

GOVERNMENT ARTS COLLEGE (AUTONOMOUS)
SALEM - 636 007
(Affiliated to Periyar University, Salem – 11)

RE - ACCREDITED WITH B+ + GRADE BY NAAC

Choice Based Credit System (CBCS)

M.A. Degree

ENGLISH

REGULATIONS AND SYLLABUS

Under CBCS with Semester Pattern

For Candidates Admitted from the Academic Year 2017 - 2018 onwards

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM -7.
RE - ACCREDITED WITH B++ GRADE BY NAAC
AFFILIATED TO PERIYAR UNIVERSITY.

MASTER OF ARTS
ENGLISH (SEMESTER SYSTEM UNDER CBCS)
REGULATIONS

Objectives of the Course:

To transform graduates with sufficient strength in English so as to be employed in research and development and academic institutions such as universities, colleges, higher secondary schools. The course is designed to provide professional knowledge and communication skills to the students. The course is also designed that the graduates get qualified to do B.Ed and M.Ed degree.

Condition for Admission:

A candidate who has passed B.A. English/English with Computer Applications degree of Periyar University or any of the above degree of any other university approved as per the norms set by the Government of Tamilnadu as equivalent thereto, subject to such condition as may be prescribed thereto are permitted to appear for the examination and qualify for the M.A. English degree of this Autonomous College after a course of study of two academic years, under CBCS.

Duration of the Course:

The course for the degree of Master of Arts in English shall consist of two academic years divided into four semesters. Each semester consists of 90 working days.

Course of Study:

The course of study shall comprise instruction in the following subjects according to the syllabus and books prescribed.

Paper Code Explanations

- | | |
|-------|---|
| PEL | - Post Graduate English Literature |
| PELM | -Post graduate English Major Based Elective |
| PGNM | - Post Graduate Non - Major Elective |
| PELPR | - Post Graduate English Literature Project |

Examination:

The examination shall be of three hours duration in each paper at the end of each semester. The candidate failing in any subject(s) will be permitted to appear for each failed subject(s) in the subsequent examination. The examination consists of Internal Assessment (I.A.) and Semester Examination (S.E.)

Distribution of Marks for Theory papers

Internal Assessment: 25 marks.

Attendance (5 marks), Assignment and Seminar (10 marks), Test (10 marks).

Semester Examination: 75 marks.

Practical examinations for PG course should be conducted at the end of the even semester.

Project Dissertation:

At the end of fourth semester Viva-Voce will be conducted on the basis of the Dissertation/ Project report submitted by the student. The Viva-Voce will be conducted by Board Chairman with two examiners jointly (one internal Examiner and one External examiner). Evaluation will be done jointly by two examiners.

Question Paper Pattern for Theory Examination:

Time : 3 Hours

Max. Marks : 75

PART – A : 5 x 5 = 25 Marks

(Answer all questions)

(One question from each unit with internal choice)

PART – B : 5 x 10 = 50 Marks

(Answer all questions)

(One question from each unit with Internal Choice)

Internal Assessment:

Attendance

75% - 80% 81% - 85% 86% - 90% 91% - 95% Above 95%

1 Mark 2 Marks 3 Marks 4 Marks 5 Marks

Assignments and Seminars

10 Marks (Minimum two assignments, and participation in at least one seminar).

Test

Average of best two tests marks is to be taken into account among minimum of three tests.

Dissertation:

(a) Topic:

The topic of the dissertation shall be assigned to the candidate before the end of second semester and a copy of the same should be submitted to the Principal for approval.

(b) Plan of Work:

The student should prepare the plan of work for the dissertation; at the end of second semester.

(C) Dissertation Work out side the College of Study:

In case the student stays away for work from the college for more than one month, specific approval of the College should be obtained.

(d) No. of copies / distribution of dissertation:

The students should prepare three copies of dissertation and submit the same for the evaluation by examiners. After evaluation one copy is to be retained in the departmental library and one copy is to be submitted to the College and one copy can be returned to the student.

(e) Format to be followed:

The formats / certificate for dissertation to be submitted by the students are given below:

Format for the preparation of project work:

- (a) Title page
- (b) Bonafide Certificate
- (c) Acknowledgement
- (d) Table of Contents

CONTENTS

Chapter No.	Title	Page No.
1	Introduction	
2	Review of Literature	
3	Methodology	
4	Analysis	
5	Summation	
6	Works Cited	

Format of the Title Page:

TITLE OF THE PROJECT

**Project submitted in partial fulfilment of the requirement for the Degree of
Master of Arts in English
Government Arts College (Autonomous),
Salem -7.
Affiliated to the Periyar University.**

By

(Student's Name)

(Register Number)

College Emblem

**DEPARTMENT OF ENGLISH
GOVERNMENT ARTS COLLEGE (AUTONOMOUS)**

SALEM – 636 007

2017_ - 201_

Passing Minimum:

A candidate shall be declared to have passed the examination if the candidate secures not less than 50% of the marks in semester examination and IA in each course theory. The candidate should get a minimum of 50% marks in SE i.e., a minimum of 38 marks out of 75 in SE for in the theory courses.

For the project work and viva - voce a candidate should secure 50% of the marks for pass. The candidate should compulsorily submit the project report and attend viva-voce examination to secure passing minimum in the paper.

Candidates who do not obtain the required minimum marks for a pass in a course theory or Project Report shall be required to appear and pass the same at a subsequent appearance.

Classification of successful candidates

The performance of the student is indicated by letter Grades and the corresponding Grade Point (GP), Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA).

Letter Grade	Cumulative Grade Points Average	Grade Description	Range of Marks *
S	10	Outstanding	90-100
A	9	Excellent	80-89
B	8	Very Good	70-79
C	7	Good	60-69
D	6	Average	50-59
RA	0	Re-Appear	0-49

A student is deemed to have completed a course successfully and earned the appropriate credit, only if, the candidate earned a grade of D and above. RA denotes the candidate should Reappear the course again.

$$GP = (\text{Marks obtained in a course} \div \text{credit}) / 10$$

$$GPA = \frac{\text{Total Grade points earned in a semester}}{\text{Total Credits registered in a semester}}$$

$$CGPA = \frac{\text{Sum of Grade points earned}}{\text{Sum of Credits registered}}$$

Classification

CGPA	9 to 10	I class with Exemplary
CGPA	7.5 to 9	I class with Distinction
CGPA	6 to 7.5	I class
CGPA	5 to 6	II class

Note:

The above classification shall be given for over all performance including Non-Major Elective Courses.

Commencement of this Regulation:

These regulations shall take effect from the academic year 2017-2018, i.e., for students who are to be admitted to the first year of the course during the academic year 2017-2018 and thereafter.

Transitory Provision:

Candidates who were admitted to the PG course of study before 2017-2018 shall not be permitted to appear for the examinations under these regulations.



Format of the Certificate:

CERTIFICATE

This is to certify that the dissertation entitled
submitted in partial fulfillment of the requirement of the degree of Master of Arts in English Government Arts College (Autonomous), Salem-7 affiliated to the Periyar University, Salem-11, is a record of bonafide work carried out by under my supervision and guidance and that no part of the dissertation has been submitted for the award of any degree, diploma, fellowship or other similar titles or prizes and that the work has not been published in part or full in any scientific or popular journals or magazines.

Date:

Place:

Signature of the Guide

Name:

Designation:

Examiners (1) Internal:

(2) External:

GOVERNMENT ARTS COLLEGE(AUTONOMOUS),SALEM-7

**M.A. ENGLISH LITERATURE
SYLLABUS**

COURSE STRUCTURE UNDER CBCS

(For the candidates admitted from the academic year 2017-2018 onwards)

SE M.	COURSE CODE	TITLE OF THE COURSE	CRED ITS	IA	SE	TOTAL
01	17PEL01	CHAUCER AND ELIZABETHAN AGES	4	25	75	100
01	17PEL02	RESTORATION AND AUGUSTAN AGES	4	25	75	100
01	17PEL03	THE ROMANTIC AGE	4	25	75	100
01	17PEL04	THE VICTORIAN AGE	4	25	75	100
01	17PELM1	LANGUAGE AND LINGUISTICS	4	25	75	100
		TOTAL	20	125	375	500

SE M.	COURSE CODE	TITLE OF THE COURSE	CREDI TS	IA	SE	TOTAL
02	17PEL05	TWENTIETH CENTURY LITERATURE	5	25	75	100
02	17PEL06	EUROPEAN LITERATURE	5	25	75	100
02	17PEL07	AMERICAN LITERATURES	6	25	75	100
02	17PEL08	MODERN LITERARY CRITICISM	6	25	75	100
02	17PGNM1	HUMAN RIGHTS	3	25	75	100
		TOTAL	25	125	375	500

SE M.	COURSE CODE	TITLE OF THE COURSE	CREDI TS	IA	SE	TOTAL
03	17PEL09	SHAKESPEARE	5	25	75	100
03	17PEL10	CULTURAL AND SUBALTERN STUDIES	6	25	75	100
03	17PEL11	POSTCOLONIAL LITERATURE	6	25	75	100
03	17PGNM2	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS	3	25	75	100
03		PROJECT (To be continued in IV Semester)				
			20	100	300	400

SE M.	COURSE CODE	TITLE OF THE COURSE	CREDI TS	IA	SE	TOTAL
04	17PEL12	TRANSLATION STUDIES	3	25	75	100
04	17PEL13	RESEARCH METHODOLOGY AND RHETORIC	3	25	75	.100
04	17PEL14	ECO LITERATURE	5	25	75	100
04	17PELM2	INDIAN DIASPORA LITERATURE	4	25	75	100
04	17PELPR	PROJECT	10	50	150	200
			25	150	450	600

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM-7

DEPARTMENT OF ENGLISH

M.A. ENGLISH LITERATURE

QUESTION PAPER PATTERN

Time: 3 Hours

Maximum Marks: 75

Part-A (25 Marks)

1. Answer the following in about 500 words. (5X5=25 Marks)

Answer all the following questions. (Either or Pattern)

(A) For papers with Detailed Texts:

From Detailed Texts- (a) One Annotation (or) (b) One Paragraph

From Non-detailed Texts (a) One Paragraph (or) (b) One Paragraph

(B) For Theory Papers-

(a) One Paragraph (or) One Paragraph

1. (a) or (b) (From Unit I)

2. (a) or (b) (From Unit-II)

3. (a) or (b) (From Unit-III)

4. (a) or (b) (From Unit-IV)

5. (a) or (b) (From Unit-V)

Part – B (5X10=50 Marks)

II. Answer the following in about 1500 words each:

1. (a) or (b) From Unit-I

2. (a) or (b) From Unit-II

3. (a) or (b) From Unit-III
4. (a) or (b) From Unit-IV
5. (a) or (b) From Unit-V

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH

M.A. ENGLISH -SYLLABUS

[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM

SEMESTER – I

CHAUCER AND ELIZABETHAN AGES

Course Code: 17 PEL01

Hours: 6

Credits:4

Objective:

1. To introduce the writers and their works of the age of Chaucer and the Elizabethan Age.

2. To give a deeper insight into the spirit of the Chaucerians, Elizabethans and the Metaphysical Poets.

Learning Outcomes:

1. The students would get the thorough awareness of the different works composed by the initial years of the glory of the age of Chaucer and Elizabethans.

