



**BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI – 620 024**  
**Department of English, M.A. English**  
**(For the Candidates admitted from the academic year 2021 - 2022 onwards)**

Sem	Course	Course Code	Course Title	Credit	Teaching Hrs	Marks		
						CIA	ESE	Total
I	CC01	ENGCC1	Modern Literature – I (1400 – 1660)	5	6	25	75	100
	CC02	ENGCC2	Literary Criticism	5	6	25	75	100
	CO01	ENGCO1A	Shakespeare	5	5	25	75	100
		ENGCO1B	Comparative Literature					
	EC01	ENGEC1A	Academic Writing	4	5	25	75	100
		ENGEC1B	English Language Teaching					
		ENGEC1C	Holocaust Studies					
		ENGEC1D	Feminist Theories: An Introduction					
	EXPC01	ENGEX1	Language and Linguistics	3	5	25	75	100
			Seminar/Library	--	3	--	--	--
		<b>Total</b>	<b>22</b>	<b>30</b>			<b>500</b>	
II	CC03	ENGCC3	Modern Literature – II (1660 –1798)	5	5	25	75	100
	CC04	ENGCC4	American Literature	5	5	25	75	100
	CO02	ENGCO2A	Postcolonial Literature	5	5	25	75	100
		ENGCO2B	Asian Literature in English					
	EC02	ENGEC2A	Study Skills in English	4	5	25	75	100
		ENGEC2B	Introduction to Applied Linguistics					
		ENGEC2C	Peace Literature					
		ENGEC2D	Indian Feminism: Literature and Theory					
	EXPC02	ENGEX2	Research Methodology	3	5	25	75	100
	NMEC01		From Other Departments	2	3	25	75	100
Seminar/Library			--	2	--	--	--	
		<b>Total</b>	<b>24</b>	<b>30</b>			<b>600</b>	
III	CC05	ENGCC5	Modern Literature – III (1798 – 1945)	5	5	25	75	100
	CC06	ENGCC6	Literary Theory and Criticism	5	5	25	75	100
	CO03	ENGCO3A	Indian Writing in English	5	5	25	75	100
		ENGCO3B	Regional Literature in Translation					
	EC03	ENGEC3A	Creative Writing	4	5	25	75	100
		ENGEC3B	Philosophy of Second Language Acquisition					
		ENGEC3C	Semiotics of Theatre					
		ENGEC3D	Gender and Literature					
	EXPC03	ENGEX3	Translation: Theory and Practice	3	5	25	75	100
	NMEC02		From Other Departments	2	3	25	75	100
CP01		Project/Library	--	2	--	--	--	
		<b>Total</b>	<b>24</b>	<b>30</b>			<b>600</b>	
IV	CC07	ENGCC7	Literature of Nobel Laureates	5	5	25	75	100
	CC08	ENGCC8	Single Author Study: T.S. Eliot	5	5	25	75	100
	EIBC01	ENGEIB1	Introduction to Journalism and Mass Media	5	5	25	75	100
	CP01	ENGPW1	Project Work	5	15	50	150	200
			<b>Total</b>	<b>20</b>	<b>30</b>			<b>500</b>
		<b>Grand Total</b>	<b>90</b>	<b>120</b>			<b>2200</b>	

### Extra Credit Courses:

Sem	Course	Code	Course Title	Credit	Teaching Hrs	Marks		
						Int	Ext	Total
II	VAC1	ENGV1	Life Skills Through Literature	2	30	25	75	100
III	VAC2	ENGV2	Text to Screen: Film Reviews	2	30	25	75	100

Core Courses (CC)	- 8
Core Choice Courses (CO)	- 3
Elective Courses (EC)	- 3
Experimental Courses (EXPC)	- 3
Entrepreneurship/ Industry Based Course (EIBC)	- 1
Project (CP)	-1
Non-Major Elective Courses (NMEC)	- 2
Value-added Courses (VAC)	- 2

Note:

1. Theory: Internal - 25 marks External - 75 marks
2. Project: 200 marks
  - a) Dissertation: 150 marks
  - b) Viva voce: 50 marks
3. Separate passing minimum is prescribed for Internal and External
  - a) The passing minimum for CIA shall be 40% of 25 marks (i.e. 10 marks)
  - b) The passing minimum for University Examinations shall be 40% of 75 marks (i.e. 30 marks)
  - c) The passing minimum is 50 % in the aggregate

### Programme Specific Outcomes:

- Understand the cultures of various countries through their literature.
- Develop critical reading of literary texts.
- Understand the critical theory.
- Improve overall proficiency in language skills.
- Enhance life skills through language and literature.
- Develop Intercultural competence.
- Enhance effective academic writing skills.
- Demonstrate effective language and literary skills to promote necessary employability skills.

## Semester I

### Title of the Paper: (CC01) Modern Literature - I (1400 - 1660) – Code: ENGCCI1

#### Objectives:

- To trace the origin and growth of English poetry
- To introduce learners to the origin of English essays
- To make learners understand the features of tragedy, romantic tragedy, revenge play and comedy of humours of Shakespeare's predecessors

#### Unit – I (Poetry)

- Geoffrey Chaucer : *The Prologue to the Canterbury Tales*  
Edmund Spenser : "Prothalamion"

#### Unit – II (Poetry)

- John Donne : "The Flea," "Canonization," "Valediction: Forbidding Mourning"  
Andrew Marvell : "To His Coy Mistress,"  
George Herbert : "The Pulley," "The Collar"  
Henry Vaughan : "The Retreat," "Christ's Nativity"

#### Unit – III (Prose)

- Francis Bacon : "Of Truth," "Of Death," "Of Adversity," "Of Revenge,"  
"Of Envy"  
*The Bible* : *The Book of Job*

#### Unit – IV (Drama)

- Christopher Marlowe : *Doctor Faustus*  
John Webster : *The White Devil*

#### Unit – V (Drama)

- Thomas Dekker : *The Shoemaker's Holiday*  
Ben Jonson : *The Alchemist*

#### Unit VI: Current Contours (For Continuous Internal Assessment only)

Character study through Chaucer's characters, Relevance of Bacon's ideas to the modern world, the universal values of long suffering and faith, the racial discrimination

#### Practicum:

- Understanding the socio-cultural, economic and political background of 14<sup>th</sup> century England
- Learning the various poetic devices.
- Learning the Metaphysical school of thought and its various practitioners.
- Learning about the genre 'essay' and its origin and development
- Francis Bacon's contribution to the genre 'essay'
- Improving reading and writing skills
- Understanding the literary merits of the Bible.
- Studying about Elizabethan theatre.
- Difference between comedy and tragedy
- Learning various dramatic techniques.

**Books for Reference:**

- Bacon, Francis, and F.G. Selby. *Bacon's Essays, Ed. with Introductions and Notes*. London: Macmillan, 1927.
- Barton, Anne. *Ben Jonson, Dramatist*. Cambridge: Cambridge UP, 1984.
- Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge England: UP, 1964.
- Daiches, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960.
- Donne, John, and Frank Kermode. *The Poems of John Donne*. New York: Heritage Press, 1970.
- Levin, Harry. *Christopher Marlowe: The Overreacher*. London: Faber, 1961.
- Minnis, A J. *The Cambridge Introduction to Chaucer*. N.p., 2014.
- O'Neill, Judith. *Critics on Marlowe*. Coral Gables: U of Miami P, 1970.
- Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Discuss Chaucer's *Prologue to the Canterbury Tales* as a realistic portrayal of 14th century England.
- Discuss the features of Elizabethan poetry and the significance of Spenser's contribution to English poetry.
- Comment on the characteristics of Metaphysical poetry.
- Discuss the features of the Renaissance found in Francis Bacon's works
- Argue *the Bible* as a literary text with reference to *The Book of Job*.
- Discuss Webster's tragic themes in his various plays. Attempt a detailed discussion of *The White Devil*.

## Semester I

### Title of the Paper: (CC02) Literary Criticism – Code: ENGCC2

#### Objectives:

- To help learners develop literary sensibility and critical thinking
- To make learners understand a wide range of literary texts, literary history and literary criticism
- To introduce learners to a variety of critical approaches to perceive the paradigm shift through the critical texts from Plato to T.S. Eliot

#### Unit I

Plato	: <i>The Ion</i> (679-681) <i>The Republic</i> (681-685)
Aristotle	: <i>On Poetics</i> (686-696)
Horace	: <i>The Art of Poetry</i> (696-700)
Longinus	: <i>On the Sublime</i> (706-708) (Extracts from <i>The English Critical Tradition</i> Vol.2 by S. Ramaswami and V.S. Sethuraman)

#### Unit II

Philip Sidney	: <i>An Apology for Poetry</i>
John Dryden	: <i>Essay of Dramatick Poesie</i>

#### Unit III

Dr. Johnson	: <i>Preface to Shakespeare</i>
Alexander Pope	: <i>An Essay on Criticism</i>

#### Unit IV

William Wordsworth	: <i>Preface to the Lyrical Ballads</i>
P. B. Shelley	: <i>A Defence of Poetry</i>

#### Unit V

Matthew Arnold	: <i>The Study of Poetry</i>
Cleanth Brooks	: “Irony as a Principle of Structure”

#### Unit VI: Current Contours (For Continuous Internal Assessment only)

Rhetoric and Public Speaking, Argumentative Discourse, Clarity of Ideas, Using abstract ideas to persuade

#### Practicum:

- Acquisition of critical thinking
- Learning the evolution of critical theories from past to present.
- Introduced to various critical pieces.
- Analytic skills
- Strengthening critical vocabulary.
- Compare and contrast different schools of thought.
- Application of critical knowledge to analyse literary texts.
- Analyse the *Defence of Poetry* by various critics.
- Compare and contrast Wordsworth’s and Coleridge’s views on poetic language.
- Improving logical thinking

**Books for Reference:**

- David Daiches: *Critical Approaches to Literature*, 2<sup>nd</sup> ed., Hyderabad: Orient Longman, 2001.
- Enright, D J, and Chickera E. De. *English Critical Texts: 16th Century to 20th Century*. Delhi: Oxford UP, 1983.
- Harry Blamires: *A History of Literary Criticism*, Delhi: Macmillan, 2001.
- Humphrey House: *Aristotle's Poetics*, Ludhiana: Kalyani Publishers, 1970.
- M.A.R. Habib: *A History of Literary Criticism: From Plato to the Present*, Oxford: Blackwell, 2005.
- M.S. Nagarajan: *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006.
- S, Ramaswami, and Sethuraman V. S. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 2 Macmillan India Limited, 2000.
- Waugh, Patricia. *Literary Theory & Criticism: An Oxford Guide*, Delhi: OUP, 2006.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Attempt a historical evolution of Greco- Roman philosophy.
- Consider *Apology for Poetry* as the beginning of English criticism.
- Present the arguments of various dichotomies proposed by John Dryden.
- Discuss how Johnson argues for and against Shakespeare.
- Present the features of romantic criticism and discuss how it differs from the previous conceptions of criticism.
- Comprehend Wordsworth's perspectives on the nature, language, function of poetry.

## Semester I

### Title of the Paper: (CO01) Shakespeare – Code: ENGCO1A

#### Objectives:

- To expose learners to the development of linguistic, social, psychological and existential skills through a few representative plays of Shakespeare
- To make learners understand the dramatic and poetic techniques of Shakespeare
- To introduce Shakespeare's art of characterization to the learners

#### Unit – I (Tragedy)

*Macbeth*

#### Unit – II (Comedy)

*Twelfth Night*

#### Unit – III (History)

*Henry IV*

#### Unit – IV (Tragicomedy)

*Winter's Tale*

#### Unit – V (Poetry and Criticism)

- Shakespeare as a Sonneteer, Sonnets 12, 18, 54, 116, and 124
- Shakespearean Theatre and Audience
- Shakespearean Fools and Clowns
- Shakespearean Women
- Supernatural Elements in Shakespearean Plays
- Shakespearean Soliloquies

#### Unit VI: Current Contour (For Continuous Internal Assessment only)

Postcolonial reading of Shakespeare, Gender and Shakespeare, The Clowns and Fools of today.

