

**PROF. RAJENDRA SINGH (RAJJU BHAIYA)  
UNIVERSITY, PRAYAGRAJ, U.P.**



Syllabus for  
**Bachelor's Degree in English Literature**

Designed As Per Syllabus Development Guidelines

*Under*

**National Education Policy – 2020**

**[WWW.PRSUNIV.AC.IN](http://WWW.PRSUNIV.AC.IN)**

To

Dated: 18-07-2022

**The Registrar**

Prof. Rajendra Singh (Rajju Bhaiya) University  
Prayagraj, (U.P.)

Subject: Regarding Syllabus of UG(English) passed by Board of Studies (BOS)  
under: National Education Policy-2020.

Sir,

Please refer to the letter dated 5<sup>th</sup> June 2022 and letter dated 15<sup>th</sup> July 2022; the Board of Studies (English) has organized virtual/physical meeting to prepare syllabus of **Bachelor's Degree in English Literature** on the basis of National Education Policy-2020. The following resolutions have been passed:

1. The Board of Studies resolved to adopt Common Minimum Syllabus for all UP-State Universities and Colleges.
2. It is resolved to rectify the errors in the syllabus, misplacement of authors, and their texts with inclusion of some authors and their texts.
3. It is also resolved to make necessary minor changes.

It is therefore requested that Board of Studies (English) have passed the syllabus with minor changes (upto 30%) of prescribed norms. All the members and external experts were virtually/physically present.

Please find the attached syllabus for necessary action.

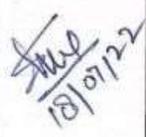
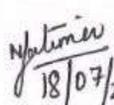
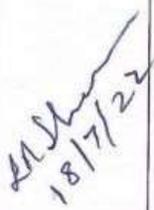


**Prof. Sanjay Prasad Sharma**

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Board of Studies (English)  
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## Syllabus Developed by:

S. No.	Name	Designation	Department	College/University	Signature
1.	Prof. Sanjay Prasad Sharma Convenor, Board of Studies in English	Professor	English	Mahamaya Govt. College, Dhanupur, Handia, Prayagraj	 18/07/22
2.	Dr. Ram Pravesh Singh Member, Board of Studies in English	Professor	English	M.G (P.G.) College, Fatehpur	 18.07.22
3.	Dr. Noor Fatima Member, Board of Studies in English	Assistant Professor	English	H.N.B. (P.G.) College, Naini, Prayagraj	 18/07/22
4.	Prof. Lakshmiraj Sharma External Subject Expert Board of Studies in English	Ex- Professor & Head	English	University of Allahabad (A Central University)	 18/7/22
5.	Prof. R.K. Singh External Subject Expert Board of Studies in English	Ex- Professor & Head	English	University of Allahabad (A Central University)	 18/07/22
6.	Dr. Prarthana Vardhan External Subject Expert Board of Studies in English	Sr. Assistant Professor	English	Dr Shakuntala Misra National Rehabilitation University, Lucknow	 18.07.22

**Note:** This syllabus is based on the syllabus (with modifications to the extent of 30%) developed by the committee of experts under the co-ordinatorship of Prof. (Dr.) Anita Rani Rathore, Principal, Manyawar Kanshiram Government Degree College, Gabhana, Aligarh.

**PROF. RAJENDRA SINGH (RAJJU BHAIYA) UNIVERSITY,  
PRAYAGRAJ, U.P.**

Syllabus for

**Bachelor's Degree in English Literature**

Designed as per Syllabus Development Guidelines under

National Education Policy – 2020

**Consolidated Semester wise List of Papers**

Year	Semesters	Course Code	Paper Title	Theory/ Practical	Credits
<b>B.A. 1</b>	I	A040101T	English Prose and Writing Skills	Theory	06
	II	A040201T	English Poetry	Theory	06
<b>B.A. 2</b>	III	A040301T	British and American Drama	Theory	06
	IV	A040401T	Indian Literature in Translation	Theory	06
<b>B.A. 3</b>	V	A040501T	Classical Literature and History of English Literature	Theory	05
	V	A040502T	Fiction	Theory	05
	V	A040503R	Project	Practical	Qualifying
	VI	A040601T	Indian and New Literatures in English	Theory	05
	VI	A040602T	Any one of the following: • Literature in Films and Media Studies • Media and Journalistic Writing	Theory	05
		A040603T		Theory	
	VI	A040604R	Project	Practical	Qualifying

## **Subject Pre-requisites**

- Open to all

## **Programme Outcomes (POs)**

The programme aims to:

- Develop an appreciation of English literature, its connotations and interpret and appreciate the didactic purpose of literature
- Take cognizance of the historical, social and cultural context of each literary work and thereby make connections between literature and society & appreciate literature's ability to stimulate feeling
- Sensitize students to the aesthetic, cultural and social aspects of literature
- Present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional
- Make the students aware of literature written/translated in English speaking countries like UK/ USA
- Develop a more complex understanding of the history, literature, narrative techniques, drama techniques, kind of fiction and drama existing in Britain, America and India
- Augment the understanding of fundamental tenets of classical literature
- Develop an understanding of the various connotations of the term 'New Literatures' and the difference from other terms like Commonwealth Literature etc.
- Develop an insight regarding the idea of world literature and the pertinent issues of feminism, racism and diasporic relocations
- Provide job opportunities through 'skill-based' courses
- Instill in students a new zeal and a new vision of life to make them a better citizen
- Recreate a response through creative indulgences like script-writing, dialogue writing, and be able to exploit his/her creative potential through online media like blogging.
- Engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators
- Demonstrate comprehension of and listener response to aural and visual information
- Comprehend and contextualize contemporary films adapted from literature, to describe objectively its importance and usefulness for the society while analyzing its plot and characters.
- Comprehend translation as a useful bridge between various linguistic regions
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning
- Acquire basic skills to pursue translation as research and career
- Introduce the learners to the nuances of the changing media scenario in terms of production of media content
- Inculcate in them the skills of reporting, editing and feature writing in print medium to have a career perspective in media and journalism.
- Deepen knowledge in English literature for higher studies Help the students to prepare for competitive exams
- Create a possibility to emerge as prospective writers, editors, content developers, teachers etc

