DEPARTMENT OF ENGLISH

B.A. English - Full Time

Curriculum & Syllabus 2017 Regulation

SEMESTER – I					
Sub. Code	**Subject Name**	**L**	**T**	**P**	**C**
HBTA17001 **HBHI17001** **HBFR17001**	Tamil – I Hindi – I French – I	3	0	0	3
HBEN17001	English – I	3	0	0	3
HBEN17003	Core Course: - Main -Paper III The Elizabethan Age	4	0	0	4
HBEN17004	Core Course: Main - Paper IV The Neoclassical Age	4	0	0	4
HBEN17A01	Core Course-Allied- Paper I The Social History of England- I	3	0	0	3
HBMG17L01	Soft Skills-I	0	0	4	2
				Total credits	**19**

SEMESTER – II					
Sub. Code	**Subject Name**	**L**	**T**	**P**	**C**
HBTA17002 **HBHI17002** **HBFR17002**	Tamil – II Hindi – II French – II	3	0	0	3
HBEN17002	English – II	3	0	0	3
HBEN17005	Core Course: - Paper V The Romantic Age	4	0	0	4
HBEN17006	Core Course: - Paper VI The Victorian Age	4	0	0	4
HBEN17A02	Core Course- Allied II Social History of England-II	3	0	0	3
HBMG17L02	Soft Skills – II	0	0	4	2
				Total credits	**19**

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SEMESTER – III					
Sub. Code	**Subject Name**	**L**	**T**	**P**	**C**
HBEN17007	Core Course: Paper V Twentieth Century Literature-I-Prose & Drama	4	0	0	4
HBEN17008	Core Course- Main-Paper VIII Literary Forms	4	0	0	4
HBEN17009	Core Course –Main Paper IX Indian Writing in English	4	0	0	4
HBEN17010	Core Course-Main-Paper X American Literature	4	0	0	4
HBEN17A03	Allied- Paper –III History of English Literature - I	3	0	0	3
HBEN17E01	Elective – I Creative Writing	3	0	0	3
				Total credits	**22**

SEMESTER – IV					
Sub. Code	**Subject Name**	**L**	**T**	**P**	**C**
HBEN17011	Core Course: Paper XI The 20th Century Literature II –Poetry and Fiction	4	0	0	4
HBEN17012	Core Course- Paper –XII Contemporary World Literature	4	0	0	4
HBEN17013	Core Course – Paper XIII Journalism – Printed and Digital	4	0	0	4
HBEN17A04	Core Course Allied Paper IV History of English Literature- II	3	0	0	3
HBEN17E02	Elective Subject-II Translation Studies of Indian Literature in English	3	0	0	3
HBEN17L01	Internship	1	0	0	1
				Total Credits	**19**

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SEMESTER – V					
Sub. Code	**Subject Name**	**L**	**T**	**P**	**C**
HBEN17014	Core Course-Main subject XII Shakespeare	4	0	0	4
HBEN17015	Core Course- Main Paper XV Literary Criticism-I	4	0	0	4
HBEN17016	Core Course- Main paper- XVI History of English Language - I	4	0	0	4
HBEN17017	Core-Course-Main-Paper-XVII Linguistics	4	0	0	4
HBEN17E03	Elective Paper III Women Studies	3	0	0	3
HBMG17001	Environmental Studies	3	0	0	3
				Total Credits	**22**

SEMESTER – VI					
Sub. Code	**Subject Name**	**L**	**T**	**P**	**C**
HBMG14G01	Entrepreneurship Development	3	0	0	3
HBEN17018	Core Course- Main Paper XVIII History of English Language – II	4	0	0	4
HBEN17019	Core Course –Main Paper-XIX English Phonetics and Phonology	4	0	o	4
HBEN17020	Core Course- Main —XX Literary Criticism - II	4	0	0	4
HBEN17021	Core Course- Main Paper XXI Visual Literature, Advertising & Media	4	0	0	4
HBEN17P01	Project on Translation work/Journalism/Creative Writing	10	0	0	10
				Total credits	**29**

Credit Summary

1st Semester : 19
2nd Semester : 19
3rd Semester : 22
4th Semester : 19
5th Semester : 22
6th Semester : 29

Total Credits : 130

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HBTA17001 TAMIL – I 3 0 0 3

நோக்கம்:

- வாய்மொழி இலக்கியத்தையும் செய்யுள் இலக்கியத்தையும் அறிந்துகொள்ளல்.
- சிறுகதை மரபினைப் புரிந்துகொள்ளல்.
- பிழையின்றித் தமிழ் எழுதுவதற்கு அடிப்படை இலக்கணத்தைப் பயிற்றுவித்தல்.
- கவிதை மரபினையும் சிறுகதை மரபினையும் வரலாற்று நிலையிலிருந்து விளக்குதல்.

முதல் பருவம் – தமிழ்த்தாள் 1

அலகு – 1

செய்யுள் திரட்டு வாய்மொழி இலக்கியம்: நாட்டுப்புறப்பாடல்கள்

1. தாலாட்டு
2. காதல்
3. ஒப்பாரி
4. காணிநிலம் வேண்டும் – பாரதி
5. நல்லதோர் வீணை - பாரதி
6. தமிழ்க்காதல் - பாரதிதாசன்
7. தமிழ் வளர்ச்சி - பாரதிதாசன்
8. எந்நாளோ? - பாரதிதாசன்
9. ஆறுதன் வரலாறு கூறுதல் – கவிமணி தேசிக விநாயகம்பிள்ளை

அலகு – 2

1. வழித்துணை - ந. பிச்சமூர்த்தி
2. குருடர்களின் யானை – அப்துல் ரகுமான்
3. முள் முள் முள் - சிற்பி

அலகு – 3 (புதுமைப்பித்தன் கதைகள்)

1. கடவுளும் கந்தசாமிப்பிள்ளையும்
2. செல்லம்மாள்
3. துன்பக்கேணி
4. ஆற்றங்கரைப் பிள்ளையார்
5. ஒருநாள் கழிந்தது

அலகு – 4

1. பெயர், வினை, இடை, உரிச்சொற்களின் பொது இலக்கணம், வலிமிகும் இடங்கள், வலிமிகா இடங்கள்

அலகு – 5

1. தமிழ்க்கவிதையின் தோற்றமும் வளர்ச்சியும்
   (மரபுக்கவிதை, புதுக்கவிதை)
2. தமிழ்ச்சிறுகதையின் தோற்றமும் வளர்ச்சியும்
3. மரபுத்தொடர்கள், பொருந்திய சொல் தருதல், கலைச்சொற்கள், நேர்காணல்

மேற்பார்வை நூல்கள்:

1. சென்னைப்பல்கலைக் கழக வெளியீடு – 2013
2. பொது இலக்கணம்

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HBHI17001	HINDI – I	3	0	0	3

OBJECTIVES:

- Special emphasis on creative writing with phrases and quotes.
- Essays of eminent authors have been selected
- Administrative terms prescribed by official language department is taught
- Prose, Administrative Hindi and Grammer.

UNIT I **9 Hrs**

1. Sabhyatakaarahasya – lesson and annotations ,Questions & answers,
2. Administrative terms (Prayojanmulak Hindi)

UNIT II **9 Hrs**

1. Mitrathakarahasya - lesson and annotations questions and answers
2. Patralekhan, definitions, correspondence in hindi

UNIT III **9 Hrs**

1. Paramanuoorjaevam and kadhyasanrakshan (lesson) annotations and answers,
2. Technical terms and words, letter writing

UNIT IV **9 Hrs**

1. Yuvavon se (lesson), annotations, essay and questions and answers
2. Types of official correspondence, technical terms
3. Grammer(Change of voice, correcting the sentences)

UNIT V **9 Hrs**

1. Yogyataaurvyavasaykachunav (Lesson) essay, questions and answers
2. Letter writing
3. grammer& technical terms

Total no of Hrs: 45

TEXT BOOK:

1. Dr. Syed Rahmatullah&PoornimaPrakashan, Hindi gadhyamaala

REFERENCES:

1. Dr. Syed Rahmatullah&PoornimaPrakashan, *Prayojanmulak Hindi*
2. Dakshin Bharat Hindi Prachara Sabha, T.Nagar,*Saral Hindi Vyakaran-2*

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HBFR1701	FRENCH – I	3	0	0	3

UNITÉ 1 **9 Hrs**

Décrouvrir le langue française

UNITÉ 2 **9 Hrs**

Faire connaissance

UNITÉ 3 **9 Hrs**

Organizer son temps

UNITÉ 4 **9 Hrs**

Découvrir son environnement

UNITÉ 5 **9 Hrs**

S'informer, Se faire plaisir

Total no. of Hrs: 45

TEXT BOOK:

Authors: Jacky Girardet, Jacques Pécheur, Available at :Goyal Publishers Pvt Ltd 86, University Block JawaharNagar ,New Delhi – 110007. Tel : 011 – 23858362 / 23858983

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HBEN17001 ENGLISH – I 3 0 0 3

OBJECTIVES:

- to prepare students for attaining a comprehensive knowledge of the communication
- Skills
- to make them understand the nuances of the language and use its vocabulary in appropriate contexts
- to develop in students a knowledge of the various techniques in language use
- to develop in them analytical and interpretative skills
- to train learners in organized academic and business writing

Unit I-PROSE- For Detailed Study

1. On Running After One's Hat — G.K. Chesterton
2. The Unexpected — Robert Lynd
3. How to be a Doctor — Stephen Leacock

Unit II- POETRY- For Detailed Study

1. Ulysses — Lord Tennyson
2. If — Rudyard Kipling
3. Leave this Chanting and Singing — Rabindranath Tagore

Unit III- SHORT STORY

1. A Retrieved Reformation — O'Henry
2. Engine Trouble — R.K. Narayan

Unit IV – GLIMPSES FROM GREAT MINDS

1. I lived with words — R.L. Stevenson
2. My Vision for India — Dr. APJ Abdul Kalam

Unit V - FUNCTIONAL ENGLISH

Enhancing LSRW Skills through Tasks

Note: Each lesson to be followed by text-based Vocabulary, Grammar, and Usage Exercises

Synonyms, Antonyms- Affixes (prefixes & Suffixes)-Noun- Adjectives, Verb, Tense, Adverb, Preposition, 'if' clause, Articles, discourse markers, Reported and Direct speech- Voice, Degrees of comparison, Interrogative Comprehension, Précis writing

COURSE LEARNING OUTCOME:

Students completing the General English course

- will be able to attain comprehensive knowledge of the four skills of communication viz.LSRW
- will be able to understand the nuances of English Language as use its vocabulary in appropriate contexts
- will have acquired the knowledge of the various techniques in language usage
- will have acquired proficiency in analytical and interpretative skills
- will be trained in organized and academic and business writing

Text Prescribed: Pushkala R, Padmasani Kannan, Chandrasena Rajeswaran, Anuradha V **Literary Melodies,** Orient Black Swan, 2017

Text Books, Reference Books and Web Resources

1. Pushkala R, P.A.Sarada, El Dorado: A Textbook of Communication Skills, Orient Blackswan, 2014
2. Padmasani Kannan.S., Pushkala.R. : Functional English
3. Hancock, Mark, English Pronunciation in Use; Cambridge Univ. Press, 2013
4. McCarthy, Michael et.al,, English Vocabulary in Use, Advanced, Cambridge Univ. Press, 2011
5. Wren and Martin: Grammar and Composition, Chand & Co, 2006
6. Part I& Part II from Spring Board by Orient Black Swan Pvt. Ltd.
7. http:// learenenglish. Britishcouncil.org
8. www.englishpage.com
9. www.writingcentre.uottawa.ca/hypergrammar/preposit.html
10. www.better-english.com/grammar/preposition.html
11. http://www.e-grammar.org/infinitive-gerund/
12. www.idiomsite.com/

DEPARTMENT OF ENGLISH

HBEN17003 **Core Course: - Main -Paper III** 4 0 0 4

THE ELIZABETHAN AGE

OBJECTIVES:

The learners should be able to:

- Trace the history of English Literature with reference to Elizabethan Age
- Give an introduction to Elizabethan Age
- Give an introduction to the writers of the Elizabethan Age
- Study features of Elizabethan Literature with reference to Prose, Poetry and Drama.
- Familiarize themselves with the litt of the 16th century with respect to its various genres.

