



SREE SANKARACHARYA UNIVERSITY OF  
SANSKRIT, KALADY

# DEPARTMENT OF ENGLISH



SYLLABI OF

M.A. IN ENGLISH LANGUAGE  
AND LITERATURE

*(Outcome Based Teaching, Learning and Evaluation-OBTLE)*



**SYLLABI OF MASTER OF ARTS (MA) IN ENGLISH  
LANGUAGE AND LITERATURE– 2019**

**(Outcome Based Teaching, Learning and Evaluation – OBTLE)**

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<b>PENM12625 Canadian Literature</b>	<b>79-81</b>
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<b>PENM 12627 Psychoanalysis and Literature</b>	<b>85-87</b>
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## **PREFACE**

The year 1994 was a path-breaking year as far as Sree Sankaracharya University is concerned, as the university which was then a reservoir for various Indian languages decided to conceive something so alien as English while establishing a masters degree for the same. This programme is designed to reflect the knowlegde of theories, concepts, techniques and technologies in the human and cultural aspects of English. The study of English covers a broad spectrum ranging from the conventional study of language and literature to such complex discourses as Cultural Studies, Human Discourse studies, etc. In the globalized context of language studies, language has lost many of its functions. The only function of language largely unaffected by globalization is the communicative function. In this changed scenario, proficiency in communication skills has become an essential qualification for employment. Irrespective of the discipline, mastery in communication enhances employability skills of prospective candidates. Courses have been designed in such a way as to cater to the essential contemporary needs of the students.

### **OBTLE Abbreviations**

OBTLE - Outcome Based Teaching and Learning Evaluation

CL - Cognitive Level

Re - Remember

Un - Understand

Ap - Apply

An - Analyse

Ev - Evaluate

Cr - Create

KC - Knowledge Category

Fa - Factual

Co - Conceptual

Pr - Procedural

Me - Meta Cognitive

### **Programme Outcomes (POs) of SSUS for PG Programmes.**

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO2. Communication:** Listen, read, comprehend, speak and write clearly and effectively in person and through electronic media in English/regional language/language of the discipline and exhibit sound domain knowledge including academic concepts and terminologies.

**PO3. Self-directed and Life-long Learning:** Engage in independent and lifelong learning in the broadest context of socio-technological changes.

**PO4. Ethics:** Understand different value systems including one's own, as also the moral dimensions of actions, and accept responsibility for it.

**General Structure of the M.A. Programme:**

Duration	: 4 Semesters
Minimum credits required	: 64 credits
Number of Core Courses	: 44 credits
Elective courses offered by the Department	: 8 credits
Multidisciplinary Electives	: 8 credits
Dissertation	: 4 credits
Total	: 64 credits

## **Programme Specific Outcomes (PSOs) of the Department of English**

1. **PSO 1** – Understand the evolution of English Language, English studies and New Literatures.
2. **PSO 2**- Analyse the aesthetic experience from a critical and political vantage point.
3. **PSO 3**- Discuss the ethical dimensions and theoretical nuances of Language, Literature and Culture.
4. **PSO 4**- Articulate Literature as a critique of power and as a web of production and socio-cultural development.

## **Proposed Division of 11 Core Courses based on PSOs:**

**Theoretical Foundations-** English Literature I- Literary Archive I Chaucer to Milton, Literatures of Americas, English Literature II- Literary Archive II 18<sup>th</sup> Century Literature, English Literature III – Nineteenth Century Literature, English Literature IV- Twentieth Century and Contemporary Literature, Literary Criticism and Theory, Modern Linguistics,

**Contemporary Knowledge-** Post Colonial Writings, Cultural Studies, Indian Literatures in English and in English Translations

## **Proposed Semester wise distribution of courses**

### **Semester I – Core Courses**

<b>Course code</b>	<b>Course name</b>	<b>Credits</b>	<b>Internal Evaluation</b>	<b>External Evaluation</b>
PENM 12601	English Literature I- Literary Archive I: Chaucer to Milton	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12602	Modern Linguistics	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12603	Literatures of the Americas	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam

### **Semester I – Elective Courses (Any One)**

<b>Course code</b>	<b>Course name</b>	<b>Credits</b>	<b>Internal Evaluation</b>	<b>External Evaluation</b>
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PENM 12613	Australian Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12614	European Literatures	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12615	Disability and Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12616	Women and Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12617	English in India: A Historical Study	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12618	Film and Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12619	African Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12620	Literature and Self-Reflexivity	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12621	Ethnicity and Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam

### **Semester II Core Courses**

<b>Course code</b>	<b>Course name</b>	<b>Credits</b>	<b>Internal Evaluation</b>	<b>External Evaluation</b>
PENS 12604	English Literature II- Literary Archive II: 18 <sup>th</sup> Century Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12605	Literary Criticism and Theory	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12606	English Language Teaching	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam

### **Semester III – Core Courses**

<b>Course code</b>	<b>Course name</b>	<b>Credits</b>	<b>Internal Evaluation</b>	<b>External Evaluation</b>
PENM 12607	English Literature III -Literary Archive III: Nineteenth Century Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam

PENM 12608	Cultural Studies	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
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### **Semester III – Elective Courses - Inter-disciplinary Electives**

<b>Course code</b>	<b>Course name</b>	<b>Credits</b>	<b>Internal Evaluation</b>	<b>External Evaluation</b>
PENM 12622	Ecology and Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12623	Translation Studies	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENM 12624	Cyber Culture	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12625	Canadian Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12626	Literature in the Public Sphere/ Domain	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12627	Psychoanalysis and Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12628	Dalit Studies- Focus on Malayalam Dalit Writing	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12629	Communicative English	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12630	Cultural Journalism	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam

### **Semester IV – Core Courses**

<b>Course code</b>	<b>Course name</b>	<b>Credits</b>	<b>Internal Evaluation</b>	<b>External Evaluation</b>
PENS 12609	English Literature IV- Literary Archive IV: Twentieth Century and Contemporary Literature	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam



PENS 12610	Indian Literatures in English and in English Translation	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12611	Postcolonial Writings	4	Assignment, Seminar, Mid Sem Exam	End Sem Exam
PENS 12612	Dissertation	4	Seminar paper presentation	External Evaluation

## **Semester Wise Course Details**

### **Course Outcomes, Content, Tagging and Reading list of Core and Elective Courses**

#### **SEMESTER I**

CORE COURSE: **PENM 12601 English Literature I- Literary Archive I- CHAUCER TO MILTON**

#### **Course Learning Outcomes:**

- CO1. Understand the beginnings of English drama and the influence of the Church
- CO2. Understand the evolution of the lyric, the sonnet and the odes
- CO3. Understand the impact of Renaissance upon literature of the period
- CO4. Analyse the maturing of the theatre and English Drama
- CO5. Understand Revenge Tragedy, Senecan influence and the important Revenge Tragedies in English Literature of the period
- CO6. Analyse the Elizabethan theatre, stage and the works of playwrights who wrote during the period
- CO7. Understand early English poetry, Metaphysical poetry, Cavalier poetry, poetry by women and Pastoral Elegy
- CO8. Understand the evolution of the Epic, Romance and Courtly Literature
- CO9. Discuss the canonical texts of the Elizabethan and Jacobean periods

#### **Course Content:**

##### **Module 1**

The Evolution of the Epic and Romance – Courtly Literature – the Medieval Romance – the Arthurian tradition – the influence of the Church – the evolution of the lyric and the sonnet – John Gower – William Langland -- transition from different language traditions to Chaucer's English – The beginning of drama – Mystery plays –Morality plays – the arrival of printing – the Renaissance – Humanism – the Reformation – the Sonnet -- Odes – Edmund Spenser -- the maturing of theatre and drama – Elizabethan and Jacobean dramatists – Senecan influence – the Revenge Tragedy – the Elizabethan theatre and stage -- Shakespeare – Ben Jonson - new styles in prose – Bacon – Metaphysical poets – Cavalier poets – Pastoral Elegy – John Milton –the Restoration

##### **Module 2**

##### **Prose**

##### **Essential Readings:**

Francis Bacon	: “Of Truth”, “Of Studies”
John Dryden	: <i>An Essay of Dramatic Poesy</i>

##### **General Study:**

Robert Burton	: <i>The Anatomy of Melancholy</i>
Thomas Browne	: <i>Religio Medici</i>
Thomas Hobbes	: <i>Leviathan</i>
Thomas More	: <i>Utopia</i>

### Module 3

#### Poetry

##### Essential Reading:

Thomas Wyatt	: Forget Not Yet
Henry Howard, Earl of Surrey	: The Means to attain Happy Life
Isabella Whitney	: <i>To Her Unconstant Lover</i>
John Donne	: Sonnet X: 'Death Be Not Proud', The Good Morrow, A Valediction Forbidding Mourning
William Shakespeare	: Sonnet 18: 'Shall I compare Thee to a Summer's Day?'
Mary Wroth	: Come Darkest Night
George Herbert	: The Collar, The Pulley
Andrew Marvell	: To His Coy Mistress
Margaret Cavendish	: A World Made by Atoms

##### General Study:

Geoffrey Chaucer	: The Prologue to <i>The Canterbury Tales</i>
Anonymous (Ballads)	: Sir Patrick Spens, Chevy Chase
Edmund Spenser	: <i>Prothalamion</i>
John Milton	: <i>Paradise Lost</i> (Book IX)

### Module IV:

#### Drama

##### Essential Readings:

Christopher Marlowe	: <i>Doctor Faustus</i>
William Shakespeare	: <i>Hamlet</i>

##### General Study:

Ben Jonson	: <i>Volpone</i>
Thomas Kyd	: <i>The Spanish Tragedy</i>
John Webster	: <i>The Duchess of Malfi</i>
John Milton	: <i>Samson Agonistes</i>
William Shakespeare	: <i>The Tempest</i>

##### Recommended Readings:

Stephen Greenblatt	: <i>Renaissance Self-Fashioning</i>
EMW Tillyard	: <i>The Elizabethan World Picture</i>
John Drakakis (ed.)	: <i>Alternative Shakespeare</i>
Terry Eagleton	: <i>Shakespeare and His Age</i>
Ania Loomba	: <i>Race, Gender and Renaissance Drama</i>
Pramod K. Nayar (ed.)	: <i>English Poetry from the Elizabethans to the Restoration: An Anthology</i>

# CORE COURSE- PENM-12601 LITERARY ARCHIVE – I: CHAUCER TO MILTON

Credits: 4

Total no. of hours: 72

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand the beginnings of English Drama and the influence of the Church	PO1, PO2 PSO1, PSO2	U	C, F	5	0	Seminars and assignments
CO 2	Understand the evolution of the Lyric, the Sonnet and the Odes	PO1, PO2 PSO1, PSO2	U	C, F	5	0	”
CO 3	Understand the impact of the Renaissance upon the Literature of the period	PO1, PO2, PO3 PSO1, PSO2	U	C, F	5	0	”
CO 4	Analyse the maturing of the Theatre and English Drama	PO1, PO2, PO3 PSO1, PSO2, PSO3, PSO4	An	C, P	5	0	”
CO 5	Understand Revenge Tragedy, Senecan influence and the important Revenge Tragedies in English Literature of the period	PO1, PO2 PSO1, PSO2	U	C, F	10	0	”
CO 6	Analyse Elizabethan theatre and stage and the works of playwrights who wrote during the period	PO1, PO2 PSO1, PSO2, PSO4	An	C, P	15	0	”
CO 7	Understand early English poetry, Metaphysical poetry, Cavalier poetry, poetry by women and Pastoral Elegy	PO1, PO2 PSO1, PSO2	U	C, F	10	0	”
CO 8	Understand the evolution of the Epic, Romance and Courtly Literature	PO1, PO2, PO3 PSO1, PSO2	U	C, F	10	0	”
CO 9	Discuss the canonical texts of the Elizabethan and Jacobean periods	PO1, PO2, PSO1,2,3,4	An	C, P	7		”

## **CORE COURSE: PENM 12602 – MODERN LINGUISTICS**

### **Course Learning Outcomes:**

- CO1. Understand the key concepts in Modern Linguistics
- CO2. Understand the major texts in Modern Linguistics
- CO3. Critically evaluate the major concepts in Modern Linguistics
- CO4. Create a reading position and approach in this area
- CO5. Interpret and explain the major concepts in Modern Linguistics
- CO6. Analyse the contemporary relevance of Modern Linguistics
- CO7. Critically engage with the new works in this field

### **Course Content:**

#### **Module 1**

Linguistic analysis at different levels-Phonetics and Phonology- Phone, Phoneme, Allophones  
Minimal pairs, English Consonants, Vowels, Diphthongs, Syllables

Morphemes and Morphology, Allomorphs, Lexemes, Root and Stem- Typological classification-  
Grammatical categories. Supra-segmental features, Stress and Intonation

Semantics, Types of change in meaning- Synonyms, Antonyms, Polysemy, Homonyms, Hyponymy

Semiotics, Sign, Signification, Clause, Sentence, Phrase Structure, Tree Diagram, Box Diagram,  
Modern theories of Syntax.

#### **Module 2**

Structural linguistics, Syntagmatic and Paradigmatic relations, Langue and Parole, Complementary  
and Parallel distributions.

Form classes- Contributions of Saussure and Bloomfield, the limitations of Structuralist method

Transformational analysis- Chomskyan alternative, Generative Grammar, T.G Grammar- Surface  
structure and Deep structure, Competence and Performance the Relationist approach, Universal  
Grammar.

#### **Module 3**

Brief study of varieties of linguistics - Historical linguistics, Diachronic and Synchronic studies,  
Socio - linguistics, Psycholinguistics, Applied Linguistics- Schools of Modern Linguistics,-  
London school, Prague School- Stratification Grammar- Tagmemics, Glossematics- Stylistics,  
Pragmatics.

**Discourse Analysis – as a subfield of structure-focused linguistics**

Dialectology - varieties of language, Dialect, Idiolect, Style, Register, Slang, Pidgin, Creole - Lexicography.

#### Module 4

Development of English Language through centuries – A diachronic perspective

Contemporary situation – Varieties of English – English in Britain and Overseas – The Englishes: American English -Canadian English – Indian English - African English – Australian English - New Zealand English

#### Recommended Reading

- David Crystal : *Linguistics*
- William O' Fredy : *Contemporary Linguistics* (ed.)
- L Trask : *Historical Linguistics* (ed.)
- Andrew Radford B : *Linguistics: An Introduction*
- Bloomfield : *Language*
- Virginia P. : *Language : Introductory Readings*
- Grover Hudson : *Essential Intoductory Linguistics*
- Noam Chomsky : *Syntactic Structures*
- Noam Chomsky : *Aspects of the Theory of Syntax*
- Saussure : *A Course in General Linguistics*
- John Lyons : *Language and Linguistics*
- John Lyons : *An Introduction to Theoretical Linguistics*
- Noel Burton : *An Introduction to English Syntax*
- James Paul Gee : *An Introduction to Discourse Analysis: Theory and Method*
- Laura Alba-Juez : *Perspectives on Discourse Analysis: Theory and Practice*
- R.W.Langacker : *Language and its Structure*
- Kingsley Bolton, and Braj Kachru (eds.) : *Asian Englishes.*
- Burchfield, Robert (ed.) : *English in Britain and Overseas :Origins and development :The Cambridge History of the English Language. Vol. 5.*
- Braj Kachru, Yamuna Kachru and Cecil L. Nelson (eds.) : *The Handbook of World Englishes.*
- Tom McArthur : *The English Languages*

**CORE COURSE : PENM-12602 MODERN LINGUISTICS**

**Total hours: 72**

**Credit 4**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs.	Field Visits Hrs.	Assessment
CO 1	Understand the key concepts in Modern linguistics	PO 1/ PSO 1	U	C	10	0	Assignment & seminars
CO 2	Understand the major texts in Modern linguistics	PO1 /PSO 1,3	U, C	F	12	0	Assignment & Seminars
CO 3	Critically evaluate the major concepts in Modern linguistics	PO 1,4 /PSO 3,4	E	P	8	0	Assignment & Seminars
CO 4	Create a reading position and approach in this area	PO1,4 /PSO 3,4	A, C	P	5	0	Assignment & seminars
CO 5	Interpret and explain the major concepts in Modern linguistics	PO 1,2,4 /PSO 2,3,4	A	P, M	15	0	Assignment & seminars
CO 6	Analyse the contemporary relevance of Modern linguistics	PO 1,4 /PSO 2,3,4	A	P, M	8	0	Assignment & seminars
CO 7	Critically engage with new works in this field	PO1,4 /PSO 2,3,4	A	M	10	0	Assignment & seminars

## CORE COURSE- PENM 12603      LITERATURES OF THE AMERICAS

### Course Learning Outcomes:

- CO1. Understand the evolution of American Renaissance, Philosophical and Literary Movements of Transcendentalism and Romanticism
- CO2. Understand American literary movements - Realism and Naturalism. Explore its effects in American Literature
- CO3. Exemplify the effects of American Modernism in American Literature
- CO4. Trace the development of Feminism in American Literature
- CO5. Trace the development of Afro-American Literature
- CO6. Explore the effects of Depression on Depression Literature in America
- CO7. Trace the origin and development of Harlem Renaissance
- CO8. Understand the new literary forms - Metafiction and Metatheatre
- CO9. Understand the national and regional identities evinced in Latin American Literature
- CO10. Exemplify the new genre developed in Latin America - Magic Realism novels

### Course Content:

#### Module 1

American Renaissance –Transcendentalism – Romanticism – Rise of the novel in America – Realism in American Literature – Naturalism – Frontier experience – Modernism – Feminism – Afro American Literature – Depression – Depression Literature – Great Migration and Harlem Renaissance – Metafiction – Meta theatre - Beginnings of the narrative in the new nations of Latin America – national and regional identities – Latin American boom – Magic Realism

#### Module 2

##### Prose and Fiction

##### Essential Reading:

- |                        |  |
|------------------------|--|
| Henry James            | : <i>Art of Fiction</i>                                      |
| Martin Luther King Jr. | : 'I Have a Dream'   |
| Toni Morrison          | : "Black Matters" (Chapter 1 of <i>Playing in the Dark</i> ) |
| Gabriel Garcia Marquez | : "The Solitude of Latin America" (Noble Lecture)            |



## General Study:

H. D. Thoreau	: 'Civil Disobedience'
Nathaniel Hawthorne	: 'Young Goodman Brown' (Short Story)
Mark Twain	: <i>The Adventures of Huckleberry Finn</i>
William Faulkner	: 'The Bear' (Short Story)
Ernest Hemingway	: <i>The Old Man and the Sea</i>
John Steinbeck	: <i>Grapes of Wrath</i>
James Baldwin	: <i>Go, Tell It on the Mountain</i>
Bernard Malamud	: 'The Magic Barrel' (Short Story)
Alice Walker	: <i>The Color Purple</i>
Jorge Luis Borges	: 'The Garden of Forking Paths' (Short Story)
Alejo Carpentier	: <i>Kingdom of this World</i>
Carlos Fuentes	: <i>The Death of Artemio Cruz</i>
Gabriel Garcia Marquez	: <i>One Hundred Years of Solitude</i>

