

M.A. ENGLISH

Programme Code: A102

**CHOICE BASED CREDIT SYSTEM
Syllabus, 2022 – 2023**

PROGRAMME PROJECT REPORT



CENTRE FOR OPEN DISTANCE LEARNING AND ONLINE LEARNING

KARPAGAM ACADEMY OF HIGHER EDUCATION

(Deemed to be University) (Established Under Section 3 of UGC Act, 1956)

(Accredited with A+ Grade by NAAC in the Second Cycle)

Pollachi Main Road, Eachanari (Post) – 641 021, Coimbatore, Tamil Nadu

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Program Outcomes (POs)	
On successful completion of the M. A. English Literature program	
PO1	To shift the focus of literary acquisition from literary to social and interpretative perspectives
PO2	To familiarize with literary theories and criticism
PO3	To acquaint with research methodologies in English literature
PO4	To reflect on literary theories and practice discourse analysis
PO5	To frame interpretative modes of literature and narratives in digital context
PO6	To prioritize reflective competence over the content mastery and rote learning
PO7	To use language laboratories and digital studios to correlate databases, develop apps and software
PO8	To undertake close reading and identify literary elements of seminal texts
PO9	To extend beyond basic comprehension of a literature , and thereby evaluate and appraise its themes, motifs, characters, and structure
PO10	To be authentically creative and critical, and thereby pursue original knowledge in the subject area

Program Specific Outcomes (PSOs)	
After the successful completion of M.A. English Literature, the students are expected to	
PSO1	To interpret the relevant social, historical, and artistic contexts of prescribed literary works
PSO2	To decode and interpret the complex literatures in the most comprehensive ways
PSO3	To comprehend and connect between the language theories, literary methods and instructional practices (teaching and learning)
PSO4	To illustrate MLA style in formatting text and citing sources
PSO5	To devise rhetorical and grammatical conventions in all written assignments
PSO6	To write and proof read content for the books, journals, blog and social media outlets
PSO7	To critically evaluate the contributions and limitations of key thinkers, philosophers and

	writers
PSO8	To critically review books, blogs, articles, movies and other literatures
PSO9	To demonstrate proficiency in conceptualization of phonetic, syntactic, and semantic aspects of language
PSO10	To sensitize towards the issues of gender and equality in language and literary studies
Program Educational Objectives (PEOs)	
M. A. English Literature programme will enable the students to	
PEO1	Revive and sustain an academic interest in literary and cultural studies
PEO2	Foster a research culture in literature, that will enhance reading and creativity
PEO3	Experience in relevant literary models, techniques or critical methods and ability to contribute to developing new ones
PEO4	Research aptitude in Literary Studies and demonstrated ability to work independently
PEO5	Potential to assess resource requirements and use it effectively
PEO6	Capacity to design and develop communicative measures and training programmes
PEO7	Contribute to the Discipline specific and Interdisciplinary skills
PEO8	Record of excellent academic and creative writing skills
PEO9	Manage textual data and maintain reading records
PEO10	Participate in Translation studies and Interpretation, Literary Academia, Media Specialties, Digital Content Writing, Public Relations, Script Writing, Copy Editing and Publishing

FACULTY OF ARTS, SCIENCE, HUMANITIES AND MANAGEMENT
POST GRADUATE PROGRAMME – (CBCS)

M.A ENGLISH LITERATURE

(2022–2023 Batch and onwards)

Course code	Name of the Course	Course category	Objectives and Outcomes		Instruction hours / week			Credit(s)		Maximum Marks			
			PEOs	POs	L	T	P		CIA	ESE	Total	Pg.No	
									40	60	100		
			SEMESTER - I										
22EGP101	Core- Chaucer to Elizabethan Age	CC	-	-	4	-	-	4	30	70	100	-	
22EGP102	Core- Puritan to Augustan Age	CC	-	-	4	-	-	4	30	70	100	-	
22EGP103	Core- Literature of Romantic & Victorian Age	CC	-	-	4	-	-	4	30	70	100	-	
22EGP104	Core- Shakespeare	CC	-	-	4	-	-	4	30	70	100	-	
22EGP105	Core-20 th Century Literature	CC	-	-	4	-	-	4	30	70	100	-	
22EGP106 A	Elective- Advanced Grammar and Usage Health Humanities English Language and Teaching Literature	EC	-	-	4	-	-	4	30	70	100	-	
21EGP106 B			-	-		-	-		30	70	100	-	
22EGP106 C			-	-		-	-		30	70	100	-	
22EGP111	Core- Writing Book Reviews	CP	-	-	4	-	-	2	30	70	100	-	
Semester Total		-	-	-	30	-	-	26	210	490	700-	-	

SEMESTER – II

22EGP201	Core- New Literatures in English	CC	-	-	4	-	-	4	30	70	100	-
22EGP202	Core- Indian Writing in English	CC	-	-	4	-	-	4	30	70	100	-
22EGP203	Core-American Literature	CC	-	-	4	-	-	4	30	70	100	-
22EGP204	Core-Women Studies	CC	-	-	4	-	-	4	30	70	100	-
22EGP205	Core- Literary Criticism	CC	-	-	4	-	-	4	30	70	100	-
22EGP206 A	Elective-Journalism and Mass Communication Media Craft Second Language Learning and Teaching	EC	-	-	4	-	-	4	30	70	100	-
22EGP206B												-
22EGP206C												-
22EGP211	Core- Writing for Media	CP	-	-	4	-	-	2	30	70	100	-
Semester Total		-	-	-	30	-	-	26	210	490	700	

SEMESTER – III

22EGP301	Core-Research Methodology and Rhetoric	CC	-	-	4	-	-	4	30	70	100	-
22EGP302	Core- Comparative Literature and Translation Studies	CC	-	-	4	-	-	3	30	70	100	-
22EGP303	Core- Twentieth Century Criticism-II	CC	-	-	4	-	-	3	30	70	100	-

22EGP304	Core- Langua geand Linguistics	CC	-	-	3	-	-	3	30	70	100	-
22EGP305	Core- ELT and ICT	CC	-	-	3	-	-	3	30	70	100	-
22EGP306A	Elective - English forEmployability Public Speaking andSoft Skills Content Writing	EC	-	-	4	-	-	4	30	70	100	-
22EGP306B									30	70		
22EGP306C									30	70		
22EGP311	Core- Types of Text(Analysi s)	CP	-	-	4	-	-	2	30	70	100	-
22OEP30X	Open Elective- English for Competitive Examinations	-	-	-	3	-	-	2	30	70	100	-
22EGP321	Internship	-	-	-	-	-	-	2	100	-	100	-
Semester Total					30	-	-	26	240	560	800	
SEMESTER – IV												
22EGP40 1	Core-Post –Colonial Literature	CC	-	-	4	-	-	4	30	70	100	76
22EGP40 2	Core-Green Studies	CC	-	-	4	-	-	3	30	70	100	78
22EGP49 1	Core-Project	CC	-	-	20	-	-	8	60	140	200	80
	Semester Total				30	-	-	15	120	280	400	-
	Programme Total							93	780	1820	2600	

SEMESTER-I

22EGP101 CORE - CHAUCER TO ELIZABETHAN AGE 4H – 4C

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To make the learners to appreciate and understand the literature of the early period.
- To make them observe the language of Chaucer's age and its gradual growth down the ages.
- To enhance the learners to be familiar with Metaphysical poems and the poetical devices
- To enable them to understand the historical background of the age
- To make them familiar with the contemporaries of Chaucer and their contribution to literature
- Help them to prepare for the competitive exams.

Course Outcomes:

- Significantly highlight the religious and cultural temperament of the period
- Analyze the language of early writers of the period and rise of plays during the period
- Interpret the different genres employed during the period and contribution of the writers
- Understand the different characters of the dramas in a unique way
- Distinguish the various aspects of tragedy and comedy of the Elizabethan period
- Provide knowledge about Socio cultural and historical development of the Elizabethan Age

UNIT-I -

Chaucer - Prologue to the Canterbury Tales

William Shakespeare: 1. SONNET 73: "That Time of Year thou mayst in me Behold"

2. SONNET 30: "Remembrance of things Past" 3. SONNET 104: "To Me Fair Friend you
Never can be Old" 4. SONNET 116: "Let me not to the Marriage of True Minds".

UNIT-II -

Spenser - Epithalamion, Prothalamion"

Surrey - Of Soote Season

Wyatt - Farewell, Love

UNIT-III -

Donne - Canonisation, Death be not proud.

Herbert - The Collar, Love

Andrew Marvell – To His Coy Mistress, The Definition of Love, The Unfortunate Lover

UNIT-IV - Ben Jonson – Volpone

UNIT-V -

The Parables in the Gospel according to St.Luk

Suggested Readings:

Chaudhuri, Sukanta ed. 1992, An Anthology of Elizabethan Poetry, OUP: Madras.

Coghill and Tolkein ed. 1995, The Pardoner's and Nun's Tale, OUP: Delhi.

Harlow, E. 1971, The Perfect Man. Studies in Luke. GLS: Bombay.

Robinson, F.N ed. 1995, The Prologue to the Canterbury Tales, OUP: Delhi

The Holy Bible. King James Version. Standard Text Edition. Baker: London, 1995

Sinha, Krishna Nandan ed. 1990, Metaphysical Poets, Kalyani: New Delhi.

