

GURU NANAK COLLEGE (AUTONOMOUS)

VELACHERY ROAD, CHENNAI – 600042

(Re-accredited at 'A-Grade' by NAAC) Affiliated to University of Madras



B.A. (ENGLISH)

(SEMESTER PATTERN WITH CHOICE BASED CREDIT SYSTEM)

SYLLABUS

(For the candidates admitted for the Academic year 2022-23 and thereafter)

PREAMBLE

BA English is a study of various literature and language written by authors and scholars spanning across the globe. Learning of this literature course aids the learners to become proficient in applying the skills acquired through language learning. The course of the study introduces the pursuers to authors of different ages and helps them trace the evolution of English literature and language across the timeline.

Keeping in mind the objectives of critically analyzing, inferring and abridging descriptive literary works, the program is offered from the introductory level and further intensifies far along in the process of completion. The graduates of the program will be distinctly able to display specific outcomes of creative thinking and writing, to efficiently use the language for communicative purposes, opt for higher education of the same discipline and integrated disciplines. Alongside, the inclusions of novel topics like eco& green studies, explicit writing course for the web content development, English for competitive exams and a first-hand exposure on research, presentation and publication are seminal during the tenure of under graduation.

The completion of course prepares and ensures the graduates to become effectual workforce in job position as teachers, professors, writers, editors, journalists, translators, interviewers, content writers, and bloggers, and many other careers related to application of language skills. Consequently, these broadened horizons make the learners confident to confront challenges, assertively in the day-to-day work scenario.

LEARNIN GOUTCOME BASED CURRICULUM FRAMEWORK

From the Academic Year (2021-22) and thereafter

Vision

To provide the highest quality education to students, nurture their talent, promote intellectual growth and shape their personal development; Offer rigorous education in the humanities and social sciences with a dynamic, collaborative and inclusive community of learners; Enhance signature experiences.

Mission

1. All round personality development of students through multi-faceted education and sustained engagement with local, national and global communities, and nurture lifelong inspired learners from across the globe.
2. Provides a personalized, collaborative and rigorous education in humanities and social sciences that engages students at the highest level within and beyond the classroom, as well as within and beyond a single discipline.
3. Create a signature experiences through public campus events, social media and invest resources in creating exciting and innovative content

Programme Outcomes (POs)

B.A. (ENGLISH)

W.E.F. ACADEMIC YEAR 2021-2022

PO1.To Comprehend the various forms of literature like prose, poetry, drama and fiction

PO2.To Apprehend the different cultures and cultural sensibilities around the world

PO3.To Develop the knowledge of grammatical system of English language.

PO4.To know the Perspectives of literary movements that existed in different ages.

PO5. To enrich and develop four language skills LSRW among the students

Programme Specific Outcomes (PSOs)

B.A. (ENGLISH)

W.E.F. ACADEMIC YEAR 2021-2022

PSO1. To make the students to write analytically in different formats like essays, reviews, research papers.

PSO2. To know the Scope of employability and entrepreneurship in the field of Media and Journalism, Teaching, Public Relations, Human Resource, Civil Service, Creative Writing.

GURU NANAK COLLEGE (AUTONOMOUS) – CHENNAI -42
B.A. (ENGLISH)
W.E.F. ACADEMIC YEAR 2021-2022

Semester	Part	Course	Title	Hours	Credits	Internal	External	Total
I	I	Language	Language – I	6	3	50	50	100
	II	English	English – I	4	3	50	50	100
	III	Core I	Age of Chaucer & Elizabethan Age	5	4	50	50	100
	III	Core II	Age of Milton & Restoration Age	5	4	50	50	100
	III	Allied I	History of English Literature	6	5	50	50	100
	IV	NME	Technical Writing	2	2	50	50	100
	IV	Soft Skills I	Introduction to Study Skills	2	3	50	50	100
Total Credits: 24/ Total Hours Per Week: 30								
II	I	Language	Language – II	6	3	50	50	100
	II	English	English – II	4	3	50	50	100
	III	Core III	Romantic Age	5	4	50	50	100
	III	Core IV	Indian Writing in English	5	4	50	50	100
	III	Allied II	Literary Forms	6	5	50	50	100
	IV	NME	Creative Writing	2	2	50	50	100
	IV	Soft Skills II	Life Skills	2	3	50	50	100
Total Credits: 24/ Total Hours Per Week: 30								
III	I	Language	Language – III	6	3	50	50	100
	II	English	English – III	4	3	50	50	100
	III	Core V	Shakespeare	6	4	50	50	100
	III	Core VI	Victorian Age	6	4	50	50	100
	III	Allied III	Writing for Web /English for the Internet	6	5	50	50	100
	IV	Soft Skills III	Job-Oriented Skills	2	3	50	50	100
	IV	EVS	Environmental Studies	*	*	*	*	*
Total Credits: 22/ Total Hours Per Week: 30								

GURU NANAK COLLEGE (AUTONOMOUS) – CHENNAI -42
B.A. (ENGLISH)
W.E.F. ACADEMIC YEAR 2021-2022

Semester	Part	Course	Title	Hours	Credits	Internal	External	Total
IV	I	Language	Language IV	6	3	50	50	100
	II	English	English IV	4	3	50	50	100
	III	Core VII	Modern Age	5	4	50	50	100
	III	Core VIII	Phonetics and Phonology	5	4	50	50	100
	III	Allied IV	An Introduction to Popular Fiction	6	5	50	50	100
	IV	Soft Skills IV	Quantitative Aptitude /Digital Marketing Lab/ Presentation Skills	2	3	50	50	100
	IV	EVS	Environmental Studies	2	2	-	-	100
Total credits: 24 / Total hours per week: 30								
V	III	Core IX	American Literature	6	4	50	50	100
	III	Core X	An Introduction to Linguistics	6	4	50	50	100
	III	Core XI	Women's Writing	6	4	50	50	100
	III	Core XII	Literary Criticism	6	4	50	50	100
	III	Elective I (IDE)	English for Competitive Exams	5	5	50	50	100
	IV		Value Education	1	2	50	50	100
	V		Internship	-	2	-	-	100
Total credits: 25 / Total hours per week: 30								
VI	III	Core XIII	English Language Teaching	6	4	50	50	100
	III	Core XIV	European Drama	6	4	50	50	100
	III	Core XV	Green Studies and Eco-Criticism	6	4	50	50	100
	III	Elective II	Modern Latin American Literature	6	5	50	50	100
	III	Elective III	Project	6	5	50	50	100
	V		Extension Activity	-	1	-	-	100
Total Credits: 23/ Total Hours Per Week: 30								
TOTAL CREDIT OF THE COURSE – 142								

**PATTERN FOR THEORY PAPERS WITHOUT PRACTICAL APPLICABLE FOR ALL
PAPERS OFFERED IN UG**

QUESTION ALLOTMENT	MAXIMUM 100 MARKS PASSING MINIMUM 40 MARKS THREE HOURS DURATION
QUESTION 1-12	PART-A (10x3=30 MARKS) ANSWER ANY TEN QUESTIONS EACH QUESTION CARRIES 3 MARKS
QUESTION 13-19	PART-B (5X 6=30) ANSWER ANY FIVE QUESTIONS EACH QUESTION CARRIES 6 MARKS
QUESTION 20- 25	PART-C (4X 10=40 MARKS) ANSWER ANY FOUR QUESTIONS EACH QUESTION CARRIES 10 MARKS

COMMON QUESTION PAPER PATTERN FOR B.A ENGLISH

UG END SEMESTER EXAMINATION APRIL/NOVEMBER 2021 - 22 onwards

TIME: 3 HOURS

MARKS: 100

SECTION A

(10x3= 30 MARKS)

Answer any **TEN** Questions. All questions carry equal marks. Answer to each Question not to exceed 50 words

1. Question from Unit .1
2. Question from Unit .1
3. Question from Unit .2
4. Question from Unit .2
5. Question from Unit .3
6. Question from Unit .3
7. Question from Unit .4
8. Question from Unit .4
9. Question from Unit .5
10. Question from Unit .5
11. Question **from any Unit**
12. Question **from any Unit**

SECTION B

(5x6= 30 MARKS)

Answer any **FIVE** Questions. All questions carry equal marks. Answer to each Question not to exceed 200words

13. Question from Unit .1
14. Question from Unit .2
15. Question from Unit .3
16. Question from Unit .4
17. Question from Unit .5
18. Question } **From any Unit**
19. Question } **From any Unit**

SECTION C (4x10= 40 MARKS)

Answer any **FOUR** Questions. All questions carry equal marks. Answer to each question not to exceed 500words

20. Question from Unit .1
21. Question from Unit .2
22. Question from Unit .3
23. Question from Unit .4
24. Question from Unit .5
25. Question **from any Unit**

SEMESTER I

CORE PAPER I- AGE OF CHAUCER & ELIZABETHAN AGE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS:4	Total Hours: 60

COURSE FRAMEWORK:

Introduction to the Age of Chaucer and the Elizabethan Age.

COURSE OUTCOME:

On completion of the course the students will be able

1. To acquire knowledge about the poetry, prose and drama in the respective ages.
2. To analyze the writers of the respective ages
3. To understand the structure and style that prevailed in prose, poetry and drama.
4. To explicate specific literary texts.
5. To help students to inculcate the style of that period.

UNIT I Prose (10 hrs)

Francis Bacon - Of Truth, Of Studies & Of Expense

UNIT II Prose (10 hrs)

The Book of Job - Old Testament (Authorized Version) (non-detailed)

UNIT III Poetry (15 hrs)

- Geoffrey Chaucer – Sections from General Prologue Introduction ll 1 -27, Portraits – The Knight 43-63, The Squire 79-100, The Yeoman 100-117, The Prioress 118-136, The Monk 165-181, The Merchant 270-284, The Physician 411- 421, The Wife of Bath 445-452, Conclusion 715-724
- Edmund Spenser –Prothalamion (lines 1 – 54)
- Sir Philip Sidney-Astrophel and Stella (Sonnets 5 & 10)

UNIT IV Drama (15 hrs)

Christopher Marlowe –Edward II

UNIT V Fiction (10 hrs)

Sir Thomas More- Utopia (non-detailed)

METHODOLOGY

Class lectures and discussions

Assignments – paper presentations

Listening to recorded poetry readings

Seminars

READING LIST:

The Book of Job – Old Testament (Authorized Version) Macmillan Publishers India Ltd.

WEB SOURCES:

<https://periodicos.ufsc.br/index.php/desterro/article/viewFile/8415/7741>.<https://www.teachitenglish.co.uk/attachments/3468/edward-ii-study-pack.pdf>
<https://www.ukessays.com/essays/english.../thomas-mores-utopia-analysis-6650.phpscholarworks.wmich.edu/cgi/viewcontent.cgi?article=1691&context=masters...>
<https://www.litcharts.com/lit/utopia/characters/thomas-more>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER II- AGE OF MILTON & RESTORATION AGE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS:4	TOTAL HOURS: 60

COURSE FRAMEWORK:

Introduction to the Age of Milton and Restoration Age.

