

# **RVS COLLEGE OF ARTS & SCIENCE**

Autonomous and Affiliated to Bharathiar University, Approved by AICTE Re

Accredited with 'A+' Grade by NAAC

Sulur, Coimbatore – 641 402



## **DEPARTMENT OF ENGLISH**

**B.A. ENGLISH LITERATURE**

(Effective from the Academic Year 2024- 2025)

**HOD**

**PRINCIPAL**

**COE**

**SCHEME OF EXAMINATIONS  
I B.A. ENGLISH LITERATURE  
2023- 2026 BATCH**

| Semester            | Course Opted | Course Name                               | D | L  | T | P | CIA   | ESE | Marks | Credits |
|---------------------|--------------|---|---|----|---|---|-------|-----|-------|---------|
| <b>SEMESTER – I</b> | MIL - I      | Tamil-I/Hindi-I / Malayalam – I/ French-I | 3 | 6  | - | - | 25    | 75  | 100   | 3       |
|                     | ELN – I      | English-I                                 | 3 | 6  | - | - | 25    | 75  | 100   | 3       |
|                     | DSC – I      | Poetry                                    | 3 | 5  | 1 | - | 25    | 75  | 100   | 6       |
|                     | DSC - II     | Social History of England                 | 3 | 4  | - | 4 | 25    | 75  | 100   | 6       |
|                     |              |   | 3 |    |   |   | 25    | 75  |       | -       |
|                     | NMS - I      | Soft Skills - I                           | - | 2  | - | - | Grade |     |       |         |
|                     | NCC-GI       | NCC/NSS/ SPORTS/CULTURAL                  | - | 1  | - | - | -     | -   | -     | -       |
|                     | LIB          | Library                                   | - | 1  | - | - | -     | -   | -     | -       |
|                     | <b>Total</b> |   |   | 30 |   |   |       | 400 | 18    |         |

## SEMESTER I

|                                       |                            |
|---------------------------------------|----------------------------|
| Course Title : English I              | Course Code :              |
| Semester I                            | Course Group : AECC-G1-I   |
| Teaching scheme in Hrs(L:T:P) : 5:1:0 | Credits 4                  |
| Map Code : A (Language Concepts)      | Total Contact Hours : 90   |
| CIA : 25 Marks                        | SEE : 75 Marks             |
| Programme : All I UG Courses          | <b>#-Semester End Exam</b> |

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to | PSOs | CL. Ses | CL |
|-----|---|------|---------|----|
| CO1 | Develop Communicative Skills  | PSO1 | 18      | AP |
| CO2 | Understand the basics Grammatical Structures  | PSO1 | 18      | U  |
| CO3 | Classify and apply the verbs and tenses   | PSO1 | 18      | AN |
| CO4 | Recall the units of language and the kinds of sentences                                 | PSO1 | 18      | R  |
| CO5 | Identify the different parts of speech  | PSO1 | 18      | R  |

### UNIT I

**Lecture Hours: 18**

**The Lotus – Toru Dutt:** About the poet - Toru Dutt is one of the most famous Indo-Anglican poets - Most of her poetic works have an Indian theme and an Indian background - For an extended time, Lily and Rose had been fighting for the title 'Queen of flowers - Finally Love and Flora have decided to create a new flower that The Indian Lotus is the most beautiful and Queen of all flowers.

**Monday Morning – Mark Twain (Adapted from Adventures of Tom Sawyer):** Its an Adapted from "The Adventures of Tom Sawyer" by Mark Twain - Monday morning arises, and Tom is not so happy, because as usual, he has to go to school - He tries to find some reason to not go, like some ailment.

**Parts of Speech:** Definition of Noun, Pronoun, adjective- noun is a word used as the name of a person, place, thing etc, Definition of Verb and Adverbs - A verb is a word that denote an action. Definition of preposition, conjunction and interjection - A preposition is a word that is used with a suffix.

**Hints Development:** Read all the hints thoroughly - Try to understand the tone of the passage. Make sure to use all the hints; do not leave any point - Arrange the points sequentially, one leading to the other - Make two or three paragraphs, as required - Look for the tense in the hints, follow the same in the story.

### UNIT II

**Lecture Hours: 18**

**Goodbye Party to Miss. Pushpa T.S - Nizzim Ezekiel:** Nissim Ezekiel in this poem narrates an incident when a woman (Miss Pushpa) is supposed to leave India - her colleagues have

masterminded a “Goodbye Party” for her - The narrator is likely a man uses Babu English which is quite interesting as he uses the Hindustani dialect and manners in it.

**A Day’s Wait – Ernest Hemingway:** It refers to the boy's day spent waiting to die, as he believes he will - The father narrates the story - doesn't realise that boy believes he is approaching imminent death - simply ascribes his son's strange behaviour to the illness.

**Tense:** Definition of Tenses – 12 basic English tenses - Types of tenses – Rules for Tenses with Examples. Sentence Pattern: Definition and Examples – Five Essential Elements of sentence – Subject – Verb – Types of Verb – Object – Complement – Adjunct – Examples. Gerunds and Infinitives: Introduction about Gerunds and Infinitives - Basic Rules for Gerunds and Infinitives.

### UNIT III

**Lecture Hours: 18**

**Incident of the French Camp – Robert Browning:** The poem describes an act of chivalry, gallantry, patriotism and sacrifice on the part of a young French soldier - It narrates an actual event in the war between France and Austria led by Napoleon in 1809 - Napoleon was standing on a little mound, eagerly looking towards Ratisbon.

**I Have a Dream – Martin Luther King:** It’s a speech – given by Martin Luther King – In his speech minister and civil rights activist Martin Luther King Jr. outlines the long history of racial injustice in America and encourages his audience to hold their country accountable to its own founding promises of freedom, justice, and equality.

**Concord:** Introduction about Concord – Rules and Types of Concord – Exercises and examples.

**Comparison of Adjectives:** Introduction to the Degree of Comparison - Types of Degree of Comparison - Positive, Comparative and Superlative - Importance, Usage, Examples.

### UNIT IV

**Lecture Hours: 18**

**Daffodils – William Wordsworth:** The poem was composed in the year 1802 - The title of the poem informs about the loneliness of the poet which he faces after the death of his brother - the endless view of the golden Daffodils in a field across the lake filled him with joy - This view was the greatest gift of nature to him.

**The Unexpected – Robert Lynd:** The essay “Unexpected” is the one which lets everyone to appreciate the nature for the beauty which it shows us beyond our expectation - Lynd is trying to take us towards the natural beauty by taking the example of the wild birds and their singing ability which takes you to the imaginary world.

**Conditional Clauses:** Conditional clause definition - four main kinds of conditionals - The Zero Conditional (if + present simple, ... present simple) - The First Conditional (if + present simple, ... will + infinitive) - The Second Conditional (if + past simple, ... would + infinitive) - The Third Conditional (if + past perfect, ... would + have + past participle).

**Re-Arranging Jumbled Sentences:** Finding the opening sentence – Finding the closing sentence – Finding the connection between them – Finding the central theme of the sentence.

### UNIT V

**Lecture Hours: 18**

**Stopping by Woods on a Snowy Evening – Robert Frost:** The story of a writer passing by some woods - The writer of the poem is traveling in the dark through the snow - pauses with his horse near the woods by a neighbor's house to observe the snow falling around him.

**My Lord, The Baby – Rabindranath Tagore:** It begins with a twelve-year-old boy named Raicharan - He leaves his village and enters the home and service of a man who shares the same caste as Raicharan – He becomes the private servant - From birth up until the day that the boy leaves for college - he is Anukul’s personal attendant.

**Reported Speech:** Introduction to the Direct Speech and Indirect Speech - Changing Time Expressions - the difference between Direct and Reported Speech - Direct and Indirect

Speech Rules with Examples.

**Text Books:**

- T1. Natarajan K. *Enlightening English Prose*. New Century Book House, 2011.  
 T2. Rathnasabapathi K. *Developing Language Skills through Literature -I*. Sunitha Printers, 2016.  
 T3. Robb, Cuthbert W. *Representative Anthology: English Essays*. Blacky Books, 2011.

**Reference Books:**

- R1. Mohan, Krishna and Banerjee, Meena. *Developing Communication Skills*. Macmillan India, 1990.

| CourseTitle : <b>POETRY</b>               |   | Course Code :                  |         |    |
|---|---|--------------------------------|---------|----|
| Semester I                                |   | Course Group :                 |         |    |
| TeachingschemeinHrs(L:T:P) : 5:1:0        |   | Credits <b>6</b>               |         |    |
| MapCode : A (Language Concepts)           |   | Total Contact Hours: <b>90</b> |         |    |
| CIA : <b>25 Marks</b>                     |   | SEE : <b>75 Marks</b>          |         |    |
| Programme : <b>B.A.English Literature</b> |   | <b>#-SemesterEndExam</b>       |         |    |
| COs.                                      | Course Outcome (COs):<br>After successful completion of this course, the students will be able to                             | PSOs                           | Cl. Ses | CL |
| CO1                                       | Illustrate the differences in the ability to explain the religious poetry among students who study with the expository method | PSO1 and PSO4                  | 18      | R  |
| CO2                                       | Comprehend the writing style of Romantic poems and understand the methods followed in writing such poems.                     | PSO1 and PSO4                  | 17      | R  |
| CO3                                       | Understand the collection of classical and contemporary poems and its uniqueness.   | PSO1 and PSO4                  | 17      | U  |
| CO4                                       | Recognize the consistencies of specific philosophical theories and understand the main arguments                              | PSO1 and PSO4                  | 18      | U  |
| CO5                                       | Acquire the knowledge about focusing on death as possible extinction and its theme and style of Poetry.                       | PSO1 and PSO4                  | 10      | R  |

**UNIT I**

**Lecture Hours: 18**

**On his Blindness - John Milton**-Introduction- About the Author - English poet, polemicist, man of letters, and civil servant for the Commonwealth of England under Oliver Cromwell. Explanation - Autobiographical sonnet-opening with a subordinate clause -Milton regrets lost his eye-sight- using his poetic talent-Sing his poetic talent, considered one of the greatest all time.

**I Wandered Lonely as a Cloud-William Wordsworth**-Introduction - About the author William Wordsworth was an English Romantic poet-Nature and human involvement in natural beauty-It also points to another theme – the impact of nature on a human-The poem encompasses the thoughts of an adult, why he meanders over the hills - how this sudden occurrence is a blessing in his solitude.

**Kubla khan** - Samuel Taylor Coleridge **Introduction - About the author- S.T. Coleridge** was an English poet, literary critic, philosopher, and theologian who, with his friend William Wordsworth, was a founder of the Romantic Movement in England and a member of the Lake Poets. The poem is divided into three irregular stanzas, which move loosely between different times and places.

The first stanza begins with a fanciful description of the origin of Kublai Khan's capital Xanadu. It is described as being near the river Alph, which passes through caves before reaching a dark sea. Ten miles of land were surrounded with fortified walls, encompassing lush gardens and forests. The second stanza describes a mysterious canyon. The river wandered through the woods, then reached the caves and dark sea described in the first stanza. He once saw a woman in a vision playing a dulcimer. If he could revive her song within himself, he says, he would revive the pleasure dome itself with music those who heard would also see themselves there, and cry out a warning. Their warning concerns an alarming male figure. The stanza ends with instructions and a warning, to carry out a ritual because he has consumed the food of Paradise.

**A Red, Red Rose by Robert Burns Class Introduction - About the author-** He was a national poet of Scotland, who wrote lyrics and songs in Scots and in English. He was also famous for his amours and his rebellion against orthodox religion and morality.

"A Red, Red Rose" as a representative of love – the poet painted a very artistic picture of his deep love. The major themes given in the poem are love and separation. They were demonstrated by the poet through the use of natural object metaphors. The poem is concerned mainly with the affection of the speaker for his significant other.

**Sonnet 18 - William Shakespeare Introduction - About the author** - He was an English playwright, poet and actor. He is widely regarded as the greatest writer in the English language and the world's greatest dramatist. He is often called England's national poet and the "Bard of Avon". It focuses on the loveliness of a friend or lover, with the speaker initially asking a rhetorical question about comparing their subject to a summer's day. He then goes on to introduce the pros and cons of the weather, mentioning both an idyllic English summer's day and the less-welcome dim sun and rough winds of autumn. In the end, it is insinuated this very piece of poetry will keep the lover—the poem's subject—alive forever and allow them to defy even death.

## Unit II

**Lecture Hours: 18**

**Gitanjali (Where the mind is without fear)** - Rabindranath Tagore. **Introduction - About the author** - He worked as a poet, writer, playwright, composer, philosopher, social reformer and painter. He reshaped Bengali literature and music as well as Indian art with Contextual Modernism in the late 19th and early 20th centuries. Author of the "profoundly sensitive, fresh and beautiful" poetry of *Gitanjali*, he became in 1913 the first non-European and the first lyricist to win the Nobel Prize in Literature. The underlying theme of the poem is absolute freedom; the poet wants the citizens of his country to be living in a free state. According to the poem, we see that the poet is expressing his views there should be a country, like where people live without any sort of fear and with pure dignity. They should not be felt suppressed by any authority. The idea of democracy seems well receptive here.

On the Grasshopper and Cricket- **John Keats Introduction - About the author**

*John Keats was a 19th century English poet who is widely regarded as one of the greatest figures of the Romanticism movement* The poet says that the music of nature or earth is always alive whether it is hot summer or cold and bleak winter. During the hot summer, all the singing birds are tired and take rest under the shady branches of trees. But even if they don't sing the song of nature goes on. We can still hear the voice of the grasshopper who runs from hedge to hedge. He keeps singing tirelessly and when tired rests beneath some weed. A grasshopper carries on the duty of singing the everlasting song of nature. During summers, he is a fun-loving and cheerful creature and is never done with his delights.

**Hawk Roosting - Ted Hughes Introduction - About the author** - Ted Hughes is one of Britain's most prominent 20th century poets, is known for poetry that explores the natural world alongside human experience. He began writing poetry as child, heavily influenced by his rural surroundings and by his fascination with mythology and folklore. After spending two years in the Royal Air Force, Hughes enrolled in Pembroke College in Cambridge. The poem describes the Speaker as a hawk, quietly resting in the forest. The hawk is thinking about killing its prey and does not seem to shed any remorse or guilt at the violent thoughts plaguing its mind. However, the animalistic and violent nature of the hawk is not something to be afraid of, rather something to appreciate as it is a part of nature. The hawk is well in-tune with nature, as it “floats” in the air and “faces the sky.” Hughes describes the hawk as a fearsome creature that coasts “high into the sky”, thereby solidifying its role at the top of the ecosystem.

### UNIT III

Lecture Hours: 18

**Holy Thursday - William Blake** - Introduction - about the author He was an English poet, painter, and printmaker. Largely unrecognized during his life, Blake is now considered a seminal figure in the history of the poetry and visual art of the Romantic Age. is describing the procession, arrival, singing, and sermon happening of the orphans on that particular day, but it exposes the miseries of the orphans and criticizes the attitude of charity organizations and also of the society towards the orphans. The first stanza explains the procession and arrival of the children from their charity house to St. Paul Church. The second stanza explains the singing of children and the third stanza explains the sermons at the St. Paul Church.

**Night of the Scorpion Nissim Ezekiel.** Introduction- About the author. He was an Indian Jewish poet, actor, playwright, editor and art critic. He was a foundational figure<sup>1</sup> in postcolonial India's literary history, specifically for Indian Poetry in English. Ezekiel enriched and established Indian English language poetry through his modernist innovations and techniques, which enlarged Indian English literature, moving it beyond purely spiritual and orientalist themes, to include a wider range of concerns and interests, including familial events, individual angst and skeptical societal introspection. "Night of the Scorpion," the speaker tells a story from his childhood in which his mother was bitten by a scorpion. The speaker's father even lit the bite on fire in an attempt to remove the poison. The speaker's mother suffered for 20 hours. Her only response at the end of it all was her gratitude that it didn't happen to anyone else in their family: "My mother only said / Thank God the scorpion picked on me / and spared my children.

**Annabel Lee Edgar Allan Poe. Introduction.** - about the author. He is one of the most celebrated of all American authors. Heavily influenced by the German Romantic Ironists, Poe made his mark in Gothic fiction, especially through the tales of the macabre for which he is now so famous. Although he regarded himself primarily as a poet, he is one of the few indisputably great writers of the short story, alongside Guy de Maupassant and O. Henry. Besides redefining that form as a vehicle for literary art, Poe also contributed to the modern detective genre and wrote highly influential literary criticism. Long ago, "in a kingdom by the sea," lived Annabel Lee, who loved the narrator. Both she and the narrator were children but knew love more powerful than that of the angels, who envied them. A wind chilled and killed Annabel, but their love was too strong to be defeated by angels or demons. The narrator is reminded of Annabel Lee by everything, including the moon and the stars, and at night, he lies by her tomb by the sea.

### UNIT IV

Lecture Hours: 18

**Lines On A Young Lady's Photograph Album** Introduction - about the author Philip Arthur Larkin was an English poet, novelist, and librarian. His poems are marked by what Andrew Motion calls "a very English, glum accuracy" about emotions, places, and relationships, and what Donald Davie described as "lowered sights and diminished expectations" The poem begins with the speaker describing finally getting access to his lover's book of photos. She was

looking at it, and he became entranced. As he flipped through the pages he got more and more emotional. The speaker came upon a number of photos from her youth, taking note of how she looked and which “chaps” hung around her. He passed a few judgments, but mostly relished in the access he now has to her life. The poem concludes with the speaker wondering over the power of the past, and feeling torn over the fact that he can’t become a part of his lover’s. Ultimately he comes to the conclusion that the present and the future are much more important than anything that happened previously.

**The Last Ride Together – Robert Browning** Introduction - about the author Robert Browning was an English poet and playwright whose dramatic monologues put him high among the Victorian poets. He was noted for irony, characterization, dark humour, social commentary, historical settings and challenging vocabulary and syntax. The speaker is taking leave from his beloved. Before parting, he just requests his beloved to go on a ride with him for the last time. The lady accepts the invitation. It seems that she is also interested in passing a few more moments with the person for whom her hearts leaped up in joy at once. Being the last chapter of their journey, both the speaker and the lady want to make that moment precious. However, throughout the poem, she doesn’t speak a word. Only the speaker muses on his feelings only and presents several comparisons to prove the fact that they are, in fact, in a better position. Their love is momentary but sublime. They won’t be meeting in near future yet they can look back to this episode forever and ever.

**How do I Love Thee – Elizabeth Barrett Browning** Introduction - about the author Elizabeth Barrett Browning was an English poet of the Victorian era, popular in Britain and the United States during her lifetime. Born in County Durham, the eldest of 12 children, Elizabeth Barrett wrote poetry from the age of eleven. Her mother's collection of her poems forms one of the largest extant collections of juvenilia by any English write. The speaker describes all the ways during which she loves her husband. Her love is multifaceted because it is often compared to several aspects of life. Initially, she describes her love as a strong force of her soul so great to the extent that she attempts to live it in three-dimensional terms.. She then compares her like to the experiences of mankind as an entire, portraying her love as free, pure, and humble even as decent people strive to try to good within the world without expectation of reward or praise. She then compares her like to the passionate intensity with which she once tried to beat her past pains also because of the way during which she believed in goodies as a toddler. Lastly, she compares her like to what she once felt for people she won’t to revere but has somehow fallen out of her favor.

#### **UNIT V**

**Lecture Hours: 18**

**Death Be Not Proud – John Donne** Introduction - about the author John Donne was an English poet, scholar, soldier and secretary born into a recusant family, who later became a cleric in the Church of England. Under royal patronage, he was made Dean of St Paul's Cathedral in London. He is considered the preeminent representative of the metaphysical poets. Death is a slave or agent of Fate, accident, power of kings and criminals. It accomplishes its tasks through poison, war and sickness. The poet argues that death is not dreadful because those whom death claims to have killed have a long and peaceful sleep. Sleep resembles death, but just as sleep refreshes and invigorates, similarly death would provide more comfort and pleasure. This is the reason for the virtuous dying young. Death brings rest and peace and therefore it is not dreadful.

**A Mad Girl Love Song – Sylvia Plath** Introduction - about the author **Sylvia Plath** was an American poet, novelist, and short-story writer. She is credited with advancing the genre of confessional poetry and is best known for two of her published collections, *The Colossus and Other Poems* (1960) and *Ariel* (1965), as well as *The Bell Jar*, a semi-autobiographical novel published shortly before her death in 1963. The speaker also tells her lover that when she



closes her eyes, death and destruction loom, but when she opens them, all has been reborn. She goes on to tell her lover that she thought he would return to her since he told her he would, but it has been so long that she knows he is not coming back. *'Mad Girl's Love Song'* ends with Plath telling her former lover that she should have loved something like a thunderbird because it at least comes back after the winter—her lover, however, is gone, never to return.

**God's Grandeur – GM Hopkins** Introduction - about the author Gerard Manley Hopkins SJ was an English poet and Jesuit priest, whose posthumous fame placed him among leading Victorian poets. His prosody – notably his concept of sprung rhythm – established him as an innovator, as did his praise of God through vivid use of imagery and nature. The first four lines of the octave describe a natural world through which God's presence runs like an electrical current, becoming momentarily visible in flashes like the refracted glinting of light produced by metal foil when crumpled or quickly moved. Alternatively, God's presence is a rich oil, a kind of sap that wells up "to a greatness" when tapped with a certain kind of patient pressure. Given these clear, strong proofs of God's presence in the world, the poet asks how it is that humans fail to heed. His divine authority The second quatrain within the octave describes the state of contemporary human life—the blind repetitiveness of human labor, and the sordidness and stain of "toil" and trade. The landscape in its natural state reflects God as its creator; but industry and the prioritization of the economic over the spiritual have transformed the landscape, and robbed humans of their sensitivity to the those few beauties of nature still left. The shoes people wear sever the physical connection between our feet and the earth they walk on, symbolizing an ever-increasing spiritual alienation from nature.

**Text Books:**

T1. Ted Hughes, *A Poetry Handbook*. HarperCollins Publishers, 1994. Print

T2. Rabindranath Tagore, *Gitanjali*. Rupa Publishers, 2002. Print

T3. John Donne, *Collected Poetry*. Penguin Classics, 2012. Print

**Reference Books:**

R1. John Milton, *The English Poems of John Milton*, Wordsworth Editions, 1645. Print

R2. Philip Larkin, *literary best-poetry-books, anthologies*, Panmacmillan, 1992. Print

|  |                                 |
|--|---------------------------------|
| Course Title: <b>Social History of England (T)</b> | Course Code :                   |
| Semester : <b>I</b>                                | Course Group : <b>DSC - II</b>  |
| Teaching scheme in Hrs( L:T:P) : 4:0:0             | Credits : <b>4</b>              |
| Map Code : <b>A (Language Concepts)</b>            | Total Contact Hours : <b>60</b> |
| CIA : <b>25 Marks</b>                              | SEE : <b>75 Marks</b>           |
| Programme : <b>B.A. English Literature</b>         | # - <b>Semester End Exam</b>    |

### Course Outcomes: (Cos)

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to                | PSOs | CL. Ses | CL |
|-----|--|------|---------|----|
| CO1 | Brief Outline of the several invasions of the British Isles and Impacts                                | PSO1 | 12      | R  |
| CO2 | Exemplify the Spanish Armada from history and define Colonization                                      | PSO1 | 12      | R  |
| CO3 | Explain the Civil War and its social consequences and the Restoration England                          | PSO1 | 12      | U  |
| CO4 | Illustrate the gradual transformation of the traditional agricultural system and Industrial Revolution | PSO1 | 12      | U  |
| CO5 | Examine the Methodist Movement and Reform Bills of Ancient England                                     | PSO1 | 12      | R  |

### Unit - I

### Lecture

#### Hours:12

**Introduction – ( A brief outline of British History) :** British History- The first inhabitants of England are called Picts. They are of low intellectual level. Britain acquired identity as an Island around 5000 B.C. The Angles and Saxons settled down in Britain. William II to Edward III – Feudal System for the dist of land. The Norman barons built huge castes. Division of House of Lords and House of Commons.

**The Hundred Years War:** Causes of The war took place between France and England. France supported Scotland and the interference of England and France in the internal affairs of Flanders. Impact of the War – Joan of Arc of France was burnt alive by England. Black Death was the pestilence which swept over the entire Europe and reached England in 1348.

**The Wars of Roses:** Causes of the War- These wars were fought between Yorkists and Lancastrians, the supporters of the two families which claimed the English throne. Impact of the War – The Lancastrian heir to the throne was now a Welshman, Henry Tudor. In 1485, he defeated and killed Richard III and thus became King of England.

**The Tudor Period:** Henry VII and VIII – They are the Powerful Kings of England. The Division of Roman Catholicism and Protestantism took place in the reign of Henry VIII. The Church of England was formed. Edward VI to Elizabeth – They are the heirs of Henry VIII and they ruled the country in different intervals. The Victory of Spanish Armada in the reign of Elizabeth is remarkable.

**The Stuart Period:** James I – The publication of the English Bible is of immense importance in the history. Charles I to Queen Anne – King Craft, Divine Right, Rule of Rump \_ Paradise Lost by Milton, Pilgrims Progress by Bunyan, Essay on Criticism and Rape of the Locke by Pope are noticeable.

### Unit - II

### Lecture Hours:12

**The Renaissance:** Introduction of the age - The Term Renaissance - Renaissance literally means rebirth. Between 14th century and 16th century there developed a spirit of inquiry. Inventions and Discoveries - William Caxton established the printing press in England in 1476. He aimed at perfecting the English language. Period of Translation - It was also an age of translation. He himself translated Latin and French works. It speeded up the pace of learning. Classical revival in Europe - Classical scholarship had an earnest beginning. It became necessary for European nations to find new trade routes. The new route to India through Cape of Good Hope opened trade with the East.

**The Reformation:** Introduction about Reformation - The Reformation was started in Germany by Martin Luther. The English rendering of the Bible helped the people read and interpret it. The term Reformation - The term 'Reformation' refers to the great religious movement of the 16th century. Causes of Reformation - Doctrines and practices of the Church Rivalry between Popes and anti-Popes. Corruption in the hierarchy. Beginning of Reformation - The one who initiated the Reformation movement was Martin Luther of Germany. He was a pious and god fearing monk. The moral revolt won him a large number of followers. This was the beginning of the Reformation. Henry VIII's supremacy - Henry VIII could not get the necessary permission from the Pope to marry Anne Boleyn. The control of the crown over the church was made strict. By the Act of Supremacy in 1534, the Pope's authority in England was totally abolished. Henry became the supreme head of the Church of England.

**The Spanish Armada:** Establishment of the naval forces - During Henry VIII's time, Much of the wealth from the monasteries was spent on developing the navy. He also established dockyards. The ships were built mainly for fighting - War between Spain and England - Philip of Spain and Elizabeth of England fell out with each other. Voyages by the Spanish to North and South America resulted in discovery of silver mines. The Spanish ships -loaded with silver and gold were travelling from America. Gradually, England and Spain became rivals at sea. The Spanish Fleet - The Spanish ships loaded with silver and gold were travelling from America. They were waylaid by the English. Such attacks were resented by the Spanish. Spain was the mightiest of European powers at that moment. Gradually, England and Spain became rivals at sea. Invincible Armada - The huge fleet consisted to one hundred and thirty ships. They carried over twenty thousand soldiers under the command of Medina Sidonia. The Spanish ships were tall like towers and castles. 'Invincible Armada' was the name given to the fleet. Henry VIII, the founder - father of the English navy - The Spanish did not have the courage to come near the English Channel again. England became the supreme naval power in Europe. The victory was a turning point in the history of the English navy. The credit for the victory should go to Henry VIII, the founder - father of the English navy.

