



# SACRED HEART COLLEGE (AUTONOMOUS)

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Ready for  
Every Good Work

A Don Bosco Institution of Higher Education, Founded in 1951 \* Affiliated to Thiruvalluvar University, Vellore \* Autonomous since 1987

Accredited by NAAC (4<sup>th</sup> Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

# Department of English UG

# Restructured UG English Syllabus 2021-2022 **B.A. English**

## Structure of UG Syllabus – B.A. English (2021 onwards)

Sem	Part	Genre	Title of the Paper	Hrs	Cre	CIA	Sem	Total
<b>I</b>	I	Lang	Tamil – I	5	3	50	50	100
	II	GE	English – I	5	3	50	50	100
	II	GE	English – II	5	3	50	50	100
	II	GE	English – III	5	3	50	50	100
	II	GE	English – IV	6	3	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	ET/RE	Ethics/Religion	2	1			
	I	GE-CE	Communicative English		1			
<b>Total</b>				<b>30</b>	<b>17+1</b>			
<b>II</b>	I	Lang	Tamil – II	5	3	50	50	100
	III	MC	Chaucer and Elizabethan Age	5	5	50	50	100
	III	MC	18 <sup>th</sup> Century English Literature	5	5	50	50	100
	III	MC	Literary Forms	5	5	50	50	100
	III	AR	Social History of England	6	4	50	50	100
	IV	FC	Foundation Course	2	1			50
	IV	ET/RE	Ethics/Religion	2	1			
	I	GE-CE	Communicative English		1			
<b>Total</b>				<b>30</b>	<b>24+1</b>			
<b>III</b>	I	Lang	Tamil – III	5	3	50	50	100
	III	MC	Romantic Age	5	5	50	50	100
	III	MC	American Literature	5	5	50	50	100
	III	AR	History of English Literature-I(Pre Independence)	6	4	50	50	100
	III	AO	History of English Language	5	4	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	HR	Human Rights	2	1			

			DEEDS/SHELTERS		2			
			<b>Total</b>	<b>30</b>	<b>25</b>			
<b>IV</b>	I	Lang	Tamil – IV	5	3	50	50	100
	III	MC	Major English Tragedies	5	5	50	50	100
	III	MC	History of English Literature –II	5	5	50	50	100
	III	MC	Indian Writings in English-I	5	5	50	50	100
	III	AO	Phonetics	6	4	50	50	100
	IV	FC	Foundation Course	2	1			50
	IV	EVS	Environmental Studies	2	1			
				DEEDS/SHELTERS		2		
			Internship*		2*			
			<b>Total</b>	<b>30</b>	<b>26 + 2*</b>			
<b>V</b>	III	MC	Victorian Age	5	5	50	50	100
	III	MC	20 <sup>th</sup> Century English Literature	6	6	50	50	100
	III	MC	Literary Criticism – I	6	6	50	50	100
	III	MC	Indian Writings in English- II(Post Independence)	5	5	50	50	100
	III	ME	Common Wealth Literature	6	4			100
			Literature and Film					
			Women's Writing					
IV	NME	English for Career Examinations	2	1	100		100	
			<b>Total</b>	<b>30</b>	<b>27</b>			
<b>VI</b>	III	MC	Literary Criticism – II	6	6	50	50	100
	III	MC	English Language Teaching	6	6	50	50	100
	III	MC	Epics in English	6	6	50	50	100
	III	SS	Translation : Theory and Practice	5	4	50	50	100
	III	SS	Journalism/Project	5	4	100		100
	IV	NME	Written Communication	2	1	100		
				<b>Total</b>	<b>30</b>	<b>27</b>		
				<b>180</b>	<b>148+ 2*</b>			

**Semester - I**

**Hour: 5**

**Sub. Code:**

**Credits: 3**

**Course Objectives**

To introduce students to the basics of communication in English

To learn a list of vocabularies like nouns that are commonly used in daily life

To introduce students to basic grammar

To be able to frame correct sentences both in spoken and written forms

To prepare the students to interact with others in English with apt body language

To enable students to appreciate literary pieces

**Course Outcomes**

At the end of the Course, the learners will be able:

To use right words in right situations especially, in daily conversations

To have simple conversations in English in different situations

To make grammatically correct sentences both in spoken and written communication

To automatically exhibit apt body language when interacting with others

To read and comprehend the underlying message and appreciate literary texts

**Unit - I**

**Listening** : Introduction and Lesson 1 – The Airport

**Speaking** : Greeting People and Dialogues at Home from Dawn to Dusk

**Reading** : EFL Reading Cards – Level I

**Writing** :

**A. Vocabulary** : **Nouns** – Various Parts of a House/Room,

Various Parts of the Body

**Verbs**– From Dawn to Dusk

**B. Writing** : Using the Nouns and Verbs Taught in the Unit

**C. Grammar** : An Introduction to Parts of Speech

**Short Story** : **The Land Where There Were No Old Men** by **Jean Ure**

**Unit - II**

- Listening** : Lesson 2 – Football
- Speaking** : Introducing Oneself and Others – Dialogues at Play
- Reading** : EFL Reading Cards – Level II
- Writing** :
- A. Vocabulary** : **Nouns**–Games and Sports  
**Verbs**– At Play
- B. Writing** : Using the Nouns and Verbs Taught in the Unit
- C. Grammar** : Word Order

**Short Story:My Lost Dollar by Stephen Leacock**

**Unit - III**

- Listening** : Lesson 3 – Our Rooms
- Speaking** : Inviting, Requesting – Dialogues at College
- Reading** : EFL Reading Cards – Level II
- Writing** :
- A. Vocabulary** : **Nouns** –College/Classroom  
**Verbs**– At Study
- B. Writing** : Using the Nouns and Verbs Taught in the Unit
- C. Grammar** : Nouns, Pronouns, Determiners and Adjectives

**Prose :‘A Fellow Traveller’by A.G. Gardener**

**Unit - IV**

- Listening** : Lesson 4 – Food
- Speaking** : Offering Help, Accepting it and Declining it – Dialogues Related to Cooking and Eating
- Reading** : EFL Reading Cards – Level III
- Writing** :
- A. Vocabulary** : **Nouns**– Kitchen, Spices, Pulses, Grains and Vegetables  
**Verbs**– Related to Cooking and Eating
- B. Writing** : Using the Nouns and Verbs Taught in the Unit
- C. Grammar** : Verb, Verb Tenses and Adverbs

**Poems : Mending Wall by Robert Frost**

**The Windhover (To Christ Our Lord) byG.M. Hopkins**

## Unit - V

- Listening** : Lesson 5 – The Newsagent's
- Speaking** : Seeking Permission, Asking for Advice, Expressing Gratitude and Related Dialogues
- Reading** : EFL Reading Cards – Level III
- Writing** :
- A. Vocabulary** : **Nouns** – Dressing room, Bedroom, Bathroom  
**Idioms**– of Daily Chores and Household Activities
- B. Writing** : Using the Nouns and Idioms Taught in the Unit
- C. Grammar** : Prepositions, Conjunctions and Interjections

**Short story: The Verger** by Somerset Maugham

### Reference Books

1. English for Basic Communication - 1, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. CIEFL, ENGLISH 400 READING PROGRAMME, Orient Longman Ltd.1992.
3. D Victor and associates, ENGLISH READER, Book XII, Tamil Nadu Textbook Corporation, 2003.
4. Dr. Xavier Alphonse SJ, Walking the Extra Mile, MCRDCE Publication, Chennai, 2005.
5. Ed. Dr. M S Nagarajan, SPECTRUM – AN ANTHOLOGY OF MODERN PROSE, AnuChithra Publications, Chennai, 1988.
6. Ed. Mary T. David and V S Muthiah, DRUMBEATS – AN ANTHOLOGY OF PROSE BY NOBEL LAUREATES, B I Publications Pvt. Ltd.1992.
7. Eds. Dr. Robert Ilson, Prof. David Crystal, READER'S DIGEST UNIVERSAL DICTIONARY, Reader's Digest, 1993.
8. G Radhakrishna Pillai, K Rajeevan, SPOKEN ENGLISH FOR YOU, Emerald Publishers, Chennai, 2002.
9. J E Metcalfe, THE RIGHT WAY TO IMPROVE YOUR ENGLISH, Jaico Publishing House, 1998.
10. M L Tickoo & Paul Gunashekar, READING FOR MEANING, S Chand & Company Ltd, New Delhi.
11. M P Bhaskaran and D Horsburg, STRENGTHEN YOUR ENGLISH, Oxford University Press, 1983.
12. M. Leo Maria Francis, HAND BOOK OF ESSENTIAL VOCABULARY
13. P C Wren, MA and H Martin, MA, HIGHSCHOOL GRAMMAR AND COMPOSITION, Chand & Company, New Delhi, 2004.
14. Prof. A C Gimson, & associates, ENGLISH COURSE – LINGUAPHONE, Linguaphone Institute Ltd. London, 2000.
15. Professor A C Gimson, ENGLISH COURSE, LINGUAPHONE, Linguaphone Institute Limited, London, 2000.
16. S J A Packiaraj, G M James, S J Sundar, COMMUNICATION COMPANION, Department of English, LOYOLA COLLEGE, Chennai.
17. Sarah Freeman, WRITTEN COMMUNICATION IN ENGLISH, Orient Longman, 1994.

