



# University of Madras

Chepauk, Chennai 600 020

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

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## Undergraduate Programme in English

Curriculum and Syllabus for

B.A.English

*(With effect from the Academic Year 2020-21)*

February 2020

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

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# **Model Curriculum and Syllabus for B.A. English**

*(With effect from the Academic Year 2020-21)*

## **1. Preamble**

Literature makes sense of the world through works of poetry, prose, fiction, and drama. It is a gateway to the varied human experiences, both past and present. Therefore it brings focus to human nature, their values, morals, beliefs, ideologies, culture and practices. It fosters social justice and equality and teaches the need to think logically and critically. Studying Literature in a STEM world remains relevant as it alone can offer an understanding of the many forces that shape and rule human lives and appreciate them, to bring about a balance in societies.

Literature as a field of study involves the study of texts and thus differs from reading literature for pleasure. A study of English Literature refers to the study of literatures in English and in translation, from around the world. This allows knowledge of social and political history, philosophy, ideologies, culture, aesthetics and literary traditions across the world.

Literary texts also offer linguistic inputs to help learners acquire the skills for English language development and improvement. It facilitates one to interpret language better and enhance communication skills in English. The transferable skills thus developed are competencies required globally in the 21st century workplace.

With the digital era ascertaining the presence of the English language, it has once again established itself as a world language and therefore an appreciable proficiency in using it can leverage life skills and career opportunities. Reading and studying English Literature will continue to stay relevant as long as human experiences and the English Language dominate the world.

## **2. Programme Learning Outcome**

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

- acquire critical temper, creative ability, and realisation of human values
- cultivate humaneness, respect, empathy and openness to the varied affiliations in different contexts across the world
- employ the knowledge gained, in criticism, interpretation and in the different 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.

## **Nature and Extent of the Programme**

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

based and encourage internship for hands-on learning to enable the students acquire twenty-first century employability skills needed in the global environment.

### **Aim of the Programme**

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

### **Graduate Attributes**

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

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

### **3. Course Structure**

Existing pattern to be followed

### **4. Course Learning Outcomes and Syllabus**

**NAME OF THE COURSE: B.A. ENGLISH**

(With effect from 2020-2021)

**COURSE STRUCTURE**

**SEMESTER I**

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

**SEMESTER II**

Course Component	Name of the Paper	Credits	Instructional Hours	Marks		Maximum Marks
				Internal	External	
PART I	Language Paper – II	3	4	25	75	100
PART II	ENG-GE02	3	4	25	75	100
PART III	ENG-DSC03:British Literature- Paper II	4	6	25	75	100

	ENG-DSC04:Indian Writing in English	4	6	25	75	100
	ENG-DSA02:Background to English Literature –Paper II	5	6	25	75	100
PART IV	Basic Tamil / Adv Tamil / NME	2	2	25	75	100
	Soft Skills – II	3	2	50	50	100
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>24</b>				

**SEMESTER III**

Course Component	Name of the Paper	Credits	Instructional Hours	Marks		Maximum Marks
				Internal	External	
Part I	Language - Paper III	3	4	25	75	100
Part II	ENG-GE03:	3	6	25	75	100
Part III	ENG-DSC05:British Literature - Paper –III	4	5	25	75	100
	ENG-DSC06:Aspects of English Language- Paper I	4	5	25	75	100
	ENG-DSA03:Background to English Literature –Paper III	5	6	25	75	100
Part IV	Soft Skills III	3	2	25	75	100
	Environmental Studies	2	2			
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>24</b>				

**SEMESTER IV**

Course Component	Name of the Paper	Credits	Instructional Hours	Marks		Maximum Marks
				Internal	External	
Part I	Language Paper IV	3	4	25	75	100
Part II	ENG-GE04:	3	6	25	75	100
Part III	ENG-DSC07:American Literature -Paper I	4	5	25	75	100
	ENG-DSC08:Aspects of English Language –	4	5	25	75	100

	Paper II					
	ENG-DSA04:Background to European and American Literature	5	6	25	75	100
Part IV	Soft Skill IV	3	2	25	75	100
	Environmental Studies	2	2	25	75	100
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>24</b>				

### SEMESTER V

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

### SEMESTER VI

Course Component	Name of the Paper	Credits	Instructional Hours	Marks		Maximum Marks
				Internal	External	
Part IV	ENG-DSC13:Postcolonial Literatures in English	4	6	25	75	100
	ENG-DSC14:Contemporary Literature	4	6	25	75	100
	ENG- DSC15:Indian Literatures in English	4	6	25	75	100

	ENG-DSE2A:Creative Writing (or) ENG-DSE2B:Women's Writing (or) ENG-DSE2C:Literatures from the Margin	5	6	25	75	100
	ENG-DSE3A:Green Studies (or) ENG-DSE3B:Introduction to Translation Studies (or) ENG-DSE3C:Film and Literature	5	6	25	75	100
Part V	Extension Activities	1				
<b>SEMESTER-WISE CREDITS TOTAL</b>		<b>23</b>				

ALLIED	ENG-DSA01	BACKGROUND TO ENGLISH LITERATURE –PAPER I
ALLIED	ENG-DSA02	BACKGROUND TO ENGLISH LITERATURE –PAPER II
ALLIED	ENG-DSA03	BACKGROUND TO ENGLISH LITERATURE –PAPER III
ALLIED	ENG-DSA04	BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE
CORE	ENG-DSC01	BRITISH LITERATURE- PAPER I
CORE	ENG-DSC02	SHAKESPEARE
CORE	ENG-DSC03	BRITISH LITERATURE- PAPER II
CORE	ENG-DSC04	INDIAN WRITING IN ENGLISH
CORE	ENG-DSC05	BRITISH LITERATURE - PAPER –III
CORE	ENG-DSC06	ASPECTS OF ENGLISH LANGUAGE - PAPER I
CORE	ENG-DSC07	AMERICAN LITERATURE -PAPER I
CORE	ENG-DSC08	ASPECTS OF ENGLISH LANGUAGE – PAPER II
CORE	ENG-DSC09	AMERICAN LITERATURE-PAPER II
CORE	ENG-DSC10	WORLD CLASSICS IN TRANSLATION
CORE	ENG-DSC11	ASPECTS OF ENGLISH LANGUAGE – PAPER III
CORE	ENG-DSC12	INTRODUCTION TO LITERARY THEORY AND CRITICISM
CORE	ENG-DSC13	POSTCOLONIAL LITERATURES IN ENGLISH
CORE	ENG-DSC14	CONTEMPORARY LITERATURE
CORE	ENG-DSC15	INDIAN LITERATURES IN ENGLISH
ELECTIVE	ENG-DSE1A	INTRODUCTION TO JOURNALISM
ELECTIVE	ENG-DSE1B	ENGLISH LANGUAGE TEACHING



ELECTIVE	ENG-DSE1C	WRITING FOR THE NEW MEDIA
ELECTIVE	ENG-DSE2A	CREATIVE WRITING
ELECTIVE	ENG-DSE2B	WOMEN'S WRITING
ELECTIVE	ENG-DSE2C	LITERATURES FROM THE MARGIN
ELECTIVE	ENG-DSE3A	GREEN STUDIES
ELECTIVE	ENG-DSE3B	INTRODUCTION TO TRANSLATION STUDIES
ELECTIVE	ENG-DSE3C	FILM AND LITERATURE
LANGUAGE	ENG-GE01	LITERATURE, LANGUAGE AND LIFE SKILLS
LANGUAGE	ENG-GE02	APPRECIATING LITERATURE
LANGUAGE	ENG-GE03	ENGLISH FOR SPECIFIC PURPOSES
LANGUAGE	ENG-GE04	FUNDAMENTALS OF ACADEMIC WRITING
NME	ENG-NME01	SPOKEN ENGLISH -PAPER I
NME	ENG-NME02	SPOKEN ENGLISH -PAPER II
NME	ENG-NME03	ENGLISH FOR COMPETITIVE EXAMINATIONS -PAPER I
NME	ENG-NME04	ENGLISH FOR COMPETITIVE EXAMINATIONS -PAPER II
NME	ENG-NME05	WRITING FOR THE NEW MEDIA
NME	ENG-NME06	BASICS OF CREATIVE WRITING
ALLIED	ENG-DSA01	BACKGROUND TO ENGLISH LITERATURE –PAPER I
ALLIED	ENG-DSA02	BACKGROUND TO ENGLISH LITERATURE –PAPER II
ALLIED	ENG-DSA03	BACKGROUND TO ENGLISH LITERATURE –PAPER III
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NME	ENG-NME05	WRITING FOR THE NEW MEDIA
NME	ENG-NME06	BASICS OF CREATIVE WRITING

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

<b>Title of the Course</b>	<b>Core Course ENG- DSC01: BRITISH LITERATURE- PAPER I</b>																																		
<b>Category of the Course</b>	Year & Semester <b>First Year &amp; First Semester</b>	Credits <b>4</b>	Subject Code																																
<b>Hours</b>	90																																		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>● To introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English.</li> <li>● To introduce prominent English writers and their styles from the sixteenth to the eighteenth century</li> </ul>																																		
<b>Course Introduction</b>  (for internal assessment only)	<ul style="list-style-type: none"> <li>● Renaissance and its impact on England</li> <li>● Reformation- causes and effects</li> <li>● Restoration England</li> <li>● Commonwealth England</li> <li>● Coffee houses and their Social Relevance</li> </ul>																																		
<b>Course Components</b>	<p><b>UNIT 1: Poetry (Detailed)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1.1 “My galley charged”</td> <td style="width: 40%;">Sir Thomas Wyatt</td> </tr> <tr> <td>1.2 “Alas, so all things now”</td> <td>Henry Howard</td> </tr> <tr> <td>1.3 “Tell me, thou skilful shepherd’s swain”</td> <td>Michael Drayton</td> </tr> <tr> <td>1.4 “Not marble, nor the gilded monuments”:</td> <td>William Shakespeare (Sonnet 55)</td> </tr> <tr> <td>1.5 “A Valediction: Forbidding Mourning”</td> <td>John Donne</td> </tr> <tr> <td>1.6 “How soon hath time”</td> <td>John Milton</td> </tr> <tr> <td>1.7 “The Pulley”</td> <td>George Herbert</td> </tr> <tr> <td>1.8 “The Retreat”</td> <td>Henry Vaughan</td> </tr> </table> <p><b>UNIT 2: Poetry (Non-Detailed)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">2.1 “Prothalamion” ("CALM was the day...end my song" (Stanzas 1&amp;2))</td> <td style="width: 40%;">Edmund Spenser</td> </tr> <tr> <td>2.2 “Astrophel and Stella” (Sonnet XXXI: With how sad steps, O Moone, ...)</td> <td>Philip Sidney</td> </tr> <tr> <td>2.3 “Paradise Lost” (Book I - lines 1 - 83)</td> <td>John Milton</td> </tr> <tr> <td>2.4 “The Garden”</td> <td>Andrew Marvell</td> </tr> </table> <p><b>UNIT 3: Prose (Detailed)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">3.1 “On Revenge”</td> <td style="width: 40%;">Francis Bacon</td> </tr> <tr> <td>3.2 “Of Studies”</td> <td>Francis Bacon</td> </tr> </table> <p><b>UNIT 4: Prose (Non-Detailed)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">4.1 Book of Job: Prologue (chapters 1–2) and Epilogue (chapter 42:7–17)</td> <td style="width: 40%; text-align: center;">} The Bible [King James Version]</td> </tr> </table> <p><b>UNIT 5: Drama (Detailed)</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">5.1 Doctor Faustus</td> <td style="width: 40%;">Christopher Marlowe</td> </tr> </table>			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	2.1 “Prothalamion” ("CALM was the day...end my song" (Stanzas 1&2))	Edmund Spenser	2.2 “Astrophel and Stella” (Sonnet XXXI: With how sad steps, O Moone, ...)	Philip Sidney	2.3 “Paradise Lost” (Book I - lines 1 - 83)	John Milton	2.4 “The Garden”	Andrew Marvell	3.1 “On Revenge”	Francis Bacon	3.2 “Of Studies”	Francis Bacon	4.1 Book of Job: Prologue (chapters 1–2) and Epilogue (chapter 42:7–17)	} The Bible [King James Version]	5.1 Doctor Faustus	Christopher Marlowe
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<b>Learning Outcomes:</b>	<p>By the end of the course, students will be able to</p> <ul style="list-style-type: none"> <li>➤ understand the impact of social and historical events of 16th, 17th, and 18th centuries on English writers and their works</li> <li>➤ analyse the themes and styles in English poetry, prose and drama written in the Elizabethan and Jacobean Age</li> <li>➤ assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period</li> </ul>																																		

**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 Iona 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>.

**RECOMMENDED MOOC**

- NPTEL Video Course: English Language and Literature. **Lecture 1 - The Renaissance An Introduction - Part-1 and 2** <https://www.digimat.in/nptel/courses/video/109106120/L01.html>
- NPTEL Video Course: English Language and Literature. **Lecture 13: The Age of Chaucer** <http://www.digimat.in/nptel/courses/video/109103020/L13.html>
- NPTEL Video Course: English Language and Literature. **Lecture 15: Milton and his Times** <http://www.digimat.in/nptel/courses/video/109103020/L15.html>

**TED TALKS**

- Anne Lamott·TED2017. [https://www.ted.com/talks/anne\\_lamott\\_12\\_truths\\_i\\_learned\\_from\\_life\\_and\\_writing](https://www.ted.com/talks/anne_lamott_12_truths_i_learned_from_life_and_writing).
- Joshua Prager·TEDActive 2015. [https://www.ted.com/talks/joshua\\_prager\\_wisdom\\_from\\_great\\_writers\\_on\\_every\\_year\\_of\\_life](https://www.ted.com/talks/joshua_prager_wisdom_from_great_writers_on_every_year_of_life)

Title of the Course	<b>Core Course ENG- DSC02:SHAKESPEARE</b>		
Category of the Course	Year & Semester <b>First Year &amp; First Semester</b>	Credits <b>4</b>	Subject Code
Hours:	<b>90</b>		
Objectives:	<ul style="list-style-type: none"> <li>• To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare</li> <li>• To appreciate Shakespearean language and its influence in the making of modern English</li> </ul>		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>• Outline the life and works of Shakespeare</li> <li>• His contribution to English Literature and Language</li> <li>• The relevance of Shakespeare in the 21<sup>st</sup> century</li> </ul>		
Course Components	<p><b>UNIT 1: History</b></p> <p>1.1 Henry IV Part 1 - [For Annotations: Act I-Scene 1; Act II Scene 4; Act III-Scenes 1&amp;3; Act IV - Scene1; Act V Scene 4]</p> <p>1.2 Shakespeare's Histories - Historical Sources-Common Features- Language- Reflection of the English social class</p> <p><b>UNIT 2: Comedy</b></p> <p>2.1 Twelfth Night - [For Annotations: Act I - Scenes 1 &amp; 2; Act II - Scenes 1&amp; 4; Act III -Scene 2; Act IV - Scene 4; Act V - Scene 5]</p> <p>2.2 Shakespearean Comedies - Sources- Common features- Comedy through language- Themes-Complex plots-Mistaken Identities- Fools and Clowns- Use of songs- Dramatic devices</p> <p><b>UNIT 3: Tragedy</b></p> <p>3.1 Macbeth - [For Annotations: Act I - Scenes 1, 3 &amp; 5; Act 2 - Scenes 1&amp; 2; Act III - Scenes 2 &amp; 4; Act IV - Scene 1;Act V - Scenes 1&amp; 8]</p> <p>3.2 Shakespearean Tragedies - Sources-Elements of Shakespearean Tragedies – Themes – Language-Dramatic aspects-Tragedy and Modern Dramatists</p> <p><b>UNIT 4: Tragicomedy</b></p> <p>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]</p> <p>4.2 Shakespearean Tragicomedy - genre of play-dramatic elements- characters- Functions-Influence on the Romantics and on 19<sup>th</sup> &amp; 20<sup>th</sup> century dramatists</p> <p><b>UNIT 5: Shakespeare's Theatre</b></p> <p>5.1 Playhouses and the Globe Theatre - Staging of the Play-Audience-Actors, Costumes- Influences</p>		
Learning Outcomes:	<p>After doing this course the students will be able to</p> <ul style="list-style-type: none"> <li>➤ recollect features of Elizabethan theatre along with Shakespeare's life and works</li> <li>➤ identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre</li> </ul>		

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>➤ analyse prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions</li> <li>➤ synthesise acquired knowledge to critique plays and enact</li> </ul> |
|--|---|

### 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\\_KhNTdHJhdGZvcMQtDXBvbi1Bdm9uGAIgAQ](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTIzZjgxODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAicMnnUgwVfu_KhNTdHJhdGZvcMQtDXBvbi1Bdm9uGAIgAQ)
- iii. Shakespeare; The Globe Theatre London tour  
<https://www.youtube.com/watch?v=m3VGa6Fp3zl&feature=youtu.be>

### RECOMMENDED MOOC

- NPTEL Video Course: English Language and Literature **Lecture 3 - Shakespeare's Life and Times**  
<https://www.digimat.in/nptel/courses/video/109106120/L03.html>
- NPTEL Video Course: English Language and Literature. **Lecture 14: The Age of Shakespeare**  
<http://www.digimat.in/nptel/courses/video/109103020/L14.html>

### TEDx Talks:

TED TALKS [livepage.apple.com https://www.youtube.com/watch?v=khVubNIgS0o](https://www.youtube.com/watch?v=khVubNIgS0o)

Title of the Course	<b>Core Course ENG- DSC03:BRITISH LITERATURE- PAPER II</b>		
Category of the Course	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code
Hours:	90		
Objectives:	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.		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● Impact of the Industrial, Agrarian, French Revolution on the English Society</li> <li>● Humanitarian Movement in England,</li> <li>● The Reform Bills</li> <li>● The Spread of Education</li> </ul>		
Course Components	<p><b>UNIT 1: Poetry (Detailed)</b></p> <p>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</p> <p><b>UNIT 2: Poetry (Non - Detailed)</b></p> <p>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</p> <p><b>UNIT 3: Prose</b></p> <p>3.1 “Dream-Children: A Reverie” Charles Lamb  3.2 “Sir Roger at the Theatre” Joseph Addison</p> <p><b>UNIT 4: Drama</b></p> <p>4.1 The Rivals R. B. Sheridan</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 Pride and Prejudice Jane Austen</p>		
Learning Outcomes:	At the end of this course students will be able to <ul style="list-style-type: none"> <li>➤ identify and define basic terms and concepts which are needed for advanced courses in British literature</li> <li>➤ write brief essays on the important works of mainstream writers from Augustan and Romantic Age</li> <li>➤ describe the distinct features of British literature of the same period</li> <li>➤ analyze and interpret seminal poetry of the period with close reading</li> </ul>		

**Prescribed Texts:**

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

**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, 18<sup>th</sup> 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).

### RECOMMENDED MOOC

- NPTEL Video Course: English Language and Literature. **Lecture 16: The Augustans**  
<http://www.digimat.in/nptel/courses/video/109103020/L16.html>
- NPTEL Video Course: English Language and Literature. **Lecture 17: The Romantics**  
<http://www.digimat.in/nptel/courses/video/109103020/L17.html>
- Swayam: English Literature of the Romantic Period 1798-1832  
[https://swayam.gov.in/nd1\\_noc20\\_hs31/preview](https://swayam.gov.in/nd1_noc20_hs31/preview)

### TEDx Talks:

Steven Pinker and Rebecca Newberger Goldstein·TED2012. The long reach of reason.

