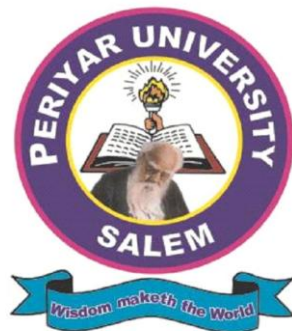


PERIYAR UNIVERSITY
SALEM — 636011

DEPARTMENT OF ENGLISH



M.A. ENGLISH
CHOICE BASED CREDIT SYSTEM
REGULATIONS / SYLLABUS

(Effective from the Academic Year 2015-2016 Onwards)

DEPARTMENT OF ENGLISH

PERIYAR UNIVERSITY

SALEM-11

REGULATIONS

1. 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.

2. 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.

3. 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.

4. 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.

5. 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	-	8 Credits
Project	-	5 Credits
Human Rights	-	2 Credits

Total		97 Credits

6. 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.

7. 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 97credits.

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.

8. 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.

9. RANKING

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

Common Course Structure under CBCS – MA English

Course		Sem – I			Sem – II			Sem – III			Sem – IV			Total Courses	Total Hours	Total Credits
		no	hr	cr	no	hr	cr	no	hr	cr	no	hr	cr			
Core	Theory	4	20	20	3	15	15	4	20	20	3	15	15	14	70	70
	Pract.															
	Project										1	10	5	1	10	5
Elect	Theory	1	4	4	1	4	4	1	4	4				3	12	12
	Supportive Course				1	4	4	1	4	4				2	8	8
	Compulsory Course Human Rights				1	-	-							1	-	2
Total		5	24	24	6	23	25	6	28	28	4	25	20	21	100	97

Paper Code	Subject	Paper Title	Hrs	Credit
I SEMESTER				
15ENGC01	Core I	British Literature I	5	5
15ENGC02	Core II	British Literature II	5	5
15ENGC03	Core III	British Literature III	5	5
15ENGC04	Core IV	American Literature	5	5
15ENGE01	Elective I	English for Career Advancement	4	4
II SEMESTER				
15ENGC05	Core V	Shakespeare I	5	5
15ENGC06	Core VI	Indian Writing in English	5	5
15ENGC07	Core VII	Language and Linguistics	5	5
15ENGE02	Elective II	World Short Stories	4	4
15ENGS01	Supportive Course	Effective English	4	4
06PHR01	Compulsory Course	Human Rights	-	2
III SEMESTER				
15ENGC08	Core VIII	Literary Theory	5	5
15ENGC09	Core IX	Shakespeare II	5	5
15ENGC10	Core X	Intensive Study of an Author – Rabindranath Tagore	5	5
15ENGC11	Core XI	Research Methodology	5	5
15ENGE03	Elective III	Study of Genres: Autobiography and Biography	4	4
15ENGS02	Supportive Course	English for Enrichment	4	4
IV SEMESTER				
15ENGC12	Core XII	Media Studies	5	5
15ENGC13	Core XIII	Translation Studies	5	5
15ENGC14	Core XIV	Post-colonial Studies	5	5
15ENGC15	Core XV	Project	10	5
		Total	100	97

PG SYLLABUS
2015 – 2016 Academic Year onwards
Choice Based Credit System

Core	:	XIV + 1 Project	=	XV
Elective	:			III
Supportive Course	:			2
Human Rights	:			I

Total				21

I M.A. ENGLISH

I SEMESTER

Core I	:	British Literature I
Core II	:	British Literature II
Core III	:	British Literature III
Core IV	:	American Literature
Elective I	:	English for Career Advancement

II SEMESTER

Core V	:	Shakespeare I
Core VI	:	Indian Writing in English
Core VII	:	Language and Linguistics
Elective II	:	World Short Stories
Supportive Course	:	Effective English
Compulsory Course	:	Human Rights

III SEMESTER

Core VIII	:	Literary Theory
Core IX	:	Shakespeare II
Core X	:	Intensive Study of an Author – Rabindranath Tagore
Core XI	:	Research Methodology
Elective III	:	Study of Genres: Autobiography and Biography
Supportive Course	:	English for Enrichment

IV SEMESTER

Core XII	:	Media Studies
Core XIII	:	Translation Studies
Core XIV	:	Post-colonial Studies
Core XV	:	Project

I SEMESTER

CORE I

BRITISH LITERATURE I

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

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.

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 (1st 16 paragraphs)

Unit V Drama**Detailed**

Christopher Marlowe : The Jew of Malta

Non Detailed

Ben Jonson : The Alchemist

Books Prescribed:

1. An Outline History of English Literature - William Henry Hudson
2. The Winged Word – Ed. by David Green

References:

1. A History of English Literature – Arthur Compton Rickett
2. A History of English Literature – Legouis and Cazamian
3. A Critical History of English Literature – David Daiches
4. A Short History of English Literature – G.Saintsbury

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

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.

