

SEMESTER II

Course No. PSENTC 201
Credits: 6
Total Marks: 100

Title of the Course: Drama II
Duration of Examination: 3 hrs.
Minor I-20, Minor II- 20
Major Test - 60

Syllabus for the examinations to be held in May 2022, 2023 & 2024

Objectives: The purpose of the course will be to acquaint the students with the development of drama from Restoration to the twentieth century. The sociological, philosophical and literary implications of the prescribed dramas as well as the different dramatic techniques will be studied.

Course Outcomes:

1. Students will have an understanding of historical context of drama from the Restoration Period up to the 20th Century.
2. They will be able to explore how historical events, cultural shifts, and intellectual movements influenced dramatic works during this period thus gaining a deep insight into the international dynamics during twentieth century in the context of present times.
3. By studying specific plays by notable playwrights, students will be able to understand their themes, characters, and stylistic elements.
4. Students will be able to explore the different dramatic techniques employed by major British dramatists during this period. They will be able to understand how they experimented with form, structure, and staging to convey their artistic visions thus acquiring the basic skill of drama critic.

Syllabus:

Unit –I

Literary and intellectual background of drama from the Restoration Period up to the 20th Century

Unit II

William Congreve: *The Way of the World*

Unit- III

G. B. Shaw: *Man and Superman*

Unit- IV

T. S. Eliot: *Family Reunion*

Unit- V

Samuel Beckett: *Waiting for Godot*

Unit-VI

Bertolt Brecht: *Life of Galileo*

Mode of Examination

Unit I, II, and III will be covered in Minor I and II.

End Semester University Examination: 60 Marks.

The paper will be divided into sections A, B and C. M.M. = 60

Section A Multiple choice questions

Q.No.1 will be an objective type question covering the entire syllabus. Ten objective type questions with four options each will be set and the candidate will be required to write the correct option and not specify by putting a tick mark (✓). Two questions from covered units in (Unit I-III) in Minor I and II, and eight questions from the remaining units will be set

Each objective will be evaluated for one mark. (1 x 10 = 10 marks)

Section B (Short answer questions)

Q.No.2 comprises of short answer type questions from the Units IV,V and VI. Three questions will be set and the candidate will be required to attempt any two questions in about 150 words.

Each answer will be evaluated for 5 marks. (2 x 5 = 10 marks)

Section C (Long answer questions)

Q.No.3 comprises of long answer type questions. Five questions will be set and the candidate will be required to attempt any four questions in 300-350 words. One question from the units covered in Minor I and II (Unit I-III), and four from the remaining units will be set.

Each answer will be evaluated for 10 marks. (4 x 10 = 40 marks)

Suggested Readings:

Bergonzi, Bernard. *Wartime and Aftermath: English Literature and its Background 1939-1960*, OUP, 1993.

Bloom, Harold. *George Bernard Shaw (Bloom's Modern Critical Views)*, Chelsea House Publications, 2011.

Brown, John Russell. *Theatre Language: A Study of Arden, Osborne, Pinter, and Wesker*, Taplinger Pub. Co., 1972.

Chambers, Colin and Mike Prior. *Playwright's Progress: Patterns of Postwar British Drama*, Amber Lane P, 1987.

Dobree, Bonamy. *Restoration Comedy 1660-1720*, Clarendon P, 1924.

Eliot, T.S. *Selected Essays 1917-1932*, Harcourt, Brase Company, 1932.

Fujimura, Thomas H. *The Restoration Comedy of Wit*, Princeton UP, 1952.

Kennedy, Andrew K. *Six Dramatists in Search of a Language: Studies in Dramatic Language*. Cambridge U P, 1975, books.google.co.in/books?id=4Es7AAAAIAAJ&pg=PA263&pg=PA263&dq=congreve+shaw+eliot+beckett+brecht&source=bl&ots=yCLKAYf6mJ&sig=ACfU3U3vHpuij2WXH6hMAH8Lx3GRS4njMQ&hl=hi&sa=X&ved=2ahUKEwiZ27az6XnAhUigUsFHSyBDYQ6AEwAHoECAyQAQ#v=onepage&q=congreve%20shaw%20eliot%20beckett%20brecht&f=false.

Loftis, John, editor. *Restoration Drama: Modern Essays in Criticism*, OUP, 1966.

Nettleton, George Henry. *English Drama of the Restoration and Eighteenth Century (1642-1780)*, Cooper Square Publishers, 1968, books.google.co.in/books?id=5FXPE3GB_SwC&pg=PA1&dq=drama+restoration+to+modern+period&hl=hi&sa=X&ved=0ahUKEwjQyujXy6XnAhV66nMBHfy_CiYQ6AEIXzAF#v=onepage&q=drama%20restoration%20to%20modern%20period&f=false.

