

S. N. R. SONS COLLEGE (AUTONOMOUS)
DEPARTMENT OF ENGLISH
M.A. ENGLISH LITERATURE
(For the students admitted during 2015-16)

SCHEME OF EXAMINATION

SEMESTER – I

S. No.	Course Code	Papers	Credits	Exam Hrs.	CIA	CE	Total
1	15MAE101	British Literature – I (From Chaucer to Milton)	4	3	25	75	100
2	15MAE102	American Literature	4	3	25	75	100
3	15MAE103	Indian Writing in English	4	3	25	75	100
4	15MAE104	Advanced Grammar	4	3	25	75	100
5	15MAE105/ 15MAE105A	Elective – I	4	3	25	75	100

SEMESTER – II

S. No.	Course Code	Papers	Credits	Exam Hrs.	CIA	CE	Total
1	15MAE201	British Literature – II (Dryden to Romantic Age)	4	3	25	75	100
2	15MAE202	Shakespeare	4	3	25	75	100
3	15MAE203	New Literatures in English	4	3	25	75	100
4	15MAE204	Literary Criticism	4	3	25	75	100
5	15MAE205	Intensive Study of an Author	4	3	25	75	100
6	15MCB122	CBCS-I	4	3	25	75	100

SELF LEARNING (OPTIONAL)

7		Writing for the Media	2	3	-	100	100
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CIA – Continuous Internal Assessment
CE-Comprehensive Examination

SEMESTER – III

S. No.	Course Code	Papers	Credits	Exam Hrs.	CIA	CE	Total
1	15MAE301	British Literature – III (From Victorian Age to Modern Age)	4	3	25	75	100
2	15MAE302	Research Methodology	4	3	25	75	100
3	15MAE303	Phonetics	4	3	25	75	100
4	15MAE304/ 15MAE304A	Elective – II	4	3	25	75	100
5	15MAE305	Computer Fundamentals – Theory	4	3	25	75	100
6	15MAE306	Computer Fundamentals – Practical	4	3	40	60	100

SELF LEARNING (OPTIONAL)

7		Masterpieces of World Literature	2	3	-	100	100
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SEMESTER – IV

S. No.	Course Code	Papers	Credits	Exam Hrs.	CIA	CE	Total
1	15MAE401	Women's Studies	4	3	25	75	100
2	15MAE402	Contemporary Literary Theory	4	3	25	75	100
3	15MCB222	CBCS-II	4	3	25	75	100
S. No.	Course Code	Project	Credits	Project Report		viva	Total
4.	15MAE403	Project and Viva Voce	10	160		40	200

CIA – Continuous Internal Assessment
CE – Comprehensive Examination

Total Credits for the Programme = 90
Total Marks for the Programme = 2200

SEMESTER – I

15MAE101 PAPER I – BRITISH LITERATURE – I

(From the Age of Chaucer to the Age of Milton)

Hours of Instruction: 6

OBJECTIVES

- To enable the students to develop a holistic understanding of literature from representative works.
- To enable the students to identify conceptual and critical tools for analyzing the works in general.
- To familiarize the students with the diverse schools of poetry, the trends and individual traits to their medium.

UNIT – I: POETRY

Geoffrey Chaucer	:	<i>The Prologue to the Canterbury Tales</i>
John Donne	:	“The Canonization”
George Herbert	:	“The Pulley”

UNIT – II: POETRY

John Milton	:	<i>Paradise Lost</i> - Book IX
Andrew Marvell	:	“To his Coy Mistress”
Richard Lovelace	:	“To Althea, from Prison” *

UNIT – III: DRAMA

Christopher Marlowe	:	<i>Dr. Faustus</i>
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UNIT – IV: PROSE

The following essays from

Francis Bacon	:	“Of Studies”
		“Of Revenge”
		“Of Parents and Children”
		“Of Ambition”
		“Of Love”

UNIT – V: CRITICISM

Philip Sidney	:	<i>An Apologie for Poetrie</i>
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* Self Study

BOOKS FOR REFERENCE

1. Bowden, Muriel A. *A Reader's Guide to Geoffrey Chaucer*. London: Thames & Hudson: 1964.
2. Milton, John. *Paradise Lost - Book IX*. A.A. Manavalan. New Century Book House Pvt. Ltd.: Chennai, 2002.
3. *The Norton Anthology of English Literature*. Ed. M.H. Abrams and Stephen Greenblatt. W.W. Norton & Company: New York, 2000.

Hours of Instruction: 6

OBJECTIVES

- To provide the students a comprehensive and overview survey of American Literature.
- To enable the students to develop critical competence and acumen to interpret and analyze American literary works.
- To explore the literature that reveals and emerges from multiple perspectives of ethnicity.