### **Unit III**

### **Lecture**

#### **Hours:12**

**Colonial Expansion:** Colonial Expansion - Colonies were founded in America and West Indian Islands. Important trade centres were established in South Africa and India. The colonists were not used to hard labour. A few years later, Puritans set up a colony. The East India Company - The Company was started in 1600 for trade purposes. It took eight years for the company to establish the first trading centre in Surat. The company was able to make enormous profit. Effects of Colonisation - Prosperity in the trade made the English more ambitious. Robert Clive defeated the French to establish British supremacy. The aim was to promote European literature and science in India. The British abolished the powers of East India Company. The administration was transferred to the Crown. Lord Dalhousie and his reforms - The first railway line from Bombay to Thana was opened. He organized the Public Works Department. A network of roads covering 2000 miles was constructed. The Grand Ganges Canal, the largest canal in the world was made. He introduced the Post and Electric Telegraphs. Mutiny broke out in May 1857 - In May 1857, the famous Mutiny broke out at Meerut. The

violence spread to other parts of India. The British abolished the powers of East India Company. The administration was transferred to the Crown.

**The Civil War and its Social Consequences:** Introduction about the Civil War - There were frequent quarrels between the King and the Parliament. The key issue was, who was more powerful, the King or the Parliament? This led to an open conflict. Revolution in Scotland - For centuries, Presbyterianism was the religion of Scotland. It was deep rooted in the society. Charles I wanted to impose Anglican rituals in Scotland. This caused a revolution in Scotland. Royalists and Roundheads - The King's supporters and the supporters of the Parliament were divided. The supporters of the King were called Royalists or Cavaliers. The people supporting the Parliament were called Roundheads. They were mostly common men. The Long Parliament - The Long Parliament was dominated by Puritans. The Parliament adopted an aggressive attitude. Oliver Cromwell - Oliver Cromwell was the leader of the Roundheads. He made an agreement with the Scots. The combined army defeated the Royalists. The fortunes of Charles declined. The King was put on trial.

**Puritanism:** Introduction- The definition of puritanism, period of Puritan regime, ideals of Puritan period. Contribution to English Literature – Puritanism and politics under James I... Charles I and Oliver Cromwell.

#### **Unit IV**

**Lecture Hours:12**

**Restoration in England:** The term - Restoration - The term Restoration England means the England between 1660 and 1688. Oliver had Cromwell nominated his son Richard Cromwell as his successor. But Richard Cromwell could not control the administration. Whigs and Tories - Two new political parties emerged. Whigs and Tories. These two historic parties were born during the rule of Charles II. A new era of political history of the English began. The Restoration literature - The Restoration marked the restoration of the theatre also. The playhouses that were closed by the Puritans were opened. The great epics of Milton, Paradise Lost and Paradise Regained were published. The Restoration marked the restoration of the theatre also. The playhouses that were closed by the Puritans were opened. The great epics of Milton, Paradise Lost and Paradise Regained were published. Development of science - The educated ones directed their minds to the study of science. The Royal Society spread a spirit of curiosity. This put an end to superstitions and witch-hunting. The scholars and spiritual heads did not consider science as against religion. The Glorious Revolution of 1688 - The English could not tolerate excesses from any quarter. The Revolution brought the power politics between the king and Parliament to a close. The divine right theory was rejected forever. Freedom of worship was granted to the Englishmen.

**Coffee- House Life in London:** Origin of Coffee-House – It is the centre of social life and business transaction. People of different political creeds, religious beliefs and profession having separate coffee-houses, important coffee-houses in the city. Conclusion – Suppression of coffee-houses in the time of French Revolution.

**The Agrarian Revolution:** Introduction about Agrarian Revolution - During the 18th century great changes took place in agriculture in England. The open field system disappeared. Rotation of crops was introduced. Scientific methods were applied to agriculture. Effects of Enclosure Acts - A number of Enclosure Acts were passed. This resulted in reallocation of lands which could be enclosed. The enclosure system gave scope for experiment. Rotation of crops - Charles Townshend introduced the rotation of crops. The rotation consisted of turnips, barley, clover and rye—grass and wheat. He changed the appearance of the countryside by planting trees. Causes for the revolution - During the 18th century great changes took place in agriculture in England. Scientific methods were applied to agriculture. The causes for the revolution were many. The open field system resulted in a large waste of land. Royal support to the Revolution - Royal support was also given to the experiments. In fact, King George III was called 'Farmer George' by the people.

**The Industrial Revolution:** The term - Industrial Revolution - During the late 18th century and early 19th century, British industry underwent great changes. The term Industrial Revolution is applied to them. Inventions during the revolution - During the Revolution, textile, coal and iron industries underwent a thorough change. The first mechanical invention was the flying shuttle by John Kay. James Hargreaves invented the spinning jenny. Revolutions in Iron and Coal Industries - During the Revolution, textile, coal and iron industries underwent a thorough change. Earlier, textile work was done by farmers. It was done by hand or ordinary implements. Improvements in means of Transport - Earlier, roads were maintained by parishes. The roads were in a bad shape. When goods were produced on a large scale, roads were needed to transport them. Many Road Acts were passed to improve the condition of the roads. Results of the Industrial Revolution - The industrial revolution also had bad results. The people had to live in smoky towns without proper sanitation. But, death rate was checked by improved medical facilities. The population increased to a great extent.

## **Unit V**

## **Lecture**

### **Hours:12**

**The Methodist Movement:** Origin – Life and achievements of John Wesley George Whitefield the greatest preacher, the social service rendered by the Methodists. Conclusion – Social effects of the movement and the influence on English Literature.

**The Reform Bills: Introduction about the Reform Bills** - There was intense cry for reforms due to the French Revolution. The system of election and distribution of seats in the Parliament needed reform. The First Reform Bill was passed in 1832. Parliamentary Democracy in England - Parliamentary Democracy in England was the result of a political evolution. It took nearly a century for the right of vote to be extended to more and more people. People's Charter - The Reform Bill of 1832 gave rise to a new party called Chartists. The Chartists chalked out a plan for more reforms. The plan was called People's Charter. The Charter had six demands. The Reformed Parliament - The Reformed Parliament made England a democratic country. Queen Victoria was its first constitutional monarch. She simply had the rights to consult, encourage and warn. The reformative zeal changed the social life of the people. Health reforms - A number of health reforms were also introduced. Florence Nightingale's work brought to light the misery of the soldiers. The Red Cross Movement was born as a result.

**The World Wars and Social Security:** Introduction to the World Wars - The twentieth century was a period of construction and destruction. New ideas and inventions broke old boundaries. New inventions altered the lives of the people. But the two global wars threw the world out of gear. The First World War - England followed a policy of isolation in international politics. But it had to enter the First World War to protect Belgium. England lost thousands of young men in the war. After the war, British economy was in ruins. But America helped her recover. The Second World War - Britain was forced to declare war on Germany. The war ended with the bombing of Japan. The colonial power of Britain declined after the war. One by one, the colonies won their independence. Again, Britain recovered with the American Marshall Aid.

### **Text Books :**

T1. An Introduction to The Social History of England | Edition:1 | S.Viswanathan Printers Publishers Pvt. Ltd. | A.G.Xavier(2011)

### **Reference Books:**

R1. The Social History of England | Ashok Padmaja | Orient Black Swan Pvt Ltd. 2013.

|   |                                 |
|---|---------------------------------|
| Course Title : <b>Social History of England (P)</b> | Course Code :                   |
| Semester : <b>I</b>                                 | Course Group : <b>DSC – II</b>  |
| Teaching scheme in Hrs(L:T:P) : <b>0:0:4</b>        | Credits : <b>2</b>              |
| Map Code : H (Practical Experiments)                | Total Contact Hours : <b>60</b> |
| CIA : <b>40 Marks</b>                               | SEE : <b>60 Marks</b>           |
| Programme : <b>B.A. English Literature</b>          | # - <b>Semester End Exam</b>    |

**UNIT I : List of Experiments.**

**Component 1: Preparation of a Thesaurus**

**Component 2: Preparation of an Album of rulers of England and their reign**

**Component 3: Preparation of a Glossary of Difficult words**

**Component 4: Preparation of map of England**

**Component 4: Preparation of a record of important events**

**Component 5: Oral presentation with flash cards**

**Component 6: Oral presentation with models**

**Component 7: Preparation of a map with colonial expansion**

**Component 8: Preparation of a model Spanish Armada**

**Component 9: Identifying a famous personality**

**Component 10: Prepare a glossary of difficult terms**

**Component 11: Exhibit the Globe Theatre**

**Component 12: Picture description of Literary movements**

**Component 13: Setting a quiz using flashcards**

**Component 14: Making an album of Reform Bills**

**Text Books :**

T1. An Introduction to The Social History of England | Edition:1 | S.Viswanathan Printers Publishers Pvt. Ltd. | A.G.Xavier(2011)

**Reference Books:**

R1. The Social History of England | Ashok Padmaja | Orient Black SwanPvt Ltd. 2013.

**RVS COLLEGE OF ARTS & SCIENCE (Autonomous)**

**Sulur, Coimbatore – 641 402**

**SCHEME OF EXAMINATIONS**

**B.A. ENGLISH LITERATURE**

**2023 BATCH**

| <b>Sem</b> | <b>ester</b> | <b>Course Opted</b> | <b>Course Name</b>                         | <b>D</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>CIA</b> | <b>ESE</b> | <b>Marks</b> | <b>Credits</b> |
|------------|--------------|---------------------|--|----------|----------|----------|----------|------------|------------|--------------|----------------|
| <b>II</b>  |              | MIL-II              | Tamil-II/Hindi-II/Malayalam – II/French-II | 3        | 4        | -        | -        | 25         | 75         | 100          | 3              |
|            |              | ELN-II              | English-II                                 | 3        | 4        | -        | -        | 25         | 75         | 100          | 3              |
|            |              | DSC – III           | Prose                                      | 3        | 5        | 1        | -        | 25         | 75         | 100          | 6              |
|            |              | DSC – IV            | History of English Literature              | 3        | 4        | -        | 4        | 25         | 75         | 100          | 6              |
|            |              |                     |  | 3        |          |          |          | 25         | 75         |              |                |
|            |              | NMS-II              | Soft Skills-II                             | 3        | 2        | -        | -        | Grade      |            |              |                |
|            |              | AECC –1             | Environmental Studies                      | 3        | 1        | -        | -        | 100        | -          | 100          | 1              |
|            |              | NCC                 | NCC/NSS/SPORTS/CULTURALS                   | -        | 1        | -        | -        | -          | -          | -            | -              |
|            |              | LIB                 | Library                                    | -        | 1        | -        | -        | -          | -          | -            | -              |
|            |              | <b>Total</b>        |  |          | 27       |          |          |            | 500        | 19           |                |

SEMESTER – II

|                                      |            |                          |           |
|--------------------------------------|------------|--------------------------|-----------|
| Course Title                         | :PROSE (T) | Course Code              | :23A      |
| Semester                             | :II        | Course Group             | :DSC- III |
| Teaching Scheme in Hrs (L:T:P):5:1:0 |            | Credits                  | : 6       |
| Map Code : A (Theory Concept)        |            | Total Contact Hours : 90 |           |
| CIA                                  | :25 Marks  | SEE#                     | :75 Marks |
| Programme: BA English Literature     |            | # - Semester End Exam    |           |

**Course Outcomes: (Cos)**

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to | PSOs | CL.<br>Ses | CL |
|-----|---|------|------------|----|
| CO1 | Develop the ability of reading with comprehension about the prose writers.              | PSO1 | 18         | U  |
| CO2 | Acquire new vocabulary for day today life.  | PSO1 | 18         | U  |
| CO3 | Enable the students to place words in proper contexts.                                  | PSO1 | 18         | R  |
| CO4 | Enhance the capacity of the students to read fluently                                   | PSO1 | 18         | R  |
| CO5 | Develop the student's ability to convey an idea, deliver information or relate a story. | PSO1 | 18         | R  |

**UNIT I : FRANCIS BACON**

**Lecture Hours: 18**

**Of Truth** – About the Author – Bacon - keen observation of human beings with their attributes of truth and lie - people generally do not care for the truth. Pilate, and would not stay for an answer.” Moving on he describes the reasons why people do not like the truth - people have a natural inclination to lie to others: "a natural though corrupt love, of the lie itself."

**Of Studies** – Explanation - deals with the benefits of studies for the individuals in their daily lives - the benefits of studies. Reading helps readers to cope with diverse situations. Reading also enhances intellect and cures restraints on the minds of readers.

**Of Friendship** – Explanation - primarily three benefits of friendship in human life. The first is friendship offers companionship for the ailing or disturbing heart. The second benefit is a friend guides man in the moral and business aspects of life. The third one is a friend can holistically assist us.

**UNIT II : CHARLES LAMB**

**Lecture Hours: 18**



**Dream-Children** – About the author – Lamb - an English essayist, poet, and antiquarian, best known for his Essays of Elia and for the children's book Tales from Shakespeare - a personal essay - the characters and incidents from his own life - the sketches of his grandmother Mrs. Field, his brother -John Lamb, his sister - Mary Lamb, his tragic love-affairs with Ann Simmons

**The Praise of Chimney-Sweepers** – Explanation - a memorable essay chiefly because of the feeling of humanity which pervades it. In this essay Lamb deals with issues of child labor, social inequality and the condition of professional conduct in industrial England. In Praise of Chimney Sweeper is the Childhood.

**A Dissertation Upon Roast Pig** - full of fun from beginning to end- to portray a humorous account of the origin of mankind's practice of roasting pigs besides giving an insight into his own temperament and tastes - features of participants' accounts characterising particular perceptions and/or experiences that the researcher sees as relevant to the research question.

### **UNIT III : ADDISON**

**Lecture Hours: 18**

**Sir Roger at Church** – About the author – Addison - an English essayist, poet, playwright and politician. depicted as a good, loving, religious-minded person who actively takes part in the church activities on Sundays - kind, generous and amiable by nature - encourages and inspires the congregation to be regular and disciplined at the church.

**Westminster Abbey** – Explanation - a satirical dramatic monologue in which Betjeman sends up the upper classes for their preoccupations with class and money - a satirical poem in which Betjeman imagines an upper-class woman going to Westminster Abbey to pray during World War Two.

**Good-Nature** – Explanation - Emerson lays out and attempts to solve an abstract problem: that humans do not fully accept nature's beauty - people are distracted by the demands of the world, whereas nature gives but humans fail to reciprocate - nature refers to the material world unchanged by man. Art is nature in combination with the will of man.

### **UNIT IV : EMERSON**

**Lecture Hours: 18**

**Circles** – About the author - Emerson - an American essayist, lecturer, philosopher, abolitionist, and poet who led the transcendentalist movement of the mid-19th century - Nature centres into balls, And her proud ephemerals, Fast to surface and outside, Scan the profile of the sphere; Knew they what that signified, A new genesis were here.

**The Poet** – Explanation- published in Emerson’s collection Essays: Second Series (1844) and was based on a lecture -the sayer, the namer, and represents beauty - a sovereign, and stands on the centre - For the world is not painted, or adorned, but is from the beginning beautiful -

**Nature** – Explanation- nature and spirit as the components of the universe - nature as everything separate from the inner individual — nature, art, other men, our own bodies - the material world unchanged by man - Art is nature in combination with the will of man.

**UNIT V : A. G. GARDINER**

**Lecture Hours: 18**

**On Letter-Writing** - Introduction- About the Author, A. G. Gardiner, Explanation - letter writing is not practised by many people now-a-days, do not have the gift of self-expression, The art of letter writing was killed by penny post and modern hurry.

**On Habits** – Explanation - referring to his own habit of writing with a pencil - good and favorable when habits are formed and can be used as a stick for support in everyday life - the theme of routine, independence, anxiety, control, change and jealousy.

**On Possession** – Explanation - possession is not a material thing but a spiritual matter. It is based on memory, where the real enjoyment of something comes from - the theme of determination, class, resentment, control, power, defiance and change.

**Text Books :**

T1. English Essayists- Sinha Susanta K – OUP – 1997.

T2. Enlightening English Prose | Edition:6 | NCBH | K. Natarajan(2006)

T3. Fronties of Prose | Edition:1 | Macmillan | T.Prabhakar(2000)

**Reference Book :**

R1. Prose for Communication | Edition:1 | Manimekala Pub.House | Dr.A. Shanmugakani (2008)

R2. Sesame | Edition:1 | S.Chand | K K Reddy(2008)

|                                |  |                            |                   |
|--------------------------------|--|----------------------------|-------------------|
| Course Title                   | : <b>History of English Literature (T)</b> | Course Code                | : <b>23 A</b>     |
| Semester                       | II   | Course Group               | :                 |
| Teaching scheme in Hrs (L:T:P) | : 4:0:0                                    | Credits                    | : <b>6</b>        |
| Map Code                       | :A   | Total Contact Hours        | : <b>60</b>       |
| CIA                            | : <b>25 Marks</b>                          | SEE                        | : <b>75 Marks</b> |
| Programme                      | : <b>B. A. English Literature</b>          | <b>#-Semester End Exam</b> |                   |

| <b>COs.</b> | <b>Course Outcome (COs):<br/>After successful completion of this course, the<br/>students will be able to</b>         | <b>POs &amp;PSOs</b>        | <b>Cl.<br/>Ses</b> | <b>CL</b> |
|-------------|---|-----------------------------|--------------------|-----------|
| <b>CO1</b>  | To provide students with a comprehensive idea about the development of English literature and language over the ages. | PO2 and PO4 & PSO1 and PSO4 | 12                 | R         |
| <b>CO2</b>  | Understand the growth and development of English literature.  | PO2 and PO4 & PSO1 and PSO4 | 12                 | R         |
| <b>CO3</b>  | Understand how various genres evolved.  | PO2 and PO4 & PSO1 and PSO4 | 12                 | U         |
| <b>CO4</b>  | Learn about prominent writers and famous works in English literature.   | PO2 and PO4 & PSO1 and PSO4 | 12                 | U         |
| <b>CO5</b>  | Identify literary techniques and creative uses of language in literary texts.   | PO2 and PO4 & PSO1 and PSO4 | 12                 | R         |

### **Unit – I**

**Lecture Hours:12**

**English Literature before Chaucer:** The Place of Old English Literature in our Study- Anglo-Saxon literature (or Old English literature) encompasses literature written in Anglo-Saxon (Old English) during the 600-year Anglo-Saxon period of Britain, from the mid-5th century to the Norman Conquest of 1066. English Literature before the Conquest – A considerable body of Anglo – Saxon poetry has been preserved, including one piece of immense interest, the epic *Beowulf*.

**The Age of Chaucer:** Chaucer’s Life – Geoffrey Chaucer is considered one of the first great English poets. He is the author of such works as *The Parliament of Fowls*, *Troilus and Criseyde*, and *The Canterbury Tales*. Humorous and profound, his writings show him to be an acute observer of his time with a deft command of many literary genres.

*The Canterbury Tales* - *The Canterbury Tales*, frame story by Geoffrey Chaucer, written in Middle English in 1387–1400. The framing device for the collection of stories is a pilgrimage to the shrine of Thomas Becket in Canterbury, Kent.

### **Unit – II**

**Lecture Hours:12**

**The Age of Shakespeare:** Elizabethan poetry before Spenser - The publication of Spenser's *Shepherd’s Calender* in 1579 as marking the opening of the "golden age" of Elizabethan literature. Spenser and his poetry, *The faerie Queen* - Edmund Spenser, the greatest/non-dramatic poet of an age which found its most natural literary expression in the drama, was born in London in 1552 and educated at the Merchant Taylors' School and at Cambridge, where he

read the classics and Italian literature, and came under the influence of the strong Protestant spirit which then pervaded the university. While Spenser's fame rests mainly on **The Elizabethan Romantic Drama** : Shakespeare began his career as a playwright the "romantic" form of drama was definitely established. The establishment of this romantic drama was the achievement of Shakespeare's immediate predecessors, a group of university men who had been trained in the school of the classics, The play house of Shakespeare's time Lyly and other writers - In 1576 two permanent playhouses were built the Theatre and the Curtain in what were then the open fields of Shoreditch.

**The Age of Milton:** The growth of Puritanism - During the reign of James I., it was not till the time of his successor that Puritanism emerged as a great national power.

Milton's Life - John Milton was born in Bread Street, Cheapside, London, on December, 1608, or some four years before Shakespeare's retirement to Stratford. He was educated at St. Paul's School, and at Christ's College, Cambridge, where he remained seven years, taking his B.A. in 1629 and his M.A. in 1632.

### **Unit – III**

**Lecture Hours:12**

**The Age of Dryden:** The Forerunners of Dryden - Dryden, "the greatest man of a little age," as he has been called, was the one complete representative and exponent. Two writers, both some years his elders, whom he himself regarded as his masters, and who are still commonly considered the pioneers of the so-called "classic" school of poetry Edmund Waller (1605-87) and Sir John Denham (1615-1669).

**The Age of Pope:** Characteristics of the Classical School of Poetry. - Classical poetry is in the main the product of the intelligence playing upon the surface of life. The critical antagonism to romantic literature and art is everywhere reflected in contemporary poetry. Classic poetry adhered to the closed couplet as the only possible form for serious work in verse.

### **UNIT – IV**

**Lecture Hours:12**

**The Age of Johnson:** Johnson's life - Samuel Johnson was born at Lichfield in 1709. Samuel acted for a time as a school usher; did some translation for a Birmingham publisher; In 1738, he published a poem called London. He produced the Vanity of Human Wishes (1749) and a tragedy, Irene (1737), on the neo-classic model; and in March, 1750, started a periodical, The Rambler, in imitation of The Spectator. He died in 1784, and was buried in Westminster Abbey. Other general Prose writers of the age - David Hume (1711-1776), who is even better known as a sceptical philosopher, wrote A History of England. William Robertson (1721-93), a more careful if less brilliant writer, made a great mark with his History of Scotland, History of

Charles V, and History of America. Edward Gibbon (1737-1794), whose History of the Decline and Fall of the Roman

**The Age of Wordsworth:** Wordsworth's Life - William Wordsworth was born in 1770 at Cockermouth, Cumberland, and spent much of his boyhood among the shepherds of his native county. He was educated at Hawkes head School, Lancashire, and at Cambridge. In 1793 he published An Evening Walk and Descriptive Sketches, in which the regular classic couplet is used. The outbreak of war between France and England, however, precipitated a crisis in his thought. At first he held fast to the French cause. Wordsworth's work remained the general democratic movement of his time.

## **UNIT V**

**Lecture Hours:12**

**The Age of Tennyson:** Tennyson's life - Alfred Tennyson was born in 1809, won the Chancellor's medal at Cambridge in 1829 for a poem on Timbuctoo, became Poet-Laureate in 1850 (the year of his marriage) in succession to Wordsworth, and died in 1892. In Memoriam, a philosophic elegy inspired by the death of his dear friend, Arthur Henry Hallam, in 1850; Maud: A Monodrama, in 1854 and Enoch Arden and Other Poems in 1864. Tennyson is noteworthy for the even perfection of his style, his wonderful mastery of language at once simple and ornate, and the exquisite and varied music of his verse.

**The Age of Hardy :** Epilogue to the Victorian Age - Through the scientists and inventors the bounds of thought and speculation and of man's control over Nature were vastly extended in the Victorian Age: but this enlargement bred in a large and influential section of Victorian people a dangerous sense of self-sovereignty and illimitable attainment. The Eighteen-Nineties - Oscar Wilde(1856-1900, the foremost of the group, was attracted by the theories of Walter Pater, who with surprise and reluctance found himself adopted as the mentor of the Aesthetic Movement .

**The Present Age :** Novelists of the Transition - About 1885 onward, alongside a diminishing romanticism represented by Stevenson and others, there came into prominence certain novelists whose aim was to treat realistic themes realistically - that is, in a dispassionate, non-sentimental, and non-condemnatory manner. Notable writers are George Moore, George Gissing and Rudyard Kipling. Twentieth-Century Novelists - For a quarter of a century after Dickens' death the custody of tradition in the English novel was vested in Meredith, Hardy. Joseph Conrad and H. G. Wells. Miscellaneous Prose - The revolutionary changes in journalism which came in the closing years of the nineteenth century through the varied influences of Alfred Harmsworth. T. P. O'Connor and Bernard Shaw.

### **Text Book :**

T1. An outline History of English Literature - William Henry Hudson. 1912.

Reference Book:

R1. An outline History of English Literature – Thomley and Roberts. 2012.

|   |                                 |
|---|---------------------------------|
| Course Title : <b>History of English Literature (P)</b> | Course Code : 23 P              |
| Semester : II   | Course Group : DSC – IV         |
| Teaching scheme in Hrs(L:T:P) : 0:0:4                   | Credits : 2                     |
| Map Code : <b>M (Practical Application)</b>             | Total Contact Hours : <b>60</b> |
| CIA : <b>25 Marks</b>                                   | SEE : <b>75 Marks</b>           |
| Programme : BA ENGLISH LITERATURE                       | <b># - Semester End Exam</b>    |

### **Unit I: List of Experiments**

**Component 1: Record of Shakespearean works**

**Component 2: Tree Diagram of Milton 's Work**

**Component 3: Preparation of Model Globe Theatre**

**Component 4: Preparation of Record of Literary events**

**Component 5: Preparation of models for Dryden's Drama**

**Component 6: Preparation of Thesaurus**

**Component 7: Preparation of charts**

**Component 8: Preparation of CD - Literary movements**

**Component 9: Identifying famous personality**

**Component 10: Preparation of Power point presentation**

**Text Book :**

T1. An outline History of English Literature - William Henry Hudson. 1912.

**Reference Book:**

R1. An outline History of English Literature – Thomley and Roberts. 2012.

