

THIRUVALLUVAR UNIVERSITY

MASTER OF ARTS

M.A. ENGLISH

DEGREE COURSE

UNDER CBCS

(with effect from 2012-2013)

The Course of Study and the Scheme of Examination

Year / Semester	Subject	Paper	Title of the Paper	Ins. Hrs/ Week	Credit	Max.Marks			
						CIA	Uni. Exam.	Total	
I Year I Semester	MAIN	Paper-1	Chaucer and the Elizabethan Age	6	4	25	75	100	
	MAIN	Paper-2	The Neo Classical Age	6	4	25	75	100	
	MAIN	Paper-3	The Romantic and the Victorian Ages	6	4	25	75	100	
	MAIN	Paper-4	Twentieth Century	6	4	25	75	100	
	ELECTIVE	Paper-1	Theory and practice of Translation	6	3	25	75	100	
				30	19	125	375	500	
I Year II Semester	MAIN	Paper-5	English Language and Linguistics	6	5	25	75	100	
	MAIN	Paper-6	Indian Literature in English	5	5	25	75	100	
	MAIN	Paper-7	Shakespeare	6	5	25	75	100	
	MAIN	Paper-8	American Literature	5	5	25	75	100	
	COMPULSORY PAPER		Human Rights		2	2	25	75	100
	ELECTIVE	Paper-2	New Literatures English	6	3	25	75	100	
				30	25	150	450	600	
II year III Semester	MAIN	Paper-9	Commonwealth Literature	6	5	25	75	100	
	MAIN	Paper-10	Literary Theory and Criticism I	6	5	25	75	100	
	MAIN	Paper-11	English Language Teaching	6	5	25	75	100	
	MAIN	Paper-12	Literature, Analysis, Approaches and Applications	6	5	25	75	100	
	ELECTIVE	Paper-3	Film Reviews and Presentation	6	3	25	75	100	
				30	23	125	375	500	
II Year IV Semester	MAIN	Paper-13	Literary Theory and Criticism II	6	5	25	75	100	
	MAIN	Paper-14	Soft Skills, Literature and Movies	6	5	25	75	100	
	MAIN	Paper-15	World Classics in Translation	6	5	25	75	100	
	MAIN	Paper-16	Women's Writing in English	6	5	25	75	100	
	ELECTIVE	Paper-4 (or) Project	Anatomy of Literature	6	3	25	75	100	
			Total	30	23	125	375	500	

Subject	Papers	Credit	Total Credits	Marks	Total marks
MAIN	16	4-5	76	100	1600
ELECTIVE	4	3	12	100	400
COMPULSORY PAPER	1	2	2	100	100
Total	21	-	90	-	2100

THIRUVALLUVAR UNIVERSITY

M.A. ENGLISH

SYLLABUS

UNDER CBCS

(with effect from 2012-2013)

SEMESTER I

PAPER - 1

CHAUCER AND THE ELIZABETHAN AGE

Objectives

Students are :

1. exposed to early English literature with special reference to transition from middle English to the Elizabethan ethos
2. introduced to the earliest English writers through representative texts
3. to gain a deeper knowledge of the writers and their works

UNIT-I : POETRY

1. Chaucer : Prologue to the Canterbury Tales :
The Knight, The Prioress, The Wife of Bath
and the Doctor of Physic.
2. John Donne : 1) The Canonization
2) Valediction Forbidding Mourning
3) Go and Catch a Falling Star

UNIT-II : POETRY

1. Edmund Spenser : Prothalamion
2. Wyatt and Surrey : As Sonneteers
3. Ballads

UNIT-III : PROSE

1. Bacon : Of Truth, Of Adversity, Of Parents and Children, Of Ambition
2. The Gospel according to St. Mark
(MacMillan Annotated Classics)
3. Thomas More : The Utopia

UNIT-IV : DRAMA

Webster :The Duchess of Malfi

UNIT-V : DRAMA

Ben Jonson : The Alchemist

PAPER 2

THE NEO CLASSICAL AGE

Objectives

Students are :

1. exposed to the shift to the Classical tradition in literary and political terms
2. to appreciate the tremendous changes in literary forms
3. trained to analyze the trends in literary expression of the period

