

**M.A. – ENGLISH (2018-2021)**

**(Applicable to students admitted from the academic year 2018 onwards)**

**COURSE STRUCTURE (CBCS)**

<b>I SEMESTER</b>			<b>II SEMESTER</b>		
<b>COURSE</b>	<b>H/W</b>	<b>C</b>	<b>COURSE</b>	<b>H/W</b>	<b>C</b>
DSC-1 British Literature-I	6	4	DSC-5 British Literature-II	6	4
DSC-2 Indian Writing in English	6	4	DSC-6 Diasporic Literature	6	4
DSC-3 Global Literature	6	4	DSC-7 Literary Criticism and Theory-I	6	4
DSC-4 American and African Literature	6	4	DSC-8 Australian and Canadian Literature	5	4
DSE-1A Travel Literature	6	4	DSE-2A Eco Literature	4	4
DSE-1B Soft Skills			DSE-2B New Literatures in English		
			IDC-1 Creative writing	3	3
<b>TOTAL</b>	<b>30</b>	<b>20</b>	<b>TOTAL</b>	<b>30</b>	<b>23</b>
<b>III SEMESTER</b>			<b>IV SEMESTER</b>		
DSC-9 British Literature-III	6	4	DSC-13 British Literature-IV	6	4
DSC-10 Literary Criticism and Theory-II	6	4	DSC-14 Feminist Writing	6	4
DSC-11 Shakespeare	6	4	DSC-15 Indo-English Fiction	6	4
DSC-12 Research Methodology	5	4	DSC-16 Project	8	8
DSE-3A Classics in Translation	4	4	DSE-4A History of the English Language	4	4
DSE-3B English Language Teaching			DSE-4B Journalism and Media Studies		
IDC-2 English for Business Communication	3	3			
<b>TOTAL</b>	<b>30</b>	<b>23</b>	<b>TOTAL</b>	<b>30</b>	<b>24</b>

## Programme Outcomes (PO) – MA

PO No.	Upon completion of M.A. Degree programme, the graduates will be able to:
PO-1	Reflect upon literature, the mirror of life.
PO-2	Understand the intricacies of the knowledge of Humanities.
PO-3	Critically evaluate the fundamental concepts, principles and various theories in literature.
PO-4	Identify an area of interest/study for their further studies or research.
PO-5	Use the research tools of humanities and find logical conclusions regarding their area of interest besides preparing for various competitive examinations.

## Programme Specific Outcomes (PSO)

PSO No.	Upon completion of M.A. English programme, the graduates will be able to:	Mapping
PSO-1	like and love the works of the great literary figures of the early years of English literature and reflect upon life and the essence of it.	PO1
PSO-2	get exposure to the writers of different countries and they could appreciate the values, culture and traditions of such varied literature. The students would have developed a fair amount of interest in the literature of the developing nations and started appreciating the different perspectives, and attitudes of writers from different regions.	PO3
PSO-3	gain confidence to do research and know about literature in a wider perspective using the available theoretical approaches to interpret the literary works. Moreover, the students would have learned to write critically about literature with the relevant textual evidence. They would have learned the distinct approaches to evaluate and interpret literature.	PO4
PSO-4	understand literature from different perspectives. They could also have learned to appreciate literature from non-British nations. The students would be exposed to recent concepts like trans-nationality, multi-culturanism, hybridity and also new cultural studies. This would give them insights into cross-cultural issues.	PO4
PSO-5	discuss the concepts of the primary and secondary texts critically. They would also be capable of understanding the changing dimensions of literary theories. They would have been encouraged to interpret literary texts based on various theories that are taught to them. Subsequently, students would have developed a deep interest in applying theories in their research.	PO5

## **Applicable to Students Admitted from the Academic Year 2018**

### **LEARNING GOALS AND OBJECTIVES**

1. The objective of the programme is to create awareness about literature and its uses in life. Students will develop familiarity with terms, practices and theoretical foundations of the various disciplines. Students will analyse and interpret literature and this skill will help them employ variety of writing techniques constitutive of individual genres. Armed with different theoretical approaches the students will employ the relevant one to interpret the given text. The knowledge on literature acquired by students will help them formulate ideas coherently and express them effectively in the best manner possible. The subject dealt with and the style adopted will reveal the scholarship attained by students over the duration of the programme. They will be further encouraged to pursue research in all earnestness.

#### **2. Eligibility for Admission:**

A candidate is admitted on his/her qualifying BA degree examination with English as the main subject.

#### **3. Programme Outcome:**

- i. Students after completing the programme would be able to comprehend texts of different genres and critically evaluate them.
- ii. The students will have advanced skills in scholarly writing in English.
- iii. They will be able to present what they have learnt from great literary works in the best exemplary manner employing the suitable techniques and amply using the appropriate language and style.



## Of Ambition

### **Unit IV DRAMA**

John Webster                      The Duchess of Malfi

### **Unit V FICTION**

John Bunyan                              The Pilgrim's Progress

### **TEXTBOOKS:**

1. Chaucer, Geoffrey. *The Prologue to Canterbury Tales*, C.1400, England.
2. Webster, John. *The Duchess of Malfi*, 1623, London.
3. Bunyan, John. *The Pilgrim's Progress*, 1678, England.

I SEMESTER			
DSC-2 <b>INDIAN WRITING IN ENGLISH</b>		18PCEN12	
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	gain great insights into Indian literature and appreciate the values of Indian cultures depicted in Indian writings.	1,4	Applying
CO-2	focus on Indian literature as against the backdrop of the Western ones.	1,2,3	Understanding
CO-3	have a feel of the Indian thought and sensibility and develop a flair for Indian English.	1,4	Evaluating

### **Unit IPOETRY**

Nissim Ezekiel	Enterprise
A.K Ramanujam	A River
Parthasarathy	From Home Coming
K.N Daruwalla	The Epileptic
Kamala Das	Punishment in Kindergarten

### **Unit II PROSE**

Jawaharlal Nehru	A Letter to His Daughter
S. Radhakrishnan	Indian Women
A.P.J. Abdul Kalam	My Vision for India

### **Unit III SHORT STORIES**

Tagore	The Post Master
Prem Chand	Resignation
Mulk Raj Anand	The Lost Child

Kushwant Singh

The Mark of Vishnu

Arun Joshi

The Only American from Our Village

#### **Unit IV DRAMA**

Vijay Tendulkar

Silence! The Court is in Session

Girish Karnad

Naga-Mandala: Play with a Cobra

#### **Unit V FICTION**

Mahasweta Devi

Mother of 1084

Manju Kapur

Difficult Daughters

#### **TEXTBOOKS:**

1. Parthasarathy R. *Ten Twentieth Century Indian Poets*. New Delhi: Oxford University Press, 2011
2. *Literary Adventures*. Hyderabad: Orient Blackswan Private Limited, 2016.

#### **REFERENCE BOOKS:**

1. Iyengar, K R Srinivasa. *Indian Writing in English*. India: Oxford University Press, Dec 2012.
2. Mehrotra, Aravind Krishna, ed. *An illustrated History of English Literature*. Orient Blackswan Private Limited - New Delhi (2005)



I SEMESTER			
DSC-3	GLOBAL LITERATURE	18PCEN13	
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	develop academic interest in the writers of different countries..	1,2	Remembering
CO-2	develop a fair amount of interest in the literature of the developing nations and start appreciating the different perspectives, and attitudes of writers from different regions.	1,2,3	Analyzing
CO-3	appreciate the values, culture and traditions of such varied literature	1,2,5	Creating

### Unit I POETRY

AdrinneSu	Adolescence (Chinese)
Shirley Lim	Words for Father (Malaysia)
Patrick Fernando	Elegy for My Son (Sri Lanka)
Derek Walcott	Far Cry from Africa (West Indies)
Katherine Mansfield	Man with a Wooden Leg (New Zealand)
Razia Khan	The Monstrous Biped (Bangladesh)
(From <i>An Anthology of Commonwealth Poetry</i> : C.D. Narasimhaiah)	

### Unit II PROSE

Lafcodia Hearn	Mosquitoes
Lafcodia Hearn	Insuperable Difficulties
Vijayadhunge	The Village Goes to Town

### Unit III SHORT STORIES

Chinua Achebe	Vengeful Creditor
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Doris Lessing

Flight

Alice Munro

Free Radicals

Jhumpa Lahiri

Interpreter of Maladies

#### **Unit IV DRAMA**

Arthur Miller

The Man Who Had All the Luck

August Wilson

Jitney

#### **Unit V FICTION**

Michael Ondaatje *The English Patient*

Kazuo Ishiguro *Remains of the Day*

#### **TEXTBOOKS:**

1. Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. Madras: Macmillan India, 1990.
2. Miller, Arthur. *The Man Who Had All the Luck*, London: Methuen Drama 2008.
3. Wilson, August. *Jitney*. EBook.
4. Ondaatje, Michael. *The English Patient: A Novel*. New York: Knopf, 1992.
5. Ishiguro, K. *The Remains of the Day*. London: Faber and Faber. 2005.

