

**GOVERNMENT ARTS COLLEGE**

**(AUTONOMOUS) SALEM-7**

**Reaccredited with B Grade by NAAC**

**(Affiliated to Periyar University)**



**M.A. English Literature**

**Regulations and Syllabus**

**(Effective from the Academic Year 2021-2022)**

## **Vision**

We envision an intellectual ambience nurtured with effective expression, innovative pedagogy, aesthetic creativity and clinical analysis that would result in competent, vibrant and committed citizens living a just and humane life.

## **Mission**

- To empower students through quality education on the strong foundation of ethical, moral and cultural values.
- To create civic sense that leads to gender equality and egalitarian outlook.
- To enhance communicative skills through effective employment of electronic resources.
- To promote quality oriented systematic research.
- To foster emotional, academic, social, professional and global competencies for employment challenges.

### **M.A. English Literature Course Objectives:**

- To promote academic excellence and research acumen.
- To inculcate in the students essential core values of life so as to evolve into character oriented human(e) beings.
- To infuse in the pupil a sense of social commitment, responsibility, and self-discipline and enable them cultivate effective communicative skills for employability.

### **M.A. English Literature Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM - 636 007**

**PG & RESEARCH DEPARTMENT OF ENGLISH**

**PG - SYLLABUS - COURSE STRUCTURE**

**SEMESTER - I**

S. No.	Course Code	Title of the Course	Hours	Credits	Marks		
					IA	SE	Max.
1	21PEL01	CORE COURSE - I : CHAUCER AND ELIZABETHAN AGES	6	5	25	75	100
2	21PEL02	CORE COURSE - II : RESTORATION AND AUGUSTAN AGES	6	5	25	75	100
3	21PEL03	CORE COURSE - III : THE ROMANTIC AGE	6	5	25	75	100
4	21PEL04	CORE COURSE - IV : THE VICTORIAN AGE	6	5	25	75	100
5	21PELM1	MAJOR BASED ELECTIVE COURSE-I: LANGUAGE AND LINGUISTICS	4	4	25	75	100
	21PELM2	MAJOR BASED ELECTIVE COURSE-II: INTENSIVE STUDY OF AN AUTHOR - MAYA ANGELOU					
6	21RAC01	RESEARCH ACUMEN COURSE 1: INTELLECTUAL PROPERTY RIGHTS	2	*	25	75	100
7		UGC-NET SELF-STUDY COMPONENTS FOR CORE COURSES IN SEMESTER-I					
<b>Total Credits and Marks</b>			<b>30</b>	<b>24</b>			<b>600</b>

**Semester - II**

S. No.	Course Code	Title of the Course	Hours	Credits	Marks		
					IA	SE	Max.
1	21PEL05	CORE COURSE - V : TWENTIETH CENTURY LITERATURE	6	5	25	75	100
2	21PEL06	CORE COURSE - VI : AMERICAN LITERATURES	6	5	25	75	100
3	21PEL07	CORE COURSE - VII : MODERN LITERARY CRITICISM	6	5	25	75	100
4	21PELM3	MAJOR BASED ELECTIVE COURSE-III SPIRITUAL LITERATURE	4	4	25	75	100
	21PELM4	MAJOR BASED ELECTIVE COURSE-IV DIASPORA LITERATURE					
5	21PELP1	CORE COURSE - VI: FILM AND LITERATURE (PRACTICAL)	6	5	40	60	100
6	21RAC02	RESEARCH ACUMEN COURSE II: RESEARCH WRITING	2	*	25	75	100
		UGC-NET SELF-STUDY COMPONENTS FOR CORE COURSES IN SEMESTER-II					
<b>Total Credits and Marks</b>			<b>30</b>	<b>24</b>			<b>600</b>

### Semester - III

S. No.	Course Code	Title of the Course	Hours	Credits	Marks		
					IA	SE	Max.
1	21PEL08	CORE COURSE - VIII: SHAKESPEARE	6	5	25	75	100
2	21PEL09	CORE COURSE - IX : CULTURAL AND SUBALTERN STUDIES	6	5	25	75	100
3	21PEL10	CORE COURSE - X : NEW LITERATURES	6	5	25	75	100
4	21PEL11	CORE COURSE - XI : RESEARCH METHODOLOGY AND RHETORIC	6	5	25	75	100
5	21PELHR	INTERDISCIPLINARY COURSE : HUMAN RIGHTS AND LITERATURE	2	2	25	75	100
6	21PELPR	PROJECT WORK (TO BE CONTINUED IN SEMESTER IV)	4	--			
		UGC-NET SELF-STUDY COMPONENTS FOR CORE COURSES IN SEMESTER-III					
		<b>Total Credits and Marks</b>	<b>30</b>	<b>22</b>			<b>500</b>

### Semester - IV

S. No.	Course Code	Title of the Course	Hours	Credits	Marks		
					IA	SE	Max.
1	21PEL12	CORE COURSE - XII : WOMEN'S WRITING	6	5	25	75	100
2	21PEL13	CORE COURSE - XIII : ECO LITERATURE	6	5	25	75	100
3	21PEL14	CORE COURSE - XIV : TRANSLATION STUDIES	6	5	25	75	100
4	21PEL15	CORE COURSE - XV : INDIAN WRITING IN ENGLISH	6	5	25	75	100
5	21RAC03	RESEARCH ACUMEN COURSE : RESEARCH AND PUBLICATION ETHICS	2	*	25	75	100
6	21PELPR	PROJECT WORK	4	10	50	150	200
7		UGC-NET SELF-STUDY COMPONENTS FOR CORE COURSES IN SEMESTER-II					
		<b>Total Credits and Marks</b>	<b>30</b>	<b>30</b>			<b>700</b>
		<b>Grand Total of Credits and Marks</b>	<b>100</b>				<b>2400</b>

## Semester - I

### Core Course I -Chaucer and Elizabethan Ages (21PEL01)

Hours: 6

Credits: 5

Course Code	Course Name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL01	Chaucer and Elizabethan Ages	90	-	-	5

#### Course Objectives:

The course aspires

- To introduce the students to the representative writers of Chaucer and Elizabethan Ages.
- To familiarise the students with the different literary forms/genres in England.
- To provide the students a complete evolutionary variety of Chaucer and Elizabethan Ages.
- To educate students to understand the creativity of Chaucer and Elizabethan Ages.
- To enhance the students' critical skills in the class room atmosphere.

#### Unit-I Poetry:

Chaucer - Prologue to Canterbury Tales

#### Unit-II Poetry:

Spenser - Epithalamion  
John Donne - The Canonisation.  
George Herbert - The Pulley  
Philip Sidney -The Nightingale  
Ben Jonson - Song to Celia

#### Unit-III Drama:

Christopher Marlowe - The Jew of Malta

#### Unit-IV Drama:

Ben Jonson - Volpone

#### Unit-V Prose:

Francis Bacon - Of Revenge, Of Marriage and Single Life, Of Friendship, .  
Of Adversity.  
Philip Sidney - An Apologie for Poetrie.

**Recommended Books:**

1. **The Norton Anthology of Poetry**. 5<sup>th</sup> Edition. Margaret Ferguson, Mary Jo Salter, Jon Stallworthy.
2. **The Norton Anthology of English Literature**, Vol. 1, 4th Edition M. H. Abrams

**Course Outcomes:**

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

S. No.	Course Outcome	Bloom's Verb
CO1	Acquire cultural tenets from the readings.	Understanding
CO2	Appreciate the literary works of different writers from a literary perspective.	Analyze
CO3	Internalise the manners and ethical norms of the Ages.	Understanding
CO4	Enhance their creative skills by understanding the different dimensions of Chaucer and Elizabethan Ages.	Applying
CO5	Analyse and apply knowledge in realistic situations.	Analyzing

**Mapping with Program Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong****M-Medium****L-Low**

**Semester - I**  
**Core Course I -Chaucer and Elizabethan Ages**

**Model Question Paper**

**Course Code:** 21PEL01      **Time:** 3 hours      **Maximum Marks:** 75

**Part-A**

**1. Answer the following. (15x1=15 Marks)**

1. In "The Prologue" to The Canterbury Tales, the pilgrim whose profession gives him "a special love of gold" is the

- a) Parson      b) Doctor      c) Summoner      d) Franklin

2. Chaucer's Wife of Bath is

- a) shy      b) patient      c) independent      d) humourless

3. Immediately prior to joining the other pilgrims in Chaucer's The Canterbury Tale, the Knight had

- a) been at court      b) gone to visit his rural estate  
c) been engaged in battles overseas      d) bought new clothes for the pilgrimage

4. In "The Canonization", Donne says, "The \_\_\_\_ riddle hath more wit / By us: we two being one, are it" What's missing from the blank?

- a) Sphinx      b) Phoenix      c) Twisted      d) Giant's

5. In Herbert's "The Pulley", what alone among the blessings does God withhold from man?

- a) truth      b) pleasure      c) rest      d) wisdom

6. An epithalamion is a poem composed to \_\_\_\_\_

- a) discuss moral virtues      b) celebrate a marriage      c) to worship Gods  
d) comment on aesthetics

7. Machevill says that he has come to England \_\_\_\_\_

- a) To visit the Queen      b) To visit Barabas      c) To cause mischief with friends  
d) To plot against the Pope

8. Which one of Abigail's qualities does Mathias praise to Lodowick?

- a) Her integrity      b) Her beauty      c) Her virtue      d) Her father's wealth

9. Why does Barabas choose to buy Ithamore instead of the other slave?



- a) Ithamore will cost less to feed.                      b) Ithamore is better looking.  
 c) Ithamore says he hates Christians.                      d) Ithamore seems friendly.
10. From what animal does the play, *Volpone*, take its name?  
 a) Fox              b) Gadfly              c) Vulture              d) Wolf
11. Scoto Mantua is the name of the disguised \_\_\_\_\_  
 a) Mosca              b) Nano              c) Volpone              d) Corvino
12. Who placed his/her handkerchief so that Volpone may rub some potion on it?  
 a) Mosca              b) Nano              c) Celia              d) Corvino
13. \_\_\_\_\_ is a kind of wild justice.  
 a) Truth              b) Adversity              c) Revenge              d) Friendship
14. Bacon compares \_\_\_\_\_ with Adversity.  
 a) Truth              b) Prosperity              c) Revenge              d) Friendship
15. An Apologie for Poetrie is written as a response to \_\_\_\_\_.  
 a) The School of Abuse              b) The Republic  
 c) A Defence of Poesy              d) Both A & B

**Part - B (5X2=10 Marks)**

**Answer any two of the following in about 150 words each:**

16. How does Chaucer view the women of the fourteenth century in his *Prologue*?
17. What are the blessings of God bestowed on man, according to Herbert?
18. Give a brief account of Antisemitism in *The Jew of Malta*
19. Give a short analysis of the relationship between the 'gulls' and the 'knaves'.
20. Briefly review Bacon's *Of Marriage and Single Life*?

**Part - C (5X10=50 Marks)**

**Answer the following in about 600 words each:**

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

(Or)

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

22. (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*.

23. (a) Discuss religious skepticism in *The Jew of Malta*.

(or)

(b) How does Marlowe portray the downfall of Barabas?

24. (a) Bring out the elements of comedy in *Volpone*.

(or)

(b) Discuss the use of satire in *Volpone*.

25. (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 2021- 2022 onwards under Choice Based Credit**  
**System]**  
**Semester - I**  
**Core Course II: Restoration and Augustan Ages (21 PEL02)**

**Hours: 6**

**Credits: 5**

<b>Course Code</b>	<b>Course name</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Practical(P)</b>	<b>Credit</b>
<b>21 PEL02</b>	<b>Restoration and Augustan Ages</b>	<b>90</b>	<b>-</b>	<b>-</b>	<b>5</b>

**Course Objectives:**

- To introduce the students to the Restoration and Augustan ages
- To make the students to familiarize with representative authors of the age and their works
- To understand the characteristics of the age like rationality, Objectivity and Intellectual quality
- To provide students with a vivid knowledge about Enlightenment, Neo-Classicism etc.,
- To educate the students with the Social and Political Upheavals in the age.

**UNIT I - Poetry-I:** **15HOURS**

John Milton – Paradise Lost: Book IX

**UNIT II - Poetry II:** **15HOURS**

Dryden - Absalom and Achitophel

Pope - Rape of the Lock

Gray - Elegy Written in a Country Churchyard

**UNIT III - Drama:** **15 HOURS**

Oliver Goldsmith – She Stoops to Conquer

**UNIT IV - Prose:** **15 HOURS**

Samuel Johnson - Preface to Shakespeare

Addison and Steele – 1. Sir Roger at Church 2. Will Wimble 3. Sir Roger at Theatre

## Jonathan Swift – Battle of the Books

### UNIT V – Fiction:

15 HOURS

John Bunyan - The Pilgrim's Progress

Henry Fielding - Tom Jones

#### Assignments:

1. Discuss the literary tools used by the writers of this age.
2. Consider Pope's The Rape of the Lock as a lampoon.
3. Bring out the Conflict between the Ancients and Moderns in the Battle of the books.

#### Text Books:

1. Milton, John. Paradise Lost, Fingerprint Publishing, New Delhi.
2. Dryden, John. Absalom and Archithophel , Oxford Clarendon Press.
3. Pope, Alexander. Rape of the Lock , Rockfeller , Edinburgh.
4. Swift, Jonathan. The Battle of Books, Createspace Independent.
5. Bunyan, John. Pilgrim Progress, Peacock Books,2019.
6. Fielding, Henry. Tom Jones , Fingerprint Publishing, New Delhi.

#### Web Sources:

1. [www.poetryfoundation.org](http://www.poetryfoundation.org)
2. [Thomasgray.org](http://Thomasgray.org)
3. [books.google.co.in](http://books.google.co.in)
4. [www.gutenberg.org](http://www.gutenberg.org)
5. [vnsgulibrary.org.in](http://vnsgulibrary.org.in)

#### Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Identify the aesthetics and literariness of the representative texts	Remember
CO2	Demonstrate Rationality, Objectivity and Intellectual Quality	Understand
CO3	Explain the ideals of Enlightenment	Apply
CO4	Survey the Social and Political Upheavals	Analyze

CO5	Validate knowledge in real life situations	Evaluate
-----	--	----------

### Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**Post-Graduate and Research Department of English**  
**M.A. English -Syllabus**  
**[For the candidates admitted from 2021- 2022 onwards under Choice Based Credit**  
**System]**  
**Semester - I**  
**Core Course II - Restoration and Augustan Ages (21PEL02)**

**Section-A**

**I. Answer all the questions choosing the right option. (15x1=15)**

1. Celestial Patroness is \_\_\_\_\_.  
a) Urania    b) Celetia    c) Lavinia    d) Eve
2. The Star of Hesperus is \_\_\_\_\_.  
a) Neptune    b) Venus    c) Mars    d) Jupiter
3. \_\_\_\_\_ is fairest of God's creation.  
a) Adam    b) Eve    c) Serpent    d) Satan
4. Achitophel calls Absalom a second  
a) Abraham    b) Adam    c) Jesus    d) Moses
5. Belinda's eyes are compared to \_\_\_\_\_.  
a) Stars    b) The Sun    c) Flames    d) Gems
6. The Speaker's tone in the second stanza of Elegy written in Country churchyard is \_\_\_\_\_.  
a) Tearful    b) Angry    c) Somber    d) Joyous
7. \_\_\_\_\_ recites the play School for Scandal's prologue.  
a) Marlow    b) Tony Lumpkin    c) Kate Hardcastle    d) Mr. Woodward.
8. How does Kate dress in the morning?  
a) Plainly    b) In Gowns    c) In rags    d) Fashionably
9. What does Hardcastle expect to find in Marlow?  
a) Modesty    b) Humor    c) Impudence    d) Eloquence
10. The Plays of William Shakespeare by Johnson was published in  
a) 1765    b) 1745    c) 1756    d) 1760
11. Will Wimble had been busy helping \_\_\_\_\_ family.  
a) Sir John's    b) Sir Roger's    c) Sir Richard's    d) Sir Isaac
12. In Battle of Books, the writer calls the condition of the poor children in Ireland as  
a) Regrettable    b) Deplorable    c) Unavoidable    d) Commendable
13. Which character is executed in the town of Vanity?

- a) Goodwill b) Apollyon c) Faithful d) Talkative
14. Which character does part ii of the Pilgrim's Progress?  
a) Christiana b) Mathew c) The Interpreter d) Christian
15. Tom Jones was first published in \_\_\_\_\_.  
a) 1749 b) 1755 c) 1760 d) 1769

**II. Answer Any TWO in about 100 words each. (2x5=10)**

16. What is the theme of Paradise Lost ,Book IX?
17. Describe the adverse effects of the Popish plot.
18. How is Kate an example of moderation?
19. Write a short account on Sir Roger's experience in theatre.
20. Discuss the use of satire in Henry Fielding's novel Tom Jones.

**Section- C**

**III. Answer the following in about 1500 words. (5x10=50)**

21. a Describe the life of Adam and Eve in Paradise.

Or

- b. Discuss the steps taken by Satan to tempt Eve.

22. a Write a critical essay on Absalom and Archithophel.

Or

- b. Pope's Rape of the Lock is a mock epic - Discuss

23. a. Consider She Stoops to Conquer as a comedy of errors.

Or

- b. Bring out the courtship between Kate and Marlow.

- 24.a. Do you agree that Johnson restored the reputation of Shakespeare in the 18 th century ? Discuss with reference to Preface to Shakespeare.

Or

- b. Write an essay on the controversy over the relative merits of ancient learning and modern learning.

- 25.a. "Christian goes on a pilgrimage , Christiana on a walking tour" - Discuss.

Or

- b. Do you think that Sophia made a good choice in marrying Tom? Why or Why not?

**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 2021- 2022 onwards under Choice Based Credit System]**  
**Semester - I**  
**Core Course III- The Romantic Age (21PEL03)**

Hours: 6

Credits: 5

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL03	The Romantic Age	90		-	5

**Course Objectives:** Students will be able to

- Identify the inevitable role of Nature in life.
- Predict the essentiality of living in symbiotic relationship with Nature.
- Measure the insistence on humanitarianism and pantheism.
- Administer both aesthetic and analytical sense to comprehend the inextricable nature of Life and Nature.
- Learn the invaluable lessons of life so as to convert life into a purposeful and meaningful affair.