COURSE OUTCOME:

On completion of the course the students will be able

1. To analyze the English literary tradition from King Charles II to the Age of Romanticism.
2. To acquire knowledge about the notable poets from John Milton to John Keats.
3. To distinguish literary texts that reflect the socio-cultural and political interest of the period.
4. To demonstrate the different literary cultures in relation to drama.
5. To categorize the genre of novel and short story

UNIT I-Prose

(10 hrs)

1. Oliver Goldsmith – The Man in Black
2. Joseph Addison - Character of Will Wimble
3. Richard Steele -The Spectator Club

UNIT II-Poetry

(10 hrs)

1. John Milton - Paradise Lost -Book II (lines 1- 200)
2. John Donne -The Sun Rising, Valediction forbidding mourning

UNIT III-Poetry

(15 hrs)

1. Alexander Pope -The Rape of the Lock (lines 91-148))
2. John Dryden -Alexander's feast
3. Thomas Gray -Elegy written in a Country Churchyard

UNIT IV- Drama

(15 hrs)

1. R. B. Sheridan – The School for Scandal

UNIT V-Fiction

(10 hrs)

1. Daniel Defoe - Robinson Crusoe (Non-detailed)

METHODOLOGY

Class lectures and discussions

Group work – analysis and summary

Seminars and paper presentations

READING LIST:

1. NL Hayward, MA Cantal & SC Hill. Ed. Essays of Elia. Trinity, New Delhi. 1895. Brinda Navbar. Ed.
2. Paradise Lost – Book I &II. Ed. VrindaNabar. Orient Blackswan. 1978.

WEB SOURCES:

https://www.researchgate.net/publication/302293971_A_CRITICAL_ANALYSIS_OF_MILTON'S_POETIC_STYLE_AS_REVEALED_IN_HIS_EPIC_POEM_PARADISE_LOST_BOOKS_I_AND_II

https://www.jstor.org/stable/25111735?seq=1#page_scan_tab_contents

<https://www.bachelorandmaster.com/britishandamericanfiction/allegorical-significance-ofrobinson-crusoe.html#.XAvKposzbiU>

<https://essaychief.com/research-essay-topic.php?essay=4038489&title=School-For-ScandalComedy-Of-Manners-Play>

https://www.jstor.org/stable/460639?seq=1#page_scan_tab_contents

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

ALLIED I – HISTORY OF ENGLISH LITERATURE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS:5	TOTAL HOURS: 75

COURSE FRAMEWORK:

Introduction to History of English Literature

COURSE OUTCOME:

On completion of the course the students will be able

1. To enable the student to comprehend the various forms of Prose across Ages.
2. To be able to identify Poetry from Early Age to Post Modern Age.
3. To categorize and interpret the transition of Drama.
4. To trace the evolution of the Novel.
5. To describe how literature influences the social and political history of each period.

UNIT-I: Prose

(20hrs)

1. Early Prose – Sir Thomas More, Philip Sidney, Francis Bacon,
2. Beginnings of Modern English Prose – John Dryden, Thomas Addison, Richard Steele, Oliver Goldsmith, Jonathan Swift, Samuel Johnson
3. Romantic Age – Charles Lamb, William Hazlitt, Thomas Dequincy
4. Victorian Age – Thomas Carlyle, John Ruskin, Matthew Arnold, Thomas Macaulay
5. Modern Age – George Orwell, Aldous Huxley, A.G.Gardiner, G.K. Chesterton, Martin Luther King, Abraham Lincoln
6. Post Modern- David Foster Wallace, Zadie Smith

UNIT-II: Poetry

(20hrs)

1. Early Poetry – Geoffrey Chaucer
2. Elizabethan & Jacobean Poetry – Edmund Spenser, William Shakespeare,
3. Caroline Age - John Milton
4. Neo – Classical – John Dryden and Alexander Pope, John Donne
5. Pre – Romantics – Thomas Gray, William Blake, William Collins, Robert Burns
6. Romantic Poetry – Revolt and Revival – William Wordsworth, S.T Coleridge, Lord Byron, P.B. Shelley, John Keats
7. Victorian Poetry – Alfred Tennyson, Matthew Arnold, Robert Browning, D.G. Rossetti, John Morris, A.C. Swinburne
8. Modern Age – John Hopkins, Wilfred Owen, Siegfried Sassoon, T. S. Eliot, W B Yeats, W H Auden, Stephen Spender, Louis Macniece, Cecil Day Lewis, Philip Larkin, Ted Hughes, Seamus Heaney
9. Post Modern- Patrick Kavanagh, Eavan Boland

UNIT-III: Drama**(20hrs)**

1. Early Drama - Liturgical drama, Mystery, Miracle, Morality, Interludes
2. Elizabethan & Jacobean Drama - University Wits, Christopher Marlowe, William Shakespeare, Ben Jonson
3. Restoration Drama – William Congreve, Thomas Wycherley
4. Sentimental Comedy – Joseph Addison, Richard Steele
5. Anti – Sentimental Comedy – Oliver Goldsmith, R.B. Sheridan
6. Modern Age – Oscar Wilde, G.B. Shaw, T. S. Eliot, J M Synge, John Galsworthy, Samuel Beckett, Harold Brecht, John Osborne
7. Post Modern- Tom Stoppard, Harold Pinter, Caryl Churchill, Lucy Prebble, Tanika Gupta

UNIT-IV: Novel**(15hrs)**

1. Early English novel - Elizabethan Romances, John Bunyan
2. 18th Century Novel – Daniel Defoe, Samuel Richardson, Henry Fielding, Thomas Sterne, Tobias Smollett
3. Victorian Age – Charles Dickens, W.M. Thackeray, George Eliot, Bronte sisters, R.L. Stevenson, Thomas Hardy
4. Modern Age – Sir Arthur Conan Doyle, H G Wells, D H Lawrence, George Orwell, James Joyce, Virginia Woolf, Joseph Conrad, Somerset Maugham, Graham Greene, William Golding
5. Post Modern - Kurt Vonnegut, J G Ballard, Peter Ackroyd, Italo Calvino, Angela Carter, Doris Lessling, Margaret Atwood, Zadie Smith, **Yann Martel**

METHODOLOGY:

Class lectures, Self-reading and note-making, Paper presentations

REFERENCES:

- W. H. Hudson –An Outline History of English Literature, Maple Press, Uttar Pradesh. 2011
- Edward Albert- History of English Literature, Oxford HED, U.K., 2017
- Compton Rickett – A History of English Literature, UBS Publishers and Distributors Ltd., New Delhi. 2009.

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

NON-MAJOR ELECTIVE - TECHNICAL WRITING

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS:2	TOTAL HOURS: 20

COURSE FRAMEWORK:

Introduction to the techniques of writing

COURSE OUTCOME:

On completion of the course the students will be able

1. To enable the student to comprehend the features of technical writing
2. To understand the skills of technical writing.
3. To categorize and interpret the language skills.
4. To use the technical writing in day today life.
5. To explain various techniques in writing.

1. **Communication:** Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing. **(5 hrs)**
2. **Writing Skills:** Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs, linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing. **(5 hrs)**
3. **Technical Writing:** Scientific and technical subjects; formal and informal writings; formal writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes; common errors to be avoided. **(10 hrs)**

METHODOLOGY

Class Lectures

Discussing sample writings in class

RECOMMENDED READING:

1. M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall Regents.
2. L. Hamp-Lyons and B. Heasley: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A comprehensive grammar of the English language, Longman, London.
4. Daniel G. Riordan & Steven A. Panley: "Technical Report Writing Today" - Biztaantra.

ADDITIONAL REFERENCE

Daniel G. Riordan, Steven E. Pauley, Biztantra: Technical Report Writing Today, 8th Edition (2004).

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

SOFT SKILLS

INTRODUCTION TO STUDY SKILLS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: I	CREDITS:3	TOTAL HOURS: 20

COURSE FRAMEWORK:

Introduction to the study skills and communication

COURSE OUTCOME:

On completion of the course the students will be able

1. To develop and improve the vocabulary of the learners
2. To help the learners develop the skill of inference
3. To help the learners to acquire writing skills in English
4. To enable the students to develop their communication
5. To increase the listening and reading skills of the learners

- | | |
|---|-----------------|
| 1. Use of Dictionary and Dictation | (5 hrs) |
| 2. Speech Sounds in English & Right Pronunciation Stress & Intonation | (5 hrs) |
| 3. Vocabulary Building, Exercises - Listening and Reading Comprehension, Paragraph and Essay Writing. | (10 hrs) |

BOOKS FOR REFERENCE:

1. Hewings, Martin. 1999. Advanced English Grammar: A Self- study Reference and Practice Book for South Asian Students. Reprint 2003. Cambridge University Press. NewDelhi.
2. Lewis Norman.1991. Word Power MadeEasy.
3. Mohan, Krishna &Meenakshi Raman. 2000. Effective English Communication. Tata McGraw Hill Publishing CompanyLtd.
4. Mohan, Krishna &MeeraBanerji. 2001. Developing Communication Skills.Macmillan.
5. Syamala. 2002. Effective English Communication for You. Emerald Publishers,Chennai.
6. Harishankar, Bharathi. Ed. Essentials of Language and Communication. University ofMadras.
7. Swan, Michael and Catherine Walter. 1990. The Cambridge English Course-2. Cambridge UniversityPress.

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory and problem

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

SEMESTER II

CORE PAPER III –ROMANTIC AGE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 4	TOTAL HOURS: 60

COURSE FRAMEWORK:

Introduction to Romantic Age and its authors.

COURSE OUTCOME:

On completion of the course the students will be able

1. To enable the students with the outline of the prose through the respective age.
2. To determine the romantic age authors and their style.
3. To understand the poems and the poetic devices used in specific text.
4. To analyze the background of the drama and its culture to the respective era.
5. To identify the experiment of novel concepts and its structure.

UNIT I Prose (10hrs)

1. William Hazlitt – On the Ignorance of the Learned
2. Charles Lamb - Dissertation upon Roast pig

UNIT II Poetry (10hrs)

1. William Blake -- The Tyger & The Lamb
2. John Keats -Ode to a Nightingale

UNIT III Poetry (15hrs)

1. William Wordsworth – Lines Written A Few Miles Above Tintern Abbey
2. Samuel Taylor Coleridge -Rime of the Ancient Mariner
3. P. B. Shelley - Ode to a skylark

UNIT IV Drama (15hrs)

1. Lord Byron - Manfred

UNIT V Fiction (10hrs)

1. Jane Austen – Pride and Prejudice

METHODOLOGY

1. Class lectures and discussions
2. Group work for analysis and summary
3. Seminars and Paper presentations
4. Listening to recorded poetry readings
5. Viewing movie adaptations

READING LIST:

1. William Blake: Songs of Innocence & Songs of Experience. Ed. K. Dwarakanath. Macmillan. 1980.
2. Five Centuries of Poetry. Ed. CN Ramachandran and RadhaAchar. Trinity Press. 1991.
3. Selected Poems. Jainco Publishers, New Delhi.