UNIT – I: POETRY

Robert Frost	:	“Mending Wall” *
		“Home Burial”
Emily Dickinson	:	“Because I could not Stop for Death”
		“I Felt a Funeral in My Brain”
E.E. Cummings	:	“I am a Beggar Always”
Edger Allan Poe	:	“Raven”
(Poems from <i>An Anthology of American Literature</i> (1880-1965))		

UNIT – II: DRAMA

Arthur Miller	:	<i>Death of a Salesman</i>
Tennessee Williams	:	<i>A Street Car Named Desire</i>

UNIT – III: PROSE

Ralph Waldo Emerson	:	<i>Self – Reliance</i>
Edgar Allan Poe	:	<i>The Philosophy of Composition</i>

UNIT – IV: FICTION

Nathaniel Hawthorne	:	<i>The Scarlet Letter</i>
Tony Morrison	:	<i>The Bluest Eye</i>

UNIT – V: CRITICISM

Harold Bloom	:	“Poetic Origins and Final Phases”
* Self Study		

BOOKS FOR REFERENCE

1. Marudanayagam, Dr. P. *American Literature: An Anthology of Prose*. Emerald Publication: Chennai, 2010.
2. Hassan, Ihab. *Contemporary American Literature: 1945 – 1972*. Ungar Press: New York, 1973.
3. Bigsby, Christopher. *Arthur Miller – A Critical Study*. Cambridge University Press: United Kingdom, 2005.
4. Lodge, David and Nigel Wood. Eds. *Modern Criticism and Theory: A Reader*. New Delhi: Pearson, 2013.

OBJECTIVES

- To enable the students to develop overall perspective and understanding of Indian Diaspora and their characteristic features.
- To familiarize the students with multiple conjunctures in the native varieties of Literature.
- To enable the students to infer “Indianness” (Socio-cultural, ethos, aesthetics... etc.) from representative works.

UNIT – I: POETRY

Nissim Ezekiel	:	“Very Indian Poem in Indian English”
Toru Dutt	:	“Sita”
A.K. Ramanujam	:	“River”
Henry. L. Derozio	:	“The Harp of India”
Sarojini Naidu	:	“Palanquin Bearers”
Sri Aurobindo	:	“Revelations”
(Poems from <i>Indian Poetry in English</i> . Ed. Makarand Paranjape. Macmillan: 1993. Print.)		

UNIT – II: PROSE

Amitav Ghosh	:	<i>The Town by the Sea</i>
Ananda Coomaraswamy	:	<i>The Dance of Shiva</i>

UNIT – III: DRAMA

Girish Karnard	:	<i>Nagamandala</i>
Mahesh Dattani	:	<i>Tara</i>

UNIT – IV: FICTION

R.K. Narayan	:	<i>Malgudi Days</i> *
Kamala Markandeya	:	<i>A Handful of Rice</i>

UNIT – V: CRITICISM

Rabindranath Tagore	:	<i>What is Art?</i>
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* Self Study

BOOKS FOR REFERENCE

1. Iyengar, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers: New Delhi, 1962.
2. Mehotra, Aravind Krishna. *A Concise History of Indian Literature in English*. Permanent Black: New Delhi, 2008.
3. Peeridina, Saleem. *Contemporary Indian Poetry in English: An Assessment and Selection*. Macmillan. Indian press: Chennai, 2008.

OBJECTIVES

- To inculcate the knowledge of advanced English grammar in the minds of the students.
- To enable the students to understand the structure of modern English.
- To train the students in the realm of descriptive grammar in the field of teaching.

UNIT – I: GRAMMAR AND GRAMARS

Why study grammar?

What is grammar?

Correct and incorrect

Speech and writing

Form and meaning

UNIT II: SOME TRADITIONAL CONCEPT

Words

Inflection and syntax

Parts of speech*

Sentence, clause and phrase

Grammatical categories

Concord and government

UNIT III: MORPHOLOGY

Morphemes

Morphological processes

The morphology of derivation

UNIT IV: SENTENCE STRUCTURE

IC analysis

Phrase structure grammar

The lexicon

Further issues in the sentence structure

UNIT V: TRANSFORMATIONAL GENERATIVE GRAMMAR

Transformations

Deep structure

Constraints and filters

Problems of deep structure

Traces and binding

Some theoretical issues in TG grammar

* Self Study

PRESCRIBED BOOK

Palmer, Frank. *Grammar*. Penguin: Middlesex, 1990.

BOOKS FOR REFERENCE

Yule, George. *The Study of Language*. OUP: 1996.

Verma and Krishnaswamy. *Modern Linguistics*. Delhi : OUP, 1989.

**PAPER V – ELECTIVE PAPER – I
TRANSLATION STUDIES – I**

Hours of Instruction: 6

OBJECTIVES

- To expose and train the students in overcoming the specific problems encountered in translation.
- To make the students conversant with the principles and theories of translation studies.
- To familiarize the students with samples of works in translation and extracts from master pieces of World Literature.

UNIT – I

THE FUNCTION OF TRANSLATION IN DEVELOPING MULTILINGUAL COUNTRIES

The place of translation in comparative literary studies.

