

**Dr A.S. Dasan <dasanmysore@gmail.com>**

Tue, Jan 2, 2018, 1:10  
PM

to me, Joseph

Dear Dr.Robert,

Greetings from Mysore.

Pl. open the attachment for my comments and suggestions on Syllabi of MA and MPhil.

Let me know the progress.

With warm regards,

A.S.Dasan

## **Comments and Suggestions**

### **M.A. English**

Overall:

1. The syllabi formulated look more or less comprehensive, purposeful, and relevant.
2. A conscious effort to respond to varied concerns of stakeholders seems to have guided the formulation.
3. Most of the current literary topics and critical theories have been addressed to the extent required at PG level.
4. Most of the texts selected for reading are so apt that I find it difficult to suggest replacements. Some of them are canonical texts indeed.
5. Credits are more or less evenly and rationally distributed.

Suggestions and Reasoning:

1. Objectives and Learning Outcomes can be focused so as to be in tune with current demands from varied prospective employers; Repetitions in articulations can be eliminated.
2. In today's context, you need to scale down a bit the space allotted for British Literature. I think you may have kept UGC NET in mind. Those who do try to pass

NET do have other ways of acquainting themselves with varied eras, periods, and texts. You need to strike a via media to ensure balance.

3. Literary aesthetics itself is in a crisis. A sort of decadence aesthetics is setting in replacing fine literary aesthetics and sensibilities. UGC NET organizers have no idea of what is happening in literary studies and critical endeavours. We, teachers and Students, need to have a broad perspective about this phenomenon by special lectures, guest lectures, and interface /interactive sessions in-between semesters.
4. All the select texts of Shakespeare can be clubbed together as a separate paper. Aristotle's poetics and Johnson's Preface to Shakespeare can be the base for reading Shakespeare. Like this, you can think of interconnecting authors, texts, and critical theories in select literary papers.
5. Milton and Shakespeare together but not Milton and the Romantic poetry. Romantic period is a significant period. Select texts can be read in the light of Eliot's criticism of Romantic poetry. Ref. Eliot on Metaphysical Poets.
6. Texts-wise, I have suggested two or three alternatives. Ref. the syllabi.
7. A Core or Elective Paper on Comparative Literature, titled "Comparative Studies in Literature and Culture" can be introduced so as to facilitate students and teachers to become familiar with intercultural and transnational contexts, languages, cultures, ideological contexts, articulations and angsts; Acquiring familiarity with the characteristics of CL and theories of CL, paving the way for cultural studies can be one of the objectives / learning outcomes. Such a paper can include texts from varied continents, cultures, and contexts comparable in terms of affinities, contrasts, and contrapuntal ingredients.
8. Certain Electives / Projects can be recast in such a way that they are geared towards focusing on interdisciplinary affinities, interstitial readings, and proficiency building in terms of professional skills by keeping in mind what students look for, where many students apply for jobs (Police Departments, Teaching positions, Bank jobs, Govt. jobs and IT/Corporate Sectors) and what kind of proficiency employers look for. IT and Corporate Sectors do look for employable candidates who can be part of their iWorkforce equipped with multiple intelligences. This Elective Paper / Project Assignments can focus on ingredients of iWorkforce culture and ethics. Conventional wisdom may argue that postgraduate specialization has to be more focused on research. But, today, a majority of students passing out do not opt for research. Students with extraordinary calibre look for other streams other than Humanities. In

other words, those passing out from humanities and social sciences do look for job opportunities. Therefore, it is important that even at PG level our thrust towards proficiency building for employability is not slighted. You need to consult experts with academic-industry interface knowledge and experience. Relevant syllabus-making is crucial.

9. Scope, space, time, and opportunities can be created for Open Electives with the possibility of earning add-on credits from varied Departments, other than Dept. of English, for courses related IoT, Cloud and Ambient computing, Analytical Reasoning, Psychology and Counselling, TQM, Society and Civic Issues, Political Economy, and Intercultural Communication Skills. Here again, you need to have one or two specialists in BOS and get them involved in syllabus-designing.
10. With regard to Question Paper Pattern, let every Core and Elective Paper have one more section for 10 Objective Type questions for 20 (10X2=20) marks in the Question Paper: This can be done by reducing 20 mark questions into 16. This is to train students to be familiar with the current UGC NET exam question paper pattern. This can be done with changes from time to time in tune with the UGC pattern.

A.S.Dasan

Professor of English, and

Formerly Chairman, Dept. of PG Studies and Research in English,

University of Mysore

**DEPARTMENT OF ENGLISH**  
**ST.XAVIER'S COLLEGE (AUTONOMOUS), PALAYAMKOTTAI**  
**M. A. ENGLISH LITERATURE (w.e.f. 2018-2019)**  
**COURSE PATTERN**