WEB SOURCES:

1. <https://www.litcharts.com/lit/rime-of-the-ancient-mariner/part-i>
2. <https://www.bachelorandmaster.com/britishandamericanpoetry/the-rime-of-the-ancient-mariner.html#.XAvM8YszbIU>
3. [https://facweb.northseattle.edu/.../English%20102%20Manfred%20\(plot%20summary...https://www.jstor.org/stable/450014](https://facweb.northseattle.edu/.../English%20102%20Manfred%20(plot%20summary...https://www.jstor.org/stable/450014)
<https://www.123helpme.com/preview.asp?id=82268>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER IV – INDIAN WRITING IN ENGLISH

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 4	TOTAL HOURS: 60

COURSE FRAMEWORK:

Introduction to the Indian Writing in English and its literature.

COURSE OUTCOME:

On completion of the course the students will be able

1. To acquire knowledge about the varieties of prose, poetry and drama of major Indian writers.
2. To identify the various forms and types of poetry.
3. To understand the specific figurative language used in poems.
4. To analyze the use of myth in Indian writing in English.
5. To explain the issue of subalternity and regionality in the literary domain.

UNIT I Prose

(10 hrs)

1. Swami Vivekananda – The Secret of Work
2. Jawaharlal Nehru – Kamala
3. Dom Moraes – My Mother
4. S. Radhakrishnan – The World Community

UNIT II Poetry

(10 hrs)

1. Toru Dutt – Our Casuarina Tree
2. Sarojini Naidu – Coromandel Fishers
3. A.K. Ramanujan – Small-scale Reflections on a Great House
4. Kamala Das – My Grandmother’s House

UNIT III Poetry

(15 hrs)

1. Nissim Ezekiel – Goodbye Party to Miss Pushpa T. S
2. R. Parthasarathy – Exile from Homecoming
3. Keki Daruwalla – Before the Word
4. Eunice De Souza – Varca 1942

UNIT IV Drama

(15 hrs)

1. Girish Karnad – Nagamandala

UNIT V Fiction

(10 hrs)

1. Shashi Deshpande – That Long Silence (Non-detailed)

METHODOLOGY

1. Class lectures and discussions
2. Group work for analysis and summary
3. Seminars and Paper presentations
4. Listening to recorded poetry readings

READING LIST:

1. Indian Drama in English. Ed. Kaustav Chakraborty. PH1 Learning Private Limited, New Delhi.2011.
2. The Plays of Girish Karnad: A Critical Assessment. Ed. D R Subramanian. Gokula Radhika. Publishers.
3. An Anthology of Commonwealth Poetry. Ed. CD Narasimhaiah. Trinity Press.
4. Links: Indian prose in English. Ed. G.S. Balarama Gupta. Macmillan India Ltd. 1989.

WEB SOURCES:

1. <https://www.scribd.com/document/359533137/NAGAMANDALA-pdf>
2. https://m.poemhunter.com/kamala-das/poems/https://archive.org/stream/DiscoveryOfIndia/TheDiscoveryOfIndia-jawaharlalNehru_djvu.txthttps://www.google.com/url?sa=t&source=web&rct=j&url=http://shodhganga.inflibnet.ac.in/bitstream/10603/117563/3/chapter%2520i.pdf&ved=2ahUKEwjYneqUpffAhUQ4o8KHVX5DCQQFjAJegQIBBAB&usg=AOvVaw1cw6cEhVf-3_PzZYIC-aLH
3. https://www.researchgate.net/publication/303549119_Feminist_Perspective_in_Shashi_Deshpande's_That_Long_Silence

GUIDELINES TO THE QUESTION PAPER SETTERS**Question Paper Pattern**

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

ALLIED II – PAPER II - LITERARY FORMS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 5	TOTAL HOURS: 75

COURSE FRAMEWORK:

Introduction to several forms in Literature.

COURSE OUTCOME:

On completion of the course the students will be able

1. To enable the student to understand how each of the forms of literature evolved.
2. To understand and identify different forms of poetry, drama, novel and essay.
3. To correlate the poetic devices in connection of the poems.
4. To describe the process and origin of the development of drama in its structure with the text.
5. To define the various types of novel with its structure.

UNIT I: Literary terms

(15 hrs)

Allegory, Anecdote, Black Comedy, Didactic Literature, Dystopia, Epigram, Fable, Legend, Memoir, Myth, Noir Fiction, Novella, Parable, Parody, Pastoral, Utopia, Surrealism, Limerick, Palindrome, Blank Verse, Acronym, Haiku, Parody, Farce, Couplet, Figure of Speech, Imagery, Irony, Metaphor, Metonymy, Onomatopoeia, Paradox, Refrain, Chorus, Existentialism, Travelogue, Prosody, Rhyme Scheme, Epithet, Transferred Epithet, Aside, Masque

UNIT II: Poetry

(15 hrs)

Lyric, Ballad, Ode, Sonnet, Elegy, Epic, Idyll

UNIT III: Drama

(15 hrs)

Tragedy, Comedy, One act play, Absurd Drama, Melodrama, Epic theatre, Miracle play, Tragi-comedy

UNIT IV: Novel

(15 hrs)

Detective novel, Stream of Consciousness Novel, Historical novel, Science fiction, Picaresque novel, Sentimental novel, Psychological novel, Epistolary novel

UNIT V: Essay

(15 hrs)

Personal essay, Critical essay, Periodical essay, Aphoristic essay, Character essay, Short story, Biography, Autobiography, Criticism

METHODOLOGY:

Class lectures and discussions, Paper presentations

REFERENCES:

1. M H Abrams. A Glossary of Literary Terms, Macmillan India Ltd., New Delhi. 2001
2. Chris Baldick. The Oxford Dictionary of Literary Terms (Oxford Quick Reference), OUP, United Kingdom. 2015

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

NON-MAJOR ELECTIVE PAPER -CREATIVE WRITING

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 2	TOTAL HOURS: 20

COURSE FRAMEWORK:

Introduction to creative writing and its techniques.

COURSE OUTCOME:

On completion of the course the students will be able

1. To enable the student to understand the basics of creative writing.
2. To analyze the various forms of creative writing
3. To become proficient writers
4. To understand the features in creative writing
5. To enable the student to think creatively.

UNIT 1: Various Kinds of Writing

(5 hrs)

1. The creative impulse, creative ability
2. Tools and Techniques
3. Genices Talent

UNIT 2

(5 hrs)

1. Poetry
2. Prose
3. Features and non-features
4. Writing for the media

UNIT 3: Practice 1

(5 hrs)

1. Sketching the plot, conflict, climax, resolution
2. Character sketch
3. Action Description

UNIT 4: Practice 2

(2 hrs)

1. Point of View
2. Dialogue
3. Setting an atmosphere

UNIT 5

(3 hrs)

1. Film Review
2. Book Review

METHODOLOGY

1. Class lectures and discussions
2. Sample writings
3. Practice sessions

RECOMMENDED READING:

Creative writing: A Beginner's Manual by AnjanaNeira Dev and Others, Published by Pearson, Delhi, 2009.

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

SOFT SKILLS

SECOND SEMESTER: LIFE SKILLS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: II	CREDITS: 3	TOTAL HOURS: 20

COURSE FRAMEWORK:

Introduction to Life Skills and Presentations.

COURSE OUTCOME:

On completion of the course the students will be able

1. To build the confidence of learners to face the challenges of a globalized society
2. To sensitize learners' ethical, moral and social values in their work environment
3. To help them understand how to overcome stress-related problems
4. To train the learners to use their time effectively
5. To help the learners tackle practical issues.

- | | |
|--------------------------------------|-----------------|
| 1. SWOC Analysis Etiquette | (5 hrs) |
| 2. Stress Management Time Management | (5 hrs) |
| 3. Discussion of Success Stories | (10 hrs) |
| a. Auto-suggestions | |
| b. Problem solving | |
| c. Decision Making | |
| d. Presentation Skills-Oral/PPT | |

BOOKS FOR REFERENCE:

1. Pease, Allen. 1998. Body Language: How to read other's thoughts by their gestures. Sudha Publications. NewDelhi.
2. Powell. In Company. MacMillan
3. <http://www.essentiallifefskills.net/>

GUIDELINES TO THE QUESTION PAPER SETTERS **Question Paper Pattern**

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

SEMESTER III

CORE PAPER V- SHAKESPEARE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 4	TOT NO. OF HOURS: 75

COURSE FRAMEWORK:

Introduction to drama and Elizabethan theatre and various plays of Shakespeare.

COURSE OUTCOME:

On completion of the course the students will be able

1. To describe and discuss the themes brought up in Shakespeare's plays, poems, and Sonnets.
2. To analyze the structures and organizations of his dramatic works.
3. To identify major literary characters in Shakespeare's works.
4. To recall history and politics in relation to the plays.
5. To examine the evolution of theatre during the Elizabethan age.

UNIT I

(15hrs)

Introduction

Elizabethan Stage

Characters -Women Characters, Villains, Clowns and Fools

Sonnets

Shakespearean Comedy

Shakespearean Tragedy

Historical Plays

Dark Comedies and Last plays

UNIT II

(15hrs)

The Merchant of Venice (Non-detailed)

UNIT III

(15hrs)

Julius Caesar

UNIT IV

(15hrs)

Othello (Non-detailed)

UNIT V

(15hrs)

King Lear

METHODOLOGY

1. Close reading of the plays (detailed)
2. Enacting sections from the plays by students
3. Discussions, Seminars & Paper presentations

READING LIST:

1. Leech Clifford: Shakespeare's tragedies, and other studies in seventeenth century drama. London: Chatto and Windus ,1965
2. Bradley A.C: Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth (Penguin Classics) Published October 1st, 1991 by Penguin Books (first published 1904)
3. Ridler Anne: Shakespeare Criticism 1919-1935 (World classics) Oxford University Press, London, 1965

RECOMMENDED READING:

1. Callaghan, Dympna (ed) A Feminist Companion to Shakespeare. Oxford and Massachusetts: Balckwell Publishers, 2001
2. Harish Trivedi. "Shakespeare in India". Colonial Transactions: English Literature and India. Manchester: Manchester University Press, 1995.