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## English – II: Basic Communication

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**Semester - I**

**Hours: 5**

**Sub.Code:**

**Credits: 3**

### Course Objectives

To help learners to build over the basic communication skills obtained in the previous semester in English

To be able to frame correct complex sentences both in spoken and written forms

To introduce students to idioms

To prepare the students to interact with others in English with apt body language

To enable students to appreciate literary pieces

### Course Outcomes

At the end of the Course, the learners will be able:

To use appropriate vocabulary in daily conversations and in academic situations

To have simple and lengthy conversations in English in different situations

To employ idioms both in spoken and written communication

To automatically exhibit apt body language when interacting with others

To read and comprehend the underlying message and appreciate literary texts

### Unit - I

**Listening** : Lesson 6 – The Beardsley Hotel

**Speaking** : Remembering Someone, Persuading Someone – Dialogues in Hospital

**Reading** : EFL Reading Cards – Level VI

**Writing:**

#### A. Vocabulary:

**Nouns:**Sickness/Disease

**Verbs:**Verbs used in Hospital

**Idioms** :of Sickness and Health

**B. Grammar:**Subject Verb Agreement, Punctuation

**C. Exercises:** Using Subject Verb Agreement and Punctuation taught in the Unit

**Prose: Autobiography: *Wings of fire* Chapter 16 “Leaders” by A.P.J. Abdul Kalam**

## **Unit - II**

**Listening** : Lesson 6 – The Beardsley Hotel

**Speaking** : Complimenting and Congratulating, Expressing Sympathy, Dialogues at Work

**Reading** : EFL Reading Cards – Level VI

**Writing:**

### **A. Vocabulary:**

**Nouns:** Various Trees and Plants

**Verbs:** Gardening and Farming

**Idioms** : of Trees and Plants

**B. Grammar:** Direct and Indirect Speech, Verb Complements

**C. Exercises:** Using Direct and Indirect Speech, Verb Complements taught in the Unit

**Prose: Manners and Etiquettes - Anonymous**

## **Unit - III**

**Listening** : Lesson 7 – A Journey Part I

**Speaking** : Complaining, Apologising – Dialogues related to Transportation, Professions  
**Reading**  
:EFL Reading Cards – Level VII

**Writing** :

### **A. Vocabulary :**

**Nouns:** Vehicles and their parts, Professions

**Verbs** : Related to Transportation and Professions

**Idioms** : Love related Idioms

**B. Grammar:** Conditional Statements

**C. Exercises** : Using Conditional statements taught in the Unit

**Short Story: After Twenty Years** by **O. Henry**

## **Unit - IV**

**Listening** : Lesson 7 – A Journey Part II

**Speaking** : Making suggestions, Warning someone, Dialogues related to weather, season, etc.

**Reading** : EFL Reading Cards – Level VII

**Writing** :



**A. Vocabulary :**

**Nouns:** Earth, Weather, Climate, Seasons and Natural Calamities

**Verbs:**Related to weather, climate, seasons and natural calamities

**Idioms :**of earth, weather, climate and seasons

**B. Grammar:**Questions, Negation, Command and Request

**C. Exercises :**Using the Questions, Negation, Command and Request taught in the Unit

**Poem :Ode to the West Wind** by **P.B. Shelley**

**On Children** by **Khalil Gibran**

**Unit - V**

**Listening :** Lesson 7 – A Journey Part III

**Speaking :** Asking about possibility, asking if someone is sure and Related Dialogues on

Universe, Roads and Traffic Signals

**Reading :** EFL Reading Cards – Level VII

**Writing :**

**A. Vocabulary :**

**Nouns:**Universe, Roads and Traffic Signals

**Verbs :**995 Most Frequently Used Verbs

**Idioms :**Universe, Roads and Transportation

**B. Grammar :**Active and Passive Voice, Run-on Sentences

**C. Exercises :**Using Active and Passive Voice, avoiding Run-on Sentences

**Drama: 'Never Never Nest** by **Cedric Mount**

## Reference Books

1. English for Basic Communication - 2, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. CIEFL, ENGLISH 400 READING PROGRAMME, Orient Longman Ltd.1992.
3. Dr. Xavier Alphonse SJ, Walking the Extra Mile, MCRDCE Publication, Chennai, 2005.
4. G Radhakrishna Pillai, K Rajeevan, SPOKEN ENGLISH FOR YOU, Emerald Publishers, Chennai, 2002.
5. J E Metcalfe, THE RIGHT WAY TO IMPROVE YOUR ENGLISH, Jaico Publishing House, 1998.
6. M L Tickoo & Paul Gunashekar, READING FOR MEANING, S Chand & Company Ltd, New Delhi.
7. M P Bhaskaran and D Horsburg, STRENGTHEN YOUR ENGLISH, Oxford University Press, 1983.
8. M. Leo Maria Francis, HAND BOOK OF ESSENTIAL VOCABULARY
9. Prof. A C Gimson, & associates, ENGLISH COURSE – LINGUAPHONE, Linguaphone Institute Ltd. London, 2000.
10. Professor A C Gimson, ENGLISH COURSE, LINGUAPHONE, Linguaphone Institute Limited, London, 2000.
11. S J A Packiaraj, G M James, S J Sundar, COMMUNICATION COMPANION, Department of English LOYOLA COLLEGE, Chennai.
12. Sarah Freeman, WRITTEN COMMUNICATION IN ENGLISH, Orient Longman, 1994.
13. V Kootha Nainar, SPECTRUM ENGLISH COURSE, Book IV, Samba Publishing Co. Pvt. Ltd, 2000.

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**English - III: Public Communication**

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**Semester - I****Hour: 5****Sub. Code:****Credits: 3****Course Objectives**

To introduce students to the art of communication and public speaking in English

To train the minds to think in English

To enhance proficiency in Writing skills of the students focusing on vocabulary already learnt and acquiring new vocabulary

To understand and appreciate English prose passages and Poems

**Course Outcomes**

At the end of the Course, the learners will be able:

To introduce themselves in English in informal and formal settings

To narrate an incident or a story, share an experience, etc.

To welcome, introduce and thank guests and audience in formal functions

To prepare presentations and present them before an audience

To express their opinion on various current issues related to social, political, etc.

To read and comprehend the underlying message and appreciate literary texts

**Unit - I**

**Speaking:** Introduce oneself to the gathering - Describe one's village - Speak about one's family - Narrate a story/incident

**Writing:**

**Prose** : 'Six Thinking Hats' by Edward De Bono

**Poem** : 'Punishment in Kindergarten' by Kamala Das

**Phrasal Verbs:** Starting with A, B and C

**Unit - II**

**Speaking:** Welcome the gathering – Introduce a guest to the audience - Thank the gathering and the organizers of an event

**Writing:** Writing Short Speeches

**Prose: 'The Gift of the Magi' by O. Henry**

**Poem : 'Journey of the Magi' by T. S. Eliot**

**Phrasal Verbs:** Starting with D, E and F

### **Unit - III**

**Speaking:** Give his/her opinion on any current national issue - Support / oppose a given idea / concept / opinion - analyse and report on the advantages/disadvantages of any social issue

**Writing:**

**Short Story** : 'The Lady, or the Tiger?' by Frank T. Stockton

**Poem** : 'Satan's Speech' by John Milton

**Phrasal Verbs:** Starting with G, H and I

### **Unit - IV**

**Speaking: Prose (Speeches) – Podcast and Text**

: Quit India by Mahatma Gandhi

: Gettysburg Address by Abraham Lincoln (Concluding part)

: Swami Vivekananda's speech at the World Parliament of Religions

: Making presentations and presenting

**Writing:**

A Project - Preparing a Project Presentation

Effective Communication in Business Contexts – some principles and samples and preparing presentations

**Short Story** : A Case of Suspicion by Ed Wallace

**Phrasal Verbs:** Starting with J, K and L

### **Unit - V**

**Speaking** : Preparing news items of local events and speak about them

**Writing** : Read newspapers and magazines and write to the Editor and/or comment on it.

**Play: Drama– 'Chandalika' by Rabindranath Tagore**

**Phrasal Verbs:** Starting with M, N and O.

## Reference Books

1. English for Public Communication, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. Charles K. Atkin, *Public Communication Campaigns*, 4th Ed., Thousand Oaks, CA: Sage.1981.
3. **Stephen E. Lucas, *The Art of Public Speaking, 10<sup>th</sup> Ed., McGraw-Hill, 2008.***
4. **Mike Acker, *Speak With No Fear: Speak With No Fear: Go from a nervous, nauseated, and sweaty speaker to an excited, energized, and passionate presenter, Advance, Coaching and Consulting, 2019.***
5. William E. Lee, Daxton Stewart and Jonathan Peters, *The Law of Public Communication*, 11th Edition by Routledge, USA, 2020.
6. Dr. Xavier Alphonse SJ, *Walking the Extra Mile*, MCRDCE Publication, Chennai, 2005.
7. Ed. Dr. M S Nagarajan, *SPECTRUM – AN ANTHOLOGY OF MODERN PROSE*, AnuChithra Publications, Chennai, 1988.
8. Eds. Dr. Robert Ilson, Prof. David Crystal, *READER’S DIGEST UNIVERSAL DICTIONARY*, Reader’s Digest, 1993.
9. J E Metcalfe, *THE RIGHT WAY TO IMPOROVE YOUR ENGLISH*, Jaico Publishing House, 1998.
10. M L Tickoo& Paul Gunashekar, *READING FOR MEANING*, S Chand & Company Ltd, New Delhi.
11. M P Bhaskaran and D Horsburg, *STRENGHEN YOUR ENGLISH*, Oxford University Press, 1983.
12. Mary K McCaskill, *A HAND BOOK FOR TECHNICAL WRITERS AND EDITORS*, Langley Research Centre, Hampton, Virginia.
13. Sarah Freeman, *WRITTEN COMMUNICATION IN ENGLISH*, Orient Longman, 1994.

