

PERIYAR UNIVERSITY
DEPARTMENT OF ENGLISH
SALEM 636 011



M.Phil. English

(Semester Pattern)

Under Choice Based Credit System
Outcome Based Education

Regulations and Syllabus

(Effective from the Academic Year 2018-2019 onwards)

DEPARTMENT OF ENGLISH

PERIYAR UNIVERSITY

SALEM – 11

M.PHIL 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 Objectives

To introduce the students to new areas of research.

To enable the students to master latest research methodology.

To prepare students to develop critical thinking.

To train students in the fundamentals of research and literary theory.

To edify students to be globally competent.

Programme Outcomes

PO1 Applying the skills and knowledge gained through this programme.

PO2 Enhancing an aesthetic appreciation for English literature.

PO3 Cultivating critical ability and appropriate methods to evaluate critically.

PO4 Learning how to implement the newer thrusts of knowledge obtained in research.

PO5 Acquiring specific knowledge in the specialised area of research in English literature.

Eligibility

Candidates who have qualified for M.A. English Degree of this University or any other University recognised by the Syndicate as equivalent thereto shall be eligible to register for the Degree of Master of Philosophy (M.Phil) in English and undergo the prescribed course of study in the department of this University.

Candidates who have qualified their M.A. English degree on or after 1st January 1991 shall be required to have obtained a minimum of 55% of marks in their respective post graduate degrees to become eligible to register for the Degree of Master of Philosophy (M.Phil) and undergo the prescribed course of study in an approved institution or department of this University.

However, for the candidates belonging to SC/ST community and those who have qualified for the M.A. English degree before 01.01.1991 the minimum eligibility marks shall be 50% in their Master's degree

Duration

The duration of M.Phil programme shall be one year, consisting of two semesters under choice based credit system from the commencement of the course.

Course of study

The course of the study for the degree shall consist of (a) Part I comprising three written papers according to the Syllabus prescribed from time to time (b) Part II Dissertation.

Part I shall consist of two Core papers – Course I Research Methodology, Course II Literary Approaches and one Elective paper - Course III Specialisation paper. Course III Specialisation paper consists of five Electives and students can select any one paper from the five. Dissertation shall be submitted through the University Departments.

Structure of the Course and Scheme of Examination

Semester	Course Paper Code	Title of the Paper	Exam Hours	Credits	Marks			
					CIA	UE	Total	
I	Core	Course I 18DMPEN01	Research Methodology	3	4	25	75	100
		Course II 18DMPEN02	Literary Approaches	3	4	25	75	100
	Elective	Course III 19DMPENE01	Drama	3	4	25	75	100
		19DMPENE02	Fiction					
		19DMPENE03	Poetry					
		19DMPENE04	Prose					
		19DMPENE05	World Literature					
II	Dissertation and Viva voce	Dissertation (150 Marks) viva voce (50 Marks)	-	12 (8+4)	Viva 50	150	200	
		Total	-	24	-	-	500	

Semester II Dissertation and Viva voce

The exact title of the Dissertation shall be intimated within one month after the completion of the written examination. Candidates shall submit the Dissertation to the University through the Supervisor and the Head of the department at the end of the year from the commencement of the programme which shall be valued by internal examiner (supervisor) and one external examiner appointed by the University from a panel of four names sent by the Supervisor through the Head of the Department at the time of submitting the dissertation.

The examiners who value the Dissertation shall report on the merit of candidates as Highly Commended (75 % and above) or Commended (50% and above and below 75%) Not Commended (below 50%)

If one examiner commends the Dissertation and other examiner does not commend, the Dissertation will be referred to a third examiner and the third valuation shall be final.

Submission or resubmission of the Dissertation will be allowed twice a year.

Viva Voce: Conducted by the Head of the Department along with the External and Internal Examiners

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

Evaluation

Components of Internal Assessment are:

Seminar / Assignment	10 marks
Tests	10 marks
Attendance	5 marks
Total	25 marks

Passing Minimum

A candidate shall be declared to have passed Course I, II, III of the examination, if he/she secures not less than 50% of the marks in each paper. A candidate shall be declared to have passed the M.Phil programme if his/her dissertation is at least commended.

All other candidates shall be declared to have failed in the examination.