WEB SOURCES:

1. <http://shakespeare.mit.edu/merchant/full.html>

http://shakespeare.mit.edu/julius_caesar/full.html<https://www.google.com/url?sa=t&source=web&rct=j&url=http://triggs.djvu.org/djvueditions.com/SHAKESPEARE/SONNETS/Download.pdf&ved=2ahUKEwjY19XbgZjfAhW aXysKHV06DkMQFjAAegQIAxAB&usg=AOvVaw1Sq9G4O6Qf-MmZy0HSDL18>

https://www.google.com/url?sa=t&source=web&rct=j&url=http://shodhganga.inflibnet.ac.in/bitstream/10603/13746/9/09_chapter%25202.pdf&ved=2ahUKEwj8_sKUgpfAhVvgUsFHf5D4cQFjACegQICBAB&usg=AOvVaw0v0LNNE_Ot1Ouxk5CjITO8

https://www.google.com/url?sa=t&source=web&rct=j&url=http://shakespeare.mit.edu/lear/full.html&ved=2ahUKEwiF1_yXg5jfAhUXQH0KHZacC8gQFjABegQICBAB&usg=AOvVaw0m5XjPi03-H-XMuKANArUc

<https://www.opensourceshakespeare.org/views/plays/characters/chardisplay.php>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER VI- VICTORIAN AGE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 4	TOT NO. OF HOURS : 75

COURSE FRAMEWORK:

Presenting the Victorian age and the various genres of renowned literatures.

COURSE OUTCOME:

On completion of the course the students will be able

1. To analyze the stylistic use of language.
2. To define various elements of poetry such as diction, tone, form, and genre.
3. To recognize the rhythms, metrics, and other musical aspects of poetry.
4. To demonstrate social and artistic movements that shaped theatre and dance as we know it today.
5. To make use of the beauty of coherence of language and literature.

UNIT I Prose

(15 hrs)

1. John Ruskin -Sesame and Lilies
2. Thomas Carlyle -The Hero as poet

UNIT II Poetry

(15 hrs)

1. Alfred Tennyson – The Lotus-Eaters
2. Robert Browning -My Last Duchess

UNIT III Poetry

(15 hrs)

1. Matthew Arnold -Dover Beach
2. Dante Gabriel Rossetti -The Blessed Damozel

UNIT IV Drama

1. Oscar Wilde -The Importance of Being Earnest

UNIT V Fiction

(15 hrs)

1. Charles Dickens -Oliver Twist (Non-detailed)
2. Emily Bronte -Wuthering heights (Non-detailed)

METHODOLOGY

1. Class lectures and discussions
 2. Group work for analysis and summary
 3. Seminars and Paper presentations
- Viewing movie adaptations

READING LIST:

1. Five Centuries of Poetry. Ed. CN Ramachandran and RadhaAchar. Trinity Press. 1991.
2. Selected Poems. Jainco Publishers, New Delhi.
3. Oscar Wilde: The Importance of Being Honest. Ed. A. Ramaswamy. Trinity Press. 1981.

RECOMMENDED READING:

1. Complete Stories of Oscar Wilde. Kings, Kolkotha. 2012.

WEB SOURCES:

1. <http://www.philaletheians.co.uk/study-notes/down-to-earth/ruskin's-sesame-and-lilies.pdf><https://www.poets.org/poetsorg/poem/my-last-duchess>
2. <http://cms.gcgl11.ac.in/attachments/article/96/DOVER%20BEACH.pdf>
3. https://www.rtmsd.org/cms/lib9/PA01000204/Centricity/Domain/258/the_importance_of_being_earnest.pdf
4. <https://www.planetebook.com/free-ebooksoliver-twist.pdf>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

ALLIED III: WRITING FOR WEB / ENGLISH FOR THE INTERNET

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 5	TOT NO. OF HOURS: 75

COURSE FRAMEWORK:

Introduction to web writing and the various writing forms involved in it.

COURSE OUTCOME:

On completion of the course the students will be able

1. To recall the domains of the web and the types of writings involved in it.
2. To examine the best practices involved in the writing for web.
3. To list several types of writings involved in the development of content for the web.
4. To choose the related multimedia suited for the content.
5. To apply the knowledge acquired.

UNIT I:

(15 hrs)

Knowing the Web and its domain: Messages, Audience, Blogs, personal sites, portfolio sites, technical and corporate web writing

UNIT II:

(15hrs)

Best Practices for writing for the web

UNIT III:

(15hrs)

Content Writing: Style, Linear/Non-linear, Interactive stories, Good Grammar, Revising,

UNIT IV:

(15hrs)

Working with Images, Sound and collaborating

UNIT V:

(15hrs)

Writing Practice

RECOMMENDED TEXT:

- Writing for the Web: Creating Compelling Web Content Using Words, Pictures and Sound.
By Lynda Felder
- Writing for the Web by Crawford Kilian

METHODOLOGY

- Class discussions
- Paper presentations
- Debates

REFERENCE BOOKS:

- N. Krishnaswamy, T. Sriraman – Current English for Colleges (Macmillan)
- Dr. Geetha Nagaraj – Comprehend and Compose (Foundation Books)
- R.P. Bhatnagar, Rajul Bhargava- English for Competitive Examinations (Macmillan)
- S.P. Bakshi -Objective General English (Arihant books)

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

SOFT SKILLS

JOB-ORIENTED SKILLS

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: III	CREDITS: 3	TOT NO. OF HOURS :20

COURSE FRAMEWORK:

Introduction to fundamental writing skills involved in a workplace.

COURSE OUTCOME:

On completion of the course the students will be able

1. To define individual's objective in their career.
2. To recall the formal writing skills acquired.
3. To summarize their credentials for a job.
4. To organize information for proper presentation.
5. To build confidence in public speaking.

Different kinds of Interviews (5hrs)

Letter of Application and CV (5hrs)

Technical Writing - Circulars, Memos, Agenda and Minutes (5hrs)

Group Discussion (3hrs)

Review (3hrs)

- i. Books
- ii. Films

BOOKS FOR REFERENCE:

1. Harishankar, Bharathi. ed. Essentials of Spoken and Presentation Skills. University of madras.
2. John, Seely. 1998. The Oxford Guide to writing and speaking. Oxford U P, 1998 ,Delhi.
3. The Princeton Language Institute and Lanny Laskowski.2001. 10 days to more confident Public Speaking. WarnerBooks.
4. <http://jobsearch.about.com/cs/curriculumvitae.html//>
5. <http://www.cvtips.com//>

QUESTION PAPER PATTERN

TIME –3 HRS

MAXIMUM MARKS – 50

PART – A(5X2=10)

Answer any FIVE from the questions given below from Q.No.1 to Q.No.7 (5 out of 7)

PART – B (4X5=20)

Answer any FOUR from the questions given below from Q.No.8 to Q.No.13 (4 out of 6)

PART – C (2X10=20)

Answer TWO questions only choosing one each from Q.No.14 &Q.No.15 (Internal Choice)

SEMESTER IV

CORE PAPER VII - MODERN AGE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: IV	CREDITS: 4	TOT NO. OF HOURS : 60

COURSE FRAMEWORK:

Introduction to English literature and writings of the 20th century as Modern Age.

COURSE OUTCOME:

On Completion of the course the student will be able

1. To give insight into the major issues related to the socio, cultural status of the latter century.
2. To recognize and analyze poetry I terms of different schools of poetry.
3. To interpret different genres of drama like comedy, tragedy, farce, and melodrama.
4. To perceive trends that prevailed in writing 20th century drama.
5. To comprehend the development of 20th century fiction and elements of fiction- style, narrative forms and point of view.

UNIT I Prose:

(12hrs)

1. Aldous Huxley-Work and Leisure
2. G.K. Chesterton-On running after one's hat
3. George Orwell- Shooting an Elephant

UNIT II Poetry:

(12hrs)

1. T. S. Eliot -Journey of The Magi
2. W. H. Auden -The Unknown Citizen
3. Wilfred Owen - Strange Meeting

UNIT III Poetry

(12hrs)

1. D.H Lawrence - Snake
2. Seamus Heaney - Digging
3. Philip Larkin - Church Going

UNIT IV Drama

(12hrs)

1. Bernard Shaw - Pygmalion
2. J. M. Synge - Riders to the Sea (non-detailed)

UNIT V Fiction: (Novel & Short Story)

(12hrs)

1. Somerset Maugham – The Moon and Sixpence

METHODOLOGY

1. Class lectures and discussions
2. Group work for analysis and summary
3. Seminars and Paper presentations

READING LIST:

1. Five Centuries of Poetry. Ed. CN Ramachandran and RadhaAchar. Trinity Press. 1991.
2. Selected Poems. Jainco Publishers, New Delhi.

WEB SOURCES:

1. Instr<https://www.fortbendisd.com/site/handlers/filedownload.ashx?moduleinstanceid=185450>
2. &dataid=112653&FileName=shootinganelephant.pdf<https://www.poetryfoundation.org/poems/47395/strange->
3. meeting<http://www.shigeku.org/xlib/lingshidaowaiwen/larkin.htm><https://www.bartleby.com/138/1.html>
4. <http://pinkmonkey.com/dl/library1/digi176.pdf>functional

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER VIII – ENGLISH PHONETICS AND PHONOLOGY

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: IV	CREDITS: 4	TOT NO. OF HOURS : 60

COURSE FRAMEWORK:

Introducing to organs involved in production of speech sounds and its articulation.

COURSE OUTCOME:

On completion of the course the students will be able

1. To comprehend the articulation of English speech sounds.
2. To develop ability to read and write phonetic transcription.
3. To identify the manner of articulation and classification of vowels and consonants.
4. To adopt the functions of stress and intonation.
5. To enhance pronunciation

UNIT I

(12 hrs)

An Introduction to Phonetics and Phonology

- The unphonetic character of English Orthography and the Need for a phonetic script, Air Stream Mechanisms
- Organs of Speech – Respiratory Region, Phonatory Region and Articulatory Region
- Phonemes – Minimal Pairs – Contrastive Distribution, Phonetic Environment,
- Allophones - Complementary Distribution and Free Variation

UNIT II

(12 hrs)

- Description of Consonants – Air Stream Mechanism, Position of the Vocal Cords, Position of the Soft Palate, Place of Articulation, Manner of Articulation – Articulation of Individual Consonants

UNIT III

(12 hrs)

- Description of Vowels – Pure Vowels – Three Term Label – Cardinal Vowel, Vowel Chart, Description of Individual Vowels
- Description of Semivowels
- Diphthongs – Description of Diphthongs

UNIT IV

(12 hrs)

Transcription – Narrow and Broad

Syllable, Syllable Division, Syllabic Structure, Consonant Clusters, Arresting and Releasing Consonants

Supra segmenta Phonemes

Stress – Words Stress, Sentence Stress, Rhythmic Stress

Intonation – Tone Group, Tone Syllable, Tone (Static and Kinetic)

UNIT V

(12 hrs)

Exercises – 30 Marks for Practical Exercises

Marking Phonetic environment, Identifying Phonemes through Minimal Pair,

Allophonic Variation – Aspirated, Unexploded, Nasally Exploded, Phonetic Realization of Plural, Past, Third Person Singular morphemes

Syllable Division and structure

Transcription – Simple words with Stress, Sentences marking Stressed and unstressed Syllables

METHODOLOGY

- Class lectures
- Practice sessions
- Paper Presentations

REFERENCE BOOKS:

1. Daniel Jones – The Pronunciation of English, Cambridge University Press, 08-Jun-2006 Foreign Language Study
2. Balasubramanian T – A Textbook of English Phonetics for Indian Students – A Workbook, Macmillan publishers India.
3. R K Bansal and J B Harrison – Spoken English, Publisher: Orient Blackswan (March 14, 2013)
4. LalithaRamamurthi – A History of English Language and Elements of Phonetics
5. T Balasubramanian – English Phonetics for Indian Students – A Workbook, Macmillan publishers India.
6. Exercises in Spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL

GUIDELINES TO THE QUESTION PAPER SETTERS

Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

ALLIED IV: AN INTRODUCTION TO POPULAR FICTION

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: IV	CREDITS: 5	TOT NO. OF HOURS: 75

COURSE FRAMEWORK:

Introduction to Popular Fiction and themes involved in it, in comparison to fiction.

