

**M.A.,
ENGLISH

SYLLABUS**

**THANTHAI PERIYAR GOVERNMENT ARTS AND SCIENCE COLLEGE
(AUTONOMOUS), TIRUCHIRAPPALLI - 23.**

GENERAL COURSE PATTERN FOR M.A. ENGLISH (2023 - 2024)

S. No.	Part	Course	Sub-Code	Course title	Hrs	Credits	CIA	Sem. Exam	Total
SEMESTER I									
1	-	CORE	I	C-I : ENGLISH POETRY	6	5	25	75	100
2	-	CORE	II	C-II : ENGLISH DRAMA	6	5	25	75	100
3	-	CORE	III	C-III : ENGLISH FICTION	5	4	25	75	100
4	-	CORE	IV	C-IV : INDIAN WRITING IN ENGLISH	5	4	25	75	100
5	-	CORE	V	C-V : SOCIAL AND POLITICAL HISTORY IN LITERATURE	6	4	25	75	100
6	-	SEC	I	SKILL ENHANCEMENT COURSE I: TECHNICAL WRITING	2	2	25	75	100
					30	24	150	450	600
SEMESTER II									
7	-	CORE	VI	C-VI : AMERICAN LITERATURE	5	5	25	75	100
8	-	CORE	VII	C-VII : SHAKESPEAR STUDIES	5	5	25	75	100
9	-	CORE	VIII	C-VIII : POST COLONIAL THEORY AND LITERATURE	5	4	25	75	100
10	-	CORE	IX	C-IX : THEATRE ART	5	4	25	75	100
11	-	CBE	I	DISCIPLINE SPECIFIC ELECTIVE-1: APPROACHES TO ENGLISH LANGUAGE TEACHING	5	3	25	75	100
12	-	NME	I	NON-MAJOR ELECTIVE - I : GEOMORPHOLOGY	3	2	25	75	100
13	-	SEC	II	SKILL ENHANCEMENT COURSE II: COMMUNICATION SKILLS	2	2	25	75	100
					30	25	175	525	700
III SEMESTER									
14	-	Core	X	C-X : CONTEMPORARY LITERARY CRITICISM	6	5	25	75	100
15	-	Core	XI	C-XI : CANADIAN STUDIES	5	4	25	75	100
16	-	Core	XII	C-XII : LITERATURE OF THE MARGINALIZED IN INDIA	5	4	25	75	100
17	-	CBE	II	Discipline Specific Elective -II TRANSLATION STUDIES	4	3	25	75	100
18	-	CBE	III	Discipline Specific Elective - III FUNCTIONAL ENGLISH	5	3	25	75	100
19		NME	II	Non-Major Elective -II :LEADERSHIP SKILLS	3	2	25	75	100
20		SEC	III	SEC - III ENTREPRENEURSHIP DEVELOPMENT	2	2	25	75	100
TOTAL					30	23	175	525	700
IV SEMESTER									
21	-	Core	XIII	C-XIII : 21st CENTURY MILLENNIAL LITERATURE AND CULTURE	6	4	25	75	100
22	-	Core	XIV	C-XIV : SUBALTERN STUDIES	5	4	25	75	100
23	-	CBE	IV	Discipline Specific Elective - IV ENGLISH LITERATURE FOR NTA, NET, SET & GATE	5	3	25	75	100
24	-	SEC	III	SEC- III ENGLISH FOR CAREERS	2	2	25	75	100
25		EA		Extension Activity	-	1	25	75	100
26		Project		Project Work	12	4	25	75	100
TOTAL					30	18	150	450	600
GRAND TOTAL					120	90	650	1950	2600

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER I
CORE -1 ENGLISH POETRY – From Chaucer to 20th Century

Hours : 6 hrs

Credit : 5

LEARNING OBJECTIVES

- LO1 To familiarize students with English Poetry starting from Medieval England to 17th Century.
- LO2 To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
- LO3 Good comprehension of History of English literature is enhanced
- LO4 Differentiation among the various stages of English could be identified by students.
- LO5 Critical approaches towards various literary forms can be learnt.

UNIT I Middle English Poetry -
The General Prologue, Pardoner, The Nun, Doctor, Friar : Chaucer

UNIT II Elizabethan Poetry -
Epithalamion : Edmund Spenser
A Valediction: Forbidding Mourning : John Donne
Pulley : George Herbert

UNIT III Seventeenth Century Poetry
Paradise Lost Book IX : John Milton
To His Coy Mistress : Andrew Marvell

UNIT IV Eighteenth Century Poetry
Mac Flecknoe : John Dryden
Elegy : Written in Country Church yard : Thomas Gray
Tintern Abbey : William Wordsworth

UNIT V Modern Poetry
The Soldier : Rupert Brooke
Sailing to Byzantium : W.B. Yeats
Unknown Citizen : W. H. Auden
Whitsun Weddings : Philip Larkin
Hawk Roosting : Ted Hughes

TEXT BOOK

- 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London.
- Standard editions of texts

Reference Books

- T.S. Eliot, 1932, “The Metaphysical Poets” from Selected Essay; Faber and Faber limited, London.
- H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
- Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon - Avon Studies Vol. II, Edward Arnold, London.
- William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
- A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
- David Daiches, 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.
- Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

On completion of this course, students will

- CO 1 Gain ideas about the old English writing style.
- CO2 Acquire knowledge about various forms of poetry during different centuries.
- CO3 Evaluate various poets as representatives of their periods
- CO4 Trace the evolution of various literary movements
- CO5 Justify British Poetry as an aesthetic record of the societies concerned

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in **EITHER OR** pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Text Book

1. Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2. Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.

Reference Books

1. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2. Allardyce Nicoll, 1973, British Drama, Harrap, London.
3. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.
4. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5. Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing. <https://www.britannica.com/art/epic-theatre>

On completion of this course, students will

- CO1 Appraise various aspects of drama and theatre
- CO2 Identify drama and performance as a cultural process and an artistic discourse
- CO3 Evaluate plot structure, characterization and dialogue
- CO4 Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages
- CO5 Examine the sequential course dealing with Modern and Postmodern British Drama

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in EITHER OR pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER I
CORE III - ENGLISH FICTION

Hours : 5 hrs

Credit : 4

LEARNING OBJECTIVES

- LO1 To familiarize the students with the origin and development of the British Novel up to the 20th Century.
- LO2 The contents of the paper are meant to throw light on various concepts and theories of the novel.
- LO3 To understand the social background base on the prescribed novels.
- LO4 Identifying and differentiating various forms of novels.
- LO5 Trying hands in writing a piece of work on their own.

