

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KARUR – 639 005**

**M.A. ENGLISH COURSE STRUCTURE UNDER CBCS SYSTEM**

(For the candidates admitted from the year 2016-2017 onwards)

**PROGRAMME OUTCOMES FOR M.A. ENGLISH**

1. To create a new level of understanding and analysis that makes them fit into the job market.
2. To apply the critical acumen in the platform of textual interpretation and its extension to the society
3. To engage in a lifelong learning process by applying the higher order skills into day to day life.
4. To mould their overall personality by aligning their character and temperament
5. To transform them into responsible citizens by implementing the ethical and cultural values

**PROGRAMME SPECIFIC OUTCOMES FOR M.A. ENGLISH**

1. To groom their conversational skill, presentation power and to defend their new realm
2. To make an analytical reading by articulating their own interpretations while respecting the perspectives of others.
3. To engage writing as a process of self discovery in the standard manner for a variety of academic, social and cultural atmospheres.
4. To distinguish genres, figures and other literary elements and to apply them in their practical usage.
5. To familiarize in interview skills, leadership skills and managerial power so that they can be top rated employable graduates in the job market.

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**M.A. ENGLISH COURSE STRUCTURE UNDER CBCS SYSTEM**

(For the candidates admitted from the year 2016-2017 onwards)

SEMESTER	COURSE	SUBJECT TITLE	SUBJECT CODE	INSTR. HOURS WEEK	CREDIT	EXAM HOURS	MARKS		TOTAL
							INT	ESE	
I	Core Course – I	Language and Linguistics	P16EN1C1	6	4	3	25	75	100
	Core Course – II	English Literature Between 1400 And 1600	P16EN1C2	6	4	3	25	75	100
	Core Course – III	Restoration Literature	P16EN1C3	6	4	3	25	75	100
	Core Course – IV	Shakespeare	P16EN1C4	6	4	3	25	75	100
	Elective Course – I	Ecopoetics	P16EN1E1	6	4	3	25	75	100
					<b>30</b>	<b>20</b>			
II	Core Course – V	Indian Writing in English	P16EN2C5	6	5	3	25	75	100
	Core Course – VI	Translation Theories and Practice	P16EN2C6	6	5	3	25	75	100
	Core Course – VII	Nineteenth Century Literature	P16EN2C7	6	5	3	25	75	100
	Core Course – VIII	Literary Criticism and Theory	P16EN2C8	6	5	3	25	75	100
	Elective Course – II	Introduction to Journalism and Media Communication	P16EN2E2	6	4	3	25	75	100
					<b>30</b>	<b>24</b>			
III	Core Course – IX	American Literature	P16EN3C9	6	5	3	25	75	100
	Core Course – X	Twentieth Century Literature	P16EN3C10	6	5	3	25	75	100
	Core Course – XI	Literature in Classics and Translation	P16EN3C11	6	5	3	25	75	100
	Core Course - XII	Research Methodology and Rhetoric	P16EN3C12	6	5	3	25	75	100
	Elective Course – III	Post Modernism	P16EN3E3	6	4	3	25	75	100
					<b>30</b>	<b>24</b>			
IV	Core Course – XIII	New Literatures	P16EN4C13	6	5	3	25	75	100
	Core Course – XIV	English for NET and SET Exams	P16EN4C14	6	4	3	25	75	100
	Elective Course – IV	Women Literature	P16EN4E4	6	5	3	25	75	100
	Elective Course - V	Theatre Studies	P16EN4E5	6	4	3	25	75	100
	Project Work	Project Work	P16EN4PW	6	4	3	**	**	100
					<b>30</b>	<b>22</b>			
<b>TOTAL</b>				<b>120</b>	<b>90</b>				<b>2000</b>

\*\* Dissertation – 80 Marks and Viva Voce Examinations – 20 Marks

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BOARD OF STUDIES IN ENGLISH**

**CONTROLLER OF EXAMINATIONS**

Sl. No.:

Subject Code:

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – I SEMESTER – CORE COURSE -I**

(For the candidates admitted from the year 2016 -17 onwards)

**LANGUAGE AND LINGUISTICS**

**COURSE OUTCOMES**

1. To make the students describe what language is.
2. To interpret the linguistic data obtained or observed in the course of language teaching.
3. To identify the grammatical and phonemic components of the tongue.
4. To identify the source of errors that occur in the language learning process and develop suggestions.
5. To detect misspellings, pronunciation mistakes and help to remove mistakes.
6. To define the role of language as a communication medium

**UNIT – I:** Theories on the Origin of Language Indo European Family of Languages  
Characteristics of Old English Characteristics of Middle English Characteristics of  
Modern English

**UNIT – II:** Formation of Words – Imitation, Extension, One Part of Speech as another  
part, Addition of Suffixes or Prefixes, Abbreviation, Telescoping, Meta-  
analysis, Portmanteau Words, Words manufactured from initials.  
Change of Meaning - Generalization, Specialization, Extension or  
Transference, Association of ideas, Polarization, Metaphorical Application,  
Euphemism, Prudery, Reversal of Meaning.

