

# **GURU NANAK COLLEGE (AUTONOMOUS)**

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

Velachery Main Road, Velachery, Chennai – 600042.



## **B.A. English**

(SEMESTER PATTERN WITH CHOICE BASED CREDIT SYSTEM)

## **Syllabus**

(For the candidates admitted in the Academic year 2016-17 and thereafter)

## **Vision**

Globalization has placed a great demand for English proficiency and the development of critical and analytical skills through historical and cultural learning in literature. It has become a much sought-after education to match the modern trends in any employment field. Hence, a role of prominence is conceived by the English fraternity, to nurture the students' career, for the overall development of our nation.

## **Mission**

- To inculcate the importance of human values through the study of Literature.
- To enable students to excel in Creative Writing and Communication.
- To facilitate learners of literature, to become authors in academia and government sectors.
- To train young minds to become industry ready professionals.

## **Programme Outcome**

**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 Outcome**

**PSO 1:** To make the students to write analytically in different formats like essays, reviews, research papers.

**PSO 2:** To know the Scope of employability and entrepreneurship in the field of Media and Journalism, Teaching, Public Relations, Human Resource, Civil Service, Creative Writing

**B.A ENGLISH**  
**COURSE STRUCTURE (2016 - 2019 Batch)**

Semester	Part	Course Component	Subject Name	Credits	Hours	Internal	External	Total
I	I	Part - I	LANGUAGE - I	3	6	50	50	100
	II	Part - II	ENGLISH - I	3	4	50	50	100
	III	Core I	AGE OF CHAUCER	4	5	50	50	100
		Core II	RESTORATION AGE	4	5	50	50	100
		Allied I	HISTORY OF ENGLISH LITERATURE I	5	6	50	50	100
	IV	Skill	LISTENING AND SPEAKING SKILLS	3	2	50	50	100
		NME I	TECHNICAL WRITING	2	2	50	50	100
<b>CREDIT TOTAL =24 /TOTAL HOURS PER WEEK: 30</b>								
II	I	Part- I	LANGUAGE – II	3	6	50	50	100
	II	Part - II	ENGLISH – II	3	4	50	50	100
	III	Core III	ROMANTIC AGE	4	5	50	50	100
		Core IV	INDIAN WRITING IN ENGLISH	4	5	50	50	100
		Allied II	HISTORY OF ENGLISH LITERATURE II	5	6	50	50	100
	IV	Skill	READING AND WRITING SKILLS	3	2	50	50	100
		NME II	CREATIVE WRITING	2	2	50	50	100
<b>CREDIT TOTAL =24/ TOTAL HOURS PER WEEK: 30</b>								
III	III	Part- I	LANGUAGE – III	3	6	50	50	100
		Part - II	ENGLISH – III	3	4	50	50	100
		Core V	SHAKESPEARE	4	6	50	50	100
		Core VI	VICTORIAN AGE	4	6	50	50	100
		Allied III	LITERARY FORMS	5	6	50	50	100
	IV	Skill	PERSONALITY ENRICHMENT	3	2	50	50	100
<b>CREDIT TOTAL =22/ TOTAL HOURS PER WEEK: 30</b>								
IV	III	Part- I	LANGUAGE – IV	3	6	50	50	100
		Part - II	ENGLISH – IV	3	4	50	50	100
		Core VII	MODERN AGE	4	5	50	50	100
		Core VIII	ENGLISH PHONETICS AND PHONOLOGY	4	5	50	50	100
		Allied IV	MEDIA AND COMMUNICATION	5	6	50	50	100
	IV	Skill Based	COMPUTING SKILLS	3	2	50	50	100
			EVS	2	2		100	100
<b>CREDIT TOTAL =24/ TOTAL HOURS PER WEEK: 30</b>								

V	III	Core IX	AMERICAN LITERATURE	4	6	50	50	100
		Core X	AN INTRODUCTION TO LINGUISTICS	4	6	50	50	100
		Core XI	WOMEN'S WRITING	4	6	50	50	100
		Core XII	LITERARY CRITICISM	4	6	50	50	100
		IDE (Elective I)	TRAVEL WRITING	5	6	50	50	100
	IV		VALUE EDUCATION	2			100	100
<b>CREDIT TOTAL =23/ TOTAL HOURS PER WEEK: 30</b>								
VI	III	Core XIII	INDIAN LITERATURES IN TRANSLATION	4	6	50	50	100
		Core XIV	EUROPEAN DRAMA	4	6	50	50	100
		Core XV	WORLD LITERATURE	4	6	50	50	100
		Elective II	MODERN LATIN AMERICAN LITERATURE	5	6	50	50	100
		Elective III	INTERPRETATION OF LITERATURE	5	6	50	50	100
	V		EXTENSION ACTIVITIES	1				
<b>CREDIT TOTAL =23/ TOTAL HOURS PER WEEK: 30</b>								
<b>OVERALL CREDIT TOTAL =140 /TOTAL HOURS PER WEEK: 180</b>								

# **SEMESTER I**

**PART III ENGLISH  
I YEAR - SEMESTER I  
CORE PAPER I- AGE OF CHAUCER**

<b>SUBJECTCODE: 16UEGLC01</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

**Objectives:**

- To introduce students to poetry, prose and drama in the respective ages of Literature by the respective writers
- To explicate specific literary texts.

