



SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

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School of Science & Humanities

Department of English

1.1.3 Courses having focus on Employability / Entrepreneurship / Skill Development

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SHSA1107	History of English Literature	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To familiarize students with important literary figures and canonical works of the historical period
- To introduce students the distinctive features of major literary movements and genres
- To demonstrate knowledge of the history or culture of the English Literature
- To comprehend an outline of English literature in terms of political, religious and social aspects

Unit 1: Elizabethan Period and Shakespeare Period

(9 hrs)

Edmund Spenser, John Donne, Thomas Wyatt, Ben Jonson, John Webster, Thomas Kyd, William Shakespeare- Characteristics of Shakespearean Plays, Ben Jonson, Francis Bacon, Christopher Marlowe.

UNIT 2: Age of Milton & Dryden

(9 Hrs)

Milton. Metaphysical Poets, Devotional Poets, Cavalier Poets, Richard Crashaw, Robert Herrick, Thomas Browne, John Dryden, John Bunyan, Samuel Pepys, William Congreve, Ben Johnson.

UNIT 3: Augustan and the Romantic Period

(9 Hrs)

Characteristics of Victorian Age, Alexander Pope, Joseph Addison, Johnson Swift, Thomas Gray, Dr. Samuel Johnson, Thomas Gray, William Blake, William Wordsworth, Samuel Taylor Coleridge, P.B. Shelley, John Keats, Charles Lamb, Jane Austen.

UNIT 4: The Victorian Age

(9 Hrs)

Characteristics of Victorian Age, Alfred Tennyson, Robert Browning, Mathew Arnold, Charles Dickens, William Thackeray, Thomas Hardy, Gerald Manley Hopkins, W.B Yeats, John Ruskin, William Butler Yeats.

UNIT5: Twentieth Century: The Modern Period:

(9 Hrs)

E.M Forester, Ezra Pound, D.H. Lawrence, James Joyce, Virginia Woolf, Samuel Beckett, George Orwell, Tennessee Williams, Alice Walker, Margaret Atwood.

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

- Explore the distinctive features of major literary movements and genres.
- Develop a comprehensive idea of the prescribed periods of history
- Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
- Interpret various influences that power and governs literary evaluation.
- Acquire knowledge about the three basic genres of literature namely poetry, prose and drama

Prescribed Text:

1. Hudson, William Henry. An Outline History of English Literature. India, Atlantic Publishers & Distributors, 1999.

References:

- a. Albert, Edward. *History of English Literature*, Oxford University Press, 1975
- b. Daiches, David. *A Critical History of English Literature*: Supernova Publishers, 1960.
- c. Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publication, 1999.
- d. Alexander, Michael. *A History of English Literature*. United Kingdom, Palgrave Macmillan, 2013.
- e. Evans, Ifor, and Bergonzi, Bernard. *A Short History of English Literature*. United Kingdom, Penguin Books

Employability

SHSA1204	GENERAL ENGLISH - II	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To enable students opportunities to read and respond to representations of current issues through texts
- To present themes and topics that are familiar, insightful and informative.
- To improve their vocabulary in various aspects
- To develop LSRW skills and to focus on creative writing

Unit 1 9Hrs

Listening for details, Speaking - making a presentation, Reading for details and Global Comprehension Vocabulary Binomials Types of Words- Synonyms, Antonyms that describe people, things and their actions- Letter Writing - Informal Letters- Letter to a Friend / Family Members - Creating blogs to post written materials.

UNIT2 9Hrs

Listening for details - Speaking: Giving Interview, Public Speech based on specific topics given. Reading for Comprehension and for overall idea -. Vocabulary: Archaic words, phrases. Letter writing- Formal letters- inviting dignitary for a function, Application for job with resume, complain about local problems to the Collector

UNIT 3 9Hrs.

Speaking Telephonic conversation - Vocabulary: positive and negative connotations - Critical Thinking Self- regulation: Continuing improvement in thinking - Language Focus: Adjective- degrees of Comparison, Direct and Indirect Speech - Types of Sentences (simple, compound, complex) -Collocations

UNIT 4 9Hrs.

Listening for Overall information - Making requests and suggestions - Speaking: Group Discussion - Vocabulary: Simile, metaphor - Writing: Writing recommendations, stories and poems - Process description: flow chart -sending mails, creating diagrams - Language Focus: Transitive and Intransitive verbs, Wh questions

UNIT 5 9Hrs.

Listening for specific details - Speaking using imagination. Reading to identify facts - Writing: Imaginative writing by predicting, . Note Making, Writing a Five-paragraph essay /Book or film review. Vocabulary: Countable forms and meaning, foreign nouns and framing of plurals. - Language focus: Modal verbs, Tenses

Course Outcomes:

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

- Remember knowledge of linking words related to both spoken and written discourse
- Understand collocations, words to express one's point of view in both writing and speaking
- Apply the rules for writing compare and contrast paragraphs by using cohesive devices
- Analyze critical thinking skills by framing questions related to elements of reasoning
- Evaluate written pieces to self-correct in the topic areas of verbs, reported speech, and punctuation
- Equip the students with the required Professional Skills

References

1. Practical English Usage: Michael Swan (June 2017) ISBN-10 : 0194202461
2. Effective English (January 2009) Pearson Education ISBN-10 : 8131731006

Employability

SHSA1207	Social History of England	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To develop knowledge and understanding of the cultural and historical diversity of England
- To critically analyze the influence of history and cultural diversity on literature and language.
- To help learners understand the social and literary history of England
- To make learners aware of the relation between socio-political and socio-religious events

UNIT 1: Tudor England (9Hrs)

Tudor England: The Renaissance and the Reformation, The Counter Reformation, The Elizabethan Theatre

UNIT 2: Restoration England (9Hrs)

Restoration England (1660 to 1688): Social Life, The Age of Queen Anne, The Coffee Houses. The Industrial Revolution, The Agrarian Revolution.

UNIT 3: French Revolution (9Hrs)

The impact of the French Revolution. The Victorian Age, The Reform Bills, Development of Transport and Communications, Development of Education

UNIT 4: Twentieth Century (9Hrs)

The Dawn of Twentieth Century The social impact of the two World Wars, Social Security and welfare state.

UNIT 5: Cold War (9Hrs)

Effects of Cold War, Life in the Eighties, The Origin and Growth of Political Parties in England.

