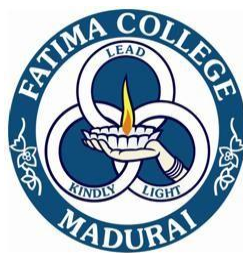


FATIMA COLLEGE (AUTONOMOUS)



Re-Accredited with “A” Grade by NAAC (3rd Cycle)

74th Rank in India Ranking 2020 (NIRF) by MHRD

Maryland, Madurai- 625 018, Tamil Nadu, India

NAME OF THE DEPARTMENT : ENGLISH (SF)

NAME OF THE PROGRAMME : B.A. ENGLISH

PROGRAMME CODE : USEN

ACADEMIC YEAR : 2020 - 2021



DEPARTMENT OF ENGLISH (SF)

UG SYLLABUS

2020-2021

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDIT	CIA Mks	ESE Mks	TOT. MKS
1.	I	19EL1WB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19EL1WI	INTERMEDIATE COMMUNICATIVE ENGLISH	5	3	40	60	100
3.		19EL1WA	ADVANCED COMMUNICATIVE ENGLISH	5	3	40	60	100
4.		19W1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
5.		19W1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
6.		19W1AC1	LITERARY FORMS	5	5	40	60	100
7.		19W1NME	FUNCTIONAL ENGLISH	2	2	40	60	100
8.		19G1VE1	VALUE EDUCATION	1	1	40	60	100
9.	II	19EL2WB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
10.		19EL2WI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)	5	3	40	60	100
11.		19EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)	5	3	40	60	100

12.		19W2CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
13.		19W2CC4	ECOLOGICAL CONCERNS IN LITERATURE	6	4	40	60	100
14.		19W2AC2	PHONETICS & TRANSCRIPTION	5	5	40	60	100
15.		19W2NME	FUNCTIONAL ENGLISH	2	2	40	60	100
16.		19G2VE2	VALUE EDUCATION	1	1	40	60	100
17.	III	19EL3WN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100
18.		19W3CC5	AGE OF WORDSWORTH	6	4	40	60	100
19.		19W3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
20.		19W3AC3	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH(1450-1714)	5	5	40	60	100
21.		19W3SB1	CONTENT WRITING	2	2	40	60	100
22.		19G3EE	ENVIRONMENTAL EDUCATION	1	1	40	60	100
23.	IV	19EL4WN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
24.		19W4CC7	AGE OF TENNYSON	6	4	40	60	100
25.		19W4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
26.		19W4AC4	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE -(1700-1955)	5	5	40	60	100

27.		19W4SB 2	ORAL PRESENTATION SKILLS	2	2	40	60	100
28.		19G4EE	ENVIRONMENTAL AWARENESS	1	1	40	60	100

V	I	CORE SUBJECT (1) W5CC9	SHAKESPEARE	6	7	25	75	100
		(2) W5CC10	WORLD LITERATURE IN TRANSLATION	6	7	25	75	100
		(3) W5CC11	TWENTIETH CENTURY LITERATURE	6	7	25	75	100
	II	MAJOR ELECTIVE (1)W5ME1/W5M E2	CANADIAN LITERATURE / AUSTRALIAN LITERATURE	5	5	25	75	100
	III	SKILL BASED SUBJECT (1) W5SB3	ENGLISH LANGUAGE TEACHING - I	2	2	50	50	100
		(2) W5SB4	JOURNALISM - I	2	2	50	50	100
VI	I	CORE SUBJECT (1)W6CC12	AMERICAN LITERATURE	6	5	25	75	100
		(2) W6CC13	WOMEN IN LITERATURE	5	5	25	75	100
		(3) W6CC14	LITERARY CRITICISM	5	4	25	75	100
	II	MAJOR ELECTIVE 1) W6ME3/ W6ME4	ECOLOGICAL CONCERNS IN LITERATURE/ HUMAN RIGHTS THROUGH LITERATURE	5	5	25	75	100
		(2) W6ME5/ W6ME6	POST COLONIAL	5	5	25	75	100

			LITERATURE/ FOLK LITERATURE					
III	SKILL BASED	ENGLISH LANGUAGE TEACHING - II	2	2	25	75	100	
	(1) W6SB5							
	(2) W6SB6	JOURNALISM - II	2	2	50	50	100	

I B.A / B.Sc/ B.Com SEMESTER –I

For those who joined in 2019 onwards

PROGRAMM E CODE	COURS E CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL1W B	BASIC COMMUNICATI VE ENGLISH	PART II ENGLISH	5	3

COURSE DESCRIPTION

The course provides the necessary LSRW skills for communication in English.

COURSE OBJECTIVES

The course intends to make the learners learn the basic grammar elements that would enable them to communicate their thoughts in English.

UNITS

UNIT –I LISTENING

(15 HRS.)

- 1. I have a Dream**
- 2. Dennis the Menace**

UNIT –II SPEAKING- 1

(11 HRS.)

- 1. Greeting and parting(Self-Study)**
- 2. Accepting and declining invitation**
- 3. On the telephone**
- 4. At the Library(Self-Study)**

UNIT –III SPEAKING- 2

(13 HRS.)

- 1. Daily Activities**
- 2. What did you do?(Self-Study)**
- 3. Asking directions(Self-Study)**
- 4. Asking time (1)**
- 5. Asking time (2)**

UNIT –IV READING

(15 HRS.)

1. Our Happiness
2. At the tea stall

UNIT –V WRITING

(15 HRS.)

1. A Barber and Stranger
2. Jones' Suitcase

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

(6 HRS.)

Newspaper Articles on Pollution from

- The Guardian
- The First Post

REFERENCES:

1. *Getting Ahead*- in-house text book prepared by The Department of English, Fatima College, Madurai. 2001
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2015

WEB REFERENCES :

1. News Staff, Tech 2. Air pollution in China decreases after COVID-19-related lockdowns come into play. *The First Post*. Mar. 02, 2020. <https://www.firstpost.com/tech/science/air-pollution-in-china-decreases-after-covid-19-related-lockdowns-come-into-play-8107821.html>
2. Presse, France. India suffers most pollution-linked deaths in world, study finds. *The Guardian*. Dec. 19, 2020. <https://www.theguardian.com/world/2019/dec/19/india-suffers-most-pollution-linked-deaths-in-world-study-finds>

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	Use basic English in writing
CO 2	Read texts and comprehend passages
CO 3	Infer the nuance of words and relate them contextually
CO 4	comprehend and respond to simple conversations / rephrase sentences
CO 5	Make use of the grammar and construct flawless sentences

I B.A /I B.Sc/ B.Com SEMESTER –I

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL1WI	INTERMEDIATE COMMUNICATIV E ENGLISH	PART II ENGLISH	5	3

COURSE DESCRIPTION

The course provides the necessary LSRW skills for communication in English.

COURSE OBJECTIVES

The course intends to make the learners learn the grammar components and enrich their communication skill that would enable them to chisel their career.

UNITS

Unit I- Listening

[15 hrs]

1. Someone tell me Why
2. Respect the National Anthem

Unit II- Speaking- 1

[12 hrs]

1. Greeting and parting(Self-Study)
2. Accepting and declining invitation
3. On the telephone
4. Visiting a sick friend
5. Making Complaints(Self-Study)

Unit III- Speaking- 2

[12 hrs]

1. Daily Activities
2. What did you do?
3. Asking directions
4. Asking time (1) (Self-Study)
5. Asking time (2) (Self-Study)

Unit IV- Reading

[15 hrs]

1. Still I rise
2. Rapunzel! Let down your hair

Unit V- Writing

[15 hrs]

1. To Dear Jeremy and Sacia
2. Oh Mind! Relax Please!

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

(6 HRS)

- Letters of Famous Personalities
- Videos on Global Warming

REFERENCES:

1. *EnglishMatters Volume 1* - in-house text book prepared by The Research Centre of English Fatima College, Madurai. 2018.
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2018.
3. *EnglishMatters Volume 1 Workbook*- in-house workbook prepared by The Research Centre of English Fatima College, Madurai. 2018.

WEB REFERENCES:

1. https://conbio.org/images/content_groups/SSWG/climatechangesongs.pdf
2. <https://www.teachthought.com/pedagogy/5-videos-to-motivate-students/>
3. <https://www.thebetterindia.com/63310/letters-famous-indian-personalities/>
4. <https://www.quora.com/What-are-the-some-great-examples-of-Historical-Letters-by-great-leaders-that-shows-power-of-pen>

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	use English for effective writing
CO 2	read and Interpret Texts
CO 3	improve their vocabulary
CO 4	comprehend and respond to Situations
CO 5	comprehend and appreciate Songs and Videos

I B.A / B. Sc/ B.Com SEMESTER –I

For those who joined in 2019 onwards

PROGRAMM E CODE	COURS E CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL1W A	ADVANCED COMMUNICATI VE ENGLISH	PART II ENGLISH	5	3

COURSE DESCRIPTION

The course provides the necessary LSRW skills for communication in English.

COURSE OBJECTIVES

The course intends to make the learners learn the basic grammar elements that would enable them to communicate their thoughts in English.

UNITS

UNIT –I LISTENING

(9 HRS.)

Moana (Movie)

UNIT –II SPEAKING- 1

(15 HRS.)

1. On the Campus
 - a. Making Introductions
 - b. Yes/ No Questions(**Self-study**)
 - c. Responses
2. At the Post office
 - a. **Idioms and phrases**(**Self-study**)
 - b. **Obligations**
 - c. Conversations

UNIT –III SPEAKING- 2

(15 HRS.)

1. Outside the class
 - a. Informal expressions

- b. Expressing abilities and possibilities
- c. Making inferences
- d. Persuading
- e. Using modals

UNIT –IV READING

(15HRS.)

1. Oscar Wilde- Nightingale and the Rose (Self-study)
2. Rudyard Kipling- How the Whale got his throat
3. Ray Bradbury- A sound of thunder

UNIT –V WRITING

(15HRS.)

1. At the College
 - a. Framing Questions
 - b. Letter Writing
 - c. Filling forms
2. For Business and Pleasure
 - a. Writing Instructions
 - b. Writing Reviews
 - c. Creating Advertisements

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

(6 HRS.)

Creating a scrapbook of advertisements in print media

Collection of reviews

TEXT BOOK:

Krishnaswamy N and Sriraman T. *Creative English for Communication*. Trinity Press, 2017, India.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	analyse movies and write creatively in English
CO 2	create content with rich vocabulary using various language skills and techniques
CO 3	distinguish and organise ideas and opinions using different expressions
CO 4	interpret literary texts
CO 5	evaluate various situations and express their thoughts in English

I B.A /B.Sc/ B.Com

SEMESTER –II

For those who joined in 2019 onwards

PROGRAMM E CODE	COURS E CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL2W B	ENGLISH FOR EFFECTIVE COMMUNICATI ON (BASIC)	PART II ENGLISH	5	3

COURSE DESCRIPTION

The course gives a comprehensive picture of the elements of grammar useful for communication.

COURSE OBJECTIVES

The course is designed to make the learners communicate in English by knowing the grammar and the nuances of speaking.

UNITS

UNIT –I LISTENING

(15HRS.)

- 1. The Sun**
- 2. On smiling**

UNIT –II SPEAKING- 1

(13 HRS.)

- 1. Hire purchase**
- 2. Asking about a course (Self-Study)**
- 3. Visiting a sick friend**
- 4. Persuading a friend (Self-Study)**
- 5. Making complaints**

UNIT –III SPEAKING- 2

(13 HRS.)

- a. Days and dates (Self-Study)**
- b. At the post office**
- c. Time and Calendar**
- d. Asking about prices (Self-Study)**
- e. Immediate family relatives**

UNIT –IV READING**(15 HRS.)**

1. Black and White
2. Experiment and Experience

UNIT –V WRITING**(15 HRS.)**

1. Little Dora
2. The Spirit's Pilgrimage

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**(4 HRS.)**

Comic Strips

REFERENCES:

1. *Getting Ahead*- in-house text book prepared by The Department of English Fatima College, Madurai. 2001
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2015

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	hone reading skills
CO 2	write formal writings in an effective way
CO 3	comprehend academic writings effectively
CO 4	read and understand newspaper articles
CO 5	develop effective writing skills to report events/ happenings

I B.A /I B.Sc/ B.Com

SEMESTER –II

For those who joined in 2019 onwards

PROGRAMM E CODE	COURS E CODE	COURSE TITLE	CATEGO RY	HRS/WEE K	CREDIT S
USEN	19EL2W I	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)	PART II ENGLISH	5	3

COURSE DESCRIPTION

The course provides the necessary LSRW skills for communication in English.

COURSE OBJECTIVES

The course intends to make the learners learn the grammar components and enrich their communication skill that would enable them to chisel their career.

UNITS

Unit I- Listening

(15 HRS.)

- 1. Love is natural**
- 2. Obama on climate change**

Unit II- Speaking- 1

(13HRS.)

- 1. Seeking advice and giving opinion**
- 2. At the office- Seeking permission(Self-Study)**
- 3. Congratulating and wishing well**
- 4. Attending an Interview**
- 5. Getting to know each other(Self-Study)**

Unit III- Speaking- 2

(13HRS.)

