

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), COIMBATORE – 18**  
**P G & RESEARCH DEPARTMENT OF ENGLISH**  
**B.A. ENGLISH LITERATURE SYLLABUS**  
**(For candidates admitted to the course from 2015 -2016 onwards)**

Sem	Subject	Exam (Hrs)	Marks					No. of Credits
			SSE	CA	Total	SE-Min	TPM	
I	Part-I Language-I Tamil-I	3	75	25	100	30	40	3
	Part II English-I	3	75	25	100	30	40	3
	Part-III Core - Paper I Prose	3	75	25	100	30	40	5
	Allied-I Social History of England	3	75	25	100	30	40	5
	Part-IV Environmental Studies	3	75	25	100	30	40	2
II	Part-I Language-I Tamil-II	3	75	25	100	30	40	3
	Part II English-II	3	75	25	100	30	40	3
	Part-III Core - Paper II English Grammar Usage	3	75	25	100	30	40	5
	Allied- Paper II History of English Literature	3	75	25	100	30	40	5
	Part-IV Value Education –Gandhian Thoughts	3	75	25	100	30	40	2
III	Part-I Language-I Tamil-III	3	75	25	100	30	40	3
	Part II English-III	3	75	25	100	30	40	3
	Part-III Core - Paper III Poetry	3	75	25	100	30	40	5
	Allied- Paper III Literary Forms	3	75	25	100	30	40	5
	Part-IV Skill Based Elective I English for Everyday Communication	3	75	25	100	30	40	3

Sem	Subject	Exam (Hrs)	Marks					
			SE	CA	Total	SE-Min.	TPM	No.of Credits
IV	Part-I Language-I Tamil-IV	3	75	25	100	30	40	3
	Part II English-IV	3	75	25	100	30	40	3
	Part-III Core - Paper IV Fiction	3	75	25	100	30	40	5
	Allied-I Paper IV An Introduction to English Language and Linguistics	3	75	25	100	30	40	5
	Part-IV Skill Based Elective II English for Workplace Communication	3	75	25	100	30	40	3
	Part V Extension Activities NCC/NSS /P.Ed/YRC							1
V	Part-III Core Paper V Drama	3	75	25	100	30	40	5
	Core Paper VI An Introduction to EL	3	75	25	100	30	40	5
	Core Paper VII Indian Writing in Eng	3	75	25	100	30	40	5
	Core Paper VIII African Ame Literature	3	75	25	100	30	40	5
	Skill Based Elective III English for Academic Purpose	3	75	25	100	30	40	3
	Non-Major Elective Paper I	3	75	25	100	30	40	2
VI	Part-III Core - Paper IX Shakespeare	3	75	25	100	30	40	5
	Core Paper X Indian Literature in English Translation	3	75	25	100	30	40	5
	Core Paper XI American Literature	3	75	25	100	30	40	5
	Core Paper XII Literary Criticism	3	75	25	100	30	40	5
	Project	80 (Report)	20 (Viva)	100	40	40	15	
	Skill Based Elective IV Translation sk	3		25	100	30	40	3
	Non-Major Elective Paper II	3		25	100	30	40	2
Total				3300			140	

**Government Arts College (Autonomous), Coimbatore**  
**Postgraduate and Research Department of English**  
**Syllabus for Part - II General English from 2015-2016 onwards**

**Objectives:**

1. To introduce the genres of English Literature
2. To make them learn the language through literature
3. To develop the grammatical skills, communicative ability
4. To cultivate the taste for literature
5. To enhance the vocabulary power and sentence structure, idioms and phrases and master the language as native users

**Semester - I**  
**Part II English I**

**Unit-I Detailed Poetry:**

- |                                  |   |                     |
|----------------------------------|---|---------------------|
| 1. On His Blindness              | - | John Milton         |
| 2. The Village Schoolmaster      | - | Oliver Goldsmith    |
| 3. The Daffodils                 | - | William Wordsworth  |
| 4. Night and Death               | - | Joseph Blanco White |
| 5. Ozymandias                    | - | P.B. Shelley        |
| 6. The Ballad of Father Gilligan | - | W.B. Yeats          |

**Unit-II Non-detailed:**

1. Martin Luther King Jr.
2. Albert Schweitzer
3. Stanley Finds Livingstone
4. SrinivasaRamanujam
5. R.K. Narayan

**6. Unit-III Grammar:**

1. Articles
2. Prepositions
3. Tenses
4. 'Wh' questions

**Unit-IV Vocabulary:**

1. Synonyms
2. Antonyms
3. One word Substitutes

**Unit-V Composition:**

1. Reading Comprehension
2. Writing Dialogues
3. Filling up forms:
  - a. Railway Reservation / Cancellation Forms
  - b. Bank Challan
  - c. Convocation form
  - d. Money order form
4. Letter Writing (Informal)

## Semester II

### Part II English II

#### Unit-I Detailed Prose:

1. On Saying Please	-	A. G. Gardiner
2. Women, Not the Weaker Sex	-	M.K. Gandhi
3. The Sky is the Limit	-	KalpanaChawla
4. Polluting the World	-	Edgar I. Baker
5. Dimensions of Creativity	-	A.P.J. Abdul Kalam
6. The Message of VisvaBharati	-	Indira Gandhi

#### Unit-II Non-detailed:

1. Open Window	-	Saki
2. Lion's Share	-	Arnold Bennet
3. The Blue Cross	-	G.K. Chesterton
4. Sparrows	-	K.A. Abbas
5. Cop and the Anthem	-	O. Henry
6. Necklace	-	Guy de Maupassant

#### Unit-III Grammar:

1. Question Tags
2. Concord
3. Reported Speech

#### Unit-IV Vocabulary:

1. Idioms and phrases
2. Match the words with meanings

#### Unit-V Composition:

1. Formal letters
2. Developing Hints
3. Report Writing
4. Paragraph Writing

## Semester III

### Part II English III

#### **Unit-I Detailed:** *One Act Plays of Today.*

- |                                    |   |                                  |
|------------------------------------|---|----------------------------------|
| 1. The Referee                     | - | W.H.Andrews and Geoffrey Dearmer |
| 2. The Case of Stolen Diamonds     | - | Forrell Mitchell                 |
| 3. The Princess and the Woodcutter | - | A.A. Milne                       |
| 4. The Dear Departed               | - | Stanley Houghton                 |

#### **Unit-II Non-detailed:**

- |                                   |   |                         |
|-----------------------------------|---|-------------------------|
| <i>The Hound of Baskervilles.</i> | - | Sir Arthur Conan Doyle. |
|-----------------------------------|---|-------------------------|

#### **Unit-III Grammar:**

1. Sentences
2. Transformation of Sentences

#### **Unit-IV Vocabulary:**

1. Fill in the blanks with suitable words

#### **Unit-V Composition:**

1. Précis Writing
2. Essay Writing
3. Paraphrasing Poetry

## **Semester IV**

### **Part II English IV**

#### **Unit-I**

**Detailed:**The Merchant of Venice      -      William Shakespeare.

#### **Unit-II**

##### **Grammar:**

1. Voice
2. Distinguishing Words
3. Spotting errors
4. Correcting errors

#### **Unit-III**

##### **Composition:**

1. Advertisements
2. E-Mail
3. Notice
4. Agenda
5. Minutes
6. Circular
7. Curriculum Vitae

## PART II - ENGLISH

### Question Paper Pattern for Papers I, II and III Marks: 75

- I. Short Answers from detailed text
  - i. 3 out of 5 questions (Marks 3X5=15)
- II. 100 words answer from detailed text
  - i. 2 out of 4 questions (Marks 5X2=10)
- III. 200 words essay from detailed text
  - i. 1 out of 3 questions (Marks 1X10=10)
- IV. 200 words essay from non-detailed text
  - i. 1 out of 3 questions (Marks 1X10=10)
- V. Grammar and Vocabulary (Marks - 10)
- VI. Composition (Marks - 20)

### Question Paper Pattern for Paper IV Marks: 75

- I. Annotations from Merchant of Venice
  - i. 3 out of 5 questions (Marks 3 X 5 = 15)
- II. 100 words answer from Merchant of Venice
  - i. 2 out of 4 questions (Marks 5 X 2 =10)
- III. 200 words essay : Character Sketches from Merchant of Venice
  - i. 1 out of 3 questions (Marks 1 X 10=10)
- IV. 200 words General Essay from Merchant of Venice
  - i) 1 out of 3 questions (Marks 1 X 10=10)
- V. Grammar and Vocabulary (Marks - 10)
- VI. Composition (Marks - 20)

## Model Question Paper

### Part II – English Paper – I

**Time: 3 hrs**

**Max. Marks: 75**

#### Part – A

I. Answer any **THREE** of the following not exceeding 50 words each.  
(3X5=15)

1. Why is Milton bitter in the opening lines of the poem?
2. Describe the location of the village school.
3. Where does the poet see the daffodils?
4. Who was the first parent and why did he tremble?
5. In the poem, “Ozymandias” where did the traveler come from?

