

THIRUVALLUVAR UNIVERSITY

M.A. ENGLISH

SYLLABUS

UNDER CBCS

(With effect from 2021-2021)

PROGRAMME OBJECTIVES

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

PROGRAMME OUTCOME

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

M.A. ENGLISH EMPLOYMENT AREAS

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

11. TV & Media
12. Translation Agencies

M.A ENGLISH JOB TYPES

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

THIRUVALLUVAR UNIVERSITY
MASTER OF SCIENCE
M.A. ENGLISH
 (With effect from 2020– 2021)

The Course of Study and the Scheme of Examination

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

SEMESTER II						CIA	Uni. Exam	Total
7	Core	Paper- 5	6	4	British Drama	25	75	100
8		Paper- 6	6	4	Translation Theory & Practice	25	75	100
9		Paper- 7	6	4	Contemporary Literary Theory - I	25	75	100
Internal Elective for same major students								
10	Core Elective	Paper-2	5	3	(To choose one out of 3) A. Comparative Literature B. New Literature in English. C. Subaltern Literary Studies	25	75	100
External Elective for other major students (Inter/multi disciplinary papers)								
11	Open Elective	Paper-2	5	3	(To choose one out of 3) A. Technical Writing. B. Diaspora Literature C. Journalism and Mass Communication.	25	75	100
12	*Field Study		-	2		100	-	100
13	Compulsory Paper		2	2	Human Rights	25	75	100
			30	22		250	450	700

* FIELD STUDY

There will be field study which is compulsory in the first semester of all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field and Topic should be registered by the students in the first semester of their study along with the name of a mentor before the end of the month of August. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of second semester. The period for undergoing the field study is **30 hours beyond the instructional hours** of the respective programme. Students shall consult their mentors within campus and experts outside the campus for selecting the field and topic of the field study. The following members may be nominated for confirming the topic and evaluation the field study report.

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

THIRUVALLUVAR UNIVERSITY

M.A. ENGLISH

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(With effect from 2020-2021 onwards)

SEMESTER-I

PAPER - 1

BRITISH POETRY (CHAUCER TO 20th CENTURY)

OBJECTIVES:

- To sensitize them to feel the pulse of poetic expression by making them understand and appreciate beat, rhythm, rhyme, etc.
- To enable them u
-
- Understand the concepts related to Elizabethan 1, Metaphysical, Romantic, Victorian, Modern & Postmodern poetry, to name a few
- To make them appreciate poetry by critically analyzing the poems in terms of theme, content, background, etc.

UNIT PLAN:

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

COURSE OUTCOME

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

UNIT I: INTRODUCTION

1. a). What is poetry?
b) Metrical & free verse-kinds of poetry.

c) Poetic justice, Poetic License, Poetic diction, Poetic devices, Figures of speech, etc.

d) Themes Of poetry e) Appreciation of poetry.

UNIT II: POETRY (DETAILED)

Geoffrey Chaucer : The love Unfeigned

William Shakespeare : Sonnet 147

John Milton : Light

John Donne : Canonization

Andrew Marvel : To His Coy Mistress

(Non-Detailed)

1. Edmund Spenser : Epithalamion

2. George Herbert : The Pulley

UNIT III: (DETAILED)

William Wordsworth : Tintern Abbey

P. B Shelly : Ode to Skylark

John Keats : Ode on a Grecian Urn

Christina Rossetti : Christmas Eve

(Non-Detailed)

1. ST Coleridge : The Rime of an Ancient Mariner

2. Robert Browning : Andrea Del Sarto

UNIT IV: (Detailed)

T.S Eliot : Ash Wednesday

W. B. Yeats : Sailing to Byzantium

Philip Larkin : Toads

Alexander Pope : On a Certain Lady at Court

Carol Ann Duffy : 1) Valentine

2) Prayer

(Non-Detailed)

1. Elizabeth Jennings : The Old Woman
2. Norman McCraig : Stars and Planets

UNIT V: (NON-Detailed)

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

REFERENCE

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

PAPER - 2 AMERICAN LITERATURE

OBJECTIVES:

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I: POETRY (DETAILED)

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

(Non-detailed)

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

UNIT II: PROSE (DETAILED)

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

(Non-detailed)

1. Maya Angelou : I know why the Caged bird sings

UNIT III: DRAMA (DETAILED)

Tennessee Williams : *A Streetcar Named Desire*

(Non- Detail)

Edward Albee : *A Cat on a Hot Tin Roof*

Tony Kushner : *Angels in America (Part-1)*

UNIT IV: SHORT STORIES (NON-DETAILED)

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

UNIT V FICTION (NON-DETAILED)

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

REFERENCE

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

PAPER - 3
INDIAN LITERATURE IN ENGLISH

OBJECTIVES:

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I: POETRY (DETAILED)

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

(Non-Detailed)

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

UNIT II: PROSE (DETAILED)

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

UNIT III: DRAMA

- Badhal Sarkar : Mad Horse
Asif Chhribhhey : The Refugee

UNIT IV: FICTION (NON-DETAILED)