- 1. Days and dates(Self-Study)**
- 2. At the post office**
- 3. Time and Calendar**
- 4. Asking about prices(Self-Study)**
- 5. Immediate family relatives**

Unit IV- Reading

(15HRS.)

- 1. Your turn to ask**
- 2. Damon and Pythias**

Unit V- Writing

(15HRS.)

1. Explore to be Enlightened

2. Unleashing Creativity

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

(4HRS.)

1. Short Films

2. Videos on Climate Change

REFERENCES:

1. *English Matters Volume 1*- in-house text book prepared by The Department of English Fatima College, Madurai. 2018.
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2018.
3. *English Matters Volume 1 Workbook*- in-house workbook prepared by The Department of English Fatima College, Madurai. 2018.

WEB REFERENCES:

- 1) <https://www.cntraveler.com/stories/2007-08-08/the-86-greatest-travel-books-of-all-time>
- 2) <https://transparency.kununu.com/most-common-interview-questions-and-answers-free-pdf-download/>
- 3) <https://www.youtube.com/watch?v=WTAWi4Ij6Z0>
- 4) <https://www.incomediary.com/30-great-examples-blog-post-styling>
- 5) <https://video.nationalgeographic.com/video/101-videos/0000015d-3cb1-d1cb-a7fd-fcfd49980000>
- 6) <https://archive.org/details/selectionfromwor00cody/page/28/mode/2up>

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	write contents for blogs and web pages
CO 2	listen to speeches and stories and comprehend them
CO 3	appreciate plays
CO 4	improve their conversational skills
CO 5	script their experiences

I

B.A /B.Sc/ B.Com

SEMESTER –II

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)	PART II ENGLISH	5	3

COURSE DESCRIPTION

The course gives a comprehensive picture of the elements of grammar useful for communication.

COURSE OBJECTIVES

The course is designed to make the learners communicate in English by knowing the grammar and the nuances of oral and written communication.

UNITS

UNIT –I LISTENING

(9HRS.)

Speech of Steve Jobs (on Graduation day)

UNIT –II SPEAKING- 1

(13HRS.)

1. Are you smart?
 - a. Arguments
 - b. Telephone Conversation
 - c. Reactions
2. Are you Creative?
 - a. Creative excuses(Self-study)
 - b. Advices
 - c. Discussions

UNIT –III SPEAKING- 2

(13HRS.)

1. How to win?

- f. Informal dialogues(Self-study)
- g. Giving Solutions
- h. Story telling

2. Is it Hard to improve?

- a. Idiomatic resolutions
- b. Riddles
- c. Debates(Self-study)

UNIT –IV READING

(18HRS.)

Benyamin- *Goat Days*

UNIT –V WRITING

(17 HRS.)

- 1. Snakes and Ladders
 - a. CV preparation
 - b. Description of people(Self-study)
 - c. Description of jobs

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only) (5HRS.)

Re-telling Fairy Tales.

TEXT:

1. Benyamin translator. *Goat Days*. By Joseph Koyippally, Penguin, 2012, India.
2. Krishnaswamy N and Sriraman T. *Creative English for Communication*. Trinity Press, 2017, India.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	express their thoughts creatively in English
CO 2	translate their ideas into words
CO 3	interpret poetry
CO 4	create cartoons and stories on their own
CO 5	read and appreciate literature

II**B.A /B.Sc/ B.Com****SEMESTER –III***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19EL3WN	ENGLISH FOR THE DIGITAL ERA	PART II ENGLISH	5	3

COURSE DESCRIPTION

Authentic material from media to comprehend language and master language skills.

COURSE OBJECTIVES

To mould students as independent and autonomous communicators in the digital era for professional success.

UNITS

UNIT –I LISTENING (15HRS.)

Brave

UNIT –II SPEAKING- 1 (15HRS.)

1. Radio Chilli Hot

UNIT –III SPEAKING- 2 (15HRS.)

1. All Hats and no Cattle

UNIT –IV READING (15HRS.)

1. The Luncheon

UNIT –V WRITING (15 HRS.)

1. The Scattered Seeds
2. A Testament of Faith (Self-Study)

TEXT BOOKS:

1. *English Matters Volume 2*- in-house text book prepared by The Department of English Fatima College, Madurai. 2018.

2. *English Matters Volume 2 Workbook*- in-house work book prepared by The Department of English Fatima College, Madurai. 2018.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	recall the lessons to answer factual questions and comprehend passages to answer questions
CO 2	apply rules of grammar and construct correct sentences, paragraphs and essays
CO 3	comprehend English used in media and express ideas
CO 4	prepare and deliver formal speeches
CO 5	analyse a different forms of writing and develop an argument

II B.A /B.Sc/ B.Com SEMESTER –

IV

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL4W N	ENGLISH FOR INTERGRATE D DEVELOPMEN T	PART II ENGLISH	5	3

COURSE DESCRIPTION

Intensive course and elaborate lessons for the holistic development of the learners.

COURSE OBJECTIVES

To interact with academic content and demonstrate behaviour and attitude to secure empowerment and employment.

UNITS

UNIT –I LISTENING (15HRS.)

1. Partition

UNIT –II SPEAKING (15HRS.)

1. Becoming one with the world

UNIT –III READING (15HRS.)

1. Into this Heaven of Freedom

UNIT –IV WRITING- I (15HRS.)

1. The Pride of Swat Valley

UNIT –V WRITING- II (15 HRS.)

1. Hit the Headlines

2. Zeus, The Greek God

TEXT BOOKS:

1. *English Matters Volume 2*- in-house text book prepared by The Department of English Fatima College, Madurai. 2018.

2. *English Matters Volume 2 Workbook*- in-house work book prepared by The Department of English Fatima College, Madurai. 2018

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	acquire skills to compete in the job market
CO 2	use intelligible English
CO 3	understand the nuances of reading
CO 4	appreciate the features of biographies
CO 5	review movies and books

I B.A ENGLISH

SEMESTER –I

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USEN	19W1CC1	AGE OF SHAKESPEARE AND MILTON	CORE	6	4

COURSE DESCRIPTION:

The course titled AGE OF SHAKESPEARE AND MILTON enables students to understand the uniqueness of English language and literature of the Shakespearean era in the context of varied critical dimensions.

COURSE OBJECTIVES:

- The course intends to comprehend the different socio-political and religious environment of the then England as evinced in the texts prescribed.
- It gives a bird's eye view of the representative writers whose texts form a part of the canon.

UNIT I - POETRY I

(15 Hrs)

1. Sir Thomas Wyatt - A Revocation
2. Edmund Spenser - Sonnet 79 (From *Amoretti*)
3. Shakespeare - Sonnet 18 Shall I compare thee to a Summer's Day? (Self-Study)

UNIT II - POETRY II

(15 Hrs)

4. Robert Herrick - A Hymn to Love
5. John Donne - (i) The Sun Rising
- (ii) The Flea (Self-Study)
6. George Herbert - Pulley (Self-Study)
7. John Milton - (ii) Lycidas

UNIT III - PROSE

(20 Hrs)

1. Francis Bacon - (i) Of Parents and Children
(ii) Of Studies
(iii) Of Love
2. Sir Philip Sydney - From *Apology for Poetry*.
3. Book of Jonah (New King James Version)

UNIT IV - DRAMA I**(20 Hrs)****John Webster - The Duchess of Malfi (Scene III – Self- Study)****UNIT V – DRAMA II****(20 Hrs)**Christopher Marlowe -*Dr. Faustus*

-Parade of the Seven Deadly Sins –
Dr. Faustus (lines 100 – 130) –(Self- Study)

UNIT VI– DYNAMISM

1. Verse Writing task (Enid Blyton)
2. Discussion on various themes in Shakespeare's works
3. Enacting scenes from *Dr. Faustus*

BOOKS PRESCRIBED:

1. Poems & Essays - Photocopies

REFERENCE BOOKS:

- Clements, John. Ed. *John Donne's Poetry: Authoritative Texts / Criticism*, New York, 1996.
- Hazlitt, Johnson and Macaulay. *Milton: Poetry and Prose*, Tokyo, Oxford, 1962.
- Leishman, J.B. *Themes and Variations in Shakespeare's Sonnets*. London, 1968

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	define and classify the characteristic elements of Sonnet significant during the Shakespearean era
CO 2	recall and explain the conventions of poetic forms in English Literature
CO 3	relate and examine the artistic manifestations of the literary prose
CO 4	identify and analyse the social injustices and misrepresentations of reality through John Webster's play to the contemporary
CO 5	analyse the relationship between knowledge and power, good and evil, its consequences through a Christian framework prevalent in modern city through the play

I B.A ENGLISH
SEMESTER –I

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
USEN	19W1CC2	INDIAN WRITING IN ENGLISH	CORE	6	4

COURSE DESCRIPTION

The course titled INDIAN WRITING IN ENGLISH sensitizes the learners on the uniqueness of Indian culture and enables them to identify the Indianness as manifested in the prescribed texts.

COURSE OBJECTIVES

- The course focuses on features pertaining to India like socio-political, cultural and historical characteristics.
- The texts prescribed enable students to understand how imperial English evince many changes among the Indian writers.

UNITS

UNIT-I POETRY

(18 Hrs)

1. Rabindranath Tagore - From *Gitanjali*:
“Where the mind is without
fear...” (XXXV)
2. Sarojini Naidu - “The Bangle Sellers”
3. Nissim Ezekiel - “Night of the Scorpion”
4. A.K. Ramanujan - “A River”
5. Kamala Das - “An Introduction”
6. K.N. Daruwalla - “Draupadi”
7. Sarojini Naidu - “Indian Weavers” (Self-Study)
8. Gieve Patel - “On Killing a Tree”

UNIT-II PROSE

(15 Hrs)

1. Jawaharlal Nehru -From *The Discovery of India*
Chap III –Unit:6 “The Variety and Unity of India”
2. M.K. Gandhi -From *My Experiments with Truth*
Part I: Chapters 1 to 3: “Birth and Parentage,”
“Childhood”, “Child Marriage,” (Self-Study)
Part I: Chapters 8: “Stealing and Atonement”
Part IV-Chapter 34: Training of the Spirit”
3. R.K. Narayan - “Toasted English”
4. Dr. APJ Abdul Kalam - Speech at IIT - Hyderabad

UNIT-III DRAMA

(20 Hrs)

Mahesh Dattani - *Tara*

UNIT- IV NOVEL

(20 Hrs)

R. K. Narayan - *Swami and Friends*

UNIT-V SHORT STORY

(12 Hrs)

1. Sudha Murty - “Treat me as a human” (46)
(from *Wise and Otherwise*) (Self-Study)
2. Ruskin Bond - “A Battle of Wits” (125)
(from *Tales and Legends from India*)
3. Khushwant Singh - “The Portrait of a Lady” (401)
(from *Our Favourite Indian Stories*)

-VI DYNAMISM (Evaluation Pattern-CIA only)

(5 Hrs)

Appreciating Contemporary Indian Writers

TEXT BOOKS :

1. R.K. Narayan - *Swami and Friends*
2. Mahesh Dattani - *Tara*

REFERENCE BOOKS:

1. Bond, Ruskin. *Tales and Legends from India*. Delhi: Rupa Publications India Pvt. Ltd., 2012.

2. Iyengar, Srinivasa. K.R. *Indian Writing in English*. Rev. and updated ed. Delhi : Sterling Publishers Pvt. Ltd., 2003.
3. Naik, M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
4. Singh, Kushwant. Neelam Kumar. *Our Favourite Indian Stories*. Delhi: Pashupati Printers (P) Ltd., 2008.
5. Sundaram, P.S. R.K. *Narayan – As a Novelist*. Delhi: B.R. Publishing Corporation, 2001.

WEB RESOURCES:

[http://dmcdose.blogspot.com/2014/08/Dr-APJ-Abdul-Kalam-Speech-at-IIT Hyderabad.htm](http://dmcdose.blogspot.com/2014/08/Dr-APJ-Abdul-Kalam-Speech-at-IIT-Hyderabad.htm)

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify the literary engagements of the prominent Indian poets
CO 2	comprehend the literary nuances
CO 3	understand the cultural diversity of India as found in the play
CO 4	comprehend how novel as a genre is adopted to discuss personal and social issues
CO 5	identify the Indianness in the prescribed pieces

I B.A ENGLISH
SEMESTER –I

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W1AC1	LITERARY FORMS	ALLIED	5	5

COURSE DESCRIPTION

The course titled LITERARY FORMS renders a comprehensive view of the diverse genres, their features and function and of how they evolved over the period of time.

Course objectives

- The course provides a good introduction to the origin and development of various literary genres
- The course offers the learners with adequate illustrations from representative works / writers.

