

VINAYAKA MISSION'S RESEARCH FOUNDATION

(Deemed to be University)

Curriculum and Syllabus



For

M.A. English

(Regular)

Learning Outcome based Curriculum Framework

(LOCF)

(For the Academic Year starting from 2022-2023 onwards)

Semester	Compulsory Core Courses (CC) Theory	Discipline Specific Elective (DSE/Inter Disciplinary/Generic Electives)	Ability Enhancement Compulsory Courses (AECC)	Skill Enhancement Course (SEC)	Total Credits
Sem I	CC (I,II,III) (3 x 6 credits =18 credits)	DSE - I (1 x 4 credits =4 credits)		SEC - I (1 X 3 = 3 Credits)	25
Sem II	CC (IV,V) (2 x 6 credits =12 credits)	DSE - II (1 x 4 credits =4 credits)		SEC - II (1 X 3 = 3 Credits)	25
Sem III	CC (VII,VIII,IX) (3 x 6 credits =18 credits)	DSE – III (1 x 4 credits =4 credits)	AEC – I (1 x 4 credits =4 credits)	---	26
Sem IV	CC (X) (1 x 6 credits =6 credits) Major Project work (1 x 8 credits =8 credits)	DSE –IV, V (2 x 4 credits =8 credits)	AEC – II (1 x 4 credits =4 credits)		26
Total	68	20	8	6	102

Name	No of Courses	No of Credits	Total
Core Course Theory credit (CC (T))	10	6	60
Discipline Specific Elective Credit(DSE)	5	4	20
Ability Enhancement Compulsory Course Credit (AEC)	2	4	8
Skill Enhancement Course Credit (SEC)	2	3	6
Project Work	1	8	8
Total Credits			102

CURRICULUM - REGULATIONS 2022

COURSE DETAILS & DISTRIBUTION OF CREDITS

- | | |
|---|-------------|
| 1. Discipline Specific Core Course | - 10 Papers |
| 2. Discipline Specific Elective Course/Generic Elective | - 05 Papers |
| 3. Ability Enhancement Course | - 02 papers |
| 4. Skill Enhancement Course | - 02 papers |
| 5. Project | - 01 Paper |

Total – 20 Papers

Total Credits 25 +25+26+ 26 = 102

DEPARTMENT OF ENGLISH
M.A. English (102 Credits)

Discipline Specific Core Course – Compulsory -6 credits per course – (60 credits)

1. Chaucer and Elizabethan Age
2. The Restoration and Augustan Age
3. The Romantic Age and The Victorian Age
4. American Literature
5. Shakespeare – I
6. Language and Linguistics
7. Shakespeare – II
8. Language Literature and Culture
9. Literary Theory & Criticism
10. Research Methodology

Discipline Specific Elective Course / Generic Elective – Any 5 courses 4 credits per course – (20 credits)

1. English Language Teaching Methodology
2. Essentials of Communication Skills
3. Indian Writing in English Translations
4. Women's Writing
5. Post-Colonial Literature
6. Literature & Gender
7. General Essay
8. New Literatures in English
9. Indian Diaspora Literature
10. Northeast Indian English Literature

Ability Enhancement Course 2 courses 4 credits per course – (8 credits)

1. Human Rights
2. English Literature for Competitive Examination

Skill Enhancement Course Any 2 courses 3 credits per course – (6 credits)

1. Soft skills & Career skills through Literature
2. Introduction to Journalism
3. Media Studies
4. Public Speaking, Journalistic & Creative Writing
5. Advanced Communication
6. Professional and Media Ethics of Journalism

- **8 credits**

1. Project & Dissertation

1. Core Course (Theory)	- 10	Papers -	10x6 = 60
2. Discipline Specific Elective / Generic Elective	- 05	Papers -	05x4 = 20
3. Skill Enhancement Courses (SEC)	- 02	Papers -	02x3 = 06
4. Ability Enhancement Compulsory Courses	- 02	Papers -	02x4 = 08
5. Project	- 01		01x8 = 08

Total - 20 Papers - 102 Credits

Semester	Component	Paper Title	Credits	Total
I	CC-I	Chaucer and Elizabethan Age	6	25
	CC-II	The Restoration and Augustan Age	6	
	CC-III	The Romantic Age and The Victorian Age	6	
	DSE-I	English Language Teaching Methodology	4	
	SEC - I	Soft skills & Career skills through Literature	3	
II	CC-IV	American Literature	6	25
	CC-V	Shakespeare – I	6	
	CC-VI	Language and Linguistics	6	
	DSE-II	Essentials of Communication Skills	4	
	SEC-II	Introduction to Journalism	3	
III	CC-VII	Shakespeare – II	6	26
	CC-VIII	Language Literature & Culture	6	
	CC-IX	Literary Theory & Criticism	6	
	DSE-III	Indian Writing in English Translations	4	
	AEC-I	Human Rights	4	
IV	CC-X	Research Methodology	6	26
	AEC-II	English Literature for Competitive Examination	4	

	DSE-IV	Women's Writing	4	
	DSE-V	Post-Colonial Literature	4	
		Project and Dissertation	8	

Programme Outcome

PO1 Interpret and demonstrate to understand the form of Structure, narrative techniques, devices and Style.

PO2 Analyze and apply various literary concepts and critical approaches.

PO3 Organize and integrate the acquired Knowledge towards individualistic compositions.

PO4 Present, appraise and defined arguments with conviction and confidence.

PO5 Demonstrate a set of basic skills in literary and linguistic communication and explication of practices and process with clarity.

PO 6 Demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures translated into English, showing an understanding of the contemporary world.

PO 7 Cultivate ability to look at and evaluate the language of literary texts as a field of study and as part of the wider network of local and global culture by using digital resources.

PO 8 Display knowledge to cultivate a better understanding of values – both in the use of different language registers and literary forms and genres to arrive at transparent understanding of values of life at all stages.

PO 9 Recognize employability options in English literature and language studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development

PO 10 To enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary and language studies in India

DEPARTMENT OF ENGLISH
PG DEGREE SYLLABUS – M.A. English
CORE COURSES (CC)-I – COMPULSORY

YEAR	SEMESTER	Title	L	T	C
I	I	CHAUCER AND ELIZABETHAN AGE	4	2	6

Objectives-

1. To understand the beginning period of English Literature.
2. To understand the different genres of the early literature
3. To understand life as portrayed in the early literature

Course Outcome

- CO-1. Recall various interpretative techniques to approach literary texts.
- CO-2 Identify various features of literary texts of the period and learn the style of the Author's Language.
- CO-3 Apply various cultural and moral Values associated with the texts
- CO-4 The Texts which help them to become ethical.
- CO-5 Evaluate the growth and development of Religious, Political, and social development influence on literature

Unit I Poetry Detailed

1. Geoffrey Chaucer - Prologue to the Canterbury Tales

Unit II Poetry General

1. Edmund Spenser - Epithalamion

Unit III Drama Detailed

1. Christopher Marlowe - Edward II

Unit IV Drama General

1. John Webster - The Duchess of Malfi

Unit V Prose Detailed

Bacon's Essays –

1) Of Revenge

2) Of Love

Prose General

The Bible: The book of Job

CC – II

YEAR	SEMESTER	Title	L	T	C
I	I	THE RESTORATION AND AUGUSTAN AGE	4	2	6

Objectives

1. To understand the works of great writers like Milton
2. To study different genres of the period
3. To analyze the Epic genre.

