

# MANONMANIAM SUNDARANAR UNIVERSITY

## DEPARTMENT OF ENGLISH

### SYLLABUS FOR M.A. ENGLISH (CBCS)

[For those who joined the course from the academic year 2019 onwards (Fulltime)]

Duration	: Two Academic Years (Four Semester)
Eligibility	: B.A. English
Credit	: 90 Credits
Scheme of Exam	: Three Continuous Internal Assessment Internal – 25 Marks, External – 75 Marks, Total – 100 Marks
Internal Assessment	: Three Continuous Internal Assessment. The average of the best two tests from three tests – 15 Marks Attendance Compulsory Assignment - 5 Marks Seminar - 5 Marks

End Semester Examination: Question Pattern

Section A = 10 X 1 = 10 – Multiple Choice Questions.  
'None' should not be a choice among the four given choices

Section B = 5X5 = 25 Alternate Choice Questions

Section C = 5 X 8 = 40 Alternate Choice Questions

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Academic year 2019-2020

MANONMANIAM SUNDARANAR UNIVERSITY  
**DEPARTMENT OF ENGLISH - M.A. ENGLISH (CBCS)**

**SCHEME OF EXAMINATIONS & VALUATION**

For those who joined the course from the academic year 2019 onwards (Fulltime)

**Semester I**

<b>Paper</b>	<b>Subject</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Exam Duration</b>
I	British Poetry	4	25	75	100	3 hours
II	Indian English Literature – Pre-Independence Period	4	25	75	100	3 hours
III	American Literature	4	25	75	100	3 hours
IV	Introduction to Linguistics and Phonetics (e-pathshala online course)	4	25	75	100	3 hours
V	<b>Elective 1</b>	3	25	75	100	3 hours

**Semester II**

<b>Paper</b>	<b>Subject</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Exam Duration</b>
VI	British Prose	4	25	75	100	3 hours
VII	Indian English Literature – Post-Independence Period	4	25	75	100	3 hours
VIII	Canadian Literature	4	25	75	100	3 hours
IX	Postcolonial Theory	4	25	75	100	3 hours
X	<b>Elective 2</b>	3	25	75	100	3 hours
XI	<b>Supportive 1</b>	3	25	75	100	3 hours

### Semester III

<b>Paper</b>	<b>Subject</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Exam Duration</b>
XII	British Drama	4	25	75	100	3 hours
XIII	National Literatures in Translation	4	25	75	100	3 hours
XIV	Critical Theory I	4	25	75	100	3 hours
XV	Research Methodology	4	25	75	100	3 hours
XVI	<b>Elective 3</b>	3	25	75	100	3 hours
XVII	<b>Supportive 2</b>	3	25	75	100	3 hours

### Semester IV

<b>Paper</b>	<b>Subject</b>	<b>Credit</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Exam Duration</b>
XVIII	British Fiction	4	25	75	100	3 hours
XIX	Critical Theory II	4	25	75	100	3 hours
XX	Shakespeare	4	25	75	100	3 hours
XXI	English Language Teaching (e-pathshala online course)	4	25	75	100	3 hours
XXII	<b>Elective 4</b>	3	25	75	100	3 hours
XXIII	Project	08	25	75	100	Viva voce

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**DEPARTMENT OF ENGLISH**  
**Course Structure for the - M.A. ENGLISH**  
**(with effect from the academic year 2019-2020 onwards)**  
**Core Papers - 16**

<b>Sub No</b>	<b>Subject Title</b>
1	BRITISH POETRY
2	INDIAN ENGLISH LITERATURE - PRE INDEPENDENCE PERIOD
3	AMERICAN LITERATURE
4	INTRODUCTION TO LINGUISTICS AND PHONETICS
5	BRITISH PROSE
6	INDIAN ENGLISH LITERATURE –POST-INDEPENDENCE PERIOD
7	CANADIAN LITERATURE
8	POSTCOLONIAL THEORY
9	BRITISH DRAMA
10	NATIONAL LITERATURES IN TRANSLATION
11	CRITICAL THEORY I
12	RESEARCH METHODOLOGY
13	BRITISH FICTION
14	CRITICAL THEORY II
15	SHAKESPEARE
16	ENGLISH LANGUAGE TEACHING

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**ELECTIVE PAPER - 9**

<b>Sub No</b>	<b>Subject Title</b>
<b>1.</b>	ASIA PACIFIC LITERATURE
<b>2.</b>	CULTURAL STUDIES THEORY & PRACTICE
<b>3.</b>	ETHNIC LITERATURE
<b>4.</b>	FILM STUDIES
<b>5.</b>	GREEN LITERATURE
<b>6.</b>	SUBALTERN STUDIES
<b>7.</b>	THEORY AND PRACTICE OF TRANSLATION
<b>8.</b>	THIRD WORLD LITERATURE
<b>9.</b>	WOMEN'S LITERATURE
<b>10.</b>	WRITING FOR MEDIA

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**SUPPORTIVE COURSE – 4**

<b>Sub No</b>	<b>Subject Title</b>
<b>1</b>	<b>COMMUNICATIVE ENGLISH</b>
<b>2</b>	<b>ACADEMIC WRITING</b>
<b>3</b>	<b>ONLINE COURSES (MOOCS)</b>
<b>4</b>	

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 Academic year 2019-2020

## C. 1 BRITISH POETRY

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	-	-	<b>4</b>

### Learning Outcomes:

- Understand and appreciate poetry as a literary art form.
- Recognize the rhythm, meters and other poetic styles.

### Unit I

Geoffrey Chaucer	Proem to the Parliament of Fowls
Edmund Spenser	Amoretti (34,54,67)
John Milton	Of Man's First Disobedience

### Unit II

John Dryden	MacFlecknoe
Alexander Pope	Epistle to Dr. Arbuthnot
Ben Jonson	Inviting a Friend to Supper

### Unit III

William Cowper	The Castaway
William Wordsworth	To the Cuckoo
Samuel Taylor Coleridge	Kubla Khan

### Unit IV

George Gordon Byron	On This Day I Complete my Thirty Sixth Year
Percy Bysshe Shelley	i) To Wordsworth    ii) Ozymandias
John Keats	i) Ode on a Grecian Urn    ii) To Autumn
Alfred Lord Tennyson	Lotus Eaters

### Unit V

Gerard Manley Hopkins	Windhover
Mathew Arnold	i) Immortality    ii) Growing Old
Robert Browning	My Last Duchess
W.B. Yeats	Sailing to Byzantium
T.S. Eliot	The Hollow Men

### Text

*Fifteen Poets* by Oxford University Press, 2017.

### References:

Waller, Gary. *English poetry of the sixteenth century. Longman literature in English.* 2d ed. London: Longman, 1993.

Parfitt, George. *English Poetry of the Seventeenth Century.* Longman Literature in English. 2d ed. London: Longman, 1995.

Greenblatt, Stephen. *Norton Anthology of English Literature*, ed. M.H. Abrams. , 1962.

## C. 2 INDIAN ENGLISH LITERATURE –PRE-INDEPENDENCE PERIOD

### Learning Outcomes:

L	T	P	C
4	-	-	4

- To introduce the students the origin and evolution of Indian English Literature.
- To sensitize the students to the rich tradition of Indian English Literature before Independence.
- To inculcate the spirit of Indianness among the students through literary texts.

