

PERIYAR UNIVERSITY

(NAAC 'A++' Grade with CGPA 3.61 (Cycle - 3))

State University - NIRF Rank 56 - State Public University Rank 25

SALEM - 636 011



CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

M.A. English

[SEMESTER PATTERN]

Open and Distance Learning (ODL)

OBE REGULATIONS AND SYLLABUS

(Effective from the Calendar year 2026 onwards)

PERIYAR UNIVERSITY

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

SALEM -11

M. A. English

Regulations and Syllabus

VISION, MISSION AND VALUES OF THE UNIVERSITY

VISION

- Periyar University aims towards excellence in education, research, promoting invention, innovation and preserving cultural identity for future generation.

MISSION

- To offer need based, society driven, industrially relevant academic programmes with a view to make future ready citizens
- To provide a vibrant learning environment, fostering innovation and creativity inspired by cutting edge research
- To aspire as a national leader in developing educated contributors, career ready learners and global citizens
- To make a significant, consistent and sustainable contribution towards social, cultural and economic life
- To adopt Hassle free, distributed, committed and transparent governance.

VALUES

- Motivation of students to be responsible citizens making them aware of their societal role
- Inculcate scientific temper, honesty, integrity, transparency, empathy and ethical values amidst students
- Impart a desire for lifelong learning to foster patriotic sensibility, accountability and holistic well being
- Creating conducive and acceptable environment for innovation and critical thinking
- Imbibe value-based education leading to inclusive growth.

VISION OF DEPARTMENT OF ENGLISH

- To offer opportunities to explore literature and language across cultures, to motivate students to be responsible citizens and to make every student humane.

MISSION

- To inspire an aesthetic appreciation for English literature and language.
- To cultivate intellectual curiosity, creativity and the desire for lifelong learning.
- To inculcate effective use of English in creative expression and day-to-day life.

PROGRAMME OBJECTIVES

- To identify, speak and write about different literary genres, forms, periods and movements
- To understand, appreciate, analyse and use different theoretical frameworks
- To acquire the ability to transfer literary critical skills to read other cultural texts
- To undertake critical readings of literary texts
- To plan and write a research paper

PROGRAMME OUTCOMES

- The graduates would be able to aesthetically appreciate English literature and language
- The graduates would cultivate intellectual curiosity, creativity and the desire for lifelong learning
- The graduates would effectively be able to use English in day-to-day life
- The ability of the graduates would be enhanced to think and write critically and clearly
- The graduates would be able to recognise the scope of English literature and language in terms of career opportunities, communication, media and soft skills.

PROGRAMME SPECIFIC OUTCOMES

- Enhancing knowledge of different literatures in English Understanding of values and culture embedded in literary texts
- Cultivating critical ability to explore literary texts from varied points of view Displaying expertise to pursue research in English
- Acquisition of life skills for employment avenues

REGULATIONS

Eligibility for Admission:

Any candidate who has passed B.A. English or any other Bachelor's degree under the 10+2+3 system of this University or any other University recognised by the syndicate as equivalent thereto under prescribed conditions, shall be permitted to appear and qualify for M.A. English (2 years programme).

Duration of the Programme:

The Master of Arts in English program spans two years and is divided into four semesters. It follows the Choice Based Credit System (CBCS) with internal assessment.

SCHEME OF EXAMINATION

There shall be four examinations. First semester examination at the middle and the second semester examination at the end of the first year, the third semester examination at the middle and the fourth semester examination at the end of the second year.

SCHEME OF EVALUATION

Evaluation will be done on a continuous basis and will be evaluated four times during the course work. Evaluation for the Online Learning Programme consists of objective-type questions, while the Open and Distance Learning mode uses descriptive-type assessments, including analytical/critical short answers, essays, or a combination of these. However, the semester examination follows the University's prescribed question paper pattern for the theory exam. The scheme of examinations for different semesters shall be as follows:

METHODS OF EVALUATION			
Internal Evaluation	<i>Continuous Internal Assessment</i>		25 Marks
	Assignments	<i>5 marks</i>	
	Seminars	<i>5 marks</i>	
	Attendance and Class Participation	<i>5 marks</i>	
	Class Tests	<i>10 marks</i>	
External Evaluation	<i>End Semester Examination</i>		75 Marks
Total			100 Marks
<p><i>*Passing Minimum for External Examination shall be 50% out of 75marks (i.e.37.5/38marks)</i> <i>*The total aggregate of Internal and External shall be 50 Marks</i></p> <p style="text-align: center;"><u>Classification of the Successful Candidates</u></p> <p>Successful candidates passing the examinations and securing the marks,</p> <ul style="list-style-type: none"> • 50% and above - SECOND CLASS • 60% and above - FIRST CLASS • Above 75% in the aggregate – FIRST CLASS WITH DISTINCTION provided that they pass the examination in the first appearance. <p>The performance of a student in each course is evaluated in terms of grade point average, weighted average marks cumulative grade point average and Overall Weighted Percentage of Marks (OWPM). The computation of these values and grades are explained in CBCS Regulations.</p> <p>PROJECT EVALUATION</p> <ul style="list-style-type: none"> • Project : 50 Marks – Guide 25 Marks / External Examiner – 25 Marks • Viva Voce : 50 Marks – Guide 25 Marks / External Examiner – 25 Marks <p>Total : 100 Marks</p>			

QUESTION PAPER PATTERN

Open and Distance Learning (ODL)

Total Marks – 75 Time – 3 Hrs

Part –A

Questions from five units (2 from each unit) (10 x 2=20 Marks)

Part-B

Analytical Questions –Any Three Questions from Five Units (3 x 5=15 Marks)

Part-C

Descriptive type Questions in Either or pattern from each unit (5 x 8 = 40 Marks)

METHODS OF ASSESSMENT

Remembering (K1)	<ul style="list-style-type: none">• The lowest level of questions requires students to recall information from the course content• Knowledge questions usually require students to identify information in the textbook.
Understanding (K2)	<ul style="list-style-type: none">• Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words.• The questions go beyond simple recall and require students to comprehend “what the facts mean” rather than just recalling them.
Application (K3)	<ul style="list-style-type: none">• Students have to solve problems by using / applying a concept learned in the class room.• Students must use their knowledge to determine an exact response.
Analyze (K4)	<ul style="list-style-type: none">• Analyzing the question is one that asks the students to break down something into its component parts.• Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.
Evaluate (K5)	<ul style="list-style-type: none">• Evaluation requires an individual to make judgment on something.• Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.• Students are engaged in decision–making and problem–solving.• Evaluation questions do not have single right answers.
Create (K6)	<ul style="list-style-type: none">• The questions of this category challenge students to get engaged in creative and original thinking.• Developing original ideas and problem-solving skills

PASSING MINIMUM

A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtains **NOT LESS THAN 50% OF MARKS** prescribed for the examination. He/She shall be declared to have passed the whole examination, if he/she passes in all the papers wherever prescribed as per scheme of examinations earning **90 credits**.

Candidates who do not obtain the required minimum marks for a pass in a paper(s) shall be required to pass in the same at a subsequent appearance.

RANKING

Candidate who passed all the examination prescribed for the programme in the **FIRST ATTEMPT ONLY** is eligible for Classification / Ranking / Distinction.

Periyar University

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

M.A. English Literature

Open and Distance Learning (ODL)

Paper Code	Subject	Paper Title	Credits	Marks		
				CIA	EA	Total
I SEMESTER						
	Core I	British Literature I	5	25	75	100
	Core II	British Literature II	5	25	75	100
	Core III	British Literature III	5	25	75	100
	Elective I	American Literature	3	25	75	100
	Elective II	Creative Writing	3	25	75	100
II SEMESTER						
	Core IV	Shakespeare	5	25	75	100
	Core V	Indian Writing in English	5	25	75	100
	Core VI	World Short Stories	5	25	75	100
	Elective III	Folklore and Literature	3	25	75	100
	Elective IV	English Language and Linguistics	3	25	75	100
III SEMESTER						
	Core VII	Literary Theory	5	25	75	100
	Core VIII	Intensive Study of an Author: Rabindranath Tagore	5	25	75	100
	Core IX	Women's Writing	5	25	75	100
	Elective V	Research Methodology	4	25	75	100
	Elective VI	English for Career	3	25	75	100
IV SEMESTER						
	Core X	Cultural Studies	5	25	75	100
	Core XI	Translation Studies	5	25	75	100
	Core XII	Mass Media	5	25	75	100
	*Core XIII	Indian Autobiographies or Project	5	25	75	100
	Elective VII	Film Studies	3	25	75	100
	Elective VIII	English For Enrichment	3	25	75	100
Total Credits (Semester I to IV)			90			
<p>*** The Core Course Indian Autobiographies is offered in the Fourth Semester to ensure academic flexibility. Students may choose either a Project with Viva Voce Examination or the Core Course, according to their preference.</p>						

**M.A. English Literature
Open and Distance Learning (ODL)**

Elective Options

I Semester

1. American Literature
2. Creative Writing

II Semester

1. English Language and Linguistics
2. Folklore and Literature

III Semester

1. Research Methodology
2. English for Career

IV Semester

1. Film Studies
2. English for Enrichment

CORE I
BRITISH LITERATURE I
(From the Age of Chaucer to the Age of Milton)

Course Objectives:

- To expose students to early English literature and transition from Middle English to the Elizabethan ethos.
- To expose students to classical English poetry.
- To introduce students to representative texts by major writers of the period.

