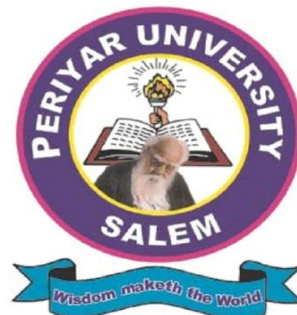


PERIYAR UNIVERSITY
SALEM — 636011

DEPARTMENT OF ENGLISH



M.A. ENGLISH

Choice Based Credit System

Objective Based Education

REGULATIONS / SYLLABUS

(Effective from the Academic Year 2018-2019 Onwards)

DEPARTMENT OF ENGLISH

PERIYAR UNIVERSITY

SALEM-11

M. A. English

Regulations and Syllabus

Vision, Mission and Values of the University

Vision

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

Mission

- Provide a vibrant learning environment, fostering innovation and creativity inspired by cutting edge research
- Aspire to be a national leader in developing educated contributors, career ready learners and global citizens
- Provide well equipped facilities for teaching, research, administration and student life
- Have well defined autonomous governance structure
- To make a significant, consistent and sustainable contribution towards social, cultural and economic life in Tamil Nadu, India

Values

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

Vision of Department of English

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

Programme Outcomes

- PO1 To inspire an aesthetic appreciation for English literature and language.
- PO2 To cultivate intellectual curiosity, creativity and the desire for lifelong learning.
- PO3 To inculcate effective use of English in creative expression and day-to-day life.
- PO4 To enhance the ability to think and write critically and clearly.
- PO5 To recognise the scope of English literature and language in terms of career opportunities, communication, media and soft skills.

Programme Specific Outcomes

- PSO1 Enhancing knowledge of different literatures in English.
- PSO2 Understanding of values and culture inherited in literary texts.
- PSO3 Cultivating critical ability to explore literary texts from varied points of view.
- PSO4 Displaying expertise to pursue research in English.
- PSO5 Acquisition of life skills for wider employment avenues.

REGULATIONS

Conditions for Admission

Any candidate who has passed B.A. English or any other Bachelor's degree examination of this University or any other University recognised by the syndicate as equivalent thereto shall be permitted to appear and qualify for M.A. English (2 years programme). Preference will be given to students of B.A. English. Students from other Bachelor's degree must possess a minimum of 60% in Part II English and must have done two papers in English under the non semester system or four papers in English under the semester system.

Eligibility for the Award of Degree

A candidate shall be eligible for the award of the degree only if he/she undergoes the prescribed programme of study in the University Department-Periyar University, Salem -11 for a period of not less than two academic years, passed the examination of all the four semesters prescribed, earning minimum 50% of marks and fulfilled such conditions as have been prescribed thereafter.

Duration of the Programme

The programme of the degree of Master of Arts in English shall consist of two academic years, consisting of four semesters. The course of study shall be based on Choice Based Credit System

(CBCS) pattern with internal assessment. For this purpose each academic year shall be divided into two semesters. First and Third Semester - July to November and Second and Fourth Semester - December to April.

Examination

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

Scheme of Examination

The scheme of examinations for different semesters shall be as follows:

Theory Paper

External : 75 marks

Internal : 25 marks

Total : 100 marks

Time : 3 hours

Internal Mark Calculation

The following components form the basis from calculating Internal marks:

Best two tests out of three: 10 marks

Assignment : 05 marks

Seminar : 05 marks

Attendance : 05 marks

Total : 25 marks

Project Evaluation

Project : 50 Marks – Guide 25 Marks / External Examiner – 25 Marks

Viva Voce : 50 Marks – Guide 25 Marks / External Examiner – 25 Marks

Total : 100 Marks

Scheme of Evaluation

Evaluation will be done on a continuous basis and will be evaluated four times during the course work. The first evaluation will be in the 7th week, the second in the 11th week, third in the 16th week and the end – semester examination in the 19th week. Evaluation is by objective type questions, analytical/critical short answers, essays or a combination of these, but the end semester examination is a University theory examination with prescribed question paper pattern.

Question Paper Pattern (Theory)

Section	Approaches	Mark Pattern	K Level	CO Coverage
A	One word (Answer all questions)	20x1 = 20 (Multiple Choice Questions)	K1, K2	Knowledge, Understanding
B	100 to 200 words (Answer any three out of five questions)	3x5 = 15 (Analytical Type Questions)	K4 K5 K3	Analytical Evaluation Capability Application
C	500 to 1000 words	5x8 = 40 (Essay Type Questions)	K3 K6	Application Synthesis Level

Courses

A Master degree programme consists of a number of courses. The term course is used to indicate a logical part of subject matter of the programme. The details of credit are as follows:

Core Courses	-	70 Credits
Elective Courses	-	12 Credits
Supportive Course	-	6 Credits
Project	-	5 Credits
Add On	-	4 Credits
Human Rights	-	2 Credits
Total	-	99 Credits

Details of Courses

Core	:	XIV + 1 Project	=	XV
Elective	:			III
Supportive Course	:			II
Add On	:			II
Human Rights	:			I
Total	:			XXIII

M.A.English Structure of the Course

Paper Code	Subject	Paper Title	Hrs	Credit	Marks		
					CIA	EA	Total
I SEMESTER							
18ENGC01	Core I	British Literature I	5	5	25	75	100
18ENGC02	Core II	British Literature II	5	5	25	75	100
18ENGC03	Core III	British Literature III	5	5	25	75	100
18ENGC04	Core IV	American Literature	5	5	25	75	100
18ENGE01	Elective I	English for Employability	4	4	25	75	100
	*Add On	Massive Open Online Course	-	2	25	75	100
II SEMESTER							
18ENGC05	Core V	Shakespeare I	5	5	25	75	100
18ENGC06	Core VI	Indian Writing in English	5	5	25	75	100
18ENGC07	Core VII	Language and Linguistics	5	5	25	75	100
18ENGE02	Elective II	World Short Stories	4	4	25	75	100
	Supportive Course	To select from other department(s)	3	3	25	75	100
06PHR01	Compulsory Course	Human Rights	-	2	25	75	100
III SEMESTER							
18ENGC08	Core VIII	Literary Theory	5	5	25	75	100
18ENGC09	Core IX	Shakespeare II	5	5	25	75	100
18ENGC10	Core X	Intensive Study of an Author: Rabindranath Tagore	5	5	25	75	100
18ENGC11	Core XI	Research Methodology	5	5	25	75	100
18ENGE03	Elective III	Study of Genres: Autobiography and Biography	4	4	25	75	100
	Supportive Course	To select from other department(s)	3	3	25	75	100
	Add On*	Massive Open Online Course	-	2	25	75	100
IV SEMESTER							
18ENGC12	Core XII	Media Communication	5	5	25	75	100
18ENGC13	Core XIII	Translation Studies	5	5	25	75	100
18ENGC14	Core XIV	Post-colonial Studies	5	5	25	75	100
18ENGC15	Core XV	Project	10	5	50	50	100
		Total	98	103	600	1700	2300

*Massive Open Online Course / Add On / Self Learning

Value Added Courses

1. Semester II 18ENGV01 Soft Skills
2. Semester III 18ENGV02 Trait Approach to Literature

Supportive Courses for Other Departments

1. Semester II 18ENGS01 Effective English
2. Semester III 18ENGS02 English for Enrichment

Requirement for Proceeding to Subsequent Semester

1. Candidates shall register their names for the first semester examinations after the admission in the Postgraduate programme.
2. Candidates shall be permitted to proceed from the first semester up to final semester irrespective of their failure in any of the Semester Examinations subject to the condition that the candidates should register for all arrear subjects of earlier semesters along with current (subsequent) semester subjects.
3. Candidates shall be eligible to go to subsequent semester, only if they possess sufficient attendance as prescribed by the syndicate of the Periyar University from time to time.

Passing Minimum

A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtains NOT LESS THAN 50% OF MARKS prescribed for the examination. He/She shall be declared to have passed the whole examination, if he/she passes in all the papers wherever prescribed as per scheme of examinations earning 103 credits.

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

Classification of Successful Candidate

Candidates who secured not less than 60% of aggregate marks in the whole examination shall be declared to have passed the examination in the **FIRST CLASS**.

All other successful candidates shall be declared to have passed in **SECOND CLASS**.

Candidates who obtained 75% of the marks in aggregate shall be deemed to have passed the examination in **FIRST CLASS WITH DISTINCTION**, provided they passed all the examination prescribed for the course in the first appearance.

Grading System

Evaluation of performance of students is based on ten-point scale grading system as given below.

Ten Point Scale			
Grade of Marks	Grade points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

Ranking

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

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

Course Objectives:

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

Course Outcomes:

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

- CO1 - understand the different genres of the period.- K1 and K2
- CO2 - differentiate the development of poetry from Middle English to the Elizabethan Age - K4
- CO3 - explore the socio-cultural and historical developments during the Elizabethan era.- K5
- CO4 - learn the linguistic changes that took place during this period.-K1 and K2
- CO5 - develop literary and critical thinking.-K5

UNIT I

Introduction to the age of Chaucer to the age of Milton

Unit II Poetry I

Detailed

John Milton : Paradise Lost Book IV

Non Detailed

Geoffrey Chaucer : The Prologue to the Canterbury Tales

Unit III Poetry II

Detailed

Edmund Spenser : Prothalamion

John Donne : A Hymn to God the Father

Non Detailed

Andrew Marvel	:	To his Coy Mistress
Sir Philip Sidney	:	The Nightingale
Henry Vaughan	:	The Retreat

Unit IV Prose

Detailed

Francis Bacon	:	1. Of Revenge
		2. Of Adversity
		3. Of Ambition

Non Detailed

Sir Philip Sidney	:	An Apology for Poetry (1 st 16 paragraphs)
-------------------	---	---

Unit V Drama

Detailed

Christopher Marlowe	:	The Jew of Malta
---------------------	---	------------------

Non Detailed

Ben Jonson	:	The Alchemist
------------	---	---------------

Books Prescribed:

1. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 1999.
2. Green, David. Ed. *The Winged Word*. Macmillan India Limited, 2009.

References:

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

Web Sources:

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

Mapping with Programme Outcomes:

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

S-Strong M-Medium

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

Course Objectives:

- To enable students to read and appreciate the poems of this age.
- To cultivate among students a sense of understanding in order to make them better human beings by exposing them to literature.
- To introduce students to representative texts by major writers of the period.

Course Outcomes:

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

- CO1 - gain knowledge on different genres and their characteristic features in the works of Restoration and Romantic Ages-K 1
- CO2 - realize the works in Socio-cultural contexts-K2
- CO3 - attain knowledge of various techniques of writings-K3
- CO4 - understand the evolution of literature in the Restoration and Romantic ages –K5
- CO5 - demonstrate the literary sensibilities in creative writings and research –K4 & K6

Unit I

Introduction to the age of Dryden to the Romantic age

Unit II Poetry

Detailed

John Dryden	:	Macflecknoe Lines 1-150
William Wordsworth	:	Three Years She Grew
Samuel Taylor Coleridge	:	The Ancient Mariner
Percy Byshe Shelley	:	Ode to the Skylark
John Keats	:	Ode to the Grecian Urn

Non Detailed

Alexander Pope	:	Ode on Solitude
Oliver Goldsmith	:	The Village School Master
William Blake	:	A Poison Tree

Robert Burns	:	A Red, Red Rose
Lord Byron	:	When We Two Parted

Unit III Prose

Detailed

Charles Lamb	:	From Essays of Elia
		1. Old China
		2. In Praise of Chimney Sweepers
		3. South Sea Houses

Non Detailed

Joseph Addison and Richard Steele:	From Coverley Papers
	1. Sir Roger and the Club
	2. A Village Witch

Unit IV Drama

Detailed

Richard Brinsley Sheridan	:	The Rivals
---------------------------	---	------------

Non Detailed

Oliver Goldsmith	:	She Stoops to Conquer
------------------	---	-----------------------

Unit V Fiction

Jonathan Swift	:	Gulliver's Travels
Jane Austen	:	Mansfield Park
Sir Walter Scott	:	Kenilworth

Books Prescribed:

1. Hudson, William Henry. An Outline History of English Literature. Atlantic Publishers, 1999.
2. The Winged Word. Ed by David Green, Macmillan India Limited, 2009

References:

1. Compton-Rickett, Arthur. A History of English Literature. Vol. 85. TC & EC Jack, 1912.
2. Daiches, David. A Critical History of English Literature. Secker and Warburg, 1972.

3. Legouis, Emile, and Louis François Cazamian. A History of English Literature. Vol. 2. JM Dent & Sons Limited, 1927.
4. Saintsbury, George. A History of English Prose Rhythm. Macmillan and Company, Limited, 1922.

Mapping with Programme Outcomes:

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

S- Strong M-Medium

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

Course Objectives:

- To improve the literary and critical competence of the students pertaining to this age.
- To make students familiar with the various styles and thoughts expressed by the writers of the age.
- To introduce students to representative texts by major writers of the period.

Course Outcomes:

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

- CO 1 Foster the emergence of science, rational thinking and existentialism (K 1)
- CO 2 Cultivate the understanding of politics behind governance and religion (K 2)
- CO 3 Enrich the applications of theories and criticism (K 1)
- CO4 Contextualize the transition in modernism (K 4)
- CO5 Assist to perceive the ideas of equality, liberty and fraternity (K 5)

Unit I

Introduction to the Victorian age to the Modern age

Unit II Poetry

Detailed

T.S. Eliot : The Waste Land

Non Detailed

Alfred Lord Tennyson : Break Break Break

Robert Browning : Fra Lippo Lippi

William Butler Yeats : The Second Coming

W.H.Auden : The Shield of Achilles

Unit III Prose

Detailed

Matthew Arnold : The Study of Poetry

Non Detailed

Thomas Carlyle : The Hero as Poet

Unit IV Drama

Detailed

George Bernard Shaw : Pygmalion

Non Detailed

Samuel Beckett : Waiting for Godot

Unit V Fiction

Charles Dickens : A Tale of Two Cities

James Joyce : Portrait of the Artist as a Young Man

Thomas Hardy : Far From the Madding Crowd

Wilkie Collins : The Moonstone

Books Prescribed:

1. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers & Dist, 1999.
2. David Green, editor. *The Winged Word*. Macmillan, Madras, 1974.

References:

1. Compton-Rickett, Arthur. *A Primer of English Literature*. T. Nelson, 1941.
2. Daiches, David. *A Critical History of English Literature*. Secker & Warburg, 1991.
3. Legouis Émile, et al. *A History of English Literature: In 2 Vol*. Dent, 1926.
4. Saintsbury, George. *A Short History of English Literature*. Macmillan, 1898.

Web Sources:

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

Mapping with Programme Outcomes:

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

S - Strong M - Medium

**CORE IV
AMERICAN LITERATURE**

Course Objectives:

- To explore the uniqueness of American literature at an advanced level.
- To analyse the American concept of freedom, liberty, life and the American point of view.

Course Outcomes:

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

CO1- acquire knowledge about the origin and development of American Literature through centuries - K1

CO2- understand the shift in literary notion from time to time and the distinctive creativity of the respective era - K2

CO3- analyse the diverse concepts, themes and approaches within American Literature – K4

CO4- grasp the ideologies and skills of significant writers through their works – K3

CO5- enhance soft skills through American literature – K3

Unit I

Background Study – Origin and Development of American Literature

Unit II Poetry

Detailed

Ralph Waldo Emerson	:	Each and All
Walt Whitman	:	O Captain! My Captain!
Emily Dickenson	:	A Bird Came Down the Walk
Robert Frost	:	Birches
Edgar Allan Poe	:	Annabel Lee

Non Detailed

Ezra Pound	:	An Immortality
Hart Crane	:	At Melville's Tomb
William Carlos William	:	This is just to Say

Unit III Prose

Detailed

Ralph Waldo Emerson : Self-Reliance

Non Detailed

Thomas Wolfe : The God's Lonely Man

Unit IV Drama

Detailed

Edward Albee : Who is Afraid of Virginia Woolf?

Non Detailed

Arthur Miller : All my Sons

Unit V Fiction

Ernest Hemingway : For Whom the Bell Tolls

Mark Twain : The Adventures of Tom Sawyer

Thomas Pynchon : The Crying of Lot 49

Books Prescribed:

1. Fisher, William J, K B. Vaid, H. Willard Reninger, and Relph Samuelson. *American Literature of the Nineteenth Century: an Anthology*. Eurasia publ. House (pvt.) Ltd., New Delhi, 1984.
2. Oliver, Egbert S. *American Literature, 1890-1965: An Anthology*. New Delhi, 1994.