**UNIT I**

**Prose** (12 HOURS)

1. Francis Bacon - Of Truth, Of Studies & Of Friendship

**UNIT II**

**Prose** (12 HOURS)

1. The Book of Job - Old Testament (Authorised Version) (non-detailed)

**UNIT III**

**Poetry** (12 HOURS)

1. 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
2. Edmund Spenser –Prothalamion (lines 1 – 54)
3. Sir Philip Sidney-Astrophel and Stella (Sonnets 5 & 10)
4. John Donne -The Sun Rising, Valediction forbidding mourning

**UNIT IV**

**Drama** (12 HOURS)

1. Christopher Marlowe -Dr. Faustus
2. Ben Jonson – Everyman in his humour (non-detailed)

**UNIT V**

**Fiction** (12 HOURS)

1. Sir Thomas More- Utopia (non-detailed)

**Methodology**

1. Class lectures and discussions.
2. Assignments – paper presentations
3. Listening to recorded poetry
4. Presentation and seminars

**Reading List:**

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

**Instructional Hours: 5 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practicals</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

**PART III ENGLISH  
I YEAR - SEMESTER I  
CORE PAPER II- RESTORATION AGE**

<b>SUBJECTCODE: 16UEGLC02</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

**Objectives:**

- To introduce students to poetry, prose and drama in the respective ages of Literature by the respective writers.
- To explicate specific literary texts.

**UNIT I (12 HOURS)**

**Prose:**

1. Charles Lamb - Dissertation upon Roast pig
2. Joseph Addison - Character of Will Wimble
3. Richard Steele -The Spectator Club

**UNIT II (12 HOURS)**

**Poetry**

1. John Milton - Paradise Lost -Book II (lines 1- 200)

**UNIT III (12 HOURS)**

**Poetry**

1. Alexander Pope -The Rape of the Lock (lines 121-148))
2. John Dryden -Alexander's feast
3. Thomas Gray -Elegy written in a Country Churchyard

**UNIT IV (12 HOURS)**

**Drama:**

1. Richard B Sheridan - The School for Scandal

**UNIT V (12 HOURS)**

**Fiction:**

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

**Methodology**

1. Class lectures and discussions
2. Groupwork-analysis and summary
3. Seminars and paper presentations

**Reading List:**

1. NL Hailward, MA Cantab & SC Hill. Ed. *Essays of Elia*. Trinity, New Delhi. 1895.Vrinda Nabar. Ed.
2. Paradise Lost – Book I &II. Ed. Vrinda Nabar. Orient Blackswan. 1978.

**Instructional Hours: 5 per week**



**Question paper pattern:**

SECTION	Question component	Numbers	Marks	Total
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Practical
<b>Section A</b>	<b>Unit - 1</b>	3	
	<b>Unit- 2</b>	3	
	<b>Unit- 3</b>	2	
	<b>Unit- 4</b>	2	
	<b>Unit- 5</b>	2	
<b>Section B</b>	<b>Unit - 1</b>	2	
	<b>Unit- 2</b>	1	
	<b>Unit- 3</b>	1	
	<b>Unit- 4</b>	1	
	<b>Unit- 5</b>	2	
<b>Section C</b>	<b>Unit - 1</b>	2	
	<b>Unit- 2</b>	1	
	<b>Unit- 3</b>	1	
	<b>Unit- 4</b>	1	
	<b>Unit- 5</b>	1	

**PART III ENGLISH  
I YEAR - SEMESTER I**

**ALLIED I – PAPER I HISTORY OF ENGLISH LITERATURE – 1 (1500 – 1798)**

<b>SUBJECT CODE:16UGLA01</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDITS: 5</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives:**

The scope of the paper is to help students gain knowledge about the major writers of the different centuries, their characteristics and the major literary movements.

**UNIT I****Prose****(18 HOURS)**

1. Early Prose - More, Sidney, Bacon,
2. Beginnings of Modern English Prose - Dryden, Addison, Steele, Goldsmith, Swift, Johnson  
Romantic Age - Lamb, Hazlitt, Dequincy

**UNIT II****Poetry****(18 HOURS)**

1. 14th Century - Chaucer
2. Elizabethan & Jacobean Poetry - Characteristics with reference to Spenser, Shakespeare, Donne Caroline Age & Milton - Milton
3. Neo – Classical - Characteristics with reference to Dryden and Pope
4. Pre – Romantics - Characteristics with reference to Gray, Blake, Collins, Burns

### **UNIT III**

#### **Drama**

**(18 HOURS)**

1. Early Drama - Liturgical drama, Mystery, Miracle, Morality, Interludes
2. Elizabethan & Jacobean Drama - Characteristics with reference to University wits, Marlowe, Shakespeare, Jonson
3. Restoration Drama - Characteristics with reference to Congreve, Wycherley Sentimental comedy - Characteristics with reference to Addison, Cumberland
4. Anti – sentimental comedy – Characteristics with reference to Goldsmith, Sheridan

### **UNIT IV**

#### **Novel**

**(18 HOURS)**

1. Early English novel - Elizabethan Romances, Bunyan
2. 18th Century Novel - Defoe, Richardson, Fielding, Sterne, Smollett Greene, Golding

#### **Methodology**

1. Class lectures
2. Self-reading and note-making.
3. Paper presentations

#### **Reading List:**

1. W. H. Hudson –An Outline History of English Literature  
Edward Albert- History of English Literature
2. Compton Rickett – A History of English Literature

**Instruction Hours: 6 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>3</b>	
	<b>Unit- 4</b>	<b>3</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>2</b>	

## NON-MAJOR ELECTIVE

### TECHNICAL WRITING

<b>SUBJECTCODE:16UNME01Q</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: I</b>	<b>CREDITS: 2</b>	<b>TOTAL NO OF HOURS: 24</b>

#### Objectives:

- To give an exposure about the essential features of language and communication
- To instill excellent writing skills in the learners.

1. **Communication:** Language and communication, differences between speech and writing, distinct features of speech, distinct features of writing. **(8 HOURS)**
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. **(8 HOURS)**
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. **(8 HOURS)**

#### Methodology

1. Class Lectures
2. Discussion
3. Sample writings in class

#### Recommended Reading:

1. M. Frank. *Writing as thinking: A guided process approach, Englewood Cliffs*, Prentice HallReagents.
2. L. Hamp-Lyons and B. Heasley: *Study Writing; A course in written English*. For academicand professional purposes, Cambridge Univ. Press.
3. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: *A comprehensive grammar of the Englishlanguage*, Longman, London.
4. Daniel G. Riordan & Steven A. Panley: *“Technical Report Writing Today”* - Biztaantra.Additional Reference
5. Daniel G. Riordan, Steven E. Pauley, Biztantra: *Technical Report Writing Today*, 8thEdition (2004).

