

*Placed at the meeting of
Academic Council
held on 12.12.2019*

Appendix-H-14
MADURAI KAMARAJ UNIVERSITY
(University with Potential for Excellence)

Directorate of Distance Education

Syllabus for B.A. English (Semester Pattern)
(With effect from the academic year 2019-2020 onwards)
Regulations, Scheme of Examinations and Syllabus

I. About the Department

The Department of English in the Directorate of Distance Education of Madurai Kamaraj University is one of the oldest departments in the Directorate started in the late 1970s. The department currently offers both U.G. and P.G. programs in English.

II. Program Overview

The U.G. Course in B.A. English Literature in Distance Education is a useful course which focuses on aesthetic structures for the different genre, theories, literary approaches, historical backgrounds and to learn worldwide traditions. This course demonstrates multicultural knowledge of more interpretative contexts of literary works by analyzing, evaluating and interpreting works of literature.

III. Objectives of the Program

Students are expected to enhance historical background literature and important social, political ideas. They are expected to advance in knowledge thereby contributing to society through the application of their academic training and relating different works to each other across different cultures and times period. It stresses the development of applied analytic tool skills, advanced cognitive abilities and topical specialities allowing students to tailor the program to their interest.

IV. Program Target Groups

The Program may be structured in a way to attract aspirants of Public Service Commission Examinations, TOEFL and GRE.

V. Program Requirements : 1. Educational Qualification

Students who have successfully passed the 12th examination from a recognized institution of India can opt for B.A. English

2. Marks required : A student must have passed in his/her 12th standard examination.

VI. Degree Overview : The B.A. program intends to be inter/multi-disciplinary scope and content. The various disciplinary background and expertise of faculty of the department

would lend weight to structure the program in inter/multi-disciplinary canvas. This program is driven by three core areas:

1. Literature in English
2. Critical Literary Theories
3. English for Effective Communication

VII. Degree Title : B.A. in English

VIII. Duration of the Program

All students must complete the program within three years. The program is dedicated to maintaining a full year-round program with six semesters. In all the six semester the students may be engaged in mandatory core and allied subjects.

IX. Program Structure

The B.A. Program in English is designed as core and allied course papers; for each semester in the first two years, there may be two language papers, two core papers and one allied paper. For fifth and sixth semester three core papers, one allied and one skill paper. There may not be any practical or project preparation as part of this program.

Course Structure

I. First Semester

Course Title	Nature	Credit
Part I Language	Language	2
Part II English - I	Language	2
Part III – The Elizabethan Age	Core	4
Part III – The Augustan Age	Core	4
Literary Forms	Allied	4

II. Second Semester

Course Title	Nature	Credit
Part I Language	Language	2
Part II English - II	Language	2
Part III – The Romantic Age	Core	4
Part III – The Victorian Age	Core	4
Social History of England	Allied	4

III. Third Semester

Course Title	Nature	Credit
Part I Language	Language	2
Part II English – III	Language	2
Part III – Twentieth Century Literature	Core	4

Part III – Indian Writing in English	Core	4
History of English Literature	Allied	4

IV. Fourth Semester

Course Title	Nature	Credit
Part I – Language	Language	2
Part II –English – IV	Language	2
Part III –American Literature	Core	4
Part III - Shakespeare	Core	4
Advanced English Grammar and Usage	Allied	4

V. Fifth Semester

Course Title	Nature	Credit
Part III –Women’s Writing in English	Core	4
Part III – Literary Criticism and Practical Criticism	Core	4
Part III –New Literatures in English	Core	4
Part III – Journalism and Mass Communication	Allied	4

VI. Sixth Semester

Course Title	Nature	Credit
Part III – Introduction to Literary Theories	Core	4
Part III – Indian Regional Literature in English	Core	4
Part III –Translation Theory and Practice	Core	4
Part III –English for Employment	Allied	4

Total Credit – 96

Part-IV : Value Education is a compulsory paper common for all UG courses. Students have to write examination in **first semester**.

Part-V : Environmental Studies is a compulsory paper common for all UG courses. Students have to write examination in **second semester**.