**Unit I - Poetry:**

William Wordsworth - Ode on the Intimations of Immortality, Leach Gatherer  
 Coleridge - The Rime of the Ancient Mariner, Kubla Khan

**Unit II - Poetry:**

Shelley - Adonais, Ode to the West Wind  
 Keats - The Eve of St. Agnes, Ode to Autumn  
 Byron - She Walks in Beauty

**Unit III - Prose:**

William Wordsworth - Preface to Lyrical Ballads  
 Charles Lamb - Supernatural Man  
 William Hazlitt - My First Acquaintance with Poets

**Unit IV - Drama:**

Shelley - The Cenci

**Unit V - Fiction:**

Scott - Ivanhoe  
 Jane Austen - Pride and Prejudice

**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.

\*\*\*\*\*

### Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Identify the inextricability of Nature in life	Remember
CO2	Demonstrate the essentiality of living in symbiotic relationship with Nature.	Understand
CO3	Construct humanitarian outlook	Create
CO4	Validate the transformed attitude towards Nature and Living Beings	Evaluate
CO5	Modify and reorganize the lifestyle to live a meaningful; and purposeful life	Apply

### Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

S- Strong

M-Medium

L-Low

### **PG Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021- 2022 Onwards]**  
**Under Choice Based Credit System**  
**Semester - I**  
**Paper: The Romantic Age (21PEL03)**  
**Section - A**

**I. Answer the following: (15X1=15)**

1. Wordsworth begins with describing a .....sustained by him in his poem "Ode on the Intimations of Immortality"  
a) Happy      b) Glorious loss      c) Old age      d)None
2. Which bird was killed by mariner in *The Rime of the Ancient Mariner*?  
a) Albatros      b) Sea gull      c) Raven      d) Eagle
3. Kubla Khan was published in-----  
a) 1816      b) 1814      c)1835      d)1818
4. The west wind carries like a chariot some ----- to different partsof the region  
a) Leaves      b) flowers      c) seeds      d) clouds
5. According to Keats Autumn season has its won -----  
a) time      b) music      c) galaxy      d) world
6. When was the poem *She walks in Beauty* first published?  
a) 1815      b) 1816      c) 1817      d)1819
7. The Cenci is a verse drama written by Shelley in-----  
a) three      b) two      c) one      d) five
8. The horrific tragedy The Cenci is set in ----- in Rome  
a) 1599      b) 1560      c)1749      d)none
9. What does Mrs. Bennett think all single men are in pursuit of -----  
a) a wife      b) a job      c) a loving neighbour      d)more money
10. Who bought Nether field?  
a) Mr. Collins      b) Mr. Bingley      c) Mr. Wickham      d) Mr. Darcy
11. Who is the wife of Francesco in *The Cenci*?  
a) Lucretia      b) Beatrice      c) Eliza      d) none



**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 2021- 2022 onwards under Choice Based Credit**  
**System]**  
**Semester - I**  
**Core Course IV - The Victorian Age**

**Course Code: 21 PEL04**

**Hours: 6**

**Credits: 5**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL04	The Victorian Age	90		-	5

**Course objectives: Students will be able to**

- Know about the historic importance of the imperial age of Queen Victoria.
- Understand the scientific and inquisitive spirit of the 19<sup>th</sup> century through the works of the great Victorian writers.
- Have a better understanding about the rise of the novel genre in the Victorian Age.
- Be equipped with the knowledge about the spiritual and aesthetic upheaval in the age of Industrial Revolution.
- Learn about the different facets about Victorian Age, namely, Colonial Expansion and rising conflict between religion and science.

**Unit -I: Poetry: (15 Hours)**

Alfred Tennyson	-Tithonus
Robert Browning	-Andrea Del Sarto
Matthew Arnold	-Dover Beach

**Unit - II: Poetry: (15 Hours)**

Dante Gabriel Rossetti	-The Blessed Damozel
Elizabeth Barrett Browning	- How Do I Love Thee?
William Morris	- Prologue of the Earthly Paradise
Francis Thompson	- The Hound of Heaven

**Unit - III: Prose: (20 Hours)**

Mathew Arnold	-	The Study of Poetry
John Ruskin	-	Sesame and Lilies (King's Treasuries)

**Unit -IV: Drama: (20 Hours)**

Oscar Wilde - Lady Windermere's Fan

**Unit – V: Fiction: (20 Hours)**

Charles Dickens - A Tale of Two Cities

Thomas Hardy - The Mayor of Casterbridge

**Text Books:**

**Unit: I**

1. English Victorian Poetry: Dover Thrift Editions, Edited by Paul Negri, New York, 1999.
2. Robert Browning: Selected Poems, Ed.by John Woolford, et al, Routledge Pub. 2010.
3. Dover Beach and other Poems: Dover Thrift Editions, New York, 2000.

**Unit: II**

1. English Verse Vol.V, ed. By W.Peacock, Oxford University Press, London, 1969.
2. Sonnets from the Portuguese, E.B.Browning, St.Martin's Press,1986.
3. Collected Works of William Morris, ed. By May Morris, Longman, London, 1910-1915.

**Unit: III**

1. English Critical Texts: 16<sup>th</sup> century to 20<sup>th</sup> century, Ed.by D.J. Enright and Chickera, Oxford University Press, London, 1962
2. Sesame and Lillies, John Ruskin, ed.by Deborah Epstein Nord, Yale University Press, New Haven, 2002

**Unit: IV**

Lady Windermere's Fan, Sphinx Books, Cairo, 2017.

**Unit: V**

1. A Tale of Two Cities, Dickens, Jaico Publishing House, Delhi, 2002.
2. The Mayor of Casterbridge, UBSPD's World Classics, 1889.

**Reference Books:**

Markley, A. A. (2004). *Stateliest Measures: Tennyson and the Literature of Greece and Rome*. University of Toronto Press.

Melchiori, Barbara, "Browning's 'Andrea del Sarto': A French Source in De Musset," *Victorian Poetry* 4 (Spring, 1966), 132-36 [Google Scholar](#), and MacEachen, D. B., "Browning's Use of his Sources in 'Andrea del Sarto,'" *Victorian Poetry*, 8 (Spring, 1970), 61-64. [Google Scholar](#)

A New Companion to Victorian Literature and Culture Editor(s): Herbert F. Tucker First published: 14 February 2014

**Web Source:**

Analysis of Tithonus by Alfred Lord Tennyson | Poem Analysis  
Andrea delSarto | Italian painter | Britannica  
Requiem for the Hound of Heaven | Humanum Review  
Sesame And Lilies \* - Ruskin - LNA BOOKS

The Moral and Legal Consequences of Wife Selling in The Mayor of Casterbridge  
Julie C. Suk.

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Identify the cultural aspects of Victorian Age.	Remember
CO2	Describe the spirit of inquisitiveness and power of reason in the Victorian literature.	Understand
CO3	Interpret the growth of science, as against the dominating influence of religion in Victorian Age.	Apply
CO4	Survey the aesthetic appeal in the midst of growing spirit of utilitarian philosophy.	Analyse
CO5	Distinguish the social and political upheavals in Victorianism.	Evaluate

**Mapping with Program Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

**PG Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.



**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 2021- 2022 onwards under Choice Based Credit**  
**System]**  
**Semester - I**

**Core Course IV - The Victorian Age (21PEL04)**

**Time: 3 Hours**

**Maximum Marks: 75**

**PART-A (15 Marks)**

**Answer all the questions. All questions carry equal marks: (15x1=15 Marks)**

1. Who is the Greek goddess of dawn, the wife of Tithonus?  
(a) Diana                      (b) Eos                      (c) Prosperine                      (d) Aphrodite
2. Who is the wife of Andrea?  
(a) Lucrezia                      (b) Lucilia                      (c) Mary                      (d) Josephine
3. Which Greek dramatist thought of human misery in the Aegean sea?  
(a) Euripides                      (b) Sophocles (c) Aeschylus                      (d) Aristophanes
4. How many lilies did the blessed damozel have in her hand?  
(a) 2                      (b) 3                      (c) 4                      (d) 5
5. Who showed wondrous things to the northern king, in Prologue of the Earthly Paradise?  
(a) Queen                      (b) Minister (c) Juggler                      (d) Wizard
6. Who is hunted by the hound of heaven?  
(a) Lamb                      (b) Sinner                      (c) Devotee                      (d) Fox
7. Whom does Arnold call "our well of English undefiled"?  
(a) Dante                      (b) Milton                      (c) Chaucer                      (d) Milton
8. Whom does Arnold call 'our poetical classic of that literature and age'?  
(a) Chaucer                      (b) Chapman (c) Milton                      (d) Gray
9. Which poem of Milton did Ruskin discuss in his lecture on King's Treasuries?  
(a) L'Allegro                      (b) IlPenseroso (c) Paradise Lost                      (d) Lycidas
10. Which character in Lady Windermere's Fan says, " I can resist anything except temptation"?  
(a) Cecil Graham                      (b) Lady Winderemre                      (c) Dumby                      (d) Lord Darlington
11. Act II centers on Lady Windermere's birthday. How old is she?  
(a) 40                      (b) 25                      (c) 21                      (d) 30
12. Who does the Duchess of Berwick want Lady Agatha to marry?

(a) Lord Darlington (b) Mr. Hooper (c) Cecil Graham (d) Dumby

13. By what name do the revolutionaries call their men in Defarge's wine shop?

(a) Jacques (b) Pierre (c) Jaspers (d) Xavier

14. To which animal does Dickens compare Sydney Carton?

(a) A jackal (b) A lion (c) A weasel (d) A sloth

15. To whom does Michael Henchard sell his wife?

(a) A furmity seller (b) A sailor (c) A farmer (d) A nobleman

**PART-B (10 Marks)**

**II. Answer any TWO questions out of the FIVE of the following in about 150 words:**

**All questions carry equal marks. (2x5=10 Marks)**

16. Comment on Arnold's reflections on human misery in 'Dover Beach'.

17. How does Elizabeth Barrett Browning express her love for her lover, Browning?

18. Discuss the different kinds of books, referred by John Ruskin.

19. Write a note on the character of Mrs. Erlynne.

20. Analyse the character of Madame Defarge.

**PART-C (50 Marks)**

**II. Answer ALL questions in about 600 words each:**

**All questions carry equal marks. (5x10=50 Marks)**

21. (a) Attempt an essay on the Tithonus.

(or)

(b) Explain how Andrea pleads with his wife to console his bereaved heart through his dramatic monologue.

22. (a) Bring out the element of Pre Raphaelite aestheticism in D.G. Rossetti's poem 'The Blessed Damozel'.

(or)

(b) How does Francis Thompson bring out the relationship between God and the sinner in 'The Hound of Heaven'?

23. (a) Explain the touchstone method, as explicated by Arnold in 'The Study of Poetry'.

(or)

(b) Attempt an essay on Ruskin's 'King's Treasuries' - "Sesame and Lillies'.

24. (a) Discuss 'Lady Windermere Fan' as a social satire.

(or)

(b) Comment on the character of Lord Darlington.

25. (a) Bring out the relationship between Charles Darnay and Lucie Manette.

(or)

(b) Discuss the significance of the character of Michael Henchard.

\*\*\*\*\*

**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 2021- 2022 onwards under Choice Based Credit System]**  
**Semester - I**  
**Major Based Elective Course I - Language and Linguistics**

Course Code: 21PELM1

Credits: 4

Hours: 4

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PELM1	Language and Linguistics	60		-	4

**Course Objectives:** Students will be able to

- Understand the function of the left hemisphere through the linguistic, logical and analytical task from the syllabus
- Orient their focus laser sharp to get the subtle nuances of language variety
- Traverse in the territory with rational, empirical and scientific fervour
- Demonstrate the conceptualization and functionality of language
- Sharpen his mind towards focused language learning to speak and write flawless English

**UNIT 1: The History of English Language** (F.T.Wood: An Outline History of English Language) (12 Hours)

1. Theories of the origin of language
2. The Indo -European family and Germanic family
3. Characteristics of Old, Middle and Modern English

**Unit 2: The History of English language** (F.T.Wood: An Outline History of English Language) (12 Hours)

1. Growth of Vocabulary
2. Modern English, Basic, Esperando, American English, Indian English

**Unit 3: Phonetics** (T.Balasubramanian: A Text Book of English Phonetics for Indian Students) (12 Hours)

1. Phonetics & Phonology Definition, Branches of Phonetics,
2. Phonology- Cardinal Vowels, The English Vowels, Diphthongs, Consonants, Transcription,
3. Suprasegmental features - Stress, Accent, Rhythm, Intonation, and juncture

**Unit 4: Linguistics** (George Yule: Study of Language, II Edition) (12 Hours)

1. Definition and scope of Linguistics.
2. Morphology: Morphemes (zero, free and Bound morphemes), Morphological Descriptions, Morphs and Allomorphs.
3. Grammar: Structural Grammar (I.C. Analysis), Transformational Generative Grammar (T.G. Grammar)

**Unit 5: Socio and Applied Linguistics:** (George Yule: The Study of language, II Edition) (3 weeks)

1. Language varieties: Standard language, dialect, Idiolect, Isoglosses, Pidgin, Creoles, Jargon, Slang, Code Switching
2. Application of linguistics - Language Teaching, Stylistics, Translation
3. Semantics - Geoffrey Leech's Classification of Meanings.

**Books for further Reference:**

1. *An Introductory Text Book of Linguistics and Phonetics* by Dr. Varshney.
2. *The Growth and Structure of English Language* by Mrs. Anna Kurian

**Course Outcomes:**

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

S. No.	Course Outcome	Bloom's Verb
CO1	Familiarise the synchronic and diachronic developments of language and its usages	Remembering
CO2	Differentiate the distinctive differences among the varieties of language and its growth through changes and other means	Analyzing
CO3	Acquaint with the ways and means of the production of English sounds and devise the essential features for the meaningful utterance.	Create
CO4	Understand the nuances of language structures and are capable of speaking and writing in English flawlessly	Applying
CO5	Develop the acumen to grasp the link between the language and other planes viz society, culture etc and are confident in manifesting the language in real life situations	Creating

## Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language

articulation.

\*\*\*\*\*

**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 2021- 2022 onwards under Choice Based Credit System]**

**Semester - I**

**Major Based Elective Course I - Language and Linguistics (21PELM1)**

**Time: 3 Hours**

**Max. Marks: 75**

**Section - A**

**I. Choose the best answer.**

**(15 x1=15)**

1. Who proposed ding dong theory of the origin of language?  
a. Jacques Rousseau                      b. Max Muller  
c. Geoffrey Leech                      d. Friedrich Max
2. Which one among the following does not belong to the Western group of Indo European languages?  
a. Armenian              b. Hellenic              c. Celtic              d. Italic
3. What is the percentage of French words that Chaucer uses in his Canterbury Tales?  
a. 20              b. 10              c. 12              d. 16
4. The process of relieving ills and changing for the better is called -----.  
a. Euphemism              b. Prudery.              c. Metaphorical.              d. Amelioration
5. Who created the language 'Esperanto'?  
a. Zamenhof              b. Ottawa.              c. Jespersen.              d. Johnson
6. According to C.L. Barber, "the English language is not the----- of the inhabitants of Britain".  
a. Mother tongue.              b. Monopoly.              c. Official language              d. dialect
7. The phonatory system comprises the -----.  
a. Larynx.              b. Lungs              c. Windpipe              d. Mouth
8. How many cardinal vowels are there?  
a. 12.              b. 10              c. 8              d. 20
9. The omission of a sound or syllable when speaking is called-----.  
a. Liaison              b. Assimilation              c. Juncture              d. Elision
10. In linguistics ----- is defined as the way a speaker uses language differently in different circumstances.  
a. Register              b. Dialect              c. Idiolect              d. Creole
11. ----- is based on the linguistic features of one or more languages.  
a. Creole              b. Isoglosses              c Jargon.              d. Pidgin
12. Stylistics comes under the category of ----- linguistics.  
a. Applied              b. Descriptive              c. Historical              d. Prescriptive
13. How many inflectional morphemes in English?  
a. 2              b. 4              c. 6              d. 8
14. What is 'langue' in Chomsky's terms?  
a. Synchronic              b. Parole              c. Competence              d. Performance

15. The repeated sequential use of a particular type of linguistic element or grammatical structure is called-----
- a. Conjoining                      b. Embedding                      c. Recursion                      d. Paradigm

**Part B**

**II. Answer any TWO of the following questions in about 150 words each. (2X5 = 10)**

16. Explain Grimm's Law.
17. Discuss the processes of euphemism and prudery in change of meanings.
18. Transcribe any five of the following words:  
English, Pronunciation, Sequence, Determine, Conduct, politics
19. Define the following with examples:  
Dialect, Idiolect, Jargon, Slang, Code Switching.
20. What are the shortcomings of IC analysis?

**Part C**

**III. Answer the following questions in about 600 words each. (5X10 = 50)**

21. a. Trace the descent of English language.  
(or)  
b. Discuss the characteristics of Middle English.
22. a. Describe the various process of enriching English vocabulary.  
(or)  
b. Examine the origin, development and the salient features of American English.
23. a. Explain English diphthongs with illustrations.  
(or)  
b. Write an essay on the supra-segmental features of English.
24. a. Examine the relationship of language with culture and society.  
(or)  
b. Discuss the scope and varieties of linguistics.
25. a. Discuss the types of morphemes and their categories with examples.  
(or)  
b. Write an essay on the concept, goals and analysis of TG grammar.

\*\*\*\*\*

**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 2021- 2022 onwards under Choice Based Credit System]**  
**Semester - I**  
**Major Based Elective Course II -**  
**Intensive Study of an Author: Maya Angelou (1928-2014)**

**Course Code: 21PELM2**

**CREDIT: 4**

**HOURS: 4**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PELM2	Intensive Study of an Author: Maya Angelou (1928-2014)	60		-	4

**Course Objectives:** Students will be able to

- Understand the cultural ethos and the Zeitgeist of the African American Woman writer.
- Investigate the traditional and individual talent of the writer.
- Analyse the evolution and the revolution of the self of the writer.
- Acquire the transformed catholic attitude towards the writings and the writer.
- Evaluate the literary canon and the social purpose of the writings of the self actualised author.

**Unit-I - Maya Angelou - Life -Influences-Achievements: (12 Hours)**

Poet, Serial Auto biographer, Essayist, Script Writer, Reynold's Professor of American Studies-Civil Rights Activists- Dancer and Singer.

Harlem Renaissance-Black Arts Movement-Diaspora Instinct- Black Feminist Consciousness- Black Lives Matter.

**Unit-II & Unit-III - Autobiography: (24 Hours)**

I Know Why the Caged Bird Sings (1969)

**Unit-IV - (12 Hours) Poetry**

Phenomenal Woman

Still I Rise

On the Pulse of Morning

**Essay**



Power of the Word  
The Sweetness of Charity  
In All Ways a Woman

**UNIT-V- Critical Essays on Maya Angelou: (12 Hours)**

1) Breaking Out of the Cage; The Autobiographical Writings of Maya Angelou by James Robert Sanders

**Text Books:**

**Unit-1** - Maya Angelou: A Critical Companion by Mary Jane Lupton.1998

**Unit-2:**

The Complete Collected Poems of Maya Angelou. By Maya Angelou, Published By Random House Publications.

**Unit-3:**

I Know Why The Caged Bird Sings. By Maya Angelou, Published by Random House Publications.

**Unit-4:**

- 1) Wouldn't Take Nothing for My Journey Now.
- 2) Even the Stars Look Lonesome, by Maya Angelou, Published By Random House Publications.

**Unit-5:**

Blooms Modern Critical Views: Maya Angelou. Edited with an Introduction by Harold Blooms. 2009. InfoBase Publishing.

**Reference Books:**

- 1) Maya Angelou: A Critical Companion by Mary Jane Lupton.1998
- 2) Bloom's How to write About Maya Angelo by Carolyn Wedi. Bloom's Literary Criticism.