Johnson Samuel, 2014, Preface to Shakespeare, Createspace Independent Pub; 1st edition

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objectives:

- To train the learners to appreciate the genius of Miltonic ‘grand style’ and to perceive the different literary forms of these ages.
- To enable them understand the features of epic poetry, satire, irony and humor.
- To teach them the various genres of the major writers of the age
- To introduce students to representative texts of the period and their socio cultural connotations.
- To provide knowledge about socio cultural and historical development of the age.
- To train the students to analyse the trends in the literary expression of the period.

Course Outcome:

- Develop knowledge about different genres of poetry of Puritan and Augustan age
- Understand the literary expressions and their relevance to the social and political changes
- Identify the predisposed notions that governs the literary works of the period
- Analyse the trends in the literary expression
- Evaluate and appreciate the use of classical standards in literature
- Interpret any work with a clear understanding of the features of the age

UNIT-I -

John Milton- Paradise Lost (Book IX)
Alexander Pope- An Essay on Criticism
John Dryden- Absalom and Achitophel
Ben Jonson: Inviting a Friend to Supper

UNIT-II -

Johnson: Preface to Shakespeare
Addison and Steele- Select Coverley Papers- ‘The Spectator’s account of Himself’ and “Of the Club”
Dr. Johnson “Easy Writing” in Idler

UNIT-III -

Sheridan- The Rivals
Goldsmith: She Stoops to Conquer
Congreve: The Way of the World

UNIT-IV -

Coverley Papers
Addison- The Spectator’s Account of Himself

Sir Roger at Home

UNIT-V -

Swift- Gulliver's Travels

Emily Bronte: Wuthering Heights

Jane Austen: Emma

Suggested Readings:

Barker, Arthur E. Milton: Modern Essays in Criticism

Deighton, K.ed. 1990, Addison: Coverley Papers from The Spectator, Macmillan: Madras.

Price, C.J.L ed. 1991, The Rivals, OUP: Delhi.

Swift, Jonathan, 1986, Gulliver's Travels, World Classics, OUP: Delhi.

Johnson Samuel , 2014, Preface to Shakespeare, Createspace Independent Pub; 1st edition

Sheridan Richard Brinsley, 2015 The Rivals Palala Press, India.

Goldsmith Oliver 2022, She Stoops To Conquer , Peacock Books, Atlantic Publishers and Distributors (P) Ltd

Swift Jonathan,2003, Gulliver's Travels, Penguin Classics; Revised ed. Edition.

Brontë Emily, 2013, Wuthering Heights, Fingerprint Publishing

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To enable the learners to understand the conflicts of the Victorian Age, the struggle of loss of faith, the pessimism and also the optimism of the time.
- To expose the students to the salient features of Romantic Poetry.
- To enable students to understand special poetic talents achievements of Romantic Poets.
- To make the students study in detail the features of Romantic Age and it's literary background.
- To introduce through the key texts development of the Victorian society.
- To enable them in understanding the differences between Romantic and Victorian Age

Course Outcome

- Know the charm of the Romantic Literature, its novelty, variety and thirst for beauty.
- See the relevance of the Victorian times to modern times.
- Study in detail the literary background of the Victorian period and its features.
- Understand the impact of the society on Literature.
- Evaluate the literary work by considering its historical aspects.
- Interpret the differences between Romantic and Victorian age

UNIT- I - William Wordsworth - Immortality Ode
Shelley - Ode to the West Wind
Samuel Taylor Coleridge- Dejection: An Ode

UNIT- II - Tennyson - Ulysses
Browning - Rabbi Ben Ezra
Thomas Gray-Elegy Written in a Country Churchyard

UNIT- III – Lamb - Dream Children
Carlyle - Hero as Poet (Shakespeare)
Robert Browning - A Grammarian's Funeral

UNIT- IV - Scott - Rob Roy
Matthew Arnold - The Scholar Gypsy

Bernard Shaw -Arms and the Man.

UNIT- V - Charlotte Bronte - Jane Eyre
Thomas De Quincey- Confessions of an English Opium-Eater
Arthur Conan Doyle-The Sign of the Four

Suggested Readings:

An Anthology of Nineteenth Century Poetry, 1995, OUP: Delhi.
Bronte, Charlotte. 1995, Jane Eyre, UBS: New Delhi.
Cowell, Raymond ed. 1994, Critics on Wordsworth, UBS: Delhi.
Dahiya, Bhim S. 1992, Major Trends in English Literature (1837-1945). Academic Foundation: Delhi.
Essays of Elia, 1995, Macmillan: Delhi.
Fifteen Poets.1973, OUP: Madras.
Rangaswamy, P. ed. 1987, Selected Poems of Wordsworth, Macmillan: Delhi.
Seshadri, K.G.ed.1993, Selected Essays of Charles Lamb, Macmillan: Madras
James Chandler, Maureen N. McLane. The Cambridge Companion to British Romantic Poetry, Cambridge University Press, 2008.
David Duff, The Oxford Handbook of British Romanticism, O.U.P. Oxford, 2018.

Instruction Hours / week: L: 4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To enable the learners to appreciate the works of the ‘mastermind’ and his handling of English language.
- To make the students understand the dramatization of Shakespeare, multifarious characters, five unities of a drama, it’s essential features like exposition, conflict/crisis, climax, catastrophe, denouement etc.
- To develop a keen understanding about the structure of Elizabethan theatre and audience especially the groundlings.
- To expose the students to Shakespeare’s plays, Sonnets and Shakespeare’s Theatre and his audience.
- To enable the students to appreciate the language of Shakespeare’s Plays and Sonnets and the variety of themes introduced by him.
- To enable the students to appreciate the language, the style and technique employed by Shakespeare.

Course Outcome:

- Understand and interpret Shakespearean drama.
- Undertake textual analysis of Shakespeare's plays.
- Explain key terms, concepts and dramatic genres in Shakespeare's plays.
- Evaluate Shakespeare's contribution to English language and to the development of modern thought.
- Read and interpret criticism and apply it within an academic argument.
- Write logical and coherent arguments based on evidence and engage in critical debate.

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UNIT-I - The Tempest, Macbeth

UNIT-II - Julius Caesar, Henry IV Part I

UNIT- III –Othello, Measure for Measure

UNIT-IV - Sonnets 16, 30, 60, 75, 116 and 122

UNIT-V - Elizabethan Theatre, Audience, Villains, Heroine and clowns

Suggested Readings:

Anna Jameson, 2010, Shakespeare's Heroines, Books Way

Ellis- Fermor, Una. 1980, Shakespeare’s Drama, Methuen: London.

Grady, Huge. The Modernist Shakespeare.

Hirst, David L. 1971, Julius Caesar, OUP: Chennai.

Iyengar, Srinivasa K.R. Shakespeare: His World and his Art.

Swinden, Patrick.1973, An Introduction to Shakespeare's Comedies, Macmillan: London.

Instruction Hours / week: L: 4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To give the readers a reflection into the various aspects of life, breakdown of old standards, quest for the meaning of life during the 20th century.
- To show the relation between the individual and society, symbolism and mysticism in poetry.
- To discuss the poems in relation to their form and content along with the socio-cultural contexts in which they were composed.
- To explore some of the forms American and British literature took during the first half of the 20th century.
- To help the students in continuing relevance of these texts to the contemporary situation.
- To feed knowledge about the writers and their style during 20th Century.

Course Outcomes

- Demonstrate a good understanding of a range of texts and the work of at least 20 major writers.
- Produce a detailed and sustained analysis of the work of one contemporary writer.
- Recognize the significance of the cultural, religious, social and historical contexts in which texts are produced and comment on the linguistic diversity they contain.
- Identify and use a number of theoretical models that has been applied to contemporary poetic texts.
- Use, with understanding, an appropriate scholarly discourse.
- Demonstrate an increased precision and thoroughness in written and oral communication through course work assignments and oral presentations

UNIT-I

Sailing to Byzantium, *Byzantium*, *Coole Park and Ballylee*,
Leda and the Swan. - W. B. Yeats
The Waste Land T.S.Eliot

UNIT – II -PROSE

Politics and the English Language – George Orwell
Two Cultures – C.P.Snow

UNIT –III - DRAMA

The Apple Cart - Bernard Shaw
Rosencrantz and Guildenstern are dead - Tom Stoppard

UNIT – IV - SHORT STORY

The Jungle Book - Rudyard Kipling
Strange Jest from Three Blind Mice and other Stories - Agatha Christie

UNIT- V - NOVEL

Richard Adams – Watership Down
Aldous Huxley - Brave New World.

Suggested Readings:

Adams Richard, 2012, Watership Down, Penguin UK
Bullough, G. The Trend of Modern Poetry
Gascoingne, B. Twentieth Century Drama
Huxley Aldous Leonard, 2020, Brave New World, Prabhat Prakashan
Jain, Manju ed. 1995, Selected Poems of T. S. Eliot, OUP: Delhi.
Kipling Rudyard, 2018, The Jungle Book Fingerprint Publishing

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objective:

- To build a strong base in grammar
- To support the students in becoming effective communicators
- To develop confidence in students with effective methods thereby making them eligible for all kinds of job opportunities
- To refresh the grammar knowledge of the students to improvise their language.
- To make the students to speak and write errors free English.
- To make the students understand different kinds of communication.