**UNIT – III:** The Foreign influence /Contribution – Greek, Latin, French, Scandinavian,  
Celtic, Indian Makers of English – Shakespeare, Milton, Spencer, Johnson

**UNIT – IV:** Linguistics – Definition and scope, Structural Linguistics, Phonology,  
Morphology, IC Analysis – TG Grammar, Semantics

**UNIT V:** Air Stream Mechanism – Organs of Speech – Vowels – Consonants – Broad Phonetic  
Transcription – Stress and intonation

**Books for Reference**

1. *An Outline History of the English Language* – Frederick T. Wood
2. *English Phonetics for Indian Students* – T. Balasubramanian

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Subject Code:

P16EN1C2

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – I SEMESTER – CORE COURSE -II**

(For the candidates admitted from the year 2016 -17 onwards)

**ENGLISH LITERATURE BETWEEN 1400 AND 1600**

**COURSE OUTCOMES**

1. To introduce learners to the evolution of English Poetry.
2. To expose learners to the salient features of metaphysical poetry.
3. To introduce learners to the origin of English essays.
4. To make learners understand the features of tragedy, romantic tragedy, revenge play and comedy of humors of Shakespeare's predecessors.

<b>UNIT – I</b>	Chaucer	<i>Prologue to the Canterbury Tales Faerie Queene</i>
	Spencer	<i>Book I</i>
<b>UNIT – II</b>	Donne	<i>Valediction Forbidding Mourning A Hymn to God the Father</i>
		<i>The Sun Rising</i>
	Marvell	<i>To His Coy Mistress</i>
<b>UNIT – III</b>	Bacon	<i>Of Truth Of Studies</i>
		<i>Of Friendship Of Adversity Of Revenge</i>
<b>UNIT – IV</b>	Marlowe Jonson	<i>Edward II The Alchemist</i>
<b>UNIT – V</b>	Kyd Webster	<i>The Spanish Tragedy The White Devil</i>

**Books for Reference**

1. *Poetry Down the Ages* (Orient Black Swan Publication)
2. *The Essays* (Penguin Classics Publication)

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P16EN1C3

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – I SEMESTER – CORE COURSE -III**

**RESTORATION LITERATURE**

**COURSE OUTCOMES**

1. To be familiar with the popular types of literature of the restoration period.
2. To learn the salient features of restoration through the prescribed texts.
3. To demonstrate understanding of major writers and literary works of the period.
4. To foster the spirit of adventure as well as deep faith on God.
5. To understand the prominence of logic and reason in restoration literature.
6. To understand the significance of human values and moral values as reflected in the prescribed works.

**UNIT – I**      John Milton                      *Paradise Lost Book IX*

**UNIT – II**

John Dryden                      *Mac Flecknoe*  
Alexander Pope                      *The Ideals of Satire*

**UNIT – III**

Addison & Steele                      *Character of Will Wimble*  
*Sir Roger at Church*  
*Sir Roger at Theatre*  
Jonathan Swift                      *The Battle of the Books*

**UNIT – IV**

Sheridan                      *The Rivals*  
Congreve                      *The Way of the World*

**UNIT – V**      Daniel Defoe                      *Moll Flanders*

Henry Fielding                      *Tom Jones*

**Books for Reference**

1. *Poetry Down the Ages* (Orient Black Swan Publication)
2. *The Spectator* edited by Henry Morle

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**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – I SEMESTER – CORE COURSE -IV**

(For the candidates admitted from the year 2016 -17 onwards)

**SHAKESPEARE**

**COURSE OUTCOMES**

1. To provide a wide scope for grasping the social, economic, cultural and political background of Shakespearean era.
2. To develop sufficient ability for the better understanding of Shakespearean plays.
3. To understand the poetic and stylistic devices employed in Shakespeare's plays.
4. To acquire an understanding of the relevant dramatic genres.
5. To analyze the relevance of Shakespearean plays to the current scenario.