Course Outcomes:

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

CO1 - understand the different genres of the period.

CO2- differentiates the development of poetry from Middle English to the Elizabethan age

CO3- explores the socio-cultural and historical developments during the Elizabethan era.

CO4 - learn the linguistic changes that took place during this period

CO5-develop literary and critical thinking

Unit I Poetry I

Geoffrey Chaucer : The Prologue to the Canterbury Tales

Unit II Poetry II

John Milton : Paradise Lost Book IV

Unit III Prose

Francis Bacon : Of Beauty
Of Nobility
Of Truth

Unit IV Drama

Christopher Marlowe: The Jew of Malta

Unit V Criticism

Sir Philip Sidney : An Apology for Poetry (Paragraphs 1 to 16)

Book Prescribed:

1. Green, David. *The Winged Word*. Macmillan India Limited, 2009.

References:

1. Birch, Dinah (Ed.). *The Oxford Companion to English Literature*. 7th ed., Oxford University Press, 2009.
2. Blamires, Harry. *A Short History of English Literature*. Latest ed., English Language Book Society and Methuen, 1979.
3. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 1999.
4. Legouis, and Cazamian. *A History of English Literature*. Latest ed., Macmillan, 1985.
5. Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Enlarged ed., A.I.T.B.S. Publishers, 2007.
6. Rickett, Arthur Compton. *A History of English Literature*. Universal Book Stall, 1990.

Web Sources:

1. <http://www.josbd.com/the-salient-features-of-the-age-of-chaucer-or-the-late-14th-century/>
2. <http://www.online-literature.com/henry-augustin-beers/from-chaucer-to-tennyson/4/>
3. <https://www.litcharts.com/our-story-from-sparknotes-to-litcharts>
4. https://www.researchgate.net/publication/320596355_FRANCIS_BACON_DEPICTS_UTILITARIA_NISM_IN_HIS_ESSAYS
5. https://www.academia.edu/38723128/The_Elizabethan_Idea_of_the_Jew_in_Marlowes_The_Jew_of_Malta_and_Shakespeares_The_Merchant_of_Venice
6. <http://theisticserendipity.blogspot.com/2011/11/critical-appreciation-of-prothalamion.html>
7. <https://crossref-it.info/textguide/metaphysical-poets-selected-poems/4/215>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	M	S
CO2	S	S	S	M	M
CO3	S	S	M	M	M
CO4	S	M	S	M	S
CO5	S	M	M	S	S

S-Strong M-Medium

CORE II
BRITISH LITERATURE II
(From the Age of Dryden to the Romantic Age)

Course Objectives:

- To familiarize the students with the major socio-political and literary trends in literature
- To cultivate among students a sense of understanding in order to make them better human beings by exposing them to literature.
- To introduce students to representative texts by major writers of the period.

Course Outcomes:

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

- CO1 - Gain knowledge on different genres and their characteristic features in the works of the Restoration and Romantic ages. K1
- CO2 - Trace the key political, cultural, and artistic transformations while paying close attention to continuities with medieval tradition. K2
- CO3 - Familiarize the students with the major trends, ideas, genres, poetic forms, and prose of these periods. K3
- CO4 - Understand the English Romantic imagination, its stress on nature, poetic inspiration, freedom, individualism, spontaneity, and the role language play in it. K5
- CO5 - Attain in-depth knowledge of a movement that not only captured the imagination of people with its ideas of liberty and freedom but also fueled the avant-garde movements well into the twentieth century. K4 &K5

Unit I Poetry

John Dryden	:	A Song for St. Cecile's Day
William Wordsworth	:	Resolution and Independence
Samuel Taylor Coleridge:		Dejection: An Ode
Percy Bysshe Shelley	:	The Mask of Anarchy
John Keats	:	To Sleep

Unit II Prose

Charles Lamb	:	From Essays of Elia 1. Valentine's Day
Joseph Addison and Richard Steele:		From Coverley Papers 1. The Spectator's Account of Himself

Unit III Drama

Oliver Goldsmith : She Stoops to Conquer

Unit IV Fiction

Emily Bronte : Wuthering Heights

Daniel Defoe : Robinson Crusoe

Unit V Criticism

Percy Bysshe Shelley : A Defense of Poetry

Books Prescribed:

1. Nayar, Pramod K., editor. *Critical Editions: English Poetry, 1660-1780: An Anthology*. Orient Black Swan, 2011.
2. Green, David, editor. *The Winged Word*. Macmillan India Limited, 2009.

References:

1. Compton-Rickett, Arthur. *A History of English Literature*. Vol. 85. T.C. and E.C. Jack, 1912.
2. Daiches, David. *A Critical History of English Literature*. Secker and Warburg, 1972.
3. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 1999.
4. Legouis, Émile, and Louis François Cazamian. *A History of English Literature*. Vol. 2. J.M. Dent and Sons Limited, 1927.
5. Saintsbury, George. *A History of English Prose Rhythm*. Macmillan and Company Limited, 1922.

Web Sources:

1. <https://poemanalysis.com/movement/augustan-age/>
2. <https://crossref-it.info/articles/398/augustan-literature-an-introduction>
3. <https://poets.org/text/brief-guide-augustans>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	M	S	S	S	S
CO3	S	S	S	S	M
CO4	S	S	S	S	S
CO5	S	S	S	S	M

S-Strong

M-Medium

CORE III
BRITISH LITERATURE III
(From the Victorian Age to the Modern Age)

Course Objectives:

- To enable the students to evaluate critically the English mindset in the context of rapid social transformations in the nineteenth century.
- To make students familiar with the various styles and thoughts expressed by the writers of the age.
- To introduce students to the different kinds of literary texts in terms of the literary movements.

Course Outcomes:

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

CO1 - Understand the socio-cultural, political, and intellectual contexts that nourished Romantic and Victorian literature. K1

CO2 - Cultivate an understanding of the politics behind governance and religion. K 2

CO3 - demonstrate the applications of theories and criticism. K1

CO4 - Contextualize the transition in modernism. K4

CO5 - Evaluate the implications of the critical responses of the period. K5

Unit I Poetry

Alfred Lord Tennyson	:	Tithonus
Robert Browning	:	A Grammarian's Funeral
Dante Gabriel Rossetti	:	The Blessed Damozel
G.M. Hopkins	:	Pied Beauty
D.H. Lawrence	:	The Mosquito

Unit II Prose

G.K. Chesterton	:	"Essays from On Running after One's Hat and Other Whimsies" i. On Running after One' Hat
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Robert Wilson Lynd : The Pleasure of Ignorance

Unit III Drama

Oscar Wilde : The Importance of Being Earnest

Unit IV Fiction

Charles Dickens : Nicholas Nickleby

E.M. Forster : A Passage to India

Unit V Criticism

T.S. Eliot : Tradition and the Individual Talent

Books Prescribed:

1. Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. 2nd ed., Routledge, 2001.
2. Daiches, David. *A Critical History of English Literature*. Vol. 4, 2nd ed., Allied, 2005.
3. Green, David, editor. *The Winged Word*. Macmillan India Limited, 2009.
4. Nayar, Pramod K., editor. *Critical Editions: English Poetry, 1660-1780: An Anthology*. Orient Black Swan, 2011

References:

1. Compton-Rickett, Arthur. *A Primer of English Literature*. T. Nelson, 1941.
2. Daiches, David. *A Critical History of English Literature*. Secker and Warburg, 1991.
3. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers and Dist, 1999.
4. Legouis, Émile, et al. *A History of English Literature: In 2 Volumes*. Dent, 1926.
5. Saintsbury, George. *A Short History of English Literature*. Macmillan, 1898.

Web Sources:

1. <https://www.thefamouspeople.com/19th-century-british-writers.php>
2. <https://neoenglish.wordpress.com/2010/12/27/the-influence-of-science-on-victorian-literature/>
3. <https://www.bl.uk/romantics-and-victorians/themes/technology-and-science>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	S	M	M	M	S
CO3	M	M	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

S-Strong

M-Medium

**ELECTIVE I
AMERICAN LITERATURE**

Course Objectives:

- To explore the uniqueness of American literature at an advanced level.
- To analyze the American concept of freedom, liberty, life, and the American point of view.
- To relate the American personal experience to the literary world.

Course Outcomes:

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

CO1 - Acquire knowledge about the origin and development of American literature through the centuries. K1

CO2 - Understand the shift in literary notions from time to time and the distinctive Creativity of each era. K2

CO3 - Analyze the diverse concepts, themes, and approaches within American literature. K4

CO4 - Grasp the ideologies and skills of significant writers through their works. K3

CO5- Enhance soft skills through American literature. K3

Unit I Poetry

Ralph Waldo Emerson	:	Brahma
Walt Whitman	:	Out of the Cradle Endlessly Rocking
Emily Dickenson	:	“Hope” is the thing with feathers
Robert Frost	:	Directive
Maya Angelou	:	Still I Rise

Unit II Prose

Ralph Waldo Emerson	:	The American Scholar
Mark Twain	:	Advice to Youth

Unit III Drama

Edward Albee	:	The Zoo Story
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Unit IV Short Story

Edgar Allan Poe	:	The Purloined Letter Charlotte
O Henry	:	The Gift of the Magi

Unit V Fiction

Toni Morrison	:	Beloved
Ernest Hemingway	:	The Old Man and the Sea

Books Prescribed:

1. Fisher, William J., et al. *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publishing House, 1984.
2. Oliver, Egbert S. *American Literature, 1890-1965: An Anthology*. 1994.