Parker, Stephen. *Bertold Brecht: A Literary Life*. A&C Black, 2014, books.google.co.in/books?id=mmdVAgAAQBAJ&pg=PA51&dq=Bertold+Brecht&hl=en&sa=X&ved=0ahUKEwiXnJaJw63nAhVHVH0KHSpYctwQ6AEIZDAH#v=onepage&q=Bertold%20Brecht&f=false.

“Restoration Drama.” *TheaterHistory.com*, www.theatrehistory.com/british/restoration_drama_001.html.

Taylor, John Russell. *Anger and After: Guide to the New British Drama*, Routledge, 2014.

Williams, Raymond. *Drama from Ibsen to Brechet*, The Hogarth Press, 1987, books.google.co.in/books?id=3Y6tAAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Worth, Katharine J. *Revolutions in Modern English Drama*, G. Bell & Sons, 1973.

Course No. PSENTC 202
Credits: 6
Total Marks: 100

Title of the Course: Poetry II
Duration of Examination: 3 hrs
Minor I-20, Minor II- 20
Major Test - 60

Syllabus for the examinations to be held in May 2022, 2023 & 2024

Objective of the Course: The objective of the course is to make the students study the 19th century British poetry in detail. The students will study the poets in the light of rise of romanticism and its continuation in the victorian and pre-raphaelite poetry. The purpose of the course is also to acquaint the students with multifarious forms that emerged in reaction to the sociological developments of the period.

Course Outcomes:

1. Students will gain a deep understanding of 19th century British poetry, including the rise of romanticism and its continuation in Victorian and pre-Raphaelite poetry.
2. Students will be able to analyze and interpret the works of poets such as William Blake, William Wordsworth, Coleridge, John Keats, P.B. Shelley, Mathew Arnold, Gerard Manley Hopkins, and Christina Rossetti in the context of wider themes thus inculcating values like conservation of nature, gender equality, justice, democracy, and other social and human value systems.
3. Students will become familiar with the various poetic forms that emerged in reaction to the sociological developments of the period thus learning the interdisciplinarity in literature reading.
4. Students will develop critical thinking skills as they analyze and interpret the themes, styles, and techniques used by the poets.
5. Students will understand the literary and intellectual background of poetry from the pre-romantic to the Pre-Raphaelite poets.
6. Students will improve their communication skills, both written and verbal, through discussions and written assignments.
7. Through the study of these poets and their works, students will gain insights into the culture and society of 19th century Britain which will lead to greater understanding of the dynamics of Indian colonization.

Syllabus:

Unit-I

Literary and intellectual background of poetry from the pre-romantic to the Pre- Raphaelite poets

Unit-II

William Blake:

Selection from the *Marriage of Heaven and Hell*
(by F W Bateson)

Unit-III

William Wordsworth:

“Resolution and Independence”
“French Revolution”

Coleridge:

Kubla Khan
“Dejection: An Ode”
“Frost at Midnight”

Unit-IV

John Keats:

“On looking at Chapman’s Homer”

“Ode on Melancholy”

“To a Nightingale”

“On a Grecian Urn”

Hyperion

Unit-V

P. B. Shelley:

Prometheus Unbound

Unit-VI

Mathew Arnold:

“Bacchanalia”

Gerard Manley Hopkins:

“God’s Grandeur”

“Pied Beauty”

“The Wind Hover”

Christina Rossetti:

The Goblin Market

Mode of Examination

Unit I, II, and III will be covered in Minor I and II.

End Semester University Examination: 60 Marks.

The paper will be divided into sections A, B, and C.

Section A (Multiple choice questions)

Q.No.1 will be an objective type question covering the entire syllabus. Ten objective type questions with four options each will be set and the candidate will be required to write the correct option and not specify by putting a tick mark (✓). Two questions from covered units (Unit I-III) in Minor I and II, and eight questions from the remaining units will be set.

Each objective will be evaluated for one mark.

(1 x 10 = 10 marks)

Section B (Short answer questions)

Q.No.2 comprises of short answer type questions from the Units IV, V, and VI. Three questions will be set and the candidate will be required to attempt any two questions in about 150 words.

Each answer will be evaluated for 5 marks.

(2 x 5 = 10 marks)

Section C (Long answer questions)

Q.No.3 comprises of long answer type questions. Five questions will be set and the candidate will be required to attempt any four questions in 300-350 words. One question from the units covered in Minor I and II (Unit I-III), and four from the remaining units will be set.

Each answer will be evaluated for 10 marks.

(4 x 10 = 40 marks)

Suggested Readings:

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1958.

Barth, J. Robert. *The Symbolic Imagination: Coleridge and the Romantic Tradition*, Fordham UP, 2001.

