

CAUVERY COLLEGE FOR WOMEN, (AUTONOMOUS)

NATIONALLY ACCREDITED WITH “A+” GRADE BY NAAC TIRUCHIRAPPALLI

PG DEPARTMENT OF ENGLISH



**MA ENGLISH
SYLLABUS
2024 - 2025 AND ONWARDS**

**CAUVERY COLLEGE FOR WOMEN, AUTONOMOUS,
PG DEPARTMENT OF ENGLISH**

VISION

- The Department of English envisions the learners to explore and empower LSRW skills thereby gaining competency in various genres of literature across the world.
- Ensuring the aesthetic sensibility and creativity of the learners for higher pursuits in research and professional career.

MISSION

- Procure academic excellence by mastering language and literature, imbibe human values embedded with personality enrichment.
- To gratify the needs of employability and enshrine learners as socially responsible citizens.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	Statements
PEO1	LEARNING ENVIRONMENT To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
PEO2	ACADEMIC EXCELLENCE To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
PEO3	EMPLOYABILITY To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
PEO4	PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation.
PEO5	GREEN SUSTAINABILITY To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

PROGRAMME OUTCOMES FORMA ENGLISH

PO.No	On completion of MA English, the students will be able to
PO1	Exhibit comprehensive knowledge in understanding the issues and problems that arise in the society and apply in life circumstances. (Social Responsibility)
PO2	Achieve in-depth knowledge in various genres of literary texts to contribute the best for the society and to create a better world. (Exploring Success)
PO3	Perceive leadership skills through higher learning and be a visionary to achieve the target. (Professional Competence)
PO4	Identify appropriate resources required for research projects to explore novel ideas to gain real life experience through internships and higher studies. (Discover Innovations)
PO5	Create a scientific attitude and aptitude to undertake research studies for higher learning and career opportunities. (Build Scientific Temperament)

PROGRAMME SPECIFIC OUTCOMES FOR MA ENGLISH

PSO No.	Students of MA English will be able to	POs Addressed
PSO 1	Evaluate literature through politics, environment, society, values, gender and sociological perspectives in reality	PO1
PSO 2	Analyze cognizance to classify the perspectives of English Language and Literature, genres and literary styles of various literatures across the world.	PO1 PO2
PSO 3	Examine writers and their literary works through literary devices and theoretical approaches for professional growth.	PO3
PSO 4	Explore deep insights of literature through hands on experience in research studies enriching critical thinking and creativity.	PO4 PO5
PSO 5	Empower language, linguistics and literature for professional development, crack competitive examinations and to build employability skills.	PO5



Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

(For the Candidates admitted from the Academic Year 2023-2024 Batch and Onwards)

I Semester

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
I	Core Course – I (CC)	English Poetry - From Chaucer to 20th Century	23PEN1CC1	6	5	3	25	75	100
	Core Course – II (CC)	English Drama	23PEN1CC2	6	5	3	25	75	100
	Core Course – III (CC)	English Fiction	23PEN1CC3	6	5	3	25	75	100
	Core Course - IV (CC)	Indian Writing in English	23PEN1CC4	6	5	3	25	75	100
	Discipline Specific Elective Course-I (DSE)	A. Theatre Art	23PEN1DSE1A	6	3	3	25	75	100
		B. Rhetoric & Stylistics	23PEN1DSE1B						
		C. Technical English	23PEN1DSE1C						
Total				30	23				500

15 Days INTERNSHIP during Semester Holidays

II Semester

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
II	Core Course– V (CC)	British Literature	23PEN2CC5	6	5	3	25	75	100
	Core Course – VI (CC)	Translation Theory & Practice	23PEN2CC6	6	5	3	25	75	100
	Core Course – VII (CC)	American Literature	23PEN2CC7	6	5	3	25	75	100
	Core Choice Course– I (CCC)	A. Literary Theory and Criticism	23PEN2CCC1A	6	4	3	25	75	100
		B. Commonwealth Literature	23PEN2CCC1B						
		C. Skill Enhancement	23PEN2CCC1C						
	Discipline Specific Elective Course-II (DSE)	A. English Language Teaching	23PEN2DSE2A	6	3	3	25	75	100
		B. Post-Colonial Studies	23PEN2DSE2B						
		C. Branches of Linguistics	23PEN2DSE2C						
	Internship	Internship	23PEN2INT		02				
Extra Credit Course	SWAYAM		As per UGC Recommendations						
Total				30	24				600



Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A., Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

(For the Candidates admitted from the Academic Year 2023-2024 Batch and Onwards)

III Semester

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs	Marks		
							Int	Ext.	
III	Core Course– VIII (CC)	Asian Literature in English	23PEN3CC8	6	5	3	25	75	100
	Core Course – IX (CC)	Research Methodology	23PEN3CC9	6	5	3	25	75	100
	Core Course - X (CC)	Cultural Studies	23 PEN3CC10	5	4	3	25	75	100
	Core Choice Course- II (CCC)	A. Cyber Security	22PGCS3CCC2A	5	4	3	25	75	100
		B. Postmodern Fiction	23PEN3CCC2B						
		C. Australian Literature	23PEN3CCC2C						
	Discipline Specific Elective Course-III (DSE)	A. English Literature for UGC Examinations	23PEN3DSE3A	5	3	2	-	100	100
		B. Single Author Study – Rabindranath Tagore	23PEN3DSE3B						
		C. Global Fiction	23PEN3DSE3C						
Generic Elective Course - I (GEC)	The Great Indian Epic Literature - A Philosophical Approach	23PEN3GEC1	3	2	3	25	75	100	
Extra Credit Course	SWAYAM		As per UGC Recommendations						
Total				30	23				600

IV Semester

IV	Core Course– XI (CC)	North East Indian Literature	23PEN4CC11	6	5	3	25	75	100
	Core Course - XII (CC)	Nobel Laureates 1913-2022	23PEN4CC12	6	5	3	25	75	100
	Core Choice Course– III(CCC)	A. New Literature	23PEN4CCC3A	6	4	3	25	75	100
		B. Climatic Literature	23PEN4CCC3B						
		C. Dalit Literature	23PEN4CCC3C						
	Generic Elective Course - II (GEC)	Campus to Global Connect	23PEN4GEC2	3	2	3	25	75	100
Project	Project Work	23PEN4PW	9	4				100	
Total				30	20				500
Grand Total				120	90				2200



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M.A., Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

(For the Candidates admitted from the Academic Year 2023-2024 Batch and Onwards)

Sl. No	Course	No. of Courses	No of Credits	Marks
1.	Core Course – (CC)	12	59	1200
2.	Core Choice Course – (CCC)	3	12	300
3.	Discipline Specific Elective - (DSE)	3	09	300
4.	Generic Elective Course - (GEC)	2	04	200
5.	Project Work	1	04	100
6.	Internship	1	02	100
Total		22	90	2200



Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

(For the Candidates admitted from the Academic year 2023-2024 onwards)

Semester I

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
I	Core Course – I (CC)	English Poetry – From Chaucer to 20 th Century	23PEN1CC1	6	5	3	25	75	100
	Core Course – II (CC)	English Drama	23PEN1CC2	6	5	3	25	75	100
	Core Course – III (CC)	English Fiction	23PEN1CC3	6	5	3	25	75	100
	Core Course - IV (CC)	Indian Writing in English	23PEN1CC4	6	5	3	25	75	100
	Discipline Specific Elective Course-I (DSE)	A. Theatre Art	23PEN1DSE1A	6	3	3	25	75	100
		B. Rhetoric & Stylistics	23PEN1DSE1B						
		C. Technical English	23PEN1DSE1C						
Total				30	23				500
15 Days INTERNSHIP during Semester Holidays									

SEMESTER – I

Semester I	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
23PEN1CC1	English Poetry - From Chaucer to 20th Century	Core Course – I(CC)	6	5

Course Objectives:

- To familiarize students with English Poetry starting from Medieval England to 17th Century.
- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
- Good comprehension of History of English Literature is enhanced.
- Differentiation among the various stages of English could be identified by students.
- Critical approaches towards various literary forms can be learnt.

Pre requisite:

- The learners should have an interest towards learning poetry with the philosophical outlook of life.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine ideas about the old English writing style.	K1, K2, K3, K4
CO2	Analyze knowledge about various forms of poetry during different centuries.	K1, K2, K3, K4
CO3	Evaluate various poets as representatives of their periods	K1, K2, K3, K4, K5
CO4	Justify the evolution of various literary movements	K1, K2, K3, K4, K5
CO5	Discuss British Poetry as an aesthetic record of the societies concerned	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	2	3	2	3	3
CO2	3	3	3	3	2	3	3	2	3	3
CO3	3	3	3	3	2	3	3	3	3	3
CO4	2	3	3	3	3	3	3	2	3	3
CO5	3	3	2	3	2	3	3	2	3	3

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Middle English Poetry Chaucer "The General Prologue": Prioress, Physician, Clerk (Oxford), Wife of Bath	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	Elizabethan Poetry Edmund Spenser "Epithalamion" John Donne "A Valediction: Forbidding Mourning" & "The Canonization"	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	Seventeenth Century Poetry John Milton "Paradise Lost" Book IX Andrew Marvell "To His Coy Mistress"	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	Eighteenth Century Poetry John Dryden Thomas "Absalom and Achitophel" Lines 150 - 476 Gray William "Elegy Written in a Country Churchyard" Wordsworth "I Travelled among Unknown Men" "Strange Fits of Passion Have I Known" "She Dwelt among the Untrodden Ways" "Three Years she Grew in Sun and Shower" Robert Burns John "A Slumber did my Spirit Seal" Keats "A Red, Red Rose" "Ode to a Nightingale"	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	Modern Poetry Rupert Brooke "The Soldier" W.B. Yeats "Prayer for My Daughter" W. H. Auden "Elegy on the Death of W. B. Yeats" T.S. Eliot "Journey of the Magi" Dylan Thomas "Do Not Go Gentle into That Good Night" & "Poem in October" "Whitsun Weddings" Philip Larkin Ted Hughes "Hawk Roosting" "Digging" Seamus Heaney "Standing Female Nude" "The Achill Woman" Carol Ann Duffy Eavan Boland	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for End Semester Examination) P. B. Shelley "Ode to the West Wind" G. M. Hopkins "Pied Beauty" Siegfried Sassoon "The Last Meeting"	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books

1. 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th Century. OUP, London.
2. Standard editions of texts.

Reference Books

1. T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2. H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford – upon – Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

Web References

<http://www.english.org.uk/chaucer/htm>

<https://www.britannica.com/topic/The-Canonization>

https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/to%20%20%20pic/Paradise-Lost-epic-poem-by-Milton

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

<https://www.britannica.com/topic/Absalom-and-Achitophel>

Pedagogy: Seminar, Quiz, Assignment

Course Designer: Ms. P.K. Durgadevi

Semester I	Internal Marks:25	External Marks:75		
Subject Code	Course Title	Category	Hrs / Week	Credits
23PEN1CC2	English Drama	Core Course – II (CC)	6	5

Course Objectives:

- To acquaint the students with the origin of drama in Britain.
- Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
- Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
- Evaluating different forms of drama from the historical background could be learnt.
- Understanding dramatic techniques implied by the pioneers of English drama.