Unit-I

Detailed Prose Bacon's Essays: Of Truth, Of Studies, Of Adversity,

Unit II

Non Detailed Prose Bacon's Essays: Of Superstition, Of Anger, Of Boldness, Of Riches, Of Nature in Men,

Unit-III

Detailed Poetry Wyatt, 'Farewell, Love', Spenser, 'Epithalamion' Shakespeare, Sonnet 65

Unit IV

Non Detailed Poetry Spenser, Sonnet 73(From Amoretti)Ben Jonson, 'Come Celia' Donne, 'Death Be not Proud'

Unit-V

Detailed Drama Christopher Marlowe, 'Dr. Faustus'

Non Detailed Drama Ben Jonson, Everyman in His Humour (Macmillan)

Texts:

Bacon's Essays (Emerald Publications) Five Ages of English Poetry

Outcomes:

The learners will be able to:

- Trace the history of English Literature with reference to Elizabethan Age
- Get a wider knowledge of the Elizabethan Age with respect to European history.
- Get introduced to the writers of Elizabethan Age
- Get a comprehensive view of Elizabethan Litt with reference to Prose, Poetry and Drama.
- Analyse and appreciate the litt of the age with respect to its various genres.

Reference

1. Beadle, Richard. *The Cambridge Companion to Medieval English Theatre*. Cambridge: Cambridge Univ. Press,1994

3. Braunmuller, A. R. & Michael Hattaway, *The Cambridge Companion to English Renaissance Drama*. Cambridge: Cambridge Univ. Press, 2003

6. Preminger, Alex & Terry V. F. Brogan, *New Princeton Encyclopaedia of Poetry and Poetics.*New York: M J FBooks, 1996

8. Wells, Stanley W. & Margreta De Grazia *The Cambridge Companion* to *Shakespeare*. Cambridge: CambridgeUniv. Press, 2

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HBEN17004	Core Course: - Main -Paper IV THE NEOCLASSICAL AGE	4	0	0	4

OBJECTIVES:

The learners should be able to

- Gain knowledge of the Neo classical tradition and forms
- Learn the features of the Restoration Age
- Learn the features of Neo Classical Age
- Analyse the trends in literary expressions of the period
- Study the changes in literary expressions critically.

Unit I

Prose Detailed — Samuel Johnson, 'The Life of Milton' (Macmillan)

Non-detailed — Addison and Steele, 'The Spectator Club'
Oliver Goldsmith, 'The Man in Black'

Unit II

Poetry Detailed — John Milton, 'Lycidas'
Alexander Pope, 'The Rape of the Lock'
Lines 121-148 (Belinda's toilette)

Unit III

Poetry Non-detailed — John Milton, 'On His Blindness'
John Dryden, 'Alexander's Feast'
Abraham Cowley, 'Of Solitude'
Thomas Gray, 'Elegy Written in a Country Churchyard'

Unit IV

Drama- Detailed — Richard Sheridan, 'The School for Scandal'
Nondetailed — William Goldsmith, 'She Stoops to Conquer'

Unit V

Fiction — Jonathan Swift, 'Gulliver's Travels'
John Bunyan, 'The Pilgrim's Progress'

Outcomes:

The learners will be able to

- Understand the changing trends from the Renaissance to the Neo-classical tradition and forms
- Understand the features of the Restoration Age
- Get a comprehensive view of the features of Neo Classical Age
- Analyse the trends in literary expressions of the period
- Make critical interpretation of the literature of the period.

References

1. Abram.M.H., 'The Northan Anthology of English Literature', Volume C: The Restoration and the Eighteenth Century, OUP: 2005
2. Damrosch, David, 'The Longman Anthology of British Literature, Volume1 C: The Restoration and the eighteenth Century', Longman: 2009
3. Hammond, Paul, 'Restoration Literature: An Anthology', OUP:2002
5. Tillotson, etal., 'Eighteenth Century English literature'. New York: Putnam's and Sons: 1999
6. Dryden, John, 'Discourses on Satire and Epic Poetry'. Cassell and Company:2005

DEPARTMENT OF ENGLISH

HBEN17A01 **Core Course-Allied- Paper I** **3 0 0 4**

THE SOCIAL HISTORY OF ENGLAND- I

OBJECTIVES:

The learners should be able to

- Trace the early history of England
- Learn about social, religious and political institutions of the Middle Ages
- Study the major religious movements of the Tudor and Stuart Periods
- Learn the social, cultural, religious and political milieu of the time
- Learn about social, religious and political movements of the period under study.

Unit I - Tudor England

The Renaissance as a multi faced European movement and its impact on England

Unit II - The **Reformation** – The causes and its progress through the reigns of Henry VIII, Edward VI, Mary and Elizabeth The dissolution of Monasteries - the causes and consequences

Unit III - Stuart England

The Conflict between the Monarchy and the Parliament and the Establishment Of the supremacy of the Parliament through the reigns of James I, Charles I, Charles II James II and its culmination in the Glorious Revolution,

Unit IV Restoration- Life in the Protectorate England and in the Restoration England

The Coffee Houses and their social relevance

Unit V -The Age of Revolutions

The Industrial revolution
The Agrarian Revolution
The Impact of the French Revolution and the consequent war with France

Outcomes:

The learners will be able to

- Trace the early history of England
- Learn about social, religious and political institutions of the Middle Ages
- Study the major religious movements of the Tudor and Stuart Periods
- Learn the social, cultural, religious and political milieu of the time
- Analyse social, religious and political movements of the period under study.

Reference

1. Cheyney, Edward Potts ‘An Introduction to the Industrial and Social History of England’ Macmillan Publications: 2000
2. Chaudry, Bibhash ‘English Social and Cultural History- An Introductory Guide and Glossary” Estern Economic Edition: 2005
3. Ashok, Padmaja ‘Social History of England’ Orient Black Swan: 2011
4. Xavier. A.G. ‘Social History of England’ Emerald Publication: 2013

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HBMG17L01	SOFT SKILLS-I	0	0	4	2

COURSE OBJECTIVES:

- to diagnose the strength and weakness of the student in Functional English.
- to develop functional grammar.
- to prepare them to use Functional English through LSRW.
- to make them learn through practice and activity.,
- to use English Language as a life skill.

Prelude

Diagnostic Test- Articles, Forms of 'be'verbs, Tense, Preposition, Gerund& Infinitives, Reported Speech, Active &Passive Voice, Letter Writing

UNIT-I **6 hours**

Job and Career-three types-Govt.,pvt and public sector-Bank, govt.offices, navy, defense, govt.institutions-IT and, BPo and corporate-semi govt like ISRO etc- requirements-advt-skills needed(download the details) Delivery Audio and Video cassettes

UNIT-II **6 hours**

Technicai skill-Communication skill especially in English-strengthening communicative English-Listening, Reading, Speaking and Writing-Listening-sounds of vowels and consonants and writing them-functional English-difference between functional and theoretical English

UNIT-III **6 hours**

Listening and Writing

Activity based exercise on articles, modals, preposition and infinitives.

The above topics are chosen as we don't find equivalents' in L1

UNIT-IV **6 hours**

Reading and Writing

Vocabulary-synonym, antonym, collocations, confused words, homonym, odd man out , words with correct spelling, avoid redundancy-Inferential comprehension (based on BEC and Blog on Soft Skills BY me)

UNIT-V **6 hours**

Speaking

Introducing yourself (giving questions)-collecting information in pairs and presenting it for 2 minute-story telling through picture- interpretation of psychometric pictures through question and answer- PPT preparation and presentation- developing the story in pairs as game

Total: **30 Periods**

DEPARTMENT OF ENGLISH

SEMESTER-II

HBTA17002 TAMIL – II 3 0 0 3

நோக்கம்:

- தமிழ் இலக்கிய வரலாற்றில் சிற்றிலக்கியங்கள் பெறும் இடத்தைப்பற்றி எடுத்துரைத்தல்.
- சைவ, வைணவ சமயங்களோடு தமிழ் இலக்கிய மரபு கொண்டுள்ள உறவினைப்போல பிற சமயங்களான கிறித்தவ, இஸ்லாம் சமயங்களோடும் தமிழ் இலக்கியம் உறவுகொண்டு விளங்குவதனை எடுத்துரைத்தல்.
- காப்பிய மரபினை எடுத்துரைத்து ஒருசில காப்பியங்களைப் பயிற்றுவித்தல்.
- அடிப்படை இலக்கணத்தைப் பயிற்றுவித்தல்.

