



**Deccan Education Society's  
FERGUSSON COLLEGE (AUTONOMOUS),  
PUNE**

**Syllabus  
for**

**T. Y. B. A. (ENGLISH)**  
[Pattern 2019]  
*(B.A. Semester-V and VI)*

**From Academic Year  
2021-22**

**Fergusson College (Autonomous), Pune**  
**Structure of T.Y.B.A. – Faculty of Arts and Humanities**  
 Under CBCS pattern (2019-20) *effective from June 2021*  
**Syllabus for Department of English**

<b>TY BA</b>	<b>New CBCS Pattern</b>
Sem V	ENG3501: Advanced Communication Skills - I (3 credits) (Compulsory English)
	DSE 1C (4 credits) ENO 3501: Title: The Basics of Linguistics I
	DSE 2C (4 credits) ENO3502: Title: An Introduction to Literary Criticism I
	SEC 1C(3 credits) ENO 3503: Title: Advanced Writing Skills in English
	SEC 2C (2 credits) (Value/Skill Based) ENO3504: Title: Interpreting Literary and Media Texts-I

*Note: SEC 2C is CC '1 or 2' (General paper for other department students)*

<b>TY BA</b>	<b>New CBCS Pattern</b>
Sem VI	ENG3601: Advanced Communication Skills-II (3 credits) (Compulsory English)
	DSE 1D (4 credits) ENO 3601: Title: The Basics of Linguistics II
	DSE 2D (4 credits) ENO 3602: Title: An Introduction to Literary Criticism II
	SEC 1D (3 credits) ENO3603: Title: Popular Literature for Children and Young Adults
	SEC 2D (2 credits) (Value/Skill Based/ Field Work of SEC-1B) ENO 3604: Title: Interpreting Literary and Media Texts-II

*Note: SEC 2D is CC-'1 or 2' (General paper for other department students)*

**T. Y. B.A. Semester V**

<b>Title of the Course and Course Code</b>	<b>Advanced communication Skills I Compulsory English(ENG3501)</b>	<b>Number of Credits : 03</b>
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<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>	
CO1	Develop their linguistic and literary competence
CO2	Comprehend the close relationship between Language and Literature
CO3	Enrich their skill of critical and analytical thinking
CO4	Display their creativity in writing various kinds of descriptions
CO5	Justify their response effectively
CO6	Write creative answers independently

Unit No.	Title of Unit and Contents	No. of Lectures
<b>I</b>	<b>Know Yourself</b> The Shaping of my Character - Dr. S. Radhakrishnan, What I cherish most - V. S. SrinivasaSastri, Civilization and Progress - Rabindranath Tagore, Life in London - M. K. Gandhi.	12
<b>II</b>	<b>The World of Sport</b> Yet another piece of magic - The Sportstar, Persons and Places in News - Competition Success Review, I feel more confident now - The Sportstar, The task before Mr. Wasnik - The Sportstar.	12
<b>III</b>	<b>On Mind and Matter</b> Eating for health - Rajkumari Amrit Kaur, TV should never be held out as a carrot - The Week, Computer Virus - Manorama Year Book, Rabies - Ranjana Deshmukh.	12
<b>IV</b>	<b>The Indian Panorama</b> Indian Crowds - Nirad Chaudhari, American girl in an Indian home - S. K. Rana, Introduction to 'Chemmeen' - Santh Rama Rau, Our Rising Population: Causes and Consequences - R. B. Sahay	12

**References:**

- Hewings, M. (1999), ADVANCED ENGLISH GRAMMAR, Cambridge: Cambridge University Press.
- Nagarajan, M.; Sashisekaran. T. and Ramamurthy, S. (1997), INDIAN PROSE FOR EFFECTIVE COMMUNICATION, Madras: Macmillan India Limited.