## Module 3

### Poetry

#### Essential Reading:

Emily Dickinson	: "The Chariot", "Safe in Their Alabaster Chambers"
E.A. Poe	: "The Raven"
Robert Frost	: "Mending Wall", "Birches"
Ezra Pound	: "Hugh Selwyn Mauberley" (Stanzas I to V)
Wallace Stevens	: "Emperor of Ice Cream", "Sunday Morning"
Sylvia Plath	: "Lady Lazarus"
Jose Marti	: "I Dream Awake" (from <i>Ismaelillo</i> ), "I'm So Frightfully Unhappy"
Octavio Paz	: "No More Clichés"
Gabriela Mistral	: "The Alpaca", "Decalogue of the Artist"
Pablo Neruda	: Canto XII from <i>Heights of Machu Pichu</i> , "Cat's Dream"

#### General Reading:

Walt Whitman	: "When Lilacs Last in the Dooryard Bloomed"
W.C. Williams	: "The Red Wheelbarrow"
John Berryman	: "The Ball Poem"
Robert Lowell	: "Children of Light"
Theodore Roethke	: "What Can I Tell My Bones?"
Denise Levertov	: "The Jacob's Ladder"
Ruben Dario	: "Far Away", "Fatality"
Delmira Agustini	: "I Live, I Die, I Burn, I Drown", "Explosion"
Cesar Vallejo	: "To My Brother Miguel in Memoriam"
Mario Faustino	: "Carpe Diem"

## Module 4

### Drama

#### Essential Reading:

Arthur Miller : *The Crucible*  
Sam Sheppard : *Buried Child*

**General Reading:**

Eugene O'Neill : *Emperor Jones*  
Tennessee Williams : *The Glass Menagerie*  
Edward Albee : *Who is Afraid of Virginia Woolf?*  
Lorraine Hansberry : *A Raisin in the Sun*  
Rodolfo Usigli : *The Impostor: A Play for Demagogues*

**Recommended Reading:**

Donald N. Coster : *Transcendentalism in America*  
F.O. Matthiessen : *American Renaissance*  
Richard Ruland & Malcolm Bradbury: *Puritanism to Postmodernism: A History of American Literature*  
Philip Swanson : *Latin American Fiction*  
Leslie Bethell (Ed.) : *A Cultural History of Latin America*  
  
Eduardo Galeano : "Lust for Gold, Lust for Silver," pp.11-59 of *Open Veins of Latin America*  
  
Griselda Gambaro : *Information for Foreigners*

**CORE COURSE: PENM 12603 LITERATURES OF THE AMERICAS**

**Total hours: 72**

**Credit 4**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand the evolution of American Renaissance, Philosophical and Literary Movements of Transcendentalism and Romanticism	PO1 PSO1,2	U	C	10	0	Assignment & seminars
CO 2	Understand American literary movements called Realism and Naturalism. Explore their effects in American Literature.	PO1 PSO2	U An	C	10	0	“
CO 3	Exemplify the effects of American Modernism in American Literature	PO1 PSO2	U	C	10	0	“
CO 4	Trace the development of Feminism in American Literature	PO1,4 PSO1,2,3	U App	C	6	0	“
CO 5	Trace the development of Afro-American Literature.	PO1,4 PSO4	U	App	6	0	“
CO 6	Explore the effects of Depression on Depression Literature in America	PO1,2 PSO4	U An	C	2	0	“
CO 7	Trace the origin and development of Harlem Renaissance	PO1,4 PSO4	U App	C	6	0	“
CO 8	Understand the new literary forms called metafiction and metatheatre	PO1,2 PSO3	U	C	6	0	“
CO9	Understand the national and regional identities evinced in Latin American Literature	PO1,4 PSO4	U	C	8	0	“
CO10	Exemplify the new genre developed in Latin America called Magic Realism novels.	PO1 PSO1,2,3	U	C	8	0	“

## ELECTIVE COURSE: PENM- 12613- AUSTRALIAN LITERATURE

### Course Learning Outcomes:

- CO 1 Understand Australia and the evolution of Australian literature
- CO 2 Understand Australian Literature and Culture through canonical texts of Australia
- CO 3 Understand Aboriginal Culture and the narratives of Aborigines
- CO 4 Analyse the oral tradition and song cycles
- CO 5 Understand Jindyworobak movement and the concept of Angry Penguin
- CO 6 Analyse the impact of colonial incursions and the settlements through the writings from Australia
- CO 7 Analyse the impact of Racism and Transnationalism
- CO 8 Evaluate the literary texts of Australia from a Postcolonial perspective

### Course Content:

#### Module 1

##### Background

The aboriginal narratives – oral traditions – song cycles – geographical imagination  
Colonial incursion and settlement– convict life – Nationalism – Modernism – Jindyworobak  
Movement – the Outback –Angry Penguins – Postcolonial critique – Feminism

#### Module 2

##### Prose and Fiction

Marcus Clarke	: <i>For the Term of His Natural Life</i>
Miles Franklin	: <i>My Brilliant Career</i>
Henry Lawson	: “The Drover’s Wife” (Short fiction)
Barbara Baynton	: “The Chosen Vessel” (Short fiction)
Christina Stead	: <i>The Man Who Loved Children</i>
Patrick White	: <i>Voss</i>
Thomas Keneally	: <i>Schindler’s Ark</i>
Sally Morgan	: <i>My Place</i>
Peter Carey	: <i>Oscar and Lucinda</i>
David Malouf	: <i>Remembering Babylon</i>

#### Module 3

##### Poetry

Charles Harpur	: “A Flight of Wild Ducks”
Adam Lindsay Gordon	: “The Sick Stockrider”
Henry Kendall	: “September in Australia”
A.B.(“Banjo”) Paterson	: “Waltzing Matilda”
Henry Lawson	: “Andy’s Gone with Cattle”, “The Star of Australasia”
Oodgeroo Noonuccal	: “Dreamtime”, “White Australia”
Peter Porter	: “Your Attention Please”, “Competition is Healthy”
Judith Wright	: “Woman to Man”, “Bullocky”
A.D.Hope	: “Australia”, “Standardization”

## Module 4

### Drama

Ray Lawler : *Summer of the Seventeenth Doll*  
David Williamson : *Dead White Males*  
Louis Nowra : *Così*

### **Recommended Reading:**

Geoffrey Dutton : *The Literature of Australia*  
Ken Goodwin : *A History of Australian Literature*  
L. Kramer and A. Mitchell (eds.) : *The Oxford Anthology of Australian Literature*  
Elizabeth Webby (ed.) : *The Cambridge Companion to Australian Literature*  
Graham Huggan : *Australian Literature: Postcolonialism, Racism, Transnationalism*  
Peter Pierce ed. : *The Cambridge History of Australian Literature*

**PENM- 12613 ELECTIVE COURSE- AUSTRALIAN LITERATURE**

**Credits: 4**

**Total Hours: 72**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>KC</b>	<b>Class Sessions (approx. Hrs.)</b>	<b>Field Visits hrs</b>	<b>Assessment</b>
CO 1	Understand Australia and the evolution of Australian literature	PO1, PO2 PSO1	U	C, F		0	Assignment & Seminar
CO 2	Understand Australian literature and culture through canonical texts from Australia	PO1, PO2 PSO1	U	C, F		0	“
CO 3	Understand Aboriginal Culture and the narratives of Aborigines	PO1, PO2 PSO1, PSO2, PSO3	U	C, F		0	“
CO 4	Analyse the oral tradition and song cycles	PO1, PO2, PO3 PSO1, PSO2, PSO3	An	C, P		0	“
CO 5	Understand Jindyworobak movement and the concept of Angry Penguin	PO1, PO2 PSO1, PSO2	U	C, F		0	“
CO 6	Analyse the impact of colonial incursions and the settlements through the writings from Australia	PO1, PO2 PSO2, PSO3, PSO4	An	C, P		0	“
CO 7	Analyse the impact of Racism and Transnationalism	PO1, PO2 PSO2, PSO3, PSO4	An	C, P		0	“
CO 8	Evaluate the literary texts of Australia from a Postcolonial perspective	PO1, PO2, PO3 PSO2, PSO3, PSO4	Ev	C, P		0	“

## ELECTIVE COURSE: **PENM 12614 EUROPEAN LITERATURES**

### **Course Learning Outcomes:**

- CO1. Understand the evolution of Novel as a genre in 18<sup>th</sup> century European Literature.
- CO2. Understand broadly the key concepts in European Literature – Realism, Naturalism, Symbolism, Expressionism, Surrealism and Magic Realism
- CO3. Understand the concepts - Epic theatre, Alienation effect, Absurd Theatre and the Existential Angst.
- CO4. Evaluate the social, political and cultural dimensions of the texts prescribed
- CO5. Evaluate the strategies used in the early Greek Theatre
- CO6. Analyse the difference between the Ancient forms of the theatre to the Modern
- CO7. Analyse the relevance of the texts in the light of the key concepts in European Literature
- CO8. Understand the evolution of European poetry

### **Course Contents:**

#### **Module 1**

The rise and growth of European Fiction- From the Medieval romance to the Prose narrative fiction- The rise of Realism in the 18<sup>th</sup> Century & 19<sup>th</sup> Century -From Realism to Naturalism- 20<sup>th</sup> Century – The beginning of the novel in Europe – A study in context- The growth of European Novel into a dominant literary form- Stages of development of European novel & the technical innovations- 19<sup>th</sup> Century Russian Novel: A survey – 20<sup>th</sup> Century Russian Novel: A survey - 19<sup>th</sup> Century French Novel: A survey - 20<sup>th</sup> Century Novel : A survey – 19<sup>th</sup> Century German Novel: A survey – 20<sup>th</sup> Century German Novel : A survey – The Picaresque Novel – Bildungsroman in European Fiction – Psychology & Modern European Novel – Stream of Consciousness as a technique in European Fiction –The War Novel in Europe – Existentialism & European Fiction – Post Modernism

#### **Module 2**

##### **European Poetry**

##### **Essential Reading:**

- |                       |   |
|-----------------------|---|
| Federico Garcia Lorca | : “City that does not sleep”              |
| Pablo Neruda          | : “Tonight I Can Write The Saddest Lines” |
| Rainer Maria Rilke    | : “Before Summer Rain”, “Death”           |

Victor Hugo	: “Tomorrow, At Dawn”
Wisława Szymborska	: “Cat in an Empty Apartment”

### **Module-3**

#### **European Drama**

#### **Essential Reading:**

Aristophanes	: <i>Lysistrata</i>
Sophocles	: <i>Antigone</i>
Henrik Ibsen	: <i>A Doll’s House</i>
Bertolt Brecht	: <i>Mother Courage</i>
August Strindberg	: <i>A Dream Play</i>
Eugene Ionesco	: <i>Rhinoceros</i>
Albert Camus	: <i>Caligula</i>

### **Module-4**

#### **Fiction**

#### **Essential Reading:**

Cervantes	: <i>Don Quixote</i>
Flaubert	: <i>Madame Bovary</i>
Tolstoy	: <i>Anna Karenina</i>
Herman Hesse	: <i>Siddhartha</i>
Milan Kundera	: <i>The Joke</i>
Emile Zola	: <i>Nana</i>
Nikos Kazantzakis	: <i>Zorba the Greek</i>

#### **Recommended Reading:**

Lukacs, G	: Realism in our Times – Studies in European Realism:
The	Historical Novel
Maugham, W.S	: Ten Novels and Their Authors
Blackmur, R.P	: Eleven Essays in the European Novel Donald
Heiney&	
Lenthiel .H.Downs	: Continental European Literature, (
Contemporary Literature	of the Western World,
Volume 1)	
Priestley, J.B	: Literature and Western Man
Allot, Miriam	: Novelists on the Novel
Lucas, F.L	: Literature & Psychology
Caramian, L	: History of French Literature
Turnell, Martin	: The Novel in France



## ELECTIVE COURSE PENM 12614 EUROPEAN LITERATURES

**Credits: 4**

**Total Hours: 72**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx. Hrs.)	Field Visit hrs	Assessment
CO 1	Understand the evolution of Novel as a genre in 18 <sup>th</sup> century European Literature.	PO1, PSO1	U	C	8	0	Seminars and Assignments
CO 2	Understand broadly the key concepts in European Literature--Realism, Naturalism, Symbolism, Expressionism, Surrealism and Magic Realism	PO1, PSO1	U	C	6	0	"
CO 3	Understand the concepts - Epic theatre, Alienation affect, Absurd theatre and the Existential angst.	PO1, PSO1	U	C	6	0	"
CO 4	Evaluate the social, political and cultural dimensions of the texts prescribed	PO 1, PSO 2, PSO3	An	C	12	0	"
CO5	Evaluate the strategies used in the early Greek Theatre	PO1, PO4 PSO 2,3,4	An	C,P, M	10	0	"
CO6	Analyse the difference between the Ancient forms of theatre to the Modern.	PO1, PSO2,3	An	C, P	10	0	"
CO7	Analyse the relevance of the texts in the light of the key concepts in European Literature	PO1, PO4 PSO 2,3,4	An	C,P, M	14	0	"
CO8	Understand the evolution of European poetry	PO1 , PSO1	U	C, F	6	0	"

## ELECTIVE COURSE: **PENM 12615 DISABILITY AND LITERATURE**

### **Course Learning Outcomes:**

- CO 1. Understand the key concepts of Disability Literature Studies
- CO 2. Understand the major texts in Disability Literature Studies
- CO 3. Critically evaluate the authors and their works
- CO 4. Create a reading position and approach in Disability Literature Studies
- CO 5. Critically engage with the new works in the field
- CO 6. Analyse contemporary significance of Disability Literature Studies
- CO 7. Evaluate the cultural and political dimensions of texts on disability
- CO 8. Discuss the relevance of disability in literature studies vis-a-vis the public perception of disability

### **Course Content:**

#### **Module 1**

Disability : Definition - Laura Groce - Impairment - handicap - old age - Physically challenged - lameness - deafness - blindness - polio-ridden - crippled - maimed- mutilated - amputated - mentally challenged - divided identity - fractured self - phobias of different kinds – phobias of different kinds - Double and the Other - multiple voices - Split-self. Racial/cultural disability, spiritual disability, social political linguistic disability-academic disability.

#### **Module 2**

##### **Prose and Fiction**

##### **Essential Reading:**

Susan Sontag	: <i>Illness as Metaphor</i>
R.D. Laing	: <i>The Divided Self</i>
Joseph P. Shapiro	: <i>No Pity</i>
Frantz Fanon	: <i>The Wretched of the Earth</i>

##### **General Reading:**

Rabindranath Tagore	: “Subha”
Ian McEwan	: “Butterflies”
Kamala Das	: “The Goat”

Kamala Markandeya : *Nowhere Man*

David Malouf : *Remembering Babylon*

### **Module 3**

#### **Poetry**

##### **Essential Reading:**

John Milton : “On His Blindness”

Dylan Thomas : “The Hunchback in the Park”,

Kamala Das : “The Tom-Tom”

##### **General Reading:**

A.M. Klein : “Cripples”

Philip Larkin : “Old fools”

Anne Sexton : “Somewhere in Africa”

### **Module 4**

#### **Drama**

##### **Essential Reading:**

Wole Soyinka : *The Road*

##### **General Reading:**

Samuel Beckett : *Endgame*

Eugene Ionesco : *The Chair*

##### **Recommended Reading:**

Lillian Feder : *Madness in Literature*

Rosemarie Garland Thomson : *Extraordinary Bodies*

# ELECTIVE COURSE: PENM 12615 DISABILITY AND LITERATURE

**Total hours: 72**

**Credits 4**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs	Field Visits Hrs	Assessment
CO 1	Understand the key concepts of disability literature studies	PO 1 / PSO 1	U	C	10	0	Assignment & Seminars
CO 2	Understand the major texts in disability literature studies	PO1/ PSO1,3	U	C, F	12	0	Assignment & Seminars
CO 3	Critically evaluate the authors and their works	PO1 /PSO 3,4	E	P	8	0	Assignment & Seminars
CO 4	Create a reading position and approach in disability literature studies	PO 1,4 /PSO 3,4	A, C	P	5	0	Assignment & Seminars
CO 5	Critically engage with the new works in the field	PO 1,4 /PSO 3,4	A	M	15	0	Assignment & Seminars
CO 6	Analyze contemporary significance of disability literature studies	PO 1,4 /PSO 2,3,4	A	P, M	8	0	Assignment & Seminars
CO 7	Evaluate the cultural and political dimensions of texts on disability	PO 1,4 /PSO 2,3,4	E	C, P, M	10	0	Assignment & Seminars
CO 8	Discuss the relevance of disability in literature studies vis-a-vis the public perception of disability	PO 2/PSO 3,4	A	C, M	4	0	Assignment & Seminars

## ELECTIVE COURSE: **PENM 12616 WOMEN AND LITERATURE**

### **Course Learning Outcomes:**

- CO 1. Understand the key concepts related to Women and Literature
- CO 2. Understand the inter-relation between literature, gender, cultural and related aesthetics
- CO 3. Create a new reading of women's writings from the perspective of female conscience
- CO 4. Analyze the texts and authors in Women's literature
- CO 5. Articulate the ethical, social and political views of Women's literature
- CO 6. Evaluate the cultural and political dimensions of texts
- CO 7. Create new reading positions and critique of texts
- CO 8. Discuss the gender issues in literature

### **Course Content:**

#### **Module 1**

Feminism - Historical Evolution - Schools of Feminism - Radical - Lesbian - Materialist - Socialist - Marxist - Post modern - Feminisms - Lacanian feminism - Deconstructionist feminism - Gender and Sex - Pioneering thinkers - post –feminism-Feminist Literary Theory - feminist text - critique of paternity theory of art - female imagination - Feminist Criticism - feminist aesthetics - Imagery - Universality of experience and difference - multiple segregation - Historical significance of feminist literature - Cultural resistance - Womanism of Alice Walker.

