

MASTER OF ARTS (M.A. ENGLISH)

Affiliated to Thiruvalluvar University

**PROGRAMME HANDBOOK
CURRICULUM AND SYLLABUS UNDER CBCS
WITH EFFECT FROM 2017-2018**



**DON BOSCO COLLEGE (CO-ED)
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PROGRAM OVERVIEW

Post Graduate and Research Department of Computer Science, Don Bosco College (Co-Ed) was established in the year 2015 as a first Post Graduate Department and 2017 as a first Research Department of Don Bosco College (Co-Ed). It was the dream and initiative of Rev. Dr. S. Thaddeus SDB. The aim was to give priority to training rural and tribal students. The department has focused on the integration of Theory, practical and Research from the beginning. The duration of the course is 2 years and divided into 4 semesters. This programme provides numerous opportunities to the students who are interested in the field of English Literature and desire to work in IT and/or IT enabled industries. It prepares students with the required knowledge to proceed for research studies such as M.Phil and Ph.D.

UNIVERSITY REGULATIONS - DEFINITIONS

“PROGRAM”

Definitions:

Programme: “Programme” means a course of study leading to the award of a degree in a discipline.

PROGRAM DURATION - It shall extend over a period of two years comprising of four semesters with two semesters in one academic year.

Course: “Course” refers to a paper / practical / subject offered under the degree programme. Each Course is to be designed variously under lectures / tutorials / laboratory or field work / seminar / practical training / Assignments / Term paper or Report writing etc., to meet effective teaching and learning needs.

i) Core Courses

“The Core Courses” related to the programme concerned including practicals offered in the programme”.

ii): Elective Courses

“Elective courses” related to the core courses of the programme concerned, offered in the programme”.

A detailed explanation of the above with relevant credits are given under “**Scheme of Examination along with Distribution of Marks and Credits**”

Duration:

This means the stipulated years of study to complete a programme as prescribed by the University from time to time. Currently for the postgraduate programme the duration of study is TWO years. These regulations shall apply to the regular course of study in approved institutions of the University.

Credits:

The weightage given to each course of study (subject) by the experts of the Board of Studies concerned.

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, a six-hour course per week is assigned 6/5/4 credits, a five-hour course per week is assigned 5/4/3 credits and a four-hour course per week is given 4/3/2 credits. However, in no instance the credits of a course can be greater than the hours allotted to it.

The total minimum credits, required for completing a PG programme is 90.

Credit System:

The course of study under this regulation, where weightage of credits is spread over to different semesters during the period of study and the Cumulative Grade Point Average shall be awarded based on the credits earned by the students. A total of 90 credits are prescribed for the Postgraduate Programme offered in two years.

Choice Based:

All Postgraduate Programmes offered by the University shall be under Choice Based Credit System.

Choice Based Credit System (CBCS):

This is to enhance the quality and mobility of the students within and between the Universities in the country and abroad.

1. Eligibility for Admission to the Course

A candidate who has passed the Degree Examination, generally as main subject of study of this University or an examination of any other University accepted by the Syndicate as equivalent thereto shall be eligible for admission to the Master Degree of this University.

No student shall be eligible for admission to a Master's degree programme in any of the faculties unless he/she has successfully completed a three-year undergraduate degree or earned prescribed number of credits for an undergraduate degree through the examinations conducted by a University / autonomous institution or possesses such qualifications recognized by the Thiruvalluvar University as equivalent to an undergraduate degree. Provided that candidates for admission into the specific main subject of study shall also possess **such other qualifying conditions as may be prescribed by the University in the Regulations** governing respective courses of study.

2. Duration of the Course

The course shall extend over a period of **two years comprising** of four semesters with two semesters in one academic year. There shall not be less than 90 working days for each semester. Examination shall be conducted at the end of every semester for the respective subjects.

Each semester has 90 working days consists of 5 teaching hours per working day. Thus, each semester has 450 teaching hours and the whole programme has 1800 teaching hours.

3. Course of Study

The course of study for the PG degree courses of all branches shall consist of the following:

(i) Core subject

Core papers including practicals wherever applicable are offered as prescribed in the scheme of examination, by the Boards of Studies of different subjects. There shall be 16 / 18 Core papers including practicals with 78 credits (out of 90 total credits) for all PG Courses.

(ii) Electives courses

Four elective courses with (4x3=) 12 credits (out of 90 total credits) are to be offered one in each semester. Elective subjects are to be selected from the list of electives prescribed by the Board of Studies concerned, as given below. Colleges can choose any one of the papers, given below, as elective for a particular semester. Elective paper for a particular semester once chosen by a particular college, should not be changed without getting prior permission and approval of the University.

List of Elective papers (Colleges can choose any one of the papers given below, whether A or B or C, as elective for a particular semester)		
Elective – I (For I st Semester only)	A	
	B	
	C	
Elective – II (For 2 nd Semester only)	A	
	B	
	C	
Elective – III (For 3 rd Semester only)	A	
	B	
	C	
Elective – IV (For 4 th Semester only)	A	
	B	
	C	

Theory Examinations shall be conducted in the core subjects at the end of every semester. There shall be practical examinations in the core / elective subjects at the end of even semesters.

4. Project

There will be a project work at the end of Semester IV as prescribed by the respective boards of studies, if applicable.

The following guidelines / clarifications are offered for the Project with Viva-voce:

1. The project should be valued for 75 marks by an external examiner; however, the Viva-Voce examination should be conducted by both the external examiner appointed by the University and the internal examiner / guide/teacher concerned. The average of marks awarded in the viva-voce by both the external examiner and the internal examiner is to be intimated along with the marks obtained by the candidate in project evaluation, to the University.
2. The Project Report may consist a minimum of 50 pages.
3. The candidate has to submit the Project Report 30 days before the commencement of the IV Semester Examinations.
4. A candidate who fails in the Project/Dissertation or is absent may resubmit the report, on the same topic, with necessary modification / correction / improvements in the subsequent even semester examination for evaluation and shall undergo viva voce examination.

5. Requirement to appear for the examinations

- a) A candidate shall be permitted to appear for the university examinations for any semester (theory as well as practical) if
 - i. He/she secures **not less than 75%** of attendance in theory as well as in practicals (separate attendance registers shall be maintained for theory and practicals) in the number of working days during the semester.
 - ii. In the case of married woman candidates the minimum attendance requirement shall be not less than 55% of the total instructional days in theory as well as in practicals.
 - iii. He/she earns a progress certificate from the Head of the institution, of having satisfactorily completed the course of study prescribed in the scheme of examinations for that semester as required by these regulations.
 - iv. His/her conduct shall be satisfactory.

Provided that it shall be open to the Syndicate, or any authority delegated with such powers by the Syndicate, to grant exemption to a candidate who has failed to earn 75% of the attendance in theory as well as in practicals, prescribed, for valid reasons, subject to usual conditions.

- b) A candidate who has secured **less than 75% but 65%** and above attendance in any semester separately for theory and practicals, shall be permitted to take the examination on the

recommendations of the Head of the Institution to condone the lack of attendance on the payment of prescribed fees to the University, separately for theory and practicals.

c) A candidate who has secured less than 65% but 55% and above attendance in any semester in theory as well as in practical has to compensate the shortage of attendance in the subsequent semester besides earning the required percentage of attendance in that semester and appear for both semester papers together at the end of the later semester, on the payment of the prescribed fees to the university separately for theory and practical. However, it is left to the discretion of the respective colleges to drive a befitting methodology (seminar, test, assignment etc.) to record the compensation of lack of attendance in the form of special attendance outside the business hours and then allow the students to pay the prescribed fees and to write the examination. Separate attendance register shall be maintained in theory as well as practical, for compensating the shortage of attendance. During the hours of compensation of attendance, the candidate shall not be given attendance for the regular semester classes. At any time, the university authorities may scrutinize these records to ensure implementation of these rules and regulations in the interest of the students.

d) A candidate who has secured **less than 55%** of attendance in any semester separately for theory and practicals, shall not be permitted to appear for the regular examinations in that particular semester or in subsequent semesters. He/she has to rejoin/ re-do the semester in which the attendance is less than 55%, on the payment of prescribed fees to the University, separately for theory and practicals, after getting prior approval of the University.

e) A candidate who has secured **less than 65%** of attendance in the final semester separately for theory and practicals, has to compensate his/her attendance shortage in a manner as decided by the concerned Head of the department, after getting prior approval of the University. The candidate shall be permitted to rejoin in the 4th semester, after completing his/her regular 2-year course.

6. Scheme of examination

- a. Any theory examination is conducted only for 3 hours irrespective of total marks allotted for the examinations.
- b. There shall be theory examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May. However, there shall be practical examinations at the end of even semesters in general, with exceptions in a few courses as prescribed by the Boards of studies, concerned. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May.
- c. All candidates admitted in first year, should get registered for the first semester examination, compulsorily. If registration is not possible owing to any reason including shortage of attendance beyond condonation limit, belated joining or on medical grounds, the candidates are permitted to rejoin the course in the next year.

- d. In case of project work there will be a Viva-Voce Examination: Each candidate shall be required to appear for Viva-Voce Examination.
- e. For the Project Report, the maximum marks will be 75 per cent for report and for the Viva Voce it is 25 per cent (If in some programmes, if the project is equivalent to more than one course, the project marks would be in proportion to the number of equivalent courses).
- f. The results of all the examinations will be published through the college where the student underwent the course as well as through University Website. In the case of private candidates, the result will be published through the Centres in which they took the examinations as well as through University Website.

7. Restrictions to appear for the examinations

Any candidate having arrear paper(s) shall have the option to appear in any arrear paper along with the regular semester papers, in theory as well as in practicals, as long as the transitory provision is applicable.

8. Medium of Instruction and examinations

The medium of instruction for the courses is English only.

9. Submission of Record Note Books for practical examinations

Candidates appearing for practical examinations should submit Bonafede Record Note Books prescribed for practical examinations, otherwise the candidates shall not be permitted to appear for the practical examinations. However, in genuine cases where the students could not submit the Record Note Books, candidates shall be permitted to take up the practical examination provided the Head of the Department concerned certifies that the candidate has performed and completed the experiments, prescribed for the course on the basis of the observation note book signed by the class teachers, concerned, submitted by the candidate. For such candidates who do not submit record note books “zero mark” will be awarded for the record note books in the practical examinations.

10. Passing Minimum

- a) A candidate shall be declared to have passed the whole examination, if the candidate passes in all the theory papers and practicals wherever prescribed as per the scheme of examinations by earning 90 credits in Core and Elective courses, including practicals.
- b) A candidate should get **not less than 50% in the University (external)** Examination, compulsorily, in all papers, including practicals. Also, the candidate who secures **not less than 50%** marks in the external as well as internal (CIA) examinations put together in any paper / practical shall be declared to have successfully passed the examination in the subject in theory as well as Practical. There shall be no passing minimum for the CIA. The candidate who absents himself for CIA programmes, even after a repeated chance, will be awarded zero mark in the concerned subject (zero to 25 for theory and zero to 40 for practicals).

11. Distribution

Table – 1(A): The following are the distribution of marks for external and internal for University (external) examination and continuous internal assessment and passing minimum marks for **theory papers of PG programmes**.

Uni.Exam Total(ESE)	Passing Minimum For Uni.Exam	CIA Total	Passing Minimum For CIA	Total Marks Allotted	Passing Minimum (Uni.Exam+CIA)
75	38	25	0	100	50

Note: ESE-End Semester Examination

Table – 1(B): The following are the Distribution of marks for the Continuous Internal Assessment in the theory papers of PG programmes.

S.No.	For Theory - PG courses	Distribution of Marks	
		Assignments	Tests
1	Assignment-1 (First 2 Units of the Syllabus)	10	-
2	Test-1 (First 2 Units of the Syllabus for 1 Hour duration)	-	50
3	Assignment-2 (3 rd & 4 th Units of the Syllabus)	10	
4	Test-2 (First 4 Units of the Syllabus for 2 Hours duration)	-	50
5	Seminar (Entire Syllabus)	10	-
6	Test-3 (Entire Syllabus for 3 Hours duration)	-	100
	TOTAL MARKS	30	200
	Marks to be converted to	5	20
Total Maximum Marks for CIA		25	

Table – 2(A): The following are the distribution of marks for university (external) examinations and continuous internal assessments and passing minimum marks for the practical **courses of PG programmes**.