References:

1. Hart, James D. *The Oxford Companion to American Literature, by James D. Hart*. New York, Oxford University Press, 1900.
2. Cowie, Alexander. *The Rise of the American Novel*. New York: American Book Co, 1948.
3. VanSpanckeren, Kathryn. *Outline of American Literature*. Washington, DC: US Dep. of State, Bureau of International Information Programs, 2007.

Web Sources:

<http://people.unica.it/fiorenzoiuliano/files/2016/04/A-Brief-History-of-American-Literature-Wiley-Blackwell-2011.pdf>

<http://www.online-literature.com/periods/transcendentalism.php>

http://www.longwood.edu/staff/lynchr1/English%2020203/american_romanticism.htm

<https://www.litcharts.com/lit/self-reliance/summary>

<https://www.sparknotes.com/lit/afraidofwoolf/characters/#>

https://www.academia.edu/21525142/All_My_Sons_Analysis

<https://neoenglish.wordpress.com/2010/10/09/critical-appreciation-of-for-whom-the-bell-tolls/>

Mapping with Programme Outcomes:

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

S- Strong

M-Medium

**ELECTIVE I
ENGLISH FOR EMPLOYABILITY**

Course Objectives:

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

Course Outcomes:

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

- CO1- Students will get opportunities to learn and practice their communicative skills to become proficient users of English. - K1&K2
- CO2- Students will understand the aspects of the traditional grammar and will be trained with exercises. - K3&K4
- CO3- Enable learners to fine-tune their linguistic skills (LSRW). - K5
- CO4- Acquire knowledge to write factually, persuasively and effectively in accordance with standards. - K6
- CO5- Enable the students to distinguish modes of media writing styles.- K5&K6

Unit I Grammar I

Nouns and Noun Phrases- Pronouns- Possessives and Determiners-Adjectives and Adverbs- Conjunctions and Clauses-Article-Voices-Direct and Indirect Speech-Verbs and verb forms- Verb Tenses and Aspects-Modals and Imperatives-Question Tag

Unit II Grammar II

Phrase-Clause-Transformation of Sentences-Simple, Compound and Complex sentences- Idioms-Degrees of Comparison-One word Substitution-Homonyms-Homophones-Prepositions

Unit III Writing Skills

Formal and Informal letters- E-Mails- Blogs-Note Making- Note Taking-Comprehension- Precise Writing- Expansion of the Proverbs- Resume-Converting Letter for Job

Unit IV Technical English

Listening to Situation based Dialogues- Listening to Speeches/Presentations-Role Play- Discussing Various Aspects of a Book/Film-Reading Passages from the Newspaper and Predicting the Content- Reading Passages within Time Limit- Picture Discussion and Activities- Interpreting Visual materials (Line Graphs and Flow Charts)

Unit V Technical Writing

Brochures-Advertisement- Free Writing on any given Topic- Minutes of the meeting- Jumbled sentences- Coherence and Cohesion in writing

Book Prescribed:

1. *Modern English - A Book of Grammar, Usage and Composition* - N. Krishnasamy

References:

1. Murphy, Raymond. *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Students: with Answers*. Cambridge: Cambridge University Press, 1985.
2. Eastwood, John. *Oxford Guide to English Grammar*. OUP, 2002.
3. Darlene Smith-Worthington, Sue Jefferson. *Technical Writing for Success*. Cengage Learning, 2010.
4. Daniel Riorand. *Technical Communication*. Cengage Learning, 2013.
5. Paul V. Anderson. *Technical Communication: A Reader-Centered Approach*. Ohio: Miami University, 2010.
6. Meenakshi Raman; Sangeetha Sharma. *Technical Communication: Principles and Practice*. New Delhi; New York: Oxford University Press, 2004.
7. M Ashraf Rizvi. *Effective Technical Communication*. New Delhi: Tata McGraw-Hill, 2005.
8. Aysha ,Viswamohan. *English for Technical Communication*. McGraw-Hill Education, 2008.

Web Sources:

1. http://www.ieas.unideb.hu/admin/file_7440.pdf
2. <https://owlcation.com/humanities/Indirect-Speech>
3. <https://www2.ivcc.edu/rambo/eng1001/sentences.htm>

Mapping with Programme Outcomes:

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

S- Strong M- Medium

**CORE V
SHAKESPEARE I**

Course Objectives:

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

Course Outcomes:

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

CO1- understand the greatness and uniqueness of Shakespearean characterization, themes and techniques – K2

CO2- analyse and differentiate personalities in literature and life – K4

CO3- understand the effectiveness of language in Shakespeare's plays – K1

CO4- acquire skills like decision-making and problem-solving – K4

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

Unit I and II

Detailed

Hamlet

Unit III

Detailed

Taming of the Shrew

Unit IV

Non Detailed

Richard II

Unit V

Sonnets – 30, 54, 77, 128, 146

A Midsummer Night's Dream

References:

1. Bradley, A C. *Shakespearean Tragedy*. New Delhi: Atlantic, 2010.
2. Johnson, Samuel. *Preface to Shakespeare*. BLURB, 2019.
3. Bevington, David M. *Twentieth Century Interpretations of Hamlet: A Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1968.
4. Watts, Cedric. *Twayne's New Critical Introductions to Shakespeare*. Boston: Twayne Publ, 1988.
5. Huston, J. Dennis. *Shakespeare's Comedies of Play*. Palgrave Macmillan, 2014.
6. Brooke, Nicholas. *Shakespeare: Richard II: A Casebook*. London: Macmillan, 1983.
7. Tillyard, Eustace M. W. *Shakespeare's History Plays*. London: Penguin Books, 1991.
8. Leggatt, Alexander. *Shakespeare's Comedy of Love*. Routledge, 2005.

Web Sources:

<https://www.sparknotes.com/nofear/shakespeare/hamlet/>

<https://www.sparknotes.com/nofear/shakespeare/shrew/>

<https://www.bl.uk/works/shakespeares-sonnets>

<https://www.rsc.org.uk/a-midsummer-nights-dream/>

<http://www.novelguide.com/node/3695>

Mapping with Programme Outcomes:

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

S - Strong M - Medium

CORE VI
INDIAN WRITING IN ENGLISH

Course Objectives:

- To enable students to form an overview of Indian Writing in English.
- To help students capture the tenor and manner of expression in writings in English by non-native writers of English.

Course Outcomes:

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

- CO1-gain knowledge on literary and cultural sensibilities, and different genres and their characteristic features - K1
CO2- realize IWE from multiple perspectives based on historical and social locations –K2
CO3- attain knowledge of various techniques of writings- K3
CO4-understand the paradigm shift from the colonial impact to postcolonial Indian society- K5
CO5-familiarize with native and regional narrative styles of Indian context –K4 & K6

Unit I

Introduction - The Beginnings – Rammohan Roy – The Renaissance in India (Pp 1-54)

Unit II Poetry

Detailed

Shiv K. Kumar	:	1. Days in New York 2. Kali
Giev Patel	:	On Killing a Tree
K. N. Daruwalla	:	1. Fire Hymn 2. Routine
Sarojini Naidu	:	1. The Queen's Rival 2. Summer Woods
J. K. Krishnamurthi	:	The Immortal Friend

Non Detailed

R. Parthasarathy	:	From Exile 2
A. K. Ramanujam	:	Looking for a Cousin on a Swing
Nilima Devi	:	The Lady of the Night
J. J. Vakil	:	Pride
H. D. Sethna	:	Waterfalls

Unit III Prose

Detailed

Jawaharlal Nehru	:	My Wedding and an Adventure in the Himalayas
Mahatma Gandhi	:	A Simple Life

Non Detailed

Abdul Kalam : The Wings of Fire - Creation

Unit IV Drama**Detailed**

Rabindranath Tagore : The Post Office

Non Detailed

Girish Karnad : Hayavadana

Unit V Fiction

Arundhati Roy : A God of Small Things

Aravind Adiga : The White Tiger

Bama : Sangati

R. K. Narayan : The Dark Room

Books Prescribed:

1. Iyengar, K R Srinivasa. Indian Writing in English. Sterling, 1985.
2. Indo-English Prose: A Selection. Edited by C. Subbian, Emerald Publications, 2011.
3. The Golden Treasury of Indo Anglican Poetry. Edited by V. K. Gokak, Sahitya Akademi, 1970.
4. Ten Twentieth Century Indian Poets. Edited by R. Parthasarathy, Oxford University Press, 1976.

References:

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

Mapping with Programme Outcomes:

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

S- Strong M-Medium

CORE VII LANGUAGE AND LINGUISTICS

Course Objectives:

- To introduce students to the methodology of modern linguists.
- To teach analytical reasoning via examination of linguistic data.
- To focus on the major core subfields of linguistics-morphology, phonetics, syntax and semantics.
- To make the students aware of sociolinguistics and language variation, historical linguistics and language change, psycholinguistics and language acquisition.

Course Outcomes:

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

CO1- Acquisition of professional skills in Linguistics. - K1&K2

CO2- Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors. - K3&K4

CO3- Ability to distinguish phonetics, phonology, morphology, syntax, semantics. -K5

CO4- Demonstrate understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language. -K6

CO5- Expertise in correct pronunciation of English words.- K5&K6

Unit I Nature, Theories and Character of Language

What is Language?-Characteristics of Language- Different theories about the Origin of Language- Indo-European Family of Languages-Germanic Family- Landmarks in the History of English

Unit II Foreign Influences on English Vocabulary

Literary Coinages- Influences of Latin- Greek Influence- French Influence- Bible Translators- Shakespeare's Influence- Milton and English Language-List of English words derived from Other Languages (Loan Words) - African, Arabic, Chinese, French, German

Unit III Spelling and Pronunciation

General Considerations-History of Spelling and Pronunciation-Standardizing of Spelling and Pronunciation-The Development of Dictionaries-Spelling and Rhyme-influence of Spelling on Pronunciation

Unit IV Word Meaning

Association-Connotation-Semantic Field- Varieties of Language- Dialect-Idiolect-Standard English- Register(Feed, Mode and Style)-Grammar- Traditional Grammar-Fallacies- Structural Linguistics-IC Analysis- Transformational Grammar- Deep Structure and Surface Structure

Unit V Linguistics

Speech and Mechanics-Organs of Speech-Vowels-Consonants- Diphthongs-Phoneme-Morpheme-Stress-Intonation-Neuro Linguistics

Book Prescribed:

1. Wrenn CL. *The English Language*. London: Methuen, 1966. Print.

References:

1. Ramamuthi, Lalitha. *A History of English Language and Elements of Phonetics*. Laxmi Publications, 2004. Chapters-1,2,4,9,10,13,14
2. Balasubramanian T .*A Textbook of English Phonetics for Indian Students*. Laxmi Publications, 2016.

Web Sources:

1. <https://englishsummary.com/10-characteristics-language/>
2. https://digilib.phil.muni.cz/bitstream/handle/11222.digilib/131585/Books_2010_2019_072-2014-1_13.pdf?sequence=1
3. https://www.researchgate.net/publication/322916850_English_Spelling_and_Pronunciation-A_Brief_Study
4. <https://www.uni-due.de/ELE/VarietiesOfEnglish.pdf>
5. file:///C:/Users/SUBI/Downloads/The%20Sounds%20of%20English.pdf

Mapping with Programme Outcomes:

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

S - Strong M - Medium

ELECTIVE II
WORLD SHORT STORIES

Course Objectives:

- To understand the origin and development of short story.
- To appreciate the creative nuances of writers across the world recognizing and appreciating the multiplicity of voices.

Course Outcomes:

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

- CO 1 Inculcate the interest of reading and articulate the value assumptions through short stories (K1 & K2)
- CO 2 Improve communication skills by LSRW method (K 3, K 4 & K 5)
- CO 3 Enrich the word power & vocabulary of English language (K 3)
- CO4 Induce the art of creative writing and make them to understand how short stories can express individual and human values within a particular historical context. (K 4)
- CO5 Import classical, romantic & modern style short stories and demonstrate awareness of the scope and variety of short stories that focus on gender, class, race, etc. (K 5)

Unit I

Introduction to Short Stories

Unit II American Literature

Francis Richard Stockton	:	A Lady or the Tiger
Edgar Allan Poe	:	The Fall of the House of the Usher
John Steinbeck	:	The Chrysanthemums
W.W. Jacobs	:	A Monkey's Paw

Unit III British Literature

Oscar Wilde	:	The Model Millionaire
R.L.Stevenson	:	Markheim
Katherine Mansfield	:	A Cup of Tea
W Somerset Maugham	:	The Verger

Unit IV Commonwealth Literature

Alice Munro	:	Boys and Girls
-------------	---	----------------

Chinua Achebe	:	Marriage is a Private Affair
Patrick White	:	A Glass of Tea
Ian McDonald	:	Driftings

Unit V Indian Short Stories

R.K.Narayan	:	A Horse and Two Goats
Rama Chandra Behera	:	The Passenger
Kalki	:	The Poison Cure
Khuswant Singh	:	Karma

References:

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

Web Sources:

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

Mapping with Programme Outcomes:

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

S - Strong M - Medium

**CORE VIII
LITERARY THEORY**

Course Objectives:

- To introduce students to forms of literary study.
- To train students to analyse literary writings based on critical theories
- To sensitise students to tradition from humanistic to modern to postmodern critical traditions

Course Outcomes:

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

- CO1-develop new perspectives and critical outlook for performing literary research –K1
CO2-gain knowledge about new literary and critical approaches –K1
CO3- analyse the concepts by close reading and apply them in research writing –K4
CO4-understand the elements of empirical research –K2 & K6
CO5- demonstrate the critical sensibilities using the theatrical lens- K3

Unit I

What is Criticism? – The Greek Master – The Roman Classists – The Triumph of Classicism – The Romantic Revolt – The Victorian Compromise – The Age of Interrogation

Unit II

Aristotle : The Poetics: Chapter I-V

Unit III

I. A. Richards : Four Kinds of Meaning
W. K. Wimsatt : Intentional Fallacy

Unit IV

Helen Gardener : The Sceptre and the Torch
M. H. Abrams : The Deconstructive Angel

Unit V

Bharatamuni : On Natya and Rasa – Aesthetics of
Dramatic Experience
Amir Khusrau : Multilingual Literary Culture

Books Prescribed:

1. Contemporary Criticism – An Anthology – Edited by V. S. Sethuraman, Macmillan India Limited, 1989.
2. Devy, Ganesh Narayandas. Indian Literary Criticism. Orient Blackswan, 2002.
3. Prasad, Birjadish. An Introduction to English Criticism. Macmillan, 1965.
4. Ramaswami, S., and Varahur Swaminathan Seturaman. The English Critical Tradition: An Anthology of English Literary Criticism. Macmillan, 1977.

References:

1. Abrams, Meyer Howard, and Geoffrey Harpham. A Glossary of Literary Terms. Cengage Learning, 2011.
2. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Oxford University Press, 2017.
3. Hudson, William Henry. An Outline History of English Literature. Atlantic Publishers, 1999.

Mapping with Programme Outcomes:

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

S - Strong M - Medium

**CORE IX
SHAKESPEARE II**

Course Objectives:

- To enable students to analyse and appreciate the creative genius of Shakespeare.
- To train them to understand the universality of his writings suitable for all times.
- To critically analyse his plays applying modern literary critical theories.

Course Outcomes:

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

CO1- understand and appreciate the genius of Shakespeare – K2

CO2- gain knowledge about the intellectual and creative capacity of various characters –
K1

CO3- know the significant critical concepts in the works of Shakespeare – K2

CO4- interpret Shakespearean theaters, techniques and characterization – K3

CO5- analyse personalities based on the behavioural traits and soft skills of the characters
– K4

Unit I

Detailed

Macbeth

Unit II

Detailed

Antony and Cleopatra

Unit III

Non Detailed

Cymbeline

Unit IV

Non Detailed

Criticism on Macbeth

William Hazlitt : Macbeth, from Characters of Shakespeare's Plays

Thomas de Quincy : On the Knocking at the Gate in Macbeth

Wilson Knight : Macbeth and the Metaphysic of Evil

Unit V

General Study

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

References:

1. Bradley, A C. *Shakespearean Tragedy*. New Delhi: Atlantic, 2010.
2. Johnson, Samuel. *Preface to Shakespeare*. BLURB, 2019.
3. Mason, Harold A. *Shakespeare's Tragedies of Love: An Examination of the Possibility of Common Readings of 'Romeo and Juliet', 'Othello', 'King Lear' & 'Antony and Cleopatra'*. London: Chatto & Windus, 1970.
4. Knight, George W. *The Wheel of Fire: Interpretations of Shakespearian Tragedy with Three New Essays*. London: Routledge, 1989.