#### Practicum:

- Learning various dramatic techniques employed in Shakespeare's plays
- Analyzing Shakespeare's art of characterization
- Learning the subject matter of Shakespeare
- Analyzing how Shakespeare has invented tragic- comedy form
- How Shakespeare has utilized historical sources to write his plays
- Finding out the renaissance features in Shakespeare's plays.
- Understanding Shakespeare's form of sonnet.
- Role of disguise in Shakespeare's plays and the reason behind that.
- Conversation skills
- Dramatic skills

#### Books for Reference:

- Bowers, Fredson. *Elizabethan Revenge Tragedy: 1587-1642*. Gloucester: Peter Smith, 1959.
- Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. London: Macmillan and Co, 1905.
- Charlton, H B. *Shakespearean Comedy*. London: Methuen, 1938.
- Ford, Boris. *The Age of Shakespeare*. Harmondsworth: Penguin Books, 1982.

Knight, G W. *The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays*. London: Methuen, 1951.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Describe Shakespeare's skill in arousing catharsis through his tragedies.
- Examine Shakespeare's choice of subject matter to his variety of audience.
- Analyse Shakespeare's dramatic techniques.
- Comment on the women characters of Shakespeare.
- Appreciate the historical plays of Shakespeare.
- Discuss Shakespearean sonnet form and theme

## Semester I

### Title of the Paper: (CO01) Comparative Literature – Code: ENGCO1B

#### Objectives:

- To enable the learners to appreciate literature through the lens of comparative perspective
- To introduce the key concepts, aim and scope of Comparative Literature
- To introduce Comparative Literature as a theoretical base

#### Unit – I

Definitions of Comparative Literature - National Literature (NL), General Literature (GL), World Literature (WL) and Comparative Literature (CL)  
Scope and history – Various schools of thoughts of Comparative Literature  
Literary history - Literary genres – Folklores

#### Unit – II

Reception – Influence Studies – Thematology - Literature and Philosophy, Literature and Psychology, Literature and Sociology, Literature and History

#### Unit – III

- Natalie Melas : All the Differences in the World: Postcoloniality and the Ends of Comparison (Chapter I – Grounds for Comparison)
- Gunilla Lindberg – Wada : Studying Transcultural Literary History (Evolution, World-Systems, Weltliteratur – Franco Moretti)
- Edouard Glissant : Carribean Discourse (Cross-Cultural Poetics National Literatures: Sameness and Diversity)

#### Unit IV

- David Damrosch, Natalie Melas, Mbongiseni Buthelezi : The Princeton Sourcebook in Comparative Literature From the European Enlightenment to the Global Present
- Karin Barber : The Anthropology of Texts, Persons and Publics (Chapter- III - The constitution of oral texts)

#### Unit V:

- Euripides : *Medea*
- Sophecles : *Antigone*
- Ilango Adigal : *Silapathikaram*
- Franz Kafka : *Metamorphosis*

#### Unit VI: Current Contour (For Continuous Internal Assessment only)

Recent trends in Comparative literature, Comparison not in hierarchy but in embracing different literatures of the world, Questioning the hegemony of Weltliteratur which is predominantly continental, Making visible the sophisticated Thamizh classical literature

#### Practicum:

- Expanding the definitions
- Tracing different genres
- Knowing boundaries between literature,
- Comparing and contrasting the works of art
- Understanding the cultural comparison, critical and methodological changes
- Defining discipline's history

- Constituting texts in different literature
- Voicing for women,
- Differentiating aspects of life
- Questioning the hegemony

**Books for Reference:**

Bernheimer, Charles, Ed. *Comparative Literature in the Age of Multiculturalism*. Baltimore: Johns Hopkins UP, 1995.

Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Blackwell, 1993.

Gifford, Henry. *Comparative Literature*. Routledge & K. Paul, 1969.

Remak, Henry H.H. "Comparative Literature: Its Definition and Function."

*Comparative Literature: Method and Perspective*. 1961. Ed. Newton P. Stallknecht and Horst Frenz. Carbondale: Southern Illinois UP, 1971. 3-57.

Weisstein, Ulrich, and William Riggan. *Comparative Literature and Literary Theory: Survey and Introduction*. Bookman Books, 1988.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Understand the cross-cultural orientation.
- Enhance critical thinking.
- Improve knowledge on literary texts within social, cultural, and historical contexts.
- Recognise the different aims, formal constraints, rhetorical strategies, and ideological underpinnings.
- Promote a global and dynamic vision of literary and cultural phenomena.
- Develop critical enquiry into reality, representation and values.

## Semester I

### Title of the Paper: (EC01) Academic Writing– Code: ENGEC1A

#### Objectives:

- To enable the learners to compose effective paragraphs
- To expose the learners to the nuances of writing
- To help the learners strengthen their writing skills

#### Unit I

- Invention - discussing and developing topics to write about
  - (a) Gathering facts and ideas
  - (b) Exploring them as materials for writing
- Outlining, drafting and revising

#### Unit II

- Title and structure of an essay: Beginning: announcing the subject, indicating the plan, stressing the importance of the subject, organizing the middle: signposts, transition, repetition, question and answer, summarizing, closing
- Point of view, tone

#### Unit III

- Expository paragraph: topic sentence, paragraph writing: coherence and flow
- Paragraph development: Illustration, restatement, comparison and contrast, analogy, cause and effect, definition, classification

#### Unit IV

- Diction: meaning— denotation and connotation,
- Problems of diction: wrong words, punctuation

#### Unit V: Current Contours (For Continuous Internal Assessment only)

- Writing on topics like the impact of Covid-19 on today's Indian economy, the present Indian government's myth and reality of development

#### Practicum

- Knowing the power of presentation
- Widening one's general knowledge
- Scanning of arts
- Organizing skills
- Using of discourse markers
- Enabling compositional skills
- Mastering different sentence structures
- Understanding the mechanics of writing
- Using punctuation
- Overcoming common errors

#### Books for Reference:

- Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills: Mg University Edition*. New Delhi: Pearson, 2010.
- MLA Handbook for Writers of Research Papers*. New Delhi: MLA of America, 2016.
- The Oxford Guide to Writing*, Oxford University Press, New York, 1983.
- Swan, Michael. *Practical English Usage. 3<sup>rd</sup> edition*. Oxford University Press, 2005.

Yong, Fung Lan. *Academic Writing*. Latvia: LAP Lambert Academic Publishing, 2010.

### **Articles for Reference:**

“Non-native Graduate Students’ Thesis/ Dissertation Writing in Science: Self-Reports by Students and Their Advisors from Two U.S. Institutions.” *English for Specific Purposes*. Vol.17. No.4. 1998. pp. 369-390.

“Research on Revision in Writing”. *Sage Journals*. 1987.

“Seeing with Different Eyes: Another View of Literature in the ESL Class. *TESOL Quarterly*. Vol.23. No.1, 1989. pp. 85-103.

“William Empson, Contemporary Criticism and Poetic Diction”. *Modern Philology: Critical and Historical Studies in Literature, Medieval through Contemporary*. Vol. 17. No. 4. 1998. pp. 369-390.

### **Web Sources for Reference:**

<http://www.bbc.co.uk/learningenglish/gothedistance/academicwriting>

<https://sydney.edu.au/students/writing/types-of-academic-writing.html>

<https://www.thepunctuationguide.com/>

[https://www.staff.uni-giessen.de/~ga1070/topic\\_sentences\\_ex.html](https://www.staff.uni-giessen.de/~ga1070/topic_sentences_ex.html)

<http://www.buowl.boun.edu.tr/students/Paragraph%20Writing%20Exercises.html>

### **Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Describe various steps involved in developing topics.
- Explain the nuances of outlining.
- Discuss the important components of an essay.
- Describe the significance of coherence and flow in composing a paragraph.
- Discuss various methods of developing paragraphs.
- List various ways to master mechanics of writing.

## Semester I

### Title of the Paper: (EC01) English Language Teaching – Code: ENGEC1B

#### Objectives:

To introduce learners to the theories of language description and language learning, and their implications in teaching and learning

To make learners understand different methods of teaching English and assess them

To familiarize learners with principles of course designing and testing and evaluation

#### Unit I

The Nature of Language – History of English Language Teaching – Need for Teaching/Learning English – English in India: Past, Present and Future – Cultural aim of teaching English – Role of Mother Tongue – Second Language Acquisition Research

#### Unit II

Nature of Approaches and Methods in Language Teaching – Grammar Translation Method – Oral Approach – Audiolingual Method – Direct Method – Bilingual Method – Communicative Approach to Language Teaching

#### Unit III

Total Physical Response – The Silent Way – Community Language Teaching – Suggestopedia – The Natural Approach – Content-based Instruction – Task-based, Game-based Language Teaching – Post-methods era

#### Unit IV

Teaching the Four Skills of the language – Language Teaching with ICT, using modern instructional aids - Study Aids: Study Skills and Reference Skills  
Language Testing and Evaluation – Principles – Types and Techniques – Testing Language Skills, Grammar and Vocabulary – Technology for Testing

#### Unit V: Current Contours (For Continuous Internal Assessment only)

From English to Englishes, ELT in Digital World, ELT and Social Media, Grammar Teaching and ELT, Incorporating the ICT based learning of LSRW skills, Incorporating the Artificial Intelligence methodology in acquiring grammatical patterns and linguistic skills, harnessing the use of automated learning portals.

#### Practicum:

- Trace the origin and development of English language,
- Know the importance of second language
- Knowing about different methods, approaches, and techniques
- Different ways of teaching second language
- Usage of LSRW
- Testing the language skills
- Incorporating the Artificial Intelligence methodology
- Acquisition of Second Language
- Effective use of teaching aids
- Integrate technology in language teaching

#### Books for Reference:

Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991. Print.

Krishnaswamy, N, and Lalitha Krishnaswamy. *Methods of Teaching English*. Delhi: Macmillan India, 2007. Print.

Lado, Robert. *Language Testing: The Construction and Use of Foreign Language Tests: A Teacher's Book*. New York: McGraw-Hill, 1964. Print.

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. New York, N.Y., USA: Oxford University Press, 1986. Print.

Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press, 1986. Print.

### **Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Describe the role of mother tongue in teaching English in India.
- Comment on the contemporary theories of Second Language Acquisition.
- Describe the various methods of English Language Teaching.
- Explain the merits and demerits of communicative approach to language teaching.
- Describe the four different skills of language acquisition.
- Discuss briefly the role ICT in language teaching.

## Semester I

### Title of the Paper: (EC01) Holocaust Studies – Code: ENGEC1C

#### Objectives

- To learn about Genocides and its relevant.
- To know what causes lead up to the killing of six million Jews.
- To discuss the role and responsibility of the learner in speaking against genocides.

#### Unit I:

- Genocide/ Ethnic cleansing
- The Mechanics of Genocide
- Holocaust- the Historical context
- “Witness Literature - A Conceptual Framework” by Laura Sasu

#### Unit II: Holocaust Life Writings

- Gisella Perl : *I was a Doctor at Auschwitz*
- Helen Epstein : *Children of the Holocaust*

#### Unit III: Post Holocaust Narratives and Poems

- Elie Wiesel’s : *The Night Trilogy*
- Simon Wiesenthal : *The Sunflower: On the Possibilities and Limits of Forgiveness*
- Batsheva Dagan : *Imagination: Blessed be, Cursed be*
- Anne Kind : “A Long Journey to Reconciliation ”

#### Unit IV: Movies and Documentaries

- Visual Testimonies : from the archives of USC and USHMM
- Schindler’s List : Film
- Denial : Film

#### Unit V: Current Contours (For Continuous Internal Assessment only)

- Life Writing as witnessing to the world, Reperspectivising the world view of literature from a personal account, Witness Literature as a social document, Literature of Witness as a historical moment. Listening to the First-Person Interview at the USHMM site, Listening to the testimonies from the archives

#### Practicum

- detailed study on the lives of the survivor
- assessment of the diary of a victim who perished in the Holocaust
- the process of memorialisation
- Perpetuating the memory of the murdered?
- New methods of memorialisation.
- Understanding Genocides
- Trauma of the survivors
- Understanding the Jews’ history
- Recording testimonies
- Holocaust experience through movies and documentations

#### Books for Reference:

- Friedlander, Saul *Nazi Germany and the Jews. 1933-1945* Vol I and II
- <https://www.ushmm.org/remember/the-holocaust-survivors-and-victims-resource-center/survivors-and-victims/survivor-testimonies>
- <https://sfi.usc.edu/vha>

Epstein, Helen. *Children of the Holocaust: Conversations with Sons and Daughters of Survivors*. Penguin Books, 1988.