COURSE OUTCOME:

On completion of the course the students will be able

1. To identify the difference between fiction and popular fiction.
2. To interpret the popular plots, themes and characters.
3. To compare and classify fiction and popular fiction of various writers across the globe.
4. To experiment the writing and reading skills required through the genre.
5. To apply the knowledge derived to enhance creative writing skills.

UNIT I: INTRODUCTION TO THE CONCEPT (15 hrs)

1. Definition of Popular Culture
2. Debate between Popular and High culture
3. Popular Literature – Origin & Growth
4. Differentiate between serious Literature & Popular Literature
5. Varieties of Popular Literature

UNIT II: MURDER MYSTERY (15 hrs)

1. Agatha Christie -The Murder of Roger Ackroyd
2. Raymond Chandler -The Big Sleep
3. Satyajit Ray, GopaMajumdar (Translator) The Complete Adventures of Feluda, Vol. 1

UNIT III: SCIENCE FICTION/ FANTASY (15 hrs)

1. C S Lewis- The Chronicles of Narnia
2. J R R Tolkien -The Hobbit
3. Narlikar, Jayant V- The Return of Vaman - A Scientific Novel

UNIT IV: CHILDREN'S LITERATURE (15 hrs)

1. Grimm's fairy tales- Beauty and the Beast Hansel and Gretel
2. NivedithaSubramaniam&SowmyaRajendran -This is Me, Mayil
3. Sandhya Rao-Dream Writer

UNIT V: YOUNG ADULT (15 hrs)

1. Stephenie Meyer - Twilight (The Twilight Saga #1)
2. Veronica Roth - Divergent (Divergent #1)
3. Rick Riordan -The Lightning Thief (Percy Jackson and the Olympians #1)

METHODOLOGY:

Movie Versions, YouTube Videos, making use of Podcasts,

REFERENCES:

1. Leslie Fiedler, 'Towards a Definition of Popular Literature', in Super Culture: American Popular Culture and Europe, ed. C.W.E. Bigsby (Ohio: Bowling Green University Press, 1975) pp. 29–38.
2. Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History,

- vol. 45, 1978, pp. 542–61. The John Hopkins University Press. Baltimore.
3. J. Edmund Wilson, ‘Who Cares Who Killed Roger Ackroyd?’, The New Yorker, 20 June 1945.
 4. George Orwell, Raffles and Miss Blandish, available at: www.georgeorwell.org/Raffles_and_Miss_Blandish/0.html
 5. W.H. Auden, The Guilty Vicarage, available at: <[harpers.org/archive/1948/05/the guilty-vicarage/](http://harpers.org/archive/1948/05/the_guilty_vicarage/)>
 6. Stephen Marche: How Genre Fiction Became More Important than Literary Fiction” <http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>
 7. Raymond Chandler, ‘The Simple Art of Murder’, Atlantic Monthly, Dec. 1944,

WEB RESOURCES

1. <http://www.en.utexas.edu/amlit/amlitprivate/scans/chandlerart.html>
2. www.bookbrowse.com
3. www.readersread.com

GUIDELINES TO THE QUESTION PAPER SETTERS Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

ENVIRONMENTAL STUDIES

SUBJECT CODE :	THEORY	MARKS: 100
SEMESTER: IV	CREDITS: 2	TOT NO. OF HOURS : 30

COURSE FRAMEWORK:

Introduction to ecology and awareness to sustain natural life.

COURSE OUTCOME:

On completion of the course the students will be able

1. To define the scope and importance of environmental study
2. To list and classify the resources.
3. To explain biodiversity and conservation.
4. To define causes and prevention of pollution.
5. To plan disaster management.

The course will empower the undergraduate students by helping them to:

- i. Gain in-depth knowledge on natural processes that sustain life, and govern economy.
- ii. Predict the consequences of human actions on the web of life, global economy and quality of human life.

UNIT-1:

(4hrs)

The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness.

UNIT-2:

(4hrs)

Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams' benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.
- f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. - Role of an individual in conservation of natural resources. - Equitable use of resources for sustainable life styles.

UNIT-3:**(4hrs)**

Ecosystems - Concept of an ecosystem. - Structure and function of an ecosystem. - Producers, consumers and decomposers. - Energy flow in the ecosystem.

-Ecological succession. - Food chains, food webs and ecological pyramids. - Introduction, types, characteristic features, structure and function of the following ecosystem:-

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

UNIT-4:**(4hrs)**

Biodiversity and its Conservation

- Introduction-Definition: genetic, species and ecosystem diversity.
- Bio geographical classification of India.
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation.
- Hot-spots of biodiversity.
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India.
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

UNIT-5:**(4hrs)**

Environmental Pollution: Definition - Causes, effects and control measures of: -

- a) Air pollution
- b) Water pollution
- c) Soil pollution
- d) Marine pollution
- e) Noise pollution
- f) Thermal pollution
- g) Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution. - Pollution case studies.
- Disaster management: floods, earthquake, cyclone and land slides.

REFERENCE BOOKS

1. " Introduction to Environmental Engineering and Science" by Gilbert M Masters....
2. " The Biodiversity of India" by Bharucha Erach....
3. " Essentials of Ecology" by Townsend C and Michael Begon....

SEMESTER V

CORE PAPER IX- AMERICAN LITERATURE

SUBJECT CODE :	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 4	NO. OF HRS :75

COURSE FRAMEWORK:

Introduction to the study of prose, poetry, drama and fiction in relation to their historical and cultural context.

COURSE OUTCOME:

On completion of the course the students will be able

1. To analyze American prose as a expression of individual or communal value within Social, political and cultural perspectives of different periods in American literature
2. To demonstrate American literary movements through verses of the age
3. To trace the development of characteristic styles of expression through American fiction.
4. To define the diverse dramatic styles or forms that existed though the ages in America.
5. To express the aesthetic ideas present in both fiction and drama.

UNIT I Prose.

(15 hrs)

1. Edgar Allan Poe -The Philosophy of Composition
2. R.W. Emerson, The American Scholar
3. H.D. Thoreau- Walden pond

UNIT II Poetry.

(15 hrs)

1. Robert Frost - After Apple Picking & Mending Wall
2. Walt Whitman- Miracles
3. Robert Lowell-Skunk Hour

UNIT III Poetry

(15 hrs)

1. Emily Dickinson -Because I could not stop for death & I felt a funeral in my brain
2. William Carlos Williams -The Red wheelbarrow
3. Wallace Stevens -Anecdote of The Jar

UNIT IV Drama

(15 hrs)

1. Arthur Miller – The Death of a Salesman

UNIT V Fiction (Novel & Short Story)

(15 hrs)

1. SaulBellow Herzog
2. F. Scott Fitzgerald The Great Gatsby (non-detailed)
3. Ernest Hemingway The old Man and the Sea (non-detailed)

METHODOLOGY

1. Class lectures and discussions
2. Paper Presentations and Seminars
3. Watching Movie clips

READING LIST:

1. Egbert S. Oliver ed., An Anthology: American Literature, 1890-1965, Eurasia Publishing House (Pvt) Ltd., New Delhi.
2. Mohan Ramanan ed., 1996, Four centuries of American Literature, Macmillan India Ltd., Chennai.
3. Owen Thomas, 1986, Walden and Civil Disobedience: Norton Critical Edition ed., Prentice – Hall & Indian Delhi.
4. Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden (Oxford: OUP, 1997) chap. 12.
5. Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo
6. Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Standard Editions of texts

REFERENCE BOOKS:

1. John Russell Brown and Bernard Harris, ed., 1970, American Theatre, Edward Arnold.
2. Daniel Hoffman ed., 1979, Harvard Guide to Contemporary American Writing, Oxford University Press, New Delhi.
Modern Library, 1964).

WEB SOURCES:

1. www.gonzago.edu/faculty/cample/enl311/litfram.htmlMc Cormick J:
2. https://en.wikisource.org/wiki/Author:Edgar_Allan_Poe<https://www.gutenberg.org/files/16643/16643-h/16643-h.htm><https://www.britannica.com/art/American-literature/Poetry>https://www.pelister.org/literature/ArthurMiller/Miller_Salesman.pdfhttps://archive.org/details/oldmansea00hemi_1<https://www.planetebook.com/free-ebooks/the-great-gatsby.pdf>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER X: AN INTRODUCTION TO LINGUISTICS

SUBJECT CODE :	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 4	NO. OF HRS :75

COURSE FRAMEWORK:

Introduction to the scientific study of language, nature of language and communication.

COURSE OUTCOME:

On completion of the course the students will be able

1. To apprehend and express nature and function of language.
2. To develop the knowledge of grammatical system of English language.
3. To analyze language variation, historical, social and regional dialects
4. To illustrate the differences in phonetics, phonology, morphology, syntax, semantics and Pragmatics.
5. To gain integrated knowledge of four language skills LSRW.

UNIT I

(15 hrs)

1. Introduction - Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glasso Genetics.
2. What is Linguistics? – Linguistics as a science – Synchronic and Diachronic approaches
3. Language - Definition – Uses of language - Phatic communion. Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, discreteness, Interchangeability, Specialization, Non-directionality.

