

ST. XAVIER'S COLLEGE (AUTONOMOUS)

PALAYAMKOTTAI - 627 002

(Recognized as "College with Potential for Excellence" by UGC)

(Accredited by NAAC at "A++" Grade with a CGPA of 3.66 out of 4 in IV Cycle)

(Star College Programme by DBT, Govt. of India.)

Affiliated to Manonmaniam Sundaranar University, Tirunelveli

SYLLABUS



*Preserve this copy of the syllabus until you complete the course, as it is
an important document of your present course of study.*

Name: _____

M.A. ENGLISH LITERATURE

Choice Based Credit System (CBCS)

(w.e.f. June 2023-2024)

ST. XAVIER'S COLLEGE (AUTONOMOUS) PALAYAMKOTTAI

(Recognized as “College with Potential for Excellence” by UGC)

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M. A. ENGLISH LITERATURE

PROGRAMME OUTCOMES

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form part of Post graduate programmes of study.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real-life situations.

PO4: Analytical & Scientific Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

PO5: Research related skills: Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions.

PO6: Self-directed & Lifelong Learning: Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including “learning how to learn”, through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

PO7: Participation & Research: Participate as critical and active citizens in society and at work; and pursue career and research in English studies and allied disciplines.

PO8: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.

PO9: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences.

PO10: Social Skills & Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

PROGRAMMME SPECIFIC OUTCOMES

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.

PSO2: Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.

PSO3: To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.

PSO4: Developing a research framework and presenting their independent ideas effectively.

PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues

M. A. ENGLISH LITERATURE

(With Effect from June 2023)

Sem	Part	Status	Sub. Code	Title of the Paper	Hours	Credits
I	A	Core-1	23PELC11	English Poetry	6	4
		Core-2	23PELC12	English Drama	6	4
		Core-3	23PELC13	English Fiction	6	4
		EC-1	23PELE11	Indian Writing in English	5	3
		EC-2	23PELE12	African and South Asian Literature/ Theatre Art	5	3
	B	SEC1	23PELS11	Technical Writing	2	2
					30	20
II	A	Core-4	23PELC21	American Literature	6	4
		Core-5	23PELC22	Shakespeare	6	4
		Core-6	23PELC23	Postcolonial Studies	6	4
		EC-3	23PELE21	English Language Teaching / European Fiction	5	4
		EC-4	23PELE22	Women's Writing in English / A Glimpse of Nobel Laureates	5	4
	B	SEC - 2	23PELS21	Communication Skills	2	2
					30	22
III	A	Core-7	23PELC31	English Language and Linguistics	5	4
		Core-8	23PELC32	Australian and Canadian Literature	5	4
		Core-9	23PELC33	Literary Theory and Criticism-I	5	4
		Core-10	23PELC34	Comparative Literature	5	4
		Core Industry module	23PELC35	Research Methodology and Mini Project	5	4
		EC-5	23PELE31	Subaltern Studies	5	4
B	Internship	23PELI31	Carried out in summer vacation at the end of Sem II	-	2	
					30	26

Sem	Part	Status	Sub. Code	Title of the Paper	Hours	Credits
IV	A	Core-11	23PELC41	Cultural Studies	6	4
		Core-12	23PELC42	Translation Studies	6	4
		Core-13	23PELC43	Literary Theory and Criticism-II	6	4
		Project	23PELC44	Project with Viva voce	4	4
		EC-6	23PELE41	English Literature for NTA, NET, SET & GATE	4	3
	B	SEC 3	23PELS41	Soft Skills for Employability	4	3
	C	Extension Activity	23PEL48	STAND (Student Training and Action for Neighbourhood Development)	-	1
					30	23

SEM	COURSE CODE	Title of the Paper	CREDITS
I	23PELS11	POST WAR SCIENCE FICTION	3
II	23PELS21	DIASPORA LITERATURE	3
III	23PELS31	TWENTY FIRST CENTURY MILLENIAL LITERATURE	3
IV	23PELS41	WRITING SKILLS	3
TOTAL NUMBER OF CREDITS			12

Total Credits = 91

VALUE ADDED COURSE PAPER			
23PELCC1			
SEM	COURSE CODE	Title of the paper	CREDITS
II	23PELVA1	FILM STUDIES	3
TOTAL NUMBER OF CREDITS			3

Abbreviations

- C- Core
- EC – Elective Course
- SEC – Skill Enhancement Course
- I – Internship (**Note:** The credits and the hours per week allotted, can be shuffled within Part A or Part B)

SEMESTER - I

CORE - 1 ENGLISH POETRY

Course Code: 23PELC11

6 HOURS

Credits: 4

(From Chaucer to 20th Century)

Learning Objectives

- LO1 To familiarize the students with English Poetry starting from Medieval England to 17th Century.
- LO2 To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic, etc.
- LO3 Good comprehension of History of English literature is enhanced
- LO4 To differentiate among the various stages of English poetry.
- LO5 Critical approaches towards various literary forms can be analysed.

UNIT I Middle English Poetry

Geoffrey Chaucer The General Prologue from *The Canterbury Tales* -
The Pardoner, The Nun, Doctor, Friar

UNIT II Elizabethan Poetry

Edmund Spenser *Epithalamion*
John Donne *The Canonization*

UNIT III Seventeenth Century Poetry

John Milton *Paradise Lost: Book IX*

UNIT IV Eighteenth Century Poetry

John Dryden *Absalom and Achitophel* (Lines 150 – 280)
Wordsworth *Tintern Abbey*
Keats *Ode to a Nightingale*
P.B. Shelley *Ode to the West Wind*
Robert Burns *Holy Willie's Prayer*

UNIT V* Modern Poetry

Rupert Brooke *The Soldier**
Wilfred Owen *Anthem for Doomed Youth**
W. H. Auden *Elegy on the Death of W. B. Yeats**
Dylan Thomas *Do Not Go Gentle into That Good Night**
Philip Larkin *Whitsun Weddings**
Ted Hughes *Hawk Roosting**
Seamus Heaney *Digging**
Eavan Boland *Achilles Woman**

(Note: Only essays can be asked from topics marked with *)

Course Outcomes

- CO 1 Gain ideas about the old English writing style. (K1)
- CO 2 Acquire knowledge about various forms of poetry during different centuries. (K2)
- CO 3 Trace the evolution of various literary movements (K3)
- CO 4 Evaluate various poets as representatives of their periods (K4)
- CO 5 Justify British Poetry as an aesthetic record of the societies concerned (K5)
- CO 6 Interpret texts creatively with attention to genre and social background (K6)

Text Books

1973, *The Oxford Anthology of English Literature* Vol. I. *The Middle Ages Through the 18th century*. OUP, London

Reference Books

T.S. Eliot, 1932, *The Metaphysical Poets from Selected Essay*; Faber and Faber limited, London.

H.S. Bennett, 1970, *Chaucer and the Fifteenth Century*, Clarendon Press, London.

Malcolm Bradbury and David Palmer, ed., 1970 *Metaphysical Poetry, Stratford-upon-Avon Studies* Vol. II, Edward Arnold, London.

William R. Keats, ed., 1971, *Seventeenth Century English Poetry: Modern Essays in Criticism*, Oxford University Press, London.

A.G. George, 1971, *Studies in Poetry*, Heinemann Education Books Ltd., London.

David Daiches, 1981, *A Critical History of English Literature* Vols. I & II., Secker & Warburg, London.

Thomas N. Corns, ed., 1993, *The Cambridge Companion to English Poetry: Donne to Marvell*, Cambridge University Press, Cambridge.

Web Sources

<http://www.english.org.uk/chaucer/htm>

<https://www.britannica.com/topic/The-Canonization>

https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton

<https://www.britannica.com/topic/Absalom-and-Achitophel>

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

<u>QUESTION PAPER PATTERN</u>		Marks	
I	1 Essay out of 3 from Units I & II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from units I, II, III, IV (4x5)	=	20
	Total	=	100

CORE - II ENGLISH DRAMA

Course Code:23PELC12

6 HOURS

Credits: 4

Learning Objectives

- LO1 To acquaint the students with the origin of drama in Britain
- LO2 Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
- LO3 Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
- LO4 Evaluating different forms of drama from the historical background could be Learnt.
- LO5 Analysing dramatic techniques implied by the pioneers of English drama

UNIT I Beginning of Drama

Miracle and Morality Plays*

Thomas Kyd

The Spanish Tragedy

UNIT II Elizabethan Theatre

Christopher Marlowe

The Jew of Malta

Ben Johnson

*Volpone**

UNIT III Jacobean Drama

John Webster

The White Devil

UNIT IV Restoration Drama

William Congreve

*The Way of the World**

Irish Dramatic Movement

J. M Synge

The Playboy of the Western World

UNITV * Epic Theatre

Bertolt Brecht

*Mother Courage and her Children**

Comedy of Menace

Harold Pinter

*Birthday Party**

Post-Modern Drama

Samuel Beckett

*Waiting for Godot**

(Note: Only essays can be asked from Units/Topics marked with * and no annotations from the topics marked with *)

Course Outcomes

- CO1 Appraise various aspects of drama and theatre (K1)
- CO2 Identify drama and performance as a cultural process and an artistic discourse (K2)
- CO3 Scrutinize plot, structure, characterization and dialogue (K3)
- CO4 Analyse drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages (K4)
- CO5 Evaluate the sequential course dealing with Modern and Postmodern British Drama (K5)
- CO6 Infer texts with attention to genre and social background (K6)

Text Books

Bradbrook, M.C.,1955, *The Growth and Structure and Elizabethan Comedy*, London.

Tillyard E.M.W.,1958, *The Nature of Comedy & Shakespeare*, London.

Reference Books

Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.

Allardyce Nicoll, 1973, *British Drama*, Harrop, London.

Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.

Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.

Kinney, Arthur.F., 2004, *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing. <https://www.britannica.com/art/epic-theatre>

Web Resources

<http://www.questia.com> (online library for research)

<http://www.clt.astate.edu/wmarey/asste%>

<https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>

<https://www.britannica.com/art/English-literature/The-Restoration>

<https://www.britannica.com/art/epic-theatre>

<u>QUESTION PAPER PATTERN</u>			Marks
I	1 Essay out of 3 from Units I & II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from the prescribed detailed plays of units I, II, III, IV (4x5)	=	20
		Total =	100

FIRST YEAR - SEMESTER - I
CORE - III ENGLISH FICTION

Course Code: 23PELC13

6 HOURS

Credits: 4

Learning Objectives

- LO1 To familiarize the students with the origin and development of the British Novel upto the 20th Century.
- LO2 The contents of the paper are meant to throw light on various concepts and theories of the novel.
- LO3 To understand the social background based on the prescribed novels.
- LO4 Identifying and differentiating various forms of novels.
- LO5 Trying hands in writing a piece of work on their own.

UNIT I John Bunyan *The Pilgrim's Progress*

UNIT II Jonathan Swift *Gulliver's Travels* (Voyages -I, II)

The New World Novel Daniel Dafoe *Robinson Crusoe**

UNIT III **Middle Class Novel of Manners**
Jane Austen *Emma*

UNIT IV
Women's Issues
Charlotte Bronte *Jane Eyre*
Thomas Hardy *Far from the Madding Crowd**

UNIT V *

Liberal Humanism, Individual Environment and Class Issues

D.H. Lawrence *The Rainbow**

James Joyce *Portrait of the Artist as a Young Man**

(Note: Only essays can be asked for the Units/Topics marked with *)

Course Outcomes

- CO1 Gain wide knowledge about different types of novels. (K1)
- CO2 Learn the art of writing different forms of novel with the learned notions. (K2)
- CO3 Explore Social, domestic and gothic novels. (K3)
- CO4 Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement. (K4)
- CO5 Evaluate themes relating to the turn of the century events through close reading of text. (K5)
- CO6 Recreate texts with consideration to category and communal circumstances (K6)

Text Books (Latest Editions)

1. Wayne C. Booth, 1961, *The Rhetoric of Fiction*, Chicago University Press, London.
2. F.R. Leavis, 1973, *The Great Tradition*, Chatto & Windus, London.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.