T. Y. B.A. Semester V		
<b>Title of the Course and Course Code</b>	<b>The Basics of Linguistics I Special Paper 3(ENO3501)</b>	<b>Number of Credits : 04</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Comprehend some of the important terms in Linguistics	
CO2	Demonstrate their understanding of the various career prospects in Linguistics	
CO3	Differentiate between Speech and Writing, which are two manifestations of Language	
CO4	Enrich their understanding of various levels of linguistic analysis	
CO5	Justify their point of view on various issues related to linguistics	
CO6	Formulate their own views on different aspects of linguistics	

Unit No.	Title of Unit and Contents	No. of Lectures
<b>I</b>	<b>NATURE AND SCOPE OF LINGUISTICS</b> Definition of ‘Linguistics’, Differences between ‘Speech’ and ‘Writing’, Levels of Linguistic Analysis, Branches of Linguistics: Historical Linguistics, Sociolinguistics, Applied Linguistics, Psycholinguistics, Neurolinguistics, Computational Linguistics, Applied Linguistics and Corpus Linguistics, Career Opportunities in the field of Linguistics	12
<b>II</b>	<b>THE PHONOLOGY OF ENGLISH</b> Difference between ‘Phonetics’ and ‘Phonology’, The Organs of Speech and the Place and Manner of Articulation, Description and Classification of English Speech sounds: Vowels, Consonants and Diphthongs, Phonemes vs Allophones, The Structure of ‘Syllable’, Word Stress, Weak Forms in Connected Speech, Sentence Stress and Intonation	16
<b>III</b>	<b>THE MORPHOLOGY OF ENGLISH</b> The Morphological Structure of Words, Morphemes and Allomorphs, Inflection and Derivation, Word-building Processes: Affixation, Compounding, Conversion, Blending, Acronymy and Clipping.	10
<b>IV</b>	<b>THE STUDY OF GRAMMAR</b> Grammar- Meaning and Importance, Types of Grammar- Linguist’s Grammar, Teacher’s Grammar and Learner’s Grammar, The concepts of ‘Grammaticality’, ‘Acceptability’ and ‘Appropriateness’, Relationship between ‘Grammar’ and ‘Usage’	10

**References:**

1. Aitchison, J. (1998), KNOW THY LINGUISTICS, Cambridge: Cambridge University Press.
2. Balasubramaniam, T. (2010), A TEXTBOOK OF ENGLISH PHONETICS FOR INDIAN STUDENTS, New Delhi: Macmillan.
3. Bansal, R.K. and Harrison, J.B. (1972), SPOKEN ENGLISH FOR INDIA, New Delhi: Orient Longman.
4. Crystal, D. (1995), THE CAMBRIDGE ENCYCLOPEDIA OF THE ENGLISH LANGUAGE, Cambridge: Cambridge University Press.
5. Kortmann, B. (2020), ENGLISH LINGUISTICS: ESSENTIALS, Berlin: J.B. Metzler.
6. Lyons, J. (2003), LANGUAGE AND LINGUISTICS, Cambridge: CUP.
7. O'Connor, J.D. (1980), BETTER ENGLISH PRONUNCIATION, New Delhi: Universal Book Stall.
8. Quirk, R. (1962), THE USE OF ENGLISH, London: Longman.
9. Yule. G. (2003), THE STUDY OF LANGUAGE, Cambridge: Cambridge University Press.

<b>T. Y. B.A. Semester V</b>		
<b>Title of the Course and Course Code</b>	<b>An Introduction to Literary Criticism I Special Paper 4(ENO 3502)</b>	<b>Number of Credits : 04</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Understand key terms, concepts, approaches, and functions of Literary Criticism.	
CO2	Demonstrate acquired knowledge of various classical and modern theories and movements of Literary Criticism with respect to relevant literary texts.	
CO3	Apply the theoretical approaches to modern literary texts and interpret them in various ways.	
CO4	Evaluate the different perspectives of the prescribed critics with respect to different critical theories and develop the individual judgement and critical skills.	
CO5	Employ and critically examine various concepts and theories of criticism to relevant literary texts.	
CO6	Integrate the knowledge of learnt literary concepts and theories in examining literary texts.	

