

**LOGANATHA NARAYANASAMY GOVERNMENT COLLEGE  
(AUTONOMOUS), PONNERI – 601 204**



**BOARD OF STUDIES**

**Revised Syllabus for**

**M.A., (English)**

**(for the students admitted in 2020 – 2021 and thereafter)**

**POST GRADUATE DEPARTMENT OF ENGLISH**

**2020 – 2021**



**LOGANATHA NARAYANASAMY  
GOVERNMENT COLLEGE (AUTONOMOUS),  
PONNERI – 601 204.**

**POST GRADUATE DEPARTMENT OF ENGLISH  
BOARD OF STUDIES**

**Date: 19.03.2020**

**Venue: English Department**

Board of Studies for English was convened in the Department of English on 19<sup>th</sup> March, 2020 at 01.00pm.

**Minutes of the Meeting**

1. The syllabus has been framed in accordance with the Guidelines of TANSICHE syllabus to keep abreast of the literary and linguistic needs.
2. All the papers (Major and Electives) of PG have two evaluating components namely CIA(Continuous Internal Assessment) and Semester Examinations.
3. For Project, PG students are advised to submit dissertation/mini project on the area of their interest.
4. For Softskills PG studies trained for Practical (Oral) examinations.
5. The question patterns for all the papers have been included.
6. The enclosed syllabi have been approved for implementation from the academic year 2020 – 2023.
7. The Syllabus followed for the year 2017-2020 has been ratified in the event of implementing New Syllabi from the academic year June 2020 to May 2023.
8. The Chairman of the English Board is entrusted to arrange the Board of Studies Meeting as and when required.

**BOARD OF STUDIES –MEMBERS****Dr. R. GOWRISHANKAR (Chairman)**

Assistant Professor and Head,  
Dept. of English.  
L.N.Govt.College (Autonomous)  
Ponneri – 601 204.

<b>Name &amp; Designation</b>	<b>Signature</b>
<b>1. Dr. S. BASHEER AHMED,</b> (University Nominee) Associate Professor and Head, Dept.ofEnglish, New College, Royapettah, Chennai – 600 014.	
<b>2. Dr. V.S. RAMAKRISHNAN,</b> Associate Professor and Head, Dept. of English, Presidency College, Chepauk, Chennai – 600 005.	
<b>3. Dr. K. THIYAGARAJAN,</b> Associate Professor and Head, Dept. of English, Sir Theagaraya College, Chennai – 600 021.	
<b>4. Mr. G. SORNAMUTHURAJ</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
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<b>6. Dr. K.P. SREEKALA</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
<b>7. Mrs. G. SHANMUGAPRIYA</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	

<b>8. Dr. T. PRABHU</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
<b>9. Mr. V.M. MAHENDRAN</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
<b>10. Dr. C.S. ROBINSON</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
<b>11. Dr. N. JAYASREE</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	
<b>12. Mrs. A. SENTHAMARAI</b> Assistant Professor of English, PG Department of English, L.N. Govt. College (Autonomous), Ponneri – 601 204.	

**CHAIRMAN****PRINCIPAL**

**Syllabus for  
M.A (English)  
(for the students admitted in 2020-2021 and thereafter)**

**PREAMBLE**

Literature makes sense of the world through works of poetry, prose, fiction and drama. It is a gateway to the varied human experiences, both past and present. Therefore it brings focus to human nature, their values, beliefs, ideologies, culture and practices. It fosters social justice and equality and teaches the need to think logically and critically. Literature is important to broaden the understanding of the many forces that shape and rule human lives and appreciate them. Above all, it helps one to interpret language better and enhance communication skills. Literature as a field of study involves the study of texts and thus differs from reading literature for pleasure. A study of English literature refers to the study of literatures in English and in translation, from around the world. It remains a relevant field of study in this strife-ridden world.

**PROGRAMME LEARNING OUTCOME**

By the end of the M.A.,(English) programme, the student will be able to

- Acquire critical thinking, creative ability and realisation of human values
- Cultivate humaneness, respect, empathy and openness to the varied affiliations in different contexts across the world
- Employ the knowledge gained, in criticism, interpretation and in the different mediums of writing and oral communication
- Interpret historical and cultural forces that shaped humanity
- Formulate the interconnectedness of all areas of knowledge and its synthesis, and get inspired by great minds, thoughts and action.
- Demonstrate the knowledge of literature as a discipline by studying a range of literary texts written in English or translated into English from past to present times
- Remember the significant historical, political social backgrounds relevant to the literary texts studied
- Derive an understanding of a variety of literary forms, styles and structures for close analysis of texts
- Appreciate literature as a source of understanding ideologies, practical wisdom and aesthetic pleasure
- Apply language in academic and non-academic use in a standardized system for communication

**COURSE STRUCTURE****SEMESTER-I**

<b>S.No</b>	<b>Title of the Paper</b>	<b>Credit</b>
1.	Chaucer and Elizabethan Age	4
2.	Shakespeare	4
3.	Indian Writing in English	4
4.	Language and Linguistics	4
5.	Elective – I (a): Modern English Grammar	3
	Elective – I (b): Modern European Drama	
6.	Soft Skills -1	2
7.	Extra Disciplinary Course: English for Competitive Examinations – I	3
<b>Semester wise Credit Total</b>		<b>24</b>

**SEMESTER-II**

<b>S. No</b>	<b>Title of the Paper</b>	<b>Credit</b>
8.	The Neo-Classical Age & The Romantic Age	4
9.	American Literature	4
10.	New Literatures in English	4
11.	ELT & ICT	4
12.	Elective – II (a): World Short Stories	3
	Elective – II (b): Culture Studies	
13.	Soft Skills -2	2
14.	Extra Disciplinary Course: English for Competitive Examinations – II	3
<b>Semester wise Credit Total</b>		<b>24</b>

**SEMESTER-III**

<b>S. No</b>	<b>Title of the Paper</b>	<b>Credit</b>
15.	Modern British Literature	4
16.	English Literature for UGC NET/SET Examinations-I	4
17.	Literary Theory and Criticism	4
18.	Elective – III (a): Study of Genre: Autobiography and Biography	3
	Elective – III (b): Indian Novel in Translation	
19.	Elective – IV (a): Subaltern Studies	3
	Elective – IV (b): Practical Criticism	
20.	Soft Skills -3	2
<b>Semester wise Credit Total</b>		<b>20</b>

**SEMESTER-IV**

<b>S. No</b>	<b>Title of the Paper</b>	<b>Credit</b>
21.	Research Methodology	4
22.	English Literature for UGC NET/SET Examinations-II	4
23.	Translation Studies	4
24.	Project Work	6
25.	Elective – V (a): Mass Communication and Journalism	3
	Elective – V (b): Diasporic Literature	
26.	Soft Skills -4	2
<b>Semester wise Credit Total</b>		<b>23</b>

**Syllabus for**  
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**SEMESTER-I**

**CHAUCER AND ELIZABETHAN AGE**

**Course Objectives:**

- The course will introduce students to early English literature and tradition from Middle English to Elizabethan era.
- It will introduce students to representative texts of the period
- It enlightens the socio-cultural connotations of the period to the students
- It develops critical and creative faculties in students

