

SYLLABUS 2018 – 2020

**VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES
FOR WOMEN**

(AUTONOMOUS)

PG & RESEARCH DEPARTMENT OF ENGLISH

M.A. ENGLISH

Outcome Based Education

REGULATIONS /

SYLLABUS

(Effective from the Academic Year 2018 - 2020 Batch)

VISION

- To mentor a heterogeneous group of students by offering need-based programmes, provided in an academic environment of quality higher education and thereby grooming the holistic development of the youth.

MISSION

- To strengthen the learner's ability to analyse all forms of literary expression and to prepare them for careers and higher education.
- To introduce the students to the tools of research and broaden their critical sensibilities.
- To make students alive to the richness, range and vitality of the English Language and Literature.
- To prepare the students to discover the dynamics of English studies in the contemporary context, imbued with multi-cultural perspective and qualified by critical thought thereby bridging the gap between the word and the world.

Bloom's Taxonomy Based Assessment Pattern

K1-Remember; K2- Understanding; K3- Apply; K4-Analyze; K5- Evaluate; K6- Creativity

1. Theory: 75 Marks

(i) Test- I & II and ESE:

Knowledge Level	Section	Marks	Description	Total
K1	A (Answer all)	20x01=20	MCQ	75
K2, K3 & K4	B (Either or pattern)	05x05=25	Short Answers	
K5 & K6	C (Answer 3 out of 5)	03x10=30	Descriptive/ Detailed	

Programme Outcomes (POs):

- P01. Graduates are prepared to be creators of new knowledge leading to innovation and entrepreneurship employable in various sectors such as private, government, and research organizations.
- P02. Graduates are trained to evolve new technologies in their own discipline.
- P03. Graduates are groomed to engage in lifelong learning process by exploring their knowledge independently.
- P04. Graduates are framed to design and conduct experiments/demos/create models to analyze and interpret data.
- P05. Graduates ought to have the ability of effectively communicating the findings of Biological sciences incorporating with existing knowledge.
- P06. To hone communicative competency and ensure global competence and progress in the academic context and career prospects.
- P07. To identify the literary essence of various genres like prose, poetry, drama, fiction and Criticism
- P08. To read diverse literary works and develop an appreciator for their aesthetic qualities and insights into human experiences.
- P09. To foster appreciation for world literature from a variety of cultures. Programme Specific Outcome
- P010. To write an account of development of drama through different periods. Demonstrate ease of using complex sentences and attempt innovative structures.
- P011. To learn a number of strategies for analyzing individual examples of literature and film, and for thinking synthetically about works that share a formal, generic, topical, or historical impulse.

- PO12. To learn a number of strategies for sorting through the applicability of and connections among a range of scholarly approaches to those works.
- PO13. To learn how to design and carry out original and persuasive research in English literature with particular attention to their chosen historical field(s) or research focus.
- PO14. Postgraduate students are made to be competent and socially responsible citizen of India.
- PO15. To identify topics and formulate questions for productive inquiry and to identify appropriate methods and sources for research and evaluate critically

Programme Specific Outcomes (PSOs):

- PSO1. To develop an appreciation of how the formal elements of language and genre shape meaning.
- PSO2. To express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.
- PSO3. To identify appropriate methods and sources for research and evaluate critically the sources

PROGRAM EDUCATIONAL OBJECTIVES

- PEO1. To acquire a detailed knowledge and understanding of selected fields of study in core disciplines in the humanities, social sciences and languages.\
- PEO2. To enable and to gain advanced knowledge of the history, structure and uses of the English Literature and Language.
- PEO3. To be committed to continuous learning and to qualify for employment in a wider range of occupations.
- PEO4. To enhance the habits of effective reading and writing skills especially for academic purposes
- PEO5. To stimulate an interest in mounting academic discipline with a view to encouraging progression in research.

Question Paper Pattern (Theory)

Section	Approaches	Mark Pattern	K Level	CO Coverage
A	One word (Answer all questions)	20x1 = 20 (Multiple Choice Questions)	K1, K2	Knowledge, Understanding
B	100 to 200 words (Either or Pattern)	5x5 = 25 (Analytical Type Questions)	K4K5 K3	Analytical Evaluation Capability Application
C	500 to 1000 words	3x10 = 30 (Essay Type Questions)	K3 K6	Application Synthesis Level

VIVEKANANDHA COLLEGE OF ARTS AND SCIENCES FOR WOMEN (AUTONOMOUS)

(Students Admitted from 2018 Onwards)

PG SYLLABUS FRAME WORK

Subjects	Hour/Week	Credit	Exam Hours	Internal	External	Total Marks	Subjects	Hour/Week	Credit	Exam Hours	Internal	External	Total Marks
YEAR I													
Semester I							Semester II						
Core – 1 British Literature – I(18P1EN01)	6	5	3	25	75	100	Core – 5 British Literature – II(18P2EN05)	6	5	3	25	75	100
Core – 2 Indian Literature(18P1EN02)	6	5	3	25	75	100	Core – 6 American Literature(18P2EN06)	6	5	3	25	75	100
Core – 3 Literary Theory and Criticism (18P1EN03)	6	5	3	25	75	100	Core – 7 English Language Teaching and ICT in English Classroom(18P2EN07)	6	5	3	25	75	100
Core – 4 Grammar to Discourse (18P1EN04)	6	5	3	25	75	100	Core – 8 Travel Writing: Theory and Practice(18P2EN08)	6	5	3	25	75	100
Elective – I Phonetics and Transcription(18P1ENE01)	4	3	3	25	75	100	Elective – II English for Career Skills(18P2ENE02)	4	3	3	25	75	100
Lab	1	0	0	0	0	0	Lab	1	0	0	0	0	0
Library	1	0	0	0	0	0	Library	1	0	0	0	0	0
Total	30	23	15	125	375	500	Total	30	23	15	125	375	500
I YEAR TOTAL									46	30	250	750	1000

YEAR II													
Semester III							Semester IV						
Core – 9 Shakespeare (18P3EN09)	6	5	3	25	75	100	Core – 13 World Classics in Translation (18P4EN13)	6	5	3	25	75	100
Core – 10 African American Literature (18P3EN10)	6	5	3	25	75	100	Core – 14 Ecofeminism (18P4EN14)	6	5	3	25	75	100
Core – 11 Literary Theory and Criticism - II(18P3EN11)	6	5	3	25	75	100	Core – 15 Popular Fiction (18P4EN15)	5	5	3	25	75	100
Core – 12 Research Methodology: Gateway to Structured Writing(18P3EN12)	6	5	3	25	75	100	Project (18P4ENPR1)	6	4		25	75	100
Elective – III Translation: Theory and Practice - III (18P3ENE03)	4	3	3	25	75	100	Elective – IV Media Studies (18P4ENE04)	3	3	3	25	75	100
Human Rights(18P3HR01)	2	1	3	25	75	100	Desktop Publishing (18P4CSED01)				25	75	100
Lab	0	0	0	0	0	0	Lab	1	0	0	0	0	0
Library	0	0	0	0	0	0	Library	1	0	0	0	0	0
Total	30	27	18	150	450	600	Total	30	23	15	150	450	600
II YEAR TOTAL									50	33	300	900	1200
OVERALL TOTAL									96	63	550	1650	2200

YEAR I – SEMESTER I
BRITISH LITERATURE – I

Paper	: Core-I	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P1EN01	External	: 75

AIM :

To actively engage in the reading process and understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

OBJECTIVES:

To understand one of the foundation and literary cultures in Europe.

LEARNING OUTCOME

Describe characteristics of literature in English from diverse literary historical periods and cultures.

Correctly apply literary terminology for narrative, poetic, and dramatic genres.

Use literary critical perspectives to generate original analyses of literature in English.

Compose diverse researched and/or original texts in varied genres and formats, using various composing processes, technologies, and/or multimodal formats.

Relate language patterns to cultural values.

COURSE CONTENT

UNIT -I POETRY

(15Hrs)

Geoffrey Chaucer - The Prologue to the Canterbury Tales

SELF-STUDY

Spenser – Prothalamion

Donne – The Canonization

UNIT - II POETRY**(15Hrs)**

John Milton – Paradise Lost, Book I

Wordsworth – My heart leaps up.