UNIT-I : POETRY

Milton (1608 - 1674) : Paradise Lost Book IX

UNIT-II : POETRY

1. Andrew Marvell (1621 - 1678) : To His Coy Mistress
2. John Dryden (1631 - 1695) : Absalom and Achitophel
3. Pope (1688 - 1744) : The Essay On Man : Epistle II (ll. 1 - 92)
("Know then thyself...Our greatest evil or great good")

UNIT-III : PROSE

1. Addison and Steele : The Coverley Papers :
Sir Roger at Church
Sir Roger at the Assizes
2. Milton : Areopagitica
3. Swift : The Battle of the Books

UNIT-IV : DRAMA

1. John Dryden : All for Love
2. Richard Sheridan : The Rivals

UNIT-V : FICTION

1. Daniel Defoe (1660 - 1731) : Robinson Crusoe
2. Swift (1667 - 1745) : Gulliver's Travels

PAPER 3

THE ROMANTIC AND THE VICTORIAN AGES

Objectives

Students are :

1. to appreciate the influence of ever changing trends brought about by social and scientific developments
2. to analyze diverse literary devices of these periods
3. to comprehend and analyze the dialectic between Neo Classicism and Romanticism
4. to gain indepth understanding of major writers of the 19th century

UNIT-I: POETRY

- | | |
|---------------|-----------------------------------|
| 1. Wordsworth | : Tintern Abbey |
| 2. Coleridge | : The Rime of the Ancient Mariner |
| 3. Shelley | : Ode to a Skylark |
| 4. Keats | : Ode on a Grecian Urn |
| 5. Tennyson | : Ulysses |

UNIT-II: POETRY

- | | |
|------------------|--------------------------|
| 1. Browning | : My Last Duchess |
| 2. Blake | : Night
Infant Sorrow |
| 3. D.G. Rossetti | : Blessed Damozel |
| 4. Arnold | : The Scholar Gypsy |

Ref: Victorian poets, ed. V.S. Seturaman, Macmillan Annotated Classics

UNIT-III: PROSE

1. Charles Lamb : From Essays of Elia:
Dissertation on a Roast Pig

: Poor Relations
2. Arnold : From Culture and Anarchy:
Sweetness and Light
3. Thomas Carlyle : On Shakespeare
(from Victorian Prose ed. V.S. Sethuraman)

UNIT-IV: DRAMA

- Oscar Wilde : Lady Windermere's Fan

UNIT-V: FICTION

1. Jane Austen : Emma
2. Dickens : Pickwick Papers
3. Charlotte Bronte : Jane Eyre
4. Walter Scott : Ivanhoe

PAPER 4

TWENTIETH CENTURY

Objectives

Students are :

1. trained to acquire a working understanding of the war years and their literary consequences
2. exposed to dominant literary traditions and authors of the 20th Century
3. to analytically appreciate various emerging literary trends and forms
4. introduced to futuristic thinking through a classic science fiction novel

UNIT-I : POETRY

- | | |
|-----------------|---|
| 1. W. B .Yeats | : Easter 1916
: Sailing to Byzantium |
| 2. T. S Eliot | : The Love Song of J. Alfred Prufrock |
| 3. Wilfred Owen | : Strange Meeting |

UNIT-II : POETRY

- | | |
|--------------------|---|
| 1. Hopkins | : Wreck of the Deutschland |
| 2. Seamus Heaney | : The Tollund Man |
| 3. Thom Gunn | : On the Move |
| 4. Stephen Spender | : I think continually of those who are truly great. |

UNIT-III: PROSE

- | | |
|-------------------|-------------------------------------|
| 1. Orwell | : Politics and the English Language |
| 2. D. H. Lawrence | : Why the Novel Matters |
| 3. C. P. Snow | : Two Cultures |

UNIT-IV: DRAMA

- | | |
|---------------|----------------------|
| 1. Beckett | : Waiting For Godot |
| 2. T.S. Eliot | : The Family Reunion |

UNIT-V: FICTION

1. Virginia Woolf : Mrs. Dalloway
2. D. H. Lawrence : Sons and Lovers
3. Arthur C. Clarke : Childhood's End

ELECTIVE

PAPER 1

THEORY AND PRACTICE OF TRANSLATION

Objectives

Students are trained :