**UNIT I:** Shakespearian Comedy –Tragedy –Shakespeare's Historical Plays- Problem Plays- Shakespearian Theatre- Sonnets-fools and clowns-use of Songs- Supernatural Elements- Soliloquies

**UNIT II :** *King Lear*

**UNIT III :** *Henry IV Part I*

**UNIT IV :** *Twelfth Night*

**UNIT V :** *Antony and Cleopatra*

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**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A. ENGLISH – I SEMESTER – ELECTIVE COURSE - I**

(For the candidates admitted from the year 2016 -17 onwards)

**ECOPOETICS  
COURSE OUTCOMES**

1. To establish a firm grounding in eco- critical analysis of Poetry and the environment.
2. To analyze many forms, styles and traditions of Poetry.
3. To recommend close reading of Poems to find out interaction between Science and landscape: Faith and Nature.
4. To discover the role of contemporary Poetry on reflecting environmental concerns.
5. To acquire knowledge of environmental themes and concerns reflected in Literature down the ages.
6. To encourage presentation in the forms of charts, posters regarding the hazards of environment.

**UNIT – I**

<i>Nutting</i>	- William Wordsworth
<i>Ode to Autumn</i>	- John Keats
<i>The Garden of Love</i>	- William Blake
<i>The Wild Swans at Coole</i>	- W.B. Yeats

**UNIT – II**

<i>Pray to What Earth</i>	-H.D. Thoreau
<i>A Minor Bird</i>	- Robert Frost
<i>Song of Nature</i>	- Emerson
<i>There is another Sky</i>	- Emily Dickinson

**UNIT – III**

<i>Clouds and Waves</i>	- Tagore
<i>In the Forest</i>	- Sarojini Naidu <i>The Frog and the</i>
<i>Nightingale</i>	- Vikram Seth
<i>Forest Fire</i>	- Kamala Das

**UNIT –IV**

<i>A Far Cry from Africa</i>	- Derreck Walcott
<i>Australia</i>	- A.D. Hope
<i>Africa</i>	- David Diop
<i>New York</i>	- Leopold Sedar Senghor

## **UNIT – V**

<i>Winter in Lower Canada</i>	- Standish O`Grady
<i>The Solitary Woodsman</i>	- Charles G.D. Roberts
<i>The Winter Lakes</i>	- Wifred Campbell
<i>A Prairie Water Colour</i>	- Duncan Campbell Scott

### **Book for Reference**

1. *An Anthology of Commonwealth Poetry* ed. C.D. Narasimhaiah

### **Website**

1. [www.poemhunter.com](http://www.poemhunter.com)

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**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – II SEMESTER – CORE COURSE -VI**

(For the candidates admitted from the year 2016 -17 onwards)

**INDIAN WRITING IN ENGLISH  
COURSE OUTCOMES**

- 1.To evaluate the origin and evolution of Indian Writing in English.
2. To ensure the enhancement of literal and critical understanding of Indian Literature and its important writers.
- 3.To identify the different genres, literary and stylistic devices used in Indian Writing in English.
4. To appreciate new trends and perspectives latent in modern Indian Writing in English.
- 5.To assimilate the social, cultural and political ethos embedded in Indian Writing in English.

**UNIT I**

Ananda Coomarasamy – *The Dance of Shiva*  
Jawaharlal Nehru – *The Indian Philosophical Approach*  
- *The six System of Philosophy Growth and decay*

(From chapter 5, Through the Ages *The Discovery of India*)

**UNIT II**

Parthasarathy – *Under The Sky*,  
A.K.Ramanujam-*The River*,  
K.N.Dharuwala - *Death of a bird*  
Nissim Ezekiel - *Woman and Child*,

**UNIT III**

Tagore – *Heaven of Freedom*  
Sarojini Naidu – *Coromandal Fishers, The Pardah Nashin*  
Kamala Das- *The old Play House, Composition*

**UNIT IV**

Girish Karnad – *Tughlaq*  
Vijay Tendulkar – *Silence, The Court is in Session*  
Mahesh Dattani - *Tara*

**UNIT V**

Arundathi Roy – *God of Small Things*  
Amitav Ghosh – *The Glass Palace*

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Subject Code:

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**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – II SEMESTER – CORE COURSE -VI**

(For the candidates admitted from the year 2016 -17 onwards)

**TRANSLATION THEORIES AND PRACTICE  
COURSE OUTCOMES**

1. To provide a wide understanding of the history of translation and its theories.
2. To familiarize with critical issues in translation theories and studies.
3. To highlight the comparative differences in literary traditions through the linguistic and literary analysis of original and translated texts.
4. To introduce the students to major concepts and models of translation studies

<b>UNIT-I</b>	What is Translation?- Central issues- Language culture- Types of Translation- Decoding and Recoding- Problems of Equivalence- Loss and gain Untranslatability.
<b>UNIT-II</b>	History of Translation theory- problems of period study- The Romans- The Bible Translation- Education and the Vernacular- theorists- The Renaissance.
<b>UNIT-III</b>	The Seventeenth century- The Eighteenth century- Romanticism- Post-Romanticism- The Victorians- Archaizing- The Twentieth century.
<b>UNIT-IV</b>	Specific Problems of Literary Translation structure- Poetry and Translation- Translating Prose- Translating dramatic texts.
<b>UNIT –V</b>	<i>My Name is Red- Orhan Pamuk</i> , Erdag M.Goknar (English Translation) – Enpeyar sivappu (Tamil Translation) A Paragraph may given from the text for translating it from English to Tamil and Tamil to English.