**UNIT-I (Poetry)**

- Geoffrey Chaucer-Prologue to the Canterbury Tales
- Thomas Wyatt – I find no peace and all my war is done
- Earl of Surrey – Of Soote Season

**UNIT-II (Poetry)**

- John Milton – Paradise Lost-Book-I
- John Donne – Valedictory Forbidden Mourning
- Andrew marvel – To His Coy Mistress

**UNIT-III (Prose)**

- Francis Bacon – Of Truth, Of Love, Of Friendship
- Bible Reading – St. Luke’s Version of the New Testament

**UNIT-IV( Drama)**

- Christopher Marlowe – Dr. Faustus

**UNIT-V ( Drama)**

- Ben Jonson – Everyman in his Humour

**Books for Reference:**

1. Muir, Kenneth. *Introduction to Elizabethan Literature*. New York: Random House, 1967.Print.
2. Kershaw, Arnold. *An Introduction to Elizabethan Literature*. London: A.H. Stockwell, 1929.Print.
3. Saintsbury, George. *A History of Elizabethan Literature*. London: Library of Alexandria. Print.



4. Robertson, John. M. *Elizabethan Literature*. Forgotten books, 2015.Print.
5. Brown, George E. *Redefining Elizabethan Literature*. Cambridge, U.K: Cambridge, 2004. Print.

**Course Outcomes:**

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

- Develop a knowledge about different genres of poetry
- Get an idea about the development of poetry through ages
- Gain knowledge about the socio-cultural and historical development during the Elizabethan era.
- Understand the linguistic changes that took place during the period.

## SHAKESPEARE

### Course Objectives:

- The course will enable students to establish Shakespeare's importance to English Literature and Language
- The course will enable them to identify communicative strategies in the prescribed plays
- Orient them to a concrete understanding of his ability to communicate to all sections of society and all times
- The course will train them to recognize and appreciate his skills as a wordsmith

### UNIT-I

- Twelfth Night

### UNIT-II

- Hamlet

### UNIT-III

- Henry IV-Part-I

### UNIT-IV

- Shakespearean Clowns and Fools
- Shakespearean Women Characters
- Shakespearean Soliloquies
- Shakespearean Minor Characters
- Sonnets – 12,60 &130

### UNIT-V

- Stephen Greenblatt – Invisible Bullets

### Books for Reference:

1. Granville-Barker, Harley, and G B. Harrison. *A Companion to Shakespeare Studies*. New York: Macmillan Co, 1934. Print.
2. Wells, Stanley. *The Cambridge Companion to Shakespeare Studies*. Cambridge [Cambridgeshire: Cambridge UP, 1986. Print.
3. Bradley, A. C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth – the Original Classic ..* Place of Publication Not Identified: Emereo Pty Limited, 2012.
4. Tomlinson, Thomas Brian. *A Study of Elizabethan and Jacobean Tragedy*. Cambridge: U, 1964. Print.
5. Taylor, Michael. *Shakespeare Criticism in the Twentieth Century*. Oxford: Oxford UP, 2001. Print.
6. Giddens, Eugene. *How to Read a Shakespearean Play Text*. Cambridge: Cambridge UP, 2011. Print.

**Course Outcomes:**

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

- Understand the greatness of Shakespeare in the usage of Language and characterization
- Understand the personality traits of dominant characters
- Gain a working knowledge of communicative strategies and life skills
- Experience and derive meaning from life like situations

## INDIAN WRITING IN ENGLISH

### Course Objectives:

- To enable students to form an overview of literatures in India
- To help students capture the manner of expression in writings by non-native user of English
- To enhance the aspects of the English at a common level
- To make the learners aware of Indian sensibility in the representative works

### UNIT-I (Poetry)

- A.K. Ramanujan – The River
- Sarojini Naidu – The Soul’s Prayer
- Vikram Seth – A Little Distance

### UNIT-II (Prose)

- Amitav Ghose – The Town by the Sea
- Salman Rushdie – Imaginary Homeland

### UNIT-III(Drama)

- Mahesh Dattani – Final Solutions

### UNIT-IV (Short Story & Novel)

- Rabindranath Tagore – Kabuliwala
- Kamala Markandaya – Nectar in a Sieve

### UNIT-V( Criticism)

- Bharatamuni - On Natya and Rasa – Ed. G.N. Devy
- Tholkappiar - On Diction and Syntax – Ed. G.N. Devy

### Books for Reference:

1. Mehrotra, Arvind K. *A Concise History of Indian Literature in English*. Basingstoke: Palgrave Macmillan, 2009. Print.
2. G.N.Devy. *Indian Literary Criticism*. Print.
3. Srinivasa, Iyengar K. R. *Indian Writing in English*. London: Asia Pub. House, 1962. Print.
4. Devy, G.N. *Indian Literary Criticism: Theory of Interpretation*

### Course Outcomes:

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

- Understand the Characteristics of Indian Writing in English
- Understand the varying themes and techniques of literature from India
- Understand the sensibilities expressed through these literary works
- Gain knowledge about the socio-cultural aspects of the people of India

## LANGUAGE AND LINGUISTICS

### Course Objectives:

- To enable students to know and form ideas on growth and development of English
- Its structural, grammatical and functional aspects
- Language's links with society, culture and literature
- Social and cultural implications of language

### UNIT-I The English Language

- The Origin of Language
- Place of English in the Indo-European family of Languages
- Grimm's Law and Verner's Law
- Word Making in English
- Standard English, American English

### UNIT-II Phonology

- Organs of Speech
- The Vowels of English
- Diphthongs of English
- Consonants of English
- Transcription
- The Syllables and Received Pronunciation
- Accent, Rhythm and Intonation
- Received Pronunciation

### UNIT-III Linguistics

- Characteristics of Language
- What is Linguistics
- Dialect-Idiolect-Register-Psycho Linguistics-Sociolinguistics
- What is Grammar?
- Structural Phonology & Morphology

### UNIT-IV Sociolinguistics

- Language varieties, Language, Society and Culture

### UNIT-V Language and Literature

- 'Language and Literature' from *Modern Applied Linguistics* .N. Krishnaswamy et al – Macmillan (p.133-186)

**Book for Reference:**

1. F.T. Wood : An Outline History of English Language
2. T. Balasubramanian: A Textbook of English Phonetics for Indian Students
3. George Yule: The Study of Language, Second Edition, OUP,1996.
4. N. Krishnaswamy: Modern Applied Linguistics – Macmillan.

**Course Outcomes:**

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

- Understand the origin and growth of the English Language
- Understand the nuances and hybrid nature of the English Language.
- Comprehend the socio-cultural influences on Language
- Gain an understanding about the varieties of English Language.

**ELECTIVE – I (a): MODERN ENGLISH GRAMMAR****Course Objectives:**

- The course aims at improving the students' mastery over the fundamentals of English grammar
- To make the learners learn grammar as a course
- To make them use language without grammatical error
- To make them familiar with the sentence structure

**UNIT – I: Word Clauses – Lexemes and Functors – I**

- Noun – Proper, Common, Count, Non-count, Nominal Cases – Functional Categories of Noun – Subject, Complement, Object and part of Prepositional Phrase – Pronoun.
- Verb, Weak and Strong Verbs, Transitive and Intransitive, Verbal inflexions, -s, -ed, -en, -ing – Auxiliaries – Primary and Secondary Modal, Time and Tense, Aspect, Tense Usage, 'Be' 'Have' 'Do' as Main Verbs.

