



MANONMANIAM SUNDARANAR UNIVERISTY,  
TIRUNELVELI-12

## SYLLABUS

### PG - COURSES – AFFILIATED COLLEGES

Course Structure for M.A. ENGLISH

(Choice Based Credit System)

(with effect from the academic year 2021-2022 onwards )



<b>Semester-III</b>				
<b>Part</b>	<b>Subject Status</b>	<b>Subject Title</b>	<b>Subject Code</b>	<b>Credit</b>
3	Core	BRITISH FICTION	ZEHM31	4
3	Core	AUSTRALIAN LITERATURE	ZEHM32	4
3	Core	RESEARCH METHODOLOGY	ZEHM33	4
3	Core	ASPECTS OF ENGLISH LANGUAGE – I	ZEHM34	4
3	Core	LITERARY THEORY – II	ZEHM35	4
3	Elective	GREEN LITERATURE	ZEHE31	3

**Total Marks: 100 Internal Exam: 25 marks + External Exam: 75 marks**

**A. Scheme for internal Assessment:**

Maximum marks for written test: **15 marks**

**3 internal tests**, each of **I hour** duration shall be conducted every semester.

To the average of the **best two** written examinations must be added the marks scored in.

The **assignment** for 5 marks and Seminar for 5 marks

The break up for internal assessment shall be:

Written test- 15 marks; Assignment -5 marks; Seminar-5 Marks Total - 25 marks

**B. Scheme of External Examination**

**3 hrs.** examination at the end of the semester

A – Part : 1 mark question two - from each unit

B – Part : 5 marks question one - from each unit

C – Part : 8 marks question one - from each unit

➤ **Conversion of Marks into Grade Points and Letter Grades**

S.No.	Percentage of Marks	Letter Grade	Grade Point	Performance
1	90 - 100	O+	10	Outstanding
2	80 - 89	O	9	Excellent
3	70 - 79	A+	8	Very Good
4	60 - 69	A	7	Good
5	55 - 59	B+	6	Above Average
6	50 - 54	B	5	Pass
7	0 - 49	RA	-	ReAppear
8	Absent	AA	-	Absent

➤ **Cumulative Grade Point Average (CGPA)**

$$CGPA = \frac{\Sigma (GP \times C)}{\Sigma C}$$

- **GP** = Grade point, **C** = Credit
- CGPA is calculated only for Part-III courses
- CGPA for a semester is awarded on cumulative basis

➤ **Classification**

- First Class with Distinction :  $CGPA \geq 7.5^*$
- First Class :  $CGPA \geq 6.0$
- Second Class :  $CGPA \geq 5.0$  and  $< 6.0$
- Third Class :  $CGPA < 5.0$

# BRITISH FICTION

**Scope:** To introduce the students to British fiction as a literary form of contemporary relevance.

**Objectives:**

- To familiarize the students with the background, major themes and literary techniques of the texts.
- To make the students comprehend the relationship between social, political and scientific developments of the period.
- To understand the rapid changes in social life and their impact on the literary style.

**Course Outcomes:**

C.O. No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
Co 1	appreciate and critically analyze the contextualization and the historical consciousness of the texts.	A	Re
Co 2	distinguish different socio-cultural milieu and narrative techniques.	B.C	Un
Co 4	familiarize the avant-garde writings by the early novelists	E	Ap
Co 3	analyze the concepts of modern and postmodern literature.	F	An
Co 5	identify distinct literary characteristics of the modern narratives.	D	Ev

## UNIT - I - RESTORATION PERIOD

Daniel Defoe : Robinson Crusoe

Richardson : Pamela

### Suggested Reading

David, Herman. The Cambridge Companion to Narrative. Cambridge: Cambridge University Press, 2007.

Drabble, Margaret. The Oxford Companion to English Literature. 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995.

