

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBakonam

PG AND RESEARCH DEPARTMENT OF ENGLISH

M.A. English Syllabus under CBCS

(Applicable to the candidates admitted from the academic year 2020-2021 onwards)

Sem ester	Course	Course Title	Ins. Hrs / Week	Credit	Exam Hrs	Marks		Total
						Int	Ext.	
I	P21ELC101	Modern Literature – I (1400 – 1660)	6	5	3	25	75	100
	P21ELC102	Modern Literature – II (1660 – 1798)	6	5	3	25	75	100
	P21ELC103	Indian English Literature	6	4	3	25	75	100
	P21ELC104	Literary Criticism-I	5	4	3	25	75	100
	P21EL1MBE1:1	History of English Language	5	4	3	25	75	100
	P21EL1MBE1:2	Indian Classical Literature						
	P21EL1MBE1:3	Classics in Translation: Eastern and Western						
	P21EL1SE1	Journalism-Theory	2	2	2	25	75	100
	Total		30	24				600
II	P21ELC205	Modern Literature – III (1798 – 1832)	6	5	3	25	75	100
	P21ELC206	Modern Literature – IV (1832 – 1945)	5	5	3	25	75	100
	P21ELC207	Asian Literatures in English	5	4	3	25	75	100
	P21ELC208	Literary Criticism -II	5	4	3	25	75	100
	P21EL2MBE2:1	Language and Linguistics	5	4	3	25	75	100
	P21EL2MBE2:2	Postcolonial Literatures						
	P21EL2MBE2:3	Ethics						
	P21EL2ED	Technical Writing for Products and Services	2	2	3	25	75	100
	P21EL2SE2P	Journalism	2	1	2	25	75	100
	Self Study Course	General Studies for Research Fellowships and Lecturership	-	2	2	-	100	100
	INT	(Internship)	-	2	-	-	-	-
	Total		30	27				800
	P21ELC309	English Language Teaching	6	5	3	25	75	100

	P21ELC310	Research Methodology	6	5	3	25	75	100
	P21ELC311	Literary Theory -I	6	4	3	25	75	100
	P21ELC312	New Literatures in English	6	3	3	25	75	100
	P21EL3MBE3:1	Shakespearean Studies	6	4	3	25	75	100
	P21EL3MBE3:2	Partition Literature						
	P21EL3MBE3:3	Theory of Comparative Literature and Classics in Translation						
	P21EL3SS2	English Literature for Competitive Examinations		2	2	-	100	100
			30	25				600
IV	P21ELC413	Modern European Literature in English Translation	6	5	3	25	75	100
	P21ELC414	Literary Theory -II	6	4	3	25	75	100
		Project	12	6	-	-	100	100
	P21EL4MBE4:1	Women's Writing in English	6	4	3	25	75	100
	P21EL4MBE4:2	Reading for Pleasure(Novels of Jane Austen)						
	P21EL4MBE4:3	Autobiography						
		Total	30	19				400
		Grand Total	120	96				2400

CORE COURSE I

Modern Literature I (1400-1660)

Theory Hours: 6	Course Code:P21ELC101
Practical Hours:-	Credits 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Objectives:

1. To expose students to the evolution of English poetry in the Age of Chaucer
2. To introduce students to metaphysical school of poetry
3. To make students learn the origin of English essays
4. To help students understand the features of tragedy, revenge play and comedy of humours of Shakespeare's predecessors
5. To help students acquire knowledge of the political, social and intellectual background of the age through the works of various writers during this age.

Unit – I Poetry

Geoffrey Chaucer : “A Scholar from Oxford” from *The Prologue to the Canterbury Tales*
 Sir Philip Sidney : Loving in Truth and Pain (Sonnet from *Astrophel and Stella*)

Unit – II Poetry

John Donne : “The Flea”
 Andrew Marvell : “To His Coy Mistress”
 George Herbert : “The Collar”
 Henry Vaughan : “The Retreat”

Unit – III Prose

Francis Bacon : “Of Revenge , ‘Of Great Place, ‘Of Parents & Children’
 The Bible : Book of Ruth

Unit – IV Drama

Christopher Marlowe : *The Jew of Malta*
 John Webster : *The White Devil*

Unit – V Drama

Thomas Kyd : *The Spanish Tragedy*
 Ben Jonson : *Volpone*

Books for Reference:

Bacon, Francis, and F G. Selby. *Bacon's Essays, Ed. with Introductions and Notes*. London: Macmillan, 1927.
 Barton, Anne. *Ben Jonson, Dramatist*. Cambridge: Cambridge UP, 1984.
 Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge England: UP, 1964.
 Daiches, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960. Donne, John, and Frank Kermode. *The Poems of John Donne*. New York: Heritage Press, 1970. Levin, Harry. *Christopher Marlowe: The Overreacher*. London: Faber, 1961.
 Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Understand how the socio-cultural and religious backgrounds against which Chaucer's writings were directed.
2. Evaluate the ornamental style of Spenser and understand the bridal hymn tradition of the age.
3. Know the features of metaphysical poetry with special reference to the poems of John Donne, Andrew Marvell, George Herbert and Henry Vaughan.
4. Get to know Bacon's aphoristic style and develop an attitude to compare it with the great Tamil literary work Thirukural and appreciate the brevity with which great ideas were presented..
5. Demonstrate their ability to identify and differentiate the modern literary devices from the classical literary devices.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

CORE COURSE II

Modern Literature II (1660-1798)

Theory Hours : 6	Course Code : P21ELC102
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Objectives:

1. To expose students to the changing trends in English poetry from Milton to Pre-Romantics
2. To make students understand the origin of the prose works during the Restoration period and varied prose works of the Age of Pope
3. To make students know the characteristics of anti-sentimental comedy and Restoration comedy
4. To introduce students to the emergence of the English novel during the Age of Transition
5. To inculcate a deeper appreciation of literary genres by introducing them to diverse texts.

Unit – I (Poetry)

John Milton : *Paradise Lost* Book IX

Unit – II (Poetry)

John Dryden : *Mac Flecknoe*

Alexander Pope : *The Rape of the Lock* Canto II

Unit – III (Prose)

Addison and Steele : From *The Spectator*
"Character of Will Wimble" (Steele)
"Sir Roger at Church" (Addison)

Jonathan Swift : *Battle of the Books*

Unit – IV (Drama)

Richard Brinsley Sheridan : *The School for Scandal*

William Congreve : *The Way of the World*

Unit – V (Fiction)

Daniel Defoe : *Robinson Crusoe*

Oliver Goldsmith : *The Vicar of Wakefield*

Reference Books:

Danielson, Dennis R. *The Cambridge Companion to Milton*. Cambridge: Cambridge UP, 1989. Ford, Boris. *The New Pelican Guide to English Literature: - a Guide for Readers*. - 1984. - 544 S.

Harmondsworth: Penguin Books, 1983.

Humphreys, A R. *The Augustan World: Society, Thought, and Letters in Eighteenth-Century England*.

New York: Harper & Row, 1963.

Morwood, James, and David Crane. *Sheridan Studies*. Cambridge: Cambridge UP, 1995. Walker, Hugh. *English Satire and Satirists*. New York: Octagon Books, 1965.

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Familiar on how literature portrays different ways of living and being.
2. Interpret literary texts in English by nurturing and utilizing their ability to understand drama in a skilled, Knowledgeable and ethncal manner.
3. Students come to know of the changing trends in English poetry from Milton to Pre-Romantics
4. They get familiarized with the epic tradition of British poetry
5. They get to know the salient features of prose allegory, anti-sentimental comedy and Restoration comedy of the period through the varied prose works of the Age of Pope
6. Students are introduced to the emergence of the English novel during the Age of Transition

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

CORE COURSE III

Indian English Literature

Theory Hours : 6	Course Code : P21ELC103
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To introduce the native Indian writers writing in English to the students.
2. To enable students to appreciate the changing trends in Indian writing in English from pre to post-Independence era
3. To make students aware of Indian sensibility in the representative works
4. To introduce the students a particular variety of English language as Indian English.
5. To make students understand how the Indian culture and tradition forms the core of Indian writing.