Unit No.	Title of Unit and Contents	No. of Lectures
I	Definition, origin, principles, types, and functions of literary criticism.	12
II	<b>Classical criticism:</b> Plato's charges against poetry, Aristotle's theory of imitation, Longinus's sources of the sublime, <b>Neo- classical criticism:</b> John Dryden's interpretation of classical ideas, Samuel Johnson's justification of Shakespeare's intermingling of tragedy and comedy and Alexander Pope's views on wit and Nature.	12
III	<b>Romanticism:</b> William Wordsworth's definition of poetry, S. T. Coleridge's concept of fancy and imagination <b>Victorian criticism:</b> Matthew Arnold's views about the function of criticism and Walter Pater's concept of Art for Art's sake.	13
IV	<b>Modernism:</b> T. S. Eliot's concept of tradition, I. A Richards's four kinds of meaning and F. R. Leavis' concept of completeness of response <b>New Criticism:</b> J. C. Ransom's concept of texture, Allen Tate's concept of tension and Cleanth Brooks' notion of paradox as the structure of poetry	11

#### References:

1. Adams, Hazard. *Critical Theory Since Plato*. New York, Harcourt Brace Jovanovich, 1971.
2. Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.
3. Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1974.
4. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
5. Daiches, David. *Critical Approaches to Literature*. London: Longman, 1984.
6. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad, Orient Blackswan, 2006.

<b>T. Y. B.A. Semester V</b>		
<b>Title of the Course and Course Code</b>	<b>Advanced Writing Skills in English General Paper (ENO 3503)</b>	<b>Number of Credits : 03</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Understand the basic demands of good written communication in English in formal situations	
CO2	Understand the basic techniques and conventions related to different text types for effective communication by analyzing good and bad samples of writing	
CO3	Express themselves effectively in writing using appropriate vocabulary and tone based on subject, context, reader and purpose (guided writing)	
CO4	Understand the basic demands of web-writing	
CO5	Practice different types of traditional writing as well as digital content writing in the class and through home assignments	
CO6	Independently produce written content for personal, academic and professional purposes integrating form and content	

<b>Unit No.</b>	<b>Title of Unit and Contents</b>	<b>No. of Lectures</b>
<b>I</b>	<b>General</b> Basics of Written Communication, Written Communication in the Digital Age <b>Writing for Official/Professional purposes</b> Job application: Cover letter/CV, Statement of Purpose, Emails/ Inter and Intra-office communication, Report-writing	12
<b>II</b>	<b>Digital content creation/Presentations</b> Power-Point, Photo-Essays, Generating visual content, Generating Audio content	12
<b>III</b>	<b>Writing for different media</b> Journalism: Print, Broadcast and Digital, Introduction to Blog, Twitter and Wiki , Use/abuse of social media, Advertisements, Ethics in Journalism, Advertising and Cyber-space	12
<b>IV</b>	<b>Academic writing</b> Essay-writing: Discursive/Argumentative essays ,Writing Plain Prose for Academic Purposes, Writing a Research Proposal/Synopsis/Abstract,Research Methodology & Ethics	12

## References:

1. Academic Essay: Academic Tip Sheet. Edith Cowan University, Australia.
2. Bailey, S. *Academic Writing- A Handbook for International Students*. London: Routledge, 2001.
3. Booth, W. C. et al. *The Craft of Research* (3<sup>rd</sup>ed.). Chicago: U. of Chicago P., 2008.
4. Canavor, Natalie. *Business Writing Today*. Los Angeles: Sage, 2016.
5. Craswell G. *Writing for Academic Success*. New Delhi: Sage, 2004
6. Day, Robert. *How to Write and Publish a Scientific Paper*. New Delhi, Vikas, 1983.
7. Galvin, J.L. *Writing literature reviews:A Guide for Students of the Social and Behavioural Sciences* (4<sup>th</sup>ed.). CA: Pyrczak, 2009.
8. Jordan, R. R. *Academic Writing Course: Study Skills in English*. Pearson Education: England, 1999.
9. Maimon, E.P., Peritz, J.H., & Blake Yancey, K. *A Writer's Resource: A Handbook for Writing and Research*. Boston: McGraw Hill, 2006.
10. *MLA Handbook* (Eighth ed.). New York: MLA, 2016.