X. Details of Syllabus : Each course has a detailed syllabus structured in terms of Units. The detailed syllabus for all core and allied papers have been attached here.

XI. Time Table for Contact Class & Counselling : The ODL Regulations insists of minimum 60 hours per semester of which 48 hours are for contact class and 12 hours for counselling purpose. The following table demonstrates the time allotment for both contact and counselling totalling 12hours per week; for a semester there may be available 5 months and one round of contact/counselling class per month is enough to achieve the required hours.

Per Week	9.00 – 10.30	10.30 – 12.00	1.00 – 2.30	2.30 – 4.00
Day 1	C1	C2 / Discussion Forum	C3	E1
Day 2	C1	C2 / Discussion Forum	C3	E1

XII. Evaluation Procedures

1. Principles of Evaluation

The rubrics of evaluation of the program will be based on the following principles:

- Proof of Initiative, Active immersion, Interaction;
- Use of DIE - Describe, Interpret, Evaluate;
- Utilizing variety of sources;
- Analytical Approach.

2. Methods of Evaluation : The students will be assessed by two pronged evaluation methods:

- (a) Continuous Internal Evaluation;
- (b) End-of-semester evaluation.

(a) Continuous Internal Evaluation Aiming to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty-member. It would comprise the following steps:

- There may be three different modes of continuous internal assessment:
 1. Book Review (BKR)
 2. Preparing Bibliography (BIB)
 3. Writing Assignment (WRA)
- Components for internal evaluation are to have a time-frame for completion (by students), and concurrent and continuous evaluation (by faculty-members).
- The evaluation outcome may be expressed either by pre-determined marks
- The evaluation reports submitted by all the faculty-members are to be reviewed, from time to time, by the Examination Committee under the chairmanship of Director in order to ensure transparency, fair-play and accountability.
- Following the review by the Examination Committee, the outcome of internal evaluation will be announced or displayed on the Notice Board and / or web-site as per the timeframe or academic calendar.

(b) End-of-semester evaluation

This is to be carried out at the end of first semester, and will aim to assess skills and knowledge acquired by students through class-room interaction. The evaluation can be in the form of written examination, or term paper assignment. Evaluation process should be verifiable and transparent.

Towards this end, the following steps have been adopted:

- All the students pursuing this program have to undergo external evaluation at the end of first semester as per syllabi;
- With regard to written examination the internal faculty may associate themselves with the external examiners in the examination process.

- In the case of written examination, the format of question paper is attached in annexure could be moderated by the Examination Committee.
- Answer-books or –sheets are to be ‘encoded’ (before being passed on to examiner / evaluator, and decoded (before tabulation).

(c) Integration of Continuous and End-of-semester evaluation

The following points have been incorporated for effecting the integration of continuous and end-of-semester evaluation:

- Relational weightage assigned to internal evaluation is 25 percent.
- Relational weightage assigned to end of semester evaluation is 75 percent.
- Following the integration of internal and external evaluations, the results may be expressed in marks
- As soon as the integration of internal and external evaluations has been completed, the results should be announced, in keeping with the academic calendar, to facilitate students’ academic or occupational pursuits.

3. Description of Evaluation

This table lists all the assessment components that make up the course assessment, their weightings and the dates at which coursework are due. The table in the module specification indicates the week in which coursework should be submitted but the exact day may be decided by the concerned course instructor. The column headed Qual Mark indicates the particular assignment has to be passed.

Course Title	Marks		
	Internal	External	Total
Part I Language	25	75	100
Part II Language	25	75	100
Core Paper III	25	75	100
Core Paper III	25	75	100
Allied Paper IV	25	75	100
Total Marks			500

Assessment Type	Description of Program Evaluation	Weighting	Qual Mark	Week due
CWK	Book Review, Bibliography and Writing Assignment	25%	50%	6 – 18
EXU	3 hour unseen examination	75%	50%	24

4. Model Question Paper for End-semester Exam

There will be a 3 hour unseen end-semester examination. The question paper for this exam will be set by the respective course coordinator for core courses and by respective course instructor for optional courses.

