

**LOGANATHA NARAYANASAMY GOVERNMENT COLLEGE
(AUTONOMOUS), PONNERI – 601 204**



BOARD OF STUDIES

Revised Syllabus for

B.A (English)

(for the students admitted in 2020 – 2021 and thereafter)

POST GRADUATE DEPARTMENT OF ENGLISH

2020 – 2021



**LOGANATHA NARAYANASAMY
GOVERNMENT COLLEGE (AUTONOMOUS),
PONNERI – 601 204.**

POST GRADUATE DEPARTMENT OF ENGLISH

BOARD OF STUDIES

Date: 10.03.2020

Venue: English Department

Board of Studies for English was convened in the Department of English on 19th March, 2020 at 11 am.

Minutes of the Meeting

1. The syllabus has been framed in accordance with the Guidelines of TANSICHE syllabus to keep abreast of the literary and linguistic needs.
2. All the papers (Foundation English, Major, Allied and Electives) of UG have two evaluating components namely CIA(Continuous Internal Assessment) and Semester Examinations.
3. For Soft – Skills, UG students are trained for Practical (Oral) examinations.
4. The question patterns for all the papers have been included.
5. The enclosed syllabi have been approved for implementation from the academic year 2020 – 2023.
6. The Syllabus followed for the year 2017-2020 has been ratified in the event of implementing New Syllabi from the academic year June 2020 to May 2023
7. The Chairman of the English Board is entrusted to arrange the Board of Studies Meeting as and when required.

BOARD OF STUDIES – MEMBERS**Dr. R. GOWRISHANKAR (Chairman)**

Assistant Professor and Head,
Dept. of English.
L.N.Govt.College (Autonomous)
Ponneri – 601 204.

Name & Designation	Signature
1. Dr. S. BASHEER AHMED, (University Nominee) Associate Professor and Head, Dept.of English, New College, Royapettah, Chennai – 600 014.	
2. Dr. K. Thiyagarajan, Associate Professor and Had, Sir Theagaraya College, Chennai – 600 021.	
3. Mr. G. Sornamuthuraj Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
4. Mr. S. Saravanan Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
5. Dr. K.P. Sreekala Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
6. Mrs. G. Shanmugapriya Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
7. Dr. T. Prabhu Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	

8. Mr. V.M. Mahendran Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
9. Dr. C.S. Robinson Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
10. Dr. N. Jayasree Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
11. Mrs. A. Senthamarai Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	

CHAIRMAN**PRINCIPAL**

**Syllabus for
B.A (English)
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PREAMBLE

Literature makes sense of the world through works of poetry, prose, fiction and drama. It is a gateway to the varied human experiences, both past and present. Therefore it brings focus to human nature, their values, beliefs, ideologies, culture and practices. It fosters social justice and equality and teaches the need to think logically and critically. Literature is important to broaden the understanding of the many forces that shape and rule human lives and appreciate them. Above all, it helps one to interpret language better and enhance communication skills. Literature as a field of study involves the study of texts and thus differs from reading literature for pleasure. A study of English literature refers to the study of literatures in English and in translation, from around the world. It remains a relevant field of study in this strife – ridden world.

PROGRAMME LEARNING OUTCOME

By the end of the B.A. (English) programme, the student will be able to

- Acquire critical thinking, creative ability and realisation of human values
- Cultivate humaneness, respect, empathy and openness to the varied affiliations in different contexts across the world
- Employ the knowledge gained, in criticism, interpretation and in the different mediums of writing and oral communication
- Interpret historical and cultural forces that shaped humanity
- Formulate the interconnectedness of all areas of knowledge and its synthesis, and get inspired by great minds, thoughts and action.
- Demonstrate the knowledge of literature as a discipline by studying a range of literary texts written in English or translated into English from past to present times
- Remember the significant historical, political social backgrounds relevant to the literary texts studied
- Derive an understanding of a variety of literary forms, styles and structures for close analysis of texts
- Appreciate literature as a source of understanding ideologies, practical wisdom and aesthetic pleasure
- Apply language in academic and non – academic use in a standardised system for communication

COURSE STRUCTURE**SEMESTER – I**

S. No	Title of the Paper	Credit
1.	Foundation Tamil – I	3
2.	Foundation English – I	3
3.	British Literature – I	4
4.	Indian Writing in English	4
5.	Social History of England (Allied)	5
6.	Soft Skills – I: English for Business	3
7.	Non Major Elective – I: Business Communication	2
Semester wise Credit Total		24

SEMESTER – II

S. No	Title of the Paper	Credit
8.	Foundation Tamil – II	3
9.	Foundation English – II	3
10.	British Literature – II	4
11.	Advanced Grammar in English	4
12.	History of English Literature	5
13.	Soft Skills – II: English for Careers	3
14.	Non Major Elective – II: English for Employment	2
Semester wise Credit Total		24

SEMESTER – III

S. No	Title of the Paper	Credit
15.	Foundation Tamil – II	3
16.	Foundation English – II	3
17.	American Literature – I (Prose and Poetry)	4
18.	Women's Writing in English and Translation	4
19.	Literary Genre and Terms (Allied)	5
20.	Soft Skills – III: Personality Enrichment	3
Semester wise Credit Total		22

SEMESTER – IV

S.No	Title of the Paper	Credit
21.	Foundation Tamil – III	3
22.	Foundation English – III	3
23.	Indian Literature in English Translation	4
24.	Introduction to English Language and Linguistics	4
25.	Translation: Basic Concepts and Practice (Allied)	5
26.	Soft Skills – IV: Computing Skills	3
27.	Environmental Science	2
Semester wise Credit Total		24

SEMESTER – V

S.No	Title of the Paper	Credit
28.	American Literature – II (Drama and Fiction)	4
29.	Postcolonial Literatures in English	4
30.	Introduction to Literary Criticism	4
31.	Shakespeare	4
32.	Elective – I (a): Myth and Literature	5
	Elective – I (b): Subaltern Literature	
33.	Value Education	2
Semester wise Credit Total		23

SEMESTER – VI

S.No	Title of the Paper	Credit
34.	Contemporary World Literatures in English	4
35.	Children's Literature	4
36.	Marginal Writings	4
37.	Elective – II (a): English for Competitive Examinations	5
	Elective – II (b): Diasporic Literature	
38.	Elective – III (a): Mass Communication and Journalism	5
	Elective – III (b): Women Studies	
39.	Extension Activities	1
Semester wise Credit Total		23

Syllabus for
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FOUNDATION ENGLISH – I

Course Objectives:

- To teach English with information and Entertainment
- To introduce the writings of literary personalities belonging to various nations
- To enrich the components of Grammar and Composition
- To enable the students Speak and Write in English fluently on various topics

UNIT – I (Poetry)

- Paper Boat – Rabindranath Tagore
- The Solitary Reaper – William Wordsworth
- Red, Red Rose – Robert Burns

UNIT – II (Short Stories)

- The Verger – Somerset Maugham
- Uncle Podger Hangs a Picture – Jerome K. Jerome
- Three Questions – Leo Tolstoy

UNIT – III (Prose)

- A Nice Cup of Tea – George Orwell
- The Second Crucifixion – Earry Collins & Dominique Lapierre
- My Greatest Olympic Prize – Jesse Owen