## UNIT – II - ROMANTIC PERIOD

Sir Walter Scott : Heart of Midlothian

Thomas Hardy : Tess of the d'Urbervilles

### **Suggested Reading**

Forster, E. M. Aspects of the Novel. Penguin, 1974.

Geoffrey Day. From Fiction to the Novel. London: Oxford University Press, 1987.

### **UNIT - III - VICTORIAN PERIOD**

Charles Dickens : Tale of Two Cities

George Eliot : Middlemarch

### **Suggested Reading**

King, Jeannette. Tragedy in the Victorian Novel: Theory and Practice in the novels of George Eliot, Thomas Hardy and Henry James. Cambridge University Press, 1978.

### **UNIT – IV – MODERN AND POSTMODERN PERIOD**

James Joyce : A Portrait of the Artist as a Youngman

Virginia Woolf : To the Lighthouse

### **Suggested Reading**

Daiches, David. The Novel and the Modern World. The University of Chicago Press, 1960.

Caughie, Pamela L. Virginia Woolf & Postmodernism: Literature in Quest & Question of Itself. Urbana: University of Illinois Press, 1991.

### **UNIT – V – CONTEMPORARY PERIOD**

Doris Lessing : The Golden Notebook

Julian Barnes : The Sense of an Ending

### **Suggested Reading**

Nicol, Brian. The Cambridge Introduction to Postmodern Fiction. C.U.P., 2009.  
Pdf.

The Cambridge Introduction to Modern British Fiction, 1950-2000. C.U.P., 2002.

### **References:**

Daniel Defoe, Robinson Crusoe, Penguin; Reissue edition, 2004.

Samuel Richardson, Pamela: Or, Virtue Rewarded, Penguin Classics, 1980.

Sir Walter Scott, Heart of Midlothian: The Works of Sir Walter Scott Kessinger Publishing 2010.

Thomas Hardy, Tess of the D'Urbervilles, Peacock First Edition, 1994.

George Eliot, Middlemarch, Wordsworth Editions Ltd, 1993.

Virginia Woolf, To the Lighthouse Paperback, Fingerprint! Publishing, 2016.

Julian Barnes, The Sense of an Ending, Vintage, 2012.

Doris Lessing, *The Golden Notebook*, Fourth Estate, 2014.  
 James Joyce, *A Portrait of the Artist as a Young Man*, Fingerprint, 2015.

## AUSTRALIAN LITERATURE

**Scope:** To introduce the students to the significant aspects of the various genres of Australian Literature.

**Objectives:**

- To make the students familiar with the texts those reflect Australian society and culture.
- To acquaint the students with the complexities of Australian colonial and indigenous literature.

**Course Outcomes:**

C.O N.o	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
Co 1	trace the key issues in Australian literature.	A	Re
Co 2	understand Australia's varied socio-cultural conditions.	B	Un
Co 3	appreciate the literary aspects of Australian literature.	E	Ap
Co 4	explore the theoretical positions and analyze complex problems and issues.	E,F	An
Co 5	critically analyze Australia's major literary works and develop literary arguments in a variety of contexts.	D	Ev

**UNIT - I - POETRY**

Andrew Barton Paterson : Waltzing Matilda  
 Shaw Neilson : Surely God was a Lover  
 Alec Derwent Hope : Australia  
 James McCauley : From the True Discovery of Australia  
 Oodgeroo Noonuccal : We are Going  
 Chris Wallace Crabble : Melbourne

**Suggested Reading**

**John Kinsella**, *The Penguin Anthology of Australian Poetry*.

## **UNIT - II - PROSE**

Henry Lawson : A Neglected History  
John Farrow : Father Damien at Work  
Alec Derwent Hope : Standards in Australian Literature

### **Suggested Reading**

A.Grove Day, Modern Australian Prose, 1901–75: A Guide to Information Sources.

## **UNIT - III - SHORT- STORIES**

Barbara Baynton : A Dreamer  
Hal Porter : Francis Silver  
Margo Lanagan : Singing My Sister Down

### **Suggested Reading**

Michael Wilding (Editor), The Oxford Book of Australian Short Stories.