**SCHEME OF EXAMINATIONS  
II B.A. ENGLISH LITERATURE  
2022- 2025 BATCH**

| Semester | Course Opted             | Course Name   | D | L | T | P | CIA   | ESE | Marks | Credits |
|----------|--------------------------|---|---|---|---|---|-------|-----|-------|---------|
| III      | MIL – III                | Tamil-I/Hindi-III / Malayalam – III/ French-III               | 3 | 4 | - | - | 25    | 75  | 100   | 2       |
|          | AECC – GI - 3            | English – III   | 3 | 4 | - | - | 25    | 75  | 100   | 2       |
|          | DSC – V                  | Indian Writing in English                                     | 3 | 5 | 1 | - | 25    | 75  | 100   | 6       |
|          | DSC – VI                 | Literary Forms  | 3 | 5 | 1 | - | 25    | 75  | 100   | 6       |
|          | DSE-I                    | Elective-I English Language Teaching through Electronic Media | 3 | 4 | - | 4 | 25    | 75  | 100   | 6       |
|          |                          |   | 3 |   |   |   | 40    | 60  |       |         |
|          | NCC - GI – 1             | Professional English – I                                      | 3 | 2 | - |   | Grade |     |       |         |
| NCC-G II | NCC/NSS/ SPORTS/CULTURAL | -   | 1 | - | - | - | -     | -   | -     |         |



|  |                                |
|--|--------------------------------|
| course Title : <b>INDIAN WRITINGS IN ENGLISH (T)</b> | Course Code :                  |
| Semester : III                                       | Course Group : DSC - V         |
| Teaching Scheme in Hrs(L:T:P) : <b>5:1:0</b>         | Credits : <b>6</b>             |
| Map Code : A ( <b>Language Concepts</b> )            | Total Contact Hours: <b>90</b> |
| Assessment : <b>25 Marks</b>                         | E# : <b>75 Marks</b>           |
| Programme: <b>B.A.ENGLISH LITERATURE</b>             | <b>#-Semester End Exam</b>     |

### Course Outcomes: (Cos)

| Co. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to | SOs | L. Objectives | L |
|-----|---|-----|---------------|---|
| O1  | enable the students to learn various features of Indian literature in English.          | SO1 | 3             |   |
| O2  | acquire a glimpse of the regional literatures translated in English.                    | SO1 |               | N |
| O3  | enhance the students aware of the superstitious practices prevalent in Indian society.  | SO1 |               |   |
| O4  | culcate the spiritual values and importance of Guru for self realization.               | SO1 | 3             | N |
| O5  | understand of the socio cultural aspect would have been reached.                        | SO1 | 3             | N |
| O6  | provide great impact on different forms of literature and literary concepts.            | SO1 | 3             | N |

### UNIT I- POETRY

**Lecture Hours:18**

**The Harp of India: Introduction- About the Author-** Henry Louis Vivian Derozio was an Indian poet and assistant headmaster of Hindu College, Kolkata-radical thinker of his time and one of the first Indian educators to disseminate Western learning - science among the young men of Bengal-**Explanation-**celebrates the glorious past of India and mourns over its loss because of British Rule - ends with the hope that India will regain its glory.

**Casuarina Tree - About the Author** -Toru Dutt was an Indian Bengali translator and poet from British India-wrote in English and French - **Explanation-** explores the poet's childhood memories in India-description of the tree expresses her pride on the tree- It takes on diverse proportions at diverse moments.

**Where the mind is without fear - About the Author** - Rabindranath Tagore -Bengali poet, writer, playwright, composer, philosopher, social reformer and painter-**Explanation-**"Where the mind is without fear" is a poem written by 1913 Nobel laureate before India's independence- It represents Tagore's vision of a new and awakened India- This poem talks about who India felt after getting its freedom and how free India will look like.

**Kali as the mother-About the Author-** Swami Vivekananda- born Narendranath Datta, was an Indian Hindu monk, philosopher, author, religious teacher, and the chief disciple of the Indian mystic- **Explanation** -In this poem he worshipped goddess Kali- Mother Kali is an attempt to know the Mother Divine through a literary endeavour and the sacred lines are before us to comprehend the bounty- the poet represents Kali as the goddess of death and destruction.

**The Stone Goddess- About the Author-** Sri Aurobindo was an Indian philosopher, yogi, maharishi, poet, and Indian nationalist- He was also a journalist, editing newspapers such as Vande Mataram- **Explanation** - about the hidden power of the divine he saw in the shrine- It seemed to him that the divine is omnipotent, mysterious and silent-The power of the goddess is felt on earth, water and sky- According to Sri Aurobindo, this goddess is omnipotent, or all-powerful- but she is also silent.

## UNIT II :PROSE

**Lecture Hours:18**

**Speech at Mahad - About the Author-** Indian jurist, economist, social reformer and political leader who headed the committee drafting the Constitution of India from the Constituent Assembly debates –**Explanation-**This speech at Mahad in particular was a clarion call for the downtrodden people- subjugated by the hegemony of Hindu casteist society to come together - do away with the perils of casteist system prevalent in India-25 December, 1927 is regarded as one of the important dates in the history of Dalit movement.

**The Joy of Freedom- About the Author-** V.S. Srinivasa Saatri -Valangaiman Sankaranarayana Srinivasa Sastri, was a renowned Indian freedom fighter, Indian politician, orator, administrator-**Explanation** -examines the interplay between the racial repression African-American women faced during this time and the resistance they enacted- Saatri points out that the British value freedom and in their country, do not.

**An Idea Before the youth- About the Author-** an Indian philosopher and statesman- served as the second president of India from 1962 to 1967- He was also the first vice president of India from 1952 to 1962- **Explanation** -he points out the importance of the right kind of education for the youth of the country. He looks at the needs of India as related to education in a perspective that is historical, political, economic, philosophic and religious.

## UNIT III :DRAMA

**Lecture Hours:18**

**Where There's a Will - About the Author-** Mahesh Dattani- an Indian director, actor, playwright and writer-He wrote such plays as Final Solutions, Dance Like a Man, Bravely Fought the Queen, On a Muggy Night in Mumbai, Tara, Thirty Days in September 2007 and The Big Fat City. He is the first playwright in English to be awarded the Sahitya Akademi Award-**Explanation** -Where There's a Will -is a stage play evinces issues about combating repercussions of family members from interfering too much into one's life thereby overshadowing and corroding one's personality, desires, dreams and ambitions and stream of thought.

**Fire and Rain-About the Author** -an Indian actor, film director, Kannada writer, playwright and a Jnanpith awardee, who predominantly worked in Kannada, Hindi, Tamil, Telugu, Malayalam and Marathi films- **Explanation-** This play by one of India's foremost playwrights and actors is based on a story from the Mahabharata which tellingly illuminates universal themes - alienation, loneliness, love, family, hatred - through the daily lives and concerns of a whole community of individuals.

## UNIT IV :NOVELS

**Lecture Hours:18**

**Cuckold -About the Author** - (2 April 1942 – 5 September 2019) an Indian novelist, playwright and screenwriter. A noted drama and film critic, he was one of the most significant writers of post-colonial India -**Explanation-** a historical novel set in the Rajput kingdom of Mewar, India during the 16th century that follows the life of Maharaj Kumar-a fictional character based upon the Mewar prince Bhoj Raj whose wife Mirabai thinks of Krishna as her husband and refuses to accept Bhoj Raj.

**Such a Long Journey- About the Author-** an Indian-born Canadian writer- He has been the recipient of many awards including the Neustadt International Prize for Literature in 2012. Each of his first three novels were shortlisted for the Booker Prize -**Explanation** -a 1991 novel by Rohinton Mistry-It was shortlisted for the Booker Prize and won several other awards. In 2010 the book made headlines when it was withdrawn from the University of Mumbai's English syllabus after complaints from the Maharashtrian politician Aditya Thackeray.

## UNIT V :SHORT STORIES

**Lecture Hours:18**

**The Cow of the Barricades- About the Author** - (8 November 1908 – 8 July 2006) was an Indian-American writer of English-language novels and short stories - **Explanation** -written in 1938 and the last story in the collection, is another concerning the Indian struggle for independence from the British- theme of conflict, independence, struggle, control, sacrifice, peace and freedom- a very thought-provoking poem which makes us realize how useful- the cow is to

mankind- The poet aptly considers the cow as a friend of Man-He loves this friendly cow which is all red and white, with all his heart.

**The Home Coming- About the Author** -Arun Joshi- an Indian writer- known for his novels -The Strange Case of Billy Biswas and The Apprentice- won the Sahitya Akademi Award for his novel -**Explanation** -one of the memorable stories of Joshi, deals with the theme of an unsuccessful arrival-It narrates the failure of an individual, a survivor of war, to establish meaningful contacts with others-a failure that results in a painful experience of loneliness-The Last Labyrinth in 1982- His novels have characters who are urban, English speaking and disturbed for some reason- about the Tillerman siblings in their journey to find a home and the strength they gain through the challenges they face. Dicey is 13 and a natural born leader- James is 10 and strong yet also very smart.

**The Elephant- Aravind Adiga- About the Author** - an Indian writer and journalist. His debut novel, The White Tiger, won the 2008 Man Booker Prize -**Explanation**- narrativizes Chenayya's marginalized existence in his short story "The Elephant" published in the New Yorker (January 26, 2009)-Chenayya is a coolie (porter) who carries things from Mr. Ganesh Pai's shop to his costumer's house on his cycle cart- Adiga chooses Chenayya to represent the working class people of the emerging India and presents their condition in not a single per-cent less than the fact.

**Reference:**

**Text Book:**

T1: Indian Writings in English: Critical Insights- Bijender Singh - Authorspress (1 January 2014)

T2: Indian Writing in English- K. R. Srinivasa Iyengar- Sterling Publishers Pvt. Ltd in 2012- 1 January 2019

**Reference Book:**

R1: Indian Writing in English- K. Makeshwari- Mahaveer Publishers-3 March 2023

|  |                                 |
|--|---------------------------------|
| Course Title : <b>LITERARY FORMS (T)</b>     | Course Code :                   |
| Semester : <b>III</b>                        | Course Group : <b>DSC - IV</b>  |
| Teaching scheme in Hrs(L:T:P) : <b>5:1:0</b> | Credits : <b>6</b>              |
| Map Code : <b>A</b>                          | Total Contact Hours : <b>90</b> |
| CIA : <b>25 Marks</b>                        | SEE : <b>75 Marks</b>           |
| Programme: <b>B.A. ENGLISH LITERATURE</b>    | # - <b>Semester End Exam</b>    |

| No. | Course Outcome (Cos):<br>After completion of this course, the students will be able to | PSOs | Cl. Ses | CL |
|-----|--|------|---------|----|
| CO1 | Define the poetical types and figures of speech in the works of literature.            | PSO1 | 9       | R  |
| CO2 | Compare and contrast the figures of speech in various works of literature.             | PSO1 | 9       | R  |
| CO3 | Interpret the dramatic devices in literature.  | PSO1 | 18      | R  |
| CO4 | Classify the different types of prose.   | PSO1 | 18      | R  |
| CO5 | Identify the various types of novels.  | PSO1 | 18      | R  |
| CO6 | Distinguish the techniques of drama.   | PSO1 | 18      | R  |

## UNIT I

**Lecture Hours:18**

**Lyric:** Definition and special features - Lyric poetry is a formal type of poetry which expresses personal emotions or feelings, typically spoken in the first person. The term derives from a form of Ancient Greek literature, the lyric, which was defined by its musical accompaniment, usually on a stringed instrument known as a lyre.

**Ode:** Definition and special features - An ode is a type of lyrical stanza. It is an elaborately structured poem praising or glorifying an event or individual, describing nature intellectually as well as emotionally. There are three typical forms of odes: the Pindaric, Horatian, and irregular.

**Sonnet:** Definition, types and features - A sonnet is a poem in a specific form which originated in Italy. The term sonnet is derived from the Italian word sonetto. By the thirteenth century it signified a poem of fourteen lines that follows a strict rhyme scheme and specific structure.

**Epic:** Definition - The word epic has been derived a Greek word epikos, which means a word, song or speech. An epic is well-defined as a long story in verse dwelling upon an important theme in a most elegant style and language. Special features - An epic is an extensive and prolonged narrative in verse. It dwells upon the achievements of a historical or traditional hero, or a person of national or international significance. Morality is a key characteristic of an epic.

**Elegy:** Definition and types - Elegy is a form of literature that can be defined as a poem or song in the form of elegiac couplets, written in honor of someone deceased. It typically laments or mourns the death of the individual. Elegy is derived from the Greek work elegus, which means a song of bereavement sung along with a flute. Characteristics - An elegy typically starts with the invocation of the muse, and then proceeds by referencing traditional mythology. Questions are raised by the poet about destiny, justice, and fate. Towards the end the poet generally tries to provide comfort to ease the pain of the situation. Christian elegies usually proceed from sorrow and misery, to hope and happiness because they say that death is just a hindrance in the way of passing from the mortal state into the eternal state.

**Heroic Couplet:** Definition and special traits - Heroic couplet is a pair of rhymed lines with iambic pentameter. This form of poetry was popularized and highly developed by the neo-classical poets, especially Alexander Pope. Chaucer was the first literary figure to compose verse using heroic couplets, but the use of Heroic couplets did not become widespread until the seventeenth century.

**Allegory:** Definition and types - Allegory is a figure of speech in which abstract ideas and principles are described in terms of characters, figures and events. Special features - It can be employed in prose and poetry to tell a story with a purpose of teaching an idea and a principle or explaining an idea or a principle. The objective of its use is to preach some kind of a moral lesson.

**Onomatopoeia:** Definition and special features - The term 'onomatopoeia' refers to words whose very sound is very close to the sound they are meant to depict. In other words, it refers to sound words whose pronunciation to the actual sound they represent. Examples of onomatopoeia: slam, splash, bam, babble, warble, gurgle, mumble and belch.

**Oxymoron:** Definition and special features - Oxymoron is a figure of speech in which two opposite ideas are joined to create an effect. The common oxymoron phrase is a combination of an adjective preceded by a noun with contrasting meanings, such as "cruel kindness," or "living death"

## UNIT II

### Lecture Hours:18

**Blank Verse:** Definition and Origin - Blank verse is a literary device defined as un-rhyming verse written in iambic pentameter. In poetry and prose, it has a consistent meter with 10 syllables in each line (pentameter); where, unstressed syllables are followed by stressed ones, five of which are stressed but do not rhyme. It is also known as "un-rhymed iambic pentameter". Characteristics - Blank verse poetry has no fixed number of lines. It has a conventional meter that is used for verse drama and long narrative poems. It is often used in descriptive and reflective poems and dramatic monologues - the poems in which a single character delivers his thoughts in the form of a speech. Blank verse can be composed in any kind of meter, such as iamb, trochee, spondee, and dactyl. Examples - Mending Walls (By Robert Frost), Hamlet (By William Shakespeare), Dr. Faustus (By Christopher Marlowe) and Ulysses (By Alfred Lord Tennyson).

**Epic Simile:** Definition - The epic simile is a figurative device first popularized by Homer in his epics. It is a comparison that may be as long as a dozen lines. An epic simile is used typically in epic poetry to intensify the heroic stature of the subject and to serve as decoration. Characteristics - An ordinary simile describes by using 'as' or 'like' but the Homeric simile enlarges the comparison so that it becomes a little 'poem - within a -poem'. Poets also sometimes elaborate a simile by using a description or other metaphors to expand the basic comparison.

**Metaphysical Conceit:** Definition and metaphysical poets - Metaphysical Conceit is a literary device that makes a far stretched comparison between a spiritual aspect of a person and a physical thing in the world. Special traits - Conceits make unusual and unlikely comparisons between two things; hence they allow readers to look at things in a new way. Similes and metaphors may explain things vibrantly, but they tend to become boring at times because of their predictable nature. Conceits, on the other hand, surprise and shock readers by making farfetched comparisons. Examples - For example, from A Valediction: Forbidding Mourning, John Donne compares two lovers' souls to a draftsman's compass.

**Poetic License:** Definition - Poetic license refers is a liberty taken by a poet to produce a desired effect by breaking established rules of language. The poet departs from the normal word order. The language of poetry is sometimes different from the normal English sentence pattern. Characteristics - Poetic license is entirely at the artist's discretion. It is intended to be tolerated by the viewer. It is useful for filling in gaps, whether they be factual, compositional, and

historical or other gaps. It is used consciously or unconsciously, intentionally or unintentionally or in tandem.

**Dramatic Monologue:** Definition - A dramatic monologue is a type of poem in which the speaker is directly addressing and talking to some other person. The speaker in such poems usually speaks alone, in a one way conversation, and so it is called a monologue. Characteristics - The main principle controlling the poet's choice and formulation of what the lyric speaker says is to reveal to the reader, in a way that enhances its interest, the speaker's temperament and character.

### UNIT III

**Lecture Hours:18**

**Tragedy:** Definition - Tragedy is a type of drama that presents a serious subject matter about human suffering and corresponding terrible events in a dignified manner. Types - There are basically three types of tragedies in English Literature: Revenge Tragedy, Domestic Tragedy, and Heroic Tragedy. Characteristics - The protagonist usually has a tragic flaw. Some tragedies end in death, some in destruction, and some in chaos, but whatever the situation, the protagonist almost always accepts responsibility for his mistakes and fights for a larger cause.

**Comedy:** Definition and Types - Comedy is a literary genre and a type of dramatic work that is amusing and satirical in its tone, mostly having a cheerful ending. There are five types of comedy in literature: Romantic Comedy, Comedy of Humors, Comedy of Manners, Sentimental Comedy, and Tragicomedy. Special features - The motif of this dramatic work is triumph over unpleasant circumstance by creating comic effects, resulting in a happy or successful conclusion. Thus, the purpose of comedy is to amuse the audience.

**Masque:** Definition - It is a form of amateur dramatic entertainment, popular among the nobility in 16th- and 17th-century England, which consisted of dancing and acting performed by masked players.

**Soliloquy:** Definition and classical examples in literature - A soliloquy is a popular literary device often used in drama to reveal the innermost thoughts of a character. It is a great technique used to convey the progress of action of the play, by means of expressing a character's thoughts about a certain character or past, present, or upcoming event, while talking to himself without acknowledging the presence of any other person. Shakespeare made extensive use of soliloquies in his plays.

**Irony:** Definition - Irony is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words. It may also be a situation that ends up in quite a different way than what is generally anticipated. In simple words, it is a difference between appearance and reality. Types - Two basic types of irony: (1) Verbal Irony and (2) Situational Irony. Characteristics - Irony brings about some added meanings to a situation. Ironical statements and situations in literature develop readers' interest. Irony makes a work of literature more intriguing, and forces the readers to use their imaginations to comprehend the underlying meanings of the texts.

**Aside:** Definition - An aside is a short comment or speech that a character delivers directly to the audience, or to himself, while other actors on the stage appear not to hear. Only the audience knows that the character has said something to them.

**Melodrama:** Definition and special features - Melodrama is a subgenre of drama which is an exaggerated form of this genre. Melodramas deal with sensational and romantic topics that appeal to the emotions of the common audience. Originally, it made use of melody and music, while modern melodramas may not contain any music at all. In fact, a melodrama gives preference to a detailed characterisation where characters are simply drawn, one-dimensional, or stereotyped.

### UNIT IV

**Lecture Hours: 18**

**Essay:** Definition and special features - Essay is derived from the French word *essayer*, which means "to attempt," or "to try." An essay is a short form of literary composition based on a

single subject matter, and often gives the personal opinion of the author. Types - There are two forms of essay: literary and non-literary. Literary essays are of four types: Expository Essay, Descriptive Essay, Narrative Essay, and Persuasive Essay.

**Short Story:** Definition - A short story is a piece of prose fiction that can be read in one sitting. Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy easy characterization. Special features - The short story has been theorized through the traditional elements of dramatic structure: exposition (the introduction of setting, situation and main characters), complication (the event that introduces the conflict), rising action, crisis (the decisive moment for the protagonist and his commitment to a course of action), climax (the point of highest interest in terms of the conflict and the point with the most action) and resolution (the point when the conflict is resolved).

**Biography:** Definition - A biography is simply an account or detailed description about the life of a person. It entails basic facts, such as childhood, education, career, relationships, family, and death. Biography is a literary genre that portrays the experiences of all these events occurring in the life of a person, mostly in a chronological order. A person, who writes biographies, is called as a "biographer." Classical examples - The Life of Samuel Johnson (By James Boswell), Arthur Miller: Attention Must Be Paid (By James Campbell), Shakespeare: A Life (By Park Honan)

**Auto-biography:** Definition - Autobiography is one type of biography, which tells a life story of its author, meaning it is a written record of the author's life. Rather than being written by somebody else, an autobiography comes through the person's own pen, in his own words. Classical examples - The Story of My Life (by Helen Keller), The Autobiography of Benjamin Franklin (by Benjamin Franklin).

**Epigram:** Definition and origin - Epigram is a rhetorical device that is a memorable, brief, interesting, and surprising satirical statement. It originated from the Greek word epigramma, which means "inscription," or "to inscribe." Classical examples - Sonnet 76 (By William Shakespeare), Hero and Leander (By John Donne).

**Criticism:** Definition - Criticism is the branch of study concerned with defining, classifying, expounding, and evaluating works of literature. Different Types and its features - Four types of Criticism: Mimetic criticism, Pragmatic criticism, Expressive criticism, and Objective criticism.

## UNIT V

### Lecture Hours:18

**Historical Novel:** Definition - Historical fiction is a literary genre in which the plot takes place in a setting located in the past. Historical fiction can be an umbrella term; though commonly used as a synonym for describing the historical novel. Examples from literature - Sir Walter Scott's Ivanhoe, Dickens' A Tale of Two Cities, Kenneth Roberts' Northwest Passage.

**Plot:** Definition - Plot is a literary term used to describe the events that make up a story, or the main part of a story. These events relate to each other in a pattern or a sequence. The structure of a novel depends on the organization of events in the plot of the story. Plot is known as the foundation of a novel or story, around which the characters and settings are built. It is meant to organize information and events in a logical manner. Primary Elements of a Plot - There are five main elements in a plot. Exposition or Introduction, Rising Action, Climax, Falling Action, Resolution. Examples from literature - Harry Potter and the Sorcerer's Stone (By J. K. Rowling), Pride and Prejudice (By Jane Austen).

**Anti-Climax:** Definition - Anti-climax is a rhetorical device that can be defined as a disappointing situation, or a sudden transition in discourse from an important idea to a ludicrous or trivial one. It is when, at a specific point, expectations are raised, everything is built-up, and then suddenly something boring or disappointing happens - this is an anti-climax. Types of Anti-Climax - There are two types of anti-climax. The first is used in narrations, such as the anti-climax about the overall plot of the story. The second one is a figure of speech, which might occur anywhere in the story.

**Stream of Consciousness:** Definition - In literature, stream of consciousness is a method of narration that describes happenings in the flow of thoughts in the minds of the characters. The term was initially coined by psychologist William James in his research, *The Principles of Psychology*. Examples from literature - The stream of consciousness style of writing is marked by the sudden rise of thoughts and lack of punctuation. The use of this narration style is generally associated with the modern novelist and short story writers of the 20th century.

**Characterization:** Definition - Characterization is a literary device that is used step-by-step in literature to highlight and explain the details about a character in a story. It is in the initial stage in which the writer introduces the character with noticeable emergence. Types of Characters - Flat character, Round character. Salient features - After introducing the character, the writer often talks about his behavior; then, as the story progresses, the thought-processes of the character. The next stage involves the character expressing his opinions and ideas, and getting into conversations with the rest of the characters. The final part shows how others in the story respond to the character's personality.

**Text Book :**

T1. *A Glossary of Literary Terms* | Edition:2 | Harcourt Brace Jovanovich College Publishers | Abrams M H. (1993)

**Reference Book :**

R1. *A Background to the Study of English Literature* | Edition:2 | Trinity Press Publication | Prasad B. (1999)



|  |                                |
|--|--------------------------------|
| Course Title : <b>ENGLISH LANGUAGE TEACHING THROUGH ELECTRONIC MEDIA (T)</b> | Course Code :                  |
| Semester <b>III</b>  | Course Group : <b>DSE-II</b>   |
| Teaching Scheme in Hrs(L:T:P) : <b>4:0:0</b>                                 | Credits 4                      |
| Map Code : <b>A (Language Concepts)</b>                                      | Total Contact Hours: <b>60</b> |
| CIA : <b>25 Marks</b>  | SEE# : <b>75 Marks</b>         |
| Programme: <b>B.A.ENGLISH LITERATURE</b>                                     | <b>#-Semester End Exam</b>     |

### Course Outcomes: (Cos)

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to         | PSOs | CL. Ses | CL |
|-----|---|------|---------|----|
| CO1 | Examine the impact of using electronic media in teaching English for students.                  | PSO1 | 12      | R  |
| CO2 | Use a variety of techniques in teaching English.  | PSO1 | 12      | AN |
| CO3 | Encourage students learn English for effective communication.                                   | PSO1 | 12      | U  |
| CO4 | Create an environment that allows students to practice their language skills upon their levels. | PSO1 | 12      | AN |
| CO5 | Train students about how to study language on their own to create self-reliant learners.        | PSO1 | 6       | AN |
| CO6 | Train the learners to use teachings aids effectively.   | PSO1 | 6       | AN |

### Unit - I

**Lecture Hours:12**

**Approaches and Methods** - Approach -Refers to the beliefs and theories about language, language learning and teaching that underlie a method. Design - Relates the theories of language and learning to the form and function of teaching materials and activities in the classroom. Procedure -Concerns the techniques and practices employed in the classroom as consequences of particular approaches and designs.

**The Grammar Translation Method** - Methodology - In America, the Coleman Report in 1929 recommended an emphasis on the skill of reading in schools and colleges as it was felt at that time that there would be few opportunities to practice the spoken language.

**The Structural-Oral-Situational Approach** – Methodology - The SOS approach was officially accepted by the Madras Presidency in 1950. Till 1990, the SOS has been practiced in schools in South India. It is a communication of certain aspect of the Direct Method, oral and Audio Lingualism.

**The Communicative Approach** – Methodology - Influenced by Krashen, approaches emerged during the 1980s and 1990s which concentrated on the communicative functions of language with meaningful tasks.

**The Silent Way** – Methodology - a methodology of teaching language based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible. Three principles - The learner needs to discover or create - Learning is made easier by the use of physical objects such as Cuisenaire rods - Learning is made easier by problem-solving using the target language.

**Community Language Learning** – Methodology - Community language learning is a language-teaching approach focused on group-interest learning. It is based on the counselling-approach in which the teacher acts as a counselor and a paraphraser, while the learner is seen as a client and collaborator.

## Unit – II

Lecture Hours: 12

**Suggestopedia** - Approach - Suggestopedia is a language teaching method originated in the 1970s by Bulgarian psychologist Georgi Lozanov. The name combines the terms "suggestion" and "pedagogy", the main idea being that accelerated learning can take place when accompanied by de-suggestion of psychological barriers and positive suggestion.

**Total Physical Response** - Methodology - TPR stands for Total Physical Response and was created by Dr. James J Asher. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this.

**The Direct Method** – Methodology - directly establishing an immediate and audio visual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue.

**The Audio Lingual Method** – Methodology - The Audiolingual/Audiovisual Method is derived from "The Army Method," so called because it was developed through a U.S. Army programme devised after World War II to produce speakers proficient in the languages of friend and foes.

**The Bilingual Method** - Methodology - This method was developed by Dr. C. J .Dodson. He says, 'a different attitude is necessary toward the place and function of the mother tongue in the process of learning a second language'. It was proved that the mother tongue, when used as a meaning conveyor, facilitates rather than hinders the imitation responses of the learners.

## Unit – III

Lecture Hours: 12

**Teaching LSRW** - Approach - The teacher either plays a recording, reads a passage or a list of words and ask learners to count the number of times a sound occurs.

**Techniques of Teaching Listening and Speaking** – Listening -Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. Speaking

- Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking skills: Speaking skills are the skills that give us the ability to communicate effectively.

**Techniques of Teaching Reading and Writing** - Skimming and Scanning - Skimming is closely related to the speed of reading. Students must learn to run their eyes quickly through the given material. The Writing Process - The writing process can begin with brainstorming sessions to get ideas. This leads to the question of the purpose of writing as well as the audience.

## Unit – IV

Lecture Hours:12

**Teaching Grammar and Vocabulary** - Approach - this type of exercise, the context provides the clue to the types of grammatical item to be used.

**Techniques of Teaching Grammar – Grammar** - To teach grammar, you need explicit as well as implicit knowledge, to be confident about using the correct terms and explaining these. Don't just learn the next term you are teaching. It is important to be able to relate new learning to other features and the text as a whole. Activity - Through twenty yes/no questions, learners try to discover the person, animal or thing the teacher has thought of.