**B.A. I [Certificate in English]**  
**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Understand the growth of Indian literature in English and appraise the evolution of Indian culture from traditional to modern.
- Develop an understanding of the basic poetic and prose devices to read, identify and analyse various literary forms of poetry and prose.
- Understand the nuances of poetic language, structure and composition of idea in Indian English Prose.
- Develop their critical thinking skills & comprehend life skills through the study of prose/short fiction & develop their own creativity by enhancing their writing skills.
- Get enhanced/enriched vocabulary to demonstrate a significant modification in comprehensive skills and writing techniques.
- Be acquainted with the representative poets and writers from 16<sup>th</sup> century to 20<sup>th</sup> century
- Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe.
- Interpret the meaning of ‘Victorian Compromise’ and the ‘Victorian paradox’ and appraise the different aspects of the Age of Reason.
- Be familiar with the rules and procedures of Practical Criticism.
- Analyse in detail how a key individual event or idea is introduced, illustrated and elaborated in a text.
- Develop knowledge of literary, cultural, and historical contexts of 20<sup>th</sup> & 21<sup>st</sup> century literature in English.
- Be acquainted with the basic knowledge of Computer and general processing of various Microsoft applications.
- Investigate and understand the role of computers in developing students’ performance in English Language through computer assisted learning.
- Frame official letters like preparing CVs, filing FIRs, RTI and complaints.
- Create e-mails and navigate web browsers.
- Get acquainted with the art of online writing.

Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester- <b>I</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040101T</b>	Course Title: <b>English Prose and Writing Skills</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing.</li> <li>• Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.</li> <li>• Analyse the difference in the prose techniques of different writers like Addison, Lamb and Bacon.</li> <li>• Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.</li> <li>• Identify the writings of classic prose and short story writers like Chekhov, Maupassant and O' Henry.</li> <li>• Understand the prominence of logic and reason in the 18th century British literature.</li> <li>• Describe the literary terms related to prose.</li> <li>• Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and M.R. Anand.</li> <li>• Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov through the elaborate and allegorical descriptions in the prescribed text.</li> <li>• Identify the content, language, style, tone and structure of the essays and short story.</li> <li>• Comprehend the culture, author's biography and historical context of the prescribed prose works.</li> <li>• Perform basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically.</li> <li>• Do online communication like content writing and blogging.</li> <li>• Do official communication by writing official letters/complaint letters.</li> <li>• Practically explore their creative genius in creating blogs and personal websites for vocational purposes</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>33</b>	

Total No. of Lectures-Tutorials-Practical (in hours per week): **6-0-0**.

<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures Total- 90</b>
<b>I</b>	<b>An Introduction to Indian Writing in English:</b> Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English.	<b>13</b>
<b>II</b>	<b>Elements of the Short Story:</b> Plot, Characterization, Narrative Technique and Structure <b>Types of Prose &amp; Prose Style:</b> Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.	<b>13</b>
<b>III</b>	<b>Prose Devices:</b> Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	<b>13</b>
<b>IV</b>	<b>Short Stories</b> 1. O' Henry- <i>The Last Leaf</i> 2. Anton Chekhov- <i>The Lament</i> 3. Guy de Maupassant- <i>The Necklace</i> 4. M.R. Anand- <i>The Barber's Trade Union</i> 5. R.K Narayan- <i>Under the Banyan Tree</i> 6. Anita Desai- <i>Games at Twilight</i>	<b>17</b>
<b>V</b>	<b>Prose</b> 1. Francis Bacon- <i>*Of Studies</i> 2. Joseph Addison- <i>*Sir Roger at the Church</i> 3. Charles Lamb- <i>*Dream Children</i> 4. Virginia Woolf- <i>*Professions for Women</i> 5. A.P.J. Kalam- <i>*Patriotism Beyond Politics &amp; Religion (From Our Ignited Minds)</i> 6. Amartya Sen- <i>* Tagore &amp; His India (from The Argumentative Indian)</i>	<b>17</b>
<b>VI</b>	<b>Computer and Writing skills in English</b> 1. Power Point Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E-mail Writing)	<b>17</b>

- Daiches, D., “A Critical History of English Literature”, Supernova Publishers, 2010.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Boulton, M., “The Anatomy of Prose”, Kalyani, New Delhi, 1982.
- Chambers, E., “The Development of English Prose”, Oxford University Press, London,

1957.

- Berman, J., “A Companion to Virginia Woolf”, John Wiley and Sons, 2016.
- Kalam, A.P.J., “Ignited Minds: Unleashing the power within India” Penguin, 2014.
- Sen A., “Tagore and His India”, The New York Review of Books, 1997.
- Dorner, J., “Writing for the Internet”, Oxford University Press, New York, 2002.
- Majumdar, P.K., “Commentary on the Consumer Protection Act”, Prentice Hall, New Delhi, 1992.
- Norton, P., “Introduction to Computers”, Tata McGraw Hill, New Delhi, 2005.
- <http://www.gutenberg.org/files/3090/3090-h/3090-h.htm>
- Read, H., “English Prose Style”, Pantheon, New York, 1981.
- Walker, H., “English Essays and Essayists”, J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., “A Book of English Essays”, Penguin Books, Harmondsworth, 1948.
- <https://www.youtube.com/embed/l-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7lbraalm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)
- [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

Internal Class Test	25 Marks (Three Times)
<p>Further Suggestions:</p> <ul style="list-style-type: none"><li>• This paper will be of <b>100 marks</b> (75+25).</li><li>• It will be divided into <b>Three Sections- A, B and C.</b></li><li>• <b>Section- A</b> will contain <b>One</b> question which will have <b>Five Sub-questions</b>. Students have to attempt <b>Three</b> questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.</li><li>• <b>Section- B</b> will be of 36 marks in which students have to attempt <b>Four</b> out of <b>Six</b> questions of 09 marks each in about 200-250 words (4x9=36).</li><li>• <b>Section- C</b> will be of 30 marks in which students have to attempt <b>Two</b> out of <b>Four</b> questions of 15 marks each in about 400-500 words(2x15=30).</li><li>• There will be an internal test of 25 marks in each semester.</li><li>• This question paper will be of <b>Two Hours</b>.</li></ul>	

(Texts marked with \* are for detailed study)

Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester- <b>II</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040201T</b>	Course Title: <b>English Poetry</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic terminology and practical elements of poetry</li> <li>• Comprehend the meaning of words, phrases and sentences in a given context</li> <li>• Analyse the underlying meaning of a poem by using the elements of poetry</li> <li>• Be acquainted with the representative poets and writers from 16<sup>th</sup> to the 21<sup>st</sup> century.</li> <li>• Identify the devices used by the poet, the mood, the atmosphere, the voice, the stanzaic form, rhyme schemes and metrical pattern.</li> <li>• Understood the form and structure of Shakespearean sonnet.</li> <li>• Comprehend the poetry of Metaphysical poets and the characteristics of Neo- classical poetry.</li> <li>• Reflect on didactic human values as virtually mirrored in Thomas Gray’s poem</li> <li>• Understand the concept of nature as stated by the romantic poets in literature</li> <li>• Appreciate the simplicity and lucidity of expression of poets in romantic literature</li> <li>• Understand the literary terms used by the Victorian poets</li> <li>• Analyse the existing conflict between faith and doubt in Victorian society</li> <li>• Discuss the significance of the literary period of the text by analysing the effects of the major events of that period</li> <li>• Understand the difference between reason and imagination, literature and revolution</li> <li>• Be exposed to the trends in 20th century poetry of Eliot, Yeats and Larkin</li> </ul>		
Credits: <b>06</b>		Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>		Min. Pass Marks: <b>33</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures Total- 90</b>
<b>I</b>	<p><b>Forms of Poetry</b></p> <ol style="list-style-type: none"> <li>1. The Sonnet</li> <li>2. The Elegy</li> <li>3. The Ode</li> <li>4. The Epic</li> <li>5. The Ballad</li> <li>6. The Lyric</li> <li>7. The Dramatic Monologue</li> <li>8. Satirical Poetry</li> </ol>	<b>15</b>

<b>II</b>	<b>Stanza Forms</b> 1. The Heroic Couplet 2. Blank Verse 3. The Spenserian Stanza 4. Terza Rima 5. Free Verse	<b>12</b>
<b>III</b>	<b>Poetic Device</b> Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Metre; Figures of Speech; Irony; Inversion; Juxtaposition; Imagery; Symbolism; Enjoyment; End-topped Lines	<b>10</b>
<b>IV</b>	<b>Poetry (Elizabethan to Romantic)</b> 1. William Shakespeare – <i>*Let Me Not to the Marriage of True Minds</i> (Sonnet No. 116) 2. John Donne - <i>*Valediction Forbidding Mourning</i> 3. Alexander Pope - <i>*Essay on Man – 1-18</i> 4. Thomas Gray- <i>* Elegy Written in a Country Churchyard</i> 5. William Wordsworth- <i>* The World is Too Much with Us</i> 6. John Keats- <i>* Ode to a Nightingale</i>	<b>18</b>
<b>V</b>	<b>Poetry (Victorian to Modern):</b> 1. Alfred Lord Tennyson- <i>*Break, Break, Break</i> 2. Matthew Arnold- <i>*Dover Beach</i> 3. Robert Browning- <i>*My Last Duchess</i> 4. T.S. Eliot- <i>*The Love Song of J. Alfred Prufrock</i> 5. W.B. Yeats- <i>*The Lake Isle of Innisfree</i> 6. Philip Larkin- <i>*Church Going</i>	<b>18</b>
<b>VI</b>	<b>Rhetoric &amp; Prosody</b> <b>Practical Criticism</b> Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism	<b>17</b>

**Suggested Readings:**

- Abrams, M.H. & Harpham, G.G., “A Glossary of Literary Terms”, Cengage Learning, Delhi, 2015.
- Ford, B., “The New Pelican Guide to English Literature 4: From Dryden to Johnson”, Penguin, 2000.
- Compton- Rickett, A., “A History of English Literature” Nabu Press, 2010.
- Abrams, M.H., “English Romantic Poets”, Oxford University Press, New York, 1975.
- Bhattacharyya, A., “Studies in English Rhetoric and Prosody”, Books Way, New Delhi, 2014.
- Boulton, M., “The Anatomy of Poetry”, Kalyani, New Delhi, 1979.
- Bowra, C.M., “The Romantic Imagination”, Oxford University Press, Delhi, 1961.
- Chandler, J. (ed.), “The Cambridge History of English Romantic Literature”, Cambridge University Press, Cambridge, 2009.
- Gardener, H., “The Metaphysical Poets”, Penguin Classics, Delhi, 1990.
- Murry, J.M., “The Problems of Style”, Oxford University Press, London, 1922.
- Shakespeare, W., “Shakespeare's Sonnets-Arden Shakespeare”, Bloomsbury, UK, 2013.

- Combs, H., Literature and Criticism.
- Thwaite, A., "Twentieth-century English Poetry: An Introduction" Heinemann Educational, 1978.

Internal Class Test	25 Marks (Three Times)
<p>Further Suggestions:</p> <ul style="list-style-type: none"> <li>• This paper will be of <b>100 marks</b> (75+25).</li> <li>• It will be divided into <b>Three Sections- A, B and C.</b></li> <li>• <b>Section- A</b> will contain <b>One</b> question which will have <b>Five Sub-questions.</b> Students have to attempt <b>Three</b> questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.</li> <li>• <b>Section- B</b> will be of 36 marks in which students have to attempt <b>Four</b> out of <b>Six</b> questions of 09 marks each in about 200-250 words (4x9=36).</li> <li>• <b>Section- C</b> will be of 30 marks in which students have to attempt <b>Two</b> out of <b>Four</b> questions of 15 marks each in about 400-500 words(2x15=30).</li> <li>• There will be an internal test of 25 marks in each semester.</li> <li>• This question paper will be of <b>Two Hours.</b></li> </ul>	

(Texts marked with \* are for detailed study)

**B.A. II [Diploma in English]**  
**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Comprehend and learn to critically and aesthetically analyse works in British & American drama
- Recognize the elements of drama and analysing and identifying the plot types, character analysis, thematic explanations and identifying the settings and understand the structure of a play and learn the dramatic devices used in writing a play
- Analyse and evaluate different drama by discussing the significance of the literary age of the particular text and by analysing the effects of major events of that period
- Understand the social and artistic movements that shaped the British and American drama and theatre
- Comprehend the dramatic techniques to understand the development of drama in America
- Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.
- Comprehend translation as a useful bridge between various linguistic regions
- Understand the history and significance of translation in Indian context
- Recognize the nature and scope of translation
- Help the students to recognize the distinct shift from Eurocentric literature to Indian literature in translation
- Provide students a taste of diverse literary practices emanating from different regions and sections of India.
- Identify and use some of the tools of technology for translation.

Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester- <b>III</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040301T</b>	Course Title: <b>British and American Drama</b>	
<p><b>Course Outcomes:</b> After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of various types of drama &amp; related literary terms</li> <li>• Learn the core elements of structure such as exposition, complication and resolution or denouement</li> <li>• Be exposed to origin and growth of drama in England and America</li> <li>• Comprehend the political, economic, social and intellectual background leading to the rise of drama in England and America</li> <li>• Analyse and appreciate the representative works of British and American Drama</li> <li>• Comprehend the general features of Shakespearean plays</li> <li>• Develop an interest in Shakespearean language, his use of images, supernatural elements, music and the word play</li> <li>• Demonstrate the ability to contextualize the works of American dramatists, interpret the thematic and stylistics elements of the plays and appreciate their literary worth, social relevance and timeless appeal</li> <li>• Comprehend the trends in modern drama through the study of poetic drama and problem plays</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>33</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures Total- 90</b>
<b>I</b>	<b>Drama Types</b> Tragedy and its Types; Comedy and its Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd	<b>14</b>
<b>II</b>	<b>Elements of Drama</b> Diction; Plot; Story; Dialogue; Audience; Characterisation	<b>14</b>
<b>III</b>	<b>Dramatic Terms (Part-A)</b> Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Portmanteau; Prologue; Epilogue	<b>13</b>
<b>IV</b>	<b>Dramatic Terms (Part-B)</b> Three Unities; Setting; Stage Direction; Theme; Understatement; Verisimilitude.	<b>13</b>

<b>V</b>	<b>British Drama</b> William Shakespeare- * <i>Macbeth</i> G.B. Shaw- * <i>Arms and the Man</i> Goldsmith- <i>She Stoops to Conquer</i>	<b>18</b>
<b>VI</b>	<b>American Drama</b> Arthur Miller- * <i>All My Sons</i> Tennessee Williams- <i>A Street Car Named Desire</i>	<b>18</b>

**Suggested Readings:**

- Bogard, T. & Oliver, W., “Modern Drama: Essays in Criticism”, Oxford University Press, New York, 1965.
- Boulton, M., “The Anatomy of Drama”, Kalyani, New Delhi, 1980.
- Brooks, V.W., “The Writer in America”, E.P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., “Currents in Contemporary Drama”, Indiana University Press, Bloomington, 1969.
- Golden, W.C., “A Brief History of English Drama from the Earliest to the Latest Times”, Forgotten Books, London, 2015.
- Krasner, D., Ed., “A Companion to Twentieth Century American Drama”, Blackwell Companions, 2007.
- Kernan, A.B., “The Modern American Theatre”, Prentice Hall, New Jersey, 1967.
- Kitchin, L., “Drama in Sixties”, Faber and Faber, London, 1966.
- Nicoll, A., “A History of English Drama”, Cambridge University Press, Cambridge, 2009.
- <https://www.youtube.com/embed/whvEeYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mcs>
- <https://www.youtube.com/embed/ReOOYnlj2mI>
- <https://www.youtube.com/embed/oA78Lh7RGy4>
- <https://www.youtube.com/embed/ajmt0BLnI14>

<b>Internal Class test</b>	<b>25 Marks (Three Times)</b>
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**Further Suggestions:**

- This paper will be of **100 marks** (75+25).
- It will be divided into **Three Sections- A, B and C**.
- **Section- A** will contain **One** question which will have **Five Sub-questions**. Students have to attempt **Three** questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.
- **Section- B** will be of 36 marks in which students have to attempt **Four** out of **Six** questions of 09 marks each in about 200-250 words (4x9=36).
- **Section- C** will be of 30 marks in which students have to attempt **Two** out of **Four** questions of 15 marks each in about 400-500 words(2x15=30).
- There will be an internal test of 25 marks in each semester.
- This question paper will be of **Two Hours**.

(Texts marked with \* are for detailed study)

Programme/Class: <b>DIPLOMA</b>	Year: <b>SECOND</b>	Semester- <b>IV</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040401T</b>	Course Title: <b>Indian Literature in Translation</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop a comparative perspective to study the texts</li> <li>• Understand the history of translation and various forms of translations</li> <li>• Analyse the translation tools to make use of technology like computer and mobile in the process of translation</li> <li>• Attain accessibility to regional literary forms</li> <li>• Contextualize the texts of Jaishankar Prasad and Tagore in their respective social and cultural milieu</li> <li>• Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahasweta Devi</li> <li>• Develop an insight about Indian familial conflicts and social evils</li> <li>• Enhance job opportunities by fostering translation skills</li> <li>• Understand Indian consciousness and review the past through translated texts</li> </ul>		
Credits: <b>06</b>		Paper: <b>Core Compulsory</b>
Max. Marks: <b>25+75</b>		Min. Pass Marks: <b>33</b>
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>6-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures Total- 90</b>
<b>I</b>	<p><b>Brief History of Translation:</b></p> <ol style="list-style-type: none"> <li>1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India</li> <li>2. Literal translation Versus Free translation</li> <li>3. Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration</li> </ol>	<b>15</b>
<b>II</b>	<p><b>Fiction</b></p> <p>Rabindranath Tagore, <i>The Home and the World</i>, tr. Surendranath Tagore</p>	<b>15</b>
<b>III</b>	<p><b>Poetry</b></p> <p>Jayshankar Prasad, <i>Aansu (The Garden of Loneliness)</i>, tr. Charles S.J. White (Delhi: Motilal Banarasidas, 2006)</p>	<b>15</b>

<b>IV</b>	<b>Short Fiction</b> 1. Bhisham Sahni- <i>Amritsar Aa Gaya</i> 2. Mahasweta Devi- <i>The Hunt</i>	<b>15</b>
<b>V</b>	<b>Drama</b> 1. Mohan Rakesh- <i>Adhe Adhure</i> (Halfway House) 2. Vijay Tendulkar- <i>Kanyadan</i>	<b>15</b>
<b>VI</b>	<b>Translation Practice</b> 1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English) 3. One Passage for Translation (English to Hindi) 4. One Stanza for Translation (English to Hindi)	<b>15</b>