Course Outcome

CO-1. Students would have understood the significance of human values and moral values as reflected in the poem of Thomas Gray

CO-2 Students would have fostered the spirit of adventure as well as deep faith on god.

CO- 3. The students would have understood the new literary form of poetry i.e Elegy and its features.

CO- 4. Students would have learnt the historical background and the literary developments from rural to urban in 18th century.

CO- 5 Identify and familiarize the literary devices and techniques

Unit I Poetry Detailed

John Milton - Paradise Lost: Book V

Unit II Poetry

Thomas Gray - Elegy written in a Country Churchyard

Unit III Drama Detailed

Sheridan - The School for Scandal

Drama General

William Congreve - The Way of the World

Unit IV Prose Detailed

Addison and Steele - Coverley Papers (Essays 1 –4)

1. The Spectator's account of Himself

2. Sir Roger at Home
3. The Coverley Household
4. on Ghosts and Apparitions

Unit V Prose General

1. John Dryden - Preface to the Fable

CC – III

YEAR	SEMESTER	Title	L	T	C
I	I	THE ROMANTIC AGE and THE VICTORIAN AGE	4	2	6

Objectives

1. To understand the writers of the Romantic age
2. To understand the social relevance and influence of the Romantic age
3. To study the works of the Victorian age

Course Outcome

CO-1.Students would have followed the concept and significance of nature in Romantic poetry.

CO-2. They would have understood how to distinguish between reason and imagination and the predominance of imagination in romantic literature.

CO- 3. Students would get glimpse of the presence of Gothic element in romantic literature.

CO-4. They would understand the spiritual interpretation of nature and its educative power as depicted by the romantic poets.

Unit I Poetry Detailed

1. Wordsworth - Ode on the Intimations Immortality
2. Keats - Ode to a Nightingale - Ode on a Grecian Urn
3. Shelley - Ode to the West Wind
4. Tennyson - Lotus Eaters
5. Arnold - Scholar Gypsy

Unit II Poetry General

1. Keats – Ode to Autumn
2. Wordsworth - Tintern Abbey

Unit III Drama Detailed

1. Shelley - Prometheus Unbound

Drama General

2. Oscar Wilde – The Importance of Being Earnest

Unit IV Prose Detailed

Charles Lamb - Essays of Elia

1. Christ's Hospital Five and Thirty years ago
2. John Ruskin – King's Treasuries

Prose General

1. William Wordsworth - Preface to the Lyrical Ballads

Unit V Fiction

1. Jane Austen - Pride and Prejudice
2. Dickens – Great Expectation.

DSE – I

YEAR	SEMESTER	Title	L	T	C
I	I	ENGLISH LANGUAGE TEACHING METHODOLOGY	3	1	4

Objectives:

1. To understand the history and evolution of English Language
2. To understand the different approaches and methods in English Language Teaching.
3. To learn the different tools effective in English Language teaching.

Course Outcome

CO-1. To Know the methodologies which are appropriate to their teaching Learning context.

CO-2. Discuss their classroom experience with the principles of methods and approaches.

CO-3. To relate the best practices of the old & New methods.

CO-4 Differentiate between instructional Methods and constructive approaches.

CO-5. To justify the choice of teaching methods and procedures in practice.

UNIT I: History of ELT

The brief history of Language Teaching

English in India – Past, Present and Future

UNIT II: Approaches and Methods

Communicative Language Teaching Method - Total Physical Response -The Silent Way

The nature of Human language – Linguistics, Psychology and English Teaching– Methods – Approach, Method and Technique

UNIT III: Grammar and LSRW Skills

Essential Word – Grammar for teachers – Teaching of vocabulary – Essentials of English Grammar - The Teaching of Grammar – Essentials of English speech – Teaching spoken English: Some Techniques– Reading and Teaching of Reading -Writing and teaching of writing and composition

UNIT IV: Teaching Literature

Teaching Prose – Teaching Poetry – Teaching Drama – Teaching Fiction

UNIT V: Teaching Tools and Assessment

Use of Blackboard and Other Instructional Aids– Study skills and reference skills - Test and Testing–
Common Errors and remedial English – Planning and lesson planning

REFERENCES

- Jack.C.Richards, Theodore.S.Rodgers, Approaches and Methods in Language Teaching. UK: Cambridge University Press, 2001.
- Martin Parrot, Tasks for Language Teaching. New Delhi:CUP, 1993.
- Penny Ur, A Course in Language Teaching: Trainee Book. UK: First Asian Edition, 1999.
- Jerry S. Gabbard and Robert Oporandy, Language Teaching Awareness. Chennai: OBS, 2009.
- Michael.J.Wallace, Training Foreign Language Teachers. New Delhi: CUP, 1991.
- Jack C. Richards and Willy A. Renandya ed., Methodology in Language Teaching: An Anthology of Current Practice. New Delhi: CUP, 2000.
- N. Krishnaswamy and LalithaKrishnaswamy, Methods of Teaching English. Chennai: Macmillan, 2011.
- Mario Rinvolucri, Grammar Games: Cognitive, Affective and Drama Activities for EFL Students. UK: CUP, 1984.
- David Nunan, Research Methods in Language Learning. New Delhi: CUP, 1992.
- Penny Ur, A Course in Language Teaching: Practice and Theory. UK: CUP, 1991.
- E. Suresh Kumar and P. Sreehari, A Handbook for English Language Laboratories. New Delhi: CUP India Pvt Ltd, 2007.
- P.R. Howatt and H. G. Widdowson, A History of English Language Teaching. New York: OUP, 2004.
- S. Kudchekar Ed, Readings in English Language Teaching in India. Chennai: Orient Black Swan, 2005.
- Penny Ur and Andrew Wright, Five-Minute Activities: A Resource Book for Language Teachers. New York: CUP, 1992.

SEC-I

YEAR	SEMESTER	Title	L	T	C
I	I	SOFT SKILLS AND CAREER SKILLS THROUGH LITERATURE	2	1	3

Objectives:

1. To understand the soft skills through the works in English literature.
2. To enhance career skills through practice using literature materials.

Course Outcome

CO-1 To exposed and trained in various knowledge of Soft Skills

CO-2 To connect a continuum to maintain growth and creativity

CO-3 Soft Skills are learned through practice and Experience

CO-4 The technical skills to provide an efficient service

CO-5 Module will introduce several importance of soft skills to overcome challenges in literature

Unit I

Book Review - Novel, Drama, Collection (Articles/Essays) (A book review to be written by every student on a book of his /her choice from the categories mentioned))

User Manual - Mobile Phone, Mixie, Automobile, Car/Two wheeler (Each student to design steps for any one operation in the categories mentioned)

Advertising - Academic Programme, Dress, Computer (Each student to design an ad in the categories mentioned on a product/ program of his / her choice)

Technical Writing - (Basics of Technical Writing; Effective Technical Writing)

Unit II

Introduction to Copy Editing What is copy editing?-Typescripts : hard-copy, electronic and camera-ready-Capturing the text electronically-Typescripts corrected by the author-Author-generated camera-ready copy and print-ready files--Copy editing on-screen-- Briefing the designer-- Various legal aspects- Writing to the author- Numbering systems-Marking up the typescript-Copyright permissions and acknowledgements-Jacket and cover copy- Proof correction symbols (PP 479 - 484) **From Butcher's Copy-editing, CAMBRIDGE PP. 1-116**

Unit III

Soft Skills - Responsibility / Altruism - Sydney Carton in A Tale of Two Cities Self - esteem - Shakespeare, Coriolanus, Coriolanus Critical Thinking - Arthur Canon Doyle, The Hound Of Baskervilles, Sherlock Holmes

Unit IV

Integrity / Honesty - George Eliot, Silas Marner, Silas Marner Self-Management - Anita Desai, Village By the Sea, Hari, Lila Self Exploration - Rama Mehta, Inside the Haveli- Geeta.