1. to gain a working knowledge of the origin and development of translation
2. in the various theories and techniques of translation
3. to be able to translate literary and non-literary texts from English into an Indian language and vice-versa

UNIT-I : History of Translation

Origin and development of translation in the West

Origin and development of translation in the Indian context

UNIT-II : Theories of Translation

Catford - Nida - Newmark

UNIT-III : Translation of Literary - Aesthetic Texts

Problems and Techniques

Translation of Religious Texts in India

Translation of Poetry

Translation of Fiction

Translation of Plays

UNIT-IV : Translation of Scientific - Technical Texts

Problems and Techniques

Translation of Scientific Texts

Translation of Social Sciences Texts

Translation of Official Circulars, Agenda, Minutes

Translation of Commercial, Financial documents and Legal texts

UNIT-V : New trends

Assessment of Translation

Computer - aided Translation

Reference

Susan Bassnett - McGuire, Translation Studies

J.C. Catford, A Linguistic Theory of Translation

E.A. Nida, Towards a Science of Translation (1964)

E.A. Nida and C.Taber, The Theory and Practice of Translation (1974)

Peter Newmark, Approaches to Translation (1981)

A. Duff, The Third Language (1961)

Ayyappa Panicker, ed. Indian Literature (1995)

II SEMESTER

PAPER 5

ENGLISH LANGUAGE AND LINGUISTICS

Objectives

Students are exposed to :

1. the evolution of the English language at a deeper level, updating what has been learnt at the UG level
2. the intricacies of articulating English sounds, enabling them to speak better
3. levels of linguistic analyses, preparing them to become effective teachers

UNIT-I : THE HISTORY OF ENGLISH LANGUAGE

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

Recommended Reading: F.T Wood An Outline History of English Language

UNIT-II : PHONOLOGY

Cardinal Vowels, English Vowels, Diphthongs and Consonants, Transcription, Syllable

UNIT-III : PHONOLOGY

Received Pronunciation and the need for a model, Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture.

Recommended Reading

T. Balasubramanian A Textbook of English Phonetics for Indian Students
(Chapter 3-17)

UNIT-IV : LEVELS OF LINGUISTIC ANALYSIS

Morphology, Sentences and their parts, words, phrases and clauses, phrases, Semantics, Pragmatics & Discourse Analysis

Recommended Reading

George Yule The Study of Language (Chapters 8-13) (Second Edition Cambridge University Press, 1996)

Quirk & Greenbaum. A University Grammar of English

UNIT-V : SOCIOLINGUISTICS

Language varieties; language, society and culture.

Recommended Reading

George Yule The Study of Language (Chapter 20 &21) Second Ed. CUP, 1996)

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

PAPER 6

INDIAN LITERATURE IN ENGLISH

Objectives

Students are :

1. introduced to a wider range of works in Indian Literature in English
2. exposed to a balanced textual study of established and contemporary writers
3. enabled to acquire a holistic perception of Indian Literature in English in preparation for a teaching or research career

UNIT-I : POETRY

1. Aurobindo : Thought the Paraclete
2. Nissim Ezekiel : Poet, Lover, Bird Watcher
3. A.K. Ramanujan : Anxiety
(from selected poems OUP, 1995,p. 29, pp. 124-25)
4. Arun Kolatkar : From Jejury
 1. The Bus
 2. A Scratch
5. Rabindranath Tagore : Gitanjali

UNIT-II : POETRY

1. Daruwalla : Hawk (from The Anthgology of Twelve Modern Indian Poets ed. A.K. Mehotra, OUP (1992)
2. Sujatha Bhat : The Star (from Monkey Shadows, Penguin India, 1993 - pp 13-15)
3. Mamta Kalia : Tribute to Papa (from Nine Indian Women

Poets ed. Eunice D'Souza, OUP, 1997, pp.20-21)

UNIT-III : PROSE

1. Nehru : Discovery of India (Ch. 2 and 3)
2. B.R. Ambedkar : Extracts 4,5 and 6 (from Annihilation of Caste Ed. Mulk Raj Anand. Delhi: Arnold Publishers, 1990, pp. 47-54)

