



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

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SCHOOL OF SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

MINUTES OF BOARD OF STUDIES MEETING

Minutes of the Board of Studies Meeting was held on 15th April 2022 at 2:00 P.M., in Central Library, *Sathyabama Institute of Science and Technology*, Chennai.

Item No. BOS/01: To consider and approve the new courses for 2nd year B.A.-English as per 2021 regulations

Item No. BOS/02: To consider and approve the new courses for 2nd year M.A.- English as per 2021 regulations

The External members suggested inclusion of ICT tasks in the assessment procedure. It was suggested that Internal Assessment can include online task completion. After discussion, fruitful suggestions were incorporated.

The Board counselled to make some minor changes related to primary textbooks, prominent writers and periodical alignment of the units. The Board went through the report/recommendations of the expert committee and approved the same. The Board considered and approved the scheme and syllabuses for, with some minor modifications.

Resolute that the revised syllabuses for UG stream- BA English Literature for the academic year 2021- 2022 onwards is accepted and approved.

B.A. English: New courses Introduced

SHSA1301 Fiction- II

SHSA1302 Poetry- II

SHSA1303 Drama I

SHSA1304 Indian Literature in English

SHSA1305 Women's Writing

SHSA1401 Drama- II

SHSA1402 Introduction to Linguistics

SHSA1403 Shakespeare

SHSA1404 Contemporary Literature

SHSA1405 Creative Writing

MA English Literature from the academic year 2021-2022 onwards. The Board read through the Report / recommendations of the expert committee and approved the scheme and syllabuses with minor modifications.

M.A. English: New courses Introduced

SHSA5301 -British Literature - III

SHSA5302 - Women's Writing

SHSA5303 - World Literature in Translation

SHSA7001 - English for Media

SHSA7002 - Research Writing

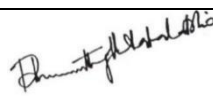
SHSA7003 - ICT in Language Teaching

As per the feedback given by students, alumni, employers and faculty members, the changes were implemented accordingly keeping in the student's future in mind.

All the units comprise at least three to four lines of topics and sub topics are added under each unit.

Latest edition and recent yearbooks under text and reference materials are included. Course Outcomes are reframed accordingly.

Members Present

S. No.	Name of the Staff	Designation	Signature
1.	Dr. T. Shrimathy Venkatalakshmi	Professor & Head Department of English Anna University, Chennai	
2.	Dr. S. Armstrong	Professor & Head Department of English University of Madras Chepauk Campus, Chennai	
3.	Dr. J. Amutha Monica	Head, Dept. of English	
4.	Dr. Sowmiya. L.M	Assistant Professor	
5.	Dr. Lizy	Assistant Professor	
6.	Mr. Senthil Kumar	Assistant Professor	
7.	Dr. Jayakumar P	Assistant Professor	
8.	Dr. Sufina K	Assistant Professor	

SHS1202 (OLD)	Fiction – II	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVE: The objective of the course is to provide the opportunity to study the literary texts that reflects the socio-cultural and political interests of the period

LEARNER OUTCOMES: On completion of the course, the students will be able to -

- Analyze literature using appropriate terminology and common rhetorical figures.
- Analyze representative tragedies and romances in terms of the language, characters, and themes.
- Demonstrate knowledge of techniques and styles based on types of fiction history and culture.
- Identify and illustrate with examples, the elements of fiction, figures of speech, theoretical concepts introduced.
- Read, summarize, and evaluate critically the works suggested for the course.

UNIT – 1 NARRATIVE STRATEGIES

(9 Hrs)

Narrative Techniques and Styles –Types of Fiction, Structuralism, Imagism, Symbolism. Stream of Consciousness. Figures of Speech.

UNIT – 2 : Stream of Consciousness

(9 Hrs)

DETAILED: Salman Rushdie - Midnight's Children

NON-DETAIL: William Faulkner-The Sound and the Fury

UNIT – 3: Satire /Romance

(9 Hrs)

DETAILED- Jane Austen- Pride and Prejudice NON-DETAILED- George Orwell - Animal Farm

UNIT – 4: Gothic Fiction

(9 Hrs)

DETAILED-Dickens – Great Expectation NON-DETAILED- Mary Shelley-Frankenstein

UNIT – 5 Tragedy

(9 Hrs)

DETAIL- Thomas hardy – Tess of D'Urberville NON-DETAIL- Leo Tolstoy- Anna Karenina

References:

- Earnest Hemingway -The Sun Also Rises (1984) Harper Lee - To Kill A Mockingbird (1960)
- Zora Neale Hurston -Their Eyes Were Watching God (2020) Sanage Publishing House 2020); Suzanne Collins - The Hunger Games series (2008)

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SHSA1301 REVISED	Fiction – II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand literary texts and their authors in cultural and historical context.
- To enhance reading literary fiction to develop empathy, theory of mind, and critical thinking.
- To identify and cogently discuss the literary style of a text.
- To interpret the literary images and symbols to infer their relationship to the main themes

UNIT1: Modernist fiction (9 Hrs)

Khaled Hosseini : *The Kite Runner*

J.K .Rowling : *Harry Potter and the Chamber of Secrets*

UNIT 2: Historical fiction (9 Hrs)

Salman Rushdie : *Midnight's Children*

William Faulkner : *The Sound and the Fury*

UNIT 3: Romantic fiction (9 Hrs)

Jane Austen : *Pride and Prejudice*

George Orwell : *Animal Farm*

UNIT 4: Gothic Fiction (9 Hrs)

Dickens : *Great Expectation*

Mary Shelley : *Frankenstein*

UNIT 5: Petro-fiction (9 Hrs)

Chris Abani : *Graceland*

Mad Max : *Fury Road*

Course Outcomes:

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

- Identify literary techniques using appropriate terminology and common rhetorical figures.
- Explain the tragedies and romances in terms of the language, characters, and themes.
- Demonstrate knowledge of techniques and styles based on types of fiction history and culture.
- Illustrate with examples, the elements of fiction, figures of speech, theoretical concepts
- Summarize, and evaluate critically the works suggested for the course.

References:

- Earnest Hemingway -The Sun Also Rises (1984) Harper Lee - To Kill A Mockingbird (1960)
- Zora Neale Hurston -Their Eyes Were Watching God (2020) Sanage Publishing House 2020)

Added Content

SHS1203 (OLD)	Poetry - II	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVE:

To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.

LEARNER OUTCOMES: On completion of the course, the students will be able to -

- Analyze literature using appropriate terminology and common rhetorical figures.
- Inculcate a sense of appreciation of English Poetry in students.
- Refresh the existing knowledge of the students concerning social, political, historical, philosophical and cultural characteristics of the Victorian and Modernist period.
- Train students in various perspective readings in poetry like gender, race, caste, ethnicity, religion, region, environment and nation etc.
- Enable to correlate their own sensibilities with the literary expressions in the text.

UNIT - 1 (9 Hrs)

- Detailed: 1. Robert Browning: My Last Duchess
2. Thomas Hardy: The Darkling Thrush
- Non- Detailed: 1. Gerard Manley Hopkins: The Windhover
2. Matthew Arnold: The Scholar Gipsy

UNIT – 2 (9 Hrs)

- Detailed: 1. W.B. Yeats: 'Easter 1916'
2. W.B. Yeats: A Prayer for My Daughter
- Non- Detailed: 1. Robert Browning: Andrea Del Sarto
2. T.S. Eliot: The Love Song of J. Alfred Prufrock

UNIT – 3 (9 Hrs)

- Detailed: 1. Alfred Lord Tennyson: Break, Break, Break
2. Dylan Thomas: And Death Shall Have no Dominion
- Non- Detailed: 1. W.H. Auden: The Unknown Citizen
2. Christina Rossetti: The Blessed Damozel

UNIT - 4 (9 Hrs)

- Detailed: 1. Wilfred Owen: 1914
2. [Matthew Arnold](#): Dover Beach
- Non- Detailed: 1. Philip Larkin: Church Going
2. D.H. Lawrence: Snake

UNIT – 5 (9 Hrs)

- Detailed: 1. [Gerard Manley Hopkins](#): God's Grandeur
2. George Eliot: Count That Day Lost
- Non- Detailed: 1. Ted Hughes: The Thought-Fox
2. Christina Rossetti: A Birthday

References:

1. Prasad, B. *A Background to the Study of English Literature*. Rev. ed. Chennai: Macmillan, 2008.
2. Hudson, W.H.: *An Introduction to the Study of English Literature* (Chapter 3: The Study of Poetry)
3. Cronin, Richard, Antony H. Harrison & Alison Chapman *A Companion To Victorian Poetry*. John Wiley and Sons Ltd., 2002
4. Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009

SHSA1302	Poetry – II	L	T	P	CREDIT
REVISED		3	0	0	3

Course objectives:

- To understand the practical elements of writing poetry and identify practical experiences
- To critically analyze and evaluate the poetic texts and the various elements of poetry.
- To create an awareness of the analysis in forming appreciation and understanding of poetry
- To correlate the life and the significance of the poet to poem to be analyzed.

UNIT – 1

(9Hrs)

Detailed: 1. Robert Browning : *My Last Duchess*
2. Thomas Hardy : *The Darkling Thrush*

Non- Detailed: 1. Gerard Manley Hopkins : *The Windhover*
2. Matthew Arnold : *The Scholar Gipsy*

UNIT - 2

(9Hrs)

Detailed: 1. W.B. Yeats : *‘Easter 1916’*
2. W.B. Yeats : *A Prayer for My Daughter*

Non- Detailed: 1. Robert Browning : *Andrea Del Sarto*
2. T.S. Eliot : *The Love Song of J. Alfred Prufrock*

UNIT – 3

(9Hrs)

Detailed: 1. Alfred Lord Tennyson : *The Charge of the Light Brigade*
2. Dylan Thomas : *And Death Shall Have no Dominion*

Non- Detailed: 1. W.H. Auden : *The Unknown Citizen*
2. Christina Rossetti : *The Blessed Damsel*

UNIT - 4

(9Hrs)

Detailed: 1. Wilfred Owen : *1914*
2. Matthew Arnold : *Dover Beach*

Non- Detailed: 1. Philip Larkin : *Church Going*
2. D.H. Lawrence : *Snake*

UNIT- 5

(9Hrs)

Detailed: 1. Gerard Manley Hopkins : *Binsey Poplars*
2. George Eliot : *Count That Day Lost*

Non- Detailed: 1. Ted Hughes : *The Thought-Fox.*
2. Christina Rossetti : *A Birthday*

Course Outcomes:

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

- Analyze literature using appropriate terminology and common rhetorical figures.
- Inculcate a sense of appreciation of English Poetry
- Define the existing knowledge concerning social, political, and cultural characteristics of poems
- Demonstrate various perspective readings in poetry like gender, race, caste, etc
- Correlate their own sensibilities with the literary expressions in the text.
- Exhibit a vast panorama of literary devices used to create poetic world.

References:

- Prasad, B. *A Background to the Study of English Literature*. Rev. ed. Chennai: Macmillan, 2008.
- Cronin, Richard, Antony H. Harrison & Alison Chapman *A Companion To Victorian Poetry*. John Wiley and Sons Ltd., 2002
- Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009
- Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004

SHS1201 (OLD)	DRAMA-I	L	T	P	CREDIT
		4	0	0	4

SE OBJECTIVES:

The objectives of the course include to enable the students to understand the origin and development of English drama thereby to critically appreciate the trends that influenced the theatre and drama. The course provides them an insight into popular culture and its dramatic expressions.

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

Demonstrate their understanding of evolution of English drama, analyse the relationship between ideology and culture and their various dramatic expressions to identify, recollect, define and categorise main trends in the area of drama based on readings specified in the course.

UNIT 1: 0450 - 1066: Old English (Anglo-Saxon) Period & 1066 - 1500: Middle English Period (9 Hrs)**DETAILED:**

1. Marlowe- Dr.Faustus
2. Kyd-Spanish Tragedy

Non-Detailed:

The beginnings – liturgical plays – Miracles – Moralities – Interludes – first English Comedy
- Tragedy – Senecan Plays – University wits – Lyly – Nash.

UNIT 2: 1500 - 1600: The Renaissance (Early Modern) Period;1558 - 1603: Elizabethan Age & 1603 - 1625: Jacobean Age (9 Hrs)**DETAILED:**

1. Ben Johnson- The Alchemist

Non-Detailed:

1. Thomas Heywood-A woman killed with kindness

UNIT 3: Caroline Age; Commonwealth Period; Restoration, the Augustan Age (9 Hrs)**DETAILED:**

1. Oliver Goldsmith- She stoops to conquer

Non-Detailed: 1. Sheridan-The Rivals**UNIT 4: The Romantic Period (9 Hrs)**

DETAILED: 1. Oscar wilde-An ideal husband

Non-Detailed: 1.. Sam shepard-Buried child**UNIT 5: Victorian age(9 Hrs)**

DETAILED: 1. G B Shaw-Pygmalion

Non-Detailed: 1.John synge-The playboy of the western world

References:

2. Shepard, Sam (2006). *Buried Child*. New York: Random House. p. viii.
3. Beckett, S., *Waiting for Godot*, (London: Faber and Faber, [1956] 1988), Edited by Phyllis F. Edelson
4. Marlan, Michael. *D.H. Lawrence - The Widowing of Mrs Holoyd and the Daughter in Law*. Heinemann: London
5. Marlowe, Christopher (1962). *Bevington, David; Rasmussen, Eric, eds. Doctor Faustus, A- and B-texts* (1604, 1616). Manchester.
6. Chambers, E. K. *The Elizabethan Stage*. Four volumes. Oxford: Clarendon Press, 1923.
7. Jackson, Russell (ed) (2000) [1980]. *The Importance of Being Earnest*. London: A & C Black. ISBN 071363040X.

SHSA1303 REVISED	Drama - I	L	T	P	CREDITS
		3	0	0	3

Course objectives:

- To enable the students to understand the origin and development of English drama
- To critically appreciate the trends that influenced the theatre and drama.
- To provide an insight into popular culture and its dramatic expressions.
- To enhance the knowledge on various aspects of Drama.