UNIT – IV

- Kinds of Sentences
- Framing Questions
- Tense (Simple present, present continuous, present perfect, simple past, past continuous, simple future)

UNIT – V

- Reading Comprehension
- Precis writing
- Welcome Address

Course Outcomes:

On successful completion of the course, the students will be able to

- Comprehend English better
- Improve the Communication Skills
- Understand the Spoken discourse and Written discourse better
- Understand the nuances of English well

BRITISH LITERATURE – I

Course Objectives:

- The course will introduce students to early English literature and tradition from Middle English to Elizabethan era.
- It will introduce students to representative texts of the period
- It enlightens the socio – cultural connotations of the period to the students
- It develops critical and creative faculties in students

UNIT – I (Prose)

- Francis Bacon – Of Studies, Of Revenge
- Charles Lamb – Dream Children : A Reverie, Dissertation upon a roasted pig
- Addison – Sir Roger at Theatre

UNIT – II (Poetry)

- Edmund Spenser – One Day I wrote her name
- Shakespeare – Sonnet – 18
- John Keats – Ode to a Nightingale

UNIT – III (Fiction)

- Daniel Defoe – Robinson Crusoe

UNIT – IV (Fiction)

- Charles Dickens – Oliver Twist

UNIT – V (Drama)

- John Dryden – All for Love

Books for Reference:

1. Muir, Kenneth. *Introduction to Elizabethan Literature*. New York: Random House, 1967. Print.
2. Kershaw, Arnold. *An Introduction to Elizabethan Literature*. London: A.H. Stockwell, 1929. Print.
3. Saintsbury, George. *A History of Elizabethan Literature*. London: Library of Alexandria. Print.
4. Robertson, John. M. *Elizabethan Literature*. Forgotten books, 2015. Print.
5. Brown, George E. *Redefining Elizabethan Literature*. Cambridge, U.K: Cambridge, 2004. Print.

Course Outcomes:

On successful completion of the course, the students will be able to

- Develop a knowledge about different genres of poetry
- Get an idea about the development of poetry through ages
- Gain knowledge about the socio – cultural and historical development during the Elizabethan era.
- Understand the linguistic changes that took place during the period.

INDIAN WRITING IN ENGLISH

Course Objectives:

- To enable students to form an overview of literatures in India
- To help students capture the manner of expression in writings by non – native user of English
- To enhance the aspects of the English at a common level
- To make the learners aware of Indian sensibility in the representative works

UNIT – I

- Introduction – arrival of East India Company and the associated impact – history of Indian Writing in English – nativisation of English – English Studies in India – Indian Diasporic writers.

UNIT – II (Prose)

- Portrait of a Lady – Kushwant Singh
- M.K.Gandhi – The First Case (Chapter – 28 of My Experiments with Truth)

UNIT – III (Poetry)

- Nissim Ezekiel – Poets. Lovers, Birdwatchers
- Toru Dutt – The Lotus
- Sarojini Naidu – Love and Death

UNIT – IV (Drama)

- Vijay Tendulkar – Silence! The Court is in Session

UNIT – V (Fiction)

- Mulk Raj Anand – Coolie

Books for Reference:

1. Mehrotra, Arvind K. *A Concise History of Indian Literature in English*. Basingstoke: Palgrave Macmillan, 2009. Print.
2. G.N.Devy. *Indian Literary Criticism*. Print.
3. Srinivasa, Iyengar K. R. *Indian Writing in English*. London: Asia Pub. House, 1962. Print.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the Characteristics of Indian Writing in English
- Understand the varying themes and techniques of literature from India
- Understand the sensibilities expressed through these literary works
- Gain knowledge about the socio – cultural aspects of the people of India

SOCIAL HISTORY OF ENGLAND

Course Objectives:

- To help learners understand the social and literary history of England from the Middle Ages to the 20th Century
- To make learners aware of the relation between socio – political and socio – religious events and literary works
- To enable students understand the social history of England
- To get the knowledge of epoch – making events in England

UNIT – I

- The Renaissance and its Impact on England
- The Reformation – causes and effects

UNIT – II

- The Commonwealth of Nations
- The Restoration
- Coffee – houses and their social relevance

UNIT – III

- Impact of the Industrial, Agrarian and the French Revolutions on the English society
- Humanitarian Movements in England, the Reform Bills and the Spread of Education

UNIT – IV

- Social impact of the two World Wars
- The Labour Movement

UNIT – V

- The Welfare State
- The Cold War (1945 – 1991)
- The Falkland War (1981)
- The Gulf War (1990)

Books for Reference:

- Xavier. A.G. *An Introduction to the Social History of England*. Chennai: S.V.Printers and Publishers,2009.
- Padmaja Ashok. *The Social History of England*, Orient Black Swan.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the various historical events in England
- Get the knowledge of the social history of England
- Appreciate the English text from the point of view of the history of England
- Understand the various events and their significance to humanity

SOFT SKILLS – I: ENGLISH FOR BUSINESS

Course Objectives:

- To develop English needed for Business
- To enhance employability skills
- To improve knowledge in English for Business
- To gain confidence for the job

UNIT – I

- Introduction to Business Communication
- Communication in Organizations

UNIT – II

- Non – Verbal Communication
- Effective Listening

UNIT – III

- Making presentations
- Audio – Visual Aids
- E – mail Communication

UNIT – IV

- Resumes and Cover letters
- Preparing and Effective CV
- Group Discussions
- Interview Techniques

UNIT – V

- Memos, Reports, Proposals
- Note – taking, Note – making
- Inter – cultural communication

Reference Books

- N. Krishnaswamy, Manju Dariwal, Lalitha Krishnaswamy. Mastering Communication and Soft Skills: A Learner’s Guide to Skills. Bloomsbury, 2015.
- Om P. Juneja and Aarti Mujumdar. Business Communication: Techniques and Methods (Hyderabad: Oreint Blackswan Private Limited, 2010).
- Sanghitha Aen, Alankrita Mahendra, Priyadarshi Patnaik. Communication & Language Skills. Cambridge University Press India, 2015.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the nuances of English for Business
- Enhance the employability skills
- Gain knowledge in English for Business
- Acquire knowledge for getting jobs

NME – 1: BUSINESS COMMUNICATION

Course Objective:

- To impart the young graduates the basic concepts of Business
- To Give practices for Business Communication and their Application
- To enlighten the need of the course in today's business world
- To understand the nuances of Business Communication

UNIT – I

- Language and Communication
- Communication in Organization

UNIT – II

- Audio – Visual Aids
- E – mail Drafting

UNIT – III

- Formal Report
- Technical Proposal

UNIT – IV

- Business Correspondence
- Notice, Agenda, Minutes & Manual

UNIT – V

- Advertising
- Graphic Aids

Prescribed text:

- Krishna Mohan & Meera Banerjee, *Developing Communication Skills*. Macmillan

Course Outcomes:

On successful completion of the course, the students will be able to

- Develop knowledge in Business Communication
- Understand the nuances of Business Communication
- Get the knowledge for employment
- Acquire Business Communication Skills

SEMESTER – II

FOUNDATION ENGLISH – II

UNIT – I (Poetry)

- Let me not to the marriage of the true mind – William Shakespeare
- Professor – Nissim Ezekiel
- Ozymandias – P.B.Shelley

UNIT – II (Short Stories)

- Two Gentlemen of Verona – A.J.Cronin
- The Signal – Vsevolod M. Garshin
- The Boy who Broke the Bank – Ruskin Bond

UNIT – III (Drama)

- The Merchant of Venice – William Shakespeare (Abridged Edition) from Charles Lamb's Tales from Shakespeare

UNIT – IV

- Sentence Patterns
- Framing Negatives
- Article
- Modals

UNIT – V

- Hints Development
- Report Writing
- Vote of Thanks

BRITISH LITERATURE – II**Course Objectives:**

- To sensitize to the momentous changes in the modern British literature
- To enable them to understand experimental and innovative techniques used in literature
- To make clear the idea that changes in human experience demand changes in mode of expressions
- The learners will be able to identify and understand the shift in the literary devices from the plot and structure of the text to the mode of narrative techniques.