<b>T. Y. B.A. Semester V</b>		
<b>Title of the Course and Course Code</b>	<b>Interpreting Literary and Media Texts-I Value / Skill Based Paper (ENO 3504)</b>	<b>Number of Credits : 02</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	Read and comprehend literary and media texts by applying different approaches	
CO2	Comprehend the close relationship between Language and Literature	
CO3	Enrich their skill of critical and analytical thinking	
CO4	Apply theoretical knowledge acquired through the main papers to understand the unseen texts given by the teacher	
CO5	Articulate understanding of the texts in clear language while responding to subjective and questions on them.	
CO6	Comprehend all the conventions of Research Methodology and gain more insights into it	

<b>Unit No.</b>	<b>Title of Unit and Contents</b>	<b>No. of Lectures</b>
<b>I</b>	Practical Exercises on carrying out a phonological, morphological and syntactic analysis of literary and media texts Base paper: DSE 1C Unseen Passages: 5 (Minimum)	20
<b>II</b>	Application of various Critical Theories to literary and media texts Base paper: DSE 2C Unseen Passages: 5 (Minimum)	20
<b>III</b>	Practical Exercises on Research Methodology Base Paper: SEC 1 C	20

**References:**

Sources related to theory and hands-on application of the three papers mentioned in Reference-list for Base papers mentioned above.

<b>T. Y. B.A. Semester VI</b>		
<b>Title of the Course and Course Code</b>	<b>Advanced communication Skills II Compulsory English (ENG 3601)</b>	<b>Number of Credits : 03</b>
<b>Course Outcomes (COs)</b>		
<b>On completion of the course, the students will be able to:</b>		
CO1	Enrich their linguistic and literary skills	
CO2	Internalize English Language as a set of Communication types	
CO3	Collaboratively create certain writing tasks	
CO4	Participate and express their views on several pertinent topics	
CO5	Justify their point of view	
CO6	Write creative answers independently	

<b>Unit No.</b>	<b>Title of Unit and Contents</b>	<b>No. of Lectures</b>
<b>I</b>	<b>The Old and the New</b> The last letter to Indira- Jawaharlal Nehru, A dispassionate analysis of the Quit India Movement -V. M. Tarkunde, Federalism in India: Theory and Practice - S. C. Gangal, The Role of the University - V. K. R. V. Rao	12
<b>II</b>	<b>Culture, Art and Cinema</b> The Development of Indian Literature - C. Rajagopalachari, Headache - R. K. Narayan, M. S. Subbulakshmi – Malini Sheshadri, A Long time on the Little Road - Satyajit Ray	12
<b>III</b>	<b>Freedom, Democracy and Collective Existence</b> Maintaining Democracy- B. R. Ambedkar, Constitution of India: The Directive Principles - M. V. Pylee, An Interview with the Chief Justice by P. N. Bhagawati - F. R. Chandra, The Challenges Ahead- An Interview with Shri. S. V. Giri	12
<b>IV</b>	<b>Religion and Philosophy</b> The Secret of Work - Swami Vivekanand, Mother Teresa- Kushwant Singh Sri Aurobindo - K. R. Srinivasa Iyengar, The Renaissance in India - Sri Aurobindo	12

**References:**

- Hewings, M. (1999), ADVANCED ENGLISH GRAMMAR, Cambridge: Cambridge University Press
- Nagarajan, M.; Sashisekaran, T. and Ramamurthy, S. (1997), INDIAN PROSE FOR EFFECTIVE COMMUNICATION, Madras: Macmillan India Limited.

**T. Y. B.A. Semester VI**

<b>Title of the Course and Course Code</b>	<b>The Basics of Linguistics II Special Paper 3 (ENO 3601)</b>	<b>Number of Credits : 04</b>
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<b>Course Outcomes (COs)</b>	
<b>On completion of the course, the students will be able to:</b>	
CO1	Comprehend the distinction between Semantics and Pragmatics
CO2	Demonstrate their understanding of different varieties of English
CO3	Develop a positive attitude towards Indian English as a Variety of English
CO4	Analyse and interpret different kinds of texts by making use of the concepts studied in Linguistics
CO5	Justify their point of view on some of the significant issues in the study of Linguistics
CO6	Write a stylistic analysis of various literary and non-literary texts

