

MAHATMAGANDHIUNIVERSITY
SYLLUBUS FOR ENGLISH LANGUAGE AND LITERATURE (MODEL1)
2017 ADMISSIONSONWARDS
SCHEME

Semester	Title	Course Category/Code	Hours Per Week	Credits	Internal Assessment	External Exam
1	Fine-tune YourEnglish	Common Course-1 EN1CCT01	5	4	20	80
1	Pearls fromthe Deep	Common Course-2 EN1CCT02	4	3	20	80
1	Second Language	Common Course	4	4	20	80
1	Methodologyof Literary Studies	Core Course-1 EN1CRT01	6	4	20	80
1	History/Political Science/ Sociology/ Psychology	ComplementaryCourse	6	4	20	80
2	Issues that Matter	Common Course-3 EN2CCT03	5	4	20	80
2	Savouring the Classics	Common Course-4 EN2CCT04	4	3	20	80
2	Introducing Language and Literature	Core Course -2 EN2CRT02	6	4	20	80
2	Second Language	Common Course	4	4	20	80
2	History /Political Science / Sociology/ Psychology	ComplementaryCourse	6	4	20	80
3	Literature and/as Identity	Common Course-5 EN3CCT05	5	4	20	80
3	Second Language	Common Course	5	4	20	80
3	Harmonyof Prose	Core Course -3 EN3CRT03	4	4	20	80
3	Symphonyof Verse	Core Course -4 EN3CRT04	5	4	20	80
3	Evolution ofLiterary Movements: the Shapers of Destiny	ComplementaryCourse3 - EN3CMT03	6	4	20	80
4	Illuminations	Common Course-6 EN4CCT06	5	4	20	80
4	Second Language	Common Course	5	4	20	80
4	Modes of Fiction	Core Course -5 EN4CRT05	4	4	20	80
4	Language andLinguistics	Core Course -6 EN4CRT06	5	4	20	80
4	Evolution ofLiterary	ComplementaryCourse4	6	4	20	80

	Movements:the Cross Currents of Change	- EN4CMT04				
5	Open Course	EN5CROP01 Appreciating Films EN5CROP02 TheatreStudies EN5CROP03 English forCareers	4	3	20	80
5	Acts on the Stage	Core Course -7 EN5CRT07	6	5	20	80
5	LiteraryCriticismand Theory	Core Course -8 EN5CRT08	5	4	20	80
5	Indian Writing in English	Core Course -9 EN5CRT09	5	4	20	80
5	Environmental Science and Human Rights	Core Course EN5CRENT0	5	4	20	80
6	Choice Based Course	EN6CBT01Comparativ e Literature EN6CBT02 Modern Malayalam Literaturein Translation EN6CBT03 Regional Literatures in Translation EN6CBT04 Voices from the Margins	4	4	20	80
6	PostcolonialLiteratures	Core Course -10 EN6CRT10	5	4	20	80
6	Women Writing	Core Course -11 EN6CRT11	5	4	20	80
6	AmericanLiterature	Core Course -12 EN6CRT12	5	4	20	80
6	Modern World Literature	Core Course -13 EN6CRT13	5	4	20	80
6	Project	EN6PR01	1	2	20	80

Common Courses

MAHATMAGANDHIUNIVERSITY

SYLLABIFORCOMMONCOURSES-UGPROGRAMMES

2017ADMISSIONSONWARDS

COURSE1-Fine-tuneYourEnglish

Course Code	EN1CCT01
Title of the course	Fine-tune Your English
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

The course is intended to introduce the students to the basics of grammar, usage and effective communication.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to: 1. confidently use English in both written and spoken forms. 2. Use English for formal communication effectively.

COURSE OUTLINE

SECTION A: The Sentence and its Structure

CHAPTER ONE: How to Write Effective Sentences

CHAPTER TWO: Phrases—What are They?

CHAPTER THREE: The Noun Clauses

CHAPTER FOUR: The Adverb Clause

CHAPTER FIVE: “If All the Trees Were Bread and Cheese”

CHAPTER SIX: The Relative Clause

CHAPTER SEVEN: How Clauses are Conjoined

SECTION B: Word Classes and Related Topics

CHAPTER EIGHT: Understanding the Verb

CHAPTER NINE: Understanding Auxiliary Verbs

CHAPTER TEN: Understanding Adverbs
CHAPTER ELEVEN: Understanding Pronouns
CHAPTER TWELVE: The Reflexive Pronoun
CHAPTER THIRTEEN: The Articles I
CHAPTER FOURTEEN: The Articles II
CHAPTER FIFTEEN: The Adjective
CHAPTER SIXTEEN: Phrasal Verbs
CHAPTER SEVENTEEN: Mind your Prepositions
SECTIONC: To Err is Human
CHAPTER EIGHTEEN: Concord
CHAPTER TWENTY: Errors, Common and Uncommon
CHAPTER TWENTY-ONE: False Witnesses
SECTIOND: The World of Words CHAPTER
THIRTY-TWO: Word Formation
CHAPTER THIRTY-THREE: Using the Specific Word
CHAPTER THIRTY-SEVEN: Body Vocabulary
SECTIONG: Tense and Related Topics
CHAPTER FORTY-SEVEN: 'Presentness' and Present Tenses
CHAPTER FORTY-EIGHT: The 'Presentness' of a Past Action
CHAPTER FORTY-NINE: Futurity in English
CHAPTER FIFTY: Passivisation
SECTIONH: Idiomatic Language CHAPTER
FIFTY-ONE: 'Animal' Expressions CHAPTER
FIFTY-TWO: Idiomatic Phrases
SECTIONI: Interrogatives and Negatives
CHAPTER FIFTY-FIVE: Negatives
CHAPTER FIFTY-SIX: How to Frame Questions
CHAPTER FIFTY-SEVEN: What's What?
CHAPTER FIFTY-EIGHT: The Question Tag
SECTIONJ: Conversational English
CHAPTER SIXTY-TWO: Is John There Please?
SECTIONK: Miscellaneous and General Topics
CHAPTER SEVENTY-THREE: Letter Writing

In addition there will be an essay question on a general topic.

Core Text: *Fine-tune Your English* by Dr Mathew Joseph. Orient Blackswan and Mahatma Gandhi University

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2017ADMISSIONSONWARDS
COURSE2-PearlsfromtheDeep

Course Code	EN1CCT02
Title of the Course	PearlsfromtheDeep
Semester in which the Course is to be taught	1
No. of Credits	3
No. of Contact Hours	72

AIM OF THE COURSE

To introduce students to the different genres of literature and to the niceties of literary expression.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to:

1. appreciate and enjoy works of literature.
2. appreciate the aesthetic and structural elements of literature.

COURSE OUTLINE

Module 1 [Fiction] (18 hours)

Ernest Hemingway: *The Old Man and the Sea*

Module 2 [One Act Plays] (18 hours)

Susan Glaspell: Trifles
 Asif Currimbhoy: The Refugee
 A. A. Milne: The Boy Comes Home

Module 3 [Short Stories] (18 hours)

Guy De Maupassant: Two Friends
 O. Henry: The Gift of the Magi

K. A. Abbas: Sparrows
Flora Annie Steel: Valiant Vicky, the Brave Weaver

Module 4 [Poems]

(18 hours)

Rumi: The Chance of Humming
Walter Scott: Lochinvar
John Keats: La Belle Dame sans Mercy
Robert Frost: After Apple Picking
Chinua Achebe: Refugee Mother and Child
Kamala Das: My Grandmother's House
Ted Hughes: Jaguar
Pablo Neruda: Tonight I can Write the Saddest Lines
P. P. Ramachandran: How Simple!

Core Text: *Pearls from the Deep*. Cambridge University Press and Mahatma Gandhi University

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SYLLABIFORCOMMONCOURSES-
UGPROGRAMMES2017ADMISSIONSONWARDSCOURSE
3-ISSUESTHATMATTER

CourseCode	EN2CCT03
Titleofthecourse	ISSUESTHATMATTER
Semesterinwhichthecourseistobet aught	2
No.ofcredits	4
No.ofcontacthours	90

1.AimoftheCourse:

To sensitize the learners about contemporary issues of concern; to enhance their linguistic skills in English language.

Objectives:

By the end of the course, the learner is able to

- identify major issues of contemporary significance
- respond rationally and positively to the issues raised
- internalise the values imparted through the excerpts
- re-orient himself/ herself asconscientious, cautious, concerned, conscientious and concerned human being and
- articulate these values in error free English.