#### **Module 2**

##### **Poetry**

##### **Essential Reading:**

Kamala Das	: “The Stone Age”
Judith Wright	: “Woman to Man”
Sylvia Plath	: “Applicant”
Suniti Namjoshi	: “ Philomel”
Meena Alexander	: “Lost Language”

##### **General Reading:**

Adrienne Rich	: “ The Roof Walker”
Denise Levertov	: “Jacob’s Ladder”
Anne Sexton	: “ Man and Wife”
Hira Batsodi	: “ Yasodhara”

### **Module 3**

#### **Drama**

##### **Essential Reading:**

Henrik Ibsen	: <i>A Doll’s House</i>
Aristophanes	: <i>Lysistrata</i>
John Osborne	: <i>Look Back in Anger</i>

##### **General Reading:**

Shakespeare	: <i>Hamlet</i>
Manjula Padmanabhan	: <i>The Harvest</i>

### **Module 4**

#### **Fiction- Feminist Reading of the texts**

##### **General Reading:**

Lorraine Hansberry	: <i>Raisin in the Sun</i>
Alice Walker	: <i>The Color Purple</i>
Toni Morrison	: <i>The Bluest Eye</i>
Mahaswetha Devi	: <i>Breast Giver</i> (Short Story)
Lalithambika Antharjanam	: <i>Agnisaakshi</i>
Lee Maracle	: <i>Raven Song</i>
Pratibha Ray	: <i>Yajnaseni</i>
Nathaniel Hawthorne	: <i>The Scarlet Letter</i>
Thomas Hardy	: <i>The Mayor of Casterbridge</i>
D H Lawrence	: <i>Sons and Lovers</i>

Doris Lessing : *A Proper Marriage*

Anita Desai : *Cry, the Peacock*

**Recommended Reading:**

Simone de Beauvoir : *The Second Sex*

Kate Millett : *Sexual Politics*

Betty Friedan : *The Feminine Mystique*

Alicia Ostriker : *The Thieves of Language*

Julia Kristeva : *Desire in Language*

Deborah Pope : *A Separate Vision*

Mary Eagleton : *Feminist Literary Theory: A Reader*

Elaine Showalter : *The New Feminist Literary Criticism*

Rita Felski : *Beyond Feminist Aesthetics*

Sandra M Gilbert and Susan Gubar : *The Madwoman in the Attic*

Suniti Namjoshi : *The Feminist Fables*

**ELECTIVE COURSE: PENM 12616 WOMEN AND LITERATURE**

**Total hours: 72**

**Credits 4**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand the key concepts related to Women and literature	PO1 / PSO1	U	C, F	10	0	Assignment & Seminar
CO 2	Understand the inter-relation between literature, gender, cultural and related aesthetics	PO 1 /PSO 1	U	F, C	12	0	Assignment & Seminar
CO 3	Create a new reading of women's writings from the perspective of female conscience	PO 3,4/PSO3	Ap	M, C, P	8	0	Assignment & Seminar
CO 4	Analyze the texts and authors in Women's literature	PO 1,4/PSO 2	A	P, M	5	0	Assignment & Seminar
CO 5	Articulate the ethical, social and political views of Women's literature	PO 1,2/ PSO3,4	A	C, M	15	0	Assignment & Seminar
CO 6	Evaluate the cultural and political dimensions of texts	PO 1,4/PSO2 ,3,4	E	C, P, M	8	0	Assignment & Seminar
CO 7	Create new reading positions and critique of texts	PO 3,4/PSO3	Ap	C, P, M	10	0	Assignment & Seminar
CO 8	Discuss the gender issues in literature	PO2/PSO 3,4	A	C, M	4	0	Assignment & Seminar



## ELECTIVE COURSE: **PENM- 12617 – ENGLISH IN INDIA**

### **Course Learning Outcomes:**

- CO1. Understand the beginnings of the Indian Renaissance
- CO2. Examine 'Woods Dispatch' and its implications
- CO3. Examine English as the Lingua -Franca
- CO4. Discuss Indian Writings In English in the context of West Bengal
- CO5. Trace the evolution of Novel from the Trio ( R.K Narayan, Mulk Raj Anand, Raja Rao ) to the Contemporary
- CO6. Recognise the tri-lingual situation prevalent in India
- CO7. Analyse the importance of English language in Business and other professions
- CO8. Evaluate the application of English in Information Communication Technology (ICT)

### **Course Content:**

#### **Module 1**

English and the Indian Renaissance - Macaulay's Minutes- Wood's Dispatch- Raja Ram Mohan Roy's views on English- English as an official language and as a medium of higher learning- English as a unifying agency- Indian Universities Act and the importance of English in it

#### **Module 2**

Indian writing in English- the case of the Dutt family in Bengal- Sri.Aurobindo- Sarojini Naidu- the three great novelists: R.K.Narayan, Raja Rao and Mulki Raj Anand- Contemporary Indian novel in English: Arundhati Roy, Salman Rushdie, Amitav Ghosh and others- the later poets - Nissim Ezekiel, Kamala Das, A.K.Ramanujan and others

#### **Module 3**

The trilingual situation in India- the proper age for second language learning- the problems of transfer to the English medium in colleges

#### **Module 4**

The study of English as a world language - English in business and other professions; computer aided language (English) learning- Information Communication Technology (ICT) and the English language

### **Recommended Reading:**

- |   |  |
|---|--|
| V.K. Gokak                                | : <i>English in India : Its Present and Future</i>                   |
| R.K.Agnihotri and A.L.Khanna (Ed.)<br>and | : <i>English Language Teaching in India : Issues<br/>Innovations</i> |

N.Krishnaswamy & Lalitha Krishnaswamy : *Teaching English : Approaches, Methods, Techniques*

N.Krishnaswamy & Lalitha Krishnaswamy : *The Story of English in India*

K.R.Srinivasa Iyengar : *Indian Writing in English*

**ELECTIVE COURSE: PENM 12617 ENGLISH IN INDIA**

**Credits: 4**

**Total hours: 72**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>KC</b>	<b>Class Sessions (approx. Hrs.)</b>	<b>Field Visit hrs</b>	<b>Assessment</b>
CO 1	Understand the beginning of the Indian Renaissance	PO1, PO2 PSO1	Un	C	6	0	Seminars and assignments
CO 2	Examine 'Woods Dispatch' and its implications	PO1, PO2 PSO1	E	C	6	0	"
CO 3	Examine English as the Lingua Franca	PO1, PO2 PSO2	E	C	6	0	"
CO 4	Discuss Indian Writings In English in the context of West Bengal	PO1, PO2 PSO3	D	C	12	0	"
CO 5	Remember the evolution of Novel from the Trio ( R.K Narayan, Mulk Raj Anand, Raja Rao ) to the Contemporary	PO 1, PO4 PSO1, PS O3	Re	C, F, M	10	0	"
CO 6	Understand the tri-lingual situation prevalent in India	PO1, PO4	Un	C, P	10		"
CO 7	Analyse the importance of English language in Business and other professions	PO1 PSO1, PS O3	An	C, P, M	14	0	"
CO 8	Evaluate the application of English in Information Communication Technology (ICT)	PO1, PO4 PSO1, PSO3	Ev	C, F	8	0	"

## ELECTIVE COURSE: **PENM12618** **FILM AND LITERATURE**

### **Course Learning Outcomes:**

- CO1. Understand the evolution of Film and Film Studies
- CO2. Understand the film texts and theoretical texts
- CO3. Analyse films with critical consciousness
- CO4. Discuss the political and ethical dimensions of film
- CO5. Discuss film and film theory in interdisciplinary ways
- CO6. Articulate the creative and critical dimensions of film
- CO7. Evaluate film-aesthetics and adaptation processes
- CO8. Create new readings and interpretations of film texts

### **Course Content:**

#### **Module 1**

##### **Introductory Reading**

Richard Dyer : "Introduction to Film Studies". *The Oxford Guide to Film Studies*.  
(ed.)

Hill and Gibson.

Graeme Turner : "Cultural Studies and Film." *The Oxford Guide to Film Studies*.

Antony Easthope : "Classic Film Theory and Semiotics." *The Oxford Guide*.

#### **Drama Into Film**

Pasolini : *Oedipus Rex*

Shyamaprasad : *Akale*

#### **Module 2**

##### **Adaptations Of Shakespearean Plays**

James Naremore : *Film Adaptation*

Catherine Belsey : "Shakespeare and Film: A Question of Perspective."

*Shakespeare on Film; Macmillan New Case Book*. Ed. Robert  
Shaughnessy.

#### **Movies:**

Kurosawa : *Throne of Blood*

Polansky : *Macbeth*

## Module 3

### Feminist Film Theory

Laura Mulvey : “Visual Pleasure and Narrative Cinema.”. *Feminist Film Theory : A Reader* Ed. Sue Thornham.

bell hooks : “The Oppositional Gaze: Black Female Spectators.’ *Feminist Film Theory: A Reader*. Ed. Sue Thomham.

#### Movies:

Usha Ganguly : *Rudali*

Sekher Kapur : *The Bandit Queen*

## Module 4

### Fiction To Film

Jay Gould Boyum : *Double Exposure: Fiction into Film*

#### Movies:

Satyajith Ray : *Pather Panjali*

Adoor Gopalakrishnan : *Vidheyan*

M.T. Vasudevan Nair : *Nirmalyam*

### Recommended Readings

John Hill and Pamela Church Gibson(eds.)	<i>The Oxford Guide to Film Studies.</i>
Allen and Smith (eds.)	<i>Film Theory and Philosophy</i>
Linda Williams(eds.)	<i>Viewing Positions: Ways of Seeing Film.</i>
Slavoj Zizek(ed):	<i>Everything You Always Wanted to Know About Lacan (But Were Afraid to Ask Hitchcock)</i>
Antony Gunaratne and Wimal Dissanayake(eds.)	<i>Rethinking Third Cinema.</i>
Ravi S Vasudevan(ed)	<i>Making Sense of Indian Cinema</i>
Ashish Nandy(ed.)	<i>Secret Politics of Our Desires</i>
M Madhava Prasad	<i>The Ideology of Hindi Film.</i>
Bernard Dick	<i>Anatomy of Film.</i>
Georgakas and Rubenstein	<i>Art, Politics, Cinema</i>
Satyajit Ray	<i>Our Films, Their Films</i>
Susan Haywood	<i>Key Concepts in Cinema Studies</i>
Adoor Gopalakrishnan	<i>Cinemayude Lokam.</i>

**ELECTIVE COURSE PENM12618 FILM AND LITERATURE**

**Credits 4**

**Hours: 72**

	Course Outcome	PO/PS O	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand the evolution of film and film studies	PO1 PSO1	U	C,F	6	0	Assignment & Seminar
CO 2	Understand the film texts and theoretical texts	PO1 PSO1	U	F,C	6	0	“
CO 3	Analyse films with critical consciousness	PO1,4 PSO2	An	P, M	14	0	“
CO 4	Discuss the political and ethical dimensions of film	PO2 PSO3, 4	An	C	6	0	“
CO 5	Discuss film and film theory in interdisciplinary ways	PO1,2 PSO3, 4	An	C,M	8	0	“
CO 6	Articulate the creative and critical dimensions of film	PO1,2 PSO3, 4	A	C,M	8	0	“
CO 7	Evaluate film-aesthetics and adaptation processes	PO1,4 PSO4	E	C,M	14	0	“
CO 8	Create new readings and interpretations of film texts	PO3,4 PSO3, 4	Ap	M	10	0	“

**ELECTIVE COURSE: PENM 12619 AFRICAN LITERATURES**

**Course Learning Outcomes:**

- CO 1 Understand the evolution of African literatures
- CO 2 Understand African cultures, traditions and peoples
- CO 3 Analyze African literary texts with critical consciousness
- CO 4 Articulate the critique of colonial power in African literatures
- CO 5 Critically evaluate African authors and texts
- CO 6 Create a new reading position in African literatures
- CO 7 Explain new texts and contexts in African literatures
- CO 8 Discuss the ethical dimensions in African literatures

**Course Content:****Module 1**

History and Development of African Literature – Negritude – Black Consciousness – Spirituals – Yoruba – Igbo – Nigeria-Biafra War

**Essential Reading:**

- |                                     |  |
|-------------------------------------|--|
| O.R.Dathorne                        | : <i>The Black Mind: A History of African Literature</i>               |
| Jennie Chinweiza Onwuchekua         | : <i>Towards the Decolonization of Africa Literature</i>               |
| Leonard Sklein (ed.)                | : <i>African Literature in the Twentieth Century</i>                   |
| Wole Soyinka                        | : <i>Myth, Literature and African World</i>                            |
| Ngugi Wa Thiong'o<br><i>African</i> | : <i>Decolonizing the Mind: The Politics of Language in Literature</i> |

**General Reading:**

- |                                    |  |
|------------------------------------|--|
| Chidi Amuta                        | : <i>Cabral and Ngugi on National Liberation</i>           |
| Denis Ekpo<br><i>Misunderstood</i> | : <i>The Failure of Postmodernity: Now Africa the West</i> |

**Module 2****Poetry****Essential Reading:**

- |                              |                         |
|------------------------------|-------------------------|
| John Pepper Clark Bekederemo | : "Casualties"          |
| Chinua Achebe                | : "Christmas in Biafra" |
| Wole Soyinka                 | : "Prison"              |
| Gabriel Okara                | : "Piano and Drums"     |

**General Reading:**

- |              |                                     |
|--------------|-------------------------------------|
| Ossie Enekwe | : Two poems from <i>Broken Pots</i> |
|--------------|-------------------------------------|

Niyi Osundare : "The Eye of the Earth"  
 Oketp'Bitek : Two Songs: Song of Prisoner and Song of Malaya  
 Selections from *An Anthology of Commonwealth Poetry* edited by C.D.Narasimhaiah

### **Module 3**

#### **Novel**

Chinua Achebe : *Things Fall Apart*  
 Ben Okri : *The Famished Road*  
 J.M.Coetzee : *Disgrace*  
 Ngugi wa Thiong'O : *Weep not Child*  
 Amos Tutuola : *The Palmwine Drinkard*  
 Alan Paton : *Cry, The Beloved Country*  
 Ellen Kuzwayo : *Call Me Woman*

### **Module 4**

#### **Drama**

#### **Essential Reading:**

Wole Soyinka : *The Lion and the Jewel*

#### **General Reading:**

Athol Fugard : *The Blood Knot*  
 Efua Sutherland : *The Marriage of Anansewa*

#### **Recommended Reading:**

Frantz Fanon : *The Wretched of the Earth*  
 Charles Larson : *The Emergence of African Fiction*  
 David Cook : *African Literature : A Critical View*  
 Lewis Nkosi : *Home and Exile*  
 Chinua Achebe : *Hopes and Impediments*  
 Hans M.Zell Carol Bundy & Virginia Coulon(Eds.) : *A New Reader's Guide to African Literature*  
 O.R.Dathorne : *The Black Mind: A History of African Literature*  
 Leonard Sklein (ed.) : *African Literature in the Twentieth Century*



**PENM- 12619 ELECTIVE COURSE- AFRICAN LITERATURES**

**Credits 4**

**Hours:72**

	<b>Course Outcomes</b>	<b>PO/PSO</b>	<b>CL</b>	<b>KC</b>	<b>Class Sessions (approx. Hrs.)</b>	<b>Field Visit hrs</b>	<b>Assessment</b>
CO 1	Understand the evolution of African literatures	PO1 PSO1	U	C	6	0	Seminars and assignments
CO 2	Understand African cultures, traditions and peoples	PO1 PSO1	U	F,C	6	0	"
CO 3	Analyse African literary texts with critical consciousness	PO1,4 PSO2	An	P,M	12	0	"
CO 4	Articulate the critique of colonial power in African literatures	PO1,2 PSO3,4	A	C,M	6	0	"
CO 5	Critically evaluate African authors and texts	PO1,4 PSO4	A	C,M	10	0	"
CO 6	Create a new reading position in African literatures	PO3 PSO4	Cr	M	10	0	"
CO 7	Explain new texts and contexts in African literatures	PO3,4 PSO4	Ap	M	14	0	"
CO 8	Discuss the ethical dimensions in African literatures	PO2 PSO3,4	E	C	8	0	"

## ELECTIVE COURSE: PENM 12620 LITERATURES AND SELF-REFLEXIVITY

### Course Learning Outcomes:

- CO 1 Exemplify self-reflexivity and self-consciousness in narratives
- CO 2 Examine narratives with a historical perspectives
- CO 3 Understand theoretical background of Self-Reflexive Literature
- CO 4 Understand historical antecedents of Self-Reflexive Literature
- CO 5 Read critically prologues and epilogues as Self-Reflexive devices in theatre
- CO 6 Understand the technique of play within the play and mise-en-abime
- CO 7 Examine poetry as an organising principle
- CO 8 Detect self reflexivity in modernist texts
- CO9 Understand formal preoccupations of postmodernism

### Course Content:

#### Module 1

##### Background

Self-reflexivity and self-consciousness as a feature of narrative – Historical perspective – Theoretical background – historical antecedents – prologues and epilogues as self-reflexive devices in theatre – foregrounding -- Shakespeare's use of play-within-the-play – *Mise-en-abîme* -- reflection on poetry as an organizing principle – self-reflexivity in modernist texts – formal preoccupations of postmodernism

#### Module 2

##### Poetry

##### Essential Reading:

- |                  |   |
|------------------|---|
| Ted Hughes:      | : "Thought Fox"   |
| Wallace Stevens: | : "Peter Quince at the Clavier", "Thirteen Ways of<br>Looking at a Blackbird" |
| Pablo Neruda:    | : "Poetry", "Poet's Obligation"   |
| John Ashberry:   | : "Paradoxes and Oxymorons"   |

##### General Reading:

- |                     |                                     |
|---------------------|-------------------------------------|
| Archibald MacLeish: | : "Ars Poetica"                     |
| Wisława Szymborska: | : "Evaluation of an Unwritten Poem" |
| Marianne Moore:     | : "Poetry"                          |

#### Module 3

##### Drama

##### Essential Reading:

- |                  |  |
|------------------|--|
| Luigi Pirandello | : <i>Six Characters in Search of an Author</i> |
| Girish Karnad    | : <i>Hayavadana</i>                            |

##### General Reading:

- |                       |  |
|-----------------------|--|
| Federico Garcia Lorca | : <i>Play without a Title</i>                  |
| Tom Stoppard          | : <i>Rosencrantz and Guildenstern Are Dead</i> |

#### Module 4

##### Prose and Fiction

Miguel de Cervantes	: <i>Don Quixote</i>
Lawrence Sterne	: <i>Tristram Shandy</i>
Virginia Woolf	: <i>Orlando</i>
Jorge Luis Borges	: "The Garden of Forking Paths"
Italo Calvino	: <i>If on a Winter's Night a Traveler</i>
Donald Barthelme	: <i>Snow White</i>
Julian Barnes	: <i>Flaubert's Parrot</i>
Salman Rushdie	: <i>Midnight's Children</i>
John Barth	: <i>Lost in the Funhouse</i>

**Recommended Reading:**

Robert Alter:	: <i>Partial Magic: The Novel as a Self-Conscious Genre</i>
Patricia Waugh:	: <i>Metafiction</i>
William H. Gass:	: <i>Fiction and the Figures of Life</i>
Linda Hutcheon:	: <i>Narcissistic Narrative : The Metafictional Paradox.</i>
Linda Hutcheon:	: <i>The Poetics of Postmodernism</i>
Linda Hutcheon:	: <i>The Politics of Postmodernism</i>
Lionel Abel:	: <i>Tragedy and Metatheatre: Essays on Dramatic Form</i>
Richard Hornby:	: <i>Drama, Metadrama, and Perception</i>