Unit No.	Title of Unit and Contents	No. of Lectures
<b>I</b>	<b>SEMANTICS</b> Meaning of ‘Semantics’, Distinction between Denotative and Connotative meaning, Components and Contrasts of Meaning: Synonymy, Antonymy, Homonymy, Homophony and Polysemy, Ambiguity: Lexical and Syntactic	10
<b>II</b>	<b>PRAGMATICS</b> Difference between ‘Semantics’ and ‘Pragmatics’, Basic Concepts in Pragmatics: Presuppositions, Implicatures, Conversation Analysis (Adjacency Pairs, Turn Taking), Speech Situation and Speech Event, Distinction between ‘Constatives’ and ‘Performatives’, Speech Acts (Typology of Speech Acts).	15
<b>III</b>	<b>VARIETIES OF ENGLISH</b> The concept of ‘World Englishes’, British and American English, The Nativization of English, Characteristic Features of Indian English as a Variety of English, The Future of Indian English	12
<b>IV</b>	<b>INTRODUCTION TO STYLISTICS</b> Relationship between ‘Linguistics’ and ‘Stylistics’, What is Stylistics?, Stylistic Analysis of short Literary Texts, Stylistic Analysis of non-literary Texts: Newspaper headlines, Advertisements, Text messages, Twitter Lingo	11

**References:**

1. Crystal, D. (1995), THE CAMBRIDGE ENCYCLOPEDIA OF THE ENGLISH LANGUAGE, Cambridge: Cambridge University Press.
2. Graddol, D. (2006), ENGLISH NEXT, Cambridge: Cambridge University Press.
3. Kachru, B. (1983), THE INDIANIZATION OF ENGLISH, Oxford: Oxford University Press.
4. Leech, G. N. (1969), A LINGUISTIC GUIDE TO ENGLISH POETRY, Harlow: Longman.
5. Levinson, S. C. (1983), PRAGMATICS: AN INTRODUCTION, Oxford: Blackwell Publishing.
6. Lyons, J. (1977), SEMANTICS (VOLUME 1 AND 2), Cambridge: Cambridge University Press.
7. Mey, J. (2001), PRAGMATICS: AN INTRODUCTION, Oxford: Blackwell Publishing.
8. Palmer, F. (1982), SEMANTICS, Cambridge: Cambridge University Press.
9. Wales, K. (2011), A DICTIONARY OF STYLISTICS, London: Longman.
10. Widdowson, H.G. (1975), STYLISTICS AND THE TEACHING OF LITERATURE IN INDIA, London: Longman.

T. Y. B.A. Semester VI		
<b>Title of the Course and Course Code</b>	<b>An Introduction to Literary Criticism II Special Paper 4(ENO 3602)</b>	<b>Number of Credits : 04</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Demonstrate familiarity with the prescribed literary concepts and theories from classical to modern Literary criticism.	
CO2	Apply and interpret various prescribed critical concepts to representative literary texts and understand historical, social and political context of them.	
CO3	Differentiate and compare between different critical concepts and theories from present literary texts.	
CO4	Recall, develop, and employ critical thinking while writing critical responses to various texts.	
CO5	Develop aptitude for critical analysis.	
CO6	Acquire individual judgement and critical skills to understand and examine texts and to write critical research articles and papers.	

Unit No.	Title of Unit and Contents	No. of Lectures
<b>I</b>	Introduction to the concepts of Structuralism, Post-structuralism, Deconstruction, Reader-response theory. Structuralism and Literature - Jonathan Culler, The Deconstructive Angel - M.H. Abrams	14
<b>II</b>	Introduction to critical approaches such as Psychoanalytical approach, Marxist approach, Feminist approach, Postcolonial Criticism, Creative Writers and Day - dreaming - Sigmund Freud, Feminist Literary Criticism in the Wilderness - Elaine Showalter	14

<b>III</b>	Selections from Dr. Kapil Kapoor's book, <i>Literary Theory: Indian Conceptual Framework</i> Rasa, Dhvani, Vakrokti, Alamkara, Auchitya	10
<b>IV</b>	Introduction to applied criticism	10