Web Sources:

https://www.academia.edu/33396817/What_Is_Shakespearean_Tragedy

<https://www.sparknotes.com/nofear/shakespeare/macbeth>

<https://www.sparknotes.com/nofear/shakespeare/antony-and-cleopatra/>

https://wikivisually.com/wiki/Timeline_of_Shakespeare_criticism

<https://thedramateacher.com/elizabethan-theatre-conventions/>

https://www.researchgate.net/publication/323427548_Jestersin_Shakespeare's_Plays

Mapping with Programme Outcomes:

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

S - Strong M - Medium

CORE X
INTENSIVE STUDY OF AN AUTHOR : RABINDRANATH TAGORE

Course Objectives:

- To introduce students to appreciate the contribution of Indian writers worldwide.
- To expose students to Rabindranath Tagore's philosophy, creative and artistic style, his mysticism, freedom of education.

Course Outcomes:

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

CO 1 – Introduce the mastery of one particular writer

CO 2 – Induct the biographical sketch and uniqueness of a particular writer

CO 3 – Allow to evaluate multi genres of literature critically

CO4 - Make the students to assess the aesthetic appreciation of a writer

CO5 – Comprehend the ideology and philosophical perception of that author

Unit I

- i. Introduction to Rabindranath Tagore
- ii. Poetry Detailed - Gitanjali (I-XV)

Unit II Prose

Detailed

The Problem of Self - Sadhana - Chapter IV

A Comedy in England

Unit III Drama

Detailed

Malini

Non Detailed

Karna and Kunti

Unit IV Short Story

The Renunciation

Unit V Fiction

The Wreck

Book Prescribed:

1. Tagore, Rabindranath. *Sādhanā; the Realisation of Life*. Macmillan Company, 1915.

References:

1. Iyengar, K. R. Srinivasa. *Indian Writing in English* . Sterling Publishers,1984.
2. Anand, Mulk Raj. *Homage to Tagore*. Sangam Publishers,1946.
3. Iyengar, K. R. Srinivasa. *Rabindranath Tagore a Crit. Introd.* Sterling Publ , 1987.
4. Gupta , S.C. Sen. *The Great Sentinel*. . A. Mukherjee & Co. Ltd.
5. Thompson, Edward John. *Rabindranath Tagore: Poet and Dramatist*. Oxford University Press, 1991.

Web Sources:

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

Mapping with Programme Outcomes:

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

S - Strong M - Medium

CORE XI
RESEARCH METHODOLOGY

Course Objectives:

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

Course Outcomes:

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

- CO 1 - arrive at thesis statement without ambiguity- K1 and K2
- CO 2 - apply research mechanics without committing errors - K3
- CO 3 - exercise academic integrity in a systematic manner and avoid plagiarism - K3 and K4
- CO 4 - imbibe the significance of primary and secondary sources - K5
- CO 5 - learn the art of making references and widen the ability to research - K6

Unit I

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

Unit II

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

Unit III

Plagiarism, Mechanics of Writing: Spelling, Punctuation, Italics, Names of Persons, Numbers, Abbreviations, Titles of Sources, Quotations

Unit IV

General Format – Chapter and Page Format

Unit V

Documentation: Core Elements, Works Cited, In-Text Citation, Citations in Forms Other than Print, Harvard and APA System

Books Prescribed:

1. Gibaldi, Joseph. *MLA Handbook*. 8th ed., The Modern Language Association of America. 2016.
2. Anderson, Jonathan, and Millicent Poole. *Assignment and Thesis Writing*. 4th ed., Wiley India, 2001.

References:

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

Web Sources:

1. <http://bcjms.bhattercollege.ac.in/online-research-methodology-using-the-internet-and-the-web-for-research-and-publication/>
2. <https://www.google.co.in/amp/s/www.questionpro.com/blog/execute-online-research/>
3. <https://www.slideshare.net/mobile/manukumarkm/source-of-data-in-research>
4. <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118901731.iecrm0174>

Mapping with Programme Outcomes:

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

S - Strong M - Medium

Elective III
STUDY OF GENRES: AUTOBIOGRAPHY AND BIOGRAPHY

Course Objectives:

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

Course Outcomes:

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

- CO1- Recognize the structures of biography and autobiography as distinct forms of literature. - K1&K2
- CO2- Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism. - K3&K4
- CO3 - Recognize how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity. -K5
- CO4 - Recognize the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography. - K6
- CO5 - When reading, connect biographical and autobiographical texts to their historical and cultural contexts. – K5&K6

Unit I

Narrative characteristics of autobiography and biography

Unit II

M K Gandhi : My Experiments with Truth

Unit III

James Boswell : Life of Samuel Johnson

Unit IV

Mary Angelou : I Know Why the Caged Bird Sings

Unit V

Margaret Laurence : A Bird in the House

Book Prescribed:

1. Gandhi MK. *My Experiments with Truth*. Laxmi publications, 2013.
2. Boswell James. *Life of Samuel Johnson*. Cengage Learning India Private limited, 2012.
3. Angelou Mary. *I Know Why the Caged Bird Sings*. New York: Oxford University Press, 2004.
4. Laurence Margaret. *A Bird in the House*. McGraw-Hill Education, 2008.

References:

1. Harpham, Abrams. *A Glossary of Literary Terms*. Cengage Learning India Private limited, 2015. Print. (latest ed)

Web References:

1. <http://www.arvindguptatoys.com/arvindgupta/gandhiexperiments.pdf>
2. <https://englicist.com/notes/caged-bird-maya-angelou-summary>
3. <https://www.storybites.com/margaret-laurence%E2%80%99s-%E2%80%9Ca-bird-in-the-house%E2%80%9D.html>

Mapping with Programme Outcomes:

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

S - Strong M - Medium

CORE XII MEDIA COMMUNICATION

Course Objectives:

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

Course Outcomes:

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

- CO1 - Identify the links between mass media, social media, and socio-cultural transformation in the 21st Century world. - K1&K2
- CO2 - Compare the diverse uses and the cultural effects of the interactive media content production. - K3&K4
- CO3 - Examine critically the role of social media tools in the construction of personal and group identities and identifications. - K5
- CO4 - Discuss about the social effects of the rising popularity and widespread use of smart phones and other digital communication devices in the last decade. - K6
- CO5 - Examine the interactions between material culture and the digital revolution as well as the impact of digitization on materiality of life.- K5&K6

Unit I Communication

Communication and its importance-Effects of Communication- Elements in the process of communication (input, sender, channel, noise, receiver, output)-Types of communication: intrapersonal, interpersonal group and mass communication- Noise in communication and the importance of perception.

Unit II Understanding Media

Role of media in our life- Media and mass media- Nature of mass communication- Functions of mass media(Surveillance, Interpretation, linkage entertainment, purveyor of ideologies)-Types of mass media- Theories of mass communication-Basic theories

Unit III Reporting

Quote reporting- Sports reporting, Science and technology reporting, Weather reporting, Investigative reporting

Unit IV Mechanics of Editing

What is editing- The editing department- Editorial loop-Style guides and check lists(MLA)- Proof reading, traditional methods, alternative methods: proof reading vs copyediting-Editing practice

Unit V Advertising (Concepts, Scope, Functions)

Role of advertising in marketing-Evaluation of advertising-Functions of advertising-Types of advertisements-Ethics in advertising-Current issues in advertising- Representations of women in advertisements, children in advertising

Book Prescribed:

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

References:

1. Parthasarathy Rangaswami. *Basic Journalism*. Laxmi Publications, 2000.
2. Hilliard Robert L. *Writing for Television and News Media*. Stamford, CT: Cengage Learning, 2015.
3. BN Ahuja. *Theory and Practice of Journalism*. Surjeet Publications, 2007.
4. Joshi, Uma. *Textbook of Mass Communication and Media*. Anmol Publications, 2002.

Web Sources:

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

Mapping with Programme Outcomes:

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

S - Strong M - Medium

CORE XIII
TRANSLATIONSTUDIES

Course Objectives

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

Course Outcomes:

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

CO 1 - relish the art of translation - K5

CO 2 - acquire job opportunities in the realm of translation - K6

CO 3 - appreciate the literatures from the classical to the contemporary time -K5

CO 4 - familiarise with various types of translation and exercise it at ease -K1 and K2, K3

CO 5 - understand the nuances of other target languages using translation as a ladder - K4

Unit I

Anatomy of Translation Chapters 1-16

Unit II

Sophocles : Oedipus the King

Unit III

Rajam Krishnan : When the Kurinji Blooms

Bankim Chandra Chatterji : Anandamath

Unit IV

Prema Nanda Kumar : Translations of Bharathiyar Songs

1. In Praise of Tamil
2. Glory of Womanhood
3. Krishna My Guardian
4. The Kuyil

G.U.Pope : Thirukkural

1. Agriculture
2. Energy
3. Hearing
4. Investigation in Forming Friendships
5. Unsluggishness

Unit V

Practical Translation – A Brief Passage or Short Poem to be given for translation (English to Tamil, Tamil to English) and the problems in Translation identified

Books Prescribed:

1. Kanakaraj, S., and Kirubahar, J. Samuel. *Anatomy of Translation*. Prem Publishers, 2003 (revised ed.). Print.
2. Nandakumar, Prema. *Poems of Subramania Bharati*. Sahitya Akademi, 2004. Print.
3. Pope, G.U. *Thirukkural*. Sri Shenbaga Pathipagam, 2009. Print.
4. Krishnan, Rajam. *When the Kurinji Blooms*. Uma Narayanan (trans). Orient Black Swan, 2009. Print.
5. Chatterji, Bankim Chandra. *Anandamath*. Basanta Koomar Roy (trans). Orient Paperback, 2006. Print.
6. Sophocles. *Oedipus the King*. Simon and Schuster Paperbacks, 2009. Print.

References:

1. Bassnett, Susan. *Translation Studies* (Third Ed.). Routledge, 2003.
2. Nandakumar, Bharati Prema. *Makers of Indian Literature Series*. Sahitya Akademi, 1989. Kuhiwczak, Piotr, and Littau, Karr (Eds.). *A Companion to Translation Studies*. Orient Black Swan, 2011.
3. Bas, Susan, and Trivedi, Harish (Eds.). *Post-Colonial Translation Theory and Practice*. Routledge, 2000.
4. Perteghella, Manuela, and Loffredo, Eugenia (Eds.). *Translation and Creativity: Perspectives on Creative Writing and Translation Studies*. Continuum, 2006.
5. Landers, Clifford E. *Literary Translation: A Practical Guide*. Viva Books, 2011.
6. Pierre, Paul St-, and Kar, Prafulla C. (Eds.). *In Translation: Reflections, Refractions, Transformations*. Pencraft International, 2009.
7. Malmkjaer, Kirsten, and Windle, Kevin (Eds.). *The Oxford Handbook of Translation Studies*. Oxford University Press, 2011.
8. Anderman, Gunilla, and Rogers, Margaret (Eds.). *Translation Today: Trends and Perspectives*. Viva Books, 2011.
9. Gentzler, Edwin. *Contemporary Translation Theories* (Revised 2nd Ed.). Viva Books, 2010.

Web Sources:

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

Mapping with Programme Outcomes:

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

S - Strong M - Medium

**CORE XIV
POSTCOLONIAL STUDIES**

Course Objectives:

- To re-assess colonial histories and postcolonial literatures in all their complexity and diversity
- To promote awareness regarding post-colonial issues.
- To make the students aware of various cultures.

Course Outcomes:

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

- CO1-gain knowledge on histories, socio-politics, cultures and theoretical concepts displayed in Postcolonial context - K1
- CO2-realize the nerve of different postcolonial representations in the growing racial inequalities arising out of colonial occupation - K5
- CO3-attain the knowledge of various techniques of writings - K6
- CO4-understand the importance of the postcolonial discourse of the oppressed - K2
- CO5-distinguish the changing role of verbal representations of postcolonial Englishes and apply them in both creative and research writings - K3 & K4

Unit I

Introduction – Post-colonial Terms, Theories

Books Prescribed:

1. Key Concepts in post-colonial studies by Bill Ashcroft
2. The Empire Writes Back (Pp 1-36) by Bill Ashcroft, Gareth Griffiths, Helen Tiffin

Unit II Poetry

Detailed

Canadian	F. R. Scott	: The Canadian Authors Meet
Australian	David Campbell	: Speak with the Sun
New Zealand	David McKee Wright	: In Town
Africa	Roy Campbell	: Poets in Africa
Pakistan	G. Allana	: The Spectre is on the Move

Poetry Non Detailed

Scottish-	Andrew Lang	: Nightingale Weather
Welsh-	Enisy Davis	: A Song of Winter
Canadian-	Frederick George Scott	: In The Woods
Australian-	Henry Lawson	: Song of the Darling River
Africa-	Beatrice Marion Bromley	: Campfire

Unit III Prose

Detailed

George Woodcock : Away from Lost Worlds: Notes on the
Development of Canadian Literature

Martin Banham : Dramatists in English and the Traditional Nigerian
Theatre

Non Detailed

A. D. Hope : A Note on the Ballads

Unit IV Drama

Detailed

Wole Soyinka : Kongi's Harvest

Unit V Fiction

Jean Rhys : Wide Sargasso Sea
Doris Lessing : The Grass is Singing

Books Prescribed:

1. O'Donnell, Margaret J., ed. An Anthology of Commonwealth Verse. London: Blackie, 1963.
2. Walsh, William. Readings in Commonwealth Literature. Clarendon Press, 1973.

References:

1. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. Key Concepts in Post- colonial Studies. Psychology Press, 1998.
2. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-colonial Literatures. Routledge, 2003.
3. Iyengar, K R Srinivasa. Indian Writing in English. Sterling, 1985.
4. Narasimhaiah, Closepet Dasappa. Awakened Conscience: Studies in Commonwealth Literature. Humanities Press, 1978.

Mapping with Programme Outcomes:

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

S - Strong M - Medium

**CORE XV
PROJECT**

Course Objectives:

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

Course Outcomes:

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

- CO 1 - arrive at thesis statement without ambiguity- K1 and K2
- CO 2 - apply research mechanics without committing errors - K3
- CO 3 - exercise academic integrity in a systematic manner and avoid plagiarism - K3 and K4
- CO 4 - imbibe the significance of primary and secondary sources - K5
- CO 5 - learn the art of making references and widen the ability to research - K6

Instructions for Project:

1. Gibaldi, Joseph. *MLA Handbook*. 8th ed., The Modern Language Association of America. 2016.
2. Project must consist of maximum 40 pages

Evaluation:

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

Mapping with Programme Outcomes:

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

S - Strong M - Medium

SUPPORTIVE COURSE EFFECTIVE ENGLISH

Course Objectives:

- To make learners acquire listening and speaking skills in both formal and informal contexts.
- To help them develop their reading skills by familiarising them with different types of reading strategies.
- To equip them with writing skills needed for academic as well as workplace contexts.