II. Answer any **Two** of the following in about 100 words each. ( 5X2 = 10)

6. What is the question posed by Milton in the poem On His Blindness? Why does he make it as a complaint?
7. What were the expressions on the face of the statue lying on the sand?
8. How does Wordsworth compare the dance of the waves with the dance of flowers?
9. What is the ‘glorious canopy of light and blue’?

III. Write an essay on any **ONE** of the following in about 200 words. (1X10 = 10)

10. According to Milton what are the ways in which a man can serve God?
11. Critically examine Wordsworth’s poem ‘The Daffodils’.
12. How did God take care of Father Gilligan?

IV. Write an essay on any **ONE** of the following in about 200 words. (1X10 = 10)

13. Discuss how the Christian faith and the Gandhian techniques followed by Martin Luther King led to the desegregation of Montgomery city bus lines.

14. Describe Albert Schweitzer's contribution as a medical missionary and highlight the qualities that enabled him to complete his project successfully.

15. Bring out the humour in Narayan's description of the phase of love sickness he went through.

### Part - B

#### V. Rewrite as directed.

16. Can you do me \_\_\_\_\_ favour? I want to have \_\_\_\_\_ umbrella.  
(Fill in the blanks with appropriate **articles**) (2X1/2 = 1)

17. Vimala goes \_\_\_\_\_ school every morning \_\_\_\_\_ nine.  
(Fill in the blanks with suitable prepositions) (2X1/2 = 1)

18. By tomorrow afternoon they \_\_\_\_\_ Port Blair (reach)  
(Fill in the blanks with suitable **tense** form of the verb given in bracket)  
(1X1 = 1)

19. I met my friend yesterday.  
(Make a '**wh**' question from the statement given) (1X1 = 1)

20. Give **Synonyms** of any **FOUR** of the following (4X1/2=2)  
a) Small, b) happy, c) sorrow, d) brilliant, e) Basic, f) active

21. Give **Antonyms** of any **FOUR** of the following (4X1/2=2)  
a) Victory, b) sorrow, c) stop, d) beautiful, e) small, f) go

22. **Match** the following group of words **with one word substitute** from the list given below: (4X1/2=2)

- a. A person who is hundred years old \_\_\_\_\_
- b. The killing of one's father \_\_\_\_\_
- c. The killing of one's brother \_\_\_\_\_
- d. Something happening after the death of a person \_\_\_\_\_  
(pesticide, patricide, matricide, suicide, fratricide, assassination,

posthumous, centenarian, octogenarian)

**Part - C**

VI. 23. Read the following **passage and answer** the questions given below: ( Marks 5)

(A passage of two hundred words will be given and five questions will be asked from the given passage)

24. Ramesh goes to the post office to send a letter by speed post. **Write a dialogue** between Ramesh and the official at the post office. ( Marks 5)
25. Write a model **Railway reservation form** filling it with necessary details (Marks 5)
26. Write a letter to your friend **congratulating** him on his passing the IAS examination. (Marks 5)

## B. A. ENGLISH LITERATURE

Syllabus 2015—2016 onwards

Part III English Literature

### SEMESTER I

#### Core Paper I Prose

##### Objectives

- To introduce the students to the development of prose writing in English through a selection of essays from the sixteenth century to the present
- To expose the students to the styles and subjects of some of the most noteworthy essays of English
- To instruct the students in reading and appreciating good prose writings in English

**Unit I**            Detailed: Bacon's Of Studies

                      Non-detailed: Bacon's Of Truth

**Unit II**            Detailed: Steele's Spectator's Club

                      Non-detailed: Addison's Sir Roger and Will Wimble

**Unit III**           Detailed: Goldsmith's The Man in Black

                      Non-detailed: Lamb's Dream Children

**Unit IV**           Detailed: A.G.Gardiner's A Fellow Traveler

                      Non-detailed: Leigh Hunt's On Getting up on Cold Morning

**Unit V**            Detailed: Robert Lynd's The Unexpected

                      Non-detailed: G.K.Chesterton's On Running after One's Hat

***A Representative Anthology* Ed. Cuthbert Robb.**

## SEMESTER I

### ALLIED PAPER I - SOCIAL HISTORY OF ENGLAND

#### Objectives

- To expose students to the history, ways and manners, and customs and habits of the English society
- To give a bird's eye view of the epoch-making social events that took place in England
- To show how the literary works correspond to the changes in the society

#### **Unit I:** Renaissance and Reformation

The Dissolution of the Monasteries

Elizabethan Theatre

Colonial Expansion

Civil War and its Social Significance

Puritanism

#### **Unit II:** Restoration England

The Origin and Growth of Political Parties in England

The Age of Queen Anne

Coffee House Life in London

#### **Unit III:** The Agrarian Revolution

The Industrial Revolution

Humanitarian Movements

Effects of French Revolution

#### **Unit IV:** The Reform Bills

The Victorian Age

Means of Transport and Communication

Development of Education

World Wars and Social Security

Trade Unionism in England

#### **Unit V:** Post - colonialism and its Characteristic features

Post - modernism and its Characteristic features

***Introduction to the Social History of England.* A.G.Xavier. Viswanathan Publishers.**

**SEMESTER - I**  
**PART IV- ELECTIVE PAPER I: ENVIRONMENTAL STUDIES**

**Objective:**

To instruct the students about the importance of environment and their social responsibilities as citizens of the nation

## **SEMESTER II**

### **CORE PAPER II: ENGLISH GRAMMAR AND USAGE**

**Objectives:**

- To acquire skills in the correct usage of grammatical patterns and structures
- To develop communicative competency
- To instruct students in the correct use of English

- Unit I** - Nouns, Adjectives, Interrogative Adjectives, Pronouns, Determiners
- Unit II** -Tenses, Modals,If-Clauses,Adverbs, Prepositions, Conjunctions, Active-Passive
- Unit III** - Verbs, negatives, Interrogatives, Principle Verbs, Auxiliary
- Unit IV** - Formation, Usage in short answers, questions, Comments Tags,
- Unit V** - Non -finites, Voices, Reported Speech, Phrasal verbs, Spelling rules.

***Intermediate English Grammar. Raymond Murfy, Cambridge University Press.***

## **SEMESTER – II**

### **ALLIED PAPER II - HISTORY OF ENGLISH LITERATURE**

#### **Objectives**

- To help students understand the origin and development of major literary genres
- To give a brief exposition to prominent literary figures and major literary works through the ages
- To give a brief introduction on the salient literary characteristics of different ages

#### **Unit I: Literary Features of the Elizabethan Age**

- Origin and Development of English Drama
- Elizabethan Drama with Reference to Marlowe, Shakespeare, Ben Jonson and University Wits
- Elizabethan Prose with Reference to Bacon
- Elizabethan Poetry with Reference to Wyatt, Surrey, Spenser and Sidney
- Literary Features of the Puritan Age
- Milton, Bunyan
- Metaphysical Poets

#### **Unit II: Literary Features of the Neoclassical Age**

- Neoclassical Poetry with reference to Dryden and Pope
- The Periodical Essay
- Anti-sentimental Comedy
- Beginnings of the English Novel

#### **Unit III: Literary Features of the Romantic Age**

- Poetry with reference to Wordsworth, Coleridge, Shelley, Keats, Byron
- Prose with reference to Lamb and Hazlitt
- Novel with reference to Jane Austen and Sir Walter Scott

**Unit IV: Literary Features of the Victorian Age**

- Victorian Poetry: Tennyson, Browning, Arnold, Pre-Raphaelites
- Victorian Prose: Carlyle, Ruskin
- Victorian Novel: George Eliot, Dickens, Thackeray, Bronte sisters

**Unit V: Literary Features of the Modern Age**

- Twentieth Century Poetry with reference to Hopkins, Yeats, Eliot
- Twentieth Century Drama with reference to Shaw, Synge, Galsworthy
- Twentieth Century Fiction with reference to D.H. Laurence, James Joyce, Virginia Woolf, Henry James.