UNIT II

(15 hrs)

1. Morphology, Syntax and Semantics (Word Meaning)
2. Word - Morphemes – Free Morphemes and bound Morphemes – Prefix and Suffix
3. Inflectional and Derivational – Allomorphs - Zero morphemes – Morphological Study of words
4. Language Variation – Dialect, Standard and Non – Standard, Isoglasses, Dialect Boundaries, Bilingual, Bidialectal, Idiolect, Register, Lingua Franca, Pidgin, Creole, The Post Creole Continuum
5. Language Change – Protos – Family relationship - Cognates – Comparative Reconstruction

UNIT III Grammar

(15 hrs)

1. What is Grammar? Misconceptions regarding grammar - The development of English
2. Grammar - Objections of modern grammarians to traditional approach – Nominative Rules - Latinate Fallacy – Logical Fallacy – - Historical Fallacy – Descriptive and Prescriptive
3. Approaches – Concept of correctness and social acceptability – Form and substance - Speech and Writing

UNIT IV

(15 hrs)

1. Language Learning Skills
2. Listening, Speaking, Reading and Writing (LSRW) & their sub-skills

UNIT V**(15 hrs)**

1. Structural analysis – IC Analysis - Labelled Tree diagram - Using IC analysis to
2. Disambiguate simple sentences - Deep and Surface Structure
3. Word Meaning, Association, Connotation, Collocation, Semantic Field

METHODOLOGY

1. Class lectures
2. Practice sessions
3. Seminars and paper presentations

READING LIST:

1. George Yule – The Study of Language (Chapters 1, 2, 3, 8,9,10, 19,20)
2. Wallwork - Language and Linguistics – (Chapters 1, 2, 6 ,7)
3. Palmer – Grammar (Chapter 1)
4. Pushpinder Syal& DV Jindal. An Introduction to Linguistics. Prentice Hall of India, Pvt. Ltd., New Delhi. 1999.

REFERENCE BOOKS:

1. S. K Verma, N. Krishnaswamy -Modern Linguistics – An Introduction
2. Dr. Varshney - An Introductory Textbook of Linguistics and Phonetics
3. Adrian Akmajian& others- Linguistics – An introduction to Language and Communication

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER XI: WOMEN'S WRITING

SUBJECT CODE :	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 4	NO. OF HRS :75

COURSE FRAMEWORK:

Introduction significant literary works of women around the globe and the specific issues it deals with, gender aspects through society and theories.

COURSE OUTCOME:

On completion of the course the students will be able

1. To perceive the concepts like women's liberty, empowerment, feminism and movements.
2. To examine various literary selections of fiction, drama and poetry that focuses women's life.
3. To explain the development, themes and narrative perspectives of various works of women's writing.
4. To identify the key point of a selection of feminist theory and apply them as a context for Reading literary texts.
5. To describe women's writing and critically analyze the varied views expressed in the text.

UNIT 1 Prose

(15hrs)

1. Betty Friedan "The Crisis in Women's Identity" From the *Feminine Mystique* Chapter 3 Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
2. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai *Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
3. Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–25.
4. Virginia Woolf. *A Room of One's own*. Chapter I

UNIT II Poetry

(15 hrs)

1. Emily Dickinson 'I Cannot Live With You'
2. Sylvia Plath 'Daddy'
3. Eunice De Souza 'Advice to Women'
4. Maya Angelou Phenomenal Woman
5. Ifi Amadiume Gypsy Woman (from *Bending the Bow: African Love Poems* p.86)

UNIT III Fiction

(15 hrs)

1. Alice Walker- *The Color Purple* (Non-detailed)
2. Charlotte Perkins Gilman- 'The Yellow Wallpaper' (Non-detailed)
3. Katherine Mansfield- 'Bliss' (Non-detailed)

UNIT IV Fiction

(15 hrs)

1. Taslima Nasrin- *Lajja* (Non-detailed)
2. Anita Nair- *Ladies Coupe* (Non-detailed)

Unit V Drama**(15 hrs)**

1. Mahashweta Devi 'Draupadi', tr. GayatriChakravortySpivak (Calcutta: Seagull, 2002) (Non-detailed)
2. Lorraine Hansberry – A Raisin in the Sun

METHODOLOGY

1. Class lectures and discussions
2. Paper Presentations and Seminars
3. Watching Movie clips

READING LIST:

1. Virginia Woolf, A Room of One's Own (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in The Second Sex, tr. Constance Borde and ShielaMalovany- Chevallier (London: Vintage, 2010) pp. 3–18.
3. KumkumSangari and SudeshVaid, eds., 'Introduction', in Recasting Women: Essays in Colonial History (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra TalapadeMohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in Contemporary Postcolonial Theory: A Reader, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

WEB SOURCES:

1. <https://www.nlm.nih.gov/theliteratureofprescription/exhibitionAssets/digitalDocs/TheYellow-Wall-Paper.pdf><https://s3.amazonaws.com/scschoolfiles/112/the-color-purple-alice-walker.pdf><http://anubooks.com/wp-content/uploads/2017/03/Not-Vol-6-No.-3-18.pdf><https://nationalhumanitiescenter.org/ows/seminars/tcentury/FeminineMystique.pdf>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Number	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER XII- LITERARY CRITICISM

SUBJECT CODE :	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 4	NO. OF HRS :75

COURSE FRAMEWORK:

Introduction to the various literary theories and criticism of literary texts.

COURSE OUTCOME:

On completion of the course the students will be able

1. To define representative literary and cultural texts in diverse contexts.
2. To interpret the critical ideas, values and themes in the literary texts.
3. To apply critical and theoretical approaches to the literary pieces of the past and the present.
4. To write analytically in different formats like essays, reviews, research papers etc.
5. To evaluate literary texts and write critical views about the text.

UNIT I CLASSICAL CRITICISM

(15 hrs)

Aristotle: Concepts of Tragedy, Plot

Plato: Concept of Art, Criticism of Poetry and Drama

(Contemporary relevance of the ideas in the above to be discussed)

CORE READING

Aristotle. "Poetics" classical appendix in English Critical Texts, OUP, Madras, 1962. Prasad, B. An Introduction to English Criticism. Macmillan, India, 1965. Pp 1-28.

UNIT II INDIAN AESTHETICS

(15 hrs)

Theory of Rasa, Vyanjana and Alankara.

1) Das Guptha, S.N. "The Theory of Rasa", (pp 191 -196) in Indian Aesthetics:

An Introduction ed. V.S. Sethuraman, Macmillan, India, 1992.

1. KuppuswamiSastri. "The Highways of Literary Criticism in Sanskrit" (pp 173 – 190), in Indian Aesthetics: An Introduction ed. V.S. Sethuraman, Macmillan, India, 1992.

2. Raghavan, V. "Use and Abuse of Alankara" (pp 235 – 244) in Indian Aesthetics An Introduction. India, Macmillan, 1992.

UNIT III ENGLISH CRITICISM

(25 hrs)

This section is meant to make the students familiar with English critical writing.

CORE TEXTS

1. William Wordsworth: Preface to Lyrical Ballads- p. 163-167

2. S T Coleridge: Biographia Literaria p. 190-194

3. Samuel Johnson: Preface to Shakespeare p. 132-137

4. Philip Sydney: An Apology for Poetry p. 4-10

5. P.B. Shelley: A Defence of Poetry p. 225-228

6. Matthew Arnold: The Study of Poetry p. p. 260-264

7. T.S. Eliot – Tradition and the Individual Talent p. 293-297

CORE BOOKS

1. English Critical Texts. Ed. DJ Enright & Ernst De Chickera.OUP Madras. 1962.
- * Wordsworth, William “Preface to Lyrical Ballads” in Enright, D J et al . English Critical Texts OUP, Madras, 1962 paragraphs 5 to 12. P. 164-172.
- * * Eliot, T S. “Tradition and Individual Talent” in English Critical Texts Madras, 1962 pp 293 - -01.

UNIT IV

(20hrs)

In this Unit, students need to critically analyze short poems and short stories in terms of theme, diction, tone, figures of speech, imagery etc.

CORE READING:

Sethuraman, V.S. et al. Practical Criticism. Macmillan, India,1990.

METHODOLOGY

Class lectures and discussions
Seminars and Paper presentations
Practical sessions and analysis

RECOMMENDED READING:

1. Indian Aesthetics. An introduction V S Sethuraman, India: Macmillan ,1992.
2. Oxford Dictionary of Literary Terms
3. A Glossary of Literary Terms Abrams, M.H India: Macmillan, Rev. Edition.
4. Literary Terms and Criticism Peck, John et al Macmillan: India, 1993.
5. An Introduction to English Criticism - -rasad, B India: Macmillan, 1965.
6. Beginning Theory - -arry, Peter. Manchester and New York:
7. Manchester University Press. 1995.
8. Structuralism and Semiotics - -awks, Terrence New Accents, 2003
9. The Poetry Handbook - -ennard, John Oxford University Press, 2008
10. A History of Literary Criticism - -lamires, Harry Delhi: Macmillan,1991
11. Contemporary Literary Theory: A Student’s Companion - -rishnaSwamy, et al N Delhi:
Macmillan, 2001
12. Literary Criticism: A Das, B.B. et al New Delhi, Oxford Reading University press, 1985
13. The English Critical Tradition. Sethuraman V. S & Ramaswamy S. Delhi: Macmillan, 1977
14. An Introduction to the Study of literature - -udson, W.H.
15. Literature Criticism and Style - -roft, Steven et al. Oxford University press, 1997
16. Literary Theory: The Basics - -ertens, Hans Routledge, 2001
17. Literary Theory for the Perplexed - -lages, Mary India: Viva Books, 2007

WEB SOURCES:

1. www.literatureclassics.com/ancientpaths/litcrit.html www.textec.com/criticism.html
2. www.ipl.org/div/litcrit
3. www.assumption-edu/users/ady/HHGateway/Gateway/Approaches.html

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

**INTER – DISCIPLINARY ELECTIVE PAPER I
ENGLISH FOR COMPETITIVE EXAMS**

SUBJECT CODE :	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 5	NO. OF HRS :25

COURSE FRAMEWORK:

The course offers Grammar rules, vocabulary, language skills enhancement, tips and tricks for both the verbal and written section of competitive exams.

COURSE OUTCOME:

On completion of the course the students will be able

1. To acquire knowledge about LSRW Skills.
2. To understand the basic rules of Grammar, Vocabulary and Writing for competitive exams.
3. To expose the material aspects that facilitates their skills towards competitive exams.
4. To help students develop their language skills.
5. To enable students to focus on written and interview components of all competitive exams.

UNIT I **(5 hrs)**

1. Rules for Tenses
2. Rules for Prepositions
3. List of Prepositions
4. Rules and List of Conjunctions

UNIT II **(5 hrs)**

1. Active and Passive Voice Rules
2. List of One Word Substitutions
3. List of Homophones/Homonyms
4. List of Synonyms and Antonyms

UNIT III **(5 hrs)**

1. Idioms and Phrases
2. Spotting the Error
3. Reading Comprehension
4. Cloze Test

UNIT IV **(5 hrs)**

1. Letter Writing Format
2. Media Writing
3. Precis Writing
4. Sentence Correction Questions

UNIT V **(5 hrs)**

1. Adjective Degree of Comparison Rules
2. Article Rules
3. Direct & Indirect Speech Rules
4. Sentence Rearrangement & Para jumbles

METHODOLOGY:

1. Class Lectures and discussions
2. Group work for analysis and summary
3. Seminars and Paper presentations
4. Practice sessions

RECOMMENDED TEXT:

- Writing for the Web: Creating Compelling Web Content Using Words, Pictures and Sound. By Lynda Felder
- Writing for the Web by Crawford Kilian

REFERENCE BOOKS:

- N. Krishnaswamy, T. Sriraman – Current English for Colleges (Macmillan)
- Dr. Geetha Nagaraj – Comprehend and Compose (Foundation Books)
- R.P. Bhatnagar, Rajul Bhargava- English for Competitive Examinations (Macmillan)
- S.P. Bakshi -Objective General English (Arihant books)

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

VALUE EDUCATION

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: V	CREDITS: 2	NO.OF HRS : 15

COURSE FRAMEWORK:

- *To teach and inculcate the importance of value based living.*
- *To give students a deeper understanding about the purpose of life.*

COURSE OUTCOME:

On completion of the course the students will be able

1. To inculcate the value system in their real life scenarios.
2. To implement the role of culture and civilization, roles and responsibilities in the society.
3. To effectively follow Salient values for life such as forgiveness, ability to sacrifice, self-esteem, teamwork and creative thinking.
4. To reflect the human rights, social values and welfare of the citizen.
5. To consider the relation between values and personal behavior affecting the achievement of a sustainable future.