Course outcomes:

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

- Define the social history of England in a political perspective.
- Interpret literary and cultural texts of historical, geographical, and cultural contexts.
- Identify main trends in the social history of England and their influence on literature
- Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres.
- Explain socio-political history with literary and cultural texts
- Discuss the evolution of the history of literary genres as contextualized in a land's social history

Prescribed Text:

G. Xavier. Introduction to the Social History of England. Published by S. Viswanathan (Printers and Publishers) Pvt. Ltd., 2009.

References:

1. Sharma, P.D. *Essential British History-Made Easy*, Kitab Ghar, 1975
2. Xavier, A.G. *Introduction to Social History of England*, Chetput, 1993
3. Alexander, Michael. *A History of English Literature*. United Kingdom, Palgrave Macmillan, 2013.
4. Briggs, Asa. *A Social History of England*, Penguin, 1999

Employability

SHSA1402	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 – Uses –

UNITIV – 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

Employability

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SHS1607	MODERN ENGLISH GRAMMAR	L	T	P	CREDIT
		4	0	0	4

Course Objectives:

- To 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.

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

9 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.

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

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

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. Bas Aarts(2011) Oxford Modern English Grammar. Oxford University Press.

Employability

SHS1608	Folk Literature	L	T	P	CREDIT
		4	0	0	4

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 – History of Folk lore, 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.

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

References :

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.

Employability

SHS1606	ENGLISH FOR CAREER	L	T	P	CREDIT
		4	0	0	4

Course Objectives:

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

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.

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.

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)

Employability

SHSA5201	LANGUAGE AND LINGUISTICS	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To understand the origins, structure and development of language
- To apply linguistics to other areas of humanistic and scientific knowledge.
- To interpret the basic principles of linguistic theories
- To analyze phonological sound system, word structure, and phrase and sentence patterns

UNIT I: Linguistics in a Historical Context

9 Hrs

Origin and history of Language development - Growth of vocabulary- Change in meaning — Studying language and Duality of patterning - Concepts of Scientific study - Dimensions of Linguistics- Levels of linguistic analysis - Interdisciplinary fields - Traditional approaches to linguistics

UNIT II: Linguistics-Types & Theories

9 Hrs

Socio-linguistics-Basic concepts and functions- Linguistic Vs Communicative Competence - Language Variety- - Psycholinguistics-Bilingualism, Multilingualism-Contrastive & Error Analysis- Applied Linguistics- - Computational and Internet linguistics -Anthropological-Forensic linguistics.

UNIT III: Phonetics and Phonology

9 Hrs

Phonology and Phonemics - Free Variants - Phonetics - Articulatory, Acoustic, Auditory- Organs of speech- Voiced and Voiceless -Articulation- Oral, nasal - Vowels, Diphthongs - Consonants - Cardinal Vowels — Diagram - IPA Symbols - Phonetic Transcription — Stress and Intonation - Syllable-Child phonology- The Great Vowel Shift

UNIT IV: Morphology

9 Hrs

Word Classes and Morphemes - inflection and derivation- Analyzing Morphological Structure- Complex words- Variation in Morphology- the Hierarchical Structure of Words- Trees and labelled brackets-Early child morphology- lexical, functional- Word Building Process-Morphology and Typology

UNIT V: Syntax

9 Hrs

Basic Terminology -Sentence Structure - Tree Diagrams-Heads and Complements-Syntactic differences Pidgins & Creoles - Phrases, Clauses- Basic Patterns and Sentence Typologies-Phrase Structure -TG grammar-Universal Grammar, the Innateness Hypothesis - Principles and parameters.

Course Outcomes:

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

- Identify the complexity of language as a communication system
- Demonstrate the concepts, theories, and methodologies used by linguists
- Describe the processes of language change and variation
- Acquire the technical vocabulary and theoretical tools of the field
- Apply their understanding of linguistic concepts, methods and approaches
- Involve in scholarly participation in the field of linguistic.

References:

1. George Yule, The study of language. Cambridge university press, New York, 2010.
2. An Introduction to Language (9 th ed). (Fromkin, V., Rodman, R., Hyams, H.)
3. Radford, A. et al. 1999. Linguistics: An Introduction. Cambridge University Press.
4. Aronoff, M., and Kirsten Fudeman. What is Morphology. (Oxford: Blackwell,2010)

Employability

SHSA5101	PRINCIPLES AND PRACTICES OF ENGLISH LANGUAGE TEACHING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce the students to basic principles, theories and practices in ELT
- To enable them to identify changes that took place over a period of time in the area
- To Analyze the teaching approaches and methods
- To Recall basic approaches for teaching language with four skills

UNIT I: English in India

(9 Hrs)

A Historical Review of ELT-, Michael West the Reading Method -The Role of English in India Today - the Future of English in India - Language Learning and Teaching - Major Theories of Language Acquisition – Behaviorism - Cognitive – Humanism.

UNIT II: Language Acquisition & Theories of Second Language Acquisition

(9 Hrs)

Factors Affecting Second Language Learning - Discourse Theory - The Neurofunctional- The Universal Hypothesis- Model - The Acculturation - Accommodation -The Variable Competence -The Monitor

UNIT III: Approaches and Task Based Language Teaching Language

(9 Hrs)

Basic Concepts - Curriculum vs. Syllabus, Principles of curriculum planning, Syllabus types. ELT syllabuses – A Review , Guidelines for Syllabus evaluation , Approaches and Methods in ELT

UNI IV: Developing English Language Skills –LSRW

(9 Hrs)

Developing Listening skills, Types of listening, Barriers to listening, Teaching methods - Casual and Focused listening, Problems of Teaching Oral Communication, Contexts of Speaking

UNIT V:, Research in ELT

(9 Hrs)

Basic Concepts of language testing , Action Research, Case study, Survey, Presenting papers- Writing an Abstract , Setting Goals, Continuing Professional Development - Stages

Course Outcomes:

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

- Define with more focus on School of Behaviourism, Cognitive Humanistic approaches
- Explain by writing essays on major theories of language learning
- Identify the differences of several ELT methods and approaches.
- Analyze the teaching approaches and methods that were used in Indian contexts.
- Demonstrate knowledge of the needs and motivation of language learners.
- Understand the basic principles of curriculum and syllabus design with focus on ELT.