2.CourseOutline:

Module1

(18hours)

1. TheUnsurrendered People - Kenzaburo Oe
2. The Old Prison – Judith Wright
3. War– Luigi Pirandello

Module2**(18hours)**

4. Persuasions on the Power of the Word - Salman Rushdie

Peril - Toni Morrison

5. The Burning of the Books- Bertolt Brecht

6. The Censors - Luisa Valenzuela

Module3**(18hours)**

7. “The Poisoned Bread” – Bandhumadhav

8. *A Westward Trip - Zitkala Sa*

9. “The Pot Maker” – Temsula Ao

Module4**(18hours)**

10. Does it Matter – Richard Leaky

11. On Killing A Tree - Gieve Patel

12. Hagar: A Story of a Woman and Water (Gift in Green [chapter 2]) – Sarah Joseph

Module5**(18hours)**

13. Understanding Refugeeism: An Introduction to Tibetan Refugees in India

14. Refugee Blues – W. H. Auden

15. The Child Goes to the Camp (from Palestine’s Children) – Ghassan Kanafani

CoreText:ISSUESTHATMATTER

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SYLLABIFORCOMMONCOURSES–UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE4-SavouringtheClassics

Course Code	EN2CCT04
Title of theCourse	SavouringtheClassics
Semester in which the course is to be taught	2
No. of credits	3
No. of contact hours	72

AIMOFCOURSE

To introducethe studentsto the taste of time testedworld classics.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should:

1. become familiar with the classics from various lands.
2. understandthe features that go into the making of a classic.

OUTLINEOFTHECOURSE

Module1[Poems]

(18hours)

Homer: “Father and Son” (*Odyssey* Book 16: 113-189) (Translated by Robert Fagles)

Kalidasa: “Lovely is Youth” (Translated by J.G. Jennings)

Omar Khayyam: *Rubaiyat* (quatrains: 25-28) (Translated by Edward Fitzgerald)

Dante: Dante meets Virgil (*Inferno* Canto 1: 49-102) (Translated by J.G. Nichols)

John Milton: “On his Blindness”

Module2[ShakespeareExcerpts]R

(18hours)

omeoandJuliet: ACT II, Scene ii

TheMerchantofVenice: ACT IV, Scene i

Module3[NovelExcerpts]

(18hours)

Miguel de Cervantes: *DonQuixote* (Chapter 8) (Translated by Edith Grossman)

Jane Austen: *PrideandPrejudice* (Chapters 1-6)

Victor Hugo: *LesMiserables* (Part 1- Fantine, Book II, Chapters 9-13) (Translated by Christine Donougher)

Module4[ShortFiction]**(18hours)**Charles Dickens: *TheBlackVeil*Leo Tolstoy: *HowMuchLandDoesaManNeed?* (Translated by Louise & Aylmer Maude)Rabindranath Tagore: *Kabuliwala* (Translated by Mohammad A. Quayum)Jorge Louis Borges: *TheShapeoftheSword* (Translated by Andrew Hurley)**CoreText:SavouringtheClassics****RecommendedReading**Italo Calvino: *WhyReadtheClassics?*A. C. Bradley: *ShakespeareanTragedy*Katherine Armstrong: *StudyingShakespeare:APracticalIntroduction*Gemma McKenzie: *FoundationsofEuropeanDrama*Harold Bloom: *The Western Canon*JeremyHawthorn: *StudyingtheNovel*C. Marydas: *ShakespeareanAestheticsforUniversityWits*

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SYLLABIFORCOMMONCOURSES-UGPROGRAMMES
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COURSE5-Literatureand/asIdentity

Course Code	EN3CCT05
Title of the course	Literatureand/asIdentity
Semesterinwhichthecourseistobe taught	3
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

The courseis intended to sensitivise students to thevarious ways in which literature serves as a platform for forming, consolidating, critiquing and re-working the issue of identity‘at various levels.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should beaware of thefollowing:

1. Thesubtle negotiations of Indigenous and Diasporic identities with-inLiterature.
2. Thefissures, the tensions and the interstices present in South Asian regional identities.
3. The emergence of Life Writing and alternate/alternative/marginal identities.

COURSEOUTLINE

Module1(DiasporicIdentities) (18hours)

Agha Shahid Ali:ISeeKashmir from New Delhi at Midnight
M.G. Vassanji: Leaving
ImtiazDharker: At theLahoreKarhai
ChitraBanerjee Divakaruni:Indian Movie, New Jersey

Module2(SouthAsianIdentities) (18hours)

C. V. Velupillai: No State, No Dog
SadaatHasanManto: The Dog of Tetwal
IntizarHussain: A Chronicle of the Peacocks
Selina Hossain: Double War

Module3(LifeWritings)**(18hours)**

Malcolm X: —Nightmare, excerpt from *TheAutobiographyofMalcolmX*.
Sashi Deshpande: Learning to be a Mother in *Janani– Mothers, Daughters, Motherhood*,
(ed.) RinkiBhattacharya.

Module4(IndigenousIdentities)**(18hours)**

Excerpts from *Binti*, the Santhal creation song of cosmology, the *Bhilli Mahabharat* and
Garhwali Songs in Painted Words- An Anthology of Tribal Literature- Edited by G.N. Devy.
Amos Tutuola: *The Palm- Wine Drinkard*. [Excerpt]

Module5(AlterIdentities)**(18hours)**

Nathaniel Hawthorne: The Birth Mark
John Henrik Clarke: The Boy Who Painted Christ Black
Ruskin Bond: The Girl on the Train

CoreText: *Literature and/as Identity*

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COURSE6–Illuminations

Course Code	EN4CCT06
Title of the course	Illuminations
Semester in which the course is to be taught	4
No. of credits	4
No. of contact hours	90

AIM OF THE COURSE

To acquaint the learners with different forms of inspiring and motivating literature.

OUTLINE OF THE COURSE

At the end of the course, the student shall be able to: 1.

maintain a positive attitude to life.

2. evaluate and overcome setbacks based on the insights that these texts provide.

COURSE OUTLINE

Module 1 [Life Sketches]

(18 hours)

Helen Keller: Three Days to See

Jesse Owens: My Greatest Olympic Prize

Dominic Lapierre: Mother Teresa

Module 2 [Essays]

(18 hours)

Lafcadio Hearn: On Reading

Stephen Leacock: Are the Rich Happy?

A.G. Gardiner: On Courage

Module 3 [Speeches]

(18 hours)

J.K. Rowling: The fringe benefits of failure and the importance of imagination

Malala Yousafzai: Nobel Lecture

Module 4 [Short Stories]

(18 hours)

Oscar Wilde: The Nightingale and the Rose

George Orwell: The Miser

John Galsworthy: Quality
Paolo Coelho: The Beggar and the Baker

Module 5 [Poems]

(18 hours)

William Ernest
Henley: Invictus Robert Frost:
The Road Not Taken Kahlil
Gibran: Of Good and Evil
Joyce Kilmer: Trees

Core Text: *Illuminations*

Core Courses

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SYLLABUS FOR CORE COURSES-UG PROGRAMMES
2017 ADMISSIONS ONWARDS

COURSE 1-Methodology of Literary Studies

Course Code	EN1CRT01
Title of the course	Methodology of Literary Studies
Semester in which the course is to be taught	1
No. of credits	4
No. of contact hours	108

AIM OF THE COURSE

The course seeks to introduce the student to the major signposts in the historical evolution of literary studies from its inception to the current postcolonial realm.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The emergence of literature as a specific discipline within the humanities.
2. The tenets of what is now known as 'traditional' approaches and also that of 'formalism.'
3. The shift towards contextual-political critiques of literary studies.
4. The questions raised by Cultural Studies and Feminism(s)
5. The issues of subalternity and regionality in the literary domain.

COURSE OUTLINE

Module 1 (18 hours)

Part A: W. H. Hudson: —Some Ways of Studying Literature from *An Introduction to the Study of Literature*.

Part B: William Shakespeare: Sonnet 116 – —Let Me Not to the Marriage of True Minds

Module 2 (18 hours)

Part A: Cleanth Brookes: —The Formalist Critics from the *My Credo* series: *The Kenyon Review*

Part B: Emily Dickinson: —Because I could not stop for Death (poem 479)

Module3 (18hours)

PartA: Terry Eagleton: —What is Literature? from *Literary Theory: An Introduction*.