## **UNIT - IV - DRAMA**

Robert Merritt : The Cake Man  
Andrew Bovell : The Secret River

### **Suggested Reading**

Leslie Rees, A History of Australian Drama.

## **UNIT - V - FICTION**

Patrick White : The Vivisector  
Thomas Michael Keneally : Schindler's Ark

### **Suggested Reading**

Laurie Clancy, A Reader's Guide to Australian Fiction.

### **References:**

Dhawan, R.K. Australian Literature Today. New Delhi, 1993.  
Commonwealth Fiction. Classical Publishing Company, New Delhi, 1988.  
Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. Macmillan India Ltd., Delhi, 1990.  
Ramaswamy, S. Commentaries on Commonwealth Fiction. Prestige, Delhi, 1994.  
Walsh, William. Commonwealth Literature. Macmillan Press Limited, London, 1979.

# RESEARCH METHODOLOGY

**Scope:** To introduce the students to the attitude and mechanics of research.

**Objectives:**

- To train the students in the use of language, style and discourses suitable for thesis-writing.
- To expose the students to a theoretical thrust and hands-on experience in writing research proposals.

**Course outcomes:**

C.O. No	Upon the Completion of this course, students will be able to	PSO Addressed	Cognitive Level
Co 1	Know the definition and process of research	G	Re
Co 2	Identify a research problem and proceed with it	G	Un
Co 3	Be familiar with the conducting of literary review	G	Ap
Co 4	Trace the awareness of ethical issues in educational research	G	An
Co 5	Get familiarized with the mechanic of writing a research paper /thesis	G	Ev

## UNIT - I - INTRODUCTION, ETHICS AND PLAGIARISM IN RESEARCH

Introduction to Research - Problem Identification & Formulation – Research Questions – Hypotheses.

Why document Sources? – Plagiarism – Research Ethics.

Plagiarism detection tools. – Urkund.

**Suggested Reading:**

Michael Meyer, The Little, Brown Guide to Writing Research Papers, Harper Collins, 1993.

## UNIT – II – METHODOLOGY, LANGUAGE AND FORMAT

Research Methodology – Research Design – Qualitative & Quantitative

Format of a Thesis– Abstract – Chapter Division

Language – Academic Writing – Use of Linkers – Introduction to Grammarly.

**Suggested Reading:**

Griffin G, Research Methods for English Studies, Edinburgh UP, 2005.

### **UNIT – III – DATA COLLECTION AND LITERATURE REVIEW**

Gathering information about sources – Core elements – Optional elements – Materials and tools of research.

Review of Literature – Research Gap.

E-sources – Research Databases - JSTOR, INFLIBNET, ePathshala, etc.

#### **Suggested Reading:**

Dave Harris, Literature Review and Research Design: A Guide to Effective Research Practice, Routledge, 2019.

### **UNIT – IV – THESIS WRITING**

The Mechanics of Scholarly Prose – names of persons – titles of sources – quotations – numbers, dates and times & abbreviations.

Citations in forms other than print.

#### **Suggested Reading:**

Catherine Marshall, Designing Qualitative Research, SAGE Publications, 2015.

### **UNIT – V – CITATIONS AND REFERENCE MANAGEMENT TOOLS**

Works cited – Names of Authors – Titles – Versions – Publisher – Locational Elements.

In-text Citations – Author – Title – Numbers – Indirect Sources – Repeated use of Sources – Punctuation in In-text Citation.

Reference Management Tools – Mendeley.

#### **Suggested Reading:**

Joseph.A.Maxwell, Qualitative Research Design: An Interactive Approach - Vol. 41 (Applied Social Research Methods), SAGE Publications Inc, 2012.

#### **References:**

The M.L.A. Handbook, 8th Edition, Modern Language Association, 2017.