UNIT I – PROSE

[10 Hrs]

1. Biography
2. Autobiography
3. Essay

UNIT II – POETRY

[20 Hrs]

1. The Elements of Poetry
2. Figures of Speech
3. Types of Poetry

UNIT III– DRAMA I

[15 Hrs]

1. Tragedy
2. Comedy
3. Dramatic design
4. Classical Greek tragedy
5. Senecan or Revenge tragedy
6. Neoclassical tragedy
7. The origin and growth of drama in England

8. Romantic tragedy
9. Romantic comedy
10. Tragicomedy
11. Chronicle plays
12. *Features of Elizabethan theatre and drama*
13. Masque and antimasque
14. Comedy of humours
15. Heroic tragedy
16. Comedy of manners
17. Genteel comedy

UNIT IV - DRAMA II

[15 Hrs]

1. Sentimental comedy
2. Domestic comedy
3. Closet drama
4. Farce
5. Melodrama
6. Cup-and-saucer drama
7. Problem play
8. Well-made play
9. Expressionist drama
10. Epic theatre
11. Theatre of Cruelty
12. Absurd drama
13. Kitchen sink drama
14. Poor theatre
15. Bread and puppet theatre
16. one-act play

UNIT V – FICTION

[15 Hrs]

1. The Elements of Fiction
2. Short Story
3. Types of Novel

SELF-STUDY UNIT

1. Picaresque novel

2. Epistolary novel
3. Historical novel
4. Sentimental novel
5. Domestic novel
6. Gothic Novel
7. Science Fiction Novel
8. Regional Novel
9. Detective Novel

UNIT VI: DYNAMISM

1. Appreciation of various literary texts
2. Enables critical thinking through juxtaposition of texts
3. An ideal course for NET / SET aspirants

TEXT BOOK

Ashok, Padmaja. *A Companion to Literary Forms*, Orient Blackswan Private Limited, 2015.

REFERENCE BOOKS

1. Scott, Wilbur S. *Five Approaches of Literary Criticism*. London, 1977.
2. Saintsbury, George. *A Short History of English Literature*. London, 1912.
3. Lemon, Lee T. *A Glossary for the Study of English*. 1971.
4. Johnson, Samuel. *The Samuel Johnson Encyclopedia*. Westport, 1996.
5. Ionesco, Eugene. *The Chairs*. London, 2007.
6. Esslin, Martin. *The Theatre of the Absurd*. UK, 2004.
7. Eliot, T.S. *Selected Essays 1917 – 1932*. USA, 1932.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify various forms of prose and describe its features and nuances
CO 2	define forms of poetry, recall a wide range of literary terms and explain their features
CO 3	identify various forms of drama and trace its origin and growth
CO 4	define different forms of drama and analyse its socio-political, cultural changes and themes
CO 5	classify forms of fiction and examine the elements of fiction

I B.A ENGLISH

SEMESTER –II

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDITS
USEN	19W2CC3	AGE OF DRYDEN AND POPE	CORE	6	4

COURSE DESCRIPTION

The course titled AGE OF DRYDEN AND POPE presents the ethos of the literature produced by a group of writers of the 18th century who strove for precision and decorum by consciously imitating the classical models such as Homer, Cicero, Virgil, and Horace.

COURSE OBJECTIVES

- The course focuses on the history of Restoration and the emergence of the middle class sensibility.
- The course will enable the students to comprehend the socio-political scenario that impacted literature and the growing use of satire and invective as effective tools to make social commentaries.

UNIT –I POETRY- I (15 HRS.)

1. John Dryden - A Song for St.Cecilia's Day
2. Oliver Goldsmith - Deserted Village (34 lines)
3. Aphra Behn - The Dream
- The Willing Mistress (Self-Study)

UNIT –II POETRY– II (15 HRS.)

4. Alexander Pope - Essay on Man Epistle II (Part I – 52 lines)

- Ode on Solitude

UNIT –III PROSE (20 HRS.)

1. Joseph Addison - Sir Roger and the Gipsies
- Visit to Westminster Abbey

2. Richard Steele - Recollections from the *Tatler*

Number 181, June 6, 1710

3. Oliver Goldsmith - Man in Black
- The Character of an Important Trifler
- A City Night Piece (Self-Study)

UNIT –IV DRAMA(15 HRS.)

1. Goldsmith - *She Stoops to Conquer*

UNIT –V NOVEL (25 HRS.)

1. Daniel Defoe - *Robinson Crusoe*

2. Jonathan Swift - *Gulliver's Travels* (Part I : A Voyage to Lilliput &
Part II : A Voyage to Brobdingnag)

UNIT – VI DYNAMISM

1. Reading the remaining parts of *Gulliver's Travels*.
2. Analysing the entire poem *Deserted Village*.
3. Discussion on the nature of Journals and Pamphlets published during the Age of Dryden.

REFERENCES:

1. Albert, Edward. *A History of English Literature*. Calcutta : Oxford University Press, 1977.
2. Amarasinghe, Upali. *Dryden and Pope in the Early Nineteenth century: A study of changing Literary taste*. Newyork : Cambridge University Press, 1962.
3. Bredvold, Louis I. *The Intellectual Milieu of John Dryden*. Michigan: Ann Arbor paper back, 1959.
4. Dixon, Peter. *The World of Pope's Satires*. London: Methun & co. ltd., 1968.
5. Hudson, William Henry. *An Outline History of English Literature*. London: G. Bell and sons ltd, 1952.
6. Myers, Williams. *Dryden*. London: Hutchinson University Library, 1973.

WEB REFERNCES :

1. <http://www.davidpbrown.co.uk/poetry/alexander-pope-2.html>
2. <http://www.poetryfoundation.org/poems-and-poets/poems/detail/50323>

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	understand the element of satire evinced in the representative poets
CO 2	analyse the poets who opted for decorum in art as opposed to the writers of the Romantic Age
CO 3	examine the literary styles of the major prose writers
CO 4	comprehend the interplay of humour and satire employed by the writers
CO 5	list the social, political, religious and literary significances of the Augustan Age
CO 6	identify the peculiar style and taste of the neo-classicists

I B.A ENGLISH

SEMESTER –II

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W2CC 4	ECOLOGICA L CONCERNS IN LITERATUR E	CORE	6	4

COURSE DESCRIPTION

The course titled ECOLOGICAL CONCERNS IN LITERATURE helps the learners to understand the primeval bond between man and nature and the dire need to sustain the same as presented in the texts. The prescribed works interpret and emphasize the deteriorating condition of our world's present scenario. This course lays the foundation for ecocritical theories.

COURSE OBJECTIVES

- The course emphasizes the environmental abundance and its spiritual essence as discussed in the texts
- It conscientizes the students with the environmental hazards and their impact upon all living beings.

UNITS

UNIT –I POETRYI(10HRS.)

1. Alfred Lord Tennyson - Song of the Brook
2. William Collins - Ode to Evening
- 3.The Holy Bible (NKJV) - PSALM 8

UNIT –IIPOETRY II (10 HRS.)

1. Robert Bridges - Nightingales
2. Emily Dickinson - Nature, the Gentlest Mother
3. William Cullen Bryant - The Planting of the Apple Tree

UNIT –III PROSE

(15 HRS.)

1. C.Raja Gopalachari - The Tree Speaks
2. R.L. Stevenson - A Night among the Pines
3. John Muir - My First Summer in the Sierra
(Chapter 7 - A Strange Experience)
4. “The author visits the lapland alps” an extract from “Lachesis Lapponia”

UNIT –IV NOVEL

(20HRS.)

Ranjit Lal - *Small Tigers of Shergah*

UNIT –V SHORT STORY (SELF-STUDY)

(15HRS.)

1. Jean Giono - The Man who Planted trees
2. Dorris Lessing - A Mild Attack of the Locusts
3. John Steinbeck - Chrysanthemums

UNIT –VI FILM

(15HRS.)

1. Ecological perspectives in the movie *The Old Man and The Sea*
2. *Period, End of Sentence.*

UNIT VII: DYNAMISM (5HRS.)

Students will attempt an eco critical reading of literary works and films.

REFERENCES:

1. Arun, Neerja & Saraswat, Rakesh. *Ecology and Literature: Global Perspective*. New Delhi: Creative Books, 2009.

2. Driessen, Paul. *Eco-Imperialism: Green power Black Earth*. Washington: The Free Enterprise Press, 2003.

3. Gadgil, Madhav & Guuha, Ramachandra. *The use and Abuse of Nature*. UK: Oxford University Press, 2000.

4. Pepper, David. *Eco-Socialism from deep Ecology to social justice*. London: Routledge, 1993.

5. Promm, Harold. *The Nature of being Human: from Environmentalism to consciousness*. Baltimore: John Hopkins University Press, 2009.

6. Bryant, Cullen <https://www.poets.org/poetsorg/poet/william-cullen-bryant>

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify the environmental issues and solutions dealt in literature
CO 2	appreciate and analyse the ecological concerns in the prescribed poetry
CO 3	explain the views of the various prose writers
CO 4	comprehend and respond to the clarion call to protect the environment
CO 5	critique the emerging documentaries dealing with ecological crisis and augment scope for exploration and research

I B.A ENGLISH
SEMESTER –II

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
USEN	19W2AC2	PHONETICS AND TRANSCRIPTION	Allied	5	5

COURSE DESCRIPTION

The course titled PHONETICS AND TRANSCRIPTION offers a comprehensive understanding of the scientific and systematic study of phonetic symbols, organs of speech, physical transmission of speech sounds, reception and perception of speech sounds.

COURSE OBJECTIVES

- The course helps the students to learn the correct manner of articulating the speech sounds through theoretical aspects and practical training.
- The course motivates the students on accuracy and nuances in pronunciation and master the art of transcription.

UNITS

UNIT I: [15 HRS]

1. List of Phonetic Symbols
2. Language, Linguistics and Communication
3. Components of Linguistics

UNIT II: [15 HRS]

1. Phonetics: The Articulation of Speech Sounds
2. Classification of Speech Sounds
3. Classification and Description of Consonants

UNIT III: [15 HRS]

1. Classification and Description of Vowels
2. The Syllable
3. Consonant Clusters in English

UNIT IV: [15 HRS]

1. The Concept of General Indian English
2. Word-Accent in English

3. Accent and Rhythm in Connected Speech

UNIT V

[13 HRS]

1. Practice in Phonetic Transcription

- i) Words
- ii) Sentences
- iii) paragraphs

UNIT VI - DYNAMISM

[2 HRS]

1. Practice in transcription of sentences and passages
2. Speaking practice and Listening Comprehension

TEXT BOOK:

- T. Balasubramanian.T.*Text book of English Phonetics for Indian Students*. Hyderabad:Laxmi Publications Private Limited,2016.

REFERENCE BOOKS:

1. Crystal, David. Dictionary of Linguistics and Phonetics. 06 ed. Australia: Blackwell,2008.
2. Ladefoged, Peter. A Course in Phonetics. 06 ed. Melbourne: Cenage Learning, 2015.
3. Roach, Peter. English Phonetics & Phonolgy a Practical Course. 4 ed. London: Cambridge University Press, 2009.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	classify vowels and consonants phonetically
CO 2	apply the right manner of articulation and use them in daily conversations
CO 3	analyse and identify the basic anatomical structures and their roles in speech production.
CO 4	speak fluently using GIE accent
CO 5	transcribe words / sentences phonetically by learning the right pronunciation

I B.A/B.SC/ B.COM

SEMESTER –I & II

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDI TS
USEN	19W1NME/ 19W2NME	FUNCTIONAL ENGLISH	NON MAJOR ELECTIVE	2	2

COURSE DESCRIPTION

The course will provide the essential materials and training to enhance the communication skills and soft skills of the students.

COURSE OBJECTIVES

The course intends to prepare the students for formal presentations using language skills and to hone their communicative skills to procure jobs.

UNIT –I INTRODUCTION (6HRS.)

1. Making introduction
2. Expressing requests and enquiries

UNIT –II SOCIAL INTERACTION (6HRS.)

1. Greetings
2. Gratitude

UNIT III – SKILLS FOR EMPLOYABILITY (6HRS.)

1. Telephone Etiquette
2. Group discussion
3. Interviews

UNIT –IV COMMUNICATION SKILLS (6HRS.)

1. Listening
2. Speaking
3. Reading

4. Writing

UNIT –V PRESENTATION

(6HRS.)

1. Situational Conversation

2. Extempore Speech

UNIT – VI DYNAMISM

1. Group Discussion

2. Debate

3. Mock Interview

REFERENCES:

Vincent. Lawrence. *Soft Skills Develop Yourself*. New century book house(p)ltd.,2017.

Ravindran. Elango. Arockiam. *Success through Soft Skills*. Institute for Communication and Technology. 2009.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	Build confidence to introduce themselves to their peers
CO 2	Identify specific problems in communication and master grammar concepts
CO 3	Develop LSRW skills and relate to different situations
CO 4	Construct situational dialogues without grammatical errors and demonstrate in practice
CO 5	Examine different types of presentation skills and employ them in career building

II

B.A ENGLISH

SEMESTER –III

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE EK	CREDI TS
USEN	19W3CC5	AGE OF WORDSWORTH	CORE	6	4

COURSE DESCRIPTION

The course Age of Wordsworth offers a purview of the representative writers and literary pieces of the Romantic Age.

COURSE OBJECTIVES

The course enables the learners to comprehend and appreciate the emotional and social upheavals of the Romantic age and the role of nature.