Unit – I (Poetry)

Sri Aurobindo	: “Human Portions of Divinity” From <i>Savitri</i> Book 7, Canto 5, pp.526-27
Kamala Das	: “A Hot Noon in Malabar”
Nissim Ezekiel	: “The Professor”
A.K. Ramanujan	: “Obituary”
Keki.N. Daruwalla	: “The Epileptic”
R. Parthasarathy	: “River, Once”

Unit – II (Prose)

Jawaharlal Nehru	: “Through the Ages” (Chapter V of the <i>Discovery of India</i>)
Dr.S. Radhakrishnan	: “The World Community”
Vandana Shiva	: The Impact of Globalization on Women

Unit – III (Drama)

GirishKarnad	: <i>The Fire and the Rain</i>
ManjulaPadmanabhan	: <i>Lights Out</i>

Unit – IV (Short Stories)

Rabindranath Tagore	: Kabuliwala
Anita Desai	: The Devoted Son
Mahaswata Devi	: Rudaali

Unit – V (Fiction)

Mulk Raj Anand	: <i>Two Leaves and a Bud</i>
Arundhati Roy	: <i>The God of Small Things</i>

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Understand how well the Indian culture is reflected in literature.
2. Identify the unique features of Indian Writing in English.
3. Interpret the works of great Indian writers in English
4. Appreciate the language used in Indian context.
5. Demonstrate knowledge of major texts written in English as well as their social, cultural, theoretical and historical contexts.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

CORE COURSE – IV Literary Criticism - I

Theory Hours : 5	Course Code : P21ELC104
Practical Hours: -	Credits : 3
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To give an overview of the critical trends starting from Plato to S.T.Coleridge
2. To help the students understand how Western criticism built on the pillars of Classical criticism.
3. To help students to approach the literary texts from different perspectives.
4. It also provides a conceptual framework of various critical theories through different ages that compliment and contradict one another.
5. To help students to write research articles and take up research work in the future.

Unit – I Classical Criticism

Plato: *Republic (Book X)*

Aristotle: *Poetics*

Longinus: *On the Sublime*

Horace: *ArsPoetica*

Unit – II. Renaissance Criticism

Sir Philip Sidney: *An Apology for Poetry or, The Defence of Poesy*

Unit – III.Neo-Classical Criticism

John Dryden: *Essay of Dramatic Poesy*

Samuel Johnson: *Preface to Shakespeare*

Unit –IV Introduction to Romantic Criticism

William Wordsworth: *Preface to Lyrical Ballads*

S. T. Coleridge: *BiographiaLiteraria* (Chapter XIII & XIV)

Unit –V Introduction to Victorian Criticism

Matthew Arnold: *The Function of Criticism at the Present Time*”

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Analyze the evolution literary theories from Greek to Modern age.
2. examine how theory and criticism has shaped the discipline we study.
3. Emphasis is on the continuity of key ideas in the history of criticism
4. Write formal and informal responses to literary and critical theory that demonstrate engagement, reflective thought, effective inquiry, perception of patterns in language features, and responsible generalization.
5. Recognize and critique the argument underlying critical writings.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – II

History of English Language

Theory Hours : 5	Course Code :P21EL1MBE1:1
Practical Hours: -	Credits : 4
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To give the students an overview of how English as a language originated, developed and sustained.
2. To help the students understand the receptive nature of English as it borrowed rules of grammar, vocabulary and sounds from other European languages.
3. To make students have a knowledge of the origins of English and its place in respect to other languages of the world.
4. Students will recognize of the major stages in the language and important changes in the development of English from a synthetic to an analytic language.
5. To make the students understand of how the current state of the English language has resulted from historical change.

.Unit I:

The Origin of Language
The Descent of the English Language

Unit II:

The Old English (Anglo Saxon) Period

Unit III:

The Middle English Period

Unit IV:

The Renaissance and After
The Evolution of Standard English

Unit V:

The Growth of Vocabulary
Change of Meaning.

Text

Wood, T. Frederick, An Outline History of English Language, New Delhi, Macmillan Ltd, 1941

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Get an overview of how English as a language evolved and emerged as an International language.
2. Understand the development of English from regional dialect to full fledged language.
3. Analyze how the social and political set up helped in the development of English language.
4. Understand the reasons as to why English sounds as an eccentric language.
5. Assess the nuances and peculiar elements found in English language

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – I Indian Classical Literature

Theory Hours : 5	Course Code : P21EL1MBE1:2
Practical Hours: -	Credits : 4
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To introduce Sanskrit literary tradition through translation.
2. To learn on Indian culture and its great heritage through classical texts.
3. To make the students appreciate the two great Indian epics and its impact on Indian psyche.
4. To evaluate western literature in juxtaposition to ancient Indian literary works.
5. To induce interest in classics in other Indian languages.

Unit I:

Kalidasa:AbhijnanaShakuntalam, tr.ChandraRajan, in Kalidasa: The Loom of Time(New Delhi: Penguin, 1989).

Unit II:

Vyasa:‘The Dicing’ and ‘The Sequel to Dicing, ‘The Book of the Assembly Hall’, ‘The Temptation of Karna’, Book V ‘The Book of Effort’, in The Mahabharata: tr.anded.J.A.B.vanBuitenen(Chicaco:Brill,1975) pp.106-69.

Unit III:

SudrakaMrcchakatika:tr.M.M.Ramachandra Kale(New Delhi:MotilalBanarasidass, 1962).

Unit IV:

IlangoAdigal: ‘The Book of Banci’,in Cilappatikaram: The Tale of an Anklet,tr.R. Parathasarathy (Delhi :Penguin, 2004) book 3.

Unit V:

Kambar’s The Ramayanatr.C.Rajagopalachari Chapter 53. Sita and Hanuman

Learning Outcomes

After the successful completion of the course the students will be able to,

1. Analyze Sanskrit literary tradition through translation
2. Compare and contrast western literature in juxtaposition to ancient Indian literary works
3. Analyze the classics in other Indian languages.
- 4.Appreciate the two great Indian epics and its impact on Indian psyche
5. Interpret culture and its great heritage through classical texts.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – I Classics in Translation: Eastern and Western

Theory Hours : 5	Course Code : P21EL1MBE1:3
Practical Hours: -	Credits : 4
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Objectives:

1. The younger generation must be given an awareness of the socio-cultural flux in the world which in turn shall enhance their perception of the sustainable ethos.
2. Proper perception so cultivated can make one learn of the heritage mankind is heir to.

Unit I

Iliad Book I

Unit II

Rajaji: Mahabharatha Chapters II,III, IV, V, VI,VII,VIII

Unit III

Odyssey Book I

Unit IV

Divine Comedia: Inferno Canto I and II

Unit V

Siddhartha- Herman Hesse

Outcomes:

Upon successful completion of this course, students will have the knowledge and skills to:

1. Demonstrate familiarity with the principal texts of the Classical canon (the Iliad, the Odyssey and the Aeneid);
2. Demonstrate familiarity with the primary forms of Classical literature (poetry, drama and novels);
3. Discuss critically and in a socio-historical context some of those texts and forms; and
4. Demonstrate an understanding of the importance of Classical literature in the formation of Western civilisation.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Skill Enhancement Course - I
JOURNALISM-Theory

Theory Hours : 2	Course Code :P21EL1SE1
Practical Hours: -	Credits : 2
Exam Hours : 2	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To create employability skills in print and visual media.
2. To produce competent professionals who demonstrate a thorough knowledge of the theory and practice of journalism and communications
3. Identifying the role of the reporter and his/her duties and responsibilities.
4. Students will develop accurate and fair news stories across a variety of journalistic media.
5. Develop the speaking, listening, reading, writing, viewing, and representing skills needed to create various print publications and broadcast productions.