References:

1. Cowie, Alexander. *The Rise of the American Novel*. American Book Co, 1948.
2. Gates, Henry L., and Valerie Smith. *The Norton Anthology of African American Literature*. W.W. Norton & Co, 2015.
3. Levine, Robert S., Ger Shun Avilez, Michael A. Elliott, Sandra M. Gustafson, Amy Hungerford, and Lisa Siraganian. *The Norton Anthology of American Literature*. W.W. Norton & Co, 2022.
4. Hart, James D. *The Oxford Companion to American Literature*. Oxford University Press, 1900.
5. Van Spanckeren, Kathryn. *Outline of American Literature*. U.S. Dept. of State, Bureau of International Information Programs, 2007

Web Sources:

1. <http://people.unica.it/fiorenzoiuliano/files/2016/04/A-Brief-History-of-American-Literature-Wiley-Blackwell-2011.pdf>
2. <http://www.online-literature.com/periods/transcendentalism.php>
3. http://www.longwood.edu/staff/lynchrl/English%20203/american_romanticism.htm
4. <https://www.encyclopedia.com/arts/culture-magazines/american-scholar>
5. <https://study.com/academy/lesson/the-american-scholar-by-ralph-waldo-emerson-summary-analysis.html>
6. <http://edwardalbeesociety.org/works/the-zoo-story/>
7. <https://www.arvindguptatoys.com/arvindgupta/oldmansea.pdf>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	S
CO2	S	S	M	S	S
CO3	S	S	M	S	M
CO4	M	S	S	S	S
CO5	M	S	M	S	S

S-Strong**M-Medium**

**ELECTIVE II
CREATIVE WRITING**

Course Objectives:

- To acquaint the learners with ideas related to creative writing, including the art, the craft, and the basic skills required for a creative writer.
- To explain the difference in writing for various literary and social media.
- To enable learners to put into practice the various forms of creative writing that they have studied through the course.

Course Outcomes:

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

- CO1 - distinguish between the literary K1 and K2
- CO2-write for various literary and social media K3 and K4
- CO3-critically appreciate various forms of Literature K5
- CO4-make innovative use of their creative and critical faculties
- CO5 - seek employment in various creative fields

Unit I: Fundamentals of Creative Writing

Introduction to Creative Writing – Meaning, Significance, and Characteristics of Creative Writing – Need and Research for Creative Writing.

Unit II: Elements of Creative Writing

Elements of Creative Writing – Plot, Setting, Character, Dialogue, Point of View – Literary Devices and Figurative Language.

Unit III: Traditional Forms of Creative Writing

Poetry, Drama, Essay, Fiction, Biography, Autobiography, Travelogues.

Practicals: Students to present a short autobiographical note, travel write-up, or exhibit creative writing ability.

Unit IV: New Trends in Creative Writing

Journalistic Writing– Graphic Novel – Flash Fiction

Unit V: Practical Components

Proof Reading and Editing – Practical – Creative Writing Exercises.

Books Prescribed:

1. Harper, Graeme. *Teaching Creative Writing*. Continuum, 2006.
2. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge University Press, 2007.

References:

1. Abrams, M. H. *Glossary of Literary Terms*. Wadsworth Publishing Company, 2005.
2. Atwood, Margaret. *Negotiating with the Dead: A Writer on Writing*. Cambridge University Press, 2002.
3. Bell, James Scott. *How to Write Dazzling Dialogue*. Compendium Press, 2014.
4. Berg, Carly. *Writing Flash Fiction: How to Write Very Short Stories and Get Them Published. Then Re-Publish Them All Together as a Book*. Magic Lantern Press, 2015.
5. Clark, Roy Peter. *Writing Tools*. Brown and Company, 2008.
6. Earnshaw, Steven, editor. *The Handbook of Creative Writing*. Edinburgh University Press, 2007.
7. Johnson, Jeannie. *Why Write Poetry?* Fairleigh Dickinson University Press, 2007.
8. King, Stephen. *On Writing: A Memoir of the Craft*. Hodder and Stoughton, 2000.
9. Mezo, Richard E. *Fire I' the Blood: A Handbook of Figurative Language*. Universal Publishers, 1999.
10. Strunk, William, and E. B. White. *The Elements of Style*. Longman, 1999.

Web Sources:

1. <https://oxfordsummercourses.com/articles/what-is-creative-writing/>
2. <https://paragraffs.com/what-are-the-characteristics-of-creative-writing/>
3. <https://www.writingforward.com/better-writing/characteristics-of-good-writing>
4. <https://www.geeksforgeeks.org/difference-between-technical-writing-and-creative-writing/>
5. <https://www.dreamerswriting.com/elements-of-a-story/>
6. <https://examples.yourdictionary.com/basic-types-of-literary-devices.html>
7. <https://www.athabascau.ca/write-site/documents/elements-of-style.pdf>
8. <https://penandthepad.com/elements-style-creative-nonfiction-writing-5181.html>
9. <https://knowadays.com/blog/proofreading-creative-writing/>
10. <https://www.writingforward.com/creative-writing/types-of-creative-writing>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	S	M	S	M	M
CO3	S	M	S	M	M
CO4	S	M	S	M	S
CO5	M	S	M	S	M

S-Strong

M-Medium

**CORE IV
SHAKESPEARE**

Course Objectives:

- To introduce the significance of Shakespeare and his works.
- To kindle the enthusiasm, interest and desire to study his plays further.
- To appreciate his contribution to English literature.

Course Outcomes:

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

CO1 - understand the greatness and uniqueness of Shakespearean characterisation, themes, and techniques K1

CO2 - analyse and differentiate personalities in literature and life K2

CO3 - understand the effectiveness of language in Shakespeare's plays

K3CO4 - acquire skills like decision-making and problem-solving K5

CO5 - apply Shakespearean technique of handling people in the present context.K3

Unit I

Introduction to Shakespeare - Shakespeare's Stage, Theatre, Audience, Fools, Clowns, Villains, and Women

Unit II

Othello

Unit III

The Tempest

Unit IV

Henry VIII

Unit V

The Comedy of Errors

Sonnets – 28, 55, 66, 127

References:

1. Belsey, Catherine. *Shakespeare in Theory and Practice*. Edinburgh University Press, 2011.
2. Bloom, Harold. "Harold Bloom's Shakespeare through the Ages." Othello. Viva Books, 2010.
3. Bloom, Harold. "Harold Bloom's Shakespeare through the Ages." The Tempest. Viva Books, 2010.
4. Bradley, A. C. *Shakespearean Tragedy*. Atlantic, 2010.
5. Huston, J. Dennis. *Shakespeare's Comedies of Play*. Palgrave Macmillan, 2014.
6. Johnson, Samuel. *Preface to Shakespeare*. BLURB, 2019.
7. Knight, George W. *The Wheel of Fire: Interpretations of Shakespearean Tragedy with Three New Essays*. Routledge, 1989.
8. Leggatt, Alexander. *Shakespeare's Comedy of Love*. Routledge, 2005.
9. Tillyard, Eustace M. W. *Shakespeare's History Plays*. Penguin Books, 1991.
10. Thompson, Ann, and Neil Taylor. *Hamlet: A Critical Reader*. Bloomsbury, 2016.

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1. https://www.academia.edu/33396817/What_Is_Shakespearean_Tragedy
2. <https://www.sparknotes.com/shakespeare/othello/>
3. <https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/tempest/>
4. <https://www.sparknotes.com/shakespeare/henryviii/summary/>
5. https://wikivisually.com/wiki/Timeline_of_Shakespeare_criticism
6. <https://www.bl.uk/works/shakespeares-sonnets>
7. <https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/comedy-of-error>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	M	S
CO2	S	S	S	M	S
CO3	M	S	M	S	S
CO4	S	S	M	M	M
CO5	M	S	M	S	S

S-Strong

M-Medium

CORE V
INDIAN WRITING IN ENGLISH

Course Objectives:

- To enable students to understand the historical and socio-cultural context for the emergence of English as a medium for communication and literary expression in India.
- To help students to develop a general understanding of Indian aesthetics.
- To provide students a perspective on the diverse aspects of Indian Writing in English.

Course Outcomes:

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

CO1 - gain knowledge on Indian literary and cultural sensibilities, and different genres and their characteristic features - K1

CO2 - realise Indian Writing in English from multiple perspectives based on historical and social locations - K2

CO3 - evaluate critically the contributions of major Indian English poets, dramatists, prose writers, and novelists - K3

CO4 - understand the paradigm shift from the colonial impact to postcolonial Indian society - K5

CO5 - familiarize with native and regional narrative styles of Indian context - K4 and K6

Unit I Poetry

Sri Aurobindo : The Tiger and the Deer

Nissim Ezekiel : Poet, Lover, Birdwatcher

A. K. Ramanujan : Small Scale Reflections on a Great House

Arun Kolatkar : The Butterfly

R. Parthasarathy : from Trial

Unit II Prose

- Rabindranath Tagore : Nationalism in India
Clothes Salman Rushdie : Imaginary Homelands

Unit III Drama

- Mahesh Dattani : Final Solutions

Unit IV Fiction

- R.K. Narayan : Swami and Friends
Chitra Banerjee Divakaruni : The Palace of Illusion

Unit V Criticism

- Dandin : Sarga- bandha: Epic Poetry

Books Prescribed:

1. Devy, Ganesh Narayandas. *Indian Literary Criticism*. Orient Blackswan, 2002.
2. Gokak, Vinayak Krishna, editor. *The Golden Treasury of Indo-Anglian Poetry*. Sahitya Akademi, 2001.
3. Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling, 1985.
4. Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*. Permanent Black, 2008.
5. ---, editor. *Twelve Modern Indian Poets*. Oxford, 2006.
6. Parthasarathy, R., editor. *Ten Twentieth Century Indian Poets*. Oxford University Press, 1976.
7. Subbian, C., editor. *Indo-English Prose: A Selection*. Emerald Publications, 2011.

