



ANNAMALAI UNIVERSITY

302_M.A. English

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted in Affiliated Colleges
from the Academic year 2022 -2023 onwards)

Course Code	Study Components & Course Title	Hours/Week	Credit	Maximum Marks		
				CIA	ESE	Total
Semester I						
22PENG11	Core Course – I: Chaucer and Elizabethan Age	6	4	25	75	100
22PENG12	Core Course – II: Jacobean and Restoration Age	6	4	25	75	100
22PENG13	Core Course – III: Shakespeare	5	4	25	75	100
22PENG14	Core Course – IV: Phonetics and History of English Language	5	4	25	75	100
22PENG15	Core Elective – I	5	4	25	75	100
	Open Elective – I	3	3	25	75	100
	Total	30	23			600
Semester II						
22PENG21	Core Course -V: The Romantic Age	6	4	25	75	100
22PENG22	Core Course – VI: The Victorian Age	6	4	25	75	100
22PENG23	Core Course – VII: Eco Literature	6	4	25	75	100
22PENG24	Core Course – VIII: Fantasy and Horror Literature	5	4	25	75	100
22PENG25	Core Elective – II	5	4	25	75	100
22PFLDC26	Field Study	-	2	25	75	100
22PHUMR27	Compulsory Course: Human Rights	2	2	25	75	100
	Total	30	24			700

List of Core Electives (Internal Elective for Same Major Students)
(Choose 1 out of 3 in each Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
I	22PENG15-1	Technical Writing	5	4	25	75	100
	22PENG15-2	Post-Colonial Literature	5	4	25	75	100
	22PENG15-3	World Popular Short Stories	5	4	25	75	100
II	22PENG25-1	Oral Narratives	5	4	25	75	100
	22PENG25-2	Translation Theory and Practice	5	4	25	75	100
	22PENG25-3	Women's Writing	5	4	25	75	100

List of Open Electives
(External Elective for Other Major Students – Inter/Multi-Disciplinary Courses)
(Choose 1 out of 3 in each Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
I	22PENG16-1	Public Speaking	3	3	25	75	100
	22PENG16-2	Film Study	3	3	25	75	100
	22PENG16-3	English for Tourism	3	3	25	75	100

Semester I Core I	22PENG11 - CHAUCER AND ELIZABETHAN AGE	Credits: 4 Hours: 6
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Course Objectives:

The overall objective of this course is to:

1. Acquaint the students with the literary forms woven in English language and the literary contribution during the age of Chaucer.
2. Enable the student to understand the historical and cultural heritage of the ages
3. Familiarize them with the canons of British literature produced during the age of Chaucer.
4. Help the students familiarize with the diction and the literary technique employed by the writers of the era.
5. Improve the skills of reading, analyzing and understanding the specific scope of literature.

Unit I: Poetry

Geoffrey Chaucer	:	Prologue to the Canterbury Tales.
Sir Thomas Wyatt	:	<i>Farewell Love and all thy Laws for Ever.</i> <i>The Long Love that in my thought I Harbor.</i>
Earl of Surrey	:	<i>Give Place, Ye Lovers.</i> <i>When Raging love with Extreme Pain.</i>

Unit II: Poetry

Edmund Spenser	:	Prothalamion
Shakespeare's Sonnets	:	18, 54, 73, 147.
Sir Walter Raleigh	:	<i>The Passionate man's Pilgrimage</i>

Unit III: Prose/Essay

Francis Bacon	:	<i>Of Studies</i> <i>Of Friendship</i> <i>Of Truth</i>
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Unit IV: Drama

Christopher Marlowe	:	Doctor Faustus
Thomas Kyd	:	The Spanish Tragedy

Unit V: Drama

John Webster	:	The Duchess of Malfi
Ben Jonson	:	Every Man in his Humour

Suggested Reading:

1. Dodd, E.F. From Harmony to Harmony, Chennai, Mac Millan, Publication, 1964.
2. Mehl, Dieter, English Literature in the age of Chaucer. New York: Routledge, 2020.