Restriction in number of chances

No candidate shall be permitted to reappear for the written examination in any paper for more than two occasions or to resubmit a Dissertation more than once. Candidates shall have to qualify for the degree passing all the written papers and dissertation within a period of three years from the date of commencement of the course.

Conferment of Degree

No candidate shall be eligible for conferment of the M.Phil degree unless he / she is declared to have passed both the parts of the examination as per the Regulations.

Qualifications for persons conducting the M.Phil Programme

No teacher shall be recognised as a Supervisor unless he/she possesses a Ph.D degree or two years of PG teaching experience after qualifying for M.Phil degree.

Course I Research Methodology

Core - Code 18DMPEN01

4 Credits

Course Objectives

- To introduce the students to the basic concepts of research.
- To help the students write and structure their research dissertation in an academic professional style.
- To assist the students to systematically carry out a research project in literature.
- To introduce the students to the mechanics of writing.
- To enable students to document their research dissertation and papers in accordance with MLA style sheet.

Course Outcomes

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

CO1 - acquire knowledge of research - K1, K2

CO2 - cultivate the ability of writing dissertation effectively - K2, K3, K4

CO3 - become a competent researcher - K4, K5

CO4 - gain knowledge about core research methodology - K1, K2, K3

CO5 - prepare, organise and deliver oral and written presentation - K3, K4, K5

Unit I The Research Process

Research and Writing, Selecting a Topic, Using the Library, Conducting Research, Arriving at a Thesis Statement, Hypothesis, Compiling a Working Bibliography, Taking Notes, Outlining, Writing Drafts, Language and Style, Plagiarism.

Unit II The Mechanics of Writing

Names of Persons, Titles of Sources, Quotations, Numbers, Dates and Times, Abbreviations.

Unit III Review of Literature

Review of Literature, Research Approaches, Elements of Quantitative Studies, Elements of Qualitative Studies

Unit IV Format of the Thesis

General Format, Chapter and Page format.

Unit V Documentation

Core Elements, Works Cited, In-Text Citation, Citations in Forms Other than Print.

Texts Prescribed

1. Anderson, Jonathan, and Millicent Poole. Assignment and Thesis Writing. 4th ed., Wiley India, 2001.
2. MLA Handbook. 9th ed., Modern Language Association of America, 2021

References

1. Altick, Richard. The Art of Literary Research. Norton & Co., 1963.
2. Bateson. F. W. The Scholar-Critic: An Introduction to Literary Research. Routledge and Kegan Paul Books, 1972.
3. Gibaldi, Joseph. M L A Hand Book. 7th ed. New Delhi: The Modern Language Association of America 2009.
4. Hoffmann, Ann. Research for Writers. A and C Black Limited, 2004.
5. Manser Martin H. Guide to Style: An Essential Guide to the Basics of Writing Style. Viva Books, 2010.
6. Mounsey, Chris. Essays and Dissertations. Oxford University Press, 2010.
7. Rose, Jean. The Mature Student's Guide to Writing. Palgrave, 2001.
8. Swales, John M. Research Genres: Explorations and Applications. Cambridge University Press, 2005.
9. William Campbell. Form and Style in Thesis Writing. New York. Houghton Mifflin Company, 1978.
10. Williamson, Karp & Others. The Research Craft: An Introduction to Social Research Method. Scott Foresman & Co, 1982.

Mapping with Programme Outcomes

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

S-Strong M-Medium

Course II Literary Approaches

Core - Code 18DMPEN02

4 Credits

Course Objectives

- To introduce students to modern literary criticism and theory.
- To enable students to understand and appreciate the various approaches to literature.
- To train students to apply theories in research.
- To create an interface between reading theory and literary texts.
- To make the student an informed reader and critic.

Course Outcomes

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

CO1 - comprehend the evolution of various literary theories - K1, K2

CO2 - apply the theories learnt in their research work - K4, K5

CO3 - critically analyse the essence of the critical theories through the prescribed essays - K4, K5

CO4 - distinguish between theory and application - K3, K4

CO5 - develop critical thinking through the prescribed essays - K5

Unit I

Introduction to literary criticism – important definitions – archetypal criticism – deconstruction – dialogic criticism – discourse analysis – feminist criticism – Marxist criticism – new criticism – new historicism – phenomenology – poststructuralism – psychological and psychoanalytical criticism – reader response criticism – Russian formalism – structuralist criticism