### Unit I: Introduction

- M. K. Naik - “Introduction” - *A History of Indian English Literature*  
 K. C. Dutt - A Journal of Forty Eight Hours of the Year 1945  
 S. C. Dutt - The Republic of Orissa: Annals from the Pages of 20<sup>th</sup> Century

### Unit II: Poetry

- Henry Derozio - The Harp of India  
 Kasiprasad Ghose - To a Young Hindu Widow  
 Toru Dutt - Our Casuarina Tree  
 Rabindranath Tagore - Where the Mind is Without Fear

### Unit III: Prose

- Mahatma Gandhi - Quit India Speech  
 B. R. Ambedkar - Castes in India: Their Mechanism, Genesis and Development  
 Jawarharlal Nehru - Tryst with Destiny

### Unit IV: Drama

- Rabindranath Tagore - Chandalika  
 Bharati Sarabhai - The Well of the People

### Unit V: Fiction

- K. S. Venkatramani - Murugan, the Tiller  
 Krupabai Satthianadhan - Kamala: The story of a Hindu Life  
 K. Nagarajan - Chronicles of Kedaram

### References:

- M. K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2009.  
 Shoshee Chunder Dutt, *The Works of Shoshee Chunder Dutt*, Nabu Press, 2012.  
 Kylas Chunder Dutt, *A Journal of Forty-Eight Hours of the Year 1945*, Shambhabi – The Third Eye Imprint, 2014.  
 Vinayak Kristna Gokak, Ed. *The Golden Treasury of Indo-Anglian Poetry 1828-1965*, Sahitya Akademi, 1970.  
 Theodore Douglas Dunn, Ed. *The Bengali Book of Indian Verse*, Palala Press, 2016.  
 Mahatma Gandhi, “Quit India Speech”, *The Collected Works of Mahatma Gandhi*, Vol 1-33, Publications Division, Ministry of Information and Broadcasting, 1958.  
 B. R. Ambedkar, “Castes in India: Their Mechanism, Genesis and Development”, *Dr. Babasaheb Ambedkar: Writings and Speeches, Vol. 1*, Education Department, Government of Maharashtra, 1979.  
 Jawarharlal Nehru, “Tryst With Destiny” (Speech, Constituent Assembly, New Delhi, India, August 14, 1947), *Norton Anthology of English Literature*, [http://www.wnorton.com/college/english/nael/20century/topic\\_1/jawnehr.htm](http://www.wnorton.com/college/english/nael/20century/topic_1/jawnehr.htm)  
 Rabindranath Tagore, *The Complete Works of Rabindranath Tagore*, General Press, 2017.  
 Bharati Sarabhai, *The Well of the People*, Visva-Bharati, 1943.  
 K. S. Venkataramani, *Murugan, the Tiller*, Svetaranya Ashrama, 1927.  
 Krupabai Satthianadhan, *Kamala, The story of a Hindu Life*, OUP, 1998.



### C. 3 AMERICAN LITERATURE

L	T	P	C
4	-	-	4

#### Learning Outcomes:

- To introduce the student to the literature of the United States of America.
- To introduce the students about the history of United States of America.
- To familiarize the students with the first-hand knowledge of 19<sup>th</sup> C and 20<sup>th</sup> C major writers.
- To introduce the students to the variety of American writing in different genres.
- To familiarize the students about the themes dealt by the writers to represent their issues.

#### Unit – I Poetry

Edgar Allen Poe	- The Raven.
Robert Frost	- Stopping by Woods on a Snowy Evening.
Walt Whitman	- Out of the Cradle Endlessly Rocking
Wallace Stephens	-The Emperor of Ice-cream
E.E Cummings	- Somewhere I have Never Traveled

#### Unit – II Prose

Robert E. Spiller	-The First Frontier.
Ralph Waldo Emerson	- The American Scholar.
William Faulkner	-Nobel Prize Acceptance speech

#### Unit – III Fiction

Herman Melville	- Moby Dick.
Alice Walker	-Color Purple

#### Unit – IV Short Stories

Henry James	- “Europe”
Ernest Hemingway	-The Snows of Kilimanjaro
John Steinbeck	-The Chrysanthemum

#### Unit – V Drama

Arthur Miller	- Death of a Salesman
Lorraine Hansberry	-A Raisin in the Sun

#### Reference:

- Knowles, Horace. *Treasury of American Writers: Collected from harper’s Magazine*. Wings Books : New York, 1995.
- Oliver, Egbert S. *An Anthology: American literature 1890-1965*. Eurasia publishing House, 1967.
- American Literature: A Journey of Literary History, Criticism and Bibliography (Quarterly), Durham, (N.C.).
- Hart, J.D. *The Oxford Companion to American literature*. 3rd edition, Oxford University Press, 1948.
- Fisher, William J, et.al. *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publishing House,1987.
- Spiller, Robert E. *The Cycle of American literature*,.1956.
- Millett, F. B. *Contemporary American Authors*. 1944.
- Fisher, William J, et.al. *American Literature 1890 – 1965: An Anthology*. Eurasia Publishing House,1

## **C. 4 INTRODUCTION TO LINGUISTICS AND PHONETICS**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	-	-	<b>4</b>

### **Learning Outcomes**

- Knowledge of the basics of the key concepts of Linguistics.
- Understand the theories of the different schools , basic concepts of linguistics and the various methodologies used by them in analysis of linguistic structure.
- Gain insight into the key concepts of Phonetics.
- Knowledge of the morphological structures and its different operations.
- Understand the functions and its relation between categories and constituents in a phrase or any other structure.

### **Unit I- Introduction**

Linguistics- definition, levels; Types- Psycholinguistics, Neurolinguistics, Sociolinguistics, anthropological Linguistics, Stylistics, Discourse analysis, Computational linguistics, Cognitive linguistics, Applied Linguistics.

### **Unit II- Major Schools**

Functionalism, Generativism, Cognitivism, Psychoanalytic theory.

### **Unit III –Production of speech sounds**

Organs of Speech- Vowels, Consonants, Minimal Pairs, Transliteration, Transcription, various phonological processes;

### **Unit IV- Basic Concepts of Morphology**

Morphology and Syntax, Word Formation, Grammar, Semantics, Pragmatics and Discourse Analysis

### **Unit V – Tree Diagrams**

Phrase structure rules- NP, VP; Tree diagrams

### **Primary e-resource:**

E - PG Pathshala, Introduction to Linguistics and Phonetics

### **References:**

Yule, George, *The Study of Language*. New York: CUP, 2010.

Fromkin, Victoria, *An Introduction to Language*. Boston, Wadsworth Cengage Learning, 2014.

## C. 5 BRITISH PROSE

L	T	P	C
4	-	-	4

### Learning Outcomes:

- Ability to analyze, interpret and understand the texts and the social milieu of the particular era.
- Ability to relate the power of language in expressing ideas.
- Knowledge to use language effectively in writing.

