

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

**NATIONALLY ACCREDITED (III CYCLE) WITH “A” GRADE (CGPA 3.41 OUT OF 4) BY NAAC
ISO 9001:2015 CERTIFIED ANNAMALAI NAGAR, TRICHY -18**



PG DEPARTMENT OF ENGLISH

SYLLABUS

(2020-2021)

BATCH AND ONWARDS

THE BOARD OF STUDIES

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CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)
M.A., ENGLISH PROGRAMME STRUCTURE
UNDER CHOICE BASED CREDIT SYSTEM
(For the candidates admitted from the academic year 2020 - 2021)

Sem	Course	Title	Subject Code	Inst Hrs We k	Credit	Exam	Marks		Total
						Hrs	Int	Ext	
I	Core course-I	British Literature – I (1340-1798)	19PEN1CC1	6	5	3	25	75	100
	Core course-II	Shakespeare	19PEN1CC2	6	5	3	25	75	100
	Core course-III	Indian English Literature	19PEN1CC3	6	5	3	25	75	100
	Core course-IV	Women's Writing	19PEN1CC4	6	5	3	25	75	100
	Elective Course-I	Linguistics & Rhetoric	19PEN1EC1A/	6	3	3	25	75	100
		European Literature	19PEN1EC1B						
II	Total			30	23				500
	Core Course-V	British Literature – II (1799-Present Age)	19PEN2CC5	6	5	3	25	75	100
	Core Course-VI	Translation Theory & Practice	19PEN2CC6	6	5	3	25	75	100
	Core Course-VII	American Literature	19PEN2CC7	6	5	3	25	75	100
	Core Course-VIII	Literary Criticism - I	19PEN2CC8	6	5	3	25	75	100
	Elective Course-II	English Language Teaching	19PEN2EC2A/	6	3	3	25	75	100
		Post-Colonial Studies	19PEN2EC2B						
	Swayam Online Course	Literature, Culture & Media	Will fix it later	12 weeks	3	As Per UGC Norms			
	Total			30	23				500

III	Core Course-IX	Asian Literature In English	19PEN3CC9	6	5	3	25	75	100
	Core Course-X	Research Methodology	19PEN3CC10	6	5	3	25	75	100
	Core Course-XI	English Literature for UGC Examinations	19PEN3CC11	6	4	3	25	75	100
	Core Course-XII	Literary Criticism - II	19PEN3CC12	6	4	3	25	75	100
	Elective Course-III	Academic Writing	19PEN3EC3A/	6	4	3	25	75	100
		English for career Advancement	19PEN3EC3B						
	Swayam Online Course	The Popular Gothic Novel	Will fix it later	12 weeks	3	As Per UGC Norms			
	Total			30	22				500
	Core Course-XIII	Indian Diasporic Literature	19PEN4CC13	6	5	3	25	75	100
IV	Core Course-XIV	New Literature	19PEN4CC14	6	5	3	25	75	100
	Elective Course-IV	Award Winning Authors (Nobel Laureate 1913-2020)	19PEN4EC4A/ 19PEN4EC4B	6	4	3	25	75	100
		Single Author Study - John Milton							
	Elective Course-V	North East Indian Literature	19PEN4EC5A/	6	4	3	25	75	100
		Post-Modern Fiction	19PEN4EC5B						
	Project	Project	19PEN4PW	6	4				100
	Total			30	22				500
	Grand Total			120	90				2000

M.A. PROGRAMME OUTCOME

PO 1	Identify literary history, literary theories, literary genres and Rhetorician various Literatures.
PO 2	Analyze various Literary Texts and develop proficiency to integrate them with literary research.
PO 3	Express critical and analytical skills in interpreting and evaluating literary text.
PO 4	Create new hypothesis and apply theories to create new literatures and also construct scope for further research.
PO 5	Undertake competitive exams like UGC- NET/SET/JRF/Pre-Ph.D. Registration Exam /TET to enhance job opportunities.

FIRST SEMESTER

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN1CC1	British Literature I (From 1340 To 1798)	Core Course I	80	10	-	5

Objectives:

- To identify the elements and the key components of British Literature.
- To familiarize the students with the characteristics of various literary genres.
- To understand literature as an expression of human values within a historical and social context.

Prerequisite:

Basic knowledge in Social History of England and History of English Literature.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Assess the different techniques employed by the prominent poets.	K3
CO2	Examine the concepts of poetry and critically analyze the period from 1340 to 1798.	K4
CO3	Classify the dramas in the British Literature and also diagnose the critical insight of the tragedies by Marlowe and John Dryden.	K5
CO4	Appraise the way the writers tried to create an impact and contribute through prose writings.	K6
CO5	Compile the characters in the fiction of Samuel Richardson and Henry Fielding.	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT-I: POETRY (DETAILED) (17 Hrs)

- Geoffrey Chaucer - The Prologue to Canterbury Tales
John Donne - The Canonization
Robert Burns - Oh My Love is like a Red, Red Rose

UNIT-II: POETRY (NON- DETAILED) (15 Hrs)

- William Wordsworth - Lines Written A Few Lines Above Tintern Abbey
William Collins - Ode to Evening

UNIT-III: DRAMA (DETAILED) (17 Hrs)

- John Dryden - All for Love
George Bernard Shaw - Arms And The Man

DRAMA (NON-DETAILED) Sheridan
- The Rivals.

UNIT-IV: PROSE (DETAILED) (15 Hrs)

- Francis Bacon - Of Travel, Of Superstition, Of Marriage
Jonathan Swift - The Battle of the Books

PROSE (NON DETAILED)

- William Hazlitt - The Plain Speaker

UNIT-V: FICTION (16 Hrs)

- Henry Fielding - Tom Jones
Charlotte Bronte - Jane Eyre
William Golding - Lord of the Files

Text Books:

Chaucer, Geoffrey. *The Prologue to the Canterbury Tales*. Unique publishers, Wordsworth, William. *Poems of William Wordsworth*. Edward Moxon, 1947.
Marlowe, Christopher. *Dr. Faustus*. Macmillan, 2009.
Dryden, John. *All for Love*. Bilblio bazar, 2007.
Sheridan, Richards Brinsley. *The Rivals*. Penguin Classics, 1989.

Pedagogy : Seminar, Discussion and Assignment

Course Designer: Ms. A. Violet Pangaja Bai

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN1CC2	Shakespeare	Core Course II	80	10	-	5

Objectives:

- To create an awareness of Elizabethan Age
- To make the students understand and appreciate the uniqueness and greatness of Shakespeare
- To acquaint the students with the style of Shakespearean works
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Prerequisite:

Basic knowledge of Elizabethan age and Shakespearean works.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Demonstrate the methods employed by the scholars to understand Shakespearean studies.	K3
CO2	Relate the use of Language in the poetry and dramas pertaining to the Cultural Values.	K3
CO3	Distinguish the style employed by Shakespeare in his Plays with his Contemporaries.	K4
CO4	Evaluate the works and characters of Shakespearean Plays.	K5

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low

SYLLABUS

UNIT-I (17Hrs)

DETAILED - Macbeth

NON- DETAILED – Othello

UNIT-II (17Hrs)

DETAILED - Richard II

NON- DETAILED - Henry IV

UNIT-III (17Hrs)

DETAILED – Midsummer Night's Dream

NON- DETAILED - The Winter's Tale

UNIT-IV (17Hrs)

DETAILED – Julius Caesar

NON- DETAILED – Antony and Cleopatra

UNIT-V (12Hrs)

DETAILED -Sonnets (18, 73, 116, 130, 144, 154)

NON- DETAILED

Shakespearean Theatre and Audience

Supernatural Elements and Soliloquies in Shakespearean Plays

Text Book:

Shakespeare, William. *The Complete work of Shakespeare*. New Delhi: IBH Publishing Co, 1980.