Reference Books: *History of English Literature*. Edward Albert. Revised by J.A. Stone. Oxford UP 2003.

**SEMESTER – II**  
**PART IV ELECTIVE PAPER II: VALUE EDUCATION-GANDHIAN**  
**THOUGHTS**

**Objectives**

- To help students understand Mahatma Gandhi's principles and policies in life that made him the father of our nation
- To inculcate Gandhian values in the minds of students and make them better citizens of our nation

**My Experiments with Truth – M.K. Gandhi**

## **SEMESTER III**

### **CORE PAPER III : POETRY**

#### **Objectives**

- To introduce the students to various poetical works of great English poets
- To help students understand and appreciate the wealth of poetry in the English language
- To help students develop skills to enjoy the reading of a literary work

<b>Unit I</b>	-	Detailed: Milton's Paradise Lost Book I
<b>Unit II</b>	-	Detailed: Goldsmith's The Deserted Village
<b>Unit III</b>	-	<b>Non-Detailed:</b> Wyatt's The Deserted Lover Consoleth Thomas Gray's Elegy Written in aCountry Churchyard
<b>Unit IV</b>	-	<b>Non-Detailed</b> Wordsworth's Upon WestminsterBridge Coleridge's Kubla Khan
<b>Unit V</b>	-	Non- Detailed: Tennyson's Ulysses - Arnold's Dover Beach - Hopkins' God's Grandeur - Wilfred Owen's Anthem for Doomed Youth

**Short poems:** Collected from different anthologies.

**SEMESTER - III**  
**ALLIED III - LITERARY FORMS**

**Objectives**

- To introduce various genres of English literature
- To help students understand the form and salient features of different literary genres
- To instruct students in recognizing the forms of various literary works

**Unit - I:**

- Subjective and Objective Poetry, Ode, Elegy, Sonnet, Epic,
- Ballad, Lyric and Dramatic Monologue
- Literary Terms: Alliteration, Allusion, Blank verse, Metaphor,
- Meter, Simile, Rhyme, Pathetic Fallacy, Poetic Diction, In Medias Res

**Unit -II:**

- Stanza Forms, Poetic Movements
- Literary Terms: Allegory, Burlesque, Imagery, Onomatopoeia,
- Oxymoron, Paradox, Prosody, Dramatic Monologue, Mock Heroic,
- Heroic Couplet

**Unit -III:**

- The Dramatic Art, Types and Devices Tragedy, Comedy, Tragic-Comedy, Mosque, Farce and Melodrama and One Act Play

**Unit - IV:**

- English Drama, Theatre, Shakespearean Drama
- Literary Terms: Comic Relief, Chorus, Climax, Anti-climax, Rising Action, Denouement, Dramatic Irony, Exposition, Poetic Justice, Pun, Soliloquy, Aside, Tragic Flaw, Interludes, Catharsis

**Unit -V:**

Prose, Novel, Short story, Essay, Autobiography, Biography,  
Criticism and Satire

Literary Terms: Epigram, Epiphany, Repartee, Wit, Humor, Irony,  
Satire, Stream of Consciousness, Flat Character, Round Character,  
Stock Character

*A Background to the Study of English Literature* **B. Prasad**

**SEMESTER - III**  
**SKILL BASED ELECTIVE – ICOMMUNICATION SKILLS I –**  
**ENGLISH FOR EVERYDAY COMMUNICATION**

**Objectives**

- To expose students to the everyday use of English for communication
- To give practice to students to acquire communication competents
- To help students acquire the necessary vocabulary, grammar and speech input to efficiently communicate in everyday situations

**Unit 1 – *Socializing***

Greetings, introductions, exchanging pleasantries & small talk, excusing, taking leave, body language & mannerisms in a social gathering.

**Unit 2 – *Updating***

Developing interests in general fields, Reading Newspapers and magazines, Watching Television, Art/film/music Appreciation, browsing the internet, accessing other sources of general information.

**Unit 3 – *Interacting***

Presenting & instructing, explaining & demonstrating, persuading & convincing, requesting & demanding, negotiating, telephoning.

**Unit 4 – *Corresponding***

Personal correspondence, Writing letters & emails, using planners & diaries, writing applications & petitions, filling in forms, chequesetc, writing personal adds

**Unit 5 – Networking**

Using social networking sites – twitter & facebook, posting, sharing & chatting, blogging, podcasting, mobile communication – texting, CUG – Closed Users Groups.

**Reference Books:**

1. *Macmillan Foundation English* by R.K.Dwivedi ,A.Kumar.
2. *Developing Communication Skills* by Krishna Mohan, MeeraBannerji (Macmillan).
3. *A Remedial English Grammar for Foreign Students* by F.T. Wood  
Macmillan

## SEMESTER IV

### CORE PAPER – IV : FICTION

#### Objectives

- To introduce students to the genre of fiction
- To expose students to various works of fiction by prominent fiction writers through the ages
- To understand and analyze various aspects of fiction such as plot, character, etc

**Unit I :** Daniel Defoe : *Robinson Crusoe*

**Unit II :** Scott : *Ivanhoe*

**Unit III :** Emily Bronte : *Wuthering Heights*

**Unit IV :** Thomas Hardy : *Mayor of Casterbridge*

**Unit V :** H. G. Wells : *Time Machine*

## SEMESTER – IV

### ALLIED PAPER IV-AN INTRODUCTION TO ENGLISH LANGUAGE AND LINGUISTICS

#### Objectives

- To give a brief account of the origin and development of English
- To inform students about how the English grows and changes
- To introduce students to the study of linguistics and phonetics

#### Unit I

1. The Organs of Speech
2. The Vowels of English
3. Consonants of English
4. Transcription- Words

#### Unit II

1. What is Linguistics
2. Morphology
3. Syntax
4. Semantics

**Unit -III :** The Origin of Language, the Descent of the English Language

**Unit -IV:** Growth of English Language, Influences

**Unit -V:** Change of Meaning and Vocabulary

#### References:

*History of English Language.* F.T. Wood

*Text book of English Phonetics for Indian Students* Ed. Balasubramaniam

*An Introduction to Linguistics* by Loreto Todd

## **SEMESTER - IV**

### **SKILL BASED ELECTIVE – II COMMUNICATION SKILLS II –ENGLISH FOR WORKPLACE COMMUNICATION**

#### **Objectives**

- To enhance students' communication skills in a professional environment
- To help students acquire necessary vocabulary, and language use in a workplace atmosphere
- To help students develop effective communication skills to present, discuss, and defend ideas, plans, and opinions in a workplace

#### **Unit 1 – Interview Skills I**

Writing Resumes, Curriculum Vitae, & bio - data, writing cover letters, searching for job opportunities, Applying for jobs – answering ads & making cold calls

#### **Unit 2 – Interview Skills II**

Developing right attitude, body language, preparing for interviews, facing interviews

#### **Unit 3 – interpersonal skills**

Learning to work in a team, workplace etiquettes & manners, cross-cultural communication, participating in Group discussions & debates, using communication systems in a workplace – telephoning & using the internet

#### **Unit 4 – organizing skills**

Documenting and maintaining records, Participating, Arranging, & conducting meetings, organizing & conducting events, PR Communication – Preparing Press Kits

**Unit 5 – presentation skills**

Preparing for a presentation, Preparing & using slides, delivering presentations, writing reports, recommendations, and proposals.