John Keats- Ode to Autumn

SELF-STUDY

Goldsmith - The Deserted Village

Coleridge - Kubla Khan

UNIT - III DRAMA**(15 Hrs.)**

Marlowe - Edward II

SELF-STUDY

Kyd - The Spanish Tragedy

UNIT - IV PROSE**(15Hrs)**

Francis Bacon – Of Studies, Of Revenge.

Charles Lamb - In Praise of Chimney Sweepers

SELF-STUDY

Jane Austen - Northanger Abbey

UNIT - V CRITICISM**(15Hrs)**

Dr. Johnson – Preface to Shakespeare

SELF-STUDY

Sidney – Apology for Poetry

TEXT BOOK

E.F. Willoughby. *The Canterbury Tales*. New York: Effingham maynard & Co.,
1889. Print.

Charles. R.Forker. *Edward the Second*. New York: Manchester University press.
1890. Print.

REFERENCE

1. Enright D. J. & Erst De Chickera. *English Critical Texts*. Oxford : OUP. 1962. Print.
2. ABRAMS M. H. 1977. *English Romantic Poets : Modern Essays in Criticism*. Oxford : OUP. 1977. Print.
3. Williams W E. 1951. *A Book of English Essays*. London : Penguin Press. 1951. Print.

WEB RESOURCES

<https://www.stmarys-ca.edu/sites/default/files/attachments/files/Essays.pdf>

www.sparknotes.com › SparkNotes › Philosophy Study Guides › The Apology

literarism.blogspot.com/2010/07/johnsons-preface-to-shakespeare.html

<https://www.cliffsnotes.com/literature/c/the-canterbury-tales/summary.../the-prologue>

www.shmoop.com › Poetry

YEAR I – SEMESTER I
INDIAN LITERATURE

Paper	: Core-II	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P1EN02	External	: 75

AIM

To develop the skill to relate, compare and contrast different literatures.

OBJECTIVES

To make the students understand the concepts and anxieties behind the shaping of Indian Writing in English.

To introduce the students to Indian – specific elements.

LEARNING OUTCOME

- Deeper insights of Indian Literature in English help in understanding the different philosophical perceptual dimensions and aesthetic of The East and The West.
- A clear understanding of the essence of the Indian socio-cultural ethos.

COURSE CONTENT

UNIT - IPOETRY

(15Hrs)

ToruDutt - Our Casuarina Tree
Kamala Das - Punishment to Kindergarten

SELF-STUDY

Nissim Ezekiel - Night of the Scorpion
A. K. Ramanujan - Small-scale reflections on a Great House.

UNIT - IIPROSE

(15Hrs)

Sri Aurobindo - Indian Culture

SELF-STUDY

SrinivasaSastri- Introduction to Indian writing in English
BalaGangadharThilak - Home Rule

UNIT III DRAMA**(15 Hrs)**

Rabindranath Tagore : Chitra

SELF-STUDY :

Girish Karnad : Hayavadana

UNIT IV FICTION**(15 Hrs)**

Shashi Deshpande : The Dark Holds No Terrors

SELF-STUDY:

Anita Nair : Ladies Coupe

UNIT V: CRITICISM**(15 Hrs)**

David McCutcheon : Must Indian poetry in English always follow England?

(From critical essays on Indian Writing in English ed. M.K. Naik)

SELF-STUDY:

Kantak V. Y.: The Language of Indian Fiction in English

TEXT BOOKNair, Anita. *Ladies Coupe*. India: Penguin Books, 2001. Print.**BOOKS FOR REFERENCE**

1. NAIK M. K. 1977. Critical essays on Indian Writing in English. New Delhi: Macmillan.
2. Contemporary Indian Poetry In English – An assessment and selection. Ed. SALEEM. Peeradina : Macmillan.
3. NAIK M.K. 1982. Perspectives on Indian Prose in English. New Delhi : Abhinav Publishers.

WEB RESOURCES:https://en.wikipedia.org/wiki/Our_Casuarina_Treewww.importantindia.com/8538/summary-of-our-casuarina-tree

YEAR – I SEMESTER – I
LITERARY THEORY AND CRITICISM

Paper	Core – III	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	18P1EN03	External	75

AIM

- To develop skills for appreciating and analyzing literature.

OBJECTIVES

- To introduce recent theorization of Literary Studies with orientation towards Comparative Criticism.

LEARNING OUTCOME

- Show an appreciation of the relevance and value of theoretical models in literary study.
- Demonstrate an understanding of important theoretical methodologies by summarizing key concepts or arguments.
- Apply these concepts or arguments successfully in a close reading of a literary text.

COURSE CONTENT:

UNIT – I

Plato - Republic (pages 681-685)

Aristotle - On Poetics (pages 686-696)

SELF STUDY

N.Krishnaswamy - Changing Worlds and Changing Words

UNIT – II

John Dryden - An Essay on Dramatic Poesy

Alexander Pope - An Essay on Criticism

SELF STUDY

Allen Tate - Tension in Poetry

UNIT – III

William Wordsworth - Preface to Lyrical Ballads

P.B.Shelley - A Defense of Poetry

SELF STUDY

S.T.Coleridge - Biographia Literaria (Chapter – IV and XVII)

UNIT – IV

Matthew Arnold - The Study of Poetry

D.H.Lawrance - Why the Novel Matters

SELF STUDY

John Keats - From the Letters

UNIT – V

T.S.Eliot - Tradition and Individual Talent

Virginia Woolf - Modern Fiction

SELF STUDY

E.M.Forster - From Aspects of the Novel

TEXT BOOK

1. David Daiches: Critical Approaches to Literature, 2nd ed., Hyderabad: Orient Longman, 2001.
2. Enright, D J, and Chickera E. De. English Critical Texts: 16th Century to 20th Century. Delhi: Oxford UP, 1983.
3. Harry Blamires: A History of Literary Criticism, Delhi: Macmillan, 2001.
4. Humphrey House: Aristotle's Poetics, Ludhiana: Kalyani Publishers, 1970.
5. M.A.R. Habib: A History of Literary Criticism: From Plato to the Present, Oxford: Blackwell, 2005.
6. M.S. Nagarajan: English Literary Criticism & Theory: An Introductory History, Hyderabad: Orient Longman, 2006.
7. Patricia Waugh: Literary Theory & Criticism: An Oxford Guide, Delhi: OUP, 2006.
8. S, Ramaswami, and Sethuraman V. S. The English Critical Tradition: An Anthology of English Literary Criticism. Vol. 2 Macmillan India Limited, 2000

BOOKS FOR REFERENCE

1. Enright&Chikera. English Critical Texts. New Delhi: Oxford UP.1997.
2. S.Ramaswami& V.S. Sethuraman. An Anthology of English Literar Criticism. USA: Literary Licensing,LLC 2012.Print.

3. William Wimsatt&Cleanth Book. Literary Criticism- A Short History. USA: Literary Licensing,LLC 2012.Print.

WEB RESOURCES:

1. www.iep.utm.edu/literary/
2. <https://owl.english.purdue.edu/owl/owl/print/722/>
3. home.olemiss.edu/~egjbp/spring97/litcri.html.

YEAR I – SEMESTER I
GRAMMAR TO DISCOURSE

Paper	: Core-IV	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P1EN04	External	: 75

AIM:

To guide the students in the study of English Grammar through its usage in the Language.

OBJECTIVE:

To introduce the students to the advanced level of analysis of Grammar and Discourse.

LEARNING OUTCOME:

Understand the complexities and nuances of the grammar in both its spoken and written forms.

Helps the learners in understanding, describing and appreciating English in all its varied forms.

The fully integrated exercises enlighten and consolidate their understanding to move smoothly from Grammar to Discourse.

COURSE CONTENT:

UNIT -I: What grammar is and is not **(15Hrs.)**

Grammar and its role in language

Chapter I

‘Good’ and ‘bad’ grammar

Variation in language

English and other languages

SELF-STUDY:

Grammar and effective communication

Grammar in prose style

Grammar in poetry

Chapter II

Sentences and their parts

Prologue: Parts of Speech

The hierarchy of units

SELF-STUDY:

Grammatical notations

Using tests

Form and function

UNIT -II: Words(15 Hrs.)