**Web Sources:**

- 1) <https://www.literaryhistory.com/20thC/Angelou.htm>
- 2) <http://www.maya-angelou.net/>
- 3) <https://www.poetryfoundation.org/poets/maya-angelou>

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Delineate the cultural ethos and the zeitgeist of the African American Woman writer.	Remember
CO2	Distinguish the traditional and individual talent of the writer.	Understand
CO3	Survey the evolutionary and revolutionary aspects of the creative self.	Analyze

CO4	Imbibe the transformed catholic approach towards African American Literature and Woman writer.	Evaluate
CO5	Critically estimate the aesthetic quality and the social purposefulness of African American Literature in particular and Literature in general.	Apply

### Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10:Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021- 2022 onwards under Choice Based Credit System]**

**Semester - I**

**Major Based Elective Course II -**

**Intensive Study of an Author: Maya Angelou (1928-2014)**

**Model Question Paper**

**Course Code: 21PELM2**

**Time: 3 Hours**

**Maximum Marks: 75**

**I . Choose the Right Answer:**

**(15X1=15)**

1. Maya Angelou was born in 4 April ----- at St. Louis.  
a.1926 b.1927 c. 1928 d. 1929
- 2) The Original name of Maya Angelou was-----  
a. Marguerite Annie Johnson b. Annie Henderson c. Vivian Baxter d. Annie Baxter
- 3) In Maya Angelou, the first name Maya is chosen by -----  
a. Bailey Johnson Jr b. Vivian Baxter c. . Annie Henderson d. Bailey Johnson Sr
- 4) The first chapter of Maya Angelou *I Know Why the Caged Bird Sings* opens with an incident of-----  
a. Christmas b. Ash Wednesday c. Easter Day d. Good Friday
- 5) Maya Angelou identifies herself with the Black church called-----  
a. CSI b. Christian Methodist Episcopal Church  
c. RC d. Mount Zion Baptist Church
- 6) Maya Angelou was given a scholarship to the -----  
a. La Fayette County Training School b. California Labor School  
c. Central School d. A & M Schools
- 7) *I Know Why the Caged Bird Sings* is the first volume of Maya Angelou's-----  
a. Biography b. Autobiography c. Poetic Collection d. Anthology
- 8) Maya situates the first volume in the black section of----- Arkansas.  
a. St. Louis b. San Francisco c. Stamps d. California
- 9) ----- becomes the first person to prod Maya out of her Self-imposed silence of-5 years after the rape incident.  
a. Vivian Baxter b. Mrs. Bertha Flowers c. Mrs Viola Cullinan d. Miss Glory.
- 10) Maya Angelou's essay collections are called -----  
a. Poetic Prose b. Wisdom books c. Encyclopaedia d. Journals

- 11) *Wouldn't Take Nothing for My Journey Now* is titled after a lyric in the -----  
 a. American Literature    b. Myth    c. African American Spiritual    d. blues
- 12) *Even the Stars Look Lonesome* is a collection of ----- short personal essays.  
 a. 18            b. 19            c. 20            d. 21
- 13) Saunders refers the title of the first volume of Maya Angelou's autobiography to a poem called "Sympathy" by  
 a. James Baldwin    b. Toomer    c. Paul Laurence Dunbar    d. Georgia Douglas
- 14) In Saunders' views *I Know Why the Caged Bird Sings* fits in with the slave narrative due to its focus on.....  
 a. liberation            b. feminism            c. education            d. equality
- 15) *The Heart of a woman* is the -----volume of Maya Angelou's serial Autobiographies.  
 a) 3            b) 4            c) 5            d) 6

### SECTION - B

**II Answer any Two of the following in about 150 words each: (2x5=10)**

- 16) Write a note on the Harlem Renaissance and Black Arts Movement.  
 17) Is the Poem 'Still I Rise' a universal message of the resilience of the human spirit?  
 18) What are the fictional elements found in Maya Angelou's autobiography *I Know Why The Caged Bird Sings*  
 19) Write a Short Note on the prose style of Maya Angelou.  
 20) What are the literary and poetic techniques used by Maya Angelou in her poetry?

### SECTION - C

**Answer the following in about 600 words (5x10=50)**

- 21 a) Evaluate Maya Angelou's literary contribution to the canons of African American literature and the achievements she made in life.  
 (Or)  
 b) Write on the formative influences of Maya Angelou.
22. a). Critically evaluate the autobiographical elements found in *I Know Why the Caged Bird Sings*.  
 (Or)  
 b) How does Maya Angelou succeed in exposing the supremacist view of whites in *Stamps*?
- 23 a) How does Maya Angelou employ a strategy of subtle resistance in the first volume, *I Know Why the Caged Bird Sings*?, (Or)  
 b) Analyse the thematic contents and the structure of *I Know Why the Caged Bird Sings*.
- 24 a) *Phenomenal Woman* is a discourse commenting on the social outlook towards gender and sexuality and a tribute to womanhood- Discuss.  
 (Or)  
 b) The essay collection *Wouldn't Take Nothing for My Journey* is referred to as a 'wisdom book'- Discuss.
- 25 a) What are the main themes of Maya Angelou's autobiographies in Sander's perception?

(Or)

b) How does Saunders re-evaluate the greatness of Maya Angelou in his essay?

\*\*\*\*\*

## **Government Arts College (Autonomous), Salem – 636 007**

**PG - M.A./M.Sc./MCA/M.Com - under CBCS**

**(For the candidates admitted from the academic year 2021-2022)**

**Semester- I**

**Course Code: 21RAC01 - Hours: 2**

**Research Acumen Course I: Intellectual Property Rights**

### **A. Objectives:**

This course aims to provide an introductory study to the subject of Intellectual Property Rights, which is one of the basic pillars of modern Research and Development. The focus of the course will be the study of certain structures called Patents, Copyrights and related rights, Trademarks, Geographical Indications, Industrial designs, Layout Designs of integrated circuits, Trade Secrets and Plant Varieties. Introduction to IPR gives to student a good maturity and enables to build intellectual thinking and skill.

### **B. Learning Outcomes:**

Students should achieve mastery of the topics listed below.

- This means that they should know all relevant definitions, correct statements of the major structures and examples and non-examples of the various concepts.
- The students should be able to demonstrate their mastery by solving problems related to these concepts

### **C. Syllabus: UNIT-I**

Introduction - International Intellectual Property Regime - New dimensions and issues for Resolution - IPR in developing countries - Impact of stronger IPR in developing countries

#### **UNIT-II**

Categories of intellectual property - Patents - Patentable invention - Novelty - Utility - Inventive step/non-obviousness - Not-patentable inventions - Inventions and discoveries

#### **UNIT -III**

Patent application - Form of application - Types of patent specification - Contents of

specification

#### UNIT-IV

- Procedure for obtaining patents** - Publication - Request for examination - Examination - Search for anticipation by previous publication and by prior claim - Opposition proceedings to grant of patents - Grant of patents - Grant of patents to be subjected to certain conditions

#### UNIT-V

Rights of patentee - Register of patents - Renewal fee - Restoration - Drafting of patent specification in patent application - Parts of the complete specification -

#### C. BOOKS FOR SUPPLEMENTARY READING AND REFERENCE:

1. Open Source Book "Introductory **Intellectual Property Rights**" by Sakthivel Lakshmana Prabu, Timmadonu Narasimman Kuppusami Suriyaprakash and Rathinasabapathy Thirumurugan, (<http://dx.doi.org/10.5772/intechopen.69359>)
2. Open Source Book "HANDBOOK ON INTELLECTUAL PROPERTY RIGHTS IN INDIA" by Rajkumar S. Adukia (<http://rishabhacademy.com>)
3. Open Source Book "HANDBOOK ON INTELLECTUAL PROPERTY RIGHTS - Basic information on concepts related to Intellectual Property Rights - 3<sup>rd</sup> Edition" by Origin IP Solutions LLP (<http://www.origiin.com>, <http://www.origiinipa.com>)

#### D. Additional Web Resources:

1. en.wikipedia.org/wiki/, 2. wiki.answers.com





**Unit-V – Fiction:**

Virginia Woolf                    - To the Light House  
 Joseph Conrad                    - Heart of Darkness

**Assignments:**

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

**Course Outcomes:** On the successful completion of the course, students will be able to

S. NO.	COURSE OUTCOME	BLOOM'S VERB
CO1	Distinguish the role of positive and negative attitude in life.	Understand
CO2	Interpret the cause and effect theory.	Analyse
CO3	Judge the value of life and the necessity to live.	Evaluate
CO4	Validate the transformed attitude towards self, society and life.	Evaluate
CO5	Categorise problems from local to global scales and compile ways and means to save and protect self, family and society from the impending and upcoming hazards	Apply

**Mapping with Program Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### **PG Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021-2022 onwards under choice based credit system]**

**Semester - II**

**Core Course - V- Twentieth Century Literature (21PEL05)**

**Model Question Paper**

**Course Code: 21 PEL05**

**Time: 3 hours**

**Maximum Marks: 75**

**I. Answer the following:**

**(15X1=15)**

1. A game of the chess opens with the descriptions of-----  
a) Madam Sosostries                      b) Lady of the rocks  
c) Saint Mary Woolnoth                      d) Knight
2. Which month is the "cruellest"?  
a) April                      b)September                      c) May                      d)December
3. When was the poem The Hollow Men published?  
a) 1922                      b)1923                      c)1921                      d)1925
4. Why might Churches stick around forever?  
a) Because Churches are profitable  
b) Because people want life to have a serious higher purpose  
c) Because the world needs moral values      d) None
5. In "Sailing to Byzantium", the element tha death is most associated with is -----  
a) air                      b)earth                      c) fire                      d)water
6. What do the "wise men" do?  
a) Accept the inevitability of death                      b) Try to extend their lives  
c) Warn younger people to treasure youth      d) none
7. Hymn before action refers to .....  
a) Bhagavat Gita                      b) The Bible                      c) the Koran                      d) none
8. Tradition and the Individual Talent was written in `1919 in the -----  
a) Romantic literary supplement                      b) Times Literary supplement  
c) Manifesto                      d) Traditional supplement
9. The first part of Traditional and Individual Talent is gives Eliot's Concept of-----  
a) Concept of Critic                      b) Concept of Individual Talent  
c) Concept of Tradition                      d) Concept of Writing
10. What is the philosophy that back bones *Waiting for Godot*?  
a) Romanticism                      b) Nihilism                      c) Absurdism                      d) Republicanism
11. Before Pozzo leaves the first time, What does Lucky do to entertain everyone?  
a) Sings and dances                      b) dances and thinks  
c) cries and thinks                      d) sings and cries

12. What is the meaning of the title *The Apple cart*?
- a) A Cart made of Apples
  - b) A Cart loaded with apples
  - c) A Cart named apple cart
  - d) The plan which somebody has in his mind which he wants to implement.
13. How many Women characters are there in *The Apple cart*?
- a) four
  - b) five
  - c) three
  - d) six
14. Who is the wife of King Magnus?
- a) Jennifer
  - b) Jessica
  - c) Jasmine
  - d) Jemima
15. Who was the spy of the manager in *Heart of Darkness*?
- a) The Russian Sailor
  - b) The accountant
  - c) The Brick maker
  - d) None

**II. Answer any Two of the following: (5x2=10)**

16. Give a brief account of the Burial of Dead in *The Waste Land*.
17. Write a short note on symbolism in W.B. Yeats' *Sailing to Byzantium*.
18. Elaborate the theme of embarrassment in G.K. Chesterton's *Running after One's Hat*.
19. Sketch the character of Orinthia.
20. Sketch the character of Kurtz in Joseph Conrad's *Heart of Darkness*.

**III. Answer the following: (5x10=50)**

21. a) Critically comment on the theme of T.S. Eliot's *The Waste Land*. (or)  
b) Describe the Desolated World as represented in *Hollow Men*.
- 22) a) Discuss the themes of the poem *Sailing to Byzantium*. (or)  
b) Discuss Philip Larkin's ambivalent attitude to the church in the modern society.
- 23) a) Analyse T.S. Eliot's views on *Tradition and Individual Talent*. (or)  
b) Write an essay on E. M. Forster's views on Indian thought and belief.
- 24) a) Discuss in G. B. Shaw's *The Apple Cart* as a political play. (or)  
b) Establish *Waiting for Godot* as an absurd drama.
- 25) a) Bring out the feministic elements in Virginia Woolf's *To the Light House*. (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 2021-2022 onwards under choice based credit system]**  
**Semester - II**

**CORE COURSE - VI - AMERICAN LITERATURES**

<b>Course Code:</b>	<b>21PEL06</b>	<b>Hours: 6</b>	<b>Credits: 5</b>		
<b>Course code</b>	<b>Course name</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Practical(P)</b>	<b>Credit</b>
<b>21PEL06</b>	<b>American Literatures</b>	<b>90</b>		<b>-</b>	<b>5</b>

**Course Objectives:** Students will be able to

- Gain a broad knowledge of the American literary world and appreciate the literary works prescribed to them.
- Identify the distinct literary characteristics of American literature.
- Understand the literary, cultural, historical and philosophical forces that shaped the prescribed literary works.
- Interpret and evaluate the intellectual discourses found in the prescribed pieces.
- Analyse the varied themes and narrative strategies employed by the American writers in their works.

**Unit I - Poetry: (24 hours)**

Emerson - Hamatreya  
Robert Frost - Mending Wall  
Edgar Allan Poe - The Raven  
Walt Whitman - When Lilacs last in the Dooryard Bloomed  
Sylvia Plath - Daddy

**TEXT:** Fisher, William J, et al., American Literature of the Nineteenth century, Eurasia publishing House, New Delhi, 1964.

**Unit - II - Prose: (15 hours)**

Edgar Allan Poe - The Philosophy of Composition  
Wayne Booth - Objectivity in Fiction  
Emerson - Self - Reliance

**TEXT:** Fisher, William J, et al., American Literature of the Nineteenth century, Eurasia publishing House, New Delhi, 1964.

### Unit -III - Drama: (15 hours)

Eugene O'Neill - The Hairy Ape  
August Wilson - The Piano Lesson

**TEXT:** 1. American Literature 1890-1965 An Anthology. Eurasia publishing House (pvt) Ltd. New Delhi. 1970.  
2. Wilson, August. The Piano Lesson. New York: Plume. 1990

### Unit - IV - Short Story: (20 hours)

O. Henry - The Last Leaf  
Kate Chopin - The Story of an Hour  
Isaac Asimov - Robbie  
James Thurber - University Days

**TEXT:** 1. O. Henry. The Trimmed Lamp and other stories.  
2. Expressions : An Anthology of English Prose, Edited by G. Radhakrishna Pillai, Emerald Publishers, 2000.

### Unit - V - Fiction: (16 hours)

William Faulkner - The Sound and The Fury  
Eudora Welty - The Optimist's Daughter

**TEXT:** 1. Faulkner, William. The Sound and The Fury. Jonathan Cape and Harrison Smith, 1929.  
2. Welty, Eudora. The Optimist's Daughter. Vintage Publishers. 1990.

### 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 *The Hairy Ape*?
4. Comment on the narrative technique in *The Sound and the Fury*.

**Course Outcomes:** On the successful completion of the course, students will be able to

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Estimate the universal appeal of the prescribed works.	Understand
CO2	Identify the distinct literary characteristics of American literature.	Remember
CO3	Distinguish the cross-cultural, historical and philosophical concepts.	Analyse
CO4	Assess the merits and demerits of the American literary world.	Evaluate
CO5	Stimulate and develop aesthetic sensibility.	Create

### Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.



**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 2021-2022 onwards under choice based credit system]**

**Semester - II**  
**American Literatures (21PEL06)**  
**Section-A**

**I. Choose the correct Answer: (15X1=15)**

1. At what time of year do the neighbours mend the wall?  
a) Fall      b) Winter    c) Summer    d) Spring
2. When the raven continues to only say "Nevermore, how the narrator respond?  
a) accuses the bird of lying    b) he kills the bird  
c) he laughs    d) he grows increasingly frustrated
3. Sylvia Path's poetry is considered part of which movement?  
a) Romanticism    b) Confessional Poetry    c) Modernism    d) Realism
4. What literary movement was Edgar Allan Poe a member of?  
a) Poetry    b) Realism    c) Transcendentalism    d) Romanticism
5. According to Wayne Booth, "the readers are likely to find a writer's work agreeable if the writer utilizes -----  
a) Empathetic tone    b) Grand style    c) Fewer biases    d) Partiality
6. What does Emerson say (in Self-Reliance) a man should learn to detect and watch?  
a) The actions of others    b) His true character  
c) His own thoughts    d) His inner light
7. What animal does O'Neil Compare Paddy's face to?  
a) A horse    b) A Monkey    c) A bull    d) A lion
8. Whom does Yank call "Old Harp"?  
a) Himself    b) Long    c) Engineer    d) Paddy
9. When does the play, "The Piano Lesson" begin?  
a) At dawn    b) At night    c) At noon    d) In the evening
10. Who narrates the story, "The Last Leaf"?

- a) An unnamed first person narrator      b) An unnamed third person narrator  
 c) Sue      d) O'Henry
11. How is Brently Mallard supposed to have died?  
 a) A train accident      b) A boat accident  
 c) A heart attack      d) A deadly infection
12. James Thurber -----the Education system in his "University Days".  
 a) praises    b) mocks    c) pities    d) patronizes
13. What item does Quentin break before he leaves his dorm room?  
 a) His glasses    b) His gold chain    c) His mirror    d) His watch
14. What does Laurel find in her father's library?  
 a) Love letters    b) The will    c) Photographs    d) Wallet
15. What does Laurel remember about sleeping in her room?  
 a) The security of her stuffed animals  
 b) Hearing the clock ring downstairs  
 c) The posters on the wall  
 d) Hearing her parents voices as they read to each other

### Section-B

#### II. Answer any TWO of the following: (2X5=10)

16. How does Edgar Allan Poe create an eerie atmosphere in his poem 'The Raven'?
17. What are Wayne C. Booth's views on 'Objectivity' in fiction?
18. Comment on the role played by Mildred Douglas in 'The Hairy Ape'.
19. Bring out the suspense element in Kate Chopin's 'The story of an Hour'
20. Write briefly on the role of women characters in Eudora Welty's 'The Optimist's Daughter'

### Section-C

**III. Answer the following in about 500 words each: (5X10=50)**

21.a. "Good fences make good neighbours"- Do you agree?

(or)

b. Write an essay on the symbols used by Walt Whitman in his poem, 'When Lilacs Last in the Dooryard Bloomed'.

22.a. How does Poe explain the various stages of poetic composition in his essay, 'The Philosophy of Composition'?

(or)

b) Write an essay on the transcendental aspects in Emerson's 'Self-Reliance'.

23.a. Consider Eugene O'Neil's 'The Hairy Ape' as an expressionistic play.

(or)

b. Write an essay on the theme of August Wilson's 'The Piano Lesson'.

24. a. What is the significance of willpower in 'The Last Leaf'?

(or)

b. Bring out the humour in James Thurber's 'University Days'

25. a. Write an essay on the narrative technique in William Faulkner's 'The Sound and the Fury'.

(or)

b. How does Eudora Welty insist the importance of having a proper 'vision' of life through her novel 'The Optimist's Daughter'?