Course Outcomes:

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

CO1- acquire knowledge in the significant aspects of language skills - K1

CO2- understand and make use of LSRW in both formal and informal contexts - K2

CO3- develop creativity in writing to meet the professional competencies – K4

CO4- technically sound in using spoken and written form of language at various occasions – K4

CO5- enhance soft skills like communication and other career skills – K3

Unit I Grammar and Enriching Vocabulary

Parts of Speech – Articles – Subject Verb Agreement – Tense Voice – Direct/ Indirect Speech – Tag – Degrees of Comparison – Sentence Patterns – Simple, Compound, Complex Sentences – Spotting Errors – Punctuation -- Missing Words –

Framing Sentence within Limited Characters (Letters)

Unit II LSRW

Introduction – Listening Skills – Speaking Skills – Reading Skills – Writing Skills – Comprehension Exercises – Audio and Video Practices

Unit III Essential Writing Practices

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

Unit IV Employability Skills

Soft Skills – An Introduction – Basic Communication Skills – Interview Skills – Presentation Skills – Group Discussion – Self Skills – Leadership Qualities

Unit V Technical Writing

Editing – Poster Making – Autobiographical Writing (Writing about one’s leisure time activities, Home town, etc) – Creative Writing – Flyers – Brochures – Advertisement – Newspaper Articles – Coherence and Cohesion in Writing

References:

1. Hariharan, et al. *Soft Skills*. Chennai: MJP Publishers, 2010.
2. Pillai, Radhakrishna G. *Spoken English for you*. Chennai: Emerald Publishers, 2014.
3. Pillai, Radhakrishna G. *Written English for you*. Chennai: Emerald Publishers, 2014. Print.
4. Abraham, T.C. *Effective Letter Writing*. New Delhi: Commonwealth Publishers, 2009.
5. George, Sebastian. *Business English*. New Delhi: Commonwealth Publishers.
6. Riordan, Daniel. G. *Technical Communication*. Boston: Cengage Learning. 2009.
7. Anderson, Paul. V. *Technical Communication: A Reader – Centered Approach*. Boston: Cengage Learning. 2010.
8. Raman, Meenakshi. et.al. *Technical Communication: Principles and Practice*. Chennai: Oxford University Press. 2004.
9. Rizvi, Ashraf. M. *Effective Technical Communication*. New Delhi: Tata McGraw Hill Pub. 2005.
10. Viswamohan, Aysha. *English for Technical Communication*. New Delhi: Tata McGraw Hill Pub. 2008.
11. N. Krishnasamy. *Modern English – A Book of Grammar, Usage and Composition*. New Delhi. Foundation Books Pvt. Ltd. 2006.

Mapping with Programme Outcomes:

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

S - Strong M - Medium

**SUPPORTIVE COURSE
ENGLISH FOR ENRICHMENT**

Course Objectives:

- To introduce students to significant short stories and plays of English literature.
- To familiarise students with different English themes and styles.
- To acquaint the students with various trends in English literature and to make the students aware of various socio, political and cultural issues dealt in it.

Course Outcomes:

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

- CO 1 Compute the aesthetic and literary sense of English literature (K 2)
- CO 2 Promote the extensive and intensive reading through short stories and plays (K 1)
- CO 3 Enhance the knowledge of grammar and its components (K 3)
- CO4 Energies the LSRW Skills (K 3 & K 4)
- CO5 Motivate to comprehend the different genres of literature (K 5)

UNIT I Grammar

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

UNIT II Written Skills

Composition – Précis Writing – Letter Writing – Email – Note Making – Comprehension – Dialogue Writing

UNIT III Poetry and Prose

Poetry

Robert Frost	:	Birches
William Wordsworth	:	Daffodils

Prose

A.G. Gardiner	:	All about a Dog
Charles Lamb	:	Ulysses and the Cyclops

UNIT IV One Act Play

Farrell Mitchell	:	The Best Laid Plans
A.A. Milne	:	The Boy Comes Home

UNIT V Short Story

Katherine Mansfield	:	A Cup of Tea
Joyce Cary	:	Growing Up

References:

1. Hariharan, et al. *Soft Skills*. MJP Publishers. New Delhi, 2010.
2. Pillai., G. Radhakrishna. *Spoken English for You*. Emerald Publishers, 1987.
3. Pillai., G. Radhakrishna. *Written English for You*. Emerald Publishers, 1987.
4. Abraham., T. C. *Effective Letter Writing*. CommonWealth Publishers, 2009.
5. George., Sebastian. *Business English*. CommonWealth Publishers, 2009.
6. Krishnasamy.,N. *Modern English – A Book of Grammar, Usage and Composition*. Macmillan India Limited. 2000.

Web Sources:

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

Mapping with Programme Outcomes:

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

S - Strong M - Medium

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

I Semester Core I British Literature I
(From the Age of Chaucer to the Age of Milton)

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A. ENGLISH LITERATURE
I Semester Core I British Literature I
(From the Age of Chaucer to the Age of Milton)
Model Question Paper

Time : 3 Hrs

Marks : 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. The Caroline Age represents the Age of -----
a. Milton b. Dryden c. Pope d. Johnson
2. The epic -----, a sample of Anglo-Saxon poetry has been preserved.
a. Cynewulf b. Beowulf c. Iliad d. Odyssey
3. Geoffrey Chaucer was born in the reign of -----
a. Edward I b. Edward II c. Edward III d. Edward IV
4. ----- became the first English printer to become one of the great forerunners of the intellectual revival of the sixteenth century.
a. William Tyndale b. Roger Ascham c. King Arthur d. William Caxton
5. In ----- the accession of Elizabeth took place.
a. 1557 b. 1555 c. 1556 d. 1558
6. Astrophel is an ----- on the death of Sir Philip Sidney.
a. ode b. hymn c. elegy d. dirge
7. John Lyly is known as the author of a prose romance entitled -----
a. *Euphemism* b. *Euphues* c. *Oedipus* d. *Endymion*
8. Henry VI comprises of ----- parts.
a. three b. two c. four d. five
9. 'Oh what **he** was, what is, and what must be'. **He** stands for -----
a. Milton b. Satan c. Adam d. Eve
10. ----- refers to Heaven's matchless king.
a. Milton b. Satan c. God d. Adam
11. The sweet grove of Daphne was situated on the banks of the river -----
a. Triton b. Nysa c. Hades d. Orontes
12. "Short -----: for long woes are to succeed"
a. happiness b. pleasures c. sadness d. joy
13. Was Chaucer a part of the pilgrimage to Canterbury?
a. Yes b. No c. not sure d. disagree
14. 'Sweet breathing ----- did softly play'
a. Anemoi b. Zephyrus c. Kaikiard d. Apeliotes
15. 'For love of Leda ----- did appear'
a. black b. silver c. whiter d. golden
16. *The Nightingale* is based on the classical myth of -----
a. Penelope b. Philomela c. Astrophel d. Stella
17. ----- said, 'It is the glory of a man to passé by an offence.'
a. Alexander b. Solomon c. Philip d. Henry
18. 'Revenge keeps his own wounds -----.'
a. blue b. white c. black d. green
19. "I'll be thy Jason, thou my golden fleece". Who says to whom?
a. Barabas to Calymath b. Calymath to Barabas c. Ithamore to Bellamira d. Bellamira to Ithamore
20. 'A **fair young maid** scarce fourteen years of age.' **Fair young maid** indicates -----
a. Abigail b. Bellamira c. Hydra d. Adonis

Section B

II. Answer any THREE of the following:

(3 X 5 = 15)

21. How Chaucer's *The Prologue to the Canterbury Tales* relevant to the current era?
22. Bacon's advice is for all ages – How does it impact now? Substantiate.
23. *The Jew of Malta* and *The Alchemist* teach morals for life. Explain
24. Literature from the age of Chaucer to the age of Milton opens innumerable vistas of classical mythology. Enumerate.
25. Prof. Shannon Miller remarks, "Milton remains incredibly relevant to us today." Do you agree? Why?

Section C

III. Answer the following:

(5 X 8 = 40)

26. a. Write a brief note on the age of Chaucer.
(or)
b. Characteristics of Shakespearean plays.
27. a. List down the speeches of Satan in Book IV of *Paradise Lost*.
(or)
b. Narrate the beautiful metaphors employed by the poet in *Prothalamion*.
28. a. Elucidate the qualities of Nightingale as portrayed by Sir Philip Sidney.
(or)
b. Explain the spiritual aspects in Henry Vaughan's *The Retreat*.
29. a. Summarize the essay "Of Revenge" with critical appreciation to the prose style.
(or)
b. Explain the demonstrations of Bacon in his essay "Of Ambition"
30. a. Critically analyze the play *The Alchemist* by explaining all the classical literary techniques in the plot.
(or)
b. Explain the influence of *The Jew of Malta* on other English plays.

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

I Semester Core II British Literature II
(From the Age of Dryden to the Romantic Age)

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A. ENGLISH LITERATURE

I Semester Core II British Literature II

(From the Age of Dryden to the Romantic Age)

Model Question Paper

Time : 3 Hrs

Marks : 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Age of Dryden is also known as -----
 - a. Age of Renaissance
 - b. Age of Restoration
 - c. Romantic Age
 - d. Victorian Age
2. In Macflecknoe Dryden satires on -----
 - a. Thomas Hardy
 - b. Alexander Pope
 - c. William D' Avenant
 - d. Thomas Shadwell
3. The rhyme scheme of Leech Gatherer is -----
 - a. ABABBCC
 - b. ABAABCC
 - c. ABAABBC
 - d. ABBABCC
4. How soon my Lucy's-----was run!
 - a. race
 - b. life
 - c. maze
 - d. sorrow
5. To whom the mariner utters "Sadder and wiser man" in Ancient Mariner?
 - a. Albatross
 - b. The Christ
 - c. Slimy Creatures
 - d. The Wedding Guest
6. Identify the literary device used in the given line *Of the Sunken Sun* -----
 - a. Metaphor
 - b. Metonymy
 - b. Alliteration
 - d. Personification
7. The urn recites "beauty is truth, truth beauty" to -----
 - a. The trees
 - b. Ugly people
 - c. To the speaker and all other humans that it meets

d. The images on the urn

8. How does the poet's repetition of the word but impact the meaning of the poem

a. it shows the speaker is changing her mind

b. it shows the reader might become confused

c. it shows there are opposing ideas in each stanzas

d. it shows that there is a conflict within the speaker

9. The Village School Master conveys -----

I. speaker's respect and admiration for his educator

II. the changes that occurred in rural communities

III. speaker's feeling about his wife

IV. the song in the sea

a. I, III and IV

b. II and IV

c. I and II

d. I and IV

10. The Poison Tree provides how to handle anger with both -----

a. a friend and an enemy

b. a friend and a lover

c. a friend and parents

d. a friend and a teacher

11. As fair art thou, my **bonie** lass, bonie refers to -----

a. ugly

b. danger

c. comfort

d. beautiful

12. In *When we Two Parted* speaker mourns not only the loss of a romantic relationship but also a -----

a. Sense of Belonging

b. Loss of Innocence

c. Sense of fear

d. Loss of Fear

13. "No flattering promises about the new year doing better for them" this line is taken from -----

a. Old China

b. In Praise of Chimney Sweepers

c. South Sea Houses

d. none of the above

14. In *Praise of Chimney Sweepers* "sassafras" refers to -----

a. a fragrant bark of American Tree

b. medicine

c. twig of a plant

d. fragrance of a flower

15. Sir Roger is a -----

- a. teacher
 - b. Cobbler
 - c. Landlord
 - d. peasant
16. Malapropism formed after Mrs. Malaprop Lydia's -----

- a. Languish
- b. behavior
- c. attire
- d. all the above

17. Identify the subtitle of *She Stoops to Conquer*

- a. Man of the Character
- b. Mistakes of the night
- c. What You Will
- d. A Pure Woman

18. Instead of killing Gulliver outright, the Lilliputians decide on which of the following punishments for Gulliver?

- a. exiling him
- b. blinding him and slowly starving him to death
- c. poisoning him
- d. cutting of his hands

19. With whom does Fanny fall in love?

- a. Edmund
- b. Sir Thomas
- c. Henry
- d. Yates

20. The central conflict in the novel, *Kennilworth* -----

- a. Tressilian and Varney
- b. Lambourne and Gosling
- c. Varney and Gosling
- d. Tressilian and Lambourne

Section B

II. Answer any THREE of the following:

(3 X 5 = 15)

21. Have you ever been happy enough that you felt you could live in that moment forever as John Keats?
22. What kind of role does family play in the development of an individual's character in *Mansfield Park*?
23. Was Coleridge considered to be a radical and a free-thinker? Justify
24. Justify the age of restoration with all its literary genres as the most appropriate evolution after Puritanical extravagance
25. What is so unique about the poetry of the romantic age and how the revival to nature was an inevitability?

Section C

III. Answer the following:

(5 X 8 = 40)

26.a. Explain the significance of drama in the Restoration period.

(Or)

b. Write an essay on Romantic Age. *Mac Flecknoe*

27.a. Explain the satiric perspectives of Dryden in

(Or)

b. How beauty has been portrayed by Keats in *Ode on Grecian Urn*.

28.a. Explain the views of Charles Lamb in the essay of 'Old China' and 'South Sea House'.

(Or)

b. Bring out the significance of Coverley papers through Sir Roger and the Club and *A Village Witch*.

29. a. Discuss the anti-sentimental elements in *The Rivals*.

(Or)

b. Justify the title *She Stoops to Conquer*

30.a. Elucidate the satirical elements in *Gulliver's Travel*

(Or)

b. Explain the theme of slavery in *Mansfield Park*

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

I Semester Core III British Literature III
(From the Victorian Age to the Modern Age)

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A. ENGLISH LITERATURE

I Semester Core III British Literature III

(From the Victorian Age to the Modern Age)

Model Question Paper

Time : 3 Hrs

Marks : 75

Section A

**I. Choose the correct answer:
20)**

(20 X 1 =

1. In which novel is the French Revolution used as background?

- a. *Vanity Fair* b. *Tess of the D'Urbervilles* c. *A Tale of Two Cities* d. *David Copperfield*

2. *The Midwich Cuckoos* and *The Outward Urge* are the works of-----

- a. John Wyndham b. Fred Hoyle c. Isaac Asimov d. H.G.Wells

3. Macquay was a-----

- a. Whig b. Tory c. Communist d. Baptist

4. "Unreal City Under the brown fog of a winter noon" the unreal city is-----

- a. France b. England c. Ireland d. India

5. -----was admired by Ezra Pound.

- a. T.S.Eliot b. Browning c. W.B.Yeats d. Auden

6. *Spiritus Mundi* is a term used by-----

- a.W.B.Yeats b. Browning c. Auden d. Tennyson

7. W.B.Yeats' philosophy is often explained through-----

- a. Images b. books c. paintings d. symbols

8. Browning is-----

- a. Obscure b. crystal – clear c. allusive d. absurd

9. -----wrote poetry with a noisy jazziness and gaiety.

- a. Browning b. Tennyson c. W.H.Auden d. Scott

10. For subject, Arnold is fond of-----

- a. Classical b. political c. religious d. romantic

11."Arnold got into his poetry what Tennyson and Browning scarcely needed (but absorbed anyway), the main march of mind of his time." said by -----

- a. Harold Bloom b. Wordsworth c. I.A. Richards d. G.B. Shaw
12. Thamos Carlye was also a-----
 a. Polemicist b. critic c. editor d. reviewer
13. In Greek mythology, Pygmalion refers -----
 a. Cupid b. Cyprus c. Illiad d. Odyssey
14. *Waiting for Godot* originally written in-----language.
 a. French b. English c. Greek d. Latin
15. Shaw awarded Nobel Prize for literature in-----
 a. 1925 b. 1928 c. 1930 d. 1932
16. Charles Dickens characters are-----
 a. Round b. flat c. horror d. real
17. *Far From the Maddening Crowd* is a novel of -----
 a. Tragic-Comedy b. Horror & Romance c. Suspense and Romantic d. Absurd
18. ---- is a pioneer to present the contemporary human dilemma in the novels.
 a. James Joyce b. Dickens c. Hardy d. P.G. Wodehouse
19. *The Moon Stone* is a -----
 a. Epistolary novel b. Novella c. short fiction d. serious novel
20. Stream of Consciousness technique and interior monologue in novels are used by-----
 a. Charles Dickens b. James Joyce c. Hardy d. Wilkie Collins

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

21. Subdivide the social and political developments of the 20th century England
22. Compute T.S. Eliot's technique of the cinematograph in his poems
23. Sketch out Matthew Arnold's concept of Grand Style.
24. Show how Shaw transforms the dialect of the English
25. Interpret that Hardy as a writer of tragic novels

Section C

III. Answer the following: (5 X 8 = 40)

- 26.a. Victorian Era is the Golden Age in the History of English Literature – Substantiate
 (OR)
 b. Elucidate the historical significance of the novels and the novelists
27. a. Discuss T.S. Eliot's Poetic techniques used in *The Waste Land*

(OR)

b. Determine the preoccupations of Auden in the poem *The Shield of Achilles*?

28. a. Discuss Arnold's Theory of Poetry

(OR)

b. Assess the title *The Hero as Poet*

29. a. Explain Shaw's representation of Pygmalion's artistry?