2. This paper would enable the students gain the knowledge of the Elizabethans and the unification of sensibility of the Metaphysical Poets.

Unit-I

Poetry-Detailed:

1. Chaucer - Prologue to Canterbury Tales

Unit-II

Poetry-Non-Detailed:

1. Spenser - Epithalamion
2. John Donne - The Cannonization.
3. George Herbert - The Pulley
4. Philip Sidney - The Nightingale

5. Ben Jonson - Song to Celia

Unit-III

Drama-Detailed:

1. Christopher Marlowe – Edward II

Unit-IV

Drama-Non-Detailed:

1. Thomas Kyd - The Spanish Tragedy

2. Ben Jonson - The Alchemist

Unit-V

Prose-Detailed:

Francis Bacon - Of Revenge, Of Truth, Of Studies, Of Adversity.

Prose-Non-Detailed:

Philip Sidney - An Apology for Poetry.

Assignments:

1. Discuss the salient features of the Elizabethan Age.
2. Analyse the uniqueness of the Metaphysical Poets, with reference to T.S.Eliot's concept of the Unification of Sensibility.
3. Describe the scientific spirit of Bacon.
4. Narrate the dramatic achievements of the Elizabethans.
5. Analyse Sidney's discussions of the defence of poetry.

S.No. :

Total Pages:

Course Code: 17 PEL01

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

FIRST SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: CHAUCER AND ELIZABETHAN AGES

Time: 3 hours

Maximum Marks: 75

Part-A (25 Marks)

1. Answer the following in about 500 words. (5x5=25 Marks)

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

On which ther was first write a crowned A,

And after Amor vincitomnia.

(or)

(b) How does Chaucer view the women of the fourteenth century in his *Prologue*?

2. (a) Explain Spenser's celebration of his own wedding in *Epithalamion*.

(or)

(b) What are the blessings of God bestowed on man, according to Herbert?

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

The sight of London to my exil'd eyes

Is as Elysium -come to a new soul:

(or)

(b) Comment on the character of Queen Isabella.

4. (a) Discuss the concept of Play within the Play in *The Spanish Tragedy*.

(or)

(b) Comment on the character of Subtle in *The Alchemist*?

5. (a) Annotate the following passage, commenting on the structure, theme and tone:

Some books are to be tasted, others to be swallowed and some few to be chewed and digested.

(or)

(b) How does Sidney compare poetry with history and philosophy?

PART – B (5X10=50 MARKS)

II. Answer the following in about 1500 words each:

6. (a) Justify Dryden's comment on Canterbury pilgrims: "Here is God's plenty."

(Or)

(b) How does Chaucer the corrupt religious practices of fourteenth century in *Prologue*?

7. (a) Bring out the grandeur of marriage poem, dealing with Spenser's wedding to Elizabeth Boyle.

(or)

(b) Comment on Marvell's plea to his beloved in *To His Mistress*.

8. (a) Sketch the character of Gaveston.

(or)

(b) How does Marlowe portray the downfall of Edward II?

9. (a) Bring out the elements of revenge tragedy in *The Spanish Tragedy*.

(or)

(b) How does Ben Jonson satirise the quakers and alchemists in *The Alchemist*?

10. (a) Write an essay on the prose style of Bacon with reference to the prescribed essays.

(or)

(b) How does Sidney defend poetry from the cynical critics in his *An Apology for Poetry*.

GOVERNMENT ARTS COLLEGE (AUTONOMOUS),SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH
M.A. ENGLISH -SYLLABUS

[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]

UNDER CHOICE BASED CREDIT SYSTEM

SEMESTER – I

RESTORATION AND AUGUSTAN AGES

Course Code: 17 PEL02

Hours: 6

Credits: 4

Objectives:

- 1.To introduce the students to select authors of the period.
- 2.To make students familiar with select works of the chosen authors.

Learning Outcomes:

1. The students become aware of the representative writers of both the restoration and Augustan ages.
2. The students become aware of the features of epic and mock epic.
3. Students get the knowledge of the social, political and cultural life of both the ages.

Unit-I

Poetry- Detailed

John Milton – Paradise Lost: Book IX

Unit -II

Poetry- Non-Detailed

1. Dryden - Mac Flecknoe
2. Pope - Rape of the Lock
3. Gray - Elegy Written in a Country Churchyard

Unit-III

Drama- Detailed

Sheridan - The School for Scandal

Drama –Non-Detailed

1. William Congreve – The Way of the World

Unit -IV

Prose -Detailed

Swift – The Battle of the Books.

Prose-Non-Detailed

1. Addison and Steele – 1.Sir Roger at Home, 2. Will Wimble

2.Dr. Johnson – Life of Milton

Unit –V

Fiction

1. John Bunyan – The Pilgrims Progress

2. Henry Fielding – Tom Jones.

Assignments:

1. Discuss the features of an epic.
2. What are the literary tools used by the writers of Restoration and Augustan Ages?
3. Consider TheCoverley Papers as the precursor of the English novel.

S.No. :

Total Pages:

Course Code: 17 PEL02

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

FIRST SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: RESTORATION AND AUGUSTAN AGES

Time: 3 hours

Maximum Marks: 75

Part-A (25 Marks)

1. Answer the following in about 500 words. (5x5=25 Marks)

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

Never since of serpent kind

Lovelier; not those that in Illyria changed

Hermione and Cadmus, or the god

In Epidaurus; nor to which transformed

Ammonian Jove or Capitoline was seen,

He with Olympias, this with her who bore

Scipio, the highth of Rome.

(or)

(b) How does Satan tempt Eve?

2. (a) Describe how Pope describes the quarrel between Belinda and Lord Petre.

(or)

(b) Explain the elements of Graveyard Poetry School in Gray's *Elegy*.

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

For now, instead of the social spirit of raillery ... of Champagne, without the spirit or flavor.

(or)

(b) How does Congreve criticize the corrupt relationships of the Restoration Age in *The Way of the World*?

4. (a) Annotate the following passage, commenting on the structure, theme and tone:

... a lazy contemplation of four inches round, by an overweening pride, feeding and engendering on itself turns all into venom producing nothing at all, but flybane and a cobweb...

(or)

(b) Bring out the character of Will Wimble.

5. (a) Narrate the experiences of Christian in Vanity Fair.

(or)

(b) Comment on the character of Sophia Western.

PART – B (5X10=50 MARKS)

II. Answer the following in about 1500 words each:

6. a) Bring out Milton's concept of family life with reference to *Paradise Lost Book IX*.

(or)

b) Describe the change in Eve after she eats the fruit.

7. a) Consider Pope's 'The Rape of the Lock' as a lampoon.

(or)

b) Appraise the mock heroic traits in Dryden's *Mac Flecknoe*

8. a) Bring out the significance of Library Scene in *The School for Scandal*.

(or)

b) Consider the view that *The School for Scandal*, for all Sheridan's professions, is not completely devoid of sentiment.

9. a) Discuss the conflict between the ancients and moderns in the 'Battle of the Books'.

(or)

b) Give a critical appraisal of Johnson's assessment on Milton.

10. a) Narrate the allegory in *Pilgrims Progress*.

(or)

b) Can *Tom Jones* be considered a Prose-epic?

GOVERNMENT ARTS COLLEGE (AUTONOMOUS),SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH

M.A. ENGLISH -SYLLABUS

[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM

SEMESTER – I
THE ROMANTIC AGE

Course Code: 17 PEL03

Hours: 6 Credits: 4

Objective:

- 1.To show the spirit of the Romantic Age through the works of the Romantics.
2. To explicate the beauty of Nature in the prescribed works of the Romantic Age.

Learning Outcomes:

1. The students would get the environmental awareness.
2. They would appreciate the simplicity of poetic diction of the Romantics.
3. The modern concepts of Naturalism would be inculcated in the students' mind.

Unit I

Poetry -Detailed

William Wordsworth – Ode on the Intimations of Immortality

Keats –Ode to Autumn

Coleridge – The Rime of the Ancient Mariner

Shelley – Ode to the West Wind

Unit II

Poetry -Non- Detailed

Coleridge – Christabel

Shelley – Adonais

Keats – The Eve of St. Agnes

Byron - Childe Harold's Pilgrimage

Unit III

Prose -Detailed

William Wordsworth – Preface to Lyrical Ballads

Prose -Non-Detailed

- Charles Lamb – 1. Dissertation upon a Roast Pig
2. Dream Children
- William Hazlitt – My First Acquaintance with Poets

Unit IV

Drama- Detailed

- Shelley – The Cenci

Unit V

Fiction

- Scott – Kenilworth
- Jane Austen – Emma

Assignments:

1. Write an assignment on the Pantheism of Wordsworth.
2. Bring out the salient features of English Romanticism.
3. Discuss the revolutionary zeal of Shelley.
4. Describe the sensuousness in Keats's poems.
5. Discuss the characteristics of historical novels and Walter Scott.

S.No. :

Total Pages:

Course Code: 17 PEL03

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

FIRST SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: THE ROMANTIC AGE

Time: 3 hours

Maximum Marks: 75

Part-A (25 Marks)

1. Answer the following in about 500 words.

(5x5=25 Marks)

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

He all prayeth best, who loveth best
All things both great and small;
the dear God who loveth us,
He made and loveth.

(or)

(b) How does Keats compare Autumn to a woman sitting on a barge?

2. (a) Bring out the elements of Supernaturalism in *Christabel*.

(or)

(b) Describe the note of Keatsian imagery in *The Eve of St. Agnes*.

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

Poetry is the first and last of all knowledge;
It is as immortal as the heart of man.

(or)

(b) Bring out the pathos in Lamb's essay *Dream Children*.