Unit I

Introduction to the age of Dryden to the Romantic age

Unit II Poetry

Detailed

John Dryden	:	Macflecknoe Lines 1-150
William Wordsworth	:	1. The Leech Gatherer 2. Lines Written a Few Miles above Tintern Abbey
Samuel Taylor Coleridge	:	The Ancient Mariner
Percy Bysshe Shelley	:	Ode to the Skylark
John Keats	:	Ode to the Grecian Urn

Non Detailed

Alexander Pope	:	From An Epistle to Dr. Arbuthnot Lines 1-73
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

- | | | |
|--------------------|---|---------------------------|
| Addison and 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 | : | Emma |
| Sir Walter Scott | : | Kenilworth |

Books Prescribed:

1. An Outline History of English Literature - William Henry Hudson
2. The Winged Word – Ed. by David Green

References:

1. A History of English Literature – Arthur Compton Rickett
2. A History of English Literature – Legouis and Cazamian
3. A Critical History of English Literature – David Daiches
4. A Short History of English Literature – G.Saintsbury

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

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.

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 : The Apple Cart

Non Detailed

Samuel Beckett : Waiting for Godot

Unit IV 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
P.G.Wodehouse	:	Right Ho Jeeves

Books Prescribed:

1. An Outline History of English Literature - William Henry Hudson
2. The Winged Word – Ed. by David Green

References:

1. A History of English Literature – Arthur Compton Rickett
2. A History of English Literature – Legouis and Cazamian
3. A Critical History of English Literature – David Daiches
4. A Short History of English Literature – G.Saintsbury

CORE IV
AMERICAN LITERATURE

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.

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. American Literature of the Nineteenth Century – An Anthology Ed.by William J Fischer
2. An Anthology of American Literature 1890 – 1965 Ed. by Egbert S. Oliver

References:

1. The Oxford Companion to American Literature – James D. Hart
2. The Rise of the American Novel – Alexander Cowie

ELECTIVE PAPER I
ENGLISH FOR CAREER ADVANCEMENT

Objectives

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

UNIT I Grammar I

Nouns and Noun Phrases – Pronouns – Possessives and Determiners – ‘There’ and ‘It’ Sentences – Questions and Answers – Word Order – Adjectives and Adverbs – Conjunctions and Clauses – Articles – Voices – Direct and Indirect Speech – Verbs and Verb Forms – Verb Tenses and Aspects – Modals and Imperatives

Unit II Grammar II

Phrase – Clause – Subject Verb Agreement – Transformation of Sentences – Simple, Compound and Complex Sentences – Idioms – Degrees of Comparison – One Word Substitution – Homonyms – Homophones – Abbreviations

Unit III Writing Skills

Prepositions – Formal and Informal Letters – E-mails – Blogs – Note Making – Comprehension – Précis Writing – Expansion of the Proverbs – Planning a Paragraph – Tag Questions – Resume – Covering 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 – Format for Journals and Articles – Booklets – Minutes of the meeting – Jumbled Sentences – Writing a Review – Coherence and Cohesion in Writing

References:

1. Essential English Grammar (2nd & 3rd Ed) – Raymond Murphy
2. Oxford Guide to English Grammar – John Eastwood
3. Modern English – A Book of Grammar, Usage and Composition – N. Krishnasamy
4. Technical Writing for Success – Smith Worthington, Darlene and Sue Jefferson.
5. Technical Communication – Riordan, Daniel. G
6. Technical Communication: A Reader – Centered Approach – Anderson, Paul. V
7. Technical Communication: Principles and Practice – Raman, Meenakshi and Sangeetha Sharma
8. Effective Technical Communication – Rizvi, Ashraf. M
9. English for Technical Communication – Viswamohan, Aysha

II SEMESTER
CORE V
SHAKESPEARE I

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.

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. Shakespearean Tragedy – A.C.Bradley
2. Preface to Shakespeare – Samuel Johnson
3. Twentieth Century Interpretations of *Hamlet* – D.M.Bevington
4. New Critical Introductions to Shakespeare – C. Watts
5. Shakespeare's Comedies of Play – J.Dennis Huston
6. *Richard II: A Casebook* – Edna Zurick Boris
7. Shakespeare's History Plays – E.M.W.Tillyard
8. Shakespeare's Comedy of Love – Alexander Leggatt

CORE VI
INDIAN WRITING IN ENGLISH

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.

Unit I

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

Book Prescribed:

Indian Writing in English – K.R. Srinivasa Iyengar

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

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

Non Detailed

Abdul Kalam	:	From 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. The Golden Treasury of Indo Anglican Poetry – Ed. by V.K. Gokak
2. Ten Twentieth Century Indian Poets – Ed. by R. Parthasarathy
3. Indo-English Prose: A Selection – Ed. by C. Subbian

References:

1. Indian Writing in English – K.R.Srinivasa Iyengar
2. An Introduction to the Study of English Literature – K.R.Srinivasa Iyengar and
Prema Nandakumar
3. The Concept of Indian Literature – P.Lal

CORE VII

LANGUAGE AND LINGUISTICS

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.

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 - Standardising 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 (Form, 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

References:

1. The English Language – C.L. Wrenn
2. A History of English Language and Elements of Phonetics by Lalitha Ramamuthi. Chapters – 1,2,4,9,10,13,14.
3. A Textbook of English Phonetics for Indian Students – T.Balasubramanian

ELECTIVE II

WORLD SHORT STORIES

Objectives

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

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

II SEMESTER
SUPPORTIVE COURSE
EFFECTIVE ENGLISH

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.