Books for Reference:

Shaughnessy, Robert. *The Routledge Guide to William Shakespeare*. London: Routledge, 2011.

Bell, Millicent. *Shakespeare's Tragic Skepticism*. London: Yale University Press, 2002.

Viswanathan, S. *Exploring Shakespeare: The Dynamics of Playmaking*. New Delhi: Orient Longman, 2005.

Wells, Stanley and Lena Cowen Orlin. *Shakespeare: An Oxford Guide*. London: OUP Oxford, 2003.

Pedagogy : Group Discussion, Seminar, Quiz and Assignment

Course Designer: Ms. P.K.Durgadevi

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN1CC3	Indian English Literature	Core Course III	80	10	-	5

Objectives:

- To introduce students to Indian writers who have written in English.
- To familiarize the students with the ethos of India.
- To provide a learning experience that is traditional and informative.

Prerequisite:

An understanding of historical background Indian writers in English and their works.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Relate and compute various aspects of poetry in Indian Writing in English.	K3
CO2	Classify the principle works of Indian English Poets.	K4
CO3	Compare the technical devices from the dramas prescribed in this course and provide reference to context.	K5
CO4	Conceive the values to social political and cultural issues reflected in Indian Writing in English.	K6
CO5	Synthesize the women struggle for freedom, education and empowerment.	K6

MAPPING WITH PROGRAMME OUTCOME

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

S – Strong, M – Medium, L – Low

SYLLABUS

UNIT – I POETRY - DETAILED (16 Hrs)

- Nissim Ezeikel – Marriage
Rabindranath Tagore – Lyric – XXIII (Gitanjali)
Meena Alexander - House of a Thousand Doors
Sarojini Naidu – The Village Song

NON- DETAILED

- Kamala Das – My Grandmother's House
Parthasarathy – Exile

UNIT – II PROSE - DETAILED (16 Hrs)

- Nirad. Chaudry – The Passage to England
A.P.J.Abdul Kalam – A Journey through Challenges

NON –DETAILED

- Swami Vivekananda – The Secret of Worker

UNIT – III SHORT STORIES - DETAILED (16 Hrs)

- Jhumpa Lahiri – A Temporary Matter
Chitra Banerjee Divakaruni - Clothes

NON-DETAILED

- Anita Desai – Diamond Dust

UNIT – IV DRAMA - DETAILED (16 Hrs)

- Mahesh Dattani – Do the Needful
Vijay Tendulkar – The Vulture

NON-DETAILED

- Girish Karnad – The Fire and the Rain

UNIT – V FICTION (16 Hrs)

- Amitav Gosh – The Calcutta Chromosome
Aravind Adiga – The White Tiger
Arundhati Roy - The Ministry of Utmost Happiness

Text Books: Kumar, Dr. Satisk. *Toru Dutt and her poems*. Bareilly: Student Store, 2001. Tagore, Rabindranath. *Gitanjali*. Willesley: Braden Books, 2000.

Kalam, A.P.J.Abdul. *A Journey through Challenges*. India: Harper Collins, 2016. Lahari, Jhumpa. *Interpreter of Maladies*. Harcourt: Houghton Mifflin, 2017.

Divakaruni, Chitra Banerjee. *Arranged Marriage*. UK: Penguin, 1997.

Tendulkar, Vijay. *Kamala, Silence! The Court is in Session*. New Delhi: Oxford UP, 1997. Gosh, Amitav. *The Calcutta Chromosome*. UK: Penguin, 2009.

Adiga, Aravind. *The White Tiger*. India: Harper Collins, 2009.

Book forReference:

King, Bruce. *Three Indian Poets: Nissim Ezekiel, A.K.Ramanujam, Dom Moreas*. Madras:Oxford UP, 1991.

Iyengar ,K.RSrinivasa. *Indian Writing in English*. New Delhi: Sterling Publishing Private Limited,2005.

Pedagogy: Seminar, Quiz, Assignment and Discussion

Course Designer: Ms. P.Helan Jona

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN1CC4	Women's Writing	Core Course IV	80	10	-	5

Objectives:

- To explore the various genres of writings by women writers from varied cultures.
- To understand and learn cultural and inter-cultural contexts related to gender.
- To empower women students to self-discover.

Prerequisite:

To have knowledge of women writers and the issues they portray.

COURSE OUTCOME

CO Number	CO statement	Knowledge Level
CO1	Classify the principal works, authors and genres of Women's Writing.	K3
CO2	Analyze the Literary texts through the perspective of gender to achieve particular literary, rhetorical and aesthetic effects.	K4
CO3	Assess and compare cultural and intercultural contexts relating to gender.	K5
CO4	Assess the central points of feminist theory and use it as a context for reading literary texts.	K5
CO5	Conceive and synthesize ideas of feminist fictions for researching a significant scholarly topic.	K6

MAPPING WITH PROGRAMME OUTCOME

CO'S	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT-I: POETRY (DETAILED) (16 Hrs)

Adrienne Rich – Aunt Jennifer's Tiger
Phillis Wheatley – On Being Brought From Africa to America
Imtiaz Dharker – Purdah I & II

UNIT-II PROSE (DETAILED) (16 Hrs)

Elaine Showalter – Toward a Feminist Poetics

PROSE (NON -DETAILED)

Virginia Woolf – A Room of One's Own

UNIT III- SHORT STORIES (16 Hrs)

Bharathi Mukherjee – A Wife's Story
Tillie Olsen – I Stand Here Ironing
Margaret Laurence – A Bird in the House
Paule Marshall – Reena

UNIT IV-DRAMA (DETAILED) (16 Hrs)

Manjula Padmanaban – Harvest

DRAMA (NON -DETAILED)

Lorraine Hansberry – A Raisin in the Sun

UNIT V- FICTION (16 Hrs)

Doris Lessing – The Grass is Singing
Manju Kapur – Difficult Daughters
Zora Neale Hurston – Their Eyes Were Watching God

Text Book :

Dove, Rita. *The Penguin Anthology of Twentieth-century American Poetry*. New York: PenguinBooks, 2011.
Padmanaban, Manjula. *Harvest*. Michigan: Aurora Metro Press, 2003.
Deshpande, Sashi. *A Matter of Time*. India: Penguin publishers, 1996.
Morrison, Toni. *The Bluest Eye*. New York: Knopf Doubleday Publishing Group, 2007.
Ryga, George. *The Ecstasy of Rita Joe*. Talon books, 1970.
Marshall, Paule. *Reena and Other Stories*. The Feminist Press, 2019.
Dharker, Imthiaz. *Poems by Imthiaz Dharker*. Oxford University Press, 2010.

Books for Reference:

Manorama, Trika. *20th Century Canadian Poetry*. Pencraft International, 2001.

Pedagogy: Quiz, Seminar, Assignment

Course Designer: Dr. Prema Joshua

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN1EC1A	Linguistics & Rhetoric	Elective Course I	80	10	-	3

Objectives:

- To develop conversance of the learners in English Rhetoric, Language and Linguistics.
- To apply the acquired rhetoric skills, linguistics knowledge in analysis of the language.
- Enables the learners to study and identify rhetoric and linguistic structures of the society in terms with the language.