### References:

1. Abrams, M. H. *A Glossary of Literary Terms*. (8<sup>th</sup> Edition) New Delhi: Akash Press, 2007.
2. Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. Oxford: OUP, 1971.
3. Ashcroft, Bill et al. (ed.) *The Post-Colonial Studies Reader*. London: Routledge, 1995.
4. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP, 2001.
5. Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1984.
6. Barry, Peter. *Beginning Theory: An Introduction to Literary & Cultural Theories*, 2<sup>nd</sup> ed., Manchester: Manchester University Press, 2004. Print.
7. Bodkin, Maud. *Archetypal Patterns in Poetry*. London: Oxford University Press, 1934.
8. Bertens, Hans. *Literary Theory: The Basics*, New York: Routledge, 2003. Print.
9. Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. MA: Harvard University Press, 1995.
10. Daiches, David. *Critical Approaches to Literature*, London: Longman, 1984.
11. Eagleton, Terry. *Marxism and Literary Criticism*, University of California Press: London, 1976. Print.
12. Habib, M. A. R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005. Print.
13. Kapoor, Kapil et al. *Literary Theory: Indian Conceptual Framework*. New Delhi: Affiliated East - West Press, 1998.
14. Nagarajan, M. S. *English Literary Criticism & Theory: An Introductory History*, Hyderabad: Orient Longman, 2006. Print.

<b>T. Y. B.A. Semester VI</b>		
<b>Title of the Course and Course Code</b>	<b>Popular Literature for Children and Young Adults General Paper (ENO 3603)</b>	<b>Number of Credits : 03</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Understand the basics of different genres of Popular literature (both old and new) from around the world	
CO2	Critically examine representative samples / texts related to popular literature for cross-cultural influences and universal human values cutting across the	

	barriers of time and geographical boundaries
CO3	Analyse the prescribed texts for their linguistic and literary merit
CO4	Develop newer and deeper insights into the sample texts using different critical approaches such as psychological, sociological, feminist, deconstructive, etc.
CO5	Extrapolate the knowledge gained through an understanding of the prescribed texts to examine other texts of popular literature
CO6	Articulate understanding of the representative texts or similar texts through a critical appreciation activity or through a creative application exercise

Unit No.	Title of Unit and Contents	No. of Lectures
<b>I</b>	<p><b>Fables</b></p> <p>Selections from Aesop's fables: i) The Mice in Council, ii) The Spendthrift and the Swallow iii) The North Wind and the Sun</p> <p>Selection from Panchatantra: i) How the Rabbit Fooled the Elephant</p> <p>Selection from Jataka tales: i) The Tortoise That Loved His Home Too Much</p> <p>Selection from La Fontaine: i) The Man and his Image</p> <p>How the Tortoise got his Crooked Shell- A Nigerian Story (Yoruba folklore)</p> <p>(Wherever the original tale is in languages other than English, standard English translations have been prescribed)</p>	10
<b>II</b>	<p><b>Fairy Tales</b></p> <p><b>Essay:</b> Marcia Liebermann: Some Day My Prince Will Come: Female Acculturation through the Fairy Tale (<i>in Don't Bet on the Prince</i> ed. Jack Zipes)</p> <p><b>Stories:</b> Grimm brothers: Briar Rose or Sleeping Beauty, Anne Sexton: Briar Rose (Sleeping Beauty)- Retold version, (<i>in Don't Bet on the Prince</i> ed. Jack Zipes), Gabrielle-Suzanne de Villeneuve: The Beauty and the Beast, Hans Christian Andersen: The Ugly Duckling, Sara Henderson Hay: Rapunzel (Poem)(<i>in Don't Bet on the Prince</i> ed. Jack Zipes), Anne Sharpe: Not so Little Red Riding Hood (<i>in The Trials and Tribulations of Little Red Riding Hood</i> ed. Jack Zipes) (Wherever the original tale is in languages other than English, standard English translations have been prescribed).</p>	15
<b>III</b>	<p><b>Graphic novels:</b></p> <p>Kavita Mahajan: Kuhoo (English version of Graphic novel with DVD), Japanese Manga (in English translation), A Silent Voice (Volume 1) by Yoshitoki Oima (Koe no Katachi Manga)</p>	8
<b>IV</b>	<p><b>Fiction:</b> Sudha Murty: <i>The Serpent's Revenge- Unusual Tales from the Mahabharata</i>, Amitav Ghosh: <i>The Calcutta Chromosome</i> (Sci-fi thriller)</p>	15