Chapter III

Open and Closed word classes

The open classes

SELF-STUDY:

Closed word classes

Chapter IV

Phrases

Classes of phrase

Main and subordinate phrases

Noun phrases and related phrase classes

SELF-STUDY:

The adjective phrase and the adverb phrase

The verb phrase

UNIT -III :Clauses(15 Hrs.)

Chapter V

Elements of the clause

Complex sentence

Finite and non-finite clauses

Declarative, Interrogative and Imperative clauses

Active and passive clauses

More on clause structure

SELF-STUDY:

Clause patterns

The structure of non-finite clauses

Parsing a simple sentence

Chapter VI

Subordination and Co-ordination

Subordinate clauses

Finite subordinate clauses

The functions of subordinate clauses

Non-finite subordinate clauses

SELF-STUDY:

Direct and indirect subordinate clauses

Skeleton analysis

Coordination

UNIT -IV :Basic and derived Structure(15 Hrs.)

Chapter VII

Constituent structure grammar

Basic and derived structure

‘Missing’ elements

Split constituents

SELF-STUDY:

Double analysis

Back to parsing

Style and transformation

Chapter VIII

Discourse analysis: Speech and Writing

Introductory

Speech and Writing: Which comes first

Functions of Speech

The form of speech and writing

SELF-STUDY:

Linguistic characteristics of speech and writing

Analysis of spoken and written discourse

UNIT -V :Discourse analysis: tenor and domain(15 Hrs.)

Chapter IX Introductory

Tenor

Tenor and discourse

Domain

SELF-STUDY:

Domain and discourse

Combining categories of use

Chapter X

Analysis of literary discourse

How to analyse style

Illustrative extract

SELF-STUDY:

Outline analysis

Further illustrative extracts for discussion.

Chapter XI

Grammar and problems of usage

Opinions about grammar

Prescriptive rules

The priests of usage

The problem of personal pronouns

The problem of number concord

SELF-STUDY:

The problem of the generic masculine

Problems of ellipsis

Dangling non-finite clauses

TEXT BOOK:

Malcolm Courtland. An Introduction to Discourse Analysis. London:

Longman,pub., 1979. Print.

David Crystal. 'Neglected grammatical factors in conversational English', in Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, eds. *Studies in English Linguistics: for Randolph Quirk*, London : Longman. 1980. Print.

David Crystal and Derek Davy. *Investigating English Style*. London : Longman. 1969. Print.

REFERENCE:

Geoffrey Leech – *English Grammar For Today : A New Introduction* (Macmillan)

WEB RESOURCES:

<https://www.etsu.edu/scitech/langskil/grammar.htm>

<https://www.tesol-direct.com/tesol-resources/english-grammar-guide/what-is-a-word/>

<https://www.grammarbook.com/grammar/clause-phrase.asp>

<https://www.linguisticsociety.org/.../discourse-analysis-what-speakers-do-conversation>

<https://prezi.com/edes2xznut8g/copy-of-basic-and-derived-structure/>

YEAR I – SEMESTER I

PHONETICS AND TRANSCRIPTION

Paper	: Elective - I	Total Hours	:45
Hours/Week	: 4	Exam Hours	: 03
Credit	: 3	Internal	: 25
Paper Code	: 18P1ENE01	External	: 75

AIM:

To review some of the key concepts and elements of English phonology and phonetics.

OBJECTIVES:

By providing a variety of multimedia resources and activities, this paper helps to practice phonemic transcription and analyses authentic speech data.

Review segmental and suprasegmental elements of English phonology.

LEARNING OUTCOMES:

Perform sophisticated phonetic and phonemic transcription tasks

Demonstrate a thorough understanding of speech articulation

Classify speech sounds using conventions of the IPA

Demonstrate mastery of phonemic analysis

UNIT – I– Development of Vocabulary in English

(10 HRS)

1. Growth of vocabulary
2. Change of meaning
3. Evolution of Standard English

SELF STUDY

Spelling Rules

UNIT – II– Speech Mechanism (10 HRS)

1. Organs of Speech
2. Description and classification of sounds
3. Place and Manner of articulation

SELF STUDY

Kinds of Phonetics

UNIT – III– THE SOUNDS OF ENGLISH

(05 HRS)

1. The Consonants of English
2. The Vowels of English

SELF STUDY

Consonant clusters, Consonant & Vowel Sequences

UNIT – IV– Stress and Intonation (10 HRS)

1. Syllable, Stress and Accent, Elision, Assimilation and Dissimilation, Weak forms and strong forms

SELF STUDY

Tune Shapes, Accent rhythm in connected speech

UNIT – V– Transcription practice (10 HRS)

1. Word transcription and dialogue transcription (Work book will be maintained)

SELF STUDY

Slang and Jargon Wordlist

TEXT BOOK:

Wood.F.T. 1969.*An outline history of English language* Macmillan Publishers Ltd. Chennai

BOOKS FOR REFERENCE

1. O'Connor, J.D. *Better English Pronunciation*. Cambridge University Press, 1980.
2. Gimson, A.C. *Introduction to the pronunciation of English*. Edward Arnold, 1970.
3. Jones, D. *English Pronunciation Dictionary*, Dent, 15thEdn. 1977.

YEAR I – SEMESTER II
BRITISH LITERATURE-II

Paper	: Core-V	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P2EN05	External	: 75

AIM:

To train the students to read literature with skill sets.

OBJECTIVE:

To equip the students with Advanced Knowledge of British Literature

To train them in interpretative and critical ability

LEARNING OUTCOME

The students will understand and respond to literary texts in different forms and from different periods

This study motivates them to experience literature's contribution to aesthetic, imaginative and intellectual growth

UNIT –I POETRY (15 Hrs)

Robert Browning - Rabbi Ben Ezra

Hopkins - Windhover

W.B.Yeats - Easter 1916

SELF - STUDY:

Tennyson - Ulysses

Arnold - Dover Beach

Ted Hughes - Thrushes

Philip Larkin - The Whitsun Weddings

UNIT –II PROSE (15 Hrs)

Carlyle - Hero as Poet.

SELF - STUDY:

George Orwell- Bookshop Memories

-Shooting an Elephant

UNIT – III DRAMA(15 Hrs)

Bernard Shaw – St. Joan

SELF - STUDY:

Osborne - Look Back in Anger

UNIT –IV FICTION

(15 Hrs)

Thomas Hardy – Tess of the Dubervilles

SELF - STUDY:

Graham Greene –The Power and the Glory

UNIT - V CRITICISM

(15 Hrs)

T. S. Eliot - Tradition and Individual Talent

SELF - STUDY:

Helen Gardner - The Sceptre and the Torch

TEXT BOOK:

1. Macmillan Publisher - An Anthology of British Poetry

BOOKS FOR REFERENCE:

1. **Enright D J, Ernst De Chickera.** 1962.*English Critical Texts.* Oxford: OUP.
2. **Nayar M.G.** 1986. *Selected Essays of Orwell.* New Delhi: Macmillan.
3. **Ramaswami.S &Sethuraman V.S.** 2004. *The English Critical Tradition.* Chennai: Macmillan.

WEB RESOURCES:

1. **www.thomashardy.com**
2. **www.tseliot.com**
3. **www.poetryfoundation.com**
4. **www.poetrysoup.com**

YEAR I – SEMESTER II
AMERICAN LITERATURE

Paper	: Core-VI	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P2EN06	External	: 75

AIM:

To enable the students to recite the poem with proper rhythm and intonation, to develop interest in and appreciation of Literature:to explore the uniqueness of American literature at an advanced level.

OBJECTIVES:

Trained to analyze the American mind in its important facets

Enabled to appreciate mutually beneficial relationship between India and the U.S., through the literary medium

Introduced to American Science Fiction through one of the most representative texts

LEARNING OUTCOME:

Understand and appreciate poetry as a literary art form.

Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

Identify a variety of forms and genres of poetry from diverse cultures and historical periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.

Recognize the rhythms, metrics and other musical aspects of poetry.