Unit V Soft Skills Through

1. Movies
2. Commercials – Rin – Self Confidence, Boost – Motivation,
3. Popular Literature – Immortals of Meluha
4. Comics

REFERENCES:

- Hill, Knox C. Interpreting Literature: History, Drama and Fiction, Philosophy, Rhetoric. Chicago: U of Chicago P, 1966. Print.
- Reichl, Susanne. Cognitive Principles, Critical Practice: Reading Literature at University. Göttingen: V & R Unipress, 2009. Print.
- Peck, John, and Martin Coyle. Practical Criticism. Basingstoke: Macmillan, 1995. Print.
- Cranford, Robert J. Copy Editing Workbook. New York: Holt, Rinehart and Winston, 1967. Print.
- Judd, Karen. Copyediting: A Practical Guide. Place of Publication Not Identified: Axso, 2001. Print.

CC – IV

YEAR	SEMESTER	Title	L	T	C
I	II	AMERICAN LITERATURE	4	2	6

Objective

1. To understand the major writers of American Literature.
2. To understand the life and culture reflected in literature in America.
3. To study samples from different genres in American Literature.

Course Outcome

CO-1 To Know various Thematic genres and trends in American literature.

CO-2 Identify the literary expressions of values within Social, Political & Cultural context.

CO-3 Demonstrate understanding of texts in the field of American Literature

CO-4 To Develop critical analytical thinking coherently and credibly.

CO-5 Formulate critical research problems in literary text and analyze to gain Knowledge

Unit – I (Poetry)

Edgar Allan Poe: “The Raven”

Walt Whitman: “When Lilacs Last in the Dooryard Bloom’d

Emily Dickinson: “Because I Could Not Stop for Death”

Robert Frost: “Birches”

Unit – II (Poetry)

Hart Crane : “To Brooklyn Bridge”

E. E. Cummings: “The Grasshopper”

Wallace Stevens: “The Emperor of Ice-Cream”

William Carlos Williams: “Yachts”

Sylvia Plath: “Daddy”

Unit – III (Prose)

Ralph Waldo Emerson: “Self-reliance”

Henry David Thoreau: “Where I Lived and What I Lived for?”

From Walden

John F. Kennedy: "Inaugural Address" (Presidential

Inauguration of John. F. Kennedy on January 20, 1961 at Washington, D.C)

Unit – IV (Drama)

Eugene O'Neill: Emperor Jones

Arthur Miller: All My Sons

Unit – V (Fiction)

Mark Twain: Huckleberry Finn

Ernest Hemingway: For Whom the Bell Tolls

REFERENCES

- Cunliffe, Marcus. American Literature to 1900. New York: P. Bedrick Books, 1987.
- Matthiessen, F O. American Renaissance: Art and Expression in the Age of Emerson and Whitman. N.p., 1941.
- McMichael, George L, and Frederick C. Crews. Concise Anthology of American Literature. New York: Macmillan, 1985.
- Spiller, Robert E. Literary History of the United States. New York: Macmillan, 1963.

CC – V

YEAR	SEMESTER	Title	L	T	C
I	II	SHAKESPEARE – I	4	2	6

Objectives:

1. To study the great works of William Shakespeare
2. To study plays from comedy, tragedy, historical etc.
3. To understand the different elements in Shakespeare's Plays.

Course Outcome

CO-1 To employ the techniques of Shakespeare plays and sonnets.

CO-2 Identify the organizing element of Shakespearean Drama

CO-3 Explicate and respond to key themes and elements in Shakespearean drama

CO-4 Understanding of ideas and the ethos of a culture

CO-5 Prepare for and perform Shakespearean Readers Theatre Format.

Unit – I

King Lear

Unit – II

As You Like It

Unit – III

Richard II

Unit – IV

The Twelfth Night

Unit – V

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespearean Soliloquies

Shakespeare as a Sonneteer and a Narrative Poet

REFERENCES

- Bowers, Fredson. Elizabethan Revenge Tragedy: 1587-1642. Gloucester: Peter Smith, 1959.
- Bradley, A C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. London: Macmillan and Co, 1905.
- Charlton, H B. Shakespearean Comedy. London: Methuen, 1938.
- Ford, Boris. The Age of Shakespeare. Harmondsworth: Penguin Books, 1982.
- Knight, G W. The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the
- Roman Plays. London: Methuen, 1951.

CC – VI

YEAR	SEMESTER	Title	L	T	C
I	II	LANGUAGE AND LINGUISTICS	4	2	6

Objectives:

1. To understand the history of English Language.
2. To understand the scientific nature of sounds in a language.
3. To understand the application of linguistics.

Course Outcome

CO-1 Enable to understand the nuances of English language.

CO-2 To analyze and evaluate various theories concepts of language and linguistics

CO-3To Acquired knowledge of the lexical, grammatical Structure and theories involved.

CO-4 To Apply and analyze the theories and remember the concepts in speech Sounds.

CO-5 To understand the growth and development of English Language

UNIT – I: THE HISTORY OF ENGLISH LANGUAGE

The descent of English language; Old English Period; Middle English; Renaissance & After; Growth of Vocabulary; Change of Meaning; Evolution of Standard English.

From Wood F.T.An Outline History of the English Language. Madras. Macmillan, 2001

UNIT – II: PHONOLOGY

Air stream mechanisms - The organs of speech – Classification and description of sounds, Cardinal Vowels, English Vowels, Diphthongs and Consonants, Transcription, Syllable

UNIT – III: PHONOLOGY

Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture,

Phonetic transcription of dialogues

O'Connor, J.D, Better English Pronunciation. Cambridge: Cambridge University Press, 1980.

Balasubramanian – A Textbook of English Phonetics for Indian Students. Madras Macmillan, 1993.

UNIT – IV: LEVELS OF LINGUISTIC ANALYSIS

Morphology, Phrases Sentence, Grammar, phrases, Semantics, Pragmatics, Discourse Analysis
From George Yule. The Study of Language Second Edition Cambridge University Press, 1996

UNIT – V

(A) Sociolinguistics

Language varieties, language, society and culture

From George Yule. The Study of Language Second Ed. CUP, 1996)

(B) TG Grammar - IC Analysis

From Grammar 3rd edition by Frank Palmer. Penguin

(C) Applications of Linguistics

Verma and Krishnaswamy: Modern Linguistics (Units 42 – 45).

REFERENCES

- O'Connor, J.D.O, Better English Pronunciation. Cambridge : Cambridge University Press, 1980.
- Wood F.T., An Outline History of the English Language. Madras : Macmillan, 2001
- Balasubramanian – A textbook of English Phonetics for Indian Students – Madras Macmillan, 1993.
- Finch, Geoffrey – Language and Linguistics: An Introduction – Macmillan, 2000
- Jones, Daniel – The Pronunciation of English – New Delhi: Universal Book Stall & Cambridge University Press, 1992.
- Krishnaswamy N., S.K. Verma – Modern Linguistics – New Delhi: Oxford University Press, 1989.
- Yule, George. The Study of Language. Cambridge University Press, 1985.