SEM	PAPER	CODE	TITLE	Hrs	Cts	Remarks
<b>I</b>	Core	18 PEL 11	British Literature-I	6	5	
	Core	18 PEL 12	British Literature-II	6	5	
	Core	18 PEL 13	Indian Writing in English-I	5	4	
	Core	18 PEL 14	Advanced English Grammar	5	4	
	Electi	18 PELE	Fiction/World Classics in	6	5	

	ve	11	Translation Library	2		
<b>II</b>	Core	18 PEL 21	British Literature-III	6	5	
	Core	18 PEL 22	British Literature-IV	6	5	
	Core	18 PEL 23	Indian Writing in English-II	5	4	
	Core	18 PEL 24	History of the English Language and Phonetics	5	4	
	Electi ve	18 PELE 21	American Literature/European Fiction Library	6 2	5	
<b>III</b>	Core	18 PEL 31	Shakespeare	6	5	
	Core	18 PEL 32	Postcolonial Literature	6	5	
	Core	18 PEL 33	Literary Theory and Criticism-I	5	4	
	Core	18 PEL 34	Women's Writing in English	5	4	
	Electi ve	18 PELE 31	Research Methodology/Writing Skills Library	6 2	5	
<b>IV</b>	Core	18 PEL 41	Diaspora Literature	5	4	
	Core	18 PEL 42	Literature for Competitive Examinations	5	4	
	Core	18 PEL 43	Literary Theory and Criticism-II	5	4	
	Core	18 PEL 44	English Language Teaching	5	4	
	Electi ve	18 PELE 41	Project Library	6 4	5	
<b>TOTAL</b>				120	90	

### **Programme Outcomes**

- PO1: Acquire practical and theoretical familiarity with the range, approaches, and mechanics of academic writing.
- PO2: Study how individuals in specific historical, cultural, and rhetorical circumstances represent their experience and ideas through the medium of language.
- PO3: Become a qualified, competent and articulate human resource, capable of contributing to relevant domains of knowledge and of serving the society in multiple meaningful ways.
- PO4: Acquire the capability to interpret texts with critical, aesthetic, and ethical sensitivity.

### **Programme Specific Outcomes**

- PSO1: Read literary texts in the light of recent theoretical interventions.
- PSO2: Explore the complexity in Shakespeare's mind and art.
- PSO3: Study the evolution and growth of English poetry, prose and fiction.
- PSO4: Get an overview of the processes and texts that led to the evolution of American literature as an independent branch or school of literature.
- PSO5: Acquire knowledge of English grammar.
- PSO6: Study the contemporary approaches in literary criticism.
- PSO7: Study the various modes of narrative fiction attempted across centuries, continents and languages.
- PSO8: Get an exposure to Gender issues through the study of Women's Writing in English.

**BRITISH LITERATURE - I**

(Sub. Code 18 PEL 11)

**Semester I**

**Core**

**Hours: 06**

**Credits: 05**

**Course Outcomes**

CO1: *Learn the important features of the Age of Chaucer and the Elizabethan Age.*

CO2: *Study the representative works during the 16<sup>th</sup> and 17<sup>th</sup> centuries.*

**Unit I**

**Poetry**

Geoffery Chaucer

The General Prologue from The Canterbury Tales (Lines 43-78; 165-208; 270-284)

Spenser

Epithalamion

Wyatt                      Forget Not Yet  
 Surrey                    My Friend, the Things That Do Attain

**Unit II                      Poetry**

Shakespeare            When to the Sessions (30  
                                   Being (57)  
                                   To Me Fair Friend (104)  
                                   Let Me Not(116)

**Unit III                    Prose**

Bacon                     Of Parents and Children  
                                   Of Delays  
                                   Of Expense

**Unit IV                    Drama**

Marlowe                   *Edward II (or Dr Faustus )*

**Unit V                     Drama**

Kyd                        *The Spanish Tragedy (Think of a replacement)*

**QUESTION PAPER PATTERN**

**Marks**

I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Units II & III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from all Units (4x5)	=	20
		Total =	100

**BRITISH LITERATURE - II**

**(Sub. Code 18 PEL 12)**

**Semester I**

**Core**

**Hours: 06**

**Credits: 05**

**Course Outcomes**

CO1: *Learn the important features of the Age of Milton to the Pre-Romantic Period.*

CO2: *Study the representative works during the 17<sup>th</sup> and 18<sup>th</sup> centuries.*

**Unit I                      Poetry**

Milton                     Paradise Lost: Book IX

**Unit II                     Poetry**

Gray Elegy Written in a Country Churchyard

Collins Ode to Evening

Blake The Tiger

**Unit III Prose**

Addison and Steele The Spectator Club

Sir Roger at Church

Rural Manners

**Unit IV Drama**

Sheridan *The Rivals*

**Unit V Fiction**

Swift *Gulliver's Travels* (Voyages 1 & 2)

**QUESTION PAPER PATTERN**

**Marks**

I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Units II & III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from all Units (4x5)	=	20
	Total	=	100

**INDIAN WRITING IN ENGLISH - I**

(Sub. Code 18 PEL 13)

**Semester I**

**Core**

**Hours: 05**

**Credits: 04**

**Course Outcomes**

CO1: *Get exposure to a wide range of Indian Writing in English (I Phase).*

CO2: *Learn the meaning of "Indianness" through the study of Indian English Literature.*

**Unit I Poetry**

Sarojini Naidu The Soul's Prayer

Rabindranath Tagore Gitanjali (Lyrics I, II, XIII, XXXV, XLV, L, LXIV, CIII)

**Unit II Prose**

Sri Aurobindo            Indian Culture  
 Jawaharlal Nehru        The Panorama of India's Past (from *The Discovery of India*)

**Unit III                    Drama**

Rabindranath Tagore    *Chitra*

**Unit IV                    Fiction**

Mahasweta Devi        *Rudali*

Raja Rao                 *Kanthapura*

**Unit V                    Fiction**

R. K. Narayan            *The Painter of Signs*

Mulk Raj Anand         *Coolie*

**QUESTION PAPER PATTERN**

			<b>Marks</b>
I	1 Essay out of 3 from Units I & II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from Units I, II & III (4x5)	=	20
		Total =	100