Course Outcome:

- Understand the differences between spoken and written English
- Analyse the need and right usage of grammar
- Remember the basic rules in grammar for effective communication
- Apply their theoretical knowledge in practice
- Discover opportunities that suit their skills
- Develop the knowledge of grammatical system of English language.

Unit: I

Parts of Speech-Noun and Types, Verb-Regular, Irregular, Transitive, Intransitive, Finite, Nonfinite, Gerund, Participles, Infinitives, Pronoun and Types, Adverb and Types, Adjective and Types, Conjunction and types, preposition and types, Interjection

Unit: II Articles, Types of Sentences, Subject and Predicate

Unit: III Tenses- Active and Passive Voice- Auxiliary and Modal Verbs

Unit: IV Degrees of Comparison-Direct and Indirect Speech-Sentence Patterns

Unit: V- Spelling Rules- Punctuation Marks

Suggested Readings:

A University Grammar of English ,Randolph Quirk and Sidney Greenbaum
A Practical English Grammar, Thomson,A.J and Martinet,A.V.
Contemporary English Grammar Structures and Composition, David Green

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To provide narrative dimensions to Health sciences and medical frame work to arts and literary studies
- To broaden the perspectives of illness and public health, providing the literary and cultural scholarship
- To enhance sensitivity and foster appreciation of different cultural, social, aesthetic and historical understandings of health, illness, disability, human suffering and resilience.
- To develop enhanced observational skills, narrative competence, critical thinking and reflective capacity in order to foster humility, empathy and tolerance of uncertainty and ambiguity in medicine.
- To enhance perspective-taking through analysis of personal biases, judgments and blind spots while affirming personal values and respect for the views of others.
- To demonstrate a commitment to personal health, wellbeing and renewal through creative and reflective practice and the cultivation of mindfulness and self-awareness.

Course Outcome:

- Critically evaluate various types of knowledge production in Contemporary Health care practices
- Analyse the role of Language in Well-being, Illness, Mental Health and Regeneration
- Develop the humanistic and cultural perceptions toward Bioethical sciences
- Consider the literary and aesthetic discourses in Health Interventions and Pandemic responses
- Understand the distribution of literary variables in Information and Knowledge
- Accurately characterize the field of health humanities.

Unit:1

- i) The Why, the What and the How of Health Humanities - Introduction, Being a Good Story the Humanities as Therapeutic Practice
- (ii) Arts, Health and Well-being - Page No - 43 to 64

Unit:2

- i) 'This Weird Incurable Disease' - The Rhetoric of Medicine and Health -Chapter 3
- (ii) Plaguing Shakespeare by J.Russell Teagarden (Essay)

Unit:3

Mental Health and Arts

- (i) Why use Arts to Teach Mental Health and Psychiatry? - Victoria Tischler
- (ii) The Quest to understand the Inflicted Mind - Thomas Schramme
- (iii) The Aesthetics of Mania - Rob van Beek

- (iv) Understanding the Human Development - Dialogues with Lifespan Psychology Ulman E.R. Lindenberger, Ursula M. Staudinger
- (v) Maybe You Should Talk to Someone - Lori Gottlieb (2019)
- (vi) The Pains of Sleep (Poem) - S.T.Coleridge

Unit:4

Language and Regeneration

- (i) The Physical, Emotional and Mental Bodies (Page No 13-33)
- (iii) Healing by Design - John Wells Thorpe (Page No 11-25)
- (iv) Biodiversity, Cultural Diversity and Diseases (Chapter 2), Well-being (Chapter 8)
- (iv) Medicine (Poem) - Alice Walker
- (v) Meditation in Hydrotherapy (Poem) - Theodore Roethk
- (vi) Belly Jar - Sylvia Plath

Unit:5

- (i) Bioethics, Values and Responsibilities - Chapter 12
- (ii) Narrative Medicine - (Page No 1-9)
- (iii) Vulnerability, Resilience and the Arts (Page No 64-76)
- (iv) The Sick Child - Munch Edvard (Painting)
- (v) Zygotic Acceleration, Biogenetic, De-Sublimated Libidinal Model (Enlarged x 1000) Chapman, Jake and Dinos (Sculpture)
- (vi) See You On the Other Side - Wong, Matthew (Painting)
- (v) The Yellow Wallpaper - Charlotte Perkin's Gilman,

Suggested Readings:

Health Humanities Reader - Therese Jones, Delese Wear & Lester D. Friedman (2014)

Arts, Health and Well-being : A Theoretical Enquiry for Practice - Stephen Clift, Theo Stickley (2017)

Health, Humanities Reader - Therese Jones, Delese Wear & Lester D. Friedman (2014)

Essay - J. Russell Teagarden, The Literature, Arts and Medicine Database –LITMED

Mental Health, Psychiatry and the Arts – A Teaching Handbook - Victoria Tischler (2010)

How We Heal – Understanding Mind - Body - Spirit Connection - Douglas W Morrison (2013)

The Healing Environment - without and within : Ruth Richardson (2003)

Biodiversity and Health : Linking Life, Ecosystems and Societies - Serge Morand, Claire Lajaunie (2017)

Biodiversity and Health : Linking Life, Ecosystems and Societies - Serge Morand, Claire Lajaunie (2017)

{ Bridging the Gap between Evidence-Based Care and Medical Humanities - Maria Gilulia Marini (2015)

22EGP106C Elective- ENGLISH LANGUAGE AND TEACHING LITERATURE 4H – 4C

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30

External: 70

Total: 100

End Semester Exam: 3 Hours

Course Objective

- To help the students understand the features of literature and use it for language teaching
- To familiarize them with different approaches to use literature in language classes and the major criteria for selecting literary texts to use them in class
- To give adequate practice in writing lesson plans and in designing language activities
- To know the literary forms like poetry, fiction and drama
- To know language's links with society, culture and literature
- To show social and cultural implications of language

Course Outcome

- Identify and use the figures of speech
- Appreciate literary form and structure in shaping a text's meaning
- Know the beauty of the coherence of Language and Literature
- Design language activities and lesson plans for developing both receptive and productive skills
- Make use of their knowledge about various features of literature to create a favourable atmosphere for the acquisition of language skills- Select appropriate literary texts based on criteria for effective teaching and learning of English
- Develop an understanding of various approaches and methods.

UNIT I USING LITERATURE IN LANGUAGE CLASSES

Definitions of literature - the reader and the text - literary competence and grammatical competence – distinct features of the language of literature – reasons for using literature as a resource in language class– preparing a lesson plan for different genres of literature

UNIT II APPROACHES TO USE LITERATURE IN LANGUAGE CLASSES

Approaches: language-based approach, literature as content, literature for personal enrichment – Stylistics for making meaningful interpretations of a literary text – literary meta-language to identify distinctive features in a literary text – criteria for selecting literary texts

UNIT III LANGUAGE THROUGH POETRY

Poetry in the language class - formal features of poetry - poetry for developing oral skills – teaching poetry at different levels - lesson planning - activities for teaching language through poetry.

UNIT IV LANGUAGE THROUGH DRAMA

Distinctive features of plays - the language of the play - the performance of the play - reasons for using plays in language class - plays to improve oral skills - problems of students when using a play.

UNIT V LANGUAGE THROUGH FICTION

Distinctive features of a short story - lesson plan for using a short story - activities for using short story - differences between the novel and the short story - practical problems when using a novel

Suggested Readings:

- Brumfit, C.J. and Carter, R. (eds.) 1986. Literature and Language Teaching. Oxford: Oxford University Press,
Carter, Ronald. (ed.). 1983. Language and Literature, London: Allen and Unwin.,
Collie, J. and Slater, S. 1987. Literature in the Language Classroom. Cambridge: Cambridge University Press.
Hill, J. 1986. Using Literature in Language Teaching. London: Macmillan.,
Lazar, Gillian. 1993. Literature and Language Teaching. Cambridge: CUP.,
Maley, Alan and Alan Duff. 1982. Drama Techniques in Language Learning. Cambridge: CUP.,
Ramsaran, S. 1983, Poetry in the Language Classroom, ELT Journal.
Simpson, Paul. 1993. Language through Literature. New York: Routledge.,
Wessels, C. 1987. Drama. Oxford: Oxford University Press.,
Widdowson, H.G. 1975. Stylistic of Teaching of Literature. London: Longman,

Instruction Hours / week: L: T: 2 P: 2 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objectives

- To understand what is book review.
- To know the differences between summary and book review.
- To know how to concise plot summary of the book.
- To evaluate books logically.
- To know how to review the films.
- To define the characteristics of different genres.

Course Outcomes

- Engage critically with a text
- Evaluate a text meticulously
- Respond personally to a range of different writing genres
- Improve reading, writing, and thinking skills.
- Understand the different cultures of the world.
- Understand various approaches and method in review books and films.

