



# **KONGU ARTS AND SCIENCE COLLEGE**

**(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)**

**ERODE – 638 107**

**M.A (English Literature)**



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**2018-2019**



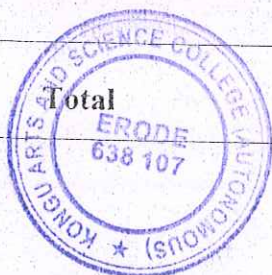
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M.A. DEGREE SCHEME OF EXAMINATION - CBCS PATTERN

(For the students admitted during the academic year 2017 - 2018 and onwards)

Course Code	Course Title	Inst. Hrs /Week	T/P	Examination Details				Credits
				Duration in Hours	CIA	ESE	Total Marks	
<b>SEMESTER I</b>								
17PBACT101	British Literature I (From Chaucer to Dr. Johnson)	6	T	3 hrs	25	75	100	4
17PBACT102	New Literature	5	T	3 hrs	25	75	100	4
17PBACT103	World Drama	5	T	3 hrs	25	75	100	4
17PBACT104	Practical Criticism	5	T	3 hrs	25	75	100	4
17PBACT105	The English Language	5	T	3 hrs	25	75	100	4
17PBAET106/ 17PBAET107/ 17PBAET108	Elective - I	4	T	3 hrs	25	75	100	4
<b>Total</b>		<b>30</b>					<b>600</b>	<b>24</b>
<b>SEMESTER II</b>								
17PBACT201	British Literature II (From William Wordsworth to the Present Age)	6	T	3 hrs	25	75	100	4
17PBACT202	Regional Literatures in English	5	T	3 hrs	25	75	100	4
17PBACT203	Cultural Studies in Post- Colonial Literature	5	T	3 hrs	25	75	100	4
17PBACT204	Research Methodology	5	T	3 hrs	25	75	100	4
17PBACT205	Methods of Teaching English	5	T	3 hrs	25	75	100	3
17PBAET206/ 17PBAET207/ 17PBAET208	Elective - II	4	T	3 hrs	25	75	100	4
<b>Total</b>		<b>30</b>					<b>600</b>	<b>23</b>



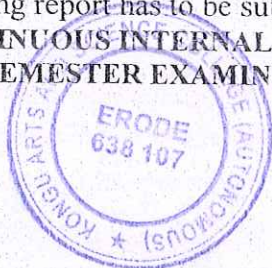
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Course Code	Course Title	Inst. Hrs /Week	T/P	Examination Details				Credits
				Duration in Hours.	CIA	ESE	Total Marks	
<b>SEMESTER III</b>								
17PBACT301	Mythological Literature DA	6	T	3 hrs	25	75	100	4
17PBACT302	European Literature	6	T	3 hrs	25	75	100	4
17PBACT303	Educational Psychology	6	T	3 hrs	25	75	100	4
17PBACT304	Critical Theories	6	T	3 hrs	25	75	100	4
17PBAET305/ 17PBAET306/ 17PBAET307	Elective III	6	T	3 hrs	25	75	100	4
17PBAIT01	Institutional Training *	Completed/Not Completed						
<b>Total</b>		<b>30</b>					<b>500</b>	<b>20</b>
<b>SEMESTER IV</b>								
17PBACT401	Feminist Literature	5	T	3 hrs	25	75	100	4
17PBACT402	Subaltern Studies	5	T	3 hrs	25	75	100	4
17PBACT403	Ecological Studies in Literature	5	T	3 hrs	25	75	100	3
17PBAET404/ 17PBAET405/ 17PBAET406	Elective -IV	3	T	3 hrs	25	75	100	4
17PBACV407	Project Work	12	P	3 hrs	40	160	200	8
<b>Total</b>		<b>30</b>					<b>600</b>	<b>23</b>
<b>TOTAL</b>		<b>120</b>					<b>2300</b>	<b>90</b>

\*Students have to go for teaching practice during the month of June for 15 days and the training report has to be submitted. Completion of training is mandatory to get the degree.