Prerequisite:

Primary understanding in the art of writing and an interest for listening to discourses combined with an intermediate knowledge in English language.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Apply and relate the concepts of stylistics and the Science of Rhetoric.	K3
CO2	Examine the elements of Rhetoric and elaborate the five canons of rhetoric writing.	K4
CO3	Ascertain and assess the acquired skills of phonology in diagnosis of language and linguistics.	K4
CO4	Compare and evaluate semantics and grammar skills in teaching and research.	K5
CO5	Synthesize and express contrastive analysis of language and different linguistic branches	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT –I The Science of Rhetoric(18Hrs)

Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative- Rhetorical Situation: Grammar, Logic , Aesthetics , and Ethics – 5
Canons of rhetoric writing : Inventive , Arrangement , Style , Memory and Delivery
– Art of Discourse.

UNIT – II (17Hrs)

Topic Sentence, Paragraph Unity: Coherence and flow, Methods of Developing Paragraphs, Discourse. Four Kinds of Discourse: Exposition, Argumentation, Description, Narration.

UNIT-III: Levels of Linguistic Analysis (17Hrs) Morphology,

Grammar, Sentence, Syntax,

UNIT – IV Linguistic Analysis – Contd (15 Hrs) Semantics

and Pragmatics.

Discourse Analysis; Elements of Grammar and Transformation of Sentences.

UNIT- V: Sociolinguistics (13 Hrs)

Sociolinguistics: An Overview of Language Varieties

Text Books:

Yule, G. *The Study of Language*. Cambridge, CUP, 2014.

Bauhg, A.C. & F.T. Wood. *An Outline History of English Language*. BSC Publishers, 2014.

Book for Reference:

Weston, Anthony. *A Rulebook for Arguments*. Hackett pub, 2009.

Pedagogy : Phonetic Transcription, Quiz and Assignment

Course Designer: Dr. A. Suganthi Rao & Ms. A. Esther Rani

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN1EC1B	European Literature	Elective Course I	80	10	-	3

Objectives:

- To reveal the complex scope and the wealth and values hidden in European fiction To expose the richness of European culture to the students.
- To introduce various cultural practices followed in European Nations

Prerequisite:

To have a basic knowledge of western culture.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Apply and relate the concepts of culture	K3
CO2	Examine the elements found in various fictions	K4
CO3	Ascertain and assess the acquired skills constitute the themes	K4
CO4	Compare the themes, characters, motif in the European fictions	K5
CO5	Synthesize the ideas with various cultures.	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT I (16 Hrs)

- Milan Kundera - The unbearable Lightness Of Being
Albert Camus - The Stranger

UNIT II (16 Hrs)

- Orhan Pamuk -Snow
Nikos Kazantzakis -Zoeba the Greek

UNIT III(16 Hrs)

- Boris Pasternak -Dr.Zhivago
Gunter Grass - The Tin Drum

UNIT IV (16 Hrs)

- Camilo Jose Sela -The Family Of Pascual Duante
Jose Saramago -The Year Of the Death Of Ricardo Rels

UNIT V (16 Hrs)

- Umberto Eco - The Name of The Rose Ellas
Canetti - Auto-da-Fe.

Text Book:

- Ashcroft . Key concepts in Post-Colonial Studies.
Donnell Margaret J.O'.An anthology of Commonwealth Verse.
Walsh William .Reading in Common Literature. Ed

Book for Reference:

- Ashcroft .Key concepts in Post-Colonial Studies.
Narasimhaiah C.D. Awakened Conscience.

Pedagogy : Seminar, Discussion and Assignment

Course Designer: Ms. R.Uma Maheswari & Dr. Rita Shanthakumar

SECOND SEMESTER

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN2CC5	British Literature II(1799-Present Age)	Core Course V	80	10	-	5

Objectives:

- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To enable the Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning

Prerequisite:

Basic knowledge in Social History of England and History of English Literature with an additional knowledge of British Literature I.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO 1	Classify the characteristics of naturalism and supernaturalism.	K3
CO 2	Analyze the style, theme, tone, images and symbolism of the Romantic poets.	K4
CO 3	Evaluate the main plot and the sub plot with reference to dialogues, characters and narrative techniques of the Restoration Dramatists.	K5
CO 4	Develop the philosophical and social thoughts from the perspectives of the periodical essayists.	K6
CO 5	Devise the techniques of the picaresque novels.	K6

MAPPING WITH PROGRAMME OUTCOMES

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

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT-I: POETRY (DETAILED) (16 Hrs)

William Butler Yeats - Sailing to Byzantium.

T.S.Eliot - The Wasteland.

Philip Larkin - The Trees

POETRY (NON-DETAILED)

Matthew Arnold. - The Scholar Gypsy Dylan

Thomas - Fern Hill.

UNIT-II PROSE (DETAILED) (16 Hrs)

Alfred George Gardiner - In Praise of Walking.

Virginia Woolf - Mr. Bennett & Mrs. Brown **PROSE**

(NON-DETAILED)

George Orwell. - Shooting an Elephant (From the essay collection:
"Shooting an Elephant")

Robert Lynd - Forgetting

UNIT-III: DRAMA (DETAILED)(16 Hrs) Harold

Pinter. - The Birthday Party

Arnold Wesker - The Merchant **DRAMA**

(NON-DETAILED)

Oscar Wilde - The Importance of Being Earnest.

Edward Bond - Lear

UNIT-IV : SHORT STORIES(16 Hrs)

Angela Carter - The Smile of Winter

Rudyard Kipling - How the Camel got its Hump

UNIT-V : FICTION(16 Hrs)

D.H. Lawrence - The Rainbow

Julian Barnes - The Sense of an Ending

Kate Atkinson - Life After Life **Text**

Books:

Eliot, T.S. *The Wasteland*. New York: Penguin Books, 2003.

Pinter, Harold. *The Birthday Party*. London: Eyre Methuen, 1986.

Golding, William. *Lord of the Flies*. Boston: Faber & Faber, 1954.

Barnes, Julian. *The Sense of an Ending*. Vintage Books, 2012.

Books for Reference:

Jeffares, Alexander Norman. *A Commentary on the Collected Poems of W.B. Yeats*. Stanford University Press, 1968.

Runciman, David. *Political Hypocrisy: The Mask of Power, from Hobbes to Orwell and Beyond*. Princeton: University Press, 2010.

Raby, Peter. *The Importance of Being Earnest—A Reader's Companion*. New York: Twayne, 1995.

Pedagogy : Seminar, Discussion and Assignment

Course Designer: Ms. S. Ramalakshmi

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN2CC6	Translation Theory & Practice	Core Course VI	80	10	-	5

Objectives:

- To analyse and defend a plurality of paradigms which enable a greater understanding of complex nature of translation.
- To learn valuable ways of approaching translation by examining how contemporary translation theories interwoven with cultural, historical and social points of view.
- To apply the theoretical translation principles and methods in a wide range of transportation scenario.

Prerequisite:

Basic knowledge of the Source Language (Tamil) and Target Language (English) is essential.

