

**ANNA ADARSH COLLEGE FOR WOMEN**

**DEPARTMENT OF ENGLISH**

**BA ENGLISH**

**COURSE HANDOUT**

**2021-2022**

**LIST OF FACULTY**

1	Dr. Archana M Sardana, M.A, M.Phil, Ph.D
2	Dr. V. Meena Kumari, M.A, (Eng), M.A. (JMC), M.Phil, Ph.D
3	Mrs. R.V.Soupraja, M.A, B.Ed, M.PHIL
4	Mrs. K. Arulmozhi, M.A, M.Phil
5	Mrs. Mathangi Deepak, M.A, M.Phil, SLET
6	Dr. Baisakhi Mukherjee, M.A, M.Phil, Ph.D
7	Dr. Shamsun Sarika T.A, M.A, M.Phil, SET, Ph.D
8	Mrs.Rajalakshmi. M, M.A, M.Phil, M.H.R.M, SET
9	Dr. R. Vanitha, M.A, M.Phil, B.Ed, SLET, Ph.D
10	Dr.K. Srividhya, M.A, M.Phil, Ph.D
11	Dr. Sanghamitra Parhi, M.A, M.Phil, Ph.D
12	Mrs.T. Ulaganayaki, M.A, M.Phil, SLET
13	Dr. Chandreyee Sarkar Mitra, M.A, M.Phil, Ph.D
14	Dr. A.V.Joey, M.A, M.Phil, Ph.D
15	Dr. Nagarani D, M.A, M.Phil, Ph.D
16	Mrs.Sindhuja K.T, M.A, M.Phil, NET
17	Mrs. Aparna B, M.A, M.Phil, SLET
18	Mrs. K. Mary Elizabeth, M.A, M.Phil
19	Dr. Kavitha V, M.A, M.Phil, Ph.D

### SEMESTER I

Course Component	Name of the Paper	Credits	Instructional Hours	Max. Marks		Total
				Internal	External	
PART I	Language Paper -I	3	6	25	75	100
PART II	<b>BP2-ENG01-Communicative English I</b>	<b>3</b>	<b>3</b>	<b>50</b>	<b>50</b>	<b>100</b>
PART III	BEN-DSC01:British Literature-I	4	6	25	75	100
	BEN-DSC02:Shakespeare	4	5	25	75	100
	BEN-DSA01:Background to English Literature-I	5	6	25	75	100
PART IV	Basic Tamil / Adv. Tamil / * NME	2	-	25	75	100
	<b>BP4-EASS01-English for Arts and Social Sciences I</b>	<b>4</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>25</b>				

\*NME; Choose any one from other Department

### SEMESTER II

Course Component	Name of the Paper	Credits	Instructional Hours	Max. Marks		Total
				Internal	External	
PART I	Language Paper – II	3	6	25	75	100
PART II	<b>BP2-ENG02-Communicative English II</b>	<b>3</b>	<b>3</b>	<b>50</b>	<b>50</b>	<b>100</b>
PART III	BEN-DSC03:British Literature- II	4	6	25	75	100
	BEN-DSC04:Indian Writing in English	4	5	25	75	100
	BEN-DSA02:Background to English Literature – II	5	6	25	75	100
PART IV	Basic Tamil / Adv Tamil / NME*	2	-	25	75	100
	<b>BP4-EASS02-English for Arts and Social Sciences II</b>	<b>4</b>	<b>4</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>25</b>				

**\*NME; Choose any one from other Department**

**SEMESTER III**

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
Part I	Language - Paper III	3	6	25	75	100
<b>Part II</b>	<b>BP2-ENG03-Literary Appreciation</b>	<b>3</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>100</b>
Part III	BEN-DSC05:British Literature - III	4	6	25	75	100
	BEN-DSC06:Aspects of English Language-I	4	6	25	75	100
	BEN-DSA03:Background to English Literature – III	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies		Examination will be held in IV Sem.			
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>25</b>				

**SEMESTER IV**

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
Part I	Language Paper IV	3	6	25	75	100
<b>Part II</b>	<b>BP2-ENG04- Academic Writing</b>	<b>3</b>	<b>6</b>	<b>50</b>	<b>50</b>	<b>100</b>
Part III	BEN-DSC07:American Literature - I	4	6	25	75	100
	BEN-DSC08:Aspects of English Language – II	4	6	25	75	100
	BEN-DSA04:Background to European and American Literature	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies	2	-	25	75	100
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>27</b>				

### SEMESTER V

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
Part – III	BEN-DSC09:American Literature- II	4	6	25	75	100
	BEN-DSC10:World Classics in Translation	4	6	25	75	100
	BEN-DSC11:Aspects of English Language – III	4	6	25	75	100
	BEN-DSC12:Introduction to Literary Theory and Criticism	4	6	25	75	100
	BEN-DSE1A:Introduction to Journalism (or) BEN-DSE1B:English Language Teaching (or) BEN-DSE1C:Writing Skills for the New Media	5	6	25	75	100
Part –I V	Value Education	2	-	25	75	100
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>23</b>				

### SEMESTER VI

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
Part IV	BEN-DSC13:Postcolonial Literatures in English	4	6	25	75	100
	BEN-DSC14:Contemporary Literature	4	6	25	75	100
	BEN- DSC15:Indian Literatures in English	4	6	25	75	100
	BEN-DSE2A:Creative Writing (or) BEN-DSE2B:Women’s Writing (or) BEN-DSE2C:Literatures from the Margin	5	6	25	75	100
	BEN-DSE3A:Green Studies (or) BEN-DSE3B:Introduction to Translation Studies (or) BEN-DSE3C:Film and Literature	5	6	25	75	100
	Part V	Extension Activities	1			
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>23</b>				

## **B.A ENGLISH PROGRAMME SPECIFIC OUTCOMES**

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

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

### **I BA ENGLISH- SEMESTER- I**

HINDI-I- CLE1E

TAMIL-I -LA11A

FRENCH-I-CLK1S

**LZ11A-COMMUNICATIVE ENGLISH-I**

**CORE PAPER - AG21A: BRITISH LITERATURE- PAPER I**

**CORE PAPER - AG21B: SHAKESPEARE**

**ALLIED PAPER- AG31A: BACKGROUND TO ENGLISH LITERATURE-I**

**PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER – I**

**NAME OF THE STAFF: Dr. J. PADMAPRIYA**

**SUBJECT CODE: CLE1E**

**YEAR/SEMESTER: I YR/ I SEM**

#### **I. COURSE OBJECTIVES:**

**The objectives of the course is to sensitize the students -**

1. To the aesthetic and cultural aspects of literary appreciation and analysis.
2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.
3. To familiarize Official correspondence , General letter correspondence and technical words.
4. To motivate to demonstrate human value in different life situations

## PART-I - HINDI

(With effect from the Academic Year 2015-2016)

### I YEAR – I SEMESTER

#### PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

I. PROSE (Detailed Study) : HINDI GADHYA MALA  
Ed. by Dr. Syed Rahamathulla  
Poornima Prakashan, 4/7 Begum III Street  
Royapettah, Chennai – 14.

#### LESSONS PRESCRIBED :

1. Sabhyata ka Rahasya
2. Mitrata
3. Yuvavon sen
4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

#### II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures,  
Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution
8. Notice

BOOKS FOR

REFERENCE :

1. Karyalayeen Tippaniya :                      Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi :                      Dr. Syed Rahamathulla, Poornima Prakashan  
4/7, Begum III Street, Royapettah, Chennai – 14.

## UNITISED SYLLABUS

### UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words )

### UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C
4. Demi Official Letter
5. Administrative Terminology English to Hindi ( 25 Words )

### UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English ( 25 Words )

### UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi ( 25 Words )

### UNIT-V



1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English ( 25 words )

#### UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi ( 25 words )

- **COURSE OUTCOMES:**

1. Understanding the concept and importance of functional Hindi
2. Understanding various forms of functional Hindi and its usage according to its area of application
3. Knowledge about good civilization qualities and culture.
4. Knowledge about the importance of human values.

**பொதுத்தமிழ் - முதலாமாண்டு - முதற்பருவம் (FIRST SEMESTER)**

**SUBJECT CODE: LA11A**

**YEAR/SEMESTER: I YR/ I SEM**

**நோக்கும் சுற்றல் பயன்பாடும் (2020 - 2021)**

## Objective – Syllabus – Out come (2020 -2021)

### பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.
- தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.
- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்
- தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தல்.
- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.

- தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

## பாடத்திட்டம்

### பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

### அலகு - 1

#### மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப்பயணம்

#### புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம்  
அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி  
அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்

7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

### அலகு - 2

#### நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

### அலகு - 3

#### சிறுகதைகள்

1. கு.ப.ரா- கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச்செல்வன் - வெயிலோடு போய்
- 4.தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
- 5.அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

#### உரைநடை

- 1.இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

### அலகு - 4

#### நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

### அலகு -5

#### தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி -வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு

4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

### அலகு - 6

#### மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

#### கற்றலும் பயன்பாடும்:

- தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித்தேர்வுகளை எதிர்கொள்ளுவதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

#### பாடநூல்

சென்னைப்பல்கலைக்கழகம் (university of Madras)

- ❖ அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course

Part - I Tamil - For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. (2020 - 2021 onwards.)

- ❖ நாற்காலிக்காரர் - நா.முத்துசாமி
- ❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவியவை
- ❖ மொழிப்பயிற்சி

#### Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

**Common to all B.A / B.sc / B.com courses**

**Inst.Hrs : 4**

**YEAR: I SEMESTER**

**Foundation Course: Paper I - French I**

**SUBJECT CODE: CLK1S**

**YEAR/SEMESTER: I YR/ I SEM**

Title of the Paper : Prescribed text and grammar-I

Objectives

In teaching French we aim to

-provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France

-enable them to comprehend the nuances of the language so they are better equipped to express themselves in French

- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).

Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text : Not applicable

## **LZ11A-COMMUNICATIVE ENGLISH-I**

Subject: COMMUNICATIVE ENGLISH-I

Subject Code: LZ11A

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 90

### **COURSE OBJECTIVES:**

- To give English language skill practice to students to enhance their English proficiency.
- To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
- To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
- To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
- To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

### **SYLLABUS**

#### **Unit I**

Listening and Speaking

- a. Introducing self and others
  - b. Listening for specific information
  - c. Pronunciation (without phonetic symbols)
    - i. Essentials of pronunciation
    - ii. American and British pronunciation
    - iii.
2. Reading and Writing
- a. Reading short articles – newspaper reports / fact based articles
    - i. Skimming and scanning



- ii. Diction and tone
- iii. Identifying topic sentences
- b. Reading aloud: Reading an article/report
- c. Journal (Diary) Writing
- 3. Study Skills - 1
  - a. Using dictionaries, encyclopaedias, thesaurus
- 4. Grammar in Context:
  - Naming and Describing
  - Nouns & Pronouns
  - Adjectives

## **Unit II**

- 1. Listening and Speaking
  - a. Listening with a Purpose
  - b. Effective Listening
  - c. Tonal Variation
  - d. Listening for Information
  - e. Asking for Information
  - f. Giving Information
- 2. Reading and Writing
  - 1. a. Strategies of Reading:
    - Skimming and Scanning
  - b. Types of Reading
    - Extensive and Intensive Reading
  - c. Reading a prose passage
  - d. Reading a poem
  - e. Reading a short story
- 2. Paragraphs: Structure and Types
  - a. What is a Paragraph?
  - b. Paragraph structure
  - c. Topic Sentence

- d. Unity
- e. Coherence
- f. Connections between Ideas: Using Transitional words and expressions
- g. Types of Paragraphs
- 3. Study Skills II:
  - Using the Internet as a Resource
    - a. Online search
    - b. Know the keyword
    - c. Refine your search
    - d. Guidelines for using the Resources
    - e. e-learning resources of Government of India
    - f. Terms to know
- 4. Grammar in Context
  - Involving Action-I
    - a. Verbs
  - Concord

### **Unit III**

- 1. Listening and Speaking
  - a. Giving and following instructions
  - b. Asking for and giving directions
  - c. Continuing discussions with connecting ideas
- 2. Reading and writing
  - a. Reading feature articles (from newspapers and magazines)
  - b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
  - c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
- 3. Grammar in Context:
  - Involving Action – II

Verbals - Gerund, Participle, Infinitive

Modals

#### **Unit IV**

1. Listening and Speaking

a. Giving and responding to opinions

2. Reading and writing

a. Note taking

b. Narrative writing – writing narrative essays of two to three paragraphs

3. Grammar in Context:

Tense

Present

Past

Future

#### **Unit V**

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and writing

a. Reading diagrammatic information

– interpretations maps, graphs and pie charts

b. Writing short essays using the language of comparison and contrast

Grammar in Context: Voice (showing the relationship between Tense and Voice)

#### **COURSE OUTCOMES:**

- The course seeks to develop the students' abilities in grammar, oral skills, reading, writing and study skills

- Students will heighten their awareness of correct usage of English grammar in writing and speaking
- Students will improve their speaking ability in English both in terms of fluency and comprehensibility
- Students will give oral presentations and receive feedback on their performance
- Students will increase their reading speed and comprehension of academic articles
- Students will improve their reading fluency skills through extensive reading

### **AG21A: BRITISH LITERATURE- PAPER I**

**Subject: BRITISH LITERATURE- PAPER I**

**Subject Code: AG21A**

**Class: I B A ENGLISH**

**Semester: Odd (I)**

**Hours: 90**

#### **COURSE OBJECTIVES:**

- To introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English.
- To introduce prominent English writers and their styles from the sixteenth to the eighteenth Century

#### **SYLLABUS**

UNIT 1: Poetry (Detailed)

1.1 “My galley charged” Sir Thomas Wyatt

1.2 “Alas, so all things now” Henry Howard

1.3 “Tell me, thou skilful shepherd’s swain” Michael Drayton

1.4 “Not marble, nor the gilded monuments”: William Shakespeare (Sonnet 55)

1.5 “A Valediction: Forbidding Mourning” John Donne

1.6 “How soon hath time” John Milton

1.7 “The Pulley” George Herbert

1.8 “The Retreat” Henry Vaughan

UNIT 2: Poetry (Non-Detailed)

2.1 “Prothalamion” Edmund Spenser

(“CALM was the day...end my song” (Stanzas 1&2))

2.2 “Astrophel and Stella” Philip Sidney

(Sonnet XXXI: With how sad steps, O Moone, ...)

2.3 “Paradise Lost” (Book I - lines 1 - 83) John Milton

2.4 “The Garden” Andrew Marvel

UNIT 3: Prose (Detailed)

3.1 “On Revenge” Francis Bacon

3.2 “Of Studies” Francis Bacon

UNIT 4: Prose (Non-Detailed)

4.1 Book of Job: Prologue (chapters 1–2)  
and The Bible [King James Version]

UNIT 5: Drama (Detailed)

5.1 Doctor Faustus Christopher Marlowe

COURSE OUTCOMES:

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

- Understand the impact of social and historical events of 16th, 17th, and 18th centuries on English writers and their works
- Analyse the themes and styles in English poetry, prose and drama written in the Elizabethan and Jacobean Age
- Assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period

**Prescribed Texts:**

- i) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[ 1.1to 1.4]
- ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976.[1.5]
- iii) The Winged Word edited by David Green, Macmillian, 2016 edition.[ 1.6 to 1.8]
- iv) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[2.2]
- v) Paradise Lost Books 1 & 2 Edited by Vrinda Nabar. Orient BlackSwan Annotated Study Texts, 2011 edition [2.3]
- vi) Epic and Mock-Epic Anamika Chakraborty OUP.
- vii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C) Tenth Edition

**FURTHER READING** ( to be considered for internal assessment only)

- “The Flaming Heart” – Richard Crashaw
- “Another Grace for a Child” – Robert Herrick
- “Epithalamion” – Edmund Spenser
- “Faerie Queene” – Edmund Spenser
- “The Passionate Shepherd to His Love” – Christopher Marlowe
- “Definition of Love” – Andrew Marvell

“The Garden” – Andrew Marvell

“On Shakespeare” – John Milton

“Lycidas” – John Milton

“Easter Wings” – George Herbert

“Volpone” - Ben Jonson

### **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

English Poetry from the Elizabethans to the Restoration by Pramod K. Nayar. 2012.

Triumphal Forms: Structural Patterns in Elizabethan Poetry by Alastair Fowler.

Cambridge University Press, 2010.

Elizabethan Women and the Poetry of Courtship by Ilona Bell. Cambridge University Press, 2010.

The Birth of the Elizabethan Age: England in the 1560s (History of Early Modern England) by Norman L. Jones. Blackwell Publishers, 1995.

British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>

Poems for all the semesters with a detailed introduction to the author.

<https://www.poetryfoundation.org/>

Renaissance Love Poetry. <https://www.thoughtco.com/renaissance-love-poems-1788871>

Elizabethan Age. [https://www.ducksters.com/history/renaissance/elizabethan\\_era.php](https://www.ducksters.com/history/renaissance/elizabethan_era.php)

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

“Reading English : Why and How.” Dr. Sandie Byrne.

<https://www.youtube.com/watch?v=6xbBa-sy-Tc>.

Canterbury Tales. <https://www.youtube.com/watch?v=h0ZrBr9DOWA>.

John Bunyan. <https://www.youtube.com/watch?v=2ByKbrzm5gI>.

Edmund Spenser. <https://www.youtube.com/watch?v=rbpzer-OuQo>.

### **AG21B: SHAKESPEARE**

Subject: SHAKESPEARE

Subject Code: AG21B

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 90

#### COURSE OBJECTIVES:

- To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare
- To appreciate Shakespearean language and its influence in the making of modern English

#### SYLLABUS

##### UNIT 1: History

1.1 Henry IV Part 1 - [For Annotations: Act I-Scene 1; Act II Scene 4; Act III-Scenes 1&3; Act IV - Scene1; Act V Scene 4

1.2 Shakespeare's Histories - Historical Sources-Common Features- Language- Reflection of the English social class

##### UNIT 2: Comedy

2.1 Twelfth Night - [For Annotations: Act I - Scenes 1 & 2; Act II - Scenes 1& 4; Act III -Scene 2; Act IV - Scene 2] Act V - Scene 5]

2.2 Shakespearean Comedies - Sources- Common features- Comedy through language- Themes-Complex plots-Mistaken Identities- Fools and Clowns- Use of songs- Dramatic devices

##### UNIT 3: Tragedy

3.1 Macbeth - [For Annotations: Act I - Scenes 1, 3 & 5; Act 2 - Scenes 1& 2; Act III - Scenes 2 & 4; Act IV - Scene 1;Act V - Scenes 1& 8]

3.2 Shakespearean Tragedies - Sources-Elements of Shakespearean



Tragedies – Themes – Language-Dramatic  
aspects-Tragedy and Modern Dramatists

#### UNIT 4: Tragicomedy

4.1 The Tempest - [For Annotations: Act I - Scene 2;

Act 2 - Scene 2; Act III - Scene 1;

Act IV - Scene 1; Act V - Scene 1]

4.2 Shakespearean Tragicomedy - genre of play-dramatic elements- characters-  
Functions-Influence on the Romantics and on 19th & 20th century dramatists

#### UNIT 5: Shakespeare's Theatre

5.1 Playhouses and the Globe Theatre - Staging of the Play-Audience-Actors,  
Costumes- Influence

### **COURSE OUTCOMES:**

After doing this course the students will be able to:

- Recollect features of Elizabethan theatre along with Shakespeare's life and works
- Identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre
- Analyze prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions
- Synthesise acquired knowledge to critique plays and enact

### **Prescribed Texts:**

i) Henry IV, Part II The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

ii) Twelfth Night The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

iii) Macbeth The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

iv) The Tempest The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

FURTHER READING [to be considered for internal assessment only]

Complete Works of Shakespeare

Tales from Shakespeare by Charles Lamb and Mary Lamb

## BOOKS & WEB SOURCES FOR FURTHER REFERENCE

Birch, Dinah. ed. "William Shakespeare" The Oxford Companion to English Literature. OUP  
Dobson, Michael. & Stanley Wells eds. "Shakespeare, William" in The Oxford Companion to Shakespeare.

Kurian Anna, Shakespeare, Orient Blackswan, 2016

Leggatt, Alexander. The Cambridge Companion to Shakespearean Comedy, 2002.

Michael Neill, David Schalkwyk. The Oxford Handbook of Shakespearean Tragedy, 2016.