I SEMESTER			
DSC-4 AMERICAN AND AFRICAN LITERATURE		18PCEN14	
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	familiarize with African and American writers.	1,3	Applying
CO-2	understand the lifestyle of African and American people through their works.	2,4	Understanding
CO-3	know the impact of colonization and slavery of the natives.	1,5	Creating

### Unit IPOETRY

Elizabeth Bishop	The Fish
Adrienne Rich	Diving into the Wreck
Gwendolyn Brooks	The Mother
Julia Lithebe	The Sunshine
Ben Okri	A New Dream of Politics
Christopher Okigbo	Hurrah for Thunder

### Unit IIPROSE

Emerson	The American Scholar
William Faulkner	Nobel Prize Acceptance Speech
Chinua Achebe	Thoughts on the African Novel
WoleSoyinka	The Past Must Address its Present

### Unit III SHORT STORIES

Nadine Gordimer	Ultimate Safari
Lillian Akampurira	ReadWhere Pumpkin Leaves Dwell
Pearl S. Buck	The Quarrel

John Steinbeck

Flight

**Unit IV DRAMA**

Edward Albee

Who is Afraid of Virginia Woolf?

Wole Soyinka

Swamp Dwellers

**Unit V FICTION**

Harper Lee

To Kill a Mocking Bird

Nadine Gordimer

July's People

**TEXTBOOKS:**

1. Williams, Tennessee. *The Glass Menagerie*. New York : Dramatists Play Service, 1976.
2. Albee, Edward. *Who's Afraid Of Virginia Woolf?: A Play*. New York : Athenaeum, 1983, 1962.
3. Soyinka, Wole. *Three Short Plays: The Swamp Dwellers, The Trials of Brother Jero, The Strong Breed*. Oxford University Press, 1969
4. Lee, Harper. *To Kill A Mockingbird*. New York, NY : Harper & Row, 1960.
5. Gordimer, Nadine. *July's People*. New York: Viking Press, 1981.

<b>I SEMESTER</b>			
<b>DSE-1A</b>	<b>TRAVEL LITERATURE</b>	<b>18PCEN1A</b>	
<b>Hrs./Week:6</b>	<b>Hrs./Sem.: 90</b>	<b>Hrs./UNIT-:18</b>	<b>Credits:4</b>

CO No.	<b>Upon completion of this course, students will be able to</b>	PSO addressed	Blooms taxonomy classification
CO-1	understand more about the techniques and the issues dealt with in travel writings.	1,2	Understanding
CO-2	understand different cultures, customs and life style of various countries.	1,2,3	Evaluating
CO-3	understand how the interaction between cultures and traditions has an effect on individuals in society.	1,4	Creating

### **Unit I PROSE**

Francis Bacon Of Travel

Pico Iyer Why We Travel?

### **Unit II PROSE**

R.K.Narayan The Emerald Route

(Page No. 123 to 132)

Vikram Seth Kathmandu

(Page No. 337 to 342)

James Cameron The Refugees

(Page No. 313 to 321)

### **Unit III PROSE**

Elizabeth Rubin The Road to Herat

Michael Gorra Innocents Abroad?

Frank Bures Test Day

## **Unit IV FICTION**

V.S. Naipaul *The Middle Passage*

## **Unit V FICTION**

Pico Iyer

*Abandon*

### **TEXTBOOKS:**

1. Iyer, Pico. *Abandon: A Romance*. India: Penguin Books, 2003.
2. Iyer, Pico. *The Best American Travel Writing*. USA: Houghton Mifflin Books, 2004.
3. Naipaul V.S. *The Middle Passage*. Pan Macmillan, Indian 1962 print.
4. Moraes, Dom. *The Penguin Book of Indian Journeys* India: Penguin Books, 2004.

(Unit II) [R.K.Narayan's *The Emerald Route* (Page No. 123 to 132), Vikram Seth's *Kathmandu* (Page No. 337 to 342), James Cameron's *The Refugees* (Page No. 313 to 321)]

I SEMESTER			
DSE-1B	SOFT SKILLS		18PEEN1B
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	equip them with some employability skills.	2,3	Understanding
CO-2	mould the students to face the world confidently.	1,3	Applying
CO-3	shed their inhibitions and enhance their ability to communicate effectively.	3,5	Creating

### Unit I

Soft Skills: Introduction – What are Soft Skills? – Importance of Soft Skills. (1 – 5) from *Soft Skills* by Dr. Alex.

Body Language:Introduction - Body Talk – Voluntary and Involuntary Body Language – Forms of Body Language – Parts ofBody Language – Origin of Body Language – Uses of Body Language – Improving Body Language – Types of Body Language – Interpreting Body Language – Developing Confidence with Correct Body Language. (120 – 137) from *Soft Skills* by Dr. Alex.

### Unit II

Group Discussion: Introduction – Meaning of GD – Why Group Discussion – Characters Tested in a GD – Tips on GD – Types of GD – Skills Required in GD – Consequences of GD – Behaviour in a GD – Essential Elements of GD – Different Characters in GD – Initiating a GD – Techniques to Initiate a GD – Non-verbal Communication in GD – Movements and Gestures to be avoided in a GD – Topics for GD. (151 – 165) from *Soft Skills* by Dr. Alex.

### Unit III

Interview Skills:Introduction – Why an Interview – Types of Interviews – Interview Panel – Types of Questions Asked – Reasons for Selecting a Candidate – Reasons for Rejecting a Candidate – On the day of Interview – On to the Interview Table – Attending Job Fair – Questions the Candidate Should not ask During the Interview – Telephonic Interview – Dress Code at Interview – Typical Questions Asked – Interview Mistakes – Quick Tips – How to Present Well in Interview – Interview Quotations. (207 – 223) from *Soft Skills* by Dr. Alex.

## **Unit IV**

Time Management: Introduction – The 80:20 Rule – Take a Good Look at the People around You – Sense of Time Management – Time is Money – Features of Time – Three Secrets of Time Management - Time Management Matrix – Analysis of Time Matrix – Effective Scheduling – Five Steps to Successful Time Management – Difficulties in Time Management - Time Management Tips for Students – Time Wasters – Time Savers – Realizing the Value of Time – Time Circle Planner. (224 – 238) from *Soft Skills* by Dr. Alex.

## **Unit V**

Writing for Employment: Understanding Job Searches - Writing Effective Cover Letters - Planning Resumes - Writing Chronological Resumes - Writing Functional Resumes - Requesting Letters of Reference - Sending Follow-up Messages - Accepting or Rejecting Job Offers - Technology@ Work: Professional Networking Sites.(92 – 110) from *Soft Skills for Everyone*, by Jeff Butterfield.

### **TEXTBOOKS:**

1. K. Alex. *Soft Skills*, New Delhi: Chand & Company, 2014.
2. Butterfield, Jeff. *Soft Skills for Everyone*, India: Cengage Learning India, 2011.