PartB: Mahasweta Devi: —Kunti and the Nishadin

Module4 (18hours)

PartA: Lois Tyson: —Feminist Criticism

PartB: Sara Joseph: —Inside Every Woman Writer

Module5 (18hours)

PartA: Peter Barry: Postcolonial Criticism

PartB: 2 Poems in tandem: Mahmoud Darwish: —Identity Card and S. Joseph: —Identity Card

Module6 (18hours)

PartA: Pradeepan Pampirikunnu: —What did Literary Histories Say to You?

PartB: Poikayil Appachan: —No Alphabet in Sight

Approaching the Course:

Ideally this paper should have a consistent linearity from Module 1 to 6; such a step-by-step progression will help trace the following trajectory effectively: **Traditional to Formalist to Political-Contextual to Feminist to Postcolonial to Regional-Subaltern** methodologies.

Core Text: *Nuances: Methodology of Literary Studies*. Macmillan and Mahatma Gandhi University

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SYLLABIFORCORECOURSES-UGPROGRAMMES
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COURSE2–IntroducingLanguageandLiterature

Course Code	EN2CRT02
Title of the course	IntroducingLanguageandLiterature
Semesterinwhichthecourseistobe taught	2
No. of credits	4
No. of contact hours	108

AIMOFTHECOURSE

The course seeks to introduce the student to the basics of English language and literature.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should be able to discern the following:

1. The evolution and the differential traits of the English language till the present time.
2. The evolution of literature from antiquity to postmodern times.
3. The diversity of genres and techniques of representation and narration
4. The links between literature and film as narrative expressions.
5. The emergence of British and American Literature through diverse periods

COURSEOUTLINE

Module1

(18hours)

Language families-IndoEuropean family of languages: Branches of IndoEuropean-Home of the Indo Europeans -Main characteristics of Indo European languages

Germanic family of Languages: Characteristics-Grimm's Law - Verner's Law.- The position of English in Indo European family

Periods in the history of English language:

Old English period - Old English Dialects - Old English vocabulary

Middle English period - Norman Conquest - Middle English Vocabulary -Middle English dialects -French influence

Modern English period: Early modern English - The Great Vowel Shift- Renaissance and Reformation -The invention of printing - Authors and Books: The Bible - Shakespeare- Milton - Dictionaries -Loan words: Celtic, Scandinavian, Latin, French

Module2

(18hours)

Language Varieties

Dialect - Sociolect-Idiolect - Register -Pidgin - Creole -

English Today: Evolution of Standard English- Standard British English -Received

Pronunciation -English as Global language - American English - Australian English-General

Indian English-African English - Caribbean English - Second language acquisition Word

Formation: Compounding - Derivation - Abbreviation - Onomatopoeic words -Clipping -

Acronyms - Portmanteau words

Historical Semantics - Semantic change: Generalisation- Specialisation - Association of Ideas -Euphemism- Popular misunderstanding

Module3

(36hours)

Classical Genres: Epic-Drama-Poetry

Modern Genres: Novel - Short Story- Novella

GenreTypes:

Poetry- Narrative poetry and lyrical poetry - Elegy - Ode -Sonnet - Ballad- Dramatic

Monologue

Drama -Tragedy-Comedy-Closet Drama – EpicTheatre - Theatre of theAbsurd

Ambience:

Plot - Character-Point of View - Setting

Module4

(18hours)

Film and Literature - Dimensions of Film: Visual, Auditory and Spatial- Film Language:

Montage and Mise-en-scene - Cut and theShot -Styles of acting – Auteurtheory -Adaptation

Module5

(18hours)

Periods of Literature: British and American

Old English - Middle English - Renaissance - Restoration - Neo-classical - Romantic -

Victorian -Modern- Postmodern - American Crossover - American Transcendentalism

CoretextforModules1and2:

V. Shyamala: *A Short History of English Language*.

CoreTextsforModules3,4and5:

Mario Klarer: *An Introduction to Literary Studies* [excluding the 4th chapter on 'Theoretical approaches to literature.']

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2017ADMISSIONSONWARDS
COURSE3–HarmonyofProse

Course Code	EN3CRT03
Title of the course	HarmonyofProse
Semesterinwhichthecourseistobe taught	3
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

The student is given space to mature in the presence of glorious essays, both Western and Non-Western.

OBJECTIVESOFTHECOURSE

On completion of the course, the student shall be:

1. familiar with varied prose styles of expression.
2. aware of eloquent expressions, brevity and aptness of voicing ideas in stylish language.

COURSEOUTLINE

Module1 **(18hours)**

Francis Bacon: Of Friendship
Jonathan Swift: The Spider and the Bee
Joseph Addison: Meditations in Westminster Abbey

Module2 **(18hours)**

Samuel Johnson: Death of
Dryden Charles Lamb: Dream Children; a
reverie
William Hazlitt: The Fight

Module3**(18hours)**

Robert Lynd:Forgetting

Virginia Woolf: A Room of One's Own (an extract)

Aldous Huxley:The BeautyIndustry

Module4**(18hours)**Nirad C. Choudhari: Indian Crowds (extract from *TheAutobiographyofanUnknownIndian*)

AmartyaSen: Sharingthe World

A. K. Ramanujan: A FloweryTree: A Woman'sTale

Module5**(18hours)**

KamauBrathwaite: NationLanguage

PicoIyer:In Praise of the Humble Coma

William Dalrymple: TheDancer of Kannur (extract from*NineLives*)**CoreText:***HarmonyofProse*

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COURSE4–SymphonyofVerse

Course Code	EN3CRT04
Title of the course	SymphonyofVerse
Semesterinwhichthecourseistobe taught	3
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

To acquaint the studentwith the rich texture of poetryin English.

OBJECTIVESOFTHECOURSE

On completion of the course the students shall have:

1. an understanding of the representation of poetryin various periods of the English tradition.
2. an awareness of the emerging cultural andaesthetic expressions that poetrymakespossible.

COURSEOUTLINE

Module1(RenaissanceandRestoration)

(18hours)

Edmund Spenser: OneDay IWrote Her Name
WilliamShakespeare: Sonnet 130
John Donne: Canonization
John Milton: Lycidas
John Dryden: A Songfor St. Cecilia’s Day

Module2(RomanticRevival)

(18hours)

WilliamWordsworth:LucyGray
Samuel Taylor Coleridge: Christabel (Part I)
PercyBysshe Shelley: Ode to the West Wind
John Keats: To Autumn

Module3(Victorian)**(18hours)**

Alfred, Lord Tennyson: Ulysses
Robert Browning: Porphyria's Lover
Matthew Arnold: Dover Beach
Christina Rossetti: A Hope Carol

Module4(TwentiethCentury)**(18hours)**

W. B. Yeats: Easter 1916
T S Eliot: The Love Song of J Alfred Prufrock
Philip Larkin: The Whitsun Weddings
Sylvia Plath: Lady Lazarus

Module5(Contemporary)**(18hours)**

A. D. Hope: Australia
Maya Angelou: Phenomenal Woman
Seamus Heaney: Digging
Carol Ann Duffy: Stealing

CoreText: *Symphony of Verse*

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COURSE5–ModesofFiction

Course Code	EN4CRT05
Title of the course	ModesofFiction
Semesterinwhichthecourseistobe taught	4
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

To acquaint students with various modes of fiction.

OBJECTIVESOFTHECOURSE

On completion of the course, the student will have comprehended the categories of British and non- British short fiction, and also the novel as a form of literaryexpression.

COURSEOUTLINE

Module1[ShortFiction:British] (36hours)

MaryShelley: The MortalImmortal
 Jerome K.Jerome: The Dancing Partner
 H. G. Wells: The Stolen Body
 Somerset Maugham: Rain
 G. K. Chesterton: The Blue Cross
 JamesJoyce: Araby
 Muriel Spark: TheExecutor
 A. S. Byatt: On the Day E. M.Forster Died

Module2[ShortFiction:NonBritish] (36hours)

HenryLawson: The Drover’s Wife
 MaximGorky: Mother of a Traitor
 Stephen Crane: A Dark Brown Dog
 Katherine Mansfield: A Cup of Tea
 Pearl S Buck: Once upon a Christmas
 Gabriel Garcia Marquez:A VeryOld Man with Enormous Wings

Mary Lerner: *Little Selves*
Nadine Gordimer: *Once Upon a Time*

Module 3 [Fiction]

(18 hours)

Charles Dickens: *Great Expectations*

Core Text for Modules 1 and 2: *Modes of Fiction*

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2017ADMISSIONSONWARDS
COURSE6–LanguageandLinguistics

Course Code	EN4CRT06
Title of the course	LanguageandLinguistics
Semesterinwhichthecourseistobe taught	4
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

This course is an introduction to the scienceof linguistics.It seeks togivean overview of the basic concepts of linguistics and linguistic analysis to the students.