**ADVANCED ENGLISH GRAMMAR**

**(Sub. Code: 18 PEL14)**

**Semester I**

**Core**

**Hours: 05**

**Credits: 04**

**Course Outcomes**

CO1: *Study the necessary rules of English grammar.*

CO2: *Understand grammatical structures in English.*

CO3: *Practise clause analysis.*

**Unit I**

Noun Phrases, Adjective Phrases, Adverb Phrases

Noun Clauses, Adjective Clauses, Adverb Clauses

**Unit II**

Prepositions  
Concord

**Unit III**

Tenses  
Active and Passive Voice  
Degrees of Comparison

**Unit IV**

Simple, Complex and Compound Sentences  
Transformation of Sentences  
Synthesis of Sentences

**Unit V**

Clause analysis

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	Questions from Unit I	= 20
II	Questions from Unit II	= 20
III	Questions from Unit III	= 20
IV	Questions from Unit IV	= 20
V	Questions from Unit V	= 20
Total		= 100

**FICTION**

(Sub. Code 18 PELE 11)

**Semester I**
**Core**
**Hours: 06**
**Credits: 05**
**Course Outcomes**

CO1: *Understand the dimensions of fiction in the universal literary context.*

CO2: *Understand the representative works of Nobel Laureates.*

CO3: *Get exposure to world literature through the works of Nobel Laureates.*

**Unit I****South Africa**

Nadine Gordimer

*Burger's Daughter*

**Unit II****Germany**

Hermann Hesse                      *Siddhartha*

**Units III & IV**                      **Turkey**

Orhan Pamuk                      *Snow*

**Unit IV**                      **America**

Toni Morrison                      *The Bluest Eye*

<b><u>QUESTION PAPER PATTERN</u></b>			<b>Marks</b>
I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Unit II	=	20
III	1 Essay out of 3 from Units III & IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Short notes out of 6 from all Units (4 x 5)	=	20
Total			= 100

<b>WORLD CLASSICS IN TRANSLATION</b>
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(Sub. Code 18 PELE 11)

<b>Semester I</b>	<b>Core</b>	<b>Hours: 06</b>	<b>Credits: 05</b>
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**Course Outcomes**

CO1: *Explore the themes presented in world classics.*

CO2: *Identify the stylistic devices in world classics.*

**Unit I**                      **Poetry**

Homer                      *The Iliad: Book III*

**Unit II**                      **Poetry**

Thiruvalluvar      *Thirukkural*: Book II

**Unit III                  Prose**

St. Augustine      *Confessions*: Book I

**Unit IV                  Drama**

Kalidasa            *Sakuntala*

**Unit V                  Fiction**

Tolstoy              *War and Peace*

**QUESTION PAPER PATTERN**

**Marks**

I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Unit II	=	20
III	1 Essay out of 3 from Unit III	=	20
IV	1 Essay out of 3 from Unit IV	=	20
V	1 Essay out of 3 from Unit V	=	20
	<b>Total</b>	<b>=</b>	<b>100</b>

**BRITISH LITERATURE - III**

**(Sub. Code 18 PEL 21)**

**Semester II**

**Core**

**Hours: 06**

**Credits: 05**

**Course Outcomes**

CO1: *Learn the essential features of the Romantic Age.*

CO2: *Study the representative works in the first half of the 19<sup>th</sup> century.*

**Unit I                  Poetry**

Wordsworth      Ode on Intimations of Immortality

Coleridge         The Ancient Mariner

<b>Unit II</b>	<b>Poetry</b>
Keats	Ode on a Grecian Urn
	Ode to a Nightingale
Shelley	Ode to the west Wind
	To a Skylark
Byron	The Ocean

<b>Unit III</b>	<b>Prose</b>
Charles Lamb	The Praise of Chimney Sweepers
	Dissertation upon a Roasted Pig
Hazlitt	On Familiar Style

<b>Unit IV</b>	<b>Fiction</b>
Walter Scott	<i>Ivanhoe</i>

<b>Unit V</b>	<b>Fiction</b>
Jane Austen	<i>Emma</i>

<b><u>QUESTION PAPER PATTERN</u></b>			<b>Marks</b>
I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Units II & III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from Units I, II and III (4x5)	=	20
	Total	=	100

**BRITISH LITERATURE - IV**

**(Sub. Code 18 PEL 22)**

<b>Semester II</b>	<b>Core</b>	<b>Hours: 06</b>	<b>Credits: 05</b>
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**Course Outcomes**

CO1: *Study the essential features of the Victorian Age to the present Day.*

CO2: *Analyse the representative works of the writers belonging to the Victorian Age to the present Day.*

<b>Unit -I</b>	<b>Poetry</b>
T. S. Eliot	The Waste Land

<b>Unit -II</b>	<b>Poetry</b>
Tennyson	Tithonus
Browning	Rabbi Ben Ezra
Arnold	Dover Beach
D.G. Rossetti	The Blessed Damozel
G. M. Hopkins	God's Grandeur
W.H. Auden	Musee dee Beaux Arts

<b>Unit III</b>	<b>Prose</b>
John Ruskin	Qui Judicatis Terram (from Unto This Last)
Bertrand Russell	University Education
A. G. Gardiner	On Points of View

<b>Unit IV</b>	<b>Drama</b>
Bernard Shaw	<i>Man and Superman (or Pygmalion)</i>

<b>Unit V</b>	<b>Fiction</b>
Charles Dickens	<i>A Tale of Two Cities (or Hard Times)</i>

<b><u>QUESTION PAPER PATTERN</u></b>			<b>Marks</b>
I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Units II & III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Annotations out of 7 from Units I, II, III & IV (4x5)	=	20
Total			= 100