**Instruction Hours: 2 per week**

**Question paper pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Answer in Detail</b> Answer any 5 out of 10 questions	1 – 10	20	<b>100</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	4	

# **SEMESTER II**

**PART III ENGLISH**  
**I YEAR - SEMESTER II**  
**CORE PAPER III- ROMANTIC AGE**

<b>SUBJECTCODE: 16UEGLC03</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

**Objectives:**

- To introduce students to poetry, prose and drama in the respective ages of Literature by the respective writers.
- To explicate specific literary texts.

**UNIT I** **(12 HOURS)**

**Prose:**

1. Willaim Hazlitt – On the Ignorance if the Learned
2. Charles Lamb - The Old and the New Schoolmaster

**UNIT II**

**Poetry**

**(12 HOURS)**

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

**UNIT III**

**Poetry**

**(12 HOURS)**

1. William Wordsworth – Ode on Intimations of Immortality’
2. Samuel Taylor Coleridge -Rime of the Ancient Mariner.
3. P. B. Shelley - Ode to a Skylark

**UNIT IV**

**Drama**

**(12 HOURS)**

1. Lord Byron - Manfred

**UNIT V**

**Fiction**

**(12 HOURS)**

1. Mary Shelley – Frankenstein (Non-detailed)

**Methodology**

1. Class lectures and discussions
2. Group work for analysis and summary Seminars and Paper Presentations Listening to recorded poetry.
3. 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 Radha Acharya. Trinity Press. 1991.
3. Selected Poems. Jainco Publishers, New Delhi.

**Instruction hours: 5 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	



**SEMESTER-II**  
**CORE PAPER IV – INDIAN WRITING IN ENGLISH**

<b>SUBJECT CODE: 16UEGLC04</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

**Objectives:**

- To introduce students to poetry, prose and drama in the respective ages of Literature by the respective writers.
- To explicate specific literary texts.

**UNIT I**

**Prose**

**(10 HOURS)**

1. Swami Vivekananda – The Secret of Work
2. Jawaharlal Nehru – Kamala
3. Nirad C Chaudhuri – My Mother
4. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*

**UNIT II**

**(10 HOURS)**

**Poetry**

1. Toru Dutt – Our Casuarina Tree
2. Sarojini Naidu – Palanquin Bearers
3. A.K. Ramanujan – Small-scale Refections on a Great House
4. Kamala Das – An Introduction

**UNIT III**

**(10 HOURS)**

**Poetry**

1. Nissim Ezekiel – Goodbye Party to Miss Pushpa T. S
2. R. Parthasarathy – From *Homecoming* 1,3 & 4
3. Jayantha Mahapatra – Hunger
4. Eunice De Souza – Varca 1942

**UNIT IV**

**Drama**

**(15 HOURS)**

1. Girish Karnad – Nagamandala

**UNIT V**

**Fiction**

**(15 HOURS)**

1. Kiran Desai – The Inheritance of Loss (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.

**5. 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.

**Instruction Hours: 5 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

**PART III ENGLISH**  
**I YEAR - SEMESTER II**  
**ALLIED I – PAPER II - HISTORY OF ENGLISH LITERATURE -2**  
**(1798 – Present Day)**

<b>SUBJECT CODE:16UEGLA02</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDITS: 5</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives:**

- The scope of the paper is to help students gain knowledge, about the major writers of the different centuries, their characteristics and the major literary movements.

**UNIT I (18 HOURS)**

**Prose**

1. Victorian Age – Carlyle, Ruskin, Arnold, Macaulay
2. 20<sup>th</sup> Century Age – Orwell, Huxley, Gardiner, Lynd, Chesterton

**UNIT II (18 HOURS)**

**Poetry**

1. Romantic Poetry – Revolt and Revival – Characteristics with reference to Wordsworth, Coleridge, Byron, Shelley, Keats
2. Victorian Poetry - General characteristics with particular reference to Tennyson, Arnold, Browning, Rossetti, Morris, Swinburne
3. 20<sup>th</sup> Century – Hopkins, Wilfred Owen, Siegfried Sassoon, T. S. Eliot, Yeats, Auden, Spender, Macneice, Cecil Day Lewis, Larkin, Hughes, R. S. Thomas, Thomas Gunn

**UNIT III**

**Drama**

**(18 HOURS)**

1. Revival of Drama – Oscar Wilde
2. 20<sup>th</sup> Century – Various dramatic movements with reference to Shaw, T. S. Eliot, Synge, Galsworthy, Beckett, Brecht, Osborne

**UNIT IV**

**Novel**

**(18 HOURS)**

1. Victorian Age – Dickens, Thackeray, George Eliot, Bronte sisters, Stevenson, Hardy
2. 20<sup>th</sup> Century – Conan Doyle, Wells, Lawrence, Orwell, Virginia Woolf, Conrad, Maugham, Greene, Golding

**Methodology**

1. Class lectures
2. Self-study and note-making.
3. Paper Presentations

**Reading List:**

1. W. H. Hudson – An Outline History of English Literature.
2. Edward Albert – History of English Literature
3. Crompton Rickett – A History of English Literature

**Instruction Hours: 6 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>3</b>	
	<b>Unit- 4</b>	<b>3</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>2</b>	

**PART III ENGLISH I YEAR SEMESTER II  
NON-MAJOR ELECTIVE PAPER  
CREATIVE WRITING**

<b>SUBJECT CODE:16UNME02Q</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: II</b>	<b>CREDITS: 2</b>	<b>TOTAL NO OF HOURS: 24</b>

**Objective:**

To provide scope for students, to enrich their excellence with proficiency in creative writing.