அலகு – 1

1. சிற்றிலக்கிய வரலாறு
2. கிறித்துவ இலக்கிய வரலாறு
3. இஸ்லாமிய இலக்கிய வரலாறு

அலகு – 2

1. நந்திக்கலம்பகம்
2. முத்தொள்ளாயிரம்
3. தமிழ்விடு தூது (36 கண்ணிகள்)

அலகு – 3

1. திருக்குற்றாலக்குறவஞ்சி (குறத்தி மலைவளம் கூறுதல்)
2. முக்கூடற்பள்ளு (நாட்டுவளம்)
3. இயேசுபிரான் பிள்ளைத்தமிழ் (செங்கீரைப்பருவம் முதல் 5 செய்யுட்கள்)

அலகு – 4

1. நளவெண்பா (கலிநீங்கு காண்டம்)
2. சீறாப்புராணம் (மானுக்குப் பிணை நின்ற படலம்)

அலகு – 5

1. **இலக்கணக்குறிப்பு** : உவமைத்தொகை, பண்புத்தொகை, உம்மைத்தொகை, வேற்றுமைத் தொகை, வினைத்தொகை இருபெயரொட்டுப் பண்புத்தொகை, அன்மொழித்தொகை
2. ஒருபொருள் குறித்த பலசொல், பலபொருள் குறித்த ஒருசொல்
3. ஒருமை, பன்மை – மயக்கம், பிறமொழிச்சொற்களை நீக்குதல், அகரவரிசைப்படுத்துதல்

மேற்பார்வை நூல்கள்:

1. சென்னைப்பல்கலைக் கழக வெளியீடு – 2013
2. பொது இலக்கணம்

Total No of Hrs: 45

DEPARTMENT OF ENGLISH

HBHI17002 HINDI– II 3 0 0 3

- Famous ancient and modern poets from the Hindi literature are prescribed
- Navrasas and meters are taught
- To keep with latest trends in modern Hindi, Computer applications in Hindi, provisions of official language Act etc are included

UNIT I (Poetry, Hindi computing, alankar) **9 Hrs**

1. Poetry Manu Ki chintha – kaviparichay, annotation, summary, Madhushala and kabirdhas , two padhya only
2. Alankaaranupras, and upma only

UNITII **9 Hrs**

1. PoetrySurdas (two padh only), kaviparichay, annotation , Kaikeyikapaschatap
2. Utprekshaalankar

UNIT III **9 Hrs**

1. Meerabai only only one padya
2. Kaamkajihindi, concept of official language, and hindi computing theory

UNIT IV **9 Hrs**

1. Jugnu ,summary & meaning annotation
2. Hin di software packages,

UNIT V **9 Hrs**

1. Kaviparichay
2. Kabirdas, MeerabaiMythili saran gupta
3. Jaishankar Prasad
4. Sleshaalankar.

Total No of Hrs :45

TEXT BOOK:

1. Dakshin Bharat hindipracharasabha, *KavyaKusum- 3*

REFERENCES:

1. Murali Manohar&vidhyanilaya,*Ras Chand Alankar*
2. Hareeshvishwavidyalayprakashan, agra, *Kaamkajihindi and hindi computing*

DEPARTMENT OF ENGLISH

HBFR17002 **FRENCH – II** **3 0 0 3**

UNIT - 1

Cultiverses relations

UNIT - 2 **9 Hrs**

Découvrir le passé

UNIT - 3 **9 Hrs**

Entreprendre

UNIT - 4 **9 Hrs**

Prendre des décisions

UNIT - 5 **9 Hrs**

Faire face aux problems and S' evader **9 Hrs**

Total No of Hrs: 45

TEXT BOOK:

Authors : Jacky Girardet, Jacques Pécheur

Available at :Goyal Publishers Pvt Ltd 86, University Block Jawahar Nagar
New Delhi – 110007.Tel : 011 – 23858362 / 23858983

DEPARTMENT OF ENGLISH

HBEN17002 ENGLISH – II 3 0 0 3

COURSE OBJECTIVES:

- **To prepare students to attain a comprehensive knowledge of the communication skills.**
- **To make them understand the nuances of the English language and use the vocabulary in appropriate contexts.**
- **To develop in students a knowledge of the various techniques in language usage.**
- **To develop in them analytical and interpretative skills.**

To train learners in organized, academic and business writing

Unit I- PROSE- For Detailed Study

1. The Spoon Fed Age	W.R. Inge
2. Disaster Management	B.M. Hegde
3. If You are Wrong Admit it	Dale Carnegie

Unit II – POETRY- For Detailed Study

1. A Psalm of Life	H.W. Longfellow
2. Anthem for Doomed Youth	Wilfred Owen
3. Street Cries	Sarojini Naidu

Unit III – SHORT STORY

1. How Much Land does a Man Need?	Leo Tolstoy
2. Uncle Podger Hangs the Picture	Jerome K. Jerome

Unit IV - DRAMA

1. Excerpts from The Merchant of Venice	William Shakespeare
2. The Monkey's Paw	W.W. Jacob

Unit V – FUNCTIONAL ENGLISH

Enhancing LSRW Skills through Tasks

Text Books, Reference Books and Web Resources

1. Quest: A Textbook of Communication Skills, Orient Blackswan,
2. Pushkala R, P.A.Sarada, El Dorado: A Textbook of Communication Skills, Orient Blackswan, 2014
3. Padmasani Kannan.S., Pushkala.R. : Functional English
4. https://learnenglish.britishcouncil.org
www.englishpage.com www.writingcentre.uottawa.ca/hypergrammar/preposit.html

Total No of Hrs :45

DEPARTMENT OF ENGLISH

HBEN17005 **Core Course: - Paper V** **4 0 0 4**

THE ROMANTIC AGE

Objectives:

The learners should be able to

- Define Romanticism and identify its various features.
- Demonstrate familiarity with the Prose Literature of the period under study
- and its characteristics.
- Read, understand and understand major Poetic forms and the poets of the Age.
- Interpret and analyse the elements of Fiction and the writers.
- Develop literary sensibility with respect to Romantic Literature.

Unit I -Prose

Detailed Charles Lamb, from 'The Essays of Elia'; 'Dream Children', 'Grace before Meat', 'The Superannuated Man', 'Old China' 'The South Sea House',

Unit II- Prose-Non-detailed

Charles Lamb: In Praise of Chimney Sweepers' 'Poor Relations', 'Dissertation upon Roast Pig' William Hazlitt, 'On Going a Journey', 'My First Acquaintance with Poets'

Unit III Poetry Detailed

William Wordsworth, 'Ode on Intimations of Immortality' P.B. Shelley, 'To a Skylark' Keats, 'Ode to a Nightingale' S.T. Coleridge, The Rime of the Ancient Mariner'

Unit IV Poetry-

Non-detailed John Keats 'On First Looking into Chapman's Homer' Lord Byron 'The Ocean' (From Childe Harold) William Collins, 'Ode to Simplicity' William Blake, 'The Tiger'

Unit V

Fiction Jane Austen, 'Pride and Prejudice' Walter Scott, 'The Talisman'

Outcomes:

The learners will be able to

- Identify the various features of Romanticism
- Familiarize themselves with major themes and characteristics of the Prose Literature of the Age
- Read , understand and interpret major Poetic forms and the poets of the Age
- Interpret and analyse the elements of Fiction and the writers
- Develop literary sensibility and creativity with respect to Romantic Literature

Reference:

1. Fisk, Deborah Payne, *The Cambridge Companion to English Restoration Theatre*. Cambridge: Cambridge University Press, 2000
2. Irvine, Robert P. *Jane Austen*. New York: Routledge, 2005
3. Mac Donagh, Oliver. *Jane Austen: Real and Imagined Worlds*, New Haven: Yale University Press, 1993
4. Owen, Susan J. *A Companion to Restoration Drama*, Oxford: Wiley-Blackwell, 2002

DEPARTMENT OF ENGLISH

HBEN17006 **Core Course: - Paper VI** **4 0 0 4**

THE VICTORIAN AGE

OBJECTIVES

The learners should be able to

- Know and be conversant with major writers of the Victorian period
- Engage and appreciate the poetic works of the Victorian poets
- Have a thorough knowledge of Prose and Prose writers of the Age
- Explore the features of Victorian Drama with reference to works of major playwrights
- Have an extensive view of the Literature of the Age with reference to its major genres

Unit – I

Prose -Detailed John Ruskin- 'King's Treasuries'

Non-detailed Chesterton,' On Lying in Bed'
Samuel Smiles, 'Little Things'

Unit - II

Poetry -Detailed Robert Browning 'The Grammarian's Funeral',
Tennyson 'The Lotos –Eaters',
Matthew Arnold 'The Scholar Gipsy',
G.M. Hopkins 'Pied Beauty'

Unit III

Poetry- Non-detailed William Morris, 'The Haystack in the Floods'
Christina Rossetti, 'Birthday',
Francis Thompson, 'The Hound of Heaven'
A.H. Clough , 'There is no God'
D.G.Rossetti 'The Blessed Damozel'.

Unit-IV

Drama: Detailed Oscar Wilde, 'The Importance of Being Earnest' (Macmillan)

Non-detailed Terrence Rattigan, 'The Winslow Boy'

Unit V

Fiction Charles Dickens, 'A Tale of Two Cities'
Jerome K Jerome 'Three Men in Boat'

Outcomes:

The learners will be able to

- Know and be conversant with major writers of the Victorian period
- Develop an appreciation of the poetic works of the Victorian poets
- Inherit a thorough knowledge of Prose and Prose writers of the Age
- Explore the features of Victorian Drama with reference to works of major playwrights
- Acquire an extensive view of the Literature of the Age with reference to its major genres

Reference

1. .Ian Watt, 1991, The Victorian Novel: Modern Essays in Criticism, OUP, London.
2. .DennisWalder, Ed., 2001, The 19thCentury Novel; Identities, Roultledge, London
3.. Alexander, Michael. *A History of English Literature*, Basingstoke Hampshire: Palgrave Macmillan, 2000
4. Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009
5. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004
6. Widdowson, Peter . *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke Hampshire: Palgrave Macmillan, 2004
7. Bristow,Joseph.The Cambridge Companion to Victorian Poetry: Cambridge University Press,2000
8. Cronin, Richard, Antony H. Harrison & Alison Chapman *A Companion To Victorian Poetry*. John Wiley and Sons Ltd., 2002
9. David, Deidre. *The Cambridge Companion to the Victorian Novel*. Cambridge: CUP,

DEPARTMENT OF ENGLISH

HBEN17A02 **Core Course- Allied II** **3 0 0 3**

SOCIAL HISTORY OF ENGLAND-II

OBJECTIVES

The learners should be able to

- Trace the history of England after the Restoration
- Learn about social, religious and political institutions after the Renaissance
- Study the major religious movements of the 18th and 19th century
- Learn the social, cultural, religious and political milieu of the time
- Learn about social, religious and political movements of the time

Unit I- The Victorian

The social, political, material and intellectual changes in the Victorian England, the Reform bills, the spread of education development of transport and communication, development of education

Unit II The Modern England

British Life in the 20th Century: Life between the two World wars-its social impact

Unit III The labour movement

Effects of the Second World War, Social Security and the Welfare State,

Unit IV

Effects of the Cold War, Life in the Sixties, Life in the Seventies, Life in the Eighties

Unit V **The Contemporary England**

Twenty first Century – The Digital Revolution and its impact on literature, art and society

Outcomes:

The learners will be able to

- Trace the history of England after the Restoration
- Learn about social, religious and political institutions after the Renaissance
- Study the major religious movements of the 18th and 19th century
- Learn the social, cultural, religious and political milieu of the time
- Learn about social, religious and political movements of the time.