Web sources

The History of Teaching English as a Foreign Language, from a British and European Perspective A. P. R. Howatt & Richard Smith

<http://www.tandfonline.com/doi/pdf/10.1179/1759753614Z.00000000028?needAccess=true>

DSE – II

YEAR	SEMESTER	Title	L	T	C
I	II	ESSENTIALS OF COMMUNICATION SKILLS	3	1	4

Objectives:

1. To understand the basics of grammar and its usage.
2. To understand the basics of communication skills.
3. To learn the different skills in communication.

Course Outcome

CO-1 Define concepts , opinions and feelings fluency with confidence.

CO-2 Relate the use of words and expressions in Speaking & Writing

CO-3 To Communicate effectively in formal & Informal Situations

CO-4 Deliver a Formal presentation in Work Place.

CO-5 Write a report and letters in formal Style

Unit I Grammar I

Parts of Speech

Active and Passive Voice

Unit II Grammar II

Tense Forms

Simple, Compound and Complex Sentence

Unit III

Introduction to Communication – LSRW

Unit IV

Group Discussion

Unit V

Interview Skills

SEC – II

YEAR	SEMESTER	Title	L	T	C
I	II	INTRODUCTION TO JOURNALISM	2	1	3

Objectives:

1. An introduction to Journalism
2. To understand the different types of Journalism.
3. To gain basic knowledge in the field of Advertisement.

Course Outcome

CO-1Analyse the importance of media laws and ethical issues

CO-2 To engage their career assignment with professional and ethical standards.

CO-3Comprehend the History and tradition

CO-4. Understand the basics of Journalism

CO-5Development of communication at various levels of the society with modern levels

Unit I Introduction to Journalism

- a) Canons of Journalism
- b) Ethics of Journalism
- c) Social responsibility of the press

Unit II The functions and departments of a newspaper

- a) Information, Instruction and Entertainment
- b) Advertisement department
- c) Circulation department

Unit III The Editorial department at work

- a) Role of the Editor
- b) The news Editor
- c) Editorial Writer or Leader Writer
- d) Sub-Editor

Unit IV Opinion Pieces

- a) Review
- b) Article
- c) Op-ed
- d) Letter to the Editor column

Unit V Advertisement

- a) What is advertisement?
- b) Types of Advertisements, effective advertisements
- c) Role and importance of advertisements
- d) Trends and problems in advertising
- e) Designing an advertisement

REFERENCES

- B.N.Ahuja, Theory and Practice of Journalism. Delhi: Surject Publishing.
- D.S.Mehta, Mass Communication and journalism in India. New Delhi Allied Publishers, 1980.

CC – VII

YEAR	SEMESTER	Title	L	T	C
II	III	SHAKESPEARE – II	4	2	6

Objectives:

- 1.To study the plays of Shakespeare and various techniques applied.
- 2.To critically interpret the plays of Shakespeare.

Course Outcome

- CO-1 Comprehend the technique, style used Shakespeare'
- CO-2 Understand the Era of Shakespearean
- CO-3 To impact the influence of Shakespearean Works
- CO-4 Assess the plots and characters of the plays of Shakespeare.
- CO-5 Classify the plays according to their genres and sources.

UNIT – I: (Detailed)

A Midsummer Night's Dream

UNIT – II: (Detailed)

Hamlet

UNIT – III: (Non-Detailed)

Henry IV Part I

UNIT – IV: (Non-Detailed)

Antony and Cleopatra

UNIT – V: Critical Interpretations of Shakespeare’s Plays (Non-Detailed)

Structuralism: Roland Barthes – Mythic Signs in Mankiewicz’s Julius Caesar

Psycholoanalysis : Ernest Jones – Reading the Oedipus Complex in Hamlet

Marxism: Karl Marx – Timon of Athens and the Power of Money

Feminism : Virginia Woolf - Shakespeare and the Question of Female Authorship

Postcolonial Theory :Wole Soyinka – Antony and Cleopatra by Shakespeare

From Jonathan Gil Harris, Shakespeare and Theory. New York: Oxford University Press, 2012.

REFERENCES

- Dover Wilson, What Happens in Hamlet. London: Cambridge University, 1974.
- Jonathan Gil Harris, Shakespeare and Theory. New York: Oxford University Press, 2012.
- AniaLoomba, Shakespeare, Race and Colonization. New York: Oxford University Press 2012.
- John Russell Prown, Shakespeare’s Antony and Cleopatra. London: Macmillan Press Ltd., 1977.
- Diana Henderson Ed. Alternative Shakespeare 3. Oxford: Routledge Abington, 2008.
- A.C. Bradley, Shakespeare Tragedy. New Delhi: Atlantic Publishers and Distributers Pvt. Ltd., 2010.
- Robin Lee, Shakespeare’s Antony and Cleopatra – Studies in English Literature. London: Edward Arnold, 1984.

CC – VIII

YEAR	SEMESTER	Title	L	T	C
II	III	LANGUAGE, LITERATURE AND CULTURE	4	2	6

Objectives:

1. To understand the inter-relationship between language and literature
2. To understand the link between culture and literature and language.

Course Outcome

CO-1 Knowledge of some basic aspects of language in General.

CO-2 Broad view of the languages and literatures of India,

CO-3 Understanding the values and assumptions underlying contemporary popular culture.,

CO-4 Trends in Contemporary Indian Culture.

CO-5 Formal and thematic features of the Literature in Indian Languages.

Unit I

BrajKachru. “The Alchemy of English”.The Post-Colonial Studies Reader.Eds. Ashcroft, Griffiths and Tiffin. Pp. 291-295.

Unit II

GauriViswanathan. “The Beginnings of English Literary Study in British India”.The Post-Colonial Studies Reader. Pp. 431-437.

Unit III

Raja Rao.Foreword.Kanthapura (“Language and Spirit” in The Post-Colonial Studies Reader, pp. 296-7.

Unit IV

NgugiWaThiongo. “The Language of African Literature”. The Post-Colonial Studies Reader. Pp. 285-290.

Unit V

Lawrence Lipking. “Aristotle’s Sister: A Poetics of Abandonment”. Critical InquiryVol.10, No. 1, Canons (Sep., 1983), pp. 61-81.Accessed on JSTOR.

CC – IX

YEAR	SEMESTER	Title	L	T	C
II	III	LITERARY THEORY AND CRITICISM	4	2	6

Objectives:

1. To understand the various literary theories
2. To understand the advanced levels in criticism

Course Outcome

CO-1 To identify the recent trends and traditional of literary Criticism.

CO-2 Describe the Concepts of different literary theories

CO-3 Apply various literary theories to study and interpretation of literatures.

CO-4 Distinguish the literary works of different ages.

CO-5 Compare and contrast the view point of various literary theories.

Unit I

Introduction to Classical criticism. Plato, Aristotle, Horace, Longinus and Sanskrit aesthetics: Rasa, Dhvani, Literary genres, names and features of poetics, theme and technique of plot construction, other aspects of criticism.

Unit II

Johnson - Preface to Shakespeare William Wordsworth - Preface to Lyrical Ballads.