**[Affiliated to Periyar University]**  
**Post-Graduate and Research Department of English**  
**M.A. English -Syllabus**  
**[For the candidates admitted from 2021-2022 onwards under Choice Based Credit System]**  
**Semester - II**  
**CORE COURSE - VII - MODERN LITERARY CRITICISM**  
**Course code: 21PEL07                      Hours: 6                      Credits: 5**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL07	Modern Literary Criticism	90	-	-	5

**Course Objectives:** Students will be able to

- Acquaint themselves with the development of various schools of philosophical thoughts.
- Interpret a literary text based on close reading of the form/structure of the text.
- Challenge, radicalize and destabilise the established notions of the earlier concepts.
- Distinguish the difference between the Capitalists and the Working class and realise equality among the inhabitants of the society.
- Evaluate the subaltern and the nuances of Oriental philosophies.

**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: New Criticism and Structuralism**

Wimsatt & Beardsley : Intentional Fallacy  
Cleanth Brooks : Language of Paradox  
Levi Strauss : The Structural Study of Myth

**Unit III: Post-Structuralism**

Jacques Derrida : Structure, Sign and Play in the Discourse of the Human  
Northrop Frye : The Archetypes of Literature  
Roland Barthes : Death of the Author

**Unit IV: Marxism and Neo-Marxism**

Antonio Gramsci : The Formation of Intellectuals  
 Raymond Williams : Base and Super Structure  
 Terry Eagleton : Capitalism, Modernism and Post-Modernism

**Unit V: Feminist Criticism and Indian Literary Criticism**

Virginia Woolf : A Room of One’s own  
 Sri Aurobindo : The Source and Essence of Poetry  
 M. Hiriyanna : The Number of Rasas

**Text Books:**

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 DeChickera: EnglishCriticalTexts
6. Tates The Man of Letters in the Modern World, Selected Essays-Published by Meridian Books,1955.
7. Under Western Eyes-Feminist Scholarship and Colonial Discourses-Beginning from Women as Victims of Male Violence-(Pages 66-74)
8. Sensible Sensuality-A Collection of Essays on Sexuality, Femininity and Literature-Published by Authors Press,2010.

**Web Sources:**

<http://iema.in/blog/deconstruciton-of-thetempest-reconstruction-of-the-carribean-identity-in-the-pleasures-of-exile/>

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Incorporate modern theories in the interpretation of Individual literary texts.	Apply
CO2	Grasp the meaning of the text based on its structure, texture and tone.	Understand
CO3	Analyse and infer newer meanings according to the Culture/Geography/ Age.	Analyse
CO4	Strive for a classless society and work for the betterment of humanitarianism.	Demonstrate
CO5	Appreciate women power and practice the same in real life situations and establish the traits of Indian spiritualism for the holistic life.	Practice

## Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.







**Answer the following questions in detail.**

**5x10=50**

- 1.i. What is structuralism? How is it helpful in critically analyzing a text? (or)  
ii. Elucidate the relevance of the study of eco-criticism in present day scenario
  
- 2.i. What is affective fallacy and what effect does it have on literary criticism. (or)  
ii. Illuminate on Levi Strauss statement 'Myths all over the world resemble the same'.
  
- 3.i. What is the definition of the idea of 'Play' as developed by Jacques Derrida. (or)  
ii. What are the five contrasts between comedy and Tragedy in Frye's myth criticism.
  
- 4.i. What according to Terry Eagleton is Capitalism. (or)  
ii. What according to Gramsci is the Role of Intellectuals.
  
- 5.i. Elucidate Rasa Theory in Indian context. (or)  
ii. Describe the growth development and relevance of feministic criticism in the present-day world.

**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 2021-2022 onwards under choice based credit system]

**Semester - II**

**MAJOR BASED ELECTIVE III - SPIRITUAL LITERATURE**

**Course Code: 21PELM3**

**Hours: 4**

**Credits: 4**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PELM3	Spiritual Literature	60		-	4

**Course Objectives:** Students will be able to

- Acquaint themselves with various schools of spiritual thoughts.
- Interpret the prescribed literary texts based on close reading of the form/structure of the text.
- Be clear regarding the uniformity of the visionaries.
- Realise the inevitability of inner poise to understand the true purpose of life.
- Evaluate the validity of every thought, word and deed keeping in mind the universal oneness of individuals.

**Unit - 1 - Poetry: (12 Hours)**

Aurobindo            - A Dream of Surreal Science  
Kahlil Gibran        - Song of Man (Book Eight)  
Omar Khayyam       - Rubayyat (verses from LXIII - LXXII)  
Vivekananda         - To a Friend

**Unit - 2 - Prose: (12 Hours)**

Emerson                - Oversoul  
Tolstoy                 - Kingdom of God is within You  
Dr. Abdul Kalam      - Mind is the Matrix of all Matter

**Unit -3 - Drama: (12 Hours)**

T.S. Eliot               - Murder in the Cathedral  
Rabindranath Tagore   - Chandalika

#### Unit - 4 - Short Story: (12 Hours)

Leo Tolstoy	- How Much Land Does a Man Need?
Anton Chekov	- The Bet
R.K. Narayan	- Nitya

#### Unit - 5 - Fiction: (12 Hours)

Paulo Coelho	- The Alchemist
--------------	-----------------

#### Assignments:

1. Bring out the Spirituality in Man's Eternal Quest.
2. Describe the seven virtues and a wealth of spiritual gifts said in the work The Monk who sold his Ferrari.

#### Texts Recommended and Web Sources:

1. [www.uou.ac.in](http://www.uou.ac.in)
2. Complete works of Kahlil Gibran, Pub. By Jainco Publishers , New Delhi.
3. [Classics.mit.edu](http://Classics.mit.edu)>Kahyam>Rubayyat
4. [mypoeticside.com](http://mypoeticside.com)
5. Narasimananda, Swami. ed., Vivekananda Reader , Ramakrishna Math and Ramakrishna Mission , Belur,2012.
6. Kalam, A.P.J.Abdul. Trancendence. My Spiritual Experiences with Pramukh Swamiji, Harper Collins, Noida,2015.
7. Tolstoy, Leo. The Kingdom of God is within You, Dover Publications, New York,2016.
8. Coelho, Paulo. The Alchemist , Harper Collins Publishers, London,1988.

**Course Outcomes:** On the successful completion of the course, students will be able to

S. NO.	COURSE OUTCOME	BLOOM'S VERB
CO1	Associate the interlinking components of various schools of spirituality.	Understand
CO2	Appreciate the aestheticism and analyse the wisest concepts of life exemplified through the texts prescribed	Analyse
CO3	Measure the truth of the spiritual concepts	Evaluate
CO4	Develop objectivity, rationality and integrity	Create
CO5	Demonstrate unity in diversity	Apply

## Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

Government Arts College (Autonomous), Salem -636007

PG & Research Department of English

Choice Based Credit System

(For candidates admitted from the academic year 2021-'22)

M.A. English Literature-II Semester

Spiritual Literature (21PELM3)

Course Code: 21PELM3

Max. Marks: 75 Marks

Section-A

I. Answer all the questions choosing the right option.

(15x1=15)

1. Sri Aurobindo's *A Dream of Surreal Science* is a  
a) Sonnet b) Lyric c) Mock epic d) Elegy
2. The word Samsar in the poem *To a friend* means  
a) Universe b) World c) Earth d) Bharat
3. Hope is the name of this river , whose water is \_\_\_\_\_.  
a) Passion b) Vain c) Desire d) Delusion
4. Emerson's essay *The Oversoul* was first published in \_\_\_\_\_.  
a) 1831 b) 1841 c) 1851 d) 1861.
5. According to Sri Sri Paramahansa, \_\_\_\_\_ is a creation of our mind.  
a) Knowledge b) Yoga c) Happiness d) Success
6. In *Mind is the Matrix of all Matter* the feminine form of Mayol is  
a) Lakshmi b) Saraswati c) Durga d) Parasakthi
7. *Murder in the Cathedral* opens in the Archbishop's hall on December 2nd \_\_\_\_\_.  
a) 1070 b) 1170 c) 1270 d) 1370
8. Who was the King of England in Becket's time?  
a) Henry I b) Henry II c) Theobald d) Henry VIII
9. \_\_\_\_\_ is the name of Chandalika.  
a) Sanskriti b) Prakriti c) Anandhi d) Rupali
10. According to young lawyer in the short story *The Bet* , the death sentence and life sentence are \_\_\_\_\_.  
a) Moral b) Immoral c) Outdated d) Unsuitable

11. The name of a greedy Brahmin in *Prince Vessantara* story is \_\_\_\_\_.
- a) Sakka b) Jujaka c) Jali d) Sama
12. Nitya's age is \_\_\_\_\_.
- a) 20 b) 21 c) 22 d) 23
13. Paulo Coelho's *The Alchemist* was originally written in \_\_\_\_\_.
- a) Spanish b) Italian c) French d) Portuguese
14. What does the name Melchizedek mean in Hebrew?
- a) Follow the Treasure      b) Glory from action
- c) King of subjection                      d) Righteous is my king.
15. \_\_\_\_\_ is the Japanese method for improvement and optimization.
- a. Jidoka b) Kaizen c) Muda d) Kanban

**Section - B**

**2x5=10.**

**II. Answer any TWO of the following in about 150 words.**

16. Write a short note on Omar Khayyam's *Rubayyat*.
17. Is mind the matrix of all matter? Analyze.
18. Discuss how the *Murder in the Cathedral* expresses the conflict between Action and Suffering.
19. Explain the significance of the Tolstoy's short story's last sentence, "Six feet from his head to his heels was all he needed".
20. Will you regard the unity of nature as a theme of the *Alchemist*? Evaluate.

**Section - C**

**5x10=50**

**III. Answer the following in about 1500 words.**

21. a. Consider *A Dream of Surreal Science* as a satire.
- Or
- b. *Song of Man* is a story of Mankind's spiritual evolution.
22. a. Spirit of Prophecy which is innate in everyman - Elucidate with reference to Emerson's *The Oversoul*.
- Or
- b. Attempt an essay on chapter II of *Kingdom of God is within You*.

23. a. Write an essay on the theme Martyrdom in the play *Murder in the Cathedral*.

Or

b. Bring out the events leading to Prakriti's awakening of her consciousness and newly gained enthusiasm.

24. a. Anton Chekhov demonstrates that wealth delivers a happiness that only last for a fraction of time , while wisdom could last a lifetime - Elucidate.

Or

b. Bring out the Humor and Irony in R. K. Narayan's *Nitya*.

25. a. How does Santiago's spiritual journey parallel the alchemist's practice of transforming metal into gold?

Or

b. Bring out the significance of the symbols in *The Alchemist*.

-----

**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 2021-2022 onwards under choice based credit system]**  
**Semester - II**

**MAJOR BASED ELECTIVE IV - DIASPORA LITERATURE**

**Course Code: 21 PEL M4                      Hours: 4                      Credits: 4**

<b>Course code</b>	<b>Course name</b>	<b>Lecture(L)</b>	<b>Tutorial(T)</b>	<b>Practical(P)</b>	<b>Credit</b>
<b>21PELM4</b>	<b>Diaspora Literature</b>	<b>60</b>	<b>-</b>	<b>-</b>	<b>4</b>

**Course Objectives:** Students will be able to

- Get acquainted with the origin, evolution and development of diaspora literature.
- Distinguish the key concepts of diaspora.
- Imbibe the innate conflicts of the immigrants.
- Radicalise the issues depicted in the prescribed texts.
- Organise the causes and the viable solutions to the problems of the migrants.

**Unit-1: Introduction**

Diaspora - Definition, Characteristics,

Types of Diaspora:

Voluntary and Involuntary Diaspora, Victim Diaspora, Labour Diaspora,  
Imperial Diaspora, Cultural Diaspora, Digital Diaspora

**Unit -II: Short Stories**

V.S.Naipaul                      - In a Free State (1st story)  
Kokilum Subbaiah              -Mirage

**Unit - III: Novel**

Michael Ondaatji              -In The Skin of a Lion  
Jumpa Lahari                      -Namesake

**Unit - IV: Drama**

Uma Parameswaran              - Rootless but Green are the Boulevard Trees

**Unit- V: Diaspora Criticism**

James Clifford                      -Diasporas

**Assignment:**



1. What are the different terms to describe Diaspora?
2. Elucidate V.S,Naipaul as a Diasporic Writer.
3. Substantiate rootlessness and search for identity as important

**Group Task:**

Group discussion on various diasporic experiences.

Elocution on Globe trotting

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Incorporate modern theories in the interpretation of Individual literary texts.	Apply
CO2	Grasp the meaning of the text based on its structure, texture and tone.	Understand
CO3	Correlate the difficulties faced by the immigrants owing to the shift of Culture, Geography, and living structure	Analyse
CO4	Support the cause of classless society and work for the betterment of humanitarianism.	Evaluate
CO5	Formulate ways and means to lessen the physical and psychological struggles of the immigrants	Creating

**Mapping with Program Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

S- Strong

M-Medium

L-Low

**PG Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021-2022 onwards under choice based credit system]**  
**Semester - II**

**MAJOR BASED ELECTIVE IV - DIASPORA LITERATURE (21PELM4)**

**Time: 3 Hrs.**

**Max. Marks: 75**

**Section - A**

**I. Answer all the questions: (15X1 = 15)**

1. Which of the following term is associated with victim diaspora?  
a. Transnationalism                      b. Post-colonialism  
c. banished from home land              d. trans-culturalism
2. Migrants who go to another land that has been conquered by their own nation and enjoy higher status on account of their ethnicities to the ruling power are,  
a. nationalists    b. imperialist    c. laboured    d. trans-culturalism
3. A virtual community of people from the same country of origin that share through the web a common cultural background set of symbols and common history are ....diasporas.  
a. voluntary      b. involuntary    c. digital      d. cultural
4. In 1971, the Nobel Laureate VS Naipaul won the Booker Prize.....  
a. In a free state    b. Guerriallas    c. A Bend in the River    d. The Enigma of Arrival
5. Who is the author of 'Mirage'?  
a. VS Naipaul      b. Kokilum Subbaiah    c. Jhumpa Lahiri      d. Vijay Misra
6. The Translation of Thoorathupatchai is.....  
a. A School Teacher      b. The Mirage      c. Karukku      d Thoopukari
7. Caravaggio's main profession was.....  
a. A Thief      b. A bridge builder      c. A tunnel worker      d. A Tar layer
8. What happened on Caravaggio's first robbery?  
a. He lost his dog      b. He lost his ank      c. He met Anne      d. He me Gianetta
9. Shoke and Ashima Ganguli were born in .....  
a. Delhi      b. Calcutta      c. Benares      d. Varanasi
10. Gogol's middle name is .....  
a. Nikhil      b. Ashoke      c. Asher      d. he has no middle name
11. Moushumi and Dimitri first met in .....  
a. Princeton      b. Cambridge      c. New haven      d. Pal Alto

12. Moushumi confesses her affair with Dimitri.....  
 a. On the train      b. in a taxi cab  
 c. in his parent's house on Pemberton Road      d. She doesn't confesses her affair
13. After breaking up with Graham, Moushumi moves in with  
 a. Gogol      b. her parents      c. Gogol's parents      d. Donald and Astrid
14. All diasporas are unhappy, but every diaspora is unhappy in its own way "was said by  
 a.V.S.Naipaul      b.Vijay Mishra      c. UmaParameswaran      d. Kokilamsubbaiah
15. "Rootless but Green are the Boulevard Trees" was written by  
 a. Uma Parameswaran      b. Kiran Desai      c. Mamang Dai      d. JhumpaLahari

**II . Answer the following briefly** **(5 X 2=10)**

16. Describe Victim Diaspora.  
 17. What conflicts do you find in V.S.Naipul's free state?  
 18. How did Patrick save Carvaggio in Prison?  
 19. Give your opinion on Bharves family in Canada from a Diasporian perspective  
 20. What are the qualifications of a Diaspora according to Clifford?

**III. Answer the following questions in detail.** **(5 X 10=50)**

21. a. Define and distinguish between Victim Diaspora and Labour Diaspora (or)  
 b. Bring out the issues faced by Voluntary and Involuntary Diasporians
22. a. Identify and analyze the difficulties faced by Tea Labourers in Sri Lanka (or)  
 b. Analyze Identity conflicts that are found in V.S.Naipaul's in free state.
23. a. How does Michael Ondaatje bring out migrant issues in Toronto,Canada through his novel *In the Skin of a lion* (or)  
 b. How does name play important role in the formation of Identity. Explain with reference to the novel "The Namesake" by JhumpaLahari.
24. a. What immigrant issues are found in the first and second generation has told by Uma Parameswaran in *Rootless but Green are the Boulevard Trees*? (or)  
 b. Analyze the theme of search for roots in Uma Parameswaran in *Rootless but Green are the Boulevard Trees*.
25. a. How do Diasporians sustain the violent process of displacement? Elucidate with reference to James Clifford's Diaspora (or)  
 b. Explain Clifford's notions on Tracking Diaspora and Black Atlantic.

**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 2021-2022 onwards under Choice Based Credit System]**  
**Semester - II**

**CORE COURSE - VI - FILM AND LITERATURE (Practical Paper)**

**Paper Code: 21PELP1**

**Hours: 6**

**Credits: 5**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PELP1	FILM AND LITERATURE	90		-	5

**Objectives:**

- To comprehend the evolution of a text into a film.
- To distinguish the impact of verbal and visual structure.
- To understand the relation between art and culture, history and technology.
- To equip students to evaluate and create new avenues with literature.
- To sharpen their expressive ability, narrative skill and attain mastery over the transformation of literature into art.

**Unit: I**

The concepts of film form: Genre, subgenre-narrative film-avant-grade film, film noir, documentary.

Film Narrative, its characteristics, title-story, plot-narration-duration-motivation-motif-character traits-cause and effects-exposition-climax-point of view

**Unit: II**

Theme, story and screenplay, characteristics, semiotics, cinematic terms, cinematography and editing time and space, narrative, shot, set and design, lighting, sound/music

**Unit: III**

Adaptation of fantasy fiction to film:

*“Harry Potter”* by J.K.Rowling *“The Order of the Phoenix”* film by Warner Brothers.

Components of a film review like plot, genre, role of actors, condensed synopsis, argument, analysis, evolution, recommendations and opinion.

**Unit: IV**

Adaptation of British play into film:

George Bernard Shaw’s *“Pygmalion”* with *“My Fair Lady”*

Components of a film review like plot, genre, and role of actors, background information, contents synopsis, argument/analysis, evolution, recommendations and opinion.

### Unit:V

Adaptation of Srilankan Novel into Tamil film:

*“Red Tea”* by Paul Harris Daniel Tamil film *“Paradesi”*, Directed and Produced by Bala.

Components of a film review like plot, genre, and role of actors, background information, contents synopsis, argument/analysis, evolution, recommendations and opinion.

### Books Recommended:

1. The Theory of Adaptation “Linda Hudgeson”
2. George Bernardshaw’s “Pygmalion”
3. J.K Rowling “The Order of the Phoenix”
4. Paul Harris Daniel “Red Tea”

### Tasks:

#### 1. Group Discussion:

- i) Merits & Demerits of watching movies.
- ii) Cinemas are the evolution of Drama.