UNIT I - Novel as a Form, Concept and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration.

Allegorical Novel and Satire

The Pilgrim's Progress :	John Bunyan
A Tale of a Tub :	Jonathan Swift

UNIT II - **The New World Novel -**

Laurence Sterne :	Daniel Defoe
Tristram Shandy :	Robinson Crusoe

UNIT III - **Middle Class Novel of Manners**

Pride & Prejudice :	Jane Austen
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UNIT IV - **Women's Issues**

Adam Bede :	George Eliot
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UNIT V - Liberal Humanism, Individual Environment and Class Issues,

The Rainbow :	D.H. Lawrence
Portrait of the Artist as a Young Man :	James Joyce

Text Books (Latest Editions)

1. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2. F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.
2. Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
3. Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
5. Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.

On completion of this course, students will;

- CO1 Gain wide knowledge about different types of novels.
- CO2 Learn the art of writing different forms of novel with the learned notions.
- CO3 Explore Social, domestic and gothic novels.
- CO4 Assess philosophical and political underpinnings of Victorian morality, anti Victorian realities and the aesthetic movement.
- CO5 Infer themes relating to the turn of the century events through close reading of text.

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in EITHER OR pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER I
CORE - IV INDIAN WRITING IN ENGLISH

Hours : 5 hrs

Credit : 4

LEARNING OBJECTIVES

- LO1 Enabling the students to understand the evolution of Indian Writing in English.
- LO2 To enable the learners to get exposed to the historical movements of the Indian subcontinent.
- LO3 Comprehending different genres through the representation of different texts.
- LO4 To inculcate in the students the cultural significance of Indian English literature.
- LO5 To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

UNIT I -	Tiger and the Deer, Rose of God : The Lotus, The Casuarina Tree : Palanquin Bearers, The Queen's Rival :	Aurobindo Toru Dutt Sarojini Naidu
UNIT II -	A River Once, Under the Sky : Looking Glass An Introduction : Morning Prayer, Enterprise :	R. Parthasarathy Kamal Das Nissim Ezekiel
UNIT III -	Hayavadana : Inquilab :	Girish Karnad Asif Currimbhoy
UNIT IV –	My School : Emerging World Society : Orientation (Wings of Fire)	Rabindranath Tagore Dr. S. Radhakrishnan Dr. A. P. J. Abdul Kalam
UNIT V -	Fire on the Mountain : Roots and Shadows :	Anita Desai Shashi Deshpande

Text Books (Latest Editions)

1. Ramamurti, K.S. (ed.). Twenty five Indian Poets in English Macmillan. 1995.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. K.R. SrinivasaIyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4. AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
5. TabishKhair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

On completion of this course, students will;

- CO1** Understand the themes of Indian Writing in English
- CO2** Identify the major trends in Indian Writing in English
- CO3** Examine the background and settings of the prescribed texts
- CO4** Evaluate the cultural significance of Indian English Literature
- CO5** Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in EITHER OR pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

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M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER I
CORE -V SOCIAL AND POLITICAL HISTORY IN LITERATURE

Hours : 6 hrs

Credit : 5

LEARNING OBJECTIVES

To enable the learners understand the functions of literature as history.

UNIT I	Train to Pakistan The Ehnglish Patient	Kushwant Singh Michael Ondaatje
Unit II	Schindler's Ark The Watch	Thomas Keneally Elie Wiesel
Unit III	Beloved The Tell-Tale Heart	Toni Morrison Edgar Allan Poe
Unit IV	War and Peace	Leo Tolstoy
Unit V	The Lion and the Jewel Marriage is a Private Affair	Wole Soyinka Chinua Achebe

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in **EITHER OR** pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)

M.A. ENGLISH 2023 BATCH ONWARDS

**FIRST YEAR - SEMESTER I
SOFT SKILL I - TECHNICAL WRITING**

Hours : 5 hrs

Credit : 4

LEARNING OBJECTIVES

- LO1 Technical Writing is ultimately important as it provides information on a company's products and services
- LO2 Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.
- LO3 The course in technical writing focuses on the discursal features and functions of technical writing including the technical reports, project reports and related documents.
- LO4 The knowledge of computing appropriate to the discipline.
- LO5 The ability to use current technologies, skills, and tools necessary for computing practices.

UNIT I- Technical Writing: A Curtain Raiser, P-W-R and BPS, From Sentences to paragraphs

UNIT II – The Know-How of Technical Description, Document Design, Graphics: Enhancing Content

UNIT III – Data Interpretation, Presentation, News Reports, Proposals, Brochures, User Manuals.

UNIT IV – Blogging, Vlogging, Posting on Social Media

UNIT V - White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!

Text Books (Latest Editions)

1. Baker, Mona, In Other Words: A Coursebook on Translation. London: Routledge
2. Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics
2. Duff, Alan, Translations. Oxford: OUP, 1989. London: OUP, 1965.

On completion of this course, students will;

- CO1 Understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.
- CO2 Be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.
- CO3 Understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
- CO4 Be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
- CO5 Be able to read, understand, and interpret material on technology.

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in **EITHER OR** pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER II
CORE- VI AMERICAN LITERATURE

Hours : 5 hrs

Credit : 5

LEARNING OBJECTIVES

- LO1 To introduce the learners to the development of American literature.
- LO2 To familiarize social and political events that have a bearing on American writing
- LO3 To introduce the concepts and emerging themes in American literature
- LO4 To inculcate the movements and trends that shaped American literature,
- LO5 To familiarize the students with the relation between aesthetics and racism in Fiction

UNIT I	Poetry Out of the Cradle Endlessly Rocking The Last Night That She Lived Because I could not stop for Death After Apple Picking Cambridge Ladies	Walt Whitman Emily Dickinson Emily Dickinson Robert Frost E. E. Cummings
UNIT II -	Prose The American Scholar Mother Tongue Walden (Chapter "Pond")	Emerson Amy Tan Thoreau
UNIT III	Drama - All my Sons A Street Car Named Desire Night Mother	Arthur Miller Tennessee Williams Marsha Norman
UNIT IV	Fiction/Short Story The Cask of Amontillado Moby Dick Moma day - The House Made of Dawn The Awakening	Edgar Allan Poe Herman Melville N. Scott Kate Chopin

UNIT V	Autobiography - Excerpts from –The Facts: A Novelists Autobiography - Chapter	
	New Jersey to Becoming a Successful Novelist	Philip Roth
	Hispanic Women Writing	
	Getting Home Alive	Aurora Levins Morales & Rosario Morales

Text Books (Latest Editions)

1. Willis Wagner : American Literature - A World View

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Marcus Cunliffe : Sphere History of Literature - American Literature to 1900.
2. Boris Ford : The New Pelican Guide to English Literature - Vol.9. American Literature.

