

SYLLABUS 2019– 2021

**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 2019 - 2021 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/Define (Except English Literature for UGC I & II 75 x 1 = 75)	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.

- PO11. 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 wide 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) (Except English Literature for UGC I & II – 75 x 1 = 75)	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)**

5.489 %

PG SYLLABUS FRAME WORK

(Applicable to the candidates admitted from the academic year 2019-2020 onwards)

YEAR I													
Semester I							Semester II						
Subjects	Inst. Hour/Week	Credit	Exam Hours	Internal	External	Total Marks	Subjects	Inst. Hour/Week	Credit	Exam Hours	Internal	External	Total Marks
Core – 1 British Literature – I (19P1EN01)	6	5	3	25	75	100	Core – 5 British Literature – II (19P2EN05)	6	5	3	25	75	100
Core – 2 Indian Literature (19P1EN02)	6	5	3	25	75	100	Core – 6 American Literature (19P2EN06)	6	5	3	25	75	100
Core – 3 Literary Theory and Criticism – I (19P1EN03)	6	5	3	25	75	100	Core – 7 ELT and ICT in English Classroom (19P2EN07)	6	5	3	25	75	100
Core – 4 History of English Language (19P1EN04)	5	4	3	25	75	100	Core – 8 New Literature (19P2EN08)	6	4	3	25	75	100
Elective – I Translation: Theory and Practice – I (19P1ENE01)	5	3	3	25	75	100	Elective – II English for Career Skills (19P2ENE02)	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	22	15	125	375	500	Total	30	22	15	125	375	500

I YEAR TOTAL							44	30	250	750	1000		
YEAR II													
Semester III						Semester IV							
Core – 9 Shakespeare (19P3EN09)	6	5	3	25	75	100	Core – 13 World Classics in Translation (19P4EN13)	5	5	3	25	75	100
Core – 10 African American Literature (19P3EN10)	6	5	3	25	75	100	Core – 14 Ecofeminism (19P4EN14)	5	5	3	25	75	100
Core – 11 Literary Theory and Criticism - II (19P3EN11)	6	5	3	25	75	100	Core – 15 Popular Fiction (19P4EN15)	5	5	3	25	75	100
Core – 12 Research Methodology : Gateway to Structured Writing (19P3EN12)	5	4	3	25	75	100	Project (19P4ENPR1)	6	4		25	75	100
Elective – III English Literature for UGC Exam - I (19P3ENE03)	4	3	3	25	75	100	Elective – IV English Literature for UGC Exam - II (19P4ENE04)	4	3	3	25	75	100
Human Rights (19P3HR01)	2	1	3	25	75	100	Desktop Publishing (19P4CSED01)	3	2	3	25	75	100
Lab	0	0	0	0	0	0	Lab	1	0	0	0	0	0
Library	01	0	0	0	0	0	Library	1	0	0	0	0	0
Total	30	23	18	150	450	600	Total	30	24	15	150	450	600
II YEAR TOTAL								47	33	300	900	1200	
OVERALL TOTAL								91	63	550	1650	2200	

YEAR – I SEMESTER – I			
BRITISH LITERATURE - I			
Paper	Core – I	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P1EN01	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**

Geoffrey Chaucer - The Prologue to the Canterbury Tales

SELF-STUDY

Spenser – Prothalamion

Donne – The Canonization

UNIT - II POETRY

John Milton – Paradise Lost, Book – IV

SELF-STUDY

Goldsmith - The Deserted Village

Coleridge - Kubla Khan

UNIT - III DRAMA

Ben Jonson - Everyman in his Humour

SELF-STUDY

Kyd - The Spanish Tragedy

UNIT - IV PROSE

Francis Bacon – Of Adversity, Of Truth.

Charles Lamb – Dissertation Upon Roasted Pig

SELF-STUDY

Jane Austen - Northanger Abbey

UNIT - V CRITICISM

Dr. Johnson – Preface to Shakespeare

SELF-STUDY

Sidney – Apology for Poetry

TEXT BOOK

1. Chaucer, Geoffrey. The Prologue to the Canterbury Tales. A Reader Friendly Edition: Murphy. Macmillan Pub. 2005.
2. Milton, John. The Paradise Lost Book-IV , Penguin Pub.
3. Johnson, Ben. Everyman in His Humour. Oxford Text.