Perl, Gisella. *I Was a Doctor in Auschwitz*. Rowman & Littlefield, 2019.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Discuss the importance of studying the Holocaust
- Differentiate Holocaust from other genocides
- Consider the witness literature as historical document
- Analyse the significance of life narratives in Holocaust literature.
- Explore how movies and documentaries are helpful in representing the Holocaust experiences
- Describe the role of archives and recorded testimonies in preserving memory

## Semester I

### Title of the Paper: (EC01) Feminist Theories: An Introduction – Code: ENGEC1D

#### Objectives:

To introduce feminist theories as a tool for literary analysis and teaching

To elaborate Gender power politics that results in social inequalities

To highlight the pluristic scope of feminist theories

#### Unit I:

Liberal - Marxist - Socialist – Psychoanalytical – Existentialist – Postmodern feminism – post colonialism – post feminism – Ecofeminism – Techno & Cyborg feminism – multicultural feminism

#### Unit II:

Sandra Gilbert and Susan Gubar : “The Madwoman in the Attic”

Coppelia Kahn : “The Hand that Rocks the Cradle”

#### Unit III:

Luce Irigaray : “Women on the Market”

Laura Mulvey : “Visual Pleasure and Narrative Cinema”

#### Unit IV:

Gayatri Chakravathy Spivak : “Three Women’s Texts and Critique of Imperialism”

Audre Lorde : “Age, Race, Class and Sex: Women Redefining Difference”

#### Unit V:

Preparation and Submission of Term Paper for Assessment

#### Unit VI: Current Contours (For Continuous Internal Assessment only)

Critical ability to understand feminism as a theoretical concept to approach Literature and other art forms, Feminist theory and its impacts on Society, Awareness to understand oppression based on gender, Gender discrimination in the forms of physical and emotional violence

#### Practicum:

- Forging a voice for the voiceless
- Exposition of suffering and dehumanization
- Survey of contemporary issues of women
- Institutionalized racism and sexism
- Contribution of women in the strengthening of world peace
- Impact of feminism on society
- Representation of women in literature
- Representation of women in media
- Ability to understand the feminism
- Understanding the role and position of women through the ages

#### Books for References:

Maggie Humm: The Dictionary of Feminist Theory, Edinburgh U P, 2003.

Rossi, Alice S. *The Feminist Papers: From Adams to De Beauvoir*. Northeastern Univ. P, 1991.

Tong, Rosemarie, and Tina F. Botts. *Feminist Thought: A More Comprehensive Introduction*. 2018.

**Course Outcomes:**

**After completion of the course the students will be able to realize the following outcomes:**

- Comment on logos, ethos and pathos
- Describe the rights of women
- Understand the radical theory of the politics of sexuality
- Sketch the legacy of slavery
- Portray the issues of race
- Brief the feminist ideology

## Semester I

### Title of the Paper: (EXP01) Language and Linguistics – Code: ENGEX1

#### Objectives:

- To provide learners an insight into the nature of language
- To familiarise learners with the discourse of linguistics and to expose them to theoretical and practical manifestation of linguistics
- To enable learners to understand the connection between literature and society

#### Unit I:

- Origin of Language
- Descent of the English Language from IE to Standard English
- Word-formation and Change of Meaning in English
- Language Variety

#### Unit II:

- Phonetics – Speech Sounds – Organs of Speech – Classification of Sounds
- Syllable – Identification of Syllables – Vowels, Consonants – Vowels and Consonants in English – IPA Chart – Cardinal Vowel Diagram

#### Unit III:

- Word Stress – Word in Connected Speech, Intonation – Transcription: Broad and Narrow – Practical work like listening to speech sounds (only Assignments for Internal)

#### Unit IV:

- Traditional Approaches to the Study of the English language -Merits and Inadequacies of the traditional approaches
- Linguistics as an autonomous science
- Structural Linguistics and its different schools (Glossematics, Tagmemics, Stratificational Grammar, Functional Grammar)
- Linguistics and Other Disciplines: Geography, Sociology, etc.,
- Parts of Speech – Criteria for classification: form and function

#### Unit V:

- Phonology: Phoneme-Allophone-Distribution of Allophones
- Morphology: Morpheme-Free and Bound – Allomorph – Distribution of Allomorphs – Word – Problems in Definition
- IC Analysis: Features, Merits and Limitations
- Phrase Structure Grammar: Features, Merits and Limitations
- Grammar and Syntax
- Transformational Generative Grammar
- From Bloomfield to Zellig Harris

#### Unit VI: Current Contours (For Continuous Internal Assessment only)

- Significance of linguistics in Artificial Intelligence, Translation Softwares, Computational Linguistics, Linguistics and neuroscience.

#### Practicum

- Native language learning through multimedia presentation,
- Listening practice,

- Transcription practice,
- Use of three dimensional images for learning speech sounds.
- Understanding word formation and change of meanings
- Classification of sounds
- Identification of syllable
- IC analysis
- Structure of grammar
- Grammar and syntax

**Books for Reference:**

Baugh, Albert C, and Thomas Cable. *A History of the English Language*. N.p., 2013. Print.

Lyons, John. *Language and Linguistics: An Introduction*. Cambridge Cambridgeshire: Cambridge UP, 1981. Print.

Wood, F. T. *An Outline History of the English Language*. India: Macmillan Publishers, 2000. Print.

Yule, G. *The Study of Language*. 4<sup>th</sup> edn. Cambridge: CUP, 2014.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Describe the theoretical and practical manifestations of linguistics.
- Understand the discourse of linguistics.
- Explain the various implications of word formation.
- Point out the change of meanings of various words in the English Language.
- List the advantages and disadvantages of traditional approaches.
- Write a detailed note on Transformational Generative Grammar.

## Semester II

**Title of the Paper: (CC03) Modern Literature - II (1660 - 1798)– Code: ENGCC3**

### Objectives:

- To expose learners to the changing trends in English poetry from Milton to Pre-Romantics
- To make learners know the salient features of anti-sentimental comedy and Restoration comedy
- To introduce learners to the emergence of the English novel during the Age of Transition

### Unit – I (Poetry)

John Milton : *Paradise Lost* Book IX

### Unit – II (Poetry)

John Dryden : “A Song for St. Cecilia’s Day”  
Robert Burns : “The Cotter’s Saturday Night”  
William Blake : “Chimney Sweeper” from *Songs of Innocence*  
Thomas Gray : “Elegy Written in a Country Churchyard”  
William Collins : “Ode to Evening”

### Unit – III (Prose)

John Bunyan : *The Pilgrim’s Progress* (“Proceeds to the Cross”)  
Addison and Steele : From *The Spectator*  
“Of the Club” (Steele)  
“Sir Roger at Church” (Addison)  
Jonathan Swift : *The Battle of the Books*

### Unit – IV (Drama)

Richard Brinsley Sheridan : *The Rivals*  
William Congreve : *The Way of the World*

### Unit – V (Fiction)

Daniel Defoe : *Robinson Crusoe*  
Oliver Goldsmith : *The Vicar of Wakefield*

### Unit – VI : Current Contour (For Continuous Internal Assessment only)

Comparing the modern and classical poetic forms, Contemporising the stories for a newer audience ex. Cartoon movie of Pilgrim’s progress, Enabling students to redesign old forms to a digital format, Using irony and humour as part of discourse

### Practicum:

- poetical devices
- various literary terms and forms.
- Argumentative discourse
- changing trends of literature.
- Strengthening vocabulary
- Improving reading skills
- Satire as an effective poetic device is used to bully their rivals.
- Various aspects of poetry, novel and drama.
- Learning the socio- cultural background through literature.

- Understanding the representation of age through literature.

**Books for Reference:**

- Danielson, Dennis R. *The Cambridge Companion to Milton*. Cambridge: Cambridge UP, 1989.
- Ford, Boris. *The New Pelican Guide to English Literature: - - a Guide for Readers. - 1984. - 544 S*. Harmondsworth: Penguin Books, 1983.
- Humphreys, A R. *The Augustan World: Society, Thought, and Letters in Eighteenth-Century England*. New York: Harper & Row, 1963.
- Morwood, James, and David Crane. *Sheridan Studies*. Cambridge: Cambridge UP, 1995.
- Walker, Hugh. *English Satire and Satirists*. New York: Octagon Books, 1965.
- Willey, Basil. *The Seventeenth Century Background: Studies in the Thought of the Age in Relation to Poetry and Religion*. Garden City: Doubleday, 1953.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Discuss the features of Romantic poetry.
- Explain allegory and its varieties
- Differentiate the characteristics of Elizabethan plays from Restoration plays.
- Discuss the evolution of novel as a genre and its features.
- Novel and 18<sup>th</sup> century Thought. (Enlightenment)
- Understand the spirit of the age

## Semester II

### Title of the Paper: (CC04) American Literature – Code: ENGCC4

#### Objectives:

- To introduce learners to the significant aspects of American literature
- To help learners get acquainted with the richness of American literature
- To familiarize the learners with different genres of American literature

#### Unit – I (Poetry)

Edgar Allan Poe	: “The Raven”
Walt Whitman	: “When Lilacs Last in the Dooryard Bloom’d”
Emily Dickinson	: “Because I Could Not Stop for Death”
	: “Hope” is the thing with feathers
Robert Frost	: “Birches,”
	: “After Apple-Picking”

#### Unit – II (Poetry)

Hart Crane	: “To Brooklyn Bridge”
e.e. cummings	: “The Grasshopper”
Wallace Stevens	: “The Emperor of Ice-Cream,” “Anecdote of the Jar”
William Carlos Williams	: “The Yachts”
Sylvia Plath	: “Daddy”
Langston Hughes	: “Harlem”

#### Unit – III (Prose)

Ralph Waldo Emerson	: “Self-reliance”
Henry David Thoreau	: “Where I Lived and What I Lived for?” From <i>Walden: or, Life in the Woods</i>
Martin Luther King	: “I have a Dream”
John. F Kennedy	: “Inaugural Address” (Presidential Inauguration of John. F. Kennedy on January 20, 1961 at Washington, D.C)

#### Unit – IV (Drama)

Tennessee Williams	: <i>A Streetcar Named Desire</i>
Arthur Miller	: <i>All My Sons</i>

#### Unit – V (Fiction)

Harper Lee	: <i>To Kill a Mockingbird</i>
Bernard Malamud	: <i>The Assistant</i>

#### Unit VI: Current Contour (For Continuous Internal Assessment only)

Is American Literature truly American?, American Literature in Multicultural America, Naïve American Literature, American Empire and Imperialism, American Literature after 9/11

#### Practicum:

- Cultural development
- American transcendentalism
- Perceiving holocaust imagery
- Philosophical ideas

- American dream and literature
- Dark romanticism
- Anti-puritan inspiration
- Impact of the second world war
- Multiculturalism in America
- African American literature

**Books for Reference:**

Cunliffe, Marcus. *American Literature to 1900*. New York: P. Bedrick Books, 1987.

Matthiessen, F O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. N.p., 1941.

McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. New York: Macmillan, 1985.

Spiller, Robert E. *Literary History of the United States*. New York: Macmillan, 1963.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Discuss the growth and development of American literature
- Analyse the role of Harlem Renaissance
- Bring out the influence of American dream in literature
- Comment of Emerson's view of Self-reliance
- Examine the characteristics of confessional poetry
- Elucidate the role of nature in American literature

## Semester II

### Title of the Paper: (CO02) Postcolonial Literature – Code: ENGCO2A

#### Objectives:

- To make learners familiarize with writers of new literatures
- To enable learners to appreciate various cultures
- To focus on the literary aesthetics of non-native English writers.