4. (a) **Annotate the following passage, commenting on the structure, theme and tone:**

He frowns on others, but he smiles on me,
Even as he did after the feast last night.

(or)

(b) Sketch the character of Orsino.

5. (a) Discuss the theme of ambition versus love in *Kenilworth*.

(or)

(b) Bring out the theme of match-making in *Emma*.

Part – B (5X10=50 Marks)

II. Answer the following in about 1500 words each:

6. a) Bring out the central idea of Wordsworth's *Ode On The Intimations Of Immortality*.

(Or)

b) Describe the West Wind's effects on the land, the sky and the ocean.

7. a) Critically analyse Coleridge's *The Rhymer of the Ancient Mariner*

(Or)

b) Discuss Shelley's *Adonais* as a pastoral elegy.

8. a) Consider *Preface to the Lyrical Ballads* as a critical manifesto of the English Romantic Movement.

(Or)

b) Bring out the Humour in Lamb's *A Dissertation Upon a Roast Pig*.

9. a) Sketch the character of Beatrice in Shelley's *The Cenci*.

(Or)

b) Consider *The Cenci* as a Revenge Tragedy.

10. a) Discuss *Kenilworth* as a historical novel.

(Or)

b) How does Jane Austen portray the relationship between Emma and George Knightley?

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

**SEMESTER – I
THE VICTORIAN AGE**

Course Code: 17 PEL04

Hours: 6 Credits: 4

Objective:

1. To introduce the grand age of the Victorians through the works and the writers.
2. To understand the scientific and inquisitive spirit of the 19th century through the great colonial writers.
3. To have a better understanding the great era of the novels.

Outcomes:

1. The students would have learnt the greatness of the age of science.
2. They would derive the sense of inquisitiveness and the power of reason through the works of the great Victorians.
3. They would have understood the grandness and the ground realities of suffering in the industrial society.

Unit –I

Poetry -Detailed

1. Alfred Tennyson - Ulysses
2. Robert Browning - Fra Lippo Lippi
3. Matthew Arnold - The Scholar Gypsy

Unit – II

Poetry-Non – detailed

- | | |
|--------------------------|----------------------|
| 1.Robert Browning | -My Last Duchess |
| 2.Dante Gabriel Rossetti | -The Blessed Damozel |
| 3.A.C. Swinburne | -Chorus in Atlanta |
| 4.Francis Thompson | -The Hound of Heaven |

Unit – III

Prose-Detailed

- | | | |
|---------------|---|---------------------|
| Mathew Arnold | - | The Study of Poetry |
|---------------|---|---------------------|

Prose-Non - detailed

- | | | |
|-------------|---|---------------------------------------|
| John Ruskin | - | Sesame and Lilies (of Queen’s Garden) |
|-------------|---|---------------------------------------|

Unit –IV

Drama-Detailed

- | | | |
|-------------|---|---------------------------------|
| Oscar Wilde | - | The Importance of being Earnest |
|-------------|---|---------------------------------|

Unit – V

Fiction

- | | | |
|-------------------|---|--------------------|
| 1.Charles Dickens | - | Great Expectations |
| 2.Thomas Hardy | - | Jude the Obscure |
| 3.George Eliot | - | Middle March |

Assignments:

1. Write an assignment on the Victorian poetry and its salient features.
2. Describe Ruskin and Carlyle’s prose style.
3. Bring out the reality of suffering in the Victorian Age through the novels prescribed for your study.
4. Comment on the spirit of aestheticism in the plays of Oscar Wilde.

S.No. :

Total Pages:

Course Code: 17 PEL04

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

FIRST SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: THE VICTORIAN AGE

Time: 3 hours

Maximum Marks: 75

Part-A (25 Marks)

1. Answer the following in about 500 words.

(5x5=25 Marks)

1. (a) **Annotate the following passage, commenting on the structure, theme and tone:**

I cannot rest from travel: I will drink

Life to the lees: All times I have enjoyed

Greatly, have suffer'd, both with those

That loved me and alone, on shore.

(or)

(b) How does Arnold mourn the loss of divine spark among human beings in *The Scholar Gypsy*?

2. (a) Discuss Browning's *My Last Duchess* as a dramatic monologue.

(or)

(b) Describe the significance of imagery of Rossetti in *The Blessed Damozel*.

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

Only one thing we may add as to the substance and matter of poetry, guiding ourselves by

Aristotle's profound observation the superiority of poetry over history consists in its possessing

a higher truth and a higher seriousness.

(or)

(b) How does Ruskin womanhood in his lecture on. *Of Queen's Gardens*.

4. (a) Annotate the following passage, commenting on the structure, theme and tone:

All women become like their mothers. That is their tragedy. No man does, and that is his.

(or)

(b) Sketch the character of Cecil Cardew.

5. (a) Bring out the significance of the relationship between Pip and Estella in *Great Expectations*.

(or)

(b) Comment on the character of Dorothea Brooke in *Middlemarch*.

PART – B (5X10=50 MARKS)

II. Answer the following in about 1500 words each:

6. a) Analyse the spirit of Victorian adventure in *Ulysses*.

(or)

b) How did Arnold describe the wanderings of the gypsy scholar in Oxford surroundings?

7. a) Critically examine the poem *Chorus from Atlanta*.

(or)

b) How does Francis Thompson compare God to the merciless hound in *The Hound of Heaven*.

8. a) Bring out Arnoldian concept of touchstone method in *The Study of Poetry*.

(or)

b) Discuss how Ruskin brings about the parallels to his description of women.

9. a) Explain Oscar Wilde's technique of portraying the duplicity of characterization in *The Importance of Being Earnest*.

(or)

b) Sketch the character of Jack Worthing.

10.a) Bring out the portrayal of Victorian society and men in *Great Expectations*.

(or)

b) Describe the tragic story of Jude and Sue Bridehead.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS),SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

SEMESTER – I

LANGUAGE AND LINGUISTICS

Course Code: 17 PELM1

Hours: 6 Credits: 4

Objective:

1. To introduce the history and evolution of English language and also the technical aspects of linguistics.
2. To bring out the different processes of vocabulary development, through the growth of vocabulary and change of meaning.
3. To show how words have been incorporated into English language through the study of various linguistic influences.
4. To teach various technical aspects of linguistics.

Outcomes:

1. The students have a great chance of understanding the origin of language and various linguistic changes.
2. They derive the holistic development of language and linguistics.
3. They would acquire the skill of phonetic transcription of the individual words

Unit-I

1. Origin of Language
2. Indo-European family of languages & Germanic Family

3. Old English, Middle English and Modern English

4. English as World Language

Unit- II

1. Growth of Vocabulary

2. Change of Meaning

3. British English, American English & Indian English

Unit- III

1. Influences- Latin influence, Greek influence, French influence, Scandinavian influence

2. Bible translation, Shakespeare's influence and Milton's influence

Unit-IV

1. Linguistics-Definition, Scope and Branches.

2. Phonology, Morphology, Syntax and Semantics.-Definition and Description

3. Phonology-i) Vowels and Consonants, ii) Phonemic transcription of individual words / passages

Unit-V

1. Morphology-Morphemes (Free and Bound)

2. Syntax- Grammar- Traditional Grammar, I.C. Analysis &T.G.Grammar

3. Semantics- Seven types of meaning(Geoffrey Leech).

Assignments:

1. Write an assignment on the Indo-European family of languages.

2. Attempt a history of English language.

3. Bring out the different processes of vocabulary and change of meaning.

4. Describe the various linguistic influences on English language.

5. Write an assignment of different components of linguistics.

6. Discuss the characteristics of T.G. Grammar.

S.No. :

Total Pages:

Course Code: 17 PELM1

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

FIRST SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: LANGUAGE AND LINGUISTICS

Time: 3 hours

Maximum Marks: 75

Part-A (25 Marks)

1. Answer the following in about 500 words:

(5x5=25 Marks)

1. (a) Describe the four theories of the origin of language.

(or)

(b) Explain Grimm's Law and Verner's Law.

2. (a) Describe any three theories of Change of Meaning.

(or)

(b) Bring out the uniqueness of Indian English.

3. (a) Describe the contribution of Greek to the growth of English language.

(or)

(b) How did Milton enrich English language with his unique word coinage?

4. (a) Discuss the different branches of linguistics.

(or)

(b) Describe the Cardinal Vowels.

5. (a) Explain the various kinds of morphemes.

(or)

(b) Describe I.C. Analysis with the examples.

Part – B (5X10=50 Marks)

II. Answer the following in about 1500 words each:

6. (a) Write an essay on the Indo-European group of languages.

(or)

(b) Bring out the heterogeneous features of English as a world language.

7. (a) Explain the characteristics of growth of vocabulary.

(or)

(b) Describe the variations of British and American English.

8. (a) Discuss the Latin influence on English language.

(or)

(b) How did the Bible translations contribute to the growth of English?

9. (a) Write an essay on the Consonants in English.

(or)

(b) Transcribe the following sentences:

1. Shakespeare is the greatest playwright.

2. Literature is the mirror of life.

3. Honesty is the best policy.

4. Sweet are the uses of adversity.

5. Rome is not built in a single day.

10. (a) Explain the features of Transformational Generative Grammar.

(or)

(b) Bring out the seven types of meaning as described by Geoffrey Leech.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

SEMESTER – II

TWENTIETH CENTURY LITERATURE

Course Code: 17PEL05 Hours: 6 Credits: 5

Objectives:

1. To introduce the students to select authors of the period.
2. To make students familiar with select works of the chosen authors.

Learning Outcomes:

1. Students become aware of the problems of the people of Twentieth century.
2. Students are able to analyze different characters in their social context

Unit -I

Poetry- Detailed

1. T.S. Eliot - The Waste Land
2. W.B. Yeats – Sailing to Byzantium

Unit –II

Poetry-Non-Detailed

1. Dylan Thomas – Fern Hill
2. G.M. Hopkins – Windhover
3. Philip Larkin – Church Going
4. Ted Hughes – Hawk Roosting
5. W.H. Auden – In Memory of W.B. Yeats
6. Wilfred Owen – Strange Meeting.

Unit -III

Prose-Detailed

Eliot – Tradition and Individual Talent

Prose-Non-Detailed

1. E.M. Forster – Hymn Before Action
2. G.K. Chesterton – Running after One's Hat
3. R.L. Stevenson – Walking Tours

Unit-IV

Drama-Detailed

G.B. Shaw – St. Joan

Drama-Non-Detailed

1. Samuel Beckett – Waiting for Godot
2. J.M. Barrie – The Admirable Crichton

Unit-V

Fiction

1. Virginia Woolf – To the Light House
2. Joseph Conrad – Heart of Darkness

Assignments:

1. Discuss the myriad themes and techniques of the 20th century literature.
2. Examine the social and political structure of the 20th century with reference to prescribed writers.