OBJECTIVESOFTHECOURSE

This course seeks to achieve the following:

1. To show the various organs and processes involved in the production of speech, the types and typologyof speech sounds, segmental &suprasegmental features of the English language, and transcription using IPA.
2. To describe and explain morphological processes and phenomena.
3. To show the various processes involved in the generation of meaning.
4. To enhance students‘ awareness that natural language is structuredependent and generative and to develop their abilityto observe, describe and explain grammatical processesand phenomena.

COURSEOUTLINE

Module1[IntroductiontoLanguage,LinguisticsandPhonetics] (36hours)

What is Language?- What isLinguistics?Arbitrariness- Duality-Displacement - Cultural transmission
 Basic Notions - Phonetics and Phonology- Branches of Phonetics – Articulatory, Acoustic, Auditory
 Organs of Speech - Air Stream Mechanism– Pulmonic, Glottal, Velaric
 RespiratorySystem - PhonatorySystem –Voicedand Voiceless Sounds
 ArticulatorySystem- Oral, nasal &nasalised sounds

Classification of Speech Sounds: Consonants andVowels -
 Criteria for Classificationof Consonants- The Consonants of English RP

Place of Articulation - Bilabial, Labio-Dental, Dental, Alveolar, Post-Alveolar, Palato-Alveolar, Palatal & Velar Sounds
Manner of Articulation – Plosives, Fricatives, Affricates, Nasals, Lateral, Frictionless Continuants, Semi-Vowels, Trills & Taps
Criteria for Classification of Vowels - The Vowels of English RP
Tongue height: Close Vowels, Open Vowels, Half-Close Vowels, Half-Open Vowels
Part of the Tongue Raised: Front Vowels, Back Vowels, and Central Vowels
Position of Lips: Rounded Vowels, Unrounded Vowels
Diphthongs: Monophthongs and Diphthongs, Falling and Rising Diphthongs, Centring and Closing Diphthongs, Fronting and Retracting Diphthongs
Cardinal Vowels
Vowel Diagram – Diphthongs - Tense and lax Vowels
Phonemes and Allophones
Phone, Phoneme, Minimal pairs - Allophone, Aspiration, Dark and Clear /l/
Contrastive Distribution and Complementary Distribution
Syllable
What is a syllable? - Syllabic Structure – Onset, Nucleus, Coda - Syllabic Consonants
Consonant Clusters, Abutting Consonants
Suprasegmentals
Segmentals and Suprasegmentals - Suprasegmental Phonemes
Word Stress - Sentence Stress - Weak forms and Strong Forms
Rhythm – Intonation - Tone, Tonic Syllable, Tonicity - Intonation patterns
Intonation – Functions
Juncture
Liaison
Assimilation
Elision
Linking /r/ and Intrusive /r/
Transcription
The incongruity between spelling and pronunciation in English
IPA
Broad and narrow Transcription
Transcription Practice

Module 2 [Morphology]

(36 hours)

Basic Notions
What is morphology?
Morph, Morpheme
Morpheme Types and Typology
Free and bound morphemes
Root, Base, Stem
Different types of affixes: Prefix, Suffix, Infix
Inflection
Inflectional and derivational affixes
Class-changing and class-maintaining affixes
Allomorphy
Allomorph
Zero Morph
Conditioning of allomorphs: Phonological & Morphological

Word

Why is a word a difficult concept to define in absolute terms?

Lexeme

Form class and Function Class words

Morphological Operations/Processes

Affixation

Reduplication

Ablaut

Suppletion

Structure of Words

Simple

Words Complex

Words Compound

Words

SEMANTICS

Basic Notions

What is semantics?

Lexical and grammatical meaning

Sense, reference, referent

Sense Relations

Synonymy – Antonymy – Hyponymy – Homonymy – Homography – Polysemy – Metonymy –

Ambiguity – Tautology – Collocation

Module 3 [Syntax & Branches of Linguistics]

(18 hours)

Basic Notions

What is syntax?

Grammar

Grammaticality and Acceptability

Descriptive and Prescriptive Grammar

Synchronic and Diachronic Grammar

Syntagmatic and Paradigmatic Relationships

Sign, Signified and Signifier

Langue and Parole

Competence and Performance

Introduction to theories on Grammar

Traditional Grammar

Problems with traditional Grammar

Structural grammars

Phrase Structure Grammars

Transformational Generative Grammars

Kernel Sentences

Deep and Surface Structures

One question from the essay section will be compulsory and shall deal with transcribing a passage of five lines of conversation and a set of five words using IPA symbols.

READING LIST

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MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE7–ActsontheStage

Course Code	EN5CRT07
Title of the course	ActsontheStage
Semesterinwhichthecourseistobe taught	5
No. of credits	4
No. of contact hours	108

AIMOFTHECOURSE

The course seeks to introduce the student to select theatre texts that form the canon of English drama.

OBJECTIVESOFTHECOURSE

On completion of the course, the student shall be:

1. familiar with the works of the playwrights included in the course.
2. informed about the broad genre-based nuances in the realm of drama.
3. able to appreciate and critique drama as an art form.

COURSEOUTLINE

Module1 **(72Hours)**

William Shakespeare: *King Lear*

Module2 **(36Hours)**

One Act Plays

George Bernard Shaw: *The Dark Lady of the Sonnets*

Anton Chekov: *The Boor*

Maurice Maeterlinck: *The Intruder*

John Galsworthy: *Strife*

Core Text: *ActsontheStage*

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS

COURSE8–LiteraryCriticismandTheory

Course Code	EN5CRT08
Title of the course	LiteraryCriticismandTheory
Semesterinwhichthecourseistobe taught	5
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

The course seeks to introduce students to the major signposts in Literary Criticism, Literary Theory and Indian Aesthetics.

OBJECTIVESOFTHECOURSE

On completion of the course, the student:

1. will have awareness about the major developments in literary criticism from the ancient times to the twentieth century.
2. will be initiated to the realm of literary theory and major theoretical schools.
3. will have awareness about the chief strains of Indian literary criticism.
4. will be able to analyse short poetical pieces critically.

COURSEOUTLINE

Module 1 [Literary Criticism]

(36 hours)

A. Classical Criticism

Plato - Aristotle

B. Neoclassical Criticism

Neoclassicism in England- Dryden, Pope, Aphra Behn, Samuel Johnson

C. Romantic criticism

German Idealism- British Romantic criticism: Wordsworth, Coleridge

D. Victorian Criticism

Matthew Arnold

E. From Liberal Humanism to Formalism

The poetics of Modernism: Yeats, Pound, Eliot

Formalism - Russian Formalism: Boris Eichenbaum, Mikhail Bakhtin,

Roman Jakobson- New Criticism: John Crowe Ransom, Wimsatt and Beardsley

F. Early 20th Century Criticism

F. R. Leavis - Marxist and Left Wing critics - Early feminist critics: Virginia Woolf, Simone de Beauvoir

From M. A. R Habib: *Literary Criticism from Plato to the Present: An Introduction*. Oxford: Wiley Blackwell, 2011

Module 2 [Literary Theory]

(36 hours)

A. Structuralism - Poststructuralism - Deconstruction - Psychoanalysis

B. Ideology and Discourse

C. Postmodernism

From Mary Klages: *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2008.

Module 3 [Indian Aesthetics & Practical Criticism]

(18 hours)

A. Indian Aesthetics

Rasa - Dhvani - Vakrokti

From G. Balamohan Thampi: *Essay on Eastern Aesthetics*

B. Practical Criticism

Critical analysis of poetry

Based on Neil McCaw: Close Reading (Chapter 3

of *How to Read Texts: A Student Guide to Critical Approaches and Skills*. London: Viva-Continuum, 2008.)

Note: A compulsory question on practical criticism to be included in Section B (5 Marks) of the Question Paper

Core Text: *Literary Criticism and Theory*

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE9–IndianWritinginEnglish

Course Code	EN5CRT09
Title of the course	IndianWritinginEnglish
Semesterinwhichthecourseistobe taught	5
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

The course is intended to sensitise students to the various ways in which literature written in English, in the Indian sub-continent serves as a platform for forming, consolidating, critiquing and re-working the issue of national 'identity' at various levels.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should be aware of the following:

1. The subtle flavours that distinguish the 'Indian' quotient in English writings from India.
2. The different concerns that Indian English writers share, cutting across sub-nationalities and regionalities.
3. The *locus standi* of diasporic 'Indian' writers.