On completion of this course, students will

- CO1 Analyze the movements and trends that shaped American literature
- CO2 Estimate various speeches and concepts of living which changed American history
- CO3 Evaluate the relation between aesthetics and racism in fiction
- CO4 Validate representative socio-political, cultural, racial and gender perspectives in theatrical works
- CO5 Gain exposure to the different literary genres and its evolution in American Literature

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in **EITHER OR** pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER II
CORE- VII : SHAKESPEARE STUDIES

Hours : 5 hrs

Credit : 5

LEARNING OBJECTIVES

- LO1 To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- LO2 Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
- LO3 Undertake textual analysis of Shakespeare's Plays and Sonnets
- LO4 Appraise Shakespeare's contribution to English language and literature
- LO5 Critically understanding the appreciations by critics on Shakespeare

UNIT I - Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

UNIT II – **Sonnets** – 12, 65, 86, 130,
Comedies - The Tempest, Winter's Tale,

UNIT III – **Tragedy** Othello

UNIT IV – **History** Henry IV Part I

UNIT V **Shakespearean Criticism –**

1. **A.C. Bradley** - Shakespearean Tragedy (Chapter V & VI)
2. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion

Text Books (Latest Editions)

1. Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2. Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3. Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4. John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

On completion of this course, students will

- CO1 To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- CO2 Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages
- CO3 Undertake textual analysis of Shakespeare's Plays and Sonnets
- CO4 Appraise Shakespeare's contribution to English language and literature
- CO5 Critically understanding the appreciations by critics on Shakespeare

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in **EITHER OR** pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER II
CORE VIII - POST-COLONIAL THEORY AND LITERATURE

Hours : 5 hrs

Credit : 5

Learning Objectives

- LO1 To examine, understand current sociopolitical mood in 'third-world' countries through the study of their fiction and poetry.
- LO2 To familiarize students about the basic to post colonialism as expressed in different literary genres
- LO3 To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people
- LO4 Emphasis will be laid on tracing the development of post-colonial literatures and theory.
- LO5 Understanding the critical perspectives in Postcolonial literatures.

UNIT I – Prose : Introduction to Post Colonial Theory

The Empire Writes Back	Bill Ashcroft, Gareth Griffiths and Helen Tiffin
Introduction to Orientalism	Edward Said

UNIT II – Poetry

The Priest	Arun Kolatkar
An Old Woman	Yeshwant Rao
Returning, Death of Poem	A.K. Ramanujan

UNIT III – Drama

Death and the King's Horseman	Soyinka
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UNIT IV – Fiction

The Pakistani Bride	Bapsi Sidhwa
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UNIT V – Short Stories

1. Mate	Kate Grenville
2. Dead Men's path	Chinua Achebe

Text Books (Latest Editions)

1. Macaulay's Minute of 1831/35.

2. Post-Colonial Studies: eds. Ashcroft et.al.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Specific issues of Journal of Commonwealth Literature.
2. Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3. Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4. Frantz Fanon : The Wretched of the Earth.
5. Ashish Nandy : The Fear of Nationalism.

On completion of this course, students will;

- CO1** Critically understand the political and social background of the third world nations
- CO2** Understand the emerging trends in Post- Colonial Literature
- CO3** Be sensitive towards the problems and consequences of the decolonization of a country
- CO4** Examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature
- CO5** Interpret the postcolonial concepts found in different literary genres

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in EITHER OR pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER II
CORE IX -THEATRE ART

Hours : 4 hrs

Credit : 3

LEARNING OBJECTIVES

- LO1 To introduce the learners to the literary aspect of dramas.
- LO2 To familiarize Theatre as an art form.
- LO3 To introduce the concepts of directing and stage management.
- LO4 To inculcate in the students the role of Theatre in society.
- LO5 To familiarize the students with the components of acting.

UNIT I - Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.

UNIT II - Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

UNIT III - Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage

UNIT IV - Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

UNIT V - Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.

Text Books (Latest Editions)

1. Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press,2008.
2. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

On completion of this course, students will;

- CO1** Understand a broad range of theatrical disciplines and Experiences
- CO2** Identify the diversity of theatrical experiences and the role of theatre in society
- CO3** Discover the relationships among the various facets of Theatre
- CO4** Estimate drama as a performing art and the aspects of Stagecraft
- CO5** Gain exposure to diverse components of acting and techniques

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in **EITHER OR** pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER II
DISCIPLINE SPECIFIC ELECTIVE : 1
APPROACHES TO ENGLISH LANGUAGE TEACHING

Hours : 5 hrs

Credit : 3

LEARNING OBJECTIVES

- LO1 To enhance the learning and teaching skills of English
- LO2 To familiarize students about the basic concepts and theories related to English language teaching
- LO3 To focus on the problems and consequences on language teaching
- LO4 Emphasis will be laid on tracing the development of language teaching skills
- LO5 Understanding the teaching aspects

UNIT I

A Brief history of Language Teaching The Grammar – Translation method The Direct method The Audio lingual method, Language teaching innovations in the nineteenth century

UNIT II

Nature of approaches and methods in Language Teaching

1. Definition of Approach and method
2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches:
 - Oral approach and situational language teaching
 - The Silent Way
 - Community Language Learning, Suggestopedia, Competency based Language teaching

UNIT III

Current Communicative Approaches

The Natural Approach, Cooperative language learning, Content based instruction, Task-based language teaching

UNIT IV

Teaching Aspects, Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.

UNIT V

Use of Media in ELT

The integration of elements in multi- media language learning systems BBC English by Radio and Television - an outline history

Using BBC English by Radio and Television in the classroom

Text Books (Latest Editions)

1. Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2. The Use of Media in ELT . The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Dr. Shaikh Mowla Methods of Teaching English.
2. Dr. Gurav H.K Teaching Aspects of English Language.