Uni.Exam Total (ESE)	Passing Minimum For Uni.Exam	CIA Total	Passing Minimum For CIA	Total Marks Allotted	Passing Minimum (Uni.Exam+CIA)
75	38	25	0	100	50

Table – 2(B): The following are the distribution of marks for the Continuous Internal Assessment in PG practical courses.

S.No.	For Practical - PG courses	Distribution of Marks	
		Assignments	Tests
1	Regular maintenance of the Observation note book-1 (Upto the end of I-Semester)	10	-
2	Test-1 (Upto the end of I-Semester for 2 Hours duration)	-	50
3	Regular maintenance of the Observation note book-2 (Upto the end of II-Semester)	10	
4	Test-2 (Upto the end of II-Semester for 2 Hours duration)	-	50
5	Regular maintenance & proper completion of the Record note book	10	-
6	Test-3 (Entire Syllabus following University examination pattern)	-	50
	TOTAL MARKS	30	150
	Marks to be converted to	10	15
Total Maximum Marks for CIA		25	

12. Grading:

Once the marks of the CIA and end-semester examinations for each of the course are available, they shall be added. The mark thus obtained shall then be converted to the relevant letter grade, grade point as per the details given below:

Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Distinction
75-79	7.5-7.9	D	
70-74	7.0-7.4	A+	First Class
60-69	6.0-6.9	A	
50-59	5.0-5.9	B	Second Class
00-49	0.0	U	Re-appear
Absent	0.0	AAA	ABSENT

C_i = Credits earned for course I in any semester

G_i = Grade Point obtained for course I in any semester

n = refers to the semester in which such course was credited

Grade point average (for a Semester):

Calculation of grade point average semester-wise and part-wise is as follows: GRADE POINT AVERAGE [GPA] = $\frac{\sum C_i G_i}{\sum C_i}$

Sum of the multiplication of grade points by the credits of the courses offered under each part

$$\text{GPA} = \frac{\text{-----}}{\text{-----}}$$

----- Sum of the credits of the courses under each part in a semester

Calculation of Grade Point Average (CGPA) (for the entire programme): A candidate who has passed all the examinations prescribed is eligible for the following partwise computed final grades based on the range of CGPA.

CUMULATIVE GRADE POINT AVERAGE [CGPA] = $\frac{\sum_n \sum C_{ni} G_{ni}}{\sum_n \sum C_{ni}}$

Sum of the multiplication of grade points by the credits of the entire programme under each part

$$\text{CGPA} = \frac{\text{-----}}{\text{-----}}$$

----- Sum of the credits of the courses of the entire programme under each part

CGPA	GRADE
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9.0 and above but below 10.0	O
8.0 and above but below 9.0	D+
7.5 and above but below 8.0	D
6.5 and above but below 7.5	A+
6.0 and above but below 6.5	A
5.0 and above but below 6.0	B
0.0 and above but below 5.0	U

13. Improvement of Marks in the subjects already passed

Candidates desirous of improving the marks awarded in a passed subject in their first attempt shall reappear once within a period of subsequent two semesters by paying the fee prescribed from time to time. The improved marks shall be considered for classification but not for ranking. When there is no improvement, there shall not be any change in the original marks already awarded.

If candidate improves his marks, then his improved marks will be taken into consideration for the award of Classification only. Such improved marks will not be counted for the award of Prizes / Medals, Rank and Distinction. If the Candidate does not show improvement in the marks, his previous marks will be taken into consideration.

No candidate will be allowed to improve marks in the Practicals, Project, Viva-voce and Field work.

14. Classification of Successful candidates

A candidate who passes all the examinations including practicals securing following CGPA and Grades shall be declared as follows **for Part I or Part II:**

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.0 and above but below 10.0	O	First Class - Outstanding
8.0 and above but below 9.0	D+	First Class with Distinction
7.5 and above but below 8.0	D	
6.5 and above but below 7.5	A+	First Class
6.0 and above but below 6.5	A	

5.0 and above but below 6.0	B	Second Class
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- a. A candidate who has passed all the examination including practicals in the first appearance within the prescribed duration of the PG programme and secured a CGPA of 9 to 10 and equivalent grade “O” in Core and Elective subjects shall be placed in the category of “**First Class – Outstanding**”.
- b. A candidate who has passed all the examination including practicals in the first appearance within the prescribed duration of the PG programmes and secured a CGPA of 7.5 to 9 and equivalent grades “D” or “D+” in Core and Elective shall be placed in the category of “**First Class with Distinction**”.
- c. A candidate who has passed all the examination including practicals of the PG programme and secured a CGPA of 6 to 7.5 and equivalent grades “A” or “A+” shall be declared to have passed that parts in “**First Class**”.
- d. A candidate who has passed all the examination including practicals of the PG programmes and secured a CGPA of 5.5 to 6 and equivalent grade “B” shall be declared to have passed that parts in “**Second Class**”.

15. Conferment of the Degree:

No candidate shall be eligible for conferment of the Degree unless the candidate; i. has undergone the prescribed course of study for a period of not less than four semesters in an institution approved by/affiliated to the University or has been exempted from in the manner prescribed and has passed the examinations as have been prescribed thereof.

- ii. has completed all the components prescribed under core and elective subjects in the CBCS pattern to earn 90 credits.
- iii. has successfully completed the prescribed Field Work etc., as evidenced by certificate issued by the Principal of the College.

16. Ranking:

- A candidate who qualifies for the PG degree course passing all the examinations in the first attempt, within the minimum period prescribed for the course of study from the date of admission to the course and secures I or II class shall be eligible for ranking and such ranking shall be confined to 10 % of the total number of candidates qualified in that particular branch of study, subject to a maximum of 10 ranks.
- In the case of candidates who pass all the examinations prescribed for the course with a break in the first appearance due to the reasons as furnished in the Regulations 5(a) (iii) supra are eligible for classification / Distinction.
- The marks obtained in improvement examinations shall not be taken into consideration for ranking.

17. Grievance Redressed Committee

The College shall form a Grievance Redressed Committee for each course in each department with the Course Teachers as the members and the HOD as the convener. This Committee shall solve all grievances relating to the Internal Assessment marks of the students.

18. Evening College:

The above regulations shall be applicable for candidates undergoing the respective courses in Evening college/Shift II.

19. Question Paper Model

The following question paper patterns shall be followed for the candidates admitted from the academic year 2017-2018 wherever applicable.

External Maximum 75 Marks – wherever applicable (Ext.75 + Int.25 = Total. 100)			
Section A	Short answer questions of either / or type (like 1.a (or) b)	5X6=30	5 questions – 1 from each unit
Section B	Essay-type questions / Problem (Answer any 3 out of 5)	3X15=45	5 questions – 1 from each unit
NOTE: In Section “B” one of the questions shall be application oriented or a problem, wherever applicable.			

20. Syllabus

The syllabus for various courses shall be clearly demarcated into five viable units in each paper/subject.

21. Revision of Regulations and Curriculum

The above Regulation and Scheme of Examinations will be in vogue without any change for a minimum period of three years from the date of approval of the Regulations. The University may revise /amend/ change the Regulations and Scheme of Examinations, if found necessary.

22. Checklist for Inspection

a. Qualification for

- i. Teaching Faculty: as prescribed by the UGC and the University
 - a) A teacher with the specific qualifications prescribed by UGC, appointed in a particular Discipline, is eligible to handle classes in that particular subject only and also to act as an examiner in theory and practical for that subject only. This is applicable to programmes got converted and approved by the Syndicate.

- b) A teacher with the specific qualifications prescribed by UGC, appointed in a particular Discipline, is not eligible to handle classes in the same or other subjects of other Disciplines and also is not eligible to act as an examiner in theory and practical for the same or other subjects of other Disciplines.
- ii. Technical Faculty, if any: as prescribed by the UGC and the University.
- iii. Laboratory Staff, if any: as prescribed by the UGC and the University.

b. Infrastructure Facilities

As prescribed in the University application for affiliation.

23. Transitory Provision

- (a) Any candidate having arrear paper(s) shall have the option to take the examinations in any arrear paper(s) along with the subsequent regular Semester papers.
- (b) Candidates who fails in any of the papers shall pass the paper(s) concerned within 4 years from the date of admission to the said programme. If they fail to do so, they shall take the Examination in the revised Text/Syllabus, if any, prescribed for the immediate next batch of candidates. If there is no change in the Text/Syllabus they shall take the Examination in that paper with the Syllabus in vogue, until there is a change in the Text or Syllabus. In the event change of nomenclature of a previous course and change of Regulations and / or curriculum after 4-year period, the candidates shall have to take on equivalent paper in the revised syllabus as suggested by the Chairman of respective Boards of Studies and fulfil the requirements as per Regulations/Curriculum for the award of the Degree.
- (c) This transitory provision will be available till April 2020 for the students of the old regulation admitted in 2016-2017. Thereafter, they will be permitted for the examination only under the Regulations in force.

2. M.A. ENGLISH

A candidate who (1) has passed B.A. Degree Examination of this University with English as the Main Subject of study or (2) is a Graduate in B.A and B.Sc. with Part II English or B.Com. / BBA / BCA / BCS and any such Degree with one year Part II English where the candidate has scored a minimum of 55% or (3) an Examination of other Universities accepted by the Syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. Degree Examination of this University in this Course of study in the affiliated Colleges / Department of this University.

PROGRAM EDUCATION OBJECTIVES (PEO)

OB1: EDUCATION - To prepare students so that they demonstrate problem solving and design skills including the ability to formulate problems and their solutions, think creatively, communicate effectively, and work collaboratively.

OB2: RESEARCH - To provide the students with specific knowledge of a variety of areas of Computer Science and have a broad idea of related disciplines, for a productive career as well as research as per the needs of the industry.

OB3: TECHNOLOGY - To provide our graduates with internship / project exposure in focused areas of their choice to solve complex real-world problems and prepare them to contribute to a specific discipline within computer science and possibly pursue advanced study or research.

OB3: ETHICAL AND PROFESSIONAL - The students will be able to exercise professional responsibility and be able to adapt to an ever-changing professional environment and be aware of societal issues with specific focus on human rights. To develop effective oral and written communication skills; and to develop an understanding of professional and ethical issues related to computing.

PROGRAM LEARNING OUTCOMES (PLO)

1. **Problem Solution:** Ability to use appropriate knowledge and skills to identify, formulate, analyse, and solve problems to reach substantiated conclusions
2. **Individual and teamwork:** Ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
3. **Communication skills:** Ability to communicate within the profession and with society at large. Such abilities include reading, writing, speaking, listening, the ability to comprehend and write effective reports and documents.
4. **Professionalism:** Understanding of the roles and responsibilities as professionals in society, especially the primary role of protection of the public and the public interest.
5. **Ethics and equity:** Ability to apply professional ethics, accountability, and equity.
6. **Life-long learning:** Ability to identify and to address one's educational needs in the changing world in ways sufficient to maintain one's competence and to allow him/her to contribute to the advancement of selected domains.
7. **Knowledge of Computer systems:** Apply the knowledge of computational concepts to real world problems and develop applications for various requirements
8. **Application of professional skills:** Exhibit professional skills required to work in a team
9. **Programming:** Conduct investigations of complex problems and find solutions through research methods
10. **Software Engineering:** Handle research projects through systematic planning, designing and implementation
11. Design, develop, implement and test a software product by applying the knowledge of project management
12. Pursue a career in networking, security, data analytics, blockchain, Internet of Things etc.