#### Suggested Readings:

- Baker, M., “In Other Words: A Course Book on Translation”, Routledge, New York, 2001.
- Chaudhuri, Sukanta, “Translation and Understanding”, OUP, New Delhi.
- Gargesh, R. & Goswami, K.K., “Translation and Interpreting: Reader and Workbook”, Orient Longman, New Delhi, 2007.
- Lakshmi, H., “Problems of Translation”, Booklings Corporation, Hyderabad, 1993.
- Newmark, P., “A Textbook of Translation”, Prentice Hall, London, 1988.
- Toury, G., “Translation Across Cultures”, Bahri Publications, New Delhi, 1984.
- Sukrita P. Kumar, “Narrating Partition”, Indialog, Delhi, 2004.
- Tendulkar, V., “Kanyadan”, OUP, 1996.
- <https://www.ijsr.net/archive/v5i9/ART20161538.pdf>
- <https://www.youtube.com/embed/DNohmWH21OY>
- <https://www.youtube.com/embed/UmDqN7zWPhs>

<b>Internal Class test</b>	<b>25 Marks (Three Times)</b>
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Course Pre-requisites:	<b>Open to all</b>
Suggested equivalent online courses:	
<ul style="list-style-type: none"> <li>• NPTEL – Translation Studies and Theory –IIT Kanpur <a href="#">NPTEL: Humanities and Social Sciences - Translation Studies and Theory</a></li> <li>• SWAYAM- Modern Indian Writing in Translation</li> <li>• <a href="#">Modern Indian Writing in Translation - Course (nptel.ac.in)</a></li> </ul>	
Further Suggestions:	
<ul style="list-style-type: none"> <li>• This paper will be of <b>100 marks</b> (75+25).</li> <li>• It will be divided into <b>Three Sections- A, B and C.</b></li> <li>• <b>Section- A</b> will contain <b>One</b> question which will have <b>Five Sub-questions.</b> Students have to attempt <b>Three</b> questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.</li> <li>• <b>Section- B</b> will be of 36 marks in which students have to attempt <b>Four</b> out of <b>Six</b> questions of 09 marks each in about 200-250 words (4x9=36).</li> <li>• <b>Section- C</b> will be of 30 marks in which students have to attempt <b>Two</b> out of <b>Four</b> questions of 15 marks each in about 400-500 words(2x15=30).</li> <li>• There will be an internal test of 25 marks in each semester.</li> <li>• This question paper will be of <b>Two Hours.</b></li> </ul>	

**B.A. III [B.A. in English]**  
**Programme Specific Outcomes (PSOs)**

The learners will be able to:

- Comprehend and analyse how English literature has evolved through centuries establishing a perception of its literary history in chronological order
- Develop an appreciation for the western classical literature.
- Generate awareness towards the problems of interpreting Indian Culture via the English Language and acquaintance with the work of significant Indian writers of Poetry, Prose, Fiction and Drama
- Develop an acquaintance with the works, themes, styles and sensibilities of the writers from Europe, North and South America, Canada, and Africa
- Recognise the evolution of certain thematic trends reflected in the narrative and linguistic experimentation of the writers of 'New Literatures'
- Appraise the emergence of female narratives in art and literature
- Understand distinctive features of novels, shorter fiction and essays and relate the texts and contexts to real life
- Get a holistic idea of the distinctive features of Indian fiction Writing in English
- Develop a comprehensive knowledge of the British and Indian fiction through the works of different representative writers of different ages and do a comparative study into classics as well as Popular fiction in contemporary India
- Trace the development of Indian writing in English Literature and understand various characteristics
- Examine and present a review or critical appraisal of adaptations of textual narratives into film so that they may choose an alternative career in dramatics, film-making, review and writing scripts.
- Assist the students in the development of core skills in other media like TV, Radio and Internet.

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester- V Paper: <b>FIRST</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040501T</b>	Course Title: <b>Classical Literature &amp; History of English Literature</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the historical background of Greek and Roman literature and history</li> <li>• Recognise the great works of unparalleled classical writers like Plato, Homer and Sophocles</li> <li>• Develop an understanding of the evolution of English Literature, the concept, causes and impact of Renaissance and Reformation</li> <li>• Be exposed to the origin and development of English drama through Miracle and Morality plays and the plays of University Wits</li> <li>• Be acquainted with major religious, political and social movements from 15<sup>th</sup> to 21<sup>st</sup> century and their influence on English literature</li> <li>• Comprehend the basic difference and special characteristics of the major literary tendencies of various ages and develop familiarity with major literary works by British writers in the field of Poetry, Drama and Fiction</li> <li>• Be able to understand the characteristics of Elizabethan and Metaphysical poetry and distinctive features of Neo-classical age and its literature</li> <li>• Identify the reasons of the emergence of prose and novels and the decline of drama in England in the 15th century</li> <li>• Be able to comprehend the role of French Revolution in the evolution of romanticism in English literature</li> <li>• Interpret the characteristics of Victorian age and the growth of literature in the age</li> <li>• Be able to appreciate the special characteristics of the poetry of Pre-Raphaelites and Naughty- Nineties</li> <li>• Be able to comprehend the trends in the poetry, drama and fiction of 20th century</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>33</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		

<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures Total- 90</b>
<b>I</b>	<b>Historical Background</b> <ul style="list-style-type: none"> <li>• The Epic</li> <li>• Birth of Tragedy</li> <li>• Comedy and Tragedy in Classical Drama</li> <li>• The Athenian City State</li> <li>• Literary Cultures in Augustan Rome</li> </ul>	<b>15</b>
<b>II</b>	<b>Study of Classical Literature</b> <b>Prose</b> Aristotle- <i>The Poetics</i> (Book I) <b>Poetry</b> Homer- <i>The Iliad</i> (Book I) <b>Drama</b> Sophocles- <i>Antigone</i>	<b>15</b>
<b>III</b>	<b>English Literature from Chaucer to the Renaissance</b> <i>Chaucer, The Dark Ages, Renaissance and Reformation; Miracle and Morality Play; University Wits; Elizabethan Poetry; Metaphysical Poetry</i>	<b>15</b>
<b>IV</b>	<b>Seventeenth Century &amp; Eighteenth Century</b> <i>Neo-Classicism, Growth of the Novel; Precursors of Romanticism; French Revolution; Growth of Romantic Literature (Prose, Poetry, Drama and Novel)</i>	<b>15</b>
<b>V</b>	<b>The Romantic Age &amp; Nineteenth Century</b> <i>Growth of Victorian Literature (Prose, Poetry, Drama and Novel); Industrial Revolution; Pre-Raphaelite Poetry; Naughty Nineties</i>	<b>15</b>
<b>VI</b>	<b>The Twentieth Century</b> <i>Georgian Poetry, Imagism and Symbolism; Twentieth Century Novel- Psychological Novel, Stream of Consciousness Novel; Twentieth Century Drama; Drama of Ideas; Epic Theatre; Feminism.</i>	<b>15</b>