#### Unit – I (Poetry)

David Diop	: “Africa”
Wole Soyinka	: “Telephone Conversation”
Judith Wright	: “Bora Ring”
A.D. Hope	: “Australia”
Gabriel Okara	: “Once upon a Time”

#### Unit – II (Poetry)

Archibald Lampman	: “A January Morning”
F.R. Scott	: “The Canadian Authors Meet”
Margaret Atwood	: “Journey to the Interior”
Leonard Cohen	: “If It Were Spring”
P.K. Page	: “First Neighbours”

#### Unit – III (Prose)

Stuart Hall	: “Cultural Identity and Diaspora”
Chinua Achebe	: “Marriage is a Private Affair
Drusilla Modjeska	: “The Emergence of Women Writers Since 1975”

#### Unit – IV (Drama)

Athol Fugard	: <i>Boesman and Lena</i>
Derek Walcott	: <i>The Odyssey</i>

#### Unit – V (Fiction)

Margaret Laurence	: <i>The Stone Angel</i>
Buchi Emecheta	: <i>The Joys of Motherhood</i>

#### Unit VI: Current Contour (For Continuous Internal Assessment only)

Nation and Nationhood – Edward Said’s *Orientalism* – Third World and Fourth World –  
From Double to Multiple Oppression

#### Practicum:

- knowledge of different cultures
- naturalistic experience
- creation of new functional identities
- configurations of gender
- feminist outlook
- emergence of women
- multicultural identity
- oriental response
- secular outlook towards race and gender
- nationalism

**Books for Reference:**

- Andrew Taylor. *Reading Australian Poetry*. Queensland: U of Queensland P 1987.
- Angela McRobbie. *Stuart Hall, Cultural Studies and the Rise of Black and Asian British Art*. 2016.
- Birney, Earle. ed. *Twentieth-Century Canadian Poetry: An Anthology*. Toronto: Ryerson Press, 1953.
- David I. Ker. *The African Novel and the Modernist Tradition*. Peter Lang Publishing, 1998.
- F. Abiola Irele. *The African Imagination: Literature in Africa & the Black Diaspora*. Oxford University Press, 2001.
- Gary Geddes. ed. *Fifteen Canadian Poets*. Toronto: Oxford University Press, 2001.
- John W. Garvin. ed. "Archibald Lampman". *Canadian Poets and Poetry*. Toronto, Ontario: McClelland, Goodchild & Stewart. 1916.
- Oyekan Owomoyela. *A History of Twentieth-Century African Literatures*. University of Nebraska Press, 1993.
- Panofsky, Ruth. *The Force of Vocation: The Literary Career of Adele Wiseman*. University of Manitoba Press. 2006.
- Pushpa Naidu Parekh; Siga Fatima Jagne. *Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook*. Greenwood Press, 1998.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Bring out the salient features of postcolonial literature
- Examine the struggles for self-identity in postcolonial literature
- Discuss the gender issues in the postcolonial world
- Discuss the role of culture and tradition
- Write and rewrite the postcolonial history
- Examine the issues of race and gender

## Semester II

### Title of the Paper: (CO02) Asian Literature in English – Code: ENGCO2B

#### Objectives:

- To familiarize learners with Asian writers in English
- To make learners aware of various Asian cultures
- To compare and celebrate the cultural differences

#### Unit – I (Poetry)

- Bei Dao (Chinese) : “Moon Festival”
- BalKrishna Sama (Nepali) : “The Song”
- Maki Kureishi (Pakistani) : “Kittens”
- Salah Al-Hamdani (Iraq) : “Baghdad My Beloved”
- Patrick Fernando (Sri Lankan) : “The Fisherman Mourned by his Wife”

#### Unit – II (Prose)

- Lafcadio Hearn (Japanese) : “Mosquitoes”
- J. Vijayatunga (Sri Lankan) : “The Village Goes to Town”

#### Unit – III (Drama)

- U Kyin U (Burmese) : *Daywagonban*
- Unknown (Japanese) : *Hagoromo [The Feather Mantle]*

#### Unit – IV (Short Story)

- Lu Hsun (Chinese) : “A Little Incident”
- Bandi (North-Korean) : “Record of a Defection”

#### Unit – V (Fiction)

- NeloferPazira (Afghan) : *A Bed of Red Flowers: In Search of my Afghanistan*
- Frances Cha (South-Korean) : *If I Had Your Face*

#### Unit VI: Current Contour (For Continuous Internal Assessment only)

Multiculturalism in South Asia, South Asian Diaspora, Westernization of South Asian culture, Does South Asia struggle to establish its Literature?, Language barriers of South Asian Literature, Role of translation in establishing South Asian Literature

#### Practicum:

- the cultural differences
- cultural history
- socio-economic issues
- socio-political concerns
- celebration of cultural past
- features of Asian poetry
- features of Asian prose
- characteristics of Asian theatre
- Themes in South Asian Literature
- Religion and culture

**Books for Reference:**

Bandi. *The Accusation: Forbidden Stories from Inside North Korea*. Black Cat, 2017.

Cha, Frances. *If I Had Your Face*. New York: Penguin Random House LLC, 2020.

Mason, Alane, et. al. Eds. *Literature from the "Axis of Evil": Writing from Iran, Iraq, North Korea, and Other Enemy Nations: A Words Without Borders Anthology*. New York: The New Press, 2006.

Shamsie, Muneeza. *A Dragonfly in the Sun: An Anthology of Pakistani Writing in English*.

Karachi: Oxford University Press, 1997.

Tyler, Royall. Ed. & Trans. *Japanese No Dramas*. London: Penguin Books, 2004.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Discuss about misty poets.
- Describe Srilankan villages and lives.
- Comment on the theme of freedom.
- Analyse Noh dramas.
- Promote nationalism
- Celebrate cultural differences

## Semester II

### Title of the Paper: (EC02) Study Skills in English – Code: ENGEC2A

#### Objectives:

- To help the learners improve their reading efficiency
- To enable the learners to improve their writing skills
- To expose the learners to dictionary skills

#### Unit I

Reading with a purpose, reading process and reading efficiency, surveying a chapter, skimming and scanning, semantic markers, taking notes from a text, taking notes from a lecture, using abbreviations

#### Unit II

Taking part in seminars, the purpose of seminars, various kinds of topics, seminar practice

#### Unit III

Writing an essay

- (a) Research and using the library: studying the title, using note cards, library facilities, general encyclopedias, reference books, bibliographies
- (b) Presentation: sources and references, revising the essay

#### Unit IV

Dictionary skills: pronunciation, grammatical forms, definition, use, using thesaurus

#### Unit V: Current Contours (For Continuous Internal Assessment only)

Enhancing study skills by reading the newspaper editorials and magazines such as, India Today. Writing on topics like the recent trends in petrol price hike all over the world and suggesting the remedial measures to control the price

#### Practicum:

- Reading skills
- Note-taking skills
- Skimming and scanning
- Listening skills
- Speaking skills
- Writing skills
- Reference skills
- Vocabulary development
- Pronunciation skills
- Effective use of thesarus

#### Books for Reference:

- Booth, C. Nayne and Gregory Colom. *Craft of Research*, 4e. Chicago: University of Chicago Press, 2016. Earlie-Carlin, Susan. *Q: Skills for Success: Listening and Speaking 5<sup>th</sup> Edition. Student Book with Online Practice*. London. OUP, 2013.
- Tickoo, M.L. *Teaching and Learning English*. New Delhi: Orient Longman, 2004,
- Wallace, Michael J. *Study Skills in English*. London: CUP, 2004.

**Articles for Reference:**

- “Improving Writing Skills and College Students”. *Psychonomic Bulletin & Review*, Vol.14. No. 2, 2007. pp 237-242.
- “Enhancing the English Oral Communication Skill: Communication and Public Relation.” *Elsevier*. Vol.116, pp 2481-2484.
- “Note Taking and Learning: A Summary of Research”, *The WAC Journal*. Vol.16, 2005, pp 101-113.
- “The Role of Exposure to Isolated Words in Early Vocabulary Development,” *Elsevier*. Vol-81, No.2, 2001. pp B33-B44.

**Web Sources for Reference:**

- <https://www.skillsyouneed.com/write/notes-verbal.html>
- [http://samf.ku.dk/pcs/pdf\\_filer/Samlet\\_study\\_skills\\_med\\_nyt\\_navn\\_2010.pdf](http://samf.ku.dk/pcs/pdf_filer/Samlet_study_skills_med_nyt_navn_2010.pdf)
- <https://learnenglishteens.britishcouncil.org/skills/speaking>
- <http://www.onestopenglish.com/skills/vocabulary/macmillan-dictionary-resources/dictionary-skills/>
- <https://www.teachingenglish.org.uk/article/dictionary-skills-secondary-students>

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Describe various stages involved in the reading process.
- Explain various aspects of skimming and scanning.
- Describe the possibilities of various kinds of topics.
- Discuss the use of libraries in improving study skills.
- Explain the use of relevant references in writing an essay.
- Discuss in detail the dictionary skills.

## Semester II

### Title of the Paper: (EC02) Introduction to Applied Linguistics – Code: ENGEC2B

#### Objectives:

- To understand the ways of studying the language
- To introduce the principles of Linguistics
- To relate the study of language with other facets of human experience

#### Unit I:

Language and Society - Language as a Socio-cultural System - Linguistic Competence and Communicative Competence - Variations in Language - Languages in Contact - Linguistic and Social Inequality - Language and Culture

#### Unit II:

Language and Mind - Language as a Psychological System - Language Acquisition - Language Production - Second Language Acquisition - Language as Discourse - Text and Discourse - The Social Interaction Approach - The Mental Model Approach - Discourse and Notions of Textuality - Discourse Processing and Reading

#### Unit III:

Language and Literature - The Language of Literature - Focus on Theory - Stylistics - From Theory to Practice - After Structuralism – Narratology

#### Unit IV:

Language and Pedagogy - Educational Linguistics - Approaches to Language Teaching - An Indian Experiment - Language to Language - On Translation – Lexicology - Language and Sex - Language and Machine

#### Unit V: Current Contours (For Continuous Internal Assessment only)

Current trends in ELT, Future of ELT, Issues in Sociolinguistics, Integrating Approaches to language teaching

#### Practicum:

- Linguistic competence
- Communicative competence
- Language acquisition
- Language production
- Second language acquisition
- Discourse processing and discourse reading
- Theoretical foundation
- Stylistic analysis of language
- Application of theories
- Approaching language teaching methods

#### Books for Reference:

Brumfit, C.J and R. A. Carter., ed. *Literature and Language Teaching*. Oxford: ELBS with OUP, 1991.

Krishnaswamy, N., S. K. Verma, and M. Nagarajan. *Modern Applied Linguistics*. New Delhi: Laxmi Publications, 2014.

Norbert Schmitt. Ed. *An Introduction to Applied Linguistics*. Web.  
<https://www.taylorfrancis.com/books/e/9781444127829>

Richards C. Jack and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge: CUP, 2014.

Tickoo, M. L., *Teaching and Learning English*. New Delhi: Orient Longman, 2004.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Relate language and society.
- Develop communicative competence.
- Enumerate language as a psychological system.
- Demonstrate the relationship between language and culture.
- Differentiate language acquisition and learning.
- Analyse different kinds of approaches to language teaching.

**Semester II**  
**Title of the Paper: (EC02) Peace Literature Code: ENGEC2C**

**Objectives:**

- To understand the impact of Wars in the lives of human beings.
- To build peace in the minds of the young generations through literature.
- To understand the role of literature in promoting peace

**Unit I (Introduction)**

- Origin and types of Violence
- Genealogy of Genocides: (Armenian Genocide, The Holocaust, Rwanda Genocide, etc)
- Pacifism: Etymology, History and Types
- Important Wars in the 20<sup>th</sup> century

**Unit II ( Poems)**

- Sivaramani : “ The Stress of a Night during Wartime”
- Monica Sok : “ Nocturne”
- Anne Kind : “A Long Journey to Reconciliation ”

**Unit III (Life writing)**

- Elie Wiesel : *Night*
- Nelson Mandela : *Long walk to freedom*

**Unit IV ( Women’s Life Writings)**

- Halima Bashir ( Sudan) : *Tears of the Desert: A Memoir of Survival in Darfur*
- Saima Wahab( Afghanistan) : *In My Father’s Country*

**Unit V -Current Contour (For Continuous Internal Assessment only)**

- To study how peace has to be studied and inculcated as an antidote to violence, To analyse how non violence has to be inculcated early in life, Learning the human rights of every individual, the right to live with dignity, To be aware of the UN's charter on human rights.

**Practicum:**

- Peace
- Non-violence
- Humanism
- Humanitarianism
- Passivism
- Human rights
- Human values
- Understanding human life
- Nurturing universal brotherhood
- Freedom

**Books for reference:-**

Bashir, Halima. *Tears of the Desert: One Woman's true story of Surviving the Horrors of Darfur*. Hachette UK, 2012.

Bloom, Harold. *Elie Wiesel's Night*. Infobase Publishing, 2009.

