

# **ANNAMALAI UNIVERSITY**

## **M.A. ENGLISH**

### **SYLLABUS**

#### **UNDER CBCS**

**(With effect from 2021-2022)**

#### **PROGRAMME OBJECTIVES**

The Programme aims to develop the ability of the student to critically examine and restate his/her understanding of literary texts, employing individual linguistic skills, engendering literary concepts and critical approaches to arrive at the core and essence of narratives. The learning process would also lead to a larger comprehension of global, national, social issues and thereby facilitate the students to address the issues proactively and gain a reasonable command of the language.

#### **PROGRAMME OUTCOME**

- On completion of the programme the student will be able to:
- Interpret his/her understanding of form, structure, narrative technique, devices and style.
- Analyze and apply various literary concepts and critical approaches.
- Appreciate the importance of English as an international language, to benefit from the achievements of other cultures in accordance with various life situations.
- Organize and integrate the acquired knowledge towards individualistic compositions.
- Present, appraise and defend arguments with conviction and confidence.

#### **M.A. ENGLISH EMPLOYMENT AREAS**

1. Advertising Industry
2. Corporate Communication
3. Communications Industry
4. Indian Civil Services
5. Journalism
6. Online Tutoring
7. Politics
8. Publication Houses
9. Public Relations
10. Research

11. TV & Media
12. Translation Agencies

### **M.A ENGLISH JOB TYPES**

1. IELTS trainer
2. English Translator
3. Junior Parliamentary Reporter (English)
4. English Editor
5. Translator/Interpreter
6. English Teacher
7. Content Writer/Trainer
8. English Tutor
9. Customer Support Executive
10. English Proof Reader
11. English Language Specialist
12. Media Analyst
13. Stenographer (English)

**The Course of Study and the Scheme of Examination**

Sl. No.	Study Components	ins. hrs / week	Credit	Title of the Paper	Maximum Marks			
	Course Title				CIA	Uni. Exam	Total	
<b>SEMESTER I</b>								
1.	<b>Core</b>	<b>Paper- 1</b>	6	4	British Poetry (Chaucer to 20th century)	25	75	100
2.		<b>Paper- 2</b>	6	4	American Literature	25	75	100
3.		<b>Paper- 3</b>	6	4	Indian Literature in English	25	75	100
4.		<b>Paper- 4</b>	6	4	Advanced Linguistics	25	75	100
<b>Internal Elective for same major students</b>								
5.	<b>Core Elective</b>	<b>Paper-1</b>	3	3	<b>(To choose one out of 3)</b> A. Indian Writing in Translation B. Fourth World Literature C. Folk Tale and Myth	25	75	100
<b>External Elective for other major students (Inter/multi disciplinary papers)</b>								
6.	<b>Open Elective</b>	<b>Paper-1</b>	3	3	<b>(To choose one out of 3)</b> A. Literature for Social Transformation B. Green Cultural Studies C. Public Speaking and Creative Writing	25	75	100
			<b>30</b>	<b>22</b>		<b>150</b>	<b>450</b>	<b>600</b>
<b>SEMESTER II</b>								
7.		<b>Paper- 5</b>	6	4	British Drama	25	75	100
8.		<b>Paper- 6</b>	6	4	Translation Theory & Practice	25	75	100
9.		<b>Paper- 7</b>	6	4	Contemporary Literary Theory - I	25	75	100
<b>Internal Elective for same major students</b>								
10.	<b>Core Elective</b>	<b>Paper-2</b>	5	3	<b>(To choose one out of 3)</b> A. Comparative Literature B. New Literature in English. C. Subaltern Literary Studies	25	75	100
<b>External Elective for other major students (Inter/multi disciplinary papers)</b>								

11.	<b>Open Elective</b>	<b>Paper-2</b>	5	3	<b>(To choose one out of 3)</b> A. Technical Writing. B. Indian Diaspora Literature C. Journalism and Mass Communication.	25	75	100
12.	<b>*Field Study</b>		-	2		100	-	100
13.	<b>Compulsory Paper</b>		2	2	<b>Human Rights</b>	25	75	100
			<b>30</b>	<b>22</b>		<b>250</b>	<b>450</b>	<b>700</b>

**SEMESTER III**

14.	<b>Core</b>	Paper-8	5	4	Non- Fiction & Prose	25	75	100
15.		Paper-9	5	4	Research Methodology	25	75	100
16.		Paper-10	5	4	Contemporary Literary Theory - II	25	75	100
17.		Paper-11	5	4	African and Canadian Writings	25	75	100

**Internal Elective for same major students**

18.	<b>Core Elective</b>	<b>Paper - 3</b>	5	3	<b>(To choose one out of 3)</b> A. Popular Literature B. Children's Literature C. Preparatory Exam for NET/SET/TRB – Paper II	25	75	100
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**External Elective for other major students (Inter/multi disciplinary papers)**

19.	<b>Open Elective</b>	<b>Paper - 3</b>	5	3	<b>(To choose one out of 3)</b> A. Soft Skills B Theorising Sexualities C. Preparatory Exam for NET/SET – Paper I	25	75	100
20.	<b>**MOOC courses</b>		-	-		-	-	100
			<b>30</b>	<b>22</b>		<b>150</b>	<b>450</b>	<b>700</b>

SEMESTER IV								
21.	Core	Paper-12	6	5	World Literature in Translation	25	75	100
22.		Paper-13	6	4	Shakespeare Studies	25	75	100
23.		Paper-14	6	4	Single Author Study	25	75	100
24.	Core	Project	5	5	Project with Viva voce	100 (75 Project +25 viva)		100
<b>Internal Elective for same major students</b>								
25.	Core Elective	Paper - 4	4	3	<b>(To choose one out of 3)</b> A. Post-Colonial Studies B. Gender Studies C. English Language Teaching - Theory and Practice	25	75	100
<b>External Elective for other major students (Inter/multi disciplinary papers)</b>								
26.	Open Elective	Paper - 4	3	3	<b>(To choose one out of 3)</b> A. Film Studies B. English for Media C. Fantasy Fiction	25	75	100
			<b>30</b>	<b>24</b>		<b>150</b>	<b>450</b>	<b>600</b>
			<b>120</b>	<b>90</b>				<b>2600</b>

### \* Field Study

There will be field study which is compulsory in the first semester of all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registered by the students in the first semester of their study along with the name of a mentor before the end of the month of August. The report with problem identification and proposed solution should be written in not less than

25 pages in a standard format and it should be submitted at the end of second semester. The period for undergoing the field study is 30 hours beyond the instructional hours of the respective programme. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. The following members may be nominated for confirming the topic and evaluating the field study report.

- (i). Head of the respective department
- (ii). Mentor
- (iii). One faculty from other department

**\*\*Mooc Courses**

Inclusion of the Massive Open Online Courses (MOOCs) with zero credits available on SWAYAM, NPTEL and other such portals approved by the University Authorities.

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**(With effect from 2020-2021 onwards)**

**SEMESTER-I**

**PAPER - 1**

**BRITISH POETRY (CHAUCER TO 20<sup>th</sup> CENTURY)**

**OBJECTIVES:**

- To sensitize them to feel the pulse of poetic expression by making them understand and appreciate beat, rhythm, rhyme, etc.
- To enable them u
- 
- Understand the concepts related to Elizabethan I, Metaphysical, Romantic, Victorian, Modern & Postmodern poetry, to name a few
- To make them appreciate poetry by critically analyzing the poems in terms of theme, content, background, etc.

**UNIT PLAN:**

- ❖ After studying student will be able to understand the background history of literature and language
- ❖ The student will be able to know how to appreciate and analyses the poetry
- ❖ The student will be able to know the beauty of the literary terms and forms

**COURSE OUTCOME**

- The student will learn about the metaphysical poets and their style of writings.
- The student will know about the love and lust towards opposite gender
- The student will be able to differentiate the various types of sonnets
- The student will enjoy the beauty of the nature and imagination
- The student will understand the romantic life of the poets
- The student will differentiate the changes of language and style

**UNIT I: INTRODUCTION**

1. a). What is poetry?
  - b) Metrical & free verse-kinds of poetry.
  - c) Poetic justice, Poetic License, Poetic diction, Poetic devices, Figures of speech, etc.

d) Themes Of poetry e) Appreciation of poetry.

**UNIT II: POETRY (DETAILED)**

Geoffrey Chaucer	:	The love Unfeigned
William Shakespeare	:	Sonnet 147
John Milton	:	Light
John Donne	:	Canonization
Andrew Marvel	:	To His Coy Mistress

**(Non-Detailed)**

1. Edmund Spenser : Epithalamion
2. George Herbert : The Pulley

**UNIT III: (DETAILED)**

William Wordsworth	:	Tintern Abbey
P. B Shelly	:	Ode to Skylark
John Keats	:	Ode on a Grecian Urn
Christina Rossetti	:	Christmas Eve

**(Non-Detailed)**

1. ST Coleridge : The Rime of an Ancient Mariner
2. Robert Browning : Andrea Del Sarto

**UNIT IV: (Detailed)**

T.S Eliot	:	Ash Wednesday
W. B. Yeats	:	Sailing to Byzantium
Philip Larkin	:	Toads
Alexander Pope	:	On a Certain Lady at Court
Carol Ann Duffy	:	1) Valentine 2) Prayer

**(Non-Detailed)**

1. Elizabeth Jennings : The Old Woman



2. Norman McCraig : Stars and Planets

#### **UNIT V: (NON-Detailed)**

1. Thomas Gunn : You got to go
2. Seamus Haney : Blackberry Picking
3. RS Thomas : Peasant
4. Charles Tomlinson : A rose for Janet

#### **REFERENCE**

1. Arthur Quilter Couch, Ed., *The Oxford Book of English Verse (1250-1900)*. Oxford: OUP, 1923.
2. Bird, Ed., *Books of Ballads*. London: Longmans, 1967.
3. Grierson & Smith, *Critical History of English Poetry*. London : OUP, 1970
4. Wilson, *Shakespeare's Sugared Sonnets*. London: CUP, 1974.
5. Heath Stubbs & Wright, *Faber Book of Twentieth Century verse*. London: Faber & Faber, 1975
6. Palgrave, Ed., *Golden Treasury of the best songs and lyrical poems in the English language*. London: OUP, 1977.
7. Roberts, Ed., *Faber Book of Modern verse*. London: Faber & Faber, 1979.
8. Roberts, Ed., *Faber Book of Modern Verse*. London: Faber & Faber, 2000

## PAPER - 2 AMERICAN LITERATURE

### OBJECTIVES:

- To enable the students to have an overview of major authors who have given significant contributions to the development of American literature.
- The social and political events that have influenced the literary movements can be understood by the study of representative authors.

### UNIT PLAN

- ❖ The student will be able to understand the themes of the poem
- ❖ The student will know the concept of modernism and post modernism
- ❖ The student will understand the aesthetic sense of poetry
- ❖ The student will know the culture and history of the United States

### COURSE OUTCOME

- The student will come to know the prominent women writers
- The student will be able to distinguish the various thinking of American society
- The student will understand transcendentalists and naturalists
- The student will receive the seclusion temper and patriarchal society
- The student will learn the reality of working classes and middle classes living in cities

### UNIT I: POETRY (DETAILED)

Walt Whitman	:	When the Lilacs Last Bloom'd
Robert Frost	:	After Apple Picking
Allen Ginsberg	:	Howl
Emily Dickinson	:	1. Knows how to forget! 2. Success is Counted Sweetest
Wallace Stevens	:	The Idea of Order at Key West
Langston Hughes	:	The Negro speaks of River out of work

#### (Non-detailed)

1. Anne Bradstreet : Contemplations
2. Edward Taylor : 1) The soul's Groan to Christ for succor  
: 2) Christ's Reply.

## UNIT II: PROSE (DETAILED)

Ralph Waldo Emerson	:	1) Self-Reliance
	:	2) The American Scholar

### (Non-detailed)

1. Maya Angelou	:	I know why the Caged bird sings
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## UNIT III: DRAMA (DETAILED)

Tennessee Williams	:	<i>A Streetcar Named Desire</i>
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### (Non- Detail)

Edward Albee	:	<i>A Cat on a Hot Tin Roof</i>
Tony Kushner	:	<i>Angels in America (Part-1)</i>

## UNIT IV: SHORT STORIES (NON-DETAILED)

1. Nathaniel Hawthorne	:	The Purloined Letter
2. John Updike	:	The Witness
3. Pearl S. Buck	:	The Quarrel
4. John Steinbeck	:	Flight
5. Eudore Welty	:	Worn Path

## UNIT V FICTION (NON-DETAILED)

1. Eudora Welty	:	The Optimist's Daughter
2. John Barth	:	Lost in the Funhouse
3. Toni Morrison	:	Beloved

## REFERENCE

- Bugsbu, C.W.E. *A Critical Introduction to Twentieth Century American Drama*. CUP, 1984.
- Allen, Paul Gunn. *“Studies in American Indian Literature”*. New York: Modern Language Association. 1983.
- Andrews, W., F. Foster, and T. Harris (eds.). *“The Oxford Companion to African American Literature*. Oxford, 1997.
- Kim, H. Elaine. *Asian American Literature: An Introduction to the Writings and Their Social Context*. Pearson Longman, 2004.
- Kranser, David (ed). *A Companion to Twentieth Century American Drama*, Blackwell Publishing, USA, 2005.

**PAPER - 3**  
**INDIAN LITERATURE IN ENGLISH**

**OBJECTIVES:**

- To help the students appreciate the richness in Indian writing in English.
- To acquaint the students with the eminent Indian writers in English.