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. Soft Skills – S. Hariharan, N. Sundarajan and S.P. Shanmugapriya. MJP Publishers
2. Spoken English for you – G. Radhakrishna Pillai. Emerald Publishers
3. Written English for you – G. Radhakrishna Pillai. Emerald Publishers
4. Effective Letter Writing – T.C.Abraham. Commonwealth Publishers
5. Business English – Sebastian George. Commonwealth Publishers
6. Technical Communication – Riordan, Daniel. G
7. Technical Communication: A Reader – Centered Approach – Anderson, Paul. V
8. Technical Communication: Principles and Practice – Raman, Meenakshi and Sangeetha Sharma
9. Effective Technical Communication – Rizvi, Ashraf. M
10. English for Technical Communication – Viswamohan, Aysha
11. Modern English – A Book of Grammar, Usage and Composition – N. Krishnasamy

III SEMESTER
CORE VIII
LITERARY THEORY

Objectives

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

Unit I

What is Criticism? – The Greek Master – The Roman Classicists – 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 Touch

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. The English Critical Tradition – An Anthology of English Literary Criticism – Ed. by S. Ramaswami and V.S. Sethuraman Vols. I & II

2. An Introduction to English Criticism – B. Prasad
3. Indian Literary Criticism – G.N.Devy
4. Contemporary Criticism – An Anthology Ed. by V.S. Sethuraman

References:

1. A Glossary of Literary Terms – M.H.Abrams and G.G.Harpham (10th ed)
2. An Introduction to the Study of Literature – William Henry Hudson

CORE IX

SHAKESPEARE II

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.

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 Quincey	:	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. Shakespearean Tragedy – A.C. Bradley
2. Preface to Shakespeare – Samuel Johnson
3. Shakespeare's Tragedies of Love – H.A. Mason
4. The Wheel on Fire – G. Wilson Knight

CORE X

INTENSIVE STUDY OF AN AUTHOR : RABINDRANATH TAGORE

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.

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. Sadhana – The Realisation of Life – Rabindranath Tagore

References:

1. Indian Writing in English – K.R.Srinivasa Iyengar
2. Homage to Tagore – Mulk Raj Anand
3. Rabindranath Tagore – K.R.Srinivasa Iyengar
4. The Great Sentinel – S.C.Sen Gupta
5. Rabindranath Tagore: Poet and Dramatist – Edward J. Thompson

CORE XI

RESEARCH METHODOLOGY

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.

Unit I

What is Research – Definition and Explanation of the Terms – Research, Hypothesis, Thesis or Thesis Statement, Analysis and Interpretation of Data – Formulation of Research Problem

Unit II

Requirements of Research Paper – Format and Components of Research Proposal (Synopsis) – Chapter and Page Format

Unit III

Review of Literature – Approaches to Research – Descriptive, Historical, Experimental, Exploratory

Unit IV

Plagiarism
Mechanics of Writing

Unit V

Documentation

Books Prescribed:

1. MLA Handbook – Revised 7th edition
2. Thesis and Assignment Writing – Anderson, Duston, Poole

References:

1. Research Methodology in English – Kalpana Seth

2. Research Genres: Explorations and Applications – John M. Swales
3. How to Write a Paper – Fourth Edition .Ed. By George M. Hall
4. The Mature Student's Guide to Writing – Jean Rose
5. Essays and Dissertations – Chris Mounsey
6. The Scholar Apprentice – Jayant Paranyape
7. A Students Handbook for Writing Research Term Paper – Madhu Malati
Adhukari

ELECTIVE III

STUDY OF GENRES: AUTOBIOGRAPHY AND BIOGRAPHY

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.

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

References:

1. A Glossary of Literary Terms – M.H.Abrams and G.G.Harpham (10th ed)

III SEMESTER
SUPPORTIVE COURSE
ENGLISH FOR ENRICHMENT

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.

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. Soft Skills – S. Hariharan, N. Sundarajan and S.P. Shanmugapriya. MJP Pub
2. Spoken English for you – G. Radhakrishna Pillai. Emerald Pub
3. Written English for you – G. Radhakrishna Pillai. Emerald Pub
4. Effective Letter Writing – T.C.Abraham. Commonwealth Pub
5. Business English – Sebastian George. Commonwealth Pub
6. Modern English – A Book of Grammar, Usage and Composition – N. Krishnasamy

IV SEMESTER
CORE XII
MEDIA STUDIES

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.

Unit I

Introduction to Mass Media – Function of Mass Media – Mass Audience:
Television, Radio, Newspaper, Press

Unit II

Theories of Mass Media

Unit III

Specialised Reporting – Court/Crime, Sports, Science and Technology
Review

Unit IV

Language and Style, Caption Writing, Design and Make-Up

Unit V

Public Relations, Practicals

Book Prescribed:

Mass Communication in India – Keval J Kumar

References:

1. Basic Journalism – Parthasarathy
2. Writing for Television and News Media – Robert L Hilliard
3. Theory and Practice of Criticism – Ahuja BN
4. Test Book of Mass Communication and Media – Uma Joshi

CORE XIII
TRANSLATION STUDIES

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.