UNIT 1: Education and Values.

(2hrs)

Definition, Concept, Classification, Theory, Criteria and Sources of values Aims and objectives of value education

Role and Need for value education in the contemporary society, Role of education in transformation of values insociety

Role of parents, teachers, society, peer group and mass media in fostering values

UNIT 2: Value Education and Personal Development.

(2 hrs)

Human Values: Truthfulness, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life.

Character Formation towards Positive Personality

Modern challenges of adolescents: emotions andbehavior

Self-analysis and introspection: sensitization towards gender equality, differently abled, Respect for - age, experience, maturity, family members, neighbors, strangers, etc.

UNIT 3: Human Rights and Marginalized People.

(2 hrs)

Concept of Human Rights – Principles of human rights – human rights and Indian constitution – Rights of Women and children – violence against women – Rights of marginalized People – like women, children, minorities, transgender, differently abled etc

Social Issues and Communal Harmony Social issues – causes and magnitude - alcoholism, drug addiction, poverty, unemployment – communal harmony –concept –religion and its place in public domain –secular civil society

UNIT4: Value Education towards National and Global Development

(2 hrs)

Constitutional Values:(Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity)

Social Values: (Pity and Probity, Self-Control, Universal Brotherhood).

Professional Values:(Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality,

Faith). Religious and Moral Values: (Tolerance, Wisdom, character).

Aesthetic Values: (Love and Appreciation of literature, fine arts)

Environmental Ethical Values

National Integration and international understanding.

Need of Humanistic value for espousing peace in society. Conflict of cross-cultural influences, cross-border education

UNIT 5:

(2 hrs)

Guru Nanak Devji's Teachings

Relevance of Guru Nanak Devji's teachings' relevance to Modern Society

The Guru Granth sahib

The five Ks

Values and beliefs

Rights and freedom (Right of equality, Right to Education, Right to Justice, Rights of women,

Freedom of religion, Freedom of culture, Freedom of assembly, Freedom of speech)

Empowerment of women

Concept of Langar

Eminent Sikh personalities.

REFERENCEBOOKS:

1. Dr. Abdul Kalam. My Journey-Transforming Dreams into Actions. Rupa Publications, 2013.
2. Steven R Covey, 8th Habit of Effective People (From Effectiveness to Greatness), Free Press, New York, 2005. Prem Singh, G.J. (2004). 'Towards Value Based Education', University News. Vol. 42 (45): P.11-12.
3. V.R. Krishna Iyer. Dialectics & Dynamics of Human Rights in India (Tagore Law Lectures) The Yesterday, Today and Tomorrow, Eastern Law House (1999, Reprint 2018)
4. <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>

SEMESTER VI

CORE PAPER XIII: ENGLISH LANGUAGE TEACHING

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS: 4	TOTAL HOURS: 75

COURSE FRAMEWORK:

To get in-depth knowledge Language aspect and literary aspect.

COURSE OUTCOMES:

On completion of the course, the students will be able

1. To understand the purpose of teaching English as a second language
2. To apply communicative skills in their future careers or higher studies.
3. To learn the correct grammatical usage of English language, listening, speaking, reading, and writing skills.
4. To strengthen their ability to teach English language.
5. To develop academic literacy required for further studies and research.

UNIT I:

(15 Hrs.)

English Language Teaching (ELT), English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP)

UNIT II:

(15 Hrs.)

Introduction to the History of CALL – Behavioristic CALL, Communicative CALL, Integrated CALL

UNIT III:

(15 Hrs.)

Creating and Using Blogs in Teaching, Online Groups-Google Groups, Yahoo Groups, Tapped In, Online Classroom/conference,

UNIT IV:

(15 Hrs.)

D Virtual worlds, Interactive webpage, Digital storytelling,

UNIT V:

(15 Hrs.)

Student Diversity and Classroom Management; Teacher as Facilitator or Mentor

RECOMMENDED TEXT:

1. Practical English Language Teaching (A Course in English Language Teaching) by David Nunan
2. Designing Textbooks for Modern Languages : the ELT experience by Bolitho R.

REFERENCE BOOKS:

- N. Krishnaswamy, T. Sriraman – Current English for Colleges (Macmillan)
- Dr. Geetha Nagaraj – Comprehend and Compose (Foundation Books)
- R.P. Bhatnagar, Rajul Bhargava- English for Competitive Examinations (Macmillan)
- S.P. Bakshi -Objective General English (Arihant books)

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
1	Answer any 10 out of 12 questions (each in 50 words)	1-12	3	30
2	Answer any 5 out of 7 questions (each in 300 words)	13-19	6	30
3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER XIV- EUROPEAN DRAMA

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS: 4	TOTAL HOURS: 75

COURSE FRAMEWORK:

To trace the origins of drama and its classifications

COURSE OUTCOMES:

On completion of the course, the students will be able

1. To demonstrate detailed knowledge and understanding of the texts and extracts studied and respond independently and intelligently to the complex questions and issues posed by those texts.
2. To provide evidence of an ability to follow through the main changes and developments in the drama of the period.
3. To discuss the relation between texts and their social, cultural, and historical contexts.
4. To identify the development of theatre and emergence of European drama.
5. To familiarize the learners with different theatrical forms in Europe.

UNIT I

(15 Hrs.)

Henrik Ibsen: A Doll's House (Non-Detailed)

UNIT II

(15. Hrs.)

Bertolt Brecht: The Caucasian Chalk Circle.

UNIT III

(15. Hrs.)

Samuel Beckett: Waiting for Godot

UNIT IV

(15 Hrs.)

J.M. Synge's - Playboy of the Western World.

UNIT V

(15 Hrs.)

Caryl Churchill: Top Girls

METHODOLOGY

- Class lectures and discussions
- Seminars and Paper presentations
- Watching movie adaptations
- Enacting scenes

READING LIST:

1. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in Brecht on Theatre: The Development of an Aesthetic, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
2. George Steiner, 'On Modern Tragedy', in The Death of Tragedy (London: Faber, 1995) pp. 303–24.
3. ed. Cole, T Playwrights on Playwrighting (MacGibbon and Kee, 1960)
4. Esslin, M the Theatre of the Absurd (Pelican, 1980)
5. Orr, J Tragic Drama and Modern Society (Macmillan, 1989)
6. Styan, J.L. The Elements of Drama (Cambridge University Press, 1973)
7. ed. Wager, W the Playwrights Speak (Longman, 1969)
8. Williams, R Drama from Ibsen to Brecht (Chatto and Windus, 1968)

REFERENCE BOOKS:

1. Brustein, R the Theatre of Revolt (Elephant Paperbacks, 1992)
2. Dukore, B.F. Harold Pinter (Macmillan, 1988)
3. ed. Esslin, M Samuel Beckett: Twentieth Century Views (Prentice-Hall, 1965)
4. Hugo, L Bernard Shaw: Playwright and Preacher (Methuen, 1971)
5. Hunter, J Tom Stoppard's Plays (Faber,1982)
6. ed. Lyman, J Perspectives on Plays (Routledge Kegan Paul, 1976)
7. ed. Nicol, B Varieties of Dramatic Experience (University of London, 1969)
8. compiled by Page, M File on Pinter (Methuen, 1993)
9. Plunka, G.A. Roles, Rites and Rituals In the Theater (Associated University Presses, 1988)
10. Styan, J.L. The Dark Comedy (Cambridge University Press, 1968)
11. Williams, R Modern Tragedy (Chatto, 1966)

WEB SOURCES:

1. https://www.researchgate.net/publication/280545668_Reading_Brechtian_Minds_in_Mother_Courage_and_Her_Children_through_Cognitive_Analysis
2. http://ciml.250x.com/archive/communists/brecht/english/mother_courage.pdf
3. <https://www.dramaonlinelibrary.com/plays/mother-courage-and-her-children-student-editioniid-131175>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

Section	Question Component	Numbers	Marks	Total
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3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

CORE PAPER XV: GREEN STUDIES AND ECO-CRITICISM

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS: 4	TOTAL HOURS: 75

COURSE FRAMEWORK:

To create eco-consciousness for sustainable global solutions.

COURSE OUTCOMES:

1. To enable the learners to understand and address the connection between ecology, culture, and literature.
2. To introduce few basic concepts and principles of Ecocriticism.
3. To help them explore various representations of the environment through literature.
4. To sensitize the learners on grave ecological concerns.
5. To apply Ecocriticism to the reading of literary texts

UNIT I: INTRODUCTION TO ECOCRITICISM

(15 Hrs.)

1. Deep Ecology
2. Eco Feminism
3. Social Ecology
4. Eco-philosophy
5. Bio-regionalism
6. Tinai Theory

UNIT II: POETRY

(15 Hrs.)

1. Sangam Poetry Home and Kurunji (Tr. by A.K.Ramanujan)
2. Wordsworth William Wordsworth “Lines Written a few miles above Tintern Abbey”, “Daffodils”
3. Dylan Thomas The Force that through the Green Fuse Runs
4. Henry David Thoreau Walden
5. Wendell Berry Peace of Wild Things
6. John Clare Beans in Blossom, The Passing Traveller

UNIT III: PROSE

(15 Hrs.)

1. Wangari Mathai: Nobel peace prize Acceptance Speech
2. Arundathi Roy: Excerpt from The Broken Republic
3. Rachel Carson: A Fable for Tomorrow
4. Ralph Waldo Emerson: Excerpt from The Best-Read Naturalist

UNIT IV NOVEL & SHORT STORIES

(15 Hrs.)

1. Vandana Singh -Entanglement
2. ShivramKaranth’s Return to Earth: The Impact of Modernization on Agrarian Culture
3. MahaswetaDevi - Arjun
4. The Carbon Diaries 2015 and The Carbon Diaries 2017 by Saci Lloyd
5. Ruskin Bond - “My Father’s Trees in Dehra and “The Leopard”
6. “For the Snake of Power” by Brenda Cooper.

UNIT V VISUAL MEDIA TEXTS

(15 Hrs.)