UNIT – I (Prose)

- A.G.Gardiner – On the Rule of the Road
- G.K.Chesterton – The Worship of the Wealthy
- George Orwell – On Superstitions

UNIT – II (Poetry)

- Robert Browning – My Last Duchess
- T.S.Eliot – Journey of the Magi
- W.B.Yeats – Sailing to Byzantium
- Ted Hughes – Hawk Roosting

UNIT – III (Fiction)

- Thomas Hardy – Far from the Madding Crowd

UNIT – IV (Fiction)

- George Eliot – Silas Marner

UNIT – V (Drama)

- John Osborne – Look Back in Anger

Books for Reference:

1. Temple, Ruth Zabriskie.,and Martin Tucker. *Twentieth Century British Literature: A Reference Guide and Bibliography*. New York:F.Ungar Pub.,1968.Print.
2. Kermode, Frank, and John Hollander, *Modern British Literature*. New York : Oxford UP.1973.Print.
3. Sauerberg, Lars Ole. *Intercultural Voices in Contemporary British Literature: The Imposition of Empire*.Houndmills, Basingstoke, Hampshire: Palgrave, 2001.Print.
4. Ivory, James Maurice. *Identity and Narrative Metamorphoses in Twentieth – century British Literature*.Lawiston, NY: Edwin Mellen,2000.Print.

Course Outcome:

On successful completion of the course, the students will be able to

- Understand the socio – cultural changes that influenced Literature during 20th Century.
- Understand how the different modes of literary expression have influenced human life.
- Gain knowledge about the changes in the use of literary devices and techniques
- Understand the various themes of Modern British Literature

ADVANCED ENGLISH GRAMMAR

Course Objectives:

- The course aims at improving the students' mastery over the fundamentals of English grammar
- To make the learners learn grammar as a course
- To make them use language without grammatical error
- To make them familiar with the sentence structure

UNIT – I

- Sentences – various types of sentences – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives
- Basic Sentence Patterns in English – Subject – Verb – Object – Complement – Adverbials

UNIT – II

- Clause – Main and Subordinate Clauses – Noun Clauses – Relative Clauses – Adverbial Clauses
- Active Voice to Passive Voice – Direct to Indirect – Degrees of Comparison

UNIT – III

- Phrases – Types of Phrases – Noun, Verb, Adjectival and Prepositional Phrases
- Parts of Speech – Nouns, Pronouns – Adjectives – Verbs – Adverbs – Prepositions – Conjunctions – Determiners

UNIT – IV

- Nouns – types of nouns – count and uncount – collective—number – gender
- Pronouns – types of pronouns – personal, reflexive
- Verbs – Tense – Concord – types of verbs – transitive and Intransitive, Finite and Non – finite – Helping Verbs and Modal Auxiliaries – function and use

UNIT – V

- Adverbs – different types – various functions – modifying and connective
- Prepositions – different types – prepositional phrases – adverbial function
- Conjunctions – subordinating and coordinating Determinatives – Articles – possessive – qualifiers

Books for Reference:

1. Augustine, A.E. and K.V. Joseph. *Macmillan Grammar: A Handbook*. Macmillan India Ltd.
2. Ehrlich, Eugene. *English Grammar*. New Delhi: McGraw, 2005.
3. Wood, F.T. *A Remedial English Grammar for Foreign Students*. London: Macmillan, 1974.
4. N. Krishnaswamy – *Modern English Grammar and usage*

Course Outcomes:

On successful completion of the course, the students will be able to

- Write English without grammatical error
- Understand the nuances of English grammar
- Gain the knowledge of English Grammar
- Speak without grammar mistakes

HISTORY OF ENGLISH LITERATURE

Course Objectives:

- To help learners aware of the literary history of the texts from the Age of Chaucer to the present Age
- To make them have knowledge of various authors in their respective genres.
- To make learners understand the rise and fall of the literary movements and their relationship to socio – political and socio – religious events.
- To understand the epoch – making events in English literature

UNIT – I

- The Renaissance Period (1350 – 1660)
- An Introduction to Bible Translation – Tyndale, Coverdale
- The University Wits
- Elizabethan and Jacobean drama
- Comedy of Humours

UNIT – II

- The Late Seventeenth and the Eighteenth Centuries (1660 – 1800)
- Comedy of Manners
- Neo – Classicism
- Sentimental and Anti – sentimental comedies
- Pre – Romantics
- Well-made play (Drama of Ideas – Shaw and Ibsen)
- Existential Drama, Comedy of menace
- Kitchen – sink drama
- Problem Play
- Didactic Drama (Propaganda play)
- One – act play

UNIT – III

- The Romantic Age (1798 – 1832)
- Romanticism with respect to Prose – Lamb, Hazlitt
- Poetry – Wordsworth, Coleridge, Shelley, Keats
- Novels – Jane Austen

UNIT – IV

- The Victorian Age (1832 – 1901)
- Pre – Raphaelite movement – D.G. Rossetti, Christina Rossetti
- Victorian Poets – Tennyson, Browning
- Victorian Novelists – Charles Dickens, Thackeray
- Victorian Writers – Carlyle, Ruskin
- Impressionistic Writers – Proust, Joyce
- Symbolist Movement – Yeats

UNIT – V

- The Modern Age (Post 1901)
- Imagist Poetry – Ezra Pound
- Poets of the Thirties – Wilfred Owen, Auden
- Essay – Huxley
- Drama – GB Shaw
- Novel – HG Wells, Virginia Woolf

Books for Reference:

1. Hudson W.H. *An Outline History of English Literature*, Noida: Maple Press, 2011.
2. Rickett, Compton. *History of English Literature*
3. Nair. Ramachandran. *A History of English Literature*
4. Nayar. K. Pramod. *A Short History of English Literature*
5. Albert, Edward. *History of English Literature*

Course Outcome:

On successful completion of the course, the students will be able to

- Understand various movements in English literature
- Get the knowledge of the literary giants in English literature
- Understand the importance of the paper
- Know the masterpieces of the writers.