**UNIT PLAN**

- ❖ The student will be able to know the complete picture of Indian writers and their uniqueness
- ❖ The student will come to know the traditional and cultural background
- ❖ The student will acquire the idea about the customs and superstitious belief of Indians
- ❖ The student will realize the importance of spirituality in Indian writing

**COURSE OUTCOME**

- The student will be able to know the importance of translation in various works
- The student will know the sufferings and submissive conditions of people
- The student will know the childhood sufferings and search for identity through short stories
- The student will learn the myths and ethics of Indians
- The student will know how to write the script
- The student will be inspired by various motivational writings

**UNIT I: POETRY (DETAILED)**

- |    |                |   |                                      |
|----|----------------|---|--------------------------------------|
| 1. | Aurobindo      | : | Rose of God                          |
| 2. | Toru Dutt.     | : | Lakshman                             |
| 3. | Nissim Ezekiel | : | A Very Indian Poem in Indian English |

**(Non-Detailed)**

- |    |                   |   |                         |
|----|-------------------|---|-------------------------|
| 1. | Shiv. K. Kumar    | : | Indian Women            |
| 2. | A.K Ramanujam     | : | Epitaph on a Street Dog |
| 3. | Jayanta Mahapatra | : | Grandfather             |
| 4. | Sarojini Naidu    | : | Bird Sanctuary          |

**UNIT II: PROSE (DETAILED)**

- |                    |   |                                     |
|--------------------|---|-------------------------------------|
| Jawaharlal Nehru   | : | Discovery of India-Through the Ages |
| Ananda Coomarasamy | : | Dance of Shiva                      |
| J.Krishnamurthi    | : | The Rich and the Poor               |

### UNIT III: DRAMA

- Badhal Sarkar : Mad Horse  
Asif Chhribhey : The Refugee

### UNIT IV: FICTION (NON-DETAILED)

1. Shashi Deshpande. : That Long Silence  
2. Anita Nair : Ladies Coupe  
3. Gita Mehta. : River Sutra

### UNIT V: CRITICISM

1. Meenakshi Mukherjee : "Nation, Novel,  
Language" in The Perishable Empire  
2. Gajendra Kumar : "Kaleidoscopic  
Dimensions of Indo-Anglian  
Novel Criticism: From Colonialism to Post-  
Colonialism" from Indian English Literature: A  
New Perspective.  
3. Barathamuni : From Natya and Rasa: Aesthetics of Dramatic  
Experience

### REFERENCE

1. Karnad, Girish - *Collected Plays* – Vol. I. New Delhi : Oxford University Press, 2005.
2. Deshpande, Shashi\_ *That Long Silence*-Penguin 1998
3. Biswal k. Jayant. *A Critical Study of the Novels of R.K.Narayan.. The comedy.* Nirmalpublishers, New Delhi, 1987
4. Gajendra Kumar. *Indian English Literature: A New Perspective.* Sarup and Sons, New Delhi
5. *A history of Indian English Literature:* M.K. Naik (New Delhi : Sterling Publishers), 1985.
6. *Readings from Commonwealth Literature:* William Walsh (Oxford: Clarendon Press), 1973.
7. *The Third World Literature:* Trevor James, London, 1986.
8. *An Anthology of Commonwealth Poetry:* C.D. Narasimhaiah (ed), (Madras: Macmillan), 1990.

## **PAPER - 4**

### **ADVANCED LINGUISTICS**

#### **OBJECTIVES**

- To enrich learners with the knowledge of the scientific study of language and to provide insights into the nature of language.
- To familiarize learners with the discourse of linguistics and to provide exposure to the variety of theoretical and practical manifestations of linguistics.
- To enable students to gain an informed approach on how language interfaces with literatures as well as with societal concerns and also to show how it fits into the discipline of cognitive sciences.

#### **UNIT PLAN**

- ❖ The student will be able to understand the importance of language
- ❖ The student will learn how the language has emerged
- ❖ The student will understand the systematic approach of language

#### **COURSE OUTCOME:**

- The student will follow the proper pronunciation of the words
- The student will learn how to communicate effectively in various places
- The student will easily know the difference between linguistics and non- linguistics
- The student will link the relationship between language and literature
- The student will enjoy the dialects of various places and persons
- The student will think about the multi- lingualism

#### **UNIT I:**

Nature of Language: Human and non-human systems of communication; Design features of language, Linguistics form (free and bound), Saussurean Dichotomies, Psychology of language, Language and the Brain, Language and Mind.

#### **UNIT II:**

Phonetics and Phonology: Articulatory, Auditory and Acoustic Phonetics. The Anatomy and Physiology of Speech. Phonetic Transcription. Initiation of Speech. Consonants and Vowels and their Classification. Supra segmental elements. Acoustic Characteristics of Speech. Phoneme, Phonology- all Processes and Features .

#### **UNIT III:**

Morphology: Morph, Morpheme, Allomorph, Morphological processes, Compounds, Analyzing Morphological Structure, Word classes, Morphological Properties of English verbs, Word Formation.

#### **UNIT IV: Syntax and Semantics**

Phrase Structure Grammar, Transformational grammar, Rules and Constraints on rules, Theory of Govt. and Binding: Universal Grammar, Innateness Hypothesis, Types of meaning, Semantic Relations , Pragmatics.

## UNIT V: APPLIED LINGUISTICS

- a) Stylistics : The relationship of language to literature, Style and Function, Poetic discourse, narrative discourse and dramatic discourse.
- b) Language Disorders : The brain and Language organization, Aphasia, Dyslexia, Dysgraphia, Clinical Syndromes.
- c) Lexicography : Monolingual dictionary, Inter-lingual dictionary, Structure and Equivalences, Problems of Untranslatability, General and special purpose dictionaries.

## REFERENCES

- Agnihotri, R.K. and Khanna, A.L. (ed.), 1994. *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications. (ed.), 1995. *English Language Teaching in India: Issues and Innovations*. New Delhi: Sage Publications.
- Aitchison, J. 1995. *Linguistics: An Introduction*. London: Hodder & Stoughton.
- Akmajian, A., Demers, R., Farmer, Harnish, R. 1990/1996. *Linguistics: An Introduction to Language and Communication* Cambridge, -Massachusetts: MIT Press. (Indian reprint, 1996, Prentice Hall).
- Atkinson, M., Kilby, D. & Rocca, I. 1982. *Foundations of General Linguistics*. London: George
- Allen & Unwin Carr, P. 1999. *English Phonetics and Phonology An Introduction*

## CORE ELECTIVE

### PAPER 1

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

#### A. INDIAN WRITING IN TRANSLATION

##### COURSE OBJECTIVE

- This evokes a concentrated imaginative awareness of experience or a specific emotion
- In prose we can see the technique of language that exhibits a natural flow of speech and grammar
- It can be viewed as an exploration of meaning and identity in the turmoil of changing social structure
- It demonstrates that the author supported the struggle from the point of the field hands
- It highlights the failing values present in the Post-Independence Indian Society.

##### UNIT PLAN

- ❖ It has tremendous appeal for children and it is the best way of exhibiting their love for the language.
- ❖ It lays the foundation for the appreciation of the beauty of language. The rhythm of these poems helps the students to acquire natural speech rhythm
- ❖ It enables the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills.
- ❖ It develops the ability of speaking English correctly and fluently. The main aim is to develop the language ability of the students.

##### COURSE OUTCOME

- To demonstrate the understanding of the social and artistic movements that have shaped theatre and dance as we know it today.
- Apply discipline to specific skills in learning creative performance. Analyze and interpret texts and performances both in spoken and written form.
- This encourages economy of setting, concise narrative and the omission of a complex plot: character is disclosed in action and dramatic encounter but is seldom fully developed.
- Despite its relatively limited scope a short story is often judged by its ability to provide “a complex” or justifying treatment.
- We can demonstrate knowledge and comprehension of major texts and traditions of language and literature written in English as well as their social, cultural, theoretical and historical contexts.

##### UNIT I : POETRY

Kabir	:	Poems 1,2,12,36,36 from One Hundred poems of Kabir
Kalidasa	:	Meghadutam
Mirabai	:	I sing for him Joyfully
Amir Khusrau	:	Colour me in Colours of Love
Amrita Pritam	:	The Revenue Stamp



## UNIT II: PROSE

Samarth Ramsay	:	Dasbodh
Sarathkumar Mukopathyaya	:	Gulabjamun
Sivasankarapillai	:	In the Flood
Motilal Jotwani	:	A desire to see the sky

## UNIT III: DRAMA

Mohan Rakesh	:	<i>Half-way House</i>
Indira Parthasarathy	:	<i>Nandhan Kathai (Tr. C.T.Indira)</i>

## UNIT IV: SHORT STORY

Khushwant Singh	:	Karma.
Pudumai Pithan	:	Faith
Mahim Bora	:	Kathanibarighat

## UNIT V: FICTION

Pazhamalai	:	<i>Sanangalin Kathai</i>
Irawati Karve	:	<i>Yugunta</i>

## REFERENCE

1. Mukherjee, Meenakshi - *The Perishable Empire* - UK: Oxford University Press, 2004.
2. Sivasankari - *Knit India Through Literature* – Vol. II & III. Chennai: East West Books Pvt. Ltd, 2004.
3. Arvind Krishna Mehrotra, ed. - *An Illustrated History of Indian Literature in English* - New Delhi: Permanent Black, 2003
4. Kumar, Dilip. D. - *Contemporary Tamil Short Fiction* - Madras: Manas East West Books, 2005.
5. *One hundred poems of Kabir* translated by Rabindranath Tagore: Chronicle books. An imprint of DC publishers, New Delhi, 2003

## WEB SOURCES

Songs of Kabir Tr by Rabindranath Tagore:

<<http://www.sacred-texts.com/hin/sok/index.htm>>

Mahim BoraKathanibarighat:

<https://indianreview.in/fiction/kathanibarighat-mahim-bora-assamese-short-stories-translated-lalit-saikia/>

## CORE ELECTIVE

### PAPER 1

#### B. FOURTH WORLD LITERATURE

##### OBJECTIVE

- To make the student acquainted with the Knowledge about the Marginalized and exploited.
- To understand the exploitation of the Aboriginal population.

##### UNIT PLAN

- ❖ The student will be able to know the indigenous nature of the people.
- ❖ The student will come to know the socio-economic condition of the people.
- ❖ The student will understand the concept of fourth world literature.

##### COURSE OUTCOME

- The student will be able to know the sufferings of the natives of different countries.
- The student will understand the desires and longings of natives
- The student will come to know the dream and dark side of the people

##### UNIT 1:

N. Scott Momaday - Introduction to Fourth World Literature - world council of Indigenous peoples in 1972 - Native people of America

##### UNIT 2:

Aboriginals of Australia - dark side of the dream : Australian literature and the post Colonial mind.

##### UNIT 3:

Patricia Frances Graces : Maoris, Literature of New Zealand

##### UNIT 4:

George Copway : Indigenous First Nations Literature of Canada

##### UNIT 5:

Dalit literature and tribal literature of India.

Aarjundangle : *Poisoned bread*

Om Prakashvalmiki : *Joothan*

## REFERENCES:

1. Hodge, B. and Mishra, V. (1991) *Darksideofthedream: Australianliteratureandpostcolonialmind*, Allen and Unwin, Sidney, Australia .
2. Illaiah, Kancha. *Post- Hindu India : A discourse on Dalit- bahujan, socio-spiritual and scientific revolution*. New Delhi: sage Publications India pvt. Ltd. 2009.
3. Mani, Braj Ranjan. *Debrahmanizing history :Dominanceand resistance*. New delhi manohar publishers, 2008

## CORE ELECTIVE

### PAPER 1

#### C. FOLK TALE AND MYTH

##### COURSE OBJECTIVES

- King Arthur wanted the knights in his court to be considered equal. He did not want to fight
- The Metamorphosis almost never depicts love affairs or loving relationship that end happily
- It believed that those who pray to Lord Varadya and touch the two sacred lizards on their way are relieved from chronic diseases.
- Of the aesthetic values of modern critics connected with the general school of mythical view myth seems to be out-and-out rational.

##### UNIT PLAN

- ❖ He tells the company about his occupation as combination of itinerant preaching, selling promises for salvation.
- ❖ He gives a similar sermon to every congregation and then breaks out of his selling relics which he readily admits to the listening pilgrims as fake.
- ❖ King Arthur wanted the knights in his court to be considered equals: he did not want them fighting over status or rank.
- ❖ The Round Table since it was round represented Chivalry in its highest form.
- ❖ In this the narrator prays to the gods for inspiration, lays out his theme and states his intentions to write a single continuous poem. Secondly the narrator describes the creation of the world. The only survivors were Deucalion and Pyrrha, Pious people.

##### COURSE OUTCOME

- As per another legend, the disciples of Gautama were cursed to become lizards.
- They resided in the temple and were relieved of the curse by the divine grace of Vishnu. There is a panel in the temple where the two lizards are depicted in the roof of the temple.
- The unit designates a critical approach in literary studies and also an eclectic approach to study the complex relationship between literature and myth.
- In short complex, critical and theoretical questions about myth and literature continue to be asked

##### UNIT I

Geoffrey Chaucer	:	The Pardoner's Tale
Pindar	:	Olympia XI (Trans. By Richmond Lattimore)
Christopher Marlowe	:	The Passionate Shepherd to His Love
Sir Walter Raleigh	:	The Nymph's Reply to the Shepherd

## UNIT II

Phyllis Briggs (Retold) : King Author and the Knights of the Round Table

## UNIT III

Ovid : Metamorphoses – Book VIII (Lines 1-60)

## UNIT IV

Herman Hesse : Siddartha

Mark Twin : A Genuine Mexican Pug

Julian Huxley : The Sacred Lizard

Aesop : 1) The Town Mouse and The Country Mouse

: 2) The Fox and the Grapes

: 3) The Goatherd and the Wild Goats

## UNIT V

M.H. Abrams : *Introduction to Myth, Folklore*

A. Joseph Dorairaj : *Theories of Myth: From Cassier to Frye*

B. Das : *Myth Criticism and its Value*

## REFERENCE

1. Kearns, George. *Macmillan Literature Series: English and Western Literature*, Glencoe Publishing Company, California, 1984.
2. Briggs, Phyllis. *King Arthur and the Knights of the Round Table*, Dean and Sons Ltd., London, 1984.
3. Abrams, M.H. and Geoffery Galt Harpham, *A Glossary of Literary Terms*, Cengage Learning, 2012.
4. Dorairaj, A. Joseph, *Myth and Literature*, Folklore Resources and Research Centre, 2003.
5. Ed. Rajnath, *Twentieth Century American Literature*, Arnold Heinemann Publisher, 1977.
6. Hesse, Hermann, *The Glass Bead Game*, Vintage Books, 2000.
7. Ed. Cong, Raymond, *African Tales*, Evans Brothers Ltd., 1967.
8. Narayanan, R.K. *Swami and Friends*, Indian Thoughts Publications, 2008.
9. Mccullough, Kelly, *Web Mage*, Berkley Publications, 2006