Course Outcomes:

At the end of the course, the students shall be able to:

1. Obtain a literary acumen to race MCQs of competitive examinations.
2. Analyze literary texts
3. Understand significant developments in the literature during the period of Chaucer and Elizabeth.
4. Create imaginative and original literature in at least one genre.
5. Apply theoretical approaches to critical reading of literary texts.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			2		
CO 4				3	
CO 5					3

Semester I Core II	22PENG12 - JACOBEAN AND RESTORATION AGE	Credits: 4 Hours: 6
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Course Objectives:

By introducing the course, it is intended to:

1. Gain awareness about the themes and writing styles of the period
2. Understand the socio political background of the age
3. Identify the influence of literature of the period on modern times
4. Understand the similarities of the themes till date
5. Gain the spirit of the ages

Unit I

John Milton : *Paradise Lost - Book IX*
 John Dryden : *Mac Flecknoe*

Unit II

John Donne : *A Valediction Forbidding Mourning*
 Andrew Marvell : *To His Coy Mistress*
 George Herbert : *The Pulley*
 Henry Vaughan : *Peace*
 Richard Crashaw : *The Infant Martyrs*
 Alexander Pope : *Epistle to Dr. Arbuthnot*

Unit III

John Dryden : *Preface to the Fables*
 Jonathan Swift : *The Battle of the Books*

Unit IV

Daniel Defoe : *Robinson Crusoe*
 Samuel Richardson : *Pamela*

Unit V

Oliver Goldsmith : *The Good Natur'd Man*
 R. B. Sheridan : *The Rivals*

Suggested Reading:

1. Drabble, Margaret. Oxford Companion to English Literature
2. Dodd, E.F. From Harmony to Harmony, Chennai, Mac Milan, Publication, 1964.
3. Mehl, Dieter, English Literature in the age of Chaucer. New York: Routeledge, 2020.

Course Outcomes:

At the end of the course, the students shall be able to:

1. Enjoy the writing of Milton
2. Learn the lateral thinking
3. Enjoy the humour of Goldsmith
4. Estimate the Metaphysical thinking
5. Learn about the greatness of the writers of the ages

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			2		
CO 4				3	
CO 5					3

Semester: I Core: III	22PENG13– SHAKESPEARE	Credits: 4 Hours: 5
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Course Objectives:

By introducing the course, it is intended to:

1. Enable the students to appreciate the genius of Shakespeare which has made him
a classic of eternal value
2. Enable them to know the historical and present day value of Shakespeare, the Poet-dramatist
3. Trace the evolution of Shakespeare's vision and art
4. Help the student to acquire first-hand knowledge of the plays and poetry of Shakespeare
6. Make the students familiar with the critical judgment through ages

Unit I

Taming of the Shrew

Unit II

Hamlet

Unit III

Antony and Cleopatra

Unit IV

Measure for Measure

Unit V

Samuel Johnson – Preface to Shakespeare
A.C. Bradley – The Substance of Shakespeare Tragedy
T.S. Eliot – Hamlet and His Problems

Suggested Reading:

1. Greenblatt, Stephen. Ed. *The Norton Shakespeare*. 3rd edition. New York: W.W Norton, 2016.
2. Taylor, Michale. *Shakespeare Criticism in the Twentieth Century*. London: Oxford, 2018.
3. Knight, Wilson G. *The Wheel of Fire*. New York: Routledge, 2001
4. Bradley A. C. *Shakespearean Tragedy Lectures on Hamlet, Othello, King Lear and Macbeth*, Macmillan & Co Ltd, 1963.
5. Chickera De Ernst and Enright D. J. *English Critical Essays*, Oxford University Press, Madras, 1986.

Course Outcomes:

At the end of the course, the student will be able to:

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1. Obtain literary acumen in answering multiple choice questions for SET/NET
other competitive examination.
 2. Appreciate the literary and philosophical merits of Shakespeare's plays.
 3. Acquire a comprehensive knowledge of the subtleties and nuances of the
language
of Shakespeare.
 4. Gather various interpretations by various critics of Shakespeare from the study
of
his plays and sonnets.
 5. Acquire an idea of the Elizabethan Theatre.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			3		
CO 4				3	
CO 5					2

Semester I Core IV	22PENG14– PHONETICS AND HISTORY OF ENGLISH LANGUAGE	Credits: 4 Hours: 5
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Course Objectives:

By introducing the course, it is intended to:

1. Enable the students to have an idea of the growth of English as the world language.
2. Enable the students to have an idea as a great borrower, an assimilator, and a propagator.
3. Enable the students to have an idea as an assimilator and a propagator.
4. Impart proficiency in pronunciation and oral communication.
5. Enable the students to train them in the sounds of the language

Unit I

The Organs of Speech
The Description and Classification of the Sounds of English
Phonemic Transcription

Unit II

Vowels, Pure Vowels
Consonants, Consonant Cluster
Diphthongs, Intonation
The Phoneme
The Syllable
Word Accent