[https://www.ted.com/talks/steven\\_pinker\\_and\\_rebecca\\_newberger\\_goldstein\\_the\\_long\\_reach\\_of\\_reason?language=en](https://www.ted.com/talks/steven_pinker_and_rebecca_newberger_goldstein_the_long_reach_of_reason?language=en)

Title of the Course	<b>Core Course ENG- DSC 04:INDIAN WRITING IN ENGLISH</b>
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Category of the Course	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>4</b>	Subject Code																																								
<b>Hours:</b>	90																																										
<b>Objectives:</b>	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.																																										
<b>Course Introduction</b> ( to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● Arrival of East India Company and the associated impact</li> <li>● History of Indian Writing in English</li> <li>● Introduction of English Studies in India (Macaulay's minutes)</li> <li>● Nativisation of English</li> <li>● The Postcolonial experience</li> <li>● Diaspora Writers</li> </ul>																																										
<b>Course Components</b>	<p><b>UNIT 1: Poetry</b></p> <table border="0"> <tr><td>1.1. "Our Casuarina Tree"</td><td>Toru Dutt</td></tr> <tr><td>1.2. "Coromandel Fishers"</td><td>Sarojini Naidu</td></tr> <tr><td>1.3. " Night of the Scorpion"</td><td>Nissim Ezekiel</td></tr> <tr><td>1.4. "Introduction"</td><td>Kamala Dass</td></tr> <tr><td>1.5. "The Bus"</td><td>Arun Kolatkar</td></tr> <tr><td>1.6. "The Frog and the Nightingale"</td><td>Vikram Seth</td></tr> <tr><td>1.7. "Her Garden"</td><td>Meena Alexander</td></tr> <tr><td>1.8. "Narcissus"</td><td>Easterine Kire</td></tr> </table> <p><b>UNIT 2: Prose</b></p> <table border="0"> <tr><td>2.1 "The Secret of Work"</td><td>-</td><td>Swami Vivekananda</td></tr> <tr><td>2.2 "India and Greece" &amp; "The Old Indian Theatre"</td><td>-</td><td>Jawaharlal Nehru (Selection from The Discovery of India)</td></tr> <tr><td>2.3. "Religion in a Changing World"</td><td>-</td><td>Dr.Radhakrisnan (Religion, Science and Culture)</td></tr> <tr><td>2.4. Passages from The Autobiography of an Unknown Indian-</td><td>Nirad C. Chaudhuri (Picador Book of Modern Indian Literature – Amit Chaudhuri)</td><td></td></tr> </table> <p><b>UNIT 3: Drama</b></p> <table border="0"> <tr><td>3.1 Dance Like a Man</td><td>Mahesh Dattani</td></tr> </table> <p><b>UNIT 4: Short Story</b></p> <table border="0"> <tr><td>4.1 "Under the Banyan Tree"</td><td>R.K Narayan</td></tr> <tr><td>4.2 "The Night Train at Deoli"</td><td>Ruskin Bond</td></tr> <tr><td>4.3 " Unaccustomed Earth"</td><td>Jhumpa Lahiri</td></tr> <tr><td>4.4 "Laburnum for my Head"</td><td>Temsula Ao</td></tr> </table> <p><b>UNIT 5: Fiction</b></p> <table border="0"> <tr><td>5.1 <i>Kanthapura</i></td><td>Raja Rao</td></tr> </table>			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	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)		3.1 Dance Like a Man	Mahesh Dattani	4.1 "Under the Banyan Tree"	R.K Narayan	4.2 "The Night Train at Deoli"	Ruskin Bond	4.3 " Unaccustomed Earth"	Jhumpa Lahiri	4.4 "Laburnum for my Head"	Temsula Ao	5.1 <i>Kanthapura</i>	Raja Rao
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<b>Learning Outcomes:</b>	<p>By the end of the course, students will be able to</p> <ul style="list-style-type: none"> <li>➤ understand the evolution of Indian Writing in English</li> <li>➤ identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers</li> <li>➤ analyse Indian ethos found in the representative texts</li> <li>➤ evaluate Indian English texts from the postcolonial perspective</li> </ul>																																										

**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 Temsula, *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 Subramaniam - “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)

#### **RECOMMENDED MOOC**

- NPTEL: Indian Fiction in English <https://nptel.ac.in/courses/109106135/>

#### **TEDX TALKS**

- Indian Writing in English: Literary Texts – Introduction  
<https://www.youtube.com/watch?v=yYAMk6akP5I>
- Significance of Salman Rushdie’s *The Midnight’s Children*  
[https://www.ted.com/talks/iseult\\_gillespie\\_why\\_should\\_you\\_read\\_midnight\\_s\\_children](https://www.ted.com/talks/iseult_gillespie_why_should_you_read_midnight_s_children)
- Significance of Arundhati Roy’s *The God of Small Things*  
[https://www.ted.com/talks/laura\\_wright\\_why\\_should\\_you\\_read\\_the\\_god\\_of\\_small\\_things\\_by\\_arundhati\\_roy](https://www.ted.com/talks/laura_wright_why_should_you_read_the_god_of_small_things_by_arundhati_roy)

Title of the Course	<b>Core Course ENG- DSC05:BRITISH LITERATURE- PAPER III</b>		
Category of the Course	Year & Semester <b>Second Year &amp; Third Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	75		
<b>Objectives:</b>	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.		
<b>Course Introduction</b> ( to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● Industrial and Agrarian Revolution.</li> <li>● Humanitarian Movements</li> <li>● Victorian England.</li> <li>● British Society</li> <li>● Scientific Temper.</li> <li>● World Wars</li> </ul>		
<b>Course Components</b>	<p><b>UNIT 1: Poetry (Detailed)</b></p> <p>1.1 “Ulysses” Alfred Tennyson</p> <p>1.2 “My Last Duchess” Robert Browning</p> <p>1.3 “Dover Beach” Mathew Arnold</p> <p>1.4 “Easter 1916” W.B. Yeats</p> <p>1.5 “Journey of the Magi” T.S.Eliot</p> <p>1.6 “God’s Grandeur” G.M. Hopkins</p> <p>1.7 “The Unknown Citizen” W.H. Auden</p> <p>1.8 “The Thought-Fox” Ted Hughes</p> <p><b>UNIT 2: Prose</b></p> <p>2.1 “An Apology for Idlers” R.L.Stevenson</p> <p>2.2 “On Heroes, Hero Worship and the Heroic in History Lecture III-Shakespeare” Thomas Carlyle</p> <p>2.3 Pickwick Papers : Chapters 1 &amp; 2 Charles Dickens</p> <p>2.4 “You and the Atom Bomb” George Orwell</p> <p><b>UNIT 3: Drama</b></p> <p>3.1 Importance of Being Ernest Oscar Wilde</p> <p><b>UNIT 4: Short Story</b></p> <p>4.1 “The Dead” James Joyce</p> <p>4.2 “A Haunted House” Virginia Woolf</p> <p>4.3 “The Facts of Life” Somerset Maugham</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 Far from the Madding Crowd Thomas Hardy</p>		
<b>Learning Outcomes:</b>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and define basic terms and concepts which are needed for advanced courses in British literature</li> <li>● Write brief essays describing the distinct features of the important works of mainstream writers from Victorian Age and Twentieth Century</li> <li>● Analyze and interpret seminal poetry of the period with close reading</li> </ul>		

**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 (Unit2:2.1)
- iii) The Winged Word edited by David Green, Macmillan, 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=Idryb5Qnf6o>.
- “The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities. <https://www.youtube.com/watch?v=Q1YE8ZiZhY>.
- Thomas Hardy. BBC. <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-LQlzKBjLuQRplpttH9A7fp1DD&index=3>

### **RECOMMENDED MOOC**

- NPTEL Video Course: English Language and Literature. **Lecture 18: The Victorians**  
<http://www.digimat.in/nptel/courses/video/109103020/L18.html>
- NPTEL Video Course: English Language and Literature. **Lecture 19: Modern Literature**  
<http://www.digimat.in/nptel/courses/video/109103020/L19.html>

### **TEDX TALKS**

- The new victorians: the millennial revolution | Ernesto Sirolli | TEDxSacramento <https://www.youtube.com/watch?v=I3YbwLhOWLA>

Title of the Course	<b>Core Course ENG- DSC06:ASPECTS OF ENGLISH LANGUAGE- PAPER I</b>		
Category of the Course	Year & Semester <b>Second Year &amp; Third Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>75</b>		
<b>Objectives:</b>	To recall, reinforce and test knowledge of English Grammar To sensitize on correct and incorrect use of the English language		
<b>Course Introduction</b>	What is Language? Definition of Language. Properties of Language. Development of Writing. What are Naming words, Phrases and Clauses?		
<b>Course Components</b>	<p><b>Unit 1: Introduction</b></p> <p>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</p> <p><b>Unit 2 - English Language and Its Structure -I (Word Classes – Content Words/Lexemes)</b></p> <p>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</p> <p><b>Language in Use:</b> Error corrections, Rewrite changing tenses, number, substituting with pronouns.</p> <p><b>Unit 3: English Language and Its Structure- II</b></p> <p>3.1 Articles, Determiners 3.2 Prepositions, Inflections 3.3 Conjunctions – Coordinating and Subordinating Conjunctions 3.4 Linkers 3.5 Interjections</p> <p><b>Language in Use:</b> Error corrections, Rewrite changing tense and numbers</p> <p><b>Unit 4: English Language And Its Structure- III ( Phrases)</b></p> <p>4.1 Nominal Phrase, its structure – Modifier, Qualifier Head, Gerund, Verbal Phrases, Verbal Patterns, Phrasal Verbs, Adjectival, Adverbial Phrases and Prepositional Phrases,</p>		

	<p>4.2 Independent and Dependent Clauses Conditional Clauses</p> <p>4.3 Sentences - Pattern -Types of sentences - Simple, Compound and Complex sentences - Kinds of sentences – Statement (Declarative), Interrogative, Imperative, Exclamatory</p> <p>4.4 Voice</p> <p>4.5 Reported Speech</p> <p><b>Language in Use:</b> Conversion, Transformation, Rearrange (jumbled word sentences) Sequencing</p>
	<p><b>Unit 5: English Language And Its Structure IV – Spelling</b></p> <p>5.1 Common rules- ‘i’ before ‘e’, dropping the final ‘e’, changing final ‘y’ to ‘I’. Doubling of the final consonant.</p> <p>5.2 Spelling – pronunciation differences</p> <ul style="list-style-type: none"> <li>- single letter with multiple pronunciation</li> <li>- single sound with multiple spelling</li> </ul> <p>5.3 <i>One word substitutions (for class work only. Not for testing)</i></p> <p>5.4 <i>Idioms and Phrases (for class work only. Not for testing)</i></p> <p>5.5 <i>Dictionary referencing</i> (using Dictionaries to understand how words are entered in a Dictionary)</p> <p><b>Language in Use:</b> Error correction, unscrambling letters, commonly confused words <b>[Note:5.3, 5.4 &amp; 5.5 are not for testing in the End Semester External Examination]</b></p>
<b>Learning Outcomes</b>	<p>After completing this course, the students will be able to</p> <ul style="list-style-type: none"> <li>➤ show their understanding of language and its features</li> <li>➤ demonstrate their understanding of English Grammar</li> <li>➤ use English language correctly</li> <li>➤ distinguish between correct and incorrect use of the language.</li> </ul>

<b>Prescribed Texts</b>		
<b>Unit</b>	<b>Books</b>	<b>Chapters and Page Numbers; sub units</b>
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)

### RECOMMENDED MOOCS

- NPTEL: Language and Mind  
<https://nptel.ac.in/courses/109/106/109106085/>
- COURSERA: Miracles of Human Language: An Introduction to Linguistics  
<https://www.coursera.org/learn/human-language>

### TEDx TALKS

Understanding word families: [https://ed.ted.com/best\\_of\\_web/fi5GVA6s](https://ed.ted.com/best_of_web/fi5GVA6s)

<b>TITLE OF THE COURSE</b>	<b>Core Course ENG- DSC 07:AMERICAN LITERATURE - PAPER I</b>		
<b>Category of the Course</b>	Year & Semester <b>Second Year &amp; Fourth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>75</b>		
<b>Objectives:</b>	To introduce the students to the evolution of American literature through the study of pioneering texts		
<b>Course Introduction</b>	<ul style="list-style-type: none"> <li>● Discovery of America. The Natives. Founding Nations</li> <li>● History of the United States of America</li> <li>● A study of the geographical map of USA</li> </ul>		

<b>(to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>• The Beginnings of American Literature</li> </ul>
<b>Course Components</b>	<p><b>UNIT 1: Poetry</b></p> <p>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</p> <p><b>UNIT 2: Prose</b></p> <p>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 ‘<i>In this view of him as Man Thinking...</i>’ upto the lines ending... ‘<i>popular judgments and mode of action.–Education of the American writer by nature, books and action</i>’]  2.4 “The Slaves' New Year's Day” Harriet Jacobs</p> <p><b>UNIT 3: Drama</b></p> <p>3.1 Trifles Susan Keating Glaspell</p> <p><b>UNIT 4: Short Story</b></p> <p>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</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 Adventures of Huckleberry Finn Mark Twain</p>
<b>Learning Outcomes:</b>	<p>By the end of the course, students will be able to</p> <ul style="list-style-type: none"> <li>➤ trace the origin and history of American Literature</li> <li>➤ 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</li> <li>➤ assess thematic aspects of literary texts as a part of cultural and historical movements in America</li> </ul>

### 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](http://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.bcuelj.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>

#### RECOMMENDED MOOC

- NPTEL Video Course: Lecture 1-Introduction to the Course on American Literature and Culture  
<https://www.digimat.in/nptel/courses/video/109106099/L01.html>  
[https://nptelmooc2013.appspot.com/noc19\\_hs03/preview](https://nptelmooc2013.appspot.com/noc19_hs03/preview)
- ePATHSALA:History of American Literature (1800-1900)  
<https://www.youtube.com/watch?v=5y7of6LiKFA>
- DOER: American Literature and Culture (NPTEL)  
<http://doer.col.org/handle/123456789/6305>

#### TED-Ed TALKS

- American History <https://blog.ed.ted.com/2014/08/21/5-ted-ed-lessons-to-use-in-your-american-history-classroom/>
- Reimagining America's Cultural Narrative | TJ Martin | TEDxOrcasIsland  
<https://www.youtube.com/watch?v=B9J5x4n4ZM>

<b>Title of the Course</b>	<b>Core Course ENG- DSC08: ASPECTS OF ENGLISH LANGUAGE PAPER II</b>		
<b>Category of the Course</b>	Year & Semester <b>Second Year &amp; Fourth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>75</b>		
<b>Objectives:</b>	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.		
<b>Course Introduction</b>	Different Languages across the world. Sounds of Language. Words-Sound- Meaning.		

	Distinct sounds and meanings.
	<p><b>Unit 1: Introduction</b></p> <p>1.1 What is Linguistics? – Linguistics as a science</p> <p>1.2 Nature and scope of Linguistics</p> <p>1.3 Synchronic and Diachronic approaches</p> <p>1.4 Branches of study</p> <p>1.5 Kinds of Linguistics - Descriptive, Comparative and Historical</p>
<b>Course Components</b>	<p><b>Unit 2: English Phonetics and Phonology -I</b></p> <p>2.1 Introduction to Phonetics and Phonology – The unphonetic character of English Orthography and the need for a phonetic script – phonetics , phonemics, phonics</p> <p>2.2 Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region , Air Stream Mechanisms</p> <p>2.3 Segmental Phonemes - Consonants – Definition– Articulation of individual Consonants Three term Label</p> <p>2.4 FIVE point Description – Position of the Vocal Cords, Position of the Soft Palate, Place of Articulation, Manner of Articulation – Active and Passive Articulators</p> <p>2.5 Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones – Complementary distribution and Free Variation</p>
	<p><b>Unit 3: English Phonetics and Phonology –II</b></p> <p>3.1 Vowels – Definition, Cardinal vowels , Vowel Chart</p> <p>3.2 Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label, Description of individual Vowels</p> <p>3.3 Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and Releasing consonants</p> <p>3.4 Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic)</p> <p>3.5 Suprasegmental features – Assimilation, Elision, Linking and Intrusive ‘r’</p> <p>Glossary of Phonological Terms- I</p> <p><b>Language in Use</b> :Transcription – words and single sentences, Reverse Transcription, Using a Dictionary to note IPA symbols and stress markers</p>
	<p><b>Unit4: Morphology and Word Formation</b></p> <p>4.1 Morphemes – Free and bound Morphemes</p> <p>4.2 Affixes -Prefix , Suffix and Infix</p> <p>4.3 Allomorphs - Zero morphemes Empty Morphemes</p> <p>4.4 Compound Words, Back formation Portmanteau words, Clipping of Words</p> <p>4.5 Morphophonemics - Phonetic Realization of Plural, Past, Third Person Singular morphemes (pronunciation of – ed, -s &amp;-es)</p> <p><b>Language in Use</b>: Morphological analysis of words in sentences, separating portmanteau words</p>

	<p><b>Unit 5: Semantics</b></p> <p>5.1 Word Meaning – Associative and Denotative Meaning</p> <p>5.2 Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected, collective and thematic)</p> <p>5.3 Lexical Relations - Collocation, Homonymy, homophony, Hyponymy, Polysemy, Synonymy, Antonymy)</p> <p>5.4 Semantic Roles</p> <p>5.5 Semantic Field</p> <p><b>Glossary of Semantic Terms- I</b></p> <p><b>Language in Use:</b> testing all types of meaning in context</p>
<b>Learning Outcomes:</b>	<p>After completing this course students will be able to</p> <ul style="list-style-type: none"> <li>● use English with an understanding of the sounds present in the language</li> <li>● use English words with a thorough understanding of their structure and meaning</li> </ul>

<b>Prescribed Texts:</b>	
<b>Unit</b>	<b>Books</b>
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>

### **RECOMMENDED MOOC**

- NPTEL: Introduction to Modern Linguistics <https://nptel.ac.in/courses/109/106/109106080/>
- COURSERA: Introduction to Lexical and Semantic Typology  
<https://www.coursera.org/learn/lexical-semantic-typology>

### **TEDX TALKS**

- English Pronunciation TIP: Using TED Talks To Improve Pronunciation  
<https://www.youtube.com/watch?v=YOWovTSUzgz>

Title of the Course	<b>Core Course ENG- DSC09:AMERICAN LITERATURE – PAPER II</b>		
Category of the Course	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
Hours:	90		
Objectives:	To enable the students to understand the trends in American literature through the study of seminal texts and its contribution.		
Course Introduction (to be considered for internal assessment tasks only)	The emergence of America as a super power. African-American History. America and Russia. The Great Depression		
Course Components	<p><b>UNIT 1: Poetry</b></p> <p>1.1 “A Hillside Thaw” Robert Frost</p> <p>1.2 “Chicago” Carl Sandburg</p> <p>1.3 “Poetry” Marianne Moore</p> <p>1.4 “Skunk Hour” Robert Lowell</p> <p>1.5 “Runagate, Runagate” Robert Hayden</p> <p>1.6 “Mirror” Sylvia Plath</p> <p>1.7 “Harlem” Langston Hughes</p> <p>1.8 “Perhaps the World Ends Here” Joy Harjo</p> <p><b>UNIT 2: Prose</b></p> <p>2.1 “The Figure a Poem Makes” Robert Frost</p> <p>2.2 “The Man of Letters in the Modern World” Allen Tate</p> <p>2.3 “I Have a Dream” Martin Luther King Jr</p> <p>2.4 “The Black writer and the Southern Experience” Alice Walker from <i>In Search of our Mother’s Garden</i></p> <p><b>UNIT 3: Drama</b></p> <p>3.1 The Glass Menagerie Tennessee Williams</p> <p><b>UNIT 4: Short Story</b></p> <p>4.1 “A Journey” Edith Wharton</p> <p>4.2 “The Snows of Kilimanjaro” Ernest Hemingway</p> <p>4.3 “The World’s Greatest Fisherman” Louise Erdrich</p> <p>4.4 “Living Space” Isaac Asimov</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 To Kill a Mocking Bird Harper Lee</p>		
Learning Outcomes:	<p>After doing the course, students will be able</p> <ul style="list-style-type: none"> <li>➤ to evaluate new forms of space, identity, and writing that transformed canonical English literary structures</li> <li>➤ to assess thematic aspects of literary texts as a part of cultural and historical movements in America.</li> </ul>		