II SEMESTER			
DSC-5	<b>BRITISH LITERATURE -II</b>	18PCEN21	
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	<b>Upon completion of this course, students will be able to</b>	PSO addressed	Blooms taxonomy classification
CO-1	critically analyse/think about the given text.	1,5	Applying
CO-2	form their own ideas rather than unfairly depending on the secondary sources.	1,2	Analyzing
CO-3	appreciate literature and literary works by means of which the students will be able to keep abreast of the trends in literary studies.	1,2,3	Understanding

### **Unit I POETRY**

John Milton

Paradise Lost-Book-IX

### **Unit II POETRY**

Andrew Marwell

The Garden

Alexander Pope

The Rape of the Lock-Canto – II

John Donne

Death, Be Not Proud

### **Unit III PROSE**

Jonathan Swift

Spider and the Bee (From The Battle of the Books)

Joseph Addison

‘The Spectator’

On Ghosts and Apparitions

Sir Roger at Home

Richard Steele

Of the Club

The Coverley Household

## **Unit IV DRAMA**

John Dryden

All For Love

Sheridan

The Rivals

## **Unit V FICTION**

Oliver Goldsmith

The Vicar of Wakefield

### **TEXTBOOKS:**

1. Milton, John. *Paradise Lost-Book-IX*. Oxford University Press (first published 1667) 2008.
2. Goldsmith, Oliver. *The Vicar of Wakefield*. Bareilly, 2001.

<b>II SEMESTER</b>			
<b>DSC-6 DIASPORIC LITERATURE18PCEN22</b>			
<b>Hrs./Week:6</b>	<b>Hrs./Sem.: 90</b>	<b>Hrs./UNIT-:18</b>	<b>Credits:4</b>

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	gain confidence to do research and know about diasporic literature using the available theoretical approaches to interpret the literary works.	1,2	Applying
CO-2	learn to write critically about diasporic literature with the relevant textual evidence.	1,3	Evaluating
CO-3	learn the approaches in the current literary scenario.	1,4	Creating

### **Unit I POETRY**

Chitra Banerjee Divakaruni Cutting the Sun

My Mother Combs My Hair

Imtiaz Dharker Blessing, The Right Word

Meena Alexander Aftermath

For My Father, Karachi 1947

### **Unit II PROSE**

Meena Alexander Poetics of Dislocation (from Poetics of Dislocation)

### **Unit III SHORT STORIES**

Summer Edward A View of the Sea

Chitra Banerjee Divakaruni The Unknown Errors of Our Lives

Jhumpa Lahiri When Mr. Pirzada Came to Dine

Harjit Atwal The Smoke

### **Unit IV FICTION**

Amitav Ghosh *Sea of Poppies*

Uma Parameshwaran *Mangoes on the Maple Tree*

### Unit V FICTION

Anita Desai

*Cry, the Peacock*

Bharati Mukherjee

*Jasmine*

### TEXTBOOKS:

1. Alexander, Meena. *The Poetics of Dislocation*. Michingam: University of Michingam Press, 2009.
2. Ghosh, Amitav. *Sea of Poppies*. England: John Murrey, 2008.
3. Parsmeshwaran, Uma. *Mangoes on the Maple Tree*. India: Universal Books, 2006.
4. Desai, Anita. *Cry, the Peacock*. Delhi: Orient Paperbacks, 1980.
5. Mukherjee, Bharati. *Jasmine*. New Delhi: Penguin Books, 1988.
6. Divakurani, Chitra Banerjee. *The Unknown Errors of Our Lives*. India: Abacus Book, 2001.
7. Nayar, Rana. *From Across the Shores*. Sterling Publishers, 2002.
8. Lahiri, Jhumpa. *Interpreter of Maladies*. India: Harper, 1999.

II SEMESTER			
DSC-7	LITERARY CRITICISM AND THEORY- I	18PCEN23	
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	propose arguments and critically analyse literary texts.	2,3	Understanding
CO-2	master various literary works and develop their skill in nurturing aesthetic qualities.	3,4	Analyzing
CO-3	acquire the competency and confidence to apply and use the literary theories in analysing literary texts.	1,5	Creating

### Unit I The Moral Approach:Literature and Moral Ideas

T.S. Eliot Religion and Literature ( Page no: 43-55)

### Unit II The Psychological Approach: Literature in the Light of Psychological Theory

Geoffrey Gover The Myth in Jane Austen (Page no: 91-98)

### Unit III The Sociological Approach: Literature and Social Ideals

Joseph Wood Krutch The Tragic Fallacy (Page no: 129-145)

### Unit IV The Formalistic Approach: Literature as Aesthetic Structure

Cleanth Brooks Keats'Sylvan Historian: History without Footnotes  
(Page no:231-244)

### Unit V The Archetypal Approach: Literature in the Light of Myth

Gilbert Murray Hamlet and Orestes (Page no:253-281)

### TEXTBOOK:

1. Scott, Wilbur S. *Five Approaches of Literary Criticism*. London: Collier Macmillan Publishers.

II SEMESTER			
DSC-8	AUSTRALIAN AND CANADIAN LITERATURE		18PCEN24
Hrs./Week:5	Hrs./Sem.: 75	Hrs./UNIT-:15	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	transform the students into active readers who could appreciate and interpret on their own the Australian and Canadian literary works.	1,2	Remembering
CO-2	learn a great deal of the salient features of Australian and Canadian literature.	1,3,4	Understanding
CO-3	analyze the contrastive features between Australian and Canadian Literature in terms of content and style.	1,5	Analyzing

### Unit I POETRY

David Campbell	Visions of Life and Death
Herry Kendall	Bell Birds
Samuel Prout Hill	Ode to Winter
Cyril Dabydeen	A Sun's Life

### Unit II PROSE

Sally Morgan	A Black Grandmother
Catherine Parr Traill	From the Backwoods of Canada (Letters 2 & 8)

### Unit III SHORT STORIES

Tim Winton	Neighbours
Henry Lawson	The Drover's Wife
Stephen Leacock	The Beacon on the Hill
	The Whirlwind Campaign of Mariposa

**Unit IV DRAMA**

Sharon Pollock

Blood Relations

**Unit V FICTION**

Margaret Laurence

The Fire Dwellers

**TEXTBOOKS:**

1. Pollock, Sharon. *Blood Relations and Other Plays*. Edmonton: Newest Press, 2002.
2. Laurence, Margaret. *The Fire-Dwellers*. University of Chicago Press, 1993.

II SEMESTER			
DSE-2A	ECO LITERATURE		18PEEN2A
Hrs./Week:4	Hrs./Sem.: 60	Hrs./UNIT-:12	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	practise the concepts of eco criticism based on their understanding of the literary texts available.	1,2	Understanding
CO-2	relate what they have imbibed from eco cultural studies and they could recognise, appreciate and enjoy the various artists' perceptions of nature.	1,4	Applying
CO-3	render a valuable service in highlighting the interdependence of nature and men.	1,4,5	Evaluating

### Unit I POETRY

William Wordsworth	Daffodils
Robert Frost	Stopping by a Woods on a Snowy Evening
Sarojini Naidu	The Bird of Time
Joy Harjo	Remember
Alison Hawthorne Deming	Human Habitat

### Unit II POETRY

Dylan Thomas	Fern Hill
Rudyard Kipling	The Way through the Woods
Emily Dickinson	There is Another Sky
John Keats	To Autumn

### Unit III PROSE

Introduction to Eco-Criticism (From *Beginning Theory*) By Peter Barry



## Unit IV SHORT STORIES

John Steinbeck

Hemingway

Anton Chekhov

Doris Lessing

Chrysanthemums

Snows of Kilimanjaro

A Day in the Country

A Mild Attack of Locusts

## Unit V FICTION

Amitav Ghosh

The Hungry Tide

## TEXTBOOKS:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 2nd ed. New Delhi: Viva books, 2008.
2. Ghosh, Amitav. *The Hungry Tide*. Boston : Houghton Mifflin, 2005.