History of translation in antiquity, the middle age, in the modern times. *

UNIT – II: LINGUISTIC THEORIES OF TRANSLATION

Jakobson

Catford

Nida

Jiri Levy

UNIT – III: NON – LINGUISTIC THEORIES OF TRANSLATION

Andre Lefevere & Susan Bassnet – McGuire

Anton Popovich

Holmes

Gideon Toury

UNIT – IV: TRANSLATION: PROBLEMS AND DIFFICULTIES

Problems encountered at cultural/contextual/ethnographic levels

Syntactic difficulties

The problem of finding equivalence

Un-translatability

UNIT – V: TRANSLATION AND EVALUATION PRACTICE

Translation of a given text from English into Tamil or Tamil into English

Analysis and evaluation of unseen paired texts (ST-TT)

* Self Study

BOOKS FOR REFERENCE

1. Catford, J.C. *A Linguistic Theory of Translation*. OUP: London, 1965.
2. Bassnet, Susan, and McGuire. *Translation Studies*. Methuen: London, 1980.
3. Kelly, L.G. *True Interpreter – A History of Translation Theory and Practice*. Oxford. Blackwell: 1979.

Hours of Instruction: 6

OBJECTIVES

- To enable the students with theoretical perspective and plausible pedagogical guidelines in teaching English.
- To familiarize the students with the fundamental principles and problems of learning English as a Second Language.
- To help the students to relate theoretical insights to the broader educational context and practical constraints.

UNIT – I

Language – Its Nature and Importance, English in India Today, Language Learning/Teaching Principles and Problems, Aims and Objectives: The Four Language Skills.

UNIT – II

A Survey of the Methods of Teaching English, An Outline of English Pronunciation, How to Teach Pronunciation, Teaching of Grammar.

UNIT – III

Teaching Vocabulary* , Use of Mother Tongue and Teaching Translation, How to Develop Listening and Speaking Skills, Teaching Reading – Different Stages.

UNIT – IV

Teaching Writing – The Early Stages, Teaching Composition, Audiovisual Aids, Teaching of Prose.

UNIT – V

Teaching of Poetry, Tests and Examinations, Text Book and other Prescribed Materials, Remedial Work.

* Self Study

BOOK PRESCRIBED

Mowla, Dr. Shaik. *Techniques of Teaching English*. Neelkamal Publications: New Delhi, 2009.

BOOKS FOR REFERENCE

1. Krishnaswamy, N. and Verma. *Modern Linguistics*. Oxford University Press: New Delhi, 1988.
2. Yule, George. *The Study of Language*. Cambridge University Press: New Delhi, 2006.
3. Freeman, Larsen. and Diane. *Techniques and Principles in Language Teaching*. Oxford University Press: New Delhi, 2008.

SEMESTER – II

15MAE201

PAPER VI – BRITISH LITERATURE – II (From the Age of Neo-classical Age to the Romantic Age)

Hours of Instruction: 5

OBJECTIVES

- To enable the students to develop a holistic understanding of literature from representative works.
- To enable the students to identify conceptual and critical tools for analyzing the literary works in general.
- To familiarize the students with the diverse schools of poetry, the trends and individual traits to their medium.

UNIT – I: POETRY

John Dryden	:	“Alexander’s Feast”
Thomas Gray	:	“Hymn to Adversity”
William Wordsworth	:	“Tintern Abbey”
John Keats	:	“Ode on a Grecian Urn”
P.B. Shelley	:	“Ode to the West Wind”

UNIT – II: DRAMA

John Dryden	:	<i>All for Love</i>
R. B. Sheridan	:	<i>The Rivals</i>

UNIT – III: PROSE

Charles Lamb	:	“Old China” *
		“Dream Children: A Reverie”
		“A Dissertation upon Roast Pig”
		“The Praise of Chimney-Sweepers”
		“The South Sea House”

UNIT – IV: FICTION

Jane Austen	:	<i>Emma</i>
Sir Walter Scott	:	<i>Kenilworth</i>

UNIT – V: CRITICISM

William Wordsworth	:	<i>Preface to Lyrical Ballads</i>
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* Self Study

BOOKS FOR REFERENCE

1. Macnicol, R.S. *Gateway to Prose and Poetry*. Oxford University Press: New Delhi, 2005.
2. Hardy, John. *Jane Austen’s Heroines: Intimacy in Human Relationships*. Rutledge: London, 1984.
3. Seshadri, K.G. *Selected Essays of Charles Lamb*. Macmillan India Ltd.: Madras, 1980.

OBJECTIVES

- To enable the students to analyze plot, characters, themes and stagecraft of the plays.
- To introduce the students to the dramatic and theatrical conventions of Shakespeare.
- To enhance the students to appreciate and enjoy the plays by relating them to the modern context.

UNIT – I

The Merchant of Venice

UNIT – II

King Lear

UNIT – III

Julius Caesar

UNIT – IV

The Tempest

UNIT – V

Sonnets -12, 18, 30, 53, 54, 65, 73, 116, 130, and 138;

Shakespeare's Stage; Theatre; Audience; Fools; and Women Characters. *

* Self Study

OBJECTIVES

- To familiarize the students with theoretical concept related to the literature of the “New World—Asian, African, Australian, Caribbean, Latin American and Canadian.
- To enable the students to examine literary studies as a self-conscious pursuit of a critical definition of culture.
- To enable the students acquire sensitivity towards a revisionary discipline which primarily focus on interrogating the western canon.