**Books for Reference:**

Bassnett, Susan *Translation Studies*, London Methuan Press. 1980.

Savoy, Theodore, *Art of Translation*, London Cape, 1951.

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**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – II SEMESTER – CORE COURSE -VII**

(For the candidates admitted from the year 2016 -17 onwards)

**NINETEENTH CENTURY LITERATURE**

**COURSE OUTCOMES**

1. To enhance the students to know the developments in literature in the 19<sup>th</sup> Century
2. To offer the students the knowledge of visual arts and other aspects of 19<sup>th</sup> Century culture.
3. To introduce the students to the social change and the consequences of that period.

**UNIT I** Wordsworth – *Ode: Intimations of Immortality*  
Shelley – *Ode to the West wind*  
Coleridge – *Rime of the Ancient Mariner*

**UNIT II** Tennyson – *Ulysses*  
Browning – *My Last Duchess*  
Arnold – *Dover Beach*

**UNIT III** Lamb – *The South Sea House*  
*Poor Relations*

**UNIT IV** D.G.Rossetti – *The Blessed Damozel*  
Christina Rossetti – *A Birthday*

**UNIT V** Scott – *Ivanhoe*  
Jane Austen – *Pride and Prejudice*  
Hardy – *The Return of the Native*

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**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – II SEMESTER – CORE COURSE -VIII**

(For the candidates admitted from the year 2016 -17 onwards)

**LITERARY CRITICISM  
COURSE OUTCOMES**

1. To enable the students to learn the intellectual history, moral philosophy and social prophecy.
2. To make the students acquaint with the variety of scholarly approaches to reading texts.
3. To help the students to draw on a heterogeneous tradition of continental philosophy and the philosophy of language.

<b>UNIT-I</b>	Aristotle	- <i>Poetics</i>
	Sidney	- <i>Apologie for Poetry</i>
<b>UNIT-II</b>	Johnson	- <i>Preface to Shakespeare</i>
	Dryden	- <i>Essay on Dramatic Poesie</i>
<b>UNIT-III</b>	Wordsworth	- <i>Preface to Lyrical Ballads</i>
	T.S.Eliot	- <i>Tradition and Individual Talent</i>
<b>UNIT- IV</b>	GeradGennette	- <i>Structuralism and Literary Criticism</i>
	Roland Barthes	- <i>The Death of an Author</i>
<b>UNIT- V</b>	Elaine Showalter	- <i>Towards a Feminist Poetics</i>
	M.H.Abrams	- <i>The Deconstructive Angel</i>

**Books for Reference:**

1. *English critical Text* by Enright and Chikara
2. *Contemporary Criticism An Anthology* by Sethuraman, V.S.

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P16EN2E2

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – II SEMESTER – ELECTIVE COURSE - II**

(For the candidates admitted from the year 2016 -17 onwards)

**INTRODUCTION TO JOURNALISM AND MEDIA COMMUNICATION**

**COURSE OUTCOMES**

1. To examine the skills needed to work as a journalist.
2. To enable the students to learn comments and tips to approach stories and interviews.
3. To educate them to know about events, issues and how they affect our live.

**UNIT I – Definition and Theories**

Definition of Mass Media – Functions of Mass Media– Theories of Press/ Media- The Role of the Press – News and News Values – Press Codes and Ethics – Freedom of Press: Right to Publish and Right to Privacy – Media Laws – Some Media Organizations : PCI, ABC and RNI, Sources of News: News Agencies – Development of News Agencies in India – Effects Mass Media on Education

**UNIT II - Radio**

Development of Radio as Mass Medium – Indian Broadcasting: The Early Years – The War Years – AIR after Independence – AIR in the 1990s – FM Broadcasting – Digital Audio Broadcasting (DAB) – AIR Services: National, Regional, Local Vividh Bharthi and External, Radio Formats and Genres – Programme Composition of AIR – Ethics of Broadcasting