**OPEN ELECTIVE  
PAPER 1  
(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)**

**A. LITERATURE FOR SOCIAL TRANSFORMATION**

**OBJECTIVE**

- To help students understand the relevance of Literatures for Social Transformation
- To enable students understand the society through the prescribed texts

**UNIT PLAN**

- ❖ The student will understand the link between literature and society
- ❖ The student will be able to know the importance of ethics and spirituality
- ❖ The student will understand the mythological characters and imagination
- ❖ The student will come to know the ethical values and punishment for sinners by god

**COURSE OUTCOME**

- The student will come to know the conditions of pre- independent India
- The student will realize the contemporary situation in society
- The student will know how the materialistic world dominates humanism
- The student will able to know the nature of knowledge and what is essential for students to learn
- The student will be able to know how to write the satirical tone of prose
- The student will be able to understand the conditions and sufferings of the working classes

**UNIT I: POETRY**

William Blake	–	From ‘Auguries of Innocence’ To see a world in a grain of sand..... shall never be belov’d by men (26 lines)
P.B. Shelley	–	<i>Prometheus Unbound</i>
Ogden Nash	–	Bankers Are Just Like Anybody Else Except Richer

**UNIT II: PROSE**

John Ruskin	–	Unto this Last
Henry Newman	–	The Idea of a University

### **UNIT III: FICTION (SHORT STORY)**

O’Henry	–	The Cop and The Anthem
Liam O’Flaherty	–	The Sniper
Tayeb Salih	–	A Handful of Dates
Luigi Pirandello	–	War
Samuel Johnson	–	The Lure of Lottery

### **UNIT IV: DRAMA**

Anton Chekhov	–	The Cherry Orchard
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### **UNIT V: GREAT ORATORIES**

Abraham Lincoln	–	Gettysbery Speech
Mahatma Gandhi	–	Women Not The Weaker Sex
Jawaharlal Nehru	–	Tryst with Destiny
William Shakespeare	–	Mark Antony (Julius Ceasar)

### **BOOK FOR REFERENCE**

- Rene Wellek – *Literature and Society*
- Malik & Raval, “*Law and Social Transformation in India*”, Allahabad Law Agency.
- Dr. G.P. Tripathi, “*Law and Social Transformation*”, Central Law Publications.
- Mark Clapson, “*Suburban Century: Social Change and Urban Growth in England and the United States*”.
- David Braybrooke Bryson and Brown Peter K. Schotch, “*Logic and the Tragic of Social Change*”, Oxford University.

**OPEN ELECTIVE  
PAPER 1  
B. GREEN CULTURAL STUDIES**

**OBJECTIVES**

- To expound to the learners the interdisciplinary nature of the course and to sensitise the learners on grave ecological concerns
- To render a historical perspective of the said criticism
- To familiarize the learners with the western eco-critical tools and to expose the learners to the relevant literature in the eco-critical realm
- To synthesise the western eco-critical tools with the eastern oiko poetic sensibilities
- To facilitate the understanding of eco-feminist theory and practice

**UNIT PLAN**

- ❖ The student will be able to understand the importance of nature
- ❖ The student will come to know how nature has been worshipped by human
- ❖ The student will be able to know about the concept of green studies.
- ❖ The student will understand the relationship between human beings and nature

**COURSE OUTCOME**

- The student will learn about the endangered conditions of the earth
- The student will get awareness and concentrate on the welfare of human life
- The student will understand the connectivity between women and nature
- The student will be able to know about the sufferings and the strength of nature
- The student will get the beautiful landscapes and heritage of Tamil writings

**UNIT 1 INTERDISCIPLINARITY**

1. Joe Moran's *Interdisciplinarity*
2. Arne Naess' *Ecology, Community and Life style*
3. Sri. L.C. Jain's *Eco-spirituality For Communal Harmony*
4. Eco-spirituality
5. Fritjof Capra's *The Web Of Life*

**UNIT 2 ECOCRITICAL STIRRINGS**

1. Jonathan Bate's *The Song Of The Earth*
2. *The Green Studies Reader*
3. *The Ecocriticism Reader*



### UNIT 3 INDIAN CLASSICAL OIKO POETICS

1. The Abhijnanasakuntalam of Kalidasa
2. P.T. Srinivasa Iyengar's "*History Of The Tamils*"
3. A.K. Ramanujan's "*The Interior Landscape*"
4. Tolkaappiyam: Akatti Naiiyal
5. Tinai

### UNIT 4 WORDSWORTH, EMERSON, THOREAU AND ECO-CRITICISM

1. William Wordsworth's "*The Prelude*"
2. Jonathan Bate's "*Romantic Ecology*"
3. Selected Essays, Lectures and Poems of Ralph Waldo Emerson
4. Twentieth Century Interpretations of Walden
5. Lawrence Buell's *The Environmental Imagination*

### UNIT 5 ECO-FEMINISM

1. Universal Declaration of the Rights of Mother Earth
2. Karen J. Warren- *Introduction to Eco-feminism*
3. Vandana Shiva- *Women in the Forest*
4. Margaret Atwood- *Surfacing*
5. Susan Hawthorne- *Earth's Breath*

### REFERENCE

- Adamson, Joni. *American Indian Literature, Environment Justice and the Ecocriticism*. Tucson: The University of Arizona Press, 2001.
- Adhikary, Qiran. *Feminist Folktales from India*. Oakland: Masalai Press, 2003. Print.
- Ali, Salim. *The Fall of a Sparrow*. New Delhi: Oxford University Press, 1985.
- Atwood, Margaret. *Surfacing*. New York: Anchor Books, 1998.
- Bate, Jonathan. *Romantic Ecology*. London and New York: Routledge, 1991.
- *The Song of the Earth*. London: Picador, 2000.
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- Braun, Bruce and Noel Castree. *Remaking Reality*. London: Routledge, 1998
- Buell, Lawrence. *The Environmental Imagination*. London: Harvard University Press. 1995.
- Carson, Rachel. *Silent Spring*. London: Penguin books ltd, 2000. Print.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. New York: Cambridge, 2011.
- Coomaraswamy, Ananda. K. *Dance of Shiva*. New Delhi: Sagar Publications, 1982.
- Coupe, Lawrence. *The Green Studies Reader*. London and New York: Routledge, 2000.
- Dalai Lama, His Holiness & *The Universe in a Single Atom*. London: Little Brown, 2005.
- Dreese, Donelle N. *Ecocriticism*. New York: Peter Lang Publishing, Inc &, 2002.
- Eiseley, Loren. *The Unexpected Universe*. University of Pennsylvania: Bison Books, 1972.
- Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.
- Gatta, John. *Making Nature Sacred*. New York: Oxford University Press, 2004.
- Glotfetty, Cheryl and Harold Fromm, eds. *The Ecocriticism*

- *Reader*. Athens, Georgia: University of Georgia Press,1996.
- Hawthorne, Susan. *Earth's Breath*. Spinifex Press, 2010. Print.
- Killingsworth, Jimmie. M. *Walt Whitman and the Earth*. Iowa City: University of Iowa Press, 2004.
- Kurup ONV. *This Ancient Lyre*. New Delhi: Sahitya Akademi,2005.
- Mies,Maria and Vandana Shiva. *Ecofeminism*. New Delhi: Kate for Women,1993
- Ramanujan, A. K. *A Flowering Tree and other oral tales from India*. New Delhi: Penguinbooks.1997.Print.

## E-RESOURCES

- Harding, Stephen. *What is Deep Ecology?*  
<[http://www.schumachercollege.org.uk/learningresources/ what-is-deep-ecology](http://www.schumachercollege.org.uk/learningresources/what-is-deep-ecology)>. Web.
- Proposal of Bolivia to Rio+20. *Universal Declaration of the Rights of MotherEarth*.<<http://motherearthrights.org/universal-declaration/>>. Web.
- Roy, Arundathi. *The Greater Common Good*
- <<http://www.outlookindia.com/article.aspx?207509>>. Web.

## WEBSITES

- [www.ecofem.org/journal](http://www.ecofem.org/journal)
- [www.spiritoftrees.org/](http://www.spiritoftrees.org/)
- [www.navdanya.org/](http://www.navdanya.org/)
- [www.ecofem.org/](http://www.ecofem.org/)
- [www.resurgence.org/](http://www.resurgence.org/)
- [www.bhoomimagazine.org/](http://www.bhoomimagazine.org/)
- [www.greenbeltmovement.org](http://www.greenbeltmovement.org)
- [www.successconsciousness.com](http://www.successconsciousness.com)

## MAGAZINES

- "Bhoomi"
- "Environment" [USA]
- "Environment Action" [UK]
- "Life Positive" [India]
- "National Geographic"
- "Resurgence" [UK]
- "Sierra" [USA]
- "The Ecologist Asia" [India]
- "The Ecologist" [UK]

**OPEN ELECTIVE  
PAPER 1**

**C. PUBLIC SPEAKING AND CREATIVE WRITING**

**OBJECTIVES**

- To help students understand the techniques of Creative Writing
- To give practice in Writing
- To enable students write any Creative Form of Literature

**UNIT PLAN**

- ❖ The student will be able to understand the features of writings
- ❖ The student will be able to understand how to proof read and edit
- ❖ The students will be able to become the best writer with unique styles
- ❖ The student will understand the taste of poem

**COURSE OUTCOME**

- The student will learn how to appreciate and analyze the poem
- The student will get an idea of how to write poem
- The student will receive the adequate knowledge about the paragraph writing
- The student will become a good writer after getting the ideas about writing methods
- The student will be able to know how to differentiate between fiction and non-fictional writings.

**UNIT I**

1. Writing and Thinking
2. Finding Ideas
3. Thinking about purpose, audience and tone
4. Arranging Ideas
5. Writing a First Draft Evaluating & Revising
6. Proof reading and publishing
7. Lateral Thinking

**UNIT II**

1. Writing a Poem
2. Poetic Analysis
3. Literary Devices
4. Exercises

**UNIT III**

1. Non – Fictional Writing
2. Paragraph Structure
3. Writing an Introduction

4. Writing a Conclusion
5. Exercises

#### **UNIT IV**

1. Writing a Short Story
2. Pre-Writing
3. Basic Elements
4. Basic Framework
5. Exercises

#### **UNIT V**

1. Screenplay Writing / Writing a Play
2. Literary Techniques
3. Production
4. Evaluation Pattern to be evolved

#### **REFERENCE**

- *Elements of writing* (Complete Course) James L. Kinneavy, John E. Warriner Austin: HBJ, 1993
- *Elements of Writing* (Fourth Course) James L. Kinneavy, John E. Warriner Austin: HBJ, 1993
- Rudolf f. Verdure and Kathleen S. Verdure: *The Challenge of Effective Speaking*, Thomson Wadsworth 13<sup>th</sup> ed., 2006.
- Stephen King, *On Writing*. [www.amazon.net](http://www.amazon.net).
- Kamath, M.V *Professional Journalism*. New Delhi: Vikas Publication.
- Edward De Bono, *Six thinking hats*, Little Brown and company.

**SEMESTER II**  
**PAPER - 5**  
**BRITISH DRAMA**

**COURSE OBJECTIVES**

- This course seeks to aid the students in the acquisition of communication skills.
- The course will demonstrate the proficiency in oral communication.
- The students will also acquire and develop histrionic skills.

**UNIT PLAN**

- ❖ They will demonstrate proficiency in specific skills like: acting, directing, choreography, play writing or dramaturgy.
- ❖ They will be able to analyze, interpret and evaluate the dramatic literature and theatrical productions.
- ❖ Students in drama and theatre arts will learn the importance of responsibility to their community.

**COURSE OUTCOME**

- Apply discipline – specific skills to the creation of performance
- Draw connections between theatrical practices and social contexts in both modern and pre-modern periods.
- They will demonstrate proficiency in specific skills like: acting, directing, choreography, play-writing or dramaturgy.
- They will be able to analyze, interpret and evaluate the dramatic literature and theatrical productions.

**UNIT – I: BRITISH DRAMA UP TO 17TH CENTURY**

1. Introduction to the development of British drama
2. Christopher Marlowe - *Doctor Faustus (Detailed)*
3. Ben Jonson - *Everyman in His Humor (Non-detailed)*

**UNIT II: UPTO 19TH CENTURY**

1. Oscar Wilde - *The Importance of Being Ernest (Detailed)*
2. Harold Pinter - *The Birthday Party (Non-detailed)*

**UNIT – III: 20TH CENTURY UPTO 1950**

1. T.S.Eliot - *Murder in the Cathedral (Detailed)*
2. Bernard Shaw - *Saint Joan (Non-detailed)*

#### **UNIT – IV: 20TH CENTURY AFTER 1950**

1. Peter Shaffer - *Amadeus (Detailed)*
2. Tom Stoppard - *Rock n Roll (Non-detailed)*

#### **UNIT – V: TEXT FOR SEMINAR**

1. John Webster - *The Duchess of Malfi*
2. Oliver Goldsmith - *She Stoops to Conquer*
3. Sheridan - *The School for Scandal.*
4. Agatha Christie - *The Mouse Trap*

#### **REFERENCE**

1. Colin Chambers; Mike Prior. *Playwrights' Progress : Patterns of Postwar British Drama.* Amber Lanes Press.1987.
2. Dan Rebellato. *1956 and All that : The Making of Modern British Drama.* Routledge. 1999.
3. Elizabeth Hale Winker . *The Function of Song in Contemporary British Drama.* University of Delaware Press.1990.
4. Frances M. Kavenik. *British Drama, 1660-1779: A Critical History .*Twayne.1995.
5. Gabriele Griffin. *Contemporary Black and Asian Women Playwrights in Britain.* CUP. 2003.
6. John Russell Taylor. *Anger and After : A Guide to the New British Drama.* Penguin Books. 1963.

## PAPER – 6

### TRANSLATION THEORY AND PRACTICE

#### OBJECTIVE

- To make the students learn about the history of translation.
- To understand the challenges and identify the problems of translation.
- To carry out translation exercises.

#### UNIT PLAN

- ❖ Knowing the base of translation.
- ❖ To recognize the impact and aspects of translation.
- ❖ To understand the target language and its art of process, products and reproduction of translation.