**Reference books:**

1. *Communication Skills for U.G.* – T.M. Farhathullah, RBA Publications
2. *A Course in Communication Skills*, e – Bec, Foundation Books
3. *Speaking and Writing for Effective Business Communication*, Rev Francis Soundaraj
4. *Spoken English for You* – G. Radhakrishnan Pillai, K. Rajeevan- Emerald Publishers.

## SEMESTER V

### CORE PAPER V DRAMA

#### Objectives

- To expose students to English Drama
- To help students read, understand and appreciate selected English Plays
- To instruct students in study plays and some of its aspects such as plot, characters, action, etc

**Unit I** - Non-detailed: Ben Jonson: *Every Man in his Humour*

**Unit II** - Non-detailed: Congreve: *The Way of the World*

**Unit III** - Detailed: Shaw: *Pygmalion*

**Unit IV** - Detailed: John Osborne: *Look Back in Anger*

**Unit V** - Non-Detailed: [Terence Rattigan](#)'s *Adventure Story*

## SEMESTER – V

### CORE PAPER VI - AN INTRODUCTION TO ELT

#### Objectives

- To introduce the field of English Language Teaching
- To expose students to various methods and approaches that are associated with ELT
- To train students to teach English

**Unit I** : ELT: The Magnitude of the Challenge  
The Need for Teacher Training

**Unit: II** : Learning Theories  
Approaches to ELT: Situational

Structural

Communicative

Humanistic

**Unit III** : Methods and Techniques in ELT: Bilingual, Grammar-  
Translation, Audiovisual, Direct Approach etc.

**Unit IV** : Recent Trends in ELT  
CALL. CMC e-Learning and LLT

**Unit V** : Teaching LSRW (Lab)

*Teaching of English* by P.K.Gupta, AvilGaollix, S.S. Bhatnayag

## SEMESTER - V

### CORE PAPER - VII: INDIAN WRITING IN ENGLISH

#### Objectives

- To introduce students to the genre of Indian writings in English
- To help students read and appreciate selected works of Indian writings in all genres
- To help students study various aspects of Indian writings in English that are unique to the genre

#### Unit I - Poetry: Detailed:

- Sarojini Naidu : Queen's Rival
- Aurobindo : The Trojan War
- Ezekiel : Goodbye Party to Miss Pushpa T.S.
- Gieve Patel : Hill Station
- Kamala Das : My Grandmother's House

#### Unit II Prose: Detailed:

- Nehru : Napoleon
- Kalam : Orientation

#### Non-detailed

- Rajaji : Jail Companions
- Mulk Raj Anand : The Lost Child

**Unit III Fiction:** R.K.Narayan : The English Teacher

**Unit IV Drama:** AsifCurrimbhoy: Sonar Bangla

**Unit V Criticism:** K.R. SrinivasaIyengar : The Renaissance in India

*Indian Poetry in English.* Ed. Hari Mohan Prasad and Chakradhar Prasad Singh. Sterling. 1985.

*Indo-English Prose: A Selection.* Ed. C. Subbian

*Glimpses of World History* Jawaharlal Nehru

*Wings of Fire* APJ. Abdul Kalam

*Indian Writing in English* K. R. SrinivasaIyengar

**SEMESTER - V**  
**CORE PAPER VIII AFRICAN AMERICAN LITERATURE**

**Objectives**

- To expose students to the genre of African American Literature
- To help students understand and appreciate the literature of the oppressed
- To instruct students in noticing and appreciating the themes, style, and forms of African American literature

**Unit I - Poetry Detailed:**

- Claude McKay: If We Must Die
- Countee Cullen: Yet Do I Marvel
- Jean Toomer: Reapers
- Maya Angelou : Alone
- Gwendolyn Brooks: The Ballad of Rudolph Reed

**Unit II - Prose Detailed:**

- W.E.B.DuBois: Criteria of Negro Art

**Unit III - Drama Detailed:**

- Langston Hughes's Mullato

**Unit IV - Fiction**

- Richard Wright : Black Boy

**Unit V - Criticism**

- Ann Petry: The Novel As Social Criticism

**SEMESTER - V**  
**SKILL BASED ELECTIVE III- COMMUNICATION SKILLS III –**  
**ENGLISH FOR ACADEMIC PURPOSE**

**Objectives**

- To instruct students in academic writing
- To help students acquire necessary vocabulary, grammar and language to effectively communicate in an academic setup
- To expose students to various styles that are followed in writing research papers

**Unit 1 – Word Power**

Enriching vocabulary using Word lists, Word Classes – synonyms, antonyms, & verbal analogy, sentence completion, cloze tests

**Unit 2 – Reading comprehension**

Developing a good reading habit, improving reading speed, Skimming & scanning, reading for general & specific information,

**Unit 3 Listening skills**

Listening to lectures, participating in seminars & conferences, interactive listening, working with audio/video tutorials,

**Unit 4 – Academic Writing**

Taking notes, developing hints, summarizing, writing descriptive, analytical, & argumentative essays

**Unit 5 – Writing & Presenting Research Papers**

Choosing a research topic, gathering & organizing information, preparing the research paper and following style sheets, presenting the research paper in a seminar.

**Reference Books:**

1. Developing communication skills – by Krishna Mohan & Meera Banerji
2. English for competitive Examinations by R.P. Bhatnagar & Rajul Bhargava
3. Effective English communication for you, - by V. Shyamala – Emerald Pub
4. You Can Win – by Shivkera

SEMESTER - V  
**NON-MAJOR, GENERAL ELECTIVE  
PAPER I-FUNCTIONAL ENGLISH – I  
(W.E.F 2015 – ONWARDS)**

**UNIT – I:**

**GRAMMAR – I**

1. Tenses
2. Prepositions
3. Active and Passive voice
4. Direct and Indirect speech

**UNIT – II:**

**GRAMMAR – II**

1. Tag – questions
2. If – Clauses
3. Determiners
4. Concord

**UNIT – III:**

**ERROR ANALYSIS**

1. Spotting the error in sentences
2. Spelling test

**UNIT – IV:**

**READING SKILLS**

1. Reading comprehension

**UNIT – V:**

**SPEAKING SKILLS**

1. Situational conversation
  - a. At the railway station.
  - b. At the books shop.
  - c. At the bank.
  - d. At the post office.
  - e. At the doctor's office.

**Reference Books:**

1. S. Ravindranathan and S. Nagarajan, **ENGLISH FOR EFFECTIVE WRITING**, Emerald Publishers.
2. G. Radhakrishna Pillai, **ENGLISH FOR SUCCESS**, Emerald Publishers.
3. Anuradha Ajit, **SOFT SKILLS FOR ASPIRING LEADERS**, Emerald Publishers.

**SEMESTER VI**  
**CORE PAPER IX - SHAKESPEARE**

**Objectives**

- To help students read, understand and appreciate Shakespeare
- To expose students to some of the works of Shakespeare
- To help students analyze various aspects of Shakespearean plays such as plot, characters and themes

<b>Unit I Non-detailed</b>	-	Shakespeare's Sonnets No: 1, 2, 3, 4, 5
<b>Unit II Detailed</b>	-	Othello
<b>Unit III Non-detailed</b>	-	Antony and Cleopatra
<b>Unit IV Detailed</b>	-	Tempest
<b>Unit V Non-detailed</b>	-	Midsummer Night's Dream

## SEMESTER - VI

**CORE PAPER X INDIAN LITERATURE IN ENGLISH TRANSLATION****Objectives**

- To expose the students to the wealth of Indian literature
- To enable them to appreciate the native culture and tradition
- To make them analyze the nuances of translation

Unit I Poetry: Detailed:

Tirukkural. Trans. G. U. Pope Part I :

1. The Praise of God
2. The Excellence of Rain
3. The Greatness of Ascetics

Unit II Prose: Detailed: C. Rajagopalachari: *The Mahabharata*

Unit III Fiction: Kalki's *Ponniyin Selvan* Trans. Karthik Narayanan  
Part I First Floods

Unit IV Drama: Mahasweta Devi's *Mother of 1084*. Trans. Samik  
Bandhopadhyay

Unit V Criticism: Translation: Procedure and Evaluation. *Translatology*.  
S. Kanakaraj