Reference

2. Cheyney, Edward Potts 'An Introduction to the Industrial and Social History of England' Macmillan Publications: 2000

3. Chaudry, Bibhash 'English Social and Cultural History- An Introductory Guide and Glossary" Estern Economic Edition: 2005

4. Ashok, Padmaja 'Social History of England' Orient Black Swan: 2011

5. Xavier. A.G. 'Social History of England' Emerald Publication: 2013

DEPARTMENT OF ENGLISH

HBMG17L02 SOFT SKILLS – II 0 0 4 2

OBJECTIVES:

- to strengthen the students with the needed vocabulary.
- to infer information from the given passage through reasoning.
- to train them in attending Group Discussion.
- to face the Technical and HR interview of the corporate.
- to raise communication proficiency to global standards

UNIT-I **6 hours**

Preparation of resume- functional resume with objective according to different advts- how to have interview file- how to send it by email- concept of writing email- practise through BEC method (questions and answer)

UNIT-II **6 hours**

Writing secretarial letters like intra-mail and inter-mail, agenda, memo and business reports- introducing GD through video-conduct of GD on a topic and also case studies

UNIT-III **6 hours**

Body language-grooming- Interview skill- Dos and Donts- mock interview- exchange of interviewee practical session

UNIT-IV (Department of Mathematics) **6 hours**

Number system- H.C.F & L.C.M- Problems on ages – Percentage- Profit & Loss- Ratio &Proportion- Partnership.

UNIT-V **6 hours**

Time& work-Time& Distance- Clocks – Permutation & Combibnations- Heights & Distancea- Odd man out and Series.

Total: **30 Periods**

COURSE OUTCOME:

Students completing the course Soft Skill-II will

- be strengthened in the vocabulary
- improve their reasoning and finding a logical sequence in the passage given
- be prepared to face Group Discussion
- know the nuance of the interview of the corporate

Text Book and Reference Books:

1. Soft Skill for Everyone-Jeff Butterfield,Part-1; Unit-D&E
2. EFA (English For All)- Dr. Padmasanni Kannan, Libin Roy Thomas
3. English for Competitive Exam- R.P. Bhatnagar,Rajul Bhargava
4. Placement Interview- S.Anandamurugan,Chapter-2&3
5. Alex K, Soft Skills; S. Chand& Company Pvt Ltd,2009
6.Rizvi Ashraf M, Effective Technical Communication; Tata McGraw-Hill; 2005
7. Thorpe, Edgar, Course in Mental Ability and Quantitative Aptitude Tata McGraw- Hill,2003
8.Agarwal, R.S, A Modern Approach to Verbal and Non-Verbal Reasoning, S. Chand& Co;2004
9. R.S.Agarwal, Quantitative Aptitude for Competitive Examinations,S. Chand& Co., (2017)
10. Jobsearch.about.com
11. www.exsearch.in/interview.html

DEPARTMENT OF ENGLISH

SEMESTER – III

HBMG17L007 **CORE COURSE – MAIN PAPER- V** **4 0 0 4**

THE 20TH CENTURY LITERATURE – PROSE & DRAMA

bjectives:

The learners should be able to

Have a comprehensive view of 20th Century literature.

- Acquaint themselves with different genres in 20th Century Prose
- Analyze and interpret the prose works of great writers of the Age.
- Acquaint themselves with different genres in 20th Century Drama.
- Analyze and interpret the plays of the great playwrights of the Age

Unit-I

Prose

Detailed

E.M. Foster, 'What I Believe', 'Tolerance'
Sir James Jeans, 'Our Home in Space',
B.S. Haldane, "The Scientific Point of View",
G.B. Shaw, 'Freedom'

Unit II

Prose Non-detailed

ArnoldToynbee, ' India's Contribution to World Unity'
G.K.Chesterton, 'What I found in my Pocket'
A.G. Gardiner, 'On Saying Please'
Sir Julian Huxley, 'The Bird's Place in Nature'

Unit-III

Drama Detailed G.B.Shaw, 'Pygmalion'

Unit IV

Drama Detailed J.M.Barrie 'The Admirable Crichton' (B.I.Publications)

Unit V

Non Detailed

Six One Act Plays

Stanley Houghton, The Dear Departed
A.A.Milne, The Boy Comes Home
Herman Ould , The Discovery
Francis Dillon, The Shirt
Hugh Chester, The Pie and The Tart
Refund, Fritz Karinthy.

Outcomes:

The learners should be able to

- Have a comprehensive view of 20th Century literature.
- Acquaint themselves with different genres in 20th Century Prose
- Understand and interpret the prose works of great writers of the Age.
- Know themselves with different genres in 20th Century Drama.
- Analyze and interpret the plays of the great playwrights of the Age

Reference

1. Bristow, Joseph. The Cambridge Companion to Victorian Poetry. Cambridge: Cambridge University Press, 2000
2. Cronin, Richard, Antony H. Harrison & Alison Chapman A Companion To Victorian Poetry. John Wiley and Sons Ltd., 2002
3. David, Deidre. The Cambridge Companion to the Victorian Novel. Cambridge: CUP,10
4. Fischer-Lichte, Erika, History of European Drama and Theatre London: Routledge, 2002
5. Worthen, W.B., Modern Drama: Plays, Criticism, Theory. Boston: Heinle & Heinle Pub. Co., 2003
6. Atkins, Douglas. Tracing the Essay: Through Experience to Truth. Athens: University of Georgia Press, 2005.
7. Walker, Hugh. The English Essay and Essayists. New Delhi: S. Chand & Company, 1977
8. Six One Act Plays: Ed., Nafeesa Kaleem. Anu Chitra Publications:2000.

DEPARTMENT OF ENGLISH

HBEN17008 **Core Course- Main-Paper VIII** **4 0 0 4**

LITERARY FORMS

OBJECTIVES:

The learners should be able to

- Introduce them to types of poetic genres in English language.
- Develop knowledge of prose form and its classification
- Improve knowledge of the origin of drama, types and its various features
- Develop a taste for Fiction as a genre, its features and the types of new-age forms in literature

Unit I - Poetry

Subjective Poetry – The Lyric, the Sonnet, the Elegy, the Ode
The Narrative Poetry –The Ballad, the Epic , TheSatire, The Dramatic Monologue

Unit II - Prose

The Essay - Definition, characteristics, development, Types - Personal and Impersonal essay, the Aphoristic essay, the Periodical essay, the Reviewers, The Autobiography, The Biography , Criticism

Unit III – Drama

The Tragedy,The Comedy – Characteristics, Development, Types, the Melodrama, The Farce, The Masque

Unit IV – Novel

Characteristics, development, Types - The Picaresque Novel, the Historical Romances, the Gothic Novel, The Detective Novel, the Science Fiction , the Stream of Consciousness novel, The Short Story

Unit-V

New Age forms in literature across the globe-an introduction: Illustrated Novels- Digi Fiction, Triple Media Literature- Graphic Novels- Doodle Fiction- Blogs- Twitter Novels- Progression Literature- Lucid Fiction- Kinetic Poetry- Combinatorial –CLI-FI, Bizarro- Interactive Fiction –Minimalism

Outcomes:

The learners will be able to

1. Improve the knowledge in literary genres and forms of literature in English language.
2. Get .introduced to types of poetic genres
3. Develop knowledge of prose form and its classifications
4. Improve knowledge of the origin of drama, types and its various features
5. Develop a taste for Fiction as a genre, its features and the types of new-age forms in literature

References:

1. Abram M.H., 'Literary terms', Cengage Learning:2015
2. A.H. Upham, The Typical Forms of English Literature, Oxford University Press: 2008
3. W.H.Hudson, Introduction to the Study of Literature, Atlantic Publishers and Distributers:2006
4. Rees, R. J, English Literature, An Introduction to Foreign Readers, Macmillan Press Ltd.: 2009
5. Birjadish Prasad, A Background to the Study of English Literature, Macmillan Press Ltd.:2000

DEPARTMENT OF ENGLISH

HBEN17009 **Core Course –Main Paper IX** **4 0 0 4**

INDIAN WRITING IN ENGLISH

OBJECTIVES:

The learners should be able to

- Gain a comprehensive view of the history of Indian Writing in English literature.
- Acquaint themselves with different genres in Indian Writing in English Prose & Poetry.
- Analyze and interpret the prose works of great writers of the Age.
- Acquaint themselves with different genres in Indian Writing in English Drama.
- Analyze and interpret Fiction and Short Stories of the Age

Unit I

Prose – Detailed -

Nirad C Chaudhuri, Extracts from 'The Autobiography of an Unknown Indian';
Indian Crowd, Man and life in Calcutta

Ruskin Bond, Selections from 'Book of Nature':
The Owls in the Family Travelling with Grandfather's Zoo Timothy, the Tiger Cub.

Non- detailed
Swami Vivekananda, 'The Ideal of Universal Religion', M.K. Gandhi, 'The Gita and Satyagraha', S.Radhakrishnan, "The World Community",B.M. Hegde, "An Indian Dream"

Unit II

Poetry -Detailed Rabindranath Tagore,Selections from'Gitanjali', Leave this Chanting and Singing', 'Journey Home', 'Strong Mercy' 'Give Me Strength',– A.K. Ramanujam, 'A River'

Poetry Jayanta Mahapatra,'Grandfather'

Non-detailed Meena Alexander, 'Rites of Sense,' A.K.Ramanujan, 'Relations', Nizzim Ezekiel, 'Island' , Gieve Patel, 'On Killing a Tree'

Unit III

Drama -Detailed Rabindranath Tagore "Chandalika"

Non- Detailed Girish Karnad, 'Hayavadana'

Unit IV

Fiction R.K.Narayan, 'A Tiger for Malgudi', Kamala Markandaya,' A Handful of Rice'

Unit V

Short Stories Rabindranath Tagore, 'The Home Coming', Sarad Chandra Chatterjee, 'Drought'
R.K. Narayan, 'Engine Trouble' , Kushwanth Singh, 'Karma'
R.K Lakshman, 'Gold Frame'

Outcomes:

The learners will be able to

- Gain a comprehensive view of the history of Indian Writing in English literature.
- Understand different genres in Indian Writing in English Prose & Poetry..
- Analyze and interpret the prose works of great writers of the Age.
- Develop knowledge of different genres in Indian Writing in English Drama.
- Develop a taste and appreciate the Fiction and Short Stories in Indian Writing in English.