<b>II SEMESTER</b>			
<b>DSE-2B NEW LITERATURES IN ENGLISH</b>		<b>18PEEN2B</b>	
<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT-:12</b>	<b>Credits:4</b>

CO No.	<b>Upon completion of this course, students will be able to</b>	PSO addressed	Blooms taxonomy classification
CO-1	learn and appreciate literature from non-British nations.	1,4	Remembering
CO-2	understand the recent concepts like trans-nationality, multi-culturalism, hybridity and also new cultural updates.	1,2,4	Understanding
CO-3	gain insights into cross-cultural issues.	1,2,5	Creating

### **Unit I POETRY**

Shaw Neilson	Surely God was a Lover
Alexander McIlachlan	Song
Kirpal Singh	A Visitor to Singapore
Kamala Nijaratne	To a Student
A.D. Hope	Australia
T.R. Scott	The Canadian Author's Meet

### **Unit II PROSE**

V.S. Naipaul	India: A Wounded Civilization (Part – I)
Chinua Achebe	The Novelist as Teacher

### **Unit III SHORT STORIES**

Morley Callaghan	The Snob
Hal Porter	Francis Silver
Lee Kok Liang	When the Saints Go Marching

### **Unit IV FICTION**

Patrick White	Voss
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## Unit V DRAMA

Wole Soyinka

The Lion and the Jewel

### TEXTBOOKS:

1. White, Patrick. *Voss*. India: Penguin Books, 1994.
2. Soyinka, Wole. *The Lion and the Jewel*. United States: Oxford University Press, 1996.

<b>II SEMESTER</b>			
<b>1DC-1</b>	<b>CREATIVE WRITING</b>		<b>18PIEN21</b>
<b>Hrs./Week:3</b>	<b>Hrs./Sem.: 45</b>	<b>Hrs./UNIT-:09</b>	<b>Credits:3</b>

CO No.	<b>Upon completion of this course, students will be able to</b>	PSO addressed	Blooms taxonomy classification
CO-1	write creatively and to understand the mechanics and techniques of creative writing.	1,3	Understanding
CO-2	understand recent and emerging trends in creative writings.	1,3,5	Analyzing
CO-3	develop the required skills in doing research on creative writing.	1,5	Creating

### **Unit I**

Writing and Thinking  
 Writing a first draft  
 Evaluating and revising

### **Unit II**

Writing a Poem  
 Poetic Analysis  
 Exercises

### **Unit III**

Fictional Writing  
 Paragraph Structure

### **Unit IV**

Writing a Short Story  
 Basic Elements  
 Exercises

### **Unit V**

Screenplay Writing/Writing a play

## Literary Techniques

### **TEXTBOOKS:**

1. Elements of Writing. (Complete Course) James L. Kinneavy, John.E. Warrier, Austin: HBJ, 1993.
2. L. Kinneavy, James. Warrier, John and Austin. *Elements of Writing* (Complete Course): Holt Rinehart, 1993.

III SEMESTER			
DSC-9	<b>BRITISH LITERATURE –III</b>	18PCEN31	
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	understand and familiarize themselves with the chronological order in which literary history has evolved.	1,2	Understanding
CO-2	distinguish the various genres available and interpret the literary texts of the particular epoch.	1,5	Evaluating
CO-3	analyze the critical orientations of that period, and they could enjoy literature most aesthetically.	1,2,3	Analyzing

### Unit I POETRY

William Wordsworth                      The Prelude (Book- I)

Samuel Taylor Coleridge

The Rime of the Ancient Mariner

### Unit II POETRY

Percy Bysshe Shelley                      Ode to a Skylark

John Keats                                      Ode on a Grecian Urn

Alfred Lord Tennyson                      Ulysses

Robert Browning

The Last Ride Together

### Unit III PROSE

Charles Lamb

A Dissertation upon Roast Pig

Oxford in the Vacation

All Fools' Day

William Hazlitt

On the Past and Future

#### **Unit IV DRAMA**

Oscar Wilde                      An Ideal Husband

#### **Unit V FICTION**

Charles Dickens                      A Tale of Two Cities

#### **TEXTBOOKS:**

1. Wilde, Oscar. *An Ideal Husband*. New Mermaids, 1895.
2. Dickens, Charles. *A Tale of Two Cities*. Chapman & Hall, 1859





**TEXTBOOKS:**

1. David Lodge, *20th Century Literary Criticism: A Reader*
2. David Lodge with Nigel Wood (ed.) *Modern Criticism and Theory: A Reader*.
3. Sethuraman, VS. *Contemporary Criticism: An Anthology* (volume 1 & 2)

**REFERENCE BOOKS:**

1. M.H. Abrams. *A Glossary of Literary Terms* (Revised Edition).
2. Wilfred L. Guerin et.al. *A Handbook of Critical Approaches to Literature* (Revised Edition).
3. Enright and Chickera. *The English Critical Text*.
4. Ravindranathan. *A Handbook on Principles of Literary Criticism*.
5. Terry Eagleton. *Literary Theory – An Introduction*.

<b>III SEMESTER</b>	
<b>DSC-11</b>	<b>SHAKESPEARE18PCEN33</b>
<b>Hrs./Week: 6 Hrs./Sem.: 90 Hrs./Unit:18</b>	<b>Credits:4</b>

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	reflect on life's complexities and gain enough wisdom to take things in their stride.	1,2	Understanding
CO-2	enhance the knowledge of creative language that was available during the Elizabethan period.	1,2,3	Applying
CO-3	develop more insights into Shakespeare's amazing stagecraft.	1,2,5	Evaluating

**Unit I**

Othello

**Unit II**

Twelfth Night

**Unit III**

King Lear

**Unit IV**

Romeo and Juliet

**Unit V**

The Merchant of Venice

**TEXTBOOKS:**

1. Shakespeare, William. The Complete Works of William Shakespeare. Edby Howard Staunton. Wordsworth Editions Ltd, 1996.

**REFERENCE BOOK:**

1. Bradley, A C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. Basingstoke: Macmillan, 1992.

III SEMESTER		
DSC-12	<b>RESEARCH METHODOLOGY</b>	18PCEN34
Hrs./Week:5	Hrs./Sem.: 75	Hrs./UNIT-:15Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	master the fundamental ideas about research activities and involve themselves in creative writing and original research.	1,3	Understanding
CO-2	start writing research papers on their own, following the methodology.	3,5	Evaluating
CO-3	gain enough confidence in undertaking academic research.	1,3,5	Creating

### **Unit I Principles of MLA Style**

Introduction: Why Document Sources? - Plagiarism and Academic Dishonesty – Think : Evaluating Your Sources – Select : Gathering Information about Your Sources – Organize : Creating Your Documentation – The List of Works Cited – The Core Elements – Author – Title of Source – Title of Container – Other Contributors – Version – Number – Publisher – Publication Date – Location.

### **Unit II Mechanics of Scholarly Prose**

Names of Person – First and Subsequent Uses of Names – Titles of Authors – Names of Authors and Fictional Characters – Names in Language Other than English – Title of Sources – Capitalization and Punctuation – Italics and Quotation Marks – Shortened Titles – Titles of Sources in Language Other than English – Quotations – Use and Accuracy of Quotations – Prose –Poetry – Drama – Ellipsis – Other Alterations of Quotation – Punctuation with Quotations.

### **Unit III Works Cited**

Names of Authors – Variant Forms – Titles and Suffixes – Co-authors – Tiles – Introduction, Preface, Foreword, or Afterword – Publisher – Location Elements – Plus Sign with

Page Number – URL’s and DOI’s – Punctuation in the Works-Cited-List – Letter by Letter Alphabetization – Multiple Works by One Author.

#### **Unit IV In-Text Citations**

Authors – coauthors – Corporate Author – Title – Abbreviating Titles of Sources – Descriptive Terms in Place of Titles – Numbers in In-Text Citations – Style of Numerals – Numbers in Works Available in Multiple Editions – Other Citations Not Involving Page Numbers.