Clapp, Larry. A Complete Critical Analysis of Shakespearean Plays: With A Reference To Elizabethan

Theatre (Reprint) Hardcover – 1993 by (Author)

<https://www.britannica.com>

[www.encyclopedia.com](http://www.encyclopedia.com)

<https://www.britannica.com/art/chronicle-play>

<https://www.thoughtco.com/shakespeare-histories-plays-2985246>

<https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155>

<https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art>

<https://www.thoughtco.com/introducing-shakespeare-tragedies-2985293>

<https://www.britannica.com/art/tragedy-literature/Tragedy-and-modern-drama>

<https://www.britannica.com/art/tragicomedy>

<https://www.britannica.com/topic/Globe-Theatre/images-videos>

The power of imagination: Lessons from Shakespeare

[https://www.ted.com/talks/john\\_bolton\\_the\\_power\\_of\\_imagination\\_lessons\\_from\\_shakespeare#t-21959](https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare#t-21959)

VIRTUAL TOUR: Google Earth

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

ii. [https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb\\_Uz5uKGEpAicMnnUgwVfu\\_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAicMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ)

iii. Shakespeare; The Globe Theatre London tour

<https://www.youtube.com/watch?v=m3VGa6Fp3zI&feature=youtu.be>

## **AG31A: BACKGROUND TO ENGLISH LITERATURE-I**

Subject: **BACKGROUND TO ENGLISH LITERATURE-I**

Subject Code: **AG31A**

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 90

### **COURSE OBJECTIVES:**

- To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and Legendary background
- To enable students, understand the contexts and background from Medieval British literature up until the Elizabethan and Jacobean Age

### **SYLLABUS**

Unit 1: I. Literary Forms

1.1 Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet  
[ Petrarchan, Spenserian, Shakespearean]

1.2 Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque

1.3 Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical]

1.4 Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography]

1.5 Periods of English Literature – (pages 279-285)

## II. Literary Elements

1.6 Poetry – Rhyme, Metre, Stanza, Verse [ Blank Verse, Heroic /Couplet, Quatrain etc] Refrain

1.7 Drama- Plot- Prologue, Acts, Scenes, Epilogue, subplot, Unity of Time, Place, Action. Action – Conflict, Reversal of Fortune, Crisis, Rising Action, Climax, Denouement - Character – Hero [tragic flaw], Heroine, Villain, Stock Character, Foil Dialogue - Aside/ Soliloquy, Monologue, Choric Function - Stage/Setting – Proscenium Arch, Box set, Scenery, Props, dues ex machina

1.8 Prose – Fiction: Plot, Narration, Characterization [flat/ round characters], Setting

## Unit 2: Impact of the History of English Language on Literature from 11th to 17th Century

2.1 The Descent of the English Language

2.2 The Old English (Anglo-Saxon) Period

2.3 The Middle English Period

## Unit 3: Impact of Socio- Political History on Literature from 11th to 17th Century

3.1 ANGLO-SAXON ENGLAND – (pages 138 -139)

3.2 MEDIEVAL ENGLAND

The Norman Conquest [1066] –( pages 80-84).

A Struggle for Power –Magna Carta [1215] – (pages 126-128).

Henry VI and the Wars of Roses [1421- 71] – (pages 199-212)

3.3 TUDOR DYNASTY Henry VIII and the Break with Rome. –( pages 231- 253).

Queen Mary–(pages 261-264)

3.4 ELIZABETH I AND THE SUCCESSION – (pages 265-274)

The Conquest of the Armada– (pages 275- 286).

The English Renaissance – pages 287-291. Elizabethan England – (pages 292- 310)

3.5 CIVILWAR AND CROMWELL [1642 – 58]

Charles I and Parliament – pages 311-317. Civil War – (pages 326-340)

## Unit 4: Literary History

4.1 Anglo-Saxon Literature – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity – (pages 3- 6). Development of Middle English Prose and Verse”- The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language, west Saxon dialect – (pages 31- 35).

4.2 Middle English Literature - Courtly French romance, the fable as a famous medieval literary form –( pages 68 – 70). Chaucer –( pages 89 – 91); Gower – (pages 121 – 123)

4.3 The Early Tudor Scene – new geographical discoveries and their impact on literature, beginning of the idea of national state – (pages – 147 – 148). Spenser and his Time – ( pages 165 – 166 first paragraph). Drama from the Miracle Plays to Marlowe - English poetic drama, dramatic elaborations of the liturgy, transition from liturgical drama to miracle play – (pages 208 – 210); “University Wits” – Elizabethan popular drama –(page 226); “Christopher Marlowe” – „Tamburlaine, the Great“ – (page 235). Shakespeare – professional man of the theatre - (page 246) Drama from Jonson to the Closing of Theatres –Shakespeare and Ben Jonson – (pages 309 – 311 first paragraph); Analysis of English Poetic drama – (page 344-last paragraph).

4.4 Poetry after Spenser: The Jonsonian and the Metaphysical Traditions– (page 360); Donne’s influence –( page 368). John Milton – seventeenth century political background, effects of Civil war, Milton’s formative years –( pages 390 – 392).

4.5 Prose in the 16th and 17th Centuries - pamphleteering, colloquial prose formalised – (pages 458-459); Bible translations – (pages 461-472); Holinshed’s „Chronicles“ – (page 474); Walter Raleigh’s „History of the World“ – (page 475); Francis Bacon – (pages 485 – 488); Thomas Hobbes – (pages 495-496)

[Text - A Critical History of English Literature- Volume I.

## Unit 5: Impact of European and British Legend on Literature

5.1 Valhalla – the Valkyrior – page 179. Thor’s Visit to Jotunheim – page 183. The death of Baldur – the Elves – Runic Letters – Skalds – Iceland –

page 186.

5.2 The Druids – Iona - page 193: 3 King Arthur and the Knights of the Round Table – page 198

5.3 Arthur – page 212, Sir Gawain –page 222, Launcelot of the Lake – page 229, Tristram and Iseult – page 241, Perceval – page 256

5.4 Beowulf- page 329

5.5 Robin Hood and his Merry Men – page 334

[Text - Bulfinch's Mythology: The Classic Introduction to Myth and Legend. Complete and Unabridged by Thomas Bulfinch. Penguin, 2014]

### **COURSE OUTCOMES:**

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

- Identify and define basic terms and concepts which are needed for advanced courses in British literatures
- Describe the distinct periods of British literature
- Write brief notes on seminal literary forms and devices
- Write brief essays on seminal writers and their period from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age
- Write brief essays on the historical background of the same period

### **Prescribed Texts**

A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)

History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016. Unit 1: 1-67  
A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012

A Critical History of English Literature- Volume I – From the Beginning to Milton by David Daiches. Revised. Indian Edition 2010. Supernova Publishers  
Bulfinch's Mythology

The Penguin History of Europe by J.M. Roberts, 1996 Unit 3: pages: 120- 138

European Renaissance, Reformation and Counter- Reformation– pages 222 – 230

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

Enlightenment – pages 267-271

A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012.

History of English Language: British Council Archive

[https://www.youtube.com/watch?v=\\_fJiHmR85cU](https://www.youtube.com/watch?v=_fJiHmR85cU)

### **BOOKS AND WEB SOURCES FOR FURTHER REFERENCE**

( to be considered for internal assessment only)

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

Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge. 6002

Rees, R. J., English Literature: An Introduction for Foreign Readers, Macmillan.

Periods of English Literature | Online Education | Paradigm Change

<https://www.youtube.com/watch?v=gzZ0wHgogjc>

### **PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER - I**

Subject: PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER - I

Subject Code: PZ1AA

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 30 hours

#### **COURSE OBJECTIVES:**

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year students.

- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

## **SYLLABUS**

### **UNIT 1: COMMUNICATION**

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

### **UNIT 2: DESCRIPTION**

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

### **UNIT 3: NEGOTIATION STRATEGIES**

Listening: Listening to interviews of specialists /

Inventors in fields (Subject specific)



Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

#### UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

#### UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on

Professional Competence, Professional Ethics and

Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

#### COURSE OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing errors of spelling or Grammar.

## **Reference- websites and Links**

Costa 1 <https://doi.org/10.3390/jmse7070208>

<https://www.flickr.com/photos/phploveme/4683410057>

Source: <https://freesvg.org/>

[https://en.unesco.org/sites/default/files/week\\_2\\_winners.pdf](https://en.unesco.org/sites/default/files/week_2_winners.pdf)

Further references: <https://speakola.com/motivate/apj-abdul-kalam-iit-madras2010>

<https://in.pinterest.com/pin/389561436524014933/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

<https://in.pinterest.com/pin/358880664055306524/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

## **ASSESSMENT PATTERN**

### **CORE PAPERS AND ALLIED PAPERS**

**SUMMATIVE ASSESSMENT: 75 Marks**

**FORMATIVE ASSESSMENT : 25 Marks**

***TOTAL: 100 Marks***

### **SUMMATIVE ASSESSMENT**

End Semester External University Examination: **75 Marks**

### **FORMATIVE ASSESSMENT PATTERN**

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

**Total: 25 MARKS**

COMMUNICATIVE ENGLISH PAPER

**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

**TOTAL: 100 MARKS**

**SUMMATIVE ASSESSMENT**

External University Examination (50 marks)

**FORMATIVE ASSESSMENT PATTERN**

i. Attendance – 5 marks

ii. Continuous Assessment – 10 marks

iii. Internal Examination -- 35 marks

(Listening - 15 marks

Speaking - 15 marks

Study Skills - 5 marks)

**Total – 50 marks**

PROFESSIONAL ENGLISH

**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

**TOTAL: 100 MARKS**

**SUMMATIVE ASSESSMENT**

External University Examination: 50 MARKS

**FORMATIVE ASSESSMENT PATTERN**

i. Internal Examination -- 50 marks

(Listening 15 Marks

Speaking 15 Marks

Reading 10 Marks

Writing 10 Marks)

**SEMESTER II**

**HINDI-II-CLE2G**

**TAMIL-II-LA12A**

**FRENCH-II-CLK2T**

**LZ12A-COMMUNICATIVE ENGLISH-II**

**CORE PAPER- AG22A: BRITISH LITERATURE- PAPER II**

**CORE PAPER- AG22B: INDIAN WRITING IN ENGLISH**

**ALLIED PAPER - AG32A: BACKGROUND TO ENGLISH LITERATURE-II  
PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER – II**

**NAME OF THE STAFF: Dr. J. PADMAPRIYA**

**SUBJECT CODE: CLE2G**

**YEAR/SEMESTER: I YR/ II SEM**

**I. COURSE OBJECTIVES:**

**The objectives of the course is**

- 1. To appreciate and analyse the dramatic elements in Hindi literature.**
- 2. To understand the distinct features Hindi short stories and One Act Play.**
- 3. To understand the importance and process of translation and the qualities of translators.**
- 4. To understand the importance of vocabularies.**

**I YEAR – II SEMESTER**

**PAPER – II – ONE ACT PLAY, SHORT STORY &  
TRANSLATION**

**I. ONE ACT PLAY (Detailed Study): AATH EKANKI**

**Edited By: Devendra Raj Ankur, Mahesh Aanand**

**Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002**

**LESSONS PRESCRIBED :**

- 1. Aurangzeb ki Aakhari Raat**
- 2. Laksmi Ka Swagat**
- 3. Basant Ritu ka Naatak**

4. Bahut Bada Sawal

**II. SHORT STORIES (Non- Detailed Study): SWARNA**

**MANJARIE** Edited by: Dr. Chitti.

Annapurna

Rajeswari Publications

21/3, Mothilal Street, (Opp. Ranganathan Street),

T. Nagar, Chennai – 600 017.

**LESSONS PRESCRIBED :**

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

**III. TRANSLATION PRACTICE :** (English to

Hindi) **BOOKS FOR REFERENCE :**

1. Prayojan Moolak Hindi : Dr. Syed Rahamathulla  
Poornima Prakashan, 4/7, Begum III  
Street, Royapettah, Chennai – 14.
2. Anuvad Abhyas Part III Dakshin Bharat Hindi Prachar Sabha  
T. Nagar, Chennai -17.

**UNITISED SYLLABUS**

**UNIT – I**

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

## UNIT – II

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

## UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

## UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

## UNIT-V

1. Translation Practice. (English to Hindi)

## **II. COURSE OUTCOMES:**

- 1. Understand the role of Hindi short stories and One Act Play in the development of the society.**
- 2. Knowledge about the importance of cultural, social and moral responsibility of human beings.**
- 3. Enculcating the habit of book reading to gain knowledge of vocabularies.**
- 4. Understanding the importance of art of translation.**

**பொதுத் தமிழ் - முதலாமாண்டு - இரண்டாம் பருவம் (second semester)**

**SUBJECT CODE: LA12A**

**YEAR/SEMESTER: I YR/ II SEM**

**நோக்கும் கற்றல் பயன்பாடும் (2020 – 2021)**

**Objective – Syllabus – Out come (2020 -2021)**

**பாடத்திட்டத்தின் நோக்கம்**

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல்.
- பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.
- பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல்.

இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

**பாடத்திட்டம்**

**(SYLLABUS)**

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

**அலகு 1**

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89



3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

#### அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த )
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றி வேல் )

#### அலகு 3

1. புறநானூறு - 182, 192
2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

#### அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

#### அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

#### II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

#### III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]

2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

### பாடத்திட்டத்தின் பயன்கள்

- பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல்.
- பழந்தமிழ் இலக்கிய வாசிப்பின் வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
- மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது.
- போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

### பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட

மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

**Reference book**

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.

(Reference book not applicable)

**Semester II**

**Foundation Course: Paper II- French II**

**SUBJECT CODE: CLK2T      YEAR/SEMESTER: I YR/ II SEM**

Title of the Paper: Prescribed text and grammar-II

**Objectives**

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text - Not applicable

## **LZ12A-COMMUNICATIVE ENGLISH-II**

Subject: COMMUNICATIVE ENGLISH-II

Subject Code: LZ12A

Class: I B A ENGLISH

Semester: EVEN (II)

Hours:

### **COURSE OBJECTIVES:**

- To develop communicative skills.
- To understand the relevance of Listening, Speaking, Reading and Writing in Communication.
- To develop understanding of grammar.
- To enhance vocabulary.

## SYLLABUS

### Unit I

1. Listening and Speaking
  - a. Listening and responding to complaints (formal situation)
  - b. Listening to problems and offering solutions (informal)
2. Reading and writing
  - a. Reading aloud (brief motivational anecdotes)
  - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
  - a. Synonyms & Antonyms
4. Grammar in Context  
Adverbs Prepositions

### Unit II

1. Listening and Speaking
  - a. Listening to famous speeches and poems
  - b. Making short speeches- Formal: welcome speech and vote of thanks.  
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
  - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
  - b. Reading poetry
    - b.i. Reading aloud: (Intonation and Voice Modulation)
    - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.
3. Word Power  
. Idioms & Phrases

## Grammar in Context Conjunctions and Interjections

### Unit III

#### 1. Listening and Speaking

##### a. Listening to Ted talks

Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

##### c. Interactions during and after the presentations , Reading and writing

##### a. Writing emails of complaint

##### b. Reading aloud famous speeches

#### 3. Word Power

##### a. One Word Substitution

Grammar in Context: Sentence Patterns

### Unit V

#### 1. Listening and Speaking

##### a. Informal interview for feature writing

##### b. Listening and responding to questions at a formal interview

#### 2. Reading and Writing

##### a. Writing letters of application

##### b. Readers' Theatre (Script Reading)

c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

#### 3. Word Power

##### a. Collocation

Grammar in Context: Working With Clauses

## **COURSE OUTCOMES:**

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

- Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English

- Have a good understanding of grammar and vocabulary.
- Make presentations and speeches.
- Familiarise themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.

Reference- websites and Links

Source: <https://www.thehindu.com/opinion/open-page/the-case-forthe-samosa-as-national-snack/article22384690.ece>

1. Sundar Pichai Inspirational Video [https://www.youtube.com/watch?v=m050iy5\\_2ng](https://www.youtube.com/watch?v=m050iy5_2ng)
2. BTS speech at the United Nations <https://www.youtube.com/watch?v=oTe4f-bBEKg>
3. [https://www.poetryfoundation.org/poems/browse#page=1&sort\\_by=recently\\_added&filter\\_poetry\\_audio=1](https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_audio=1)
4. The Book in My Hand (by Ramachandra Guha). <https://www.thehindu.com/books/The-book-in-myhand/article16443755.ece>
5. Coordinates of Safety. <https://www.thehindu.com/opinion/oped/Coordinates-of-safety/article16643102.ece>
6. [https://rpo.library.utoronto.ca/glossary#letter\\_m](https://rpo.library.utoronto.ca/glossary#letter_m)

## **AG22A: BRITISH LITERATURE- PAPER II**

Subject: BRITISH LITERATURE- PAPER II

Subject Code: AG22A

Class: I B A ENGLISH

Semester: EVEN (II)

Hours: 90

## **COURSE OBJECTIVE:**

- To introduce a few seminal texts of mainstream writers to students, to enable them to understand and interpret literary works of the Augustan and Romantic Ages.

## **SYLLABUS**

### UNIT 1: Poetry (Detailed)

- 1.1 “Macflecknoe” John Dryden
- 1.2 “Tyger” William Blake
- 1.3 “For A’ That And A’ That” Robert Burns
- 1.4 “Three years she grew” William Wordsworth
- 1.5 “Kubla Khan” Samuel Taylor Coleridge
- 1.6 “From Childe Harolde’s Pilgrimage” Lord Byron
- 1.7 “Ozymandias” Percy Bysshe Shelley
- 1.8 “Ode to a Nightingale” John Keats

### UNIT 2: Poetry (Non - Detailed)

- 2.1 “ The Rape of the Lock: Canto III”  
(lines 125 -178) Alexander Pope
- 2.2 “The Rime of the Ancient Mariner” S.T. Coleridge
- 2.3 “Essay on Man From Epistle II” Alexander Pope
- 2.4 “The Deserted Village” Oliver Goldsmith

### UNIT 3: Prose

- 3.1 “Dream-Children: A Reverie” Charles Lamb
- 3.2 “Sir Roger at the Theatre” Joseph Addison

### UNIT 4: Drama

- 4.1 The Rivals R. B. Sheridan

### UNIT 5: Fiction

- 5.1 Pride and Prejudice Jane Austen



## **COURSE OUTCOMES:**

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

Identify and define basic terms and concepts which are needed for advanced courses in British literature

Write brief essays on the important works of mainstream writers from Augustan and Romantic Age

Describe the distinct features of British literature of the same period

Analyze and interpret seminal poetry of the period with close reading

**Prescribed Texts:** i) *The Winged Word* edited by David Green, Macmillan, 2016 edition.  
ii) *Six Ages of English Poetry* edited by H. M. Williams, Blackie & Sons, Tenth impression–1976  
iii) *The Norton Anthology of English Literature (Tenth Edition)* (Vol. Package 1: Volumes A, B, C)

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

## **BOOKS & WEB SOURCES FOR**

### **FURTHER REFERENCE**

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

The Age of Reason by Thomas Paine. 2011. Romanticism (The New Critical Idiom) by Aidan Day. 1995.

Romanticism: A Very Short Introduction by Michael Ferber. Oxford, 2010.

Romanticism: An Oxford Guide by Nicholas Roe. 2005. Romanticism: A Literary and Cultural History (Routledge Concise Histories of Literature) by Carmen Casaliggi and Porscha Fermanis. 2016

The Romanticism Handbook (Literature and Culture Handbooks). Edited by Joel Faflak and Dr. Sue Chaplin. 2011.

The Age of Dryden.

<https://www.gutenberg.org/files/39817/39817-h/39817-h.htm>. Alexander Pope.

<https://www.poetryfoundation.org/poets/alexander-pope>. Eighteenth Century.

<https://www.britannica.com/art/English-literature/The-18th-century>. Age of Restoration.

<https://www.bl.uk/restoration-18th-century-literature/articles/neoclassicism>.

Romanticism. <https://www.britannica.com/art/Romanticism>.

Romanticism. <https://www.theartstory.org/movement/romanticism/>. Romanticism.

[https://www.metmuseum.org/toah/hd/roma/hd\\_roma.htm](https://www.metmuseum.org/toah/hd/roma/hd_roma.htm). Romanticism.

<http://academic.brooklyn.cuny.edu/English/melani/cs6/rom.html>.

Romanticism. <https://wordsworth.org.uk/wordsworth/daffodils-and-other-poems/what-is-romanticism/>. Shelley. <https://www.poetryfoundation.org/poets/percy-bysshe-shelley>.

Wordsworth. <https://www.poetryfoundation.org/poems/45559/three-years-she-grew>.

“The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities.

<https://www.youtube.com/watch?v=Q1YEr8ZiZhY>. Enlightenment. The Age of Reason.