References:

1. Iyengar, K. R. Srinivasa, and Prema Nandakumar. *Introduction to the Study of English Literature*. Sterling Publications, 1966.
2. Lal, P. *The Concept of an Indian Literature: Six Essays*. Writers Workshop, 1968.

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1. [english-literature/the-introduction-to-indian-writing-in-english-english-literature-essay.php](#)
2. <https://englishsummary.com/indian-poetry-inenglish/>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	M	S	S
CO3	S	M	S	S	M
CO4	S	M	S	S	S
CO5	S	S	S	S	M

S-Strong**M-Medium**

**CORE VI
WORLD SHORT STORIES**

Course Objectives:

- To understand the origin and development of the short story.
- To appreciate the creative nuances of writers across the world, recognizing and appreciating the multiplicity of voices.
- To evaluate the influence of literary, cultural, and historical contexts of short stories.

Course Outcomes:

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

CO1 - Inculcate the interest of reading and articulate the value assumptions through short stories. (K1 and K2)

CO2 - Improve communication skills by LSRW method. (K3, K4, and K5)

CO3 - Enrich the word power and vocabulary of the English language. (K3)

CO4 - Induce the art of creative writing and make them understand how short stories can express individual and human values within a particular historical context. (K4)

CO5 - Import classical, romantic, and modern style short stories and demonstrate awareness of the scope and variety of short stories that focus on gender, class, and race. (K5).

Unit I

The Roots of Modern Short Stories-Realism and Short Stories – Writers of 1930s, 1940s and 1950s.

Unit II American Literature

Francis Richard Stockton : A Lady or the Tiger

W. W. Jacobs : A Monkey's Paw

Unit III British Literature

Oscar Wilde : The Model Millionaire

Katherine Mansfield : A Cup of Tea

W Somerset Maugham : The Verger

Unit IV Common wealth Literature

Alice Munro : Boys and Girls

Chinua Achebe : Marriage is a Private Affair

Ian Mc Donald : Driftings

Unit V Indian Short Stories

Rama Chandra Behera : The Passenger

Kalki : The Poison Cure

Khuswant Singh : Karma

Book Prescribed:

Mysor, Frank. *The Modern Short Story*. 4th ed., Cambridge, 2007.

References:

1. *Short Stories of Yesterday and Today* – Shiv K. Kumar
2. *Daughter of Man and Other Stories*. Ed. by Prof. S. Anthony Sivam and Dr. K. Gunasekaran
3. Kumar, Shiv K. *Short Stories of Yesterday and Today*, OUP, 1992.

Web Sources:

1. <https://www.rcboe.org/cms/lib010/GA01903614/Centricity/Domain/4395/Elements%20of%20a%20Story.pdf>
2. <https://schools.ednet.ns.ca/avr/b/070/rsbennett/eng12/coursematerials/shortstories/STSTORY%20intro.pdf>
3. http://acip.sd79.bc.ca/vocab_sheets/short_story_terms.pdf

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	M
CO3	M	S	S	S	M
CO4	S	M	S	S	S
CO5	M	S	S	S	M

S - Strong M – Medium

**ELECTIVE III
FOLKLORE AND LITERATURE**

Course Objectives:

- To give an idea of early cultural formations and their expressions.
- To look at different forms of folklore with specific reference to its culture in which they are determined.
- To inculcate the habit of reading and writing traditional art forms.

Course Outcomes:

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

CO1: Gather and identify different types of folklore and discuss them in the context of the cultures that inform them and are informed by them in turn – K1 and K2

CO2: Understand the nature and form of folklore and its significance in the cultural formations of people – K3 and K4

CO3: Look at folklore as a living tradition with contemporary relevance – K5

CO4: Acquire knowledge to analyze and study them in connection with the past and present cultural standards – K6

CO5: Enable the students to distinguish different folktales – K5 and K6

Unit I Fundamentals of Folklore Studies I

Definitions of folklore - a historical overview - What is a folk group? – How folk groups form - Tradition - Ritual - Performance - Aesthetics

Unit II Fundamentals of Folklore Studies II

Alan Dundes - Who Are the Folk?

Vladimir Propp – The Methods and Material

Unit III Folktales from India I

The Clay Mother-in-Law (Tamil)

A Friend in Need (Malayalam)

The Shepherd's Ghost (Telugu)

In the Kingdom of Fools(Kannada)

Unit IV Folk tales from India II

Why Audiences Laugh or Cry (Punjabi)

Other Lives (Kashmiri)

The Kite's Daughter (Assamese)

A Parrot Called Hiranman (Bengali)

Unit V Folktales from outside India

The Fairy Serpent (Chinese)

The Tea-Kettle (Japanese)

How We Got the Name Spider Tales' (West African)

The Serpent-Wife (Ukrainian)

Books Prescribed:

1. Bain, Nisbet R., translator. *Cossack Fairy Tales and Folk Tales*. George G. Harrap, 1910.
2. Barker, W. H., and Cecilia Sinclair. *West African Folk-Stories*. Yesterday's Classics, 1920.
3. Bendix, Regina F., and Galit Hasan-Rokem, editors. *Companion to Folklore*. Blackwell, 2012.
4. Dundes, Alan. "The Journal of American Folklore," vol. 78, no. 308, Apr.-Jun. 1965, pp. 136-142.
5. Fielde, M. Adele. *Chinese Fairy Tales: Forty Stories Told by Almond-Eyed Folk*. G.P. Putnam's Sons, 1912.
6. Handoo, Jawaharlal. *Folklore: An Introduction*. CIEFL, 1989.
7. James, Grace. *Green Willow and Other Japanese Fairy Tales*. Macmillan and Co., 1912.
8. Propp, Vladimir. *Morphology of the Folktale*. Translated by Laurence Scott, Martino Fine Books, 2015.
9. Ramanujan, A. K. *Selections from Folktales from India*. Penguin, 2009.
10. Sim, Martha C., and Martine Stephens. *Living Folklore: An Introduction to the Study of People and Their Traditions*. Utah State University Press, 2011.

References:

1. Bendix, Regina F., and Galit Hasan-Rokem, editors. *Companion to Folklore*. Blackwell, 2012.
2. Dorairaj, Joseph. *Myth and Literature*. FRRC, 2011.
3. Dorson, Richard M., editor. *Folklore and Folk Life: An Introduction*. The University of Chicago Press, 1972.
4. Dundes, Alan, editor. *The Study of Folklore*. Prentice-Hall, 1965.

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2. <https://www.jstor.org/journal/jfolkrese>
3. <https://iupress.org/journals/jfr/>
4. <https://www.tandfonline.com/toc/rfol20/current>
5. <https://muse.jhu.edu/journal/223>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	S	M	S	M	M
CO3	S	M	S	M	M
CO4	S	M	S	M	S
CO5	M	S	M	S	M

S-Strong**M-Medium**

**ELECTIVE IV
ENGLISH LANGUAGE AND LINGUISTICS**

Course Objectives:

- To enable students to know and form ideas on the growth and development of English, including its structural, grammatical, and functional aspects.
- To recognize, identify, and use sounds and structures.
- To identify and explain the process of second language acquisition.

Course Outcomes:

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

CO1: Understand the nuances and hybrid nature of the English language and its origin.K1

CO2: Comprehend the socio-cultural influences on language.K2 and K5

CO3: Gain an understanding of the varieties of the English language. K3

CO4: Use the right accent and rhythm in speaking. K2 and K4

CO5: Understand the significance of language used in literary discourses.K5

Unit I

What is Language? Characteristics of Language, Origin of Language, Indo-European family of Languages - Germanic family of Languages- Origin of English.

Unit II

Early History of English Language-Old English Period–Scandinavian invasions, Middle English Period – The impact of Norman Conquest on the English Language, Modern English Period – Latin and Greek influence

Unit III

What is Linguistics? Scope and Nature of Linguistics –Branches of Linguistics–Regional Variation – Language and Social Variation.

Unit IV

Phonology - Phonetics - Air stream Mechanism, Organs of Speech, Vowels and Consonants, Diphthongs, Phonemes. Morphology - Definition, Scope, Concept of Word, Morpheme, Allomorphs.

Unit V

Syntax - Prescriptive Grammar, IC Analysis.

Semantics - Synonymy, Antonym, Hyponymy, Polysemy, Ambiguity, Pragmatics.

Books Prescribed:

1. Crystal, David. *Linguistics*. Penguin Books, 1972.
2. Wood, Frederick T. *An Outline History of the English Language*. Trinity, 2017.

References:

1. Balasubramanian, T. A. *A Textbook of English Phonetics for Indian Students*. 3rd ed., Trinity, 2013.
2. Yule, George. *The Study of Language*. Second Edition, Cambridge University Press, 1996.
3. Krishnaswamy, N., et al. *Modern Applied Linguistics*. Trinity, 2002.
4. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1981.
5. Wallwork, J. F. *Language and Linguistics: An Introduction to the Study of Language*. Heinemann Educational, 1969.