CIA – CONTINUOUS INTERNAL ASSESSMENT  
ESE – END SEMESTER EXAMINATIONS



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List of Electives			
SEMESTER I			
Elective - I	A	17PBAET106	Building Writing Skills
	B	17PBAET107	Translation Studies
	C	17PBAET108	Introduction to Modern Linguistics
SEMESTER II			
Elective - II	A	17PBAET206	English Literature for Competitive Exams
	B	17PBAET207	Presentation Skills
	C	17PBAET208	Journalism
SEMESTER III			
Elective - III	A	17PBAET305	Creative Writing
	B	17PBAET306	Stylistics ✓
	C	17PBAET307	Children's Literature
SEMESTER IV			
Elective - IV	A	17PBAET404	Retold Classics
	B	17PBAET405	Science Fiction
	C	17PBAET406	Partition Literature ✓



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**GUIDELINES FOR INSTITUTIONAL TRAINING AND PROJECT****1. Institutional Training**

- Institutional Training is mandatory during the II Semester vacation.
- The Student should undergo 15 days training in any school
- The Student should maintain an individual Work – done Diary. Every day teaching practice should be recorded in the diary duly signed by the Faculty in – charge from the school.
- During III Semester, the Student should submit an individual report of the Institutional Training to the Department.

**2. Project Work**


- 1) A supervisor will be allotted to each student. The Student can select any topic in discussion with the supervisor. Students should maintain a work diary where in weekly work carried out has to be written and duly signed by the supervisor. The Work Diary along with Project should be submitted by the student at the time of Viva – Voce.
- 2) CIA Marks Distribution: A minimum of two reviews have to be done, First Review after identifying the Primary Source and the Second Review at the time of commencement of Project Writing. They should submit the work diary to the respective supervisor during the reviews. The supervisor along with the HoD will allot the CIA marks as per the norms stated below:

S.No.	Particulars	Marks
1.	First Review	10
2.	Second Review	10
3.	Final Review	15
4.	Attendance	5
Total Marks		40

- 3) End Semester Examination: The evaluation for the End Semester Examination will be as per the norms given below:

S.No.	Particulars	Marks
1.	Project Report	120
2.	Viva-Voce Examination (Jointly allotted by the external and internal examiners)	40
Total Marks		160



  
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**ADVANCED LEARNERS COURSE\***

S. No	COURSE CODE	COURSE
1.	17PBAAL308	Theories in Literature
2.	17PBAAL309	Language Theories

**\*Extra Credit Course:**

- The number of Advanced Learners Course (ALC) will be 1.
- This Course is optional and purely a Self Study Course.
- This course is offered to the students those who have secured 7.0 and above CGPA up to II Semester.
- The students who have failed in ALC are not eligible to reappear.
- The students can choose any one of the Courses offered.
- Only End Semester Examination (ESE) will be conducted for this Course.
- 2 Extra Credits are allotted for ALC.
- The marks obtained in ALC will not be considered for computation of CGPA.
- The students who have no standing arrear are eligible to choose ALC.

**Total Credits -90 Total Marks -2300**

  
D. Anita


**Chairman – Board of Studies**

**Department of English**

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Sem.	Course Code	CORE PAPER – XII EUROPEAN LITERATURE	Total Marks: 100		Hours Per Week	Credits
III	17PBACT302		CIA: 25	ESE:75	6	4

**Objective:**

This course aims to make the students understand the culture and aspiration of the European writers in the land of freedom and equality.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain an insight of Human Values
- CO2 acquire the knowledge of Social Ethics to become an effective citizen
- CO3 understand the Values of Ethics
- CO4 recognize the Values for Lifelong Learning
- CO5 think Critically

**Unit I - Poetry**

1. Autumn Passed through Paris - Endre Ady
2. Second Coming – W. B. Yeats
3. As Much as You Can – Constantine Covafy
4. Deaf and the Blind – Paul Eluard
5. To My Mother – Eduard Moerike

**Unit II - Prose**

Resistance, Rebellion & Death - Albert Camus (1 - 3)

**Unit III - Drama**

1. Oedipus Trilogy - Sophocles
2. Major Barbara – George Bernard Shaw

**Unit IV - Fiction**

1. Outsider - Albert Camus (Translated from the French by Joseph Laredo)
2. The Power and the Glory – Graham Greene

**Unit V – Criticism**

1. Creative Writers and Daydreaming – Sigmund Freud
2. Death of the Author - Roland Barthes



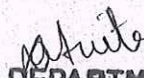
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## REFERENCES:

1. <http://www.poemhunter.com/poem/>
2. <https://www.poetryfoundation.org/poems/43291/sailing-to-byzantium>
3. "Resistance, Rebellion & Death" by Albert Camus, pub. A division of random house, New York, Vintage. 1995.
4. [https://ebooks.adelaide.edu.au/s/sophocles/s5o/oedipus\\_colonus.html](https://ebooks.adelaide.edu.au/s/sophocles/s5o/oedipus_colonus.html)
5. "Types of Drama" by Barnet, Berman, Burto, Draya. Longman Publishers, New York. Seventh ed.
6. "The Power and the Glory" by Graham Greene, RHUK; Latest Edition ed. 1, March 2001.
7. "The Outsider" by Albert Camus, Penguin Books, 2010.
8. [http://www.tbook.constantvzw.org/wp-content/death\\_authorbarthes.pdf](http://www.tbook.constantvzw.org/wp-content/death_authorbarthes.pdf)
9. <http://www.kleal.com/AP12%20member%20area%20pd2%202013/Freud%20and%20Frye.pdf>

QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit

  
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Sem.	Course Code	CORE PAPER – XVII	Total Marks: 100		Hours Per Week	Credits
IV	17PBACT403	ECOLOGICAL STUDIES IN LITERATURE	CIA: 25	ESE:75	5	3

**Objective:**

This course aims to create awareness among the students regarding Environment.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 realize the significance of Values of Nature
- CO2 get along with the Natural Environment to promote Sustainability
- CO3 develop a healthy bonding with the environment
- CO4 cherish and protect Nature
- CO5 promote a natural liking for the Environment and Society

**Unit I – Poetry**

1. Are you Fit? – Bsanta Lohani
2. Our Legacy – Belinda Van Rensburg
3. Life goes on in Polterville – Beverly Tsao
4. Cultivating Poverty – Ian McHarg
5. A Narrow Fellow in the Grass (1096) – Emily Dickinson
6. Moschus and Moschiferous – A.D.Hope.

**Unit II - Prose**

1. Where I lived and What I lived for – Henry David Thoreau
2. Sounds - Henry David Thoreau

**Unit III – Drama**

The Waterfall - Rabindranath Tagore

**Unit IV – Novel**

1. The Hungry Tide – Amitav Ghosh
2. Flight Behaviour - Barbara Kingsolver

**Unit V – Criticism**

1. Literary Studies in an Age of Environmental Crisis – Cheryll Glotfelty
2. Women and Environment - Mary Mellor

**REFERENCES:**

1. <http://www.ecomall.com/biz/forum.htm>
2. <https://www.poetryfoundation.org/poems/49909/a-narrow-fellow-in-the-grass-1096>
3. <https://www.poetrylibrary.edu.au/poets/hope-a-d/moschus-moschiferus-0559004>



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4. <http://xroads.virginia.edu/~hyper/walden/hdt02.html>
5. <http://xroads.virginia.edu/~hyper/walden/hdt04.html>
6. The Waterfall by Rabindranath Tagore. Rupa & Co. 2002.
7. "The Hungry Tide" by Amitav Ghosh. HarperCollins Publishers. New Delhi. 2005.
8. "Flight Behaviour" by Barbara Kingsolver. Faber & Faber. London. 2013.
9. <https://www.google.co.in/url?q=http://www.olivialoksingmoy.com/s/The-Ecocriticism-Reader-introduction.pdf&sa=U&ved=2ahUKEwiTjODhl8bYAhUFuo8KHUoHBfEQFjABegQIFRAA&usq=AOvVaw3IGqSgaZypVnRRwTqVu4z6>
10. [https://books.google.co.in/books?id=U3lnAgAAQBAJ&pg=PT21&source=gbs\\_toc\\_r&cad=3#v=cnenpage&q&f=false](https://books.google.co.in/books?id=U3lnAgAAQBAJ&pg=PT21&source=gbs_toc_r&cad=3#v=cnenpage&q&f=false)

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> ( Answer any three Questions) One Question from each unit

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Sem.	Course Code	CORE PAPER - XI	Total Marks : 100		Hours Per Week	Credits
III	17PBACT301	MYTHOLOGICAL LITERATURE	CIA : 25	ESE: 75	6	4

**Objective:**

This course aims to equip the students with the basic knowledge of Mythology.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 understand the significance of social values through Myth
- CO2 think critically about Myth
- CO3 get an insight of ethical values through Mythical characters
- CO4 promote cultural values
- CO5 comprehend the strategies used in Myth