[https://www.youtube.com/watch?v=J0B28\\_gwj0M](https://www.youtube.com/watch?v=J0B28_gwj0M).

## **AG22B: INDIAN WRITING IN ENGLISH**

Subject: INDIAN WRITING IN ENGLISH

Subject Code: AG22B

Class: I B A ENGLISH

Semester: EVEN (II)

Hours: 90

### **COURSE OBJECTIVE:**

- To give an understanding of the evolution of Indian Writing in English and appreciate its literature from the period of western colonization to the twenty first century.

### **SYLLABUS**

#### UNIT 1: Poetry

- 1.1. "Our Casuarina Tree" Toru Dutt
- 1.2. "Coromandel Fishers" Sarojini Naidu
- 1.3. "Night of the Scorpion" Nissim Ezekiel
- 1.4. "Introduction" Kamala Dass
- 1.5. "The Bus" Arun Kolatkar
- 1.6. "The Frog and the Nightingale" Vikram Seth
- 1.7. "Her Garden" Meena Alexander
- 1.8. "Narcissus" Easterine Kire

#### UNIT 2: Prose

- 2.1 "The Secret of Work" - Swami Vivekananda
- 2.2 "India and Greece" & "The Old Indian Theatre" - Jawaharlal Nehru  
(Selection from The Discovery of India)
- 2.3. "Religion in a Changing World" - Dr.Radhakrisnan  
(Religion, Science and Culture)
- 2.4. Passages from The Autobiography of an Unknown Indian- Nirad C.Chaudhuri  
(Picador Book of Modern Indian Literature – Amit Chaudhuri)

#### UNIT 3: Drama

- 3.1 Dance Like a Man Mahesh Dattani

#### UNIT 4: Short Story

4.1 “Under the Banyan Tree” R.K Narayan

4.2 “The Night Train at Deoli” Ruskin Bond

4.3 “ Unaccustomed Earth” Jhumpa Lahiri

4.4 “Laburnum for my Head” Tamsula Ao

#### UNIT 5: Fiction

5.1 Kanthapura Raja Rao

#### **COURSE OUTCOMES:**

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

- Understand the evolution of Indian Writing in English
- Identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers
- Analyse Indian ethos found in the representative texts
- Evaluate Indian English texts from the postcolonial perspective

#### **Prescribed Texts**

i) Gokak V.K, The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, 2006

ii) Mehrotra, A.K. , The Oxford India Anthology of Modern Indian Poets , OUP,1993

iii) Peeradina, Salem , Contemporary Indian Poetry in English ,Macmillan 1972

iv) Nehru, Jawarhalal , The Discovery of India,1946

v) Vivekananda, Karma Yoga ,

Advaita Ashrama Publication,2012

vi) Radhakrishnan,Religion, Science and Culture,

Orient Paperback

vii) Chaudhuri, Amit, Picador Book of Modern Indian Literature. 2001

- viii) Davidar, David, A Clutch of Indian Masterpieces, Aleph Books, 2016
- ix) Ao Tamsula,  
Laburnum for my Head ,Penguin India, 2009
- x) Lahiri, Jhumpa,Unaccustomed Earth,  
Random House India,2008
- xi) Collected Plays - Mahesh Dattani , Penguin, India.

**FURTHER READING** ( to be considered for internal assessment only)

Henry Derozio -

“The Harp of India”

Sri Aurobindo - “The Tiger and the Deer”

Mamta Kalia - “

Tribute to Papa”

Jeet Tayil - “The Penitent”

Anjum Hasan -“A Place like Water”

Arundhati Subramamiam - “Another Way”

Amartya Sen – “ Diaspora and the World” from The Argumentative Indian

Arundhati Roy - “Capitalism :A Ghost Story” from Broken Republic

Novels by Mulkraj Anand, R.K.Narayan , Manoghar Malgonkar,Anitha Desai, Shashi  
Deshpande , Arvind Adiga,

**BOOKS & WEB SOURCES**

**FOR FURTHER REFERENCE**

Iyengar, K. R. Srinivasa. Indian Writing in English .

Revised edition, Sterling King, Bruce: Modern Indian Poetry in English . Oxford

University Press, 2005. M. K., Naik. A History of Indian English Literature. New Delhi:

Sahitya Akademi, 2009. Mehrotra, A. K. An Illustrated History of Indian Literature in

English . New Delhi:Permanent Black, 2003. Dharwadkar Vinay and

A.K.Ramanujam,The Oxford Anthology of Modern Indian Poetry A.K.Mehrotra,The

Oxford India Anthology of Modern Indian Poets Thieme John, The Arnold Anthology of Postcolonial Literatures in English Singh Umeed, Sharma Pankaj ed. Reading a Novel: Kanthapura & An Exercise in Language Use, Macmillan, 2016. Chaudhuri Amit, Picador Book of Modern Indian Literature, Picador  
<https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/>  
<http://poetry.sangamhouse.org/2013/03/a-place-like-water-by-anjum-hasan/>  
<https://www.youtube.com/watch?v=bHr4FIKIU6c>  
[https://www.youtube.com/watch?v=CzCE2\\_LoAXg](https://www.youtube.com/watch?v=CzCE2_LoAXg)

## **AG32A: BACKGROUND TO ENGLISH LITERATURE-II**

Subject: BACKGROUND TO ENGLISH LITERATURE-II

Subject Code: AG32A

Class: I B A ENGLISH

Semester: EVEN (II)

Hours: 90

### **COURSE OBJECTIVE:**

- This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical and background to enable students understand the contexts and background of British literature of Augustan and Romantic and Victorian Age.

### **SYLLABUS**

Unit 1:

I. Literary Forms

1.1 Poetry: Ode [Pindaric, Horatian, English ], Elegy, Pastoral

1.2 Epic and Mock Epic, Dramatic Monologue

1.3 Drama: Comedy, Romantic Comedy, Comedy of Manners, Farce

1.4 Drama: Sentimental Comedy, Melodrama, Comedy of Humours, Tragi- Comedy

1.5 Prose: Novel -- Gothic, Picaresque, Sentimental, Epistolary, Domestic,  
Historical

## II. Literary Devices

1.6 Poetry - Alliteration, Assonance, Metaphysical Conceit, [ Epic] similes,  
Metaphor, Hyperbole.

1.7 Drama – Irony [ Verbal, Dramatic, Situational, Cosmic], Pun, Metonymy,  
Malapropism, Anachronism

1.8 Fiction- Cliché, Paradox, Connotation, Epigram, Euphemism, Allusion  
[Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham.

Eleventh Edition. Cengage,2019 (Indian Reprint)]

## Unit 2: Impact of the History of Language on Literature

2.1 The Renaissance and After – pages 68-81

2.2 The Growth of Vocabulary – pages 82-113

2.3 Change of Meaning – pages 114-147

[Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016

## Unit 3: Impact of Socio-Political History on Literature

3.1 Restoration England - Charles II – pages 351- 365. James II and William III& the  
Glorious Revolution [1685-88] – pages 366-376. Queen Anne [1702-7] –  
pages 377 – 389

3.2 The Foundation of the British Empire – pages 411-418. The Industrial Revolution  
– pages 429-437. Britain and French Revolution – pages 438-445

3.3 Reactionary and Enlightened – pages 454-462. The Reform of Parliament– pages  
463- 470. The Whigs and Reform [17th  
– Mid 19th Century]– pages 471- 481.

The Chartists and Robert Peel – pages 482-489

3.4 Victorian England [1854-6] – pages 492-496. Imperialism: The Last Years of Victorian England – pages 515-523

3.5 Britain and the First World War – pages 532-540. Irish Independence, General Strike and the Economic Crisis” – pp. 541-549

[Text Book: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012]

Unit 4: Literary History I – 18th and early 19th c

4.1 The Restoration – pages 537 – 541; Restoration comedy - pages 541-549; Dryden – page 558; John Bunyan’s „Pilgrim’s Progress“ – pages 587 – 588. The Augustan Age: Defoe, Swift, Pope – pages 590 – 594; Joseph Addison and the Spectator – page 595; Daniel Defoe – pages 598 -599; Jonathan Swift - pages 602 – 603; Alexander Pope’s „Rape of the Lock“ – page 628;

4.2 The Novel from Richardson to Jane Austen – pages 700 – 701; Richardson’s Pamela – page 703; Henry Fielding’s Tom Jones – page 720; Laurence Sterne’s Tristram Shandy– page 733; Gothic novel – page 741; Jane Austen’s Pride and Prejudice – pages 750 – 754

4.3 Eighteenth Century Prose – pages 768 – 769; George Berkeley – page 772; David Hume – page 772; Dr. Johnson’s „Preface to Shakespeare“ – pages 782-783; „Life of Dr. Johnson“ by Boswell – page 795; Goldsmith – page 796; Edmund Burke’s „Reflections on the revolution in France“ – page 799; Thomas Paine – „The Rights of man“ – page 803; Gibbon’s „Decline and Fall of the Roman Empire“ – page 807.

4.4 Scottish Literature & The Romantic Poets – page 809; Robert Burns – page 817; Walter Scott and his attitude to Scotland – page 836. Period of transition – pages 856-857; The Romantic Movement – page 860; William Blake’s „Songs of Innocence and Experience“ – page 863; Wordsworth’s „Lyrical Ballads“ – page 875; Coleridge’s „Ancient Mariner“ – page 893. Shelley’s „Prometheus Unbound“ – page 909; Keats’ „Endymion“ – page 917; Byron’s „Childe Harold“ – page 923

4.5 Prose of early and Middle 19th century – autobiographical creative works of



the Romantic writers – page 935; Charles Lamb’s „Essays of Elia“ and „Tales from Shakespeare“ – page 937; Hazlitt – page 939

[Text - A Critical History of English Literature- Volume II– The Restoration to the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Unit 5: Literary History II -Victorian Age

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

5.2 Victorian Poets: An introduction to the age – page 993; Tennyson’s „In Memoriam“ – page 1001; Robert Browning’s dramatic monologue – page 1003; Browning’s optimism – page 1007; Elizabeth Barrett Browning – page 1007; Mathew Arnold’s „Scholar Gypsy“ – page 1013; Pre-Raphaelite Brotherhood – page 1017

5.3 Edward Fitzgerald’s „Omar Khayyam“ – page 1027; George Meredith’s „Poems and Lyrics“ – page 1028; Algernon Charles Swinburne’s choruses – page 1030; Thomas Hardy’s poetry – page 1037; Gerard Manley Hopkins’ „God’s Grandeur“ – page 1045

5.4 Victorian Novels: An introduction – page 1049; Charles Dickens’ Pickwick Papers – page 1051; William Makepeace Thackeray’s Vanity Fair – page 1060; Charlotte Bronte’s Jane Eyre – page 1065; George Eliot’s Mill on the Floss- page 1069; Thomas Hardy’s Mayor of Casterbridge– page 1076;

5.5 Victorian Drama: Oscar Wilde’s Importance of being Earnest – page 1104; Bernard Shaw’s well-made play – page 1105;

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

#### COURSE OUTCOMES:

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

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Describe the distinct periods of British literature
- Write brief notes on literary forms
- Write brief essays on seminal writers from Britain of Augustan and Romantic and Victorian Age
- Write brief essays on the historical background of the same period.

### **Prescribed Texts**

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

The Penguin History of Europe by J.M.Roberts, 1996.

A Glossary of Literary Terms by M.H.Abrams.

A History of England. John Thorn, Roger Lockyer and David Smith.

AITBS Publishers, India. 2012

A Glossary of Literary Terms by M.H.Abrams.

English Literature In Context by Paul Poplawski. CUP

<https://www.britannica.com/topic/Western-philosophy/Ancient-Greek-and-Roman-philosophy>

### **BOOKS AND WEB SOURCES FOR FURTHER REFERENCE** ( to be considered for internal assessment only)

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

Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge. 6002

Rees, R. J., English Literature: An Introduction for Foreign Readers, Macmillan.

<https://sites.udel.edu/britlitwiki/> Periods of English Literature | Online Education |

Paradigm Change <https://www.youtube.com/watch?v=gzZ0wHgogjc>

Victorian Novel and the Late Victorian Period: nptel

<https://www.youtube.com/watch?v=E8NDuqI4zaU>

## **PROFESSIONAL ENGLISH FOR ARTS AND SCIENCES SEMESTER - II**

Subject: PROFESSIONAL ENGLISH FOR ARTS AND SCIENCES SEMESTER - II

Subject Code: PZ1AB

Class: I B A ENGLISH

Semester: EVEN (II)

Hours:

### **COURSE OBJECTIVES:**

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges:

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

### **SYLLABUS**

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject

specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

## Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements ( on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

## Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

#### Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other

MOOC videos on Indian academic sites – E.g.

<https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject

based Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

Creating webpages, blogs, flyers and brochures (subject based)

Poster making – writing slogans/captions(subject based)

#### Unit 5- Workplace Communication& Basics of Academic

Writing Speaking: Short academic presentation using

PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

#### **COURSE OUTCOMES :**

- At the end of the course, learners will be able to,
- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

#### **Reference Links:**

<https://www.youtube.com/watch?v=tpvicScuDy0>)

([http:// images.app.goo.gl/YGuyvP4RcuXrZ6TFA](http://images.app.goo.gl/YGuyvP4RcuXrZ6TFA))

<https://www.youtube.com/watch?v=laGZaS4sdeU>

**REFERENCES:** “How To Create A Vlog.” WordPress.comwordpress.com “How To Start A Vlog - Step by Step Guide For 2020 - Make A Website Hub” .makeawebsitehub.com “What is Vlogging? - YouTube.” www.youtube.com “How to VLOG - Beginners Guide.” [https://www.youtube.co/watch?v=\\_qmgl8vhrf4](https://www.youtube.co/watch?v=_qmgl8vhrf4)  
<https://www.thebalancecareers.com/job-interview-questions-and-answers-2061204>  
<https://slidesgo.com/theme/revolution-history-lesson>

## **ASSESSMENT PATTERN**

### *CORE PAPERS AND ALLIED PAPERS*

**SUMMATIVE ASSESSMENT: 75 Marks**

**FORMATIVE ASSESSMENT : 25 Marks**

**TOTAL: 100 Marks**

### **SUMMATIVE ASSESSMENT**

End Semester External University Examination

### **FORMATIVE ASSESSMENT PATTERN**

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

COMMUNICATIVE ENGLISH PAPER

**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

**TOTAL: 100 MARKS**

**SUMMATIVE ASSESSMENT**

External University Examination (50 marks)

**FORMATIVE ASSESSMENT PATTERN**

- i. Attendance – 5 marks
  - ii. Continuous Assessment – 10 marks
  - iii. Internal Examination -- 35 marks  
(Listening - 15 marks  
Speaking - 15 marks  
Study Skills - 5 marks)
- Total – 50 marks

PROFESSIONAL ENGLISH PAPER

**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

**TOTAL: 100 MARKS**

## **SUMMATIVE ASSESSMENT**

External University Examination (50 marks)

## **FORMATIVE ASSESSMENT PATTERN**

i. Internal Examination -- 50 marks

(Listening - 15 marks

Speaking - 15 marks

Reading - 10 marks

Writing- 10 marks)

Total – 50 marks

## **SEMESTER III**

**HINDI -III-CLE3H**

**TAMIL-III-LA13A**

**FRENCH-III-CLK3V**

**LZ13C- LITERARY APPRECIATION**

**CORE PAPER- AG23A- BRITISH LITERATURE III**

**CORE PAPER- AG23B- ASPECTS OF ENGLISH LANGUAGE - PAPER I**

**ALLIED PAPER- AG33A-BACKGROUND TO ENGLISH LITERATURE-III**

**TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I**

**NAME OF THE STAFF: Dr. J. PADMAPRIYA**

**SUBJECT CODE:**

**CLE3H**



**YEAR/SEMESTER:**

**IIYR/IIISEMESTER**

**I. COURSE OBJECTIVES:**

The objectives of the course is to

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing the unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

**II YEAR - III SEMESTER**

**SUBJECT CODE: CLE3H**

**YEAR/SEMESTER: II YR/ III SEM**

Paper III Ancient Poetry and Introduction to Hindi  
Literature( Upto ReetiKaal )

1. Ancient Poetry

**Prescribed Text Book : Selections in Poetry (2007)**

University  
Publications  
University of Madras .

**Lessons Prescribed :**

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)
6. Biharilal ( Dohas 1 to 5 )

**2. Introduction to Hindi Literature (up to Reethikaal)**

Lessons Prescribed :

1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
  1. ChandBaradai
  2. Vidhyapathi and their Works
2. Literary Trends of Bhakthi Kaal – Important Poets :
  1. Kabirdas
  2. Joyasi
  3. Tulasidas
  4. Surdas and their works
3. Literary Trends of Reethikaal – Important Poets :
  1. Bihari
  2. Bhushan
  3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas  
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,  
Allahabad– 211 003.
2. Hindi Sahithya Yug Aur  
PravrithiyaBy:  
Dr. SivakumarVarma,  
Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III Semester

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar
2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal ( Dohas 1 to 5 )
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

## II. COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.
6. Knowledge about the Idolless worship and Prem Marga cult of literature .

Knowledge about the Histry of Hindi Litration upto Reethi Kaal

**பொதுத்தமிழ் - இரண்டாமாண்டு - மூன்றாம்பருவம்**

**PART - I - SECOND YEAR - III SEMESTER**

**SUBJECT CODE: LA13A**

**YEAR/SEMESTER: II YR/ III SEM**

**நோக்கும் கற்றல் பயன்பாடும் (2020 -2021)**

**பாடத்திட்டத்தின் நோக்கம்**

சைவம், வைணவம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. பழந்தமிழ் மன்னர்களின் நீதியை விளக்கும் வகையில் உரைநடை அமைக்கப்பட்டுள்ளது. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

- அறிவியலுக்கும் ஆன்மிகத்துக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.
- இறைப்பணியோடு மக்கள் பணி செய்த இறை அன்பர்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

## பாடத்திட்டம்

### பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

### அலகு - 1

அ, தேவாரம் - திருநாவுக்கரசர் (நமச்சிவாயப் பதிகம்)

ஆ, திருவாசகம் - மாணிக்கவாசகர்

(திருவெம்பாவை முதல் 10 செய்யுள்கள்)

இ, நாலாயிரத்திவ்யப்பிரபந்தம் - ஆண்டாள்

(நாச்சியார் திருமொழி - வாரணம் ஆயிரம் தொடங்கி..10

செய்யுள்கள்)

### அலகு - 2

கம்பராமாயணம் - கம்பர் - கும்பகருணன் வதைப்படலம்

### அலகு - 3

பெரியபுராணம் - சேக்கிழார் - காரைக்கால் அம்மையார் புராணம்

### அலகு - 4

உரைநடை - மனுமுறைகண்ட வாசகம் - இராமலிங்க அடிகளார்

### அலகு - 5

தமிழிலக்கிய வரலாறு

அ. பல்லவர் கால பக்தி இலக்கியங்கள்

ஆ. பிற்காலச் சோழர்காலப் பேரிலக்கியங்கள்

இ. காப்பிய இலக்கிய வரலாறு

### அலகு - 6

மொழிப்பயிற்சி

1. தனியார் நிறுவனத்துக்கு வேலைவாய்ப்பு வேண்டி விண்ணப்பம் எழுதுதல்,

2. ஊராட்சி, பேரூராட்சி, நகராட்சி, மாநகராட்சிக்கு,

அ) தெருக்குழாய் குடிநீர் இணைப்பு வேண்டி

ஆ) வீட்டுக்குக் குடிநீர் இணைப்பு வேண்டி

இ) தெருக்குப்பைகளை அப்புறப்படுத்த வேண்டி

ஈ) கொசுத்தொல்லை நீக்க மருந்து தெளிக்க வேண்டி

உ) வெறிநாய்களைக் கட்டுப்படுத்த வேண்டி

ஊ) தெருச்சாலைகளைச் செப்பனிட வேண்டி

எ) இரயில் பாதையின் மேல் மேம்பாலம் கட்டவேண்டி

விண்ணப்பம் எழுதுதல்.

### பாடத்திட்டத்தின் பயன்கள்

- இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.
- சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.
- நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல்.
- பக்தி இலக்கிய ஓதலின் வழி இறைச்சிந்தனையை மேம்படுத்துதல்.
- தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

## பாடநூல்:

- ❖ சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்

மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை

பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

Foundation Course - Part - Tamil - For I & II Semesters

Common to all undergraduate course and Five Year Integrated postgraduate courses. 2016  
- 2017 onwards.