#### 2. Assignments:

- i) Critically Analysis G.B.Shaw’s ‘Pygmalion’ as a Drama
- ii) Bring out the salient features of film Bala’s Paradesi.

## COURSE OUTCOME

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Acquire necessary skills through the governing processes of film making.	Understand
CO2	Evolve into a sharp analyst and creative aesthete.	Apply
CO3	Perceive the intertwined nature of art with culture, history and technology	Evaluate
CO4	Come to terms with the magnitude and dynamics of the scientific and technological innovations and their contribution in literature and art	Analyse
CO5	Adeptly adapt techniques and transform verbal text into visual structure	Create

## Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021-2022 onwards under Choice Based Credit System]**  
**Semester - II**  
**CORE COURSE - XV - FILM AND LITERATURE**  
**Practical Paper - 21PELP1**

**Internal Assessment: 40 Marks**

<b>Attendance</b>	<b>Assignments</b>	<b>Tests</b>	<b>Film Reviews</b>
<b>5 marks</b>	<b>10 marks</b>	<b>10 marks</b>	<b>15 marks</b>

**External Evaluation - 60 Marks (Practical)**

<b>Short Film Script Writing</b>	<b>Short Film Making</b>	<b>Viva</b>
<b>20 marks</b>	<b>30 marks</b>	<b>10 marks</b>



# Government Arts College (Autonomous), Salem – 636 007

PG - M.A./M.Sc./MCA/M.Com - under CBCS

(For the candidates admitted from the academic year 2021-2022)

## Semester -II

Course Code: 21RAC02 (Hours 2)

### Research Acumen Course II : Research Writing

#### Course Objectives

- ❖ Introduce students to the discipline of Research Writing and its specific purposes.
- ❖ Educate students in the basics of research writing.
- ❖ Provide students with the critical faculties necessary in an academic environment and in an increasingly complex, interdependent world.

#### Course Learning Outcomes

- ❖ **Generic:** The learner is required to have a basic understanding of research
- ❖ **Adaptive:** Assist students in the development of intellectual flexibility, creativity, and research ethics so that they may engage in life-long learning.
- ❖ Exposure to varied approaches to research.
- ❖ The student gets a fair understanding of the politics of human interactions and to work for a peaceful co-existence of all living beings in the world.
- ❖ The student gets an analytical skill in taking up research.
- ❖ The student understands the different tools of research.
- ❖ The student gets a clear understanding of the format of research paper.

#### Unit I

**Basics of Research Writing :** Research and its Characteristics -The Purpose of Research  
- proper placement of elements in a sentence - Structuring the paragraph - breaking up

long sentence - word choice - proper use of punctuation - Avoiding Ambiguity, Repetition, and Vague Language.

## **Unit II**

**Steps Involved in Research :** Topic of Research - Data Collection – Primary Source and Secondary Sources - Topic selection – narrowing the topic through (peer discussion, online forum, library, electronic data base, periodicals.

## **Unit III**

**Research Writing Styles :** Basic components of a research paper – Abstract-introduction, body, conclusion and references - Pagination - Margin - Fonts - Spacing – Spelling - Punctuation - Documentation Styles (MLA Style, APA Style and CMSStyle)

## **Unit IV**

**Dissertation Writing :** Comparison between term paper and dissertation - Title - Cover Page – Declaration – Certificate – Acknowledgement – Contents - Introduction - Statement of Problem – Methodology - Review of Literature - Main Body - Conclusion - Bibliography -Works Cited -References

## **Unit V**

**Research Proposal Writing :** Types of funding agencies in India – proposal writing ( summary of research, background literature, research question, research methodology, anticipatory problems and limitations, significance of research, ethical considerations, resources required, budget cost, references)

Definition of plagiarism – UGC regulation for plagiarism – plagiarism detection programs – plagiarism free writing .

## **REFERENCE BOOKS:**

1. Adrian Wallwork, “English for Writing Research Papers”, Second Edition, Italy, Springer(2016).
2. Laurie Rozakis, “Schaum’s Quick Guide to Writing Great Research Papers”, Second Edition, India, McGraw-Hill(2007).
3. James D. Lester • James D. Lester, Jr. “Writing Research Papers-A Complete Guide” Fifteenth edition, New Delhi,Pearson(2015).
4. Jennifer Peat, Elizabeth Elliott, Louise Baur, Victoria Keena, “Scientific Writing Easy when you know how”, BMJ Books,London(2002).
5. Jean-luclebrun, “ScientificWriting;A Reader and writer’s guide”, Singapore, World Scientific Publishing Co. Pte.Ltd(2007).

6. Brian Paltridge and Sue Starfield , “Thesis and Dissertation Writing in a Second Language” , USA,Routledge(2007).
7. Subhash Chandra Parija, Vikram Kate, “Thesis Writing for Master's and Ph.D. Program” , Singapore,Springer(2018).

**WEB RESOURCES:**

1. <https://www.casemine.com/>
2. <http://www.legalservicesindia.com/article/284/Plagiarism.html>
3. R. Saha ,”Plagiarism, research publications and law” , Current Science, VOL. 112, NO. 12, 25 JUNE 2017.  
<https://www.currentscience.ac.in/Volumes/112/12/2375.pdf>
4. <https://virtualwritingtutor.com/>

**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 2021-2022 onwards under choice based credit system]**

**Semester - III**

**CORE COURSE - VIII - SHAKESPEARE**

**Course Code- 21PEL08**

**Hours - 6**

**Credits- 5**

Course Code	Course Name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL08	SHAKESPEARE	90	-	-	5

**Course Objectives:**

- To enhance students' ability to understand and appreciate the communicative skill of Shakespeare.
- To sharpen the students' critical and creative acumen.
- To imbibe the truth that character is destiny and to perceive the destructive power of flaws.
- To discover multilayered meanings through the critical essays.
- To develop humanitarian outlook.

**Unit I:**

*Twelfth Night*

Joseph H. Summers - The Masks of Twelfth Night

**Unit II:**

*Antony and Cleopatra*

S.C. Sengupta -Happy Valiancy of Style in Antony and Cleopatra

**Unit III:**

*Macbeth*

Wilson Night-Macbeth and Metaphysics of Evil

**Unit IV:**

*Henry IV - Part I*

A. C. Bradley - The Rejection of Falstaff

**Unit V:**

*The Winter's Tale*

Ernest Schanzer - The Structural Pattern of Winter's Tale

**Assignments:**

1. Write an Assignment on the Salient Features of Shakespeare Plays.
2. Discuss the Shakespearean Criticism.

3. Describe the features of the Chief Characters (Male and Female in the Plays of Shakespeare.

### Reference Books:

1. A Review of English Literature: "The Structural Pattern of the Winter's Tale by Ernest" Schanzer ed. A. Norman Jeffares
  2. "The Structural Pattern of The Winter's Tale by Ernest Schanzer"
  3. A Selection of Critical Essays Ed. D.J.Palmer -"The Masks of Twelfth Night by Joseph H. Summers
  4. Twentieth Century Interpretations of Henry IV Part 1 ed. R.J.Doris; "The Rejection of Falstaff" by A.C. Bradley
  5. The English Critical Tradition ed S.Ramaswami and V.S. Sethuraman, "Macbeth and the Metaphysic of Evil" by Wilson Knight.
  6. Shakespeare's Twelfth Night , The Macmillan Shakespeare ed. K.A.J. Honig Mana
  7. Shakespeare's Antony and Cleopatra Ed. Louis b.Wright
  8. Shakespeare's the Winter's Tale ed. J.H.P. Pafford
  9. William Shakespeare's The First part of Henry IV Ed. George Lyman Kittredge
- Macbeth Paperback Publication 2013

### Course Outcomes:

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

S. No.	Course Outcome	Blooms Verb
CO1	Enhance the communicative skills.	Understand
CO2	Appreciate and analyse both the literary works and their critical perspectives.	Analyse
CO3	Identify the essentiality of righteousness and moral values.	Apply
CO4	Dissect the structure and discover the different dimensions of literary works.	Analyse
CO5	Design his life with humanitarian outlook.	Create

## Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021-2022 onwards under choice based credit system]**  
**Semester - III**  
**CORE COURSE - VIII - SHAKESPEARE (21PEL08)**

**Time: 3 hours**

**Maximum Marks:75**

**Part-A (15x1=15 Marks)**

**Choose the best answer:**

1. Whom does Orsino send to carry his messages to Olivia?  
a. Feste      b. Sebastian      c. Cesario      d. Sir Toby
2. Whose words are these, "Some are born great, some achieve greatness, and some have greatness thrust upon them".  
a. Orsino      b. Sir Toby      c. Malvolio      d. Fabian
3. According to Joseph H. Summers, the society often requires mask for -----  
a. Self-preservation      b. the relief of boredom  
c. the enjoyment of acting      d. The convenience
4. On the night before his fight with Caesar, what sign of bad fortune Antony's soldiers encounter?  
a. a full moon      b. a black cat  
c. strange music      d. a man with no legs
5. Who appreciates Cleopatra as "Age cannot wither her, nor custom stale her infinite variety"?  
a. Enobarbus      b. Mark Antony      c. Julius Caesar      d. Lepidus
6. ----- and ----- are the writing styles employed in Antony and Cleopatra, according to Sengupta.  
a. Roman and Greek      b. Greek and Hebrew  
c. Roman and Egyptian      d. Greek and Egyptian
7. Which one is not the prophecy of the witches uttered to Macbeth and Banquo?  
a. Macbeth will be Thane of Cawdor  
b. Macbeth will be the king of Scotland  
c. Banquo's sons will be kings  
d. Banquo will be the Thane of Cawdor
8. Who says, "All the perfumes of Arabia will not sweeten this little hand".  
a. Macbeth      b. Duncan      c. Lady Macbeth      d. Lady Macduff
9. Which one is not an 'animal-symbolism' used recurrently in the play, Macbeth?





23. (a) How far Lady Macbeth is considered as the fourth witch in the play?

or

(b) Appraise Wilson Knight's deliberations on Macbeth and the metaphysical evil.

24. (a) How does the comic sub plot in Henry IV part 1 relates to the development of the main plot of the play?

(or)

(b). Discuss Bradley's views on the characterisation of Falstaff with reference to Henry IV Part 1.

25. (a) Apprise Shakespeare's exploration of different kinds of relationships in *The Winter's Tale*.

(or)

(b) How does Schanzer compare the structures of *The Winter's Tale* with Dante's *Divine comedy*?

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 2021-2022 onwards under Choice Based Credit System]

Semester - III

CORE COURSE - IX - CULTURAL AND SUBALTERN STUDIES

Paper Code: 21PEL09

Hours: 6

Credits:5

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL09	CULTURAL AND SUBALTERN STUDIES	90		-	5

Objectives:

Course Objectives:

- ❖ Educate students in both the artistry and utility of the English language through the study of literature and culture.
- ❖ Provide students with the critical faculties necessary in an academic environment and in an increasingly complex, interdependent world.
- ❖ Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.
- ❖ Introduce students to the discipline of Cultural and Subaltern Studies and its specific purposes and perspectives
- ❖ Understand the basic concept of Cultural and Subaltern Studies

Unit I: Cultural Concepts and Cultural Movements

Culture, Dialectics, Dialogics, Globalization, Hegemony, Hybridity, Modernism, Marxism, Postcolonialism, Postmodernism, Feminism (High Culture and Low Culture, Counter Culture)

Unit II: Cultural Studies Criticism

Antonio Gramsci : Intellectuals and Hegemony

Raymond Williams : Culture is Ordinary

Homi K. Bhabha : Cultural Diversity and Cultural Differences

Stuart Hall : New Ethnicities

Unit III: Fiction

Chinua Achebe - *Things Fall Apart*

Arvind Adiga – *The White Tiger*

Khaled Hosseini – *Sea Prayer*

#### **Unit IV – Subaltern Theories**

Elaine Showalter : *Towards A Feminist Poetics*

Gayathri Chakravorty Spivak: *Can the Subaltern Speak?*(Section-I)

Sara Suleri : *Woman Skin Deep: Feminism and the Postcolonial Condition*

Ketu N. Katrak : *Decolonising Culture: Towards A Theory of Postcolonial Women's Texts*

#### **Unit V – Subaltern Writings**

Toni Morrison : *Beloved*

Meena Kandasami : *The Gypsy Goddess*

Bama : *Sangati*

#### **Books Recommended:**

*A Glossary of Cultural Theory* 2<sup>nd</sup> ed. by Peter Brooker

*Beginning Theory: An Introduction to Literary and Cultural Theory* by Peter Barry

*A Reader's Guide to Contemporary Literary Theory* by Raman Selden, Peter Widdowson, Peter Brooker

*The Post-Colonial Reader* Ed. by Bill Ashcroft, Gareth Griffiths and Helen Tiffin

*Things Fall Apart* by Chinua Achebe. Any edition

*The White Tiger* by Arvind Adiga. Free Press or any edition

*Beloved* by Toni Morrison. Vintage Publishing or any edition

*Sea Prayer* by Khaled Hosseini. Bloomsbury Publishing or any edition

*The Gypsy Goddess* by Meena Kandasami. Atlantic Books or any edition

*Sangati* by Bama-Td. by Lakshmi Holmstrom. Oxford University Press or any edition

#### **Online Resources/Tutorials:**

<http://vos.ucsb.edu/shuttle/cultural.html/>

<http://gradeng.en.iup.edu/cs/>

[//Subaltern.movements:insightsfor inter-faith – Edinburgh 2010//](http://Subaltern.movements:insightsforinter-faith-Edinburgh2010/)

**Assessment/Tasks:** Tests and Assignments

**Assignment topics:**

1. Write an assignment on the theorists of cultural studies and also important concepts.
2. Bring out the salient features of Cultural Studies and its movements.
3. Describe the origin and characteristics of Subaltern Studies.

**Group Activity:** Literary quiz, seminars

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Critically engage with a variety of cultural and subaltern texts	Understanding
CO2	Develop an overall perspective and understanding of cultural and subaltern studies	Applying
CO3	Classify the seminal texts which have shaped human culture	Analyzing
CO4	Evaluate the concept of the cultural and the subaltern theories	Evaluating
CO5	Apply the cultural and the subaltern theories to interpret literary texts	Applying

**Mapping with Program Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		

CO5					M			M	L	
-----	--	--	--	--	---	--	--	---	---	--

**S- Strong**

**M-Medium**

**L-Low**

**PG Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021-2022 onwards under choice based credit system]**

**Semester - III**

**CORE COURSE - X: Cultural and Subaltern Studies (21PEL09)**

**MODEL QUESTION PAPER**

Time: 3 hours

Maximum Marks: 75

**SECTION - A**

**I. Choose the best answer:- (15x1=15)**

1. Dialogics refers to -----.  
(a) monologue (b) dialogue (c) shared dialogue (d) none of these
2. What do you mean by hybridity?  
(a) Discourse (b) Mixture (c) Purity (d) Impurity
3. The term postmodernism was first used in -----.  
(a) 1870 (b) 1871 (c) 1872 (d) 1873
4. Who developed the concept of hegemony?  
(a) Homi K. Bhabha (b) Stuart Hall  
(b) (c) Antonio Gramsci (d) Raymond Williams
5. According to Homi K. Bhabha, cultural difference is an alternative to -----.  
(a) cultural assimilation (b) cultural oneness  
(b) (c) cultural diversity (d) global culture
6. Who developed the Reception theory?  
Homi K. Bhabha (b) Stuart Hall  
(c) Antonio Gramsci (d) Raymond Williams
7. Okonkwo is the son of -----  
(a) Nwoye (b) Unoku (c) Ezinma (d) Ikemefuna
8. Balram Halawai's father is a -----.  
(a) Cab driver (b) Rickshaw driver (c) Auto driver (d) Bus driver
9. *Sea Prayer* is a story written in the form of -----.  
(a) a poem (b) a puzzle (c) a letter (d) a sermon
10. Who coined the term 'gynocritics'?  
(a) Elaine Showalter (b) Betty Friedan  
(c) Simon de Beauvoir (d) Virginia Woolf

11. The critical essay, *Woman Skin Deep: Feminism and the Postcolonial Condition*, is written by -----  
 (a) Tzevetan Todorov (b) Sara-Suleri (c) Gayatri Spivak (d) None of these
12. According to Ketu N. Katrak, writers must possess -----.  
 (a) imagination (b) education (c) morality (d) social responsibility
13. In *Beloved*, what is the name of Sethe's third child?  
 (a) Beloved (b) Love (c) Baby Suggs (d) Halle Suggs
14. In *The Gypsy Goddess*, Gopalakrishna Naidu writes a letter to -----.  
 (a) the Prime Minister (b) The Governor of Madra  
 (c) the Chief Minister of Madras (d) None of these
15. Bama's *Sangati* exposes the life of women in the -----community in Tamilnadu.  
 (a) Brahmin (b) Baduga (c) Parayar (d) Kallar

### Section - B

**II. Answer any TWO of the following questions in about 100 words each: (2x5=10)**

16. Write a short note on globalization.
17. Bring out the salient features of Raymond Williams' essay *Culture is Ordinary*.
18. Write a note on the theme of *The White Tiger*.
19. Sum up Sara Suleri's ideas as expressed in her essay "Woman Skin Deep: Feminism and the Postcolonial Condition".
20. Write a note on the theme of *The Gypsy Goddess*.

### Section - C

**III. Answer the following questions in about 500 words each: (5x10=50)**

- 21.(a) Attempt an essay on culture.  
 (Or)  
 (b)What do you know about feminism.
- 22.(a) Attempt a summary of Gramsci's essay *Intellectuals and Hegemony*.  
 (Or)  
 (b)Attempt a summary of Stuart Hall's essay *New Ethnicities*.
- 23.(a). Bring out the uniqueness of Igbo culture as portrayed in *Things Fall Apart*.  
 (Or)  
 (b). Explain the horrors of refugee crisis with reference *Sea Prayer*.
- 24.(a) Sum up the ideas expressed in Elaine Showalter's essay *Towards a Feminist Poetics*.  
 (Or)  
 (b)Bring out Gayatri Spivak's notions about the subaltern .
- 25.(a) Explain the importance of community solidarity in Toni Morrison's *Beloved*.  
 (Or)  
 (b)Describe the sufferings of Dalit women in Bama's *Sangati*.

\*\*\*\*\*

**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 2021-2022 onwards under choice based credit system]**

**Semester - III**

**CORE COURSE - X - NEW LITERATURES IN ENGLISH**

**Course Code: 21PEL10**

**Hours: 6**

**Credits: 5**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL10	NEW LITERATURES IN ENGLISH	90	-	-	5

**Course Objectives: Students will be able to**

- Develop a comprehensive understanding of the finest works in English, belonging to Post Colonial Countries and get familiarized with some of the greatest writers and cultures in those countries.
- Introduce themselves to Literatures of Commonwealth Nations which deal with different aspects of life and its problems.
- Identify with writers of New Literatures.
- Appraise various cultures.
- Acquaint with the emerging literatures of the particular countries and thus open up new avenues for their future research works.

**Unit I: Theories**

**Hours: 14**

Post Colonialism, Melting Pot, Salad Bowl, Cultural Mosaic, Critical Disability

Theory and Psycho Analysis.