COURSEOUTLINE

Module1(Poetry)

(18Hours)

Henry Derozio: The Harp of India
 Nissim Ezekiel: The Patriot
 Jayanta Mahapatra: Freedom
 Kamala Das: Introduction
 Dom Moraes: Absences

Module2(Fiction)

(18Hours)

Anita Nair: *Ladies Coupe*

Module3(Drama)

(18Hours)

GirishKarnad: *Tughlaq*

Module4(ShortFiction)

(18Hours)

R. K. Narayan: The Antidote

Salman Rushdie: The Free Radio

JhumpaLahiri: The Interpreterof Maladies

ChitraBanerjee Divakaruni:Mrs Dutta Writes a Letter

Module5(Prose)

(18Hours)

Rabindranath Tagore: Nationalism in India

B. R. Ambedkar: Back from the West and Unable to FindLodging inBaroda

Satyajit Ray:Odds Against Us

Amitav Ghosh: The Imam and theIndian

CoreText:*Indian WritinginEnglish*

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS

COURSE–EnvironmentalScienceandHumanRights

Course Code	EN5CRENT01
Title of the course	EnvironmentalScienceandHumanRights
Semesterinwhichthecourseistobe taught	5
No. of credits	4
No. of contact hours	90

CoremodulesyllabusforEnvironmentalStudies&HumanRightsforunder-graduatecoursesofallbranchesofhighereducation

VISION

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a

six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

OBJECTIVES

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.

Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.

To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.

To help the students in acquiring the basic knowledge about environment and the social norms that provides unity with environmental characteristics and create positive attitude about the environment.

Module I

(18 hours)

Unit 1: Multidisciplinary nature of environmental studies- Definition, scope and importance
Need for public awareness.

Unit 2: Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

- a) Forest resources: Use and over-exploitation, deforestation: case studies-Timber extraction, mining, dams and their effects on forest and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources: case studies.
- d) Food resources: World food problems - changes caused by agriculture and overgrazing - effects of modern agriculture – fertilizer & pesticide problems – water logging – salinity: case studies.
- e) Energy resources: Growing energy needs - renewable and non renewable energy sources- use of alternate energy sources: case studies.
- f) Land resources: Land as a resource- land degradation - man induced landslides – soil

erosion and desertification.

Role of individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

Unit3: Ecosystems

Concept of an ecosystem- Structure and function of an ecosystem- Producers, consumers and decomposers - Energy flow in the ecosystem.

Ecological succession- Food chains, food webs and ecological pyramids.

Introduction, types, characteristic features, structure and function of the given ecosystem- Forest ecosystem

Module II

(26 hours)

Unit1: Biodiversity and its conservation

Introduction - Bio-geographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.

India as a mega-diversity nation.

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts -

Endangered and endemic species of India

Unit2: Environmental Pollution

Definition - Causes, effects and control measures of: Air pollution- Water pollution - Soil pollution - Marine pollution - Noise pollution- Thermal pollution - Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes

Role of an individual in prevention of pollution- Pollution case studies

Disaster management: floods, earthquake, cyclone and landslides

Unit3: Social Issues and the Environment

Urban problems related to energy- Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns: case studies

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust: case studies - Consumerism and waste products

Environment Protection Act - Air (Prevention and Control of Pollution) Act- Water (Prevention and control of Pollution) Act- Wildlife Protection Act- Forest Conservation Act
Issues involved in enforcement of environmental legislation- Public awareness

Module III

(10 hours)

Jean Giono: *The Man Who Planted Trees*

K. Satchitanandan: Hiroshima Remembered

ModuleIV

(10hours)

Bessie Head: Heaven is not Closed

Safdar Hashmi:Machine

ModuleV

(26hours)

Unit1: Human Rights

An Introduction to Human Rights: Meaning, concept and development-Three Generations of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

Unit2: Human Rights and United Nations

Contributions, main human rightsrelated organs -UNESCO, UNICEF, WHO,ILO, Declarations for women and children, UniversalDeclaration of Human Rights.

Human Rights inIndia –Fundamental rights andIndian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes andMinorities

Unit3: Environment and Human

RightsRightto Clean Environment and Public Safety

Issues ofIndustrial Pollution- Prevention, Rehabilitation and SafetyAspect of New Technologies such as Chemical and Nuclear Technologies -Issues of Waste Disposal - Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies andpolicy formulation.

Conservation issues of Western Ghats: Mention Gadgil committee report, KasthuriRangan report.

Over-exploitation of ground waterresources, marine fisheries, sand mining, etc.

Internal:Fieldstudy

Visit to a local area to document environmental grassland/hill /mountain

Visit a local polluted site: Urban/Rural/Industrial/Agricultural Studyof common plants, insects, birds, etc

Studyof simple ecosystem: pond, river, hill slopes, etc

(Field workEqual to 5 lecturehours)

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- Wanger, K. D. 1998. *Environmental Management*. Philadelphia: W.B. Saunders (Ref)
- (M) Magazine (R) Reference (TB) Textbook
- Human Rights
- Amartya Sen. *The Idea of Justice*. New Delhi: Penguin, 2009.
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- Law Relating to Human Rights*. Asia Law House, 2001.
- Shireesh Pal Singh, *Human Rights Education in 21st Century*. New Delhi: Discovery
- S. K. Khanna. *Children and the Human Rights*. Common Wealth, 2011.
- Sudhir Kapoor. *Human Rights in 21st Century*. Jaipur: Mangal Deep, 2001.

United Nations Development Programme.

Human Development Report 2004: Cultural Liberty in Today's Diverse World. New Delhi: Oxford UP, 2004.

Six months compulsory core module course in Environmental Studies & Human Rights for undergraduate graduates

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge, skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

Course material provided by UGC for class room teaching and field activities be utilized.

The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.

Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

Core Text for Module 3 & 4: *Greening Knowledge*

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE10–PostcolonialLiteratures

Course Code	EN6CRT10
Title of the course	PostcolonialLiteratures
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

To familiarize the students the varied dimension s of postcolonial subjectivitythrough theory and literature.

OBJECTIVESOFTHECOURSE

On completion of the course, the student will:

1. be awareof the social,political, cultural aspectsof postcolonial societies.
2. realise the impact of colonialism and imperialism onnative cultural identities.
3. getan insight into the links between language, historyand culture.

COURSEOUTLINE

Module1[TheDomain] (36hours)

Bill Ashcroft, Gareth Griffiths and Helen Tiffin:Introduction of *TheEmpireWritesBack*
Edward Said: Orientalism [an excerpt]
Frantz Fanon: The Fact of Blackness

Module2[Poetry] (18hours)

FaizAhmed Faiz: A Prison Evening
A. K. Ramanujan: Small Scale Reflections on a Great House
David Malouf:RevolvingDays
Wole Soyinka: Civilian and Soldier
Margaret Atwood: Journeyto theInterior

Module3[Fiction]

(18hours)

PeterCarey: *JackMaggs*

Module4[Drama]

(18hours)

NgugiwaThiong'o: *TheTrialofDedanKimathi*

CoreText:PostcolonialLiteratures

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE11–WomenWriting

Course Code	EN6CRT11
Title of the course	WomenWriting
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

To introducethe theoretical and literaryresponsesbywomen and the concerns that govern feminist literature.

OBJECTIVESOFTHECOURSE

On completion of the course, the students will be able to:

1. critically respond to literature from a feminist perspective.
2. realize how the patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. identifyhow stereotypical representations of women were constructed and how theseare subverted byfeminist writing

COURSEOUTLINE

Module1[Essays]

(36hours)

BettyFriedan: TheProblem that has No Name (Chapter1 of *TheFeminineMystique*)

ElaineShowalter: Towards a Feminist Poetics

PatriciaHill Collins:Mammies, Matriarchs and Other Controlling Images (Chapter 4 of *BlackFeministThought*pp. 79-84

Module2[Poetry]

(18hours)

Anna Akhmatova: Lot’s Wife

MamtaKalia: After Eight Years ofMarriage
Julia Alvarez: Women's Work
MeenaAlexander: Houseof a Thousand Doors
SutapaBhattacharya: Draupadi
Kristine Batey:Lot's Wife
Vijayalakshmi: Bhagavatha

Module3[ShortFiction]

(18hours)

Charlotte Perkins Gilman: The Yellow Wallpaper
Willa Cather: A Wagner Matinee
IsabelAllende: And of the ClayWe Created
Sara Joseph: The Passion of Mary

Module4[Fiction]

(18hours)

AliceWalker: *TheColorPurple*

CoreText:WomenWriting

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE12–AmericanLiterature

Course Code	EN6CR12
Title of the course	AmericanLiterature
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

To enable the students to have a holistic understanding of the heterogeneity of American culture and to study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.