Prescribed Book:

English Language Teaching: Principles & Practice by Saraswathi V, 1 January 2004

References:

1. Harmer .J. The Practice of English Language Teaching. Harlow, Essex: Pearson Education. 2007
2. Richards &Rodgets, TS Approaches and Methods in Language Teaching. Cambridge, C U P. 2001
3. Prabhu, NS. Second Language Pedagogy. Oxford: Oxford University Press. 1987

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.

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. Pease, Allan and Barbara Pease. (2005) The Definitive Book of Body Language. New Delhi: Manjul Publishing House

SHSA1405	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 (9Hrs)

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.

Prescribed Text:

Organizing creativity by Daniel Wessel (2012)

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 WilliamZinsser
5. The Bloomsbury Introduction to Creative Writing By: Tara Mokhtari- 2015

SHS1301	Translation Studies	L	T	P	CREDIT
		4	0	0	4

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 – TRANSLATION PRACTICE

(9 Hrs)

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

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:

1. Baker , M . In Other Words -- A Casebook on Translation, New York- London: Routeledge 1997.
2. Gentzer, Edwin 2, Contemporary Translation Theories, London, Routeledge 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 New York Prenticehall 1988.

SHS1609	ENGLISH FOR EFFECTIVE COMMUNICATION	L	T	P	CREDIT
		4	0	0	4

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 - Non-Verbal Communication

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

COURSE 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

REFERENCE BOOKS:

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 Garr Reynolds
4. *Personality Development and Soft Skills* by Barun Mitra (2016)

SHS1604	CREATIVE WRITING	L	T	P	CREDIT
		4	0	0	4

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: 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

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 WilliamZinsser
5. The Bloomsbury Introduction to Creative Writing By: Tara Mokhtari- 2015

SHS1605	ENGLISH FOR TECHNOLOGY	L	T	P	CREDI T
		4	0	0	4

OBJECTIVE:

- To make students aware of appropriate learning technologies
- To train them the creation of digital content for the Internet
- To provide access to a variety of innovative solutions of learning and achievement
- To encourage and enhance students through interactive, multimedia pages

UNIT 1: Digital Media (9Hrs)

Introduction to Internet & World Wide Web - Creating and Managing Email Accounts – Future of digital media - Using audio and video to learn vocabulary and grammar.

UNIT 2: Online Strategies (9Hrs)

Online Tools and Applications -Writing online tests - Fundamentals of online communication– Developing LSRW skills - Posting Online feedback for any article.

UNIT 3: Writing for the screen (9Hrs)

Writing effective headlines - Writing Advertisements - Filling an online application - Difference in writing styles between Print , Electronic and Digital Media.

UNIT 4: Social Media Strategies (9Hrs)

Need for social media- merits and demerits-Creating Accounts - On line Groups -Twitter- Face book - Skype- Linked in - Research Gate-You Tube - Flickr .

UNIT 5: Writing for Interactive Media (9Hrs)

Projects – Creating PowerPoint Presentation and uploading – Creating Blogs and uploading data.

Course Outcomes:

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

- Get knowledge on Technology and Digital Literacy
- Apply online tools and strategies and enjoy working in an online environment
- Write, create and complete the assignments online
- Create accounts in various social networks and to handle the common platform carefully.
- Create PPT, Blogs, HTML pages and upload in the website

REFERENCE BOOKS:

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 S Brown
3. *An Introduction to Digital* Tony Feldman (Blueprint Series) 1996
4. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005

SHSA7001	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

9 Hrs

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

9 Hrs

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

9 Hrs

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

9

Hrs

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

9 Hrs

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.

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

9 Hrs

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

UNIT II: Organization of writing

9 Hrs

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

9 Hrs

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

9 Hrs

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

9 Hrs

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
- Entrepreneurship

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

Course 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(9 Hrs)

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(9 Hrs)

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(9 Hrs)

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(9 Hrs)

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(9 Hrs)

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).

SHSA7004	INTRODUCTORY COURSE ON CRITICAL THINKING	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To identify and understand basic formal and informal fallacies of language and thought.
- To demonstrate skills in elementary inductive and deductive reasoning.
- To understand use of rubrics for self-reflection and decision making
- To evaluate and organize the thinking process by becoming a critical thinker

• UNIT I: Critical Thinking- Introduction

Critical Thinking Definitions - Benjamin Bloom, Diane Halpern's, Richard Paul and Linda Elder - What It Is and What It Is Not: By Vincent Barry & Steven D. Schaefersman - Reflective Thinking - Robert Ennis - Critico-creative Thinking, Values of Critical Thinker.

UNIT II: The Language of Reasoning

Elements of Thought - Intellectual Traits - Identifying Reasons and Conclusions - The „Therefore“ Test - Expressing Arguments – Questions to Consider. Identifying Arguments- Structure of Reasoning

UNIT III: Critical Reading

Reasoning — Hypotheticals, Complexities - Understanding Reasoning- Assumptions, Context and Thinking Map - Clarifying and interpreting expressions and ideas, Sources of clarification. Applying Eight Elements of Thought for reasoning while reading

UNIT IV: Critical Questioning

Analyses - Scientific Writing, Literary Writings — Difference; Credibility and Truth - Judging the Credibility- Skilful Judging - Evaluating Inferences- Checklists & Reflective Questions. Common Flaws in Thinking

UNIT V- Techniques for Sparking Ideas, Solving Problems

(9

Hrs)

The Most Effective Ideation Techniques – Brainstorm, Braindump, Brainwrite, Brainwalk, Worst Possible Idea, Mindmap, Bodystorm, Analogies, Provocation, SCAMPER, Gamestorming, Prototype.

Course Outcomes:

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

- Define concepts of critical thinking and creative thinking.
- Demonstrate an understanding of approaches to solving problems by using templates.
- Recognize natural language fallacies.
- Evaluate stages in critical thinking.
- Interpret different principles, theories and processes in creative thinking.
- Differentiate genuine thinking from contemporary media and other forms of expressions.