Unit I

What is Journalism?

Role of Journalism

Press Laws

Press Council

Unit II

Role of the Press

Reporting – Types and Qualities

News paper writing

News Agencies

Unit III

Kinds of Reporting

Qualities of Reporters

Sport – Investigative Reporting

Unit IV

Editing – News Editors

Sub Editors

Anatomy of Editing

Unit V

Language of Journalism

Writing a News Story

Writing Opinion Pieces

Writing Leads – Headlines

Reference Books:

M.V. Kamath. Professional Journalism.

Shrivastava, K.M. News Reporting and Editing. New Delhi: Sterling publishers, 2003

Mehta, D.S. Mass Communication and Journalism in India, Bombay.

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Define News and understanding its elements, news sources and different types of news.
2. Informed about journalistic ethics and capable of articulating an ethical decision.
3. Conversant about contemporary media issues.
4. Create reports for print publications and broadcast productions.
5. Understand the role of the news editor and its functions, duties and responsibilities.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

SEMESTER II
CORE COURSE V
Modern Literature - III (1798 – 1832)

Theory Hours : 6	Course Code : P21ELC205
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives:

1. To make the students understand the salient features of Romantic poetry.
2. To make the students evaluate the evolution of essay from the Elizabethan to the Neo-classicists and from Neo-classicists to the Romantics.
3. To make the students appreciate the characteristics of the novels of Scott and Jane Austen
4. To make the students analyze the difference between Augustan and Romantic school of literature.
5. To understand the connection between French Revolution and Romantic revival

Unit – I Poetry

William Wordsworth : Ode to the Intimations of Immortality
S.T. Coleridge : Rime of the Ancient Mariner
Walter Scott : Lochinvar

Unit – II Poetry

John Keats : Ode on a Grecian Urn
P. B. Shelley : The Cloud
Lord Byron : Youth and Age (Not Coleridge's poem)

Unit – III Prose

Charles Lamb : Dream Children, A Reverie
William Hazlitt : On Reading Old Books

Unit – IV Drama

P. B. Shelley : Prometheus Unbound

Unit – V Fiction

Jane Austen : Emma
Walter Scott : Kenilworth

Reference Books:

Abrams, M H. English Romantic Poets. Modern Essays in Criticism. London: Oxford UP, 1967. Bowra, C M. The Romantic Imagination. Cambridge: Harvard UP, 1949.
Butler, Marilyn. Romantics, Rebels, and Reactionaries: English Literature and Its Background, 1760- 1830. New York: Oxford UP, 1982.
Kettle, Arnold. An Introduction to the English Novel: Vol. II. London etc.: Hutchinson's U Library, 1953. King-Hele, Desmond. Shelley: His Thought and Work. Teaneck N.J.: Fairleigh Dickinson UP, 1971.
Kirkham, Margaret. Jane Austen, Feminism and Fiction. London: Athlone Press, 1997.
Lamb, Charles, and Ernest D. North. The Wit and Wisdom of Charles Lamb. Folcroft: Folcroft Library Editions, 1974.
Prickett, Stephen. Coleridge and Wordsworth: The Poetry of Growth. Cambridge: Cambridge UP, 1970. Reeves, James. A Short History of English Poetry, 1340-1940. New York: Dutton, 1962.

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Expertise themselves effectively in a variety of genres.
2. Compare and contrast the two Augustan school and Romantic School of poetry.
3. Contribute to innovative thinking both within and outside of the sphere of Modern Literature.
4. Appreciate the characteristics of the novels of nineteenth century.
5. Identify the rise of novel as a dominant genre in this era.

Exam Question Paper Pattern

External Exam for 75 marks
Section A – 20X1=20 (Objective type)
Section B - 5X5=25 (Paragraph Questions either /or type)
Section – C 10X3=30 (Essay questions Out of 5)

CORE COURSE VI
Modern Literature – IV (1832 - 1945)

Theory Hours : 5	Course Code : P21ELC206
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Objectives:

1. To make the students trace the Victorian spirit presented in Victorian literature.
2. To help students to learn how Victorian poets used dramatic monologue as an effective technique.
3. To make the students identify the major themes and characteristics of Victorian Literature.
4. To create the connection between the social and historical backgrounds with literature.
5. Interpret and analyse the major poets, novelists, prose writers and dramatists of the nineteenth and early twentieth century.

Unit – I (Poetry)

Alfred Tennyson	: The Lotus Eaters
Robert Browning	: A Grammarian's Funeral
Matthew Arnold	: The Scholar Gypsy

Unit – II (Poetry)

W.B. Yeats	: The Second Coming
G.M. Hopkins	: The Pied Beauty
T. S. Eliot	: Hollow men
W.H. Auden	: The Shield of Achilles
Wilfred Owen	: Insensibility

Unit – III (Prose)

Lytton Strachey	: Excerpts from Eminent Victorians
Thomas Carlyle	: Hero as a Man of Letters
John Ruskin	: Of Queens' Gardens

Unit – IV (Drama)

G.B. Shaw	: The Apple Cart
Harold Pinter	: The Birthday Party

Unit – V (Fiction)

Thomas Hardy	: Tess of the D'Urbervilles
D.H. Lawrence	: The White Peacock

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Familiar with representative literary and cultural texts within a significant number of historical, geographical and cultural contexts.
2. Apply critical and theoretical approaches to the reading and analysis of literary and cultural text in multiple genres.
3. Appreciate and analyze the various genres from Victorian Age to Age of Hardy
4. Understand unfamiliar articles on current research, theories, and analyses theories.
5. Analyse any literary works from the political, historical and sociological perspectives.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5) 1

Core Course VII
Asian Literatures in English

Theory Hours : 5	Course Code : P21ELC207
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To help the students identify and analyze a variety of representative Asian literary masterpieces of various genres
2. To make the students define social and historical contexts out of which Major Asian Literatures in English emerged and trace the development of it over time and across cultures.
3. To make students to compare and contrast the writing styles and generic forms of different literary periods against different Asian cultures
4. To make the students identify the major themes of representative Asian poetic, fictional and dramatic works.
5. To trace the influence of Western literature upon Asian literature.

Unit I: Poetry

Bei Dao-Moon Festival
Balakrishna Sama –The Song
Faiz Ahmed Faiz-When Autumn Come
Edwin Thumboo-Ulysses by the Merlion
Shuntaro Tanikawa-Two Tokyos
Yehuda Amichai-From ‘Seven Laments of the War-Dead’

Unit II: Prose

Homi Bhaba- Of Mimicry and Man: The Ambivalence of Colonial Discourse.
Lafcadio Hearn-Mosquitoes
J. Vijayalingam-Village Goes to Town
Hu Shih- A Chinese Literature of National Speech

Unit III: Short Stories

Begum Rokeya Sakhawat Hossein-Sultana’s Dream
Zawgyi-His Spouse
Lu Hsun (China)- A Little Incident
Sunethra Rajakarunanyake (Srilanka) - SMS

Unit IV: Short Play

Zeami Motokiyo-Hagoromo
The Ascent of Pain- Krishna Shah Yatri

Unit V: Fiction

Amy Tan- The Joy Luck Club
Khaled Hosseini- A Thousand Splendid Sons

Reference

Asian Voices: An Anthology of Asian Writings in English -Ed.by Dr.S.Ganesan

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Identify and analyse a variety of representative Asian literary masterpieces of various genres
2. Define social and historical contexts out of which Major Asian Literatures in English emerged and trace the development of it over time and across cultures.
3. Compare and contrast the writing styles and generic forms of different literary periods against different Asian cultures
4. Identify the major themes of representative Asian poetic, fictional and dramatic works.
5. Trace the influence of Western literature upon Asian literature.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

CORE COURSE VIII

Literary Criticism – II

Theory Hours : 5	Course Code : P21ELC208
Practical Hours: -	Credits : 3
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives:

1. To give an overview of the critical trends starting from T.S.Eliot to Sigmund Freud.
2. To help the students understand how Western criticism built on the pillars of Classical criticism.
3. To help students to approach the literary texts from different perspectives.
4. It also provides a conceptual framework of various critical theories through different ages that compliment and contradict one another.
5. To help students to write research articles and take up research work in the future.