OBJECTIVESOFTHECOURSE

At the end of the course, the student shall be:

1. familiar with the evolution of various literary movements in American literature.
2. acquainted with the major authors in American Literary History.

COURSEOUTLINE

Module1[Prose] (18hours)

M. H Abrams: Periods of American Literature in *A Glossary of Literary Terms*
 Robert E. Spiller: The Last Frontier in *The Cycle of American Literature*
 Ralph Waldo Emerson: Gifts
 James Baldwin: If Black English isn't Language, then Tell me, What is?

Module2[Poetry] (18hours)

Walt Whitman: I Hear America Singing
 Emily Dickinson: I dwell in Possibility
 Robert Frost: Love and a Question
 e. e. cummings: Let's Live Suddenly without Thinking
 Langston Hughes: Let America be America Again
 Allen Ginsberg: A Supermarket in California
 Adrienne Rich: In a Classroom

Marianne Moore: Poetry

Module3[ShortStory]

(18hours)

Nathaniel Hawthorne: My Kinsman, Major Molineux

Edgar Allan Poe: The Purloined Letter

Mark Twain: How I Edited an Agricultural Paper

Leslie Marmon Silko: Lullaby

Kate Chopin: A Respectable Woman

Module4[Drama]

(18hours)

Arthur Miller: *The Crucible*

Module5[Novel]

(18hours)

Harper Lee: *To Kill a Mockingbird*

CoreText: *American Literature*

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCORECOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE13–ModernWorldLiterature

Course Code	EN6CRT13
Title of the course	ModernWorldLiterature
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	90

AIMOFTHECOURSE

To makethe students awareof the stupendous varietythat resides inLiteratures the world over.

OBJECTIVESOFTHECOURSE

On completion of the course, the students should be able to discern the following:

1. Thatliteratures the world over engagein verydeep wayswith the vicissitudes of life.
2. World literatures often defygenres/regionalitiesand canonical assumptions to emerge as a platform where poetics and politics fuse.
3. Thenotion of Majorand Minor, Central and Peripheral literatures is a myth.

COURSEOUTLINE

Module1[Poetry] (18hours)

Marina Tsvetaeva: Meeting
 Federico Garcia Lorca: New Heart
 Pablo Neruda: ArsPoetica
 Leopold Sedar Senghor:Black Woman
 WizlawaSzymborska: The Terrorist, He’s Watching
 Adonis: Nothingbut madness remains
 Bei Dao: The Answer
 Ko Un: A Poet’s Heart

Module2[ShortStories:European] (18hours)

Leo Tolstoy: God Sees the Truth, but Waits
 BjornstjerneBjornson: The Father
 Franz Kafka: Beforethe Law

Bertolt Brecht: The Monster
Albert Camus: The Guest
Javier Marias: The Life and Death of Marcelino Iturriaga

Module 3 [Short Stories: Non-European] (18 hours)

Ryunosuke Akutagawa: In a Grove
Jorge Luis Borges: The Garden of Forking Paths
Naguib Mahfouz: Half of a Day
Julio Cortazar: Continuity of Parks
Danilo Kis: The Encyclopaedia of the Dead
Juan Gabriel Vasquez: The Dogs of War

Module 4 [Novel] (18 hours)

Italo Calvino: *The Cloven Viscount*

Module 5 [Drama] (18 hours)

Eugene Ionesco: *Chairs*

Core Text: *Modern World Literature*

Complementary Courses

MAHATMAGANDHIUNIVERSITY

SYLLABIFORCOMPLEMENTARYCOURSES-UGPROGRAMMES

2017ADMISSIONSONWARDSSEMES

TER3(BAEnglishModel1&Model2)

COURSE3:TheEvolutionofLiteraryMovements:TheShapersofDestiny

Course Code	EN3CMT03
Title of the course	TheEvolutionofLiteraryMovements: TheShapersofDestiny
Semesterinwhichthecourseistobe taught	3
No. of credits	4
No. of contact hours	108

1.AIMOFTHECOURSE

To makethe learner awareof the wayin whichhistoryshapes the lifeand literatureof a people

2.OBJECTIVESOFTHECOURSE

- To give thelearner a comprehensive overview ofthe historyof Britain and its impact upon the rest of the world
- To enable him to understand English literature in the light of historical events
- To analysethe manner inwhich a person is mouldedbythe historical events of his personaland communal life

3.COURSEOUTLINE

Module1:MouldingandBeingMoulded

18hours

Earlysettlers and invaders- theIberians, theCeltsand Romans, theAngles, Saxons, Jutes. The Anglo Saxon heptarchy- The coming of Christianity-Theodore of Tarsus and the organization of the church- Alfred the Great – St. Dunstan and Edgar – Canute the Danish king-Edward theConfessor, Harold Godwin- Societyand literature of thetime-the

Witangemot -the Anglo Saxon Chronicle, Beowulf,Caedmon, Cynewulf,Venerable Bede and others-

Module2: The True Briton

36hours

Normans: the last invaders –William the Conqueror –the reforms of Henry I-Feudalism- the Angevin kings - the struggle between the church and the state, St. Thomas Becket– the universities of Oxford and Cambridge–the Guilds- Richard the Lionheart and the Crusades- the Magna Carta- HenryIII – Simon de Montfort,and the Parliament- Edward I, annexation of Wales, Scotland and Ireland – EdwardII and Edward III – TheBlack Death, The Hundred Years War, The Peasants Revolt– the effects of these on societyand literature- The Wars of the Roses – Chaucer and the growth of the East Midland dialect into standard English – Growth of drama and stage performances- Chaucer’s contemporaries- John Wycliffe and the Lollards..

Module Three: Britannia Rule the Waves

36hours

The Tudor Dynasty-benevolent despots–Renaissance–maritime discoveries–thescientific temperand scientific inventions-flamboyant Henry VIII, Reformation-religious persecution- Thomas More, Erasmus, Thomas Cromwell-The Book of Common Prayer-Elizabeth I- Shakespeare–nest of singing birds-Francis Drake-peace and prosperity-The Stuarts and the Divine Right Theory-The Authorised Version-The Civil War-Oliver Cromwell and the Protectorate–John Milton-the Jacobean playwrights–Restoration-Caroline writers-The Whigs and Tories- Queen Anne and the expansion of colonialism– The Glorious Revolution

Module Four: A Precious Stone Set in the Silver Sea

18hours

The United Kingdom today- Physical features of the British Isles, geography, demography– Customs and practices –myths and legends –the growth and development of the English language–the position held by the UK in today’s world

Reading List

1. Trevelyan, G.M. Illustrated English Social History (Vol 1-6). England: Penguin, 1968.
2. Churchill, Winston. A History of the English Speaking Peoples (Vol 1-12). London: Cassel and Co., 1966.
3. Nehru, Jawaharlal. Glimpses of World History. New Delhi: Penguin, 2004.
4. Alexander, Michael (ed.) A History of English Literature. New York: Palgrave-Macmillan, 2007.
5. Sampson, George (ed.) A History of English Literature. Delhi: Foundation, 2004.
6. Thorndike, Lynn. Encyclopedia of World Civilization (Vol 2). Delhi: Shubi Publications, 1990.
7. Yeats, W. B. Writings on Irish Folklore Legend and Myth. London: Penguin, 1999.
8. Warner, Marina. From the Beast to the Blond. London: Vintage, 1995.

4. Core Text: Susan Varghese. *Evolution of Literary Movements: The Shapers of Destiny*. Current Books.

MAHATMAGANDHIUNIVERSITY

SYLLABIFORCOMPLEMENTARYCOURSES-UGPROGRAMMES

2017ADMISSIONSONWARDSSEMES

TER4(BAEnglishModel1&Model2)

COURSE4:TheEvolutionofLiteraryMovements:TheCrossCurrentsofChange

Course Code	EN4CMT04
Title of the course	TheEvolutionofLiteraryMovements:TheCrossCurrentsofChange
Semesterinwhichthecourseistobe taught	4
No. of credits	4
No. of contact hours	108

AIMOFTHECOURSE

To enable students to have a notion of the evolution of literatureand to help them perceive the interplayof social processes and literature

OBJECTIVESOFTHECOURSE

Bytheend of the courseitis hoped that:

1. students will be competent to understand literature against the backdrop ofhistory.
2. students will be inspired to contribute dynamicallyto historical and literaryprocesses.