On completion of this course, students will;

- CO1** Know the brief history of language teaching methods
- CO2** Understand the difference between the terms, methods, approaches and techniques used in teaching
- CO3** Identify the objectives, active role of learners, teachers and materials of different approaches in teaching
- CO4** Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc and develop it.
- CO5** Perceive the use of radio and television in language learning

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in EITHER OR pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER II
NON MAJOR ELECTIVE I - GEOMORPHOLOGY

Hours : 3 hrs

Credit : 2

LEARNING OBJECTIVES

LO1 To Clarify the basic of Geomorphology

LO2 To explain geomorphic associated Land forms

Unit I : Geomorphology - Definition - Solar System - Natural Satellites - Origin and Evolution of the Earth : Geological-time-scale

Unit II : Interior of the Earth Structure: Structure of Earth - Volcanoes : Components, Types, Materials, Impact Creators, Major Zones - Earthquakes: Weaves and Types, Causes.

Unit III : Rocks : Types, and Minerals - Folds:-Fault, - Drainage system and Drainage Patterns

Unit IV : Weathering and Mass Movement - Cycle of Erosion

Unit V : Land forms of Fluvial, Glacial Aeolian, Karst and Coastal

Unit VI : Application of Geomorphology: Natural Hazards and Environmental Management

Text Books

1. Dayal, P. (1996). A Textbook of Geomorphology (2nd Edition), Shukla Book Dept. Patna.
2. Majit Husain, M. (1994), Geomorphology, perspective in Physical Geography Series, Anmol Publications Pvt. Ltd., New Delhi.

Reference Books

1. Small, R.J. (1970), Study of Landforms: A Text Book of Geomorphology, Cambridge University Press, Cambridge.
2. Thornbury, W.D. (1969). Principles of Geomorphology, John Wiley and Sons.

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in **EITHER OR** pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

Thanthai Periyar Government Arts and Science College (Autonomous)
M.A. ENGLISH 2023 BATCH ONWARDS

FIRST YEAR - SEMESTER II
SOFT SKILL II - COMMUNICATION SKILLS

Hours : 2 hrs

Credit : 2

LEARNING OBJECTIVES

- LO1 To provide an overview of prerequisites to Business Communication.
- LO2 To impart the correct practices of the strategies of Effective Business Writing.
- LO3 To equip the students with the knowledge of written and oral communication.
- LO4 To familiarize the learners to various oral and written skills.
- LO5 The ability to communicate effectively with a range of audiences.

UNIT I COMMUNICATION: AN INTRODUCTION

- 1. Definition, Nature and Scope of Communication
- 2. Types of Communication Process of Communication Barriers to Communication

UNIT II ORAL/AURAL COMMUNICATION

- 1. Giving directions and routes in English
- 2. Congratulating people on their success
- 3. Expressing Opinions

UNIT III CORPORATE COMMUNICATION

- 1. Demanding explanations
- 2. Giving Instructions
- 3. Requesting and responding to requests

UNIT IV VERBAL COMMUNICATION- WRITTEN

- 1. Circular
- 2. Memorandum
- 3. Minutes

UNIT V PRACTICAL ASSESSMENT

- 1. Making Comparisons
- 2. Reporting what others say
- 3. Persuading

Text Books (Latest Editions)

1. Brent C. Oberg. Interpersonal Communication
2. John Seely. The Oxford Guide to Writing and Speaking

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Asha Kaul. Effective Business Communication
2. S.K. Mandel. Effective Communication and Public Speaking

On completion of this course, students will;

- CO1** Understand the role of communication in professional success.
- CO2** Develop an awareness of appropriate communication strategies.
- CO3** Analyze a variety of communication acts with reference to written and oral skills.
- CO4** Prepare and present messages with a specific intent.
- CO5** Gain an understanding of professional, ethical and social responsibilities.

QUESTION PAPER PATTERN

Section A

10 Questions : TWO Questions from each of the five units. (10 x 2 = **20 marks**)

Section B

5 Questions in EITHER OR pattern covering all the five units (5 x 5 = **25 marks**)

Section C

3 out of 5 Questions covering all the five units (3 x 10 = **30 marks**)

M.A ENGLISH SECOND YEAR SEMESTER III
CORE X -CONTEMPORARY LITERARY CRITICISM

Course Outcomes-On completion of this course, students will:

- CO1 Understand a literary text by applying various critical theories.
- CO2 Develop analytical understanding of the subject matter
- CO3 Analyse a literary text with reference to socio-political issues
- CO4 Evaluate critically and aesthetically the prescribed texts.
- CO5 Appreciate a text at emotional, intellectual and aesthetic levels

Text Books (Latest Editions)

1. Eagleton, T. (2008). Literary theory: An introduction. U of Minnesota Press.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

- 1). Wood, Nigel, and David Lodge. Modern Criticism and Theory. Taylor and Francis, 2014.
- 2). Lodge, David. Twentieth Century Literary Criticism: A Reader. Routledge, 2016.

Web Resources

1. <https://courses.lumenlearning.com/suny-britlit1/chapter/literary-criticism/>
2. <https://www.atlassociety.org/post/deconstructing-derrida-review-of-structure-sign-and-discourse-in-the-human-sciences>
3. <https://fs.blog/susan-sontag-against-interpretation/>
4. <https://www.studocu.com/in/document/madurai-kamaraj-university/ma-english/H/the-deconstructive-angel/4517560>
5. <https://www.britannica.com/biography/Roland-Gerard-Barthes>

M.A ENGLISH SECOND YEAR - SEMESTER III
CORE – XI CANADIAN STUDIES

Learning Objectives

- LO1 Expose students to Canadian Social, Cultural, Historical and Aboriginal traditions
LO2 To provide knowledge about the different trends in Canadian studies
LO3 To focus on interpreting the prescribed works critically
LO4 Focus on important dimensions to understanding Canada including multicultural and immigrant experience.
LO5 Understanding the folklore and its influence on Canadian Literature
-

UNIT I Poetry

After Rain, Autumn, Planet Earth, Single Traveller, The Blue Guitar P.K Page
Polish Village, Meditation Upon Survival, Elegy A. M. Klein.
A Sad Child, The Moment, The City Planners, You Fit Into Me, M. Atwood
Good Friday, A Portrait, and a Prophecy, A Soldier's Ghost A. J. M. SMITH

UNIT II Fiction

Survival: A Thematic Guide to Canadian Literature (Four Chapters)
Survival, Nature the Monster, Animal Victims,
First People (Indians and Eskimos as Symbols) M. Atwood

Truth and Brightwater Thomas King.
No New Land M.G. Vassanji

UNIT III Drama

The Ecstasy of Rita Joe George Ryga.
Dry Lips Oughta Move to Kapuskasing Tom Highway.