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## English - IV: Business Communication

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**Semester - I**

**Hour: 6**

**Sub.Code:**

**Credits: 3**

### Course Objectives

- To Enhance the proficiency of Business Communication skills of the students focusing on the words, and expressions commonly used in the business environment
- To develop the ability to communicate clearly, correctly and effectively in written English on matters having relevance to day-to-day business operations
- To use appropriate words, proper construction of sentences, and coherent presentation conforming to widely accepted corporate practices
- To create quality work force for the industry

### Course Outcomes

At the end of the Course, the learners will be able:

- To prepare their resumes and write business-related letters
- To face both face-to-face interview and tele-interviews
- To write minutes of meeting and short reports
- To follow telephone etiquette in asking for and giving information, and make, cancel and reschedule appointments
- To write letters to express congratulations, sympathy, and condolences
- To handle visitors and customers in a business environment with proper diction
- To negotiate in business situations and participate in Group Discussions

### Unit - I

**Speaking:** Facing an interview, Tele-interviews

**Writing:**

Applying for Jobs, Preparing Resumes, Standard Business Letters

**Prose: The Four Brothers** by **Walter De La Mare**

**Poem: The Lamb** by **William Blake**

**The Tiger** by **William Blake**

**Phrasal Verbs:** Starting with P, Q and R

### Unit - II

**Speaking:** Telephone manners, Asking for information and giving information, Making Appointment, canceling and rescheduling Appointments

**Writing:**

Writing minutes of a meeting, writing short reports

**Short Story : Kabuliwalaby Tagore**

**Poem :Telephone Conversation byWole Soyinka**

**Phrasal Verbs:**Starting with S, T and U.

**Unit - III**

**Speaking:** Handling customers/clients, receiving visitors

**Writing:**

Thanking letters, congratulatory letters, letters of sympathy, condolence letters

**Prose :The Necklace by Guy de Maupassant**

**Poem : Night of the Scorpion byNissim Ezekiel**

**Phrasal Verbs:** Starting with V, W, X, Y and Z

**Unit – IV**

**Speaking:** Negotiation

**Writing:**

A Case study – involving negotiation and submitting a written report

**Prose : X = X + 1 Syndrome by R. K. Narayan**

**Poem : The River by A.K. Ramanujan**

**Idioms : Spirituality related**

**Unit - V**

**Speaking:** Group Discussion

**Writing:**

A Case study : involving group discussion and submitting a written report

**Play :The Trial of Billy Scottby Mazie Hall**

**Idioms : Job/Profession related**

## Reference Books

1. English for Business Communication, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. Written Communication in English- Sarah Freeman. Pub: Orient Longman.
3. Business Communication Process and Product; 6<sup>th</sup> ed
4. Communication Matters, Porter, et al
5. Examine your English: Margaret M. Maison(Orient Longman)
6. English for Practical Purposes by Patil, Valke, Thorat& Merchant (Macmillan)
7. Macmillan Foundation English By R.K. Dwivedi& A. Kumar (Macmillan)
7. Mable Chan, *English for Business Communication*, Routledge, USA, 2020.
8. Simon Sweeney, *Communicating in Business - Student's Book*, Cambridge University Press, 2004.
9. Raymond V. Lesikar, *Lesikar's Basic Business Communication*, McGraw-Hill, 1999.

## The following Marks Distribution is only for the above 4 General English Papers

### Overall Marks Distribution: Theory (100)

Continuous Internal Assessment - 50

Term End Examinations - 50

### Continuous Internal Assessment Details: 50

CA Test 1 - 12.5

CA Test 2 - 12.5

Attendance - 5

MCQ Tests - 5

Homework - 5

Teaching English Video - 5

Language Card - 5

### Overall Marks Distribution:Practicals (100)

Continuous Internal Assessment - 50

Term End Examinations - 50



**Continuous Internal Assessment Details: 50**

Dialogues in the classroom (5units x 3 marks)	- 15
Video recording outdoor (5units x 3 marks)	- 15
Listening skill	- 10
Reading skill	- 10

**Question Pattern for Semester Examinations – Total Marks - 100**

Part - A = 10 X 1 = 10 (Verbs)

Part - B = 10 X 1 = 10 (Idioms and Phrasal Verbs)

Part - C = 05 X 4 = 20 (Grammar)

Part - D = 05 X 6 = 30 (100 words)

Part - E = 03 X 10 = 30 (250 words)

**Question Pattern for CA Examinations – Total Marks - 50**

Part - A = 15 X 1 = 15

Part - B = 5 X 3 = 15

Part - C = 2 X 10 = 20

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## Chaucer and Elizabethan Age

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**Semester - II**

**Hours: 5**

**Sub code:**

**Credits: 5**

**Course Objectives:**

1. To train the learners to get an overall perspective of the literature of Chaucerian Age
2. To make the learners to understand the poetic forms in Chaucer and Elizabethan Age
3. To expose the learners to the features of prose writings in Chaucer and Elizabethan Age
4. To enable the learners to appreciate the features of Chaucer and Elizabethan drama
5. To help the learners to understand the English Social life during Chaucer and Elizabethan Age

**Course Outcomes:**

- After learning this paper, the learners will be able to appreciate the features of Chaucer and Elizabethan poems, prose
- The students will get an over view of the Chaucer and Elizabethan Age
- They can understand the English Social life during Chaucer and Elizabethan Age

**Unit – I (Poetry)**

Introduction to Chaucer and Elizabethan age

Geoffrey Chaucer

‘The Wife of Bath’s Prologue’(Detailed)

Edmund Spenser

Selection from Amoretti: Sonnets XXXIV

‘Epithalamion’(Non-Detailed)

**Unit – II (Poetry)**

George Herbert

The Pulley, The Collar(Detailed)

John Donne

The Sun Rising, The Canonization (Detailed)

Philip Sidney

Selection from *Astrophel and Stella*(Detailed)

Sonnets 1, 15, 27 (Non-Detailed)

**Unit – III (Drama)**

Shakespeare

As You Like It (Detailed)

Thomas Kyd

Spanish Tragedy (Non-Detailed)

#### **Unit – IV (Prose)**

Philip Sidney An Apology for Poetry (Detailed)

Thomas More Utopia – Book I (Non-Detailed)

#### **Unit- V (Prose)**

Francis Bacon Of Truth, Of Studies, (Detailed)

Of Marriage and Single Life (Non-Detailed)

Philip Sidney The Countess of Pembroke's Arcadia (Book-I)

(Non-Detailed)

#### **Reference Books:**

1. Abrams M H. *A Glossary of Literary Terms*. New Delhi: Macmillan, 1978.
2. Edward Alfred's *History of English Literature*, University Express, 2000.
3. Prasad B. *A Background to the Study Of English Literature*. Chennai: Macmillan, 1999.
4. Baldick, Chris. *Concise Dictionary Of Literary Terms*. Oxford University Press, 1990.
5. Coyle, Martin. *Literary- Literary Terms and Criticism*. London: Macmillan, 1984.
6. Abrams M H. *A Glossary of Literary Terms* 11<sup>th</sup> Edition, 2014

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## 18<sup>th</sup> Century English Literature

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Semester - II

Hours: 5

Sub. Code:

Credits: 5

### Course Objectives:

- To give a broad introduction to the Literature and Culture of the Eighteenth Century England
- To explore the classical notion of Science and Literature, Nature and Imagination during the Eighteenth Century
- To give a taste of the eighteenth-century poetry and novel
- To enhance the students' knowledge of the literary accomplishments and an exposure to the eighteenth-century writers
- To familiarize the students with the concepts that evolved during that era.

### Course Outcome:

- Students will be able to know and remember the various developmental stages of 18th century in the English literary field.
- Students will be able to explain the classical notions of Science and literature, Nature and Imagination during the eighteenth - century
- Students will be able to enrich student's mind with the taste of the eighteenth-century Poetry with the concepts of Eighteenth-century writers.
- Students will be able to describe, analyze, interpret and evaluate 18th century dramatic literature and theatrical productions.
- Students will be able to understand the theoretical concepts and its development that could develop student's critical thinking.

### Unit - I

- |                    |                                 |
|--------------------|---------------------------------|
| 1. James Tomson    | The Seasons (Winter) (Detailed) |
| 2. Robert Burns    | A Red, Red Rose (Detailed)      |
| 3. William Collins | Ode to Evening (Detailed)       |
| 4. William Cowper  | The Rose (Detailed)             |

### Unit - II

- |                     |   |
|---------------------|---|
| 1. Samuel Johnson   | The Vanity of Human Wishes (Detailed)                         |
| 2. Oliver Goldsmith | Selections from The Deserted Village<br>Lines 35-84, 195-238, |

### Unit – III

- |                             |  |
|-----------------------------|--|
| 1. Mary Wollstonecraft      | <i>A Vindication of the Rights of Woman</i> , chapter 2<br>(Penguin, 1975), pp. 100-5, 106-9, 111-113) (on Milton's Adam and Eve, Rousseau, and Fathers of daughters). |
| 2. Sir Roger at the Theatre | Coverley Papers.   |

#### **Unit - IV**

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. Richard Brinsley Sheridan    | School for Scandal (Detailed) |
| 2. <a href="#">George Lillo</a> | The London Merchant           |

#### **Unit – V**

- |                   |                                |
|-------------------|--------------------------------|
| 1. Jonathan Swift | Gulliver’s Travels (Detailed)  |
| 2. Daniel Defoe   | Moll Flanders (Non – Detailed) |

#### **Reference Books:**

1. B. Prasad: A Background to the Study of English Literature, Macmillan
2. Sanders, Andrew. Short Oxford History of English Literature. OUP, 2004
3. Rogers, Pat. (ed.) An Outline of English Literature. Oxford University Press, 1998
4. Richard Brinsley Sheridan: School for Scandal, Bloomsbury, 2015
5. Lillo, George: The London Merchant. Edward Arnold, 1965

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## Literary Forms

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**Semester - II**

**Hours: 5**

**Sub. Code:**

**Credits: 5**

### **Course Objectives:**

- To introduce students to the English literary background
- To inculcate in the beginners a proper understanding of all the literary forms
- To enable the students to understand each literary form in isolation and in relation to other forms
- To identify literary forms of given literary pieces and their characteristics
- To recognize and define a few important forms of poetry such as sonnet, ode, ballad, elegy, etc.