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. Anatomy of Translation – Dr. S. Kanakaraj and Dr. J. Samuel Kirubahar
2. Poems of Subramania Bharati – Prema Nandakumar
3. Thirukkural – Rev.G.U.Pope
4. When the Kurinji Blooms – Rajam Krishnan. Translated by Uma Narayanan
5. Anandamath – Bankim Chandra Chatterji. Translated by Basanta Koomar Roy
6. Oedipus the King – Sophocles

References:

1. Translation Studies – Susan Bassnett
2. Translation Theories – Susan Bassnett

CORE XIV

POST-COLONIAL STUDIES

Objectives

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

Unit I

Introduction – Post-colonial Terms, Theories

Books Prescribed:

1. Key Concepts in Post-Colonial Studies – Bill Ashcroft
2. The Empire Writers Back (Pp 1-36) – 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
African	Roy Campbell	:	Poets in Africa
Pakistan	G.Allana	:	The Spectre is on the Move

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
African	Beatrice Marion Bromley	:	Campfire

Unit III Prose

Detailed

George Woodcock. : Away from Lost Worlds: Notes on the

Development of Canadian Literature

Martin Banham : Nigerian 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

J.M.Coetzee : Disgrace

Jean Rhys : Wide Sargasso Sea

Books Prescribed:

1. An Anthology of Commonwealth Verse – Margaret J.O' Donnell
2. Readings in Commonwealth Literature Ed. by William Walsh

References:

1. Key Concepts in Post-Colonial Studies – Bill Ashcroft
2. The Empire Writers Back – Bill Ashcroft, Gareth Griffiths, Helen Tiffin
3. Awakened Conscience – C.D.Narasimhaiah
4. Indian Writing in English – K.R.Srinivasa Iyengar

CORE XV PROJECT

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.

Instructions for Project

1. MLA Hand Book – 7th Edition to be followed
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

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 Answer the Following

(5x5 = 25)

(Either or pattern)

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

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 Answer the Following

(5x5 = 25)

1. a. How does Chaucer bring realism to English poetry
(or)
b. Write a short note on the poetic style of Spencer
2. a. Drawn to his part; but other Powers as great
Fell not, but stand unshak'n, from within
(or)
b. From Auran Eastward to the Royal Towers
Of Great Seleucia, built by Grecian Kings,
3. a. The little daisy that at evening closes,
The virgin lily and the primrose true:
(or)
b. I have a sin of fear, that when I have spun
My last thread, I shall perish on the shore;
4. a. Judge therefore of the pleasure of the heart, by the pleasure of the eye.
(or)
b. He that hath the best of these intentions, when he aspieth, is an honest
man
5. a. I count religion but a childish toy
And hold there is no sin but ignorance.

(or)

- b. I am not of the tribe of Levi, I,
That can so soon forget an injury.

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Write a brief note on the age of Chaucer.

(or)

- b. Elucidate the Miltonic effects in *Paradise Lost*.

7. 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*.

8. a. Elucidate the qualities of Nightingale as portrayed by Sir Philip Sidney.

(or)

- b. Explain the spiritual aspects in Henry Vaughan's *The Retreat*.

9. 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"

10. 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 Answer the Following

(5x5 = 25)

(Either or pattern)

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

PERIYAR UNIVERSITY

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 Answer the Following

(5x5 = 25)

1. a. Explain romantic revival ?

(or)

b. What is neo-classicism? Who are the neo - classical poets?

2. a. Shadwell alone, of all my sons, is he
Who stands confirm'd in full stupidity.

(or)

b. I thought of Chatterton, the marvellous Boy,
The sleepless Soul that perished in his pride;

3. a. The bride hath paced into the hall,
Red as a rose is she;

(or)

b. The blue deep thou wingest,
And singing still dost soar, and soaring ever singest.

4. a. Here, a cow and rabbit couchant, and coextensive — so objects show,
seen through the lucid atmosphere of fine Cathay.

(or)

b. Let my future life, sir, speak my gratitude; I cannot express the sense
I have of your munificence. Yet, sir, I presume you would not wish me to

quit the army?

5 .a. Sketch the character of Emma.

(or)

b. Sketch the character Sir Walter Raleigh

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Explain the significance of drama in the restoration period.

(or)

b. Write an essay on Romantic Age.

7. a. Explain the satiric perspectives of Dryden in *Macflecknoe*

(or)

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

8. a. How has Wordsworth's relationship with nature changed over time?

(or)

b. How do you think the fact that Burns was a farmer affected his poetry?
What about this poem in particular?

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

(or)

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

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

(or)

b. Will Emma and Mr. Knightley be happy or not? What passages in the text make you think so?

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 Answer the Following

(5x5 = 25)

(Either or pattern)

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

M.A. ENGLISH LITERATURE

I Semester Core III British Literature III

(From the Victorian Age to the Modern Age)

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Write a short note on Victorian Age
(or)
b. Explain the pioneer novelists of the Victorian age
2. a. Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers.
(or)
b. Speak, and my eyes failed, I was neither
Living nor dead, and I knew nothing,
Looking into the heart of light, the silence.
3. a. Poetry attaches its emotion to the idea; the idea is the fact. The strongest part of our religion to-day is its unconscious poetry.
(or)
b. The best poetry is what we want; the best poetry will be found to have a power of forming, sustaining, and delighting us, as nothing else can.
4. a. I find the word convenient: it is short and familiar. But
if you dislike being called a soul, let us say that you are animate
matter as distinguished from inanimate.
(or)
b. The King is working the Press against us. The King is
making speeches. Things have come to a head.
5. a. Sketch the character Charles Darney.

(or)

- b. Write a note on Jeeves and Bertie.

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Victorian Age is the Golden Period in the arena of English literature. Explain.

(or)

- b. Write about the revolutions that come across in the Victorian period.

7. a. Explain the significance of the title *The Waste Land*.

(or)

- b. How would you explain the poem's relationship with the Bible?

8. a. Explain the views of Matthew Arnold on Poetry.