**UNIT I:**

Various Kinds of Writing **(5 HOURS)**

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

**UNIT II:** **(5 HOURS)**

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

**UNIT III: Practice 1** **(5 HOURS)**

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

**UNIT IV: Practice 2** **(5 HOURS)**

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

**UNIT V:** **(4 HOURS)**

1. Film Review
2. Book Review

**Methodology**

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

**Recommended Reading:**

1. *Creative writing: A Beginner's Manual* by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.

**Instruction Hours: 2 per week**

**Question paper pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Answer in Detail</b> Answer any 5 out of 10 questions	1 – 10	20	<b>100</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
Section A	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	

# **SEMESTER III**

**II YEAR – SEMESTER III  
CORE PAPER V- SHAKESPEARE**

<b>SUBJECT CODE: 16UEGLC05</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

**Objectives:**

- To introduce students to poetry, prose and drama in the respective ages of Literature by the respective writers
- To explicate specific literary texts.

**UNIT I**

Introduction  
Elizabethan Stage (12 HOURS)  
Characters -Women Characters, Villains, Clowns and Fools Sonnets.  
Shakespearean Comedy  
Shakespearean Tragedy  
Historical Plays  
Dark Comedies and Last plays

**UNIT II**

As you Like It (Non-detailed) (12 HOURS)

**UNIT III**

Macbeth (12 HOURS)

**UNIT IV**

Richard II (Non-detailed) (12 HOURS)

**UNIT V**

The Tempest (12 HOURS)

**Methodology**

Detailed study of the plays.  
Enacting scenes from the plays by students.  
Discussions, Seminars & Paper presentations

**Reading List:**

1. Leech Clliford : 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, Dymphna (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.

**Instructional hours: 5 hrs per week**

**Question paper pattern:**

SECTION	Question component	Numbers	Marks	Total
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Practical
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

**II YEAR – SEMESTER III  
CORE PAPER VI- VICTORIAN AGE**

<b>SUBJECT CODE: 16UEGLC06</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

**Objectives:**

- To introduce students to poetry, prose and drama in the respective ages of Literature by the respective writers
- To explicate specific literary texts.

**UNIT I**

**Prose:**

**(12 HOURS)**

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

**Unit II**

**Poetry:**

**(12 HOURS)**

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

**Unit III**

**Poetry**

**(12 HOURS)**

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

**Unit IV**

**Drama:**

**(12 HOURS)**

1. Oscar Wilde -The Importance of Being Earnest

**Unit V**

**Fiction**

**(12 HOURS)**

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.
4. Viewing movie adaptations

**Reading List:**

1. Five Centuries of Poetry. Ed. CN Ramachandran and Radha Achar. 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.

**Instructional Hours: 5 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

**II YEAR – SEMESTER III  
ALLIED III - LITERARY FORMS**

<b>SUBJECTCODE: 16UEGLA03</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: III</b>	<b>CREDITS: 5</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives:**

To give an exposure to the students about the different styles used by the writers, and which constitute the literary family tree.

**UNIT I**

**Literary terms (14 HOURS)**

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**

Lyric, Ballad, Ode, Sonnet, Elegy, Epic, Idyll (14 HOURS)

**UNIT III**

**Drama**

Tragedy, Comedy, One act play, Absurd Drama, Melodrama, Epic theatre, Miracle play, Tragi-comedy (14 HOURS)

**UNIT IV**

**Novel**

Detective novel, Stream of Consciousness Novel, Historical novel, Science fiction, Picaresque nove, Sentimental novel, Psychological novel, Epistolary novel (15 HOURS)

**UNIT V**

**Essay**

Personal essay, Critical essay, Periodical essay, Aphoristic essay, Character essay, Short story, Biography, Autobiography, Criticism (15 HOURS)

**Methodology**

Class lectures and discussions.

Paper presentations

**Reading List:**

M H Abrams .*A Glossary of Literary Terms*

**Instructional Hours: 6 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

# **SEMESTER IV**

## CORE PAPER VII- MODERN AGE

<b>SUBJECT CODE: 16UEGLC07</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: IV</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

### Objectives:

- To introduce students to poetry, prose and drama of 20<sup>th</sup> Century writers
- To explicate specific literary texts

### UNIT I (12 HOURS)

#### Prose:

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

### UNIT II (12 HOURS)

#### Poetry:

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

### UNIT III (12 HOURS)

#### Poetry

1. D.H Lawrence - Snake
2. Walter De La Mare – The Ghost
3. Philip Larkin - Church Going

### UNIT IV (12 HOURS)

#### Drama:

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

### UNIT V (12 HOURS)

#### Fiction: (Novel & Short Story)

1. E. M. Forster-A Passage to India

### 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 Radha Achar. Trinity Press. 1991.
2. Selected Poems. Jainco Publishers, New Delhi.

**Instructional Hours: 6 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	



**II YEAR SEMESTER IV**  
**CORE PAPER VIII – ENGLISH PHONETICS AND PHONOLOGY**

<b>SUBJECT CODE: 16UEGLC08</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: IV</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 60</b>

**Objectives:**

- To enrich students' knowledge about the speech sounds that constitute the fundamental components of the English language.
- To create the exposure for the practical application of the system of speech sounds.

**UNIT I**

An Introduction to Phonetics and Phonology **(12 HOURS)**

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

**UNIT II**

**(12 HOURS)**

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 HOURS)**

Description of Vowels – Pure Vowels – Three Term Label – Cardinal Vowel, Vowel Chart, Description of Individual Vowels  
Description of Semi vowels  
Diphthongs – Description of Diphthongs

**UNIT IV**

**(12 HOURS)**

Transcription – Narrow and Broad  
Syllable, Syllable Division, Syllabic Structure, Consonant Clusters, Arresting and Releasing Consonants  
Supra segmental Phonemes  
Stress – Word Stress, Sentence Stress, Rhythmic Stress Intonation –  
Tone Group, Tone Syllable, Tone (Static and Kinetic)

**Exercises – 30 Marks**

**Practical Exercises**

**(12 HOURS)**

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
2. Balasubramanian T – A Text Book of English Phonetics for Indian Students – A Work Book
3. R K Bansal and J B Harrison – Spoken English
4. Lalitha Ramamurthi – A History of English Language and Elements of Phonetics
5. T Balasubramanian – English Phonetics for Indian Students – A Workbook
6. Exercises in Spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL

**Instructional hours: 6 hours per week**

**Question paper pattern:**

SECTION	Question component	Numbers	Marks	Total
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Practical
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

**II YEAR SEMESTER IV  
ALLIED IV - MEDIA AND  
COMMUNICATION**

<b>SUBJECT CODE: 16UEGLA04</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: IV</b>	<b>CREDITS: 5</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives:**

- To introduce students to the various aspects of Media and the importance of communication
- To teach the students the rudiments of advertisements and to write for the media.