### **Course Outcomes:**

- Students will be able to learn the English literary background.
- They will be able to understand all the literary forms.
- They will be able to understand each literary forms in isolation and in relation to other forms.
- They will be able to identify literary forms of given literary pieces and their characteristics.
- They will be able to recognize and define a few important forms of poetry such as sonnet, ode, ballad, elegy, etc.

### **Unit – I**

#### **Prose and Non Fiction**

The Essay and the types of Essays, The Short Story, Biography, Autobiography and Travelogue, Memoir, Criticism, Anecdote and Twitterature

### **Unit – II**

#### **Poetry**

The Lyrics, The Sonnet, The Elegy, The Ode, The Ballad, The Folk, The Legend, The Epic, Haiku Stanza, Limerick.

### **Unit – III**

#### **Poetry Forms**

The Heroic Couplet, The Blank Verse, The Spenserian stanza, Terza Rhyma and The Ottava Rhyma and Free verse.

## **Unit – IV**

### **Drama**

The Origin of English Theater, The Miracle and Mystery Plays, Comedy, Tragedy, Tragic-Comedy.

The Dramatic Monologue, Soliloquy and Aside, The Absurd Drama, The One Act Play

## **Unit - V**

### **Fiction**

The Detective Novel, The Stream of Consciousness Novel, The Realistic Novel, Bildungsroman, Fantasy Fiction.

### **Reference Books**

M.H. Abrams: *A Glossary of Literary Terms*, Macmillan

Baldick, Chris. *Concise Dictionary Of Literary Terms*. Oxford University Press, 1990.

Coyle, Martin. *Literary- Literary Terms and Criticism*. London: Macmillan, 1984.

B. Prasad: *A Background to the Study of English Literature*, Macmillan.

An introduction to English literature / R.J. Rees. Author. Rees, R. J..Edition. 2nd ed.  
Published.London : Macmillan, 1968.

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## Social History of England

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**Semester - II**

**Hours: 6**

**Sub. Code:**

**Credit: 4**

**Course Objectives:**

- To enable the students to acquire some basic knowledge of the social history of England
- To help students to recognize English thought, culture and history reflected in the study of literature
- To facilitate students to understand the changing environment in the history of England and English Literature
- To train the students to see the social life of the people of an era mirrored in the literature of the corresponding era.

**Course Outcomes:**

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

- Develop an ability to read texts in relation to their historical and cultural context
- Gain a richer understanding of both text and context
- Become aware of themselves as situated historically and culturally
- Think critically and creatively and develop detailed methods of analysis and response

**Unit - I: The 16<sup>th</sup> Century**

1. The Renaissance
2. The Reformation in England
3. Dissolution of the Monasteries
4. The Tudor Navy and the Spanish Armada

**Unit - II: The 17<sup>th</sup> Century**

1. English Colonial Expansion
2. The Puritan Revolution
3. The Restoration England
4. Coffee- House Life

**Unit - III: The 18<sup>th</sup> Century**

1. Causes and Effects of Agrarian Revolution
2. Causes and Effects of Industrial Revolution
3. The French Revolution and its Impact on Society
4. The Methodist Movement

**Unit - IV: The 19<sup>th</sup> Century**

1. The Victorian Age
2. The Influence of Science on Victorian England
3. Humanitarian Movements
4. The Reform Bills



## **Unit - V: The 20<sup>th</sup> Century**

1. Means of Transport and Communication)
2. The World Wars and Social Security
3. Poor Laws
4. Education in the 20<sup>th</sup> Century

### **Reference Books:**

1. G.M. Trevelyan: *The English Social History*, London.
2. A.G. Xavier: *An Introduction to the Social History of England*
3. Padmaja Ashok: *The Social History of England*, Orient Black swan
4. Albert CrollBaugh. *A Literary History of England*. Appleton-Century-Crofts, 1967.
5. Asa Briggs. *A Social History of England*, Penguin books, 1986.

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## Romantic Age

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**Semester: III**

**Hours: 5**

**Sub. Code:**

**Credits: 5**

### Course Objectives:

- To make students read and understand the age of romanticism in the light of recent approaches
- To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context
- To provide an overview of the literary climate where the romantic sensibility finds an authentic voice touch and intensity
- To enable students to demonstrate knowledge and understanding of a range of fictional, Poetic and other texts often described as 'Romantic'
- To find the interrelationship between the literary production and its wider historical context.

### Course Outcomes:

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

- Know and remember the various developmental stages of Romantic age in English literary field.
- Demonstrate an understanding of Poetical production during Romantic Era in English literary world.
- Able to apply and test knowledge on variety of Poetical and literary productions.
- Able to describe, analyze, interpret and evaluate the concepts of Romantic age.
- Able to evaluate poems, Novels, and the dramas of Romantic era and use critical analysis in writing analytical articles.

### Unit - I

1. Introduction to Romanticism

2. William Blake

The Lamb, (Detailed)

The Chimney Sweeper(Detailed)

The Little Black Boy (*The Songs of Innocence*) (Detailed)

The Tyger (*The Songs of Experience*) (Detailed)

Lochinvar (Detailed)

3. Walter Scott

4. Thomas Gray

Elegy Written in a Country Churchyard (Detailed)

### Unit - II

1. William Wordsworth

Ode: Intimations of Immortality, (Detailed)

Lines Composed upon Westminster Bridge (Non – Detailed).

2. Samuel Taylor Coleridge

Kubla Khan, (Detailed)

Dejection: An Ode (Non – Detailed)

### Unit - III

- |                         |   |
|-------------------------|---|
| 1. Percy Bysshe Shelley | Ode to the West Wind (Detailed),<br>Ode to Liberty, (Non – Detailed)          |
| 2. John Keats           | Ode to a Nightingale, (Detailed)<br>La Belle Dame Sans Merci (Non – Detailed) |
| 3. Lord Byron           | English Bards and Scotch Reviewers (Detailed)                                 |

### Unit - IV

- |                 |                                |
|-----------------|--------------------------------|
| 1. Jane Austen  | Pride and Prejudice (Detailed) |
| 2. Walter Scott | Ivanhoe (Non – Detailed)       |

### Unit - V

- |                         |                               |
|-------------------------|-------------------------------|
| 1. Percy Bysshe Shelley | The Cenci (Detailed)          |
| 2. Mary Shelley         | Frankenstein (Non – Detailed) |

### Reference Books:

1. C.N. Ramachandran Ed. Five Centuries of Poetry (Macmillan)
2. Addison, Paul. The Road to 1945: British Politics and the Second World War, rev.edn. London, 1994
3. Dominic Head. The Cambridge Introduction to Modern British Fiction, 1950-2000. Cambridge University Press, 2000.
3. Marwick, Arthur. British Society since 1945, London, 1989
4. Rogers, Pat. (ed) An Outline of English Literature. Oxford University Press, 1998
5. Sanders, Andrew. Short Oxford History of English Literature. Oxford University Press, 2004
6. Waugh, Patricia. Harvest of the Sixties: English Literature and its Background 1960- 1990, Oxford, 1995
7. Albert, Edward. *History of English Literature*. Kolkata: Oxford University Press, 2000.
8. Jones, John. *The egotistical sublime: A History of Wordsworth Imagination*. Chatto and windus, 1964.
9. Punter, David. *William Blake - Songs of Innocence and of Experience*. London: york press, 2001.
10. Rawson, Claude. *The Cambridge Companion to English Poets* . Cambridge: Cambridge University Press, 2011.
11. Vine, Steve. *William Blake*. Delhi: Atlantic, 2010.
12. Nayar, K Pramod. *The English Romantic Poets: An Anthology*. Orient Blackswan Private Limited. 2013.
13. Adams, Charles L. "The Structure of the Cenci." *Drama Survey*, 4,2 (Summer, 1965)
14. Sir Walter Scott, *Talisman*, ed. by Dwight Holbrook, Boston: published by gin and company, 1886.
15. Ode to a Nightingale - I <https://www.youtube.com/watch?v=gKRMbiQ8>

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## American Literature

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**Semester - III**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

### Course Objectives

- To remember, understand and evaluate the poetry of American writers.
- To understand about the absurdity of war in the prose.
- To analyse the class difference in the Drama and its impact on the society.
- To comprehend and evaluate the Short Stories in terms of plot, character, themes, symbols and settings.
- To understand about the struggle for life and determination from the Novel

### Course Outcomes:

- They will be able to recall and relate the various themes in the American poems.
- They will be able to recall describe the impact and consequences of war.
- They will be able to recall compare and contrast the social variations portrayed by the Playwrights.
- They will be able to recall critically appraise the story focusing on the symbolic and thematic representation.
- They will be able to recall analyze the survival issues in the fiction.