Unit I: Poetry

The Circle Game – Margaret Atwood (Canadian)

Shadow – Wislawa Szymborska (Polish)

I Am Not Alone – Gabriela Mistral (Chilean)

Unit II: Short Stories

Eyes of a Blue Dog – Gabriel Garcia Marquez (colombian)

Dead Roses – Patrick White (Australian)

The Man from Mars – Margaret Atwood (Canadian)

Unit III: Fiction

Rabindranath Tagore - Chokher Bali

Aravind Adiga- *The White Tiger*

Unit IV: Film Review:

J.R.R. Tolkien- The Hobbit

Lewis Carroll-Alice in Wonderland

Unit V:Film Review:

Mary Shelley - *Frankenstein*

Margaret Cavendish - The Blazing World

Suggested Readings:

https://academicseasy.com/2015/07/class-xi-sample-book-review.html#A_Sample_Short_Book_Review_of_The_Time_Machine
Atwood, M. (1966). *The circle game*. Toronto: Contact Press.
Bojanowska, E. M. (1997). Wisława Szymborska: Naturalist and Humanist. *The Slavic and East European Journal*, 41(2), 199–223. <https://doi.org/10.2307/309733>.

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course objectives:

- Interpret the literary texts of various literature.
- Understand the culture and social life of people of other nations through their literature
- Compare the writings from different parts of the world and its features
- To enhance literary and linguistic competence of students.
- To build their vocabularies and to develop an appreciation of language and its connotations and denotations
- Students will analyze literary works in one or more interpretive contexts or frameworks.

Course Outcomes:

- Choose texts from different parts of the world and to understand the background of that literature
- Translate the texts into regional languages
- Apply the theories of comparative literature to study the literature of two different countries
- Analyse the texts from different perspectives
- Develop interest in world literature and its origin
- Identify the literary, cultural, historical, political influence of fictional works in the literary world.

Unit I

Wole Soyinka - Telephonic Conversation, Sir Charles G.D. Roberts - The Solitary Woods Man
Mervyn Morris - Judas A.D. Hope - The Death of a Bird Judith Wright - Full Moon Rhyme
Chitra Banerjee - Indigo

Unit II

Maki Kureshi - The Kittens Ahmed Ali - Dialogue with Lee San Jean Arasanayagam - In the
Month of July EeTieng Hong - A Poem Shirley Lim - Words for Father

Unit III

Drama Patrick White - The Ham Funeral John Pepper Clark - The Masquerade

Unit IV

Detailed B.R. Ambedkar - Why go for Conversion? Carol Shield - A Scarf NasibuMwanukuzi -
Killing Time

Unit V

Fiction

Saul Bellow - The Dangling Man
Chitra Banerjee – The Last Queen

Suggested Readings:

Banerjee Chitra, 2021, *The Last Queen* HarperCollins India (20 January 2021)

Bellow Saul, 2007, *Dangling Man*, Penguin UK

Four Plays. – London : Eyre & Spottiswoode, 1965. – Comprises *The Ham Funeral*, *The Season at Sarsaparilla*, *A Cheery Soul*, and *Night on Bald Mountain*. – Republished as *Collected Plays*, volume 1

https://psmoreadings.blogspot.com/2011/11/killing-time-and-disillusionment-of_2639.html

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objectives:

- To give the learners a perception into the diverse aspects of the Indian writers down the ages.
- To enable the students form an overview of the works of the Commonwealth Writers and the impact of colonization.
- To appreciate and understand literary concepts and the underlying aesthetics of Indian Writing in English
- To apply the life skills thus acquired in solving personal and workplace problems.
- To appreciate new developments in literature and language.
- To provide a learning experience that is entertaining and informative.

Course Outcome:

- Classify the major genres in Indian Writing in English.
- Identify the unique features of Indian texts of India.
- Discuss the major literary features and devices used by Indian writers.
- Examine the major social issues in the context of Indian Literature.
- Explain the use of myth in Indian literary books and its contemporary relevance.
- Examine the concepts of Indian aesthetics and the underlying morals of Indian Literature.

UNIT-I

Aurobindo – Thought the Paraclete
Sarojini Naidu - Coromandel Fisher
E.J.Pratt - Dying Eagle
James McAuley - Invocation
Toru Dutt-Lotus
A.K.Ramanujan-A River

UNIT-II

Ananda Commarasamy: The Dance of Shiv ,Nehru: An Autobiography

Unit-III

Tagore: Muktha Dhara, Gurucharan Das: Larine Sahib

UNIT-IV

Mulkraj Anand - Coolie, Raja Rao- Kantapura

UNIT-V

Rohinton Mistry: Swimming Lesson
Shashi Deshpande: The Intrusion

Suggested Readings:

Begum, Jameela. 1994, Canadian Literature, Macmillan: Madras.

Narasimhaiah, C.D. 1990, *An Anthology of Commonwealth Poetry*, Macmillan: Madras.
Paniker, Ayyappa, 1991, *Modern Indian Poetry in English*, Sahitya Akademi: Delhi.
Paranjabe, Makarand.ed. 1993, *Indian Poetry in English*. Macmillan: Madras.
Peradina, Saleem. 1994, *Contemporary Indian Poetry in English*, Macmillan: Madras. Press,
John. 1994, *Commonwealth Literature*, Heinemann: London.

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Objective:

- To make the learners understand the different genres, style and unique writings of the American writers.
- To expose the students to the richness and plurality of American Literature through selected specimen.
- To acquire an idea of American culture and diversity through these selections
- To keep the students abreast of the American Literary background and culture.
- To make the learners familiar with different literary devices used by the American writers.
- Incorporate multiple information resources presented in the literature.

Course Outcome

- Expose the art of story writing like American short story writers
- Expose the students to the art of play-acting
- Gain knowledge of the poetry of different ages
- Learn new dimensions in connecting emotions and languages and create simple Poems
- To analyze and understand cultural identities.
- To interpret the literary works and various themes.

UNIT-I

Edgar Allan Poe- The Raven
Emily Dickenson- Because I could Not Stop for Death
Robert Frost - Stopping by Woods on a Snowy Evening
Wallace Stevens- The Emperor of Ice Cream
Sylvia Plath-Lady Lazarus

UNIT-II

O'Neill- The Emperor Jones
Tennessee Williams-A Street Car Named Desire

UNIT-III

Emerson- The American Scholar
Poe- The philosophy of Composition
Henry James –The Art of Fiction

UNIT-IV

Hawthorne- The Scarlet Letter
Ernest Hemingway-A Farewell to Arms
Mark Twain-Huckleberry Finn

UNIT-V

O' Henry - After Twenty Years

Ernest Hemingway- Day's wait
Gabriel Garcia Marquez - One of These Days.

Suggested Readings:

Collected Poems of Emily Dickinson and Robert Frost Modern American Drama 1945-2000 by C.W.E Bigsby

Fisher, William J. 1987, An Anthology of American Literature of the Nineteenth Century, Eurasia: New Delhi.

Forster, Richmond ed. Six American Novelists of the Nineteenth Century.

Oliver, Egbert. S. 1986, An Anthology of American Literature 1890-1965. Eurasia: New Delhi.

Thomas, C.T. 1995, 20th Century American Poets. Macmillan: Chennai.

Vinson, James ed. 20th Century American Literature. Macmillan: London.

Twain, Mark, 1835-1910. (1994). *The adventures of Huckleberry Finn*. London ; New York, :Penguin Books.

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- Identify, categorize, and distinguish elements of the main theories associated with Women's and Gender Studies in order to enhance the learners in classroom discussion, papers, and projects appropriate for the discipline.
- Evaluate the reliability and comparative work of competing quantitative and qualitative information resources and their contributions to the field of Women's and Gender Studies.
- Incorporate multiple information resources presented in a variety of media and properly cite these sources.
- Discuss the importance of context for understanding and interpreting women's and men's experiences.
- Recognize societal institutions and power structures that occur within patriarchal society, and analyze the ways in which these institutions and structures impact the material realities of women's and men's lives differently.

Course Outcomes:

- Identify the role of women in the prescribed literary works.
- Understand the portrayal of the victimization of women in society.
- Analyze feminist rereading of wellknown works, directing attention to subversive strategies
- Be aware of the contemporary gender roles and concepts.
- Find the status of women in different society.
- Know the identity issues.

Unit-I Poetry

E.B. Browning : How do I Love Thee? Let me count the Ways

Sylvia Plath : Lady Lazarus

Maya Angelou : Phenomenal Women

Toru Dutt : Sita

Unit-II Prose

Virginia Woolf : A Room of One's Own

Arundhati Roy : The Algebra of Infinite Justice

Unit-III Drama

Mahasweta Devi : Ruddi

Caryl Churchill : Top Girls

Unit-IV Drama

Jhumpa Lahiri : The Namesake

Margaret Atwood : The Handmaid's Tale

Unit-V Fiction

Mary Woolstone Craft: The Vindication of the Rights of Women

Elaine Showalter : Towards a Feminist Poetics

Suggested Readings:

- Atwood, Margaret Eleanor. *The Handmaid's Tale*. Random House, 2017.
- Churchill, Caryl, and Heidi Zerning. *Top Girls*. Bremen: Litag, 1980. Print.
- Churchill, Caryl. *Top Girls*. Place of Publication Not Identified: Hodder Education, 2016. 4.
- Hoffman, Michael J., and Patrick D. Murphy. *Essentials of the Theory of Fiction*. Durham: Duke UP, 1988.
- Lahiri, Jhumpa, and Sarita Choudhury. *The Namesake*. New York: Random House Audio, 2008.
- Lahiri, Jhumpa. *The Namesake*. London: Harper Collins, 2014.
- Roy, Arundhati. *The Algebra of Infinite Justice*. New Delhi: Penguin, 2013.
- Wollstonecraft, Mary. *Vindication of the Rights of Women*. Place of Publication Not Identified: Lulu Com, 2013.
- Woolf, Virginia. *Room of One's Own*. S.I.: Collectors Library, 2017.