COURSE CONTENT

UNIT-I :(15 Hrs.) POETRY

Walt Whitman : Crossing Brooklyn Ferry

Emily Dickinson : Success is Counted Sweetest

Robert Frost : Mending Wall

SELF STUDY:

E.E.Cummings : Anyone lived in a Pretty How Town

UNIT-II :(15 Hrs.) PROSE

R.W. Emerson : Self - Reliance

H.D. Thoreau :Civil Disobedience (Selected Chapters 1,2 and 17)

SELF STUDY:

Allan Bloom :Nietzscheanization of the Left or Vice-Versa

UNIT-III :(15 Hrs.) DRAMA

Eugene O'Neill : Hairy Ape

SELF STUDY:

ArthurMiller : All My Sons

UNIT-IV : (15 Hrs.) FICTION

Mark Twain : Adventures of Huckleberry Finn

Herman Melville : Moby - Dick

SELF STUDY:

W. Faulkner : The Sound and the Fury

Unit-V: (15 Hrs.) CRITICISM

O Henry : The Last Leaf

Mark Twain : Eve's Diary Edgar

Allen Poe : The Tell –Tale Heart

SELF STUDY:

Jesse Stuart : The Split Cherry Tree

Kate Chopin : The Story of an Hour

TEXT BOOK:

The Norton Anthology of American literature. New York. W.w. Norton & company. 1920. Print.

Robert Cardullo. Eugene O'Neill's *The Hairy Ape* Lap Lambert Academic Publishing GmbH KG, 2009. Print.

Best of Herman Melville. Volume one. Delhi. tiny Tot Publication. 2008. Print.

REFERENCE BOOK:

Emerson, Ralph Waldo. *The Essential Writings of Ralph Waldo Emerson*. New York: The Modern Library. 2000. Print.

Clark, Barret. H. Eugene O'Neill, *The Man and His Plays, Revised Edition*. New York: Dover. 1947. Print.

Herd, David. *Introduction: How the whale got its lungs. See Herman Melville. Moby-Dick,*

Wordsworth Editions Limited. 2002. Print.

WEB RESOURCES:

www.wsu.edu/~campbelld/amlit/sites.htm

guides.lib.fsu.edu › LibGuides › American Literature

study.com/academy/lesson/the-hairy-ape-by-eugene-oneill-summary-analysis.html

www.gradesaver.com/all-my-sons/study-guide/summary

www.shmoop.com › Literature › Adventures of Huckleberry Finn

YEAR I – SEMESTER II

**ENGLISH LANGUAGE TEACHING AND ICT IN ENGLISH
CLASSROOM**

Paper	: Core-VII	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P2EN07	External	: 75

AIM:

To train the students with more effective ways of teaching second or foreign languages.

OBJECTIVES:

To introduce the students to the major trends in twentieth century language teaching and current communicative approaches.

LEARNING OUTCOME:

- This paper will explore more effective ways of teaching second or foreign language
- The teachers, trainee and the students will be able to understand commonly and less commonly used methods and a set of criteria by which to critically read, observe, analyze and question approaches and methods.

COURSE CONTENT:

UNIT I:(15 Hrs.)

A Brief History of English Language Teaching

The Nature of Approaches and Methods in Language Learning

SELF- STUDY:

The Silent Way, Communicative Language Learning

UNIT II: (15 Hrs.)

The Oral Approaches and Situational Language Teaching

The Audio Lingual Method

SELF- STUDY:

Neuro Linguistic Programming, Multiple Intelligence

UNIT III: (15 Hrs.)

Communicative Language Teaching

The Natural Approaches

SELF- STUDY:

Suggestopedia, Whole Language

UNIT IV: (15 Hrs.)

Cooperative Language Learning

The Post-Methods era

SELF- STUDY:

The Lexical Approach Competency based Language teaching

UNIT V:(15 Hrs.)

ICT in English classrooms

ICT and communication – ICT tools, presentation software

Using technology – Internet, mobile, smart classroom, web resources

Computer Assisted Language teaching, learning and assessment by using language Lab

Free online services – MOOC, EDxCoursera

SELF- STUDY:

Using internet to prepare teaching materials and teaching aids

Practical

Preparing lesson plan for given/ selected text

Preparing teaching models/ aids for LSRW or Literary genre

Using any approach in internship class

Teaching practice – Extension activity

TEXT BOOK:

Jack.CRichards and Theodore S. Rodgers.*Approaches and Methods in Language*

Teaching.UK: Cambridge University Press.2014.Print.

Nagaraj, Geetha. *English Language Teaching Approaches, Methods, Techniques*.

Hyderabad: Orient Longman Private Ltd. 1996. Print.

Sritha V.R. Dr. Kumari. *Handbook of the Approaches and Methods of English Language Teaching*.

Larson Diane- Freeman *Techniques and Principles in Language Teaching*. Second Edition. New York: Oxford University Press. 2000. Print.

BOOKS FOR REFERENCE:

Holliday A. *Appropriate Methodology* Cambridge: Cambridge University Press. 1994. Print.

Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching* Second Edition. Cambridge: Cambridge University Press. 2006. Print.

Krishnaswamy N. & Lalithakrishnaswamy. *The Story of English in India*. New Delhi: Foundation Books. 2007. Print.

WEB SOURCES:

<https://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>

<https://www.slideshare.net/sheilacheiii/tefl-the-oral>

https://en.wikipedia.org/wiki/Communicative_language_teaching

<https://www.slideshare.net/.../cooperative-language-learning-approach-presentation>

<https://prinzessinnadia.wordpress.com/.../ict-in-english-language-teaching-and-learnin...>

YEAR I – SEMESTER II
TRAVEL WRITING: THEORY AND PRACTICE

Paper	: Core-VIII	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P2EN08	External	: 75

AIM:

To offer a platform for the exchange and interaction of ideas, research and points of view and to promote cultural tourism in a digital era, by bringing people together from differing countries.

OBJECTIVES:

To promote healthy relationship among individuals who are actively engaged in tourism related business through useful interaction, organising regular meetings and cultural and social activities.

To set up educational institutions and other institutions which create an environment for offering various courses in tourism and get affiliation/approval from University/Universities or other institutions for conducting such courses.

To institute awards, prizes and gifts for encouraging tourism

LEARNING OUTCOMES:

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

Research a journey prior to travel.

Write a travel journal.

Collate journal material on completing a journey.

Structure and write a travel article competently.

Analyse market requirements specific to travel writing.

UNIT – I(15 HRS)

Early Forms, Writing and Travel in the Modern Era, Contemporary Issues, Stirrings and Searchings:

(Putting the World on Paper: Early Trajectories, A Typology of Travel Writers; Editors; Pilgrims; Errant Knights; Merchants; Explorers; Colonisers; Captives and Castaways; Ambassadors; Pirates and Scientists.)

Practical: Writing on past family tour or picnic experience.

UNIT- II (15 HRS)

The Grand Tour and After, Exploration and Travel Outside Europe, Modernism and Travel:

(The Dawn of New Tourism; From 1830 to 1880; The Triumph of Capitalist Expansion; Late Nineteenth Century Imperialism and Modernism and Travel (1880-1940)

Practical: Writing on Weekend expeditions or activities.

UNIT-III(15 HRS)

Travelling to Write (1940-2000):

(Post-war Voices; New Forms (or The Leopard, The Giant Sloth and Four Camels); The State of Play.)

Practical: Writing on NSS/ NCC/ Sports Trips.

UNIT – IV(15 HRS)

Travel Writing and Gender:

(Travel Writing and Gender; Rediscovering Women Travellers; Diversity of Women's Travel Accounts; Documenting the Everyday; Inventing and Identity and Journeys to Self-awareness.)

Practical: Travelogue on Tour.

UNIT – V(15 HRS)

Travel Writing and Ethnography and Travel Writing and its Theory:

(The Ethnographic Impulse; Ethnography and the Genre of Travel Writing; Ethnographic Rhetoric and Cultural Translation, Ethnography and Politics; Travel Writing and its Theory; Introduction and Texts and Topics.)

Practical: Travelogue as Creative Writing.

NOTE: Questions under Part A may be from **Unit I** only; and a minimum of one question under Part B and Part C from each unit.

PRESCRIBED BOOK:

The Cambridge Companion to Travel Writing, Edited by Peter Hulme and Tim Youngs, Cambridge University Press, 2002.

REFERENCE BOOKS:

The Cambridge Introduction to Travel Writing, Tim Youngs, Cambridge University Press, 2013.