#### COURSE OUTCOME

- The learner knows about the history of translation and its practice.
- Interpretation of SL and TL can be done.
- Reproduction of the translation and the process and product can be understood.
- Problem and solution of the translation and the equivalence of the translation can be learned.
- Translation is done in practice.

#### UNIT I

A Brief History of Translation

Translation Theory and its Aspects

#### UNIT II

Translation Procedure

Interpretation of the Source Language (SL) Text and Transfer of meaning and communicative effects to the Target Language (TL) Text

#### UNIT III

Is Translation an Art or Science?

Translation and Reproduction, Process and Product

#### UNIT IV

Problems in Translation

Fidelity and Truth in Translation

Complete Equivalence vs. Creativity

Literal and Free Translation – Translation – Creation, Transcription and Creative Translation

## UNIT V

The Practice of Translation

(Exercise from Literary Translation)

1 from Tamil to English and 1 from English to Tamil

## REFERENCE

- |                                     |   |   |
|-------------------------------------|---|---|
| Eugene A. Nida and Charles R. Taber | – | <i>The Theory and Practice of Translation</i> |
| Susan Bassnett and Mequire          | – | <i>Translation studies</i>                    |
| Newmark Peter                       | – | <i>Approaches to Translation</i>              |
| Susan Bassnett and Lefevere Andre   | – | <i>Translation, History and Culture</i>       |
| H.Lakshmi                           | – | <i>Problems of Translation</i>                |



## **PAPER - 7**

### **CONTEMPORARY LITERARY THEORY - I**

#### **OBJECTIVES**

- To help the students understand literary theory as a system to critically interpret literary texts.
- To enable the students to understand the broad spectrum of thought that is covered by literary theory and also to enhance their literary research.

#### **UNIT PLAN**

- ❖ Enhances the students to develop critical skills, analysis and many other communication skills-oral and written.
- ❖ The students are finally equipped with various tools, techniques and strategies of interpretation.

#### **COURSE OUTCOME**

- It reinforces the student's literary competence.
- The students will develop an independent critical persona.
- The students can understand the various types of theories
- Theories after the 20<sup>th</sup> century is learned

#### **UNIT I**

New Criticism

Russian Formalism

#### **UNIT II**

Psychoanalysis

Archetypal Criticism

#### **UNIT III**

Reader Response Theory

Phenomenological Criticism

#### **UNIT IV**

Bakhtin

Eco criticism

#### **UNIT V**

Modernism

Post-Modernism.

## REFERENCE

1. Barry, Peter, *Beginning Theory* (Routledge, London, 2010).
2. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. (Pearson, Singapore, 2009).
3. Lodge, David and Nigel Wood (ed.). *Modern Criticism and Theory* (Pearson, Essex, 2008).
4. Waugh, Patricia. *Literary Criticism and Theory*. (Oxford University Press, Oxford, 2008).

**CORE ELECTIVE**  
**PAPER 2**  
**A. COMPARATIVE LITERATURE**

**OBJECTIVES:**

- To acquaint students of literature with a knowledge of using comparison as a tool of criticism.
- To help students have a broad outlook on literature as Comparative Literature involves 'Mutual Illumination'

**UNIT PLAN**

- ❖ To go beyond mere comparative study of texts to include issues of nation, caste, race, gender, region, culture etc.
- ❖ In the analysis of texts as well as issues related to the history of print and publishing also form topics studied under the rubric of Comparative Literature.
- ❖ To enable students to explore research areas in the core subjects of thematology, genealogy, literary history, literary influence, and reception, besides related fields of performance studies, theatre studies, film studies etc.

**COURSE OUTCOME**

- The student will know about the definition and Origin of the Comparative Literature.
- Influence and Imitation of the subject is taught.
- The link between Comparative Literature and the literary History is exposed
- The Comparison between the genres is taught to the learners.
- The comparison of Themes were taught to the students.

**UNIT-I:**

Definition of the term Comparative Literature – National Literature – World Literature and Comparative Literature – French School and American School, German School and Russian School.

**UNIT-II:**

Influence and Imitation – Unconscious Imitation and Conscious Influence – Translation – Influence Studies and Analogy Studies – Comparing Dante's The Divine Comedy with Sri Aurobindo's Savithri (The Book of Forest in The Mahabharatha)

**UNIT-III:**

Epoch, Period and Generation – the Link between Comparative Literature and History of Literature – The difference between Epoch, Period and Generation

#### **UNIT-IV:**

Genres – Comparing two Texts on the basis of Form – Comparing Novels, Plays and Poems – Variations – a Drama and an Epic also can be compared based on the Common Qualities – Comparing Burns with Bharathidasan (Burns’ 1. Bessy and Her Spinning Wheel 2. Banks of Crea 3. As I went out on May Burning 4. Broom Resoms 5. Auld Rob Morries with Bharathidasan’s translated version of Tamizhachiyin Katti) and Bacon with Valluvar, Kamban with John Milton.

#### **UNIT-V:**

Thematology – Comparing Works on the basis of Themes – Defining terms like Motif, Leitmotif – Characters and Situations. In addition to these, the teacher can illustrate the Study of Comparative Literature by Comparing Nathaniel Hawthorne’s *The Scarlet Letter* and *Ananda*. V.R. Ananthamurthy’s *Samskara*, Shakespeare’s *Antony and Cleopatra* with Dryden’s *All for Love*, Gayathri Spivak’s *Death of a Discipline*

#### **TEXT BOOKS:**

1. Brooks, Cleanth and Robert Penn Warren. *Modern Rhetoric*. Atlanta: Harcourt,Brace& World, 1958. Print.
2. Mohan, Devinder. *Comparative Poetics: Aesthetics of the Ineffable*. New Delhi: Intellectual Publishing House, 1988. Print.
3. Peck, John and Martin Coyle. *Practical Criticism*. New York: Palgrave, 1995.Print.
4. Daiches, David. *Critical Approaches to Literature*. Kolkata: Orient Longman, 2006. Print.
5. Spivak, Gaythri Chakravorthy. *Death of a Discipline*. Columbia: Columbia University Press, 2003. Print.

#### **REFERENCES:**

- Subramaniam, N, Srinivasan, Padma & Balakrishnan G.R. eds. *Introduction to the Study of Comparative Literature Theory and Practice*. Tamilnadu: Teesi Publications, 1997. Print
- “*Comparative Literature*”, Ed :Bijay Kumar Das, Atlantic Publishers, 2012.
- “*Glimpses of Comparative Literature*”, Ed :Pradhan Pam Prakash, Atalntic Publishers.
- “*Studies in Comparative Literature*”, Ed: Mohit K. Ray, Atlantic Publishers.
- “*India and Comparative Literature: New Insights*”, Ed: R.K. Dhawan and Sumita Puri, Prestige Books Publishers.

**CORE ELECTIVE  
PAPER 2  
B. NEW LITERATURE IN ENGLISH**

**OBJECTIVES:**

- The course aims to develop the students in a comprehensive understanding of the finest works English, belonging to post-colonial countries.
- To familiarize with some of the greatest writers and cultures in those countries.

**UNIT PLAN**

- ❖ Critically examines the New Literature thoughts and pain expressed through the various work.
- ❖ Poetry discusses the cultural pain of the people.
- ❖ The expression of Woman to her child are expressed.
- ❖ Psychological thoughts on Telephone Conversation.
- ❖ Modernity is experienced through the narration.

**COUSE OUTCOME**

- The Learner can experience the poetry from various countries such as Canada, Australia and New Zealand.
- Can understand the Alienation among the works of the writers who belongs to different regions
- The Criticism of the New Literature is also taught to the students.

**UNIT I - POETRY**

**DETAILED: CANADIAN POETRY**

Desi Di Nardo	:	Summer Sonata
Mark Strand	:	The Story of Our Lives

**AUSTRALIAN POETRY**

Judith Wright	:	Woman to Child
Jennifer Maiden	:	Tactics
Elizabeth Campbell Donaldson	:	Days

**NON- DETAILED: AFRICAN POETRY**

Wole Soyinka	:	Telephone Conversation
Derek Walcott	:	A Far Cry from Africa

**NEW ZEALAND POETRY**

Katherine Masfield	:	A Little Boy's Dream
Faye Kilday	:	Do You hear the Angel Speaking

## UNIT II – PROSE

Stuatr Hall	:	Cultural Identity and Diaspora
Nadine Gordimer	:	Nobel Prize Acceptance Speech

## UNIT III – DRAMA

Uma Parameswaran	:	<i>Rootless but Green are the Boulevard Trees (Detailed)</i>
Mahasweta Devi	:	<i>Mother of 1084 (Non-Detailed)</i>

## UNIT IV – FICTION

JM Coetzee	:	<i>Disgrace</i>
Peter Kelly	:	<i>The History of the Kelly Gang</i>

## UNIT V – CRITICISM

Louis Dudek	:	<i>Poetry in English</i>
E.H. McCormick	:	<i>Close of a Century</i>

## REFERENCE

- Narasimaiah, C.D Ed, *An Anthology of Commonwealth Poetry*, Macmillan Publication, 2013.
- J O Donnell, J.O. Maragaret, *An Anthology of Commonwealth Verse*, Blackie and Sons Publication, 2004.
- Hall, Stuart, *Colonial Discourse and Postcolonial Theory – A Reader*, Harvest Whaeatsheaf Publication, 2009.
- Gordimer, Nadine, [www.nobelprize.org/nobel\\_prize/literature/laureates/1991/gordimer-lecture.html](http://www.nobelprize.org/nobel_prize/literature/laureates/1991/gordimer-lecture.html), *Gordimer – lecture.html*, 1991.
- Parameswaran, Uma, *Sons must Die and Other Plays*, Prestige Books, 2006.
- Devi, Mahasweta, *Mother of 1084*, Seagull Books, 2011.
- Coetzee, J.M, *Disgrace*, Vintage Publications , 2000.
- Kelly, Peter, *The History of the Kelly Gang*, Faber Publications, 2012.
- Walsh, William, *Readings in Commonwealth Literature*, Clarendon Press Publication, 2005.

**CORE ELECTIVE  
PAPER 2**

**C. SUBALTERN LITERARY STUDIES**

**OBJECTIVES**

- To introduce students to that literature that has been sidelined down the ages.
- To familiarize the students with the theme of the Subaltern.
- To picturise the painful feelings of the oppressed.

**UNIT PLAN**

- ❖ Experience of the Socially, Politically, economically neglected people can be understood.
- ❖ Modern Subaltern culture will be exposed.
- ❖ Identification of Gender discrimination in the given works.
- ❖ Subaltern thoughts are discussed via Criticism.

**COURSE OUTCOME**

- The learner can re-explore the political, social and economic role in literature.
- Can understand the feelings of the exploited.
- The analysis of political role in the subaltern literature can be done.
- Critical Analysis of the text and theme can be undertaken by the learner.

**UNIT I: POETRY**

John Betjeman	:	A Subaltern's Love Song
Mervyn Gooneratne	:	There was a Country
Langston Hughes	:	The Negro Speaks of Rivers
Syed Amanuddin	:	Don't Call Me Indo – Anglian
Mervyn Morris	:	Judas

**UNIT II: PROSE**

Homi.K. Bhabha	:	The Location of Culture
Dipesh Chakrabarty	:	A Small History of Subaltern Studies : 2000 from Habitation of modernity Essays in the wake of Subaltern studies pp (3-19)
Salman Rushdie	:	Imaginary Homelands Chapter – I

### UNIT III: DRAMA

Dolores Prida : Beautiful Senoritas

### UNIT IV: FICTION

Benjamin : Jasmine Days (translated by Shanaz Habib)

### UNIT V: CRITICISM

K. Nirupa Rani : Gender and Imagination in Bapsi Sidhwa's Fiction

Mulkraj Anand : The Source of Protest in my novels  
(from "Creating Theory" ed. Jasbir Jain)

Gyan Prakash : Subaltern Studies as Postcolonial Criticism

### REFERENCE

- Dipesh Chakrabarty, *A Small history of Subaltern studies*:2000. Habitation of modernity: Essays in the wake of subaltern studies. Chicago: U of Chicago p, 2002.
- Ranajit Guha : *On Some Aspects of the Historiography of colonial India*. 1982.
- *Mapping Sub studies & the post colonial Ed.* Vinayak Chaturvedi London:2000.
- Spivak, Gayatri Chakrabarti. "*Subaltern Studies: Deconstructing Historiography.*" Ed.
- Ranjith Guha, "*Writings on South Asian History and Society Vol IV*. OUP, 1985.
- Gramsci, Antonio. "*History of the Subaltern Classes, Prison Notebooks Vol.II*, (ED.&Tr.) Joseph A. Buttigieg, Columbia UP, 1966.
- Fanon, Frantz. "*Black Skin, White Masks*, Grove, 1967.



## **OPEN ELECTIVE**

### **PAPER 2**

#### **A. TECHNICAL WRITING**

##### **OBJECTIVES**

- To introduce students to various styles and methods in technical writing
- To train students in skills required for a technical communicator

##### **UNIT PLAN**

To train students in using basic online packages and applications as tools of technical Writing.

##### **COURSE OUTCOME**

- Demonstrate an understanding of styles and methods in Technical Writing  
Locate, evaluate and use online packages and appliances effectively.
- Display skills required for a technical communicator, use visuals effectively, integrate the components of accuracy, brevity and objectivity in Technical Writing

##### **UNIT 1 INTRODUCTION**

1. What is Technical Writing?
2. Difference Between Technical and Academic Writing
3. The Scope of Technical Writing
4. The Role and Essential Skills of a Technical Communicator

##### **UNIT 2 GUIDELINES AND GRAMMAR IN TECHNICAL WRITING**

1. Basic Patterns and Elements of the Sentence
2. Common Grammar, Usage, Punctuation Problems
3. Writing with Clarity and Precision
4. The Fog Factor

##### **UNIT 3 THE WRITING PROCESS**

1. Audience Analysis
2. Task Analysis
3. Writing and Editing (Using Track Changes)
4. Communicating with Visuals

#### **UNIT 4 APPLICATION OF TECHNICAL WRITING - I**

1. Writing Proposals
2. Technical Reports: Survey – Report

#### **UNIT 5 APPLICATION OF TECHNICAL WRITING - II**

1. Users' Manuals
2. Writing for the Web

#### **BOOKS FOR REFERENCE**

1. Blake, Gary and Robert W. *The Elements of Technical Writing*. Macmillan Publishers, 1993
2. Blicq, Ronald, S and Lisa Moretto. *Technically Write!*. Prentice Hall, 2004.
3. Marnell, Geoffrey. *Essays on Technical Writing*. Burdock Books, 2016
4. Reddy, Devaki and Shreesh Chaudhary. *Technical English*. Macmillan, 2009.
5. Rizvi, Ashraf M. *Effective Technical Communication*. Tata McGraw-Hill, 2006.
6. Samson, C Donald. *Editing Technical Writing*. Oxford UP, 1995.