Arnold Kettle, 1967, *An Introduction to English Novel Vol. II*, Universal Book Stall, New Delhi.
- 3.
4. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
5. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Web Resources

1. <https://www.britannica.com/art/picaresque-novel>
2. <https://www.britannica.com/art/novel-of-manners>

<u>QUESTION PAPER PATTERN</u>		Marks
I	1 Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 short answers out of 7 from units I, II-a, III, IV-a (4x5)	= 20
	Total	= 100

FIRST YEAR - SEMESTER - I

ELECTIVE – I INDIAN WRITING IN ENGLISH

Course Code: 23PELE11

5 HOURS

Credits: 3

Learning Objectives

- LO1 Enabling the students to understand the evolution of Indian Writing in English.
LO2 To enable the learners to get exposed to the historical movements of the Indian subcontinent.
LO3 Comprehending different genres through the representation of different texts.
LO4 To inculcate in the students the cultural significance of Indian English literature.
LO5 To comprehend Indian writing in English with its dual focus on the influence of Classical Indian tradition and the impact of the West.

UNIT I

Aurobindo	<i>Rose of God</i>
Toru Dutt	<i>The Lotus</i>
Sarojini Naidu	<i>Coromandel Fishers</i>
Kamala Das	<i>Looking Glass</i>
Parthasarathy	<i>Under the Sky</i>
Nissim Ezekiel	<i>Enterprise.</i>

UNIT II

Sri Aurobindo	<i>The Essence of poetry, Style and Substance (from The Future Poetry)</i>
Dr. S. Radhakrishnan	<i>Emerging World Society</i>
Vandana Shiva	<i>The Violence of Green Revolution</i>

UNIT III

Girish Karnad	<i>Nagamandala</i>
Asif Currimbhoy	<i>Inquilab*</i>

UNIT IV

Mulk Raj Anand	<i>Coolie</i>
Shashi Deshpande	<i>Roots and Shadows*</i>

Unit V

Salman Rushdie	<i>The Enchantress of Florence</i>
Anita Desai	<i>Where Shall we go this Summer?*</i>

(Note: Only essays can be asked from Units/Topics marked with*)

Course Outcomes

- CO1 Identify the themes of Indian Writing in English (K1)
CO2 Understand the major trends in Indian Writing in English (K2)
CO3 Examine the background and settings of the prescribed texts (K3)
CO4 Analyse diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era. (K4)
CO5 Evaluate the cultural significance of Indian English Literature (K5)
CO 6 Construe and recreate texts with attention to genre and social background (K6)

Text Book (Latest Edition)

1. Ramamurti, K. S.(ed.). *Twenty-five Indian Poets in English* Macmillan.1995.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. K.R. Srinivasa Iyengar, 1962, – *History of Indian Writing in English*, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, *A History of Indian Literature*, Seema Publications, Delhi.
3. K. Satchidanandan, 2003, *Authors, Texts, Issues: Essays on Indian literature*, Pencraft International, New Delhi.
4. Amit Chandri, 2001, *The Picador Book of Modern Indian Literature*, Macmillan, London.
5. TabishKhair,2001, *Babu Fictions: Alienation in Contemporary Indian English Novels*, OUP.

Web Resources

1. <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-English/article5226149.ece/amp/>
2. <https://www.britannica.com/biography/Sri-Aurobindo>
3. <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
4. <https://www.britannica.com/biography/Anita-Desai>

QUESTION PAPER PATTERN

		Marks
I	1 Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 Annotations out of 7 from Units I, II & III-a (4x5)	= 20
	Total	= 100

FIRST YEAR - SEMESTER - I

ELECTIVE II AFRICAN AND SOUTH ASIAN LITERATURE

Course Code: 23PELE12

5 HOURS

Credits: 3

Learning Objectives

- LO1 To enable students to get a glimpse of Africa's rich diversity
- LO2 To provide knowledge about South Asian Literature
- LO3 To equip the students in the skills of interpretation of texts
- LO4 Explore on the different dimensions of culture through the prescribed texts
- LO5 Analyzing the nuances of cultural studies

UNIT- I Poetry

Derek Walcott	<i>A Far Cry from Africa</i>
David Rubadri	<i>A Negro Labourer in Liverpool</i>
Aimé Césaire	<i>The Woman and the Flame</i>
Gabriel Okara	<i>Once upon a Time</i>

UNIT –II Prose

Frantz Fanon	<i>The Wretched of the Earth</i> (“On Violence” and “On National Culture”)
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Unit III Drama

Mahesh Dattani	<i>Dance Like a Man</i>
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UNIT –IV Fiction

Ben Okri	<i>The Famished Road</i>
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UNIT –V Fiction

Chimamanda Adichie *Purple Hibiscus*

Course Outcomes

- CO1 Label the representative texts of African and South Asian Literature. (K1)
- CO2 Contrast the themes of African and South Asian Literature with other Literatures. (K2)
- CO3 Examine the literary value and importance of the prescribed texts. (K3)
- CO4 Analyze the social and historical contexts out of which African and South Asian literary texts emerged over time and across cultures. (K4)
- CO5 Evaluate the distinctiveness of African and South Asian Literature. (K5)
- CO6 Develop the skill of analyzing literary works and interpreting it effectively. (K6)

Text Books (Latest Editions)

1. Patricia Hill Collins. *Black Feminist Thought*. Routledge, New York.
2. Frantz Fanon. *The Wretched Earth*. Grove Press

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. Nadine Gordimer. *Some Monday for Sure*. Heinemann, London
2. Suubi. *A Collection of Short Stories and Poems from African Writers*.
3. Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Philadelphia: Little Brown & Co.
4. *The Post-Colonial Studies Reader*, Ed. Bill Ashcroft et al. Routledge, 2006

Web sources

- 1 <https://poets.org/poem/far-cry-africa>
- 2 <https://annejac.ac.in/wp-content/uploads/2019/12/AM.pdf>
- 3 <https://poets.org/poem/woman-and-flame>
- 4 https://www.researchgate.net/publication/360642071_Once_Upon_a_Time_by_Gabriel_Okara
- 5 <https://www.bcu.ac.in/documents/text%20book/English/2022/3rd-sem/Dance%20Like%20a%20Man-Stage%20Play-min.pdf>

<u>QUESTION PAPER PATTERN</u>		Marks	
I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Units II	=	20
III	1 Essay out of 3 from Unit III	=	20
IV	1 Essay out of 3 from Unit IV	=	20
V	4 short answers out of 7 from all Units (4x5)	=	20
		Total	= 100

FIRST YEAR - SEMESTER - I

ELECTIVE II

THEATRE ART

Course Code: 23PELE12

5 HOURS

Credits: 3

Learning Objectives

- LO1 To introduce the learners to the literary aspect of dramas.
- LO2 To familiarize Theatre as an artform.
- LO3 To introduce the concepts of directing and stage management.
- LO4 To inculcate in the students the role of Theatre in society.
- LO5 To familiarize the students with the components of acting.

UNIT I

Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.

UNIT II

Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre-conventional and the non-conventional theatre, Folk theatre, Urban theatre, Third theatre, other theatres in vogue.

UNIT III

Fundamentals of Play directing: Concept, technique, physical balance, demonstration, the director and the stage

UNIT IV

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

UNIT V

Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, lighting in the modern world, word versus spectacles

Course Outcomes

- CO1 Identify a broad range of theatrical disciplines and Experiences (K1)
- CO2 Understand the diversity of theatrical experiences and the role of theatre in society (K2)
- CO3 Discover the relationships among the various facets of Theatre (K3)
- CO4 Analyze drama as a performing art and the aspects of Stagecraft. (K4)
- CO5 Evaluate diverse components of acting and techniques (K5)
- CO 6 Generate art with attention to communal background (K6)

Text Books (Latest Editions)

1. Sangeetha, K and A. Selvalakshmi. *An Introduction to Theatre Art*. New Century Book House (P) Ltd., 2015.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press, 2008.
2. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

Web sources

1. https://paradisevalley.libguides.com/the111/theatre_history_websites
2. <https://www.britannica.com/place/England/Performing-arts>
3. https://www.worldhistory.org/Greek_Theatre/
4. https://archive.org/details/fundamentalsofpl0000dean_y3x3
5. <http://scriptclickcreate.weebly.com/acting.html>
6. <https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

QUESTION PAPER PATTERN

		Marks
I	1 essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 paragraphs (100 words) out of 7 from all Units (4x5)	= 20
	Total	= 100

FIRST YEAR - SEMESTER - I

SKILL ENHANCEMENT COURSE - I TECHNICAL WRITING

Course Code: 23 PELS11

2 HOURS

Credits: 2

Learning Objectives

- LO1 Technical Writing is ultimately important as it provides information on a company's products and services
- LO2 Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.
- LO3 The course in technical writing focuses on the discoursal features and functions of technical writing including the technical reports, project reports and related documents.
- LO4 The knowledge of computing appropriate to the discipline.
- LO5 The ability to use current technologies, skills, and tools necessary for computing practices.

UNIT I

Technical Writing: A Curtain Raiser, P-W-Rand BPS,
From Sentences to paragraphs

UNIT II

The Knowledge-How of Technical Description, Document Design,
Graphics: Enhancing Content

UNIT III

Data Interpretation, Presentation, News Reports.

UNITIV

Proposals, Brochures, User Manuals

UNIT V

CV Writing, Blogging, Vlogging, Posting on social media
Drafting the Blueprint of Your Future,
On the Track: You a Tech-Writer!

Course Outcomes

- CO1 Know how to follow the stages of the writing process and apply them to technical and workplace writing tasks. (K1)
- CO2 Understanding to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately. (K2)
- CO3 Applying the basic components of definitions, descriptions, process explanations, and other common forms of technical writing. (K3)
- CO4 Analysing the basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals and presentation. (K4)
- CO5 Evaluate how to interpret material on technology. (K5)
- CO6 Produce and interpret the written content with better comprehension(K6)

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Thomas, Sunny. *Writing for Media*. 2008
2. Singh, S.K. *Technical Writing*. 2016

Web Resources

1. <https://www.tech-tav.com/technical-writing-resources>
2. <https://guides.library.unt.edu/c.php?g=528500&p=6841451>
3. <https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/>
4. https://en.m.wikipedia.org/wiki/Technical_writing
5. <https://www.utleystrategies.com/blog/proposal-writing?format=amp>

QUESTION PAPER PATTERN

Marks

I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Unit II	=	20
III	1 Essay out of 3 from Unit III	=	20
IV	1 Essay out of 3 from Unit IV	=	20
V	1 Essay out of 3 from Unit V	=	20
	Total	=	100

FIRST YEAR SEMESTER - II

CORE - IV AMERICAN LITERATURE

Course Code: 23PELC21

6 HOURS

Credits: 4

Learning Objectives

- LO1 To introduce the learners to the development of American literature.
- LO2 To familiarize the social and political events that have a bearing on American writing
- LO3 To introduce the concepts and emerging themes in American literature
- LO4 To inculcate the movements and trends that shaped American literature
- LO5 To familiarize the students with the relation between aesthetics and racism in Fiction

UNIT I Poetry

Walt Whitman	<i>Out of the Cradle Endlessly Rocking</i>
Emily Dickinson	<i>The Soul Selects Her Own Society</i>
Robert Frost	<i>After Apple Picking</i>
E. E. Cummings	<i>Cambridge Ladies</i>
Wallace Stevens	<i>Anecdote of the Jar</i>
Anne Sexton	<i>Wanting to Die</i>
Adrienne Rich	<i>Diving into the Wreck</i>

UNIT II Prose

Ralph Waldo Emerson	<i>The American Scholar</i>
Henry David Thoreau	<i>Walden (Chapter 9-The Ponds)</i>
Malcolm X	Chapter1-Nightmare (Excerpt from <i>The Autobiography of Malcolm X</i>)*

UNIT III Drama

Arthur Miller	<i>Death of a Salesman</i>
Tennessee Williams	<i>A Street Car Named Desire</i> *

UNIT IV Short Story

Edgar Allan Poe	<i>The Cask of Amontillado</i>
Herman Melville	<i>Bartleby the Scrivener</i>
N. Scott Momaday	<i>The House Made of Dawn</i> *

UNIT V Fiction*

Toni Morrison	<i>Beloved</i> *
Kate Chopin	<i>The Awakening</i> *

(Note: Units/Topics marked with * are meant for Non-Detailed Study- Only essays can be asked)

Course Outcomes

- CO1 Know the movements and trends that shaped American literature. (K1)
CO2 Understand various speeches and concepts of living which changed American history (K2)
CO3 Evaluate the relation between aesthetics and racism in fiction (K3)
CO4 Validate representative socio-political, cultural, racial and gender perspectives in theatrical works (K4)
CO5 Evaluate to gain exposure to the different literary genres and its evolution in American Literature (K5)
CO 6 Formulate literary texts with attention to its common context. (K6)