THE SCHEME OF EXAMINATION AND QUESTION PATTERN

The Internal and External marks may be 25 : 75

The pattern of Semester End Examination Question Paper will be as follows

Time : 3 Hrs & Max Marks : 75

Part – A

Ten Questions (No choice) 10 x 1 = 10 marks
Two questions from each Unit (Objective type questions)

Part – B

Five questions (either or type) 5 x 7 = 35 marks
One question from each unit

Part – C

Three questions out of five 3 x 10 = 30 marks
One question from each unit

5. Examination Committee

The Director may constitute an Examination Committee consisting of at least two members from the faculty. The Committee will look after the proper and timely completion of internal evaluation and conducting end semester examinations; integrating internal evaluation and end semester evaluation with respective weightage and then final marks.

XII. Program Facilities

1. Library & Documentation Unit

The Directorate has a full-fledged state of the art reference library of standard text and reference books and research journals and well established documentation unit having NSS, NFHS and Census data.

2. Career Development Committee

The Director may constitute a Career Development Committee consisting of at least three faculty members of the Directorate to look after the career opportunities of the students of the program. This Committee may undertake necessary initiatives in enhancing capabilities and skills such as English Language proficiency, computer and documentation skills, and competency in project writing; it may organise, if possible, campus recruitment in collaboration with NGO sector and print and visual media.

Core Paper – I : THE ELIZABETHAN AGE

Objectives : To help students to understand the various literately genre of The Elizabethan Age - To appreciate the works of The Elizabethan writers.

Unit – I : Shakespeare : Sonnets 1 - 6

Unit – II : Spenser : Epithalamion

Unit – III : Bacon : Essays (4 only) 1. Of Truth 2. Of Death 3. Of Studies
4. Of Simulation and Dissimulation

Unit – IV : Webster : Duchess of Malfi

Unit – V : Marlowe : Dr.Faustus

Recommended Books

Barrow, A.E.T. *Panorama – A Selection of Poems. Delhi.* Edited by J. Fuste, 1965 ed., Oxford University Press, 1965.

- Baruna, D.K., editor. *Whispering Reeds – An Anthology of English Poetr.* Oxford University Press, Madras. 1975.
- Brien, and O. Neil. *Fifteen Poets.* Oxford University Press, Madras. 1941.
- Burto, William, editor. *The Sonnets.* The New English Library Ltd., London. 1964.
- Chaudhuri, and Sukanta, editors. *Bacon’s Essays: A Selection.* Oxford University Press, Madras. 1977.
- Craik, T.W., editor. *Sir Philip Sidney, Selected Poetry and Prose.* Methuen & Co Ltd., 1965.
- Hawkins, and J. Michael. *Francis Bacon – Essay.* J.M. Dent & Sons Ltd., London. 1906.
- Honing, Edwin. *The Major Metaphysical Poets of the Seventeenth Century,* Edited by Oscar Williams, Washington Square Press, New York. 1969.
- Inglis, Fred. *The Elizabethan Poets.* Evans Brothers Ltd., London. 1969.
- Mavar, T.R.K., editor. *Edmund Spenser – The Faerie Queene (Book – I), Epithalamion, Prothalamion.* The Macmillan Company of India Ltd., Madras. 1979.
- Ramachandran, C.N., and Radha Achar. *Five Centuries of Poetry.* Trinity Press, Chennai, 2016.
- Rollins, H.E. *The Sonnets.* Cambridge University Press, Cambridge. 1966.
- Rowse, A.L. *Shakespeare’s Sonnets.* Macmillan Press, London. 1984.
- Sarkar, S.K. *T.S. Elliot: Poetry, Plays and Prose.* Atlantic Publishers, New Delhi. 1995.

THE AUGUSTAN AGE

Objectives: To enable the students to gain adequate knowledge of the trend of The Augustan Age and various aspects of the age.