### Unit I

<b>Sir Walter Raleigh</b>	Instructions to his Son and to Posterity [Chapter 1]
<b>Francis Bacon</b>	Of Custom and Education
<b>John Bunyan</b>	The Pilgrim's Progress- Part I

### Unit II

<b>Dr. Johnson</b>	“Easy Writing” in <i>Idler</i>
<b>Goldsmith</b>	Man in Black
<b>Addison and Steele</b>	Select Coverley Papers- ‘The Spectator’s account of Himself” and “Of the Club”

### Unit III

<b>O.Henry</b>	The Last Leaf
<b>Bertrand Russell</b>	Science and Tradition
<b>E.M.Forster</b>	Tolerance

### Unit IV

<b>Virginia Woolf –</b>	Women and Fiction
<b>George Orwell:</b>	Reflections on Gandhi
<b>Stephen Hawking</b>	Galileo Galilei

### Unit V

<b>Verrier Elwin</b>	‘Philanthropology’ from The Tribal World of Verrier Elwin
<b>Stephen R L Clark</b>	“Good Dogs and Other Animals”
<b>Zadie Smith</b>	“On Optimism and Despair” from <i>Feel Free</i> [2018]

### Textbook

*Twentieth Century Prose* Ed. Forum for English studies, Dibrugarh, OUP, 2018  
*Feel Free* by Zadie Smith, Penguin Books, 2018

### References

Kevin J.H. Dettmar “Modernism”.  
David Scott Kastan, ed., *The Oxford Encyclopaedia of British Literature*. Oxford University Press 2005.  
Baugh, Albert Croll. *A Literary History of England*. New York: Appleton Century Crofts, 1967.

## **C. 6 INDIAN ENGLISH LITERATURE –POST-INDEPENDENCE PERIOD**

L	T	P	C
4	-	-	4

### **Learning Outcomes:**

- To introduce the students the various phases of Indian English Literature after Independence.
- To make the students familiar with different genres of Indian English Literature before Independence.
- To acquaint students to the pluralistic dimensions and the postmodern influence in Indian English Literature.

### **Unit I: Poetry**

Kamala Das	-	My Grandmother's House
Nissim Ezekiel	-	Poet, Lover, Birdwatcher
Jayanta Mahapatra	-	The Indian Way
A. K. Ramanujan	-	A River

### **Unit II: Prose**

Raja Rao	-	The Meaning of India
A. P. J. Abdul Kalam	-	My Visions for India
Amitav Ghosh	-	The Town by the Sea

### **Unit III: Short Stories**

Prem Chand	-	The Child
R. K. Narayan	-	Sweets for Angels
Kushwant Singh	-	The Interview
Boman Desai	-	Between the Mosque and the Temple
Mulkraj Anand	-	The Lost Child

### **Unit IV: Plays**

Girish Karnad	-	Tughlaq
Vijay Tendulkar	-	Silence! The Court is in Session

### **Unit V: Fiction**

Salman Rushdie	-	Midnight's Children
Arundhati Roy	-	The God of Small Things

### **References:**

- Dharwadker Vinay and Ramanujan A. K., Eds. *The Oxford Anthology of Modern Indian Poetry*, OUP, 1998.
- Raja Rao, "The Meaning of India", *The First Writers Workshop Literary Reader*, Ed. P. Lal, 1972.
- Amitav Ghosh, *Dancing in Cambodia: and Other Essays*, Penguin, 2010.
- Prem Chand, *The Complete Short Stories*, Ed. M. Asaduddin, India Penguin Classics, 2017.
- R. K. Narayan, *Malgudi Days*, Indian Thought, 2007.
- Khushwant Singh, *The Collected Short Stories of Khushwant Singh*, Ravi Dayal Publisher, 1989.
- Mulk Raj Anand, *Panorama: An Anthology of Modern Indian Short Stories*, Sterling Publishers, 1997.
- Girish Karnad, *Tughlaq*, OUP India, 2012.
- Vijay Tendulkar, *Silence! The Court is in Session*, OUP, 2000.
- Salman Rushdie, *Midnight's Children*, Vintage, 2009.

## C. 7 CANADIAN LITERATURE

L	T	P	C
4	-	-	4

### Learning Outcomes:

- To introduce students to the works of eminent Canadian Writers.
- To make the learners understand that Canadian Literature will be interesting by reading different genres.
- To make the students to approach selected texts for their literary value and cultural importance.
- To provide scope for the students to know about the Canadian Landscapes and its significance in their life.
- To provide scope for the Post graduates to examine Canada from their cultural perspectives and differences

### Unit I Poetry

- F.R. Scott - The Canadian Authors Meet  
Duke Redbird - I Am Canadian  
Dorothy Livesay - Green Rain

### Unit II Prose

- Louis Dudek - Poetry in English  
George Woodcock - The Walls of India  
Susana Moodie - From Roughing it in the Bush

### Unit III Short Fiction

- Stephen Leacock - Self – made Man  
Alice Munro - Voices  
Merly Callaghan - Train  
Kelley Armstrong - A Haunted House of Her Own

### Unit IV Fiction

- Margaret Laurence - Stone Angel  
Margaret Atwood - The Blind Assassin

### Unit V Drama

- George Ryga - Indian  
Robertson Davies - World of Wonders

### References:

- Trikha, Manorama, Editor. *Twentieth Century Canadian Poetry*. Pencraft International :Delhi, 2008.
- Lodge, David, editor. *Twentieth Century Literary Criticism*. Longman Group, 1992.
- Walsh, William, editor. *Readings in Commonwealth Literature*, Oxford University Press, 1973.
- Frye, Northrop. *The Bush Garden – Essays on the Canadian Imagination*, Anansi, 1995.
- Moodie, Susanna. *From Roughing It in the Bush: An Anthology of Canadian Literature in English*. OUP, 2010.

## C. 8 POSTCOLONIAL THEORY

L	T	P	C
4	-	-	4

### Learning Outcomes:

- To introduce the students with the key concepts of Postcolonial Literary Theory.
- To disseminate the significance of Language, Literature and Hybridity in Postcolonial Period.
- To provide scope for the students to know about the origin of Post-colonial theories.
- To introduce the students about the common themes dealt by the post-colonial writers.
- To enable the Post Graduates to know the significance of Colonial and Post-Colonial period.

### Unit - I General introduction:

- Bill Ashcroft, et.al. - Introduction The Empire Writes Back  
Robert Young - Post Colonialism

### Unit - II Colonial Issues and Debates:

- Edward W Said - Orientalism  
Frantz Fanon - On National Culture

### Unit - III Postcolonial Representations, Nationalism and Hybridity:

- Helen Tiffin - Post-Colonial Literature and Counter Discourse  
Partha Chatterjee - Nationalism as a Problem  
Homi K Bhabha - Cultural Diversity and Cultural Differences

### Unit-IV Feminism and Language:

- Chandra Talpade Mohanty - Under Western Eyes: Feminist Scholarship and Colonial Discourses  
Chinun Achebe - The Politics of Language

### Unit -V Diaspora Writing:

- Salman Rushdie - Imaginary Homelands  
Stuart Hall - Cultural Identity and Diaspora

### Reference:

- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, eds. *The Postcolonial Studies Reader*. 2<sup>nd</sup> edition, London: Routledge, 2006 .  
Rice, Philip, and Patricia Waugh, eds. *Modern Literary Theory*. 4<sup>th</sup> edition, Arnold Publishers, 2001.  
Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. Columbia University Press, 2<sup>nd</sup> edition, 2019.  
Monghi, Padmini. *Contemporary Postcolonial Theory: A Reader*. Hodder Arnold Books. 1996.  
Gilbert, Bart Moore. *Postcolonial Theory: Contexts, Practices, Politics*. Verso, 1997.  
Young, Robert, *Post Colonialism*. Oxford. 2006

## C.9 BRITISH DRAMA

L	T	P	C
4	-	-	4

### Learning Outcomes:

- Knowledge of theatrical effects in a work of art.
- Sharpened imagination and aesthetic sense.
- Using dramatic techniques to explore ideas, issues and texts.