MAPPING OF INSTITUTION OBJECTIVES WITH PEOs

COLLEGE / PROGRAMME	EDUCATION	RESEARCH	TECHNOLOGY	ETHICAL AND PROFESSIONAL
OB1: EDUCATION	√			
OB2: RESEARCH		√		
OB3: EMPLOYABILITY			√	
OB4: COMM.SERVICE				√

MAPPING PEOs WITH POs / PSOs

PEO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
1: EDUCATION	√	√	√			√				√		√
2: RESEARCH	√	√		√		√	√		√	√	√	
3: EMPLOYABILITY	√					√				√		
4: ETHICAL AND PROFESSIONAL		√		√	√	√		√	√	√	√	

MAPPING COURSE OUTCOMES WITH POs / PSOs

S E M	COURS E CODE	COURSE	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
1	MEN11	CHAUCER AND THE ELIZABETHAN LITERATURE	√	√	√			√				√		√
	MEN12	AMERICAN LITERATURE	√	√		√		√	√		√	√	√	√
	MEN13	INDIAN LITERATURE IN ENGLISH	√					√				√		√
	MEN14	MODERN ENGLISH GRAMMAR		√		√	√	√		√	√	√	√	
	MEN15 B	CLASSICS IN WORLD LITERATURE		√		√	√		√	√	√	√		
2	MEN21	RESTORATION AND EIGHTEENTH-CENTURY LITERATURE				√				√		√		
	MEN22	THE ROMANTIC AND REVIVAL LITERATURE		√	√	√		√	√	√	√			
	MEN23	LANGUAGE AND LINGUISTICS		√		√	√		√	√	√	√		
	MEN24	LITERARY CRITICISM	√	√	√			√				√		√

	MHR20	HUMAN RIGHTS	√	√		√		√	√		√	√	√	√
	MEN25 B	POSTCOLONIAL STUDIES	√					√				√		√
3	MEN31	SHAKESPEARE STUDIES		√		√	√	√		√	√	√	√	
	MEN32	THE VICTORIAN LITERATURE	√	√		√		√	√		√	√	√	√
	MEN33	CONTEMPORARY LITERARY THEORY I	√					√				√		√
	MEN34	RESEARCH METHODOLOGY	√	√	√			√	√		√	√	√	√
	MEN35 B	LITERATURE: ANALYSIS, APPROACHES AND APPLICATIONS	√	√		√		√	√		√	√	√	√
4	MEN41	TWENTIETH CENTURY LITERATURE	√	√		√		√	√		√	√	√	√
	MEN42	ENGLISH LANGUAGE TEACHING	√	√	√	√	√	√	√	√	√	√	√	√
	MEN43	CONTEMPORARY LITERARY THEORY II	√	√		√		√	√					√
	MEN44	RESEARCH PROJECT	√	√		√		√	√			√		
	MEN45 A	CHILDREN'S LITERATURE	√	√		√		√	√				√	

M.A. ENGLISH

SYLLABUS

**UNDER CBCS
(with effect from 2017-2018)**

Year/ Semester	Subject	Paper	Title of the Paper	Ins. Hrs/ week	Credits	Max. Marks		
						CIA	Uni. Exam	Total
I Year/ I S E M E S T E R	CORE	1	Chaucer and Elizabethan Literature	6	4	25	75	100
	CORE	2	American Literature	6	4	25	75	100
	CORE	3	Indian Literature in English	6	4	25	75	100
	CORE	4	Modern English Grammar	6	4	25	75	100
	Elective I A		Indian Writing in Translation	6	4	25	75	100
	Elective I B		Classics in World Literature					
	Elective I C		Women's Writing					
				30	20	125	375	500

II S E M	CORE	5	Restoration and Eighteenth-Century Literature	5	5	25	75	100
	CORE	6	The Romantic Revival Literature	6	5	25	75	100
	CORE	7	Language and Linguistics	6	5	25	75	100
E S T E R	CORE	8	Literary Criticism	6	5	25	75	100
	Compulsory Paper		Human Rights	2	2	25	75	100
	Electiv e II A		Indian Diaspora Literature	5	3	25	75	100
	Electiv e II B		Post colonial Studies					
	Electiv e II C		New Literatures in English					
				30	25	150	450	600

III S E M E S T E R	CORE	9	Shakespeare Studies	6	5	25	75	100
	CORE	10	Victorian Literature	6	5	25	75	100
	COR E	11	Contemporary Literary Theory– I	6	5	25	75	100
	CORE	12	Research Methodology	6	4	25	75	100
	Electiv e III A		History of Ideas	6	3	25	75	100
	Electiv e III B		Literature: Analysis, Approaches and Applications					
Electiv e III C		Translation Studies						
			30	22	125	375	500	

IV S E M E S T E	CORE	13	Twentieth Century Literature	6	5	25	75	100
	CORE	14	English Language Teaching	6	5	25	75	100
	CORE	15	Contemporary Literary Theory–II	6	5	25	75	100
	CORE	16	Research Project	6	5	25	75	100
	Elective IV A		Children’s Literature	6	3	25	75	100

R	Elective IV B		Academic Writing					
	Elective IV C		Comprehensive Study of Literature					
				30	23	125	375	500

Subject	Papers	Credit	Total Credits	Marks	Total Marks
Main	16	4-5	76	100	1600
Elective	4	3	12	100	400
Compulsory Paper	1	2	2	100	100
Total	21	-	90	-	2100

SEMESTER I

PAPER - 1

CHAUCER AND THE ELIZABETHAN LITERATURE

OBJECTIVES:

- To explore the literary traditions of the Elizabethan period that promoted the indigenization of the European forms such as the sonnet, allegory and the romance poem etc.
- To examine the cultural practices of the age which reflects in the writings and the transition from 11th to the 17th century

UNIT I: POETRY (Detailed)

1. Chaucer: Prologue to the Canterbury Tales: The Knight, The Prioress, The Wife of Bath, The Pardoner, The Monk
2. John Donne: 1. Batter My Heart
2. Valediction Forbidding Mourning

UNIT II: POETRY (non-detailed)

3. Edmund Spenser: Epithalamion
4. Thomas Wyatt: Whoso List to Hunt
5. Earl of Surrey: The Soote Season

UNIT III: PROSE (Detailed)

1. Bacon: Of Truth, of Revenge, Of Friendship, Of Love
2. The Gospel according to St. Mark (MacMillan Annotated Classics)
3. Thomas More: The Utopia – Book I (non-detailed)

UNIT IV: DRAMA

1. Thomas Kyd (Detailed): The Spanish Tragedy

UNIT V: DRAMA (non-detailed)

1. Thomas Dekker: The Shoemaker's Holiday
2. Webster: The Duchess of Malfi

BOOKS FOR STUDY AND REFERENCE

1. Fermor, Una Ellis - The Jacobian Drama - London: University Paperback, 1965.

2. Ford, Boris - A guide to English Literature. Vol 1. The Age of Chaucer - London: Penguin, 1961.
3. Grierson H.J.C. - Metaphysical Lyrics and Poems of the Seventeenth Century - Oxford University Press, 1972.
4. Rickert, Edith - Chaucer's World - London: Columbia University Press, 1964.

PAPER - 2

AMERICAN LITERATURE

OBJECTIVES:

- To enable the students to have an overview of major authors who have given significant contributions to the development of American literature.
- The social and political events that have influenced the literary movements can be understood by the study of representative authors

UNIT I: POETRY

(Detailed)

1. Walt Whitman: When the Lilacs last Bloom'd
2. Emily Dickinson: I Felt a Funeral in My Brain
3. Robert Frost: Home Burial
4. Adrienne Rich: Diving into the Wreck
5. Elizabeth Bishop: The Fish

(Non-detailed)

1. e.e. Cummings: in Just
2. Carl Sandburg: Chicago
3. Gwendolyn Brooks: The Mother

UNIT II: PROSE

(Detailed)

1. R.W. Emerson: Self-Reliance

(Non-detailed)

2. H.D. Thoreau: Walden Where I Lived and What I Lived For

UNIT III: DRAMA

1. Arthur Miller: The Death of a Salesman (Detailed) 2. Edward Albee: The American Dream (Non-detailed)

UNIT IV: SHORT STORIES (Non-detailed)

1. Nathaniel Hawthorne: The Purloined Letter
2. John Updike: The Witness
3. Pearl S. Buck: The Quarrel
4. John Steinbeck: Flight
5. Eudore Welty: Worn Path

UNIT V FICTION (Non-detailed)

1. Ernest Hemingway: The Sun Also Rises
2. Harper Lee: To Kill a Mocking Bird
3. Toni Morrison: The Bluest Eye

BOOKS FOR STUDY AND REFERENCE

1. Donald, Heiney and Lenteil H. Essentials of Contemporary Literature of the Western World, (Vol. 3 & 4). USA: Barron's Educational Series.
2. Gray, Richard. A Brief History of American Literature. UK: Wiley – Blackwell, 2011.
3. Hoffmann, Daniel. ed. Harvard Guide to Contemporary American Writing. London: Oxford University Press, 2004.
4. Massa, Ann. American Literature in Context. London and New York: Methuen & Co. Ltd., 1982.

PAPER - 3

INDIAN LITERATURE IN ENGLISH

OBJECTIVES:

- To help the students appreciate the richness in Indian writing in English.
- To acquaint the students to the eminent Indian writers in English

UNIT I: POETRY

(Detailed)

1. Aurobindo: The Tiger and the Deer
2. Arun Kolatkar : From Jeju
1. An Old Woman
2. The Butterfly
3. Rabindranath Tagore: Gitanjali (1-10)
4. Kamala Das: The Old Playhouse

(Non-Detailed)

1. Keki N. Daruvalla: The People
2. Gieve Patel: Servants
3. Adil Jusswala: The Waiters
4. Mamta Kalia: Tribute to Papa

UNIT II: PROSE

(Detailed)

1. Nirad C. Chaudhuri :Autobiography of an Unknown Indian (Book III Education)
2. Ananda Coomarasamy: Dance of Shiva

UNIT III: DRAMA

1. Girish Karnad: Hayavadana (detailed)
2. Mahesh Dattani: Dance Like a Man (Non-detailed)

UNIT IV: SHORT STORIES (Non-Detailed)

1. R.K. Narayan: A Horse and Two Goats
2. Mulk Raj Anand: The Gold Watch
3. V.S. Naipaul: Love, Love, Love Alone
4. Shashi Deshpande: A Wall is Safer
5. Anita Desai: Circus Cat, Alley Cat

UNIT V: FICTION (non-detailed)

1. Amitav Ghosh: The Hungry Tide
2. Shashi Tharoor: The Great Indian Novel

BOOKS FOR STUDY AND REFERENCE

1. Karnad, Girish - Collected Plays – Vol. I. New Delhi: Oxford University Press, 2005.
2. Arvind Krishna Mehrotra, ed. - An Illustrated History of Indian Literature in English - New Delhi: Permanent Black, 2003
3. Chakraborty, Kaustav. Indian Drama in English. New Delhi: PHI Learning, 2011.
4. Prasad, Amar Nath and John Peter Joseph. Indian Writing in English. New Delhi: Sarup & Sons, 2006.

PAPER - 4

MODERN ENGLISH GRAMMAR

OBJECTIVES:

- To enable the students to acquire a high proficiency in the use of English
- To enable the students to know the dynamic and analytical aspects of the use of language.

UNIT I: WORDS AND PHRASES

WORDS

Nouns-Pronouns-Adjectives-Determiners-Verbs-Adverbs-Preposition Conjunctions-Interjections

PHRASES

Noun Phrases-Verb Phrases-Adjective Phrases-Adverb Phrases-Preposition Phrases.

WORD FORMATION

Acronyms- Analogy- Back formation- Blending- Borrowing- Clipping- Coining
Compounding- Reduplication- Prefixes and suffixes

UNIT II: SENTENCES AND CLAUSES

THE SENTENCE

Major and minor sentences- Simple and multiple sentences and clauses- Sentence types-
Positive and negative sentences- Active and passive sentences

SENTENCE AND CLAUSES

Clause elements -Subject- Predicate -Verb- Object- Complement- Adverbial Compound and
complex sentences- Independent and dependent clauses Coordination- Subordination-
Subordinate clauses- Nominal or noun clause Adverbial clauses- Relative clauses-
Comparative clauses- Finite and non-finite
clauses- Restrictive and non-restrictive clauses- Dangling modifiers- Readability.