Unit – 1 :	Pope	:	An Epistle to Dr. Arbuthnot
Unit – II :	Milton	:	Paradise Lost I
Unit – III :	Sheridan	:	The School for Scandal
Unit – IV :	Daniel Defoe	:	Robinson Crusoe
	Goldsmith	:	Vicar of Wakefield
Unit – V :	Dryden	:	An Essay of Dramatick- Poesie

Recommended Books

- Defoe, Daniel. *Robinson Crusoe.* 1719.
- Goldsmith, Oliver. *The Vicar of Wakefield.* Oxford University Press, New York, 2006.
- Milton, John. *Paradise Lost written in 1667.*
- Richard Brinsley Sheridan. *The School For Scandal.* Project Gutenberg. 2017.

ALLIED PAPER: LITERARY FORMS

Objectives : 1. To make the learners understand various genres in English literature -
2. To make the learners equip their knowledge of literature

Unit – I :	Poetry
Unit – II :	Essay and Criticism
Unit – III :	Short story, Biography and Autobiography
Unit – IV :	Fiction
Unit – V :	Drama

Recommended Books

- Padmaja Ashok. *A Companion to Literary Forms.* Orient Blackswan,
- Ramachandra Nair, K.R. *Literary Forms.* Emerald Publications,

Core Paper: THE ROMANTIC AGE

Objectives: : To import the students to gain adequate knowledge of the trend of The Romantic Age and various aspects of the age.

Unit – I

Wordsworth	:	Tintern Abbey
Shelley	:	Ode to a Skylark
Keats	:	Ode to a Nightingale
Coleridge	:	Ancient Mariner

Unit – II : Charles Lamb from Essays of Elia

(a) Dream Children	(b) Bachelor's Complaint
(c) Chimney Sweepers	(d) Super-annuated man

Unit – III : Shelley : The Cenci

Unit – IV : Jane Austen : Pride and Prejudice

Unit – V : Wordsworth : Preface to the Lyrical Ballads

Recommended Books

Abrams, M.H., editor. *The Norton Anthology of English Literature*. 5th ed., W.W. Norton & Company, New York, 1987.

Bates, E.S. *A Study of Shelley's Drama The Cenci*. Columbin University Studies in English, 1908.

John Williams. *William Wordsworth: A Literary Life*. St. Martin's Press, New York, 1996.

Tave, Stuart, editor. *The English Romantic Poets and Essayists: A Review of Research and Criticism*. Carolyn Washburn Houtchens and Lawrence Huston Houtchens. New York: MLA, 1957.

THE VICTORIAN AGE

Objectives: To help the students to get adequate knowledge of the trend of The Victorian Age and various aspects of the age.

Unit – I : Browning	:	Rabbi Ben Ezra
Tennyson	:	Lady of Shallot

Unit – II : Hopkins	:	The Windhover
Arnold	:	Soharub and Rustom

Unit – III : Oscar Wilde	:	The Lady is not for Burning
Galsworthy	:	Silver Box

Unit – IV : Scott	:	Talisman
Thomas Hardy	:	Tess

Unit – V

Arnold	:	Study of Poetry
Newman	:	Idea of University

Recommended Books

Selected College Prose – Foundation Books, Chennai.

SOCIAL HISTORY OF ENGLAND

Objectives: To make the learners understand social changes that occur from the Middle ages to the 20th century - To make the learners aware of the relation between society and the literary works.

Unit – I : i. Renaissance ii. Reformation iii. The golden age of Queen Elizabeth

Unit – II : i) The Civil War ii) The Social Conditions in Restoration England
iii) The Social Conditions in Queen Anne’s England

Unit – III : i. The Agrarian Revolution ii. The Glorious Revolution
iii. The industrial Revolution

Unit – IV : i. The Humanitarian Movement ii. The social conditions in 18th century
England iii. The impact of French revolution on England

Unit – V : i. Scientific, industrial, political changes in Queen Victoria’s England
ii. The impact of the first and second world war
iii. Social conditions in post-war England

Recommended Books

Dr. A. Shanmugakani. *The Social History of England*. Manimekala Publishing House.
Padmaja Ashok. *The Social History of England*. Orient Black Swan.
The Social History of England. NCBH.

TWENTIETH CENTURY LITERATURE

Objectives : To make the students appreciate the works of art written by famous literary writers of that age. - To enable them have adequate knowledge of the trend of the age.