**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+liture&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXsKHRgIDK0Q6AEISjAE#v=onepage&q=american%20literature&f=false>
- Gray, Richard. A Brief History of American Literature  
<https://books.google.co.in/books?id=GmlyLel3HjEC&printsec=frontcover&dq=american+liture&hl=en&sa=X&ved=0ahUKEwitjKyP-LzpAhVWXsKHRgIDK0Q6AEIOjAC#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

### **TEDX TALKS**

- The dangers of whitewashing black history | David Ikard | TEDxNashville
- [https://www.ted.com/talks/david\\_ikard\\_the\\_dangers\\_of\\_whitewashing\\_black\\_history?language=en](https://www.ted.com/talks/david_ikard_the_dangers_of_whitewashing_black_history?language=en)
- The Great Migration and the power of a single decision: Isabel Wilkerson. 2017
- [https://www.ted.com/talks/isabel\\_wilkerson\\_the\\_great\\_migration\\_and\\_the\\_power\\_of\\_a\\_single\\_decision?referrer=playlist-10\\_great\\_talks\\_to\\_celebrate\\_bl](https://www.ted.com/talks/isabel_wilkerson_the_great_migration_and_the_power_of_a_single_decision?referrer=playlist-10_great_talks_to_celebrate_bl)
- The Danger of a Single Story : Chimamanda Adichie  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?referrer=playlist-10\\_great\\_talks\\_to\\_celebrate\\_bl](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?referrer=playlist-10_great_talks_to_celebrate_bl)

<b>Title Of The Course</b>	<b>Core Course ENG-DSC10:WORLD CLASSICS IN TRANSLATION</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>75</b>		
<b>Objectives:</b>	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.		
<b>Course Introduction</b> <b>(to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>● What is World Literature?</li> <li>● The significance of translation in reading classics</li> <li>● Historical and Cultural past of Greek and Rome.</li> <li>● The influence of World Literature</li> <li>● A Review of world renowned classical writers</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: Prose</b> 1.1 Introduction to Greek Classical Literature 1.2 'On Ancient Tamil Poetics' -- A.K.Ramanujan</p> <p><b>Unit-2: Poetry</b> 2.1 “Megha Duta or the Cloud Messenger” (Argument and Lines 01-48) - Kalidasa 2.2 “The Gate of Hell” : Canto III (<i>Inferno</i>) - 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</p> <p><b>Unit-3: Drama</b> 3.1 <i>Oedipus Rex</i> - Sophocles</p> <p><b>Unit-4: Short Story</b> 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</p> <p><b>Unit-5: Fiction</b> 5.1 <i>The Count of Monte Cristo</i> - Alexander Dumas</p>		
<b>Learning Outcomes:</b>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>➤ Possess an understanding of a few world classics</li> <li>➤ Acquire historical and cultural knowledge of the past</li> <li>➤ Develop critical thinking by being exposed to original ideas and philosophies</li> <li>➤ Write about early literature, writers and their literary styles</li> </ul>		

### 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>

#### **RECOMMENDED MOOC**

- NPTEL: Introduction to World Literature <https://nptel.ac.in/courses/109/106/109106147/>
- edX- Harvard University: Modern Masterpieces of world Literature <https://www.edx.org/course/modern-masterpieces-of-world-literature>

#### **TED TALKS**

- Why Read the Classics? Valdir Chagas | TEDxYouth@ACS <https://www.youtube.com/watch?v=Ss36LZ5xoPA>
- What if everyone had a classical education? | Rebekah Hagstrom | TEDxMahtomedi <https://www.youtube.com/watch?v=0m5yDZCy2pE>

<b>Title of the Course</b>	<b>Core Course ENG- DSC11:ASPECTS OF ENGLISH LANGUAGE –III</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>● To introduce learners to the different ways in which language is used</li> <li>● To sensitize learners to the different ways in which English is spoken in India</li> <li>● To make learners identify the differences between American and British English</li> <li>● To enhance writing skills of learners</li> <li>● To use language in the technological world</li> </ul>		
<b>Course Introduction</b>	<p>What is Langue, Parole, Indian English and Standard English? What is syntax?          Development of English Grammar. Phrase structure Rules. What are the fallacies of Grammar?          Academic Writing: Pre, while and post Writing, paraphrasing and Internet English.</p>		
<b>Course Components</b>	<p><b>Unit 1: Introduction</b>          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  <b>Language in Use</b> : Indian English , American vs British English          (The Study of Language – George Yule- chapter 17)</p> <p><b>Unit 2 - Syntax</b>          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  <b>Language in Use:</b> Disambiguation</p> <p><b>Unit 3: Writing in Theory – Academic Writing</b>          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</p> <p><b>Unit 4: Writing in Practice</b>          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  <b>Language in Use</b> : writing practice</p>		



	<p><b>Unit 5: Evolution of Internet English - David Crystal Language and the Internet</b></p> <p>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</p> <p><b>Language in Use:</b> blog writing, sending assignments as attachments through emails</p>
<b>Learning Outcomes</b>	<p>After completing this course students will be able to</p> <ul style="list-style-type: none"> <li>➤ use English with a thorough understanding of the different ways in which English is used in India</li> <li>➤ comprehend and respond to American and British English</li> <li>➤ use their writing skills to produce good write ups</li> <li>➤ communicate with ease through mails, blogs and microblogs</li> </ul>

<b>Prescribed Texts:</b>	
<b>Unit</b>	<b>Books</b>
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 - <a href="#">Academic Writing for Graduate Students: Essential Tasks and Skills</a>
Unit 4	Steve Hart, Aravind R.Nair, Veena Bhambhani – Embark, English for undergraduates (Cambridge University Press) John M.Swales and Christine B. Feak - <a href="#">Academic Writing for Graduate Students: Essential Tasks and Skills</a>
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/)

#### **RECOMMENDED MOOC**

- NPTEL: Language and Society: <https://nptel.ac.in/courses/109/106/109106091/>
- EDX: Academic Writing made Easy: [www.edx.org/course/academic-writing-made-easy-2](http://www.edx.org/course/academic-writing-made-easy-2)
- COURSERA: Creative Writing specialization :[www.coursera.org/specializations/creative-writing](http://www.coursera.org/specializations/creative-writing)

**TEDx TALKS**

- How can writing change the world? Adam Falkner at TEDxNJIT:  
[www.youtube.com/watch?v=oh\\_foqBkggs&list=PLIH\\_3Rg-KNr-5J-0Wj74Swr\\_A7JmEJEzs&index=4](http://www.youtube.com/watch?v=oh_foqBkggs&list=PLIH_3Rg-KNr-5J-0Wj74Swr_A7JmEJEzs&index=4)
- 4 reasons to learn a new language: John McWhorter  
[https://www.ted.com/talks/john\\_mcwhorter\\_4\\_reasons\\_to\\_learn\\_a\\_new\\_language/transcript?language=en](https://www.ted.com/talks/john_mcwhorter_4_reasons_to_learn_a_new_language/transcript?language=en)
- Creative writing, why bother?: Anthony Lishak at TEDxManchester:  
[www.youtube.com/watch?v=nwjxDtVeibk](http://www.youtube.com/watch?v=nwjxDtVeibk)
- Creative thinking - how to get out of the box and generate ideas: Giovanni Corazza at TEDxRoma: [www.youtube.com/watch?v=bEusrD8g-dM](http://www.youtube.com/watch?v=bEusrD8g-dM)
- 3 tools to become more creative | Balder Onarheim | TEDxCopenhagenSalon:  
[www.youtube.com/watch?v=g-YScywp6AU](http://www.youtube.com/watch?v=g-YScywp6AU)
- How to Talk Like a Native Speaker | Marc Green | TEDxHeidelberg  
[www.youtube.com/watch?v=Ti\\_gFEe1XNY](http://www.youtube.com/watch?v=Ti_gFEe1XNY)

Title of the Course	<b>Core Course: ENG- DSC12: INTRODUCTION TO LITERARY THEORY AND CRITICISM</b>		
Category of the Course	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>4</b>	Subject Code
Hours:	90		
Objectives:	➤ To introduce the basic concepts of Western literary theory and criticism to students		
Course Components	<b>UNIT-1: Introduction-Liberal Humanism</b> 1.1 Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to 'theory', some recurrent ideas in critical theory		
	<b>UNIT-2: Structuralism</b> 2.1 The Scope of Structuralists, What Structuralist Critics do 2.2 Post-structuralism and Deconstruction		
	<b>UNIT-3: Post-Modernism and Psychoanalytic Criticism</b> 3.1 Post Modernism: 3.2 Psychoanalytic Criticism		
	<b>UNIT-4: Feminist and Marxist Criticism</b> 4.1 Feminist Criticism 4.2 Marxist Criticism:		
	<b>UNIT-5: Post-Colonial Criticism</b> 5.1 New Historicism and Cultural Materialism 5.2 Post Colonial Criticism: 5.3 Ecocriticism:		
Learning 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 Swan

**RECOMMENDED MOOC**

- NPTEL –Literary Theory and Literary Criticism – IIT Madras  
<https://www.classcentral.com/course/swayam-literary-theory-and-literary-criticism-7982>
- Yale University - Free online course  
<http://www.openculture.com/2017/02/yale-presents-a-free-online-course-on-literary-theory.html>

**TED TALKS**

- **Dolores Huerta -Feminism**  
[https://www.ted.com/talks/dolores\\_huerta\\_what\\_we\\_can\\_learn\\_from\\_the\\_history\\_of\\_feminism](https://www.ted.com/talks/dolores_huerta_what_we_can_learn_from_the_history_of_feminism)
- We should all be feminists | Chimamanda Ngozi Adichie  
[https://youtu.be/hg3umXU\\_qWc](https://youtu.be/hg3umXU_qWc)
- Heidi Hutner - Eco-feminism  
<https://www.youtube.com/watch?v=t6FuKhjfvK8>

<b>Title of the Course</b>	<b>Core Course ENG-DSC13:POSTCOLONIAL LITERATURES IN ENGLISH</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.</li> <li>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.</li> </ul>		
<b>Course Introduction</b> (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>What is colonization, decolonization and post colonization? Who were the colonizers?</li> <li>Which are the countries that went through the postcolonial experiences?</li> <li>What does the terms 'natives' and 'settlers' signify?</li> <li>What is Imperialism? What is Orientalism? What is Apartheid?</li> <li>What does the term postcolonial signify?</li> </ul>		
<b>Course Components</b>	<p><b>UNIT 1: Africa</b></p> <p><b>1.1 Prose:</b> <i>Decolonising the Mind: The Politics of Language in African Literature</i> - NgugiwaThiong'o</p> <p><b>1.2 Poetry:</b> i) "An African Elegy" - Ben Okri ii) "An Africa Thunderstorm" - David Rubadiri</p> <p><b>1.3 Drama:</b> <i>The Lion and the Jewel</i> - Wole Soyinka</p> <p><b>1.4 Fiction:</b> <i>Things Fall Apart</i> - Chinua Achebe</p> <hr/> <p><b>UNIT 2: Australia</b></p> <p><b>2.1 Myths and Legends:</b> "The Aboriginal Song Cycle" The Djanggawul Song Cycle</p> <p><b>2.2 Poetry:</b> i) "Australia" A.D.Hope ii) "A Song of Hope" Oodgeroo (Kath Walker) iii) "Waltzing Mathilda" Banjo Patterson iv) "For New England" Judith Wright</p> <p><b>2.3 Short Story:</b> i) "Drover's Wife" Henry Lawson ii) "One Sunday in February 1942" Thomas Keneally</p> <hr/> <p><b>UNIT 3: Canada</b></p> <p><b>3.1 Prose:</b> <i>Godzilla vs. Post-colonial</i> Thomas King</p> <p><b>3.2 Poetry:</b> i) "First Neighbours" P K Page ii) "Indian Reservation: Caughnawaga" A M Klein</p> <p><b>3.3 Short Story:</b> i) "Face" Alice Munro ii) "The Hostelry of Mr. Smith" Stephen Leacock (Sunshine Sketches of a Little Town)</p> <hr/> <p><b>UNIT 4: New Zealand, and South Pacific</b></p> <p><b>4.1 Poetry:</b> i) "House and Land" Allen Curnow ii) "Stepping Stones" Albert Wendt</p> <p><b>4.2 Short Story:</b> i) "The Garden Party" Katherine Mansfield ii) "From South Pacific" Bill Manhire</p> <hr/> <p><b>UNIT 5: Carribean</b></p> <p><b>5.1 Poetry:</b> "Ruins of a Great House" Derek Walcott (Arnold Anthology: Pages 498-499)</p> <p><b>5.2 Short Story:</b> "The Day They Burned the Books" Jean Rhys (Arnold Anthology: Pages 457-461)</p>		

<b>Learning Outcomes:</b>	<p>On completing the course, the students will be able to</p> <ul style="list-style-type: none"> <li>➤ define the problems and consequences of colonization</li> <li>➤ identify key authors, and literary forms in postcolonial literature</li> <li>➤ understand how ancestry, race, class, gender, history, and identity are presented in the literary texts</li> <li>➤ examine the use of English language by the colonized to express their experiences and the emergence of 'Englishes'</li> <li>➤ think critically about the contexts of exploration and colonialism in relation to postcolonial societies</li> </ul>
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### 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 o

### 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)

### RECOMMENDED MOOC

NPTTEL: **Lecture 01- Introduction: What is Postcolonialism?** <https://nptel.ac.in/courses/109104116/>  
**Postcolonial Literature:** <https://nptel.ac.in/noc/courses/noc17/SEM1/noc17-hs12/>

### TED TALKS

- TEDxRotterdam - Frances Gouda - How the colonial past influences the way we see the world today  
<https://www.youtube.com/watch?v=l7CyPpnZ7PU>
- Chimamanda Ngozi Adichie: The danger of a single story

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en)

<b>Title of the Course</b>	<b>Core Course ENG- DSC14: CONTEMPORARY LITERATURE</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	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.		
<b>Course Introduction (to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>• What is contemporary literature? What are the major world events that define contemporary literature?</li> <li>• What do the following critical terms signify? Multiculturalism, diaspora, globalization, hybridity, alienation, acculturation, assimilation, identity crisis.</li> <li>• How can these critical terms be used to analyze the texts prescribed for study?</li> </ul>		
<b>Course Components</b>	<p><b>UNIT 1: Poetry</b></p> <p>1.1 “Blackberry Picking” -Seamus Heaney  1.2 “Talking to Myself” -KishwarNaheed  <a href="#">1.3 “Latin Women Pray”</a> - 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” -Wislawa Szymborska  1.8 “I Know Why the Caged Bird Sings” -Maya Angelou</p> <p><b>UNIT 2:Prose</b></p> <p>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- <i>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?</i>)</p> <p><b>UNIT 3: Graphic Fiction</b></p> <p>3.1 <a href="#">Persepolis: The Story of a Childhood and The Story of a Return</a> – Marjane Satrapi</p> <p><b>UNIT 4: Short Story</b></p> <p>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</p> <p><b>UNIT 5: Fiction</b></p> <p>5.1 <i>The Night</i> - Elie Wiesel</p>		
<b>Learning Outcomes</b>	<p>At the end of the course the students will be able to</p> <ul style="list-style-type: none"> <li>➤ examine the representation of contemporary trends, thematic concerns and innovations in genres</li> <li>➤ identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II</li> <li>➤ categorize major streams of thought, literary styles and issues that dominate the world</li> <li>➤ analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.</li> </ul>		

## 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://fdocuments.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/>

## RECOMMENDED MOOC

NPTEL: Contemporary Literature <https://nptel.ac.in/courses/109/106/109106053/>

## TED TALKS

- How Fiction can help us better understand our reality:  
[https://www.ted.com/talks/christian\\_wickert\\_how\\_fiction\\_can\\_help\\_us\\_better\\_understand\\_our\\_reality](https://www.ted.com/talks/christian_wickert_how_fiction_can_help_us_better_understand_our_reality)
- Contemporary Absurdities and the Power of Literature | Vera Nünning | TEDxUniHeidelberg  
[https://www.youtube.com/watch?v=35vx8xPC\\_Z8](https://www.youtube.com/watch?v=35vx8xPC_Z8)
- The inspiring truth in fiction: Tomas Elemans TED@Tommy  
[https://www.ted.com/talks/tomas\\_elemans\\_the\\_inspiring\\_truth\\_in\\_fiction](https://www.ted.com/talks/tomas_elemans_the_inspiring_truth_in_fiction)
- Francisco Díez-Buzo: Why should you read "One Hundred Years of Solitude"?  
[https://www.ted.com/talks/francisco\\_diez\\_buzo\\_why\\_should\\_you\\_read\\_one\\_hundred\\_years\\_of\\_solitude](https://www.ted.com/talks/francisco_diez_buzo_why_should_you_read_one_hundred_years_of_solitude)



<b>Title of the Course</b>	<b>Core Course: ENG- DSC15 :INDIAN LITERATURES IN ENGLISH</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	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.		
<b>Course Introduction (to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>● What is regional literature? What is the role of translation in extending its readership?</li> <li>● What defines the concept of Indian Literature?</li> <li>● What are the concepts of ‘Agam and Puram’?</li> <li>● What is the Theory of Nine Rasas in Indian Aesthetics?</li> </ul>		
<b>Course Components</b>	<p><b>UNIT-1: Poetry</b></p> <p>1.1 “Is Poetry always worthy when it's old?" -Kalidasa (Malavikagnimitra)</p> <p>1.2 “What he Said ” - -Ilankiranar Narrinai ,39 (57)</p> <p>1.3 Gitanjali – (34,35,36) - Rabindranath Tagore</p> <p>1.4 Six Rubaiyats - Mirza Arif (Urdu)</p> <p>1.5 “Creative Process” - Amrita Pritam</p> <p>1.6 “The Buddha” - Daya Pawar</p> <p>1.7 “Hiroshima” - Agyeya</p> <p>1.8 “Desert Landscape” - Agha Shahid Ali</p> <p><b>UNIT-2: Prose</b></p> <p>2.1. “ A Popular Literature for Bengal” -Bankim Chandra Chatterjee from <i>The Picador Book of Modern Indian Literature</i> Amit Chaudhuri</p> <p>2.2. “ Gandhiji as a SchoolMaster” - Mahatma Gandhi from <i>The Story of My Experiments with Truth</i></p> <p>2.3. “What is Dalit Literature?” - Sharathchanra Mukthibodh (Selection from <i>Poisoned Bread –Arjun Dangle</i>)</p> <p>2.4. “ Introduction to Modern Indian Drama” -G.P.Deshpande {<i>Modern Indian Drama</i>}</p> <p><b>UNIT-3 Drama</b></p> <p>3.1 <i>Tughlaq</i> - Girish Karnad</p> <p><b>UNIT 4. Short Story</b></p> <p>4.1 “Roots” - Ismat Chughtai (Urdu)</p> <p>4.2 “The Shroud” -Munshi Premchand (Hindi)</p> <p>4.3 “Toba Tek Singh” - Sadat Hasan Manto (Urdu)</p> <p>4.4. “The Empty Chest” - Indira Goswami [Udang Bakacha: Assamese Translation: Prodipta Birgohain]</p> <p><b>UNIT-5: Fiction</b></p> <p>5.1 <i>Chemeen</i> Thakazhi Siva Shankara Pillai (Translated by Anita Nair)</p>		
<b>Learning Outcomes:</b>	<p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> <li>➤ remember the background of Indian literary tradition and the significance of Indian aesthetics</li> <li>➤ understand the characteristic features of Regional Indian Literature in translation</li> <li>➤ develop a basic perception about the difficulties, possibilities, and challenges in translating a text</li> <li>➤ analyse the regional elements in the prescribed texts</li> <li>➤ evaluate the skills involved in translation of regional Indian literature into English</li> </ul>		

**Prescribed Texts:**

- iii) Ramanujan, A.K. Trans. *Poems of Love and War*. New Delhi: OUP, 1985. Rpt.2013
- iv) Mehrotra A.K. , *The Oxford India Anthology of Modern Indian Poets* , OUP,1993
- v) Kurien Anna, *Texts and Their Worlds* ,Foundation Books
- vi) Tagore , Rabindranath, *Gitanjali*
- vii) Dharwadkar Vinay and A.K.Ramanujam, *The Oxford Anthology of Modern Indian Poetry*, OUP.
- viii) Chaudhuri Amit ,*Picador Book of Modern Indian Literature*. 2001
- ix) Dangle Arjun, *Poisoned Bread*, Orient Longman, 1992
- x) Davidar David, *A Clutch of Indian Masterpieces*, Aleph Books, 2016
- xi) Goswami Indra, *The Shadow of Kamakhya* Rupa Publications
- xii) *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>