COURSE OUTCOME

The Learners after the completion of the course will be able to:

CO Number	CO statement	Knowledge Level
CO1	Classify the translation approaches and theories.	K3
CO2	Ascertain the brief history of translation, translation theories and bible translation	K4
CO3	Distinguish the different periods of translation from 17 th to 20 th century.	K4
CO4	Contrast the problems of translation relating to literary texts, poetry, prose and dramatic text.	K5
CO5	Compose and synthesize the translations of Thirukkural, Proverbs and Prose Passages from Tamil to English	K6

MAPPING WITH PROGRAMME OUTCOME

CO'S	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT – I(15 hrs)

Definition of Translation (Nida, Roman Jakobson, Susan Bassnet, Catford) – Types of translation – Translation process – Principles – Equivalence.

UNIT – II(15 hrs)

Brief History of Translation – Bible Translation – Period Study - Theorists (Chapman, Wyatt, Surrey, Abraham Cowley, John Dryden, Alexander Pope, Goethe, Schlegel, H.W. Longfellow, Fitzgerald, Hilarie Belloc)

UNIT – III(15 hrs)

Translation theories – Postcolonial writing and literary translation – Untranslatability

UNIT – IV(15 hrs)

Translating Literary text, Prose, Poetry, and Drama

UNIT – V(20 hrs)

Thirukkural – Not Backbiting - P.S. Sundaram
Home under the sky -Vassanthi No
fear and Liberty – Bharathiyar

Text Books:

Bassnet, Susan. *Translation Studies*. London: Routledge, 1991.

Bassnet, Susan & Harish Trivedi. *Post Colonial Translation – Theory and Practice*.
London: Routledge, 1999.

Book for Reference:

Collins. *Cobuild Dictionary*. New Delhi: Orient Black swan, 2014.

Pedagogy: Quiz, Seminar, Assignment

Course Designer: Ms. G. Gayathri & Dr. S. Senthilkumari

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN2CC7	American Literature	Core Course VII	80	10	-	5

Objectives:

- To have an awareness on social, cultural and political issues in American Literature.
- To analyze literary works within the contexts of different literary periods.
- Understanding of the contribution of different texts and authors to American literary tradition.

Prerequisite:

An understanding of History of American writers of and their writings.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Relate the key ideas and works in the literature of different periods of literature.	K3
CO2	Examine the issues, conflicts and themes of the various genres in contemporary poems.	K4
CO3	Evaluate and explore how literary drama reflects and shapes the perceptions of critical social issues.	K5
CO4	Asses the elements of literature such as themes, motifs, style and tone.	K5
CO5	Develop an understanding of the narrating techniques in the novels of Saul Bellow and Henry James.	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low

SYLLABUS

UNIT-I (POETRY: DETAILED)(16 Hrs)

Sylvia Plath - Mirror
Emily Dickinson - I Died for Beauty - but was Scarce
Robert Frost - Mending Wall
Walt Whitman - When Lilacs Last in the Dooryard Bloom'd

(POETRY: NON-DETAILED)

Wallace Stevens - The Emperor of Ice Cream
E.E Cummings - Some Where I Have Never Travelled, Gladly Beyond
Edgar Allan Poe - Raven
Phillis Wheatly - To The University of Cambridge in New England

UNIT-II (PROSE : DETAILED)(16 Hrs)

Richard Wright - Blue Print for Negro Writing
Edgar Allan Poe - The Philosophy of Composition.

(PROSE: NON-DETAILED) R.W.Emerson-

Nature

UNIT-III (SHORT STORIES)(16 Hrs)

William Faulkner - The Rose for Emily
F.Scott Fitzgerald - Winter Dreams
Nathaniel Hawthorne- The Birth Mark

UNIT-IV (DRAMA - DETAILED) (16 Hrs)

Eugene O' Neil - The Iceman Cometh
Arthur Miller - Death of a Salesman

(DRAMA: NON-DETAILED)

David Mamet - China Doll

UNIT-V (FICTION)(16 Hrs)

Saul Bellow - Herzog
John Steinbeck - The Grapes of Wrath

Text Books:

Sen, Krishna & Ashok Sen Gupta. *A Short History of American Literature*. New Delhi:
OrientBlack swan, 2017.

Books for Reference:

Burt, Daniel .S.*The chronology of American literature : America's literary achievements from the colonial era to modern times*. Houghton Mifflin Harcourt, 2004.
Webster, Mariam. *Webster's Dictionary of American Authors*. Smithmark Pub, 1996.

Pedagogy: Group Discussion, Quiz and Assignment

Course Designer: Ms. Diana Betty Garrett& Ms. G Bhavani Sushma.

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN2CC8	Literary Criticism - I	Core Course VIII	80	10	-	5

Objectives:

- To identify the difference and the advancement from classical criticism to present
- To evaluate the concept of Base and Superstructure determined by Marxist
- To appreciate various literary texts in the light of literary theories

Prerequisite:

Critical knowledge of Literary Criticism and its history.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Furnish an overall outline to Literary Criticism's origin and development.	K3
CO2	Demonstrate the various approaches and theories with the text	K4
CO3	Ascertain the various approaches in literary text.	K5
CO4	Construct the principal steps in writing a well-organized literary analysis	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low

SYLLABUS

UNIT-1(16 Hrs)

Moralistic Approach: T.S. Eliot “Religion and Literature”

Psychological Approach: Simon O. Lesser “The image of the Father”

UNIT- II (16 Hrs)

Sociological Approach: G.B.Shaw “ Christopher Caudwell”

Formalistic Approach :Cleanth Brooks “Keats’s Sylvan Historian”

UNIT–III(16 Hrs)

Archetypal Approach: Gilbert Murray “Hamlet and Orestes”

Formalism, Structuralism, Semiotics, Cognitive Semiotics, New Criticism

UNIT- IV(16 Hrs)

Modernism, Post-Modernism, Eco –Criticism, Existentialism, Marxism, Cultural Materialism, New Historicism, Magical Realism, Myth Criticism.

UNIT-V(16 Hrs)

Colonialism, Post-Colonialism, Feminism, Queer Theory, Humanism, Post – Humanism.

Hermeneutics, Reader - Response, Deconstruction, Post -Theory

Text Book:

S. No.	Authors	Title of the Book	Publishers	Year of Publication
1.	Scott, Wilbur	Five Approaches of Literary Criticism	Macmillan	1963

Books for Reference:

S. No.	Authors	Title of the Book	Publishers	Year of Publication
1.	Barry, Peter	Beginning Theory. An Introduction to Literary and Cultural Theory	Manchester University Press	2009
2.	Culler, Jonathan	Literary Theory	OUP	2011
3.	Leitch, Vincent B	The Norton Anthology of Theory and Criticism	Oxford	2001

Pedagogy : Seminar, Discussion and Assignment

Course Designer: Dr. P. Urmila & Ms. R. Uma Maheshwari

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN2EC2A	English Language Teaching	Elective Course II	80	10	-	3

Objectives:

- To know the insights of ELT
- To be aware of the old and modern methods and approaches in ELT
- To effectively choose and apply the appropriate method in a classroom during ELT

Prerequisite:

To attain knowledge of English as a Second Language.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Apply and relate the concepts of language between the theories of second language acquisition.	K3
CO2	Associate a positive attitude towards language learning through different methods	K4
CO3	Assess the language learning strategies effectively through aptitude, objective and descriptive types of tests	K4
CO4	Evaluate the ability to consider the students' needs, language development levels, ages, intelligence types and learning styles.	K5
CO5	Integrate English Language Learning with Technologies.	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low.