Unit – I : Yeats - Byzantium, Sailing to Byzantium
T.S. Eliot - Journey of the Magi
W.H. Auden - Unknown citizen
Sylvia Plath - Daddy
Ted Hughes - Hawk Roosting

Unit – II : Macaulay - Essays
Russell - Wit and Wisdom

Unit – III : G.B. Shaw - Apple Cart
Osborne - Look Back in Anger

Unit – IV : Virginia Woolf - Mrs. Dalloway

Unit – V : George Orwell - Animal Farm

Recommended Books

Dowling, David, and Mrs. Dalloway. *Mapping Streams of Consciousness*. Twayne Publishers, Boston, 1991.

Eliot, T. S. *The Waste Land*. Edited by North Michael, W.W.Norton & Company, Inc. New York, NY, 2001.

Harold, Bloom, editor. *Modern Critical Interpretations: T.S. Eliot's Murder in the Cathedral*. Chelsea House Publishers, New York, 1988.

Murfin, and Ross C. *Sons and Lovers: A Novel of Division and Desire*. Twayne Publishers, Boston, 1987.

Rushdie, Salman. *Midnight's Children*. Random House, New York, 2006.

INDIAN WRITING IN ENGLISH

- Objectives :** 1. To introduce the learners the rich Indian literary tradition written in English
2. To make the learners appreciate the changing Indian literary trends in English

Unit – I :	Rabinranath Tagore	-	Gitanjali 11, 16, 20, 35, 53, 60
	Nissim Ezekiel	-	Enterprise
	Kamala Das	-	The Fancy Dress Show
	Dilip Chitre	-	Father Returning Home

Unit - II :	Gieve Patel	-	Servants
	R.Parthasarathy	-	Exile
	Dom Moraes	-	The Garden
	A.K.Ramanujan	-	Obituary

Unit – III : Recollections of my Early Life – Rabindranath Tagore (Except chapters 11, 19 to 23)

Unit – IV : Tughlaq – GirishKarnad

Unit – V : Waiting for the Mahatma – R.K.Narayan

The Best Order: Eds. Nissim Ezekiel / Shakuntala Bhavani / Sharada Bhanu

College Poetry: Volume II (ed.) Colin Swatridge Macmillan India Limited

Recommended Books

Gitanjali. (*Song Offerings*) / with an Introduction by W. B. Yeats. London, 1913.

Mirrored, and Mirroring. Oxford University Press. 1991.

Niwas, R. *Nissim Ezekiel by Dr. Ram Niwas*. Radha Publications, New Delhi, 2007, pp. 90-92.

Parthasarathy, R., editor. *Ten Twentieth Century Indian Poets*. OUP, New Delhi, 1976.

Rabindranath Tagore, and Adapa Ramakrishna Rao, editors. *Recollections of my Early Life*.

Tughlaq, and Hayavadana, Bali. *The Sacrifice, Naga-Mandala: "Tughlaq", "Hayavadana", "Bali – The Sacrifice", "Naga-Mandala"*.

HISTORY OF ENGLISH LITERATURE

Objectives : To make the learners have basic knowledge about the history of English literature from its origin - To make them have knowledge of various authors in their respective genres.

Unit – I : Chaucer – Spenser – Francis Bacon – Shakespeare

Unit – II : Milton – Bunyan - Dryden – Pope– Dr. Johnson

Unit – III: Wordsworth – Coleridge – Keats - Lamb

Unit – IV : Jane Austen – Walter Scott - Tennyson

Unit – V : Dickens – Hardy -Shaw –T.S.Eliot –Osborne

Recommended Books

History of English Literature. Harrows Publications, Chennai,

History of English Literature. Emerald Publisher, Chennai.,

AMERICAN LITERATURE

Objectives : To make the students acquaint with the richness of American literature - To introduce them various aspects and genres in American literature.