References

1. Datta, Amaresh. Chief Editor. The Encyclopedia of Indian Literature. 6 vols. New Delhi: Sahitya Akademi,2006
2. Sarkar, Sumit. Modern India: 1885-1947 (2nd Edition) Basingstoke: Macmillan, 1989.
3. Sundar Rajan, Rajeshwari. ed. The Lie of the Land. Delhi: OUP, 1993.
4. Naik, M.K. History of Indian English Literature, New Delhi: Sahitya Akademi, 1980
5. Naik, M.K. and Shyamala Narayan eds. Indian English Literature 1980-2000: A Critical Survey. New Delhi: Pencraft, 2004.
6. Mukherjee, Meenakshi. The Perishable Empire New Delhi: OUP, 2000.
7. ---, The Twice-Born Fiction. New Delhi: Arnold-Heinemann, 1971

DEPARTMENT OF ENGLISH

HBEN17010 **Core Course-Main-Paper X** **4 0 0 4**

AMERICAN LITERATURE

OBJECTIVE:

The learners should be able to

Examine the roots of American Literature by focusing on a variety of texts

- Read a substantial number of texts, analyze these texts through close reading
- Discuss and understand the literary, dramatic, and historical concepts
- Cultivate the ability to analyze the elements and strategies of various genres with respect to American Literature.
- Learn the strategies and skills to analyze the structure, style and form of drama

Unit – I

Detailed Prose H.D.Thoreau, "What I Live For"

Non-Detailed Prose R.W. Emerson,"The American Scholar"

UNIT-II

Detailed Poetry R.W.Emerson, "Brahma", W.Whitman, "O' Captain, My Captain"
E.Dickinson, "Because I could not Stop for Death"
E.A.Poe, "The Raven", Robert Frost, "Birches'

UNIT-III

Non-Detailed Poetry E.A.Robinson, "Calvary" , E.E.Commings, "The Cambridge Ladies"
Wallace Stevens, 'Man carrying Things' Elizabeth Bishop, 'One Art',
Robert Hayden,'Middle Passage'

UNIT IV

Detailed Drama Arthur Miller, All My Sons

Non-Detailed Drama Eugene O'Neil, Emperor Jones

UNIT V

Fiction Mark Twain, 'Adventures of Hucklebury Finn',
E. Hemingway, "Farewell to Arms"

Short Story Mark Twain, 'Baker's Blue Jay Yarn'
Stephen Crane, 'A Dark Brown Dog'
James Thurber, 'The Secret Life of Walter Mitty'
O'Henry, 'The Sky Light Room'
Stephen Leacock, 'On the Need for a Quiet College'

Outcomes:

The learners will be able to

- Examine the roots of American Literature by focusing on a variety of texts
- Read a substantial number of texts, analyze these texts through close reading
- Discuss and understand the literary, dramatic, and historical concepts
- Cultivate the ability to analyze the elements and strategies of various genres with respect to American Literature.
- Learn the strategies and skills to analyze the structure, style and form of drama

Reference

1. Altieri Charles.*The Art Of Twentieth-Century American Poetry: Modernism And After* Malden, Massachusetts: Blackwell Publishing Professional, 2006.
2. Bradbury, Malcolm and Ruland, Richard. *From Puritanism to Postmodernism: A History of American Literature*. London: Routledge, 1991.
3. Helbling Mark, *The Harlem Renaissance. The One and the Many*. *Contributions in Afro-American and African Studies, Number 195*. Westport, Connecticut :Greenwood Press,1999.
4. Powell, Timothy B. *Ruthless Democracy: A Multicultural Interpretation of the American Renaissance* Princeton,New Jersey: Princeton University Press, 2000.
5. Bloom, Harold. Modern American Drama. New York: Chelsea House Publishers, 2005
6.Harris, Trudier. Reading Contemporary African American Drama: Fragments of history, Fragments of Self.(African American Literature And Culture: Expanding And Exploding The Boundaries). New York : Peter Lang Publishing Inc., 2007.

DEPARTMENT OF ENGLISH

HBEN17A03 **Allied- Paper –III** **3 0 0 3**

HISTORY OF ENGLISH LITERATURE - I

OBJECTIVES:

The learners should be able to

- Develop a broad understanding of the ages.
- Analyze the major literary movements of the age and its characteristics.
- Study the importance of prose literature written in different genres.
- Explore the great works in drama.
- Understand and interpret the early English novel.

A brief Study on the following writers and their works:

Unit I– Prose

Moore, Ascham, Sidney, Lyly, Bacon, The Authorized Version of the Bible; Beginnings of Modern English Prose - Dryden, Addison, Steele, Goldsmith Swift, Johnson

Unit II- Poetry

Chaucer, Langland, Gower Elizabethan & Jacobean Poetry - Characteristics with reference to Spenser, Shakespeare, Donne Milton - Neo – Classical - Characteristics with reference to Dryden and Pope , Pre – Romantics - Characteristics with reference to Gray, Blake, Collins, Burns

Unit III -Drama

Early Drama - Liturgical drama, Mystery, Miracle and Morality plays Interludes, Elizabethan & Jacobean Drama - Characteristics with reference to University wits, Marlowe, Shakespeare, Jonson

Unit IV-Drama

Restoration Drama - Characteristics with reference to Congreve, Wycherley - Sentimental comedy - Characteristics with reference to Addison, Kelly, Cumberland -Anti – sentimental comedy – Characteristics with reference to Goldsmith and Sheridan

Unit V-Fiction

Early English novel – Elizabethan Romances,
18th Century Novel - Bunyan, Defoe, Richardson, Fielding, Sterne, Smollett

Outcomes:

The learners will be able to

- Give a comprehensive view of the History and Literature of the period. under study
- Acquire knowledge and the literature of medieval England.
- Study the various genres in which the literature of the period was written.
- Understand and analyze the great works written in Drama.
- Understand and interpret the early English novel.

Reference

1. Alexander, Michael. A History of English Literature, Basingstoke Hampshire: Palgrave Macmillan, 2000
2. Birch, Dinah ed. The Oxford Companion to English Literature, Oxford: OUP, 2009
3. Sanders, Andrew. The Short Oxford History of English Literature, Oxford: OUP, 2004
4. Widdowson, Peter. The Palgrave Guide to English Literature and its Contexts 1500-2000, Basingstoke Hampshire: Palgrave Macmillan, 2004

DEPARTMENT OF ENGLISH

HBEN17E01 **Elective – I** **3 0 0 3**

CREATIVE WRITING

OBJECTIVES: **LTPC**

The learners should be able to 3 0 0 3

- Identify their creative skills in various aspects of narrative, poetic and dramatic writing
- Gain knowledge in copy-writing.
- Understand the art of précis and various poetic techniques.
- Get knowledge and practice in the art of narration.
- Gain understanding of the techniques in stage and screen art.

Unit I
Introduction to Creative Writing
Situational Imagination – Expression of Imagination in Language – Creation of Word Pictures – Creation of Ambience

Unit II
Copy Writing and Advertisement
Introduction to Copy Writing – Copy Writing and Creativity – Copy Writing for Target Groups – Use of Language in Effective Copy Writing

Unit III
Writing Poetry
The art of Poesis – Poetic Devices – Metaphor – Simile – Sound Devices – Sound and Sense – Symbols – Imagery

Unit IV
Writing Narrative Fiction
Elements of Narration – Story and Plot – Characterization – Choice of Medium of Narration – Point of View – Short Stories – Novellas – Extended Narratives

Unit-V
Writing for Stage and Screen
Basics of Script Writing for Stage and Screen – Characterization on Stage – Dialects and characterization through dialogue – Stage devices and ambience creation

Outcomes:
The learners will be able to

- Gain a comprehensive knowledge of narrative, poetic and dramatic skills.
- Exploit the art of copy-writing.
- Understand the art of poet's and the techniques involved in it.
- Employ successfully the knowledge of the art of narration.
- Employ successfully the techniques in the art of stage and screen.

References

1. Abram M.H., 'Literary terms', Cengage Learning:2015
2. A.H. Upham, The Typical Forms of English Literature, Oxford University Press: 2008
3. W.H.Hudson, Introduction to the Study of Literature, Atlantic Publishers and Distributers:2006
4. Rees, R. J, English Literature, An Introduction to Foreign Readers, Macmillan Press Ltd.: 2009
5. Birjadish Prasad, A Background to the Study of English Literature, Macmillan Press Ltd.:2000
6. .Field, Syd *Foundation of Screen Writing*. Delta Revised Edition, New York: 2005. Print
7. Mills, Paul *The Routledge Creative Writing Coursebook.* London: Routledge Publishers,2006. Print
8 Morley, David. *The Cambridge Introduction to Creative Writing*, London: Cambridge University Press, 2007.

DEPARTMENT OF ENGLISH

SEMESTER – IV

HBEN17011 **Core – Main Subject- Paper IX** **3 0 0 3**

TWENTIETH CENTURY LITERATURE –II
Poetry and Fiction

Objectives:

The learners should be able to **LTPC**

- Get a comprehensive view of the literature of the 20th Century. 4 0 0 4
- Acquaint themselves with different genres of 20th Century Poetry.
- Analyze and interpret the poetic works of the great poets of the Age.
- Analyze and interpret narrative fiction and its types of the Age
- Learn new trends in the field of modern fiction.

UNIT- I
Poetry
Detailed

Wilfred Owen, 'Strange Meeting'
W.B.Yeats , 'Easter 1916'
T.S.Eliot, 'The Love Song of J Alfred Prufock'
W.H.Auden, 'The Unknown Citizen'

Unit II
Poetry
Detailed

J.M.Hopkins ,'Thou Art Indeed Just My Lord'
D.H.Lawrence, 'The Snake'
W.B.Yeats, 'Sailing to Byzantium'
Wilfred Owen, 'Anthem for Doomed Youth'

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Unit III
Poetry
Non-detailed

Walter De La Mare – The Ghost
T.S. Eliot - Journey of the Magi
Phillip Larkin - Church Going
Seamus Heaney – Digging

Unit IV –Fiction

Thomas Hardy –'Far from the Madding Crowd'
H.G. Wells, 'The Invisible Man'

Unit V
Short Story

Arthur Conan Doyle	–	The Dying Detective
Somerset Maugham	–	The Ant and the Grasshopper
Saki	–	The Story Teller
A. J. Cronin	–	Two Gentlemen of Verona
D.H. Lawrence	-	Rex

Outcomes:

- The learners will be able to
- Get a comprehensive view of the literature of the 20th Century.
- Understand the different genres of 20th Century Poetry.
- Analyze and interpret the poetic works of the great poets of the Age.
- Comprehend and interpret narrative fiction and its types of the Age
- Gain knowledge of the new trends in the field of modern fiction.

References

1. Bradbury, Malcolm, The Modern British Novel London: Penguin, 1993
2. Eagleton, Terry, The English Novel Oxford: Blackwell, 2005
3. Roberts, Neil ed. A Companion to Twentieth Century Poetry, Oxford: Blackwell, 2003

DEPARTMENT OF ENGLISH

HBEN17012 **Core Course- Paper –XII** **4 0 0 4**

CONTEMPORARY WORLD LITERATURE

OBJECTIVES: **L T P C**

The learners should be able to 4 0 0 4

- Get introduced to Contemporary world literature.
- Have a knowledge of English Writings in all genres from other English speaking region
- Gain knowledge of the latest development in English literature Worldwide.
- Get a comprehensive view of the social, cultural and political background of the region.