UNIT – I: POETRY

Canadian Poetry	:	Daryl Hine	:	“Blue Beard’s Wife”
Australian Poetry	:	A.D. Hope	:	“Australia” *
New Zealand Poetry	:	Katherine Mansfield	:	“The Man with the Wooden Leg”
African Poetry	:	Derek Walcott	:	“Ruins of a Great House”
Singapore Poetry	:	Kirpal Singh	:	“To a Visitor to Singapore”

UNIT – II: PROSE

Nadine Godimer	:	“Nobel Prize Acceptance Speech”
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UNIT – III: DRAMA

Wole Soyinka	:	<i>Lion and the Jewel</i>
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UNIT – IV: FICTION

Chinua Achebe	:	<i>Things Fall Apart</i>
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UNIT – V: CRITICISM

Louis Dudek	:	<i>Poetry in English</i>
(Essays from reading in Common Wealth Literature edited by Walsh)		

* Self Study

BOOKS FOR REFERENCE

1. Killam, G.D. *The Novel of Chinua Achebe*. Studies in African Literature series
Heinemann: London, 1998.
2. Batra, Shakti. *The Contemporary Poets*. Surjeet Publications: Delhi, 2010.
3. Andrew, Berry. *The Oxford Guide to Australian Literature*. OUP: Melbourne, 1981.

OBJECTIVES

- To enable the students to develop critical thinking and sharp penetrating understanding of theories and literary criticism.
- To enable the students to develop literary sensibility towards synchronic study of literary criticism.
- To enable the students to apply principles of criticism to literary texts.

UNIT I

Moralistic Criticism – T.S. Eliot’s “Religion and Literature”

UNIT II

Psychological Criticism — Sigmund Freud’s “Creative Writers and Day Dreamers”

UNIT III

Sociological Criticism — Christopher Caudwell’s “George Bernard Shaw: A Study of the Bourgeois Superman”

UNIT IV

Formalistic Criticism— James Smith’s “As You Like It”*

UNIT V

Archetypal Criticism— Gilbert Murray’s “Hamlet and Orestes”

Book Prescribed

Scott, Wilbur. *Five Approaches to Literature*.

* Self Study

Books for Reference

1. Ramaswami, S., and V.S. Seturaman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Macmillan India Ltd.: New Delhi, 2008.
2. Blamirs, Harry. *A History of Literary Criticism*. Macmillan India Ltd.: New Delhi, 2008.
3. Chandra, NDR. *Modern Literary Criticism: Theory and Practice*. Authors Press: Delhi, 2003.

15MAE205

**PAPER X — INTENSIVE STUDY OF AN AUTHOR
RABINDRANATH TAGORE**

Hours of Instruction: 5

OBJECTIVES

- To make the students to have in depth knowledge and understanding of a writer.
- To enable the students to critically appreciate the versatility of the prescribed author.
- To familiarize the students in intensive study and specialization.

UNIT – I: POETRY

Gitanjali

UNIT – II: DRAMA

Mukthadhara

UNIT – III: SHORT STORIES

“Kabuliwala” *

“The Hungry Stones”

“The Home-Coming”

“The Victory”

UNIT IV: ONE-ACT PLAYS

Red Oleanders

UNIT – V: CRITICISM

Sadhana

* Self Study

BOOKS FOR REFERENCE

1. *Rabindranath Tagore: Universality and Tradition*. Ed. Patrick Colm Hogan and Lalita Pandit. Fairleigh Dickinson Univ Press: USA, 2003.
2. Sharma, K.K. *Rabindranath Tagore's Aesthetics*. Abhinav Publications: New Delhi, 1988.

CHOICE BASED CREDIT SYSTEM

PAPER – I - ENGLISH FOR COMPETITIVE EXAMINATIONS

Hours of Instruction: 5

COURSE CONTENT

The course focuses on the three areas of English language that all competitive examinations seek for test. They are Knowledge of English Grammar, Vocabulary and Comprehension Skills which enable the students to tap the potential of English Language more effectively.

OBJECTIVES

- To enable the students to understand the syntax of English and have sufficient knowledge of grammar.
- To instill in the students confidence and skills necessary to face the challenges of various competitive examinations, as English is a qualifying subject in most of them.
- To make the students improve and extend the communication strategies in the language.

UNIT – I: FUNCTIONAL GRAMMAR I

The Sentence: Different Types, Structure of Sentences*, Transformation of Sentences, Verbs, Tenses.

UNIT – II: FUNCTIONAL GRAMMAR II

Auxiliary Verbs, Word Classes: Form Class, Function Class, Concord, Linkers, Punctuation.

UNIT – III: VOCABULARY

Words Similar in Pronunciation, Synonyms, Words often Confused, Idioms and Phrases, Idiomatic Phrasal Verbs, Foreign Words and Phrases in Common Use, Proverbs, Common Errors of Indian Students.

UNIT – IV: COMPREHENSION SKILLS

Definitions, Letter Writing, Message through E-mail and Fax, Report Writing, Note-making, Advertisements, Telegrams, Notice, Agenda, Minutes, Circulars, Essay Writing, Precise Writing.