Unit – I :	Edgar Allan Poe	:	The Raven
	Dickinson	:	a) Because I could not stop for Death b) I felt a funeral in my brain c) The bird came down the walk

		d) The Soul selects her own society
Frost	:	Mending Wall
Unit – II :	Lowell	: Walking in the Blue
	Wallace Stevens	: Emperor of the Ice-cream
	E.E.Cummings	: Balloon Man
	Whitman	: Out of the Cradle Endlessly Rocking
Unit – III :	Emerson	: The American Scholar
	Edgar Allan Poe	: Philosophy of Composition
	Henry James	: Art of Fiction
Unit – IV :	Tennessee Williams	: Glass Menagerie
	Arthur Miller	: Death of a Salesman
Unit – V :	Hawthorne	: The Scarlet Letter
	Hemingway	: Old Man and The Sea

Books Recommended:

Fisher, and Samuelson. *An Anthology : American Literature of the Nineteenth Century*. Eurasia Publishing House, New Delhi, 1970.

SHAKESPEARE

Objectives : To make the learners understand the features of Shakespearean theatre
To make them understand the contribution of Shakespeare to English Language - To expose them the types of Shakespearean plays

Unit – I	-	Othello
Unit – II	-	Twelfth Night
Unit – III	-	Richard II
Unit – IV	-	The Tempest
Unit – V	:	Elizabethan Stage, Audience Romantic Comedies, History Plays, Tragedies, Final Plays Plot Construction, Use of Songs, Soliloquies, Supernatural Elements Fools Shakespeare as a Sonneteer Contribution to Shakespearean Criticism by Johnson, A.C.Bradley, G.Wilson Knight.

Recommended Books

John Russel Brown. *Later Shakespeare*. Edward Arnold, London, 1966.
Jonathan Dollimore, and Alan Sinfield, editors. *Political Shakespeare*. Manchester University Press, Manchester., 1985.
Joughin, John J. *Shakespeare and National Culture*. Manchester University Press, New York, 1997.
Narayanan, K.R. *Shakespearean Theme*. Browers, Madurai., 1977.
Philas, Peter G. *Shakespeare's Romantic Comedies*. University of North Carolina Press, Chapel Hill, 1966.
Rex Gibson. *Teaching Shakespeare*. Cambridge University Press, Cambridge., 1998.
Stanley Wells, editor. *The Cambridge Companion to Shakespeare Studies*. Cambridge University Press, Cambridge., 1997.
Wilson Knight, G. *The Imperial Theme*. Methuen & Co. Ltd., London, 1931.

ADVANCED ENGLISH GRAMMAR AND USAGE

Objectives: 1. To make the learners learn Grammar as a course 2. To make them use language without grammatical errors

Unit – I : 1. Parts of Speech 2. Kinds of Sentences

Unit – II : Nouns and its classifications, functions
Pronouns: Kinds and their usages
Adjectives: Kinds and their usages
Adverbs: Kinds and their usages

Unit – III : Verbs : Main Verbs, Auxiliary Verbs, Transitive and Intransitive Verbs
Tenses and their usages - Conjunctions

Unit – IV : Prepositions - Question Tags - Transformation of Sentences: Active and Passive Voices, Direct and Indirect Speeches, Degrees of Comparisons, Simple, Compound and Compound Sentences.

Unit – V : Figures of Speech: Simile, Metaphor, Allegory, Personification, Transferred Epithet, Hyperbole, Exclamation, Alliteration, Onomatopoeia, Circumlocution.

Books Recommended:

Augustine, A.E., and K.V. Joseph. *Macmillan Grammar: A Hand Book*. Macmillan India Ltd.

WOMEN'S WRITING IN ENGLISH

Objectives : To make the students develop empathy towards women's position - To promote gender sensitivity.

Unit – I : Introduction to the Second Sex - Simone De Beauvoir

Unit – II : Draupati - Supata Bhattacharya
Still I Rise - Maya Angelour
Combing - Gladys Cardiff

Unit – III : Heat and Dust - Ruth PraverJhabvala

Unit – IV : Top Girls - Caryl Churchill

Unit – V : Portrayal of Women and transgender in Media: Advertisements, Cinema, TV, soaps, etc.