UNIT -1: (9 Hrs)

Old English (Anglo-Saxon) Period & 1066 - 1500: Middle English Period

Detailed: Christopher Marlowe : *Dr.Faustus*

Non-Detailed: The beginnings – liturgical plays – Miracles – Moralities – Interludes – first - English Comedy-- Tragedy – Senecan Plays – University wits – Lyly – Nash.

UNIT -2: 1500 - 1600: The Renaissance (Early Modern) Period; 1558 - 1603: Elizabethan Age & 1603 - 1625: Jacobean Age (9 Hrs)

Detailed: Ben Johnson : *The Alchemist*

Non-Detailed: Thomas Heywood : *A woman killed with kindness*

UNIT 3: Caroline Age; Commonwealth Period; Restoration, the Augustan Age (9 Hrs)

Detailed : Oliver Goldsmith : *She stoops to conquer*

Non-Detailed: Sheridan : *The School for Scandal*

UNIT 4: The Romantic Period (9 Hrs)

Detailed: Oscar Wilde : *An ideal husband*

Non-Detailed: Sam Shepard : *Fool for Love*

UNIT 5: Victorian age (9 Hrs)

Detailed: G B Shaw : *Pygmalion*

Non-Detailed: John Synge : *The playboy of the western world*

Course outcomes:

- Define the origin and growth of drama in England
- Demonstrate their understanding of evolution of English drama
- Identify main trends in the area of drama
- Analyze the relationship between ideology and culture and their various dramatic expressions
- Explain dramatic techniques with respect to its plot, character, dialogue, theme, structure
- Discuss about the historical, socio-political and literary features of drama

References:

- 1.Chothia, Jean, English Drama of the Early Modern Period 1890-1940 (Longman Literature In English Series), 2017.
2. Marlowe, Christopher (1962). Bevington, David; Rasmussen, Eric, eds. Doctor Faustus, A- and B- texts (1604, 1616). Manchester.
3. Johnson, Ben, The Alchemist- Paperback 2016.
4. Shepard, Sam, Buried Child. New York: Random House. (2006).

Added Content

SHS1204 (OLD)	INDIAN LITERATURE IN ENGLISH	L	T	P	CREDIT
		4	0	0	4

COURSE Objectives:

To introduce learners to Indian fictional and poetic writings in English

To make learners aware of the prominent Indian writers and sensitize them to the value system of this literature.

LEARNER OUTCOMES: On completion of the course, the students will be able to -

- Analyze literature using appropriate terminology and common rhetorical figures.
- Analyze representative trends thereby to identify the themes and characters and incidents and the language
- Demonstrate knowledge of techniques and styles based on types of history and culture.
- Identify, and illustrate with examples, the elements of fiction, figures of speech, theoretical concepts introduced.

UNIT – I Overview of the origin and development of Indian writing in English

(9 Hrs)

The impact of British rule on Indian literature– the Gandhian movement and its impact on Indian Literature – post-independence writers – Contemporary Indian women writers

UNIT – II Poetry

(9 Hrs)

Rabindranath Tagore- *Endless Time* Nissim Ezekiel - *A Poem of Dedication*

Keki N Daruwala- *The Unrest of Desire*

Sarojini Naidu - *Bird Sanctuary* Kamala Das - *The Old Playhouse*

UNIT – III Drama

(9 Hrs)

Girish Karnad – *Nagamandala*

Vijay Tendulkar – *Ghasiram Kotwal*

UNIT – IV Fiction

(9 Hrs)

R.K. Narayan- *Swami and Friends*

Anita Desai- *In Custody*

Kushwant Singh – *The Sunset Club*

UNIT – V Short Stories

(9Hrs)

Mulk Raj Anand - *Two Lady Rams* Aravind

Adiga - *The Sultan's Battery* Raja Rao–

India - A Fable

References

1. K.R.Sreenivasa Iyengar. *Indian Writing in English* Delhi, Sterling, 1984.
2. M.K.Naik. *A History of Indian English Literature* Delhi, Sahitya Academi, 1982.
3. A.K.Mehrotra. *A Concise History of Indian Literature in English*. Delhi, Permanent Black, 2008
4. M.K.Naik. *Perspectives on Indian Poetry In English*. Delhi, Abhinav Publication, 1984
5. M.K.Naik. S.M.Punekar (ed) *Perspectives on Indian Drama in English* & Delhi, Permanent Black, 1977
6. H.M.Williams. *Indo-Anglian Literature A Survey 1800-1970*. Bombay, Orient Longman, 1976

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SHSA1304	Indian Literature In English	L	T	P	CREDIT
REVISED		3	0	0	3

Course Objectives:

- To introduce learners to be acquainted with Indian fiction
- To interpret poetic writing in English
- To make learners aware of prominent Indian writers
- To sensitize the readers with value system of Indian literature.

UNIT – I Overview of the origin and development of Indian writing in English 9 Hrs

The impact of British rule on Indian literature– the Gandhian movement and its impact on Indian Literature

– post-independence writers – Contemporary Indian women writers

UNIT – II Poetry 9 Hrs

Keki N Daruwala : *The Unrest of Desire*

Sarojini Naidu : *Bird Sanctuary*

Kamala Das : *The Old Playhouse*

UNIT – III Drama 9 Hrs

Girish Karnad : *Nagamandala*

Vijay Tendulkar : *Ghasiram Kotwal*

UNIT – IV Fiction 9 Hrs

R.K. Narayan : *The English Teacher*

Anita Desai : *Fire on the Mountain*

Kushwant Singh : *Train to Pakistan*

UNIT-V Short Stories 9 Hrs

Mulk Raj Anand : *Two Lady Rams*

Aravind Adiga : *The Sultan's Battery*

Raja Rao : *India - A Fable*

Course Outcomes:

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

- Enumerate how Indian writing emerged as a distinct field of study.
- Compute the development of history of English literature from its beginning to the present day.
- Ascertain the works of great writes of Indian writers in English.
- Analyze significant cultural and societal issues presented in Indian English literature
- Determine socio cultural aspects of Indian Literature.
- Compose a poem or story based on one's knowledge from literary works.

Prescribed Texts:

Indian Writing in English: A Critical Study Atlantic Publishers (1 Jan 2018) Indian Writing In English Atlantic Publication (2003) A.K.Mehrotra. *A Concise History of Indian Literature in English*. Delhi, PermanentBlack, 2008

References:

1. A Concise History of Indian Literature in English The Orient Blackswan (1 January 2017)
2. Indian Writing In English: Critical Insights, Neha Publishers (2014)

Added Content

SHS1205 (OLD)	WOMEN'S WRITING	L	T	P	CREDI T
		3	0	0	3

Course Objectives:

The objectives of the course is to enable the students to -

- Identify some authors, themes, and genres in women's writing
- Consider cultural and global contexts in women's writing
- Differentiate important implications of women's literature in terms of the study of English literature, and the arts and humanities.
- Compare the developments, themes, and narrative strategies used by women writes expressing in English- language

LEARNING OUTCOMES: After completing the course students will be able to

- Recall some of the developments, themes, and narrative strategies of English-language feminist fiction
- Analyse literary texts through the perspective of gender
- Identify the central points of a selection of feminist theory to use it as a context for reading literary texts
- Analyse and engage in theoretical and scholarly debates about feminist fiction

UNIT – I ESSAY

(9 Hrs)

1. Virginia Woolf: "Shakespeare and his Sister" (Excerpt from A Room of One's Own)
2. Alice Walker: "In Search of our Mothers' Gardens" (From In Search of Our Mother's Gardens)

UNIT – II POETRY

(9 Hrs)

Marianne Moor : "Poetry" / Adrienne Rich : "Aunt Jennifer's Tigers"
 Kamala Das: "My Grand Mother's House"/ Margaret Atwood :
 "Spelling"/ Kishwar Naheed : "I am not That Woman"

UNIT – III SHORT STORY

(9 Hrs)

1. Mrinal Pande: Girls (Short Story)
 (From: Das, Monica. (ed) Her Story So Far : Tales of the Girl Child in India. Delhi, Penguin 2003.)
2. Katherine Mansfield : The Garden Party (Short Story)
 (From: Norton Anthology of English Literature, Vol. 2. 7th Edition. New York,
 Norton & Co. 2000. 2423-2432)

UNIT – IV FICTION

(9 Hrs)

Alice Walker- "The Color Purple"

UNIT – V DRAMA

(9 Hrs)

Lorraine Hansberry-A Raisin in the Sun
 Caryl Churchill – Cloud Nine

Reference:

1. Gilbert, Sandra and Susan Gubar. The Mad Woman in the Attic: The Woman Writer. Yale UP, 1978. Goodman, Lisbeth ed. Literature and Gender. New York: Routledge, 1996.
2. Green, Gayle and Copelia Kahn. Making a Difference: Feminist Literary Criticism. New York: Routledge. Humm, Maggie ed. Feminisms: A Reader. New York: Wheat Sheaf, 1992.
3. Jain, Jasbir ed. Women in Patriarchy: Cross Cultural Readings. New Delhi: Rawat, 2005
4. Rich, Adrienne. Of Woman Born. New York: Norton.

SHSA1305 REVISED	Women's Writing	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To read and analyze literary texts with increased skill and insight.
- To identify the central points of a selection of feminist theory to use it as a context for reading literary texts.
- To integrate their understanding of literature into an evolving awareness of relevant cultural and historical contexts and perspectives.
- To trace the historical development of women's writing and the need for evolution of feminist thinking

UNIT – I Poetry (9 Hrs)

1. Marianne Moor : *Poetry/ Adrienne Rich : Aunt Jennifer's Tigers*
2. Kamala Das : *My Grand Mother's House/ Emily Dickinson : She rose to His Requirement*
3. Kishwar Naheed : *I am not That Woman*

UNIT – II Essay (9 Hrs)

- Virginia Woolf : *Shakespeare and his Sister* (Excerpt from *A Room of One's Own*)
 Alice Walker : *In Search of our Mothers Gardens* (From *In Search of Our Mother's Gardens*)

UNIT – III Drama (9 Hrs)

- Lorraine Hansberry : *A Raisin in the Sun*

UNIT – IV Fiction (9 Hrs)

- Alice Walker : *The Color Purple*

UNIT – V Short Story (9 Hrs)

- Mrinal Pande : *Girls/ Katherine Mansfield : The Garden Party*

Course Outcomes:

After completing the course students will be able to:

- Recognize themes, and narrative strategies of English-language feminist fiction
- Analyze and engage in theoretical and scholarly debates about feminist fiction.
- Perceive connections among literary texts across genres, historical periods, and/or cultural contexts
- Perform independent research to supplement the course material
- Analyze different kinds of literary analyses, such as thematic, technical, or theoretical
- Integrate information into course assignments

Prescribed Text:

1. Woolf, Virginia. *A Room of One's Own*. United Kingdom, Renard Press Limited, 2020.
2. Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. United States, Harcourt Brace Jovanovich, 2004.

References:

1. Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale UP, 1978. Literature and Gender. New York: 1996.
2. Showalter, Elaine. *The Vintage Book of American Women Writers*. United States, Vintage Books, 2011.
3. Greer, Germaine, et al. *The Cambridge guide to women's writing in English*. Italy, Cambridge University Press, 1999.

Added Content

SHS1206 (OLD)	Drama - II	L	T	P	CREDIT
		3	0	0	3

COURSE OBJECTIVES: The objectives of the course include to enable the students to understand the development of English drama from the time of 20th Existentialists Dramas, thereby to critically appreciate the trends that influenced the theatre and drama. The course provides them an insight into popular culture and its dramatic expressions.

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

Demonstrate their understanding of evolution of English drama, analyse the relationship between ideology and culture and their various dramatic expressions to identify, recollect, define and categorise main trends in the area of drama based on readings specified in the course.

UNIT – 1 (20th Existentialists Dramas) (9 Hrs)

Detailed : Jean-Paul Sartre : **The Respectful Prostitute**

Non-Detailed : Albert Camus, **Caligula**

UNIT – 2 (Early 20th Century Drama) (9 Hrs)

Detailed : Galsworthy : **Justice (1910)**

Non-Detailed: J.M. Barrie **The Admirable Crichton (1916)**

UNIT – 3 (20th Century Drama) (9 Hrs)

Detailed : T.S. Eliot : **Murder in the Cathedral(1935)**

Non – Detailed: Arthur Miller : **Death Of A Salesman (1949)**

UNIT – 4 (20th Century - Absurd Drama) (9 Hrs)

Detailed : Harold Pinter : **The Caretaker (1960)**

Non- Detailed : John Osborne : **Look Back in Anger (1956)**

UNIT - 5 (21st Century Feminist Drama) (9 Hrs)

Detailed : Martin McDonagh : **The Beauty Queen of Leenane (1996)**

Non – Detailed : Caryl Churchill : **Top Girls (1982)**

References:

1. Bentley, Eric, *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama* London: Penguin, 1992
2. Fischer-Lichte, Erika, *History of European Drama and Theatre* London: Routledge, 2002

SHSA1401 REVISED	Drama - II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To make students realize life and drama are closely linked.
- To introduce the students to experience dramatic literature
- To enable the students to understand the nuances of modern drama.
- To understand the newness of Absurd drama.

UNIT – 1 (20th Existentialists Dramas)

9 Hrs

Detailed : Jean-Paul Sartre : *The Respectful Prostitute*

Non-Detailed : Albert Camus : *Caligula*

UNIT – 2 (Early 20th Century Drama)

9 Hrs

Detailed: Galsworthy : *Justice*

Non-Detailed: J.M. Barrie : *The Admirable Crichton*

UNIT – 3 (20th Century Drama)

9 Hrs

Detailed : T.S. Eliot : *The Waste Land*

Non – Detailed: Arthur Miller : *Death Of A Salesman*

UNIT – 4 (20th Century - Absurd Drama)

9 Hrs

Detailed Harold Pinter : *The Caretaker*

Non- Detailed : John Osborne : *Look Back in Anger*

UNIT - 5 (21st Century Feminist Drama)

9 Hrs

Detailed: Martin McDonagh : *Three Billboards Outside Ebbing, Missouri*

Non – Detailed: Caryl Churchill : *Top Girls*

Course outcomes:

After completing the course students will be able to:

- Identify the concepts of modern drama
- Associate the link between life and drama
- Determine the new concept of Absurd drama
- Differentiate Feminist Drama and Absurd Drama
- Explain the specialty and nuances of Modern Drama
- Cultivate the aesthetic merits, characterization and elements of Drama.