UNITS

UNIT I – POETRY

(20Hrs)

1. William Wordsworth
 - i) Lines Composed a few miles above Tintern Abbey on Revisiting the Banks of the Wye During a tour. July13, 1798.
 - ii) I Wandered Lonely as a Cloud (Self - Study)
2. John Keats
 - i) Ode to a Nightingale
 - ii) The Human Seasons
 - iii) La Belle Dame Sans Merci(Self - Study)
3. Willam Blake
 - i) Tyger
 - ii) The Lamb

UNIT II - POETRY

(15HRS.)

1. Samuel Taylor Coleridge
 - i) Youth and Age
2. Percy Bysshe Shelley
 - i) The Cloud
 - ii) Ozymandias(Self - Study)

3. Robert Southey - i) The Battle of Blenheim
- ii) The Inchcape Rock (Self - Study)

4. William Blake -Laughing Song (Self - Study)

UNIT III – PROSE (15HRS)

1. William Hazlitt - i) On the Feeling of Immortality in Youth
- ii) On Going a Journey
- iii) On Actors and Acting – I

UNIT IV – PROSE (20HRS)

1. Charles Lamb -i) Dream Children - A Reverie
-ii) The Praise of Chimney Sweepers
-iii) Old China
2. Thomas De Quincey - From “The Pains of Opium” (An Excerpt from
“Confessions of an English Opium-Eater”)

UNIT V – NOVEL (20HRS)

1. Jane Austen - *Sense and Sensibility*

UNIT VI - DYNAMISM:

Poetry writing

REFERENCES:

1. Abrams, M. H. Ed. *English Romantic Poets : Modern Essays in Criticism* - New York : Galaxy Book, 1964. Print.
2. Kiely, Robert. *The Romantic Novel in England*. New Delhi: Cambridge Univ. Press, 1973. Print.
3. Pinion, F. B. *A Jane Austen Companion: A Critical Survey and Reference Book*. London: Macmillan, 1973. Print.
4. Rand, Ayn. *The Romantic Manifesto: A Philosophy of Literature*. USA: Signet Classic, 1975. Print.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	cherish the sublimity of Nature through various poetic forms
CO 2	understand the philosophical perspectives of Nature in Romantic poetry
CO 3	get acquainted with the felicity of the language of prose
CO 4	comprehend the interplay of humour, satire and melancholy in the prescribed pieces
CO 5	appreciate the significance of women novelists

II B.A ENGLISH

SEMESTER –III

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WE E K	CREDIT S
USEN	19W3CC 6	AFRICAN AMERICAN LITERATUR E	CORE	6	4

COURSE DESCRIPTION

The course titled **AFRICAN AMERICAN LITERATURE** helps the learners to appreciate the evolving and innovative literary styles and genres as manifested in the writings of the major African American writers. Literary techniques in all the basic literary forms such as Prose, Poetry, Drama and Fiction focusing on the original flavour of their dialect which is quite different from Standard English.

COURSE OBJECTIVES

- This course focuses on the genesis of African American literature from the various oral forms up to the present times.
- It also gives the learners a broad overview of the socio-political and cultural factors that effected changes in the literary production.

UNITS

UNIT –I POETRY

(18 HRS)

1. Spirituals
 - “Go Down, Moses”
 - “Walk Together Children”
2. The Blues
 - “Trouble in Mind”
3. Countee Cullen
 - “Yet do I Marvel”
4. Langston Hughes
 - “The Weary Blues”
 - “Harlem Sweeties”
5. Amiri Baraka
 - “Black Art”
6. Maya Angelou
 - “Still I Rise”

7. Gwendolyn Brooks - "Malcolm X" (Self-Study)

UNIT –II PROSE

(18 HRS)

1. Booker T. Washington - "Up From Slavery" (Chapter I- Slave Narrative).
2. Martin Luther King. Jr., - "I Have a Dream"
3. Langston Hughes - "The Negro Artist and the Racial Mountain"
4. Amiri Baraka - "Black Writing"
5. Richard Wright - "The Ethics of Living Jim Crow" (Self-Study)

UNIT –III -DRAMA

(16 HRS)

1. August Wilson - *Fences* (50 pages)

UNIT –IV NOVEL

(16HRS)

1. Toni Morrison - *The Bluest Eye*

UNIT –V FOLK TALES & SHORT STORIES

(18 HRS)

1. The Wonderful Tar-Baby Story
2. Rabbit Tricks Brer Fox Again
3. What the Rabbit learned
4. Terry McMillan - "Ma' Dear"
5. Annie McCary - "Breaking the Color-line"
6. Toni Cade Bambara - "Raymond's Son"
(Self-Study)
- "Gorilla, My Love" (Self-Study)
7. The Awful Fate of Mr. Wolf (Self-Study)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

(4HRS)

1. A study on the oral musical tradition.
2. Discussion on African American culture, race and religion.
3. Understanding the predicament of the African Americans in the neo-colonial scenario.

TEXT BOOKS:

Photocopies of chapters from the following books.

1. Gates.Jr., Henry Louis and Nellie Y. Mc Kay.*The Norton Anthology of African American Literature*. W.W. Norton and Company, 1997.
2. Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.
3. Kanwar, Asha. ed. *The Unforgetting Heart: An Anthology of Short Stories by African American women (1859 - 1993)*. San Francisco: Aunt Lute Books,1993.

REFERENCES:

1. Aberjehani and Sandra L. West. Eds.*Encyclopedia of The Harlem Renaissance*.Checkmark Books, 2003.
2. Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The ConciseOxford Companion to African American Literature*. Oxford University Press, 2001.
3. Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopedia of Multiethnic AmericanLiterature*. C.T.: Greenwood Press, 2005.
4. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopedia of AfricanAmerican Literature*.Vol. I to V.CT: Greenwood Press, 2005.
5. Manitou. *Modern Black Writers*.C.T.: St. James Press, 2000.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	recall and analyse the uniqueness of the African American poetic tradition.
CO 2	recall and explain the struggles of African Americans as documented in their prose writings.
CO 3	recall interpret the salient features of African American drama.
CO 4	relate and examine the racial discrimination in the African American novel
CO 5	compare and contrast the features of African American folk tales with the African American short stories.

II B.A ENGLISH
SEMESTER –IV

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
USEN	19W3AC3	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1450-1714)	ALLIED	5	5

COURSE DESCRIPTION

The course provides a broad and comprehensive range of knowledge pertaining to History of English Literature and the Social History of England. It also traces the connection between the social history and literature and its impact on literature.

COURSE OBJECTIVES

The learners will be able to get a bird's eye view of History of English Literature and the Social History of England.

UNITS

UNIT -1 (1450 - 1557)

[16 HRS]

1. The Renaissance
2. The Reformation
- 3.** The Dissolution of Monasteries (SS)
4. English Literature before Chaucer (500-1340)
5. The Age of Chaucer (1340-1400)
6. From Chaucer to 'Tottel's Miscellany' (1400-1557)

Unit – II (1560 – 1625)

[16 HRS]

1. The Religion of England
2. The Tudor Navy and the Armada
3. The Elizabethan Theatre

4. The East India Company (SS)

5. The Development of the Drama to 1561

6. The Age of Shakespeare (1558-1625)

Unit – III (1607 – 1625)

[14 HRS]

1. Colonial Expansion (SS)

2. The Civil War and its Social Significance

3. Puritanism

4. The Age of Shakespeare: The Drama

5. The Age of Shakespeare: Prose

Unit – IV (1660 – 1794)

[13 HRS]

1. Restoration England

2. The Origin and Growth of Political Parties in England

3. The Age of Milton (1625-1660): Milton

4. The Age of Milton: Other Poets and Prose Writers

Unit – V (1702 – 1714)

[13 HRS]

1. Age of Queen Anne

2. Coffee-house Life in London (SS)

3. The Age of Dryden (1660-1700): Verse

4. The Age of Dryden. Prose and Drama

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

[3 HRS]

1. Socio political issues in England- BREXIT

2. Issues related to Immigration into England

3. The Current Economic Scenario

4. Preparation for NET and Other Competitive Exams

REFERENCES:

TEXT BOOKS:

Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.

Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013. Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.

Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.

Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.

Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.

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

Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	describe and discover the socio-political, cultural and literary scenario of the Chaucerian England.
CO 2	Examine and elaborate how Shakespearean theatre reflected the spirit of the age.
CO 3	Infer and analyse the changing political scenario and its impact on literary movements.
CO 4	Estimate the literary works produced during Restoration England.
CO 5	Trace and discover the beginnings of Age of Reason

II B.A ENGLISH

SEMESTER –III

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W3SB1/ 19W3SB1	CONTENT WRITING	SKILL BASED	2	2

COURSE DESCRIPTION

The course on Content Writing enables the learners to become effective content writers, the much needed professionals of the age.

COURSE OBJECTIVES

The course covers the types of content writings and the modes of writing them. It gives an overview of the software like HTML, CSS and Java used in the field of content writing. The course is also designed to make the learners learn to maintain the ethical and moral standards in their upcoming professional life.

UNITS

UNIT I: INTRODUCTION [5 HRS]

1. Content Writing and its types
2. Writing Skills

UNIT II: PROFESSIONAL CONTENT [4 HRS]

1. Complaints & Apologies
2. Proposals

UNIT III: TOOLS FOR CONTENT WRITING [10 HRS]

1. HTML & CSS
2. Basics of JAVA

UNIT IV: MEDIA CONTENT**[3 HRS]**

1. E-mails
2. Blogs

UNIT V: PROFESSIONAL ETHICS**(SELF STUDY)****[4 HRS]**

1. Ethics for Digital Age
2. E-mail Etiquettes

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**(4 HRS.)**

1. Procedures
2. Status Reports

REFERENCES

3. Ashton, Robert. Copywriting in a week. Hodder & Stoughton Essex, 2003.
4. Booher, Dianna. E-Writing. Macmillan Ltd, 2007.
5. Chakravarthy, Jagadish. Net, Media and Mass Communication. Authors Press, 2004.
6. Keeble, Richard. Ethics for Journalists. Routledge, 2001.

WEB REFERENCES

3. Conroy, Gary. "Technical What?" Technical Writing 1997. <https://www.techwriting.about.com>.
4. Kolunovsky, Nina. "Becoming a Technical Writer in Three Easy Steps." Society for Technical Communication 1996. <https://www.stctoronto.org>.
5. U.S. Department of Labor, Bureau of Labor Statistics. "Writers and Editors, Including Technical Writers." Occupational Outlook Handbook 2000. <https://stats.bls.gov/oco>.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	understand the types of contents
CO 2	Interpret and make proposals and complaints
CO 3	Identify the features of programming languages and write sample codings
CO 4	Produce online content
CO 5	Understand and implement ethics in content writing

II B.A ENGLISH SEMESTER –IV

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W4CC7	AGE OF TENNYSON	CORE	6	4

COURSE DESCRIPTION

The course titled **AGE OF TENNYSON** offers a comprehensive view of how literature reflected the changing religious perspectives and the propensity towards mystic elements in arts and social values as presented by the representative writers of the Age.

COURSE OBJECTIVES

- The course enables learners to identify the multifarious perspectives of various authors and appreciate their aesthetic principles.
- It also focuses on the changing attitudes toward moral values with the burgeoning growth in science and technology.

UNITS

UNIT –I PROSE (15 HRS.)

1. John Stuart Mill - “From Coleridge” (pg.1090 – 1092)
2. Mathew Arnold – Extract from “The Study of Poetry”
(From *Essays in Criticism*)
3. Lytton Strachey – Extract from “Florence Nightingale”,
Extract from “Dr Arnold” (From *Eminent Victorians*)

UNIT –II POETRY I (15 HRS.)

1. Matthew Arnold – “Dover Beach” pg.904
2. Robert Browning – “Andrea Del Sarto” pg.(838 – 844)
3. Alfred Lord Tennyson – “The Lotus – Eaters” pg. (722 – 726)

4. Coventry Patmore – “A Farewell” (From the Unknown Eros) pg. 993
5. Lewis Carroll – “The Walrus and the Carpenter” (pg.1067 – 1069)

UNIT –III POETRY II

(15 HRS.)

1. Gerard Manley Hopkins- “God’s Grandeur” pg. 1235
2. Alfred Lord Tennyson – “Tithonus” (pg.737 – 739)
3. Christina Georgina Rossetti – “At Home”
4. Matthew Arnold - “Rugby Chapel” (Self - Study)
5. Robert Browning – “The Last Ride Together” (pg.835 – 838) (Self –Study)

UNIT –IV DRAMA

Oscar Wilde – *The Importance of Being Earnest*

UNIT –V NOVEL

(20 HRS.)

Charles Dickens – *David Copperfield*

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

(10 HRS.)

1. Educational reforms and Boarding schools in England
2. Socio-political scenario of England in the present times

REFERENCES:

TEXT BOOKS:

1. Meyer H. Abrams(Ed), *Norton Anthology of English Literature*.
WW Norton Co. Inc, 1962.
2. Dickens, Charles. *David Copperfield* .Penguin classics, 2004.
3. Edmund T. Jones (Ed), *English Critical Essays: Nineteenth Century*.
Oxford University,1956.
4. Strachey, Lytton. *Eminent Victorians*. Penguin Randomhouse, 1990
5. George K. Anderson, William E. Buckler, Mary Harris Veeder (Ed), *The Literature of England*. Scott Foresman.1967.