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objective:

- To train the learners to understand the works of the critics and then apply the principles of the same to literary texts.
- To introduce the learners to a wide range of critical methods and literary theories
- To enable them to use the various critical approaches and advanced literary theories
- To enhance their analytical skills
- To enable them to mobilize various theoretical parameters in the analysis of literary and cultural texts
- To familiarize the learners with the trends and cross-disciplinary nature of literary theories

Course Outcomes:

- Trace the growth and development of literary criticism and principles.
- Compare and contrast the modern schools of thought with the ancient ones.
- Evaluate literary texts on the basis of psycho analytical, linguistic, and stylistic theories.
- Critically appreciate literary texts.
- To interpret literary works of various literature with different approaches.
- Analyze the critical theories propounded by different critics.

UNIT-I Aristotle: Poetics (Chapters i-xvi, xxv)
Samuel Johnson –“ Preface to Shakespeare” (from English Critical Texts)

UNIT-II Percy Bysshe Shelley– “A Defence of Poetry”
William Wordsworth: Preface to Lyrical Ballads

UNIT-III S. N. Dasgupta – “The Theory of Rasa”
S. K. De – “Kuntaka’s Theory of Poetry: Vakrokti”

UNIT-IV Frye’s Archetypes of Literature
Cleanth Brooks – “Language of Paradox”
Victor Shklovsky – “Art as Technique”

UNIT-V T. S. Eliot: Tradition and the Individual Talent
The Death of the Author- Roland Barthes

Suggested Readings:

Abrams, M.H.2007, A Glossary of Literary Terms. Thompson: United States.
Lodge, David, 1990, 20century Criticism, Longman: London.
Maslen, R. W., 2004. An Apologie for Poetry, Manchester Univ Press: London
Prasad, Birjadesh, 1985, An Introduction to English Criticism. Macmillan: Madras.

Raghunath. Twentieth Century American Criticism

Ramasami, s, and Sethurarnan, 1986. English Critical Tradition I & II, Macmillan, Madras.

Walsh, William. Readings in Commonwealth Literature.

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objective

- To define communication and describe the different types of communication.
- To differentiate between Mass Communication and Mass Media.
- To list out different tools and techniques of Mass Communication
- To describe the theories and models of communication
- To prepare socially responsible media and professionals with a global vision.
- To serve the society and nation by applying acquired professional knowledge.

Course Outcome

- Analyze the various aspects of journalism with objectivity.
- Identify, access and analyze the ideological issues related to journalism.
- Relate to the emerging trends in the field of journalism.
- Gain conceptual knowledge of communication
- Understand access and analyze media effects on various sections of society, and various domain areas.
- Identify and choose different approaches to mass communication

Unit I

1. What is News – Concept and Definition – News Values 2. Duties and Responsibilities of a Journalist 3. Various types of News-follow-up, Curtain Raiser, Human Interest Story etc. 4. News Story Structure Headlines-exercise in writing Headlines-Lead-Significance and its Types 5. Page makeup – its importance and types

Unit II

Reporting – Editing 1. News gathering-sources of news-Hard and Soft sources of News – Beats 2. Reporting (translation) 3. Editing – Translation & its role

Unit III

1. Definition of Mass Communication – Nature and Scope – role of Communicator – Communication process 2. Types of Communication – Downward, Upward, Horizontal, Lateral, Extraorganisational. 3. Communication Barriers – how to remove them.

Unit IV

1. Functions of Mass Media 2. Mass Media-role of Press-role of Radio-role of T.V

Unit V

1. Importance of film Communication-different types of films-censor Board-film Awards 2. Precision in news writing 3. Communication in the coming decade-Computer and Mass Communication – Internet

Suggested Readings

KevalJ.Kumar – Mass Communication in India(Third Edition) Jaico Publishing House, Mumbai

N.Vembusamy – ABC of Mass Media, Blackie Books

Rangaswami Parthasarathy – Basic Journalism, Macmillan

G.K Puri – A Complete Guide to Journalism for All MS Publications

K.M Shrivastava – News Reporting and Editing. Sterling Publishers Private Limited

PLV.Narasimha Rao- Style in Journalism, Orient Longman

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objective:

- To identify and analyze craft techniques in digital writing.
- To inculcate concepts of communication, its role and importance in society.
- To impart knowledge of Mass communication & Journalism covering a wide areas of studies.
- To develop the learner into competent and efficient in Media & Entertainment
- To prepare them Industry ready professionals
- To inculcate professional ethics, values of Indian and global culture.

Course Outcome

- Understanding the fundamental relations between society, culture and communication.
- Provide advanced knowledge on communication theories and models.
- Acquire in-depth knowledge of contemporary issues in media and communication.
- Make use of recent developments and current debates in media and communication through the range of modules.
- Explain the methods of production and technological practices and relevant social issues.
- Demonstrate proficiency in writing in one or more professional media writing applications

UNIT I

Journalists in Action: Handling a news – Inside a newsroom – journalistic process – Characteristics of the journalists

UNIT II

Writing: Making the story – finding focus, Basic determinants –Objectivity – Structuring

UNIT III

Reporting – How Reporters work – Capturing spoken word – Office on the beat

UNIT IV

Specialties: Broadcast Writing – Visual Reporting, Advertising – Public Relations

UNIT V

Laws and Codes: Libel, Ethics and the Taste – Privacy, Journalistic ethics – Personal code – Search for Truth etc.

Suggested Readings

Mencher, Melvin, 1990, Basic News Writing, UBS: Delhi.

22EGP206C Elective- SECOND LANGUAGE LEARNING AND TEACHING 4H – 4C

Instruction Hours / week: L:4 T: 0 P: 0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives

- To educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- To make students aware of the different communicative skills
- To develop among them an ability to effectively communicate in English, both in written and spoken modes.
- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To fulfill the present requirements to enhance second language learning.
- To know language's links with society, culture and literature

Course Outcome

- To understand the issues and problems in current SLA
- To learn from multiple perspectives
- To understand the terminology, important figures, and important studies in SLA to understand the connection between SLA theories/research and teaching/other-language related activities
- To understand the basic ideas of SLA research articles
- To improve their communicative language
- To Evaluate social and cultural implications of language

Unit I

Conditions and Contexts of Language Learning- Introduction to the Course- What does it mean to know a language- Neurological and Cognitive Explanations for Language Learning- Contexts and Issues in Second Language Learning

Unit II

Individual Learner Factors in Learning a Second Language – Individual Differences in Language Learning- Memory in Learning- Intelligence and Language Learning- Aptitude in Language Learning

Unit III

Affective Factors in Second Language Learning-Motivation in Second Language Learning- Learning Styles-Language Learning Strategies

Unit IV

The Social Dynamics of Learning a Second Language-Language and Communication- Language and Culture-Intercultural Communication-Acculturation and Language Learning,ICT-based language teaching, Major issues: i. Teaching English in large classes ii. Teaching English to mixed ability students iii. Using mother-tongue in ELT

Unit V

Factors Affecting the Teaching of a Second Language- Language Policy and Curriculum-The Language Syllabus-The Second Language Development-Assessing Language -Development Materials Development: print and non-print materials, Audiovisual Aids in Language Teaching

Suggested Readings:

Brumfit, C. and K. Johnson (1979), The Communicative Approach to Language Teaching (OUP)

Tickoo, M. L. (2002), Teaching and Learning English (Orient Longman)

Prabhu, N. S. (1987), Second Language Pedagogy (OUP)

Nagaraj, G. (1996), English Language Teaching: Approaches, Methods and Techniques (Orient Longman)

Kudchedkar, S. (Ed.) (2002), English Language Teaching in India (Orient Longman)

22EGP211

Core Practical-: WRITING FOR MEDIA

4H – 4C

Instruction Hours / week: L:0 T: 2 P: 2 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objectives

- To develop basic critical and analytical media writing skills and learn to effectively structure messages for a specific audience.
- To comprehend the foundations, process, and practices of writing and demonstrate proficiency.
- To learn Associated Press style and use it correctly when writing media messages..
- To enable them to gather accurate information.
- To study the impact of new media technologies and pop culture in the field of advertising.
- To introduce students to a variety of analytical perspectives and theories related to media.

Course Outcome

- Understand the dynamic role of the media in society.
- Understand the impact of media on individual attitude, values, behavior and Geopolitics.
- Develop interviewing and researching skills.
- Understand the impact of globalization on media.
- Understand the similarities and differences among all forms of media writing.
- Demonstrate critical thinking skills when generating, consuming and evaluating messages in relevant communication contexts.