UNIT – V: CONVERSATIONAL ENGLISH

Greeting, Introducing, Requesting, Inviting, Congratulating, Thanking, Apologizing, Advice, Suggestions, Opinions, Permission, Sympathy, Asking to Repeat, Complaining, Understanding and Being Understood, Agreement, Preference, Asking for Information, Changing the Topic.

* Self Study

BOOKS PRESCRIBED

1. Bhatnagar, R.P. and Rajul Bhargava. *English for Competitive Examinations*. Macmillan: Chennai, 2009.
2. Syamala, V. *Effective English Communication for You*. Emerald Publishers: Chennai, 2010. Print.

BOOKS FOR REFERENCE

1. Nurberg, Maxwell, and Morris Rosenblum. *All about Words*. Goyal Publishers: Delhi.
2. Lewis, Norman. 1992. *Word Power Made Easy*. Goyal Publishers: Delhi.
3. Konar, Nira. *Communications Skills for Professionals*. PHI Pvt. Ltd.: New Delhi, 2010.
4. Reader's Digest. *Word Power – A Booklet*.

CHOICE BASED CREDIT SYSTEM
PAPER – I - ENGLISH FOR CREATIVE WRITING

Hours of Instruction: 5

OBJECTIVES

- To give the students a means of expressing themselves creatively in a simulated, academic setting, which is also relaxed and supportive.
- To provide the students the tools for self-expression in this medium.
- To help the students aware of the basic conventions of fiction writing and teach the fundamentals of good writing.

UNIT – I: BASIC CONSIDERATIONS

Various Kinds of Writing

Creative Impulse

Creative Ability

Rules, Tools and Techniques

UNIT – II: CREATIVE WRITING

Creative Writing, Imagination Writing

Genius, Talent

Qualities & Attitudes of Creative Writers

Writer's Domain

UNIT – III: SHORT STORY WRITING

Basic Elements of a Short Story*

Plot/Structure

Atmosphere

Character

Narration

UNIT – IV: WRITING SHORT STORIES FOR CHILDREN/POETRY

Appropriate Themes

Fantasy

Transmission of Value

Writing Short Poems

UNIT – V: BOOK REVIEWS

What is a Book Review?

Characteristics of a Good Review

Characteristics of a Good Reviewer

Various Aspects of Book Review

* Self Study

BOOKS FOR REFERENCE

1. Jones, Victor. *Creative Writing*. Kent Holder and Stoughton: 1974.
2. Siegler, Isbelle. *Creative Writing*. Barnes and Novel. New York, 1968.
3. Birkett, Julian. *Word Power. A Guide to Creating Writing*. A & C Block: London, 1983.

SELF LEARNING

MASTERPIECES OF WORLD LITERATURE

OBJECTIVES

- The objective is to make the landmarks in the literature introduced to the students so that they can develop a wider understanding of literature as a common heritage of humanity. Texts from Lebanese, Carrebean, France, Russia and Italy have been prescribed to bring out the different facets of human experience and literary technique.

Unit - I	: Prose Poetry Essays - Kahlil Gibran: <i>The Prophet</i>
Unit - II	: Short Story Collection - Rosario Ferre: <i>The Youngest Doll</i>
Unit - III	: Drama - Jean Paul Sartre: <i>The Flies</i>
Unit - IV	: Fiction - Maxim Gorky: <i>Mother</i>
Unit - V	: Criticism - Franco Moretti "Conjectures on World Literature"

TEXT BOOKS:

1. Gibran, Kahlil. *The Prophet*. New Delhi: Sterling Publishers. 1923. Rpt. 2009. Print.
2. Gorky, Maxim. *Mother*. Mumbai: Wilco Publishing House. 1096. RPT. 2011. Print
3. Ferre, Rosario. *The Youngest Doll*. Loncoln: University of Nebraska Press. 1991. Print.
4. Moretti, Franco. "Conjectures on World Literature". *Debating World Literature*. Ed. Christopher Prendergast. London: Verso. 2004. Print.
5. Sartre, Jean Paul. *The Flies*. Mumbai: Monarch Notes. 1943. Rpt. 1983. Print.

SEMESTER III

15MAE301

PAPER XI – BRITISH LITERATURE III (From Victorian Age to the Modern Age)

Hours of Instruction: 5

OBJECTIVES

- To enable the students to develop a holistic understanding of literature from representative works.
- To enable the students to identify conceptual and critical tools for analyzing the works in general.
- To familiarize the students with the diverse schools of poetry, the trends and individual traits to their medium.