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

1. <https://www.stmarys-ca.edu/sites/default/files/attachments/files/Essays.pdf>
2. www.sparknotes.com > SparkNotes > Philosophy Study Guides > The Apology
3. literarism.blogspot.com/2010/07/johnsons-preface-to-shakespeare.html
4. <https://www.cliffsnotes.com/literature/c/the-canterbury-tales/summary.../the-prologue>
5. www.shmoop.com > Poetry

YEAR – I SEMESTER – I			
INDIAN LITERATURE			
Paper	Core – II	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P1EN02	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 - I POETRY**

Toru Dutt - 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 - II PROSE

Arundhati Roy - The God of Small Things

SELF-STUDY

Srinivasa Sastri - Introduction to Indian writing in English
Bala Gangadhar Thilak - Home Rule

UNIT III DRAMA

SELF-STUDY :

Rabindranath Tagore : Chitra

UNIT IV FICTION

Shashi Deshpande : The Dark Holds No Terrors

SELF-STUDY :

Aravind Adiga : The White Tiger

UNIT V: CRITICISM

Aurobindo : The Future Poetry

SELF-STUDY:

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

TEXT BOOK

1. Roy, Arundhati. The God of Small Things. New York: Random House, 1997.
2. Daspande, Shashi. The Dark Holds No Terror. New Delhi: Penguin 1980.

BOOKS FOR REFERENCE

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

WEB RESOURCES:

1. [https:// www. Litcharts.com/lit/hayavadana/summary](https://www.Litcharts.com/lit/hayavadana/summary).
2. <https://englishsummary.com/hayavadana-karnad/>
3. <https://www.shmoop.com/god-of-smallthings/summary.html>.
4. <https://www.goodread.com/book/show/1370651.future-poetry>.

YEAR – I SEMESTER – I			
LITERARY THEORY AND CRITICISM – I			
Paper	Core – III	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P1EN03	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			
HISTORY OF ENGLISH LANGUAGE			
Paper	Core – IV	Total	75
Hours / Week	5	Exam Hours	03
Credit	4	Internal	25
Paper Code	19P1EN04	External	75

AIM:

- It aims to equip students with the skills, insights and appropriate theoretical approaches necessary to analyse and describe changes in the structure of English language from earliest records to the present day.

OBJECTIVES:

- To illustrate the conventional division and characteristics of the language – old, middle and modern English.
- To develop the theoretical skills to recognize the evolution of language throughout and between these periods.
- To learn the genesis, development and cultural status of standard English.

LEARNING OUTCOMES:

- Evaluate the main influences that combined to push Old English forward as a distinct language.
- Demonstrate familiarity with advanced linguistic terminology as a foundation for further study.
- Assess the key ways in which the language continues to evolve to meet the needs of different communities of speakers

COURSE CONTENT:

UNIT – I

The Origin of Language

The Descent of the English Language

SELF STUDY

Characteristics of Language

Levels of Language

UNIT – II

Old English

Middle English

SELF STUDY

Grimm's Law and Verner's Law

UNIT – III

English During Renaissance and Reformation

Growth of Vocabulary, Change of Meaning

SELF STUDY

Contribution of Printing Press

Contribution of Dr. Johnson's Dictionary

UNIT – IV

Latin, Greek and French Influences

American English

SELF STUDY

German and Scandinavian Influences

UNIT – V

Standard English

English as a World / Global Language

SELF STUDY

Approaches to Language,

Language Variations.

TEXT BOOK:

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

2. A History of English Language and Elements of Phonetics by Lalitha Ramamurthi, MacMillan Publication.

BOOKS FOR REFERENCE

1. Albert. C. Baugh. A History of English Lanugage. 6th Ed. Routledge Pub, 2002.
2. N.F.Blake. A History of English Language. New York : New York University Press, 1996.

WEB RESOURCES

1. <https://www.englishclub.com/history-of-english/>
2. https://www.cs.mcgill.ca/wikispeadia/english_englishlanguage.html

YEAR – I SEMESTER – I			
TRANSLATION : THEORY AND PRACTICE			
Paper	ELECTIVE – I	Total	75
Hours / Week	5	Exam Hours	03
Credit	3	Internal	25
Paper Code	19P1ENE01	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.

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, 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 : Bama's Karukku

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

Rabindranath. Transcreation by Kumud Biswas.

Unit – IV Autobiography

Wings of Fire –APJ Abdul Kalam

SELF STUDY: Fiction

Experiments with Truth - Gandhi

“ Ponnaiyan Selvan” – vol. 1 - Kalki

Unit V: Translation of a passage from Tamil to English and English to Tamil.