UNIT-I

Prose:

Detailed Chinua Achebe 'The Novelist as a Teacher'

Non-detailed Margret Atwood 'Nature as Monster (From Survival)'

UNIT-II

Poetry: Detailed David Rubadiri, 'A Negro Labourer in Liverpool'
Bruce Dawe, 'Home Coming'
Margaret Atwood, 'Progressive Insanities of a Pioneer'
Hone Tuwhare, 'Speak to me , Brother'

Non Detailed Gabriel Okara, 'Once up on a time'
Patrick Fernando, 'The Fisherman Mourned by his Wife'
Edwin Thumboo, 'Gods can Die'
Niyi, 'Harvest Call'

UNIT- III - Drama

Detailed Wole Soyinka : Death and the King's Horseman

Non Detailed Francis Kafka : Metamorphosis

UNIT IV

Fiction Amy Tan : The Joy Luck Club
Patrick White : Voss

Short Story Tayeb Salih : A Handful of Dates
Jesse Owens : My Greatest Olympic Prize
Leo Tolstoy : Little Girls are wiser than Men
Anton Chekov : The Trial
Albert Camus : The Guest

Outcomes:

The learners will be able to

- Comprehend the current development in world literature
- Come to grips with present day growth in the field of world Literature.
- Know thoroughly the recent advancement in the field of world literature.
- Realize and recognize the new developments in Cross-Cultural literature.

References:

1.The Rienner Anthology of African Literature edited by Anthonia C. Kalu. First Indian edition: Viva Books, 2008.
2. African Literature An Anthology of Criticism and Theory Understand the recent trends in contemporary world Literature.edited by Tejumola Olaniyan and Ato Quayson. BlackwellPublishing, 2007.
3. Dathorne, O.R. African Literature in the Twentieth Century. London: Heinemann, 1976
4. Eze, Emmanuel Chukwudi.(Ed.) Postcolonial African Philosophy: A Critical Reader. Massachusetts: BlackwellPublishers Ltd., 1997
5. Irele, F. Abiola.(Ed.) The Cambridge Companion to the African Novel. Cambridge: CUP, 2009
6. Kalu, Anthonia C. (Ed.) The Rienner Anthology of African Literature: New Delhi: Viva Books, 2008 (First Indian edition)
7. Killam, G.D. (Ed.) African Writers on African Writing. London: Heinemann, 1973
8. Ngara, Emmanuel. Art and Ideology in the African Novel: A Study of the Influence of Marxism on African Writing.London: Heinemann, 1987 (Reprint)
9. Nkosi, Lewis. Tasks and Masks: Themes and Styles of African Literature. Harlow: Longman,1981
10 Olaniyan, Tejumola and Ato Quayson (Ed.) African Literature: An Anthology of Criticism and Theory. Massachusetts:Blackwell Publishing, 2007
11. Obradovic, Nadezda (Ed.) The Anchor Book of Modern African Stories NY Garden City: Anchor Books, 2002

DEPARTMENT OF ENGLISH

HBEN17013 **Core Course – Paper XIII** **4 0 0 4**

JOURNALISM – PRINTED AND DIGITAL

Objectives:

The learners should be able to

- Develop proficiency in creative writing and in the art of reporting.
- Understand the principles of journalism and mass communication.
- Familiarize themselves with reporting and press laws.
- Study writing reviews, opinions and other media features.
- Learn about the rights and duties of an editor and methods of writing columns.

Unit – I

Principles of Journalism.

Functions of the journalistic medium as a part of mass communication.

Unit - II

Government and the Press.

Press Laws (Simple ones) like defamation, libel, contempt of court; copyright law, Working Journalistic Act and Press Registration Act.

Unit – III

Reporting, news value, human interest, story angle.

Unit – IV

Writing features, opinion – editorials, personal columns, reviews etc.

Unit – V

Editing – duties, functions, rigths of the editor, editing marks, headlines, telegrams, make-up of front page and other pages, advertisements, display.

Outcomes:

The learners will be able to

- Develop proficiency in creative writing, in the art of reporting.
- Know the significance of journalistic writing
- Familiarize themselves with the principles of Journalism.
- Understand the importance of mass communication
- Understand the freedom the press and the rights and duties of the press.

References:

ChalapathiRoa, The Press

M.V.Kamath, The Professional Journalist

. Sen Gupta, Journalism as a Career

Keval Kumar - Mass Communication in India.

DEPARTMENT OF ENGLISH

HBEN17A04 **Core Course Allied Paper IV** **3 0 0 3**

HISTORY OF ENGLISH LITERATURE- II

From the Romantic Age to the Present Day

Objectives:

The learners should be able to

- Trace the development of English Literature from the Romantic Age to the Present.
- Have a comprehensive understanding of the prose and the writers of the period under study.
- Interpret works in poetry and drama of the above period.
- Interpret and analyze fiction writing of the period.
- Study the changing scenario to comment past Hillaire.

Study on the Writers and on the works:

Unit- I Prose:

T.B.Macaulay-Caryle-Ruskin-Arnold- Pater-R.L.Stevenson- G.K.Chesterton-Hilaire Belloc Lytton Strachey-T.E. Lawrence- Robert Lynd- A.G.Gardiner- Aldous Huxley- George Orwell.

Unit II Poetry

Tennyson- Browning- Arnold- D.G.Rossetti- W.B.Yeats- Betjemann- Ted Hughes- T.S.Eliot Auden- Spender- Day-Lewis.

Unit-III Drama

Oscar Wilde-G.B. Shaw- John Galsworthy-J.M.Synge- Sean O' Casey- J. M. Barrie- T.S.Eliot Christopher Fry- S. Beckett- J. Osborne- H. Pinter.

Unit IV Fiction

Chaarles Dickens W,H. -Thackeray- Mrs.Gaskell- Wilkie Collins-The Brontes- George Eliot- Antony Trollope- George Meredith -Arthur Conan Doyle- Rudyard Kipling- Arnold Bennet- H.G.Wells- Joseph Conrad-George Orwell- P.G Wodehouse- Kingsley Amis- John Braine- William Golding.

Unit V Introduction to World Literature and writers of the 21st century-:Chinua Achebe - Wole Soyinka, Emerson- Whitman-Emily Dickinson-Sylvia Ploth-Toni Morrison,

Patrick White- Judith Wright, Stephen Leacock- Alice Munro,Pearl S Buck- Amy Tan

Outcomes:

The learners will be able to

- Trace the development of English Literature from the Romantic Age to the Present Day.
- Have a comprehensive understanding of the prose and the writers of the period under study.
- Interpret works in poetry and drama of the above period.
- Interpret and analyze fiction writing of the period.
- Study the changing scenario to comment past Hillaire.

Reference:

1. Alexander, Michael. *A History of English Literature*, Basingstoke Hampshire: Palgrave Macmillan, 2000

2. Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009

3. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004

4. Widdowson, Peter . *The Palgrave Guide to English Literature and its Contexts 1500-2000*, Basingstoke Hampshire: Palgrave Macmillan, 2004

DEPARTMENT OF ENGLISH

HBEN17E **Elective Subject-II** **3 0 0 3**

TRANSLATION STUDIES OF INDIAN LITERATURE IN ENGLISH

Objective:

The learners should be able to

- Have knowledge of translation works in Indian English Literature.
- Learn about the great works in translation.
- Study works in prose and poetry in translation.
- Study works in Drama and Fiction in translation.

Unit I

Prose Detailed	Tagore, 'The Reminiscences' Part I- Chapter 1 to 3 Part III- 12 & 14
Non-detailed	Aurobindo , Translations from Tamil: Andal Kulasekhara Alwar Nammalwar
Unit II Poetry	
Detailed	Meena Alexander 'Rites of Sense' Temsula Ao 'Soul-bird' R. Parthasarathy 'Under Another Sky '
Non-detailed	Selected Verses from 'Bhavath Gita', Chapter III and Chapter VII Selected Verses form Tagore, 'Gitanjali' Verse 35 'Where the Mind is without Fear' Verse 73 'Deliverance is not for me in Renunciation'
Unit III - Drama Detailed	Vijay Tendulkar, 'Kanyadan'
Non detailed	Hayavadana - Girish Karnad
Unit IV Fiction	Bakim Chandra Chaterjee, 'Anandamath' M.T.Vasudevan Nair, 'Naalukettu: The House Around the Courtyard'
Short Stories	Ambai, 'Fish in Dwindling Water' Thopil Mohammed Meeran, 'Reclining Chair' Mahaswetha Devi, 'Little Ones' M.D.Venkata Ramana, 'The Gift'
Unit V	Regional Literatures in Translation – Theory of translation, Cultural Markers from various regions in India – Cultural untranslatability

Outcomes:

The learners will be able to

- Gain knowledge of translation works in Indian translated to English.
- Gain comprehensive knowledge of great works.
- Interpret and analyze translated works in prose and poetry.
- Interpret and analyze translated works in Drama and Fiction.
- Get the essence of source in translation and develop literary appreciation of translated works.

Prescribed Texts:

1. Initiation – U. Ananthamurthy (Trans: Gary Wills)
2. Grha Lakshmi (The Lady of the House) – Olga (P. LalitaKumari) (Trans: S.S. Prabhakara Rao)

Note: Feature films of novels and plays will be used in the study of Units II and III wherever possible.

Reference:

1. Anita Nair 'Mistress'
2. Pavan K. Varma 'Being Indian'
3.David Davidar 'The Solitude of Emperors'
4. Vijay Tendulkar 'Kanyadaan'
5. Gurram Joshua 'Gabbilam'
6. King, Bruce. Modern Indian Poetry in English. Oxford: OUP, 2005. Print.
7. Naik, M. K. Indian English Literature 1980-2000 A Critical Survey. 1sted. New Delhi: Pencraft International, 2001. Indian English Fiction: A Critical Study. New Delhi: Pencraft International, 2009. Print.
9. ---. Indian English Poetry: From the Beginnings up to 2000. New Delhi: Pencraft International, 2006. Print. Rajm Krishnan, When the Kurinji Blooms (Tr. By Uma Narayanan and PremaSeetharaman) Orient Longman.
11. ChudamaniRaghavan, Yamini(Tr. By Vasantha Surya) Macmillan.
12. Ashokamitran, Sand and other Stories (Tr. By N. Kalyanraman and Gomathi Narayanan) Longman.

DEPARTMENT OF ENGLISH

SEMESTER V

HBEN17014	**Core Course – Main Subject Paper Xii SHAKESPEARE**	**4**	**0**	**0**	**4**

Objectives:

The learners should be able to

To develop an understanding of Shakespeare‘s plays in all it variety.

- The features of Shakespeare comedies.
- Analyse and interpret the tragedies of Shakespeare.
- Study the features of Shakespeare’s historical plays and his last plays.
- Understand the universal appeal of Shakespeare’s plays

Detailed	A Midsummer Night's Dream
	The Tempest
Non-detailed	Twelfth Night
	Julius Caesar

Outcomes:

The learner will be able to

- Achieve an understanding of Shakespeare’s plays in all its aspects.
- Understand and analyze the features of Shakespeare comedies.
- Analyze and interpret the tragedies of Shakespeare.
- Interpret the salient features of historical plays and his last plays.
- Understand the reason for Shakespeare’s enduring popularity and universal appeal**.**

References:

Criticism on Shakespeare’s plays by A C Bough, Walter Raleigh and Dr. Johnson
Shakespearean Criticism Detroit, MI: Gale Research, 1984-
Shakespeare's theatre : a dictionary of his stage context Hugh M. Richmond. New York: Continuum, 2002.
William Shakespeare: his world, his work, his influence John F. Andrews, ed. New York: Scribner, 1985. 3 volumes.