Anderson, Durston and Poole. Thesis and Assignment Writing. J. Wiley and Sons, 1970

Brooks and Warren. Modern Rhetorics. Harcourt, 1970.

Parsons, C.J. Theses and Project Work: A Guide to Research Writing. Allen &Unwin, 1973.

Thorpe, James. Ed. The Aims and Methods of Scholarship in Modern Languages and Literatures. PMLA, 1963.



## ASPECTS OF ENGLISH LANGUAGE – I

**Scope:** To introduce the students to the general concepts of language and linguistics

**Objectives:**

- To facilitate the students to the advanced study of English grammar, focusing on the language history, cultural implications, and linguistics.
- To assist the students in grasping the essentials of the structure and systems of language.

**Course Outcomes:**

C.O. No	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
Co 1	Recall the origins and development of language	B	Re
Co 2	Understand the basic principles of linguistic theory classify the general characteristic of the structure of language and infer the knowledge of fundamental language structures and functions.	B,E,F	Un
Co 3	articulate the phonological sound system.	F	Ap
Co 4	designate the place and manner of articulation of phonemes in the English language and categorize speech sounds into various types.	G	An
Co 5	appraise how various linguistic phenomena have developed and changed in Modern English.	H	Ev

### UNIT - I – NATURE OF LANGUAGE

Language as written text, Language as a Socio-cultural heritage, language as a marker of social identity.

### UNIT - II - APPROACHES TO THE STUDY OF LANGUAGE

Approaches to the study of language, language as a system of communication, Saussurean dichotomies: signifier and signified, langue and parole, synchronic and diachronic, syntagmatic and paradigmatic.

### **UNIT - III – LANGUAGE AND LINGUISTICS**

Language Analysis: Levels and their hierarchy—phonetic/phonological, morphological, syntactic and semantic/pragmatic; their interrelations; linguistic units and their distribution at different levels.

### **UNIT - IV – PHONETICS**

Phonetics as a study of speech sounds: articulatory, auditory, and acoustic phonetics. Articulatory Phonetics: Processes of speech production: Classification of speech sounds, syllable.

### **UNIT - V – PHONETIC TRANSCRIPTION**

Transcription of Passages.

### **References:**

- Knight, Michael Anne. *Phonetics: A Course Book*. Cambridge: Cambridge University Press, 2012.
- Lass, Roger. *Phonology: An Introduction to Basic Concepts*. Cambridge: Cambridge University Press, 2000.
- Lyons, John. *Introduction to Theoretical Linguistics*. Cambridge: Cambridge University Press, 1968.
- . *Language and Linguistics*. Cambridge: Cambridge University Press, 1981.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge: Cambridge University Press, 2009.
- Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 1996.
- F.T. Wood, *An Outline History of English Language Phonetics*, Macmillan Publication
- Peter Roach, *English Phonetics and Phonology*. Cambridge University Press.
- Baugh, A.C., *A History of the English Language* (1973) George Yule. *The Study of Language*, Fifth Edition.

## LITERARY THEORY - II

**Scope:** To enable the students to locate and analyze a literary text with an empirical and independent perspective.

**Objectives:**

- To make the students understand the ideologies of different Schools of Thoughts.
- To sensitize the students with the different consciousness of the society.
- To enable the students to be familiar with the recent trends in literary studies.

**Course Outcomes:**

Co.No	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
Co 1	Explore the text with a specific epistemological and contextual learning	AE	Re
Co 2	Identify and define the contemporary and historical schools of the literary world	E	Un
Co 3	Explore and understand ways in which literary theory applies to their own lives and cultures	C	Ap
Co 4	Draw various literary interpretations of the text and find the relationship between the reader and the work	B,D	An
Co 5	Critically analyze the significance of race , class and gender from a theoretical perspective	F	Ev

### UNIT - I – INTRODUCTION TO THEORIES AND APPROACHES

Wilbur S. Scott : Five Approaches – (Introduction to all the Approaches)  
M. H. Abrams : Orientation of Critical Theories  
Jonathan Culler : What is Theory?