UNIT III: PUNCTUATION

Apostrophe- Brackets- Capital Letters- Colon- Comma- Dash- Ellipsis Exclamation mark-
Full stop- Hyphen -Paragraph- Question mark- Quotation marks- Semicolon- Slash

UNIT IV: FIGURES OF SPEECH AND LITERARY DEVICES

Allegory -Alliteration- Anacoluthon- Analogy- Anticlimax- Antithesis Apostrophe- Assonance- Bathos- Catch phrases- Clerihew- Cliché- Colloquialism Dead Metaphor- Doubles- Epigram- Euphemism- Haiku- Hyperbole- Idiom Innuendo- Irony- Limerick- Litotes- Malapropism- Meiosis- Metaphor Metonymy- Metre- Onomatopoeia- Oxymoron- Palindrome- Paradox Personification- Proverb- Pun- Rhetorical question- Simile- Spoonerism Syllepsis- Synecdoche- Zeugma.

UNIT V: COMMON ERRORS AND CONFUSIBLES

Exercises for Practice

Prescribed Text:

1. Jarvie, Gordon. Bloomsbury Grammar Guide second Edition, New Delhi. Bloomsbury. 2007

Books for Reference:

Eastwood, John. Oxford Guide to English Grammar. India: OPU, 2003. T.J. Fitikides- Common Mistakes in English - Mumbai, orient Longman, 1997 Leech, Geoffrey, Deucher Margeret, Robert Hoogenrad. English Grammar for Today. New York: Palgrave Macmillan, 2011

Palmer, Frank – Grammar - Great Britain: Viney Ltd, 1978

Palmer, Richard. The Good Grammar Guide. London: Routledge, 2005.

ELECTIVE PAPER 1 A

INDIAN WRITING IN TRANSLATION

OBJECTIVES:

- To acquaint the students to the recent translated works from Indian languages to English.
- To appreciate the native literary richness and also to connect and critically respond to the Socio- Cultural reality of India.

UNIT I: POETRY

Kalidasa: Meghadutam

Mirabai: I sing for him Joyfully

Amir Khusrau: Colour me in Colours of Love

Akka Mahadevi: 1. Sunlight Made Visible

2. Show Me Your Way Out

3. O Lord, White as Jasmine

4.How Can You Be Modest

5.Don't Despise Me

UNIT II: PROSE

Meenakshi Mukherjee: The Anxiety of Indianness Divided by a Common Language

UNIT III: DRAMA

Bhasa : Urubhangam (The Shattered Thigh) Indira Parthasarathy : Nandhan Kathai (Tr. C.T.Indira)

UNIT IV: SHORT STORY

Khushwant Singh: A Punjab Pastorale

Pudumai Pithan: The Human Machine

Mahaswetha Devi: Draupadi

Mahim Bora: Kathanibarighat

UNIT V: FICTION

U.R. Anandamurthy: Samskara

Prem Chand: Godaan

Thakazhi Sivasankara Pillai: Chemmeen

BOOKS FOR STUDY AND REFERENCE

Mukherjee, Meenakshi - The Perishable Empire - UK: Oxford University Press, 2004.

Sivasankari - Knit India Through Literature – Vol. II & III. Chennai: East West Books Pvt. Ltd, 2004.

Arvind Krishna Mehrotra, ed. - An Illustrated History of Indian Literature in English - New Delhi: Permanent Black, 2003

Kumar, Dilip. D. - Contemporary Tamil Short Fiction - Madras: Manas East West Books, 2005.

ELECTIVE PAPER 1 B

CLASSICS IN WORLD LITERATURE

OBJECTIVES:

- To help the students imbibe classical education through translation from the rich source of cultural heritage

· To acquire the knowledge of great literary traditions due to their strong influence on British and American literature

UNIT I: POETRY

Homer: *Odyssey* Book XI - XII

Thiruvalluvar: *Thirukkural* Book – Selections

PART I VIRTUE

1.1.4. Assertion of the Strength of Virtue 31- 40

PART II WEALTH:

2.1.5 The Possession of Knowledge 421- 430

PART III. LOVE: 3.2.10. Soliloquy 1241 -50

UNIT II: POETRY

Dante: *The Inferno* (Canto III)

Omar Khayyam: *Rubaiyat I - XXV* (Tr. Edward Fitzgerald) Kahlil Gibran: *The Prophet*

UNIT III: PROSE

Vyasa: *Mahabharatha* (retold by C.Rajagopalachari) Valmiki : *Ramayana* (retold by R.K.Narayan)

UNIT IV: DRAMA

Sophocles: *Oedipus Rex*

Anton Chekov: *The Cherry Orchard*

UNIT V: FICTION

Albert Camus: *The Outsider*

Herman Hesse: *Siddhartha*

BOOKS FOR STUDY AND REFERENCE

Homer. *The Odyssey*, Trans. George Chapman. London: Wordsworth Classics. 2002. Bloom, Harold. *The Rubaiyat of Omar Khayyam*. India: Viva Books, 2007. Croally, Neil and Roy Hyde. *Classical Literature*. London: Routledge Publications, 2011.

Fischer, Carl - *The Myth and Legend of Greece* – Geo A, Pflaum, Publisher, Inc, 1968. Kirk, G.S. *The Nature of the Greek Myths*. Great Britain: Penguin Books, 1982.

ELECTIVE PAPER 1 C
WOMEN'S WRITING

UNIT I: POETRY

Sylvia Plath: Lady Lazarus
E.B. Browning: A Man's Requirements
Maya Angelou: Phenomenal Woman
Imtiaz Dharker: Another Woman

UNIT II: PROSE

Padmini Sen Gupta: The Position of Women in Ancient India Vandana Shiva: Ecofeminism:
Masculinization of the Motherland

UNIT III: DRAMA

Caryl Churchill: Top Girls
Morsha Norman: night' Mother

UNIT IV: SHORT STORY

Joyce Carol Oates: The White Cat
Flannery O'Connor: A Good Man is Hard to Find
Katherine Mansfield: The Doll House
C. S. Lakshmi: A Deer in the forest

UNIT V: FICTION

Arundhati Roy: The God of Small things
Margaret Atwood: Surfacing
Manju Kapur: Difficult Daughters

BOOKS FOR STUDY AND REFERENCE

Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. Yale: Yale Nota Bene, 2000. Eagleton, Mary Ed. *Feminist Literary Theory: A Reader*. 2nd edition. Blackwell Publishers: UK, 1994.

Jaidka, Manju. *From Slant to Straight: Recent Trends in Women's Poetry*. New Delhi: Prestige Books, 2000.

SEMESTER II

PAPER – 5

RESTORATION AND EIGHTEENTH-CENTURY LITERATURE OBJECTIVE:

- To survey the emergence of new models of poetry and drama in this period of high ideals combined with wit and language
- To study the broadening of the literary civilization that included more of the middle class.

UNIT – I: POETRY (Detailed)

Book IX (Lines 48 – 191) The Sun was sunk, and after him the Starr ...
Disturbd not, waiting close th' approach of Morn.

Andrew Marvell: To His Coy Mistress

POETRY (non-detailed)

Alexander Pope: The Essay on Man: Epistle II (II. 1 - 92) (“Know then thyself... Our greatest evil or great good”)

William Cowper: The Castaway

UNIT II – PROSE (Detailed)

Jonathan Swift: The Battle of the Books (Para 10 – 14) (Things were at this crisis, when a material accident fell out... thus furnishing man-kind with the two noblest of things, which are sweetness and light.)

PROSE (non-detailed)

Addison and Steele: The Coverley Papers:

1. Sir Roger at the Theatre
2. Sir Roger at Home

UNIT – III: DRAMA (Detailed)

John Dryden: All for Love

UNIT – IV: DRAMA (Non-detailed)

Richard Sheridan: The School for Scandal

Congreve: The Way of the World

UNIT – V: FICTION(Non-detailed)

Daniel Defoe: Robinson Crusoe

Henry Fielding: Tom Jones

BOOKS FOR STUDY AND REFERENCE

Sanders, Andrews. English Literature. India: OUP, 2011.

Tillyard, E.M. Milton. London: Chatto&Windus Ltd, 1966.

Clifford L., James. Ed. Eighteenth Century English Literature. London: OUP, 1977. Dobree,

Bonamy and Wilson F. P. ed. English Literature. London: OUP, 1963.

PAPER – 6

THE ROMANTIC REVIVAL LITERATURE

OBJECTIVES:

· To provide an overview of the transformation of the literary climate where the romantic sensibility finds an authentic voice, touch and intensity.

· To enable the students to appreciate the reformed literary style of the representative writers of the period.

UNIT – I: POETRY (Detailed)

William Wordsworth: Immortality ode

S.T. Coleridge: Kubla Khan

P.B. Shelley: Ode to the West Wind

John Keats: Ode to a Nightingale

UNIT – II: POETRY (Non-detailed)

William Morris: Haystack in the Floods

Lord Bryon: Don Juan - Canto X

UNIT – III: PROSE (Detailed)

Charles Lamb: From Essays of Elia:

1.Dream Children: A Reverie

2.Old China

Hazlitt: My First Acquaintance with Poets

UNIT – IV: DRAMA (Non-detailed)

Shelley: Prometheus Unbound

UNIT – V: FICTION (Non-detailed)

Walter Scott: Kenilworth

Charlotte Bronte: Jane Eyre

Jane Austen: Northanger Abbey

BOOKS FOR STUDY AND REFERENCE

Raymond Wilson Ed., *A Coleridge Selection*. London: Macmillan Ltd., 1988. Edmund Blunden Ed., *The Poems of John Keats*. New Delhi: Rupa Publication, 2000. Geoffrey Durant *William Wordsworth* — Cambridge: Cambridge University Press, 1969. Kelvin Everest, *John Keats* — New Delhi: Atlantic Publication, 2002.

PAPER – 7

LANGUAGE AND LINGUISTICS

OBJECTIVES:

- To enhance the basic knowledge of the structure of English and the theoretical background to phonetics and English Phonology.
- To introduce the students to basic concepts in morphology, syntax, semantics and pragmatics.
- To equip the students with the knowledge of applications of linguistics.

UNIT – I: THE HISTORY OF ENGLISH LANGUAGE

The descent of English language; Old English Period; Middle English; Renaissance & After; Growth of Vocabulary; Change of Meaning; Evolution of Standard English.

From Wood F.T. *An Outline History of the English Language*. Madras. Macmillan, 2001

UNIT – II: PHONOLOGY

Air stream mechanisms - The organs of speech – Classification and description of sounds, Cardinal Vowels, English Vowels, Diphthongs and Consonants, Transcription, Syllable

UNIT – III: PHONOLOGY

Accent, Rhythm and Intonation, Assimilation, Elision, Liaison and Juncture, Phonetic transcription of dialogues

Connor, J.D.O.', *Better English Pronunciation*. Cambridge: Cambridge University Press, 1980.

Balasubramanian – A Textbook of English Phonetics for Indian Students. Madras Macmillan, 1993.

UNIT – IV: LEVELS OF LINGUISTIC ANALYSIS

Morphology, Phrases Sentence, Grammar, phrases, semantics, Pragmatics, Discourse Analysis

From Geroge Yule. *The Study of Language* Second Edition Cambridge University Press, 1996

UNIT – V

(A) Sociolinguistics

Language varieties, language, society and culture

From George Yule. *The Study of Language* Second Ed. CUP, 1996)

(B) TG Grammar - IC Analysis

From Grammar 3rd edition by Frank Palmer. Penguin

(C) Applications of Linguistics

Verma and Krishnaswamy: Modern Linguistics (Units 42 – 45).

BOOKS FOR STUDY AND REFERENCE

Connor, J.D.O.', *Better English Pronunciation*. Cambridge: Cambridge University Press, 1980.

Wood F.T., *An Outline History of the English Language*. Madras: Macmillan, 2001

Balasubramanian – A textbook of English Phonetics for Indian Students – Madras Macmillan, 1993.

Finch, Geoffrey – *Language and Linguistics: An Introduction* – Macmillan, 2000
Jones, Daniel – *The Pronunciation of English* – New Delhi: Universal Book Stall & Cambridge University Press, 1992.

Krishnaswamy N, S.K. Verma – *Modern Linguistics* – New Delhi: Oxford University Press, 1989.