UNIT-IV : DRAMA

1. Karnad : Nagamandala
2. Mahashweta Devi : Rudali (Calcutta: Seagull, 1999)

UNIT-V : FICTION

1. R.K. Narayan : The English Teacher
2. Chetan Bhaghat : One Night @ the Call Centre

PAPER 7
SHAKESPEARE

Objectives

Students are :

1. enabled to establish Shakespeare's contribution to development of English literature and language.
2. to gain knowledge and understanding necessary to explain his dramatic skills
3. to identify and explain meaning-making and communicative strategies in the prescribed plays
4. oriented to a concrete understanding of his 'universality' which in this context means his ability to communicate to a far wider spectrum of people
5. prompted to recognise and appreciate his skills as a wordsmith
6. trained to identify passages (from the prescribed plays) that can be used as case studies to understand and practice soft and communicative skills.

UNIT-I : As You Like It

UNIT-II : Othello

UNIT-III : Richard III

UNIT-IV : The Winter's Tale

UNIT-V

1. The Elizabethan Theatre and Audience
2. Trends in Shakespeare Studies

PAPER 8
AMERICAN LITERATURE

Objectives

Students are :

1. to explore the uniqueness of American literature at an advanced level
2. trained to analyze the American mind in its important facets
3. enabled to appreciate mutually beneficial relationship between India and the U.S., through the literary medium
4. introduced to American Science Fiction through one of the most representative texts

UNIT-I : POETRY

1. Walt Whitman : Crossing Brooklyn Ferry
2. Emily Dickinson : Success is counted sweetest
3. Robert Frost : Home Burial
4. Wallace Stevens : Anecdote of the Jar

UNIT-II : POETRY

1. e.e. cummings : Any one lived in a pretty how town
2. Amiri Baraka : An Agony as Now
3. Gwendolyn Brooks : Kitchenette Building

UNIT-III : PROSE

1. R.W. Emerson : Self - Reliance
2. H.D. Thoreau : Walden (Selected Chapters 1,2 and 17)
3. Allan Bloom : Nietzscheanization of the Left or Vice-Versa (from the Closing of the American Mind 1987)

UNIT-IV : DRAMA

1. Eugene O'Neill : Hairy Ape
2. Arthur Miller : The Crucible

UNIT-V : FICTION

1. Mark Twain : Adventures of Huckleberry Finn
2. W. Faulkner : The Sound and the Fury
3. Isaac Asimov : The Caves of Steel

HUMAN RIGHTS

COMPULSORY PAPER

UNIT-I

Definition of Human Rights - Nature, Content, Legitimacy and Priority - Theories on Human Rights - Historical Development of Human Rights.

UNIT-II

International Human Rights - Prescription and Enforcement upto World War II - Human Rights and the U.N.O. - Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights and Optional Protocol.

UNIT-III

Human Rights Declarations - U.N. Human Rights Declarations - U.N. Human Commissioner.

UNIT-IV

Amnesty International - Human Rights and Helsinki Process - Regional Developments - European Human Rights System - African Human Rights System - International Human Rights in Domestic courts.

UNIT-V

Contemporary Issues on Human Rights: Children's Rights - Women's Rights - Dalit's Rights - Bonded Labour and Wages - Refugees - Capital Punishment.

Fundamental Rights in the Indian Constitution - Directive Principles of State Policy - Fundamental Duties - National Human Rights Commission.

Books for Reference:

1. International Bill of Human Rights, Amnesty International Publication, 1988.
2. Human Rights, Questions and Answers, UNESCO, 1982
3. Mausice Cranston - What is Human Rights
4. Desai, A.R. - Violation of Democratic Rights in India
5. Pandey - Constitutional Law.
6. Timm. R.W. - Working for Justice and Human Rights.
7. Human Rights, A Selected Bibliography, USIS.
8. J.C.Johari - Human Rights and New World Order.
9. G.S. Bajwa - Human Rights in India.
10. Amnesty International, Human Rights in India.
11. P.C.Sinha & K. Cheous (Ed) - International Encyclopedia of Peace, Security
Social Justice and Human Rights (Vols 1-7).
12. Devasia, V.V. - Human Rights and Victimology.

Magazines:

1. The Lawyer, Bombay
2. Human Rights Today, Columbia University
3. International Instruments of Human Rights, UN Publication
4. Human Rights Quarterly, John Hopkins University, U.S.A.