Unit III

Place of English in the Indo-European Family of Languages
Characteristics of Old English
Characteristics of Middle English

Unit IV

Word Borrowing (Scandinavian, French, Latin and Greek)
Makers of English (Shakespeare, Milton, Bible Translators)
History of English Spelling and Spelling Reforms
Changes in Meaning of Words

Unit V

Dictionaries and the Growth of Vocabulary
Evolution of Standard English
Growth of American English
English as a Universal Language

Suggested Reading:

1. Sethi, J. and P.V. Dhamija. A Course in Phonetics and Spoken English. New Delhi: Prentice – Hall, 2005.
2. Jones, Daniel. The Pronunciation of English. Cambridge: Cambridge UP, 1998.

3. Wood, F.T. An Outline History of the English Language. Chennai: Macmillan, 1967.
4. A.C. Baugh, A History of the English Language. New Delhi: Allied Publishers, 1997.
5. O' Connor, J.D.O. Better English Pronunciation. New Delhi: Universal Books, 1997.

Course Outcomes:

At the end of the course, the students will be able to:

1. Know the different sounds and symbols of English.
2. Know structure of words.
3. Know the origin of Language.
4. Know about borrowing of words from other languages.
5. Know the value of language.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			2		
CO 4				3	
CO 5					2

<p>Semester: I Core Elective: I</p>	<p>22PENGE15-1-TECHNICAL WRITING</p>	<p>Credits: 4 Hours: 5</p>
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Course Objectives:

By introducing this course, it is intended to:

1. Understand the format requirements
2. Know how to present the information intelligently
3. Estimate the structure formation
4. Understand how to convey the message to the readers
5. Know how to articulate the subject matter lucid manner

Unit I

Defining Technical Writing
Audience Language and Style, Organization

Unit II

Writing Elements
Technical Definitions
Technical Descriptions
Summaries
Graphics
Instructions
Comparison and Contrast

Unit III

Forms of Technical Communication
Technical Reports
Forms, Memos, E-mail
Business Letters
Presentations
The Job Search: Resumes and Letters

Unit IV

Subjects and Verbs – Subjects/Verbs Agreement – Prepositional Phrases –
Pronouns- Pronoun References – Avoiding Shifts – Avoiding Sexism – Modifiers
– The Clause and Simple Sentences – Compound Sentences – Complex and
Compound-Complex Sentences – Fragments, Run-ons, and Comma Splices –
Transition Words - Parallelism

Unit V

Mechanics of Writings – Capital Letters – Abbreviations and Acronyms – End Punctuation – Commas – Colons and Semicolons – Parenthesis, Dashes, Brackets, Ellipses, Slashes, and Hyphens – Apostrophe – Quotations

Suggested Reading:

1. Rutherford, Andrea J. *Basic Communication Skills for Technology*. Delhi:Pearsons, 2001.
2. Mohan, Krishna, and Meenakshi Raman. *Effective English Communication*. New Delhi: Tata McGraw-Hill, 2000.
3. Kinsella, Paul. *The Techniques of Writing*. New York: Harcourt, 1975.
4. Krammer. G. Melinda, et al. *Prentice Hall Handbook for Writers*. New Jersey, 1995.
5. Langan, John. *Sentence Skills with Readings*. New York: McGraw-Hill, 2001.
6. Mohan, Krishna &Meenakshi Raman. *Effective English Communication*. New Delhi: McGraw-Hill, 2000.

Course Outcomes:

At the end of the course, the students will be able to:

1. Construct a variety of flawless sentences in English using appropriate grammatical structures
2. Earn their skills in Technical Writing
3. Draft effective research proposals/reports
4. Exploit the resources of English language for professional development
5. Develop effective introduction and conclusion

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		3			
CO 3			2		
CO 4				2	
CO 5					3

Semester: I Core Elective: I	22PENGE15-2– POST COLONIAL LITERATURE	Credits: 4 Hours: 5
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Course Objectives:

By introducing this course, it is intended to:

1. Identify the key concepts and literary forms in postcolonial literatures.
2. Discuss and analyse colonial and postcolonial discourse.
3. Distinguish how race, class, gender, history and identity are presented and problematized in the literary texts.
4. Examine the texts critically in relation to postcolonial theory.
5. Evaluate and formulate arguments about postcolonial literatures and texts.