**RECOMMENDED MOOC**

- NPTEL – Short Fiction in Indian Literature  
<https://nptel.ac.in/courses/109/106/109106138/>
- SWAYAM- Modern Indian Writing in Translation  
[https://swayam.gov.in/nd1\\_noc20\\_hs36/preview](https://swayam.gov.in/nd1_noc20_hs36/preview)

<b>Title of the Course</b>	<b>ALLIED: ENG- DSA01 -BACKGROUND TO ENGLISH LITERATURE-PAPER-I</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year &amp; First Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and Legendary background</li> <li>To enable students, understand the contexts and background from Medieval British literature up until the Elizabethan and Jacobean Age</li> </ul>		
<b>Course Introduction (to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>Why study the social, political and literary history of England, their legends and the ways in which they have had an impact on the writers and their works?</li> <li>What are literary forms? What is Prosody?</li> <li>What is the importance of the evolution of English Language?</li> <li>What is the significance of this course as an allied to understand the core courses?</li> <li>How should this course be integrated with the study of literary texts?</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: I. Literary Forms</b></p> <p>1.1 Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet [ Petrarchan, Spenserian, Shakespearean]</p> <p>1.2 Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque</p> <p>1.3 Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical]</p> <p>1.4 Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography]</p> <p>1.5 Periods of English Literature – (pages 279-285)</p> <p><b>II. Literary Elements</b></p> <p>1.6 Poetry – Rhyme, Metre, Stanza, Verse [ Blank Verse, Heroic /Couplet, Quatrain etc] Refrain</p> <p>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, <i>dues ex machina</i></p> <p>1.8 Prose – Fiction: Plot, Narration, Characterization [flat/ round characters], Setting [Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams &amp; Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p> <p><b>Unit 2: Impact of the History of English Language on Literature from 11th to 17th Century</b></p> <p>2.1 The Descent of the English Language</p> <p>2.2 The Old English (Anglo-Saxon) Period</p> <p>2.3 The Middle English Period</p> <p>[Text. <i>History of English Language</i> by F.T. Wood. Trinity Press. Revised edition, 2016]</p>		

**Unit 3: Impact of Socio- Political History on Literature from 11<sup>th</sup> to 17<sup>th</sup> 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)

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

**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 16<sup>th</sup> and 17<sup>th</sup> 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)

	<p>[Text - <i>A Critical History of English Literature- Volume I – From the Beginning to Milton</i> by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]</p> <p><b>Unit 5: Impact of European and British Legend on Literature</b></p> <p>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.</p> <p>5.2 The Druids – Iona - page 193: 3 King Arthur and the Knights of the Round Table – page 198</p> <p>5. 3 Arthur – page 212, Sir Gawain –page 222, Launcelot of the Lake – page 229, Tristram and Iseult – page 241, Perceval – page 256</p> <p>5.4 Beowulf- page 329</p> <p>5.5 Robin Hood and his Merry Men – page 334</p> <p>[Text - <i>Bulfinch’s Mythology: The Classic Introduction to Myth and Legend</i>. Complete and Unabridged by Thomas Bulfinch. Penguin, 2014]</p>
<b>Learning Outcomes:</b>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and define basic terms and concepts which are needed for advanced courses in British literatures</li> <li>● Describe the distinct periods of British literature</li> <li>● Write brief notes on seminal literary forms and devices</li> <li>● Write brief essays on seminal writers and their period from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age</li> <li>● Write brief essays on the historical background of the same period</li> </ul>

### 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>

## **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. 2006
- 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=gzZ0wHgogic>

## **RECOMMENDED MOOC**

- History of English Language and Literature: Dr.Prof.Merin Simi Raj. Co-ordinated by IITM (NPTEL)

[https://nptel.ac.in/content/syllabus\\_pdf/109106124.pdf](https://nptel.ac.in/content/syllabus_pdf/109106124.pdf)

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

## **TEDX TALKS**

- Claire Bower: Where did English come from?  
[https://www.ted.com/talks/claire\\_bower\\_where\\_did\\_english\\_come\\_from/transcript?language=en](https://www.ted.com/talks/claire_bower_where_did_english_come_from/transcript?language=en)
- How the Normans changed the history of Europe - Mark Robinson  
<https://ed.ted.com/lessons/how-the-normans-changed-the-history-of-europe-mark-robinson>

<b>Title of the Course</b>	<b>ALLIED -ENG-DSA02-BACKGROUND TO ENGLISH LITERATURE-PAPER-II</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year &amp; Second Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	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		
<b>Course Introduction</b> (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● The American war of Independence.</li> <li>● The French Revolution.</li> <li>● The Beginning of Democracy.</li> <li>● Printing Press.</li> <li>● The growth of Literary Forms, English Vocabulary</li> <li>● Darwin's theory of evolution. The Growth of Science.</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1:</b></p> <p><b>I. Literary Forms</b></p> <p>1.1 Poetry: Ode [Pindaric, Horatian, English ], Elegy, Pastoral</p> <p>1.2 Epic and Mock Epic, Dramatic Monologue</p> <p>1.3 Drama: Comedy, Romantic Comedy, Comedy of Manners, Farce</p> <p>1.4 Drama: Sentimental Comedy, Melodrama, Comedy of Humours, Tragi- Comedy</p> <p>1.5 Prose: Novel -- Gothic, Picaresque, Sentimental, Epistolary, Domestic, Historical</p> <p><b>II. Literary Devices</b></p> <p>1.6 Poetry - Alliteration, Assonance, Metaphysical Conceit, [ Epic] similes, Metaphor, Hyperbole.</p> <p>1.7 Drama – Irony [ Verbal, Dramatic, Situational, Cosmic], Pun, Metonymy, Malapropism, Anachronism</p> <p>1.8 Fiction- Cliché, Paradox, Connotation, Epigram, Euphemism, Allusion [Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams &amp; Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p>		
<b>ENG-DSA02</b>	<p><b>Unit 2: Impact of the History of Language on Literature</b></p> <p>2.1 The Renaissance and After – pages 68-81</p> <p>2.2 The Growth of Vocabulary – pages 82-113</p> <p>2.3 Change of Meaning – pages 114-147 [Text. <i>History of English Language</i> by F.T. Wood. Trinity Press. Revised edition, 2016. ]</p>		
	<p><b>Unit 3: Impact of Socio-Political History on Literature</b></p> <p>3.1 Restoration England - Charles II – pages 351- 365. James II and William III&amp; the Glorious Revolution [1685-88] – pages 366-376. Queen Anne [1702-7] – pages 377 – 389</p> <p>3.2 The Foundation of the British Empire – pages 411-418. The Industrial Revolution – pages 429-437. Britain and French Revolution – pages 438-445</p> <p>3.3 Reactionary and Enlightened – pages 454-462. The Reform of Parliament– pages 463- 470. The Whigs and Reform [17<sup>th</sup> – Mid 19<sup>th</sup> Century]– pages 471- 481. The Chartists and Robert Peel – pages 482-489</p> <p>3.4 Victorian England [1854-6] – pages 492-496. Imperialism: The Last Years of Victorian England – pages 515-523</p> <p>3.5 Britain and the First World War – pages 532-540. Irish Independence, General Strike and the Economic Crisis” – pp. 541-549</p>		

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

#### **Unit 4: Literary History I – 18<sup>th</sup> and early 19<sup>th</sup> 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 19<sup>th</sup> 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 Publishers.]

#### **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.]



<b>Learning Outcomes:</b>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and define basic terms and concepts which are needed for advanced courses in British literature</li> <li>● Describe the distinct periods of British literature</li> <li>● Write brief notes on literary forms</li> <li>● Write brief essays on seminal writers from Britain of Augustan and Romantic and Victorian Age</li> <li>● Write brief essays on the historical background of the same period.</li> </ul>
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### 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. 2006
- 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: npel*  
<https://www.youtube.com/watch?v=E8NDuqI4zaU>

### RECOMMENDED MOOC

- *History of English Language and Literature: Dr. Prof. Merin Simi Raj. Co-ordinated by IITM (NPTEL)* [https://nptel.ac.in/content/syllabus\\_pdf/109106124.pdf](https://nptel.ac.in/content/syllabus_pdf/109106124.pdf)  
<https://www.youtube.com/watch?v=UghgTDWSyQM>

<b>Title of the Course</b>	<b>ALLIED ENG-DSA03-BACKGROUND TO ENGLISH LITERATURE- PAPER-III</b>		
<b>Category of the Course</b>	Year & Semester <b>Second Year &amp; Third Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>• The impact of World Wars.</li> <li>• The Growth of Literary Forms.</li> <li>• The Movements.</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1:</b></p> <p><b>I. Literary Forms</b></p> <p>1.1 POETRY - Idylls, Epistles, Confessional, Imagism-Haiku, War- Georgian, Slam/Spoken Word Poetry</p> <p>1.2 DRAMA - Poetic Drama, Problem Play, Cup- and -Saucer drama, Well- made Play, Expressionist Theatre,</p> <p>1.3 DRAMA - Epic theatre, Theatre of Cruelty, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre</p> <p>1.4 NOVEL - Detective, Regional, Social, <i>Bildungsroman</i></p> <p>1.5 NOVEL -Psychological, Stream of Consciousness, Sci-Fi, Anti-Novel</p> <p><b>II. Literary Devices/Concepts.</b></p> <p>1.6 POETRY - Onomatopoeia, Pathetic fallacy, Poetic license, Apostrophe, Personification, oxymoron, zeugma</p> <p>1.7 DRAMA - Poetic justice [Nemesis], Alienation effect, Defamiliarization, Fourth Wall, breaking the Fourth Wall, Disguise, Foreshadowing, Suspension of disbelief</p> <p>1.8 NOVEL - Satire, Epiphany, Paradox, Symbolic, Flat and Round Characters [Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams &amp; Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p> <p><b>Unit 2: Impact of the History of Language on Literature</b></p> <p>2.1 The Evolution of Standard English – pages 148-157</p> <p>2.2 Idiom and Metaphor- pages 158-171</p> <p>2.3 The Foreign Contribution – pages – 172-193 [Text. <i>History of English Language</i> by F.T. Wood. Trinity Press. Revised edition, 2016]</p> <p><b>Unit 3: Literary History – Twentieth Century</b></p> <p>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</p>		

	<p>3.2 Twentieth century novel –an introduction - pages 1152-1153;  E.M. Forster’s <i>Passage to India</i> – page 1158;  Virginia Woolf’s <i>Mrs. Dalloway</i> – page 1160;</p> <p>3.3 James Joyce’s <i>Ulysses</i> – page 1163;  D.H. Lawrence’s <i>Sons and Lovers</i> – page 1164;  George Orwell’s <i>Animal Farm</i> - page 1169</p> <p>3.4 T.S.Eliot’s poetic drama – <i>Murder in the Cathedral</i> – page 1111;</p> <p>3.5 John Osborne’s <i>Look Back in Anger</i> – page 1112  [Text - <i>A Critical History of English Literature- Volume II – The Restoration to the Present Day</i> by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]</p> <p><b>Unit 4: World War I</b></p> <p>4.1 CAUSES - Assassination of Austrian Arch Duke [June1914],  Declarations of War by Austria, Germany, Britain, France,  Montenegro, Japan.</p> <p>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],</p> <p>4.3 Vladimir Lenin and the Bolshevik Rebellion in Russia / Russian Civil War,  America enters War [April 1917] Tank Warfare at Cambrai [1917]</p> <p>4.4 RESULTS- Russia surrenders claim to Ukraine, Poland and Baltic territories  [Mar.1918], Armistice [11 Nov. 1918]</p> <p>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: <i>A History of England.</i> John Thorn, Roger Lockyer and David Smith. AITBS  Publishers, India, 2012 – Pages 532-540]</p> <p><b>Unit 5: World War II</b></p> <p>5.1 Introduction - Axis Powers [Germany, Italy, Japan], Allied Powers [ Britain,  France, Russia, U.S.A.]</p> <p>5.2 Causes Of World War II - The Rise of Adolf Hitler and Nazism and THIRD  REICH/Rise of Fascism in Italy, <i>Blitzkrieg</i> and the Battle of Britain, Battle of the  Atlantic, The Holocaust, Operation Barbarossa - The German Invasion of the Soviet  Union</p> <p>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</p> <p>5.4 End of World War II, Key Figures of World War II</p> <p>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: <i>A History of England.</i> John Thorn, Roger Lockyer and David Smith. AITBS  Publishers, India, 2012 - Pages 558-566]</p>
<p><b>Learning Outcomes:</b></p>	<p>At the end of this course students will be able to</p> <ul style="list-style-type: none"> <li>Identify and define basic terms and concepts which are needed for advanced courses in British literature</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"> <li>● Describe the distinct periods of British literature</li> <li>● Write brief notes on literary forms</li> <li>● Write brief essays on seminal writers from Britain in the Twentieth century</li> <li>● Write brief essays on the historical background of the same period</li> </ul> |
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### 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-ii.htm>
- <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)

### RECOMMENDED MOOC

- NPTEL: History of English Language and Literature: Dr.Prof.Merin Simi Raj. Co-ordinated by IITM  
[https://nptel.ac.in/content/syllabus\\_pdf/109106124.pdf](https://nptel.ac.in/content/syllabus_pdf/109106124.pdf)  
<https://www.youtube.com/watch?v=UghgTDWSyQM>
- World War 1: A History in 100 Stories: Bruce Scates.Co-ordinated by Monash University (FutureLearn)  
<https://www.mooc-list.com/course/world-war-1-history-100-stories-futurelearn>

### TED-ED TALKS

- Writing about World War II in the twenty-first century | Art Nicholson | TEDxSanAntonio  
[https://www.youtube.com/watch?v=9EAdBDPC\\_Ws](https://www.youtube.com/watch?v=9EAdBDPC_Ws)
- World War II: Why is it so important decades later?  
[https://ed.ted.com/best\\_of\\_web/mVrNQEvP](https://ed.ted.com/best_of_web/mVrNQEvP)

Title of the Course	<b>ALLIED ENG-DSA04- BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE</b>		
Category of the Course	Year & Semester <b>Second Year &amp; Fourth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	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		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● What is the significance of Rome and Greek in World History?</li> <li>● What is the importance of European and American social and political history?</li> <li>● How should this course be integrated in the study of European and American literature?</li> </ul>		
<b>Course Components</b>	<b>Unit 1:Literature And Greaco-Roman Schools Of Thought</b> 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 – <i>The Penguin History of Europe</i> by J.M.Roberts, 1996.] 1.5 [Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]		
	<b>Unit 2 : The Shaping Of Europe</b> 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 – <i>The Penguin History of Europe</i> by J.M.Roberts, 1996.]		
	<b>Unit 3:The Discovery Of America</b> 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 – <i>The Penguin History of Europe</i> by J.M.Roberts, 1996.]		
	<b>Unit 4:The History And Culture Of America</b>		

	<p>4.1 The History and culture of the United States of America –</p> <ul style="list-style-type: none"> <li>▪ Chapter 1- European settlers in a new continent; Colonial America – Thirteen colonies; [pp.1-28]</li> <li>▪ 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]</li> </ul> <p>[Text – <i>A Short History of American Literature</i> by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]</p> <p>4.2 America and World War I [1914-18], The League of Nations;</p> <p>4.3 Prohibition up to The breakdown of Trusts (Sherman / Clayton Anti –Trust Acts-1890/1914) and the Mafia [1920-], Great Depression[1929]</p> <p>America’s role in World War II[1939- 45],</p> <p>4.4 Martin Luther King Jr. and the Civil Rights Movement[late1940s-1968]</p> <p>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]</p> <p>[[Text – <i>A Short History of American Literature</i> by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]</p>
	<p><b>UNIT 5: Background to American Literature</b></p> <p>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</p> <p>5.2 From the Early narratives to the Colonial Era – Chapter 2 – Puritan literature; histories and journals; Conversion narratives; Sermons; Captivity narratives; poetry;</p> <p>5.3 Literature of the 18<sup>th</sup> century; Literature and the Revolution; Emergence of the American novel; Fenimore Cooper– pages 29-58,</p> <p>5.4 Harlem Renaissance and Hippie culture</p> <p>5.5 Periods of American literature – pages 273-278</p> <p>-----</p> <p>[5.1 to 5.4 -Text – <i>A Short History of American Literature</i> by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]</p> <p>[5.5 -Text - <i>A Glossary of Literary Terms</i> by M.H. Abrams &amp; Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]</p>
<p><b>Learning Outcomes:</b></p>	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and define basic terms and concepts which are needed for advanced courses in European and American literature</li> <li>● Write brief essays on the historical background of European and American literatures</li> </ul>

### 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.
- Vault, 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.

### RECOMMENDED MOOC

- NPTEL Video Course:Lecture 1 - Introduction to the course on American Literature and Culture

<https://www.digimat.in/nptel/courses/video/109106099/L01.html>

### TEDX TALKS

- Alex Gendler: History vs. Napoleon Bonaparte  
[https://www.ted.com/talks/alex\\_gendler\\_history\\_vs\\_napoleon\\_bonaparte](https://www.ted.com/talks/alex_gendler_history_vs_napoleon_bonaparte)
- TEDx Harlem: Independently organized Ted Event  
<https://www.ted.com/tedx/events/3589https://www.youtube.com/playlist?list=PL28114BB9CAC6D70E>

<b>Title of the Course</b>	<b>Elective ENG-DSE1A : INTRODUCTION TO JOURNALISM</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	75		
<b>Objectives:</b>	To introduce the basic concepts in Journalism and give a knowledge about the various aspects and latest developments in the field of Journalism To give inputs that help identify skills suitable for aspiring a career in Journalism		
<b>Course Components</b>	<p><b>UNIT 1: Introduction</b> 1.1 Introduction to Journalism 1.2 History of Journalism in India 1.3 Principles and Ethics of Journalism 1.4 Freedom of Press and threats to Press Freedom</p> <p><b>UNIT 2: Press Laws and News Organizations</b> 2.1 Press Laws – Defamation, Libel, Contempt of Court, Slander, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges 2.2 News Agencies 2.3 Press Council of India 2.4 Press Information Bureau</p> <p><b>UNIT 3: Reporting News and Layout</b> 3.1 Reporting and Types of Reporting 3.2 Role of a Reporter 3.3 Editing 3.4 Duties of an Editor 3.5 Headlines, Editorial, Feature , Personal Column, Reviews, Interviews and Press Conferences 3.6 Make-up of a newspaper, Layout of the Newspaper 3.7 Advertisement -Types, Techniques and Social Responsibility</p> <p><b>UNIT 4: Electronic and New Media</b> 4.1 Electronic Media 4.2 Television, Radio 4.3 Social Media, Importance of Media 4.4 Types of Social Media like Blog, Twitter etc 4.5 Ethics and Social Responsibilities of New Media</p>		
	<p><b>UNIT 5 : Application Oriented Project (For Internship)</b> 5.1 DTP (Desk Top Publishing) 5.2 Usage of tools related to Copy Writing 5.3 Digital Story Telling- Image,Text,Audio,Video 5.4 Basics of using Overleaf (Online Latex Editor) 5.5 Adobe Photoshop Elements, Photoshop CC (Creative Cloud) (Note: Unit 5 is not to be included for testing in the End Semester external examination)</p>		