**Suggested Reading:**

Terry Eagleton, Literary Theory: An Introduction, Wiley-Blackwell, 2008.  
Habib , M. A. R. A History of Literary Criticism From Plato to the Present. Blackwell, 2005

### UNIT - II –MARXISM, FEMINISM AND POST - COLONIALISM

Raymond Williams : Marxism and Literature  
Elaine Showalter : Towards Feminist Poetics.  
Edward said : Crisis.[ Extract from Orientalism ]

**Suggested Reading:**

Barry, Peter *Beginning Theory: An Introduction to Literary and Cultural Theory*, ed. Viva Books, 2010 .

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*, 3rd ed. Routledge, 1998.

**UNIT - III – FORMALISM, STRUCTURALISM AND POST STRUCTURALISM**

Viktor Shklovsky : Art as Technique

Ferdinand de Saussure : Course in General Linguistics

Roland Barthes : Science versus Literature

**Suggested Reading:**

Pramod.K.Nayar, *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*, Pearson Education, 2009.

Wilfred L.Guerin, and et.al *Handbook of Critical Approaches to Literature*, Fifth Indian Edition, Oxford University Press, 2005.

**UNIT - IV – PSYCHOLOGICAL, ARCHETYPAL AND READER RESPONSE APPROACHES**

Carl Gustav Jung : Psychology and Literature

Northrop Frye : Archetypes of Literature

Wolfgang Iser : *The Reading Process: A phenomenological Approach*

**Suggested Reading:**

*Encyclopedia of Literature and Criticism*. Ed. Martin Coyle. Peter Garside et al. Gale Research Inc, 1990.

**UNIT - V- DECONSTRUCTION, NEW HISTORICISM AND CULTURAL STUDIES: READING WITH THEORY**

Jaques Derrida : *Structure, Sign, and Play in the Discourse of the Human Science*

Stuart Hall : *Cultural Identity and Diaspora*

Stephen Greenblatt : *The Cultivation of Anxiety: King Lear and His Heirs*

**Suggested Reading:**

Lucy, Naill *Post-Modern Literary Theory: An Anthology*. Blackwell Publishers, 1999.

During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2004.

**References:**

- Lodge, David .Twentieth Century Literary Criticis: A Reader. Longman, 1972.
- Lodge. David and Nigel Wood. Modern Criticism and Theory: A Reader. Longman, 2017
- Rice , Philip and Patricia Waugh. Modern Literary Theory, 4th ed. Arnold, 2001
- Culler, Jonathan. Literary Theory: A Very Short Introduction, O.U.P., 2011
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin ed. The Post-Colonial Studies Reader Routledge, 2006.
- Newton. K.M Twentieth-Century Literary Theory A Reader. Macmillan, 1997.

## GREEN LITERATURE

**Scope:** To create an awareness among the students about Ecocriticism and the role of literature in addressing contemporary issues of environmental concerns.

**Objectives:**

- To introduce the students to specific literary texts based on environmental concern and familiarize the students with the ecological concerns and the need to address the rising global threats.
- To express care and concern for the environment and advocate a more thoughtful and ecologically sensitive relationship between man and nature.

**Course Outcomes:**

<b>C.o. No</b>	<b>Upon the completion of this course, students will be able to</b>	<b>PSO Addressed</b>	<b>Cognitive Level</b>
Co 1	Understand the importance of nature and the indomitable part of nature in life	A	Re
Co 2	Explore the most relevant critical theories through literary texts	B	Un
Co 3	Elucidate the role of literature in addressing contemporary issues such as environmental concerns	E	Ap
Co 4	Approach social issues eco-critically	H	An
Co 5	Appreciate the ethical cross-cultural and historical context of environmental issues.	D	Ev

## **UNIT I -INTRODUCTION TO ECOCRITICISM- DEFINITION, SCOPE AND IMPORTANCE OF ECOCRITICISM**

- John Ruskin : Landscape, Mimesis, Morality  
Todd A. Borlik : Introduction: An Extract from Eco Criticism: An Early Modern English Literature  
Glotfelty, Cheryl : "Literary Studies in an age of Environmental Crisis". An Extract from The Ecocriticism Reader: Landmarks in Literary Ecology.