SELF STUDY: Grammar Translation Method of English Language Teaching.

TEXT BOOK:

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

BOOKS FOR REFERENCE:

1. Bassnett, Susan. 1993. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell.
2. Bassnett, Susan and Andre Lefevere. 1998. *Constructing Cultures: Essays on Literary Translation*.
3. Clevedon: *Multilingual Matters*. Bassnett, S. and Trivedi, H. Eds. 1999. *Post-colonial Translation: Theory and Practice*. London: Routledge.
4. Baker, M. ed., 1998. *Routledge Encyclopedia of Translation Studies*. London: Routledge.
5. Barnstone, W. 1993. *The Poetics of Translation: History, Theory, Practice*. Yale: Yale University Press.
6. Benjamin, W. 1970. *The task of the translator* (H. Zohn, trans.). In W. Benjamin (H. Arendt, ed.) *Illuminations* (pp. 69-82). London: Fontana.
7. Chaudhuri, Sukanta. 1999. *Translation and Understanding*, Delhi: Oxford University Press.
8. Mukharjee, Sujit. 1981. *Translation As Discovery*. New Delhi: Allied Publishers, 1981.

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

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

WEB RESOURCES:

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

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

YEAR – I SEMESTER – II			
BRITISH LITERATURE - II			
Paper	Core – V	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P2EN05	External	75

AIM:

- To train the students to read literature with skill sets.
- 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

COURSE CONTENT**UNIT –I POETRY**

Robert Browning - Rabbi Ben Ezra

Hopkins - Windhover

W.B.Yeats - Easter 1916

Ted Hughes - Hawk Roosting

SELF - STUDY:

Tennyson - Ulysses

Arnold - Dover Beach

Philip Larkin - The Whitsun Weddings

UNIT –II PROSE

Carlyle - Hero as Poet.

SELF - STUDY:

George Orwell - Bookshop Memories, Shooting an Elephant

UNIT – III DRAMA

Bernard Shaw – Pygmalion

SELF - STUDY:

Osborne - Look Back in Anger

UNIT –IV FICTION

Charles Dickens - David Copperfield

SELF - STUDY:

Graham Greene –The Power and the Glory

UNIT - V CRITICISM

Helen Gardner - The Sceptre and the Torch

SELF - STUDY:

T. S. Eliot - Tradition and Individual Talent

TEXT BOOK:

1. *Winged Words*. Mac Millan Pub. 2002.
2. Carlyle. *Hero as Poet*. Oxford. University Press. 2002.
3. Shaw, Bernard. *Pygmalion*. Mac Millan Publication. 2000.
4. Dickens, Charles. *David Copperfield*. Oxford University. Press. 2000.
5. S.Ramaswami & V.S. Sethuraman. *An Anthology of English Literar Criticism*. USA: Literary Licensing,LLC 2012.Print.

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	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P2EN06	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 : POETRY**

Sylvia Plath : Daddy

Emily Dickinson : Success is Counted Sweetest

Robert Frost : Mending Wall

Tennessee Williams : Anecdote of the Jar

SELF STUDY:

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

UNIT-II : PROSE

R.W. Emerson : Self - Reliance

H.D. Thoreau : Where I Lived What I lived for

SELF STUDY:

Allan Bloom :Nietzscheanization of the Left or Vice-Versa

UNIT-III : DRAMA

Eugene O'Neill : Hairy Ape

SELF STUDY:

ArthurMiller : All My Sons

UNIT-IV : FICTION

Mark Twain : Adventures of Huckleberry Finn

SELF STUDY:

W. Faulkner : The Sound and the Fury

Unit-V: Short Story

O Henry : The Last Leaf

Mark Twain : Eve's Diary Edgar

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.

REFERENCE BOOK:

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

2. Clark, Barret. H. Eugene O'Neill, *The Man and His Plays, Revised Edition*. New York: Dover.1947. Print.
3. Herd, David.*Introduction: How the whale got its lungs. See Herman Melville. Moby-Dick*, Wordsworth Editions Limited. 2002. Print.
4. Cunliffe, Marcus. *American Literature to 1900*. New York: P. Bedrick Books, 1987.
5. Matthiessen, F O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. N.p., 1941.
6. McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. New York: Macmillan, 1985.
7. Spiller, Robert E. *Literary History of the United States*. New York: Macmillan, 1963.