"Locked Eyes: Three Poems by Monica Sok." *Asian American Writers' Workshop*, 7 Oct. 2021, [aaww.org/locked-eyes-monica-sok/](http://aaww.org/locked-eyes-monica-sok/).

Mandela, Nelson. *Long Walk to Freedom*. Hachette UK, 2013.

Sivaramani, and Paamathi & Anar. "'How Were We Done for in This War?': Three Poems by Women Poets from Sri Lanka Ask the Same Question." *Scroll.in*, 6 Mar. 2019, [scroll.in/article/915511/how-were-we-done-for-in-this-war-three-poems-by-women-poets-from-sri-lanka-ask-the-same-question](http://scroll.in/article/915511/how-were-we-done-for-in-this-war-three-poems-by-women-poets-from-sri-lanka-ask-the-same-question).

Wahab, Saima. *In My Father's Country: An Afghan Woman Defies Her Fate*. Crown Pub, 2012.

White, R. *Pacifism and English Literature: Minstrels of Peace*. Springer, 2008.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Elucidate the problems of genocide
- Demonstrate the rights of every individual.
- Discuss the importance of peace among nations in the 21st century.
- Demonstrate an awareness of peace studies in society.
- Understand the impact of world wars on human life
- Promote the necessary of non-violence

## Semester II

**Title of the Paper: (EC02) Indian Feminism: Literature and Theory– Code: ENGEC2D**

### Objectives:

- To introduce different dimensions of emerging Indian feminist theories
- To give an overview of multicultural voices of women in India through Literature
- To examine heterogeneous and multicultural identity of Indian women

### Unit I: (Poetry)

Meena Alexander	: “South of the Nilgiri”
Mamang Dai	: “The Voice of the Mountain”
Vijayalakshmi	: “Making up a Soup”
Volga	: “Spring will not come”
Anamika	: “Women”

### Unit II: (Poetry)

Rukmani Bhaya Nair	: “Reasons”
Salma	: “My Ancestral House”
Sakthi Jothi	: “Seed”
Sukirtha Rani	: “Infant languages”
Vaidehi	: “Don’t Look into the Vanity Bag”

### Unit III: (Theory)

Kamla Bhasin and Nighat Said Khan	: <i>Some Questions on Feminism and its Relevance in South Asia</i>
Mary E. John	: “Feminism in India and the West: Recasting a Relationship”
Uma Chakravathy	: “Caste and Gender in Contemporary India”
Nivedita Menon	: "Sexual Violence" from <i>Seeing Like a Feminist</i>

### Unit IV: (Fiction)

C.S. Lakshmi	: “Unpublished Manuscript”
Anita Nair	: <i>Ladies Coupe</i>

### Unit V: Current Contour (For Continuous Internal Assessment only)

Independence Movement and Feminist Movement in India, Challenges in the lack of Indian feminist theory, Can feminism be Indian concept? ,Double standards of India about Women – Representation of Women in 21<sup>st</sup> Indian films, Rape Narratives in India

### Practicum:

- Bring about changes in society
- Critiquing the portrayal of women
- Historical understanding of literature
- Illuminates the lives of Indian women
- Historical background of feminism
- Representation of women
- Multicultural identity of Indian women
- Emergence of Indian Feminist theories

- Introduction of Indian Feminist theories
- History of Indian Feminism

**Books for References:**

John, Mary E. *Women's Studies in India: A Reader* .Penguin Books, 2008.

Kumar, Radha. *The History of Doing : An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. Kali for Women, 2004.

Sharma, Kumud. *Shared Aspirations, Fragmented Realities: Contemporary Women's Movement in India, Its Dialectics and Dilemmas*. Centre for Women's Development Studies, 1989.

**Course Outcomes:**

**After completion of the course the students will be able to realize the following outcomes:**

- Elucidate the problems of analogous arguments
- Comment on women's position
- Delineate socio-cultural setting
- Describe the reflection of patriarchy
- Demonstrate the nature and power
- Attempt a feminist reading of a novel

## Semester II

### Title of the Paper: (EXP02) Research Methodology – Code: ENGEX2

#### Objectives:

- To expose learners to philosophy of research
- To enable learners to use different research sources and document them
- To make learners know the format of research and mechanics of writing

#### Unit I

Definition of Research – Types of Research – Literary and Scientific Research – Philosophy of Research, Preliminary Study, Choosing a Viable Topic, Primary and Secondary Sources

#### Unit II

The Modern Academic Library, Research Sources: Printed and Electronic Including Web Sources, Digital Library Sources, Identifying the Right Sources, Compiling Working Bibliography. Evaluating the Sources

#### Unit III

Taking Notes and Collecting Materials  
Thesis Statement, Working Outline, Preparing Samples,  
Writing Drafts—Revising the Outline and Drafts  
The Introduction and the Conclusion—the Main Chapters: Clarity, Unity, Coherence, Emphasis, Interest, Point of view

#### Unit IV

The Format of the Thesis, Preparing the Final Outline and Final Draft— Organizing Principles and Methods of Development, Plagiarism, Converting the Working Bibliography to List of Works-Cited, Abbreviations, Proofreading

#### Unit V

Language and Style of Thesis Writing: General principles – Kinds and Suitability of Style, Style Sheet Conventions, Documentation: Parenthetical Documentation, Footnotes, Endnotes  
The Mechanics of Writing: Spelling, Punctuation, Quotations, etc.

#### Unit VI: Current Contour (For Continuous Internal Assessment only)

Do researchers need Style books in the digital world? – Understanding methodology – Is digital culture plagiarist friendly?

#### Practicum:

- Learning basic concepts of research and its methodologies
- Collecting data in an organised and controlled manner
- Drawing conclusions and making generalisation
- Organising principles in thesis writing
- differentiating styles and techniques in writing
- preparing footnotes
- choosing topics
- reading primary and secondary sources
- Documenting sources

- formatting thesis

**Book for Reference:**

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> Edition, 2009.  
Moore, Robert H. *Effective Writing*. New York: Holt, Rinehart and Winston, 1965.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Define research.
- Differentiate types of research.
- Describe the use of library in academic research.
- Different types of note making
- Explain the methods of outlining.
- Elucidate the mechanics of thesis writing.

### Semester III

#### Title of the Paper: (CC05) Modern Literature – III (1798 – 1945) – Code: ENGCC5

#### Objectives:

- To familiarize learners with the characteristics of Romantic literature
- To acquaint learners with the unique qualities of Victorian literature
- To make learners aware of the characteristics of early twentieth century literature

#### Unit – I (Poetry)

William Wordsworth	: “Lines Composed a Few Miles above Tintern Abbey,”
S.T. Coleridge	: “Rime of the Ancient Mariner”
John Keats	: “Ode on a Grecian Urn”
P.B. Shelley	: “Ode to the West Wind”
Lord Byron	: “Youth and Age”

#### Unit – II (Poetry)

Robert Browning	: “The Grammarian’s Funeral”
Alfred Tennyson	: “Ulysses”
W.B. Yeats	: “The Second Coming”
G.M. Hopkins	: “The Windhover”
Matthew Arnold	: “Dover Beach”
T.S. Eliot	: “The Burial of the Dead” from “The Wasteland”
Wilfred Owen	: “The Strange Meeting”
Philip Larkin	: “Toads”
Ted Hughes	: “Pike”
Seamus Heaney	: “Digging”

#### Unit – III (Prose)

Charles Lamb	: “A Dissertation upon a Roast Pig”
William Hazlitt	: “My First Acquaintance with Poets”
John Ruskin	: “Of Kings’ Treasuries”

#### Unit – IV (Drama)

T.S. Eliot	: <i>Murder in the Cathedral</i>
G.B. Shaw	: <i>Arms and the Man</i>

#### Unit –V (Fiction)

Emily Bronte	: <i>Wuthering Heights</i>
Charles Dickens	: <i>Great Expectations</i>

#### Unit – VI: Current Contours (For Continuous Internal Assessment only)

Coping with the processes of ageing today as compared to Byron’s “Youth and Age.”, Replaying the *Wasteland* of the modern world with the digitization of technology, The problem of opioids in the modern world, The continuing political intrigues and murders, Alternative lifestyle choices

#### Practicum:

- changing trends of literature.
- Strengthening vocabulary
- Improving reading skills

- Learning the socio- cultural background through literature
- Learning various dramatic techniques.
- Learning the various poetic devices.
- Various literary terms and forms.
- Argumentative discourse
- Understanding the socio-cultural, economic and political background of 20<sup>th</sup> century England
- Images and symbols in literature

### **Books for Reference:**

- Abrams, M H. *English Romantic Poets. Modern Essays in Criticism*. London: Oxford UP, 1967.
- Batho, Edith C, Bonamy Dobrée, and Guy Chapman. *The Victorians and After, 1830-1914*. London: Cresset, 1962.
- Bowra, C M. *The Romantic Imagination*. Cambridge: Harvard UP, 1949.
- Butler, Marilyn. *Romantics, Rebels, and Reactionaries: English Literature and Its Background, 1760-1830*. New York: Oxford UP, 1982.
- Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. London: Constable & Co., Ltd, 1934.
- Gassner, John. *An Anthology. Introduction to the Drama*. New York: Holt, Rinehart and Winston, 1963.
- Gransden, K W. *E.M. Forster*. New York: Grove Press, 1962.
- Kettle, Arnold. *An Introduction to the English Novel: Vol. II*. London [etc.: Hutchinson's U Library, 1953.
- King-Hele, Desmond. *Shelley: His Thought and Work*. Teaneck [N.J.: Fairleigh Dickinson UP, 1971.
- Lamb, Charles, and Ernest D. North. *The Wit and Wisdom of Charles Lamb*. Folcroft: Folcroft Library Editions, 1974.
- Leavis, F R, and Q D. Leavis. *Dickens, the Novelist*. New York: Pantheon Books, 1971.
- Malins, Edward G. *A Preface to Yeats*. New York: Scribner, 1974.
- Martin, Jay, and T S. Eliot. *A Collection of Critical Essays on "The Waste Land."*. Englewood Cliffs: Prentice-Hall, 1968.
- Prickett, Stephen. *Coleridge and Wordsworth: The Poetry of Growth*. Cambridge: Cambridge UP, 1970.
- Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.
- R. Corrigan. (1961). *Theatre in the Twentieth Century.*, New York: Grove Press, 1961.
- Smith, Stan. *The Cambridge Companion to W.H. Auden*. Cambridge: Cambridge UP, 2004.
- Wasserman, Earl R, and John Keats. *The Finer Tone: Keats' Major Poems*. Baltimore: John Hopkins Press, 1953.

### **Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Elucidate the features of Romantic poetry.
- Analyze the language and themes of Romantic poems
- Discuss the socio- cultural background through literature.
- Describe the unique features of early twentieth century literature
- Examine the images and symbols in literature
- Portray the women's voices in literature

### Semester III

#### Title of the Paper: (CC06) Literary Theory and Criticism – Code: ENGCC6

#### Objectives:

- To introduce learners to literary theory from the beginning of the twentieth century to the present day
- To help learners apply theory in the analysis of literary texts
- To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of literary texts

#### Unit - I

General Introduction to theoretical schools - Hermeneutics, Structuralism, Archetypal Criticism, New Criticism, Formalism, Deconstruction, Post Structuralism, Feminism, Post Modernism

#### Unit II:

M.H. Abrams : *Orientation of Critical Theories*  
I.A. Richards : “The Four Kinds of Meaning”

#### Unit III:

Sigmund Freud : *Creative Writers and Day Dreaming*  
Northrop Frye : *The Archetypes of Literature*

#### Unit IV:

Ferdinand de Saussure : *Nature of the Linguistic Sign*  
Roman Jakobson : *Linguistics and Poetics*

#### Unit V:

Elaine Showalter : *Towards a Feminist Poetics*  
Gayatri Spivak : “Three Women’s Texts and a Critique of Imperialism”

#### Unit VI: Current Contours (For Continuous Internal Assessment only)

The isms of the ideologies, The scientificity of Practical Criticism, The role of the imaginative unconscious in digital creativity, The role of linguistics in digital humanities, The still present disparity and discrimination in the digital epoch.

#### Practicum:

- Learning various schools of critical thought in 20<sup>th</sup> century.
- Analyzing how literary criticism changed into critical theories.
- Evolution of critical thoughts
- Acquisition of critical vocabulary.
- The significance of ‘text’ in modern critical thought.
- The development of a scientific approach to literary texts.
- Analyzing how linguistics is entwined with structuralism.