**ELECTIVE COURSE: PENM-: 12620 LITERATURES AND SELF-REFLEXIVITY**
**Credits 4**
**Hours: 72**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs	Field Visits Hrs	Assessment
CO 1	Exemplify self-reflexivity and self-consciousness in narratives	PO1 PSO1	U	C	6	0	Assignment & Seminar
CO 2	Examine narratives with a historical perspectives	PO1 PSO2	An	C, P	6	0	“
CO 3	Understand theoretical background of self-reflexive Literature	PO1,4 PSO1,3	U	C	8	0	“
CO 4	Understand historical antecedents of self-reflexive Literature	PO1,4 PSO1,2	U	C	6	0	“
CO 5	Read critically prologues and epilogues as self-reflexive devices in theatre	PO1,4 PSO1,2	An	C	8	0	“
CO 6	Understand the technique of play within the play and mise-en-abime	PO1 PSO1,2	U	C	8	0	“
CO 7	Examine poetry as an organizing principle	PO1,3 PSO,2,1	An	C	10	0	“
CO 8	Detect self reflexivity in modernist texts	PO1 PSO2,1	E	C	12	0	“
CO9	Understand formal preoccupations of postmodernism	PO1 PSO1,2	U	C	8	0	“

## ELECTIVE COURSE: **PENM 12622 ETHNICITY AND LITERATURE**

### **Course Learning Outcomes:**

- CO1. Understand the key concepts related to ethnicity and Literature
- CO2. Understand the inter-relations between Race and Literature
- CO3. Analyse the texts and authors in socio-ethnic context
- CO4. Discuss the Race-Gender issues in Literature
- CO5. Articulate the ethical and political views on ethnicity& Literature.
- CO6. Evaluate the cultural and political dimensions of texts
- CO7. Create new reading positions and critiques of texts
- CO8. Articulate the critique of race in Literature in new ways

### **Course Content:**

#### **Module 1**

Ethnicity - culture - Internal Colonialism - Neo-Imperialism – Multiple Oppression - Racism and Sexism - Sexism and Casteism - Racism and Capitalism

#### **Module 2**

##### **Essential Reading:**

- |  |  |
|--|--|
| Frantz Fanon                               | : “Racism and Culture”. ( <i>African Philosophy: An Introduction</i><br>AP : A1)   |
| Toni Morrison                              | : “Playing in the Dark” (Rivkin & Ryan)  |
| bell hooks                                 | : “Racism and Feminism” (AP : A1)  |
| Sarankumar Limbale<br><i>Controversies</i> | : <i>Towards an Aesthetics of Dalit Literatur: History,<br/>and Considerations</i> |

##### **General Reading:**

- |               |  |
|---------------|--|
| Paul Gilroy   | : “The Black Atlantic” Rivkin & Ryan   |
| Cornel West   | : “Moral Reasoning v/s Racial Reasoning” (AP: A1)                                |
| Jyotiba Phule | : “Racism Exposed in India Under the Guise of Brahmanism”                        |
| K. K. Kochu   | : “A Dalit Reading in Sree Narayana Movement” <i>Word Plus</i> ,<br>October 2004 |

#### **Module 3**

##### **Fiction- Reading Ethnicity in Literature**

- |               |                           |
|---------------|---------------------------|
| Ralph Ellison | : <i>Invisible Man</i>    |
| Alice Walker  | : <i>The Color Purple</i> |

Toni Morrison	: <i>Tar Baby</i>
Mahaswetha Devi	: <i>Waters</i>
Datta Bhagat	: <i>Tara</i>

## Module 4

### Ethnicist Reading of Literature

#### Essential Reading:

Kumaranasan	: <i>"Duravastha"</i>
Wole Soyinka	: "Telephone Conversation"
Maya Angelou	: "I Know Why the Caged Bird Sings"
Langston Hughes	: "Harlem"

#### General Reading:

Harriet Beecher Stowe	: <i>Uncle Tom's Cabin</i>
Mulk Raj Anand	: <i>Untouchable</i>
J.M. Coetzee	: <i>Disgrace</i>
Mark Twain	: <i>Huckleberry Finn</i>
Anand	: <i>Govardhante Yatrakal</i>
Thakazhi	: <i>Scavenger's Son</i>
Munshi Premchand	: <i>Godaan</i>

#### **Recommended Reading**

Cornel West	: <i>Race Matters</i>
Frantz Fanon	: <i>The Wretched of the Earth</i>
Paul Gilroy	: <i>There Ain't Any Black in the Union Jack</i>
bell hooks	: <i>Ain't a Black Woman</i>
Paul Gilroy	: <i>Small Acts</i>
Mulk Raj Anand & E. Zelliot (eds.)	: <i>Anthology of Dalit Poetry</i>
Arjun Dangle	: <i>Homeless in My Land &amp;</i>
Arjun Dangle (ed.)	: <i>Poisoned Bread</i>
D R Nagraj	: <i>Flaming Feet</i>
Gail Omvedt	: <i>Dalit Visions</i>
Valerian Rodrigues (ed.)	: <i>Essential Writings of Dr. B. R. Ambedkar</i>
Anupama Rao(ed)	: <i>Gender and Caste</i>
Henry Louis Gates Jr (ed.)	: <i>Norton Anthology of Afro-American Literature</i>

**ELECTIVE COURSE: PENM 12622 ETHNICITY AND LITERATURE**

**Credits 4**

**Total Hours: 72**

	Course Outcome	PO/PS O	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand the key concepts related to ethnicity and lit	PO1 PSO1	U	C,F	6	0	Assignment & Seminar
CO 2	Understand the inter relations between race and literature	PO1 PSO1	U	F,C	6	0	“
CO 3	Analyse the texts and authors in socio-ethnic contexts	PO1,4 PSO2	An	P, M	14	0	“
CO 4	Discuss the race-gender issues in literature	PO2 PSO3, 4	A	C,M	6	0	“
CO 5	Articulate the ethical and political views on ethnicity& lit.	PO1,2 PSO3, 4	A	C,M	8	0	“
CO 6	Evaluate the cultural and political dimensions of texts	PO1,4. PSO2, 3,4	A	C,P, M	8	0	“
CO 7	Create new reading positions and critiques of texts	PO3,4 PSO3	E	M,C, P	14	0	“
CO 8	Articulate the critique of race in literature in new ways	PO1,2 PSO3, 4	A	C,M	10	0	“

## SEMESTER II

### CORE COURSE: PENS 12604 - ENGLISH LITERATURE II- LITERARY ARCHIVE II- THE RESTORATION AND THE EIGHTEENTH CENTURY

#### Course Learning Outcomes:

- CO1. Understand socio-historical and political context of Restoration
- CO2. Interpret the religious allegories of the Restoration Period
- CO3. Understand the essential values of the Augustan Age
- CO4. Examine critically the Restoration Comedy
- CO5. Read critically satires and mock heroic forms of the Augustan Age
- CO6. Describe the Royal Society and Enlightenment of the Augustan Age.
- CO7. Explore the implications of the development of Lexicography
- CO8. Explore the development of the new genre, 'novel'
- CO9. Understand the Pre-Romantic sensibility

#### Course Content

##### Module 1

Restoration and the new literary context – Augustanism – Fiction of religious allegory – changes in the theatre – Restoration Comedy – Satire and the Mock-Heroic – The Royal Society – Isaac Newton – Samuel Johnson and his Dictionary -- John Locke – the Enlightenment – *The Spectator* – Jonathan Swift – the rise of the novel – Pre Romantic sensibility

##### Module 2

##### Prose and Fiction

##### Essential Reading:

Joseph Addison	: The Fairy Way of Writing ( <i>The Spectator</i> , No.419)
Jonathan Swift	: <i>A Modest Proposal</i>
Samuel Johnson	: <i>Life of Gray</i>

##### General Reading:

John Dryden	: <i>Preface to the Fables</i>
John Bunyan	: <i>Pilgrim's Progress</i>
Aphra Behn	: <i>Oroonoko</i>
Daniel Defoe	: <i>Moll Flanders</i>
Samuel Richardson	: <i>Pamela</i>
Henry Fielding	: <i>Tom Jones</i>
Laurence Sterne	: <i>The Life and Opinions of Tristram Shandy</i>
Mary Wollstonecraft	: <i>A Vindication of the Rights of Woman</i>



Fanny Burney

: *Evalina*

### **Module 3**

#### **Poetry**

##### **Essential Reading:**

John Dryden

: "Mac Flecknoe"

Thomas Gray

: "Elegy Written in a Country Churchyard"

##### **General Reading:**

John Wilmot, Earl of Rochester

: "A Satire Against Mankind"

Alexander Pope

: "Epistle to Dr. Arbuthnot"

William Blake

: "A Poison Tree"

William Collins

: "Ode to Evening"

William Cowper

: "Epitaph on a Hare"

Robert Burns

: "A Red, Red Rose"

Lady Mary Wortley Montagu

: "The Lover: A Ballad"

### **Module 4**

#### **Drama**

##### **Essential Reading:**

William Congreve

: *The Way of the World*

Oliver Goldsmith

: *She Stoops to Conquer*

##### **General Reading:**

John Dryden

: *All for Love*

John Gay

: *The Beggar's Opera*

Richard Sheridan

: *The School for Scandal*

William Wycherley

: *The Country Wife*

##### **Recommended Reading:**

Basil Wiley

: *Seventeenth Century Background*

Basil Wiley

: *Eighteenth Century Background*

Ian Watt

: *Rise of the Novel*

**CORE COURSE: PENS12604 THE RESTORATION AND THE EIGHTEENTH CENTURY**

**Credits: 4**

**Total Hours:72**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand socio-historical and political context of Restoration	PO1 PSO1	An	C	12	0	Assignment & seminars
CO 2	Interpret religious allegories of the Restoration Period	PO1 PSO1,2.	U	C	12	0	"
CO 3	Understand the essential values of Augustan Age	PO1 PSO1, 4.	U	F	2	0	"
CO 4	Examine critically the Restoration Comedy	PO1 PSO1,2	An	C	12	0	"
CO 5	Read critically satires and mock heroic forms of the Augustan Age	PO1 PSO2,3	An	C	12	0	"
CO 6	Describe the Royal Society and Enlightenment of the Augustan Age.	PO1 PSO3,4	R	F	2	0	"
CO 7	Explore the implications of the development of Lexicography	PO1 PSO1,2	An	C	2	0	"
CO 8	Explore the development of the new genre, 'novel'	PO1 PSO1	An	C	12	0	"
CO 9	Understand the Pre-Romantic sensibility	PO1 PSO3	U	C	6	0	"

## CORE COURSE: PENS 12605 LITERARY CRITICISM AND THEORY

### Course Learning Outcome:

- CO1. Understand the major Literary Theories
- CO2. Understand the main trends in Literary Theory
- CO3. Recognize the essential principles in theoretical self consciousness
- CO4. Critically analyse texts independently
- CO5. Understand literary criticism as a body of knowledge in its own right
- CO6. Evaluate literature from the point of view of various critical theories
- CO7. Recognize the distinction between criticism and theory and the politics involved
- CO8. Understand interdisciplinarity of Literary Theory

### Course Content:

#### Module 1

Major canonical figures in English Criticism: Sydney- Dryden- Johnson- Wordsworth - Coleridge- Arnold- Eliot- Leavis.

#### General Reading:

Philip Sydney	: <i>Apologie for Poetrie</i>
John Dryden	: Preface to <i>the Fables</i>
Samuel Johnson	: Preface to Shakespeare
William Wordsworth	: Preface to <i>The Lyrical Ballads</i>
S.T. Coleridge	: <i>Biographia Literaria</i> ( Chapters 10 &14)
Matthew Arnold	: Preface to <i>1853 Poems</i>
T.S. Eliot	: “Tradition and the Individual Talent”
F.R.Leavis	: <i>Living Principles</i> ( Introductory Chapter)

#### Module 2

Western Literary theory before Structuralism-Archetypal Criticism-Mythic Criticism-Russian Formalism - New Criticism - Modern Linguistic Criticism - Marxist Literary Theories –

#### Essential Reading:

Northrop Frye	: The Archetypes of Literature
Claude Levi-Strauss	: Incest and Myth
I. A. Richards	: The Four Kinds of Meaning

William Empson	: Ambiguity of the First Type
Cleanth Brooks	: The Language of Paradox
W.K.Wimsatt	: The Intentional Fallacy
Edmund Wilson	: Marxism and Literature
Viktor Shklovsky	: Art as Technique

{Essays from *Twentieth Century Literary Criticism*: Edited by David Lodge}

### Module 3

Postmodernism- Structuralism / Post Structuralist Theories- Lacanian School of Psychoanalysis - Foucauldian School of Discourse analysis - Derridian School of Discourse Analysis- French School of Feminism- Lyotard – Metanarratives- Reader Response Theories- Postcolonialism- New-Historicism- Ecocriticism- Ecohumanism- Ecofeminism

#### Essential Reading:

Roland Barthes	: “Death of the Author”
Jacques Derrida	: “Structure, Sign and Play in the Discourses of Human Sciences”
Jacques Lacan	: “The Insistence of the letter in the unconscious”
Michael Foucault	: “What is an Author?”
Helene Cixous	: “Laugh of the Medusa”
Wolfgang Iser	: “The Reading Process: A Phenomenological Approach”
Stephen Slemon	: “Scramble for Postcolonialism”
Edward Said	: <i>Orientalism</i> (Introduction)
Hayden White	: “The Historical Text as Literary Artifact”
Ynestra King	: “Feminism and the Revolt of Nature”
David Lodge(ed.)	: Essays from <i>Modern Criticism and Theory</i>
Elaine Showalter(ed.)	: <i>New Feminist Literary Criticism</i>

### Module 4

Classical Indian Literary Theories and Theoreticians - Bharatha - Rasa - Anandavardhana - Dhvani - Kuntaka - Vakrokti – Mahima Bhatta – Anumana

#### Tasks: Comparison of theories

Rasa and Objective Correlative

Rasa and Impersonality  
Deconstruction and Anumana  
Language of Paradox and Vakrata  
Ambiguity and Vakrata  
Two uses of Language and Vakrata  
Four kinds Meaning and Dhvani  
Ambiguity and Dhvani

**Recommended Reading:**

- Raghavan and Nagendra : *Indian Poetics*
- K. Kunjunni Raja : *Indian Theories of Meaning*
- K. Kunjunni Raja : *Anandavardhana*
- R. Ghosh : *The Aesthetic Experience According to Abhinava Gupta*
- K. Krishna Moorthy : *Sanskrit Literary Criticism*
- Ramaswamy and Sethuraman : *Indian Critical Traditions*
- G.B. Mohan Thampi : *Indian Aesthetics*
- T.S.Eliot : “On Poetry and Poets”
- Ann Jefferson & David Robert (eds.) : *Modern Literary Theory: A Reader*
- Patricia Waugh : *Post modernism: A Reader*
- V Sethuraman : *Indian Aesthetics*
- Abigail Bray : *Hélène Cixous: Writing and Sexual Differences*
- Julia Kristeva : *Desire in Language: A Semiotic Approach to Literature and Art*
- Roland Barthes : *S/Z*
- [Jean-Francois Lyotard](#) : *Postmodern Condition: A Report on Knowledge*
- Michel Foucault : *Power/Knowledge*
- [Jacques Derrida](#) : *Writing and Difference*
- [Linda Hutcheon](#) : *Politics of Postmodernism*
- [Vincent B. Leitch](#) : *The Norton Anthology of Theory and Criticism*
- Frederick Jameson : *The Political Unconscious*
- Said : *Orientalism*

**CORE COURSE: PENS -12605 LITERARY CRITICISM AND THEORY**

**Credits 4**

**Total hours: 72**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO1	Understand major literary theories	PO 1/PSO1	U	C	12	0	Assignment
CO 2	Understand the main trends in literary theory	PO1/PSO 1	R	F	10	0	Seminar
CO 3	Recognize essential principles in theoretical self consciousness	PO 1/PSO2	R	M F	10	0	Seminar
CO 4	Critically analyse texts independently	PO2/PSO 4,2	E	C, P	10	0	Seminar
CO 5	Understand literary criticism as a body of knowledge in its own right	PO 1/PSO1	U	C, P	5	0	Seminar
CO 6	Evaluate literature from the point of view of various critical theories	PO3/PSO 3,2	E	M, P	10	0	Practical Criticism
CO 7	Recognize the distinction between criticism and theory and the politics involved	PO4/PSO 4,2	R	C	5	0	Seminar
CO 8	Understand interdisciplinarity of Literary Theory	PO1/PSO 2,1	U	C, P	10	0	Assignment

## CORE COURSE: PENS 12606 ENGLISH LANGUAGE TEACHING

### Course Learning Outcome:

- CO1. Understand the difference between language learning and language Teaching—TEFL & TESOL
- CO2. Understand the difference between Theory, Method and Approach – the difference between behaviourist and cognitive theories.
- CO3. Evaluate the prowess in language learning – to understand the notions of correctness and standard usage
- CO4. Discuss Communicative Language Teaching as providing the learner with unrestrained access to the social, cultural and pragmatic aspects of language.
- CO5. Understand the four language skills, LSRW.
- CO6. Understand word stress and sentence stress in Speaking, Spelling and Pronunciation, and in Writing.
- CO7. Ability to use literature in Language Teaching—the role played by the teaching of prose, poetry, drama and fiction
- CO8. Ability to teach of Grammar and Vocabulary.
- CO9. Prepare/evaluate the planning of a lesson—Testing and Evaluation—Setting model question papers
- CO10. Evaluate students who practice teaching Grammar and Literature.

### Course Content:

#### Module 1

Introduction to ELT - language learning - as first language and as second language- target language difference between acquisition and learning - teaching of English as a Foreign language -- TEFL -- TESOL.

Theory, Method and Approach - the difference between theory, method and approach-

Behaviorist and Cognitive theories - methods - Grammar Translation- Audio- Lingual - Direct method - Situational and Communicative approaches - attitudes to error in Language learning -- notions of correctness and standards usage.

## Module 2

Interactive and Communicative Language Teaching – CLT – to provide the learner with unrestrained access to the social, cultural, and pragmatic aspects of language. Assimilating real-life situations and integrating them in the classroom – the primary object of the method.

## Module 3

The four skills in language learning - LSRW - receptive and productive skills -developing reading comprehension - intensive and extensive reading – developing listening comprehension - word stress and sentence stress in speaking – spelling and punctuation in writing.

## Module 4

The teaching of literary texts - aims and objectives - use of literature for language teaching - teaching of Prose, Poetry, Drama and Fiction.