Cameron, Kenneth Niel. *Romantic Rebels: Essays on Shelly and his Circle*, Harvard UP, 1973.

Clayre, Alasdair. *Nature and Industrialization: An Anthology*, OUP, 1985.

Furst, Lillian R. *Romanticism in Perspective: A Comparative Study of Aspects of the Romantic Movements in England, France and Germany*, Macmillan, 1979.

Gill, Stephen. *Wordsworth and the Victorians*, Clarendon P, 2011.

Harris, R. W. *Romanticism and the Social Order 1780-1830*, Barnes and Noble, 1969.

Holloway, John. *The Victorian Sage: Studies in Arguments*, Macmillan, 1953.

Hough, Graham. *The Last Romantics*, G. Duckworth, 1949.

James, D. G. *Matthew Arnold and the Decline of English Romanticism*, Clarendon P, 1969.

Lewis, Natalie. *Tennyson's Poetry as Inspiration for Pre-Raphaelite Art*. GRIN Verlag, 2007, [books.google.co .in/books?id=chUDgYslRb4C&printsec=frontcover&dq=poetry+pre+romantic+to+pre+raphaelite&hl=en&sa=X&ved=0ahUKEwih7aHpjabnAhUTEisKHbULBEgQ6AEINDAB#v=onepage&q=poetry%20pre%20romantic%20to%20pre%20raphaelite&f=false](https://books.google.co.in/books?id=chUDgYslRb4C&printsec=frontcover&dq=poetry+pre+romantic+to+pre+raphaelite&hl=en&sa=X&ved=0ahUKEwih7aHpjabnAhUTEisKHbULBEgQ6AEINDAB#v=onepage&q=poetry%20pre%20romantic%20to%20pre%20raphaelite&f=false).

Mariani, Paul. *Gerard Manley Hopkins: A Life*, Viking Penguin, 2008, books.google.co.in/books?id=HWNDAGOUN6QC&printsec=frontcover&dq=G+M+Hopkins&hl=en&sa=X&ved=0ahUKEwjDiKePwa3nAhUJfSsKHUR-BnoQ6AEIWjAG#v=onepage&q=G%20M%20Hopkins&f=false.

Medwin, Thomas and Percy Bysshe Shelley. *The Shelley Papers: Memoir of Percy Bysshe Shelley*, Whittaker, Treacher, & co., 1833, books.google.co.in/books?id=n1cJAAAAQAAJ&printsec=frontcover&dq=Shelley&hl=en&sa=X&ved=0ahUKEwiG0YSXva3nAhWQSH0KHxJ3AfYQ6AEILzAB#v=onepage&q=Shelley&f=false.

O'Rourke, James L. *Keats' "Odes" and Contemporary Criticism*, UP of Florida, 1998.

Prickett, Stephen. *Romanticism and Religion: The Tradition of Coleridge and Wordsworth in the Victorian Church*, Cambridge UP, 2008.

Rosenthal, Léon. *Romanticism*. Parkstone International, 2014, books.google.co.in/books?id=nqyRD1rZzTwC&printsec=frontcover&dq=poetry+pre+romantic+to+pre+raphaelite&hl=en&sa=X&ved=0ahUKEwih7aHpjbnAhUTEisKHbULBEgQ6AEITTAE#v=onepage&q&f=false.

Sandy, Mark. "Twentieth and Twenty-first Century Keats Criticism." *Literature Compass* 3(6): 1320-1333, www.researchgate.net/publication/227872774_Twentieth-_and_Twenty-first-century_Keats_Criticism.

Shelley, Percy Bysshe. *Relics of Shelley*, edited by Richard Garnett, Edward Moxon & Company, 1862, books.google.co.in/books?id=ll0JAAAAQAAJ&printsec=frontcover&dq=Shelley&hl=en&sa=X&ved=0ahUKEwiG0YSXva3nAhWQSH0KHxJ3AfYQ6AEIODAC#v=onepage&q=Shelley&f=false.

Shelley, Percy Bysshe. *The Selected Poetry & Prose of Shelley*, Wordsworth Poetry Library, 1994, books.google.co.in/books?id=1fHVdkBfmXMC&printsec=frontcover&dq=Shelley&hl=en&sa=X&ved=0ahUKEwiG0YSXva3nAhWQSH0KHxJ3AfYQ6AEIVDAF#v=onepage&q=Shelley&f=false.

Sussman, H. L. *Victorians and the Machine: The Literary Response to Technology*, Harvard UP, 1969.

Young, G. M. *Victorian England: Portrait of an Age*, OUP, 1966.