WEB RESOURCES:

1. www.wsu.edu/~campbelld/amlit/sites.htm
2. guides.lib.fsu.edu › LibGuides › American Literature
3. study.com/academy/lesson/the-hairy-ape-by-eugene-oneill-summary-analysis.html
4. www.gradesaver.com/all-my-sons/study-guide/summary
5. www.shmoop.com › Literature › Adventures of Huckleberry Finn

YEAR – I SEMESTER – II			
ELT AND ICT IN ENGLISH CLASS ROOM			
Paper	Core – VII	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P2EN07	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:

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:

The Oral Approaches and Situational Language Teaching

The Audio Lingual Method

SELF- STUDY:

Neuro Linguistic Programming, Multiple Intelligence

UNIT III:

Communicative Language Teaching

The Natural Approaches

SELF- STUDY:

Suggestopedia, Whole Language

UNIT IV:

Cooperative Language Learning

The Post-Methods era

SELF- STUDY:

The Lexical Approach Competency based Language teaching

UNIT V:

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, EDx Coursera

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:

1. Jack.C Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*.UK: Cambridge University Press.2014.Print.
2. Nagaraj,Geetha. *English Language Teaching Approaches, Methods, Techniques*. Hyderabad: orient Longman Private Ltd. 1996. Print.
3. Sritha V.R. Dr. Kumari. *Handbook of the Approaches and Methods of English Language Teaching*.
4. Larson Diane- Freeman *Techniques and Principles in Language Teaching*. Second Edition. Newyork: Oxford University Press. 2000. Print.

BOOKS FOR REFERENCE:

1. Holliday A. *Appropriate Methodology* Cambridge: Cambridge University Press. 1994. Print.
2. Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching* Second Edition. Cambridge: Cambridge University Press. 2006. Print.
3. Krishnaswamy N.& Lalitha krishnaswamy. *The Story of English in India*. New Delhi: Foundation Books.2007. Print.

WEB SOURCES:

1. <https://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>
2. <https://www.slideshare.net/sheilacheiii/tefl-the-oral>
3. https://en.wikipedia.org/wiki/Communicative_language_teaching
4. <https://www.slideshare.net/.../cooperative-language-learning-approach-presentation>
5. <https://prinzessinnadia.wordpress.com/.../ict-in-english-language-teaching-and-learnin...>

YEAR – I SEMESTER – II

NEW LITERATURE

Paper	Core – VIII	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P2EN08	External	75

AIM:

- To enable the students become familiar with new literatures in English.

OBJECTIVES:

- To make learners familiarize with writers of new literatures
- To enable learners to appreciate various cultures

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

COURSE CONTENT

UNIT – I : POETRY

A.D.Hope	- Australia
Gabriel Okara	- Once Upon a Time
Atwood	- Journey to the Interior
Derek Wolcott	- A Far Cry from Africa

SELF – STUDY

David Diop	- Africa
Judith Wright	- Fire at the Murdering Hut

UNIT – II : PROSE

Stuart Hall	- Cultural Identity & Diaspora
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SELF STUDY

Chinua Achebe - Marriage as a Private Affair

UNIT – III: DRAMA

Wole Soyinka - Lion and th Jewel

SELF STUDY

Patrick White - The Funeral Ham

UNIT – IV FICTION

Margaret Lau - Stone Angel

SELF STUDY

Jamaica Kincaid - Annie

UNIT – V SHORT STORY

Ben Okri - Converging City

Dorris Lessing - No Witchcraft for Sale

SELF STUDY

Katherine Mansfield - A Cup of Tea

Anaata Aidoo - The Girl who can

TEXT BOOK:

1. Irele, Abiola. F. The African Imagination: Literature in Africa and the Black Diaspora. Oxford University Press, 2001.
2. Andrew Taylor. Reading Australian Poetry. Queensland: U of Queensland P 1987.
3. Angela, McRobbie. Stuart Hall, Cultural Studies and the Rise of Black and Asian British Art. 2016.
4. Birney, Earle. ed. Twentieth-Century Canadian Poetry: An Anthology. Toronto: Ryerson Press, 1953.

BOOKS FOR REFERENCE:

1. Oyekan Owomoyela. A History of Twentieth-Century African Literatures. University of Nebraska Press, 1993.
2. David I. Ker. The African Novel and the Modernist Tradition. Peter Lang Publishing, 1998.