Yule, George. *The Study of Language*. Cambridge University Press, 1985.

PAPER – 8

LITERARY CRITICISM

OBJECTIVES:

· To examine the representative texts of the seminal literary critics to understand intrinsic and extrinsic criticism.

· To expose the students to the concepts of the historical perceptions over the centuries.

UNIT – I

Introduction to Classical Literary Criticism- Plato, Aristotle, Horace and Longinus from Nagarajan M.S. – English Literary Criticism and Theory – Hyderabad: Orient Longman, 2006

UNIT – II

Bharatamuni : From Natya and Rasa – Aesthetics of Dramatic Experience Anandavardhana : Dhvani: Structure of Poetic Meaning from the Dhvanyloka

From Indian Literary Criticism: Theory and Interpretation ed. G.N. Devy, Orient Longman, Hyderabad.

UNIT – III

Wordsworth: Preface to the Lyrical Ballads (Selection) Alexander Pope: An Essay on Criticism – lines 233 -415

(A perfect Judge will read each work... That in proud dullness joins with Quality)

UNIT – IV

Mathew Arnold: The Study of Poetry

D.H. Lawrence: Why the Novel Matters

William Empson: Seventh Type of Ambiguity

UNIT-V

Northrop Frye: Archetypes of Literature

Roland Barthes: The Death of the Author

BOOKS FOR STUDY AND REFERENCE

Nagarajan M.S. – English Literary Criticism and Theory – Hyderabad: Orient Longman, 2006

Das and Kumar, Bijay - Twentieth Century Literary Criticism -Atlantic Publishers, Habib, M. A. R. *A History of Literary Criticism*. Black Publishing, USA. 2006 ... *Modern Literary Criticism and Theory*. Blackwell Publishing, New Delhi. 2008. Lodge, David, ed. *Modern Criticism and Theory* - II edition, New Delhi: Pearson Education, 1998.

Ramaswami and Seturaman V.S. ed. - *The English Critical Tradition: An Anthology of English Literary Criticism: Vol. 1.* - Macmillan, 1986. Seturaman, ed. – *Indian Aesthetics: An Introduction*-New Delhi: Macmillan, 2005.

ELECTIVE PAPER 2 A

INDIAN DIASPORA LITERATURE

OBJECTIVES:

- To acquaint students with a knowledge of Indian Diaspora writers and their works.
- To help the students have a broad outlook on diaspora literature and to make them understand and estimate the diverse paths, the Indian culture has taken in the era of multiculturalism.

UNIT I: POETRY

Sujata Bhatt: A Different History

R. Parthasarathy: Exile, Trial, Homecoming

A. K. Ramanujan: Relations: Of Mothers, Love Poem for a Wife, Farewells

Meena Alexander: I Root My Name

UNIT II: DRAMA

Manjula Padmanabhan: Harvest

UNIT III: ESSAY

Amitav Ghosh: The Diaspora in Indian Culture

Salman Rushdie: Imaginary Homelands

UNIT IV: SHORT STORY

V.S.Naipaul : The Enemy

JhumpaLahiri: Interpreter of Maladies

Amit Chaudhuri: Portrait of an Artist

Shauna Singh Baldwin: English Lessons

UNIT V: FICTION

Kiran Desai: The Inheritance of Loss

Gita Hariharan: The Ghosts of Vasumaster

Bharathi Mukherjee: Jasmine

BOOKS FOR STUDY AND REFERENCE

Bandyopadhyay, Pranab, ed. - Women Poets of India: An Anthology of Indian Poetry - Calcutta: United Writers, 1977.

Batra, Shakti - Modern Indian Literature: Poems and Short Stories: A Critical Study - Delhi: Surjeet Publications, 2006.

De Souza, Eunice, ed. - Nine Indian Women Poets: An Anthology – New Delhi: Oxford University Press, 1997.

King, Bruce - Modern Indian Poetry in English – New Delhi: Oxford University Press, 1987.

Kurup P.K.J. - Contemporary Indian Poetry in English - New Delhi: Atlantic Publishers, 1991.

Arvind Krishna Mehrotra, ed. - An Illustrated History of Indian Literature in English - New Delhi: Permanent Black, 2003.

M.C. Leod A.L.- Commonwealth and American Women's Discourse: Essays in Criticism - New Delhi: Sterling Publishers, 1996.

Mukherjee, Bharati - Indian English Novelists: An Anthology of Critical Essays. Peeradina, Saleem - Contemporary Indian Poetry in English

Rao Ramakrishna, Adapa and Sivaram Krishna M. - When East meets West: Indian Thought in Anglo Indian and Indo English Fiction

Balachandran, Dr.K-critical Essays on Diasporic Writings-Arise Publishers & Distributors, 2008.

ELECTIVE PAPER 2 B

ELECTIVE IIB: POSTCOLONIAL STUDIES

OBJECTIVES:

- To introduce the political and socio-cultural discourse of the developing countries through the study of key authors and poets who cherished the native culture.
- To trace the historical contents laying emphasis on the development of post-colonial literatures and theory.

UNIT I: POETRY

1. P.K. Page: Autumn
2. David Rubadri: An African Thunderstorm
3. Derek Walcott: The Fortunate Traveller
4. Gabriel Okara: The Mystic Drum
5. J.P. Clark: The Casualties

UNIT II: DRAMA

1. Athol Fugard: Sizwe Bansi is Dead
2. Gurucharan Das: Larins Sahib

UNIT III: PROSE I

1. Meenaksi Mukherjee: Interrogating Post Colonialism 2. Bill Ashcroft, Gareth Griffiths: The Empire Writes Back (Introduction) and Helen Tiffin

UNIT IV: PROSE II

1. Homi K. Bhabha: The Location of Culture
2. Ngugi wa Thiong'o: From Decolonising the mind I was born ...in the lives of Kenyan children

UNIT V: FICTION

1. Salman Rushdie: Midnight's Children
2. Monica Ali: Brick Lane
3. Michael Ondaatje: The English Patient
4. Caryl Phillips: Crossing the River

BOOKS FOR STUDY AND REFERENCE

Das, Gurucharan. Three English Plays. New Delhi: Oxford University Press, 2001. Ashcroft, Bill. Gareth Griffiths and Helen Tiffin. The Empire Writes Back. London: Methuen, 1987. Bhabha, Homi K. The Location of Culture: New York: Routledge 2012. Contemporary Indian Poetry in English: Ed. By Saleem Peeradina
Ashcroft, Bill, Garreth Griffiths and Helen Tiffin - The Empire Writes Back - London and New York: Routledge, 1989.
Narasimiah C.D. Anthology of Commonwealth Poetry. Macmillan
Abraham, Taisha. Introducing Postcolonial Theories. New Delhi: Macmillan Publishers India, 2007.
King, Bruce - New National and Postcolonial Literatures - Clarendon Paperbacks. Nasta, Susheila. Writing Across Worlds. London: Routledge Taylor & Francis Group, 2004.
Patke, Rajeev S. Postcolonial Poetry in English. New Delhi: OUP, 2006. Sarangi, Jaydeep and Binod Mishra. Explorations in Australian Literature. India: Sarup & Sons, 2006.

ELECTIVE PAPER 2 C

ELECTIVE IIC: NEW LITERATURES IN ENGLISH

OBJECTIVES:

To introduce to the students the New Literatures apart from the 'traditional' English literature and instill a critical reflection of the colonial experience.

To acquaint students to the literatures introduced in the second half of the twentieth - century and to analyse the characteristics of self-constituted identity and independence in the aftermath of colonialism.

UNIT-I: POETRY

1. Pablo Neruda: Fully Empowered
2. A.D.Hope : Lamp
3. F.R.Scott : The Canadian Authors' Meet
4. Judith Wright: Woman to Man

UNIT-II: PROSE

1. Frantz Fanon: The wretched of the earth: Reciprocal Bases of National Culture and the Fight for Freedom
2. Art of the Novel- The Depreciated Legacy of the Cervantes (Yet I think.....one is outraged.)

UNIT-III: DRAMA

Lorraine Hansberry: A Raisin in the Sun

UNIT-IV: SHORT STORIES

1. Jorge Luis Borges: Death and the Compass
2. Carlos Fuentes: The Doll Queen
3. Octavio Paz: The Blue Bouquet
4. Gabriel Garca Marquez: Balthazar's Marvellous Afternoon

UNIT - V: FICTION

1. Amy Tan: The Joy Luck Club
2. Nayomi Munaweera: Island of a Thousand Mirrors
3. Chimamanda Ngozi Adichie: Half of a Yellow Sun
4. Yann Martel: Life of Pi
5. Orhan Pamuk: My Name is Red

BOOKS FOR STUDY AND REFERENCE

Kundra, Milan. *The Art of the Novel*. New York: Penguin Books & Faber & Faber, 1986.
Habib M.A.R. *Literary criticism from Plato to the Present. An Introduction*?. U.K. Wiley – Blackwell Publication, 2011.
Ryan, Michael. *Literary Theory: A Practical Introduction*. Australia: Blackwell Publishing, 2007.

Wyrick, Deborah. *Fanon for Beginners*. India: Orient. Black Swan, 2008. Tandon, Neeru; Edt. *Feminine psyche: A Post – Modern Critique*. New Delhi: Atlantic Publishers, 2008. Lennard, John. *The Poetry Handbook*. New York: Oxford, 2005.

SEMESTER III

PAPER - 9

SHAKESPEARE STUDIES

OBJECTIVES:

- To enable the students to read the plays in the light of the critical approaches that has emerged prominent.
- To study the plays of Shakespeare in the critical, textual, and theatrical contexts.

UNIT – I: A Midsummer Night’s Dream (Detailed)

UNIT – II: Hamlet (Detailed)

UNIT – III: Henry IV Part I (Non-Detailed)

UNIT – IV: Antony and Cleopatra (Non-Detailed)

UNIT – V: Critical Interpretations of Shakespeare’s Plays (Non-Detailed)

Structuralism: Roland Barthes – Mythic Signs in Mankiewicz’s *Julius Caesar*

Pscholoanalysis: Ernest Jones – Reading the Oedipus Complex in *Hamlet* Marxism: Karl

Marx – *Timon of Athens* and the Power of Money Feminism: Virginia Woolf - Shakespeare and the Question of Female Authorship

Postcolonial Theory: Wole Soyinka – Antony and Cleopatra by Shakespeare

From Jonathan Gil Harris, *Shakespeare and Theory*. New York: Oxford University Press, 2012.

BOOKS FOR STUDY AND REFERENCE

Dover Wilson, *What Happens in Hamlet*. London: Cambridge University, 1974. Jonathan Gil Harris, *Shakespeare and Theory*. New York: Oxford University Press, 2012. Ania Loomba, *Shakespeare, Race and Colonization*. New York: Oxford University Press 2012.

John Russell Prown, *Shakespeare’s Antony and Cleopatra*. London: Macmillan Press Ltd., 1977.

Diana Henderson Ed. *Alternative Shakespeare 3*. Oxford: Routledge Abington, 2008. A.C. Bradley, *Shakespeare Tragedy*. New Delhi: Atlantic Publishers and Distributers Pvt. Ltd., 2010.

Robin Lee, *Shakespeare's Antony and Cleopatra – Studies in English Literature*.
London: Edward Arnold, 1984.

PAPER -10

THE VICTORIAN LITERATURE

OBJECTIVES:

- To study Victorian Literature in the background of the changing views, improvements in technology and the poor conditions of the working-class people.
- To analyse Victorian literature as an art that encouraged higher good as righteous and instilled social consciousness.