Unit I: Victorian Criticism

T.S.Eliot : Tradition and Individual Talent

Unit II: Introduction to New Criticism

I.A.Richards: Four Kinds of Meaning

Unit III

Cleanth Books: Language and Paradox

Unit IV Archetypal Criticism

Northrop Frye : Seven Types of Archetypes

Unit V Psychological Criticism

Sigmund Freud: Creative Writing and Day Dreaming

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Analyze the evolution literary theories from Greek to Modern age.
2. examine how theory and criticism has shaped the discipline we study.
3. Emphasis is on the continuity of key ideas in the history of criticism
4. Write formal and informal responses to literary and critical theory that demonstrate engagement, reflective thought, effective inquiry, perception of patterns in language features, and responsible generalization.
5. Recognize and critique the argument underlying critical writings.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – II

Language and Linguistics

Theory Hours : 5	Course Code : P21EL2MBE2:1
Practical Hours: -	Credits : 4
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. Students must have a fundamental understanding of the basic nature, branches and history of linguistic inquiry.
2. To make students understand the current linguistic theories
3. To develop the understanding of the origin of language, development of vocabulary and meaning
4. To comprehend the basic grammatical and semantic categories of English
5. Provide a broad interdisciplinary perspective on work in language to emphasize the connectedness and relevance of work to other fields.

Unit I

Linguistics as a Scientific study of language, Branches of Linguistics-Anthropological Linguistics, Psycholinguistics, Neurolinguistics, Sociolinguistics, Computational Linguistics, Philosophical Linguistics.

Unit II

Phonology- Phonemes, Phones, Allophones, Minimal Pairs and Sets, Syllables, Intonation, Word Stress

Unit III

Morphology-Morpheme and its types, Morphs and Allomorphs, Morphological Analysis of Words— Lexical Words and Grammatical Words, Word Formation

Unit IV

Syntax- Deep and Surface Structure, Tree diagrams, Phrase structure Rules, Lexical Rules, Back to Recursion.

Unit V

Stylistics – Dialogue and Discourse, Rhythm and Meter, Metaphor and Metonymy

Text

Sharma, B.D, Linguistics and Phonetics. Anmol Publications pvt.ltd., New Delhi. 2005

Yule, George. The Study of Language 6th ed. Akash Press, New Delhi. 2017

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors
2. Demonstrate understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use
3. Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.
4. Ability to compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics
5. Ability to recognize and analyze the grammatical system of English and other languages.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – I
Postcolonial Literature

Theory Hours : 6	Course Code : P21EL2MBE2:2
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To make the students focus on texts written by authors who live in a country that was colonised, and who write in English.
2. To make the students know how race, class, gender, history, and identity are presented and problematised in the literary texts,
3. To help the students have an understanding of the relationship between Great Britain (and implicitly the West) and nations that were once colonised.
4. To foster a proper sense of the variety of cultural formations and experiences, social and political practices covered by the concept of the postcolonial.
5. To focus and develop the study of a chosen region, its history, culture and literature.

Unit I:

Chinua Achebe Things Fall Apart

Unit II:

Gabriel Garcia Marquez Chronicle of a Death Foretold

Unit III:

Bessie Head 'the Collector of Treasures'

Ama Ata Aidoo 'The Girl who can'

Grace Ogot 'The Green Leaves'

Unit IV:

Pablo Neruda 'Tonight I can write'

'The Way Spain Was'

Derek Walcott 'A Far Cry from Africa'

'Names'

Unit V:

David Malouf 'Revolving Days'

'Wild Lemons'

Mamang Dai 'Small Towns and the River'

'The Voice of the Mountain'

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments.
2. Compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues
3. Critically evaluate arguments and assumptions about postcolonial literature, texts, and modes of interpretation
4. Communicate arguments effectively and show a degree of independent thinking in so doing.
5. Understand of the relationship between Great Britain (and implicitly the West) and nations that were once colonized.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – I

Ethics

Theory Hours : 6	Course Code : P21EL2MBE2:3
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Objectives:

1. To make the students aware of their responsibilities as human beings in order to protect environment and themselves.
2. To appreciate human values, and live based on that.

Unit – I & II

The Book of Job from '*The Bible*'

Unit – III

Marcus Aurelius : Meditations

Unit – IV

Chapter 6 : The Goodness of the Help to Domestic Life

Chapter 8 : The Possession of Love

Chapter 10 : The Utterance of Pleasant Words (From G.U.Pope's Translation of Thirukkural)

Chapter 11 : The Knowledge of Benefits Conferred: Gratitude

Chapter 14 : The Possession of Decorum

Unit – V

Swami Vivekananda : Our Women

Learning Outcomes:

1. Participate in the ancient timeless cross cultural theology of suffering conversation.
2. Analyse a passage or topic in a book through a variety of interpretative perspectives.
3. Students imbibe ethical and moral values on almost all aspects of life like love, compassion, gratitude, and decorum.
4. Students will be aware of the idea of ideal Indian womanhood.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

EXTRA DISCIPLINARY COURSE (EDC)
TECHNICAL WRITING FOR PRODUCTS AND SERVICES

Theory Hours : 2	Course Code : P21EL2ED
Practical Hours: -	Credits : 2
Exam Hours : 3	Marks : CIA-25 ESE-75
Total:100	

Course Objectives:

To develop employability and career oriented skills

To update domain knowledge and learn various formatting techniques depending on different reports

To learn new tools and technologies used to write a technical document

To understand and follow the processes involved in technical writing

Unit I:

What is Technical Writing?

Characteristics of Technical writing

Unit II:

Medicinal Prescription, Medical apparatus User guides (step-by-step instructions, procedures, manuals)

Unit III:

Home appliances Manual User guides (step-by-step instructions, procedures, manuals)

Unit IV:

Automobile services manual User guides (step-by-step instructions, procedures, manuals)

Unit V:

Mobile, Laptop services manual User guides (step-by-step instructions, procedures, manuals)

Course Outcomes:

Understanding the high-level information from the organization and changing it into a professional document, and delivering it to the targeted end-user

Able to write precisely about the product/services that is easily understandable to the clients based on the category of the report

Able to incorporate visual images more efficiently

Able to research well and get insights on any given topic.