### Unit I

**Ben Jonson-**  
**John Webster**

Volpone  
The White Devil

### Unit II

**R.B.Sheridan-**  
**Congreve**

The Rivals  
The Way of the World

### Unit III

**Oscar Wilde:**  
**Bernard Shaw-**

The Importance of Being Earnest  
Pygmalion

### Unit IV

**JM Synge**  
**Samuel Beckett-**

The Playboy of the Western World  
Endgame

### Unit V

**Arnold Wesker**  
**Tom Stoppard**

Roots  
The Real Thing

### References

- Paula R. Backscheider. *Restoration and Eighteenth Century Dramatists*. Detroit, Minch: Gale Research, 1989.
- Thomas J. Taylor. *Restoration Drama: An Annotated Bibliography*. Pasadena, Calif: Salem Press. 1989.
- Greene, N. *Bernard Shaw. A Critical View*. London. Macmillan, 1984.

## C. 10 NATIONAL LITERATURES IN TRANSLATION

L	T	P	C
4	-	-	4

### Learning Outcomes:

- To make the students to recognize Indian sensibility found in Regional writings.
- To familiarize the great Indian writers writing in provincial languages.
- To facilitate the readers with regional consciousness and construct inclusive Indian nationalism.

### UNIT I (POETRY)

Manickavasagar	–	Hymn 1 (Civan’s Course from Everlasting)
Kishwar Naheed	-	Who Am I?
Bharathidasan	-	The Southerly
Srirangam Srinivasa Rao	-	Forward March
N. Pichamurti	-	National Bird

### UNIT II (PROSE)

A. K. Ramanujan	-	The Clay Mother in Law: A South Indian Folktale
K. A. Nilakanta Sastri	-	Tamil Sangam
M. N. Wankhade	-	Friends, The Day of Irresponsible Writers is Over

### UNIT III (DRAMA)

Kalidasa	-	Shakunthala
K. A. Gunasekaran	-	Pali Aadugal

### UNIT IV (SHORT FICTION)

Premchand	-	The Holy Panchayat
Ambai	-	Squirrel
Lakshmi Kannan	-	Nandanvan
Vaikom Mohammed Basheer	-	The Card – Sharper’s Daughter

### UNIT V (FICTION)

U. R. Ananthamurthy	-	Bharathipura
Amrita Pritam	-	Pinjar
Imayam	-	Pethavan: The Begetter

### References:

- K. A. Nilakanta Sastri, *K. A. Nilakanta Sastri Writings in The Hindu*, THG Publishing Private Limited, July, 2018.
- Vinay Dharwadker & A. K. Ramanujan, Eds. *The Oxford Anthology of Modern Indian Poetry*. OUP, 1994.
- Lakshmi Kannan, *Nandanvan & Other Stories*, Orient Blackswan, 2011.
- C. R. Devadhar, *Works of Kalidasa*, Motilal Banarsidass Publishers, 1991.
- George Hart, *The Poems of Ancient Tamil*, OUP, 2003.
- Vinay Dharwadker, Ed. *The Collected Essays of A. K. Ramanujan*, OUP, 2001.
- Bharathidasan Selected Poems*, PILC Publication, 1996.
- Mehr Afshan Farooqi, Ed. *The Oxford India Anthology of Modern Urdu Literature*, OUP, 2010.
- Arjun Dangle, Ed. *Poisoned Bread*, Orient Blackswan, 2009.
- Modern Indian Literature: Poems and Short Stories*, OUP, 2018.
- Imayam, *Pethavan: The Begetter*, OUP, 2016



## C. 11 CRITICAL THEORY - I

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>

### Learning Outcomes:

- To enhance the students' comprehension with the chronological survey of critical theory.
- To make the students understand the concept of theories and their applications.
- To enable the students interpret literary texts by focusing on a theory.

### Unit I: Classicism

Aristotle : Poetry as structure  
 Philip Sidney : An Apology for Poetrie  
 Ben Johnson : Extract from Timber or Discoveries

#### Suggested Reading:

Peter Barry : Theory before Theory/ Liberal Humanism  
 • B.Prasad : The Battle of Taste

### Unit II: Neo Classical Criticism:

John Dryden : Dramatic Poesy  
 Alexander Pope : Essays on Criticism  
 Samuel Johnson : Preface to Shakespeare

#### Suggested Reading:

Michael Meehan : Neo-Classical Criticism  
 • B.Prasad : The Triumph of Classicism

### Unit III: Romanticism

William Wordsworth : Preface to Lyrical Ballads  
 S.T.Coleridge : Biographia Literaria (Chapter - XIV&XVII)  
 Shelley : Defence of Poesie

#### Suggested Reading:

Donald H. Reiman : The Romantic Critical Tradition  
 • B.Prasad : The Romantic Revolt

### Unit IV: Victorian and Modern Age

Matthew Arnold : Function of criticism at the Present Age  
 Henry James : The Art of Fiction  
 F.R.Leavis : Literary Criticism and Philosophy

#### Suggested Reading:

Geoffrey Strickland : Great Tradition : The Logic of the Canon  
 • B.Prasad : The Victorian Compromise

### Unit V : New Criticism

T.S.Eliot : Tradition and the Individual Talent

I.A.Richards : Four Kinds of Meaning  
 William Empson : The Seventh Type of Ambiguity

#### Suggested Reading:

Rick Rylance : The New Criticism  
 • B.Prasad : The Age of Interrogation

### Reference Books:

- Ramaswami S & Sethuraman V.S. *The English Critical Tradition: An Anthology of English Literary Criticism*, vol.2, Trinity Press, 1986.  
*Encyclopedia Of Literature and Criticism*. Eds. Martin Coyle. Peter Garside et al. Detroit: gale Research Inc. 1999.  
 Prasad B. *An Introduction to English Criticism*. New Delhi :Trinity Press, 2014.  
 Barry, Peter. *Beginning Theory: An Introduction to Literary and cultural Theory*, Viva Books, 2010.  
 Das B. Mohanty J.M. *Literary Criticism: A Reading*. OUP, 2018.  
 Enright D.J. Chikera, Ernst de. *English Critical Tests*. OUP, 1997.  
 Wimsatt JR, William K. Brooks, Cleanth. *Literary Criticism: A Short History*. Oxford & IBH Publishing co, 1978.

## C. 12 RESEARCH METHODOLOGY

L	T	P	C
4	0	0	4

### **Learning Outcomes**

- Knowledge of the definition and process of research
- Ability to identify a research problem and proceed with it.
- Awareness of ethical issues in educational research.
- Familiar with the conducting of literary review.
- Understanding the mechanics of writing a research paper/thesis.

