & Vandana Shiva, Rawat Publications 1993

Nirmal Selvamoney, Ooikopoetics and Tanil poetry, <http://www.angelfire.com/nd/nirmaldasan/tinai.html>

Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd revised edition, 2009

Garrard, Greg, Ecocriticism (Routledge, 2004)

Essays in Ecocriticism, Ed, Nirmal Selvamony et al. Swarup and Sons, 2007.

You Tube Film For ecological concepts- The Queen of trees

<https://www.google.com/search?q=the+queen+of+trees&oq=the&aqs=chrome.69i59l3j69i57j0l4.8904j0j8&sourceid=chrome&ie=UTF-8>

TEDxMasala - Dr Vandana Shiva - Solutions to the food and ecological crisis facing us today.

<https://www.youtube.com/watch?v=ER5ZZk5at1E>

| | | | |
|------------------------|---|---------------------|--------------|
| Title of the Course | ENG-DSE 3B: Introduction to Translation Studies | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | To introduce the key concepts in Translation Studies and enable them to appreciate and apply the basic concepts of translation. | | |
| Learning Outcomes: | <p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> · trace the history and evolution of translation studies · understand the complex concepts and issues in translation · apply the theoretical concepts in analysing translated texts · compare and contrast the two prominent translations of Thirukkural at the linguistic level · evaluate the process of translation using the prescribed texts | | |
| Course Components | UNIT –I Introduction to Translation Studies 1.1 Definition and scope of Translation 1.2 History of Translation 1.3 Types of Translation 1.4 Decoding and Recoding 1.5 Problems of Equivalence and Untranslatability 1.6 Gender and Translation 1.7 Loss and Gain 1.8 Formal and Dynamic Equivalence | | |
| | UNIT – II Poetry 2.1 “What Her Girl Friend Said” - Kovatattan, Kurunthokai 66 (Tamil) 2.2 “What Her Girl Friend Said” -Anon, Narrinnai 172 (Tamil) (Translation of Sangam Age Poetry by A.K.Ramanaujan) 2.3 A Comparative Study of select couplets from Two Translations of Thirukkural by G .U Pope and Rajaji | | |
| | UNIT – III Drama 3.1 Komal Swaminathan - Water! Water! | | |
| | UNIT – IV Short Stories 4.1 Pudukaimuttu - “Teaching” 4.2 Chudamani - “ Herself” From The Solitary Sprout 4.3 Ki.Rajanaryanan – “The Chair” from Place to Live 4.4 Ambai - “Squirel” | | |
| | UNIT – V Novel 5.1 C.S Chellappa - Vaadivaasal | | |

Application Oriented :(for internal marks)

Translation of passages from Tamil to English

Further Reading

Love Stands Alone : Selections from Tamil Sangam Poetry -A.R.Venkatachalapathy

Solitary Sprout - Chudamani

A Kithchen in the Corner of the House - Ambai

Nandhan Kathai - Indira Parthasarathy

Mole - Ashokamithran

Nagammal -R.Shanmugasundaram

Reference :

- Bassnett, Susan. Translation Studies. London: Methuen, 1980, Unit I & II.
- Bassnett, Susan,& Harris Trivedi, eds. Postcolonial Translation: Theory and Practice. London: Routledge, 1999.
- Standard edition of the texts.
- Viswanatha ,Vanamala, etal, eds. Routes: Representations of The West in Short Fiction from South India in Translation. Chennai: Macmillan, 2000.
- The Translator's Invisibility : A History of Translation – Lawrence Venuti
- The Translation Studies Reader – Lawrence Venuti
- Mouse or Rat? Translation as Negotiation – Umberto Eco
- In These words (A Course book on Translation) – Mona Baker, Routledge
- A Linguistics theory of Translation : AN Essay in Applied Linguistics – John C Catford : OUP
- Translation - R A Brower, Cambridge (On Linguistic aspects of translation – Roman Jakobson Pages 232 – 239 only)
- Towards a Science of Translating – Eugene Nida (EJ Brill)
- The theory and practice of Translation – Eugene Nida and C R Taber (EJ Brill)
- Translation/History/ Culture : A Sourcebook – Andre Lefevre, Routledge Publishers (1992)