Unit I

The Mass Media Audience and the Writer

Who the media audience is and isn't

Levels of commitment

Writing for different media

Informing (announcing) and persuading

Writing for your editor: time and space restrictions

Unit II Storytelling

Developing Characters

Biography: finding the story in a character

Importance of quotes and dialogue

Feature Stories- Function-Structure- Style- Researching a story

UNIT III Advertising

The functions of advertising: informing and convincing

Copy strategy: “the truth well told”

Planning and writing an ad: using text and image

Unit IV

Public Relations

Functions of public relations writing

Public relations, news, and advertising; creating news

Textual tools: press releases, invitations, newsletters, fact sheets, backgrounders, photo and caption, audiovisual NGO and public service announcements

Unit V

Writing for the Web

Characteristics of good and bad writing

Traditional and web writing: similarities and differences

Writing formats

Blog posts

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To make the learners know about the basics of research and the methodology to be followed for the literary research
- Inculcate knowledge on collecting primary and secondary sources/ datas for the research
- Focus on the selection of topics
- Educating the thesis format and its components
- Developing knowledge inductive and deductive research
- Enhancing research writing skills among the learners

Course Outcomes:

- Identify and discuss the role and importance of research in the social sciences.
- Identify and discuss the issues and concepts salient to the research process.
- Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
- Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.
- Write research papers and thesis effectively
- Document their sources as per the methodology

Unit I: Meaning, Nature and Steps of Research

What is research and its objectives?

Types of research Qualities of a Good Researcher

Choosing a topic and formulating the Research Problem

Deciding the Scope and Limitations Developing Hypothesis

Unit II: Materials and Tools of Research

Primary and Secondary sources Books, Anthologies, Biographies, Thesauruses, Encyclopedia, Conference proceedings, Unpublished theses, Newspaper articles, Journals, e-journals, Monographs, Translations, Web references, Library catalogues, Literature Resource Center, Govt. publications, Special libraries, Advanced study centers, Virtual libraries, Web search engines, CDs, DVDs etc. How research in language is different from

research in literature Emerging areas of research in language and literature Use of literary and linguistic theories in research

Unit III: Steps in Research process

Extensive Literature Review Preparing research Proposal Data Collection Analysis/interpretation of Data Generalization and Interpretation of Data Preparing Chapter wise Design

Unit IV: Presentation of Research

Format of the Thesis Language of the thesis Logical Writing, Language and style of the thesis Introductions and conclusions Presentation of findings, Suggestions for future research Writing a Short Research Paper

Unit V: Norms and Conventions

Quotations and Acknowledging the Sources Footnotes and Endnotes, Citation Arranging bibliography and webliography Guarding Against Plagiarism Using Standard Style sheets Roles of Computer & Internet in Research

Suggested Readings:

1. Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers (New Delhi: New Age International)
2. Altick, R. D. (1963), The Art of Literary Research, New York: Norton
3. Barker, Nancy and Nancy Hulg (2000) A Research Guide for Under Graduate Students: English and American Literature, New York: MLA of America
4. Chaskar, A (2009), Doing Research in Literature and Language, Pune: Vaibhav Publications.
5. Chindhade S. S. and Thorat A. An Introduction to Research, Cambridge University Press India Pvt.Ltd. 2009.
6. Eliot, Simon and W. R. Owens (4th edn. 1998), A Handbook to Literary Research, London: Routledge & Open University
7. Gibaldi, Joseph (7th edn. 2003), MLA Handbook for Writers of Research Papers, New York: MLA Association
8. Harner, James L. (2002), Literary Research Guide: An Annotated Listing of Reference Sources in English Literary Studies, New York: MLA of America
9. Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books
10. Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Publisher. 2004.

11. Miller, R. H. (1995), Handbook of Literary Research, Methuen Lenburg, Jeff (2007), Guide to Research, Viva Books
12. Mishra, D. S. (1989), A Grammar of Literary Research, New

22EGP302 Core- COMPARATIVE LITERATURE AND TRANSLATION STUDIES 4H – 4C

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

COURSE OBJECTIVE:

- To read and understand the basics of Commonwealth Literature and translation.
- To learn the nuances of comparative literature with reference to the Postcolonial world.
- To help the students enjoy the artistic comparison of genres.
- To analyze and understand cultural identities.
- To understand the difference between translation and comparative literature.
- To let the students to experience the literature from the commonwealth countries.

COURSE OUTCOME:

- Identify the shared features of various literatures.
- Understand national literature and literary traditions within the context of world literature.
- Understand the content of the national literature
- Discover universality and timelessness of various literary texts.
- Compare literary texts from different historical and literary background.
- Examine the issues discussed in the text in the socio-historic and cultural context. Compose an article in technical writing genre.

Unit I

Comparative Literature – Definitions-Theoretical Component –Scope and Relevance – Methodology –Study of Influences –Study of Reception

Unit II

Study of Translation- Theory of Literary Translation – Adaptation, Abridgement, literal Vs literacy rendering – literature and other arts – music, architecture, theatre, dance and other disciplines

Unit III

Detailed Thirukural – Translation by G.U. Pope 20 couplets – PorutpaalKalvi and OlukkamBharathiar - KuilPattu in comparison with Shelley's – Cuckoo Tagore – Wings of Death – Last Poem of Tagore Borderland Poems 12, 13 in comparison with Emily Dickenson's – I felt a Funeral, in my Brain There came a Day at Summer's full

Unit IV

Drama Detailed Arjun Deo Charan – Yatra (Translated from Rajasthani) Non- Detailed Sriranga – Agnisakshi (from Kannada)

Unit V

Fiction & Short Stories S.S. Pillai – In the Flood (Malayalam) Anita Desai – Fire on the Mountain - A Comparative Study with Toni Morison – Beloved

Suggested reading:

Comparative Poetics: Earl Miner Exile and Kingdom:

Exile and Kingdom : Some Thoughts on Ramayana – Romila Thapar

Ramayana Stories in Modern South India ed Paula Richman

Many Ramayanas: The Diversity of a Narrative Tradition in South Asia – ed. Paula Richman

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To analysis the literary texts, with a critical insight
- To impart the critical evaluation on the literary texts
- To understand the role of a literature student in shaping the course of the society
- To analyse the impact of literature on the society
- To analyse a literary text of any genre like poetry, drama, prose, short story and fiction.
- To train the learners to understands the works of the critics

Course Outcomes:

- Gain the knowledge of literary theories in analyzing the literary text.
- Work as a leader and work in a team effectively in the fields related to Language and Literature.
- Analyse the impact of literature on society and work for the betterment of the society.
- Identify the techniques used in Fictional writing
- Evaluate the literary work by considering its historical aspects
- Understand the principles of the literary texts to use in their writings

Unit 1

Marxist Criticism

Unit 2

Deconstruction

Unit 3

Cultural Materialism

Unit 4

New Historicism

Unit 5

Feminist Theory and Criticism
Eco- Criticism**Suggested Readings:**

1. <https://cpb-us-w2.wpmucdn.com/sacschoolblogs.org/dist/6/32/files/2011/03/Marxist-Criticism-27ydfqa.pdf>
2. <https://jackbalkin.yale.edu/sites/default/files/files/deconessay.pdf>
3. https://www.researchgate.net/publication/331208184_Cultural_Materialism
4. <https://files.eric.ed.gov/fulltext/EJ1179950.pdf>
5. https://www.researchgate.net/publication/228654130_A_Critique_of_Feminist_Theory

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objectives:

- To introduce students to the methodology of modern linguists.
- To teach analytical reasoning via examination of linguistic data.
- To focus on the major core subfields of linguistics-morphology, phonetics, syntax and semantics.
- To make the students aware of sociolinguistics and language variation, historical linguistics and language change, psycholinguistics and language acquisition.
- To enable students to know and form ideas on growth and development of English its structural, grammatical and functional aspects.
- To know social and cultural implications of language.

Course Outcomes:

- Acquisition of professional skills in Linguistics.
- Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.
- Ability to distinguish phonetics, phonology, morphology, syntax, semantics.
- Demonstrate understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.
- Expertise in correct pronunciation of English words.
- Gain an understanding about the varieties of English Language

Unit I -Nature, Theories and Character of Language

What is Language?-Characteristics of Language- Different theories about the Origin of Language- Indo-European Family of Languages-Germanic Family- Landmarks in the History of English

Unit II - Foreign Influences on English Vocabulary

Literary Coinages- Influences of Latin- Greek Influence- French Influence- Bible Translators Shakespeare's Influence- Milton and English Language-List of English words derived from Other Languages (Loan Words) - African, Arabic, Chinese, French, German

Unit III Spelling and Pronunciation

General Considerations-History of Spelling and Pronunciation-Standardizing of Spelling and Pronunciation-The Development of Dictionaries-Spelling and Rhyme-influence of Spelling on Pronunciation

Unit IV Word Meaning

Association-Connotation-Semantic Field- Varieties of Language- Dialect-Idiolect-Standard

English- Register (Feed, Mode and Style)-Grammar- Traditional Grammar-Fallacies- Structural Linguistics-IC Analysis- Transformational Grammar- Deep Structure and Surface Structure
29

Unit V Linguistics

Speech and Mechanics-Organs of Speech-Vowels-Consonants- Diphthongs-PhonemeMorpheme-Stress-Intonation-Neuro Linguistics

Suggested Readings:

1. Wrenn CL. The English Language. London: Methuen, 1966. Print.

References:

1. Ramamuthi, Lalitha. A History of English Language and Elements of Phonetics. Laxmi Publications, 2004. Chapters-1,2,4,9,10,13,14

2. Balasubramanian T .A Textbook of English Phonetics for Indian Students. Laxmi Publications, 2016.

Web Sources:

1. <https://englishsummary.com/10-characteristics-language/>

2. https://digilib.phil.muni.cz/bitstream/handle/11222.digilib/131585/Books_2010_2019_072-2014-1_13.pdf?sequence=1

3. https://www.researchgate.net/publication/322916850_English_Spelling_and_PronunciationA_Brief_Study

4. <https://www.uni-due.de/ELE/VarietiesOfEnglish.pdf>

5. file:///C:/Users/SUBI/Downloads/The%20Sounds%20of%20English.pdf

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objectives:

- To introduce students to the methodology of modern linguists.
- To teach analytical reasoning via examination of linguistic data.
- To focus on the major core subfields of linguistics-morphology, phonetics, syntax and semantics.
- To make the students aware of sociolinguistics and language variation, historical linguistics and language change, psycholinguistics and language acquisition.
- To enable students to know and form ideas on growth and development of English its structural, grammatical and functional aspects.
- To know social and cultural implications of language.