The Cambridge Companion to American Travel Writing, Edited by Alfred Bendixen and Judith Hamera, Cambridge University Press, 2009.

WEBRESOURCES:

<https://www.researchgate.net/.../264047022> Travel and Ethics Theory and Practice

www.uwo.ca/writing/documents/outlines/Fall_2007/296f_001.pdf

www.univpgri-palembang.ac.id/.../Traveling/ebooksclub.org The Global Politics ...

https://ari.nus.edu.sg/Assets/repository/files/events/Prog_Travel%20Writing.pdf

YEAR I – SEMESTER II

ENGLISH FOR CAREER SKILLS

Paper	: Elective - II	Total Hours	: 45
Hours/Week	: 4	Exam Hours	: 03
Credit	: 3	Internal	: 25
Paper Code	: 18P2ENE02	External	: 75

AIM:

- To familiarize students with different modes of general and academic writing.
- To help them master writing techniques to meet academic and professional needs.
- To introduce them to the basics of academic presentation
- To sharpen their accuracy in writing.
- To train them in real time situation

OBJECTIVES:

- On completion of the course, the students should be able to :
- Understand the mechanism of corporate English usage
- Recognize the different modes of writing.
- Improve their reference skills, take notes, refer and document data and materials.
- Prepare and present seminar papers and project reports effectively.
- Train to communicate properly in office situation

LEARNING OUTCOMES

- Students will also explain how the social-cultural-historical context of both the reader and the text influence their meaning-making process.
- Write expository essays which integrate and synthesize course readings and are clearly focused, fully developed, and logically organized.
- Compose their essays with sentences which display a developing syntactical maturity
- Gain an awareness of their own reading, thinking, and writing processes and monitor their learning.

COURSE CONTENT:

UNIT I(10 HRS)Writing process planning a text

finding materials, drafting revising, editing, finalizing the draft,computer as an aid
word processing : using word document, excel and power point presentation - desktop
publishing.

SELF-STUDY:

Writing CV, Job Application, Resume, Bio-Data

UNIT II(10 HRS)WRITING MODELS

Essay - précis - expansion of ideas – dialogue - letter writing – personal letters formal
letters - report writing. Academic writing - writing examinations - evaluating a text - note-
making- paraphrasing – summary writing - planning a text – organizing paragraphs –
introduction – body – conclusion – rereading and rewriting - copy editing - accuracy.

SELF-STUDY:

Technical Reports: Introduction, types of reports, structure of reports, objectives and
characteristics of reports.

UNIT III(05 HRS)OFFICIAL COMMUNICATION

Letters - Application letters, Requests, Thank you, Enquiry, Responding to
advertisements - Preparing advertisements, Meeting (formal /informal) Friendly letters, Brief
reports, Memos, Notes, Circular.

SELF-STUDY:

Interview, Letter – Writing:Business Letters, emails, Structure and types of a business
letter, Letter of Inquiry, Letters of complaint, regret and adjustment

UNIT IV(10 HRS)PRESENTATION AS A SKILL–

elements of presentation strategies – audience – objectives – medium – key ideas -
structuring the material - organizing content - audio-visual aids – handouts - use of power point -
clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

SELF-STUDY:

Presentation

UNIT V(10 HRS) CONVERSATION SKILLS

Fill-up incomplete conversations, identifying intonation patterns from audio-clips, description of visuals, spinning conversations from stills/movie clips, role-plays, and simulations of real-life situations. Conversations, talks, and narratives in Socializing, Office talk [talking to boss, talking to peers, talking to subordinates] Small talk, Cordial talk, Telephoning [attending, giving/taking messages, making & responding to enquiries], Interacting with strangers, Interviews, Discussions [formal/informal]

SELF-STUDY:

Group Discussion

TEXT BOOK:

1. *English for Effective Communication*. Oxford University Press, 2013.
2. Robert, Barraas. *Students Must Write*. London: Routledge, 2006.

BOOKS FOR REFERENCE:

- 1 Bailey, Stephen. *Academic Writing*.Routledge, 2006.
2. Hamp-Lyons, Liz, Ben Heasley. *Study Writing*.2nd Edition.Cambridge University Press, 2008.
3. Ilona, Leki. *Academic Writing*.CUP, 1998.
4. McCarter, Sam, Norman Whitby. *Writing Skills*.Macmillan India, 2009.
5. Jay. *Effective Presentation*. New Delhi: Pearson, 2009.
6. Comfort, Jeremy, Pamela Rogerson, Trish Scott and Derek Utley. *Speaking Effectively: Developing Speaking Skills for Business English*.CUP 1984.
7. Dellar, Hugh, Andrew Walkley and Darryl Hocking. *Innovations: A Course in Natural English*.Intermediate and Upper-intermediate. Thomson Learning, Singapore: 2005
[books with audio cassette and CDs]

WEB RESOURCES:

<https://www.coursera.org/learn/careerdevelopment>

<https://www.rin.in/tips/tip/6-ways-to-improve-your-english...skills-a...career.../>

YEAR II – SEMESTER III

SHAKESPEARE

Paper	: Core - IX	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P3EN09	External	: 75

AIM :

To develop an aesthetic sense to appreciate and analyse Shakespeare, the master of aesthetic language and an expert in contextualising human values.

OBJECTIVE:

To analyse and appreciate Shakespeare.

To sharpen the aesthetic abilities of the students and to train them in stage craft.

LEARNING OUTCOMES:

On successful completion of the course the student will be able to:

Gain an insight into the age of Shakespeare

Understand the themes and techniques of Shakespeare

Analyse Shakespeare's works critically

COURSE CONTENT

UNIT I:(15Hrs)

Othello

SELF-STUDY:Shakespearean Tragedy

UNIT II:(15Hrs)

As You Like It

SELF-STUDY: Romantic Comedies
Shakespearean Theatre, Stage, Audience

UNIT III:(15Hrs)

Measure for Measure

SELF-STUDY:Fools and Clowns in Shakespeare's Plays

Villains in Shakespeare

Shakespeare's Women

UNIT IV:(15Hrs)

Sonnets of Shakespeare [Theme,Music,Rhyme, Forms, Autobiographical elements,
Structural analysis of sonnets]

SELF-STUDY: Poems of Shakespeare

UNIT V: (15Hrs)

Visual Text: Richard II

SELF-STUDY: Antony and Cleopatra

TEXT BOOK:

Dias Walter. 1972. *Shakespeare: His Tragic World.* New Delhi: S. Chand & Co Ltd.

BOOKS FOR REFERENCES

Hazlitt, William. 1916. *Characters of Shakespeare's Plays.* Oxford: World Classic.

Eliot.T.S. 1989.*Shakespeare Criticism.* New Delhi: B.R. Publishing Corporation.

Johnson,Samuel . 1979. *Johnson on Shakespeare.* New Delhi: Orient Longman Ltd.
William Shakespeare's Sonnets ed. Harold Bloom. Viva Book Private, New Delhi,
2007

WEB RESOURCES:

https://www.shakespearesglobe.com/uploads/files/2014/06/william_shakespeare.pdf

www.agdc.ac.in/pdf/resource/william_shakespeare.pdf

davidlucking.com/documents/Shakespeare-Complete%20Works.pdf

npu.edu.ua/.../iif_kgpm_Boyce%20C.%20Shakespeare%20A%20to%20Z.%20The%20E...

YEAR II – SEMESTER III
AFRICAN AMERICAN LITERATURE

Paper	: Core - X	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P3EN10	External	: 75

AIM:

To encourage students to have enquiring minds and seek opportunities to become global citizens by reading cross-cultural literature.

OBJECTIVES:

To introduce the students to literature of oppression and to initiate them to critically examine the bruised psyche.

LEARNING OUTCOME:

Describe the African origins and developments of the Black experience in North America, particularly within the context of the United States beginning with the establishment of various African kingdoms in the 12th century through the modern age.

Evaluate how African Americans have shaped and been shaped by the larger African diaspora and other dominated cultures through qualitative and quantitative methodologies.

Provide a comparative framework for analyzing Black identities and other communities, integrating the historic Black-White racial binary into a broader multiracial context.

COURSE CONTENT

UNIT – I(15Hrs)

The Literature of Slavery and Freedom. (1746 - 1865)

1. Philip Wheatley - On Imagination.

2. George Moses Horton - On Hearing of the Intention of a Gentleman to Purchase the poet's Freedom.
3. James M. Whitfield - America.