UNIT IV

Merry Christmas, How to Make a Million Dollars,
How to Live to be 200. Stephen Leacock

In Search of April Rain tree Beatrice Culleton Mosonior
Boys and Girls, The Bear Came Over the Mountain,
Passion. Alice Munro

UNIT V Criticism

The Canadian Post-Modern Linda Hutcheon
Godzilla vs Post-Colonial Thomas King
Conclusion to a Literary History of Canada
(From The Bush Garden) Northrop Frye)

M.A ENGLISH SECOND YEAR - SEMESTER III
CORE – XI CANADIAN STUDIES

Course Outcomes: On completion of this course, students will:

- CO1 Understand the historical and political background of Canadian Literature
- CO2 Be familiarized with the folklore and its influence in Canadian Literature
- CO3 Analyse a literary text with reference to socio-political Issues
- CO4 Appreciate critically and aesthetically the prescribed texts.
- CO5 Evaluate a text at emotional, intellectual and aesthetic levels

Text Books in Latest Edition

1. Media: Selections from Understanding Media: The extensions of Man Marshall McLuhan, London: Routledge, 2002.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Rioux Marcel 1978 Quebec in Question James Borke, Trans, Toronto: Lorimer
2. Multiculturalism in Canada ed. Elspeth Cameron (Toronto Canadian Scholar Press 2004)
3. A short History of Canada, Desmond Morton, Edmonton: Hurtig 1983

Web sources

- 1 www.india.gc.ca
- 2 www.canada.justice.gc.ca
- 3 www.thecanadianencyclopedia.com
4. <https://www.cse.iitk.ac.in/users/amit/books/narasimhaiah-1990-anthology-of-commonwealth.html>
5. <https://www.britannica.com/biography/Margaret-Atwood>
6. <https://canadianliteraryfare.org/bibliography/drama/>

M.A ENGLISH SECOND YEAR - SEMESTER III
CORE XII - LITERATURE OF THE MARGINALIZED IN INDIA

Learning Objectives

LO1 Sensitizing students in the history of anti-caste and anti-discrimination

Discourses

LO2 To provide knowledge about the Dalit's uprising in the literary, social and cultural spheres.

LO3 To focus on caste studies, reflecting upon the history of anti-caste struggle in India.

LO4 Focus on important dimensions to understanding political spheres in India

LO5 Understanding the disciplines and covers a range of disciplines including history, sociology, ethnography, anthropology and literature.

UNIT I Studies on Caste (Colonial/Postcolonial):

Study on Caste Lakshmi Narasu

Castes in India: Their Mechanism,
Genesis and Development. Dr.B.R.Ambedkar

Annihilation of Caste Dr.B.R.Ambedkar

Homo Hierarchicus Louis Dumont

UNIT II The Interface between Caste and Gender

Gendering Caste: Through a Feminist Lens Uma Chakravarti;

Caste and Gender Anupama Rao

UNIT III History and Theory of Dalit Uprising

Dalits and Democratic Revolution: Dr. Ambedkar
and the Dalit Movement in Colonial India Gail Omvedt

UNIT IV Poetry

Hunger Namdeo Dhasal

Birds in Prison J.V. Pawar

Which Language I should Speak Arun Kamble

The Dalits are Coming Dr.Siddalingaiah

UNIT V: Fiction

Untouchable Spring Kalyan Rao

Aarumugam Imayam

Chakra JayawantDalvi

M.A ENGLISH SECOND YEAR - SEMESTER III
CORE XII - LITERATURE OF THE MARGINALIZED IN INDIA

Course Outcomes: On completion of this course, students will:

- CO1 Understand the historical and political background of Caste
- CO2 Focus on understanding the dimensions of discriminations
- CO3 Analyse a literary text with reference to socio-political Issues
- CO4 Evaluate the prescribed texts critically.
- CO5 Be exposed to a range of disciplines including history, sociology, ethnography, anthropology and literature.

Text Books (Latest Editions)

1. Caste and Tribes by Risley

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Caste and Tribes by Edgar Thurston
2. Castes of Mind by Nicholas B Dirks
- 3 Nationalism without a Nation in India by G.Aloysius

Web sources

- 1 www.ambedkar.org
- 2 www.saxakali.org
- 3 <https://www.frontiersin.org/articles/10.3389/fpsyg.2017.00487/full>
- 4 <https://www.jstor.org/stable/2053672>
- 5 <https://www.sciencedirect.com/science/article/abs/pii/S2214629620301079>

M.A ENGLISH SECOND YEAR - SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE--II- TRANSLATION STUDIES

Learning Objectives

- LO1 To enable students to get a glimpse of the rich diversity of Indian culture and literature
- LO2 To provide knowledge about the regional languages through representative texts in English translation
- LO3 To equip the students in the skills as well as the politics of translation.
- LO4 Focus on important dimensions of culture through the prescribed texts
- LO5 Understanding the nuances of translations
-

UNIT I

Central issues in Translation-Language and Culture – Types of Translation – Decoding and Recoding-Problems of equivalence – Loss and Gain- Untranslatability – Transliteration Transcreation-Machine Translation. Specific problems in Literary Translation – Structures-Poetry, drama, prose translations. Theories of Translation: Pre-linguistic theories, Linguistic theories and Cultural theories.

UNIT II Poetry

To My Daughter Balamani Amma
(The Oxford Anthology of Modern Indian Poetry eds. Vinay Dharwadkar and A K Ramanujan)

UNIT III Drama

The Post Office Rabindranath Tagore.
Rudaali Mahasweta Devi

UNIT IV Fiction and Prose

Short Fiction from South India Subashree Krishnaswamy & K. Srilata

UNIT V

Workshops on Translation
Translation: Tamil to English and English to Tamil

M.A ENGLISH SECOND YEAR - SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE--II- TRANSLATION STUDIES

Course Outcomes: On completion of this course, students will:

- CO1 Understand the systematic study of translation
- CO2 Appreciate better the dimensions of language and its nuances essential for translation
- CO3 Gain exposure to effective translation
- CO4 Be equipped in the skills as well as the politics of translation.
- CO5 Gain knowledge in the regional languages through representative texts in English translation

Text Books (Latest Editions)

1. Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Bassnett, Susan and Harish Trivedi. eds. 1999. Post-colonial Translation. London. Routledge
2. Amit Choudhury, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
3. R. Azhagarasan & Ravikumar Anthology of Tamil Dalit Writing (OUP)