3. Parekh, Pushpa Naidu and Siga Fatima Jagne. *Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook*. Greenwood Press, 1998.
4. Malcolm Ross. "Introduction". *Poets of the Confederation*. Toronto: McLelland and Stewart, 1960.
5. John W. Garvin. ed. "Archibald Lampman". *Canadian Poets and Poetry*. Toronto, Ontario: McClelland, Goodchild & Stewart. 1916.
6. Gary Geddes. ed. *Fifteen Canadian Poets*. Toronto: Oxford University Press, 2001.
7. Panofsky, Ruth. *The Force of Vocation: The Literary Career of Adele Wiseman*. University of Manitoba Press. 2006.

WEB SOURCES:

1. https://www.researchgate.net/publication/326610023_A_Study_of_Wole_Soyinka's_Play_The_Lion_and_the_Jewel_in_the_Light_of_Cultures_in_Conflict
2. https://www.academia.edu/37789202/Thesis_Paper_STUART_HALLS_DIASPORA_IDENTITY_AND_CARIBBEAN_POETRY
3. <http://therobinsonread.yolasite.com/resources/Margaret%20Laurences%20the%20Stone%20Angel.pdf>
4. <https://www.africabookclub.com/contemporary-african-short-stories-edited-by-chinua-achebe-and-cl-innes/>

YEAR – I SEMESTER – II			
ENGLISH FOR CAREER SKILLS			
Paper	ELECTIVE – II	Total	60
Hours / Week	4	Exam Hours	03
Credit	3	Internal	25
Paper Code	19P2ENE02	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 Writing process planning a text

finding materials, drafting revising, editing, finalizing the draft. Essay - précis - expansion of ideas – dialogue.

SELF-STUDY:

Writing CV, Job Application, Resume, Bio-Data

UNIT II WRITING MODELS

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 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 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 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:

1. <https://www.coursera.org/learn/careerdevelopment>
2. <https://www.rin.in/tips/tip/6-ways-to-improve-your-english...skills-a...career.../>

YEAR – II SEMESTER – III			
SHAKESEARE			
Paper	Core – IX	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P3EN09	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:

Othello

SELF-STUDY:

Shakespearean Tragedy

UNIT II:

As You Like It

SELF-STUDY:

Romantic Comedies

Shakespearean Theatre, Stage, Audience

UNIT III:

SELF-STUDY:

Fools and Clowns in Shakespeare's Plays

Villains in Shakespeare

Shakespeare's Women

UNIT IV:

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

SELF-STUDY:

Poems of Shakespeare

UNIT V:

Visual Text: Richard II

SELF-STUDY:

Antony and Cleopatra

TEXT BOOK:

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

BOOKS FOR REFERENCES

1. Hazlitt, William. 1916. *Characters of Shakespeare's Plays*. Oxford: World Classic.
2. Eliot, T.S. 1989. *Shakespeare Criticism*. New Delhi: B.R. Publishing Corporation.
3. Johnson, Samuel. 1979. *Johnson on Shakespeare*. New Delhi: Orient Longman Ltd.
4. William Shakespeare's Sonnets ed. Harold Bloom. Viva Book Private, New Delhi, 2007

WEB RESOURCES:

1. https://www.shakespearesglobe.com/uploads/files/2014/06/william_shakespeare.pdf
2. www.agdc.ac.in/pdf/resource/william_shakespeare.pdf
3. davidlucking.com/documents/Shakespeare-Complete%20Works.pdf
4. npu.edu.ua/.../iif_kgpm_Boyce%20C.%20Shakespeare%20A%20to%20Z.%20The%20E...

YEAR – II SEMESTER – III			
AFRICAN AMERICAN LITERATURE			
Paper	Core – X	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P3EN10	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

1. Philip Wheatley - On Imagination.
2. George Moses Horton - On Hearing of the Intention of a Gentleman to Purchase the poet's Freedom.

SELF – STUDY:

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

UNIT-II

1. Booker T. Washington - From Up from Slavery.
Chapter – 1 A Slave among Slaves.
2. 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.
2. W. E. Du Bois - The Damnation of Women.