#### **ELECTRONIC RESOURCE**

- Business Writing – Clarity, UK

## OPEN ELECTIVE

### PAPER 2

#### B. INDIAN DIASPORA LITERATURE

##### OBJECTIVE

- Definition and types of Diaspora – Waves of Migration Patterns of Diaspora – Major Diaspora Communities & Popular terms in Diaspora.
- Definition and types of migration – patterns of migration – domestic and global migration – impact of migration.
- Ethnicity and identity of Diaspora context – forming of identity – major components of ethnicity – identity detainment and amalgamation.

##### UNIT PLAN

- ❖ The root of Diasporic thoughts
- ❖ The broken feeling of the homelessness.
- ❖ Pictorial effect of global migration.
- ❖ Rootless identity of the diasporic communities.

##### COURSE OUTCOME

- The learner can sketch the definition and scope of the Indian Diaspora Literature.
- The meaning and usage of the term “diaspora literature”.
- Diasporic Communities feelings can be understood from the various part of the countries throughout the world.
- The circumstances for the formulation of Diasporic Communities can be experienced.

##### UNIT I – DIASPORA THEORY

Diaspora – Origin, Definition and Scope

Salman Rushdie: *Imaginary Homelands* from Rushdie’s *Imaginary Homelands*

Jana Evans Braziel and Anita Mannur (ed.). *Modernity, Globalism, and Diaspora. from Theorizing Diaspora : A Reader, Wiley, 2003.*

Stuart Hall: *Cultural Identity and Diaspora* (In Williams, Patrick & Laura Chrisman eds. *Colonial Discourse & Postcolonial Theory:*

*A Reader. Harvester Wheatsheaf, 1993)*

##### UNIT II – POETRY

A.K. Ramanujan- “Small Scale Reflections on a Great House”

R. Parthasarathy – “Home Coming”

Agha Shahid Ali: “Srinagar Airport”, “Of Snow”, “Memory”,

(form *The Final Collections*, Orient Blackswan, 2004).

### **UNIT III – FICTION**

Khaled Housseine : *The Kite Runner*

V.S. Naipaul : *The Mystic Masseur*

### **UNIT IV – DRAMA**

Lorraine Hansberry – *A Raisin in the Sun*

Julia Cho – *The Architecture of Loss*

Pearl Cleage – *Flyin' West*

Silvia Gonzalez – *The Migrant Farm worker's Son*

### **UNIT V – SHORT STORIES**

Gita Hariharan: *Ghosts of Vasumaster*

Jhumpa Lahiri: *Unaccustomed Earth*

Sunetra Gupta: *Memories of Rain*

Chitra Banerjee Divakurni: *Sister of my heart*

### **REFERENCE**

1. English Literature Voices of Indian Diaspora- Malti Agarwal.
2. DIASPORA Theory and Translation - Himadri Lahiri Ed. By Allen Hibbard. Pub Orient Blank Swan.
3. Writers of the Indian Diaspora-Jasbir Jain.
4. Migration and Diaspora in Mordan Asia. Sunil Amirth.
5. Translational Migration: The Indian Diaspora Ed. William Safran, Ajaya Kumar Sahoo, Brij V. All. South Asia Edition.
6. Indian Diaspora in the Caribbean : History, Culture and Identity- Ed by Rattanland Hangloo.

## **OPEN ELECTIVE**

### **PAPER 2**

#### **C. JOURNALISM AND MASS COMMUNICATION**

##### **OBJECTIVES**

- To enable the students to get knowledge of the press, its history and other media.
- To know the uses and Importance of the Mass Media.
- To get the knowledge of Print Media.
- To evaluate the worthiness of Media.

##### **UNIT PLAN**

- ❖ The role of Print Media
- ❖ Culture and characteristics design of newspaper.
- ❖ To input the techniques and writings of Media
- ❖ Evaluating the documentary record of the movie.
- ❖ Critical examine of the Advertisement.

##### **COURSE OUTCOME**

- The students can learn about the history and Ideologies of the print media.
- The Characteristic of the Newspaper is introduced to the learners.
- The learners can acquaint the Techniques and writings of the Print Media.
- The importance of the mass media in the society can be understood by the readers

##### **UNIT I: HISTORY AND IDEOLOGIES OF PRINT MEDIA**

The Press Council Act – 1978

News under Emergency

The Centenarian Newspapers in India

Ethics of a Newspaper

##### **UNIT II: CHARACTERISTICS OF A NEWSPAPER:**

Headlines

Interviews

Features

Letters to the Editor

Cartoons and Caricatures

### **UNIT III: TECHNIQUES OF WRITING FOR THE PRINT MEDIA**

Report Writing

The Role of an Editor

Qualities of an Interviewer

Book Review

Film Review

### **UNIT IV: HISTORY AND STUDY OF FILMS**

The Arrival of Talkies

Lumiere Brothers and the Evolution of Cinematography

Documentary and Short Films

National Film Festival

### **UNIT V: USES AND IMPACT OF MASS MEDIA ON SOCIETY**

Radio Journalism

Television Journalism

The Film Industry

The web Media

### **REFERENCE**

1. *Journalism Theory and Practice*: B.N. Ahuja, Sultan Chand Pub, New Delhi
2. *Mass Communication in India* :Keval K. Kumar, Jaico Publishing House
3. *Basic Journalism* :Rengasamy Parthasarathy, Macmillan publications.

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## SEMESTER III

### PAPER - 8

#### NON-FICTION AND PROSE

#### COURSE OBJECTIVES

- To familiarize the student with the essays of Francis Bacon, his-epigrammatic style and aphorisms.
- To acquaint the student with the Holy Bible, its language and the Utopia as an ideal state.
- To enjoy autobiographical elements of Charles Lamb's essays, his unique style, pathos and humor, the personal essay of the Romantic age.
- To probe the philosophical thought of Russell, the Post Colonial aspects as highlighted in George Orwell.
- To acquaint the students with the critical views of T.S. Eliot on the metaphysical poets like Donne and assimilate their literary content
- To impart the role of humor in everyday life - how an ordinary incident acquires philosophical dimensions in G.K Chesterton.

#### UNIT PLAN

- ❖ To understand the enrichment of English vocabulary and religious connotation of the period.
- ❖ To learn More's positive views on an Ideal State.
- ❖ To evaluate More as an essayist of the Middle English Period.
- ❖ To enjoy the Auto-biographical style of Lamb and Huxley.
- ❖ To understand the pathos in Lamb.
- ❖ To critically appreciate the humor in Lamb and Hazlitt.

#### COURSE OUTCOME

- To learn the writing style from Russell's model.
- To learn the value of lateral thinking.
- To enjoy the humor of Orwell.
- To critically evaluate the Post Colonial issues presented in Orwell's essay.
- To estimate T.S. Eliot as a scholarly critic.
- To learn about the greatness of the Metaphysical poets like Donne.

#### UNIT 1 - BRITISH LITERATURE-NON – FICTION

<i>Great Contemporaries</i>	-	Winstn Churchill ( <b>Detailed</b> )
<i>Seven Pillars of Wisdom</i>	-	T.E. Lawrence ( <b>Detail</b> )
<i>Life of Mr. Richard Savage</i>	-	Samuel Johnson ( <b>Non- Detail</b> )

#### UNIT 2- AMERICAN LITERATURE- NON – FICTION

- In Cold Blood* - Thumam capote **(Detail)**
- Two Kinds of Truth* - Michael Connelly **(Detail)**
- White trash* - Nancy IsenBery **(Non-Detail)**
- (The 400 – Year untold History of class in America)

### UNIT 3- INDIAN WRITING IN ENGLISH-NON- FICTION

- India After Gandhi* - Ramachandra Guha **(Detail)**
- An ordinary person’s Guide to Empire* - Arundhadhi Roy **(Detail)**
- Freedom at Midnight* - Larry Collins and Dominique Lappierre **(Non-Detail)**

### UNIT 4- COMMONWEALTH LITERATURE -NON- FICTION

- Descent into Chaos* - Ahmed Rashid **(Detail)**
- Reading Lolita in Tehran* : A Memoir Books - AzarNatisi **(Detail)**
- The Home that was Our country* : A Memoir of Syria-Alia Malek**(Non Detail)**

### UNIT 5- CHINESE NON-FICTION

- The Soong Dynasty* - Sterling Seagrame **(Detail)**
- Factory Girls; From village to city in a changing China* - Leslie T. Chang **(Detail)**
- Haunted by Chaos: China’s Grand Strategy from Mao Zedong to Xi* – SulmaanWasif Khan **(Non Detail)**



## PAPER -9

### RESEARCH METHODOLOGY

#### OBJECTIVES

- To help students prepare a Dissertation of their own
- To prepare students for quality research in future
- To train students in using parenthetical documentation as recommended in MLA Hand Book

#### UNIT PLAN

- ❖ To learn regarding the concept, definition and variable.
- ❖ Experimental Design of Independent and Dependence of Variables
- ❖ Giving an idea of Validity and Reality.
- ❖ To collect the Data and how to represent them.
- ❖ Giving the vivid Software and Paper format.

#### COURE OBJECTIVES

- The learners are introduced to the Definitions, Variables and Research questions, etc.
- The learner can explore the Research Design, the difference between Quantative and Qualitative Research.
- The Concept of Measurement is introduced to the Learners.
- The learners are taught to interpret the data and Layout.
- The usage of the sources is taught to the Learners.

#### Unit– I

Research and Writing

Plagiarism and Academic Integrity

#### Unit– II

The Mechanics of Writing

#### Unit– III

The Format of the Research Paper Abbreviations

#### Unit– IV

Documentation: Preparing the list of Works Cited

#### Unit– V

Documentation: Citing Sources in the text

#### REFERENCE

1. Modern Language Assn. Of America, “*M.L.A Hand Book*”, Macmillan. 8<sup>th</sup> edition.
2. Anderson, Durston & Poole, “*Thesis & Assignment Writing*”, Easter Limited, New Delhi. 1970 rpt. 1985.
3. Parsons C J, “*Thesis &Project Work*”, Unwin Brothers Ltd., Gresham Press. 1973.
4. Rajanna, Busangi, “*Fundamentals of Research*”, American Studies Research Centre, 1983.
5. *Research Methodology* – C.R. Kothari

## PAPER - 10

### CONTEMPORARY LITERARY THEORY - II

#### OBJECTIVES

- The aim of this course is to familiarize students with major trends in twentieth century literary Theory in order to explore ongoing debates in literary criticism and their application in critical practice.
- Students would be expected to acquaint themselves with the principal hypotheses and reading strategies of the following schools to see how each critical practice includes and excludes issues relevant to other practices.

#### UNIT PLAN

- ❖ Enhances the students to develop critical skills, analysis and many other communication skills, oral and written.
- ❖ The students are firmly equipped with various tools, techniques and strategies of interpretation.

#### COURSE OUTCOME:

- It reinforces the student's literary competence.
- The students will develop an independent critical persona.
- The students can understand the various types of theories
- Theories after the 20<sup>th</sup> century are learned

#### UNIT I

Structuralism, Post structuralism and Deconstruction

(Barthes, Lacan, Derrida, Foucault)

#### UNIT II

Marxism and Ideological Criticism

#### UNIT III

New Historicism and Cultural Materialism

#### UNIT IV

Post – colonialism

## **UNIT V**

Feminism

LGBTQ studies.

## TEXT BOOKS

- Barry, Peter. *Beginning Theory* (Routledge, London, 2010)
- Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. (Pearson, Singapore, 2009)

## REFERENCE

1. Lodge, David and Nigel Wood (ed.). *Modern Criticism and Theory*  
(Pearson, Essex, 2008)
2. Waugh, Patricia. *Literary Criticism and Theory*. (Oxford University Press, Oxford, 2008)

## PAPER -11

### AFRICAN AND CANADIAN WRITINGS

#### OBJECTIVES

- To make the students acquainted with the emerging literatures of the particular countries.
- To know more about the exploited people.
- Open up new avenues for their future research work.

#### UNIT PLAN

- ❖ Pictorial representation of the pain of the people.
- ❖ Exposure to thoughts of the oppressed.
- ❖ Reaction of the Colonized people.
- ❖ Seeking for recognition.

#### COURSE OUTCOME

- The pain of the exploited is taught via Poetry.
- The Situation of Woman in the Colonies is taught.
- The reaction of the Colonizers against the capture is sketched.
- Abuse of Colonial people for the trade of the Capitalist is highlighted.

#### UNIT – I: POETRY (DETAILED STUDY)

Okot Bitek	–	My Husband’s Tongue is Bitter (selection from Song of Lawino)
J.P.Clark	–	Casualties – Part – II
Gabriel Okara	–	You Laughed and laughed and laughed
Daniel David Moses	–	Inukshuk
Margaret Atwood	–	Journey to the Interior
Sir Charles G.D. Roberts –		The Solitary Woodsman

#### UNIT – II: PROSE (DETAILED STUDY)

Brian Chikwava	–	<i>Seventh Street Alchemy</i>
Mary Watson	–	<i>Jungfrau</i>
Uma Parameswaran	–	<i>16th July</i>
Renee Hulan	–	<i>Everybody Likes the Inuit</i>

### UNIT – III: DRAMA

- Chinua Achebe – *Things Fall Apart*  
Joan Macleod – *Toronto, Mississippi*

### UNIT – IV: FICTION

- Margaret Laurence – *The Stone Angel*  
L.M. Montgomery – *Anne of Green Gables*

### UNIT – V: CRITICISM

- John Povey – The Novels of Chinua Achebe  
Northrop Frye – “Conclusion to A Literary History of Canada” The Bush  
Garden: Essays on the Canadian Imagination. Pp. 213-252.  
Richard Wright – Blue Print for Negro Writing

## CORE ELECTIVE

### PAPER –3

(to choose one out of 3)

#### A. POPULAR LITERATURE

##### COURSE OBJECTIVE

- To make learners aware of the popular works in literature and what made those works popular.
- To expose the learners to the salient features of literature.
- To enable readers to appreciate the popular works in literature
- To expose the changing trends in English literature.