Text Books (Latest Editions)

1. Willis Wagner: *American Literature-A World View*

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Marcus Cunliffe: *Sphere History of Literature -American Literature to 1900.*
2. Boris Ford: *The New Pelican Guide to English Literature-Vol.9.AmericanLiterature.*

Web Sources

- 1 <https://www.thoughtco.com/american-literary-periods-741872>
- .
2 <https://www.poetryfoundation.org/poets/walt-whitman>
- .
3 <https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/>
- .
4 <https://ivypanda.com/essays/edgar-allan-poses-and-herman-melville-comparison/>
- .
5 <https://lithub.com/the-most-anthologized-poems-of-the-last-25-years/>
- 6 https://www.cdschools.org/cms/lib04/pa09000075/centricity/domain/444/poetry_unit_iii_packet.doc

QUESTION PAPER PATTERN

		Marks
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Units II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV, V	= 20
V	4 Annotations out of 7 from Units I, II-1, 2 & III (<i>Death of a Salesman</i>) (4x5)	= 20
	Total	= 100

FIRST YEAR - SEMESTER - II

CORE - V SHAKESPEARE

Course Code: 23PELC22

6 HOURS

Credits: 4

Learning Objectives

- CO1 To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- CO2 Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
- CO3 Undertake textual analysis of Shakespeare's Plays and Sonnets
- CO4 Appraise Shakespeare's contribution to English language and literature
- CO5 Critically understanding the criticisms on Shakespeare

UNITS I & II

Hamlet

UNIT III

Othello

UNIT IV

As You Like it

UNIT V Sonnets

When to the Sessions (30)

Being (57)

To Me Fair Friend (104)

Let Me Not (116)

The Expense of Spirit (129)

Course Outcomes

- CO1 Remember the appreciations by critics on Shakespeare(K1)
- CO2 Understand Elizabethan theatre and the theatre's development. (K2)
- CO3 Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets(K3)
- CO4 Analyze the trends in Shakespeare studies(K4)
- CO5 Evaluate the Modern Approaches in Shakespearean criticism(K5)
- CO 6 Frame innovative research based on Shakespearean texts (K6)

Text Books (Latest Editions)

1. Stephen Greenblatt, ed., 1997, *The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies)*, W. W. Norton & Co., London.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Harrison, 1951, G.B. *Shakespeare's Tragedies*, Routledge, London.
2. Knight G.W., 1957, *The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies*, New York.
3. Knight G.W., 1947, *The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays*, Oxford.
4. John. Andrews, ed., 1985, *William Shakespeare: His World, His Work, His Influence*, Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984, *The Radical Tragedy*, The Harvester Press, Cambridge.

Web sources

1. <http://www.shakespeare.bham.ac.uk/resources>
2. <https://www.folger.edu/shakespeares-theater>
3. <https://www.britannica.com/art/sonnet>
4. <https://www.sparknotes.com/shakespeare/othello/genre/>
5. https://www.historytoday.com/archive/british_english_monarchs/henry-iv

QUESTION PAPER PATTERN

Marks

I	1 Essay out of 3 from Units I & II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from all Units	=	20
		Total	= 100

FIRST YEAR - SEMESTER - II

CORE VI

POSTCOLONIAL STUDIES

Course Code: 23PELC23

6 HOURS

Credits: 4

Learning Objectives

- LO1 To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
- LO2 To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres
- LO3 To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
- LO4 Emphasis will be laid on tracing the development of post-colonial literatures and theory.
- LO5 Understanding the critical perspectives in Postcolonial literatures.

UNIT I

Criticism

John McLeod *Beginning Postcolonialism*
(Ch 2: Reading Colonial Discourses
Ch 5: Re-reading and Re-Writing English Literature)

UNIT II

Poetry

Arun Kolatkar
The Priest
An Old Woman,
Yeshwant Rao

A. K. Ramanujan
Leopold Senghor
Grace Nichols.
James Reaney
Returning
In Memoriam
In My Name
Maps

UNIT III

Drama

Athol Fugard
Wole Soyinka
Master Harold" . . . and the Boys
*Death and the King's Horseman**

UNIT IV

Fiction

Amitav Ghosh
V. S. Naipaul
Sea of Poppies
*A House for Mr. Biswas**

UNIT- V

Fiction

Arundhati Roy
Samuel Selvon
The Ministry of Utmost Happiness
*The Lonely Londoners**

(Note: Units/Topics marked with * are meant for Non-Detailed Study- Only essays can be asked)

Course Outcomes

- CO1 Remember the political and social background of the third world nations (K1)
- CO2 Understand the emerging trends in Post-Colonial Literature (K2)
- CO3 Be sensitive towards the problems and consequences of the decolonization of a country(K3)
- CO4 Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature(K4)
- CO5 Evaluate the postcolonial concepts found in different literary genres(K5)
- CO 6 Reproduce the postcolonial texts with innovative instructions. (K6)

Text Books (Latest Editions)

1. *Macaulay's Minute of 1831/35.*
2. *Post-Colonial Studies:* eds. Ashcroft et.al.

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. *Specific issues of Journal of Commonwealth Literature.*
2. *Canadian Voices.* ed. S. Kudchedkar and Jameela Begum.
3. Frantz Fanon: *The Wretched of the Earth.*
4. Ashish Nandy: *The Fear of Nationalism.*

Web Sources

1. https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
3. <https://www.britannica.com/biography/Chinua-Achebe>
4. <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
5. <https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A> 1A

<u>QUESTION PAPER PATTERN</u>		Marks	
I	1 Essay out of 3 from Units I& II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Short Notes out of 7 from all Units (Except the topics marked with*) (4 x 5)	=	20
		Total =	100

FIRST YEAR - SEMESTER - II

ELECTIVE – III ENGLISH LANGUAGE TEACHING

Course Code: 23PELE21

5 HOURS

Credits: 3

Learning Objectives

- LO1 To enhance the learning and teaching skills of English
- LO2 To familiarize students about the basic concepts and theories related to English language teaching
- LO3 To focus on the problems and consequences on language teaching
- LO4 Emphasis will be laid on tracing the development of language teaching skills
- LO5 Understanding the teaching aspects

UNIT I A Brief history of Language Teaching

The Grammar – Translation Method, The Direct Method, The Audiolingual Method, Oral approach and situational language teaching, Language teaching innovations in the nineteenth century

UNIT II Nature of approaches and methods in Language Teaching

Approach and method-Definition The Silent Way Community Language Learning Suggestopedia Competency based Language teaching (Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the above approaches)

UNIT III Communicative Approaches

The Natural Approach, Cooperative language learning
Content based instruction, Task-based language teaching

UNIT IV Teaching English through Literature

Lesson Plan Writing Teaching Prose
Teaching Poetry Teaching Grammar Teaching of Non-Detailed Text, Strategies for teaching vocabulary and grammar

UNIT V

15 hours of classroom teaching in school and college

Course Outcomes

- CO1 Know the brief history of language teaching methods. (K1)
- CO2 Understand the difference between the terms, methods, approaches and techniques used in teaching (K2)
- CO3 Identify the objectives, active role of learners, teachers and materials of different approaches in teaching (K3)
- CO4 Analyze the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it. (K4)
- CO5 Evaluate and perceive the use of radio and television in language learning(K5)
- CO 6 Reproduce the content to teach effectively. (K6)

Text Books (Latest Editions)

1. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2015.
2. *The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department*, London.
3. Vincent, S. *The Teaching of English*. Madurai: Vasans Publications.
4. Larsen-Freeman, Diane. 2004. *Techniques and Principles in Language Teaching*. OUP
5. Richards, J. C., and T. S. Rogers. 1986. *Approaches and Methods in Language Teaching*. Cambridge University Press

6. Saraswathi, V. 2004. *English Language Teaching: Principles and Practice*. Orient Longman.
7. Tickoo, M. L. 2003. *Teaching and Learning English: A Sourcebook for Teachers and Teacher Trainers*. Orient Longman
- Agnihotri, R. K & Khanna, A.L. (1995). *English Language Teaching in India*.

Reference Books

- (Latest editions and the style as given below must be strictly adhered to)**
Methods of Teaching English by Dr. Shaikh Mowla
Teaching Aspects of English Language by Dr. Gurav H.K.

Web Resources

1. http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
5. https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

EXTERNAL EXAMINATION

Theory examination (90 minutes)	=	50 marks
Assessment of Teaching (1 Internal Examiner & 1 External Examiner)	=	50 marks
Total	=	100 marks

SEMESTER - II

ELECTIVE – III

EUROPEAN FICTION

Course code: 23PELE21

5 HOURS

Credits: 3

Learning Objectives

LO1: To the canons of European Fiction in the universal literary contexts.

LO2: To introduce the key concepts and themes through the representative works of European novelists

LO3: To enable the students the emerging concepts of European writing

LO4: To analyze the socio-political changes in European Fiction

LO5: To apply the critical theories while reading the works

Unit I

Albert Camus *The Outsider*

Unit II

Milan Kundera *Immortality*

Unit III

Fyodor Dostoevski *Crime and Punishment*

Unit IV

Franz Kafka *The Trial*

Unit V

Victor Hugo *Les Miserables*

Course Outcomes

CO1 Ability to introduce the dimensions of European Fiction in the universal literary contexts. (K1)

CO2 Understand the key concepts and themes through the representative works of European novelists. (K2)

CO3 Apply critical theories to the prescribed literary texts. (K3)

CO4 Analyze the socio-political changes in European Fiction. (K4)

CO5 Compare the European writers across time and space. (K5)

CO6 Renew and interpret European fiction with better comprehension (K6)

Text Books (Latest Editions)

1. *The Outsider* by Albert Camus, translated from French and published in 1942

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

- 1 M.H. Abrams – *A Glossary of Literary Terms* (latest edn)
- 2 John N. Duvall ed., *Modern Fiction Studies*, John Hopkins University Press, Vol.66, 2020.

Web sources

1. [https://en.wikipedia.org/wiki/The_Stranger_\(Camus_novel\)](https://en.wikipedia.org/wiki/The_Stranger_(Camus_novel))
2. https://www.google.co.in/books/edition/The_Outsider/XWlcAQAAQBAJ?hl=en&gbpv=1&printsec=frontcover
3. <https://pdfcoffee.com/milan-kundera-immortality-pdf-free.html>
4. https://www.mcgoodwin.net/pages/otherbooks/fd_crimeandpunishment.html
5. https://en.wikipedia.org/wiki/The_Trial
6. https://en.wikipedia.org/wiki/Les_Mis%C3%A9rables
7. https://www.academia.edu/19856852/European_Literature_at_a_Glance

QUESTION PAPER PATTERN

		Marks
I	1 Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 Short Notes out of 7 from all Units (4 x 5)	= 20
	Total	= 100

SEMESTER - II

ELECTIVE – IV WOMEN'S WRITING IN ENGLISH

Course code: 23PELE22

5 HOURS

Credits: 4

Learning Objectives

- LO1 Enabling the students to understand the evolution of Women's Writing in English.
- LO2 To enable the learners to get exposed to the women empowerment writers
- LO3 Comprehending different genres through the representation of different texts.
- LO4 To inculcate the cultural significance of Women's writing in English literature.
- LO5 To trace the influence of the impact of the West in women's writing.

Unit I

Sylvia Plath
Kishwar Naheed
Judith Wright
Maya Angelou
Carol Ann Duffy

Poetry

Lady Lazarus
I Am Not That Woman
Bora Ring
Phenomenal Woman
War Photographer

Unit II

Virginia Woolf

Prose

A Room of One's Own

Unit III

Charlotte Perkins Gilman
Anita Desai
Maha Sweta Devi

Short Stories

The Yellow Wallpaper
The Domestic Maid
Draupati

Unit IV

Doris Lessing
Alice Walker

Novel

The Golden Notebook
*The Colour Purple**

Unit V

Chitra Banerjee Divakaruni
Anita Nair

Novel

The Palace of Illusions
*Ladies Coupe**

(Note: Units/Topics marked with * are meant for Non-Detailed Study- Only essays can be asked)

Course Outcomes

- CO1 Tabulate our predominant woman writers of the globe. (K1)
- CO2 Explain and interpret the canonical texts analytically. (K2)
- CO3 Examine the feminist approaches in women - centered texts. (K3)
- CO4 Outline quintessential female texts of different Literatures. (K4)
- CO5 Evaluate and justify Literature as a voice of emancipated women. (K5)
- CO6 Formulate feminist consciousness through Literature. (K6)

Text Books (Latest Edition)

1. Author: Virginia Woolf's *A Room of One's Own* 1929

Publisher: Hogarth Press, England, Harcourt

Reference Books

(Latest editions and the style as given below must be strictly adhered to)

1. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
2. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.
3. K. Satchidanandan, 2003, *Authors, Texts, Issues: Essays on Indian literature*, Pencraft International, New Delhi.