Unit-I: Poetry

Gabriel Okara	:	"You Laughed and Laughed and Laughed"
Chinua Achebe	:	"Refugee Mother and the Child"
Derek Walcott	:	"A Far Cry from Africa"
Margaret Atwood	:	"Journey to the Interior"

Unit-II: Poetry

A.D. Hope	:	"Australia"
Faiz Ahmed Faiz	:	"Do not ask, my love"
Judith Wright	:	"Typists in the Phoenix Building"
David Diop	:	"Africa"
Arun Kolatkar	:	"The Bus"

Unit-III: Drama

Wole Soyinka	:	Death and the King's Horseman
Girish Karnad	:	Tughlaq

Unit-IV: Prose:

Edward Said	:	"Orientalism" (Introductory Part)
Ngugi Wa Thiongo	:	"Decolonizing the Mind" (Introduction)

Unit-V: Fiction

Chinua Achebe	:	<i>Things Fall Apart</i>
Isabel Allende	:	<i>The House of the Spirits</i>
Patrick White	:	<i>The Tree of Man</i>
Chimamanda Ngozi Adichie	:	<i>Purple Hibiscus</i>

Suggested Reading:

1. Ryga, George. *The Ecstasy of Rita Joe*. Talonbooks, 2013. Unit- III

2. Soyinka, Wole, and Jane Plastow. *Death and the King's Horseman*, Bloomsbury Methuen Drama, 2017. Unit- III
3. Karnad, Girish. *Tughlaq*. 1989. Unit- III
4. Rušdie Salman. *Midnight's Children*. Vintage, 2013, Unit-V
5. Booker, M. Keith. *Things Fall Apart, by Chinua Achebe*. Salem Press, 2Unit-V
6. Dhawan, Rajinder K. *Commonwealth Fiction*. Classical Publ. Co., 1988.
7. Said, Edward Wadie. *The World, the Text, and the Critic*. Vintage, 1991.
8. Ashcroft, Bill, et al. *The Post-Colonial Studies Reader*. Routledge. Taylor & Francis Group, 2006.
9. Walsh, William. *Commonwealth Literature*. St James Press, 1985.

Web Resource:

1. *Australian Poetry Library*, www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006.
2. *Internet Encyclopedia of Philosophy*, www.iep.utm.edu/literary.
3. "Postcolonial Literature." *Wikipedia*, Wikimedia Foundation, 18 Apr. 2021, en.wikipedia.org/wiki/Postcolonial_literature.

Course Outcomes:

At the end of the course, the students will be able to:

1. Appreciate literary works under Post-Colonial literature
2. Understand global relevance and significance of the Post-Colonial literature.
3. Appreciate the contribution of the writers with a common colonial past.
4. Analyse and evaluate Post-Colonial aspects of literary works.
5. Critically analyse the relevance of the works in the light of globalization.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			3		
CO 4				3	
CO 5					2

Semester: I Core Elective: I	22PENGE15-3–WORLD POPULAR SHORT STORIES	Credits: 4 Hours: 5
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COURSE OBJECTIVES:

BY INTRODUCING THE COURSE, IT IS INTENDED TO:

1. Introduce students to some of the important short stories of the world.
2. Enable the students to study the various techniques and styles employed by the authors.
3. Help them in gaining some insights into the socio-cultural aspects of the regions from where the texts are chosen.
4. Stimulate the sympathetic / empathetic imagination by allowing them to see the world through other's eyes.
5. Induce them to apply their analytical, critical and creative skills in interpreting a work.

UNIT I:

CHINUA ACHEBE (NIGERIAN) : MARRIAGE IS A PRIVATE AFFAIR

Zacharias Topelius (Finnish) : The Birch and the Star

Luigi Pirandello (Italian) : War

ANATOLE FRANCE (FRENCH) : OUR LADY'S JUGGLER

UNIT II

LU HSN (CHINESE) : MEDICINE

HJALMAR SODERBERG (SWEDISH) : THE BURNING CITY

FRANZ KAFKA (GERMAN) : THE OUTLAWS

HANS CHRISTIAN ANDERSON (DANISH) : WHAT THE OLD MAN DOES IS ALWAYS RIGHT

UNIT III

Maxim Gorky : The Mother of a Traitor

Leo Tolstoy : The Candle

Anton Chekov : Misery

Unit IV

William Faulkner : Barn Burning

Edgar Allan Poe : The Black Cat

John Stein Beck : The Chrysanthemums

Unit V

P. G. Wodehouse	:	Leave it to Jeeves
Arthur Conan Doyle	:	A Case of Identity
Frank O' Conner (Irish)	:	The Idealist

Suggested Reading:

1. Frederick.V. *A Pinch of Snuff*, Orient Longman, Chennai, 1990.
2. Modern Short Stories-A Reader, S.Chandand Co, NewDelhi, 1986.
3. Sasikumar.J, Paul Gunasekar, *Spectrum an anthology of Prose*, Orient Longman, Kolkata, 2007.
4. Selected Short Stories of the World. Maples Press, 2010.