(OR)

b. *Waiting for Godot* is an absurd play – Justify

30. a. *Portrait of the Artist as a Young Man* is a Bildungsroman novel - Justify

(OR)

b. Bring out the classic attributes of the twentieth century in *The MoonStone*

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

I Semester Core IV American Literature

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

MA English Literature
I Semester Core IV American Literature
Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 =

20)

1. "Nothing Is Fair Or Good Alone"
a. O Captain! My Captain! b. Birches c. Annabel Lee d. Each and All
2. What is the definition of keel?
a. Materials for the ship b. Worker on the ship.
c. Frame supporting the bottom of the ship or boat d. Passenger of the ship.
3. What is one thing that the act of swinging might symbolize?
a. The importance of scientific truth
b. The desire to escape
c. The desire for radical political changes
d. The importance of understanding formal philosophy
4. Where did Annabel Lee's kinsmen shut her up in?
a. Closet b. Sepulchre c. Family home d. Prison
5. Sing we for love and idleness,
Naught else is worth the having.
a. An Immortality b. Annabel Lee c. At Melville's Tomb d. This is Just to Say
6. Crane depicts the ocean as a place of-----
a. Death b. Eventual resurrection c. Both a and b d. None of the above
7. "This is Just to Say" by William Carlos Willaims is a/an-----
a. Satire b. Ballad c. Epic d. Elegy
8. In "Self-Reliance," Emerson talks about how individuals should not conform to what?
a. The Ego b. The Church's Morals c. Societal Norms d. Their Intuition
9. What movement was born from the ideas of Emerson?
a. Stoicism b. Unitarianism c. Calvinism d. Transcendentalism
10. "A foolish consistency is the hobgoblin of little minds"?
a. Self-Reliance b. Nature c. Circles d. The Over-Soul
11. What is unavoidable condition of our humanity according to Thomas Wolfe?
a. Loneliness b. Friendship c. Pain d. Happiness
12. Before the guests come in, George warns Martha not to talk about-----

- a. Their dog b. Her father c. Their child d. His novel
13. What part of Nick's work does George hate and fear?
- a. Testing on animals b. Experiments in general
c. Atomic bomb building d. Genetic engineering
14. Why did Honey and Nick get married?
- a. They thought she was pregnant
b. Her father arranged the marriage
c. She is foreign and could not stay in the country without being married
d. They were drunk and did it on a whim
15. What is Jim Bayliss's profession?
- a. Research b. Medicine c. Law d. Manufacturing
16. Where is the setting of the play *All my Sons*?
- a. The Kellers' backyard and the Bayliss's backyard
b. The Kellers' backyard and the Bayliss's house
c. The Kellers' backyard and the manufacturing plant
d. The Kellers' backyard
17. Why does Rafael leave his post guarding the camp?
- a. He takes a nap on the pine needles of the forest floor
b. He grows bored and takes a walk
c. He leaves to trap two hares
d. He has to hide from low-flying enemy planes
18. What happens at the end of *For Whom the Bell Tolls*?
- a. The approaching lieutenant kills Robert Jordan
b. Robert Jordan kills the approaching lieutenant
c. Robert Jordan waits to shoot the approaching lieutenant
d. Robert Jordan passes out
19. How does Tom trick his friends into helping him whitewash the fence?
- a. He offers them marbles
b. He promises to go swimming with them when the job is done.
c. He tells them Aunt Polly wants them to help.
d. He convinces them that the job is fun
20. What is Jackson's Island?
- a. A small island in the middle of the Mississippi River
b. A tavern in town
c. An amusement park in St. Louis
d. The setting of Tom's favorite adventure book

Section B

II. Answer any THREE of the following:

(3 X 5 = 15)

21. Do you accept Emerson's concept "each and all"? Why?
22. Who is the most interesting writer among American Romantics? Why?
23. Is self-reliance a good thing? How?
24. What is wrong with the lifestyle portrayed in *Who is Afraid of Virginia Woolf*?
25. What kind of positivity you come across in Tom Sawyer?

Section C

III. Answer the following:

(5 X 8 = 40)

- 26 .a. Give an account of prolific writers of the American Romantic period.

Or

- b. What are the significant changes in American drama during twentieth century?
27. a. What is the main theme of *Annabel Lee* and what does it have to do with the ups and downs of love?

Or

- b. Critically examine the poem *At Melville's Tomb*.
28. a. How does Frost picture his view on change and reality of life in *Birches*?

Or

- b. What kind of existentialistic view is employed in *The God's Lonely Man*?
- 29.a. How does Albee portray 'illusion and reality' in *Who is Afraid of Virginia Woolf*?

Or

- b. The portrayal of American Dream in *All My Sons*- Discuss.
30. a. What are the themes and motifs of *The Adventures of Tom Sawyer*? - Discuss in detail.

Or

- b. Sketch the character

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

I Semester Elective I English for Employability

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A ENGLISH LITERATURE

I Semester Elective I English for Employability

Model Question Paper

Time: 3 hrs

Marks: 75

Section A

I. Choose the correct answer:
20)

(20 X 1 =

1. Gokul starts to run.
a. verb b. noun c. adverb d. pronoun
2. Manju is learning to study.
a. Isn't she? b. isn't he? c. isn't it? d. isn't they?
3. My mother is ----- honest woman.
a. a b. an c. the d. one
4. Krishna lives in the ----- house.
a. white b. empty c. stock d. rare
5. The powerful ----- resonating sound caught our attention.
a. . b. , c. ; d. !
6. This is a ----- of cake.
a. piece b. small c. huge d. green
7. One who studies the evolution of mankind -----
a. anthropologist b. chemist c. palmist d. tobacconist
8. When we get ready for dinner, I have to take my -----table
a. off b. from c. out d. of
9. Note-making is ----- active.
a. more b. less c. nothing d. something
10. Note-taking is a ----- process.
a. passive b. active c. plosive d. explosive
11. Precis writing is a-----
a. summarize b. explanation c. expose d. elaboration
12. Which letter contains certain norms to follow letter writing?
a. formal letter b. informal letter c. précis writing d. note making
13. Role play means -----
a. the act of imitating the character
b. the act of imitating the sound

- c. the act of imitating the tree
 - d. the act of imitating the navy
14. Picture discussion can bring out students' -----
- a. interest b. useless c. mind d. value
15. Reading passages within time limit is ----- method.
- a. effective b. effectiveness c. normal d. process
16. The teacher can know the student's ----- through the listening to 'Situation Based Dialogue.'
- a. presence of mind
 - b. presence of active
 - c. presence of behavior
 - d. presence of interest
17. A brochure is ----- paper document.
- a. informative b. formative c. layer d. length
18. Is/good/both/for/and/early/rising/old/adults.
- a. Early rising is good for both old and adults
 - b. Early rising is good both for old and adults
 - c. Early rising is for good both old and adults
 - d. Early rising is both good for old and adults
19. Coherence is something logical and makes sense as a -----
- a. whole b. few c. less d. big
20. Journal articles focus on the -----
- a. research b. review c. booklets d. paragraph

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

- 21. Explain the difference between nouns and noun phrases. Give examples.
- 22. Discuss the importance of homophones. Write examples.
- 23. Write an appropriate resume for joining in the marking company.
- 24. How you can expose your ideas after reading passages within time limit.
- 25. How you can prepare an attractive advertisement for a new jewel shop.

Section C

III. Answer the Following (5 X 8 = 40)

- 26. a. Explain the verbs and the tenses with one example.

Or

- b. Complete the sentences in reported speech.

1. John said, "I love this town."
2. "Don't be nasty," he said.
3. "Don't waste your money" she said.
4. "What have you decided to do?" she asked him.

27. a. Explain the degrees of comparison with examples.

Or

b. Fill up with correct verbs according to the subject

1. The piano as well as the pipe organ ----- to be tuned for the big concert.

HAS HAVE

2. The mayor together with his two brothers ----- going to be indicted for accepting bribes.

ARE IS

3. Neither of my two suitcases ----- adequate for this trip.

IS ARE

4. There ----- a list of committee members on the head table.

ARE IS

5. Everybody in the class ----- done the homework well in advance.

HAS HAVE

6. The jury ----- their seats in the courtroom.

TAKE TAKES

7. Neither the teacher nor the students' ----- to understand this assignment.

SEEM SEEMS

8. ----- either my father or my brothers made a down-payment on the house?

HAS HAVE

28. a. Expand the proverb "Time is Gold" with a story

Or

b. Write a paragraph about the news you read yesterday.

29. a. See the image and make a paragraph



Or

b. Write a dialogue imaging any situation

30. a. Prepare a brochure for your syllabus.

Or

b. Prepare a booklet for spoken English course

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

II Semester Core V Shakespeare I

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M A English Literature
II Semester Core V Shakespeare I

Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. What time is it when the play Hamlet starts?
 - a. Late at night
 - b. after dinner
 - c. noon
 - d. morning
2. How does Gertrude die?
 - a. Hamlet kills her with a poisoned sword
 - b. Laertes kills her with a poisoned sword
 - c. She kills herself by drowning
 - d. She drinks poisoned wine meant for Hamlet
3. What does Ophelia say about violets?
 - a. Violets stand for thoughts
 - b. Violets are her favourite flower
 - c. Violets stand for remembrance
 - d. The Violets died when her father died
4. Who is "Poor Yorick"?
 - a. Hamlet's servant, who is old and tired
 - b. The King's jester, now dead
 - c. Hamlet's grandfather, now dead
 - d. The gravedigger who is old and tired
5. As the funeral procession makes its way through the graveyard, Hamlet notices there are "maimed rites." What does that signify?
 - a. That the person who died was poor
 - b. That the person died by suicide
 - c. That the person who died was very old
 - d. That the person died from the plague
6. Where does Claudius want the body of Hamlet's first victim to be taken?
 - a. To the doctor
 - b. To the police
 - c. To the chapel
 - d. To the graveyard

7. What does Claudius ask Rosencrantz and Guildenstern to do, after learning that Hamlet has committed murder?
 - a. Protect Ophelia from Hamlet
 - b. Find Hamlet So the Guards can arrest him
 - c. Get the body from Hamlet
 - d. Protect Gertrude from Hamlet
8. What does Polonius ask Reynaldo to give to his son?
 - a. Money and written notes
 - b. Money
 - c. Clothes
 - d. Written notes
9. When Claudius finds out Hamlet has killed someone, what is he most worried about?
 - a. Whether a doctor can help Hamlet get better
 - b. Whether the murder will affect his power and ability to rule
 - c. Whether Hamlet will try to kill
 - d. Whether Hamlet should stand trial
10. After watching the players give a speech about Hecuba and Priam, what does Hamlet say impresses him the most?
 - a. How quickly they can learn new lines in a script
 - b. How much emotion they are able to summon up for a performance
 - c. How confident they are in their performances
 - d. How intelligent they are
11. Which character is late for Katherine and Petruchio's wedding?
 - a. Petruchio
 - b. Biondello
 - c. The pedant
 - d. Batista
12. How are Bianca and Kate related?
 - a. They are cousins
 - b. Bianca is Kate's daughter
 - c. Kate is Bianca's niece
 - d. They are sisters
13. Whom does Hortensio marry?
 - a. Bianca
 - b. Kate
 - c. A wealthy widow
 - d. No one
14. Why does Petruchio agree to marry Kate?
 - a. He wants her father's money
 - b. He likes her personality
 - c. He desperately lonely
 - d. He is drunk
15. Does Petruchio give it to her?
 - a. Yes
 - b. No
 - c. Yes, but for a price
 - d. Biondello gives it to her
16. What is a "shrew," as defined by this play?
 - a. A burrowing culture that often ruined Italian garden

- b. A chauvinistic and overbearing man
 - c. An ill-tempered and disobedient Woman
 - d. An old man who tries to marry a young girl
17. How does Tranio trick the pedant?
- a. He tells him that Pedants are illegal in Padua.
 - b. He tells him that Padua and Mantua are at war
 - c. He tells him that his twin brothers has robbed St. Christopher's
 - d. He tells him that his daughter is dressing as a man
18. Who pretends to be Lucentio's father?
- a. Baptista b. The Pedant c. Biondello d. Vincentio
19. What is Christopher Sly's profession?
- a. Tinker b. Tailor c. Solider d. Spy
20. Where is most of the play *Taming of the Shrew* set?
- a. Padua b. Verona c. Venice d. Warwickshire

Section B

II. Answer any three of the following: **(3 X 5 = 15)**

- 21. If you are in Hamlet's situation how will you manage it?
- 22. Do you think Petruchio's treatment of Kate is right? Why?
- 23. Richard is often said to be an "unkingly" ruler. Discuss.
- 24. What is your perception on youth and beauty?
- 25. According to you what aspects of love are explored *A Midsummer Night's Dream*?

Section C

II. Answer the following: **(5 X 8 = 40)**

26. a. Importance of the play within the play in *Hamlet*.

Or

- b. Hamlet as a Shakespearean tragic hero.

27. a. Sketch the characters of i) Claudius ii) Gertrude.

Or

- b. Humour as observed in the famous gravediggers' scene.

28. a. Compare and contrast the characters of Petrucio and Lucentio.

Or

- b. Do you think the portrayal of women is right in *The Taming of the Shrew*? Why?

29.a. Who is the real protagonist of *Richard II*? Why?

Or

b. Bring out the significance of Shakespearean characterisation, with reference to *Richard II*?

30.a. Critically analyse the themes of Shakespearean Sonnets prescribed for you?

Or

b. How does the theme of love is portrayed in the play *A Midsummer Night's Dream*? – Discuss.

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

II Semester Core VI Indian Writing in English

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A. ENGLISH LITERATURE
II Semester Core VI Indian Writing in English
Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. In 'Days In New York', Shiv K. Kumar tells that
 - I. one can be happy in India as rules don't abide by the law
 - II. one can be happy in India without rules
 - III. one has the right to do as one likes
 - IV. all the above

a. I and II b. I and III c. IV d. II and III
2. "On Killing A Tree" is a/an-----
 - a. romantic poem b. philosophical poem c. ironical poem d. none
3. The poet in "Fire Hymn" wandering with his-----nearby ghat.
 - a. Father b. mother c. son d. friend
4. The poem "Routine" is a face to face confrontation between----- and -----
 - a. Family and Neighbor
 - b. Teacher and Student
 - c. Policeman and Crowd Of Agitator
 - d. Father and Son
5. "The Queen's Rival" has a wispy plot drawn from-----
 - a. American legend b. British legend c. Persian legend d. Indian legend
6. In "summerwoods" Sarojini Naidu communicates her aversion to-----
 - a. pseudo-modernism b. modernism c. culture d. Rituals
7. That one look
Showed the progress of the world,
Showed the immense distance between the world
And the greatest of its ----- (Lines from *The Immortal Friend*)
Find out the missing word here
 - a. Teacher b. Lover c. Friend d. God
8. In "From Exile" the poet is engaged in a conversation with the well known-----Ravi Shankar in a basement flat.
 - a. Actor b. Teacher c. Doctor d. Musician
9. What the age of cousin mentioned in *Looking for Cousin on a Swing*

- a. 6 or 7 b. 4 or 5 c. 8 or 9 d. 10 or 11
10. Nehru's Autobiography was written when he was in-----
 a. Prison b. Himalayas c. Mumbai d. Tour
11. "His bill was heavy, and as he was besides by no means noted for his punctuality, even two to three dozen shirts and collars proved insufficient for me" Gandhiji is talking about whom in the given lines.
 a. Washer man b. Milk man c. Paper man d. Physician
12. Name the research centre in the chapter Creation
 a. Langley Research Center, NASA b. prombley center ,NASA
 c. Scrutiny centre, NASA d. Kalam research centre, NASA
13. -----wrote preface to *The Post Office*
 a. T.S. Eliot b. W.B. Yeats c. Sarojini Naidu d. Bama
14. *The Post Office* was published in the year-----
 a. 1912 b. 1913 c. 1914 d. 1915
15. What does Kapila see in the doorway?
 a. A bird with two heads b. two friends c. two lions d. snake with two head
16. What does Hayavadana mean?
 a. man with the face of a lion b. man with the face of a horse
 c. man with the face of a bird d. man with the face of a pig
17. What town is the primary setting for the novel *A God of Small Things*?
 a. Kottayam b. New Delhi c. Ayemenem d. Cochin
18. What incident serves as the focal point for the rest of the story in *A God of Small Things*?
 a. Estha's leaving Ayemenem b. Sophie Mol's death
 c. Chacko's divorce d. Rahel's return to Ayemenem
19. How did Balram learn about China?
 a. from the Internet b. from a book
 c. from government propaganda d. from Vitiligo-Lips
20. The central character of *The Dark Room* is -----

- a. Savitri b. Kamala c. Sumathi d. Babu

Section B

II. Answer any THREE of the following:

(3 X 5 = 15)

21. What if the 'the transposed heads' are not transposed in *Hayavadana*. Describe.
22. Imagine Balram was from high class society, narrate your own story.
23. Keep a model of "Immortal Friend" write a poem on your Friend.
24. Write a poem on the importance of trees
25. How beautiful the world of Amal is?