**UNIT I.**

**Introduction to Mass Communication (14 HOURS)**

1. What is Communication?
2. Mass Communication and Globalization
3. Forms of Mass Communication
4. Barriers to communication
5. Interpersonal, group and mass communication

**UNIT II**

**Advertisement (14 HOURS)**

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements
4. Concept of storyboards and their importance

**UNIT III**

**Media Writing (14 HOURS)**

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
  - Editing for Print and Online Media
  - Feature writing: Photo journalism and Cartoons
  - Investigative, Sports and development journalism

**UNIT IV**

**Introduction to Cyber Media and Social Media (15 HOURS)**

1. Internet and its contribution to Journalism
2. Types of Social Media
3. The Impact of Social Media
4. Introduction to Cyber Media
5. Creating a website

**UNIT V**

**Cyber Media and Social Media (15 HOURS)**

1. Social networking sites- Face book, Orkut, Twitter
2. Virtual Journalism
3. Blogging – self expression
4. Print -Media Challenges against Electronic Media and New Media
5. Draw backs

**Methodology**

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

**Instruction hours 6 per week**

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practical</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

# **SEMESTER V**

**III YEAR - SEMESTER V**  
**CORE PAPER IX AMERICAN LITERATURE**

<b>SUBJECT CODE: 16UEGLC09</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives:**

- To help students acquire knowledge about English drama and prose written by American writers.
- To explicate specific literary texts

**UNIT I: Prose:**

1. Edgar Allan Poe -The Philosophy of Composition **(14 Hours)**
2. R.W. Emerson, The American Scholar
3. H.D.Thoreau- Walden pond

**UNIT II: Poetry:** **(14 Hours)**

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

**(14 Hours)**

**UNIT III: Poetry**

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

**UNIT IV: Drama:** **(15 Hours)**

1. Arthur Miller – The Death of a Salesman

**UNIT V: Fiction:(Novel & Short Story)** **(15 Hours)**

1. William Faulkner- The Sound and the Fury
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 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).

Instruction hours 5 per week

**Question paper pattern:**

<b>SECTION</b>	<b>Question component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Practicals</b>
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

**CORE PAPER X**  
**AN INTRODUCTION TO LINGUISTICS**

<b>SUBJECTCODE:16UEGLC10</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives**

To facilitate students to gain knowledge about the origin and features of the English language with a creative aspect and scientific approach.

**UNIT I (14 HOURS)**

Introduction - Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glotto Genetics. What is Linguistics? – Linguistics as a science – Synchronic and Diachronic Approaches. 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, Inter changeability, Specialization, Non directionality.

**UNIT II**

Morphology, Syntax and Semantics (Word Meaning) **(14 HOURS)**

Word - Morphemes – Free Morphemes and bound Morphemes – Prefix and suffix – Inflectional and Derivational – Allomorphs - Zero morphemes – Morphological Study of words  
Language Variation – Dialect, Standard and Non – Standard, Isoglosses, Dialect Boundaries, Bilingual, Bidialectal, Idiolect, Register, Lingua Franca, Pidgin, Creole, The Post Creole Continuum  
Language Change – Protos – Family relationship - Cognates – Comparative Reconstruction

**UNIT III**

Grammar **(14 HOURS)**

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

**UNIT IV**

Language Learning Skills **(15 HOURS)**

Listening, Speaking, Reading and Writing (LSRW) & their sub-skills

**UNIT V**

Structural analysis – IC Analysis - Labelled Tree diagram - Using IC analysis to disambiguate simple sentences - Deep and Surface Structure

Word Meaning, Association, connotation, collocation, Semantic Field

**Methodology**

Class lectures

Practice sessions

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., NewDelhi. 1999.

**Reference Books:**

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

**Instructional Hours: 5 per week****Question paper pattern:**

SECTION	Question component	Numbers	Marks	Total
<b>Section A</b>	<b>Short answer</b> Answer any 10 out of 12 questions	1 - 12	3	<b>30</b>
<b>Section B</b>	<b>Answer in brief</b> Answer any 5 out of 7 questions	13 - 19	6	<b>30</b>
<b>Section C</b>	<b>Answer in detail</b> Answer any 4 out of 6 questions	20 - 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Practicals
<b>Section A</b>	<b>Unit - 1</b>	<b>3</b>	
	<b>Unit- 2</b>	<b>3</b>	
	<b>Unit- 3</b>	<b>2</b>	
	<b>Unit- 4</b>	<b>2</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section B</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>2</b>	
<b>Section C</b>	<b>Unit - 1</b>	<b>2</b>	
	<b>Unit- 2</b>	<b>1</b>	
	<b>Unit- 3</b>	<b>1</b>	
	<b>Unit- 4</b>	<b>1</b>	
	<b>Unit- 5</b>	<b>1</b>	

## CORE XI WOMEN'S WRITING

<b>SUBJECTCODE:16UEGLC11</b>	<b>THEORY</b>	<b>MARKS: 100</b>
<b>SEMESTER: V</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 72</b>

### Objectives:

- To introduce students to poetry, prose and drama by Women writers of the different centuries.
- To explicate specific literary texts.