SOFT SKILLS – II: ENGLISH FOR CAREERS

Objectives of the Course:

- To equip students with the necessary competence required for emerging areas in the field of knowledge management
- To develop mastery over presentation skills
- To improve the knowledge of English for Career
- To enhance the employability skills

UNIT – I

- Basic concepts in effective business writing

UNIT – II

- Knowledge of the Management

UNIT – III

- Editing Techniques for Newsletters
- Press Releases

UNIT – IV

- Writing for Oral Communication
- On – line CV writing

UNIT – V

- Writing for Websites

Books for Reference:

1. Heller, Robert. *Communicate Clearly*. Doorling Kindersley Ltd.1998
2. Matthukutty M. Monippnally. *Business Communication Strategies*, Tata McGraw Hill.2001
3. Farhatullah, 2002. *Communicative Skills for Technical Students*, Orient Longman.2002
4. Dumama, Deborah. *Write to the Top – Writing for Corporate Success*. Random House.2005.

Course Outcomes:

On successful completion of the course, the students will be able to

- Gain the knowledge of CV writing
- Write confidently for employment
- Understand the nuances of English for Career
- Get the employability skills

NME – II: ENGLISH FOR EMPLOYMENT

Course Objectives:

- To enhance student's employability skills
- To gain the knowledge of English for Employment
- To understand the nuances of English for Employment
- To improve skills needed for employment

UNIT – I

- Verbs
- Sentence Structures

UNIT – II

- Concord
- Spotting Errors

UNIT – III

- Letter Writing –Formal
- Curriculum Vitae

UNIT – IV

- Report Writing
- Job Interview

UNIT – V

- Functional Communication
- Group Discussion

Prescribes Text:

1. Farhathullah. T.M. & Kesava Rao D.S. *Strengthen Your English for Competitive Examinations*. Emerald Publishers, Chennai.

Course Outcomes:

On successful completion of the course, the students will be able to

- Increase English for employment
- Give avenues for job
- Improve the language skills
- Enhance the over – all personality

SEMESTER – III

FOUNDATION ENGLISH – III

UNIT – I (Poetry)

- Laugh and be Merry – John Masfield
- Obituary – A.K. Ramanujan
- Mirror – Sylvia Plath

UNIT – II (Short Stories)

- The Tale about Fisherman and the Fish – Alexander Pushkin
- An Astrologer's day – R.K.Narayan
- Saki – Fur

UNIT – III (One –Act Plays)

- The Bishop's Candlestick – Morman Mckinnel
- Mother's Day – J.B.Prestley
- The Trick – Erisa Kironde

UNIT – IV

- Change the Voice
- Question Tag
- Prepositions

UNIT – V

- Letter Writing (Formal & Informal)
- Expansion of Proverbs
- Note – Making

AMERICAN LITERATURE – I (PROSE AND POETRY)**Course Objectives:**

- To help students build knowledge levels needed to form a perspective in American Literature
- To enable them to develop an idea of literature in the US
- To understand the nuances of the American literature
- To appreciate the themes and techniques of American literature

UNIT – I

- Beginnings of American Literature – Transcendentalism – Individualism – The American South – The Frontier – Counter – Culture – Harlem Renaissance – Rise of Black Culture and Literature – Multiculturalism.

UNIT – II (Prose)

- Emerson – The American Scholar
- Mark Twain – Taming the Bicycle

UNIT – III (Prose)

- Thoreau – Civil Disobedience
- Abraham Lincoln – The Gettysburg Address

UNIT – IV (Poetry)

- Walt Whitman – When Lilacs in the Dooryard Last Bloom'd
- R.W. Emerson – Brahma
- Edgar Allan Poe – The Raven
- Emily Dickinson – Because I Could not Stop for Death

UNIT – V (Poetry)

- Robert Frost – Mending Wall
- Langston Hughes – A Dream Deferred
- H.W. Longfellow – The Broken Oar
- Marianne Moore – Poetry

Books for Reference:

1. KUNIT –z, Stanley, and Howard Haycraft. *American Authors, 1600 – 1900: A Biographical Dictionary of American Literature*. New York: The H.W. Wilson Company, 1938. Print.
2. Hart, James David. *The Oxford Companion to American Literature*. New York: Oxford UP, 1983. Print.
3. K.M. Newton. *Twentieth Century Literary Theory: A Reader*. Print.
4. Ross, Donald. *Companion to American Literature: Historical and Cultural Background*. New York: Peter Lang, 2000. Print.

5. Bradley, Sculley, Richmond C. Beatty, and E H. Long. *The American Tradition in Literature*. New York: Norton, 1967. Print.

Course Outcome:

On successful completion of the course, the students will be able to

- Understand the variety of themes dealt in American Literature
- Gain knowledge about unconventional themes and techniques of American Literature
- Understand the dominant genres in American Literature
- Gain knowledge about socio – cultural scenario of the US

WOMEN'S WRITING IN ENGLISH AND TRANSLATION**Course Objectives:**

- To enable students to get acquainted with gender issues
- To make the students develop empathy towards women's position
- To reorient the students in literature studies from feminist perspective
- To introduce the students to feminist literary theory so as to understand feminist literary texts.

UNIT – I

- Feminism and Feminist literary criticism : Definitions
- Historical Overview and Major themes in Feminist Criticism
- Double Marginalization

UNIT – II (Prose)

- Simone de Beauvoir – Introduction to The Second Sex
- Virginia Woolf – Profession for Women

UNIT – III (Poetry)

- Maya Angelou – Still I Rise
- Rita Dove – The Lady Freedom Among Us
- Mamta Kalia – Tribute to Papa

UNIT – IV (Drama)

- Lorraine Hansberry – A Raisin in the Sun

UNIT – V (Fiction)

- Amy Tan – The Joy Luck Club

Books for Reference:

1. Barry, Peter. *Feminist Criticism: Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester UP, Chennai, 2016
2. Guerin L. Wilfred et al .*A Handbook of Critical Approaches to Literature*
3. Annapoorani S., and V, Bharathi Hari Shankar, editor. *Shifting Perceptions: An Anthology of Women's Writing*. Mainspring Publishers, Chennai, 2016.

Course Outcome:

On successful completion of the course, the students will be able to

- Understand the nuances of women's writing
- Appreciate the themes and techniques of women's writing better
- Empathies with women's position
- Get the knowledge of feminist literature

LITERARY GENRE AND TERMS

Course Objectives:

- To initiate learners into the study of various literary forms and genres
- To enable learners to understand the literary terms and genres while analyzing and interpreting the work of literature
- To understand the various literary forms
- To gain the knowledge of innumerable literary terms

UNIT – I

- Prose, Biography/Autobiography, Essay, Fiction, Nonfiction, Narrative Nonfiction, Science Fiction

UNIT – II

- Poetry, Literary Criticism, Fable, Fairytale, Fantasy, Folklore, Mythology, Popular Culture, Dystopian/ Apocalyptic writing

UNIT – III

- Drama, One – Act Play, Short Story, Cyber Literature, Graphic Novel, Revisionary Narratives

UNIT – IV

- Action, Allegory, Allusion, Ambiguity, Antagonist, Protagonist, Anti – Climax, Archetype, Prototype, Rhetoric, Canon, Caricature, Character, Characterization, Paradox, Conflict, Crisis, Closure, Dénouement, Catastrophe

UNIT – V

- Diction, Epiphany, Foreshadowing, Monologue, Stream of Consciousness, Objective Correlative, Narrative, Style, Symbol, Tone, Voice, Verisimilitude, Ecocriticism, Magic Realism

Text Book:

- Abrams, M.H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1993.