**UNIT – II: Word Clauses – Lexemes and Functors – II**

- Adjectives – Kinds, Functions, Attributive and Predicative, Degree of Comparison, Order of Adjectives.
- Adverbs – Formation, Position of Adverbs, Comparison of Adverbs, Sentence Adverb
- Prepositions, Articles

**UNIT – III: Phrases**

- Nominal Phrase, its structure – Modifier (Determiner, Pre-determiner, Adjectival, Nominal, Numeral, Verbal, Intensifier, Possessive), Qualifier (Adverbial, Prepositional, Verbal Clause) Head, Gerund
- Verbal Phrases, Verbal Patterns, Phrasal Verbs
- Analysis of VPs – Finite – Present, Past – Non-finite – Infinitival – Participial – Present, Past
- Adjectival and Adverbial Phrases
- Prepositional Phrases

**UNIT – IV: Clauses**

- Independent Clause,
- Dependent Clause – Nominal Adjectival – Defining and Non-defining, Adverbial
- Simple, Compound and Complex sentences – Transformation – Co-ordinating and Subordinating Conjunctions
- Conditional Clauses

**UNIT – V: Sentence**

- Type sentence – Basic Sentence Patterns employing grammatical categories and Functional – Subject and Predicate – Noun (Subject, Object, Complement), Verb (Transitive, Intransitive) Adjunct.
- Transforms – Negative, Negative Contraction, Interrogatives – Wh and Yes or No Questions, Tag Questions
- Active and Passive, Direct and Indirect

**Books for Reference:**

1. Ehrlich, Eugene. *English Grammar*. New Delhi:McGraw,2005.
2. Wood, F.T. *A Remedial English Grammar for Foreign Students*. London: Macmillan, 1974.
3. N. Krishnaswamy – *Modern English Grammar and usage*

**Course Outcomes:**

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

- Write English without grammatical error
- Understand the nuances of English grammar
- Gain the knowledge of English Grammar
- Speak without grammar mistakes



## **ELECTIVE – I (b): MODERN EUROPEAN DRAMA**

### **Course Objectives:**

- To appreciate the nuance of the genre
- To understand the themes and techniques of the genre

### **UNIT – I**

Henrik Ibsen – Ghost

### **UNIT – II**

August Strindberg – Miss Julie

### **UNIT – III**

Bertolt Brecht – The Good Women of Szechuan

### **UNIT – IV**

Jean Genet – The Balcony

### **UNIT – V**

Eugene Ionesco - Rhinoceros

### **Course Outcomes:**

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

- Get the nuance of the genre
- Understand the themes and techniques of the genre

## **SEMESTER – I:**

### **SOFTSKILLS FOR LINGUISTIC SKILLS AND MEDIA AWARENESS**

#### **Course Objectives:**

- To develop English needed for Business
- To enhance employability skills
- To improve knowledge in English for Business
- To gain confidence for the job

#### **Introduction to Communication**

##### **A. Practical Communication Skills**

- E-mail
- Presentation Skills
- Curriculum Vitae and Cover Letters
- Facing an Interview
- Note Taking/Making
- Report Writing
- Persuasion Skills

##### **B. Media Awareness**

- Introduction
- Kinds of News
- Who and Which News gets Prominence?
- Types of Radio Programmes
- Types of Television Programmes
- Elements of Advertising
- New Media – the Internet

#### **Books for Reference:**

- An Advanced Course in COMMUNICATION SKILLS and MEDIA AWARENESS, Dr. C.L.N. Prakash, Published by Cambridge University Press India Limited, 2007

#### **Course Outcomes:**

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

- Understand the nuances of English for Business
- Enhance the employability skills
- Gain knowledge in English for Business
- Acquire knowledge for getting jobs

**EXTRA DISCIPLINARY COURSE:**

**ENGLISH FOR COMPETITIVE EXAMINATIONS – I**

**Course Objectives:**

- To introduce the nuances of competitive examinations in English
- To enhance the employability skills
- To improve grammar and vocabulary in English
- To master English skills needed for competitive examinations

**UNIT-I**

- Types of Sentences
- Parts of Speech

**UNIT-II**

- Articles
- Question Tag

**UNIT-III**

- Voice
- Prepositions

**UNIT-IV**

- Framing Questions
- Yes or No questions

**UNIT-V**

- Completion of stories
- Hints Development

**Books for Reference:**

1. Ehrlich, Eugene. *English Grammar*. New Delhi: McGraw, 2005.
2. Wood, F.T. *A Remedial English Grammar for Foreign Students*. London: Macmillan, 1974.
3. N. Krishnaswamy – *Modern English Grammar and usage*

**Course Outcomes:**

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

- Write English without grammatical error
- Get the knowledge of getting through competitive examinations
- Understand the nuances of English for competitive examinations
- Gain skills in English for competitive examinations

## SEMESTER-II

### THE NEO-CLASSICAL AGE & THE ROMANTIC AGE

#### Course Objectives:

- To expose students to the shift in Classical tradition in literary and political terms
- To enable students to perceive and appreciate experimentation in literary forms
- To train the students to analyze the trends in literary expression of the period.
- To appreciate the themes of the Neo-Classical Age

#### UNIT-I (Poetry)

- William Wordsworth – Ode on the Imitations of Immortality
- S.T. Coleridge – Kubla Khan
- P.B. Shelley – Ode to the West Wind
- Thomas Gray – Elegy written in the country churchyard

#### UNIT-II (Prose)

- Jonathan Swift – The Battle of the Books
- Samuel Johnson – Life of Milton

#### UNIT-III (Drama)

- R.B. Sheridan – Rivals

#### UNIT-IV (Fiction)

- Oliver Goldsmith – The Vicar of Wakefield

#### UNIT-V (Fiction)

- Jane Austen – Pride and Prejudice

#### Books for Reference:

1. Tillotson, Geoffrey, Paul Fussell, and Marshall Waingrow, *Eighteenth-century English Literature*. New York: Harcourt, Brace & World, 1969, Print.
2. Richetti, John J. *The Cambridge History of English Literature, 1660-1780*. Cambridge: Cambridge UP, 2005. Print.
3. Cousins, A.D., and Geoff Payne. *Home and Nation in British Literature from the English to the French Revolutions*. Print.
4. Levine, Joseph M. *The Battle of the Books: History and Literature in the Augustan Age*. Ithaca, NY: Cornell UP, 1991. Print.
5. Anderson, Howard, Samuel Holt. Monk, and John S. Shea. *Studies in Criticism and Aesthetics, 1660-1800; Essays in Honor of Samuel Holt Monk*, Minneapolis: U of Minnesota, 1967. Print.