Course No. PSENTC 203
Credits: 6
Total Marks: 100

Title of the Course: Novel II
Duration of Examination: 3 hrs.
Minor I-20, Minor II- 20
Major Test - 60

Syllabus for the examinations to be held in May 2022, 2023 & 2024

Objectives: The purpose of the course will be to acquaint the students with the development of the novel from the late 18th to the early 20th century, keeping in view the romantic, historical and sociological perspectives, as well as the influx of modernistic trends in the art and craft of fiction.

Course Outcomes:

1. Students will gain a comprehensive understanding of the development of the novel from the late 18th to the early 20th century.
2. Students will be able to analyze and interpret the works of novelists such as Charles Dickens, George Eliot, Thomas Hardy, Virginia Woolf, and George Orwell and social challenges like social discrimination, gender inequality, repression, and oppression.
3. Students will become familiar with the romantic, historical, sociological perspectives, and the influx of modernistic trends in the art and craft of fiction.
4. Students will develop critical thinking skills as they analyze and interpret the themes, styles, and techniques used by the novelists.
5. Students will understand the literary and intellectual background of the novel up to the 20th Century leading to enhanced understanding of the current global context.

Syllabus:

Unit-I

Literary and intellectual background of novel upto the 20th Century

Unit-II

Charles Dickens: *Hard Times*

Unit-III

George Eliot: *Middlemarch*

Unit-IV

Thomas Hardy: *Tess of the D'Urbervilles*

Unit-V

Virginia Woolf *Mrs. Dalloway*

UNIT VI

George Orwell: *1984 (Nineteen Eighty Four)*

Mode of Examination

Unit I, II, and III will be covered in Minor I and II.

End Semester University Examination: 60 Marks.

The paper will be divided into sections A, B, and C.

Section A (Multiple choice questions)

Q.No.1 will be an objective type question covering the entire syllabus. Ten objective type questions with four options each will be set and the candidate will be required to write the correct option and not specify by putting a tick mark (√). Two questions from covered units (Unit I-III) in Minor I and II, and eight questions from the remaining units will be set.

Each objective will be evaluated for one mark.

(1 x 10 = 10 marks)

Section B (Short answer questions)

Q.No.2 comprises of short answer type questions from the Units IV, V, and VI. Three questions will be set and the candidate will be required to attempt any two questions in about 150 words.

Each answer will be evaluated for 5 marks.

(2 x 5 = 10 marks)

Section C (Long answer questions)

Q.No.3 comprises of long answer type questions. Five questions will be set and the candidate will be required to attempt any four questions in 300-350 words. One question from the units covered in Minor I and II (Unit I-III) and four from the remaining units will be set.

Each answer will be evaluated for 10 marks.

(4 x 10 = 40 marks)

Suggested Readings:

Ashton, Rosemary. *George Eliot*, OUP, 1983.

Beaty, Jerome. *Middlemarch from Notebook to Novel: A Study of George Eliot's Creative Method*, University of Illinois Press, 1960.

Booth, Wayne C. *The Rhetoric of Fiction*. U of Chicago P, 1961, books.google.co.in/books?id=VfUgMbRYSW4C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Brewster, Dorothy. *Doris Lessing*. Twayne's English Author's Series, 1965.

Carroll, David, editor. *George Eliot: The Critical Heritage*. Routledge and K. Paul, 1971.

Chase, Karen. *Middlemarch in the Twenty First Century*. Oxford: OUP, 2006.

Chesterton, G. K. *Charles Dickens: A Critical Study*. Dodd, Mead & Company, 1906.

Gold, Joseph. *Charles Dickens: Radical Moralists*. Copp Clark Pub. Co., 1972.

Goswami, Darsana. *Tiny Individual in the Fiction of Doris Lessing*, Epitome Books, 2011.

Hardy, Thomas. *The Life and Work of Thomas*. Ed. Michael Millgate. McMillian, 1984, books.google.co.in/books?id=RRexCwAAQBAJ&printsec=frontcover&dq=thomas+hardy&hl=en&sa=X&ved=0ahUKEwjO57vrq63nAhXUSH0KHRqPAo0Q6AEIOTAC#v=onepage&q=thomas%20hardy&f=false.

---. *The Life of Thomas Hardy 1840-1928*, introduction by Michael Irving, Wordsworth Editions, 2007, books.google.co.in/books?id=_FXLz5x2r18C&printsec=frontcover&dq=thomas+hardy&hl=en&sa=X&ved=0ahUKEwjO57vrq63nAhXUSH0KHRqPAo0Q6AEIQjAD#v=onepage&q=thomas%20hardy&f=false.

Harvey, W. J. *The Art of George Eliot*, Chatto and Windus, 1961.

Iyex, Sharda N. *Doris Lessing: A Writer with a Difference*. Adhyayan, 2008.

James, Henry. *Henry James: Selected Literary Criticism*, edited by Morris Shapira. McGraw-Hill, 1965.