SELF – STUDY:

1. Soon I Will be Done
2. Back water Blues. (The Vernacular Tradition)

UNIT-II(15Hrs)

Literature of the Reconstruction to the New Negro Renaissance (1865 - 1919).

1. Booker T. Washington - From Up from Slavery.
Chapter – 1 A Slave among Slaves.
2. W. E. Du Bois - The Damnation of Women.
3. Anna Julia Copper - Womanhood a Vital Element in the Regeneration and progress of a Race.

SELF – STUDY:

1. James Weldon Johnson- The Autobiography of an Ex- Colored Man.

UNIT – III (15Hrs)

Harlem Renaissance (1919 - 1940)

1. Alain Locke - The New Negro.
2. Zora Neale Hurston - How It feels to Be Colored Me.
3. Marcus Garvey - The Future as I See it.

SELF – STUDY:

- Arthur A. Schomburg - The Negro Digs Up His Past.

UNIT – IV

(15Hrs)

Realism, Naturalism, Modernism (1940 - 1960)

The Black Arts Movement (1960 - 1970)

1. Richard Wright - The Man who loved Underground.
2. Ralph Ellison - Invisible Man.
Prologue
Chapter – I (Battle Royal)
Epilogue.
3. James Baldwin - Everybody’s protest Novel.

SELF – STUDY:

1. Lorraine Hansberry - A Raisin in the Sun.
2. Martin Luther King Jr - Letter from Birmingham Jail.

UNIT – V

(15Hrs)

Literature since 1970

1. Maya Angelou - I Know Why the Caged Bird Sings.
2. Tony Morrison - Sula.
3. Alice Walker - The Color Purple.

SELF – STUDY:

- Paule Marshall - Brown Girl, Brownstones.
The Chosen place, the Timeless people

TEXT BOOK:

Arnold Rampersad :The Oxford Anthology of African-American Poetry 1st Edition

BOOK FOR REFERENCE:

Morrison, Toni : African-American literature Pub: Alfred A. Knopf, Oprah's Book Club: November 1973. Print.

Walker, Alice: The Color Purple. Harcourt: 1982

WEB RESOURCES:

www.africanlit.com

https://en.wikipedia.org/wiki/African-American_literature

www.brittancia.com

pitt.libguides.com/c.php?g=613442&p=4277486

YEAR – II SEMESTER – III			
LITERARY THEORY AND CRITICISM - II			
Paper	CORE – XI1	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	18P3EN11	External	75

AIM

To develop skills for appreciating and analyzing literature.

OBJECTIVE

To introduce recent theorization of literary studies with orientation towards comparative criticism

LEARNING OUTCOMES

1. Show an appreciation of the relevance and value of theoretical models in literary study.
2. Demonstrate an understanding of important theoretical methodologies by summarizing the key concepts or arguments.
3. Apply these concepts or arguments successfully in a close reading of literary texts.

Course Content:

Unit : I

1. A.C.Bradley - Poetry for Poetry's Sake
2. I.A.Richards - The Four Kinds of Meaning

Self-Study

- Allen Tate - Tension in Poetry

Unit : II

1. William Empson - The Seventh Type of Ambiguity
2. Wilson Knight - Macbeth and the Metaphysics of Evil

Self-Study

Sigmund Freud - Creative Writers and Day Dreaming

Unit – III

1. F.R.Leavis - Literary Criticism and Philosophy
2. Lionel Trilling - The Sense of the Past

Self-Study

Richard Kerridge - Environmentalism and Ecocriticism

Unit – IV

1. W.K.Wimsatt and M.C.Beardsley - The Intentional Fallacy
2. Cleanth Brooks - Irony as a Principle of Structure

Self-Study

Sean Burke - The Responsibilities of the Writer

Unit – V

1. Northrop Frye - Criticism, Visible and Invisible
2. Jonathan Culler - Structuralism and Literature

Self-Study

Lynne Pearce - Bakhtin and the Dialogic Principle.

Text Book

1. David Daiches: Critical Approaches to Literature, 2nd ed., Hyderabad: Orient Longman, 2001.
2. Enright, D J, and Chickera E. De. English Critical Texts: 16th Century to 20th Century. Delhi: Oxford UP, 1983.
3. Harry Blamires: A History of Literary Criticism, Delhi: Macmillan, 2001.
4. Humphrey House: Aristotle's Poetics, Ludhiana: Kalyani Publishers, 1970.

5. M.A.R. Habib: A History of Literary Criticism: From Plato to the Present, Oxford: Blackwell, 2005.
6. M.S. Nagarajan: English Literary Criticism & Theory: An Introductory History, Hyderabad: Orient Longman, 2006.
7. Patricia Waugh: Literary Theory & Criticism: An Oxford Guide, Delhi: OUP, 2006.
8. S, Ramaswami, and Sethuraman V. S. The English Critical Tradition: An Anthology of English Literary Criticism. Vol. 2 Macmillan India Limited, 2000

Books for Reference

1. S.Ramaswami&V.S.Sethuraman. An Anthology of English Literary Criticism – USA : Literary Licensing. LLC. Print.
2. N.Krishnaswamy Contemporary Literary Theory: A Student's Companion. Mac Million India Ltd. Print.

Web Resources:

1. www.gutenberg.org/files//24308/24308-h/24308-h.htm
2. <https://books.google.com> > literary criticism > general
3. shodhganga.inflibnet.ac.in/bitstream/10603/61250/7/07_chapter%202.pdf
4. <https://www.jstor.org/stable/373143>
5. www.enotes.com>study guides >Northrop Frye

YEAR II – SEMESTER III
RESEARCH METHODOLOGY: GATEWAY TO STRUCTURED
WRITING

Paper	: Core-XII	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P3EN12	External	: 75

AIM:

To establish a creative front and to do creative work on the contemporary intellectual frontier.

To introduce the methods and techniques of research in English Literature

OBJECTIVE:

To help the students in collecting material and writing dissertations in a more organised way.

LEARNING OUTCOMES:

By the end of the module, the students will be able to:

Apply a range of quantitative and / or qualitative research techniques to business and management problems / issues

Understand and apply research approaches, techniques and strategies in the appropriate manner for managerial decision making

Demonstrate knowledge and understanding of data analysis and interpretation in relation to the research process

COURSE CONTENT

UNIT I: (15 Hrs)

Selecting the Topic

SELF-STUDY:

Research and Researcher

UNIT II: (15 Hrs)

Statement of Thesis and Working Outline

SELF-STUDY:

Finding the sources

Working bibliography

UNIT III: (15 Hrs)

Organising the information

SELF-STUDY

The first draft

UNIT IV: (15 Hrs)

Structure of a Thesis

SELF-STUDY

The Final Draft

UNIT V: Bibliography

(15 Hrs)

SELF-STUDY

Annotated Bibliography

Quotations

Foot notes

Plagiarism

Work Cited

TEXT BOOK:

MLA Handbook for Writers of Research Papers. 7th Edition. New Delhi: First East West Press. 2009. Print

Barzun, Jacques, Henry. F. Graff. *The Modern Researcher, 3rd Edition,* New York: Harcourt Brace Jovanovich . 1977. Print.

Dees, Robert. *Writing the Modern Research Paper, 2nd Edition.* Boston: Allyn and Bacon Pub., 1993. Print.

REFERENCE:

MLA Handbook for writers of Research Papers. 7th Edition. Modern Language Association of America. 2016. Print.

MLA Style Manual and Guide to Scholarly Publishing. 3, revised. Modern Language Association of America. 2008. Print.

WEB RESOURCES:

<https://books.google.co.in/books?id=Xn3wDAAAQBAJ&pg=PA345&dq=MLA+HANDBOOK+SECONDARY+SOURCES&hl=en&sa=X&ved=0ahUKEwiM9Bo u2snVAhXJp48KHalmBYoQ6AEIMDAC#v=onepage&q=MLA%20HANDBOOK%20SECONDARY%20SOURCES&f=false>

<https://books.google.co.in/books?id=f-ggnwEACAAJ&dq=MLA+HANDBOOK+SECONDARY+SOURCES&hl=en&sa=X&ved=0ahUKEwiM9bOu2snVAhXJp48KHalmBYoQ6AEIJzAA>

<http://www.documentation.com>

YEAR II – SEMESTER III

TRANSLATION:THEORY AND PRACTICE - III

Paper	: Elective III	Total Hours	: 45
Hours/Week	: 3	Exam Hours	: 03
Credit	: 3	Internal	: 25
Paper Code	: 18P3ENE03	External	: 75

AIM:

To establish a creative front and to do creative work on the contemporary intellectual frontier.