### UNIT I

(15 HOURS)

#### Prose:

1. Betty Friedan “ The Crisis in Women's Identity” From *The Feminine Mystique* Chapter 3
2. Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.
3. 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.
4. Rajeswari Sunderrajan “ Real and Imagined women”
5. 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. 191–2

### UNIT II

#### Poetry

(14 HOURS)

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

(14 HOURS)

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

(14 HOURS)

#### Fiction

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

### Unit V

(15 HOURS)

#### Drama

1. C.S. Lakshmi- *Crossing the River* (From *Staging Resistance*)
2. Mahashweta Devi- ‘Draupadi’, tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002) (Non-detail)

### 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 Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

### Methodology

Class lectures and discussions  
Paper Presentations and Seminars  
Watching Movie clips

**Instructional Hours: 5 per week**

### Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
Section B	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>40</b>
Section C	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	20	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

### Distribution of Questions:

Sections	Units	No. of Questions	
		Theory	Problems
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

## PART III- ENGLISH

### III YEAR – SEMESTER V- CORE PAPER XII

#### LITERARY CRITICISM

CREDITS: 4

<b>SUBJECT CODE : 16UEGLC12</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: V</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 72</b>

#### Objectives:

- To make students realize the role of critics in the study of literature.
- To make familiar the students about the different aspects of criticism in literature.
- To introduce the students to basic texts in criticism, relating to various movements and schools of thought
- To enhance and nurture critical thinking of the students, in the study of literature

#### UNIT I

(18 HOURS)

##### Classical Criticism

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

(18 HOURS)

##### Indian Aesthetics

Theory of Rasa, Vyanjana and Alankara.

1. Das Gupta, S.N. "The Theory of Rasa", (pp 191 -196) in Indian Aesthetics : An Introduction ed.. V.S.Sethuraman, Macmillan, India, 1992.
2. Kuppuswami Sastri. "The Highways of Literary Criticism in Sanskrit" (pp 173 - 190), in Indian Aesthetics : An Introduction ed.. V.S. Sethuraman, Macmillan, India, 1992.
3. Raghavan, V. "Use and Abuse of Alankara"(pp 235 - 244) in Indian Aesthetics An Introduction. India , Macmillan, 1992.

#### UNIT III

(18 HOURS)

##### English Criticism

This unit makes the students familiar with an insight to renowned critics and their approaches in bringing out critical studies in the numerous works of English writers

#### UNIT IV

(18 HOURS)

In this unit, students are exposed to the art of critically analysing short poems and short stories in terms of theme, diction, tone, figures of speech, imagery etc.

## **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. 293-29

## **CORE BOOKS**

1. *English Critical Texts*. Ed. DJ Enright & Ernst De Chickera. OUP Madras. 1962.
2. 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.
3. Eliot, T S. “Tradition and Individual Talent” in *English Critical Texts* Madras, 1962 pp 293 -301.

## **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. 4 Literary Terms and Criticism Peck, John et al Macmillan: India, 1993.
5. An Introduction to English Criticism - Prasad, B India: Macmillan, 1965.
6. Beginning Theory - Barry, Peter. Manchester and New York:Manchester University Press. 1995
7. Structuralism and Semiotics - Hawks, Terrence New Accents, 2003
8. The Poetry Hand Book - Lennard, John Oxford University Press, 2008
9. A History of Literary Criticism - Blamires, Harry Delhi:Macmillan,1991
10. Contemporary Literary Theory: A Student’s Companion - Krishna Swamy, et al N Delhi:Macmillan, 2001
11. Literary Criticism: A Das,B.B. et al New Delhi, OxfordReading University press, 1985
12. The English Critical Tradition. Sethuraman V. S & Ramaswamy S. Delhi: Macmillan, 1977
13. An Introduction to the Study of literature - Hudson, W.H.
14. Literature Criticism and Style - Croft, Steven et al. Oxford University press, 1997
15. Literary Theory : The Basics - Bertens, Hans Routledge, 2001
16. Literary Theory for the Perplexed - Klages, Mary India: Viva Books, 2007

## **WEB RESOURCES**

[www.literatureclassics.com/ancientpaths/litcrit](http://www.literatureclassics.com/ancientpaths/litcrit)

[.html www.textec.com/criticism.html](http://.html www.textec.com/criticism.html)

[www.ipl.org/div/litcrit](http://www.ipl.org/div/litcrit)

[www.assumption-edu/users/ady/HHGateway/Gateway/Approaches.html](http://www.assumption-edu/users/ady/HHGateway/Gateway/Approaches.html)

**Instructional hours: 6 per week**

**Question paper pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	20	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	3	
	Unit – 4	3	
Section B	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	2	
Section C	Unit – 1	2	
	Unit – 2	2	
	Unit – 3	1	
	Unit – 4	1	

## ELECTIVE PAPER I- TRAVEL WRITING

<b>SUBJECT CODE :16UEGLE01</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: V</b>	<b>CREDITS: 5</b>	<b>TOTAL NO OF HOURS: 72</b>

### Objectives:

**CREDITS: 5**

- To enable students to write Travelogues as a different genre of Literature.
- To expose students to the Travel and Tourism guide vocation

### UNIT I

**(14 HOURS)**

Chapters 1, 2, 3 from Travel writing by Carl Thompson  
Introduction  
Defining the genre

### UNIT II

**(14 HOURS)**

Travel writing through the ages- An overview

### UNIT II

**(14 HOURS)**

Articles in travel magazines  
Columns in Newspapers describing actual experiences

### UNIT IV

**(15 HOURS)**

Application – Writing Travelogues by students

### UNIT V

**(15 HOURS)**

Mark Twain: The Innocent Abroad (Chapter VII, VIII & IX). Wordsworth Classic Edition.