### **Unit I**

Introduction to Research

Plagiarism

### **Unit II**

Organizing and Documentation

### **Unit III**

Mechanics of Research writing

### **Unit IV**

Citing Works

### **Unit V**

In-Text citations

### **Reference**

**MLA Handbook Eighth Edition**

## C. 13 BRITISH FICTION

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	-	-	<b>4</b>

### Learning Outcomes:

- Capable of reading texts with a critical approach.
- Research on the various nuances and meanings in the text.
- Explore interdisciplinary concepts in the novels.

### Unit I

Daniel Defoe  
Henry Fielding

Robinson Crusoe  
Tom Jones

### Unit II

Jonathan Swift  
Emily Bronte

Gulliver's Travels  
Wuthering Heights

### Unit III

Jane Austen  
Walter Scott:

Emma  
Kenilworth

### Unit IV

Charles Dickens  
Thomas Hardy

Hard Times  
The Return of The Native

### Unit V

Joseph Conrad  
Julian Barnes

Heart of Darkness  
The Sense of an Ending

### References:

- The Oxford Chronology of English Literature, OUP, 2002.
- The Cambridge Introduction to Modern British Fiction, 1950-2000. CUP, 2002

## C.14 CRITICAL THEORY - II

L	T	P	C
4	-	-	4

### Objectives:

- To enable the students to locate and analyse a literary text, with an empirical perspective.
- To make the students understand ideologies of different Schools of Thoughts.
- To enable the students be familiar with the recent trends in literary studies.

### Unit I: Introduction to Theories and Approaches

- Wilbur S. Scott : Five Approaches – (Introduction to all the Approaches)
- M.H.Abrams : Orientation of Critical Theories

### Unit II : Marxism, Feminism and Post colonialism.

- Raymond Williams : Marxism and Literature (Extract)
- Elaine Showalter : 'Towards Feminist Poetics'
- Gayatri Chakravorty Spivak : The Post – Colonial Critic (Extract)

### Unit III : Formalism, Structuralism and Post Structuralism

- Viktor Shklovsky : Art as Technique (Extract)
- Ferdinand de Saussure : Course in General Linguistics (Extract)
- Roland Barthes : From Work to Text

### Unit IV : Psychoanalytical, Archetypal Criticism and Reader Response Theory

- Carl Gustav Jung : Psychology and Literature
- Northrop Frye : Archetypes of Literature
- Wolfgang Iser : The Reading Process

### Unit V : Deconstruction, New Historicism, and Culture Studies

- Jaques Derrida : Structure, Sign, and Play in the Discourse of the Human Science
- Stephen Greenblatt : Circulation of Social Energy
- Stuart Hall : Cultural Studies and Its Theoretical Legacies

### Reference Books:

- Encyclopedia Of Literature and Criticism*. Ed. Martin Coyle. Peter Garside et al. Gale Research Inc, 1990.
- Peter Barry. *Beginning Theory: An Introduction to Literary and cultural Theory*, ed. Viva Books, 2010
- Nail Lucy. *Post Modern Literary Theory: An Anthology*. Blackwell Publishers, 1999.
- Philip Rice and Patricia Waugh. *Modern Literary Theory*,. 4th ed. Arnold, 2001.
- Lois Tyson. *Critical Theory Today: A User Friendly Guide*, 3rd ed. Routledge, 1998.
- A Handbook of critical Approaches to Literature*. Eds. Wilfred L.Guerin. Earle Labor et al, 5th ed. OUP, 2005.
- M.A.R.Habib. *Modern Literary Criticism and Theory: A History*. Blackwell Publishers, 2007.
- David Lodge. *Modern Criticism and Theory: A Reader*. Longman, 2017
- Simon During. *Cultural Studies: A Critical Introduction*. Routledge, 2004.

## C.15 SHAKESPEARE

L	T	P	C
4	-	-	4

### Learning Outcomes:

- To enable learners to understand various aspects of Shakespeare's dramatic art through a study of representative plays.
- To trace the evolution of Shakespeare's vision and read his plays in the light of contemporary literary theories like Post Colonialism, New Historicism, Cultural Materialism, etc.
- To enable the students to know the significance of Shakespeare in the world of Literature.
- To provide scope for the students to scrutinize the importance of Shakespearian plays in the present era.
- To enable the Post Graduates to compare the present works with Shakespearian works.

**Unit –I** - Elizabethan Theatre and Audience, Historical Plays Tragedies, Comedies and Supernatural elements in Shakespeare, Sonnets: 14, 18, 60, 73, 91, 104

**Unit – II** - Twelfth Night/ Midsummer Night's Dream

**Unit – III** - Hamlet/ Othello

**Unit – IV** - Antony and Cleopatra/ Henry IV Part - I

**Unit – V** - The Winter's Tale/ The Tempest

### Reference:

Dollimore, Jonathan, and Alan Sinfield, editors. *Political Shakespeare: Essays in Cultural Materialism*. Manchester University Press, 1994.

Greenblatt, Stephen. *Tyrant: Shakespeare on Politics*. Kindle Edition, 1<sup>st</sup> edition, 2018.

Bradley, A. C. *Shakespearean Tragedy*. Narcissus, 2016.

Vickers, Brian. *William Shakespeare*. Routledge, Vol 1, 1974.

Garvin, Harry R. *Shakespeare's Contemporary Critical Approaches*. Bucknell University Press, 1980.

## C. 16 ENGLISH LANGUAGE TEACHING

L	T	P	C
4	-	-	4

### Learning Outcomes

- Learners will understand various teaching approaches, methods and techniques.
- Students will learn to make use of computers, websites, mobile applications and other technological developments in English language Learning..
- Learners will develop the skill of converting theory into practice
- Learners will know the difference between native language and second language and the factors affecting language learning.
- Facilitate the learners to know the functions of syllabus, various modes of evaluation, authentic teaching materials and aids

### Unit I – Language Teaching Theories

Behaviourism- Total Operant Conditioning, Universal Grammar theory, Gestalt learning theory, Stephen Krashen's theory, Script theory, Constructivist learning theory.

### Unit II – Language Teaching Methods

CALL, MALL, WALL. Communicative application, self directed learning, multi- intelligence, teaching through movies, use of multimedia, use of social media.

**Unit III – Second Language Acquisition:** Second language acquisition, learning theories and implications, five stages of second language acquisition, language acquisition and language learning.

**Unit IV – ELT in India:** Teaching English as second language in India. History, pre-independent India, post- independent India, multi skill approach, problems, advantages, place of English in India, three language formula, socio- cultural perspective English for higher education.

**Unit V – Developing Teaching Materials:** Syllabus, text books, graded materials, teaching materials and teaching aids, from theory to practice – constructivism.

### Primary e-resource:

- E- PG Pathshala – English language Teaching

### Reading List.

- Larsen Freeman, Diane., *Techniques and Principles in Language Teaching*, OUP, 2009
- Brown , H.D. 1981, *Principles of language learning and Teaching*, Prentice Hall, EnlewoodClights.
- Singh, R.A. 1982 *An introduction to Lexicography*, CIIL, Mysore. Catford, J.C. 1965, *Linguistic theory of translation*, Oxford University Press, London
- K. Nagarajan, *Chronicles of Kedaram*, Asia Publishing House, 1961.