UNIT – I: POETRY

(Detailed)

1. Mathew Arnold: Dover Beach
2. Alfred Tennyson: Tithonus
3. Robert Browning: My Last Duchess
4. G.M.Hopkins : The Wind Hover

(Non-Detailed)

- 1.Christina Rossetti: Goblin Market
- 2.E. B. Browning: Sonnet from
- 3.The Portuguese: No 14: If thou must love me

UNIT – II: PROSE(Detailed)

Thomas Carlyle: Hero and Hero Worship: Hero as a Poet

UNIT – III: DRAMA (Detailed)

Oscar Wilde: The Importance of Being Earnest

UNIT – IV: FICTION (Non-Detailed)

1. George Eliot: The Mill on the Floss
2. Thomas Hardy: Tess of the D'ubervilles

UNIT – V: FICTION (Non-Detailed)

1. Charles Dickens: David Copperfield
2. Horace Walpole: The Castle of Otronto

BOOKS FOR STUDY AND REFERENCE

1. Charles Lamb, *Essays of Elia*. Bombay: Macmillan, 1895.
2. Charles Dickens, *Oliver Twist*. London: Thomas Nelson & Sons Ltd, 1958.
1. *Critical Essays on the poetry of Tennyson*, Ed by John Killbam, Roritlege & Kegan Paul. London: 1960.
2. Geoffrey H. Hartman, *Hopkins: A Collection of Critical Essays*, Ed by. New Delhi: Prentice-Hall of India Pvt Ltd., 1980.
3. Andrew H. Wright, *Jane Austen's Novels*. A Peregrine Book, Middlesex: Penguin Books Ltd., 1953.
4. Rod Mengham, *Charles Dickens*. New Delhi: Atlantic Publishers, 2001.
5. R.T. Jones, *British Authors, Introductory Critical Studies, George Eliot*. London: Cambridge University Press, 1970.
6. Lance St. John Butler, *Studying Thomas Hardy*. Essex: Longman York Press – 1986.

PAPER – 11

CONTEMPORARY LITERARY THEORY - I

OBJECTIVES:

- To help the students understand literary theory as a system to critically interpret literary texts.
- To enable the students to understand the broad spectrum of thought that is covered by literary theory and also to enhance their literary research.

UNIT I: Introduction

Literary theorising from Aristotle to Leavis - The transition to 'theory'- recurrent ideas in critical theory

Structuralism Structuralism Critical Terms: Signifier, Signified, Langue, Parole, Semiotics.

The scope of structuralism - Structuralist criticism: examples

Unit II: Stylistics

Rhetoric to philology - The ambitions of Stylistics - Stylistics: examples

Narratology

Telling stories – Aristotle – Vladimir Propp – Gerard Genette - – Narratology: an example

UNIT III: Post structuralism and deconstruction

Post structuralism and deconstruction: Decentring, Aporia, Difference, Impasse, Binary Opposition.

Theoretical differences between Structuralism and Post-structuralism Post-structuralism - life on a decentred planet - Structuralism and post-structuralism practical differences - Deconstruction: an example

UNIT IV: Psychoanalytic criticism

Psychoanalysis Critical Terms: Unconscious, Repression, Sublimation, Ego, Super-ego, Id, Oedipus Complex, Libido, Phallic, Eros, Thanato, Transference, Projection, Defence Mechanism, Screen Memory, Parapraxis, Displacement, Condensation.

Introduction - How Freudian interpretation works - Freud and evidence Freudian psychoanalytic criticism: examples

Lacan - Lacanian criticism: an example

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UNIT V: Feminist Criticism

Feminism Critical Terms: Feminist, Female, Feminine, Gynocriticism, Chora.

Feminism and feminist criticism - Feminist criticism and the role of theory Feminist criticism: an example

Prescribed Text

Barry, Peter. *Beginning Theory*. Manchester and New York: Manchester University Press, 2002.

BOOKS FOR STUDY AND REFERENCE

Hawkes, Terence. *Structuralism and Semiotics*. London and New York: Routledge, 1977.
Holquist, Michael. *Dialogism*. London and New York: Routledge, 1990. Allen, Graham. *Roland Barthes*. London and New York: Routledge, 2003. Belsey, Catherine. *Critical Practice*. London and New York: Routledge, 1980. Bennett, Tony. *Formalism and Marxism*. London and New York: Routledge, 1979. Bertens, Hans. *Literary Theory: the Basics*. London: Routledge, 2001. Culler, Jonathan Barthes. *A Very Short Introduction*. New York: OUP, 2002. Fillingham, Lydia Alix and Moushe Susser. *Foucault for Beginners*. India: Orient Longman, 2000.
Iyengar, Srinivasa K.R. *The Adventure of Criticism*. New Delhi: Sterling Publishers, 1985. Krishnaswamy N. John Varghese and Sunita Mishra. *Contemporary literary Theory: A Student's Companion*. New Delhi: Macmillan, 2001
Hawthorn, Jeremy. *A Glossary of Contemporary Literary Theory*. Fourth Edition. UK. Hodder Education, 2000.

PAPER – 12

RESEARCH METHODOLOGY

OBJECTIVES:

- To facilitate students to gain knowledge to pursue research.
- To enable students to present the research findings through the application of systematic and scientific methods.

Unit I

Selecting a Topic - Compiling a Working Bibliography –Evaluating Sources

Unit II

Taking Notes – Outlining – Writing Drafts – Language and Style -Plagiarism

Unit III

The Mechanics of Writing -The Format of Research Paper –Documentation

Unit IV

Documentation: Citing sources in the text: Parenthetical Documentation and the List of Works Cited

Unit V

Abbreviations: Common Scholarly Abbreviations and Reference words – Symbols and Abbreviations Used in Proofreading and correction –Common Correction Symbols and Abbreviations – Titles of works

Prescribed Text

Gibaldi, Joseph - *M.L.A: Handbook for Writers of Research Papers, 7th Edition*. New Delhi: Affiliated East-West Press Pvt. Ltd., 2003.

Essential reading:

W.R.Owens - Planning , Writing and Presenting a dissertation or Thesis From DaSousa, Delia Correa and W.R.Owens. *The Handbook to Literary Research*, second Edition. Routledge: Taylor and Francis Group, The Open University Abingdon-Oxon. 2010.

Gabriele Griffin – Research Skills, Methods, and Methodologies (Pg 5 - 7) From Gabriele Griffin. *Research Methods for English Studies: An Introduction*. UK: Edinburgh University Press, 2005.

BOOKS FOR STUDY AND REFERENCE

George. Watson. *Writing a thesis: A Guide to Long Essays and Dissertations*. London and New York: Longman, 1987.

Gabriele Griffin. *Research Methods for English Studies: An Introduction*. UK: Edinburgh University Press, 2005.

DaSousa, Delia Correa and W.R.Owens. *The Handbook to Literary Research*, second Edition. Routledge: Taylor and Francis Group, The Open University Abingdon-Oxon. 2010.

Anderson, Janathan, Berry H. Durston and Millicent Poole. *Thesis and Assignment Writing*. New York: Wiley Eastern Limited, 1988.

Kumar, Anand Raju. *American British and Commonwealth*. Chennai: Affiliated East West Press Ltd, 1990.

Eliot Simon ed. *A Hand Book to Literary Research*. London: Routledge, 1998. Fabb Nigel and Durant Allan. *How to Write Essays Theses Dissertations in Literary Studies*. London: Longman Publishing, 1993.

Goring Paul. *Studying Literature: The Essential Companion*. UK: Hodder education, 2001.

ELECTIVE PAPER 3 A

HISTORY OF IDEAS

OBJECTIVES:

- To encourages scholarship at the intersection of cultural and intellectual histories of philosophy, of literature and the arts, of the natural and social sciences, of religion, and of political thought.
- To encourage diverse methodological approaches in critical interpretation

UNIT I: ANCIENT

Plato: Republic – 2

Aristotle: On Poetics – Description of Tragedy

UNIT II: MEDIEVAL

St. Augustine: Confessions –Ch X

SEVENTEENTH CENTURY

John Locke: An Essay Concerning Human Understanding- Introduction **UNIT III:**

EIGHTEENTH CENTURY

Rousseau: The Social Contract or Principles of Political Right – Book I Mary Wollstonecraft: A Vindication of the Rights of Woman with Strictures on Political and Moral Subjects

UNIT IV: NINETEENTH CENTURY

Darwin: Survival of the Fittest (Chapter IV)

Marx: The Communist Manifesto – Chapter II

UNIT V: TWENTIETH CENTURY

Sigmund Freud: The Structure of the Unconscious

Simone de Beauvoir: The Second Sex-Introduction

S. Radhakrishnan: Introduction to the Principal *Upanishads*

BOOKS FOR STUDY AND REFERENCE

Annas, Julia. *Plato, A Very Short Introduction*. New Delhi: Oxford University Press, 2006.

Shields, Christopher. *Aristotle*. Oxon: Routledge, 2007.

Lewens, Tim. *Darwin*. Oxon: Routledge, 2007.

Darwin, Charles. *The Origin of Species*. New Delhi: Peacock Books, 2012. Dent, Nicholas. *Rousseau*. Oxon: Routledge, 2005.

Stevensen, Leslie & David L. Haberman. *Ten Theories of Human Nature*. Fourth Edition. New Delhi: Oxford University Press, 2006.

ELECTIVE PAPER 3 B

LITERATURE: ANALYSIS, APPROACHES AND APPLICATIONS OBJECTIVES:

- To develop the reading and writing skills of the students for professional and academic purposes.
- To enhance the interpretation skills of the students to critically analyse and appreciate literary texts.

UNIT I Practical Criticism

Literary Analysis: Interpretation of passages of prose and poetry. Such questions may involve recognition of conventions and genres, allusions and references, meaning and tone, grammatical structures and rhetorical strategies, and literary techniques.

Reference: Stephen, Martin. *English literature*. New York: Longman, 1986.

V.S.Seturaman,C.T.Indira, T.Sriraman. Practical criticism. India, Macmillan.1999.

UNIT II (a) Book Publication

ISBN – The International Standard Book Number

ISSN – The International Standard Serial Number

Foreword – Preface

(b) Copy editing

Introduction to copy- editing- making the typescript - Copyright Permission and acknowledgement- making corrections- House Style Abbreviation - Bias and Parochialism – Capitalization - Cross- References - Dates and Time- Italic - Proper Names – Punctuation – Spelling - Miscellaneous Points - Preliminary Pages

From Butcher, Judith, Drake Caroline, and Leach ,Maurice. *Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proof readers.*

UNIT III Journalism and Mass Communication

Report Writing, Book Review, Film Review and Proofreading

Reference: Mukhopadhyay, Lina *et al.* *Polyskills: A Course in Communication Skills and Life Skills.* Chennai and New Delhi: Foundation Books CUP, 2012.

UNIT IV Technical Writing

User's Manual, Technical Letters, Flow Charts, Tablets, Writing Instruction

Reference: Pauley, Steven E. and Daniel, G. Riordan. *Technical Report Writing.* New Delhi: A.I.T.B.S. Publishers and Distributors, 2006.

UNIT V Theoretical Approaches to Literature

1. Text-Oriented Approaches Philology- Rhetoric and Stylistics - Formalism and Structuralism

New Criticism- Semiotics and Deconstruction

2. Author-Oriented Approaches

3. Reader-Oriented Approaches

4. Context-Oriented Approaches - New historicism - Feminist literary theory and gender theory

5. Literary Critique or Evaluation

From Theoretical Approaches - Klarer, Mario. *An Introduction to Literary Studies.*

Theoretical Approaches to Literature (pg71-96)

BOOKS FOR STUDY AND REFERENCE

Butcher, Judith, Drake Caroline, And Leach ,Maurice. *Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proof readers.* Fourth Edition Cambridge University Press, 2007

Stephen, Martin. *English literature.* New York: Longman, 1986.

Klarer, Mario. *An Introduction to Literary Studies.* London: Routledge, 2004. Leech,

Geoffrey, Margaret Deuchar and Robert Hoogenraad. *English Grammar for*

Today. New York: Palgrave Macmillan, 2011.

Gerson, Sharon. J. and Steven M. Gerson. *Technical Writing: Process and Product* - III edition. New Delhi: Pearson Education Inc., 2005.

Pauley, Steven E. and Daniel, G.Riordan. *Technical Report Writing*. New Delhi: A.I.T.B.S. Publishers and Distributors, 2006.