Books for Reference:

1. Baldic, Chris. *The Oxford Dictionary of Literary Terms* . Oxford : OUP, 2008.
2. Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin, 2002.
3. Ashok, Padmaja. *A Companion to Literary Forms*. Telengana: Orient Black Swan, 2015
4. Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publication, 1999.

Course Outcome:

On successful completion of the course, the students will be able to

- Answer literary terms and literary forms related questions well in the competitive examinations
- Gain the knowledge of Literary Forms and Literary Terms
- Understand the key terms in Literature
- Appreciate the literary text better

SEMESTER – IV

FOUNDATION ENGLISH – IV

UNIT – I

- Refugee Mother and Child – Chinua Achebe
- Coromandel Fishers – Sarojini Naidu
- The Ballad of Father Gilligan –W.B. Yeats

UNIT – II (Short Stories)

- The Bet – Anton Chekov
- The Post Master – Rabindranath Tagore
- The Mango Seed – S.K.Chettur

UNIT – III (Novel)

- The Grandmother’s Tale – R.K. Narayan

UNIT – IV

- Direct to Indirect
- Voice
- Subject – Verb Agreement

UNIT – V

- General essays
- Curriculum Vitae and Covering Letter

INDIAN LITERATURES IN TRANSLATION

Course Objectives:

- To make students aware of the literatures written in Regional language in India
- To enable them to link Indian literatures with literatures of the world.
- To appreciate the cultural, aesthetic values of India as reflected in India
- To understand the nuance of the genre

UNIT – I

- Indian Classical literary tradition – impact of English Studies in India – Colonialism – Nationalism – Nativism and Expatriatism – Socio – Cultural issues such as gender, caste and region.

UNIT – II (Prose)

- Sundara Ramasamy – Sita Brand Soapnut Powder (Tamil)
- Vaikom Mohammed Basheer – Poovan Banana (Malayalam)
- Premchand – The Shroud (Hindi)

UNIT – III (Poetry)

- Thirukkural – Chapter – 40, Learning (Tamil)
- Tagore – Gitanjali (1 to 5) (Bengali)

UNIT – IV (Drama)

- Girish Karnad – Tughluq

UNIT – V (Fiction)

- Iyayam – Beasts of Burden

Books for Reference:

1. Vaikkam Muhammad Basheer. *Poovan Banan and Other Stories: Literature in Translation.*
2. Davidhar, David. *Clutches of Indian Masterpieces*
3. Devy, G.N. *Indian Literary Criticism: Theory of Interpretation*
4. Chaudhuri, Amit. *The Picador Book of Modern Indian Literature*

Course Outcome:

On successful completion of the course, the students will be able to

- Understand the regional literature
- Appreciate the richness of literature in the regional literature in India
- Get the nuances of Indian Literatures in Translation'
- Understand various themes in Indian Literatures in translation

INTRODUCTION TO LANGUAGE AND LINGUISTICS

Course Objectives:

- To enable students to know and form ideas on growth and development of English
- Its structural, grammatical and functional aspects
- Language's links with society, culture and literature
- Social and cultural implications of language

UNIT – I

- History of English Language – Old English and Middle English

UNIT – II

- Language & Regional Variations
- Language & Social Variation

UNIT – III

- The Sounds of English Language: Vowels, Consonants and Diphthongs
- Sound Patterns of English Language

UNIT – IV

- Stress and Intonation

UNIT – V

- English Language Transcription

Book for Reference:

1. F.T. Wood: An Outline History of English Language
2. T. Balasubramanian: A Textbook of English Phonetics for Indian Students
3. George Yule: The Study of Language, Second Edition, OUP, 1996.
4. N. Krishnaswamy: Modern Applied Linguistics – Macmillan.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the origin and growth of the English Language
- Understand the nuances and hybrid nature of the English Language.
- Comprehend the socio – cultural influences on Language
- Gain an understanding about the varieties of English Language.

TRANSLATION: BASIC CONCEPTS AND PRACTICE

Course Objectives:

- To familiarize learners with the history and theory of translation
- To introduce learners to the techniques involved in translation
- To make learners translate prose passage from English to Tamil and vice versa
- To enhance the employability of the learners as translators

UNIT – I

- The notion of translation – meaning and definition – nature and characteristics – and functions of translation

UNIT – II

- Critical positions in translation – the western and the Indian view of translation – types of translation – concept such as transliteration, transcreation, transmutation

UNIT – III

- Notion of Equivalence – translating prose and poetry – fiction and non – fiction – critical and scientific – literary and non – literary material;

UNIT – IV

- Relationship of translation with literature and culture – role of language in translation studies within literary and non – literary domains

UNIT – V

- Translation Practice in Tamil and English – Proverbs and Passages

Book for Reference:

1. Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.
2. Catford, JC, *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford UP, 1965.
3. Savory, Theodore H. *The Art of Translation*. Boston: The Writer, 1968.
4. Nida, Eugene. *Towards a Science of Translating*. Leiden: Brill, 1964

Course Outcome:

On successful completion of the course, the students will be able to

- Translate from English to Tamil well
- Translate Tamil to English well
- Get the knowledge of the history of Translation
- Understand the various techniques in translation

SEMESTER – V**AMERICAN LITERATURE – II (DRAMA AND FICTION)****Course Objectives:**

- To help students build knowledge levels needed to form a perspective in American Literature
- To enable them to develop an idea of literature in the US
- To understand the nuances of the American literature
- To appreciate the themes and techniques of American literature

UNIT – I

- History of American Civil War.

UNIT – II (Drama)

- Arthur Miller – All my Sons

UNIT – III (One – Act Plays)

- Tennessee Williams – Lord Byron’s Love Letter
- Arthur Miller – The Bridge

UNIT – IV (Short – Stories)

- Edgar Allan Poe – The Fall of the House of Usher
- O Henry – After Twenty Years
- Ray Bradbury – All Summer in a Day

UNIT – V (Fiction)

- Ernest Hemingway – A Farewell to Arms

Books for Reference:

1. KUNIT –z, Stanley, and Howard Haycraft. *American Authors, 1600 – 1900: A Biographical Dictionary of American Literature*. New York: The H.W. Wilson Company, 1938. Print.
2. Hart, James David. *The Oxford Companion to American Literature*. New York: Oxford UP, 1983. Print.
3. K.M. Newton. *Twentieth Century Literary Theory: A Reader*. Print.
4. Ross, Donald. *Companion to American Literature: Historical and Cultural Background*. New York: Peter Lang, 2000. Print.
5. Bradley, Sculley, Richmond C. Beatty, and E H. Long. *The American Tradition in Literature*. New York: Norton, 1967. Print.

Course Outcome:

On successful completion of the course, the students will be able to

- Understand the variety of themes dealt in American Literature
- Gain knowledge about unconventional themes and techniques of American Literature
- Understand the dominant genres in American Literature
- Gain knowledge about socio – cultural scenario of the US

POSTCOLONIAL LITERATURES IN ENGLISH

Course Objectives:

- To impart the knowledge of colonial expansion enacted by the British regime
- To make the students understand the East – West cultural conflict
- To give a view of the history of Commonwealth literature
- To deepen understanding of the themes and style of the Commonwealth writers

UNIT – I

- Bill Ashcraft – Post Colonial Studies – Key Concepts: Colonialism and Postcolonialism, Imperialism, Decolonization, Hybridity and Marginality.