REFERENCE BOOKS:

1. Chesterton, G.K. *The Pelican Guide to English Literature*. Penguin Press, 1973.
2. Chesterton, Gilbert Keith. *The Victorian Age in Literature*.Oxford University Press.1966.

3. Collins Philip(Ed),*Charles Dickens: The Critical Heritage*. Routledge and Kegan Paul,1971.
4. Kenneth and Miriam Allott. *Victorian Prose*.Penguin, 1956.
5. Dale, Peter Allan. *The Victorian Critic and the Idea of History: Carlyle, Arnold and Peter*. Harvard University Press, 1977.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	identify the various factors like progress of science, political awakening and educational expansion which shaped the writers' thinking
CO 2	illustrate and analyse the spirit of enquiry that prevailed through the age
CO 3	examine the Victorian writers concern over loss of human values and the craze for materialism
CO 4	evaluate the themes that embody the restless spirit of the age
CO 5	analyse the rich and varied literature of this era

II B.A ENGLISH
SEMESTER –IV

(For those who joined in 2019 onwards)

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDITS
USEN	19W4CC8	GRAMMAR FOR EFFECTIV E WRITING	CORE	6	4

COURSE DESCRIPTION

The course titled **GRAMMAR FOR EFFECTIVE WRITING** empowers the students' competency in grammar by enhancing vocabulary to improve writing skills and focusing on accuracy by following systematic rules and patterns.

COURSE OBJECTIVES

- ❖ To give the students a basic knowledge of grammar which would help them to co-ordinate their skills in using certain patterns of expression
- ❖ To acquire adequate skills to use grammatically correct structures which in turn would promote effective writing.

UNITS

UNIT –I SENTENCE STRUCTURE (15 HRS)

Sentence fragment

Comma splice

Run-together sentence

UNIT –II CONCORD AND PRONOUNS (16HRS.)

Faulty agreement

Faulty reference of pronouns.

UNIT –III PRONOUN SHIFTS (16HRS.)

Shifts in Point of view: mixed constructions and misplaced parts.

UNIT –IV DANGLING MODIFIERS

(18HRS)

Dangling constructions, Omissions, Incomplete and Illogical comparisons.

UNIT–V WRITING MODELS

(25HRS.)

Evaluating a text

Paraphrasing

Note-making

Proof reading symbols

Editing

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

Writing Research Papers-Blog Writing-Travelogue-Effective Article Strategies-Creative Writing-Competitive Examinations

REFERENCES:

TEXT BOOKS

1. Glenn Leggett. C. David Mead & William Charvat. *Essentials of Grammar and Composition*. New Delhi: Prentice-Hall of India Pvt. Ltd., 1988.
2. Bailey, Stephen. *Academic Writing, A Practical Guide for Students*. London: Routledge Falmer, 2006.

REFERENCE BOOKS:

1. Gower, Roger. *Grammar in Practice*. Cambridge: Cambridge University Press, 2002
2. Pink, Alderton M. and S.E. Thomas. *English Grammar and Composition and Correspondence* (chap.8). London: Donnington Press, 1974.

WEB REFERNCES :

1. <https://www.britishcouncil.in/library/collection/study>
2. <https://www.cambridge.org/us/academic/reference>

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	frame grammatically correct sentence structures
CO 2	examine and revise faulty constructions
CO 3	understand the usage of pronouns
CO 4	identify and avoid dangling constructions
CO 5	evaluate and edit a text

II B.A ENGLISH
SEMESTER –IV

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
USEN	19W4AC4	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700- 1955)	ALLIED	5	5

COURSE DESCRIPTION

The course titled SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700-1955) provides an extensive and comprehensive range of knowledge pertaining to the history of English Literature and the social history of England and their impact upon each other.

COURSE OBJECTIVES

- The course emphasizes the need to understand the social history that strengthens the learners' understanding of Literature.
- The course traces the chronological evolution of British Literature.

UNITS

UNIT -1 (1700 – 1745)

(15 HRS)

1. The Agrarian Revolution
2. The Industrial Revolution
- 3. The Methodist Movement (Self-Study)**
4. The Age of Pope (1700 -1745): Verse
5. The Age of Pope: Prose and the Drama

Unit – II (1775 – 1798)

(15 HRS)

1. Other Humanitarian Movements
2. The War of American Independence

3. England and Ireland (Self-Study)

4. The Age of Johnson (1745 - 1798): General Prose

5. The Age of Johnson: The Novel

6. The Age of Johnson: Verse

Unit – III (1789 – 1832)

(16 HRS)

1. Effects of the French Revolution

2. The Reform Bills (Self-Study)

3. The Age of Wordsworth (1798 - 1832): The Older Poets

4. The Age of Wordsworth: The Younger Poets

5. The Age of Wordsworth: General Prose

6. The Age of Wordsworth: The Novel

Unit – IV (1837 – 1887)

(15 HRS)

1. The Victorian Age

2. Development of Education in the Victorian England

3. The Age of Tennyson (1832 - 1887): Verse

4. The Age of Tennyson: General Prose

5. The Age of Tennyson: The Novel

Unit – V (1942 – 1955)

(11 HRS)

1. The World Wars and Social Security

2. Means of Transport and Communication (Self-Study)

3. The Age of Hardy (1887 - 1928)

4. The Present Age (1930 - 1955)

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

[3 HRS]

1. The Political scenario of England

2. The present Social condition

3. Climate Talk: The Political sustainability of Climate Policy

4. Preparation for NET and Other Competitive Exams

REFERENCES:

TEXT BOOKS:

1) Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.

2) Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

3) Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.

Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.

4) Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.

5) Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.

6) Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.

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

8) Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

COURSE OUTCOMES

On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	describe the culture of the English society and perspectives of the British writers of different ages
CO 2	classify and categorize the various movements and high points in literature and history
CO 3	identify the reasons for developments in the social and literary scenario
CO 4	comprehend the socio-political events that facilitate the good understanding of literature
CO 5	create a scrap book for a thorough preparation for NET/SET examination

II B.A ENGLISH
SEMESTER –IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CREDITS
USEN	19W4SB2	ORAL PRESENTATION SKILLS	SKILL BASED	2	2

COURSE DESCRIPTION

The course titled ORAL PRESENTATION SKILLS is designed to provide the learners with the basic stylistic and professional skills to acquire job opportunity.

COURSE OBJECTIVES

- The course intends to explain the techniques and types of presentation skills.
- The course equips students with required skills to become competent as per the demands of the current job market.

UNITS

UNIT –I INTRODUCTION (6HRS)

Methods -vocal aspects & non-vocal aspects

UNIT –II AUDIENCE (6HRS)

Analysis and body language

UNIT –III LANGUAGE (6 HRS)

Usage -Importance, accuracy & pitfalls

UNIT –IV MEDIA (6 HRS)

Media presentations- RJ & T.V anchoring

UNIT –V TYPES & STRATEGIES**(6HRS)**

Informative presentation , persuasive, presentation group presentation, interviews

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

Demonstration of various media presentations

REFERENCES:

1. Booher, Diana. *E-writing: 21st Century Tools for Effective Communication*. Macmillan, 2007.
2. Bradbury, Andrew. *Successful Presentation Skills*. Kohan Page Pvt.Ltd.2002Van Emden, Joan and Lucida Becker. *Presentation skills for Students*. Palgrave Macmillan,2009
3. Mohan, Krishna and Meera Banerjee. *Developing Communication Skills*.ed.2. Macmillan, 2009.
4. Osborn, Michael and Suzzane Osborn. *Public Speaking*.ed.6. Biztanta,2005.
5. Stanton, Nicky. *Mastering Communication*. ed.3. Palgrave,1996.
6. Wainwright, Gordon. *Body Language*. Cox and Wyman Ltd., 2009.

WEB REFERNCES :

CDs: *Communicate! Learn Powerful CDs: Body Language: The Best Guide for Non-verbal Communication*. Chennai: Satvat Infosol, www.satvat.itstore.com

1. 21 Steps to Personality Development. Mumbai, SPSOFT. May 2005.
2. *Presentations and Public Speaking*. Mumbai, V3interactive pvt. Ltd.,
3. www.v3interactive.co.in. Jan 2009communication skills. Mumbai, Midisoft, www.v3i.in.
4. *Art of Public Speaking*. Mumbai, Dove Multimedia Pvt. Ltd.

5. COURSE OUTCOMES

6. On the successful completion of the course, students will be able to:

NO.	COURSE OUTCOMES
CO 1	enrich their communication skills
CO 2	build self –confidence to make stage presentations
CO 3	apply the skills to procure viable career opportunities
CO 4	utilize the skills acquired to increase their self-employability

CO 5

develop their creativity to excel in media

**III B.A. ENGLISH
V SEMESTER**

**W5CC9 – SHAKESPEARE
(From 2018 onwards)**

HRS/WEEK: 7

CREDITS: 6

GENERAL OBJECTIVE:

- To expose the students to Shakespearean theatre and plays.

SPECIFIC OBJECTIVES:

At the end of the course, the students would be able to

- Appreciate the different types of Shakespearean plays.
- Acquire knowledge of the dramatic skills exemplified in his plays.

UNITS

UNIT I- INTRODUCTION TO SHAKESPEARE (15 Hours)

1. Shakespearean Sonnets
2. Shakespearean Theatre and Audience
3. Shakespeare's History Plays
4. Clowns & Fools in Shakespeare's plays
5. Shakespeare's Women
6. Salient features of Shakespeare's tragedies
7. Characteristic features of Shakespeare's Comedies (Self-Study)
8. Shakespeare's Soliloquies

UNIT II – TRAGEDY (24 Hours)

Macbeth

UNIT III - ROMANTIC COMEDY (22 Hours)

Twelfth Night

UNIT IV – TRAGIC ROMANCE (22 Hours)

Romeo and Juliet

UNIT V – HISTORY PLAY –(22 Hours)

Henry IV – Part I

TEXT BOOKS

Shakespeare's - *Macbeth*
Twelfth Night
Romeo and Juliet
Henry IV – Part I

REFERENCE BOOKS

1. Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre*. New Delhi: Dominant Publishers and Distributors, 2007.
2. Greenhill, Wendy and Paul Wignall. *Shakespeare: Man of the Theatre*. Oxford: Reed Educational and Professional Publishing Ltd., 2000.
3. Grene, Nicholas. *Shakespeare's Tragic Imagination*. London: Macmillan Press Ltd, 1992.
4. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India Ltd., 2007.
5. Peter, Succo. *Shakespeare's English Kings: History, Chronicle and Drama*. New York: OUP, 1977.

III B.A. ENGLISH
V SEMESTER
W5CC10 - WORLD LITERATURE IN TRANSLATION
(From 2018 onwards)

HRS/WEEK: 7

CREDITS: 6

GENERAL OBJECTIVE:

- ❖ To expose students to representative pieces from World's Classics available in translation.

SPECIFIC OBJECTIVE:

After the completion of the course, the students will be able to

- ❖ appreciate world's best literary works.
- ❖ understand literatures of diverse culture and language.
- ❖ acquire knowledge of the varied literary forms and techniques adopted by the writers with different socio-cultural milieu

UNITS:

UNIT 1: POETRY

-17 Hrs.

1. Wei - "A Young Soldier on Service" (Chinese)
2. Callimachus - "Heraclitus" (Greek)
3. Confucius - "Song of the Plantain Gatherers" (Chinese)
4. Anacreon - "Defiance of Age" (Greek)
5. Kwei - "The wish of an unhappy man" (Ghana)
6. Thiruvalluvar - *Thirukurral*- Veracity- 30: 1-5 couplets (Tamil)
7. Haiku Poems (Japanese)
 1. "Grasses Wilt" by Yamaguchi Seishi
 2. "Blowing from the West" by Yosa Buson
 3. "From Time to Time" by Matsuo Basho

UNIT II: PROSE:

- 16 Hrs.

1. Noah and the flood- Chapter from the Old Testament (pg.415) - (Hebrew)-2pgs
2. Sermon on the Mount- Chapter from the New Testament King James Version (Chapter 5-7) -5pgs
3. On the benefits of being Silent (1-10) – Sadi, Trans. By James Ross (Persian)- 1pg

UNIT III: DRAMA

- 16 Hrs.

1. Kalidasa- *Sakuntala* (Sanskrit)

UNIT IV: FICTION

- 16 Hrs.

1. Taslima Nasrin - *Lajja* (Bangla Deshi)

UNIT V: SHORT STORY (Self Study)**- 10 Hrs**

1. Premchand - "The Voice of God"(Indian)
2. Guy De Maupassant - "Timbuctoo" (French)

PRESCRIBED PIECES TAKEN FROM:

- Brown, S. Calvin, Edwin M. Everett, Rober L. Harrison. eds. *Masterworks of World Literature*. New York: Holt, Rinehar and Winston, Inc. 1970.
- Cunliffe, John W. and Ashley H. Thorndike. *Scandinavian and Slavonic Literature*. New Delhi: Cosmo Publications, 2008.
- Gottheil, Richard J.H. and Epiphanius Wilson. *Oriental Literature*. Volumes II and IV. New Delhi: Cosmo Publications, 2008.