##### UNIT PLAN

- ❖ To understand modern literature
- ❖ To emphasize the reading skill
- ❖ Struggles and the progress of Malala
- ❖ The conflict of rootless souls.

##### COURSE OUTCOME

- The learners will be aware of the new features of literature.
- To students can understand the changing trends in English literature.
- The readers will be able to appreciate the works in literature from the point of view of the refugees.
- The learners can be aware of the popular works in literature and what made those works popular.

##### UNIT 1

*Tuesdays with Morie* – Mitch Albom  
*Roadless Travel* – M. Scott Peck  
*The Monk Who Sold His Ferrari* – Robin Sharma

##### UNIT 2

*An Unexpected Gift* – Ajay K. Pandey  
*I Too Had A Love Story* – Ravinder Singh  
*You are Trending In My Dreams* – Sudeep Nagarkar

##### UNIT 3

*Something I Never Told You* – Shravya Bhinder  
*Jonathan Livingston Seagull* – Richard Bach  
*Count Your Chickens Before They Hatch* – Arindam Chaudhuri



## **UNIT 4**

*I Am Malala* – Malala Yousafzai

*The Last Girl: My Story of Captivity, and My Fight Against*

*The Islamic State* – Nadia Murad

*Long Walk to Freedom* – Nelson Mandela

## **UNIT 5**

*Controversially Yours* – Shoaib Akhtar

*Always Another Country: A Memoir of Exile and Home* – Sisonke Msimang

*This Divided Island: Stories from the Sri Lankan War* - Samanth Subramanian

## **REFERENCE**

## CORE ELECTIVE

### PAPER -3

#### B. CHILDRENS LITERATURE

##### OBJECTIVES

- To expose students to apparently simplistic narratives that have become important area of literary/cultural scholarship in recent times.
- To let the students acquire knowledge about children's poetry.

##### UNIT PLAN

- ❖ To enable students to get a glimpse of worldwide trends in children's prose
- ❖ To let the students aware of the variety of children's fiction
- ❖ To enable the students to understand and appreciate world drama meant for children
- ❖ To enlighten students about the richness of folk tales and wonder of comic strips

##### COURSE OUTCOME

- The student will be inspired to pay more attention to nature
- The student will be motivated to visualise a world devoid of fears
- The student will understand the contrast between worlds of childhood and reality
- The student will learn to appreciate how the poet deals with a simple idea in an extraordinary way.
- The students will be inspired by the thought and words of true genius
- The student will appreciate the importance of honest work and responsibility

##### UNIT I – POETRY

Lewis Carroll	–	A Strange Wild Song
Robert Louis Stevenson	–	1. The Flowers 2. Night and Day
Sylvia Plath		1. Balloons
Edward Lear		2. The Owl and the Pussy cat

##### UNIT II – PROSE

Anne Frank	–	<i>The Diary of a Young girl</i>
Tetsuko Kuroyanagi	–	Totto Chan: <i>The Little Girl at the Window</i> (Translated by Dorothy Britton)
Abdul Kalam	–	<i>Inspiring Thoughts</i>

##### UNIT III – DRAMA

- Vijay Tendulker – “The King and the Queen want Sweat”
- Mark Twain – *The Prince and the Pauper*

#### UNIT IV – FICTION

Laura Ingalls Wilder	–	<i>Little House on the Prairie</i>
C.S Lewis	–	<i>Chronicles of Narnia- The Lion, Witch and the Wardrobe</i>
Harriet Beecher Stowe	–	<i>Uncle Tom’s Cabin</i>
Markus Zusak	–	<i>The Book Thief</i>
J.R.R Tolkein	–	<i>The Hobbit</i>

#### UNIT V – FOLK LITERATURE, FAIRY TALES AND COMIC STRIPS

Perrault’s Fairy Tales	–	1. <i>Cinderella</i> 2. <i>Little Red Riding Hood</i> 3. <i>Hansel and Gretel</i>
L.Frank Baum	–	<i>The Wonderful Wizard of OZ</i>
Jataka Tales	–	1. <i>The Monkey’s Heart</i> 2. <i>The Talkative Tortoise</i> 3. <i>The Mosquito and the Carpenter</i> [Translated by Ellen C.Babbit]
Herge	–	<i>Tintin ; The Secret of the Unicorn</i>
Lee Falk	–	<i>The Story of the Phantom</i>

#### REFERENCE ITEM: BOOKS

1. *A Child’s Garden of Verses: Selected Poems- Robert Louis Stevenson, Simon &Schuster Books for young readers*
2. *The Diary of a Young Girl-Anne Frank, Bantam Publishers,1993*
3. *The Little Girl At the Window- Tetsuko Kuroyanagi (Translated by Dorothy Britton), Kodansha Publishers, USA, 2011*
4. *Inspiring Thoughts –Abdul Kalam, Penguin Books, 2017*
5. *Little House on the Prairie- Laura Ingalls Wilder, Penguin Publishers,*
6. *Chronicles of Narnia- The Lion, the Witch and the Wardrobe , U.K Chidlren’s Publishers,2010*
7. *Uncle Tom’s Cabin- Beecher Stowe- Fingerprint Publishing, 2019*
8. *The Book Thief – Markus Zusak, Random House, UK,*
9. *The Hobbit- J.R,R,Tolkein, Harper Collins, 2011*
10. *The Complete Jataka Tales, Translated by Edward Byles Cowell, Jazzybee Verlag Publishers, 2016*
11. *Tintin: The Secret of the Unicorn- Herge, Egmont Publishers, 2011*
12. *Phantom Series- Lee Falk, Harper Collins, 1973*

#### E-MATERIALS:

1. <https://www.poemhunter.com>
2. <https://www.lieder.net>
3. <https://www.genius.com>
4. <https://www.poetryfoundation.org>

## CORE ELECTIVE

### PAPER -3

#### C. PREPARATORY EXAM FOR NET/ SET/TRB – PAPER-II

#### OBJECTIVE

- To enable students to face NET/SET and PG-TRB examinations.
- To help the students gain knowledge and assist them in gaining knowledge of the major and minor writers of every age.
- To teach the various literary terms that are employed in various genres of literary works.
- To inform the students of the various schools of poetry and literary movements.

#### UNIT PLAN

- ❖ Concentration on Periodical writings.
- ❖ American literature and New literature writings will be given an outlook
- ❖ Criticism to Contemporary theory will be focused

#### COURSE OUTCOME

- The students learn about the importance of the Chaucer to the Shakespearean age
- The learner can experience the important features of the Romantic and the Victorian period.
- The students can acquaint the knowledge over the Modern and Contemporary Period.
- The students are taught about the American Literature and the learner also can develop his knowledge in the field of translation studies too.
- The learner explores the various forms of Criticism and the contemporary Theories.

#### UNIT I

Chaucer to Shakespeare

Jacobean to Restoration

#### UNIT II

Romantic Period

Victorian Period

#### UNIT III

Modern Period

Contemporary Period

## **UNIT IV**

American Literature

New Literature in English (Indian, Canadian, African, Australian)

English Language Teaching

Translation Studies

## UNIT V

Classicism to New Criticism

Contemporary Theory

## REFERENCE

- D. Benet E., and Samuel Rufus. *NET. SET..GO....English*. N.p.,2014.
- Masih, K. Ivan. Et.al. *An Objective Approach to English Literature: For NET. SET.JRF.SLET AND Pre-Ph.D*
- *Registration Test*. New Delhi . Atlantic Publishers, 2007.

## OPEN ELECTIVE

### PAPER -3

(to choose one out of 3)

#### A. SOFT SKILLS

#### OBJECTIVE

- To enhance the language skill of the learner
- To provide LSRW skills.
- To build the Fluency of the learner.

#### UNIT PLAN

- ❖ The capability of fluency in students is analyzed.
- ❖ Emphasis on LSRW skills.
- ❖ Role of Public speaking and telephonic conversation.
- ❖ Highlighting Business presentation.

#### COURSE OUTCOME

- The students can recap the language skills, Grammar, Vocabulary, Phrase, Clause and sentences.
- The learner can build his fluency gradually.
- The students can acquaint with LSRW skills and can also develop his Non- Verbal Communication.
- The students are taught about the Learning etiquettes
- The student can also learn about the importance of Business Etiquette.

#### UNIT – I

Recap of language skills – Speech, Grammar, Vocabulary, Phrase, Clause, Sentence.

#### UNIT – II

Fluency building

What is fluency- Why is fluency important – Types of Fluency – Oral fluency – Reading fluency – Writing fluency – Barriers of Fluency – How to develop Fluency.

#### UNIT- III



Principles of Communication: LSRW in communication.

What is meant by LSRW skills – Why it is important – How is it useful – How to develop the skills?

Oral – Speaking words, articulation, speaking clearly.

Written communication – Generating ideas/ gathering data organising ideas, Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading.

Non-Verbal Communication – Body Language, Signs and symbols, Territory/ Zone, Object language

#### **UNIT – IV**

Etiquettes for Public Speaking (extempore and lectures), Interviews and Group Discussions, Telephone conversations and Business Meetings.

#### **UNIT – V**

Etiquettes for Business presentations – Team presentations and Individual presentation.

#### **REFERENCE**

1. Powell. *In Company*.
2. MacMillan. Cotton, et al. *Market Leader*.
3. Longman. Pease, Allan. 1998. *Body Language*:
4. *How to Read Others Thoughts by their Gestures*. Suda Publications. New Delhi.
5. Gardner, Howard. 1993. *Multiple Intelligences: The Theory in Practice: A Reader Basic Book*. New York.
6. De Bono, Edward. 2000. *Six Thinking Hats*. 2nd Edition. Penguin Books.
7. De Bono, Edward. 1993. *Serious Creativity*. Re print. Harper Business.

## OPEN ELECTIVE

### PAPER -3

#### B. THEORISING SEXUALITIES

##### OBJECTIVES

- To demonstrate an awareness of biological, social, and grammatical gender as being three different categories.
- To give a basic awareness of struggles and attainment of people with alternative sexualities in civil rights in various parts of the world
- To help the students view with skepticism the simplistic conflation of biological sex with socially and culturally conditioned gender

##### UNIT PLAN

- ❖ Defining the types of genders.
- ❖ The poetic mysticism of the female.
- ❖ The grace of feminism from the modern writers.
- ❖ Contribution of women writers on uplifting women.

##### COURSE OUTCOMES

- Appreciate, if not accept the viewing of gender as a continuum
- Critically analyze different gender self-identification preferences such as transgender and inter-genders rather than seeing the polar genders male and female as the only 'natural' ones
- To show sensitivity to the legal and social persecution faced by persons belonging to the LGBTQ or simply, Queer, community in societies across the world and view their rights as human rights
- To Exercise an enhanced openness and honesty when encountering/ generating discourse on matters of sexuality and gender roles

##### UNIT I: INTRODUCING SEXUALITY

Sexological types: Sexual classifications, sexual development, sexual orientation, gender identity, sexual relationship, sexual activities, paraphilias, atypical sexual interests

Psychoanalytic drives: Freud and Lacan.

Bristow, Joseph, Introduction, *Sexuality: The New Critical Idiom Series*. 1997. 2<sup>nd</sup> ed.

London: Routledge, 2011.1-11, Print.

Butler, Judith. *Introduction, Bodies That Matter: On the discursive Limits of "Sex."*

London: Routledge, 1993.xi –xx

## UNIT II – POETRY

The songs of songs – the sufi and Bhakthi Tradition – the concepts of adhavbhaav

Shakespeare	:	Sonnet 73 That time of the year
Emily Dickinson	:	Her breast is fit for pearls
Adrienne Rich	:	Diving into the deck
Walt Whitman	:	The wounded Dresser
Siegfried Sassoon	:	The Last Meeting

## UNIT III – PROSE

Manoj Nair	:	Rite of Passage
Chimamanda N. Adichie	:	On Monday of Last Week
Mukul Kesavan	:	Nowhere to Call Home
Shyam Selvadurai	:	Cinnamon Gardens
Ismat Chughtai	:	The Quilt

## UNIT IV DRAMA

Edward Albee	:	<i>Who is Afraid of Virginia Woolf</i>
Amiri Baraka	:	<i>Most Dangerous man in America</i>

## UNIT V FICTION

Moses Tulasi	:	<i>Walking the Walk</i>
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## REFERENCE

1. De lauretis, Teresa, *Technologies of gender: esaay on theory, Film and Fiction*, Bloomington: Indiana Up, 1987. Print
2. Dollinmore, Jonathan, *Sexual Dissidence:Augustine to Wilde, Frued to Foucault*, Oxford Clarendon, 1991. Print.
3. Foucault, Micheal. *A History of Sexuality, 3vols.* Trans. Robert Hurley. New York: Vintage, 1978. Print.
4. Kapoor, Shekar, dir. *Bandit Queen*. Perf. Seema Biswas, Nirmal Pandey, Rakesh Vivek.
5. 1004. DVD. Film.
6. Mehta, Deepa, dir. *Fire*. Perf. Shabana Azmi, Nandita Das, Karishma Jhalani. 1996.DVD. Film.
7. Meht, Hansal, dir.Aligarh.Script. *Apurva* Asrani. Pref.Manoj Bajpayee and Rajkummar Rao.2016. DVD.
8. Nair, Manoj. "Rite of Passage." *Yaraana: Gay Writing from India*. Ed. Hoshang Merchant. New Delhi: Penguin, 1999.171-79. Print.

## OPEN ELECTIVE

### PAPER -3

#### C. PREPARATORY EXAM FOR NET/ SET/TRB – PAPER-I

##### OBJECTIVE

- To enable students to face NET/SET and PG-TRB examinations.
- To help the students gain knowledge and assist them in gaining knowledge of the Logic and Reasoning Ability.
- To teach the students about Data interpretation.
- To inform the students of the various aspects of Information and Communication Technology.