- ❖ தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு

- ❖ மொழிப்பயிற்சி

## Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த  
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.  
(Reference book not applicable)

**Common for all B.A / B.Sc courses**

**No of hours :6**

**Year 2 : Semester III**

Foundation Course: Paper III-French III

**SUBJECT CODE: CLK3V**

**YEAR/SEMESTER: II YR/ III SEM**

Title of the Paper: Translation, Comprehension and Grammar- I

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, SamhitaPublications-Goyal Publisher & Distributors Pvt Ltd, 2017

Syllabus :

Grammar components :

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel
- La comparaison

Texts :

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain des l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - Not applicable

**LZ13C- LITERARY APPRECIATION**



Subject: LITERARY APPRECIATION

Subject Code: LZ13C

Class: II B A ENGLISH

Semester: Odd (III)

Hours: 75

### **COURSE OBJECTIVES:**

The contents of the syllabus aim to enable students to:

- Show their understanding of the significance of studying literature in the modern context and express their knowledge of the different literatures in English around the world.
- Illustrate their learning of the different genres and literary forms in English
- Demonstrate their knowledge of styles, devices, elements/conventions in prose, poetry, drama and narrative
- Show enhancement of their knowledge of literary terms
- Acquire the literary tools to critique works of literature

### **SYLLABUS**

UNIT 1: INTRODUCTION [10 Hours]

UNIT No. Main Topics Sub Topics

1.1 Studying Literature

1.2 Value of Humanities in the Present Times

1.3 Brief Survey of Literatures in English

1.4 Genres and Forms

1.4.1 Poetic Forms

1.4.2 Prose Forms

1.4.3 Dramatic Forms

1.4.4 Narrative Forms

1.5 Glossary of important terms in Genres and Forms

## 1.6 Unit –end Assessment andAssignment

### UNIT 2: READING AND APPRECIATING POETRY [15 Hours]

2.1 Understanding Poetic Devices Syllable, Metre, Rhyme, Stanza, Verse, Imagery, Symbols, Figures of Speech.

2.2 Text-1

William Wordsworth

The World is Too Much With Us

Sonnet

2.3 Text-2

W.H.Auden

Funeral Blues

Elegy

2.4 Critical Analysis of Text I

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

2.5 Critical Analysis of Text 2

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

2.6 Glossary of Poetic Terms

2.7 Unit end Assessment/ Assignment

### UNIT 3 : READING AND APPRECIATING PROSE [15 Hours]

Unit No. Main Topic Sub Topics

3.1 Understanding Non-Fiction Writing

Writing Styles, Devices Themes and Structure of Essays

3.2 My Lost Dollar Stephen Leacock

3.3 Kindly Adjust to our English ShashiTharoor

3.4 Critical Appreciation of Text 1

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

### 3.5 Critical Appreciation of Text 2

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

### 3.6 Glossary of Prose Terms

### 3.7 Unit end Assessment& Assignment

## UNIT 4: READING AND APPRECIATING DRAMA [15 Hours]

Unit No. Main Topic Sub Topics

### 4.1 Understanding Dramatic Devices

Elements of Drama, Dramatic Conventions

### 4.2 G.B. Shaw's Arms & The Man Excerpts from ACT I

### 4.3 Critical Appreciation of Text 1

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

### 4.4 Neil Simon's The Defenseless Creature One-Act Play

### 4.5 Critical Appreciation of Text 2

Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

### 4.6 Glossary of Dramatic Terms

### 4.7 Unit-end Assessment & Assignment

## UNIT 5: READING AND APPRECIATING FICTION [15 Hours]

Unit No. Main Topics Sub Topics 5.1

Understanding Fiction Devices Narrative Types, Narrative Elements and Techniques

### 5.2 Anton Chekhov's "The Bet" Short story

### 5.3 Excerpts from Paulo Coelho's The Alchemist Novella

### 5.4 Short Story Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

### 5.5 Novella Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure

### 5.6 Glossary of Fiction terms

## 5.7 Unit end Assessment & Assignment

### **COURSE OUTCOMES:**

After completing the course the students will be able to:

- Show their understanding of the significance of studying literature in the modern context.
- Express their knowledge of the different literatures in English around the world
- Illustrate their learning of the different genres and literary forms in English
- Demonstrate their knowledge of literary devices, styles, themes and structures
- Critically analyse different literary texts based on form and devices; themes and structures
- Show enhancement of their knowledge of literary terms to read, understand and make a critical appreciation of literary works

### **AG23A- BRITISH LITERATURE III**

Subject: BRITISH LITERATURE III

Subject Code: AG23A

Class: II B A ENGLISH

Semester: Odd (III)

Hours: 75

### **COURSE OBJECTIVES:**

- To introduce a few seminal texts of mainstream writers to students and to enable them to understand and interpret literary works of the Victorian age and Twentieth Century.

### **SYLLABUS**

## UNIT 1: Poetry (Detailed)

- 1.1 “Ulysses” Alfred Tennyson
- 1.2 “My Last Duchess” Robert Browning
- 1.3 “Dover Beach” Mathew Arnold
- 1.4 “Easter 1916” W.B. Yeats
- 1.5 “Journey of the Magi” T.S.Eliot
- 1.6 “God’s Grandeur G.M. Hopkins
- 1.7 “The Unknown Citizen” W.H. Auden
- 1.8 “The Thought-Fox” Ted Hughes

## UNIT 2: Prose

- 2.1 “An Apology for Idlers” R.L.Stevenson
- 2.2 “On Heroes, Hero Worship and the Heroic in History Lecture III-Shakespeare” Thomas Carlyle
- 2.3 Pickwick Papers : Chapters 1 & 2 Charles Dickens
- 2.4 “You and the Atom Bomb” George Orwell

## UNIT 3: Drama

- 3.1 Importance of Being Ernest Oscar Wilde

## UNIT 4: Short Story

- 4.1 “The Dead” James Joyce
- 4.2 “A Haunted House” Virginia Woolf
- 4.3 “The Facts of Life” Somerset Maugham

## UNIT 5: Fiction

- 5.1 Far from the Madding Crowd Thomas Hardy

## **COURSE OUTCOMES:**

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

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Write brief essays describing the distinct features of the important works of mainstream writers from Victorian Age and Twentieth Century
- Analyze and interpret seminal poetry of the period with close reading

**Prescribed Texts:**

i) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)

Tenth Edition

ii) Selected Essays: An Anthology of English Essays for Undergraduate Students. Orient Blackswan. 2013 (Unit 2:2.1)

iii) The Winged Word edited by David Green, Macmillian, 2016 edition.

iv) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression– 1976

v) The Faber Book of Modern Verse. Edited by Michel Roberts. Revised by Peter Porter.

**FURTHER READING** ( to be considered for internal assessment only)

Wilfred Owen – “Strange Meeting”

Dante Rossetti -“The Blessed Damozel”

Seamus Heaney -“Digging”

Arnold – “Rugby Chapel”, “Scholar Gypsy”

Charles Dickens - A Tale of Two Cities

George Eliot – Silas Marner,

Emily Bronte – Wuthering Heights

Arthur Conan Doyle – Sherlock Holmes

George Orwell - Nineteen Eighty-Four, Animal Farm

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

The Cambridge Companion to the Victorian Novel by Deirdre David. 2012.

George Eliot and the British Empire by Nancy Henry. Cambridge University Press, 2006.

George Bernard Shaw by G K Chesterton. Cosimo Classics, 2007.

The Victorian Novel. Edited by Harold Bloom. Infobase Publishing, 2004.

The Cambridge Companion to the Victorian Novel. Edited by Deirdre David, David Deirdre, Professor Emerita of English Deirdre David. 2001.

The Oxford Handbook of the Victorian Novel. Edited by Lisa Rodensky. 2013.

The Oxford Handbook of Victorian Poetry. Edited by Matthew Bevis. 2013.

The Cambridge Companion to Victorian Poetry. Edited by Joseph Bristow. 2000.

Tragedy in the Victorian Novel: Theory and Practice in the Novels of George Eliot, Thomas Hardy and Henry James by Jeannette King. Cambridge University Press, 1978.

A Companion to Twentieth-Century Poetry. Edited by Neil Roberts. Blackwell Publishers, 2003.

The Cambridge Companion to the Twentieth-Century English Novel. Edited by Robert L. Caserio. 2009.

British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>

Poems for all the semesters with a detailed introduction to the author.  
<https://www.poetryfoundation.org/>

Poems. <https://www.poemhunter.com/>

Charlotte Bronte. The Great British Channel.  
<https://www.youtube.com/watch?v=QyTeDZZBphI>.

Tennyson. <https://www.youtube.com/watch?v=ldryb5Qnf6o>.

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

Thomas Hardy. BBC. [https://www.youtube.com/watch?v=\\_Jgx6ez9LYM](https://www.youtube.com/watch?v=_Jgx6ez9LYM).

Charles Dickens. BBC. <https://www.youtube.com/watch?v=unKuZ2wlNdw>.

Hopkins. The Life and Poetry of Gerard Manley Hopkins- Mr. Steve Ayers, Authenticum Lecture Series. <https://www.youtube.com/watch?v=E32QgpEDEYo>.

T.S.Eliot. BBC. <https://www.youtube.com/watch?v=39CMZUyyw2s>.

Ted Hughes. BBC. <https://www.youtube.com/watch?v=bCVciE4tmyI&t=64s>.

Seamus Heaney. Irish History Documentaries.

<https://www.youtube.com/watch?v=YJekPyV2rJM>.

Robert Browning. My Last Duchess. [https://www.youtube.com/watch?v=T9h\\_csKEwxg](https://www.youtube.com/watch?v=T9h_csKEwxg).

The Pre-Raphaelites: Victorian Revolutionaries (BBC Documentary) Part 1.

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

W.H.Auden. Yale Lectures. <https://www.youtube.com/watch?v=LcRhInARHF&list=PLwqI96-LQlzKBJLuQReplttH9A7fp1DD&index=3>

## **AG23B- ASPECTS OF ENGLISH LANGUAGE - PAPER I**

Subject: SHAKESPEARE

Subject Code: AG21B

Class: I B A ENGLISH

Semester: Odd (I)

Hours: 75

### **COURSE OBJECTIVES:**

- To recall, reinforce and test knowledge of English Grammar
- To sensitize on correct and incorrect use of the English language

### **SYLLABUS**

Unit 1: Introduction

1.1 Language - Definition – Uses of language - Phatic communion

1.2 Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, discreteness, Inter changeability, Specialization, Non directionality

1.3 Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glossogenetics

1.4 Development of Writing –Pictographic, Ideographic, Logographic, Rebus Writing, Syllabic Writing, Alphabetic Writing

Unit 2 - English Language and Its Structure -I



(Word Classes – Content Words/Lexemes)

2.1 Naming Words (Noun) –Types, Nominal Cases – Functional Categories - Subject, Complement, Object and part of Prepositional Phrase, Pronoun types.

2.2 Action Words(Verb), Weak and Strong Verbs, Regular and Irregular, Transitive and Intransitive, Reflexive, ‘Be’ ‘Have’ ‘Do’ as Main Verbs.,

2.3 Auxiliaries – Primary and Secondary Modal, Time and Tense – simple continuous, perfect.

2.4 Describing words (Adjectives) - Kinds, Functions - Attributive and Predicative, Degree of comparison, Order of adjectives

2.5 Describing words (Adverbs) - Formation, Position of Adverbs, Comparison of Adverbs, Sentence Adverb

Language in Use: Error corrections, Rewrite changing tenses, number, substituting with pronouns.

Unit 3: English Language and Its Structure- II

3.1 Articles, Determiners

3.2 Prepositions, Inflections

3.3 Conjunctions – Coordinating and Subordinating Conjunctions

3.4 Linkers

3.5 Interjections

Language in Use: Error corrections, Rewrite changing tense and numbers

Unit 4: English Language And Its Structure- III ( Phrases)

4.1 Nominal Phrase, its structure – Modifier, Qualifier Head, Gerund, Verbal Phrases, Verbal Patterns, Phrasal Verbs, Adjectival, Adverbial Phrases and Prepositional Phrases,

4.2 Independent and Dependent Clauses Conditional Clauses

4.3 Sentences - Pattern -Types of sentences - Simple, Compound and Complex sentences - Kinds of sentences – Statement (Declarative), Interrogative, Imperative, Exclamatory

4.4 Voice

4.5 Reported Speech

Language in Use: Conversion, Transformation, Rearrange (jumbled word sentences)  
Sequencing

Unit 5: English Language And Its Structure IV – Spelling

5.1 Common rules- ‘i’ before ‘e’, dropping the final ‘e’, changing final ‘y’ to ‘I’.

Doubling of the final consonant.

5.2 Spelling – pronunciation differences

- single letter with multiple pronunciation

- single sound with multiple spelling

5.3 One word substitutions (for class work only. Not for testing)

5.4 Idioms and Phrases (for class work only. Not for testing)

5.5 Dictionary referencing (using Dictionaries to understand how words are entered in a Dictionary)

Language in Use: Error correction, unscrambling letters, commonly confused words

[Note:5.3, 5.4 & 5.5 are not for testing in the End Semester External Examination]

### **COURSE OUTCOMES:**

After completing this course, the students will be able to:

- Show their understanding of language and its features
- Demonstrate their understanding of English Grammar
- Use English language correctly
- Distinguish between correct and incorrect use of the language.

### **Prescribed Texts**

Unit Books Chapters and Page

Numbers; sub units

Unit 1 Language and Linguistics- J.F.Wallwork 1.1 (1-13) &1.3 &1.4

The Study of Language – George Yule 1.2 Chapter 2

Unit 2 Randolph Quirk and Sidney Greenbaum- A University Grammar  
of English

2.1-2.5

Unit 3 A.J. Thomson and A.V. Martinet - A Practical English Grammar 3.1 (1-9)

Randolph Quirk and Sidney Greenbaum- A University Grammar  
of English

3.2 (Chapter 2&3)

David Green - Contemporary English Grammar Structures and  
Composition

3.3

S.K.Verma and N.Krishnaswamy “Word Classes – Form Words  
(Functors)”- Modern Linguistics: An Introduction

3.4&3.5

Unit 4 Modern English - A Book of Grammar, Usage and Composition 4.1

A.J. Thomson and A.V. Martinet - A Practical English Grammar

Randolph Quirk and Sidney Greenbaum- A University Grammar of  
English 155-177

Modern English - A Book of Grammar, Usage and Composition 4.2 (Chapter 4)

David Green - Contemporary English Grammar Structures and  
Composition 4.3 (143-144), 4.4 &4.5

Unit 5 Dr.V.Saraswathy – Applied English Grammar

K.R.Narayanaswamy – A Teacher’s English Grammar  
(Orient Black Swan) 5.1 to 5.5

## **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

Bhatnagar and Rajul Bhargava – English for Competitive Examinations

David Green - Contemporary English Grammar Structures and Composition (Macmillan)

Dr. Varshney - An Introductory Text book of Linguistics and Phonetics

Dr. Williams and Dr. Saraswathy - A Handbook of English Grammar with Usage and  
Composition

F. T. Wood – A Remedial English Grammar for Foreign Students

George Yule - The Study of Language Third Edition (Cambridge)

J.F.Wallwork - Language and Linguistics (Chapter V) (Heinemann Educ.)

Michael Swan - Practical English Usage

N. Krishnaswamy - Modern English Grammar and Usage ( Macmillan)  
Rajeevan Karal - English Grammar Just for You (Oxford)  
Stannard Allan - Living English Structure  
Thomson and Martinet - A Practical English Grammar  
[www.all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/](http://www.all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/)  
[www.lexico.com/grammar/i-before-e-except-after-c](http://www.lexico.com/grammar/i-before-e-except-after-c)  
[www.hitbullseye.com/Vocab/One-Word-Substitution.php](http://www.hitbullseye.com/Vocab/One-Word-Substitution.php)

### **AG33A-BACKGROUND TO ENGLISH LITERATURE-III**

Subject: BACKGROUND TO ENGLISH LITERATURE-III

Subject Code: AG33A

Class: I B A ENGLISH

Semester: Odd (III)

Hours: 90

#### **COURSE OBJECTIVES:**

This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical background to enable students understand the contexts and background of British literature of the Twentieth Century

#### **SYLLABUS**

Unit 1:

I. Literary Forms

1.1 POETRY - Idylls, Epistles, Confessional, Imagism-Haiku, War- Georgian, Slam/Spoken Word Poetry

1.2 DRAMA - Poetic Drama, Problem Play, Cup- and -Saucer drama, Well- made Play, Expressionist Theatre,

1.3 DRAMA - Epic theatre, Theatre of Cruelty, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre

1.4 NOVEL - Detective, Regional, Social, Bildungsroman

1.5 NOVEL -Psychological, Stream of Consciousness, Sci-Fi, Anti-Novel

II. Literary Devices/Concepts.

1.6 POETRY - Onomatopoeia, Pathetic fallacy, Poetic license, Apostrophe, Personification, oxymoron, zeugma

1.7 DRAMA - Poetic justice [Nemesis], Alienation effect, Defamiliarization, Fourth Wall, breaking the Fourth Wall, Disguise, Foreshadowing, Suspension of disbelief

1.8 NOVEL - Satire, Epiphany, Paradox, Symbolic, Flat and Round Characters

[Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]

Unit 2:Impact of the History of language on Literature

2.1 The Evolution of Standard English – pages 148-157

2.2 Idiom and Metaphor- pages 158-171

2.3 The Foreign Contribution – pages – 172-193

[Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016]

Unit 3: Literary History - TWENTIETH CENTURY

3.1 Twentieth Century poetry influenced by French symbolism – page 1123;

W.B.Yeats’ “Sailing to Byzantium” – page 1131; T.S. Eliot’s “Wasteland”– page 1133; poets of the 1930s – page 1136; Ted Hughes – page 1151

3.2 Twentieth century novel –an introduction - pages 1152-1153;

E.M. Forster’s Passage to India – page 1158;

Virginia Woolf’s Mrs. Dalloway – page 1160;

3.3 James Joyce’s Ulysses – page 1163;

D.H. Lawrence’s Sons and Lovers – page 1164;

George Orwell's Animal Farm - page 1169

3.4 T.S.Eliot's poetic drama – Murder in the Cathedral – page 1111;

3.5 John Osborne's Look Back in Anger – page 1112

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

#### Unit 4: World War I

4.1 CAUSES - Assassination of Austrian Arch Duke [June1914],

Declarations of War by Austria, Germany, Britain, France,  
Montenegro, Japan.

4.2 EVENTS - Trench warfare begins at Marnes in France [Sep.1914]/

Chemical Warfare [April 1915]/ Failed attempt to recapture Constantinople  
by ANZAC and British troops [April 1915]/

Sinking of Lusitania [May 1915],/ Battle of Verdun, France [Feb.1916]/

Battle of Somme launched by Britain [July 1916],

4.3 Vladimir Lenin and the Bolshevik Rebellion in Russia / Russian Civil War,  
America enters War [April 1917] Tank Warfare at Cambrai [1917]

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

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

[Text: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS  
Publishers, India, 2012 – Pages 532-540]

#### Unit 5: World War II

5.1 Introduction - Axis Powers [Germany, Italy, Japan], Allied Powers [ Britain,  
France, Russia, U.S.A.]

5.2 Causes Of World War II - The Rise of Adolf Hitler and t Nazism and THIRD  
REICH/Rise of Fascism in Italy, Blitzkrieg and the Battle of Britain, Battle of the  
Atlantic, The Holocaust, Operation Barbarossa - The German Invasion of the Soviet

Union

5.3 Attack on Pearl Harbour - America Enters the War, D-Day - Allied Invasion of Europe, Hiroshima and Nagasaki - Japan Surrenders, Life During World War II

5.4 End of World War II, Key Figures of World War II

5.5 Results and Aftermath of World War II- Rise Of Communism In Eastern Europe, The Cold War, Division Of Germany, The Berlin Wall, Birth Of Israel, War Time Crimes Tribunal, America's Role In Rebuilding Europe And Japan, Independence To British Colonies, The United Nations

[Text: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012 - Pages 558-566]

### **COURSE OUTCOMES:**

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

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Describe the distinct periods of British literature
- Write brief notes on literary forms
- Write brief essays on seminal writers from Britain in the Twentieth century
- Write brief essays on the historical background of the same period

### **Prescribed Texts**

i. A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)]

ii. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016

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

iv. A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012

v. A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012

vi. English Literature In Context by Paul Poplawski. CUP

## **BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE**

( to be considered for internal assessment only)

Freeman, Henry World War 1: A History from Beginning to End

World War 2: A Captivating Guide from Beginning to End (The Second World War and D  
Day Book 1)

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

[www.britannica.com/event/Russian-Revolution](http://www.britannica.com/event/Russian-Revolution)

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

[world-war-2.wikia.org/wiki/](http://world-war-2.wikia.org/wiki/)

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

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

[https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-](https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-ii.htm)

[ii.htmhttps://www.britannica.com/list/timeline-of-the-american-civil-rights-movement](https://www.britannica.com/list/timeline-of-the-american-civil-rights-movement)

[www.britannica.com/event/Russian-Revolution](http://www.britannica.com/event/Russian-Revolution)

[www.preservearticles.com/history/what-were-the-results...](http://www.preservearticles.com/history/what-were-the-results...)