UNIT – II (Prose)

- Ngugi wa Thiango – Decolonising the Mind – The Politics of Language in African Literature
- Frantz Fanon – Black Skin and White Masks

UNIT – III (Poetry)

- A.D. Hope – The Death of a Bird
- Alan Currow – House and Land
- Vincent Buckley – Parents

UNIT – IV (Drama)

- George Ryga – The Ecstasy of Rita Joe

UNIT – V (Fiction)

- V.S. Naipal – A House of Mr. Biswas

Books for reference:

1. Ania, Loomba, *Colonialism / PostColonialism*. Routledge, London, 1998.
2. Trele, Abiola. F. *The African Imagination : Literature in Africa and the Black Diaspora*, Oxford UP, 2001.
3. Walsh, William (ed), *Readings in Commonwealth Literature*, Oxford, 1973.
4. Taylor, Andrew. *Reading Australian Poetry*. Queensland: U of Queensland P, 1987.
5. Ashcroft, Bill et al. *The Empire Writes Back : Theory and Practice in Post – colonial Literatures*. Routledge, London, 1989.
6. Narasimhaiah, C.D. (ed). *An Anthology of Commonwealth Poetry*, Macmillan, Madras, 1990.

Course Outcomes:

On successful completion of the course, the students will be able to

- Get the knowledge of various countries and their culture
- Understand the impact of colonialism
- Understand the socio – economic impact of colonialism.
- Appreciate the Postcolonial literature in English better

INTRODUCTION TO LITERARY CRITICISM

Course Objectives:

- Students will be introduced to one of the most enabling forms of literary study
- Students will be trained to analyze literary writings, based on ever evolving traditions of criticism
- To sensitize students to transition from Humanistic to Modern to Postmodern critical traditions
- To enable the students to comprehend dominance of theory in the Postmodern phase

UNIT – I: Introduction to Classical Humanism

- Plato – “Theory of Forms” – Republic – Book X
- Aristotle – “Theory of Imitation” – Poetics – Chapter I to V

UNIT – II: Biographical Criticism

- Dr. Johnson – The Lives of the Poets – Milton, Pope and Dryden (or)
- Boswell – Life of Samuel Johnson

UNIT – III: Early 20th Century Literary Criticism

- Modernism: History of Modernism, Characteristics of Modernism,
Key ideas – Intertextuality, fragmentation, symbolism
- Formalism: History of Formalism, Characteristics of Formalism,
Key ideas – defamiliarization, distinction between plot and story
- New criticism: History of New criticism, Characteristics of New criticism
Key ideas – ambiguity, fallacy, close reading
- Structuralism: History of Structuralism, Characteristics of Structuralism
Key ideas – sign/signifier/signified, langue/parole and synchronic/diachronic study of languages

UNIT – IV: Late 20th Century Literary Criticism

- Post Modernism: History of Post Modernism, Characteristics of Post Modernism
Key ideas – Meta Narratives, Pastiche, Simulation
- Post Structuralism: History of Post Structuralism, Characteristics of Post Structuralism
Key ideas – deconstruction, decentering, subversion
- Eco Criticism: History of Eco Criticism, Characteristics of Eco Criticism
Key ideas – Deep ecology, Two waves of Eco Criticism, bio/eco centrism, *Thinai*
- Post Colonialism: History of Post Colonialism, Characteristics of Post Colonialism
Key ideas – Center/Margin, mimicry, neo colonialism, resistance

UNIT – V: Close Reading Techniques

- Examining the subject of the Text: Plot, setting and characters
- Examining the form of the Text: Arrangement of ideas, genre/literary form, choice of the form
- Examining the diction used in the Text: Choice of adverbs, adjectives and use of special words

- Examining the literary devices used in the Text: simile, metaphor, personification, symbols, irony, conflict and etc

Books for Reference:

1. Schoenberg, Thomas J, and Lawrence J. Trudeau. *Twentieth – century Literary Criticism: Volume 213*. Detroit: Gale, 2009. Print.
2. Wimsatt, William K. *Literary Criticism*. London: Routledge & Kegan Paul, 1970. Print.
3. Trilling, Lionel. *Literary Criticism: An Introductory Reader*. New York: Holt, Rinehart, and Winston, 1970. Print.
4. Rees, C.J Van. *Literary Theory and Criticism: Conceptions of Literature and Their Application*. S.l.: S.n., 1986. Print.
5. Ramaswamy, S., and V. S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Bombay: MacMillan of India, 1977. Print.
6. Groden, Michael, and Martin Kreiswirth. *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins UP, 1994. Print.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the significance of theory in literary interpretation
- Understand the factors that contributed to the transitions that happened in literary studies
- Understand the functioning of various method and sources of Literary Criticism
- Analyze Literary works employing the evolving traditions of criticism

SHAKESPEARE

Course Objectives:

- The course will enable students to establish Shakespeare's importance to English Literature and Language
- The course will enable them to identify communicative strategies in the prescribed plays
- Orient them to a concrete understanding of his ability to communicate to all sections of society and all times
- The course will train them to recognize and appreciate his skills as a wordsmith

UNIT – I: Introduction

- The Age of Shakespeare, Life of Shakespeare
- Shakespearean theatre
- Shakespearean comedies, tragedies, histories, romances and problem – plays

UNIT – II

- A Midsummer Night's Dream

UNIT – III

- Othello

UNIT – IV

- Julius Caesar

UNIT – V

- A. C. Bradley – Lecture on Hamlet

Books for Reference:

1. Granville – Barker, Harley, and G B. Harrison. *A Companion to Shakespeare Studies*. New York: Macmillan Co, 1934. Print.
2. Wells, Stanley. *The Cambridge Companion to Shakespeare Studies*. Cambridge [Cambridgeshire: Cambridge UP, 1986. Print.
3. Bradley, A. C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth – the Original Classic*. Place of Publication Not Identified: Emereo Pty Limited, 2012.
4. Tomlinson, Thomas Brian. *A Study of Elizabethan and Jacobean Tragedy*. Cambridge: U, 1964. Print.
5. Taylor, Michael. *Shakespeare Criticism in the Twentieth Century*. Oxford: Oxford UP, 2001. Print.
6. Giddens, Eugene. *How to Read a Shakespearean Play Text*. Cambridge: Cambridge UP, 2011. Print.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the greatness of Shakespeare in the usage of Language and characterization
- Understand the personality traits of dominant characters
- Gain a working knowledge of communicative strategies and life skills
- Experience and derive meaning from life like situations

ELECTIVE – I (a): MYTH AND LITERATURE

Course Objectives:

- To enlighten famous the myths of the world
- To understand the myth deeply
- To appreciate the nuances of the genre
- To understand the themes and techniques of the genre

UNIT – I: Introduction

- Beginnings of myth
- Retelling of myths
- Natural Phenomena as Myth
- Myth, Legends and Folktales