Section C

III. Answer the following:

(5 X 8 = 40)

26. a. Write an essay on the impact of Gandhian thoughts in Indian fiction

Or

- b. How do Indian English plays reflect upon contemporary issues?

27. a. Explain the ecological concern of Geiv Patel with reference to his poem "On Killing a Tree"

Or

- b. Write a brief note on *The Immortal Friend*

28. a. What does Swami Vivekananda emphasize on work and its secret?

Or

- b. Write on the childhood experience of Abdul Kalam.

29. a. Explain the quest for identity in the play *Hayavadana*.

Or

- b. Sketch the character of Tara

30. a. Bring out the subaltern testimonial features in the novel *Sangathi*

Or

- b. Narrate the feminist voice in *A God of Small Things*.

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

II Semester Core VII Language and Linguistics

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A ENGLISH LITERATURE

II Semester Core VII Language and Linguistics

Model Question Paper

Time: 3 hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Which of the following statements is true?
 - a. Human Language can only be taught to an ape by an human.
 - b. Apes' language meets all of the criteria for human language.
 - c. Apes can communicate with language at year 7 reading level.
 - d. It is not clear if Apes perceive the symbols and signs as words in the sense that humans do.
2. The linguistic symbols and the order they are used in within a sentence is referred to as
 - a. Deep Structure b. Surface Structure c. Semantics d. Language
3. The idea that speech reflects some mystical resonance or harmony connected with things in the world is-----
 - a. The yo-he-ho theory
 - b. The ding-dong theory
 - c. The pooh-pooh theory
 - d. The bow-wow theory
4. Which of the following languages do not belong to the Celtic language group?
 - a. Catalan b. Welsh c. Irish Gaelic d. Manx
5. What English Bible translation, also known as "Cromwell's Bible," was the first English Bible authorized for public use in Churches?
 - a. The King James Bible
 - b. The Great Bible
 - c. The Revised Standard Version
 - d. The New International Version

6. What was the first complete, English, Catholic Bible translation made from the original languages?
 - a. The New Revised Standard Version
 - b. The Jerusalem Bible
 - c. The New American Bible
 - d. The New King James Version
7. Which words can be assigned to the period of continental borrowing?
 - a. That were recorded before the 12th century
 - b. That were recorded before the 10th century
 - c. That were recorded before the 14th century
 - d. That were recorded before the 8th century
8. A feeling of curiosity or uncertainty about the outcome of events in the literary work is
 - a. suspense b. conflict c. dialect d. genre
9. Johnson used the making of dictionaries as an example of an activity that could be described by which entry -----
 - a. Dull b. delightful c. Arduous d. Endless
10. What is the study of a language and languages?
 - a. Phonetics b. Syntax c. Linguistics d. Semantics
11. Phonetics is the study of the sounds of language. What do we call to these sounds?
 - a. Morphemes b. Phonemes c. Syntax d. Sounds
12. Denotation is a word's-----
 - a. Literal, Dictionary definition
 - b. Emotional meaning
 - c. Synonym
 - d. Antonym
13. Connotation is a word's-----
 - a. Literal, Dictionary definition
 - b. Emotional meaning
 - c. Synonym
 - d. Antonym

14. What is the ideational function of a language?
 - a. To express identity
 - b. To communicate meaning
 - c. To make jokes
 - d. To express emotions
15. What is semiotics?
 - a. The study of human communication
 - b. The study of memory
 - c. The study of spelling
 - d. The study of grammar
16. Which of these terms refers to the study of speech sounds of a given language and their function within the sound system of that language?
 - a. Phonetics b. Phonology c. Syntax d. Morphology
17. Which of these is the study of meaning of words, and the development of the meaning of words?
 - a. Morphemics b. Phonetics c. Semantics d. Syntax
18. The Smallest unit of Meaning in Language is called-----
 - a. Morpheme b. Phoneme c. Word d. Sentence
19. The Smallest unit of Sound in Language is called-----
 - a. Morpheme b. Phoneme c. Word d. Sentence
20. How many Diphthongs are there-----
 - a.8 b.12 c.14 d.16

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

21. Write the characteristics Indo-European Family of Languages
22. Appreciate the influence of Latin in English
23. Explain Diphthongs with examples
24. Define Transformational Grammar
25. Tremendous growth of Dictionaries

Section C

III. Answer the following: (5 X 8 = 40)

26. a. Explain the various theories about the origin of language
Or
b. Briefly explain about Indo-European and Germanic family of languages
27. a. Shakespeare and Milton's language influence on Bible translation
Or

- b. Influence of other languages in English vocabulary
28. a. Brief note on the history of spelling and pronunciation
Or
b. Explain about the development of dictionaries and its importance
29. a. Explain about varieties of language with reference to dialect and
ideolect
Or
b. Briefly explain about traditional grammar
30. a. Draw the diagram of Organs of speech
Or
b. Briefly explain stress intonation with reference to linguistics

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

II Semester Elective II World Short Stories

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A. English Literature

II Semester Elective II World Short Stories

Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Ancient fables are today known as -----
a. Anecdote b. Aesop's fables c. Short stories d. Moral stories
2. Science Fiction and Fantasy Writers of America define short story length for Nebula Awards as -----
a. 5,000 words b. 6,000 words c. 7,500 words d. 10,000 words
3. Larger short stories are also called as-----
a. Fables b. Novellas c. Novels d. Prose
4. The father of the princess was a -----
a. King b. Barbarous King c. Foolish King d. Minister of the court
5. *The Fall of the House of Usher* was first published in -----
a. 1839 b. 1875 c. 1866 d. 1888
6. *The Chrysanthemums* is set in -----
a. Salinas Valley b. Mount Abu c. Lake of Isle d. Lake of Innsfree
7. *A Monkey's Paw* is a ----- story.
a. Horror b. Gothic c. Supernatural d. Fantasy
8. The narrator of 'The Model Millionaire' is -----
a. Erskine b. the friend of Erskine c. Oscar Wilde d. Laura Merton
9. Markheim was a ----- of the story.
a. Hero b. Villa c. Shopkeeper d. Ghost
10. Rosemary Fell invites Eleanor Smith, ----- young woman.
a. beautiful b. penniless c. worthless d. old
11. At last, the Verger became a successful -----
a. Tobacconist b. Business man c. Educationist d. Scholar
12. The narrator of *Boys and Girls* is -----

- a. Leird's father b. leird'd mother c. Leird's sister d. Unknown
13. Okeke's tears are compared to -----
 a. Rain drops b. Sea c. Flower d. Ocean
14. *A Glass of Tea* is one among the eleven short story collection called-----
 a. The Burnt One b. Flaws in the Glass c. Memoir d. Mirror
15. *Driftings* literally means-----
 a. a state of indecision b. Collision c. destruction d. happiness
16. *A Horse and Two Goats* talks about -----
 a. Dreams of Indians b. deprived economy of India
 c. invest of foreign economy d. poor India
17. *The Passenger* has ----- kids
 a. 2 b. 4 c. 5 d.6
18. *The Poison Cure* is a translated work of-----
 a. Kalki b. Anita Desai c. Mulk Raj Anand d. R.K.Narayan
19. *Karma* is a story of -----
 a. tragedy b. humor c. romance d. destiny
20. Kushwant Singh was also a-----
 a. Journalist b. Doctor c. Teacher d. Engineer

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

21. List out the differences of Short Story, Novella, fables and anecdotes
22. Analyze the reasons of the unpredictable conclusion of Frank R. Stockton
23. Sketch the mystics used by W.W. Jacobs
24. Classify the narrative style of Katherine Mansfield
25. Modify the climax of the story of *The Passenger*

Section C

III. Answer the following: (5 X 8 = 40)

26. a. Examine the origin and development of Short Story

(Or)

- b. Describe the characteristics of Short Story
27. a. Explain Edgar Allan Poe's gothic elements in *The Fall of the House of the Usher*
- (Or)
- b. Trace the feministic perspective in *The Chrysanthemums*
28. a. *Markheim* is a mirror of human consciousness. Examine.
- (Or)
- b. Categorize the plot of *A Cup of Tea*
29. a. Enumerate the gender disparity in *Boys and Girls*
- (Or)
- b. Explain the narrative techniques of Patrick White
30. a. *A Horse and Two Goats* reawakened the Indian culture. Do you agree? Why?
- (Or)
- b. Forecast the socialistic approach of Kalki in *The Poison Cure*

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

III Semester Core VIII Literary Theory

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M A English Literature
III Semester Core VIII Literary Theory
Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Who wrote Epistle to the Pisos?
a. Horace b. Plato c. Aristotle d. Socrates
2. The Essay of Dramatic Poesy is-----
a. Practical Criticism b. Moralistic Criticism
c. Legislative Criticism d. Formalistic Criticism
3. Name the critic who coined '*Tertium A Liquid*,' a complex state of poetic process, neither subject nor object.
a. William Wordsworth b. Samuel Taylor Coleridge c. Charles Lamb d. William Godwin
4. In I A Richards *Four Kinds of Meaning* in which section does he talk about the attitude of the reader upon the listener?
a. Sense b. Feeling c. Intention d. Tone
5. M H Abrams view of language is-----
a. Functional and Pragmatic b. Functional and Communicative
c. Functional and Significant d. Authentic and Reliable
6. What is the term employed to represent the joy and solace of audience by Bharatamuni's *On Natya and Rasa*?
a. *Aharya* b. *Rasa* c. *Harsa* d. *Angika*
7. Who put forth the statement 'The words of a poem, come out of a head not of a hat'?
a. Prof. Tom b. Prof. Harry c. Prof. Stoll d. Prof. John
8. The Essay *Four Kinds of Meaning* opens up with the quote by?
a. T S Eliot b. Charles Lamb c. William Hazlitt d. Leviathan
9. G K Bhatt's *Bharatha Natya Manjiri* was published in?
a. 1965 b. 1987 c. 1975 d. 1991
10. The----- is a joint lamentation of Chorus and Actor
a. Exode b. Commos c. Sorrow d. Pathos
11. What is the fourth kind of recognition Aristotle explains in *Poetics*?
a. objects b. Memory c. Incident d. reasoning
12. What are the two major functions of criticism in understanding the text according to Helen

Gardener?

- a. Judge and Praise b. Criticise and Judge c. Illuminate and Ellucidate d. praise and propogate
13. Which book among the following had been praised by Amir Khusrau in his essay “Multilingual Literary Criticism”?
- a. Dimnâ-Khalîlâ (Pancantara) b. Ramayana c. Bhagavath Gita d. Mahabharatha
14. In which ancient city of India Abu Ma’asir resided to acquire knowledge from the Brahmans?
- a. Bhuvaneshwar b. Varanasi c. Madurai d. Banaras
15. The New Crititics postulate a method of-----reading of the text
- a. Open b. Closed c. New d. Intertextual
16. According to whom no Charlatanism should be allowed to enter poetry?
- a. Matthew Arnold b. Virgina Woolf c. John Milton d. Mary Woolstonecraft
17. Who is the father of practical and impressopnistic criticism? Whom discovered the beauty in literary works?
- a. S. T. Coleridge b. T. S. Eliot c. M. H. Abrams d. I. A. Richards
18. What does the Greek word ‘*theoria*’ means?
- a. concept b. composition c. construction d. contemplation
19. Who praised Dryden as ‘Dryden found English of Brick, and left it of marble’?
- a. Wordsworth b. Milton c. Arnold d. Johnson
20. “He was alone the perfect singing God: his thoughts, words and deeds all sang together”- Who said this about P.B. Shelly?
- a. Dryden b. Mathew Arnold c. Swinburne d. Byron

Section B

II. Answer any THREE of the following:

(3 X 5 = 15)

21. Give a brief view of Aristotle’s Mimesis
22. Give a note on the romantic revival as theoretical revival to humanism
23. Take a poem of your choice of reputed poet and apply newcritical approaches to it
24. How does psychoanalysis help to understand some of Shakespearean characters?
25. How does postmodernism interplay as a cause of globalisation and emergence of pluralistic metanarration? Substantiate.

Section C

III. Answer the following:

(5 X 8 = 40)

- 26.a. Write on the multitude of political, social, and economic changes during the Romantic

Revolt

Or

- b. What was the attitude of the middle class to the working class social problems?
- 27.a. What is Catharsis? How does it work in the context of tragedy? What purpose does it serve?

Or

- b. According to Coleridge what is the “primary imagination”? What relationship does this term posit between the human and the divine?
- 28.a. “The arts in our store houses of recorded values and they help us equipped for realizing such ends, for its language is not scientific but emotive – Discuss

Or

- b. “Confusion between the poem and its origins” – Elaborate on Wimsatt’s statement.
- 29.a. Explain the vision of Helen Gardener in her essay “The Sceptre and the Torch”.

Or

- b. What are the essential features listed in the essay “The Deconstructive Angel” by M H Abrams.
30. a. Elucidate the features of dance, described by Bharata Muni

Or

- b. Write a detailed note on “Multilingual Literary Culture”

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

III Semester Core IX Shakespeare II

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M A English Literature
III Semester Core IX - Shakespeare II

Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Which answer is NOT one of the predictions made by the witches?
 - a. Macbeth would be the Thane of Glamis
 - b. Macbeth would be the King of Scotland
 - c. Macbeth would be the Thane of Cawdor
 - d. Macbeth would live happily ever after
2. What does Macbeth do to Macdonald after he defeats him?
 - a. Takes his family crest and title
 - b. Rips out his heart
 - c. Cuts off his head and places it on the battlements
 - d. He takes him prisoner and brings him to Duncan
3. What do Malcolm and Donalbain decide they will do when Duncan is murdered?
 - a. Kill Macbeth
 - b. Kill the bodyguards
 - c. Flee to England and Ireland
 - d. Avenge his death
4. Who will kill Banquo?
 - a. The three witches
 - b. Macbeth
 - c. Duncan's bodyguards
 - d. Two murderers
5. Antony and Cleopatra is categorized as a-----
 - a. Comedy
 - b. one of Shakespeare's "Roman play"
 - c. tragedy
 - d. both tragedy and one of Shakespeare's "Roman play"
6. Shakespeare's plays were performed at-----
 - a. both the Globe theater and the Blackfriars theater
 - b. the Globe theater
 - c. the Blackfriars theater
 - d. the Dionysia festival
7. A triumvir is-----
 - a. an Egyptian courtesan
 - b. one of the three members of the triumvirate, an alliance of powerful generals who rule Rome and all her territories
 - c. one of the three members of the triumvirate, an alliance of admirals who rule the Sicilian pirate fleet
 - d. Roman lieutenant
8. Octavius could best be described as-----

- a. weak and naïve b. loving but irrational
c. kind but deceitful d. ambitious and single-minded
9. Antony marries Octavius Caesar's sister because
- a. Lepidus will kill him otherwise
b. Cleopatra has been unfaithful, and he wants to make her jealous
c. she is beautiful
d. the alliance between Antony and Caesar must be sealed
10. Shakespeare wrote Cymbeline:
- a. late in his career b. early in his career
c. after his retirement d. in the middle of his career
11. What genre do most scholars believe that Cymbeline belongs to?
- a. Romance b. Tragedy c. History d. Comedy
12. Approximately when was Cymbeline written?
- a. 1590 b. 1610 c. 1595 d. 1600
13. What is in the vial Cornelius gives the Queen?
- a. medicine b. poison c. a harmless sleeping draught d. nothing
14. "Characters of Shakespeare's Plays" was written by-----
- a. William Hazlitt b. Thomas De Quincey
c. Wilson Knight d. A.C. Bradley
15. In Macbeth's hallucinations:
- a. Macbeth sees a dagger
b. Macbeth hears warning voices of sleepless days ahead of him as the murderer of King Duncan.
c. Macbeth sees Banquo's ghost at the post-coronation banquet
d. All the above
16. What prophecy does Banquo receive?
- a. He will be king b. He will be murdered by Macbeth
c. His sons will be King d. He will become the Thane of Glamis
17. The central theme of "Macbeth and Metaphysics of Evil" is-----
- a. Ambition of Macbeth b. The temptation and crime of Macbeth
c. Wrong judgments d. Procrastination
18. Shakespeare belongs to the-----
- a. Lord Chamberlain's Men b. The Admirals Men
c. Blackfriars d. None of the above
19. Shakespearean Groundlings were-----

a. Rich b. Poor c. Middle class d. All the above

20. The purpose of using courtly Fools or Jesters in Shakespeare's plays are-----

- a. Comic relief and laughter b. Fun and comic relief
c. Entertainment d. Wit and pointed satire

Section B

II. Answer any three of the following:

(3 X 5 = 15)

21. Do you think Macbeth as a man of ambition? How?
22. What is the character flaw of Antony according to you?
23. If you are given a chance how will you rewrite the plot of Cymbeline?
24. How did you feel when the knocking at the gate in Macbeth happens? Why?
25. If you could take on the role of one woman from Shakespeare's plays, who would it be? –
Explain.