**Unit I - Introduction**

1. Introduction of Myth
2. Towards a Definition of Myth
3. Myths, Legends and Folktales
4. Characteristics of Myth
5. Semiology of Myth

**Unit II - Myth and Literature**

1. Myth and Literature
2. The Mythic Method
3. Prefigurative Techniques
4. Mythopoesis
5. Myth Criticism
6. Archetypal Symbolism


**Unit III – Greek Mythology**

1. Introduction
2. Prometheus
3. How Troubles came into the World
4. The Great Deluge
5. Apollo and Daphne
6. How Apollo got his Lyre

**Unit IV - Norse Mythology**

1. Introduction
2. The Creation of the World
3. The Plains of Ida – Valhalla – Yggdrasil
4. Odin
5. Thor
6. Balder



  
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**Unit V - Theorists**

1. Carl Gustav Jung
2. Joseph Campbell
3. Leslie Fiedler
4. Northrop Frye

**BOOKS FOR REFERENCE:**

1. "Myth and Literature - A Hermeneutical Interpretation" by A. Joseph Dorairaj. FRRC Publishers. Open Library. 2003.
2. "Norse Mythology : Legends of Gods and Heroes" by Peter Andreas Munch, revision of Magnus Olsen, Translated from Norwegian by Sigurd Bernhard Hustvedt. The American – Scandinavian Foundation. New York. 1926.
3. "Favorite Greek Myths" by Lilian Stoughton Hyde. Yesterday's Classics, Chapel Hills, North Carolina. 2008.

<b>QUESTION PAPER PATTERN</b>		
<b>SECTION - A</b>	<b>SECTION - B</b>	<b>SECTION - C</b>
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit

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Sem.	Course Code	CORE PAPER - XIII EDUCATIONAL PSYCHOLOGY	Total Marks : 100		Hours Per Week	Credits
III	17PBACT303		CIA : 25	ESE: 75	6	4

**Objective:**

This course aims to facilitate the effective application of Psychological concepts and Principles in the Learning process.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain an insight of the techniques for social interaction
- CO2 groom their personality
- CO3 understand the techniques of self – directedness and lifelong learning
- CO4 enhance their critical thinking
- CO5 gain the confidence to become effective citizens through their service as care takers

**Unit I**

1. Introduction to Educational Psychology
2. Human Growth and Development

**Unit II**

3. Personality and Human Development
4. Psychological Assessment: Tools and Techniques
5. Motivation

**Unit III**

6. Attention
7. Perception
8. Remembering and Forgetting
9. Learning and Learning Theories

**Unit IV**

1. Thinking
2. Intelligence
3. Creativity

**Unit V**

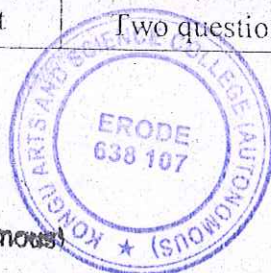
4. Mental Health and Special Children
5. Guidance and Counselling

**TEXTBOOK:**

“Psychology of Learning and Human Development”, Sriram Publishers. Chennai. 2014.

QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

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Sem.	Course Code	CORE PAPER – XIV	Total Marks: 100		Hours Per Week	Credits
III	17PBACT304	CRITICAL THEORIES	CIA: 25	ESE:75	6	4

**Objective:**

The aim of introducing this course is to make the students get updated with the Literary and Critical Theories in Literature.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 get a clear idea of Ethical Values through the ideas of Ancient Philosophers
- CO2 direct themselves to lifelong learning process
- CO3 develop the power of their Critical Thinking
- CO4 comprehend the significance of the personalities who interact to the society through their writings
- CO5 critically think and analyze varied perceptions through reading

**Unit - I**

1. Literary Theorising from Aristotle to F.R. Leavis – Some Key Moments
2. Tradition and Individual Talent - T.S. Eliot

**Unit - II**

3. Introduction to Psycho Analytical Criticism
4. Psychology and Literature – C. G. Jung

**Unit - III**

5. Introduction to Structuralism
6. The Typology of Detective Fiction - Tzvetan Todorov

**Unit - IV**

7. Introduction to Post Structuralism
8. What's an Author? - Michel Foucault

**Unit - V**

9. Introduction to Phenomenology
10. The Reading Process: A Phenomenological Approach - Wolfgang Iser

**REFERENCES:**

1. "Beginning Theory: An Introduction to Literary and Cultural Theory" by Peter Barry, T.R. Publications Pvt. Ltd., Chennai, 1999.
2. "The English Critical Tradition", ed. S. Ramaswami & V.S. Sethuraman, Macmillian India Ltd. 1986.