UNIT – III

Harlem Renaissance (1919 - 1940)

1. Alain Locke - The New Negro.
2. Zora Neale Hurston - How It feels to Be Colored Me.

SELF – STUDY:

1. Arthur A. Schomburg - The Negro Digs Up His Past.
2. Marcus Garvey - The Future as I See it.

UNIT – IV

1. Richard Wright - The Man who loved Underground.

SELF – STUDY:

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

UNIT – V

1. Tony Morrison - Sula.
2. Alice Walker - The Color Purple.

SELF – STUDY:

- | | | |
|-------------------|---|---|
| 1. Maya Angelou | - | I Know Why the Caged Bird Sings. |
| 2. Paule Marshall | - | Brown Girl, Brownstones.
The Chosen place, the Timeless people |

TEXT BOOK:

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

BOOK FOR REFERENCE:

1. Morrison, Toni : African-American literature Pub: Alfred A. Knopf, Oprah's Book Club: November 1973. Print.
2. Walker, Alice: The Color Purple. Harcourt: 1982

WEB RESOURCES:

1. www.africanlit.com
2. https://en.wikipedia.org/wiki/African-American_literature
3. www.brittancia.com

YEAR – II SEMESTER – III			
LITERARY THEORY AND CRITICISM - II			
Paper	CORE – XII	Total	90
Hours / Week	6	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P3EN11	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. MacMillan 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			
Paper	Core – XII	Total	75
Hours / Week	5	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P3EN12	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:

Selecting the Topic

SELF-STUDY:

Research and Researcher

UNIT II:

Statement of Thesis and Working Outline

SELF-STUDY:

Finding the sources

Working bibliography

UNIT III:

Organising the information

SELF-STUDY

The first draft

UNIT IV:

Structure of a Thesis

SELF-STUDY

The Final Draft

UNIT V: Bibliography**SELF-STUDY**

Annotated Bibliography

Quotations

Foot notes

Plagiarism

Work Cited

TEXT BOOK:

1. *MLA Handbook for Writers of Research Papers. 8th Edition.* New Delhi: First East West Press. 2009. Print
2. Barzun, Jacques, Henry. F. Graff. *The Modern Researcher, 3rd Edition,* New York: Harcourt Brace Jovanovich . 1977. Print.
3. Dees, Robert. *Writing the Modern Research Paper, 2nd Edition.* Boston: Allyn and Bacon Pub., 1993. Print.

REFERENCE:

1. *MLA Handbook for writers of Research Papers. 7th Edition.* Modern Language Association of America. 2016. Print.
2. *MLA Style Manual and Guide to Scholarly Publishing. 3, revised.* Modern Language Association of America. 2008. Print.

WEB RESOURCES:

1. <https://books.google.co.in/books?id=Xn3wDAAAQBAJ&pg=PA345&dq=MLA+HANDBOOK+SECONDARY+SOURCES&hl=en&sa=X&ved=0ahUKEwiM9Bo u2snVAhXJp48KHImBYoQ6AEIMDAC#v=onepage&q=MLA%20HANDBOOK%20SECONDARY%20SOURCES&f=false>
2. <https://books.google.co.in/books?id=f-ggnwEACAAJ&dq=MLA+HANDBOOK+SECONDARY+SOURCES&hl=en&sa=X&ved=0ahUKEwiM9bOu2snVAhXJp48KHImBYoQ6AEIJzAA>
3. <http://www.documentation.com>

YEAR – II SEMESTER – III			
ENGLISH LITERATURE FOR UGC EXAM - I			
Paper	ELECTIVE – III	Total	60
Hours / Week	4	Exam Hours	03
Credit	3	Internal	25
Paper Code	19P3ENE03	External	75

AIM:

- To actively engage in reading literatures and recollecting core information with the help of self evaluation.

OBJECTIVES:

- To help learners have a wide range of knowledge in literature – poetry, prose, drama, short story and novel To help learners prepare for UGC Eligibility tests for JRF and Assistant Professorship

LEARNING OUTCOME:

- Confidently applying for all exams called for leactureship and JRF

Unit – I

Chaucer to Romantic Age

Self study

Elizabethan Age

Unit – II

Victorian to Contemporary Age

Self study

Augustan Age

Unit – III

Literary Forms and Terms

Self study

Literary Theories

Unit – IV

Commonwealth Literature

Self study

Australian Literature

Unit – V

Indian Writing in English

Self study

Disporic literature

TEXT BOOK

1. D.E.Benet, S. Samuel Rufus. NET. SET.. GO... ENGLISH. India: Winnerman Publishers Private Ltd, 2015.

REFERENCE BOOK

2. Edward Albert Revised by J. A. STONE. History of English Literature. New York: OUP, 2000.
3. M.H.Abrams. Literary Forms and Movements. Oxford Pub. Chennai.

