


| Sem | Part III/ IV | Sub. No | Subject Status | SUBJECT TITLE | Hrs/ week | Cre dits | Marks | | | | | |
|-----------|--------------------|--------------------------------|--|-----------------------------------|--------------|-------------|---------|-----|-----|--------------------|-----|--|
| | | | | | | | Maximum | | | Passing Minimum | | |
| | | | | | | | Int. | Ext | Tot | Ext. | Tot | |
| V | III | 1 | Core - 11 | NON-FICTION | 5 | 4 | 25 | 75 | 100 | 30 | 40 | |
| | III | 2 | Core - 12 | LITERARY CRITICS AND APPROACHES | 5 | 4 | 25 | 75 | 100 | 30 | 40 | |
| | III | 3 | Core - 13 | WORLD LITERATURE IN TRANSLATION | 5 | 4 | 25 | 75 | 100 | 30 | 40 | |
| | III | 4 | Core - 14 | CANADIAN LITERATURE | 5 | 4 | 25 | 75 | 100 | 30 | 40 | |
| | III | 5 | Major Electives (select 2 courses out of 3) | WOMEN'S WRITING | 4 | 4 | | | | | | |
| | | | | JOURNALISM AND MASS COMMUNICATION | + | + | 25 | 75 | 100 | 30 | 40 | |
| | III | 6 | | CREATIVE WRITING IN ENGLISH | 4 | 4 | | | | | | |
| IV | 7 | Skilled-Based Subject-(Common) | PERSONALITY DEVELOPMENT / EFFECTIVE COMMUNICATION / YOUTH LEADERSHIP | 2 | 2 | 25 | 75 | 100 | 30 | 40 | | |
| SUB TOTAL | | | | | 30 | 26 | | | | | | |




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| Hrs/Week | Credits |
|----------|---------|
| 4 | 4 |

Major Electives (Select 2 out of 3 Papers)

Women's Writing

Objectives:

1. To sensitise the students about the problems women face in the patriarchal cultural milieu.
2. Employ literature to analyse issues and questions relating to women's experience and empowerment.

Unit-I: Poetry

| | | |
|-----------------|---|---------------------|
| Maya Angelou | - | Phenomenal Woman |
| Judith Wright | - | Woman to Man |
| Kishwar Naheed | - | I am not that Woman |
| Carol Ann Duffy | - | Originally |

Unit-II: Prose

| | | |
|----------------|---|-------------------------------|
| Jean Rhys | - | The Day they burned the Books |
| Virginia Woolf | - | Shakespeare's Sister |

Unit-III: Short-Story

| | | |
|---------------------|---|-------------------------|
| Nadine Gardiner | - | A Correspondence Course |
| Katherine Mansfield | - | An Ideal Family |
| Alice Munroe | - | The Photographer |

Unit-IV: Fiction

| | | |
|-----------------|---|----------------------|
| Meena Alexander | - | <i>Nampally Road</i> |
|-----------------|---|----------------------|

Unit-V: Drama

| | | |
|------------------|---|------------------------|
| Suzan-Lori Parks | - | <i>Topdog/Underdog</i> |
|------------------|---|------------------------|

Texts Prescribed:

Women's Writing: Anthology. Mainspring Publishers. Chennai-600042.
Nampally Road. Meena Alexander. Orient Blackswan.

Reference:

The Arnold Anthology of Post-colonial Literatures. Ed. John Thieme.
Arnold Pub. New York.



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**MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI**

PG - COURSES – AFFILIATED COLLEGES


Course Structure for M.A. (English)

(Choice Based Credit System)

(With effect from the academic year 2017-2018 onwards)

| Sem. | Sub 'Pr.No. | Subject status | Subject Title | Hrs/ week | Credits |
|-----------|-------------|----------------|---|-----------|---------|
| III | 13 | Core – 9 | Literary Theory and Criticism II | 6 | 4 |
| | 14 | Core – 10 | World Literature in English Translation | 6 | 4 |
| | 15 | Core – 11 | Shakespeare | 6 | 4 |
| | 16 | Core – 12 | Research Methodology | 4 | 4 |
| | 17 | Elective -5 | Commonwealth Literature | 4 | 3 |
| | 18 | Elective – 6 | History of English Language and Linguistics (Elective VI) | 4 | 3 |
| Sub Total | | | | 30 | 22 |
| IV | 19 | Core – 13 | Literature and Ecology | 5 | 4 |
| | 20 | Core – 14 | Diasporic Women's Writing | 5 | 4 |
| | 21 | Core – 15 | Postcolonial Writings | 4 | 4 |
| | 22 | Core – 16 | English Language Teaching | 4 | 4 |
| | 23 | Project | Dissertation | 12+ | 8 |
| | Sub Total | | | | 30 |




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Diasporic Women's Writing

Hrs Credits

5 4

OBJECTIVES

1. To impart the knowledge of the feminine/feminist perceptions of life.
2. To make the students understand the universal feminine issues.