Unit III

Arnold - Study of Poetry T.S. Eliot - Tradition and the Individual Talent.

Unit IV

Cleanth Brooks - The Language of Paradox Northrop Frye - Archetypes of Literature.

Unit V

I.A.Richards - Four Kinds of Meaning Roland Barthes - Death of the Author.

REFERENCES

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

DSE – III

YEAR	SEMESTER	Title	L	T	C
I	III	INDIAN WRITING IN ENGLISH TRANSLATIONS	3	1	4

Objectives

1. To understand the Indian writers.
2. To understand the nuances of translations.
3. To understand the impact of translation literature on world literature.

Course Outcome

CO-1 To understand the importance of Indian Writers and their works of the literary Era

CO-2 To know the major historical movements of Indian Literature in English.

CO-3 Apply the artistic and innovative Techniques employed by the Indian Writers.

CO-4 Identify the different themes of Indian Literature.

CO-5 Assess and recreate the culture and tradition.

Unit – I Poetry

Subramania Bharathi – Panchali’s Pledge Part I Canto I

Kumaran Asan - Uprightness, Psalm

Salma - On Borders

Unit – II Drama

K.A. Gunasekaran - Touch

Mahasweta Devi – Bayen

Unit – III Prose

P. Sivakami - Land: Woman’s **Breath and Speech**

Rettamalai Srinivasan - **A Brief History of My Life**

Unit – IV Fiction

U.R. Ananthamurthy - **Bharathipura**

Prathibha Ray - Yajasenei: **The Story of Draupadi**

Unit – V Short Story

Cho.Dharuman - Wetness

Rabindranath Tagore - Grandfather

REFERENCES

- The Oxford India Anthology of Tamil Dalit Writing edited by Ravikumar and R. Azhagarasan, Oxford University Press, New Delhi, 2012
- Bharathipuraby U.R. Ananthamurthy, Translated from Kannada by SusheelaPunitha, Oxford University Press, New Delhi 2010.
- Yajnasenei The Story of Draupadiby Prathibha Ray, Translated from Odiya by Pradip Bhattacharya, Rupa Publications India Pvt. Ltd
- Panchali's Pledge by SubramaniaBharati. Translated by UshaRajagopalan, Hachette India Publications.
- Five Plays by Mahasweta Devi. Translated by SamikBandyopadhyay, Seagull Publications, Calcutta, 1997.
- Grandfather by Rabindranath Tagore. Selections from Galpaguchha 2 Manikara and Other Stories. Translated by Ratan K. Chattopadhyay. Orient Blackswan Private Limited, New Delhi, 2010.
- <http://cpstudent.blogspot.in/011/04/55-english-translation-of-kumaran-asans.html>
- <http://www.caravanmagazine.in/fiction-poetry/four-poems>.

AEC– I

YEAR	SEMESTER	Title	L	T	C
II	III	HUMAN RIGHTS	3	1	4

Objectives

To impart the basic ideas about human rights at Post graduate level. This paper provides different aspects of human rights which includes Children and Women. Students can learn not only their basics rights but also can understand their duties to be carried out in the days to come.

Course Outcomes

Human rights' as an emblem of modernity, good governance, and globalization
Its universal nature with reference to the dignity of every human being brings forward dreams of freedom as well as worries about foreign influence. It refers to actually existing international law and associated legal and political mechanisms as well as processes of far-reaching social and cultural change. This programme offers courses in human rights in both theory and practice from legal, historical, philosophical, political and social science-based perspectives.

Unit-I Introduction to Human Rights

Human Rights: Meaning- Definitions- Origin and Growth of Human Rights in the world – Need and types of Human rights- UNHRC (United Nations Human Rights Commission)- Human Rights in India.

Unit-II Classification of Human Rights

Right to Liberty- Right to Life- Right to Equality- Right to Dignity-Right against Exploitation- Educational Rights – Cultural rights- Educational Rights- Economic Rights- Political Rights-Social Rights.

UNIT-III: Rights of Women and Children

Rights of Women- Female feticide and infanticide and selective abortion- Physical assault and sexual harassment-Domestic violence-violence at work place- Remedial measures.

Rights of children- Protection right- survival Rights – Participation Rights-Development Rights-Role of UN on convention on Rights of children.

UNIT –IV Multi – Dimensional aspects of human Rights

Labor Rights –Bonded Labour- Child Labour- Contract labour- Migrant Labour- Domestic Women labour-Gender equity –Rights ethic refugees- Problems and Remedies- Role of trade union in protecting the unorganized labour.

UNIT –V Grievances and Redressal Mechanism

Redressal Mechanisms at national and international levels-structure and function of National and state level human rights commission- Constitutional remedies and directive principles of state policy.

REFERENCES BOOKS:

1. Baradot Sergio and Swarojali Ghosh Teaching of human Rights: Dominant Publishers and Distributors New Delhi,2009.
2. Roy A.N,Human Rights Achievement and challenges: vista imitational Publishing house, Delhi, 2005.
3. Asish Kumar das and PeasantKumar Mohanty: Human Rights in India: Sarup and sons New Delhi, 2007.
4. Velan, G . Human Rights and Development issues: The associated Publishers Ambalacannt, 2008.

CC – X

YEAR	SEMESTER	Title	L	T	C
II	IV	RESEARCH METHODOLOGY	4	2	6

Objective:

1. To understand the advanced techniques in research.
2. To comprehend citations, mechanics of writing etc

Course Outcome

CO-1 Select a specific topic for research papers and projects

CO-2 Understand the purpose and uses of research.

CO-3 Effectively use the computer for research

CO-4 Explain Research project Systematically.

CO-5 To Choose and write research papers and projects.

Unit I

Selecting a Topic - Compiling a Working Bibliography –Evaluating Sources

Unit II

Taking Notes – Outlining – Writing Drafts – Language and Style -Plagiarism

Unit III

The Mechanics of Writing -The Format of Research Paper –Documentation

Unit IV

Documentation: Citing sources in the text: Parenthetical Documentation and the List of Works Cited

Unit V

Abbreviations: Common Scholarly Abbreviations and Reference words – Symbols and Abbreviations Used in Proofreading and correction –Common Correction Symbols and Abbreviations – Titles of works.

REFERENCES

- Gibaldi, Joseph - M.L.A: Handbook for Writers of Research Papers, 7th Edition . New Delhi: Affiliated East-West Press Pvt. Ltd., 2003.
- George. Watson. Writing a Thesis: A Guide to Long Essays and Dissertations. London and New York: Longman, 1987.
- Gabriele Griffin. Research Methods for English Studies: An Introduction. UK: Edinburgh University Press, 2005.
- DaSousa, Delia Correa and W.R.Owens. The Handbook to Literary Research, second Edition. Routledge: Taylor and Francis Group, The Open University Abingdon-Oxon. 2010.
- Anderson, Janathan, Berry H. Durston and Millicent Poole. Thesis and Assignment Writing. New York: Wiley Eastern Limited, 1988.
- Kumar, AnandRaju.American British and Commonwealth. Chennai: Affiliated East-West Press Ltd, 1990.
- Eliot Simon ed. A Hand Book to Literary Research. London: Routledge, 1998.
- Fabb Nigel and Durant Allan. How to Write Essays Theses Dissertations in Literary Studies. London: Longman Publishing, 1993.
- Goring Paul. Studying Literature: The Essential Companion. UK: Hodder education, 2001.