Section C

III. Answer the following:

(5 X 8 = 40)

26. a. Sketch the character of Macduff.

Or

b. Sketch the character of Lady Macbeth.

27. a. How does Shakespeare present the personality of Antony as a fading ruler?

Or

b. Analyse the themes of *Antony and Cleopatra* in detail.

28. a. How does women are portrayed in the play Cymbeline?

Or

b. Sketch the character of Posthumus.

29. a. Substantiate the views of Hazlitt on the characters of Shakespeare.

Or

b. Analyse Wilson Knight's essay *Macbeth and Metaphysics of Evil*.

30. a. How does Shakespeare portray fools and clowns? Discuss.

Or

b. What are the conventions of Elizabethan Theatre represented by Shakespeare?

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

III Semester Core X Intensive study of an Author – Rabindranath Tagore

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

MA English Literature

Semester III Core X Intensive Study of an Author - Rabindranath Tagore

Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Tagore's pseudonym Bhānusiha means-----
a. Sun Lion b. Rising Star c. Devotee d. Tiger
2. Tagore won the Nobel Prize for Literature in the year-----
a. 1913 b. 1915 c. 1920 d. 1976
3. The subject of the *Gitanjali* is -----
a. devotion to God b. devotion to flower c. devotion to sun d. devotion to soul
4. Tagore's *Gitanjali* has been widely acclaimed in the West as an anthology of -----
a. mystic poems b. romantic poems c. prayer songs d. devotional poems
5. *Sadhana* is a collection of-----
a. Lectures by Tagore b. philosophical thoughts of Tagore
c. Memoir of Tagore d. Essays by Tagore
6. *Sadhana* is deeply indebted with the teachings of -----
a. Buddha and Upanishads b. Hindu mythology c. Jains d. Bhagavad Gita
7. *A Comedy in England* is a----- story.
a. Humorous b. funny c. moral story d. dark comedy
8. Tagore received the phone call from a-----
a. president of England b. Poet Laureate of England c. a poor blind lady d. a widow
9. Malini is the daughter of-----
a. Hindu King b. Buddha c. saint d. Jews
10. Brahmins are led by-----to banish Malini.
a. Kemankar b. Supriya c. Buddha Monk d. Head of the Brahmins
11. *Karna and Kunti* is a collection of Tagore's called----- in 1900.

- a. Kahini b. Sadhana c. Samaran d. Kanika
12. As you were crowned, the tears streamed from my eyes to rush towards you, to overflow your head is uttered by-----
- a. Karna b. Kunti c. Arjun d. Sun
13. *A Comedy in England* is a collection from-----
- a. My Reminiscences b. Sadhana c. Samalochana d. Chithipatra
14. 'The Renunciation' is taken from the collection-----
- a. the Hungry stones b. Kanishka c. Gora d. Sadhana
15. Kusum is the daughter of-----
- a. Sudra b. Brahmins c. Buddha d. Saint
16. The Renunciation is an attempt by Tagore to abolish-----
- a. Hindu beliefs b. customs c. Caste discrimination d. marriage autonomy
17. *The Wreck* is a translation of the -----novel.
- a. Bengali b. Hindi c. Tamil d. Marathi
18. *The Wreck* is originally titled as-----
- a. Naukadubi b. Prabasi c. Bharathi d. Gora
19. Rabindranath Tagore was born on -----
- a. 7th May, 1861 b. 9th May, 1892 c. 5th May 1860 d. 1ST May 1863
20. Tagore's first poem was first published in the-----
- a. Amrita Bazar Patrika b. Swedhisi c. The English Paper d. Bengali Patrika

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

21. Compare Tagore with any one of the post-modern writers
22. Generalise the theme of *Gitanjali*
23. Define the term "Self"
24. Investigate the plot emphasized in the play *Malini*
25. Solve the issues laid down by Tagore in *The Wreck*

Section C

III. Answer the following:

(5 X 8 = 40)

26. a. Compute the life of Rabindranath Tagore

Or

b. Relate *Gitanjali* with any one of the modern poems

27. a. Verify whether you realized your 'Self' after reading *Sadhana*

Or

b. Show the humorous element in *A Comedy in England*

28. a. Assess Malini's spirituality towards Buddhism

Or

b. Classify *Karna and Kunti* with *Mahabharatha*

29. a. Discuss the outcome of the short story *The Renunciation*

Or

b. Will you support Kusum? Why?

30. a. Evaluate the mistaken identity hidden in *The Wreck*.

Or

b. Create a new design for the theme of the novel *The Wreck*

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

III Semester Core XI Research Methodology

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M. A. English Literature
III Semester Core XI Research Methodology
Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. There are ----- types of research.
a. two b. three c. four d. five
2. By undertaking research, one wishes to -----
a. to explore an idea b. probe an issue c. solve a problem d. all the above
3. Keeping record of sources that may be used for writing a research paper is called as -----
a. plagiarism b. working bibliography c. bibliography d. documentation
4. A single sentence that formulates both the topic and point of view is -----
a. linear statement b. parallel statement c. thesis statement d. none of the above
5. Review of literature involves -----
a. future research studies b. obsolete research studies c. historical research studies d. previous research studies
6. Primary sources include -----
a. original works b. summaries c. reviews d. abstracts
7. ----- research is typified by experimental studies in science based disciplines.
a. qualitative b. historical c. quantitative d. analytical
8. Qualitative research is characterised by ethnographic and ----- studies.
a. scientific b. historical c. geographical d. biological
9. Plagiarism constitutes ----- theft.
a. physical b. intellectual c. hypocritical d. political
10. A title such as Dr., Saint, or Sir is generally omitted in the works cited list.
a. disagree b. false c. not sure d. true
11. Primary texts are -----
a. italicised b. underlined c. bold d. lower case
12. PDF is -----
a. pages document format b. publisher document format c. portable document format d. portable dissertation file
13. The entire research paper must be in ----- space.
a. one b. double c. triple d. four
14. Sr. is the abbreviation for -----
a. Senior b. Senate Report c. Series d. Serene
15. There are ----- core elements.
a. five b. seven c. eight d. nine
16. The title of the container is normally italicised and is followed by -----
a. fullstop b. semicolon c. comma d. colon
17. Books are commonly issued in versions called -----
a. editions b. publications c. performances d. presentations
18. URL stands for -----
a. Uniform Resource Locator b. United Resource Locator c. Uniform Revised Locator d. United Revised Locator
19. In-text citation usually includes the ----- name
a. publisher's b. author's c. printer's d. researcher's
20. If a stanza break occurs in the quotation, mark it with ----- forward slashes.
a. four b. three c. two d. five

Section B

II. Answer any THREE of the following:

(3 X 5 = 15)

21. What is the significance of Research Methodology?
22. Plagiarism check has become mandatory. Why?

23. How documentation shapes the research paper?
24. Language and style are two important components for writing a research paper. Justify.
25. Write about ellipsis and its role in research writing.

Section C

III. Answer the following:

(5 X 8 = 40)

26.a. Define research. Why is it necessary?

Or

b. What are the various steps of conduct research?

27.a. What is the importance of review of literature in thesis writing?

Or

b. Write a note on the elements of qualitative research.

28.a. Briefly enumerate the key concepts of plagiarism

Or

b. Quotations and their significance

29.a. Briefly explain the form and components of a research proposal

Or

b. How should the format of the thesis be?

30. a. Importance of ellipsis, colon and semicolon in a research work.

Or

b. Discuss the need for Works Cited and Works Consulted and explain the salient points with examples.

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

III Semester Elective III Study of Genres: Autobiography and Biography

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A ENGLISH LITERATURE

III Semester Elective III Study of Genres: Autobiography and Biography

Model Question Paper

Time : 3 hrs

Marks : 75

Section – A

I.Choose the correct answer:

(20X1=20)

1. A biography is the ----- story of a person's life.
 - a. True b. Animated c. Developed d. Made up
2. Which maxim does Gandhi expressly recommend?
 - a. With God all things are possible
 - b. God knows your hearts
 - c. Hate the sin and not the sinner
 - d. Get down with something good
3. What does Satyagraha mean, according to Gandhi himself?
 - a. Truth firmness b. Soul force c. Truth power d. Mass Protest
4. Gandhi defines God as what?
 - a. Love b. Truth c. Peace d. Soul
5. What does Gandhi decide about the phrase "passive resistance"?
 - a. It can sound like a weapon of the weak
 - b. He prefers it over Satyagraha
 - c. It accurately describes the struggles he leads
 - d. It would make a good name for a Protest
6. Before he leaves for England, what does Gandhi vow not to touch?
 - a. Women, wine, and meat
 - b. Women, milk, and sugar
 - c. Women, caffeine, and gluten
 - d. Women, Wine and food
7. What was the title of Johnson's 1770 political pamphlet attacking the English radical, John Wilkes?
 - a. The False Alarm b. The False Dawn c. The False Identity d. The False Promise
8. In what year did Johnson publish his *Dictionary of the English Language*?
 - a. 1745 b. 1755 c. 1765 d. 1775

9. What pen name did Johnson use in a series of essays he wrote for the Universal Chronicle between 1758 and 1760?
 - a. The Commentator
 - b. The Idler
 - c. The inquisitor
 - d. The Spectator
10. Who played Johnson on in the *Blackadder the Third* episode, *Ink and Incapability*?
 - a. Tom baker
 - b. Robbie Coltrane
 - c. Billy Connolly
 - d. Rik Mayall
11. What was Johnson's father's profession?
 - a. Bookbinder
 - b. Book illustrator
 - c. Book marker
 - d. Book Seller
12. What was the title of the periodical published by Johnson from 1750 until 1752?
 - a. The Rambler
 - b. The Rover
 - c. The Traveler
 - d. The Wanderer
13. In 1775 Johnson published his account of a journey he and Boswell had made two years earlier to where?
 - a. France
 - b. Ireland
 - c. Scotland
 - d. Wales
14. What does Bailey experience in Chapter 21 that changes him drastically?
 - a. His First Arrest
 - b. His First Drug Use
 - c. His First Sexual Encounter
 - d. His First Murder
15. Who becomes a true father figure for Maya?
 - a. Bailey Jr.
 - b. Daddy Clidell
 - c. Grandfather Baxter
 - d. Bailey Sr.
16. What is Maya's mental state following the incident with Mr. Freeman?
 - a. She becomes Violent
 - b. She is mentally unstable
 - c. She becomes Outgoing
 - d. She remains distant
17. What now surprises Maya about Momma's move with them to San Fransisco?
 - a. Inability to Read
 - b. Ability to adapt
 - c. lack of education
 - d. Love for grandchildren
18. What does Delores do to Maya?
 - a. Shoots her
 - b. chokes her
 - c. Stabs her
 - d. Hits her in the head
19. Why does the dentist refuse to work on Maya's mouth?

- a. She is poor
- b. She is Black
- c. He hates Women
- d. She is Momma's Granddaughter

20. *A Bird in the House* is a -----

- a. Autobiography
- b. Semi autobiography
- c. Biography
- d. Short Story

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

- 21. What are the characteristics of an autobiography?
- 22. Discuss the roots of Gandhi's personal Philosophy
- 23. Why was Satyagraha so successful against the British?
- 24. What have you learnt through the prescribed biographies and autobiographies?
- 25. What impact does Gandhi's autobiography make in your life style?

Section C

III. Answer the following: (5 X 8 = 40)

26. a. Write an essay on any one Indian autobiography

Or

b. Briefly write about a few American biographers

27. a. Justify the title *My Experiments with Truth*

Or

b. *My Experiments with Truth* is a model autobiography for every Indian to follow a meaningful honest life. Discuss

28. a. What picture of Samuel Johnson does one acquire while reading the biography by James Boswell.

Or

b. Boswell's narrative technique of recording Dr. Johnson's words creates a new kind of biography in which a man's actual words become his legacy – Do you agree?

29. a. Do you agree that Maya Angelou has reached great heights by courageously facing hardships and difficulties in her younger days?

Or

b. Write an essay on the childhood memories of Maya Angelou with her grandmother

30. a. Sketch the character of Vaneesa Macleod

Or

b. The world of Vaneesa Macleod is a world of family love and conflict and of a girl's growing awareness of and passage into womanhood. Substantiate.

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

IV Semester Core XII Media Communication

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M.A ENGLISH LITERATURE
IV Semester Core XII Media Communication
Model Question Paper

Time: 3 hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Mass media means technology that is intended to reach a -----
 - a. High class audience
 - b. Low class audience
 - c. Young people
 - d. Mass audience
2. Mass Media can be ----- kinds of communication.
 - a. Written b. Spoken c. Both a and b d. None of the above
3. Which of the following is *not* a function of the media?
 - a. Socialization
 - b. Encouraging people to rally round the flag
 - c. Reporting the news
 - d. Providing a forum for political debate
4. What do newspapers that are affiliated with particular political parties practice?
 - a. Yellow journalism
 - b. Objective journalism
 - c. Partisan journalism
 - d. Interpretive journalism
5. Media theory refers to the complex of social-political-philosophical principles which organize ideas about the relationship between-----
 - a. Media and politics
 - b. Politics and politician
 - c. media and society
 - d. All the above
6. Cultivation theory examines the long-term effects of
 - a. Television b. Radio c. Telegrams d. Newspaper
7. The phrase "the media" began to be used in the -----
 - a. 1970s b.1950s c.1920s d. 1930s

8. What are the basic functions and roles of mass communication?
 - a. To Inform
 - b. To educate
 - c. To entertain
 - d. All the above
9. The assignment allotted to a newspaper reporter is called-----
 - a. Creed
 - b. Beat
 - c. Embargo
 - d. Feature
10. A journalist who is not attached with any newspaper is called-----
 - a. Retained
 - b. Correspondent
 - c. Free lancer
 - d. Stinger
11. A brief introduction of a photograph is called-----
 - a. Embargo
 - b. Outdoor broadcast
 - c. Caption
 - d. None
12. Which official is called the pilot of the newspaper?
 - a. The news editor
 - b. The reporter
 - c. The editor
 - d. None of these
13. What is a by line?
 - a. A railway track
 - b. Text written on line
 - c. Reporter's name printed with story
 - d. None
14. News appearing before the occurrence of an events is termed as -----
 - a. Curtain Raiser
 - b. Press Communique
 - c. Obituary
 - d. None of these
15. A large size headline across the entire page is called-----
 - a. Lead
 - b. Deck
 - c. Banner
 - d. None of the theses
16. When BBC was founded?
 - a. 1922
 - b. 1932
 - c. 1954
 - d. 1921
17. The communication based on purchased time of space is called-----
 - a. Publicity
 - b. Advertising
 - c. Propaganda
 - d. None
18. Banner Advertisement is a type of advertising related to-----
 - a. Outdoor Advertising
 - b. Interactive Advertising
 - c. Corporate Advertising
 - d. None of these
19. The function of mass media which relates to the provision of news is termed as-----
 - a. Surveillance
 - b) Transmission
 - c) Correlation
 - d) None of these
20. The individual or organization that initiates the advertising process, is called-----
 - a. The advertiser
 - b. The advertising agency
 - c. The director of advertising
 - d. None of these

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

21. Discuss the role of mass communication in society?
22. Discuss the main objectives of journalistic practices.
23. Ethical and legal considerations in global media environment.
24. Give a brief note on interpretative reporting.
25. What are the various news sources for contributing for writing a news story?