Books Recommended:

Annapoorni, S., and V. Bharathi Hari Shankar, editors. *Shifting Perceptions: An Anthology of Women's Writings*. Mainspring Publishers, Chennai, 2016.

Peter Barry. *Feminist Criticism: Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, Chennai, 2006.

LITERARY CRITICISM AND PRACTICAL

Objectives : To introduce the students the origin and development of Literary Criticism

To enable them analyse and evaluate literature

- Unit – I :** Sociological Criticism Psychological Criticism
Unit II : Archetypal Criticism Formalistic Criticism
Unit – III : Historical Criticism Moralistic Criticism
Unit – IV : Contributions made by T.S.Eliot, F.R.Leavis and I.A.Richards
Unit – V : 2 unseen passages in prose, 2 in poetry to be given and the candidates have to answer one each by way of practical criticism.

Recommended Reading : Five Approaches: By Wilbur Scott

NEW LITERATURES IN ENGLISH

Objectives : To introduce the students the contemporary world literature - To make them aware of multi-culturalism and post-colonial effects through literature.

- Unit – I :** Decolonising the Mind - NgugiwaThiongo
Unit – II: A Far Cry from Africa - Derek Walcott
Siren song - Margaret Atwood
Words - Edwin Thamboo
Unit – III : The Wild Buffalo - PiyaseeliWijemanne
Dear Life - Alice Munro
Unit – IV : Kongi's Harvest - Wole Soyinka

Unit – V : Translation: Translate Modern Tamil, English Poems, Short stories, Essays into English / Tamil, Study the reasons for difficulties in the Process

Books Recommended

Annapoorni, S., and Aparna Srinivas. *'Wordscapes': An Anthology of New Literatures in English*. Mainspring Publishers, Chennai, 2016.

Elleke Behmer. *Colonial and Post-colonial Literature*. OUP, New Delhi, 2008.

Patricia Waugh. "Ch.24 Post colonialism, Ch.25 Race, notion and ethnicity." *Literary Theory and Criticism*, Oxford Guide, OUP, New Delhi, 2007. Wole Soyinka. *Kongi's Harvest*.

JOURNALISM AND MASS COMMUNICATION

Objectives To introduce the students Journalism and Mass Communication - To stimulate their interest for higher studies and career.

Unit – I : Principles of Journalism: What is News?, The Reporter, The Sub-Editor

Unit – II : Principles of Mass Communication: Advertisements, Blogs/Websites, Social Media, film, documentation

Unit – III : Principles of Writing: Note making, pre-writing, Different ways of presenting information, Maps, tables, charts, expository essays

Unit – IV : Journalistic Writing: Articles, Reports, Advertisements, books and film reviews

Unit – V : Prepare a 5 page report on any one of the following:
Pulitzer Prize, Man Booker Prize, Nobel for Literature

Books Recommended

Rangaswamy Parthasarathy. '*Basic Journalism*'. Trinity Press, Bengaluru, 2016.
Sarah Freeman. *Written Communication Skill in English*. Orient Blackwan Pvt., Ltd, '*Creative Writing*' – Board of Studies. Orient Blackwan Pvt Ltd. Bangalore, 2014.

INTRODUCTION TO LITERARY THEORIES

Objectives : To make the learners understand the various literary theories propounded by leading writers of different ages - To make them appreciate and apply the theories in other works of art.

Unit – I : Introduction to Literary Theory
Unit – II : Structuralism and Post Structuralism
Unit – III : Post Modernism
Unit – IV : Post-colonial Criticism
Unit – V : Reader Response Theory and Feminism

Books Recommended:

Nagarajan, M.S. *English Literary Criticism and Theory; An Introduction History*. Orient Blackswan,
Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Viva Books.

INDIAN REGIONAL LITERATURES IN ENGLISH

Objectives : To make the students aware of the literatures written in Regional languages in India. - To enable them link Indian literatures with literatures of the world. - To appreciate the cultural, aesthetic values of India as reflected in India.