**Course Outcome:**

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

- Understand the literary standards and their relevance to the social and political happenings
- Understand the established canons that govern the writing of literature
- Gain an understanding of the literary experimentations of the age
- Analyze the trends in literary expressions

## AMERICAN LITERATURE

### Course Objectives:

- To help students build knowledge levels needed to form a perspective in American Literature
- To enable them to develop an idea of literature in the US
- To understand the nuances of the American literature
- To appreciate the themes and techniques of American literature

### UNIT-I(Poetry)

- Robert Frost – Home Burial
- Sylvia Plath – Lady Lazarus
- Wallace Stevens – The Emperor of Ice-Cream
- e e cummins – The Cambridge ladies

### UNIT-II(Prose)

- Emerson –Self-Reliance
- Thoreau – Where I Lived, and What I Lived For

### UNIT-III (Drama)

- Eugene O’Neil – The Hairy Ape

### UNIT-IV(Fiction)

- Nathaniel Hawthorne – The Scarlet Letter

### UNIT-V (Criticism)

- Cleanth Brooks – The Language of Paradox
- Kenneth Burke – Formalist Criticism : Its Principles and Limits

### Books for Reference:

1. KUNITz, Stanley, and Howard Haycraft. *American Authors, 1600-1900: A Biographical Dictionary of American Literature*. New York: The H.W. Wilson Company, 1938. Print.
2. Hart, James David. *The Oxford Companion to American Literature*. New York: Oxford UP, 1983. Print.
3. K.M.Newton. *Twentieth Century Literary Theory :AReader*.Print.
4. Ross, Donald. *Companion to American Literature: Historical and Cultural Background*. New York: Peter Lang, 2000. Print.
5. Bradley, Sculley, Richmond C. Beatty, and E H. Long. *The American Tradition in Literature*. New York: Norton, 1967. Print.

### Course Outcome:

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

- Understand the variety of themes dealt in American Literature
- Gain knowledge about unconventional themes and techniques of American Literature
- Understand the dominant genres in American Literature
- Gain knowledge about socio-cultural scenario of the US

## NEW LITERATURES IN ENGLISH

### Course Objectives:

- To introduce the learners to the literatures of the Commonwealth nations which deals with different aspects of life and its problems.
- To make learners familiarize with writers of new literatures.
- To appreciate the themes of New Literatures in English
- To understand the nuances of New Literatures in English

### UNIT-I (Poetry)

- A.D. Hope – Australia
- Wilfred Campbell – The Winter Lakes
- David Rubadri – An African Thunderstorm

### UNIT-II (Prose)

- Chinua Achebe – The Novelist as a Teacher
- V.S. Naipal – Area of Darkness

### UNIT-III (Drama)

- Wole Soyinka – The Lion and the Jewel

### UNIT-IV (Fiction)

- Ngugi waThiango – Weep not ,Child

### UNIT-V (Criticism)

- Stuart Hall – Cultural Identity an Diaspora
- Margaret Atwood – Ice Women and Earth Mothers

### Books for reference:

1. Trele, Abiola. F. *The African Imagination: Literature in Africa and the Black Diaspora*, Oxford UP, 2001.
2. Walsh, William (ed), *Readings in Commonwealth Literature*, Oxford, 1973.
3. Taylor, Andrew. *Reading Australian Poetry*. Queensland: U of Queensland P,1987.
4. Ashcroft, Bill et al. *The Empire Writes Back : Theory and Practice in Post-colonial Literatures*. Routledge, London,1989.
5. Ania, Loomba, *Colonialism / PostColonialism*. Routledge, London,1998.
6. Narasimhaiah, C.D. (ed). *An Anthology of Commonwealth Poetry*, Macmillan,Madras,1990.

**Course Outcomes:**

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

- Understand the Characteristics of New Literature
- Understand the varying themes and techniques of literature from commonwealth countries
- Gain knowledge about the socio-cultural aspects of the people of commonwealth nations
- Understand the sensibilities expressed through these literary works



## ELT & ICT

### Course Objective:

- To equip students on the historical knowledge on ELT
- To orient students with different perspectives to ELT and to infer meaning from the text
- To enable students in understanding how English language evolves in multiple contexts
- To orient students in understanding on Blend possibilities in ELT
- The Learners would become competent and become aware of all the approaches and methods of teaching English language.

### UNIT-I

- A brief history of Language Teaching
- Attitudinal Changes in Language and Communication
- From English to Englishes
- Language Ethics

### UNIT-II

- Competency-Based Language Teaching
- Communicative Language Teaching
- Content-Based Language Teaching
- Task-Based Language Teaching
- Blended Teaching Method

### UNIT-III

- English for Specific Purpose / Social Purposes
- Teaching English in multilingual societies
- Research in Second Language Acquisition
- Teaching large classes and mixed ability classes

### UNIT-IV

- Using Technology –Internet, Mobile, Smart Classrooms, with resources, ipod
- E-content development, e-publishing-education-portal.com

### UNIT-V

- Writing Blogs and Websites
- Free online services, MOOC, Edx, Coursera
- Internet of things (IOT), Social Media, Mobility, Analysis and Cloud ( SMAC)

**Books for Reference:**

1. Jack.C.Richards and Theodore Rodgers. *Approaches and Methods in Language Teaching*
2. *Teacher Knowledge Test*, Cambridge University Press
3. Howett. AP.R & H.G. Widdowson. *A History of England Language, Teaching*
4. Evans. T. and St. John. M.J. *Development in English for Specific Norms“* A multi-disciplinary approach. Cambridge, England. Dudley – (1998) Cambridge University Press.
5. Joyce Penfield. *Women and Language in Translation*

**Course Outcomes**

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

- Gain knowledge about the origin and development of the field English Language Teaching
- Understand how English Language evolves from multiple contexts
- Gain knowledge about the various approaches and methods of teaching English
- Acquire knowledge about Blend possibilities in ELT.

## ELECTIVE – II (a): WORLD SHORT STORIES

### Course Objectives:

- To expose learners to short story writing over centuries
- To provide learners an insight into different cultures
- To help learners appreciate different themes, strategies and techniques employed by the writers
- To appreciate the nuances of the genre

### UNIT-I

- Introduction to Short Stories

### UNIT-II

- O. Henry – The Gift of the Magi
- Nathaniel Hawthorne – The Snow Image
- Pearl S Buck – The Refugee

### UNIT-III

- R.L. Stevenson – The Bottle Imp
- D.H. Lawrence – The Rocking horse winner
- H.H. Mundro (Saki) – The Lumber Room

### UNIT-IV

- Katherine Mansfield – A Cup of Tea
- Gabriel Garcia Marquez – Balthazar’s Marvellous Afternoon
- Octavio Paz – The Blue Bouquet

### UNIT-V

- Anitha Desai – A Devoted Son
- Kushwanth Singh – Karma
- K.A. Abbas – The Sparrows

### Books for Reference:

1. Joseph A., and Balasubramanian M,eds. *Memorable Tales*.Trichy: Pogo Publishing House, 2013.
2. Kannan, Lakshmi. *India Gate and Other Stories*. New Delhi: Disha Books,1993.