Web Sources:

1. https://en.wikisource.org/wiki/My_Man_Jeeves/Leave_it_to_Jeeves
2. <https://www.accuracyproject.org/t-France.Anatole-OurLadysJuggler.html>
3. <https://jerrywbrown.com/wp-content/uploads/2020/02/War-Pirandello-Luigi.pdf>
4. <https://cyc-net.org/cyc-online/cycol-0102-soderberg.html>
5. https://standardebooks.org/ebooks/selma-lagerlof/short-fiction/pauline-bancroft-flach_jessie-brochner_velma-swanston-howard/text/the-outlaws
6. https://andersen.sdu.dk/vaerk/hersholt/WhatTheOldManDoesIsAlways_e.html

COURSE OUTCOMES:

AT THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

1. Develop a critical understanding of fiction.
2. Compare their indigenous literature and culture with other literatures and cultures
3. Gain knowledge about sensitive issues that are dealt with by the writers.
4. Get motivated to explore more works on their own.
5. Write critical, analytical and interpretive articles

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			3		
CO 4				3	
CO 5					2

Semester: II Core: V	22PENG21: THE ROMANTIC AGE	Credits: 4 Hours: 6
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Course Objectives:

By introducing this course, it is intended to:

1. Enable the learners to get acquainted with the unique characteristics of the literature of the Romantic Ages.
2. Enable the learners to get acquainted the knowledge of the Literature.
3. Enable the learners to appreciate and enjoy nature.
4. Enable the learners to have a chance to learn aesthetic pleasure.
5. Enable the learners to know about the romantic movements.

Unit I

Williams Collins:	Ode to Evening
Thomas Gray:	Elegy Written in a Country Churchyard
William Wordsworth:	Ode on the Intimations of Immortality

Unit II

P. B. Shelley:	Ode to Skylark
John Keats:	Ode on a Grecian Urn
Lord Byron:	On this day I complete my thirty sixth year

Unit III

Wordsworth:	Preface to the Lyrical Ballads
S.T. Coleridge:	Biographia Literaria - Chapters IV, XIV, XVIII

Unit IV

P.B. Shelley:	Prometheus Unbound.
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Unit V

Jane Austen:	Pride and Prejudice
Walter Scott:	Kenilworth

Suggested Reading:

1. Willey, Basil. (1972) Samuel Taylor Coleridge, London: Chatto and Windus.
2. King-Hele, Desmond, (1960) Shelley: His Thought and Work, Second Edition
London:
Macmillan.
3. Abrams, M.H. (1953) The Mirror and the Lamp: Romantic Theory and the
Critical
Tradition, New York.
4. Willey, Basil (1940) The Eighteenth-Century Background, London.
5. Eliot, T.S. (1933) The Use of Poetry and the Use of Criticism, London: Faber and
Faber.

Course Outcomes

At the end of the course, the students will be able to:

1. Know the salient features of romantic poetry.
2. Understand special poetic talents of the poets.
3. Know the features of romantic age.
4. Understand the literary background.
5. Know the basic aspects of life.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		3			
CO 3			2		
CO 4				3	
CO 5					2

Semester: II Core: VI	22PENG22: THE VICTORIAN AGE	Credits: 4 Hours: 6
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Course Objectives:

By introducing this course, it is intended to:

1. Enable learners to understand the spirit of Victorian England and its influence on poetry
2. Enable the students to see the relevance of the Victorian times to modern times
3. Make the students to study in details the literary background of the Victorian era and its feature
4. Introduce through the key texts the development of the Victorian era
5. Keep a focus on the concept Victorian age

Unit I

Matthew Arnold	:	“The Scholar Gypsy”
Elizabeth Barrett Browning	:	“If thou must love me”
Alfred Tennyson	:	“Tithonus”

Unit II

D G Rossetti	:	Blessed Damozel
G. M. Hopkins	:	The Pied Beauty
Robert Browning	:	My last Ride Together

Unit III

Mathew Arnold	:	The Study of poetry
Ruskin	:	Seasame and lilies
Thomas Carlyle	:	Hero as man of Letters

Unit IV

George Eliot	:	The Mill on the Floss
Dickens	:	Hard Times

Unit V

Oscar Wilde	:	A Woman of No Importance
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Suggested Readings:

1. Batho, Edith C, Bonamy Dobrée, and Guy Chapman. The Victorians and After, 1830-1914. London: Cresset, 1962.
2. Cecil, David. Early Victorian Novelists: Essays in Revaluation. London: Constable & Co., Ltd, 1934.