REFERENCE BOOK:

- Khatri, C.L. *World Literature in English*. Book Enclave: Jaipur, 2006.

III B.A. ENGLISH
V SEMESTER
W5CC11 – TWENTIETH CENTURY LITERATURE
(From 2018 onwards)

HRS/WEEK: 7

CREDITS: 6

GENERAL OBJECTIVE:

- To acquaint the students with the writers and thinkers whose works evinced radical changes and presented the complex spirit of the modern age

SPECIFIC OBJECTIVES:

After the completion of the course, the students will be able

- to comprehend the socio-political spirit of the modern era
- to appreciate the experimentation in literary form and content
- to understand the changing literary scenario and the introduction of various isms
- to read and appreciate the new type of novel (Dystopia)
- to enjoy the newness in language

UNITS

UNIT I - POETRY

- | | | | |
|----|-----------------|---|--------------------------------|
| 1. | W.B. Yeats | - | "Easter 1916" |
| 2. | W. H. Auden | - | "The Unknown Citizen" |
| 3. | T.S. Eliot | - | "The Hollow Men" |
| 4. | Isaac Rosenberg | - | "Break of Day in the Trenches" |
| 5. | Philip Larkin | - | "Deceptions" |
| 6. | Ted Hughes | - | "Vampire" |

UNIT II - PROSE

- | | | | |
|----|------------------|---|---------------------------------------|
| 1. | Robert Lynd | - | "On Forgetting" |
| 2. | A.G. Gardiner | - | "On Saying Please" |
| 3. | E.V. Lucas | - | "Tight Corners" |
| 4. | E.M Forster | - | "Tolerance" |
| 5. | Bernard Shaw | - | "How I Became a Public Speaker" |
| 6. | Bertrand Russell | - | "In Praise of idleness" (Part I only) |

UNIT III - DRAMA

- | | | | |
|----|----------------|---|--------------------------|
| 1. | Samuel Beckett | - | <i>Waiting for Godot</i> |
|----|----------------|---|--------------------------|

UNIT IV- NOVEL

- | | | | |
|----|-----------------|---|---------------------------|
| 1. | Anthony Burgess | - | <i>A Clockwork Orange</i> |
|----|-----------------|---|---------------------------|

UNIT V - SHORT STORY

1. D.H.Lawrence - “Odour of Chrysanthemums”
2. Katherine Mansfield - “Marriage À La Mode (1921)” (SS)

TEXT BOOKS

1. Burgess, Anthony. *A Clockwork Orange*. UK: Penguin Publishers, 1972.
2. Blackey, J. *Waiting for Godot*. Canada: Coles Pub. Company, 1973.

REFERENCE BOOKS:

1. Couto, Maria. *Graham Greene: On the Frontier, Politics and Religion in the Novels*, Chennai: Macmillan, 1990.
2. Dobree, Bonamy. *Modern Prose Style*. New Delhi: Galgotia Pvt. Ltd., 1964.
3. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers and Distributors, 2000.
4. Langbaum, Robert. *The Modern Spirit: Essays on the Continuing of Nineteenth and Twentieth Century Literature*. New Delhi: Oxford University Press, 1970.
5. Myles, Nita. *Twentieth Century English Novelists*. New Delhi: Kanishka Publishers, 2001.
6. Ward, A.C. *Twentieth Century Prose 1940-1960*. London: G.Bell and Song, 1962.
7. Whalen, Terry. *Philip Larkin and English Poetry*. Hong Kong: Macmillan, 1986.

**III B.A. ENGLISH
V SEMESTER
W5ME1 – CANADIAN LITERATURE
(From 2018 onwards)**

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVE:

- The students will get a purview of Canadian Literature and its various features and techniques

SPECIFIC OBJECTIVES:

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

- Get an insight of the trends and techniques of the Canadian Literary World.
- Understand the themes and social issues that prevail in Canada.
- Understand the different cultural norms practised by the various communities in Canada.
- Evaluate the representative pieces to get a wide spectrum of emerging patterns in Canada.
- Develop a critical acumen of the social framework.

UNITS:

UNIT I – POETRY

- | | | |
|--------------------------|-------------------------------|--------------|
| 1.E.J. Pratt | - “Brebeuf and his Brethren” | |
| 2.Margaret Atwood | - “Journey to the Interior” | |
| 3.P.K. Page | - “First Neighbours” | |
| 4. Robert Kroetsch | - “I am Getting Old Now” | |
| 5.Duncan Campbell Scott | - “A Prairie Water Colour” | (Self Study) |
| 6. Emily Pauline Johnson | - “A Cry from an Indian Wife” | |

UNIT II – PROSE

- | | | |
|--------------------------|--|--------------|
| 1. Margaret Atwood | - From “ <i>Survival : A Thematic Guide to Canadian Literature</i> ”- pages : 359-362. | |
| 2. Catherine Parr Traill | - From “ <i>Backwoods of Canada</i> ”- pages 314-319 | (Self Study) |
| 3. Rudy Wiebe | - Where is the Voice Coming From? | |

UNIT III – DRAMA

- | | | |
|--------------------|---------------------------|----|
| Drew Hayden Taylor | - <i>The Berlin Blues</i> | 1. |
|--------------------|---------------------------|----|

UNIT IV – NOVEL

- | | | |
|---|-------------|-----------------------|
| 1 | Lee Maracle | - <i>Celia's Song</i> |
|---|-------------|-----------------------|

UNIT V – SHORT STORY

1. Margaret Laurence - “The Loons”
2. Alice Munroe - “Face”

TEXT BOOKS

Selections from:

1. Theme, John. *The Arnold Anthology of Post Colonial Literatures in English*. Arnold, 1996.
2. Maracle, Lee. *Celia’s Song*. Toronto, Ontario: Cormorant Books, 2014.
3. Taylor, Hayden Drew. *The Berlin Blues*. Vancouver: Talonbooks, 2007.

REFERENCE BOOKS

1. Dhawan, R.K., ed. *Canadian Literature Today*. New Delhi: Prestige Books, 1995
2. Nair, Ramachandran&Snehaprabha ed. *Canadian Studies: New Perspectives*. New Delhi:Creative Books, 1998.
3. Pandey, Sudhakar. *Perspectives on Canadian Fiction*. New Delhi: Prestige Books, 1993
4. Parameswari, D.ed. *Politics of Survival Studies in Canadian Literature*. New Delhi: Jane Publishers, 1999

III B.A. ENGLISH
V SEMESTER
W5ME2 - AUSTRALIAN LITERATURE
(From 2018 onwards)

HRS/WEEK: 5

CREDITS: 5 GENERAL

OBJECTIVES:

- Australian literature is an emerging literature and it has a place at international level. The aim of this introductory course is to introduce the students to the historical, social, political & cultural background of Australia through the prescribed literary pieces.

SPECIFIC OBJECTIVE:

At the end of the Course, the Students should have gained

- Knowledge the atrocities done to the natives and nature by the British.
- Read the works written by native writers
- Adequate knowledge of the various trends and themes of Australian Literature.
- The students should be confident enough to take up Australian Writers for research.

UNITS

UNIT –I- POETRY

- | | | |
|----------------------|---|--------------------------|
| 1. Kath Walker | - | We are going |
| 2. A. D. Hope | - | Australia |
| 3. A. Banjo Paterson | | The man from snowy river |
| 4. Bruce Dawe | - | Home Coming |
| 5. Shaw Neilson | - | Stony Town |

UNIT – II -PROSE

- | | | |
|------------------|---|--|
| 1. Judith Wright | - | Whose country is it anyway? |
| | | The landless people and their right to land. |
| 2. Fiona Capp | - | Introduction to <i>My Blood's Country</i> |

UNIT –III- DRAMA

- | | | |
|------------|---|--------------------------------|
| Ray Lawler | - | Summer of the Seventeenth Doll |
|------------|---|--------------------------------|

UNIT – IV- NOVEL

- | | | |
|---------------|---|------------------------|
| Patrick White | - | <i>The Tree of man</i> |
|---------------|---|------------------------|

UNIT – V -SHORT STORY

- | | | |
|-----------------|---|-------------------|
| 1. Henry Lawson | - | The Drover's Wife |
| 2. Tim Winton | - | Neighbours |

TEXT BOOK:

1. Patrick White

The Tree of man

REFERENCE BOOKS:

1. Ashcraft, Bill, Gareth Griffiths & Helen Tiffin. *The Empire Writes Back*. London: Routledge, 2003.
2. Capp, Fiona, *My Blood's Country*. Australia: Allen&Unwin 2010.
3. Dhawan, R.K. *Australian Poetry and Fiction*. New Delhi: Prestige, 1997.
4. Dhawan, R.K. ed. *Multiculturalism in Australian Literature*. New Delhi: Prestige, 2004.
5. Dhawan, R.K & David Kerr. *Australian Literature Today*. New Delhi: Indian Society for Commonwealth Studies, 1993.
6. Driesen, Cynthia Vanden & Adrian Mitchell, eds. *New Directions in Australian Studies*. New Delhi: Prestige, 2000.
7. Rani, Suneetha. *Australian Aboriginal Women's Autobiographies*. New Delhi: Prestige, 2007.
8. Thieme, John. ed. *The Arnold Anthology of Post-Colonial Literatures in English*. New York: OUP, 2000.
9. Trikha, Pradeep. *Delphic Intimation: Dialogues with Australian Writer and Critics*. New Delhi: Sarup&Sons, 2007.
10. Vanden, Cynthia, Ralph Crane. ed. *Diaspora - The Australian Experience*. New Delhi: Prestige Books, 2005.
11. Wright, Judith. *Born of Conquerors* Canberra :Aboriginal Studies Press 1991.

III B.A. ENGLISH
V SEMESTER
W5SB3 – ENGLISH LANGUAGE TEACHING - I
(From 2018 onwards)

HRS/WEEK: 2

CREDITS: 2

GENERAL OBJECTIVE:

- To acquaint the students with the necessary skills in the teaching of English Language

SPECIFIC OBJECTIVES:

After the completion of the course, the student will be able to

- To develop critical understanding of different methods of language learning and teaching
- To equip learners with the four language skills
- To familiarise them with the essentials to meet the demands of digital learners

UNITS:

UNIT I

1. English in India. (SS)
2. Methods and Approaches in English Language Teaching.

UNIT II

1. Teaching Language Skills.
i) Listening ii) Speaking

UNIT III

1. Teaching Language Skills.
iii) Reading iv) Writing

UNIT IV

1. Teaching Aids. (SS)
2. Planning a Lesson.

UNIT V

1. Teaching Practice

TEXT BOOKS:

Photocopies of chapters from the following books.

1. Baruah, T. C. *The English Teacher's Handbook*. 3rd edition. New Delhi: Sterling Publisher Pvt Ltd. 2004. P. 1 – 15.
2. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*. New Delhi: Orient Longman, 2004. Pg. 218 – 231, 347
3. Venkadeswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House Pvt Ltd., 2014. Pg. 74 – 119, 172 – 182.

REFERENCE BOOKS:

1. Doff, Adrian. *Teach English: A Training Course for Teachers*. UK: Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. Chennai: T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press, 2009.

III B.A. ENGLISH
V SEMESTER
W5SB4 – JOURNALISM - I
(From 2018 onwards)

HRS/WEEK: 2

CREDITS: 2

GENERAL OBJECTIVE:

- To give the students practical skill based training in various skills relevant to the print media that would enable them take up a career in Journalism

SPECIFIC OBJECTIVES:

At the end of the course the students would have

- got knowledge on the basics of Journalism
- mastered specific skills related to – reporting & journalistic writing.
- learnt how to write headlines
- acquired knowledge about different types of stories
- learnt the skills required to edit reports and other stories

UNITS:

UNIT I – Introduction – (6 hours)

1. Introduction to Journalism - (*Mass Communication in India* p. 61-64)
2. Understanding News – (*Fundamentals of Reporting and Editing* – p. 1-11)
3. Types of News - Hard/Soft News (*Fundamentals of Reporting and Editing*– p. 19-25)

UNIT II – Report Writing - (6 hours)

4. Inverted Pyramid (p. 28-32)
 5. The Five Ws (p. 32)
 6. Types of Leads (32-37)
- (Material for this Unit selected from *Fundamentals of Reporting and Editing*)

UNIT III – Headlines – (6 hours)

7. Headlines–Functions & Features (p. 321- 325)
 8. Writing Headlines – (338 – 340)
 9. Rules & Principles of Headline Writing – (340 – 348)
- (Material for this Unit selected from *Fundamentals of Reporting and Editing*)

UNIT IV – Writing Stories – (6 hours)

10. Personals & Briefs (*Fundamentals of Reporting and Editing* – p. 118-123)
11. Fillers & Speeches (*Fundamentals of Reporting and Editing* – p.124 - 127)
12. Review of Books and Films (*Multimedia Journalism: A Practical Guide* - p. 378-380)

UNIT V – Editing – (6 hours)

13. Introduction to Editing (p. 278 – 280)
14. Editing Job (p. 282 – 284)

15. Editor's choice of words – (p. 296 – 298) (Include lot of editing tasks)
(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

TEXT BOOKS:

Material compiled by the Department - taken from the following books:

1. Bull, Andy. *Multimedia Journalism: A Practical Guide*. Routledge, 2016
2. Kumar J, Keval. *Mass Communication in India*. New Delhi: Jaico Publishing House, 2011.
3. Saxena, Ambrish. *Fundamentals of Reporting And Editing*. New Delhi: Kanishka Publishers, 2016

REFERENCE BOOKS:

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.
4. Parthasarathy, Rengaswami *Basic Journalism*. New Delhi : Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: Pusthak Mahal, 2000.
6. Shamsi, Nayyar. *Journalism : The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.
7. Whitaker W. et.al. *Media Writing*. 3rd Edition. New York: Routledge, 2009.