### Methodology

Class discussions  
Paper presentations  
Debates

### Reference Books:

1. Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29
2. Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.
3. "Travelling to write" by Peter Hulme
4. "Travel Writing and Gender" by Susan Basnett
5. "Travel Writing and Ethnography" by Joan Pau Rubes

**Instructional hours: 5 per week**

**Question paper pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	20	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	



# **SEMESTER VI**

**CORE PAPER XIII**  
**INDIAN LITERATURES IN TRANSLATION**

<b>SUBJECT CODE : 16UEGLC13</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: VI</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives:**

- To introduce the students to the manifold Indian Literatures through translated sources
- To emphasize the literary value and cultural significance of the study.
- To expose students to a cross-culture perspective in the study.

**UNIT I**

Background Study

**(14 HOURS)**

**UNIT II**

**Prose**

**(14 HOURS)**

1. Who is the Buddha - An extract from Periyar on Buddhism (Critical Quest, NewDelhi)
2. Buddha Bose - An Extract from An Acre of Green Grass – A Review of Modern Bengali Literature (The Picador Book of Modern Indian Literature Ed. Amit Chaudhuri)
3. Namwar Singh, 'Decolonising the Indian Mind'

**Unit III**

**Poetry**

**(14 HOURS)**

1. Rabindranath Tagore -The dialogue between Karna and Kunti (Bengali)
2. Amrita Pritam I will meet you yet again (Punjabi)
3. Harivansh Rai Bachchan There was a star (Hindi)
4. Gopalakrishna Adiga - Do Something, Brother (Kannada)
5. A. Jayaprabha - Stares (Telugu)  
Bharatiyar Freedom-The Sparrow (Tamil)

**UNIT IV**

**Drama**

**(15 HOURS)**

1. Shakuntala Act IV Kalidasa
2. Rudaali Mahasweta Devi (Non-detailed)

**UNIT V**

**Fiction**

**(15 HOURS)**

1. Premchand: The Shroud (Hindi) (Non-detailed)
2. Ambai: A Kitchen in the Corner of the House (Tamil) (Non-detailed)
3. Vaikom Muhammad Basheer: Birthday (Malayalam) (Non-detailed)
4. U R Ananthamurthy : Samskara (Non-detailed)

**Methodology**

Class lectures and discussions

Group work for analysis and summary.

Seminars and paper presentations

Viewing movie adaptations

**Reading List:**

1. Mohanty, J. M., *Indian Literature in English Translation*. Mysore: CIIL, 1984.
2. Dasgupta, S.N., *Fundamentals of Indian Literature*. Bombay: Bharatiya Vidya Bhavan, 1971.
3. Raghavan V. & Nagendra, *An Introduction to Indian Poetics*. Bombay: Macmillan, 1970. Paper 1: *Modern Indian Writing in English Translation*
4. Premchand 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Assaduddin (New Delhi: Penguin/Viking, 2006).
5. Ismat Chughtai 'The Quilt', in *Lifting the Veil: Selected Writings of Ismat Chughtai*, tr. M. Assaduddin (New Delhi: Penguin Books, 2009).
6. Gurdial Singh 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).
7. Fakir Mohan Senapati 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. Kishori Charan Das (Delhi: Srishti Publishers, 2000).
8. Rabindra Nath Tagore 'Light, Oh Where is the Light?' and 'When My Play was with thee', in *Gitanjali: A New Translation with an Introduction by William Radice* (New Delhi: Penguin India, 2011).
9. G.M. Muktibodh 'The Void', (tr. Vinay Dharwadker) and 'So Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).
10. Amrita Pritam 'I Say Unto Waris Shah', (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
11. Dharamveer Bharati *Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
12. G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient BlackSwan, 2010)
13. Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, no. 151 (Sept./Oct. 1992)
14. B.R. Ambedkar, *Annihilation of Caste* in *Dr. Babasaheb Ambedkar: Writings and Speeches*, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, & 14.
15. Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
16. G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1–5.

**Reference Books:**

- Dharwad, Vinay and A.K. Ramanujam *The Oxford Anthology of Modern Indian Poetry*. New Delhi: OUP, 1994
- Ramanujam, A.K. *Interior Landscape: Love Poems from a Classical Tamil Anthology*, Delhi, OUP, 1994.
- Tharu, Susie J. *Subject to Change: Teaching Literature in the Nineties*. New Delhi: Orient Longman, 1998.

**Instructional Hours: 6 Hours per week**

**Question paper pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

## CORE –XIV

### EUROPEAN DRAMA

<b>SUBJECT CODE : 16UEGLC14</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: VI</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 72</b>

#### Objectives:

- To enrich students' interest with detailed knowledge and understanding of the texts and extracts studied, with an independent and intelligent approach to the complex questions and issues arising thereafter.
- To expose students to wider perspectives of the social, cultural and historical studies of the period.

**UNIT I** (14 Hours)  
Henrik Ibsen: A Doll's House(Non-Detailed)

**UNIT II** (14 Hours)  
Bertolt Brecht: Mother Courage and her Children

**UNIT III** (14 Hours)  
Samuel Beckett: Waiting for Godot

**UNIT IV** (15 Hours)  
Eugene Ionesco: Rhinoceros (Non-Detailed)

**UNIT V** (15 Hours)  
Luigi Pirandello: Six Characters in Search of an Author (1921) (Non-Detailed)

#### 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)
6. Orr, J Tragic Drama and Modern Society (Macmillan, 1989)
7. Styan, J.L. The Elements of Drama (Cambridge University Press, 1973)
8. ed. Wager, W The Playwrights Speak (Longman, 1969)  
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)  
compiled by Page, M File on Pinter (Methuen, 1993)
8. Plunka, G.A. Roles, Rites and Rituals In the Theater (Associated University Presses, 1988)
9. Styan, J.L. The Dark Comedy (Cambridge University Press, 1968)
10. Williams, R Modern Tragedy (Chatto, 1966)

**Instructional hours 6 per week**

**Question paper pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	20	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Problems
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

## CORE –XV

### WORLD LITERATURE

<b>SUBJECT CODE :16UEGLC15</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: VI</b>	<b>CREDITS: 4</b>	<b>TOTAL NO OF HOURS: 72</b>

#### Objectives:

- To acquaint students with masterpieces in world literature across nations, in various languages.
- To familiarize students, the existence of great works of imagination in the Western ~~lay~~ landscape so it serves as an effective backdrop for the study.