**UNIT III – Television**

History of Television – Indian Television – Television and National Development – Television and Higher Education – Television Programme Genres – Soap Operas – Influence of Cinema on TV – Video, Cinema and TV, TV for Social and Political Education- Cable TV – Impact of Cable and Satellite TV: Perceptions of Viewers – Ethics of Telecasting – Guidelines for Advertising on AIR and TV

**UNIT IV - Advertisement and Public Relations**

Origins and Development of Advertising – Modern Advertising – Advertising Agencies – Types of Advertising – Advertising Planning – Principles of Advertising – Public Relations in Industry – Media Relations Ethics in Advertising and Public Relations

**UNIT V - Cinema**

The Pioneers: The Lumiere Brothers – The Talkies – The Studio System - Documentary and Short Films – The Indian Documentary – The Films Division – Film as Contemporary Art Form – Impact of Cinema on Society – Ethics of Cinema – Film Censorship – Film Review

**Books for Reference:**

Kevel J. Kumar, *Mass Communication in India*, Jaico Publishing House, New Delhi, 2004.

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**COE**

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Subject Code:

P16EN3C9

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – III SEMESTER – CORE COURSE - IX**

(For the candidates admitted from the year 2016 -17 onwards)

**AMERICAN LITERATURE**

**COURSE OUTCOMES**

1. To equip the students to understand individualism and nature and to urge resistance to the dictates of organised society and Unitarianism.
2. To help the students to obtain comprehensive knowledge of the main movements of Post Modernism.
3. To enable the students to understand the characteristics of American Literature and to follow movements in American History.

**UNIT-I - Introduction**

Introduction to American Literature- Colonization- Trends in American Literature.

**UNIT- II - Poetry**

Walt Whitman	- <i>O Captain My Captain!</i>
Emily Dickinson	- <i>The Last Night that she lived</i>
Robert Frost	- <i>The Onset</i>
Sylvia Plath	- <i>Daddy</i>
Robert Lowell	- <i>Man and Wife</i>

**UNIT- III - Prose**

Thoreau	- <i>Walden</i>
Emerson	- <i>Self-Reliance</i>

**UNIT IV - Drama**

Tennessee Williams	- <i>The Glass Menagerie</i>
Eugene O' Neil	- <i>The Hairy Ape</i>

**UNIT- V- Novel**

Mark Twain	- <i>The Adventures of Huckleberry Fin</i>
Ernest Hemmingway	- <i>The Old man and the Sea</i>

**Books for Reference**

*Anthology of American Literature* edited with an Introduction by Dr. Egbert S.Oliver, Ph.D.(1890-1965)

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Sl. No.:

Subject Code:

P16EN3C10

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – III SEMESTER – CORE COURSE - X**

(For the candidates admitted from the year 2016 -17 onwards)

**TWENTIETH CENTURY LITERATURE**

**COURSE OUTCOMES**

1. Helps students to analyze and understand works from political, historical and sociological perspectives.
2. Helps students to know the trend of writing of this period.
3. Helps students to read and analyze poems, prose and drama of this period.
4. Helps students to familiarize themselves with the new trends of this period.
5. Helps students to know the life of people in the post war period.

**UNIT-I Poetry**

G.M.Hopkins	- <i>The Caged Skylark</i>
Rudyard Kipling	- <i>My Boy Jack</i>
W.B.Yeats	- <i>Byzantium</i>
Wilfred Owen	- <i>A New Heaven</i>
Philip Larkin	- <i>A Study of Reading Habits</i>

**UNIT –II Prose**

E.M.Forster	- <i>Does culture matter?</i>
Aldous Huxley	- <i>Nature</i>

**UNIT- III - Drama**

T.S.Eliot	- <i>The Confidential Clerk</i>
John Osborne	- <i>The Entertainer</i>
Samuel Beckett	- <i>Waiting for Godot</i>

**UNIT- IV Short Story**

Somerset Maugham	- <i>The Letter</i>
O.Henry	- <i>A Retrieved Reformation</i>

**UNIT- V Fiction**

Graham Greene	- <i>The Power and the Glory</i>
Virginia Woolf	- <i>To the Light House.</i>

**Books for Reference:**

1. *Cambridge History of English Literature*
2. *The Faber book of English verse*, (An everyman paperback edition)
3. *The Norton Anthology of Modern Poetry* Eliman. R.(ed).

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P16EN3C11

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – III SEMESTER – CORE COURSE - XI**

(For the candidates admitted from the year 2016 -17 onwards)

**LITERATURE IN CLASSICS AND TRANSLATION**

**COURSE OUTCOMES**

1. Helps students to get a clear understanding of literature produced and translated into English.
2. Helps students to know the nuances of classical trends.
3. Helps students to gain knowledge of world literature.
4. Helps students to have an insight into different cultural traditions.
5. Helps students to have a feel of excellent classics in translation.