### UNIT I

Introduction: Richard Gray: A History of American Literature

#### Poetry

##### Detailed

Robert Frost                      Mending Wall

Maya Angelou                  Still I Rise

##### Non-Detailed

Walt Whitman                  O Captain! My Captain

Langston Hughes              The Weary Blues

## **UNIT II – PROSE**

### **Detailed**

Thoreau                                      Battle of the Ants

### **Non-Detailed**

**William Faulkner-** Nobel Prize Acceptance Speech

## **UNIT III – DRAMA**

### **Detailed**

Edward Albee                              Our Town

### **Non-Detailed**

Eugene O'Neill                              The Hairy Ape

Tennessee William                      A Streetcar Named Desire

## **UNIT IV – SHORT STORIES**

### **Detailed**

N. Hawthorne                              Feather Top

### **Non-Detailed**

Mark Twain                                      Luck

## **UNIT V – FICTION**

### **Detailed**

Hemingway                                      Farewell to Arms

### **Non-Detailed**

Alice Walker                                      The Temple of My Familiar

Henry James                                      The Portrait of a Lady

## Reference Books

- Gray, Richard J ,A History of American Literature, Blackwell Publishing.
- Bigby, C.W. E. A Critical Introduction to Twentieth Century American Drama, London: CUF, 1984. Print.
- Oliver, Egbert. S. American Literature 1890 – 1965, An Anthology, New Delhi: Eurasia, 1970. Print.
- Jeffrey, Meyers ed. Hemingway: The Critical Heritage, London: Boston and Henley, 1982. Print.
- Hemingway, Ernest, ed. Singh R.N. The Old Man and The Sea, New Delhi: Atlantic Publishers, 1999. Print.
- Fisher, William J, ed. American Literature of the Nineteenth Century,-An Anthology. New Delhi: S. Chand, 1970. Print.
- Gates, Henry Louis and Mckay, Nellie y, ed. Norton Anthology of African American Literature, New York: W.W. Norton and Company, 1997. Print.
- O'Neill, Eugene. The Plays of Eugene O'Neill: Vol 1. Delhi: East-West Press Pvt. Ltd., 1989. Print.

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## History of English Literature -I

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**Semester - III**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

**Course Objectives:**

- To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages.
- To make the students understand the development of British Literature

**Course Outcomes:**

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

- Gain knowledge of the History of Literature and great authors of English.
- Interconnect the history, biography of the author and the works.
- Analyse the growth of literary genres of specific periods.
- Evaluate the role of literary movements and their impact on the literary works.

**Unit – I: Age of Chaucer**

1. Geoffrey Chaucer
2. William Langland
3. John Gower
4. Sir Thomas Malory
5. Wyatt and Surrey
6. Tottel's Miscellany

**Unit II: The Age of Shakespeare**

1. Edmund Spenser
2. Sir Philip Sidney
3. Francis Bacon and his Essays
4. University Wits
5. William Shakespeare
6. Ben Jonson

### **Unit –III: The Age of Milton**

1. John Milton
2. The Metaphysical Poets-Donne and his followers
3. Robert Herrick, Richard Lovelace, Sir John Suckling
4. Sir Thomas Browne, Philip Massinger

### **Unit IV: The Age of Dryden**

1. John Dryden
2. Samuel Butler
3. John Bunyan
4. John Evelyn and Samuel Pepys

### **Unit V: The Age of Pope**

1. Alexander Pope
2. Jonathan Swift
3. Daniel Defoe
4. Addison and Steel
5. Matthew Prior, John Gay,
6. Edward Young, Thomas Parnell

### **Reference Books:**

1. Edward Albert, History of English Literature, 1971.
2. Ronald Carter and John Mcrae, The Routledge History of Literature in English, 2001.
3. Compton Rickett A. History of English Literature.1981.
4. Hudson, Outline History of English Literature. G. Bell and Sons Ltd, 1947.
5. Sampson, Concise Cambridge History of English Literature, 1975.
6. Daiches David, A Critical History of English Literature, e-Book,



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## History of English Language

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**Semester - III**

**Hours: 5**

**Sub. Code:**

**Credits: 4**

**Course Objectives:**

- To comprehend the mechanisms of Language change and an acceptance of the inevitable nature of Language change
- To acquire knowledge of the Origins of English and its place in respect to other languages of the world
- To recognize the major stages in the Language and important changes in the development of English from a Synthetic to an Analytic language
- To understand, how the current state of the language has resulted from historical change
- To develop a knowledge of the English Language from its Indo-European past to the present day

**Course Outcomes**

- An understanding of the history of English language from the old English Period to Modern day Influence
- Distinguish between language varieties.
- Students will understand origin and development of the language
- Apprehend the growth of vocabulary for ages.

**Unit - I**

Introduction to English Language

The Descent of the English Language

General Characteristics of English

The Indo-European Family of Languages

**Unit - II**

The Influence of Shakespeare and Milton on the English Language.

**Unit - III**

The Growth of English Vocabulary, Change of Meaning

**Unit - IV**

The Evolution of Standard English

## Unit - V

Idioms and Metaphors, Foreign Contribution in English Language (Latin, Greek, Scandinavian, Italian, German, French, Indian, Hebrew, Persian)

### Reference Books:

1. English Language- C. L. Wren, Vikas publication, 2009.
2. An Outline History of English Language- F. T. Wood, Revised edition, New Delhi –Trinity press, 2015.
3. History of English Language – A. C. Baugh and Thomas Cable, 6<sup>th</sup>edition, Routledge Publications, 2012.
4. [A History of English Literature by Fletcher, Robert Huntington, Newyork public library – 1919.](#)
5. [http:// www.slideshare.net/sarabdulaziz/history-of-english-language-37299376](http://www.slideshare.net/sarabdulaziz/history-of-english-language-37299376)
6. [http:// www.slideshare.net/sabiraqamar1/origin-of language](http://www.slideshare.net/sabiraqamar1/origin-of-language)
7. <http://preply.com/en/blog/214/03/11/9- language-that-have-influenced- vocabulary/>
8. [http:// www.slideshare.net/RRbaldovino/history-of- english-language-17119630](http://www.slideshare.net/RRbaldovino/history-of- english-language-17119630)  
<http://youtu.be/allnQ7nkrl>

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## Major English Tragedies

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**Semester - IV**

**Hours: 5**

**Sub. Code:**

**Credits: 5**

### **Course Objectives**

- To enable the students to appreciate tragedy as an enduring literary term and relate with the tragic themes
- To enable the students to understand the works of various writers that embody truths and transcend time and all cultures
- To make the students gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the
- To help the students to study Major English Tragedies which are abound with ideas that are still relevant today protagonist.

### **Course Outcomes:**

- The students will be able to appreciate tragedy as an enduring literary term and can relate with the tragic themes
- The students will be able to understand the works of various writers that embody truths and transcend time and all cultures
- The students can gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the plays
- The students will be able to understand the Major English Tragedies which are abound with ideas that are still relevant to today's protagonist.

### **Unit - I**

Christopher Marlowe

Edward II

### **Unit - II**

William Shakespeare

Macbeth

### **Unit - III**

John Webster

The White Devil

### **Unit - IV**

George Bernard Shaw

Saint Joan

### **Unit - V**

T.S.Eliot

Murder in the Cathedral

**Reference Books:**

1. Richard Dutton and Jean.E. Howard.*A Companion to Shakespear's Works. (Volume One) The Tragedies.*Blackwell Publishing. 2003.
2. Prasad, Birjadish. *A Background of the Study of the English Literature.*Third Edition.Calcutta.1950.
3. Webster, John. *The White Devil* by Anthony Tr0tt
4. Marlow, Christopher. *Dr.Faustus.* [DattaKitty](#)(Editor). 1997.
5. Watson C.J. Drama

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## History of English Literature – II

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**Semester - III**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

### **Course Objectives:**

- To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages.
- To make the students understand the development of British Literature

### **Course Outcomes:**

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

- Gain knowledge of the History of Literature and great authors of English.
- Interconnect the history, biography of the author and the works
- Analyse the growth of literary genres of specific periods
- Evaluate the role of literary movements and their impact on the literary works

### **Unit – I: The Age of Transition**

1. Dr. Johnson
2. Oliver Goldsmith
3. Samuel Richardson, Henry Fielding, Tobias Smollet
4. William Blake, Burns, Cowper, Gray
5. Congreve, Sheridan

### **Unit– II: The Romantic Age**

1. William Wordsworth, Samuel Coleridge,
2. P.B. Shelley, John Keats & Lord Byron
3. Walter Scott, Jane Austen
4. Charles Lamb, De Quincey, Hazlitt

### **Unit – III: The Victorian Age**

1. Tennyson, Browning
2. Charles Dickens, William Makepeace Thackeray,
3. Thomas Hardy, Emily Bronte, Macaulay
4. John Ruskin, Mathew Arnold, Carlyle

#### **Unit - IV: Twentieth Century Literature**

1. W.B. Yeats, G.M. Hopkins, T.S. Eliot
2. A.G. Gardiner, G.K. Chesterton, Kipling
3. Oscar Wilde, G.B. Shaw, Conrad, Synge
4. Virginia Woolf, D.H. Lawrence, Galsworthy

#### **Unit – V: Twenty first Century Literature**

1. V.S. Naipaul, Michael Morpurgo, Neil Gaiman,
2. J.K. Rowling, Alain de Botton, Doris Lessing, Sarah Waters
3. Carly Chrchill, Tom Stoppard, David Hare, Sarah Kane, Camilla Whitehall
4. Al Alvarez, Seamus Heaney, John Berger, Carol Ann Duffy

#### **Reference Books:**

1. Edward Albert, History of English Literature, 2018, Oxford University Press
2. Ronald Carter and John Mcrae, The Routledge History of Literature in English, 2001.
3. Compton Rickett A. History of English Literature.1981.
4. Hudson, Outline History of English Literature. G. Bell and Sons Ltd, 1947.
5. Sampson, Concise Cambridge History of English Literature, 1975.
6. Daiches David, A Critical History of English Literature, e-Book,

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## Indian Writing in English – I (Pre- Independence Era)

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Semester: IV

Hours: 5

Sub code:

Credits: 5

### Course Objectives

- To inspire the learners to approach and appreciate Indian literature in English
- To provide an overview of the various phases of the evolution of Indian writing in English
- To explore its uniqueness and its place among the literature in English
- To motivate the learners for a critical and comparative study of Indian literature

### Course Outcomes

- Identify the major writers of Indian literature in the Pre-Independence era
- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

### Unit – I Poetry

Introduction to Indian literature

Arrival of East India Company and the associated impact

History of Indian Writing in English

Bengal Renaissance

Introduction of English Studies in India (Macaulay's speech)

Sri Aurobindo	The Stone Goddess,
Agha Shahid Ali	Postcard from Kashmir
Toru Dutt	Our Casuarina Tree
Sarojini Naidu	Love and Death

### Unit – II Prose

Mahatma Gandhi                      Hind Swaraj (Chapter 13) What is true civilization?