**Unit II: Poetry**

**Hours: 20**

Margret Atwood	-	Journey to the Interior
Derek Walcott	-	Ruins of a Great House
Gabriel Okara	-	Once Upon a Time
Judith Wright	-	The Harp and the King
Sujatha Bhatt	-	A Different History
Kishwar Naheed	-	I am not that Woman

**Unit III: Prose**

**Hours: 16**

Stuart Hall	-	Cultural Identity and Diaspora
Chinnu Achebe	-	The Novelist as Teacher

**Unit IV: Drama**

**Hours: 20**

Wole Soyinka	-	<i>Kongi's Harvest</i>
--------------	---	------------------------



Manjula Padmanabhan - *Harvest*  
George Ryga - *The Ecstasy of Rita Joe*

**Unit V: Fiction**

**Hours: 20**

Noyami Munaweera - *Island of a Thousand Mirrors*  
Sharon M. Draper - *Out of My Mind*

**Text Books:**

1. *Beginning Theory, An Introduction to Literary and Cultural Theory* (Third Edition) by Peter, Viva Books, New Delhi.
2. Ashcroft, William D., Gareth Griffith, and Helen Tiffin, eds. *The Empire Writes Back: Theory and practice in post- colonial Literature*. London: Routledge, 1989.
3. McLeod, Jhon. *Beginning Post colonialism*. Manchester: Manchester University Press, 2000. Narasimhaiah,
4. C.D. *An Anthology of Commonwealth Poetry*, New Delhi: Macmillan India Ltd., 1990. Print

**Reference Books:**

1. Cook, David. *African Literature: A Critical View*, London: Longmans Green, 1977. Print.
2. Walsh, William. *Reading in Commonwealth Literature*, London: Clarendon Press, 1973. Print.
3. Narasimhaiah, C.D. ed. *An Anthology of Commonwealth Poetry*, Chennai: Macmillan India Ltd., 1990. Print.
4. Hall, Stuart. "Cultural Identity and Diaspora" *Contemporary Post Colonial theory: A Reader*. ed. Padmini Mongia. London: Arnold, 1996. Print.
5. Amirthanayagam. *Writers in East-West Encounters: New Cultural Bearings*, The Macmillan Press, 1982. Print.
6. Birney, Earle. ed. *Twentieth-Century Canadian Poetry: An Anthology*. Toronto: Ryerson Press, 1983. Print.

**Web Sources:**

1. <https://www.poeticous.com/margaret-atwood/journey-to-the-interior>
2. <https://www.poemhunter.com/poem/ruins-of-a-great-house/>
3. <https://poetryarchive.org/poem/different-history/>
4. <https://sites.middlebury.edu/nydiasporaworkshop/files/2011/04/D-OA-HallStuart-CulturalIdentityandDiaspora.pdf>
5. <http://mrhuman.weebly.com/uploads/2/1/5/1/21516316/thenovelistteacher.pdf>

**Course Outcomes:** On successful completion of the course, students will be able to

S. NO.	COURSE OUTCOMES	BLOOMS VERB
CO1	Select the finest works in English, belonging to Post colonial countries and familiarise with greatest writers and cultures in those countries.	Remember
CO2	Relate different cultures and existing problems in different Nations.	Understand
CO3	Practically analyse any Literary work by identifying different aspects of Literature.	Analyse
CO4	Appreciate, compare and contrast the writers from around the world and validate their unique styles.	Evaluate
CO5	Get acquainted with the emerging Literatures of the particular countries and prepare themselves for their future research works.	Apply

### Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**Government Arts College (Autonomous), Salem -636007**  
**PG & Research Department of English**  
**Choice Based Credit System**  
**(For candidates admitted from the academic year 2021-'22)**  
**New Literatures (21PEL10)**  
**Model Question Paper**

**Time - 3 Hours**

**Max Marks: 75**

**Section-A**

**I. Choose the correct answer**

**(15X1=15)**

1. Homi Bhabha's works focus on -----.  
a) Children's literature    b) Modern literature  
c) Post colonial Literature    d) Post Modern literature
2. Salad bowl refers to -----  
a) Identity crisis    b) multicultural Society  
c) cultural conflict    d) Cultural assimilation
3. The term 'psychoanalysis' was coined by -----  
a) Sigmund Freud    b) Karl Abraham    c) Jacques Lacan    d) None
4. The poem 'A Different History' focuses on the theme of -----  
a) Loss of culture    b) Loss of Identity    c) Alienation    d) Rootlessness
5. Gabriel Okara is a poet who belongs to-----  
a) Kenya    b) Australia    c) Nigeria    d) Brazil
6. The poem 'Ruins of a Great House' was written in the year-----  
a) 1956    b)1958    c)1962    d)1965
7. Stuart Hall says that identities undergo -----  
a) Constant transformation    b) No transformation    c) crisis    d) Stagnation
8. According to Chinua Achebe the role of a novelist is -----  
a) Teacher    b) Trainer    c) Educationalist    d) Story teller
9. 'The Novelist as Teacher' is an exploration on the part played by-----  
a) Writer    b) Historian    c) Essayist    d) None
10. Wole Soyinka is the first black African writer who won the ----- for Literature in 1986.  
a) Noble prize    b) Booker prize  
c) International Literary Award    d) National Book Award
11. Kongi's Harvest is a -----on the contemporary political scene, prevailed during Soyinka's time.  
a) Satire    b) Picaresque    c) Absurd    d) Mock epic
12. Harvest is a play which deals with ----- in India.  
a) Agriculture    b) culture    c) Organ selling    d) food habits
13. 'Island of a Thousand Mirrors' by Noyami Munaweera won Commonwealth Book Prize for the Asia Region in -----  
a) 2010    b) 2013    c) 2015    d) 2017

14. The novel by Noyami Munaweera ends with a -----note.  
 a) Tragic      b) Comic      c) Optimistic d) None of the above
15. Melody Brooks suffers from-----  
 a) Nervous disorder      b) Insomnia  
 c) Cerebral Palsy      d) Amnesia

**Section-B**

**II. Answer any TWO of the following in 150 words each. (5X2 = 10)**

16. Write a short note on 'Melting Pot' and 'Cultural Mosaic' theory.
17. Analyze Margaret Atwood's poem 'Journey To the Interior'.
18. Elucidate the relationship between the writers and readers as expressed by Chinua Achebe.
19. Bring out the theme in the play Harvest?
20. Write briefly the message conveyed by Noyami Munaweera through her fiction.

**Section-C**

**III. Answer all the questions in about 600 words each. (10X5 = 50)**

21. a) Explain in detail, the critical disability theory and Psychoanalysis.  
 (or)  
 b) Explain the theories - Post Colonial, Salad Bowl and Cultural Mosaic theory.
22. a) Attempt an essay on Judith Wright's "The Harp and the King" focusing on time and its effects.  
 (or)  
 b) How does a woman oppose her exploitation in the poem 'I am not that woman'?
23. a) What does Stuart Hall reveal in 'Cultural identity and Diaspora'.  
 (or)  
 b) A Novelist should educate his countrymen-Discuss.
24. a) Attempt a Post Colonial reading of Wole Soyinka's 'Kongi's Harvest'  
 (or)  
 b) Justify the title Harvest by Manjula Padmanaban.
25. a) Give a detailed study on the theme of Noyami Munaweera's , 'Island of a Thousand Mirrors'.  
 (or)  
 b) Sketch the character of Melody Brooks.

\*\*\*\*\*

**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 2021-2022 onwards under choice based credit system]**

**Semester - III**

**CORE COURSE - XI - RESEARCH METHODOLOGY AND RHETORIC**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL11	RESEARCH METHODOLOGY AND RHETORIC	90	-	-	5

**Course Objectives:** Students will be able to

- Learn the Fundamentals and Mechanics of Research Writing.
- Apply the tools of Research Writing.
- Organise the collected documents for Research.
- Deduce Rhetoric and Discourses in Literature.
- Analyse and Appraise Literary Works of Art.

**Unit: I - Fundamentals of Research**

Types of Research, Selecting a Topic  
Organizing Materials  
Taking Notes and Compiling a Working Bibliography  
Outlining and Writing Drafts  
Language and Style

**Unit: II - Tools for Research**

Research Techniques and the Use of Libraries  
Using the Internet for Literary Research  
Review of Literature

**Unit: III - Mechanics and Format of Research Writing**

Spelling, Punctuation, Italics  
Quotations  
Plagiarism and Research  
Format of Research Writing

**Unit: IV - Documentation**

Documenting Sources

List of Works Cited  
 Citing Web, Periodical and Non-Periodical Print Publications  
 Parenthetical Documentation  
 MLA Style

**Unit: V - Forms of Discourse**

Expository Discourse  
 Argumentative Discourse  
 Persuasive Discourse  
 Descriptive Discourse  
 Narrative Discourse

**Text Books:**

1. *A Handbook to Literary Research* ed Simon Eliot and W.R.Owens. Routledge. London 1998
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
4. Brooks, Cleanth & Robert Penn Warren. **Modern Rhetoric**. 3<sup>rd</sup> ed. New York: Harcourt, Brace & World, 1970.

**Course Outcomes:**

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

S. No.	Course Outcome	Bloom's Verb
CO1	Understand the format of research paper.	Understanding
CO2	Compile various research tools.	Creating
CO3	Design the format with the documents collected.	Applying
CO4	Assess drafts in different levels.	Evaluating
CO5	Hypothesize the deduced literary Works of Art.	Analyzing

**Mapping with Program Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						

CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

**PG Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.



**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 2021-2022 onwards under choice based credit system]**

**Semester - III**

**RESEARCH METHODOLOGY AND RHETORIC**

**Model Question Paper**

**Course Code: 21PEL11**

**Time: 3 hours**

**Maximum Marks: 75**

**Part-A (15x1=15 Marks)**

**1. Answer the following.**

1. Induction and Deduction are process of reasoning in \_\_\_\_\_ discourse.  
a) Expository                      b) Argumentative    c) Persuasive d) Narrative
2. \_\_\_\_\_ is a kind of discourse concerned with the impression that word makes on our senses.  
a) Descriptive                      b) Argumentative    c) Persuasive d) Narrative
3. \_\_\_\_\_ can be in the form of comparison and contrast.  
a) Descriptive                      b) Argumentative    c) Persuasive d) Expository
4. Questionnaire is a \_\_\_\_\_.  
a) Research method,                      b) Measurement technique  
c) Tool for data collection                      d) Data analysis technique
5. The essential qualities of a researcher are  
a) Spirit of free enquiry,                      b) Reliance on observation and evidence  
c) Systematization or theorizing of knowledge                      d) All the above
6. In the process of conducting research 'Formulation of Hypothesis" is followed by \_\_\_\_\_.  
a) Statement of Objectives                      b) Analysis of Data  
c) Selection of Research Tools                      d) Collection of Data
7. Whether Library is a system?  
a) Yes, it has various sections as sub-systems coordinating each other forming a system  
b) No, it cannot be a system  
c) It is quite impossible  
d) Library is separate from a system.
8. One of the following search engines is exclusively meant for scientific information \_\_\_\_\_.  
a) Google                      b) Yahoo                      c) SCIRUS                      d) Altavista
9. Classification of all types of libraries has been made by \_\_\_\_\_.  
a) IFLA                      b) UNISIST                      c) UNESCO                      d) INSDOC

10. Literature review is not usually concerned with helping in \_\_\_\_\_.
- a) subsequent data collection                      b) literary appreciation  
c) research instrument design                      d) objective setting
11. In MLA style, block (long) quotations should be \_\_\_\_\_.
- a) enclosed in quotation marks and single-spaced  
b) indented one inch (all lines) and written without enclosing quotation marks  
c) double-spaced, indented half an inch, and have no quotation marks  
d) indented one inch (all lines) and single-spaced
12. If you want to use a quote attributed to Ernest Hemingway that you find on page 32 of Thomas Brown's *The War Novel*, which of the following would be the appropriate parenthetical citation?
- a) (Hemingway, Brown 32)                      b) (qtd. in Brown 32)  
c) (Brown, 32)                                      d) (Hemingway 32)
13. When should et al. be used in MLA style?
- a) when the source has more than 1 author  
b) when the source has 3 or more authors  
c) if the source has more than 4 authors and has already been mentioned once in the document  
d) never
14. If no author is given for a source you are using, you should cite the work by \_\_\_\_.
- a) date    b) city of publication and publisher    c) title    d) None of the above
15. Which of the following is not true about e journals?
- a) They are distributed through digital methods  
b) They also have editors or editorial boards  
c) They are publications of serial nature  
d) They are always free of cost

**Part B – (5x2 =10 marks)**

**II. Answer any two of the following in 150 words.**

16. What is inductive method?  
17. Give a brief account on working Bibliography.  
18. What is Review of Literature?  
19. Why is punctuation significant in research writing?  
20. Write a short note on Works cited.

**Part C – (5x10 = 50 marks)**

**III. Answer the following in about 600 words.**

21. a) What is exposition in research?  
Or  
b) What is argumentation in research?
22. a) Write about the process of choosing a topic for research.  
Or  
b) Give a detailed account on the fundamental aspects of research.
23. a) Enumerate the basic tenets of utilizing Library.  
Or

- b) What are the ways in which Internet can be best used for literary research?
24. a) How are margin and spacing significant in research writing?  
Or  
b) Write about the usage of quotations in research.
25. a) Write about Parenthetical documentation and its significance in research.  
Or  
b) Write a detailed note on documenting sources.

**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 2021-2022 onwards under Choice Based Credit**  
**System]**  
**Semester - III**

**INTERDISCIPLINARY COURSE: HUMAN RIGHTS AND LITERATURE**

**Course Code: 21PELHR**

**Hours: 2**

**Credits: 2**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PELHR	Human Rights and Literature	30		-	2

**Course Objectives:** Students will be able to

- Understand the concept of Human Rights and Environment (protection) Act, 1986
- Apply the core issues of universal Declaration of Human Rights
- Find out the various domestic violence against women and children
- Challenge, radicalize and destabilise the established notions of the existing concepts.
- Formulate the difference between the Capitalists and the Working class and facilitate equality among the inhabitants of the society.

**Unit: I Contemporary Issues of Human Rights**

Definition, Scope and Concept of Human Rights- Classification of Rights- Natural, Moral and Legal Rights - Universal Declaration of Human Rights 1948.

**Unit: II**

Human Rights in India- Fundamental Rights -Human Rights Act-1993 in India - National Human Rights Commission in India- State Human Rights Commission.

**Unit: III**

Contemporary Issues of Human Rights-Civil and Political Rights-Women Rights (PDKHSO)

Children Rights - Environment (Protection) Act,1986.

R. Parthasarathy -River Once

**Unit: IV**

Murli Melwani - Eight Rupees ( [asiasociety.org](http://asiasociety.org))

Amritha Pritam - Stench of Kerosene ([www.scribd.com](http://www.scribd.com))

**Unit - V**

William Shakespeare - Trial Scene in *The Merchant of Venice*, Act-IV, Scene - I ([pennstatelaw.psu.edu](http://pennstatelaw.psu.edu)>-file)

**Texts Recommended:**

1. B.P. Singh, Human Rights in India : Problems and Perspectives, New Delhi: Deep & Deep, 2008.
2. Harsh Bhanwar, Human Rights Law in India : Protection and Implementation of the Human Rights, New Delhi: Regal pub:2008.
3. P. Leela Krishnan, Environmental Law in India. Hariyana : LexisNexis pub:2016.

**Web Sources:**

- ( [www.asiasociety.org](http://www.asiasociety.org))  
([www.scribd.com](http://www.scribd.com))  
([www.pennstatelaw.psu.edu](http://www.pennstatelaw.psu.edu)>-file)

**Assignments:**

1. Point out the Historical background of United Nations and Universal Declaration of Human Rights.
2. Write an essay on Composition, Powers and Function of National Human Rights Commission in India.
3. Manipulation of the rights of women as depicted in “Stench of Kerosene”.
4. Violation of human rights exposed through *the Merchant of Venice* scene prescribed.

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Comprehend the Environment Protection Law and Human Rights	Understand
CO2	Solve issues by applying the laws of human rights	Apply
CO3	Compare the ways women are discriminated	Analyse
CO4	Judge and decide the validity of the established norms	Evaluate
CO5	Design a classless society and work for the betterment of humanitarianism.	Create

## Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

xxxxx  
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 2021-2022 onwards under Choice Based Credit  
System]  
Semester - III  
INTERDISCIPLINARY COURSE: HUMAN RIGHTS AND LITERATURE  
(21PELHR)  
Model Question Paper

**SECTION - A** (15X1=15)

**Answer the following:**

1. Who among the following was declared universal declaration of Human Rights?  
a) winston Churchill b) Elean Roaswelt c) J Nehru d) Lard Allee
2. Who introduced the concept of third generation Human Rights?  
a) Tullius Cesero b) Jermy Bentham c) John Finnis d) Karel Vasak
3. The protection of Human Rights Act in India was enacted in the year?  
a) 1993 b) 1994 c) 1995 d)1996
4. Who was the founder of the International committee of the Red Cross?  
a) Hendry Duwant b)F. Libber c) Rousseau d) none of the above
5. When did Hagarious waste management act enact in India?  
a) 1988 b) 1989 c) 1990 d)1991
6. Which Article in Indian constitution speaks about legal provisions for women?  
a)Article-10 b)Article - 14 c) Article -22 d)Article -270
7. The chairperson of national Human Rights commission must serve as  
a) Chief Justice of the Supreme Court b) Chief Justice of High Court  
c) Chief Chairperson UNHCR
8. Which waste strongly criminalized by Muslim women Act 2019?  
a) Dowry b) wearing purdah c)Trifle Talag d) All of the above
9. In the poem River Once, the poet describes the state of River  
a) Cauvery b) Vaigai c) Bavani d) Narmatha
10. The boy in "Eight Rupees" is -----  
a) Kannan b) Kasim c) Christopher d) unnamed
11. The first wife in "Stench of Kerosene" is -----  
a) Guleri b) Godhavari c) Godhumi d) Gowthami
12. The pitiable plight of Manak is because of his -----  
a) mother b) sister c) brother d) father

13. Portia appeared in the trial scene in *The Merchant of Venice* as -----

- a) the doctor of law    b) a witness    c) a medical practitioner    d) herself

14. Portia allowed Shylock to execute the bond but without shedding a drop of-----  
-----

- a) water    b) fruit juice    c) blood    d) tear

15. Portia is introduced as -----

- a) Bellario    b) Balthasar    c) Bassanio    d) the Duke

**SECTION-B**

**(2X5=10)**

16) Define - Human Rights.

17) Write a short note on civil Rights.

18) What are the women human rights? Explain.

19) Comment on the concept of child labour depicted in "Eight Rupees"

20) How essential is the quality of mercy, according to Portia?

**SECTION-C**

**(5X10=50)**

21) a) Critically examine the fundamental rights of Indian constitution?(or)

b) Write an essay on different types of Human Rights.

22) a) What are the salient features of universal declaration of Human Rights?(or)

b) Comment- Human Rights Act of 1993 in India.

23) a) Point out the composition, powers and functions of Human Rights commission in

India.(or)

b) Bring out the ecological concern of the poet in "River Once".