Kettle, Arnold. *An Introduction to the English Novel*, Volume 1 Defoe to George Eliot, Hutchinson, 1951, archive.org/stream/introductiontoth009571mbp/introductiontoth009571mbp_djvu.txt.

Leavis, F. R. *The Great Tradition: George Eliot, Henry James, Joseph Conrad*. Chatto and Windus, 1948.

Lessing, Doris. *The Grass is Singing*. Paladin, 1950.

Lubbock, Percy. *The Craft of Fiction*, books.google.co.in/books?id=xym_DQAAQBAJ&pg=PA1&source=gbs_selected_pages&cad=2#v=onepage&q&f=false.

Lukacs, Georg. *The Historical Novel*. U of Nebraska P, 2010.

Rubenstein, Roberta. *The Novelistic Vision of Doris Lessing*. U of Illinois P, 1979.

Sage, Lorna. *Doris Lessing*. Methuen, 1983.

Tillotson, Kathleen. *Novels of the Eighteen-Forties*. Clarendon P, 1985.

Williams, Raymond. *Culture and Society: 1780-1950*. Columbia UP, 1958.

---. *The English Novel from Dickens to Lawrence*. Vintage Digital, 2013.

Woolf, Virginia. *The Complete Works of Virginia Woolf*, books.google.co.in/books?id=LWhODwAAQBAJ&printsec=frontcover&dq=virginia+woolf&hl=en&sa=X&ved=0ahUKEwjhv93hp63nAhXTbSsKHRx8DVwQ6AEIKDAA#v=onepage&q=virginia%20woolf&f=false.

Woolf, Virginia. *Virginia Woolf*, Chelsea House, 2005, books.google.co.in/books?id=n5bhcVB2YS0C&printsec=frontcover&dq=virginia+woolf&hl=en&sa=X&ved=0ahUKEwjhv93hp63nAhXTbSsKHRx8DVwQ6AEIOTAC#v=onepage&q=virginia%20woolf&f=false.

Wright, Sydney Fowler. *The Life of Sir Walter Scott*, Haskell House, 1932, book s.google.co.in/books?id=X1hV8GGiglwC&printsec=frontcover&dq=walter+scott&hl=en&sa=X&ved=0ahUKEwi80pi6qa3nAhXOXSSsKHV97C-cQ6AEIYTAH#v=onepage&q=walter%20scott&f=false.

Course No. PSENTE-204

Credits: 6

Total Marks: 100

Title of the Course: Literature and Ecology

Duration of Examination: 3 hrs.

Minor I-20, Minor II- 20

Major Test - 60

Syllabus for the examinations to be held in May 2022, 2023 & 2024

Objectives: Human beings have lived with close proximity with nature since ages and both have a symbiotic relation with each other. Due to the onslaught of industry and increase in population, the human began exploitation of nature to meet its correspondingly increasing needs and therefore, depleted the resources bringing a large portion of it to the verge of extinction. There is a dire need of shifting the anthropocentric focus on nature and understand the centrality of environment and ecology in the relationship between man and nature. Literature being a carrier and sensitizer with regard to human and cultural values, this course aims at sensitizing students with regard to the significance and the centrality of nature and its ecology for the preservation of human race. It also aims at bringing about environmental consciousness among students, through the genres of prose, poetry, novel, and short stories.

Course Outcomes:

1. Students will gain a comprehensive understanding of the relationship between literature and ecology, and the role of literature in sensitizing individuals about the significance and centrality of nature and its ecology.
2. Students will become familiar with the concept of eco-criticism and its application in the analysis of literary works.
3. Students will develop critical thinking skills as they analyze and interpret the themes, styles, and techniques used by the authors.
4. Through the study of these works, students will develop core moral values like an environmental consciousness and understand the importance of preserving nature for the survival of the human race.
5. Through the study of these works, students will gain insights into the culture and society's relationship with nature and ecology, and an awareness of their duty to preserve the same.

Syllabus:

Unit –I

William Rueckert

“Literature and Ecology: An Experiment
in Ecocriticism”

Henry David Thoreau

From *Walden*

(a) “Where I Lived, and What I Lived For”

(b) “The Battle of Ants”

Unit II

A. K. Ramanujan
Baldoon Dhingra
Dilip Chitre
Gieve Patel
Vihang Naik

“Ecology”
“Factories as Eyesores”
“Felling of the Banyan Tree”
“On Killing a Tree”
“The Banyan City”

Unit III

S. Hareesh

Moustache (English translation by Jayasree Kalathil)

Unit IV

Margret Atwood

Surfacing

Unit V

Amitav Ghosh

The Hungry Tide

Unit VI

Ruskin Bond

“Dust on the Mountains”
“Koki’s Song”

Jahanvi Barua
Tamsula Aao

“Holiday Homework”
“Laburnum for My Head”

Mode of Examination

Unit I, II, and III will be covered in Minor I and II.