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3. <https://gestaltottawa.com/wp-content/uploads/2012/08/Psychology-and-Literature.pdf>
4. "Modern Criticism and Theory," ed. David Lodge. Rev. Nigel Wood. Pearson Education, India Branch, Delhi, 2003.
5. <https://www.britannica.com/topic/phenomenology>

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
<p><b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit</p>	<p><b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit</p>	<p><b>3 x 10 = 30 Marks</b> ( Answer any three Questions) One Question from each unit</p>

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Sem.	Course Code	<b>ELECTIVE III (A)</b>	Total Marks: 100		Hours Per Week	Credits
III	17PBAET305	<b>CREATIVE WRITING</b>	CIA: 25	ESE:75	6	4

**Objective:**

This course aims to enhance the students' creative skills.

**Course Outcomes:**

At the end of the Course, students will

- CO1 develop their love for Environment
- CO2 be directed towards lifelong learning to fulfill their goals
- CO3 develop the effectiveness of their Communication through their Creative Writing
- CO4 groom themselves to become effective Social Interactors
- CO5 enhance their Critical Thinking for Social Interaction

**Unit - I**

Introduction: What is Creative Writing?

**Unit - II**

The Art and Craft of Writing

**Unit - III**

Modes of Creative Writing

**Unit - IV**

Writing for the Media

**Unit - V**

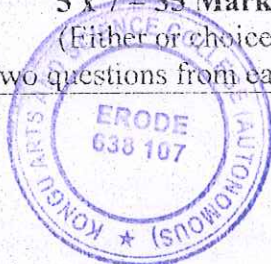
Preparing for Publication

**TEXTBOOK:**

"Creative Writing: A Beginner's Manual" by Anjana Neira Dev, Anuradha Marwah, Swati Pal, Pearson Longman. New Delhi. 2018.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

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Sem.	Course Code	<b>ELECTIVE III (B)</b>	Total Marks: 100		Hours Per Week	Credits
III	17PBAET306	<b>STYLISTICS</b>	CIA: 25	ESE:75	6	4

**Objective:**

This paper enables the students to learn the Stylistics in writing Literary Texture.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 acquire a fundamental knowledge about Linguistic Aspects
- CO2 understand the rules and codes of the resources of a language
- CO3 associate linguistic structures through social interaction
- CO4 comprehend the treatment of human communication during specific conditions
- CO5 critically analyze the technical aspects of the language

**Unit - I**

Stylistics an Overview – Introduction

**Unit - II**

Stylistics by H. G. Widdowson

- a) An Approach to Stylistic Analysis
- b) Other Approaches
- c) Practical Work

**Unit - III**

- 1. Anthropomorphism in the Language of Poetry
- 2. Metaphor : Analysis and Interpretation

**Unit - IV**

- 1. Style as Artifice
- 2. Meaning and Grammar in Poetry

**Unit - V**

- 1. Language and Communication
- 2. Technical Style: Implications of Operationalism

**BOOKS FOR REFERENCE:**

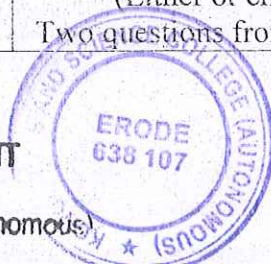
- 1. "Perspectives on Criticism" ed. by Mohit K. Ray. Atlantic Publishers and Distributors. New Delhi.2002.
- 2. "Contemporary Criticism - An Anthology" Ed. by V.S. Seturaman. Macmillan.2011.
- 3. "Applied Linguistics - Stylistics and Language Teaching" by R.S. Sharma. Atlantic Publishers and Distributors. New Delhi. 2001.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks ( Answer any three Questions) One Question from each unit

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Sem.	Course Code	<b>ELECTIVE III (C)</b>	Total Marks: 100		Hours Per Week	Credits
III	17PBAET307	<b>CHILDREN'S LITERATURE</b>	CIA: 25	ESE:75	6	4