**INDIAN WRITING IN ENGLISH-II**

(Sub. Code 18 PEL 23)

<b>Semester II</b>	<b>Core</b>	<b>Hours: 05</b>	<b>Credits: 04</b>
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**Course Outcomes**

CO1: *Identify the wide range of Indian Writing in English (II Phase).*

CO2: *Learn the recent trends in Indian Writing in English.*

<b>Unit I</b>	<b>Poetry</b>
Nissim Ezekiel	Background Casually
A. K. Ramanujan	Obituary

Shiv K. Kumar	Indian Women
Kamala Das	My Grandmother's House
Keki N. Daruwalla	The Revolutionary

**Unit II Drama**

Girish Karnad	<i>Hayavadana</i>
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**Unit III Drama**

Mahesh Dhattani	<i>Tara</i>
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**Unit IV Fiction**

Anita Desai	<i>Cry, the Peacock</i>
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**Unit V Fiction**

Gita Mehta	<i>A River Sutra</i>
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<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Units IV & V	= 20
V	4 Annotations out of 7 from Units I, II & III (4x5)	= 20
Total		= 100

**HISTORY OF THE ENGLISH LANGUAGE AND PHONETICS**

(Sub. Code 18 PEL 24)

**Semester II**

**Core**

**Hours: 05**

**Credits: 04**

**Course Outcomes**

CO1: Study the history of the English language.

CO2: Learn the essential aspects of linguistics.

CO3: Perform practice in phonetic transcription.

**Unit -I History of the English Language**

The origin of language

The Old English period

The Middle English period

The Renaissance and after

### Unit – II History of the English Language

The growth of vocabulary

Change of meaning

The evolution of Standard English

### Unit - III Linguistics

What is Linguistics?

Traditional grammar and Modern grammar

Morphology

IC Analysis

### Unit – IV Phonetics - Theory

Vowels, Diphthongs, Consonants

Syllable, Intonation, Word Stress

Strong and Weak forms

### Unit V

Phonetic transcription

### Reference Books:

*An Outline History of the English Language* by F. T. Wood

*The Pronunciation of English* by Daniel Jones

*An Introduction to the Pronunciation of English* by A. C. Gimson

*Linguistics* by David Crystal

*Linguistics: An Introduction* by Andrew Radford, et. al.

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Units II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV	= 20
V	Phonetic transcription (2 short passages)	= 20
Total		= 100

## AMERICAN LITERATURE

(Sub. Code 18 PELE 21)

**Semester II**

**Core**

**Hours: 06**

**Credits: 05**

### Course Outcomes

CO1: *Understand the dimensions of American Literature in the universal literary context.*

CO2: *Learn the representative works of American writers.*

### UNIT – I

#### Poetry

Whitman

Out of the Cradle Endlessly Rocking

Emily Dickinson

A Bird Came Down the Walk

Because I could not Stop for Death

Robert Frost	After Apple-Picking Mending Wall
<b>UNIT- II</b>	<b>Prose</b>
Emerson	Self-Reliance
E. A. Poe	The Philosophy of Composition
<b>UNIT –III</b>	<b>Drama</b>
Arthur Miller	<i>Death of a Salesman</i>
<b>UNIT –IV</b>	<b>Fiction</b>
Faulkner	<i>The Sound and the Fury</i>
<b>UNIT –V</b>	<b>Fiction</b>
Saul Bellow	<i>Henderson, the Rain King</i>

**QUESTION PAPER PATTERN**

			Marks
I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Unit II	=	20
III	1 Essay out of 3 from Unit III	=	20
IV	1 Essay out of 3 from Units IV & V	=	20
V	4 Annotations out of 7 from Units I, II & III (4x5)	=	20
Total			= 100

**EUROPEAN FICTION**

(Sub. Code 18 PELE 21)

**Semester II**

**Core**

**Hours: 06**

**Credits: 05**

**Course Outcomes**

CO1: *Understand the dimensions of European fiction in the universal literary context.*

CO2: *Study the representative works of European novelists.*

**UNIT I**

Jean-Paul Sartre                      *Nausea*

**UNIT II**

Milan Kundera *Immortality*

**UNIT III**

Dostoevski *Crime and Punishment*

**UNIT IV**

Franz Kafka *The Trial*

**UNIT V**

Victor Hugo *Les Miserables*

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV	= 20
V	1 Essay out of 3 from Unit V	= 20
Total		= 100

**SHAKESPEARE**

(Sub. Code 18 PEL 31)

**Semester III**

**Core**

**Hours: 06**

**Credits: 05**

**Course Outcomes**

CO1: *Analyse the plays of Shakespeare in the Elizabethan context and relate them to the modern context.*

CO2: *Understand the magnitude of the Shakespearean world.*

CO3: *Explore the complexity and suggestiveness in Shakespeare.*

**UNIT I**

*As You Like it*

**UNIT II**

*Hamlet*

**UNIT III**

*Othello*

**UNIT IV**

*The Tempest*

**UNIT V      General Shakespeare (For Internal Assessment only)**

Theatre and Audience

Songs and Music

Fools and Villains

Soliloquy

Women characters in Shakespeare

Supernatural Elements

		<b><u>QUESTION PAPER PATTERN</u></b>	<b>Marks</b>
I	1 Essay out of 3 from Unit I	=	20
II	1 Essay out of 3 from Unit II	=	20
III	1 Essay out of 3 from Unit III	=	20
IV	1 Essay out of 3 from Unit IV	=	20
V	4 Annotations out of 7 from Units I, II, III & IV	=	20
		Total =	100