| | | | |
|---------------------------|--|---------------------|--------------|
| Title of the Course | ENG-DSE 3C : FILM AND LITERATURE | | |
| Category of the Course | Year & Semester Third Year & Sixth Semester | Credits 5 | Subject Code |
| Hours: | 90 | | |
| Objectives: | <ul style="list-style-type: none"> ●Students will reflect on the causes of stereotypes, prejudice, and violence, and ENG-age with writing, discussion, and other activities that help to challenge these issues. | | |
| Learning Outcomes: | <p>It would help inculcate values of each of diverse groups and cultures in a global society. What does each value teach? What does each reject?</p> <ul style="list-style-type: none"> ●Enable the listening and speaking skills of the student to be sharpened ●Instill confidence ●Use social media as an instrument to improve her critical skills and analytic power ●What can a book/ film teach about the many dimensions of global culture at a particular time and place? | | |
| Course Components | <p style="text-align: center;">UNIT 1</p> <p>1.1 What is Cinema?</p> <p>1.2 Genres and Sub Genres (Avant -Garde, Documentary, Film Noir, Horror)</p> <p>1.3 Mainstream and Parallel Cinema</p> <p>1.4 Adaptation [Novel, Play, Short Story] p. 159-171</p> | | |
| | <p style="text-align: center;">UNIT 2</p> <p>2.1 Shots, Scenes, Mise en scene, Sequences, Acts, Screen Play Format, Dialogue</p> <p>2.2 Narration [Voice Over, Narrative I, Voice of God, Repetitive Voice, Epistolary, Subjective]</p> <p>2.3 Editing and its types</p> <p>2.4 Cinematography</p> <p>2.5 [Actual, Commentative, Sync., Async., Overlap, Montage, Music]</p> <p>2.6 Costume [Make-up, Hair, Dress]</p> | | |

| | |
|--|--|
| | <p style="text-align: center;">UNIT 3</p> <p>3.1 Animation [Origin, Plot, Sound, Key Animation, Screen Cartoon and Walt Disney] Adaptation of Rudyard Kipling's <i>The Jungle Book</i></p> <p>3.2 Musical Adaptation of G.B.Shaw's(Pygmalion) <i>My Fair Lady</i></p> |
| | <p style="text-align: center;">UNIT 4</p> <p>4.1 Sci Fi- Adaptation of H.G. Wells' <i>War of the Worlds</i></p> <p>4.2 Detective - Adaptation of Agatha Christie's <i>Murder on the Orient Express</i></p> |

UNIT 5

5.1 The Influence of Film and Literature (Case Study- Western) in Popular Culture [Literary Model, Language, Attire, Entertainment, Art, Sport, Fashion, Music]

5.2 Writing a Film Review

Movies for further watching

- Western *McKenna's Gold*
- War- James Jones's *From Here to Eternity*
- Nonfiction Margot Lee Shetterly's *Hidden Figures*
- Historical Romance Margaret Mitchell's *Gone With the Wind*

TEXT

- Basinger, Jeanine. *American Cinema: One Hundred Years of Film-making*. New York: Rizzoli, 1994.
- Brereton, Pat. *Hollywood Utopia*. Bristol: Intellect Books, 2005.
- Constanzo, William V. *Great Films and How to Teach Them*. Illinois: National Council of Teachers of English, 2004.
- Corey, Melinda and George Ochoa. *The American Film Institute*. New York: Dorling Kindersley Publishing, Inc., 2002.
- Dick, Bernard F. *Anatomy of Film*, 6th Edition. New York: St Martin's, 2010.
- Hendler, Jane. *Best Sellers and their Film Adaptations in Post-war America*. New York: Peter Lang Publishing, Inc., 2001.
- Katz, Ephraim. *The Film Encyclopaedia*, Third Edition. New York: Harper Collins, 1998.

•Maeder, Edward.*Hollywood and History-Costume Design in Film*.Thames and Hudson: L.A County Museum of Art, 1987.

Nichols, Bill. *Movies and Methods: An Anthology, Vol. 1*. Calcutta:
Seagull Books,1983.

• Sennett, Ted. *Great Hollywood Movies*. New York: Harry N. Abrams, Inc., 1998.

•Whitlock, Cathy et.al.*Designs on Films*. New York:Harper Collins Publishers, 2010.

•The Columbia Companion to American History on Film, New York: Columbia University Press, 2003.

•Hayward Susan,*Key concepts in Cinema Studies*

NON-MAJOR ELECTIVE COURSES offered by the Department of English to the students of other departments

U.G. - SEMESTER I

NON-MAJOR ELECTIVE - English for Competitive Examinations -Paper I

Credits: 2

Hours: 15

Objectives

- enable students to prepare for competitive examinations
- develop reasoning and analytical abilities
- enhance their vocabulary
- make learners read, comprehend and analyse short and long passages

Learning Outcomes

- Face competitive examinations confidently
- Reason and analyse general concepts
- Use words appropriately in context
- read, comprehend analyse and interpret different types of reading materials

UNIT I Verbal Reasoning Abilities

- 1.1 Logical Sequence of Words
- 1.2 Syllogisms
- 1.3 Analogy

UNIT II Vocabulary and Syntax

- 2.1 Form and Content words / word meaning, commonly confused words / expressions
- 2.2 Word Formation – affixes, compound words, one word substitutes
- 2.3 Unscramble words