III B.A. ENGLISH
VI SEMESTER
W6CC12 – AMERICAN LITERATURE
(From 2018 onwards)

HRS/WEEK: 6

CREDITS: 5

GENERAL OBJECTIVE:

- To provide an exposure to American Literature, culture and civilization.

SPECIFIC OBJECTIVES:

At the end of the course, the students would be able to

- Understand and appreciate the varieties of style of writers in American Literature. and explore the literary strategies
- Appreciate the salient features of American Literature and understand its difference.

UNITS

UNIT- I-POETRY (20 Hours)

1. Edgar Allan Poe - "The Raven"
2. Walt Whitman - "Crossing Brooklyn Ferry"
3. Emily Dickinson - "A Bird Came down the Walk"
4. Robert Frost - "Mending Wall"
5. Wallace Stevens - "Emperor of Ice-Creams"
6. Leslie Marmon Silko - "Ceremony Poem"
7. Sherman Alexie - "Grief Calls Us to the Things of this World"
8. Pat Mora - "Old Love"
9. Octavia Paz - "Wind, Water, Stone"

UNIT- II-PROSE (20 Hours)

1. Henry David Thoreau - "Where I Lived and What I Lived For"
2. Edgar Allan Poe - "The Philosophy of Composition"

UNIT- III-DRAMA (15 Hours)

Thornton Wilder - *Our Town*

UNIT –IV-NOVEL (15 Hours)

Ernest Hemingway - *A Farewell to Arms*

UNIT -V-SHORT FICTION (5 Hours)

1. Henry James - *The Turn of the Screw*
2. O. Henry - *The Ransom of the Red Chief* (**Self-study**)

TEXT BOOKS:

1. *The Heath Anthology of American Literature* Vol.I & II. Toronto: D.C.Heath and Company, 1990. .
2. *The Norton Anthology of American Literature* 2 Vols. 5th Ed. New York: W.W. Norton & Company, 1998.

REFERENCE BOOKS

- 1 Barbour, Scott, ed. *American Modernism*. San Diego: Green Haven Press Inc., 2000.
2. Bordman, Gerald. *Oxford Companion to American Theatre*. Oxford: Oxford University Press, 1992.
3. Hart, James David. and Philip Leininger, eds. *The Oxford Companion to American Literature*. 6th ed. Oxford University Press, 1995.
4. Howard, Leon. *Literature and the American Tradition*. New York: Eurasia Publication, 1960.
5. Lawrence, David Herbert. *Studies in Classic American Literature*. England: Penguin Books Ltd, 1971.
6. Narasinhaiah, C.D. ed. *Student's Handbook of American Literature*. Knonni- travancore: Kalyani Publishers, 1972.
7. Oliver, Egbert.S. *Studies in American Literature: Whitman, Emerson, Melville and Others*. New York: Eurasia Publication, 1971.
8. Spiller, Robert. *The cycle of American Literature – An Essay in Historical Criticism*. New Delhi: BPB Publications, 1956.

III B.A. ENGLISH
VI SEMESTER
W6CC13 - WOMEN IN LITERATURE
(From 2018 onwards)

HRS/WEEK: 5

CREDITS : 5

GENERAL OBJECTIVE:

- To interpret the multi-dimensions in women's writings and to sensitize the learners about the various levels of oppression and gender issues.

SPECIFIC OBJECTIVES:

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

- be aware of the various issues related to women across the world
- understand the patriarchal framework at different levels
- gain confidence to meet the challenges of society

UNITS

UNIT – I – POETRY

- | | |
|----------------------|--------------------------------|
| 1. Roula Pollard | - "We, Women of Enlightenment" |
| 2. Perna Bakshi | - "Gone and Buried" |
| 3. Taslima Nasrin | - "Border"uried |
| 4. Ursula Fan Thorpe | - "Mother- in- law" |
| 5. Mary Gilmore | - "Eve Song" |
| 6. Margaret Atwood | - "This is a Photograph of Me" |

UNIT – II - PROSE

- | | |
|---------------------|--|
| 1. Elaine Showalter | - "Towards A Feminist Poetics" |
| 2. Hellen Keller | - "Optimism within" from <i>Optimism :an Essay</i> |

UNIT – III - NOVEL

- | | |
|--------------------------|--------------------------|
| Chimamanda Ngozi Adichie | - <i>Purple Hibiscus</i> |
|--------------------------|--------------------------|

UNIT – IV - DRAMA

- | | |
|---------------|-------------------------------------|
| Muthal Naidoo | - <i>Flight from the Mahabarath</i> |
|---------------|-------------------------------------|

UNIT – V SHORT STORIES

- | | |
|-------------------|------------------------------|
| 1. Amrita Pritam | - "Wild Flower" (Self study) |
| 2. Louise Erdrich | - "Scales" |

TEXT BOOKS

1. Adichie, Chimamanda Ngozi. *Purple Hibiscus*. Newyork: Workman Publishing Company, 2003.
2. Keller, Hellen. *Optimism: an Essay*. Newyork: T. Y. Crowell and company, 1903.
3. Naidoo, Muthal. "Flight from the Mahabarath". Ed. Kathy A. Perkins. *Black South African Women: An Anthology of Plays*. Newyork: Routledge, 1998.
4. Copies of prescribed poems, prose piece and short stories.

REFERENCE BOOKS

1. Erdrich, Louise. *Love Medicine*. Newyork: Harper Collins, 1984.
2. Gupta, Monika (Ed.) *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers and Distributors, 2000.
3. Hooks, Bell. *Feminist Theory: From Margin to Center*. London: Pluto Press, 2000.
4. Sarris, Greg , Connie A. Jacobs & James R.Giles Ed *Approaches to Teaching the Works of Louise Erdrich*. The Modern Language Association of America Newyork:2004.
5. Singh,R.P. *Select Voices from Africa and Asia : New Literatures in English*.Jaipur: Yking Books, 2016.
6. Whitson J., Kathy. *Encyclopedia of Feminist Literature*. London: Greenwood Publishing Group Inc, 2004.

**III B.A. ENGLISH
VI SEMESTER
W6CC14 - LITERARY CRITICISM
(From 2018 onwards)**

HRS/WEEK: 5

CREDITS: 4

GENERAL OBJECTIVES:

- To help the students understand the critical tradition and thereby develop critical sensibility
- To expose the students to the various critical trends.

SPECIFIC OBJECTIVES:

At the end of the course the students would have

- sharpened their critical sensibility
- varying perspectives towards literature.
- gained the ability to critically analyze literary works of art.

UNITS

UNIT I

[15 Hrs.]

1. "Classical, Medieval and Renaissance Criticism"
(English Literary Criticism and Theory: An Introductory History
– M.S. Nagarajan. Pgs 6 – 49)

UNIT II

[15 Hrs.]

1. "Neo-Classical, Romantic and Victorian Criticism."
(English Literary Criticism and Theory: An Introductory History
– M.S. Nagarajan. Pgs 51-103)

UNIT III

[15 Hrs.]

1. "Twentieth Century Criticism"
(Contemporary Literary Theory: A Student's Companion
– N. Krishnaswamy et al., Pgs 5-9) **(Self Study)**
2. "The Function of Criticism" – T.S. Eliot

UNIT IV

[15 Hrs.]

1. "Elder Olson – „Sailing to Byzantium”: Prolegomena to a Poetics of the Lyric"

UNIT V

[15 Hrs.]

1. "Approaches in Practice":
(i) "Young Goodman Brown": Id versus Superego" (A Handbook of Approaches to Literature – Wilfred L. Guerin et al., Pg. 41- 144)

Critical

- (ii) “Myth Criticism and the American Dream: Huckleberry Finn as the American Adam” (A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et.al., Pgs. 186- 191)
- (iii) “Frailty Thy Name is Hamlet: Hamlet and Women.” (A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et.al., Pg. 217-223)

TEXT BOOKS:

1. Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*.
2. Scott S. Wilbur. *Five Approaches of Literary Criticism*. New York: Macmillan Publishing Company, 1962.
3. Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*.

REFERENCE BOOKS:

1. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan Press Ltd., 1991
2. Das, Bijay Kumar. *Twentieth Century Literary Criticism*. NewDelhi: Atlantic Publishers & Distributors (P) Ltd., 2010.
3. Lodge, David. ed. *Modern Criticism and Theory: A Reader*. New York: Longman Inc., 1988.
4. Ramaswami S. & Sethuraman V.S., *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. – I & II. Madras: Macmillan India Ltd., 1986.
5. Waugh, Patricia. ed. *Literary Theory and Criticism: An Oxford Guide*. OUP, 2006.

III B.A. ENGLISH
VI SEMESTER
W6ME3 - ECOLOGICAL CONCERNS IN LITERATURE
(From 2018 onwards)

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVES:

- To sensitize and acquaint the students to the new and emerging Literature of ecological concerns in the present day scenario of ecological crisis.
- To augment scope for exploration and research in the New Literatures in English related to issues concerning environment through the prescribed literary pieces.

SPECIFIC OBJECTIVE:

After the completion of this course, the students will

- Cherish the ethos and ethics of ecology through literature and learn to preserve nature.
- Get exposed to innovative themes in Literature concerning ecological and environmental issues prevailing across the globe. .

UNITS

UNIT – I

[15 Hrs]

POETRY

1. The Holy Bible (NKJV) - PSALM 8
2. Alfred Lord Tennyson - Song of the Brook
3. Robert Bridges - Nightingales
4. Emily Dickinson - Nature, the Gentlest Mother
5. William Collins - Ode to Evening

UNIT –II

[18 Hrs]

PROSE

1. C.Raja Gopalachari - The Tree Speaks
2. R.L. Stevenson - A Night among the Pines
3. John Muir - My First Summer in the Sierra
(Chapter 7 - A Strange Experience)

UNIT –III

[14 Hrs]

NOVEL

- Ranjit Lal - *Small Tigers of Shergah* (Self Study)

UNIT – IV
SHORT STORY

[15 Hrs]

- | | |
|-------------------|--------------------------------|
| 1. Jean Giono | - The Man who Planted trees |
| 2. Dorris Lessing | - A Mild Attack of the Locusts |
| 3. John Steinbeck | - Chrysanthemums |

UNIT – V

[13 Hrs]

Ecological perspectives in the movie Avatar

TEXT BOOKS:

1. Lal, Ranjit. *The Small Tigers of Shergarh*. New Delhi : RST India Ink Publishing, 2006.
2. Green, David .Ed. *The Winged Word*. London: Macmillan, 1974.
3. Compiled Department copy of the text (for Units I, II, IV & V)

REFERENCE BOOKS:

1. Arun, Neerja & Saraswat, Rakesh. *Ecology and Literature: Global Perspective*. New Delhi: Creative Books, 2009.
 2. Driessen, Paul. *Eco-Imperialism: Green power Black Earth*. Washington: The Free Enterprise Press, 2003.
 3. Gadgil, Madhav & Guuha, Ramachandra. *The use and Abuse of Nature*. UK: Oxford University Press , 2000.
 4. Pepper, David. *Eco-Socialism from deep Ecology to social justice*. London: Routledge, 1993.
- Promm, Harold. *The Nature of being Human: from Environmentalism to consciousness*. Baltimore: John Hopkins University Press, 2009.

III B.A. ENGLISH
VI SEMESTER
W6ME4 – HUMAN RIGHTS THROUGH LITERATURE
(From 2018 onwards)

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVE: To sensitize the learners to the basic knowledge of human rights through literature

SPECIFIC OBJECTIVES:

At the end of this course, the learners would be able to

- comprehend the rights of human beings and realize the value of life
- understand the trauma of the victimized and act responsibly
- recognize the rights of women
- critically analyze the violation of the rights of ethnic communities and races
- identify the unique problems of indigenous communities and dalits

UNITS

UNIT I - POETRY

[20 HRS]

1. Yev Tushenko -“Babi yar”
2. Sojourner Truth -“Ain’t I a Woman”
3. Elizabeth Barrett Browning -“Cry of the Children”
4. Wole Soyinka -“Telephone Conversation”
5. Paul Laurence Dunbar -“We Wear the Mask”
6. David Rubardi -“A Negro Labourer in Liverpool”

UNIT II - PROSE

[15 HRS]

1. Anne Frank The diary of A Young Girl - Tuesday, 9 July 1942,
-Thursday, 3 February 1944
2. Malala Yousafzai - Nobel acceptance speech
1. Amitav Ghosh - Extract from *Countdown* (pg-1-7)

UNIT III - DRAMA

[10 HRS]

1. Dhina Mehta - *Brides are Not for Burning* (Self Study)

UNIT IV - FICTION

[20 HRS]

1. Shyam Selvadurai -*Funny Boy*

UNIT V –SHORT STORY

[10 HRS]

- | | | |
|----|----------------|-------------|
| 1. | Bama | -“Annachi” |
| 2. | Mahasweta Devi | -“Draupadi” |

TEXT BOOKS:

1. Bama. *Harum Scarum Saar and other Stories*. New Delhi: Women Unlimited, 2006.
2. Frank, Anne. *The Diary of a Young Girl*. Otto H Frank. Ed. New Delhi: Penguin Books India Pvt., Ltd.,1996.
3. Ghosh, Amitav. *Countdown*. New Delhi: Penguin Books India Pvt., Ltd.,1998.
4. Selvadurai, Shyam. *Funny Boy*. New Delhi: Penguin Books India Pvt., Ltd.,1994.
5. Copies of prescribed poems, drama and short stories.