S.No. :

Total Pages:

Course Code: 17 PEL05

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

SECOND SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: TWENTIETH CENTURY LITERATURE

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

1. Answer the following in about 500 words.

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

Who is the third who walks always beside you?
When I count, there are only you and I together.

(or)

(b) How does W.B. Yeats symbolize Byzantium?

2. (a) Write a paragraph on Hopkins's 'Windhover'?

(or)

(b) How did the speaker in '*Strange Meeting*' realize that he was in hell?

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

In English writing we seldom speak of tradition, though we occasionally apply its name in deploring its absence.

(or)

(b) Where did E.M. Forster derive inspiration for his essay *Hymn Before Action*?

4. (A) Annotate the following passage, commenting on the structure, theme and tone:

Our soldiers are always beaten because they are fighting only to save their skins. It is not kill or be killed with them, but pay and be paid.

(or)

(b) How does Barrie portray the social inequalities prevailing in the Victorian Age?

5. (a) How does Virginia Woolf portray Mrs. Ramsay and her children?

(or)

(b) Bring out the ills of colonialism as depicted by Marlow in *Heart of Darkness*.

Part – B (5X10=50 Marks)

II. Answer the following in about 1500 words each:

6. a) “‘*Sailing to Byzantium*” is metaphysically complex, but it is as a poetic, not a philosophical statement that it lives’ - Discuss.

(or)

b) Consider “*The Waste Land*” as a critique of modern civilization.

7. a) Explain how Hughes depicts the natural world.

(or)

b) Bring out Hopkins spiritual vision with reference to ‘*Windhover*’

8. a) How does Eliot define tradition in his *Tradition and Individual Talent*?

(or)

b) What are the traits advocated by Stevenson for walking tours?

9. a) Discuss in detail Shaw's view of Saint Joan. How is his view of her different in its historical context or from the way in which others have portrayed her? Does Shaw aim toward historical accuracy?

(or)

b) *Waiting for Godot* does not tell a story; it explores a static situation. Discuss.

10. a) What are some of the main symbols in *To the Lighthouse*, and what do they signify?

(or)

b) Analyse the post colonial traits in Conrad's *Heart of Darkness*.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS),SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

SEMESTER – II

EUROPEAN LITERATURE

Course Code:17PEL06

Hours: 6 Credits: 5

Objective:

- 1.To introduce the greatness and grandeur of the European writers and their classics.
2. To bring out the uniqueness of the literature of different countries of Europe.

Outcomes:

1. Apart from the mainstream of English literature, the student acquires familiarity with the European Classical as well as the Modern writers.
2. The student understands the difference between the British and the other European literature through the prescribed works.

Unit I

Poetry -Detailed

- 1.Dante – The Divine Comedy, Inferno (Cantos I, II & III)

2. Charles Baudelaire – 1. The Balcony (From *Flowers of Evil*)

2. Hymn to Beauty (From *Flowers of Evil*)

Poetry -Non Detailed

Homer – Iliad

Unit II

Prose -Detailed

Montaigne – Of Sorrow, Of Age, Of Books, Of Sleep

Prose -Non-Detailed

Albert Camus – The Myth of Sisyphus

Unit III

Drama -Detailed

Bertolt Brecht – Mother Courage and Her Children

Drama -Non Detailed

Henrik Ibsen – The Doll's House

Unit IV

Short Stories

1. Kafka – The Judgement

2. Dostoyevsky – White Nights

3. Tolstoy – How much Land Does a Man Need?

4. Gogol – The Nose

Unit V

Fiction

1. Tolstoy – War and Peace

2. Voltaire – Candide

Assignments:

1. Write an assignment on the Classical European poetry.
2. Bring out the salient features of Existentialism.
3. Comment on the European novels.
4. Attempt an essay on the European drama.

S.No. :

Total Pages:
Course Code: 17 PEL06

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

SECOND SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: EUROPEAN LITERATURE

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

1. Answer the following in about 500 words.

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

Before me, nothing was created,

That is not eternal: and eternal I endure.

Forsake all hope, all you that enter here.

(or)

(b) How did Homer portray the conflict between Trojans and Greeks in Iliad?

2. (a) Annotate the following passage, commenting on the structure, theme and tone:

Amongst books that are simply pleasant, of the moderns, Boccaccio's Decameron, Rabelais, and the Basia of Johannes Secundus (if those may be ranged under the title) are worth reading for amusement.

(or)

(b) How does Albert Camus portray the existential condition of modern man?

3. (a) **Annotate the following passage, commenting on the structure, theme and tone:**

You all know honest Socrates Who always spoke the truth They owed him thanks for that, you'd think But what happened? Why, they put hemlock in his drink And swore that he misled the youth. How honest was this Socrates.

(or)

(b) How does Ibsen depict the problems of women of nineteenth century in 'The Doll's House'?

4. (a) Write a paragraph on Dostoevsky's 'White Nights'

(or)

(b) Explain the theme of Gogol's short story 'The Nose'

PART – B (5X10=50 MARKS)

II. Answer the following in about 1500 words each:

6. (a) Describe Dante's initial experiences before he makes his way into Inferno.

(or)

(b) Write an essay on the Trojan War as narrated in *The Iliad*.

7. (a) Bring out Montaigne's prose style from the essays prescribed for your study.

(or)

(b) How does Albert Camus explain the existential angst of modern man in his *The Myth of Sisyphus*?

8. (a) Sketch the character of Mother Courage.

(or)

(b) Compare and contrast the characters of Nora and Krogstad.

9. (a) Write an essay on the theme of Kafka's *The Judgment*.

(or)

(b) Comment on the significance of the story *How Much Land Does a Man Need*.

10. (a) Why does Tolstoy mix both fact and fiction in his novel *War and Peace*?

(or)

(b) What is the relationship between [Candide](#)'s adventures and [Pangloss](#)'s teachings?

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

SEMESTER – II

AMERICAN LITERATURES

Course Code: 17PEL07

Hours: 6

Credits: 6

Objective:

1. To explicate the different American Movements and the works and the writers from various cultural backgrounds.
2. To bring out the multicultural aspect of American literatures.

Learning outcomes:

1. Students will be able to demonstrate a keen awareness of contemporary issues in American Literatures.
2. Students will be able to identify literary, cultural, historical and philosophical forces that shaped the prescribed literary works.
3. Students will be able to interpret aesthetic and literary contexts of the prescribed works.

Unit I

Poetry-Detailed

1. Emerson - Hamatreya
2. Emily Dickinson - Because I could not stop for death
3. Robert Frost - Birches

4. Wallace Stevens - The Emperor of Ice cream

Unit II

Poetry- Non – detailed

1. Edgar Allan Poe - The Raven
2. Langston Hughes - The Negro Speaks of Rivers
3. Gwendolyn Brooks - Kitchenette Building
4. Sylvia Plath - Daddy
5. Maya Angelou - Phenomenal Woman

Unit – III

Prose-Detailed

Edgar Allan Poe - The Philosophy of Composition

Prose-Non - detailed

1. Wayne Booth - Objectivity in Fiction
2. Emerson - The American Scholar

Unit –IV

Drama -Detailed

Eugene O’Neill - The Emperor Jones

Drama-Non – detailed

1. Lorraine Hansberry - Les Blancs
2. Edward Albee - Who is afraid of Virginia Woolf?

Unit – V

Fiction

1. Saul Bellow - Herzog
2. Richard Wright - Native son

Assignments:

1. What elements of Transcendentalism are evident in Emerson’s *Hamatreya*?
2. Elucidate Poe’s theory about how good writers write when they write.
3. How does O’Neill make use of Expressionism in *Emperor Jones*?
4. Discuss the role of women in *Herzog*.
5. How does the psychology of racial prejudice contribute to Bigger’s transformation into a murderer and a criminal?

S.No. :

Total Pages:

Course Code: 17 PEL07

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

SECOND SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: AMERICAN LITERATURES

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

1. Answer the following in about 500 words.

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

What are these men? Asleep beneath their grounds:
And strangers, fond as they, their furrows plough.
Earth laughs in Flowers, to see her boastful boys
Earth-proud, proud of the earth which is not theirs;

(Or)

(b) How does Robert Frost use the image of birches?

2. (a) Bring out the note of melancholy in Poe's poem 'The Raven'?

(or)

(b) How does Langston Hughes relate himself with his ancestors in his poem, "The Negro Speaks of Rivers"?

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

"When it most closely allies itself to Beauty; the death then of a beautiful woman is unquestionably the most poetical topic in the world, and equally is it beyond doubt that the lips best suited for such topic are those of a bereaved lover".

(or)

(b) Comment on the views of Wayne Booth in 'Objectivity in Fiction'

4. (a) Annotate the following passage, commenting on the structure, theme and tone:

What—what is I doin? What is—dis place? Seems like—seems like I know dat tree—an' dem stones—an' de river. I remember—seems like I been heah befo'. (*tremblingly*) Oh, Gorry, I'se skeered in dis place! I'se skeered! Oh, Lawd, perfect dis sinner!

(or)

(b) Bring out the note of absurdism in Albee's 'Who's Afraid of Virginia Woolf?'

5. (a) Comment on Jewish tradition in 'Herzog'

(or)

(b) How does Richard Wright depict Blacks in 'Native Son'?

Part – B (5X10=50 Marks)

II. Answer the following in about 1500 words each:

6. a) Write an essay on Transcendentalism with reference to Emerson's "*Hamatreya*"

(or)

b) Bring out the symbolism in the poem *The Emperor of Ice Cream*.

7. a) Explain the theme of the poem, "*Kitchenette Building*".

(or)

b) How does Maya Angelou assert herself as a phenomenal woman?

8. a) Write a critical appreciation of Poe's "*The Philosophy of the composition*"

(or)

b) Emerson's "*The American Scholar*" is called as "America's literary Declaration of Independence"- Elucidate.

9. a) Bring out the elements of Expressionism in *The Emperor Jones*.

(or)

b) Write a critical essay on the thematic structure of Edward Albee's "*Who is afraid of Virginia Woolf*"

10. a) Explain the theme of concealed identity in the novel "*Herzog*" with respect to the characters, images and philosophical backgrounds.