<b>Learning Outcomes:</b>	<p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> <li>➤ trace the history of journalism in India and discuss the aspects of Press and its governing principles</li> <li>➤ assess the various components of a newspaper</li> <li>➤ analyse the importance of news agencies, advertisements, Photographic Journalism, and News Media</li> <li>➤ evaluate the elements of reporting in the print, radio, television, and online platforms</li> <li>➤ utilize their content writing, editing, and proof reading skills for freelance employment</li> <li>➤ consider journalism as a career.</li> </ul>
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### Prescribed Texts and Web Sources

i) Hasan Seema, *Mass Communication: Principles and Concepts*, (2nd Edition), CBS Publishers and Distributors, 2016

ii) Kumar, J. Keval, *Mass Communication in India*, Jaico, 1994

1.1 <https://www.britannica.com/topic/journalism>

1.2 <https://editorsguild.in/history-of-journalism/>

1.3 <https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>

1.3 <https://www.spj.org/ethicscode.asp>

1.4 <http://www.newsmediauk.org/Current-Topics/Press-Freedom>

2.1 <http://www.legalserviceindia.com/articles/media.htm>

2.2 <https://www.britannica.com/topic/news-agency>

2.3 <https://www.britannica.com/topic/news-agency>

2.4 <https://pib.gov.in/indexd.aspx>

3.1 <https://www.owlgen.in/discuss-different-types-of-reporting-in-journalism/>

3.2 <https://www.americanpressinstitute.org/publications/reports/white-papers/characteristics-effective-accountability-journalists/>

3.4 <https://www.thoughtco.com/a-look-at-what-different-kinds-of-editors-2073645>

4.1 <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=80844>

4.2 <https://www.youtube.com/watch?v=PveVwOhNnq8&vl=en>

4.3 [https://www.youtube.com/watch?v=ihnUg0\\_eS8Q](https://www.youtube.com/watch?v=ihnUg0_eS8Q)

4.4 <https://www.yakketyyak.com/how-to-write-for-different-social-media-platforms/>

### BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- Herbert John, *Practising Global Journalism*, Routledge, 2000
- J.K. Singh *Modern Journalism, Issues and Trends*, A.P.H Publishing Corporators, New Delhi. 2009. Print
- Ahuja .B.N & S.S. Chhabra. *Principles and Techniques of Journalism*. Delhi: Surjeet Publications, 1995. Print.
- Kamath. M.V. *Professional Journalism*. Mumbai: UBS Publishers Distribution Ltd, 2000. Print.
- Parthasarthy Rangaswamy. *Basics of Journalism*. New Delhi: Macmillan India Ltd, 2006. Print.
- Jan. R. Hakemulder, Fay Ac. D. Jonge, P.P. Singh. *News Reporting and Editing*. New Delhi: Anmol Publications, 1998. Print.
- Puri. G.K. *Journalism*. New Delhi: Sudha Publication (P) Ltd, 1994. Print.
- *Online Journalism – Reporting, Writing and Editing for New Media – Richard Craig*
- *Broadcast News Handbook – Writing, Reporting, Producing in a converging Media - C.A. Juggle, Forrest Carr and Suzanne Huffman*
- *Writing for the media- Sunny Thomas*
- *The Language of New Media – Lev Manovich*

- Blogging for beginners: Learn how to start and maintain a successful blog the simple way – Terence Lawfield
- NPTEL: Career in Journalism by Srinivasan Ramani, Deputy National Editor, The Hindu  
<https://www.youtube.com/watch?v=Z1hhz7nmstc>

### **RECOMMENDED MOOC**

- NPTEL :Text,Textuality and Digital Media  
<https://nptel.ac.in/courses/109/102/109102156/>
- COURSEERA: Become a Journalist: University of Michigan, Berkeley via edX  
<https://www.coursera.org/specializations/become-a-journalist>
- COURSEERA: Writing for Social Media: University of California, Berkeley via edX  
<https://www.classcentral.com/course/edx-writing-for-social-media-10284>
- CANVAS : English for Journalism  
<https://www.canvas.net/browse/fhi/courses/english-for-journalism>

### **TED TALKS**

- [https://www.ted.com/talks/bob\\_woodward\\_what\\_i\\_learned\\_investigating\\_nixon](https://www.ted.com/talks/bob_woodward_what_i_learned_investigating_nixon)
- Social Media- A collection of TED Talks (and more) on the topic of Social media.  
<https://www.ted.com/topics/social+media>
- Why Social Media is reimagining our Future by Bryan Kramer  
[https://www.ted.com/talks/bryan\\_kramer\\_why\\_social\\_media\\_is\\_reimagining\\_our\\_future](https://www.ted.com/talks/bryan_kramer_why_social_media_is_reimagining_our_future)

<b>Title of the Course</b>	<b>Elective ENG-DSE1B -ENGLISH LANGUAGE TEACHING</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	<b>75</b>		
<b>Objectives:</b>	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.		
<b>Course Introduction</b> (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● What are ELT, ESL, and EFL? What is LSRW?</li> <li>● Adult ESL learners. Varied learning styles.</li> <li>● Need for activities and exercises to improve students' English language abilities;</li> <li>● Need to prepare and conduct a lesson;</li> <li>● Need to use important language learning theories in teaching ESL and using Web Resources in Teaching Learning Context.</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: Introduction to ELT and Second Language Acquisition</b></p> <p>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</p> <p><b>Unit 2: Teaching –Learning English Language</b></p> <p>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</p> <p><b>Unit 3: Teaching –Learning English Literature</b></p> <p>3.1 Teaching Poetry 3.2 Teaching Prose 3.3 Teaching Drama 3.4 Teaching Fiction 3.5 Lesson Plan and Materials Production</p> <p><b>Unit 4: Testing and Evaluation</b></p> <p>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</p> <p><b>Unit 5: ICT Tools for English Language Teaching ( For Internship)</b></p> <p>5.1 Authenticity of Internet resources 5.2 E- Creation Tools – Puzzlemaker, Spiderscribe, Diigo –personal digital library</p>		

	<p>5.3 Mobile apps and games – Enguru, Cuddy Cross</p> <p>5.4 Online teaching - learning Platforms – Edmodo, Google Classroom</p> <p>5.5 LSRW tools – audio/ video podcasts, you tube Channels, Blogs, Boards, Penzu, e-books</p> <p><b>(Note: Unit 5 is not to be included for testing in the End Semester external examination)</b></p>
<b>Learning Outcomes:</b>	<p>After doing the course, students will</p> <ul style="list-style-type: none"> <li>➤ become familiar with ELT theories on second language acquisition</li> <li>➤ understand the factors governing language acquisition</li> <li>➤ acquire knowledge about the history of ELT in India</li> <li>➤ become acquainted to teaching – learning language skills</li> <li>➤ learn how to teach English literary genres</li> <li>➤ acquire classroom experience in teaching language and literature</li> <li>➤ be able to analyse the issues in language testing and evaluation</li> </ul>

<b>Prescribed Texts</b>		
<b>Unit</b>	<b>Books</b>	<b>Chapters and Page Numbers</b>
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, 1986.3 <sup>rd</sup> edition. 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 and 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.	Section 1 (23-87)

	Warschauer, Mark, et al., <i>Internet for English Teaching</i> , United States Dept. of States, 2003.	
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### 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/>

### RECOMMENDED MOOC

- COURSERA: Get Interactive: Practical Teaching with Technology-  
[www.coursera.org/learn/getinmooc](http://www.coursera.org/learn/getinmooc)

### TEDx TALKS

- Roberto Guzman. “Teaching English without Teaching English.” TEDx Talks.  
[youtu.be/8pZa6R3rmRQ](https://youtu.be/8pZa6R3rmRQ)
- Brandon Salocom. “Teaching English from TED Talks.” [Youtu.be/IKIYnTn6J7E](https://youtu.be/IKIYnTn6J7E)

<b>Title of the Course</b>	<b>Elective ENG-DSE1C: WRITING SKILLS FOR THE NEW MEDIA</b>
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Category of the Course	Year & Semester <b>Third Year &amp; Fifth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	75		
<b>Objectives:</b>	<p>To familiarize students with writing skills for the different kinds of media</p> <p>To equip them with practical knowledge for the evolving writing ecology and empower them for employment.</p>		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● What are the different kinds of media?</li> <li>● What are the various skill-sets required?</li> <li>● Why is it necessary to hone writing skills?</li> <li>● What are the prospects of writing for media?</li> <li>● Identify premier print/ digital media houses.</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: The Basics Of Writing And Types Of Writing</b></p> <p>1.1 The basics of writing mechanics – Grammar, vocabulary, phrases and clauses</p> <p>1.2 How to write – construction of clear, simple and precise sentences.</p> <p>1.3 Writing for the reader – Role of reader and broadening the Reader –Response theory.</p> <p>1.4 Different kinds of writing – Fiction, Non-fiction ( including historical writing, travel writing, memoirs), scientific writing, journalistic writing</p> <hr/> <p><b>Unit 2: Exploring The New Avenues For Writing</b></p> <p>2.1 Differences between traditional print writing (Newspapers, magazines, books etc.) and writing in the age of the internet – need to adapt to change.</p> <p>2.2. Different forms of media – Print, social media websites, blogs, online platforms etc</p> <p>2.3 Understanding writing for different media through examples.</p> <hr/> <p><b>Unit 3: Customizing Online Writing Based On The Online Platform</b></p> <p>3.1 Long forms of writing- language, writing style, content, vocabulary focus, title, introduction and conclusion – film review, blog posts, scientific writing, e –magazines- with a minimum of two examples each</p> <p>3.2 Shorter forms of writing – language, writing style, content, vocabulary, focus, caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts etc – with a minimum of two examples each</p> <p>3.3 Photo and Video writing – language, writing style, content, vocabulary, focus, caption, introduction and conclusion, synchronizing content – Video logging, photo blogging etc.</p> <hr/> <p><b>Unit 4: Journalistic And Ad Writing</b></p> <p>4.1 Comparing Print and online writing – for newspapers, magazines, journals.</p> <p>4.2 Understanding the evolving dynamics of the adspace - including pop up ads, scrolls, flash ads- change in language, font, style and incorporating doodling with ad writing</p> <hr/> <p><b>Unit 5: Writing and Publishing ( Internship)</b></p> <p>5.1 Students must undergo hands-on –training from a recognized print/digital media for 20 days.</p> <p>5.2 Publish an article in an print/digital media</p> <p>(Note: Unit 5 not to be included for testing in the End Semester external examination)</p>		
<b>Learning Outcomes</b>	<p>On doing the course the students will be able to</p> <ul style="list-style-type: none"> <li>➤ Comprehend how to write with clarity, purpose and precision</li> </ul>		

	<ul style="list-style-type: none"> <li>➤ Understand how to modify writing styles based on the media employed</li> <li>➤ Use these skills to pursue higher education in other allied fields</li> <li>➤ Could use the knowledge to take up freelance writing assignments/projects and other related employment.</li> </ul>
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### Prescribed Texts and Web Sources

1.1 <https://www.learn-english-today.com/>, <https://www.youtube.com/watch?v=z45UdLOWTro>

1.2 <https://grammar.yourdictionary.com/> ,  
[https://stanford.edu/class/ee267/WIM/writing\\_style\\_guide.pdf](https://stanford.edu/class/ee267/WIM/writing_style_guide.pdf)

1.3 <https://www.targettraining.eu/the-basics-of-reader-oriented-writing/>

1.4 <https://bookriot.com/2017/11/02/difference-between-fiction-and-nonfiction/>  
<https://rolfpotts.com/travel-writing-matters/>  
<https://esajournals.onlinelibrary.wiley.com/doi/full/10.1002/bes2.1258>

2.1 <https://www.opencolleges.edu.au/careers/blog/web-writing-vs-print-writing>

2.2 <https://www.yaketyyak.com/how-to-write-for-different-social-media-platforms/>

2.3 <https://blog.hubspot.com/marketing/social-media-copywriting>

3.1 <https://www.dreamgrow.com/long-form-content/>

3.2 <https://www.wikihow.com/Write-a-Fanfiction>

<https://coobis.com/en/cooblog/how-to-create-the-perfect-post-for-facebook-twitter-and-instagram/>

3.3 <https://www.picturecorrect.com/tips/photoblogging-how-to-start-a-photoblog/>

4.1 <https://contently.com/2015/05/12/6-ways-writing-for-online-is-different-than-print/>

4.2 <https://www.salesforce.com/blog/2016/08/the-components-of-digital-advertising.html>

### BOOKS & WEB SOURCES FOR FURTHER REFERENCE

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

### RECOMMENDED MOOC

- COURSEERA: Writing for Social Media: University of California, Berkeley via edX  
<https://www.classcentral.com/course/edx-writing-for-social-media-10284>

### TED TALKS

- Social Media- A collection of TED Talks (and more) on the topic of Social media.  
<https://www.ted.com/topics/social+media>
- Why Social Media is reimagining our Future by Bryan Kramer  
[https://www.ted.com/talks/bryan\\_kramer\\_why\\_social\\_media\\_is\\_reimagining\\_our\\_future](https://www.ted.com/talks/bryan_kramer_why_social_media_is_reimagining_our_future)

<b>Title of the Course</b>	<b>Elective ENG- DSE2A:CREATIVE WRITING</b>		
<b>Category of the Course</b>	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	To offer a comprehensive course to nurture creative and writing skills required for various aspects of narrative, poetic and dramatic writing and also for content writing, advertising and related digital domains.		
<b>Course Introduction</b> (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● Can Creative writing be taught? What is creative fervour?</li> <li>● What is the thought process required for creativity?</li> <li>● How is the mental process translated into a physical process?</li> <li>● What are the psychological benefits of creative writing?</li> <li>● What are the primary steps to creativity in writing?</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: Introduction to Creative Writing</b> 1.1 What is Creative Writing? – Refining Vocabulary - Developing Hints, Reading Comprehension 1.2 Situational Imagination – Expression of Imagination in Language 1.3 Creation of Word Pictures – Creation of Ambience</p> <p><b>Unit 2: Essays</b> 2.1 Narrative Essays, Descriptive Essays, Expository Essays, Persuasive Essays 2.2 Argumentative Essays, Critical Essays 2.3 Cause &amp; Effect Essays, Compare &amp; Contrast Essays</p> <p><b>Unit 3: Writing Poetry</b> 3.1 The art of Poesis – Poetic Devices – Metaphor – Simile 3.2 Sound Devices – Sound and Sense – Symbols – Imagery 3.3 Poetical – Sonnets, Odes, Limericks, Haikus</p> <p><b>Unit 4: Writing Narrative Fiction</b> 4.1 Elements of Narration – Story and Plot – Characterization 4.2 Choice of Medium of Narration – Point of View 4.3 Short Stories – Novellas – Extended Narratives</p> <p><b>Unit 5 :Writing for Stage and Screen</b> 5.1 Basics of Script Writing for Stage and Screen 5.2 Plot, Characters, Dialogues Characterization on 5.3 Stage – Dialects and characterization through dialogue - Stage devices and ambience creation</p>		
<b>Learning Outcomes</b>	<p>On doing the course, students will be able to</p> <ul style="list-style-type: none"> <li>➤ Creatively write in different genres and also bring valuable insights</li> <li>➤ Gain exposure and stimulate their creativity</li> <li>➤ Improve their creative writing process in varied domains</li> <li>➤ Produce clear and effective written communications</li> <li>➤ Consider writing as a career</li> </ul>		

**Prescribed Texts and Web Sources**

- The Cambridge Introduction to Creative Writing by David Morley. London: CUP, 2012. Print
- The Routledge Creative Writing Coursebook. By Paul Mills. London: Routledge Publishers, 2006. Print

[http://dl.booktolearn.com/ebooks2/art/artrelated/9780415317856\\_the\\_routledge\\_creative\\_writing\\_coursebook\\_61c1.pdf](http://dl.booktolearn.com/ebooks2/art/artrelated/9780415317856_the_routledge_creative_writing_coursebook_61c1.pdf)



- Creative Writing

<https://www.uvm.edu/wid/writingcenter/tutortips/WritingCreativePage.pdf>

<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/creative-writing-1.original.pdf>

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

- Field, Syd Foundation of Screen Writing. Delta Revised Edition, New York: 2005. Print
- King, Stephen. On Writing: A Memoir of the Craft. Kindle Edition
- Earnshaw, Stephen. The Handbook of Creative Writing  
<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=B32648495166B603260852F832B36E6E?doi=10.1.1.690.7395&rep=rep1&type=pdf>
- Creative writing lessons: Creative Writing tips, advice and lessons from bestseller Stephen King  
<https://www.youtube.com/watch?v=lwhOd65gGoY>  
<https://www.youtube.com/watch?v=CxgiV-NtQvQ>
- Margaret Atwood's Top 5 Writing Tips <https://www.youtube.com/watch?v=fDkbyyPRKFY>
- How to Write a Book: 13 Steps From a Bestselling Author- Jerry B. Jenkins
- [https://www.youtube.com/watch?v=yHKKtxliYaY&list=RDCMUCuK9ofevgGxPVI57p\\_fSpuA&start\\_radio=1&t=23](https://www.youtube.com/watch?v=yHKKtxliYaY&list=RDCMUCuK9ofevgGxPVI57p_fSpuA&start_radio=1&t=23)

### **RECOMMENDED MOOC**

- Udemy: Creative Writing Courses <https://www.udemy.com/topic/creative-writing/>
- COURSEERA: Creative Writing Specialization  
<https://www.coursera.org/specializations/creative-writing>
- edX; Creative Writing Courses <https://www.edx.org/learn/creative-writing>
- STANFORD Continuing Studies  
<https://continuingstudies.stanford.edu/online-courses/creative-writing>

### **TED TALKS**

- The 8 Best Ted Talks for Writers  
[https://www.scribendi.com/advice/best\\_ted\\_talks\\_for\\_writers.en.html](https://www.scribendi.com/advice/best_ted_talks_for_writers.en.html)
- Collection of Ted Talks on Writing  
<https://www.ted.com/topics/writing>

Title of the Course	Elective ENG- DSE2B:WOMEN'S WRITING		
Category of the Course	Year & Semester  Third Year & Sixth Semester	Credits  5	Subject Code
Hours:	90		
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.		
Course Introduction  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● What is Patriarchy?</li> <li>● Mary Wollstonecraft/ Reform Bills- Right to Vote for Women</li> <li>● Ecriture Feminine</li> <li>● Concepts of Gender. Gender Stereotypes. Gender and Culture.</li> <li>● Feminism, feminist consciousness and its evolution.</li> <li>● What is the importance of gender sensitization and gender equality?</li> </ul>		
Course Components	<p><b>Unit 1: Poetry</b></p> <p>1.1 “A Fairy Tale” – Amy Lowell</p> <p>1.2 “Eve to her Daughters” - Judith Wright</p> <p>1.3 “Snapshots of a Daughter-in-Law” - Adrienne Rich</p> <p>1.4 “Tribute to Papa” – Mamta Kalia</p> <p>1.5 “Women’s Work” - Julia Alvarez</p> <p>1.6 “Phenomenal Woman” – Maya Angelou</p> <p>1.7 “Purdah” - Imtiaz Dharker</p> <p>1.8 “ Kongu isn’t a rag that stands guard over my head” – Jhoopaka Subadra (From, <i>Kaitunakala dan Dem.</i> )</p> <p><b>Unit 2: Prose</b></p> <p>2.1 “Professions for Women” – Virginia Woolf</p> <p>2.2 “Links in the Chain” – Mahadevi Varma</p> <p>2.3 “The Spectacle is Vulnerable : Miss World, 1970” - Laura Mulvey [Chapter 1 from <i>Visual and Other Pleasures</i>]</p> <p>2.4 Excerpts from <i>We Should All Be Feminists</i> - 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</p> <p><b>Unit 3: Short Story</b></p> <p>3.1 “The Yellow Wallpaper” - Charlotte Perkins Gilman</p> <p>3.2 “Boys and Girls” – Alice Munro</p> <p>3.3 “Admission of Guilt” – Lalithambika Antharjanam</p> <p>3.4 “Yellow Woman” – Leslie Marmon Silko</p> <p><b>Unit 4: Drama</b></p> <p>4.1 <i>Thus spake Shoorpanaka, so said Shakuni</i> - Polie Sengupta</p> <p><b>Unit 5: Fiction</b></p> <p>5.1 <i>Fasting, Feasting</i> - Anita Desai</p>		
Learning Outcomes	After completing this course, the students will be able to		

	<ul style="list-style-type: none"> <li>➤ understand the impact of patriarchy on women and become sensitized to the need for gender equality</li> <li>➤ distinguish women’s writing as one shaped by their gender experiences</li> <li>➤ identify genres and narrative strategies employed by different women writers and the language used</li> <li>➤ 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</li> <li>➤ analyse literary texts through the perspective of gender.</li> </ul>
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#### 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=ACfU3U1FhGOhnh3wL5jJmm31j-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=ACfU3U1FhGOhnh3wL5jJmm31j-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=kLn11KD4eaOC&pg=PA89&dq=%E2%80%9CA%20admission+of+Guilt%E2%80%9D+%E2%80%93+Lalithambika+Antharjanam&hl=en&sa=X&ved=0ahUKewjywLyfgtnoAhWazjgGHeHMD70Q6AEIKDAA#v=onepage&q=%E2%80%9CA%20admission%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.