WEB RESOURCES

1. <https://ugcenglish.blogspot.com/>
2. <https://www.examrace.com/NTA-UGC-NET/NTA-UGC-NET-Study-Material/English-Literature/>
3. http://vivekanandha.ac.in/vcw/pdf/question_bank/english/lw.pdf

Paper : English Literature for UGC Examination

Elective course - I (Question Paper Pattern)

Time : 3 hrs Max : 75 Marks

There are 75 multiple choice questions.

Attempt all the 75 questions (75 x 1 = 75 marks)

Each multiple choice question has 4 alternative responses marked (a), (b), (c), or (d).

Tick the right responses against each item.

1. Queen Isabella is a character in _____
a. Richard II b. Richard III c. Edward II d. none of these
2. One of the following poems is not written by A.K. Ramanujan
a. "The Snakes" b. "The Striders" c. "Breaded Fish" d. "Philosophy"
3. Which metrical foot is the opposite of an iamb?
a. dactyl b. trochee c. anapaest d. spondee
4. The poem "To Brooklyn Bridge" opens with the image of _____ flying above the girders of the bridge
a. an eagle b. a sparrow c. a seagull d. a dove
5. Who says that Shakespeare was not of an age but for all time ?
a. Dr. Johnson b. Dryden c. Ben Jonson d. T.S. Eliot

YEAR – II SEMESTER – IV			
WORLD CLASSICS IN TRANSLATION			
Paper	CORE - XIII	Total	75
Hours / Week	5	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P4EN13	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

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

SELF STUDY

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

UNIT II

The Ramayana (Select Stories)

Chapters I-XIII(Pages 1-104)

SELF STUDY

The Ramayana (Select Stories) (Pages 105-110)

UNIT III

The Mahabharatha (Select Stories)

Chapters LXXX-CVI (Pages 339-439)

SELF STUDY

The Mahabharatha (Select Stories) (Pages 339-439)

UNIT IV:

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.

SELF STUDY

The Illiad Book I to VI

UNIT V

The Odyssey

Book V The departure of Ulysses from Calypso

Book IX The Adventures of the Cyclops, Lotophagi and Cyclops

Book X Adventures with Aeolus, the Laestrygones and Circe

Book XII The Sirens, Scylla and Charybdis.

TEXT BOOK:

1. Various authors. *The Book of Job*. Amazon : creative space Independent company, 2014. Print
2. Fagles, Robert. *Homer. The Illiad*. New York : Penguin Group, 1996. Print.
3. Homer Trans. Robert Fagles. *The Odyssey*. New York: Penguin Group, 1996. Print.

BOOKS FOR REFERENCE:

1. 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.
2. Gerne, David. Three Greek Tragedies in Translation. Chicago: University of Chicago Press, 1945. Print.
3. Knox, Bernard. *Introduction to The Illiad*. Tr. New York: Penguin, 1990. Print.
4. Hexter, Ralph J. *A Guide to the Odyssey: A Commentary on the English Translation of Robert Fitzgerald*. New York: Vintage Books, 1993. Print.

WEB RESOURCES:

1. 14.139.185.6/website/SDE/sde66.pdf
2. <https://unpress.wisc.edu/books/0469.htm>
3. <https://muse.jhu.edu/Browse/CreativeWriting>

YEAR – II SEMESTER – IV			
ECOFEMINISM			
Paper	CORE - XIV	Total	75
Hours / Week	5	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P4EN14	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:

Women and Power-Petra Kelly

Self Study:

Plant

Unit- II

Ecofeminism and Children - Ruthanne Kurth Schai

Self Study:

Women's knowledge as Expert Knowledge: Indian Women and ecocodevelopment –
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 Through an 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.

WEB SOURCES:

1. <http://www.wloe.org/what-is-ecofeminism.76.0.html>

YEAR – II SEMESTER – IV

POPULAR FICTION

Paper	Core – XV	Total	75
Hours / Week	5	Exam Hours	03
Credit	5	Internal	25
Paper Code	19P4EN15	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

Agatha Christie – The Myersterious Affairs at Styles

SELF STUDY

Bram Stoker: Dracula (1897)

UNIT II

Isaac Asimov: Foundation (1951)

SELF STUDY

Ian Fleming: Dr No (1958)

UNIT III

Helen Fielding: Bridget Jones’s Diary (1996)