Teaching of grammar - structure of English sentence - Inflection - Word order - Tenses - Articles - Prepositions and sentence patterns.

Teaching of Vocabulary - Active and Passive vocabulary - Vocabulary and Structure control -Structural and Content words - procedures for teaching vocabulary--- use of dictionary.

Planning a lesson -

Testing and Evaluation - Setting model question papers – evaluating

Students Practice Teaching - (a) Grammar (b) Literature

## Recommended Reading:

- |                                   |  |
|-----------------------------------|--|
| Allen, HB                         | : <i>Teaching English as a Second Language</i>   |
| Allen and Campbell                | : <i>Problems and Principles in Language Teaching</i>  |
| Tom Mc Arthur                     | : <i>A Foundation Course for Language Teachers</i>   |
| Jeremy Hamer                      | : <i>The Practice of ELT</i>   |
| Earl Stevick                      | : <i>Teaching and Learning Languages</i>   |
| V. K. Gokak                       | : <i>English in India</i>  |
| J. A. Bright and J. P. Mc Greger: | <i>Teaching English as a Second Language: Language Teaching Methodology</i>                  |
| Dell Hymes                        | : “On Communicative Competence,” in <i>Sociolinguistics</i> , J.B. Pride and J. Homes (eds.) |
| Wilga M Rivers                    | : <i>Interactive Language Teaching</i>   |



Halliday	: <i>Explorations in the Functions of Language</i>
Robert Lado	: <i>Language Teaching</i>
Harold Palmer	: <i>The Scientific Study and Teaching of Language</i>
Mary Finocchiaro	: <i>English as a Second Language: From Theory to Practice.</i>
Widdowson H.G.	: <i>Teaching Language as Communication</i>
Noam Chomsky	: <i>Syntactic Structures</i>

**CORE COURSE: PENM 12606 ENGLISH LANGUAGE TEACHING****Credit 4****Total hours: 72**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>KC</b>	<b>CLASS SESSIONS (approx.h rs.)</b>	<b>Assessment</b>
CO1	Understand the difference between language learning and language Teaching—TEFL & TESOL	PO1,PO2 PO3  PSO2, PSO3	Und.	Cog.	<b>2</b>	Seminar and Assignment
CO2	Understand the difference between Theory, Method and Approach – the difference between behaviourist and cognitive theories.	PO1,PO2 PO3 PSO1 PSO2, PSO3	Eva.	Cog.	<b>12</b>	Seminars and Assignments
CO3	Evaluate the prowess in language learning – to understand the notions of correctness and standard usage	PO1,PO2 PO3 PSO1 PSO2 PSO3	Ana	Cog.	<b>5</b>	Seminar
CO4	Discuss Communicative Language Teaching as providing the learner with unrestrained access to the social, cultural and pragmatic aspects of language.	PO1,PO2 PO3  PSO2, PSO3, PSO4	Ana.	Cog.	<b>4</b>	Tutorial-Reading
CO5	Understand the four language skills, LSRW.	PO1,PO2 PO3  PSO2, PSO3 PSO4	Ana.	Cog.	<b>10</b>	Seminars Assignments
CO6	Understand word stress and sentence stress in Speaking, Spelling and Pronunciation, and in Writing.	PO2,PO3  PSO1 PSO2	Ana.	Cog.	<b>8</b>	Practical—Speaking and Writing
CO7	Ability to use literature in Language Teaching—the role played by the teaching of prose, poetry, drama and fiction	PO1,PO2 PO3,PO4  PSO1, PSO2 PSO3 PSO4	Und. Ana. Eva.	Affective	<b>10</b>	Seminar and Assignments

CO8	Ability to teach of Grammar and Vocabulary.	PO2,PO3 PSO1	Ana .	Cog.	<b>5</b>	Seminar
CO9	Prepare/evaluate the planning of a lesson—Testing and Evaluation—Setting model question papers	PO2,PO3 PO4 PSO1 PSO2 PSO3	Ana.	Cog.	<b>6</b>	Practical— Writing a lesson Plan, Learning to set Question Papers
CO 10	Evaluate students who practice teaching Grammar and Literature.	PO2,PO3 PSO2, PSO3, PSO4	Ana.	Psy. motor	<b>10</b>	Practical— Teaching Practice

## **SEMESTER III**

### **CORE COURSE: PENM 12607 LITERARY ARCHIVE III - ENGLISH LITERATURE III- NINETEENTH CENTURY LITERATURE**

#### **Course Learning Outcome:**

- CO 1 Understand the evolution of the Romantic sensibility through phases of nascent energy, stasis and decadence
- CO 2 Critically analyse the influence of the American and French Revolutions in the Romantic Literature.
- CO 3 Understand and analyse the aesthetic quality of lyrical ballads during the Romantic Revival
- CO 4 Discuss the variety of styles used in formal essays and personal essays by the masters of English essay writing
- CO 5 Critically analyse the Gothic fiction and the Historical novels developed in the Romantic period
- CO 6 Estimate the contribution of women writers to English Literature
- CO 7 Analyse the Theory of Evolution on the Victorian poets and their poetry.
- CO 8 Critically analyse the contribution of Pre-Raphaelites
- CO9 Understand the development of Victorian Theatre and Comedy of Manners
- CO10 Critically examine the effects of Industrial Revolution in the writings of Victorian writers (Victorian dilemma and Victorian compromise)

#### **Course Content:**

##### **Module 1**

Early Romantics – William Blake – the new mood of subjectivity –the influence of the American and French Revolutions –Lyrical Ballads – Wordsworth and Coleridge – the Younger Romantics – Romantic prose – Lamb and Hazlitt – Gothic fiction – Historical novel –women writers –Victorian prosperity – Carlyle, Mill and Ruskin – Newman and the Oxford Movement –Darwin and Evolution –Tennyson and Browning – Women poets –Arnold – Decadence – Walter Pater and aestheticism – Pre-Raphaelites -- the triumph of the novel – Oscar Wilde and the Comedy of Manners -- Industrial revolution -- Colonialism

##### **Module 2**

##### **Prose and Fiction**

#### **Essential Reading:**

Charles Lamb	: Oxford in the Vacation, Dream Children, On the Artificial Comedy of the Eighteenth Century
William Hazlitt	: The Indian Jugglers, My First Acquaintance with Poets
Leigh Hunt:	: On the Realities of Imagination
<b>General Study</b>	
Olaudah Equiano (Gustavus Vassa)	: <i>The Interesting Narrative of the Life of Olaudah Equiano</i>
Thomas De Quincey	: <i>Confessions of an English Opium Eater</i>
Mary Shelley	: <i>Frankenstein</i>
Walter Scott	: <i>Old Mortality</i>
Jane Austen	: <i>Pride and Prejudice</i>
George Eliot	: <i>Adam Bede</i>
Charles Dickens	: <i>David Copperfield</i>
Emily Bronte	: <i>Wuthering Heights</i>
W.M. Thackeray	: <i>Vanity Fair</i>

### Module 3

#### Poetry

#### Essential Reading:

William Wordsworth	: Ode : On Intimations of Immortality
S.T. Coleridge	: Dejection : An Ode, Kubla Khan
John Keats	: Ode On a Grecian Urn
P B Shelley	: Ode to the West Wind
Alfred Tennyson	: Ulysses
Robert Browning	: My Last Duchess
Elizabeth Barrett Browning	: A Musical Instrument
Matthew Arnold	: Dover Beach
G.M. Hopkins	: The Windhover, Binsey Poplars, God's Grandeur

#### General Reading:

Lord Byron	: Prometheus
D.G. Rossetti	: The Blessed Damozel
Felicia Hemans	: Casabianca
Christina Rossetti	: When I am Dead, my Dearest, Up-Hill

### Module 4

#### Drama

#### Essential Reading:

Oscar Wilde	: <i>The Importance of Being Earnest</i>
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#### General Reading:

P B Shelley	: <i>The Cenci</i>
George Bernard Shaw	: <i>Arms and the Man</i>

#### Recommended Reading:

Raymond Williams	: <i>Culture and Society</i> (Chapter 11)
Meena Alexander	: <i>Women in Romanticism</i>
Isabel Armstrong	: <i>Victorian Poetry: Poetry, Poetics, Politics</i>

Ian Watt  
Wheeler M.

: *Rise of the Novel*  
: *English Fiction of the Victorian Period*

**CORE COURSE: PENS 12607 LITERARY ARCHIVE III ENGLISH LITERATURES III-  
NINETEENTH CENTURY LITERATURE**

Credits 4

Total hours: 72

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs	Field Visits Hrs	Assessment
CO 1	Understand the evolution of the Romantic sensibility through phases of nascent energy, stasis and decadence	PO1 PSO1	U	C	6	0	Assignment & seminars
CO 2	Critically analyze the influence of the American and French Revolutions in the Romantic Literature.	PO1 PSO2	An	C	12	0	"
CO 3	Understand and analyze the aesthetic quality of lyrical ballads during the Romantic Revival	PO1 PSO2	U An	C	10	0	"
CO 4	Discuss the variety of styles used in formal essays and personal essays by the masters of English essay writing	PO1 PSO1,2	U	C	10	0	"
CO 5	Critically analyze the Gothic fiction and the Historical novels developed in the Romantic period	PO1 PSO2	An	C	6	0	"
CO 6	Estimate the contribution of women writers to English Literature	PO1,4 PSO1,3	App	C	8	0	"

CO 7	Analyze the Theory of Evolution on the Victorian poets and their poetry.	PO1 PSO1,3	U An	C	6	0	”
CO 8	Critically analyze the contribution of Pre-Raphaelites	PO1 PSO2,3	U An	C	2	0	”
CO9	Understand the development of Victorian Theatre and Comedy of Manners	PO1 PSO3	U	C	6	0	”
CO10	Critically examine the effects of Industrial Revolution in the writings of Victorian writers(Victorian dilemma and Victorian compromise)	PO 1,2,4 PSO 3,4	U An	C	6		”

## **CORE COURSE: PENM 12608 CULTURAL STUDIES**

### **Course Learning Outcome:**

- CO1. Understand Cultural Studies as a discipline and the problems encountered in the process
- CO2. Discuss the plurality of strategies adopted by the discipline
- CO3. Analyse the relationship between culture and power and the patterns of cultural and economic circuits
- CO4. Understand concepts like Identity, the Politics of difference and Multiculturalism
- CO5. Understand key concepts in Cultural Theory and the important theorists of the 20<sup>th</sup> century
- CO6. Discuss Culture Industry, high, low, mass and Popular Culture
- CO7. Understand the concepts of Race, Gender and Subaltern
- CO8. Analyse the concepts of Nation, Space and Time
- CO9. Analyse various aspects associated with Cyber culture and Visual culture from a multidisciplinary context
- CO10. Analyse and discuss any cultural texts on the basis of levels of encoding and decoding

### **Course Content:**

#### **Module 1**

What is Cultural Studies? Directions and problems - Theory and Methods- Plurality of strategies Transdisciplinarity/ Multidisciplinarity/ Interdisciplinarity – history - Political economy- Feminism - Anthropology and Sociology -- Postcolonialism - Globalization and Postmodern culture.

#### **Module 2**

Identity and difference - representation - subjects – bodies - selves - culture and power — Cultural production - cultural and economic circuits – encoding and decoding – ideology – media – commodification - Culture Industry - Art and Culture - high and low culture - Mass culture - Popular culture - cultural elitism.

#### **Module 3**

Multiculturalism - Ethnicity - cultural politics - racial cross currents - the politics of difference - Gender and Sexuality – Race and Gender studies - Subaltern studies - Nation – Space and Time -



Media and Public sphere - Cyber space and Cyber culture - Visual culture - Visual pleasure – Simulacra and implosion.

#### **Module 4**

Cultural resistance – reading texts – Genealogy - Cultural Materialism – New Historicism

#### **Essential Reading:**

- Simon During : *The Cultural Studies Reader*.
- Jessica Munns and Gita Rajan.(eds.): *A Cultural Studies Reader (Introduction)*
- Stuart Hall : “Cultural Studies: Two Paradigms”
- Fredric Jameson : “On Cultural Studies”
- Paul Gilroy : “Cultural Studies and Ethnic Absolutism”
- Adorno : *The Culture Industr*
- Terry Eagleton : *The Idea of Culture (Introduction)*
- J. Tomlinson : *Cultural Imperialism (Introduction)*
- Edward Said : *Culture and Imperialism (Introduction)*
- : *Culture and Resistance (Introduction)*
- : “Orientalism”
- bell hooks : “Black Women: Shaping Feminist Theory” in *African Philosophy*
- Cornel West and bell hooks : “Black Men and Black Women” in *African Philosophy*
- Cornel West : “New Cultural Politics of Difference”, in *Keeping Faith*

#### **Recommended Reading:**

- Simon During : *The Cultural Studies Reader*
- L. Althusar and E Balibar : *Reading Capital*
- A. Appandurai : *The Social Life of Things Commodities in Cultural Perspective*
- M. Bakhtin : *The Dialogic imagination*
- R. Barthes : *The Pleasure of the Text*
- T. Bennet : *Culture :A Performer’s Science*

H.K. Bhabha	: <i>Nation and Narration</i>
Chris Barker	: <i>Making of Sense of Cultural Studies</i>
Chris Jenks	: <i>Visual Culture</i>
P. Chatterjee	: <i>The Nation and its Ferments</i>
J. Collins	: <i>Uncommon Cultures: Popular Culture and Post Modernism.</i>
T. Eagleton	: <i>Ideology: an Introduction</i>
J. Ellis	: <i>Visible Fictions: Cinema, Television, Video</i>
J. Fiske	: <i>Understanding Popular Culture</i>
M. Foucault	: <i>The Order of Things: An Archeology of the Human Sciences</i>
Paul Gilroy	: <i>There Ain't Any Black in the Union Jack</i>
Stuart Hall et.al.	: <i>Culture, Media and Language</i>
John Hartley	: <i>A Short History of Cultural Studies</i>
Andrew Edgar and Sedgwick	: <i>Key Concepts in Cultural Theory</i>
Raymond Williams	: <i>Culture</i>
Raymond Williams	: <i>Culture and Society</i>
Raymond Williams	: <i>Key words</i>
J. Frow	: <i>Cultural Studies and Cultural Value</i>

## CORE COURSE: PENM 12608 CULTURAL STUDIES

Credits 4

Total hours: 72

	Course Outcome	PO/PSO	CL	KC	Class Session (approx. hrs.)	Field Visit hrs	Assessment
CO 1	Understand Cultural Studies as a discipline with a detailed knowledge of its beginnings, directions taken by it and the problems encountered in the process	PO1, PO3 PSO1, PSO3, PSO4	U	C, F	5	0	Seminars and assignments
CO 2	Discuss the plurality of strategies adopted by the discipline	PO1, PO2, PO3 PSO1, PSO2, PSO4	U	C, F	5	0	"
CO 3	Analyse the relationship between culture and power and the patterns of cultural and economic circuits	PO1, PO2, PO3 PSO1, PSO2, PSO3, PSO4	U	C, F	8	0	"
CO 4	Understand concepts like identity, the politics of difference and multiculturalism	PO1, PO3 PSO2, PSO3, PSO4	An	C, P	10	0	"
CO 5	Understand key concepts in Cultural Theory and the important theorists of the 20 <sup>th</sup> century	PO1, PO3 PSO1, PSO2, PSO3, PSO4	U	C, F	10	0	"
CO 6	Discuss Culture Industry, high, low, mass and popular culture	PO1, PO2, PO3	U	C	10	0	"

		PSO1, PSO3, PSO4					
CO7	Understand the concepts of race, gender and subaltern	PO1, PO2 PSO1, PSO3, PSO4	U	C	5	0	”
CO8	Analyse the concepts of Nation, Space and Time	PO1, PO2, PO3 PSO1, PSO2, PSO3, PSO4	An	C, P	7	0	”
CO 9	Analyse various aspects associated with Cyber culture and Visual culture from a multidisciplinary context	PO1, PO2 PSO1, PSO2, PSO3, PSO4	An	C, P	7	0	”
CO 10	Analyse and discuss any cultural texts on the basis of levels of encoding and decoding	PO1, PO3, PO4 PSO2, PSO3, PSO4	Ev	C, P	5		”

## ELECTIVE COURSE: **PENM 12622 ECOLOGY AND LITERATURES**

### **Course Learning Outcomes:**

- CO1. Understand the wider significance of nature its representation
- CO2. Remember the relation between literature and the physical environment
- CO3. Understand the antecedents of ecological literary movement
- CO4. Evaluate human action from an ecologically ethical point of view
- CO5. Explain critical concepts of ecological literary criticism
- CO6. Explain Ecological Problem as one of the most serious problems that confronts humanity and its Politics
- CO7. Analyse literary texts from an ecological point of view

### **Course Content:**

#### **Module 1**

Basic concepts and theories in Eco-poetics and Eco-aesthetics -- Anthropocene --Environmentalism --- Deep Ecology --- Eco-Marxism -- Ecofeminism--Nature and Culture -- Village and city -- tradition and modernity --- Pastoral --- wilderness ---Apocalypse -- Romanticism --- Transcendentalism ---Anthropocentrism --- Androcentrism --- Heideggerian ecophilosophy

#### **Module 2**

Ecology in epics and classics -- eco-myths, woman, land and fertility - Back to nature - ecology and industry

#### **Module 3**

##### **Re -reading the Classics**

Kalidasa	: <i>Kumarasambhavam</i>
William Wordsworth	: "Tintern Abbey Lines"
Kumaranasan	: <i>Nalini</i>
Thomas Hardy	: <i>Tess</i>
Thakazhi	: <i>Coir</i>
Jonathan Bate	: <i>The Song of the Earth</i>
Pearl S. Buck	: <i>The Good Earth</i>

Wole Soyinka : *The Lion and the Jewel*  
 Vaikom Muhammed Basheer : “*Boomiyude Avakashikal*”

## Module 4

### Concepts and Theories

#### Essential Reading:

K. M. Venkataramaiah & S. V. Subramanaian (eds) : “Tina Poetics “from *Tolkaappiyam*  
 Gaston Bachelard : *The Poetics of Space*  
 Richard Kerridee & Neil Sammells (eds) : *Writing the Environment :Eco-criticism and Literature.*  
 Karl Krocher : *Ecological Literary Criticism*  
 William Ruekert : “Literature and Ecology”  
 Greg Gerrard : *Ecocriticism*