**Techniques of Teaching Vocabulary** - Vocabulary games - These are useful for vocabulary expansion. Learners will have to think of all the words they know and try to complete the tasks. Word family diagrams - These diagrams can be used at any stage of teaching vocabulary.

## **Unit – V**

**Lecture Hours:12**

**The Visual Aids** - The Visual Aids - Visual aids are often used to help audiences of informative and persuasive speeches understand the topic being presented. Visual aids can play a large role in how the audience understands and takes in information that is presented. There are many different types of visual aids that range from handouts to PowerPoints Different types of visual aids - PowerPoint, White or black board, Paper handouts, Flip chart, Video, Artefacts or props.

**The Audio Aids** - The Audio Aids - Audio aids function as learning facilitators and teaching machines, and motivate the learner and arrest his/her attention during the instructional process. Types of Audio Aids - Radio, Tape Records, Gramophone

**Language Lab** - Language Lab -Language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s. Benefits - Auditory Oriented, Better Attention, Comprehensive quickly, Damper the idea, Effective learning, Focus Veracity .

**ICT** -The modern age is termed as the era of knowledge explosion. This explosion has become possible due to the progress of science and technology. This is the most important tool of information and communication technology and backbone of modern human life.

**Text Book:**

**T1. English Language Teaching** | Edition:2 | Orient Black swan Private Limited | NagarajGeetha, 2008.

**Reference Book:**

**R1. Approaches and Methods in Language Teaching** | Edition:1 | Cambridge | Jack C.Richards(2016) 2017 .

|  |                            |
|--|----------------------------|
| Course Title : <b>ENGLISH LANGUAGE TEACHING THROUGH ELECTRONIC MEDIA (P)</b> | Course Code : 43P          |
| Semester <b>III</b>  | Course Group :DSE – II     |
| Teaching Scheme in Hrs(L:T:P) : <b>0:0:4</b>                                 | Credits 2                  |
| Map Code : <b>H (Practical Experiments)</b>                                  | TotalContactHours:60       |
| CIA : <b>40 Marks</b>  | SEE# : <b>60 Marks</b>     |
| Programme: <b>B.A.ENGLISH LITERATURE</b>                                     | <b>#-Semester End Exam</b> |

**UNIT I : List of Experiments.**

- Component 1. Introduction about language teaching.
- Component 2. Record work
- Component 3. Preparing power point presentation – prose, poetry or short story
- Component 4. Preparing Individual Video
- Component 5. Publishing files in internet - Grammatical Items
- Component 6. Teaching Language components
- Component 7. Preparing Teaching Aids - Teaching Aids for Literature.

**Text Book:**

**T1. English Language Teaching** | Edition:2 | Orient Black swan Private Limited | Nagaraj Geetha, 2008.

**Reference Book:**

**R1. Approaches and Methods in Language Teaching** | Edition:1 | Cambridge | Jack C.Richards(2016) 2017.

**B.A. ENGLISH LITERATURE**

**2022 BATCH**

| <b>Semester</b> | <b>Course Opted</b> | <b>Course Name</b>   | <b>D</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>CIA</b> | <b>ESE</b> | <b>Marks</b> | <b>Credits</b> |
|-----------------|---------------------|--|----------|----------|----------|----------|------------|------------|--------------|----------------|
| <b>IV</b>       | MIL-IV              | Tamil-II/Hindi-II/Malayalam<br>–<br>II/French-II/Arabic-II | 3        | 4        | -        | -        | 25         | 75         | 100          | 3              |
|                 | ELN-IV              | English-IV   | 3        | 4        | -        | -        | 25         | 75         | 100          | 3              |
|                 | DSC -VII            | British Literature   | 3        | 5        | 1        | -        | 25         | 75         | 100          | 6              |
|                 | DSC -VIII           | Basic Linguistics and<br>Phonetics                         | 3        | 5        | 1        | -        | 25         | 75         | 100          | 6              |
|                 | DSE-II              | Elective-II (Content Writing)                              | 3<br>3   | 4        | -        | 4        | 25<br>40   | 75<br>60   | 100          | 6              |
|                 | NMS-IV              | Soft Skills-IV   | 3        | 2        | -        | -        | Grade      |            |              |                |
|                 | AECC- 2             | Aptitude   | 3        | 3        | -        | -        | 100        | -          | 100          | 3              |
|                 | NCC                 | NCC/NSS/<br>SPORTS/CULTURALS                               | -        | 1        | -        | -        | -          | -          | -            | -              |
|                 |                     | Total  |          | 34       |          |          |            |            | 600          | 27             |

## SEMESTER - IV

|  |                            |
|--|----------------------------|
| Course Title : British Literature          | Course Code :              |
| Semester IV                                | Course Group : DSC VII     |
| Teaching scheme in Hrs (L:T:P) : 5:1:0     | Credits <b>4</b>           |
| Map Code : A                               | Total Hours : 90           |
| CIA : <b>25 Marks</b>                      | SEE : <b>75 Marks</b>      |
| Programme : <b>B.A. English Literature</b> | <b>#-Semester End Exam</b> |

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to  | PSOs | CL.<br>Ses | CL |
|-----|--|------|------------|----|
| CO1 | identify major historical periods and literary movements in British literature.          | PSO2 | 15         | R  |
| CO2 | explain the core concepts of representative literary works.                              | PSO1 | 20         | U  |
| CO3 | apply literary techniques to analyse and interpret the components of specific texts.     | PSO2 | 20         | Ap |
| CO4 | examine the use of literary criticism to bring out the various meanings and backgrounds. | PSO4 | 20         | An |
| CO5 | critically evaluate the social milieu of the texts.                                      | PSO5 | 15         | E  |

### Unit I- Poetry

### Lecture Hours-15 Hours

**Amoretti 57 (Sweet Warrior)– Edmund Spenser** : **About The author:** Edmund Spenser, who lived from 1552 to 1599, was one of the key literary figures of the English Renaissance. Spenser's early education was provided by Merchant Taylor's school, though he gained formal education at Pembroke College, Cambridge, starting in 1569. **Explanation and Theme analysis of the Poem-** Edmund Spenser's Sonnet 57 “Sweet Warrior” from Amoretti is a plea of the lover to his beloved to end the war that is going on between them as the lover cannot anymore deal with the refusals from the beloved and asks the beloved to accept him so that he can be at peace with her.

**Sonnet 30 (When to the sessions of sweet silent thought)** - Shakespeare: **about the author:** William Shakespeare was a renowned English poet, playwright, and actor born in 1564 in Stratford-upon-Avon. His birthday is most commonly celebrated on 23 April (see When was Shakespeare born), which is also believed to be the date he died in 1616. **Explanation and Theme analysis of the Poem-** In “Sonnet 30,” the speaker spends most of the poem describing setbacks, sorrows, and regrets. And while the speaker does proclaim in lines 13-14 that love “restor[es]” “all losses,” a reader might feel like the power of the speaker's sorrows outweighs this hasty and conventional ending.

**The Garden - Andrew Marvell : about the author:** Andrew Marvell was an English metaphysical poet, satirist and politician who sat in the House of Commons at various times between 1659 and 1678. During the Commonwealth period he was a colleague and friend of John Milton. **Explanation and Theme analysis of the Poem-** "The Garden," a curmudgeonly but lyrical speaker rejects all of human civilization in favor of the solitary pleasures of a green garden. Alone in a garden, the speaker says, a person can enjoy what's truly best in life: an unhurried, untroubled, sensuous creativity that mirrors the garden's own.

**The Solitary Reaper – William Wordsworth : About the author:** William Wordsworth was born on 7 April 1770 at Cockermouth in Cumbria. His father was a lawyer. Both Wordsworth's parents died before he was 15, and he and his four siblings were left in the care of different relatives. As a young man, Wordsworth developed a love of nature, a theme reflected in many of his poems. **Explanation and Theme analysis of the Poem-** "The Solitary Reaper" is a work of expressive beauty, about a man (the poet) who is enchanted by a young woman, but not in the way of sexual desire. He is taken by the way her voice and feeling fills the emptiness of the Highland valley.

**Dover Beach - Mathew Arnold: about the author:** Matthew Arnold (24 December 1822 – 15 April 1888) was an English poet and cultural critic. He was the son of Thomas Arnold, the celebrated headmaster of Rugby School, and brother to both Tom Arnold, literary professor, and William Delafield Arnold, novelist and colonial administrator. **Explanation and Theme analysis of the Poem**"Dover Beach" is the most celebrated poem by Matthew Arnold, a writer and educator of the Victorian era. The poem expresses a crisis of faith, with the speaker acknowledging the diminished standing of Christianity, which the speaker sees as being unable to withstand the rising tide of scientific discovery.

## Unit II-Prose

## Lecture Hours- 20 Hours

**Of Travel - Francis Bacon: about the author:** Sir Francis Bacon (later Lord Verulam and the Viscount St. Albans) was an English lawyer, statesman, essayist, historian, intellectual reformer, philosopher, and champion of modern science. **Explanation and Theme analysis of the Essay-**The main theme of "Of Travel" by Francis Bacon is that knowledge of the place to which one is traveling is a basic prerequisite before setting out. Otherwise, the traveler, especially the young traveler, will not derive much benefit from his journey.

**My Relations - Charles Lamb: about the author:** Charles Lamb (February 10, 1775 – December 27, 1834) was an English poet, fiction writer, literary critic, and essayist of the English Romantic period. **Explanation and Theme analysis of the Essay-** a portrait of his elder brother John who has been named as James Elia, Lamb says that James was an inexplicable cousin whom nature had made so obscure that even an acute critic would not be able to understand him. He loved works of art. But his theories and principles were contrary to his practice.

**On Smiles - A G Gardiner : about the author:** Alfred George Gardiner (2 June 1865 – 3 March 1946) was an English journalist, editor and author. His essays, written under the alias "Alpha of the Plough", are highly regarded. **Explanation and Theme analysis of the Essay-** The theme of this poem is based on trust, happiness, appearance, change etc. There is a huge difference between natural smile and artificial smile (smile by the force). The natural smile will make others happy and they will forget their sorrows and start smiling.

## Unit III - Drama

## Lecture Hours-20 Hours

**The White Devil - John Webster:about the author:** John Webster was a playwright from England who was born in 1580 and died in 1632. Not much factual information is known about his life. He married Sara Peniall and had at least four children, one born two months after they were married. Webster is best known for his two plays, The White Devil and The Duchess of Malfi. **Explanation and Theme analysis of the Drama:** The White Devil, tragedy in five acts by John Webster, performed and published as The White Divil in 1612. Based on historical events that occurred in Italy during the 1580s, this dark Jacobean drama is considered one

of the finest of the period. The play suggests that love is an archaic force which destroys the established social order as well as the personal lives of all those caught up in it • Its inevitable outcome is death – love and death are indissoluble •

**The importance of Being Earnest - Oscar Wilde: about the author:** Oscar Fingal O'Flahertie Wills Wilde was born on October 16th, 1854 in Dublin, Ireland. In 1987 literary biographer Richard Ellmann published his detailed work *Oscar Wilde*, for which he posthumously won a National (USA) Book Critics Circle Award in 1988 and a Pulitzer Prize in 1989. It is considered by some the definitive work on the subject. **Explanation and Theme analysis of the Drama:** *The Importance of Being Earnest* is first performed in 1895. The play tells the story of two men, Jack Worthing and Algernon Moncrieff, who both assume the identity of a fictional man named Ernest, leading them both to fall in love and find an assortment of problems along the way. The main theme of *The Importance of Being Earnest* is the societal norms of Victorian England. The entire play is a satirical critique of those norms through the lens of Wilde's absurd characters.

#### Unit IV- Fiction

#### Lecture Hours- 20 Hours

**Robinson Crusoe - Daniel Defoe: About the author:** Daniel Defoe, orig. Daniel Foe, (born 1660, London, Eng. —died April 24, 1731, London), British novelist, pamphleteer, and journalist. **Explanation and Theme analysis of the Fiction:** *Robinson Crusoe*, as a young and impulsive wanderer, defied his parents and went to sea. He was involved in a series of violent storms at sea and was warned by the captain that he should not be a seafaring man. Ashamed to go home, Crusoe boarded another ship and returned from a successful trip to Africa.

**Wuthering Heights - Emily Bronte: about the author:** Emily Brontë was an English novelist and poet who wrote a single novel, *Wuthering Heights* (1847), a highly imaginative work of passion and hate set on the Yorkshire moors. It received terrible reviews when first published but came to be considered one of the finest novels in the English language. **Explanation and Theme analysis of the Fiction:** *Wuthering Heights* focuses on a person Heathcliff, who is a mysterious gypsy-like person. Heathcliff rises in the family who had adopted him and then he was reduced to the status of a servant there. Further, he ran away from the young woman whom he loved very much and decided to marry another.

#### Unit V-Criticism

#### Lecture Hours- 15 Hours

**Hamlet and his Problems - T. S. Eliot: about the author:** T.S. Eliot (born September 26, 1888, St. Louis, Missouri, U.S.—died January 4, 1965, London, England) American-English poet, playwright, literary critic, and editor, a leader of the Modernist movement in poetry in such works as *The Waste Land* (1922) and *Four Quartets* (1943) **Explanation and Theme analysis of the Essay:** One of his main struggles is dealing with the death of his father, King Hamlet, and the subsequent marriage of his mother, Queen Gertrude, to his uncle, King Claudius. This situation brings about feelings of grief, betrayal, and a sense of moral and existential confusion for Hamlet.

#### Text Books

Wilde, Oscar. *The Importance of Being Earnest*. Penguin Books, 2012

Defoe, Daniel. *Robinson Crusoe*. Macmillan Books, 2010

#### Reference Books

Augusta, Mary. *The Essays of Francis Bacon*. Charles Scribners, 2005



|  |                                |
|--|--------------------------------|
| Course Title: <b>BASIC LINGUISTICS AND PHONETICS</b> | Course Code :                  |
| Semester <b>IV</b>                                   | Course Group : DSC-VIII        |
| Teaching Scheme in Hrs (L:T:P) : <b>5:1:0</b>        | Credits <b>4</b>               |
| Map Code : <b>A (Theory Concept)</b>                 | Total Contact Hours: <b>90</b> |
| CIA : <b>25 Marks</b>                                | SEE# : <b>75 Marks</b>         |
| Programme: B.A. ENGLISH LITERATURE                   | <b>#-Semester End Exam</b>     |

### Course Outcomes: (Cos)

| No. | Course Outcomes (Cos):<br>After the completion of the course, the students will be able to                 | PSOs | CL Ses | CL |
|-----|--|------|--------|----|
| CO1 | comprehend the basic components of a language.   | PSO1 | 18     | U  |
| CO2 | apply the basic knowledge of linguistic levels on English Language.  | PSO1 | 18     | A  |
| CO3 | develop proficiency in articulating and recognizing speech sounds  | PSO1 | 18     | A  |
| CO4 | create an environment that allows students to practice their speech sounds of English at their own accord. | PSO1 | 18     | A  |
| CO5 | transcribe passages into phonetic language   | PSO1 | 18     | A  |

#### UNIT I

**Lecture Hours:18**

**Definition of Linguistics:** Introduction – Linguistics is the scientific study of language and its structure. It includes its sounds, grammar, meaning, as well as the social and cultural aspects of language use. The traditional areas of linguistic analysis include phonetics, phonology, morphology, syntax, semantics, and pragmatics.

**Linguistic Levels:** Phonological level – Sounds of a language and how they are organized to convey meaning – It may consider pronunciation or phonetic patterns. Morphological Level – Focuses on the structure and formation of words - Word Structure - Inflections and Derivations. Syntactic Level – Deals with arrangement of words to create well-formed sentences – Sentence Structure, grammar rules, and word order. Semantic Level – To understand the meaning of a word or phrase within the context of the task. Pragmatic Level - Consider the intended action or response from the user – Speech acts.

**Linguistic Types:** Linguistic types represent the diverse areas of study within linguistics, each contributing to our understanding of language from different perspectives. There are different components of linguistics, each one dealing with a particular aspect of a language. Five Components of linguistics – Phonetics – Phonology – Morphology – Syntax – Semantics.

**The Structure of Language:** In linguistics, the structure of language is a multifaceted concept that involves the systematic organization of elements at various levels, from the smallest units of sound to the overall organization of discourse. Examines the physical properties of speech sounds, focusing on their articulation, acoustic characteristics, and auditory perception. Understanding the structure of language in linguistics involves exploring these interrelated components, each contributing to the overall system of a language. Linguists analyze and describe these structures to gain insights into the nature of human language, its development, and its use in communication.

#### UNIT II

**Lecture Hours: 18**

**Introduction to Phonetics and Phonology:** Introduction - Phonetics is the branch of linguistics that

deals with the study of the sounds of human speech. Phonology is another branch of linguistics that focuses on the study of the sound patterns of languages. It includes Phonemes, and Sound Patterns.

**Air-stream Mechanism:** The air-stream mechanism is the process by which speech sounds are produced through the controlled flow of air from the lungs. There are three main types: pulmonic (using the lungs), glottalic (involving the glottis or vocal folds), and velaric (involving the back of the tongue against the soft palate). This mechanism, in coordination with the manipulation of the vocal tract, contributes to the diversity of speech sounds in human languages.

**The Organs of Speech:** The organs of speech refer to the physical structures involved in the production of speech sounds. Respiratory Organs: Lungs - Provide the airflow necessary for speech production and Trachea (Windpipe) - Conducts air to and from the lungs. Phonatory Organs: Larynx (Voice Box) - Contains the vocal folds (vocal cords) responsible for creating voiced sounds. Resonatory Organs: Pharynx - The throat, where sounds resonate and are modified. Oral Cavity - The mouth, where most speech sounds are formed by manipulating the tongue, lips, and jaw. Nasal Cavity - The nose, which plays a role in producing nasal sounds. Articulatory Organs: Tongue - Shapes and positions to create specific sounds. Lips - Control airflow and contribute to sound formation. Palate - The roof of the mouth, including the hard palate and soft palate, influences the resonance of sounds. Teeth - Contribute to the articulation of certain sounds.

**The Description and Classification of Vowels:** Vowels are a class of speech sounds produced with an open vocal tract, allowing the free flow of air. Active articulator is the part of the vocal tract that plays the more dynamic role in creating a speech sound - Passive articulator is the part of the vocal tract that remains relatively stationary during the production of a speech sound. Front Vowels - Articulated with the tongue towards the front of the mouth, creating sounds like /i/ (as in "see") and /e/ (as in "bed"). Central Vowels - Formed with the tongue in the middle of the mouth, resulting in sounds like /ə/ (as in "sofa"). Back Vowels - Articulated with the tongue towards the back of the mouth, producing sounds like /u/ (as in "blue") and /o/ (as in "go"). Rounded Vowels - Pronounced with rounded lips, contributing to sounds like /u/ (as in "blue") and /ɔ/ (as in "thought"). Unrounded Vowels - Articulated with unrounded lips, as seen in sounds like /i/ (as in "see") and /æ/ (as in "cat").

### UNIT III

### Lecture Hours:18

**The Description and Classification of Consonants:** Speech sounds during the articulation of which the air from the lungs does not escape freely through the mouth are consonants. Consonants are characterized by constriction or closure of the vocal tract, impeding the airflow. Air-stream mechanism – An air stream that uses the air from the lungs is called a pulmonic air-stream. State of the glottis – The space between two vocal cords when they are drawn far away from each other. Speech sounds are divided into two kinds – Voiceless and voiced. Position of the soft palate – active articulator – passive articulator – stricture involved. Place of Articulation: Bilabial, Labiodental, Dental, Alveolar, Palatal, Velar. Manner of Articulation: Plosives (/p/, /b/, /t/, /d/, /k/, /g/), Fricatives (/f/, /v/, /s/, /z/, /ʃ/, /ʒ/), Affricates (/tʃ/ as in "chat," /dʒ/ as in "judge"), Nasal (/m/, /n/, /ŋ/), Liquid (/l/, /r/), Glide (/j/, /w/), Voicing: Voiced - Vocal folds vibrate during sound production. Voiceless - Vocal folds do not vibrate.

**Phonetic Symbols and the IPA:** The International Phonetic Alphabet (IPA) provides a standardized set of symbols for accurate phonetic transcription. Phonetic symbols are a system of written characters used to represent the sounds of spoken language. The use of IPA helps linguists, language learners, and researchers communicate about and analyze the diverse sounds found in human languages. The IPA chart and brief descriptions of the symbols included in the chart.

**Phoneme Sequence and Consonant Cluster:** A phoneme sequence refers to the consecutive arrangement of phonemes, which are the smallest units of sound in a language that can change the meaning of a word. Phoneme sequences are crucial in understanding the structure of spoken words and how sounds interact to convey meaning. Phoneme sequences determine the pronunciation of words and contribute to intelligibility in spoken language. A consonant cluster, also known as a consonant blend, occurs when two or more consonants appear consecutively in a word without any intervening vowels. Consonant clusters can be found at the beginning or end of a syllable or word.

Consonant clusters influence the rhythm and flow of speech. They contribute to the overall sound pattern of a language and affect the syllabic structure of words. Initial Cluster - In the word "blend," the initial consonant cluster is /bl/. Final Cluster - In the word "jump," the final consonant cluster is /mp/.

#### **UNIT IV**

**Lecture Hours:18**

**Word Accent:** Word accent refers to the emphasis or prominence given to a specific syllable within a word. It is a feature of prosody, which encompasses the rhythm, intonation, and overall musicality of spoken language. Word accent involves variations in pitch, loudness, and duration, creating a perceptually distinct syllable that stands out from the others. Word accent can distinguish between words, contributing to meaning. For instance, in English, "record" (noun) and "record" (verb) have different stress patterns. Primary Accent and Secondary Accent. Understanding primary and secondary accents is crucial for mastering the rhythm and stress patterns of spoken language.

**Accent and Rhythm in Connected Speech:** Major differences between polysyllabic words said in isolation and connected speech. Content words and structural words. Rhythm in English – Stress-timed. Weak forms and their importance. Primary accent – Secondary accent. Accent and rhythm contribute to the natural, native-like quality of spoken language. Word Stress - Certain syllables within words receive primary stress, creating a rhythmic pattern. The word "reCORD" (noun) has stress on the first syllable, while "re-cord" (verb) has stress on the second syllable. Sentence Stress - Content words (nouns, verbs, adjectives, adverbs) typically receive more stress than function words (pronouns, articles, prepositions).

**Intonation:** Intonation refers to the variation in pitch, melody, and tone that occurs during speech. It plays a crucial role in conveying meaning, expressing emotions, and distinguishing between different types of utterances. Intonation patterns involve the rise and fall of pitch across phrases, sentences, or longer stretches of speech. Rising-Falling (Common Statement), Rising (Question), Falling (Statement).

#### **UNIT V**

**Lecture Hours:18**

**Received Pronunciation:** Received Pronunciation (RP) refers to the standard and prestigious accent of British English, traditionally associated with educated speakers and often used as a reference for pronunciation in dictionaries and language learning materials. RP is considered as a neutral accent. Learning RP might be challenging for non-native speakers due to its non-regional nature. It has distinct vowel and consonant pronunciations, and it usually drops the 'r' sound at the end of words. It's seen as a standard for clear and proper English pronunciation.

**Phonetic Transcription:** Phonetic transcription is a system of writing down spoken language using symbols that represent individual speech sounds. Phonetic transcription is a valuable tool for linguists, language learners, and researchers. It provides a standardized and detailed way to represent the sounds of spoken language, facilitating analysis, linguistic study, and improved pronunciation. For instance, Cat: /kæt/, Sing: /sɪŋ/ Banana (with stress on the first syllable): /bə'nænə/.

#### **Text Book:**

T1. A Textbook of English Phonetics for Indian Students | Edition:2 | Macmillan Publisher India Limited | Balasubramanian T(2010)

T2. The Study of Language. George Yule. 2012.

#### **Reference Book:**

R1. The pronunciation of English | Edition:4 | Cambridge University Press | Daniel Jones (2002).

|                                       |                       |
|---------------------------------------|-----------------------|
| CourseTitle :CONTENT WRITING(T)       | Course Code :         |
| Semester IV                           | Course Group : DSE-II |
| Teaching scheme in Hrs(L:T:P) : 4:0:0 | Credits 4             |
| Map Code :A                           | TotalContactHours: 60 |
| CIA :25 Marks                         | SEE : 60 Marks        |
| Programme :B.A. English Literature    | #-SemesterEndExam     |

| COs. | Course Outcome (COs):<br>After successful completion of this course, the students will be able to                            | POs &PSOs | Cl. Ses | CL |
|------|--|-----------|---------|----|
| CO1  | retrieve learners the basic concepts of content Writing  | PSO1      | 12      | R  |
| CO2  | interpret the various styles and techniques of writing and editing.  | PSO1      | 12      | U  |
| CO3  | implement their creative skill.  | PSO1      | 12      | AP |
| CO4  | practice freelancing, editing job platforms, and other such effective forums to apply content writing.                       | PSO1      | 12      | AP |
| CO5  | devise editing and proofreading their own thesis and projects, as well as to provide constructive feedback to the peer group | PSO1      | 12      | C  |

## UNIT I

Lecture hours: 12

### Basics of Content writing

**Importance of Content Writing-** Content writing allows you to be active in your field and present your business ideas in various forms and on multiple platforms- Posting regular content lets people know what your business is about- It informs them about what you do and how you can help them- strong writing skills, as well as the ability to research topics, understand target audiences, and write in a clear and concise style- tells your audience about your business and industry.

**Role and Functions of Content Writers-** A content writer writes, develops, edits, and publishes content and copy for various digital platforms, including websites, blogs, videos, email marketing campaigns, advertising campaigns, social media posts, infographics, whitepapers- The primary goal of content writing is to provide relevant information to the target audience. It conveys information to the audience in a concise, easy-to-understand and engaging manner. Content writing also helps businesses to build brand awareness and attract customers to achieve their goals- provide relevant information to the target audience.

**Print and Web Content Writing-** Web content is often written to engage, inform, and entertain users who are seeking quick and easily digestible information- Print content tends to be more in-depth and catered to a specific audience- the process of writing, editing, and publishing content

in a digital format-create print and digital content for companies that provides information or showcases the products or services they offer.

**Content writing as career option-** Content writing jobs offer a diverse and rewarding career path for individuals with a passion for writing and a knack for crafting compelling, informative, and engaging content- These roles involve creating content for various mediums such as websites, blogs, social media, emails, and more- Content Writer is an experienced professional who is responsible for leading the team of junior Content Writers and other members of the team.

## **UNIT II**

**Lecture hours: 12**

### **Scope and types of Content Writing**

**Editing and Proof-Reading-** Editing strategies focus on making your text more readable by assessing clarity, style, and citations, while proofreading strategies focus on eliminating errors and mistakes in grammar, punctuation, spelling, and formatting- includes evaluating the structure, content, style, tone, and evidence- to improve the sense and logic of your material-carefully checking for errors in a text before it is published or shared- ensures the technical accuracy of every language version of your content.

**Writing Styles-**expository, descriptive, narrative, and persuasive- explore the defining features of these four writing styles- The user manuals, scientific writing, technical content, and all the 'how-to' articles are written in this writing style- express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use for writing.