**Objective:**

The aim of this course is to expose the students to the world of Fantasy.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 understand the real value of Nature
- CO2 perceive the importance of self – directed learning
- CO3 comprehend the values of Effective Citizenship
- CO4 think critically about the Ethical Values presented in a Metaphysical Sense
- CO5 learn to survive in the society

**Unit – I**

The Chronicles of Narnia – The Lion, The Witch and The Wardrobe – C.S. Lewis

**Unit - II**

Harry Potter and the Philosopher's Stone (Book I) – J.K. Rowling

**Unit - III**

Anne of Green Gables – Lucy Maud Montgomery

**Unit - IV**

Black Beauty – Anna Sewell

**Unit - V**

Alice's Adventures in Wonderland – Lewis Carroll

**TEXT BOOKS:**

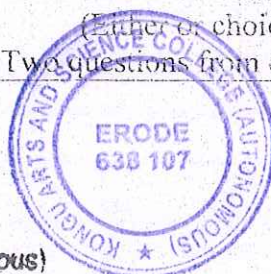
1. "The Chronicles of Narnia – The Lion, The Witch and the Wardrobe" by C.S. Lewis. Harper Collins Publishers. New York. 2010.
2. "Harry Potter and the Philosopher's Stone (Book I)" by J.K. Rowling. Bloomsbury Children's Books. New Delhi. 2001.
3. "Anne of Green Gables" by Lucy Maud Montgomery. Penguin Books Ltd. U.S.
4. "Black Beauty" by Anna Sewell. UBS Publisher Distributors Pvt. Ltd. New Delhi. Reprint. 2004.
5. "Alice's Adventures in Wonderland" by Lewis Carroll. Oxford University Press. New York. 2009.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

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Sem.	Course Code	ALC : THEORIES IN LITERATURE	Total Marks: 100	Credits
III	17PBAAL308			2

**Objective:**

This course aims at providing clear knowledge about Literature Theories to apply for Research Writing.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 analyze the Ethnic attributes of a group related to their Environment
- CO2 understand the marginalization of Women and their sustainability in the Society
- CO3 comprehend the Feminine Perspectives and gain Social Responsibility
- CO4 critically analyze literature through Psychological Aspects
- CO5 interlink and integrate Indian Ethics through Literary Works

**UNIT - I**

Edward Said - Crisis in Orientalism

**UNIT – II**

Elaine Showalter –Feminist Criticism in the Wilderness

**UNIT – III**

Gayatri Chakravorty Spivak – Feminism and Critical Theory

**UNIT – IV**

Jacques Lacan - Unconscious

**UNIT – V**

Indian Aesthetics

**BOOKS FOR REFERENCE:**

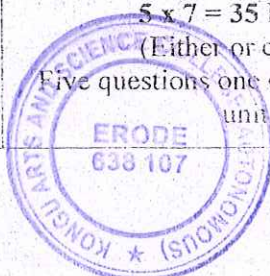
1. "Modern Criticism and Theory", ed. David Lodge & Nigel Wood. Pearson. UP. 2016.
2. "Indian Aesthetics, An Introduction" ed. by V.S. Sethuraman. Macmillan. New Delhi. 2011.

**QUESTION PAPER PATTERN**

SECTION - A	SECTION - B	SECTION - C
10 x 2 = 20 Marks (Answer any 10 questions out of 12)	5 x 7 = 35 Marks (Either or choice) Five questions one each from every unit	3 x 15 = 45 Marks (Answer any three Questions out of five questions one from every unit)

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Sem.	Course Code	CORE PAPER – XV	Total Marks: 100		Hours Per Week	Credits
IV	17PBACT401	FEMINIST LITERATURE	CIA: 25	ESE:75	5	4

**Objective:**

The aim of this course is to introduce the students, to the works of various kinds of literature on Feminism.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain an insight on Critical Thinking
- CO2 improve their knowledge on Social Interaction
- CO3 realize the value of Effective Citizenship
- CO4 acquire the skill to sustain Environmental Values
- CO5 develop the attitude of Self –directedness and Lifelong Learning

**UNIT I - POETRY**

1. Expect Nothing – Alice Walker
2. Hope is the Thing with Feathers – Emily Dickinson
3. The Grass is really like Me – Kishwar Naheed
4. Woman – Nikki Giovanni
5. Games after Supper – Margaret Atwood