#### **Unit V Format of Research Paper**

Printing or Typing – Paper – Margins – Spacing – Heading and Titles – Page Numbers – Table and Illustrations – Corrections and Insertions – Binding – Electronic Submission.

#### **TEXTBOOKS:**

MLA Handbook 8<sup>th</sup> Edition. (Unit I, II, III & IV)

MLA Handbook 7<sup>th</sup> Edition. (Unit V)

III SEMESTER		
DSE-3A	CLASSICS IN TRANSLATION	18PEEN3A
Hrs./Week:4	Hrs./Sem.: 60	Hrs./UNIT-:12Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	know the principles, and practices of translation.	3,5	Understanding
CO-2	learn various methods and techniques involved in actual translation process.	1,3	Analyzing
CO-3	understand the universality of human thinking and behaviour.	1,3,5	Creating

### Unit I POETRY

Virgil

The Aeneid (Book-I 200 lines)

### Unit II PROSE

Jean-Paul Sartre

Why Write? from What is Literature?

### Unit III DRAMA

Henrik Ibsen

A Doll's House

### Unit IV SHORT STORIES

Guy de Maupassant

The Confession

Anton Chekhov

The Bet

### Unit V FICTION

Albert Camus

The Stranger

### TEXTBOOKS:

1. Virgil. *The Aeneid*. Trans. Michael Oakley. Wordsworth Classics; Hertfordshire.2004.Print.
2. Paul Sartre, Jean. *Why Write? What is Literature*. Pdf file.
3. Ibsen, Henrik. *A Doll's House* (Maple press Noida )
4. eastoftheweb.com(Chekhov)
5. Albert Camus, *The Stranger* (Knopf Double Day Publishing Group)

<b>III SEMESTER</b>		
<b>DSE-3B</b>	<b>ENGLISH LANGUAGE TEACHING</b>	<b>18PEEN3B</b>
<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT-:12 Credits:4</b>

CO No.	<b>Upon completion of this course, students will be able to</b>	PSO addressed	Blooms taxonomy classification
CO-1	understand the different notions and methodologies of teaching English from a historical perspective.	1,3	Applying
CO-2	become aware of the many pedagogical aspects of English.	1,3,5	Understanding
CO-3	understand and practise the recent E-learning techniques.	3,5	Creating

### **Unit I**

English in India - Past, Present and Future

The Nature of Human Language

Linguistics, Psychology and English Teaching

### **Unit II**

Methods

Approaches, Methods and Techniques

Teaching Spoken English – Some Techniques

### **Unit III**

Teaching of Vocabulary

Teaching of Grammar

### **Unit IV**

Reading and Teaching of Reading

Writing and Teaching of Writing & Composition

## **Unit V**

Teaching Prose

Teaching Poetry

### **TEXTBOOK:**

1. Methods of Teaching English – N. Krishnaswamy & Lalitha Krishnaswamy.



<b>III SEMESTER</b>			
<b>1DC-2</b>	<b>ENGLISH FOR BUSINESS COMMUNICATION</b>		<b>18PIEN31</b>
<b>Hrs./Week:3</b>	<b>Hrs./Sem.: 45</b>	<b>Hrs./UNIT-:09</b>	<b>Credits:3</b>

CO No.	<b>Upon completion of this course, students will be able to</b>	PSO addressed	Blooms taxonomy classification
CO-1	learn the role of ‘group participant’ and the requirements for being a significant part of a group designed to solve problems, develop programs, or influence behavior.	1,3	Applying
CO-2	learn the concept of group leadership, task orientation, and group maintenance.	1,3,4	Understanding
CO-3	understand the concepts of problem-solving, distribution and use of power, resolving conflicts, and enhancing group productivity.	3,5	Analyzing

### **Unit I**

Benefits and process of effective communication.

Types of listening skills.

### **Unit II**

Paralinguistic features for effective oral communication.

Paralanguage: Broad areas of non verbal communication.

### **Unit III**

Essential sub-skills of reading comprehension.

### **Unit IV**

Modernized and standardized forms of letter writing, parts and layouts of modern business letters.

Reports and proposals: Meaning, classification, features and types.

#### **Unit V**

Barriers to effective business communication, Remedial measures.

#### **TEXTBOOK:**

1. Francis Soundararaj *Speaking and Writing for Effective Business Communication*.  
(Macmillan India Ltd, 2007) Part 1 pages 1 to 153.





IV SEMESTER			
DSC-14	<b>FEMINIST WRITING</b>	18PCEN42	
Hrs./Week:6	Hrs./Sem.: 90	Hrs./UNIT-:18	Credits:4

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	identify the major influences on feminist movements.	1,2	Remembering
CO-2	understand how Feminist writings are distinct compared to the other fields of study.	1,2,4	Understanding
CO-3	explore women's trials and struggles and also get clarity on their way of expressing their thought processes.	1,2,3	Evaluating

### Unit I THEORIES

Gayathri Spivak                      Can the Subaltern Speak?

Elaine Showalter                      Towards Feminist Poetics

### Unit II POETRY

Sylvia Plath                              Daddy

Kamala Das                              Forest Fire, The old Playhouse

Maya Angelou                              Still I Rise

Caged Bird

Margaret Atwood                              Journey to the Interior

A Sad Child

### Unit III PROSE

Virginia Woolf                              A Room of One's Own

Doris Lessing                              Nobel Prize Acceptance Speech

### Unit IV DRAMA

George Ryga                              The Ecstasy of Rita Joe

## **Unit V FICTION**

Kate Grenville

The Secret River

### **TEXTBOOKS:**

1. Ryga, George. *George Ryga's The Ecstasy of Rita Joe*. Vancouver: Talonbooks, 1970.
2. Rice, Philip, and Patricia Waugh. *Modern Literary Theory: A Reader*. London: Arnold, 2001.
3. Grenville, Kate. *The Secret River*. Edinburgh: Canongate, 2006.

IV SEMESTER			
<b>DSC-15</b>	<b>INDO-ENGLISH FICTION</b>	<b>18PCEN43</b>	
<b>Hrs./Week:6</b>	<b>Hrs./Sem.: 90</b>	<b>Hrs./UNIT-:18</b>	<b>Credits:4</b>

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	be aware of emerging contemporary Indo English writings.	1,2	Understanding
CO-2	develop keen interest in Indian literature.	1,4	Evaluating
CO-3	analyze the impact of various cultures on Indian life.	1,2,4	Analyzing

### Unit I

Kiran Desai      The Inheritance of Loss

### Unit II

Salman Rushdie                      The Enchantress of Florence

### Unit III

Anita Nair/Idris: Keeper of the Light

### Unit IV

Anjum Hasan      Neti, Neti

### Unit V

Anees Salim      A Small Town Sea

### TEXTBOOKS:

1. Kiran, Desai. *The Inheritance of Loss*. United States: Atlantic Monthly press, 2006.
2. Rushdie, Salman. *The Enchantress of Florence*. London: Penguin Random House, 2008
3. Nair, Anita. *Idris: Keeper of the Light*. India: Harper Collins, 2014.

4. Hasan, Anjum. *Neti, Neti*. India: India Ink, 2009.

5. Salim, Anees. *A Small Town- Sea*. India: Hamish Hamilton, 2017.



<b>IV SEMESTER</b>			
<b>DSC-16</b>	<b>PROJECT18PCEN44</b>		
<b>Hrs. / Week: 8</b>	<b>Hrs. / Sem.: 120</b>	<b>Hrs. / UNIT -: 18</b>	<b>Credits : 8</b>

**OBJECTIVES:**

Every PG Student is required to prepare the project subject related – based on the guidelines of his / her project guide.

To enrich and equip the students with the art of preparing research projects.

To help the students become self-reliant in facing the future literary pursuits.