ELECTIVE PAPER 3 C TRANSLATION STUDIES

OBJECTIVES:

- To help the students understand how translation shapes the knowledge of the world in the past and better equips to shape the future
- To understand better the emphasis in cultural aspects and the context within which translation occurs

UNIT I: CENTRAL ISSUES

Language and Culture – Types of Translation – Decoding and Recoding – Problems of Equivalence – Loss and Gain – Untranslatability

From Bassnett, Susan - *Translation Studies*, 3rd Edition – Routledge, New Delhi, 2005. **UNIT II: HISTORY OF TRANSLATION – THEORY I**

Problems of “Period Study” – Bible Translation – Education and the Vernacular – Early Theorists – Archaizing

From Bassnett, Susan - *Translation Studies*, 3rd Edition – Routledge, New Delhi, 2005. **UNIT III: HISTORY OF TRANSLATION – THEORY II**

The Renaissance – The Seventeenth and the Eighteenth Century – Romanticism and Post Romanticism – The Victorian – The Twentieth Century

From Bassnett, Susan - *Translation Studies*, 3rd Edition – Routledge, New Delhi, 2005. **UNIT IV: COMPARATIVE STUDY OF TRANSLATION**

A.K. Ramanujan: On Translating a Tamil Poem

Ramayana’s: Five Examples and Three Thoughts on Translation

From Dharwad Ker, Vinay (Ed). *The Collected Essays of A.K. Ramanujan*. New Delhi: Oxford University Press, 2004.

UNIT V: TRANSLATION IN PRACTICE

A field work on any one of the topics given below has to be undertaken by the students to attempt a translation of the same for **internal assessment**.

- Oral stories, songs and traditions of the village
- History of the local or town temple or masque or churches- worship places. · History of the monuments in the village or town
- Family History
- Life of the ancestors in the village or town
- The origin of the name of the village /town
- Great personalities of the past and present who lived in the village/town · Extraordinary Historical event.
- The development of the village or town
- The description of special occupation of the village or town
- Typical village festival, its origin and the celebrations.
- The natural treatment and cure of the diseases.
- The Landscape, details of the source of water.
- Food habits of the village or town.
- Inscriptions

BOOKS FOR STUDY AND REFERENCE

Bassnett, Susan and Harish, Trivedi. *Post-Colonial Translation: Theory Practice*. London and New York: Routledge, 1999.

Kumar, Bijay Das. *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers and Distributors, 2005.

Sethuraman, ed. *Indian Aesthetics: An Introduction*. New Delhi: Macmillan, 2005.

Mukherjee Sujit. *Translation as Recovery*. Delhi: Pencraft International.

SEMESTER IV

PAPER –13

TWENTIETH CENTURY LITERATURE

OBJECTIVES:

- To help the students to retrace the diversity of the literary schools of this period which were more liberal in outlook and scientific in technique
- To introduce students to the thoroughly competent and literate authors in the traditional mode, who were creatively original

UNIT – I: POETRY (Detailed)

1. W. B. Yeats: Easter 1916
2. T. S Eliot: The Wasteland
3. Wilfred Owen: Anthem of Doomed Youth

POETRY (non-detailed)

1. Seamus Heaney: Digging
2. Thom Gunn: On the Move
3. Stephen Spender: The Labourer in the Vineyard
4. Ted Hughes: Crow Alights

UNIT – II: PROSE (Detailed)

1. E.M. Forster: What I Believe
2. C. P. Snow: Two Cultures

UNIT – III: DRAMA

(Detailed)

Beckett: Waiting For Godot

(Non-Detailed)

Harold Pinter: The Birthday Party

UNIT – IV: SHORT STORY

1. James Joyce: After the Race
2. Joseph Conrad: The Secret Sharer
3. Sir Arthur Conan Doyle: A Scandal in Bohemia
4. Margaret Drabble: A Day in the Life of the Smiling Woman

UNIT – V: FICTION

1. Graham Greene: The Power and the Glory
2. D. H. Lawrence: Sons and Lovers

BOOKS FOR STUDY AND REFERENCE

A.J. Wilks, *T.S. Eliot: The Waste Land Macmillan Critical Commentaries*.

London: Macmillan Education Ltd, 1971.

Harold Bloom Ed, *Samuel Beckett's Waiting for Godot: Viva Modern Critical Interpretations*. New Delhi: First Indian Edition, 2007.

Morries Beja, A. E. Dyson Ed. *James Joyce: Dubliners and A portrait of the Artist as a Young man: A selection of critical essays*, 1st ed. London: The Macmillan Press Ltd, 1973.

Gamini Salgado, A. E. Dyson Ed., *D.H. Lawrence Sons and Lovers: A selection of Critical Essays*. London: The Macmillan Press Ltd, 1973.

R.D. Draper, *Sons and Lovers by D.H. Lawrence Macmillan Master Guides*. New York: Palgrave Macmillan, 1986.

PAPER – 14
ENGLISH LANGUAGE TEACHING

· To equip students to teach efficiently well at the secondary and tertiary level. · To train them in the use of new methodologies in teaching English.

UNIT I: History of ELT

The brief history of Language Teaching

English in India – Past, Present and Future

UNIT II: Approaches and Methods

Communicative Language Teaching Method - Total Physical Response -The Silent Way

The nature of Human language – Linguistics, Psychology and English Teaching– Methods – Approach, Method and Technique

UNIT III: Grammar and LSRW Skills

Essential Word – Grammar for teachers – Teaching of vocabulary – Essentials of English Grammar -The Teaching of Grammar – Essentials of English speech – Teaching spoken English: Some Techniques– Reading and Teaching of Reading -Writing and teaching of writing and composition

UNIT IV: Teaching Literature

Teaching Prose – Teaching Poetry – Teaching Drama – Teaching Fiction

UNIT V: Teaching Tools and Assessment

Use of Blackboard and Other Instructional Aids– Study skills and reference skills - Test and Testing– Common Errors and remedial English – Planning and lesson planning.

BOOKS FOR STUDY AND REFERENCE

Jack.C.Richards, Theodore.S.Rodgers, *Approaches and Methods in Language Teaching*. UK: Cambridge University Press, 2001.

Martin Parrot, *Tasks for Language Teaching*. New Delhi:CUP, 1993. Penny Ur, *A Course in Language Teaching: Trainee Book*. UK: First Asian Edition, 1999.

Jerry S. Gabbard and Robert Oporandy, *Language Teaching Awareness*. Chennai: OBS, 2009.

Michael.J.Wallace, *Training Foreign Language Teachers*. New Delhi: CUP, 1991. Jack C. Richards and Willy A. Renandya ed., *Methodology in Language Teaching: An Anthology of Current Practice*. New Delhi: CUP, 2000.

N. Krishnaswamy and Lalitha Krishnaswamy, *Methods of Teaching English*. Chennai: Macmillan, 2011.

Mario Rinvoluti, *Grammar Games: Cognitive, Affective and Drama Activities for EFL Students*. UK: CUP, 1984.

David Nunan, *Research Methods in Language Learning*. New Delhi: CUP, 1992. Penny Ur, *A Course in Language Teaching: Practice and Theory*. UK: CUP, 1991. E. Suresh Kumar and P. Sreehari, *A Handbook for English Language Laboratories*. New Delhi: CUP India Pvt Ltd, 2007.

A. P.R. Howatt and H. G. Widdowson, *A History of English Language Teaching*. New York: OUP, 2004.

S. Kudchekar Ed, *Readings in English Language Teaching in India*. Chennai: Orient Black Swan, 2005.

Penny Ur and Andrew Wright, *Five-Minute Activities: A Resource Book for Language Teachers*. New York: CUP, 1992.

PAPER – 15

CONTEMPORARY LITERARY THEORY – II

Unit I: Marxist Criticism

Marxist Critical terms: Communism, Materialist, Alienation, Reification, Over determinism, Relative Autonomy, Engelsian, Interpellation.

Beginnings and basics of Marxism - Marxist literary criticism

The Present: the influences of Althusser - Marxist criticism: an example

Unit II: New Historicism and Cultural Materialism

New Historicism Critical Terms: Parallel, Thrice-processed, Discursive.

New historicism - new and old historicisms- differences - new historicism and Foucault -

New historicism: an example

Cultural materialism - Cultural materialism: an example

Unit III: Postcolonial Criticism

Postcolonial Criticism Critical Terms: Orientalism, Adept, Adapt. Background -

Postcolonial reading - Postcolonial criticism: an Example

Ecocriticism Critical Terms: Entropy, Symbiosis.

Culture and nature - Ecocriticism: an example.

UNIT IV: Postmodernism

Postmodernism Critical Terms: Narcissism, Meta narrative, Eclectic, Aleatory, Avant Garde, Simulacrum, Simulation.

Postmodernism (pg. 78 -90).

Unit V: Theory after ‘Theory’

Theory after ‘Theory’ Critical Terms: Routinise, Crisis Critique, Presentism, Aestheticism, Affective Fallacy, Congnoscere, Deviance.

Theory after ‘Theory’ (Pg 287-316)

BOOKS FOR STUDY AND REFERENCE

Bennett, Tony. *Formalism and Marxism*. London and New York: Routledge, 1979. Belsey, Catherine. *Critical Practice*. London and New York: Routledge, 1980. Bennett, Tony. *Formalism and Marxism*. London and New York: Routledge, 1979. Bertens, Hans. *Literary Theory: the Basics*. London: Routledge, 2001. Culler, Jonathan Barthes. *A Very Short Introduction*. New York: OUP, 2002. Powell, Jim. *Postmodernism*. Chennai: Orient Longman, 1998

Dobie, Ann B. *Theory into Practise: An Introduction to Literary Criticism*. New Delhi: Cengage Learning, 2012.

Guerin Wilfred L., Earle Labour et al. *A Handbook of Critical Approaches to Literature*. New York: OUP, 1999.

PAPER – 24

RESEARCH PROJECT

Objectives:

- To provide an opportunity for the students to pursue a topic of individual interest to usher into research
- To develop in the students the ability to carry out research projects within a methodological framework through extensive personal study and individual guidance.

Preliminary Requirements:

- Knowledge of the types of Research, Deductive and Inductive Arguments, Critical Approach, Research ethics, Bibliography.
- The research work must be strictly an individual sincere work, the result of ardent study and pursuit of excellence. The work should not exceed 10,000 words and there will be viva- voce by an examiner.
- This module gives the opportunity to undertake supervised work on a dissertation in Literature or English Language Teaching up to 10,000 words, on a topic of one’s choice agreed with the Guide/supervisor.

· It is strongly recommended that the student must be motivated to begin the Preliminary reading and survey of related secondary sources for the dissertation in the first summer term and vacation holidays.

- The students can be encouraged to present papers in the conferences and to publish in the proposed topic.

Essential Reading

a) Where And How To Find Secondary Literature

b) How to Write a Scholarly Paper

From *An Introduction to Literary Studies*- Mario Klarer Pub. London, Routledge. 2004

c)The Undergraduate Dissertation

From *In Pursuit of English Studies*.Barry,Peter.New Delhi, Bloomsbury.2014 d) Gupta, Suman.The place of theory in literary disciplines

From DaSousa, Delia Correa and W.R.Owens. *The Handbook to Literary Research*, second Edition. Routledge: Taylor and Francis Group, The Open University Abingdon-Oxon. 2010.

ELECTIVE PAPER 4 A CHILDREN'S LITERATURE

OBJECTIVES:

- To enable the students to evaluate the literary qualities and the popular appeal of Children's Literature
- To help the students to explore the category of Children's Literature and its impact on children

UNIT I: POETRY

William Wordsworth: To the Cuckoo

Edward Lear: The Owl and the Pussy Cat

Theodore Roethke: My Papa's Waltz

Coventry Patmore: Toys

UNIT II: PROSE

Jawaharlal Nehru : Letters from a Father to his Daughter: The Book of Nature of Love 2. Growing up is hard to do

UNIT III: DRAMA

Rabindranath Tagore: The Post Office

UNIT IV: SHORT STORY

Panchatantra Stories: 1. The Greedy Cobra and the King of Frogs

2. The Story of the Potter

3. The Carpenter's Wife

Hans Anderson: The Little Mermaid

Richard Burton: Alibaba and the Forty Thieves Ruskin Bond: The Tiger in the Tunnel

UNIT V: FICTION

C.S. Lewis: *The Tale of Narnia: The Lion, The Witch and The Wardrobe*

Rudyard Kipling: *The Jungle Book*

Roald Dahl: *Matilda*

BOOKS FOR STUDY AND REFERENCE

Tiwari, Shubha – *Children and Literature* – New Delhi: Atlantic Publishers and Distributors, 2006

Winbott S.E. – *English Poetry for the Young* – Blackie and Sons.