### **Suggested Readings:**

Timothy Clark, The Cambridge Introduction to Literature and the Environment. C.U.P. Illustrated Edition.  
Laurence Coupe, The Green Studies Reader: From Romanticism to EcoCriticism, Routledge.  
Linda Hutcheon, The Eruption of Postmodernity: The Post-Colonial and the Ecological

## **UNIT II –POETRY**

- William Cullen Bryant : The Gladness of Nature  
Mamang Dai : The Voice of the Mountain  
Dan Beachy Quick : Endangered Species  
Gieve Patel : On Killing a Tree

### **Suggested Reading:**

Louise Hutchings Westling. Ed. Cambridge Companion to Literature and Environment. C.U.P. 2013.

## **UNIT III- SHORT STORY**

- Mahasweta Devi : Pterodactyl  
Liam O'Flaherty : The Waves  
Ruskin Bond : The Tree Lover

### **Suggested Reading:**

Pramod K. Nayar. Ecoprecarity: Vulnerable Lives in Literature and Culture, Routledge, 2019.

## **UNIT IV– FICTION**

- Indra Sinha : Animal's People  
Margaret Atwood : Oryx and Crake

**Suggested Reading:**

Garrard Greg. Ed The Oxford Handbook of Ecocriticism, O.U.P., 2014

**UNIT V – DRAMA**

Henrik Ibsen : Enemy of the People  
John Heywood : The Play of the Weather

**Suggested Reading:**

Scott Slovic, & et.al. Global Perspectives on Eco-Aesthetics and Eco-Ethics A Green Critique, Lexington Books, 2019.

**References:**

Todd A. Borlik, Ecocriticism and Early Modern English Literature: Green Pastures: 16 (Routledge Studies in Renaissance Literature and Culture), Routledge, 2010.  
Cheryll Glotfelty (Ed), Harold Fromm (Ed), The Ecocriticism Reader: Landmarks in Literary Ecology, University of Georgia Press, 1996.  
Mamang Dai, "The Voice of the Mountain",  
[https://www.asu.edu/pipercenter/how2journal/archive/online\\_archive/v2\\_4\\_2006/current/indian/dai.html](https://www.asu.edu/pipercenter/how2journal/archive/online_archive/v2_4_2006/current/indian/dai.html)  
William Cullen Bryant, The Gladness of Nature, <https://poets.org/poem/gladness-nature>  
Dan Beachy Quick, Endangered Species, <https://poets.org/poem/endangered-species#:~:text=About%20This%20Poem,species%2C%20most%20notably%20the%20monarch.>  
Gieve Patel, On Killing a Tree, <https://www.poemhunter.com/poem/on-killing-a-tree/>  
Mahasweta Devi (Au), Gayatri Chakravorty Spivak (Tr), Imaginary Maps, Thema, 2001.  
Henrik Ibsen, An Enemy of the People, Sovereign, 2018.  
Liam O'Flaherty, Angeline A. Kelly (Ed), The Wave, Prentice Hall Press, 1980.  
Ruskin Bond, The Tree Lover, Penguin Random House India, 2017.  
Indra Sinha, AnimalsPeople, Simon & Schuster, 2008.'  
John Heywood, The Play of the Weather, Andesite Press, 2017.  
Margaret Atwood, Oryx and Crake, Virago, 2013.

# NATIONAL LITERATURE IN TRANSLATION

**Scope:** To enable the students to learn and appreciate the literatures written in different native languages and varied cultures.

**Objectives:**

- To help the students learn the texts written in India's different languages and understand their distinct socio-history and cultural identities.
- To familiarize the students with different regional literary movements of India.