Prescribed Text:

Fischer-Lichte, Erika, *History of European Drama and Theatre* London: Routledge, 2002

References:

1. Bentley, Eric, *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama* London: Penguin, 1992
2. *Critical Analyses in English Renaissance Drama*, University of Wisconsin Press
3. *The Drama* (Jan 2012) General Books Publishers
4. *English Drama* by Bevis Taylor & Francis Publishers (21 June 2016)

SHS1207 (OLD)	INTRODUCTION TO LINGUISTICS	L	T	P	CREDIT
		4	0	0	4

Course Objectives:

To introduce students to Linguistics as a scientific study of language and to familiarize them with different branches, basic concepts involved in the area of linguistics

Learning outcomes: At the end of the course, the student will be able to:

- Differentiate between a descriptive and a prescriptive view on linguistic phenomena and between fundamental concepts and distinctions in linguistics
- discuss some basic concepts within diachronic variations in language with examples
- describe and illustrate basic concepts like Varieties of dialect, Register, within morphology, such as: defining word, illustrating word formation
- define and analyse linguistic material with regards to the basic Sentence Patterns: Intransitive Predicate Pattern, Transitive Predicate Pattern

UNIT I - Basic Concepts of Linguistics

(9 Hrs)

What is Language, definitions of language. Language as a means of communication. Language is arbitrary. Language is a system of systems. Language is vocal. Language VS animal communication . Language is a form of social behaviour. Language is a symbol system. Productivity. Why study language? Linguistics- Definition. Linguistics as a Science. Descriptive, comparative and Historical Linguistics. Branches of Linguistics- Psycholinguistics, Socio linguistics, Anthropological Linguistics, Literary Stylistics. Relationship between branches of linguistics.

UNIT II – Fundamental Concepts and Distinctions in Linguistics

(9 Hrs)

The Language / Parole distinction, and competence vs Performance. Branches of Linguistics . Diachronic and Synchronic Approaches.

UNIT III – Modern Linguistics

The Study of Language Variation . Some diachronic variations in Language. Synchronic Variations due to language contact. Varieties of dialect. Register & Classification of Register.

UNITIV – Study of Language; Study Language

(9 Hrs)

Functions and Definitions of Grammar . Morphology and word Formation. Segmentation. Ways of word formation – Affixes, Conversions, compound formation, Reduplication, Clippings, acronyms, Blends and Borrowings.

UNIT V – Syntax and Semantics

(9 Hrs)

A Basic Sentence . Basic Sentence Patterns: Intransitive Predicate Pattern, Transitive Predicate Pattern. Structuralists view of Grammar. Transformational Generative Grammar. Supra- Sentential Grammar. Semantics. What is Meaning? lexical and grammatical meaning

Reference:

- Bruce Haye et al. (2013)Linguistics: An Introduction to Linguistic Theory. John Wiley & Sons. India Elizabeth Winkler. (2015)Understanding Language: A Basic Course in Linguistics. Bloomsbury Publishing.
- Wrenn C. L. English Language ISBN 9780706999068. Vikas Publications. India
- Jespersen. Otto. (2010). Growth and Structure of English Language- Nabu Press. ISBN-13: 978-1177766593 Albert C. Baugh. (2012)

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SHSA1402 REVISED	Introduction to Linguistics	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce Linguistics as a scientific study of language.
- To familiarize students with branches, concepts involved in the area of linguistics.
- To enhance students with the basic goals and assumptions of Grammar.
- To make students understand the major linguistic structures of English

UNIT I - Basic Concepts of Linguistics (9 Hrs)

Linguistics - Definition- Characteristics of Language – Means of Communication – Arbitrary - System of Systems – Vocal Language - Language VS animal communication - A form of social behaviour – Linguistics as Science.

UNIT II – A Historical Survey

(9 Hrs)

Scope of Linguistics - Levels of Linguistic Analysis - Branches – Distinctions in Linguistics –Background – Greek and Roman Traditions – After the Renaissance – 20th Century Linguistics – Bloomfield - Later Developments

UNIT III – The Study of Language Variation

(9 Hrs)

Diachronic and Synchronic Approaches - Variations - Varieties of Dialects – Classifications of Registers – Stylistics Study

UNIT IV – Morphology

(9 Hrs)

Grammar - Morphology and Word Formation – Segmentation - Affixes, Conversions, Compound Formation-

Sentence Patterns – Structuralist view of Grammar – IC Analysis – TG Grammar – Supra - Sentential Grammar.

UNIT V – Semantics

(9 Hrs)

Semantics - Lexical and Grammatical Meaning – Theories of Semantics – Pragmatics – Discourse Analysis

– Lexicology – Dictionary – Types – Linguistic Features of Dictionary.

Course Outcomes:

At the end of the course, the student will be able to:

- Define the main ideas of language and linguistics.
- Differentiate descriptive and prescriptive view on linguistic phenomena.
- Identify the basic concepts within diachronic variations in language with examples.
- Evaluate the basic concepts of word formation.
- Discuss on semantic roles and basic concepts within semantics
- Explain pragmatics with a focus on lexical semantics.

Prescribed Text:

Syal P.& Jindal D.V.(2009) An Introduction to Linguistics PHI Learning Pvt Ltd. New Delhi

References:

- Balasubramanian, T. (2012). *A Textbook of English Phonetics for Indian Students*. Macmillan Publishers.
- Verma S.K. & Krishnaswamy N. (1997). *Modern Linguistics: An Introduction*. Oxford University Press.
- Bruce Haye et al. (2013). *Linguistics: An Introduction to Linguistic Theory*. John Wiley & Sons. India
- Elizabeth Winkler. (2015) *Understanding Language: A Basic Course in Linguistics*.
- Wrenn, C. L. (2007). *The English Language*. Vikas Publication House Pvt Ltd.
- Jespersen. Otto. (2010). *Growth and Structure of English Language*- Nabu Press.

Added Content

SHS1208 (OLD)	SHAKESPEARE	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVE: The objectives of the course are to provide an insight into the age of Shakespeare to understand the themes and techniques of Shakespearean plays and sonnets so as to critically analyse and appreciate Shakespeare's works

Learner Outcomes

Upon successful completion of the course, the students will be able to

- Identify and describe distinct literary, cultural, and historical characteristics of Shakespeare's plays
- Display a working knowledge of dramatic and poetic structures present in Shakespeare's work, as well as a familiarity with many of the varied interpretations, analyses, and dramatizations of these works since the 16th century
- Identify the distinct literary genres of the tragedies, comedies, and histories present in Shakespeare's work
- Demonstrate greater reading fluency of Elizabethan English
- Analyze Shakespeare's plays for their structure and meaning, using correct terminology
- Effectively communicate ideas related to Shakespeare's plays during class and group activities

UNIT 1: Life and works of Shakespeare (9 hrs)

Life of Shakespeare- works of Shakespeare-Elizabethan Theatre- Stage conditions- special features

UNIT 2: Historical Plays (9 hrs)

Detailed: Julius/ /Caesar Non detailed: Coriolanus Non detailed: RichardII

UNIT 3: Tragedies of Shakespeare (9 hrs)

Detailed: Macbeth Non detailed: Othello

Non detailed: Romeo and Juliet

UNIT 4: comedies of Shakespeare (9 Hrs)

Detailed: Merchant of Venice

Non detailed: A midsummer Night's Dream Non detailed: As you like it

UNIT 5: Romance plays (9 Hrs)

Detailed: The Tempest

Non detailed: The winter's tale Non detailed: Cymbeline

References:

1. Will in the World: How Shakespeare Became Shakespeare by Stephen Greenblatt Published 2005 by W.W. Norton (first published 2004)ISBN039332737X
2. Shakespeare, a bibliographical guide Stanley Wells. Oxford: Oxford University Press, 1990.
3. Shakespeare's theatre : a dictionary of his stage context, Hugh M. Richmond. New York: Continuum, 2002.
4. William Shakespeare: his world, his work, his influence John F. Andrews, ed. New York: Scribner, 1985. 3 volumes.
5. The Oxford Companion to Shakespeare, Michael Dobson and Stanley Wells, eds. Oxford: Oxford University Press, 2001

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SHSA1403 REVISED	Shakespeare	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To probe into the works of Shakespeare
- To immerse in the world of the great master
- To the diction and prediction of human nature four hundred year ago.
- To Demonstrate greater reading fluency of Elizabethan English

UNIT 1: Life and works of Shakespeare 9 hrs

Life of Shakespeare- works of Shakespeare - Elizabethan Theatre- Stage conditions- Special features

UNIT 2: Historical Plays 9 hrs

Detailed: Julius Caesar/ Non detailed: Richard II

UNIT 3: Tragedies of Shakespeare

Detailed: **Macbeth**/ Non detailed: Othello

UNIT 4: Comedies of Shakespeare

Detailed: A midsummer Night's Dream

Non detailed: **Timing of the Shrew**

UNIT 5: Romance plays

Detailed: The Tempest

Non detailed: The Winter's Tale

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Identify the distinct literary genres in Shakespeare's work
- Describe the literary characteristics of British literature
- Demonstrate greater reading fluency of Elizabethan English
- Analyze Shakespeare's plays for their structure and meaning,
- Discuss analytically about Shakespeare's works, using MLA guidelines

References:

- Shakespeare, a bibliographical guide Stanley Wells. Oxford: Oxford University Press, 1990.
- Shakespeare's theatre : a dictionary of his stage context, Hugh M. Richmond. Continuum, 2002.
- William Shakespeare: his world, his work, his influence John F. Andrews, ed. New York: Scribner, 1985. The Oxford Companion to Shakespeare, Michael Dobson and Stanley Wells, eds. Oxford: Oxford University Press, 2001
- A Companion to Shakespeare's works Richard Dutton and Jean E. Howard, eds. Malden, MA:Blackwell Publishing, 2000.
- The Cambridge Companion to Shakespeare Margreta de Grazia and Stanley Wells, eds. Cambridge: Cambridge University Press, 2001.

Added Content

SHS1209 (OLD)	CONTEMPORARY LITERATURE	L	T	P	CREDIT
		4	0	0	4

COURSE Objective: To provide the students an overview of the origin and development of literature after World War II, especially poetry, prose and drama that evolved in the period between 1930s and 2010 .

LEARNER OUTCOMES:

Upon successful completion of the course, the student should:

- Display a working knowledge of the cultural and historical contexts of significant works prescribed for study
- Identify and describe distinct literary characteristics of contemporary literature and demonstrate an understanding of how 21st century culture, trends, and historical events affect the literature produced today
- Analyze literary works from various genres for their structure and meaning, using correct terminology
- Write analytically about contemporary literature
- Effectively communicate ideas related to the literary works during class and group activities

UNIT 1: POETRY (9 hrs)

1. Maya Angelou- Still I Rise, Touched by an Angel
2. Margaret Atwood- You fit into me, Night poem

1. Marion Angus- Mary's song Detailed:
2. Rupert Brooke- The soldier
3. E.E.CUMMINGS- I carry your heart, my love, love is a place
4. Stephen Spender- I think continually, The laborer in the vineyard

UNIT 2: PROSE (9 hrs)

1. Khaled Hosseini -The kite runner
2. Judy Brady- why I want a wife Non-Detailed:

Ruskin Bond- In search of sweet peas

UNIT 3: FICTION (9 hrs)

DETAILED:

1. Yann Martel- Life of Pi
2. Margaret Atwood- Handmaid's tale Non-

Detailed:

1. Markus Zusak- The book thief
2. Harper Lee- To kill a mockingbird

UNIT 4: DRAMA (9 hrs)

DETAILED:

1. Girish Karnad- The fire and the rain
2. Cedric Mount- The Never-Never nest
3. Fritz Kärinthy- The Refund Non-

Detailed:

1. Caryl Churchill- Top Girls
2. Ken Urban- Sense of an ending

UNIT 5: SHORT STORIES (9 hrs)

DETAILED:

1. Kate Chopin - The Story of an Hour
2. James Thurber- The secret life of

Walter Non-Detailed:

1. William Carlos- the use of force
2. Katherine Mansfield- Miss Brill
3. Hernando Tellez- Lather and Nothing else

References:

1. W.H. Auden: Selected Poems by Dr. S. Sen Paperback
2. Life of Pi. Yann Martel Published August 29th 2006 by Seal Books
3. Sense of an ending. Ken Urban. Published June 2nd 2015 by Bloomsbury Methuen Drama.
4. Top girls. Caryl Churchill. Published June 14th 1984 by Bloomsbury Methuen Drama
5. The book thief. Markus Zusak. Published March 14th 2006 by Knopf Books for Young Readers

SHSA1404 REVISED	Contemporary Literature	L	T	P	CREDI T
		3	0	0	3

Course objectives:

- To understand the origin and development of literature
- To develop the ability to appreciate contemporary
- To identify the works of contemporary literature in social and political point of view.
- To develop the skill in contemporary literary publishing milieu.

UNIT 1: POETRY (9 hrs)

Maya Angelou : *Still I Rise, Touched by an Angel*

Margaret Atwood : *You fit into me, Night Poem*

UNIT 2: PROSE (9hrs)

Khaled Hosseini : *The Kite Runner*

Judy Brady : *Why I Want a Wife*

UNIT 3: FICTION (9hrs)

Yarn Martel : *Life of Pi*

Margret Atwood : *Handmaid's tale*

UNIT 4: DRAMA (9 hrs)

Grish Karnad : *The Fire and the Rain*

Cedric Mount : *The Never-Never Nest*

UNIT 5: **SHORT STORIES** (9hrs)

Alice Munro : *Friend of My Youth - (1990)*

Helen Philips : *The Knowers (2013)*

Course outcomes: Upon successful completion of the course, the student will be able to

- Describe a working knowledge of the cultural and historical contexts.
- Explain distinct literary characteristics of contemporary literature
- Explore literary works from various genres for their structure and meaning,
- Elaborate contemporary literature.
- Distinguish ideas related to the literary works.
- Analyze literary texts in multiple genres.