**POSTCOLONIAL LITERATURE**

(Sub. Code 18 PEL 32)

**Semester III**

**Core**

**Hours: 06**

**Credits: 05**

**Course Outcomes**

CO1: *Understand the dimensions of Postcolonial Literature.*

CO2: *Identify the various themes presented in Postcolonial Literature.*

**UNIT I**

**Poetry**

A.D. Hope

Australia

Derek Walcott	A Far Cry from Africa
David Rubadri	A Negro Labourer in Liverpool
A. M. Klein	The Mountain
Margaret Atwood	The Secular Night

<b>UNIT II</b>	<b>Drama</b>
George Ryga	<i>The Ecstasy of Rita Joe</i>

<b>UNIT III</b>	<b>Fiction</b>
J. M. Coetzee	<i>Foe</i>

<b>UNIT IV</b>	<b>Fiction</b>
Patrick White	<i>Voss</i>

<b>UNIT V</b>	<b>Fiction</b>
Michael Ondaatje	<i>The English Patient</i>

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	1 Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 Short Notes out of 7 from all Units	= 20
Total		= 100

**LITERARY THEORY AND CRITICISM - I**

(Sub. Code 18 PEL 33)

**Semester III**

**Core**

**Hours: 05**

**Credits: 04**

**Course Outcomes**

CO1: *Develop critical sensibility.*

CO2: *Study the theories of critics from Plato to New Critics.*

CO3: *Study the five approaches of literary criticism.*

**UNIT I CLASSICAL AND RENAISSANCE CRITICISM**

Plato

Aristotle

Philip Sidney

**UNIT II NEO-CLASSICAL AND ROMANTIC CRITITCISM**

Dryden  
Wordsworth  
Coleridge

**UNIT III VICTORIAN AND TWENTIETH CENTURY CRITICISM**

Matthew Arnold  
T.S. Eliot  
I.A. Richards

**UNIT IV FIVE APPROACHES: THEORY**

The Moralistic Approach  
The Psychological Approach  
The Sociological Approach  
The Formalistic Approach  
The Archetypal Approach

**Ref:**

Wilbur Scott's *Five Approaches to Literary Criticism*

**UNIT V FIVE APPROACHES: APPLICATION**

T.S. Eliot	Religion and Literature
Geoffrey Gorer	The Myth in Jane Austen
Joseph Wood Krutch	The Tragic Fallacy
Cleanth Brooks	Keat's Sylvan Historian: History without Footnotes
Gilbert Murray	Hamlet and Orestes

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV	= 20
V	1 Essay out of 3 from Unit V	= 20
Total		= 100

**WOMEN'S WRITING IN ENGLISH**

**(Sub. Code 18 PEL 34)**

**Semester III**

**Core**

**Hours: 05**

**Credits: 04**

**Course Outcomes**

CO1: *Understand the dimensions of women's writing in literature.*

CO2: *Identify the various themes presented in women's writing in English.*

**UNIT I**

Simone de Beauvoir

**Criticism**

Woman and the Other (from *Literature in the Modern World* –  
Ed. Dennis Walder – pp.280-284)

Helene Cixous                      The Laugh of the Medusa (from *Literature in the Modern World* – Ed. Dennis Walder – pp.291-300)

**UNIT II        Poetry**

Sylvia Plath                      Morning Song  
Kishwar Naheed                I Am Not That Woman  
Imtiaz Dharkar                Minority  
Judith Wright                 Bora Ring

**UNIT - III                      Fiction**  
Shashi Deshpande              *That Long Silence*

**UNIT – IV                      Fiction**  
Chitra Banerjee Divakaruni    *The Palace of Illusions*

**UNIT- V    Fiction**  
Margaret Atwood                *Lady Oracle*

**QUESTION PAPER PATTERN**

**Marks**

I	1 Essay out of 3 from Units I & II	=	20
II	1 Essay out of 3 from Unit III	=	20
III	1 Essay out of 3 from Unit IV	=	20
IV	1 Essay out of 3 from Unit V	=	20
V	4 Short Notes out of 7 from all Units	=	20
		Total =	100

**RESEARCH METHODOLOGY**

(Sub. Code 18 PELE 31)

**Semester III**

**Core**

**Hours: 06**

**Credits: 05**

**Course Outcomes**

CO1: Learn the fundamental aspects of *quality research*.

CO2: Use *parenthetical documentation as recommended in MLA Handbook*.

**UNIT I    Fundamental of Research**

Selecting a topic

Using the Library

Compiling a Working Bibliography  
Plagiarism

Taking Notes

### **UNIT II Style and Organisation**

Outlining  
Paraphrasing

Language and style  
Writing Drafts

### **UNIT III Mechanics of Writing**

Spelling                      Punctuation

Use of Quotation

### **UNIT IV Format**

Names of Persons  
Typing, Margin and Spacing

Titles of Works in a Research Paper  
Page Numbers

### **UNIT V**

Parenthetical Documentation  
Preparing the List Works Cited

### **QUESTION PAPER PATTERN**

**Marks**

I	Questions from Unit I	=	20
II	Questions from Unit II	=	20
III	Questions from Unit III	=	20
IV	Questions from Unit IV	=	20
V	Questions from Unit V	=	20
	Total	=	100