References:

1. Fisher, A. *The Logic of Real Arguments*: Cambridge. CUP. 2010
2. Bryan W. Mattimore, *Idea Stormers: How to Lead and Inspire Creative Breakthroughs*, 2012
3. Tim Brown, CEO of IDEO, *Change by Design*, 2009
4. *Thinking, and Improve Your Decision Making Skills*. New York. amazon.com. 2010.
5. M. Neil Browne, Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*. Amazon 2006

SHSA7005	CREATIVE WRITING	L	T	P	CREDIT
		3	0	0	3

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

SHSA1104	General English – I	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To provide opportunities for students to read and respond to representations of current issues
- To prepare the students to effectively communicate by applying reflective thinking practices
- To provide an opportunity to the students to improve their vocabulary
- To build on vocabulary and improve writing skills

UNIT I

9 Hours

Listening for specific information- Self Introduction- Fill in the gaps - Developing dialogue between characters- Talking about neighbours, family members, likes and dislikes Reading Comprehension strategies- Parts of Speech- Kinds of Sentences- Tenses and its Types- Voice- Impersonal Passive.

UNIT II

9 Hours

Sentence structure ,Parts and types of sentences-Voice – Rules of Passive voice formation-Types of words- homonyms, homophones Listening for inference - Discourse Markers- Word Association-Transcoding - Encoding and Decoding- Paragraph Writing- Bar chart, Pie Chart- Tabular Column

UNIT III

9 Hours

Listening to telephonic talk to fill blanks- Giving information- travel, hotel booking, making enquiries about availability of seats for admission, asking about courses Essay Writing - Note Making - Preparing checklists-WH questions - Question Tags - Types of sentences- simple, compound, complex

UNIT IV

9 Hours

Reported speech- Phrasal verbs and idioms-Email Writing :to reschedule interview-to congratulate - Reading and identifying the topic sentence, - Recommendations and Instructions - Letter to the editor- Preparing user manual - Editing - Punctuation- Idioms & Phrases- Collocations

UNIT V

9 Hours

Listening to Movie reviews and book reviews - Types of words- homonyms, homophones, eponyms, acronyms, Listening and summarizing- Giving impromptu talks- Reading and Summarizing- E-mail writing-Letter inviting dignitaries- Accepting/declining- Rearranging the Jumbled sentences- Reported Speech

Total.45Hrs

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

- Recognize the knowledge of linking words related to both spoken and written discourse
- Understand collocations, words to express one's point of view in both writing and speaking
- Apply the rules for writing compare and contrast paragraphs
- Analyze critical thinking skills by framing questions related to elements of reasoning
- Evaluate written pieces to self-correct in the topic areas of verbs, reported speech
- Equip themselves with the required Professional Skills

References:

1. English Grammar Reference Book, ASIN : B017OIP3PM, Publisher : Farlex (5 November 2015)
2. Cambridge guide to literature in English by Ian Ousby ISBN: 052126751X (2008)

Skill Development

SHSA1205	Fiction – I	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To develop a critical understanding of fiction
- To familiarize students with the cultural diversity of the world.
- To extend various perspective readings
- To provide an opportunity to the students to improve their vocabulary

UNIT – I Introduction to Fiction

(9 Hrs)

Types of fiction –Elements of fiction – Structure – Plot – Character – Setting –Points of view

UNIT – II Historical Novel

(9 Hrs)

Detailed: Charles Dickens : *Oliver Twist*

Non Detailed: Sir Walter Scott : *Kenilworth*

UNIT – III Picaresque Novel

(9 Hrs)

Detailed: Daniel Defoe : *Moll Flander*

Non Detailed: Henry Fielding : *The History of Tom Jones*

UNIT – IV Detective Fiction

(9Hrs)

Detailed: Wilkie Collins : *The Moon Stone*

Non Detailed: Arthur Conan Doyle : *The Hound of the Baskervilles*

UNIT – V Science Fiction

(9Hrs)

Detailed: H.G.Well : *Time Machine*

Non Detailed: Issac Asimov : *Nightfall*

Course outcomes:

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

- Understand the growth and development of Fiction
- Appreciate literature's ability to inspire feeling
- Comprehend literal and figurative use of language
- Recognize the form and structure of a text
- Apply vocabulary techniques in day to day usage
- Analyze the varied cultural diversity through different genres

References:

1. Steven Craft and Helen D. Cross- *Literature, Criticism, and Style: Advanced Level English*.Oxford: OUP, 2000
2. Ian Watt. *The Rise of the Novel*. University of California Press, 2001
3. Wayne C. Booth. *Rhetoric of Fiction*, Chicago: The University of Chicago Press, 1983
4. Percy Lubbock. *Craft of Fiction*. Pengu in, 2007
5. E.M.Forster. *Aspects of the Novel*. Trinity College: Cambridge Press, 1927

Skill Development

SHSA1206	Poetry – I	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand and appreciate poetry as a literary art form
- To analyse the various elements of poetry
- To identify a variety of forms and genres of poetry from diverse cultures and historic periods
- To develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures

UNIT 1: Introduction to Poetry and Poetic Forms(9 Hrs) Definition of poetry, Lyric, Ode, Sonnet, the Dramatic Monologue, Elegy, Epic, Ballad. Satire, Allegory, Stanza Simile and Metaphor

UNIT 2: Chaucer and Elizabethan Age

(9 Hrs)

Detailed:

1. Shakespeare's Sonnet No. 116 : *Let me not to the marriage of true minds...*
2. John Donne : *Death Be Not Proud*
3. Rudyard Kipling : *If*

Non-Detailed:

1. Chaucer : *Prologue to Canterbury Tales- The Knight, The Wife Of Bath, The Friar, and The Monk*

UNIT 3: Age of Milton and Augustan Age

(9 Hrs)

Detailed

1. John Milton : *On his Blindness*
2. John Milton : *Lycidas*

Non-Detailed:

1. Alexander Pope : *The Rape of the Lock (Canto I)*
2. John Dryden : *Mac Flecknoe*

UNIT 4: Transitional Age (Pre-Romantics)

(9 Hrs)

Detailed:

1. William Blake : (i) *The Tyger* (ii) *The Poison Tree*
2. Robert Burns : *A Red, Red Rose*

Non-Detailed:

1. Thomas Gray : *Elegy Written on a Country Churchyard*
2. Oliver Goldsmith : *The Village Schoolmaster*

UNIT 5: Romantic Age:

(9 Hrs)

Detailed:

1. John Keats : *'La Belle Dame Sans Merci'*

2. Alfred Lord Tennyson : *Ulysses*

3. Percy Bysshe Shelley : *Ozymandias*

Non-Detailed:

1. William Wordsworth : *I Wandered Lonely as a Cloud*

2. Samuel Taylor Coleridge : *The Rime of the Ancient Mariner.*

Course outcomes:

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

- Recognize and define major poetic forms such as lyric poetry, narrative poetry.
- Understand and appreciate the literal and symbolic/inner meaning of a poem.
- Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere
- Explore the contribution of literature to an understanding of areas of human concern.
- Analyze text and movements in English literary history.
- Evaluate the diverse contexts (socio-political, cultural) from which the canon has been re-conceptualized

References

- Jerome McGann. *The Oxford Book of Romantic Period Verse*, Oxford, 1994.
- Bristow, Joseph. *The Cambridge Companion to Victorian Poetry*. Cambridge: Cambridge University Press, 2000
- Bugeja, Micheal. *The Art and Craft of Poetry*. Cho: Writer's Digest Books, 2001
- Chaucer, Geoffrey. *Prologue to the Canterbury Tales*. New York: Duffield, 1914. Print.
- Sitter, John. *The Cambridge Companion to Eighteenth-Century Poetry*. Cambridge University Press, 2001

Skill Development

SHSA1301	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); Suzanne Collins - The Hunger Games series (2008)

Skill Development

SHSA1302	Poetry – II	L	T	P	CREDIT
		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

SHSA1303	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)

0450 - 1066: 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.
1. Marlowe, Christopher (1962). *Bevington, David; Rasmussen, Eric, eds. Doctor Faustus, A- and B- texts* (1604, 1616). Manchester.
2. Johnson, Ben, *The Alchemist- Paperback* 2016.
3. Shepard, Sam, *Buried Child*. New York: Random House. (2006).

Skill Development

SHSA1304	Indian Literature In English	L	T	P	CREDIT
		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)

Skill Development

SHSA1305	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*
2. Adrienne Rich : *Aunt Jennifer's Tigers*
3. Kamala Das : *My Grand Mother's House*
4. Emily Dickinson : *She rose to His Requirement*
5. 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 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.

SHSA1401	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)

Skill Development

SHSA1403	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

9 hrs

Detailed: *Macbeth*

Non detailed: *Othello*

UNIT 4: Comedies of Shakespeare

9 Hrs

Detailed: *A midsummer Night's Dream*

Non detailed: *Timing of the Shrew*

UNIT 5: Romance plays

9 Hrs

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

Prescribed Text:

1. Julius Caesar by William Shakespeare Cloudtail India and Fulfilled. | 10 August 2017
2. Macbeth by William Shakespeare Cloudtail India and Fulfilled . | May 2015
3. Shakespeare's The Merchant of Venice (Text with Paraphrase) by Xavier Pinto
4. The Tempest: by William Shakespeare and EduGorilla Community | 4 March 2021

References:

1. Shakespeare, a bibliographical guide Stanley Wells. Oxford: Oxford University Press, 1990.
2. Shakespeare's theatre : a dictionary of his stage context, Hugh M. Richmond. Continuum, 2002.
3. 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
4. A Companion to Shakespeare's works Richard Dutton and Jean E. Howard, eds. Malden, MA:Blackwell Publishing, 2000.
5. The Cambridge Companion to Shakespeare Margreta de Grazia and Stanley Wells, eds. Cambridge: Cambridge University Press, 2001.

Skill Development

SHSA1404	Contemporary Literature	L	T	P	CREDIT
		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)

Yam Martel : *Life of Pi*

Margret Atwood : *Handmaid's tale*

UNIT 4: DRAMA

(9 hrs)

Girish 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.

Prescribed Text:

Harvest - Manjula Padmanabhan - Aurora Metro, 2003.

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. Kathleen Kelley Ferracane. La Editorial, UPR, 1999.

Skill Development

SHS1302	AMERICAN LITERATURE	L	T	P	CREDIT
		4	0	0	4

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

UNIT 1: Poetry (9Hrs)

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/Robert Frost: Mending Wall/Walt Whitman: O Captain! My Captain!

UNIT 2: Prose (9Hrs)

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

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

EARNING 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.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature

REFERENCE BOOKS:

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

Skill Development

SHS1305	Introduction to Literary Criticism	L	T	P	CREDIT
		4	0	0	4

Course Objective:

- It seeks to acquaint the reader to the critical approaches that have significantly impacted the study of English literatures.
- It attempts to facilitate a chronological overview of critical theories (and recent trends and developments surrounding them) while simultaneously allowing for a quick survey of classical criticism along the way

UNIT – 1 Classical Criticism

9 hours

- i) Aristotle: Concepts on *Tragedy* (From Aristotle's *Poetics*) ii) Plato : Criticism of poetry and drama

UNIT - 2 Medieval and Renaissance Criticism

9 hours

- i) Longinus: *On the Sublime*
ii) Sir Philip Sidney : *An Apology for Poetry*

UNIT - 3 Neo-Classical Criticism

9 hours

- i) Alexander Pope: *An Essay on Criticism*
ii) Dr. Johnson : *Preface to Shakespeare*

UNIT - 4 Romantic Criticism

9 hours

- i) Samuel Johnson : Views on Shakespeare and the "Three Unities"
ii) Samuel Taylor Coleridge: Imagination and fancy (from *Biographia Literaria*)

UNIT - 5 Feminist Criticism

9 hours

- i) Elaine Showalter: 'Introduction' in *A Literature of Their Own: British Women Novelists from Bronte to Lessing (1977)*
ii) Simone de Beauvoir: 'Introduction' in *The Second Sex*

Course outcomes:

- Recognize the history and concepts of literary criticism.
- Explain theories and approaches of Criticism.
- Compute and formulate an argument about literary theories
- Explain the chronological overview of critical theories.
- Justify feminist criticism as an integral part of literary work.
- Develop various literary theory skills in understanding a particular text.

References:

1. Abrams, M. H. *A Glossary of Literary Terms*. Holt: London, 1988.
2. M.S.Nagarajan. *English Literary Criticism and Theory*. Orient Blackswan: Hyderabad, 2006.
3. Eagleton, Mary. *Feminist Theory: A Reader*. Blackwell: Oxford, 1996.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell: Oxford, 1983.
5. Guerin Wilfred L. et al. *A Handbook of Critical Approaches to Literature*. OUP: New York, 1992.