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2. https://digilib.phil.muni.cz/bitstream/handle/11222.digilib/131585/Books_2010_2019_072-2014-1_13.pdf?sequence=1
3. https://www.researchgate.net/publication/322916850_English_Spelling_and_Pronunciation-A_Brief_Study
4. <https://www.uni-due.de/ELE/VarietiesOfEnglish.pdf>
5. <file:///C:/Users/SUBI/Downloads/The%20Sounds%20of%20English.pdf>
6. David Crystal on Language, Linguistics and Literature <https://www.youtube.com/watch?v=A9Y8ZHfw50>
7. The Psychology of Language, by Prof. Naveen Kashyap, IIT Guwahati –SWAYAM Course https://onlinecourses.nptel.ac.in/noc21_hs65/preview
8. Applied Linguistics By Prof. Rajesh Kumar, IIT Madras-SWAYAM course https://onlinecourses.nptel.ac.in/noc19_hs45/preview

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	M
CO2	S	M	S	M	S
CO3	S	M	S	M	M
CO4	S	M	S	M	S
CO5	M	S	M	S	M

S- Strong

M-Medium

**CORE VII
LITERARY THEORY**

Course Objectives:

- To introduce students to forms of literary study.
- To train students to analyze literary writings based on critical theories.
- To sensitize students to incorporate the theories learned in future works of research.

Course Outcomes:

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

CO1: Develop new perspectives and a critical outlook for performing literary research. K1

CO2: Gain knowledge about new literary and critical approaches. K1

CO3: Analyze the concepts by close reading and apply them in research writing. K4

CO4: Understand the elements of empirical research. K2 and K6

CO5: Demonstrate critical sensibilities using the theatrical lens. K3

Unit I

John Keats : From *The Letters* –1, 4, 5, 7.

Unit II

I.A. Richards : The Two Uses of Language

Unit III

George Orwell : Politics and the English Language

Unit IV

Roland Barthes : The Death of the Author

Unit V

Juliet Mitchell : Femininity, Narrative and Psycho analysis

Books Prescribed:

1. Lodge, David, editor. *Twentieth Century Literary Criticism: A Reader*. 1st ed., Longman, 1989.
2. ---, editor. *Modern Criticism and Theory: A Reader*. 2nd ed., Pearson Education Limited, 2005.
3. --- and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. 3rd ed., Routledge, 2013.
4. Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2022.
5. --- *Literary Theory Today*. Asia Book Club, 2017.
6. Ramaswamy, S., and V. S. Seturaman, editors. *English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 1, Macmillan, 1986.
7. --- *English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 2, Macmillan, 1986.

References:

1. Ashcroft, Griffith, and Helen Tiffin, editors. *The Post-Colonial Studies Reader*. Routledge, 1995.
2. Barry, Peter. *Beginning Theory*. Manchester University Press, 1995.
3. Daiches, David. *Critical Approaches to Literature*. Revised Edition, Orient Longman, 1984.
4. Dorsch, T. S., translator. *Classical Literary Criticism*. Penguin Books, 1965. (Two volumes)
5. Seturaman, V. S., editor. *Contemporary Criticism*. Macmillan, 1989.
6. Wimsatt, W. K., and Cleanth Brooks, editors. *Literary Criticism: A Short History*. Prentice-Hall, 1957.

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1. <http://kamarajcollege.ac.in/Department/English/III%20Year/002%20Core%20-%2012%20Literary%20Critics%20and%20Approaches%20-%20V%20Sem%20BA%20English.pdf>
2. <http://albertsliterature.blogspot.com/2012/02/northrop-frye-archetypes-of-literature.html>
3. <https://www.jstor.org/stable/27537676>
4. https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000013EN/P001455/M019977/ET/1519810335Paper11,Module11,EText.pdf

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	S	M	S	S
CO3	S	S	S	S	M
CO4	S	S	S	S	S
CO5	S	S	S	S	M

S-Strong M-Medium

CORE VIII
INTENSIVE STUDY OF AN AUTHOR: RABINDRANATH TAGORE

Course Objectives:

- To introduce students to appreciate the contribution of Indian writers worldwide.
- To expose students to Rabindranath Tagore's philosophy, creative and artistic style, his mysticism, and freedom of education.
- To train the students to understand the universality of his writings, suitable for all times

Course Outcomes:

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

CO1 - introduce the mastery of the particular writer K1

CO2-induct the biographical sketch and uniqueness of the writer K2

CO3 - evaluate multi genres of literature critically K3

CO4-aesthetically appreciate the works of the writer K4

CO5-comprehend the ideology and philosophical perception of that author K5

Unit I Poetry

Gitanjali (I-XXX)

Unit II Prose

The Problem of Self-Sadhana - Chapter IV

A Comedy in England

Unit III Drama

Malini

Karna and Kunti

Unit IV Short Story

The Renunciation

The Cabuliwallah

Unit V Fiction

The Home and the World

The Wreck

Book Prescribed:

Tagore, Rabindranath. *Sādhanā: The Realisation of Life*. Macmillan, 1915.

References:

1. Anand, MulkRaj. *Homage to Tagore*. Sangam Publishers, 1946.
2. Iyengar, K.R.Srinivasa. *Indian Writing in English*. Sterling Publishers, 1984.
3. Gupta, S.C.Sen. *The Great Sentinel*. A.Mukherjee, 1988.
4. Iyengar, K.R.Srinivasa. *Rabindranath Tagore: A Critical Introduction*. Sterling Publications, 1987.
5. Kakar, Sudhir. *Young Tagore: The Makings of a Genius*. Penguin Books, 2013.
6. Thompson, Edward John. *Rabindranath Tagore: Poet and Dramatist*. Oxford University Press, 1991.

Web Sources:

1. <http://tagoreweb.in/Render/ShowContent.aspx?ct=Essays&bi>
2. <http://wwwkksir.blogspot.com/2015/09/the-contribution-of-tagore-towards.html>
3. https://www.jstor.org/stable/3517896?seq=1#metadata_info_tab_contents

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	M	S	S
CO3	S	S	S	S	S
CO4	S	M	M	S	S
CO5	M	S	M	M	M

S-Strong

M-Medium

**CORE IX
WOMEN'S WRITING**

Course Objectives:

- To engage in gaining an overview of the vision of women writers of the world across various genres.
- To examine the autonomy of women writers and their accomplishments.
- To encourage students to have a brief knowledge about various literary works written by women writers.

Course Outcomes:

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

CO1: Imbibe knowledge about the basics of various literary works written by renowned women writers. K1&K2

CO2: Examine the various literary techniques, such as themes and narrative style. K3

CO3: Validate the currency of women's crises in the prescribed women's literatures. K3

CO4: Acknowledge the amalgamation of gender and various socio-cultural Representations in the literary works prescribed. K4

CO5: Encourage theoretical and academic augmentation about the various crises encrypted in women's writing in English. K5

Unit I Poetry

Elizabeth Barrett Browning : My Heart and I
Mary Oliver : Hummingbirds
Margaret Atwood : Siren Song
Meena Alexander : The Journey

Unit II Prose

Virginia Woolf : How Should One Read a Book?
Maya Angelou : To Tell the Truth
In Self-Defense
Keep the Faith

Unit III Drama

Susan Glaspell : Trifles

Unit IV Fiction

Bama : Karukku
Isabel Allende : Portrait in Sepia

Unit V Criticism

Simone de Beauvoir : Myth and Reality
Luce Irigaray : The Bodily Encounter with the Mother

Book Prescribed:

1. Allende, Isabel. *Portrait in Sepia*. Harper Perennial, 2008.
2. Angelou, Maya. *Letter to My Daughter*. Virago, 2012.
3. Annapoorni S. and V. Bharathi Harishankar, *Shifting Perceptions: An Anthology of Women's writing*. Main Spring Publishers, 2016.
4. Lodge, David, and Nigel Wood. *Modern Criticism and Theory: A Reader*. 3rd ed., Longman, 2008.
5. Narayanan, Uma, and Prema Seetharam, translators. *Lamps in the Whirlpool*. By Rajam Krishnan, Macmillan, 2003.
6. Woolf, Virginia. *Essays on the Self*. New York Review Books, 2017.

References:

1. Briggs, Julia. *Reading Virginia Woolf*. Edinburgh University Press, 2006.
2. Saxena, Anju. *Role of Women in English Literature*. Sonali Publications, 2011.

Web Sources:

1. <https://blog.bookstellyouwhy.com/the-history-and-importance-of-womens-literature>.
2. <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/womens-literature>.
3. <https://www.ijedr.org/papers/IJEDR1904009.pdf>.

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	M	S	S
CO3	S	S	S	S	S
CO4	S	M	M	S	S
CO5	M	S	M	M	M

S-Strong M-Medium

**ELECTIVE V
RESEARCH METHODOLOGY**

Course Objectives:

- To familiarize the student with the nature, dimensions, and methods of research.
- To empower the student with the knowledge and skills needed to undertake a research project, present a conference paper, and publish a scholarly article.
- To enhance the student's skills to present a conference paper and publish a scholarly article.

Course Outcomes:

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

CO1: Arrive at a thesis statement without ambiguity.

CO2: Apply research mechanics without committing errors.

CO3: Exercise academic integrity in a systematic manner and avoid plagiarism.

CO4: Imbibe the significance of primary and secondary sources.