### **WRITING SKILLS**

**(Sub. Code 18 PELE 31)**

**Semester III**

**Core**

**Hours: 06**

**Credits: 05**

### **Course Outcomes**

CO1: *Develop writing skills.*

CO2: *Gain accuracy and variety in writing.*

### **UNIT – I        Words and Phrases**

Exactness

Appropriateness

Idioms

Conciseness

Vividness and Metaphor

**UNIT – II The Sentence: Rhetorical Patterns**

The problem of effectiveness      Accuracy and Variety  
 Conciseness      Compactness and Economy

**UNIT – III The Paragraph**

Organizing paragraphs in sequences  
 The paragraph as a statement of a thesis to be argued

**UNIT – IV The Process of Writing**

Preliminary planning      Outline      Beginnings and Endings

**UNIT – V Mechanics**

Spelling      Punctuation      Use of quotations  
 Name of persons      Titles of works in a research paper

**Textbook :**

*The Macmillan Handbook of English* by John M. Kierzek and Walker Gibson

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	Questions from Unit I	= 20
II	Questions from Unit II	= 20
III	Questions from Unit III	= 20
IV	Questions from Unit IV	= 20
V	Questions from Unit V	= 20
Total		= 100

**DIASPORA LITERATURE**

(Sub. Code 18 PEL 41)

**Semester IV**
**Core**
**Hours: 05**
**Credits: 04**
**Course Outcomes**

CO1: *Understand the dimensions of diasporic consciousness.*

CO2: *Study the significant works produced by diaspora writers.*

**UNIT I**

V. S. Naipaul

*A House for Mr. Biswas*

**UNIT II**

Salman Rushdie

*Midnight's Children***UNIT III**

Amitav Ghosh

*The Shadow Lines (or In an Antique Land)***UNIT IV**

Bharati Mukherjee

*Jasmine***UNIT V**

Jhumpa Lahiri

*The Namesake*

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	1 Essay out of 3 from Units I & II	= 20
II	1 Essay out of 3 from Unit III	= 20
III	1 Essay out of 3 from Unit IV	= 20
IV	1 Essay out of 3 from Unit V	= 20
V	4 Short Notes out of 7 from all Units	= 20

<b>LITERATURE FOR COMPETITIVE EXAMINATIONS</b>
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(Sub. Code 18 PEL 42)

<b>Semester IV</b>	<b>Core</b>	<b>Hours: 05</b>	<b>Credits: 04</b>
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**Course Outcomes**

CO1: Write NET/SET examinations with confidence.

CO2: Get a comprehensive view of English Literature from the age of Chaucer to the present day.

**UNIT I      British Literature (Chaucer to Milton)**

- |                  |                  |                    |                    |
|------------------|------------------|--------------------|--------------------|
| 1) Chaucer**     | 2) Philip Sidney | 3) Spenser**       | 4) Marlowe         |
| 5) Shakespeare** | 6) Ben Jonson    | 7) Francis Bacon** | 8) Webster         |
| 9) John Milton** | 10) John Bunyan  | 11) John Donne     | 12) Andrew Marvell |

**UNIT II British Literature (Neo-Classical Age to Romantic Age)**

- |                   |                   |                  |                    |
|-------------------|-------------------|------------------|--------------------|
| 1) John Dryden**  | 2) Alexander Pope | 3) Dr. Johnson** | 4) Richardson      |
| 5) Henry Fielding | 6) Daniel Defoe   | 7) Sheridan      | 8) Goldsmith       |
| 9) Gray           | 10) Robert Burns  | 11) Wordsworth** | 12) Coleridge      |
| 13) John Keats**  | 14) Shelley**     | 15) Byron        | 16) Charles Lamb** |
| 17) Walter Scott  | 18) Jane Austen** |                  |                    |

**UNIT III British Literature (Victorian to the Present Day)**

- |                      |                   |                    |                     |
|----------------------|-------------------|--------------------|---------------------|
| 1) Tennyson**        | 2) Browning**     | 3) D. G. Rossetti  | 4) Matthew Arnold** |
| 5) Charles Dickens** | 6) Thomas Hardy** | 7) John Ruskin     | 8) Thomas Carlyle   |
| 9) George Eliot      | 10) Emily Bronte  | 11) T. S. Eliot**  | 12) W. B. Yeats     |
| 13) Bernard Shaw**   | 14) Galsworthy    | 15) Samuel Beckett | 16) D. H. Lawrence  |
| 17) Virginia Woolf** | 18) James Joyce   | 19) Doris Lessing  | 20) H. G. Wells     |

**UNIT IV American Literature**

- |                     |                     |                         |                    |
|---------------------|---------------------|-------------------------|--------------------|
| 1) Walt Whitman**   | 2) Emerson**        | 3) E. A. Poe            | 4) Emily Dickinson |
| 5) Robert Frost**   | 6) Ezra Pound       | 7) E. E. Cummings       | 8) Maya Angelou    |
| 9) Eugene O'Neill** | 10) Arthur Miller** | 11) Tennessee Williams  | 12) Neil Simon     |
| 13) Edward Albee    | 14) Mark Twain      | 15) Nathaniel Hawthorne | 16) Faulkner       |
| 17) Hemingway**     | 18) Herman Melville | 19) John Steinbeck      | 20) Henry James    |
| 21) Saul Bellow**   | 22) Joseph Heller   | 23) Alice Walker        | 24) Toni Morrison  |