- Understanding postcolonial elements.
- Understanding Elaine Showalter's concept of feminist theory.
- Application of critical thoughts to analyze texts.

**Books for Reference:**

Barry, P. (1995). *Beginning theory: An introduction to literary and cultural theory*. Manchester England: Manchester University Press.

Lodge, David. *20th Century Literary Criticism: A Reader*. London: Longman, 1986. Print.

Lodge, David, and Nigel Wood. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008. Print.

Sethuraman, V.S. *Contemporary Criticism: An Anthology*. S.G. Wasani for Macmillan India Limited, 1989. Print.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Study the various schools of critical theories in the 20th century.
- Discuss the importance of the four kinds of meaning
- Understand how Freud argued that psychology helps a person in his/her creative endeavor.
- Analyse Jakobson's scientific approach to literary study
- Discuss Structuralism and linguistics.
- Discuss Elaine Showalter arguments and perspectives with regard to Female Literary Tradition.

### Semester III

#### Title of the Paper: (CO03) Indian Writing in English – Code: ENGCO3A

#### Objectives:

To enable learners to appreciate the changing trends in Indian literature in English from pre- to post-Independence era

To make learners aware of Indian sensibility in the representative works

To make the learners to understand the cultural milieu through Indian English literature

#### Unit – I (Poetry)

Toru Dutt	: “The Young Captive”
Kamala Das	: “My Grandmother’s House”
Rabindranath Tagore	: <i>Gitanjali</i> – Verses “Where the mind is without fear”, “Leave this”, “Let me not forget”, “Last curtain”, “Freedom”
Nissim Ezekiel	: “The Professor,”
A.K. Ramanujan	: “Of Mothers, among Other Things”
Keki. N. Daruwalla	: “The Epileptic”
R. Parthasarathy	: “Lines for a Photograph”

#### Unit – II (Prose)

Jawaharlal Nehru	: Chapter V from <i>Discovery of India</i> – “Through the Ages” ( <b>from</b> Nationalism and Imperialism under the Guptas <b>to</b> The Old Indian Theatre)
Dr. S. Radhakrishnan	: “The World Community”
G.N. Devy	: “After Amnesia” (Introduction)

#### Unit – III (Drama)

Girish Karnad	: <i>Tale Danda</i>
Mahesh Dattani	: <i>Tara</i>

#### Unit – IV (Short Story)

Anita Desai	: “Devoted Son”
Lakshmi Kannan	: “Muniyakka”
Jayakanthan	: “Trial by Fire”
Mahasweta Devi	: “Breast Giver”

#### Unit – V (Fiction)

Shashi Deshpande	: <i>That Long Silence</i>
Amitav Ghosh	: <i>Sea of Poppies</i>

#### Unit – VI: Current Contours (For Continuous Internal Assessment only)

The paradigm shift from spirituality to specificity as to the recent trends in Indian poetry and fiction, The invisible themes such as the world of transgenders, gay and lesbian marriages to be explored

#### Practicum:

- Poetic sensibility
- Personality study
- Nationalism
- Power of presentation

- Vocabulary development
- Conversation skills
- Dramatic skills
- Mythical knowledge
- Fictional techniques
- Critical thinking

### **Books for Reference:**

- King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford UP, 1987.
- King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan, Dom Moraes*. Madras: Oxford UP, 1991.
- McLeod, A L, and R K. Narayan. *R.K. Narayan: Critical Perspectives*. New Delhi: Sterling Publishers Private Ltd, 1994.
- Mehrotra, Arvind K., ed. *An Illustrated History of Indian Literature in English*. New Delhi: Permanent Black, 2003.
- Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. New Delhi: Oxford UP, 2000.
- Mukherjee, Meenakshi. *The Twice Born Fiction; Themes and Techniques of the Indian Novel in English*. New Delhi: Heinemann [Educational Books, 1971.
- Naik, M K. *Aspects of Indian Writing in English: Essays in Honour of Professor K.R. Srinivasa Iyengar*. Delhi: Macmillan, 1979.
- Srinivasa, Iyengar K. R. *Indian Writing in English*. London: Asia Pub. House, 1962.
- Tharu, Susie J, and K. Lalita. *Women Writing in India: 600 B.C. to the Present*. New York: Feminist P at the City U of New York, 1991.

### **Articles for Reference:**

- “Anita Desai’s Fiction: A New Dimension.” *Indian Literature*. Vol. 24. No. 2, 1981. Pp 44-54.
- “Girish Karnad’s *Tale-Danda*: A Drama of Social Retribution.” *Counter View*. Vol.1. No.2, 2012. Pp 29-34.
- “W.B. Yeats (Mis) Reading of Tagore: Interpreting an Alien Culture.” *University of Toronto Quarterly*. Vol.77. No.4, 2008, Pp.1005-1924.

### **Web Sources for Reference:**

- <https://www.123helpme.com/view.asp?id=71410>
- <https://cutm.ac.in/pdf>
- <https://www.tagoreweb.in/>
- [https://www.poemhunter.com/i/ebooks/pdf/indira\\_goswami\\_2012\\_6.pdf](https://www.poemhunter.com/i/ebooks/pdf/indira_goswami_2012_6.pdf)

### **Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Describe the various ways in which Tagore sees God with reference to “Gitanjali.”
- Bring out the autobiographical elements in Parthasarathy’s “*Lines for a Photograph*”
- Comment on Nehru’s nationalism as revealed in chapter V of the work *Discovery of India*.
- Write a note on S.Radhakrishnan's outlook as an internationalist.
- Bring out the conflict between duty and love as portrayed in Tagore’s “The King and the Queen.”
- Explain in detail the social consciousness of the Indian English short story writers.

### Semester III

#### Title of the Paper: (CO03) Regional Literature in Translation – Code: ENGCO3B

#### Course Objective

- To introduce the learners the rich regional literature available through translation
- To introduce the learners to the societal issues through regional literature
- To enable the learners the art of translation

#### Unit I – Short Story

- |                                 |   |
|---------------------------------|---|
| Saadat Hasan Manto (Urdu)       | : “Toba Tek Singh”                        |
| Lalitha Antharjenam (Malayalam) | : “Praticaradevatha” (Goddess of Revenge) |
| Bama (Tamil)                    | : “Chilli Powder”                         |

#### Unit II - Play

- |                              |                               |
|------------------------------|-------------------------------|
| Indira Parthasarathy (Tamil) | : <i>The Legend of Nandan</i> |
| Mahasweta Devi (Bengali)     | : <i>Water</i>                |

#### Unit III - Novella

- |                             |   |
|-----------------------------|---|
| Kesava Reddy (Telugu)       | : <i>MoogavaniPilanangrovi: Ballad of Ontillu</i> |
| Fakir Mohan Senapati (Odia) | : <i>Six Acres and a Third</i>                    |

#### Unit IV - Fiction

- |                               |                     |
|-------------------------------|---------------------|
| Narayan (Malayalam)           | : <i>Kocharethi</i> |
| Sharankumar Limbale (Marathi) | : <i>Akkarmashi</i> |

#### Unit V - Fiction

- |                               |                            |
|-------------------------------|----------------------------|
| U. R. Ananthamurthy (Kannada) | : <i>Bharathipura</i>      |
| Indira Goswami (Assamese)     | : <i>Neelakantha Braja</i> |

#### Unit VI - Current Contours (For Continuous Internal Assessment only)

The problems of translation in the texts, the resurgence of regional literature as a tool of protest, movement to translated various knowledges into regional language.

#### Practicum

- Translation as an art
- Translation as a craft
- Problems of translation
- Cultural untranslatability
- Trans creation
- Comparison
- Strengthening vocabulary
- Nationalism
- Regional representation
- Cultural adaptability

#### Course Outcomes

After completion of the course the students will be able to realise the following outcomes:

- Understand the power and reach of regional literature.
- Explain how regional literature can be used as people’s weapon.
- Describe the challenges involved in translating regional literature.
- Comparing the themes in different regional literature
- Compare the style and technique of the writers of regional literature
- Understand the translation process involved in different genre

## Semester III

### Title of the Paper: (EC03) Creative Writing – Code: ENGEC3A

#### Objectives:

- To expose learners to think creatively
- To equip the learners with the nuances of creative writing
- To help the learners writing of poetry, short story, scripts

#### Unit I

1. Creativity, creative thinking, creative process, creative performance
2. The creative impulse, creative ability
3. Tools and techniques

#### Unit II

1. Prose
2. Poetry
3. Short Story
4. Play
5. Speech script
6. Personal essays

#### Unit III

1. Book review
2. Film review

#### Unit IV

1. Writing for T.V, Newspaper, and Magazine
2. Freelance writing
3. Advertisement

#### Unit V: Current Contours (For Continuous Internal Assessment only)

Writing short stories on the pandemic's havoc.

#### Practicum:

- Thinking skills
- Creative writing skills
- Reviewing skills
- Writing skills
- Critical thinking
- Creative process
- Reviewing books
- Reviewing films
- Freelance writings
- Short story writing

#### Books for Reference:

- Bergen, Sondra L. *The Postmodern Sensibility of the Beat Generation: A Cultural Study through Life and Film*. 1999.
- Cranford, Robert J. *Copy Editing Workbook*. New York: Holt Rinehart and Winston, 1967.
- Donald, James, and Michael Renov, eds. *The Sage Handbook of Film Studies*. SAGE, 2008.
- Glover, John Royce R. Ronning & Cecil & Reynolds. *Handbook of Creativity*. New York: Springer Science, 1989.

Hill, Knox C. *Interpreting Literature: History, Drama and Fiction, Philosophy, Rhetoric*. Chicago: U of Chicago P, 1966.

Judd, Karen. *Copyediting: A Practical Guide*. Axso, 2001.

Stam, Robert. *Literature through Film: Realism, Magic, and the Art of Adaptation*. Wiley, 2004.

#### **Articles for Reference:**

“Learning about Writing, Thinking about Teaching.” *Teaching of Psychology*. Vol.17, No.1, 1990.

“Teaching Film and History.” *Magazines of History. Bloomington*. Vol.16, No. 4, 2002. pp 3-4.  
The Pragmatics of Connotations.” *Journal of Pragmatics*. Vol.39, No.6. June 2007, pp. 1047-1057.

“The Writing Community: A New Model for the Creative Writing Classroom.” *Pedagogy*. Vol.8, No.2. Spring 2008. pp.305-325.

#### **Web Sources for Reference:**

<https://www.oxford-royale.co.uk/articles/techniques-creative-writing-improve-essays.html>

<https://learningenglish.voanews.com/a/lets-teach-english-unit-7-critical-thinking-skills/4066225.html>

<https://files.eric.ed.gov/fulltext/ED250693.pdf>

<http://www.dearenglishmajor.com/freelancing/>

#### **Course Outcome:**

**After completion of the course the students will be able to realise the following outcomes:**

- Discuss the importance of improving thinking skills.
- Explain the nuances of writing a prose piece.
- List the salient features of short story writing.
- Explain the strategies involved in reviewing a book.
- Describe various aspects of reviewing film.
- Discuss the important components for writing powerful advertisements.

### Semester III

**Title of the Paper:(EC03)Philosophy of Second Language Acquisition–Code:ENGEC3B**

#### **Objectives:**

- To understand the fundamentals and theories of second language acquisition
- To identify, compare and relate the implication of theories in practical applications
- To make the learners to understand the philosophy of SLA

#### **Unit I:**

Behaviorism and Second Language Learning - The Cognitive Tradition and Second Language Acquisition - Information Processing Models - Communicative Competence Versus Interactional Competence

#### **Unit II**

Some fundamental issues concerning the construction and assessment of theories of SLA - Chomsky's Linguistic Competence -Halliday: "Language as social semiotic" -Bachman's Communicative Language Ability Framework

#### **Unit III:**

A critical rationalist review of some hypotheses, models and theories of SLA - Chomsky's Generative Grammar -Chomsky's theory of UG: Principles and parameters - The Minimalist Program – Internalism - UG remains the relevant theory - Chomsky's critics

#### **Unit IV:**

Contrastive analysis - Krashen's hypotheses: The Monitor Model - Variable competence models of Tarone and Ellis -The acculturation/pidginisation approach - Theories of aptitude and motivation

#### **Unit V: Current Contours (For Continuous Internal Assessment only)**

Acquiring English as a first language in non-native countries, varieties of English, the concept of Englishes

#### **Practicum:**

- Understanding behavioural psychology
- Applying models of communication
- Learning communicative competence
- Knowing interactional competence
- Assessing theories of SLA,
- Understanding various linguists language models
- Enabling Generative grammar, Universal grammar,
- Internalising acculturation
- Understanding pidginisation
- Intercultural competence

#### **Books for Reference:**

Johnson, Marysia. *A Philosophy of Second Language Acquisition*. London: Yale University Press, 2004.