COURSEOUTLINE

Module1[LiteratureandRevolution] (36hours)

- a. Theinteraction between the French Revolution and the literature of the age
- b.Literature in the context of the Russian Revolution

Module2[LiteratureandRenaissance] (18hours)

- a. Thesocialcontext of the burgeoningof literatureinLatin America b. Kerala at the dawn ofawakening

Module3[LiteratureandLiberation] (36hours)

- a. Literature and feminism
- b. Dalit writing

Module4[LiteratureandtheThirdWorld]

(18hours)

- a. Articulatingthe Postcolonial Experience
- b. An overview of NewLiteratures

CoreText:DrB Keralavarma. *EvolutionofLiteraryMovements:TheCross-currentsofChange.*

Open Courses

MAHATMA GANDHI UNIVERSITY

SYLLABUS FOR OPEN COURSES-UG PROGRAMMES

2017 ADMISSIONS ONWARDS

COURSE 1 – Appreciating Films

Course Code	EN5CROP01
Title of the course	Appreciating Films
Semester in which the course is to be taught	5
No. of credits	4
No. of contact hours	72

AIM OF THE COURSE

The course seeks to introduce the student to the major elements that constitute cinema. Also the attempt will be to equip the student to academically discuss cinema in terms of critiques and close analyses.

OBJECTIVES OF THE COURSE

On completion of the course, the student should be able to discern the following:

1. The broad contours of the history and aesthetics of films.
2. The overarching film genres and the basic terminology of film studies.
3. The distinction between mere appreciation of films and sustained ideological film analysis.
4. The questions raised by Cultural Studies and Feminism(s) in their encounter with films.
5. The issues raised by cinematic adaptations of literature.

COURSE OUTLINE

Module 1 (Broad Film Genres)

(18 hours)

Lumiere vs. Melies [*Arrival of a Train* vs. *An Impossible Voyage*]

Narrative Cinema vs. Documentary Cinema

Hollywood Style as Norm- Roland Emmerich's *Independence Day* (1996)

German Expressionism- F.W. Murnau's *Nosferatu* (1922)

Neo-realism - Vittorio De Sica's *Bicycle Thieves* (1948)

Module 2 (Film Languages)

(18 hours)

Montage Theory: [Clippings from Eisenstein's *Battleship Potemkin* and Chaplin's *Modern*

Times]

Mise-en-scene: [The opening sequence from Werner Herzog's *Aguirre, Wrath of God* (1972) and the infamous 'horsehead' scene from Francis Ford Coppola's *The Godfather* (1972)] Deep Focus, the Long Take and psychological representation: [Select scenes from Orson Welles' *The Magnificent Ambersons* (1942)]
JumpCut (anti-seamless-dissolve) [Examples from Godard's *Breathless* (1960)]

Module3(ReadingFilms)

(18hours)

Cinema and Ideology/Identity Politics

[Kamal Haasan's *Hey Ram* (2000) and Shaji Kailas's *Aaram Thampuran* (1997)]

Cinema and Feminism

[Rajkumar Hirani's *PK* (2014) and K. G. George's *Adaminte Variyellu* (1983)]

Module4(FilmAdaptations)

(18hours)

Shakespeare/Hamlet: Vishal Bhardwaj's *Haider* (2014)

Basheer/Mathilukal: Adoor Gopalakrishnan's *Mathilukal* (1990)

FilmsRecommendedforBackgroundViewing

George Melies:

An Impossible Voyage Lumiere brothers:

Arrival of a Train Sergei Eisenstein:

Battleship Potemkin Charlie Chaplin:

Modern Times Werner Herzog:

Aguirre, Wrath of God Francis Ford

Coppola: *The Godfather*

Orson Welles:

The Magnificent Ambersons Jean Luc-

Godard: *Breathless*

V. K. Prakash: *Karmayogi* [Malayalam]

CoreText: *Appreciating Films*

MAHATMAGANDHIUNIVERSITY
SYLLABIFOROPENCOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE2–TheatreStudies

Course Code	EN5CROP02
Title of the course	TheatreStudies
Semesterinwhichthecourseistobe taught	5
No. of credits	4
No. of contact hours	72

AIMOFTHECOURSE

The students will be introduced to a selection of plays from the West and the East, ranging from the tragic and the comic, the folk and the street, so as to generate interest in theatre and make them aware of the new trends in modern theatre.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should be able to imbibe the following:

1. An understanding of a selection of well-discussed plays across the world.
2. The classical and modern theatre in the West and the East.
3. The form and content of various kinds of theatre.
4. Colonial and subversive postcolonial aspects in Indian theatre.
5. Issues of gender, identity, caste, tradition, morality, etc dealt with by modern theatre.

COURSEOUTLINE

Module1(Classics) (18hours)

Kalidasa: *Abhijnanasakunthalam* – Act I

William Shakespeare: *Othello* – Act I, Scene III, 1-295

Module2(TragicVision) (18hours)

Eugene O'Neil: *Before Breakfast*

Langston Hughes: *Soul Gone Home*

Module3(ComicVision)

(18hours)

Bernard Shaw: HowHeLied to Her Husband

Anton Chekov: TheProposal

Module4(Folk/Street)

(18hours)

KavalamNarayanaPanicker: Maraattom

MaliniBhattacharya: Giving Awaythe Girl

CoreText:*TheatreStudies*

MAHATMAGANDHIUNIVERSITY
SYLLABIFOROPENCOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE3–EnglishforCareers

Course Code	EN5CROP03
Title of the course	EnglishforCareers
Semesterinwhichthecourseistobe taught	5
No. of credits	4
No. of contact hours	72

AIMOFTHECOURSE

To makethe students competent in their job-seeking, job-getting, and job-holdingneeds. The courseshall caterto equipping the students in Comprehensive Language Enhancement.

OBJECTIVESOFTHECOURSE

On completion of the course, the students shouldbe able:

1. To develop communicative skills, which will enable themto prepare fora career and function effectivelyin it.
2. To equip themselves in oral and written communication to enhance their academic and professionaluse oflanguage.
3. To train themselves inmaking effective presentations.

COURSEOUTLINE

Module1[OralandWrittenSkillsforJobsandCareers] (18hours)

- a. Applying forjobs—Preparing Resumes—Writing Cover letters.
- b. Preparingfor interviews—TakingInterviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

Module2[CorrectnessofLanguageUsage] (18hours)

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today’s Vocabulary
- d. Grammar for Grown-ups

Module3[FacingPeople]**(18hours)**

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.
- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

Module4[KeepingtheJob]**(18hours)**

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills) c. Soft Skills for Team Building.
- d. Keeping the Job—Professional Ethics
- e. Managing Multiple Roles- Healthy Balancing of family and career.

ReadingList

1. Samson et al. *EnglishforLife-4*. New Delhi: Cambridge UP.
2. Vasudev, Murthy. *EffectiveProposalWriting*. New Delhi: Response, 2006.
3. *TowardsAcademicEnglish:DevelopingEffectiveWritingSkills*. New Delhi: Cambridge UP, 2007.
4. *OxfordGuidetoEffectiveWritingandSpeaking*. OUP, 2007.
5. Bhatnagar, R. P. *EnglishforCompetitiveExaminations*. New Delhi: Macmillan, 2009.
6. *EnglishforCareers*. Pearson.
7. *ABCofCommonGrammaticalErrors*. Macmillan, 2009
8. Kaul, Asha. *TheEffectivePresentation*. New Delhi: Response
9. Shepherd, Kerry. *PresentationsatConferences,SeminarsandMeetings*. New Delhi: Response.
10. Vilanilam, J. V. *MoreEffectiveCommunication:aManuelforProfessionals*. Response 2008
11. *EnglishforCareerDevelopment*. Orient Longman, 2006.