Unit II

1. Poetry and Abstract Thought: Dancing and Walking - Paul Valery
2. The Four Kinds of Meaning - I. A. Richards

Unit III

1. Modern Fiction - Virginia Woolf
2. Why Write? - Jean Paul Sartre

Unit IV

1. The Archetypes of Literature - Northrop Frye
2. The Interpreter's Freud - Geoffrey Hartman

Unit V

1. Sorties – Helene Cixous
2. Feminist Criticism in the Wilderness - Elaine Showalter

Texts Prescribed

1. Abrams, M.H. Harphman Geoffrey. *A Handbook of Literary Terms*. New Delhi: Cleanage, 2007.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2009,
3. Lodge, David. *20th Century Literary Criticism: A Reader*. London: Longman, 1986.
4. Lodge, David, and Nigel Wood. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008. Print.

References

1. Habib, M.A.R. *Modern Literary Criticism and Theory*. New Delhi: Wiley India, 2008
2. Leitch, Vincent B *The Norton Anthology of Theory and Criticism*. W.W.Norton and Company, 2001.
3. Culler, Jonathan. *Literary Theory*. New Delhi: OUP, 2011.
4. Said, Edward. W. *Orientalism*. London: Vintage Books, 1979.
5. Showalter, Elaine. *Towards a Feminist Poetics*. *Twentieth Century Literary Theory*. Ed. K.M. Newton. London: Macmillan, 1988.
6. Sethuraman, V.S. *Contemporary Criticism: An Anthology*. S.G. Wasani for Macmillan India Limited, 1989.

Mapping with Programme Outcomes

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

S-Strong M-Medium

Course III Specialisation Paper
Elective - Drama - Code 19DMPENE01
4 Credits

Course Objectives

- To expose the students to the grandeur of drama.
- To inculcate in students the desire to study the components of drama that contribute to its grandeur.
- To encourage students to appreciate the dialogues in a drama.
- To initiate students to trace the various themes and techniques underlying a dramatic work.
- To expose students to relate dramatist's background with the background of the drama for a holistic understanding of the literary work as well as the age.

Course Outcomes

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

- CO1- understand the origin and development of drama through centuries - K1
- CO2 - understand the uniqueness of characterisation, themes, techniques and effectiveness of language in drama - K2
- CO3 - analyse and differentiate personalities in literature and life - K3
- CO4 - apply dramatic technique of handling people and relationship in the present context - K4
- CO5 - acquire skills like decision-making and problem-solving through drama - K4

Unit I

Origin of drama - characteristics of drama

Aeschylus: Agamemnon

Unit II

Langston Hughes: Soul Gone Home

Anton Chekov: The Anniversary

Unit III

John Vanbrugh: The Provoked Wife

Fritz Karinthy: The Refund

Unit IV

Girish Karnad: Wedding Album

Harold Pinter: The Dumb Waiter

Unit V

Nabaneeta Devson: Medea

Donn Byrne: The Professor

Text Prescribed for Unit I

Raju, Yadhava, B., et al., editors. *English for Better Performance*. Orient Blackswan, 2014.

pp.32,77,95,137,169,204

References

Hudson, William Henry. *An Outline History of English Literature*. B. I. Publication, 1981.

Rees, R.J. *English Literature: An Introduction to Foreign Reader*.

Pfister, Manfred. *The Theory and Analysis of Drama*. Cambridge University Press, 1993

Culpeper, Jonathan, Mick Short, and Peter Verdonk. *Exploring the Language of Drama: From Text to Context*. Routledge, 2006.

Pandey, Sudhakar, Freya Barua, and R K. Dhawan. *New Directions in Indian Drama*. Prestige Books International, 2012.

Ostrom, Elinor. *The Drama of the Commons*. National Academy Press, 2003.

Mapping with Programme Outcomes

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

S-Strong M-Medium

Course III Specialisation Paper
Elective - Fiction - Code 19DMPENE02
4 Credits

Course Objectives

- To introduce students to the creative world of fiction.
- To train students to trace the various backgrounds of a novel.
- To initiate students to study the characters in the novel and connect with life.
- To enable students to approach a novel by relating to various literary theories.
- To make students imbibe the various values envisioned in a novel.