References:

1. Seamus Heaney: The Crisis of Identity. Floyd Collins. University of Delaware Press, 2003.
2. Poetry of Seamus Heaney: A Critical Study. Narendra Kumar. Pinnacle Technology, 2009.
3. Caribbean Panorama: An Anthology from and about the English-speaking Caribbean with
4. Introduction, Study Questions, Biographies, and Suggestions for Further Reading. ed.
5. Perspectives on Wole Soyinka. Biodun Jeyifo. Univ. Press of Mississippi.2013.

Added Content

SHS1604 (OLD)	CREATIVE WRITING	L	T	P	CREDI T
		4	0	0	4

OBJECTIVE: 1. To emphasise the importance of creativity in writing
2. To train students in specified types of creative writing
3. To bring out students' originality in writing

LEARNER OUTCOMES:

Upon successful completion of the course, the student should:

- Explore the distinctive features of creativity
- Act independently and write accordingly within academic institutions.
- Be generative to release fresh energy and to influence mind.
- Develop better appreciation of the skills and conviction that the creative act requires.
- Reflect the writing methodology with creativity
- Compose short stories and discover their own voice.

UNIT 1: Understanding Creativity

(9Hrs)

Features of creativity -Writing Imaginary Poems, Stories and Essays Visualization- Quick Writing- Interpreting Pictures- Writing poetry using metaphor, simile - Writing with Rhyme scheme

UNIT 2: Be a Creative writer

(9Hrs)

Various Kinds of Writing-Genres - Tools and Techniques - Using video clippings as creative writing resources- Writing Drama - Dialogues – Story and Character Development .

UNIT 3: Writing Skills (9Hrs)

Developing Imagination- Writing strategies: Description, narration, instructions, recommendations, comparison and contrast, cause and effect, definition, classification-Number of generative exercises

UNIT 4: Imaginary Writing

(9Hrs)

Writing Advertisements-for business- Taboo words in writing- writing autobiography- writing a short story- Writing about improbable conditions

UNIT 5: Writing for media(9Hrs)

Political news - Sports – Health issues – Business enquiry- Educational- Local Problems and Solutions given by the Government-current issues

REFERENCE BOOKS:

- Writing Better English for ESL Learners, Second Edition Paperback –2009
- Jordan, R. R. Academic Writing Course: Study Skills in English, 3rd edition (Essex: Pearson Education Ltd., 1999). Orient Longman.
- On Writing: 10th Anniversary Edition: A Memoir of the Craft Paperback –2010 by Stephen King
- On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction Paperback –2006 by William Zinsser

SHSA1405 REVISED	Creative Writing	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To emphasize the importance of creativity in writing
- To explore students in specified types of creative writing activities
- To make the students analyze various writing styles and strategies
- To retrieve students' originality in writing

UNIT 1: Elements of creativity

(9Hrs)

Features of imagination- developing Writing Skills - Writing strategies: Description, narration, instructions, recommendations, comparison and contrast, cause and effect, definition, classification- writing autobiography

UNIT 2: Understanding Visualization

(9Hrs)

Visualize your thoughts – Mindmaps- Quick Writing- Types of creative writing –Poetry, Plays, Movie and television scripts, Fiction, novels, novellas and short stories, Songs, Speeches, Memoirs - situational writing

UNIT 3: Tools and Techniques

(9Hrs)

Kinds of Writing- Character and Plot development- setting- theme.-point of view.-Dialogue -Metaphors and similes- Using video clippings - Interpretation of pictures and charts-Writing Drama - Dialogues , Story.

UNIT 4: Imaginary Writing

Writing poetry using metaphor, simile - Rhyme scheme- Imaginary Poems-Taboo words - Short story- Writing about improbable conditions- Compare and contrast - Novel Vs short story- Stories -Essays - creativity

UNIT 5: Writing for media

(9Hrs)

Writing Advertisements-for business -Political news – Sport – Health issues – Business enquiry- Educational- Letter to the editor-Local Problems and Solutions given by the Government-current issues- recommendation keywords

Course Outcomes:

Upon successful completion of the course, the student will be able to

- Explore the distinctive features of creativity
- Recognize patterns and variations in poetry..
- Develop personal creativity in writing.
- Evaluate the effectiveness of a well-written narrative.
- Reflect the writing methodology with creativity
- Compose short stories and discover their own voice.

References:

1. Writing Better English for ESL Learners, Second Edition Paperback –2009
2. Jordan, R. R. Academic Writing Course: Study Skills in English, 3rd edition (1999)
3. On Writing: 10th Anniversary Edition: A Memoir of the Craft Paperback –2010 by Stephen King
4. The Classic Guide to Writing Nonfiction Paperback -2006 by William Zinsser

SHS5011 (OLD)	BRITISH LITERATURE-III ROMANTIC AND VICTORIAN PERIOD	L	T	P	CREDIT
		4	0	0	4

Objectives:

To make the learners aware of the social, a cultural and psychological implication of the modern age literary works.

UNIT I: Poetry

9 Hrs

- Detail:
1. Wordsworth : *Tintern Abbey*
 2. S.T Coleridge : *The Rhyme of Ancient Mariner*
 3. P. B. Shelley : *La Belle Dame Sans Merci*
 4. Robert Browning : *Andrea del Sarto*

Non-detail:

1. Alfred Tennyson : *In Memorium (Cantos 1 to 3)*
2. Robert Southey : *The Slave Trade - Sonnet IV*
3. Elizabeth Barrett Browning : *How do I love thee? Let me Count the Ways*
4. Byron : *When we two parted*

UNIT II: Prose

9 Hrs

- Detail:
1. Charles Lamb : *Dissertation on a Roasted Pig*
 2. William Hazlitt : *On Depth and Superficiality*

Non-detail:

1. Thomas Carlyle : *Horoscope (Past and Present)*
2. Matthew Arnold : *Sweetness and Light (Culture and Anarchy)*

UNIT III: Drama

9 Hrs

- Detail:
1. Shelley : *Prometheus Unbound*
- Non Detail:
1. Oscar Wilde : *The importance of being Earnest*

UNIT IV: Fiction

9 Hrs

1. Jane Austen : *Pride and Prejudice*
2. Charlotte Bronte : *Jane Eyre*
3. Thomas Hardy : *The Mayor of Casterbridge*

UNIT V: Short Fiction

9 Hrs

1. Charles Dickens : *The Signal Man*
2. Anthony Trollope : *Miss Ophelia Gledd*
3. Wilkie Collins : *The Hidden Cash*
4. Elizabeth Gaskell : *The Poor Clare*

References:

1. D. Perkins, *A History of Modern Poetry: From the 1890's to the High Modernist Mode* (Cambridge, Mass, 1976)
2. Allen, Walter. *The English Novel: A Short Critical History*. New York: Dutton, 1954.
3. Bates, H. E. *The Modern Short Story, A Critical Survey*. London: T. Nelson and Sons, 1941.
4. G. K. Chesterton. *The Victorian Age in Literature*. University of Notre Dame, Notre Dame.

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SHSA5301 REVISED	BRITISH LITERATURE - III	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To make the learners aware of the social, a cultural and psychological implication of the modern age
- To familiarize the students with the evolution of the different genre in Britain.
- To acquaint the students with different literary era, movements and authors relating to British history
- To provide knowledge on the Romantic age and Victorian Age of British Literature.

Unit I: Poetry

Non-Detail:	2. P. B. Shelley	: <i>La Belle Dame Sans Merci</i>
	1. Alfred Tennyson	: <i>In Memorium</i> (Cantos 1 to 3)
	2. Robert Southey	: <i>The Slave Trade - Sonnet IV</i>
	3. Elizabeth Barrett Browning	: <i>How do I love thee? Let me Count the Ways</i>
	4. Matthew Arnold	: <i>Dover Beach</i>

Unit II: Prose

Detail:	1. Charles Lamb	: <i>Dissertation on a Roasted Pig</i>
Non-Detail:	1. Thomas Carlyle	: <i>Horoscope (Past and Present)</i>
	2. William Hazlitt	: <i>On Depth and Superficiality</i>

Unit III: Drama

Detail:	1. Shelley	: <i>Prometheus Unbound</i>
Non Detail:	1. Oscar Wilde	: <i>The importance of being Earnest</i>

Unit IV: Fiction

1. Jane Austen	: <i>Pride and Prejudice</i>
2. Charlotte Bronte	: <i>Jane Eyre</i>

Unit V: Short Fiction

1. Charles Dickens	: <i>The Signal Man</i>
2. Anthony Trollope	: <i>Miss Ophelia Gledd</i>
3. Wilkie Collins	: <i>The Hidden Cash</i>
4. Elizabeth Gaskell	: <i>The Poor Clare</i>

Course Outcomes:

At the end of the course the students will be able to:

- Define the historical context surrounding literary works including the political, social, religious, and artistic milieu
- Explain multiple genres of literary analysis and creative writing as well as critical and interpretive methods.
- Develop the ability to critique works of different genres written in Romantic age and Victorian Age
- Analyze the evolution of the national sensibility through perceiving the principal works, authors, genres etc.,
- Evaluate dramatic techniques and elements in relation to themes and character development.
- Discuss the range of terms and concepts pertaining to the British literary studies.

Prescribed Text:

- G. K. Chesterton. *The Victorian Age in Literature*. University of Notre Dame, Notre Dame. 1963.

References:

1. D. Perkins, *A History of Modern Poetry: From the 1890's to the High Modernist Mode* (Cambridge, Mass, 1976)
2. Allen, Walter. *The English Novel: A Short Critical History*. New York: Dutton, 1954.
3. Bates, H. E. *The Modern Short Story, A Critical Survey*. London: T. Nelson and Sons, 1941

Added Content

SHS5012 (OLD)	WOMENS WRITING	L	T	P	CREDIT
		4	0	0	4

Objectives:

- To enhance student's critical and analytical reading and writing skills through women's literary works.
- To broaden the student's perception and to investigate in terms of gender, race, class ethnicity, age and sexual identity represented in women's writings.
- To understand how women writers articulate female experience in their works
- To develop competence in women's writings on the whole

UNIT I: Criticism 9 Hrs

1. Juliet Mitchell : *Feminity, Narrative and Psychoanalysis*
2. Elaine Showalter : *Feminist Criticism in wilderness*
3. Virginia Woolf : *A Room of one's own*
4. Simone de Beauvoir : *The Second Sex* (Introduction)

UNIT II: Poetry 9 Hrs

Detail: 1. Emily Dickinson : (i) *I cannot live with you* (ii) *I'm wife* (iii) *I've finished that*

2. Sylvia Plath : *'Lady Lazarus'*

Non-detail:

1. Eunice De Souza : (i) *Advice to Women* (ii) *Bequest*
2. Imtiaz Dharker : *Pardah*
3. Sarojini Naidu : *The Queen's Rival*

UNIT III: Fiction 9 Hrs

1. Monica Ali : *Brick Lane*
2. Ruth Ozeki : *My year of Meats*
3. Chitra Banerjee Divakaruni : *The Mistress of Spices*
4. Louise Erdrich : *Tracks*

UNIT IV: Drama 9 Hrs

Detail: 1. Mahaswetha Devi : *Draupadi*

Non-detail:

1. Alice Childress : *Wedding Band: A Love-Hate Story in Black and White*
2. Ama Ata Aidoo : *The Dilemma of a ghost*

UNIT V: Short Story 9 Hrs

1. Charlotte Perkins Gilman : *The Yellow Wallpaper*
2. Katherine Mansfield : *Bliss*
3. Mahashweta Devi : *Draupadi*, (trans. Gayatri Chakravorty Spivak):

References:

1. Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in Pandita Ramabai Through Her Own Words: Selected Works, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.
2. Rassundari Debi Excerpts from Amar Jiban in Susie Tharu and K. Lalita, eds., Women's Writing in India, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in Recasting Women: Essays in Colonial History (New Delhi: Kali for Women, 1989) pp. 1–25.

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SHSA5302 REVISED	WOMEN'S WRITING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce student's critical and analytical reading and writing skills through women's literary works.
- To identify various critical theories, such as feminism, Eco feminism and new criticism.
- To generalize deconstruction, gyno-criticism, reader response and psychoanalysis theories
- To apply these theories to enhance the assigned texts.

Unit I: Criticism

9 Hrs

- Juliet Mitchell : Femininity, Narrative and Psychoanalysis
- Elaine Showalter : Feminist Criticism in wilderness
- Virginia Woolf : A Room of one's own - Part One
- Simone de Beauvoir : The Second Sex (Introduction by Judith Thurman)

Unit II : Poetry

9 Hrs

Detail: 1. Emily Dickinson : (i) I cannot live with you

(ii) I'm wife, I've finished that

Non-detail:

- Eunice De Souza : (i) Advice to Women (ii) Beques
- Imtiaz Dharker : Pardah
- Sarojini Naidu : The Queen's Rival

Unit III: Fiction

9 Hrs

- Monica Ali : Brick Lane
- Ruth Ozeki : My year of Meats/
- Chitra Banerjee Divakaruni : The Mistress of Spices / Louise Erdrich : Tracks

Unit IV Drama 9 Hrs

Detail: 1. Mahaswetha Devi : Draupadi

Non-detail: 1. Alice Childress : Wedding Band: A Love-Hate Story in Black and White 2.
Ama Ata Aidoo : The Dilemma of a ghost

Unit V: Short Story 9 Hrs

- Charlotte Perkins Gilman : The Yellow Wallpaper
- Katherine Mansfield : Bliss
- Mahashweta Devi : Draupadi, (trans. Gayatri Chakravorty Spivak):
- Nadine Gordimer : The Ultimate Safari

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Develop knowledge of and insight into the works studied on the course exercise skills
- Explain multiple genres of literary analysis in women's writing
- Demonstrate understanding of critical and theoretical debates surrounding women's writing
- Analyze research and essay writing skills.
- Evaluate understanding of the social, political, cultural or historical conditions of women's writing
- Prepare and publish an article on an approved topic related to women's writing.

References:

- "A Testimony of our Inexhaustible Treasures", in Pandita Ramabai Works, tr. Meera Kosambi (2000)
- Jiban in Susie Tharu and K. Lalita, eds., Women's Writing in India, (1989)
- Introduction, in Recasting Women: Essays in Colonial History (1989).
- Chandra Talapade Mohanty, in Contemporary Postcolonial Theory: A Reader. (1996).