SEMESTER - VI  
CORE PAPER XI - AMERICAN LITERATURE

**Objectives**

- To introduce students to the genre of American literature
- To help students read and appreciate selected works of American works in all genres
- To help students study various aspects of American literature

**Unit I Poetry Detailed:**

- Emily Dickinson's Because I Could Not Stop for Death
- Walt Whitman's O Captain! My Captain!
- Hart Crane's Emblems of Conduct
- Wallace Stevens' The Emperor of Ice-cream
- Edgar Allan Poe's The Raven

**Unit II Prose Detailed:**

- William Faulkner's Nobel Award Acceptance Speech

**Non-detailed:**

- Emerson: Self Reliance

**Unit III Drama Detailed:**

- T.S.Eliot: Murder in the Cathedral

**Unit IV Fiction**

- Hemingway's Farewell to Arms

**Unit V Criticism**

- Poe's The Philosophy of Composition

*An Anthology of American Literature of the 19<sup>th</sup> Century.* Ed. Fisher et.al

*An Anthology : American Literature 1890-1965.* Ed. Egbert S. Oliver

## SEMESTER - VI

**CORE PAPER XII - LITERARY CRITICISM****Objectives**

- To introduce students to the study of literature
- To help students read and understand various prominent critical works on English literature through the ages
- To help students to have a general idea of various schools of thought that are associated with English literature
- To help students understand the evolution of the field of criticism in English literature

<b>Unit I</b>	:	Sydney Ben Jonson
<b>Unit II</b>	:	Dryden Pope Dr. Johnson
<b>Unit III</b>	:	Wordsworth Coleridge
<b>Unit IV</b>	:	Arnold Pater
<b>Unit V</b>	:	T.S. Eliot F. R. Leavis

*An Introduction to English Criticism.* **B. Prasad**

## SEMESTER - VI

### SKILL BASED ELECTIVE IV-JOURNALISM & MASS COMMUNICATION

#### Objectives

- To introduce the students to the field of journalism
- To instruct the students in writing for media
- To expose students to the prevalent forms of journalism and the role they play in the society

#### Unit 1 – Mass Media

What is Mass Media? Media & society, the power of media, freedom of press, laws governing media, careers in media

#### Unit 2 – Print Journalism

The newspaper, magazines & journals, reporting, editing & printing news, sources of news - Press releases & News Agencies, editorials, newspaper advertising & classifieds

#### Unit 3 – Writing for Print

What is news, writing news – the inverted pyramid model, writing headlines & news leads, feature writing, photographs & news articles, page layout & newspaper design

#### Unit 4 – Television News

TV Journalism & News channels, TV news production, News anchors & TV reporters, news clippings, live coverage, debates & talk shows

#### Unit 5 – Online news

Online news portals, RSS & news feed, news podcasting, writing for the web, citizen journalism, social networking & journalism,

#### **Theory and Practice of Journalism.Keshav.**

#### **Field Activity: Industrial Visit**

**SEMESTER - VI****NON-MAJOR, GENERAL ELECTIVE (VI SEMESTER)-PAPER II  
FUNCTIONAL ENGLISH – II  
(W.E.F 2015 – ONWARDS)****UNIT – I:****VOCALBULARY**

1. Sentence Completion
2. Analogy

**UNIT – II:****COMPHREHENSION**

1. Cloze test
2. Sequence of sentences

**UNIT – III:****WRITING SKILLS**

1. Paragraph writing
2. Report writing
3. Letter writing (Business)

**UNIT – IV:****SOFT SKILLS**

1. Netiquette
2. Telephone etiquette
3. Non – verbal communication skills.

**UNIT – V:****CAREER SKILLS**

1. Resume Preparation
2. Interview Skills
3. Group Discussion

**Reference Books:**

1. G. Radhakrishna Pillai, **ENGLISH FOR SUCCESS**, Emerald Publishers.
2. Anuradha Ajit, **SOFT SKILLS FOR ASPIRING LEADERS**, Emerald Publishers.
3. E. Sureshkumar, et.al, **ENGLISH FOR SUCCESS**, Foundation Books.

**Question Paper Pattern for Part III UG**

## Section A

I Multiple Choice Questions (10x1=10)

## Section B

II Annotations and Short Notes (5x3=15)

Annotations from detailed texts (Group A) ; Short notes from non-detailed texts (Group B)

Choosing not less than two questions from each group

## Section C

III Essay (800 words) Open Choice (5x10=50)

**Govt. Arts College, Coimbatore – 18.**  
**I Semester – I B.A. English Literature**  
**Core I English Grammar and Usage**

**Model Question Paper**

**Time: 3hours Max. Marks : 75**

I Choose the best answer:

(1 x 10 = 10 marks)

1. The word 'house' is a \_\_\_\_\_ noun.  
a. common b. proper c. abstract d. collective
2. The plural form of the word 'tomato' is \_\_\_\_\_  
a. tomatos b. tomatoes c. tomata d. tomatoies
3. I need \_\_\_\_\_ holiday.  
a. an b. the c. a d. no article
4. 'Every' is a \_\_\_\_\_ adjective  
a. distributive b. quantitative c. interrogative d. possessive
5. They walked \_\_\_\_\_ Paris to Rome  
a. till b. from c. at d. in
6. \_\_\_\_\_ books are these?  
a. who b. which c. how d. whose
7. It is \_\_\_\_\_ now  
a. rain b. raining c. has rained d. had rained
8. Cats \_\_\_\_\_ milk  
a. drink b. drinks c. has drunk d. is drinking
9. \_\_\_\_\_ the postman come yet ?  
a. has b. have c. had d. is
10. Pick out the correctly spelt word:  
a. manageable b. manageble c. managable d. managaeble

**Section -- B**

II Write short notes on the following:

(5x 3 = 15 marks)

11. a. Gender forms of nouns

(or)

b. Interrogative adjectives

12 a. Prepositions indicating time

(or)

b. Bring out the difference in the use of 'a' and 'an'

13 a. Co-ordinating Conjunctions

(or)

b. Subordinating Conjunctions

14 a. Adverbs of time

(or)

b. Adverbs of manner

15. a. Gerund as subject

(or)

b. Question tags

### Section C

#### Part—I

III Answer **any two** of the following in 400 words each: (10 x 2 = 20 marks)

16. Write an essay on nouns

17. The use of definite and indefinite articles

18. Spelling Rules

19. The present forms and their uses

**Part – II** (10 x 3 = 30 marks)

20. Fill in the blanks with suitable prepositions:

(i) I have been waiting here \_\_\_\_ two hours

(ii) He fell \_\_\_\_\_ the well

(iii) He climbed \_\_\_\_ the tree

(iv) The letter came \_\_\_\_\_ post

(v) He fought \_\_\_\_\_ courage

(vi) I stood \_\_\_\_\_ Hari and Ram

(vii) The girl sat \_\_\_\_ a chair

(viii) The train leaves \_\_\_ 6 o'clock

(ix) I learnt music \_\_\_\_\_ the summer holidays

(x) The helicopter hovered \_\_\_\_\_ us.

21. Correct the following sentences:

(i) I saw a elephant in the zoo.