(or)

- b. Sum up the points of Thomas Carlyle in *The Hero as Poet*

9. a. Explain about the economic and political conundrums of Shaw in *The Apple Cart*.

(or)

- b. How does the relationship between Vladimir and Estragon compare with the relationship between Pozzo and Lucky?

10. a. Explain the resurrection in *A Tale of Two Cities*.

(or)

- b. Explain the narrative style of P.G.Woodhouse's novel *Right Ho Jeeves*

PERIYAR UNIVERSITY

M.A. ENGLISH LITERATURE

I Semester Core IV American Literature

Question Paper Pattern

Time : 3 Hrs

Marks : 75

Section – A

I Answer the Following

(5x5 = 25)

(Either or pattern)

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

M. A. English Literature

I Semester Core IV American Literature

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. What are the distinctive voices and styles in American literature? How do social and political issues influence the American canon?

(or)

- b. How are American myths created, challenged, and re-imagined through this literature?

2. a. "Like one in danger, Cautious,
I offered him a Crumb."

(or)

- b. What Literary devices are found in *An Immorality* by Ezra Pound?

3. a. "Every heart vibrates to that iron string. Accept the place the divine providence has found for you, the society of your contemporaries, the connection of events."

(or)

- b. In Emerson's "Self Reliance," how does one define "society" and one's place in it?

4. a. "I swear...if you existed I'd divorce you
I haven't been able to see you for years you're a blank, a cipher"

(or)

- b. Analyze the character of Joe Keller

5. a. How does the author Ernest Hemingway portray the value of human life in *For Whom the Bell Tolls*

(or)

- b. What would *The Adventures of Tom Sawyer* look like if it were told from the perspective of Injun Joe?

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. How does literature create conceptions of the American experience and American identity?
(or)
b. Briefly explain the American literature.
7. a. Theme of Journey in Whitman's O Captain! My Captain!
(or)
b. What do you think the relationship between the speaker and the "you" in the poem is?
8. a. How do you think Emerson would explain the difference between being original and being Conventional
(or)
b. An existential view of loneliness in *The God's Lonely Man*
9. a. What does the novel's title mean? For whom does the bell toll? What bell?
(or)
b. What role do alcohol and images of drunkenness play in the novel *The Adventures of Tom Sawyer*?
10. a. Explain the significance of the title, *Who's Afraid of Virginia Woolf*?
(or)
b. Symbolism in *All my Sons*

PERIYAR UNIVERSITY
M.A. English Literature

I Semester Elective I English for Career Advancement

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

M. A. English Literature

I Semester Elective I English for Career Advancement

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. A. a. Identify the noun phrases in the following sentences:

i. I hope to win the first prize.

ii. I tried to solve the puzzle.

b. Fill in the blanks with Possessive and Determiners:

---- name is John. This is----- friend Jason. He is 12. ---- sister is nine. They have got a pet. ---- pet is a buddy.

(or)

B. a. Fill the blanks with conjunctions and clauses.

i. She can fill an audience with joy. She can bring people to tears.

ii. She is a graceful dancer. People enjoy watching her.

b. Fill the blanks with article.

i. This is – nice place. ii. ---- bicycle is-- -- cheap means of transport. iii. Raja shaves twice --- day.

2. A. a. Fill in the blanks with suitable verbs.

i. Neither of my two suitcases _____ adequate for this trip. (is/are)

ii. Everybody in the class _____ done the homework well in advance. (has /have)

b. Find the voice

1. A letter was written.

2. Lots of houses were destroyed.

(or)

B. a. Complete the following sentences using the appropriate form of the adjective.

i. She is than her sister.

a) pretty

b) prettier

c) prettiest

ii. Martha is a girl.

- a) nice
- b) nicer
- c) nicest

b. Find out the suitable idioms

- i. To end in smoke
 - a. Smoking too many cigarettes
 - b. House burnt down
 - c. Face failure
 - d. Religious ceremony
- ii. To make ends meet
 - a. A short story
 - b. To earn enough to live
 - c. To skip classes
 - d. To be an expert

3. A. a. **Substitute one word for the following**

- i. Acumen
- ii. Comely

b. **Fill with correct homophones/ homonyms**

- i. Which jeans are you going to _____?
 - a. wear
 - b. where
- ii. I have _____ the book ten times.
 - a. red
 - b. read

(or)

B. a. **Fill the correct prepositions.**

- i. Peter is playing tennis ----- Sunday.
- ii. My brother's birthday is ----- the 5th of November.

b. **Expand the proverb.**

- 1. Hastes makes taste.

4. a. **Tag questions**

- i. You have cleaned your bike, -----?
- ii. Kevin will come tonight, -----?

(or)

- b. Sum up the news you read in the newspaper

5. a. Send an e mail to the agency in need of books.

(or)

- b. Free writing on any social topic

Section – B

II. Answer the Following

(5 X 10 = 50)

6. 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.
5. "I always wake up early," he said.

7. 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

9. Hartford is one of those cities that _____ working hard to reclaim a riverfront.

IS

ARE

10. Some of the grain _____ gone bad.

HAVE

HAS

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

(or)

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

9. a. See the image and make a paragraph



(or)

b. Write a dialogue imaging any situation

10. 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 Answer the Following

(5x5 = 25)

(Either or pattern)

1. Annotation from Detailed portion of Unit I with internal choice
2. Annotation from Detailed portion of 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

M. A. English Literature
II Semester Core V Shakespeare I

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. What, has this thing appeared again tonight?
(or)
b. If circumstances lead me, I will find
Where truth is hid, though it were hid indeed
Within the centre

2. a. Hyperion's curls, the front of Jove himself;
An eye like Mars, to threaten and command
(or)
b. To his good fiends thus wide I'll ope my arms,
And like the kind life-rendering pelican.
Repast them with my blood

3. a. My mind hath seen as big as one of yours,
My heart as great, my reason haply more
(or)
b. Sister, content you in my discontent.
Sir, to your pleasure humbly I subscribe.