Web Resources

1. <https://en.wikipedia.org> > A Room_of_One's_Own
2. <https://www.poetryfoundation.org/poems/49000/lady-lazarus>
3. <https://www.tumblr.com/asuddenline/4834518949/i-am-not-that-woman-kishwar-naheed-i-am-not>
4. <https://www.poetrynook.com/poem/bora-ring>
5. <https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
6. <https://www.scottishpoetrylibrary.org.uk/poem/war-photographer/>
7. <https://www.owleyes.org/text/yellow-wallpaper/read/yellow-wallpaper#root-422327-9> Charlotte Perkins Gilman *The Yellow Wallpaper*
8. <http://www.new-asian-writing.com/the-domestic-maid-by-anita-desai/>
9. https://www.goodreads.com/book/show/18749.Half_of_a_Yellow_Sun
10. uanpemoon.files.wordpress.com/2013/11/the-golden-notebook-by-doris-lessing.pdf
11. <https://www.booksfree.org/the-palace-of-illusions-by-chitra-lekha-and-banerjee-divakaruni-pdf/>

QUESTION PAPER PATTERN

		Marks
I	1 Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 short answers out of 7 from Units I, II & III, IV, V units except the topics marked with * (4x5)	= 20
	Total	= 100

SEMESTER - II

ELECTIVE – IV A GLIMPSE OF NOBEL LAUREATES

Course Code: 23PELE22

5 HOURS

Credits: 4

Learning Objectives

- LO1 To introduce the learners to the Nobel Laureates of various genres of Literature
- LO2 To familiarize students on various Nobel Laureates.
- LO3 Comprehending different genres through the representation of different texts.
- LO4 To inculcate the cultural significance of the writings in English literature.
- LO5 To trace the influence of the impact of the West

UNIT I POETRY

Pablo Neruda	<i>If You Forget</i> <i>A Song of Despair Ode to the Onion Your Laughter</i>
Octavio Paz*	<i>As One Listens to the Rain*</i> <i>The Street*</i>
Rudyard Kipling	<i>The Power of the Dog*</i>
Seamus Heaney	<i>Oracle*</i>

UNIT II PROSE

Nadine Gordimer	<i>Loot</i>
Thomas Mann	<i>Disorder and Early Sorrow</i>
J.M. Coetzee	<i>Excerpts from Disgrace *</i>
Toni Morrison	<i>Excerpt from Sula*</i>

UNIT III DRAMA

Harold Pinter	<i>The Caretaker</i>
George Bernard Shaw	<i>Man and Superman*</i>

UNIT IV SHORTSTORY

Alice Munro	<i>The Turkey Season Differently Runaway</i> <i>The Bear Came Over the Mountain</i> <i>Boys and Girls</i>
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UNIT V NOVEL

John Steinbeck	<i>The Pearl</i>
Gabriel Garcia Marquez	<i>One Hundred Years of Solitude</i>

(Note: Units/Topics marked with * are meant for Non-Detailed Study- Only essays can be asked)

Course Outcomes

- CO1 Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind. (K1)
- CO2 Understand the works of various Nobel Laureates. (K2)
- CO3 Apply different themes with regard to social, political and cultural aspects. (K3)
- CO4 Analyze the prescribed texts critically and aesthetically. (K4)
- CO5 Evaluate Perceive the influence of Nobel Laureates in Literature. (K5)
- CO6 Reframing and interpreting texts with attention to its History and Culture. (K6)

Text Books (Latest Editions)	
1.	<i>Nine Nobel Laureates in English Literature</i> . Omega Publications, 2012.
Reference Books	
Ian Milligan, 1983, <i>The Novel in English: An Introduction</i> , Macmillan, Hong Kong.	
Web Resources	
1	https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literatur
2	https://www.britannica.com/biography/Pablo-Neruda
3	https://www.britannica.com/topic/Nobel-Prize
4	https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/
5	https://www.britannica.com/biography/Alice-Munro

<u>QUESTION PAPER PATTERN</u>		Marks
I	1 Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 annotations out of 7 from Units I-Detailed, II, III (4 x 5)	= 20
Total		= 100

SEMESTER - II

SKILL ENHANCEMENT COURSE - II COMMUNICATION SKILLS

Course code: 23PELA21

2 HOURS

Credits: 2

Learning Objectives

- LO1 To provide an overview of prerequisites to Business Communication.
- LO2 To impart the correct practices of the strategies of Effective Business Writing.
- LO3 To equip the students with the knowledge of written and oral communication.
- LO4 To familiarize the learners to various oral and written skills.
- LO5 The ability to communicate effectively with a wide range of audience.

UNIT I COMMUNICATION: AN INTRODUCTION

Definition, Nature and Scope of Communication
Types of Communication
Process of Communication
Barriers to Communication

UNIT II AURAL COMMUNICATION

Tone of voice in communication, types
Understanding Tone of Voice (listening and interpreting)

UNIT III ORAL COMMUNICATION

Describing directions and routes in English
Congratulating people on their success
Expressing Opinions

UNIT IV CORPORATE COMMUNICATION

1. Demanding explanations
2. Giving Instructions
3. Requesting and responding to requests

UNIT V VERBAL COMMUNICATION – WRITTEN

1. Circular
2. Memorandum
3. Minutes

Course Outcomes

- CO1 Remember the role of communication in professional success. (K1)
- CO2 Understand an awareness of appropriate communication strategies. (K2)
- CO3 Apply a variety of communication acts with reference to written and oral skills. (K3)
- CO4 Analyze and present messages with a specific intent. (K4)
- CO5 Evaluating gain an understanding of professional, ethical and social responsibilities. (K5)
- CO6 Rendering the current content effectively. (K6)

Text Books (Latest Editions)	
1	Brent C. Oberg. <i>Interpersonal Communication</i>
2	John Seely. <i>The Oxford Guide to Writing and Speaking</i>
Reference Books (Latest editions and the style as given below must be strictly adhered to)	
1	Asha Kaul. <i>Effective Business Communication</i>
2	S. K. Mandel. <i>Effective Communication and Public Speaking</i>
Web Resources	
1	www.researchgate.net
2	https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048
3	https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION
4	https://akpsi.org/what-is-oral-communication/
5	https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/

QUESTION PAPER PATTERN

Theory		50 marks
I	1 Essay out of 3 from Units I	= 20
II	1 Essay out of 3 from Unit IV, V	= 20
III	2 Short Notes out of 4 from I, IV, V Units (2 x 5)	= 10
Total		= 50
 Practical		 50 marks
Aural Component		25 marks
Oral Component		25 marks
 Total-100 marks		
1. Making Comparisons		
2. Reporting what others say		
3. Persuading		

SEMESTER – III
CORE – VII ENGLISH LANGUAGE AND LINGUISTICS

Course code: 23PELC31

5 hours

Credits: 4

Learning Objectives

- LO1 Enabling the students to understand the history of English language from the old English Period to Modern day
- LO2 To Differentiate the Origin of Language and concept of Linguistics.
- LO3 To Demonstrate the usage of stress and intonation in Phonetics
- LO4 Evaluating the Linguistic theories introduced in the course.
- LO5 To comprehend the different aspects of Linguistics and Phonetics

Unit – I History of the English Language

The Old English Period
The Middle English Period
The Renaissance and after

Unit – II History of the English Language

The Growth of vocabulary
Change of meaning
The Evolution of Standard English

Unit – III Linguistics

What is Linguistics?
Traditional grammar and Modern grammar
Morphology
IC Analysis

Unit – IV Phonetics – Theory

Vowels, Diphthongs, Consonants
Syllable, Intonation, Word Stress
Strong and Weak forms

Unit V Phonetics – Practice

Phonetic transcription

Course Outcomes

- CO1 Tabulate the history of English language from the old English Period to Modern day Influence. (K1)
- CO2 Differentiate the Origin of Language and concept of Linguistics. (K2)
- CO3 Demonstrate the usage of stress and intonation in Phonetics. (K3)
- CO4 Outline the sound patterns and attempt phonetic transcription of sentences. (K4)
- CO5 Evaluate the Linguistic theories introduced in the course. (K5)
- CO6 Develop a better command over the indispensable aspects of Linguistics and Phonetics. (K6)

Text Book (Latest Edition)

- 1 *An Outline History of the English Language* by F. T. Wood
- 2 *An Introduction to the Pronunciation of English* by A. C. Gimson
- 3 *Linguistics* by David Crystal
- 4 *A Textbook of English Phonetics for Indian Students* by T. Balasubramanian
- 5 *Iyyadurai, P. (2013). English Phonetics for Beginners, Tamilnadu: Jones Publications.*

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

- 1 *Linguistics: An Introduction* by Andrew Radford, et. Al.
- 2 *The Pronunciation of English* by Daniel Jones
- 3 *A History of the English Language* by A.C. Baugh
- 4 *Growth and Structure of the English Language* by Otto Jespersen

Web Resources

- 1 <https://www.msuniv.ac.in/Download/Pdf/c655dbb8fd5b461>
- 2 <https://dictionary.cambridge.org/help/phonetics.html>

<u>QUESTION PAPER PATTERN</u>		Marks
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV	= 20
V	Phonetic transcription (Five short passages) 5*4	= 20
	Total	= 100

SEMESTER – III

CORE – VIII

AUSTRALIAN AND CANADIAN LITERATURE

Course code: 23PELC32

5 hours

Credits: 4

Learning Objectives

- LO1: To define the basic traits of Australian and Canadian Literature.
LO2: To interpret the canonical texts with its critical concepts and chief themes.
LO3: To determine the cultural and historical contexts out of which Australian and Canadian literary texts emerged.
LO4: To analyze the enigmatic presentation of Australian and Canadian Writers.
LO5: To develop a passion to scrutinize Australian and Canadian Literature.

UNIT- I

Poetry

A. D. Hope	<i>Australia</i>
Peter Allen	<i>I Still Call Australia Home</i>
A. M. Klein	<i>The Mountain</i>
E. J. Pratt	<i>The Dying Eagle</i>

UNIT II

Prose/ Memoir

Jill Ker Convoy	<i>The Road From Coorain</i>
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UNIT III

Drama

George Ryga	<i>The Ecstasy of Rita Joe</i>
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UNIT IV

Fiction

Patrick White	<i>Voss</i>
Richard Flanagan	<i>The Narrow Road to the Deep North</i>

UNIT V

Fiction

Michael Ondaatje	<i>The English Patient</i>
Margaret Atwood	<i>The Blind Assassin</i>

Course Outcomes

- CO 1 Appreciate the representative works of Australian and Canadian writers. (K1)
CO2 Understand with the various aspects of Australian and Canadian Literature in the universal literary context. (K2)
CO3 Apply aesthetic values and gaining critical insight through various perspectives of reading poetry. (K3)
CO4 Analyze the philosophy of life through a critical examination of texts belonging to different periods and cultures. (K4)
CO5 Evaluate the Australian and Canadian literary texts as one of the great sources of wisdom. (K5)
CO6 Reproduce the dimensions of Australian and Canadian Literature in the universal literary context. (K6)

Text books

A. Grove Day, *Modern Australian Prose, 1901–75: A Guide to Information Sources*.

Coral Ann Howells (Ed), Eva-Marie Kröller (Ed), *The Cambridge History of Canadian Literature*, Cambridge University Press, 2013.

The MacMillian Anthology of Australian Literature. Eds. Ken Goodwin and Alan Lawson. 1990.

Reference books

Dhawan, R.K. *Australian Literature Today*. New Delhi, 1993.

Laurie Clancy, *A Reader's Guide to Australian Fiction*.

Daniel David Moses, Terry Goldie, *An Anthology of Canadian Native Literature in English*, Oxford University Press, 1998.