SYLLABUS

Unit-I(17 hrs)

History of ELT

Introduction to General Principles of ELT

Present Status of English Language

Unit-II(16 hrs)

Teaching of four skills

Listening, Speaking, Reading, Writing Skill

Place of English in School Curriculum

Unit –III(17 hrs)

Designing a Syllabus

Current Trends in ELT

Problems Involved in ELT

Unit –IV(16 hrs)

Approaches to ELT

Methods – Audio Lingual Method, Communicative Language Teaching, Task- based Language

Teaching, Multiple Intelligences, Cooperative Language Learning

Techniques involved in Teaching of Poetry, Prose, Drama, Fiction

Unit –V(16 hrs)

Use of Audio Visual Aids In ELT

Language Testing and Evaluation.

Text Books:

Rogers & Richards. *Approaches, Methods and Techniques*. Cambridge, 2014.

Krishnaswamy, N and Lalitha Krishnaswamy. *Methods of Teaching English*.

Nagaraj, Geetha. *English Language Teaching*. New Delhi: Orient Black Swan, 2008.

Book for Reference:

Aggarwal, J.C. *Principles, Methods and Techniques of Teaching*. New Delhi: Vikas PublishingHouse, 2009.

Pedagogy : Seminar, Discussion, Interaction, Drill and Practice

Course Designer :Ms.Cecilia Merlin Wilton& Dr. A. Suganthi Rao

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN2EC2B	Post-Colonial Studies	Elective Course II	80	10	-	3

Objectives:

- To re-assess colonial histories and Post-colonial Literatures in all their complexity and diversity.
- To Promote awareness regarding post-colonial issues
- To present a positive attitude towards complexity and diversity of post-colonial literature.

Prerequisite:

To have a awareness of various culture.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Apply and relate the concepts post-colonial literature.	K3
CO2	Associate a positive attitude towards complexity and diversity of post-colonial literature.	K4
CO3	Assess the various themes and motif of post- colonial literature	K4
CO4	Compare the various themes, characters, style and technique in post- colonial literature.	K5
CO5	Describe the various issues focused in post- colonial literature.	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT-I (16 Hrs)

Introduction – Post-colonial Terms, Theories.

UNIT –II -Poetry(16 Hrs)

F.R Scott - The Canadian Authors Meet
David Campbell - Speak with the Sun
Andrew Lang – Night gale Weather
Enisy Davis - A Song of Winter.

UNIT –III Prose(16 Hrs)

George Woodcock - Away from Lost World: Notes on the Development of Canadian Literature.

A.D.Hope - A Note on The Ballads

UNIT IV Drama(16 Hrs)

Wole Soyinka – Kongi’s Harvest

UNIT V Fiction(16 Hrs)

J.M . Coetzee - Disgrace
Jean Rhys – Wide Sargasso Sea.

Text Book:

Ashcroft .*Key concepts in Post-Colonial Studies*.
Donnell Margaret J.O’ .*An anthology of Commonwealth Verse*.
Walsh William .*Reading in Common Literature*. Ed

BookforReference:

Ashcroft .*Key concepts in Post-Colonial Studies*. Narasimhaiah
C.D. *Awakened Conscience*.

Pedagogy : Seminar, Discussion and Assignment

Course Designer: Ms. T.Mothika& Ms.S.Srinidhi

III Semester

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN3CC9	ASIAN LITERATURE IN ENGLISH	Core Course-IX	78	12	-	5

Objectives:

- To introduce and intimate the learners about Asiatic Literature
- To make learners aware of tradition of countries in Asia
- To compare and contrast the writing styles and generic forms of different cultural background

Prerequisite:

The learners should know the basic knowledge about the culture of Asiatic countries

COURSE OUTCOMES:

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

Co Number	Co Statement	Knowledge Level
CO1	Apply the language skills and knowledge of critical thinking in a practical context that include completing an internship or designing and completing a special project.	K3
CO2	Analyse on different fictional and non-fictional genres to explore and represent issues of contemporary transcultural contexts.	K4
CO3	Compare and contrast the writing styles and generic forms of different cultural backgrounds in different periods of Asian Cultures.	K5
CO4	Evaluate the motifs of nature in poetry focusing on multi-lingual, social-political issues in post-colonial literature	K5
CO5	Develop cultural awareness by thinking analytically and comprehensively about regional and global affairs.	K6

MAPPING WITH PROGRAMME OUTCOMES

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

S-STRONG M-MEDIUM L-LOW

SYLLABUS

UNIT- I : POETRY : (15 hours)

- Detailed:** Edwin Thumboo (Singapore) –Renovation
Balakrishna Sama (Nepali)– When I want a Shapeful Dream
- Non-Detailed:** Yehuda Amichai (Israel) – From “Seven Laments for the War-dead”

UNIT –II: PROSE: (15 hours)

- Detailed:** J.Vijayatunga (SriLankan)- The Village Goes to Town
Swami Vivekananda (Indian) – Modern India
- Non-Detailed:** Lafcadio Hearn(Japanese)- Mosquitoes

UNIT –III: SHORT STORY: (15 hours)

- Detailed:** Zawgyi (Myanmar) – His Spouse
Chonghuli O (Korean) – River of Fire
- Non-Detailed:** Begum Rokeya Sakhawat Hossein (Bangladeshi) – Sultana’s Dream

UNIT –IV: DRAMA: (20 hours)

- Detailed:** Asif Currimboy (Indian) – Inquilab
- Non-Detailed:** Tariq Ali (Pakistani) - Iranian Nights

UNIT –V: FICTION: (13 hours)

- Amy Tan (Chinese) – The Joy Luck Club
Tan TwanEng(Malaysian) – The Gift of Rain

Books for Reference:

S.No	Author	Title of the Book	Publishers	Year of Publication
1.	Williams Hanaway and Wilma Heston	Studies in Pakistani Popular Culture	Bsang –e-meel Publications, Lahore	1996
2.	Richard John Lynn	Guide to Chinese Poetry and Dramas 2 nd edition	G.K.Hall, Boston	1984
3.	K.Mohit Ray	The Atlantic Companion to Literature in English	Atlantic Publication	2007
4.	Arvind Krishna Mehrotra	A History of Indian Literature in English	C. Hurst &Co Publishers	2003
5.	Amy Tan	The Joy Luck Club	G.P.Putham’sSons	1989

Pedagogy: Seminar, Quiz, Assignment

Course Designer: Dr.T.V.Subbulakshmi

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN3CC10	Research Methodology	Core Course-X	80	10	-	5

Objectives:

- To identify, select and define appropriate research concepts and its methodologies
- To provide a deep insight into the use of different sources and how to document them
- To enable the learners, know the format of research and mechanics of writing

Prerequisite:

Basic knowledge of research.