CO5: Learn the art of making references and widen the ability to research

Unit I

What is Research–Definition and Explanation of the Terms: Research, Hypothesis, and Thesis Statement – Conducting Research – Compiling Working Bibliography – Plagiarism?

Unit II

Review of Literature–Approaches to Research–Elements of Qualitative Studies–Elements of Quantitative Studies

Unit III

Mechanics of Prose: Spelling, Punctuation, Capitalization of Terms, Names of Persons, Titles of Works, Numbers, Principles of Inclusive Language – Abbreviations

Unit IV

Formatting Research Project

Unit V

Documenting Sources: An Overview – The List of Works Cited, Core Elements, Ordering the List of Works Cited–Citing Sources in the Text, Quoting and Paraphrasing Sources, Citations in Forms other than Print, Notes, Harvard and APA System

Books Prescribed:

1. Anderson, Jonathan, and Millicent Poole. *Assignment and Thesis Writing*. 4thed. Wiley India, 2001.
2. *MLA Handbook*. 8thed. Modern Language Association of America, 2016.
3. *MLA Handbook*. 9thed, Modern Language Association of America, 2021.

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1. Dorairaj, Joseph. FAQs on Research in Literature and Language. Emerald Publishers, 2019.
2. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed., Affiliated East-West Press, 2009.
3. Hoffmann, Ann. *Research for Writers*. A & C Black Limited, 2004.
4. Manse, Martin H. *Guide to Style: An Essential Guide to the Basics of Writing Style*. Viva Books, 2010.
5. Mounsey, Chris. *Essays and Dissertations*. Oxford University Press, 2010.
6. Rose, Jean. *The Mature Student's Guide to Writing*. Palgrave, 2001.
7. Seth, Kalpana. *Research Methodology in English*. Murari Lal and Sons, 2010.
8. Swales, John M. *Research Genres: Explorations and Applications*. Cambridge University Press, 2005.

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2. <https://www.slideshare.net/mobile/manukumarkm/source-of-data-in-research>
3. <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118901731.iecrm0174>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	M	M	M	S	S
CO4	S	S	M	S	S
CO5	M	M	S	S	M

S-Strong M-Medium

**ELECTIVE VI
ENGLISH FOR CAREER**

Course Objectives:

- To enable learners to develop their basic communication skills in English.
- To emphasize especially the development of speaking skills among the young learners.
- To inculcate the habit of reading and writing, leading to effective and efficient communication.

Course Outcomes:

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

CO1: Recollect grammar and speak with its correct usage.

CO2: Understand the importance of speaking and writing correctly.

CO3: Identify grammatical errors while writing.

CO4: Speak confidently and compare with peers for positive growth.

CO5: Analyze the formal or informal surroundings and speak accordingly

UNIT I Grammar I

Nouns and Noun Phrases - Pronouns - Possessives and Determiners - Adjectives and Adverbs –
Conjunctions and Clauses-Articles-Voices-Direct and Indirect Speech Verbs and Verb Forms
-Verb Tenses and Aspects-Modals and Imperatives

Unit II Grammar II

Prepositions-Phrase-Clause-Transformation of Sentences-Idioms-Degrees of Comparison- One
Word Substitution - Homonyms - Homophones

Unit III Writing Skills I

Précis Writing-Note Making-Note Taking-Paragraph Writing-Essay Writing

Unit IV Writing Skills II (Official Correspondence)

Drafting applications - CV writing- Notices - Agenda- Minutes of the meeting

Unit V Cyber Skills

Modern Forms of Communication: Fax -E-mail-Video Conferencing-Internet-Websites and their
use in Business

References:

1. Anderson, Paul. V. *Technical Communication: A Reader-Centered Approach*. Hienle, 2010.
2. Eastwood, John. *Oxford Guide to English Grammar*. Oxford, 2003
3. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. 3rd ed., Trinity Press, 2016.
4. Raman, Meenakshi, and Sangeetha Sharma. *Technical Communication: Principles and Practice*. 3rd ed., Oxford University Press, 2015.
5. Riordan, Daniel. G. *Technical Communication*. Cengage Learning, 2009.
6. Worthington, Smith, Darlene, and Jefferson, Sue. *Technical Writing for Success*. Southwestern Educational Publishing, 2010.

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2. <https://www.britishcouncil.in/educating-world-through-massive-open-online-courses>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	M	S	S	S	S
CO3	M	S	S	S	M
CO4	M	M	M	M	M
CO5	S	S	M	M	S

S-Strong M-Medium

**CORE X
CULTURAL STUDIES**

Course Objectives:

- To introduce students to significant debates and theorists within Cultural Studies.
- To enable students to engage with these debates from their own immediate vantage point.
- To familiarize students with core methodologies of narrating the past and the present through a Cultural Studies approach.

Course Outcomes:

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

CO1: Use Cultural Studies approaches to reflect upon our own immediate contexts through assignments and class exercises – K1.

CO2: Display adequate understanding of and familiarity with the core debates within the discipline through written submissions and class presentations – K5.

CO3: Develop habits of independent learning through research projects and critical analysis – K6.

CO4: Understand the world, their country, their society, as well as themselves, and have awareness of ethical problems, social rights, values, and responsibility to the self and to others – K2.

CO5: Analyze and evaluate contemporary critical debates in the study of culture – K3 and K4.

Unit I

Edward W. Said : Crisis (*in Orientalism*)

Unit II

Max Horkheimer and Theodor Adorno: Culture Industry: Enlightenment as Mass Deception

Unit III

Raymond William : Realism and the Contemporary Novel

Unit IV

Michel Foucault : What is an Author?

Unit V

A.K. Ramanujan : On Ancient Tamil Poetics

Books Prescribed:

1. Devy, Ganesh Narayandas. *Indian Literary Criticism*. Orient Black swan, 2002.
2. Fiske, John. *Understanding Popular Culture*. 2nd ed., Routledge, 2010.
3. Lodge, David, editor. *Twentieth Century Literary Criticism: A Reader*. 1st ed., Longman, 1989.
4. ---, editor. *Modern Criticism and Theory: A Reader*. 2nd ed., Pearson Education Limited, 2005.
5. --- and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. 3rd ed., Routledge, 2017.
6. Nayar, Pramod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Pearson, 2022.
7. --- *Literary Theory Today*. Asia Book Club, 2017.
8. Ramaswamy, S., and V. S. Seturaman. *English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 1, Macmillan, 1986.
9. --- *English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 2, Macmillan, 1986.

References:

1. Barthes, Roland. *Mythologies*. The Noonday Press, 1957.
2. Morley, David, editor. *Essays from Essential Essays: Volume 1*. By Stuart Hall, Duke University Press, 2019.
3. Nayar, Pramod K. *Contemporary Literary and Cultural Theory*. Pearson India Educational Services, 2022.
4. Nemade, G. N., and Patankar, editors. *Indian Literary Criticism: Theory and Interpretation*. Orient Blackswan, 2009.
5. Sangari, Kumkum, and Vaid, Sudesh, editors. *Recasting Women: Essays in Colonial History*. Zubaan Publication, 1989.
6. Storey, John, editor. *Cultural Theory and Popular Culture: A Reader*. 2nd ed., Prentice- Hall, 1998.

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1. <https://www.mastersincommunications.com/research/critical-cultural-studies/>
2. <https://www.tandfonline.com/doi/pdf/10.2752/175470810X12863771378833>
3. https://books.google.co.in/books?hl=en&lr=&id=r4P0tkRXJ8IC&oi=fnd&pg=PA1&dq=Recasting+Women:+An+Introduction+Kukum+Sangari+and+Sudesh+Vaid&ots=DWDTToapDhr&sig=qXyTxmJe1WL4aHM3BYPln73DudE&redir_esc=y#v=onepage&q=Recasting%20Women%20An%20Introduction%20%2F%20Kukum%20Sangari%20and%20Sudesh%20Vaid&f=false
4. https://www.academia.edu/29734744/Fredrick_Jameson_Aijaz_Ahmed_and_Third_World_Literature_Part_1

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	M
CO4	S	S	S	S	M
CO5	S	S	S	S	S

S-Strong M-Medium

CORE XI
TRANSLATION STUDIES

Course Objectives

- To inculcate in students the broad linguistic and cultural knowledge of the source language and target language.
- To enable them to interpret, understand, and translate with accuracy and precision.
- To appreciate the great works of writers in other languages through translation.

Course Outcomes:

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

CO1: Relish the art of translation. K5

CO2: Acquire job opportunities in the realm of translation. K6

CO3: Appreciate literatures from the classical to the contemporary time. K5

CO4: Familiarize with various types of translation and practice them with ease. K1, K2, K3

CO5: Understand the nuances of other target languages using translation as a ladder K4

Unit I

Introduction – Language and Culture – Types of Translation – Decoding and Recoding – Problems of Equivalence–Untranslatability–History of Translation Theory–Structures of Literary Translation

Unit II

Homer : The Odyssey–Book IX - The Story told to Alcinous – The Cyclops – Lines 1-566

Unit III

Mayuram Vedanayakam Pillai: The Life and Times of Pratapa Mudaliar

Bankim Chandra Chatterji : Anandamath

Unit IV

Prema Nanda Kumar : Translations of Bharathiyar Songs
1. Aspirations
2. Kannamma My Child

G.U. Pope : Thirukkural

1. Veracity
2. Purity in Action

Unit V

Practical Translation—A brief passage or short poem to be given for translation (English to Tamil, Tamil to English) and the problems in translation identified.