Course Outcomes

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

CO1 - understand the historical, political, social, religious and artistic milieu in which the novelists wrote - K1, K2, K3

CO2 - identify the elements of fiction: plot, setting, character, theme, irony and argument - K3, K4

CO3 - enable the students to know the richness and variety of fiction across continents - K3, K4

CO4 - implant a sense of appreciation of the literary text - K3, K4

CO5 - articulate a critical position or interpretation - K5

Unit I

Alexandre Dumas: The Count of Monte Cristo

Wilkie Collins: The Woman in White

Unit II

Charles Dickens: Great Expectations

Leo Tolstoy: Anna Karenina

Unit III

Mark Twain: The Adventures of Huckleberry Finn

A.J.Cronin: The Citadel

Unit IV

R.K.Narayan: The English Teacher

Nevil Shute: Requiem for a Wren

Unit V

Gabriel Garcia Marquez: One Hundred Years of Solitude

Amitav Ghosh: Sea of Poppies

References

Cassuto, Leonard, et al., editors. *The Cambridge History of the American Novel*. Cambridge, 2011.

Damrosch, David. *How to Read World Literature*. Wiley-Blackwell, 2009.

Glover, David, and Scott McCracken, editors. *The Cambridge Companion to Popular Fiction*, Cambridge, 2012.

Hale, Dorothy J. editor. *The Novel: An Anthology of Criticism and Theory, 1900-2000*. Blackwell, 2006.

Reed, Daniel and Tim Horton, editors. *A Critical View of English Fiction and English Novel*, Dominant, 2010.

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	M	M	S
CO4	S	S	M	M	S
CO5	S	M	S	S	S

S-Strong M-Medium

Course III Specialisation Paper
Elective - Poetry - Code 19DMPENE03

Course Objectives

- To initiate students to appreciate poetry and its various composites.
- To enable students to study various literary techniques and devices that make up a poem.
- To foster the grandeur of poetry across the world among the students.
- To make students comprehend the meaning of a poem without any bias.
- To enable students to trace the historical significance of the poem and the poet which lead to further interpretations of the poem.

Course Outcomes

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

CO1 - build community, foster emotional resilience and to express themselves creatively - K1,K2

CO2 - paint sketches of their lives, using metaphor, imagery and symbolic language to describe painful experiences which they are not ready to share - K3

CO3 - view the complexities of the world in new ways and develop empathy and understanding from other points of view. Increases students' literacy, linguistic awareness and fosters social and emotional learning - K2

CO4 - seek an experience in an entirely new way. Students gain insight with new understanding and strength - K2

CO5 - play freely with words, rhythms and ideas. Promotes connections between students, encourages them to think differently from others - K5

Unit I

Edmund Spenser : Prothalamion

John Dryden : Mac Flecknoe

William Wordsworth : Ode to Duty

Unit II

Robert Browning : My Last Duchess

Alfred Lord Tennyson : Crossing the Bar

T.S. Eliot : Rhapsody on a Windy Night

Unit III

Robert Frost : Mending Wall

Walt Whitman : One's Self I Sing

Emily Dickinson : Success is Counted Sweetest

Unit IV

Margaret Atwood : Journey to the Interior

Gabriel Okara : The Mystic Drum

Edwin Thumboo : Ulysses by the Merlion

Unit V

Kamala Das : Spoiling the Name

Sarojini Naidu : Indian Weavers

Toru Dutt : Our Casuarina Tree

Text Prescribed

1. Anthology of Commonwealth Poetry - Ed by C. D. Narasimiah

References

Hopkins, David. *The Routledge Anthology of Poets on Poets: Poetic responses to English poetry from Chaucer to Yeats*. London and New York, 2003.

Fraistat, Neil. *The Poem and the Book Interpreting Collections of Romantic Poetry*. University of North Carolina Press, 2012.

Frost, Robert & Ken Mondschein. *A Collection of Poems by Robert Frost*. Canterbury Classics, 2019.

King, Bruce. *Modern Indian Poetry in English*. OUP India, 2004.

Gray, Richard. *A History of American Poetry*. Wiley Blackwell Publishers, 2015.

Mapping with Programme Outcomes

COs	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	M	S
CO 2	S	S	M	S	M
CO 3	S	M	S	M	S
CO 4	M	S	S	S	S
CO 5	S	M	S	M	S

S-Strong M-Medium

Course III Specialisation Paper
Elective - Prose - Code 19DMPENE04

Course Objectives

- To enable students to read and appreciate the prose works.
- To cultivate among students a sense of understanding in order to make them better human beings. by exposing them to prose works of various cultures.
- To inculcate intercultural competence, and the ability to engage effectively in regional, national, and global communities.
- To learn to write precisely with brevity.
- To familiarize students with the writers of prose.