24) a) Critically analyse the story "Eight Rupees" from the point of view of violence of Human

Rights (or)

b) Bring out the ways in which women are manipulated as depicted in "Stench of Kerosene".

25) a) How did Portia interpret the agreement deed to render justice?(or)

b) Will you regard Shylock as violator of human rights? Explain.

\*\*\*\*\*



**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 2021-2022 onwards under Choice Based Credit System]**  
**Semester - IV**  
**CORE COURSE - XII - WOMEN'S WRITING**  
**Hours: 6 Credits: 5**

Course code	Course name	Lecture (L)	Tutorial (T)	Practical (P)	Credit
21PEL12	Women's Writing	90			5

**Course Objectives:**

- To introduce women's writing to the students through the literary works of prominent women writers.
- To undertake, generate and promote primary and applied research to regarding women and development.
- To view women in new perspective and discover her contribution in literature
- To establish the importance of women's writings
- To specify the aspects of literature by women

**Unit: I (12 Hours)**

Feminism - Different Phases of Feminism- Movements and Ideologies - Social Constructionist- Black and Postcolonial - Gender Studies  
Types of Feminism- Liberal, Socialist, Cultural and Radical  
Theories - Feminist Psychoanalytic Theory - Marxist Theory - LGBT - Queer Theory

**Unit: II - Poetry (10 Hours)**

Maya Audre Lorde- A Woman Speaks  
Kamala Das- My Grandmother's House  
Judith Wright- The Old Prison  
Willa Cather - London Roses  
Mou Mukherjee - Dalit Girl  
Margaret Atwood- The Circle Game

**Unit: III - Prose (20 hours)**

M.C. Mary Kom - *The Queen of Boxing*

#### Unit - IV - Drama (22 hours)

Mahaswetha Devi - *Mother of 1084*

Ntozake Shange - *for coloured girls who have considered suicide*

#### Unit: V - Fiction (30 Hours)

Anita Nair - *Ladies Coupe*

Gaiutra Bahadur - *Coolie Woman: The Odyssey of Indentured*

#### Tasks:

Debate on the importance of female freedom.

#### Assignments:

The origin and development of Feminist Movement.

Different types of feminism.

#### Blogs of Women's writing:

Women Empowerment

Digital feminism

#### Texts:

Feminist and Gender Theories by Dorothy E. Smith, Patricia Hill Collins, Nancy Chodorow, Sage Publication.

History and Theory of Feminism by Maggie Humm and Rebecca Walker, GWAnet Central Asia.

Celebrating Women in Literature by Elizabeth Trim

Inspiring poems by Female Poets by Pan Macmillan

9 Female Poets That Inspired Us This Year by The Good Trade

First Plays

#### Course Outcomes:

S.No.	Course Outcome	Blooms Verbs
CO1	Identify the women's sufferings and hardships	Remember
CO2	Problems faced by women through select literary texts.	Understand
CO3	Recognize the potential of women's writing.	Analyse
CO4	Active participant in political and social development.	Evaluate
CO5	Effective participation of women at all levels of society.	Apply

## Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

\*\*\*\*\*

**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 2021-2022 onwards under Choice Based Credit System]**  
**SEMESTER- IV - WOMEN'S WRITING - 21PEL12**

**Time - 3 Hours**

**Max Marks - 75**

**I. Choose the correct answer:-**

**(15x1=15)**

1. ----- is the belief in full social, economic, and political equality for women.  
a. Feminism b. naturalism c. eco feminism d. Pseudo feminism
2. ----- argues women's unequal access to legal, social, political and economic institutions that cause women's oppression.  
a. liberal feminism b. radical c. socialist feminism d. radical feminism
3. ----- is the father of feminist theory.  
a. François Marie Charles Fourier b. Francois Virgin Charles Fourier c. Charles Francois d. Maria
4. Dahomey was an ----- kingdom located within the area of the present-day country of Benin.  
a. Asian b. African c. American d. Afghanistan
5. ----- poem describes about the relationship with her grandmother.  
a. My Grandmother's House b. My Grandmother's party  
c. My Grandmother's Garden d. My Grandmother's village
6. ----- poem describes about the hardships faced by the Australians.  
a. A woman speaks b. The old prison c. Dalit girl d. London Roses
7. The ----- Government offered her the post of a Sub Inspector.  
a. Manipur b. Kerala c. Malaysia d. Maharashtra
8. ----- is a living legend to all women who wish to reach stardom in sports.

- a. Mary Kom b. Laila Ali c. Sumya Anani d. Theresa Arnold
9. Mary Kom was selected in the ----- category for the international Boxing Association.
- a. 48kg b. 58kg c. 68kg d. 38kg
10. ----- is a popular drama that was made into a movie in late 1990's.
- a. Mother of 1084 b. Wrong Number c. Bait d. Rudali
11. Sujata's daughter Tuli is hosting a party to her fiance -----.
- a. Tony Kapadia b. Tony Kapil c. Tony Kumar d. Tony Kodan
12. The ----- demonstrate the sense of empowerment and maturation.
- a. lady in yellow b. lady in green c. lady in brown d. lady in blue
13. -----, Indian woman works as an income tax clerk.
- a. Akila b. Aruna c. Aswini d. Anitha
14. ----- advices the women to change their life style.
- a. Akila b. Aruna c. Aswini d. Anitha
15. ----- describes the indentured contracts, female subjectivity and belonging.
- a. Gaiutra Bahadur b. Bharathi Mukherjee c. Anita Nair d. Amrita Ghosh

## SECTION - B

### II. Answer any Two of the following questions in 150 words:- (2x5=10)

16. Write a short note on the feminist waves.
17. Critically analyse the poem *Willa Cather's London Roses*.
18. Why is Mary Kom named as Queen of Boxing?
19. Sketch the character of Dibyanath.
20. Discuss the indentured labour system in Caribbean.

## SECTION-C

### III. Answer the following question in 600 words :- (5x10=50)

- 21.a. Illustrate the movements, ideologies, waves and theories in the feminist movement. (or)
- b. Describe the different types of feminism.
22. a. How are children plays and adults plays juxtaposed in the poem *Circle Game*- (or)
- b. Critically analyse Kamala Das' poem *A Grandmother House*.
23. a. How did Mary Kom manage to get financial support for her trip to the USA. (or)
- b. What made MaryKom feel confident about the competitive players- Explain.



Ted Hughes  
Toru Dutt

Hawk Roosting  
Our Casurina Tree

#### **Unit IV: Short Story (20 Hours)**

E.V. Lucas	The Reason
Ruskin Bond	Dust on the Mountain
Oscar Wilde	The Selfish Giant
Mahaswetha Devi	Arjun
Jeyamohan	The Elephant doctor

#### **Unit V: Fiction (16 Hours)**

Chitra Banerjee Divakaruni	<i>Mistress of Spices</i>
Sarah Joseph	<i>Gift in Green</i>
Sundara Ramasamy	<i>Tale of a Tamarind Tree</i>

#### **Text Books:**

##### **Unit-1**

1. *Beginning Theory, An Introduction to Literary and Cultural Theory* (Third Edition) by Peter Barry, Viva Books, New Delhi.
2. *The Environmental Justice Reader-Politics Poetics & Pedagogy*, edited by Adamson, Univ. of Arizona Press, CU bookstore.com
3. *Eco Criticism, Big Ideas and Practical Strategies* by Swarnalatha Rangarajan, Edited by Scott Slovic, Orient Blackswan, Telangana.
4. *Culture and Media: Ecocritical Explorations* edited by Rayson K. Alex, S. Susan Deborah and Sachindev P.S., Cambridge Scholars Publishing ( Tinai-Chapter 11, Page 170)

##### **Unit-2**

###### Web Sources

www.poetryfoundation.org  
www.bartleby.com  
allpoetry.com  
ncert.nic.in>pdf  
owlcation.com  
books.google.co.in

##### **Unit-3**

###### Web sources

1. www.poetryfoundation.org
2. allpoetry.com>the Silkworms
3. ncert.nic>pdf>keww 120
4. ncert.nic>pdf>keww 117
5. allpoetry.com>Our Casurina Tree

##### **Unit-4**

1. E.V. Lucas and His Books, page 102, / A Wanderer in Venice-E.V. Lucas, Read Books Ltd.
2. Dust on the Mountain, Puffin Books, Published by the Penguin Random House company
3. The Selfish Giant, Illustrated by Ritva Voutila, Allen & Unwin

4. Gendered Space, Arjun-Edited by Jehanarawasi and AlkaTyagi,Srishti Publishers and Distributors.
5. The Elephant Doctor, vishnupuram.wordpress.com/translation by Vishvesh Obla

### Unit-5

1. Gift in Green, Translated by ValsonThampu, HarperPerennial
2. The Mistress of Spices, Black Swan Publishers
3. Sundara Ramaswamy, Tamarind History, Translated by Blake Wentworth, Penguin Books

### Web Sources:

- <http://www.bookrags.com/studyguide-beginning-theory/chapanal014.html#gsc.tab=0> (Peter Barry)
- <https://www.goodreads.com/book/show/44173521-ecocriticism> (Swarnalatha)
- <http://www.languageinindia.com/oct2018/stjosephs/krithika.pdf> (Gift in Green)
- <https://www.arcjournals.org/pdfs/ijsell/v4-i7/16.pdf> (Mistress of Spices)
- Download Download PDF - SMART MOVES JOURNAL IJELLH IJELLHijellh.com › OJS › index.php › OJS › article › download (Arjun)
- [https://catalogue.unccd.int/17\\_UNCCD\\_Bibliography\\_Env\\_problems\\_World\\_literature\\_2015.pdf](https://catalogue.unccd.int/17_UNCCD_Bibliography_Env_problems_World_literature_2015.pdf) (Environmental Problems in World Literature)
- <https://www.gradesaver.com/percy-shelley-poems/study-guide/summary-mont-blanc> (Shelley -Mont Blanc)
- <https://www.annualreviews.org/doi/full/10.1146/annurev-environ-111109-144855> (Literature and Environment)
- [https://www.researchgate.net/publication/318350741\\_Ecocriticism\\_A\\_Study\\_of\\_Environmental\\_Issues\\_in\\_Literature](https://www.researchgate.net/publication/318350741_Ecocriticism_A_Study_of_Environmental_Issues_in_Literature) (Environmental Issues in Literature)

### Course Outcomes:

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Identify the inextricability of Nature in life	Remember
CO2	Demonstrate the essentiality of living in symbiotic relationship with Nature.	Understand
CO3	Survey the ethical, cross-cultural and historical concept of environmental issues and the links between human beings and the world of nature.	Analyse
CO4	Validate the transformed attitude towards Nature and Environment	Evaluate
CO5	Categorise environmental problems from local to global scales and compile ways and means to save and protect the environment from the impending hazards	Apply



### Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

\*\*\*\*\*

**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 2021-2022 onwards under Choice Based Credit System]**  
**Semester - IV Eco-Literature (21PELM13)**  
**Section-A**

**Time - 3 Hours**

**Max Marks - 75**

**I. Answer all the questions choosing the right option. (15x1=15)**

1. The founder of ecocriticism in the United Kingdom is -----.  
a) Jonathan Bate      b) Cheryl Glotfelty    c) Harold Fromm      d) Michael Branch
2. In the United States, the American slaves saw the wilderness as a place of -----  
a) evil                      b) refuge                      c) enjoyment                      d) dump yard
3. The term "bioregionalism" was first used by the ecologist-----  
a) Kirkpatrick      b) Martin Heidegger    c) E.O.Wilson      d) Raymond Dasmann
4. Shelley has used -----in his poem, 'The Cloud'  
a) Metaphor                      b) Simile                      c) Personification      d) Alliteration
5. What is the theme of the poem, 'Snake'?  
a) Stop cruelty towards animals                      b) Hate animals  
c) Be away from animals                      d) Animals are dangerous
6. In Tennyson's poem, the eagle stands for -----  
a) spirituality      b) power                      c) submission                      d) cruelty
7. Yeats wants to go back to Innisfree because of-----  
a) The fond memories of the place    b) The charm of city life  
c) Ugliness of the place    d) Beauty of cities.
8. Among the following, which country is not mentioned in "Our Casuarina Tree".  
a) Srilanka                      b) France                      c) Italy                      d) Spain
9. What does the Hawk do when it is sleeping?

- a) Rehearse Perfect skills    b) Plans to build a nest  
 c) Dreams of flying    d) wants to catch food for its chicks.
10. What does the sentence "Trespassers will be prosecuted" suggest?  
 a) The giant needs to protect his property from thieves  
 b) The giant is selfless  
 c) The giant needs to keep the rabbits out of his garden  
 d) The giant only cares about himself

11. The story 'Dust on the Mountain' takes place in -----  
 a) Munnar      b) Ooty      c) Kodaikkanal      d) Himalayan Mountain

12. 'Arjun', in Mahaswetha Devi's short-story is the name of -----  
 a) a boy                                      b) a leader                                      c) a tree                                      d) a soldier

13. In the Aathi village, -----stands for the corporate agencies and business tycoons.  
 a) Murugan                                      b) Kumaran                                      c) Mahalingam                                      d) Kumar.

14. In the "Mistress of Spices", Tilo the protagonist fell in love with an American by name---.  
 a) Raven                                      b) Brown                                      c) Thomas                                      d) Jhonny

- 15) The store that was being run by Tilo was destroyed in -----.  
 a) a fire                                      b) flood                                      c) an earthquake                                      d) a gale

### Section-B

**II. Answer Any TWO in about 100 words each. (2x5=10)**

16. Explain Queer Ecocriticism.  
 17. Bring out the central idea of Robert Frost's 'Birches'.  
 18. How does Dilip Chitra narrate 'the felling of the Banyan Tree'?  
 19. Bring out the humour in E.V.Lucas story 'The Reason'.  
 20. Analyse the episode of how Kayal in "Gift of Green" lost her way.

### Section-C

**III. Answer all the questions in about 600 words each. (5x10=50)**

21. a) How does Peter Barry portray the connection between Culture and Nature ?  
 (or)  
 b) Explain Nirmal Selvamony's reflection on the Tamil concept of Tinai.  
 22. a) What is the message conveyed by D.H.Lawrence in his poem, 'Snake'?  
 (or)  
 b) Write a critical appreciation of Tennyson's poem, 'The Eagle'.  
 23. a) Bring out the eco-concepts in W.B.Yeats poem 'The Lake Isle of Innisfree'.  
 (or)  
 b) How does Ted Hughes present the power of the Hawk in his poem, 'The Hawk Roosting'?  
 (or)  
 24. a) How does Oscar Wilde present the selfishness of the Giant in his story?  
 (or)  
 b) Bring out the eco-concerns in Mahaswetha Devi's story 'Arjun'.

25. a) Examine the ecological traits in Chitra Banerjee Divakuruni's *Mistress of Spices*.  
(or)  
b) How does Sundara Ramasamy bring out the impact of the changing human ways on Nature?

\*\*\*\*\*

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 2021-2022 onwards under Choice Based Credit System]

Semester -IV

**CORE COURSE - XIV - TRANSLATION STUDIES**

Course code: 21PEL14

Hours: 6

Credits: 5

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL14	Translation Studies	90	-	-	5

**Course Objectives:** Students will be able to

- Describe translation as a highly complex activity involving literature, language and linguistics.
- Prepare to acquire sound knowledge in the field of translation and its theories.
- Interpret and understand different cultures through translation.
- Illustrate the significance of translation as a supplementary tool for a mono-lingual individual to acquire knowledge from other language domains.
- Facilitate the students to develop into an excellent translator.

**Unit I: Theories: (14 Hours)**

Notion, Meaning and Definition of Translation

Nature and Characteristics of Translation

Types of Translation:

Word for Word Translation, Literal Translation, Faithful Translation,

Semantic Translation, Adaptation, Free Translation, Idiomatic Translation, Communicative Translation, and Transliteration

Translation Equivalence (Four types):

Linguistic Equivalence, Paradigmatic Equivalence, Stylistic Equivalence, Syntagmatic Equivalence

Equivalence Effect

Problems and Limits of Translation

## **Unit II: Poetry: (16 Hours)**

Thiruvalluvar – Thirukkural (101-110) - The Benefits of Knowledge Conferred: Gratitude (from Arathupaal)- (trans.G.U.Pope)

Dante – Inferno Canto (I, II and III)

Rabindranath Tagore - Gitanjali (Songs 21-30). (Trans.) Rabindranath Tagore)

Charles Baudelaire – Hymn to Beauty

## **Unit III: Classics: (20 Hours)**

Aristotle – Poetics

Plato – The Republic (Book I)

Friedrich Nietzsche - Beyond Good and Evil (Part I, II & III)

## **Unit IV: Drama: (20 Hours)**

Sophocles – *Antigone*

Rabindranath Tagore - *Malini*

## **Unit V: Fiction: (20 Hours)**

Maxim Gorky - *Mother*

Poomani – *Heat* (Trans. N. Kalyan Raman)

## **Books Recommended:**

(1). Baker, M. In Other Words: A Course Book on Translation. London & New York :Routledge, 1997.

(2). Bassnett, Susan and Andre Lefevere (eds) :Translation , History and Culture London & New York: Pinter, 1990.

(3). Bassnett-Mc Guire, Susan. TranslationStudies. London Methuen 1980

- (4). Catford, J.C. A Linguistic Study of Translation. London: OUP, 1968.
- (5). Derrida, Jacquesof Grammatology (Trans) GayatriChakravortySpivak Delhi: MotilalBanaasidas Publication Pvt.Ltd., 1994
- (6). Gentzer, Edwin. Contemporary Translation Theories 1993
- (7). Newmark, Peter Approaches to Translation. Oxford and New York Pergamon, 1981

**Web Sources:**

Three Percent  
 Pen America  
 British Centre for Literary Translation  
 Poetry Translation Centre  
 Language Realm

**Tasks:**

**Translation Activities:**

- (1). Translation exercises – words, sentences and paragraphs
- (2). Make students to translate any literary piece from their mother tongue into English.

**Group Discussion:**

- (1). Merits and demerits of translation.
- (2). Importance of translation

**Assignments & Internal Assessments:**

- (1). Objective Type – 1 Mark Questions
- (2). Short Answers – 5 Marks Questions
- (3). Essays – 10 Marks Questions

**Assignments Topics:**

- (1). History of translation and the contribution of translation theorists.