**The following are the guidelines to be adhered to**

- The project should be an individual one
- The language for the project is **English**
- The Minimum number of pages should be **60**
- Project observations, suggestions and conclusion shall form part of the project.
- The projects will be evaluated both by the Internal as well as External Examiner each for 100 marks. The distribution of mark should be **60 marks for the project Report and 40 marks for the Viva- Voce Examination**. The Division of marks for the Project Report is as mentioned below:

Particulars	Internal Examiner	External Examiner
Wording of Title	5	5
Objectives/ Formulation including Hypothesis	5	5
Review of literature	10	10
Relevance of Project to Social Needs	5	5
Methodology/ Technique/ Procedure Adopted	20	20
Summary/ Findings/ Conclusion	5	5
Bibliography/ Annexure/ Foot notes	10	10
Total	60	60

The average mark of Internal and External Examiner is considered as marks of project report.

<b>IV SEMESTER</b>		
<b>DSE-4A</b>	<b>HISTORY OF THE ENGLISH LANGUAGE</b>	<b>18PEEN4A</b>
<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT-:12Credits:4</b>

CO No.	<b>Upon completion of this course, students will be able to</b>	PSO addressed	Blooms taxonomy classification
CO-1	understand how English language has changed over time from its origin to the present day.	1,2	Understanding
CO-2	comprehend the relationship between the history of the English language and social and political processes.	1,2,3	Analyzing
CO-3	develop the linguistic skills required in the close analysis of individual words and other texts.	1,3,5	Creating

### **Unit I A Short History of the Origin of English**

General characteristics of Old English (450-1100), Peculiarities of Anglo-Saxon

Literature, Old English Vocabulary.

Influence of the Norman Conquest.

General characteristics of Middle English (1100-1500)

### **Unit II The Rise and Growth of Modern English**

Growth of vocabulary

Greek, Latin, Italian, Scandinavian, Indian and French influences

### **Unit III Makers of English**

The Bible, Spenser, Shakespeare, Milton and Dr. Johnson

American English

### **Unit IV Modern English**

The Evolution of Standard English

The Spelling Reform

The English Lexicon

Dictionaries

### **Unit V Phonetics**

Topics: Organs of speech-active and passive articulators-consonants-voiced and voiceless sounds-vowels and diphthongs-primary and secondary accent.

### **REFERENCE BOOKS:**

1. Henry Bradley -The Making of English
2. F.T.Wood - An Outline History of the English Language
3. A.C.Baugh - A History of the English Language
4. T.Balasubramaniam -A Textbook of English Phonetics for Indian students
5. A.C.Gimson -Pronunciation of English ( 7<sup>th</sup>edition)

IV SEMESTER		
<b>DSE-4B</b>	<b>JOURNALISM AND MEDIA STUDIES</b>	<b>18PEEN4B</b>
<b>Hrs./Week:4</b>	<b>Hrs./Sem.: 60</b>	<b>Hrs./UNIT-:12Credits:4</b>

CO No.	Upon completion of this course, students will be able to	PSO addressed	Blooms taxonomy classification
CO-1	learn the importance of journalism and would have become effective and competent journalists.	1,2	Analyzing
CO-2	make use of and grab the opportunities that are available in journalism and mass media.	1,4	Evaluating
CO-3	serve as professional journalists.	1,5	Creating

### Unit I

What is News? Definition, the Gatekeeper Function, Gatekeeper and Policy, the Role of Advertising.

News Balance and Objectivity:What is News Balance? and What is Objectivity?, Objectivity and Its criticism, Its Historical Development. (Pages 15 to 28 and 29 – 36) from *Print and Broadcast Journalism*.

### Unit II

The Purposes of the Media: Three Major Functions, Information, Entertainment and Persuasion, Its Strengths and Weaknesses. Freedom of the Press:Privacy, Free Press Verses Fair Trial. (Pages 37 – 50 and 84 -92) from *Print and Broadcast Journalism*.

### Unit III

Journalism Education:Criticism of Journalism Education, Two Studies Pertaining to Journalism Education.

Code of Ethics – Society of Professional Journalists: Responsibility, Freedom of the Press, Ethics, Accuracy and Objectivity, Fair Play, Mutual Trust. (Pages 93 -110 and 113 -116) from *Print and Broadcast Journalism*.

## **Unit IV**

Media Overview:Growth, Existing Channels, Media Planning for TV, Multi-Media Strategy, Media Marketing.(Pages11 – 33)

Print Media:Print in India, Newspapers, Advertising, Magazines and Its Genres, Trends of the Press Media.(Pages 52 – 88)from *Mass Communications and Media Studies*.

## **Unit V**

Electronic Media – TV: History of TV in India, Its Advantages and Disadvantages, Merits and Demerits of Advertising, News Channels.(Pages 89 – 123)

Electronic Media – Radio: History of Radio in India, Advantages and Disadvantages, FM Channel.(Pages 124 – 146) from *Mass Communications and Media Studies*.

## **TEXTBOOKS:**

1. Applegate, Edd. *Print and Broadcast Journalism: A Critical Examination*. Greenwood Publishing, 1996.
2. Chunwalla S.A. *Mass Communications and Media Studies*. Mumbai: Himalaya Publishing House, 2010.

## **REFERENCES:**

1. Radio and TV Journalism in India- K.M. Srivastava.
2. Uday, Sahay. *Handbook of the Media in Contemporary India*, Oxford University Press Publications.

# **SADAKATHULLAH APPA COLLEGE**

**(AUTONOMOUS)**

**(Reaccredited by NAAC with an 'A' Grade with a CGPA of 3.40 out of 4.00  
in the III cycle An ISO 9001:2015 Certified Institution)**

**RAHMATH NAGAR, TIRUNELVELI- 627 011,  
Tamil Nadu**

## **RESEARCH DEPARTMENT OF ENGLISH**



**CBCS SYLLABUS**

**For**

**M.Phil. ENGLISH**

**(Applicable for students admitted in June 2018 and onwards)**

**(As per the Resolutions of the Academic Council Meeting held on  
17.10.2018)**

**SADAKATHULLAH APPA COLLEGE (AUTONOMOUS)**  
**RESEARCH DEPARTMENT OF ENGLISH**  
**M.Phil. English Syllabus**  
**(Applicable for students admitted in June 2018 and onwards)**  
**COURSE STRUCTURE**

I SEMESTER			II SEMESTER		
COURSE	H/W	C	COURSE	H/W	C
Core 1	4	4	Project and Viva - Voce	12	12
Core 2	4	4			
Project Oriented Elective Course (Theory)	4	4			
<b>TOTAL</b>	<b>12</b>	<b>12</b>	<b>TOTAL</b>	<b>12</b>	<b>12</b>

DISTRIBUTION OF HOURS, CREDITS, NO. OF PAPERS, & MARKS				
SUBJECT	HOURS	CREDITS	NO. OF PAPERS	MARKS
Core	8	8	2	200
Project Oriented Elective Course (Theory)	4	4	1	100
Project and Viva-voce	12	12	1	100
<b>TOTAL</b>	<b>24</b>	<b>24</b>	<b>4</b>	<b>400</b>

**TITLE OF THE PAPERS**  
**M. Phil. ENGLISH (2018 - 2021)**

(The candidate should select any one of the Area Papers in the first semester related to their proposed topics of research)

SEM	P	TITLE OF THE PAPER	SUB. CODE	H/W	C	MARKS		
						I	E	T
I	DSC1	Research and Educational Methodology (.2)	18MCEN11	4	4	25	75	100
	DSC2	Critical Theory	18MCEN12	4	4	25	75	100
	DSE	A) Contemporary Global Fiction	18MEEN1A	4	4	25	75	100
		B) Literature in Translation	18MEEN1B					
		C) Current Indian English Fiction (01)	18MEEN1C					
D) African Literature (01)	18MEEN1D							
II	D	Project and Viva-Voce	18MDEN21	-	12	--	100	100
<b>TOTAL</b>				<b>12</b>	<b>24</b>	<b>75</b>	<b>325</b>	<b>400</b>

<b>I SEMESTER</b>			
<b>DSC1</b>	<b>RESEARCH AND EDUCATIONAL METHODOLOGY</b>		<b>18MCEN11</b>
<b>Hrs./Week:4</b>	<b>Hrs. / Sem.: 60</b>	<b>Hrs. / UNIT: 12</b>	<b>Credits: 4</b>

**COURSE OUTCOME:**

Student-scholars learn the philosophy and the mechanics of research writing in English.