[www.clearias.com/first-world-war](http://www.clearias.com/first-world-war)

## **TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I**

Subject: ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

Subject Code: TSSEC

Class: II B A ENGLISH

Semester: Odd (III)

Hours:

### **COURSE OBJECTIVES:**



Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students.

## **SYLLABUS**

UNIT- I: Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- II: Non Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger
7. Resolving conflict
8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures
3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

## **COURSE OUTCOMES:**

The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students

## **Recommended texts:**

Powell. In Company. MacMillan.

Cotton, et al. Market Leader. Longman.

Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.

Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.

De Bono, Edward. 2000. Six Thinking Hats. 2nd Edition. Penguin Books. De

Bono, Edward. 1993. Serious Creativity. Re print. Harper Business.

## **ASSESSMENT PATTERN**

### *CORE PAPERS AND ALLIED PAPERS*

**SUMMATIVE ASSESSMENT: 75 Marks**

**FORMATIVE ASSESSMENT : 25 Marks**

***TOTAL: 100 Marks***

## **SUMMATIVE ASSESSMENT**

End Semester External University Examination

## **FORMATIVE ASSESSMENT PATTERN**

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

### LITERARY APPRECIATION

**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

TOTAL: 100 MARKS

### **SUMMATIVE ASSESSMENT**

External University Examination (50 marks)

### **FORMATIVE ASSESSMENT PATTERN**

- i. Attendance – 5 marks
- ii. Continuous Assessment – 10 marks
- iii. Internal Examination -- 35 marks

### ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

TOTAL: 100 MARKS

**SUMMATIVE ASSESSMENT**

External University Examination (50 marks)

**FORMATIVE ASSESSMENT PATTERN**

Internal Assessment- 50 Marks

(Written Test - 10 Marks

Oral Test- 10 Marks

Assignment- 10 Marks

Seminar- 10 Marks

G.D- 10 Marks

Total- 50 Marks)

**SEMESTER IV**

**HINDI-IV-CLE4G**

**TAMIL-IV-LA14A**

**FRENCH IV-CLK4W**

**LZ14C- ACADEMIC WRITING**

***CORE PAPER - AG24A- AMERICAN LITERATURE- PAPER I***

***CORE PAPER- AG24B- ASPECTS OF ENGLISH LANGUAGE - PAPER II***

***ALLIED - AG34A-BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-  
IV***

***TSSD- ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS II***

***ENV4B - ENVIRONMENTAL STUDIES***

**NAME OF THE STAFF: Dr. J. PADMAPRIYA  
CLE4J**

**SUBJECT CODE:**

**YEAR/SEMESTER: II**

**YR/IV SEMESTER**

**I. COURSE OBJECTIVES:**

**Objective of the course is to**

- 1. Gain awareness about the social, cultural and literary situations during the Aadhu nic Kaal .**
- 2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.**
- 3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.**
- 4. Imparting knowledge if Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.**
- 5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.**
- 6. Influence of British rule on Indian society.**

**II YEAR - IV SEMESTER**

**SUBJECT CODE: CLE4H**

**YEAR/SEMESTER: II YR/ IV SEM**

Paper –IV Modern Poetry And Introduction To Hindi Literature  
(Aadhunik Kaal)”

1. Modern Poetry

**Prescribed Text Book : Selections in Poetry**

University Publications, University of Madras .

**Lessons Prescribed :**

1. Asha – (Jayashankar Prasad)
  2. Tum Logon se Door (Nagarjun)
  3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
  4. Bharat Ki Aarathi - (Shamsher Bahadhur Singh)
  5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
  6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
2. Introduction to Hindi Literature (Aadhunik Kaal)

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma,  
Panth, Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas

By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,  
Allahabad– 211 003.

2. Hindi Sahithya Yug Aur

PravrithiyaBy:

Dr. Sivakumar Varma,

Asok Prakashan Nayi Sarak, New Delhi – 6

3. Hindi Sahithya ka Sybodh Itihas

By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama  
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

**UNIT -I**

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

**UNIT - II**

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarathi - (Shamsher Bahadhur Singh)
3. Literary Trends of Pragathivaad

**UNIT - III**

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

**UNIT –IV**

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

**UNIT- V**

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh,

## II. COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunik Kaal in Hindi literature.
3. Knowledge about the literary trends of Aadhunik Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

**பொதுத்தமிழ் - இரண்டாமாண்டு - நான்காம்பருவம்**

**PART - I - SECOND YEAR- FOURTH SEMESTER**

**நோக்கும் சுற்றல் பயன்பாடும் (2020 - 2021) SUBJECT CODE: LA14A**

**YEAR/SEMESTER: II YR/ IV SEM**

**பாடத்திட்டத்தின் நோக்கம்**



சங்க இலக்கியம், நீதி இலக்கியம், இரட்டை காப்பியம் ஆகிய இலக்கியங்கள் இடம்பெற்றுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக அமைக்கப்பட்டுள்ளன. இந்த இலக்கியங்களின் வாயிலாக பழந்தமிழ் மக்களின் சமூக நிலை, பண்பாடு, வீரம் போன்ற செய்திகளை அறிந்துகொள்ள முடிகின்றது. பழந்தமிழ்ச் செய்யுள்களின் யாப்பு கட்டமைப்பினை உணரவைக்க ஏதுவாகின்றது. இலக்கியங்களின் செழுமையையும் அறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

## பாடத்திட்டம்

### பாடப்பகுப்பு

IV.இலக்கியம்

V.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

VI.மொழிப் பயிற்சி

### அலகு - 1

1. நற்றிணை -10, 110, 129
2. குறுந்தொகை - 8, 25, 32
3. கலித்தொகை - 6, 37, 51
4. அகநானூறு - 7,122,155
5. புறநானூறு - 89,109, 204.

### அலகு - 2

பத்துப்பாட்டு - நெடுநல்வாடை முழுவதும்

### அலகு - 3

- சிலப்பதிகாரம் - மனையறம் படுத்த காதை
- மணிமேகலை - விழாவறை காதை

### அலகு - 4

திருக்குறள்

- அறத்துப்பால் - வாழ்க்கைத்துணை நலம், மக்கட்பேறு
- பொருட்பால் - கல்வி, கேள்வி
- காமத்துப்பால் - குறிப்பறிதல், புணர்ச்சிமகிழ்தல்

அலகு - 5

தமிழ் இலக்கிய வரலாறு

- சங்க இலக்கிய வரலாறு
- அற இலக்கிய வரலாறு

அலகு -6

மொழிப்பயிற்சி

- ஆங்கிலத்திலிருந்து தமிழுக்கு மொழிபெயர்த்தல்
- தமிழிலிருந்து ஆங்கிலத்திற்கு மொழி பெயர்த்தல்.

**பாடத்திட்டத்தின் பயன்கள்**

- சங்க இலக்கிய செய்யுள்களின் நுட்பத்தையும் புலமையையும் வலியுறுத்துதல்.
- அக்கால மக்களின் வாழ்க்கை நிலை உணர வைத்தல்.
- பழந்தமிழர்களின் பண்பாட்டைத் தக்க வைத்துக்கொள்வதின் தேவையைப் புரிய வைத்தல்
- மொழி வளம் பாதுகாப்பின் அவசியத்தை உணர்த்துதல்

**பாடநூல்:**

- சென்னைப்பல்கலைக்கழகம் (University of Madras)  
அடித்தளப் படிப்பு - பகுதி - I தமிழ்  
மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.  
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை  
பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.  
தாள் - I - செய்யுள் திரட்டு

Foundation Course

Part - Tamil - For I & II Semesters

Common to all undergraduate course and Five Year Integrated postgraduate courses. (2016 - 2017 onwards.)

- ❖ தமிழ் இலக்கிய வரலாறு
- ❖ மொழிப்பயிற்சி

**Reference book**

- ❖ தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

**Common for all B.A / B.Sc courses**

**No of hours :6**

**Year 2 :Semester IV**

Foundation Course: Paper IV-French IV

SUBJECT CODE: CLK4V

YEAR/SEMESTER: II YR/ IV SEM

Title of the Paper: Translation, Comprehension and Grammar-I

**Objectives**

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Grammar components:

- Le passé simple
- Temps du passé - Emplois (le passé composé, l'imparfait, le passé simple, le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - not applicable

## **LZ14C- ACADEMIC WRITING**

Subject: ACADEMIC WRITING

Subject Code: LZ14C

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 75

### **COURSE OBJECTIVES:**

- To equip the students at the tertiary level with an understanding of the basics of

academic writing and the mechanics of writing for professional purposes

- To acquire the knowledge and practice of using formal language and specific conventions to write about literature
- To become adept in the requirements and specifications used for writing research papers
- To empower the students with transferable skills for life and career

## SYLLABUS:

### UNIT 1 WRITER'S RESOURCES

- 1.1 Recall and Write
- 1.2 Observe and Write
- 1.3 Read and Write
- 1.4 Converse and Write
- 1.5 Imagine and Write
- 1.6 Assignments

### UNIT II THINKING AND WRITING

- 2.1 Critical Thinking – Asking Questions
- 2.2 Comparing and Contrasting
- 2.3 Analysing and Evaluating Evidence
- 2.4 Arguing and Interpreting, arriving at a thesis
- 2.5 Establishing Cause and Effect
- 2.6 Assignments

### UNIT III WRITTEN LANGUAGE AND ACCURACY

- 3.1 Fundamentals of Language I
- 3.2 Fundamentals of Language II
- 3.3 Punctuation and Mechanics of Writing
- 3.4 Cohesion and Coherence in Writing
- 3.5 Common Errors in Writing and how to avoid them
- .6 Assignments

### UNIT IV RESEARCH AND WRITING

- 4.1 Writing from References
- 4.2 Literary Research Writing I
- 4.3 Literary Research Writing II
- 4.4 Documentation
- 4.5 Plagiarism
- 4.6 Assignments

#### UNIT V WRITING PROCESS

- 5.1 Generating Ideas
- 5.2 Outlining a draft
- 5.3 Revising a draft
- 5.4 Completing the draft
- 5.5 Peer reviewing drafts
- 5.6 Assignments

#### PRACTICAL APPLICATION

#### **COURSE OUTCOMES:**

After doing the course, students will be able to:

- Gain a scholarly understanding in writing about literature
- Adopt a more organised approach to academic writing by acquiring the required writer's resources
- Identify the broad categories in academic writing styles and use their format appropriately
- Improve accuracy in writing by editing sentences, using apt punctuations, avoiding common errors and by ensuring cohesion and coherence
- Acquire skills to use references and engage in research writing
- Understand the importance of documentation and peer reviewing and the need to avoid plagiarism
- Organise and refine the writing process
- Write academically with the ability to analyse, convey understanding, think critically and focus on technique and style.

Reference Book:

THE BEDFORD GUIDE TO COLLEGE WRITERS (Second Edition) by X.J. Kennedy and  
Dorothy M. Kennedy

**AG24A- AMERICAN LITERATURE- PAPER I**

Subject: AMERICAN LITERATURE- PAPER I

Subject Code: AG24A

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 75

**COURSE OBJECTIVES:**

To introduce the students to the evolution of American literature through the study of pioneering texts

**SYLLABUS:**

UNIT 1: Poetry

1.1 "Prologue" Anne Bradstreet

1.2 "Brahma" R. W. Emerson

1.3 "The Broken Oar" Henry W Longfellow

1.4 "Because I could not stop for Death Emily Dickinson

1.5 "Vigil Strange I Kept on the Field One Night" Walt Whitman

1.6 "Sparrow" Paul Laurence Dunbar

1.7 "The Raggedy Man" James Whitcomb Riley

1.8 "The Anti-Suffragists" Charlotte Perkins Gilman

## UNIT 2: Prose

2.1 “Where I Lived, and What I Lived For” H.D. Thoreau

2.2 “The Philosophy of Composition” Edgar Allan Poe

2.3 “The American Scholar” R. W. Emerson

[Excerpt: Paragraph beginning ‘In this view of him as Man Thinking...’ upto the lines ending... ‘popular judgments and mode of action.–Education of the American writer by nature, books and action’]

2.4 “The Slaves' New Year's Day” Harriet Jacobs

## UNIT 3: Drama

3.1 Trifles Susan Keating Glaspell

## UNIT 4: Short Story

4.1 “The Murders at the Rue Morgue” Edgar Allen Poe

4.2 “Jim Baker’s Blue Jay’s Yarn” Mark Twain

4.3 “The Luck of Roaring Camp” Bret Harte

4.4 “Regret” Kate Chopin

## UNIT 5: Fiction

5.1 Adventures of Huckleberry Finn Mark Twain

## **COURSE OUTCOMES:**

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

- Trace the origin and history of American Literature
- Understand and explain the cultural, political, and stylistic protocols that governed early American literature, the impact of Puritanism and significance of Transcendentalism using prescribed texts
- Assess thematic aspects of literary texts as a part of cultural and historical movements in America

## **Prescribed Text and Web Sources:**

i) The Norton Anthology of American Literature, Vol. C, Baym, Nina et al. Fifth Avenue, USA, 2012



- ii) Norton Anthology of American Literature, Vol. D, Fifth Avenue, New York-17, U.S.A.
- iii) Norton Anthology of American Literature, Vol. E, Fifth Avenue, New York-17, U.S.A.
- iv) The Oxford Book of American Poetry edited by David Lehman, John Brehm. OUP
- v) A Pageant Of Poems By Sheppard, C. A. (ed.) Orient Longman Press. 1998
- vi) Short Story Masterpieces, Five American Masters, Jaico Pub. House, Mumbai- 23, 2003.
- vii) 1.5 <https://rpo.library.utoronto.ca/poems/raggedy-man>
- viii) 1.8 <https://www.poetryfoundation.org/poems/52090/the-anti-suffragists>
- ix) 2.3 <http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>
- x) 4.4 <https://americanliterature.com/author/kate-chopin/short-story/regret>
- xi) 5.1 <http://www.gutenberg.org/files/642/642-h/642-h.htm>

**FURTHER READING** (to be considered for internal assessment tasks only)

“Song of Myself” & “I hear America Singing” by Walt Whitman

“Of Deserts” by Herman Melville

“Virtue” by Phillis Wheatley

“On Women’s Right to Vote” by Susan B. Anthony

“Incidents in the Life of a Slave Girl” by Harriet Jacobs

“The Fall of the House of Usher” by Edgar Allan Poe

“Young Goodman Brown” by Nathaniel Hawthorne

“Brown Wolf” by Jack London

“Chikamauga” by Ambrose Bierce

The Adventures of Tom Sawyer by Mark Twain

The Bridge of San Luis Rey by Thornton Wilder

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

Larson, Kerry, The Cambridge Companion to Nineteenth-Century American Poetry, Cambridge University Press, 2011.

The Cambridge History of American Literature Volumes 1-8

The Literary History of the United States

Barbour, James & Thomas Quirk; Romanticism: Critical Essays in American Literature, Routledge, 2016.

American Poetry | Encyclopedia.com

American literature - Poetry | Britannicawww.britannica.com ›

American Poetry in the New Century by John Barr | Poetry www.poetryfoundation.org

<https://www.history.co.uk/history-of-america>

<https://www.youtube.com/watch?v=6iQeuzP2guk>

Columbia Literary History of the United States

<https://www.bcubluj.ro/hu/cuprins/pdf/Ameri/cuprins000159530.pdf>

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

The Beginnings of American Literature: <https://www.youtube.com/watch?v=qibmsTdCTaI>

## **AG24B- ASPECTS OF ENGLISH LANGUAGE - PAPER II**

Subject: ASPECTS OF ENGLISH LANGUAGE - PAPER II

Subject Code: AG24B

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 75

### **COURSE OBJECTIVES:**

To provide learners the fundamentals of English Linguistics and sensitize learners on the nuances of English Language to enable them to use English with a thorough knowledge of its aspects

### **SYLLABUS**

Unit 1: Introduction

1.1 What is Linguistics? – Linguistics as a science

1.2 Nature and scope of Linguistics

1.3 Synchronic and Diachronic approaches

1.4 Branches of study

1.5 Kinds of Linguistics - Descriptive, Comparative and Historical

Course Components

Unit 2: English Phonetics and Phonology -I

2.1 Introduction to Phonetics and Phonology – The unphonetic character of English

Orthography and the need for a phonetic script – phonetics , phonemics, phonics

2.2 Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region ,

Air Stream Mechanisms

2.3 Segmental Phonemes - Consonants – Definition– Articulation of individual Consonants

Three term Label

2.4 FIVE point Description – Position of the Vocal Cords, Position of the Soft Palate,

Place of Articulation, Manner of Articulation – Active and Passive Articulators

2.5 Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones –

Complementary distribution and Free Variation

Unit 3: English Phonetics and Phonology -II

3.1 Vowels – Definiton, Cardinal vowels , Vowel Chart

3.2 Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label,

Description of individual Vowels

3.3 Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and

Releasing consonants

3.4 Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm

Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic)

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

Glossary of Phonological Terms- I

Language in Use :Transcription – words and single sentences, Reverse Transcription,

Using a Dictionary to note IPA symbols and stress markers

Unit4: Morphology and Word Formation

4.1 Morphemes – Free and bound Morphemes

4.2 Affixes -Prefix , Suffix and Infix

4.3 Allomorphs - Zero morphemes Empty Morphemes

4.4 Compound Words, Back formation Portmanteau words, Clipping of Words

4.5 Morphophonemics - Phonetic Realization of Plural, Past, Third Person Singular morphemes (pronunciation of – ed, -s & -es)

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

Unit 5: Semantics

5.1 Word Meaning – Associative and Denotative Meaning

5.2 Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected, collective and thematic)

5.3 Lexical Relations - Collocation, Homonymy, homophony, Hyponymy, Polysemy, Synonymy, Antonymy)

5.4 Semantic Roles

5.5 Semantic Field

Glossary of Semantic Terms- I

Language in Use: testing all types of meaning in context

### **COURSE OUTCOMES:**

After completing this course students will be able to:

- Use English with an understanding of the sounds present in the language
- Use English words with a thorough understanding of their structure and meaning

### **Prescribed Texts:**

Unit Books

Unit 1 The Study of Language – George Yule

Unit 2 A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 3 English Phonetics and Phonology – Peter Roach

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

A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 4 Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy

The Study of Language – George Yule- Chapter 6

Unit 5 Semantics - Geoffrey Leech

The Study of Language – George Yule- Chapter 9

Language and Linguistics- J F Wallwork

### **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

Daniel Jones- The Pronunciation of English

Balasubramanian. T - A Textbook of English Phonetics for Indian Students – A workbook .

R. K. Bansal and J. B. Harrison – Spoken English .

Lalitha Ramamurthi - A History of English Language and Elements of Phonetics

T. Balasubramanian - English Phonetics for Indian Students – A workbook

George Yule – The Study of Language

J.F.Wallwork - Language and Linguistics

S.K Verma, N.Krishnaswamy -Modern Linguistics – An Introduction

Dr. Varshney - An Introductory Text book of Linguistics and Phonetics

Adrian Akmajian & others- Linguistics – An introduction to Language and Communication

Geoffrey Leech – Semantics (PENG-uin)

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

Nativlang: What is meaning? Semantics, logic and the meaning of words-- Linguistics

<https://www.youtube.com/watch?v=9ZDkp8dUWyw>

Introduction to Semantics: <https://www.youtube.com/watch?v=I3t2VPcHwCw>

<https://nptel.ac.in/content/storage2/courses/109106085/downloads/03->

[%20Phonetics%20and%20Phonology-%20week%203.pdf](https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf)

### **AG34A-BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-IV**

Subject: BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-IV

Subject Code: AG34A

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 90

### **COURSE OBJECTIVES:**

This paper aims at introducing basic concepts about seminal concepts from European and American histories to enable students understand the contexts and background of European and American literatures

### **SYLLABUS**

#### Unit 1:Literature And Greco-Roman Schools Of Thought

1.1 Ancient Greece – pages 22-35

1.2 Ancient Greece – pages 35-43

1.3 Making of the Roman World – pages 44-55

1.4 Making of the Roman World – pages 55-64

1.5 Hylozoism, Great chain of Being (Plato, Aristotle), Imitation [mimesis], Idealism (Kant), Platonism, Epicureanism, Skepticism, Stoicism, Cynicism, Sophism, Narcissism, Hedonism.