**UNIT – IPOETRY**

Virgil - *Aeniad*(Book 4)

Dante - Canto (I-IV)

**UNIT – IIPROSE**

Aristotle - *The Poetics*

The Bible - *Book Of Job*

**UNIT – III DRAMA**

Henric Ibsen - *Master Builder*

Euripedes - *Helen*

**UNIT – IV FICTION**

Victor Hugo - *Les Miserables*

Jean Paul Sartre - *Nausea*

Maxim Gorky - *Mother*

**UNIT – V SHORT STORY**

Guy De Maupassant - *A Queer Night In Paris*

Simone De Beauvoir - *The Monologue*

Franz Kafka - *Metamorphosis*

Anton Chekov - *The Bet*

**Books for Reference**

1. *Talking to Virgil* : Peter Wiseman
2. *French Fiction Revisited*: Roudize.L
3. *An Introduction to Greek Literature*: Beaton Oxford, Roderick, 1994
4. *The Irish Novel* : Cahalan, James. M

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Sl. No.:

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P16EN3C12

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – III SEMESTER – CORE COURSE - XII**

(For the candidates admitted from the year 2016 -17 onwards)

**RESEARCH METHODOLOGY AND RHETORIC**

**COURSE OUTCOMES**

1. To understand the purpose and the uses of research
2. To effectively use library and computer for their research
3. To choose a specific topic for their postgraduate research project
4. To do an original research systematically
5. To write a research paper using an academic style
6. To document sources as per the MLA system in their project work.

**UNIT - I**

1. Research: Definition – Types of Research – Qualities of Research – Literary Research – The Philosophy of Research.
2. Choosing the Topic.
3. Note Taking – Primary and Secondary Sources – Use of Standard Abbreviations
4. Field Work
5. Organization of the Material
6. Format of the Thesis
7. The First Draft

**UNIT - II**

1. Different Kinds of Writing: Explanatory, Argumentative, Narrative, Descriptive and Reflective types of writing(only basic principles to be studied with suitable illustration)
2. Form and style of Thesis Writing: General Principles – Various Kinds of style and the suitability of the topics chosen
3. Foot Notes: the rules of Foot-noting-practical exercise to be given – latest changes
4. Bibliography: The principles of bibliography preparation – preparation of bibliographic cards – practical exercises to be given
5. Viva Voce: Its meaning and purpose – Defending the thesis and establishing its authenticity.

**UNIT - III**

Modes of Exposition, Definition, Classification, Comparison and Contrast. Analogy – Description, Objective, Subjective – Modes of Narration – Point of View – Modes of Reasoning: Inductive, Deductive – Modes of Argument: Form, Definition, Cause and Effect, Circumstance, Comparison, Evidence – Logical Fallacies – Purpose – Audience – Persons. **UNIT – IV**

Sentence Structure: Fragmentary Sentences, Comma Splices, Fused Sentences, Balanced Sentences, Loose Sentences, Periodic Sentences – Position and Use of Word Classes – Mood Case, Subordination – Co ordination, Complement, Antecedent – Position of Modifiers, Ambiguity, Punctuation, Capitalisation, the Apostrophe the Hyphen.

**UNIT – V**

Diction and Style – Standard English, Slang, Archaism, Idioms, Improprieties, Wordiness, Language, Jargon, Assertion, Assumption, Pejorative Language, Value Judgment Euphemism, Metaphor, Tone, Irony.

**Books for Reference**

1. MLA Handbook – 7<sup>th</sup> Edition. New Delhi: East West Press Pvt Ltd, 2009.  
Repetition, Vagueness, Specific and Concrete Words, Connotation Denotation, Figurative

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Sl. No.:

Subject Code:

P16EN3E3

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – III SEMESTER – ELECTIVE COURSE - III**

(For the candidates admitted from the year 2016 -17 onwards)

**POST MODERNISM**

**COURSE OUTCOMES**

1. Helps students to understand the transition from Modernism to Post Modernism.
2. Helps students to understand the postmodern view of life.
3. Helps students to be trained in the postmodernist understanding of non- native literatures.
4. Helps students to understand the meaning and the scope of the concept of Modernism.
5. Helps students to understand the principles of Post Modernism

**UNIT I**

Origin and development of Post Modernism

**UNIT II**

Post Modern Techniques – Pastiche – Metafiction – Intertextuality - Temporal Distortion – Minimalism – Maximalism – Magical Realism – Faction –Reader involvement – Dual Coding