(or)

b). i. How does racism affect the judicial process in Wright's "*Native Son*"?

ii. What role does the media play in determining the popular conceptions of justice?

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

SEMESTER –II

MODERN LITERARY CRITICISM

Course Code: 17PEL08

Hours: 6

Credits:6

Objectives:

1. To introduce the students to the concepts of complex modern social structure and life as it is lived today.
2. To expose the students to various cultural and political practices which reflect the evolving nature of modern life

Learning Outcomes:

1. Students become aware of the nuances of the various literary texts.
2. Students will be able to grasp the various literary tenets and can discern the differences in the concepts
3. Students will become skillful in analyzing a literary text

Unit-I

Formalism, Structuralism, Post Structuralism , Eco criticism, Deconstruction , New Criticism, New Historicism, Reader-Response Criticism, Myth and Psycho Analytical Criticism, Feminist Criticism, Indian Literary Criticism

Unit- II

1. Wimsatt & Beardsley : Intentional Fallacy
2. Allan Tate : Tension in Poetry

3. Roland Barthes : Death of the Author

Unit-III

1. Jacques Derrida : Structure, Sign and Play in the Discourse of the Human
2. Northrop Frye : The Archetypes of Literature
3. Jaques Lacan : The Insistence of the Letter in the Unconscious

Unit-IV

1. Chandra Talpade Mohanty : Feminist Scholarship and Colonial Discourses
–Beginning from “Women as victims of Male violence”- pages-(66-74)
2. Sarojini Sahoo : My Bicycle and Me
3. Juliet Mitchell : Femininity, Narrative and Psychoanalysis

Unit- V

1. Sri Aurobindo : The Source and Essence of Poetry
2. M. Hiriyanna : The Number of Rasas
3. Krishna Rayan : What is Literariness?

Books Recommended:

1. Prasad : Introduction to Literary Criticism
2. Bijay Kumar Das : Twentieth Century Literary Criticism
3. David Lodge : Modern Literary Criticism
4. S. Ramasamy & V. S. Sethuraman : The English Critical Tradition
5. D. J.Enright and Ernest De Chickera : English Critical Texts
6. <http://iema.in/blog/deconstruction - of - the - tempest – reconstruction – of – the – carribean – identity – in – the – pleasures – of – exile/>
7. Tate’s The Man of Letters in the Modern World, Selected Essays – Published by Meridian Books, 1955.

8. Under Western Eyes.. Feminist Scholarship and Colonial Discourses- Beginning from Women as Victims of Male Violence- (Pages 66-74).

9. Sensible Sensuality .. A Collection of Essays on Sexuality, Femininity and Literature—published by Authors Press, 2010.

Assignments:

1. What are the five basic critical approaches to Literature? Discuss in detail.
2. Distinguish Structuralism with Post Structuralism.
3. What are the traits of Post Modernism?

S.No. :

Total Pages:

Course Code: 17 PEL08

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

SECOND SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: MODERN LITERARY CRITICISM

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

I. Answer the following in about 500 words.

1. a. Explain the basic tenets of Structuralism. (or)
b. Mention two Eco critics and their contributions.
2. (a) What is 'intentional fallacy' according to Wimsatt? (or)
(b) Define 'Tension in poetry', as expounded by Allen Tate.
3. (a) Enumerate 'Archetypes of Literature' (or)
(b) Bring out the canon of psychoanalytic criticism of Lacan.
4. (a) Write a note on Sarojini Sahoo's 'contributions'. (or)
(b) How does Juliet Mitchell explain the concept of femininity?
5. (a) What is the idea of poetry in Sri Aurobindo's 'The Source and Essence of Poetry'(or)
(b) What is Rasa theory?

PART-B

II. Answer the following in about 1500 words.

(5x10=50)

6. a. Trace the evolution of New Historicism.

(or)

b. Indian Literary Criticism is an enlightened revivalism to traditional poetics-Explain.

7. a) “Allan Tate’s essay deals with tension as the life of a poem”. Discuss

(or)

b) Justify the significance of the Death of the Author according to Roland Barthes.

8. a) Bring out the Discourse of the Human through Structure, Sign and Play.

(or)

b) Write an essay on ‘the insistence of letter in the ‘unconscious’.

9..a) Chandra Talpade Mohanty opines “it is not the centre that determines the periphery, but

the periphery, in its boundedness, determines the centre”. Elucidate

(or)

b) Write an essay on Femininity, narrative and psychoanalysis.

10.a) Give a critical analysis on Rayan’s ideas of literariness.

(or)

b) Appraise Aurobindo’s views on the source and essence of poetry.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

**M.A./ M.SC./M.COM./MCA/ Degree Examination
Non- Major Elective Paper-I
[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM**

SEMESTER –II

HUMAN RIGHTS

Course Code: 17PGNM1 Hours: 6 Credits:3

UNIT – I Human Rights:

Definition – Classification of rights - universal declaration on Human rights – international Covenants of economic and social rights – Indian Constitutional provision for Human rights- Fundamental rights – Directive Principles of State Policy.

UNIT- II Civil and Political rights:

Rights to work- right to personal freedom – right to freedom of expression- right to poverty- right to education- right to religion- right to form associations and unions- rights to movement- rights to family- right to constitutional remedies- right to vote and contest in elections- right to hold public offices- right to petition- right to information- right to criticize the Government- right to democratic governance.

UNIT- III Economic Rights:

Right to work- to adequate wages- right to reasonable hours to work- right to fair working conditions- right to self government in industry- customer right.

UNIT- IV Women Rights:

Right to inheritance- right to marriage- divorce and remarriage- right to adoption- right to education- right to employment- rights relating to dowry –rights foe equality- right to safe working condition.

UNIT- V Violation of Hunan Rights:

Violation of Human Rights by state and individuals- rights of refugees- minorities- Dalits- tribes- nomads- prisoners- National Commission and State Commission for Human Rights- role of Judiciary- media- Police in the protection of Human rights.

S.No. :

Total Pages:

Course Code: 17PGNM1

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A./ M.SC./M.COM./MCA/ Degree Examination

SECOND SEMESTER

NON-MAJOR ELECTIVE COURSE

SUBJECT; HUMAN RIGHTS

Time: 3 hours

Maximum Marks: 75

PART – A (5x5=25 Marks)

I. Question nos 1 to 5.

Five questions of Either ... or type in about 300 words each.

Questions should be from all the units.

PART – B (5x10=50 Marks)

II. Answer the following:

Question nos. 6 to 10

Five questions of Either ... or type in about 1200 words each.

Questions should be from all the units.

S.No. :

Total Pages:

Course Code: 17PGNM1

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A/M.Sc/M.Com DEGREE EXAMINATIONS.

SECOND SEMESTER

NON MAJOR ELECTIVE

Course: HUMAN RIGHTS

Time: 3 hours

Maximum Marks: 75

PART –A (5x5=25Marks)

I. Answer all the questions choosing either (a) or (b) in about 300 words each.

All questions carry equal marks.

1. a). Mention the main provisions of the Universal Declaration of Human rights.

(or)

b).What do you know about Fundamental Rights?

2. a). What is meant by secularism?

(or)

b). Write a note on Right to Information?

3. a) Describe the concept “Bonded Labour”

(or)

b). Explain the concept Child Labour.

4. a). What do you know about dowry system?

(or)

b). Analyse the concept Gender Equality.

5. a). Mention the role of Judiciary to protect Human Rights.

(or)

b). State the role of press in protecting Human Rights.

PART- B (5x10=50Marks)

II. Answer all the questions choosing either (a) or (b) in about 1200 words each.

All questions carry equal marks.

6. a). Define Human Rights? Mention the various kinds of Human Rights.

(or)

b). How far the Constitution of India envisaged Human Rights?

7. a). Mention the list of civil rights guaranteed in our Constitution.

(or)

b). State the list of political rights mentioned in our constitution.

8. a). What do you mean by economic rights? Give a list of such rights.

(or)

b). How the industrial workers being exploited?

9. a). Suggest some ways and means to avoid domestic violence of women.

(or)

b). Write a note on Indian marriages and divorce.

10. a). Describe the powers and functions of National Human Rights Commission.

(or)

b). Explain the powers and functions of State Human Rights Commission.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

SEMESTER –III

SHAKESPEARE

Course Code: 17PEL09

Hours: 6 Credits: 5

Objectives:

- 1.To enable the students to understand and appreciate Shakespeare's works.
- 2.To develop the aesthetic sense of the students by appreciating the quality of Shakespeare's language.

Learning Outcomes:

- 1 .Learners could develop optimistic emotions.
2. Learners believe in the poetic justice.
3. Tragic flaw teaches them to avoid any in the learners themselves.
4. Masterpieces teach them the philosophy of successful life.

UNIT I: (Detailed)

Twelfth Night

UNIT II: (Non-Detailed)

Antony and Cleopatra

Macbeth

UNIT III: (Detailed)

Othello

UNIT IV: (Non-Detailed)

A Midsummer Night's Dream

Henry IV – Part I

UNIT V:

Wilson Knight – Macbeth and the Metaphysics of Evil

Sigmund Freud - On Repression in *Hamlet* (1900)

Assignments:

1. Write an assignment on the salient features of the major tragedies of Shakespeare.
2. Discuss the Shakespearean criticism.
3. Describe Shakespearean heroes and heroines in comedies.

Books Recommended:

1. A.C. Bradley Shakespearean Tragedy, Macmillan & Co., London, 1975.
2. John. R. Brown, Shakespeare and his Comedies, Methuen & Co., London, 1957.
3. D.A. Traversi, An Approach to Shakespeare, Doubleday & Co. 1956.

S.No. :

Total Pages:

Course Code: 17 PEL09

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

THIRD SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: SHAKESPEARE

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

I. Answer the following in about 500 words.

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

If music be the food of love, play on;
Give me excess of it, that, surfeiting,
The appetite may sicken, and so die.

(or)

(b) Comment on the theme of uncertainty of gender in Twelfth Night.

2. (a) Bring out the nobility of character of Enobarbus.

(or)

(b) Comment on the Porter scene in Macbeth.

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

Unkindness may do much,
And his unkindness may defeat my life,
But never taint my love.

(or)

(b) Comment on the character of Emilia.

4. (a) How does Puck play mischief in A Midsummer Night's Dream?

(or)

(b) Explain how Hotspur revolts against King Henry IV.

5. (a) Comment on Wilson Knight's Shakespearean critical canon.

(or)

(b) Explain the idea of repression in Hamlet.