Added Content

SHS5013 (OLD)	WORLD LITERATURE IN TRANSLATION	L	T	P	CREDIT
		4	0	0	4

Objective: To understand the distinctive features of the major ancient literary genres as illustrated in various texts.

UNIT I: Concepts in Translation Studies 9 Hrs

1. Nature and scope of translation. Concept of translation in the West and in the Indian tradition.
2. Issues in translation: autonomy, linguistic, textual and cultural equivalence, transcreation, inter-cultural transference, translation as metatext.
3. Translation theories.
4. The Cultural Turn in Translation Studies.
5. Translation and Multilingualism.

UNIT II: Poetry 9 Hrs

Detail: 1. Dante : *The Divine Comedy - Paradiso Canto XXI*

Non-detail:

1. Aeschylus : *The Battle of Salamis*
2. A.S. Pushkin : (i) *The Wagon of Life*, (ii) *The Water Nymph*, (iii) *An Elegy*

UNIT III: Drama 9 Hrs

Detail: 1. Ngũgĩwa Thiong'o : *Ngaahika Ndeenda (I Will Marry When I Want)*

Non-detail:

1. Sophocles : *Oedipus Rex*.
2. Maurice Maeterlinck : *The Seven Princesses*

UNIT IV: Fiction 9 Hrs

1. Herman Hesse : *Siddhartha*
2. Dostoevsky : *Crime and punishment*
3. U.R. Ananthamurthy : *Samskara*
4. Thomas Kyro : *The Beggar and the Hare*

UNIT V: Autobiography 9 Hrs

1. Bama : *Karukku*
2. Jean-Jacques Rousseau : *Confessions*

REFERENCES:

1. Bassnett, Susan. 2002. *Translation Studies*. London: Routledge.
2. Bassnett, Susan and Andre Lefevere. 1998. *Constructing Cultures: Essays on Literary Translation*. Clevedon: Multilingual Matters.
3. Barnstone, W. 1993. *The Poetics of Translation: History, Theory, Practice*. Yale: Yale University Press.
4. D. A. Russell and Michael Winterbottom. *Classical Literary Criticism*, University of Oxford, 2015.

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SHSA5303 REVISED	WORLD LITERATURE IN TRANSLATION	L	T	P	CREDIT
		3	0	0	3

Objectives:

- To understand the distinctive features of the major ancient literary genres as illustrated in various texts.
- To provide knowledge of the literary works produced in different languages and in English translation.
- To understand an overall view of the magnum opus of world literature.
- To introduce the learners the rich literary tradition in English translation

Unit I: Concepts in Translation Studies 9 Hrs

Nature and scope of translation- Concept of translation in the West and in the Indian tradition- Issues in translation- autonomy, linguistic, textual and cultural equivalence, trans-creation, inter-cultural transference translation as meta-text- Translation theories- The Cultural Turn - Translation and Multilingualism.

Unit II: Poetry 9 Hrs

Detail: 1. Dante : The Divine Comedy - Paradiso Canto XXI

Non-detail: 1. Khalil Gibran : Your Children are not your Children

2. A.S. Pushkin : The Wagon of Life

Unit III: Drama 9 Hrs

Detail: 1. NgũgĩwaThiong'o : NgaahikaNdeenda (I Will Marry When I Want)

Non-detail: 1. Sophocles : Oedipus Rex.

Unit IV: Fiction 9 Hrs

1. Herman Hesse : Siddhartha

2. Dostoevsky : Crime and punishment 3.U.R. Ananthamurthy : Samskara

Unit V: Autobiography 9 Hrs

1. Bama : Karukku

2. Jean-Jacques Rousseau : Confessions

Course Outcomes:

At the end of the course the students will be able to:

- Define the translation theories related to various genres of literature.
- Explain the familiarity with the discourses of translation and translation theories.
- Identify experience of translating different genres of writing.
- Analyze approaches to methods of research in translation studies.
- Interpret texts and theories within the scope of translation studies.
- Discuss the various translation theories, distinctive features of the major ancient literary genres

Prescribed Text:

- D. A. Russell and Michael Winterbottom. Classical Literary Criticism, University of Oxford, 2015.

References:

1. Bassnett, Susan. 2002. Translation Studies. London: Routledge.
2. Bassnett, Susan and Andre Lefevere. 1998. Constructing Cultures: Essays on Literary Translation. Clevedon: Multilingual Matters.
3. Sophocles' Oedipus Rex Kindle Edition by Nikos (Author) 2019
4. Alighieri, Dante, (Author), Kirkpatrick , Robin , (Translator)The Divine Comedy: Inferno, Purgatorio, Paradiso Paperback – Illustrated, 2012.
5. Venuti, Lawrence ed. 2000. The Translation Studies Reader, London: Routledge

Added Content

SHS5015 (OLD)	ENGLISH FOR MEDIA	L	T	P	CREDIT
		4	0	0	4

Objective:

Preparing students for various careers in language like technical writing, writing for mass media, advertising, creating awareness about language change from one media to the other and encouraging students to observe, compare and analyze the language activities of media through exposure.

UNIT 1: Writing for media

9 Hrs

Elements of News- head line, **Comparison of news appearing in different news papers with special reference to language** -Comparison of news items appearing in print and electronic media -Writing for Newspaper and TV -Letters to editors - use of effective, precise and catchy language- Technical writing as a career.

UNIT 2: Role of Mass media

9 Hrs

Mass Media Ethics: **individual's right to privacy, role of press/media councils, functioning of** editorial department, content of newspapers, Sub-editor: need for editing, proof-reading, editing - TV writing style: words as visuals, writing in 'aural' style, content of news, News presentation: structure of a news bulletin, qualities of news anchor

UNIT 3: Digital Media

9 Hrs

Searching the Internet –Choice of words- -World Wide Web – **Definitions and descriptions of media tools** - Videos and visual narration – **Helper Applications**- Softwares-E-book – E-magazine – E-journal – E-newspaper –Internet – World Wide Web-Writing for Digital Media;

UNIT 4: English through Social Networks

9 Hrs

The media- Clarity in Writing – Readability- Different kinds of writing -Writing for Interactive Media Posting Online forums –Web images-Writing Titles – Web Quests - Blogs -Wikis - **On line Groups** – Texting in Twitter- Facebook - Skype- Linked in - Whats app –Google+ Forums -- Error correction-online.

UNIT 5: English through Technology

9 Hrs

Writing for the screen -Professional Development - On-line - Posting -Advertisements- Writing Projects- Email writing -completing an online application-online discussion.

TEXT BOOK:

1. Prescribed Text: The Internet and the Language Classroom – A Practical Guide for Teachers – II Edition – Gavin Dudency , Cambridge University Press, 2007.

References:

1. James Glen (2006)*Writing for the Mass Media*, Pearson Education.
2. James A (2003)*News Writing & Reporting* Neal & Surjeeth Publications.
3. Tony Feldman (1996) *An Introduction to Digital* (Blueprint Series).
4. Dianna Boother (2008) *E-Writing* Macmillan Publications.
5. Denis 10 (2007) *Mass Communication Theory* Mcquail Vistaar Publications.
6. Eric Gormly (2005)*Writing and Producing News* Surjeet Publications.
7. J.V Pavlik (2008) *Media in the Digital Age*

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SHSA7001 REVISED	ENGLISH FOR MEDIA	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To prepare learners for various careers in language like technical writing
- To enhance writing for mass media, advertising etc
- To bring creating awareness about language change
- To encourage learners to observe, compare and analyze the language activities of media

UNIT 1: Writing for media

Elements of News- head line, -Comparison of news items appearing in print and electronic media - Writing for Newspaper and TV - Letters to editors - use of effective, precise and catchy language- Technical writing as a career.

UNIT 2: Role of Mass media

Mass Media Ethics - Editorial department — Content of newspapers - Sub-editor: need for editing, proof- reading, editing - TV writing style: words - Writing in 'aural' style - News presentation: structure of a news bulletin - Qualities of news anchor

UNIT 3: Digital Media

Searching the Internet - -World Wide Web – Media tools- - Videos and visual narration --- Softwares -E- book – E-magazine – E-journal – E-newspaper —Writing for Digital Media; Web Writing – Blogging - Caption Writing.

UNIT 4: English through Social Networks

The media- Clarity in Writing – Readability- Different kinds of writing -Writing for Interactive Media Posting Online forums –Web images – Web Quests - Blogs -Wikis – Texting in Twitter-Facebook - Skype- Linked in - Whats app –Google+ Forums -- Error correction- online.

UNIT 5: English through Technology

Writing for the screen -Professional Development - Posting -Advertisements- Writing Projects- Email writing - completing an online application-online discussion.

Course Outcomes:

At the end of the course the students will be able to

- Display familiarity with the typical linguistic & extra-linguistic characteristics of English mediatexts.
- Awareness of the central concerns in writing & editing English texts for the media.
- Demonstrate experience in peer review & revision of English texts for multiple mediapresentation.
- Achieve clarity, correctness and conciseness in spoken and written media texts
- Communicate information, arguments and analysis in one or a variety of form(s) effectively.
- To become a freelance writer.

References:

1. James Glen (2006) *Writing for the Mass Media*, Pearson Education.
2. Rosales, R. G. (2006). *The Elements of Online Journalism*. iUniverse.
3. Dianna Booher (2008) *E-Writing* Macmillan Publications.
4. Denis 10 (2007) *Mass Communication Theory* McquailVistaar Publications.
5. Eric Gormly(2005)*Writing and Producing News* Surjeet Publications.

Added Content

SHSA7002	RESEARCH WRITING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce basic writing skills to students
- To enhance clarity and conciseness in the presentation
- Introduce various styles of formal writing
- To enable learners to prepare for careers other than teaching English

UNIT I: Introduction to writing

Different Types of Writing - Narrative, Descriptive, Expository and Argumentative - Critical, Appreciative and Evaluative Writing - Editing - Grammar, Spelling, Punctuation.

UNIT II: Organization of writing

Guided Writing - Expansion, Use of Connectives, Sequencing, Writing a Paragraph Freewriting, Mind Mapping Paraphrasing, Summarizing, Writing an Abstract -Writing Letters, Resume and Email.

UNIT III: Professional Writing

Inter Office Memos - Professional Reports - Business, Survey, Minutes of a Meeting –Writing a Review - Ad Writing, Slogan Writing and Writing Headlines - Technical Writing; Product and Process Writing - Writing a User Manual

UNIT IV: Writing a research paper - I

Choosing Between Indicative and Informative Abstracts - Features and Structure of Introductions - Describing Problems/Limitations - Explaining Methods and Processes - Summarizing Results, Interpretations Using Hedging.

UNIT V: Writing a research paper - II

Findings and Analysis - Avoiding Plagiarism - Summarising and Paraphrasing - Limitations and Future Scopes - References and Quotations.

Course Outcomes:

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

- Use standard grammar, punctuation and spelling in documents.
- Maintain objectivity in writing documents.
- Produce various types and formats of reports to meet particular purposes.
- Provide professional quality documents.
- Explain complex information in a way that anyone can understand easily.
- Create plagiarism free content.

References:

1. Darlene Smith-Worthington & Sue Jefferson, *Technical Writing for Success*, Cengage Learning Inc., 2008.
2. Rubens, Philips (Gen. Editor) *Science & Technical Writing*, Routledge, London 2001.
3. Stephen Bailey, *Academic Writing: A Handbook for International Students*. Routledge, 2018.
4. Joshua Aidoo, Dr Joshua Aidoo , Joshua Aidoo, *Effective Technical Writing and Publication Techniques: A Guide for Technical Writers, Engineers and Technical Communicators*, Troubador Publishing, 2009
5. Samuel Chandler Earle, *The Theory and Practice of Technical Writing* Bibliobazaar, Llc.,, 2004

SHSA7003	ICT IN LANGUAGE TEACHING	L	T	P	CREDIT
		3	0	0	3

Cour
se

Objectives:

- To enhance awareness among students about Computer Aided learning
- To understand the role of technology in developing language skills
- To make the students analyze various learning styles and strategies through technology and online
- To promote learner autonomy in digital communication
-

UNIT: 1 ICT and CALL An Overview

Development of IT - Definition of CALL- History of CALL- Phases and Approaches to CALL - Complexities of theory -Types of CALL- CALL methodology - Uses of CALL in English Language Teaching - Limitations

UNIT: 2 ICT- Programs and Applications

CALL- programs and applications - CALL Theory, Frameworks - CALL and computational linguistics- CALL and LSRW skills - Grammar, vocabulary and data-driven learning - Learner training and autonomy

UNIT: 3 Electracy- Computer Communication

Software design and pedagogy - online teaching- Multimedia and Internet - Technology Enhanced Language Learning -Web- enhanced Language Learning -Network-based Language Learning - Mobile Assisted Language Learning

UNIT: 4 Teachers Vs ICT

Technologies used in CALL- Internet based CALL - Trends-issues- Problems and criticisms of CALL instruction- Conventional teaching Vs CALL teaching: Comparison Research - Teacher education — Role changes for teachers and students - Evaluation and feedback

UNIT:5 Update on previous trends and Future Directions

From CALL to MALL -path to Ubiquitous learning - Networked learning - Open Educational Resources - The emergence of Artificial Intelligence - From CALL to ICALL - AI and Language Education - Need for Teacher training and Professional Development- Future directions

Course Outcomes:

At the end of the course the students will be able to

- Identify a range of CALL applications.
- Respond to learning in different situations.
- Distinguish how technologies can be used to support LSRW skills
- Display knowledge and confidence in using technology in teaching/learning.
- Analyze social and cultural aspects of CALL.
- Categorize CALL technologies and implementations.

References:

1. Blake, Robert *Brave New Digital Classroom* (2nd Edition). Georgetown University Press. (2012).
2. Chapelle, Carol A. and Jamieson, Joan *Tips for Teaching with CALL* White Plains,. (2008).
3. Ducate, Lara & Arnold, Nike (eds.) *Present and Future Perspectives of CALL: From Theory and Research to New Directions in Foreign Language Teaching* (2nd ed.). San Marcos, TX: CALICO. (2011).
4. Fotos, Sandra & Browne, Charles (eds.) *New Perspectives on CALL for Second Language Classrooms*. Mahwah, NJ: Lawrence Erlbaum. (2004)

New Course



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SCHOOL OF SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH

MINUTES OF BOARD OF STUDIES MEETING

Minutes of the Board of Studies Meeting was held on 04th January 2023 at 10:00 A.M., in Central Library, Sathyabama Institute of Science and Technology, Chennai.