Hans Anderson – *Hans Anderson Fairy Tales: India: Wilco Publishing House, 2005.* Nehru, Jawaharlal. *Letter from a Father to His Daughter.* India: Puffin Books, 2004.

ELECTIVE PAPER 4 B

ACADEMIC WRITING

OBJECTIVES:

- To develop the reading and writing skills for personal and academic purpose.
- To enhance the interpretative ability to critically analyse and appreciate literary texts

UNIT I

Writing a Summary and Response

Writing Practice: Identifying arguments – Summarizing - Forming and expressing a point of view

Editing focus: Paraphrasing - Subject-verb agreement

UNIT II

A) Writing a Descriptive Essay

Reading: *Cherries for My Grandma* by Geoffery Canada

Writing practice: Analysing essay organization - Writing detailed examples as support - Using a summary as an introduction

Editing focus: Adjective clauses - Habitual past: *would* vs. *used to*

B) Writing a Classification Essay

Reading: *Some Reflections on the Technology of Eating* (from *The New York Time*) **Writing practice:** Determining an organizing principle for categorization - Categorizing and avoiding overlapping - Developing conclusions for classification essays **Editing focus:** Pronoun referents

UNIT III

Writing an Advantages–and–Disadvantages Essay

Reading: *You've Got Inappropriate Mail* (from *The New York Time*)

Writing practice: Summarizing and incorporating academic research as support Responding to a quote- More on using a summary as an introduction Using the conclusion to unit an essay

Editing focus: Bibliographies or “Works Cited” lists - Citations for online references - Citations within a text

UNIT IV

A) Writing a Cause –and-Effect Essay

Reading: Excerpt from *The Face of Beauty* by Diane Ackerman

Writing practice: Developing different types of support - Writing up research studies Showing cause and effect - Outlining an essay

Editing focus: Adverbial clauses - Causal connectors - Reported speech

B) Writing a Comparison–and-Contrast Essay

Reading: “A Holistic Approach to Personality Analysis. The Myers-Briggs Type Indicator”

Writing practice: Developing introductions - Assessing the value of a theory

Editing focus: Clauses for comparison, contrast and concession - Transitional expressions between sentences

UNIT V

A) Writing a Literary Analysis Essay

Reading: Excerpt from *The Kite Runner*, by Khaled Hosseini

Writing practice: Analysing mood - Summarizing a story - Understanding plot devices - Writing about symbols - Organizing an introduction for a literary analysis essay Integrating quotes with text - Integrating simile, metaphor, and personification Editing

focus: Present and past unreal conditions

B) Writing an Argumentative Essay

Reading: *Students Shall Not Download. Yeah, Sure.* (From *The New York Times*) \

Writing practice: Identifying arguments and counterarguments -Refuting an argument - Organizing an argumentative essay - Synthesizing information to form arguments

Editing focus: Unstated conditionals - Noun clauses

Prescribed Text

Colonna, Mary and Gilbert, Judith. Reason to Write. Oxford: Oxford University Press, 2006. Print.

BOOKS FOR STUDY AND REFERENCE

Bailey, Stephen. Academic Writing: A Handbook for International Students. USA and Canada: Routledge Third edition.2011

Savage, Alice., Effective Academic Writing: Developing Ideas Oxford: Oxford University Press, 2012. Print.

Savage, Alice and Shafiei, Masoud. *Effective Academic Writing: The Paragraph*. Oxford: Oxford University Press, 2012. Print.

ELECTIVE PAPER 4 C

COMPREHENSIVE STUDY OF LITERATURE

OBJECTIVES:

- To test the student's level of knowledge in the chosen field of study as a whole and to evaluate their mastery.
- To ensure acquisition of a complete knowledge of the coursework and to enable the students to qualify eligibility and competitive examinations

Note for Instructors: This paper covers the entire course undergone by the student through the four semesters. There need not be a formal instruction. The faculty members of the department can offer special lectures and guidance for the preparation on the topics given. The students can be assisted with practice sessions consisting of seminars, assignments and tests.

The final examination objective type questions will cover the whole syllabus of the four semesters. The students can be internally assessed through model tests from the UGC – NET, SET and TRB. Refer to GRE tests.

Methods for study:

- Review names of important writers and their works from each literary period
- Review main characters
- Summarize plots
- Analyse significant themes and conflicts
- Review introductions to each of the following period, genres, movements and categories:
 - British Drama from Everyman to the Present Day
 - Twentieth-Century American Drama
 - Indian and Commonwealth Drama
 - Elizabethan and Nineteenth-Century British Fiction
 - The Twentieth-Century American Novel
 - The Indian and Commonwealth Novel
 - British poetry from Chaucer to the Romantics
 - Victorian Poetry
 - Twentieth-Century Poetry
 - Nineteenth and Twentieth Century American Poetry
 - Commonwealth and Indian Poetry
 - Elizabethan and Nineteenth-Century British Fiction

- The Reflective Essay from Bacon to the Twentieth century
- The British Periodical Essay
- The Satirical Essay
- Literary Theory and Criticism
- Rhetoric and Prosody
- Indian Literature in Translation
- Indian Writing in English

Unit I: Ideas, Periods and Movements

- American and other Non-British Literatures
- European Literature from Classical Age to the 20th Century
- English as a World Language
- Characteristics of Indian English
- Teaching of Indian English at the Tertiary level

Identify the following genres or literary movements, with examples of important works and authors, the eras in which they flourished, the characteristic features and social or intellectual developments that may have shaped the genre or movement:

Aesthetic Movement – Augustan – Elizabethan – Enlightenment -Expressionism Fin de Siècle - Harlem Renaissance – Humanism – Imagism – Impressionism – Jacobean - Magical Realism Modernism – Naturalism – Neoclassicism – Neoplatonism – Platonism – Postmodernism - Pre-Raphaelitism Realism – Reformation – Renaissance – Restoration – Romanticism – Sentimentalism - Surrealism
Symbolist movement – Transcendentalism - Victorian

Note: Unit II, III, IV- Refer to the following terms and how each operates to create meaning in literary works from specific examples of texts and authors. In general, explore a range of functions or issues.

Unit II: Poetry

Accent or beat - Accentual-Syllabic Verse - Accentual Verse – Alexandrine – Anapaestic – Alliteration – Ballad - Stanza - Blank Verse – Caesura - Carpe Diem - Confessional Poetry – Dactylic - Dramatic Monologue– Eclogue – Elegy – Enjambment – Epic - Feminine or Double Rhyme – Foot - Free Verse - Heroic Couplet – Hexameter – Iambic - Internal Rhyme - Incremental Repetition – Lyric - Metaphysical Poetry– Ode (nondramatic) – Pastoral – Pentameter – Quatrain – Refrain – Rhyme - Rhyme Scheme – Rhythm - Slant Rhyme - Sonnet (English v. Italian Forms) - Spenserian Stanza – Spondaic – Stanza - Syllabic Verse – Tercet - Terza Rima – Tetrameter – Trochaic - Verse

Unit III: Drama

Aside – Catharsis – Chorus - Closet Drama – Comedy - Comedy of Humors - Comedy of Manners - Deus ex machina - Dramatic Irony – Epilogue – Farce – Hamartia – Masque – Melodrama – Mime - Morality Play - Mystery Cycle - New Comedy (Greek) - Ode (Greek drama) - Old Comedy (Greek) – Prologue – Protagonist Sentimental Comedy – Soliloquy - Stock Character - Strophe/Antistrophe – Tragedy - Tragicomedy– Unities

Unit IV: Fiction

Bildungsroman - Episodic plot - Epistolary Novel - First Person - Flat Character - Focalizing - Frame Tale - Free Indirect Style or Discourse - Gothic Novel - Interior Monologue – Metafiction – Narrator - Novel of Manners – Omniscient - Picaresque Novel – Plot - Point of View – Polyglossia - Romance (narrative) - Round Character - Stream of Consciousness - Third Person - Unreliable Narrator

(A) Rhetoric & Style

Allusions – Anticlimax – Antithesis – Aphorism – Apostrophe – Bathos – Epic – Epigram – Ethos – Hyperbole - Logos – Metaphor – Metonymy - Mock Heroic – Onomatopoeia – Oxymoron – Paradox – Pathos – Persona – Personification – Rhetoric - Rhetorical Appeal – Satire - Simile and Epic Simile - Symbol

(B) Literary Theory and critical Terms

Archetype - Author Function – Canon – Conventions – Deconstruction – Dialogic – Discourse - Feminist Criticism - Genre – Grotesque – Hermeneutics - Hybridity (postcolonial) - Intentional Fallacy – Intertextuality – Irony - Marxist Criticism – Metanarrative – Mimesis – Myth – Narratology - New Criticism - New Historicism – Orientalism - Pathetic Fallacy – Parody – Pastiche – Postcolonial – Poststructuralism – Psychoanalytical Criticism - Queer Theory - Reader-Response Criticism – Semiotics - Signifier/Signified – Simulacra - Speech Act Theory - Structuralism – Subaltern - Verisimilitude

Unit V: History of English Language - English Language Teaching

HISTORY OF THE ENGLISH LANGUAGE

Origin of Language - Place of English in the Indo-European family - General Characteristics of Old and Middle English - The rise and growth of Modern English - Growth of vocabulary – Greek, Latin, French, Italian, Scandinavian and other foreign influences – Word Formation - Change of Meaning - The Makers of English - The Bible, Spenser, Shakespeare, Milton and Dr. Johnson - American English - Indian English - Characteristics of Modern English - Spelling Reform - The English Lexicon.

LINGUISTICS

Definitions – The Nature and Scope of linguistics, Speech and Writing - Form and Meaning - Words, Clause and Phrase – Concord Government – Sentence Pattern – Phonology – Morphology - Idiolect - Dialect - Transformational Generative Grammar.

ENGLISH LANGUAGE TEACHING

The brief history of Language Teaching - English in India – Past, Present and Future

Approaches and Methods of English Language Teaching

Communicative Language Teaching Method - Total Physical Response – The Silent Way

The nature of Human language – Linguistics, Psychology and English Teaching

Outline of Examination:

- The test consists of approximately 75 objective questions on poetry, drama, biography, the essay, the short story, the novel, criticism, literary theory and the history of the language. The questions may be classified into two groups: factual and analytical.
- The analytical questions test the ability to read a literary text perceptively to answer questions about meaning, form and structure, literary techniques, and various aspects of language.
- The Examination is based on literature in English from the British Isles, the United States and other parts of the world. It also contains a few questions on works, translated from other languages.
- The Examination calls attention to authors, works, genres and movements. The factual questions may require a student to identify characteristics of literary or critical movements, to assign a literary work to the period in which it was written, to identify a writer or work described in a brief critical comment, or to determine the period or author of a work on the basis of the style and content of a short excerpt.

BOOKS FOR STUDY AND REFERENCE

Albert, Edward. *A History of English Literature*. Oxford: Oxford University Press, 1979. Print.

Chowdhury, Aditi and Rita Goswami. *A History of English Literature: Traversing the Centuries*. Hyderabad: Orient Blackswan, 2014. Print.

Daiches, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960. Print.

Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford, UK: Oxford University Press, 1994. Print

A. P.R. Howatt and H. G. Widdowson, *A History of English Language Teaching*. New York: OUP, 2004.

Jack.C.Richards, Theodore.S.Rodgers, *Approaches and Methods in Language Teaching*. UK: Cambridge University Press, 2001.

Bertens, Hans. *Literary Theory: the Basics*. London: Routledge, 2001. Barry, Peter.

Beginning Theory. Manchester and New York: Manchester University Press, 2002.

Wood F.T., *An Outline History of the English Language*. Madras: Macmillan, 2001 Yule,
George. *The Study of Language*. Cambridge University Press, 1985.