Course Outcomes

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

CO1 - approach Prose texts in terms of genre and canon - K1, K2

CO2 - analyse various forms of discourses in prose writing - K4

CO3 - develop critical thinking in scholars - K5

CO4 - appreciate ambiguity and complexity in prose and articulate their own interpretations - K5

CO5 - apply the writing techniques of prose - K3

Unit I

E. M. Forster: “What I Believe”

Henry James, “The Art of Fiction”

George Orwell: “Politics of the English Language”

Unit II

William Faulkner: “Noble Prize Acceptance Speech”

Edgar Allen Poe- The Philosophy of Composition

Martin Luther King, Jr.: “I Have a Dream”

Unit III

Stephen Leacock: “How to Avoid Getting Married”

Annabel Crabb: “Stop at Nothing: The life and adventure of Malcolm Turnbull”

Chinua Achebe: “Novelists as a Teacher”

Unit IV (Postcolonial)

Amartya Sen	“An Argumentative Indian” (First Chapter)
Arundathi Roy:	“The Loneliness of Noam Chomsky”
A K Ramanujan:	“Is there an Indian way of Thinking?”

Unit V (Women)

Helene Cixous: “The Laugh of the Medusa”
Luce Irigaray: “The Mechanics of Fluids” from *This Sex Which is Not One*
Chimamanda Ngozi Adichie: “We Should All be Feminists”

Texts Prescribed

Ashcroft, Bill et al. *The Post-colonial Studies Reader*. Routledge, 1995.

Cixous, Helen. “The Laugh of the Medusa”. *Literary essay, translation published by 'Signs:*

Journal of Women in Culture and Society', Vol. 1, No. 4, pp. 875-893, The University of Chicago Press 1976.

Damrosch, David. *How to Read World Literature?* Wiley Blackwell, 2018.

Damrosch, David. *What is World Literature?* Princeton University Press, 2003.

Irigaray, Luce. *This Sex Which Is Not One*. Cornell University Press, 1985.

Ramanujan. A.K. and Vinay Dharwadker. Editor. *The Collected Essays of A. K. Ramanujan*. Oxford University Press, 2004.

References

Achebe, Chinua. *The Novelist as Teacher*

<http://mrhuman.weebly.com/uploads/2/1/5/1/21516316/thenovelistasteacher.pdf>

Leacock, Stephen. *How to Avoid Getting Married*. Online Literature <http://www.online-literature.com/stephen-leacock/literary-lapses/>

Roy, Arundathi. *The Lonliness of Noam Chomsky*. Outlook India

<https://www.outlookindia.com/website/story/the-loneliness-of-noam-chomsky/221290>

James, Henry. *The Art of Fiction*. <https://public.wsu.edu/~campbelld/amlit/artfiction.html>

Orwell, George. *Politics and the English Language*.

<https://personal.utdallas.edu/~aria/research/resources/orwell.pdf>

Faulkner, William. *Banquet Speech*. Noble Prize.

<https://www.nobelprize.org/prizes/literature/1949/faulkner/speech/>

Poe, Edgan Allan. *The Philosophy of Composition*. Eapoe.
<https://www.eapoe.org/works/essays/philcomp.htm>

King, Martin Luther. *I Have a Dream*. American Rhetoric.
<https://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

Crabb, Annabel. *Stop at Nothing: The Life and Adventures of Malcolm Turnbull*. Quarterly Essay.
<https://www.quarterlyessay.com.au/essay/2009/06/stop-at-nothing>

Ngozi Adichie, Chimamanda. *We should all be feminist*. TEDxEuston.
https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists/transcript.

Mapping with Programme Outcomes

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

S-Strong M-Medium

Course III Specialisation Paper

Elective - World Literature - Code 19DMPENE05

Course Objectives

- Aims to comprehend the writings from British Literature, American Literature, Commonwealth Literature and Indian Writing in English.
- To enable students to trace the origin and development of each kind of literature and translation available throughout the universe.
- To make students acquire knowledge about various genres such as Poetry, Short Story, Drama and Novel across the world.
- To expose students to different writers of different ages, different country and different genres.
- To make students familiarise with the translated World Classics in English.