End Semester University Examination: 60 Marks.

The paper will be divided into sections A, B and C. M.M. = 60

Section A Multiple choice questions

Q.No.1 will be an objective type question covering the entire syllabus. Ten objective type questions with four options each will be set and the candidate will be required to write the correct option and not specify by putting a tick mark (√). Two questions from covered units in Minor I and II, and eight questions from the remaining units will be set.

Each objective will be evaluated for one mark.

(1 x 10 = 10)

Section B Short answer questions

Q.No.2 comprises of short answer type questions from the Units not covered in the Minors. Three questions will be set and the candidate will be required to attempt any two questions in about 150 words.

Each answer will be evaluated for 5 marks. (2 x 5 = 10)

Section C Long answer questions

Q.No.3 comprises of long answer type questions. Five questions will be set and the candidate will be required to attempt any four questions in 300-350 words. One question from the units covered in Minor I and II, and four from the remaining units will be set.

Each answer will be evaluated for 10 marks. (4 x 10 = 40)

Suggested Reading:

Ali, Agha Shahid. *Bone - Sculpture*. Arizona: SUN. Gemini Press, Inc., 1972.

---. *In Memory of Begum Akhtar*. Writers Workshop, 1979.

---. *A Walk Through The Yellow Pages*. Writers Workshop, 1987.

---. *The Half-Inch Himalayas*. Pennsylvania, Wesleyan UP, 1987.

Armbruster, Karla, and Kathleen R. Wallace, ed. *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism*. UP of Virginia, 2001.

Ao, Tamsula. *Laburnum For My Head*. Penguin, 2009.

Atwood, Margaret. *On Writers and Writing*. Virago Press UK. 2015.

Barry, Peter. "Ecocriticism" *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd ed. Manchester: Manchester UP, 2009.

Barua, Jahanvi. *Next Door*. Penguin India, 2018.

Bhargava, Rajul, ed. *Indian Writing in English: The Last Decade*. Rawat, 2002.

Bond, Ruskin. *The Blue Umbrella*. Pegasus, 2019.

Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Cambridge: Harvard UP, 1995.

Dattaray, Debashree and Sharma, Sarita, editors. *Ecocriticism and Environment: Rethinking Literature and Culture*. Primus Books. 2018.

"Walden Study Guide: Summary and Analysis of Chapters 1–3". *GradeSaver*. September 30, 2000. Retrieved March 3, 2020.

Dharwadker, Vinay, editor. *Collected Essays of A.K. Ramanujan*: OUP, 2004.

Ghosh, Amitav. "Four Corners." *Granta: Travel* 26 (1989): 191-96.

---. *In an Antique Land*. Delhi: Ravi Dayal Publisher, 1992.

Interdisciplinary Studies in Literature and Environment. 14.1 (2007): 125-141.

Kaur, Rajender. "Home is Where the Orcella are: Towards a New Paradigm of Transcultural Ecocritical Engagement in Amitav Ghosh's *The Hungry Tide*." *Interdisciplinary Studies in Literature and Environment*. 14.1 (2007): 125-141.

Khair, Tabish. *Amitav Ghosh: A Critical Companion*. Permanent Black, 2005.

Krech, Shephard. *The Ecological Indian: Myth and History*. Norton, 1995.

Course No. PSENTE 205 **Title of the Course: Classical Greek and Roman Literature**
Credits: 6 **Duration of Examination: 3 hrs.**
Total Marks: 100 **Minor I-20, Minor II- 20**
 Major Test – 60

Detailed Syllabus for the examinations to be held in May 2022, 2023 & 2024

Objectives: The purpose of the course will be to acquaint the students with Greek and Roman drama. The students are also required to study the development of ancient, Greek and Roman literature with special reference to its form, diction, structure, and content.

Course Outcomes:

1. Students will gain a comprehensive understanding of Greek and Roman drama, including its development, form, diction, structure, and content.
2. Students will become familiar with the unique literary styles and techniques used in Greek and Roman literature.
3. Students will develop critical thinking skills as they analyze and interpret the themes, styles, and techniques used by the authors.
4. Students will understand the historical context in which these works were written and how they reflect the society and culture of their time.
5. Through the study of these works, students will gain insights into the culture and society of ancient Greece and Rome.

Syllabus:

Unit I

Aeschylus *Agamemnon*

Unit II

Sophocles *Oedipus Rex*

Unit III

Euripides *Electra*

Unit IV

Aristophanes *Frogs*

Unit V

Ovid *Metamorphoses* Book I

Unit VI

Seneca *Medea*

Mode of Examination

Unit I, II, and III will be covered in Minor I and II.