1.1 & 1.4 [Text – The Penguin History of Europe by J.M.Roberts, 1996.]

1.5 [Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]

#### Unit 2 : The Shaping Of Europe

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

2.2 The Crusades – pages 167-171, Europe's emerging shape – pages 178-179

2.3 The Ottomans, the end of Byzantium, Ottoman Europe – pages 209- 213, Renaissance and Printing – pages 218-221, Modernity and modern history – pages 233-238

2.4 European Reformation and Counter- Reformation - pages 260-265

2.5 Enlightenment – pages 267-271

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

### Unit 3: The Discovery Of America

3.1 The Discovery of America – European Enterprise – a new World –  
pages 224 - 230

3.2 The Americas – pages 319-321

3.3 North American Colonies – pages 324 -326

3.4 American Revolution – First Overseas European Nation pages 344-347

3.5 United States and European opinion – pages 347- 349

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

### Unit 4: The History And Culture Of America

4.1 The History and culture of the United States of America –  
Chapter 1- European settlers in a new continent; Colonial America –  
Thirteen colonies; [pp.1-28]

Plantation Slaves in the South[1641-1865], the Westward Movement, the Gold  
Rush[1807-1910], the Declaration and American War of Independence[1775-  
83]; the framing of the Constitution, Lincoln and the Civil war; Reconstruction;  
[pp.1-15]

[Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta.  
Orient Blackswan, 2017]

4.2 America and World War I [1914-18], The League of Nations;

4.3 Prohibition up to The breakdown of Trusts (Sherman /  
Clayton Anti –Trust Acts-1890/1914) and the Mafia [1920-],  
Great Depression[1929]

America's role in World War II[1939- 45],

4.4 Martin Luther King Jr. and the Civil Rights Movement[late 1940s-1968]

4.5 American Foreign Policy-The Cold War [1945-89] and McCarthyism  
[late 1940s-1950s], J.F. Kennedy's Foreign and Black rights policy,  
War with Vietnam [1954-73], Cuba and the Bay of Pigs Invasion [1961]

[[Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta.  
Orient Blackswan, 2017]

## UNIT 5: Background to American Literature

5.1 Chapter 1 -The narrative of American literature; The New world; Puritan myth; American exceptionalism; Myth of the frontier; American Dream; American Pastoralism; Multiculturalism– pages 1-28

5.2 From the Early narratives to the Colonial Era – Chapter 2 – Puritan literature; histories and journals; Conversion narratives; Sermons; Captivity narratives; poetry;

5.3 Literature of the 18th century; Literature and the Revolution; Emergence of the American novel; Fenimore Cooper– pages 29-58,

5.4 Harlem Renaissance and Hippie culture

5.5 Periods of American literature – pages 273-278

[5.1 to 5.4 -Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]

[5.5 -Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]

### **COURSE OUTCOMES:**

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

- Identify and define basic terms and concepts which are needed for advanced courses in European and American literature
- Write brief essays on the historical background of European and American literatures.

### **Prescribed Texts**

i. Krishna Sen and Ashok Sengupta. (2017). A Short History of American Literature. Orient Blackswan.

ii. J.M.Roberts. (1996). The Penguin History of Europe.

iii. Abrams M.H. & Geoffrey Galt Harpham.(2015) A Glossary of Literary Terms Eleventh Edition. Cengage,2019 (Indian Reprint)]

### **BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE**



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

Mercer, B. (2019). Student Revolt in 1968. In Student Revolt in 1968: France, Italy and West Germany. Cambridge University Press.

Blackman, R. (2019). 1789: The French Revolution Begins. Cambridge University Press.

De Graaf, J. (2019). Socialism across the Iron Curtain: Socialist Parties in East and West and the Reconstruction of Europe after 1945. Cambridge University Press.

Enstad, J. (2018). Soviet Russians under Nazi Occupation. In Soviet Russians under Nazi Occupation: Fragile Loyalties in World War II. Cambridge University Press.

Pergher, R. (2017). Mussolini's Nation-Empire. In Mussolini's Nation-Empire: Sovereignty and Settlement in Italy's Borderlands, 1922–1943. Cambridge University Press.

Von Bulow, M. (2016). West Germany, Cold War Europe and the Algerian War. Cambridge University Press.

Cichopek-Gajraj, A. (2014). Beyond Violence: Jewish Survivors in Poland and Slovakia, 1944–48. Cambridge University Press.

Walter Cohen. (2017). A History of European Literature: The West and the World from Antiquity to the Present. Edinburgh University Press.

Kagan, Donald, Steven E. Ozment, and Frank M. Turner. (2007). The Western Heritage: Since 1300. Macmillan Publishing, New York.

Viault, Birdsall S. (1990). Modern European History. McGraw-Hill.

Lars Boje Mortensen. (2018). European Literature and Book History in the Middle Ages, c. 600-c. 1450. Oxford.

Malcolm Bradbury and James McFarlane. (1978). Modernism: A Guide to European Literature 1890-1930. Penguin.

## **TSSSED- ESSENTIALS OF SPOKEN AND COMMUNICATION SKILLS II**

Subject: ESSENTIALS OF SPOKEN AND COMMUNICATION SKILLS II

Subject Code: TSSSED

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 30

**COURSE OBJECTIVES:**

- To understand the nuances of speech delivery and importance of body language.
- To understand the importance of developing self esteem and personality in the context of communication.

**SYLLABUS**

Unit – I

Body Language – Kinesics, Proxemics, Para linguistic, Chronemics, Nuances of Speech Delivery.

Personality Development: Building self esteem.

Unit – II

Team work and participating in group discussions – Team building and Team work, Team briefing, Role of Team leader, Conflict resolution, Methodology of Group discussions, Role Functions in Group Discussion, Types of Non – functional Behavior, Improving group performance. Participating in Mock group discussions.

Unit – III

Interviews – Types of Interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews.

Unit – IV

Business Presentations – Preparing successful presentations, thinking about audience, making effective use of visual aid, Delivering presentation, using prompts, dealing with questions and interruptions, Mock presentations.

**COURSE OUTCOMES:**

After completing this course students will be able to:

- Understand the role of team leader in conflict management, team briefing etc. In a professional situation.
- Prepare themselves for interviews by understanding the different types of interviews.
- Learn how to carry out successful business presentations by preparing visual aids and dealing with interruptions and questions.

**Recommended Texts:**

Peter, Francis. Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill. 2012. Print.

Singh, Prakash and Raman, Meenakshi. Business Communication. New Delhi: Oxford UP. 2006. Print.

Bailey, Edward P. Writing and Speaking at Work: A Practical Guide for Business Communication. Pennsylvania: Prentice Hall. 2007. Print.

Pease, Allan and Peas, Barbara. The Definitive Book of Body Language. New York: Random House. 2006. Print.

DeBono, Edward. 1993. Serious Creativity. Re print. Harper Business.

**ENV4B - ENVIRONMENTAL STUDIES**

Subject: ENVIRONMENTAL STUDIES

Subject Code: ENV4B

Class: II B A ENGLISH

Semester: EVEN (IV)

**COURSE OBJECTIVES:**

- To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment; to create new patterns of behavior of individuals, groups, and society as a whole towards the environment.

## **SYLLABUS**

### Unit 1: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies;

Scope and importance; concept of sustainability and sustainable development.

### Unit 2 : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:

Food chains, food webs and ecological succession, Case studies of the following ecosystem:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

### Unit 3: Natural Resources : Renewable and Non – renewable Resources ( 6 lectures)

Land resources and land use change: Land degradation, soil erosion and desertification.

Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water ( international and inter-state).

Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### Unit 4: Biodiversity and Conservation ( 8 lectures)

Levels of biological diversity: genetics, species and ecosystem diversity,

Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots

India as a mega- biodiversity nation, Endangered and endemic species of India.

Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

#### Unit 5: Environmental Pollution (8 lectures)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.

Nuclear hazards and human health risks

Solid waste management: Control measures of urban and industrial waste

Pollution case studies

#### Unit 6: Environmental Policies & Practices ( 8 lectures)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution ) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

#### Unit 7: Human Communities and the Environment (7 lectures)

Human population growth, impacts on environment, human health and welfare.

Resettlement and rehabilitation of projects affected persons; case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.

Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.

Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

#### Unit 8 : Field Work (6 lectures)

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.

Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystem- pond, river, Delhi Ridge etc.

## **COURSE OUTCOMES:**

After completing this course students will be able to:

- Communicate complex environmental information to both technical and non-technical audiences.
- Understand and evaluate the global scale of environmental problems.
- Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world.

## **Suggested Readings:**

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd.

12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012 Environment.8th edition. John Willey & sons.
13. Rosencranz, A., Divan,S.,& Noble, M.L.2001.Environmental law and policy in India. Tirupathi 1992.
14. Sengupta,R.2003.Ecology and Economics: An approach to sustainable development.OUP
15. Singh,J.S.,Singh,S.P and Gupta,S.R.2014.Ecology,Environmental Science and Conservation. S.Chand Publishing, New Delhi.
16. Sodhi,N.S.,Gibson,L.&Raven ,P.H(eds).2013.Conservation Biology :Voices from the Tropics. John Willey & Sons.
17. Thapar,V.1998.Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren,C.E.1971.Biology and water Pollution Control. WB Saunders.
19. Willson,E.O.2006. The Creation: An appeal to save life on earth..New York: Norton.
20. World Commission on Environment and Development.1987.Our Common Future. Oxford University Press

## **ASSESSMENT PATTERN**

### *CORE PAPERS, ALLIED PAPERS AND ENVIRONMENTAL STUDIES*

**SUMMATIVE ASSESSMENT: 75 Marks**

**FORMATIVE ASSESSMENT : 25 Marks**

***TOTAL: 100 Marks***

### **SUMMATIVE ASSESSMENT**

End Semester External University Examination

### **FORMATIVE ASSESSMENT PATTERN**

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

### ACADEMIC WRITING

**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

**TOTAL: 100 MARKS**

### **SUMMATIVE ASSESSMENT**

External University Examination (50 marks)

### **FORMATIVE ASSESSMENT PATTERN**

- i. Attendance – 5 marks
- ii. Continuous Assessment – 10 marks
- iii. Internal Examination -- 35 marks

Summative Internal Assessment

( Writing skills- 5 Marks

Text based Questions - 20 Marks

Theoretical and Critical Writing - 10 Marks)

### ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS II



**SUMMATIVE ASSESSMENT: 50 MARKS**

**FORMATIVE ASSESSMENT: 50 MARKS**

**TOTAL: 100 MARKS**

**SUMMATIVE ASSESSMENT**

External University Examination (50 marks)

**FORMATIVE ASSESSMENT PATTERN**

Internal Assessment- 50 Marks

(Written Test - 10 Marks

Oral Test- 10 Marks

Assignment- 10 Marks

Seminar- 10 Marks

G.D- 10 Marks

Total- 50 Marks)

**SEMESTER V**

*CORE PAPER- BEN-DSC09: AMERICAN LITERATURE – PAPER II*

*CORE PAPER - BEN-DSC10:WORLD CLASSICS IN TRANSLATION*

*CORE PAPER- BEN-DSC11: ASPECTS OF ENGLISH LANGUAGE –III*

*CORE PAPER- BEN-DSC12: INTRODUCTION TO LITERARY THEORY AND  
CRITICISM*

*ELECTIVE PAPER- BEN-DSE1B: ENGLISH LANGUAGE TEACHING  
VALUE EDUCATION*

**BEN-DSC09: AMERICAN LITERATURE – PAPER II**

Subject: AMERICAN LITERATURE – PAPER II

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 90

### **COURSE OBJECTIVES:**

To enable the students to understand the trends in American literature through the study of seminal texts and its contribution.

### **SYLLABUS**

#### UNIT 1: Poetry

- 1.1 “A Hillside Thaw” Robert Frost
- 1.2 “Chicago” Carl Sandburg
- 1.3 “Poetry” Marianne Moore
- 1.4 “Skunk Hour” Robert Lowell
- 1.5 “Runagate, Runagate” Robert Hayden
- 1.6 “Mirror” Sylvia Plath
- 1.7 “Harlem” Langston Hughes
- 1.8 “Perhaps the World Ends Here” Joy Harjo

#### UNIT 2: Prose

- 2.1 “The Figure a Poem Makes” Robert Frost
- 2.2 “The Man of Letters in the Modern World” Allen Tate
- 2.3 “I Have a Dream” Martin Luther King Jr
- 2.4 “The Black writer and the Southern Experience” Alice Walker  
from In Search of our Mother’s Garden

#### UNIT 3: Drama

- 3.1 The Glass Menagerie Tennessee Williams

## UNIT 4: Short Story

4.1 “A Journey” Edith Wharton

4.2 “The Snows of Kilimanjaro” Ernest Hemingway

4.3 “The World's Greatest Fisherman” Louise Erdrich

4.4 “Living Space” Isaac Asimov

## UNIT 5: Fiction

5.1 To Kill a Mocking Bird Harper Lee

### **COURSE OUTCOMES:**

After doing the course, students will be able:

- To evaluate new forms of space, identity, and writing that transformed canonical English literary structures
- To assess thematic aspects of literary texts as a part of cultural and historical movements in America.

### **Prescribed Texts/Web Sources:**

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

ii) 2.3 [https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.458777/2015.458777.Literary-Essays_djvu.txt)

iii) 2.4 In Search of our Mother’s Garden -Alice Walker

iv) 4.1 [https://loa-shared.s3.amazonaws.com/static/pdf/Wharton\\_Journey.pdf](https://loa-shared.s3.amazonaws.com/static/pdf/Wharton_Journey.pdf)

v) 4.4 <https://nyc3.digitaloceanspaces.com/sffaudio-usa/usa-pdfs/LivingSpaceByIsaacAsimov.pdf>

### **FURTHER READING:** (to be considered for Internal Assessment tasks only)

The Great Gatsby F. Scott Fitzgerald

“After Apple Picking” by Robert Frost

“The Walls do not Fall” by Hilda Doolittle

“One Art” by Elizabeth Bishop

“Anecdote of the Jar” by Wallace Stevens

“the Cambridge ladies” by e.e.cummings

“Persephone Falling” by Rita Dove  
The Hairy Ape by Eugene O’ Neil  
All My Sons by Arthur Miller  
As I Lay Dying by William Faulkner  
The Joy Luck Club by Amy Tan

### **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

The Cambridge History of American Literature

Parini, Jay. The Oxford Encyclopedia of American Literature, Volume 3, OUP, 2004.

Burt, Daniel S. The Chronology of American Literature

[https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-](https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false)

[LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false](https://books.google.co.in/books?id=VQ0fgo5v6e0C&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false)

Gray, Richard. A Brief History of American Literature

[https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-](https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false)

[LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false](https://books.google.co.in/books?id=GmIyLel3HjEC&printsec=frontcover&dq=american+literature&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXSsKHRgIDK0Q6AEIOjAC#v=onepage&q=american%20literature&f=false)

[www.britannica.com](http://www.britannica.com)

[americanliterature.com](http://americanliterature.com)

[www.history.com](http://www.history.com) : Black History: Facts and People

### **BEN-DSC10: WORLD CLASSICS IN TRANSLATION**

Subject: WORLD CLASSICS IN TRANSLATION

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 75

### **COURSE OBJECTIVES:**

This paper aims at introducing students to a few seminal classics of the world to expose them to classical literary styles and perspectives and gain an understanding of early human experiences from different parts of the world.

## **SYLLABUS**

### Unit 1: Prose

- 1.1 Introduction to Greek Classical Literature
- 1.2 'On Ancient Tamil Poetics' -- A.K.Ramanujan

### Unit-2: Poetry

- 2.1 “Megha Duta or the Cloud Messenger” - Kalidasa  
(Argument and Lines 01-48)
- 2.2 “The Gate of Hell” : Canto III (Inferno) - Dante Alighieri -
- 2.3 “The Burning of the Books” - Bertolt Brecht
- 2.4 “Lot’s Wife” - Anna Akhmatova
- 2.5 “Returning to Live in the Country” - Tao Yuanming

### Unit-3: Drama

- 3.1 Oedipus Rex - Sophocles

### Unit-4: Short Story

- 4.1 “The Blizzard “ - Alexander Pushkin
- 4.2 “The Convert “ - Guy de Maupassant
- 4.3 “The Empty Drum” - Leo Tolstoy
- 4.4 “A Christmas Tree and a Wedding” - Fyodor Dostoyevsky

### Unit-5: Fiction

- 5.1 The Count of Monte Cristo - Alexander Dumas

## **COURSE OUTCOMES:**

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

- Possess an understanding of a few world classics
- Acquire historical and cultural knowledge of the past
- Develop critical thinking by being exposed to original ideas and philosophies
- Write about early literature, writers and their literary styles

## **Prescribed Texts and Web Sources**

1.1 The Odyssey by Homer -Penguin Classics

1.2 Indian Literary Criticism, G.N. Devy. Orient Black Swan (pg 346-374)

Unit 2: <https://www.poetryfoundation.org/poems>

2.1 The Mégha Dúta, Or, Cloud Messenger: A Poem, in the Sanscrit Language.

Calcutta:Trans.by Horace

Hayman Wilson-1813. Google Books:

<https://archive.org/details/mghadtaorcloudm00wilsgoog/page/n136/mode/2up>

2.2 to 2.4 Texts and their Worlds- II - K.Narayana Chandran, Foundation Books, 2005

Unit 3: The Theban Plays by Sophocles - Penguin Classics

4.1 <https://www.thefreshreads.com/the-blizzard/>

4.2 Masterpieces of World Fiction: Selected Stories by Guy De Maupassant

4.3 Selected Stories by Leo Tolstoy (Masterpieces of World Fiction)

4.4 <https://www.berfrois.com/2013/12/two-christmas-short-stories-fyodor-dostoyevsky/>

4.5 <https://www.poetrynook.com/poem/returning-live-country>

## **FURTHER READING** (to be considered for internal assessment tasks only)

Odyssey - Book I - Homer

The Inferno by Dante Alighieri, translated by Robert Hollander

Don Quixote by Miguel Cervantes, translated by Edith Grossman

Les Miserables by Victor Hugo, translated by Julie Rose

Anna Karenina by Leo Tolstoy, translated by Richard Pevear and Larissa Volokhonsky

A Doll's House by Henrik Ibsen, translated by Michael Meyer

Stung with Love: Poems and Fragments of Sappho by Sappho, translated by Aaron Poochigian  
Antigone by Sophocles, translated by E.H. Plumtre  
Madame Bovary by Gustave Flaubert, translated by Margaret Mauldon  
Herman Hesse: Siddhartha  
Dostoevsky: Notes from Underground  
Maxim Gorky - "One Autumn Night"

### **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

World Literature Reader: A Reader - edited by Theo D'haen, César Domínguez, Mads Rosendahl Thomsen  
Reading World Literature: Theory, History, Practice - edited by Sarah Lawall  
A History of Western Literature –J.M.Cohen  
1789: The French Revolution Begins.- Blackman, R. Cambridge University Press.  
A History of European Literature: The West and the World from Antiquity to the Present.-  
Walter  
Cohen Edinburgh University Press  
Modernism: A Guide to European Literature 1890-1930.Malcolm Bradbury and James McFarlane. Penguin.  
<https://www.britannica.com/art/Greek-literature/Classical-period-5th-and-4th-centuries-bc>  
<https://www.thoughtco.com/inferno-canto-iii-divine-comedy-dante-alighieri-4098791>  
<https://www.britannica.com/biography/Sophocles>  
<https://www.britannica.com/art/French-literature/The-reaction-against-reason>  
<https://www.britannica.com/art/Russian-literature>

### **BEN-DSC11: ASPECTS OF ENGLISH LANGUAGE –III**

Subject: ASPECTS OF ENGLISH LANGUAGE –III  
Subject Code: AG21B  
Class: III B A ENGLISH  
Semester: Odd (V)

Hours: 90

### **COURSE OBJECTIVES:**

- To introduce learners to the different ways in which language is used
- To sensitize learners to the different ways in which English is spoken in India
- To make learners identify the differences between American and British English
- To enhance writing skills of learners
- To use language in the technological world

### **SYLLABUS**

#### Unit 1: Introduction

1.1 Langue, Parole, Language

1.2 Regional Varieties of Language – Dialect, Standard and Non – Standard, Isoglasses , Dialect Boundaries, Bidialectal, Dialectology, Idiolect, Register, Bilingual