Skill Development

SHSA5204	LITERARY THEORY AND CRITICISM	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce students with the works of significant critics
- To encourage students to undertake further reading in critical movements and critical theory
- To enable the students to apply principles of criticism to literary texts
- To make them aware of theories from Romantics to the present era

UNIT I: Classical- Nineteenth Century

9 Hrs

Aristotle	: <i>Poetics</i>
Dryden	: <i>Essay on Dramatic Poesy</i>
William Wordsworth	: <i>Preface to Lyrical Ballads</i>
Samuel Taylor Coleridge	: <i>Biographia Literaria</i> (Chap. I to IV)

UNIT II: Twentieth Century Literary

9 Hrs

Matthew Arnold	: <i>The Study of Poetry</i>
T.S. Eliot	: <i>Tradition and the Individual Talent</i>
Northrop Frye	: <i>The Function of criticism at present time</i>
I. A. Richards	: <i>Principles of Literary Criticism</i>

UNIT III: Structuralism, Post Structuralism and Deconstruction

9 Hrs

Roland Barthes	: <i>The Death of the Author</i>
Jean Baudrillard	: <i>Simulacra and Simulations</i>
Jacques Derrida	: <i>Structure, Sign and Free play</i>

UNIT IV: Marxism, Feminism and Ideology

9 Hrs

Fredric Jameson	: <i>The Politics of Theory: Ideological Positions in the Postmodernism Debate</i>
Gayatri Spivak	: <i>Feminism and Critical Theory</i>

UNIT V: Post-Colonialism, Diaspora and Eco-Criticism

9 Hrs

Edward Said	: <i>The Empire Writes Back</i>
Stuart Hall	: <i>Cultural Identity and Diaspora</i>
Cheryll Glotfelty	: <i>Literary Studies in an age of Environmental Crisis</i>

Course Outcomes:

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

- Evaluate and analyze strengths and limitations of critical/theoretical arguments
- Analyze literary writings based on the ever evolving traditions of criticism.
- Apply specific theoretical concepts, theories, and terms to literary and cultural texts
- Identify major theoretical/critical movements and theorists and primary concepts
- Elaborate students to critically engage with contemporary theory
- Demonstrate Strengthen and deepen critical reading, writing, and interpretive practices..

References:

1. Braziel, Jana Evans and Anita Mannur (Ed.) *Theorizing Diaspora*. London: Blackwell, 2003.
2. Enright, D.J. and Chickera, Ernst de. (Ed.) *English Critical Texts*. Delhi: OUP, 1962.
3. Glotfelty, Cheryll and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens: The University of Georgia Press, 1996.
4. Raghavan V. and Nagendra (Ed.) *An Introduction to Indian Poetics*. Madras: Mac Millan, 1970.

Skill Development

SHSA5205	INDIAN LITERATURE IN TRANSLATION	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To familiarize students through an effective blend of theory and practice in translation
- To focus the key concepts of the translation studies through various texts.
- To implement the diverse approaches and strategies of translation.
- To compare a variety of issues in relation to translation.

Unit I: Introduction to Translation

9 Hrs

Translation – Types – Principles of Translation –History of Translation Theory and Theorists – Precautions & Problems Faced in Translating Literary and Scientific Matter – Untranslatability – Guidelines to Effective

Unit II: Poetry in Translation

9 Hrs

Detail: Valluvar's Thirukural (Select Thirukural from G. U. Pope's Trans.)

Non Detail: Sangam Poems

Auvaiyar : "Purananuru 93" (Trans. by George L Hart)
IlangoAdigal : Silapathikaram trans.

Unit III: Drama

9 Hrs

GirishKarnad : Hayavadana
Mohan Rakesh : Half-way House. (Trans BindhuBitra)

Unit IV: Fiction

9 Hrs

Kalki

Thakazhi Sivasankara Pillai : Chemmeen(Trans. by Anita Nair)

Unit V: Short Stories

9 Hrs

Hangwoman; KR Meera translated from Malayalam by J.Devika
The Story of a Goat by PerumalMurugan translated from Tamil by N.kalyan Raman.

Course Outcomes:

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

- Describe the problems for the translator.
- Elaborate cultural differences on the target language.
- Evaluate translations to improve their own translation practices.
- Analyze full-scale translations for a variety of text types.
- Explain the importance of oral practice in translation.
- Justify some of the pertinent issues of translation.

References:

1. Baker , M . In Other Words -- A Casebook on Translation, New York- London: Routledge1997.
2. Gentzer, Edwin, Contemporary Translation Theories, London, Routledge1993.
3. Malone, Joseph.L, The Science of Linguistics in the Art of Translation NY Press1988
4. Newmark, Peter, A textbook of Translation London New York Prenticehall1988.
5. K.R.S. Iyengar, Indian Writing in English, Bombay,1962

Skill Development

SHSA5102	AMERICAN LITERATURE	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To demonstrate an awareness of the social, historical, literal elements in American Literature.
- To develop a broader knowledge on human ideas, beliefs and social values.
- To introduce major and minor authors, text & contexts and to realize the philosophical intellectuality
- To understand the American style of writing and ideologies like Transcendentalism, corruption etc

UNIT I: Poetry (9 Hrs)

Detail:	Edgar Allan Poe	: <i>Raven</i>
	Emily Dickenson	: <i>Success is Counted Sweetest</i>
	Robert Frost	: <i>Birches</i>
Non-detail:	Sylvia Plath	: <i>Daddy</i>
	Robert Frost	: <i>Home Burial</i>
	Walt Whitman	: <i>Crossing Brooklyn Ferry</i>

UNIT II: Prose (9 Hrs)

Detail:	Ralph Waldo Emerson	: <i>Self-Reliance</i>
Non-detail:	Martin Luther King	: <i>I have a dream</i>
	Edgar Allen Poe	: <i>The Philosophy of Composition</i>

UNIT III: Drama (9 Hrs)

Detail:	Tennessee Williams	: <i>The Glass Menagerie</i>
Non-detail:	Edward Albee	: <i>Who's Afraid of Virginia Woolf?</i>
	Arthur Miller	: <i>Death of a Salesman</i>

UNIT IV: Fiction

Ernest Hemingway	: The Old Man and the Sea
Ralph Ellison	: Invisible Man

UNIT : Short Fiction: (9 Hrs)

Eudore Welty	: <i>A Worn Path</i>
O. Henry	: <i>1. One Dollar's Worth</i>

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

- Understand the historical and cultural environments of major American authors and their works
- Identify writing styles, themes, and importance of major works by American authors.
- Analyze and write about American literature and authors
- Demonstrate knowledge of the development of characteristic forms or styles of expression
- Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.