Jawaharlal Nehru                      A Tryst with Destiny (Non-Detailed)

### **Unit – III Short Stories**

Premchand                                      The Holy Panchayat  
R.K. Narayan      The M.C.C. (Non- Detailed)

### **Unit – IV Fiction**

Raja Rao                                      Kanthapura  
Bankim Chandra Chattopadhyay              Rajmohan's Wife (Non- Detailed)

### **Unit – V(Drama)**

HarindranathChattopadhyaya Siddhartha Man of Peace

### **Extensive Reading:**

Swami Vivekananda                                      Kali the Mother  
R. K. Narayan                                      The English Teacher  
Henry Derozio                                      The Harp of India  
Rabindranath Tagore                                      The Post Office  
IsmatChughtai                                      ‘Lihaf’ (The Quilt)  
Ambai                                      Squirrel

### **Reference Books**

- Krishna Mehrotra, Arvind. *A History of Indian Literature in English*. Delhi: oxford university press, 2011.
- Iyengar, K R Srinivasa. *Indian Writing in English*. Delhi: Sterling, 2019. Print.
- Dasgupta, Subrata. *The Bengal Renaissance*. India: Permanent Black, 2019. Print.
- An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990.
- The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram  
Gems of English Prose and Poetry, Orient Blackswan, 2013
- Gandhi, M.K. *Hind Swaraj or India Home Rule*, Navajivan Publishing House, Ahmedabad.
- Premchand. *The Holy Panchayat. Modern Indian Literature: Poems and Short Stories*. New Delhi: Oxford University Press, 2007 (seventh impression). Print.
- Anand, Mulk Raj. [1935] 2001. *Untouchable*. New Delhi: Penguin.
- Rao, Raja. *Kanthapura*. New York: OUP, 1998. Print.
- Chattopadhyaya, Harindranath, *Siddhartha: The Man of Peace*, Mumbai: Jaico Publishing House, 2002.



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## Phonetics

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**Semester: IV**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

### Course Objectives

1. To help the students to understand all the sounds of English and the organs of Speech
2. To provide students an overview of vowels, Consonants, and word Accent, intonation.
3. To acquire an understanding of speech as the international phonetic transcription
4. To give a systematic, conscious consideration of how speech sounds are made, what they sound like, and how they compare with each other.

### Course Outcomes:

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

- Learn phonetics symbol with sounds
- Use right accent, intonation and rhythm in speaking
- Analyse the syllable and accent
- Classify the speech sound
- Transcribe into phonetic language

### Unit - I

1. Introductory Remarks
2. Components of Linguistics
3. The Organs of Speech
4. The Air-Stream Mechanism

### Unit - II

- The Classifications and Description of Speech, Sounds I: Consonants
- The Consonants of English
- Phonology- Phonemes & Allophones
- Consonant Clusters in English

### Unit - III

1. The Classification and Description of Speech, Sounds II: Vowels
2. The Vowels of English

### Unit - IV

- Intonation
- Syllable
- Word-Accent
- Accent and Rhythm in Connected Speech

## **Unit - V**

1. Assimilation & Elision
2. Practice in phonetic Transcription

### **Reference Books**

- T. Balasubramanian – A Text book of English Phonetics for Indian Students; Macmillan. Chennai. Chapters: 1,2,3,4,5,8,10,11,14,15, and 16 and Trinity Publications Second Edition Chapter 3.
- Verma S.K. Krishnaswamy N. Modern Linguistics An introduction, New Delhi; Oxford, 1989.
- Bansal R.K. An Outline of General Phonetics. Bombay: OUP, 1971
- Sinha, Thakur. Better English Pronunciation, Chennai: Vijay Nicole Imprints, 20005.
- Ogden. Richard. An Introduction to English Phonetics (Edinburgh Textbooks on the English Language) 1<sup>st</sup> ed. 2009.
- English Phonetics for Indian Student – Work Book, Trinity Publications, Jan. 2012.

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## Victorian Age

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**Semester:**

**Hours: 5**

**Sub. Code:**

**Credits : 5**

### Course Objectives:

- To enable the learners to form an overview of the Victorian age
- To help the learners to understand and appreciate the writers of Victorian age
- To train the learners to read and appreciate the novel of Victorian age
- To expose the learners to few poems, short stories of Victorian age
- To develop a clearer understanding of the period its tensions, enthusiasm, hopes, fears, and sometimes contradictory moral and intellectual principles through reading, discussion, and writing.

### Course Outcomes:

- The students will acquire knowledge about the writers and their works in the Victorian age.
- Their critical way of learning the subjects will be high regarding the works of writers of Victorian age.
- The students can have a higher level of understanding of Victorian Age
- They can imbibe the art of analyzing the significant works of Victorian Age with a clear understanding of the period - its tensions, enthusiasms, hopes, fears, and contradictory moral and intellectual principles

### Unit - I

The Novel form in the 19 <sup>th</sup> Century	Faith and Doubt
	The Writer and Society
	Fictions and Readers

### Unit - II

1. Elizabeth Barrett Browning	How do I Love thee?(Detailed)
2. Mathew Arnold	Longing(Detailed)
3. A.C.Swinburne	The Garden of Proserpine(Detailed)
4. D.G. Rosetti	The Blessed Damozel(Detailed)
5.Christina Rossetti	Goblin Market (Non-detailed)

### Unit -III

- |                      |                                     |
|----------------------|-------------------------------------|
| 1.R.L. Stevenson     | The Body Snatcher (Detailed)        |
| 2. Elizabeth Gaskell | The Old Nurse's Story(Non-detailed) |

### Unit - IV

- |                     |                                      |
|---------------------|--------------------------------------|
| 1. Charlotte Bronte | Jane Eyre (Detailed)                 |
| 2. Thomas Hardy     | Far from Madding Crowd(Non-detailed) |

### Unit – V

- |                    |                               |
|--------------------|-------------------------------|
| 1. Charles Dickens | Tale of Two Cities (Detailed) |
| 2. George Eliot    | Silas Marner(Non-detailed)    |

### Reference Books:

1. The novel form in Nineteenth Century England: Faith and doubt, the writer and society: Fiction and its Readers.
2. Bronte, Charlotte. *Jane Eyre*. London, England: Smith , Elder and Co.P .105 Random House Publishing, 1983.
3. Steven Louis, Robert. The Body Snatcher.Random House edition 1998
4. Barrett Browning, Elizabeth. Sonnets from the Portuguese: How do you Love Thee? (Paperback-2013).
5. Eliot, George. *Middlemarch*, London, Macmillan ,1972 Penguin Books Limited, 2012. Paperback.
6. Gaskell, Elizabeth. The Old Nurse's Story (Paperback)2010

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## 20<sup>th</sup> Century English Literature

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**Semester - V**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

### Course Objectives

- To introduce the essential characteristics, major trends and techniques of 20<sup>th</sup> Century English Literature
1. To familiarize them to the works of modern writers.

### Course Outcomes

2. Student might have learnt the essential characteristics, major and techniques of 20<sup>th</sup> Century English literature
3. They can identify and describe distinct literary characteristics of modern writers
4. Students can analyse poetic works for their structure and meaning, using the correct terminology.

### Unit – I

#### Detailed

W.B. Yeats	The Second Coming,
Wilfred Owen	Strange Meeting,
Philip Larkin	Church Going,

### Unit – II

#### Non-Detailed

W.H. Auden	Lay Your Sleeping Head My Love
Ted Hughes	Thought Fox
Dylan Thomas	On The Marriage of a Virgin

### Unit – III

#### Detailed

Samuel Beckett	Waiting for Godot
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#### Non-Detailed

John Osborne	Look Back in Anger
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## Unit – IV

### Detailed

T. S. Eliot Tradition and the Individual Talent

### Non-Detailed.

D.H Lawrence Why the novel Matters?

E. M. Forster 'Art for Art's Sake.' from *Two Cheers for Democracy*, in Ellmann and Feidelson, pp. 198-202.

## Unit – V

### Detailed

Doris Lessing The Golden Notebook

### Non-Detailed

Virginia Woolf Mrs. Dalloway

## Reference Books

1. David A, Ross. *Critical Companion to William Butler Yeats: A Literary Reference to His Life and Work*. 1st Edition
2. Yeats, W.B. *The Collected Poems of W. B. Yeats*, Wordsworth Editions, 2000.
3. Russell, Murphy *Critical Companion to T. S. Eliot: A Literary Reference to His Life and Work*
4. Hutchings, William. *Samuel Beckett's "Waiting for Godot": A Reference Guide*
5. Farrar, Hugh Kenner. *A Reader's Guide to Samuel Beckett*. Straus and Giroux, 1973.
6. Sharma, Raja. *Ready Reference Treatise: Look Back In Anger*.
7. Ellmann, Richard and Charles Feidelson, Jr, eds. *The Modern Tradition*
8. Ellmann, Richard and Charles Feidelson, Jr, eds. *Two Cheers for Democracy* (London: Edward Arnold), 1972.
9. Camus, Albert. *The Myth of Sisyphus* (Penguin Great Ideas)
10. Raymond Williams. *The English Novel from Dickens to Lawrence* (London: Hogarth) 1984.
11. Bernard Shaw. *Pygmalion*

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**Indian Writings in English (Post- Independence era)**

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**Semester: V****Hours: 5****Sub.Code:****Credits: 5****Course Objectives**

- To introduce the students to major writers of Indian Literature in English of the Post-Independence period.
- To familiarize them with the different genres of writing
- To introduce them to the different movements of the age
- To examine the themes presented in Indian Literature
- To develop the ability to critically analyse a text