### Course Outcome:

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

- Get the insight of different cultures
- Appreciate the short stories of various countries
- Understand the genre of short story well
- Understand the nuances of the genre

## **ELECTIVE – II (b): CULTURAL STUDIES**

### **Course Objectives:**

- To expose learners to short story writing over centuries
- To provide learners an insight into different cultures
- To help learners appreciate different themes, strategies and techniques employed by the writers
- To appreciate the nuances of the genre

### **UNIT – I**

Cultural Studies: An Introduction - Understanding Cultural Studies -Modernity-Postmodernity, Hegemony-Resistance – Colonialism – Post-colonialism

### **UNIT – II**

Power-Agency, Identity – Subjectivity – Ideologies – Symbol – Semiotics – Gender – Feminism

### **UNIT – III**

Race, Ethnicity, Nation-Orientalism – Subaltern – Globalization, Diaspora, Multiculturalism

### **UNIT – IV**

Popular Culture – Culture Industry – The Commodity – Media, Television – Representation, Consumerism – Science, Technology and Cultural Studies – Cyber-culture

### **UNIT – V**

Oscar Wilde – The Picture of Dorian Gray  
Kate Chapin – The Awakening

### **Reference Books:**

- An Introduction to Cultural Studies. Pramod K. Nayar. Vira Books. 2008.
- Cultural Studies. The Basics. Jeff Lewis. Sage Publication 2002.

### **Course Outcome:**

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

- Understand the nuance of the genre
- Get the knowledge of the various themes and techniques of the genre

## **SEMESTER – II: ESSENTIALS OF SOFT-SKILLS**

### **Introduction to Soft Skills**

#### Communication Skills

##### Introduction

##### Importance of Communication Skills

##### Communication Tools

- Listening
- Speaking
- Writing
- Reading

#### Motivation

##### Introduction

##### Importance of Motivation

##### Types of Motivation

- Intrinsic Motivation
- Extrinsic Motivation

##### Theories of Motivation

##### Strategies to Improve Motivation

#### Telephone Etiquette

##### Introduction

##### While Receiving a call

##### While making a call

##### Important Manners to follow

#### Leadership skills

##### Introduction

##### Leadership Style

- Transactional leaders
- Transformational leaders
- Autocratic leadership style
- Bureaucratic leadership style
- Charismatic leadership

##### Traits of a good leader

#### Body Language

##### Defining body language

- Importance of body language
- Types of body language
- How to learn body language

##### Some of the examples of body language

**EXTRA DISCIPLINARY COURSE:  
ENGLISH FOR COMPETITIVE EXAMINATIONS – II**

**Course Objectives:**

- To introduce the nuances of competitive examinations in English
- To enhance the employability skills
- To improve grammar and vocabulary in English
- To master English skills needed for competitive examinations

**UNIT-I**

- Reported Speech
- Spotting Errors

**UNIT-II**

- Phrasal Verbs
- Using Linkers

**UNIT-III**

- Complaint Letters
- Preposition

**UNIT-IV**

- Note-making
- Precis Writing

**UNIT-V**

- Proverb Expansion
- Rearranging Jumbled Sentences into Coherent Order

**Books for Reference:**

1. Ehrlich, Eugene. *English Grammar*. New Delhi: McGraw, 2005.
2. Wood, F.T. *A Remedial English Grammar for Foreign Students*. London: Macmillan, 1974.
3. N. Krishnaswamy – *Modern English Grammar and usage*

**Course Outcomes:**

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

- Write English without grammatical error
- Get the knowledge of getting through competitive examinations
- Understand the nuances of English for competitive examinations
- Gain skills in English for competitive examinations

## SEMESTER-III

### MODERN BRITISH LITERATURE

#### Course Objectives:

- To sensitize to the momentous changes in the modern British literature
- To enable them to understand experimental and innovative techniques used in literature
- To make clear the idea that changes in human experience demand changes in mode of expressions
- The learners will be able to identify and understand the shift in the literary devices from the plot and structure of the text to the mode of narrative techniques.

#### UNIT-I (Poetry)

- W.B. Yeats – Second Coming
- T.S. Eliot – The Love Song of J. Alfred Prufrock
- Lord Tennyson – The Lotos Eaters
- Francis Thompson – The Hound of Heaven
- G.M. Hopkins – The Windhover

#### UNIT-II (Prose)

- Charles Lamb – South Sea House, In Praise of Chimney Sweepers
- D.H. Lawrence – Why the Novel Matters

#### UNIT-III (Drama)

- Oscar Wilde – Importance of being Earnest

#### UNIT-IV (Fiction)

- Charlotte Bronte – Jane Eyre

#### UNIT-V (Criticism)

- T.S. Eliot – Tradition and Individual Talent
- Northrop Frye – The Archetypes of Literature

#### Books for Reference:

1. Temple, Ruth Zabriskie. and Martin Tucker. *Twentieth Century British Literature: A Reference Guide and Bibliography*. New York: F. Ungar Pub., 1968. Print.
2. Kermode, Frank, and John Hollander, *Modern British Literature*. New York: Oxford UP.1973. Print.
3. Sauerberg, Lars Ole. *Intercultural Voices in Contemporary British Literature: The Imposition of Empire*. Houndmills, Basingstoke, Hampshire: Palgrave, 2001.Print.
4. Ivory, James Maurice. *Identity and Narrative Metamorphoses in Twentieth-century British Literature*. Lawiston, NY: Edwin Mellen,2000.Print.

**Course Outcome:**

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

- Understand the socio-cultural changes that influenced Literature during 20th Century.
- Understand how the different modes of literary expression have influenced human life.
- Gain knowledge about the changes in the use of literary devices and techniques
- Understand the various themes of Modern British Literature



## ENGLISH LITERATURE FOR UGC NET/SET EXAMINATIONS-I

### Course Objectives:

- To train the students to prepare for UGC NET/SET examinations
- To train the students to gain in-depth knowledge in Literature
- To understand the various genres
- To gain the knowledge of various literary theories

### UNIT-I

- Drama

### UNIT-II

- Poetry

### UNIT-III

- Fiction, Short Story

### UNIT-IV

- Non-Fictional Prose

### UNIT-V

- Language: Basic concepts, Theories and Pedagogy, English in Use

## QUESTION PAPER PATTERN FOR ENGLISH LITERATURE FOR UGC NET/SET EXAMINATIONS PAPER -I

<b>Scheme of Examination</b>	<b>Internal 25% + External 75%</b>
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**SECTION – A: 25–** (Multiple Choice Questions) **(25 x 1 = 25)**

**SECTION – B: 10 out of 20 –** (4 questions from each unit) **(10 x 5 = 50)**

### Books for Reference:

1. Andrew Sanders– An Oxford History of English Literature.
2. Patricia Waugh – Contemporary Critical Theory.
3. Peter Barry – Beginning Theory.
4. M.H. Abrams – A Glossary of Literary Terms.
5. An Outline History of English Literature by W.H. Hudson.
6. A Critical handbook of Literature in English by Shubhamoy Das.
7. History of English Literature by W.J. Long
8. History of English Literature by Edward Albert.
9. History of English Literature by T.Singh.
10. An Introduction to Literary and Cultural Theory by Peter Barry
11. An Introduction to English Criticism by B.Prasad.