UNIT – II: Greek and Roman Mythology

- Hercules (Cleaning of Aegean Tables, Atlas and Hercules)
- Ulysses & Cyclops, Ulysses & Circe, the story of Penelope.
- The Story of Romulus and Remus
- The Story of Cupid & Psyche
- The Story of Echo & Narcissus

UNIT – III: Mythology

- Trojan war
- Apollo

UNIT – IV: Legends

- Arthurian Cycle (The Holy Grail)
- Robin Hood Cycle

UNIT – V: Indian Mythology

Stories from Ramayana

- The Story of Mareecha
- The Burning of Lanka

Stories from Mahabharatha

- Kurukshetra – The Battle
- The Deception of Bheema

Stories from Puranas, Epics and Vedas

- The Story of Nala and Damayanthi
- The Story of Sakuntala

Books for Reference:

1. Bulfinch, Thomas. The Age of Chivalry. New York: Airmont Books, 1965. Print.
2. Coupe, Laurence. Myth. London: Taylor & Francis, 2008. Print.
3. New Critical Idiom Series Davidson, Ellis.
4. Scandinavian Mythology. India: Standard Literature, 1982. Print.
5. Dorairaj, Joseph. Myth and Literature. Gandhigram: Folklore Resources and Research Centre, 2003. Print.
6. Dryden, John., trans. Metamorphoses. By Ovid. London: Wordsworth Classics, 1998. Print.
7. Graves, Robert. The Greek Myths Volume I and II. New York: Penguin Books, 1960. Print.
8. Pattanaik, Devdutt. Myth = Mithya. New Dehi: Penguin, 2006. Print.
9. Ruthven. Myth. London: Methuen, 1976. Print. Critical Idiom Series Wilkins, W.J. Hindu Mythology. New Delhi: DK Print World Pvt Ltd., 2004. Print.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the nuances of the genre
- Appreciate the themes of the genre
- Get the knowledge of the famous myths of the world
- Understand the techniques of the genre

ELECTIVE – I (b): SUBALTERN LITERATURE

Objectives

- To introduce the students of the Subaltern world
- To enable them to feel the subaltern consciousness
- To familiarize the subaltern themes and structures

UNIT – I (POETRY)

Langston Hughes – The Negro Speaks of Rivers
Kamala Das – Someone Else’s Song

UNIT – II (POETRY)

Syed Amanuddin – Don’t Call Me Indo-Anglian
Kishwar Naheed – I am not that Woman

UNIT – III (PROSE)

Dr. B.R. Ambedkar – Caste in India (Vol. 1, Part I, pp. 5-12)
Richard Wright – Blue Print for Negro Writing

UNIT – IV (NOVEL)

Bernard Malamud – The Fixer

UNIT – V (NOVEL)

Chinua Achebe – The Man of the People

Books for Reference:

- Reading Subaltern Studies: Critical history Contested Meaning and the Globalization of South Asia. Edited by David Ludden, Anthem South Asian Studies, 2002.
- Nelson Aboriginal Studies, Editors Allison Cadzow, John Maynard, Published by Cengage Learning, 2011.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the point of view of minority voices.
- Gain new perspective about disability and gendered discourses.
- Gain a perspective about the disability and minority studies.

SEMESTER – VI

CONTEMPORARY WORLD LITERATURES IN ENGLISH

Course Objectives:

- To gain the knowledge in contemporary world literature
- To understand the culture of various countries
- To get the nuances of the genre
- To get the socio – cultural understanding of the world literature

UNIT – I Introduction to the basic concepts like

- Multiculturalism
- Diasporic Writing
- Displacement and Alienation and Identity Crisis
- Theme of Acculturation, Assimilation, Globalisation, Hybridity

UNIT – II (PROSE)

- Gabriel Garcia Marquez – A Very Old Man in Enormous Wings
- Virginia Driving Hawk Sneve – The Medicine Bag

UNIT – III (POETRY)

- Wole Soyinka – Telephone Conversation
- Derek Walcott – A Far Cry From Africa
- Seamus Heaney – Black Berry Picking

UNIT – IV (DRAMA)

- Harvest – Manjula Padmanabhan

UNIT – V (FICTION)

- Chimamanda Ngozi Adichie – Purple Hibiscus

Books for Reference:

1. Satin, Joseph (Ed).*Reading Literature – Stories, Plays and Poems*
2. *Good News Bible – Today's English Version*
3. The Penguin Book of *Contemporary Verse* 1918

Course Outcomes:

On successful completion of the course, the students will be able to

- Appreciate the genre well
- Understand the nuances of contemporary world literatures in English
- Understand the culture of various countries
- Get the knowledge of the themes and techniques in contemporary world literatures in English

CHILDREN'S LITERATURE

Course Objectives:

- To understand the themes of Children's literature
- To get the writing techniques of the genre
- To appreciate the genre
- To appreciate the imagination of the genre.

UNIT – I

- Introduction – Trends and Techniques in Children's Literature

UNIT – II

- Fairy Tales – Sleeping Beauty, Cinderella
- Animal Fables – Rudyard Kipling – Just So Stories,
- E.B. White – Charlotte's web

UNIT – III

- Tennyson – The Brook
- Felicia Herman – Casabalanca
- Toi Derricote – A Place in the Country

UNIT – IV

- J.K.Rowling – Harry Potter and the Sorceress Stone

UNIT – V

- Ruskin Bond – The Blue Umbrella

Books for Reference:

1. Tiwari, Subha. *Children and Literature*. New Delhi: Atlantic Publishers,2006.
2. Winbott S.E. *English Poetry for the Young*. Blackie and Sons
3. Hans Anderson. *Fairy Tales:India*: Wilco Publishers.2005
4. Nehru, Jawaharlal. *Letter from a Father to his Daughter*, Puffin Books.2004

Course Outcomes:

On successful completion of the course, the students will be able to

- Appreciate the genre
- Get the understanding of the themes of Children's Literature
- Understand the techniques of Children's Literature
- Change the outlook of the genre

MARGINAL WRITING

Course Objectives:

The course will help the students to

- To gain knowledge about unexplored research areas in Literary Studies
- To be introduced to Marginalized literary expressions
- To acquire knowledge about disability and Minority discourses

UNIT – I

- Introduction – Causes and Effects of social/political/ cultural ideologies. Important personalities and their contributions

UNIT – II

- Toni Morrison – Beloved

UNIT – III (Prose)

- Ambethkar – Annihilation of Caste (4,5,6)

UNIT – IV (Poetry)

- Waman Kardak – Send my boy to School
- Grace Nichols – Of course when they ask for poems about the ‘Realities’ of Women’
- Kamala das – Introduction

UNIT – V (Life Writing)

- Bama – Karukku

Books for Reference:

1. *Reading Subaltern Studies: Critical History Contested Meaning and the Globalization of South Asia*. Edited by David Ludden, Anthem South Asian Studies, 2002.
2. *Nelson Aboriginal Studies*, Editors Allison Cadzow, John Maynard, Published by Cengage Learning, 2011.
3. *Women and Media, challenging feminist discourses*, Edited by Kiran Prasad, the Women Press, Edition: 2010
4. *Feminist Approaches to Literature (Vistas and Perspectives)*, Edited by SUNIT –a Sinha, Atlantic Publishers.
5. *Delusions of Gender: How Our Minds, Society and Neurosexism Create Difference* by Cordelia Fine, Published by W.W Norton and Company
6. *We should all be Feminists* by Chimamanda Ngozi Adichie, Vintage Publications, 2014.
7. *The Minority Body (A Theory of Disability)* by Elizabeth Barnes by Oxford University Press.
8. *Minority Studies*, Edited by Rowena Robinson, Oxford Press, 2012.