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

UNIT V: CRITICISM

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

REFERENCE

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

PAPER - 4

ADVANCED LINGUISTICS

OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME:

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

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV: Syntax and Semantics

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

UNIT V: APPLIED LINGUISTICS

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

REFERENCES

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

CORE ELECTIVE

PAPER 1

(TO CHOOSE ANY 1 OUT OF THE GIVEN 3)

A. INDIAN WRITING IN TRANSLATION

COURSE OBJECTIVE

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I : POETRY

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

UNIT II: PROSE

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

UNIT III: DRAMA

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

UNIT IV: SHORT STORY

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

UNIT V: FICTION

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

REFERENCE

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

WEB SOURCES

Songs of Kabir Tr by Rabindranath Tagore:

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

Mahim BoraKathanibarighat:

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

CORE ELECTIVE

PAPER 1

B. FOURTH WORLD LITERATURE

OBJECTIVE

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

Patricia Frances Graces : Maoris, Literature of New Zealand

UNIT 4:

George Copway : Indigenous First Nations Literature of Canada

UNIT 5:

Dalit literature and tribal literature of India.

Aarjundangle : *Poisoned bread*

Om Prakashvalmiki : *Joothan*

REFERENCES:

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

CORE ELECTIVE

PAPER 1

C. FOLK TALE AND MYTH

COURSE OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Herman Hesse : Siddartha

Mark Twin : A Genuine Mexican Pug

Julian Huxley : The Sacred Lizard

Aesop : 1) The Town Mouse and The Country Mouse

: 2) The Fox and the Grapes

: 3) The Goatherd and the Wild Goats

UNIT V

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

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

B. Das : *Myth Criticism and its Value*

REFERENCE

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

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

A. LITERATURE FOR SOCIAL TRANSFORMATION

OBJECTIVE

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I: POETRY

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

UNIT II: PROSE

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

UNIT III: FICTION (SHORT STORY)

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

UNIT IV: DRAMA

Anton Chekhov	–	The Cherry Orchard
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UNIT V: GREAT ORATORIES

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

BOOK FOR REFERENCE

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

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

OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT 1 INTERDISCIPLINARITY

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

UNIT 2 ECOCRITICAL STIRRINGS

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

UNIT 3 INDIAN CLASSICAL OIKO POETICS

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

UNIT 4 WORDSWORTH, EMERSON, THOREAU AND ECO-CRITICISM

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

UNIT 5 ECO-FEMINISM

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

REFERENCE

- Adamson, Joni. *American Indian Literature, Environment Justice and the Ecocriticism*. Tucson: The University of Arizona Press, 2001.
- Adhikary, Qiran. *Feminist Folktales from India*. Oakland: Masalai Press, 2003. Print.
- Ali, Salim. *The Fall of a Sparrow*. New Delhi: Oxford University Press, 1985.
- Atwood, Margaret. *Surfacing*. New York: Anchor Books, 1998.
- Bate, Jonathan. *Romantic Ecology*. London and New York: Routledge, 1991.
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- Benedict XVI, Pope. *Caritas In Veritate*. Trivandrum: Carmel International Publishing House, 2009.
- Braun, Bruce and Noel Castree. *Remaking Reality*. London: Routledge, 1998
- Buell, Lawrence. *The Environmental Imagination*. London: Harvard University Press. 1995.
- Carson, Rachel. *Silent Spring*. London: Penguin books ltd, 2000. Print.
- Clark, Timothy. *The Cambridge Introduction to Literature and the Environment*. New York: Cambridge, 2011.
- Coomaraswamy, Ananda. K. *Dance of Shiva*. New Delhi: Sagar Publications, 1982.
- Coupe, Lawrence. *The Green Studies Reader*. London and New York: Routledge, 2000.
- Dalai Lama, His Holiness & *The Universe in a Single Atom*. London: Little Brown, 2005.
- Dreese, Donelle N. *Ecocriticism*. New York: Peter Lang Publishing, Inc &, 2002.
- Eiseley, Loren. *The Unexpected Universe*. University of Pennsylvania: Bison Books, 1972.
- Garrard, Greg. *Ecocriticism*. New York: Routledge, 2004.
- Gatta, John. *Making Nature Sacred*. New York: Oxford University Press, 2004.
- Glotfetty, Cheryl and Harold Fromm, eds. *The Ecocriticism*

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

E-RESOURCES

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

WEBSITES

- www.ecofem.org/journal
- www.spiritoftrees.org/
- www.navdanya.org/
- www.ecofem.org/
- www.resurgence.org/
- www.bhoomimagazine.org/
- www.greenbeltmovement.org
- www.successconsciousness.com

MAGAZINES

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

**OPEN ELECTIVE
PAPER 1**

C. PUBLIC SPEAKING AND CREATIVE WRITING

OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I

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

UNIT II

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

UNIT III

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

4. Writing a Conclusion
5. Exercises

UNIT IV

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

UNIT V

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

REFERENCE

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

SEMESTER II
PAPER - 5
BRITISH DRAMA

COURSE OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT – I: BRITISH DRAMA UP TO 17TH CENTURY

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

UNIT II: UPTO 19TH CENTURY

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

UNIT – III: 20TH CENTURY UPTO 1950

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

UNIT – IV: 20TH CENTURY AFTER 1950

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

UNIT – V: TEXT FOR SEMINAR

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

REFERENCE

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

PAPER – 6
TRANSLATION THEORY IN WORLD LITERATURE

OBJECTIVE

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I

A Brief History of Translation

Translation Theory and its Aspects

UNIT II

Translation Procedure

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

UNIT III

Is Translation an Art or Science?