Pre requisite:

- The learners should have a thorough knowledge of the dramatic techniques.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine various aspects of drama and theatre.	K1, K2, K3, K4
CO2	Classify drama and performance as a cultural process and an artistic discourse.	K1, K2, K3, K4
CO3	Evaluate plot structure, characterization and dialogue.	K1, K2, K3, K4, K5
CO4	Justify drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages.	K1, K2, K3, K4, K5
CO5	Formulate the sequential course dealing with Modern and Postmodern British Drama	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	3	3	2	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	CO s	COGNITIVE LEVEL
I	Beginnings of Drama - Miracle and Morality & Mystery Plays, Everyman The Senecan and Revenge Tragedy Thomas Kyd <i>The Spanish Tragedy</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
II	Elizabethan Theatre - Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy, Christopher Marlowe <i>Dr. Faustus</i> Thomas Middleton <i>The Changeling</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
III	Jacobean Drama John Webster <i>The White Devil</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	Restoration William Congreve <i>The Way of the World</i> , Irish Dramatic Movement J.M Synge <i>The Playboy of the Western World</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	Epic Theatre Bertolt Brecht <i>Mother Courage and her Children</i> Comedy of Menace Harold Pinter <i>The Birthday Party</i> , Post-Modern Drama Samuel Beckett <i>Waiting for Godot</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for End Semester Examination) G. B. Shaw <i>Pygmalion</i> John Osborne <i>Look Back in Anger</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

Text Books

1. Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2. Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London

Reference Books

1. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
2. Allardyce Nicoll, 1973, British Drama, Harrap, London.
3. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.
4. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, Routledge, London.
5. Kinney, Arthur.F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.

Web References

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

[http://www.clt.astate.edu/wmarey/asste%](http://www.clt.astate.edu/wmarey/asste%20)

<https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>

<https://www.britannica.com/art/English-literature/The-Restoration>

<https://www.britannica.com/art/epic-theatre>

Pedagogy: Seminar, Quiz, Assignment, Role play

Course Designer: Dr. R. Uma Maheswari

Semester I	Internal Marks:25	External Marks:75		
Subject Code	Course Title	Category	Hrs / Week	Credits
23PEN1CC3	English Fiction	Core Course - III (CC)	6	5

Course Objectives:

- To familiarize the students with the origin and development of the British Novel up to the 20th Century.
- The contents of the paper are meant to throw light on various concepts and theories of the novel.
- To understand the social background base on the prescribed novels.
- Identifying and differentiating various forms of novels.
- Trying hands in writing a piece of work on their own.

Pre requisite:

- The learners should have critical thinking in analyzing and interpreting the texts.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine wide knowledge about different types of novels.	K1, K2, K3, K4
CO2	Analyze the art of writing different forms of novel with the learned notions.	K1, K2, K3, K4
CO3	Evaluate to explore Social, domestic and gothic novels.	K1, K2, K3, K4, K5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	K1, K2, K3, K4, K5
CO5	Formulate themes relating to the turn of the century events through close reading of text.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	2	2
CO4	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	2	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes:</p> <p>omniscient narration. Allegorical Novel and Satire</p> <p>John Bunyan <i>The Pilgrim's Progress (Part I)</i></p> <p>Jonathan Swift <i>Gulliver's Travels</i></p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
II	<p>The New World Novel</p> <p>Laurence Stern <i>Tristram Shandy</i></p> <p>Daniel Defoe <i>Robinson Crusoe</i></p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
III	<p>Middle Class Novel of Manners</p> <p>Jane Austen <i>Emma</i></p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	<p>Women's Issues</p> <p>Charlotte Bronte <i>Jane Eyre</i></p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	<p>Liberal Humanism, Individual Environment and Class Issues,</p> <p>D.H. Lawrence <i>The Rainbow</i></p> <p>James Joyce <i>Portrait of the Artist as a Young Man</i></p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination)</p> <p>George Eliot <i>The Mill on the Floss</i></p> <p>Mary Shelley <i>Frankenstein</i></p>	–		

Text Books

1. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2. F.R. Leavis, 1973, The Great Tradition, Chatto & Windus, London.

Reference Books

1. Ian Watt, 1974, Rise of the English Novel, Chatto & Windus, London.
2. Frederick R Karl, 1977 , Reader' s Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
3. Arnold Kettle, 1967, An Introduction to English Novel Vol. II, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, Chatto & Windus, London.
5. Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong

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<http://en.wikipedia.org/wiki/novel>

<https://www.britannica.com/art/picaresque-novel>

<https://www.britannica.com/art/novel-of-manners>

<https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

Pedagogy : Seminar, Quiz, Assignment

Course Designer: Dr. S. Senthil Kumari

Semester I	Internal Marks:25	External Marks:75		
Subject Code	Course Title	Category	Hrs / Week	Credits
23PEN1CC4	Indian Writing in English	Core Course – IV (CC)	6	5

Course Objectives:

- Enabling the students to understand the evolution of Indian Writing in English.
- To enable the learners to get exposed to the historical movements of the Indian subcontinent.
- Comprehending different genres through the representation of different texts.
- To inculcate in the students the cultural significance of Indian English literature.
- To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

Pre requisite:

- A knowledge of various phases in the evolution of Indian Writing in English.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the themes of Indian Writing in English	K1, K2, K3, K4
CO2	Compare and contrast the major trends in Indian Writing in English	K1, K2, K3, K4
CO3	Determine to study the background and settings of the prescribed texts	K1, K2, K3, K4, K5
CO4	Evaluate the cultural significance of Indian English Literature	K1, K2, K3, K4, K5, K6
CO5	Build exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the Contemporary era.	K1, K2, K3, K4, K5, K6

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	2	3	3
CO2	3	3	3	3	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3
CO5	3	3	3	2	2	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Aurobindo “Tiger and the Deer”, “Rose of God” Toru Dutt “The Lotus”, “The Casuarina Tree” Sarojini Naidu “Palanquin Bearers”, “Coromandel Fishers”	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
II	Kamala Das “Looking Glass”, “An Introduction” Parthasarathy Nissim “A River Once”, “Under another Sky” Ezekiel “Morning Prayer”, “Enterprise”	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
III	Girish Karnad <i>Nagamandala.</i> Rabindranath Tagore <i>Muktadhara</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	Dr. S. Radhakrishnan “Emerging World Society” Salman Rushdie “Imaginary Homelands” (Chap. 11, 14) Dr. A. P. J. Abdul Kalam “Orientation” (Wings of Fire).	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	Shashi Deshpande <i>Roots and Shadows</i> Chitra Banerjee Divakaruni <i>The Mistress of Spices</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for End Semester Examination) Jawaharlal Nehru <i>Glimpses of World History</i> (Chapter – 22 & 56) <i>A Devoted Son</i>	-	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

Text Book

1. Rama murti, K.S. (ed.). Twenty-five Indian Poets in English Macmillan. 1995.

Reference Books

1. K.R. Srinivasa Iyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.
4. Amit Chandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London
5. Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.

Web References

https://en.wikipedia.org/wik/indian_wriTIng_in_english

<https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece>

<https://www.britannica.com/biography/Sri-Aurobindo>

<https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>

<https://www.britannica.com/biography/Anita-Desai>

Pedagogy : Seminar, Quiz, Assignment

Course Designer: Dr. P. Helan Jona

Semester I	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
23PEN1DSE1A	Theatre Art	Discipline Specific Elective Course-I (DSE)	6	3

Course Objectives:

- To introduce the learners to the literary aspect of dramas.
- To familiarize Theatre as an art form.
- To introduce the concepts of directing and stage management.
- To inculcate in the students the role of Theatre in society.
- To familiarize the students with the components of acting.

Pre requisite:

- The learners should have creativity and aesthetic understanding of theatre art.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine a broad range of theatrical disciplines and Experiences	K1, K2, K3, K4
CO2	Analyse the diversity of theatrical experiences and the role of theatre in society	K1, K2, K3, K4
CO3	Evaluate the relationships among the various facets of Theatre	K1, K2, K3, K4, K5
CO4	Estimate drama as a performing art and the aspects of Stagecraft	K1, K2, K3, K4, K5
CO5	Create exposure to diverse components of acting and techniques	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO 2	PSO3	PSO4	PSO5	PO1	PO2	P O3	PO4	P O5
CO1	3	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	2	2	3	3	3	2	3	3
CO4	3	3	3	3	3	3	3	3	2	3
CO5	3	3	3	2	2	3	3	2	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Drama as a Performing Art, Relation between Drama and Theatre, The Role of Theatre, The need for Permanent Theatres.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
II	Greek Theatre, Shakespearean Theatre, The Absurd Theatre, The Epic Theatre, The Multipurpose Theatre, Designing for a Particular Theatre, The Eastern Theatre - Conventional and the Non- Conventional Theatre, Folk Theatre, Urban Theatre, Third Theatre, other Theatre in Vogue.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
III	Fundamentals of Play Directing: Concept, Technique, Physical Balance, Demonstration the Director and the Stage.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	Components of Acting: Gesture, Voice, Costume, Make-Up, Mask and Different Styles in Acting as an Art Form, Violence in the Theatre, Need for Censorship, Managing Time and Space.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	Theatre of Illusion, Expressionism and Dramatic Symbolism, Stage Design in the Modern World, Lighting in the Modern World, Word versus Spectacles.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for End Semester Examination) Eugene O'Neil <i>The Hairy Ape</i>		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

Text Book

1. Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P)Ltd., 2015.

Reference Books

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press, 2008.
2. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

Web References

https://paradisevalley.libguides.com/the111/theatre_history_websites

<https://www.britannica.com/place/England/Performing-arts>

https://www.worldhistory.org/Greek_Theatre/

https://archive.org/details/fundamentalsopl0000dean_v3x3

Pedagogy: Seminar, Quiz, Assignment, Enactment, Group project.

Course Designer: Dr . P. Urmila

Semester I	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
23PEN1DSE1B	Rhetoric & Stylistics	Discipline Specific Elective Course-I (DSE)	6	3

Course Objectives:

- To develop conversance of the learners in English Rhetoric and Stylistic.
- To apply the acquired rhetoric skills, linguistics knowledge and Style in analysis of the language.
- Enables the learners to study and to be familiar with future trends in Language.
- Enhance knowledge in the art of speaking and writing effectively.
- Explore the linguistic style of expression with clarity of communicative skills.

Prerequisites

- Primary understanding in the art of writing and an interest for listening to discourses combined with an intermediate knowledge about the Contemporary topic in Stylistics in English Language.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine knowledge on the concepts of Stylistics and Rhetoric in Language and Literature relevant in today's world.	K1, K2, K3, K4
CO2	Evaluate the elements of Rhetoric and Stylistics and identify the problems of writing to contribute the best for genres by facing the challenges.	K1, K2, K3, K4, K5
CO3	Determine and assess the acquired skills with various levels and theories for professional growth.	K1, K2, K3, K4, K5
CO4	Construct novel ideas in the contemporary topics in research projects to enrich critical thinking.	K1, K2, K3, K4, K5, K6
CO5	Creatively design Language and Literature with the emerging trends for higher learning.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	2	3	3
CO3	2	3	3	3	3	2	3	3	3	3
CO4	2	3	3	3	3	2	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>THE SCIENCE OF RHETORIC Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative-Rhetorical Situation: Grammar, Logic, Aesthetics, and Ethics – 5 Canons of rhetoric writing.</p> <p>Key Concepts: Logic, Aesthetics, Inventive, Arrangement, Style, Memory, Delivery.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<p>DISCOURSE Topic Sentence, Paragraph Unity: Coherence and flow, Methods of Developing Paragraphs, Discourse. Four Kinds of Discourse: Exposition, Argumentation, Description, Narration.</p> <p>Key Concepts: Comparison, Concession, Emphasis, Parallelism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	<p>STYLISTICS The Linguistic Levels of foregrounding in Stylistics, Stylistics speech acts and (im)politeness Theory, Power on Face- Management, Stylistics point of view and modality, Speech and thought presentation in stylistics.</p> <p>Key Concepts: Formalist Stylistics, Metaphor and Metonymy, Rhetoric and Poetics, Schema, Script, and Frame Theory</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	<p>CONTEMPORARY TOPICS IN STYLISTICS Pedagogical Stylistics, Feminist Stylistics, Critical Stylistics.</p> <p>Key Concepts: Feminist Stylistics, Point of View and Modality, Speech and Thought Presentation, Text World Theory.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	<p>EMERGING TRENDS IN STYLISTICS Creative Writing and Stylistics, Stylistics and Film, Stylistics and hypertext Fiction. Practical Work: Creative Writing.</p> <p>Key Concepts: Cognitive Poetics, Drama and Performance, Rhetoric and Poetics, Narratology, Stylistics and Film.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination)</p> <p>Art of Discourse. Discourse Analysis; Elements of Grammar and Transformation of Sentences. Metaphor and Stylistics.</p> <p>Stylistics and Translation. Stylistics, Emotion and Neuroscience. Abraham Lincoln: Gettysburg Address Martin Luther King: I Have a Dream</p>		CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

Text Books

1. Weston, Anthony. *A Rulebook for Arguments*. Hackett publication, 2009.
2. Cleanth Brooks and Robert Penn Warren. *Modern Rhetoric*. Harcourt Brace Jovanovich, 1979.
3. Paul Simpson. *Stylistics: A Resource Book for Students*. Routledge, 2nd edition, 2014.
4. Edited by Michael Burke. *The Routledge Handbook of Stylistics*. Routledge, 2014.