1. Queen of Trees - Documentary
2. Nero's Guests - Documentary
3. Food Inc - Robert Kenner
4. Erin Brockovich Movie (2000)
5. Life of Pi- Yaan Martel
6. Instinct Movie (1999)

Children's movie

1. FernGully: The Last Rainforest
2. WALL-E
3. Bambi
4. Free Willy
5. Avatar
6. Happy feet

RECOMMENDED READING:

1. Carson, Rachel. Silent Spring 2006
2. Devall, Bill and Sessions, George- Deep Ecology: Living as if Nature Mattered 2007
3. The Water Will Come: Rising Seas, Sinking Cities, and the Remaking of the Civilized World Hardcover – October 24, 2017 [Jeff Goodell](#)
4. The Uninhabitable Earth: Life After Warming – March 17, 2020 [David Wallace-Wells](#)
5. Vandana Shiva Seeds of Truth
6. Swarnalatha Rangarajan "Engaging with Prakriti: A Survey of Ecocritical Praxis in India"
7. [The Oxford Handbook of Ecocriticism](#) Edited by Greg Garrard
8. The Ecocriticism Reader Edited by [Cheryll Glotfelty](#) and [Harold Fromm](#) 1996

JOURNALS:

ISLE: Interdisciplinary Studies in Literature and Environment. Environmental Humanities

LEARNING RESOURCES:

What is Deep ecology?: <https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>
Wangari Maathai Speech: https://www.youtube.com/watch?v=dZap_QlwlKw
Wangari Maathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>
Rachel Carson Video Silent Spring Chapter I <https://www.youtube.com/watch?v=32Lj2DHaT4I>
Walden A Documentary: <https://www.youtube.com/watch?v=ZpS5yxy8O0w>

SUGGESTED READINGS:

1. Armbruster, Karla and Kathleen Wallace (eds). Beyond Nature Writing. Charlottesville, VA: University of Virginia Press, 2000. Print.
2. Bate, Jonathan. Romantic Ecology: Wordsworth and the Environmental Tradition. London and New York: Routledge, 1991. Print.
3. Berleant, Arnold. The Aesthetics of Environment. Philadelphia, PA: Temple University Press, 1992. Print.
4. Buell, Laurence. The Environmental Imagination: Thoreau, Nature writing and the Formation of American Culture. Cambridge, England: Harvard University Press, 1995. Print.
5. Cobb, John B. 1972. Is it too Late? A Theology of Ecology. Beverley Hills, CA: Bruce Press, 1972. Print.
6. Danby, John F. Shakespeare's Doctrine of Nature: A Study of King Lear. London: Faber & Faber, 1975. Print.

7. Dobson, See Andrew. Green Political Thought. London and New York: Routledge, 1995. Print.
8. Glotfelty, Cheryl and Fromm Harold (eds). The Ecocritical Reader: Landmarks in Literary Ecology. London: University of Georgia Press, 1996. Print.
9. Kroeber, Karl. Ecological Literary Criticism: Romantic Imagining and the Biology of Mind. New York: Columbia University Press, 1994. Print.
10. Williams, Raymond. Keywords: A Vocabulary of Culture and Society. London: Fontana University Press, 1983. Print.

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

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TOTAL MARKS				100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
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III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

ELECTIVE II: MODERN LATIN AMERICAN LITERATURE

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS: 5	TOTAL HOURS: 75

COURSE FRAMEWORK

To familiarize students with the writings of the various Spanish and Latin American writers.

COURSE OUTCOMES:

On completion of the course, the students will be able

1. To have increased understanding of the tendencies and genre representatives of Modern Latin American Literature.
2. To demonstrate knowledge of Latin American History and Culture.
3. To apply theoretical framework of the genre in the relevant texts of the period.
4. To enable the learners to have a comprehensive knowledge in artistic movements of Latin America.
5. To help the learners understand the relevance of literature and art in the context of Modern Latin America.

UNIT I Introduction

(15 Hrs.)

Social, cultural, literary, and historical background to the Latin Americas and Spain.

Major literary movements: Romanticism, Realism, Vanguardism, Post-Vanguardism, The Boom and the New Novel, Magic Realism

Spain: Art and Culture under Francisco Franco and post Franco- Spain

UNIT II Prose

(15 Hrs.)

1. Mario Vargas Llosa: Is Fiction the Art of Living?
2. Jose Marti Our America
3. Octavia Paz Mexican Masks

UNIT III Poetry

(15 Hrs.)

1. Pablo Neruda: If you forget me, I Can Write the Saddest Lines Tonight
2. Octavia Paz: No More Cliches, As One Listens to the Rain
3. Miguel Hernandez: Lullaby of the Onion, Letter

UNIT IV Fiction (Short story & Novel)

(15 Hrs.)

Short story

1. Jorge Luis Borges: The Aleph, The Babylon Lottery
2. Julio Cortazar: Blow up The House Taken Over.

Novels

1. Gabriel Garcia Marquez: One Hundred years of Solitude (non-detailed)
2. Carlos Fuentes: The Death of Artemio Cruz (non-detailed)

UNIT V Drama

(15 Hrs.)

1. Frederico Garcia Lorca: Blood Wedding
2. Ariel Dorfman: Death and the Maiden (non-detailed)

METHODOLOGY

1. Class lectures and discussions
2. Seminars and Paper presentations
3. Watching movie adaptations
4. Enacting scenes

READING LIST:

Jo Labanyi Spanish Literature: A Short Introduction
 John King (ed) The Cambridge Companion to Modern Latin American Culture
 Walters, Gareth D (ed) The Cambridge Companion to Spanish Poetry
 Swanson, Philip Latin American Fiction: A Short Introduction
 Eschevarria, Roberto Gonzalez Modern Latin American Literature
 Hart, Stephen. M. A Companion to Latin American Literature

WEB SOURCES:

http://www.24grammata.com/wp-content/uploads/2014/08/Lorca-Blood-Wedding-24grammata.com_.pdf
<http://www.dramaonlinelibrary.com/plays/death-and-the-maiden-iiid-142063>
<https://www.bustle.com/articles/150473-9-latino-poets-you-should-be-reading>
http://www.personal.psu.edu/users/s/a/sam50/readings521/OP_Mex-Mask.pdf
<https://www.theguardian.com/books/booksblog/2017/may/16/one-hundred-years-of-solitudegabriel-garcia-marquez-magical-realism-fantasy>

GUIDELINES TO THE QUESTION PAPER SETTERS
Question Paper Pattern

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3	Answer any 4 out of 6 questions (each in 1200 words)	20-25	10	40
	TOTAL MARKS			100

Breakup of questions for theory

UNITS	SECTION A	SECTION B	SECTION C
I	3	2	2
II	3	1	1
III	2	1	1
IV	2	2	1
V	2	1	1
TOTAL	12	7	6

**ELECTIVE III: PROJECT
GUIDELINES FOR PROJECT/DISSERTATION:**

SUBJECT CODE:	THEORY	MARKS: 100
SEMESTER: VI	CREDITS: 5	TOTAL HOURS: 75

COURSE FRAMEWORK:

To get hands-on experience on research writing.

COURSE OUTCOMES:

1. To make the students more research oriented
2. To enable the students to think critically and logically with the most realistic approach to accomplish their identity in research.
3. To facilitate students to excel in finding newer horizons, as a scope for further study.
4. To help the learners develop critical thinking through research
5. To enable the learners to apply theories to the text.

A. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department. The work of supervising the Projects should be distributed equally among all the faculty members of the department.
2. The teaching hours allotted in the sixth semester for the Project/Dissertation is to be used to make the students familiar with Research Methodology and Project writing.
3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately.
4. The list containing the groups and its members should be finalized at the beginning of the sixth semester.
5. Students will finalize their topics in consultation with the supervising teacher or the Faculty Advisor of the class as the case may be. The group will then collectively work on the topic selected.
6. Credit will be given to original contributions. So, students are advised not to copy from other projects.
7. There will be an external evaluation of the project by an External examiner appointed by the office of the Controller of Examinations. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
8. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
9. A Works Cited page must be submitted at the end of the Project/Dissertation.
10. There should be a one-page Abstract consisting of the significance of the topic, objectives and the chapter summaries.

11. Two copies have to be submitted at the department by each group. One copy will be forwarded to the office of the Controller of Examinations for valuation and the second copy is to be retained at the department.

B. General guidelines for the preparation of the Project:

Paper must be of A4 size only. • One side Laser Printing. • Line Spacing: double. • Printing Margin: 1.5-inch left margin and 1-inch margin on the remaining three sides. •48 Font: Times New Roman only. • Font size: Main title -14/15 BOLD• & matter - 12 normal. The project need be spiral bound only • Paragraphs and line spacing: double space between lines [MLA format] • Double space between paragraphs. No additional space between paragraphs• Start new Chapter on a new page. • Chapter headings (bold/centered) must be identical as shown: • Chapter One Introduction Sequence of pages in the Project/Dissertation: • i. Cover Page. ii. First Page. iii. Acknowledgement, with name & signature of student. iv. Certificate (to be signed by the Head of the Department and the Supervising Teacher). v. Contents page with details of Chapter Number, Chapter Heading & Page Numbers. Specimen copies for (i), (ii), (iv) and (v) will be sent to the colleges. • Chapter divisions: Total three chapters. • Preface Chapter One: Introduction - 5 pages Chapter Two: Core chapter - 15 pages Chapter Three: Conclusion - 5 pages. Works Cited [Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner]

C. Specific guidelines for preparation of Project:

1. Only the Title of the Project Report, Year and Programme/Subject should be furnished on the cover page of the University copy of the Project
2. Details like Names of the Candidates, Course Code, Title of Programme, Name of College, Title of Dissertation, etc should be furnished on the first page.
3. The pages containing the Certificate, Declaration and Acknowledgement are not to be included in the copy forwarded to the University.
4. The Abstract should come immediately before the Introductory Chapter and must be included in all the copies.
5. Selection of Topics: Students are permitted to choose from any one of the following areas/topics.
6. Selection of topics/areas-have to be finalized in the course of the first week of the final semester itself with the prior concurrence of the Faculty Advisor / Supervisor:

Details of Course Contents:

- 1.(a) Academic writing: The following areas are to be made familiar to the students during the instructional hours/week set aside for the same in the sixth semester: **(15 Hrs.)**
- 2.(a) Selecting a Topic **(15 Hrs.)**
(b) Compiling a Working Bibliography
- 3.(a) Writing Drafts **(15 Hrs.)**
(b) Plagiarism and Academic Integrity
- 4.(a) Mechanics of Writing: pages [Spelling & Punctuation] **(15 Hrs.)**
5. (a) Methods of quoting texts **(15 Hrs.)**
(b) Format of the Research Paper.

REFERENCE TEXT:

1. M.L.A. Handbook 8th edition.
2. Documentation of sources in the works cited page(s): Samples of different types of sources will be provided.

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Breakup of questions for theory

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TOTAL	12	7	6