**RECOMMENDED MOOC**

- edX: Gender and Sexuality: Applications in Society ( [The University of British Columbia](#) via [edX](#))  
<https://www.classcentral.com/course/edx-gender-and-sexuality-applications-in-society-12333>
- MIT: Introduction to Woman and Gender Studies  
[https://ocw.mit.edu/courses/womens-and-gender-studies/wgs-101-introduction-to-womens-and-gender-studies-fall-2014/index.htm?utm\\_source=OCWDept&utm\\_medium=CarouselSm&utm\\_campaign=FeaturedCourse](https://ocw.mit.edu/courses/womens-and-gender-studies/wgs-101-introduction-to-womens-and-gender-studies-fall-2014/index.htm?utm_source=OCWDept&utm_medium=CarouselSm&utm_campaign=FeaturedCourse)
- NPTEL: Feminist Writings – Dr. Avishek Puri Co-ordinated by IITM  
<https://nptel.ac.in/courses/109106146/>

**TED TALKS**

- The political progress women have made and What's next - Cecile Richards  
[https://www.ted.com/talks/cecile\\_richards\\_the\\_political\\_progress\\_women\\_have\\_made\\_and\\_what\\_s\\_next?language=en](https://www.ted.com/talks/cecile_richards_the_political_progress_women_have_made_and_what_s_next?language=en)
- We should all be feminists : Ngozi Adichie  
[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en)
- For these women, reading is a daring act: Laura Boushnaq  
[https://www.ted.com/talks/laura\\_boushnaq\\_for\\_these\\_women\\_reading\\_is\\_a\\_daring\\_act?language=en](https://www.ted.com/talks/laura_boushnaq_for_these_women_reading_is_a_daring_act?language=en)

<b>Title of the Course</b>	<b>Elective ENGDSE 2C : LITERATURES FROM THE MARGIN</b>		
Category of the Course	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>5</b>	Subject Code
<b>Hours:</b>	90		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>The Course intends to introduce concepts on how to analyze, describe, and interpret subjugated peoples on the basis of racism in S. Africa and its multiple perspectives from persecuted Jewish and Gypsy families, the oppressed from India and their background based on literary periods with linguistic, historical background to enable students understand the contexts of their occurrence in the Twentieth Century.</li> </ul>		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>What is Marginalization? Double Marginalization? Racism? Hegemony?</li> <li>The concept of 'other'</li> <li>Caste and Class</li> <li>Literary canons</li> <li>Concepts of Gender, Race and Sexuality</li> </ul>		
<b>Course Components</b>	<b>Unit 1: Poetry</b> 1.1 "Blood Wave" – Daya Pawar 1.2 "Hunger" – Nam Deo Dhasal 1.3 "This Country is Broken" – Bapurao Jagtap 1.4 "Tathagata" – Bhagwan Sawai 1.5 "You who Have Made the Mistake" – Baburao Bagul 1.6 "Shema" - Primo Levi 1.7 "Tears of blood" - Polish Gypsy named Bronislawa Wajs, [known as Papusza, the Romani word for "doll."] 1.8 "Mandela and De Klerk" - Wayne Visser		
	<b>Unit 2: Prose</b>  2.1 "Dalit Literature: Past, Present and Future" - Arjun Dangle from <i>Poisoned Bread</i> [234- 258]  [Caste System in India, Arrival of the British, Dr. Ambedkar, Father of Dalit Litt., Dev. of Dalit Litt., Little Magazine Movement, Progressive Litt., Asmitadarsha, white collar attitudes, Dalit Literature, Meet at Mahad, New Periodicals, Dalit Panthers, Internal conflicts, Autobiographies, Struggle for Independence, Internal Conflict among Dalits]		
	<b>Unit 3 – Drama</b>  3.1 <i>No Sugar</i> - Jack Davis		
	<b>UNIT 4 – Short Story</b> 4.1 "The Cull" - Amitabh 4.2 "Livelihood" [ <i>Poisoned Bread</i> ] - Bhimrao Shirwale 4.3 "Draupadi" - Mahaswetha Devi 4.4 "Beethoven was one-sixteenth black" - Nadine Gordimer		

	<p><b>UNIT 5 – Life Writing</b></p> <p>5.1. Joothan: An Untouchable's Life - Omprakash Valmiki ( translated by Arun Prabha Mukherjee)</p>
<b>Learning Outcomes</b>	<p>After completing this course, the students will be able to</p> <ul style="list-style-type: none"> <li>➤ understand the impact of discrimination on the marginalised and become sensitized to the need for social equality</li> <li>➤ distinguish the characteristics of the writing by the marginalized from that of the mainstream literature</li> <li>➤ gain an understanding from the themes of suppression, oppression and marginalization expressed by the writers of the marginalized across the world and gauge its effect in changing the social construct</li> <li>➤ Analyze the literary text from the perspective of the ‘other’</li> </ul>

### Prescribed Texts/ Web Sources

- 1.1 <https://marathidalitpoetry.blogspot.com/2014/07/blood-wavedaya-pawar.html>
- 1.2 <https://marathidalitpoetry.blogspot.com/2014/07/hungernamdeo-dhasal.htm>
- 1.3 <https://marathidalitpoetry.blogspot.com/2014/07/this-country-is-broken...>
- 1.4 <https://marathidalitpoetry.blogspot.com/2014/07/...>
- 1.5 <https://marathidalitpoetry.blogspot.com/2014/07/you-who-have-made-mistakebaburao-bagul.html>
- 1.6 <https://library.weschool.com/lezione/primo-levi-shemà-testo-integrale-2866.html>
- 1.7 <http://www.thehypertexts.com/Bronislaw%20Wajs%20Papusza%20Poet%20Poetry%20Bio%20Picture%20Gypsy%20Poet%20Romani%20Poetry.htm>
- 1.8 <http://www.waynevisser.com/poetry/mandela-and-de-klerk>
- 2.1 ,4.1& 4.2: Dangle Arjun, *Poisoned Bread*, Orient Lonman,1992.
- 4.4 *Beethoven Was One-Sixteenth Black and Other Stories* - Nadime Gordimer, Bloomsbury
- 5.1 Joothan: An Untouchable's Life - Omprakash Valmiki, Columbia University Press  
<https://epdf.pub/joothan.html>

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

- ‘I too’ – Langston Hughes
- ‘First They Came’ – Pastor Martin Niemoller
- ‘A Song of Hope’ – Oodgeroo (Kath Walker)
- Grip of Change -P.Sivagami
- Beast of Burden - Imayam
- Nandan Kathai - Indra Parthasarathy
- Stolen - Jane Harrison

#### BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- Dr. Rajkumar, *Ambedkar and His Writings. A Look for the New Generation*. New Delhi: Kalpaz Publications,2008 [pp.151-167]
- Arjun Dangle, *Poisoned Bread. Translations from Modern Marathi Literature* Hyderabad: Orient Longman Ltd., 1994 [pp.234-258, 62-63, 42-45, 31, 37, 29-30, 70, 24.]
- <http://www.poetryforlife.co.za/index.php/anthology/so>
- <https://www.gktoday.in/gk/fact-sheet-dravidian-movement/>
- [www.manifestias.com/2018/11/13/dravidian-movement](http://www.manifestias.com/2018/11/13/dravidian-movement)
- [https://en.wikipedia.org/wiki/Self-Respect\\_Movement](https://en.wikipedia.org/wiki/Self-Respect_Movement)
- [Robert Caldwell : definition of Robert Caldwell and synonyms ...](#)
- Literary /Cultural Theory Books by Orient Black Swan

#### RECOMMENDED MOOC/Video Lectures:

- ePathshala-NME-ICT: **Subaltern Theories: Ranajit Guha, Gayatri Chakravorty Spivak, Dipesh Chakravarty**  
<https://www.youtube.com/watch?v=-OPElr-Qdgg>

- NPTEL: "Can the Subaltern Speak?" : Deconstructing the Postcolonial  
<https://www.youtube.com/watch?v=BGiirOoVaWl>
- Subaltern Studies Scholar Partha Chatterjee Lectures Students on 'Azaadi'  
<https://www.youtube.com/watch?v=0y6fg9t22C4>
- TLC: Tezpur University: **Reading Texts and Subalternity**  
<https://www.youtube.com/watch?v=BMvEBpJQ7ko>
- MIT OpenCourseware <https://ocw.mit.edu/courses/>

### **TED TALKS**

- The Search for Humanity in the Holocaust | Karen Pollock MBE | TEDxDurhamUniversity  
<https://www.youtube.com/watch?v=VNrZl FfdLo>
- Holocaust :Ted Talks  
<https://www.ted.com/search?q=holocaust>



<b>Title of the Course</b>	<b>Elective ENG-DSE3A: GREEN STUDIES</b>		
Category of the Course	Year & Semester  <b>Third Year &amp; Sixth Semester</b>	Credits  <b>5</b>	Subject Code
<b>Hours: 90</b>	<b>90</b>		
<b>Objectives:</b>	This paper seeks to give awareness, and to sensitize students on the role of literature in addressing contemporary social and environmental concerns, using the relevant Tinai and the postmodern Eco criticism to analyze literary texts .		
<b>Course Introduction</b>  (to be considered for internal assessment only)	Background concepts( to be integrated while teaching the prescribed texts):  Ecology: Tinai regions- and concepts. Biocentric Equality, self- realization (Deep Ecology) Community, Region, Home(Bioregionalism) Ecological concepts of Symbiosis, Mutation, Parasitism and Biodiversity, Ecofeminism , Oikos and Oikopoetics		
<b>Course Components</b>	<p><b>Unit 1: Indian Ecocriticism (Tinai- Kurinchi, Neidal, Mullai Marutam and Palai)</b></p> <p>1.1.Introducing concepts of Indian ecocriticism –Tinai - significance- ecoregions  1.2 What She Said - Tevakulattar, Kurunthokai (page 3 )  1.3 What She Said to her Girlfriend - Kapilar, Akanaanooru (page 82 )  1.4 What She Said - Kapilar,Akananooru 318 A,K.Ramanujan (page 14)  1.5 What Her Girl Friend Said, the Lover within Earshot, Behind a Fence- Uloccanar. Narrinai (page 63)  [Prescribed Essay: Nirmal Selvamony -Tinai in <i>Primal and Stratified Societies</i>,from OSLE-India’s Indian Journal of Ecocriticism, vol.1, Aug.2008,pp.38-48]</p> <p><b>Unit 2: Bioregionalism( Community, Region, Home) and Ecofeminism</b></p> <p>2.1.<i>Letter to President Pierce, 1855</i> -Chief Seattle - The tribal world view  (Norton Reader -An Anthology of Non-fiction,11th Edition,pp.611-612)  2.2. “A Fable for Tomorrow’ from <i>The Silent Spring</i> by Rachel Carson - (Chapter One)  2.3. “Flowering Tree” by A.K Ramanujan [from Flowering Tree and other Tales]  2.4. Reith Lectures 2000: Respect for the Earth Lecture 5-Poverty &amp; Globalisation – Vandana Shiva – Delhi</p> <p><b>Unit 3: Ecology, Symbiosis, Mutation, Parasitism Biodiversity</b></p> <p>3.1 Deep Ecology Basic Principles-Biocentric Equality- Naess and George Sessions  3.2 “The World is Too Much With Us” by William Wordsworth (Self-realization- Deep ecology)  3.3 “Nutting” by Wordsworth  3.4. “The sap that through the green fuse drives the flower” by Dylan Thomas</p> <p><b>Unit 4: Man and Environment</b></p> <p>4.1. <i>The Hungry Tide</i> by Amitav Ghosh</p> <p><b>Unit 5: Oikopoetics</b> - Oikos, Integrative, Hierarchic Anarchic Oikos</p>		

	<p>5.1 “Oikopetic Method” by Nirmal Selvamony- Tinai 3</p> <p>5.2 “The Fly” by William Blake</p> <p>5.3 “Snake” by D.H. Lawrence</p> <p>5.4 “Horses” by Edwin Muir</p>
<b>Learning Outcomes:</b>	<p>At the end of the course students will be able to</p> <ul style="list-style-type: none"> <li>➤ acquire awareness about one of the oldest forms of ecocriticism- the Tinai</li> <li>➤ understand and respect world views and the discrimination in society as failure to comply with egalitarian values of Nature.</li> <li>➤ become familiar with the opposing viewpoints in Man’s relationship with the physical environment from literary texts.</li> <li>➤ understand and identify Ecological concepts- Symbiosis, Mutation, , Parasitism Biodiversity from the literary texts prescribed.</li> <li>➤ become familiar with ecological, deep ecological and oikopoetic principles</li> <li>➤ apply these critical tools to analyse and understand environmental messages from literary texts and other mediums.</li> </ul>

### Prescribed Texts/ Web Sources

1.1-5

Nirmal Selvamony -Tinai in Primal and Stratified Societies

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

Translation of Sangam Age Poetry by A.K.Ramanujan

1.2,3,4 <http://www.poetrynook.com/poem/what-she-said-7>

2.1 Naess and George Sessions Deep Ecology Basic Principles- Letter to President Pierce,1855  
-Chief Seattle

The Norton Reader An Anthology of Non- Fiction, Ed. Linda H Peterson&John Brereton,11th Ed,

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

2.3 A.K Ramanujan, Flowering tree and other tales

<https://publishing.cdlib.org/ucpressebooks/view?docId=ft067n99wt&chunk.id=ch19&toc.depth=1&toc.id=ch19&brand=ucpress>

2.4 [http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/20000510\\_reith.pdf](http://downloads.bbc.co.uk/rmhttp/radio4/transcripts/20000510_reith.pdf)

3.1 <https://theanarchistlibrary.org/library/arne-naess-and-george-sessions-basic-principles-of-deep-ecology>

4.1 The Hungry Tide by Amitav Ghosh. Penguin Viking / Harper Collins 2011.

5.1 “Oikopetic Method” Selvamony, Nirmal. Tinai 3. Chennai: Persons for Alternative Social Order, 2001, Print.

<http://www.angelfire.com/nd/nirmaldasan/tinai3.html>

### BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd ed., 2009
- Garrard, Greg. Ecocriticism: New Critical Idiom. Routledge, 2004.
- Mark Deeble and Victoria Stone. “The Queen of Trees.” YouTube, 3 May 2014,
- [www.youtube.com/watch?v=xy86ak2fQJM](http://www.youtube.com/watch?v=xy86ak2fQJM)
- Mies, Maria and Vandana shiva. Ecofeminism. Rawat Books, 1993.
- Selvamony, Nirmal and Nirmaldasan, editors. Tinai Studies. Tinai 3rd ed., Persons For Alternative Social Order (PASO), 2004.
- ...“Oikos as Family.” Persons For Alternative Social Order (PASO), 2004, pp. 38-40.
- ... “Oikopoetics and Tamil Poetry.” July 2001.  
[www.angelfire.com/nd/nirmaldasan/oikos.html](http://www.angelfire.com/nd/nirmaldasan/oikos.html)

- Selvamony, Nirmal et.al., Essays in Ecocriticism, Swarup and Sons, 2007.
- Shiva, Vandana. “TEDx Masala- Dr.Vandana shiva-Solutions to the food and ecological crisis facing us today.” YouTube, 24, Sept. 2012, [www.youtube.com/watch?v=ER5ZZk5atIE](http://www.youtube.com/watch?v=ER5ZZk5atIE)

### **RECOMMENDED MOOC**

- Ecology and Environment (Multidisciplinary): Co-ordinated by IITM (NPTEL)  
<https://nptel.ac.in/courses/127/106/127106004/>
- Eco-criticism - Environmental Humanities – Future Learn  
<https://www.futurelearn.com/courses/remaking-nature/0/steps/16754>

### **TED TALKS**

- Solutions to the food and ecological crisis facing us today: Dr Vandana Shiva  
<https://www.youtube.com/watch?v=ER5ZZk5atIE>
- Environmental TED Talks  
<https://www.ted.com/talks?topics%5B%5D=environment>

Title of the Course	<b>Elective ENG-DSE3B: INTRODUCTION TO TRANSLATION STUDIES</b>		
Category of the Course	Year & Semester <b>Third Year &amp; Sixth Semester</b>	Credits <b>5</b>	Subject Code
Hours:	90		
Objectives:	The course intends to <ul style="list-style-type: none"> <li>● introduce the key concepts in Translation Studies</li> <li>● enable the students to appreciate and apply the basic tools of translation</li> <li>● acquire basic skills to pursue translation as research and career</li> </ul>		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● What is 'source language' and 'target language'?</li> <li>● What is the purpose of translation and training translators to translate texts into a second language?</li> <li>● What were the changing attitudes to translation throughout time?</li> <li>● What is the relevance of translation in a multi-lingual country like India and across the world?</li> <li>● What are the different domains where translation is employed?</li> <li>● What are the career prospects for a translator?</li> </ul>		
Course Components	<p><b>Unit 1: Introduction to Translation Studies</b></p> <p><b>Unit 1:</b> Introduction to Translation Studies</p> <p>1.1 Definition and scope of Translation</p> <p>1.2 History of Translation</p> <p>1.3 Types of Translation</p> <p>1.4 Decoding and Recoding</p> <p>1.5 Cultural issues in Translation</p> <p>1.6 Problems of Equivalence and Untranslatability</p> <p>1.7 Loss and Gain</p> <p>1.8 Formal and Dynamic Equivalence</p> <hr/> <p><b>Unit 2: Poetry</b></p> <p>2.1 "What Her Girl Friend Said" - Kovatattan, Kurunthokai 66 (Tamil)</p> <p>2.2 "What Her Girl Friend Said" -Anon, Narrinnai 172 (Tamil) ( Translation of Sangam Age Poetry by A.K.Ramanaujan)</p> <p>2.3 A Comparative Study of select couplets from Two Translations of Thirukkural</p> <p style="text-align: right;">by G .U Pope and Rajaji *(Selected verses as attached below)</p> <hr/> <p><b>UNIT – 4 Short Stories</b></p> <p>3.1 Pudukkottai - "Teaching"</p> <p>3.2 Chudamani - " Herself"</p> <p>3.3 Sundaram Ramasamy -"Sita Brand Soapnut Powder"</p> <p>3.4 Ambai - "In a Forest, a Deer"</p> <hr/> <p><b>Unit 4: Drama</b></p> <p>4.1 <i>Water!</i> - Komal Swaminathan</p> <hr/> <p><b>Unit 5: Fiction</b></p> <p>5.1 <i>Vaadivaasal</i> - C.S Chellappa</p>		

<b>Learning Outcomes:</b>	<p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> <li>➤ trace the history and evolution of translation studies</li> <li>➤ understand the complex concepts and issues in translation</li> <li>➤ apply the theoretical concepts in analysing translated texts</li> <li>➤ make a comparative study of the two prominent translations of Thirukkural at the linguistic level</li> <li>➤ evaluate the process of translation using the prescribed texts</li> <li>➤ use the acquired skills for research and career</li> </ul>
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### Prescribed Texts/ Web Sources

Unit 1: Bassnett, Susan. Translation Studies. London: Methuen, 1980.

[https://nptel.ac.in/content/storage2/courses/109104050/pdf\\_version/lecture4.pdf](https://nptel.ac.in/content/storage2/courses/109104050/pdf_version/lecture4.pdf)

Unit 2.1 & 2.2 - Ramanujan, A.K. Trans. *Poems of Love and War*. New Delhi: OUP, 1985.