Reference Books

1. Robin Wooffitt. *Conversation Analysis and Discourse Analysis: A Comparative and Critical Introduction*, First Edition. SAGE, Publications Ltd, 2005.
2. Widdowson H.G., *Discourse Analysis*. Oxford University Press, 2012.

Web References

<https://rulb.org/en/archive/3-19-2019-september/ritorika-lingvistika-i-stilistika-obzor>

<https://www.degruyter.com/document/doi/10.1515/9781614511335-014/html>

<https://www.thoughtco.com/stylistics-language-studies-1692000>

<https://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore%20re978%200190%20201098-e-%201008>

Pedagogy: Seminar, Quiz, Assignment.

Course Designer: Ms. A. Violet Pangaja Bai

Semester I	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
23PEN1DSE1C	Technical English	Discipline Specific Elective Course-I (DSE)	6	3

Course Objectives:

- Weave a coherent and structured Language by knowing the principles and practices of technical English
- Emphasis on creativity, accuracy in grammar and LSRW skills.
- Identify the topic sentence in a paragraph, infer meanings to enhance vocabulary.
- Enhance knowledge on short conversations, monologues and role plays, for acquiring flair and fluency in English Language.
- Enrich critical thinking skills in analyzing the texts.

Prerequisite:

- Communicate effectively to make learners feel confident and competent in Technical English for Technical purposes.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the knowledge of understanding the topic sentences lexical and contextual items supporting ideas for technical writing.	K1, K2, K3, K4
CO2	Compare and contrast the given context to overcome the barriers by precise approaches in real life situations.	K1, K2, K3, K4
CO3	Evaluate the technical, graphical representations, compose passages to master English for professional growth.	K1, K2, K3, K4, K5
CO4	Determine to explore language skills for research and realistic thinking in Language and Literature.	K1, K2, K3, K4, K5
CO5	Creatively develop critical thinking with a skilled attitude in being argumentative, descriptive, biographical for higher learning.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	2	3	3
CO3	2	3	3	3	3	2	3	3	2	3
CO4	2	3	3	3	3	2	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	READING Predicting the Content - Skimming the Text - Understanding the Gist -Topic Sentenceand its Role Scanning Inferring Meanings: Lexical and Contextual - Note-Making.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	WRITING Forms - Descriptive Writing -Autobiographical & Biographical Writing - Paragraph Writing - Academic Writing-Tweets - Paraphrasing- Channel Convention Essay Writing: Argumentative Writing-Poster Making- Recommendations-Dialogue Writing- Informal Letters	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	LISTENING Importance of Listening & Empathy in Communication - Reasons for Poor, Listening - Traits of a Good Listener - Listening Mode - NoteTaking - Listening to Short Dialogues - Listeningto Long Conversations.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	SPEAKING Describing Places- Giving Opinions - Narration - Introducing Ideas – JustifyingOpinions Formal Conversations - Telephonic Skill – Debating Apologizing - Extempore – Effective Presentation Strategies-Planning - Outlining& Structuring - Nuances of Delivery - Controlling Nervousness	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	Nuances of Delivery – Stage Fright-Visual Aids in Presentation-Applications of MS Power Point	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
VI	Self- Study for Enrichment (Not to be included for End Semester Examination) Interpreting Graphics in Technical Writing Sequencing of Sentences Reading comprehension Dictionary Skills.	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

Text Books

1. Dr.K.Elango, "Resonance", Cambridge University Press, New Delhi, 2013.
2. Dr.APJ Abdul Kalam "India 2020 Vision for the Millennium Brooks/Cole Publishing Company, 2002.

Reference Books

1. Meenakshi Raman, Sangeeta Sharma, "Technical Communication Engineers". Oxford University Press, New Delhi, 2012
2. Nagaraj Geetha "A Course in Grammar and Composition". Cambridge University Press, 2012
3. Samson T. "Innovate with English", Cambridge University Press, 2012
4. Mark Ibbotson, "Cambridge English for Engineering". Cambridge University Press, 2012.
5. B. Sai Lakshmi, "Poly Skills A Course in Communication and Life Skills". Cambridge University Press, 2012.

Web References

<https://www.udemy.com/>

<https://www.udemy.com/courses/search/?src=ukw&q=https%3A%2F%2Fwww.pearson.com>

Pedagogy: Seminar, Quiz, Assignment

Course Designer: Dr. P. Urmila

SEMESTER II



Cauvery College For Women (Autonomous), Trichy - 18.

MA- Programme Structure

(For the Candidates admitted from the Academic year 2023 -2024 onwards)

II SEMESTER

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
II	Core Course– V (CC)	British Literature	23PEN2CC5	6	5	3	25	75	100
	Core Course – VI (CC)	Translation Theory & Practice	23PEN2CC6	6	5	3	25	75	100
	Core Course – VII (CC)	American Literature	23PEN2CC7	6	5	3	25	75	100
	Core Choice Course– I (CCC)	A. Literary Theory and Criticism	23PEN2CCC1A	6	4	3	25	75	100
		B. Commonwealth Literature	23PEN2CCC1B						
		C. Skill Enhancement	23PEN2CCC1C						
	Discipline Specific Elective Course-II (DSE)	A. English Language Teaching	23PEN2DSE2A	6	3	3	25	75	100
		B. Post-Colonial Studies	23PEN2DSE2B						
		C. Branches of Linguistics	23PEN2DSE2C						
	Internship		23PEN2INT		02				100
	Extra Credit Course	SWAYAM		As per UGC Recommendation					
Total			30	24				600	

SEMESTER II	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN2CC5	BRITISH LITERATURE	CORE COURSE-V(CC)	6	5

Course 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 students to critically analyze research in 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.

Pre requisite:

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

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Compare and appreciate the traditional and modern works of literature through society.	K1,K2, K3,K4
CO2	Examine the style, theme, tone, image and symbolism used in works across.	K1,K2, K3,K4
CO3	Defend the influence of socio-historical factors and the representation of their age in the texts.	K1,K2, K3,K4,K5
CO4	Appraise the depth and diversity of British Literature before and after the World Wars	K1,K2, K3,K4,K5
CO5	Construct comparisons with various Literary Movements to deconstruct texts with greater clarity for higher learning.	K1,K2, K3, K4,K5,K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	2	3	2	3	3	3	2
CO3	3	3	3	3	3	3	3	3	2	3
CO4	3	2	3	3	3	3	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation
“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY: William Cowper - Joy and Peace in Believing William Collins - Ode to Evening Alfred Tennyson - The Charge of the Light Brigade Warsan Shire - Home</p> <p>Key Concepts: Romanticism, Erotism, Abbey Theatre, Symbolism, Surrealism, Modernism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>PROSE: Francis Bacon - Of Travel, Of Superstition, Of Marriage Virginia Woolf - On a Faithful Friend</p> <p>Key Concepts: Historicism, Stream of Consciousness, War, Shell Shock</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>SHORT STORY: Sir Walter Scott - The Tapestry Chamber Kate Atkinson - Inner Balance</p> <p>Key Concepts: Gothic, Avant-Grade Movement, Interior Monologue, Word play</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>DRAMA: Ben Jonson - The Alchemist G.B. Shaw - Arms and the Man</p> <p>Key Concepts: Comedy of Manners, Atheism, Vegetarianism, Eugenics, Alphabet Reform</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>NOVEL: Julian Barnes - The Sense of an Ending Elizabeth Gaskell - North and South</p> <p>Key Concepts: Realism, Psychological Insight</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination)</p> <p>Alfred George Gardiner - In Praise of Walking. Virginia Woolf - Mr. Bennett & Mrs. Brown Harold Pinter - The Birthday Party Arnold Wesker - The Merchant Rudyard Kipling - How the Camel got its Hump William Golding - Lord of the Flies David Mitchell - Black Swan Green</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

- Newton, John and William Cowper. Olney Hymns: In Three Parts. Legare Street Press. 2022.
- Woolf, Virginia. The Collected Essays of Virginia Woolf. Ingram Short Title, 2011.
- Bacon, Francis. Of Essays. Penguin Classics.
- Jonson, Ben. The Alchemist. Peacock Books. 2019.
- Atkinson, Kate. Not the End of the World. Back Bay Books, 2004.
- Shaw, George Bernard. Arms and the Man. Peacock Books, 2020.
- Gaskell, Elizabeth. North and South, Penguin Publishers, 2012.
- Barnes, Julian. The Sense of an Ending. RHUK, 2012.

Reference Books:

- Pinter, Harold. The Birthday Party. London: Eyre Methuen, 1986
- Simon Dittrich. Virginia Woolf's Perspective on Fiction: An Examination of Virginia Woolf's Essays
Modern Fiction and Mr. Bennett and Mrs. Brown. Grin Verlag. 2009.
- Wesker, Arnold. The Merchant. Methuen Drama. 2006.
- Golding, Williams. Lord of the Flies. Faber & Faber. 1999.
- Mitchell, David. Black Swan Green. Random House. 2006.

Web References

- <https://www.poemhunter.com/poem/a-letter-to-my-aunt/>
- <https://www.amnesty.ie/wp-content/uploads/2016/06/home-by-warsan-shire.pdf>
- https://barcelonareview.com/32/e_ka.htm
- <https://www.ipl.org/essay/A-Short-Story-A-Mother-Of-James-F382WJU74SJP6>
- <https://etc.usf.edu/lit2go/79/just-so-stories/1301/how-the-camel-got-his-hump/>

Pedagogy Seminar, Assignment, role play and group discussion.

Course Designer Dr. S. Senthilkumari

Signature of the Course Designer

Signature of the HOD

SEMESTER II	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN2CC6	TRANSLATION THEORY & PRACTICE	CORE COURSE-VI (CC)	6	5

Course Objectives:

- To understand theories of translation of various translators across the globe.
- To reinforce translation as an academic discipline of knowing various genres in different language.
- Master the technical art of applying linguistic knowledge with subject in qualitative standard.