**Course Outcomes**

- Identify the major writers of Indian literature in the Post- Independence era
- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

**Unit - I (Poetry)**

Jibanananda Das                      I Shall return to this Bengal

A.K. Ramanujan                      The River

Nissim Ezekiel                      Background, Goodbye party to Ms.Puspa

Kamala Dass                      An Introduction, My Grandmothers House

**Unit – II(Prose)**

Arundhati Roy                      The End of Imagination (Ahimsa: non-violent resistant)

**Unit – III(Short story)**

Kushwant Singh                      The Mark of Vishnu

**Unit – IV(Fiction)**

Anita Desai                      Cry the Peacock

Rohinton Mistry                      A Fine Balance (Non-Detailed)

## Unit – V(Drama)

GrishKarnad	Hayavadana
Mahesh Dattani	Seven Steps around the Fire

### Extensive Reading:

Badal Sircar	Evam Indrajit
A. K. Ramanujan	Obituary
Arun Kolatkar	Jejuri
Shashi Tharoor	Indian Identity
Amartya Sen	Identity and Violence
Asif Currimbhoy	The Refugee
Vijay Tendulkar	Silence the Court is in Session
Amitav Ghosh	The Glass Palace
Shashi Deshpande	That Long Silence

### Reference Books

- Modern Indian Poets: A Critical study by Shakti Batra, Surjeet publications, Delhi.
- Poetry Down the ages Orient Blackswan Revised Edition
- Saleem Peeradina (ed.): Contemporary Indian Poetry in English, Macmillan Publishers India Ltd.
- Ambedkar BR, *Castes in India : Their Mechanism Genesis And Development*. Jullundur, India :BheemPatrika Publications,1916, Print.
- Roy, Arundhati. *The End of the imagination*. Chicago: Haymarket Books.2016.
- Desai, Anita. *Cry The Peacock*, Penguin Books India, 1963.
- Mistry, Rohinton. *A Fine Balance*. London: Faber and Faber, 1996.Print.
- Karnad, Girish, *Hayavadana*, New Delhi: OUP, 1998, Print.
- Amitav Ghosh *The Glass Palace*. Delhi: Ravi Dayal, 1988.



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## Literary Criticism-I

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**Semester -V**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

### **Course Objectives**

- To introduce to the students the world of Literary Criticism.
- To make the students to learn and understand critical analysis and interpretation.
- To make the students to learn and understand to evaluate literature.
- To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles
- To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.

### **Course Outcomes**

- The students will understand Literary Criticism.
- The students will learn and understand critical analysis and interpretation.
- The students will learn and understand to evaluate literature.
- The students will learn and understand to examine the literary contexts, types, theme, trends, history, or principles.
- The students will learn to understand and appreciate and enhance and be proficient in all kinds of literary work.

### **Unit - I**

Plato                      The Ion

### **Unit - II**

Aristotle                      Poetics (Chapter 1 & 6)

Longinus                      On the Sublime (1to5)

### **Unit - III**

Samuel Johnson              Preface to Shakespeare

### **Unit - IV**

Alexander Pope              Essay on Criticism

Francis Bacon                      Advancement of Learning (Book-I)

## **Unit - V**

William Wordsworth

Preface to Lyrical Ballads

### **Reference Books:**

1. Aiken Conrad- Collective criticism- New York and London, Oxford University Press, 1968.
2. Das and Kumar, Bijay-Twentieth Century Literary Criticism-Atlantic Publishing, 2005.
3. Lodge, David, ed. Modern Criticism and Theory-II edition, New Delhi; Pearson Education, 1998.
4. Waugh, Patricia. Literary Theory and Criticism-New Delhi: Oxford University Press, 2006.
5. Bacon, Francis. Advancement of Learning: Standard Publications, 2007.

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**Elective-I:Common Wealth Literature**

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**Semester – V**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

**Course Objectives:**

- To sensitize the history of Common Wealth Nations
- To familiarize the students with the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them
- To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of heredity, marginality, plurality and ‘otherness’, by examining these texts
- To demonstrate knowledge and awareness of some components of Commonwealth Nations’ cultural heritage such as artistic, historical, linguistics, literary, and philosophical foundations.
- To Promote creative writing in English.

**Course Outcome**

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

1. Appreciate all the literary works under Commonwealth Literature as a part of English Literature.
2. Understand the global relevance, significance and resonance of Commonwealth Literature today.
3. Analyse and evaluate the postcolonial aspects of the literary works from Commonwealth nations
4. Appreciate the contribution of translation studies to Commonwealth Literature.
5. Critically analyse the relevance of the works in the light of globalisation.
6. Refine their written and spoken language as an outcome of regular seminar presentations.

**Unit I: Poetry (Detailed)**

Australia - A.D. Hope	The Death of the Bird
New Zealand - Jessie Mackay	The Noosing of the sun-god
Africa - Abioseh Nicol	The Continent that lies within us
Nigeria - Gabriel Okara	Once Upon a Time

**Poetry (Non-Detailed)**

Singapore- Edwin Thumboo	Words
Malaysia - Shirley Lim	Words for Father

**Unit II: Prose (Detailed)**

Sri Lanka - Ananda Coomaraswami	The Dance of Shiva (1&2)
Jamaica - Stuart Hall	Cultural Identity and Diaspora

**Prose (Non-Detailed)**

Canada - Susana Moodie	Roughing it in the Bush
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**Unit III Drama (Detailed)**

Nigeria - Wole Soyinka	TheKongi's Harvest
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**Drama (Non-Detailed)**

India - Karnad	Nagamandala
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**Unit IV: Short Story (Detailed)**

Canada - Alice Munro	Day of the Butterfly
British - Muriel Spark	The first year of my life.

**Short Story (Non-Detailed)**

Nigeria - Chimamanda Ngozi Adichie	A Private Experience
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**Unit V : Fiction(Detailed)**

Pakistan- Bapsi Sidhwa	Pakistani Bride
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**Fiction (Non- Detailed)**

Canada –Margret Laurence	The Stone Angel
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**Reference Books:**

- Bapsi Sidhwa: The Pakistani Bride, Penguin India.2000
- Ananda Coomaraswamy: The Dance of Shiva,Rupa Publications,2013
- Wole Soyinka: The Kongi's Harvest, Oxford University Press,1967
- Margaret Atwood: Surfacing, Little Brown Book Group,1997
- Patrick White: Voss, RHUK Publisher,1994
- The Novelist as Teacher, Chinua Achebe, Emerald Publishers.

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**Elective-I:Literature and Film**

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**Semester – V**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

**Course Objectives:**

- To identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.
- To use various literary and cinematic terms to discuss, interpret, and analyze representative texts.
- To respond to, analyze, and evaluate films as literary texts.
- To Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.
- To show an understanding how the political, socio-cultural, and historical contexts of literature translate into film making and analysis.
- To synthesize connections between individual texts and a variety of literary and cinematic interpretations.

**Course Outcomes:**

Upon course completion, a student will be able to:

- Identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.
- Use various literary and cinematic terms to discuss, interpret, and analyze representative texts.
- Respond to, analyze, and evaluate films as literary texts.
- Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.
- Show an understanding how the political, socio-cultural, and historical contexts of literature translate into film making and analysis.
- Synthesize connections between individual texts and a variety of literary and cinematic interpretations.

**Unit I: Background**

History of Indian Film

Major Landmarks in Indian Film

**Unit II: Kinds of Indian Film**

Horror Film

History Film

Comedy

Adventure

Science Fiction

Romance

### Unit III:

Technology of Film making

Narrative Elements (Plot, Character, Point of View, Setting); Mise-en-scene; Cinematography; Montage, Film Genres

### Unit IV:

Writing Film Reviews

### Unit V Fiction and Film

Chetan Bhagat - Five Points Someone                      Shankar –Nanban

Paul Harris Daniel-Red Tea                                      Bala –Paradesi

Bernad Shaw-Pigmalion George Cukor- My Fair Lady

### Reference Books

Abrams, M H. *A Glossary of Literary Terms*. 10th Edn. New Delhi: Cengage Learning, 2011. Bazin, Andre. *What is Cinema?* Vols 1 & 2. Berkley: Univ of California Press, 1967.

Beja, Morris. *Film and Literature: An Introduction*. New York: Longman, 1979. Bluestone, George. *Novels into Film*. Baltimore: Johns Hopkins Press, 1957.

Benyahia, Sarah Casey and John White. *Film Studies: The Essential Introduction*. London: Routledge, 2006.

Boyum, Joy Gould. *Double Exposure: Fiction into Film*. Calcutta: Seagull Books, 1989.

Cahir, Linda Constanzo. *Literature into Film: Theory and Practical Approaches*. London: Macfarland, 2006.

Cartmell, Deborah, ed. *A Companion to Literature, Film and Adaptation*. Oxford: Blackwell, 2012. Cartmell, Deborah and Imelda Whelehan, ed. *The Cambridge Companion to Literature on Screen*. Cambridge: Cambridge University Press, 2007. Das Gupta, Chidananda. *Talking About Films*. New Delhi: Orient Longman, 1981.

Desmond, John and Peter Hawkes. *Adaptation: Studying Film and Literature*. Boston: McGraw, 2006. Elliott, Kamilla. *Rethinking the Novel/Film Debate*. Cambridge: CUP, 2003.

Gaston, Roberge. *The Subject of Cinema*. Calcutta: Seagull, 1985.

McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon, 1996.

Rajadhyaksha, As

Soyoung, Kim. *Cinema, Culture Industry and Political Societies*. London: Routledge, 2003. Ray, Satyajit. *Our Films and Their Films*. New Delhi: Orient Longman, 1976.