<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>-</b>	<b>-</b>	<b>3</b>

## **2. CULTURAL STUDIES: THEORY & PRACTICE**

### **Objectives:**

- To sensitise and enable the scholars understand the theories in Cultural Studies.
- To inculcate in learners the idea of understanding culture in all its complex forms.
- To make the researchers identify, analyze and address the specific cultural issues in literary texts.

### **Unit I**

Wilfred L. Guerin & et.al : *What is Cultural Studies?*  
Jonathan Culler : *Literature and Cultural Studies*

### **Unit II**

Walter Benjamin : *The Work of Art in the Age of Mechanical Reproduction*  
Judith Butler : *Subjects of Sex/Gender/Desire*

### **Unit III**

Leopold Senghor : *Negritude: A Humanism of the Twentieth Century*  
Homi. K. Bhaba : *The Post Colonial and the Postmodern: The Questions of Agency*

### **Unit IV**

Christopher Norris : *Science and Criticism beyond the Culture Wars*  
Ranjit Guha & Gayatri Spivak: *Introduction to Subaltern Studies. (Vol.1)*

### **Unit V**

Ishmael Reed : *Yellow Back Radio Broke-down*  
Sivakami P : *Grip of Change and Author's Notes*

### **References:**

Arendt H. *Illuminations*. Fontana, 1992.  
Culler, Jonathan. *Critical Theory*. Oxford UP, 2000.  
Dangle, Arjun. *The Poisoned Bread*. Orient Black Swan, 2009.  
During, Simon. *The Cultural Studies Reader*. Routledge, 1993.  
Guerien, Wilfred L & et.al. *A Handbook of Critical Approaches to Literature.6th ed.* Oxford UP, 2005.  
Samuel, Raphael. *People's History and Socialist Theory*. Routledge, 1981.  
Waugh, Patricia. *Literary Theory and Criticism*. Oxford UP, 2014.



### 3. ETHNIC LITERATURE

L	T	P	C
4	-	-	3

#### Objectives:

- To disseminate the Indigenous Knowledge System.
- To comprehend the Indigenous Culture and Narrative Patterns
- To help the researchers assure further researches on the multifaceted aspects of Indigenous Literature.
- To provide scope for the students to know about various indigenous literatures and their Culture
- To enable the Post Graduates to examine Ethnic Literature with their own cultural similarities and dissimilarities.

#### Unit I - Theory

- Armand Garnet Ruffo - "Why Native Literature?"  
Renate Eigenbrod - "A Necessary Inclusion: Native Literature in Native Studies"

#### Unit II - Poetry

- Kimberly Blaser - Goodbye to all That  
Mary Tallmountain - Good Grief, Indian Blood  
David Diop - Africa  
Mamang Dai - The Voice of the Mountain

#### Unit III – Biography & Fiction

- Kocharethi - The Araya Woman  
Scott Momaday - House Made of Dawn  
Thomas King - Green Grass, Running Water  
Mahashwetha Devi - Draupadi

#### Unit IV – Fiction II

- Eden Robinson - Monkey Beach  
Alexis Wright - Carpentarie  
Leslie Marmon Silko - The Yellow Woman  
Kath Walker - Mirrabooka

#### Unit V - Drama

- Jack Davies - The Cake Man  
Wole Soyinka - A Dance of the Forests

#### Reference:

- Eigenbrod, Renate. "A Necessary Inclusion: Native Literature in Native Studies", *Studies in American Indian Literatures*. Eds. Cox, James h. & Austin Daniel, Volume 22. Nebraska Press, 2010.
- Janu, C. K. *Mother Forest: The Unfinished Story of C K Janu*. Tr. Ravishanker. Kali for Women, 2004.
- Ruffo, Armand Garnet. *Introduction to indigenous literary criticism in Canada*. Ed. Heather Macfarlane & et.al, Canada Broadview Press, 2016.
- Smith, Linda Tuhiwai. ed. *Decolonizing methodologies: Research and Indigenous peoples*. Zed Books, 2012.

#### 4. FILM STUDIES

L	T	P	C
4	-	-	3

#### Objectives

- To orient the students to develop media consciousness.
- To interpret literary texts with contemporary media literacy.
- To encourage researchers to be familiar with media hermeneutics.
- To acquire specific skills in multidisciplinary research.

#### Unit I - Media Theory

Stuart Hall : *Deviancy, Politics and the Media*

Andre Bazin : “*Evolution of the Language of cinema*” (from *Movies and Methods*)

#### Unit II – Media Theory

Laura Mulvey : “*Visual Pleasure and Narrative Cinema*”

Robert Stam & Louis Spence : “*Colonialism, Racism and*

*Representation: an Introduction*” (all three from *Movies and Methods*)

#### Unit III – Film & Script

David Beniof : The film script of *Troy*

#### Unit IV – Film Critique

Clint Eastwood : *Invictus* (Adaptation of *Playing The Enemy: Nelson Mandela and the Game that Made A Nation* by John Carlin)

Jabbar Patel : *Dr. Babasaheb Ambedkar* (Biopic)

Richard Attenborough : *Gandhi* (Biopic)

#### Unit V – Film Critique

J. Mahendran : *Uthirippookkal* (Adaptation of Pudhumaipithan’s short story *Chitrannai*)

Mari Selvaraj : *Pariyerum Perumal* (Based on real-life incidents)

Adoor Gopalakrishnan : *Mathilukal* (Adaptation of Vaikom Muhammed

Basheer’s *Mathilukal*)

#### References:

- Hall, Stuart. *Deviancy, Politics and the Media*. Centre for Contemporary Cultural Studies Birmingham, 1971.
- Jayakanthan. *Of Men and Moments*, Trans. K S Subramanian. SahityaAkademi, 2014.
- Lodge, David. *20th Century Literary Criticism: A Reader*. Longman, 1972.
- Malvik, Anders Skare & Paulson, Sarah.J. *Literature in Contemporary Media Culture*. John Benjamins Publishing Company, 2016.
- McLuhan, Marshall. *Understanding Media*. McGraw-Hill, 19
- Gladiator*, Ridley Scott (Based on Daniel P. Mannix’s novel *Those About To Die*)
- Curious Case of Benjamin Button*, David Fincher (Based on F. Scott Fitzgerald’s short story *Curious Case of Benjamin Button*)
- Paradesi*, Bala (based on P H Daniel’s novel *Red Tea*)
- Naalu Pennungal*, Adoor Gopalakrishnan (based on four short stories written by Thakazhi Sivasankara Pillai)
- Bicycle Thieves*, Vittorio de Sica (based on Luigi Bartolini’s novel *Ladri di biciclette*)
- Pather Panchali*, Satyajit Ray (based on Bibhutibhushan Bandyopadhyay’s novel *Pather Panchali*)
- The Chronicles of Narnia*, Andrew Adamson (based on CS Lewis’ novel *The Chronicles of Narnia*)
- Gone With the Wind*, Victor Fleming (Adaptation of Margaret Mitchell’s *Gone With the Wind*)
- Pride and Prejudice*, Joe Wright (Film version of Jane Austen’s *Pride and Prejudice*)
- Devdas*, Sanjay Leela Bhansali (Film adaptation of Sharat Chandra Chattopadhyay’s novel *Devdas*)
- Sila Nerangalil Sila Manithargal*, A. Bhimsingh (based on Jayakanthan’s *Sila Nerangalil Sila Manithargal*)

## 5. GREEN LITERATURE

L	T	P	C
4	-	-	3

### Learning Outcomes

- To gain a critical understanding and appreciation for ecocriticism.
- To apply ecocriticism to the reading of literary texts.
- To consider issues of environmentalism and sustainability from cultural, historical, and ethical perspectives.