Eugene Benson, William Toye, *The Oxford Companion to Canadian Literature*, Oxford University Press, 1981.

Web Sources

<https://allpoetry.com/poem/8509645-Australia-by-A-D-Hope>

<https://www.jiosaavn.com/lyrics/i-still-call-australia-home-single-version-lyrics/Ils4aQwIfnQ>

<http://canpoetry.library.utoronto.ca/canpoetry/klein/poem5.htm>

<https://www.avinashigasc.in/learning-materials/files/98-Commonwealth%20Literature-Unit%20-%20I%20-%20The%20Dying%20Eagle%20by%20E.J.%20Pratt.docx>

https://www.goodreads.com/book/show/107430.The_Road_from_Coorain

<https://www.canadiantheatre.com/dict.pl?term=The%20Ecstasy%20of%20Rita%20Joe>

<https://musingsofaliterarydilettante.wordpress.com/2014/05/16/the-narrow-road-to-the-deep-north-by-richard-flanagan/>

<https://readingmattersblog.com/2017/05/18/voss-by-patrick-white/>

https://www.academia.edu/35256736/The_English_Patient_Novel

https://www.academia.edu/48085277/Margaret_Atwood_s_The_Blind_Assassin_as_a_Social_Chronicle_of_20th_Century_Canada

QUESTION PAPER PATTERN

Marks

I	1 Essay out of 3 from Units I & II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Short Notes out of 7 from all Units (4x5)	=	20
		Total =	100

SEMESTER - III

CORE - IX LITERARY THEORY AND CRITICISM - I

Course code: 23PELC33

5 hours

Credits: 4

Learning Objectives

- LO1: To introduce the basics of Literary criticism.
- LO2: To orient the understanding of critical thoughts through the ages.
- LO3: To determine the cultural and historical contexts.
- LO4: To assess the contribution of the Critics and the age of thought.
- LO5: To develop a passion to scrutinize critical theories.

UNIT I CLASSICAL AND RENAISSANCE CRITICISM

- Plato - *The Republic* (The Concept of Mimesis)
- Aristotle - *Poetics* (The Concept of Catharsis)
- Philip Sidney - *An Apology for Poetry* (Key Concepts)

UNIT II NEO-CLASSICAL , ROMANTIC AND VICTORIAN CRITITCISM

- Samuel Johnson - *Preface to Shakespeare* (Three Unities)
- S.T. Coleridge - *Biographia Literaria* (Chapter-17; Poetic Diction)
- Matthew Arnold - *The Study of Poetry* (Touchstone method)

UNIT III APPROACHES

- The Moralistic Approach : T.S. Eliot's *Religion and Literature*
- The Psychological Approach : Geoffrey Gorer's *The Myth in Jane Austen*

UNIT IV APPROACHES

- The Sociological Approach : Joseph Wood Krutch's *The Tragic Fallacy*
- The Formalistic Approach : Cleanth Brooks' *Keats' Sylvan Historian: History without Footnotes*

UNIT V APPROACHES

- The Biographical Approach : *The Influence of Emily Dickinson's Life Background on the Concept of Death* in Dickinson's "Because I Could Not Stop for Death"
- The Archetypal Approach : Gilbert Murray's *Hamlet and Orestes*

Course Outcomes

- CO1: Identify significant literary critics and their key concepts. (K1)
- CO2: Interpret the critical tradition from Plato to New Critics. (K2)
- CO3: Develop critical sensibility. (K3)
- CO4: Analyze the links between text, author and reader. (K4)
- CO5: Evaluate literary texts with literary theories. (K5)
- CO6: Interpreting and analyzing various texts having the theories as the base. (K6)

Textbooks

Wilbur Scott's *Five Approaches to Literary Criticism*

Habib, M. A. R. *A History of Literary Criticism from Plato to the Present*. Blackwell, 2005

Prasad. B. *An Introduction to English Criticism*. Lakshmi Publication.2020

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Reference Books

- Wilfred L. Guerin, and et.al *Handbook of Critical Approaches to Literature*, Fifth Indian Edition, Oxford University Press, 2005.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*, 3rd ed. Routledge, 1998.
- Encyclopedia of Literature and Criticism*. Ed. Martin Coyle. Peter Garsidec et al. Gale Research Inc, 1990.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*, O.U.P., 2011
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin ed. *The Post-Colonial Studies Reader* Routledge, 2006.
- Newton. K.M *Twentieth-Century Literary Theory A Reader*. Macmillan, 1997.
- Ambarwati, Triwulam. *The Influence of Emily Dickinson's Life Background on the Concept of Death Found in Her Poem Entitled Because I Could Not Stop for Death*. 2006

Web Sources

- <https://www.egyankosh.ac.in/bitstream/123456789/22610/1/Unit-1.pdf>
- https://ddceutkal.ac.in/Syllabus/MA_English/Paper_02.pdf
- <https://dde.pondiuni.edu.in/files/StudyMaterials/PG/MAEnglish/1year/MAEG1004LiteraryCriticismandTheory.pdf>
- <https://gwern.net/doc/culture/1935-eliot.pdf>
- <http://hannahkahn.weebly.com/tragedy-blogs-the-tragedy-within-us/the-tragic-fallacy-joseph-krutch>
- <https://catalogimages.wiley.com/images/db/pdf/9781119622604.c01.4.pdf>
- [https://upload.wikimedia.org/wikipedia/commons/1/12/Hamlet_and_Orestes%3B_a_study_in_traditional_types_\(IA_hamletorestesstu00murr\).pdf](https://upload.wikimedia.org/wikipedia/commons/1/12/Hamlet_and_Orestes%3B_a_study_in_traditional_types_(IA_hamletorestesstu00murr).pdf)

<u>QUESTION PAPER PATTERN</u>		Marks
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV	= 20
V	1 Essay out of 3 from Unit V	= 20
	Total	= 100

SEMESTER - III

CORE - X COMPARATIVE LITERATURE

Course code: 23PELC34

5 hours

Credits: 4

Learning Objectives

- LO1 To Understand the concept of oneness of literature
- LO2 To enable to find out the need for moving between and across literary systems and languages.
- LO3 To analyze the role of translation in the production of textual and cultural meaning
- LO4 Compare the principles of the French and American Schools of Comparative Literature.
- LO5 Apply the principles of Comparative Literature to cultural texts.

Unit –I

Definition and Principles of Comparative literature
National Literature, General Literature, World Literature
History of Comparative literature
Comparative Literature in India

Unit-II

Schools of Comparative Literature: French and American Schools
Reception and Influence
Influence and Imitation

Unit-III

Thematology: Themes, Motifs, Myths and Archetypes

Unit-IV

Literature and Society, Literature and Philosophy, Literature and Psychology

Unit-V

K. Chellappan's *Shakespeare and Ilango as Tragedians* (Chapters I & II)

Course Outcomes

- CO1 Recall the various literary traditions in their specificity and interrelation. (K1)
- CO2 Understand the concept of oneness of literature. (K2)
- CO3 Examine the need for moving between and across literary systems and languages. (K3)
- CO4 Analyze the role of translation in the production of textual and cultural meaning. (K4)
- CO5 Compare the principles of the French and American Schools of Comparative Literature. (K5)
- CO 6 Reproduce texts with attention to the comparative theories. (K6)

Text Books (Latest Editions)

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*, Oxford: Blackwell, 1993
2. Chellappan, K. *Shakespeare and Ilango as Tragedians*. Thanjavur: Tamil University, 1985.
3. Dev, Amiya and Sisir Kumar Das, eds. *Comparative Literature: Theory and Practice*. New Delhi: Indian Institute of Advanced Study, 1989.
4. Sachithanandan, V. *Oppilakkiyam*. Madras: Oxford University Press, 1985.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Jost, Francois. *Introduction to Comparative Literature*. New York: Bobbs Merrill, 1974.
2. Praver, S. S. *Comparative Literary Studies: An Introduction*. London: Duckworth, 1973.
3. Stallknecht, Remak, Newton P. and Horst Frenz, eds. *Comparative Literature: Method and Perspective*. Carbondale: Southern University Press, 1971.
4. Saussy, Haun, ed. *Comparative Literature in an Age of Globalization*. Baltimore: John Hopkins University Press, 2006.
5. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington: Indiana University Press, 1973.
6. Wellek, Rene. *Concepts of Criticism*. London: Yale University Press, 1963.
7. Zepetnek, Steven Totosy de. *Comparative Literature: Theory, Method and Application*. Amsterdam: Rodopi, 1998.

Web sources

1. https://en.wikipedia.org/wiki/Comparative_literature
2. https://www.kngac.ac.in/elearning-portal/ec/admin/contents/3_18KP3E10_2020101608390670.pdf
3. <https://maenglishsite.files.wordpress.com/2016/04/theory-of-comparative-lit-an-overview.pdf>
4. file:///C:/Users/Asus/Downloads/ComparativeLiteratureAnOverview.pdf

<u>QUESTION PAPER PATTERN</u>		Marks
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Units III & IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 Short Notes out of 7 from all Units	= 20
	Total	= 100

SEMESTER - III

CORE – XI INDUSTRY MODULE

RESEARCH METHODOLOGY AND MINI PROJECT

Course code: 23PELC35

5 hours

Credits:4

Learning Objectives

- LO1 To Identify the ideologies of a Research Problem
- LO2 To Interpret the basic concepts of Research Problem formulation
- LO3 To Examine Literature Review and apply research in a more suitable manner.
- LO4 To Outline the importance of structural writing of a research paper.
- LO5 To gain experience in article writing

UNIT- I Fundamental of Research

- 1. Selecting a topic
- 2. Research Formulation
- 3. Literature review*
- 4. Development of working hypothesis
- 5. Using the Library
- 6. Compiling a Working Bibliography
- 7. Note Making*
- 8. Plagiarism

UNIT - II Mechanics of Writing

- 1. Outlining *
- 2. Language and style
- 3. Paraphrasing*
- 4. Writing Drafts*
- 5. Spelling
- 6. Punctuation
- 7. Use of Quotations

UNIT - III Format

- 1. Names of Persons
- 2. Titles of Works in a Research Paper
- 3. Typing*
- 4. Margin*
- 5. Spacing and Page Numbers*

UNIT - IV Documentation

Parentetical Documentation

Preparing the List Works Cited: Citing Periodical Print Publications, Citing Non-periodical Print Publications, Citing Web Publications, Citing Sources in the Text- Introduction, Preface, Foreword and Afterword

Unit V- Mini Project (for Internal assessment)

Article Writing and Seminar Presentation

(Note: Topics marked with * are meant for paragraph answers alone)

Course Outcomes

- CO1 Identify the ideologies of a Research Problem. (K1)
- CO2 Interpret the basic concepts of Research Problem formulation. (K2)
- CO3 Examine Literature Review and apply research in a more suitable manner. (K3)
- CO4 Outline the importance of structural writing of a research paper. (K4)
- CO5 Justify the hypothesis with the Research analysis. (K5)
- CO6 Acquire a comprehensive view of the creation of research papers. (K6)

Text Books (Latest Editions)

1. *M L A Handbook for Writers of Research Papers - Joseph Gibald.* 9th edition.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*

1. Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. New York: Norton, 1993.
2. Anderson, Jonathan, B.H. Durston and M.Pcole. *Thesis and Assignment Writing*. New Delhi: Wiley Eastern, 1970.
3. Davis, Gordon B., and Detmar W. Straub. *Writing the Doctoral Dissertation*.
4. Griffith, Kelley. *Writing Essays about Literature: A Guide and Style Sheet*. 6th ed. Fort Worth: Harcourt College Publishers, 2002.