Books Prescribed:

1. Bassnett, Susan. *Translation Studies*. 3rd ed., Routledge, 2003.
2. Chatterji, Bankim Chandra. *Anandamath*. Translated by Basanta Koomar Roy. Orient Paperback, 2006.
3. Nandakumar, Prema. *Poems of Subramania Bharati*. Sahitya Akademi, 2004.
4. Palmer, George Herbert, translator. *The Odyssey of Homer*. The Riverside Press, 1892.
5. Pillai, Mayuram Vedanayakam. *The Life and Times of Pratapa Mudaliar*. Translated by Meenakshi Tyagarajan, Katha, 2005.
- Pope, G. U. *Thirukkural*. Sri Shenbaga Pathipagam, 2009.

References:

1. Bassnett, Susan, and Harish Trivedi, editors. *Post-Colonial Translation Theory and Practice*. Routledge, 2000.
2. Gentzler, Edwin. *Contemporary Translation Theories*. Revised 2nd ed., Viva Books, 2010.
3. Grossman, Edith. *Why Translation Matters*. Orient Black Swan, 2011.
4. Hermans, Theo. *Translation in Systems: Descriptive and Systemic Approaches Explained*. Routledge, 2020.
5. Kuhiwczak, Piotr, and Littau, Karr, editors. *A Companion to Translation Studies*. Orient Black Swan, 2011.
6. Landers, Clifford E. *Literary Translation: A Practical Guide*. Viva Books, 2011.
7. Niranjana, Tejaswini. *Siting Translation: History, Post-Structuralism, and the Colonial Contest*. University of California Press, 1992.
8. Malmkjaer, Kirsten, and Kevin Windle, editors. *The Oxford Handbook of Translation Studies*. Oxford University Press, 2011.
9. Nandakumar, Prema. *Makers of Indian Literature Series*. Sahitya Akademi, 1989

Web Sources:

1. <https://libguides.aston.ac.uk/c.php?g=99970&p=647235>
2. <https://guides.nyu.edu/c.php?g=276899&p=1848465>
3. <https://www.tandfonline.com/doi/abs/10.1080/09076760903255304>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	M	M	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong M-Medium

**CORE XII
MASS MEDIA**

Course Objectives:

- To introduce the students to think critically and learn the nuances of media.
- To widen career options to post-graduate students in English, especially in the knowledge processing industry for writers, editors, structural designers, etc.
- To train students to become reviewers, critics, editors, thus opening up other career options.

Course Outcomes:

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

CO1 - Identify the links between mass media, social media, and socio-cultural transformation in the twenty-first century world - K1 and K2

CO2 - Compare the diverse uses and the cultural effects of the interactive media content production - K3 and K4

CO3 - Examine critically the role of social media tools in the construction of personal and group identities and identifications - K5

CO4 - Discuss the social effects of the rising popularity and widespread use of smartphones and other digital communication devices in the last decade - K6

CO5 - Examine the interactions between material culture and the digital revolution as well as the impact of digitization on the materiality of life - K5 and K6.

Unit I Communication

What are communication, definition, nature and process of communication, types of communication – interpersonal, intrapersonal, group and mass communication, purpose of communication, communication and change, communication and society?

Unit II Theories of Communication

Communication models, channels of communication, feedback, role of audience, theories of mass communication.

Unit III Understanding Mass Media

Role of media in our life—media and mass media, functions of mass media, types of mass media, and theories of press media.

Unit IV Mass Media and Society

The meaning of Effects, effects of media on education, mass media and the Indian family, children and media, representations of women in mass media, media and consumerism, violence in media and society.

Unit V Advertising

Role of advertising in marketing, evaluation of advertising, functions of advertising, types of advertisements, ethics in advertising, current issues in advertising, representations of women in advertisement, children in advertising.

Book Prescribed:

Kumar, Keval J. Mass Communication in India. Jaico Publishing House, 1994.

References:

1. Dev, Anjana Neira et al. Creative Writing: A Beginners' Manual. Pearson, 2008.
2. Fiske, John, and John Hartley. Reading Television. 2nd ed., Routledge, 2004.
3. Hilliard, Robert L. Writing for Television and News Media. Cengage Learning, 2015.
4. Joshi, Uma. Textbook of Mass Communication and Media. Anmol Publications, 2002.
5. McLuhan, Marshall. Understanding Media: The Extensions of Man. New York: MIT Press, 1994.
6. Parthasarathy, Rangaswami. Basic Journalism. Macmillan, 2010.

Web Sources:

1. <https://www.toppr.com/guides/business-studies/directing/communication/>
2. <https://www.native-english.ru/topics/mass-media-in-our-life>
3. <https://www.owlgen.com/question/discuss-different-types-of-reporting-in-journalism>
4. <https://rayaccess.com/the-importance-of-editing/>
5. <https://business-finance.blurtit.com/196985/what-is-the-role-of-advertising-in-marketing>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	M
CO2	S	M	S	M	S
CO3	S	M	S	M	M
CO4	S	M	S	M	S
CO5	M	S	M	S	M

S-Strong

M-Medium

**CORE XIII
INDIAN AUTOBIOGRAPHIES**

Course Objectives:

- To introduce the students to understand and explore human experiences and values reflected in autobiographies and biographies.
- To relate personal experience to literary experience.
- To inspire the students to aim high in life and career.

Course Outcomes:

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

CO1 - Recognize the structures of biography and autobiography as distinct forms of literature.

CO2 - Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.

CO3 - Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.

CO4 - Recognize the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.

CO5 - When reading, connect biographical and autobiographical texts to their historical and cultural contexts.

Unit I

Narrative Characteristics of Autobiography and Biography

Unit II

Salim Ali : The Fall of a Sparrow

Unit III

Subhas Chandra Bose : An Indian Pilgrim

Unit IV

Milkha Singh : The Race of My Life: An Autobiography

Unit V

Mary Kom : Unbreakable : An Autobiography

Books Prescribed:

1. Ali, Salim. *The Fall of a Sparrow*. Oxford University Press, 2021.
2. Bose, Subhas Chandra. *An Indian Pilgrim*. Jayasree Patrika Trust, 2021.
3. Kom, M.C. Mary. *Unbreakable*. Harper Sport, 2013.
4. Singh, Milkha. *The Race of My Life: An Autobiography*. Rupa, 2013.

References:

1. Anderson, Linda. *Autobiography*. 2nd ed. Routledge, 2010.
2. Harpham, Abrams. *A Glossary of Literary Terms*. Cengage Learning India Private limited, 2015.

Web Sources:

1. <https://journals.du.ac.in/humsoc/pdf/SINGH%20Autobiography.pdf>.
2. <https://tpls.academypublication.com/index.php/tpls/article/download/863/628/3395>.
3. <https://www.britannica.com/art/autobiography-literature>.

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	M	M	M	S	S
CO4	S	S	M	S	S
CO5	M	M	S	S	M

S-Strong M-Medium

**CORE XIII
PROJECT**

Course Objectives:

- To introduce students to the art of research.
- To enable them to apply literary theories to research.
- To enhance the ability to shape coherent thought patterns and present it in the form of a project.

Course Outcomes:

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

- CO1 - Arrive at a thesis statement without ambiguity
 CO2 - Apply research mechanics without committing errors
 CO3 - Exercise academic integrity in a systematic manner and avoid plagiarism
 CO4 - Imbibe the significance of primary and secondary sources
 CO5 - Learn the art of making references and widen the ability to research

Instructions for Project:

1. *MLA Handbook. Modern Language Association of America, 9th ed., 2021.*
2. Project must consist of a maximum of 40 pages

Evaluation:

Project	:	50 Marks – Guide 25 Marks / External Examiner – 25 Marks
Viva Voce	:	50 Marks – Guide 25 Marks / External Examiner – 25 Marks
Total	:	100 Marks

Note:

The Department of English, Periyar University, accepts a permissible plagiarism limit of up to 30%. If the percentage of plagiarism is above 30%, the student has to modify and resubmit the project.

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	M	M	S	S	S
CO3	M	M	M	S	S
CO4	S	S	M	S	S
CO5	M	M	S	S	M

S-Strong M-Medium

**ELECTIVE VII
FILM STUDIES**

Course Objectives:

- To familiarize the learners with the growth and development of films.
- To equip the learners to interpret the genres and theories of films.
- To enable them to analyze and review select classic films.

Course Outcomes:

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

CO1: Acquire knowledge about the concept, nature, and development of films - K1

CO2: Understand the shift in nature of films from time to time and the distinctive creativity of the respective era - K2

CO3: Analyze the significant critical concepts and theories - K4

CO4: Learn the ideologies and skills of significant filmmakers and critics through their works - K3

CO5: Recognize, criticize, and review select classic films - K3

Unit I

Introduction to Film Studies: What is film? Film, Cinema, and Movie, the Hybrid Nature of Film, the Language of Cinema, Authorship, A Brief History: Beginning and Growth of Cinema

Unit II

Film Genres: Documentary (factual films), Narrative, Avant-Garde Films, Feature Films, Short Films, Thriller, Fantasy, Animation, Digital Films.

Unit III

Literature and Film: Literary language and film language, Adaptation and notions of fidelity, Narrative Structure and Strategies in Film and Fiction.

Unit IV

Film Theory: Realism, Formalism, Auteur Theory, Ideology in Film, Apparatus theory, Structuralism, Psychoanalytical film theory.

Unit V

Review of Select Classic Films: Bicycle Thieves: Italian Neo Realism, Breathless: French New wave, Ganashatru: Indian New Wave, Kodiyettam: Malayalam New Wave.