#### 2.3 \*Selected verses as attached below

#### 1. இல்வாழ்வான் என்பான் இயல்புஉடைய மூவர்க்கும் நல்ஆற்றின் நின்ற துணை

*Pope:* The men of household virtue, firm in way of good, sustain  
The other orders three that rule professed maintain.

*Rajaji:* The householder so-called helps the other orders in the proper fulfillment of their duties.

#### 2. குழல்இனிது யாழ்இனிது என்ப தம்மக்கள் மழலைச் சொல் கேளாதவர்.

*Pope:* 'The pipe is sweet,' 'the lute is sweet,' by them't will be averred,  
Who music of their infants' lispings lips have never heard.

*Rajaji:* They speak of the sweet tones of the flute and of the harp, who have not had children and heard them lisp their newly learnt words.

#### 3. ஈன்ற பொழுதில் பெரிது உவக்கும் தன் மகனைச் சான்றோன் எனக் கேட்டதாய்

*Pope:* When mother hears him named 'fulfill'd of wisdom's lore,'  
Far greater joy she feels, than when her son she bore.

*Rajaji:* Hearing words of appreciation uttered by people about her son, the mother feels greater joy than what she felt on the day he was born.

#### 4. மகன் தந்தைக்கு ஆற்றும் உதவி இவன்தந்தை என் னோற்றான்கொல் எனும்சொல்.

*Pope:* To sire, what best requital can by grateful child be done?  
To make men say, 'What merit gained the father such a son?'

*Rajaji:* The son's greatest filial service is so to conduct

#### 5. அன்பிலார் எல்லாம் தமக்குஉரியர் அன்புடையார் என்பும் உரியர் பிறர்க்கு

*Pope:* The loveless to themselves belong alone;  
The loving men are others' to the very bone.

*Rajaji:* Those who have not a loving disposition, belong wholly to themselves. The tender-hearted belong to other even in their bones.

#### 6. இனியுளவாக இன்னாத கூறல் கனிஇருப்பக் காய் கவர்ந்தற்று.

*Pope:* When pleasant words are easy, bitter words to use,  
Is, leaving sweet ripe fruit, the sour unripe to choose.

*Rajaji:* When gentle words are available, why do men choose the words that hurt? Is it not foolish to pick unripe berries when ripe ones can be had for the plucking?

#### 7. காலத்தினால் செய்த நன்றி சிறிதுஎனினும் ஞாலத்தின் மாண்பு பெரிது.

*Pope:* A timely benefit, -though thing of little worth,  
The gift itself, -in excellence transcends the earth.

*Rajaji:* By itself the help rendered may be a trifle, but the hour of need when it was given makes it bigger than the whole world.

#### 8. அகழ்வாரைத் தாங்கும் நிலம்போலத் தம்மை

##### இகழ்வார்ப் பொறுத்தல் தலை

*Pope:* As earth bears up the men who delve into her breast,  
To bear with scornful men of virtues is the best.

*Rajaji:* Does not the earth support the man that is engaged in digging it? It is proper that we too bear with those who wrong us.

#### 9. வாய்மை எனப்படுவது யாது எனின் யாதுஒன்றும்

##### சீமை இலாத சொல்லல்.

*Pope:* You ask, in lips of men what 'truth' may be;  
'Tis speech from every taint of evil free.

*Rajaji:* Truthfulness is attained if one's speech is such that it harms no being in the world.

#### 10. இன்னாசெய்தாரை ஒறுத்தல் அவர்நாண

##### நன் நயம் செய்து விடல்.

*Pope:* To punish wrong, with kindly benefits the doers ply;  
Thus shame their souls; but pass the ill unheeded by.

*Rajaji:* The best punishment for those who do evil to you, is to shame them by returning good for evil.

3.1 Viswanatha, Vanamala, *Routes: Representations of the West in Short Fiction*, Macmillan, 2000

3.2 Chudamani, R *The Solitary Sprout*, Orient Blackswan, 2019

3.3 *Waves*, Manas Publications

3.4 Ambai, Holmstorm, Lakshmi, *In a Forest, a Deer*, Oxford India Paperback, 2011

4.1 Komal Swaminathan - *Water!*, Seagull Publications.

5.1 *Vaadivaasal* C.S. Chellappa - *Arena*, OUP India

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

- Love Stands Alone : Selections from Tamil Sangam Poetry -A.R.Venkatachalapathy
- Solitary Sprout - Chudamani
- A Kithchen in the Corner of the House - Ambai
- Nandhan Kathai - Indira Parthasarathy
- Mole - Ashokamithran
- Nagammal -R.Shanmugasundaram

#### BOOKS & WEB SOURCES FOR FURTHER REFERENCE

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

- Towards a Science of Translating – Eugene Nida (EJ Brill)
- The theory and practice of Translation – Eugene Nida and C R Taber ( EJ Brill)
- Translation/History/ Culture : A Sourcebook – Andre Lefevre, Routledge Publishers (1992).

### RECOMMENDED MOOC

- NPTEL – Translation Studies and Theory –IIT Kanpur  
<https://nptel.ac.in/courses/109/104/109104050/>
- SWAYAM- Modern Indian Writing in Translation  
[https://swayam.gov.in/nd1\\_noc20\\_hs36/preview](https://swayam.gov.in/nd1_noc20_hs36/preview)

### TEDx TALKS

- The art of literary translation | Natasha Sondakh | TEDxJIS  
<https://youtu.be/P0mySDFojZY>
- Why I Translate? Ted Talks  
<https://www.youtube.com/watch?v=lxEgJIMwbfc>
- Bei Jin·TEDxTrumanStateU: Is Translation Easy?  
[https://www.ted.com/talks/bei\\_jin\\_is\\_translation\\_easy](https://www.ted.com/talks/bei_jin_is_translation_easy)
- Patricia Ryan|Tedx Dubai: Don't Insist on English  
[https://www.ted.com/talks/patricia\\_ryan\\_don\\_t\\_insist\\_on\\_english?language=en](https://www.ted.com/talks/patricia_ryan_don_t_insist_on_english?language=en)

Title of the Course	<b>Elective ENG-DSE3C : FILM AND LITERATURE</b>		
Category of the Course	Year & Semester  <b>Third Year &amp; Sixth Semester</b>	Credits  <b>5</b>	Subject Code
<b>Hours:</b>	<b>90</b>		
<b>Objectives:</b>	<p>The aim of the course is to introduce students to</p> <ul style="list-style-type: none"> <li>● the basics of films, their kinds and related terms and concepts.</li> <li>● aspects of films that are adaptations of works of written literature</li> <li>● examine, analyze, interpret and review films</li> <li>● acquire basic skills to pursue a career in film journalism</li> </ul>		
<b>Course Introduction (to be considered for internal assessment only)</b>	<ul style="list-style-type: none"> <li>● What is the role of literature as a source for films?</li> <li>● Make an overview of films that was adapted from literary works over the years.</li> <li>● What is the significance of a film review -print and online?</li> <li>● How do films enhance language and communication?</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1</b></p> <p>1.1 What is Cinema?</p> <p>1.2 Genres and Sub Genres -Avant -Garde, Documentary, Film Noir</p> <p>1.3 Mainstream and Parallel Cinema</p> <p>1.4 Adaptation [Novel, Play, Short Story] based on “A Theory of Adaptation” by Linda Hutcheon- Chapter1 - "Beginning to theorize adaptation"</p> <p>1.5 Auteur Theory</p> <hr/> <p><b>Unit 2</b></p> <p>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</p> <p>2.2 Shots, Scenes, Mise en scene, Sequences</p> <p>2.3 Light, Sound [Diegetic ,Non Diegetic ], Costume</p> <p>2.4 Cinematography , Direction, Acting</p> <p>2.5 Editing and its types</p> <hr/> <p><b>Unit 3</b></p> <p>3.1 Animation -Film ‘The Jungle Book’ (1967) directed by Wolfgang Reitherman (Adaptation of Rudyard Kipling’s <i>The Jungle Book</i>)</p> <p>3.2 Musical - Film ‘My Fair Lady’ (1964) directed by George Cukor (Adaptation of G.B.Shaw’s <i>Pygmalion</i>)</p> <hr/> <p><b>Unit 4</b></p> <p>4.1 Science Fiction/ Sci-Fi - Film ‘War of the Worlds’(2005) directed by Steven Spielberg (Adaptation of H.G. Wells’ <i>War of the Worlds</i> )</p> <p>4.2 Detective</p>		



	- Film 'Murder on the Orient Express'(2017) directed by Kenneth Branagh (Adaptation of Agatha Christie's <i>Murder on the Orient Express</i> )
	<b>Unit 5</b> 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
<b>Learning Outcomes:</b>	At the end of the course, the students will be able to <ul style="list-style-type: none"> <li>➤ define what is cinema and its genres</li> <li>➤ identify the aspects of translation from text to screen-visual representation</li> <li>➤ demonstrate a knowledge of film narrative and techniques</li> <li>➤ explain the terminologies for analyzing images, sound and costume in narrative film</li> <li>➤ synthesize the themes and issues portrayed in both forms</li> <li>➤ critically review a film</li> </ul>

<b>Prescribed Texts/ Web Sources</b>	
Unit 1&2	<p>Key Concepts in Cinema Studies by Hayward Susan</p> <p>Film Studies : The Basics by Amy Villarejo</p> <p>Oxford Dictionary of Film Studies by Annete Kuhn</p> <p>A Theory of Adaptation by Linda Hutcheon</p> <p><a href="http://www.elementsofcinema.com">www.elementsofcinema.com</a></p> <p><a href="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</a></p> <p><a href="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</a></p> <p><a href="https://www.careersinfilm.com/types-of-shots-in-film/">https://www.careersinfilm.com/types-of-shots-in-film/</a></p>
Unit 3	<p><i>The Jungle Book</i> by Rudyard Kipling - Film available @ <a href="https://www.hotstar.com/in">https://www.hotstar.com/in</a></p> <p><i>Pygmalion</i> by Bernard Shaw – Film available @ <a href="https://ww.0123movies.su/movie/my-fair-lady-1964-online-123movies/">https://ww.0123movies.su/movie/my-fair-lady-1964-online-123movies/</a></p>
Unit 4	<p><i>War of the Worlds</i> by H.G. Wells - Film available @ <a href="https://www.hotstar.com/in">https://www.hotstar.com/in</a></p> <p><i>Murder on the Orient Express</i> by Agatha Christie- Film available @ <a href="https://www.hotstar.com/in">https://www.hotstar.com/in</a></p>
Unit 5	<p><i>Film Studies : The Basics</i> by Amy Villarejo</p>

*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*, 6<sup>th</sup> 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*

### RECOMMENDED MOOC

- Introduction to Film Studies: Prof. Aysha Iqbal, Co-ordinated by IITM (NPTEL)  
<https://nptel.ac.in/courses/109106079/>
- Literature, Culture and Media: By Prof. Rashmi Gaur, Co-ordinated by IITRoorkee (SWAYAM)  
[https://swayam.gov.in/nd1\\_noc20\\_hs32/preview](https://swayam.gov.in/nd1_noc20_hs32/preview)

**TED TALKS**

- The power of film: [https://www.ted.com/playlists/66/the\\_power\\_of\\_film](https://www.ted.com/playlists/66/the_power_of_film)
- Sharmeen Obaid-Chinoy: How film transforms the way we see the world  
[https://www.ted.com/talks/sharmeen\\_obaid\\_chinoy\\_how\\_film\\_transforms\\_the\\_way\\_we\\_see\\_the\\_world?language=en](https://www.ted.com/talks/sharmeen_obaid_chinoy_how_film_transforms_the_way_we_see_the_world?language=en)
- Owen McIntosh : How to Make a Great Book-to-Film Adaptation - TEDxRundleAcademy  
<https://www.youtube.com/watch?v=SXAivMBgkmc>

**NON-MAJOR ELECTIVE**

**(To be offered by the Department of English to other I UG students only)**

**(Students of BA English must choose NME Courses offered by other Departments)**

<b>Title of the Course</b>	<b>ENG-NME01: SPOKEN ENGLISH Paper I</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year/ Semester I</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>30</b>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>● To enable the learners to acquire phonetic skills required for oral skills.</li> <li>● To give training to regional learners to acquire spoken skills in English</li> <li>● To speak in English with confidence.</li> </ul>		
<b>Course Components</b>	<p><b>UNIT-1: Sounds</b></p> <p>1.1 Consonants, vowels and diphthongs 1.2 Rules for word accent 1.3 Weak forms and strong forms 1.4 Pronunciation and neutralization of accent.</p> <p><b>Practical Assessment:</b></p> <p>a) Loud reading of a poem/passage b) Pronunciation of words c) Observation of accent</p> <hr/> <p><b>UNIT-2: Communication Skills</b></p> <p>2.1 Greeting and Introducing 2.2 Making request 2.3 Giving instructions and directions 2.4 Understanding communication</p> <p><b>Practical Assessment</b></p> <p>a) Role play</p> <hr/> <p><b>UNIT-3: Telephonic Skills</b></p> <p>3.1 Handling calls 3.2 Asking for and giving information 3.4 Leaving a message 3.5 Giving spoken feedback</p> <p><b>Practical Assessment</b></p> <p>a) Role play</p> <hr/> <p><b>UNIT 4: Grammar</b></p> <p>4.1 Parts of speech and their definitions 4.2 Types of sentences and sentence pattern 4.3 Synonyms and their uses 4.4 Antonyms and their uses 4.5 Prefix and Suffix</p> <p><b>Practical Assessment</b></p> <p>a) Speaking on a given topic b) Vocabulary</p>		
<b>Learning Outcomes</b>	<p>By the end of the course, the students will be able to</p> <ul style="list-style-type: none"> <li>➤ Recognize the sounds in the English language and improve their pronunciation</li> <li>➤ Enhance basic communication skills in English</li> </ul>		

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|--|--|
|  | <ul style="list-style-type: none"><li>➤ Make telephonic conversations in English</li><li>➤ Acquire improved knowledge of functional grammar</li><li>➤ Improve Spoken English</li></ul> |
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**Prescribed Texts:**

- i) Kumar, Sasi. et al., *A Course in Listening and Speaking –Vol I*, 2005. CUP, 2018.
  - ii) Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Mcmillam Pub., 1999.
  - iii) Jones, Daniel. *English Pronunciation Dictionary*, 15<sup>th</sup> ed. CUP, 1997.
- [Suggested Use of Language Lab for Unit 1]

<b>Title of the Course</b>	<b>ENG-NME02: SPOKEN ENGLISH-Paper II</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year/ Semester II</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>30</b>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>● To improve communicative competence of the learners</li> <li>● To enable the learners to converse in the real-life situation</li> <li>● To train the learners to use English for the practical purpose.</li> </ul>		
<b>Course Components</b>	<p><b>UNIT-1: Patterns</b>  1.1 Greetings  1.2 Introducing oneself  1.3 Invitation  1.4 Making request  1.5 Expressing gratitude  1.6 Expressing sympathy  1.7 Participating in conversation  <b>Practical Assessment:</b>  a) Using English in real-life situations</p> <p><b>UNIT-2: Using English in real-life situation</b>  2.1 At the bank/post office  2.2 At the grocery shop  2.3 At the restaurant  2.4 At the police station/ railway station  2.5 At the library  2.6 At the travel agency  <b>Practical Assessment:</b>  a) Using English in real-life situations</p> <p><b>UNIT-3: Words and phrases used for conversation</b>  3.1 Making statements, questions, order &amp; suggestions – denying –rejecting-disagreeing-possibility-ability, permission, obligations etc.  3.2 Dialogue Speaking  <b>Practical Assessment:</b>  a) Role-play</p> <p><b>UNIT 4: Public Speaking</b>  4.1 Helpful expressions of Introduction and conclusion  4.2 Taking Command of audience attention span - Role of Accent , Tone ,Intonation  4.3 Body Language  <b>Practical Assessment:</b>  a) Speech, Elocution, Extempore, debate etc.</p>		
<b>Learning Outcomes:</b>	By the end of the course, the students will be able to <ul style="list-style-type: none"> <li>➤ identify the function of grammatical items used in spoken /written language</li> <li>➤ use English in real-life situations</li> <li>➤ engage in improved conversations in English</li> <li>➤ make brief public speeches in English</li> <li>➤ improve Spoken English Skills</li> </ul>		

**Prescribed Texts:**

- i) Kumar, Sasi. et al., *A Course in Listening and Speaking –Vol. I*, 2005. CUP, 2018.
- ii) Kushner, Malcolm and Bob Yeung, *Public speaking & Presentations for Dummies*. UK edition. CUP. 2004.

<b>Title of the Course</b>	<b>ENG-NME03: ENGLISH FOR COMPETITIVE EXAMINATIONS -PAPER I</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year/ Semester I</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>30</b>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>● enable students to prepare for competitive examinations</li> <li>● develop reasoning and analytical abilities</li> <li>● enhance their vocabulary</li> <li>● make learners read, comprehend and analyse short and long passages</li> </ul>		
<b>Course Components</b>	<b>UNIT 1: Verbal Reasoning Abilities</b> 1.1 Logical Sequence of Words 1.2 Syllogisms 1.3 Analogy		
	<b>UNIT 2: Vocabulary and Syntax</b> 2.1 Form and Content words / word meaning, commonly confused words / expressions 2.2 Word Formation – affixes, compound words, one word substitutes 2.3 Unscramble words		
	<b>UNIT 3: Grammar</b> 3.1 Word Classes, Conversion , Concord 3.2 Conversion of sentences – kinds of sentences, active/ passive voice, direct/ indirect speech 3.3 Error correction		
	<b>UNIT 4: Reading Comprehension</b> 4.1 Reading Passages for Comprehension – I (short passages) 4.2 Reading Passages for Comprehension II (long passages) 4.3 Note making / summarising		
	<b>UNIT 5: Writing</b> 5.1 Parajumbling – sequencing sentences in the right order 5.2 Paraphrasing 5.3 Writing short paragraphs – Narration and Description		
<b>Learning Outcomes:</b>	By the end of the course, the students will be able to <ul style="list-style-type: none"> <li>➤ Face competitive examinations confidently</li> <li>➤ Reason and analyse general concepts</li> <li>➤ Use words appropriately in context</li> <li>➤ read, comprehend analyse and interpret different types of reading materials</li> </ul>		

**Prescribed Text**

English for Success in Competitive Exams by Philip Sunil Solomon. OUP

<b>Title of the Course</b>	<b>ENG-NME04: ENGLISH FOR COMPETITIVE EXAMINATIONS -PAPER II</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year/ Semester I</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	<b>30</b>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>● enable students to prepare for competitive examinations</li> <li>● enable learners to write coherently</li> <li>● enable learners to write short paragraphs and long essays</li> </ul>		
<b>Course Components</b>	<b>UNIT-1: Verbal Reasoning Abilities</b> 1.1 Alpha –Numeric abilities 1.2 Cause and Effect 1.3 Character puzzles		
	<b>UNIT-2: Vocabulary and Syntax</b> 2.1 Idioms and Phrases, 2.2 Words reordering 2.3 Antonyms/ synonyms, cloze tests		
	<b>UNIT-3: Grammar</b> 3.1 Transformation of Sentences – Simple , compound, complex 3.2 Phrasal Verbs 3.3 Error correction		
	<b>UNIT 4: Reading Comprehension</b> 4.1 2Interpreting Passages 4.2 Interpreting graphs & tables 4. 3Interpretation of charts &maps		
	<b>UNIT 5: Writing</b> 5.1 Dialogue writing 5.2 Speech Writing 5.2 Essay Writing		
<b>Learning Outcomes</b>	After completing this course, the learners will be able to <ul style="list-style-type: none"> <li>➤ face competitive examinations confidently</li> <li>➤ use words appropriately in context</li> <li>➤ write long essays coherently</li> </ul>		