Translation and Reproduction, Process and Product

UNIT IV

Problems in Translation

Fidelity and Truth in Translation

Complete Equivalence vs. Creativity

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

UNIT V

The Practice of Translation

(Exercise from Literary Translation)

1 from Tamil to English and 1 from English to Tamil

REFERENCE

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

PAPER - 7

CONTEMPORARY LITERARY THEORY - I

OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I

New Criticism

Russian Formalism

UNIT II

Psychoanalysis

Archetypal Criticism

UNIT III

Reader Response Theory

Phenomenological Criticism

UNIT IV

Bakhtin

Eco criticism

UNIT V

Modernism

Post-Modernism.

REFERENCE

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

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

OBJECTIVES:

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT-I:

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

UNIT-II:

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

UNIT-III:

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

UNIT-IV:

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

UNIT-V:

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

TEXT BOOKS:

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

REFERENCES:

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

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

OBJECTIVES:

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

UNIT PLAN

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

COUSE OUTCOME

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

UNIT I - POETRY

DETAILED: CANADIAN POETRY

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

AUSTRALIAN POETRY

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

NON- DETAILED: AFRICAN POETRY

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

NEW ZEALAND POETRY

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

UNIT II – PROSE

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

UNIT III – DRAMA

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

UNIT IV – FICTION

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

UNIT V – CRITICISM

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

REFERENCE

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

**CORE ELECTIVE
PAPER 2**

C. SUBALTERN LITERARY STUDIES

OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I: POETRY

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

UNIT II: PROSE

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

UNIT III: DRAMA

Dolores Prida : Beautiful Senoritas

UNIT IV: FICTION

Benjamin : Jasmine Days (translated by Shanaz Habib)

UNIT V: CRITICISM

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

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

Gyan Prakash : Subaltern Studies as Postcolonial Criticism

REFERENCE

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

OPEN ELECTIVE

PAPER 2

A. TECHNICAL WRITING

OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT 1 INTRODUCTION

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

UNIT 2 GUIDELINES AND GRAMMAR IN TECHNICAL WRITING

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

UNIT 3 THE WRITING PROCESS

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

UNIT 4 APPLICATION OF TECHNICAL WRITING - I

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

UNIT 5 APPLICATION OF TECHNICAL WRITING - II

1. Users' Manuals
2. Writing for the Web

BOOKS FOR REFERENCE

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

ELECTRONIC RESOURCE

- Business Writing – Clarity, UK

OPEN ELECTIVE

PAPER 2

B. INDIAN DIASPORA LITERATURE

OBJECTIVE

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I – DIASPORA THEORY

Diaspora – Origin, Definition and Scope

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

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

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

A Reader. Harvester Wheatsheaf, 1993)

UNIT II – POETRY

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

R. Parthasarathy – “Home Coming”

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

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

UNIT III – FICTION

Khaled Housseine : *The Kite Runner*

V.S. Naipaul : *The Mystic Masseur*

UNIT IV – DRAMA

Lorraine Hansberry – *A Raisin in the Sun*

Julia Cho – *The Architecture of Loss*

Pearl Cleage – *Flyin' West*

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

UNIT V – SHORT STORIES

Gita Hariharan: *Ghosts of Vasumaster*

Jhumpa Lahiri: *Unaccustomed Earth*

Sunetra Gupta: *Memories of Rain*

Chitra Banerjee Divakurni: *Sister of my heart*

REFERENCE

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

OPEN ELECTIVE

PAPER 2

C. JOURNALISM AND MASS COMMUNICATION

OBJECTIVES

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

UNIT PLAN

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

COURSE OUTCOME

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

UNIT I: HISTORY AND IDEOLOGIES OF PRINT MEDIA

The Press Council Act – 1978

News under Emergency

The Centenarian Newspapers in India

Ethics of a Newspaper

UNIT II: CHARACTERISTICS OF A NEWSPAPER:

Headlines

Interviews

Features

Letters to the Editor

Cartoons and Caricatures

UNIT III: TECHNIQUES OF WRITING FOR THE PRINT MEDIA

Report Writing
The Role of an Editor
Qualities of an Interviewer
Book Review
Film Review

UNIT IV: HISTORY AND STUDY OF FILMS

The Arrival of Talkies
Lumiere Brothers and the Evolution of Cinematography
Documentary and Short Films
National Film Festival

UNIT V: USES AND IMPACT OF MASS MEDIA ON SOCIETY

Radio Journalism
Television Journalism
The Film Industry
The web Media

REFERENCE

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