Item No. BOS/01: To consider and approve the new courses for 2nd year B.A.-English as per 2021 regulations

Item No. BOS/02: To consider and approve the new courses for 2nd year M.A.- English as per 2021 regulations

The External members suggested inclusion of ICT tasks in the assessment procedure. It was suggested that Internal Assessment can include online task completion. After discussion, fruitful suggestions were incorporated.

The Board counselled to make some minor changes related to primary textbooks, prominent writers and periodical alignment of the units. The Board went through the report/recommendations of the expert committee and approved the same. The Board considered and approved the scheme and syllabuses for, with some minor modifications.

Resolute that the revised syllabuses for UG stream- BA English Literature for the academic year 2021- 2022 onwards is accepted and approved.

B.A. English: New courses Introduced

SHSA1501 - Translation Studies

SHSA1502 - American Literature

SHSA1503 - Introduction to Literary Criticism

SHSA3001 - Technology In Teaching and Learning

SHSA3002 - English for Career

SHSA1601 - Modern English Grammar

SHSA1602 - Folk Literature

SHSA1603 - English for Effective Communication

MA English Literature from the academic year 2021-2022 onwards. The Board read through the Report / recommendations of the expert committee and approved the scheme and syllabuses with minor modifications.

M.A. English: New courses Introduced

SHSA5401 - Twentieth Century English Literature

SHSA7004 - Introductory Course on Critical Thinking

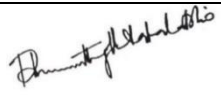
SHSA7005 - Creative Writing

SHSA7006 - Employability Skills

As per the feedback given by students, alumni, employers and faculty members, the changes were implemented accordingly keeping in the student's future in mind.

All the units comprise at least three to four lines of topics and sub topics are added under each unit. Latest edition and recent yearbooks under text and reference materials are included. Course Outcomes are reframed accordingly.

Members Present

S. No.	Name of the Staff	Designation	Signature
1	Dr. T. Shrimathy Venkatalakshmi	Professor & Head Department of English Anna University, Chennai	
2	Dr. S. Armstrong	Professor & Head Department of English University of Madras Chepauk Campus, Chennai	
3	Dr. J. Amutha Monica	Head, Dept. of English	
4	Dr. Sowmiya. L.M	Assistant Professor	
5	Dr. Lizy	Assistant Professor	
6.	Mr. Senthil Kumar	Assistant Professor	
7	Dr. Jayakumar P	Assistant Professor	
8	Dr. Sufina K	Assistant Professor	

SHS1301 (OLD)	Translation Studies	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE: To familiarize students with the concepts and theories of translation. and to introduce to them the art of translation

LEARNING OUTCOMES:

At the end of the course the students will be able to

- develop critical thinking on the connection between usage of language and translation
- learn to implement the diverse approaches to translation prevalent within the theories and types of translation
- broaden and deepen understanding of a variety of issues in relation to translation, such as gender, power relations, and religion
- acquire important transferable skills

UNIT I – FUNDAMENTALS OF TRANSLATION (9 Hrs)

Key concepts of translation, A brief history of translation/Theories of translation: linguistic, literary, cultural and communicative translation. Types of translation: Literary, Non-Literary – Technology aided translation.

UNIT II – FICTION IN TRANSLATION (9 Hrs)

Franz Kafka (1883-1924): The Castle

UNIT III – POETRY IN TRANSLATION (9 Hrs)

Alexander Pushkin (1799-1837): Remembrance

Subramania Bharathiyar(1882-1921) : Much Adored Face is forgotten

UNIT IV – DRAMA IN TRANSLATION (9 Hrs)

Girish Karnad – Hayavadana

UNIT V – TRANSLATION PRACTICE (9 Hrs)

Students will be trained to translate literary articles of common interest both from English to Regional language & vice versa.

Reference:

- Baker , M . In Other Words -- A Casebook on Translation, New York- London: Routeledge 1997. Gentzer, Edwin, Contemporary Translation Theories, London, Routeledge 1993.
- Malone, Joseph.L, The Science of Linguistics in the Art of Translation: Some Tools From Linguistics for the Analysis and Practice of Translation, NY: State University of New York Press 1988
- Newmark, Peter, A textbook of Translation London Now York Prenticehall 1988. Savary, Theodore . The Art of Translation, London : ohnathan Cape, 1957.
- Bassnett, susan. Translation Studies, 4th Edition, Routledge.

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SHSA1501		L	T	P	CREDIT
REVISED	Translation Studies	3	0	0	3

Course Objectives:

- To familiarize students with the concepts and theories of translation.
- To focus on related subtopics and concepts.
- To compare the historical evolution to present translation.
- To interpret the theoretical consideration of machine translation

UNIT I : Fundamentals of translation (9 Hrs)

Key concepts of translation- A brief history of translation -Theories of translation: linguistic, literary, cultural and communicative translation. -Types of translation: Literary, Non-Literary – Technology aided translation.

UNIT II : Fiction In Translation (9 Hrs)

Franz Kafka (1883-1924) : *The Castle*

UNIT III : Poetry In Translation (9 Hrs)

Alexander Pushkin (1799-1837) : *Remembrance*

Subramania Bharathiyar(1882-1921) : *Much Adored Face is forgotten*

UNIT IV: Drama In Translation (9 Hrs)

Girish Karnad : *Hayavadana*

UNIT V : Short Story (9 Hrs)

Saadat Hasan Manto : *Toba Tek Singh*

Amritha Pritam : *The Weed*

Sujatha : *Washing Machine*

Course Outcomes:

At the end of the course the students will be able to

- Describe critical thinking on the connection between usage of language and translation
- Implement the diverse approaches to translation prevalent within the theories and types of translation
- Elaborate variety of issues in relation to translation, such as gender, power relations, and religion
- Acquire important transferable skills related to translation
- Evaluate the skills required to become a professional translator
- Elaborate the idea about translation competence

Prescribed Text:

A Handbook of Translation Studies (2008) by Biju Kumar Das

References:

1. Baker , M . In Other Words -- A Casebook on Translation, New York- London: Routledge 1997.
2. Gentzer, Edwin, Contemporary Translation Theories, London, Routledge 1993.
3. Malone, Joseph.L, The Science of Linguistics in the Art of Translation: New York Press 1988
4. Newmark, Peter, A textbook of Translation London Now York Prenticehall 1988.
5. Savery, Theodore The Art of Translation, London : Johnathan Cape, 1957

SHS1302 (OLD)	AMERICAN LITERATURE	L	T	P	CREDI T
		4	0	0	4

OBJECTIVE: To introduce the students to the socio-political, religious and cultural aspects of America through literary texts.

LEARNING OUTCOMES: At the end of the course, the students will be able to

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyse literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary period
- Demonstrate knowledge of major literary movements, figures, and works in American Literature.
- Analyse, synthesize, and write about American literature and authors
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.

UNIT 1: Poetry

Detailed : 1. Emerson: Brahma
2. Emily Dickenson: Because I could not stop for Death.
Non-Detailed: 1. William Butler Yeats: The Lake Isle of Innisfree
2. Robert Frost: Mending Wall
3. Walt Whitman: O Captain! My Captain!

UNIT 2: Prose

Detailed: 1. Martin Luther King: I have a Dream Non-Detailed: 2. Henry David Thoreau: Solitude

UNIT 3: Fiction

Ernest Hemingway : A Farewell to Arms
Herman Melville: Moby-Dick

UNIT 4: Drama

1. Arthur Miller : All My Sons
2. Eugene O' Neil: The Hairy Ape

UNIT 5: Short Story

1. Edgar Allen Poe : The Fall of the House of Usher
2. O. Henry : The Gift of the Magi

REFERENCE BOOKS:

1. Abel, Darrel.(ed) American Literature, Volume 1: Colonial and Early National Writing
2. Abel, Darrel. (ed) American Literature, Volume 2: Literature of the Atlantic Culture
3. Shuman, R. Baird. Great American Writers: Twentieth Century, New York, 2002.
4. Marudanayagam, R. American Literature: An Anthology of Prose. New Delhi: Milestone Publication, 2002.
5. Oakes, Elizabeth. American Biographies-American Writers: New York: Facts on File, 2004.

SHSA1502		L	T	P	CREDIT
REVISED	American Literature	3	0	0	3

Course Objectives:

- To make students observe literature in different historical periods in different regions.
- To describe the characteristic perspectives of literature.
- To enhance the knowledge on social, political, cultural, religious contexts
- To introduce correct prose, using various critical approaches to literature

UNIT 1: Poetry (9Hrs)

- Detailed:**
1. Robert Frost : *Home Burial*
 2. Emily Dickenson : *Because I could not stop for Death.*
- Non-Detailed:**
1. William Butler Yeats : *The Lake Isle of Innisfree*
 2. Robert Frost : *Mending Wall*
 3. Walt Whitman : *O Captain! My Captain!*

UNIT 2: Prose (9Hrs)

- Detailed:**
1. Martin Luther King : *I have a Dream*
- Non-Detailed:**
1. Henry David Thoreau : *Solitude*
 2. Obama's Speech : *Yes, We Can!*

UNIT 3: Fiction (9Hrs)

1. Ernest Hemingway : *A Farewell to Arms*
2. Herman Melville : *Moby-Dick*

UNIT 4: Drama (9Hrs)

1. Arthur Miller : *All My Sons*
2. Eugene O' Neil : *The Hairy Ape*

UNIT 5: Short Story (9Hrs)

1. Edgar Allen Poe : *The Fall of the House of Usher*
2. O. Henry : *The Gift of the Magi*

Course outcomes:

At the end of the course, the students will be able to

- Identify key ideas, representative authors and works, significant historical or cultural events
- Analyze literary works as expressions of individual or communal values
- Demonstrate knowledge of major literary movements, figures, and works in American Literature.
- Synthesize and write about American literature and authors
- Evaluate the characteristic forms or styles of expression
- Produce research-based critical papers about the assigned readings

References:

1. Shuman, R. Baird. Great American Writers: Twentieth Century, New York, 2002.
2. Bercovitch, Sacvan. Gen. Ed. The Cambridge History of American Literature. Cambridge Mass.: CUP, 1999.
3. Gray, Richard. A History of American Literature. New York: Blackwell, 2004. Fiedler, Leslie. Love and Death in the American Novel. New York: Dalkey Archive, 1998.
4. The Vintage Book of American Women Writers. United States, Vintage Books, 2011.

Added Content

SHSA3001	Technology in Teaching and Learning	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To apply comprehension strategies
- To train the students in the creation of digital content for the Internet
- To analyze and evaluate different sources of information on the internet
- To encourage and enhance students through interactive, multimedia pages

UNIT 1: Internet Technology (9Hrs)

Introduction to digital media- strategies and types- Using audio and video to learn vocabulary and grammar- Compare the features of print and digital technology- Digital Media Ethics - need for editing, proof-reading - Creating and Managing Email Accounts- Future of digital media

UNIT 2: Online Fundamentals (9Hrs)

Fundamentals of online communication -Online Tools and Applications -Writing online tests — LSRW skills online - Comprehension check -quizzes, online discussion – Quora - assignment –comprehension strategies- editing online- Posting Online feedback for any article

UNIT 3: Writing for the Web (9Hrs)

Writing for the Web -Writing effective headlines - Writing Advertisements for business -Political news - Sport - Health issues – Business enquiry- Educational- Filling an online application - Stylistics and the Media - Blogging - Caption Writing-News Reading and Writing, Copy Editing

UNIT 4: Learn With Social Media (9Hrs)

Social media- types- SMART strategies-business etiquettes- marketing -Creating Accounts - On line managing groups – best social media networking sites-Twitter- Face book - Skype- Linked in - Research Gate-You Tube - Flickr - merits and demerits-Impact of Social media in learning English

UNIT 5: Writing for Interactive Media (9Hrs)

Technical writing as a career.- Identification of opportunities-e- employment- Creating projects – Creating PowerPoint Presentation– Creating Blogs and You tube videos- uploading-Interactive platforms- Courses and Communication online- Merits and demerits.

Prescribed Text:

The Internet and the Language Classroom – A Practical Guide for Teachers –II Edition –Gavin Dudley , Cambridge University Press, 2007.

References:

1. Writing for the Mass Media James Glen Pearson Education, 2006(Sixth edition). Stovall
2. News Writing & Reporting James A Neal &Surjeeth Publications, 2003 Suzane SBrown
3. An Introduction to Digital Tony Feldman (Blueprint Series)1996
4. Writing and Producing News Eric Gormly Surjeet Publications,2005

SHS1606 (OLD)	ENGLISH FOR CAREER	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE:

1. To offer students self assessment options for employability skills
2. To improve access to soft skills.
3. To upgrade their existing LSRW skills.

LEARNING OUTCOMES:At the end of the course, the students will be able to

- Understand basic knowledge and understanding on communication and LSRW skills.
- experience the real environment of Job interviews
- learn the various aspects of writing and its techniques.
- differentiate personal and professional skills
- get analytical skills, vocabulary and experience multitasking environment.

UNIT 1: Skills Required for Employment

(9Hrs)

Soft Skills - Communication techniques - Types of Communication - Listening & understanding -Speaking clearly& directly-Writing to the needs of the audience- Reading independently.

UNIT 2: Listening & Speaking Skills

(9Hrs)

Listening for specific information- Group Discussion- Types of Job Interviews- Making oral presentations - PowerPoint Presentations - Telephonic Conversation - Public Speaking Techniques.

UNIT 3: Reading & Writing Skills

(9Hrs)

Comprehension strategies- Reading and Summarizing - Reading and Recalling the data - Précis Writing- Building a Resume - Presenting Data in Verbal and Nonverbal modes- Advertisements

UNIT 4: Incorporating Employability skills

(9Hrs)

Personal Skills-Integrity, adaptability, -Peoples skills- teamwork, communication, respect- Workplace skills- Interpersonal skills- Initiative and enterprise-Professional skills-Learning Technology.