(ii) Wordsworth wrote poems on the beauty of the nature

(iii) In few years he became a richest merchant

(iv) More I hear pop music, less I like it

(v) Umbrella is of no use in thunderstorm

(vi) The wisdom is better than riches

- (vii) Give him hundred rupees
- (viii) The gold is more valuable than the lead
- (ix) Alps are highest mountains in the Europe
- (x) Jews worship the fire

22. Rewrite as Directed:

- (i) Ram is a doctor. Here, 'a doctor' is a \_\_\_\_\_ noun
- (ii) The feminine form of 'uncle' is \_\_\_\_\_
- (iii) The plural of 'cliff' is \_\_\_\_\_
- (iv) I read the story ( Change into passive voice)
- (v) This picture was painted by her ( Change into active voice)
- (vi) He asked them to sit down. (Change into direct speech)
- (vii) "How many languages can you speak?" said the boy (Change into indirect speech)
- (viii) She hides her face for shame (Rewrite using past perfect tense)
- (ix) Work hard. You will fail. (Combine using a conjunction)
- (x) He is rich. He is unhappy. (Combine using a conjunction)

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) COIMBATORE – 18**  
**P G & RESEARCH DEPARTMENT OF ENGLISH**  
**M.A. ENGLISH LITERATURE SYLLABUS**  
**(For candidates admitted to the course from 2015-2016 onwards)**

Semester	PART	Subject	Exam (Hrs)	Marks					
				CA	SE	Total	SE-Min	TotaMin.	No.of Credit
I	A	Paper –I Modern Literature I	3	25	75	100	38	50	5
	A	Paper –II Modern Literature II	3	25	75	100	38	50	4
	A	Paper –III Modern Literature III	3	25	75	100	38	50	4
	A	Paper –IV Introduction to Linguistics And Phonetics (Practicals)	3	25	75	100	38	50	4
II	A	Paper –V Modern Literature IV	3	25	75	100	38	50	4
	A	Paper –VI Modern Literature V	3	25	75	100	38	50	4
	A	Paper –VII Literary Criticism	3	25	75	100	38	50	4
	A	Paper –VIII Advanced Grammar	3	25	75	100	38	50	4
III	A	Paper –IX Postcolonial Studies	3	25	75	100	38	50	4
	A	Paper –X Green Studies	3	25	75	100	38	50	4
	A	Paper –XI Indian Writing in English	3	25	75	100	38	50	4
	B	Elective –I Research Methodology	3	25	75	100	38	50	5
	B	Elective –II World Classics	3	25	75	100	38	50	5
IV	A	Paper –XII Shakespeare	3	25	75	100	38	50	3
	A	Paper –XIII American Literature	3	25	75	100	38	50	5
	A	Paper –XIV Literary Theory	3	25	75	100	38	50	4
	B	Elective –III English Language Teaching (Practicals)	3	25	75	100	38	50	5
	B	Elective –IV Women’s Studies	3	25	75	100	38	50	3
	C	Project Writing	-	20	80	100	50	50	15
						1900			90

## SEMESTER I

### Paper I MODERN LITERATURE I

#### Objectives:

- To lay firm foundation for the understanding of the forces that molded English literary forms and themes.
- To expose the students to the genius of some British writers.
- To breath the fire and spirit of English society of 16<sup>th</sup> and 17<sup>th</sup> century and to bring alive to the contemporary scene.

#### Unit I Poetry

##### Detailed:

- Chaucer : Prologue to the Canterbury Tales  
Non-Detailed
- Edmund Spenser : Epithalamion and Prothalamion

##### Unit II Prose Detailed:

- Bacon: 1. Of Studies  
2. Of Truth  
3. Of Travel  
4. Of Love  
5. Of Married and Single Life  
6. Of Parents and Children

Non-Detailed : Book of Job

Unit III **Drama** Detailed : Marlowe's Dr. Faustus

Non-Detailed : Webster's The Duchess of Malfi  
Anonymous – Everyman

Unit IV **Fiction** - Thomas Nashe's The Unfortunate Traveller

Unit V **Criticism** Sydney's - Apologie for Poetry

## SEMESTER I

### Paper II MODERN LITERATURE II

#### Objectives:

- To highlight the remarkable difference between the Puritan Age and the Restoration Age.
- To expose the importance of the revival of classical rules.

Unit I **Poetry - Detailed:** Milton: Paradise Lost Book IX

#### Non-Detailed:

Donne	1. The Sunne Rising 2. Canonization
Marwell	1. An Horatian Ode 2. To His Coy Mistress
Vaughan	1. Childhood 2. The Morning Watch

Richard Lovelace	-	To Althea from Prison
Edmund Waller	-	Go Lovely Rose

Unit II **Prose Detailed:** Oliver Goldsmith's The Citizen of the World  
(First 20 Letters only)

**Non-Detailed:** Boswell's Life of Johnson

Unit III **Drama Detailed:** Congreve's School for Scandal

**Non-Detailed:** Goldsmith's She Stoops to Conquer

#### Unit IV **Fiction**

Bunyan's The Pilgrim's Progress  
Henry Fielding's Tom Jones

#### Unit V **Criticism**

Dryden's The Dramatic Poesy  
Johnson's Life of Shakespeare

## SEMESTER I

### Paper III MODERN LITERATURE III

#### Objectives:

- To expose a range of texts in order to sharpen the aesthetics and sensibilities of the English Romantic age.
- To highlight the shift from classicism to romanticism which has an important significance.

#### Unit I - Poetry

**Detailed** : Wordsworth's Tintern Abbey Coleridge's Christabel

**Non-Detailed:** Byron's The Vision of Judgement Keats's Endymion

#### Unit II - Prose

**Detailed:** Lamb's Essays of Elia

1. Dream Children: A Reverie
2. Old China
3. Dissertation upon Roasted Pig
4. Oxford In The Vacation
5. Poor Relations

**Non-Detailed:** Hazlitt's Select Essays

1. The Indian Juggler
2. On Going a Journey
3. On the Ignorance of the Learned
4. My First Acquaintance with Poets
5. On Reading Old Books

#### Unit III – Drama

**Detailed** : Shelley's Prometheus Unbound

**Non-Detailed** : Love and Fashion by Frances Burney

#### Unit IV - Fiction

Scott's Kenilworth

Jane Austen's Pride and Prejudice

#### Unit V - Criticism

Wordsworth's Preface to Lyrical Ballads

## SEMESTER I

### PAPER IV INTRODUCTION TO LINGUISTICS AND PHONETICS

#### Objectives:

- To inculcate language skills to attain competence.
- To improve the spoken English by giving training in pronunciation and theories.
- To improve and develop the linguistic ability

#### **Unit I:- General Linguistics**

Sociolinguistics;  
 Psycholinguistics; Neuro - linguistics;  
 Computational Linguistics;  
 Forensic Linguistics

#### **Unit –II : English Phonology**

English Phonemes; Phonetic Transcription, Transcription Variance, IPA, Practice in Phonetic - Transcription; English Syllable Structure; Stress; Intonation; Rhythm; Practice in Suprasegmental Features and in continuous speech

#### **Unit – III Morphology:**

Lexemes & Word Forms; Inflection vs. Word Formation; Paradigms; Allomorphy; Lexicon; Three Models of Morphology

**Syntax:** Generative Grammar; Categorical Grammar; Dependency Grammar; Stochastic/probabilistic Grammars/network; Functional Grammar

#### **Unit – IV Semantics:**

Semantics & meaning; Semantics & Linguistics; Semantic Structure; Context as meaning; Collocation; Collocation & Grammar; The Word & Sentence; Projection Rules; Predicate Calculus; Analytic & Synthetic; Semantics & Grammar; Semantics & Lexicon; Recent Developments in the field of Semantics

#### **Pragmatics:**

What is Pragmatics; Syntax, Semantics & Pragmatics; Deixis; Reference & Inference; Presupposition & Entailment; Cooperation & Implicature; Speech Acts; Politeness & Interaction; Conversation & Preference Structure; Conversational Analysis; Cultural Schemata & Cross Cultural Pragmatics

## **Unit V: Computational Linguistics & Natural Language Processing**

The Origin & Development of Computational Linguistics; Machine Translation; The Computer & The Human Languages; Natural Language Processing; Corpus Linguistics; NLP Applications – Speech Recognition & Synthesis, Text Processors, Online & Offline Translation Software; The Scope of Computational Linguistics & NLP

### **Recommended Books, Journals, & Web sites for reference**

Aaron V. Cicourel. “The Interaction of Discourse, Cognition and Culture.” *Discourse Studies* 2006; Vol 8(1): 25-29. Sage Publications.

*Semantics, A New Outline.* F. R. Palmer

*Pragmatics.* George Yule. Oxford University Press. 1996.

Keith Brown [Ed.] *Encyclopedia of Language and Linguistics* (14 volumes) II Edition. Elsevier Ltd. 2006

Robert Dale, Editor in Chief. *Computational Linguistics* [Open Access Journal]. MIT Press. <http://www.mitpressjournals.org/loi/coli>

Daniel Jones. *The Pronunciation of English.* Cambridge University Press.

*Cambridge English Pronouncing Dictionary with CD-ROM.* Cambridge University Press.