Course Outcomes

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

CO1 - acquire perception of the whole gamut of World literature - K1, K2

CO2 - analyse the contemporary ideas in World literature - K4

CO3 - locate and represent subaltern voices through their own writings - K3

CO4 - assimilate practical knowledge of the identity crisis through the prescribed texts - K5

CO5 - demonstrate and compare the important similarities and differences between various literary forms, periods and histories in both Western and Non-Western Literatures - K5

Unit I British Literature

Origin and development of British Literature

Poetry:

1. Carol Ann Duffy's *Havisham*
2. Don Paterson *A Private Bottling*

Short Story: Bob Shaw *Light of Other Days*

Drama: Lucy Prebble *The Sugar Syndrome*

Novel: Julian Barnes *The Sense of an Ending*

Unit II American Literature

Origin and development of American Literature

Poetry:

1. Sherman Alexie *The Powwow at the End of the World*
2. Sharon Olds *Earliest Memory*

Short Story: Tobias Wolff *Bible*

Drama: Tom Shepherd *True West*

Novel: Walter Ellis Mosley *Devil in a Blue Dress*

Unit III Commonwealth Literature

Origin and development of Commonwealth Literature

Poetry:

- New Zealand** 1. Ivan Thomas Botham *Pen Meets Paper*
- Pakistan** 2. Fahmida Riaz *Karl Marx*

Short Story: **African Ghana**

Ama Ata Aidoo *No Sweetness Here*

Drama: **Canada**

James Reaney *The Three Desks*

Novel: **Australian**

Patrick White *The Solid Mandala*

Unit IV Indian Writing in English

Origin and development of Indian Writing in English

Poetry:

1. Sanjukta Desgupta *Lakshmi Unbound*
2. Amit Shankar Saha *Telescope*

Short Story: Prajwal Parajuly *The Gurkha's daughter*

Drama: Girish Karnad *Wedding Album*

Novel: Amitav Ghosh *Gun Island*

Unit V World Classics in Translation

Chapter I Introduction, Chapter III Kinds of Translation, Chapter VII Translation as Nation Building, Chapter IX Role of the Translator

[Susan Bassanett's *Translation Studies* 3rd ed]

Thirukkural – Chapter 40 Learning [G.U. Pope's Translation]

Homer's The Odyssey – Chapter IX Ulysses declares himself and begins his story – The Cicones, Lotophagi and Cyclopes [*The Odyssey* translated by Samuel Butler]

Short Story Leo Tolstoy "What Men Live By"

References

Bassanett, Susan. *Approaches to Translation*. Prentice Hall, 1988.

Bassanett, Susan and Harish Trivedi. *Postcolonial Translation: Theory and Practice*. Routledge Press.

Bassanett Susan and Lefevere Andre. *Translation, History and Culture*. Pinter Publishers, 1990.

Bassanett Susan and Lefevere Andre: *Constructing Cultures: Essays on Literary Translation*. Pinter Publishers, 1990

Bassanett Susan and Trivedi Harish: *Post-Colonial Translation*. Cromwell Press, 1998. Newmark Peter:

Danby, John F. *Elizabethan and Jacobean Poets*. London: Faber & Faber, 1970.

Downer, Alan S. ed. *American Drama and its Critics: A Collection of Critical Essays*. Chicago: Univ. Chicago Press, 1965.

Feidelson Jr. Charles and Paul Brodtkorb Jr. eds. *Interpretations of American Literature*. London: OUP, 1969.

Robertson, John Mackinson. *Elizabethan Literature*. London: William and Norgate, 1914.

Robinson, Ian. *Chaucer and the English Tradition*. London: OUP, 197

Richard Church. *The Growth of the English Novel*. London: Methuen, 1951.

R. J. Rees. *English Literature: An Introduction for Foreign Readers*. Macmillan, 1979.

Walsh, William. *Commonwealth Literature*. London: Oxford University Press. 1979.

Mapping of Programme Outcomes

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

S-Strong M-Medium

Periyar University
M.Phil. English
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

Periyar University
M. Phil. English Literature
Course I Research Methodology
Core - Code 18DMPEN01
Model Question Paper

Time: 3 Hrs

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Plagiarism

(or)

b. Hypothesis

2. a. Names of persons

(or)

b. Use of ellipsis

3. a. What is review of literature?