Jordan, Geoff. *Theory Construction in Second Language Acquisition*. Amsterdam/Philadelphia: John Benjamins Publishing Company, 2004.

Roberta J. Vann and Maria C. M. De Guerrero. Eds. *A Philosophy of Second Language Acquisition*. Web. <https://doi.org/10.2307/3588294>

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Differentiate communicative competence and interactional competence
- Analyse fundamental issues in SLA theories
- Explain communicative language ability framework
- Define Chomsky's Linguistic Competence
- Examine Chomsky's theory of Universal Grammar
- Scrutinize different models of SLA

**Semester III**  
**Title of the Paper: (EC03) Semiotics of Theatre– Code: ENGEC3C**

**Objectives:**

- To establish the importance of semiotics in understanding the drama
- To make the learners understand the semiotics employed by the theatre practitioners.
- To enable the learners apply semiotic perspectives to literature.

**Unit I (Theory of Semiotics & Introduction to Drama)**

Ferdinand de Saussure's Signifier/ Signified paradigm  
Charles Peirce's Icon, Index, Symbol  
Structure and Mechanics of Drama  
General Theatrical Theory - Tadeusz Kowzn

**Unit II**

Semiotics of Classical Theatre: Stage & Setting  
Excerpts from *Cilappatikaram* (Stage Setting Scene)

**Unit III**

Avant Garde, Expressionism, Impressionism, Fourth Wall Theatre, Metatheatre, Theatre of the Absurd, Fourth Wall.  
Badal Sircar's – *Evam Indrajit*

**Unit IV ( Film Semiotics)**

Christian Metz's Semiotics of Film Theory  
Martin Scorsese's *Hugo*(Film)  
Umberto Eco's Semiotic Theory and *The Name of the Rose*  
Dan Brown's *Inferno* - Text and Movie

**Unit V - Current Contours (For Continuous Internal Assessment only)**

Semiotics as employed in stage monologues, as seen in theatrical production, as used in period films, as used in print as opposed to audio visual media.

**Practicum**

- Analyse semiotically the sign, signifier and signified
- Review the text and the film
- study the hypertext as seen in the visual media
- Semiotics in stage monologues
- Semiotics in theatrical production
- Semiotics in period films
- Semiotics in print media
- Semiotics in audio visual media
- Semiotics of classical theatre
- Structure and mechanics of drama

**Books for Reference:-**

Chandler, Daniel .*Semiotics: The Basics*. Routledge, 2001.  
Elam, Keir. *The Semiotics of Theatre and Drama*. Routledge, 2007  
Karnad, Girish, et al. *Three Modern Indian Plays*. Oxford UP, 1989.

Ilangoadigal. *The Cilappatikaram: The Tale of an Anklet*. Translated by Parthasarathy R., Penguin India, 2004.

Mangai, A. *Acting Up: Gender and Theatre in India*. 2016.

Metz, Christian. *Film Language: A Semiotics of the Cinema*. Oxford UP, 1974.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Look at the performance arts in a completely new way
- learn that all communication is semiotic
- analyse how sharing of information happens through non linguistic codes
- know how social groups use certain signs and symbols to engage in familiarity
- understand the role of semiotics when a text is translated into a film
- study the hypertext as seen in the visual media

### Semester III

#### Title of the Paper: (EC03) Gender and Literature– Code: ENGEC3D

#### Objectives:

- To introduce gender as a cultural construct and the trajectory of gender politics
- To impart the key concepts and theories of gender studies
- To highlight the emergence of gender studies as a major interdisciplinary field of Literature

#### Unit – I

Body – Difference – Domestic Division of Labor – Equality – Essentialism – Gender – Gendered – Gender Order – Gender Segregation – Heterosexism – Lesbian Continuum – Masculinity/Masculinities – Patriarchy – Power - Queer Theory – Sexuality – Stereotype – Violence

#### Unit – II

- Michel Foucault : “The History of Sexuality”  
Judith Butler : “Performative Acts and Gender Constitutions”  
Judith Halberstam : “Female Masculinity”

#### Unit – III

- Virginia Woolf : *Orlando*  
Octavia E. Butler : *Lilith’s Brood*

#### Unit – IV

- Mahesh Dattani : *Seven Steps Around the Fire*  
A. Revathi : *The truth about me: A Hijra Life Story*

#### Unit V: Current Contour (For Continuous Internal Assessment only)

Transgender in Indian Context – Transgender and Indian films – Can sexuality questions be discussed in India? – Acknowledge the differences in sexual orientation

#### Practicum:

- Peruse and grasp: sex, gender and sexuality
- Theories of Gender
- Gender as a social construct.
- Sense of struggle in transgender life
- Considering the needs and preference of transgender
- Enabling inclusive culture
- gender politics
- Key concept of gender studies
- Gender as a cultural construct
- Understand the difference in sexual orientation

#### Books for References

- Bulter, Judith. *Gender Trouble*. Routledge: USA, 1990.  
Jane Pilcher and Imelda Whelehan. *50 Key Concepts in Gender Studies*. London: Sage Publisher, 2004.  
Kamla Bhasin. *Understanding Gender*. Kali for Women. Delhi. 2000  
Lobber, Judith. *The Social Construction of Gender*. Sage, 1995.  
Philomena Essed, et al., *A Companion to Gender Studies*. Blackwell Publishing: Oxford, 2006.

**Course Outcome:**

After completion of the course the students will be able to realize the following outcomes:

- Elaborate transgender experience
- Understand the division between the image and reality of women
- Describe the mythical and fictional elements in women's writings
- Discuss the troubled history of transgenders
- Examine the blind spoken narrative of the life of margins
- Differentiate between gender and sex

## Semester III

### Title of the Paper: (EXP03) Translation: Theory and Practice – Code: ENGEX3

#### Objectives:

- To understand the translation theories and areas of applied translation studies
- To critically reflect on different translation theories
- To apply the methods and strategies discussed in some of these theories

#### Unit I:

History of translation – problems of period study – the Romans – Bible translation – Education and the vernacular – the Renaissance – the Seventeenth and the Eighteenth century – Romanticism and Post-Romanticism – the Victorians and the twentieth Century – Translation Theories

#### Unit II:

General Linguistic theory – translation: Definition and General types – a new concept of translating – the nature of translating - language varieties in translation – Kinds of Meaning – Translation equivalence – conditions of translation equivalence

#### Unit III:

Kinds of Translation – phonological translation – graphological translation – transliteration – grammatical and lexical translation – Scientific Translation – Computer Assisted Machine Translation – Translation and Artificial Intelligence

#### Unit IV:

Problems of translation – language and culture – decoding and recoding – problems of equivalence – loss and gain – structures – poetry and translation – translating prose – translating dramatic texts – the limits of translatability/untranslatability

#### Unit V: Translation practice

Selections from A.K. Ramanujan's *Poems of Love and War* – Book II – “Puram Poems”  
Selections from G.U.Pope's *Tirukkural* : Chapters “The Possession of Love” (71-80), “Veracity” (291-300), “Not Doing Evil” (311-220) “Learning” (391-400), “Power in Action” and “The Possession of Knowledge” (421-430)

#### Unit VI: Current Contours (For Continuous Internal Assessment only)

Latest trends in translation – translation in the digital era – translation as an art or craft – translation and culture – intercultural proficiency in translation

#### Practicum:

- Understanding the key concepts of translation.
- Learning how linguistics is essential for translation practice.
- Understanding the linguistic bases of translation.
- Learning various types of translation.
- Understanding the practical problems of translation.
- Analyzing the translated pieces of literature to learn the practical issues of translation.
- To attempt to translate a piece of poem, short story or novel.
- Importance of science & technology in translation.
- Understanding how culture can be a barrier for translation.
- Introducing Translation Studies as an interdiscipline of Comparative Literature

**Books for References:**

Bassnett, Susan. *Translation Studies*. London: Routledge, 2014.

Catford, J.C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London, OUP, 1965.

Newmark, Peter. *Approaches to Translation*. Indiana University: Prentice Hall, 1988.

Nida, Eugene A and Charles R Taber. *The Theory and Practice of Translation*. Boston: Brill, 2003.

Thiruvalluvar. *Tirukkural*. Translated by G.U.Pope. W. H. Allen &Co, 1982.

Ramanujan, A.K. *Poems of Love and War*. New Delhi: OUP, 2006.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Enumerate the key concepts of translation
- Understand the different types of translation
- Attempt translating a piece of poem, short story or novel
- Understand translation studies as an interdisciplinary course
- Examine how linguistic is essential for translating practice
- Describe the practical problems involved in translation

## Semester - IV

### Title of the Paper: (CC07) Literature of Nobel Laureates – Code: ENGCC7

#### Objectives:

- To help learners know the nuances of the writings of the Nobel Laureates
- To enable learners to understand the distinctiveness of the Nobel literature
- To enable learners to know the diversity of themes in Nobel literature

#### Unit-I: Poems

- Nelly Sachs : “The Crooked Line of Suffering”, “Last Night”
- Pablo Neruda : “Your Laughter”
- Czeslaw Milosz : “A Magic Mountain”
- Bob Dylan : “Blowin’ in the Wind”

#### Unit II: Short Stories

- Isaac Bashevis Singer : “A Crown of Feathers”
- Rudyard Kipling : “The Sing-Song of Old Man Kangaroo”
- Rabindranath Tagore : “Kabuliwala”

#### Unit III: Plays

- Luigi Pirandello : *Six Characters in Search of an Author*
- Eugene O’Neill : *Long Day’s Journey Into Night*

#### Unit IV: Novels

- Aleksandr Solzhenitsyn : *One Day in the Life of Ivan Denisovich*
- Nadine Gordimer : *The Lying Days*

#### Unit V: Novels

- Pearl S. Buck : *The Good Earth*
- Orhan Pamuk : *Snow*

#### Unit VI: Current contours (For Continuous Internal Assessment only)

- Diversity of themes in Nobel Laureates writing- Relevance of their work in the modern world- Considering their works as the representatives of their nation.

#### Practicum:

- Learning the various poetic devices.
- Improving reading and writing skills
- Understanding the socio-cultural, economic and political background
- Understanding the representation of age through literature
- changing trends of literature
- Argumentative discourse
- Various literary terms and forms
- Power of presentation
- Nationalism

#### Books for Reference:

- Buck, Pearl S. *The Good Earth*. John Day, 1931.
- Bashevis singer, Issac. *A Crown of Feathers and Other Short Stories*. 1973.
- Gordimer, Nadine. *The Lying Days*. A&C Black, 2012.
- O’Neill, Eugene. *Long Day’s Journey Into Night*. Yale UP, 2002.
- Pamuk, Orhan. *Snow*. Alfred a Knopf, 2004.

Pirandello, Luigi. *Six Characters in Search of an Author and Other Plays*. Penguin Classics, 1995.

Singer, Isaac B. *Gimpel the Fool: And Other Stories*. Macmillan, 1957.

Solzhenitsyn, Aleksandr. *One Day in the Life of Ivan Denisovich*. Everbind, 2009.

**Articles for Reference:**

McCooley, David. "Explainer: Are Bob Dylan's Songs 'Literature'?" *The Conversation*. October 14, 2016.