DEPARTMENT OF ENGLISH

HBEN17015 **Core Course- Main Paper XV** **4 0 0 4**

Literary Criticism-I

Early Classical to Romantic Age

Objectives:

The learners should be able to

- Trace the history of literary criticism in English.
- Gain knowledge of types of literary criticism.
- Study the development of literary criticism in Neo classical age.
- Study the development of literary criticism in the Romantic age.
- Comprehend the techniques of literary criticism.

Unit-I

Introduction to Literary Criticism - Types of Literary Criticism.

Unit –II

The Classical Criticism of Drama The Rise of Comedy - Epic Compared to Tragedy - A Description of Tragedy - The Scope of Plot – Unity of Plot – Simple and Complex Plots - Reversal, Discovery and Calamity – Tragic Action – Fear and Pity – Characters of Tragedy.

Unit-III

Neoclassical Criticism: Samuel Johnson, Introduction to neoclassical criticism through classical criticism-features of Neoclassicism

Unit-IV

The Poetics of Sublimity Rhetorical Figures and Sublimity - Rhetorical Questions –
Other Techniques of Poetics – Inversion – Metaphor- Introduction to Longinus and the Sublime - The True Sublime - The Five Sources of Sublimity - Plato and Sublime –Imitation.

Unit V Romantic Literary Criticism

Romanticism and literary criticism-difference between neoclassical and romantic criticism-
Keats, Concept of Negative Capability – Shelley, Concepts of Imagination and Fancy
Coleridge, Themes and language of poetry Wordsworth, concept of imagination

Outcomes:

The learner will be able to

- Gain a comprehensive knowledge of the history of criticism.
- Gain knowledge of types of criticism.
- Understand the development of literary criticism in the Neo- classical Age.
- Understand the development of literary criticism in the Romantic Age.
- Gain the knowledge of the techniques of literary criticism through the Ages

.Reference:

1. Enright and Chickere, 'English Critical Text' Indian Ed. :1997
i. Apology for Poetry - Philip Sidney.
ii. An Essay on Criticism – Alexander Pope.
iii. Preface to Lyrical Ballads– Wordsworth.
iv. The Function of Criticism – Matthew Arnold
v. Tradition and Individual Talent - T. S. Eliot
vi. Selections from New Bearings in English Poetry – F. R. Leavis
vii. Four Kinds of Meaning – I. A. Richards
viii. John Crowe Ransom– The New Criticism
ix. The Meaning of Meaning– I. A. Richards
x. Critics and Criticism: Ancient and Modern-R.S. Crane.
2 .Wimsatt, William K. Cleanth Brooks .*Literary Criticism: A Short History.* London:Routledge&Keagan Paul, 1970. Print
3 .Day, Gary.Literary Criticism: A New HistoryNew Delhi: Orient Blackswan, 2010. Print
4. Scott, Wilbur. Five Approaches to Literary Criticism. New York: Macmillan, 1966. Print
5. Waugh, Patricia. Literary Theory and Criticism: An Oxford Guide. Oxford: OUP, 2011. Print

DEPARTMENT OF ENGLISH

HBEN17016 **Core Course- Main paper- XVI** **4 0 0 4**

History of English Language - I

Objectives:

The learners should be able to

- Trace the origin of English language.
- Gain important landmark in its development English and their features.
- Vocabulary, Morphology and Semantics of the language.
- Gain knowledge of dialects and the varieties of English language.
- Gain knowledge of Modern English, its growing vocabulary and its prominent states among world languages.

Unit I

Language Proto Indo European – The descent of English from PIE– Common features of PIE languages- English as a Germanic language – the great consonant shift,-verbal structure, -Important landmarks in the evolution of English

Unit II

Old English – Anglo Saxon and Viking invasion, Wessex Dialect, Vocabulary , Spelling and Pronunciation, Inflection, Word Order, Gender, I Mutation and Vowel Gradation-Middle English - Norman Invasion and the evolution of English,

UNIT III

East Midland dialect, Vocabulary, Inflection, Word Order, Spelling changes, Pronunciation, Gender

UNIT IV

Modern English The evolution of Modern English, Heterogeneous Vocabulary, Simplified Inflectional system, Rigid Word Order, Periphrasis, Intonation,, Spelling and Pronunciation, Gender

Unit V

Foreign Influences - Latin and Greek, French, Scandinavian, Word Makers - Spenser, The translators of the Bible, Shakespeare, Milton, The growth of dictionaries

Outcomes: The learners will be able to

- Trace the origin and growth of English language.
- Understand the important landmarks in its development.
- Gain knowledge of the structure of English language.
- Gain knowledge of the dialects and varieties.
- Understand the features of Modern English and its predominant position among world languages.

Reference:

1. Ramamurthi, Lalitha, ‘A History of English Language and Elements of Phonetics’ Trinity Press : 2014
2. Wood.F.T. ‘An Outline History of English Language’ Trinity Press:2014
3. Baugh.C.Albert and Cable, Tomas ‘A History of English language’ Roultedge Publications: 2012
4. Venkatramanan. R., ‘A History of English Language’ Rama Brothers, NewDelhi:2012
5. Wrenn,C.L.,’ A History of English Language’ New Delhi :2010

DEPARTMENT OF ENGLISH

HBEN17017 **Core-Course-Main-Paper-XVII** **4 0 0 4**

Linguistics

Objectives;

The learners should be able to

- Define and state the function and Socio psychological aspects of language.
- Define and understand linguistics and its types of Linguistics.
- Study the meaning of words and its application.
- Know the language varieties and its use.
- Know the development of English grammar, morphology and word meaning.

Unit-I

Language - Definitions-Functions-Psycho-Social Dimensions of Language- Applications

Unit II

What is Linguistics?- definition and scope – Linguistics as a science – Synchronic and Diachronic approaches .

Unit-III

Semantics- Communication and message-Problems and solutions concerning in Semantics- Change of Meaning- Kinds of Meaning

Unit-IV

Stylistics - Variety in Language-Styles-Study of Literary Texts- Features of Discourse Analysis.

Unit V

What is Grammar? Misconceptions regarding grammar - The development of English grammar - Objections of modern grammarians to traditional approach – Nominative Rules - Fallacies – Descriptive and Prescriptive– Concept of correctness and social acceptability – Form and Substance - Speech

writing-morphology- word - morphemes – free Morphemes and bound Morphemes – Prefix and suffix –Inflectional and derivational – allomorphs - zero morphemes – morphological study of words-structure -word meaning, association, connotation collocation, semantic field exercises

Outcomes:

The learners will be able to

- Define and understand the functions and socio – psychological aspects of language.
- Define and understand Linguistics and its types.
- Study the meaning of words and its applications.
- Learn language and its varieties and uses.
- Understand the development of English grammar, morphology and the word meaning.

References

1. Darbishire, A. E. “Description of English”, Longman:2000
2. Chomsky, Noam. “The Architecture of Language”.
3. Verma,S.K and Krishswamy. “Modern Linguistics : An Introduction”.
4. Radford. “ Linguistics: An Introduction”, 2003.
5. Todd,Loreto. “An Introduction to Linguistics”, Longman York Press.
6. Aitchhinson, Jean. “General Linguistics”, London:St Paul’s House, 1972.

DEPARTMENT OF ENGLISH

HBEN17E03 **Elective Paper III** **3 0 0 3**

WOMEN STUDIES

Objectives:

The learners should be able to

- Understand women writing and its types.
- Study prose writings of women writers and analyse its aspects.
- Study poems of women writers and analyse its theme and style
- Analyse plays and its themes.
- Study short stories by famous women writers.

Unit I

Women at Point Zero - Nawaal El Saadwi
Beloved - Toni Morrison
Mad Girl's Love Song – Rukmini Bhaya Nair

Unit II

Drama
Top Girls – Caryll Churchill

Unit III

Poetry Discussion of gynocentrism and various theoretical concepts
The Dream A Song – AphraBehn
We Sinful Women: Contemporary Urdu Feminist
Poetry – KishwarNaheed

Unit IV

Essays
Shakespeare and His Sister – Virginia Woolf (Selection from A Room Of One's Own)
Silly Novels of Lady Novelists – George Eliot
The Laugh of the Medusa – Helene Cixous

Unit V

Fiction
The Time Traveller's Wife – Audrey Niffenegger
Bridget Jones' Diary – Helen Fielding
Madame Bovary – Gustave Flaubert
A Raisin in the Sun - Lorraine Hansberry

Outcomes:

The learners will be able to

- Understand women writing and its types.
- Study prose writings of women writers and analyse its aspects.
- Study poems of women writers and analyse its theme and style
- Analyse plays and its themes.
- Study short stories by famous women writers.

References

De Beauvoir ,Simone. The Second Sex.Vintage Books: London, 2009. P
Mary, Wollstonecraft. A Vindication Of The Rights Of Women. London, 1792. Print
Mill, J. S. The Subjection Of Women .USA: MIT, 1970.
Millet, Kate .Sexual Politics .Doubleday: New York, 1970.
Showalter, Elaine Ed. The New Feminist Criticism: Essays on Women, Literature and Theory .London: Virago, 1986.
Showalter, Elaine. Towards a Feminist Poetics. Women's Writing and Writing about Women. London: Croom Helm ,1979.
Walker, Alice. In Search of our Mothers' Gardens: Womanist Prose , New York :Harvest

DEPARTMENT OF ENGLISH

HBMG17001 ENVIRONMENTAL STUDIES 3 0 0 3

OBJECTIVES:

- To gain a variety of experiences and acquire a basic understanding and knowledge.
- To develop a world in which persons are aware of and concerned about environment.
- To acquire an attitude of concern for the environment.
- To acquire the skills for identifying and solving environmental problems.
- To participate in improvement and protection of environment.
- To develop the ability to evaluate measures for the improvement and protection of environment.

UNIT-I ENVIRONMENT AND ECOSYSTEMS 9 Hours

Definition, scope and importance of environment – need for public awareness – concept, structure and function of an ecosystem – producers, consumers and decomposers – energy flow in the ecosystem. Biodiversity at National and local level – India.

UNIT-II ENVIRONMENTAL POLLUTION 9 Hours

Definition – causes, effects and control measures of: (a) Air Pollution (b) Water Pollution (c) Soil Pollution (d) Marine Pollution (e) Noise Pollution (f) Nuclear hazards (g) E-Wastes and causes, effects and control measures.

UNIT-III NATURAL RESOURCES 9 Hours

Forest resources: Use and over-exploitation, deforestation. Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems.

UNIT-IV SOCIAL ISSUES AND THE ENVIRONMENT 9 Hours

From unsustainable to sustainable development – urban problems related to energy – water conservation, rain water harvesting, watershed management – resettlement and rehabilitation of people; its problems and concerns climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, central and state pollution control boards – Public awareness.