1.3 International varieties – accent, style, slang, jargon, Lingua Franca, Pidgin, Creole, Creolisation, The Post Creole Continuum

1.4 Indian English , (pronunciation, mother tongue influence, words in English of Indian Origin) American vs British English ( vocabulary, spelling, pronunciation, meaning of commonly used words)

1.5 Language Change – Protos – Family relationship - Cognates – Comparative-Reconstruction  
Language in Use : Indian English , American vs British English  
(The Study of Language – George Yule- chapter 17)

#### Unit 2 - Syntax

2.1 What is Grammar? Misconceptions regarding grammar

2.2 The development of English grammar and Issues in traditional approach – Nominative Rules - Latinate Fallacy – Logical Fallacy – Historical Fallacy, Descriptive and Prescriptive approaches

– Concept of correctness and social acceptability – Form and substance - Speech and Writing



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

2.4 Phrase Structure Rules

2.5 Transformation- Generative Grammar – Competence and Performance, Deep Structure and Surface Structure, Kernals and Transforms

Language in Use: Disambiguation

Unit 3: Writing in Theory – Academic Writing

3.1 Pre-Writing, Post Writing and Revision

3.2 Use of Transitional phrases

3.3 Coherence and cohesion

3.4 Writing Voice – Formal vs informal, tone

3.5 Copy editing / language editing with editing symbols

Unit 4: Writing in Practice

4.1 Paraphrasing

4.2 Review Writing – Books, films, sport

4.3 Report Writing - Project- status, progress, completion

4.4 Content Writing

4.5 Creative Writing

Language in Use : writing practice

Unit 5: Evolution of Internet English - David Crystal Language and the Internet

5.1 Internet vocabulary

5.2 Online Resources and authenticity of content

5.3 Writing for the Internet and Plagiarism

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

5.5 Abstracting, synopsis writing, script writing

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

### **COURSE OUTCOMES:**

After completing this course students will be able to:

- Use English with a thorough understanding of the different ways in which English is used in India
- Comprehend and respond to American and British English
- Use their writing skills to produce good write ups
- Communicate with ease through mails, blogs and microblogs

### **Prescribed Texts:**

#### Unit Books

Unit 1 Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy

Modern Applied Linguistics- S.K.Verma, N.Krishnaswamy and Nagarajan

The Study of Language – George Yule

A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 2 Grammar – Frank Robert Palmer

The Study of Language – George Yule

Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy

Unit 3 John M.Swales and Christine B. Feak - Academic Writing for Graduate Students:

Essential Tasks and Skills

Unit 4 Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates

(Cambridge University Press)

John M.Swales and Christine B. Feak - Academic Writing for Graduate Students:

Essential Tasks and Skills

Unit 5 David Crystal - Language and the Internet (Cambridge University Press)

David Crystal – de gr8 db8 (Cambridge University Press)

### **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

George Yule – The Study of Language

Frank Robert Palmer – Grammar (Pelican books)

David Crystal – de gr8 db8 (Cambridge University Press)

David Crystal Language and the Internet (Cambridge University Press)

David Crystal- English as a Global Language (Cambridge University Press)

Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates  
(Cambridge University Press)

John Lyons – Language and Linguistics, An Introduction

Writing online: Best tools for writing, blogging and Micro-blogging:

[www.bandwidthplace.com/writing-online-best-tools-for-writing-blogging-and-microblogging-  
article/](http://www.bandwidthplace.com/writing-online-best-tools-for-writing-blogging-and-microblogging-article/) How to use blogging and micro-blogging to disseminate your research

[www.elsevier.com/connect/how-to-use-blogging-and-microblogging-to-disseminate-your-  
research](http://www.elsevier.com/connect/how-to-use-blogging-and-microblogging-to-disseminate-your-research)

Book Reviews: The Writing Center: [writingcenter.unc.edu/tips-and-tools/book-reviews/](http://writingcenter.unc.edu/tips-and-tools/book-reviews/)

How to Write a review: [www.grammarly.com/blog/how-to-write-review/](http://www.grammarly.com/blog/how-to-write-review/)

## **BEN-DSC12: INTRODUCTION TO LITERARY THEORY AND CRITICISM**

Subject: INTRODUCTION TO LITERARY THEORY AND CRITICISM

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 90

### **COURSE OBJECTIVES:**

To introduce the basic concepts of Western literary theory and criticism to students

### **SYLLABUS**

UNIT-1: Introduction-Liberal Humanism

1.1 Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to  
'theory', some recurrent ideas in critical theory

UNIT-2: Structuralism

2.1 The Scope of Structuralists, What Structuralist Critics do

2.2 Post-structuralism and Deconstruction

### UNIT-3: Post-Modernism and Psychoanalytic Criticism

3.1 Post Modernism:

3.2 Psychoanalytic Criticism

### UNIT-4: Feminist and Marxist Criticism

4.1 Feminist Criticism

4.2 Marxist Criticism:

### UNIT-5: Post-Colonial Criticism

5.1 New Historicism and Cultural Materialism

5.2 Post Colonial Criticism:

5.3 Ecocriticism:

### **COURSE OUTCOMES:**

By the end of this course, the students will be able to:

- Remember the critical thinkers or philosophers and their seminal works
- Understand the significance of major critical theories
- Analyse the themes and structure of literary works
- Examine dominant ideologies in a literary work
- Evaluate a literary work using a theoretical framework

### **Prescribed Texts:**

i) Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Viva Books Pvt. Ltd., 2017.

Unit 1: (Pages 20 – 35 of the prescribed text)

Unit 2:2.1 (Pages 38 – 58 of the prescribed text - Excluding ‘Stop and Think’ portions)

Unit 2: 2.2 (Pages 59 – 65; 68-70 of the prescribed text )

Unit 3:3.1 Pages 78-88 Up to What postmodernist critics do (Excluding ‘Stop and Think’ portions)

Unit 3:3.2 pages : 92-97 and 100 - [What Freudian Psychoanalytic critics do] of the prescribed text

(Excluding ‘Stop and Think’ portions)

Unit 4:4.1 Pages 118 -124 of the prescribed text

Unit 4: 4.2 Pages 150-154 of the prescribed text

Unit 5:5.2 (Pages 172-184 of the prescribed text)

Unit 5:5.2 Pages 185 -192 of the prescribed text - Excluding ‘Stop and Think’ portions

Unit 5:5.3 Pages 239-248 of the prescribed text

**FURTHER READING** [to be considered for internal assessment only]

- i) Literary Theory and Criticism: An Oxford Introduction- Patricia Waugh,
- ii) A History of Literary Criticism and Theory from Plato to the Present -M.A.R. Habib,
- iii) A Glossary of Literary Terms - M. H. Abrams ,7th Ed. Heinle & Heinle, 1999.
- iv)The Penguin Dictionary of Literary terms and Literary Theory, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition, 1999.
- v) Literary /Cultural Theory Books by Orient Black Swa

**BEN-DSE1B: ENGLISH LANGUAGE TEACHING**

Subject: ENGLISH LANGUAGE TEACHING

Subject Code:

Class: III B A ENGLISH

Semester: Odd (V)

Hours: 75

**COURSE OBJECTIVES:**

This course aims to introduce essential theories and practices of English Language Teaching to teach second language learners and provide the fundamental knowledge and skills to pursue teaching as a career.

**SYLLABUS**

Unit 1: Introduction to ELT and Second Language Acquisition

1.1 History of English Education under the British rule.

1.2 Education in Independent India (1947-present)

1.3 Introduction to different Approaches and Methods in Language Teaching

1.4 Definition and scope of Second Language Acquisition

1.5 Child Language Acquisition, Factors related to SLA,  
Implications for Teaching –Learning L2

Unit 2: Teaching –Learning English Language

2.1 Aural - Oral/ Speaking Skills – Chomskian Perspective and Sociology of  
Communication

2.2 Theories of Reading Skills and Techniques of Reading Skills Development

2.3 Reflective Skills: Study Skills, Reference Skills, Thinking as a skill

2.4 Writing Skills

2.5 Lesson Plan and Materials production

Unit 3: Teaching –Learning English Literature

3.1 Teaching Poetry

3.2 Teaching Prose

3.3 Teaching Drama

3.4 Teaching Fiction

3.5 Lesson Plan and Materials Production Unit 4: Testing and Evaluation

4.1 Introduction and Features of Language Testing

4.2 Test Types and Test Design

4.3 Review of the existing patterns of Testing

4.4 Modification and Innovation in Testing and Question Framing

4.5: Evaluation and Marking Criteria

Unit 5: ICT Tools for English Language Teaching ( For Internship)

5.1 Authenticity of Internet resources

5.2 E- Creation Tools – Puzzlemaker, Spiderscribe, Diigo –personal digital library

5.3 Mobile apps and games – Enguru, Cuddy Cross

5.4 Online teaching - learning Platforms – Edmodo, Google Classroom

5.5 LSRW tools – audio/ video podcasts, you tube Channels, Blogs, Boards, Penzu,  
e-books

(Note: Unit 5 is not to be included for testing in the End Semester external examination)

## COURSE OUTCOMES:

After doing the course, students will  
become familiar with ELT theories on second language acquisition  
understand the factors governing language acquisition  
acquire knowledge about the history of ELT in India  
become acquainted to teaching – learning language skills  
learn how to teach English literary genres  
acquire classroom experience in teaching language and literature  
be able to analyse the issues in language testing and evaluation

### **Prescribed Texts**

Unit 1 Krishnaswamy, N and Lalitha Krishnaswamy, The Story of English in India. Foundation Books Pvt.Ltd., 2006.

1.1& 1.2 (Chapter 1)

Richards, Jack C. And Theodore S.Rogers. Approaches and Methods in Language Teaching, 1986.3rdedition. CUP, 2019

1.3 (Chapter 1)

Gass, Suan M. and Larry Selinker. Second Language Acquisition, Routledge Publishers, 2002

1.4- (1-6)

1.5–(20-34&123-129)

Unit 2 Methods of Language Teaching. Block II, CIEFL 2.1- (38-47)

Tickoo M.L., Teaching and Learning English : a Sourcebook for Teachers and Teacher – Trainers. Orient Longman Pvt. Ltd. 2004.

2.2 (Chapter 3&4)

Penny Ur. A Course in Language Teaching: Practice and Theory.

CUP, 2005.

2.3 (319-320)

Widdowson, H.G, Teaching English as Communication, OUP, 2004.

Harmer, Jeremy. Teach Writing. Longman, 2004.

2.4 (Chapter5)

Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching, John wiley & Sons, 2017.

2.5 (Chapter 3)

Unit 3 Lazar, Gillian. Literature and Language Teaching: A Guide for Teachers and Trainers, CUP, 2013

3.1 (94-109)

3.2 (Ch. 5)

3.3 (Ch. 7)

Tomilson, Brian and Hitomi Masuhara. Material Development in Language Teaching, , John wiley & Sons, 2017.

3.5 (Chapter 4)

Unit 4 Saraswathi, V. English Language Teaching: Principles and Practice Chapter 9 and 10

Unit 5 Nunan, David. Practical English Language Teaching, McGraw Hill, 2003.

Warschauer, Mark, et al., Internet for English Teaching, United States Dept. of States, 2003.

Section 1 (23-87)

**BOOKS & WEB SOURCES FOR FURTHER REFERENCE**



Bormann, E G and Bormann Nancy C. 1981. *Speech Communication, A Basic Approach*. Harper and Row Publishers.

Brumfit, C J and Carrer, R A. eds. 1986. *Literature and Language Teaching*. OUP.

Cairey T H. 1990. *Teaching Reading Comprehension*. OUP.

Carrer R and Long M. 1991. *Teaching Literature*. Longman.

Cook V. 2008. *Second Language Learning and Language Teaching*. 4th Edition. OUP.

Corder S P. 1981. *Error Analysis and Interlanguage*. OUP.

Doff A. 1997. *Teach English , A Training Course for Teachers*. CUP.

Edward Arnold. Nuttal C. 1996. *Teaching Reading.Skills in a Foreign Language*. Oxford.

Ellis R. 1986. *Understanding Second Language Acquisition*. OUP.

George Allen and Unwin. McDonough J and Shaw C. 1993. *Methods and Materials in ELT*. Oxford. Blackwell.

Greenbaum S. 1988. *Good English and the Grammarian*. Longman.

Grellet F. 1981. *Developing Reading Skills*. CUP.

H G Widdowson on Literature and ELT. *ELT Journal* 37, 1.

Hedge T. 1988. *Writing*. OUP.

Jolly D. 1984. *Writing Tasks: An Authentic Task Approach to Individual Writing Needs*. CUP, 2013.

Lazar, Gillian. 2009. *Literature and Language Teaching – A Guide for Teachers and Trainers*. CUP, 2013

Lynch, Tony. 2004. *Study Listening: A Course in Listening to Lectures and Note taking*. 2nd Edition. CUP.

Nunan, David. *Practical English Language Teaching*, McGraw Hill, 2003.

Prabhu N S. 1987. *Second Language Pedagogy*. OUP.

Richards J and Rodgers S T. 1987. *Approaches and Methods in Language Teaching*. CUP.

Rivers W. 2002. *Teaching English as a Foreign Language (Developing Reading Skills)*. U of Chicago P.

Tomilson, Brian and Hitomi Masuhara. *Material Development in Language Teaching*, John Wiley & Sons, 2017.

Ur P. 2010. *A Course in Language Teaching. Practice and Theory*. CUP.

Ur P.1984.Teaching Listening Comprehension. CUP.

Warschauer, Mark, et al., Internet for English Teaching, United States Dept. of States, 2003.

White R. 1987. Writing (Intermediate, Advanced), OUP.

Woodward T. 2012. Planning Lessons and Courses,CUP.

<https://webwhiteboard.com/>

<https://penzu.com>

<https://www.wikispaces.com/content/classroom>

<https://www.blogger.com/>

## **VALUE EDUCATION**

Subject: VALUE EDUCATION

Subject Code:

Class: III B A ENGLISH

Semester: ODD (V)

Hours:

### **COURSE OBJECTIVES:**

Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures.

Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

### **SYLLABUS**

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind

and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love,

empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam’s ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living.

The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry –Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

### **COURSE OUTCOMES :**

- Students will gain deeper understanding about the purpose of their life. Students will understand and start applying the essential steps to become good leaders.
- Students will emerge as responsible citizens with clear conviction to practice values and ethics in life.
- Students will become value based professionals.

### **Books for Reference :**

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford

University Press, New Delhi, 1999.

3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

## **ASSESSMENT PATTERN**

### **CORE PAPERS, ELECTIVE PAPERS AND VALUE EDUCATION**

**SUMMATIVE ASSESSMENT: 75 Marks**

**FORMATIVE ASSESSMENT : 25 Marks**

***TOTAL: 100 Marks***

## **SUMMATIVE ASSESSMENT**

End Semester External University Examination

## **FORMATIVE ASSESSMENT PATTERN**

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

## **III B.A. ENGLISH LITERATURE SEMESTER: VI**

*CORE PAPER - BEN-DSC13: POSTCOLONIAL LITERATURES IN ENGLISH*

*CORE PAPER -BEN-DSC14: CONTEMPORARY LITERATURE*

*CORE PAPER -BEN-DSC15: INDIAN LITERATURES IN ENGLISH*

*ELECTIVE PAPER- BEN-DSE2B: WOMEN'S WRITING*

*ELECTIVE PAPER- BEN-DSE3C: FILM AND LITERATURE*

## **BEN-DSC13: POSTCOLONIAL LITERATURES IN ENGLISH**

Subject: POSTCOLONIAL LITERATURES IN ENGLISH

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

### **COURSE OBJECTIVES:**

- To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.
- To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.

### **SYLLABUS**

#### UNIT 1: Africa

##### 1.1 Prose:

Decolonising the Mind: The Politics of Language in African Literature - NgugiwaThiong'o

1.2 Poetry: i) "An African Elegy" - Ben Okri

ii) "An Africa Thunderstorm" - David Rubadiri

1.3 Drama: The Lion and the Jewel - Wole Soyinka

1.4 Fiction: Things Fall Apart - Chinua Achebe

#### UNIT 2: Australia

2.1 Myths and Legends: "The Aboriginal Song Cycle" The Djanggawul Song Cycle"

2.2 Poetry: i) "Australia" A.D.Hope

ii) "A Song of Hope" Oodgeroo (Kath Walker)

iii) "Waltzing Mathilda" Banjo Patterson

iv) "For New England" Judith Wright

2.3 Short Story: i) "Drover's Wife" Henry Lawson

ii) "One Sunday in February 1942" Thomas Keneally

### UNIT 3: Canada

3.1 Prose: Godzilla vs. Post-colonial Thomas King

3.2 Poetry: i) “First Neighbours” P K Page

ii) “Indian Reservation: Caughnawaga” A M Klein

3.3 Short Story: i) “Face” Alice Munro

ii) “The Hostelry of Mr. Smith” Stephen Leacock

(Sunshine Sketches of a Little Town)

### UNIT 4: New Zealand, and South Pacific

4.1 Poetry: i) “House and Land” Allen Curnow

ii) “Stepping Stones” Albert Wendt

4.2 Short Story: i) “The Garden Party” Katherine Mansfield

ii) “From South Pacific” Bill Manhire

### UNIT 5: Carribean

5.1 Poetry: “Ruins of a Great House” Derek Walcott

(Arnold Anthology: Pages 498-499)

5.2 Short Story: “The Day They Burned the Books” Jean Rhys

(Arnold Anthology: Pages 457-461)

### **COURSE OUTCOMES:**

On completing the course, the students will be able to:

- Define the problems and consequences of colonization
- Identify key authors, and literary forms in postcolonial literature
- Understand how ancestry, race, class, gender, history, and identity are presented in the literary texts
- Examine the use of English language by the colonized to express their experiences and the emergence of ‘Englishes’
- Think critically about the contexts of exploration and colonialism in relation to postcolonial societies

### **Prescribed Text**

Arnold Anthology of Post- Colonial Literatures by Arnold Thieme. OUP 1996

Unit 1:1.1 pages 79-83

Unit 4:4.1 Pages 603-604

Unit 4:4.2&4.3 Pages 588-598 and 669-675

Unit 5: 5.1&5.2 pages:498-499 and 457-461

### **FURTHER READING** (to be considered for internal assessment only)

Other authors whose works may be studied are:

Ama Ata Aidoo

Nadine Gordimer

Kate Grenville

Patrick White

Margaret Atwood

James Reaney

Wilson Harris

Kamau Brathwaite

R.K.Narayan

Anita Desai

### **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

Ashcroft, Bill Ashcroft et al, eds. *The Empire Writes Back*, London and New York: Routledge, 2006. Print.

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Key Concepts in Post-Colonial Studies*, London and New York: Routledge, 1998. Print.

King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*, Oxford: Clarendon, 1996.



Killam, G. D. The Novels of Chinua Achebe. Studies in African Literature Series, London: Heinemann, 1978. P

Sarkar Parama ,Postcolonial Literatures, Orient Black Swan,2016

What is Post colonialism, What is Post Colonial Theory And Postcolonial Terms?

[https://www.youtube.com/watch?v=\\_AWWbFM9jNM](https://www.youtube.com/watch?v=_AWWbFM9jNM)

## **BEN-DSC14: CONTEMPORARY LITERATURE**

Subject: CONTEMPORARY LITERATURE

Subject Code:

Class: III B A ENGLISH

Semester: EVEN ( VI)

Hours: 90

### **COURSE OBJECTIVES:**

To introduce a few modern and contemporary writings, in all its diversity to study the issues and experiences that dominated the world in the twentieth century and after.

### **SYLLABUS**

#### UNIT 1: Poetry

- 1.1 “Blackberry Picking” -Seamus Heaney
- 1.2 “Talking to Myself” -KishwarNaheed
- 1.3 “Latin Women Pray” - Judith Ortiz (Cofer)
- 1.4 “Home” -Arundhati Subramaniam
- 1.5 “Words for Father” -Shirley Lim
- 1.6 “A Dog has Died” -Pablo Neruda
- 1.7 “A Great Number” -Wisława Szymborska
- 1.8 “I Know Why the Caged Bird Sings” -Maya Angelou

#### UNIT 2:Prose

- 2.1 “The Joys and Dangers of Exploring

Africa on the Back of an Elephant” - Paul Theroux

2.2 “That Crafty Feeling”

(from Changing My Mind: Occasional Essays) - Zadie Smith

2.3 “Mother Tongue” - Amy Tan

2.4 “Freedom From the Known”- Chapter 6 - J. Krishnamurti

(Lines Beginning- Fear, Pleasure, Sorrow, thought and Violence are all interconnected... upto..

When the house is on fire, do you argue about the colour of the hair of the man who brings the water?)