ELECTIVE

PAPER 3

NEW LITERATURES IN ENGLISH

Objectives

Students are introduced to contemporary and complex writers and their works spanning all the commonwealth countries. If selected for study, this paper will enable the student to acquire a highly comprehensive knowledge of commonwealth literature, enhancing their reception of the paper on commonwealth literature in the III semester, and also providing them with sufficient knowledge base for pursuing research or teaching.

UNIT-I : POETRY

1. Australia - Judith Wright : At Cooloola
2. New Zealand - James Baxter : The Ikons
3. Allen Curnow : House and Land

UNIT-II : POETRY

1. Canada - Al Purdy : Lament for the Dorsets (Eskimos
Extinct in the 14th Century AD)
(from Norton Anthology of Modern
Poetry)
2. Africa - Kofi Awoonor : Song of War
: The Weaver Bird
(from Penguin Anthology of Modern
Poetry- Africa. Eds. Gerald Moore and
Ulli Beier.)
3. Grace Nichols West Indies - Grace Nichols - Of course, when they ask for
poems (from Six Women Poets. Ed. Judith Kinsman, OUP, 1992, pp.41 -43)

UNIT-III : PROSE

1. Africa - Achebe : Colonialist Criticism
(from Post Colonial Studies Reader eds.
Helen Tiffin, Chris Tiffin & Bill Ashcroft)
2. West Indies - V.S. Naipaul-India : A Wounded Civilization

UNIT-IV : DRAMA

- Australia - Louis Nowra : Radiance
J.P.Clarke : Song of a goat

UNIT-V : FICTION

- Africa-Koetzee : Disgrace
Canada-Margaret Laurence : The Stone Angel
Australia-Peter Carey : Oscar and Lucinda

III SEMESTER

PAPER 9

COMMONWEALTH LITERATURE

Objectives

Students are :

1. exposed to the literatures of the Commonwealth
2. introduced to the postcolonial perceptions of a wide range of people whose second language is English
3. trained to develop comparative perspectives
4. Trained to discuss the question of identity and dominance of landscape in Commonwealth literature

UNIT-I : POETRY

Australia - A.D. Hope	: Australia
New Zealand - Jessie Mackay	: The Noosing of the sun-god
Africa - Abioseh Nicol	: The Continent that lies within us

UNIT-II : POETRY

Africa - David Rubadiri	: A Negro labourer in Liverpool
Dereck Walcott	: Ruins of a Great House
Canada - F.R. Scott	: The Canadian Author's Meet (from Anthology of Commonwealth Verse ed. Margaret O'Donnell & An Anthology of Commonwealth Poetry ed. C.D. Narasimhaiah)

UNIT-III : PROSE

Sri Lanka - Ananda Coomaraswami	: The Dance of Shiva
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UNIT-IV : DRAMA

Nigeria - Wole Soyinka : The Lion and the Jewel

UNIT-V : FICTION

Canada - Margaret Atwood : Surfacing

Australia - Patrick White : Voss

PAPER 10

LITERARY THEORY AND CRITICISM I

Objectives

Students are :

1. introduced to one of the most enabling forms of literary study
2. exposed to the complexities of literary theory and criticism, which is most essential aspect of literary appreciation
3. trained to understand and analyze literary writings based on the ever evolving traditions of criticism
4. enabled to form a comparative perspective of the Eastern and Western critical traditions

UNIT-I

Introduction to Classical Literary Criticism

UNIT-II

Ancient Tamil and Sanskrit Criticism

UNIT-III

Johnson : Preface to Shakespeare

Wordsworth : Preface to the Lyrical Ballads

UNIT-IV

Arnold : Study of Poetry

T.S. Eliot : Tradition and Individual Talent

UNIT-V

N. Frye : Archetypes of Literature

PAPER 11

ENGLISH LANGUAGE TEACHING

Objectives

Students are :

1. expected to acquire the essentials of teaching English as a second / foreign language
2. to internalize the various methods of English language teaching, theory as well as practice
3. trained to appreciate the area specific feature of ELT, in the Indian context, to become able teachers
4. Problems and Principles

UNIT-I

The role of English in India; English teaching in India today

UNIT-II

Theories of language learning: cognitive-theory; behaviouristic theory. First language acquisition and second language learning; Attitudes to error; Inter language

UNIT-III

Approaches and Methods:

Grammar Translation; Audio-lingual; Communicative and Current Trends

UNIT-IV

Classroom Management and Teacher - Student Interaction

Materials Production

UNIT-V

Reading, Writing, Testimony, Speaking, Study Skills, Literature, Remediation

Recommended Reading

Howall A.P.R. A History of English Language Teaching, OUP, 1984.