**UNIT II - PROSE**

1. Reform in the Nineteenth Century: Efforts to Modernize Women’s Roles – Geraldine Forbes
2. Education for Women - Geraldine Forbes

**UNIT III - DRAMA**

1. Inheritors – Susan Glaspell
2. Fefu and her Friends – Maria Irene Fornes


**UNIT IV - FICTION**

1. The Awakening – Kate Chopin
2. Jane Eyre – Charlotte Bronte

**UNIT V - CRITICISM**

1. Theorizing Feminist Social Work Practice – Lena Dominelli
2. Redefining Professionalism -- Lena Dominelli



  
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## REFERENCES:

1. <https://hellopoetry.com/words/poemhunter/>
- ✓ 2. "Women in Modern India". Geraldine Forbes. Cambridge University Press. UK, 2007.
3. <https://courses.lumenlearning.com/introliterature/chapter/inheritors-by-susan-giaspell/>.
4. "Fefu and her friend" by Maria Irene Fornes, PAJ Publications.2008.
5. <https://ebooks.adelaide.edu.au/c/chopin/kate/awakening/chapter1.html>
6. "Jane Eyre" by Charlotte Bronte, UBS Publishers Distributors Pvt. Ltd., New Delhi, 2005.
- ✓ 7. "Feminist Social Work Theory and Practice". Lena Dominelli. Palgrave Publishers, Great Britain.2002.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks ( Answer any three Questions) One Question from each unit

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Sem.	Course Code	CORE PAPER – XVI	Total Marks: 100		Hours Per Week	Credits
IV	17PBACT402	SUBALTERN STUDIES	CIA: 25	ESE:75	5	4

**Objective:**

This course aims at sensitizing the students towards the history of Hegemony.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain knowledge about human values through Subalternity
- CO2 learn to combat the problems and become effective citizens in the society
- CO3 gain a sound knowledge about sustenance
- CO4 self - directed and lifelong learning
- CO5 think critically

**Unit I - Introduction**

Reading Subaltern Studies – David Ludden

- a) Introduction : A Brief History of Subalternity
- b) Historical Origins : Insurgency, Nationalism and Social Theory
- c) Shirting Ground : Nations, Politics and Globalisation
- d) Inventing Originality : Rejection, Crossroads and New Departures
- e) Reading Dialogkally : Context, Assimilation and Critique

**Unit II - Poetry**

1. Birds in Prison - J.V. Pawar
2. Mother - P. Lankesh
3. Still I Rise - Maya Angelou
4. Stonemasons, My Father, and Me - Namdeo Dhasal
5. In Our Colony – Keshav Meshram

**Unit III - Drama**

1. Rootless but Green are the Boulevard Trees - Uma Parameswaran
2. Mother Courage and Her Children - Bertolt Brecht

**Unit IV - Novel**

1. Karukku - Bama
2. Untouchable - Mulk Raj Anand

**Unit V - Criticism**

1. Post Colonialism and Feminism – Gendered Subalterns: the (Other) Woman in the Attic – Leela Gandhi
2. Can the Subaltern Speak? – Gayatri Chakravorty Spivak



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Sem.	Course Code	<b>ELECTIVE IV (A)</b>	Total Marks: 100		Hours Per Week	Credits
IV	17PBAET404	<b>RETOLD CLASSICS</b>	CIA: 25	ESE: 75	3	4

**Objective:**

This course aims to introduce the Ancient Classical History and its Legendary characters to the students.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 imbibe good qualities through Epic Characters
- CO2 understand the significance of Human Values through the Life of Legends
- CO3 explore the values of Self – directed learning
- CO4 promote Moral and Cultural Values
- CO5 comprehend the Traditional Values of Ancient India

**UNIT - I**

The Ramayana

**UNIT - II**

The Mahabharata

**UNIT - III**

Lavana, Chudala, Yayati, Devi, Viswamithra

**UNIT - IV**

Manmata, Ravana, Valmiki, Draupadi

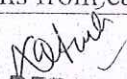
**UNIT - V**

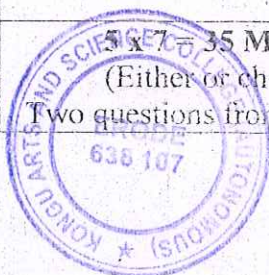
Nala, Savitri, The Mispaird Anklet, Harishchandra, Sibi


**TEXTBOOK:**

“The Indian Epics Retold: The Ramayana, The Mahabharata, Gods, Demons, and Others” by R.K. Narayan. Penguin Books. India. 2000.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks ( Answer any three Questions) One Question from each unit

  
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Sem.	Course Code	<b>ELECTIVE IV (B)</b>	Total Marks: 100		Hours Per Week	Credits
IV	17PBAET405	<b>SCIENCE FICTION</b>	CIA: 25	ESE: 75	3	4

**Objective:**

This course aims to enlighten the students with the Imaginary and Fantasy elements present in Science Fiction.