### UNIT 3: Graphic Fiction

3.1 Persepolis: The Story of a Childhood and The Story of a Return – Marjane Satrapi

### UNIT 4: Short Story

4.1 “At the Auction of the Ruby Slippers” -Salman Rushdie

4.2 “Birth Day Girl” -Haruki Murakami

4.3 “Distant Relations” -Orhan Pamuk

4.4 “The Handsomest Drowned Man in the World” - Gabriel García Márquez

### UNIT 5: Fiction

5.1 The Night - Elie Wiesel

### **COURSE OUTCOMES:**

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

- Examine the representation of contemporary trends, thematic concerns and innovations in genres
- Identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II
- Categorize major streams of thought, literary styles and issues that dominate the world
- Analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.

**Prescribed Texts/ Web Sources:**

<https://www.poemhunter.com/poem/a-dog-has-died/>

<https://www.poemhunter.com/poem/talking-to-myself-23/>

<https://sites.google.com/site/soyinkawolepoetry/home/dedication-for-moremi-1963>

1.3 <http://travis-brackenpoetryproject.blogspot.com/2012/05/latin-women-pray-by-judith-ortiz-cofer.html>

2.1 <https://www.smithsonianmag.com/travel/the-joys-and-dangers-of-exploring-africa-on-the-back-of-an-elephant-558778/>

2.2 <https://www.theguardian.com/books/2009/nov/15/changing-my-mind-zadie-smith-review>

<https://www.goodreads.com/book/show/6425404-changing-my-mind>

2.3 <http://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf>

2.4 <http://jiddu-krishnamurti.net/en/freedom-from-the-known/1968-00-00-jiddu-krishnamurti-freedom-from-the-known-chapter-6>

3.1 *Persepolis: The Story of a Childhood and The Story of a Return* by Marjane Satrapi. Vintage 2008.

4.1 <https://fddocuments.in/document/at-the-auction-of-the-ruby-slippers-salman-rushdie.html>

4.2 [https://kupdf.net/download/haruki-murakami-birthday-girl\\_59d622dc08bbc53b7d686ec5\\_pdf](https://kupdf.net/download/haruki-murakami-birthday-girl_59d622dc08bbc53b7d686ec5_pdf)

4.3

<http://www.portifex.com/ReadingMatter/New%20Yorker%20Story/2009/PamukDistantRelations.htm>

4.4

<https://www.ndsu.edu/pubweb/~cinichol/CreativeWriting/423/MarquezHandsomeDrownedMan.htm>

**FURTHER READING** (to be considered for internal assessment only)

*Midnight's Children* by Salman Rushdie

*The God of Small Things* by Arundhati Roy

*One Hundred Years of Solitude* by Gabriel García Márquez

*Never Let Me Go* by Kazuo Ishiguro

Maus' by Art Spiegelman  
The Name of the Rose' by Umberto Eco  
White Teeth' by Zadie Smith  
Norwegian Wood' by Haruki Murakami  
Interpreter of Maladies' by Jhumpa Lahiri  
Ice-Candy Man by Bapsi Sidhwa  
Homegoing' by Yaa Gyasi  
The Kite Runner by Khaled Hosseini  
[http://famouspoetsandpoems.com/poets\\_contemporary.html](http://famouspoetsandpoems.com/poets_contemporary.html)  
<https://www.bloomsbury.com/us/series/contemporary-dramatists/>

### **BEN-DSC15: INDIAN LITERATURES IN ENGLISH**

Subject: INDIAN LITERATURES IN ENGLISH

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

#### **COURSE OBJECTIVES:**

The aim of the course is to introduce students to the Indian Literary tradition through the study of representative translated texts from diverse parts of India.

#### **SYLLABUS**

##### UNIT-1: Poetry

- 1.1 "Is Poetry always worthy when it's old?" -Kalidasa (Malavikagnimitra)
- 1.2 "What he Said " - -Ilankiranar Narrinai ,39 (57)
- 1.3 Gitanjali – (34,35,36) - Rabindranath Tagore
- 1.4 Six Rubaiiyats - Mirza Arif (Urdu)
- 1.5 "Creative Process" - Amrita Pritam

- 1.6 “The Buddha” - Daya Pawar
- 1.7 “Hiroshima” - Agyeya
- 1.8 “Desert Landscape” - Agha Shahid Ali

#### UNIT-2: Prose

- 2.1. “ A Popular Literature for Bengal” -Bankim Chandra Chatterjee from The Picador Book of Modern Indian Literature Amit Chaudhuri
- 2.2. “ Gandhiji as a SchoolMaster” - Mahatma Gandhi from The Story of My Experiments with Truth
- 2.3. “What is Dalit Literature?” - Sharathchanra Mukthibodh (Selection from Poisoned Bread –Arjun Dangle)
- 2.4. “ Introduction to Modern Indian Drama” -G.P.Deshpande {Modern Indian Drama}

#### UNIT-3 Drama

- 3.1 Tughlaq - Girish Karnad

#### UNIT 4. Short Story

- 4.1 “Roots” - Ismat Chughtai (Urdu)
- 4.2 “The Shroud” -Munshi Premchand (Hindi)
- 4.3 “Toba Tek Singh” - Sadat Hasan Manto (Urdu)
- 4.4. “The Empty Chest” - Indira Goswami  
[Udang Bakacha: Assamese Translation: Prodipta Birgohain]

#### UNIT-5: Fiction

- 5.1 Chemeen Thakazhi Siva Shankara Pillai  
(Translated by Anita Nair)

### **COURSE OUTCOMES:**

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

- Remember the background of Indian literary tradition and the significance of Indian aesthetics
- Understand the characteristic features of Regional Indian Literature in translation
- Develop a basic perception about the difficulties, possibilities, and challenges in translating a text
- Analyze the regional elements in the prescribed texts
- Evaluate the skills involved in translation of regional Indian literature into English

**Prescribed Texts:**

- i) Ramanujan, A.K. Trans. Poems of Love and War. New Delhi: OUP, 1985. Rpt.2013
- ii) Mehrotra A.K. , The Oxford India Anthology of Modern Indian Poets , OUP,1993
- iii) Kurien Anna, Texts and Their Worlds ,Foundation Books
- iv) Tagore , Rabindranath, Gitanjali
- v) Dharwadkar Vinay and A.K.Ramanujam,The Oxford Anthology of Modern Indian Poetry, OUP.
- vi) Chaudhuri Amit ,Picador Book of Modern Indian Literature. 2001
- vii) Dangle Arjun, Poisoned Bread, Orient Longman, 1992
- viii) Davidar David, A Clutch of Indian Masterpieces, Aleph Books, 2016
- ix) Goswami Indra, The Shadow of Kamakhya Rupa Publications
- x) Chemeen by Thakazhi Siva Shankara Pillai. Translated by Anita Nair. Harper Collins Perennial

**FURTHER READING** ( to be considered for internal assessment only)

“Earthen Pots” - O N V Kurup

“Stares” A.Jayaprabha

“Draupadi” -Mahaswetha Devi

“A Kitchen in the Corner of the House” -Ambai

Karukku - Bama

Rabindranath Tagore’s Plays and novels

Vijay Tendulkar’s Plays

Joothan: An Untouchable's Life - Omprakash Valmiki, Columbia University Press

## **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

Indian Literary Criticism: Theory and Interpretation – GN Devy

Modern Indian Literature: an Anthology ed by K.M.George

A History of Indian Literature:1800-1910-Western Impact and Indian Response –Sisir Kumar Das

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

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

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

Theory of Nine Rasas: <https://www.youtube.com/watch?v=HBx0BH77L3E>

Indian Literature: <https://www.youtube.com/watch?v=wJbaww4UxIw>

### **Elective BEN-DSE2B: WOMEN’S WRITING**

Subject: WOMEN’S WRITING

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

### **COURSE OBJECTIVES:**

This course intends to acquaint the students to the body of literature written by women as a discrete academic discipline and become aware of women's voices and perspectives and their integral role in human experiences

### **SYLLABUS**

Unit 1: Poetry

1.1 “A Fairy Tale” – Amy Lowell

1.2 “Eve to her Daughters” - Judith Wright

1.3 “Snapshots of a Daughter-in-Law” - Adrienne Rich

1.4 “Tribute to Papa” – Mamta Kalia

1.5 “Women’s Work” - Julia Alvarez

1.6 “Phenomenal Woman” – Maya Angelou

1.7 “Purdah” - Imtiaz Dharker

1.8 “Kongu isn’t a rag that stands  
guard over my head” – Jhoopaka Subadra

(From, Kaitunakala dan Dem. )

## Unit 2: Prose

2.1 “Professions for Women” – Virginia Woolf

2.2 “Links in the Chain” – Mahadevi Varma

2.3 “The Spectacle is Vulnerable : Miss World, 1970” - Laura Mulvey  
[Chapter 1 from Visual and Other Pleasures]

2.4 Excerpts from We Should All Be Feminists - Chimamanda Ngozi Adichie  
-Pages 26-34 :Problematic bringing up of boys and girls  
-Pages 38-46 :Unlearning of preconceived notions, why problem of gender is  
always overlooked

## Unit 3: Short Story

3.1 “The Yellow Wallpaper” - Charlotte Perkins Gilman

3.2 “Boys and Girls” – Alice Munro

3.3 “Admission of Guilt” – Lalithambika Antharjanam

3.4 “Yellow Woman” – Leslie Marmon Silko

## Unit 4: Drama

4.1 Thus spake Shoorpanaka, so said Shakuni - Polie Sengupta

## Unit 5: Fiction

5.1 Fasting, Feasting - Anita Desai



## **COURSE OUTCOMES:**

After completing this course, the students will be able to

- Understand the impact of patriarchy on women and become sensitized to the need for gender equality
- Distinguish women's writing as one shaped by their gender experiences
- Identify genres and narrative strategies employed by different women writers and the language used
- Gain an understanding from the themes of suppression, oppression and marginalization expressed by women writers across the world and gauge its effect in changing the social construct
- Analyse literary texts through the perspective of gender.

## **Prescribed Texts/ Web Sources**

1.1 <https://www.poemhunter.com/poem/a-fairy-tale/>

1.2,3,6 <https://genius.com/> , <https://www.poemhunter.com/>

1.4 Living and Feeling: An Anthology of Indian Women's Writing in English . Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)

1.5 <https://www.teenink.com/nonfiction/academic/article/401916/Womans-Work-by-Julia-Alvarez/>

1.7 <https://www.poetryinternational.org/pi/poem/2823/auto/0/0/Imtiaz-Dharker/PURDAH-1/en/tile>

1.8 <http://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupaka-subhadra.pdf>

2.1 "Professions for Women." Feminist Literary Theory: A Reader - Mary Eagleton (1996)

<http://gutenberg.net.au/ebooks12/1203811h.html#ch-28> &

<http://www.wheelersburg.net/Downloads/Woolf.pdf>

2.2 "Links in the Chain" – Mahadevi Varma. Translated by Neera Kukreja Sohoni . Katha Publishers (2004)

2.3 Visual and Other Pleasures by Laura Mulvey Palgrave Macmillan, 2009.

[https://books.google.co.in/books?id=P6awCwAAQBAJ&pg=PA3&lpg=PA3&dq=The+Spectacle+is+Vulnerable+:+Miss+World+-+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOohn3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-Y\\_djoAhWGyDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false](https://books.google.co.in/books?id=P6awCwAAQBAJ&pg=PA3&lpg=PA3&dq=The+Spectacle+is+Vulnerable+:+Miss+World+-+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOohn3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-Y_djoAhWGyDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false)

2.4 We Should All be Feminists – Chimamanda Ngozi Adichie .Harper Collins,2014.

3.1

<https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>

3.2 [http://www.giuliotortello.it/shortstories/boys\\_and\\_girls.pdf](http://www.giuliotortello.it/shortstories/boys_and_girls.pdf)

3.3 Indian Short Stories, 1900-2000 by E.V. Ramakrishnan, Sahitya Akademi, India 2005.

<https://books.google.co.in/books?id=kLn11KD4ea0C&pg=PA89&dq=%E2%80%9CA+Admission+of+Guilt%E2%80%9D+%E2%80%93+Lalithambika+Antharjanam&hl=en&sa=X&ved=0ahUKEWjyWLyfgtnoAhWazjgGHeHMD70Q6AEIKDAA#v=onepage&q=%E2%80%9CA+Admission%20of%20Guilt%E2%80%9D%20%E2%80%93%20Lalithambika%20Antharjanam&f=false>

3.4 [https://www.sas.upenn.edu/~cavitch/pdf-library/Silko\\_YellowWoman.pdf](https://www.sas.upenn.edu/~cavitch/pdf-library/Silko_YellowWoman.pdf)

4.1 Women Centre Stage: The Dramatist and the Play. Routledge Publication.2010.

5.1 Fasting, Feasting by Anita Desai, Random House, 2000.

<https://epdf.pub/fasting-feastingd24622a1d2cf175651260840622ff24f90295.html>

Women's Writing. Edited by Saji K S and Jisha Elezaba (2019)

### **FURTHER READING** (to be considered for internal assessment tasks only)

A Vindication of the Rights of Woman by Mary Wollstonecraft

On Subjection of Women by John Stuart Mill

Sojourner Truth

Poems of Sylvia Plath, Kamala Dass

Works of Shashi Deshpande, Arundathi Roy, Chitra Devkaruni Banerjee

Works of Toni Morrison, Alice Walker

Works of Kate Millet, Kate Chopin

Works of Margaret Atwood  
Works of Mahasweta Devi  
Malala Yousafzai's memoir I am Malala  
Persepolis by Marjane Satrapi

### **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd ed., 2009  
Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge Publishers, 1990.  
Gilbert, Sandra M, and Susan Guber, The Mad Woman in the Attic. Yale UP. 1997.  
Hooks, Bell. Understanding Patriarchy. Louisville Anarchist Federation. 2010  
: <https://www.youtube.com/watch?v=JjoNx9UGzg>  
Kirszner, Laurie and Stephen Mandell. The Pocket Holt Handbook . Harcourt Brace College Publishers, 1999.  
Millett, Kate. Sexual Politics. U of Illinois P, 2000.  
Rooney, Ellen. The Cambridge Companion to Feminist Literary Theory. Cambridge UP, 2006.  
Sage, Lorna. Cambridge Guide to Women's Writing in English, edited by Germaine Greer and Elaine Showalter, Cambridge UP, 1999.  
<http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>  
Tharu, Susie and K. Lalita , editors. "Introduction", Women Writing in India: 600 B.C. to the Present. vol.I, NY, Feminist P, 1991.  
Walters, Margaret. Feminism: A Very Short Introduction. Oxford UP, 2005.

### **Elective BEN-DSE3C: FILM AND LITERATURE**

Subject: FILM AND LITERATURE

Subject Code:

Class: III B A ENGLISH

Semester: EVEN (VI)

Hours: 90

## **COURSE OBJECTIVES:**

The aim of the course is to introduce students to the basics of films, their kinds and related terms and concepts. aspects of films that are adaptations of works of written literature examine, analyze, interpret and review films acquire basic skills to pursue a career in film journalism

## **SYLLABUS**

### Unit 1

1.1 What is Cinema?

1.2 Genres and Sub Genres

-Avant -Garde, Documentary, Film Noir

1.3 Mainstream and Parallel Cinema

1.4 Adaptation [Novel, Play, Short Story] based on "A Theory of Adaptation" by Linda Hutcheon- Chapter1 - "Beginning to theorize adaptation"

1.5 Auteur Theory

### Unit 2

2.1 Film Narrative: Title - Story - Plot - Script- Narration (Restricted and omniscient) - duration - motivation - motif- parallelism - character traits - cause and effects – exposition - climax - point of view

2.2 Shots, Scenes, Mise en scene, Sequences

2.3 Light, Sound [Diegetic ,Non Diegetic ], Costume

2.4 Cinematography , Direction, Acting

2.5 Editing and its types

### Unit 3

3.1 Animation

-Film 'The Jungle Book' (1967) directed by Wolfgang Reitherman  
(Adaptation of Rudyard Kipling's The Jungle Book)

### 3.2 Musical

- Film 'My Fair Lady' (1964) directed by George Cukor  
(Adaptation of G.B.Shaw's Pygmalion)

## Unit 4

### 4.1 Science Fiction/ Sci-Fi

- Film 'War of the Worlds'(2005) directed by Steven Spielberg  
(Adaptation of H.G. Wells' War of the Worlds )

### 4.2 Detective

- Film 'Murder on the Orient Express'(2017) directed by Kenneth Branagh (Adaptation of Agatha Christie's Murder on the Orient Express)

## Unit 5

### 5.1 The Influence of Film and Literature (Case Study- Western) in Popular Culture-

- Literary Model, Language, Attire, Entertainment, Art, Sport, Fashion, Music

### 5.2 Writing a Film Review

-Plot, Genre, Role of actors, Background information, condensed synopsis, argument/analysis, evaluation, recommendation, opinion

## **COURSE OUTCOMES:**

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

- Define what is cinema and its genres
- Identify the aspects of translation from text to screen-visual representation
- Demonstrate a knowledge of film narrative and techniques
- Explain the terminologies for analyzing images, sound and costume in narrative film
- Synthesize the themes and issues portrayed in both forms
- Critically review a film

## **Prescribed Texts/ Web Sources**

## Unit 1&2

Key Concepts in Cinema Studies by Hayward Susan

Film Studies : The Basics by Amy Villarejo

Oxford Dictionary of Film Studies by Annete Kuhn

A Theory of Adaptation by Linda Hutcheon

[www.elementsofcinema.com](http://www.elementsofcinema.com)

<https://scriptmag.com/screenplays/what-is-story-story-types-plot-types-themes-genres>

<https://scriptmag.com/screenplays/what-is-story-story-types-plot-types-themes-genres>

<https://www.careersinfilm.com/types-of-shots-in-film/>

## Unit 3

The Jungle Book by Rudyard Kipling - Film available @ <https://www.hotstar.com/in>

Pygmalion by Bernard Shaw – Film available @

<https://ww.0123movies.su/movie/my-fair-lady-1964-online-123movies/>

## Unit 4

War of the Worlds by H.G. Wells - Film available @ <https://www.hotstar.com/in>

Murder on the Orient Express by Agatha Christie- Film available @ <https://www.hotstar.com/in>

## Unit 5

Film Studies : The Basics by Amy Villarejo

Making Meaning : Inference and Rhetoric in the Interpretation of Cinema by David Bordwell

Film Studies : An Introduction by Warren Bucland

[http://www.twyman-whitney.com/film/components\\_film\\_reviewing.html](http://www.twyman-whitney.com/film/components_film_reviewing.html)

<https://www.theguardian.com/film/2016/oct/21/western-films-hollywood-enduring-genre>

<https://platt.edu/blog/film-society-films-impact-society-popular-culture/>

Films for suggested viewing:

Western - McKenna's Gold

Indian – Satyajit Ray's Pather Panchali &

Danny Boyle's The Slumdog Millionaire

War - James Jones's From Here to Eternity

Nonfiction - Margot Lee Shetterly's Hidden Figures

Historical Romance- Margaret Mitchell's Gone With the Wind

## **BOOKS & WEB SOURCES FOR FURTHER REFERENCE**

Basinger, Jeanine. American Cinema: One Hundred Years of Film-making. New York: Rizzoli, 1994.

Brereton, Pat. Hollywood Utopia. Bristol: Intellect Books, 2005.

Constanzo, William V. Great Films and How to Teach Them. Illinois: National Council of Teachers of English, 2004.

Corey, Melinda and George Ochoa. The American Film Institute. New York: Dorling Kindersley Publishing, Inc., 2002.

Dick, Bernard F. Anatomy of Film, 6th Edition. New York: St Martin's, 2010.

Hendler, Jane. Best Sellers and their Film Adaptations in Post-war America. New York: Peter Lang Publishing, Inc., 2001.

Katz, Ephraim. The Film Encyclopaedia, Third Edition. New York: Harper Collins, 1998.

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

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

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

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

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

Hayward, Susan, Key Concepts in Cinema Studies

## **ASSESSMENT PATTERN**

### **CORE PAPERS AND ELECTIVE PAPERS**

**SUMMATIVE ASSESSMENT: 75 Marks**

**FORMATIVE ASSESSMENT : 25 Marks**

***TOTAL: 100 Marks***

**SUMMATIVE ASSESSMENT**

End Semester External University Examination

**FORMATIVE ASSESSMENT PATTERN**

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

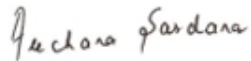
Presentation on text based topics.

Class Test: 10 MARKS

Test on different units taught. Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS



Signature of HOD



Signature of Principal