AEC-II

YEAR	SEMESTER	Title	L	T	C
II	IV	ENGLISH LITERATURE FOR COMPETITIVE EXAMINATION	2	2	4

Objectives:

1. To enable the reader to communicate effectively in real life situation
2. To use English effectively for study purpose
3. To develop integrate the use of literature.

Course Outcome

- CO-1** Recall the historical, Social and cultural background of the authors work.
- CO-2** Understand various literary terms that employed in various genres of literary works
- CO-3** Relate various schools of poetry with literary movements
- CO-4** Analyze the major and minor literary trends of every ages.
- CO-5** Critically evaluate and interpret literary pieces

Unit-I: THE AGE OF CHAUCER (1340-1400)

(12Hours)

Historical, Social and Cultural background of the Age

Poets:

Chaucer, Sir Gawain and the Green Knight, The Pearl Poet, William Langland, John Gower. Translators of the Holy Bible:

John Wycliffe, William Tyndale, Miles Coverdale, King James.

Literary Forms/ Terms/Dramatic Devices:

Alliterative Verse, Blank Verse, Iambic Pentameter, Heroic Poetry, Rhyme Royal, Heroic Couplet, Dream Vision, Alliteration, Assonance, Spenserian Stanza, Ottava Rima, Quatrain, Terza Rima, Couplet.

THE AGE OF REVIVAL (1400-1550)

Historical, Social and Cultural background of the Age, War of Roses Court

Poets:

Thomas Wyatt(1503-42);EarlofSurrey, Henry Howard(1516-47)

ProseWriters:

Sir John Fortescue, William Caxton, John Fisher, Sir Thomas Malory, Thomas More
Dramatists:Erasmus, NicolleMachiavelli

Literary Forms/Terms/Dramatic Devices:

Italian Sonnet & English Sonnet, Mystery Plays, Miracle Plays, Interludes, The pastoral,Allegory,Ballads, Satire

Literary Movements/Groups/Schools of Poetry:

EnglishChaucerians,ScottishChaucerians.

THEAGEOFELIZABETH(1550-1625)

Historical,Socialand Culturalbackgroundofthe Age,First EnglishTragedy& FirstEnglish

ComedyPoets:

EdmundSpenser,PhilipSidney,MichaelDrayto

University Wits, William Shakespeare-Works, Source for the works, Ben Jonson, ThomasDekker, Thomas Middleton, John Webster, Philip Massinger, John Ford, Beaumont &Fletcher,Walter Raleigh

ProseWriters:

BaconandHisEssays

LiteraryForms/Terms/DramaticDevices:

Elizabethan sonnet, Elizabethan Lyric, Tragedy, Comedy, Comic Relief, Catharsis,Purgation, Hamartia, Essay, Soliloquy, Aside, Drama, Play, Romance, Irony, In Medias Res,Plot, Pun, Tragic Flaw, Exaggeration, Hyperbole, Climax, Anti-climax, Eclogue, BlankVerse,Comedy of HumoursLiterary Movements/ Groups/ Schoolsof Poetry:

Sonsof Ben

Unit-II:PURITAN AGE(1625-1660)

(12 Hours)

Historical,SocialandCulturalbackgroundofthe Age

Poets:

JohnDonne,RichardCrashaw,Henry Vaughan,AndrewMarvell;JohnMilton

ProseWriters:

ThomasHobbes,ThomasFuller,RichardBaxter

LiteraryForms/Terms/DramaticDevices:

Metaphysical Poetry, Conceit, Simile, Metaphor, Pamphlet, Apostrophe, Oxymoron,Onomatopoeia,paradox,Metonymy,Synecdoche,Epithet,Epigram,M asque.

LiteraryMovements/Groups/SchoolsofPoetry:

SpenserianPoets,CavalierPoets;MetaphysicalPoets

RESTORATION AGE(1660-1699)

JohnDryden&HisPoetry, Restoration Dramatists,AphraBehn,SamuelButler

ProseWriters:

JohnBunyan

Philosophers:

JohnLocke, Diariesof JohnEvelyn &Samuel Pepys

LiteraryForms/ Terms/DramaticDevices:

Heroic Drama, Comedy of Manners, Satire, Periodicals, Biography, autobiography, allegory,allusion,Epic, Euphemism, Invocation, Chiasmus, Zeugma

NEO-CLASSICAL/AUGUSTANAGE (1700-1798)

Historical,SocialandCultural backgroundofthe Age

Poets:

AlexanderPope, DrSamuel Johnson,Thomas Grey,Robert Burns

Dramatists:

OliverGoldsmithProseWriters:JosephAddison,RichardSteele

Novelists:

Jonathan Swift, Daniel Defoe, Samuel Richardson, Laurence Sterne, Henry Fielding, TobiasSmolett

Philosophers:

GeorgeBerkeley,EdmundBurke,Edward Gibbon,DavidHume

LiteraryForms/Terms/DramaticDevices:

Periodical Essays, Novel, Epistolary Novel, Irony, Metric Lines (Diameter, Monometer,Trimeter, Tetrameter, Pentameter, Hexameter, Heptameter, Octameter), Elegy & Its Kinds,Burlesque,Short Story, Farce

LiteraryMovements/Groups/SchoolsofPoetry:

GraveyardPoetry,TheAugustans

Unit-III:THE ROMANTIC AGE (1798-1837)

Historical, Social and Cultural background of the Age Poets:

William Blakes, William Wordsworth, S T Coleridge, Robert Southey, Young Romantics (JohnKeats, Byron,Shelley)

ProseWriters:

Charles Lamb, William Hazlitt, Thomas De Quincey Novelists: Gothic Novelists: AnnRadcliffe,Mary Shelley;Jacobean

Novelists:

FannyBurney,MariaEdgeworth,WalterScott,JaneAusten

LiteraryForms/Terms/DramaticDevices:

Myth, Symbolism, Diction, Willing Suspension of Disbelief, Negative Capability,Imagination, Fantasy, Ode, Dramatic persona, Poetic Justice, Cacophony & Euphony

LiteraryMovements/ Groups/ Schools of Poetry:

Romanticism,The Lake Poets

THE VICTORIAN AGE (1837-1901)

Historical, Social and Cultural background of the Age

Poets:

Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, The Pre-Raphaelite Poets, Gerard Manley Hopkins

Novelists:

Charles Dickens & His Works, George Eliot, Elizabeth Gaskell, Brontë Sisters, W M Thackeray, Anthony Trollope, George Meredith, Benjamin Disraeli, Wilkie Collins, Samuel Butler, R L Stevenson

Prose Writers:

Thomas Carlyle, Thomas Macaulay, John Henry Newman, John Stuart Mill, John Ruskin, Walter Pater

Literary Forms/ Terms/ Dramatic Devices:

Pathos, Bathos, Dramatic Monologue, Flash Back, Foreshadowing, Cliché

Literary Movements/Groups/Schools of Poetry:

Oxford Movement, Aesthetic Movement, Pre-Raphaelite Movement/Brotherhood, Realism

MODERN AGE (1910-45)

Historical, Social and Cultural background of the Age

Poets:

W B Yeats, Henry Davies, Alfred Noyes, Edwin Muir, T E Hulme, T S Eliot, W H Auden, Stephen Spender, Louis MacNeice, John Masefield, Dylan Thomas

Dramatists:

Lady Gregory, G B Shaw, John Galsworthy, Sean O' Casey, Absurd Dramatists (Samuel Beckett, Arthur Adamov, Eugene Ionesco, Jean Genet, Harold Pinter) John Osborne

Novelists:

Thomas Hardy, Joseph Conrad, Rudyard Kipling, H G Wells, Arnold Bennett, Dorothy Richardson, G K Chesterton, William Somerset Maugham, E M Forster, James Joyce, Virginia Woolf, George Orwell, Graham Greene, Katherine Mansfield, J B Priestley, Christopher Isherwood, D H Lawrence, Aldous Huxley

Literary Forms/Terms/Dramatic Devices:

Problem Plays, Fiction, Interior Monologue, Round Character & Flat Character, Point of View, Stream of Consciousness, Dystopian Novel, Fable, Parable, Imagery, Symbolism, Intentional Fallacy, Affective Fallacy, Objective Correlative

Literary Movements/Groups/Schools of Poetry:

Imagism, Dadaism, Surrealism, Irish Literary Revival, Absurd Theatre, Existentialism, Angry Young Men, Theatre of Cruelty, Bloomsbury Group of Poetry

Unit-IV: CONTEMPORARY ENGLISH LITERATURE (POST1945)

Historical, Social and Cultural background of the Age

Poets:

George Barker, Kathleen Jessie Raine, Elizabeth Joan Jennings, Thomas Gunn, Ted Hughes, Philip Larkin
Dramatists: Bertolt Brecht, Tom Stoppard, John Clifford Mortimer

Novelists:

Charles Perey Snow, Evelyn Waugh, William Cooper, Kingsley Amis, Alan Sillitoe, William Golding, Antony Burgess, Patrick White, Irish Murdoch, Muriel Spark, Doris Lessing, Margaret Drabble

Literary Forms/Terms/Dramatic Devices:

Parody, pastiche, Intertextuality

Literary Movements/Groups/Schools of Poetry:

Epic Theatre, Movement Poets, British Poetry Revival, Modernism, Post-modernism, Black Mountain Poets, Magical Realism, Birmingham Group, Lost Generation.

AMERICAN & OTHER NON-BRITISH LITERATURE (POST1945)

Historical, Social and Cultural background of American Literature.

Poets:

H W Longfellow, Walt Whitman, Edgar Allan Poe, James Russell Lowell, Adrienne Rich, Robert Frost, Pablo Neruda
Prose Writers: Ralph Waldo Emerson, Henry David Thoreau

Novelists:

Nathaniel Hawthorne, Ernest Hemingway, Herman Melville, Leo Tolstoy, Henry James, John Steinbeck, Richard Wright, Sylvia Plath, Saul Bellow, Umberto Eco

Dramatists:

Arthur Miller, Tennessee Williams, Eugene O' Neill
Literary Forms/ Terms/ Dramatic Devices: Expressionism, Impressionism.

Literary Movements/Groups/Schools of Poetry:

Transcendentalism, American Dream, Jazz Movement, Harlem Renaissance, Beat Generation, Hippie Movement, New York School of Poetry, American Romanticism, Dark Romanticism, Naturalism, Symbolism, Performance Poetry

INDIAN WRITERS & WRITERS OF INDIAN DIASPORA

Poets:

Rabindranath Tagore, Sri Aurobindo, Sarojini Naidu, Amrita Pritam, Toru Dutt, A K Ramanujan, Jayanta Mahapatra, Amrita Pritam

Novelists:

Raja Rao, R K Narayan, Mulk Raj Anand, Munshi Premchand, Ruskin Bond, Arundhati

Roy, Kamala Das, Anita Desai, Kiran Desai, Sashi Deshpande, Khushwant Singh, V S Naipaul, Monohar Malgaonkar, Salman Rushdie, Bhabani Bhattacharya, Ruskin Bond, Nirad C Chaudhari, Vikram Seth, Arun Joshi, Amitav Ghosh, G V Desani, Bankim Chandra Chatterjee, Rohinton Mistry, Shashi Tharoor, Shobhaa De, Indira Goswami, Bama, Sivakami, Nayantara Sehgal, Bapsi Sidhwa, Michael Ondaatje, Chitra Banerjee Divakaruni, Vikram Chandra, Taslima Nasrin, Faiz Ahmed Faiz, U. R. Anantha Murthy, Jhumpa Lahiri, Upamanyu Chatterjee, Aravind Adiga, Arun Joshi, Chetan Bhagat, Indira Goswami, Indira Parthasarathy, Manju Kapur, Mrinal Pande, Vikas Swarup, Sudha Murthy

Prose Writers:

Mahatma Gandhi, Jawaharlal Nehru, C. Rajagopalachari, B. R. Ambedkar, Jayakanthan, Kalki Krishnamurthy, Dramatists: Girish Karnard, Vijay Tendulkar, Gurcharan Das, Asif Currimbhoy, Badal Sircar.

Unit-V:

CANADIAN WRITERS:

Margaret Atwood, Robertson Davies, Mordecai Richler, Alice Munro, Farley Mowat, Michael Ondaatje, Robert James Sawyer, Douglas Coupland, Leonard Cohen, Margaret Avison, Thomas King, Stephen Leacock, Robert Kroetsch, Mordecai Richler, Sinclair Ross, W. W. Ross, Margaret Laurence, Eden Robinson, Lucy Maude Montgomery, David Brooks, Naomi Klein, Ian Adams, Dianne Warren.

AFRICAN & AFRO-AMERICAN WRITERS:

Chinua Achebe, Wole Soyinka, Amos Tutuola, Camera Laye, Dinaw Mengestu, Mariama Ba, Buchi Emecheta, Bessie Head, Ousmane Sembane, Ngugi Wa Thiong'o, Nadine Gordimer, J. M. Coetzee, Mary Watson, Lauretta Ngcobo, Tsitsi Dangarembga, Mwana Kupona, Ama Ata Aidoo, Chimamanda Ngozi Adichie, Ben Okri, Donald Woods, Langston Hughes, Anne Spencer, Maya Angelou, Yusuf M Adamu.

Literary Movements/Groups/Schools of Poetry:

Negritude

AUSTRALIAN WRITERS:

Sally Morgan, Jean Devanny, Peter Carey, A. A. Phillips, A. D. Hope, A. L. McCann, Thomas Keneally, Patrick White, Morris West, Judith Wright, David Malouf, Carol Ann Duffy, Annie Finch, Geraldine Brooks, Henry Lawson, Paul Jennings, Kerry Greenwood, Matthew Reilly, Tim Winton, Liane Moriarty, John Flanagan.

LITERARY CRITICISM & THEORY

Types of Literary Criticism:

Mimetic, Pragmatic, Expressive, Objective, Historical, Didactic & Biographical Criticism

Major Critical Movements:

Russian Formalism, Archetypal Criticism, New Criticism, Phenomenological Criticism, Feminist Criticism (Gynocriticism, Ecriture Feminine, Phallogocentrism, Three Waves of Feminism), Structuralism, Deconstruction (Aporia, Differance), Reader Response Criticism (Interpretative Communities, Horizon of Expectations, Implied Reader), New Historicism (Discourse), Post Colonial Theory (Alterity, Hybridity), Modernism, Postmodernism

Important Critics and their Works:

Socrates, Aristotle, Plato, I A Richards, Northrop Frye, F R Leavis, Jacques Derrida, Michael Foucault, Roland Barthes, Louis Althusser, Raymond Williams, Edward Said, Wolfgang Iser, Homi K Bhabha, Cleanth Brooks, R P Blackmur, John Crowe Ransom, Stephen Greenblatt.

