

Annexure II

English D.C.

Semester III

Course: V

Title of the Course: **Drama: Realism in Drama**Subject Code No: **340501**

Credits: 04

Marks: 100

Course	L	Cr	P / T	D	TP	TW	T
Drama: Realism in Drama	4	4		2.30	75	25	100

Objectives:

- I) To acquaint student to traditions of Realist and Naturalist Drama
- II) To introduce students to features of realist and naturalist drama
- III) To enable students to critically analyze plays and performance and to see the vital connection between context and performance.

Learning Outcomes:

The learners will be able

- I) To understand the elements & structure of Realist Drama
- II) To be familiar with the terminology and concepts related to this genre.

Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1	Background To acquaint students with <ul style="list-style-type: none"> Realist and Naturalistic Drama as a form, feature and structure of Drama. Dramatic devices like Atmosphere, Irony, Soliloquy and Elements of Drama: Plot, Characters, the Unities, Dialogue, Conflict and Protagonist. The tradition of social Realistic Drama in India. 	15	25%
2	<i>A Doll's House</i> by Henrik Ibsen	20	35%
3	<i>Wada Chirebandi</i> (The Stone Mansion) by Mahesh Elkunchawar	25	40%

Evaluation Pattern**Internal Evaluation****: 25 Marks**

1. Two shorts notes on Background :10 Marks
2. Assignment on any one prescribed drama :15 Marks

External Evaluation**: 75 Marks**

1. Objective questions on background: 15 Marks
(Short Notes, multiple choice Questions, Fill in the blanks, match the words)
2. Essay type question (Text 1) :15 Marks
3. Essay type question (Text 2) :15Marks
4. Short Notes (Any one out of two) :15Marks
5. Reference to the context (2out of 3) :15Marks

Recommended Reading

1. Scholes, Robert and Carl H. Claus. *Elements of Drama*. Oxford University Press, 1971.
2. Gokhale Shanta *Playwright at the Centre: Marathi Drama from 1843 to the Present*. New Delhi: Oxford University Press, 2000.
3. Dharwadkar Aparna . *Drama, Theory, and Urban Performance in India since 1947*. New Delhi: Oxford University Press, 2008.
4. Ed. Lal, Ananda . *The Oxford Companion to Indian Theatre*. New Delhi: Oxford University Press, 2004.
5. Hemmer, Bjorn. "Ibsen and the realistic problem drama." *The Cambridge Companion to Ibsen* 88 (1994).
6. Styan J.L.. *Modern Drama in Theory and Practice, Vol. I, Realism and Naturalism*. London: Oxford University Press, 1981.
7. Ed. Banham, Martin. *The Cambridge Guide to Theatre*. Cambridge: Cambridge University Press, 1998.
8. Williams, Raymond. *Drama from Ibsen to Brecht*. New York: Oxford University Press, 1969.

Annexure II**English D.C.****Semester III****Course: Poetry VI****Paper Code: 340601****Title of the course: Twentieth century Poetry (1900 to 1970)****Credits: 04****Marks: 100**

Course	L	Cr	P / T	D	TP	TW	T
Twentieth Century Poetry (1900 to 1970)	4	4		2.30	75	25	100

Objectives:

1. To familiarize students with various forms of poetry in the Anglo-American tradition and in Indian Modern Poetry in the 20th Century.
2. To critically analyse and evaluate poems.
3. To contextualize the prescribed poems in their historical and cultural settings.

Learning Outcomes:

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

1. Identify and describe distinct literary characteristics of modern poetry
2. Analyze poetic works for their structure and meaning, using correct terminology.
3. Write analytically about modern poetry.
4. Effectively communicate ideas related to the poetic works during class and group activities.

Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1	Background <ul style="list-style-type: none"> • Understanding terms like modernism, modernity, avantgarde • Experiments with poetry such as use of myths, nature, free verse, haiku, prose poetry and confessional poetry. Impact of music and visual arts on poetry • Various movements like the women's movement, Irish Nationalist movement, imagism, cubism, surrealism, Dadaism. • Impact of World War I & II and the war poets, Economic depression and rapid decolonization, 	15	25%