End Semester University Examination: 60 Marks.

The paper will be divided into sections A, B and C. M.M = 60

Section A (Multiple choice questions)

Q.No.1 will be an objective type question covering the entire syllabus. Ten objectives with four options each will be set and the candidate will be required to write the correct option and not specify by putting a tick mark (\checkmark). Two questions from covered units in Minor I and II, and eight questions from the remaining units will be set.

Each objective will be evaluated for one mark. (1 x 10 = 10).

Section B (Short answer questions)

Q.No.2 comprises of short answer type questions from the Units not covered in the Minors. Three questions will be set and the candidate will be required to attempt any two questions in about 150 words.

Each answer will be evaluated for 5 marks. (2 x 5 = 10)

Section C (Long answer questions)

Q.No.3 comprises of long answer type questions. Five questions will be set and the candidate will be required to attempt any four questions in 300-350 words. One question from the units covered in Minor I and II, and four from the remaining units will be set.

Each answer will be evaluated for 10 marks. (4 x 10 = 40)

Suggested Reading:

Aeschylus. *Aeschylus I: Oresteia: Agamemnon, The Libation Bearers, The Eumenides.*

CreateSpace Independent Publishing Platform, 2009.

- Aristophanes, and Stephen Halliwell. *Aristophanes: Frogs and Other Plays: A New Verse Translation, with Introduction and Notes (Oxford World's Classics)*. 1st ed., Oxford University Press, 2017.
- Beck, Charles 1798–1866 Ed, and Lucius Annaeus Ca-65 Seneca. *Medea, Tragedy of Seneca*. Wentworth Press, 2016.
- Euripides. *Electra and Other Plays (Penguin Classics) by Euripides (1998–04-30)*. Penguin Classics, 2021.
- Graves, Robert. *The Greek Myths: The Complete and Definitive Edition [May 15, 2018] Graves, Robert*. Viking, 2018.
- Kershaw, Stephen. *A Brief Guide to The Greek Myths: Gods, Monsters, Heroes and the Origins of Storytelling (Brief Histories) by Dr Stephen Kershaw (2007–09-13)*. Robinson, 2021.
- Sophocles. *The Three Theban Plays: Antigone; Oedipus the King; Oedipus at Colonus*. Independently published, 2021.
- The Metamorphoses (Everymans Library) by Ovid (2013–10-25)*. Everyman; edition (2013–10-25), 2021.
- Watherfield, Kathryn, and Robin Waterfield. *The Greek Myths. Stories of the Greek Gods and Heroes Vividly Retold*. Metro Books, 2021.

Course No. PSENTE-206
Credits: 6
Total Marks: 100

Title of the Course: Professional Writing Skills
Duration of Examination: 3 hrs
Minor I-20, Minor II- 20
Major Test – 60

Syllabus for the examinations to be held in May 2022, 2023, 2024

Objective: The objective of this course is to develop professional writing skills of the learner in addition to his academic writing skills. This course aims to enable the learner to know that professional writing has a particular structure, focus and set of rules that need to be acquired to gain a professional competence, 'professional' being the key word of the course. Each unit aims at a specific writing domain and its concomitant set of rules that will enable the learner to gain proficiency and ability to use the skill for the specific job market. The course aims- to introduce the basic concepts of professional writing, different kinds of professional writings, specific demands of each kind and also the scope of different kinds so as to enable the learner to transfer the skill set to the job market.

Course Outcomes:

1. Students will be able to understand and apply the writing process, from selecting a topic to re-writing. They will also be able to distinguish between academic and journalistic writing, and understand the structure of paragraphs and sentences.
2. Students will understand the importance of book reviewing and the process involved. They will gain the skill of writing reviews for different genres and understand the dos and don'ts of book reviewing.
3. Students will have a hands-on-training of script writing, including formatting, story premise, and plot development through various practical assignment. They will also understand the factors affecting production probability and story marketability leading to training in employability as professional writer.
4. Students will understand the difference between copywriting and content writing, and the process of creating content. They will learn tips for content marketing, improving SEO, and writing for social media sites. They will also understand the best practices, common mistakes, and how to create content that converts into sales giving them an ability for self-employability in the ever-expanding market of content writer.
5. Students will be trained in the skill proofreading and copyediting and will be able to apply proofreader's marks. They will learn to check manuscripts for grammar, spelling, punctuation, clarity, syntax, structure, characterization, plot, thematic content, and consistency leading to employability as proof-readers in different fields.
6. Students will understand what makes a good note, and how editing notes can make things easier. They will learn to format notes, use headings and highlighting, write different types of text summaries, ask the right questions, make the right connections, review notes, evaluate text to work out which strategy is appropriate, organize notes, and provide shortcuts to make note-taking easy.