Books for Study

1. Abrams, M., and Geoffrey Harpham. *Bundle: A Glossary of Literary Terms, 11th + Enhanced InSite for Handbook 1-Semester Printed Access Card*. 11th ed., Cengage Learning, 2014.
2. Blamires, Harry. *A Short History of English Literature (Second Edition)*. 1st ed., Routledge, 1984.
3. Darpan, Pratiyogita. *U.G.C.-NET/JRF/SET Teaching & Research Aptitude (General Paper-1)*. Upkar Prakashan, 2010.
4. Experts, Disha. *20 Sets UGC NET 2019 Paper 1 Phase I & II Solved Papers*. Disha Publications, 2020.
5. Jain, B. B. *An Objective History of English Literature Through Multiple-Choice Questions (for UGC-NET/SLET, TGT & PGT)*. Upkar Prakashan, 2010.

Books for Reference

1. Birch, Dinah. *Oxford Companion to English Literature*. 2014, Print.
2. Blamires, Harry. *A History of Literary Criticism*. Macmillan, 1992, Print.
3. Carter, David R. *Literary Theory. Pocket Essentials*, 2006, Print.
4. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2010, Print.
5. Compton-Rickett, Arthur. *A History of English Literature*. Nabu Press, 2010.
6. Daiches, David. *A Critical History of English Literature in Two Volumes; Volume 1 and Volume 2*. First UK Edition, The Ronald Press/, 1960.
7. Eagleton, Terry. *Literary Theory: An Introduction*. 3rd ed., Univ Of Minnesota Press, 2008.
8. Iyengar, Srinivasa. *Indian Writing in English*. Rev Upd, Sterling, 2013.
9. Trivedi, R. *A Compendious History of English Literature*. Vikas Pub. House, 1976.

Web Resources

1. *EnglishLiteratureWebSitesEssaysBooks&Forum*, www.literature-study-online.com/.
2. "FigureofSpeech." *LiteraryDevices*, 23Sept.2020, literarydevices.net/figure-of-speech/.
3. "Literature | Definition, Scope, Types, & Facts." *Encyclopedia Britannica*, www.britannica.com/art/literature.
3. *LiteraryDevices*, literary-devices.com/.
4. Purdue Writing Lab. "Introduction to Literary Theory// Purdue Writing Lab." *PurdueWriting Lab*, owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html.
5. "VoS:Literature(in English)." *VoS:VoiceoftheShuttle*, vos.ucsb.edu/browse.asp?id=3.

DSE– IV

YEAR	SEMESTER	Title	L	T	C
II	IV	WOMEN'S WRITING	3	1	4

Objectives:

- 1.To understand the writings in Women's Literature
- 2.To compare literature of various women writers for better understanding.
- 3.To study the works of authors from different countries and draw a common theme in their writings.

Course Outcome

CO-1 Recognize and identify the key concepts in Women's writing

CO-2 Discuss with Intersecting dimensions of oppression in various Platform

CO-3 Attempt to solve problems related to gender.

CO-4 Apply the knowledge gained in analyzing the condition of gender- based experiences .

CO-5 Evaluate and integrate the social conditions expressed in literature.

UNIT I: POETRY

Sylvia Plath: Lady Lazarus

E.B. Browning: A Man's Requirements

Maya Angelou: Phenomenal Woman

Imtiaz Dharker : Another Woman

UNIT II: PROSE

Padmini SenGupta: The Position of Women in Ancient India

Vandana Shiva: Ecofeminism: Masculinization of the Motherland

UNIT III: DRAMA

Caryl Churchill : Top Girls

Morsha Norman : Night' Mother

UNIT IV: SHORT STORY

Joyce Carol Oates: The White Cat

Flannery O'Connor: A Good Man is Hard to Find

Katherine Mansfield: The Doll House

C. S. Lakshmi: A Deer in the forest

UNIT V: FICTION

Arundhati Roy: The God of Small things

Margaret Atwood: Surfacing

Manju Kapur: Difficult Daughters

REFERENCES

- Gilbert, Sandra and Susan Gubar. The Mad Woman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination. Yale : Yale Nota Bene, 2000.
- Eagleton, Mary Ed. Feminist Literary Theory: A Reader. 2nd edition. Blackwell Publishers: UK, 1994.
- Jaidka, Manju. From Slant to Straight: Recent Trends in Women's Poetry. New Delhi: Prestige Books, 2000.

DSE – V

YEAR	SEMESTER	Title	L	T	C
II	IV	POSTCOLONIAL LITERATURE	4	1	4

Objective:

1. To understand the influence of the colonial past through the literature of the colonized countries.
2. To compare the themes and concepts common to this literature.

Course Outcome

CO-1 Identity the key concepts and literary forms in post Colonial Literature.

CO-2 Discuss and analyze colonial & Post Colonial literatures.

CO-3 Distinguish the race, Class, Gender, History and identify in the literary texts

CO-4 Examine the Texts critical to in relation Post colonial Theory.

CO-5 Evaluate and formulate arguments about Post colonial Literature.

UNIT I: POETRY

1. P.K. Page: Autumn
2. David Rubadri: An African Thunderstorm
3. Derek Walcott: The Fortunate Traveller
4. Gabriel Okara: The Mystic Drum
5. J.P. Clark: The Casualties

UNIT II: DRAMA

1. Athol Fugard :SizweBansi is Dead
2. GurucharanDas:Larins Sahib

UNIT III: PROSE -I

1. Meenaksi Mukherjee : Interrogating Post Colonialism
2. Bill Ashcroft, Gareth Griffiths: The Empire Writes Back (Introduction) and Helen Tiffin

UNIT IV:PROSE- II

1. Homi K. Bhabha : The Location of Culture
2. NgugiwaThiong'O : From Decolonising the mind I was born ...in the lives of Kenyan children

UNIT V: FICTION

1. Salman Rushdie : Midnight's Children
2. Monica Ali : Brick Lane
3. Michael Ondaatje : The English Patient
4. CarylPhillips : Crossing the River

REFERENCES

- Das, Gurucharan. Three English Plays. New Delhi: Oxford University Press, 2001.
- Ashcroft, Bill. Gareth Griffiths and Helen Tiffin. The EmpireWrites Back. London: Methuen, 1987.
- Bhabha, Homi K. The Location of Culture: New York: Routledge 2012.
- Contemporary Indian Poetry in English: Ed. By SaleemPeeradina
- Ashcroft, Bill, Garreth Griffiths and Helen Tiffin - The Empire Writes Back - London and New York: Roultedge, 1989.
- Narasimiah C.D. Anthology of Commonwealth Poetry. Macmillan
- Abraham, Taisha. Introducing Postcolonial Theories. New Delhi: Macmillan Publishers India, 2007.
- King, Bruce - New National and Postcolonial Literatures - Clarendon Paperbacks.
- Nasta, Susheila. Writing Across Worlds. London: Routledge Taylor & Francis Group, 2004.
- Patke, Rajeev S. Postcolonial Poetry in English. New Delhi: OUP,2006.
- Sarangi, Jaydeep and Binod Mishra. Explorations in Australian Literature. India: Sarup& Sons, 2006.