**Suggested Readings:**

- Albert, E., “History of English Literature”, Oxford University Press, London, 2015.
- Homer: The Iliad, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.
- Sophocles: Oedipus, the King, tr. Robert Fagles in Sophocles: The Three Theban Plays Harmondsworth: Penguin, 1984.
- Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017.
- Plato, The Republic, Book X, tr. Desmond Lee London: Penguin, 2007.
- Gregory, J. (ed.) The Blackwell Companion to Greek Tragedy. Oxford, 2005.
- Cuddon, J.A., “Dictionary of Literary Terms and Literary Theory”, Penguin Books, London, 1999.
- Drabble, M., (ed.), “The Oxford Companion to English Literature”, Oxford University Press, Oxford, 1996.
- Prasad, B., “A Background to the Study of English Literature”, Trinity Press, New Delhi, 2014
- Harmon & Holman., (ed.), “A Handbook to English Literature”, Prentice Hall, New York, 1996.
- Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990.
- Oxford History of English Literature by Sanders.

- <https://www.youtube.com/embed/y1XAcDWrfWs>
- <https://www.youtube.com/embed/y4Cg3L4dN40>

<b>Internal Class test</b>	<b>25 Marks</b> (Three Times)
Course Pre-requisites	To study this course, a student must have passed/opted <b>English in B.A. II</b>

Further Suggestions:

- This paper will be of **100 marks** (75+25).
- It will be divided into **Three Sections- A, B and C.**
- **Section- A** will contain **One** question which will have **Five Sub-questions.** Students have to attempt **Three** questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.
- **Section- B** will be of 36 marks in which students have to attempt **Four** out of **Six** questions of 09 marks each in about 200-250 words (4x9=36).
- **Section- C** will be of 30 marks in which students have to attempt **Two** out of **Four** questions of 15 marks each in about 400-500 words(2x15=30).
- There will be an internal test of 25 marks in each semester.
- This question paper will be of **Two Hours.**

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester- V <b>Paper: SECOND</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040502T</b>	Course Title: <b>British, American and Indian Popular Fiction</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the growth of novel and its various types</li> <li>• Enhance their reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of language</li> <li>• Get acquainted with different cultures, myths and social conservation through the reading of selected novels of Britain, America and India</li> <li>• Learn human values and behavioral patterns from the prescribed novels and develop an understanding of the human race</li> <li>• Expose to the unflattering portrayal of the contemporary Indian society through popular works of Indian fiction writers in English</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>33</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
Unit	Topic	No. of Lectures Total- 90
I	<b>Literary Terms:</b> Plot, Characterization, Narrative Technique, Elements of novel	<b>15</b>
II	<b>Earlier Trends in fiction:</b> Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Domestic Novel, Stream of Consciousness Technique	<b>15</b>
III	<b>Trends in 20<sup>th</sup> and 21<sup>st</sup> Century Fiction:</b> Detective Novel, Science Fiction, Meta Fiction, Utopia, Dystopia, Campus Fiction	<b>15</b>
IV	<b>British Fiction</b> Jane Austen- <i>Pride and Prejudice</i> Charles Dickens- <i>David Copperfield</i>	<b>15</b>
V	<b>American Fiction</b> Harper Lee- <i>To Kill a Mocking Bird</i> Ernest Hemingway- <i>The Old Man and the Sea</i>	<b>15</b>
VI	<b>Indian Popular Fiction</b> Arvind Adiga- <i>The White Tiger</i> Anita Desai- <i>Fire on the Mountain</i>	<b>15</b>

### Suggested Readings:

- Forster, E.M., “Aspects of the Novel”, Penguin, London, 2005.
- Toliver & Calderwood, “Perspectives on Fiction”, Oxford University Press, New York, 1970.
- Wynne-Davies, M., “The Bloomsbury Guide to English Literature”, Prentice Hall, New York, 1990.
- [https://www.youtube.com/embed/O7DeTnf0\\_yM](https://www.youtube.com/embed/O7DeTnf0_yM)
- <https://www.youtube.com/embed/4IijTINyHK8>
- <https://www.youtube.com/embed/a4JH8ssrAFY>
- <https://www.youtube.com/embed/HJJXOS3gJ8>
- [https://www.youtube.com/embed/6q9\\_EbDrUgQ](https://www.youtube.com/embed/6q9_EbDrUgQ)
- [https://www.youtube.com/embed/2yN\\_X-zkC-E](https://www.youtube.com/embed/2yN_X-zkC-E)

<b>Internal Class test</b>	<b>25 Marks</b> (Three Marks)
Course Pre-requisites:	To study this course, a student must have passed/opted <b>English in B.A. II</b>

Suggested equivalent online courses:

- [https://onlinecourses.nptel.ac.in/noc21\\_hs28/preview](https://onlinecourses.nptel.ac.in/noc21_hs28/preview)

Further Suggestions:

- This paper will be of **100 marks** (75+25).
- It will be divided into **Three Sections- A, B and C.**
- **Section- A** will contain **One** question which will have **Five Sub-questions.** Students have to attempt **Three** questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.
- **Section- B** will be of 36 marks in which students have to attempt **Four** out of **Six** questions of 09 marks each in about 200-250 words (4x9=36).
- **Section- C** will be of 30 marks in which students have to attempt **Two** out of **Four** questions of 15 marks each in about 400-500 words(2x15=30).
- There will be an internal test of 25 marks in each semester.
- This question paper will be of **Two Hours.**