**UNIT III**

Joseph Heller - *Catch 22*

Paulo Cohelo - *Alchemist*

**UNIT IV**

John Fowels - *The French Lieutenant's Woman*

Kurt Vonnegut - *Slaughter House Five*

**UNIT V**

Tim o' Brien - *The Things They Carried*

Don Delillo - *White Noise*

**Books for Reference**

1. *Beginning Post Modernism* by Tim Woods(Viva Books)
2. *A Reader's Guide to Contemporary Literary Theory* by Raman Selden , Peter Widdowson and Peter Brooker ( Longman)

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**COE**

Sl. No.:

Subject Code:

P16EN4C13

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – IV SEMESTER – CORE COURSE - XIII**

(For the candidates admitted from the year 2016 -17 onwards)

**NEW LITERATURES  
COURSE OUTCOMES**

1. Helps students to criticize and enjoy the works of prescribed writers.
2. Helps students to be introduced to indigenous literature.
3. Helps students to understand mainstream and subaltern cultures.
4. Helps students to understand the influences of various cultures.
5. Helps students to familiarize themselves with writers belonging to the Commonwealth countries.

**UNIT – I POETRY**

Troy Hopkins (Australia)	- <i>The First Australians</i>
Allen Curnow (New Zealand)	- <i>Time</i>
Henry Burlow (Uganda)	- <i>Building the Nation</i>
Edwin Thamboo (Singapore)	- <i>Ulysses By The Merlion</i>
Faiz Ahmed Faiz (Pakistan)	- <i>Nowhere, No Trace Can I Discover</i>

**UNIT – II PROSE**

N’gugi Wa Thiang’o	- <i>Literature In Schools</i>
Julius K. Nyerere	- <i>Freedom and Development</i>
Chinua Achebe	- <i>The Empire Fights Back</i>

**UNIT – III DRAMA**

Akinwande Uluwoles	- <i>Madmen And Specialists</i>
N’gugi Wa Thiang’o	- <i>The Rebel</i>
Wole Soyinka	- <i>The Trails of Brother Jero</i>

**UNIT – IV FICTION**

Alan Patan	- <i>Cry the Beloved Country</i>
Michael Ondaatje	- <i>The English Patient</i>
<i>Koetzee</i>	- <i>Disgrace</i>

**UNIT – V SHORT STORIES**

Mbulelo Uizkhugo Mzamane	- <i>Entry into Soweto</i>
Janica Shinebourne	- <i>This is Modern Time</i>
Patricia Grace	- <i>Between Earth And Sky</i>
Lawrence Scott	- <i>The Fitful Muse</i>

**Books for Reference**

1. Narasmhaiah, C.D. Ed. *An Anthology of Commonwealth Poetry*. Macmillan Chennai, 1989
2. Thiang’o, N. *Writers in Polotics*. Heinemann: Nairobi, 1981
3. Nyerere, J.K. *Man and Development*. OUP: London, 1974
4. Mcleod, M. Manhire, B. Eds. *Some other Country: New Zealand’s Best Short Stories*

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Sl. No.:

Subject Code:

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**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – IV SEMESTER – CORE COURSE - XIV**

(For the candidates admitted from the year 2016 -17 onwards)

**English for NET/ SET Exams  
COURSE OUTCOMES**

1. To test the knowledge of the students in aptitude for reasoning, usage of the Computer and their awareness in History.
2. To enhance their ability to remember the major Movements that occurred in British Literary History from the beginning to the twentieth century.
3. To master literary theories from Classicism to Contemporary Criticism and in literatures like Indian, British, and American.
4. To acquire knowledge in various literatures like Indian, British, American and Commonwealth.
5. To attend the NET/SET, Examination with confidence.

**UNIT – I**

- Reasoning (mathematics)
- Data Interpretation
- Information and Communication (ICT)
- Reading Comprehension
- Higher Education System, Governance, Policy, Administration

**UNIT – II**

Old English Period to Augustan Period

**UNIT - III**

Romantic Period to Post Modern Period

**UNIT – IV**

Classicism to Contemporary Criticism

**UNIT – V**

- American Literature
- Commonwealth Literature

**Books for Reference**

1. Lal Jain K.C, Practice Work Book – UGC NET JRF/ SLET Teaching and Research Aptitude, Upkar, New Delhi.
2. Masih, K Ivan et. An Objective Approach to English Literature: For NET, JRF, SLET and Pre- Ph.D. Registration Test. New Delhi: Atlantic Publishers, 2007.
3. Sanders, Andrew. The Short Oxford History of English Literature, OUP, New Delhi. 2004.
4. Prasad B , A Background to the study of English Literature, Trinity Publishers. 2014
5. Gray Richard, A History of American Literature, Wiley – Blackwell, 2012.
6. Innes ,CL. The Cambridge Introduction to Postcolonial Literature, Cambridge University Press, 2007.