Exam Question Paper Pattern

External Exam for 75 marks

Section A -5x15=75

**SKILL ENHANCEMENT COURSE II
JOURNALISM**

Theory Hours : -	Course Code : P21EL2SE2P
Practical Hours: 2	Credits : 1
Exam Hours : 2	Marks : CIA-25 ESE-75
Total:100	

Objectives of the Course:

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

1. understand the process of writing for print, radio & TV
2. explain the principles of writing for the print, radio, radio & TV

Unit -I [Essentials of Good Writing] L- Art of Writing 2. Kinds of Media Writing: Inform, Describe & Persuade 3. The ABCD of Media Writing: Accuracy, Brevity, Clarity & Discernment

Unit -II [Writing for Print Media] L-18 1. Basic principles of writing for print. 2. Elements and Importance of News writing 3. Steps & elements of writing : editorial, features & review

Unit -III [Writing for Electronic Media] L-18 1. Basic principles of writing for electronic media: Radio & TV 2. Elements and Importance of News writing for Radio & TV 3. Steps & elements of writing for Radio & TV: editorial, features & review

Unit-IV [Translation in Media] L- 18 1. Concept & Definition of Translation. 2. Nature & Norms of Translation. 3. Types of Translation 8 i. Word to Word Translation ii. Literal Translation iii. Summarised Translation

Unit V 4. The need and importance of Translation in Journalism. 5. Guidelines for Translation

Suggested Readings:

1. Pal Rajenda and J.S Koriahalli. Essentials of English and Business Communication, S. Chand.
2. Robey, L Cora New Handbook of Basic Writing Skills, Hardcourt College Pb. Orlando.
3. Thomas S. Kane Oxford Essentials Guide To Writing
4. Dr. K.K. Rattu Translation through media in New Millennium, Surubhi Publication, Jaipur
5. Dr. Laxmikant Pandey Translation, Objects and Methods

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

**EXTRA CREDIT COURSE
INTERNSHIP
SUBJECT CODE: INT**

The curriculum includes the internship for students for 30 hours during the summer vacation after the second semester of all PG programs.

OBJECTIVES

The following are the intended objectives of internship training:

- To Enhance the employability skills of the students.
- To expose students to the industrial/Societal environment, which cannot be simulated in the classroom hence creating competent professionals for the industry and other organizations.
- To Provide possible opportunities to learn, understand and sharpen the real-time technical/managerial skills required at the job.
- To Expose the current technological developments relevant to the subject area of training.
- To make use of Experience gained from the 'Industrial Internship' in classroom discussions.
- To create conditions conducive to quest for knowledge and its applicability on the job.

Expected Outcome:

- An opportunity to get hired by the Industry/ organization.
- Practical experience in an organizational setting.
- Help students to have a preference for the best career option to pursue.
- Opportunity to learn new skills, practice communication, and teamwork skills, and supplement knowledge.
- Provide an opportunity to obtain knowledge and evaluate the working environment of the Industry / Organisation.

INTERNSHIP DURATION AND ACADEMIC CREDENTIALS:

The following framework is proposed to award academic credit for the internship undergone as part of the programme.

1. Internship must be undertaken only with those Institutions /Labs /organizations/ industries the College has linkages.
2. The internship has to be carried out during the summer vacation and could be completed within the third semester.
3. The duration of the internship is 30 hours at the minimum.
4. The students should maintain a training diary during the internship.
5. A faculty mentor is allotted for the students by the Head of the Department.
6. The mentor will arrange suitable internships for the students allotted to them.
7. After completion of the internship, the mentor has to make arrangements to get a proper training certificate from the industry/institution.
8. The assessment of the internship will be based on the feedback given by the internship provider and the report submitted by the student by the mentor.
9. An abstract for details of the internship in the prescribed format has to be submitted by the departments to the COE on time.
10. Two credits are provided for the Internship as extra credits included under the Non-CGPA course for all PG programs.

LETTER FORMAT

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM

REQUEST LETTER FROM THE COLLEGE TO INTERNSHIP PROVIDER

To

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.....

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Subject: REQUEST FOR INSTITUTIONAL/INDUSTRIAL TRAINING of M.A./M.Com/M.Sc Degree Programme,

Dear Sir/Madam,

You must be aware that our College has made internship mandatory for all M.A./M.Com/M.Sc students.

In view of the above, I request your good self to allow following students of our college for practical training in your esteemed organization. Kindly accord your permission and give at least 30 hours of training for the students to complete the internship.

S.NO	NAME OF THE STUDENT	REG.NO	DISCIPLINE

If vacancies exist, kindly plan for Campus/Off Campus Interviews for_____ batch passing out students in above branches.

A line of confirmation will be highly appreciated.

With warm regards,

Yours sincerely,

Head of the Department.

To

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Our Students have undergone internship training in your esteemed Organization in the previous years. I acknowledge the help and the support extended to our students during training in previous years.

S.NO	NAME OF THE STUDENT	REG.NO	DISCIPLINE

A line of confirmation will be highly appreciated.

Head of the Department.

INTERNSHIP DETAILS (THIS WILL BE PREPARED IN CONSULTATION WITH FACULTY MENTOR AND TO BE MAINTAINED BY tHe department)

Name: _____ Reg.No. _____ Class _____
Campus Address: _____

Internship Company Address _____

Designation:_____Department:_____

Total Hours: _____

FORM - 2**STUDENT'S DAYWISE LOG ENTRY**

Name and Reg.No. of the Student: Name and address of the Internship

Provider:

Period of Internship: From:		To:		
Date	Hours	Details of work done	Signature of the Student	Signature of the Supervisor

Signature of the Mentor:

Signature of the Internship Provider:

FORM -3**SUPERVISOR EVALUATION OF CANDIDATE**

Student Name: _____ Date: _____

Work Supervisor: _____ Title: _____

Company/Organization: _____

Internship Address: _____

Dates of Internship: From _____ To _____

Please evaluate your candidate by indicating the frequency with which you observed the following behaviors:

Parameters	Needs improvement	Satisfactory	Good	Excellent
Interest in work				
Punctuality				
Reliability				
Responsibility				
Communication				
Team work				
Overall performance				

Additional comments, if any:

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Signature of Internship Provider

FORM - 4**STUDENT FEEDBACK OF INTERNSHIP (TO BE FILLED BY STUDENTS AFTER INTERNSHIP COMPLETION)**

Student Name:_____ Class: _____

Internship Provider: _____

Address: _____

Title of Internship : _____

Supervisor Email: _____

Faculty Mentor:_____

Indicate the degree to which you agree or disagree with the following statements.

This experience has	Strongly Agree	Agree	Disagree
Given me the opportunity to explore a career field			
Allowed me to apply classroom theory to Practice			
Expanded my knowledge			
Helped me develop my written and oral communication skills			
Given me a chance to improve my interpersonal skills			
Provided me with contacts which may lead to future employment			
Helped me clarify my career goals			

Considering your overall experience, how would you rate this internship?

(Tick one).(Satisfactory/ Good/ Excellent)

Signature of the Student

FORM – 5
EVALUATION SHEET (FOR MENTOR)

S.NO	NAME OF THE STUDENT	REG.NO	NO. OF ACTUAL INTERNSHIP HOURS	GRADE*

* Evaluation based on report submitted by the student and evaluation by Internship provider. (Excellent/ Very good/ Good)

Signature of the Head of the Department

Signature of the Mentor

SEMESTER III
CORE COURSE - IX
English Language Teaching

Theory Hours : 6	Course Code : P21ELC309
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To develop students' global mindsets as well as proficiency in English for international communication.
2. To train the students in data collection techniques and the use of tools for research in ELT.
3. To enable the students to gain practical skills in classroom teaching at different levels.
4. To introduce various theoretical perspectives that underlies the teaching of ESL/EFL for nurturing and developing hands on experience in the field of ELT.
5. To focus on the basic principle, concepts, theories and methods of teaching English language.

Unit I: Linguistics, Psychology , First Language Learning and Second Language Learning: Behaviourism and its impact on Language Teaching

Unit II: Cognitive-code learning theory and its influence on Language Teaching, Linguistic theories and their effects on Language Teaching and limitations

Unit III: Approaches and Methods

Grammar Translation Method, Direct Method, Reading Method, Audiolingual Method, Oral Approach/ Situational Language Teaching Communicative Language Teaching, Content Based Instruction, CLIL, Task-Based Language Teaching, Lexical Approach Co-operative Language Learning, Natural Approach, Total Physical Response, Silent way, Community Language Learning, Suggestopedia

Unit IV Lesson Plan and Testing Framework for daily lesson plans Testing – characteristics – types of language tests – types of questions Motivation – Importance and types, Practical applications in classroom Maslow's hierarchy of needs

Unit V

Team work: team teaching and collaborative learning

Reference Books:

- Richards, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. CUP. 2014
 Larsen Freeman, Dianne. *Techniques and Principles in Language Teaching*. OUP. 2004.