OUTCOME

This course deals with the women writers of various countries whose writings are expressions of the feminine dilemma.

Unit I Poetry

- ChitraBanerjee Divakaruni - Cutting the Sun
My Mother Combs My Hair
DebjaniChatterjee - All Whom I Welcome Leave
Just Middling

(15L)

Unit II Prose

- ChimamandaNgoziAdichie - We Should All Be Feminists
MeenaAlexander - MigrantPoetics(from
Poetics of Dislocation)

(15L)

Unit III Drama

- Uma Parameshwaran - Sons Must Die
Julia Cho - 99 Histories

(15L)

Unit IV Fiction

- Gita Hariharan- Fugitive Histories
JhumpaLahiri - The Lowland

(15L)

Unit V Fiction

- ZadieSmith - White Devil
- Anita and Me

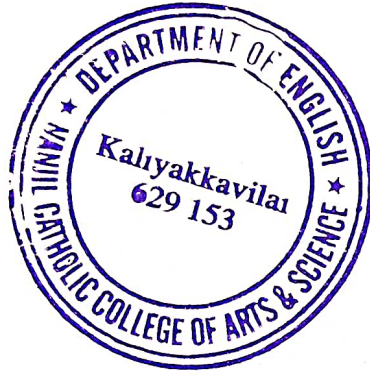
(15L)



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Head

Reference:

- MeenaAlexnader,*Poetics of Dislocation* ,University of Michigan Press,2009.
Esther Kim Lee(Editor), *Seven Contemporary Plays from the Korean Diaspora in the Americas*, Duke of University Press,2012.
ChimamandaNgoziAdichie, *We Should All BeFeminists*, Vintage Books 2012.
Joel Kurotti, *Writing Imagined Diasporas: South Asian Women Reshaping North American Idnentity*, Cambridge Scholars Publishing, Newcastle, 2007.
MukeshYadev, *The Panorama of South-Asian Diaspora Literature*, Yking Press, Jaipur, 2012.
Arvind Kumar Jha and Ram Kumar Naik, *Indian Diaspora Literature in English*, Raj Publication, New Delhi, 2014.
Uma Parameshwaran, *Sons Must Die and Other Plays*, (South Asian and Canadian Literature Series), Prestige, New Delhi 1998.




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Poetics of Dislocation

Meena Alexander



Meena Alexander
Head
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Women's Writing

An Anthology

edited by
S Annapoorni

 mainSpring publishers



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**MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI**

UG COURSES – AFFILIATED COLLEGES

Part IV

Value Based Education

Syllabus (For all UG Courses) w.e.f 2017-18

II Semester

Objective:

To enable the students to understand the social realities and to inculcate an essential value system towards building a health society.

Unit I: Social Justice

Definition – need – parameters of social justice – factors responsible for social injustice – caste and gender – contributions of social reformers.

Unit II : Human Rights and Marginalized People

Concept of Human Rights – Principles of human rights – human rights and Indian constitution – Rights of Women and children – violence against women – Rights of marginalized People – like women, children, dalits, minorities, physically challenged etc

Unit III: Social Issues and Communal Harmony

Social issues – causes and magnitude - alcoholism, drug addiction, poverty, unemployment etc – communal harmony –concept –religion and its place in public in public domain – separation of religion from politics –secularism role of civil society

Unit IV: Media Education and Globalized World Scenario

Mass media –functions –characteristics –need and purpose of media literacy – effects and influence - youth and children – media power – socio cultural and political consequences mass mediated culture - - consumeristic culture – Globalization – new media- prospects and challenges

Unit V: Values and Ethics

Personal values – family values – social values – cultural values – Professional values – and overall ethics – duties and responsibilities




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MANONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI

U.G. PART IV - COURSES – AFFILIATED COLLEGES

(Choice Based Credit System)