Pre requisite:

- Gain vast knowledge of various class and literature of different cultures, valid texts in the wide world.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze translation with a profound knowledge of knowing Various literature across the globe and its difficulties	K1,K2, K3,K4
CO2	Compare and evaluate the theories and its applicability in Various genres.	K1,K2, K3,K4,K5
CO3	Determine the importance of Bible translation classics and texts to possess a wide knowledge of global literature for higher learning and research.	K1,K2, K3,K4, K5
CO4	Formulate texts based on Thirukural poems, Prose, Drama by bilingual mode of interpretation through practice and research.	K1,K2, K3,K4, K5,K6
CO5	Creatively imagine to translate passages with equivalent words for higher learning and better prospects	K1,K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	2	3	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	2	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Definition of Translation (Nida, Roman Jakobson, Susan Bassnet, Catford) – Types of Translation – Translation process – Principles-Equivalence.</p> <p>Key Concepts: Source Language, Target Language, Encoding, Decoding, Intra Lingual, Inter Lingual, Inter Semiotics.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>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)</p> <p>Key Concepts: Period Study, Transition of Bible, Renaissance, Post Modernism</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>Inter-linear, Intra-linear and Inter-semiotic, formal and Dynamic Equivalence. Linguistic, Paradigmatic, Syntagmatic and Stylistic Equivalence</p> <p>Key Concepts: Levels and Strategies of various theorists, Problems of equivalence, Cognitive insight into the Process of Translation</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Transliteration and Transcreation- Kinds of Untranslatability-Linguistic and Cultural factors - Translating literary text, Prose, Poetry, and Drama</p> <p>Key Concepts: Problems of Translators, Problems of Translation in the global world</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Girish Karnad - Hayavadana</p> <p>Translation Practice</p> <p>News Paper Reports</p> <p>அறிஞர் அண்ணா - செவ்வாழை பாரதியார் கவிதைகள் - அச்சமில்லை அச்சமில்லை</p> <p>Key Concepts : Biography, Human Values- Love, Compassion, Passage Translation, Character Sketch, Themes, Patriotic Songs of Bharathiyar.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination)</p> <p>Translation of Film Pop Songs.</p> <p>Thirukkural – Possession of Decorum Translation practice in poem, various chapters in Thirukural and Paragraph Translation.</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Bassnet, Sussan. *Translation Studies*. London: Routledge, 1991.
2. Bassnet, Sussan & Harish Trivedi. *Post-Colonial Translation – Theory and Practice*. London: Routledge, 1999.
3. Newmark, P. *Approaches to Translation*. Oxford. Pergaman Press, 1982.
4. Nida, E. *The Theory and Practice of Translation*. Leiden: E.J. Brill, 1969
5. Ramachandran. T.N. *Four Long Poems of Mahakavi Bharathi. Tanjavur: SainSekkizar School of Saiva Siddanta, 2009*

Reference Books:

1. Collins. *Cobuild Dictionary*. New Delhi: Orient Black swan, 2014.
2. Steiner, G. *After Babel: Aspects of Language and Translation*. Oxford: University Press, 1978.

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<https://www.exoticindiaart.com/book/details/four-long-poems-of-mahakavi-bharati-tamil-text-translation-in-english-notes-and-index-naw494/>
<https://dheivegam.com/achamillai-achamillai-bharathiyar-kavithai/>
https://www.valaitamil.com/sevvazhai_1591.html
<https://www.google.com/search?q=thirukural+translation&ei=RJYRY9-zHLuNseMPu72I0A0&ved=0ahUKEwjf5ZjZsfX5AhW7RmwGHbseAtoQ4dUDCA4&uact=5&q=thirukural+translation> https://kupdf.net/download/hayavadana-girish-karnadpdf_5b7a3cd3e2b6f5e162fe7c3d_pdf

Pedagogy: Seminar, Assignment,

Course Designer: Ms. A. Edel Flora Mary

SEMESTER II	INTERNAL MARKS:25	EXTERNAL MARKS:75		
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
23PEN2CC7	AMERICAN LITERATURE	CORE COURSE -VII (CC)	6	5

Course 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.

Pre requisite:

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

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine to comprehend and analyze historical movements in dramatic literature, life and dreams of America as reflected in the literary works for higher learning and social outlook	K1,K2, K3,K4
CO2	Determine the issues, conflicts and themes of the various genres in contemporary poems of society and the world	K1,K2, K3,K4,K5
CO3	Evaluate and explore how literary drama reflects and shapes the perceptions of critical social issues for Higher learning and research.	K1,K2, K3,K4, K5
CO4	Construct the elements of literature such as themes, motifs, style and tone, for critical thinking.	K1,K2, K3, K4, K5,K6
CO5	Formulate critical research problems in the literary text and also analyze, evaluate and synthesis them to interpret and gain knowledge for higher learning and better prospects.	K1,K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	2	3	3
CO2	3	3	3	2	2	3	3	3	2	3
CO3	3	3	3	3	2	3	3	3	2	3
CO4	3	3	3	3	2	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY</p> <p>Walt Whitman - I Sit and Look Out Emily Dickinson - I Died for Beauty - but was Scarce Maya Angelou - Phenomenal Women</p> <p>Key Concepts: Jealousy, Bitterness, Solitude, Unrequited, antecedent, bizarre, contradiction, recurring, wench, protrude, phenomenal, stunning</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<p>PROSE</p> <p>William Bradford - The May Flower Compact Marilynne Robinson - The Givenness of Things.</p> <p>Key Concepts: Embark, Endeavors, Trope, Intuition, Oppressed, Bourgeois, Civilization, Glory, Honour, Covenant.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<p>SHORT STORIES</p> <p>Henry James - The Real Thing Edger Allen Poe - Fall of the House of Usher</p> <p>Key Concepts: Impoverished, Complicated, Imagination, Indisputably, Controversial, Proletarian, Religious, Communist, Implication, Mortality, Blemish, Concoctions,</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	<p>DRAMA</p> <p>David Mamet - A Life in the Theatre. Ralph Ellison - Invisible Man</p> <p>Key Concepts: Industrialization, Technological, Identity, Expressionism, Realism, Abandonment, Discrimination, Confront, Civil War.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<p>FICTION</p> <p>John Steinbeck - Of Mice and Men James Baldwin - Go Tell it on the Mountain</p> <p>Key Concepts: Migrant, Loneliness, Isolation, Depression, Disintegration, Alienated, Fictitious, Satirical, Racial, Identity, Isolated</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for external examination.)</p> <p>Ann Bradstreet - To my Dear and Loving husband Gloria Naylor - The Women of Brewster Place Edward Albee - Who is Afraid of Virginia Wolf.</p>		CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books:

1. The New Anthology of American Poetry Vol1. Edited by Steven Gould Axelrod, Camille Roman, Thomas Travisano, Rutgers University Press,2012.
2. The New Anthology of American Prose Edited by Steven Gould Axelrod, Camille Roman, Thomas Travisano 2000.
3. Home, Springer, link.springer.com
4. Robinson, Marilynne. The Givenness of Things, Virago,2015.
5. Ellison, Ralph. Invisible Man, Penguin Classics,2001.
6. Poe, Allan Edgar. Fall of The House of Usher, Prabhat Prakashan,2016.
7. Baldwin, James. Go Tell it on the Mountain, Penguin, 2001.
8. Naylor, Gloria. The Women of Brewster Place, Penguin USA,2000.

Reference Books:

1. Kenneth Sacks: Understanding Emerson: The *American Scholar* and his struggle for self-Reliance Princeton, New Jersey: Princeton University Press,2003.Second.
2. Oliver, Egbert S. American Literature.1890-1965 An Anthology.1994.
3. William, J Fisher, et. all, 19th Century: An Anthology. Eurasia Publ. House. Pvt. Ltd., New Delhi. 1984.

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<https://en.wikipedia.org/wiki/AmericanLiterature>
<https://americanliterature.com>
www.poetryfoundation.org/.
<https://www.britannica.com/topic/A-Life-in-the-Theatre><https://allpoetry.com/I-Sit-And-Look-Out>
<https://themayflowersociety.org/history/the-mayflower-compact/>
<https://www.gutenberg.org/files/2715/27>
<https://www.hackensackschools.org/site/handlers/filedownload.ashx?moduleinstanc eid=607&dataid=5293&FileName=the%20piano%20lesson%20-%20august%20wilson.pdf>
<https://www.scoilnet.ie/go-to-post-primary/english/mice/#:~:text=Of%20Mice%20and%20Men%20is, strive%20for%20a%20better%20life.>

Pedagogy : Group Discussion, Seminars, Quiz and Assignments.

Course Designer : Ms. Irudhaya Pushpam .M

SEMESTER II	INTERNAL MARKS:25	EXTERNAL MARKS:75		
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN2CCC1A	LITERARY THEORY AND CRITICISM	CORE CHOICE COURSE – I (CCC)	6	4

Course Objectives:

- To acquaint the students with literary criticism down the ages.
- To demonstrate the key concepts in Literary Criticism
- To think critically about the different critical approaches.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyse the overall outline to literary criticism from various perspectives.	K1,K2, K3,K4
CO2	Evaluate the importance of literary theories with the text to create holistic thinking.	K1,K2, K3,K4,K5
CO3	Determine literary criticism with literary characters and works for professional growth and for higher learning.	K1,K2, K3,K4, K5
CO4	Formulate the core points in literary theories for critical thinking and creativity.	K1,K2, K3, K4, K5,K6
CO5	Discuss literary theory with literary themes to gain knowledge for higher learning and professional development.	K1,K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	2	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	3	2	3
CO5	3	3	3	3	2	3	2	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation
“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>NEW CRITICISM: Cleanth Brooks – The Language of Paradox</p> <p>MARXISM Louis Althusser – Infrastructure and Superstructure, The State Ideological Apparatuses (Ideology and Ideological State Apparatuses)</p> <p>PRACTICE POEM: Robert Frost – The Road Not Taken</p> <p>Key Concepts: Close reading, autotelic, base, superstructure</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>STRUCTURALISM: Ferdinand de Saussure – Nature of the Linguistic Sign (Course in General Linguistics, Part one, pg no. 65 - 70)</p> <p>POST STRUCTURALISM: John Hillis Miller – The Critic as Host</p> <p>PRACTICE POEM: John Milton – On His Blindness</p> <p>Key Concepts: Sign, Binary Oppositions, Birth of reader</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>PSYCHOANALYTICAL CRITICISM Sigmund Freud – Creative Writers and Day-dreaming”</p> <p>POSTMODERNISM Jean Francois Lyotard –Defining the Postmodern</p> <p>PRACTICE POEM : Emily Dickinson – A Narrow Fellow in the Grass</p> <p>Key Concepts: Unconscious, Interpretive Communities</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>GENDER STUDIES Simone De Beauvoir – The Second Sex</p> <p>ECOCRITICISM William Rueckert – Literature and Ecology: An Experiment in Ecocriticism</p> <p>PRACTICE POEM: Kamala Das – The Looking Glass</p> <p>Key Concepts: Radical Feminism, Phallogentric, Ecology</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>POST-COLONIAL STUDIES Chinua Achebe –An Image of Africa: Racism in Conrad’s Heart of Darkness</p> <p>READER RESPONSE CRITICISM: Stanley Fish – Is there a Text in this Class?</p> <p>PRACTICE POEM: Derek Walcott – A Far Cry from Africa</p> <p>Key Concepts: Racism, Identity, Meta narratives</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF -STUDY FOR ENRICHMENT (Not to be Included for External Examination.) Elements and Traits of New Criticism, Marxism, Structuralism, Post Structuralism, Psychoanalytical Criticism, Reader Response Criticism, Gender Studies, Ecocriticism, Post-Colonial Studies, Postmodernism, Queer Theory, Transgender Theory</p>	--	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Saussure, Ferdinand De. *Course in General Linguistics*. The Philosophical Library, Inc., 1959.
2. Richter, David H. *Falling into Theory*. Bedford/St. Martin's, 1999.
3. Scott, Wilbur. *Five Approaches of Literary Criticism*. Macmillan, 1963.

Reference Books:

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*. OUP, 2001.