UNIT III Grammar

- 3.1 Word Classes, Conversion, Concord
- 3.2 Conversion of sentences – kinds of sentences, active/ passive voice, direct/ indirect speech
- 3.3 Error correction

UNIT IV Reading Comprehension

- 4.1 Reading Passages for Comprehension – I (short passages)
- 4.2 Reading Passages for Comprehension II (long passages)
- 4.3 Note making / summarising

UNIT V Writing

- 5.1 Parajumbling – sequencing sentences in the right order
- 5.2 Paraphrasing
- 5.3 Writing short paragraphs – Narration and Description

Internal Tests – verbal and reasoning, vocabulary, grammar exercises, different reading materials for comprehension, writing tasks

U.G. - SEMESTER II
NON-MAJOR ELECTIVE - English for Competitive Examinations -Paper II

Credits: 2

Hours: 30

Objectives

- enable students to prepare for competitive examinations
- enable learners to write coherently
- enable learners to write short paragraphs and long essays

Learning Outcomes

After completing this course, the learners will be able to

- face competitive examinations confidently
- use words appropriately in context
- write long essays coherently

Unit I Verbal Reasoning Abilities

LTP 3+1

- 1.1 Alpha –Numeric abilities
- 1.2 Cause and Effect
- 1.3 Character puzzles

Unit II Vocabulary and Syntax

LTP 3+1

- 2.1 Idioms and Phrases,
- 2.2 Words reordering
- 2.3 Antonyms/ synonyms, cloze tests

Unit III Grammar

LTP 3+1

- 3.1 Transformation of Sentences – Simple , compound, complex
- 3.2 Phrasal Verbs
- 3.3 Error correction

Unit IV Reading Comprehension

LTP 3+1

- 4.1 2Interpreting Passages
- 4.2 Interpreting graphs & tables
4. 3Interpretation of charts &maps

Unit V Writing

LTP 3+1

- 5.1 Dialogue writing
- 5.2 Speech Writing
- 5.2 Essay Writing

Internal Tests – verbal and reasoning, vocabulary, grammar exercises, different reading materials for comprehension, writing tasks

U.G. - SEMESTER I
NON-MAJOR ELECTIVE - Spoken English Syllabus -Paper I

Credits: 2

Hours: 30

Objectives:

- a) To enable the learners to acquire phonetic skills required for oral skills.
- b) To give training to learners to help them listen sounds which are not there in the regional language.
- c) To train learners to use the language with confidence & without committing errors.
- d) Total shift in pedagogy from lectures oriented classes to interactive learning

Unit 1

Sounds

- a) Consonants, vowels and diphthongs
- b) Rules for word accent
- c) Weak forms and strong forms
- d) Pronunciation and neutralization of accent.

Practical Assessment:

- a) Loud reading of a poem/passage
- b) Pronunciation of words
- c) Observation of accent.

Unit 2

Communication skills

- a) Greeting and Introducing
- b) Making request
- c) Giving instructions and directions
- d) Understanding communication

Practical Assessment:

- a) Role play

Unit 3

Telephonic skills

- a) Handling calls
- b) Asking for and giving information
- c) Leaving a message
- d) Giving spoken feedback

Practical Assessment:

Role play

Unit 4

Grammar

- a) Parts of speech and their definitions
- b) Types of sentences and sentence pattern
- c) Synonyms and their uses
- d) Antonyms and their uses
- e) Prefix and Suffix

Practical Assessment:

- a) Speaking on a given topic
- b) vocabulary

Book for Reference

Jones, Daniel. *English Pronunciation Dictionary*, 15th ed. CUP, 1997.

Kumar, Sasi. et al., *A course in Listening and Speaking I*, 2005. CUP, 2018.

Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. McmillanP, 1999.

U.G. - SEMESTER II
NON-MAJOR ELECTIVE - Spoken English Syllabus -Paper II

Credits: 2

Hours: 30

Objectives:

- a) To improve communicative competence of the learners
- b) To enable the learners to converse in the real-life situation
- c) To train the learners to use English for the practical purpose
- d) To familiarize students with the function of grammatical items used to spoken /written language

Unit 1

Patterns:

- a) Greetings
- b) Introducing oneself
- c) Invitation
- d) Making request
- e) Expressing gratitude
- f) Expressing sympathy
- g) Participating in conversation

Unit 2

Using English in real-life situation

- a) At the bank/post office
- b) At the grocery shop
- c) At the restaurant
- d) At the police station/ railway station
- e) At the library
- f) At the travel agency

Practical assessment Unit 1 and 2

- a) Using English in real-life situations

Unit 3

Words and phrases used for conversation

- a) Making statements, questions, order & suggestions – denying –rejecting-disagreeing-possibility-ability, permission, obligations etc.
- b) Dialogue Speaking

Unit 4

Public speaking

- a) Helpful expressions of Introduction and conclusion
- b) Taking Command of audience attention span 6. Role of Accent , Tone ,Intonation
- c) Body Language

Practical Assessment: Speech, Elocution, Extempore, debate etc.