4. a. Henry Bullingbrook
(or)
b. Duchess of Gloucester

5. a. Sonnet 54
(or)
b. Titania

Section B

II. Answer the Following

(5 X 10 = 50)

6. a. "*Hamlet* is not to be regarded as a tragedy of revenge, but as the tragedy of a human soul" – Comment on the statement
(or)
b. The significance of soliloquy in *Hamlet*
7. a. The universality of Shakespeare's genius is somewhat reflected in *Hamlet* – Discuss
(or)
b. Horatio in *Hamlet*'s position would have done the deed at once and seven lives would have been saved. Do you agree?
8. a. Sketch the character of Petruchio
(or)
b. Is Shakespeare against women as he has chosen *The Taming of the Shrew* for a title? Comment.
9. a. *Richard II* as a historical play
(or)
b. Write an essay on the various sources Shakespeare has referred in writing the historical play *Richard II*
10. a. There are contradictory moods in Shakespeare's sonnets ranging from exaltation and tenderness to bitterness - Elucidate
(or)
b. Shakespeare's mastery of his creative art reaches its zenith in *A Midsummer Night's Dream*. Defend.

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 Answer the Following

(5x5 = 25)

(Either or pattern)

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

M. A. English Literature

II Semester Core VI Indian Writing in English

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Write a short note on Rammohan Roy's contribution.
(or)
b. What are the impacts of Renaissance in India?
2. a. O I am tired of strife and song and festivals and fame
And long to fly where cassia- woods are breaking into flame.
(or)
b. So, hack and chop
But this alone won't do it
Not so much pain will do it.
3. a. Her chamber walls were richly inlaid
with agate, porphery, onyx and jade.
(or)
b. One beats the body into shape, but one can't beat away the memories
trapped in it. Isn't that surprising? That the body should have its own
ghosts, its own secrets?
4. a. One of the greatest lessons I have learnt in my life is to pay as much
attention to the means of work as to its end.
(or)
b. Companions of the lustrous dawn, gay comrades of the night,
Like Krishna and like Radhika, encompassed with delight.
5. a. Sketch the setting of the novel *The White Tiger*.
(or)
b. Comment on R.K.Narayan's style

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Write an essay on the impact of Gandhian thoughts in Indian fiction
(or)
b. How do Indian English plays reflect upon on contemporary issues?
7. 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”.
8. a. What does Swami Vivekananda emphasize on work and its secret?
(or)
b. Write on the childhood experience of Abdul Kalam.
9. a. Explain the quest for identity in the play *Hayavadana*.
(or)
b. Sketch the character of Tara.
10. 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 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

M. A. English Literature

II Semester Core VII Language and Linguistics

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. How does Hall define language.
(or)
b. Dingdong theory
2. a. Influence of Latin language on English vocabulary
(or)
b. Define loan words with suitable examples
3. a. Explain briefly about spelling and its importance
(or)
b. How spelling and rhyme are interrelated
4. a. What is connotation
(or)
b. Define IC analysis
5. a. Define vowels and consonants
(or)
b. Explain phoneme, morpheme and diphthongs.

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Explain the various theories about the origin of language
(or)
b. Briefly explain about Indo-European and Germanic family of languages.
7. a. Shakespeare and Milton's language influence on Bible translation
(or)

- b. Influence of other languages in English vocabulary.
8. a. Brief note on the history of spelling and pronunciation
(or)
b. Explain about the development of dictionaries and its importance
9. a. Explain about varieties of language with reference to dialect and
Ideolect
(or)
b. Briefly explain about traditional grammar and transformational grammar
10. 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 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

M. A. English Literature
II Semester Elective II World Short Stories

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Short story in the eighteenth century
(or)
b. Famous British short story writers

2. a. Roderick Usher
(or)
b. The impact of the wishes in “A Monkey’s Paw”

3. a. Baron Hausberg
(or)
b. The humour in “The Night the Ghost Got in”

4. a. Nnaemeka’s father
(or)
b. Leo Tolstoy’s philosophy

5. a. Social concerns of Kalki
(or)
b. Sir Mohan Lal

Section B

II. Answer the Following

(5 X 10 = 50)

6. a. Development of English short story down the various ages.
(or)
b. Briefly point out the salient features of short stories across the world.

7. a. Critical appreciation of “The Chrysanthemums”.
- (or)
- b. Write an essay on the interesting themes of the American short stories prescribed for study.
8. a. “A Cup of Tea” and “The Model Millionaire” portray different human aspects of life. Comment.
- (or)
- b. Markheim
9. a. The short stories prescribed under “Commonwealth Literature” represent the unique features of the respective nations. Do you agree?
- (or)
- b. Alice Munro as a short story writer.
10. a. The humour in “A Horse and Two Goats”.
- (or)
- b. The universal truth learnt by the narrator in “The Passenger”.