OBJECTIVE:

How the ancient world has influenced, and continues to influence, later cultures.

LEARNING OUTCOME:

Demonstrate advanced skill in translating literatures from other languages.

Critically analyze texts in translation from ancient Greece, Rome, and/or the Near East and articulate thoughts about them in interpretive and research papers using books, journal articles, and reference material in the library, and online sources like the DCB and TOCS-IN and other classics-related databases and search engines.

Demonstrate knowledge and understanding of the cultures and major personages and events studied.

Discuss the evolution of ideas, institutions, organizational systems, values, and concepts of divinity that shaped cultures in antiquity.

COURSE CONTENT:

Unit I: Nature and scope of translation. (10Hrs)

SELF STUDY: Concept of translation in the West and in the Indian tradition. Translation theories and relationship between source and target texts.

Unit II:Issues in translation(autonomy, linguistic, textual and cultural equivalence, **(10Hrs)**

transcreation, inter-cultural transference, translation as metatext)

SELF STUDY:The Cultural Turn in Translation Studies. - Translation from Tamil Literature

Thirukkural Chapters - On Studies, On Friendship, On Commerce and Management

Unit – III :Short story and Poem**(10Hrs)**

Don Quixote Part – I (chapters I to V) translated by James Baldwin

SELF STUDY:Urvashi - Transcreation of the poem 'Urvashi' from the collection Chitra by

Rabindranath. Transcreation by KumudBiswas.

Unit – IVAutobiography **(10Hrs)**

Wings of Fire –APJ Abdul Kalam

SELF STUDY:Fiction

Experiments with Truth - Gandhi

“ PonninSelvan” – vol. 1 - Kalki

Unit V:Translation and Multilingualism. **(05Hrs)**

SELF STUDY:Multiculturalism

TEXT BOOK:

Bassnett, Susan. 2002. Translation Studies. London: Routledge.

BOOKS FOR REFERENCE:

Bassnett, Susan. 1993. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell.

Bassnett, Susan and Andre Lefevere. 1998. *Constructing Cultures: Essays on Literary Translation*.

Clevedon: *Multilingual Matters*. Bassnett, S. and Trivedi, H. Eds. 1999.*Post-colonial Translation: Theory and Practice*. London: Routledge.

Baker, M. ed., 1998.Routledge*Encyclopedia of Translation Studies*. London: Routledge.

Barnstone, W. 1993. *The Poetics of Translation: History, Theory, Practice*. Yale: Yale University Press.

Benjamin, W. 1970. *The task of the translator* (H. Zohn, trans.). In W. Benjamin (H. Arendt, ed.) *Illuminations* (pp. 69-82). London: Fontana.

Chaudhuri, Sukanta. 1999. *Translation and Understanding*, Delhi: Oxford University Press.

Mukharjee, Sujit. 1981. *Translation As Discovery*. New Delhi: Allied Publishers, 1981.

Niranjana, Tejaswani, 1992. *Siting Translation: History, Post-Structuralism, and the Colonial Context*, University of California Press

Venuti, Lawrence ed. 2000. *The Translation Studies Reader*, London: Routledge

WEB RESOURCES:

https://en.wikipedia.org/wiki/Wings_of_Fire

https://en.wikipedia.org/wiki/Ponniyin_Selvan

YEAR II- SEMESTER IV

WORLD CLASSICS IN TRANSLATION

Paper	: Core-XIII	Total Hours	: 75
Hours/Week	: 6	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P4EN13	External	: 75

AIM:

To establish a creative front and to do creative work on the contemporary intellectual frontier.

To introduce the methods and techniques of research in English Literature.

OBJECTIVES:

- To teach the students about the primary political, social, and military events and developments in the ancient Greek and Roman world;
- The intellectual, cultural, and literary touchstones of the ancient Greek and Roman world;
- How the ancient world has influenced, and continues to influence, later cultures.

LEARNING OUTCOMES:

Demonstrate advanced skill in translating Latin or ancient Greek.

Critically analyze texts in translation from ancient Greece, Rome, and/or the Near East articulate thoughts about them in interpretive and research papers using books, journal articles, and reference material in the library, and online sources like the DCB and TOCS-IN and other classics-related databases and search engines.

Demonstrate knowledge and understanding of the cultures and major personages and studies.

Discuss the evolution of ideas, institutions, organizational system, values, and concepts of divinity that shaped cultures in antiquity.

COURSE CONTENT:

UNIT I(15 Hrs.) :

“ Spoiling of war delivered at Madina” (an extract from Koran)

“ The Book of Job” (an extract from The Bible)

UNIT II (15 Hrs.) :

The Ramayana (Select Stories)

Chapters I-XIII(Pages 1-104)

UNIT III(15 Hrs.) :

The Mahabharatha (Select Stories)

Chapters LXXX-CVI(Pages 339-439)

UNIT IV(15 Hrs.) :

The Illiad

Book VII The single combat of Hector and Ajax

Book XVIII The grief of Achillies, and new armour made him by Vulcan

Book XXII The death of Hector

Book XXIV The redemption of the body of Hector.

UNIT V(15 Hrs.) :

The Odyssey

Book V The deoarture of Ulysses from Calypso

Book IX The Adventures of the Cicons, Lotophagi and Cyclops

Book X Adventures with Aeolus, the laestrygons and Circe

Book XII The Sirene, Scylla and Charybids.

TEXT BOOK:

Various authors. *The Book of Job*. Amazon : creative space Independent company, 2014. Print

Fagles, Robert. *Homer. The Illiad*. New York : Penguin Group, 1996. Print.

Homer Trans. Robert Fagles. *The Odyssey*. New York: Penguin Group, 1996. Print.

BOOKS FOR REFERENCE:

Agard, Walter.R. “ Greek Culture: An Essay”. Classic in Translation. Vol.I Greek Literature. Ed. Paul MacKendrick and Herbert M. Howe. Madison: The University of Wisconsin Press, 1952. Print.

Gerne, David. *Three Greek Tragedies in Translation*. Chicago: University of Chicago Press, 1945. Print.

Knox, Bernard. *Introduction to The Illiad*. Tr. New York: Penguin, 1990. Print.

Hexter, Ralph J. *A Guide to the Odyssey: A Commentry on the English Translation of Robert Fitzgerald*. New York: Vintage Books, 1993. Print.

WEB RESOURCES:

14.139.185.6/website/SDE/sde66.pdf

<https://unpress.wisc.edu/books/0469.htm>

<https://muse.jhu.edu>Browse>CreativeWriting>

YEAR II – SEMESTER IV

ECOFEMINISM

Paper	:Core-XIV	Total Hours	:75
Hours/Week	:6	Exam Hours	:03
Credit	:5	Internal	:25
Paper Code	:18P4EN14	External	:75

AIM:

To provide a critical examination of ecofeminism from a variety of cross-cultural and multidisciplinary perspectives

OBJECTIVE:

To explore real-life, experiential concerns which have motivated ecofeminism as a grassroots, women – initiated movement around the globe

LEARNING OUTCOME:

Awareness is created about the works of scholars in a variety of academic disciplines and vocational fields on the application or appropriateness of ecofeminism to their research and to the people's whose lives are touched by it.

Initiated into the critical examination of ecofeminism from professional philosophers on topics which range from the expected to the unexpected

An attempt is made to see through a balanced cross-cultural lens which begins to access the potential strengths and weaknesses of ecofeminism as a political movement and theoretical position.