Section C

III. Answer the following: (5 X 8 = 40)

26. a. Explain how communication builds identity
Or
b. How does effective communication incorporate the basic elements of communication?
27. a. What is the role of media communication in the current scenario?
Or
b. What are the various media used for mass communication?
28. a. Explain WHAT formula in science reporting
Or
b. Who is a sports reporter? Explain his duties
29. a. Define the functions of editing department
Or
b. Why is proof reading so important?
30. a. Explain the various types of advertisement
Or
b. What are the different types of ethical issues in advertising?

PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE

IV Semester Core XIII Translation Studies

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M. A. English Literature
IV Semester Core XIII Translation Studies
Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. Translation is ----- thousand years old.
a. three b. four c. five d. six
2. The Bible was translated in the ----- century B.C.
a. third b. second c. sixth d. first
3. *After Babel* is written by -----
a. Edward Sapir b. George Steiner c. Peter Newmark d. Susan Bassnett
4. Eugene Nida defines translation as a -----
a. art b. art and science c. science d. history
5. -----, clarity and flexibility are the three qualities essential to all language learning processes.
a. association b. understanding c. concentration d. accuracy
6. Livius Andronicus translated *Odyssey* in about 240 B.C. into ----- verse form.
a. Latin b. Greek c. French d. German
7. ----- in 1612 produced the first translation of *Don Quixote*.
a. Eugene Nida b. Thomas Shelton c. George Chapman d. John Florio
8. Alexander Pope and ----- attempted to translate Homer into English verse.
a. Jonathan Swift b. Samuel Johnson c. Aphra Behn d. William Cowper
9. Edward Fitzgerald was the most famous translator of the ----- century.
a. nineteenth b. eighteenth c. seventeenth d. sixteenth
10. In his definition of translation equivalence, ----- distinguishes four types.
a. Jose Lambert b. James Holmes c. Anton Popovic d. Raymond Broeck
11. Eugene Nida distinguishes equivalence into ----- and dynamic.
a. informal b. formal c. secular d. linear
12. There are three basic types of signs such as indexical, ----- and conventional.
a. centripetal b. centrifugal c. linear d. iconic
13. ----- is often claimed as the greatest of all Greek tragedies.
a. *Oedipus at Colonus* b. *Oedipus the King* c. *Antigone* d. *Agamemnon*
14. Sophocles was born in -----

- a. Rome b. Barcelona c. Athens d. Dionysia
15. ----- means 'swollen footed'.
- a. Oedipus b. Antigone c. Ismene d. Creon
16. *When the Kurinji Blooms* is written by -----
- a. R.K.Narayan b. Raajam Krishnan c. Rajem Krishnan d. Rajam Krishnan
17. ----- was translated into English as *When the Kurinji Blooms*.
- a. *Uyirthen* b. *Kurinjithen* c. *Kurinjimalar* d. *Kurinjipoo*
18. 'Kaalai illamparuthi' represents the -----
- a. setting sun b. rising sun c. moon d. star
19. 'Kkelvi' means -----
- a. listening b. observing c. question d. answer
20. In 'Uukkamudaimai' Thiruvalluvar writes about -----
- a. folly b. ignorance c. energy d. laziness

Section B

II. Answer any THREE of the following: **(3 X 5 = 15)**

21. Given an opportunity which text would you translate? Why?
22. How does translation enhance one's vocabulary?
23. Through translation the cultural and social values of different states/countries are understood. Substantiate.
24. Which is interesting? Reading an original text or translated version? Why?
25. Through translation the unique qualities of the various classical works are spread worldwide. Enumerate with an example.

Section C

III. Answer the following: **(5 X 8 = 40)**

- 26 a. Write an essay about the history of translation
Or
 b. Briefly enumerate how the Bible can be translated
27. a. *Oedipus the King* as a Greek tragedy
Or
 b. Characteristics of Sophoclean tragedy

28. a. *When the Kurinji Blooms* is a subtle depiction of Badagas' life with an understanding of social issues gliding in the background. Do you agree?

Or

b. *Anandamath* is Bankim Chandra Chatterji's clarion call for Indian freedom movement. Discuss

29. a. Write an essay on the greatness of Tamil poet Bharathiyar as understood from the prescribed poems

Or

b. What are the advises of Thiruvalluvar in selecting a friend?

30. a. Choose either **ONE** translation from Group A or **ONE** essay from Group B.

Students should **NOT** opt for **BOTH** Group A and B.

Group A

i. Translate the following English passage into Tamil and write about the problems faced while translating.

Or

ii. Translate the following Tamil passage into English and identify the problems faced during translation

[OR]

Group B

iii. Write an essay on the nature of meaning and its categories

Or

iii. Characteristics of Greek tragedy with reference to Oedipus, the King

**PERIYAR UNIVERSITY
M.A. ENGLISH LITERATURE**

IV Semester Core XIV Post-colonial Studies

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Choose the correct answer

(20 x 1 = 20)

20 multiple choice questions with 4 choices

Section – B

II Answer any THREE of the following

(3 x 5 = 15)

(Open pattern)

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

Section – C

III Answer the following

(5 x 8 = 40)

(Either or pattern)

One question from each unit with internal choice

M A English Literature
IV Semester Core XIV Post-colonial Studies
Model Question Paper

Time: 3 Hrs

Marks: 75

Section A

I. Choose the correct answer:

(20 X 1 = 20)

1. According to F R Scott what are sweeter than cakes?

a. Parties b. Feeling c. Poem d. Poet

2. Which is the debut album of David Campbell?

a. Yesterday is Now b. Taking the Wheel c. The Swing Sessions d. Playful Girls

3. Who among the following won the Foys Prize?

a. Roy Campbell b. Wole Soyinka c. Edith Sitwell d. Roger Scruton

4. G Allana wrote the biography of-----

a. Fatima Jinnah b. Ghulam Jinnah c. Muhammad Ali Jinnah d. Huzur Varas

5. Name the Scottish poet who collected folk and fairy tales.

a. Enisy Davis b. Andrew Lang c. Henry Lawson d. F R Scott

6. *Kongi's Harvest* premiered first at Negro Arts Festival in-----

a. April 1966 b. May 1966 c. April 1986 d. April 1956

7. Name the king held in detention in the play *Kongi's Harvest*.

a. Segi b. Kongi c. Oba Dalola d. Lacunle

8. Along with the Nightingale's song which other bird is also seen in the poem *Nightingale*

Weather by Andrew Lang?

- a. Skylark b. Lark c. Raven d. Peacock
9. According to Andrew Lang, in which month does the moon lay low?
- a. February b. May c. August d. December
10. In the poem *In the Woods* by Frederick George Scott one sees Mother Earth -----
- a. Praying b. Dancing c. Singing d. Crying
11. According to Henry Lawson in the *Song of the Darling River* along with Death what else is seen everywhere?
- a. Life b. Destruction c. Kindness d. Ruin
12. Who is referred as “The 20th century’s greatest 18th century poet” in an American journal?
- a. A D Hope b. Wole Soyinka c. C J Dennis d. Norman Lindsay
13. *The Childhood of Jesus* is a novel by the nobel winning author-----
- a. J M Coetzee b. Bowe Bergdahl c. Wole Soyinka d. Ralph Bunche
14. The novel *Wide Sargossa Sea* is written as a prequel and response to-----
- a. *Mill on the Floss* b. *Villette* c. *Shirley* d. *Jane Eyre*
15. Henry Lawson can be categorised under-----
- a. Nature poet b. War poet c. Bush Poet d. Metaphysical
16. “The Crystal Spirit: A Study of Geroge Orwel” is a book by-----
- a. George Fetherling b. Peter Kropotkin c. Gabriel Pere d. George Woodcock
17. Name the author who coedited the literary magazine “Voorslag” with William Plomer and Laurens Van der Port?

- a. Beatrice Marion b. Roy Campbell c. T S Eliot d. Wyndham Lewis

18. *Faces of India: A Travel Narrative – 1964* is written by the Canadian author-----

- a. Yann Martel b. Robertson Davis c. Margaret Lawrence d. George Woodcock

19. Pick the Caribbean writer from the following.

- a. Jean Rhys b. Kate Grenville c. Alexis Wright d. Tim Winton

20. Through poems of Frederick George Scott are included by W D Lighthall in the anthology

- a. Songs of Innocence b. Dramatis Personae
c. Leaves of Grass d. Songs of the Great Dominion

Section B

II. Answer any THREE of the following: (3 X 5 = 15)

21. How Post-colonial studies help you to reflect upon the history of British India
22. Does the understanding of Subaltern Theory help you to understand the postcolonial women issues?
23. Do multicultural society and postcolonial understanding go hand and hand ?
24. What are the inclusive factors that decisively define postcolonial poetry? Elucidate.
25. How does Commonwealth Games help to entertain cultural tolerance?

Section C

III. Answer the following: (5 X 8 = 40)

26.a. Explain the term Diaspora and its importance.

(or)

b. Briefly explain the theory of multiculturalism.

27. a. How does F R Scott attacks former Canadian poetry.

(or)

b. What are all the symbols used by Andrew Lang in the poem “Nightingale Weather”.

28. a. Explain the emergence of Canadian Literature from the viewpoint of George Woodcock

(or)

b. Critically analyse the concept of Nigerian theatre with reference to Martin Banham

29. a. The role of Spirituality in *Kongi's Harvest*.

(or)

b. The Ogun Principle in Wole Soyinka's *Kongi's Harvest*

30. a. Justify the title *The Grass is Singing*

(or)

b. Theme of oppression of slavery and Entrapment in *Wide Sargossa Sea*.

PERIYAR UNIVERSITY

DEPARTMENT OF ENGLISH

II Semester Supportive Course Effective English

(Offered to other departments)

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Answer the Following

(5 x 5 = 25)

(Either or pattern)

One question from each unit with internal choice

Section – B

II Answer the Following

(5 x 10 = 50)

(Either or pattern)

One question from each unit with internal choice

Department of English

II Semester Supportive Course Effective English

(Offered to other departments)

Time: 3 Hrs

Model Question Paper

Marks: 75

Section A

I. Answer the Following

(5 X 5 = 25)

1. a. Write down the parts of Speech with two examples.

(or)

b. Write any five sentences of active voice and change them into passive voice

2. a. Bring out some points for effective style of writing

(or)

b. Write some tips to develop speaking skill.

3. a. Prepare a curriculum vitae to apply for the post of Project Assistant

(or)

b. Write an email to the funding agency about the delay of funds

4. a. Write about basic communication skills?

(or)

b. What are the qualities essential for a leader?

5. a. Write an autobiography on your school days

(or)

b. Prepare an advertisement for the year end sale.

Section B

II. Answer the Following

(5 X 10 = 50)

6. a. what is spotting error? Explain with some of the rules. Correct the following errors.

a. The cattle is grazing in the ground

b. Where is my trousers?

- c. The jury was divided in this case.
- d. One must finish his task in time
- e. It is one of the important day in my life.

(or)

b. What are the types of sentence pattern? Explain each pattern with two examples.

7. a. Explain the LSRW skills with suitable examples.

(or)

b. Comprehend the following passage and answer the questions.

I felt the wall of the tunnel shiver. The master alarm squealed through my earphones. Almost simultaneously, Jack yelled down to me that there was a warning light on. Fleeting but spectacular sights snapped into and out of view, the snow, the shower of debris, the moon, looming close and big, the dazzling sunshine for once unfiltered by layers of air. The last twelve hours before re-entry were particular bone-chilling. During this period, I had to go up in to command module. Even after the fiery re-entry splashing down in 810 water in south pacific, we could still see our frosty breath inside the command module.

1. The word 'Command Module' used twice in the given passage indicates perhaps that it deals with
 - a. an alarming journey
 - b. a commanding situation
 - c. a journey into outer space
 - d. a frightful battle.

2. Which one of the following reasons would one consider as more as possible for the warning lights to be on?
 - a. There was a shower of debris.
 - b. Jack was yelling.
 - c. A catastrophe was imminent.
 - d. none of the above

3. The statement that the dazzling sunshine was "for once unfiltered by layers of air" means
- a. that the sun was very hot
 - b. that there was no strong wind
 - c. that the air was unpolluted
 - d. none of above
4. Give a suitable title for the passage.
5. Write on your own the meaning of the passage.
8. a. Explain the differences of CV, Bio data and resume with examples.

(or)

- b. Write down the some of the steps to be followed in précis writing and

Read the following passage and answer the question given at the end:

Teaching is the noblest of professions. A teacher has a sacred duty to perform. It is he on whom rests the responsibility of moulding the character of young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These virtues are not easy to be imbibed. Only he who himself leads a life of simplicity, purity and rigid discipline can successfully cultivate these habits in his pupils. Besides a teacher always remain young. He may grow old in age, but not in spite. Perpetual contact with budding youths keeps him happy and cheerful. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him overcome his transient moods of despair.

9. a. Explain the Interview skills with an example.

(or)

- b. What are considered to be the life skills, explain with examples.

10. a. what is creative writing? Make a story of your own.

(or)

- b. Prepare a brochure of your institution.

PERIYAR UNIVERSITY

Department of English

III Semester Supportive Course English for Enrichment

(Offered to other departments)

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Answer the Following

(5 x 5 = 25)

(Either or pattern)

1. Short Notes from Unit I with internal choice
2. Short Notes from Unit II with internal choice
3. Annotation from Detailed portion of Unit III with internal choice
4. Short Notes from Unit IV with internal choice
5. Short Notes from Unit V with internal choice

Section – B

II Answer the Following

(5 x 10 = 50)

(Either or pattern)

One question from each unit with internal choice

Department of English
III Semester Supportive Course English for Enrichment
(Offered to other departments)

Time: 3 Hrs

Model Question Paper

Marks: 75

Section A

I. Answer the Following

(5 X 5 = 25)

1. a. Explain parts of speech with one example

(or)

b. Write down the sentence pattern with example.

2. a. Write a dialogue between two boys discussing their holiday plans.

(or)

b. Write a request letter for admission in the college.

3. a. Annotate the following

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;

(or)

b. The storm inside rose high. "Shameful"; "He's no better than a German";
"Why isn't he in the Army?"; "Call the police"; "Let's all report him"; "Let's
make him give us our fares back"; "Yes, that's it, let's make him give us
our fares back." For everybody was on the side of the lady and the dog.

4. a. Write a short note on the characters of the play *The Best Laid Plans*

(or)

b. Sketch the character Uncle James

5. a. Sketch the character Rosemary

(or)

b. What is the theme of the short story *Growing Up*.

Section B

II. Answer the Following

(5 X 10 = 50)

6. a. Explain simple, complex and compound sentences with examples.

(or)

b. Change the degree of comparison without changing the meaning.

1. Malacca is the oldest town in Malaysia.
2. Peter is cleverer than any other boy in the class.
3. Jupiter is the biggest of all planets.
4. Very few boys are as industrious as John.
5. India is the largest democracy in the world.
6. Shakespeare was greater than any other playwright.
7. Asoka was one of the greatest Indian kings.
8. Greenland is the largest island in the world.
9. Lead is heavier than any other metal.
10. Very few animals are as useful as the cow.

7. a. Make a précis writing for the following passage

Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.

(or)

b. Note making for the following passage.

The work of the heart can never be interrupted. The heart's job is to keep oxygen rich blood flowing through the body. All the body's cells need a constant supply of Oxygen, especially those in the brain. The brain cells like only four to five minutes after their oxygen is cut off, and death comes to the entire body. The heart is a specialized muscle that serves as a pump. This pump is divided into four chambers connected by tiny doors called valves. The chambers work to keep the blood flowing round the body in a circle.

At the end of each circuit, veins carry the blood to the right atrium, the first of the four chambers 2/5 oxygen by then is used up and it is on its way back to the lung to pick up a fresh supply and to give up the carbon dioxide it has accumulated. From the right atrium the blood flow through the tricuspid valve into the second chamber, the right ventricle.

The right ventricle contracts when it is filled, pushing the blood through the pulmonary artery, which leads to the lungs – in the lungs the blood gives up its carbon dioxide and picks up fresh oxygen. Then it travels to the third chamber the left atrium. When this chamber is filled it forces the blood through the valve to the left ventricle. From here it is pushed into a big blood vessel called aorta and sent round the body by way of arteries.

8 a. Write an essay on the poem *Birches*

(or)

b. Comment on Lamb's essay *Ulysses and the Cyclops*

9. a. Sum up the play *The Best Laid Plans*

(or)

b. Justify the title *The Boy Comes Home*

10. a. Analyse the story *A Cup of Tea*

(or)

b. Explain the significance of the title *Growing Up*