UNIT – I : POETRY

Alfred Lord Tennyson	:	“The Lotus Eaters”
W.B. Yeats	:	“Easter 1916”
D.G. Rossetti	:	“The Blessed Damozel”

UNIT – II: DRAMA

T.S.Eliot	;	Cocktail Party
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UNIT – III: PROSE

Selected Essays of George Orwell	:	“Shooting an Elephant” *
Thomas Carlyle	:	“Hero as Poet”

UNIT IV: FICTION

Emily Bronte	:	<i>Wuthering Heights</i>
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UNIT – V: CRITICISM

I.A.Rihards	:	Four Kinds of Meaning’
* Self Study		

BOOKS FOR REFERENCE

1. Innes, Christopher. Ed. *Cambridge Companion to George Bernard Shaw*. Cambridge University Press: 2006.
2. Watson, J.R. Ed. *Browning: Men and Women and Other Poems* (Case Book Series). Macmillan: NewDelhi, 1986.
3. Bloom, Harold. *Modern Critical Interpretation*. Chelsea House Publication: London, 1998.

OBJECTIVES

- To enable the students to learn the fundamentals of writing research papers and dissertations.
- To initiate the students to produce scholarly writing and help them to cope with requirements of writing a project/thesis.

UNIT – I Research and Writing

UNIT – II Plagiarism and Academic Integrity*, The Format of Research Paper

UNIT – III Mechanics of Writing

UNIT – IV Documentation: Preparing the List of Works Cited

UNIT – V Documentation: Citing Sources in the Text and Abbreviations

* Self Study

BOOK PRESCRIBED

MLA Hand Book for Writers of Research Papers (Seventh Edition). Affiliated East-West Pvt. Ltd.: New Delhi, 2009.

BOOK FOR REFERENCE

Anderson, Jonathan, B.H. Durston and M.Pcole. *Thesis and Assignment Writing*, New Delhi: Wiley Eastern, 1970.

OBJECTIVES

- To enable the students to master oral communication.
- To facilitate the students' comprehension through orthography and phonetic transcription.
- To enlighten the students to understand phonetics and phonology with plenty of examples.

UNIT – I

The Air Stream Mechanisms-Organs of Speech—The Classification and Description of Speech Sounds I: Consonants, II: Vowels.

UNIT – II

Phonology—The Syllable—The Concept of General Indian English.*

UNIT – III

The Vowels of English—The Consonants of English—Consonant Clusters in English.

UNIT – IV

Word-Accent—Accent and Rhythm in Connected Speech—Intonation—Assimilation—Elision.

UNIT – V

Practice in Phonetic Transcription.

* Self Study

BOOKS PRESCRIBED

Balasubramaniam. T. *A Text book of English Phonetics for Indian Students*. Macmillan: Chennai, 2010.

Books for Reference

1. Gimson, A.C. *An Introduction to the Pronunciation of English*. Edward Arnold: London, 1962.
2. Jones, Daniel. *The Pronunciation of English*. Cambridge UP.2011.

ELECTIVE PAPERS

Semester – III Paper - II	
Mass Communication and Journalism	15MAE304
Translation Studies – II	15MAE304A

OBJECTIVES

- To enable the students comprehend the procedure of printing journals and newspapers.
- To enable the students get an overview of Mass Communication in India.
- To enable the students understand the key role of journalist in building of a nation

UNIT I: Introduction to Communications

Definition – Meaning – Process of communications
Functions and Theories of Mass Media
Role and effects of Mass Media in Social Campaigns
(Literacy, Anti-poverty, Family Planning, National Integration, Secularism and Environment Issues)
Emerging Trends and Development in Information and Communication Technologies

UNIT II: Introduction to Journalism

Role of Press in India – English and vernacular Press
Ethics and Principles of Journalism
Press Council and Press Regulations in India.

UNIT III: Print Media

The Making of a Newspaper
Principles of Reporting – Feature Writing, Interviews.
The Role of Editors.

UNIT IV: Television and Radio

The growth and development of Television in India
Radio genres, Ownership, Control and Broadcasting Policy
Impact of TV and Radio on society

UNIT V: Advertisements* and E-Writing:

Types of Advertising and Advertising Media
Techniques in Effective Advertisement
Code of Ethics for advertising
E-Writing- Drafting E-Mails, Writing Blogs, Content Writing

* Self Study

BOOK PRESCRIBED

Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House: Mumbai.2012.

BOOKS FOR REFERENCE

- 1 Rayudu, C.S. *Communication*. Himalaya Publishing House: New Delhi.2010.
- 2 D'souza Y.K. *Handbook of Journalism and Mass Communication*. Indian Publishers: New Delhi.1997
- 3 Kamath M.V. *Professional Journalism*. Vikas Publishing House Pvt. Ltd.: Delhi.2009.
- 4 Dyre, Gillian, *Advertising as Communication*. Methuen: London:1988.

OBJECTIVES

- To expose and train the students in overcoming the specific problems encountered in translation.
- To make the students conversant with the principles and theories of translation studies.
- To familiarize the students with samples of works in translation and extracts from master pieces of world literature.