Book Prescribed:

Babu N. M., Reeja Thankachan, and Binil Kumar M. R., *Introducing Film Studies*.
Main Spring, 2016.

References:

1. Giannetti, Loui. *Understanding Movies*. Pearson, 2013.
2. Hayward, Susan. *Key Concepts in Cinema Studies*. Routledge, 1996.
3. Mast, Gerald, and Bruce F. Kawin. *A Short History of the Movies*. Pearson, 2012.
4. Nichols, Bill. *Movies and Methods: An Anthology*. University of California Press, 1976.
5. Vasudevan, Ravi. *Making Meaning in Indian Cinema*. Oxford University Press, 2009.

Web Sources

1. <http://www.differencebetween.net/miscellaneous/difference-between-film-and-movie/>
2. <https://plato.stanford.edu/entries/film/>
3. <https://www.premiumbeat.com/blog/guide-to-basic-film-genres/>
4. <https://www.filmsite.org/genres.html>
5. https://www.researchgate.net/publication/347452233_Film_and_Literature
6. <https://www.youthkiawaaz.com/2018/05/cinema-and-literature/>
7. http://epitomejournals.com/VolumeArticles/FullTextPDF/175_Research_Paper.pdf
8. <http://www.rogerdarlington.me.uk/clfilms.html>
9. <https://videolibrarian.com/reviews/classic-film>

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	S	M	S
CO3	M	S	M	S	S
CO4	S	S	S	M	S
CO5	M	S	S	S	M

S-Strong M-Medium

**ELECTIVE VIII
ENGLISH FOR ENRICHMENT**

Course Objectives:

- To make learners acquire writing skills in both formal and informal contexts.
- To equip them with employability skills needed for academic as well as workplace contexts.
- To familiarise students with different English themes and styles.

Course Outcomes:

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

CO1 - Compute the aesthetic and literary sense of English literature - K2

CO2 - Promote the extensive and intensive reading through short stories and plays - K1

CO3 - Enhance the knowledge of grammar and its components - K3

CO4 - Energise the LSRW skills - K3 and K4

CO5 - Motivate to comprehend the different genres of literature - K5

UNIT I Grammar

Parts of Speech – Articles – Voices – Direct/Indirect Speech – Tenses – Transformation of Sentences – Tag – Degrees of Comparison – Sentence Pattern – Simple, Complex and Compound Sentences

UNIT II Written Skills

Formal and Informal Letters – Business Letters– Emails– Biodata – Resume – Curriculum Vitae – Précis Writing – Note making – Hints Development

UNIT III Employability Skills

Soft Skills – An Introduction – Basic Communication Skills – Interview Skills – Presentation Skills – Group Discussion – Self Skills – Leadership Qualities –Team Work– Time Management

UNIT IV Technical Skills

Editing– Poster Making – Autobiographical Writing – Coherence and Cohesion in Writing – Creative Writing

UNIT V Practical Components

Writing about one's leisure time activities, hometown, etc., creating flyers, brochures, writing newspaper articles, and preparing abstracts

References:

1. Abraham, T. C. *Effective Letter Writing*. Commonwealth Publishers, 2009. Hariharan, et al. *Soft Skills*. MJP Publishers, 2010.
2. Anderson, Paul V. *Technical Communication: A Reader-Centered Approach*. Cengage Learning, 2010.
3. George, Sebastian. *Business English*. Commonwealth Publishers, 2009.
4. Krishnasamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Foundation Books, 2006.
5. Pillai, Radhakrishna G. *Spoken English for You*. Emerald Publishers, 2014.
6. --- *Written English for You*. Emerald Publishers, 2014.
7. Raman, Meenakshi, et al. *Technical Communication: Principles and Practice*. Oxford University Press, 2004.
8. Riordan, Daniel G. *Technical Communication*. Cengage Learning, 2009.
9. Viswamohan, Aysha. *English for Technical Communication*. Tata McGraw-Hill Publisher, 2008.

Web Sources:

1. <https://www.spokenenglishpractice.com/>
2. <https://www.britishcouncil.in/educating-world-through-massive-open-online-courses>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	M	S	S	S	S
CO3	M	S	S	S	M
CO4	M	M	M	M	M
CO5	S	S	M	M	S

S-Strong M-Medium

PERIYAR UNIVERSITY

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

Question Paper Pattern for Open and Distance Learning (ODL)

(For the candidates admitted from 2026 onwards)

M.A. ENGLISH LITERATURE

Semester I

Core III British Literature III

(From the Victorian Age to the Modern Age)

Time: Three Hours

Marks: 75 marks

Paper Code:

SECTION – A

(10x2= 20 marks)

I Answer ALL Questions

Two questions from each unit

SECTION – B

(3 x 5 = 15 marks)

II Answer any THREE of the following (Open pattern)

Five questions to test the overall understanding of the paper concerned – to be analytical and creative in nature

SECTION – C

(5 x 8 = 40 marks)

III Answer ALL Questions (Either or pattern)

One question from each unit with internal choice

PERIYAR UNIVERSITY
CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

Model Question Paper for Open and Distance Learning (ODL)

(For the candidates admitted from 2026 onwards)

Time: Three Hours

M.A DEGREE EXAMINATION

Paper Code:

Total marks = 75

SEMESTER I

Core III British Literature III

(From the Victorian Age to the Modern Age)

Part – A (10 x 2 = 20 Marks) [K1 and / or K2 Level]

Answer ALL Questions. Each question carries 2 Marks.

S.No	Questions	Course outcome	Cognitive Levels
1	Who is Tithonus in Greek mythology	CO1	K2
2	How does Dante Gabriel Rossetti describe the “damozel” in the poem?	CO 1	K2
3	How does Chesterton suggest people should react to small problems like running after a hat?	CO2	K2
4	What does Lynd mean by “ <i>the pleasure of ignorance</i> ”?	CO2	K2
5	What is Bunburying?	CO3	K2
6	Who are the two main male protagonists in <i>The Importance of Being Earnest</i> ?	CO3	K2
7	What is the role of the Cheeryble brothers in the novel?	CO4	K2
8	Name the British woman who visits India and gets involved in a major conflict.	CO4	K2
9	What does T.S. Eliot mean by “tradition” in “Tradition and the Individual Talent”?	CO5	K2
10	Write a short note on Thomas Stern Eliot.	CO5	K2

PART – B (3 x 5 = 15 Marks) [Only K2 Level]

Answer any THREE Questions. Each question carries 5 Marks.

S.No	Questions	Course outcome	Cognitive Levels
11	What are the characteristics of Victorian poets?	CO 1	K2
12	Why ignorance is pleasure?	CO 2	K4
13	How does Algernon discover Jack’s country identity?	CO 3	K4
14	Where Charles Dickens did write <i>Nicholas Nickleby</i> ?	CO 4	K5
15	What is tradition and individual talent according to Eliot?	CO 5	K3

PART – C (5 x 8 = 40 Marks) [K2 and Above Levels]

Answer ALL questions. Each question carries 8 Marks.

		Questions	Course outcome	Cognitive Levels
16.	(a)	How did Victorian poets influence English Literature?	CO1	K5
		[OR]		
	(b)	Discuss the lyricism enforced by major Victorian poets?	CO1	K5
17.	(a)	What did G.K. Chesterton symbolize in his <i>On Running after One's Hat</i> ?	CO2	K5
		[OR]		
	(b)	How did Robert Lynd justify that ignorance is pleasurable?	CO2	K5
18.	(a)	How is <i>The Importance of Being Earnest</i> ironic?	CO3	K5
		[OR]		
	(b)	Discuss Oscar Wilde's use of wit and humour in <i>The Importance of Being Earnest</i> .	CO3	K5
19.	(a)	Give an account on the fortunes and misfortunes in Nickleby family?		
		[OR]		
	(b)	How does E.M. Forster explore colonial tensions in <i>A Passage to India</i> ?	CO4	K5
20.	(a)	Critically analyse T. S. Eliot's argument in " <i>Tradition and the Individual Talent</i> ".		
		[OR]		
	(b)	What is the relationship between tradition and individual talent?	CO5	K5

Books Prescribed:

- Carter, Ronald, and John McRae. *The Routledge History of Literature in English*. 2nd ed., Routledge, 2001.
- Daiches, David. *A Critical History of English Literature*. Vol. 4, 2nd ed., Allied, 2005.
- Green, David, editor. *The Winged Word*. Macmillan India Limited, 2009.
- Nayar, Pramod K., editor. *Critical Editions: English Poetry, 1660-1780: An Anthology*. Orient Black Swan, 2011.

References:

- Compton-Rickett, Arthur. *A Primer of English Literature*. T. Nelson, 1941.
- Daiches, David. *A Critical History of English Literature*. Secker and Warburg, 1991.
- Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers and Dist, 1999.
- Legouis, Émile, et al. *A History of English Literature: In 2 Volumes*. Dent, 1926.
- Saintsbury, George. *A Short History of English Literature*. Macmillan, 1898.

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- <https://www.thefamouspeople.com/19th-century-british-writers.php>
- <https://neoenglish.wordpress.com/2010/12/27/the-influence-of-science-on-victorian-literature/>
- <https://www.bl.uk/romantics-and-victorians/themes/technology-and-science>
- https://www.wwnorton.com/college/english/nael/20century/topic_2_05/welcome.html

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	S	M	M	M	S
CO3	M	M	S	M	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S