Web sources

- 1 https://www.brainfuse.com/curriculumupload/1lgbht79g1peg_19blo22cq6ryl.pdf
- 2 <https://ccsuniversity.ac.in/bridge-library/pdf/MPhil%20Stats%20Research%20Methodology-Part1.pdf>
- 3 <https://eduvoice.in/types-research-methodology/>

<u>QUESTION PAPER PATTERN</u>		Marks
I	1 Essay out of 3 from Units I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV	= 20
V	4 Short Notes out of 7 from topics marked with * and from all units (4 x 5)	= 20
	Total	= 100

SEMESTER - III

ELECTIVE - V SUBALTERN STUDIES

Course code: 23PELE31

5 hours

Credits:4

Learning Objectives

- LO1 Sensitizing students in the history of anti-caste and anti-discrimination Discourses
- LO2 To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.
- LO3 To focus on studies caste, reflecting upon the history of anti-caste struggle in India.
- LO4 Focus on important dimensions to understanding political spheres in India
- LO5 Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

UNIT I POETRY

1. Koshal Parwar *Life*
2. Namdeo Dhasal *Hunger*
3. J.V. Pawar *Birds in Prison*
4. Arun Kamble *Which language I should speak*
5. Dr.Siddalingaiah *The Dalits are coming*

UNIT II PROSE

- Martin Luther King (Jr) *I Have a Dream*
Gayatri. C. Spivak *Can the Subaltern Speak?*

UNIT III DRAMA

- Vijay Tendulkar *Kanyadan*
Mahesh Dattani *Tara**

UNIT IV SHORT STORIES

- Mahasweta Devi *Draupadi*
Breast Giver (Breast Stories)
Premchand *The Shroud**

UNIT V FICTION

- Kalyan Rao *Untouchable Spring*
Bama *Karukku**

(Note: Units/Topics marked with * are meant for Non-Detailed Study- Only essays can be asked)

Course Outcomes

- CO1 Understand the historical and political background of Caste. (K1)
- CO2 Focus on understanding the dimensions of discriminations. (K2)
- CO3 Analyze a literary text with reference to socio-political Issues. (K3)
- CO4 Evaluate the prescribed texts critically. (K4)

CO5 Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature. (K5)

CO6 Interpret texts with attention to genre and social background. (K6)

Text Books (Latest Editions)

Guha, R. S. of P. S. R. (1988). *Selected subaltern studies*. Oxford University Press.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

Ludden, David, *Reading Subaltern Studies: Critical History*. Orient Blackswan Pvt. Ltd, 2003.

Web sources

<https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subaltern%20Studies%20emerged%20around%201982, had%20not%20been%20heard%20previous.>

<https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>

<http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>

https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

<u>QUESTION PAPER PATTERN</u>		Marks
I	1 Essay out of 3 from Unit I, II	= 20
II	1 Essay out of 3 from Units III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 short answers out of 7 from all Units except the topics marked with * (4x5)	= 20
	Total	= 100

INDUSTRIAL ACTIVITY

INTERNSHIP

Semester : III

Sub. Code: 23PELI51

Credits: 2

- All PG students will undergo internship during the summer holidays of the first year after completing II semester.
- Two credits will be given for internship.
- Minimum Days: 30
- Minimum working time per day: 3 Hrs. & Maximum working Time: 5 Hrs.
- The places of internship can be government offices, Panchayats, MP, MLA offices, private institutions, companies, production units etc.
- The HoD of the departments will give a letter of introduction to each student.
- The students will identify the company / institution for internship.
- The students will be divided equally based on the number of professors available in the departments. Each professor will serve as a guide to the assigned students.
- The students will finalize the institutions / companies for the internship in consultation with the guides.
- The students shall maintain a work diary which will be countersigned by the managers / authorities of the company in which the students do the internship on daily basis.
- The work diary, Work completion certificate obtained from the company and a comprehensive report on the learning outcomes will be submitted to the guides at the end of the internship.
- Viva will be conducted based on the experience of the internship in the month of August. The guide will be the internal examiner and another faculty from the same department will serve as the external examiner.

SECOND YEAR - SEMESTER - IV

CORE - XI CULTURAL STUDIES

Course Code: 23PELC41

6 HOURS

Credits: 4

Learning Objectives

LO1: Ability to link the visual with other literary and performative aspects of culture.

LO2: Ability to evaluate emergent visual texts in relation to globalization.

LO3: Ability to develop creative endeavors for cultural and artistic productions.

LO4: Ability to demonstrate basic understanding of the wider notion of performance and their various forms.

LO5: Ability to discover the various performing art-forms of India

Unit I

Pramod K. Nayar

Cultural Studies: Scope, Aim and Methods
(Introduction to Cultural Studies: Chapter 1)

Stuart Hall

Race, Culture, and Communications: Looking Backward and Forward at Cultural Studies

Unit II

Lawrence Grossberg

The Heart of Cultural Studies

Lennard J Davis

Introduction: Disability, Normality and Power (From *The Disability Studies Reader*)

Unit III

William Dalrymple

Nine Lives: In Search of the Sacred in Modern India

Unit IV

Chimamanda Adichie *Americanah*

Unit V

Key Terms in Cultural Studies

Global village by Marshal McLuhan

Optical unconscious by Walter Benjamin

Transculturation by Fernando Ortiz

Counter Culture by Theodore Roszak

Historiographic metafiction by Linda Hutcheon

Visualism by Johannes Fabian
Foucault

Medical Gaze and Heterotopia by Michael

Public Sphere by Jurgen Habermas

Watching Dallas by Ien Ang

Second Order Signification by Roland Barthes

Circuit of Culture by Stuart Hall

Epistemological Break by Gaston Bachelard

Double Consciousness by Du Bois

Performativity by Judith Butler

Learning to Labor by Paul Wills

Micronarratives by Jean-François Lyotard

Surfiction by Raymond Federman

Abjection by Julia Kristeva

Cultural relativism

Posthumanism

Cultural capital - Embodied Cultural Capital, Objectified Cultural Capital and Institutionalized cultural capital by Pierre Bourdieu

Course Outcomes

CO1 Validate basic understanding of the wider notion of Culture. (K1)

CO2 Discover the various performing art-forms of India. (K2)

CO3 Examine the problems associated with the classification and categorization of performances. (K3)

CO4 Link performance to globalization and intercultural encounters. (K4)

CO5 Establish understanding the political and economic determinants. (K5)

CO6 Demonstrate familiarity with emergent issues in the cultural studies. (K6)

Textbooks

Pramod K. Nayar's *Cultural Studies: Scope, Aim and Methods*

(*Introduction to Cultural Studies*: Chapter 1)

Lawrence Grossberg *Cultural Studies in the Future Tense*

Reference Books

Barker, Chris. (2008). *Cultural Studies: Theory and Practice*.

During, Simon. (2003). *The Cultural Studies Reader*.

Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*.

Williams, Raymond. *Culture and Society: 1780–1950*.

The Oral History Reader Edited by Robert Perks and Alistair Thomson

Sturken, Marita & Carwright, Lisa. (2018). *Practices of Looking: An Introduction to Visual Culture*. Third Edition. Oxford University Press, New York & Oxford.

Jenks, Chris (ed). (2003). *Visual Culture*. Routledge, London and New York.

Lyotard, Jean-Francois. (1984). "Introduction", *The Postmodern Condition: A Report on Knowledge*, Trans. Geoffrey Bennington and Brian Massumi. Minneapolis: University of Minnesota Press.

Web Sources

<https://ebin.pub/an-introduction-to-cultural-studies-2nbsped-8130933985-9788130933986.html>

https://warwick.ac.uk/fac/soc/sociology/staff/virinderkalra/kolkata/stuart_hall_cultural_studies.pdf

<https://muse.jhu.edu/pub/4/monograph/book/68710>

<https://www.amherst.edu/system/files/media/1021/Laura%20Mulvey,%20Visual%20Pleasure.pdf>

QUESTION PAPER PATTERN	Marks
I 1 Essay out of 2 from Unit I	= 20
II 1 Essay out of 2 from Unit II	= 20
III 1 Essay out of 2 from Unit III	= 20
IV 1 Essay out of 2 from Units IV	= 20
V 10 short answers out of 12 Unit V (10*2=20)	= 20

Total	= 100

SEMESTER - IV

CORE - XII TRANSLATION STUDIES

Course Code: 23PELC42

6 hours

Credits: 4

Learning Objectives

- LO1 To enable students to get a glimpse of the rich diversity of Indian culture and literature
- LO2 To provide knowledge about the regional languages through representative texts in English translation
- LO3 To equip the students in the skills as well as the politics of translation.
- LO4 Focus on important dimensions of culture through the prescribed texts
- LO5 Understanding the nuances of translations

UNIT I Theory

1. Introduction to Translation

Introductory Part from *Translation: An Advanced Resource Book* by Basil Hatim and Jeremy Munday, 2004. (Page 3 – 16)

2. Cultural Constraints in Translation, The Problems of Translation in English.

Translation Studies Theories and Applications. Sunil Sewant. 2013 (Page 101-115).

UNIT II Poetry

Balamani Amma *To My Daughter*

A K Ramanujan *Kabilar*

Akananooru

UNIT III Short Stories

Ashokmitran *The Rat*

A.K. Ramanujan *Annayya's Anthropology*

Veerabhadrapa *A Sweet Dish**

Lalithambika Antharjanam *Wooden Cradles**

UNIT IV Drama

Rabindranath Tagore *Mukta Dhara*

Mahasweta Devi *Rudaali**

UNIT V

Thaghazhi Siva Sankaran *Chemmeen**

Sundara Ramasamy *Tamarind Tree**

(Seminars and paper presentations on unit V)

(Note: Units/Topics marked with * are meant for Non-Detailed Study- Only essays can be asked)

Course Outcomes

- CO1 Develop the Knowledge in study of translation. (K1)
- CO2 Understand Appreciate better the dimensions of language and its nuances essential for translation. (K2)
- CO3 Gain exposure to effective translation. (K3)
- CO4 Be equipped in the skills as well as the politics of translation. (K4)
- CO5 Evaluate and gain knowledge in the regional languages through representative texts in English translation. (K5)
- CO6 Apply Translation Theories in different languages of and achieve mastery as professional translators. (K6)

Text Books (Latest Editions)

1. Translation: *An Advanced Resource Book* by Basil Hatim and Jeremy Munday, 2004.

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Bassnett, Susan and Harish Trivedi. eds. 1999. *Post-colonial Translation*. London. Routledge
2. Amit Choudhury, 2001, *The Picador Book of Modern Indian Literature*, Macmillan, London.
3. R. Azhagarasan & Ravikumar *Anthology of Tamil Dalit Writing* (OUP)
4. *The Oxford Anthology of Modern Indian Poetry* eds. Vinay Dharwadkar
5. *Post Colonial Translation: Theory and Practice* by Susan Bassnett *Translation and Literary History: An Indian View* by Ganesh Devy

Web sources

- 1 https://en.wikipedia.org/wiki/Translation_studies#:~:text=Translation%20studies.%20is%20an%20academic.of%20study%20that%20support%20translation.
- 2 <https://www.tandfonline.com/toc/rtrs20/current>
- 3 <https://complit.fas.harvard.edu/translation-studies>
- 4 <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
- 5 ross-frontiers.org/about-translation-workshops/

QUESTION PAPER PATTERN

Marks

I	1 Essay out of 3 from Units I and II	=	20
II	1 Essay out of 3 from Units III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 short answers out of 7 from Units I to IV (Except the topics marked with *)	=	20
	(4x5)	=	20
	Total	=	100

SEMESTER - IV

CORE - III LITERARY THEORY AND CRITICISM - II

Course Code: 23PELC43

6 hours

Credits: 4

Learning Objectives

- LO1 To Interpret the critical tradition from Plato to New Critics.
- LO2 To Develop critical sensibility.
- LO3 To Analyze the links between text, author and reader.
- LO4 To Evaluate literary texts with literary theories.
- LO5 To Create quality critical views on literary texts

Unit I

Structuralism and Post-Structuralism

- Ferdinand de Saussure The Object of Study
- Jacques Derrida Structure, Sign and Play in the Discourse of the Human Sciences

Unit II

New Historicism and Cultural Materialism

- John Brannigan New Historicism and Cultural Materialism Today
- Stephen Greenblatt The Circulation of Social Energy
- Alan Sinfield Cultural Materialism, Othello, and the Politics of Plausibility

Unit III

Postcolonialism

- Edward Said Orientalism
- Homi K. Bhabha Signs Taken for Wonders

Unit IV

Feminism and Ecocriticism

- Toril Moi Feminist Literary Criticism
- William Howarth Some Principles of Ecocriticism

Unit V

Psychoanalysis

- Geoffrey Hartman The Interpreter's Freud
- Helene Cixous The Laugh of the Medusa

Course Outcomes

- CO1 Familiarize with the key concepts of Literary Criticism. (K1)
- CO2 Understand the recent critical theories. (K2)
- CO3 Apply critical theories to analyze and argue about literary texts. (K3)
- CO4 Explore theories with positive learning. (K4)
- CO5 Assess the dominance of theory in the postmodern phase. (K5)
- CO6 Build critical sensibility. (K6)