Course Outcomes:

- Acquisition of professional skills in Linguistics.
- Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.
- Ability to distinguish phonetics, phonology, morphology, syntax, semantics.
- Demonstrate understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.
- Expertise in correct pronunciation of English words.
- Gain an understanding about the varieties of English Language

Unit I -Nature, Theories and Character of Language

What is Language?-Characteristics of Language- Different theories about the Origin of Language- Indo-European Family of Languages-Germanic Family- Landmarks in the History of English

Unit II - Foreign Influences on English Vocabulary

Literary Coinages- Influences of Latin- Greek Influence- French Influence- Bible Translators Shakespeare's Influence- Milton and English Language-List of English words derived from Other Languages (Loan Words) - African, Arabic, Chinese, French, German

Unit III Spelling and Pronunciation

General Considerations-History of Spelling and Pronunciation-Standardizing of Spelling andPronunciation-The Development of Dictionaries-Spelling and Rhyme-influence of Spelling on Pronunciation

Unit IV Word Meaning

Association-Connotation-Semantic Field- Varieties of Language- Dialect-Idiolect-Standard

English- Register (Feed, Mode and Style)-Grammar- Traditional Grammar-Fallacies- Structural Linguistics-IC Analysis- Transformational Grammar- Deep Structure and Surface Structure
29

Unit V Linguistics

Speech and Mechanics-Organs of Speech-Vowels-Consonants- Diphthongs-PhonemeMorpheme-Stress-Intonation-Neuro Linguistics

Suggested Readings:

1. Wrenn CL. The English Language. London: Methuen, 1966. Print.

References:

2. Ramamuthi, Lalitha. A History of English Language and Elements of Phonetics. Laxmi Publications, 2004. Chapters-1,2,4,9,10,13,14

3. Balasubramanian T .A Textbook of English Phonetics for Indian Students. Laxmi Publications, 2016.

4. <https://englishsummary.com/10-characteristics-language/>

5. https://digilib.phil.muni.cz/bitstream/handle/11222.digilib/131585/Books_2010_2019_072-2014-1_13.pdf?sequence=1

6. https://www.researchgate.net/publication/322916850_English_Spelling_and_PronunciationA_Brief_Study

7. <https://www.uni-due.de/ELE/VarietiesOfEnglish.pdf>

8. file:///C:/Users/SUBI/Downloads/The%20Sounds%20of%20English.pdf

22EGP304

Core- ELT and ICT

4H – 4C

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To familiarise students with core theories of language education
- To provide a detailed historical view of English Language Teaching
- To enable students in understanding how English language evolved from multiple Contexts
- To enable the students to understand and do practical learning.
- Technology oriented learning is emphasized
- Practical learning is focused to develop language skills of the learners

Course Outcomes

- To explore the role of language in Education and understand notions of language hegemony and hierarchy
- To research on issues that impact language education
- To teach English both as an acquired and skill based subject
- To discuss measures, policies and changes in language education
- To participate in service learning by integrating it as a part of both theory and practice
- To use technologies in ELT

Unit1

A brief history of Language Teaching - Attitudinal Changes in Language and Communication - From English to English's - Language Ethics

Unit2

Competency- based Language Teaching - Communicative Language Teaching – Content based instructions - Task-based Language Teaching - Blended Teaching method

Unit3

English for specific purposes / social purposes - Teaching English in multilingual societies Research in Second language acquisition- Teaching large classes and mixed ability classes – Assessment and Evaluation in ELT- Strategies and techniques for effective self study

Unit4

Defining Service Learning- Service learning and Community Needs – English Language and Community Research – Review and Challenges - Special Educational Needs in ELT

Unit5

Using Technology – Internet, Mobile, Smart Classroom, web resources, ipod - e-content development, e-publishing-education-portal.com - Writing Blog and websites - Free online services-

Suggested Readings:

- 1 Developments in English for Specific Norms: A multi-disciplinary approach. Cambridge, England. Dudley – Evans.T. and St. John.M.J.(1998) Cambridge University Press.
- 2 Richards Jack C. Curriculum Development in Language Teaching. India: Cambridge University Press. 2001
- 3 Bayer, Jennifer. Language and social identity. In: Multilingualism in India. Clevedon: Multilingual Matters Ltd: 101-111. 1990
- 4 Special Educational Needs in English Language Teaching – Robert J Lowe – Research gate July 2016

22EGP306A

Elective- English for Employability

4H – 4C

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

Course Objective

- To gain confidence in speaking & participate in discussion.
- To learn effective communication, problem solving, confidence building and improving attitude.
- To learn to set goals for personal improvement and plan for employability
- To identify the basic principles of communication
- To analyze the various types of communication
- To make use of the essential principles of communication.

Course Outcome

- Identify the prominent methods and models of Communication.
- Acquire the necessary language skills required in the competitive job market.
- Get sufficient practice in Vocabulary, Grammar, Comprehension and Remedial English
- Understand the basic concepts of business communication
- Employ the English language in everyday situations and business scenario
- Communicate fluently and to reach across boundaries of personal and cultural differences.

Unit I

Introduction to Communication Skills

Communication and its importance - Principles of Effective communication - Types of communication – Characteristics of communication – Components of communication- Barriers to communication

Unit II

Listening Skills

Listening Skills Listening-hearing and listening- effective listening- barriers to effective listening- Guidelines for effective listening.

Functional Grammar

Transformation of sentences-Voice change- Change of tense-Spellings

Reading

Reading and understanding simple sentences about self, work and environment

Writing

Construction of simple sentences -Writing simple English

Unit III

Motivational Training

Characteristics Essential to Achieving Success- The Power of Positive Attitude- Self Awareness-Importance of Commitment- Ethics and Values- Ways to Motivate Oneself- Personal Goal Setting and Employability Planning

Unit IV

Facing Interviews

Manners- Etiquettes- Dress code for an Interview- Do's & Don'ts for an interview

Unit V

Behavioral Skills

Problem Solving- Confidence Building- Attitude

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objective

- To make the students confident in public speaking.
- To teach them the nuances of presentation and training them with presentation skills.
- To teach them soft skills through literature.
- To develop skill in oral language as well as voice and body expression
- To critically evaluate ideas and beliefs of others and to draw logical conclusions
- To learn effective organization of ideas

Course Outcome:

- Remember the skills involved in public speaking.
- Understand the ways of approaching the literary pieces for language and soft skills acquisition.
- Use literature as a source to understand the nuances of using the language effectively.
- Analyse the challenges and possibilities of effective public speaking and presentation.
- Shape their personality and communication in a better way to express effectively and impress their audience.
- Effectively communicate through verbal communication and improve the listening skills.

UNIT I

Basic Communication Theory, Becoming a Public Speaker, Purposes of Public Speaking, Ethical Public Speaking, Managing Speech Anxiety

UNIT II

Types of Speeches: Introductory Speeches, Informative speeches, Persuasive speeches, Special Occasion Speeches, and Final speeches

UNIT III

Selecting a topic and purpose, Audience analysis, Scheduling your speech, Organizing your speech, Types of organizational arrangements, Outlining your speech

UNIT IV

Introduction to soft skills
Teamwork

UNIT V

Leadership
Problem solving

Suggested Reading

S.P. Dhanavel, (2013.). *English and Soft skills*. Chennai: Orient Blackswan.

Carnegie, D., Pell, A. R., & Carnegie, D. (2005). *Public speaking for success*. New York: Jeremy P. Tarcher/Penguin.

Carnegie, Dale. *Speaking More Effectively*

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

CONTENT WRITING

Course Objectives:

- Content writing course let the learners deal with the growing complexities associated with content writing.
- It makes the learners enable to cross these hurdles with ease.
- Moreover, it focuses on training the learners to write on a variety of topics.
- The learners get a lot of improvement applying and improving the tactics.
- The career option in content writing will be known to the learners
- Blogging techniques and strategies are taught.

Course Outcomes

- Understand content writing and its types
- Write and develop content
- Develop SEO content and its strategies
- Create their own blogs
- Construct content without plagiarism
-

UNIT - I: Introduction

What is Content Writing?