PERIYAR UNIVERSITY
M.A. English Literature

DEPARTMENT OF ENGLISH
II Semester Supportive Course Effective 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

Department of English

II Semester Supportive Course Effective English

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.
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
M.A. English Literature

III Semester Core VIII Literary Theory

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

M. A. English Literature
III Semester Core VIII Literary Theory

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Comment on the 'Mimesis' theory of Aristotle.
(or)
b. How did Romantic revolt continue to grow in reaction to the effects of the social transformation caused by the French Revolution.
2. a. How does Aristotle's Poetics define a tragedy?
(or)
b. *Biographia Literaria* is an evolution of Coleridge's philosophic creed- Discuss.
3. a. What is the scientific use of language?
(or)
b. "A poem does not come into existence by accident". Justify this comment of Wimsatt.
4. a. What does Hellen Gardener refer to the Scepter?
(or)
b. How does M.H.Abrams disagree with Hillis Miller.
5. a. What does the word Rasa refer to?
(or)
b. What does Amir Khusrau say about Indian music?

Section – B

II. Answer the Following

(5 X 10 = 50)

6. 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?

7. a. What is katharsis? 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?

8. a. "The arts are 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 this Wimsatt's statement.

9. 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 ?

10. 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 Answer the Following

(5x5 = 25)

(Either or pattern)

1. Annotation from Detailed portion of Unit I with internal choice
2. Annotation from Detailed portion of Unit II with internal choice
3. Short Notes from 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

M. A. English Literature
III Semester Core IX Shakespeare II

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. When shall we three meet again?
In thunder, lightning, or in rain?
(or)
b. I will not yield
To kiss the ground before young Malcolm's feet
2. a. Age cannot wither her, nor custom stale
Her infinite variety
(or)
b. Celerity is never more admired
Than by the negligent
3. a. Imogen
(or)
b. Arviragus
4. a. William Hazlitt's projection of Macbeth
(or)
b. Evil qualities found in Macbeth
5. a. Globe Theatre
(or)
b. William Shakespeare's fools and clowns

Section B

II. Answer the Following

(5 X 10 = 50)

6. a. *Macbeth* as a Shakespearean tragedy

(or)

b. Lady Macbeth is the real hero of *Macbeth*. Substantiate

7. a. Did Cleopatra commit suicide because of her true love for Mark Antony or purely due to helplessness? Comment

(or)

b. Sketch the character of Mark Antony

8. a. Discuss *Cymbeline* as a Shakespearean romance

(or)

b. What does Shakespeare seem to suggest about nobility in *Cymbeline*?

9. a. Write an essay on the various facets of Macbeth as portrayed by William Hazlitt, Thomas de Quincy and William Knight

(or)

b. A critical appreciation of Thomas de Quincy's "On the Knocking at the Gate in *Macbeth*"

10. a. Critically analyse Shakespeare's women characters

(or)

b. Write an essay on any one of Shakespeare's unforgettable villains

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 Answer the Following

(5 x 5 = 25)

(Either or pattern)

1. Annotation from Detailed portion of Unit I with internal choice
2. Annotation from Detailed portion of 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

M. A. English Literature

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

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Pluck this little flower and take it, delay not! I fear lest it droop and drop
Into the dust.

(or)

- b. Day by day thou art making me worthy of the simple, great gifts that thou
gavest to me unasked this sky and the light, this body and the life and
the mind saving me from perils of overmuch desire.

2. a. There I have to acknowledge the rule of universal law. That is where the
foundation of my existence lies, deep down below.

(or)

- b. The Sanskrit word *dharma* which is usually translated into English as
religion has a deeper meaning in our language. *Dharma* is the innermost
nature, the essence, the implicit truth, of all things.

3. a. Do not chide my girl, and teach her the crookedness of your diplomacy. If
my child should choose her own teachers and pursue her own path, I do
not know who can blame her.

(or)

- b. Falsehood is new, but our friendship is old. We have ever been together
from our childhood. This is our first separation.

4. a. Indeed, they live among the green hills; and in the time of the sunset
when there is a red glow on the hillside, all the birds with their green
wings flock back to their nests.

(or)

- b. How curious! Some say time has not yet come, and some say time has
gone by! But surely your time will come the moment you strike the gong!

5. a. Sketch the character Ramesh

(or)

b. Bring out the symbolic suggestiveness of the title “The Renunciation”

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. Write on the education and its impact on Tagore.

(or)

b. Write a short note on the symbols in *Gitanjali*.

7. a. How Self is to be observed by us?

(or)

b. What are the hilarious incidents mentioned by the writer in the prose *A Comedy in England*?

8. a. Briefly sketch the character of Malini.

(or)

b. Explain the plights of Kunti in the play *Karna and Kunti*.

9. a. Summarise the play *Muktha Dhara*, with critical appreciation of dramatic techniques.

(or)

b. How does Tagore portray rural Bengal in *The Post Office*?

10. a. *The Wreck* is a story on credibility of marriage as an institution – Discuss.

(or)

b. Sketch the character of Kusum

PERIYAR UNIVERSITY
M.A. English Literature

III Semester Core XI Research Methodology

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

M. A. English Literature

III Semester Core XI Research Methodology

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Hypothesis
(or)
b. What is a research problem?
2. a. Explain the components of a research paper
(or)
b. How will you format the pages of your research paper?
3. a. Historical approach to research
(or)
b. Review of literature
4. a. What is the purpose of punctuation of quotations in your text
(or)
b. Plagiarism
5. a. Explain the usefulness of documentation.
(or)
b. How do you cite sources from the Internet?