References:

1. Beach, Christopher. The Cambridge Introduction to Twentieth-Century American Poetry. New York: Cambridge University Press, 2003.
2. Fredman, Stephen, ed. A Concise Companion to Twentieth-century American Poetry. City: Blackwell Publishing, 2005. 2002.
3. Gurudev, Sujata. American Literature: Studies on Emerson, Thoreau, Hawthorne, Melville and Whitman. New Delhi: Atlantic Publishing, 2006.

Skill Development

SHSA5103	INDIAN WRITING IN ENGLISH	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To introduce learners to the various phases of evolution in Indian Writing in English
- To acquaint learners to the varied dimensions of this literature.
- To understand the audience and purpose in written communication
- To analyze and interpret rhetorical elements on a text

UNIT : 1- History of Indian English Literature 9 Hrs

Pre-independence to Contemporary Writings, Postcolonial – Postmodernist – Diasporic – Indian Women Writings

UNIT : 2 - Poetry 9Hrs

1. Kamala Das : *The Stone Age*
2. Nissim Ezekiel : *The Patriot*
3. A.K. Ramanajam : *Sonnet*

UNIT : 3 Drama 9 Hrs

1. GirishKarnad : *Hayavadana*
2. Vijay Tendulkar : *MitrachiGoshta*
3. Mahesh Dattani : *Final Solutions*

UNIT : 4 Fiction 9Hrs

1. Raja Rao : *Kanthapura*
2. AravindAdiga : *The White Tiger*
3. ChetanBhagat : *Five Point Someone*

UNIT : 5 Short Fiction 9 Hrs

1. R.K.Narayan : *An Astrologer's Day*
2. Salman Rushdie : *Good Advice is Rarer than Rubies*
3. JhumpaLahiri : *Interpreter of Maladies*

Course outcomes:

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

- Outline an understanding of different genres of Indian writing in English
- Understand the purpose and varied dimensions of Indian Literature
- Ascertain the works of great writers 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 text based on one's knowledge from literary reading.

References:

1. A History of Indian English Literature, Sahitya Academy, Delhi, 2007..
2. Indian Poetry in English: A critical study. Atlantic Publishers, New Delhi, 2009.
3. Concise History of Indian Literature in English. Palgrave Macmillan UK, 2008
4. KaustavChakraborty. Indian Drama in English. PHI Learning Pvt, Ltd. Delhi 2014

Skill Development

SHSA5104	NEW LITERATURES IN ENGLISH	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce the students to the body of literary writings that stands evergreen in the regions of Kenya, Africa, Australia, Canada, New Zealand and Pakistan.
- To acquaint the students the various genres.
- To acquaint the students with different authors relating to different regions and literature.
- To make the students approach selected texts for their literary value and cultural importance.

Unit I: Poetry

9 Hrs

- Detail:** 1. Taufiq Rafat : *Kitchen*
2. Siph Sepamla : *To Whom It May Concern*
- Non-detail:** 1. Jessie Mackey : *Noozing of the Sun God.*
2. Jeremy Cronin : *A Person is a Person Because of other People*
3. Imtiaz Dharker : *Minority*

Unit II: Prose

9 Hrs

- Detail:** 1. Margaret Atwood : *Communion: Nobody to Nobody*
Non-detail: 1. Malala Yousafzai : *The Day my World Changed*

Unit III: Drama

9 Hrs

- Detail:** 1. Fugard : *Sizwe Bansi is Dead*
Non-detail: 1. Wole Soyinka : *Madmen and Specialists*

Unit IV: Fiction

9 Hrs

1. Bapsi Sidhwa. : *Ice Candy man, Cracking India.* 2. Nadine Gordimer : *The House Gun (1998)*
3. Joseph Conrad : *Heart of Darkness*

Unit V: Short Stories

9 Hrs

1. Mariama Ba : *So Long a Letter* 2. Alice Munro : *Dear Life* 3. Joseph Boyden : *Three Day Road*

Course Outcomes:

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

- Define the relationship between texts and their cultural contexts.
- Explain complexities and ambiguities, being aware of diverse perspectives
- Develop comparative perspectives
- Analyze the elements of a literary genre and literary and stylistic devices
- Interpret different cultures of various nations through their works.
- Discuss the question of identity and dominance of landscape in new literatures

References:

1. Narasimhaiah C.D., An Anthology of Commonwealth Poetry, Macmillan, Chennai. 1990.
2. F. Edelson Phyllis, Australian Literature: An Anthology of Writing from the Land Down Under Kindle, 2010
3. Webby, Elizabeth, The Cambridge Companion to Australian Literature (Cambridge Companions to Literature), 2000
4. Balachandran, K, Canadian Literature: An Overview 2007.

Skill Development

SHSA5105	BRITISH LITERATURE - I	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce the student to British poetry
- To immense drama from the age of Chaucer to Milton.
- To comprehend the development of trends in British drama and poetry. .
- To understand the theme, structure and style in British poetry, drama.

UNIT I: Poetry (Chaucer- Shakespeare) 9 Hrs

Detail: 1. Geoffrey Chaucer : *Prologue to Canterbury Tales* ,
2. Shakespeare : *Sonnet XVIII*

UNIT II: Poetry (Milton) 9 Hrs

Detail: 1. John Milton : *Paradise Lost* (Book IX, Lines 795-833)
2. Ben Johnson : *Drink to Me Only With Thine Eyes*

Non-detail: 1. Alexander Pope : *The Rape of Lock (Canto 2)*
2. John Donne : *Valediction Forbidding Mourning*

UNIT III: Shakespearean Plays 9 Hrs

Detail: 1. *Taming of the Shrew*
2. *The Midsummer Night's Dream*

Non-detail: 1. *Romeo and Juliet*
2. *Macbeth*

UNIT IV: Prose 9 Hrs

Detail: 1. Michel de Montaigne : *On the affection of fathers for their children*,
2. John Bunyan : *Pilgrims Progress*

UNIT V: Elizabethan Plays 9 Hrs

Detail: 1. Marlowe : *Edward II*
2. Thomas Middleton : *A Game at*

Course Outcomes:

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

- Identify and describe distinct literary characteristics of British
- Demonstrate greater reading fluency of Elizabethan English
- Analyze Shakespeare's plays for their structure and meaning, using correct terminology
- Debate ideas related to Shakespeare's plays
- Compose analytically about Shakespeare's works, using MLA guidelines

References:

2. Ian Ousby.(Ed.) *The Cambridge guide to literature in English*.Cambridge; New York: Cambridge University Press, 1993.
3. Abrams, M H. and et al. *The Norton Anthology of English Literature: Major Authors*. 9th edition. New York and London: W. W. Norton, 2013. ISBN: 978-0-393-9196463.
4. Cavanagh, John. *British theatre*: Mottisfont, Romsey, Hampshire: Motley, 1989.