(or)

b. Research approaches

4. a. Margins and page numbers format

(or)

b. Heading and title format

5. a. In-Text Citations for two or more works by the same author

(or)

b. Core elements

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Explain the methods of compiling a working bibliography.

(or)

b. Write an essay on the language and style to be used in a thesis

7. a. Write an essay on the use of quotations with suitable examples.

(or)

b. Write an essay on the mechanics of writing.

8. a. Why review of literature is important for a thesis?

(or)

b. Explain the elements of qualitative studies

9. a. Why format is important for research?

(or)

b. Enumerate the characteristics of format with suitable illustrations

10. a. Briefly point out the features of documenting sources with suitable examples

(or)

b. Write an essay on citations in forms other than in print

Periyar University
M. Phil. English Literature
Course II Literary Approaches
Core - Code 18DMPEN02
Model Question Paper

Time: 3 Hrs

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Collective unconscious

(or)

b. New historicism

2. a. Poetry and dancing

(or)

b. Practical criticism according to I.A.Richards

3. a. Virginia Woolf on Russian writers

(or)

b. Collaboration between writer and reader

4. a. Myths

(or)

b. Free association

5. a. What is 'sorties'?

(or)

b. Women's language

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Marxist criticism

(or)

b. Russian Formalism

7. a. How does Paul Valery attempt to identify the special character and value of poetry?

(or)

b. Enumerate the key components emphasised by I.A.Richards in ‘The Four Kinds of Meaning’.

8. a. Outline the major concerns of Virginia Woolf’s ‘Modern Fiction’.

(or)

b. Jean Paul Sartre says “Writing is a certain way of wanting freedom; once you have begun, you are engaged, willy-nilly”. Justify.

9. a. Enumerate the salient features of ‘The Archetypes of Literature’ by Northrop Frye.

(or)

b. How does Geoffrey Hartman deconstruct Sigmund Freud’s analysis of dreams?

10. a. ‘Sorties’ portrays Helen Cixous as a radical feminist writer. Substantiate.

(or)

b. Outline the significant contributions of Elaine Showalter in the field of feminist criticism.

Periyar University
M. Phil. English Literature
Course III Specialisation Paper
Elective - Fiction - Code 19DMPENE02
Model Question Paper

Section A

I. Answer the following:

(5x5=25)

- 1.a. In *The Count of Monte Cristo*, in what ways do Monsieur Morrel and Abbé Faría represent father figures for Dantès?
Or
- b. Why is Fosco able to see Marian, despite her physical unattractiveness, as a “magnificent creature”?

- 2.a. What is Charles Dickens’ purpose for writing *Great Expectations*?
Or
- b. Explain the two main plotlines in *Anna Karenina*?

- 3.a. How is childhood treated as motif in *The Adventures of Huckleberry Finn*?
Or
- b. How does idealism fight with materialism in *The Citadel*?

- 4.a. What are the stages of life portrayed in *The English Teacher*?
Or
- b. Justify the title *Requiem for a Wren*.

- 5.a. Justify the role of Deeti in *Sea of Poppies*.
Or
- b. What is the recurrent theme in *One Hundred Years of Solitude*?

Section B

II. Answer the following:

(5x10=50)

- 6.a. Discuss the metamorphosis of Edmond Dantès from a handsome, naïve and idealistic young man into the sophisticated and aristocratic Count of Monte Cristo.
Or

- b. Laura is presented as an ideal of Victorian womanhood, obedient, respectful of social conventions, and willing to sacrifice her own wishes for others. How does her double, Anne Catherick, illuminate the dark side of that ideal?
- 7.a. Discuss the significance of the title of the novel *Great Expectations*.
- Or
- b. All happy families are alike, each unhappy family is unhappy in its own way. Elucidate.
- 8.a. How does the innocence of a youth depicted by Mark Twain in *The Adventures of Huckleberry Finn*?
- Or
- b. What is 'Citadel'? Why does it call so?
- 9.a. Sketch the character of Krishna in *The English Teacher*?
- Or
- b. How does the impact of war recorded in *Requiem for a Wren*?
- 10a. Narrate in detail how the story reveals that the Ibis was shipping opium to China?
- Or
- b. What is the significance of the title *One Hundred Years of Solitude*?