Schiffrin, Deborah et al. *The Handbook Of Discourse Analysis.* Blackwell Publishers. 2001

## SEMESTER II

### PAPER V MODERN LITERATURE IV

#### Objectives:

- To strength the student's knowledge on the Victorian literature and society.
- To mark the difference between the present age and the previous age.

#### Unit I: Poetry

##### Detailed:

Arnold's The Scholar Gypsy  
Tennyson's Tithones

##### Non-detailed:

Browning's Last Ride Together  
D.G. Rossetti's Blessed Damozel

#### Unit II: Prose Detailed:

Ruskin's Sesame and Lilies

##### Non-Detailed:

Greek Studies: A Series of Essays by Walter Horatio Pater

#### Unit III: Drama Detailed:

Oscar Wilde's Importance of being Earnest

**Non-Detailed:** William Earnest Henley and Robert Louis Stevenson: *Deacon Brodie or The Double Life: A Melodrama in Five acts and Eight Tableaux*

#### Unit IV - Fiction

Hardy's	-	Tess of D'urbervilles
Charles Dickens	-	Great Expectations

#### Unit V - Criticism

Arnold's The Study of Poetry

## SEMESTER II

### PAPER VI MODERN LITERATURE – V

**Objectives:**

- To appreciate the link among literature, politics and culture.
- To focus the modern trends and their effects on literature.

**Unit I Poetry Detailed:**

T.S. Eliot: The Waste Land

**Non-Detailed:**

Hopkins :Windhover  
W.B. Yeats : Second Coming  
W.H.Auden’s Consider

**Unit II Prose:**

**Detailed:**

Henry James : The Art of Fiction

**Non-Detailed:** Lytton Strachey’s Eminent Victorians

**Unit III Drama**

**Detailed:**

Harold Pinter’s ‘The Birthday Party’

**Non-Detailed** : Shaw’s St. Joan

**Unit IV Fiction** :Virginia Woolf’s To the Lighthouse

**Unit V Criticism** :D.H.Lawrence’s Why the Novel Matters  
T.S. Eliot’s Tradition and Individual Talent

## SEMESTER - II

### PAPER VII LITERARY CRITICISM

#### Objectives:

- To develop a critical aptitude.
- To understand and review the works of literature.
- To introduce the changed trends, and concepts currently in vogue.

<b>Unit I</b>	:	Moral Approach
<b>Unit II:</b>		Sociological Approach
<b>Unit III</b>	:	Psychological Approach
<b>Unit IV</b>	:	Archetypal Approach
<b>Unit V</b>	:	Formalist Approach

#### **Five Approaches to Literature: Wilbur Scott**

SEMESTER – II  
PAPER VIII ADVANCED GRAMMAR

**Objectives:**

- To reorient the students on the importance of a sound knowledge in grammar.
- To acquire proficiency in writing English at several levels for various purposes.
- To help the students in handling official correspondence when they take up such jobs.

**Unit I**

Why Study Grammar?

What is Grammar?

Correct and Incorrect

Speech and Writing

Form and Writing

**Unit II**

Words

Inflection and Syntax

Parts of Speech

Sentence, Clause and Phrase

Grammatical Categories

Concord and Government

**Unit III**

Morphemes

Morphological Processes

The Morphology of Derivation

**Unit IV**

IC Analysis

Phrase Structure Grammar

The Lexicon

Further Issues

**Unit V**

Transformations

Deep Structure

Constraints and Filters

Problems of Deep Structure

Traces and Binding

Some Theoretical Issues

**Prescribed Text:**

**Palmer, Frank. Grammar. Middlesex: Penguin. 1971.**

**SEMESTER III  
PAPER IX POSTCOLONIAL STUDIES**

**Objectives:**

- To expose students to various genres of literature that have contemporary relevance and reception.
- To expose literature that have represent the disadvantaged and marginalized section of society.

**Unit I – PoetryDetailed:**

Indian : NandiniSahu - 1973

Canadian : Margaret Atwood – Journey to the Interior

Australian : D. Hope- Prometheus Unbound

New Zealand: Katherine Mansfield: House and Land

African: Derek Walcott: A Far Cry from Africa

Pakistani: ZulficarGhose: This Landscape, These people

**Non-Detailed:**

Pakistani: Ahmed Ali: The Year of the Rat—1984

Srilanka :YasmineGooneratne : There was a Country

Singapore: Edwin Thumboo Gods Can Die

**Reference:**

1. An Anthology of Commonwealth Verse by MargasretO' Donnel
2. Commonwealth Poetry by C. D. Narasimiah

**Unit II Prose**

Detailed: Excerpts from W.E.B.DuBois' The Souls of Black Folk

Non –Detailed: Chinua Achebe's The Novelist As Teacher

**Unit III Drama**

Detailed: George Ryga's The Ecstasy of Rita Joe

Non-Detailed: Wole Soyinka's Lion and the Jewel

**Unit IV - Fiction**

Chinua Achebe: Things Fall Apart

KhaledHussaini: The Kite Runner

**Unit V Criticism**

Edward Said's Extract from Orientalism

## PAPER X GREEN STUDIES

### Objectives:

- To give awareness to the students on the role of literature in addressing contemporary issues such as environmental concerns.
- To expose care and concern for the environment.
- To advocate a more thoughtful and ecologically sensitive relationship of man to nature.

### Unit I: Ecocriticism Theory

Cherryl Glotfelty: "Literary Studies in an Age of Environmental Crisis"

Ecopoetry : J. Scott Bryson 'Introduction' Maria Mies 'Who made Nature Our Enemy'?

### Unit II: Poetry

GievePatel : "On Killing a Tree"

A.D. Hope : "MoschusMochiferous"

W. S. Merwin : "End of the Day"

Margaret Atwood: "Tale of the Fox"

Gary Snyder : From "Turtle Island"

D. H. Lawrence's 'Snake'

### Unit III: Prose

**Detailed** : Selections from Edward Abbey's *The Serpents of Paradise AndWater*

**Non-Detailed:** Aldo Leopold's *The Land Ethic*

### Unit IV: Fiction

AmitavGhosh : *The Hungry Tide*

### Unit V: Drama

Rabindranath Tagore : *MukthaDhara*

## SEMESTER - III

### PAPER XI IMMIGRANT LITERATURE

- To make the students learn the problems faced by immigrants as reflected in literature.
- To show how immigrant literature is a part of mainstream literature.

#### **Poetry –Detailed:**

For Our Sisterhood	: Uma Prameswaran
The Frog and the Nightingale	: Vikram Seth
The Long Meadow	: Vijay Seshadri
The Dark	: Ravi Shankar
TishaniDoshi	: The Immigrant Song

#### **Prose - Detailed:**

Salman Rushdie	: Extract from “Letters to the Sixth Billionth World Citizen”
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#### **Drama - Detailed:**

Sons Must Die	: Uma Parameswaran
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#### **Fiction:**

Chitra Banerjee Divakaruni	: Mistress of Spices
JhumpaLahiri	: Namesake

#### **Criticism:**

Amit Chandra Saha Diasporic Indian Writers	: Extract from Exile Literature and the
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**SEMESTER - III**  
**ELECTIVE IRESEARCH METHODOLOGY**

**Objectives:**

- To introduce the rudiments of research.
- To expose the mechanics of research
- To enable the students to write assignments and research articles

**Unit I**

Norms and Convention of Thesis Writing

**Unit II**

Designing a Research Project and Identifying a Research Problem

**Unit III**

Format of the Thesis

**Unit IV**

Style of Presentation: Organization, Tone, Focus, Emphasis

**Unit V**

Works Cited

*Books Recommended: J. Anderson, B.H. Durston, and M. Poole, Thesis and Assignment Writing, Wiley Eastern Limited, New Delhi, 1970. J. Gibaldi, MLA Handbook for Writers of Research Papers, Recent Edition*

**SEMESTER - III****ELECTIVE II WORLD CLASSICS****Objectives:**

- To expose the all-time classics of world literature through their translation in English
- To provide a bird's eye-view of the corresponding society and cross-cultural curiosity.
- To bring out the differences among the world societies and focus the moral spiritual values of East and West.