### Prescribed Text

English for Success in Competitive Exams by Philip Sunil Solomon. OUP



<b>Title of the Course</b>	<b>ENG-NME05:WRITING SKILLS FOR THE MEDIA</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year/Semester I or II</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	30		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To familiarize students with writing skills for the different kinds of media</li> <li>• To equip them with practical knowledge for the evolving writing ecology and empower them for employment.</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: The Basics Of Writing And Types Of Writing</b></p> <p>1.1 The basics of writing mechanics – Grammar, vocabulary, phrases and clauses</p> <p>1.2 How to write – construction of clear, simple and precise sentences.</p> <p>1.3 Writing for the reader – Role of reader and broadening the Reader – Response theory.</p> <p>1.4 Different kinds of writing – Fiction, Non-fiction ( including historical writing, travel writing, memoirs), scientific writing, journalistic writing</p> <hr/> <p><b>Unit 2: Exploring The New Avenues For Writing</b></p> <p>2.1 Differences between traditional print writing (Newspapers, magazines, books etc.) and writing in the age of the internet – need to adapt to change.</p> <p>2.2.Different forms of media – Print, social media websites, blogs, online platforms etc</p> <p>2.3 Understanding writing for different media through examples.</p> <hr/> <p><b>Unit 3: Customizing Online Writing Based On The Online Platform</b></p> <p>3.1 Long forms of writing- language, writing style, content, vocabulary focus, title, introduction and conclusion – film review, blog posts, scientific writing, e –magazines- with a minimum of two examples each</p> <p>3.2 Shorter forms of writing – language, writing style, content, vocabulary, focus, caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts etc –</p>		

	<p>with a minimum of two examples each</p> <p>3.3 Photo and Video writing – language, writing style, content, vocabulary, focus,</p> <p>caption, introduction and conclusion, synchronizing content – Video logging,</p> <p>photo blogging etc.</p> <p><b>Unit 4: Journalistic And Ad Writing</b></p> <p>4.1 Comparing Print and online writing – for newspapers, magazines, journals.</p> <p>4.2 Understanding the evolving dynamics of the adspace - including pop up ads, scrolls,</p> <p>flash ads- change in language, font, style and incorporating doodling with ad writing</p>
<p><b>Learning Outcomes</b></p>	<p>On doing the course the students will be able to</p> <ul style="list-style-type: none"> <li>➤ Comprehend how to write with clarity, purpose and precision</li> <li>➤ Understand how to modify writing styles based on the media employed</li> <li>➤ Use these skills to pursue higher education in other allied fields</li> <li>➤ Could use the knowledge to take up freelance writing assignments/projects and other related employment.</li> </ul>

### Prescribed Texts and Web Sources

- 1.1 <https://www.learn-english-today.com/>,  
<https://www.youtube.com/watch?v=z45UdLOWTro>
- 1.2 <https://grammar.yourdictionary.com/> ,  
[https://stanford.edu/class/ee267/WIM/writing\\_style\\_guide.pdf](https://stanford.edu/class/ee267/WIM/writing_style_guide.pdf)
- 1.3 <https://www.targettraining.eu/the-basics-of-reader-oriented-writing/>
- 1.4 <https://bookriot.com/2017/11/02/difference-between-fiction-and-nonfiction/>  
<https://rolfpotts.com/travel-writing-matters/>  
<https://esajournals.onlinelibrary.wiley.com/doi/full/10.1002/bes2.1258>
- 2.1 <https://www.opencolleges.edu.au/careers/blog/web-writing-vs-print-writing>
- 2.2 <https://www.yakketyyak.com/how-to-write-for-different-social-media-platforms/>
- 2.3 <https://blog.hubspot.com/marketing/social-media-copywriting>
- 3.1 <https://www.dreamgrow.com/long-form-content/>
- 3.2 <https://www.wikihow.com/Write-a-Fanfiction>  
<https://coobis.com/en/cooblog/how-to-create-the-perfect-post-for-facebook-twitter-and-instagram/>
- 3.3 <https://www.picturecorrect.com/tips/photoblogging-how-to-start-a-photoblog/>
- 4.1 <https://contently.com/2015/05/12/6-ways-writing-for-online-is-different-than-print/>
- 4.2 <https://www.salesforce.com/blog/2016/08/the-components-of-digital-advertising.html>

### BOOKS FOR FURTHER REFERENCE

- How Images think – Burnett

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

<b>Title of the Course</b>	<b>ENG-NME06: BASICS OF CREATIVE WRITING</b>		
<b>Category of the Course</b>	Year & Semester <b>First Year Semester I or II</b>	Credits <b>4</b>	Subject Code
<b>Hours:</b>	30		
<b>Objectives:</b>	To offer a comprehensive course to nurture creative and writing skills required for various aspects of narrative, poetic and dramatic writing and also for content writing, advertising and related digital domains		
<b>Course Introduction</b>  (to be considered for internal assessment only)	<ul style="list-style-type: none"> <li>● Can Creative writing be taught? What is creative fervour?</li> <li>● What is the thought process required for creativity?</li> <li>● How is the mental process translated into a physical process?</li> <li>● What are the psychological benefits of creative writing?</li> <li>● What are the primary steps to creativity in writing?</li> </ul>		
<b>Course Components</b>	<p><b>Unit 1: Introduction to Creative Writing</b> 1.1 What is Creative Writing? – Refining Vocabulary - Developing Hints, Reading Comprehension 1.2 Situational Imagination – Expression of Imagination in Language 1.3 Creation of Word Pictures – Creation of Ambience</p> <p><b>Unit 2: Essays</b> 2.1 Narrative Essays, Descriptive Essays, Expository Essays, Persuasive Essays 2.2 Argumentative Essays, Critical Essays 2.3 Cause &amp; Effect Essays, Compare &amp; Contrast Essays</p> <p><b>Unit 3: Writing Poetry</b> 3.1 The art of Poesis – Poetic Devices – Metaphor – Simile 3.2 Sound Devices – Sound and Sense – Symbols – Imagery 3.3 Poetical – Sonnets, Odes, Limericks, Haikus</p> <p><b>Unit 4: Writing Narrative Fiction</b> 4.1 Elements of Narration – Story and Plot – Characterization 4.2 Choice of Medium of Narration – Point of View 4.3 Short Stories – Novellas – Extended Narratives</p> <p><b>Unit 5: Writing for Stage and Screen</b> 5.1 Basics of Script Writing for Stage and Screen 5.2 Plot, Characters, Dialogues Characterization on 5.3 Stage – Dialects and characterization through dialogue - Stage devices and ambience creation</p>		
<b>Learning Outcomes</b>	<p>On doing the course, students will be able to</p> <ul style="list-style-type: none"> <li>➤ Creatively write in different genres and also bring valuable insights</li> <li>➤ Gain exposure and stimulate their creativity</li> <li>➤ Improve their creative writing process in varied domains</li> <li>➤ Produce clear and effective written communications</li> <li>➤ Consider writing as a career</li> </ul>		

#### Prescribed Texts and Web Sources

- The Cambridge Introduction to Creative Writing by David Morley. London: CUP, 2012. Print
- The Routledge Creative Writing Coursebook. By Paul Mills. London: Routledge Publishers, 2006. Print  
[http://dl.booktolearn.com/ebooks2/art/artrelated/9780415317856\\_the\\_routledge\\_creative\\_writing\\_coursebook\\_61c1.pdf](http://dl.booktolearn.com/ebooks2/art/artrelated/9780415317856_the_routledge_creative_writing_coursebook_61c1.pdf)
- Creative Writing <https://www.uvm.edu/wid/writingcenter/tutortips/WritingCreativePage.pdf>  
<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/creative-writing-1.original.pdf>

## 5. Examination and Evaluation

### 5.1 Assessment Methods

Alignment of Programme Learning Outcomes and Course Learning Outcomes with assessment methods should be prioritized to determine learners' achievement. They may be done at two levels:

- **Formative Assessment:** Internal Assessment (25 marks)  
CIA Tests- 10 marks | Assessment Tasks & Activities: 10 Marks | Attendance: 05 Marks
- **Summative Assessment:** End Semester University Examination (75 marks)

#### **Formative Assessment Methods- Internal Assessment:**

- It will be required to prioritize formative assessments, that is, In-semester tasks and activities including Continuous Internal Assessment Tests.
- Diversity in assessment methods is encouraged to ensure that the objectives of the courses are clearly aligned to learning outcomes.
- Assessment requirements must be clearly communicated to all students at the commencement of the semester.
- Any subsequent change or minor modification necessary for fuller realization of learning outcomes must be arranged with due notice and communicated to the learners effectively.

**Progress of learners towards achieving learning outcomes may be internally assessed making creative use of the following, either independently or in combination.**

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#### **i) Internal Assessment Tasks/Activities (10marks)**

- **Students may be assigned ANY TWO or more tasks/activities indicated, based on learning-levels, credit load and class size.**
- **All students need not necessarily do the same task or activity.**

#### **Core Courses:**

**ENG-DSC01, ENG-DSC03, ENG-DSC04, ENG-DSC05, ENG-DSC07, ENG-DSC09, ENG-DSC10, ENG-DSC13, ENG-DSC14, ENG-DSC15**

- Classroom Simulations
- Oral presentations, including seminar presentation
- Poetry Recitation/Performance
- Role Play
- Individual or Group Quiz
- Individual or Group Term Papers
- Literary Chart/Poster Presentations
- Library Visits (Individual or Group Reports to be submitted)

#### **Core Courses: ENG-DSC02**

- Enactment of Scene/Play
- Recitation of Passages
- Memorizing Quotes
- Individual or Group Quiz

- Individual or Group Term Papers on Film Adaptations of Shakespeare
- Literary Chart/Poster Presentations

**Core Courses: ENG-DSC06, ENG-DSC08, ENG-DSC11**  
**Language in Use – Tasks as indicated in the Course Components**

**Core Course: ENG-DSC12**

- Individual or Group Quiz
- Computerized adaptive testing for MCQ
- Application- oriented Assignment
- Oral presentations, including seminar presentation
- Individual or Group Term Papers
- Literary Chart/Poster Presentations
- Library Visits (Individual or Group Reports to be submitted)

**Elective Courses**

**ENG-DSE1A: Internship**

- The internship can be with any print/online media for 20 hours
- Tasks to be aligned with Unit 5 in Course Components
- A journalistic article/report/digital story to be written and published
- A comprehensive report of the internship to be submitted.

**ENG-DSE1B: Internship**

- The internship should be related to the student's career goals
- Students should have sufficient background and maturity to learn from the experience
- Students must have a well-prepared Resume
- Orientation-Lesson Plans- Teaching Learning Materials – Execution – Setting Question Paper – Administering Test – Correction – Submitting a Report.
- A comprehensive report of the internship to be submitted.

**ENG-DSE1C: Internship**

- Hands-on –training from a recognized print/digital media for 20 hours.
- Publish an article in an print/digital media
- A comprehensive report of the internship to be submitted.

**ENG-DSE2A:**

- Each student to write a creative article
- Class Magazine with the articles and publish
- Interview with creative writers

**ENG-DSE2B and ENG-DSE2C**

- Case Studies with reports ( 500words)
- Problem based Assignments/Problem solving Activities
- Real life simulations
- Team Project with Reports (500 words)
- Awareness Campaigns/Posters/Rally

**ENG-DSE3A**

- Application-oriented Assignments
- Case Studies
- Field Visit with Report (500 words)

**ENG-DSE3B**

- Application-oriented Assignments
- Individual or Group Project- Translate any writing/talk
- Translate and Write subtitles of films/documentaries
- Publish the Translations
- Interview translators

**ENG-DSE3C**

- Application-oriented Assignments
- Review a Film
- Team Project with Report (500 words)
- Field Visit

**Allied Courses: ENG-DSA01, ENG-DSA02, ENG-DSA03, ENG-DSA04**

- Individual or Group Quiz
- Computerized adaptive testing for MCQ
- Oral presentations, including seminar presentation
- Individual or Group Term Papers
- Literary Chart/Poster Presentations
- Library Visits (Individual or Group Reports to be submitted)

**Non-Major Elective Courses****ENG-NME01 and ENGNME02: Spoken English I & II**

- **Observation of practical skills** (speaking and listening, within a peer group or a class)

**Rubrics for Speaking Assessment**

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide	Accuracy & variety of	Excellent level of description; additional

	attempts to search for words; volume is excellent.		range of wellchosen vocabulary	grammatical structures	details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

### ENG-NME03 and ENGNME04: English for Competitive Examinations –Paper I & II

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

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**(ii) Question Paper Pattern: End Semester University Examination****For Core Courses: ENG-DSC01/03/05: British Literature- Paper I, II & III - 75 Marks****SECTION A (From Unit 1: Detailed Poetry only)****I. Annotate FIVE of the following: (5 out of 8) 5x2= 10 marks****SECTION B (From Poetry (non-detailed), Prose and Drama)****II. Analyse any THREE of following passages and answer the questions given below:  
(3 out of 5) 3x5=15  
marks**

(5-7 lines to be given and three questions to be asked for each passage)

[1. textual question (1mark) 2. Word meaning/allusion (1 mark) 3. Explanation (3marks) ]

**III. Answer any FOUR of the following questions in about 100 words (from Units 3,4,5)****( 4 out of 6) 4x5 = 20 marks****SECTION C (from all Units)****IV. Write essays on any THREE of the following in 300 words. ( 3 out of 5)  
3x10=30 marks****For Core Courses:**ENG-DSC04:Indian Writing in EnglishENG-DSC07&09: American Literature- Paper I, & II,ENG-DSC10:World Classics in TranslationENG-DSC13:Postcolonial Literatures in EnglishENG-DSC14:Contemporary LiteratureENG- DSC15:Indian Literatures in English**Total Marks: 75****SECTION A (From Poetry only)****I. Annotate FIVE of the following: (5 out of 8) 5x2= 10 marks**

**SECTION B (From Prose) (3 out of 5)**

**II. Analyse any THREE of following passages and answer the questions given below:**  
**3x5=15 marks**

(5-7 lines to be given and three questions to be asked for each passage)

[1. textual question (1mark) 2. Word meaning/allusion (1 mark) 3. Explanation (3marks) ]

**III. Answer any FOUR of the following questions:**

**(from Drama/Graphic Fiction & Short Stories) (4 out of 6)**  
**marks**

**4x5 = 20**

**SECTION C ( From all units) (3 out of 5)**

**IV. Write essays on any THREE of the following in 300 words. (from all Units)**  
**3x10=30 marks**

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**For Core CourseENG-DSC02: Shakespeare**

**- 75 Marks**

**SECTION A**

**I. Annotate any FIVE of the Following without omitting any Group**

**5x2= 10 marks**

**Group –A** (3 passages from Henry IV Part I)

**Group –B** (3 passages from Twelfth Night)

**Group –C** (3 passages from Macbeth)

**Group –A** (3 passages from Tempest)

**SECTION B (5 out of 7)**

(Theoretical questions from Unit divisions-1.2, 2.2, 3.2, 4.2 and Unit V )

**II. Answer any FIVE of the following in about 100 words**  
**marks**

**5x5 = 25**

**SECTION C**

**III. Answer any FIVE of the following in 250 words without omitting any Group.**

**5x8=40 marks**

Group –A (3 questions from Unit 1)

Group –B (3 questions from Unit 1I)

Group –C (3 questions from Unit 1II)

Group –D (3 questions from Unit 1V)

Group –E(3 questions from Unit V)

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**For Core Course ENG-DSC06:ASPECTS OF ENGLISH LANGUAGE PAPER I 75 marks**

**SECTION A**

MCQ- Questions 1 - 20 – Based on **Language in Use** indicated in all Units

**I. Choose the correct answer. 20x1= 20 marks**

**SECTION B**

Short answers – Q 21- Q27 – Theoretical questions from all Units (5 out of 7)

**II. Answer any FIVE of the following in about 100 words. 5x 5 = 25 marks**

**SECTION C**

**III. Answer the following**

Q 28 or Q 29 - (internal choice) – Essay Question from **Unit 1 – Introduction – 10 Marks**

Q 30 – (Grammar - Higher Order Applications/ practice) **5x2 = 10 marks**

- a. Rewrite the sentence in the right order (jumbled words) - (5)
- b. Rewrite the paragraph by writing the sentences in the correct sequence - (5)

Q 31 – (Higher Order Applications/ practice) **2 x 5 =10 marks**

- a. Conversion (Change the voice, direct vs reported speech) – 2 sentences - (2)
- b. Transformation of sentences (simple- compound- complex, linkers)- 2 sentences (2)
- c. Error correction - 4 errors – tense, concord, preposition, pronoun - (2)
- d. Rewrite the sentences by changing the tense– 2 sentences - (2)
- e. Rewrite the sentences by changing the pronoun and number - (2)

**Note – Unit divisions 5.3, 5.4 & 5.5 are not for testing in the End Semester Examination.**

**Core Course ENG-DSC08:ASPECTS OF ENGLISH LANGUAGE PAPER II- 75 marks**

**SECTION A**

MCQ Q1 - Q20 – all Units - as given in **Language in Use**

**I. Choose the correct answer: 20x1=20 marks**

**SECTION B**

( short answers from all units, transcription, morphological analysis)

**II. Answer the following.****25 marks**

Q 21 – Q25 — Answer any 3 out of 5 – (3 x 5 = 15)

Q26. Phonetic transcription – short sentences - 2 sentences (5)

Q 27. Morphological analyses – tree diagram – 2 sentences (5)

**SECTION C**

(Essays – Internal choice – Choices should not be from the same unit)

**III. Answer any THREE of the following in about 300 words. 10x 3=30 marks**

Q28. a. or b.

Q 29. a. or b.

Q 30. a. or b.

**Core Course ENG-DSC011:ASPECTS OF ENGLISH LANGUAGE PAPER III - 75 marks**

**SECTION A**

MCQ –Q1. – Q10 (from Unit 1 – Introduction only )

**I. Choose the correct answer:****10 marks****SECTION B**

(short answers, disambiguation of sentences, IC Analysis)

**II. Answer the following****35 marks**

Q 11- Q 17 – Answer any 5 out of 7 – All Units – (5 x 5 = 25)

Q18. IC Analysis (5)

Q 19. Disambiguate the following sentence – (5 sentences) - (5)

**SECTION C**

(Internal choice – theoretical question (or) Writing in Practice)

**III. Answer any THREE of the following in about 300 words. 3x 10 = 30 marks**

Q20. a. Theoretical Question (10)

(or)

b. Writing in Practice

Q21. a. Theoretical Question (10)

(or)

b. Writing in Practice

Q22. a. Theoretical Question (10)

(or)

b. Writing in Practice

**Core Course ENG-DSC12: Introduction to Literary Theory and Criticism**

**SECTION A**

**(MCQ from all the Units)**

I. Choose the correct answer: 20x1=20 marks

**SECTION B**

II. Answer any FIVE of the following in about 100 words 5x5=25 marks

**SECTION C**

III. Answer any THREE of the following in about 300 words 10x3=30 marks

**For ALL ELECTIVE Courses**

**75 marks**

**ENG-DSE1A: Introduction to Journalism**

**ENG-DSE1B: English Language Teaching**

**ENG-DSE1C: Writing for the New Media**

**ENG-DSE2A: Creative Writing**

**ENG-DSE2B: Women's Writing**

**ENG-DSE2C: Literatures From The Margin**

**ENG-DSE3A: Green Studies**

**ENG-DSE3B: Introduction to Translation Studies**

**ENG-DSE3C: Film and Literature**

**SECTION A****(MCQ from all the Units except Unit V)**

I. Choose the correct answer: 1x15=15 marks

**SECTION B**

I. Answer any FIVE of the following in about 100 words 6x5=30 marks

**SECTION C**

II. Answer any THREE of the following in about 300 words 10x3=30marks

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**For ALLIED Courses:****75 marks****ENG-DSA01/02/03: Background to English Literature –Paper I,II &III****ENG-DSA04: Background to European and American Literature****SECTION A****(MCQ from all the Units)**

I. Choose the correct answer; 20x1=20 marks

**SECTION B**

II. Answer any FIVE of the following in about 100 words 5x5=25 marks

**SECTION C**

III. Answer any THREE of the following in about 300 words 10x3=30 marks

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**For All Non-Major-Elective Courses****SECTION A**

I. Answer any FIVE of the following in about 100 words 6x5=30 marks

**SECTION B**

II. Answer any THREE of the following in about 300 words 15x3=45 marks

**iii) Grading System:**

Existing