	<p>rise of globalization and technological advances and its impact.</p> <ul style="list-style-type: none"> Characteristics and movements of Indian English Poetry: differences from pre-independence Indian English poetry, uses of history, cultural locales and identity crises-alienation and nostalgia, language, personal and social landscapes 		
2	<p>Twentieth Century Anglo-American Poetry W.B. Yeats When You are Old, Second Coming T.S. Eliot Love Song of J. Alfred Prufrock Amy Lowell Letters Wilfred Owen Strange Meeting Dylan Thomas Do not Go Gentle into That Good Night Marianne Moore England Elizabeth Bishop Invitation to Miss Marianne Moore Philip Larkin Church Going Sylvia Plath Daddy Note the poems are selections from the following Anthologies: The Norton Anthology of Modern and Contemporary Poetry, edited by Jahan Ramazani, Richard Ellman and Robert O'Clair, Third edition.</p>	25	40%
3	<p>Indian English Poetry Kamala Das An Introduction The Dance of the Eunuchs Arun Kolatkar An Old Woman, Yeshwant Rao Nissim Ezekiel Poet, Lover, Birdwatcher The Railway Clerk Eunice de Souza Catholic Mother Forgive Me, Mother an Advice to Women Adil Jussawala Tea in the Universities Approaching Santacruz Airport, Bombay Note the poems are selections from the following Anthologies: - Nine Indian Women Poets edited by Eunice de Souza, Oxford University Press, Delhi, 1997. - Indian English Poetry since 1950: an anthology, edited by Villas Sarang, Disha Books, Omen to Gman Ltd., Hyderabad, 1990. - Twelve Modern Indian Poets ed. Arvind Krishna Mehrotra, Oxford University Press, New Delhi, 2006.</p>	20	35%

Evaluation Scheme : 25marks

Internal Examination

- 1) Forms of Poetry : 10 marks
- 2) Assignment on one Indian and one Anglo-American poet : 15 marks

External Examination : 75 Marks

- 1) Question on background (Objective Questions) : 15 marks
- 2) Reference to the Context (2 out of 3) : 20 marks
- 3) Critical Appreciation (2 out of 3) : 20 marks
- 4) Short questions on Poems (2 out of 3) : 20 marks

Recommended Reading:-

1. Prasad, B & Samual Manohar E. *A Short History of English Poetry*.
(Reprinted) Delhi: Macmillan Indian Ltd, 2001. Chennai: Macmillan, Indian Ltd.
2. Dodiya, Jaydipsenh K. *Indian English Poetry Critical Perspectives*. New Delhi:
Sarup & Sons, 2004.
3. King, Bruce. *Modern Indian Poetry in English*. Delhi: Oxford University Press,
1988.
4. The Cambridge Cultural History, Vol. 9 Modern Britain. Ed. Ford, Boris.
Cambridge University Press, 1992.
5. Bloom, Clive and Day Gary. *Literature and Culture in Modern Britain 1956 –
1999*, Vol. 3. London: Routledge, 2000.

Semester IV**Annexure II****English D. C.****Course: VII****Course Code: 440701****Title of the course: The Early Modern Novel****Credits: 04****Marks: 100**

Course	L	Cr	P / T	D	TP	TW	T
The Early Modern Novel	4	4		2.30	75	25	100

Objectives:

- To explain the concepts of 'modernism', 'modernity' and 'modernist' in the context of the novel.
- To introduce students to a variety of novels in the early 20th Century.
- To relate to the historical and cultural contexts of the prescribed texts.
- To analyse and interpret individual texts prescribed texts

Learning Outcomes:

- At the end of the course the students will be able to:
- Demonstrate knowledge of the cultural and historical contexts of the prescribed novels.
- Identify and describe distinctive literary characteristics of the early modern novel.
- Analyze novels for their structure and meaning, using correct terminology.
- Discuss ideas related to the modern novel in India and the west.

Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1	<ul style="list-style-type: none"> - Notions of modern, modernism, modernist, postmodernist in context to the Western and Indian novel. - Development of the novel with reference to Western Literary History. Influence and the impact of World War I, technological advances, globalization, experimental and innovative movements in the Arts, painting, music, cinema and its effect on literature. -Development of Indian English novels (1900 – 1990) in relation to the historical, socio-political and cultural contexts, themes and types of 	15	30%

	novels.		
2	<i>Lord of The Flies</i> : William Golding (1954), Faber & Faber Publishers, 2013	25	40%
3	<i>Roots and Shadows</i> : Shashi Deshpande, Orient Black Swan, 1992	20	30%

Evaluation Scheme:

Internal Examination : 25marks

1. Short notes on Unit I : 10 marks
2. Assignment on any one of the prescribed novels : 15 marks

External Examination

- Objective questions on Unit I : 20 marks
- Reference to context (1 out of 2) : 10 marks
- Essay type Questions on *Lord of the Flies* (1 out of 2) : 15 marks
- Long Questions on *Roots and Shadows* (1 out of 2) : 15 marks
- 2 Short notes on Novel (2 out of 3) : 15 marks