Web sources

- 1 https://en.wikipedia.org/wiki/Translation_studies
- 2 <https://www.tandfonline.com/toc/rtrs20/current>
- 3 <https://complit.fas.harvard.edu/translation-studies>
- 4 <https://www.seagullbooks.org/our-authors/p/indira-parthasarathy/>
- 5 <https://www.lit-across-frontiers.org/about-translation-workshops/>

M.A ENGLISH SECOND YEAR - SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE—III -- FUNCTIONAL ENGLISH

Learning Objectives

- LO1 To expose the learners towards the organizing and delivery of speech
 - LO2 To train the learners in various language skill in Public Speaking
 - LO3 Creating awareness about using language according to the situation
 - LO4 Helping learners overcome common problems of Indian speakers of English
 - LO5 Introducing major features of spoken English
-

UNIT I Public Speaking

- 1. Characteristics of a good speaker
- 2. Methods of Speaking
- 3. Preparation and Delivery of Speech

UNIT II Speech for Situations

- 1. Speech to inform
- 2. Speech to Persuade
- 3. Speeches for Special occasions

UNIT III Occupational Skills

- 1. Email
- 2. Resume
- 3. Official memo

UNIT IV Interview Skills

- 1. Prepare and practice for Interviews
- 2. Some General Questions in an Interview
- 3. Profile Writing for a Job
- 4. Presentation Skills

UNIT V Interpersonal Skills

- 1. Team Development
- 2. Relationship and Communication
- 3. Negotiation

M.A ENGLISH SECOND YEAR - SEMESTER III
DISCIPLINE SPECIFIC ELECTIVE—III -- FUNCTIONAL ENGLISH

Course Outcomes: On completion of this course, students will:

- CO1 Define communicative skills
- CO2 Utilize the nuances of English language in public speaking
- CO3 Evaluate language skills in day to day life
- CO4 Develop different styles of occupational skills
- CO5 Learn to analyse the usage of English words in different contexts and acquire considerable flair in using broad range of vocabulary

Text Books (Latest Editions)

1. Mohan, Krishna, et al. Developing Communication Skills. Macmillan Publishers India Ltd., 2009.
2. Mitra, Barun K. Effective Technical Communication: a Guide for Scientists and Engineers. Oxford University Press, 2006.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Sudha, S. Job Fair Keys, Jayalakshmi Publications, 2017.
2. Functional English Grammar: An Introduction for Second Language Teachers (Cambridge Language Education)

Web sources

1. Team Development- <https://blog.vantagecircle.com/team-development/5>. Relationship and Communication- <https://2012books.lardbucket.org/books/a-primer-on-communication->
2. Negotiation-<https://www.pon.harvard.edu/daily/negotiation-skills-daily/>
3. <https://in.indeed.com/career-advice/interviewing/interviewing-skills>
4. <https://careerwise.minnstate.edu/careers/occupational-skills.html>

M.A ENGLISH SECOND YEAR - SEMESTER III
NON MAJOR ELECTIVE - II - LEADERSHIP SKILLS

Learning Objectives

- LO1 To introduce the students to all aspects of leadership and organizations.
 - LO2 Enable them to master Soft Skills.
 - LO3 Help them improve their body language and Non - Verbal Communication skills.
 - LO4 To make them become good leaders.
 - LO5 Teach them organizational behaviour, Conflict management, strategy and entrepreneurship.
-

UNIT I INTRODUCTION

- 1. Role of a Leader
- 2. Leadership Development and Behaviour
- 3. Trust, Integrity and Ethics Personality and Leadership

UNIT II SELF-ASSESSMENT

- 1. Work/Life Balance
- 2. Leader/Follower Relationship Making /Leading change

UNIT III LEADERSHIP SKILLS

Time Management (The Priority Matrix – Minimizing Distractions - Avoiding Procrastination – Action Planning)

Delegation Skills (Successful Delegation – Barriers to delegation – The who and how of delegating – The SMART acronym)

UNIT IV NEGOTIATION SKILLS

- 1. Definition of negotiation
- 2. Types of negotiation
- 3. Stages of negotiation

UNIT V CONFLICT RESOLUTION

- 1. Reasons for conflict
- 2. Consequences of conflict
- 3. Resolution Strategies

M.A ENGLISH SECOND YEAR - SEMESTER III
NON MAJOR ELECTIVE - II - LEADERSHIP SKILLS

Course Outcomes: On completion of this course, students will:

- CO1 Demonstrate an understanding of leadership qualities
- CO2 Identify the different aspects of leadership.
- CO3 Exhibit their mastery in body language and Non Verbal Communication
- CO4 Master negotiation skills
- CO5 Be able to analyse organizational behaviour, conflicts and entrepreneurship skills

Text Books (Latest Editions)

- 1. Maxwell, John. Developing the Leader Within You. New Delhi, Three ESS Publication
- 2. Maxwell, John. The 21 Irrefutable Laws of Leadership Dana Daniel. Conflict Resolution

References Books

(Latest editions, and the style as given below must be strictly adhered to)

- 1. Schiffman, Stephen. Negotiation Techniques (That Really Work)
- 2. Open Journal of Leadership - SCIRP ISSN Print: 2167-7743 ISSN Online: 2167-7751 Journal of Leadership & Organizational Studies (JLOS).

Web Resources

- 1. <https://www.skillsyouneed.com/leadership-skills>
- 2. [https://www.mindtools.com/Leadership Skills](https://www.mindtools.com/Leadership-Skills)
- 3. <https://www.techtarget.com/searchcio/definition/leadership-skills?amp=1>
- 4. <https://www.skillsyouneed.com/leadership-skills.html>
- 5. <https://haiilo.com/blog/what-are-the-top-leadership-skills-that-make-a-great-leader/>

M.A ENGLISH SECOND YEAR - SEMESTER III
SEC III --- ENTREPRENEURSHIP DEVELOPMENT

Learning Objectives

- LO1 To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.
- LO2 To develop the ability of analysing and understanding business situations in which entrepreneurs act.
- LO3 To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development
- LO4 To bring in them the ability to contribute to their entrepreneurial and managerial potentials.
- LO5 To help them master the knowledge necessary to plan entrepreneurial activities.
-

UNIT I

Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship-Psychological factors-Social factors- Economic factors- Environmental factors.

UNIT II

Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs social entrepreneurship.

UNIT III

Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.

UNIT IV

Motivation-Maslow's theory, Herzberg's theory, McGregor's theory- Culture and society- Risk taking behaviour.