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<http://www.csun.edu/~snk1966/Lous%20Althusser%20Ideology%20and%20Ideological%20State%20Apparatuses.pdf>
[Barthes-The-Death-of-the-Author.pdf \(tufts.edu\)](#)
[The Laugh of the Medusa \(csudh.edu\)](#)
<https://static1.squarespace.com/static/5441df7ee4b02f59465d2869/t/58f2e526bf629a9dbf74f778/1492313394594/RUECKERT++Literature+and+Ecology.pdf>
<http://ponderosaenglishkessler.weebly.com/uploads/9/5/1/5/9515361/achebe-chinua.pdf>
<http://thowe.pbworks.com/f/lyotard.defining.postmodern.PDF>

Pedagogy : Seminar, Group discussion and Assignment,

Course Designer : Ms. P.K. Durgadevi

SEMESTER II	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN2CCC1B	COMMONWEALTH LITERATURE	CORE CHOICE COURSE-I (CCC)	6	4

Course Objectives:

- To introduce learners to literary theory from the beginning of the twentieth century till now
- To help learners apply theory in the analysis of literary texts present day
- To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of literary texts

Pre requisite:

- Thorough knowledge in literary theories and its application to the text.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine the literary premises of intellectual and social background pertinent to important eras of the literary and critical theory	K1, K2, K3, K4
CO2	Determine the terms used in the criticism of literature for holistic thinking.	K1, K2, K3, K4, K5
CO3	Evaluate to Historicize and contextualize foundational theoretical and critical texts for professional growth and for higher learning.	K1, K2, K3, K4, K5
CO4	Formulate possible applications of critical theory to various literary texts to train them as professionals	K1, K2, K3, K4, K5, K6
CO5	Imagine students to discover their own interests in literary and critical theories creatively for higher learning and better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	3	3	3	3	2
CO2	3	2	3	3	3	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	2	3
CO4	3	3	3	3	3	3	3	2	3	3
CO5	2	3	3	3	3	3	3	3	2	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation
“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY</p> <p>E. J. Pratt - The Dying Eagle Mariam Waddington - The Drug Addict David Diop - The Vultures Kenneth Slessor - Gulliver A. D. Hope - Australia</p> <p>Key concepts: Literariness and Paraphrasing is heresy, Free play, equality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<p>PROSE</p> <p>Margaret Atwood - Nature as a Monster from Chapter 2 of Survival: A Thematic Guide to Canadian Literature C.D Narasimhaiah - Commonwealth Literature: Heirloom of Multiple Heritage</p> <p>Key concepts: Literature and Environment, Gender Oppression, race</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<p>SHORTSTORIES</p> <p>Katherine Mansfield - Miss Brill Chinua Achebe - Dead Men's Path</p> <p>Key concepts: Base and Superstructure, Orient, Negritude, Dasein, Anxiety, Despair.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	<p>DRAMA</p> <p>Wole Soyinka - The Road Manjula Padmanabhan - The Harvest</p> <p>Key concepts: Gynocritics, Feminine, Feminist, Literature and Environment</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<p>FICTION</p> <p>Michael Ondaatje - The English Patient Shashi Tharoor - The Great Indian Novel</p> <p>Key concepts: Disillusionment, Break from Tradition, Self Referentiality, Objective Truth</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	<p>SELF -STUDY FOR ENRICHMENT (Not to be included for external examination.)</p> <p>Samuel Selvon - The Lonely Londoners Margaret Atwood - Surfacing</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books:

1. Narasimhaiah, C.D. *Commonwealth Literature: History and Criticism*, AnuragJain,1995.
2. Soyinka, Wole. *A Dance of the Forest*, Surjeet Publications, 2018.
3. Padmanaban, Manjula. *Harvest*, Aurora Metro Books, 2003.
4. Ondaatje, Michael. *The English Patient*, Vintage,1993.
5. Koetzee, J.M. *Disgrace*, Vintage, 2000.
6. Katherine Mansfield *Miss Brill* Penguin Classics
7. Tharoor, Shashi, *The Great Indian Novel*. Arcade Publishing,1993.

Reference Books:

1. Maity, Joydev. *Commonwealth Literature: A Comprehensive and Critical Perspective*, Notion Press,2020.

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- <https://www.scribd.com/document/443622445/The-Dying-Eagle>
https://canlit.ca/canlit_authors/miriam-waddington-2/
<https://www.australianculture.org/an-aboriginal-mothers-lament-charles-harpur-1853/>
<https://allpoetry.com/poem/8521575-Gulliver-by-Kenneth-Slessor>
<https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html>
<https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/masters/modules/resourcefunctions/oil09/wiwamonthday.pdf>
<https://rufusonline.blogspot.com/2006/02/road-wole-soyinka-critical-summary.html>
https://www.sabanciuniv.edu/HaberlerDuyurular/Documents/F_Courses_/2012/Dead_Mens_Path.pdf
<https://unreadpoetsociety.com/2022/08/26/the-vultures-by-david-diop/>

Pedagogy : Lecture, Assignment , Seminar

Course Designer : Dr.V.Sudhandra Devi

SEMESTER II	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN2CCC1C	SKILL ENHANCEMENT	CORE CHOICE COURSE - I (CCC)	6	4

Course Objectives:

- Learn what a group is and how individuals interact in a group
- Know why interviews are held and what they are looking for
- Have a good understanding of what your own priorities are in a job
- Appreciate the importance of etiquette for a good living.
- Examine how work attitudes relate to job performance.

Pre requisite:

- To make the students able and efficient communicators by helping them to be self-reflexive about English, goal oriented and be fine-tuned for career opportunities.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the text, and respond to basic comprehension questions for better critical thinking to face the challenges of the world.	K1, K2, K3, K4
CO2	Examine English grammar skills to enhance grammatical components in written and verbal communication to achieve their goal.	K1, K2, K3, K4
CO3	Interpret an idea in series logically connected sentences by describing an event such as objects, people, places, processes for conducting activities like group discussion, presentation, reporting and documentation in changing situations for growth and progression.	K1, K2, K3, K4, K5
CO4	Construct to comprehend the given passage and able to answer the linked questions for professionalism, higher learning and research.	K1, K2, K3, K4, K5.
CO5	Create interest to write creatively to enhance professionalism for holistic thinking for higher learning and better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	2	3
CO2	2	3	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	2	3	2	2	2
CO4	2	2	3	3	3	3	2	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	GROUP DISCUSSION Leadership and problem-solving skills Critical Thinking Negotiation Skills Key Concepts: Group Dynamics, Team Building, Develops Leadership Quality.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	PURPOSE OF INTERVIEW Before and after the Interview Do's and Don'ts in an interview Time Management Framing & Answering Questions Key Concepts: Interview Techniques, Body Language.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	PREPARING A RESUME Writing a Cover Letter Steps in Preparing a Resume Template for Covering Letter Key Concepts: Placement Training, Writing Bio-data.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	PERSONALITY DEVELOPMENT Presentation Skills Public Speaking Stress Management Conflict Management Key Concepts: Creative Thinking, Debates	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	WORKPLACE ETIQUETTE Values and Ethics Gender equality Emotional Intelligence Documentation Key Concepts: Develops Human Values, Workplace Ethics, Equality of Status.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	SELF-STUDY FOR ENRICHMENT (Not to be included for External Examination.) Writing for the Digital Media Travel Writing Mock Interview Attitude Development	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books:

1. How to Succeed at Interviews Paperback – 1 January 2008 by Yeung, Dr.Rob (Author)
2. Cracking the Code to a Successful Interview Pellett, Evan .2016.

Reference Books:

1. Co, Lina Mukhopadhyay &. *Poly skills: A course in communication skills and life skills*. Chennai: Foundation, 2012. print.
2. Seema Gupta. Corrected Manners and Etiquette, www.vspublishers.com

Web References

www.udemy.com
<https://www.coursera.com/>
www.edx.org
www.udacity.com

Pedagogy: Quiz, Assignment, Seminar

Course Designer : Dr.V.Sudhandra Devi

SEMESTER II	INTERNAL MARKS:25	EXTERNAL MARKS:75		
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
23PEN2DSE2A	ENGLISH LANGUAGE TEACHING	DISCIPLINE SPECIFIC ELECTIVE COURSE – II (DSE)	6	3

Course Objectives:

- To know the insights of ELT in LSRW skills and Grammar
- 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

Pre requisite:

- To attain knowledge of English and focus on the holistic development.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the concepts of language between the theories of second language acquisition in life situations.	K1, K2, K3, K4
CO2	Determine a positive attitude towards language learning through different methods across the world.	K1, K2, K3, K4, K5
CO3	Assess the language learning strategies effectively through aptitude, objective and descriptive types of tests for professional growth.	K1, K2, K3, K4, K5
CO4	Formulate the ability to consider the students' needs, language development levels, ages, intelligence types and learning styles For critical thinking and research.	K1, K2, K3, K4, K5, K6
CO5	Construct to create English Language Learning with Technologies and create an awareness of social and environmental issues for higher learning.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3	3	3	2	2	3
CO2	3	3	3	2	2	3	3	3	2	3
CO3	2	3	3	3	3	2	3	3	2	3
CO4	2	2	2	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	3	2	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>HISTORY OF ELT IN INDIA/ STATUS AND IMPORTANCE OF ENGLISH LANGUAGE</p> <p>Principles, Aims and Objectives of Teaching English Place of English in Curriculum & Grammar in ELT</p> <p>Key Concepts: Theories of Language- Growth of English Language</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>METHODS OF TEACHING</p> <p>Problems Involved in ELT</p> <p>Communicative Method, Natural Approach, Total Physical Response, Suggestopedia.</p> <p>Key Concepts: Task Based Approach, Lexical Approach, Eclectic Method, Post Method.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>DESIGNING A SYLLABUS & CURRICULUM</p> <p>Criteria for selection of Teaching Materials, Assumptions underlying materials in ELT ICT Tools, Teaching Aids</p> <p>Key Concepts: Avoid Grammatical Errors, Motivational Approach and Communicational Approach.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>TEACHING OF DIFFERENT SKILLS (LSRW)</p> <p>Teaching of Pronunciation, Grammar, Vocabulary, Integrated skills, study skills, Skimming, Scanning.</p> <p>Key Concepts: Types of Learning- Activity based Learning.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>EVALUATION & ASSESSMENT</p> <p>Nature and Scope of Evaluation, Types of Tests and its Characteristics. Different aspects of teaching various components of Language.</p> <p>Key Concepts: Creative Teaching Methodologies – Online Teaching and Learning</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for external examination.)</p> <p>ICT Methodologies</p> <p>Applied Linguistics – History of English Education. Oral Approach and Situational Approach</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Rogers & Richards. *Approaches, Methods and Techniques*. Cambridge, 2014.
2. Krishnaswamy, N and Lalitha Krishnaswamy. *Methods of Teaching English*.
3. Nagaraj, Geetha. *English Language Teaching*. New Delhi: Orient Black Swan, 2008.
4. Peter, Francis. *A Glossary of ELT Terms and Key Concepts*. *English Language Teaching*. Chennai. Shrine Print Solution, 2012. Print
5. Wood.T. Frederick, *An Outline History of The English Language*. (2nd edition). Chennai: Macmillan India Limited, 1969.Print.

Reference Books:

1. Cook.V. *Second Language Learning and Language Teaching*, Oxford University Press,2008.
2. Ellis,R. *Understanding SLA*, Oxford University Press,1986.
3. Littlewood, W.*CLT: An Introduction*, Cambridge University Press 1981.
4. Prabhu, N.S.*SL Pedagogy*, Oxford University Press,1987
5. Aggarwal, J.C. *Principles, Methods and Techniques of Teaching*. New Delhi: Vikas Publishing House, 2009.
6. David Crystals. *Linguistics* (pages 239-243, 9-36) I.F. Wall work. *Language and Linguistics*, London: Longman House, 1995. Print.
7. Mark Arff and Janie Rees – Miller ed. *The Handbook of Linguistics*, USA: Blackwell Publishers,2001.
8. Thornbury Scott, *An A-Z of ELT: A Dictionary of Terms and Concepts*. Underhill Adrian (Ed.) Macmillan Books for Teachers, 2006, Print.
9. Kumaravadivelu. B, *Understanding Language Teaching*, Lawrence Erlbaum Associates, Publishers, London,2006.

Web References

https://edu.google.com/intl/ALL_in/workspace-for-education/classroom/
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<https://padlet.com/>
<https://kahoot.com/>

Pedagogy: Seminar, Assignment

Course Designer: Ms. Diana Betty Garrett

SEMESTER II	INTERNAL MARKS:25 EXTERNAL MARKS:75			
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
23PEN2DSE2B	POST-COLONIAL STUDIES	DISCIPLINE SPECIFIC ELECTIVE COURSE – II (DSE)	6	3

Course 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.