Richards, J and Rodgers, S. Approaches and Methods in Language Teaching, Cambridge University Press, 2001.

Ellis, R. Understanding Second Language Acquisition, London, OUP, 1985.

Pit Corder, S. Introducing Applied Linguistics, Harmondsworth, Penguin, 1973.

Edinburgh Course in Applied Linguistics Vols. 1,2,3,4.

Yalden, 1. The Communicative Syllabus: Evolution Design & Implementations. Penguin, 1983.

Oller J.W.Jr. Language Tests at School, London, Longman, 1979.

David Nunan, Language Teaching Methodology, Prentice Hall, 1991.

PAPER 12
LITERATURE, ANALYSIS, APPROACHES AND APPLICATIONS

Objectives

Students are :

1. introduced to the methodologies of analysis, an integral part of literary appreciation
2. exposed to the expected levels of performance required in them
3. directed to the ever widening career options opening to a PG in English, especially in the Knowledge Processing Industry for writers, editors, instructional designers and so on

UNIT-I

Practical Criticism

UNIT-II

Journalism and Mass Communication

UNIT-III

Report Writing and Book Review

UNIT-IV

Proofreading, Editing and Advertising

UNIT-V : TECHNICAL WRITING

Specs, Manuals, Business correspondence

ELECTIVE

PAPER 3

FILM REVIEWS AND PRESENTATION

Objectives

Students are :

1. exposed to the newly emerging field of film studies
2. introduced to the technicalities of making and appreciation of cinema
3. trained to become reviewers, opening up another career option

UNIT-I

History of Cinema in India

UNIT-II

Major Landmarks in Indian Cinema

UNIT-III

What is Film Reviewing?

UNIT-IV

Actual reviewing by showing film clips

UNIT-V

The script, storyline, acting, costumes, dialogue, visuals, music and dance, graphics and special effects

IV SEMESTER

PAPER 13

LITERARY THEORY AND CRITICISM II

Objectives

In addition to the objectives for Literary Theory and Criticism I

Students are :

1. sensitized to the transition from Humanistic to Modern and Postmodern critical traditions
2. enabled to comprehend the dominance of theory in the Postmodern phase
3. introduced to recent contexts, concepts and ideologies

UNIT-I

Lionel Trilling: Sense of the Past

Cleanth Brooks: The Language of Paradox

UNIT-II

Georg Lukacs: Ideology of Modernism

UNIT-III

Jacques Lacan : Of Structure as an Inmixing of an Otherness Prerequisite to any Subject Whatever

UNIT-IV

Barthes: Death of the Author

UNIT-V

Simone de Beauvoir : Introduction to “The Second Sex”

PAPER 14

SOFT SKILLS, LITERATURE AND MOVIES

Objectives

Students are :

1. trained to understand the aspects of soft skills
2. exposed to the actualities of the various skills grouped under the rubric 'Soft Skills'
3. motivated, through this paper, to empower themselves with the expected skills for suitable employment
4. oriented to recognize and locate the role of soft skills in real life situations

UNIT-I : INTRAPERSONAL

Self-management, self-esteem, self-awareness, self-regulation, self-critique, Jane Eyre

UNIT-II : EMPATHY

Honesty, cultural diversity, Ability to take other's point of view, integrating cognitive and affective skills, Nelli in "Wuthering Heights"

UNIT-III : INTERPERSONAL

Team work, persuasion, negotiation, conflict resolution, Reading social situations, learning to say no, active listening, Rosalind, Portia and Viola

UNIT-IV : COMMUNICATION

Body language, facial expression, humour, eye contact, tone of voice, etiquette,

1. Antony and Cleopatra (Movie)
2. To Sir with Love (Movie)
3. Dead Poets Society (Movie)

UNIT-V : LEADERSHIP

Critical, lateral, strategic thinking; delegation; taking responsibility; giving praise and appreciation; giving and receiving feedback; ability to motivate; problem solving, "Things Fall Apart" – Achebe.