Syllabus:

Unit I: Introduction to Writing Skills

- The Writing Process: Selecting and delimiting a topic; Collection of ideas or Subject-matter; Organization of ideas; Drafting; Editing; Re-reading and Re-writing
- Types of writing: Academic v/s Journalistic; Introduction to paragraph format and content; Topic sentences and supporting sentences; Paragraph Unity; Sentence structure and types of sentences

Unit II: Book Review

- What is a review?
- The Importance of Book Reviewing
- Types, process and techniques of Review
- Various platforms for publishing Reviews
- The Daily Newspaper Book Review
- Dos and Don'ts of Book Reviewing
- Reviewing Poetry, Fiction, Biography and other genres

Unit III: Script Writing

- Introduction to Script Writing
- Script Formatting
- Story Premise
- Character Development
- Plot Development
- Script Dialogue
- Production Probability
- Story Marketability

Unit IV: Content writing

- What is content writing?
- The difference between copywriting and content writing
- Process of creating content
- Tips of content marketing
- Improving SEO to rank well in Google
- Tips for writing on social media sites
- Best practices and common mistakes
- Best places to outsource the work
- Content that converts into sales

Unit V: Editing and Proof Reading

- The difference between Proofreading vs. Copyediting
- Text & Proofreading for Foreign Languages
- Proofreader's Marks
- Things to check in the Manuscript
- Checking for grammar, spelling, and punctuation

- **Course No. PSENTE 206** **Title of the Course: Professional Writing Skills**
- **Syllabus for the examinations to be held in May 2022, 2023, 2024**

- Checking for clarity and syntax
- Checking for structure, characterization, plot, thematic content, and consistency

Unit VI: Note Taking

- What is going to make a good note?
 - How editing notes can make things so much easier
 - Formatting notes
 - Use headings and highlighting
 - Write different types of text summaries and pictorial ones, including concept maps and mind maps
 - Ask the right questions
 - Make the right connections
 - Reviewing the notes
 - Evaluate text to work out which strategy is appropriate
 - Methods of organizing notes—outlining and patterning
 - Provide shortcuts to really make note-taking easy, from shorthand devices to abbreviations
-
- As a part of this course, students are required to undergo an internship. This hands-on experience will provide them with the opportunity to apply the professional writing skills they have learned in a real-world context. It will also expose them to the practical challenges and demands of professional writing, further enhancing their readiness for the job market.

Mode of Examination

Unit I, II, and III will be covered in Minor I and II.

End Semester University Examination: 60 Marks.

The paper will be divided into sections A, B and C. M.M. = 60

Section A (Multiple-Choice questions)

Q.No.1 will be an objective type question covering the entire syllabus. Ten objective type questions with four options each will be set and the candidate will be required to write the correct option and not specify by putting a tick mark (✓). Two questions from covered units in Minor I and II, and eight questions from the remaining units will be set.

Each objective will be evaluated for one mark.

(1 x 10 = 10)

Section B (Short answer questions)

Q.No.2 comprises of short answer type questions from the Units not covered in the Minors. Three questions will be set and the candidate will be required to attempt any two questions in about 150 words.

Each answer will be evaluated for 5 marks. (2 x 5 = 10)

Section C (Long answer questions)

Q.No.3 comprises of long answer type questions. Five questions will be set and the candidate will be required to attempt any four questions in 300-350 words. One question from the units covered in Minor I and II, and four from the remaining units will be set.

Each answer will be evaluated for 10 marks. (4 x 10 = 40)

Suggested Reading:

Phil, William. *Advanced Writing Skills for Students of English*. Lessons Brighton, 2018.

Gangal, J K. *A Practical Course for Developing Writing Skills in English*. PHI Learning Pvt Ltd. 2011.

Book Reviewing: A Guide to writing book reviews for newspapers, magazines, radio and television. The Writing inc, 1978.

Walford, A.J., editor. *Reviews and Reviewing: A Guide*. Oryx Press, 1986.

Drewery, John. *Writing Book Reviews*. Greenwood Press, 1974.

Robinson, Joseph. *Content Writing Step-By-Step: Learn How To Write Content That Converts And Become A Successful Entertainer Of Online Audiences*. Independently published, 2020.

Turkel, Peterson. *Note-Taking Made Easy, Study Smart Series*. 1st Edition. UWP, 2003.

McPherson, Fiona. *Effective Notetaking*. Wayz Press, 2007. Preston, Treat. *Proofreading and Editing: The Art of Proofreading & Editing Your Manuscript.: The Importance of Perfection*. LLC, 2014.

Kress, Nancy. *Characters, Emotion & Viewpoint*. Writer's Digest Books, 2005.