**UNIT – 1 Research and Writing**

- Selecting a Topic (1.3)
- Compiling a Working Bibliography (1.5)
- Taking Notes (1.7)
- Outlining (1.8)
- Writing Drafts (1.9)

**UNIT – 2 Plagiarism and Academic Integrity**

- Definition of Plagiarism (2.1)
- Consequences of Plagiarism (2.2)
- Information Sharing Today (2.3)
- Unintentional Plagiarism (2.4)
- Forms of Plagiarism (2.5)

**UNIT – 3 The Mechanics of Research and Format**

- Punctuation (3.2)
- Numbers (3.5)
- Title of Works in the Research Paper (3.6)
- Quotations (3.7)
- The Format of the Research Paper (4.1 to 4.9)

**UNIT – 4 Documentation**

- Documenting Sources (5.1)
- The List of Works Cited (5.3)
- Citing Periodical and Print Publications (5.4)
- Citing Web Publications (5.6)



Documentation: Citing Sources in the Text (6.1 to 6.5)

## **UNIT – 5 Methodology of Teaching**

**(Percentage of Variation .2)**

Teaching – Objectives of Teaching – Phases of Teaching – Teaching Methods: Lecture Methods, Discussion Method, Discovery Learning, Inquiry, Problem Solving Method, Project Method, Seminar – Integrating ICT in Teaching: Individualized Instruction, Ways for Effective presentation with Power Point – Documentation – Evaluation: Formative, Summative , Continuous and Comprehensive Evaluation – Later Adolescent Psychology: Meaning , Physical, Cognitive, Emotional, Social and Moral Development – Teaching Later Adolescents.

### **TEXTBOOKS:**

1. Gibaldi, Joseph : MLA Handbook for Writers of Research Papers (seventh edition) (UNITS 1,2,3 and 4)
2. Sampath K, Paneerselvam A & Santhanam S .*Introduction to educational Psychology* (2<sup>nd</sup> revised Ed. ).New Delhi: Sterling Publishers, 1984.
3. Sharma S R. *Effective Class Room Teaching Modern Methods, Tools & Techniques*, Jaipur: Mangal Deep, 2003.
4. Vedhanayagam E G. *Teaching Methodology for College Teachers*. New Delhi: Sterling Publishers, 1984.

### **REFERENCE BOOK:**

1. Anthony C.Winkler & Jo Ray Metherell: *Writing the Research Paper: A Handbook*.

<b>I SEMESTER</b>			
<b>DSC2</b>	<b>CRITICAL THEORY</b>		<b>18MCEN12</b>
<b>Hrs./Week:4</b>	<b>Hrs. / Sem.: 60</b>	<b>Hrs. / UNIT : 12</b>	<b>Credits: 4</b>

**COURSE OUTCOME:**

Student-scholars learn critical theories and the impact of theories on literature and society.

**Unit-1                      Structuralism and Deconstruction:**

**Jacques Derrida** – “Linguistics and Grammatology”  
from *Of Grammatology*.

**Unit-2                      Psychoanalytic Criticism:**

**Sigmund Freud** – “Mistakes in Speech” from *The Psychopathology of Everyday Life*.

**Unit-3                      Feminism:**

**Heléne Cixous** – *The Laugh of the Medusa*.

**Unit-4                      New Historicism and Marxism:**

**Stephen Greenblatt** – “*The Improvisation of Power*”.

**Unit-5                      Cultural Studies:**

**Edward Said** – “Introduction to Orientalism”  
from *Orientalism*.

**TEXTBOOKS:**

1. Derrida, Jacques. “Linguistics and Grammatology”. *Of Grammatology*. Trans. Gayatri Chakravorty Spivak. John Hopkins Uni. Press, 4<sup>th</sup> edition, 1998.
2. Freud, Sigmund. “Mistakes in Speech”. *The Psychopathology of Everyday Life*. Penguin, 1<sup>st</sup> edition. 2002.
3. Cixous, Helene, et. al. “Laugh of the Medusa”. *Signs*, Vol. 1 No. 4. Uni. Of Chicago Press, 1976.
4. Greenblatt, Stephen. “Resonance and Wonder”.
5. Said, Edward. “Introduction”. *Orientalism*. Penguin, 1<sup>st</sup> edition. 1900.

<b>I SEMESTER</b>			
<b>DSE A</b>	<b>CONTEMPORARY GLOBAL FICTION</b>	<b>18MEEN1A</b>	
<b>Hrs./Week:4</b>	<b>Hrs. / Sem.: 60</b>	<b>Hrs. / UNIT: 12</b>	<b>Credits:4</b>

**COURSE OUTCOME:**

Students become familiar with the emerging themes and the recent trends in fiction writing.

**Unit-1 British Fiction:**

Doris Lessing – *The Grass is Singing*

**Unit-2 American Fiction:**

Kurt Vonnegut – *Slaughterhouse-Five*

**Unit-3 Indian Fiction:**

Rohinton Mistry – *Such a Long Journey*

**Unit-4 African Fiction:**

Ben Okri – *The Famished Road*

**Unit-5 Australian Fiction:**

Patrick White – *The Tree of Man*

**TEXTBOOKS:**

- 1) Lessing, Doris. *The Grass is Singing*. New Delhi: Harper Collins, 2013.
- 2) Vonnegut, Kurt. *Slaughterhouse-Five*. Random House Group, 2<sup>nd</sup> edition. 1991.
- 3) Mistry, Rohinton. *Such a Long Journey*. Faber and Faber, 8<sup>th</sup> edition. 2009.
- 4) Okri, Ben. *The Famished Road*. Random House Group, 1992.
- 5) White, Patrick. *The Tree of Man*. Random House Group, 1994.

<b>I SEMESTER</b>			
<b>DSE B</b>	<b>LITERATURE IN TRANSLATION</b>		<b>18MEEN1B</b>
<b>Hrs./Week:4</b>	<b>Hrs. / Sem.: 60</b>	<b>Hrs. / UNIT : 12</b>	<b>Credits: 4</b>

**COURSE OUTCOME:**

Students know about translated works and their impacts on other literatures.

**Unit-1**

**Imayam:** Armugam - Tr. D. Krishna Ayyar

**Unit-2**

**Sivasankari:** Deception - Tr. Uma Girish

**Unit-3**

**Bama:** Sangati Events - Tr. Lakshmi Holmstrom

**Unit-4**

**Hephzibah Jesudasan:** Lizzy's Legacy - Tr. G. Geetha

**Unit-5**

**Ashokamitran:** Sand and Other Stories - Tr. N. Kalyan Raman and Gomathi Narayanan

**TEXTBOOKS:**

1. Imayam: Armugam - Tr. D. Krishna Ayyar. New Delhi: Katha, 2006.
2. Sivasankari: Deception - Tr. Uma Girish. Chennai: New Horizen Media, 2007.
3. Bama: Sangati Events - Tr. Lakshmi Holmstrom. New Delhi: Oxford UP, 2008.
4. Hephzibah Jesudasan: Lizzy's Legacy - Tr. G. Geetha. Chennai: New Horizen Media, 2007.
5. Ashokamitran: Sand and Other Stories - Tr. N. Kalyan Raman and Gomathi Narayanan. New Delhi: Orient Longman, 2004.

**(New Course: 01)**

I SEMESTER			
DSE C	CURRENT INDIAN ENGLISH FICTION	18MEEN1C	
Hrs./Week:4	Hrs. / Sem.: 60	Hrs. / UNIT : 12	Credits:4

**COURSE OUTCOME:**

Students understand Indian thought and sensibility adopting by focused analysis of the following Current Indian Novels.