## References:

1. Ghosh, Amitav. *The Calcutta Chromosome*. Penguin India, 2009. (Print and Kindle editions)
2. Mahajan, Kavita. *Kuhoo*. Trans. Manish Gavhane. Mumbai: Disha Creatives, 2011 (English Edition with DVD)
3. Murty, Sudha. *The Serpent's Revenge: Unusual Tales from the Mahabharata*. Penguin Random-House, India, 2016. (Print and Kindle)
4. Sexton, Anne. *Transformations*. Boston: Houghton Mifflin, 2001. Print.
5. Zipes, Jack. *Don't Bet on the Prince: Contemporary Feminist fairy tales in North America and England*. New York, Routledge, 1986. Print.
6. Zipes, Jack. *The Trials and Tribulations of Little Red Riding Hood*. New York: Routledge, 1993. Print.

## Web links:

<https://www.gutenberg.org/ebooks/11339>

**(For Aesop's Fables)**

<https://www.gutenberg.org/files/7241/7241-h/7241-h.htm>

**(For the Fables of La Fontaine)**

[http://www.columbia.edu/itc/mealac/pritchett/00litlinks/hitopadesha\\_arnold/index.html](http://www.columbia.edu/itc/mealac/pritchett/00litlinks/hitopadesha_arnold/index.html)

[http://www.columbia.edu/itc/mealac/pritchett/00litlinks/panchatantra\\_ryder/index.html](http://www.columbia.edu/itc/mealac/pritchett/00litlinks/panchatantra_ryder/index.html)

<https://www.pitt.edu/~dash/jataka.html>

<https://worldstories.org.uk/reader/how-the-tortoise-got-his-crooked-shell/english/246#>

[https://www.reddit.com/r/KoeNoKatachi/comments/jzpm8f/read\\_full\\_manga\\_online\\_best\\_site/](https://www.reddit.com/r/KoeNoKatachi/comments/jzpm8f/read_full_manga_online_best_site/)

<http://www.pitt.edu/~dash/beauty.html>

**(Beauty and the Beast)**

[http://hca.gilead.org.il/ugly\\_duc.html](http://hca.gilead.org.il/ugly_duc.html)

**(The Ugly Duckling)**

<https://www.pitt.edu/~dash/grimm050.html>

**(Brier Rose/Sleeping Beauty)**

<b>T. Y. B.A. Semester VI</b>		
<b>Title of the Course and Course Code</b>	<b>Interpreting Literary and Media Texts-II Value / Skill Based Paper (ENO 3604)</b>	<b>Number of Credits : 02</b>
<b>Course Outcomes (COs)</b> <b>On completion of the course, the students will be able to:</b>		
CO1	Enhance their linguistic and literary competence	
CO2	Independently explore short passages and longer pieces of texts to develop one's critical understanding	
CO3	Enrich their analytical and critical skills	
CO4	Write a minor research paper/project independently by integrating the knowledge acquired through the two semesters	
CO5	Present all the conventions of the Research Methodology while writing the minor research paper/project	
CO6	Gain confidence in interpreting literary and media texts and justify their own point of view	

<b>Unit No.</b>	<b>Title of Unit and Contents</b>	<b>No. of Lectures</b>
<b>I</b>	Application of the stylistic approach to literary and media texts, Base Paper: DSE 1D, Unseen Passages- 5 (Minimum)	20
<b>II</b>	Application of the critical theories to literary and media texts Base Paper: DSE 2D, Unseen Passages- 5 (Minimum)	20
<b>III</b>	Application of different critical approaches to a study of texts from Popular literature , Unseen Passages: 5 (Minimum)	20

**Students would be encouraged to select any one of the base papers and prepare a minor research paper / project on it.**