COURSE OUTCOMES

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

Co Number	Co Statement	Knowledge Level
CO 1	Analyze research methodologies identifying its types, forms of communication and kinds of discourse in existing literature.	K4
CO2	Classify appropriate Library Resources – Journal Articles and Printed Periodicals.	K4
CO3	Assess the technicalities of framing thesis statement.	K5
CO4	Formulate the various forms of Plagiarism and enunciate the mechanics of writing.	K6
CO5	Integrate the format of thesis by converting Bibliography into list of Works Cited.	K6

MAPPING WITH PROGRAMME OUTCOMES

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

S-STRONG M-MEDIUM L-LOW

SYLLABUS

UNIT-I(15 hrs)

1. Definition of Research
2. Types of Research
3. Primary and Secondary Sources
4. The Research paper as a form of communication
5. Four Kinds of Discourse- Expository, Argumentative, Descriptive, Narrative

UNIT-II(15 hrs)

1. Selecting a Topic
2. Library Resources- Articles and Printed Periodicals
3. Electronic and Web Sources
4. Online Catalogue of Library Holdings
5. Bibliography

UNIT-III(15 hrs)

1. Taking Notes and Collection of Materials
2. Outlining
3. Thesis Statement
4. Writing Drafts
5. Evaluation of materials gathered

UNIT-IV(15 hrs)

1. Plagiarism- Forms of Plagiarism
2. Documentation- Foot Notes & End Notes
3. Use of Quotations
4. The Mechanics of Writing

UNIT-V(20 hrs)

1. The Format of the Thesis
2. Converting Bibliography into list of works cited
3. Citing Periodical and Non- Periodical Print Publications
4. Citing Web Publications & Proof Reading

Textbook

S.No	Author	Title of the Book	Publishers	Year of Publication
1	Joseph Gibaldi	MLA Handbook for writers of Research Papers. 8 th ed.	MLA	2016
2	Joseph Gibaldi	MLA Handbook for writers of Research Papers. 7 th ed.	MLA	2008

Pedagogy Group discussion, Quiz, Assignment, Power point presentation

Course Designer: Dr.T.V.Subbalakshmi

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN3CC11	English Literature for UGC Examinations	Core Course- XI	80	10	-	4

Objectives:

- To train the students for UGC competitive exams
- To understand and remember the origin and development of genres
- To gain in-depth knowledge in wide range of literatures in English

Prerequisite:

An ample knowledge of English Language and Literature

COURSE OUTCOMES

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

Co Number	Co Statement	Knowledge level
CO 1	Demonstrate various concepts in English Language and Literary theories	K3
CO 2	Interpret the literary work with literary theories	K3
CO 3	Explain the origin and development of the various genres in Literature	K4
CO 4	Assess the literary work across and down the ages	K5

MAPPING WITH PROGRAMME OUTCOMES

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

S-STRONG M-MEDIUM L-LOW

SYLLABUS

Unit- I (16hrs)

Drama

Poetry

Unit- II(16hrs)

Fiction and Short Story

Non-Fictional Prose

Unit –III(16hrs)

Language: Basic Concepts, theories and pedagogy English
in India: History, evolution and futures

Unit –IV(16hrs)

Culture Studies

Literary Criticism

Unit- V(16hrs)

Literary Theory post World War II

Research Methods and Materials in English

Books for Reference

Masih, K. Ivan. Et.al. *An Objective Approach to English Literature: For NET, JRF, SLET and Pre-Ph.D. Registration Test*. New Delhi: Atlantic Publishers, 2007.

Drabble, Margaret. *The Oxford Companion to English Literature 5th ed.* New York: Oxford UP, 1995.

Pedagogy : Quiz, Assignment, Power point presentation.

Course Designer: Ms. P.K.Durgadevi & Ms.G.Vijayarenganayaki

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN3CC12	Literary Criticism II	Core Course XII	80	10	-	4

Objectives:

- To cater the students the contemporary and important concepts in culture studies
- To infer and apply the critical culture theories as tools of analysis in literary text
 - To understand the themes and practice of particular cultural in literature

Prerequisite: A comprehensive knowledge of interdisciplinary perspective in reading and understanding literature.

COURSE OUTCOMES

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

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO 1	Demonstrate an understanding of history of Cultural Studies and its key concepts	K3
CO 2	Analyse and explain major theories that both influence and came out of cultural studies	K4
CO 3	Evaluate the impact of the concepts like cultural materialism, ethnocentrism and cyber culture	K5
CO 4	Think analytically and critically about a range of cultural theories and its influence	K6
CO 5	Critically understand the process of appropriations involved in the making of 'culture'	K6

MAPPING WITH PROGRAMME OUTCOMES

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

S-STRONG M-MEDIUM L-LOW

SYLLABUS

Unit: I – INTRODUCTION (15 Hours)

Toby Miller: What it is and what it isn't Introducing Cultural Studies

Key concepts: Carnavalesque, Cyber culture, Ethnocentrism, Imagined Communities, Ideological status apparatus, Post-Humanism, Social mobility, Social Darwinism, Strategic essentialism, Utopianism.

Unit: II - CULTURAL STRUCTURALISM (15 Hours)

Stuart Hall: Cultural Studies – Two Paradigms

Roland Barthes: Myth as a semiological system in Mythology

Unit: III – MARXISM AND CULTURE (15 Hours)

Raymond Williams: Culture in Marxism and Literature

Theodor Adorno and Max Horkheimer: Culture Industry: Enlightenment as Mass Deception

Unit: IV – POST-MODERNISM, ETHNICITY AND CULTURE (15 Hours)

Baudrillard: The Precession of Simulacra in Simulation and Simulacra.

Ian McDonald: Hindu Nationalism, Cultural Spaces and Bodily Practice in India.

Unit: V GENDER, IDENTITIES AND CULTURE (20 Hours)

Noami Woolf: Culture in Beauty Myth

Gayatri Chakravorty Spivak: "Can the Subaltern Speak?"

References:

Edgar, Andrew and Peter Sedgwick .*Key concepts in cultural theory*. London: Routledge. 1999.
Baker, Chris. *The SAGE Dictionary of Culture Studies*. London: Sage Publication. 2004.

Pedagogy: Quiz, Assignment, Activity, Power point Presentation

Course Designer: T.Mothika& S.Srinidhi

Subject Code	SubjectTitle	Category	L	T	P	Credit
19PEN3EC3A	AcademicWriting	Elective -III	80	10	-	4

Objectives:

- To facilitate the students to read and evaluate various text.
- To use grammatical structures accurately.
- To utilize digital literacy tools to develop writing skills

Prerequisite:

The basic knowledge in writing skills of English Language

COURSE OUTCOMES

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

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO 1	Adapt academic writing procedures and strategies for different purposes	K 3
CO 2	Find, analyze and synthesize the various types of academic writing	K 4
CO 3	Construct a passage with appropriate mechanics, usage, grammar and spelling conventions	K5
CO 4	Produce prodigious drafting of paragraphs, essays, reports and letters	K 6
CO 5	Review scientific and professional genres including digital texts, summaries, abstracts and critical reviews	K 6

MAPPING WITH PROGRAMME OUTCOMES

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

S-STRONG M-MEDIUM L-LOW

SYLLABUS

UNIT I: APPROACH TO ACADEMIC WRITING (10 HOURS)

What is Academic Writing? – Purpose of Academic Writing – Significance of Academic Writing – Basic rules of Academic Writing – Style

UNIT II: TYPES AND PROCESS OF ACADEMIC WRITING (15 HOURS)

Types – Descriptive, Analytical, Persuasive and Critical – The Super-secret of Academic Writing Process – Pre-draft – Draft – Revise

UNIT III: THE MECHANICS OF ACADEMIC WRITING (20 HOURS)

Grammar – Common Errors – Vocabulary – Punctuation – Proof Reading – Editing – Plagiarism – Reference List

UNIT IV: WRITING MODELS: PLANNING AND DRAFTING (15 HOURS)

Free Writing - Paragraphs – Essays – Reports – Letters

UNIT V: WRITING PARADIGM (20 HOURS)

Discussion – Usage of library and digital sources – Literature Review – Research Project – Thesis Writing

REFERENCE BOOKS:

S.No	Author	Title of the Book	Publishers	Year of Publication
1	Andrew P Johnson	Academic Writing: Process and Product	Rowman& Little Field, US	2003
2	Stephen Bailey	A Handbook for International Students, (Third Edition)	Rowman& Little Field, US	1997
3	Thomas Elliott Berry	The Most Common Mistakes in English Usage	Indian Edition	2007

Pedagogy : Group discussion, Quiz, Assignment, Power point presentation.