UNIT 5: Eligibility for Employment

(9Hrs)

Basic Communication skills - Organisational skills - Skills in critical reasoning and analysis-Broad range of vocabulary - Basic IT skills- Online Group Task - Numeracy Skills.

REFERENCE BOOKS:

1. English For Competitive Examinations by R P Bhatnagar and RajualBhargava.(Macmillan)
2. Employability Skills by David W.G. Hind, Stuart Moss (2005)
3. Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells (2010)
4. Business Communication Techniques and Methodsby Orient Black Sewan (2010)

SHSA3002 REVISED	English for Career	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand and offer students self-assessment options for employability skills
- To acquire the knowledge to improve soft skills.
- To upgrade their existing LSRW skills.
- To enhance learning English for socializing and entertainment as well as work

UNIT 1: Introducing Soft Skills

(9Hrs)

Soft Skills - Communication techniques - Types of Communication - Listening & understanding - Speaking clearly & directly - Writing to the needs of the audience - Reading independently.

UNIT 2: Listening and Speaking Skills

(9Hrs)

Listening for specific information - Group Discussion - Types of Job Interviews - Making oral presentations – Power Point Presentations - Telephonic Conversation - Public Speaking Techniques.

UNIT 3: Reading and Writing Skills

(9Hrs)

Comprehension strategies - Reading and Summarizing - Reading and Recalling the data - Précis Writing - Building a Resume - Presenting Data in Verbal and Nonverbal modes - Advertisements

UNIT 4: Personal Skills

(9Hrs)

Personal Skills - Integrity, adaptability, - People's skills - teamwork, communication, respect - Workplace skills - Interpersonal skills - Initiative and enterprise - Professional skills - Learning Technology.

UNIT 5: Employability Skills

(9Hrs)

Effective communication skills – Applying for Jobs – Preparing Resumes – Writing covering letter – Preparing for interview - Taking interviews – Post – interview follow up.

Course outcomes:

At the end of the course, the students will be able to

- Understand basic knowledge and communication
- Evaluate the importance of LSRW skills.
- Experience the real environment of Job interviews
- learn the various aspects of writing and its techniques.
- Differentiate personal and professional skills.

References:

1. English For Competitive Examinations by R P Bhatnagar and Rajual Bhargava – Macmillan (2019)
2. Employability Skills by David W.G. Hind, Stuart Moss (2005)
3. Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells (2010)
4. Business Communication Techniques and Methods by Orient Black Swan (2010)
5. Communication in English and Study Skills by Board of Editors . Orient Longman Private Ltd., (2008)

Added Content

SHS1607 (OLD)	MODERN ENGLISH GRAMMAR	L	T	P	CREDIT
		4	0	0	4

Course Objectives:

- To make the students understand the concepts of grammar and to identify the constructions, and usages, with examples to illustrate the topics included to showcase their knowledge of the same.
- To make them construct grammatically correct sentences and identify errors with 80% accuracy.
- To think analytically and arrive at significant conclusions by evaluating the tasks given.

Learning Outcomes: At the end of the course, students acquire

- The jargon – that is, the labels – of English grammar that will allow them to talk professionally and specifically about grammar;
- An understanding and a working knowledge of English grammar and how the parts all fit together so that they can self correct, demonstrate understanding of the same by doing gap fill activities, editing, framing sentences, identify and label parts of sentences, words, phrases.
- Knowledge to produce and understand the sentences with grammatical accuracy

UNIT : I THE BASICS: FORM AND FUNCTION

9 Hrs

An overview of English grammar, The Study of Grammar-Grammar, **Idiom, and Usage**-The Parts of Speech-**Units of Structure-Basic Sentence Types-Functions in the Sentence**- Parts of Speech, Nouns-Structure of the Noun phrase, Noun classes, Noun Features, Number, Gender, Case, The Genitive, The Articles, Pronouns-Personal Pronouns, Possessive Pronouns-Reflexive /Emphatic pronouns, Relative Pronouns, Interrogative Pronouns, Demonstrative Pronouns, -Indefinite pronouns. **Prepositions-Types, Functions, Prepositional Meanings, Some Idiomatic Usages**

UNIT – II PHRASE AND CLAUSE PATTERNS.

9 Hrs

Types of Lexical Verbs, Forms of Lexical Verbs, Finite and Non-finite, **The Infinitive**-Gerunds and Participles, **Gerund and the Infinitive**, The Auxiliary, Modals, Mood and Modality-Tense, expressing future, **mood Voice**: Active and Passive, Structure of the Verb Phrase-Phrasal Verbs

UNIT : III CONJUNCTIONS AND COMPARATIVES

09 Hrs

Adjectives, **Adverbs and Conjunctions**. Adjective Features, Syntactic Functions of Adjectives, Order of Adjectives, Comparison of Adjectives. Adverbs-Adverb as a Part of Speech, Functions of Adverbs, Position of Adverbs, Comparison of Adverbs, Adjectives and Adverbs. conjunctions-Introduction, Co-ordinating and Subordinating Conjunctions, Subordinating Conjunctions, Co-ordinating Conjunctions, **Complex phrases and coordination**. **Clause types and negation, Finite subordinate clauses, Non-finite and verbless subordinate clauses**

UNIT :IV : GRAMMAR AT THE SENTENCE LEVEL

9 Hrs

The Simple Sentence, The Simple Sentence Defined. Clause Patterns in the Simple Sentence-Syntactic functions and Thematic Roles-Questions, Negatives, Commands, Exclamations-Complex And Compound Sentences- Introduction-Nominal Clauses, **Relative clauses**, Adverb Clauses, Comparative Clauses, Co-ordinate Clauses

UNIT : V GRAMMATICAL STRUCTURE AND INFORMATION ORGANIZATION

9 Hrs

Tense and aspect, **Mood, Information structuring, Some Principles of Information** Organization Concord, Reported Speech, Punctuation

Reference Books:

Bas Aarts(2011) Oxford Modern English Grammar.ford University Press. Betty Kirkpatrick (2008) Modern English Grammar.
Krishnaswamy. (2000). Modern English a book of grammar usage and composition. Macmillan India Limited Wood FT (1971) A Remedial English Grammar for Foreign Students. Macmillan

SHSA1601 REVISED	Modern English Grammar	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To understand the concepts of grammar and to identify the constructions, and usages.
- To analyze the use of grammar in written and spoken language, and the notion of standard language.
- To accomplish a communicative approach to grammar.
- To demonstrate more complex grammatical structures in conversations and discussions.

Unit I - The Basics: Form and Function

(9 Hrs)

The Study of Grammar- The Parts of Speech- Basic Sentence Types-Functions in the Sentence- Parts of Speech, Nouns-Kinds of Nouns, Noun Features, Number, Gender, Case, The Genitive; The Articles; Pronouns-Personal Pronouns, Possessive Pronouns, Reflexive Pronouns, Relative Pronouns, Interrogative Pronouns, Demonstrative Pronouns, Indefinite Pronouns.

Unit II - Phrase and Clause Patterns.

(9 Hrs)

The Phrase and the clause; Types of Lexical Verbs, Finite and Non-finite, The Infinitive, The Gerunds and The Participles, Auxiliaries and Modals; Tense; Active and Passive; Phrasal Verbs; Some Idiomatic Usages.

Unit III - Conjunctions and Comparatives

(9 Hrs)

Adjectives, Adjective Features, Syntactic Functions of Adjectives, Order of Adjectives, Comparison of Adjectives. Adverbs-Position of Adverbs, Comparison of Adverbs; Connectives and Discourse Markers; Conjunctions - Subordinating Conjunctions, Coordinating Conjunctions.

Unit IV - Grammar at the Sentence Level

(9 Hrs)

Questions, Negatives, Commands, Exclamations; The Simple, Complex and Compound Sentences- Introduction-Nominal Clauses, Relative clauses, Adverb Clauses, Comparative Clauses, Co-ordinate Clauses, **Interchange of Affirmative and Negative sentences; Tag questions**

Unit V - Grammatical Structure & Editing

(9 Hrs)

Tense and Aspect, **Mood, Prepositions and prepositional phrases;** Subject- verb agreement, Reported Speech, Punctuation.

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

- Classify words to use them in sentences with grammatical accuracy.
- Categorize information based on the understanding of reading materials to prepare notes
- Prepare and document to report, identify elements of editing
- Interpret technical definitions related to the text and design a user manual using instructions
- Summarize reading materials and outline an essay on any topic given
- Evaluate their language learning activities in the classroom/ online group environment

Prescribed Text:

Yadurajan K.S. (2014) *Modern English Grammar. Structure, Meanings, and Usage*. Oxford University Press.

References:

1. Thurman, Susan. The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment. United States, Adams Media, 2003.
2. Murphy, R., 2012. English grammar in use. Cambridge: Cambridge University Press.
3. Venolia, Jan. Write Right! A Desktop Digest of Punctuation, Grammar, and Style. United States, Clarkson Potter/Ten Speed, 2011
4. Swan, M. and Walter, C., 2011. Oxford English grammar course. Oxford: Oxford University Press.

SHS1608 (OLD)	Folk Literature	L	T	P	CREDI T
		4	0	0	4

OBJECTIVES:

- Aims to familiarize students with the nature, history and theories of folklore.
- Will acquaint students with selected genres of indian folklore and trace the history and growth of indian folklore studies.
- aims to teach students about tools, techniques and methods of fieldwork in folklore

LEARNING OUTCOMES

- Demonstrate an understanding of the content of the narratives, both the structure and motives and the psychological ramifications by applying the theoretical concepts
- Recognize and describe major developments in the history of the genre
- Recognize and analyse different kinds of narrative through illustrations and examples
- Identify unique characteristics of the genre: myth, folktale, folklore, and fairy tales.

UNIT – 1 General Folklore

9 Hrs

- Definition of Folk Literature – History of Folklore, Discourse, Concepts of Folklore, Folklore Genres – The differences between myths, fairy tales and legends, Myths and religions, Importance and meaning in fairy tales

UNIT - 2 Folklore Theories

9Hrs

Comparative Folklore Theory, Mythological Theories, Performance Theory, Functional Theory, Psychoanalytic Theory, Anthropological theory, Structural Folklore Theory, Structural theories, Eclectic theories

UNIT – 3 Folklore and Folk Knowledge

9Hrs

Folklore and social context, Folklore and cosmology, Folklore and tradition, Folklore and epistemology, Folk Tales, Folk Songs, Folk Performances, Folk Instruments and Folk Music

UNIT – 4 Folk Culture and Beliefs

9 Hrs

Beliefs, Customs, Festivals, Medicine, Folk Culture,. – Folk Religion – Folklore and electronic Technology, Nature and Function of Folk Idioms and Sayings, Vocabulary

UNIT - 5 Indian Folklore

9 Hrs

Folklore studies in India: Growth and development, Folk Drama in India – Forms, Trends and Issues, Folktales of India – Forms and Issues. Folksongs of India - Forms and Issues.

Reference :

1. Babloyan. Robert and Mirlena Shumakays. Comp. Folk Tales from the Soviet Union. Moscow: Raduga publishers.1986.
2. Chaudhury, Pc.Roy.Gen.de.Folk Tales of India Series: 21 volumes New Delhi; Sterling Publishers Pvt. Ltd., 1971.
3. Coffin.T. American Foklore.Chennai; Higginbothams Pvt Ltd., 1969.
4. Crooke, W.Popular Religion and Folklore of Northern India, Vol.1. New Delhi. MMP Pvt. LTd., 1978.

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SHSA1602	FOLK LITERATURE	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To enable students to understand and appreciate folklore through songs and riddles
- To introduce students relevant theories of world folklore.
- To enable students to understand the link between culture and language.
- To expose to students folk forms

UNIT – 1 General Folklore 9 Hrs

Definition of Folk Literature – Concepts of Folklore –Folklore Genres – Nature and Function of Folk Idioms, Sayings, Vocabulary, etc.

UNIT - 2 Folklore Theories 9 Hrs

Mythological Theories – Performance Theory –Functional Theory –Psychoanalytic Theory

UNIT - 3 Oral Folklore 9 Hrs

Beliefs, Customs, Festivals, Medicine, etc. – Folk Culture – Folk Religion –Folklore and electronic Technology

UNIT – 4 Folk forms from the world 9 Hrs

Folk Tales – Folk Songs (Translated Texts) – Folk riddle – Folk Proverbs

UNIT - 5 Current Trends in Folk Literature 9Hrs

Post Colonialism and Post Modernism Concepts - Feminism Gender Concepts - Gender and Society

Course outcomes:

On completion of the course, student will be able to

- Identify the knowledge of “lores” through cultural contexts.
- Articulate theories and concepts of folk world
- Ascertain the philosophies of different traditions, cultural aspects and texts
- Classify various folk tales for an overall understanding
- Interpret critical and reflective thinking through written and oral texts.
- Summarize folk forms and trends in Folklore

Prescribed Text:

Tribal Language, Literature And Folklore, Rawat Publications (Jan 2019)

References:

1. The Literature beyond Legends, Tales and Myths, Independently published; Amazon (Sep 2017)
2. Comparative Study of Northeastern Folklore and Modern Literary Works, Notion Press;(Aug 2020)
3. Indian Folk Literature in English Translation, Gullybaba Publishing House Pvt. Ltd.; (Jan 2020)

SHS1609 (OLD)	ENGLISH FOR EFFECTIVE COMMUNICATION	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE: To enable students to achieve a high degree of fluency in English. To enhance the effectiveness of oral and written communications To equip learners with languages skills that could provide good career opportunities

LEARNING OUTCOMES: At the end of the course, the students will be able to

- get knowledge on Communication and its types
- enjoy working in an online environment knowing the listening strategies
- learn how to face various audience
- learn how to impress the audience by communicating Effectively
- create PPT, Blogs and participate in online discussion

UNIT 1: An Introduction to Communication

(9Hrs)

Communication – Basics & Principles– Objectives of Communication – Types-and non-verbal
Verbal communication – Barriers to communication

UNIT 2: Methods & Strategies

Effective Listening - Visual strategies - SWOT Analysis- Vocabulary Development - Digital Literacy- E-Mail Communications - **Non-Verbal Communication**

UNIT 3: Presentation Skills

(9Hrs)

Speaking- Formal/ informal - Types-Mock Interview -Group Discussion Etiquettes -Telephone skills - Handling complaints

UNIT 4: Soft Skills

(9Hrs)

Listening Skills - Motivation skills - Leadership skills- Interpersonal and Team Skills Emotional Intelligence Skills- Expressing ideas -Training and Feedback

UNIT 5: Technical Communication

(9Hrs)

Grapevine communication - characteristics and functions-Social Media -Writing Blogs-online discussion- Basic computer skills - Power point presentation .