Pre requisite:

- To have an awareness of various cultures and studies of post in Colonial Literature.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze and relate the concepts of post-colonial literature in social cultural background.	K1,K2, K3,K4
CO2	Determine a positive attitude towards complexity and diversity of post-colonial literature to create a better literary world.	K1, K2, K3, K4,K5
CO3	Assess the various themes and motif of post-colonial literature for a professional outlook.	K1, K2, K3, K4, K5
CO4	Compare the various themes, characters, style and technique in post-colonial literature for research and higher learning.	K1, K2, K3,K4, K5,K6
CO5	Discuss the various issues focused in post-colonial literature for holistic thinking.	K1, K2,K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	2	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3
CO4	3	3	3	3	2	3	2	3	3	3
CO5	2	3	3	3	3	2	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>INTRODUCTION Birth, Evolution and growth of Post- Colonial Literature, Post-Colonial Terms, Theories and Post-Colonial Studies.</p> <p>Key Concepts: Ambivalence, Hybridity, Hegemony</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
II	<p>POETRY Derek Walcott – A Far Cry from Africa Gabriel Okara – The Mystic Drum Emily Davis – A Song of Winter</p> <p>Key Concepts: Diaspora, Ideology, Features of Poetic Devices</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
III	<p>PROSE Bill Ashcroft, Gareth Griffiths & Helen Tiffin – The Empire Writes Back (Post-coloniality and Theory) Arundhati Roy – The End of Imagination</p> <p>Key Concepts: Social Inequality, Integration, National Identity</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5. K6
IV	<p>SHORT STORIES Khushwant Singh – Karma Nadine Gordimer – Six Feet of the Country</p> <p>Key Concepts: Sustainability, Social Discrimination.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<p>DRAMA Wole Soyinka – Death and the King’s Horseman</p> <p>Key Concepts: Salvation, Aboriginal Culture, Individuality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3,K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination)</p> <p>Homi Bhabha - Nation and Narration Frantz Fanon – Black Skin, White Mask Chinua Achebe – Anthills of The Savannah https://www.google.com/search?q=oxford+union+speech+by+shashi+tharoor&oq=oxford+union+spee&aqs=chrome.1.0i51212j69i57j0i22_i3017.6881j0j7&sourceid=chrome&ie=UTF-8</p>	--	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books:

1. Ashcroft. *Key concepts in Post-Colonial Studies*, Routledge Publishers 1998.
2. Donnell Margaret Joan *Anthology of Commonwealth Verse*, Blackie & Son (January 1,1963)
3. Walsh William. *Readings in Commonwealth Literature*, Oxford University Press 1973.

Reference Books:

1. Pramod K Nayar. *Post-Colonial Literature: An Introduction*, Pearson Education India 2008.
2. Childs Peter. *Post-Colonial Theory and English Literature: A Reader*, Edinburgh University Press 1999.
3. Ashcroft, *Key Concepts in Post-Colonial Studies*

Web References

<https://poets.org/poem/far-cry-africa>
<https://www.lyrikline.org/en/poems/woman-man-1239>
<https://www.spokesmanbooks.com/Spokesman/PDF/68roy.pdf>
<https://elibrary.tucl.edu.np/bitstream/123456789/9975/2/chapter%20281%29.pdf>
<http://asherxai.blogspot.com/2010/03/karma-short-story-by-khushwant-singh.html>
<https://www.newyorker.com/magazine/2009/05/18/in-the-south>
<https://xpressenglish.com/our-stories/six-feet-of-the-country>

Pedagogy : Quiz, Assignment, Seminar

Course Designer : Ms.L.Samyuktha

SEMESTER II	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN2DSE2C	BRANCHES OF LINGUISTICS	DISCIPLINE SPECIFIC ELECTIVE COURSE – II (DSE)	6	3

Course Objectives:

- To understand the structure and branches of linguistics
- To build an insight towards the composition of language in a methodical manner.
- To gain focus on Linguistics and its development in Language and Literature.

Pre requisite:

- Basic knowledge on the sound, meaning, syntax, structure, and development of language.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the roots and history of language thereby increasing the Study of the spoken medium and of the processes of language interaction.	K1, K2, K3, K4
CO2	Examine the recent developments in language evolution over many generations connecting it with the variation and change from Multiple perspectives.	K1, K2, K3, K4
CO3	Assess and derive insights of language changes noticed in The contemporary world and to assist in language research and for higher learning.	K1, K2, K3, K4, K5
CO4	Develop language function and cognitive systems, the relationship between language and society, the new ways of examining how the brain responds to language.	K1, K2, K3, K4, K5, K6
CO5	Estimate the language of individuals as acquired knowledge that is the product of their encounter with external social, co-operative endeavor.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” - Moderate (Medium) Correlation
“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>WHAT IS LINGUISTICS? A short history of linguistics, Introduction to Phonetics, Phonology, Semantics, The Interaction of linguistics with other disciplines Key Concepts: Human Language, General Characteristics of Language, Languages Through Time, Articulation, Speech Perception, Phonemics and Phonetics, Semantics in Descriptive and Typological Linguistics, Semantics and Pragmatics.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>SOCIOLINGUISTICS Inter- Speaker Variation & Intra- Speaker Variation- Multilingual Communities, Socio Pragmatics, Indian Stylistics. Key Concepts: Language Variation and Change, Methodology, Ethnography, variables, Sampling the speech Community, Gender, Race, Ethnicity, Age, Social Class, Social Networks and Communities of Practice.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>PSYCHOLINGUISTICS The First Wave, The Second and Third Wave. Key Concepts: Language Acquisition, Cognitive Revolution, Experimental Psycholinguistics, The Rise of The Machines</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>COMPUTATIONAL LINGUISTICS Sentiment Analysis, Statistical models Key Concepts: Natural language processing, Machine Learning - N-gram language models, Part-of speech tagging, Distributional semantics, Computational Grammars</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>COGNITIVE LINGUISTICS Philosophical stance, Constructions, Embodiment Key Concepts: Rejection of Modularity and The Autonomy of Language, Rejection of The Autonomy of Syntax Hypothesis, Motivation, Acquisition, Background Cognition</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination) Novels for the Analysis of the above Linguistics George Orwell -1984 David Mitchell -Cloud Atlas</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Allan, Keith, Editor. *The Routledge Handbook of Linguistics*. Routledge, 2016.
2. Thakur, Vijay Singh. *Stylistics of Indian English Fiction*. ISBN- 10-8183871763, Jan 1 2008.

Reference Books:

1. Malmkjaer, Kirsten, Editor. *The Routledge Linguistics Encyclopedia*. Third edition, Routledge, 2010.

Web References

<https://leverageedu.com/blog/branches-of-linguistics/>
<https://www.careers360.com/articles/branches-of-inguistics-counar>
<https://blog.cambridgecoaching.com/what-is-linguistics-intro-to-branches-of-linguistics> <https://linguistics.ucsc.edu/about/what-is-linguistics.html>
<https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/>

Pedagogy: Chalk and Talk, PPT, Quiz, Group Discussion, Seminar, Assignment

Course Designer: Dr.R.Shanthi

SEMESTER III



Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A., Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

(For the Candidates admitted from the Academic Year 2023-2024 Batch and Onwards)

III Semester

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs	Marks		
							Int	Ext.	
III	Core Course– VIII (CC)	Asian Literature in English	23PEN3CC8	6	5	3	25	75	100
	Core Course – IX (CC)	Research Methodology	23PEN3CC9	6	5	3	25	75	100
	Core Course - X (CC)	Cultural Studies	23PEN3CC10	5	4	3	25	75	100
	Core Choice Course- II (CCC)	A. Cyber Security	22PGCS3CCC2A	5	4	3	25	75	100
		B. Postmodern Fiction	23PEN3CCC2B						
		C. Australian Literature	23PEN3CCC2C						
	Discipline Specific Elective Course-III (DSE)	A. English Literature for UGC Examinations	23PEN3DSE3A	5	3	2	-	100	100
		B. Single Author Study– Rabindranath Tagore	23PEN3DSE3B						
		C. Global Fiction	23PEN3DSE3C						
	Generic Elective Course - I (GEC)	The Great Indian Epic Literature - A Philosophical Approach	23PEN3GEC1	3	2	3	25	75	100
Extra Credit Course	SWAYAM		As per UGC Recommendations						
Total				30	23				600

SEMESTER III	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN3CC8	ASIAN LITERATURE IN ENGLISH	CORE COURSE – VIII (CC)	6	5

Course Objectives:

- To introduce and intimate the learners about Asiatic Literature
- To make learners aware of traditions and cultural heritage of countries in Asia.
- To compare and contrast different cultural backgrounds' writing styles and generic forms of Asian Literature

Prerequisite:

- The learners should know the basic knowledge about the various cultural heritage of Asiatic countries

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine the language skills and knowledge of critical thinking in a practical context of knowing real life situations of Asians.	K1, K2,K3, K4
CO2	Analyze various fictional and nonfiction genres to probe and represent contemporary transcultural issues of the society and the world.	K1, K2,K3, K4
CO3	Compare and contrast the writing styles and generic forms of different cultural backgrounds in different periods of Asian Culturesfor higher learning.	K1, K2, K3,K4, K5
CO4	Evaluate the motifs of nature in genres of literature focusing on multilingual, social-political issues in post-colonial literature to explore critically for research.	K1, K2, K3,K4, K5
CO5	Create cultural awareness by thinking about regional and global issues analytically and comprehensively for better prospects.	K1, K2, K3, K4,K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2	3	3	3	3	2
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	2	3
CO4	3	2	3	3	2	3	3	3	3	2
CO5	3	2	2	2	3	3	2	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY Introduction to Asian Literature with various genres.</p> <p>Edwin Thumboo (Singapore) - “Renovation” Balakrishna Sama (Nepali) - “When I want a Shapeful Dream” Yehuda Amichai (Israel) - “Seven Laments for the War-dead”</p> <p>Key Concepts: Society, Homeland, Memory, Loss & Separation, Time, Nature, Landscape, Season, Attitude, And Continuity of Imagery.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>PROSE J.Vijayatunga (Sri Lankan) - “The Village Goes to Town” Swami Vivekananda (Indian) - “Modern India” Lafcadio Hearn (Japanese) - “Mosquitoes”</p> <p>Key Concepts: Essence of Social Dimensions, Urbanization, Patriotism, Modernization, Tradition and Culture.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>SHORT STORIES Zawgyi (Myanmar) - “His Spouse” Sunethra Raja Karunanayake (Sri Lankan) - “SMS Lady” Begum Rokeya Sakhawat Hossein (Bangladeshi) - “Sultana’s Dream”</p> <p>Key Concepts: Cultural Habits, Ethnic Conflict, Equality, Women’s Education, Patriarchal Oppression and Freedom.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>DRAMA Asif Currimboy (Indian) - <i>Inquilab</i> Tariq Ali (Pakistani) - <i>Iranian Nights</i></p> <p>Key Concepts: Religious, Moral, Social Criticism, Islam Phobia, Self-Identity, Exoticism, Orientalism, Marketing Marginalized, Caricatures.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>FICTION Amy Tan (Chinese) - <i>The Joy Luck Club</i> Tan Twan Eng (Malaysian) - <i>The Gift of Rain</i></p> <p>Key Concepts: Tradition, Immigration, Heritage, Culture, Loyalty, Courage and Unbearable Loss</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination) Introduction to Asian Literature - Race, Culture, Finding a Sense of Identity, Literary Masterpieces and Characteristics. Frank Chin - <i>The Year of Dragon</i> (Drama) Kamila Shamsie - <i>Kartography</i> (Fiction)</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

- Curimbhoy, Asif. *Inquilab*, Ind-U. S. Incorporated, 1970. Ali, Tariq. *Iranian Nights*, Nick Hern Books, 1993.
- Tan, Amy. *Joy Luck Club*, Penguin, 2006.
- Eng, Tan Twag. *The Gift of Rain*, Hachette Books, 2009.