Textbooks

Modern Criticism and Theory: A Reader. Ed. David Lodge and Nigel Wood

Faultlines: Cultural Materialism and the Politics of Dissident Reading by Alan Sinfield

Contemporary Postcolonial Theory. Ed. Padmini Mongia—pp. 20-36

The Post-Colonial Studies Reader. Ed. Ashcroft, Griffiths and Tiffin

The Location of Culture by Homi K. Bhabha pp.145-174

Literature in the Modern World – Ed. Dennis Walder – pp.291-300

The Ecocriticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm pp.69-91)

Reference Books

Beginning Theory by Peter Barry

Modern Criticism and Theory: A Reader. Ed. David Lodge and Nigel Wood

The Post-Colonial Studies Reader by Ashcroft, Griffiths and Tiffin

Literary into Cultural Studies by Anthony Easthope

Literature in the Modern World by Dennis Walder

The Ecocriticism Reader. Ed. Cheryll Glotfelty and Harold Fromm

Web Sources

<http://seas3.elte.hu/a2/notes/marosan-LangAsObjectOfStudy.pdf>

<http://www.literatureoftheamericas.com/wp-content/uploads/2018/08/Structure-Sign-and-Play.pdf>

<https://archive.org/details/newhistoricismlcu0000bran/page/n8/mode/1up>

<https://www.degruyter.com/document/doi/10.1515/9780691228006-019/html?lang=en>

<http://seas3.elte.hu/coursematerial/TimarAndrea/20a->

[_Sinfield Othello and the Politics of Plausibility.pdf](#)

https://monoskop.org/images/4/4e/Said_Edward_Orientalism_1979.pdf

https://abahlali.org/files/Can_the_subaltern_speak.pdf

<https://blogs.baruch.cuny.edu/spring2016eng2850jta/files/2016/02/Bhabhaa-Signs.pdf>

<http://course.sdu.edu.cn/G2S/eWebEditor/uploadfile/20140304190822014.pdf>

https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_3adaa9cf-3da1-4a29-bc84-deb3298269a7_6.pdf

QUESTION PAPER PATTERN

Marks

I	1 Essay out of 2 from Unit I	=	20
II	1 Essay out of 2 from Unit II	=	20
III	1 Essay out of 2 from Unit III	=	20
IV	1 Essay out of 2 from Unit IV	=	20
V	1 Essay out of 2 from Unit V	=	20
		Total =	100

SEMESTER - IV

PROJECT WITH VIVA VOCE

Course Code: 23PELC44

4 HOURS

Credits: 4

Learning Objectives

LO1: To Identify the ideologies of a Research Problem

LO2: To Interpret the basic concepts of Research Problem formulation

LO3: To Examine Literature Review and apply research in a more suitable manner.

LO4: To Outline the importance of structural writing of a research paper.

LO5: To gain experience in article writing

- ❖ Students will choose topics of their interest in consultation with the Guide.
- ❖ Minimum pages of Dissertation: 50

Course Outcomes

CO1 Remember the significance of research projects. (K1)

CO2 Demonstrate the awareness of contemporary issues in the chosen field of research. (K2)

CO3 Understand, interpret, analyze complex problems and evaluate different texts to reach substantiated conclusions. (K3)

CO4 Report research findings in written and verbal forms for quality research. (K4)

CO5 Demonstrate an ability to present and defend their research work to a panel of experts. (K5)

CO6 Exploring on the various aspects of research and implying in the project. (K6)

Text Books (Latest Editions)

M L A Handbook for Writers of Research Papers - Joseph Gibaldi –. 9th edition.

Reference Book

(Latest editions, and the style as given below must be strictly adhered to)

Altick, Richard D., and John J. Fenstermaker. *The Art of Literary Research*. New York: Norton, 1993.

Anderson, Jonathan, B.H. Durston and M. Pcole. *Thesis and Assignment Writing*. New Delhi: Wiley Eastern, 1970.

Web Sources

https://www.brainfuse.com/curriculumupload/11gbht79g1peg_19blo22cq6ryl.pdf

<https://ccsuniversity.ac.in/bridge-library/pdf/MPhil%20Stats%20Research%20Methodology-Part1.pdf>

<https://eduvoice.in/types-research-methodology/>

QUESTION PATTERN

- ❖ Internal Assessment: 100 Marks
- ❖ External Examination has two components:

Dissertation : 50 marks (Valued by an External Examiner)

Viva Voce : 50 marks

(External Examiner: 25 marks & Guide: 25 marks)

SEMESTER - IV

ELECTIVE – VI English Literature for NTA, NET, SET & GATE

Course Code: 23PELE41

4 HOURS

Credits: 3

Learning Objectives

- LO1 Comprehending the nuances and question pattern to get through NET, SET and Gate Exams.
- LO2 Evaluating the knowledge of literature.
- LO3 Repeated practice to attend MCQs
- LO4 Focus on evaluate critically and aesthetically the prescribed texts
- LO5 Tracing the growth of English literature and literary forms English Literature for NTA NET

UNIT I Poetry

Edmund Spenser John Milton William Wordsworth Alfred Lord Tennyson
Robert Browning

UNIT II Drama & Fiction

William Shakespeare's Dark Tragedies

Charles Dickens Jane Austen Thomas Hardy

UNIT III Terms in New Criticism

Ostranenie or Defamiliarisation by Viktor Shklovsky

Objective Correlative, Unification of Sensibility, Dissociation of Sensibility, Autotelic by T.S. Eliot

Language of Paradox, Heresy of Paraphrase by Cleanth Brooks

Intension and Extension by Allen Tate

Structure and Texture by J.C. Ransom

Sense, Feeling, Tone, Intention, Emotive Use of Language, Scientific Use of Language, Practical Criticism by I.A. Richards

Intentional Fallacy and Affective Fallacy by Wimsatt and Beardsley

UNIT IV Terms in Cultural Studies

Gynocriticism and Womanism by Alice Walker

Late Capitalism by Ernest Mandel

Medium is the Message by Marshall McLuhan

Rhizome by Deleuze and Guattari

The hermeneutics of suspicion by Paul Ricoeur

Cultural Materialism by Raymond Williams

Orientalism and Contrapuntal reading by Edward Said

Hyper reality by Baudrillard

Glocalization by Roland Robertson

Cultural hegemony by Antonio Gramsci

Intertextuality by Julia Kristeva

Cyberfeminism by Sadie Plant

Epistemic Violence and Strategic essentialism by Gayatri Spivak

Social Imaginary by Arjun Appadurai

Imagined Community by Benedict Anderson

Hybridity by Homi K. Bhabha

Culture Industry by Theodor W. Adorno

Male Gaze by Laura Mulvey

Ideological State Apparatus and Repressive State Apparatus by Louis Althusser

Carnavalesque and Chronotope by Mikhail Bakhtin

Third Space by Edward Soja

Semiotic Warfare by John Fiske

McDonaldization by Ritzer

Unit V English in India

Charter Act (1813)	English Education Act (1835) or Macaulay's Minute
Wood's Despatch of 1854	Hunter's Commission 1882
Gokhale's Bill (1813)	Sargent's Report (1944)
Kothari's Report (1964)	

Course Outcomes

- CO1 Succeed with ease in competitive exams. (K1)
- CO2 Effectively attempt MCQs. (K2)
- CO3 Gain profound understanding about the various movements in English Literature. (K3)
- CO4 Understand the nuances of competitive exams. (K4)
- CO5 Relate to theory and literature. (K5)
- CO6 Integrate the knowledge of different authors and their works across ages to face the competitive exams. (K6)

Text Books (Latest Editions)

1. Harpreet Kaur. *Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude*. Oxford, 2020
2. Ronald Carter and John McRae. *The Routledge History of English Literature: Britain and Ireland*. Routledge

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

Srinivasa Iyengar, Kodaganallur Ramaswami. *Indian Writing in English*. Sterling Publ., 2019

Maryemma Graham and Jerry Washington Ward. *The Cambridge History of African American Literature*. Cambridge University Press, 2015.

Henry Beers A. *Brief History of English and American Literature*. Outlook Verlag, 2020.

Peter Barry. *An Introduction to Literary and Cultural Theory*

M.H. Abrams – *A Glossary of Literary Terms*.

Web Resources

1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
4. <https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amparticleshow/51169927.cms>
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

QUESTION PAPER PATTERN		Marks	
I	20 MCQs from units I, II, III, IV	(20*1=20)	= 20
II	1 Essay out of 3 from Unit I		= 20
III	1 Essay out of 3 from Unit II		= 20
IV	10 short answers out of 12 from units III, IV	(10*2=20)	= 20
IV	5 short answers out of 7 from unit V	(5*4=20)	= 20
		Total	= 100

SEMESTER - IV

SKILL ENHANCEMENT COURSE - III – SOFT SKILLS FOR EMPLOYABILITY

Course Code: 23PELS41

4 HOURS

Credits: 3

Learning Objectives

- LO1 Know all the basics of communication skills.
- LO2 Recognize the components of personality
- LO3 Learn the purpose of the language.
- LO4 Examine latent talents
- LO5 Assess resume and reports.

Unit I Language Skills

Communication skills- LSRW- types & process of communication- Strategies of communication- barriers to communication

Unit II Presentation & Interview Skills

Extempore - Power point presentation - public speaking - Group Discussion – Debate - panel discussion - types of interviews

Unit III Writing Skills

Professional Resume’ – letters: application, acceptance, denial & complaint- Statement of purpose (SOS)- Report – proposal- writing in the social media- Agenda – Minutes – book review- film review

Unit IV Personality Development

Goal setting - Self-confidence – Positive Thinking- Team Building - Leadership Skills - Time Management –Stress management- Decision making- creative thinking

Unit V Preparation for Competitive Examinations

Analogy - Reasoning: number series, blood relations- directions- finding the next numbers, missing letters & odd one

Course Outcomes

- CO1 Recall the basic communication skills. (K1)
- CO2 Understand the components of personality to apply the acquired knowledge to march towards excellence in career. (K2)
- CO3 Apply the function of the language. (K3)
- CO4 Analyse latent talents with proper goal setting so that self- esteem gets enhanced. (K4)
- CO5 Evaluate the samples of resume, letters and reports. (K5)
- CO6 Geared up for any competitive exam with adequate training. (K6)

Text Books (Latest Edition)

- 1 *Soft Skills: Know Yourself & Know the World* by K. Alex.
- 2 *Mastering Communication Skills and Soft Skills* by N. Krishnaswamy

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

- 1 *Personality Development and Soft Skills* by Barun K. Mitra
- 2 *Objective English* by Hari Mohan Prasad.

Web sources

- 1 <https://in.indeed.com/career-advice/resumes-cover-letters/soft-skills>
- 2 <https://enhancv.com/blog/soft-skills-on-resume/>

QUESTION PAPER PATTERN

Internal Assessment

Theory = 50 marks (from Units III, IV & V)

Short questions 5x4= 20

Essay question 3x10= 30

Semester Examination: (100 marks—conv. to 50)

Theory = 50 marks (from Units III, IV & V)

Short questions 5x4 = 20

Essay question 3x10 = 30

Practical = 50 marks (from Units I & II)

Debate = 25 marks

Personal Interview = 25 marks

SEMESTER - IV

Extension Activity

STAND (Student Training and Action for Neighbourhood Development)

Course Code: 23PEL48

Credits: 1

SELF STUDY PAPERS
POST-WAR SCIENCE FICTION

Semester: I

Course Code: 23PELEC1

Credits: 3

Learning Objectives

- LO1 To understand the third-world countries through the study of their fiction and poetry.
- LO2 To familiarize students about the basic concepts and theories related to post colonialism as expressed in different literary genres.
- LO3 To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
- LO4 Emphasis will be laid on tracing the development of post war literatures and theory.
- LO5 Understanding the critical perspectives.

Units I & II

Kurt Vonnegut *Slaughterhouse-Five*

Units III & IV

J.G. Ballard *The Drowned World*

Unit V

Philip Jose Farmer *The Fabulous Riverboat*

Course Outcomes

- CO1 Develop critical thinking and imagination through the reading of Science Fiction. (K1)
- CO2 Understand the historical background of the post-war Science Fiction. (K2)
- CO3 Apply the stylistic devices of the post-war Science Fiction to the other texts. (K3)
- CO4 Analyze the major arguments of the post-war Science Fiction. (K4)
- CO5 Evaluate the post-war Science Fiction. (K5)
- CO6 Experience how poetry communicates in unique patterns. (K6)

Textbooks

Post – War English Literature 1945 – 1990 by Sara Martin Alegre.