Unit-1: (15 hrs)

Women and Power-Petra Kelly

Self Study:

Learning to Live with Differences: The challenge of Eco feminist community – Judith Plant

Unit- II

Ecofeminism and Children - Ruthanne KurthSchai

Self Study:

Women's knowledge as Expert Knowledge: Indian Women and ecodevelopment – Deanne Curtin

Unit- III

Ecofeminist Literary Criticism – Gretchen T.Legler

Self Study:

Ecofeminism through an Anticolonial Framework - Andy Smith

Unit-IV

Keeping the Soil in Good Heart: women Weeders, the Environment and Eco-Feminism – Candice Bradley

Self Study:

Revaluing Nature- Lori Gruen

Unit – V:

Remediating Development Throughan Ecofeminist Lens – Betty Wells And Denielle Wirth.

Self Study:

Self and Community in Environmental Ethics – Wendy Donner

TEXTBOOK:

Warren, Karen J. 2014. *Ecofeminism: Women, Culture, Nature*. New Delhi: Rawat Publication

REFERENCE:

1. Ynestra King. 1989. “The Ecology of Feminism and The Feminism of Ecology”, in *Healing The Wounds*. Philadelphia. New Society.
2. Beauvoir, Simon de. 1952. *The Second Sex*. New York: Knopf
3. Biehl, Janeh. 1991: *Rethinking Ecofeminist Politics*, Boston: South End Press.

YEAR II – SEMESTER IV

POPULAR FICTION

Paper	: Core-XV	Total Hours	: 75
Hours/Week	: 5	Exam Hours	: 03
Credit	: 5	Internal	: 25
Paper Code	: 18P4EN15	External	: 75

AIM:

To introduce the students to the narrative strategies of contemporary international fiction writers whose works may help them to improve their own writing.

OBJECTIVES :

To Extend knowledge of the possibilities for fictional narratives by reading and discussing fiction in English and in translation by writers with an international background and to introduce a wide range of novels that employ varied narrative techniques

LEARNING OUTCOMES

Having successfully completed this module, the students will be able to demonstrate knowledge and understanding in

- how to write in a range of fictional genres and styles
- how to achieve originality, linguistic versatility, and form in the handling of plot, character, time, point of view, and overall structural control in your fiction writing

COURSE CONTENT :

This course will look at certain forms of ‘popular’ fiction that emerge from the Anglo American literary context of the late nineteenth to late twentieth century. It will examine the genres of detective fiction, horror stories, science fiction, thrillers, romance, and children’s literature through reading of illustrative texts by Arthur Conan Doyle, Bram Stoker, Isaac Asimov, Ian Fleming, Helen Fielding, and J.K Rowling respectively. In presenting these six genres and authors, the course will further classify them into three chronological units, each

representing a distinct period, with the first unit and the first two genres/ authors belonging to the late nineteenth century, the second pair belonging to mid-twentieth century and the final duo from the late twentieth century.

UNIT I (15Hrs)

Arthur Conan Doyle: “the Musgrave Ritual”, “ The Final Problem” from The memoirs of Sherlock Holmes (1894).

SELF STUDY

Bram Stoker: Dracula (1897)

UNIT II (15Hrs)

Isaac Asimov: Foundation (1951)

SELF STUDY

Ian Fleming: Dr No (1958)

UNIT III (15Hrs)

Helen Fielding: Bridget Jones’s Diary (1996)

SELF STUDY

J.K Rowling: Harry Potter and the Philosopher’s Stone (Stone)

UNIT IV (15Hrs)

ChetanBhagat: Five Point Someone

SELF STUDY

Ravinder Singh: I too had a love story

UNIT V(15Hrs)

Amish Tripathi: The Immortals of Meluha (Shiva Trilogy) - Visual Text

SELF STUDY

AmitavGhosh: The Shadow Lines

TEXT BOOK:

Barry, Peter, *Beginning Theory- An Introduction to Literary and Cultural Theory*, New Delhi Viva Books: 2008, reprint 2010. Print.

RECOMMENDED READING:

Ashley, B.ed. *The Study of Popular Fiction*. London:, 1989. . Print.

Bennett, T., Ed *popular Fiction: Technology, Ideology, production, Reading, London and New York: Routledge, 1990*). Print.

Cawelti, J.G *Adventure, Mystery and Romance* Chicago: university of Chicago Press, 1976. . Print.

Gelder, ken. *Popular Fiction: the Logics and Practices of Literary Field* London and New York: Routledge, 2004. Print.

Palmer, J. *Potboilers: Methods, Concepts and Case Studies in Popular Fiction* London and New York: Routledge, 1991. Print.

Pawling, C.,ed. *Popular Fiction and Social Change*. London:Macmillan, 1984. Print.

WEB RESOURCES:

www.chetanbhagat.com/books/fps/

www.timesofindia.indiatimes.com › Entertainment › Hindi

www.time.com/4455746/j-k-rowling-pottermore-new-harry-potter-books/

www.booksforus.in/.../i-too-had-love-story-pdf-free-download-ebook-ravinder-singh...

YEAR II – SEMESTER IV

MEDIA STUDIES

Paper	: Elective –IV	Total Hours	: 45
Hours/Week	: 3	Exam Hours	: 03
Credit	: 3	Internal	: 25
Paper Code	: 18P4ENE04	External	: 75

AIM:

To demonstrate the ability to understand the media critically and recognize how media shape and shaped by politics, society, culture, economics, and daily lives.

OBJECTIVES:

To produce scholar graduates with strong academic knowledge and media-related professional skills to enable them to meet the demands and challenges of the media world.

To produce graduates who will contribute positively to social issues.

To produce graduates to be leaders of the society with a sense of high morality, advanced skills and insightful attitudes.

To initiate graduates to be leaders in mass communication and social development.

LEARNING OUTCOMES:

To demonstrate effective speaking and listening skills for communication in personal, public, and media areas.

To demonstrate effective writing skills for communication in personal, public, and media areas.

To demonstrate the ability to observe events, gather information, write news reports and news releases, report on events, and edit other people's writings.

COURSE CONTENT:

Unit I (9 Hrs)Communication

Communication and its Importance

Effects of Communication

Elements in the Process of Communication (Input, Sender, Channel, Noise, Receiver, Output)

Forms and Methods of Communication

Types of Communication: Intrapersonal, Interpersonal, Group and Mass Communication

SELF STUDY:

Noise in Communication and the Importance of Perception

Effective Communication

Unit II (9 Hrs) Understanding Media

Role of Media in our Life

Media Time Line

Media & Mass Media

What makes "Mass" Communication Unique?

Functions of Mass Media (Surveillance, Interpretation, Linkage, Entertainment,

Purveyor of ideologies)

SELF STUDY:

Types of Mass Media

Role of Media in a Democracy

Unit III:(9 Hrs) Print Media:

The World of Print Media

Types and Characteristics of Print Media

Different Types of Print Media

Journey of Newspaper From Hickey's Gazette to Online Newspapers

Role of Press in Social & Political Movements

Freedom of Press- Role of Press Council of India

Press Ownership and Control

Making News

Analyzing News

Representation of Different Groups- Stereotyping and Labelling in Media

Content of Newspaper: News, Stories, Features, Articles, Editorial, Advertorial.

SELF STUDY:

Advertisements & Public Relations

Alternatives to Mainstream Journalism

Unit IV (9 Hrs)Media, Development and Society

Understanding the Role of Media in Development

Development Communication

Development Communication Initiatives in India

Writing on Development Issues

Media as Public Sphere

Media as Public Service

SELF STUDY:

Media and Civil Society

Citizen Journalism

Unit V (9 Hrs)Advertising

Role of Advertising in Marketing

Evolution of Advertising

Functions of Advertising

Types of Advertisements

Ethics in Advertising

Current Issues in Advertising- Product Placement, Surrogate Advertising

SELF STUDY:

Celebrity Endorsements, and Representation of Women in Advertisements

Catch Them Young- Children in Advertising.

TEXT BOOK:

Aggarwal, Virbala. Handbook of Journalism and Mass Communication. 2012. Print.

BOOK FOR REFERENCE:

Locksley, Gareth. The Media and Development. 2000. Print

McLuhan, Marshall. Understanding Media. 1964. Print

WEB RESOURCES:

<https://en.wikipedia.org/wiki/Advertising>

www.cfi.fr/en/programs/media-development

www.waptac.org/How-Do-I-Start-a-PIC003F/Print-Media.aspx

https://en.wikipedia.org/wiki/Understanding_Media

<https://en.wikipedia.org/wiki/Communication>