Books for Reading

- a) Kumar, Sasi. et al., *A course in Listening and Speaking I*, 2005. CUP, 2018.
- b) Kushner, Malcolm and Bob Yeung, *Public speaking & Presentations for Dummies*. UK edition. CUP. 2004.

Rubrics for Speaking Assessment

| | Fluency | Pronunciation and accent | Vocabulary | Grammar | Details |
|---|--|--|---|---|--|
| 5 | Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent. | Pronunciation is excellent; good effort at accent | Excellent control of language features; a wide range of wellchosen vocabulary | Accuracy & variety of grammatical structures | Excellent level of description; additional details beyond the required |
| 4 | Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two. | Pronunciation is good; good effort at accent | Good language control; good range of relatively well-chosen vocabulary | Some errors in grammatical structures possibly caused by attempt to include a variety | Good level of description; all required information included |
| 3 | Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers. | Pronunciation is good; Some effort at accent, but is definitely non-native | Adequate language control; vocabulary range is lacking | Frequent grammatical errors that do not obscure meaning; little variety in structures | Adequate description; some additional details should be provided |
| 2 | Speech is frequently hesitant with | Pronunciation is okay; No effort towards | Weak language control; basic | Frequent grammatical errors even in | Description lacks some critical details |

| | | | | | |
|---|--|--|--|---|---|
| | some sentences left uncompleted; volume very soft. | a native accent | vocabulary choice with some words clearly lacking | simple structures that at times obscure meaning. | that make it difficult for the listener to understand |
| 1 | Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible. | Pronunciation is lacking and hard to understand; No effort towards a native accent | Weak language control; vocabulary that is used does not match the task | Frequent grammatical errors even in simple structures; meaning is obscured. | Description is so lacking that the listener cannot understand |

**U.G. - SEMESTER II
NON-MAJOR ELECTIVE - WRITING FOR THE NEW MEDIA**

Credits: 2

Hours: 30

OBJECTIVE :

- To familiarize students with writing for the different kinds of media and equip them with
- Practical skills for the evolving writing ecology

Unit I – THE BASICS OF WRITING AND TYPES OF WRITING

- The basics of writing mechanics – Grammar, vocabulary, phrases and clauses
- How to write – construction of clear, simple and précises sentences.
- Writing for the reader – Role of reader and broadening the Reader –Response theory.
- Different kinds of writing – Fiction, Non fiction(including historical writing, travel writing, memoirs,),scientific writing, journalistic writing etc

Unit II – EXPLORING THE NEW AVENUES FOR WRITING

- Differences between traditional print writing (Newspapers, magazines, books etc) and writing in the age of the internet – need to adapt to change.
- Different forms of media – Print, social media websites, blogs, online platforms etc
- Understanding writing for different media through examples.

Unit III – CUSTOMIZING ONLINE WRITING BASED ON THE ONLINE PLATFORM

- Long forms of writing- language, writing style, content, vocabulary focus, title, introduction and conclusion – film review, blog posts, scientific writing, e –magazines- with a minimum of two examples each
- Shorter forms of writing – language, writing style, content, vocabulary, focus, caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts etc – with a minimum of two examples each
- Photo and Video writing – language, writing style, content, vocabulary, focus, caption, introduction and conclusion, synchronizing content – Video logging, photo blogging etc.

Unit IV – JOURNALISTIC AND AD WRITING

- Comparing Print and online writing – for newspapers, magazines, journals.
- Understanding the evolving dynamics of the adspace - including pop up ads, scrolls, flash ads- change in language, font, style and incorporating doodling with ad writing

Unit V – PROJECT WORK

- Selecting one content/one topic – writing for all kinds of media with the same topic.

REFERENCES

1. Writing New Media – Anne Wysocki, Johnson-Eilola
2. How Images think – Burnett
3. Online Journalism – Reporting, Writing and Editing for New Media – Richard Craig
4. Broadcast News Handbook – Writing, Reporting, Producing in a converging Media – C.A. Juggle, Forrest Carr and Suzanne Huffman
5. Writing Machines –Hayles
6. Manovich – The Language of New Media.
7. How to start Vlogging: A complete Beginner’s Guide –Derrick Hayes
8. Twitter for success: Achieve writing success 25 words at a time –Angela Booth
9. Blogging for beginners: Learn how to start and maintain a successful blog the simple way – Terence Lawfield
10. Writing New media –Theory and Applications for expanding the teaching of composition –Anne Wysocki.

U.G. - SEMESTER II NON-MAJOR ELECTIVE - ACADEMIC WRITING

Syllabus to be included