#### Recommended Reading:

Greg Gerrard : *Oxford Handbook of Ecocriticism*  
 J B Forster : *Marx’s Ecology*  
 Joseph Meeker : *The Comedy of Survival Studies in Literary Ecology*  
 John Elder : *Imaging the Earth: Poetry and the Vision of Nature*  
 Thomas J Lyon : *This Incomparable Land: A Book of Amerian Nature Writing*  
 Robert Finch and John Elder (eds) : *The Norton Book of Nature Writing*  
 Jonathan Bate : *Romantic Ecology: Wordsworth and Environmental Tradition*  
 Amitav Ghosh : *The Great Derangement*  
 Ronald Worster : *The Wealth of Nature: Environmental History and Ecological Imagination*  
 Walter Levy and Christopher Hallowell (eds.): *Thinking and Writing about Nature and Environment.*  
 Lorraine Anderson (ed.) : *Sisters of the Earth: Women’s Prose and Poetry about Nature*

Lawrance Buell	: <i>The Environmental Imagination: Thoreau, Nature Writing and the Formation of American Culture</i>
Cheryll Burgess Glotfelty & Harold Fromm (eds.)	: <i>The Eco-criticism Reader: Landmarks in Literary Ecology</i>
Thomas Moore	: <i>The Soul of Nature</i>
Fredrick O Wage	: <i>Teaching Environmental Literature: Materials. Methods, Resources</i>
Salim Ali	: <i>The Birdwatcher's Paradise</i>
Madhav Gadgil and Ramahandra Guha	: <i>Ecology and Equity</i>
Emerson	: <i>Nature</i>

**ELECTIVE COURSE: PENM 12622 ECOLOGY AND LITERATURES**

**Total hours: 72**

**Credits 4**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs	Field Visits Hrs	Assessment
CO 1	Understand the wider significance of nature and its representation	PO1/PSO 1	U	F	10	0	Assignment
CO 2	Remember the relation between literature and the physical environment	PO3/PSO 2	Re	F	12	0	Assignment
CO 3	Understand the antecedents of ecological literary movement	PO4/PSO 1	U	C	8	0	Assignment
CO 4	Evaluate human action from an ecologically ethical point of view	PO4/PSO 3 PSO2	E	M, P	5	0	Seminar
CO 5	Explain critical concepts of ecological literary criticism	PO1/PSO 1	E	P	15	0	Seminar
CO 6	Explain Ecological Problem as one of the most serious problems that confronts humanity and its Politics	PO3/PSO 2 PSO 3	E	M, P	8	0	Seminar
CO 7	Analyse literary texts from an ecological point of view	PO2/PSO 4	An	P	14	0	Assignment



## **ELECTIVE COURSE: PENM 12623 TRANSLATION STUDIES**

### **Course Learning Outcomes:**

- CO1. Understand the concept of translation
- CO2. Understand the hereditary weight of languages- creativity and translation
- CO3. Understand the concept of equivalence
- CO4. Identify the problems pertaining to the source language and the target language
- CO5. Understand the concept of textuality as identity
- CO6. Understand the textual variation in translation
- CO7. Discuss the problems in the translation of poetry and prose
- CO8. Understand and Analyse the politics of translation

### **Course Content:**

#### **Module 1**

##### **Theories and problems of translation**

Translation - a form of cultural study - inter - cultural contacts - creative use of language - complexity and hereditary weight of language - creativity and translation - transcreation - introduction of alien culture to native culture - cultural encounters - translation and multi culturalism.

Source language - Target language - concept of equivalence - total facultative, approximate and null equivalences - untranslatability - maintaining the ethnic and cultural elements in the source language - producing an appeal of transfer in the target language - problems with titles - registers - distinction between narrative language and conversational language - translated into good and bad forms in the target language translation of polyphonic language.

#### **Module 2**

##### **Politics and commerce of translation**

Ideology - of author - of translator - ideology and realism - content and form - textuality – genre variation in translation - textual variation in translation - politics of translation - personal preferences - politics and creativity - politics and erudition - Translation as a negotiation - a political negotiation with the source text.

#### **Module 3**

Translation of Poetry - Conventional English views - Modern views - Problems

## Module 4

### Translation of Prose

Textuality as identity - textuality as an expression of ideology - translation as cultural politics/ textual politics - choice of source text/source language - cultural needs of receptive culture - reciprocity of benefits to receptive culture and assimilated culture - textual strategy as ideological reglets-manipulation and appropriation of translated text - social change and radical movements linked to translation - commercialization of translation - marketing of books.

### Recommended Reading

- J.C. Catford : *A Linguistic Theory of Translation*
- Eugene Nida and Charles Taber : *The Theory and Practice of Translation*
- Edward Sapir : *Culture, Language and Personality*
- Susan Bassnett : *Translation Studies*
- Terry Eagleton : *Ideology and Literature*
- Toril Moi : *Sexual/ Textual Politics*
- Dijk Tuen A. Van : *Ideology : a Multidisciplinary Approach*
- Slavoj Zizek : *Mapping Ideology*
- Terence Ball : *Ideals and Ideologies*
- Carl Plasa : *Textual Politics from Slavery to Post- Colonialism*
- Henry Jenkins : *Textual Poachers*
- Stephen Melville : *Vision and Textuality*
- Anuradha Dingwaney and Carol Maier: *Between Languages and Cultures: Translation and Cross - Cultural Texts*
- Niranjana Tejaswini : *Sitting Translation: History, Post - Structuralism and Colonial Context*
- Sujit Mukherjee : *Translation as Discovery*
- Santha Ramakrishna : *Translation and Multilingualism : Post Colonial Context*
- Sukanta Chaudhari : *Translation and Understanding*
- Alan Duff : *Translation*
- Eugene Nida : *Towards a Science of Translating*
- Eugene Nida : *Language ,Structure and Translation*

Lawrence Venuti : *Rethinking Translation, Discourse, Subjectivity Ideology*  
Andre Lefevere : *Louvain Colloquium on Literature and Translation*

# ELECTIVE COURSE: PENM 12623 TRANSLATION STUDIES

**Total hours: 72**

**Credits 4**

	Course Outcome	PO/PSO	CL	KC	Class Session s (approx. ) Hrs.	Field Visits hrs	Assessmen t
CO 1	Understand the concept of translation	PO1, PSO1	U	C	6	0	Assignment s & Seminars
CO 2	Understand the hereditary weight of languages- creativity and translation	PO1, PSO1	U	C	6	0	"
CO 3	Understand the concept of equivalence	PO1, PSO1	U	C	10	0	"
CO 4	Identify the problems pertaining to the source language and the target language	PO1, PSO1, PSO2	U	C	8	0	"
CO 5	Understand the concept of textuality as identity	PO1, PSO1	U	C	8	0	"
CO 6	Understand the textual variation in translation	PO1, PSO1	U	C	10	0	"
CO 7	Discuss the problem in the translation of poetry and prose	PO1, PSO1, PSO3	U	C	10	0	"
CO 8	Understand and Analyse the politics of translation	PO1, PSO1, PSO2, PSO3	U, An	c	14	0	"

## ELECTIVE COURSE: **PENM 12624 - CYBER CULTURE**

### **Course Learning Outcomes:**

- CO1. Understand the evolution of Cyber culture
- CO2. Understand the extension of the writing space
- CO3. Evaluate the writing self, writing practices and also the identities of the user and the used in Cyber space
- CO4. Analyse the popular Cyber cultures, New Media Studies and Cyber Texture
- CO5. Understand Cyber Life and Social Reality
- CO6. Understand the dangers of Cyber vandalism and cyber hackers
- CO7. Analyse the dangers of Cyber colonialism and Technology capitalism

### **Course Content:**

#### **Module 1**

Cyber Culture- approaching Cyber Cultures- Popular Cyber Cultures- Internet Studies- New Media Studies- Web studies- Cyber Conformity- Cybertecture.

#### **Module 2**

Cyber Identities- Cyber Communities- Cyber Life- Cyber Politics- Virtual Life- Virtual Reality- Cyborgs- Cyber Physical Society- Cyber Vandalism- Hackers- Cyber Punks/Microcerfs- Virtual Cultures

#### **Module 3**

Cyber Subcultures- Cyber sexual Cultures- Cyber Colonialism- Cyber Pornography- Cyber Feminism

#### **Module 4**

Cyber Space and Cyber Cities- Computer Mediated Communication- Web Literature- Technology CapitalismCyber Techno Societies- Cyborg Urbanisation

### **Recommended Reading:**

1. Moravee, H (1988) *Mind Children* Cambridge, MA: Harward University Press.
2. Negroponte, N (1995) *Being Digital* Newyork: Knopf.
3. Reich, R B (1991) *The Work of Nations: Preparing ourselves for 21<sup>st</sup> Century Capitalism*. Newyork: Knopf.
4. Robertson, R (1992) *Globalization: Social Theory and Global Culture*. London: Sage.
5. Rushcoff, D ( 1994) *Cyberia: Life In The Trenches of Hyperspace*. San Fransisco: Harpercollins
6. Time (1995) Welcome to Cyberspace: Special Issue. 145(12). Spring

## ELECTIVE COURSE PENM 12624 - CYBER CULTURE

**Credits: 4**

**Hours: 72**

	Course Outcome	PO / PSO	CL	KC	Class Sessions (approx. hrs.)	Assessment
CO1	Understand the evolution of Cyber culture	PO1,PO3 PSO2, PSO3 PSO4	Und. Ana.	Conceptual Factual	10	Seminar or Assignment on the evolution of Cyber culture
CO2	Understand the extension of the writing space	PO1,PO2, PO3,PO4 PSO2,PSO3 , PSO4	Und. Ana.	Cog.	10	Tutorial-Reading Article
CO3	Evaluate the writing self, writing practices and also the identities of the user and the used in Cyber space	PO1,PO2 PSO2,PSO3 , PSO4	Eva.	Cog.	10	Seminar or Assignments
CO4	Analyse the popular Cyber cultures, New Media Studies and Cyber Texture	PO1, PO2 PSO3, PSO4	Ana.	Cog.	12	Tutorial-Reading Article
CO5	Understand Cyber Life and Social Reality	PO1,PO2, PO3,PO4 PO1,PO3 PSO3,PSO4	Und. Ana. Eva.	Cog.	10	Lecture and Discussions
CO6	Understand the dangers of Cyber vandalism and cyber hackers	PO1,PO2 PSO2,PSO3 ,PSO4	Und.	Cog.	10	Lecture and Discussions
CO7	Analyse the dangers of Cyber colonialism and Technology capitalism	PO1,PO3 PSO2,PSO3 ,PSO	Ana.	Cog.	10	Seminar

## ELECTIVE COURSES: **PENM 12625 CANADIAN LITERATURE**

### **Course Learning Outcomes:**

- CO1. Understand the evolution of Canadian culture
- CO2. Understand Canadian Literature, traditions and people
- CO3. Analyse Canadian texts with critical conscience
- CO4. Discuss the ethical dimensions in Canadian Literature
- CO5. Articulate the critique of power in Canadian Literature
- CO6. Critically evaluate Canadian authors and texts
- CO7. Create a new reading position in Canadian Literature
- CO8. Explain new texts and contexts in Canadian Literature

### **Course Content:**

#### **Module 1**

The beginning of Canadian Writing; the Literature of the pioneer stage in Canada

1. Social History; the link with Europe.
2. Major Canadian Writers of the period between the wars; the growth of poetry
3. Novelists of the Post-War era
4. Canadian Writing as a confluence of British and American streams in language
5. Literary Criticism in Canada : Northrop Frye

#### **Texts Prescribed for General Study**

#### **Module 2**

##### **Poetry**

Penny Kemp	: THROO
Leonard Cohen	: Selected Poems

#### **Module 3**

##### **Fiction**

Margaret Atwood	: <i>The Handmaids' Tale</i>
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Ernest Buckler	: <i>The Mountain and the Valley</i>
Alice Munroe	: <i>Lives of Girls and Women</i>
Rohinton Mistry	: <i>A Fine Balance</i>

#### **Module 4**

##### **Prose Writings (including stories and Drama)**

Beth Brandt	: “A Long Story”
Eli Mandel	: “Another Time”
Albert Laberge	: “The Patient” in The Oxford Book of French Canadian Short Stories
Mare Lescarbot	: The Theatre of Neptune in New France (A Play)

##### **Recommended Reading**

William Walsh (ed.)	: Readings in Commonwealth Literature
Jameela Begum (ed.)	: Canadian Literature Perspectives
Bruce King (ed.)	: Literature of the World in English
C.D. Narasimharah (ed.)	: Glimpses of Canadian Literature



**ELECTIVE COURSE: PENM 12625 CANADIAN LITERATURE**

**Total hours: 72**

**Credits 4**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>K C</b>	<b>Class Sessions (approx.) Hrs.</b>	<b>Field Visits hrs</b>	<b>Assessment</b>
CO 1	Understand the evolution of Canadian culture	PO 1/ PSO 1	U	C	10	0	Assignment & Seminar
CO 2	Understand Canadian Literature, traditions and people	PO 1/ PSO 1	U	F, C	12	0	Assignment & Seminar
CO 3	Analyze Canadian texts with critical conscience	PO 1,4/ PSO 2	A	P, M	8	0	Assignment & Seminar
CO 4	Discuss the ethical dimensions in Canadian Literature	PO 2/PSO 3,4	A	C	5	0	Assignment & Seminar
CO 5	Articulate the critique of power in Canadian Literature	PO 1,2/PSO3 ,4	A	C, M	15	0	Assignment & Seminar
CO 6	Critically evaluate Canadian authors and texts	PO 1,2/PSO 3,4	A	C, M	8	0	Assignment & Seminar
CO 7	Create a new reading position in Canadian Literature	PO 3/PSO 4	C	M	10	0	Assignment & Seminar
CO 8	Explain new texts and contexts in Canadian Literature	PO 3,4/PSO 4	Ap	M	4	0	Assignment & Seminar

## ELECTIVE COURSE PENM 12626-LITERATURE IN THE PUBLIC SPHERE/ DOMAIN

### Course Learning Outcomes:

- CO1. Understand the concept of public sphere
- CO2. Remember the distinction between Public and Private sphere
- CO3. Recognize the concept of the public domain and its orientation to the intellectual commons
- CO4. Analyze contemporary writing that problematises the relation between the public and private realms
- CO5. Create informed discussion/debate on issues of current significance
- CO6. Relate Public Sphere to Literature
- CO7. Explain the ethics and politics of Public Sphere

### Course Content:

#### Module 1

##### Background

Theorization of the public sphere – antecedents – civil society – public sphere as a discursive space – the state and the public sphere -- Jürgen Habermas – bourgeois public sphere – exclusions -- *Structural Transformation of the Public Sphere* (see Recommended Reading) – Copyrights/ patents/ Intellectual Property Rights – Censoring opinions and individuals – the media and controls – the corporate environment – public issues: environment; religion; gender equality; the body; neo imperialism; corporate ideology; war; poverty; discriminations—public space – the Indian public sphere

#### Module 2

- Jürgen Habermas : “Further Reflections on the Public Sphere” (Calhoun—see recommended reading)
- Seyla Benhabib : “Models of Public Space” (Calhoun—see Recommended Reading)
- Oscar Negt & Alexander Kluge: “The Public Sphere as the Organization of Collective Experience” (Chapter 1 of *Public Sphere and Experience: Toward an Analysis of the Bourgeois and Proletarian Public Sphere*)
- Amir Ali : “Evolution of Public Sphere in India,” EPW, 2001 (available in Jstor)
- Jürgen Habermas, Sara Lennox, FrankLennox : “The Public Sphere: An Encyclopedia Article” (1964), New German Critique, No. 3 (Autumn, 1974, pp. 49-55)

#### Module 3

- James Boyle : “A Creative Commons” (in *The Public Domain: Enclosing the Commons of the Mind*) – free download available
- Salman Rushdie : *Is Nothing Sacred?* Granta, 1990. (Herbert Read Memorial Lecture Feb 6 1990) (Free download available)
- Taslima Nasreen : “Homeless Everywhere: Writing in Exile.” *Sarai Reader 04: Media*, CSDS, Delhi, 2004 (Free download available)

- Arundhati Roy : "Peace and the New Corporate Liberation Theology,"  
*An Ordinary Person's Guide to Empire*. Penguin, 2005.  
 329-352
- Shiv Viswanathan : "On the Annals of the Laboratory State" (in *Science, Hegemony, and Violence: A Requiem for Modernity* ed. Ashish Nandy) – Free download available

#### Module 4

- George Orwell : 1984
- Baby Halder : *A Life Less Ordinary: A Memoir*
- Sarah Joseph : *Gift in Green (Aathi)* Trans. Valson Thambu
- Dario Fo : *The Accidental Death of an Anarchist*
- Mahesh Dattani : *Final Solutions*

#### Recommended Reading:

- Jürgen Habermas : *The Structural Transformation of the Public Sphere*. MIT, 1989.
- Craig Calhoun : *Habermas and the Public Sphere*. MIT, 1996.
- Arturo Escobar : *Encountering Development: The Making of the Third World*. Princeton UP, 1996.
- Vandana Shiva : *Staying Alive*
- Madhav Gadgil and Ramachandra Guha : *This Fissured Land: An Ecological History of India*. Univ. of California Press, 1993.
- Madhav Gadgil and Ramachandra Guha : *The Use and Abuse of Nature*. OUP, 2005.
- Edward S. Herman and Noam Chomsky : *Manufacturing Consent: The Political Economy of the Mass Media*. Pantheon, 1988.
- Paulo Freire : *The Pedagogy of the Oppressed*. Penguin, 1996.
- Oscar Negt & Alexander Kluge : *Public Sphere and Experience: Toward an of the Bourgeois and Proletarian Public Sphere*. U of Minnesota P., 1993.
- James Boyle : *The Public Domain: Enclosing the Commons of the Mind*. Yale UP, 2008. (Free Download)
- Ashish Nandy (ed.) : *Science, Hegemony, and Violence: A Requiem for Modernity*. United Nations University, 2008. (Free download)
- Monica Narula et.al. : *Sarai Reader 04: Crisis Media*, CSDS, Delhi, 2004
- Arundhati Roy : *An Ordinary Person's Guide to Empire*. Penguin, 2005.
- Arvind Rajagopal (ed.) : *The Indian Public Sphere: Readings in Media History*

**ELECTIVE COURSES: PENM 12626 LITERATURE IN THE PUBLIC SPHERES/  
DOMAIN**

**Credits :4**

**Total hours :72**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>K C</b>	<b>Class Sessions (approx.) Hrs</b>	<b>Field Visits hrs</b>	<b>Assessment</b>
CO 1	Understand the concept of public sphere	PO1/PSO 1	U	F	10	0	Assignment
CO 2	Remember the distinction between Public and Private sphere	PO1/PSO 1	R	F	10	0	Assignment
CO 3	Recognize the concept of the public domain and its orientation to the intellectual commons	PO3/PSO 2 PSO2	R	C	12	0	Assignment
CO 4	Analyze contemporary writing that problematises the relation between the public and private realms	PO3/PSO 3	An	P	10	0	Seminar
CO 5	Create informed discussion/debate on issues of current significance	PO2/PSO 4	Cr	M, P	10	0	Seminar
CO 6	Relate Public Sphere to Literature	PO4/PSO 3	R	C, P	10	0	Assignment
CO 7	Explain the ethics and politics of Public Sphere	PO4/PSO 3	E	C, P	10	0	Seminar

## ELECTIVE COURSE: **PENM 12627 PSYCHOANALYSIS AND LITERATURE**

### **Course Learning Outcomes:**

- CO1. Understand broadly the concepts in psychoanalysis and in detail the concepts of id, ego and superego.
- CO2. Understand the basic concepts of persona, shadow and anima/animus
- CO3. Understand the three dimensions in the psyche as propounded by Lacan viz., the symbolic, the imaginary and the real
- CO4. Analyse the relevance of texts in the light of the Freudian, Jungian and Lacanian theories
- CO5. Understand the theory of Positive Disintegration by Kasimierz Dabrowski
- CO6. Understand the terms - Neurosis, Psychosis, Schizophrenia, Hallucination, Delusion, Masochism
- CO7. Understand Lawrence Kubie's structure of the psyche
- CO8. Analyze the prescribed texts in the light of the psychoanalytic theories

### **Course Content:**

#### **Module 1**

Freud and conventional psychology - psychic division - conscious unconscious complexes and envy - Oedipus complex - Electra complex - Masculinity complex - penis envy - psychoanalysis - Dreams - Neurosis - psychosis - narcissism - creativity - death wish - suicide - Post - Freudian psychology - Lawrence Kubie - psychic levels - conscious - unconscious - pre conscious - Carl Jung and the unconscious - personal unconscious - William James - Stream of Consciousness

#### **Module 2**

Psychic aberrations - Break down - neurosis - psychosis - schizophrenia mania-melancholia - hallucination - delusion - psychic mutations - split self - Double antithetical double - Other - Otherness - multiple voices - psychopath - sadism - masochism - sadomasochism - psychic conflicts - Divided self - opposing self - psychic disorientation - psychic disintegration.