**UNIT V Indian English Literature**

- |                     |                        |                       |                      |
|---------------------|------------------------|-----------------------|----------------------|
| 1) Henry Derozio    | 2) Rabindranath Tagore | 3) Sarojini Naidu     | 4) Toru Dutt         |
| 5) Sri Aurobindo    | 6) Nissim Ezekiel      | 7) A. K. Ramanujan    | 8) P. Lal            |
| 9) Shiv K. Kumar    | 10) Kamala Das         | 11) R. K. Narayan     | 12) Mulk Raj Anand   |
| 13) Raja Rao        | 14) Salman Rushdie     | 15) Amitav Ghosh      | 16) Vikram Seth      |
| 17) Rohinton Mistry | 18) Bharati Mukherjee  | 19) Anita Desai       | 20) Shashi Deshpande |
| 21) Arundhati Roy   | 22) Jhumpa Lahiri      | 23) Chitra Divakaruni | 24) Anita Nair       |
| 25) Girish Karnad   | 26) Vijay Tendulkar    | 27) Badal Sircar      | 25) Mahesh Dattani   |

**(Essay questions should be asked only on topics marked with \*\*)**

**(Short Notes –100 words—may be asked on all the topics.)**

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	40 Multiple Choice Qns (8 Qns from each Unit)	= 40
II	1 essay out of 3 from Units I & II	= 20
III	1 essay out of 3 from Unit III & IV	= 20
IV	4 short notes out of 7 from all Units (4 x 5)	= 20
Total		= 100

**LITERARY THEORY AND CRITICISM - II**

(Sub. Code 18 PEL 43)

**Semester IV**

**Core**

**Hours: 05**

**Credits: 04**

**Course Outcomes**

CO1: *Acquire critical sensibility.*

CO2: *Get an exposure to recent critical theories.*

CO3: *Comprehend the dominance of theory in the postmodern phase.*

**Unit I**

**Structuralism and Post-Structuralism**

- Ferdinand de Saussure      The Object of Study (*Modern Criticism and Theory: A Reader*. Ed. David Lodge and Nigel Wood—pp. 1-9)
- Jacques Derrida              Structure, Sign and Play in the Discourse of the Human Sciences (*Modern Criticism and Theory: A Reader*. Ed. David Lodge and Nigel Wood—pp. 89-103)
- Unit II**                              **New Historicism and Cultural Materialism**
- Stephen Greenblatt          The Circulation of Social Energy (*Modern Criticism and Theory: A Reader*. Ed. David Lodge and Nigel Wood—pp. 495-511)
- Alan Sinfield                  Cultural Materialism, Othello, and the Politics of Plausibility (*Faultlines: Cultural Materialism and the Politics of Dissident Reading* by Alan Sinfield—pp. 29-51)
- Hayden White                Introduction: The Poetics of History (*Metahistory: The Historical Imagination in Nineteenth-Century Europe* by Hayden White—pp. 5-13).
- Unit III**                              **Postcolonialism**
- Edward Said                  Orientalism (*Contemporary Postcolonial Theory* Ed. Padmini Mongia—pp. 20-36)
- Gayatri Spivak                Can the Subaltern Speak?
- Homi K. Bhabha                Signs Taken for Wonders (*The Location of Culture* by Homi K. Bhabha—pp.145-174)
- Unit IV**                              **Feminism and Ecocriticism**
- Elaine Showalter              Feminist Criticism in the Wilderness (*Modern Criticism and Theory: A Reader*. Ed. David Lodge and Nigel Wood—pp. 307-330)
- Harold Fromm                 From Transcendence to Obsolescence: A Route Map (*The Ecocriticism Reader*. Ed. Cheryll Glotfelty and Harold Fromm—pp. 30-39)
- Unit V**                              **Narratology**
- Shlomith Rimmon-Kenan      *Narrative Fiction: Contemporary Poetics* (pp.1-5 and 59-70)

**Reference Books:**

*Beginning Theory* by Peter Barry

*Modern Criticism and Theory: A Reader*. Ed. David Lodge and Nigel Wood

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

*Beginning Postcolonialism* by John McLeod

*Colonialism/Postcolonialism* by Ania Loomba

*Literary into Cultural Studies* by Anthony Easthope

*The Empire Writes Back: Theory and Practice.* Bill Ashcroft, Gareth Griffiths and Helen Tiffin

*Literature in the Modern World* by Dennis Walder

*The Ecocriticism Reader.* Ed. Cheryll Glotfelty and Harold Fromm

<b><u>QUESTION PAPER PATTERN</u></b>		<b>Marks</b>
I	1 Essay out of 3 from Unit I	= 20
II	1 Essay out of 3 from Unit II	= 20
III	1 Essay out of 3 from Unit III	= 20
IV	1 Essay out of 3 from Unit IV	= 20
V	1 Essay out of 3 from Unit V	= 20
Total		= 100

<b>ENGLISH LANGUAGE TEACHING</b>
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(Sub. Code 18 PEL 44)

<b>Semester IV</b>	<b>Core</b>	<b>Hours: 05</b>	<b>Credits: 04</b>
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**Course Outcomes**

CO1: *Understand the principles of English language teaching.*

CO2: *Get practice in lesson plan writing.*

CO3: *Practise in actual classroom situations through teaching practice in school and college.*

**Unit I**

English as an International language  
Principles of teaching English as a second language

### Unit II

Translation Method	Structural Approach
Direct Method	Situational Approach
Playway Method	Communicative Approach

### Unit III

Lesson plan writing

### Unit IV

Teaching of Poetry  
Teaching of Prose  
Teaching of Grammar

### Unit V Practical

15 hours of classroom teaching in school and college

### EXTERNAL EXAMINATION

Theory examination (90 minutes)	=	50 marks
Assessment of Teaching (1 Internal Examiner & 1 External Examiner)	=	50 marks
Total	=	100 marks

### Reference:

Larsen-Freeman, Diane. 2004. *Techniques and Principles in Language Teaching*. Oxford University Press.