**Course Outcomes:**

- At the end of the Course, students will
- CO1 be able to employ Critical Thinking
  - CO2 be capable for Effective Social Interaction
  - CO3 learn to nurture the Ethical Values
  - CO4 be engulfed with the idea to sustain the Environment
  - CO5 emerge as Self – directed learners

**Unit - I**

The Time Machine – H.G. Wells

**Unit - II**

1984 – George Orwell

**Unit - III**

The Death of the Grass – John Christopher

**Unit - IV**

Oryx & Crake – Margaret Atwood

**Unit - V**

Sevneves – Neal Stephenson

**TEXT BOOKS:**

1. "The Time Machine" by H.G. Wells, A Tom Doherty Associates Book. NewYork. 1992.
2. "1984" by George Orwell, Adarsh Books. New Delhi.
3. "The Death of the Grass" by John Christopher, Penguin Modern Classics Books Ltd. New Delhi. 2009.
4. "Oryx & Crake" by Margaret Atwood, Virago Press. London. 2013.
5. "Sevneves" by Neal Stephenson, Harpercollins. India. 2016.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

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Sem.	Course Code	ELECTIVE IV (C)  PARTITION LITERATURE	Total Marks: 100		Hours Per Week	Credits
IV	17PBAET406			CIA: 25	ESE: 75.	3

**Objective:**

This Course aims to introduce the different phases of Partition India to the students.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain an outline of Indian history aftermath Independence
- CO2 get an idea of different perspectives of Social and Political changes
- CO3 get a clear idea about the core process involved in shaping a new country
- CO4 get to understand the diverse culture of India
- CO5 realize the importance of human values

**Unit I - Poetry**

1. Broken Bengal – Taslima Nasreen
2. The Death Train – Jaya Smitaray
3. Partition of India: 1947 – Manuroop Singh
4. Partition – W. H. Auden

**Unit II - Short Story**

1. Another Community – R. K. Narayan
2. Toba Tek Singh – Saadat Hasan Manto

**Unit III - Drama**

Drawing the Line – Howard Brenton


**Unit IV- Novel**

1. Train to Pakistan – Khushwant Singh
2. A Bend in the Ganges – Manohar Malgonkar

**Unit V - Non-Fiction**

1. The Other Side of Silence: Voices from the Partition of India – Urvashi Butalia
2. Partitions of Memory: The Afterlife of the Division of India – Suvir Kaul



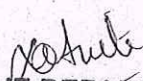
  
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## REFERENCES:

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2. <http://www.india-seminar.com/2002/510/510%20poems%20on%20partition.html>
3. <http://yourstoryclub.com/poetry-and-poem/partition-of-india-and-pakistan-the-death-train/>
4. <https://allpoetry.com/poem/12107175-Partition-Of-India-1947-by-Manuroop-Singh>
5. [http://temp.globetrekking.gyldendal.dk/~media/Globetrekking/Pdf/Another\\_Community.ashx](http://temp.globetrekking.gyldendal.dk/~media/Globetrekking/Pdf/Another_Community.ashx)
6. <https://bhuwanchand.files.wordpress.com/2012/05/toba-tek-singh-by-saadat-hasan-manto.pdf>
7. "Drawing the Line" by Howard Brenton, Nick Hern Books, London, 2014.
8. "Train to Pakistan" by Khushwant Singh, Penguin Books, New Delhi, 2016.
9. "The Other Side of Silence: Voices from the Partition of India" by Urvashi Butalia, Penguin Books, New Delhi, 1998.
10. "Partitions of Memory: The Afterlife of the Division of India" by Suvir Kaul, Permanent Black, New Delhi, 2011.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> ( Answer any three Questions) One Question from each unit

  
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