Section – B

II. Answer the Following

(5 X 10 = 50)

- 6.a. Define 'research'. Why is it necessary?
(or)
b. How analysis and Interpretation of data helps to conduct research
- 7.a. Briefly explain the format and components of a research proposal

(or)

b. How should the format of the thesis be?

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

(or)

b. What are the various approaches to research?

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

(or)

b. Quotations and their significance

10. a. What is the difference between foot notes and end notes ? Explain the rules regarding the use of foot notes in research report.

(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 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

M. A. English Literature

III Semester Elective III Study of Genres: Autobiography and Biography

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Characteristics of autobiography
(or)
b. Characteristics of biography
2. a. What does truth mean to Gandhi
(or)
b. Gandhi in South Africa
3. a. James Boswell's admiration for Samuel Johnson
(or)
b. The first meeting of James Boswell and Samuel Johnson
4. a. Maya Angelou's philosophy of life
(or)
b. The hardships faced by Maya Angelou as a child
5. a. Piquette Tonnerre
(or)
b. Grandfather Connor

Section B

II. Answer the Following

(5 X 10 = 50)

6. a. Write an essay on any one Indian autobiography
(or)
b. Briefly write about a few American biographers
7. 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

8. 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?

9. 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

10. 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

III Semester Supportive Course English for Enrichment

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

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 flows 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*

PERIYAR UNIVERSITY
M.A. English Literature

IV Semester Core XII Media Studies

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

M. A. English Literature
IV Semester Core XII Media Studies

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. 'The role of mass media in the society' – Elucidate.
(or)
b. 'Information', 'entertainment' and 'advertisement' – Discuss.
2. a. 'Catharsis or Narcosis' - Define
(or)
b. 'Uses and gratification theory' - Define with diagram.
3. a. What are the duties and responsibilities of Reporter?
(or)
b. 'Hard Weak' sources of news of gathering - Discuss.
4. a. 'Talk programmes' – Discuss with examples
(or)
b. 'Closed- ended' questions on interviews – Define
5. a. Write a note on the Beginners of the cinema.
(or)
b. Tools of PR- Discuss

Section – B

II. Answer the Following

(5 X 10 = 50)

6. a. What are various theories of mass media?
(or)
b. Write the development of Radio as a mass medium.
7. a. Define the meaning of 'Effects' and discuss its theories.
(or)

b. Representations of women print media – Discuss

8. a. What are the concepts and procedures to be followed while Reporting Parliament.

(or)

b. 'Investigative Reporting ' write an essay with suitable examples.

9. a. What is the importance of "Interview" in journalism

(or)

b. Write an essay on your words about 'Talk programmes in media'.

10. a. Attempt an essay on public relations responsibilities.

(or)

b. What are the public relation strategies.

PERIYAR UNIVERSITY
M.A. English Literature

IV Semester Core XIII Translation Studies

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

M. A. English Literature
IV Semester Core XIII Translation Studies

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Kinds of Translation

(or)

b. Transliteration

2. a. Theban legend

(or)

b. Teiresias

3. a. Paru

(or)

b. Shanthi

4. a. Bharathiyar's praise of Tamil

(or)

b. Significance of Agriculture

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

“ How would her young plants survive this unceasing rain? It was a month since she had gone to the fields. Rangammai's pregnancy, the housework, Lingayya's illness, and the rain – all these had conspired to keep her housebound.

(or)

b. Translate the following Tamil couplet into English prose and write about the problems faced while translating.

Section B

II. Answer the Following

(5 X 10 = 50)

6. a. Write an essay about the history of translation
(or)
b. Briefly enumerate how the Bible can be translated
7. a. *Oedipus the King* as a Greek tragedy
(or)
b. Characteristics of Sophoclean tragedy
8. 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
9. 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?
10. 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.
- “This has long been a very rich trade route, so you will find Malari and other villages have prospered”, says Madhavi. “It is quite a surprise to find houses here with elaborate carvings and decorations”.

(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)
iv. 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 Answer the Following

(5x5 = 25)

(Either or pattern)

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

M. A. English Literature

IV Semester Cor XIV Post-colonial Studies

Time: 3 Hrs

Model Question Paper

Marks: 75

Section – A

I. Answer the Following

(5 X 5 = 25)

1. a. Define Hybridity, Magical Realism
(or)
b. Subaltern Theory

2. a. “And to the heartbeats of the light,
Now from the deepness of the glade.”
(or)
b. “To show the sign of the Great all Giver
The word to the people: o Lock your river”

3. a. “The primitive root of that tradition must be sought in the numerous
religious rituals and festivals that exist in many Nigerian communities”
(or)
b. What is ballads according to A.D Hope and its characteristics.

4. a. “I have myself
Wandered round some dens of Esu, once,
And clambered over sweet hillocks”
(or)
b. Discuss the tribal description in *Kong's Harvest*

5. a. How do different characters in the novel experience disgrace?
(or)
b. Antoinette

Section – B

II. Answer the Following

(5 X 10 = 50)

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

(or)

b. Briefly explain the theory of multiculturalism.

7. 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*.

8. a. Explain the emergence of Canadian Literature from the viewpoint of George Woodlock.

(or)

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

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

(or)

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

10. a. Theme of Ageing and Disgrace in *Disgrace*

(or)

b. Theme of Oppression of Slavery and Entrapment in *Wide Saragoso Sea*.