12. English Literary Objective Questions by Amita Rowley Thaman.
13. A Textbook for Objective Questions in English Literature by Manoj Kumar.
14. Lodge, David. *Modern Criticism and Theory* Lodge, David. Twentieth Century Criticism
15. Contemporary Literary and Cultural Theory by P.K.Nayar.
16. Baldic, Chris. *The Oxford Dictionary of Literary Terms* .Oxford : OUP, 2008.
17. Cuddon, J.A.*The Penguin Dictionary of Literaray Terms and Literary Theory*.London:Penguin,2002.
18. Ashok, Padmaja. *A Companion to Literary Forms*.Telengana: Orient BlackSwan, 2015
19. Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publiction,1999.

**Course Outcome:**

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

- Answer questions well in the UGC NET/SET examinations
- Gain the knowledge of Literary Theories
- Understand the key concepts in Literature
- Enhance the chance of getting through UGC NET/SET examinations

## LITERARY THEORY AND CRITICISM

### Course Objectives:

- Students will be introduced to one of the most enabling forms of literary study
- Students will be trained to analyze literary writings, based on ever evolving traditions of criticism
- To sensitize students to transition from Humanistic to Modern to Postmodern critical traditions
- To enable the students to comprehend dominance of theory in the Postmodern phase

### UNIT-I

- Aristotle – Poetics
- S.T.Coleridge – Biographia Literaria( Chapter-14)

### UNIT-II

- Matthew Arnold – Study of Poetry
- T.S.Eliot – Functions of Criticism

### UNIT-III

- William Empson – Seven Types of Ambiguity
- I.A. Richards – Four Kinds of Meaning

### UNIT-IV

- Roland Barthes – Death of the Author
- Derrida – Force and Signification

### UNIT-V

- Elaine Showalter – Towards Feminist Poetics
- Toril Moi – Feminist, Female, Feminine

### Books for Reference:

1. Schoenberg, Thomas J, and Lawrence J. Trudeau. *Twentieth-century Literary Criticism: Volume 213*. Detroit: Gale, 2009. Print.
2. Wimsatt, William K. *Literary Criticism*. London: Routledge&Kegan Paul, 1970. Print.
3. Trilling, Lionel. *Literary Criticism: An Introductory Reader*. New York: Holt, Rinehart, and Winston, 1970. Print.
4. Rees, C.J Van. *Literary Theory and Criticism: Conceptions of Literature and Their Application*. S.l.: S.n., 1986. Print.
5. Ramaswamy, S., and V. S. Seturaman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Bombay: MacMillan of India, 1977. Print.
6. Groden, Michael, and Martin Kreiswirth. *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore: Johns Hopkins UP, 1994. Print.

**Course Outcomes:**

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

- Understand the significance of theory in literary interpretation
- Understand the factors that contributed to the transitions that happened in literary studies
- Understand the functioning of various method and sources of Literary Criticism
- Analyze Literary works employing the evolving traditions of criticism

**ELECTIVE – III (a):  
STUDY OF GENRES: AUTOBIOGRAPHY AND BIOGRAPHY**

**Course Objectives:**

- To enable students to understand the life of great personalities
- To introduce the new genre of biography
- To appreciate the nuances of the genre
- To inculcate values in students with the biography of exceptional persons

**UNIT-I**

- Narrative Characteristics of Autobiography and Biography

**UNIT-II**

- M.K.Gandhi – My Experiments with Truth

**UNIT-III**

- James Boswell – Life of Samuel Johnson

**UNIT-IV**

- Maya Angelou – I Know Why the Caged Bird Sings

**UNIT-V**

- Margaret Lawrence – A Bird in the House

**Books for Reference:**

1. Agazarian M Yvonne, Susan Gantt. *Autobiography of a Theory: Developing a Theory of Living Human*. Jessica Kingsley Publishers.
2. Burt, Daniel, *The Biography Book : A Reader's Guide to Nonfiction, Fiction and Films*. Greenwood Publishing Group.
3. Denzin, K Norman. *Interpretive Biography*. SAGE
4. Soderquist, Thomas. *The History and Poetics of Scientific Biography*. Ashgate Publishing Ltd.

**Course Outcome:**

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

- Appreciate the genre of Biography
- Get the knowledge of the life-history of the great personalities
- Imbibe values from the biography
- Understand the nuances of the genre

## **ELECTIVE – III (b): INDIAN NOVEL IN TRANSLATION**

### **Course Objectives:**

- To expose learners to short story writing over centuries
- To provide learners an insight into different cultures
- To help learners appreciate different themes, strategies and techniques employed by the writers
- To appreciate the nuances of the genre

### **UNIT – I**

General Topic: Nature and Function of the Modern Novel in Regional Literary Traditions

### **UNIT – II**

MannuBhandari – The Great Feast (Tr. by Ruth Vanita).

### **UNIT – III**

Ashapura Devi – The First Promise (Tr. by Indira Chaudhry).

### **UNIT – IV**

Ashok Mitran – Mole (Tr. by Raman N. Kalyan)

### **UNIT – V**

Ahmed Nazir – Son of the Moment (Tr. by Zakir Mohammad)

### **Books for Reference:**

1. George K. A.: Comparative Indian Literature.
2. Kripalani, Krishna: Modern Indian Literature.
3. Mukherjee, Meenakshi: Realism and Reality.
4. Indian Institute of Advanced Studies (ed.): Modernity and Contemporary Indian Literature.
5. MotilalJotwani: Contemporary Indian Literature and Society.

### **Course Outcome:**

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

- Understand the nuance of the genre
- Get the knowledge of the various themes and techniques of the genre

**ELECTIVE – IV (a): SUBALTERN STUDIES****Course Objectives:**

The course will help the students to

- To gain knowledge about unexplored research areas in Literary Studies
- To be introduced to Marginalized literary expressions
- To acquire knowledge about disability and Minority discourses
- To understand the themes of Subaltern Studies

**UNIT-I(Aboriginal Studies)**

- Sally Morgan-My Place

**UNIT-II (Feminist Studies)**

- Alice Walker-The Color Purple

**UNIT-III (Gender Studies)**

- Mahesh Dattani -On a Muggy Night in Mumbai

**UNIT-IV (Disability Studies)**

- Cyrus Mystry – The Chronicle of Corpse Bearer

**UNIT-V (Subaltern Studies)**

- Perumal Murugan -The Goat Thief

**Books for Reference:**

1. *Reading Subaltern Studies: Critical History Contested Meaning and the Globalization of South Asia*. Edited by David Ludden, Anthem South Asian Studies, 2002.
2. *Nelson Aboriginal Studies*, Editors Allison Cadzow, John Maynard, Published by Cengage Learning, 2011.
3. *Women and Media, challenging feminist discourses*, Edited by Kiran Prasad, the Women Press, Edition: 2010
4. *Feminist Approaches to Literature (Vistas and Perspectives)*, Edited by SUNITA Sinha, Atlantic Publishers.
5. *Delusions of Gender: How Our Minds, Society and Neurosexism Create Difference* by Cordelia Fine, Published by W.W Norton and Company
6. *We should all be Feminists* by Chimamanda Ngozi Adichie, Vintage Publications, 2014.
7. *The Minority Body (A Theory of Disability)* by Elizabeth Barnes by Oxford University Press.
8. *Minority Studies*, Edited by Rowena Robinson, Oxford Press, 2012.