Importance of Content

Writing Types of Content Writing

Skills required for writing quality content

Content writing as career option

Problems of fraud in content writing

UNIT II: Processes and Principles of writing

Introduction

The principles of non-fiction writing

Technique for writing non-fiction writing

Storytelling techniques

UNIT III: Understanding Audience

Keys to understand the audience

Connection with the readers & ways to make the content impactful

Understanding of the headline Competition analyses

UNIT IV: Understanding Blogging

What is blogging and eBook

How to write eBook? How to start blogging? How to avoid plagiarism

UNIT- V: SEO Content

What is SEO content?

How to SEO the web content?

Types of SEO content

How to develop SEO content strategy?

Suggested Readings:

- 1.Feldar, Lynda. Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound. New Riders, CA, USA. ISBN-13: 978-0321794437, ISBN10: 9780321794437.
- 2.James, Anthony. Blog Writing : The Content Creation Blueprint. Amazon digital services LLDKDP print US, 2018.
- Jones, Colleen. Clout: The Art and Science of Influential Web Content. New Riders, CA, USA. ISBN-13: 978-0321733016, ISBN-10: 0321733010.
- 3.Nielsen, Jakob and Budi, Raluca. Mobile Usability. New Riders, CA, USA. ISBN13: 978-0321884480, ISBN-10: 0321884485.
4. Redish, Janice. Letting Go Of The Words : Writing Web Content That Works. Morgan Kaufmann. ISBN: 0123859301.
- 5.Robinson Joseph. Content Writing Step-by-step. Amazon digital services LLC--KDP print US, 2020. ISBN: 9798603871929.

Instruction Hours / week: L: T: 2 P:2 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objectives:

- To acquire English literary skills and teaching trends and methods
- To give practical experiences in critical analysis, thematic study, stylistic analysis at various texts and contexts
- To interpret literary texts of various genre
- To know various types of narrative text
- To know different styles of narration
- To know the authors' skills of different period

Course Outcomes:

- Understand the language of the period
- Get the knowledge of the different types of texts
- Get in-depth knowledge of the texts and its period
- Understand the theme of the text with period of the author
- Understand the writing style of the poems and drama
- Understand the setting and techniques of drama

Unit I– Narrative Text

Adventure, Mystery, Science Fiction, Fantasy, Historical fiction, Contemporary fiction, Dilemma Stories,

Unit II- Narrative Text

Dialogue, Play scripts, film narratives, Myths, Legends, Fairy tales, Fables, Traditional tales guidance

Unit III– Non-Fiction Text

Discussion texts, Explanatory texts, Instructional texts, Persuasion texts, Non-chronological reports, Recounts

Unit IV- Poetry

Free verse, Visual poems, Structured poems

Unit-V- Drama and One act plays

Setting, Dialogue, Style and Techniques

Instruction Hours / week: L: T: 2 P:2 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Course Objective

- To train learners to crack competitive exams
- To know of various tools that is essential for Competitive Exams
- To enhance their ability to speak in English and face an interview.
- To make the student apply, prepare and clear the competitive exams.
- To prepare the student to concentrate, stay positive and confident.
- To take even failure at ease and continue the target of clearing competitive exams.

Course outcome

- The student may settle in life with a government job in life.
- The student may develop various skills.
- The successful student may guide other students to success.
- Analyse logical reasoning questions, error analysis, and correct usage of words.
- Develop the knowledge of grammatical system of English language.
- Elaborate on the correct structure of sentence

UNIT – I: GRAMMAR

Number-Subject, Verb and Agreement-Articles-Sequences of Tenses-Common Errors

UNIT – II: WORD POWER

Idioms and Phrases-One word substitution-Synonyms-Antonyms-Words often confused

UNIT – III: PARAGRAPH

Expansion of an idea

UNIT – IV: WRITING

Essay- Letters-Memos-Agenda-Resume writing

UNIT – V: SPEAKING

Public Speaking-Group discussion-Interview-Spoken English

Suggested Reading

V. Saraswathi, Maya K. Mudbhatkal (2014). *English for Competitive Examinations*. Emerald: Chennai.

22EGP30X

Internship

2C

Instruction Hours / week: L: T: P: Marks: Internal: 100 External: - Total: 100
End Semester Exam: -

22EGP401

Core- Post-Colonial Literature

4H – 4C

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100
End Semester Exam: 3 Hours

Objectives:

- Acquiring knowledge about the basic concepts in Post colonial Literature
- Identify key questions, authors, and literary forms in postcolonial literature
- Think critically about these texts in relation to postcolonial theory
- Situate these works in their larger cultural contexts
- Analyse the authors of the post-colonial period
- Compare and contrast ideas, representations, and strategies of political and cultural resistance with reference to the historical and social contexts.

Outcomes:

- To develop interpretative skills of close reading
- To Evaluate how race, class, gender, history, and identity are presented and problematised in the literary texts
- Analyse the psychological impact of the process of colonization
- Offer nuanced interpretations, articulate coherent arguments, and develop research skills
- To critically appreciate the texts in the postcolonial perspective
- To use post colonial theories by the close reading of texts.

Unit-I (Selective Poems)

Sonnets of Henry Derozio

Sonnets – Derrick Walkott

Unit-II

One Hundred Years of Solitude – Gabriel Garcia Marquez

July's People - Nadine Gordimer

Unit-III

Chinua Achebe, *Things Fall Apart*

Midnight's Children - Salman Rushdie

Unit-IV

Homi K. Bhabha, *The Location of Culture* (1991)

Achebe, “An Image of Africa: Racism in Conrad’s *Heart of Darkness*”

Unit V

Edward Said, *Orientalism* (1978)

Gayatri Chakravorty Spivak, *In Other Worlds: Essays in Cultural Politics* (1987)

Suggested Readings:

Derozio, Henry Louis Vivian, 1809-1831. Poems of Henry Louis Vivian Derozio : a Forgotten Anglo-Indian Poet. [London] :H. Milford, Oxford University Press, 1923.

Walcott, Derek. Collected Poems, 1948-1984. New York: Farrar, Straus & Giroux, 1986.

García Márquez, Gabriel. One Hundred Years of Solitude. London: Pan Books, 1978.

Gordimer, Nadine. *July's People*. , 1981. Print

Achebe, Chinua. Things Fall Apart. New York: Anchor, 1994. Alcorn, Marshall.

Rushdie, Salman. Salman Rushdie's Midnight's Children. New York :Modern Library, 2003.

Said, Edward W. Orientalism. New York: Pantheon Books, 1978. Print.

Instruction Hours / week: L:4 T: 0 P:0 Marks: Internal: 30 External: 70 Total: 100

End Semester Exam: 3 Hours

GREEN STUDIES

Objectives:

- To expound to the learners the interdisciplinary nature of the course
- To sensitize the learners on grave ecological concerns
- To familiarize the learners with the western eco-critical tools and to expose the learners to the relevant literature in the eco-critical realm
- To synthesize the western eco-critical tools with the poetic sensibilities
- To facilitate the understanding of eco-feminist theory and practice
- To take responsible for the environment.

Course Outcome:

- Learn about the endangered conditions of the earth
- Get awareness and concentrate on the welfare of human life
- Understand the connectivity between women and nature
- Know the sufferings and the strength of nature
- Interconnect nature with human beings.
- Make the students to save the environment.

UNIT I: POETRY: DETAILED

1. The Garden – Andrew Marvell
2. Tree – Tina Morris
3. Our Casuarina Tree – Toru Dutt
4. On Killing a Tree – Gieve Patel
5. There is another Sky – Emily Dickinson

UNIT II: POETRY: NON-DETAILED

1. The Prelude Book 1 – William Wordsworth
2. Snakes – A. K. Ramanujan
3. Pray to What Earth – Henry David Thoreau
4. Spring – Edna St. Vincent Millay
5. God the Artist – Angela Morgan

UNIT III:

Cheryll Glotfelty- “Literary Study in an Age of Environmental Crisis”
John Muir - “God’s First Temples: How Shall We Preserve Our Forests”
Arundhati Roy - The Greater Common Good (Self Study)

UNIT IV:

Nissim Ezekiel - “Poet, Lover, Birdwatcher”
The Nectar in the Sieve – Kamala Markandaya
Tess of the D’Urbervilles – Thomas Hardy

UNIT V:

Tom Regan - “Animal Rights, Human Wrongs” Suketu Mehta “Bhopal Lives”

Select Essays from The Living Plant: A Collection of Writing on the Environment
Vandana Shiva Women's Indigenous Knowledge and Biodiversity Conservation

Suggested Readings:

1. Bharucha, Erach. Environmental Studies for Undergraduate Courses. Hyderabad: UGC Universities Press, 2005.
2. Garrard, Greg. Ecocriticism (New Critical Idiom). New York: Routledge, 2004.
3. Glotfelty, Cheryll and Harold Fromm (ed.) The Ecocriticism Reader: Landmarks in Literary Ecology. London: University of Georgia Press, 1996.
4. Graham Jr., Frank. Silent Spring. Boston: Houghton Mifflin Co., 1970.
5. Green, Mary. The Living Planet: A Collection of Writing on the Environment. Cambridge: CUP, 2011.