3. Colin Clarke. ed. D.H. Lawrence: The Rainbow and Women in Love. London: Macmillan, 1979.
4. Gassner, John. An Anthology. Introduction to the Drama. New York: Holt, Rinehart and Winston, 1963.
5. Gassner, John. An Anthology. Introduction to the Drama. New York: Holt, Rinehart and Winston, 1963.
6. Leavis, F R, and Q D. Leavis. Dickens, the Novelist. New York: Pantheon Books, 1971.

Course Outcomes

At the end of the course, the students will be able to:

1. Equip their knowledge of The Victorian era
2. Analyse the literary texts.
3. Know the difference styles of the writers.
4. Have a critical mind.
5. Learn the technics of poetry

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			3		
CO 4				2	
CO 5					3

Semester: II Core: VII	22PENG C23: ECO LITERATURE	Credits: 4 Hours: 6
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Course Objectives:

By introducing this course, it is intended to:

1. Enable the students to get acquainted with ecological issues.
2. Introduce them to eco literary theory so as to understand Eco literature.
3. Introduce the students, to Eco criticism, which is one of the most relevant critical theories of the post-modern era.
4. Trains them to approach social issues eco-critically.
5. Articulate a deeper understanding of topics, issues, and themes as expressed in environmental literature.

Unit I

Introduction to Eco-Criticism – Definition, Scope and Importance of Eco-Criticism.

William Howarth	Some Principles of Eco-Criticism
William Rueckert	Literature & Ecology: An Experiment in Eco-Criticism
Jonathan Bates	A Language that is Evergreen

Unit II

Rayson K Alex	Towards Green Education
Cheryll Glotfelty	Strong Green Thread
Nirmal Selvamony	Thinai – 1

Unit III

William Wordsworth	“The Solitary Reaper”
Ted Hughes	“Thrushes”
Toru Dutt	“Our Casuarina Tree”
Robert Frost	“Birches”

Unit IV (Non-Fiction)

Amitav Gosh	<i>The Great Derangement</i>
Thoreau	“Higher Laws” From Walden
Wangari Mathai	Nobel Lecture

Unit V

Gita Mehta	A River Sutra
Thakazhi S Pillai	Chemmeen

Suggested Reading:

1. Romantic Ecology: Wordsworth and the Environmental Tradition. London: Routledge, 2013. Print Berg, Peter.
2. Alex, Rayson K., S. Susan Deborah and Sachindev P.S. ed. Culture and Media: Explorations in Ecocriticism.
3. Selvamony, Nirmal, Nirmaldasan and Rayson K. Alex. Essays in Ecocriticism. New Delhi: Sarup and Sons and OSLE-India, 2008. Print. Selvamony, Nirmal and Nirmaldasan. Tinai I, II and III. Chennai: PASO, 2003. Print.
4. The Cambridge Companion to Environmental Literature
5. Beginning Theory – Peter Barry Buell, Lawrence. The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture. Cambridge, MA and London, England: Harvard UP, 1995.
6. Williams, Raymond. The Country and the City. London: Chatto and Windus, 1973.
7. Clark, Thomas. The Cambridge Introduction to Literature and the Environment. Cambridge: Cambridge UP, 2011.
8. Glotfelty, C., & Fromm, H. The Eco-criticism reader: Landmarks in literary ecology. Athens: University of Georgia Press, 1996

Course Outcomes

At the end of the course, the students will be able to:

1. Acquire knowledge in Environmental literature.
2. Apply various approaches to the aesthetic and poetic judgement.
3. Obtain new views on culture, including writers, books and reviewing them as connected to environment.
4. Get acquainted with intra-textual and the extra-textual form of new methodological sequence.
5. Student becomes aware of the cultural ecological system.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		3			
CO 3			2		
CO 4				3	
CO 5					2

Semester: II	22PENG24 - FANTASY AND HORROR LITERATURE	Credits: 4
Core: VIII		Hours: 5

Course Objectives:

By introducing the course, it is intended to:

1. Familiarise the students to the theories and practice of fantasy literature
2. Enable the students to get acquainted with the various theories of fantasy literature
3. Make the students comprehend the different concepts, approaches, and critical practices of fantasy literature
4. Motivate the students to understand the importance of fantasy literary studies

Unit-I

Introduction - What is Fantasy Fiction?