##### UNIT PLAN

- ❖ Identification of reasoning
- ❖ Deduction of logical Coherence
- ❖ Mathematical reasonings are developed.
- ❖ Error analysis are concentrated.

##### COURSE OUTCOME

- The students are taught about the Teaching and Research Aptitude.
- The learners can attempt the Comprehension passages and understand the Communication patterns.
- The students are introduced to Mathematical Reasoning, Logical Reasoning and General aptitude.
- The students can interpret the data and learn the various aspects of Information and Communication Technology.
- The students are taught about the higher education system and the people

##### UNIT- I

Teaching Aptitude  
Research Aptitude

##### UNIT- II

Comprehension  
Communication

### **UNIT- III**

Mathematical Reasoning and Aptitude

Logical Reasoning

### **UNIT- IV**

Data Interpretation

Information and Communication Technology.

### **UNIT- V**

People, Development, and Environment

Higher Education System.

### **REFERENCE**

1. Kaur, Harpeet- *NTA UGC NET/SET/JRF – Paper 1 Teaching and Research Aptitude*, Oxford Publishers. 2019.

## SEMESTER IV

### PAPER - 12

#### WORLD LITERATURE IN TRANSLATION.

#### OBJECTIVES

- Translation theory helps the students to learn it as an interdisciplinary study and to borrow from the various fields of study that supports translation
- It helps the students to learn the theory of description and application of translation to interpret and localize.
- It disseminates literatures around the world

#### UNIT PLAN

- ❖ Making the students to enjoying Classical Literature.
- ❖ Inducing the habit of reading Khalil Gibran.
- ❖ An Introduction to the concept of Oedipus complex
- ❖ The outlook of short stories in translated works

#### OUTCOME

- Helps the students to works in various fields of translation studies, comparative literature and world literature.
- To know the importance of Classical literature.
- To give a world outlook to the learners.
- Challenges the hegemony of English in world literature
- Make the students to learn the political values and emphasise on global processes over national traditions.

#### UNIT I – POETRY

Virgil : *The Aeneid*, Book IV (438-563)

#### UNIT II – PROSE

Khalil Gibran : *The Prophet* (prose – poetry essays)

Viktor Schklovsky : *Art as a Technique*

Goethe : *Shakuntala*

#### UNIT III – DRAMA

Sophocles : *Oedipus Rex*





#### UNIT IV – SHORT STORIES

Charles Perrault	:	Blue Beard
Juan Manuel	:	The Man who Tamed a Shrew
Giovanni Baccaccio	:	The Stone of Invisibility
Eliza Oreszkowa	:	Do You Remember?
Emile Verhaeren	:	The Horse Fair at Opdrop
Louis Couperus	:	About Myself and Others
Hans Christian Anderson	:	What the Old Man does I always Right
Jonas Lie	:	The Story of a Chicken

#### UNIT V – FICTION

Fyodor Dostoevsky	:	<i>Crime and Punishment</i>
Albert Camus	:	<i>The Outsider</i>

#### REFERENCE

1. Virgil, *The Aeneid*, [Net source} The Internet Classics Archive: Classic. Merit.edu./Virgil/Aeneid.html, 2015.
2. Kahlil Gibran, *The Prophet*, Rupa, 2002.
3. Viktor Schklovsky, *Art as Technique*, [Net source]: paradise. caltech. edu / ist4lectures / Viktor\_Sklovsky. "Art\_as\_Technique":.pdf, 2015.
4. Sophocles, *Oedipus Rex*, Dover Publications; Unabridged edition, 2012.
5. Goethe, I *Faust – part*, RHUS Publications, 1988.
6. Gealdine McCaughrean, *Classic Stories Around the World*, Leopard Books, 1996.
7. Fyodor Dostoevsky, *Crime and Punishment*, Penguin, 2003.

## SHAKESPEARE STUDIES

### COURSE OBJECTIVES

- To know about the English folklore and Shakespeare's use of illusions in the form of fairies.
- To know about the use of catharsis in tragedy through the character of Hamlet.
- To enable students to learn about the history of Henry IV presented in the art form of drama.
- To enable students learn about political intrigue, power struggles, war and the plight of impassioned lovers.
- To make students learn about the varieties of interpretations on the works of Shakespeare and encourage them to critically appreciate his work.

### UNIT PLAN

- ❖ Marriage, themes, Hippolyta, Egeus, Lysander, chastity, comic fantasy, four lovers, bewitched, fairies, love, jealousy.
- ❖ Tragedy, Oedipus complex, revenge, ghost, avenging father's death.
- ❖ Dramatic battle, father, son, strained relationship, rebellion.
- ❖ East West clash, honor, reason versus emotion, power struggle.
- ❖ Interpretation, critical analysis, critical theory applied on Shakespeare's work, structuralism, Marxism, feminism.

### COURSE OUTCOME

- Learn as to how Shakespearean comedy is interwoven with obstacles, misunderstanding, jealousy, disguise which ultimately leads to fictional nature of the characters in the play
- Learn how Shakespeare has used revenge tragedy in extensively to make the audience learn and correct themselves through Aristotle's principle of catharsis.
- Learn the genre of Historical plays of Shakespeare. Shakespeare's inspiration from chronicles of Holinshed to draw plots for his Historical plays is vividly presented in such a way that it will make even commoners learn about their king's history.
- Learn the struggle between reason and emotion, the clash of east and west and the very definition of honor, while all the way they are exposed to political intrigue, power struggle and struggle between the lovers.

### UNIT I

<b>Sonnets</b>	Sonnets – 12,65,86,130 ( <b>Detail</b> )
<b>Comedies</b>	<i>Much Ado About Nothing</i> <i>Winter's Tale</i>

### UNIT II

Tragedy

*Othello* (Detail)

UNIT III

Roman

*Coriolanus* (Detail)

UNIT IV

History

*Henry IV Part I* (Detail)

UNIT V

SHAKESPEARE CRITICISM

Modern approaches – mythical, archetypal, feminist, post – colonial, New Historicist;

A.C. Bradley (extract)

Chapter V&VI and the New Introduction by John  
Russell Brown in **Shakespearean Tragedy** by  
A.C. Bradley, London, Macmillan, Third Edition,  
1992

Wilson Knight

Macbeth and the Metaphysic of Evil (1976, V.S.  
Seturaman & S. Ramaswamy **English Critical  
Traditon Vol. I.** Chennai, Macmilla).

Stephen Greenblatt

Invisible Bullets: Renaissance Authority and its  
Subversion, Henry IV & Henry V, in  
**Shakespearean Negotiations.** New York: Oxford  
University Press, 1988  
Also in **Political Shakespeare: New Essays in  
Cultural Materialism.** Eds. Jonathan Dollimore  
and Alan Sinfield Manchester University Press,  
1994

**REFERENCE**

1. Stephen Greenblatt, ed., 1997. **The Norton Shakespeare**, (Romance & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
2. Bradley, A.C., 1904, **Shakespearean Tragedy**, Macmillan, London.

## PAPER – 14

### SINGLE AUTHOR STUDY

#### OBJECTIVE

- To make the students learn the various forms of genre of a single author
- To make the students explore the works of Rabindranath Tagore.

#### UNIT PLAN

- ❖ The poetic outburst of Tagore
- ❖ Tagore's foreseeing in his works.
- ❖ Global views of Tagore's Modernity in his writings.
- ❖ The sound exposure and experience of the Tagore's dramatic views.
- ❖ The style of Tagore's writings in his novels

#### COURSE OUTCOME

- The learners are exposed to the poetry of Tagore
- The essays of Tagore are introduced to the learners.
- The students can experience the rich themes and characterization in the plays of Tagore.
- The writing style of Tagore can be explored in the Short stories.
- The learners can also understand the style of Tagore in his Novels.

#### UNIT I - POETRY

*Gitanjali – Song Offerings* 1996  
*The Broken Heart*

#### UNIT II ESSAY (NON-DETAIL)

Literature  
Five Elements  
Ancient Literature  
Modern Literature  
Literature of the People  
Tribute to Great Lives

#### UNIT III DRAMA (DETAILED)

*Sacrifice*  
*The Untouchable Woman (Non-Detail)*  
*Raja O Rani*  
*Malini*  
*Muktadhara (1992)*

#### UNIT IV - SHORT STORY (NON DEATILED)

My Lord, the Baby  
Kahini  
The Post Master  
Kabuliwallah  
Subha  
The Babus of Nayanjore

#### UNIT V NOVEL (NON-DETAIL)

*The Wreck*  
*The Bachelor's Club*  
*Gora*

#### REFERENCE

1. Chatterji, David. *World literature and Tagore*: Visva Bharati, Ravindra- Bharati. Santiniketan: Visva Bharati, 1971.
2. Kripalani, Krishna. *Rabindranath Tagore: A Biography* London: Oxford University Press, 1962.
3. Tagore, Rabindranath. *Selected writings on literature and Language*. Ed. Sisir Kumar Das and Sukanta Chaudhuri. (2001). New Delhi: Oxford University Press. 2010.
4. Chaudhuri, Sutapa. Reading Rabindranath: *The Myriad Shades of Genius*.
5. Dalta, Rama: Seely, Clinton (2009). *Celebrating Tagore: A collection of Essays*. Allied Publishers. ISBN 9788184244243.
6. Dutta, Krishna: Robinson, Andrew (1997). *Rabindranath Tagore: An Anthology of his learning* contribution to South Asian studies.
7. The Roy, Kshitis, *Rabindranath Tagore: A life story Publications Divison Ministry of Information & Broadcasting*, 2017.
8. *The Complete works of Rabindranath Tagore* (All short stories, poetry, Novels, Plays & Essays) Edit. General Press- 18 Oct 2019

## CORE ELECTIVE

### PAPER - 4

(to choose one out of 3)

#### A. POST COLONIAL STUDIES

##### OBJECTIVES OF THE COURSE

- To introduce the students to some key theoretical formulations in the field
- To help develop an awareness of issues – social, political, cultural and economic – relating to the experience of colonial and after
- To encourage dialogue on conditions of marginality and plurality and to question metanarratives

##### UNIT PLAN

- General Introduction and Critical terms
- Deduction of opposition to the Colonizer's approach
- Poetical anecdote post colonial thoughts.
- To give the vast experiences of the marginalized through drama.

##### COURSE OUTCOMES

- Analyze texts using key concepts and theories in the field
- Interrogate dominant discourse in texts influenced by colonial ideologies
- Appreciate texts emerging from postcolonial nations
- Engage with the interplay of issues of race, colour, caste and gender in a neo – colonial world
- Challenge social inequalities existing in colonized regions and communities in the age of post colonialist.

##### UNIT 1 – ESSAYS

Edward Said Introduction (from *Orientalism*)

Robert J.C. Young Post – colonialism (from *Post - colonialism: An Historical Introduction*)

– Ania Loomba Defining the Terms: Colonialism, Imperialism, Neo-Colonialism, Post colonialism (from Chapter 1 “*Colonialism/Post – colonialism*”)

##### UNIT 2 –PROSE

Nadine Gordimer *The Train from Rhodesia* (from *The Harper Anthology of Fiction*)

John Kelly *We are All in the Ojibway Circle* (*The Faber Book of Contemporary Canadian Short Stories*)

### UNIT 3 – POETRY

Lisa Bellear	:	Women's Liberation
Judith Wright	:	At Cooloola
Derek Walcott	:	Ruins of a Great House
Garbriel Okara	:	Piano and Drums

### UNIT 4 – DRAMA

Wole Soyinka	:	<i>Death and the King's Horseman</i>
Louis Nowra	:	Radiance

### UNIT 5 – FICTION

Jhumpa Lahiri	:	Unaccustomed Earth (from Unaccustomed Earth)
Chimamanda N. Adichie	:	<i>Americannah</i>

### BOOKS FOR REFERENCE

1. Ashcroft, Bill. *On Post-Colonial Futures: Transformations of Colonial Culture*. Continuum, 2001.
2. Ashcroft, Bill, et al. *Post-colonial Studies: The Key Concepts*. 2<sup>nd</sup> ed., Routledge, 2007.
3. Barker, Francis. Et al. editor. *Colonial Discourse/Postcolonial Theory*. Manchester UP, 1994.
4. Bayard, Caroline. *The New Poetics in Canadian and Quebec: From Concretism to Post-Modernism*. University of Toronto Press, 1989.
5. Bennett, Bruce, editor. *A Sense of Exile*. Centre for Studies in Australian Literature, 1988.
6. Chew, Shirley, and David Richards, editors. *A Concise Companion to Postcolonial Literature*. Wiley Blackwell, 2010.
7. Irvine, Lorna L. *Sub/version: Canadian Fiction by Women*. ECW Press, 1986.
8. Jahabegloo, Raman. *Indian Revised: Conversations on Continuity and Change*. Oxford UP, 2008.
9. Juneja, Om Prakash. *Post Colonial Novel: Narratives OF Colonial Consciousness, Creation*, 1995.
10. King, Bruce. *New National and Post-Colonial Literatures: An Introduction*. Clarendon Press, 1996.
11. Kudchedkar, Shirin and Jameela Begam, editors. *Canadian Voices*, Penkraft, 1996.
12. Lazarus, Neil, editor. *The Cambridge Companion to Postcolonial Literary Studies*. Cambridge UP, 2004.



13. Nkosi, Lewis. *Tasks and Masks: Themes and Styles of African Literature*. Longman, 1981.
14. Pandey, Sudhakar. *Perspectives on Canadian Fiction*. Prestige Books, 1994.
15. Schwarz, Henry and Sangeeta Ray. *A Companion to Postcolonial Studies*. Blackwell, 2000.
16. Soyinka, Wole. *Art, Dialogue and Outrage: Essays on Literature and Culture*. Methuen, 1993.
17. Tanti, Melissa et al., editors. *Beyond "Understanding Canada": Transnational Perspectives on Canadian Literature*. U of Alberta Press, 2017.
18. Walder, Dennis. *Post-Colonial Literatures in English: History, Language and Theory*. Blackwell, 1998.
19. Blackwell, 1998.
20. young, Robert J.C. *Post - colonialism: An Historical Introduction*. Blackwell, 2001.