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Understand, interpret and evaluate different texts that they may encounter in their daily and professional life.
2. Use the knowledge to comprehend and analyze the concepts and processes related to language teaching.
3. Arrange multimedia environments in and out of class which enhance interaction with teacher and among students for learning purposes.
4. Use/develop tools and methods of measurement and assessment used in the teaching process evaluating them in terms of usefulness, validity and reliability.
5. Gain practical skills in classroom teaching at different levels.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

CORE COURSE - X

Research Methodology

Theory Hours : 6	Course Code : P21ELC310
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives:

1. Students should know the primary characteristics of quantitative research and qualitative research.
2. To make students know the format of research and mechanics of writing.
3. To make students know why educational research is undertaken, and the audiences that profit from research studies.
4. To help students should be able to identify the overall process of designing a research study from its inception to its report.
5. To help students to be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.

Unit I: Introduction- Why Document Sources?- Plagiarism and Academic Dishonesty – Think : Gathering information about Your sources- Organize: Creating Your Documentation- Plagiarism and Academic Integrity.

Unit II: The List of Works Cited- The Core Elements-Author – Title of Source – Title of Container-Other Contributors –Version- Number- Publisher- Publication Date-Location- Optional Elements- In-Text Citations.

Unit III: The Mechanics of Scholarly Prose – Names of Persons- First and Subsequent Uses of Names- Titles of Authors- Names of Authors and Fictional Characters- Names in Languages other than English- Title of Sources – Capitalization and Punctuation- Italics and Quotation Marks- Shorthand Titles- Title within Titles – Titles of Sources in Language other than English.

Unit IV: Quotations – Use and Accuracy of Quotations – Prose – Poetry- Drama- Ellipsis- Other Alterations of Quotations-Punctuation with Quotations- Translations of Quotations- Numbers- Uses of Numbers or Words- Commas in Numbers- Inclusive Numbers- Roman Numerals- Dates and Times- Abbreviations- Months- Common Academic Abbreviations- Publishers's Names- Title of Works.

Unit V: Works Cited- Names of Authors- Titles- Versions- Publisher- Locational Elements- Punctuation in the Works-Cited List- In-Text Citations-Author- Tile- Numbers in In-Text Citations- Indirect Sources- Repeated use of Sources- Punctuation in the In-Text Citation- Citations in Forms other than Print.

Books for Reference:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 8th Edition, 2009. Moore, Robert H. *Effective Writing*. New York: Holt, Rinehart and Winston, 1965

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Develop understanding on various kinds of research, objectives of doing research, research process' research designs and sampling.
2. Have basic awareness of data analysis and hypothesis testing procedures.
3. Understand research problem formulation. Analyze research related information. Follow research ethics.
4. Identify, explain, compare and prepare the key elements of a proposal or report.
5. Distinguish a purpose statement, a research question or hypothesis, and a research objective.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

CORE COURSE - XI

LITERARY THEORY I

Theory Hours : 6	Course Code : P21ELC311
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives:

1. To make the students to be familiar with basic theories, knowledge areas and analytical tools of the field through a number of contemporary and historical schools of literary world.
2. To make the students explore the world, the text, and the critic in modern criticism and theory.
3. To make the students would read and understand unfamiliar articles on current research, theories and analyses theories and discipline- specific skills to teach, edit and other professional areas.
4. To make the students use literary theoretical concepts to develop your own interpretations of literary texts.
5. To distinguish them from other theories and to identify the structure and logic of their arguments.

Unit I: Liberal Humanism

Tenets of Liberal Humanism and its practice.

Unit II: Structuralism, , Post Structuralism and Deconstruction

Introducing Structuralism, Major Thinkers of Structuralism Introducing Poststructuralism, Major Thinkers of Poststructuralism, Key Concepts in Derrida's Deconstruction and its practice

Unit III:

Post Modernism,

Introducing Post Modernism , Major Theorists-Baudilliar, Modernist Criticism and example.

Unit IV:

Psychoanalytic Criticism

Introducing Psychoanalytic Criticism, Major Critics/Theorists, Classical Freudian Criticism, Jungian Criticism, Lacanian Criticism, Psychoanalytic Theory and its example.

Unit V:

Feminist Criticism

Introducing Feminism, Different Phases of Feminism— First Wave Feminism [Virginia Woolf, Simone De Beauvoir], Second Wave Feminism [Elaine Showalter, Kate Millet], Third Wave Feminism, Socialist/Marxist Feminism [Juliet Mitchell, Sheila Rowbotham, Michèle Barrett, French Feminism:[Helen Cixous, Luce Irigaray, Julia Kristeva], Reception of Feminism and its example

Text

Barry, Peter. Beginning Theory: An Introduction to Cultural and Literary Theory

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
2. Demonstrate an understanding of key concepts in literary theory.
3. Explain to others the meaning, significance, and value of specific literary theoretical works.
4. Use literary theoretical concepts to develop your own interpretations of literary texts.
5. Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their argument.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5) 2

Core Course XII

New Literatures in English

Theory Hours : 6	Course Code : P21ELC312
Practical Hours: -	Credits : 3
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To introduce students to the emergent body of literature being produced by writers (and film-makers) from South Africa, sub-Saharan Africa.
2. To appreciate English as a world language and English as a language of cultural imperialism.
3. To make the students read the works comparatively, in relation to one another, and as contributions to particular literary and cultural traditions.
4. To make the students understand the social issues like, race, violence, religion and communalism, land, 'development' and the environment, sex and gendered identity, nation and state, memory, trauma and prolepsis.
5. To help students recognize the diversity in literature

Unit – I (Poetry)

David Diop	: “Africa”
Allen Curnow	: “Time”
Judith Wright	: “Fire at Murdering Hut”
A.D. Hope	: “Australia”

Unit – II (Poetry)

Archibald Lampman	: “A January Morning”
F.R. Scott	: “The Canadian Authors Meet”
Margaret Atwood	: “Journey to the Interior”
Leonard Cohen	: “If It Were Spring”

Unit – III (Prose)

Stuart Hall	: Cultural Identity and Diaspora
Chinua Achebe	: Marriage is a Private Affair

Unit – IV (Drama)

Wole Soyinka	: <i>The Swamp Dwellers</i>
Chimamanda Ngozi Adichie	: <i>Half of a Yellow Sun</i>

Unit – V (Fiction)

Michael Ondaatje	: <i>The English Patient</i>
Patrick White	: <i>Voss</i>

Books for Reference:

Oyekan Owomoyela. *A History of Twentieth-Century African Literatures*. University of Nebraska Press, 1993.

Irele, Abiola. F. *The African Imagination: Literature in Africa and the Black Diaspora*. Oxford University Press, 2001.

David I. Ker. *The African Novel and the Modernist Tradition*. Peter Lang Publishing, 1998.

Parekh, Pushpa Naidu and Siga Fatima Jagne. *Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook*. Greenwood Press, 1998.

Andrew Taylor. *Reading Australian Poetry*. Queensland: U of Queensland P 1987.

John W. Garvin. ed. *"Archibald Lampman". Canadian Poets and Poetry*. Toronto, Ontario: McClelland, Goodchild & Stewart. 1916.