Sikov, Ed., ed. *Film Studies: An Introduction*. New York: Columbia University Press, 2010. Stam, Robert and Alessandra Raengo, eds. *A Companion to Literature and Film*. London: Blackwell, 2006. Vaidyanathan, T G. *Hours in the Dark: Essays on Cinema*. New Delhi: Oxford UP, 1999.

Chidananda Das Gupta “Indian Cinema Today”

Francesco Casetti “Adaptation and Mis-adaptations: Film, Literature, and Social Discourses” (from *A Companion to Literature and Film*)

Gaston Roberge “Film Language” (from *The Subject of Cinema*)

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**Elective-I: Women's Writings**

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**Semester - V**

**Hours: 6**

**Sub. Code:**

**Credits: 4**

**Course Objectives:**

- To initiate an interest in the learners for the women writers in English
- To enable students to approach the thought and expression of women writers who displayed their perception on the world, culture and gender – bias with novelty in attitude and innovation in techniques
- To know the underlying themes expressed by women writers
- To understand and appreciate the inner and deeper aspirations of the women writers

**Course Outcomes:**

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

1. Critically respond to literature from a feminist perspective.
2. Realize how patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. Identify how stereotypical representations of women were constructed and how these are subverted by women's writing.

**Unit – I Poetry**

**Detailed**

Emily Dickinson	Because I could not stop for Death
	I Felt a funeral in my Brain
Sylvia Plath	Mirror
Maya Angelou	Phenomenal Woman

**Non-Detailed**

Elisabeth Barrett Browning	How do I love Thee? Let me Count the Ways
	The Cry of the Children
Sylvia Plath	Soliloquy of a Solipsist





**Reference Books:**

- Walker, Alice. *The Color Purple*. US: Mariner Books, 1982.
- Tharu Susie, Lalitha. *Women Writing in India*. Delhi: OUP, 1991.
- Dickinson, Emily. *The complete Poems of Emily*. Boston: 1924
- Plath, Sylvia, *Ariel*. London: Faber and Faber, 1999.
- <http://youtu.be/w7hPizrOx4Y>
- [http://azactorsacademy.com/uploads/plays/top\\_girls.pdf](http://azactorsacademy.com/uploads/plays/top_girls.pdf)
- <https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>
- <https://sjctnc.edu.in/wp-content/uploads/2017/10/vol2-i1-1.pdf>
- <https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
- <https://www.encyclopedia.com/arts/educational-magazines/play-tiger>

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## Literary Criticism - II

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**Semester - VI**

**Hours: 6**

**Sub. Code:**

**Credits: 6**

### Course Objectives

- To introduce to the students the world of Literary Criticism.
- To make the students to learn and understand critical analysis and interpretation.
- To make the students to learn and understand to evaluate literature.
- To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles
- To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.

### Course Outcomes

- The students will understand Literary Criticism.
- The students will learn and understand critical analysis and interpretation.
- The students will learn and understand to evaluate literature.
- The students will learn and understand to examine the literary contexts, types, theme, trends, history, or principles.
- The students will learn to understand and appreciate and enhance and be proficient in all kinds of literary work.

### Unit - I

I.A. Richards                      Two Uses of Language

### Unit - II

T.S. Eliot                          Hamlet and his Problems

### Unit - III

Frantz Fanon                      Black Skin and White Mask (1 to 3)

### Unit - IV

Kamau Brathwaite                The History of the Voice (1 to 2)

### Unit - V

Bertolt Brecht                      The Three Penny Opera

## Reference Books

1. Chandra, Joseph & Samy, Antony K.S., *Classical to Contemporary Literary Theory – A Demystified Approach*. New Delhi: Atlantic Publishers. 2011.
2. Connors, Clare. *Literary Theory: Beginners Guide*. Chennai: Chennai Micro Print. 2011.
3. Waugh, Patricia-*Literary theory and Criticism – New Delhi: Oxford University Press, 2006 (To know the literary theory)*.
4. M.H. Abrams-*A Glossary Of Literary Terms* Macmillian Publishers India Ltd.
5. Das and Kumar, Bijay-*Twentieth century literary criticism*-Atlantic Publishing, 2005.
6. Aiken Conrad- *Collective criticism*- New York and London, Oxford University Press, 1968.
7. Lodge, David, ed. *Modern Criticism and Theory-II* edition, New Delhi; Pearson Education, 1998
8. Eagleton, Terry- *The English Novel, An Introduction*-UK: Blackwell Publishing
9. Seturaman, ed.-*Indian Aesthetic: An Introduction*- New Delhi: Macmillan, 2005.
10. Panja, Shomishtha. Ed. *Critical Theory: Textual Application*. New Delhi: Worldview Publications, 2002.
11. .Fanon, Frantz *.Black Skin and white Mask*. Tr. Richard Philcox, Perseus Books Group .2007.
12. Eliot, T.S. *The Sacred Wood: Essays on poetry and Criticism*. Dolo Press. 2009.
13. Brathwaite, Kamau. *The History of the Voice*. New Beacon Book Limited. 1984.

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## English Language Teaching

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**Semester: VI**

**Hour: 5**

**Sub. Code:**

**Credits: 4**

### Course Objectives

- To provide the history English Language Teaching
- To understand the historical need that called for innovation in teaching methods
- To equip the learners with a knowledge of various methods both evolving and being used in ELT
- To help the students to understand the current trends and methods in ELT
- To enable the students to have hands on experience
- To use the latest technology to acquire LSRW skills

### Course Outcomes

Upon the completion of the Course, the learners will be able:

- To trace the history English Language Teaching and understand the importance of teaching and learning other languages
- To tell the historical need that called for innovation in teaching methods in language teaching
- To know and demonstrate various approaches and methods, both evolving and being used currently in ELT
- To apply the methods in real time to smaller groups
- To use the latest technology to acquire LSRW skills and be autonomous learners.

### Unit I: Major Trends in Twentieth-Century Language Teaching

A Brief History of Language Teaching, The Direct Method, The Audiolingual Method

**Activity Corner:** The Historian speaks

### Unit II: Current Approaches and Methods

Communicative Language Teaching, Task-based Language Teaching, Multiple Intelligences

**Activity Corner:** Jigsaw task and other tasks

### Unit III: Alternative Twentieth-Century Approaches and Methods

The Natural Approach, Total Physical Response, The Silent Way

**Activity Corner:** Pair work and Role plays

## **Unit IV: Developing Language Skills**

**I. Developing the Language Skills:** Listening, Speaking, Reading and Writing skills in ELT

**II. Teaching Language through Literature:** Through Poetry, Drama, Fiction

**III. Acquiring LSRW skills through Technology**

**Activity Corner:** Demonstration of teaching L/S/R/W through Poetry/ Drama/ Fiction

## **Unit V: Mini- Project: Hands on training**

- a) Writing a lesson design to teach English language by using any two methods taught in the above units.
- b) Teach English language to any one learner (preferably the younger brother/sister at home). The video should be submitted for evaluation.
- c) Viva-voce

## **Reference Books:**

1. Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Third Edition, India: Cambridge University Press, 2016.
2. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford: OUP, 2000.
3. Scrivener, Jim. *Learning Teaching*. 3<sup>rd</sup> Ed. MacMillan Books for Teachers
4. Thornbury, Scott. *About Language – Tasks for Teachers of English*. Cambridge: Cambridge University Press
5. Saville-Troike, Muriel. *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press, 2006.
6. Davies, Paul. and Pearse, Eric. *Success in English Teaching*. Oxford: Oxford University Press, 2000.
7. Lightbown, Patsy and Spada, Nina. *How Languages Are Learned*. 4<sup>th</sup> Ed. Oxford: Oxford University Press, 2000.
8. Hedge, Tricia. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
9. Srivastava, A. *English Language Teaching Methods Tools and Techniques ELT*. Book Enclave: 2012.
10. Allan B. Harold – *Teaching English as a Second Language: A Book of Reading* – Tat McGraw Hill Publishing Company Ltd., New Delhi, 1965.
11. Bagchi, Dinesh – *Teaching Poetry in Schools and Colleges* – TR Publications, Madras, 1994

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## Epics in English

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**Semester - VI**

**Hours: 5**

**Sub. Code:**

**Credits: 5**

### Course Objectives

- To acquaint the students with the great epics of English Literature
- To enrich learners with the types of Epic
- To familiarize the conventions of Epic

### Course Outcomes

- Students can identify a variety of forms and genres of poetry from diverse cultures and historic periods.
- They can understand the nature and development of the genre of ancient epic.
- They can understand the internal structure and unity of the individual epics studied in the syllabus.
- They can analyse the text with critical approaches and scholarly theories concerning these works.
- They can understand the different historical contexts which produced the works.

### Unit – I

#### Detailed

John Milton                      Paradise Lost – Book IX

### Unit – II

#### Detailed

Virgil                              Aeneid– Book IV (1 – 205 lines)

### Unit – III

#### Detailed

Kamala Subramaniyan      Mahabharata (Book 8, Karna Parva)

#### Non Detailed

### Unit – IV

Edmund Spenser              The Faerie Queen (Book-I)

#### Non Detailed

### Unit - V

Alexander Pope              *Rape of the Lock (Book-I)*

## Reference Books

- B. Prasad- Background History of English Literature
- M.H Abrams- Literary Forms and Terms
- The Mahabharata of Krishna-Dwaipayana Vyasa Book 8 Karna Parva by **Krishna-Dwaipayana Vyasa** (Author), **Kisari Mohan Ganguli** (Translator)
- The Cambridge Companion to Milton.Ed. Dennis Danielson. University of British Columbia
- The Cambridge Companion to English Poetry Ed. Thomas N. Corns
- Blackwell Companions To The Ancient World. Ed. John Miles Foley
- The Cambridge Companion to Virgil Ed. Charles Martindale
- Alexander Pope- Rape of the Lock.