(For those who joined from 2021- 2022 onwards)

Value Based Education

II Semester

| L | T | P | C |
|---|---|---|---|
| 2 | | | 2 |

a. Course Code:

b. Course Objectives:

The course will enable the student to:

1. state the meaning of social justice, human rights, Globalization, mass media and new media
2. enumerate the rights of women, children, Dalits, minorities and physically challenged as per Indian constitution
3. comprehend the social realities and issues and challenges in globalization and inculcate an essential value system towards building a healthy society

c. Course Prerequisites:

- a. positive attitude towards social justice and communal harmony
- b. aspiration to create a better world
- c. respect for Indian constitution, humanity, ethics and value

d. Course Outcome (COs):

After completing the course the students will be able to:

- CO1:** Identify the contribution of social reformers and factors that influence social justice
- CO2:** Compare and list the legal rights provided to women, children, Dalits, minorities and physically challenged as per human rights and Indian constitution
- CO3:** Stay as a responsible citizen and raise voice for any violence against women
- CO4:** analyze the prospects and challenges in mass media role of media in
- CO5:** assess the influence of new media on children and youth and use them to inculcate communal harmony and social justice
- CO6:** frame their own personal values based on social ethics to moderate the social issues and lead a secular society



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f. Course Outline:

The course inculcates value and ethics in individual for being a responsible citizen and build a nation with social justice and communal harmony.

Unit I: Social Justice

Contact Hours: 7

Social Justice: definition – need – parameters – influencing factors – caste and gender – contributions of social reformers.

Unit II: Human Rights and Marginalized People

Contact Hours: 8

Human Rights: concept – principles – human rights and Indian constitution – Rights of Women and children – violence against women – Rights of marginalized people, women, children, dalits, minorities and physically challenged.

Unit III: Social Issues and Communal Harmony

Contact Hours: 8

Social issues: causes and magnitude – alcoholism, drug addiction, poverty, unemployment – Communal harmony: concept – religion and its place in public in public domain – separation of region from politics – secularism role of civil society.

Unit IV: Media Education and Globalized World Scenario

Contact Hours: 7

Mass media: functions, characteristics, need and purpose – effects and influence – youth and children – media power – socio cultural and political consequences – mass mediated culture – consumeristic culture – Globalization – New media: prospects and challenges

Unit V: Values and Ethics

Contact Hours: 6

Personal values – family values – social values – cultural values – Professional values – and overall ethics – duties and responsibilities

Mapping of COs to POs and PSOs

| | Course Outcome | PO Addressed | Correlation Level | PSO Addressed | Correlation Level | Cognitive Level |
|-----|----------------|--------------|-------------------|---------------|-------------------|----------------------------------|
| C01 | | PO1 to PO8 | L/M/H | PSO1 to PSO8 | L/ M/ H | K ₁ to K ₆ |
| C02 | | | | | | |
| C03 | | | | | | |
| C04 | | | | | | |
| C05 | | | | | | |
| C06 | | | | | | |

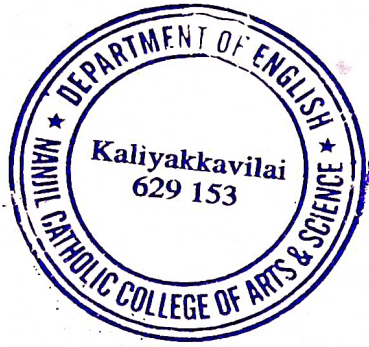
(L – Low, M – Medium, H – High; K₁ – Remember, K₂ – Understand, K₃ – Apply, K₄ – Analyze, K₅ – Evaluate, K₆ – Create)



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Reference Books:

1. Francis, K. (1993). *Education reform for social justice (Vol. 2)*. Discovery publishing house
2. Satvinder Juss. (2020). *Human rights in India*. Routledge
3. Smarak Swain, S. (2011). *Social issues of India*. New Vishal publications
4. Chakraborty, S. K., Chakraborty, D. (2006). *Human Values and Ethics*. ICFAI University Press
5. David Buckingham. (2013). *Media Education: Literacy, Learning & Contemporary culture*. Wiley Publishers.