Richards, J. C., and T. S. Rogers. 1986. *Approaches and Methods in Language Teaching*. Cambridge University Press

Saraswathi, V. 2004. *English Language Teaching: Principles and Practice*. Orient Longman.

Tickoo, M. L. 2003. *Teaching and Learning English: A Sourcebook for Teachers and Teacher Trainers*. Orient Longman

Agnihotri, R. K & Khanna, A.L. (1995). *English Language Teaching in India*. Sage Publications.

<b>PROJECT</b>
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**(Sub. Code: 18 PELE 41)**

<b>Semester IV</b>	<b>Elective</b>	<b>Hours 06</b>	<b>Credits 05</b>
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### Course Outcomes

CO1: *Prepare a project.*

CO2: *Acquire writing skills for quality research.*

❖ Students will choose topics of their interest in consultation with the Guide.

❖ Minimum pages of Dissertation : 50

❖ Internal Assessment: 100 Marks

❖ External Examination has two components:

Dissertation : 50 marks (Valued by an External Examiner)

Viva Voce : 50 marks (External Examiner: 25 marks & Guide: 25 marks)

**ST. XAVIER'S COLLEGE (AUTONOMOUS), PALAYAMKOTTAI**  
**M. A. ENGLISH -- Self Study Papers**

Semester: I

Code: 18 PELS 01

Credits: 3

**TWENTIETH CENTURY NOVEL**

**Objectives:**

- To help students acquire the habit of reading the classics
- To motivate students towards the understanding of various themes and styles

**UNIT—I**Maxim Gorky                      *Mother* (1906)**UNIT—II**James Joyce                      *A Portrait of the Artist as a Young Man* (1916)**UNIT—III**Margaret Mitchell              *Gone with the Wind* (1936)**UNIT—IV**Iris Murdoch                      *The Sea, the Sea* (1978)**UNIT—V**Alice Walker                      *The Color Purple* (1982)**QUESTION PAPER PATTERN****Marks**

I	1 essay out of 3 from Unit I	=	20
II	1 essay out of 3 from Unit II	=	20
III	1 essay out of 3 from Unit III	=	20
IV	1 essay out of 3 from Unit IV	=	20
V	1 essay out of 3 from Unit V	=	20
	Total	=	100

Semester: II

Code: 18 PELS 02

Credits: 3

**POSTCOLONIAL NOVEL****Objectives:**

- To help students learn the characteristics of postcolonial novel
- To help students articulate their responses to postcolonial novel

**UNIT—I**Gabriel Garcia Marquez -- *One Hundred Years of Solitude***UNIT—II**Amitav Ghosh -- *The Glass Palace***UNIT—III**Jean Rhys -- *Wide Sargasso Sea***UNIT—IV**Chinua Achebe -- *Arrow of God***UNIT—V**Buchi Emecheta -- *The Bride Price***QUESTION PAPER PATTERN****Marks**

I	1 essay out of 3 from Unit I	=	20
II	1 essay out of 3 from Unit II	=	20
III	1 essay out of 3 from Unit III	=	20
IV	1 essay out of 3 from Unit IV	=	20
V	1 essay out of 3 from Unit V	=	20
	Total	=	100

Semester: III

Code: 18 PELS 03

Credits: 3

**FEMINIST THEORY AND CRITICISM****Objectives:**

- To examine key concepts in feminist theory as they relate to literary and cultural studies
- To study the “spatial turn” in feminist theory
- To expose students to recent critical theories

**UNIT—I: Beginnings of Feminism**Virginia Woolf -- *A Room of One's Own***UNIT—II: Feminism, Migration, and Diaspora**

Avtar Brah -- Diaspora, Border and Transnational Studies

**UNIT—III: Postcolonial Feminism**

Gayatri Chakravorty Spivak -- Three Women's Texts and a Critique of Imperialism

**UNIT—IV: Locationality and Positionality in Feminist Theory**

Adrienne Rich -- Notes toward a Politics of Location

**UNIT—V: The Nation, Nationalism and Gender**

Anne McClintock -- Imperial Leather: Race, Gender and Sexuality in the Colonial Contest

**QUESTION PAPER PATTERN****Marks**

I	1 essay out of 3 from Unit I	=	20
II	1 essay out of 3 from Unit II	=	20
III	1 essay out of 3 from Unit III	=	20
IV	1 essay out of 3 from Unit IV	=	20
V	1 essay out of 3 from Unit V	=	20
	Total	=	100

Semester: IV

Code: 18 PELS 04

Credits: 3

**ENGLISH FOR CAREER ADVANCEMENT**

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**Objectives:**

- To help students attain the skill of efficient processing of connected written discourse
- To help students write competitive examinations with confidence
- To increase the vocabulary of students

**Textbook:** Objective English for Competitive Examinations by Hari Mohan Prasad**UNIT—I**

Comprehension

**UNIT—II**

Spotting the errors

**UNIT—III**

Cloze Test

Sentence completion

**UNIT—IV**

Synonyms, Antonyms, Substitutions, Idioms

**UNIT—V**

Sentence Arrangement

Analogy

<b><u>QUESTION PAPER PATTERN</u></b>			<b><u>Marks</u></b>
I	Questions from Unit I	=	20
II	Questions from Unit II	=	20
III	Questions from Unit III	=	20
IV	Questions from Unit IV	=	20
V	Questions from Unit V	=	20
Total			= 100

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