UNIT - I

Translation of Literary and Aesthetics Texts
Problems and Techniques
Translation of Religious Texts in India *

UNIT - II

Translation of Poetry
Translation of Fiction
Translation of Plays

UNIT - III

Translation of Specific – Technical Texts
Problems and Techniques
Translation of Scientific Texts

UNIT - IV

Translation of Social Sciences Texts
Translation of Official Circulars, Agenda, Minutes
Translation of Commercial, Financial Document and Legal Texts

UNIT - V

New Trends
Assessment of Translation
Computer-aided Translation

* Self Study

Books for Reference

1. Bassnet, Susan. *Translation Studies*. Methuen: London, 1980.
2. L.G. Kelly. *A History of Translation Theory and Practices in the West*. Blackwell: Oxford, 1979
3. Mukerjee, Sujeeth. *Translation as Discovery*.
4. Nida, E.A., and C. Taber. *The Theory of Practice of Translation*. 1974.
5. Panicker, Ayyappa. *Indian Literature*. 1995.

OBJECTIVES

- To enable the students comprehend and practice office tools and techniques.
- To enable the students to present their content in visual format.
- To introduce computer packages meant for editing, formatting, presenting, and publishing.

UNIT-I

Introduction to computer concepts: Need for computer, definition, Tasks associated with computers-Elements of computers-History of computers-Classification of computers-Characteristics of computers-Advantages and Disadvantages.*

The Basic Computer Architecture: Components of digital computers-Reduced instruction set computer (RISC).

Input and Output Devices: Input devices-Data scanning devices-Output devices.

UNIT-II

Data Representation: Data and Information-How does computer represent data- bits and bytes – text codes – number systems – conversions – Binary to other number systems-Arithmetic operations in binary systems.

Software Concepts: Types of software- programming languages – Software its nature and qualities- programming languages.

Operating Systems: History and Evolution – Brief History of Linux – A brief history of MS-DOS – Brief history of Windows systems.

UNIT-III

Microsoft Office: MS Word –MS Excel – Editing and formatting a workbook – Charts – Formulas and Functions – Power Point.

UNIT-IV

Data Base Management Systems: More on field – Database Features - Advantages of the DBMS approach – File structures – Logical Database Design – Relational database systems – Introducing Oracle 8 and its fundamentals.

Communications Systems: The basic communication systems – Data Transmission – Methods of transmission – Error Detection – Communication parameters – Modes of Transmission – Communication Channels.

UNIT-V

Computer Networks: LAN – MAN – WAN – Routing – Network Topology – Transmission Technology – Internet works and the Internet – Protocols – Open systems Inter Connection Reference Model.

* Self Study

TEXT BOOK:

1. Deepak, Bharihoke. *Fundamentals of Information Technology*. Excel Books Publications, Year 2002. (Second Edition)

REFERENCE BOOKS

1. Rajaraman, V. *Introduction to Information Technology*. Prentice Hall of India Pvt. Ltd, 2007.

MS WORD

1. Type a paragraph and perform the necessary formatting, alignment and spell-check.
2. Type you resume with neat format.
3. Prepare a mark sheet of our college in table format.
4. Illustrate the mail merge concept to apply for a suitable job for at least 5 companies.
5. Prepare an invitation for scenario.

MS EXCEL

6. Prepare a yearly sales report for an organization.
7. Prepare a mark statement of a student and draw charts.
8. Prepare a worksheet for printing electricity bill.

MS POWERPOINT

9. Prepare an organization chart in the PowerPoint.
10. Prepare slides for inaugural function of your department.

MS ACCESS

11. Create a table for student details and sort in ascending order
12. Create emailing labels for employee database.

SELF LEARNING

MASTERPIECES OF WORLD LITERATURE

OBJECTIVES

- The objective is to make the landmarks in the literature introduced to the students so that they can develop a wider understanding of literature as a common heritage of humanity. Texts from Lebanese, Carrebean, France, Russia and Italy have been prescribed to bring out the different facets of human experience and literary technique.

Unit – I, II, III, IV, & V : Jean Paul Sartre: *The Flies*

OR

Maxim Gorky: *Mother*

TEXT BOOKS:

1. Gorky, Maxim. *Mother*. Mumbai: Wilco Publishing House. 1096. RPT. 2011. Print
2. Sartre, Jean Paul. *The Flies*. Mumbai: Monarch Notes. 1943. Rpt. 1983. Print.

SEMESTER – IV

15MAE401

PAPER XVII – WOMEN’S STUDIES

Hours of Instruction: 6

OBJECTIVES

- To enable the students understand the different phases of feminist criticism.
- To enable the students comprehend the current issues and recent developments in the writing of women.
- To expose the students to the various women writers across the globe.

UNIT – I – POETRY

Kamala Das	-	“The Old Play House”
Sylvia Plath	-	“Lady Lazarus”
Judith Wright	-	“Woman to Man”
Margaret Atwood	-	“Journey to the Interior”

UNIT II – PROSE

Maya Angelo	-	<i>I Know Why the Caged Bird Sings</i>
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UNIT III – DRAMA

Lorraine Hansberry	-	<i>The Raisin in the Sun</i>
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UNIT IV – FICTION

Arundhati Roy	-	<i>God of Small Things</i>
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UNIT V – CRITICISM

Elaine Showalter	-	<i>Towards a Feminist Poetic</i>
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* Self Study

Books for Reference

1. Das, Kamala. *The Old Playhouse and Other Poems*. Orient Longman Pvt. Ltd.: Mumbai, 2004.
2. Jacobus, Mary. Ed. *Women Writing and Writing about Women*. Harper and Row Publishers Inc. Barnes and Noble Import Division: USA, 1979.
3. Dodiga, Jay Dipsinh. K. *Critical Essays on Indian Writing in English*. Sarup & Sons: 2006.
4. Mehta, Dina. *Brides are not for Burning*. Rupa & co.: Calcutta, 1993.
5. Virginia, Woolf. *A Room of One’s Own*. Broad View Press Ltd.: Canada, 2001.