**Blogging, e-book preparation, and Travelogues-**Most travel blogs focus on something specific, like a style of travel ,a specific destination or something else like what to pack or the best food along the road- A travelogue is a written, visual, or multimedia account of a person's travel experiences, adventures, and observations during a journey to a specific destination or a series of destinations- E-book, digital file containing a body of text and images suitable for distributing electronically and displaying on-screen in a manner similar to a printed book.- the process of creating blog posts and publishing them on a website.

**Writing blogs, case studies and white papers-** A blog post carries a practical perspective to the topic, whereas a white paper is an attempt to educate and promote a specific brand/idea/premise- a persuasive, authoritative, in-depth report on a specific topic that presents a problem and provides a solution- to promote or highlight the features of a solution, product, or service that it offers or plans to offer.

## **UNIT III**

**Lecture hours: 12**

### **Processes and Principles of writing**

**The principles of non-fiction writing-** principles include point of view, characterization, plot, and conflict- introduces students to complex thought, including using evidence to prove a theory and explaining a concept through deductive reasoning, not typically explored in fiction- a broad genre of writing that encompasses all books that aren't rooted in a fictional narrative

**Techniques of writing non-fiction-** Writing non-fiction requires a different set of skills compared to fiction, as it involves presenting facts, information, and analysis rather than creating

a fictional story- Create a clear and logical structure for your piece. Use outlines or mind maps to organize your ideas before you start writing. This will make your writing more coherent and easy to follow

**Story-telling techniques-** Create well-rounded, relatable characters. Readers or listeners should be able to connect with the characters on an emotional level- Every story needs conflict. Introduce challenges and obstacles for your characters to overcome. The resolution should be satisfying and provide a sense of closure- Establish the setting and create a vivid atmosphere. Details about the environment can enhance the reader's or listener's experience and immerse them in the story.

**The Laws of Plagiarism and Copyright-** Plagiarism is generally considered an ethical violation rather than a legal one, although it can have legal implications in certain contexts, such as academic institutions- Educational institutions often have strict policies against plagiarism, and students found guilty may face academic consequences, ranging from failing a specific assignment to expulsion- Copyright is a legal right that grants the creator of an original work exclusive rights to its use and distribution

#### **UNIT IV**

**Lecture hours: 12**

#### **SEO Content**

**SEO and web content-** Search Engine Optimization (SEO) is a crucial aspect of creating web content. SEO involves optimizing your content so that it ranks well in search engine results, making it more discoverable to users- Identify relevant keywords that your target audience is likely to use in search queries- Create high-quality, valuable content that addresses the needs and interests of your audience. Search engines prioritize content that provides a positive user experience- Incorporate your target keywords naturally into your content, including in titles, headings, and throughout the body.

**Developing SEO content strategy-** Developing a comprehensive SEO content strategy is essential for improving your website's visibility and attracting organic traffic- Clearly articulate your business or website goals. Whether it is increasing brand awareness, driving leads, or boosting sales, your content strategy should align with your overarching objectives- Assess existing content to identify gaps, outdated information, and opportunities for optimization. Determine which content has performed well and which needs improvement.

**Corporate Communications-** Corporate communications refers to the practices and processes that organizations use to manage and disseminate information to various stakeholders, both internal and external. Effective corporate communications play a crucial role in building and maintaining a positive corporate image, fostering employee engagement, and managing relationships with shareholders, customers, the media, and the broader community- Communicate organizational goals, updates, and changes to employees. Foster a transparent and collaborative work environment.

**Social media content writing-** Writing effective content for social media requires a unique approach that considers the specific characteristics and dynamics of various platforms- Understand target audience, including their interests, preferences, and the platforms they use.

Tailor content to resonate with them- Maintain a consistent brand voice across social media platforms. Whether your tone is formal, casual, humorous, or informative, ensure it aligns with brand identity.

## **UNIT V**

**Lecture hours: 12**

### **Content Writing for E-commerce**

**Effective Content Writing for E-commerce Sites-** Creating effective content for ecommerce sites is crucial for attracting and engaging customers, as well as driving conversions- Write clear, concise, and compelling product descriptions. Highlight key features and benefits. Use language that resonates with your audience- Conduct keyword research to identify relevant search terms. Optimize product titles, descriptions, and meta tags for search engines to improve visibility.

**Advertisements and Digital Marketing-** Advertisements and digital marketing are integral components of modern business strategies, allowing companies to reach their target audiences through various online channels- Traditional advertising includes channels like print, TV, radio, and billboards, while digital advertising leverages online platforms such as search engines, social media, email, and website- Digital platforms offer a variety of ad formats, including display ads, video ads, social media ads, search engine ads (pay-per-click), and native ads.

**Product description-** Writing compelling product descriptions is essential for e-commerce success. A well-crafted product description not only provides essential details but also entices customers to make a purchase- Clearly outline the key features and specifications of the product. This includes size, color options, materials, and any unique functionalities.

**Profile of an Institution, Organisation or Company-** Creating a profile for an institution, organization, or company involves summarizing key information about its background, mission, values, products or services, achievements, and overall identity. This profile serves as a concise yet comprehensive overview for various stakeholders, including customers, investors, employees, and the public- Provide a brief introduction to the institution, organization, or company. Include its name, founding date, and a general overview of its purpose and activities.

**Visual Content-** Visual content is a powerful tool in digital communication, marketing, and storytelling. It includes images, graphics, videos, and other visually appealing elements that can enhance the engagement and impact of your message- Use high-quality, relevant photographs to convey messages and evoke emotions- create custom graphics or use illustrations to explain concepts or add a creative touch.

### **Reference:**

Robinson Joseph. Content Writing Step-by-step. Amazon digital services LLC--KDP print US, 2020. ISBN: 9798603871929.

Williams, Andy. How To Write Great Website Content in 2019. Independently published. ISBN: 1731384467.

Feldar, Lynda. Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. New Riders, CA, USA. ISBN-13: 978-0321794437, ISBN10: 9780321794437.

<https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/>

|                               |                                  |                      |                          |
|-------------------------------|----------------------------------|----------------------|--------------------------|
| CourseTitle                   | : <b>CONTENT WRITING (P)</b>     | Course Code          | :                        |
| Semester                      | IV                               | Course Group         | : DSE-II                 |
| Teaching scheme in Hrs(L:T:P) | : 0:0:4                          | Credits              | <b>4</b>                 |
| Map Code                      | : M (Practical)                  | Total Contact Hours: | 60                       |
| CIA                           | : <b>40 Marks</b>                | SEE                  | : <b>60 Marks</b>        |
| Programme                     | : <b>B.A. English Literature</b> |                      | <b>#-SemesterEndExam</b> |

### List of Experiments:

**Component 1:** Newsletter Creation: Develop a newsletter on a topic of interest. Include headlines, articles, and visual elements.

**Component 2:** Profile of an Institution :Creating one sample content for any department in our campus

**Component 3:** Product Reviews: Write a review for the product used recently, covering aspects like features, pros, cons, and overall experience.

**Component 4:** Social Media Posts: Write engaging posts for platforms like Instagram, Twitter, or LinkedIn.

**Component 5:** Creative Writing: Experiment with short stories, poetry, or fictional narratives.

**Component 6:** Editing and Proofreading: Proofread any article.

**Component 7:** Interview Articles: Conduct interviews with classmates, teachers, or professionals, turn the interviews into articles, focusing on engaging storytelling.

**Component 8:** Opinion Pieces: Express your opinions on current events, social issues, or trends.

**Component 9:** Collaborative Writing: Collaborate with classmates on a shared document. Practice coordinating ideas and integrating different writing styles.

### Reference & TEXT BOOK

Robinson Joseph. Content Writing Step-by-step. Amazon digital services LLC--KDP print US, 2020. ISBN: 9798603871929.

Williams, Andy. How To Write Great Website Content in 2019. Independently published. ISBN: 1731384467.

Feldar, Lynda. Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. New Riders, CA, USA. ISBN-13: 978-0321794437, ISBN10: 9780321794437.

<https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/>



## SEMESTER V

| Semester      | Course Opted         | Course Name                         | D | L | T         | P   | CIA | ESE        | Marks     | Credits |  |
|---------------|----------------------|-------------------------------------|---|---|-----------|-----|-----|------------|-----------|---------|--|
| <b>V</b>      | DSC - IX             | American Literature                 | 3 | 5 | 1         | -   | 25  | 75         | 100       | 6       |  |
|               | DSC - X              | Commonwealth Literature             | 3 | 5 | 1         | -   | 25  | 75         | 100       | 6       |  |
|               | DSE-III              | Elective - III                      | 3 | 4 | -         | 4   | 25  | 75         | 100       | 6       |  |
|               |                      |                                     | 3 |   |           |     | 25  | 75         |           |         |  |
|               | DSE-IV               | Elective – IV (EDC)                 | 3 | 5 | 1         | -   | 25  | 75         | 100       | 6       |  |
|               | <b>Any ONE Group</b> |                                     |   |   |           |     |     |            |           |         |  |
|               | <b>Group A</b>       |                                     |   |   |           |     |     |            |           |         |  |
|               | SEC – G I – A – 1    | Placement - College to Corporate I  | 3 | 2 | -         | -   | 50  | -          | 50        | 2       |  |
|               | SEC - GI – A – 2     | Placement - College to Corporate II | 3 | 2 | -         | -   | 50  | -          | 50        | 2       |  |
|               | <b>Group B</b>       |                                     |   |   |           |     |     |            |           |         |  |
| SEC – G I – B | Translation Studies  | 3                                   | 4 | - | -         | 100 | -   | 100        | 4         |         |  |
| <b>Total</b>  |                      |                                     |   |   | <b>30</b> |     |     | <b>500</b> | <b>28</b> |         |  |

|  |                            |
|--|----------------------------|
| Course Title : Media Studies (T)           | Course Code :              |
| Semester : V                               | Course Group : DSE- III    |
| Teaching scheme in Hrs(L:T:P) : 4:0:0      | Credits <b>4</b>           |
| Map Code : A                               | Total Contact Hours : 60   |
| CIA : <b>25 Marks</b>                      | SEE : <b>75 Marks</b>      |
| Programme : <b>B A. English Literature</b> | <b>#-Semester End Exam</b> |

| No. | Course Outcomes (Cos):<br><br>After completion of this course, the students will be able to                              | PSOs | CL.<br>Ses | CL |
|-----|--|------|------------|----|
| CO1 | Identify key concepts, theories, and historical developments in media studies.   | PSO2 | 12         | R  |
| CO2 | Explain the role of media in shaping culture, identity, and society.   | PSO4 | 12         | U  |
| CO3 | Apply media production techniques to create multimedia projects, incorporating storytelling principles and digital tools | PSO2 | 12         | Ap |
| CO4 | Assess different media forms, genres, and styles, identifying similarities, differences, and trends                      | PSO4 | 12         | E  |
| CO5 | Generate original media content that reflects an understanding of audience needs, interests, and preferences.            | PSO5 | 12         | C  |

## Unit - I.

Lecture Hours - 12 Hours

### Media Development and Society

**Introduction and Types of Media:** Media is the very source of mass communication. Media plays the most informative role in our society. It is the main thing of mass communication. Some examples of media are newspapers, magazines, books, radio, television, cinema, internet, social media, mobile phone. **The role of media in democracy:** It provides information to individuals to make their own decisions. The monitorial role involves practices such as publishing reports, agendas, and threats, reporting political, social, and economic decisions, and shedding light to public opinion. **Media as public service:** Public service media (PSM) are publicly owned multi-platform media organisations that provide relevant, credible and impartial news, entertainment, and education to their audiences. PSM are essential for informed and effective democracies to survive and thrive, and should be accessible and accountable to all citizens. **Media and Society:** Media plays the watchdog function for the society. It also impacts the fame of a political party, organization and individual. With the absence of media, the people would be isolated not only from the society but from the government, lawmakers and from the rest of the world

## **Unit II - Print Media** **12 Hours**

**Lecture Hours -**

**Introduction to Print Media:** Print media is one of the oldest and basic forms of mass communication. It includes newspapers, weeklies, magazines, monthlies, and other forms of printed journals. Print media generally refers to newspapers. The contribution of print media in providing information and transfer of knowledge is remarkable. **News Media Operations & Gathering The News:** Reporters follow a pretty standard procedure as they turn information into news. The steps include: 1) discovery; 2) information gathering; 3) judging impact; 4) focusing on critical elements; 5) organizing; 6) using words effectively. **Skills for writing News:** Communication. The primary role of a journalist is to communicate news, either written or verbally. Attention to detail. Persistence. Research skills. Digital literacy. Logical reasoning and objectivity. Investigative reporting. Problem-solving skills. **Editing & Principles of Layout and Design:** First, to separate elements. Don't crowd things so close together that the eye has a hard time distinguishing individual elements. Use horizontal and vertical white space between columns, pictures, and titles. Second, use white space to draw attention to specific elements.

## **Unit III - Radio** **12 Hours**

**Lecture Hours -**

**Development of Radio Broadcasting in India:** The history of broadcasting in India began in the 1920s with amateur radio clubs starting the first radio services in cities like Calcutta, Madras, and Bombay. The British government then established control over radio, forming the Indian Broadcasting Company in 1926. **Characteristics of Radio:** (i) Radio makes pictures: As you listen to any radio programme, you are able to visualize or 'see' pictures in your mind of what is being described. (ii) The Speed of Radio: Radio is the fastest medium. It is instant. As things happen in a studio or outside, messages can be sent or broadcast. **Writing and Production of different Radio programmes:** To write an effective radio script, use good structure, write as if you're speaking, paint word pictures, keep it concise, and allow for flexibility. When writing radio scripts for other presenters, use their voice by getting their input, adding distinctive phrases, and avoiding terminology that would sound unnatural. Radio production is the process by which the content is created and delivered via the radio, internet, or other streaming and mobile platforms. It starts with the planning of a new show or episode concept, then involves organizing and executing every last detail needed to produce that show. **Audio Editing Techniques:** Audio editing techniques will include: comping, latency and phase repair, quantizing, amplitude editing, tuning, and sample augmentation. **Radio News:** A radio news story is a short, accurate, factual report about an event, whether a political, social, sporting, or business event. A radio news story's main function is to inform. A radio news story does not contain an opinion or commentary.

## **Unit IV - TV Productions** **Hours**

**Lecture Hours - 12**

**Brief History of Television in India.** In India, television was introduced in 1959 in Delhi and expanded slowly over the following decades, with the launch of Doordarshan and expanding coverage through terrestrial transmitters and satellites. Color transmission and commercial broadcasts were introduced in the 1970s-80s, expanding content and viewership. **Formats of Television Programmes:** Some of the main format categories are: Game Shows, Documentaries, Non-Scripted Entertainment (including Reality TV), Scripted Entertainment (including Sitcoms), Kids' Entertainment, Sports and Compilations/Mash-Ups. **TV Programme Production :** TV production is the process of developing a television show from its early writing stage through acquiring talent and a crew, securing a set or location, shooting, editing, and preparing it for broadcast. **Key Professional Involved in the TV Production :** The Art Director is the incharge of the creative design aspects, which includes set design, location and graphics of the show. **Basics of Camera light and sound:** Television lighting often has three meanings. The first is to increase the brightness of the illuminated object, improve the dark shooting environment, and improve the image quality. It is also the most basic. The second is to shape the light and shade of the subject to create a three-dimensional image.

## **Unit V - Cinema Hours**

**Lecture Hours - 12**

**Evolution of Indian Cinema :** The advent of sound to Indian cinema launched musicals such as Indra Sabha and Devi Devyani, marking the beginning of song-and-dance in Indian films. By 1935, studios emerged in major cities such as Madras, Calcutta and Bombay as filmmaking became an established industry, exemplified by the success of Devdas (1935). **Various genre of Indian Cinema :** Action, Comedy, Horror, Romance, Drama, Thriller, Science Fiction (Sci-fi), Fantasy, Western, etc. These genres and their sub-genres along with prominent directors and some good examples of International and Indian films of each genre further in the blog. **Cinema and society:** Society and cinema are interdependent to some extent. Cinema is a reflection of society, and it often mirrors the cultural, social, and political values of the time in which it was produced. At the same time, cinema can also influence society by shaping our beliefs, attitudes, and behaviors. **Film appreciation/criticism:** Film appreciation and criticism is the next step after simply watching a film for entertainment or stress-relieving purposes. This involves some amount of time thinking and discussing about what one just saw.

## **Text Book**

Global Comparative Media – M.K. Rampal

## **References**

Newspaper organization and management-Herbert William

Television Field production and reporting – Fred Shook

|                                       |                         |
|---------------------------------------|-------------------------|
| CourseTitle : Media Studies (P)       | Course Code :           |
| Semester V                            | Course Group : DSE- III |
| Teaching scheme in Hrs(L:T:P) : 0:0:4 | Credits 4               |
| Map Code : M (Practical)              | Total Contact Hours: 60 |
| CIA :40 Marks                         | SEE : 60 Marks          |
| Programme :B.A. English Literature    | #-SemesterEndExam       |

### List of Experiments

**Component 1: Preparation of Record for Media and History**

**Component 2: Making Tree Diagram for Types of Media**

**Component 3: Preparation of Design for Newspaper**

**Component 4: Preparation of Newspaper**

**Component 5: Preparation of models for Radio Program**

**Component 6: Preparation of Radio News**

**Component 7: Experiment with Television Program**

**Component 8: Preparation of TV programmes**

**Component 9: Preparation of Short film**

**Component 10: Preparation of Film Criticism**

|   |                          |
|---|--------------------------|
| Course Title : <b>AMERICAN LITERATURE (T)</b> | Course Code :            |
| Semester :V                                   | Course Group : DSC-IX    |
| Teaching scheme in Hrs(L:T:P) : 5:1:0         | Credits : 6              |
| MapCode :-A                                   | Total Contact Hours: 90  |
| CIA : <b>25 Marks</b>                         | SEE : <b>75Marks</b>     |
| Programme : <b>B.A. English Literature</b>    | <b>#-SemesterEndExam</b> |

| COs. | Course Outcome (COs):<br>After successful completion of this course, the students will be able to | PSOs | Cl. Ses | CL |
|------|---|------|---------|----|
| CO1  | adopt the evolution of American literature through the study of pioneering texts                  | PSO1 | 18      | AP |
| CO2  | interpret the origin and history of American Literature   | PSO1 | 18      | U  |
| CO3  | examine literary works of eminent American writers  | PSO1 | 18      | AN |
| CO4  | probe the themes and styles of American Literature  | PSO1 | 18      | E  |
| CO5  | make them socio-cultural milieu of twentieth century America through literary texts               | PSO1 | 18      | C  |

#### UNIT I-POEMS

LECTURE HOURS:18

**ACQUAINTED WITH THE NIGHT – About the author-** Robert Frost is a Romantic poet in the sense that he writes and celebrates those things that excite his soul, passions, and sensibilities-**About the poem-**first published in 1927-**Explanation-**features topics often found in Robert Frost's poetry-isolation, sadness, and despair- speaker describes his literal journey walking through the night-his experience becomes a metaphor for a journey through a different kind of darkness.

**I FELT A FUNERAL, IN MY BRAIN- About the author-** Emily Elizabeth Dickinson was an American poet. Little-known during her life, she has since been regarded as one of the most important figures in American poetry- **About the poem-** This poem is about how the speaker imagines losing her sense of self and sanity. **Explanation-** the 'Funeral' is not for her physical body but instead for her mind-as the dashes in the poem increase, so does the speaker's fear and confusion surrounding what she is experiencing.

**CAGED BIRD - About the author-** Maya Angelou- an American memoirist, poet, and civil rights activist- About the poem- hope and of the power of self-expression – the caged bird's tune of freedom is heard “on the distant hill,”- **Explanation-** symbolizes oppressed Black Americans- they were taken from a world of freedom and enslaved in America, tied down to a life without any freedom.-the cage represents the bird's identity in that it can never fly away.

**DADDY- About the author-**Sylvia Plath was an American poet, novelist, and short story writer. She is credited with advancing the genre of confessional poetry- **About the poem-** very dark tones and imagery including death and suicide, in addition to the Holocaust-**Explanation-** Plath wrote about her father's death that occurred when she was eight years old and of her ongoing battle trying to free herself from her father.

**THIRTEEN WAYS OF LOOKING AT A BLACKBIRD - About the author -** Wallace Stevens -was an American poet whose work explores the interaction of reality and what man can make of reality in his mind- **About the poem-** Divided into thirteen short sections, the poem presents the titular animal from multiple viewpoints- **Explanation-** focuses on a bird in various landscapes and presents thirteen different insights into change: how the bird, speaker and the natural world interact..

## **UNIT II-PROSE**

## **LECTURE HOURS:18**

**WHERE I LIVED, AND WHAT I LIVED FOR - About the author-** Henry David Thoreau was an American naturalist, essayist, poet, and philosopher. A leading transcendentalist, he is best known for his book Walden, a reflection upon simple living in natural surroundings, and his essay "Civil Disobedience"- **About the prose-** Through simplicity, one can become at peace, and this is a central theme- **Explanation-** Thoreau makes the argument for his going to live in the woods- deep in the woods and that he was regularly visited and supplied with, among other things, pies.

**THE SLAVES' NEW YEAR'S DAY - About the author-** Harriet Jacobs was an African-American abolitionist and writer whose autobiography, Incidents in the Life of a Slave Girl, published in 1861 under the pseudonym Linda Brent, is now considered an "American classic"- **About the prose-** chapter of her 1861 autobiography Incidents in the Life of a Slave Girl. “Hiring-day at the south takes place on the 1st of January- **Explanation-** the two distinct experiences of the free woman and the enslaved woman on New Year's Day is to compare the two in order to draw attention to the plight of the enslaved woman and the degrading conditions of slavery.

### UNIT III-NOVEL

LECTURE HOURS:18

**ADVENTURES OF HUCKLEBERRY FINN-About the author-** Samuel Langhorne Clemens (November 30, 1835 – April 21, 1910), known by the pen name Mark Twain, was an American writer, humorist and essayist- **About the novel-** told from the point of view of Huck Finn, a barely literate teen who fakes his own death to escape his abusive, drunken father. He encounters a runaway slave named Jim, and the two embark on a raft journey down the Mississippi River- **Explanation-** The powerful friendship of young Huck and runaway slave Jim highlighted many of the great racial injustices of the past, and astounded generations of readers the world over.

**MAMA DAY- About the author-** Gloria Naylor was an American novelist, known for novels including *The Women of Brewster Place*, *Linden Hills* and *Mama Day*- **About the novel-** Mama Day must use all her skills and knowledge to save Ophelia and help George, Ophelia's husband, from a malevolent Ruby who curses and poisons Ophelia-George, however, cannot believe in curses and his own way of trying to help Ophelia ends in his death. **Explanation-** The primary theme of *Mama Day* is the education of Cocoa, the woman whose destiny it is to continue the line of Days- Although she leaves Willow Springs after George's death and later remarries, in a sense she will become "Mama Day" after her great-aunt's death.

### UNIT-IV-DRAMA

LECTURE HOURS-18

**DEATH OF A SALESMAN-About the author-** Arthur Asher Miller was an American playwright, essayist and screenwriter in the 20th-century American theatre-Miller's most famous plays are based on events from his life or on current events of the time-**About the play-** *Death of a Salesman* addresses loss of identity and a man's inability to accept change within himself and society-The play is a montage of memories, dreams, confrontations, and arguments, all of which make up the last 24 hours of Willy Loman's life- **Explanation-** about the last day in the life of salesman Willy Loman, who, at 63, has failed at his career. While at home, he dissociates from reality, entering in time switches that explain why he turned out the way he did through interactions with his brother Ben and his mistress.

**A RAISING IN THE SUN-About the author-** Lorraine Vivian Hansberry was an American playwright and writer- She was the first African-American female author to have a play performed on Broadway- **About the play-**about a Black family living in the 1950s and their struggles to follow their dreams in a time period when people were not treated equally based on their gender and race- **Explanation-** while people may have to defer or put off realizing their dreams to a later time, they can still make their dreams a reality- Despite oppression and lack of money, if a family is united, the members can achieve their dreams

### UNIT-V –SHORT STORY

LECTURE HOURS-18

**THE SKYLIGHT ROOM -About the author-** William Sydney Porter, better known by his pen name O. Henry, was an American writer known primarily for his short stories, though he



also wrote poetry and non-fiction- **About the story**-an impoverished and cheerful woman. Suffering poverty, Elsie maintains her idealistic perspective throughout her struggles and tribulations- **Explanation**-The protagonist, Miss Leeson, is a typist who rents a room in Mrs. Parker's boarding house. Miss Leeson does not have much money to spare, so she rents the smallest room available.

**REGRET-About the author**-Kate Chopin was an American author of short stories and novels based in Louisiana. She is considered by scholars to have been a forerunner of American 20th-century feminist authors of Southern - **About the story**-develops the idea that “to experience life richly a woman needs a child or children to love and care for.”**Explanation**- told in the omniscient third person. Mamzelle Aurélie is a strong woman with brown hair that is turning gray and a determined look.

**THE GOLD-BUG - About the author**- Edgar Allan Poe was an American writer, poet, author, editor, and literary critic who is best known for his poetry and short stories, particularly his tales of mystery and the macabre- **About the story**-published in 1843. When William Legrand finds a gold-colored scarab, or beetle, he believes his luck is about to change- **Explanation**- Legrand discovers a secret message on a piece of parchment written with in chemical ink that only appears when heat is applied. themes of money and value are integral to the story.

## **TEXTBOOKS**

Larson, Kerry, *The Cambridge Companion to Nineteenth-Century American Poetry*, Cambridge University Press, 2011.

## **REFERENCE BOOKS**

Barbour, James & Thomas Quirk; *Romanticism: Critical Essays in American Literature*, Routledge, 2016.

Baym, Nina. *The Scarlett Letter: A Reading*. Boston: Twayne, 1986.

|  |                                |
|--|--------------------------------|
| Course Title: <b>COMMONWEALTH LITERATURE (T)</b> | Course Code : <b>63A</b>       |
| Semester <b>V</b>                                | Course Group : <b>DSC – XI</b> |
| Teaching Scheme in Hrs(L:T:P) : <b>5:1:0</b>     | Credits : <b>6</b>             |
| Map Code : <b>A (Theory Concept)</b>             | Total Contact Hours: <b>90</b> |
| CIA : <b>25 Marks</b>                            | SEE# Marks : <b>75</b>         |
| Programme: <b>B.A.ENGLISH LITERATURE Exam</b>    | <b>#-Semester End</b>          |

**Course Outcome: (Cos)**

| No. | After completion of this course, the students will be able to     | PSOs | Cl. Ses | CL |
|-----|---|------|---------|----|
| CO1 | develop an overview of Commonwealth Literatures                   | PSO1 | 18      | U  |
| CO2 | identify the geographical implications on commonwealth literature | PSO1 | 18      | A  |
| CO3 | state the relevance of contemporary Commonwealth Literature       | PSO1 | 18      | A  |
| CO4 | discuss how to introduce the predicament of Commonwealth people   | PSO1 | 18      | U  |
| CO5 | construct the core characteristics of Commonwealth Literature     | PSO1 | 18      | A  |

**Unit –I (Poem).**

**Lecture hours : 18**

**E.J. Pratt : The Dying Eagle :** Author Introduction - Edwin John Dove Pratt was a [Canadian](#) poet (February 4, 1882 – April 26, 1964)- He belongs to the Montreal group of writers- E.J. Pratt's poem "The Dying Eagle" conveys a profound meditation on the fragility of life-the inevitability of death- the cyclical nature of nature-The once-majestic eagle, on the verge of death serves as a poignant symbol of mortality and vulnerability- Through vivid imagery-compelling language- symbolic depth- Pratt encourages readers to reflect on their own mortality -the transient nature of life-The idea of old replaced by new is an Universal Concept and it is inevitable.