### Unit I Introduction

1. "Introduction: Literary Studies in an Age of Environmental Crisis" *Ecocritical Reader*
2. "Naturalized woman and Feminized Nature" by Kate Soper 139-143

### Unit II Poetry

D.H.Lawrence	Snake
Wordsworth	Ode on Intimations of Immortality
Tennyson	In Memoriam
William Cullen Bryant	The Gladness of Nature
Slyria Chidi	Mother Nature
S.T.Coleridge	To Nature
Rudyard Kipling	The Glory at the Garden

### Unit III Prose

Henry David Thoreau	Walden
Emerson	Nature
Nirmal Selvamony	Thinai Poetics and Tamil Poetry

### Unit IV Fiction

Tagore	Mukhtha Dhara
Barbara Kingsolver	Flight Behaviour
Easterine Kire	The River Sleeps

### Unit V Eco-films

The 11 th Hour  
Avatar  
Life of Pie

### References

- Nirmal Selvamony, "tiNai poetics and Tamil Poetry." Horizons: Critical Perspectives on Language and Literature. Ed. Suresh Frederick. Thanjavur: Amirthamani Publications, 2011, 1- 15
- Glotfelty, Cheryll . *The Ecocritical Reader*, University of Georgia Press , 1996.
- Soper, Kate. *What is nature?* Blackwell 1995

## 6. SUBALTERN STUDIES

L	T	P	C
4	-	-	3

### Learning Outcomes:

In critical theory and post colonialism, subaltern refers to the populations that are socially, politically and geographically outside of the hegemonic power structure of the colony and of the colonial homeland. This paper attempts to sensitize the students on the issues of gender, race, caste and refugee experiences.

### Unit I

- Gayatri Chakravorty Spivak : Subaltern Studies : Deconstructing Historiography [ An Introduction to Selected Subaltern Studies . eds Ranajit Guha and Gayatri Chakravorty Spivak. New Delhi :OUP 1988.vol. 1]
- Léopold Sédar Senghor : On Negritude
- Arjun Dangle : Literature of Revolt. [ an extract from Poisoned Bread ed : Arjun Dangle New Delhi: Orient Black Swan, 2009]

### Unit II Gender : Autobiographies

- C.K.Janu : Mother Forest: The Unfinished Story of CK Janu
- Laxmi: Me Hijra, Me Laxmi

### Unit III Race

- Claude Mckay: “If We must Die”
- W.E.B.Dubois :“Of the Faith of the Fathers”,[Chapter X: The souls of the Black folk]
- Chimamanda Ngozi Adichie : Half of a Yellow Sun

### Unit IV Caste

- Sivakami : The Grip of Change and Author’s Notes
- Tumbadi Ramaiah: Manegara

### Unit V Refugee Experience

1. Selection from A Second Sunrise R. Cheran by Navayana Publications. 2012
2. Shaun Tan’s: [The Arrival](#),

### References:

- Selected Subaltern Studies, Ed. Ranjit Guha and Gayatri Spivok, OUP, 1988.
- Mapping Subaltern Studies and the Postcolonial, Ed. Vinayak Chaturvedi, Verso, 2012.

## **7.THEORY AND PRACTICE OF TRANSLATION**

L	T	P	C
4	-	-	3

### **Learning Outcomes:**

- To make students analyse any source text on the basis of lexical, syntactic and stylistic issues.
- To make students familiarize theorists and theories in translation.
- To involve students in attempting translation.

### **Unit-1 Translation and its Perspectives**

Language as a Medium - Definitions of Translation - Linguistic and Cultural Distances between the Source and Target Languages - Linguistic Untranslatability - Cultural Untranslatability

### **Unit-2 Theories and Theorists**

Major Theories: Philological Theory, Linguistic Theory, Sociolinguistic Theory, Integrated Theory

Major Theorists: J.C.Catford, Eugene A. Nida, Peter Newmark, Sujit Mukherjee

### **Unit-3 Lexical Problems and Compensatory Mechanisms Borrowing**

Definition - Literal Translation – Transliteration, Omission, Addition, Lexical Creation, Transcreation Using Multi-lexical Units - Replacing a Specific Term by a Generic Term - Hybrid Formation

### **Unit-4 Syntactic Problems and Strategies Applied**

Active and Passive Constructions - Double Words - Repetitive Words – Ideophones - Reduplications

### **Unit-5 Stylistic Problems and Strategies Applied**

Imagery – Idioms, Proverbs, Non-verbal Communication, Honorific Affixes, Translation of Proper Names, Vocatives

### **Reference Books:**

- Catford J.C. *A Linguistic Theory of Translation*. London: Oxford Up, 1965.  
Mukherjee, Sujit. *Translation as Recovery*. Delhi: Pencraft International, 2004.  
Newmark, Peter. *Approached to Translation*. Oxford: Pergamon, 1982.  
Nida, Eugene A. *Toward a Science of Translating*. London: Brill, 1964.  
Nihamathullah A. *Procedures of Translating*. Thirunelveli: Shameem Publication, 2009

## 8. THIRD WORLD LITERATURE

L	T	P	C
4	-	-	3

### Objectives:

- To familiarize the seminal works of eminent Post-Colonial Writers.
- To disseminate the aspect of subjectivity, race and class as they inhere in the postcolonial space.
- To make the students aware of various cultures and their traditions.
- To enable the students to know about the aim and scope of Third world Literatures.
- To provide scope for the Post Graduates to know the significance of Third world literature in Post-colonial writings

### Unit I- General Introduction

Salman Rushdie - Commonwealth Literature does not exist  
[NgugiwaThiong'o](#) - Decolonizing the Mind

### Unit II - Poetry

Judith Wright - Train Journey  
Margaret Atwood - Journey to the Interior  
Dereck Walcott - Ruins of a Great House  
David Diop - Africa

### Unit III- Prose

Chinua Achebe - The Novelist as Teacher  
Arundhati Roy - The End of Imagination

### Unit IV - Drama

Asif Currinboy - Refugee  
Wole Soyinka - The Lion and the Jewel

### Unit V - Fiction

Manohar Malgonkar - Bend in the Ganges  
Amitav Ghosh - Sea of Poppies

### References:

- McLeod, John. *Beginning Postcolonialism*. Manchester University Press, 2000.  
Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson Education India, 2008.  
Loomba, Ania. *Colonialism-postcolonialism*. Psychology Press, 1998.  
Rushdie, Salman. *Imaginary Homelands*. Vintage, 2010.  
Ghosh, Amitav. *Sea of Poppies*. Penguin India, 2015.  
Malgonkar, Manohar. *Bend in the Ganges*. India Ink/Roli Books, 2009.  
Currimbhoy, Asif. *Refugee*. India Ink/Roli Books, 2009.