Recommended Reading:-

1. Naik.M.K. and Shyamala A. Narayan *Indian English Fiction: A critical study*. Pencraft International, New Delhi 2009.
2. Naik.M.K. and Shyamala A. Narayan *Indian English Literature 1980 – 2000. A Critical Survey*. Pencraft International, New Delhi 2009.
3. Walsh William, *Indian Literature in English* Longman, London, 1990.
4. Mehrotra, Arvind Krishna, *An Illustrated History of Indian Literature in English*, Permanent Block, Delhi, 2003.
5. Pathak, R.S. *Indian English Literature: Marginalised Voices*, Creative Books, New Delhi, 2003.
6. Satchindanandan K., *Indian Literature: Positions and Propositions*, Pencraft International, Delhi, 1999.

Semester IV**Annexure II****English D. C.**Course: **VIII**Title of the Course: **Shakespearean Drama**

Paper Code No.: 440801

Credits: 04**Marks:** 100

Course	L	Cr	P / T	D	TP	TW	T
Shakespearean Drama	4	4		2.30	75	25	100

Objectives:

- I) To introduce students to Shakespeare's plays
- II) To relate Shakespearean texts to their historical and cultural contexts.
- III) To cultivate a deeper understanding and appreciation of Shakespeare's language and formal elements.
- IV) To analyse and assess the prescribed texts.

Learning Outcomes:

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

- I) To read and comprehend unique features of Shakespeare Drama as a Genre.
- II) To be acquainted to the Shakespearean features of tragedy and comedy.

Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1	Background <ul style="list-style-type: none"> Renaissance 'Rebirth', Humanism and Conventions of Drama and the Elizabethan Theatre Contemporaries of Shakespeare like Marlowe and Others. Characteristics of Shakespearean drama Kinds of Shakespearean drama : Tragedy, Comedy, Tragi-comedies, and Histories 	15	25%
2	The Merchant of Venice : William Shakespeare	20	35%
3	Othello: William Shakespeare.	25	40%

Evaluation Pattern**Internal Evaluation****: 25 Marks**

1. Two shorts notes on Background (2 out of 3) :10 Marks
2. Assignment on any one of the prescribed play :15Marks

External Evaluation**: 75 Marks**

1. Objective questions on background : :15 Marks
(Short Notes, multiple choice Questions, Fill in the blanks, match the words)
2. Essay type question (Text 1) :15 Marks
3. Essay type question (Text 2) :15Marks
4. Short Notes (2out of 3) :15 Marks
5. Reference to the context (2 out of 3) :15Marks

Recommended Reading:

1. Greenblatt, Stephen. *Will in the world: How Shakespeare became Shakespeare*. WW Norton & Company, 2010.
 2. Gillespie, Stuart. *Shakespeare's books: a dictionary of Shakespeare sources*. Bloomsbury Publishing, 2016.
 3. Wiggins, Martin. *Shakespeare and the Drama of his Time*. Oxford University Press, USA, 2000.
 4. Danson, Lawrence. *Shakespeare's dramatic genres*. Oxford University Press, USA, 2000.
 5. Norbrook, David. *Poetry and politics in the English Renaissance*. Oxford University Press on Demand, 2002.
 6. Knights, Lionel Charles. *Hamlet and other Shakespearean essays*. CUP Archive, 1979.
 7. Knights, Lionel Charles. *Drama & society in the age of Jonson*. No. 451. Chatto & Windus, 1937.
 8. Greenblatt, Stephen. *Representing the English Renaissance*. Vol. 2. Univ of California Press, 1983.
- Aers, David, Robert Ian Vere Hodge, and Gunther R. Kress. *Literature, language, and society in England, 1580-1680*. Gill and Macmillan; Totowa, NJ: Barnes & Noble, 1981.

Semester III**B.A. II****Applied Component Course in English Studies I (APC-I) English****Annexure III****Marks: 100****Paper Code: 360101****Title of the course: Introduction to Children's Literature**

Course	L	Cr	P / T	D	TP	TW	T
Introduction to Children's Literature	4	4		2.30	75	25	100

Objectives:

- I) To discuss major genres in and conventions of literature for children.
- II) To develop critical skills for reading, thinking and writing about children's literature

Learning Outcomes:

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

- I) Understand the history of children's literature and how it impacts the development of the audience it serves.
- II) Identify and describe distinct literary characteristics of children's literature
- III) Analyse different genres of children's literature
- IV) Discuss ideas/issues related to children's literature through classroom discussions and presentations.

Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1.	Background on Children's Literature a) What is Children's Literature? The development of children's literature in India and in the 'Western Anglo American Tradition'. b) Different genres of children's literature. c) Unique characteristics of children's literature	15	25%
2.	<i>Swami and Friends</i> : R.K. Narayan (1935) University of Chicago Press Edition 1980.	20	35%
3.	<i>Harry Potter and the Philosopher's Stone</i> : J.K. Rowling, Bloomsbury 1997	25	40%

Evaluation Scheme:**Internal Examination**

- 1) Questions on Unit I : 10 marks
- 2) Assignment on prescribed texts : 15 marks

External Examination

- 1) Objective questions on Unit I : 15 marks
- 2) Two short questions on the texts (two out of three) : 20 marks
- 3) Reference to the context (two out of three) : 20 marks
- 4) One Narrative question (1 out of 2) : 20 marks

Recommended Reading:-

- 1) Reynolds, Kimberly, *Children's Literature: A very short introduction*, Oxford University Press, 2011.
- 2) Hintz, Carrie and Eric L. *Reading Children's Literature: A critical introduction* Trubunella, Bedford/ St. Marins, 2013.
- 3) Nodelman, Perry (2008). *The Hidden Adult: Defining Children's Literature*. JHU. ISBN 978-0-8018-8980-6.
- 4) Critical Companion to J.K. Rowling: A Literary Reference to her Life and Work, Facts on File, 2012.
- 5) Roy Ruby, A *Critical study of R.K. Narayan's: Swami and Friends and The Guide* Kalpaz Publications, 2015.
- 6) Sarbani Puttatunda, *R.K. Narayan: Critical Essays*, PHI Learning Private Ltd., New Delhi, 2012.
- 7) Menon, Radhika *An Overview of Indian Children's Literature*. Tulika Publishers (tulikabooks.com), 2000.
- 8) Dasgupta, Ami, *Telling Tales: Children's Literature in India*: Taylor and Francis, 1995.

L = No. of Lectures / week, P / T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory Paper-marks, TW = Term Work - marks, P/V = Practical / Viva Voce - marks, T = Total

Semester IV**Annexure III****B.A. Part II****Applied Component Course in English Studies II (APC-II) English**Title of the course: **Fable and Detective Fiction in Children's Literature**Subject Code No: **460201**

Course	L	Cr	P / T	D	TP	TW	T
Fable and Detective Fiction in Children's Literature	4	4		2.30	75	25	100

Objectives:

- IV) To introduce fable and detective fiction as distinct popular form in Children's literature
- V) To introduce variety of Children's Literature from across the world.

Learning Outcomes:

The learners will be able to

- III) To critically read and enjoy children's literature
- IV) To analyze issues in a critical manner.

Unit	Topic and Details	No. of teaching hours assigned	Weightage in %
1	Selections from critical essays on children's literature From <i>Essays on Children's Literature</i> Ed. Nilanjana Gupta and Rimi B Chatterjee Orient BlackSwan 2009 (Ch. 1, 6, 8, 9, 10)	15	25%
2	<i>Charlie and the Chocolate Factory</i> : Ronald Dahl, Putin Books	25	40%
3	<i>Sonar Kella</i> : Satyajit Ray, Penguin	20	35%

Evaluation Pattern**Internal Evaluation****25 Marks**

- 3. Background (Objective questions True and false, Match the following, One line answers) :10 Marks
- 4. Assignment on prescribed texts :15 Marks

External Evaluation**75 Marks**

- 6. Objective questions on background :15 Marks
(Short answers, multiple choice Questions, Fill in the blanks, match the columns)
- 7. Essay type questions on texts : 20 Marks
(To answer one out of two given questions)
- 8. Reference to the context : 20Marks
(To answer one out of three given extracts)
- 9. Short Notes (Any One out of Two) : 20Marks

Recommended Reading

1. Ousby, Ian. *The Cambridge Paperback Guide to Literature in English*. Cambridge University Press, 1996.
2. Srinivasan, Prema. *Children's Fiction in English in India: Trends and Motifs*. TR Publications, 1998.
3. Carpenter, Humphrey, and Mari Prichard. *The Oxford companion to Children's literature*. Oxford [Oxfordshire]; New York: Oxford University Press, 1984.
4. Grenby, Matthew. *Children's Literature* Edinburgh University place, 2008.
5. Culley, Jonathon. "Roald Dahl—"It's about children and it's for children"—but is it suitable?." *Children's Literature in Education* 22.1 (1991): 59-73.
6. Bradford, Clare. "The end of empire? Colonial and postcolonial journeys in children's books." *Children's literature* 29.1 (2001): 196-218.

L = No. of Lectures / week, P / T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory Paper-marks, TW = Term Work - marks, P/V = Practical / Viva Voce - marks, T = Total