Course Outcomes:

On successful completion of the course, the students will be able to

- Gain knowledge about emerging research areas in English studies
- Understand the point of view of minority voices
- Gain new perspective about disability and gendered discourses
- Gain a perspective about the disability and minority studies

ELECTIVE – II (a): ENGLISH FOR COMPETITIVE EXAMINATIONS

Course Objectives:

- The course aims at improving the students' mastery over the fundamentals of English grammar
- To make the learners learn grammar as a course
- To make them use language without grammatical error
- To make them familiar with the sentence structure

UNIT – I

Tense, Voice, Degrees of Comparison, Transformation of Sentences, Punctuation

UNIT – II

Synonyms – Antonyms – Words often confused – Idioms and Phrases – Prepositions – Articles

UNIT – III

Paragraph Writing – Report Writing, Precis Writing, Note-making, Letter Writing

UNIT – IV

Comprehension, One Word Substitution, Spotting Errors, Cloze Test

UNIT – V

Non – Verbal Communication – Group discussion – Interview

Books for Reference:

1. Ehrlich, Eugene. *English Grammar*. New Delhi: McGraw, 2005.
2. Wood, F.T. *A Remedial English Grammar for Foreign Students*. London: Macmillan, 1974.
3. N. Krishnaswamy – *Modern English Grammar and usage*

Course Outcomes:

On successful completion of the course, the students will be able to

- Write English without grammatical error
- Understand the nuances of English grammar
- Gain the knowledge of English Grammar
- Speak without grammar mistakes

ELECTIVE – II (b): DIASPORIC LITERATURE

Objectives

- To introduce the students the world of Diaspora
- To introduce the nature and growth of Diaspora
- To make the students to understand the diasporic effects.
- To familiarize the themes in Diasporic writing.

UNIT – I: Introduction

Definition of the term “Diaspora”– Birth of Diasporic Literature – Colonialism and Diaspora –Classification of “Diaspora” -Indian Diaspora and its classification - Members of Indian Diaspora

UNIT – II (POETRY)

Vikram Seth – The Frog and the Nightingale
Jayanta Mahapatra – Freedom

UNIT – III (POETRY)

Dom Moraes – Absences
Adil Jussawalla – Geneva

UNIT – IV (PROSE)

Stuart Hall – Cultural Identity and Diaspora

UNIT – V (SHORT-STORY)

Jhumpa Lahiri – Interpreter of Maladies

Reference Books:

- Peeradina, Saleem. Ed. Contemporary Indian Poetry in English: An Assessment and Selection. Chennai: Macmillan Pub. Pvt. Ltd. 2010.
- John, B. Alphonso – Karkala. Indo- English Literature in the Nineteenth Century. Mysore, 1970
- Lahiri, Jhumpa . Interpreter of maladies: stories. New York: Houghton Mifflin Harcourt, 1999.
- Lal, Brij Vilash. The Encyclopedia of the Indian Diaspora. Delhi: Oxford University Press, 2006.

Course Outcomes:

On successful completion of the course, the students will be able to

- Understand the nuance of Diasporic Literature
- Get the knowledge of the themes and techniques of Diasporic Literature

ELECTIVE – III (a): MASS COMMUNICATION AND JOURNALISM

Course Objectives:

- To introduce the students Mass Communication and Journalism.
- To stimulate their interest for higher studies and career.
- To develop multi – tasking skills required in the dynamic multi – media.

UNIT – I: Introduction

- Introduction to Journalism
- A Short History of Journalism in India
- Ethics of Journalism
- Basic concepts and types of Communication,
- Nature of media, Mass communication in India

UNIT – II: The Press

- Freedom of Press and Threats to Press Freedom
- The Government and the Press
- Press Laws: Defamation, Libel, Contempt of Court, Slander, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges

UNIT – III: Reporting News

- Role of the Reporter and the Editor
- Types of News Reports – Straight, Interpretive, Investigative, Scoop, Sting
- Headlines – Editorial, Feature Writing, Personal Column, Reviews, Interviews and Press Conferences
- Reporting – News Values, Human Interest, Story Angle, Obituaries

UNIT – IV: Layouts, Advertising and News Agencies

- Make – up of a newspaper – Editing, Proof – Reading
- Photographic Journalism, Cartoons, News Agencies, Press Council of India
- Advertisements – Types and Social Responsibility
- Exercises – Editing, Proof – reading, Feature Writing, News Reporting, Planning Interviews and Reviews

UNIT – V: Electronic and New Media

- Electronic Media – Radio, Television
- Emergence of New Age Media – Definition & Conceptualization of New Media, Future of New Media, Ethics and Social Responsibilities of New Media

Books for Reference:

1. Kamath Vikas, M.V. *Professional Journalism*. Publishing House, New Delhi, 1986.
2. Ahuja, B.M. *Theory and Practice of Journalism*.
3. David Wainwright. *Journalism Made Simple*.
4. Mehta, D.S. *Mass Communication and Journalism in India*.
5. Srivatsava, K.M. *Radio and T.V. Journalism*. Sterling Publishers, Bangalore, 1987.

Course Outcome:

On successful completion of the course, the students will be able to

- Get the knowledge of Mass Communication
- Get the nuances of Journalism
- Understand the ethics of Mass Communication and Journalism
- Equip oneself to work in an organization related to mass communication and journalism

ELECTIVE – III (b): WOMEN STUDIES

Objectives

- To introduce the world of women and their writing
- To enable the students to understand the women way of thinking and writing
- To familiarize them with feminist movements

UNIT – I (POETRY)

Anne Bradstreet – The Prologue
Marian Moore – Poetry

UNIT – II (PROSE)

Virginia Woolf – A Room of One's Own

UNIT – III (DRAMA)

Caryl Churchill – Top Girls

UNIT – IV (NOVEL)

Kiran Desai – The Inheritance of Loss

UNIT – V (SHORT-STORY)

Ismat Chugta – The Quilt
Marta Salinas – The Scholarship Jacket

Reference Books:

- Women's Studies: The Basics. Bonnie G. Smith. Routledge 2013.
- Handbook of Gender and Women's Studies. Edited by Kathy Davis et. al., Sage Publications 2006

Course Outcome:

On successful completion of the course, the students will be able to

- Empathise with the subaltern/women
- Get the nuance of women's writing

QUESTION PAPER PATTERN FOR SOFTSKILLS

Scheme of Examination	Internal 40% + External 60% (Oral)
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QUESTION PAPER PATTERN FOR ALL PAPERS (EXCEPT SOFTSKILLS)

Scheme of Examination	Internal 25% + External 75%
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SECTION – A: 10 out of 12 – (2 questions from each unit) (10 x 2 = 20)

SECTION – B: 5 out of 7 – (1 question from each unit) (5 x 5 = 25)

SECTION – C: 3 out of 5 – (1 question from each unit) (3 x 10 = 30)