**Judith Wright: Fire at the Murdering Hut-** Author Introduction- Judith Wright, a fifth generation Australian was born at Thalgarrah Station near Armidale, New South Wales- Judith Wright is widely known for a few frequently anthologized poems from her early publications - Judith Wright's Fire at the Murdering Hut presents the futile wish of a dead woman for reawakening, rebirth and reunion with her lover who had murdered her for her infidelity- The century long waiting and the unjust wishes of the woman have well been exposed -The poem abounds in symbols of rosewood tree, fire, stone etc.

**Abioseh Nicol: The Meaning of Africa-** Author Introduction-Abioseh Nicol (1924–1994) was born as Davidson Sylvester Hector Willoughby Nicol in Freetown, the capital city of Sierra Leone-He won the Margaret Wrong Prize and Medal for Literature in Africa in 1952- The Meaning of Africa is indeed a fine exploration of the countryside of Africa-The poet states that he is successful in his attempt of finding a new meaning for Africa as he feels 'contented, happy and fulfilled'. The poem presents a beautiful landscape of the rural fold portraying the innocent and busy routine of the rural folk

**Zulfikar Ghose : This Landscape, These People** –Author Introduction-He is one of the most venerable and acclaimed personalities in the history of Pakistani Literature- His works are tangled with the themes of Diaspora, memory and homelessness- The poem has an autobiographical tone in which he realizes his state of excitement and makes distinction between his life in India and England- Throughout the poem, the poet represents himself as a child who is trying to overcome the emotional trauma caused by partition and his displacement to England.

**Wole Soyinka: Telephone Conversation-** Soyinka was born on 13 July 1934 at Abeokuta, near Ibadan in western Nigeria- Wole Soyinka's poetry has often been described as a powerful and serious agent to social change- His themes are primarily concerned with the promotion of human rights and African politics- The poem describes a phone call between a landlady and the speaker, who is black, about renting an apartment-The landlady is pleasant until she learns that the speaker is "African," at which point she demands to know how "light" or "dark" the speaker's skin is- In response, the speaker cleverly mocks the landlady's ignorance and prejudice, demonstrating that characterizing people by their skin color diminishes their humanity.

**Sir Derek Alton Walcott: Ruins of a Great House-** Author Introduction- He was a Saint Lucian poet, playwright, and painter- His work is known for tackling themes of colonialism and the Western canon, as well as for its delicate use of language and engagement with beauty- Ruins of a Great House, Walcott compares the legacy of European colonization in St. Lucia to the legacy of great English poetry- Although the poem rages against the violence done by the British

to St. Lucia, it also finds an unexpected compassion for the English language through the beauty of poetry.

**Unit- II (Prose).**

**Lecture hours : 18**

*Chinua Achebe: The Novelist as Teacher- Author Introduction- Chinua Achebe is the most influential novelist of Nigeria and one* of the most authentic voice of the present African consciousness. His writings truly reflect the dreams and aspirations of his fellow Africans- Achebe's critical and sociological essay- *The Novelist as a Teacher* shows his passionate attachment to the customs and traditions of his country- Achebe's writing, "The Novelist as Teacher", serves as a request to African writers to take on the role of teacher in their works- The Essay comprises two parts. In the first part, Achebe talks about the existence of a work of art in relation to its interaction with the readers- In the second part, he talks about the function of a writer in a social environment-Both the sections are linked by the personal and literary experiences of Achebe.

*V. S. Naipaul: India: A Wounded Civilization-Author Introduction* -Naipaul (born August 17, 1932, Trinidad—died August 11, 2018, London, England) was a Trinidadian writer of Indian descent known for his pessimistic novels set in developing countries. *India: A Wounded Civilization* (1977), by V. S. Naipaul, is the second book of his "India" trilogy, after *An Area of Darkness*, and before *India: A Million Mutinies Now*. Naipaul came to write this book on his third visit to India, prompted by the Emergency of 1975. Naipaul's argument is that the claim to nationhood based upon the tradition of spiritual values, Bhakti, Karma, Obedience, has resulted in Quietism, a withdrawal into security and a retreat from the distress of life. He believes that Indian society has looked back to a past Arcadia - Paradise - a Ram- Rajya which is not possible. India is a diseased land which needs a surgical operation. Like a doctor, he brings out the wounds of India that demand for change or mutinies.

**Unit III (Drama).**

**Lecture hours : 18**

**Wole Soyinka -Lion and the Jewel** -Author Introduction-Wole Soyinka (born July 13, 1934, Abeokuta, Nigeria) is a Nigerian playwright and political activist who received the Nobel Prize for Literature in 1986.*The Lion and the Jewel* is one of Nigerian playwright **Wole Soyinka's** most famous works. While it is a light and amusing comedy, it is also renowned for its complex themes and allegorical structure; it is also notable for its insights into Yoruba culture and traditions. In 1966, it was staged in London at the Royal Court Theatre. The play chronicles how Baroka, the lion, fights with the modern Lakunle over the right to marry Sidi, the titular Jewel. It is still performed relatively often in both Africa and the West.

**Douglas Stewart -Ned Kelly-** Author Introduction- Douglas Stewart (6 May 1913 – 14 February 1985) was a major twentieth century Australian poet, as well as short story writer, essayist and literary editor. He published 13 collections of poetry, 5 verse plays- It is a play partly in verse written during 1940s. First performed in 1956 by the Elizabethan Theatre Company, it is a historical drama about an Australian bush banger, Ned Kelly, a largely debated subject till today. It was first produced as a radio play in 1942. Ned Kelly was a 'bushranger' — a person who robbed others and spent his life escaping from the police. He also killed three policemen. Stewart said one of the play's themes was "the conflict between the over-civilized man and the outlaw and the necessity for a balance between the two attitudes to life.

#### UNIT IV (Fiction).

Lecture hours : 18

**Mahesh Dattani's-Tara-** Author Introduction- Mahesh Dattani (born 7 August 1958) is an Indian **director**, actor, **playwright** and **writer**. The play shows the social discrimination between men and women. 'Tara' is the main character of this play. This play shows how this girl became a victim of discrimination in her own family. The play explores themes of identity, societal expectations, and the consequences of repressed desires. Set in contemporary urban India, "Tara" revolves around the lives of two sisters, Chandan and Tara, and their complex relationships with the people around them.

**Alan Paton:Cry, the Beloved Country-**Author Introduction- Alan Stewart Paton was born on January 11, 1903, in Pietermaritzburg, Natal (now part of KwaZulu-Natal province, South Africa)- Paton tells the painful story of racial injustice in South Africa- It tells the story of a father's journey from rural South Africa to and through the city of Johannesburg in search of his son-The reader cannot help but feel deeply for the central character, a Zulu pastor, Stephen Kumalo, and the tortuous discoveries he makes in Johannesburg.-It is in a prison cell that Kumalo eventually finds his son, Absalom- The novel captures the extremes of human emotion, and Alan Paton's faith in human dignity in the worst of circumstances is both poignant and uplifting.-The novel shows the brutality of apartheid- The novel itself is a cry for South Africa, which we learn is beloved in spite of everything-a cry for its people, its land, and the tentative hope for its freedom from hatred, poverty, and fear.

#### UNIT V (Short Stories).

Lecture hours : 18

**Carol Shields-A Scarf** -Author Introduction- Carol Ann Shields was an American-born Canadian author. She is best known for her 1993 novel- *A Scarf*, a short story by **Carol Shields**, is narrated by a character called Rita Winter. The story begins with the declaration of Mrs. Winter, the narrator that 'two years ago I wrote a novel'. It was her first novel.

**Ruskin Bond -Most Beautiful-** Author Introduction- Ruskin Bond (born 19 May 1934) is an Indian author. His first novel, **The Room on the Roof**, was published in 1956, and it received the **John Llewellyn Rhys Prize** in 1957. Bond has authored more than 500 short stories, essays, and novels which includes 69 books for children- Most Beautiful is a short story by Ruskin Bond from the Rusty series, that revolves around the idea of how this world can be cruel to the weaker sections. The narrator meets a young boy who is being bullied by other children. It was evident that the boy was deformed and mentally unstable.

**Katherine Mansfield -The Garden Party** -Author Introduction -Katherine Mansfield Murry (née Beauchamp; 14 October 1888 – 9 January 1923) was a New Zealand writer and critic who was an important figure in the **modernist movement**. Her works are celebrated across the world, and have been published in 25 languages. The short story deals with an upper class teenage girl who faces the issue of class distinctions when she is unexpectedly broken the news of the death of an underprivileged neighbor who perishes while she is busy with the preparations of a huge party.

**Text books:**

**T1. An Anthology of Common Wealth Poetry** ed. by C. D. Narasimhaiah, Laxmi Publishers, 2008. Print.

**T2. Things Fall Apart** / by Chinua Achebe- First Anchor Books Ed.1994, Library of Congress Cataloging-in-Publication Data

**T3 Ned Kelly** /by **Douglas Stewart** –Angus and Robertson Publisher, University of Iowa, Published:1952

**T4 Cry the Beloved Country/ by Alan Paton** - Vintage Classics Publisher,2002.

|  |                            |
|--|----------------------------|
| Course Title : Photo Journalism        | Course Code :              |
| Semester V                             | Course Group :EDC          |
| Teaching scheme in Hrs (L:T:P) : 5:1:0 | Credits <b>6</b>           |
| Map Code : A (Theory concept)          | Total Contact Hours : 90   |
| CIA : <b>25 Marks</b>                  | SEE : <b>75 Marks</b>      |
| Programme : B.A ENGLISH LITERATURE     | <b>#-Semester End Exam</b> |

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to | PSOs | CL. Ses | CL |
|-----|---|------|---------|----|
| CO1 | Understand the history and development of photojournalism                               | PSO1 | 18      | An |
| CO2 | Create news stories of any kind by applying the principles of photojournalistic writing | PSO1 | 18      | C  |
| CO3 | Identify and know the basic principles of photo journalistic writing                    | PSO1 | 18      | R  |
| CO4 | Understand how an image can be intentionally crafted using the tools                    | PSO1 | 18      | An |
| CO5 | Develop interest in photography and photojournalism                                     | PSO1 | 18      | C  |

### Unit -I Introduction to Photo Journalism

Lecture hours : 18

**History of Photography** -The beginning of the story of photography originated from two Greek words “graphos” meaning writing and “phot” meaning light -In 1839 Joseph Draper made a photographic portrait of his sister Anna Katherine D. The word was coined by Sir John F.W. Herschel in 1839, where images are recorded on a sensitive material by the action of light or related radiation. China during the fifth century a man named Mo Ti, was said to have recorded his observation of light rays and their ability to project a duplicate image- **Types of Photographs** - The Aware photograph -an arranged photograph- The Semi-Aware Photograph -

the person being pictured is not completely aware- The Candid Photograph- factual and unarranged as it tells the story as it is, not as it ought to be -Hard and Soft news photographs - while hard news photographs cover accidents and disasters of all kinds, outbreak of wars, government major events and other very important moves or activities that may affect the members of the society- soft news photograph cover subjects like official opening ceremonies, foundation laying of projects, seminars-

**History of Photo Journalism-**The beginning of modern photojournalism took place in 1925, in Germany. The event was the invention of the first 35 mm camera, the Leica. It was designed as a way to use surplus movie film, then shot in the 35 mm format- The combination of photography and journalism, or photojournalism--a term coined by Frank Luther Mott, historian and dean of the University of Missouri School of Journalism.

**Photo Journalism definition-** using photos and pictures to report events or people-the visual presentation of happenings of the day with the help of the camera - a sub- discipline of photography, which involves capturing of images to help tell a story.

**Role of Pictures in Journalism-**Pictures today arouse readers' interest and attention a great deal because they give the readers a sense of participation or at least witnessing it personally which makes it easier to identify with people and situations and become emotionally involved. Credibility -a photograph makes whatever is pictured seem more real. Aesthetics- Pictures add so much beauty to the story and also the newspaper as reader may be attracted to the newspaper just because of the beauty of the picture -Comparison of photography and Photo Journalism

## **UNIT- II –Genres of Photo Journalism**

**Lecture hours : 18**

### **Sports Photojournalism-**

As sports events are a big part of news, there are photojournalists who specialise in photographing sports. This is because sports photography requires a specialised skill as well as equipment.

**War Photojournalism:** This is the earliest form of photojournalism, where photojournalists have covered wars and sent photos from the centre of action.

**Spot News Photojournalism:** This means covering events that make day to day news, like political events, crime and accidents.

**Travel Photojournalism:** This type of photojournalism involves the documentation of an area's landscape, people, cultures, customs and history.

**Wildlife Photojournalism** -Advanced photographic equipment, a good knowledge of the animal's behaviour as well as the terrain are needed to take wildlife photographs. Portrait-Journalistic portraits usually show a person in his environment; a judge in his office or a painter



in his studio. The subject is usually looking directly at the camera so the viewers know that it is a portrait.

### **UNIT III –Ethics in Photo Journalism**

**Lecture hours : 18**

**Significance of Ethics-**The most important thing that separates photojournalism from other forms of photography is trust- A photojournalist must never interfere with a situation.

Recognize and work to avoid presenting one's own biases in the work- Be accurate and comprehensive in the representation of subjects- Avoid stereotyping individuals and groups. Intrusion into privacy- photojournalists should not capture images of politicians, movie stars and other public figures in private spaces

**Post Production Ethics-** The manipulation of photos is also strictly forbidden - Post-production work should really only focus on correcting colour problems, exposure and latitude problems and slight sharpness problems-Editing should maintain the integrity of the photographic images' content and context. Do not manipulate images or add or alter sound in any way that can mislead viewers or misrepresent subjects.

**Attributes of Professional Photo Journalist-** have a blend of artistic and scientific skills with the ability to deal with people and put them at ease- be patient and have good powers of concentration, plus an interest in colour and design- Understands the news value of every event and is able to harness it photographically.

### **UNIT - IV Camera types and techniques**

**Lecture hours : 18**

**Role of Camera-**In photojournalism the camera is the major tool. **Types of Camera-**Point and Shoot camera- as the name implies , point the camera at something and trip the shutter. SLR and DSLR - SLR stands for Single Lens Reflex and DSLR stands for Digital Single Lens Reflex and refers to how the light enters the camera- **The Camera Techniques-** aim or place the camera at revealing angles, it is important to reveal facial expression- Keep the subject in focus well illuminated. You can attain greater depth of the field by changing to lens of shorter focal length.

**Types of Shots-** The Long Shot (LS)-The purpose of this shot is to show the subject and other surrounding elements on the shot. It is also used where the subject naturally occupies a wide space Under this, we have Extreme Long Shot (XLS or ELS), Long or Wide Shot (LS or WS) and Medium Long Shot (MLS)-The medium shots do not usually give the subject a wider view of the surrounding as it is in the long shots. There are two shots under this: the Medium Shot (MS) and the Medium Close- The Close Shots-As the name implies, close ups are shots that project the subjects more closely and boldly. The different types of close shots are Close Up (CU), Big Close Up (BCU), or Tight Close Up (TCU) and Extreme Close Up (ECU).

## **UNIT V : Photo Editing**

**Lecture hours : 18**

**Introduction to Photo Editing** - involves the selection, arrangement, correction, elimination and allocation of words for publication- **Basic Editing Techniques**- To change aspect ratio- To give the picture an attractive horizontal vertical dimension – **Photo Manipulation and compositing** - more concerned with the picture's ability to communicate- **Role of Photo Editors & his Decisions**- Like the copy editor in the selection of news stories, the picture editor must take decisions that affect the quality of the finished product- **Duties of the Desk Staff**- deal not only with photographers, but also with agencies and freelancers, as well as, keep in close touch with world events.

### Text Books

T1.Photojournalism: A Tool for Social Change by Poorva Trikha (Arun, 2014)

T2.Photojournalism: An Ethical Approach by Paul Martin Lester (Routledge, 2015)

T3.Photojournalism: The Professionals' Approach by Kenneth Kobre (Focal Press, 2004)

|   |                                |
|---|--------------------------------|
| Course Title : <b>TRANSLATION STUDIES (T)</b> | Course Code : <b>53 C</b>      |
| Semester <b>V</b>                             | Course Group : <b>SEC-G1-B</b> |
| Teaching Scheme in Hrs(L:T:P) : <b>4:0:0</b>  | Credits <b>4</b>               |
| Map Code : <b>A (Theory Concept)</b>          | Total Contact Hours: <b>48</b> |
| CIA : <b>100 Marks</b>                        | SEE# : -                       |
| Programme: <b>B.A.ENGLISH</b>                 | <b>#-Semester End Exam</b>     |

### Course Outcomes: (Cos)

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to | PSOs | CL.<br>Ses | CL |
|-----|---|------|------------|----|
| CO1 | create the ability to reflect upon translation process and applications                 | PSO1 | 10         | R  |
| CO2 | apply different techniques in the genres of translation                                 | PSO1 | 10         | Ap |
| CO3 | implement practical translation workshops in the classroom                              | PSO1 | 10         | An |
| CO4 | devise techniques and use tools for machine translations                                | PSO1 | 9          | C  |
| CO5 | Appraise the students to learn new words  | PSO1 | 9          | E  |

### UNIT I

**Lecture Hours:10**

**Introduction to Translation:** Terms and Definitions – History of Translation – Background - Translation of the old testament - Andronicus was the first translator in the Europe. George Steiner’s divisions in translation are Greek and Roman translators. Translation in the middle ages - Translations from Greek to Arabic are famous translations in 8th & 9th Centuries translation of Mahabharata is Bible translation (Latin to

English) Wycliff and his followers. The Renaissance to Modern age - Invention of the printing press in 16th Century and William Tyndale's Bible translation and Renaissance Bible Translation are Principles for the translator.

## **UNIT II**

**Lecture Hours: 10**

**The Translator:** Requirements and Responsibilities - Translator's qualifications and responsibilities are reading documents, writing and editing copy - Kinds of Translation. Roman Jakobson's methods of translation are Intra-lingual translation or recording, inter-lingual translation - Methods of Translation: Author – Centered Translation, Text – Centered Translation & Reader – Centered Translation - Catford's classification of translations - Exact reproduction of the original word for word translation and one to one translation.

## **UNIT III**

**Lecture Hours: 10**

**Translation Procedures:** Introduction to Translations Procedures, Transliteration – Transference - Transcreation – Transposition - Equivalence - Principle of Equivalence, Equivalence and Adequacy,

Linguistic Equivalence, Paradigmatic Equivalence, Stylistic Equivalence & Textual Equivalence – Susan Bassnett-McGuire on Equivalence – Catford on Equivalence – Eugene Nida on Equivalence – Adaptation.

## **UNIT IV**

**Lecture Hours:9**

**Machine Translation** – Translation of Bible – Prose Translation: Problems - Machine Translation: Means of Translation - Four means of translation - Machine Translation - Translation from source language to target language by using machine. History of Machine Translation - Warren weaver in US, The metal Project. Translation system -The mind system

## **UNIT V**

**Lecture Hours: 9**

Poetry Translation: Problems – Dramatic Texts: Problems – Shakespeare in Translation – Translation of Scientific and Technological Texts. Poetry into prose are rhymed translation, blank verse translation - Interpretation Dramatic Texts: Problems in Translation Dramatic texts - Neglected areas among translation as well-known translation theorists blend of dialogue and action, an amalgam of prose and poetry Function of the Theatre. Fulfilment of the function of the drama, human communication in drama and Non-verbal communication.

**Text Books :**

T1. **Translatology** | Edition:1 | Prem Publishers | Dr. S.Kanagaraj Dr. N. Kalidasan (2003)

**Reference Books :**

Bassnett-McGuire, Susan. 1980. Translation Studies. London: Methuen.

Belloc, Hilaire. 1931. On Translation. Oxford: the Clarendon Press.

Biguenet and Schultze. 1990. The Craft of Translation. Chicago: University Press. Lakshmi.

1993. Problems in Translation. Hyderabad: Book links.

**SEMESTER – VI**

| Sem ester | Course Opted | Course Name                        | D | L         | T | P | CIA | ESE | Marks      | Cr edits  |
|-----------|--------------|------------------------------------|---|-----------|---|---|-----|-----|------------|-----------|
| VI        | DSC - XI     | Shakespeare                        | 3 | 5         | 1 | - | 25  | 75  | 100        | 6         |
|           | DSC- XII     | Gender Studies                     | 3 | 5         | 1 | - | 25  | 75  | 100        | 6         |
|           | DSE-V        | Elective V-Eco literature          | 3 | 4         | - | 4 | 25  | 75  | 100        | 6         |
|           |              |                                    | 3 |           |   |   | 25  | 75  |            |           |
|           | DSE – VI     | Elective VI (Project & Viva Voce ) | 3 | 6         | - | - | 25  | 75  | 100        | 6         |
|           | <b>Total</b> |                                    |   | <b>26</b> |   |   |     |     | <b>400</b> | <b>24</b> |

|  |                            |
|--|----------------------------|
| Course Title: <b>SHAKESPEARE</b>             | Course Code :              |
| Semester : <b>VI</b>                         | Course Group :             |
| Teaching Scheme in Hrs(L:T:P) : <b>5:1:0</b> | Credits : 6                |
| Map Code : <b>A (Theory Concept)</b>         | Total Contact Hours : 90   |
| CIA : <b>25 Marks</b>                        | SEE# : <b>75 Marks</b>     |
| Programme: <b>B.A.ENGLISH LITERATURE</b>     | <b>#-Semester End Exam</b> |

**Course Outcome: (Cos)**

| No. | After completion of this course, the students will be able to         | PSOs | Cl. Ses | CL |
|-----|---|------|---------|----|
| CO1 | understand the nature of theatres and audience of the Elizabethan age | PSO1 | 18      | U  |
| CO2 | appreciate the different types of Shakespearean plays                 | PSO1 | 18      | U  |
| CO3 | acquire knowledge of the dramatic skills exemplified in the plays     | PSO1 | 18      | A  |
| CO4 | learn the different dramatic techniques employed by Shakespeare       | PSO1 | 18      | An |
| CO5 | imbibe the good values upheld by the Shakespearean characters         | PSO1 | 18      | E  |

## UNIT – I: INTRODUCTION TO SHAKESPEARE

**Introduction to Shakespeare- About the author-**English poet, playwright, and actor who is considered one of the greatest writers of all time- He is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist- **About the topic Shakespearean Theatre and Audience** -The most popular theatres of Shakespeare's time were The Globe and The Black Friars The playhouses during the Elizabethan period were generally circular or octagonal- **About the Clowns & Fools in Shakespeare's play-** Clowns and fools, also known as jesters, were a recurring type of character in Shakespeare's plays, and were known for their wit and humor- women as the feminine represented the following virtues which, importantly, have their meaning in relationship to the male- **About the Salient features of Shakespeare's tragedies-**The catastrophe must be a result of the tragic hero's tragic flaw. It is not usually an accident or coincidence. The tragic hero is usually a "human" character with which the audience can relate- **About the Shakespeare's Soliloquies-**Soliloquies are a dramatic device used by William Shakespeare to reveal a character's thoughts, plans, and state of Mind.

## UNIT – II: –SONNETS

**Introduction to Sonnets-**Sonnets are made up of three quatrains, or four-line stanzas, followed by one couplet, or two-line stanza- **Sonnet 29** – It is about the power of love to positively affect one's mindset, as the poem argues that love offers compensation for the injuries and setbacks one endures in life- **Sonnet 73** -It is a love poem that is usually understood to address a young man. The poem uses natural metaphors of decline and decay to grapple with the onset of old age-

*Sonnet 116* -The poem describes true love as an enduring, unbending commitment between people- **Sonnet 130**- The speaker unfavorably compares his lover's body to a series of beautiful things.

### UNIT III- ROMANTIC COMEDY

**The Tempest –About the Play-** It is a play about magic, betrayal, love and forgiveness- Prospero uses magic to conjure a storm and torment the survivors of a shipwreck, including the King of Naples and Prospero's treacherous brother, Antonio- **About the important themes-**The Tempest are: Freedom, Empathy and forgiveness- The Tempest explores the complex and problematic relationship between the European colonizer and the native colonized peoples through the relationship between Prospero and Caliban- **About the supernatural elements-** It is the aspects have taken center stage, whereas in the previous two periods they functioned as a unifying theme to weave the drama together. Unlike all of his past plays, the play is unique- **About Conclusion-** The Tempest tells a fairly straightforward story involving an unjust act- the overall structure of the play moving from “tragic” beginning to “comedic” ending.

### UNIT IV- TRAGIC ROMANCE

**Othello-** tragedy in five Acts-**Introduction about the Characters-** Othello, a heroic black general in the service of Venice, appoints Cassio and not Iago as his chief lieutenant- **Plot Overview-**The major themes in this play include racial prejudice, manipulation, and jealousy. Specifically, Othello is regarded as a beast by other characters because he is black. Iago is jealous of Cassio because Othello promotes him to a higher military position-**About the theme-** Jealousy's a pretty central theme in the play, considering how it's Othello's tragic flaw and what Iago manipulates.- it tells the story of a noble, principled hero who makes a tragic error of judgment, leading to a devastating climax in which most of the characters end up either dead or seriously wounded- **About Climax-**The climax occurs, when Othello kneels with Iago and vows not to change course until he has achieved bloody revenge.

### UNIT – V: – HISTORY PLAY

**Richard II** chronicle play in five acts-**About the Historical Background-** his play can be distinguished from the other history plays because it has an ulterior political Purpose - Shakespearean portray a central political theme: the rise of Bolingbroke to the throne and the conflict between Richard and Bolingbroke over the kingship- **About the Plot Overview-**King Richard II banishes Henry Bolingbroke, seizes noble land, and uses the money to fund wars. Henry returns to England to reclaim his land, gathers an army of those opposed to Richard, and deposes him. Now as Henry IV-Henry imprisons Richard, and Richard is murdered in prison-**About the Theme** -Richard II tackles themes of authoritarianism, greed, and the implications one person's actions can have on an entire country- Richard II is obviously a play about power and the way a monarch uses his or her power. It is power that is derived from a variety of sources: economic, political, traditional, moral, and personal- **About Conclusion-**The play ends with Henry inquiring about his own wastrel son, Prince Hal, and swearing to make a pilgrimage to the Holy Land to atone for his part in Richard's murder.