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester- <b>VI</b> Paper: <b>FIRST</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040601T</b>	Course Title: <b>Indian &amp; New Literatures in English</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the Indian freedom struggle, the contemporary political, social and economic scenario and contribution of Mahatma Gandhi.</li> <li>• Appraise the values and issues arising from colonialism.</li> <li>• Acknowledge the contribution of Elaine Showalter towards developing the concept of ‘gynocritics’ and her role as one of the founders of feminist literary criticism.</li> <li>• Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, A.K. Ramanujan and Keki N. Daruwala.</li> <li>• Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Alice Walker and Maya Angelou and the variations in their themes, styles and responsiveness.</li> <li>• Comprehend how ‘New Literatures’ incorporates very different literary products, each with its own cultural, social and geographical specificity.</li> <li>• Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy.</li> <li>• Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya.</li> <li>• Analyse and evaluate the difference in the background and theme of the works of Indian English writers and British writers already studied in the previous years.</li> <li>• Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature.</li> <li>• Address the identity issues and marginalization through a study of the works of V.S. Naipaul.</li> <li>• Acquaint the students with the adolescent issues of disorientation, anxiety and moral desolation.</li> <li>• Distinguish the difference of technical approach in the ‘Absurd Drama’ as opposite to the typical English Drama, though a critical reading and analysis of Harold Pinter’s play.</li> <li>• Understand the concept of ‘Pinter Pauses’ and its connection to Surrealism.</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: 33	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		

Unit	Topic	No. of Lectures Total- 90
I	<b>Indian English Prose</b> <ul style="list-style-type: none"> <li>• Mahatma Gandhi- <i>Hind Swaraj</i>: Chapter VIII- The Condition of India, XVII- Passive Resistance, XVIII- Education.</li> <li>• Elaine Showalter- <i>A Literature of their own: Towards Feminist Poetics</i>.</li> </ul>	15
II	<b>Prose (New Literature)</b> Frantz Fanon: <i>Black Skin, White Masks</i> Chapter 4 Nivedita Menon: <i>Seeing Like a Feminist</i> Chapter 2	15
III	<b>Indian English Poetry</b> Toru Dutt: <i>*Our Casuarina Tree</i> Nissim Ezekiel: <i>*Poet, Lover and Birdwatcher</i> A.K. Ramanujan: <i>*The Striders</i> Keki N. Daruwala: <i>*Mother</i>	15
IV	<b>Poetry (New Literature)</b> Pablo Neruda: <i>*If You Forget Me</i> Margaret Atwood: <i>*Spellings</i> Alice Walker: <i>*Remember</i> Maya Angelou: <i>*Woman Work</i>	15
V	<b>Indian English Drama</b> Mahesh Dattani: <i>*Seven Steps Around the Fire</i> Asif Currimbhoy: <i>* The Doldrums</i>	15
VI	<b>Indian English Fiction</b> Kamala Markandaya: <i>Nectar in a Sieve or</i> Mulk Raj Anand: <i>The Untouchable</i> V.S. Naipaul: <i>A House for Mr. Biswas</i>	15

**Suggested Readings:**

- Boehmer, E., "Empire Writing: An Anthology of Colonial Literature 1570-1915", Oxford University Press, Oxford, 1998.
- Chinweizu, I., "Decolonizing the African Mind", Pero, Lagos, 1987.
- Ngugi wa, T., "Homecoming: Essays on African and Caribbean Literature, Culture and Politics", Heinemann Educational Books, London, 1972.
- Rowland, S.W., "Post colonizing the Commonwealth: Studies in Literature and Culture", Laurier University Press, Ontario, 2000.
- Rao, A.V. Krishna and Menon, M., 'Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)', BR Publishing Corporation, 1997.
- Esslin, M., *The Theatre of the Absurd*, Penguin Books, Harmondsworth, 1979.
- Norman, M., *Night, Mother*, Dramatists Play Service Inc, 1983.

Internal Class Test	25 Marks (Three Times)
Course pre-requisites:	To study this course, a student must have passed/opted <b>English in B.A.II.</b>
<p>Further Suggestions:</p> <ul style="list-style-type: none"> <li>• This paper will be of <b>100 marks</b> (75+25).</li> <li>• It will be divided into <b>Three Sections- A, B and C.</b></li> <li>• <b>Section- A</b> will contain <b>One</b> question which will have <b>Five Sub-questions.</b> Students have to attempt <b>Three</b> questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.</li> <li>• <b>Section- B</b> will be of 36 marks in which students have to attempt <b>Four</b> out of <b>Six</b> questions of 09 marks each in about 200-250 words (4x9=36).</li> <li>• <b>Section- C</b> will be of 30 marks in which students have to attempt <b>Two</b> out of <b>Four</b> questions of 15 marks each in about 400-500 words(2x15=30).</li> <li>• There will be an internal test of 25 marks in each semester.</li> <li>• This question paper will be of <b>Two Hours.</b></li> </ul>	

(Texts marked with \* are for detailed study)

Programme/Class: <b>DEGREE</b>	Year: <b>THIRD</b>	Semester- <b>VI</b> Paper: <b>SECOND</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040602T</b> <i>Optional</i>	Course Title: <b>Literature in Films &amp; Media Studies</b>	
<p><b>Course Outcomes:</b></p> <p>After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the technical terminology associated with film and media studies</li> <li>• Interpret films as text and evaluate them critically</li> <li>• Appraise the process of adaption of texts into films</li> <li>• Recognize the nuances of film narration</li> <li>• Assess various film genres and their characteristics</li> <li>• Appreciate the works of prescribed writers and the directors as well who directed their adaptations</li> <li>• Students will exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>33</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures Total- 90</b>
<b>I</b>	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media &amp; Multimedia</i> (New York: OUP, 2009) Chapter-3, pp.170-249	<b>15</b>
<b>II</b>	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation <b>Angoor</b> (1982 film; Directed by Gulzar) William Shakespeare- <i>Macbeth</i> , and its adaptation <b>Maqbool</b> (2003 film, directed by Vishal Bhardwaj)	<b>15</b>
<b>III</b>	R. N. Tagore- <i>Kabuliwala</i> and its adaptation <b>Kabuliwala</b> (1961 film; Directed by Hemen Gupta) Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation <b>Train to Pakistan</b> (1998 film; Directed by Pamela Rooks)	<b>15</b>
<b>IV</b>	Chetan Bhagat- <i>The 3 Mistakes of My Life</i> , and its adaptation <b>Kai Po Che</b> (2013 film, directed by Abhishek Kapoor)	<b>15</b>
<b>V</b>	Script Writing Dialogue Writing	<b>15</b>
<b>VI</b>	Movie Review Editing Narration	<b>15</b>