Unit – I : V. Indira Bhavani : Avatars (Tamil)
Keetaki Kushari Dyson: After the Rain has ended (Bengali)
Usha : To Mother (Kannada)
Six Rubaiyyats – MirzaArif (Urdu)

Unit – II - Prose
S.Vaiyapuri Pillai : Bharathi as seen by me (Tamil)
Roots – Ismat Chughtai (Urdu)
Poovan Banana –Vaikom Mohammad Basheer (Malayalam)
Dr.Ambedkar – Speech at Mahad (Marathi)

Unit – III - Drama
Kalidasa – Abhijanasakunthalam (Sanskrit)
Na. Muthusami: Kattiyakkaran (Tamil)

Unit – IV - Fiction
Poomani - And Then (Tamil)
BhishamSahini – Tamas (Hindi)

Unit – V – Short Fiction
Bandhumadhav – The Poisoned Bread (Marathi)
Jayakanthan - Trial by Fire (Tamil)
SaadatHasanManto – A Tale of 1947 (Urdu)

MT Vasudevan Nair – Kuttiedathi (Malayalam)
Pudumaippittan – The Human Machine (Tamil)

Books Recommended:

Kāle, M.R, editor. *Kālidāsa. Abijñānaśākuntala.*. Gopal Press, Bombay, 1934.
Marx, T., editor. *Poomani And Then.* Emerald Publishers, Chennai,
Pudumaippittan. *The Complete Short Stories.* Sahitya Akademy, 2014.
Vaikkaṁ Muhammad Baş ĩr. *Poovan Banana and the Other Stories Literature in translation.*

TRANSLATION THEORY AND PRACTICE

Objectives To introduce the students translation to appreciate literature with aesthetic pleasure - To make them translate any passage without any struggle.

Unit – I : Introduction to Translation - History of Translation

Unit – II : Kinds of Translation - Problems of translation –

Unit – III : The Quality of a translator - Translator and the act of translating

Unit – IV : Translation Theories- An Introduction - Translation Theory in the Indian Context.

Unit – V : Tirukkural English translations (first two chapters) - Abridged version of Shakespeare’s plays – The Tempest, A Midsummer Night’s Dream

Books Recommended:

Das, and Bijay Kumar. *‘A Handbook of translation studies’.* Atlantic Publishers, New Delhi,
Lamb, Charles, and Mary Lamb. *‘Tales from Shakespeare’.*

ENGLISH FOR EMPLOYMENT

Objectives : To make the students prepare themselves for the various competitive examinations - To make them improve the skills needed for employment in various sectors

Unit – I : SPOTTING ERRORS
1. Subject Verb Agreement
2. Misplaced / dangling modifiers
3. Rambling / Long sentences

Unit – II : Punctuation and Spelling

Unit – III : VOCABULARY
1. idiomatic expressions
2. Synonyms
3. Antonyms
4. Homonyms
5. Portmanteau

Unit – IV : SENTENCE FORMATION
1. Sentences with jumbled words
2. Passages with Jumbled sentences
3. Sentence completion, Conversion (active, passive)

Unit – V : COMPREHENSION AND COMPOSITION
1. Comprehension Cloze (Reading Comprehension)
2. Paragraph and Essay Writing
3. Resume Preparation

Books Recommended:

Gopalan, R., et al. *General English for Competitive Examinations MC Graw. Hill Education, India Pvt. Ltd. UP, 2008.*

Hashem, Abul, and R. Gupta. *General English for all Competitive Exams, RPH Editorial Board. Ramesh Publishing house,*

Lewis, Norman. *Word Power made easy. GOYL Saab Publishers, New Delhi, 2006.*

Murphy, Raymond. *Intermediate English Grammar. CUP, New Delhi, 1994.*

THE SCHEME OF EXAMINATION AND QUESTION PATTERN

The Internal and External marks may be 25 : 75

The pattern of Semester End Examination Question Paper will be as follows

Time : 3 Hrs & Max Marks : 75

	Part – A	
Ten Questions (No choice)		10 x 1 = 10 marks
Two questions from each Unit (Objective type questions)		
	Part – B	
Five questions (either or type)		5 x 7 = 35 marks
One question from each unit		
	Part – C	
Three questions out of five		3 x 10 = 30 marks
One question from each unit		