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Demonstrate knowledge of the history or culture of the English language.
2. Appreciate English as a world language and English as a language of cultural imperialism.
3. Recognize the diversity in literature.
4. Understand the variety of social issues in the world especially in the Second World countries.
5. Read and interpret the texts comparatively on literary and cultural traditions.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type) 2

Section B – 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – III

Shakespearean Studies

Theory Hours : 6	Course Code : P21EL3MBE3:1
Practical Hours: -	Credits : 4
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To make the students familiar with, and learn to identify a range of literary techniques relevant to the study of a dramatic text.
2. To help the students to increase their familiarity with Shakespearean language and expression
3. To help the students identify the organization of Shakespearean drama, using Aristotle's Poetics.
4. To identify, explicate, and respond to key themes and elements in Shakespearean drama, as presented in both written and spoken form.
5. Students will examine and analyze Elizabethan culture and its influence on the West both creatively and philosophically

Unit – I :

Romeo and Juliet

Unit – II

Midsummer Night's Dream

Unit – III

Antony and Cleopatra

Unit – IV

Macbeth

Unit – V

A.C.Bradley- Shakespearean Tragedy (His lectures on Hamlet, Othello, King Lear and Macbeth)

E.M. W. Tillyard – Shakespeare's Early comedies (essays on The Comedy of Errors, The Taming of the Shrew, The Two Gentlemen of Verona, Love's Labour's Lost)

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Identify, explicate, and respond to key themes and elements in Shakespearean drama, as presented in both written and spoken form.
2. Analyze Elizabethan culture and its influence on the West both creatively and philosophically.
3. Identify the organization of Shakespearean drama, using Aristotle's Poetics as a framework.
4. Identify a range of literary techniques relevant to the study of a dramatic text.
5. Respond to key themes and elements in Shakespearean drama.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – III

Partition Literature

Theory Hours : 6	Course Code : P21EL3MBE3:2
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives:

1. To provide an understanding of the partition of British India in 1947 from the perspectives of literature.
2. To help the students to appreciate the historic relationship between India and Pakistan.
3. To make them summarize and contextualize the events and opinions surrounding the Partition of India
4. To acquaint the students with the history of the nation.
5. To help them understand the chaos and violence in the forming of Hindu India and Muslim Pakistan.

Unit I:

Khushwant Singh: Train to Pakistan

Unit II:

Amitav Ghosh: The Shadow Lines.

Unit III:

Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, Bengal Partition Stories: An Unclosed Chapter

Manik Bandhopadhyay, 'The Final Solution', tr. Rani Ray, Map Making: Partition Stories from Two Bengals

Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, from Stories about the Partition of India.

Unit IV:

Faiz Ahmad Faiz, 'For Your Lanes, My Country', in English: Faiz Ahmad Faiz, A Renowned Urdu Poet, tr. and ed. Riz Rahim

Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, from Modern Indian Literature

Unit V:

Bapsi Sidhwa: Crackling India

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Understand the sorrow of replacement.
2. Appreciate the historic relationship between India and Pakistan.
3. Understand of the partition of British India in 1947 from the perspectives of literature.
4. contextualize the events and opinions surrounding the Partition of India
5. Understand the chaos and violence in the forming of Hindu India and Muslim Pakistan.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – III
Theory of Comparative Literature and Classics in Translation

Theory Hours : 6	Course Code : P21EL3MBE3:3
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Objectives:

1. To help students to learn the scope, methodology and application of the theories in comparative literature
2. To introduce students to the thematology and genre studies
3. To create awareness among the students to learn from classics in translation

Unit – I

Definition and Theory of Comparative Literature – Scope, Methodology, Application – National Literature – Comparative Literature – French and American School

Unit – II

Influence and Imitation – Epoch, Period, Generation – Thematology, Comparing Works on the Basis of Themes – Genres, Comparing Works on the Basis of Form

Unit – III

Literature and Society, Literature and Religion, Literature and Psychology – Comparative Literature in India

Unit – IV

G.U.Pope: Three Chapters from the translation of *Tirukkural*: Compassion

Veracity, Hospitality

Aeschylus

: *Agamemnon*

Goethe

: *The Nearness of the Beloved*

Unit – V

Franz Kafka

: *Metamorphosis*

Leo Tolstoy

: “How much Land Does a Man Need?”

Omar Khayyam

: *The Rubaiyat* (1-10)

Books for Reference:

Bhatnagar, M K. *Comparative English Literature*. New Delhi: Atlantic Publishers and Distributors, 1999.

George, K M. *Comparative Indian Literature*. Trichur: Kerala Sahitya Akademi, 1984.

Pawar S. *Comparative Literary Studies: An Introduction*. Duckworth N.p., 1973.

Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington: Indiana UP, 1974.

Wellek, René, and Austin Warren. *Theory of Literature*. New York: Harcourt, Brace, 1993.

Course Outcomes:

1. Explain the process of comparison in comparative literatures and cultures;
2. Demonstrate an appropriate understanding of the significance of languages and translation in the study of any text;
3. Assess and show the significance of ideology in engaging with texts from other cultures, and from one's own culture;
4. Demonstrate a deeper grasp of the issues and problems involved in working with comparative literature, and present these critically.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5) 2

Self Study Course

English Literature for Competitive Examinations

Theory Hours : 6	Course Code : P21EL4MBE4:1
Practical Hours: -	Credits : 4
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To help students face competitive examinations in English literature with courage and confidence.
2. To help students to have a wide range of knowledge in literature – poetry, prose, drama, short story and novel
3. To help students prepare for Eligibility tests like SET & NET/ JRF and Pre- Ph.D Registration Test and other University Entrance Exams in English Literature.
4. To help the students understand the major strands of modern literary theory and provides a conceptual context for an understanding of the function and practice of modern literary and cultural criticism.
5. To make students have the minimum knowledge of all areas of language, literature and criticism.

Unit – I

Chaucer to Shakespeare

Jacobean to Restoration

Unit – II

Romantic Period

Victorian Period

Unit – III

Modern Period

Contemporary Period

Unit – IV

American Literature

New Literatures in English (Indian, Canadian, African, Australian) English Language Teaching

Translation Studies

Unit – V

Classicism to New Criticism

Contemporary Theory

Books for Reference:

D, Benet E., and Samuel Rufus. *NET. SET..GO... English*. N.p., 2014.

Masih, K. Ivan. et.al. *An Objective Approach to English Literature: For NET, JRF, SLET and Pre-Ph.D. Registration Test*. New Delhi: Atlantic Publishers, 2007

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Develop interest in clearing NET/SET exams
2. Have overall knowledge of Literature and gain confidence in appearing for competitive exams.
3. Understand the major strands of modern literary theory.
4. Acquire minimum knowledge of all areas of language, literature and criticism.
5. Prepare and participate in competitive examinations and University Entrance Exams.

Exam Question Paper Pattern

External Exam for 75 marks

OBJECTIVE TYPE QUESTIONS -75 .Attempt all the questions

SEMESTER VI
Core Course – XIII
MODERN EUROPEAN LITERATURE IN ENGLISH TRANSLATION

Theory Hours : 6	Course Code : P21ELC413
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75Total:100

Course Objectives:

1. To develop among the students appreciation to the different literary pieces
2. To learn the cultural diversities found and highlighted in each of the literary masterpieces throughout Europe.
3. To help the students to understand the breadth of European Literature.
4. To help the students appreciate contributions and cultural insights of Europe to our modern times.
5. To make the students recognize the development of the literary genres of the Europe.