**Unit-1**

*Temporary People* – Deepak Unni Krishnan

**Unit-2**

*A Small Town Sea* – Anees Salim

**Unit-3**

*The Ministry of Utmost Happiness* – Arundhati Roy

**Unit-4**

*Leila* – Prayaag Akbar

**Unit-5**

*When I Hit You* – Meena Kandasamy

**TEXTBOOKS:**

1. Unni Krishnan, Deepak. *Temporary People*. Brooklyn: Restless Books, 2017.
2. Salim, Anees. *A Small Town Sea*. New Delhi: Penguin Randomhouse India, 2017.
3. Roy, Arundhati. *The Ministry of Utmost Happiness*. India: Alfred A. Knopf, Hamish Hamilton (Penguin), 2017
4. Akbar, Prayaag. *Leila*. New Delhi: Simon & Schuster, 2017.
5. Kandasamy, Meena. *When I Hit You*. New Delhi: Atlantic, 2017.

**(New Course: 01)**

I SEMESTER			
<b>DSE D</b>	<b>AFRICAN LITERATURE</b>		<b>18MEEN1D</b>
<b>Hrs./Week:4</b>	<b>Hrs. / Sem.: 60</b>	<b>Hrs. / UNIT : 12</b>	<b>Credits: 4</b>

**COURSE OUTCOME:**

Students become familiar with the emerging themes and trends in African literature delving deep into these most popular African novels.

**Unit – I**

Weep Not, Child – Ngugi Wa Thiong’o

**Unit – II**

The Pickup – Nadine Gordimer

**Unit – III**

Americanah – Chimamanda Ngozi Adiche

**Unit – IV**

Blood Knot – Athol Fugard

**Unit – V**

Experiments in Freedom – Anton Cruiser

**Textbooks:**

1. Thiong’o, Ngugi, Weep Not Child, Heinemann: United States, 1988.
2. Gordimer Nadine, The Pickup, Bloomsbury Publishing: United Kingdom, 2002.
3. Adiche Chimamanda Ngozi Adiche, Americanah, Anchor: United States, 2014.
4. Fagard Athol, Blood Knot, Theatre Communications Group: New York, 1993.
5. Cruiser Anton, Experiments in Freedom, Cambridge Scholar Publishing: United Kingdom, 2009.

<b>II SEMESTER</b>		
<b>D</b>	<b>PROJECT AND VIVA - VOCE</b>	<b>18MDEN21</b>
<b>Hrs./Week:12</b>	<b>Hrs. / Sem.: 180</b>	<b>Credits:12</b>

**Objective:**

1. To make the candidates use methods and principles to present a research work on a literary subject and familiarize them with an oral test.
2. To demonstrate their skills in representing their work in accordance with the accepted scholarly standards and conventions.

**Guidelines to be followed by candidates:**

- ❖ This dissertation has to be submitted in the II Semester.
- ❖ Arrive at a research topic in consultation with the Research Supervisor.
- ❖ Follow the instructions with regard to the format content, cover page, Declaration, Certificate, Preface and also the Bibliography. Knowledge of the latest edition of the M.L.A Handbook is a must for the scholarly presentation of the critical analysis.
- ❖ Type the text in usual font with size 12/13 on A4 size bond quality white paper with double-line spacing. Each page should contain atleast 18 lines and the entire presentation should be in about 90 typed pages.
- ❖ The M.Phil. scholars should attend at least one of the following:  
training programmes / Workshops / Seminars / Symposiums, etc., and that they should also have a paper either published or received for acceptance in an ISSN / Reputed Journal before submitting the Dissertation. M.Phil. Scholars shall present at least one research paper in a conference or seminar as per UGC norms. Photo copy of the publication/Letter of acceptance for publication should be given as Annexure at the end of the Dissertation.  
**Scholars who fail to comply with the above are not eligible for the submission of their Dissertation.**
- ❖ Submit the dissertation within six months but not earlier than five months from the date of start of the second semester. Failing to submit the

Dissertation within the stipulated period, the candidate shall be given an extension time of 3 weeks with penalty fees.

- ❖ Submit to the Controller of Exams in duplicate within the prescribed time set by him after properly getting the approval of the Supervisor and the HOD.
- ❖ Appear for the public Viva- Voce examination and make the presentation through power-point.
- ❖ The Project will be evaluated by both Internal and External, each for 100 marks.

The division of marks for Dissertation is as follows:

<b>Particulars</b>	<b>Internal</b>	<b>External</b>
Wording of title	5	5
Objectives / Formulation including hypothesis	5	5
Review of literature	10	10
Relevance of project to social needs	5	5
Methodology / Technique / procedure adopted	15	15
Summary / Findings / Conclusion	5	5
Bibliography / Annexure / Foot notes	10	10
Training / Seminar / Workshop	5	5
	60	60



(Model for the Title Page of the Dissertation)

# **TITLE OF THE DISSERTATION**

*Dissertation Submitted to the  
Sadakathullah Appa College (Autonomous)  
in partial fulfilment of the requirements for the award of the degree of*

**MASTER OF PHILOSOPHY (MAJOR)**

Submitted by

## **NAME OF THE CANDIDATE**

(REGISTER NO. XXXXXXXXX)

*Under the guidance of*

## **NAME OF THE GUIDE**

Designation of the Guide

Sadakathullah Appa College (Autonomous)

Tirunelveli – 627 011



**RESEARCH DEPARTMENT OF (MAJOR)  
SADAKATHULLAH APPA COLLEGE (AUTONOMOUS)**

**TIRUNELVELI – 627 011**

**MONTH, YEAR**

(Model for the Certificate of the Dissertation)

Sadakathullah Appa College (Autonomous)  
Rahmath Nagar, Tirunelveli – 627 011

**CERTIFICATE**

Certified that the dissertation work with the title, **“TITLE OF THE DISSERTATION”** submitted by **NAME OF THE CANDIDATE** with the register number XXXXXXXX in partial fulfilment of the requirements for the award of the degree of **Master of Philosophy in (Major) at the Research Department of (Major), Sadakathullah Appa College (Autonomous)**, is a work done by the candidate during the period 20XX-XX, under my guidance and supervision and this dissertation or any part thereof has not been submitted elsewhere for any other Degree or Diploma.

Tirunelveli – 627011  
DD-MM-YEAR

<<Signature of the HOD with date>>  
<<Name of the HOD>>  
<<Academic Designation of the HOD>>  
<<Name of the Department>>  
Sadakathullah Appa College (Autonomous)  
Tirunelveli - 11

<<Signature of the Supervisor with date>>  
<<Name of the Supervisor>>  
<<Academic Designation of the Supervisor>>  
<<Name of the Department>>  
Sadakathullah Appa College (Autonomous)  
Tirunelveli - 11

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Viva-Voce Examination for the candidate was conducted on .....

Internal Examiner

External Examiner

(Model for the Declaration by the Candidate)

**Name of the Candidate,**

M.Phil. Scholar, (Register No.: XXXXXXXX)

Research Department of XXXXXXXX,

Sadakathullah Appa College (Autonomous),

Rahmath Nagar, Tirunelveli – 627011

**DECLARATION BY THE CANDIDATE**

I hereby declare that, the dissertation with the title, **“TITLE OF THE DISSERTATION”** submitted in partial fulfilment of the requirements for the award of the degree of **Master of Philosophy in XXXXXXXX** at **the Research Department of XXXXXXXX, Sadakathullah Appa College (Autonomous)**, is my original work done under the guidance of **Name of the Guide, Designation of the Guide, Sadakathullah Appa College (Autonomous), Tirunelveli – 11** and this work has not been submitted elsewhere for any other Degree or Diploma.

Tirunelveli – 627011

DD-MM-YEAR

**(Signature of the Candidate)**

**Countersigned**

**1. Signature and Seal of the Guide**

**2. Signature and Seal of the HOD**