Reference Books:

- Azim, Firdous, and Niaz Zaman. *Galpa: Short Stories by Women from Bangladesh*. Dhaka: *Rachana, Writers.ink*, 2006.
- Ganesan.S. *Asian Voices: An Anthology of Asian Writings in English*. Chennai: New Century Book House, 2015.
- Shamsie, Muneeza. *And the World Changed: Contemporary Stories by Pakistani Women*. N. p., 2008.
- Tyler, Royall. *Ed. & Trans. Japanese No Dramas*. London: Penguin Books, 2004.
- Wijesinha, Rajiva. *Bridging Connections: An Anthology of Sri Lankan Short Stories*. New Delhi: National Book Trust, 2007.
- Knight, Sabhina. *Chinese Literature: A Very Short Introduction*, Oxford University Press, 2012.

Web References

- <http://www.poetry.sg/edwin-thumbboo-renovation>
- <https://allpoetry.com/When-I-Want-a-Shapeful-Dream>
- <https://allpoetry.com/Seven-Laments-For-The-War-Dead>
- <http://archive.spectator.co.uk/article/1st-march-1935/11/the-village-goes-to-town-by-j-vijaya-tunga-from-t>
- https://books.google.co.in/books/about/Modern_India.html?id=O6PECwAAQBAJ&redir_esc=y
- <https://origamijapan.net/koizumi-yakumo-19/>
- <https://yourstoryclub.com/short-stories-love/love-sms-lady/index.html>
- <https://archive.org/details/sultanas-dream-by-rokeya-sakhawat-hossain/page/n7/mode/2up>
- <https://scholar.archive.org/work/amcp5vl6rbe4hpyprnw7tva/access/wayback/>
- <http://www.emsisd.com/cms/lib/TX21000533/Centricity/Domain/1365/The%20Joy%20Luck%20Club%20PDF.pdf>

Pedagogy: Assignment, Quiz, Seminar, Group Discussion.

Course Designer: Dr. J. Jenifer Nancy

SEMESTER III	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN3CC9	RESEARCH METHODOLOGY	CORE COURSE – IX(CC)	6	5

Course Objectives:

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

Prerequisite:

- Basic knowledge of research and its methodologies and mechanics of Writing.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze research methodologies by identifying its types and to explore and create forms of communication by connecting it with the kinds of discourse in existing literature.	K1, K2, K3, K4
CO2	Categorize appropriate Library Resources – Journal Articles and Printed Periodicals to examine and interpret the research gap.	K1, K2, K3, K4
CO3	Assess the technicalities of framing thesis statement by formulating appropriate research design.	K1, K2, K3, K4, K5
CO4	Minimize the various forms of Plagiarism and enunciate the mechanics of writing.	K1, K2, K3, K4, K5
CO5	Plan the format of thesis by originating Bibliography and converting it into works cited by identifying the sources of various genres for higher learning to gain better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	2	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<ol style="list-style-type: none"> 1. Definition of Research 2. The Who, How and Why of Research 3. The Research paper as a form of communication 4. Primary and Secondary Sources <p>Key Concepts: Understanding Research, Characteristics of Research, Research Ethics</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<ol style="list-style-type: none"> 1. Types of Research 2. Qualitative Research 3. Quantitative Research 4. The Research Process <p>Key Concepts: Basic Types of Research, Designing Qualitative Research, Turning Abstraction into Variables, Collecting Data.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<ol style="list-style-type: none"> 1. Selecting a Topic 2. Library Resources- Articles and Printed Periodicals, Electronic and Web Sources 3. Online Catalogue of Library Holdings 4. Annotated Bibliography - Foot notes & End notes <p>Key Concepts: Print Sources, Academic Journals, Peer-Reviewed Journals, Refereed Journals, Scholarly Journals, Peer Review Process, Gathering Information for Citation, Types of Bibliography</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	<ol style="list-style-type: none"> 1. Taking Notes and Collection of Materials 2. Outlining, Use of Quotations and Thesis Statement 3. Writing Drafts and Evaluation of materials gathered 4. Plagiarism- Forms of Plagiarism <p>Key Concepts: Types of Note-Taking, Drafts, Research Project Portfolio, Peer review, Evaluation of Print or electronic sources, Different types of Plagiarism, Citing different types of sources, Quotation, Parenthetical Citations, Punctuation, Capitalization, Ellipsis, MLA Style</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<ol style="list-style-type: none"> 1. The Mechanics of Writing (MLA & APA) 2. The Format of the Thesis 3. Converting Bibliography into list of works cited 4. Citing Periodical and Non- Periodical Print Publications Citing Web Publications & Proof Reading, Structuring and Documenting an article with existing tools of documentation and style <p>Key Concepts: Formatting your Research Project, Text Formatting, Creating and Formatting Entries.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

VI	<p>Self-Study for Enrichment (Not to Be Included for End Semester Examination) Different types of essay writing Basics of writing (Concepts of Academic Writing) Organization of Paragraph & Chapters Key Concepts: Definition, extended definition, Causes and effects, comparison and contrast, division and classification, Argumentative/ Discussion, Agree/Disagree.</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
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Text Books:

- Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*. 7th ed., MLA, 2008.
Joseph Gibaldi, *MLA Handbook for Writers of Research Papers*. 8th ed., MLA, 2016.
Kumar, Ranjith. *Research Methodology: a step-by-step guide for beginners*. 3rd edition, Sage Publications Ltd., 2013.
MLA Handbook: 9th ed., e-book ed., The Modern Language Association of America, New York, 2021.
Vander Stoep W. Scott and Deirdre D. Johnston. *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*. Jossey-Bass A Wiley Imprint, 2009.
Struck, William I, *The Elements of Style*, 4th ed., Pearson, 1999

Reference Books:

- Ary Donald. Et al. *Introduction to Research in Education*. Wadsworth Cengage Learning, 2010.
Sinha. M.P. *Research Methods in English*. Atlantic Publishers & Distributors (P) Ltd, 2018.
Tavakoli, Hossein. *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Rahanama Press, 2012.

Web References

- <https://pressbooks.online.ucf.edu/strategies/chapter/research-methods/>
<https://universalteacher.com/1/steps-in-research-design/>
<https://guides.auraria.edu/researchmethods/literaturereviews>
<https://www.scribbr.com/methodology/hypothesis/> <https://gradcoach.com/how-to-write-a-dissertation-or-thesis-101/>

Pedagogy: PPT, Quiz, Group Discussion, Seminar, Assignment

Course Designer: Dr.R.Shanthi

SEMESTER III	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN3CC10	CULTURAL STUDIES	CORE COURSE – X (CC)	5	4

Course Objectives:

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

Prerequisite:

- A comprehensive knowledge of interdisciplinary perspective in reading and understanding Cultural Studies through literature.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Analyze critically a wide range of heterogeneous cultural and literary theories, practices and its influences in society.	K1, K2, K3, K4
CO2	Examine to understand the terminologies involved in the making of culture and its impact in the world.	K1, K2, K3, K4
CO3	Evaluate popular contemporary theories which influenced cultural studies for higher learning and critical thinking.	K1, K2, K3, K4, K5
CO4	Create breadth and depth of understanding the major ideologies that shaped the contemporary literary circle through research.	K1, K2, K3, K4, K5, K6
CO5	Discuss the style of writings of the authors and diagnose the effect it created in the academic world to gain better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	2	3
CO2	3	3	3	2	2	3	3	3	2	3
CO3	3	3	3	3	3	2	3	3	3	3
CO4	2	3	3	3	3	2	3	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>INTRODUCTION Carnavalesque – Ethnocentrism - Ideological and Repressive State Apparatus - Panopticon - Social Mobility.</p> <p>Toby Miller - What it is and what it isn't Introducing Cultural Studies.</p> <p>Key Concepts: Agency, Hegemony, Leavisism, Power, Sub-Culture</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<p>CULTURAL STRUCTURALISM Stuart Hall - Cultural Studies - Two Paradigms Roland Barthes - Myth today in Mythologies</p> <p>Key Concepts: Experience, Ideology, Originality, Reader-Response, Representation</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<p>MARXISM AND CULTURE Raymond Williams - Culture in Marxism and Literature. Theodor Adorno and Max Horkheimer - Culture Industry: Enlightenment as Mass Deception</p> <p>Key Concepts: Class, Dialectic, Ideology, Marxism, Materialism</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	<p>POSTMODERNISM AND CULTURE Ian McDonald - Hindu Nationalism, Cultural Spaces and Bodily Practice in India.</p> <p>Key Concepts: Post Modernism, Consumption, Society, Capitalism, Resistance</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<p>GENDER, IDENTITIES AND CULTURE Culture Shock - Cultural Assimilation - Existentialism – Diaspora - Subalternity.</p> <p>Naomi Wolf - “Culture” <i>Beauty Myth</i></p> <p>Key Concepts: Cultural invasion, Existential, Identity.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination) Gayatri Chakravorty Spivak - “Can the Subaltern Speak?” Jean Baudrillard - “The Precession of Simulacra in Simulation and Simulacra” Lévi-Strauss - “The Structural Study of Myth” Wimsatt & Beardsley - “Affective Fallacy”</p>	--	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books:

- Horkheimer, Max, and Theodor W. Adorno. *Dialectic of Enlightenment*. Burns & Oates, 1997.
- Jameson, Fredric. *Postmodernism, Or, The Cultural Logic of Late Capitalism*. Duke UP, 1991.
- Miller, Toby, editor. *A Companion to Cultural Studies*. Blackwell Pub., 2006.
- Seymour, Laura. *Roland Barthes's The Death of the Author*. Taylor & Francis, 2018.
- Stuart, Hall. *Cultural Studies: Two Paradigms*.
Routledge, 2018.
- Washington, Robert E. *Sport, Power, and Society: Institutions and Practices: A Reader*
Routledge, 2018.
- Williams, Raymond. *Marxism and Literature*. Oxford Paperbacks, 1977.
- Wolf, Naomi. *The Beauty Myth: How Images of Beauty are Used Against Women*. Random House, 2013.

Reference Books:

- 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.

Web References:

- <https://culturalstudiesnow.blogspot.com/2011/07/mikhail-bakhtin-carnival-and.html>
- <https://anthkb.sitehost.iu.edu/ethnocen.htm>
- <https://literariness.org/2016/04/13/louis-althusser-isa-and-rsa/>
- https://www.brown.edu/Departments/Joukowsky_Institute/courses/13things/7121.html
- <https://www.britannica.com/topic/social-mobility>
- <https://www.investopedia.com/terms/c/culture-shock.asp>
- <https://www.verywellmind.com/what-is-cultural-assimilation-5225960>
- <https://www.britannica.com/topic/existentialism>
- <https://www.eng-literature.com/2015/12/diaspora-overview.html>
- <https://literariness.org/2016/04/08/subaltern-postcolonialism/#:~:text=%E2%80%9CSubaltern%E2%80%9D%2C%20meaning%20%E2%80%9CConf,denied%20access%20to%20hegemonic%20power.>
- <https://cherylwilliams.wordpress.com/2017/04/12/stuart-hall-cultural-studies-two-paradigms/>
- <https://criticallegalthinking.com/2020/06/12/roland-barthes-myth/>
- <https://www.marxists.org/history/etol/writers/sparks/1980/xx/culture.html>
- <https://culturalstudiesnow.blogspot.com/2013/12/adorno-and-horkheimer-culture-industry.html>
- <https://scite.ai/reports/hindu-nationalism-cultural-spaces-and-vIEIm3>
- <http://www2.harpercollege.edu/libarts/eng/101/cpadgett/Wolf.pdf>
- <https://jan.ucc.nau.edu/~sj6/Spivak%20CanTheSubalternSpeak.pdf>
- https://web.stanford.edu/class/history34q/readings/Baudrillard/Baudrillard_Simulacra.html
- https://yale.imodules.com/s/1667/images/gid6/editor_documents/flick_readings/flick_sup_readings/levi-strauss-the_structural_study_of_myth.pdf?sessionid=25605441-3
- <https://www.jstor.org/stable/27537883>

Pedagogy: Quiz, Assignment, Seminar, Power point

Presentation.Course Designer: Dr.G.Gayathri

SEMESTER III	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
23PEN3CCC2B	POSTMODERN FICTION	CORE CHOICE COURSE – II(CCC)	5	4

Course Objectives:

- To expose broad developments and trends, concerns of modern novelists and changes in the forms of modernist fiction.
- To appreciate the literary and aesthetic movements that dominates the Modern period in the history of English Literature.
- To provide an insight in learning various literary Post-Modern Fictions from various perspectives with a holistic approach.