**Web Sources for Reference:**

<https://www.theatlantic.com/entertainment/archive/2017/06/bob-dylan-nobel-literature-lecture-moby-dick-explanation/529284/>

<https://www.bobdylan.com/>

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Understand that the universality of literature is its greatest strength.
- Realise that literature of pain and suffering merits the Nobel prize.
- Study the different genres of Nobel Literature.
- Learn new cultures and practices in different countries.
- Discuss the diversity of themes in Nobel literature
- Link the relevance of Nobel laureates' work in the modern world
- Bring out the utilitarian purpose of the Nobel literature
- Examine the distinctiveness of the Nobel literature
- Appreciate the nuances of the writings of the Nobel Laureates
- Relate the experiences of the Nobel laureates with that of the readers

## Semester IV

### Title of the Paper: (CC08) Single Author Study: T.S. Eliot – Code: ENGCC8

#### Objectives:

- To expose students to T.S. Eliot's poems, plays and short stories.
- To have an in depth study of Eliot's contribution to the field of Literature.
- To enable students to appreciate the language, style and technique employed by T.S. Eliot

#### Unit I- Poetry

- “Journey of the Magi”
- “Marina”

#### Unit II Poetry

- “Ash Wednesday”
- “The Love Song of J. Alfred Prufrock”

#### Unit III Short Story

- “The Man who was King”
- “The Birds of Prey”

#### Unit IV Plays

- The Cocktail Party*
- The Confidential Clerk*

#### Unit V Criticism

- “The Function of Criticism”
- “Tradition and the Individual Talent”

#### Unit VI: Current Contours (For Continuous Internal Assessment only)

- T.S. Eliot's influence on contemporary writers, versatility of Eliot, Eliot's critical treatise, application of Eliot's theory

#### Books for Reference:

- Eliot, T. S. *The Cocktail Party*. Harcourt, Brace and Company, 1950.
- Eliot, T. S. *The Confidential Clerk*. Harcourt, Brace and Company, 1954.
- Eliot, T. S. *Collected Poems 1909-1962*. Harcourt, Brace and Company, 1963.
- Eliot, T. S. *The Complete Poems and Plays of T. S. Eliot*. Harcourt, Brace and Company, 1967.
- Eliot, T. S. *The Waste Land : and Other Poems*. London: Faber and Faber, 1999.
- Eliot, T. S. *Prufrock and Other Observations*. London : Egoist, 1917.
- Eliot, T. S. *Homage to John Dryden: Three Essays on Poetry of the Seventeenth Century*. London: Hogarth Press, 1924.
- Eliot, T. S. *The Sacred Wood: Essays on Poetry and Criticism*. London: Methuen& CO LTD, 1920.

#### Web Sources for Reference:

- <https://online.duke.edu/course/the-works-of-t-s-eliot/>
- <https://www.gutenberg.org/cache/epub/57795/pg57795-images.html>

#### Practicum

- Understand Eliot's theory of criticism
- Eliot's reflection on his age
- Understand Eliot's art of writing
- Learning the various poetic devices.

- Strengthening vocabulary
- Improving reading and writing skills
- Learning various dramatic techniques
- Understanding the socio-cultural, economic and political background
- Changing trends of literature
- Argumentative discourse

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Know the historical context of the 20th century.
- Retrace the ideas of modernism employed by T.S. Eliot
- Discuss the symbolism employed by T.S. Eliot
- Understand T.S. Eliot's ideas, thought and treatment of themes.
- Provide a close insight of T.S.Eliot's writing style.
- Appreciate Eliot's creative writing

## Semester IV

### **Title of the Paper: (EIBC01) Introduction to Journalism and Mass Media (ENGEIB1)**

#### **Objectives**

- To understand the basic concepts of communication, and identify its role in mass media
- To practice learned concepts in news and documentary writing
- To understand different kinds of reporting and writing for news media

#### **Unit I:**

Communication: Definition and functions; Types of Communication, Communication Process  
Communication Models – Theories of Mass Communication. Means of Communication: Press, Radio, Television, Film, Internet, Cable Network

#### **Unit II:**

A Survey of Indian Journalism: Pre-Independence Period – Post Independence Period, Press Act in the Nineties – Media Laws in India – Roles, Responsibility and Control of Media: Ethics, News Agencies – Freedom of the Press in India.

#### **Unit III:**

Kinds of Journalism: Interpretative, Investigative, In depth, Opinion Polls, Surveys, Precision, Eco Journalism – Duties, Ethics, Responsibilities of an Editor, Reporter and Correspondent – Editing: Principles of Editing: Page make-up, Front Page and other pages

#### **Unit IV:**

Writing for Media: Different structures of New Writing: Intro, Lead – Language and Principles of News Writing: Objectivity – Features: Definition, Special Kind of Reporting, Different Types – Editorial: Importance, Choice of Subjects, Arrangement, Style of Presentation.

#### **Unit V:**

Practical Work: Book Review; Film Review; Music Review; Review of Television Programmes; Writing an Editorial; Writing a Post-Editorial; Writing an Anchor Story; Writing Interview with Headline; Lead or Intro writing; Proof Reading, Shooting a short documentary, writing Advertisements.

#### **Unit VI: Current Contours (For Continuous Internal Assessment only)**

Recent trends in journalism and mass media, role of electronic media, online media

#### **Practicum:**

- Functions of communication
- Theories of communication
- Development of Journalism
- Laws and responsibilities of media
- Kinds of Journalism
- Functions of editor
- Editing methods and principles
- Aspects of news writing
- Importance of objectivity in reporting
- Styles of reporting
- Writing reviews, news and documentary fields
- creative writing

**Books for Reference:**

- Bob Franklin, Martin Hamer, Mark Hanna, Marie Kinsey and John. E. Richardson.  
*Key Concepts in Journalism Studies*. New Delhi: Sage Publications, 2005.
- Carole Fleming, Emma Hemmingway, Gillian Moore & Dave Welford. *An Introduction to Journalism*. New Delhi: Sage Publications, 2006.  
<http://dx.doi.org/10.4135/9781446215265>
- Kamath. M.V. *Professional Journalism*. Noida: Vikas Publishing House, 2009.
- Parthasarathy, Rangaswami. *Basic Journalism*. New Delhi: Laxmi Publications, 2016.
- Vilanilam, J.V. *Mass Communication in India: A Sociological Perspective*. New Delhi: Sage Publications, 2005.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Define communications and discuss various communication models
- Elaborate on various theories of mass communication
- Detail on freedom of press and discuss the ethics and responsibilities associated
- Analyse the editing methods followed in framing different pages in newspaper
- Brief on the structure of news writing
- Elaborate on different kinds of editorials, its functions and presentation

**Semester IV**  
**Title of the Paper: (CP01) Project Work (ENGPW1)**

**Objectives**

- To enhance research writing skills among the students
- To teach the mechanics of writing a research Project
- To train them to identify their area of interest and carryout research

**Course Outcomes:**

**After completion of the course the students will be able to achieve the following outcomes:**

- Learn the mechanics and process of writing a research Project
- Apply theoretical approaches to critical reading of literary texts
- Write analytically and become successful writers in their academic and post-academic careers
- Apply various research methods and techniques in writing research project
- Acquire critical thinking, innovation, inquiry, analysis, evaluation and synthesis of information that are essential for research writing
- Possess the ability to produce an independent and original research.

## **Title of the Paper: (VAC01) Life Skills Through Literature ( ENGV1)**

### **Objectives:**

- To offer learners to enhance their personal qualities
- To make learners aware of workplace and career skills
- To facilitate learners to understand the link between literature and society

### **Unit – I**

**Leadership Skills** -Communication – Strategic Thinking – Planning and Execution – People Management – Persuasion and Influence

**Team Spirit** – Clarity – Discussion – Listening - Motivation – Feedback

Alfred Tennyson's *Ulysses*

Rudyard Kipling's '*If*'

### **Unit- II**

**Decision Making** – Intuition – Foresight – Critical Thinking – Emotional Intelligence – Self Control

**Problem Solving** – Problem Identification – Structuring the Problem – Solutions – Implementation – Feedback

Robert Frost's *The Road Not Taken*

A.G. Gardiner's *All About a Dog*

*Shakespeare's Hamlet – 'To Be or Not To Be'*

### **Unit – III**

**Public Speaking** – Communication – Clarity – Voice –Gesture – Stage Presence – Body Language

**Oratorical Skills** – Confidence – Content – Know your Audience –Key Points – Practice

Shakespeare's *Julius Caesar (Funeral Speech)*

Shakespeare's *The Merchant of Venice*

Nissim Ezekiel's *Good Bye Party for Miss Pushpa T.S*

### **Unit – IV**

**Emotional Intelligence** – Self-awareness – Self-regulation - Motivation – Empathy – Social Skills

**Perseverance** – Fixing Goal – Innovation – Plan – Execution - Equanimity

Ernest Hemingway's *The Old Man and the Sea*

Rabindranath Tagore's *My Lord the Baby*

### **Unit - V: Current Contours (For Continuous Internal Assessment only)**

Learning the skill and techniques through the characters, themes, images of Plays, Poems and Fiction

### **Practicum:**

- Qualities of Leadership skills
- Team spirit
- Decision making
- Problem solving
- Importance of Public Speaking
- Oratorical skills
- Career skills
- Understand the Significance of Emotional Intelligence
- Perseverance

- Critical thinking

**Books for Reference:**

Alex, K. *Soft Skills*. New Delhi: S.Chand & Company, 2010.

Almonte, Richard. *A Practical Guide to Soft Skills: Communication, Psychology, and Ethics Your Professional Life*. Routledge, 2021.

German, Kathleen M., et al. *Principles of Public Speaking*. Routledge, 2016.

Hurlock, Elizabeth. *Personality Development*. New York: Tata McGraw Hill, 1976.

Krishnaswamy, N, Manju Dhariwal, and Lalitha Krishnaswamy. *Mastering Communication and Soft Skills: A Learner's Guide to Life Skills*. Bloomsbury, Jaipur. 2015.

Mohan, Krishna and Meera Banerji. *Developing Communication Skills*. New Delhi: Trinity Press, 2017.

Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill. 2012.

Singh, Prakash and Meenakshi Raman. *Business Communication*. New Delhi: Oxford UP. 2006.

**Course Outcomes:**

**After completion of the course the students will be able to realise the following outcomes:**

- Enumerate the Employment Skills
- Create awareness on career enhancement
- Enhance communication skills
- Develop creative skills
- Understand the skills through the literary text
- Improve logical and critical thinking

## **Title of the Paper: (VAC02) Text to Screen: Film Reviews – Code: ENGV2**

### **Objectives**

- Analyse films for their artistic value
- Understand the themes and meanings of various movies for the life skills
- Find out the representation of culture

### **Unit I Introduction**

Writing about the movies – Your audience and the aims of Film criticism – The Movie Review – The Theoretical Essay – The Critical Essay – Opinion and Evaluation – Subject matter and Meaning – Silent Dialogue: Talking Back to the Movies – Taking Notes – Visual Memory and Reflection.

### **Unit II Life of famous personalities:**

- Robert Bolt's *A Man for All Seasons* - Charlton Heston's *A Man for All Seasons* (1966)
- Dan Brown's *The Da Vinci Code* – Ron Howard's *The Da Vinci Code* (2006)

### **Unit III Story of Adventures:**

- Yann Martel's *Life of Pi* – Ang Lee's *Life of Pi* (2012)
- Jonathan Swift's *Gulliver's Travels* – Rob Letterman's *Gulliver Travels* (2010)

### **Unit IV Comedy**

- Joseph Heller's *Catch 22* (1961) – Mike Nichols' *Catch -22* (1970)
- Chetan Bhagat's *Five Point Someone* (2004) – Rajkumar Hirani's *3 Idiots* (2009)

### **Unit - V: Current Contour (For Continuous Internal Assessment only)**

Film Terms and Topics for Film Analysis and Writing

#### **Practicum:**

- Human Rights
- Freedom at individuality
- Nothingness and foolishness
- Tracing the life history
- Historicism
- Voyages and Trekking
- War comedy and Reminiscence of past
- Creativity
- Directors' perceptions
- Application of Theory Adaptations

### **Books for References**

Corrigan, Timothy. *A Short Guide to Writing About Film*. New York: Longman, 2003.

Tibbets, John C and James M Welsh. *The Encyclopedia of Novels into Film*. New York: Facts on File Inc., 2005

<https://www.youtube.com/watch?v=Io8pDyalMps>

<https://gulliverstravels2010movie90110.wordpress.com/2014/12/27/download-gullivers-travels-2010-full-movie-hd-1080p-720p-divx/>

[https://archive.org/details/GulliversTravels720p\\_652](https://archive.org/details/GulliversTravels720p_652)

**Course Outcomes:****After completion of the course the students will be able to realise the following outcomes:**

- Improve Language skills
- Develop Reviewing skills.
- Analyse the contemporary world with movies of different genres.
- Enhance the discussing ideology
- Compare and Contrast the novels and its movies
- Describe new cultures and practices from movies of different genres.