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EN III

3RD EDITION

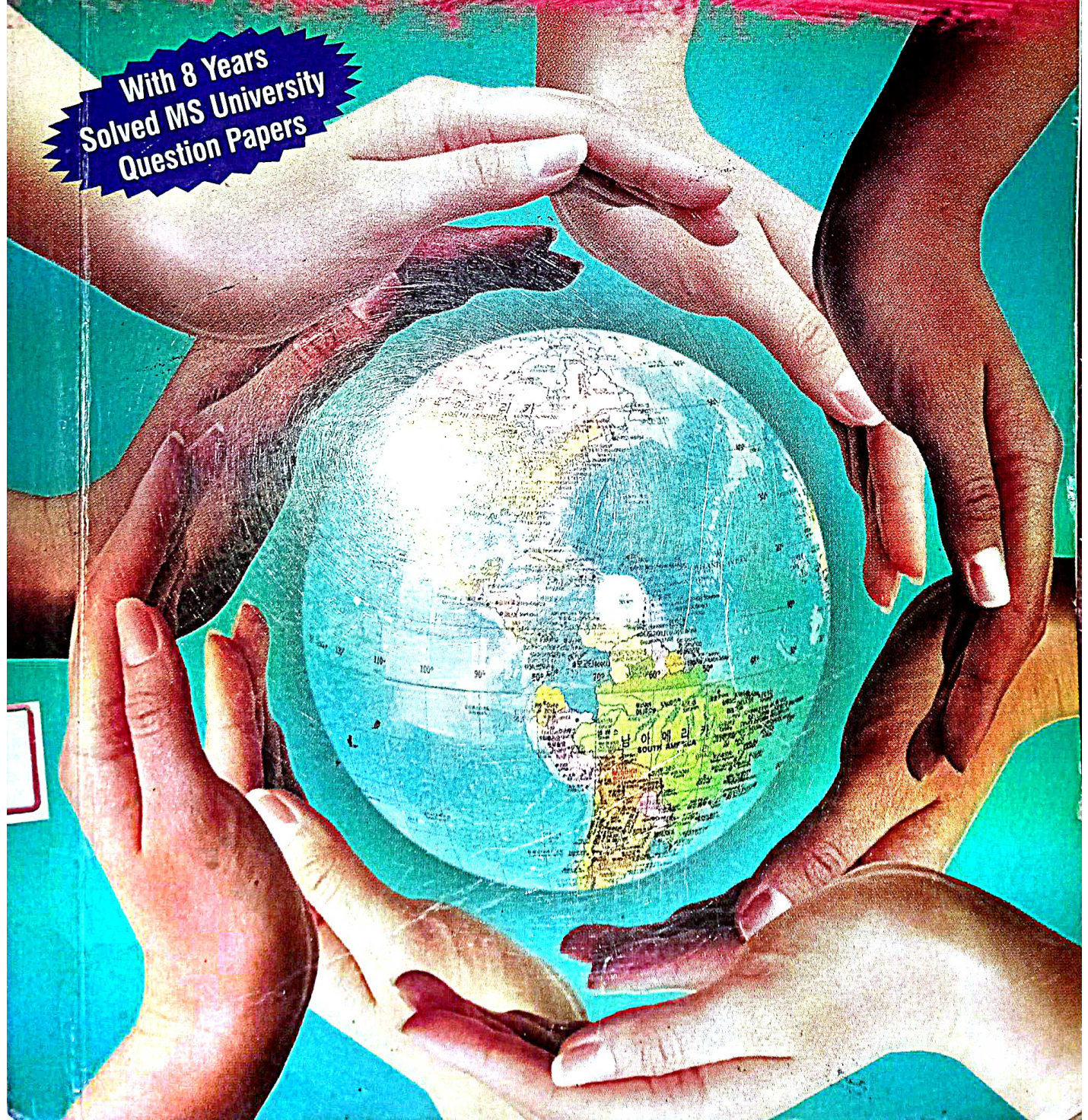
LOW

Saras

VALUE BASED EDUCATION

N. Arumugam Mohana Palkani

With 8 Years
Solved MS University
Question Papers



SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATIONS

HOURS: 4

CREDIT : 4

General Objective:

To facilitates the students to understand the different functions and programmes of different Social Welfare Agencies (Central, State and Local)

COURSE OBJECTIVE (CO):

The leaner will be able to

| CO.No | Course Objective |
|--------------|--|
| CO -1 | Remember the concepts of Social Work Administration and Social Legislation |
| CO -2 | Understand the various social legislation |
| CO -3 | Remember and understand the concepts of Social Development and Social Planning |
| CO -4 | Apply the process of Social Welfare Administration |
| CO -5 | Evaluate the Social Welfare Agencies and programs |

UNIT I - INTRODUCTION

Administration: Definition, types of administration, Organization and Administration of CSWB & SSWB. Procedure for Registration of Voluntary Welfare Agencies under Agency registration – Society, Trust and Company Act 1956 - Memorandum of Association, Constitution and Bye-laws. Accounting and Auditing – FCRA, PAN, 12A, 80G, 35AC and its Implications-Tax obligations.