References

Daniel Coleman. Working with Emotional Intelligence.

Dale Carnegie. How to Develop Self Confidence and Influence People by Public Speaking. 1926. rpt. 1956. Pocket Books.

PAPER 15

WORLD CLASSICS IN TRANSLATION

Objectives:

Enable the students to appreciate the writings for their literary values, cultural importance, philosophical and socio-political background to facilitate the development of cross-cultural perspectives.

UNIT-I : Poetry

- Homer : The Iliad Book III
Virgil : The Aeneid Book IV (438-563)
Thiruvalluvar : Thirukkural Book II

UNIT-II :

- Dante : The Inferno (Canto III)
Gibran : The Prophet

UNIT-III : PROSE

- St. Augustine : The Confessions Book – I
Confucius : Analects 1, 2
Harace : As Poetria

UNIT-IV : DRAMA

- Anton Chekov : The Cherry Orchard
Kalidasa : Sahuntala
Aristophanes : The Clouds

UNIT-V : FICTION

- Leo Tolstoy : Anna Karenina Books (1 & 2)
Thomas Mann : Magic Mountain

PAPER 16

WOMEN'S WRITING IN ENGLISH

UNIT-I: POETRY

Elizabeth Barret Browning : How Do I Love Thee? Let me count the Ways.

Sylvia Plath : Lady Lazarus

Maya Angelou : Phenomenal Woman

Kamala Das : Introduction

Toru Dutt : Sita

UNIT-II: PROSE

Virginia Woolf : A Room of One's Own

Arundhati Roy : The Algebra of Infinite Justice.

UNIT-III: DRAMA

Mahashweta Devi : Mother of 1084

Caryl Churchill : Top Girls

UNIT-IV: FICTION

Jhumpa Lahiri : The Namesake

Margaret Atwood : The Handmaid's Tale

UNIT-V: GENERAL

Mary Woolstonecraft : The Vindication of the Rights of Women

Elaine Showalter : Toward a Feminist Poetics

ELECTIVE

PAPER 4

ANATOMY OF LITERATURE

Objectives

Students are :

1. enabled to acquaint themselves with the major generic divisions in English literature
2. trained in the universally - acknowledged conventions of literary research and documentation

UNIT-I : THE ANATOMY OF PROSE

The form of prose - vocabulary - grammar and idiom written and spoken prose - the paragraph - prose rhythm - individual and common style - common style and cheap style - simplicity and ornamentation - objective and subjective - abstract and concrete - realism, romance and unreality - special inventions - prose for its own sake - the historical approach - the science of rhetoric - writing prose

UNIT-II : THE ANATOMY OF POETRY

The importance of form - the physical form of poetry - metre - variation - rhyme - onomatopoeia - internal pattern - form in intonation - repetition - the main types of poetry - logical sequence - the use of associations - patterns of imagery - traditional verse forms - free verse - the choice of words - illustrations - cautions - twentieth - century techniques.

UNIT-III : THE ANATOMY OF NOVEL

The concept of fiction - verisimilitude - the point of view - plot - character - character revealed - conversation - scene and background - dominant themes - the experimental novel

UNIT-IV : THE ANATOMY OF DRAMA

Live literature - action - plots - conventional divisions - direct experience of characters - dialogue and conversation - verse and prose - types of drama - drama and history - use of notes - interpretation

UNIT-V : LITERARY RESEARCH

Research and writing - the mechanics of writing - the format of the research paper - documentation: preparing the list of works cited - documentation: citing sources in the text - abbreviations

Reference

Marjorie Boulton, *The Anatomy of Prose* (1954)

Marjorie Boulton, *The Anatomy of Poetry* (1953)

Marjorie Boulton, *The Anatomy of Novel*

Marjorie Boulton, *The Anatomy of Drama* (1960)

Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*, 6th Ed.

PROJECT DISSERTATION

Objective

Project Work is a preparatory exercise for research writing. Students are introduced to the basics of research and trained to write academically following the framework given below:

1. Introduction
2. Statement of the problem
3. Review of Literature
4. Analysis
5. Summary, findings and suggestions.