#### UNIT I.

**Introduction to World Literature – Goethe on “World Literature” (14 Hours)**

#### UNIT II

**Prose (14 Hours)**

Rousseau- Discourse

Albert Camus – Betwixt and Between

#### UNIT III.

**Poetry (14 Hours)**

1. Goethe - The Magic Net
2. Anna Akmathova - Solitude
3. Arthur Rimbaud- Tale
4. Schiller – Longing

#### UNIT IV

**(15 Hours)**

#### Drama

1. Antov Chekov - Ivanov
2. Moliere – The Miser (French)

#### UNIT V

**(15 Hours)**

#### Fiction

1. Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008)
2. Julio Cortazar, ‘Blow-Up’, in *Blow-Up and other Stories* (New York: Pantheon, 1985).
3. Kafka Metamorphosis

#### Methodology

Class lectures and discussions.

Seminars and Paper presentations.

Watching movie adaptations.

Enacting scenes

#### Reading List:

1. Sarah Lawall, ‘Preface’ and ‘Introduction’, in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
2. David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.
3. Franco Moretti, ‘Conjectures on World Literature’, *New Left Review*, vol.1 (2000), pp.54–68.

- Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

### Reference

- Gabriel Okara, 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132–3.
- Kishwar Naheed, 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.
- Shu Ting, 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).
- Jean Arasanayagam, 'Two Dead Soldiers', in *Fussilade* (New Delhi: Indialog, 2003) pp. 89–90.

### Instructional hours 6 per week

### Question paper pattern:

Section	Question Component	Numbers	Marks	Total
Section A	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
Section B	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>34</b>
Section C	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	20	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

### Distribution of Questions:

Sections	Units	No. of Questions	
		Theory	Problems
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	



**III YEAR SEMESTER VI**  
**ELECTIVE - PAPER II**  
**MODERN LATIN AMERICAN LITERATURE**

<b>SUBJECT CODE :16UEGLE02</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: VI</b>	<b>CREDITS: 5</b>	<b>TOTAL HOURS: 72</b>

**Objectives:**

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

**UNIT I (14 Hours)**

**Introduction**

Social, cultural, literary and historical background to the Latin Americas and Spain.  
 Major literary movements: Romanticism, Realism, Vanguardias, Post-Vanguardias,  
 The Boom and the New Novel,  
 Magic Realism  
 Spain: Art and Culture under Francisco Franco and post Franco- Spain

**UNIT II (14 Hours)**

**Prose**

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

**UNIT III (14Hours)**

**Poetry**

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 (15 Hours)**

**Fiction (Short story & Novel)** 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 (15 Hours)**

**Drama**

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

**Methodology**

Class lectures and discussions.

Seminars and Paper presentations,

Watching movie adaptations and Enacting scenes

**Reading List:**

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

**Instructional hours 6 per week**

**Question paper pattern:**

Section	Question Component	Numbers	Marks	Total
<b>Section A</b>	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	20	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

Sections	Units	No. of Questions	
		Theory	Problems
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

**III YEAR - SEMESTER VI  
ELECTIVE PAPER III  
INTERPRETATION OF LITERATURE**

<b>SUBJECT CODE :16UEGLE03</b>	<b>THEORY</b>	<b>MARKS 100</b>
<b>SEMESTER: VI</b>	<b>CREDITS: 5</b>	<b>TOTAL NO OF HOURS: 72</b>

**Objectives**

- To facilitate students to interpret an analysis of any content.
- To enable students to identify the literary devices in unfamiliar contexts.

**UNIT I**

**(14 Hours)**

Formal elements of Literature

Literature as Deviance – Literary Diction & Syntax

Image (Visual & Auditory) Images of Endorsement, Illustration and Evocation Image as objective

Correlative

Tone

**UNIT II**

**(14 Hours)**

Style Formal Operators; Ambivalence, ambiguity, Paradox, Irony etc. Metrical Analysis

Various aspects of English prosody like feet, metre, rhyme, stanza etc

**UNIT III**

**(14 Hours)**

Analyzing fiction

Narrative Techniques, Perspectives, Characterization

**UNIT IV**

**(15 Hours)**

Analyzing non- fiction Short story

**UNIT V**

**(15 Hours)**

Drama (Including One Act-Plays) – Characterization

**Methodology**

Class Lectures.

Paper presentations.

Practical sessions and discussions

**Recommended reading**

1. Millar, Robert and Ian Currie *The Language of Poetry*. London: Heinemann Educational 1970.
2. Millar, Robert and Ian Currie *The Language of Prose*. London: Heinemann Educational 1972
3. Sethuraman, v & CT Indira . Ed *Practical Criticism*. Chennai: Macmillan , 2002

**Instructional hours 6 per week**

**Question paper pattern:**

<b>Section</b>	<b>Question Component</b>	<b>Numbers</b>	<b>Marks</b>	<b>Total</b>
<b>Section A</b>	<b>Definition / Principles</b> Answer any 10 out of 12 questions	1 – 12	2	<b>20</b>
<b>Section B</b>	<b>Short Answer</b> Answer any 5 out of 7 questions	13–19	8	<b>40</b>
<b>Section C</b>	<b>Essay</b> Answer any 2 out of 4 questions	20– 25	10	<b>40</b>
<b>TOTAL MARKS</b>				<b>100</b>

**Distribution of Questions:**

<b>Sections</b>	<b>Units</b>	<b>No. of Questions</b>	
		<b>Theory</b>	<b>Problems</b>
Section A	Unit – 1	3	
	Unit – 2	3	
	Unit – 3	2	
	Unit – 4	2	
	Unit – 5	2	
Section B	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	2	
	Unit – 5	1	
Section C	Unit – 1	2	
	Unit – 2	1	
	Unit – 3	1	
	Unit – 4	1	
	Unit – 5	1	

**EXTENSION ACTIVITIES CREDITS: 1**