**Course Outcomes:**

C.o. No	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
Co 1	Critically analyze the thematic concerns in regional literatures of India	A	Re
Co 2	Facilitate the readers with regional consciousness	B	Un
Co 3	Comprehend the knowledge of socio-cultural movements	C	Un
Co 4	Get glimpses of the regional literatures translates in English	H	Ap
Co 5	Understand and validate the historical social and cultural crisis specific to the region	D	Ev

**UNIT – I - POETRY**

Subramania Bharati : The Victory Drum.  
Sundara Ramaswamy : The Artist at Sea.  
O. N. V. Kurup : A Requiem to Mother Earth  
Kedarnath Singh : Where Would I Go?  
Nilmani Phookan : Three Poems

**Suggested reading:**

K Satchidanandan, One Hundred Indian Poets, National Book Trust, India, 2000.

**UNIT - II – PROSE**

Muthu Mohan : "Foreword" from Ponneelan's New Dharshans  
K. Srilata & Swarnalatha Rangarajan : Interview with 1) Bama, 2) Sivakami  
Bal Gangadhar Tilak : Freedom is my Birthright.



**Suggested reading:**

V. V. B. Rama Rao, Regional Language Fiction: Transformative Essays on Literary Translation, Authorspress, New Delhi.

Nissim Ezekiel, Meenakshi Mukherjee (ed), Another India, New Delhi, Penguin, 1990

**UNIT – III - SHORT STORIES**

Jayakanthan : The Heroine

U. R. Anantha Murthy : Ghatasraddha

Gopinath Mohanty : Tadpa

**Suggested reading:**

Bhabani Bhattacharya, Contemporary Indian Short stories Vol.2 &3, Delhi, Sahitya akademi, 1959&1964

**UNIT – IV - DRAMA**

Badal Sircar : Bhoma

Vijay Tendulkar : The Vultures

**Suggested reading:**

V K.Gokak (ed), Literature in Modern Indian Languages, The Publication Division, Delhi, 1957

**UNIT – V - FICTION**

Imayam : Arumugam

M. T. Vasudevan Nair : The House around the Courtyard

**Suggested reading:**

Adil Jussawalla (ed), New Writing in India, Harmondsworth, Penguin, 1974.

**References:**

Sundara Ramaswamy, The Ways of Dogs, Kalachuvadu Trust, Nagercoil.

Velcheru Narayana Rao, Twentieth Century Telugu Poetry -An Anthology, Oxford India Paperbacks.

O. N. V. Kurup, 'A Requiem to Mother Earth', In the Shade of the Sahyadri, Oxford University Press.

<https://www.worldliteraturetoday.org/blog/poetry/three-poems-india-kedarnath-singh>

[https://www.parabaas.com/translation/database/translations/poems/sankhaghosh\\_just.html](https://www.parabaas.com/translation/database/translations/poems/sankhaghosh_just.html)

<https://www.youthaffairz.in/historyjuly2012.html>

K. Srilata&Swarnalatha Rangarajan, Lifescapes, Women Unlimited Publication, New Delhi.

D. Jayakanthan (Author), Deepalakshmi J. (Translator), The Heroine and Other Stories, Niyogi Books, 2017.

U. R. Anantha Murthy, Ghatasraddha, Indian Horizon, Vol No: 46 Published by Indian Council for Cultural Relations, New Delhi.

Gopinath Mohanty, Tadpa, Indian Horizon, Vol No: 46 Published by Indian Council for Cultural Relations, New Delhi.

Badal Sircar, Three Plays: Procession, Bhoma, Stale News, Seagull Books, Kolkata, 2009.

Vijay Tendulkar, The Vultures, Prakash Book Depot, Chennai.

Imayam, Arumugam, Katha Publications, Mumbai.

M. T. Vasudevan Nair, Naalukettu: The House with a Courtyard and Four Pillars, Oxford University Press, 2010.