Definitions and Genres of Fantasy

History of Fantasy Literature

Unit-II

Kinds of Fantasy Fiction

1. Children's fantasy
2. Adult fantasy
3. Science fiction
4. Magical Realism

Unit-III

1. Dracula - Bram Stoker

2. The Tell Tale Heart – Edgar Allen Poe

3. The Monkey's Paw – W. W. Jacobs

Unit-IV

Hobbit – J R R Tolkien

The Lion, the Witch and the Wardrobe – C. S. Lewis

The Magician's Nephew - C. S. Lewis

Unit-V

Harry Potter and the Philosopher's Stone – J K Rowling

The Dispossessed – Ursula K. Le. Guinn

Suggested Readings:

1. *The Fantastic*- Tzvetan Todorov. Translated by Richard Howard.
2. *The Cambridge Companion to Fantasy*. Ed. Farah Mendlesohn
3. *The Cambridge Companion to Horror Literature*.

Course Outcomes:

At the end of the course, the students will be able to:

1. Place representative works of science fiction and fantasy in a larger cultural, intellectual, and aesthetic context.
2. Analyse science fiction and fantasy themes, tropes, and modes of expression
3. Understand various fantasy literary theories.
4. Acquire knowledge about various fantasy genres.
5. Express in writing a sound knowledge of the development of science fiction and fantasy.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		2			
CO 3			3		
CO 4				2	
CO 5					3

Semester: II	22PENGE25-1 - ORAL NARRATIVES	Credits: 4
Core Elective: II		Hours: 5

COURSE OBJECTIVES:

By introducing the course, it is intended to:

1. Familiarize the genres of oral literature.
2. Enable them to find connection and continuities as well as to identify the disjuncture between oral and written texts viz. past and present.
3. Develop a sense of appreciation and the aesthetics
4. Encourage the free and independent thought to any research orientation
5. Develop the skills of interpretation, appreciation of literature as well as writing and presentation skills.

Unit I

A general introduction to oral literature as a genre of literature.
 Role of story tellers, musicians, griot, praise-singers, and oral historians in presenting the genealogies
 Historical narratives and oral literature
 Components of oral literature
 Recent developments in the study of oral literature
 Nature and scopes
 Oral literature and society.

Unit II: Myth & Folklore

From The Bhilli Mahabharat : By Bhagavodas Patel
 Trans. By Ajay Dandiker

From The Kunkana Ramayana: By Dahyabhai Vadhu
 Trans. By Jenni Rathod

From the Panchatantra : I Strategy - The Elephant and the Sparrow
 (Discord among Friends)
 II Strategy – Shandili and Sesame Seeds
 (Gaining Friends)
 III Strategy – The Tale of Two Friends
 (War and Peace)
 IV Strategy – The Lion and Foolish Donkey
 (Loss of Gains)
 V Strategy – The Miserly Father
 (Impudence)

Unit III: Legend

Tejan Bal	:	Subhash Pawra Aruna Joshi
Mansinha and Salvan	:	Dahyabhai Vadhu
		Trans. By Avneesh Bhatt

Unit IV: Drama

Budhan	:	A Play by Denotified Chharas
Tagore	:	Chitra

Unit V: Short Forms of Oral Literature

1. Proverbs with stories
2. Riddles
3. Popular Sayings
4. Chant, Slogans., Etc
5. Epithalamium, Lullaby

Suggested Readings:

1. Devy, G.N.Ed. Painted Words: An Anthology of Tribal Literature. New Delhi: Penguin, 2002.
2. https://rohithdankar.files.wordpress.com/2016/01/reading-2_the-great-panchatantra-tales_complet.pdf

Course Outcomes:

By the end of the course, the students shall be able to:

1. Identify the various genres of oral literature
2. Know India's age old literary tradition and cultural traditions through their exposure to oral literature in tradition in English
3. Oral literary text as a tool of cultural study will help students to challenge the differences in social traditions and scientific beliefs.
4. Learn various language patterns and dialogue forms of oral narratives.
5. Able to recognize and completed different variations regional languages and learn the narrative techniques employed by the story tellers, singers, genealogist etc.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			3		
CO 4				2	
CO 5					3