OBJECTIVES

- To provide the students with prime knowledge in the vast area of literary theory.
- To develop students' critical competence by providing a sound grounding in Literary Criticism and Theory.
- To encourage the students to undertake further reading in critical movement and theories.

UNIT I

Changing Worlds and Changing Words *

Post Modernism and Before

Post Structuralism: Deconstruction

UNIT II

Psychoanalytic Criticism Social Discourse

Reader-oriented Theories

UNIT III

Gender Based Approaches

Historical Approaches

Colonial Contexts

UNIT IV

Socio-economic Approaches

Formalism

New Criticism

UNIT V

Structuralism

Stylistics

Earlier Traces and Emerging Trends

* Self Study

BOOKS PRESCRIBED:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd Edition. Manchester: Manchester UP, 2009.

Krishnaswamy, N., John Varghese and Sunita Mishra. *Contemporary Literary Theory: A Students Companion*. Macmillan: Chennai, 2001.

CHOICE BASED CREDIT SYSTEM-II

PAPER II - COMMUNICATION SKILLS FOR CAREER ADVANCEMENT

Hours of Instruction: 6

COURSE CONTENT

The course focuses on the three areas of the English language that all competitive examinations seek for test. They are knowledge of English Grammar, Vocabulary and Comprehension skills which enable the students to tap the potential of English language more effectively

OBJECTIVES

- To hone the students' LSRW skills
- To enable the students face the interviews with confidence.
- To facilitate students' emotional intelligence and soft skills.

UNIT I

Listening skills

UNIT II

Telephone skills

UNIT III

Writing skills

UNIT IV

Career skills

UNIT V *

Soft skills

* Self Study

Book Prescribed

1. *Communication Skills: A Multi-skill Course*. Designed by Course Team. Bharathiar University: Coimbatore, 2010.

Books for Reference

1. Konar, Nira. *Communication Skills for Professionals*. PHI Pvt. Ltd.: New Delhi, 2010.
2. Frank, Prabbal. *Get Selected at Job Interviews: Ultimate Guide for Career Advancement*. Delhi, 2011.
3. Bindra, P.S. *A Perfect Guide on Job Interview*. Three ESS Publications: Delhi, 2011.

CHOICE BASED CREDIT SYSTEM
PAPER II -BUSINESS COMMUNICATION

Hours of Instruction: 6

COURSE CONTENT

The course focuses on the three areas of the English language that all competitive examinations seek for test. They are knowledge of English Grammar, Vocabulary and Comprehension skills which enable the students to tap the potential of English language more effectively

OBJECTIVES

- To enable the students impart communication skills effectively.
- To enable the students get practical knowledge in oral and written communication.
- To instill in students the confidence and professional skills.

UNIT I *

Language and Communication–Non -verbal Communication – Communication in Organizations.

UNIT II

Dynamic Communication – Meetings – Seminars and Conferences Group Discussions – Audio Visual Aids.

UNIT III

Formal Reports – Style – Technical Proposals – Business Correspondence – Advertising and Job Description – Graphic aids.

UNIT IV

Notices, Agenda and Minutes – Hand books and Manuals – Research papers and Articles.

UNIT V

Copy editing – Words commonly misspelled – Punctuation and Capitalization – Abbreviations and Numerals.

* Self Study

Book Prescribed

1. Mohan, Krishna, and Meera Banerji. *Developing Communication Skills*. Macmillan: Delhi, 2005.

Books for Reference

1. Gimson, A.C. *An Introduction to the Pronunciation of English*. Edward Arnold: London, 1962.
2. Jones, Daniel. *The Pronunciation of English*. Cambridge UP.2011

PROJECT- DISSERTATION AND VIVA VOCE

15MAE403

OBJECTIVE

Project Work is a preparatory exercise for research writing. Students are trained to write academically following the entrenched rules to effectively express their thesis on carefully selected topic.

S.N.R. SONS COLLEGE (AUTONOMOUS)

Question Paper Pattern

(Common to all Semesters)

M.A. ENGLISH LITERATURE

Time: 3 Hours

Maximum Marks: 75

SECTION - A

(20x1=20 Marks)

(1-20) Multiple choice questions equally distributed from all the five units.

SECTION – B

(5x4 = 20 Marks)

(To a maximum word limit of 200)

21, 22, 23, 24 & 25:

Two short notes from each unit in either or pattern.

SECTION – C

(5x7 = 35 Marks)

(To a maximum word limit of 600)

26, 27, 28, 29 & 30: Two descriptive types of questions from each unit in either or pattern.