UNIT V

Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.

M.A ENGLISH SECOND YEAR - SEMESTER III
SEC III --- ENTREPRENEURSHIP DEVELOPMENT

Course Outcomes: On completion of this course, students will;

- CO1 Define basic terms and understand basic concepts in the area of entrepreneurship
- CO2 Analyse the business environment in order to identify business opportunities
- CO3 Identify the elements of success of entrepreneurial ventures
- CO4 Consider the legal and financial conditions for starting a business venture
- CO5 Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity

Text Books (Latest Editions)

1. C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017)
2. Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)
3. Harpreet S. Grover.Let’s build a company, Vibhore Goyal, Penguin Books, 2020.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021.

Web Resources

1. <https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf>
2. <https://byjus.com/commerce/what-is-entrepreneurship/>
3. <https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip>
4. <https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/health-entrepreneurship-on-the-rise>

M.A ENGLISH SECOND YEAR - SEMESTER IV
CORE XIII – 21st CENTURY MILLENNIAL LITERATURE AND CULTURE

Learning Objectives

CO1 To sensitize the students to various aspects of new studies in twenty first century millennial literature.

CO2 Understanding important ideas, movements and systems of thought that effectively contributes to the rich diversity of 21st century life of people at the global level.

CO3 Identify the possibilities for multidisciplinary analysis of literary texts.

CO4 Analyse literary texts by employing appropriate interdisciplinary theories.

CO5 Evaluate the viability of interdisciplinary analyses of literary and cultural forms.

UNIT I Blue Studies

The Hungry Tide

Amitav Ghosh

The Life of Pi

Yann Martel

UNIT II Animal Studies

“Human Animal Studies” from Animals and Society:

An Introduction to Human-Animal Studies

Margo De Mello pp. 3-18

“What is it Like to Be a Trope?” (First Chapter)

from Literature and Animal Studies

Mario Ortiz Robles

UNIT III Medical Humanities

“Introducing Medical Humanities”

from Medical Humanities: An Introduction

Thomas R. Cole et al.

Way of the Peaceful Warrior

Dan Millman

UNIT IV Climate Studies: Introduction to Climate Change and Studies

Flight Behavior

Barbara Kingsolver

UNIT V Disability Studies

“Introduction: Disability, Power and Culture”

From The Disability Studies Reader.

Lennard J. Davis

“Introduction: On Reading Disability in Literature”

from The Cambridge Companion to

Literature and Disability

Clarke Barker and Stuart Murray

M.A ENGLISH SECOND YEAR - SEMESTER IV
CORE XIII – 21ST CENTURY MILLENNIAL LITERATURE AND CULTURE

Course Outcomes: On completion of this course, students will:

- CO1 Analyse contemporary issues and its immediate requirement
 - CO2 Effectively understand their social responsibility
 - CO3 Gain exposure to the emerging trends in 21st century millennial literature.
 - CO4 Be equipped in the interdisciplinary theories.
 - CO5 Appreciate the viability of interdisciplinary analyses of literary and cultural forms.
-

Text Books (Latest Editions)

1. Bates, Victoria, et al. *Medicine, Health and the Arts: Approaches to the Medical Humanities*. 1st ed., Routledge, 2015.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Bleakley, Alan. *Medical Humanities and Medical Education: How the Medical Humanities Can Shape Better Doctors*. Routledge, 2016.
2. DeMello, Margo. *Body Studies: An Introduction*. 1st ed., Routledge, 2013
3. Nocella II J, Antony., Sorenson, John. Socha, Kim., and Atsuko Matsuoka. *Defining Critical Animal Studies: An Intersectional Social Justice Approach for Liberation*. Peter Lang Publishing Inc., 2014.

Web sources

- 1 <http://www.criticalanimalstudies.org/students-for-cas/journal-for-critical-animal-studies/archives/>
- 2 <http://www.jstor.org/stable/25614299>.
3. <https://www.timeshighereducation.com/student/student-services/blue-studies-ii-international>
4. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2746847/>
5. https://en.m.wikipedia.org/wiki/Medical_humanities

M.A ENGLISH SECOND YEAR - SEMESTER IV
CORE XIV - SUBALTERN STUDIES

Learning Objectives

- LO1 To train and prepare students for enhancing their skills to understand the issues related to socially excluded and marginalised groups
- LO2 Develop strategies to deal with these issues successfully.
- LO3 Analysis of literary texts in Subaltern lens
- LO4 To examine the defined role of social constructions that affecting the space of the marginalized
- LO5 Critically analysing subaltern writing.
-

UNIT I POETRY – DETAILED

You and I, The Rattle and the Cow that Changed Heads (From Indian Literature – Facets of Dalit Life, Sahitya Akademi)	Imayam
To Be or Not to Be Born	Rokade, L.S.
This Country is Broken (From No Entry for the New Son Translations from Modern Marathi Dalit Poetry, (ed) Arjun Dangle)	Bapura Jagtap
The Untouchables (From Indian Poetry Today Volume II published by Indian Council for Cultural Relations)	Tirumalesh, K.V.
If we Must Die	Claude Mckay
Dinner Guest : Me (From commentaries on Commonwealth Poetry and Drama Published by Prestige Books, Delhi)	Langston Hughes

UNIT II PROSE

I Have a Dream	Martin Luther King (Jr)
Can the Subaltern Speak?	GayatriC.Spivak

UNIT III DRAMA

The Legend of Nandan	Indira Parthasarathy
Kanyadan	Vijay Tendulkar

UNIT IV FICTION

I am Malala	MalalaYousafzai with Christina Lamb
Karukku	Bama

UNIT V Short Stories

The Shroud	Premchand
Breast Stories	Mahasweta Devi

M.A ENGLISH SECOND YEAR - SEMESTER IV
CORE XI - SUBALTERN STUDIES

Course Outcomes: On completion of this course, students will:

- CO1 Remember the diverse concepts that address issues of subalterns.
- CO2 Comprehend the meaning and nature of the Subaltern history.
- CO3 Analyse various subaltern texts
- CO4 Determine the sources and structures of social inequalities.
- CO5 Develop strategies to deal with Maginalized issues successfully.

Text Books (Latest Editions)

1. Guha, R. S. of P. S. R. (1988). Selected subaltern studies. Oxford University Press.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1. Ludden, David, Reading Subaltern Studies: Critical History. Orient Blackswan Pvt Ltd, 2003.