SELF STUDY

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

UNIT IV

Chetan Bhagat: Five Point Someone

SELF STUDY

Ravinder Singh: I too had a love story

UNIT V

Amitav Ghosh: The Shadow Lines

SELF STUDY

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

TEXT BOOK:

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

RECOMMENDED READING:

1. Ashley, B.ed. *The Study of Popular Fiction*. London:, 1989. . Print.
2. Bennett, T., Ed *popular Fiction: Technology, Ideology, production, Reading, London and New York: Routledge, 1990*). Print.
3. Cawelti, J.G *Adventure, Mystery and Romance* Chicago: university of Chicago Press, 1976. . Print.
4. Gelder, ken. *Popular Fiction: the Logics and Practices of Literary Field* London and New York: Routledge, 2004. Print.
5. Palmer, J. *Potboilers: Methods, Concepts and Case Studies in Popular Fiction* London and New York: Routledge, 1991. Print.
6. Pawling, C.,ed. *Popular Fiction and Social Change*. London: Macmillan, 1984. Print.

WEB RESOURCES:

1. www.chetanbhagat.com/books/fps/
2. www.timesofindia.indiatimes.com › Entertainment › Hindi
3. www.time.com/4455746/j-k-rowling-pottermore-new-harry-potter-books/
4. www.booksforus.in/.../i-too-had-love-story-pdf-free-download-ebook-ravinder-singh...

YEAR – II SEMESTER – IV			
ENGLISH LITERATURE FOR UGC EXAM - II			
Paper	ELECTIVE – IV	Total	60
Hours / Week	4	Exam Hours	03
Credit	3	Internal	25
Paper Code	19P3ENE03	External	75

AIM:

- To actively engage in reading literatures and recollecting core information with the help of self evaluation.

OBJECTIVES:

- To help learners have a wide range of knowledge in literature – poetry, prose, drama, short story and novel To help learners prepare for UGC Eligibility tests for JRF and Assistant Professorship

LEARNING OUTCOME:

- Confidently applying for all exams called for leactureship and JRF

Unit – I

1. Modernism
2. Postmodernism

Self-Study

Readers Response Criticism

Unit – II

1. Structuralism
2. Poststructuralism

Self-Study

Stylistics

Unit – III

1. Newcriticism

2. Formalism

Self-Study

Psychoanalytical Criticism

Unit – IV

1. Feminism

2. Queer Theory

Self-Study

Narrotology

Unit – V

1. New Historicism

2. Postcolonialism

Self-Study

Hermanatics

TEXT BOOK

1. D.E.Benet, S. Samuel Rufus. NET. SET.. GO... ENGLISH. India: Winnerman Publishers Private Ltd, 2015.

REFERENCE BOOK

1. Edward Albert Revised by J. A. STONE. History of English Literature. New York: OUP, 2000.
2. M.H.Abrams. Literary Forms and Movements. Oxford Pub. Chennai.
3. S.Ramaswami & V.S.Sethuraman. An Anthology of English Literary Criticism – USA : Literary Licensing. LLC. Print.
4. N.Krishnaswamy Contemporary Literary Theory: A Student's Companion. Mac Million India Ltd. Print

WEB RESOURCES

1. <https://ugcenglish.blogspot.com/>
2. <https://www.examrace.com/NTA-UGC-NET/NTA-UGC-NET-Study-Material/English-Literature/>
3. http://vivekanandha.ac.in/vcw/pdf/question_bank/english/lw.pdf

Paper : English Literature for UGC Examination II

Elective course - I (Question Paper Pattern)

Time : 3 hrs Max : 75 Marks

There are 75 multiple choice questions.

Attempt all the 75 questions (75 x 1 = 75 marks)

Each multiple choice question has 4 alternative responses marked (a), (b), (c), or (d).

Tick the right responses against each item.

1. Queen Isabella is a character in _____
a. Richard II b. Richard III c. Edward II d. none of these
2. One of the following poems is not written by A.K. Ramanujan
a. "The Snakes" b. "The Striders" c. "Breaded Fish" d. "Philosophy"
3. Which metrical foot is the opposite of an iamb?
a. dactyl b. trochee c. anapaest d. spondee
4. The poem "To Brooklyn Bridge" opens with the image of _____ flying above the girders of the bridge
a. an eagle b. a sparrow c. a seagull d. a dove
5. Who says that Shakespeare was not of an age but for all time ?
a. Dr. Johnson b. Dryden c. Ben Jonson d. T.S. Eliot