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Relate translation as a highly complex activity.	Understand
CO2	Application of theories in translating texts.	Apply
CO3	Compare and Contrast different languages, texts and cultures.	Analyze

CO4	Validate translation as a supplementary tool to acquire knowledge from other language domains.	Evaluate
CO5	Develop into an exceptional translator.	Create

### Mapping with Program Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

**S- Strong**

**M-Medium**

**L-Low**

### PG Programme Specific Outcomes:

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**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 2021-2022 onwards under choice based credit system]**

**Semester - II**

**TRANSLATION STUDIES**

**COURSE CODE: 21PEL14**

**MAX. MARKS: 75**

**HOURS:3**

**SECTION - A**

**I. Choose the correct answer: - (1x15= 15 marks)**

- (1). \_\_\_\_\_ is a mental activity in which a meaning of given linguistic discourse is rendered from one language to another.  
(a). Transference (b). Assimilation (c). Translation (d). Communication
- (2). \_\_\_\_\_ is a process of transferring a word from the alphabet of one language to another.  
(a). Literal Translation (b). Semantic Translation  
(c). Translation (d). Transliteration
- (3). \_\_\_\_\_ refers to the functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning.  
(a). Linguistic Equivalence (b). Paradigmatic Equivalence  
(c). Stylistic Equivalence (d). Syntagmatic Equivalence
- (4). Thirukkural's 'Arathuppaal' consist of \_\_\_\_\_ chapters.  
(a). 34 (b). 36 (c). 38 (d). 40
- (5). \_\_\_\_\_ is the central theme of Rabindranath Tagore's 'Gitanjali'.  
(a). Devotion (b). Imagination (c). Dedication (d). Morality
- (6). Dante's 'Divine Comedy' is widely considered to be one of the preeminent works of \_\_\_\_\_ literature.  
(a). Italian (b). Greek (c). Latin (d). French
- (7). Aristotle's 'Poetics' is primarily concerned with drama and the analysis of \_\_\_\_\_.  
(a). Tragic Comedy (b). Tragedy (c). Comedy (d). Poetry
- (8). In Plato's 'The Republic', \_\_\_\_\_ talks with various Athenians and Foreigners about the meaning of justice.  
(a). Virgil (b). Dante (c). Socrates (d). Plato
- (9). Friedrich Nietzsche's 'Beyond Good and Evil' was first published in \_\_\_\_\_.  
(a). 1882 (b). 1884 (c). 1886 (d). 1888
- (10). Malini in Rabindranath Tagore's poetic play is the princess of \_\_\_\_\_.  
(a). Kashmir (b). Delhi (c). Bengal (d). Kashi



- (11). In Rabindranath Tagore's poetic play, Malini is influenced by \_\_\_\_\_.  
 (a). Buddhism (b). Christianity (c). Hinduism (d). Jainism
- (12). In Sophocles' 'Antigone', \_\_\_\_\_'s body is to be left out to be pecked and thorn apart without a proper military burial.  
 (a). Polyneices (b). Antigone (c). Eteocles (d). Ismene
- (13). Maxim Gorki's 'Mother' was published in \_\_\_\_\_.  
 (a). 1906 (b). 1904 (c). 1902 (d). 1900
- (14). Maxim Gorki's 'Mother' deals about \_\_\_\_\_ revolutionary movement.  
 (a). Industrial (b). Russian (c). Agrarian (d). French
- (15). Poomani's novel 'Heat' is translated from \_\_\_\_\_ language.  
 (a). Telugu (b). Kanada (c). Tamil (d). Malayalam

## SECTION - B

**II. Answer any two of the following in about 150 words each:- (5x2= 10 marks)**

- (16). Write a short note on Translation equivalence.  
 (17). Explain briefly Thiruvalluvar's Thirukkural 101 to 110.  
 (18). Critically examine Book 1 of Plato's 'The Republic'.  
 (19). Sketch the character of Antigone.  
 (20). Compare and contrast, Poomani's 'Heat' from his original version 'Vekka'.

## SECTION - C

**III. Answer the following in about 600 words each:- (10x5 =50 marks)**

- (21). (a). Write an essay on translation and its types.  
 (Or)  
 (b). Discuss in detail, the problems and limits of translation.
- (22). (a). Elucidate in detail, Dante's 'Inferno' Canto III.  
 (Or)  
 (b). Critically examine Charles Baudelaire's 'Hymn to Beauty'
- (23). (a). What, according to Aristotle, is the relationship among poetry, history and philosophy?  
 (Or)  
 (b). Why is Friedrich Nietzsche arguing that people's veracity is not based on impartiality?
- (24). (a). Who is Supriya in Rabindranath Tagore's 'Malini' and how he is different from Kemankar?  
 (Or)  
 (b). Explain in detail, choice versus fate in Sophocles' 'Antigone'.
- (25). (a). Bring out the injustice faced by the workers during Russian Revolution as portrayed in Maxim Gorki's 'Mother'. (or)  
 (b). Critically examine the merits and demerits of translation with reference to Poomani's 'Heat' and the original version 'Vekka'.

**Government Arts College (Autonomous), Salem - 7**  
**[Affiliated to Periyar University]**  
**Post-Graduate and Research Department of English**  
**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 2021-2022 onwards under Choice Based Credit System]**

**Semester - IV**

**CORE COURSE - XV - INDIAN WRITING IN ENGLISH**

**Course code: 21PEL15**

**Hours: 6**

**Credits: 5**

Course code	Course name	Lecture(L)	Tutorial(T)	Practical(P)	Credit
21PEL15	INDIAN WRITING IN ENGLISH	90		-	5

**Course Objectives:** Students will be able to

- . Get familiarized with the emergence and growth of Indian Writing in English in the context of colonial experience.
- . Know the prevailing discussion of the issues such as the representation of Culture, Identity, History, Construction of Nation, (Post) National and Gender Politics and Cross-Cultural Transformations.
- . Get acquaintance with the pluralistic dimensions of Literature and be sensitized about the value system of Literature.
- . Know about the different social movements and their impact on literature.
- . Receive necessary creative and critical faculties in an academic environment.

**Unit- I: Poetry (15 Hours)**

1. Nissim Ezekiel - Poet, Lover, Bird-watcher
2. A.K.Ramanujan - Obituary
3. Eunice de Souza - Catholic Mother
4. Sri Aurobindo - Despair on the Staircase
5. Sarojini Naidu - The Queen's Rival

**Unit II: Prose (16 Hours)**

- Rabindranath Tagore -Sadhana: The Realisation of Life – Collection of Prose
- a) The Relation of the Individual to the Universe
  - b) Soul Consciousness

Salman Rushdie -Imaginary Homelands (Title Essay-Imaginary Homelands only)

**Unit III: Short Story (18 Hours)**

- Rabindranath Tagore - The Babus of Nayanjore
- Kushwant Singh - The Interview
- R.K.Narayan - A Horse and Two Goats

Anjana Appochana - Incantations and Other Stories (Incantations only)

#### **Unit IV: Drama (20 Hours)**

Dina Mehta - *Brides are not for Burning*  
Mahesh Dattani - *Seven Steps around the Fire*

#### **Unit V: Fiction (21 Hours)**

Kiran Desai - *The Inheritance of Loss*  
Amitav Ghosh - *The Shadow Lines*

#### **Text Books/E-Sources:**

##### **Unit-I**

[www.poet, lover, bird-watcher](#) by Nissim Ezekiel

[www.obituary](#) by A.K.Ramanujan

[www.catholic](#) mother by Eunice de souza

[www.despair](#) on the staircase by sri aurobindo

[www.the](#) queen's rival by sarojini naidu

##### **Unit-II**

Rabindranath Tagore, *Sadhana: The Realization of Life*, BookRix GmbH and Co., KG, 803311 Munich.

Salman Rshdie, *Imaginary Homelands*, Vintage Books, London.

##### **Unit-III**

Anjana Appachana, *Incantations and Other Stories*, Penguin Books India Pvt. Ltd., New Delhi.

Narayan.R.K., *A Horse and Two Goats*, Indian Thought Publications, Mysore, 1970.

Rabindranath Tagore, *The Babus of Nayanjore and Living or Dead?*, Mindfuels Publication (1 January, 2020).

Kushwant Singh, *Interview* (The Collected Short Stories of Kushwant Singh), Ravi Dayal Publisher, 1989

##### **Unit-IV**

Dina Mehta, *Brides are not for Burning*, Rupa and Company, 1993.

Mahesh Dattani, *Seven Steps around the Fire*, Penguin Books, 2013

##### **Unit-V**

Amitav Ghose, *The Shadow Lines*, Ravi Dayal Publishers, 1988.

Kiran Desai, *The Inheritance of Loss*, Grove Press, New York, 2006.

#### **Reference:**

The Life and Times of Sri Aurobindo Ghosh by Kaushal Kishore, Prabhat Prakashan; I Edition (18 May, 2016)

Sarojini Naidu: The Nightingale and the Freedom Fighter – What Sarojini Naidu Did, What Sarojini Naidu said, Anu Kumar, Hachette India Local, I Edition (6 March 2014)

Kushwant Singh, Land of Five Rivers, Library of South Asian Literature, Orient Paperbacks,

**Assignments:**

1. Write a critical analysis on Tagore's *Sadhana*
2. How does a woman envy with her own daughter with reference to the *Queen's Rival*?
3. How does the writer portray the problems of women through *Brides are not for burning*.
4. Write a note on the symbols used in *A Horse and Two Goats*

**Course Outcomes:**

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

S. NO.	COURSE OUTCOME	BLOOMS VERB
CO1	Grade cultural literacy from the prescribed works	Evaluate
CO2	Estimate literary texts from a critical perspective	Understand
CO3	Employ ethical values	Apply
CO4	Tabulate a systematic study of Indian writers	Remember
CO5	Categorise the prevailing problems of the society	Analyze

**Mapping with Program Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S		L	M					
CO2		M	M	L	L				M	
CO3		S	M	M						
CO4		S	S		M			L		
CO5					M			M	L	

S- Strong

M-Medium

L-Low

### **PG Programme Specific Outcomes:**

On the successful completion of the programme M.A., English Literature, the students will be able to

PSO1: Demonstrate comprehensive knowledge regarding the distinct features of the various ages of /issues depicted in English literature.

PSO2: Express thoughts and ideas effectively, coherently, emphatically and vividly.

PSO3: Perceive the differences in the various cultural codes and also imbibe their insistence on moral, ethical and spiritual righteousness.

PSO4: Develop both aesthetic and analytical sense.

PSO5: Differentiate the differences in the structure of the language and their effectiveness.

PSO6: Appreciate the expressive ability, creative fertility and analytical objectivity of all the three genders, namely, male, female and transgender.

PSO7: Commit oneself towards environmental well being.

PSO8: Make distinct contribution towards humanitarianism and pantheism.

PSO9: Develop very sharp analytical and research acumen.

PSO10: Compete with confidence, high self-esteem, acute awareness and accurate language articulation.

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), SALEM-7**  
**(Affiliated to Periyar University, Salem-7)**  
**(For the candidates admitted from the Academic Year 2021-2022)**  
**CHOICE BASED CREDIT SYSTEM**  
**M.A. ENGLISH LITERATURE**  
**INDIAN WRITING IN ENGLISH**

**PAPER CODE: 21PEL15**

**Duration: 3 hours**

**Max. Marks: 75**

**SECTION-A (15 X1 =15)**

**I. Answer all the questions: Choose the appropriate answer:**

1. In *Obituary*, the poet deals with the death of his.....  
a) father      b) mother      c) sister      d) brother
2. Francis X D'Souza is entitled as 'father of the year, because.....  
a) he has fathered seven children in seven years  
b) he has won in wrestling  
c) every year he donates more money  
d) none of these
3. In *Queen's Rival*, who is the rival of the queen at last?  
a) Egyptian Queen    b) Queen's mother    c) Queen's daughter    d) Queen's sister
4. Man knows that by adopting a system .....  
a) he can lighten the weight of his load.      b) he can earn more money  
c) both a and b      d) none of these
5. When the first Aryan invaders appeared in India, it was .....  
a) a land of forests      b) full of buildings  
c) both a and b      d) none of these
6. Salman Rushdie's *Imaginary Homelands* is .....  
a) an essay that propounds an antiessentialist view of place  
b) a discussion of imperialist assumptions  
c) an existential lament on triumphant colonialism  
d) an orientalist description of his favourite homelands.
7. In *A Horse and Two Goats*, the most important symbol is the horse and warrior statue. Here, the warrior statue represents .....  
a) Kalki, the final avatar of the Hindu god Vishnu  
b) the braveness of Indian soldiers  
c) an ideal place for thieves  
d) none of these
8. Once upon a time the Babus at Nayanjore were famous .....  
a) landlords    b) smugglers    c) both a and b      d) none of these
9. Kushwant Singh's *The Interview* is taken from.....  
a) The Collected Short Stories of Kushwant Singh      b) The Sikhs  
c) Gods and Godmen of India      d) Sex, Scotch and Scholarship
10. Malini is an important character in ....  
a) Brides are not Burning    b) Seven Steps around the Fire  
c) both a and b      d) none of these
11. Whose death is suspected in Brides are not Burning?  
a) Laxmi      b) Laxmi's father

- c) Laxmi's brother                      d) Laxmi's mother
12. *Seven Steps around the Fire* deals with the pathetic plight of .....
- a) the hijras                      b) the thieves
- c) both a and b                      d) none of these
13. Tridib sacrifices his life to rescue ..... from mobs in the communal riots of 1963-64 riots in Dhaka.
- a) May                      b) Thamma    c) Ila                      d) Mayadebi
14. Tridib is in love with .....
- a) May                      Price    b) Thamma    c) Ila    d) Nick Price
15. At the end of the novel, Biju loses everything except .....
- a) his father's love    b) Sai's love    c) relatives' love                      d) none of these

**Section-B (2 x 5 = 10)**

**II. Answer any TWO of the following in about 160 words each:**

16. What does Nissim Ezekiel try to portray through his poem, '*Poet, Lover, Bird-watcher*'?
17. What kind of solution is suggested to man in Rabindranath Tagore's *Soul Consciousness*?
18. What was the belief of the villagers about the horse in *A Horse and Two Goats*?
19. Displacement and Alienation are part of almost every leading character's experience in *The Inheritance of Loss* - Explain
20. What kind of message does the writer try to convey through the character Tridib in *The Shadow Lines*?

**SECTION-C (5 X 10 = 50)**

**III. Answer the following in about 600 words each:**

21.a) Discuss Obituary as a fine example of Ramanujan's insider-outsider position within the Indian culture.

**OR**

b) What does Sri Aurobindo try to convey to the society through *Despair on the Staircase*?

22.a) What does Rabindranath Tagore try to express through his work *The Relation of the Individual to the Universe*?

**OR**

b) Give a detailed explanation of the essay titled *Imaginary Homelands* by Salman Rushdie.

23.a) How do the Babus at Nayanjore celebrate the wedding of a kitten?- Elucidate.

**OR**

b) Write a critical analysis on Anjana Appochana's *Incantations and Other Stories*.

24.a) How does Dina Mehta handle the issue of dowry in her play? - Elucidate.

**or**

b) Justify the title of the play, *Seven Steps around the Fire*.

25.a) How are maps and borders used as symbols in *The Shadow Lines*?

**OR**

b) What is the significance of the dead insect in the basmati rice and its comparison to Biju in *The Inheritance of Loss*?

## **Government Arts College (Autonomous), Salem – 636 007**

**PG - M.A./M.Sc./MCA/M.Com - under CBCS**

**(For the candidates admitted from the academic year 2021-2022)**

### **Semester- IV**

**Course Code: 21RAC03 (Hours – 2)**

#### **Research Acumen Course III: Research and Publication Ethics**

##### **Course Objective:**

- To provide the students with the fundamental knowledge of basics of philosophy of science and ethics, research integrity, publication ethics.
- To expose the students to Indexing and citation databases, open access publications, research metrics (citations, h-index, ImpactFactor).
- To create awareness about plagiarism, and plagiarism tools for a valid and ethical research report.

##### **Course Outcome:**

Students will be able to:

- Understand the scientific philosophy and publication ethics.
- Know plagiarism and misconduct.
- Learn about publication of research findings and publication sources.
- Aware about various scientific databases and altmetrics.

##### **Unit I: Philosophy and ethics**

Introduction to philosophy: definition, nature and scope, concept, branches.  
Ethics: definition, moral philosophy, nature of moral judgements and relations.

##### **Unit II: Research conduct**

Ethics with respect to science and research - Intellectual honest and research integrity - Scientific misconducts: falsification, fabrication, and plagiarism. Redundant publications: duplicate and overlapping publications.

##### **Unit III: Publication ethics and misconduct**

Publication ethics: Definition, introduction and importance - UGC-CARE - Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types - Violation of publication ethics, authorship and contributorship - Identification of publication misconduct, complaints and appeals.

##### **Unit IV: Open access publishing and search tools**

Open access publications and initiatives - SHERPA/RoMEO online resources to



check publisher copyright and self-archiving policies. Journal finder/ journal suggestion tools

- Tools/software for plagiarism detection - Turnitin, Urkund and other open source software tools.

### **Unit V: Databases and research metrics**

Databases-Indexing databases; Citation databases-Research Metrics-Impact Factor of journal as per journal citation report (JCR), SNIP, SJR, IPP, CiteScore. Metrics: *h*-index, *g*-index, *i10*-index, altmetrics.

### **Reference Books:**

1. Bird, A. (2006). Philosophy of Science. Routledge Imprint.
2. Chaddah, P. (2018). Ethics in Competitive Research: Do not get scooped; do not get plagiarized. ISBN:9787-9387480865.
3. Cvetkovic, V. B. and Anderson, K. E. (2010). Stop Plagiarism: New Resources for Understanding and Prevention. Neal-Schuman Publishers Inc.
4. Darr, T. (2019). Combating Plagiarism: A Hands-On Guide for Librarians, Teachers, and Student. Libraries Unlimited Inc.
5. Lipson, C. (2004). Doing Honest Work in College – How to Prepare Citations, Avoid Plagiarism and Achieve Real Academic Success (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press.
6. Lipson, C. (2018). Cite Right, Third Edition – A Quick Guide to Citation Styles-- MLA, APA, Chicago, the Sciences, Professions, and More (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press.
7. MacIntyre, A. (1998). A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century, Second Edition. 1998. University of Notre-Dame Publication.
8. Muralidhar, K., Amit Ghosh, and Singhvi, A. K. (Eds.) (2019). Ethics in Science Education, Research and Governance. Indian National Science Academy, New Delhi, India. [https://www.insaindia.res.in/pdf/Ethics\\_Book.pdf](https://www.insaindia.res.in/pdf/Ethics_Book.pdf)
9. National Academy of Sciences; National Academy of Engineering (2009). A Guide to Responsible Conduct in Research: Third Edition. ISBN: 978-0-309-11970-2; Ebook:978-0-309-14135-2
10. Parsons, H.L. (1980). Self, Global Issues, and Ethics: 4 (Praxis: Philosophical and Scientific Publications.). B.R. Gruner Publishing Co.
11. Williams, K. and Davis, M. (2017). Referencing and Understanding Plagiarism. Red Globe Press.
12. Yadav, S. K. (2020). Research and Publications Ethics. Ane Books Pvt. Ltd., Chennai.

### **Web Resources:**

- The top list of academic research

databases.<https://paperpile.com/g/academic-research-databases/>

- Publication ethics.  
<http://www.lnit.org/index.php?m=content&c=index&a=lists&catid=41>
  - Ethics in Research & Publication.  
[https://www.elsevier.com/data/assets/pdf\\_file/0008/653885/Ethics-in-research-and-publication-brochure.pdf](https://www.elsevier.com/data/assets/pdf_file/0008/653885/Ethics-in-research-and-publication-brochure.pdf)
  - COPE and Publication Ethics.  
[http://publicationethics.org/files/Overview\\_publication\\_ethics.pdf](http://publicationethics.org/files/Overview_publication_ethics.pdf)
- Understanding Academic Integrity, Research, and Classroom Ethics.  
<https://pitt.libguides.com/academicintegrity>