Skill Development

SHSA5301	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

9 Hrs

Detail:	1. Wordsworth	: <i>Tintern Abbey</i>
	2. P. B. Shelley	: <i>La Belle Dame Sans Merci</i>
Non-Detail:	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>

Unit II: Prose

9 Hrs

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

9 Hrs

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

Unit IV: Fiction

9 Hrs

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

Unit V: Short Fiction

9 Hrs

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

Course Outcomes:

- 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.

References:

1. SuperSummary, Study Guide: Tintern Abbey by William Wordsworth (SuperSummary) Kindle Edition 2020.
2. D. Perkins, *A History of Modern Poetry: From the 1890's to the High Modernist Mode* (Cambridge, Mass, 1976)
3. Allen, Walter. *The English Novel: A Short Critical History*. New York: Dutton, 1954.

Skill Development

SHSA5302	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

1. Juliet Mitchell : Feminity, Narrative and Psychoanalysis
2. Elaine Showalter : Feminist Criticism in wilderness
3. Virginia Woolf : A Room of one's own - Part One
4. 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
 2. Sylvia Plath : "Lady Lazarus"

Non-detail:

1. Eunice De Souza : (i) Advice to Women (ii) Beques
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):
4. Nadine Gormider : 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:

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

Skill Development

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:	1. T.S. Eliot	: <i>The Waste Land</i>
	2. W.B Yeats	: <i>Sailing to Byzantium</i>
	3. G.M. Hopkins	: <i>Pied Beauty</i>
Non-detail:	1. W.H. Auden	: <i>Song</i>
	2. Philip Larkin	: <i>Church Going</i>
	3. Wilfred Owen	: <i>Strange Meeting</i>

Unit II: Prose

9 Hrs

Detail:	1. E.M. Forster	: <i>What I believe</i>
Non-detail:	1. H.G. Wells	: <i>A Modern Utopia</i>
	2. Arnold Tony bee	: <i>India's Contribution to world</i>
	3. G.K. Chesterton	: <i>'What I found in my pocket'</i>

Unit III: Drama

Detail:	1. G.B. Shaw	: <i>Pygmalion</i>	9 Hrs
Non-detail:	1. John Osborne	: <i>Look Back in Anger</i>	
	2. T.S. Eliot	: <i>Murder in the cathedral</i>	

Unit IV: Fiction

9 Hrs

1. Arthur Conan Doyle	: <i>Hound of the Baskervilles</i>
2. George Orwell	: <i>Animal Farm</i>
3. Kingsley Amis	: <i>Lucky Jim</i>

Unit V: Short Stories

9 Hrs

1. Arthur C Clarke	: <i>The Sentinel</i>
2. Patrick O'Brian	: <i>A Passage of the Frontier</i>
3. John 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

2. Das ,Bijay Kumar. Twentieth Century Literary Criticism Paperback .Atlantic publications. 2014.
3. Ramachandran, C.N. ,*Five Centuries of Poetry*. Macmillan publications. 2008.
4. Doyle , Sir Arthur Conan ,*The Hound of The Baskervilles* Paperback –2019
5. NayarM.G.ed. *A Galaxy of English Essayists from Bacon to Beerbohm*. Macmillan publications. 2014.
6. Lodge David. Twentieth Century Literary Criticism, Macmillan publications. 2006.

Skill Development

SHSA5203	POST- COLONIAL LITERATURE	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce the students to some major issues and problems common to literatures from across the nations.
- To develop the students' understanding of the cultural politics of imperialism.
- To trace the trajectory from the colonial subaltern's subordination to assertions of agency.
- To familiarize students to the historical, political, sociological and literary background of selected works.

UNIT 1: Poetry

9 Hrs

Detail:	Rudyard Kipling	: <i>If</i>
	Nissim Ezekiel	: <i>Farewell Party to Miss Pushpa. T</i>
	Dereck Walcott	: <i>Ruins of a Great House</i>
Non-detail:	David Rubadiri	: <i>A Negro Laborer in Liverpool</i>
	A.D Hope	: <i>Australia</i>
	Allen Curnow	: <i>House and Land</i>

UNIT II: Prose

9 Hrs

Detail:	Chinua Achebe	: <i>The Novelist as a Teacher</i>
Non-detail:	Arunthathi Roy	: <i>The End of Imagination</i>
	Nehru	: <i>Discovery of India</i>

UNIT III: Drama

9 Hrs

Detail:	Wolf Soyinka	: <i>The Lion and the Jewel</i>
Non-detail:	George Ryga	: <i>The Ecstasy of Rita Joe</i>
	Henrik Ibsen	: <i>A Doll's House</i>

UNIT IV: Fiction

Jamaica Kincaid : *Annie John*

V.S. Naipaul : *A House for Mr. Biswas*

Amy Tan : *The Kitchen God's Wife*

UNIT V: Short Fiction

9 Hrs

Nadine Gordimer	: <i>Six Feet of the Country</i>
Bharati Mukherjee	: <i>The Middleman and Other Stories</i>
Jamaica Kincaid	: <i>A Small Place</i>

Course Outcomes:

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

- Access a wide range of literatures, theories, approaches, specialist terminologies and research methodologies.
- Communicate complex ideas clearly in written work, oral presentations and seminar discussions.
- Evaluate key texts and reflective approaches towards critical methodologies.
- Analyze original research ideas upon current scholarship.
- Promote research skills.
- Prepare academic life through extra-curricular initiatives such as seminars and workshops.

References:

- Richards, Shitley Chew and David, ed. *A Concise Companion to Postcolonial Literature*. Blackwell, 2013.
- Ashcroft, Bill et al, eds. *The Post-Colonial Studies Reader*. London and New York: Routledge, 2006. Print
- Mullaney, Julie. *Postcolonial Literatures in Context*. City: Continuum International Publishing Group, 2010.

Skill Development