REFERENCE BOOKS:

- English for Effective Communication Sanjay Kumar& Push Lata (2014)
- Technical Communication : Principles and Practice, Meenakshi Raman& Sangeetha Sharma (2007)
- Presentation Zen: Simple Ideas on Presentation Design and Delivery by Garr Reynolds
- Personality Development and Soft Skills by Barun Mitra (2016)
- Introduction to Communication by S. Steinberg Course Book 1: The Basics (2006)

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SHSA1603	English for Effective Communication	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To enable students to achieve a high degree of fluency in English.
- To enhance the effectiveness of oral and written communications
- To equip learners with languages skills that could provide good career opportunities

UNIT 1: An Introduction to Communication (9Hrs)

Communication – Basics & Principles– Objectives of Communication – Types-Verbal and non-verbal communication – Barriers to communication– **The four essential Communication skills**

UNIT 2: Methods & Strategies (9Hrs)

Effective Listening - Visual strategies - SWOT Analysis- Vocabulary Development - Digital Literacy- E- Mail Communications

UNIT 3: Presentation Skills (9Hrs)

Speaking- Formal/ informal - Types-Mock Interview -Group Discussion Etiquettes -Telephone skills - Handling complaints.- **Oral techniques.**

UNIT 4: Soft Skills (9Hrs)

Listening Skills - Motivation skills - Leadership skills- Interpersonal and Team Skills
Emotional Intelligence Skills- Expressing ideas -Training and Feedback

UNIT 5: Technical Communication (9Hrs)

Grapevine communication - characteristics and functions-Social Media -Writing Blogs-online discussion- Basic computer skills - Power point presentation.

LEARNING OUTCOMES: At the end of the course, the students will be able to

- get knowledge on Communication and its types
- enjoy working in an online environment knowing the listening strategies
- learn how to face various audience
- learn how to impress the audience by communicating Effectively
- create PPT, Blogs and participate in online discussion

References:

1. *English for Effective Communication* Sanjay Kumar& Push Lata(2014)
2. *Technical Communication: Principles and Practice*, Meenakshi Raman& Sangeetha Sharma (2007)
3. *Presentation Zen: Simple Ideas on Presentation Design and Delivery* by GarrReynolds
4. *Personality Development and Soft Skills* by Barun Mitra (2016)
5. *Introduction to Communication* by S. Steinberg Course Book 1: The Basics (2006)

 Added Content

SHS5014 (OLD)	TWENTIETH CENTURY LITERATURE	L	T	P	CREDIT
		4	0	0	4

Objective: To acquaint students with major trends in English during the 20th century and enable students to read and appreciate poems. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to 20th century literature.

UNIT I: Poetry

9 Hrs

- Detail:**
1. T.S. Eliot : *The Waste Land*
 2. W.B Yeats : *Sailing to Byzantium*
 3. G.M. Hopkins : *Pied Beauty*

- Non-detail:**
1. Dylan Thomas : *The Hunchback in the park*
 2. W.H. Auden : *Song*
 3. Philip Larkin : *Church Going*
 4. Wilfred Owen : *Strange Meeting*

UNIT II: Prose

9 Hrs

- Detail:**
1. E.M. Forster : *What I believe*
- Non-detail:**
1. H.G. Wells : *A Modern Utopia*
 2. Arnold Tony bee : *India's Contribution to world*

UNIT III: Drama

- Detail:**
1. G.B.Shaw : *Pygmalion*
 2. T.S.Eliot : *Murder in the cathedral*
- Non-detail:**
1. John Osborne : *Look Back in Anger*
 2. Harold Pinter : *The Birthday Party*

UNIT IV: Fiction

9 Hrs

1. Arthur Conan Doyle : *Hound of the Baskervilles*
2. George Orwell : *Animal Farm*
3. Kingsley Amis : *Lucky Jim*
4. William Golding : *Lord of the Flies*

UNIT V: Short Stories

9 Hrs

1. Arthur C Clarke : *The Sentinel*
2. Patrick O'Brian : *A Passage of the Frontier*
3. John Wyndham : *Random Quest*

REFERENCES

1. Dr.Usha Jain. Twentieth Century English Literature. Vayu publications.2007.
2. Bijay Kumar Das. Twentieth Century Literary Criticism Paperback .Atlantic publications. 2014.
3. C.N. Ramachandran.*Five Centuries of Poetry*. Macmillan publications. 2008.
4. English Poetry: A Kaleidoscope .Edited By A Board Of Editors. 2005.
5. M.G.Nayar. ed. *A Galaxy of English Essayists From Bacon to Beerbohm*. Macmillan publications. 2014.
6. David Lodge. Twentieth Century Literary Criticism, Macmillan publications. 2006.

SHSA5401	TWENTIETH CENTURY ENGLISH LITERATURE	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To acquaint students with major trends in English during the 20th century
- To enable students to read and appreciate poems 20th century literature.
- To cultivate a sense of understanding by the exposure to 20th century literature.
- To enable to discuss in relation to the form and content along with the socio-cultural contexts

Unit I: Poetry

9 Hrs

Detail:	T.S. Eliot	<i>The Waste Land</i>
	W.B Yeats	<i>Sailing to Byzantium</i>
	G.M. Hopkins	<i>Pied Beauty</i>
Non-detail:	W.H. Auden	<i>Song</i>
	Philip Larkin	<i>Church Going</i>
	3. Wilfred Owen	<i>Strange Meeting</i>

Unit II: Prose

9 Hrs

Detail:	E.M. Forster	<i>What I believe</i>
Non-detail:	H.G. Wells	<i>A Modern Utopia</i>
	. Arnold Tony bee	<i>India's Contribution to world</i>
	. G.K. Chesterton	<i>What I found in my pocket</i>

Unit III: Drama

Detail:	G.B. Shaw	<i>Pygmalion</i>	9 Hrs
Non-detail:	John Osborne	<i>Look Back in Anger</i>	
	. T.S. Eliot	<i>Murder in the cathedral</i>	

Unit IV: Fiction

9 Hrs

1. rthur Conan Doyle	: <i>Hound of the Baskervilles</i>
2. eorge Orwell	<i>Animal Farm</i>
3. ingsley Amis	<i>Lucky Jim</i>

Unit V: Short Stories

9 Hrs

1. rthur C Clarke	<i>The Sentinel</i>
2. atrick O'Brian	<i>A Passage of the Frontier</i>
3. hn Wyndham	<i>Random Quest</i>

Course Outcomes:

At the end of the course the students will be able to:

- Define distinct literary characteristics of contemporary literature
- Explain how 21st century culture, trends, and historical events affect the literature produced today.
- Identify distinct literary characteristics of modern literature.
- Analyze poetic works for their structure and meaning, using correct terminology.
- Interpret modern literature
- Discuss ideas related to modern works during class and group activities.

References

- Das ,Bijay Kumar. Twentieth Century Literary Criticism Paperback .Atlantic publications. 2014.
- Ramachandran, C.N. ,*Five Centuries of Poetry*. Macmillan publications. 2008.
- Doyle , Sir Arthur Conan ,*The Hound of The Baskervilles* Paperback –2019

SHS5019 (OLD)	CREATIVE WRITING	L	T	P	CREDIT
		4	0	0	4

Objectives:

- To promote the importance of creativity in writing and to train students in specified genres of creative writing
- To provide understanding, professional knowledge and skill sets in the art of writing;
- To develop the creative ability of the learners to take up careers as professional or freelance writers.

UNIT 1: Understanding Creativity

(9 Hrs)

Various Kinds of Writing –Journaling– Tools and Techniques–Sketching the plot, conflict, climax, resolution – dialogue writing –Expository Writing — Setting an atmosphere – taboos in writing

UNIT 2: Narrative Fiction

(9 Hrs)

Personal Narrative – Confessional Writing – Descriptive place essay – Travel Writing– Being a Foreigner Abroad –Translation– Show don't tell– Types of conflict

UNIT 3: Poetry Writing

(9 Hrs)

Word Choice– Diction- Imagery– Figurative Language – Forms of poetry – Meter – Rhyme Scheme – Simile– metaphor- hyperbole- alliteration- personification, symbolism, prosody etc.

UNIT 4: Short Story Writing

(9 Hrs)

Beginning a short story - Building your characters– Point of view– setting and mood– character profile – Narration of a Story– Writing effectively– Photo Narrative

UNIT 5: Creative Nonfiction

(9 Hrs)

Review Writing– Dialogues and Feature writing– writing movie reviews– writing Painting reviews – writing restaurant reviews: Critical analysis, Interpretation and discussion

References:

1. Bailey, Tom. *A Short Story Writer's Companion*. Oxford UP, 2001.
2. Bugeja, Michael. *The Art and Craft of Poetry*. Writer's Digest, 2001.
3. Boulter, Amanda. *Writing Fiction: Creative and Critical Approaches*. Palgrave, 2007.
4. Casterton, Julia. *Creative Writing: A Practical Guide*, 3rd Edition. Palgrave, 2005.
5. Hyde, Lewis. *The Gift: Creativity and the Artist in the Modern World*. Vintage, 2007.
6. Isabelle Siegler. *Creative Writing*. New York: Barnes and Novel, 1968.

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SHSA7005	CREATIVE WRITING	L	T	P	CREDIT
		4	0	0	4

Course Objectives:

- To promote the importance of creativity in writing
- To identify and understand basic formal and informal types of creative writing
- To train students in specified genres of creative writing
- To provide understanding, professional knowledge from literature

UNIT 1: Understanding Creativity

Various Kinds of Writing –Journaling– Tools and Techniques–Sketching the plot, conflict, climax, resolution – dialogue writing –Expository Writing — Setting an atmosphere – taboos in writing

UNIT 2: Narrative Fiction

Personal Narrative – Confessional Writing – Descriptive place essay – Travel Writing– Being a Foreigner Abroad – Translation– Show don’t tell– Types of conflict

UNIT 3: Reading and Writing Poetry

Elements of the genre - Essential elements (Theme and Tone) - Elements for specific forms - Conventional forms (rhyme and meter, metaphor) - Free verse(the line and line break, enjambments)
- Typography - Genre-crossing texts(prose poem, performance poetry, tone) - Techniques and literary devices

UNIT 4: Short Story Writing

Beginning a short story - Building your characters– Point of view– setting and mood– character profile – Narration of a Story– Writing effectively– Photo Narrative

UNIT 5: Writing for Media

Print Media - Electronic Media - Article Writing - The Features of Electronic Media - Digital Media - Writing For Web – Advertising – Stylistics and the Media

Course Outcomes:

At the end of the course the students will be able to

- Demonstrate, through the writing of journal entries or reviews.
- Develop the creative ability of the learners to take up careers as professional or freelance writers.
- Improve the writing style for technology world
- Detail the overall stylistic quality and technical accuracy of writing.
- Demonstrate the proper level of English usage to be used in writing.
- Identify the content and language of each writing to an individual author’s specific focus.

References:

1. Bailey, Tom. *A Short Story Writer’s Companion*. Oxford UP, 2001.
2. Bugeja, Michael. *The Art and Craft of Poetry*. Writer’s Digest, 2001.
3. Boulter, Amanda. *Writing Fiction: Creative and Critical Approaches*. Palgrave, 2007.
4. Hyde, Lewis. *The Gift: Creativity and the Artist in the Modern World*. Vintage, 2007.

Added Content

SHSA7006	EMPLOYABILITY SKILLS	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To develop the business and professional communication effectively.
- To hone both speaking and listening skills.
- To apply different types of presentation skills.
- To enhance interpersonal communication skills and develop self-confidence.

UNIT: 1: Communication Skills

Verbal Communication - Non-Verbal Communication - Body Language - Visual Communication - Humor – Listening Skills - Presentation Skills - Public Speaking – Interview Skills - Telephone Etiquettes.

UNIT: 2 Leadership Skills

Team Building - Strategic Planning – Mentoring – Dispute solution - Giving Feedback - Managing Difficult Conversations - Decision Making - Performance Management - Crisis Management.

UNIT: 3 Influencing Interpersonal Skills

Selling - Negotiation - Motivating – Persuasion - Networking Skills - Interpersonal Relationships - Dealing with Difficult People -Conflict Resolution - Personal Branding - Office Politics.

UNIT: 4 Personal Skills

Innovation Skills - Emotional Intelligence -Self Awareness - Stress Management –Tolerance of Change and Uncertainty- Taking Criticism -Self Confidence- Assertiveness- Adaptability & Resilience- Work/Life Balance

UNIT: 5 Professional Skills

Time Management - Concept, Essentials, Tips - Etiquette and Manners - Resume Building - Different Types of Business Letters – Cover letter, Thank you letter, Withdrawal Letter - Business Email Writing.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Develop their communicative competence.
- Extend employability skills to enhance their prospect of placements.
- Apply and succeed in international examinations such as IELTS and TOEFL.
- Take part in presentations and participate in Group Discussions.
- Successfully answer questions in interviews.
- Leads to operational excellence and an improvement in the use of English in the workplace.

Prescribed Text:

Managing Soft Skills for Personality Development by B.N.Ghosh, McGraw Hill India, 2012

REFERENCES

1. Anderson, P.V. (2007) Technical Communication, Thomson Wadsworth, Sixth edition, New Delhi,
2. John Seely, The Oxford Guide to Writing and Speaking, Oxford University Press, New Delhi, 2004.
3. Bovee, Courtland, L., John V. Thill and Barbara E. Schatzman. (2004) Business Communication Today: Seventh Edition. Delhi: Pearson Education,
4. Lesikar, Raymond V and Marie E. Flatley (2002) Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition. New Delhi: Tata McGraw-Hill Publishing