Course Designer: Dr.S.Senthil Kumari &Dr.R.Vanitha

IV Semester

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN4CC13	Indian Diasporic Literature	Core Course	80	10	-	5

Objectives:

- To engage the students in knowing the history of migration, ethnicity and identity of diaspora context.
- To create an awareness and understanding of the common and different values, ideals and insights often expressed in works of literature from different cultures and Geographical landscape.

Prerequisite:

Basic knowledge of selected literary texts, concepts, and terminology to develop substantial reading.

COURSE OUTCOMES:

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

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Asses the postcolonial themes of diasporic literature with reference to geography.	K3
CO2	Examine the factors determine the writing and reception of literature.	K4
CO3	Examine the changing historical, political, socioeconomic, and cultural contexts	K4
CO4	Appraise the complex and fragmented history in the reformulation of cultural.	K6

MAPPING WITH PROGRAMME OUTCOMES

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

S-STRONG M-MEDIUM L-LOW

SYLLABUS

Unit-I – Diaspora (15 Hrs)

Definition of Diaspora - Birth of Diasporic Literature - Classification of Diaspora -Indian Diaspora Across Continents - Cultural Identity, Cultural Migration and Role of Diaspora

Unit-II - Poem (15 Hrs)

Vikram Seth - *Unclaimed*

Adil Jussawalla - *Sea Breeze, Bombay*

Jerry Pinto - *The Quiet Rebellion of Paper*

Unit- III- Short Story(16 Hrs)

Rohinton Mistry - *Auspicious occasion* (Tales from Firozabad)

Chitra Banarjee Divakaruni - *Clothes* (Arranged Marriage)

Jhumpa Lahiri - *Interpreter of Maladies* (Interpreter of Maladies)

Unit- IV – Drama(17 Hrs)

Uma Parameswaran - *Sita's Promise*

Unit- V – Novel(17 Hrs) Amitav

Ghosh – *Gun Island*

Books for Reference:

Cohen, Robin. *Global Diaspora: An Introduction*. London: UCL Press. 1997

Jana Evans Braziel and Anita Mannur. *Theorizing Diaspora*. Oxford:

Blackwell. 2003 Kim D. Butler. *Defining Diaspora, Refining a Discourse*,
Diaspora. 2002

Hall Stuart, *Cultural Identity and Diaspora*. Harvester Wheatsheaf, New york ,1993

Rohinton Mistry. *Tales From Firozsha Baag*, Penguin, Canada.1987.

Chitra Banarjee Divakaruni. *Arranged Marriage*, 1996.

Jhumpa Lahiri. *Interpreter of Maladies*, Houghton Mifflin

Harcourt, 1999. Uma Parameswaran. *Sita's Promise*. Alexander
Street Press, 2002

Amitav Ghosh. *Gun Island* Penguin, Canada.2019

Pedagogy: Seminar, Quiz, Assignment

Course Designer: Ms.HelanJona

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN4CC14	New Literature	Core Course XIV	80	10	-	4

Objectives:

- To engage the students in comparative and interdisciplinary thinking.
- To create an awareness and understanding of the common and different values, ideals and insights often expressed in works of literature from different cultures and historical periods.

Prerequisite:

Basic knowledge of selected literary texts, concepts, and terminology to develop substantial reading

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Interpret the text intensively and distinguish its salient features	K4
CO2	Compare and contrast the writers from around the world and their unique styles	K5
CO3	Appreciate the literary works at varied levels of comprehension	K4
CO4	Perform research, analysis, and criticism of literary and cultural texts from different genre.	K5
CO5	critical analysis to the reading of texts across multiple cultural and linguistic traditions, and various historical periods	K3

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low

SYLLABUS

Unit I: (Poetry) (15Hrs)

When Autumn Came	- Faiz Ahmed Faiz (Pakistan) (translated by Naomi Lazard)
The Dying Eagle	- E.J. Pratt (Canada)
To a Blue Flower	- John Shaw Neilson (Australia)
Time	- Allen Curnow (New Zealand)

Unit II: (Prose) (15 Hrs) Freedom

From Fear (an

extract from Freedom From Fear) - Aung San Suu Kyi's (Myanmar)

Unit III: (Short Stories) (16Hrs)

The Festival Stall (from Suvimalee Karunaratna)	- Le Roy Robinson (Sri Lanka)
Love	- Khin Yhin Yu (Translated by Ma Thanegi)

Unit IV: (Drama) (16Hrs)

Riders to the Sea	- J. M Synge (Irish)
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Unit V: (Fiction) (18Hrs)

Please Look After Mom - Shin Kyung Sook (North Korea)	Things Fall Apart - Chinua Achebe (Africa)
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Reference Books:

Pratt, E. J. *Collected Poems*. Macmillan, 1944.

Neilson, John Shaw, *Collected Poems of John Shaw Neilson*, Ed. R.H. Croll, Melbourne, 1934.

Faiz, Ahmad Faiz, *The True Subject*, Translated by Naomi Lazard, Princeton University, 1987.

O'Sullivan, V (Ed), *An Anthology of Twentieth Century New Zealand Poetry*, Wellington, 1979.

Synge, J.M, *Riders to the Sea*, Orient Black Swan, 2010.

Selected Myanmar Short Stories Translated by Ma Thnaegi, Unity Publishing House, 2016.

Sen Amarthya, *The Argumentative Indian*, Farrar, Straus and Giroux, 2005.

Tagore, Rabindranath, *Selections from Falpaguchhha, Kabuli walla and Other Stories*, translated by Ratan K. Chattopadhyay, Orient Black Swan, 2010.

Shin, Kyung-sook, *Please Look After Mom*, translated by Chi-Young Kim, Changbi Publisher, 2011. Achebe, Chinua, *Things Fall Apart*, William Heinemann, 1958.

Pedagogy: Seminar, Quiz, Assignment

Course Designer: Dr. Prema Joshua, Dr. R. Vanitha, Dr. S. Senthil Kumari

Subject Code	Title of the Paper	Category	L		T	P	Credit
19PEN4EC4A	Award Winning Authors (Nobel Laureate 1913 - 2020)	Elective –IV	80		10	-	4

Objectives:

- To identify the elements and the key components of Award-Winning work of art in English Literature.
- To familiarize the students with the characteristics of various literary genres.
- To understand literature as an expression of human values within a historical and social context.

Prerequisite:

Basic Knowledge in English Literature.

COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Assess the different techniques employed by the prominent Writers.	K3
CO2	Examine the concepts of various Genres.	K4
CO3	Classify the dramas in English Literature and also diagnose the literary awards.	K5
CO4	Appraise the way the writers tried to create an impact and contribute through writings.	K6
CO5	Compile the characters in the works of Award-Winning writers.	K6

MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low.