## REFERENCE BOOKS :

1. Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre*. New Delhi: Dominant Publishers and Distributors, 2007.
2. Greenhill, Wendy and Paul Wignall. *Shakespeare: Man of the Theatre*. Oxford: Reed Educational and Professional Publishing Ltd., 2000.
3. Grene, Nicholas. *Shakespeare's Tragic Imagination*. London: Macmillan Press Ltd, 1992.
4. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India Ltd., 2007.
5. Peter, Suco. *Shakespeare's English Kings: History, Chronicle and Drama*. New York: OUP, 1977.

|   |                                |
|---|--------------------------------|
| Course Title : <b>GENDER STUDIES</b>        | Course Code :                  |
| Semester VI                                 | Course Group :                 |
| Teaching scheme in Hrs(L:T:P) : 5:1:0       | Credits :6                     |
| Map Code : A                                | Total Contact Hours: <b>90</b> |
| CIA :25 Marks                               | SEE : <b>75 Marks</b>          |
| Programme : <b>B. A. English Literature</b> | <b>#-Semester End Exam</b>     |



| CO s. | Course Outcome (COs):<br>After successful completion of this course, the students<br>will be able to | PSOs | Cl.<br>Ses | CL |
|-------|--|------|------------|----|
| CO1   | Explore women's empowerment and resistance through poetic expression                                 | PSO4 | 18         | AP |
| CO2   | Examine the intersectionality of gender, race, and class   | PSO4 | 18         | U  |
| CO3   | Analyse social expectations and reality in the works   | PSO4 | 18         | A  |
| CO4   | Assess the notions of –identity crisis and feminist consciousness                                    | PSO4 | 18         | AP |
| CO5   | Evaluate feminist critiques of history, language, and power  | PSO4 | 18         | E  |

## UNIT I- POETRY

Lecture Hours: 18

**Lady Lazarus -Sylvia Plath:** is a poem written by American confessional poet Sylvia Plath. The poem "Lady Lazarus" published in 1962, during a creative burst of energy in the months before her death by suicide in 1963. The poem alludes to the biblical story of Lazarus, whom Jesus famously resurrected. The poem's female speaker also dies and is resurrected multiple times, in fact, and not always happily. Each revival is akin to a circus performance for a voyeuristic, "peanut-crunching crowd" that's hoping for a glimpse of the speaker's "scars." The speaker ultimately warns that she will one day rise from the ashes of her death and devour "men like air." The dark poem provides insight into a suicidal mind, a glimpse at the horror of being a woman in a patriarchal world, and a critique of society's twisted fascination with suffering.

**Still I Rise - Maya Angelou:** It is author Maya Angelou's third volume of poetry, published by Random House in 1978. It was published during one of the most productive periods in Angelou's career; she had written three autobiographies and published two other volumes of poetry up to that point. One of Angelou's most acclaimed works, the poem was published in Angelou's third poetry collection "*And Still I Rise*". Broadly speaking, the poem is an assertion of the dignity and resilience of marginalized people in the face of oppression. Because Angelou often wrote about blackness and black womanhood, "Still I Rise" can also be read more specifically as a critique of anti-black racism.

**The Dance of the Eunuchs - Kamala Das:** This is a poem of some confessional slant and feministic message deriving it from the eunuch dance and the eunuch's view of life. The scene is undoubtedly one of the coming and gathering of the eunuchs to lift the baby from the mother's lap and make it dance as they often do in India. But what pains their hearts, nobody knows it. The Hijras, too, are human beings, but they wail for being neither men nor women. The poetess depicts that they are victims of the social norms that alienate them from being treated as normal humans.

**Mrs. Midas - Carol Ann Duffy:** This poem written by the contemporary Scottish poet Carol Ann Duffy, the former Poet Laureate of the United Kingdom. The poem alludes to the Greek myth of King Midas, who was granted a wish to have everything he touched turn to gold. The poem, however, tells this well-known story from the perspective of Midas's *wife*, using humour and wit to explore the foolish nature of greed, the historical erasure of women's experiences, and the consequences of selfishness within a relationship. "Mrs Midas" was included in Duffy's 1999 collection "*The World's Wife*" and reprinted in her "*New Selected Poems 1984-2004*."

## UNIT II- PROSE

**Lecture Hours: 18**

**Sister Outsider - Audre Lorde:** It is a collection of essential essays and speeches written by Audre Lorde, a writer who focuses on the particulars of her identity: Black woman, lesbian, poet, activist, cancer survivor, mother, and feminist. This collection, now considered a classic volume of Lorde's most influential works of non-fiction prose, has had a ground breaking impact in the development of contemporary feminist theories. In fifteen essays and speeches dating from 1976 to 1984, Lorde explores the complexities of intersectional identity, while explicitly drawing from her personal experiences of oppression to include sexism, hetero sexism, racism, homophobia, classism, and ageism.

**A Room of One's Own - Virginia Woolf:** It is an extended essay by Virginia Woolf, first published in September 1929. The work is based on two lectures Woolf delivered in October 1928 at Newnham College and Girton College, women's colleges at the University of Cambridge. In her essay, Woolf uses metaphors to explore social injustices and comments on women's lack of free expression. Her metaphor of a fish explains her most essential point, "A woman must have money and a room of her own if she is to write fiction". She writes of a woman whose thought had "let its line down into the stream". As the woman starts to think of an idea, a guard enforces a rule whereby women are not allowed to walk on the grass. Abiding by the rule, the woman loses her idea.

## UNIT III- DRAMA

**Lecture Hours: 18**

**A Doll's House -Henrik Ibsen:** It is a three-act play written by Norwegian playwright Henrik Ibsen. It premiered at the Royal Danish Theatre in Copenhagen, Denmark, on 21 December 1879, having been published earlier that month. The play is set in a Norwegian town c. 1879. The play concerns the fate of a married woman, who, at the time in Norway, lacked reasonable opportunities for self-fulfillment in a male-dominated world. Despite the fact that Ibsen denied it was his intent to write a feminist play, it was a great sensation at the time and caused a "storm of outraged controversy" that went beyond the theater to the world of newspapers and society.

**Angels in America - Tony Kushner:** is a two-part, roughly eight-hour play by American playwright Tony Kushner that premiered in the early 1990s. It was originally produced as two stand-alone works that opened on Broadway in 1993 six months apart following a successful run in London. The play follows the intersecting lives of a group of people living in New York City in 1985. Kushner has said that the idea for the play came to him in a dream in late 1985 after the death of the first person he knew personally who had AIDS. He dreamed that his friend was lying in bed dying and an angel crashed through the ceiling into the room. He wrote a long poem about the dream, which ultimately became *Angels in America*.

## UNIT IV- FICTION

**Lecture Hours: 18**

**The Handmaids Tale -Margaret Atwood:** It is a futuristic dystopian novel by Canadian author Margaret Atwood published in 1985. It is set in a near-future New England in a patriarchal, totalitarian theonomic state known as the Republic of Gilead, which has overthrown the United States government. Offred is the central character and narrator and one of the "Handmaids": women who are forcibly assigned to produce children for the "Commanders",

who are the ruling class in Gilead. The novel explores themes of powerless women in a patriarchal society, loss of female agency and individuality, suppression of women's reproductive rights, and the various means by which women resist and try to gain individuality and independence. The title echoes the component parts of Geoffrey Chaucer's "The Canterbury Tales", which is a series of connected stories (such as "The Merchant's Tale" and "The Parson's Tale"). It also alludes to the tradition of fairy tales where the central character tells her story. "The Handmaid's Tale" won the 1985 Governor General's Award and the first Arthur C. Clarke Award in 1987; it was also nominated for the 1986 Nebula Award, the 1986 Booker Prize, and the 1987 Prometheus Award.

**The Joys of Motherhood - Buchi Emecheta:** It is a novel written by Buchi Emecheta. It was first published in London, UK, by Allison & Busby in 1979 and was first published in Heinemann's African Writers Series in 1980 and reprinted in 1982, 2004, 2008. The basis of the novel is the "necessity for a woman to be fertile, and above all to give birth to sons".<sup>[1]</sup> It tells the tragic story of Nnu-Ego, daughter of Nwokocha Agbadi and Ona, who had a bad fate with childbearing. This novel explores the life of a Nigerian woman, Nnu Ego. Nnu's life centres on her children and through them, she gains the respect of her community. Traditional tribal values and customs begin to shift with increasing colonial presence and influence, pushing Ego to challenge accepted notions of "mother", "wife", and "woman". Through Nnu Ego's journey, Emecheta forces her readers to consider the dilemmas associated with adopting new ideas and practices against the inclination to cleave to tradition. In this novel, Emecheta reveals and celebrates the pleasures derived from fulfilling responsibilities related to family matters in child-bearing, mothering, and nurturing activities among women. However, the author additionally highlights how the "joys of motherhood" also include anxiety, obligation, and pain.

## UNIT V- CRITICISM

Lecture Hours: 18

**Gender Trouble: Feminism and the Subversion of Identity: Judith Butler** (born February 24, 1956, Cleveland, Ohio, U.S.) is an American academic whose theories of the performative nature of gender and sex have been influential within Franco centric philosophy, cultural theory, queer theory, and some schools of philosophical feminism from the late 20th century. Butler's "*Gender Trouble*" was one of the founding texts of queer theory, and their work continued to inform much debate within cultural theory, especially in the United States, in the early 21st century. It also attracted significant criticism, however, for both its substance and its style. Even sympathetic readers, for example, worried that Butler's view of the subject as performatively constituted left no room for a coherent account of individual agency. Others complained that Butler's conception of politics as parody was impoverished and self-indulgent. Perhaps the most widely voiced criticism concerned their dense, jargon-laden prose and their nonlinear style of argument, both of which were viewed by some readers as rhetorical devices serving to conceal a paucity of original ideas. Butler argued in response that radical ideas are often best expressed in writing that challenges conventional standards of lucidity, grammar, and "common sense."

## TEXT BOOKS

Plath, Sylvia. "Daddy". *Ariel*, Harper & Row, 1965.

Ibsen, Henrik. *A Doll's House*. 1879.

Atwood, Margaret. *The Handmaid's Tale*. Houghton Mifflin Harcourt, 1985.

Das, Kamala. "The Dance of the Eunuchs." *Summer in Calcutta*, Everest Press, 1965.

#### **REFERENCE BOOKS**

Woolf, Virginia. *A Room of One's own*. Penguin Books, 1945

Butler, J. *Gender Trouble Feminism and the Subversion of Identity*. Routledge, New York, 33, 1990

|   |                       |
|---|-----------------------|
| <b>Course Title</b> : ECO LITERATURE          | <b>Course Code</b> :  |
| <b>Semester</b> VI                            | <b>Course Group</b> : |
| <b>Teaching scheme in Hrs (L:T:P)</b> : 4: :0 | <b>Credits</b> 4      |

|  |                                 |
|--|---------------------------------|
| <b>Map Code</b> : A                        | <b>Total Contact Hours</b> : 60 |
| <b>CIA</b> : 25 Marks                      | <b>SEE</b> : 75 Marks           |
| <b>Programme</b> : B.A. English Literature | <b>#-Semester End Exam</b>      |

| <b>No.</b> | <b>Course Outcomes (Cos):</b><br><b>After completion of this course, the students will be able to</b> | <b>PSOs</b> | <b>CL. Ses</b> | <b>CL</b> |
|------------|---|-------------|----------------|-----------|
| CO1        | Recall the key terms and terminology of poetry in eco literature.                                     | PSO1        | 12             | R         |
| CO2        | Examine the role of nature and ecological concerns in prose works.                                    | PSO2        | 12             | U         |
| CO3        | Analyse the role of setting and the portrayal of landscapes in the plays.                             | PSO2        | 12             | An        |
| CO4        | Demonstrate the impact of environmental settings in the fictional narrative structures.               | PSO4        | 12             | Ap        |
| CO5        | Create short stories based on environmental concerns and sustainable practices.                       | PSO4        | 12             | C         |

### **Unit - I (Poetry)**

**The World Is Too Much with Us -William Wordsworth- About the author** - William Wordsworth (born April 7, 1770, Cockermouth, Cumberland, England—died April 23, 1850, Rydal Mount, Westmorland) was an English poet whose Lyrical Ballads (1798), written with Samuel Taylor Coleridge, helped launch the English Romantic movement. **About the poem-** In it, Wordsworth criticises the world of the First Industrial Revolution for being absorbed in materialism and distancing itself from nature. **Themes-** The poem laments the withering connection between humankind and nature, blaming industrial society for replacing that connection with material pursuits.

**The Peace of Wild Things - Wendell Berry - About the author-** Wendell Erdman Berry is an American novelist, poet, essayist, environmental activist, cultural critic, and farmer. Closely identified with rural Kentucky, Berry developed many of his agrarian themes in the early essays of The Gift of Good Land and The Unsettling of America - **About the poem** - the

poem illustrates the soothing, restorative power of nature. When feeling anxiety about the future, the speaker goes outside and lies down in the grass, near birds and tranquil waters. There, the speaker finds "peace" in the "grace" of nature, and, if only for a moment, is freed from fear. **Themes** - The Peace of Wild Things" is the ability of nature to restore and refresh the human mind. The poem is about a speaker who finds peace in nature's "wild things", which live in the present and are not concerned about the future.

**Sleeping in the Forest - Mary Oliver - About the author** - Mary Jane Oliver was an American poet who won the National Book Award and the Pulitzer Prize. She found inspiration for her work in nature and had a lifelong habit of solitary walks in the wild. Her poetry is characterized by wonderment at the natural environment, vivid imagery, and unadorned language. **About the poem** - Throughout '*Sleeping in the Forest*,' Oliver engages with the themes of nature. The speaker spends the entirety of the poem out in the natural world, sleeping in the darkness of the night. Despite the darkness, she was provided with a luminous experience. She felt connected to the natural world in a way that she hadn't before. It's clear from the lines of this piece that the speaker values this connection highly. It made her feel alive in a new way. **Theme** - The meaning of 'Sleeping in the Forest' is that spending time in nature is often a good way to forget about one's existence and tap into something deeper and more meaningful.

**Ecology** - A.K. Ramanujan **About the author** - Attipate Krishnaswami Ramanujan was an Indian poet and scholar of Indian literature and linguistics. Ramanujan was also a professor of Linguistics at University of Chicago. Ramanujan was a poet, scholar, linguist, philologist, folklorist, translator, and playwright. **About the poem** - The poem *highlights the consequences of human actions on the environment* and emphasizes the need for a more harmonious coexistence with nature. the study of the relationships between living organisms, including humans, and their physical environment; it seeks to understand the vital connections between plants and animals and the world around them.

**Binsey Poplars** - Gerard Manley Hopkins **About the author** Gerard Manley Hopkins SJ was an English poet and Jesuit priest, whose posthumous fame places him among the leading English poets. His prosody – notably his concept of sprung rhythm – established him as an innovator, as did his praise of God through vivid use of imagery and nature. **About the poem** "Binsey Poplars" is Gerard Manley Hopkins's memorial for a row of riverside trees cut down in 1879. The poem's speaker—a voice for Hopkins himself—is appalled to discover that the "aspens" he loved have been unceremoniously "felled." This, he laments, is what happens whenever humanity meddles with nature.

## **Unit - II (Prose)**

**Of Goodness and Goodness of Nature** - Francis Bacon **About the author** - Francis Bacon was an English philosopher, statesman, and essayist born in 1561. He is widely regarded as one of the pioneers of the scientific method and made significant contributions to various fields of knowledge, including philosophy, politics, and science. Bacon's essays remain influential for their clarity of thought and their exploration of timeless human concerns.

**About the Essay-** “*Of Goodness and Goodness of Nature* ” is an essay that defines the inner goodness in humans and explains its importance. According to the author, goodness is a trait that aids the welfare of society on a larger scale. The essay also discusses the kinds of people having the goodness of heart and people who have an evil nature. This essay gives full knowledge about morality and enables the reader to keep a balance while doing good. It makes him careful about the errors committed in the process of doing good.

**Themes** - The author explains the concept of goodness. He says that there is no proper word that can explain the inner goodness of a human heart. Ancient Greeks called it “*Philanthropia*” which means the act of donating money for public welfare. The author gives “Goodness” the highest rank among virtues. He further states that it has a divine nature having the character of Deities and goddesses. Humans have a natural inclination towards goodness and without it, humans are destructive and harmful beings.

**Thinking Like a Mountain - Aldo Leopold - About the author - Aldo Leopold** was an American writer, philosopher, naturalist, scientist, ecologist, forester, conservationist, and environmentalist. He was a professor at the University of Wisconsin and is best known for his book *A Sand County Almanac* (1949), which has been translated into fourteen languages and has sold more than two million copies. **About the Essay** - The essay's title, "Thinking Like a Mountain," suggests that we should adopt a broader perspective and consider the long-term effects of our actions on the entire ecosystem. Leopold advocates for a more holistic and responsible approach to conservation and environmental stewardship. He encourages us to understand and respect the intricate web of life in nature and to recognize that every species has its place and purpose in the ecosystem. **Themes** -The central theme of "Thinking Like a Mountain" revolves around the idea that humans often fail to consider the long-term consequences of their actions on the environment. Leopold uses a personal anecdote from his time as a young hunter to illustrate this point. He describes how, as a young man, he once participated in the killing of a wolf and her cubs. At the time, he believed he was doing a service to the local ecosystem by eliminating a predator that threatened game animal

### **Unit -III (Play)**

**Jerusalem** - Jez Butterworth **About the author** Jeremy "Jez" Butterworth is an English playwright, screenwriter, and film director. He has gained recognition for his unique voice in contemporary theater, often blending themes of myth, folklore, and realism. He has received a Tony Award and two Laurence Olivier Awards. **About the play** - On St. Georges Day, morning of the local county fair in Wiltshire, Johnny "Rooster" Byron, local 'waster' and modern-day Pied Piper, is a wanted man. The council officials want to serve him an eviction notice, his young son wants him to take him to the fair, Troy Whitworth wants to give him a serious kicking, and a motley crew of mates want his ample supply of drugs and alcohol. **Themes-** Many big themes appear throughout the play: rural life, the rural economy and the sense of isolation that can be rife in such communities, development, land access, earth care, and our strange and varied sense of what Albion and Englishness mean.

**Under Milk Wood** - Dylan Thomas- **About the author** Dylan Marlais Thomas was a Welsh poet and writer whose works include the poems "Do not go gentle into that good night" and

"And death shall have no dominion", as well as the "play for voices" Under Milk Wood. **About the play** - Commissioned by the BBC, and described by Dylan Thomas as 'a play for voices', UNDER MILK WOOD takes the form of an emotive and hilarious account of a spring day in the fictional Welsh seaside village of Llareggub. We learn of the inhabitants' dreams and desires, their loves and regrets. **Themes** - While the nostalgia and simplicity Thomas evokes in Under Milk Wood might cynically mourn the simple, good way of life that World War II destroyed, it also entertains the hopeful possibility that beauty and goodness can still exist in the world. Milk Wood becomes an essential part of the town's understanding of sin and love. Milk Wood is physically separate from the town, meaning that those who wish to pursue their romantic endeavors must leave Llareggub to do so.

#### **Unit - IV (Fiction)**

**The Overstory** - Richard Powers **About the author**- Richard Powers is an American novelist whose works explore the effects of modern science and technology. His novel The Echo Maker won the 2006 National Book Award for Fiction. He has also won many other awards over the course of his career, including a MacArthur Fellowship. **About the Fiction**-The Overstory suggests that trees have a kind of consciousness all their own. The book presents scientific evidence for this, primarily through Patricia Westerford and her studies. She is the first to discover that trees communicate with each other, warning other trees of threats or sharing and distributing resources. **Themes** -The overstory of the title is the story of the trees and the forest ecologies they create; throughout the novel, Powers zeroes in on the perspective of nonhuman nature, describing its lived experience closely and at length.

**The River Between** - Ngũgĩ wa Thiong'o **About the author**- Ngũgĩ wa Thiong'o is a Kenyan author and academic, who has been described as "East Africa's leading novelist". He began writing in English, switching to write primarily in Gikuyu. His work includes novels, plays, short stories, and essays, ranging from literary and social criticism to children's literature. **About the Fiction** - The story tells about the struggle of a young leader, Waiyaki, to unite the two villages of Kameno and Makuyu through sacrifice and pain. The novel is set during the colonial period, when white settlers arrived in Kenya's "White Highlands", and has a mountain setting. **Themes**-The novel The River Between has an echo of an eco-critical phenomenon where multitudes of ecocritical aspects can be explored. The title itself indicates the importance of rivers in the novel. In this novel, the relationship between characters of novels with the ridges, valleys, landscapes, forests.

#### **Unit - V (Short Story)**

**A White Heron** - Sarah Orne Jewett- **About the author** - Theodora Sarah Orne Jewett was an American novelist, short story writer and poet, best known for her local color works set along or near the southern coast of Maine. Jewett is recognized as an important practitioner of American literary regionalism. **About the Story** - The story follows a young city girl named Sylvia who comes to live with her grandmother in the country. She meets a young ornithologist hunter seeking to find a rare bird that he recently spotted in the area. As the story progresses, Sylvia is



challenged with whether or not she should tell the hunter she saw the bird. She also discovers her passion for country life and her love and values for the animals that inhabit it. **Themes-** The story 'A White Heron' by Sarah Orne Jewett has a universal theme of respecting nature and valuing its preservation over industrial progression.

**The Green Leaves - Grace Ogot - About the author -** Grace Ogot (May 15, 1930 – March 18, 2015) was a Kenyan author, nurse, journalist, politician and diplomat. Grace Ogot was born into the generation that would struggle for and achieve independence from England. **About the Story -** "The Green Leaves" describes the identity crisis faced by those whose history is shaped by the conflict between African and European values. It presents an insight into the ancient Luo culture of the pre-colonial East Africa with its primitive laws and their conflict with the laws of the white rulers. **Themes-** Ogot explores in this story the themes of native laws, Ecological values, cultural practices, superstitions, gender roles, greed, concept of crime, family, relationships and conflict between the native African and modern European ideologies.

### **The Open Boat - Stephen Crane**

**About the author -** Stephen Crane (November 1, 1871 – June 5, 1900) was an American poet, novelist, and short story writer. Prolific throughout his short life, he wrote notable works in the Realist tradition as well as early examples of American Naturalism and Impressionism. **About the Story -** The short story about four men battling an indifferent natural world. Although the story is based on the author's real-life experience of surviving a shipwreck off the coast of Florida, it is a fictional tale. **Themes -** it explores the theme of existentialism, highlighting the indifferent and unpredictable nature of the universe. The three main themes of "The Open Boat" are the individual versus nature, perspective, and death.

### **Books for Reference**

Butterworth, Jez. *Jerusalem*. Penguin Books, 2012

Powers, Richard. *The Overstory*. Macmillan Books, 2010

**RVS COLLEGE OF ARTS & SCIENCE**

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Sulur, Coimbatore – 641 402

**DEPARTMENT OF ENGLISH**

## PART II ENGLISH I, II, III & IV



(Syllabus for Even Semester 2023-2024)

**HOD**

**PRINCIPAL  
SEMESTER I**

**COE**

|                                       |                          |
|---------------------------------------|--------------------------|
| Course Title : English I (T)          | Course Code : 12E        |
| Semester I                            | Course Group : ELN - I   |
| Teaching scheme in Hrs(L:T:P) : 4:0:0 | Credits : 3              |
| Map Code : A (Language Concepts)      | Total Contact Hours : 60 |
| CIA : 25 Marks                        | SEE : 75 Marks           |
| Programme : All I UG Courses          | #-Semester End Exam      |

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to | PSOs | CL.<br>Ses | CL |
|-----|---|------|------------|----|
|     |   |      |            |    |

|     |   |      |    |    |
|-----|---|------|----|----|
| CO1 | Examine the basics of Grammatical Structures            | PSO2 | 12 | AN |
| CO2 | Apply the verbs and tenses                              | PSO2 | 12 | AP |
| CO3 | Develop Communicative Skills                            | PSO1 | 12 | C  |
| CO4 | Recall the units of language and the kinds of sentences | PSO3 | 12 | R  |
| CO5 | Identify the different parts of speech                  | PSO4 | 12 | R  |

### UNIT I

**Lecture Hours: 12**

**The Lotus – Toru Dutt:** About the poet - Toru Dutt is one of the most famous Indo-Anglican poets - Most of her poetic works have an Indian theme and an Indian background - For an extended time, Lily and Rose had been fighting for the title 'Queen of flowers - Finally Love and Flora have decided to create a new flower that The Indian Lotus is the most beautiful and Queen of all flowers.

**Monday Morning – Mark Twain (Adapted from Adventures of Tom Sawyer):** Its an Adapted from "The Adventures of Tom Sawyer" by Mark Twain - Monday morning arises, and Tom is not so happy, because as usual, he has to go to school - He tries to find some reason to not go, like some ailment.

**Parts of Speech:** Definition of Noun, Pronoun, adjective- noun is a word used as the name of a person, place, thing etc, Definition of Verb and Adverbs - A verb is a word that denote an action. Definition of preposition, conjunction and interjection - A preposition is a word that is used with a suffix.

**Hints Development:** Read all the hints thoroughly - Try to understand the tone of the passage. Make sure to use all the hints; do not leave any point - Arrange the points sequentially, one leading to the other - Make two or three paragraphs, as required - Look for the tense in the hints, follow the same in the story.

### UNIT II

**Lecture Hours: 12**

**Goodbye Party to Miss. Pushpa T.S - Nizzim Ezekiel:** Nissim Ezekiel in this poem narrates an incident when a woman (Miss Pushpa) is supposed to leave India - her colleagues have masterminded a "Goodbye Party" for her - The narrator is likely a man uses Babu English which is quite interesting as he uses the Hindustani dialect and manners in it.

**A Day's Wait – Ernest Hemingway:** It refers to the boy's day spent waiting to die, as he believes he will - The father narrates the story - doesn't realise that boy believes he is approaching imminent death - simply ascribes his son's strange behaviour to the illness.

**Tense:** Definition of Tenses – 12 basic English tenses - Types of tenses – Rules for Tenses with Examples. Sentence Pattern: Definition and Examples – Five Essential Elements of sentence – Subject – Verb – Types of Verb – Object – Complement – Adjunct – Examples. Gerunds and Infinitives: Introduction about Gerunds and Infinitives - Basic Rules for Gerunds and Infinitives.

### UNIT III

**Lecture Hours: 12**

**Incident of the French Camp – Robert Browning:** The poem describes an act of chivalry, gallantry, patriotism and sacrifice on the part of a young French soldier - It narrates an actual event in the war between France and Austria led by Napoleon in 1809 - Napoleon was standing on a little mound, eagerly looking towards Ratisbon.

**I Have a Dream – Martin Luther King:** It's a speech – given by Martin Luther King – In his speech minister and civil rights activist Martin Luther King Jr. outlines the long history of racial injustice in America and encourages his audience to hold their country accountable to its own founding promises of freedom, justice, and equality.

**Concord:** Introduction about Concord – Rules and Types of Concord – Exercises and examples.

**Comparison of Adjectives:** Introduction to the Degree of Comparison - Types of Degree of Comparison - Positive, Comparative and Superlative - Importance, Usage, Examples.

#### **UNIT IV**

**Lecture Hours: 12**

**Daffodils – William Wordsworth:** The poem was composed in the year 1802 - The title of the poem informs about the loneliness of the poet which he faces after the death of his brother - the endless view of the golden Daffodils in a field across the lake filled him with joy - This view was the greatest gift of nature to him.

**The Unexpected – Robert Lynd:** The essay “Unexpected” is the one which lets everyone to appreciate the nature for the beauty which it shows us beyond our expectation - Lynd is trying to take us towards the natural beauty by taking the example of the wild birds and their singing ability which takes you to the imaginary world.

**Conditional Clauses:** Conditional clause definition - four main kinds of conditionals - The Zero Conditional (if + present simple, ... present simple) - The First Conditional (if + present simple, ... will + infinitive) - The Second Conditional (if + past simple, ... would + infinitive) - The Third Conditional (if + past perfect, ... would + have + past participle).