#### **Module 3**

Psychic cure and integration - Positive Disintegration - Kasimierz Dabrowski - Therapeutic exercises - Art and writing as therapeutic exercises - creativity and self destruction - as twin energies from unconscious - writer's block - remedial therapy - Jacques Lacan -

psychic structures - stages. Omlette, Symbolic, Mirror stages - Language and the unconscious.

## **Module 4**

### **Illustrations from Literature**

1. *Oedipus Rex*
2. *Electra*
3. *Hamlet*
4. *The Strange Case of Dr. Jekyll and Mr Hyde*
5. *Rainbow*
6. *Bell Jar*
7. *Brothers Karamasov*
8. *The Golden Note Book*
9. *The French Lieutenant's Woman*
10. *Sophie's Choice*
11. *Emperor Jones*

### **Recommended Reading:**

- |                                 |   |
|---------------------------------|---|
| Sigmund Freud                   | <i>The Essentials of Psychoanalysis</i>                     |
| R.D.Laing                       | <i>The Divided Self</i>                                     |
| Jon Platania                    | <i>Jung for Beginners</i>                                   |
| Jean Laplanche                  | <i>Essays on Otherness</i>                                  |
| Jan Compbell and Janet Harbord: | <i>Psychopolitics and Cultural Desires</i>                  |
| Jerome Neu(ed)                  | <i>The Cambridge Companion to Freud</i>                     |
| Carson and Coleman:             | <i>Abnormal Psychology and Modern Life</i>                  |
| Kazimierz Dabrowski:            | <i>Positive Disintegration</i>                              |
| Robert Rogers:                  | <i>A Psychoanalytical Study of the Double in Literature</i> |
| Lillian Feder:                  | <i>Madness in Literature</i>                                |
| Phyllis Chesler:                | <i>Women and Madness</i>                                    |

# **ELECTIVE COURSE PENM 12627 PSYCHOANALYSIS AND LITERATURE**

**Credits: 4**

**Total Hours: 72**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>K C</b>	<b>Class Sessions (approx.) Hrs</b>	<b>Field Visits hrs</b>	<b>Assessment</b>
CO 1	Understand broadly the concepts in psychoanalysis and in detail the concepts of id, ego and superego.	PO1, PO2 PSO1, PSO2	U	C	6	0	Assignments & Seminars
CO 2	Understand the basic concepts of persona, shadow and anima/animus	PO1, PO2 PSO1, PSO2	U	C	6	0	“
CO 3	Understand the three dimensions in the psyche as propounded by Lacan viz., the symbolic, the imaginary and the real	PO1,PO2 PSO1, PSO2	U	C	8	0	“
CO 4	Analyze the relevance of texts in the light of the Freudian, Jungian and Lacanian theories	PO1,PO2 PSO1, PSO2,PS O4	An	C	15	0	“
CO 5	Understand the theory of Positive Disintegration by Kasimierz Dabrowski	PO1,PO2 PSO1, PSO2	U	C	10	0	“
CO 6	Understand the terms - Neurosis, Psychosis, Schizophrenia, Hallucination, Delusion, Masochism	PO1, PSO1	U	C	6	0	“
CO 7	Understand Lawrence Kubie's structure of the psyche	PO1, PSO1	U	C	6	0	“
CO 8	Analyze the prescribed texts in the light Of the psychoanalytic theories	PO1, PSO2,3	An	C	15	0	“

## ELECTIVE COURSE: PENM 12628 DALIT STUDIES (FOCUS ON MALAYALAM DALIT WRITING)

### Course Learning Outcomes:

- CO1. Understand the evolution and literary history of Dalit Literature
- CO2. Comprehend the major texts in Malayalam Dalit writing
- CO3. Critically evaluate the key authors and their works
- CO4. Create a reading position and critical vantage to new Literatures
- CO5. Interpret and explain Dalit literatures, politics and cultures
- CO6. Analyze contemporary significance of Dalit studies and literature
- CO7. Critically engage with new works in interdisciplinary ways
- CO8. Evaluate new contexts and cultures in Dalit literatures

### Course Content

#### Module 1

##### Critical and Theoretical Essays

Susie Tharu and K Satyanarayana T M Yesudasan.	:“Introduction” to <i>No Alphabet in Sight</i> :“Towards a Prologue to Dalit Studies” in <i>No Alphabet in Sight</i>
M Dasan et. al.	:“General Introduction” to <i>Oxford Anthology of Malayalam Dalit Writing</i>
P Sanal Mohan	:“Caste and Accumulation of Capital” in <i>OAMDW</i>
Pradeepan Pampirikunnu	:“What did Literary Histories Say to You?” in <i>OAMDW</i>
K K Kochu.	:“Language and People” in <i>OAMDW</i>
Sunny M Kapikkad.	:“The Dalit Presence in Malayalam Literature” in <i>OAMDW</i>
K K Baburaj	:“Identity, Alienation, Expression: Dalit Writing in Kerala” in <i>OAMDW</i>
Rekha Raj	:“Dalit Women and Political Empowerment” in <i>OAMDW</i>

#### Module 2

##### Poetry

Poykayil Appachan.	:“A Song” in <i>Oxford Anthology of Modern Malayalam Literature</i>
K K Govindan.	:“The Killing Field” in <i>OAMDW</i>
Raghavan Atholi.	:“Justice Cooked” in <i>OAMDW</i>
S Joseph.	:“The Fishmonger” in <i>OAMML</i>
M R Renukumar.	:“The Poison Fruit” in <i>OAMDW</i>
M B Manoj.	:“Survey of India” in <i>OAMDW</i>
Vijila.	: “A Place for Me” in <i>OAMDW</i>



### Module 3

#### Short story/Autobiography

T K C Vaduthala.	: “Sweet-offering at Chankranthy” in <i>OAMDW</i>
C Ayyappan.	: “Madness” in <i>OAMDW</i> and “Spectral Speech” in <i>OAMML</i>
C K Janu.	: <i>Mother Forest</i>
Kallen Pokkudan.	: “My Life” in <i>OAMDW</i>

### Module 4

#### Fiction

Paul Chirakkarode.	: <i>The Pulaya Ghetto</i> in <i>OAMDW</i>
P A Uthaman.	: <i>The Death Wall</i> in <i>OAMDW</i>
Narayan.	: <i>Kocharethi: The Arayar Woman</i> in <i>OAMML</i>

#### **Recommended Reading:**

Susie Tharu and K Satyanarayana (ed.)	: <i>No Alphabet in Sight: New Dalit Writing from South India</i>
M. Dasan et. al. (ed.),	: <i>Oxford Anthology of Malayalam Dalit Writing</i>
P. P. Raveendran and G S Jayasree. (ed.)	: <i>Oxford Anthology of Modern Malayalam Literature</i>
K .Ayyappa Paniker	: <i>A Short History of Malayalam Literature</i>
P. Sanal Mohan	: <i>Modernity of Slavery: Struggles against Caste Inequality in Colonial Kerala</i>
George Alex and M B Manoj. (ed.)	: <i>Writing in the Dark: A Selection of Malayalam Dalit Poetry</i>
V. V. Swamy and E V Anil. (ed.)	: <i>Unknown Subjects: Songs of Poykayil Appachan</i>

**ELECTIVE COURSES: PENM 12628 DALIT STUDIES -FOCUS ON MALAYALAM  
DALIT WRITINGS**

**Credits: 4**

**Total Hours:**

**72**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand the evolution and literary history of Dalit Literature	PO1. PSO1	U	C	10	0	Assignment& Seminar
CO 2	Comprehend the major texts in Malayalam Dalit writing	PO1. PSO1,3	U	C	10	0	“
CO 3	Critically evaluate the key authors and their works	PO1,4.PSO3,4	E	C	10	0	“
CO 4	Create a reading position and critical vantage to new Literatures	PO1,4. PSO3,4	A C	C	6	0	“
CO 5	Interpret and explain Dalit Literatures, politics and cultures	PO1,2,4.PSO2,3,4	A	App	8	0	“
CO 6	Analyse contemporary significance of Dalit studies and Literature	PO1,4. PSO2,3,4	An	C	12	0	“
CO 7	Critically engage with new works in interdisciplinary ways	PO1,4. PSO3,4	An	C	8	0	“
CO 8	Evaluate new contexts and cultures in Dalit Literatures	PO1,4. PSO2,3,4	E	C	8	0	“

## ELECTIVE COURSE: **PENM- 12629 COMMUNICATIVE ENGLISH**

### **Course Learning Outcomes:**

- CO1. Understand the evolution of English Language Teaching in India
- CO2. Understand the four language skills, LSRW
- CO3. Analyse the importance of stress and intonation in English Speech
- CO4. Analyse the importance of Concord in everyday communication
- CO5. Evaluate the conversion of Sentences- Active/ passive, Direct/ Indirect, Degrees of Comparison
- CO6. Understand the importance of Syntax and Stylistics
- CO7. Recognise the various Writing Strategies – Précis, Note Making, Passages
- CO8. Examine the importance of Mass Media in English Language Teaching

### **Course Content:**

#### **Module 1**

English Language teaching in India - priorities, problems and solutions - Structural approach - Communicative teaching - participatory teaching - interactive teaching.

#### **Module 2**

Listening and Speaking Skills (Concentration on prose) Communication skills - Spoken English - Stress and Intonation - falling and rising tone - formal and informal speech the art of articulation

#### **Module 3**

Basic Grammar – subject- verb agreement (Concord) – Tense – Active and Passive – Reported speech – Question tag – Degrees of comparison – prepositions

#### **Module 4**

Reading and Writing skills(Concentration on prose) - Syntax and Stylistics - Language functions - feature writing - reporting - précis - Note making - Mechanics of writing and punctuations- Mass media and English Language Teaching.

### **Recommended Reading:**

V. K. Gokak : *English in India*

J. A. Bright and J P Mc Greger : *Teaching English as a Second Language*

A. Bright and J P Mc Greger	: <i>Language Teaching Methodology</i>
Wilga M River(ed.)	: <i>Interactive Language Teaching</i>
Lynne Cameron	: <i>Teaching Language to Young Learners</i>
Peter Stevens	: <i>New Orientations in the Teaching of English</i>
John Langan	: <i>Writing Skill</i>

**ELECTIVE COURSE PENM- 12629 COMMUNICATIVE ENGLISH**

**Credits: 4**

**Total**

**Hours: 72**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>KC</b>	<b>Class Sessions (approx. Hrs.)</b>	<b>Field Visit hrs</b>	<b>Assessment</b>
CO 1	Understand the evolution of English Language Teaching in India	PO1, PO2	U	C	6	0	Seminars and assignments
CO 2	Understand the four language skills, LSRW	PO1, PO2, PO3 PSO2, PSO3, PSO4	U	C	6	0	"
CO 3	Analyse the importance of stress and intonation in English Speech	PO1, PO2 PSO1, 2	An	C	6	0	"
CO 4	Analyse the importance of Concord in everyday communication	PO1, PO2 PSO1, 2	An	C	12	0	"
CO 5	Evaluate the conversion of Sentences- Active/ passive, Direct/ Indirect, Degrees of Comparison	PO2 PSO3, 4	E	C, P, M	10	0	"
CO 6	Understand the importance of Syntax and Stylistics	PO1, PO2 PSO1, PSO2	U	C, P	10	0	"
CO 7	Recognise the various Writing Strategies – Précis, Note Making, Passages	PO1 PSO1, PSO3	U	C, P, M	14	0	"
CO 8	Examine the importance of Mass Media in English Language Teaching	PO1 PSO1, PSO3	U	C, F	8	0	"

## **ELECTIVE COURSE PENM 12630 - CULTURAL JOURNALISM**

### **Course Learning Outcomes**

- CO1. Understand the basic principles of Journalism and forms of journalistic writing
- CO2. Understand Popular Journalism and Cultural Journalism as seen in Cultural magazines, Popular magazines, News magazines, Little magazines, Children's magazines, Science magazines, Sports magazines and Film magazines
- CO3. Analyse the columns and contents of magazines
- CO4. Understand Cultural Journalism and Cultural heritage
- CO5. Understand the techniques and language for reporting culture
- CO6. Create documents of culture in the form of features and serialized columns
- CO7. Relate the language of art and culture with the marketing of culture
- CO8. Evaluate Readership data

### **Course Content:**

#### **Module 1**

Basic principles of journalism - Introduction to forms - prewriting - outlining - revising - editing – proof reading - thesis - unity - sequencing - supporting - coherence - style - writing skills – phrasing-Forms of Journalistic writings - development, narration - process - cause and effect - comparison and contrast - division and classification – argumentation-Reporting - matter - manner - types - development - documentary.

#### **Module 2**

Popular journalism and cultural magazines- English language magazines - classification - cultural magazines - popular magazines - news magazines - Little magazines - women's magazines - children's magazines - science magazines – sports magazines - Film magazines - Columns - Contents of magazines - format – readership- Digital journalism - Hypertext - Hyperlinks - Hyper textuality.

#### **Module 3**

Cultural journalism - Cultural heritage - cultural uniqueness and universality of values-ethnic culture –occupational culture - environmental culture - community based culture - cultural group - folk culture – language of art - language of culture - marketing culture.

#### **Module 4**

Writing culture – Reporting - feature writing - Serializing columns - documenting.

### **Recommended Reading:**

- |                |  |
|----------------|--|
| T Petersen     | : <i>Magazines in the Twentieth Century</i>                    |
| Wolsley        | : <i>The Magazines World</i>                                   |
| Ferguson       | : <i>Re- Editing the Small Magazine</i>                        |
| John Bakdress  | : <i>Magazine Making</i>                                       |
| M. Durst       | : <i>"A Look Back: The History of the cultural Journalism"</i> |
| K. Singer(ed.) | : <i>Mosaic : My Grandmother's Stories are My Own</i>          |

E. Trout and O. Watsom.( eds.): *A Piece of the Smokies*  
E. Wiggiuton : *Sometimes a Shining Moment.*  
P Wood : *You and Aunt Ariel*





# ELECTIVE COURSE PENM 12630 - CULTURAL JOURNALISM

**Credits 4**

**Total Hours: 72**

	Course Outcome	PO/PSO	CL	KC	Class Sessions (approx. Hrs.)	Field Visits hrs	Assessment
CO 1	Understand the basic principles of Journalism and forms of journalistic writing	PO1, PO2 PSO2, PSO3	U	C, F		0	Assignment & Seminar
CO 2	Understand Popular Journalism and Cultural Journalism as seen in Cultural magazines, Popular magazines, News magazines, Little magazines, Children's magazines, Science magazines, Sports magazines and Film magazines	PO1, PO2, PO3 PSO2, PSO3	U	C, F		0	"
CO 3	Analyse the columns and contents of magazines	PO1, PO3, PO4 PSO2, PSO3, PSO4	An	C, P		0	"
CO 4	Understand Cultural Journalism and Cultural heritage	PO1, PO2, PO3, PO4 PSO2, PSO3	U	C		0	"
CO 5	Understand techniques and language for reporting culture	PO1, PO2, PO3 PSO2, PSO3	U	C		0	"
CO 6	Create documents of culture in the form of features and serialized columns	PO1, PO2, PO3, PO4 PSO2, PSO3, PSO4	Ap	P		0	"
CO 7	Relate the language of art and culture with the marketing of culture	PO1, PO2, PO3, PO4 PSO2, PSO3, PSO4	An	C, P		0	"

CO 8	Evaluate Readership data	PO1, PO2, PO3, PO4 PSO1, PSO2, PSO3, 4	A p	C, P		0	“
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## ELECTIVE COURSE: **PENM 12631-WRITING AND THE VISUAL MEDIA**

### **Course Learning Outcomes:**

- CO1. Understand an overview of visual culture
- CO2. Apply theories of emotics, Visual culture, Mass media
- CO3. Analyse advertising and multi media communication
- CO4. Attempt reporting and writing for the Visual media
- CO5. Perform Copy editing and Online editing
- CO6. Create advertisements and copy writing
- CO7. Explain the Image world

### **Course Content:**

#### **Module 1**

##### **Theoretical and Critical Engagements**

Barthes. : "Rhetoric of the image." *Image, Music. Text.*

Lacan : "Sign, Symbol, Imagery." *On Sign.* Ed. Marshall Blonsky.

Fiske. : "Television Culture." *Literary Theory: An Anthology.* (Rivkin and Ryan).

Williams. : *Television; Technology and Cultural Form.*

Ann Kaplan. : " Feminist Criticism and Television" from *Channels of Discourse*

*Reassembled* (Robert Allen)

#### **Module 2**

##### **Methodological Frameworks**

Mass Communication - Key concepts in Visual Media studies - Gender, Race, Caste and other Cultural Issues in Visual Communication - The Political Economy of the Media - IT and the Development of Indian Visual Media - Advertising and Multi Media Communication.