Web sources

1. <https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm#:~:text=Subalt ern>
2. <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
3. <http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>
4. https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

M.A ENGLISH SECOND YEAR - SEMESTER IV
DISCIPLINE SPECIFIC ELECTIVE IV - ENGLISH LITERATURE FOR NTA, NET, SET
& GATE

Learning Objectives

- LO1 Comprehending the nuances and question pattern to get through
 NET, SET and Gate Exams.
 - LO2 Evaluating the knowledge of literature.
 - LO3 Repeated practice to attend MCQs
 - LO4 Profound understanding about the various movements in English Literature
 - LO5 Tracing the growth of English literature and literary forms
-

UNIT I

Teaching and Research Aptitude

UNIT II History of English Literature

The Elizabethan Age / Chaucer to Shakespeare; The Jacobean Age; The Restoration Period;
The Augustan Age; The Romantic Age; The Victorian Age; The Twentieth Century
(Modernism and Postmodernism) /Contemporary Period

UNIT III American and Non-British Literatures

Historical Perspective and Background; Colonization, Colonizers and the Colonized;
Commonwealth Literature; Subaltern Literature; Third World Literature. American Writers:
Walt Whitman, Ralph Waldo Emerson, H.D.Thoreau, Emily Dickinson, Edgar Allan Poe

UNIT IV Literary Theory and Criticism

Plato, Aristotle, Horace, Longinus, Philip Sidney, John Dryden, Alexander Pope, Samuel
Johnson, Thomas Carlyle, John Stuart Mill, Karl Marx, Friedrich Nietzsche,
Mathew Arnold, T.S.Eliot, Northrop Frye, F.R.Leavis,I.A.Richards, Jacques Lacan, Carl
Gustav Jung, Simone de Beauvoir

UNIT V Literary Forms

Rhetoric and Prosody, Figures of Speech: Alliteration, Antithesis, Apostrophe, Assonance,
Metaphor, Simile, Paradox, Pun, Synecdoche, Metonymy, Hyperbole and Oxymoron, Rhyme
and Metre, Rhythmic Patterns and Literary Terms

M.A ENGLISH SECOND YEAR - SEMESTER IV
DISCIPLINE SPECIFIC ELECTIVE IV - ENGLISH LITERATURE FOR NTA, NET, SET & GATE

Course Outcomes: On completion of this course, students will:

- CO1 Succeed with ease in competitive exams.
- CO2 Effectively attempt MCQs
- CO3 Gain profound understanding about the various movements in English Literature
- CO4 Understand the nuances of competitive exams
- CO5 Relate to theory and literature

Text Books (Latest Editions)

1. Harpreet Kaur. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020
2. Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge

References Books (Latest editions, and the style as given below must be strictly adhered to)

1. Srinivasalyengar, Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019
2. Maryemma Graham and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
3. Henry Beers A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4. Peter Barey. An Introduction to Literary and Cultural Theory by Peter Barry.
5. M.H. Abrams – A Glossary of Literary Terms.

Web Resources

1. <https://ugcnetpaper1.com/books-recommended-nta-ugc-net-english/>
2. <https://byjusexamprep.com/ugc-net-english-books-i>
3. <https://journalism.uoregon.edu/directory/faculty-and-staff/all/jwasko>
4. https://m.economictimes.com/opinion/interviews/there-is-a-lot-of-power-in-tamil-cinema-because-of-its-closeness-to-everyday-life-anand-pandian-author-reel-world/amp_articleshow/51169927.cms
5. <https://guides.library.yale.edu/c.php?g=295800&p=1975065>

M.A ENGLISH SECOND YEAR - SEMESTER IV
SEC III- ENGLISH FOR CAREERS

Learning Objectives

- LO1 Give the students an understanding of the scope of English Language Teaching as a discipline.
- LO2 Introduce key issues pertaining to Second Language Acquisition.
- LO3 Provide a broad overview of English language learning, teaching and testing.
- LO4 Make the students aware of the specific challenges of teaching English in India.
- LO5 Build job-related vocabulary
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UNIT I Effective Writing

1. Features of Effective Writing
2. Business correspondence
3. E-Mail
4. Report writing
5. Technical Writing

UNIT II Administrative Process

1. Preparing Agenda
2. Preparing Minutes

UNIT III Communication

1. Presenting Data in Verbal modes
2. Presenting Data in Non- verbal modes

UNIT IV Effective lecturing

1. Preparing Lectures on Topics
2. Preparing Persuasion Talks

UNIT V Telephone Etiquette

1. Business Talks over Telephone
2. Discussion on Career Prospects and Advancements

M.A ENGLISH SECOND YEAR - SEMESTER IV
SEC III- ENGLISH FOR CAREERS

Course Outcomes: On completion of this course, students will:

- CO1 Gain knowledge of the various modes of official correspondence and presentation
- CO2 Comprehend the right use of English at official works
- CO3 Apply the acquired styles of occupational skills and practicing them
- CO4 Pick up the official behaviour and becoming better doers
- CO5 Market the skill business correspondence and fixing themselves in better jobs

Text Books (Latest Editions)

1. V.Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
2. English for Careers: Business, Professional, and Technical Paperback by Leila R. Smith Emeritus

References Books (Latest editions, and the style as given below must be strictly adhered to)

1. Oxford English for Careers Technology 1 Student Book Paperback – Student Edition, 28 June 2007 by Eric Glendinning
2. English for Careers: Business, Professional, and Technical

Web sources

1. <https://www.worldcat.org/formats->
2. https://www.academia.edu/34266181/Oxford_English_For_Careers_TECHNOLOGY_1_Teachers_Resource_book_David_Banamy
3. <https://www.nature.com/scitable/topicpage/effective-writing-13815989/>
4. <https://libraryguides.mdc.edu/c.php?g=988097&p=7290942>

WRITTEN EXAMINATION
THEORY PAPER (BLOOM'S TAXONOMY BASED) QUESTION PAPER MODEL

Maximum 75 Marks
Passing Minimum: 50% Duration : Three Hours

Part –A (10x 2 = 20 Marks)

Question 1 to Question 10

Two questions from each unit

All questions to be answered

Each Question carries 2 marks

Part – B (5 x 5 = 25 Marks)

Question 11(a) or 11(b) To

Question 15(a) or 15(b)

Either-or Type

Two questions from each unit

(Both parts of each question from the same UNIT)

All questions to be answered

Each questions carries 5 marks

Part-C (3x 10 = 30 Marks)

Question 16 to Question 20

Five questions -One question from each unit

Three questions to be answered

Each question carries 10 marks