UNIT-V HUMAN POPULATION AND THE ENVIRONMENT 9 Hours

Population growth, variation among nations – population explosion, environment and human health – human rights – value education – HIV/AIDS – women and child welfare – role of information technology in environment and human health.

Total No of Hrs : 45

TEXT BOOKS

1. Gilbert McMasters, ‘Introduction to Environmental Engineering and Science’, 2nd edition, Pearson Education (2004).
2. Benny Joseph, ‘Environmental Science and Engineering’, Tata McGraw-Hill, New Delhi, (2002)

DEPARTMENT OF ENGLISH

SEMESTER VI

HBEN17018 ENTREPRENEURSHIP DEVELOPMENT 3 0 0 3

Unit – I Concept of Entrepreneurship

Entrepreneurship – Meaning – Types – Qualities of an Entrepreneur – Classification of Entrepreneur – Factors influencing Entrepreneurship – Functions of Entrepreneurships.

Unit – II Entrepreneurial Development Agencies

Commercial Banks – District Industries Centre – National Small Industries Corporation – Small Industries Development Organisation – Small Industries Service Institute, All India Financial Institutions – IDBI – IFCI – ICICI – IRDBI.

Unit – III Project Management

Business idea generation techniques – Identification of Business Opprtunities – Feasibility study – Marketing, Finance, Technology and Legal Formalities – Preparation of project report – Tools of Appraisal.

Unit – IV Entrepreneurial Development Programmes

Entrepreneurial Development Programmes (EDP) – Role, relevance and achievements – Role of Governemnt in organisind EDPs – Critical Evaluation.

Unit – V Economic Development and Entrepreneurial Growth

Role of Entrepreneurs in Economic Growth – Strategic approaches in the changing Economic scenario for small scale Entrepreneurs – Networking. Niche play, Georgraphic Concentration. Franchising / Dealership – Development of Women Entrepreneurship.

Books:

1. Dr. V. Balu – Entrepreneurial Development
2. Dr. P.T. Vijayashree & Dr. M. Alagammai – Entrepreneurial Development

DEPARTMENT OF ENGLISH

HBEN17018 **Core Course- Main Paper XVIII** 4 0 0 4

HISTORY OF ENGLISH LANGUAGE – II

Objectives:

The learners should be able to

- Origin of Language, branches of study and types and uses of language.
- Gain knowledge of the development of writing and its types.
- Gain knowledge of varieties of language.
- Study about standard English and
- Gain knowledge of English language in the digital era.

UNIT I

Standard English ,varieties-Received Pronunciation_ The role of BBC - Concept of correctness,- American English-English as a world Language.

Unit-II

Branches of study-Definition and uses of language - phatic communion-properties of language– - Origin of Language

UNIT III

Development of Writing –Pictographic, Ideographic, Locographic, Rebus , Syllabic , Alphabetic Writings

Unit IV

Language varieties, Dialect, Standard and Non – Standard, Isoglasses – Idiolect, Register, Lingua Franca, Pidgin, Creole

UNIT V

English in the digital era- Phases in the development of language-oral/phonic phase written/graphic phase- electronic/digital phase- Implications of the digitalization of language- Language of e-mail and texting-Universalization of English

Outcomes:

The learners will be able to

- Origin of Language, branches of study and types and uses of language.
- Gain knowledge of the development of writing and its types.
- Gain knowledge of varieties of language.
- Study about standard English and
- Gain knowledge of English language in the digital era.

Reference:

1. Ramamurthi, Lalitha, 'A History of English Language and Elements of Phonetics' Trinity Press : 2014
2. Wood.F.T. 'An Outline History of English Language' Trinity Press:2014
3. Baugh.C.Albert and Cable, Tomas 'A History of English language' Roultedge Publications : 2012
4. Venkatramanan. R., 'A History of English Language' Rama Brothers, NewDelhi:2012

DEPARTMENT OF ENGLISH

HBEN17019 **Core Course –Main Paper-XIX** **4 0 0 4**

ENGLISH PHONETICS AND PHONOLOGY

Objectives:

The learners should be able to

- Gain knowledge the role of speech organs in the utterance of English speech sounds.
- Study consonant sounds and its types and the manner of articulation.
- Study English vowel sounds.
- Study about syllables, stress, pause and intonations.
- Transcribe words and sentences.

Unit I

An Introduction to Phonetics and Phonology**,** The unphonetic character of English Orthography and the need for a phonetic script Air Stream Mechanisms
Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region
Phonemes - Minimal Pairs- Contrastive Distribution, Phonetic Environment,
Allophones , Complementary distribution and Free Variation

Unit II

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

Description of Vowels – Pure vowels- Three Term label, Cardinal vowel , Vowel Chart, Description of individual Vowels, Description of Semi vowels

Unit IV

Transcription, Narrow and Broad**,** Syllable, Syllabic 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)Marking Phonetic Environment, Identifying Phonemes through Minimal Pair, Allophonic Variation – Aspirated, Unexploded, Nasally exploded, Phonetic Realization of Plural, Past, Third Person Singular morphemes, Syllabic division and structure

Unit V

Transcription – Simple words with stress , Sentences marking stressed and unstressed Syllables

Outcomes: The learners will be able to

- Gain knowledge the role of speech organs in the utterance of English speech sounds.
- Study consonant sounds and its types and the manner of articulation.
- Study English vowel sounds.
- Study about syllables, stress, pause and intonations.
- Transcribe words and sentences.

Reference books

1.Daniel Jones- The Pronunciation of English
2. Balasubramanian. T - A Textbook of English Phonetics for Indian Students – Aworkbook .
3. R. K. Bansal and J. B. Harrison – Spoken English.
4. LalithaRamamurthi - A History of English Language and Elements of Phonetics
5. Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation - CIEFL

DEPARTMENT OF ENGLISH

HBEN17020 **Core Course- Main —XX** **4 0 0 4**

LITERARY CRITICISM - II
Victorian to the Present

Objectives: LTPC

The learners should be able to 4 0 0 4

- Gain knowledge of modern literary criticism with respect to concepts of Victorian and Modern critics.
- Understand different aspects of criticism.
- Understand Chicago school of criticism
- Understand kinds of criticism.
- Gain knowledge socio criticism.

Unit I -Modern English Literary Criticism

Matthew Arnold - The Touchstone Method- T.S.Eliot - Disassociation of Sensibility – literary tradition and objective correlative – F. R. Leavis – I. A. Richards-The Cambridge School

Unit II - New Criticism

New Critics – Intentional and Affective Fallacy – Differences between Close Reading and Distant Reading – Eye-piece Criticism – Paradox – Ambiguity – Irony - Tension

Unit III - Chicago School

Introduction to the Chicago School of criticism- Distinctions between New Criticism and Chicago School of Criticism- Key critics-Pluralism. Scott, Wilbur. Five Approaches to Literary Criticism. John Crowe Ransom– The New Criticism

Unit-IV - Kinds of Criticism

Legislative, Creative, Descriptive, Comparative, Biographical, Impressionistic Historical.

Unit-V - Approaches

Sociological, Archetypal , Moralistic, Psycho logistic, Formalistic.

Outcomes:

The learners will be able to

- Gain knowledge of modern literary criticism with respect to concepts of Victorian and Modern critics.
- Understand different aspects of criticism.
- Understand Chicago school of criticism
- Understand kinds of criticism.
- Gain knowledge socio criticism.

References:

1. Enright and Chickere, 'English Critical Text' Indian Ed. :1997
i. Apology for Poetry - Philip Sidney.
ii. An Essay on Criticism – Alexander Pope.
iii. Preface to Lyrical Ballads– Wordsworth.
iv. The Function of Criticism – Matthew Arnold
v. Tradition and Individual Talent - T. S. Eliot
vi. Selections from New Bearings in English Poetry – F. R. Leavis
vii. Four Kinds of Meaning – I. A. Richards
viii.John Crowe Ransom– The New Criticism
ix. The Meaning of Meaning– I. A. Richards
x. Critics and Criticism: Ancient and Modern-R.S. Crane.
2 .Wimsatt, William K. CleanthBrooks.*Literary Criticism: A Short History.* London:Routledge&Keagan Paul, 1970. Print
3 .Day, Gary.Literary Criticism: A New HistoryNew Delhi: Orient Blackswan, 2010. Print
4. Scott, Wilbur. Five Approaches to Literary Criticism. New York: Macmillan, 1966. Print
5. Waugh, Patricia. Literary Theory and Criticism: An Oxford Guide. Oxford: OUP, 2011. Print

HBEN17021 **Core Course- Main Paper XXI** **4 0 0 4**

VISUAL LITERATURE, ADVERTISING & MEDIA

Objectives:

The learners should be able to

- Understand the importance of usual communication, meaning, semantics and pragmatics.
- Color psychology, optical/usual illusion, lights of media.
- Types of media and watching of the media.
- The function of Radio as mass communication.
- Understand the development of TV as medium of mass communication – Historical development through the ages.

UNITI

Need and importance of Human and Visual Communication, Communication as a process, Understanding Message, Meaning, Connotation and Denotation culture / code etc. Levels of communication: Technical, Semantic and pragmatic.

Unit II

Principles of visual and other sensory perceptions. Color Psychology and theory (some aspects) Definition, Optical / Visual illusion etc. Types of Media – Traditional media, Print media, Electronic media and new media.

UNIT III

Historical Development of the press as a media Institution in India, Advent of printing press in India and Newspaper, Role of the press in Indian's freedom movement. Study of leading newspapers and journalists in India since 1947. The vernacular press in India, Development of news agencies.

UNIT IV

Invention and development of radio as a medium of mass communication, Development of radio in pre independence & post – independence in India.

UNIT V

Invention and development of TV as medium of mass communication in India, Advent and growth of satellite and cable TV in India.Film as medium of communication, Historical development of film in India, Regional cinema.

Outcomes:

The learners will be able to

- Understand the importance of usual communication, meaning, semantics and pragmatics.
- Color psychology, optical/usual illusion, lights of media.
- Types of media and watching of the media.
- The function of Radio as mass communication.
- Understand the development of TV as medium of mass communication – Historical development through the ages.

References:

1. Lester, E (2000) Visual Communication: Image with messages.
2. Visual Elements of Arts and Design (1989) Longman Porter.
3. Media presentation of Visual Arts and artists; University of Luton press Palmer, Frederic.
4. Nadiq Krishna moothy Indian Journalism, Prasaranga, University of Mysore, 1966. ™
5. Chatterjee, P.C, Broadcasting in India, Sage, New Delhi, 1990. ™
6. Luthra, I.I.R Indian Broadcasting, Publications Division, New Delhi, 1986.

DEPARTMENT OF ENGLISH

HBEN17P01	**PROJECT ON TRANSLATION WORK/JOURNALISM/CREATIVE WRITING**	10	0	0	10

PAPER XX

PROJECT ON JOURNALISM/INDIAN FICTION IN TRANSLATION/CREATIVE WRITING

PRACTICAL Component in Journalism, Creative Writing and Translation Work to be drafted.

L T P C

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