CoreText:EnglishforCareers

ChoiceBasedCourses

MAHATMAGANDHIUNIVERSITY

SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES

2017ADMISSIONSONWARDS

COURSE1–ComparativeLiterature

Course Code	EN6CBT01
Title of the course	ComparativeLiterature
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	72

AIMOFTHECOURSE

To introducethe student to the various conceptsrelating to comparative studyof literature and to promote an international approach to the studyof literature.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should beable to:

1. Develop strategies andmethodologies in thestudyof literatures in comparison.
2. Undertake a methodological investigation of problems involving morethan one literature so that she/he mayacquire a broader sense of literaryhistoryand tradition.
3. Criticallyanalyze literarytexts in a broader perspective of WorldLiterature. .

COURSEOUTLINE

Module1[ThemesandContexts] (18hours)

K. M. Krishnan: _Introduction‘in the anthology*BetweentheLines*

Susan Bassnett: _Whatis Comparative Literature

Today‘ from*ComparativeLiterature:AnIntroduction*

Module2[Envisioning] (18hours)

PartA:Writing

Ted Hughes: The Thought Fox

Seamus Heaney: Personal Helicon

PartB:DeathWish

Sylvia Plath: Tulips

DorothyParker: Resume

PartC:Hamlets

Anna Akhmatova: Reading Hamlet

C. P. Cavafy: KingClaudius

Salman Rushdie: Yorick

Module3[Nuance]

(18hours)

PartA:Myth

Rabindranath Tagore: KarnaKuntiSamvadG.

Sankarapilla: WingsFlapping, Somewhere

PartB:Sleuthing

Arthur Conan Doyle: The Adventureof theBlue Carbuncle

V. K. N.: Sherlock Holmes

Module4[Motif]

(18Hours)

Carlo Collodi: The Adventures of Pinocchio

Nikolai Gogol : The Nose

Vaikom Muhammad Basheer: TheWorld Renowned Nose

CoreText:ComparativeLiterature

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS

COURSE2–ModernMalayalamLiteratureinTranslation

Course Code	EN6CBT02
Title of the course	ModernMalayalamLiteratureinT ranslation
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	72

AIMOFTHECOURSE

The students will be introduced to a selection of literature translated from Malayalam into English. The student will be able to establish an endearing rapport with the cultural aspects of the living environs.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should be able to comprehend the following:

1. An understanding of a selection of much discussed writers/literary pieces in Malayalam.
2. The various genres in Malayalam.
3. The modern trends in Malayalam literature.
4. Experiments with form in Malayalam poems and prose.

COURSEOUTLINE

Module1(Poetry)

(18hours)

Balamani Amma: The Pen
Ayyappa Paniker: Theft
Kadamanitta: Feline Fancies
Satchidanandan: The Mad
Balachandran Chullikkad: Possessed V.
M. Girija: A Tree I Was Long Back S.
Joseph: Group Photo
Anitha Thampi: Sweeping the Front Yard
Bindu Krishnan: Certain Days, Like This

Module2(ShortFiction)**(18hours)**

M. T. VasudevanNair: For You
Madhavikutti: Neypayasam
M. Mukundan: TheEyesight of the Mirror
Paul Zacharia:Last Show
N. S. Madhavan:Afterword
SanthoshEchikkanam: The Hunters in aPictureStory
SubhashChandran: BloodyMary
AnvarAbdulla: Sea-Roar

Module3(Novel)**(18hours)**

O. V. Vijayan:*TheLegendsofKhasak*

Module4(Novella/Memoir/PrisonNarrative)**(18hours)**

Vaikom Muhammad Basheer: Walls

BackgroundReading

1. Sujit Mukherjee, ‘Translationas Discovery’ (139-150 in *TranslationasDiscovery*)
2. A K Ramanujan, ‘ThreeHundred Ramayanas:Five Examples and Three Thoughts on Translation.’ (131 – 160 in *TheCollectedEssaysOfAKRamanujan*)
3. GayatriChakravortySpivak, ‘ThePolitics of Translation.’ (397- 416 in *TheTranslationStudiesReader*)
4. G N Devy, —‘Translationand LiteraryHistory:AnIndian View (pp 182– 88 in *PostcolonialTranslation:TheoryandPractice*)
5. Walter Benjamin, ‘TheTask of theTranslator.’ (15- 25 in *TheTranslationStudiesReader*)

CoreText:ModernMalayalamLiteratureinTranslation

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS

COURSE3–RegionalLiteraturesinTranslation

Course Code	EN6CBT03
Title of the course	RegionalLiteraturesinTranslation
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	72

AIMOFTHECOURSE

The students will be introduced to a selection of regional literatures translated into English.

OBJECTIVESOFTHECOURSE

On completion of the course, the student should be able to comprehend the following:

1. An understanding of much discussed writers/literary pieces in the vernaculars.
2. The modern trends in regional literatures. .

COURSEOUTLINE

Module1[Prose] (18hours)

Susan Bassnett: Introduction to *Translation Studies*

Keya Majumdar: Appropriating the Other - Some Challenges of Translation and its Theories

Romila Thapar: *The Abhijnana-Sakuntalam* of

Kalidasa' from *Shakuntala: Texts, Readings and History*

Module2[Poetry] (18hours)

Jibanananda Das: Banalata Sen

Kedarnath Agarwal: Freedom of the Writer

Amin Kamil: Naked Thoughts

P. Lankesh: Mother (Avva) P.

P. Ramachandran: Iruppu S

Joseph: Fish Monger

Module3[Drama] (18hours)

C. J. Thomas: *Crime 27 in 1128*

VijayTendulkar: *Kanyadaan*

Module4[ShortStory]

(18hours)

SaadatHasanManto:Toba Tek Singh

Amrita Pritam: The Weed

AnnabhauSathe: Gold from the Grave

Sujatha: WashingMachine

DevanuruMahadeva:Tar Arrives

CoreText:RegionalLiteraturesinTranslation

MAHATMAGANDHIUNIVERSITY
SYLLABIFORCHOICEBASEDCOURSES-UGPROGRAMMES
2017ADMISSIONSONWARDS
COURSE4–VoicesfromtheMargin

Course Code	EN6CBT04
Title of the course	VoicesfromtheMargins
Semesterinwhichthecourseistobe taught	6
No. of credits	4
No. of contact hours	72

AIMOFTHECOURSE

To introduce—voices from the margins to the students, as an attempt to understand suppressed histories and discourses.

OBJECTIVESOFTHECOURSE

On completion of the course, the student will have critically encountered subaltern voices, Dalitness and indigeneity.

COURSEOUTLINE

Module1 **(36Hours)**

‘Subaltern’-Entry in *Routledge Dictionary of Literary Terms* by Peter Childs and Roger Fowler

Poikayil Appachan.

—Remembering the Travails. In *Writing in the Dark: A Collection of Malayalam Dalit Poetry*. Eds. M.B. Manoj and George K. Alex. Mumbai: VAK. 2008. 21-25.

Sharankumar Limbale.—Dalit Literature: Form and Purpose. In *Towards an Aesthetics of Dalit Literature*. Hyderabad: Orient Longman. 2004. 23-39.

Kallen Pokkudan. *My Life* (Excerpts).

The Oxford India Anthology of Malayalam Dalit Writing. New Delhi: OUP. 2012. 185-195.

Hira Bansode.—Yashodhara. In *Posioned Bread*. Ed. Arjun Dangle. Hyderabad: Orient Blackswan. 2009. 36-37.

M. B. Manoj.

—Anonymous. *No Alphabet in Sight: New Dalit Writing from South India: Dossier 1: Tamil and Malayalam*. Eds. K. Satyannarayana and Susie Tharu. New Delhi: Penguin. 532-533.

Bama. *Sangati*. New Delhi: OUP. 2005.

Module 2

(36 Hours)

Ramanika Gupta. —Adivasi Literature: An Emerging Consciousness. *Indigeneity: Culture and Representation*. Hyderabad: Orient Blackswan. 2009. 191-202.

G. N. Devy. —Aphasia: The Fate of the Indigenous Languages. Introduction to *The Language Loss of the Indigenous*. Eds. G. N. Devy, Geoffrey V. Davis and K. K. Chakravarty. New Delhi: New York: Routledge. 2016. 1-6.

Dakxin Bajrange. —Budhan. In *Painted Words: An Anthology of Tribal Literature*. Ed. G. N. Devy. Vadodara: PurvaPrakash. 2012. 245-272.

Narayan/Catherine Thankamma. —We want to be understood . . . and allowed to live with dignity. Interview. *Kocharethi: The Araya Woman*. New Delhi: OUP. 2011. 208-216.

Bhaskaran. *Mother Forest: The Unfinished Story of C.K. Janu*. New Delhi: Kali for Women. 2004.

Core Text: *Voices from the Margins*