SECTION – B (5X10=50)

Answer all the questions in about 1500 words each:

6 (a) Bring out the salient features of Shakespearean comedy in 'Twelfth Night'.

(or)

(b) Examine the statement: "Without Viola 'Twelfth Night' would have no beginning, middle or end".

7. (a) Justify 'Antony and Cleopatra' as a love – tragedy.

(or)

(b) Write an essay on the role played by the supernatural elements in 'Macbeth'.

8 (a) Attempt a character sketch of Desdemona.

(or)

(b) Consider 'Othello' as a typical Shakespearean tragedy.

9 (a) Compare and contrast Hermia and Helena.

(or)

(b) Consider Henry IV as an ideal king.

10. (a) Write an essay on the views expressed by Wilson Knight in 'Macbeth and the Metaphysics of Evil'.

(or)

(b) How does Freud analyse the character of Hamlet from the psychoanalytic point of view?

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

**SEMESTER – III
CULTURAL AND SUBALTERN STUDIES**

Course Code: 17PEL 10 Hours: 6 Credits: 6

Objective:

1. This paper encourages the student to respond to cultural products in order to understand the ideas propounded by the thinkers of cultural studies.
2. The paper has the objective of presenting the modern theories of the subaltern studies, revealing various levels of oppression in all spheres of life.

Learning Outcomes:

1. The learning outcome from this paper will be the better understanding of the forerunners of cultural studies and also the movements and approaches.
2. The student gets a fair understanding the dominance and subjugation of classes, races and ethnic groups. It further seeks to eradicate the social prevalent discriminations at all levels.

Unit I: 1.Cultural Concepts and Critics

1. Discourse
2. Dominance/ Hegemony

- i. Raymond Williams
- ii. Theodore Adorno
- iii. Gayatri Chakravorty Spivak

Unit- II: Movements and Approaches

1. Centre for Contemporary Culture Studies
2. Cultural Anthropology
3. Ethnography, Ethnomethodology
4. The Frankfurt School

5. Functionalism

Unit-III: Cultural Studies Criticism

1. Antonio Gramsci - *Intellectuals and Hegemony*
2. Raymond Williams - *Culture is Ordinary*
3. Stuart Hall - *Cultural Studies and Theoretical Legacies*

Unit-IV –Subaltern Theories-

1. Dr.T.Swami Raju - *Subaltern Movements: Insights for Inter-Faith Dialogue*
2. E.V.R. Periyar - *What are the things That Require Reform?* (pages from 3426 to 3432) (From the book “Social Reform or Revolution- Vol. 7 Speeches and Writings- Thoughts of Periyar EVR -First Series)
3. Gayathri Spivak - *Can the Subaltern Speak?(Section-I)*
4. G.Aloysius - *Identification: Between the Universal and the Particular*

(From Dalit Subaltern Self-Identifications-Iyothee Thassar and Thamizhan)

Unit-V Subaltern Writings-

1. Sivakami -*The Grip of Change*
2. Dr. Siddalingaiah - *A Word with You, World (Part – I)*
3. Bama - *Sangati*

Assignments:

1. Write an assignment on the theorists of cultural studies and also important concepts.
2. Discuss salient features of Cultural Studies and its movements.
3. Describe the origin and characteristics of Subaltern Studies.
4. Attempt an essay on the evolution of Dalit theorists and Dalit artists.

For the essays in Unit III, the online sources are recommended.

Bhabha, Homi .	<i>The Location of Culture</i>
During, Simon (ed).	<i>The Cultural Studies Reader</i>
Eagleton, Terry.	<i>The Idea of Culture</i>
Easthope, Anthony.	<i>Cultural Studies</i>
Williams, Raymond.	<i>Keywords</i>

S.No. :

Total Pages:

Course Code: 17PEL 10

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

THIRD SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: CULTURAL AND SUBALTERN STUDIES

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

I. Answer the following in about 500 words.

1. (a) Explain different types of discourse in cultural studies.
(or)
(b) Bring out the contribution of Theodre Adorno to cultural studies.
2. (a) What is cultural anthropology? Explain its different concepts.
(or)
(b) Define Functionalism.
3. (a) Bring out the different types of intellectuals.
(or)
(b) How does Rayhmond Williams postulate cultural studies in his essay?
4. (a) What are the things that require reform, according to Periyar?
(or)
(b) How does Alosiyus differentiate between Universal and Particular?
5. (a) How does Sivakami portray the issues of women in 'The Grip of Change'?
(or)
(b) Bring out Bama's depiction of social oppression in 'Sangati'.

PART – B (5X10=50 MARKS)

II. Answer the following in about 1500 words each:

6. (a) Write a note on the contribution of Raymond Williams for the 'cultural studies'?
(or)

(b) Explain the salient features of 'dominance' and 'hegemony.'

7. (a) Write an essay on ethnography and ethnomethodology?
(or)

(b) Discuss the contributions of a few movements of 'cultural studies'

8. (a) Discuss the views of Antonio Gramsci's essay *Intellectuals and Hegemony*.
(or)

(b) Write an essay on Stuart Hall's *Cultural Studies and Theoretical Legacies*.

9. (a) Attempt an essay on the evolution of subaltern movements, according to Swami Raju.
(or)

(b) How does Gayatri Spivak bring out the western concepts of subalternity with the Indian movements?

10. (a) How does the Dalit woman struggle against the oppression and suppression in the society, as shown in Sivakami's *The Grip of Change*?
(or)

(b) Summarise the experiences of Siddhalingaiah in 'A Word With You'.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

**SEMESTER – III
POST COLONIAL LITERATURE**

Course Code: 17PEL 11

Hours: 6 Credits: 6

Objectives:

1. To help students understand how postcolonial literature in English contributed to the shaping of social, political, and cultural factors of modern post-colonial countries.
2. To introduce students to important works from selected post-colonial countries.

Learning Outcomes:

1. Students become aware of the plurality of postcolonial cultural environment through historical developments.
2. Students become aware of the similarities and differences between the Slovene social system and that of a selected post-colonial country.
3. Students understand how postcolonial literature in English contributed to the shaping of social, political, and cultural factors of modern post-colonial countries.
4. Students become aware of the various aspects of the selected English-speaking societies (E.g. Political system, education. Religion, culture, holidays customs and other activities etc.)
5. Students participate in informed discussions about relevant issues in the arena of modern post-colonial literature and societies.

Unit I. Poetry (Detailed)

1. Wole Soyinka - Telephone Conversation
2. Nissim Ezekiel - Enterprise
3. John Pepper Clark - The Casualties
4. Derek Walcott - A Far Cry from Africa
5. A.J.M. Smith - Ode on the Death of W.B. Yeats

Unit II. Poetry (Non Detailed)

1. Gabriel Okara - Once Upon a Time
2. A.D. Hope - Australia
3. P.K. Page - First Neighbours .
4. Michael Ondattje - Time Around Scars
5. Allen Curnow - House and Land

Unit III. Prose (Detailed)

1. Ananda K Coomaraswamy – The Dance of Shiva

Prose (Non-Detailed)

1. Dr. Ambedkar - Annihilation of Caste

Unit IV. Drama (Detailed)

1. Badal Sircar - Evam Indrajit

Non -Detailed:

1. Douglas Stewart - Ned Kelly
2. George Ryga - The Ecstasy of Rita Joe

Unit V. Fiction

1. Meena Alexander - Nampally Road
2. Peter Carey - Illywhacker
3. Alice Munro - Runaway

Text Books recommended for study:

1. An Anthology of Commonwealth Poetry. ED.C.D. Narasimhaiah. Chennai: Macmillan India Ltd., 1998.
2. P.S. Ananda Sastri. Coomaraswamy, New Delhi: Arnold Heinemann, 1974.
3. Dr. Ambedkar: The Annihilation of Caste.
4. Bill Ashcroft, Helen Tiffin and Gareth Griffiths: The Empire Writes Back
5. Ngugi Wa Thiong'o – Decolonizing the Mind

Assignments:

1. Postcolonial Societies and Cultures.

2. Postcolonial Literatures in English.
3. How postcolonial studies influence cultural studies?

Reference:

1. Thomas King – Postcolonial Vs Godzilla

S.No. :

Total Pages:

Course Code: 17PEL 11

[For the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

THIRD SEMESTER

SUBJECT: ENGLISH LITERATURE

CORE COURSE: POSTCOLONIAL LITERATURE

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

1. Answer the following in about 500 words.

1. (a) Annotate the following passage, commenting on the structure, theme and tone:

Our deeds were neither great nor rare.
Home is where we have to gather grace.
(or)

(b) Bring out a note of postcolonial elements in Derek Walcott's "A Far Cry From Africa".

2. (a) How does P.K.Page express her feelings about homeland in "First Neighbours"?

(or)

(b) Summarise the views of Allen Curnow in "House and Land."

3. (a) Annotate the following passage, commenting on the structure, theme and tone:

It would seem that dancing came into being at the beginning of all things, and was brought to light together with Eros, that ancient one, for we see this primeval dancing clearly set forth in the

choral dance of the constellations, and in the planets and fixed stars, their interweaving and interchange and orderly harmony.

(or)

(b) "Caste is not a division of labour; it is a division of labourers." Discuss.

4. (a) **Annotate the following passage, commenting on the structure, theme and tone:**

I am always searching for something, something beyond what I am now, something that eludes me as I about to reach it.

(or)

(b) Discuss the theme of racism in 'The Ecstasy of Rita Joe.'

5. (a) Write a paragraph on Mira's struggle in Hyderabad after her foreign return.

(or)

(b) How does Peter Carey explain the theme of 'Illywhacker.'

PART- B (5X10=50)

Answer all the questions in about 1500 words each:

6. a) Examine the view that Ezekiel's poetry displays his Indianness in thought, feeling and imagery.

(or)

b) How does Soyinka present the problem of colour prejudice in 'Telephonic Conversation'?

7. a) Consider Once Upon a Time as a reminiscent poem.

(or)

b) Bring out A.D. Hope's vision of Australia.

8. a) Analyse the salient features of Ambedkar's speech on liberty, equality and fraternity..

(or)

b) Describe the three varieties of the dances of Shiva.

9. (a) Discuss *Evam Indrajit* as an expression of the Sarcar's disillusionment with his times.

(or)

b) *Ned Kelley* is more a study of human behaviour than of character – Discuss.

10. a) Attempt an essay on Alice Munro's protagonist, Juliet Henderson in *Runaway*..

(or)

b) Bring out the socio-political problems discussed in "*Nampally Road*".