**Course Outcomes:**

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

- Gain knowledge about emerging research areas in English studies
- Understand the point of view of minority voices
- Gain new perspective about disability and gendered discourses



## **ELECTIVE – IV (b): PRACTICAL CRITICISM**

### **Objectives**

- To give a practical introduction to criticism
- To enable the students to do independent criticism
- To equip the students with the power to think independently
- To introduce the various nuances in a genre

### **UNIT – I**

#### Appreciation of Poetry

- Elements of poem - Descriptive, narrative, reflective- Formats of poetry and Mechanics of poetry
- Deeper level meaning and surface level meaning

### **UNIT – II**

#### Appreciation of Drama

- Elements of Theater Setting, Stage Properties, Costumes, Music, Language, Style, Gestures, Tone, Intonation, and Voice modulation

### **UNIT – III**

#### Appreciation of Novel/ Short Story

- Elements of Novel – humorous, tragic, social, detective, psychological, setting, diction, and theme

### **UNIT – IV**

#### Appreciation of Prose

- Elements of Prose -Descriptive, narrative, argumentative, diction and the use of sentence patterns.

### **UNIT – V**

- Practical Appreciation of a poem/a scene from drama / prose / short story

### **Books for Reference**

- Abrahams M.H. A Glossary of Literary Terms. New Delhi: Cleange, 2009
- Hudson, William Henry. An Introduction to the study of English Literature.
- Prasad B. A Background to the study of English Literature.
- Iyengar, S K R and P N Kumar. An introduction to the study of English Literature.

### **Course Outcome:**

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

- Understand the nuance of the genre
- Get the knowledge of the various themes and techniques of the genre

### SEMESTER – III: LANGUAGE AND COMMUNICATION

Language – What is Language? – phrase, clause – sentence

#### Communication Skills

##### A. Oral Communication

- Fluency building techniques – using news channels and newspapers
- Word classes and their interchange
- Telephone strategies – playing models (seeking permission, expressing gratitude, introducing, greeting, using gender fair language, etiquette polite talking)
- Simplifying and effective speaking.
- Using effective vocabulary.

##### B. Types of Communication

Functional, situational, verbal, non-verbal, interpersonal, intrapersonal, group, interactive, public, mass-line, dyadic communications with examples.

##### C. Written Communication

- Planning
- Drafting and redrafting
- Presentation
- Writing dialogue, memos, reports, minutes
- Business correspondence
- Persuasive letters
- Writing reviews, analysis and comment.

#### Books for Reference:

- Examine your English by Margaret M. Maison, Orient Longman Ltd., 1997
- Reader's Digest – How to write and Speak better, Reader's Digest Publications,

## **SEMESTER-IV**

### **RESEARCH METHODOLOGY**

#### **Course Objectives:**

- To introduce the art and science of research
- To train the students in the basics of research and research writing
- The paper enables the learners to create inter disciplinary perspectives in textual and field based research
- To instill confidence in writing research writing

#### **UNIT-I**

- Definition of Research-Types of Research-Literary and Scientific Research-Philosophy of Research – Preliminary Study, Choosing a Viable Topic-Primary and Secondary Sources

#### **UNIT-II**

- The Modern Academic Library, Research Sources: Printed and Electronic including Web Sources, Digital Library Sources, Identifying the Right Sources, Compiling Working Bibliography, Evaluating the Source.

#### **UNIT-III**

- Taking Notes and Collecting Materials, Thesis Statement, Working Outline, Preparing Samples, Writing Drafts-Revising the Outline and Draft, The Introduction and the Conclusion-The Main Chapter: Clarity, Unity, Coherence, Emphasis, Interest, Point of View.

#### **UNIT-IV**

- The Format of the Thesis, Preparing the Final Outline and Final Draft-Organizing Principles and Methods of Development, Plagiarism, Converting the Working Bibliography to List of Works – Cited, Abbreviations, Proof Reading.

#### **UNIT-V**

- Language and Style of Thesis Writing: General Principal – Kinds and Suitability of Style, Style Sheet Conventions, Documentations: Parenthetical Documentation, Foot Notes, End Notes. The Mechanics of Writing: Spelling, Punctuation, Quotations, etc.

#### **Books for Reference :**

1. Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 8<sup>th</sup> Edition, 2009.
2. Moor, Robert H. Effective Writing. New York : Holt, Rinehartand Winston, 1965.

**Course Outcomes:**

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

- develop new perspectives for performing Literary Research
- gain knowledge about new research methods in Research
- understand the basics of research writing
- understand the elements of truth theoretical and empirical research

**ENGLISH LITERATURE FOR UGC NET/SET EXAMINATIONS-II****Course Objectives:**

- To train the students to prepare for UGC NET/SET examinations
- To train the students to gain in-depth knowledge in Literature
- To understand the various genres
- To gain the knowledge of various literary theories

**UNIT-I**

- English in India : history, evolution and future

**UNIT-II**

- Cultural Studies

**UNIT-III**

- Literary Criticism

**UNIT-IV**

- Literary Theory post World War II

**UNIT-V**

- Research Methods and Materials in English

**QUESTION PAPER PATTERN FOR  
ENGLISH LITERATURE FOR UGC NET/SET EXAMINATIONS PAPER -II**

<b>Scheme of Examination</b>	<b>Internal 25% + External 75%</b>
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**SECTION – A: 25–** (Multiple Choice Questions) **(25 x 1 = 25)**

**SECTION – B: 10 out of 20 – (4 questions from each unit)** **(10 x 5 = 50)**

**Books for Reference:**

1. Andrew Sanders– An Oxford History of English Literature.
2. M.H. Abrams – A Glossary of Literary Terms.
3. An Outline History of English Literature by W.H. Hudson.
4. A Critical handbook of Literature in English by Shubhamoy Das.
5. History of English Literature by W.J. Long
6. History of English Literature by Edward Albert.
7. History of English Literature by T.Singh.
8. An Introduction to Literary and Cultural Theory by Peter Barry
9. An Introduction to English Criticism by B.Prasad.
10. English Literary Objective Questions by Amita Rowley Thaman.
11. A Textbook for Objective Questions in English Literature by Manoj Kumar.

12. Lodge, David. Modern Criticism and Theory Lodge, David. Twentieth Century Criticism
13. Contemporary Literary and Cultural Theory by P.K.Nayar.

**Course Outcome:**

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

- Answer questions well in the UGC NET/SET examinations
- Gain the knowledge of Literary Theories
- Understand the key concepts in Literature
- Enhance the chance of getting through UGC NET/SET examinations

## TRANSLATION STUDIES

### Course Objectives:

- To familiarize learners with the history and theory of translation
- To introduce learners to the techniques involved in translation
- To make learners translate prose passage from English to Tamil and vice versa
- To enhance the employability of the learners as translators

### UNIT I – Language and Culture

- History of translation theory
- Specific problems of translation
- Types of translation

### UNIT II

- Sophocles-Antigone

### UNIT III

- Rajam Krishnan – Lamp in the whirlpool
- Kalki – Ponnien Selvan ( 1st volume)

### UNIT IV

- Thirukkural by G.U. Pope (any 5 chapters)

### UNIT V

- Practical Translation – A brief passage or short poem to be given for translation (English to Tamil, Tamil to English)
- The problems in Translation

### Book for Reference:

1. Bassnett, Susan. *Translation Studies*. London: Methuen,1980.
2. Catford,JC, *A Linguistic Theory of Translation :An Essay in Applied Linguistics*.London:Oxford UP,1965.
3. Savory, Theodore H.*The Art of Translation*.Boston:The Writer,1968.