SYLLABUS

UNIT-I: POETRY (DETAILED) (15 Hrs)

T. S. Eliot - The Hippopotamus
Pablo Neruda - Cat's Dream

POETRY (NON- DETAILED)

Boris Pasternak - Winter Night
Wislawa Szymborska - Tortures

UNIT-II: PROSE (DETAILED) (15 Hrs)

George Bernard Shaw - The Sources of Idealism
Albert Camus - The Minotaur or The Stop In Oran
(The Myth of Sisyphus and Other Essays)

UNIT-III: Short Stories (DETAILED) (17 Hrs)

Rabindranath Tagore - Post Master
Pearl S. Buck - *The Refugee*

UNIT-IV: DRAMA (DETAILED) (15 Hrs)

Harold Pinter - Betrayal

UNIT-V: FICTION (DETAILED) (18 Hrs)

Kazuo Ishiguro - An Artist of the Floating World

(NON - DETAILED)

Saul Bellow - Seize the day

Text Books:

<https://www.poetryfoundation.org/poetrymagazine/poems/40129/testimonial>

<https://www.poetryfoundation.org/poems/55930/myth-56d237f7e8011>

<https://www.poetryfoundation.org/poems/55928/incident-56d237f70bd32>

Lady Freedom Among Us

<https://www.gradesaver.com/rita-dove-poems/study-guide/poem-text>

<https://www.prospectmagazine.co.uk/magazine/theorphanandthemob>

Tagore, Rabindranath, Selections from Falpaguchchha, Kabuliwalla and Other Stories,
Translated by Ratan K. Chattopadhyay, Orient Black Swan, 2010.

Ishiguro, Kazuo, An Artist of the Floating World, Faber; Main edition (26 March 2013)

Pinter, Harold, *Betrayal*, Faber & Faber; Main - Faber Modern Classics edition (27 March 2018)

Banville, John. The Sea, Picador; Media tie-in edition (30 July 2013)

Pedagogy: Seminar, Quiz, Assignment

Course Designer: MS.K.Anitha

Subject Code	Title of the Paper	Category	L	T	P	Credit
19PEN4EC5A	North East Indian Literature	Elective Course-V	80	10	-	4

Objectives:

- To introduce and intimate the learners about North East Indian Literature.
- To familiarize the learners with the various traditions of North East India.
- To expose and represent the contemporary trans-cultural issues.

Prerequisite:

Basic knowledge of North East Indian Culture.

COURSE OUTCOMES:

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

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Discover the aesthetic experience of North East Indian Literature.	K3
CO2	Infer wide spectrum of social, political, cultural, and aspirational concerns	K4
CO3	Assess the factors which influence and contribute in literary production especially for the women writers	K5
CO4	Evaluate the inappropriate notion of homogeneity mirrored in the Indian Literature in the practice of Tokenism.	K5

Mapping with Programme Outcomes

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

S-STRONG M-MEDIUM L-LOW

SYLLABUS

Unit I – Poetry (14 hrs)

- Thangjam Ibopishak – “Volcano, You Cannot Erupt”
Robin Ngangom – “Native Land”
TemsulaAo – “Prayer of a Monolith”

Unit II – Folk Tales(15 hrs)

- A Singpho Tribe Tale Kari Tale of Mishmi Girl
The Leap of Ka LikaiMan, Spirit and Tiger
The Beginning of the Storytelling Tradition
(selection from 8 Fascinating Myth And Legends From North East India)

Unit III – Short Stories (15 hrs)

- TemsulaAo– Laburnum for my Head
The Boy Who Sold an Airfield
Janice Pariat – 19/87
Laitlum (from *Boats on Land*)

Unit IV – Drama (18hrs)

- Crimson Rainclouds - Binodini

Unit V - Fiction(18 hrs)

- Mamang Dai – *The Legends of Pensam*
EasterineKire – *Mari*

Books for Reference:

- Dancing Earth, An Anthology of poetry from North East India*. Ed. Robin singh Ngangom and Kynpham Singh Nong kynrih. India: Penguin Book, 2009.
Ao, Temsula. *Laburnum for my Head*. India: Penguin Book, 2009.
Pariat , Janice. *Boats on Land*. India: Random House, 2012.
Dai, Mamang. *The Legends of Pensam*. India: Penguin Book, 2006.
Deb, Siddhartha. *The Point of Return*. India: HarperCollins, 2004.
Kire,Easterine. *Mari*. India: HarperCollins, 2010.
Phukam, Mitra. *The Collector's Wife*. India: Penguin Book, 2005.

Pedagogy: Quiz, Assignment, Activity, Power point Presentation

Course Designer: Ms. Helan Jona, Ms. P.K. Durga devi& Ms. Shrinidhi

Swayam Online Course - The Popular Gothic Novel

COURSE LAYOUT

- **Week 1:** Introduction to the Gothic: Gothic Motifs
- **Week 2:** Ann Radcliffe, *The Mysteries of Udolpho*

The ‘Explained Supernatural’, Gothic Sublime, and Aristocratic Villainy

- **Week 3:** Mary Shelley, *Frankenstein*

Female Gothic: Feminine Anxieties, Scientific Monsters, and Haunted Landscapes

- **Week 4:** Jane Austen, *Northanger Abbey*

Mocking the Popoular Gothic

- **Week 5:** Emily Bronte, *Wuthering Heights*

Byronic hero and ghostly women: Realism, Fantasy, Violence, and Cruelty

- **Week 6:** Charlotte Bronte, *Jane Eyre*

Gothic Symbolism and Rebellion

- **Week 7:** Charles Dickens, *A Christmas Carol*

Grotesque Gothic: Spectral City, Allegory, and Morality

- **Week 8:** Bram Stoker, *Dracula*

Vampires, Moral Degeneration, Late-Victorian Anxieties

- **Week 9:** Wilkie Collins, *The Moonstone*

Imperial Gothic: Mysticism, Irrationality, Otherness and Empire

- **Week 10:** Arthur Conan Doyle, *The Hound of the Baskervilles*

Gothic Crime: The Anxieties of the Past and the Future

- **Week 11:** Oscar Wilde, *The Picture of Dorian Gray*

Gothic terror: Dark Ambition, Aesthetics and Degeneracy

- **Week 12:** Accommodating the Gothic in Domestic Realism

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Books & References

Lisa Rodensky, ed. *The Oxford Handbook of the Victorian Novel*. Oxford: Oxford University Press, 2013.

Hogle, Jerrold E., eds. *The Cambridge Companion To Gothic Fiction*. Cambridge: Cambridge University Press, New York, 2002.

Smith, Andrew and Diana Wallace. "The Female Gothic: Then and Now." *Gothic Studies* 6.1 (2004): 1-7

Heiland, Donna. *Gothic & Gender: An Introduction*. Malden, MA : Blackwell Pub., 2004. Davison, Carol Margaret. "Haunted House/Haunted Heroine: Female Gothic Closets in *The Yellow Wallpaper*." *Women's Studies* 33 (2004): 47-75.

Catherine Spooner and Emma McEvoy (eds.), *The Routledge Companion to Gothic*. London;New York: Routledge, 2007.

Carol Margaret Davison. *History of the Gothic: Gothic Literature 1764-1824*. Cardiff: University of Wales Press, 2009.

Rachel Ablow, *The Feeling of Reading: affective experience and Victorian literature*. Ann Arbor:University of Michigan Press, 2010.

Mary, Hammond, 'Readers and Readerships' in Joanna Shattock (ed.), *The Cambridge Guide to English Literature 1830-1914*. Cambridge: Cambridge University Press, 2010.

I N S T R U C T O R : Prof . A . Di vy , IIT Madras