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Sl. No.:

Subject Code:

P16EN4E4

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – IV SEMESTER – ELECTIVE COURSE - IV**

(For the candidates admitted from the year 2016 -17 onwards)

**WOMEN LITERATURE**

**COURSE OUTCOMES**

1. To gain knowledge of specific issues in Feminist Theory and Movements, Gender Politics, African-American Women's identity-crisis and the social issues of Postcolonial Literature.
2. To express and voice out social issues in the current scenario.
3. Get awareness of culture, patriarchal prejudices against women in East and Western Countries.

**UNIT – I POETRY**

Maya Angelo	- <i>Caged Bird</i>
Anne Sexton	- <i>All My Pretty Ones</i>
Judith Wright	- <i>Woman to Man</i>
Rita Dove	- <i>Lady Freedom among Us</i>
Erica Jong	- <i>The Objective Women</i>

**UNIT – II PROSE**

Mary Maynard	- <i>Women's Studies</i>
Vicki Bertram	- <i>Theorising the Personal</i>

**UNIT – III DRAMA**

George Ryga	- <i>The Ecstasy of Rita Joe</i>
Dina Mehta	- <i>Brides Are Not For Burning</i>
J.M. Billimoria	- <i>My Sons</i>

**UNIT – IV FICTION**

Jahnvi Barua	- <i>Rebirth</i>
Nadaine Gordimer	- <i>My Son's Story</i>
Doris Lessling	- <i>The Grass Is Singing</i>

**UNIT – V SHORT STORY**

Elizabeth Bower	- <i>Demon Lover</i>
Jhumpa Lahiri	- <i>A Temporary Matter</i>
Anita Desai	- <i>A Devoted Son</i>
Shirley Jackson	- <i>The Lottery</i>

**Books for Reference**

1. Jackson stevi and Jones Jackie Ed. *Contemporary Feminist Theories*. New Delhi: Rawat Publications, 2011

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Sl. No.:

Subject Code:

P16EN4E5

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS) KARUR-05**

**M.A., ENGLISH – IV SEMESTER – ELECTIVE COURSE - V**

(For the candidates admitted from the year 2016 -17 onwards)

**THEATRE STUDIES**

**COURSE OUTCOMES**

1. To learn the Classical Dramatic Art from Greek Tragedy, Opera, and Amateur Theatre.
2. To learn the Theatre Art and become playwright and actors.
3. To learn the contemporary prose and verse plays, street theatres, spark theatres and absurd theatres.
4. To become creators in the field of media

**Unit - I**

Beginning of Greek tragedy - Roman Farce – Medieval Theatre – Elizabethan Theatre and Design – Early 20<sup>th</sup> century Theatre – Broadway, Half- Broadway

**Unit – II**

Learning voice and the art of story telling

Acquiring different voices – assuming different roles, while play reading – difference between radio plays and screen plays – the knack of developing a character.

**Unit – III**

Play writing

Understanding the core of all plays – plot and all its elements – learning how to distinguish between play writing and writing a libretto for a musical play.

**Unit – IV**

The basic of plot and dramaturgy

Contemporary prose and verse plays

**Unit – V**

Experimental Theatre

Street theatre - Spark theatre – Absurd theatre

**Books prescribed**

01. Balme, Christopher B. Introduction to Theatre studies. New York: Cambridge University press, 2000. print.
02. Bradut , George W Modern Theories of Drama: A selection of writings on drama and Theatre 1850 – 1990. New York: Oxford University Press, 1998. Print.
03. Chambers, Colin The Continuum Companion to twentieth century theatre. London: Continuum, 2002. Print.
04. Dillori, Janette, Introduction to Early English Theatre. New York: Cambridge University press, 2006. print.

Sl. No.:

Subject Code:

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS): KARUR-05**

**M.A., - ENGLISH – IV SEMESTER – PROJECT WORK**

(For the candidates admitted from the year 2016-17 onwards)

**PROJECT WORK**

SL.	Area of Work	Maximum Marks
1.	<b>PROJECT WORK:</b>	
	(i) Plan of the Project	20
	(ii) Execution of the plan / Collection of data / Organization of materials/ Fabrication Experimental study / Hypothesis, Testing etc., and Presentation of the report.	45
	(iii) Individual Initiative	15
2.	<b>VIVA VOCE EXAMINATION</b>	20
<b>TOTAL</b>		<b>100</b>

**PASSING MINIMUM – 50 MARKS**

**CHAIRMAN – BOS**

**COE**