Reference Books

Post-War British Literature and the “End of Empire” by Matthew Whittle, Macmillan UK, 2016.

Reconstruction Fiction Housing and Realist Literature in Post War Britain By Paula Derdiger, Ohio State Univ Press, Columbus.

The Post-War English Novel in Terms of Form and Theme by Dr. Wisam Hamid Lateef

Web Sources

<https://antilogicalism.com/wp-content/uploads/2018/04/slaughterhouse-five.pdf>

<https://www.unife.it/lettere/linguistica/lingue/insegnamenti/letteratura-inglese-ii/materiale-didattico/J.%20G.%20Ballard-%20The%20Drowned%20World-%201962.pdf>

http://www.ebooksbeus.weebly.com/uploads/6/3/0/8/6308108/to_your_scattered_bodies_go-philip_jose_farmer.pdf

<https://dx.doi.org/10.22161/ijels.64.29> 175

<u>QUESTION PAPER PATTERN</u>		Marks	
I	4 Essays out of 7 from all units (4 x 20)	=	80
II	4 Short Notes out of 7 from all units (4 x 5)	=	20
	Total	=	100

SELF STUDY PAPERS
DIASPORA LITERATURE

Semester: II

Course Code: 23PELEC2

Credits: 3

Learning Objectives

- LO1 Study the significant works produced by diasporic writers.
- LO2 Understand the dimensions of diasporic consciousness.
- LO3 Examine the relationship between literary texts and their historical, political and cultural contexts.
- LO4 Analyze the transnational migration and diasporic communities in our current era of globalization.
- LO5 Assess the different aspects of the literary features of diasporic texts of the world.

Unit I

Vijay Mishra

Criticism

The Diasporic Imaginary: Theorizing the Indian Diaspora
(From *The Post-Colonial Studies reader*)

Unit II

A. K. Ramanujan
Imtiaz Dharker
Hasheemah Afaneh
Aga Shahid Ali

Poetry

In the Zoo
Living Space
The Borders Where Time Stopped
At the Museum

Unit III

Vikram Seth

Fiction

An Equal Music

Unit IV

Jhumpa Lahiri

Fiction

The Namesake

Unit V

Meena Alexander

Fiction

Manhattan Music

Course Outcomes

- CO1 Study the significant works produced by diasporic writers. (K1)
- CO2 Understand the dimensions of diasporic consciousness. (K2)
- CO3 Examine the relationship between literary texts and their historical, political and cultural contexts. (K3)
- CO4 Analyze the transnational migration and diasporic communities in our current era of globalization. (K4)
- CO5 Assess the different aspects of the literary features of diasporic texts of the world. (K5)
- CO6 Formulate innovative dimensions of diasporic consciousness. (K6)

Text books

Manhattan Music by Meena Alexander published by Mercury House Publication

The Namesake by Jhumpa Lahiri published by Mariner Publication

An Equal Music by Vikram Seth published by Vintage Publication

Reference books

Diaspora Concepts, Intersections, Identities by Kim Knott Published by Rawat Publication

Web Sources

<https://www.poetryfoundation.org/poetrymagazine/poems/28721/in-the-zoo>

<https://www.lyrikline.org/en/poems/living-space-14094>

<https://www.poetryfoundation.org/poetrymagazine/poems/37743/at-the-museum>

https://rufusonline.blogspot.com/2005/05/in-zoo-akramanujan_28.html

<http://judelivi.blogspot.com/2015/07/in-zoo.html?m=1>

<https://poemanalysis.com/imtiaz-dharker/living-space/>

<https://www.slideshare.net/GangothriGangothri1/contemporary-poetry-83646559>

QUESTION PAPER PATTERN

Marks

I	1 Essay out of 3 from Units I & II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Units IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	2 Short Essays out of 4 from Units III, IV & V (2 x 10)	=	20
		Total	= 100

SELF STUDY PAPERS

TWENTY-FIRST CENTURY MILLENNIAL LITERATURE

Semester: III

Course Code: 23PELEC3

Credits: 3

Learning Objectives

- LO1 To sensitize the students to various aspects of new studies in twenty first century millennial literature.
- LO2 Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.
- LO3 Identify the possibilities for multidisciplinary analysis of literary texts.
- LO4 Analyze literary texts by employing appropriate interdisciplinary theories.
- LO5 Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

UNIT - I Blue Studies

Amitav Ghosh *The Hungry Tide*

UNIT - II Animal Studies

Margo DeMello *Human Animal Studies*

Mario Ortiz Robles *What is it like to be a trope? Literature and Animal Studies*

UNIT - III Medical Humanities

Thomas R. Cole et al. *Introducing Medical Humanities*
Dan Millman *Way of the Peaceful Warrior*

UNIT - IV Climate Studies

Barbara Kingsolver *Flight Behaviour*

UNIT – V Disability Studies

Lennard J. Davis *Introduction: Disability, Power and Culture*
Clarke Barker and Stuart Murray *Introduction: On Reading Disability in Literature*

Course Outcomes

- CO1 Be equipped in the interdisciplinary theories. (K1)
- CO2 Effectively understand their social responsibility. (K2)
- CO3 Gain exposure to the emerging trends in 21st century Millennial Literature. (K3)
- CO4 Analyze contemporary issues and its immediate requirement. (K4)
- CO5 Appreciate the viability of interdisciplinary analyses of literary and cultural forms. (K5)
- CO6 Rendering with a better Comprehension of the dominance of theory in the postmodern phase. (K6)

Text Books (Latest Editions)

- 1 Bates, Victoria, et al. *Medicine, Health and the Arts: Approaches to the Medical Humanities* .1st ed., Routledge, 2015.
- 2 *Animals and Society: An Introduction to Human-Animal Studies* by Margo DeMello pp. 3-18
- 3 Thomas R. Cole et al. *Medical Humanities: An Introduction*
- 4 Barbara Kingsolver's *Flight behavior* from *Introduction to Climate Change and Studies*
- 5 Lennard J. Davis. *Introduction: Disability, Power and Culture from the Disability*
- 6 *Studies Reader*.
Clarke Barker and Stuart Murray *Introduction: On Reading Disability in Literature*" from *The Cambridge Companion to Disability Studies*

Reference Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2016.
2. DeMello, Margo. *Body Studies: An Introduction*. 1st ed., Routledge, 2013
3. Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation*. Peter Lang Publishing Inc., 2014.

Web sources

- 1 <http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>
- 2 <http://www.jstor.org/stable/25614299>.
3. <https://www.timeshighereducation.com/student/student-services/blue-studies-international>
4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>
5. https://en.m.wikipedia.org/wiki/Medical_humanities

QUESTION PAPER PATTERN		Marks
I	Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 Short Notes out of 7 from all Units (4x5)	= 20
	Total	= 100

SELF STUDY PAPERS

WRITING SKILLS

Semester: IV

Course Code: 23PELEC4

Credits: 3

Learning Objectives

LO1: Get introduced to the theory and practice of basic English Grammar

LO2: Comprehend how grammatical structures are systematically related to meaning

LO3: Understand and learn the functions and structures of the various kinds of sentences

LO4 Interpret the written content with better comprehension

LO5 Trying hands in writing a piece of work on their own.

UNIT – I Words and Phrases

Exactness

Appropriateness

Idioms

Conciseness

Vividness and Metaphor

UNIT – II The Sentence: Rhetorical Patterns

The problem of effectiveness

Accuracy and Variety

Conciseness

Compactness and Economy

UNIT – III The Paragraph

Organizing paragraphs in sequences

The paragraph as a statement of a thesis to be argued

UNIT – IV The Process of Writing

Preliminary planning

Outline

Beginnings and Endings

UNIT – V Mechanics

Spelling

Punctuation

Use of quotations

Name of persons

Titles of works in a research paper

Course Outcomes

CO1 Define the various forms of language skills. (K1)

CO2 Summarize the ideas of metaphorical and idiomatic phrases. (K2)

CO3 Determine the overall patterns in a sentence. (K3)

CO4 Categorize various forms of reflective writing. (K4)

CO5 Evaluate the usage of punctuations and importance of citations. (K5)

CO6 Perceive the variations in the sentence meaning and emphasis with different models. (K6)

Textbooks

Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content by Ann Handley

Improve your Writing Skill by Roy Johnson Published by Clifton Press

The Elements of Style by William Strunk Jr. and E.B. White

Reference Books

Writing Skills by Anne Laws published by Orient Black swan

Write Tight: Say Exactly what you mean with Precision and Power by William Brohaugh

The Sense of Style: The Thinking Person's Guide to writing in the 21st Century by Steven Pinker

Web Sources

<https://www.scribd.com/document/525294266/The-Mechanics-of-Writing-a-Research-Report>

<https://open.lib.umn.edu/writingforsuccess/chapter/9-3-organizing-your-writing/>

<https://libguides.usc.edu/writingguide/paragraph>

<https://www.scribbr.com/academic-essay/thesis-statement/>

<https://research.com/research/how-to-write-a-thesis-statement>

<https://researchschool.org.uk/bradford/news/the-7-stages-of-the-writing-process>

<https://pressbooks.bccampus.ca/businesswritingessentials/chapter/planning-to-write/>

<https://www.grammarlookup.com/writing-mechanics/>

https://www.luc.edu/literacy/style_sheets.shtml

<u>QUESTION PAPER PATTERN</u>		Marks	
I	Questions from Unit I	=	20
II	Questions from Unit II	=	20
III	Questions from Unit III	=	20
IV	Questions from Unit IV	=	20
V	Questions from Unit V	=	20
		Total	= 100

VALUE ADDED COURSE

Film Studies

Semester: II

Course Code: 23PELVA1

Credits: 3

Learning Objectives

- LO1 Finding the popular interest in films with technical and socio-cultural dimensions of film appreciation.
- LO2 Understanding the bond between the films and literature.
- LO3 Analyzing the literary texts in comparison with the films.
- LO4 Critical appreciation of films in the background of literary theories.
- LO5 Tracing the differentiation in films from different parts of the world.

Unit I Introduction to Film Studies

History of Cinema -Defining a Movie: Types and Genres – (Short Film & Feature Film, Cartoon, Television, Documentary, History, etc.)

Unit II Film Language

Cinematic Language -Story and Plot: Storytelling and Screenplay writing -Filmmaker's Art and Authorship: The Auteur Theory

Unit III Art of Film Making

Composition, Sets, Props, Actors, Costumes and Lighting -Editing -Cinematography -Sound Engineering

Unit IV Film Adaptation

Aravind Adiga's novel *The White Tiger* (2008)

Ramin Bahrani's film *The White Tiger* (2021)

William Shakespeare's play *Hamlet* (1601)

Sanjay Leela Bhansali's film *Haider* (2014)

Unit V Film Appreciation

Impact of a Film- Appreciating a Film: Film Reviews and Reviewing-Approaches to review a film-Style and Structure of Film Review

Course Outcomes

- CO1: Learn the articulation of a Film. (K1)
CO2: Understand a Film using Film techniques, terminologies, and its theories. (K2)
CO3: Develop an understanding of the visual terminology of comics and other forms of graphic fiction. (K3)
CO4: Analyze the intricate relationship between themes in film and literature. (K4)
CO5: Evaluate and discover the power of storytelling through films by mastering their narrative structure. (K5)
CO6: Scrutinize how films innovatively influence audiences psychologically, emotionally and politically. (K6)

Textbooks

Beginning Film Studies by Andrew Dix

Engaging Cinema: An Introduction to Film Studies by Bill Nichols

A Short Guide to Writing about Film by Timothy Corrigan

Reference Books

Film Studies: An Introduction by Warren Buckland

Film Art: An Introduction by Bordwell, David and Kristen Thompson

Web Sources

https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SVCA1302.pdf

<https://www.jiocinema.com/videos/the-white-tiger/3376399>

<https://www.filmyzilla.lu/server/7041/The-white-tiger-2021-netflix-hindi-full-movie-web-dl.mp4.html>

<https://www.ashleyhajimirsadeghi.com/blog/haider#:~:text=The%20protagonist%20of%20the%20movie,does%20it%20in%20his%20house.>

Question Pattern

Theory

4 Essays out of 7 from Units I, II, III = 60 Marks

Practical

Film Review = 40 Marks