Unit 1: Aesthetic Developments

Impressionism and Realism, Symbolism and Naturalism, Expressionism, Dadaism and Surrealism, Existentialism and Absurdism

Futurism, Vorticism, Imagism, Acmeism

Introducing Futurism, Vorticism, Imagism, Acmeism as aesthetic movements

Introducing Expressionism, Dadaism and Surrealism as important aesthetic movements of the 20th century and their influence on literature

Unit 2: Russian

Leo Tolstoy: Three Hermits, The Two Old Men

Anton Chekov: The Bet, Rothschild's Fiddle

Fyodor Dostoevsky: Crime and Punishment

Unit 3: German

Franz Kafka: The Metamorphosis

Bertolt Brecht: *Mother Courage*

Unit 4: French

Albert Camus: *The Guest*

Emily Zola: *Nana*

Unit 5: Italy

Henric Ibsen: *Doll's House*

Luigi Pirandello : *Six Characters in Search of the Author*

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Demonstrate critical thinking skills in understanding the breadth of European Literature.
2. Recognize the development of the literary genres of the Europe.
3. Trace the development of forms and ideas over time.
4. Appreciate contributions and cultural insights of Europe to our modern times.
5. Learn the cultural diversities found and highlighted in each of the literary masterpieces throughout Europe

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

**CORE COURSE– XIV
LITERARY THEORY II**

Theory Hours : 6	Course Code : P21ELC414
Practical Hours: -	Credits : 4
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives:

1. To make the students to be familiar with basic theories, knowledge areas and analytical tools of the field through a number of contemporary and historical schools of literary world.
2. To make the students explore the world, the text, and the critic in modern criticism and theory.
3. To make the students would read and understand unfamiliar articles on current research, theories and analyses theories and discipline- specific skills to teach, edit and other professional areas.
4. To make the students use literary theoretical concepts to develop your own interpretations of literary texts.
5. To distinguish them from other theories and to identify the structure and logic of their arguments.

Unit I:

Marxist Criticism

Introducing Marxist Criticism, Major Critics—Georg Lukas, Raymond Williams, Louis Althusser, Antonio Gramsci, Reception of Marxist Criticism

Unit II

Introducing New Historicism, Major Theorists—Foucault, New Historicism, an example
Cultural Materialism and its example.

Postcolonialism: ,Major Theorists of Postcolonialism—Edward Said, GayatriChakravortySpivak, Franz Fanon, HomiBhabha, Important Concepts of Postcolonialism, Postcolonialist Criticism: its application

Unit III:

Stylistics as Theory and its example.

Unit IV:

Narratology- Major theorists- Vladimir Propp, Gerard Genette, Narratology, an example

Unit V:

Eco criticism

Introducing Ecocriticism, History and Emergence, Implications in literary studies

Text:

Barry, Peter. Beginning Theory: An Introduction to Cultural and Literary Theory

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
2. Demonstrate an understanding of key concepts in literary theory.
3. Explain to others the meaning, significance, and value of specific literary theoretical works.
4. Use literary theoretical concepts to develop your own interpretations of literary texts.
5. Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5) 3

CORE COURSE – XV PROJECT / DISSERTATION WITH VIVA VOCE

Objectives: To promote original thinking, insemination of knowledge, modulation and innovation of thought, as an exercise, to transport the young minds to the expanding horizon of their chosen area of knowledge and transform them into knowledge generators.

Project / Dissertation 80 Marks

2 Reviews 20+20 = 40marks

Report Valuation 40 Marks

Viva voce 20 Marks

COURSE OUTCOMES:

Upon completion students should be able to

CO1 : demonstrate a sound technical knowledge on selected project topic.

CO2 : undertake problem identification, formulation and solution.

CO3 : design solutions to complex problems utilising a systems approach

CO4 : communicate research outcomes in written and oral forms

CO5 : undertake research as a profession.

CO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1		√	√	√						√	√
CO2		√	√	√						√	√
CO3		√	√	√						√	√
CO4		√	√	√						√	√
CO5		√	√	√						√	√

Major Based Elective Course – IV
Women's Writing in English

Theory Hours : 6	Course Code : P21EL4MBE4:2
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Objectives:

It aims to expose students to a substantial body of knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary

perspectives.

It also provides students with the analytic tools for understanding the lives and experiences of women in various cultural contexts.

Unit – I

Anne Bradstreet- The Prologue

Anne Sexton- Pain for a Daughter

Marianne More- Poetry

Adrienne Rich- Aunt Jennifer's Tigers

Unit – II

Virginia Woolf- A Room of One's Own

Unit – III

Lorraine Hansberry- A Raisin in the Sun

Unit – IV

Toni Morrison- Beloved

Unit – V

Shashi Deshpande- That Long Silence

Course Outcomes:

Explain the developments, themes, and narrative strategies of women writing.

Analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – IV
Reading for Pleasure(Novels of Jane Austen)

Theory Hours : -	Course Code : P21EL3SS2
Practical Hours: -	Credits : 2
Exam Hours : 2	Marks : ESE-100

Course Objectives

1. To extent students knowledge to encompass to the range of Jane Austen's works
2. To enable students who have not familiarized themselves with Jane Austen's novels
3. To help students to appreciate the characteristics of domestic novels in relation with feminine literary world.
4. To explore the major themes of her writing situating her work in the context of the romantic period.
5. To make the students think about the way in which the novels explore the relationship between private feeling and social world.

Unit I

Pride and Prejudice

Unit II

Sense and Sensibility

Unit III

Emma

Unit IV

Persuasion

Unit V

Northanger Abbey

Learning Outcomes

After the successful completion of the course the students will be able to:

1. Understand Jane Austen as a writer whose work is suffused with politics-especially questions of gender, status and authority.
2. Assess Jane Austen's pioneering narrative technique.
3. Appreciate the characteristics of domestic novels in relation with feminine literary world
4. Examine the novels of Jane Austen and explore the major themes of her writing situating her work in the context of the romantic period.
5. Acquire knowledge of recent critical approaches of Jane Austen.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)

Major Based Elective Course – IV

Autobiography

Theory Hours : 6	Course Code : P21EL4MBE4:3
Practical Hours: -	Credits : 5
Exam Hours : 3	Marks : CIA-25 ESE-75
	Total:100

Course Objectives

1. To help the students learn about the process of writing; brainstorm ideas, write draft, revise, edit, finalize draft, and share work.
2. To make the students write effectively and with detail about their personal history (family, friends, and neighborhood), growth, and goals over time.
3. To make the students read and critique published autobiographies to help understand effective writing techniques used.
4. To make the students understand the classification of autobiographies as subjective and objective ones on the basis of the two types of experience.
5. To make the students inspired by the real life experience.

Unit – I

Jean- Jacques Rousseau's Confessions, Part One, Book One, pp.5-43, Translated by Angela Scholar (New York : Oxford university Press, 2000).

Benjamin Franklin's Autobiography, pp.5-63, Edited by W.Macdonald

Unit – II

M.K.Gandhi's Autobiography or the Story of My Experiments with Truth, Part I Chapters II to IX Annie Besant's Autobiography, Chapter VII, *Atheism As I Knew and Taught It*

Unit – III

Binodini Dasi: My Story and Life as an Actress

A.Revathi: Truth About Me: A Hijra Life Story

Unit – IV

Richard Wright's Black Boy, Chapter 1, pp.9-44 (United Kingdom: Piccadory, 1968).

Sharankumar Limbale's The Outcaste, Translated by Santosh Bhoomkar,

Unit – V

Bama: Karukku

A.P.J.Abdul Kalam: The Wings of Fire.

Learning Outcomes:

After the successful completion of the course the students will be able to:

1. Write effectively and with detail about their personal history (family, friends, and neighborhood), growth, and goals over time.
2. Read and critique published autobiographies to help understand effective writing techniques used.
3. Understand the classification of autobiographies as subjective and objective ones on the basis of the two types of experience.
4. Learn about the process of writing; brainstorm ideas, write draft, revise, edit, finalize draft, and share work.
5. Write their life experiences effectively.

Exam Question Paper Pattern

External Exam for 75 marks

Section A – 20X1=20 (Objective type)

Section B - 5X5=25 (Paragraph Questions either /or type)

Section – C 10X3=30 (Essay questions Out of 5)