#### **Module 3**

##### **Journalistic Writing**

Reporting and Writing for the Visual Media

Advertisements and Copy writing

Copy editing and Online editing

## Module 4

### Creative Writing

Writing Screenplays

Web Content Creation and Blogging

#### **Recommended Reading:**

- John Fiske et al.(eds) : *Key Concepts in Communication and Cultural Studies*
- Roland Barthes : *Camera Lucida.*
- John Fiske(ed.) : *Raymond Williams on Television*
- Krian R.N : *Philosophies of Communication and Media Ethics.*
- Noam Chomsky & Edward S Herman: *Manufacturing Consent*
- Herman and Mc Chesney : *The Global Media: Missionaries of Corporate Capitalism.*
- Mark Taylor and Saarinen : *Imagologies: Media Philosophy*
- Charlotte Brundson et al. (eds.) : *Feminist Television Criticism: A Reader*
- Sonia Livingston : *Making Sense of Television*
- Ann Kaplan : *"Feminist Criticism and Television"* (in Channels of Discourse, Re-assembled. Ed . Robert Allen )
- Defleur and Dennis : *Understanding Mass Communication*
- K B Jensen : *The Social Semiotics of Mass Communication*
- Norton and Dutt : *Getting Started in Communication*
- John Gabriele : *Whitewash: Racialised Politics and the Media*
- Nick Lacey : *Image and Representation: Key Concepts in Media Studies*
- Croteau and Hoynes : *Media/ Society*
- Branston and Stafford : *The Media Student's Book*
- Eric McLuhan and Zingrone (eds.) : *Essential McLuhan.*
- Maurice Melt (ed.) : *What Advertising Is*
- Gay Cook : *The Discourse of Advertising*
- Russin and Downs : *Screenplay: Writing the Picture*
- Margaret Nehring : *The Screenplay*

# ELECTIVE COURSE PENM 12631-WRITING AND THE VISUAL MEDIA

**Credits 4**

**Total Hours: 72**

	Course Outcome	PO/PSO	CL	K C	Class Sessions (approx.) Hrs	Field Visits hrs	Assessment
CO 1	Understand an overview of visual culture	PO1/PSO 1	U	C	12	0	Assignment
CO 2	Apply theories of Semiotics, Visual culture, Mass media	PO3/PSO 3	A	P	10	0	Assignment
CO 3	Analyse advertising and Multi media communication	PO1/PSO 2	A	M, P	10	0	Assignment
CO 4	Attempt reporting and writing for the Visual media	PO3/PSO 4	A	P	10	0	Assignment
CO 5	Perform Copy editing and online editing	PO2/PSO 2	P	P	10	0	Assignment
CO 6	Create advertisements and copy writing	PO2/PSO 1	C	F, P	10	0	Assignment
CO 7	Explain the Image world	PO4/PSO 4	E	M, P	10	0	Seminar

## SEMESTER IV

### CORE COURSE: PENS 12609 ENGLISH LITERATURES IV- TWENTIETH CENTURY AND CONTEMPORARY LITERATURE

#### Course Learning Outcomes:

- CO1. Understand the contemporary events of the 20<sup>th</sup> Century
- CO2. Articulate and respond to the absurdity and meaninglessness of life
- CO3. Able to think through existentialist works and to appreciate the socio-historical and political contexts in which they were written.
- CO4. Analyse the novels and poetry using the theoretical frameworks provided in the course
- CO5. Perform the plays and scenes from plays to communicate the affective contents of these works

#### Course Content

##### Module 1

Imperial expansion - the World War I - New World order - the Soviet Union - Influence of Marxism on writer - Nazism and Fascism - Experimental writings - Form vs Function of novel - Form vs Content of genres - Avant- Garde movement - Movement poetry Second World War - Post War ennui - disintegration of the Empire - Counter - Culture movements - Neo-Modernism - Theatre of protest - Postmodernism - Metafiction – Meta theatre, Neoliberalism, developments in technology, communication, and the media

##### Module 2

##### Prose and Fiction

##### Essential Reading

Raymond Williams

:Realism and the Contemporary Novel (Ed. David Lodge: 20<sup>th</sup> Century Literary Criticism)

Virginia Woolf

:“Modern Fiction” from *The Common Reader*

T.S.Eliot

:“Tradition and the Individual Talent”

##### General Reading

D H Lawrence

: “Morality and the Novel”

Terry Eagleton

: Capitalism, Modernism, and Postmodernism

(Ed.

David Lodge: Modern Criticism and

theory)

James Joyce

: *The Portrait of the Artist as a Young Man*

Virginia Woolf

: *To the Lighthouse*

D.H. Lawrence

: *Sons and Lovers*

William Golding	: <i>Lord of the Flies</i>
Graham Greene	: <i>Heart of the Matter</i>
George Orwell	: <i>1984</i>
Ian McEwan	: <i>Atonement</i>
Angela Carter	: <i>Nights at the Circus</i>

### **Module 3**

#### **Poetry**

#### **Essential Reading:**

T.S.Eliot	: <i>The Waste Land</i>
W.B.Yeats	: “The Second Coming”, “Byzantium”
W.H. Auden	: “In Memory of W.B.Yeats”
Dylan Thomas	: “Poem in October”

#### **General Reading:**

Wilfred Owen	: “The Strange Meeting”
Ted Hughes	: “Hawk Roosting”, Thought Fox
Philip Larkin	: “Church Going”
Thom Gunn	: “My Sad Captain”, “On the Move”
Seamus Heaney	: Mid-term Break, Sunlight
Charles Tomlinson	: “Prometheus”
Geoffrey Hill	: “Genesis”

### **Module 4**

#### **Drama**

#### **Essential Reading:**

Samuel Beckett	: <i>Waiting for Godot</i>
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#### **General Reading:**

John Osborne	: <i>Look Back in Anger</i>
J.M.Synge	: <i>Riders to the Sea</i>
Jean O ‘Casey	: <i>Juno and Peacock</i>
Tom Stoppard	: <i>Rosencrantz and Guildenstern are Dead</i>
Harold Pinter	: <i>Birthday Party</i>

#### **Recommended Reading:**

David Lodge (ed.)	: <i>Twentieth Century Literary Criticism</i>
David Lodge (ed.)	: <i>Modern Criticism and Theory</i>
Peter Barry	: <i>Beginning Theory</i>
Terry Eagleton	: <i>Literary Theory: An Introduction</i>
E M Forster	: <i>Aspects of the Novel</i>
Malcolm Bradbury (ed.)	: <i>English Novel Today</i>
Patricia Waugh	: <i>Metafiction</i>
Katherine Worth	: <i>Revolutions in Modern English Drama</i>

**CORE COURSE: PENS 12609 ENGLISH LITERATURES IV- TWENTIETH CENTURY  
AND CONTEMPORARY LITERATURE**

**Credits 4**

**Total hours: 72**

	<b>Course Outcome</b>	<b>PO/PSO</b>	<b>CL</b>	<b>KC</b>	<b>Class Session (approx.hr s.)</b>	<b>Assessment</b>
CO1	Understand and think independently about the contemporary events of the 20 <sup>th</sup> Century by being introduced to modernist works like <i>Wasteland</i> and <i>Ulysses</i> .	PO1,PO2 PO3  PSO1, PSO2, PSO3	Und.  Ana.	Cog.	20	Seminars or Assignments on Modernism and its famous works like <i>The Wasteland</i> and <i>Ulysses</i>
CO2	Articulate and respond to the absurdity and meaninglessness of life.	PO1,PO2 PO3  PSO2, PSO3 PSO4	Eva. Apply Create	Cog.	20	Seminar on Existentialism
CO3	Able to think through existentialist works and to appreciate the socio-historical and political contexts in which they were written.	PO1,PO2 PO3 PSO1 PSO2, PSO3 PSO4	Ana. Apply	Cog.	12	Discussions and Debates;  Seminars
CO4	Analyse the novels and poetry using the theoretical frameworks provided in the course	PO1,PO2 PO3 PSO1, PSO3	Ana. Apply	Cog.	12	Assignments and Seminars
CO5	Perform the plays and scenes from plays to communicate the affective contents of these works	PO1,PO2 PO3 PSO1, PSO3	Ana. create Apply	Cog. Affect ive	8	Class performance as assignment tasks



## CORE COURSE: PENS 12610 INDIAN LITERATURES IN ENGLISH AND IN ENGLISH TRANSLATION

### Course Learning Outcomes:

- CO1. Understand the evolution of Indian Literatures in English and in English Translation
- CO2. Analyse the works from the point of view of its of the socio-historical context.
- CO3. Attain a New Historicist perspective by studying works like Romila Thapar's ***Sakuntala***.
- CO4. Able to analyse the historical context of the spread of English in India and trace the rise of development of various genres.
- CO5. Develop a critical perspective on colonial writing and understand the concept of writing back to the Empire.
- CO6. Analyse what is happening in the different language scenarios in India through translated works.
- CO7. Apply the creativity of the students by making them enact scenes from various plays

### Course Content

#### Module 1

Beginning of colonialism - English education - 19th century - poetry- fiction-drama - 20<sup>th</sup> century Literature - Partition novels - Post - Independence – Postcoloniality- Indian Literary Historiography- development of comparative Indian literatures.

#### Module 2

##### Prose

##### Essential Reading:

- Romila Thappar : “Sakuntala”  
Arundhati Roy : “The End of Imagination”

##### General Reading:

- Gouri Viswanthan : *Masks of Conquest*

Nirad C. Chaudhary	: <i>The Autobiography of an Unknown Indian</i>
Meenakshi Mukherjee	: <i>The Perishable Empire</i>
Salman Rushdie	: <i>Imaginary Homelands</i>
Sujit Mukherjee	: <i>Translation as Discovery, Translation as Recovery</i>
Homi K Bhabha	: <i>Nation and Narration</i> (Chapter I)
Aijaz Ahmad	: <i>In Theory</i> (Chapter I)
Partha Chatterjee	: <i>Nationalist Thought and Colonial World</i> (Chapter I)

### **Module 3**

#### **Fiction**

##### **General Reading:**

R.K. Narayan	: <i>The English Teacher</i>
Raja Rao	: <i>Kanthapura</i>
Shashi Deshpande	: <i>That Long Silence</i>
U.R. Ananthamurthy	: <i>Samskara</i>
Bhisham Sahni	: <i>Tamas</i>
Mahashweta Devi	: <i>Draupadi</i>
Amitav Ghosh	: <i>The Sea of Poppies</i>

### **Module 4**

#### **Poetry and Drama**

##### **Poetry- Essential Reading**

A.K. Ramanujan	: “River”, “Obituary”
Nissim Ezekiel	: “India”, “Enterprise”
Jayanta Mahapatra	: “The Logic”, “Red Roses for Gandhi”
Kamala Das	: “Composition”, “Ghanashyam”

##### **Poetry- General Reading**

Rabindranath Tagore	: <i>Gitanjali</i>
Toru Dutt	: “Our Casuarina Tree”, “Sita”, “Laxman”
Sarojini Naidu	: “Village Song”, “Summer Woods”, “The Soul’s Prayer”
Harindranath Chthopadhaya	: “Shaper Shaped”, “Futurity”, “Peacock”

Nissim Ezekiel and Meenakshi Mukherjee (ed.) : Selections from *Another India*  
Arlean Zide [ed.] : Selections from *In Their Own Voice: Anthology of Contemporary Indian Women Poets*

**Drama Essential Reading**

Girish Karnad : *Hayavadana*  
Bhasa : *Urubhangam*

**Drama General Reading**

Rabindranath Tagore : “Chandalika” from *The Three Plays*  
Mahesh Duttani : *Tara*  
Usha Ganguly : *Rudali*  
Vijay Tendulkar : *Silence, the Court is in Session*

**Recommended Reading**

K.Ayyappa Panikkar : *Indian Narratology*  
G. N. Devy : “Of Many Heroes”  
Malcolm Bradbury : *The Novel Today*  
E. M. Forster : *Aspects of Novel*  
K.R. Srinivasa Iyengar : *Indian Writing in English*  
Meenakshi Mukherjee : *Realism and Reality*  
T.W. Clark (ed.) : *The Novel in India Its Birth and Development*  
M.E. Derrett : *The Modern Indian Novel in English: A Comparative Approach*

**CORE COURSE: PENS 12610 INDIAN LITERATURES IN ENGLISH AND IN ENGLISH  
TRANSLATION**

Credits 4

Total hours: 72

	Course Outcome	PO/PSO	CL	KC	Classes / Sessions	Assessment
CO1	Understand the evolution of Indian Literatures in English and in English Translation	PO1,PO2 PO3  PSO1, PSO2 PSO3	Und. Ana.	Cog. Factual	<b>5</b>	Seminar and Assignments
CO2	Analyse the works from the point of view of its of the socio-historical context.	PO1,PO2 PO3 PSO1, PSO2	Eva.	Cog.	<b>5</b>	Seminar and Assignments
CO3	Attain a New Historicist perspective by studying works like Romila Thapar's <i>Sakuntala</i> .	PO1,PO2 PO3 PSO1 PSO2 PSO3	Ana	Cog.	<b>10</b>	Tutorial— Reading and Discussion of texts like Romila Thapar's <i>Sakuntala</i>
CO4	Able to analyse the historical context of the spread of English in India and trace the rise of development of various genres.	PO1,PO2 PO3 PSO1 PSO2 PSO3	Ana.	Cog.	<b>20</b>	Seminars and Assignments based on <i>Masks of Conquests</i> and <i>The Perishable Empire</i>
CO5	Develop a critical perspective on colonial writing and understand the concept of writing back to the Empire.	PO1,PO2 PO3  PSO1, PSO2 PSO3	Ana.	Cog.	<b>20</b>	Seminars and Assignments;  Tutorial— Reading texts and Articles.
CO6	Analyse what is happening in the different language scenarios in India through translated works.	PO1,PO2 PO3  PSO1 PSO2 PSO3	Ana.	Cog.	<b>8</b>	Seminars and Assignments;  Tutorial -- Reading texts and Articles
CO7	Apply the creativity of the students by making them enact scenes from various plays	PO1,PO2 PO3  PSO3 PSO4	Apply Create	Psy. motor Affecti ve	<b>4</b>	Practical Sessions— Enact scenes from prescribed texts

## CORE COURSE: PENM 12611 POSTCOLONIAL LITERATURE

### Course Learning Outcomes:

- CO1. Understand the key concepts in Postcolonial studies
- CO2. Understanding the major texts in Postcolonial writings
- CO3. Critically evaluates the authors and their works
- CO4. Create a reading position and approach in Postcolonialism
- CO5. Interpret and explain Postcolonial Literature and Culture
- CO6. Analyse contemporary significance of Postcolonial Theory
- CO7. Critically engage with new works in the field
- CO8. Evaluate new contexts and cultures in Postcolonialism

### Course Content:

#### Module 1

Postcolonialism - The politics of representation - Ideology and selective representation - Third World Literature - Language as instrument of Subordination - Marginality - Subaltern Status - Gender - Race - Class - caste - Decentered subjectivities - Indigenous, Tribal, Native, Folk literatures.—Neocolonial condition

#### Module 2 - Theory and Context

##### Essential Reading:

Frantz Fanon	: <i>The Wretched of the Earth</i>
Bill Ashcroft et.al.	: <i>The Empire Writes Back</i> (Introduction)
Edward Said	: <i>Culture and Imperialism</i> (Introduction)
Gayatri,Chakravorty Spivak	: “The Burden of English” ” (in <i>Postcolonial Discourses</i> Ed. Gregory Castle)
Alice Walker	: <i>In Search of Our Mothers’ Gardens</i>

##### General Reading:

George Lamming	: “The Occasion for Speaking” (in <i>The Postcolonial Studies Reader</i> Ed. Bill Ashcroft et. al.)
Ranjit Guha	: “The Prose of Counter Insurgency” (in <i>Postcolonial Discourses</i> Ed. Gregory Castle)
Ngugi wa Thiong’o	: “On the Abolition of the English Department” (in <i>The Postcolonial Studies Reader</i> Ed. Bill Ashcroft et. al.)
Chinua Achebe	: “An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i> (in <i>Postcolonial Discourses</i> Ed. Gregory
C.K. Janu	: <i>Mother Forest</i>

Lee Maracle

: *I am Woman*

### **Module 3**

#### **Fiction**

##### **General Reading:**

J.M. Coetzee

: *Waiting for the Barbarians*

Joseph Conrad

: *Heart of Darkness*

David Malouf

: *Remembering Babylon*

R.K. Narayan

: *Waiting for the Mahatma*

Monica Ali

: *Brick Lane*

Salman Rushdie

: *Midnight's Children*

Leslie Marmon Silko

: *The Yellow Woman*

Arundhati Roy

: *God of Small Things*

Mahashwetha Devi

: *Rudali*

### **Module 4**

#### **Poetry and Drama**

##### **General Reading:**

Pablo Neruda

: "The United Fruit Co." (from *Canto General*)

Kamau Brathwaite

: Calypso [from *Islands and Exiles*]

Kishwar Naheed

: "I am not that woman"

Derek Walcott

: "A Far Cry from Africa"

Leopold Senghor

: "New York"

Chinua Achebe

: "Refugee Mother and Child"

Wole Soyinka

: *The Kongi's Harvest*

Dutta Bhagat

: *Whirlpool*

Amiri Baraka

: *The Dutchman*

George Ryga

: *The Ecstasy of Rita Joe*

##### **Recommended Reading:**

Leela Gandhi

: *Postcolonial theory*

Harish Trivedi

: *Colonial Transactions*

Jeffrey Meyers

: *Fiction and the Colonial Experience*

Edward Said

: *Orientalism*

Benita Parry

: *Postcolonial Studies: A Materialist Critique*

Albert Memmi

: *The Colonizer and the Colonized*

# CORE COURSE: PENS 12611 POSTCOLONIAL WRITINGS

Credits: 4

Total hours: 72

	Course Outcome	PO/PSO	CL	K C	Class Sessions (approx.) Hrs.	Field Visits hrs	Assessment
CO 1	Understand the key concepts in postcolonial studies	PO1. PSO1	U	C	10	0	Assignment & Seminar
CO 2	Understanding the major texts in postcolonial writings	PO1. PSO1,3	U An	C	10	0	“
CO 3	Critically evaluates the authors and their works	PO1,4 PSO3,4	A	C	10	0	“
CO 4	Create a reading position and approach in postcolonialism	PO1,4. PSO3,4	U App	C	6	0	“
CO 5	Interpret and explain postcolonial literature and culture	PO1,2,4. PSO2,3, 4	U	A p p	8	0	“
CO 6	Analyze contemporary significance of postcolonial theory	PO1,4. PSO2,3, 4	An	C	12	0	“
CO 7	Critically engage with new works in the field	PO1,4. PSO3,4	U App	C	8	0	“
CO 8	Evaluate new contexts and cultures in post colonialism	PO1,4. PSO2,3, 4	E	C	8	0	“