REFERENCE BOOKS:

1. Barnes, Julian. *A History of the World in 10 Chapters*. New York: Vintage Books, 1989.
2. Joshi,S.C. *Human Rights-Concepts, Issues & laws*. New Delhi, Akansha Publishing House,2006.
3. Mill, JS. “From On Liberty and the Subjection of Women”. *The Norton Anthology of English Literature*. Vol 2. New York: Norton, 1986. 1044-1066.
4. Nirmal. CJ, *Human Rights in India: Historical, Social and Political Perspectives*. New Delhi: Oxford University Press, 2000
5. Perry, MJ. *The Constitution, the Courts and Human Rights*. Yale:Yale University Press,1982.

III B.A. ENGLISH
VI SEMESTER
W6ME5 – POSTCOLONIAL LITERATURE
(From 2018 onwards)

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVE

To acquaint the students with the new literatures which have been currently brought under the label “postcolonial”, and make them understand the “continuum of experience” of the colonial days and the impact of the colonizers on the various countries like Africa, Australia, Canada, Caribbean islands, New Zealand, and the various regions in Asia.

SPECIFIC OBJECTIVES

After the completion of the course, the students will be able to

- comprehend the changes in cultural discourses
- to identify the influence of indigenous cultures and languages
- appreciate the hybridization of cultures
- to study the different varieties of English language
- understand the meta narratives

UNITS

UNIT I POETRY - 14 Hrs

- | | |
|-----------------------------|---|
| 1. Henry Kendall | - “The Last of His Tribe” (Australia) |
| 2. Ben Okri | - “Edge of time Future” (Nigeria) |
| 3. Agha Shahid Ali | - “Postcard from Kashmir” (Kashmiri American) |
| 4. Mohammad Bin Haji Salleh | - “Do Not Say” (Malaysia) |
| 5. Allen Curnow | - “Landfall in Unknown Seas” (New Zealand) |

UNIT II PROSE – 13 Hrs

- | | |
|------------------|--|
| 1. Chinua Achebe | - “My Home under Imperial Fire” |
| 2. Sally Morgan | - “A Black Mother” (From <i>My Place</i>) |

UNIT-III DRAMA - 14 Hrs

- | | |
|-----------------|---------------------------------|
| 1. Athol Fugard | - <i>Sorrows and Rejoicings</i> |
|-----------------|---------------------------------|

UNIT – IV FICTION - 18 HRS

- | | |
|---------------|-----------------------------------|
| 1. Alan Paton | - <i>Cry, the Beloved Country</i> |
|---------------|-----------------------------------|

UNIT – V SHORT STORY- 16 Hrs

- | | |
|--------------------|-----------------------------|
| 1. Nadine Gordimer | - “Six Feet of the Country” |
| 2. Rohinton Mistry | - “Swimming Lessons” |
| | “Auspicious Occasion” (SS) |

REFERENCE BOOKS

1. Agarwalla, Shyam S. *The African Poetry & Drama*. New Delhi; Prestige, 2000.
2. Ashcroft, Bill et al. *The Empire Writes Back*. (2nd ed) London: Routledge, 2003.
3. Chrisman, Laura & Benita Parry. ed. *Post colonial Theory & Criticism*.
Cambridge: The English Association, 2000.
4. Cook, David. *African Literature*. London: Longman Group Ltd., 1980.
5. Edward, Justin D. *Post colonial Literature*. New Delhi: Macmillan, 2008.
7. Gandhi, Leela. *Post – Colonial Theory: A Critical Introduction*. London: Oxford UP, 2006.
8. Loomba, Ania. *Colonialism / Post Colonialism*. London: Routledge, 1998.
9. Parry, Benita. *Post colonial Studies: A Materialistic Critique*. New York: Routledge, 2004.
10. Roy, Arundhati. *The Shape of the Beast*. New Delhi: Penguin Books, 2008.
11. Thieme, John. ed. *The Arnold Anthology of Post-Colonial Literatures in English*. New York: OUP, 2000.
12. Walder, Dennis. *Postcolonial Literature in English: History, Language, Theory*. New York: Basil Blackwell, 2002.
13. Mistry, Rohinton. *Tales From Firozsha Baag*. London: Faber and Faber, 1987.
14. <https://hellopoetry.com/ben-okri/>

III B.A. ENGLISH
VI SEMESTER
W6ME6 – FOLK LITERATURE
(From 2018 onwards)

HRS/WEEK: 5

CREDITS: 5

GENERAL OBJECTIVE:

- The learners would be exposed to stories that have stood the test of time, which are culture specific and at the same time universal.

SPECIFIC OBJECTIVES:

After the completion of this course the students will be able to

- understand the various nuances of Folk Literature
- pick up core values embedded in them and rediscover the joy of reading.

UNITS:

UNIT I : Poetry

(13 Hrs)

1. "Song of the Earth" (A Navajo Song) - Anonymous
2. "Eagle Poem" (Muscogee) - Anonymous
3. "Cupid and Psyche"(Greek) - Thomas Bulfinch

UNIT II : Prose

(14hrs)

1. Sir James Frazer - The External Soul in Folk tales(from *The Golden Bough*. Pgs. 667- 678)
2. Vladimir Propp - Morphology of the Folk Tale.(from *Literary Theory: An Anthology*. Pgs 72- 75)

UNIT III: Drama

(18hrs)

1. Sophocles - *Oedipus Rex (The Three Theban plays)*

UNIT IV: Short Fiction

(14hrs)

Fairy Tales:

1. Grimm Brothers - Rumpelstiltskin.

Folk Tales :

2. "The Devil on Horseback" - Anonymous (Pakistani)
3. "The Three Questions" - Anonymous (Srilankan)
4. "The Fairies" - Anonymous (French)
5. "The Woman who came down from heaven" - Anonymous (Japanese)
6. "All God"s Chillen Had Wings" - Anonymous (African American)

Fables :

7. Aesop - "The Hare and the Tortoise"
8. Aesop - " The Ant and the Grasshopper"

UNIT V: Short Stories

(16hrs)

1. *The Panchatantra* (Self Study)

Book I:

- a) The duel between Elephant and Sparrow.(pgs 51- 53)
- b) The Heron that liked the Crab Meat. (pgs 63- 65)

Book II:

- a) The mice that set Elephants free (pgs 149 -150)
- b) Soft, the Weaver.(pgs 151-155)

Book III:

- a) How the rabbit fooled the elephant. (pgs 202- 205)
- b) The cat's judgement.(pgs 209-212)

Book IV:

- a) Flop-ear and Dusty.(pgs 240-243)
- b) How Supersmart ate the elephant. (pgs 244 – 246)

Book V :

- a) The lion Makers (pgs 255- 256)
- b) The Unforgiving Monkey (pgs 261- 265)

TEXT BOOKS:

1. Bulfinch, Thomas. *The Golden Age of Myth & Legend*. Wordsworth edition, 1993.
2. Swann, Brain. *Native American Songs and Poems*. Dover Publications,1996.
3. Sophocles: *The Three Theban Plays*
4. Parasuraman, Sunita. *The Panchatantra: Wisdom for Today from the timeless classic*. Jaico Publishing House, 2011.
5. Anderson, Hans. *Fairy Tales*. England: Wardlock Limited, 1987
6. Grimm, Brothers. *Fairy Tales*. Trans. Lucas, E.V., Luce Crane and Marian Edwards. Grosset & Dunlap publishers.

REFERENCE BOOKS:

1. Rivkin, Julie and Michael Ryan. eds. *Literary Theory: An Anthology*. Blackwell Publishing Ltd, 2004.
2. Sharma Vandhana. ed. *Studies in Myth, Orality and Folklore in World Literature*. Atlantic Publishers & Distributors (p) LTD, 2013.
3. Dorairaj, Joseph. A. *Myth and Literature*. Folklore Resources and Research Centre, 2003.
4. Campbell, Joseph. "Mythological Themes in Creative Literature and Art." *Myths, Dreams, and Religion*. Ed. Joseph Campbell.E.P.Dutton&Co.Inc,1970.

III B.A. ENGLISH
VI SEMESTER
W6SB5 – ENGLISH LANGUAGE TEACHING - II
(From 2018 onwards)

HRS/WEEK: 2

CREDITS: 2

GENERAL OBJECTIVE:

- To acquaint the students with the necessary skills in the teaching of English Language.

SPECIFIC OBJECTIVES:

After the completion of the course, the student will be able to

- use various teaching techniques
- develop various teaching skills.
- frame syllabus for remedial classes
- design course materials for remedial classes
- set question papers following standard question paper setting modules

UNITS:

UNIT I:

1. Teaching Grammar
2. Techniques of Teaching English (SS)

UNIT II

1. Teaching Vocabulary
2. Role of a Teacher (SS)

UNIT III

1. Syllabus Designing

UNIT IV

1. Testing

UNIT V

- Teaching Practice

TEXT BOOKS:

Photocopies of chapters from the following books.

1. McDonough Jo, et al. *Materials and Methods in ELT : A Teacher's Guide*. 3rd edition. UK: Willey Blackwell, 2013.
2. Sinha, Sidheshwar Dhari. *Pedagogical Linguistics*. New Delhi: Atlantic, 2010. Pg. 250 – 271.
3. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*. New Delhi: Orient Longman, 2004. Pg. 161 – 190.
4. Venkadeswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House Pvt Ltd., 2014. Pg. 135 – 154, 183 - 198.

REFERENCE BOOKS:

1. Doff, Adrian. *Teach English: A Training Course for Teachers*. UK: Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. Chennai: T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press, 2009.

III B.A. ENGLISH
VI SEMESTER
W6SB6 – JOURNALISM - II
(From 2018 onwards)

HRS/WEEK: 2

CREDITS: 2

GENERAL OBJECTIVE:

- To give the students practical skill based training in convergent journalistic skills that would enable them take up a career in the field of mass media.

SPECIFIC OBJECTIVES:

At the end of the course, the students would have

- got a fair idea of the skills required to get a career in the field of Journalism
- been trained in interviewing skills
- mastered specific skills related to use video material in journalism
- learnt basics of photography skills and picture composing
- acquired knowledge of basics of audio journalism

UNITS:

UNIT I – Introduction – (6 hours)

1. Introduction to Multimedia Journalism (- p. 188 – 189)
2. Skills required – Multimedia Tools (p.190 – 193)
3. Social media skills – (p. 193-198)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

UNIT II – Interviewing – (6 hours)

4. Personal Interview (*Fundamentals of Reporting and Editing* – p. 133-141)
5. Asking questions – (*Multimedia Journalism: A Practical Guide* – p. 230 - 232)
6. Difficult Interviews – (*Multimedia Journalism: A Practical Guide* - p. 232 – 234)

UNIT III – Graphics Reporting – (6 hours)

7. Information graphics – (p. 101-103)
8. Role of Graphics reporter – (p. 103 – 104)
9. Graphics Typology – (p. 104 – 120)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

UNIT IV – Video Journalism – (6 hours)

10. Photography Skills - Choice of camera & Visual composition (p. 79 – 87)
11. Composing Picture Series – (p. 97 – 98)
12. Video in a Converged Media Environment – (p. 128 – 134)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

UNIT V – Audio Journalism – (6 hours)

13. Writing for the Ear - (*Convergent Journalism: An Introduction* p. 121 - 122)
14. Presentation of Sound bites (*Convergent Journalism: An Introduction* p.123 - 126)
15. Audio Slideshows – (*Multimedia Journalism-* p. 291-295)


TEXT BOOKS:

Material compiled by the Department - taken from the following books:

1. Bull, Andy. *Multimedia Journalism: A Practical Guide*. Routledge, 2016
2. Filak, Vincent F. *Convergent Journalism: An Introduction – Writing and Producing Across Media*. Taylor & Francis Group, 2015
3. Saxena, Ambrish. *Fundamentals of Reporting and Editing*. Kanishka Publishers, 2016

REFERENCE BOOKS:

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001. Print.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.
4. Parthasarathy, Rengaswami *Basic Journalism*. New Delhi : Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: Pusthak Mahal, 2000.
6. Shamsi, Nayyar. *Journalism : The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.
7. Whitaker W et.al. *Media Writing*. 3rd Edition. New York: Routledge, 2009.


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