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]**

SYLLABUS

[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]

**UNDER CHOICE BASED CREDIT SYSTEM
M.A./M.Sc./M.Com./ MCA/ DEGREE EXAMINATIONS**

GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

Course Code: 17PGNM2

Hours : 6 Credits :3

UNIT - I: Indian Polity:

Features of Indian Constitution – Directive Principles of State Policy – President-Parliament Judiciary – Centre-state relations – State Administration – Panchayat Raj.

UNIT - II: Modern History:

Emergence of Indian Nationalism – Indian National Congress – Moderates – Extremist – Revolutionaries – Gandhi an Movement – Partition of India – Integration of India States.

UNIT - III: Indian Economy and Geography:

Planning & development – National Income – Price & Inflation – Liberalization – Privatization – Foreign Trade – Money & Banking – Physiographic of India – Indian Monsoon – Agriculture – Industry – Demography of India.

UNIT – IV:International Politics

Indian Foreign Policy – Foreign Policies of U.S.A – Russia – China – United Nations – Terrorism – SAARC – WTO.

UNIT - V: Science and Technology:

Biotechnology – Nanotechnology – Information Technology – Space Science – Oceanography - Plate Tectonics – Defence Science – Natural Disaster Management.

REFERENCE:

1. Fadia: Politics & Government of India.
2. Dutt & Sundaram: Indian Economy.

3. Bipin Chandra: Freedom Struggle in India.
4. International Relations – Bookhive Publications.
5. Science and Technology – Spectrum Publications.
6. Standard National Newspapers.
7. Competitive Examinations Magazines.

S.No. :

Total Pages:

Course Code: 17PGNM2

[for the candidates admitted from the Academic Year 2017-2018 onwards under CBCS]

M.A/M.Sc/M.Com/MCA DEGREE EXAMINATIONS.

III SEMESTER – COMMON SUBJECT

Non-Major Elective Course

GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

Time: 3 hours

Maximum Marks: 75

PART –A (5X5=25 Marks)

Answer all questions in about 300 words:

1. a. Explain briefly about Directive Principles of State Policy.
(or)
b. Examine the powers and functions of Village Panchayat.
2. a. Discuss the role of R.B.I in controlling inflation.
(or)
b. What are the effects of globalisation?
3. a. What do you mean by Blog and explain its purpose?
(or)
b. Write a short note on 'E' Commerce.
4. a. Explain various application of Bio-technology.
(or)
b. Write a note Indo-America nuclear agreement.
5. a. What do you know about Biological warfare.
(or)
b. Trace the historical development of Indian National Congress.

PART – B (5X10=50 Marks)

Answer all questions in about 1200 words:

6. a. Examine the composition, powers and functions of Indian Parliament.
(or)
b. What is your opinion about Anna Hazare's Anti-Corruption Movement - Discuss your views?
7. a. Comment on India's Foreign Trade Policy.
(or)
b. What are the problems faced in Indian Agricultural field?
8. a. Give your opinion for an Effective Disaster Management System in India.
(or)
b. Bring out objectives and functions of the Department of Information Technology.
9. a. Examine Centre – State Administrative Relations in India.
(or)
b. What do you know about state terrorising and how it can be eliminated?
10. a. Explain Mahatma Gandhi's role in the Indian National Movement.
(or)
b. Explain major Factors led to partition of India.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

**SEMESTER – IV
TRANSLATION STUDIES**

Course Code 17 PEL 12

Hours: 6 Credits: 3

Objectives:

1. This paper helps to unfold the significance of translation as a supplementary tool for a monolingual individual to acquire knowledge and information from other language domains;
2. To demonstrate the potential of translation to enrich or extend knowledge domains through mutual transfer of information and data across languages.

Learning Outcomes:

1. This paper aims at the better understanding of translation in evolution, theories and concepts.
2. It hopes to bring out the learning outcome of different types of translation.
3. It helps to inculcate the translation narrative style in the translated works of the Western and Eastern literatures.

Unit-I: Theories:

1. The notion, meaning and definition of translation. Nature and characteristics of Translation.

2. Types of Translation: Word for Word Translation-Literal Translation-Faithful Translation-Semantic Translation-Adaptation-Free Translation-Idiomatic Translation-Communicative Translation-Equivalence Effect-Transliteration.

3. Translation Equivalence-Four types-Linguistic Equivalence-Paradigmatic Equivalence-Stylistic Equivalence-Syntactic Equivalence.

Unit-II- Ancient Western Classics:

Aristotle	Poetics
Plato	Republic- Books I
Machiavelli	The Prince

Unit-III- Modern Western Classics:

Cervantes :	Don Quixote
Flaubert :	Madame Bovary
Herman Hesse :	Sidhartha

Unit-IV- Indian Translations-

1. Thirukural (Arathupaal)	trans.G.U.Pope.
The following couplets are prescribed for study:	
91-100	The Utterance of Pleasant Words
101-110	The Knowledge of Benefits Conferred: Gratitude.
111-120	Impartiality
121-170	The Possession of Self-Restraint.
171-140	The Possession of Decorum
141-150	Not Coveting Another's Wife
151-160	The Possession of Patience and Forbearance
161-170	Not Envy
171-180	Not Coveting
181-190	Not Backbiting

2. Gitanjali(Songs 1-25) . (trans.) Rabindranath Tagore.

Unit-V Indian Translations

1. Sri Aurobindo Vasavadutta
(Aurobindo Ashram Pub.)
2. Kalki Ponnaiyan Selvan
trans. C.V. Karthik Narayanan
Vol. I The First Floods
(Macmillan Publishers)

Assignments:

1. History of translation and the contribution of translation theorists.

2. Types of translation.
3. Significance of individual translated works prescribed for the study, from the Western and Eastern translations.

Bibliography:

- 1) Baker , M. In Other Words : A Course Book on Translation. London & New York : RouteLedge, 1997.
- 2) Bassnett, Susan and Andre Lefevere (eds) : Translation , History and Culture London & New York: Pinter, 1990.
- 3) Basnett-Mc Guire, Susan . Translation Studies. London Methuen 1980
- 4) Catford, J.C. A Linguistic Study of Translation . London: OUP, 1968.
- 5) Derrida , Jaques Of Grammatology (Trans) Gayatri Chakravorty Spivak Delhi: Motilal Banaasidas Publication Pvt.Ltd., 1994
- 6) Gentzer, Edwin. Contemporary Translation Theories 1993
- 7) Newmark, Peter Approaches to Translation. Oxford and New York Pergamon, 1981

8. Translated Texts-Internet Resource

S.No. :

Total Pages:

Course Code: 17PEL12

[For the candidates admitted from the Academic Year 2017-2014 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

FOURTH SEMESTER

SUBJECT: ENGLISH LITERATURE

Core Course: TRANSLATION STUDIES

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

I. Answer the following in about 500 words.

1. (a) Write a paragraph on nature and characteristics of translation.

(or)

- (b) Explain the translation equivalence.

2. (a) "Plot is a soul of a tragedy." Explain.

(or)

- (b) What are the four types of principalities, according to Machiavelli?

- 3.(a) Why does Don Quixote undergo penance and voluntarily become insane?

(or)

- (b) What concepts of law are prominent in 'Crime and Punishment'?

4. (a) What is Valluvar's views on 'Impartiality'?
- (or)
- (b) How does Tagore entreat God through his prayer?

5. (a) Write a paragraph on character of Vuthsa Udayan.
- (or)
- (b) How does Kalki depict the glory of Chola Country?

Part – B (5X10=50 Marks)

II. Answer the following in about 1500 words each:

6. (a) Attempt an essay on the different types of translation.
- (or)
- (b) Elucidate the four types of translation equivalence.
7. (a) Bring out the salient features of Aristotle's concept of tragedy.
- (or)
- (b) Bring out Plato's ideas in the first book of *The Republic*?
8. (a) What role does fate play in Emma Bovary's downfall? To what degree does she have power over her own destiny?
- (or)
- (b) Discuss the ways Siddhartha attempts to attain spiritual enlightenment. Which approaches are successful?
9. (a) What does Thiruvalluvar advocate in his couplets on the sections entitled *The Possession of Self-Restraint and The Possession of Decorum*?
- (or)
- (b) Write an essay on Tagore's song of offering to God from the prescribed poems in *Gitanjali*.
- 10.(a) Comment on the character of Vasavadutta.
- (or)
- (b) Bring out the adventures of Vandhiya Thevan in Vol. I of Ponniiyin Selvan.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

**SEMESTER – IV
RESEARCH METHODOLOGY AND RHETORIC**

Course Code: 17 PEL 13 Hours: 6 Credits: 3

Objectives:

1. To make the students to know the fundamentals of Rhetoric and Research Methodology.
2. To help the students to learn the Mechanics and the format of Research Writing.

Learning Outcomes:

1. The student gets an analytical skill in taking up research.
2. The student understands the different tools of research.
3. The student obtains the understanding of the format of research paper.

UNIT-I

FUNDAMENTALS OF RESEARCH

1. Types of research, selecting a topic and using the library.
2. Conducting research and organizing materials.
3. Taking notes and compiling a working bibliography.

4. Outlining and writing drafts.
5. Language and style.

UNIT-II

MECHANICS OF WRITING AND PLAGIARISM

1. Spelling
2. Punctuation
3. Italics
4. Quotations
5. Plagiarism, forms and consequences.

UNIT-III

FORMAT OF THE RESEARCH PAPER

1. Margins
2. Text Formatting
3. Heading and Title
4. Pagination
5. Paper and Printing

UNIT-IV

DOCUMENTATION

1. Documenting sources.
2. List of works cited
3. Citing Web, Periodical and Nonperiodical Print Publications
4. Parenthetical Documentation
5. MLA Style

UNIT-V

FORMS OF DISCOURSE

1. Expository Discourse
2. Argumentative Discourse
3. Persuasive Discourse
4. Descriptive Discourse
5. Narrative Discourse

REFERENCES

Text Books Unit-I

1. Brooks, Cleanth & Robert Penn Warren. **Modern Rhetoric**. 3rd ed. New York: Harcourt, Brace & World, 1970.

Unit-II,III, IV &V

2. Gibaldi, Joseph. **MLA Handbook for Writer of Research Papers.**

7th ed. New Delhi: Affiliated East West Press, 2008.

3. Anderson, Jonathan. **Thesis and Assignment Writing.** New York: J. Wiley & Sons, 1970

Assignments:

1. Write an essay on the scope and purpose of research.
2. Bring out the format of the research paper.
3. Discuss the parenthetical documentation.
4. Explain the citation of the web sources.