**Suggested Readings:**

- Boyum, J.G., “Double Exposure”, Seagull, Calcutta, 1989.
- Cartmell, D. & Whelehan, I., “The Cambridge Companion to Literature on Screen”, Cambridge University Press, Cambridge, 2007.
- Corrigan, Timothy, J. “A Short Guide to Writing about Film”, Pearson India, 2009.
- Dix, Andrew, “Beginning Film Studies”, Viva Books, New Delhi, 2010.
- Hutcheon, L., “A Theory of Adaptation”, Routledge, New York, 2006.
- John, M.D. & Hawkes, P., “Adaptation: Studying Film and Literature”, McGraw-Hill, New York, 2005.
- Mcfarlane, B., “Novel to Film: An Introduction to the Theory of Adaptation”, Clarendon Press, UK, 1996.
- Thomas, L., Adaptation Studies at Crossroads, “Adaptation”, Cambridge University Press, Cambridge, 2007.

<b>Internal Class test</b>	<b>25 Marks (Three Times)</b>
Course Pre-requisites:	<b>Open to all</b>

**Further Suggestions:**

- This paper will be of **100 marks** (75+25).
- It will be divided into **Three Sections- A, B and C.**
- **Section- A** will contain **One** question which will have **Five Sub-questions.** Students have to attempt **Three** questions of 03 marks each in about 50 words (3x3=9). All questions of this section will be from the entire syllabus.
- **Section- B** will be of 36 marks in which students have to attempt **Four** out of **Six** questions of 09 marks each in about 200-250 words (4x9=36).
- **Section- C** will be of 30 marks in which students have to attempt **Two** out of **Four** questions of 15 marks each in about 400-500 words(2x15=30).
- There will be an internal test of 25 marks in each semester.
- This question paper will be of **Two Hours.**

Programme/Class: <b>DEGREE</b>		Year: <b>THIRD</b>	Semester- <b>VI</b> Paper: <b>THIRD</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040603T</b> <i>Optional</i>		Course Title: <b>Media and Journalistic Writing</b>	
<p><b>Course Outcomes:</b> After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• To understand different types of journalism and their importance.</li> <li>• To introduce the student various principles of mass communication.</li> <li>• To understand different forms of media, journalistic writing and reporting.</li> <li>• To understand the meaning and nature of public speaking.</li> <li>• To identify social media norms and online journalism.</li> <li>• To write in various journalistic formats effectively.</li> <li>• To understand the meaning and nature of public speaking.</li> <li>• To edit reports and create engaging advertisements.</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: <b>33</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Lectures Total- 90</b>
<b>I</b>	<b>AN INTRODUCTION TO MEDIA &amp; JOURNALISM</b> Media and Society Principles of Mass Communication & Journalism Tools of Gathering Information Misinformation and Disinformation		<b>15</b>
<b>II</b>	<b>INTRODUCTION TO CYBER MEDIA AND SOCIAL MEDIA</b> Social Media Types of social media Online Journalism Basics of Cyber Media		<b>15</b>
<b>III</b>	<b>CORE SKILLS IN PRINT MEDIA</b> Written English: Précis, Paragraph, Essay News Reporting: Parts of a news report, 5Ws, Headline writing, Types of Leads, and Report writing.		<b>15</b>
<b>IV</b>	<b>CORE SKILLS IN ELECTRONIC MEDIA</b> Public Speaking News Production, Reporting and Presentation for Radio News Production/ Reporting for Television News Presentation: Basic principles- Objectivity, Accuracy, Speed, Clarity and Integrity.		<b>15</b>

<b>V</b>	<p><b>BASICS OF REPORTING, FEATURE WRITING AND EDITING</b></p> <ul style="list-style-type: none"> <li>• News Value, News Gathering, Readers' Interest, Qualities and Aptitude Necessary for a Reporter</li> <li>Types of Reports</li> <li>• Types of features: Obits, Reviews, Columns, Trend Stories</li> <li>• Principles of Editing, Editorial Policy, Role of the Editor, Role of the News Editor, Role of Chief Sub-editor, Role of Sub-editors.</li> </ul>	<b>15</b>
<b>VI</b>	<p><b>ADVERTISEMENT</b></p> <p>Types of Advertisements</p> <p>Advertising Ethics</p> <p>How to create Advertisements/Storyboards</p>	<b>15</b>

**Suggested Readings:**

- Kamath. M V. *Professional Journalism*, New Delhi, Vikas Publishing House, 1980.
- Mencher, Melvin. *Basic News Writing*, New Delhi, Universal Book Stall, 1992.
- Menon, P. K. *Practical Journalism*, Jaipur, Avishkar Publishers, 2005.
- Parthasarathy, Rangaswami. *Basic Journalism*, New Delhi, MacMillan India Ltd. 1989.
- Parthasarathy, Rangaswami. *Here is the News! Reporting for the Media*, New Delhi, Sterling Publishers, 1994.
- Prasad, Sharada. Rukun Advani (et al) *Editors on Editing*, New Delhi, National Book Trust, 2004.
- Selvaraj, Madhur. *News Editing*
- Bayan, R., *Words that Sell: More than 9000 Entries to Help You Promote Your Products, Services, and Ideas*, McGraw-Hill Education; 2nd edition, 2006. *and Reporting*, New Delhi, Dominant Publishers, 2005.
- Saxena, Ambrish. *Fundamentals of Reporting and Editing*, New Delhi, Kanishka Publishers, 2007.

<b>Internal Class test</b>	<b>25 Marks (Three Times)</b>
Course Pre-requisites:	<b>Open to all</b>

Suggested equivalent online courses:

- [https://onlinecourses.nptel.ac.in/noc21\\_cs28/preview](https://onlinecourses.nptel.ac.in/noc21_cs28/preview)
- [https://onlinecourses.swayam2.ac.in/cc21\\_ge13/preview](https://onlinecourses.swayam2.ac.in/cc21_ge13/preview)

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