## **JOURNALS**

1. *ARIEL: A Review of International English Literature*
2. *Journal of Commonwealth Literature*
3. *Postcolonial Studies*
4. *Wasafiri*

## **WEB RESOURCES**

1. [http://www.mohamedrabeea.com/books/book1\\_3985.pdf](http://www.mohamedrabeea.com/books/book1_3985.pdf)
2. <http://www.udel.edu/ArtHistory/ARTH435/Ashcroft.pdf>
3. [http://faculty.ksu.edu.sa/Nugali/English%20461/Post - colonialism.pdf](http://faculty.ksu.edu.sa/Nugali/English%20461/Post-colonialism.pdf)

## CORE ELECTIVE

### PAPER - 4

#### B. GENDER STUDIES

##### OBJECTIVES

- To make students familiarize themselves with different waves of feminism, demonstrate logical reasoning regarding the perception of the female sex by the male. Beginning of the second wave of feminism.
- A lecture which emphasizes the need for a woman to own a room and money to be able to write. Brings an understanding of women's plight in the male dominated society.
- Women's struggle to succeed amidst the stereotypes, especially that of Virginia Woolf whilst suffering from man's dominance.
- A rewriting of mythological stories. Revisiting myth and presenting them through the feminist eyes.
- A symbolic representation of women trapped in a male body to portray the real.
- Oppression of women at the hands of men through a transgender

##### UNIT PLAN

- ❖ Second wave feminism, treatment of women through history.
- ❖ Money and room as initial needs for women's success
- ❖ Revisit myth, *Draupadi* standing against men.
- ❖ Rewriting myth, *Mahabharata*, Divakaruni's voice of *Panchali*.
- ❖ Struggle of transgender, representing women in the grasp of men.

##### COURSE OUTCOME

- To learn as to how the second wave of feminism kick-started its course with the publication of *The Second sex*. Women's struggle throughout history is brought out.
- The difference between feminism and womenism. Womenism as a separate entity to bring out the double suppression of black women in the hands of white and black men.
- Learn the plight of women who are physically harassed to keep them under the control of men. However they are revisited in recorded history to stand against men, despite their physical indifference,
- Learn the importance and the role of myth in the control of women throughout history while also learning a need to rewrite the changes in the myth via Panchali from The Mahabharatam
- Learn the struggles of transgender so as to face problems from within and also from the society to find their own identity, an identity crisis marred constantly due to the bias in society towards the classification of sex.

##### UNIT 1

Simone de Beauvoir *Introduction: The Second Sex*

Virginia Woolf *A Room of One's Own* (Chapter I & VI)

Elaine Showalter extract from *Woolf and the Flight into Androgyny*

## UNIT 2

David S Gutterman "Postmodernism and the Interrogation of Masculinity" (From *Theorizing Masculinities* ed. Michael Kaufman, Harry Brod)

Bell hooks *Black Women: Shaping Feminist Theory*

Judith Butler *Interiority to Gender Performatives* (from *Gender Trouble* )

## UNIT 3

Mahasweta Devi : *Draupadi* (Short Story)

Maya Angelou : Still I Rise Our Grandmothers

Adrienne Rich : When We Dead Awaken: Writing as Revision

## UNIT 4

Chitra Bannerjee Divakaruni : *The Palace of Illusions*

Laura Esquivel : *Malinche*

## UNIT 5

Manobi Bandyopadhyay : *A Gift of Goddess Lakshmi* (trans. Jhimli Mukerjee  
Pandey & Manobi Bandhopadhyay)

Alice Walker : *In Search of Mother's Garden*

## BOOKS FOR REFERENCE

1. Gilbert, Sandra & Susan Gubar. *Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale Nota Bene, 2000.
2. James, Joy and T Denean Sharpley-Whiting. Eds. *The Black Feminist Reader*. Blackwell, 2000.
3. Rahman, Momin and Stevi Jackson. *Gender and Sexuality: Sociological Approaches*. Polity Press. 2010.

4. Rooney, Ellen. Ed. *The Cambridge Companion to Feminist Literary Theory*. Cambridge U P, 2008.
5. Schneir, Miriam. Ed. *The Vintage Book of Feminism: The Essential Writings of the Contemporary Women's Movement*. Vintage, 1995.
6. Tharu, Susie & K Lalitha. *Women Writing in India*. Oxford UP, 1991

## CORE ELECTIVE

### PAPER - 4

#### C. ENGLISH LANGUAGE TEACHING – THEORY AND PRACTICE

##### OBJECTIVES

- To acquaint students with the history of the English Language
- To help students learn the essential aspects of ELT and the different types of language testing and evaluation

##### UNIT PLAN

- ❖ The role of Translation method and Audio-lingual methods
- ❖ Importance of teaching methods.
- ❖ To exercise Language learning theories.
- ❖ To inculcate testing and evaluation.
- ❖ Role of education in technology.

##### COURSE OUTCOME

- The students were taught how the English Language Teaching takes place in India.
- The learners are introduced to several teaching Methods.
- The learners are exposed to different language teaching theories.
- The language testing and Evaluation is taught to the students.
- Teaching aids are introduced to the learners.

##### UNIT I ENGLISH LANGUAGE TEACHING IN INDIA

Grammar Translation Method

Reform Movement

Direct Method

20<sup>th</sup> Century Trends (Situational methods)

Audio-Lingual Method

Communicative Approach

## **UNIT II OTHER TEACHING METHODS:**

Total Physical Response

The Silent Way

Suggestopedia

Community Language Learning

Community Language Teaching

Natural Approach

## **UNIT III LANGUAGE LEARNING THEORIES**

Behaviorism

Cognitive Approach

Natural Approach and their Educational Implications

Principles of Syllabus Construction

Structural Syllabus, Situational Syllabus, Notional Syllabus

## **UNIT IV LANGUAGE TESTING AND EVALUATION**

Kinds of Tests, Aptitude, Proficiency, Achievement

Different Types of Multiple Choice – Questions

Evaluation

- a) Formative
- b) Summative
- c) Norm-based
- d) Criterion- based

## **UNIT V USE OF TEACHING AIDS INCLUDING EDUCATIONAL TECHNOLOGY**

Language Laboratory

Audio-Visual

Aids

OHP-Black Board



Map and Charts

Computer etc.

## REFERENCE

1. Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*
2. Harria David. P *Testing English as Second Language*
3. Howatt. A. P. R. *A History of English Language Teaching*
4. Nunan. D. *Syllabus Design*
5. Wilkins, D. A. *Notional Syllabus*
6. Little word, W.T. *Communicative Language Teaching*

## OPEN ELECTIVE

### PAPER - 4

(to choose one out of 3)

#### A. FILM STUDIES

#### OBJECTIVES

- To introduce students to the evolution of films and to significant movements in cinema.
- To help students analyze films as an art form, using film language, editing, camera angles and movements as well as the sound in cinema.

#### UNIT PLAN

- ❖ To enable students to study various forms of representation in films.
- ❖ To enable students to analyze the relationship between literature and films through adaptations
- ❖ To enhance the students understanding of representation in cinema through the prescribed texts

#### COURSE LEARNING OUTCOMES

- On successful completion of the course, students will be able to trace the evolution of cinema and major film movements critically.
- Analyze cinema from various perspectives.
- To identify various technical aspects of cinema.
- Appreciate and develop an academic discourse on cinema.
- Analyze the relationship between films and literature through adaptations

#### UNIT 1 EVOLUTION OF FILMS

Evolution of films from still to moving pictures

Evolution of films from black and white to colour

Evolution of films from silent movies to talkies  
Texts to be discussed: Lumière Brothers  
*The Arrival of a Train* George Melies *A Trip to the Moon* Edwin Porter *The Great Train Robbery*  
(1903) Dadasaheb Phalke *Growth of a Pea Plant*

#### UNIT 2 HOW TO READ A FILM

Film Language – aspect ratio, mis-en-scène, montage, etc.

Editing – montage, jump cut, cross cut, fade, dissolve, iris in/out, etc.

Cinematography-camera movements and angles

Sound-diegetic and non-diegetic sound

### UNIT 3 GLOBAL CINEMATIC MOVEMENTS

Italian Neo-realism -Vittorio De Sica *Ladri di Biciclette*

French New Wave -François Truffaut *Les quatre cents coups*

Iranian New Wave- Jafar Panahi *Offside*

Indian Parallel Cinema- Satyajit Ray *Pather Panchali*

### UNIT 4 REPRESENTATION IN INDIAN CINEMA

Tom Emme *Our Mexican Aparatha*

Mari Selvaraj *Pariyerum Perumal*

Karan Johar *Ajeb Dastaan Hai Ye* from Bombay Talkies Zoya Akhtar *Sheila Ki Jawaani*  
from Bombay Talkies

Alankrita Shrivastava *Lipstick Under My Burkha*

### UNIT 5 ADAPTATIONS

Vishal Bharadwaj *Maqbool*

Danny DeVito *Matilda*

### REFERENCE

1. Abrahams, Nathan, et al. *Studying Film*. Arnold: Hodder Headline Group, 2001.
2. Aitken, Ian. *European Film Theory and Cinema: A Critical Introduction*. Edinburgh University Press, 2001.
3. Andrew, Dudley. *Concepts in Film Theory*. Oxford University Press, 1984.
4. Bazin, Andre. *What is Cinema? Vol. I*. University of California Press, 2005.
5. Bhaskar, Ira. 09 Apr 2013,
6. *The Indian New Wave*. Routledge Handbook of Indian Cinemas. edited by K. Moti Gokulsing and Wimal Dissanayake. Routledge, 2019. pp.19-34

7. Buckland, Warren, editor. *Film Theory and Contemporary Hollywood Movies*. Routledge, 2009.
8. Butler, Andrew. *Film Studies*. Pocket Essentials, 2005. Dixon.
9. Wheeler Winston and Foster, Gwendolyn. *A Short History of Film*. Rutgers University Press, 2018.
10. Elsaesser, Thomas, and Malte Hagener. *Film Theory: An Introduction Through the Senses*. Routledge, 2010.
11. Hutcheon, Linda. *In Defence of Literary Adaptation as Cultural Production*. *Media Culture Journal*, Vol. 10, no. 2, May 2007.
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13. Annette, Guy Westwell. *A Dictionary of Film Studies*. OUP, 2012.
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15. Nichols, Bill. *Movies and Methods*. University of California Press, 1976.
16. Nichols, Bill. *Engaging Cinema: An Introduction to Film Studies*. W. W. Norton and Company, 2010

## OPEN ELECTIVE

### PAPER - 4

#### B. ENGLISH FOR MEDIA

##### OBJECTIVES

- Introduction to Mass Media
- Mass media is a form of communication that reaches a large people in a short time. For e.g.: TV, Newspaper, Radio and so on to communicate to the people. It very easy to reach all the people.
- Types of news analysis: News analysis may be for sentiment or business motive. It may be spoke or in the written form.
- Reviews: To design articles, advertisement, business, column, letters and novels.
- Report in the media English about the crime, election, sports and news. It can be in different font and style.
- Writing and learning – writing the news in English and editing it, it can be easily communicated to the public.

##### UNIT PLAN

- ❖ Introduction to media in English, definition of media, function
- ❖ Types of news in English, speaking in English and writing in English
- ❖ Reviews of media in English, editing, articles, novels and letters.
- ❖ Crime, public election, public matters, font, caption and style.
- ❖ Writing the news in English editing with grammar, to communicate easily to public.

##### COURSE OUTCOME

- The student is introduced to the essence of the Mass media and its definitions and its function.
- The learner learns the News Analysis and its types.
- In this the learner knows about the review, editorial columns etc.
- Different kinds of reports are taught like election, crime report etc.
- Writing and editing of T.V, Radio etc. is taught the learners.

##### UNIT I INTRODUCTION TO MASS MEDIA

Definition of Mass Media - Functions - Public Opinion

##### UNIT II TYPES OF NEWS ANALYSIS

Hard and soft news - Expected and Unexpected News - Box News -  
Follow up news - Scoop - Filters - News Analysis and Evaluation.

### **UNIT III REVIEWS**

Editorial - Columns - Articles - Reviews - Features – Letters

## **UNIT IV REPORTS**

Reporting - Crime, Court, Election, Legislative, Sports, Investigative -  
Font, Caption, Style - Emphasis of News and Reports - Principles of Editing.

## **UNIT V**

Writing and Editing - TV/Radio-News and News Headlines,  
Documentaries, TV/Radio Features

## **REFERENCE**

1. Keval J.Kumar – *Mass Communications in India* (Bombay: Jacco 1981)
2. MacBride – *Many Voices, One world* (London: Kagan Press, 1980)
3. D.S.Metha – *Mass Communication and Journalism*
4. James M.Neel – *News Writing and Reporting*

## OPEN ELECTIVE

### PAPER - 4

#### C. FANTASY FICTION

##### COURSE OBJECTIVES

- To introduce students to various definitions of fantasy fiction
- To improve the imagination of students.
- To introduce students to the history of fantasy fiction

##### UNIT PLAN

- ❖ To Sketch the growth of fantasy Fiction through ages.
- ❖ To Build their imagination through the story.
- ❖ To realize the importance of creativity.
- ❖ To built socialization

##### COURSE OUTCOMES

- On successful completion of the course, students will be able to
- Demonstrate a basic understanding of the sub-genre of fantasy fiction
- Identify the genre and features of fantasy fiction
- Discuss the evolution of fantasy fiction
- Evaluate and discuss a work of fantasy fiction using prescribed texts
- Discuss the socio-cultural contexts and their impact on works of fantasy fiction.

##### UNIT 1

Introduction to Fantasy Fiction

Evolution of Fantasy Fiction

##### UNIT 2

Ursula K Le Guin Dragonfly

##### UNIT 3

Nnedi Okarofor - *Akata Witch*

##### UNIT 4

Terry Pratchett - *The Colour of Magic*



## UNIT 5

Robin Hobb

- Assassin's Apprentice

## REFERENCE

1. Card, Orson Scott. *The Infinite Boundary*.
2. *How to Write Science Fiction and Fantasy*. Writers' Digest Books. 1990.
3. Dalton, A. J. *Sub Genres of British Fantasy Literature*. Luna Press Publishing, 2017.
4. Hume, Kathryn. *Fantasy and Mimesis*. Methuen, 1984.
5. Mendelsohn, Farah, Edward James. *A Short History of Fantasy*. Middlesex University Press, 2009.
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