S.No. :

Total Pages:

Course Code: 17PEL13

[For the candidates admitted from the Academic Year 2017-2014 onwards under CBCS]

M.A DEGREE EXAMINATIONS.

FOURTH SEMESTER

SUBJECT: ENGLISH LITERATURE

Core Course: RESEARCH METHODOLOGY AND RHETORIC

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

I. Answer the following in about 500 words.

1. (a) Write a paragraph on taking notes.

(or)

(b) What is the significance of outlining and writing drafts?

2. (a) Explain the importance of spelling.

(or)

(b) Enumerate the types of Plagiarism.

3. (a) Explain Pagination.

(or)

(b) What is text formatting?

4. (a) What is Parenthetical Documentation?

(or)

(b) Explain the citation of web sources,

5. (a) What is 'discourse'?

(or)

(b) What is 'expository discourse'?

Part – B (5X10=50 Marks)

II. Answer the following in about 1500 words each:

6. (a) Explain the methods of compiling a working bibliography and arriving at thesis statement.

(Or)

(b) Write an essay on the language and style to be used in research.

7. (a) Write an essay on the use of Quotations, Ellipsis Academic integrity and other alteration of sources.

(or)

(b) Explain the mechanics of writing.

8. (a) State the general format of a thesis.

(or)

(b) Write an essay on the organization of materials.

9. (a) Explain documenting sources with suitable examples.

(or)

(b) Write an essay on using web, periodical and non-periodical print publication.

10. (a) Explain the ways of argumentation.

(or)

(b) Discuss the methods of narrative discourse.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM – 7
[AFFILIATED TO PERIYAR UNIVERSITY]
POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH**

M.A. ENGLISH -SYLLABUS

***[FOR THE CANDIDATES ADMITTED FROM 2017 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM***

SEMESTER – IV

ECO LITERATURE

Course Code: 17 PEL 14 Hours: 6 Credits: 5

Objectives:

This paper helps the students to explore the realm of environmental literature and make them be aware of the various environmental crises and sensitize them to become ecologically responsible.

Learning Outcomes:

On the successful completion of the study, the student understands the environmental problems through the study of literary texts pertaining to eco literature. He also comprehends and discusses the cases of environmental degradation, causes, effects and both local and global solutions.

Unit I : Theories

1. Peter Barry Eco Criticism or Green Studies/Culture and Nature

- | | |
|----------------------|--|
| 2. T.V. Reed | Toward an Environmental Justice |
| 3. Cheryll Glotfelty | Literary Studies in an Age of Environmental Crisis |
| 4. Mary Mellor | Feminism and Ecology |

Unit II Poetry (Detailed)

- | | |
|---------------------|---------------------------|
| 1. R. Parthasarathy | River, Once |
| 2. Gieve Patel | On Killing a Tree |
| 3. K.N. Daruwala | Wolf |
| 4. Emily Dickinson | A Bird came down the Walk |
| 5. A.D.Hope | Moschus Moschiferous |

Unit III (Poetry Non-Detailed)

- | | |
|--------------------|--------------------------------|
| 1. R.W. Emerson | My Garden |
| 2. D.A. Steward | The Silkworms |
| 3. Dilip Chitra | The Felling of the Banyan Tree |
| 4. Emily Dickinson | Indian Summer |
| 5. Toru Dutt | Our Casuarina Tree |

Unit IV (Short Story)

- | | |
|-----------------|--|
| 1. E.V. Lucas | The Reason |
| 2. Ruskin Bond | My Eccentric Guests |
| 3. Oscar Wilde | The Selfish Giant |
| 4. Thoreau | Battle of the Ants (Chapter 12 of <i>Walden</i>) |
| 5. Edward Abbey | Water (From <i>Desert Solitude</i>) |

Unit V Fiction

- | | |
|-----------------|------------------|
| 1. Amitav Ghosh | The Hungry Tide |
| 2. Sarah Joseph | Gift in Green |
| 3. Jack London | Call of the Wild |

Assignment:

1. Analyse the various ecological crises, the causes, effects and possible solutions to the problems.
2. Discuss the role of texts in controlling the environmental problems.

S.No. : **Total Pages:**
Course Code: 17PEL14
[For the candidates admitted from the Academic Year 2017-2014 onwards under
CBCS]

M.A DEGREE EXAMINATIONS.

FOURTH SEMESTER

SUBJECT: ENGLISH LITERATURE

Core Course: ECO LITERATURE (17PEL14)

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

I. Answer the following in about 150 words.

1. a) What are the causes for environmental crisis according to Glotfelty?
(or)

b) Discuss Peter Barry's views on Green Studies.

2. a) How should a tree be killed according to Gieve Patel?
(or)

b) Comment on the structure, texture, tone and theme of the stanza:

The root is to be pulled out / Out of the anchoring earth;
It is to be roped, tied, / And pulled out- snapped out
Or pulled out entirely/ Out from the earth-cave.

3. a) How is the nectar of buddleia, according to Steward?
(or)

b) Bring out Dickinson's views on Indian summer.

4. a) How does nature react to the attitude of the giant?
(or)
b) Bring out Ruskin Bond's intimacy with the strange guests?
5. a) Discuss the idea of pragmatic perseverance in *Gift in Green*.
(or)
b) Describe the contributions of the owners in the life of Buck.

SECTION – B (5 X 10 =50)

Answer all the questions in about 600 words each:

6. a. Analyse Reed's view on environmental justice.
(or)
b) Deduce Mary Mellor's views on feminism and ecology.
7. a) Write an essay on Parthasarathy's poetic craft with reference to the *Poem River, Once*.
(or)
b) Discuss A.D. Hope's concern with nature with reference to *Moschus Moschiferous*.
8. a) Bring out the nostalgic memories of Toru Dutt with reference to *Our Casuarina Tree*.
(or)
b) Bring out Emerson's concept of nature with reference to *My Garden*.
9. a) What arguments are advanced by the animals to decry man's hunting of them? How does man fare in his defence in *The Reason*?
(or)
b) Bring out the allegory of animal and human warfare in the *Battle of the Ants*.
10. a) Discuss the influence of Darwin and Nietzsche's theories on *The Call of the Wild*.
(or)
b) Justify the title of the novel *The Hungry Tide*.

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POST-GRADUATE AND RESEARCH DEPARTMENT OF ENGLISH
M.A. ENGLISH -SYLLABUS

[FOR THE CANDIDATES ADMITTED FROM 2013 ONWARDS]
UNDER CHOICE BASED CREDIT SYSTEM

SEMESTER – IV

INDIAN DIASPORA LITERATURE

Course Code: 17 PEL M2 Hours: 6 Credits: 4

Objectives:

1. To get the students acquainted with the origin, evolution and development of Indian diaspora literature.
2. To introduce the key concepts of diaspora.

Learning Outcomes:

The students are exposed to the knowledge of the global migrations of the Indians through their study of literature.

Unit-1 Poetry -Detailed

A.K.Ramanujan	- Looking for a cousin on a swing
Sujatha Bhatt	-The Peacock
Meena Alexander	- Muse
Vikram Seth	-From California
Eunice De Souza	-De Souza Prabu

Unit – II Prose -Detailed

Salman Rushdie	-Imaginary Homelands (Title essay- <i>Imaginary Homelands</i> only)
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Vijay Mishra - The Diasporic Imaginary and the Indian Diaspora.

Unit – III Short Story

V.S.Naipaul- Free State (First Tale& Second Tale)

JhumpaLahiri - Interpreter of Maladies (Story No.3)

Unit – IV Drama-Detailed

Uma Parameswaran -Rootless but Green are the Boulevard Trees

Unit- V Fiction

Kamala Markandaya – The Nowhere Man

Bharathi Mukherjee - Jasmine

Chitra Banerjee Divakaruni -The Mistress of Spices

S.No. : **Total Pages:**
[For the candidates admitted from the Academic Year 2017-2014 onwards under **Course Code: 17PEL M2**
CBCS]

M.A DEGREE EXAMINATIONS.

FOURTH SEMESTER

SUBJECT: ENGLISH LITERATURE

Core Course: INDIAN DIASPORA LITERATURE

Time: 3 hours

Maximum Marks: 75

Part-A (5x5=25 Marks)

I. Answer the following in about 500 words.

1. (a) Comment on the structure, texture, tone of the stanza:

No matter that
my name is Greek
my surname Portugese
my language alien.

(or)

(b) How does Sujatha Bhatt depict the elegance of Peacock?

2. (a) Comment on the structure, texture, tone of the stanza:

Sometimes we feel we straddle two cultures; at other times, that we fall between two stools.

(or)

(b) Write a paragraph on Vijay Mishra's views on the uniqueness of Indian diaspora.

3. (a) Write a paragraph on the experiences of an Indian servant from Bombay, who accompanies his master on a diplomatic mission to Washington.

(or)

(b) Comment on the theme of difficulty of communication in Jhumpa Lahiri's *Interpreter of Maladies*.

4. (a) **Comment on the structure, texture, tone of the stanza:**

“... this is your country, the only land you know... you have to try to assimilate ... The whites would appreciate that effort” .

(or)

(b) Comment on the theme of rootlessness in Uma Parameswaran's play “Rootless but Green are the Boulevard Trees.”

5. (a) How is Srinivas ‘a nowhere man’?

(or)

(b) How does Tilo win the favour of Raven, the American man?

PART– B (5X10=50)

Answer all the questions in about 1500 words each:

6. (a) Describe A.K.Ramanujan's description of his cousin on a swing.

(or)

(b) Explain the theme of Meena Alexander's poem ‘Muse.’

7. (a) How does Salman Rushdie describe the problems of migrants in ‘Imaginary Homelands.’

(or)

(b) Bring out the significance of Indian diaspora, according to Vijay Mishra.

8. (a) Describe the experiences of younger brother of a second family in England, as from Naipaul's Second Tale in ‘In A Free State.’

(or)

(b) How does Mr.Kapasi develop a romantic interest with Mrs.Das?

9. (a) Explain the diasporic sensibility in Uma Parmeswaran's play “Rootless but Green are Boulevard Trees”

(or)

(b) Describe Sharrad's angst of being the first generation immigrant in Canada.

10. (a) Discuss the theme of alienation and rootlessness in Kamala Markandaya's “The Nowhere Man.”

(or)

(b) Bring out the cross cultural encounters in Chitra Banerjee Divakaruni's ‘The Mistress of Spices.’