**Re-Arranging Jumbled Sentences:** Finding the opening sentence – Finding the closing sentence – Finding the connection between them – Finding the central theme of the sentence.

#### **UNIT V**

**Lecture Hours: 12**

**Stopping by Woods on a Snowy Evening – Robert Frost:** The story of a writer passing by some woods - The writer of the poem is traveling in the dark through the snow - pauses with his horse near the woods by a neighbor's house to observe the snow falling around him.

**My Lord, The Baby – Rabindranath Tagore:** It begins with a twelve-year-old boy named Raicharan - He leaves his village and enters the home and service of a man who shares the same caste as Raicharan – He becomes the private servant - From birth up until the day that the boy leaves for college - he is Anukul's personal attendant.

**Reported Speech:** Introduction to the Direct Speech and Indirect Speech - Changing Time Expressions - the difference between Direct and Reported Speech - Direct and Indirect Speech Rules with Examples.

#### **Text Books:**

T1. Natarajan K. *Enlightening English Prose*. New Century Book House, 2011.

T2. Rathnasabapathi K. *Developing Language Skills through Literature -I*. Sunitha Printers, 2016.

T3. Robb, Cuthbert W. *Representative Anthology: English Essays*. Blacky Books, 2011.

#### **Reference Books:**

R1. Mohan, Krishna and Banerjee, Meena. *Developing Communication Skills*. Macmillan India, 1990.

|   |                              |
|---|------------------------------|
| Course Title : <b>ENGLISH II</b>          | Course Code : <b>IUEN</b>    |
| Semester II                               | Course Group : <b>ELN II</b> |
| Teaching scheme in Hrs(L:T:P) : 4         | Credits : 3                  |
| Map Code :A                               | Total Contact Hours: 60      |
| CIA : <b>25 Marks</b>                     | SEE : <b>75 Marks</b>        |
| Programme : <b>B.A.English Literature</b> | <b>#-SemesterEndExam</b>     |

  

| COs. | Course Outcome (COs):<br>After successful completion of this course, the students will be able to      | POs &PSOs                   | Cl. Ses | CL |
|------|--|-----------------------------|---------|----|
| CO1  | Enrich the students with pronunciation and accuracy in the use of English Language.                    | PO2 and PO4 & PSO1 and PSO4 | 12      | R  |
| CO2  | Aid them understand the responsibilities and societal problems and solutions along with one act plays. | PO2 and PO4 & PSO1 and PSO4 | 12      | R  |
| CO3  | Teach them various opportunities and success of different noble people.                                | PO2 and PO4 & PSO1 and PSO4 | 12      | U  |
| CO4  | Help the students to learn the variety of sentence structures.   | PO2 and PO4 & PSO1 and PSO4 | 12      | U  |
| CO5  | Become an employable person with effective communication   | PO2 and PO4 & PSO1 and PSO4 | 12      | R  |

### UNIT – I (ONE ACT PLAYS) 12 hrs

1. **Chitra** - Rabindranath Tagore – Introduction – About the Author - The play adapts the story of Chitrāngadā and Arjuna from the Mahabharata. - Chitra beginning a conversation with Madana, the god of love, and Vasanta, the god of springtime and eternal youth - Chitra, the beauty of which he mentions, enters and Arjuna immediately strikes up a conversation with her - The play ends with Chitra finally admitting to Arjuna that she is the princess of which he spoke of and that she begged for beauty in order to win him over.

2. **The Sun** – John Gales worthy – Introduction – About the Author *The Sun*, a soldier returns from the WWI front to reunite with his fiancée, only to discover that she has jilted him for another man. The girl is nervous and guilty-the man is ready to fight for his woman--but the soldier cannot bring himself to fight anymore. The sun is shining, the soldier has returned home, and he will let nothing stand in the way of his high spirits. John Galsworthy’s delightful one-act bursts with sunny cheer and the joy of being alive.

3. **The Boor** – Anton Chekhov Introduction – About the Author “The Boor is a romantic farce - a widow who is mourning her husband's death - disturbed in her home by a brutish man

who her late husband owed him money, through their arguments about which of the genders is more faithful in relationships they ultimately fall in love with each other.

4. **Heart in the Ground** – Douglas Introduction – About the Author - **Heart in the Ground**, is a powerful and moving story of love- reconciliation- healing and hope, as a young farming couple learn to come to terms with the loss of their baby.

## UNIT – II (BIOGRAPHY) 12 hrs

1. **Dr. APJ Abdul Kalam : Avul Pakir Jainulabdeen Abdul Kalam** (15 October 1931 – 27 July 2015) was an Indian aerospace scientist and statesman who served as the 11th President of India - He thus came to be known as the *Missile Man of India*. Kalam served as the Chief Scientific Adviser to the Prime Minister and Secretary of the Defence Research. During his term as president, he was affectionately known as the *People's President*, saying that signing the Office of Profit Bill was the toughest decision he had taken during his tenure. Kalam was criticised for his inaction in deciding the fate of 20 out of the 21 mercy petitions submitted to him during his tenure

2. **Helen Keller:** Helen Adams Keller was an American author- disability rights advocate, political activist - lecturer. Born in West Tuscumbia, Alabama -she lost her sight and her hearing after a bout of illness when she was 19 months old. Annie had been blind, but had her eyesight restored by surgery. Charlie Chaplin Sarah was a teacher for the deaf. Later, during World War II, she visited with wounded army soldiers encouraging them not to give up. Helen spent much of her life working to raise money and awareness for people with disabilities, especially the deaf and the blind.

3. **Charlie Chaplin:** Sir Charles Spencer Chaplin KBE was an English comic actor, filmmaker, and composer who rose to fame in the era of silent film. He became a worldwide icon through his screen persona, the Tramp, and is considered one of the film industry's most important figures. The Masterpiece Features – The Gold Rush (1925), The Circus won Charles Chaplin his first Academy Award. City Lights proved to be the hardest and longest undertaking of Chaplin's career. In Modern Times Chaplin set out to transform his observations and anxieties into comedy. His last picture, "A Countess from Hong Kong". He was also a composer, having written and published many songs, among them: "Sing a Song"; "With You Dear in Bombay";

## UNIT – III (GRAMMAR) 12 hrs

1. **Active Voice and Passive Voice** In the active voice, the sentence's subject performs the action on the action's target. In the passive voice, the target of the action is the main focus, and the verb acts upon the subject.

Rita wrote a letter. ( Subject + Verb + Object)

A letter was written by Rita. (Object) + (auxiliary verb) + (past participle) + (by subject).

She cooks food. ( Subject + Verb + Object)

**2. Articles** -Definite article- **the** (before a singular or plural noun)-Indefinite article- **a** (before a singular noun beginning with a consonant sound) -**an** (before a singular noun beginning with a vowel sound) -Count nouns - refers to items that can be counted and are either singular or plural - Non-count nouns - refers to items that are not counted and are always singular

**3. Question Tag** - Question tags are short questions at the end of statements. They are mainly used in speech when we want to: **confirm that something is true or not**, or - **to encourage a reply** from the person we are speaking to. Question tags are formed with the auxiliary or modal verb from the statement and the appropriate subject. A **positive** statement is followed by a **negative** question tag. Jack **is** from Spain, **isn't** he? Mary **can** speak English, **can't** she? A **negative** statement is followed by a **positive** question tag. They **aren't** funny, **are** they? He **shouldn't** say things like that, **should** he?

**4. Sentence Pattern - Subject:** A person, animal, place, thing, or concept that does an action. Determine the subject in a sentence by asking the question "Who or what?" **I** like spaghetti. **He** reads many books. **Verb:** Expresses what the person, animal, place, thing, or concept does. Determine the verb in a sentence by asking the question "What was the action or what happened?" (The *be* verb is also sometimes referred to as a copula or a linking verb. It links the subject, in this case "the movie," to the complement or the predicate of the sentence, in this case, "good.") **Object:** A person, animal, place, thing, or concept that receives the action. Determine the object in a sentence by asking the question "The subject did what?" or "To whom?/For whom? I like *spaghetti* He reads *many books*."

#### UNIT – IV (LANGUAGE COMPONENTS) 12 hrs

- **One Word Substitution:** One word substitution is the use of one word in place of a wordy phrase in order to make the sentence structure clearer. The meaning, with the replacement of the phrase remains identical while the sentence becomes shorter. Her younger son has an extreme fear of dogs: **Her son has cynophobia.** I am interested in the study of ancient things: **I am interested in archaeology.**
- **Idioms:** An **idiom** is a phrase or expression that typically presents a figurative, non-literal meaning attached to the phrase; but some phrases become figurative idioms while retaining the literal meaning of the phrase. Break the ice -To get the conversation going. Provide a conversation prompt. **Example:** Starting class with a joke or subjects students like will help to **break the ice.**
- **Words from Headlines:** the heading or caption of a newspaper article -publicize widely or highly, as if with a headline - provide (a newspaper page or a story) with a headline - Headlines play a very important in any newspaper. Actually, Headline is used to attract the user to read the whole news. Headlines describe the whole news in short. Utterly- Completely, Scramble - Climb, Feud – Fight



- **Homophones and Homonyms:** Words that sound alike but are different in meaning and spelling are called as Homophones ('bored'- 'board'); rather words that are similar in spelling and pronunciation but different in meaning are called as Homonyms ('park'- 'park').

## UNIT – V (LANGUAGE STUDY AND COMMUNICATION) 12 hr

1. **Letter Writing :** A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a letter, a written conversation between two parties. Letters are of two types – 1. Formal Letter A Letter written for a formal purpose is called a Formal letter. It addresses a serious issue 2. Informal Letter - A Letter written for an informal purpose is called an Informal letter. It is written for a casual purpose.
2. **Poster Making:** Posters have become an increasingly popular means of communicating research findings. However, at conferences there are often a large number of posters on display, so you need to ensure that yours is well-designed to attract, and hold, other people's attention. Elements of Mail Writing- The Format of Mail Writing
3. **E-mail Writing:** Email stands for electronic mail. It is the easiest and the cheapest way of communication, which primarily sent from the computer and mobile devices to one or multiple recipients. An email can be formal or informal depend on the circumstances if it is for the office purpose, Companies, organizations, govt. dept, and officers use formal emails which are written like formal letters for official communication. Informal emails sent to family, relatives, friend and some time acquaintance and are written in a friendly and conversational style.
4. **Note Making:** Notes are a permanent record of information that will help you prepare for seminars, presentations, assignments and examinations. Note-making helps you concentrate on what you are reading, watching or hearing; it helps you to understand new information and new ideas; noting things down in your own words helps to place them in your long-term memory. Effective note-making is a key academic skill; The Procedure of Note Making. Read the passage carefully and thoroughly While reading the passage, underline the key-sentences. It will help you in forming the title and sub-titles. Make a rough note of the main points and give them a logical sequence. Use any format you like but it should depend on the theme of the passage. A little practice will make you adept in note-making.
  - T1. Tagore. *One Act Plays*. New Century Book House, 2004.
  - T2. Virtual English. Prepared by The Department of English. 2018.
  - T3. Effective English | Edition:1 | RVS | Department of English. 2019

### Reference Books:

- R1. High School English Grammar And Composition Book. Wren & Martin. 2017.  
 R2. Developing Reading Skills. Edition 1. Bloomsbury. 2015.

### SEMESTER III

|                                       |                            |
|---------------------------------------|----------------------------|
| Course Title : English-III            | Course Code :              |
| Semester :III                         | Course Group : AECC-G1-3   |
| Teaching scheme in Hrs(L:T:P) : 4:0:0 | Credits :3                 |
| Map Code :A (Language Concepts)       | Total Contact Hours :60    |
| CIA :25 Marks                         | SEE : 75Marks              |
| Programme :All II UG Courses          | <b>#-Semester End Exam</b> |

| No. | Course Outcomes(Cos):<br>After completion of this course, the students will be able to   | PSOs          | CL.<br>Ses | CL |
|-----|--|---------------|------------|----|
| CO1 | Broaden their outlook and sensibility and be acquainted with cultural diversity and divergence in perspectives.                                | PSO1          | 12         | AP |
| CO2 | Be updated with basic informatics skills and attitudes relevant to the emerging knowledge society  | PSO1,<br>PSO2 | 12         | U  |
| CO3 | Produce grammatically and idiomatically correct language   | PSO4          | 12         | AP |
| CO4 | Gain knowledge in writing techniques to meet academic and professional needs.  | PSO4          | 12         | R  |
| CO5 | Be equipped with sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English from the perspective of career oriented tests. | PSO3          | 12         | R  |

## UNIT I: POETRY

**LECTURE HOURS: 12**

**The Voice of the Mountains - Mamang Dai-** 'The Voice of the Mountain' by Mamang Dai talks about a young man. He brought a fish as an offering to the spirit of the mountain as he couldn't speak. The person thought if the mountain took pity on him, he would grant his voice back. According to the mountain, such acts of pleasing him are repeated.

**Sita - Toru Dutt-** In the poem "Sita" the poet Toru Dutt conjures up the mythic past and tries to infuse into it the past glory. She gives a picture of Sita in exile. What fascinates the reader is her description of nature in which flowers, lakes, peacocks, and a herd of deer find a place.

**A Song of Hope – Oodgeroo Noonuccal-** The poem 'A Song of Hope' revolves around the dark history of Australia where discrimination and slavery were shown to the Aboriginal People. But unlike most poems 'A Song of Hope' like its name positively talks about a brighter and fairer future for the coming generations of Aboriginal People.

**In an Artist's Studio - Christina Rossetti-** Christina Rossetti's sonnet, 'In an Artist's Studio', is broadly concerned with the tensions between art and reality. Specifically, these tensions arise from the relationship between the male artist and the artist's female model, the gazer and the gazed-upon.

## UNIT II: SCENES FROM SHAKESPEARE

**LECTURE HOURS:12**

**Romeo & Juliet -The Balcony Scene-** At the start of this scene, Romeo hides beneath Juliet's balcony and overhears her talking about him. He eventually comes out and they talk to each other. They declare their love for each other and arrange to meet the next day when Romeo has promised to marry Juliet.

**Macbeth- Banquet Scene-** In this scene, Macbeth and Lady Macbeth host a banquet for the Scottish thanes. A murderer tells Macbeth that he has been successful in killing Banquo, but that Fleance escaped. During the banquet, Macbeth sees the ghost of Banquo sitting at his place at the table. He is horrified.

**Julius Caesar - Murder Scene-**In this scene Caesar refuses to read Artemidorus' warning. Cassius has a moment of panic and fears the plot has been discovered but Brutus reassures him. The

conspirators surround Caesar, pretending to kneel in appeal, and Caesar is stabbed to death by all the conspirators.

### **UNIT III: SPEECHES OF FAMOUS PERSONALITIES**

**LECTURE HOURS:12**

**Tryst with Destiny- Jawaharlal Nehru-** This speech was delivered on the midnight of 14th August 1947 to the Indian Constituent Assembly in the Parliament. Tryst with Destiny focuses on restoring the glory of India and rebuilding after the destruction caused by British rule. The speech's central aspect was addressing ignorance, poverty and health.

**Yes, We Can- Barack Obama-** “Yes, we can” is a popular repetition in President Obama's speeches. This phrase shows his political power and strong authority to address the weakened era of the US to inspire and motivate citizens towards progress and prosperity.

**You've Got to Find What You Love- Steve Jobs-** Jobs considered work as his first love always and here's what he said in his speech, "You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work.

### **UNIT IV: LANGUAGE COMPETENCY**

**LECTURE HOURS:12**

**Writing letters and emails-** Different types of letters- Informal letter- Formal letter- E-mail writing introduction- Things to remember while writing an E-mail- Writing an effective E-mail.

**Writing and messaging in social media platform-** Writing methods for each social media platforms- Instagram- Twitter- Facebook- LinkedIn

**Learning netiquette, email etiquette-** Introduction to netiquette- Rules of netiquette- Introduction to E-mail etiquette- Importance of E-mail etiquette- Rules for E-mail etiquette.

### **UNIT V: ENGLISH FOR WORKPLACE**

**LECTURE HOURS:12**

**Data Interpretation and Reporting-** Introduction to data interpretation- Steps involved in interpretation- Precautions in interpretation- Meaning of research report- purpose or functions of research reports- Characteristics of a good research report- Writing style of report.

**Data Presentation and analysis-** Introduction to data presentation- Types of data presentation- Steps involved in presenting data- Data analysis process

**Meeting Etiquettes –** Introduction to meeting etiquette- Importance of meeting etiquette- Rules for proper meeting etiquette

**Online Meetings -** Terms and expressions used

**Conducting and participating in a meeting-** Introduction- Rules for conducting effective meeting- Disciplines for participating in a meeting.

#### **Text Books :**

T1. Natarajan K. *Enlightening English Prose*. New Century Book House, 2011.

T2.Rathnasabapathi K. *Developing Language Skills through Literature -I*. Sunitha Printers,2016.

T3.Robb, Cuthbert W. *Representative Anthology: English Essays*. Blacky Books, 2011.

#### **Reference Books:**

R1. Mohan, Krishna and Banerjee, Meena. *Developing Communication Skills*. Macmillan India, 1990.

### SEMESTER IV

|   |                          |
|---|--------------------------|
| CourseTitle : English IV                  | Course Code :            |
| Semester IV                               | Course Group : ELN-IV    |
| TeachingschemeinHrs (L:T:P) : 4:0:0       | Credits <b>3</b>         |
| MapCode :A                                | TotalContactHours: 60    |
| CIA : <b>25 Marks</b>                     | SEE : <b>75Marks</b>     |
| Programme : <b>B.A ENGLISH LITERATURE</b> | <b>#-SemesterEndExam</b> |

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to                             | PSOs | CL.<br>Ses | CL |
|-----|---|------|------------|----|
| CO1 | Help learners imbibe the rules of language unconsciously and tune to deduce language structure and usage            | PSO1 | 12         | R  |
| CO2 | Provide exposure to plays, autobiographies and expose them to value based ideas.                                    | PSO1 | 12         | U  |
| CO3 | Enable them use receptive skills through reading and listening to acquire good exposure to language and literature. | PSO1 | 12         | AP |
| CO4 | Help them develop the style in speech and writing and manipulate the tools of language for effective communication. | PSO1 | 12         | An |
| CO5 | Enhance their language skills especially in the areas of grammar and pronunciation.                                 | PSO1 | 12         | E  |

#### UNIT – I

#### Lecture Hours: 12

**I am Malala-Malala Yousafzai**—About the Author- Malala Yousafzai was born on 12th July 1997, Mingora, Swat valley, Pakistan. She was the Pakistani activist. – She spoke out publicly against the prohibition on the education of girls that was imposed by the Tehrik-e-Taliban Pakistan. -She gained global attention when she survived an assassination attempt at age 15.- In 2014 Yousafzai and Kailash Satyarthi were jointly awarded the Nobel Prize for Peace in recognition of their efforts on behalf of children's rights.-About her work- ***The Story of the Girl Who Stood Up for Education and was Shot by the Taliban*** is an autobiographical book. It is about the early life of Yousafzai, her father's ownership of schools and activism, the rise and fall of the Tehrik-i-Taliban Pakistan in Swat Valley and the assassination attempt made against Yousafzai on 9 October 2012,[1] when she was aged 15, following her activism for female education.

**My Inventions - Nikola Tesla** –About the Author-Nikola Tesla was born on 10th July 1856 and died on 7th January 1943 - a Serbian-American inventor, electrical engineer, mechanical engineer, and futurist. - He is best-known for his contributions to the design of the modern alternating current (AC) electricity supply system- He also developed the three-phase system of electric power transmission. About his autobiography-The Autobiography of Nikola Tesla" is a brief account in Tesla's own words of his early life and education and his career as an important and prolific inventor in the late nineteenth and early twentieth centuries. Tesla's personal account is divided into six chapters covering different periods of his life: My Early Life, My First Efforts at Invention, My Later Endeavors, The Discovery of the Rotating Magnetic Field, The Discovery of the Tesla Coil and Transformer, The Magnifying Transmitter, and The Art of Telautomatics. One of the most important technological innovators of the modern industrial age- Famous for the radio, robotics, and wireless energy, Tesla quickly gained international notoriety for his pioneering inventions as much for his eccentric life.

## UNIT- II

**Lecture Hours: 12**

**The Zoo Story- Edward Albee –About the Author-**Edward Franklin Albee III was born on March 12, 1928 and September 16, 2016 - an American playwright known for works such as *The Zoo Story* (1958), *The Sandbox* (1959), *Who's Afraid of Virginia Woolf?* (1962), *A Delicate Balance* (1966), and *Three Tall Women* (1994). His works are often considered frank examinations of the modern condition. **About the Play -one-act play -produced and published in 1959 –**It is about an isolated young man desperate to interact with other people- The play explores themes of isolation, loneliness, miscommunication as anathematization, social disparity and dehumanization in a materialistic world.**The Proposal- Anton Chekhov –About the Author-** Anton Pavlovich Chekhov was born on 29 January 1860- a Russian playwright and short-story writer who is considered to be one of the greatest writers of all time- His career as a playwright produced four classics, and his best short stories are held in high esteem by writers and critics.**About the play-** how families with immense wealth want to enhance their earthly possessions through marriage further. The author finds it amusing that though they have already filled their coffers with plenty of gold and silver, their desire and lust for money know no bounds.

## UNIT III

**Lecture Hours: 12**

**Nelson Mandela’s Interview with Larry King.****About Nelson Mandela - born on 18<sup>th</sup> July 1918.**South African anti-apartheid leader and world human rights activist. His lifelong commitment to justice, equality, and reconciliation transformed the country and inspired the world.**About his interview-** Larry King interviews Nelson Mandela about his life and leadership, his wife Winnie Mandela, and the presidency of South Africa -Mandela rightly said: *“Forgiveness is a powerful weapon which liberates the soul.*

**Rakesh Sharma’s Interview with Indira Gandhi from space. About Rakesh Sharma-** Born on 13 January 1949 in Punjab - **About the interview-** Sharma became the first Indian citizen to enter space when he flew aboard the Soviet rocket Soyuz T-11 launched on 3 April 1984- He was the astronaut in the joint Indo-Soviet Space Mission-1984 which culminated in an 8-day near Earth Orbit Space Flight. The crew held a joint television news conference with officials in Moscow and then Indian Prime Minister Indira Gandhi. A video of his interaction with Indira Gandhi shows Gandhi asking him how India looked from space. Rakesh answered, "SaareJahan Se Achha".

**Lionel Messi with Sid Lowe (Print). About Lionel Messi -**born in 1987 in Rosario, Argentina's third-biggest city- a football player from Argentina who plays for Inter Miami- He has won the Ballon D'Or, the annual award given to the best player in the world, 8 times, 2022 FIFA World Cup winner and an Olympic gold medal winner in 2008-**About the interview-**He can picture myself with the ball at my feet from a very young age- He was happy to be living in Barcelona and experiencing all those new things. On the other hand, it was hard to be so far away from people-he had to start again, new team-mates, new friends-he also couldn't play at first because of injury and because there were problems with the paperwork- That start was hard.

## UNIT – IV

**Lecture Hours: 12**

1. **Refuting**— While refuting in an argument or debate Respectfully acknowledge evidence or standpoints that differ from your argument. -Refute the stance of opposing arguments, typically utilizing words like “although” or “however.” – show the reader why your position is more correct than the opposing idea.**Arguing & Debating** -A debate is formal, deliberate, executed according to an agreed upon set of rules, and a decision is made at the end of the debate- Debates use arguments- but an argument itself is informal, usually unplanned, can get heated, and doesn't always end in a decision- In Debate, put aside your personal views and remain objective when you debate so your argument remains logical.**Making Suggestions** - When you make a suggestion, you're putting forward a plan or an idea for another person to consider. People make suggestions when they're deciding what to do, offering advice, or helping a visitor. *giving suggestions is a key communicative skill in business.* Phrases-Would you like to...?,Why don't we go...,How about going...**Responding to Suggestions**-Phrases -Yes, it's a great idea,I agree,It sounds great, Yes, let's do that/it ,Super! OK! All right.**Asking for Advice or help**- be specific about the kind of help you need (job hunting advice, career change advice, etc.) – request a specific amount of time (15–30 minutes is usually appropriate) – offer to call the person or meet at his or her office at his or her convenience.Phrases- Could you suggest somewhere to for a drink?**Giving Advice or Help** -To make advice less direct, we can use a question to make the person we are advising consider about the advice we are giving them – imagine yourself being in that person's position. Phrases- Why don't you...? ..., Have you thought about...?.

## Interviews

**Face to face interview** - a type of job interview where the candidate meets with the interviewer in person, typically in an office or other designated location – During the interview, the interviewer asks the candidate questions to assess their skills, experience, and suitability for the job – involve a combination of behavioral, situational, and technical questions.**Telephone interviews** -used by companies to screen candidates and narrow the pool of applicants who will be invited for in-person interviews – minimize expenses associated with interviewing out-of-town candidates and help employers quickly and efficiently target candidates who fit their needs.

**Video Conferencing interview** -It is like a face-to-face interview – an interviewer or a panel of interviewers ask you questions in real time – It will be on a service like: Skype. Microsoft Teams.

## UNIT V : English for Workplace

Lecture Hours: 12

**Job Applications: Covering letters, CV and Resume** -a cover letter that is written to the potential employer to provide them with information about your qualifications, skills and experience- Be concise: Use phrases, not sentences, and carefully chosen words.

- Think in terms of the reader : Gear your résumé to the skills, experiences and qualities employers seek in a candidate.**Creating a Digital Profile–Linkedin** -To get started, go to linkedin.com in your web browser -Enter your information- choose a password - click the Join button -LinkedIn will guide you through the steps of adding more detail to your profile - Next, need to verify your email address.**Filling Forms (Online& Manual):Creation of account** -Fill out the form accurately with personal information including name, date of birth, address, and contact details - Provide the required documents along with the filled-out form - Submit the form and documents to the bank representative. -Pay any applicable fees or initial deposit as instructed by the bank.**Filling Forms-Railway reservation** -Form filling starts with



providing personal details -There is also an option for senior citizen concessions; a senior citizen needs to carry a proof of age during the journey- Other important details like personal details and details of train and journey date are to be filled properly. **Filling forms - ATM, Credit card/Debit card** - Visit your bank's website- Go to the retail banking/personal banking/debit/credit card section- Click on 'debit card/Credit Card' apply online- Choose the category of debit card that you prefer- Submit the documents and details that are required.

**Body Language –Practical Skillsfor Interviews** -Assist in understanding and decoding what the person is saying -provides the interviewer with evidence of your intent and commitment behind the words you say- important skills that required in interviews are handshaking, Eye contact, Right Posture, Smile, Gestures etc..

### **Books for Reference**

1. One-act Plays for Acting Students: An Anthology of Short Norman A. Bert · 1987
2. Writing Your Life: A Guide to Writing Autobiographies, Mary Borg, Taylor & Francis, 2021
3. How to Build a Professional Digital Profile Kindle Edition by Jeanne Kelly Bernish, Bernish Communications Associates, LLC; 1st edition (May 29, 2012)
4. Role Play-Theory and Practice. Krysia M Yardley-Matwiejczuk, SAGE publications ltd, 1997

### **Web Resources**

1. [http://BBC learn English.com](http://BBClearnEnglish.com)
2. Nelson Mandelawith Larry King, Interviews:  
<http://edition.cnn.com/TRANSCRIPTS/0005/16/lk1.00.html>