UNIT II - ADMINISTRATIVE PROCESS

Administrative Process - Planning, Organizing, Staffing, Directing, Controlling Reporting and Budgeting. Functions of Governing Board, Chief Executive and Committees. Need and Importance of Public Relations

UNIT III - OFFICE MANAGEMENT

Importance of Office Management for Welfare Organizations. Communication systems in the office–Press conference. Records Management and Filing system. Project Administration: Project Identification, Project Writing, Implementation, Monitoring and Evaluation.

UNIT IV - SOCIAL LEGISLATION

Social Legislation: Meaning, Importance. Indian Constitution: Fundamental Rights, Fundamental Duties, Directive Principles of State Policy. Social Legislation and social change.

The Protection of Human Rights Act, 1993 [As amended by the Protection of Human Rights (Amendment) Act, 2006 The Protection of Women from Domestic Violence Act, 2005 The Child Labour (Prohibition and Regulation) Act,1986 The Juvenile Justice (Care and Protection of Children) Amendment Act, 2006.Right to Information Act,2005

UNIT V - SOCIAL PROTECTION AND WELFARE PROGRAMME

Social Protection and Welfare Programme: Objective, functions, Organizational structure and programmes: Ministry of Social Justice and empowerment, Women and Child Development, Ministry of Youth Welfare, Rehabilitation Council of India (RCI)

COURSE OUTCOME:

The Learners can be

| CO.No | Course Outcome | PSOs Addressed | Cognitive Level |
|-------|---|----------------|-----------------|
| CO -1 | Acquire knowledge on concepts of Social Work Administration and Social Legislation. | PSO 1,3 | R |
| CO -2 | Recognize the basic concepts of Social Legislation. | PSO 1, 2 | U |
| CO -3 | Demonstrate understanding on the legislations relating to social problems | PSO 1, 5 | Ap |
| CO -4 | Estimate the need and importance of social legislation | PSO 1,4 | U |
| CO -5 | Examine the various welfare programmes | PSO 1, 6 | An |
| CO -6 | Compare and contrast the social welfare agencies and | PSO 1, 6 | An |
| CO -7 | Remember the various concepts related to Administrative process | PSO 1, 6 | R |
| CO -8 | Indicate social Welfare Programs and social development | PSO 1, 6 | U,An |

Mapping of COs with POs & PSOs:

| CO | PO | | | | | | | PSO | | | | | | Cognitive Level |
|-----|----|---|---|---|---|---|---|-----|---|---|---|---|---|-----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | |
| CO1 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | |
| CO2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | |
| CO3 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | |
| CO4 | 3 | 1 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | K2: Understand |
| CO5 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | K3: Evaluate |
| CO6 | 2 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | K4: Creative |
| CO7 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | K5: Analyze |
| CO8 | 3 | 1 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | K6: Apply |

Strongly Correlating (S) - 3 marks Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

References

1. Chowdhry, D. P. (1971). Voluntary social welfare in India. New Delhi: Sterling Publishers..
2. Chowdhry,S.(2016).Chapter Twenty Seven. Public Administration: Approaches and Applications, 347..
3. Work,M.S.PaperS1: 04 Social Welfare Administration – 50 Paper S1: 05 Research Methodology-50 Paper S1: 06 Man & Society-50..
4. Work,M.S.PaperS1: 04 Social Welfare Administration – 50 Paper S1: 05 Research Methodology - 50 Paper S1: 06 Man & Society-50..
5. Gupta,S.S.(1991). Varna, castes, and scheduled castes: A documentation in historical perspective: with a classified index to scholarly writings in Indian journals,1890-1990. Concept Publishing Company..
6. Kumar, S. P., & Jim, A. (2010). Physical therapy in palliative care: from symptom control to quality of life: a critical review. Indian journal of palliative care, 16 (3), 138..
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13. Delhi, N. (1987). Konark Publishers Pvt.Ltd. Co..

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