## 9. WOMEN'S LITERATURE

L	T	P	C
4	-	-	3

### Learning Outcomes

- Evaluate, compare and critique gender and feminist theories.
- Recognize and realize the power of womanhood in society and nation building.
- Knowledge of the theoretical foundations underlying gender studies from history in India and abroad.
- Have a gender mainstreaming approach and woman empowerment.

### Unit I - History and theory of Feminism

- Socialist and Marxist Feminism, Radical Feminism, Liberal Feminism, Black Feminism
- Wave theory, Women's liberation in the USA, Post Feminism, French Feminism- movements and ideology.

### Unit II- Poem

Kamala Das	An Introduction
Sylvia Plath	Lady Lazarus
Maya Angelo	Phenomenal Woman
Judith wright	Woman to Man

### Unit III- Prose

Simon de Beauvoir	Second Sex [Chapter 14]
Helene Cixous	The Laugh of the Medusa

### Unit IV- Drama

Paula Vogel	How I learned to drive
Wendy Wasserstein	The Heidi Chronicles

### Unit V- Fiction

Margaret Atwood	The Handmaid's Tale
Bapsi Sidwa	The Pakistani Bride

### References

- Valenti Jessica. *The Full Frontal Feminism: A Young Woman's Guide to Why Feminism Matters*. Basic Books, 2014.
- Vogel Lise. *Marxism and the Oppression of Women*. Rutgers University Press, 1983.
- Showalter, Ellaine. *The New Feminist Criticism*, 1985.
- Encyclopaedia of LGBT History in America, 2004

## 10. WRITING FOR MEDIA

### Objectives

L	T	P	C
4	-	-	3

- To introduce the role of Print Media in sharing information and knowledge.
- To familiarize the students about the new trends and facilities in media.
- To introduce the students about the significance of Media in modern era.
- To familiarize the students about the role of media in the field of education.
- To provide scope for the Post Graduates to examine Media as a promoter in literary Writings.

### **UNIT - 1**

**Print Medium:** Nature and characteristics of a Newspaper- Readers' perception – general and specialized newspapers – Editorial policy and style – language – inverted pyramid – source attribution – writing features and articles- Comparative analysis of Tamil and English dailies – Freelancing.

### **UNIT - 2**

**Magazines:** General and specialized magazines – contents – target readers – language – writing style – pictures and illustrations – features and special articles – Tamil Magazines vs English magazines: a comparative analysis – Freelancing.

### **UNIT- 3**

**Radio:** Nature and characteristics of Radio – Radio for information, education and Entertainment –News headlines and highlights – News features – talk shows – interviews – Radio Jockeying – technological factors in writing for electronic media.

### **UNIT - 4**

**Television:** Nature and characteristics of television – audio and visual elements – writing television news – time factor – informational and educational programmes – general and special audience programmes – language and style of presentation – Video jockeying – entertainment programmes – audience participation.

### **UNIT - 5**

**Web Writing:** Characteristics of web writing – technical writing – blogs – online journalism – Freedom of Speech – Restrictions on publications – ethics and Responsibility – defamation – libel.

### **REFERENCES:**

- Mencher, Melvin. "News Reporting and Writing". New York. McGraw Hill Pub. 2003.  
Navin Chandra &Chaugan. 'Journalism Today'. Kanishka Pub. New Delhi 1997.  
Shrivastava, K.M. 'Radio and TV Journalism'. New Delhi. Sterling Publishers, 1989.  
Hilliard, Robert. 'Writing for Television, radio and new media (8th ed.)'. Belmont. Wadsworth Pub. 2004.  
White, Ted. 'Broadcast news writing, Reporting and Producing' 4th ed. Oxford. Focal Press. 2006.



## SUPPORTIVE PAPERS

### 1. ACADEMIC WRITING

L	T	P	C
4	-	-	3

#### **Learning outcomes:**

- Develop enhanced scholarly writing skills
- Demonstrate research skills, integrate own views with that of others.
- Experience the different kinds of writings and learn to use in the profession.

#### **Unit I**

Introduction  
Different approaches to writing  
Writing Process

#### **Unit II**

Grammar- Basic sentences, verbs, nouns, delayed subjects, long and short sentences, parallelism

#### **Unit III**

Working with words – misleading words, one word for many, complicated words, avoiding metaphors, redundant words

#### **Unit IV**

Writing Paragraphs  
Types of paragraphs- Complex paragraphs  
Writing cause-effect and visuals

#### **Unit V**

Writing research papers  
Writing reports

#### **Textbook**

- Renu Gupta, A Course in Academic Writing, OBS, 2017.

#### **References**

- Bailey. S. 2015. *Academic Writing : A Handbook for International Students*. London and New York: Routledge
- Jordan, R.R. 1999. *Academic Writing Course*. London: Nelson/Longman.
- Swales, J.and C. Feak. 2012. *Academic Writing for Graduate Students: Essential Skills and Tasks*. Michigan University Press

## 2. COMMUNICATIVE ENGLISH

L	T	P	C
4	-	-	3

### Learning Outcomes:

- To enable the students to develop English language skills.
- To write clear, concise and grammatical English in an appropriate style
- To understand and use spoken English for practical communication.
- To develop reading and listening comprehension skills, writing techniques and presentation techniques.
- To enable the Post Graduate students to upraise their self-confidence with perfection.

### UNIT I: GRAMMATICAL SKILLS

An interactive approach to grammar to be followed – Parts of speech, phrases and clauses, different types of sentences, structure of sentences: simple, compound and complex, transformation of sentences, sequence of tenses, auxiliaries, voice, direct and indirect speech, linkers, punctuation, correction of errors in sentences, idioms and phrases.

### UNIT II: LISTENING

Listening comprehension, note taking, audio-visual receptive skill development.

### UNIT III: READING SKILLS

Reading skill strategies, intensive skimming and scanning, Intensive reading exercises.

### UNIT IV: SPEAKING SKILLS

Applied phonetics: the phonological system of English, sentence stress, pitch and intonation. Conversational English: introducing, requesting, questioning, inviting, parting, greeting, congratulating, thanking, apologizing, advising, suggesting, asking to repeat, complaining, agreeing, expressing preference, directions, presentation, debate, group discussion and role play.

### UNIT V: WRITING SKILLS

Writing letters, bio-data, reports, essays, circulars and minutes of meetings, summarizing messages through electronic mail and fax.

### TEXT BOOK:

Syamala, V. Effective English Communication for you. Chennai: Emerald Publishers, 2002.

### REFERENCE BOOKS:

Ferrer, Jemi and Whalley Elizabeth. Mosaic II A Listening / Speaking Skills Book. Singapore: McGraw-Hill International Editions, 1990.

Krishnaswamy, N and T. Sri Raman. Creative English for Communication. Madras: Macmillan India Ltd. 1991.

Leech, Geoffrey. An A-Z of English Grammar and Usages. Britain: Edward Arnold, 1989.

Raymond, Murphy. Essential English Grammar: Reference and Practice for South Asian Students. New Delhi: Cambridge University Press, 1996.

Turton, Nigel. ABC of Common Grammatical Errors. Delhi: Macmillan India Ltd, 199