Semester: II Core Elective: II	22PENGE25-2: TRANSLATION THEORY AND PRACTICE	Credits: 4 Hours: 5
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Course Objectives:

By introducing this course, it is intended to:

1. Introduce the students to the different theories of translation
2. Enable the students to understand the significance of translation studies in general
3. Encourage the students to acknowledge the importance of translation in a multilingual country like India
4. Familiarize them with the theories of translation and the current practices
5. Inspire the students to critically evaluate and appreciate the translated genres

Unit I

History of Translation, Problems of Period Study
Types of Translation

Unit II

Meaning – Linguistic meaning
Denotative meaning and Connotative meaning
Equivalence in Translation

Unit III

Problems in Translation, Untranslatability
Transference and Transcription

Unit IV

Translations

1. Scar – Translated by V. Kadambari
2. Thirukkural – Translated by V.V. S Aiyar, Chapters: 11-Gratitude, 16 - Patience
3. Short Stories
“Poisoned Bread” – Arjun Dangle
“Draupadi” – MahaswetaDevi
“The World is Yours” – Translated by Dr. A. Dakshinamurthy

Unit V

Translation Practice
A brief passage or short poem to be given for translation (English to Tamil, Tamil to English) and the problems in translation identified

Suggested Reading:

1. Bassnett, Susan. *Translation Studies*, London: Routledge, 2002
2. Catford, J.C. *A Linguistic Theory of Translation*. Delhi: OUP, 2000.
3. Das, Bijay Kumar. *A Handbook of Translation Studies*. 3rd Revised Ed. Delhi: Atlantic Publishers & Distributors, 2001.
4. Kuhiwazak, Piotr & Karin Littau. *A Companion to Translation Studies*. Hyderabad: Orient BlackSwan, 2011.
5. Nida, Eugene, *Towards a Science of Translating*. Leiden: Brill, 1964.
6. Sawant, Sunil. *Translation Studies: Theories and Applications*. Delhi: Atlantic Publishers 2013.

Course Outcomes

At the end of the course, the student will be able to:

1. Understand the significance of translation work in literary field and acknowledge the various theories of translation studies
2. Understand how literary translation can work as a medium for cultural exchange between countries
3. Obtain skill to translate different genres and forms of literary works, applying the different theories
4. Evaluate and appreciate translated literary works
5. Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	2				
CO 2		3			
CO 3			3		
CO 4				2	
CO 5					3

Semester: II Core Elective: II	22PENGE25-3: WOMENS WRITING	Credits: 4 Hours: 5
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Course Objectives:

By introducing this course, it is intended to:

1. Introduce the learners to the major literary endeavors of women authors.
2. Initiate discussion on issues addressed in the works of women authors.
3. Know the recent developments, in terms of themes, and narrative techniques adapted by the women writers.
4. Enable them to analyze literary texts through the perspective of gender.
5. Know the central points of womanism and feminism.

Unit I: Poetry

Elizabeth Barrett Browning	:	“How Do I Love Thee?” (sonnet 43) “If Thou must Love Me” “The Cry of the Children”
Sylvia Plath	:	Lady Lazarus
Kamala das	:	The Old Play House
Maya Angelo	:	Phenomenal Women

Unit II: Prose

Arunthathi Roy	:	The Greater Common Good
Virginia Woolf	:	Sojourner Truth; Ain't I A Woman?

UNIT III: Drama

Caryl Churchill	:	Top Girls
Lorraine Hensberry	:	A Raisin in the Sun.

UNIT IV: Novel

Mahasweta Devi	:	Rudali
Rupa Bajwa	:	Sari Shop

UNIT V: General

1. Historical Overview and Major Themes in Women's Writing
2. Mary Woolstone Craft : The Vindication of the Rights of Women
3. Elain Showalter : Toward a Feminist Poetics

Suggested Reading:

1. A Hand book of Critical Approaches to Literature, ed.WilfredI.Guerin.etal. Pages. 196-215.
2. An anthology of Literary Theory and Criticism, eds.R.Warkol and Diane. Price Henrdl.p.279-291.

Course Outcomes

At the end of the course, the student will be able to:

1. Interpret literary works by women authors at an advanced level
2. Compare how women authors have represented women in their writings and their relationship with male counterpart.
3. Know how women have been marginalized and denied a voice of their own in canonical literature.
4. Understand how women's writings reflect sociological issue.
5. Apprehend women author's commentary about societal norms.

Outcome Mapping:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3				
CO 2		3			
CO 3			2		
CO 4				3	
CO 5					2