**Unit I** - Poetry: Divine Comedy- Inferno

**Unit II** - Prose: Aristotle's Poetics

**Unit III** Drama - Kalidasa's Shakunthala

**Unit IV** Fiction - Dumas' Three Musketeers

**Unit V** Criticism - Plato's Republic- Book X

## SEMESTER IV

### PAPER XII—SHAKESPEARE

#### Objectives:

- To promote comprehensive, in-depth and critical knowledge of Shakespeare.
- To expose the rhetoric of English Language.
- To make an awareness to the process of transmutation of life into art and to give an understanding of the complexities of nature.

#### Unit I Detailed:

Twelfth Night

Non-detailed: Henry IV-Part I

#### Unit II Detailed:

Macbeth

Non-detailed: Winter's Tale

#### Unit III Sonnets: Non-detailed:

No.18 Shall I Compare Thee to a Summer's Day

No. 29 When in Disgrace with Fortune

No.73. That Time of the Year

No.116. Let Me Not to the Marriage

No.140. My Mistress' Eyes

#### Unit IV General Shakespeare:

Theatre, Audience, Fools, Women, Villains, Heroines.

**Unit V Shakespeare's Criticism:** A.C. Bradley's LECTURE IV HAMLET  
and Wilson Knight's, Wilson Knight's The Wheel of Fire ON THE PRINCIPLES OF  
SHAKESPEARE INTERPRETATION Emendation, Quartos and Folios

**Reference: An Anthology of Elizabethan Poetry Ed. Sukanta Chaudhuri**

## SEMESTER - IV

**PAPER XIII CONTEMPORARY AMERICAN LITERATURE****Objectives**

- To give the students a wide and a holistic exposure of the Social, Cultural, Political and Literary Background of America through the literary texts.
- To make them knowledgeable about the writers, themes and genres available in American Literature
- To widen their perspective of research in American Literature
- To equip them to face various competitive examinations

**Unit I Poetry- Detailed**

E. E. Cummings	: If
Robinson Jeffers	: Shine, Perishing Republic
Carl Sandburg	: Chicago
Allen Ginsberg	: A Supermarket in California
Marriane Moore	: The Mind is an Enchanting Thing
Wendell Berry	: A Timbered Choir

**Unit II Prose-Detailed**

Richard Wright	: Blueprint for Negro Writing
Non-detailed:	
Loren Eiseley	: The Star Thrower

**Unit III Drama – Detailed**

Edward Albee	: Who’s Afraid of Virginia Woolf?
Non-Detailed:	
Maya Angelou	: For Color’d Girls

**Unit IV – Fiction**

Theodore Dreiser	: An American Tragedy
Don De Lilo	: White Noise

**Unit V—Criticism**

Allen Tate	: Tension in Poetry
I. A. Richards	: Four Kinds of Meaning

**SEMESTER - IV**  
**PAPER XIV -LITERARY THEORY**

**Objectives:**

- To train the students acquire critical and analytical reasoning in understanding and appreciating the nuances of literary works with their social, biographical and linguistic background.

**Unit I**

Introducing the Basics  
Postmodernism and Before

**Unit II**

Structuralism  
Socio-Economic Approaches: Structuralist Marxism & Recent Developments  
Poststructuralism: Deconstruction, Reader Oriented Theories

**Unit III**

Social Discourse  
Historical Approaches: New Historicism, Cultural Materialism  
Colonial Contexts: Post/Neo Colonial Criticism

**Unit IV**

Psychoanalytic Criticism

**Unit V**

Formalism: Russian & French

**Text Prescribed:**

*Contemporary Literary Theory: A Students' Companion.* N. Krishnaswamy, John Varghese, Sunita Mishra.

**SEMESTER - IV**  
**MODERN TRENDS IN ENGLISH LANGUAGE TEACHING**

**Objectives:**

- To inculcate Teaching skills
- To impart language skills
- To train the students to undertake jobs in colleges

**Unit 1 – ELT Today** Humanistic approaches Communicative Language Teaching (CLT), MI Theory; Lexical Approach

**Unit 2 – ELT in India**

Challenges & Prospect of Teaching English in India; TESL, Culture, Religion, Region, & Language; Recent Developments in Second Language Teaching;

**Unit 3 – ICT & ELT**

CALL/T:, Language Laboratories, Self Learning & Self-paced Learning, Networks & CALL, M-learning - MALL; Computer Mediated Communication (CMC)

**Unit 4 – Teaching English for International & Competitive Examinations**

Teaching English for Specific Purpose (TESP); IELTS; TOEFL; GRE; BEC; BULATS; CAT; UPSC & TNPSC;

**Unit 5 – Practice in English Language Teaching**

ELT Practice through Micro Teaching & Peer Teaching; Teaching in a conventional classroom; Teaching in a smart classroom; Training students in a Language Laboratory; Innovation, Implementation & Evaluation

**Recommended Books, Journals, & Web Sites**

Jack C. Richards. Communicative Language Teaching Today, Cambridge University Press. 2006.

Richards and Rodger. *Approaches and Methods to ELT*

ELI HINKEL. Current Perspectives on Teaching the Four Skills. TESOL QUARTERLY Vol. 40, No. 1, March 2006.

Sajan Kumar Karri. Current Trends in ELT around the Globe. Journal of NELTA Vol. 12 No. 1 & 2 December 2007.

Graham Davies, Editor in Chief. ICT4LT. <http://www.ict4lt.org/>

Dorothy Chun and Mark Warschauer, Editors. Language Learning & Technology. <http://lt.msu.edu/>

British Council. Teaching English. <http://www.teachingenglish.org.uk/>

MansoorFahim. Postmodernism and English Language Teaching. IJALS, Vol 1, No 2, Fall and Winter2009

Andrew Edward Finch. The Postmodern Language Teacher: The Future of Task-basedTeaching.

[www.finchpark.com/arts/Postmodern\\_Language\\_Teacher.pdf](http://www.finchpark.com/arts/Postmodern_Language_Teacher.pdf)

TOEFL.<http://www.ets.org/toefl>

IELTS.<http://www.ielts.org>

GRE.<http://ets.org/gre>

BEC, BULATS. <http://www.cambridgeesol.org>

CAT. <http://www.catiim.in>

English Teaching Forum (journal).  
<http://exchanges.state.gov/englishteaching/forum-journal.html> English  
 Language Teaching (Methods, Tools & Techniques). Dr. MR Patel Praveen  
 M. SUNRISE PUBLISHERS & DISTRIBUTORS. Jaipur.

SEMESTER - IV  
ELECTIVE IV WOMEN'S STUDIES

**Objectives:**

- To read and respond to feminist scholarship
- To examine the similarities and differences among women within and across cultures and at different historical moments
- To describe gender socialization and its consequences in a particular society
- To identify gender and sex-based inequalities in a particular society
- To analyze how these factors with the privileges and disadvantages they confer have shaped one's own experiences, presumptions, viewpoints, and sense of identity

**Unit I Poetry**

Kamala Das	:	An Introduction
Sylvia Plath	:	Daddy
Gwendolyn Brooks	:	The Mother
Kamala Wijeratne	:	On Seeing a White Flag Across a Road

**Unit II - Prose: Detailed:**

Virginia Woolf: From "A Room of One's Own" Chaps. II and III

**Non-detailed:**

Maya Angelou: I Know Why the Caged Bird Sings

**Unit III - Drama: Detailed:**

Lorraine Hansberry: A Raisin in the Sun

**Non-detailed:**

Caryl Churchill: Top Girls

**Unit IV - Fiction:**

Mahasweta Devi: Rudali  
Margaret Atwood: Surfacing

**Unit V - Criticism:**

Elaine Showalter: Towards a Feminist Poetics

**SEMESTER - IV  
PROJECT WRITING**

**QUESTION PAPER PATTERN M.A.**

Time : 3hrs.

Max. Marks:75

Part A

I Annotations 5 out of 7 Passages from detailed texts only (5x3=15)

Part B

II Short Notes not exceeding 300 words each in either or pattern (4x5=20)

Part C

III Essay 4 out of 6 questions not exceeding 1500 words each (4x 10=40)