### Course Outcome:

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

- Translate from English to Tamil well
- Translate Tamil to English well
- Get the knowledge of the history of Translation
- Understand the various techniques in translation

## **PROJECT WORK**

### **Course Objectives:**

- To introduce the art and science of research
- To train the students in the basics of research and research writing
- The paper enables the learners to create inter disciplinary perspectives in textual and field based research
- To instill confidence in writing research writing

**The students are advised to do a Project Work / Dissertation on the area of their interest**

### **Course Outcomes:**

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

- develop new perspectives for performing Literary Research
- gain knowledge about new research methods in Research
- understand the basics of research writing
- understand the elements of truth theoretical and empirical research



## **ELECTIVE – V (a): MASS COMMUNICATION AND JOURNALISM**

### **Course Objectives:**

- To introduce the students Mass Communication and Journalism.
- To stimulate their interest for higher studies and career.
- To develop multi-tasking skills required in the dynamic multi-media.
- To enhance the knowledge of mass communication and journalism

### **UNIT-I Introduction to Communication**

- Definition-Meaning –Process of Communication
- Functions and Theories of Mass Media
- Role and effects of Mass Media in Social Campaigns ( Literary, anti-poverty, family planning, national integration, secularism, secularism and environment issues)
- Emerging trends and development information and communication technologies.

### **UNIT-II Introduction to Journalism**

- Role of Press in India – English and vernacular
- Press
- Ethics and Principles of Journalism, Freedom of Press
- Press Council and Press Regulations in India

### **UNIT-III Print Media**

- The Making of a Newspaper
- Principles of Reporting – Feature Writing, Interviews, Reviews and Cartoons
- The Role of Editor
- Press and Public Opinion

### **UNIT-IV Television Media**

- The growth and development of television in India
- Television Production and Format of TV Programmes
- Radio genres, Ownership, Control and Broadcasting Policy
- Impact of TV and Radio on Society

### **UNIT-V Advertisement**

- Types of Advertising and Advertising Media
- Techniques in effective Advertisement
- Code of Ethics for Advertising
- Advertising and Marketing

**Books for Reference:**

1. KamathVikas,M.V.*ProfessionalJournalism*.PublishingHouse,New Delhi,1986.
2. Ahuja,B.M.*Theory and Practice of Journalism*.
3. David Wainwright.*Journalism Made Simple*.
4. Mehta,D.S.*Mass Communication and Journalism in India*.
5. Srivatsava,K.M. *Radio and T.V.Journalism*.Sterling Publishers, Bangalore,1987.

**Course Outcome:**

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

- Get the knowledge of Mass Communication
- Get the nuances of Journalism
- Understand the ethics of Mass Communication and Journalism
- Equip oneself to work in an organization related to mass communication and journalism

## ELECTIVE – V (b): DIASPORA LITERATURE

### Objectives

- To introduce the students the world of Diaspora
- To introduce the nature and growth of Diaspora
- To make the students to understand the diasporic effects.
- To familiarize the themes in Diasporic writing.

### UNIT – I

#### Introduction

Definition of the term “Diaspora”– Birth of Diasporic Literature – Colonialism and Diaspora –Classification of “Diaspora” -Indian Diaspora and its classification - Members of Indian Diaspora

### UNIT – II (POETRY)

Vikram Seth – The Frog and the Nightingale  
JayantaMahapatra – Freedom

### UNIT – III (POETRY)

Dom Moraes – Absences  
Adil Jussawalla – Geneva

### UNIT – IV (PROSE)

Stuart Hall – Cultural Identity and Diaspora

### UNIT – V (SHORT-STORY)

Jhumpa Lahiri – Interpreter of Maladies

### Books for Reference:

- Peeradina, Saleem. Ed. Contemporary Indian Poetry in English: An Assessment and Selection. Chennai: Macmillan Pub. Pvt. Ltd. 2010.
- John, B. Alphonso – Karkala. Indo- English Literature in the Nineteenth Century. Mysore, 1970
- Lahiri, Jhumpa . Interpreter of maladies: stories. New York: Houghton Mifflin Harcourt, 1999.
- Lal, BrijVilash. The Encyclopedia of the Indian Diaspora. Delhi: Oxford University Press, 2006.

### Course Outcome:

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

- Understand the nuance of the genre
- Get the knowledge of the various themes and techniques of the genre

## SEMESTER – IV: PERSONALITY ENRICHMENT

### Introduction to Personality

Introduction

Meaning and definition of personality

Major determinants of personality:

- Genetic determinants – Social determinants – Culture determinants – Psychological determinants

Theories of Personality

- Type theories – Jung’s Typology – Trait Theory – Psychoanalytic Theory of Personality

Development of Personality

### Personality Development

Introduction

Self, Self-concept

- Self-schemes – Self-discrepancy – Factors shaping self-concept

Self-esteem

Structure of self-esteem – Development of self-esteem

### Stress Management

Introduction

Causes of Stress

- Major life changes that can be stressful – Environmental events that can be stressful

Assessment of stress

Stress response

Consequences of stress

Stress Management Techniques

### Emotional Intelligence (EI)

Introduction

Emotional Intelligence: Definitions

- Components of EI
- Consequences of Low EI
- Advantages of High EI
- Development of EI
- Tips to increase EQ

### Books for Reference

- Value Education, Personality Enrichment and Soft Skills. Dr. P. Venkatammal, Rev. Fr. Dr. I. Ratchagar, A. Arokiamary, A. Edwinraj by Vijay Nicole Publishers, 2009
- The book of Etiquette and Manners. Nimeran Sahukar&Prem P. Bhalla by Vijay Nicole Publishers, 2009

**QUESTION PAPER PATTERN FOR SOFTSKILLS**

<b>Scheme of Examination</b>	<b>Internal 40% + External 60% (Oral)</b>
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**QUESTION PAPER PATTERN FOR PROJECT**

<b>Scheme of Examination</b>	<b>Internal 50% + External 50% (Oral)</b>
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**QUESTION PAPER PATTERN FOR ALL PAPERS  
(ENGLISH FOR COMPETITIVE EXAMINATIONS PAPER I & II)**

<b>Scheme of Examination</b>	<b>Internal 25% + External 75%</b>
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**SECTION – A: 10 out of 12 – (2 questions from each unit) (10 x 2 = 20)**

**SECTION – B: 5 out of 7 – (1 question from each unit) (5 x 5 = 25)**

**SECTION – C: 3 out of 5 – (1 question from each unit) (3 x 10 = 30)**

**QUESTION PAPER PATTERN FOR  
ENGLISH LITERATURE FOR UGC NET/SET EXAMINATIONS PAPER I & II**

<b>Scheme of Examination</b>	<b>Internal 25% + External 75%</b>
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**SECTION – A: 25– (Multiple Choice Questions) (25 x 1 = 25)**

**SECTION – B: 10 out of 20 – (4 questions from each unit) (10 x 5 = 50)**