Prerequisite:

- Approach Postmodern Literature with the necessary interpretive tools for a more informed reading of different cultures, characters in this wide global world.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine key concepts and literary forms in Post Modern literatures by understanding the issues in society and in life.	K1, K2, K3, K4
CO2	Analyze Postmodern discourse to develop as critical thinkers and writers across the world.	K1, K2, K3, K4
CO3	Evaluate a positive attitude towards the texts in thinking critically and creatively in relation to postmodern theory	K1, K2, K3, K4, K5
CO4	Discuss the various postmodern issues, themes, characters, styles and techniques present in Post Modern Fiction for research and higher learning.	K1, K2, K3, K4, K5
CO5	Examine the arguments about Postmodern Literatures and texts for holistic thinking to create a better self and a better world.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO 5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	2	3	3	2	2
CO3	3	3	3	3	2	2	2	3	2	3
CO4	2	3	3	3	2	3	3	3	3	3
CO5	2	3	3	2	2	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>OVERVIEW OF POSTMODERNISM Introduction - Characteristics - Techniques used in Postmodernism – elements.</p> <p>Key Concepts: Post Modernism- Definition- Concepts</p>	15	C01, C02, C03, C04, C05	K1, K2, K3, K4, K5, K6
II	<p>Joseph Conrad - <i>Lord Jim</i> Salman Rushdie - <i>Midnight's Children</i></p> <p>Key Concepts: Historical events- Language and Communication</p>	15	C01, C02, C03, C04, C05	K1, K2, K3, K4, K5, K6
III	<p>E.M. Forster - <i>A Passage to India</i> Graham Greene - <i>The Power and the Glory</i></p> <p>Key Concepts: Indian Independence Movement – British Raj</p>	15	C01, C02, C03, C04, C05	K1, K2, K3, K4, K5, K6
IV	<p>Doris Lessing - <i>The Golden Notebook</i> Thomas Pynchon - <i>The Crying of Lot 49</i></p> <p>Key Concepts: Women's Liberation -Communism</p>	15	C01, C02, C03, C04, C05	K1, K2, K3, K4, K5, K6
V	<p>Kingsley Amis - <i>Lucky Jim</i> Joseph Heller - <i>Catch - 22</i></p> <p>Key Concepts: Exploitation -World War -II</p>	15	C01, C02, C03, C04, C05	K1, K2, K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination)</p> <p>James Joyce - <i>A Portrait of the Artist as a Young Man</i> Zadie Smith - <i>White Teeth</i></p>	-	C01, C02, C03, C04, C05	K1, K2, K3, K4, K5, K6

Text Books:

- Conner, Steve. *Postmodern Culture*. Oxford: Blackwell, 1989.
- Eagleton, Terry. *The Illusions of Postmodernism*. Oxford: Blackwell, 1989.
- Hoffman, Gerard. *From Modernism to Postmodernism: Concepts and Strategies of Postmodern American Fiction*. Rodopi, 2005.
- Lyotard, J.F. *The Postmodern Condition: A Report Knowledge*. MUP, 1986.
- Turner, B. ed. *Theories of Modernity and Postmodernity*. Sage, 1990.

Reference Books:

- Best, Steven, and Douglas Kellner. *Postmodern Theory: Critical Interrogations*. Palgrave Macmillan, 1991.
- Best, Steven, and Douglas Kellner. *The Postmodern Turn*. Guilford Publications, 1998.

Web References

- <https://www.britannica.com/topic/Lord-Jim-novel-by-Conrad>
- <https://opentextbc.ca/englishliterature/wp-content/uploads/sites/27/2014/10/To-the-Lighthouse-Etext-Edited.pdf>
- https://www.bookbrowse.com/reviews/index.cfm/book_number/463/white-teeth
- <https://www.britannica.com/topic/Catch-22-novel-by-Heller>

Pedagogy: Seminar, Assignment and Discussion.

Course Designer: Ms. Diana Betty Garrett

SEMESTER III	INTERNAL MARKS:25 EXTERNAL MARKS:75			
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN3CCC2C	AUSTRALIAN LITERATURE	CORE CHOICE COURSE – II (CCC)	5	4

Course Objectives:

- To equip the students to gain insight on the genres of Australian Literature.
- To engage questions of colonization, ethnicity, territoriality, nationality, and gender and their impact on Australian literature and culture through the prescribed literary texts.
- To explore the fascinating and diverse literary traditions of the Australian continent, from European colonization to the modern day.

Prerequisite:

- An avid interest in extensive reading and analyzing the colonial texts based on socio-political backgrounds.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the richness, breadth and depth of Australian literature through a critical engagement with some of the innovative and influential works that have shaped Australia's culture and society.	K1, K2, K3, K4
CO2	Examine the racial, social, ethnic, gender, class, and diasporic issues through the prescribed texts of literatures across the world.	K1, K2, K3, K4
CO3	Evaluate traditional and contemporary literary modes and genres of Australian literature for professional growth.	K1, K2, K3, K4, K5
CO4	Determine literary value and cultural importance of Australia through texts for research and higher learning.	K1, K2, K3, K4, K5
CO5	Interpret the diversity, complexity in Australian literature and analyze the colonial and postcolonial experience in today's global world for better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	3	3	3	3	2	2
CO2	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	2	2
CO4	2	3	2	3	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>MYTHS AND LEGENDS Bunyip The Eagle, Hawk and the Crow The Rainbow Serpent The Emu and the Jabiru Key Concepts: Aboriginals, Bush Myth, Creation, Legends, Symbolism.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<p>POETRY Oodgeroo Noonuccal - "We are Going" A.D. Hope - "Australia" Henry Lawson - "Up the Country" Les Murray - "An Absolutely Ordinary Rainbow" Key Concepts: Colonialism, Identity, Aboriginal, Bush Poetry, Captivity, Identity, Racial oppression, Modern Life and Masculinity</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<p>SHORT STORIES Henry Lawson - "A Child in the Dark, and a Foreign Father" Margo Lanagan - "Singing My Sister Down" Key Concepts: Abject Cruelty, Autobiography, Inhabitants, Loss of Identity, Tradition</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	<p>DRAMA Ray Lawler - <i>Summer of the Seventeenth Doll</i> Richard Beynon - <i>The Shifting Heart</i> Key Concepts: Indigenous, Loyalty, Freedom, Friendship, Tradition, Racism and Immigration.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<p>FICTION Peter Carey - <i>True History of the Kelly Gang</i> Doris Pilkington Garimara - <i>Follow the Rabbit-Proof Fence</i> Key Concepts: Culture, Experience, Estrangement, Isolation, Migration.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination) Anita Heiss - <i>Growing up Aboriginal in Australia</i> Germaine Greer - <i>Daddy, We Hardly Knew You</i> Dorothy Porter - <i>Crete</i> Patrick White - <i>Voss</i> Key Concepts: Bush Writers, Identity Crisis, Identity of Settlers, The Ripping Yarn.</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books

Brooks, Linda R., et al. *Waltzing Matilda: ...and Other Australian Yarns*. 2016. Carey, Peter. *True History of the Kelly Gang*. Penguin Group Australia, 2015. Davis, Jack. *The Dreamers*. Currency P Pty, 1996. Hope, A. D. *Selected Poems*. Allen & Unwin, 2012. Lanagan, Margo. *Singing My Sister Down and other stories*. Allen & Unwin, 2017. Lawler, Ray. *Summer of the Seventeenth Doll*. Samuel French, 1985. Lawson, Henry. *A Child in the Dark and a Foreign Father*. Library of Alexandria, 2015. Lawson, Henry, et al. *Poems of Henry Lawson: With Illustrations by Pro Hart*. 2012. Pilkington, Doris. *Follow the Rabbit-Proof Fence*. Univ. of Queensland P, 2013. Wright, Judith. *Woman to Man*. 1968.

Reference Books:

Martin, Arthur P. *The Beginnings of an Australian Literature*, by A. Patchett Martin, 1898.
Webby, Elizabeth. *The Cambridge Companion to Australian Literature*. Cambridge UP, 2000.

Web References

<https://cpb-ap-se2.wp.mucdn.com/learn.stleonards.vic.edu.au/dist/5/118/files/2012/09/We-Are%20Going-by-Oodgeroo-Noonuccal.pdf>
<https://www.ironbarkresources.com/henrylawson/UpTheCountry.html>
<https://allpoetry.com/poem/8509645-Australia-by-A-D-Hope>
<https://www.thereader.org.uk/featured-poem-an-absolutely-ordinary-rainbow-by-les-murray/>
https://msbennet.weebly.com/uploads/4/5/9/8/45985205/model_response_-_a.pdf
<http://www.telelib.com/authors/L/LawsonHenry/prose/trianglesoflife/childdark.html>
<https://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/630/Singing%20My%20Sister%20Down%20by%20Margo%20Lanagan.pdf>
<https://theculturetrip.com/pacific/australia/articles/11-fascinating-indigenous-australian-myths-and-legends/>

Pedagogy: Quiz, Assignment, Discussion, Seminar.

Course Designer: Dr.J.Jenifer Nancy

SEMESTER III	EXTERNAL MARKS: 100			
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN3DSE3A	ENGLISH LITERATURE FOR UGC EXAMINATIONS	DISCIPLINE SPECIFIC ELECTIVE COURSE -III (DSE)	5	3

Course Objectives:

- To train the students for UGC competitive exams by mastering English Literature.
- To understand and remember the origin and development of genres from the past to the present age.
- To gain in-depth knowledge in wide range of literatures in English and across the world.

Prerequisite:

- Basic Knowledge about Literature.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the literary movements from Chaucer till the present age in chronological order and understand the political, economic and social problems.	K1, K2, K3, K4
CO2	Examine the origin and development of the various genres in Literature across the world.	K1, K2, K3, K4
CO3	Compare and contrast the works of the writers by thinking critically with a holistic approach.	K1, K2, K3, K4, K5
CO4	Assess various concepts in English Language Teaching and Translation Studies for higher learning and research.	K1, K2, K3, K4, K5
CO5	Discuss the literary work with literary theories to gain more knowledge for better job opportunities and career prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	2	3	3	2	2	3
CO2	3	3	3	2	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	2	3
CO4	2	3	3	3	3	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Chaucer to Restoration Period Key Concepts: Dream allegory, Eclogues, Puritanism, Satire, Chaucer to Restoration Period	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	Romantic Period to Contemporary Period Key Concepts: Pantisocracy, Fancy, Imagination, Negative Capability, Gothic.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	New Literatures in English (Indian, Canadian, African & Australian, Caribbean Literature) Key Concepts: Transcendentalism, Realism, Partition, Identity	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	English Language Teaching. Key Concepts: Methods and Approaches	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	Literary Criticism and Cultural Studies Key Concepts: Autotelic, Literariness, Structure, Aporia, Metanarratives, Gynocritics.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for End Semester Examination) <ul style="list-style-type: none"> • Historical background of the ages • Romantic movement in different countries 	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

Benet D. E., and Samuel Rufus. *NET. SET..GO... English*. N.p., 2015.

Reference Books:

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

Dr. Jha, Vivekanand. *An objective and Analytical Approach to English Literature for NET, JRF, SLET/PRT other Examinations*, New Delhi Publishers, 2020.

Web References

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<http://www.teachmatters.in/2014/05/practice-set-ugc-net-english-1.html>

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Pedagogy: Quiz, Discussion, Memory

Game Course Designer: Ms.K.Kanimozhi

SEMESTER III	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN3DSE3B	SINGLE AUTHOR STUDY- RABINDRANATH TAGORE	DISCIPLINE SPECIFIC ELECTIVE COURSE- III (DSE)	5	3

Course Objectives:

- To possess a thorough knowledge of Tagore and his works.
- To expose learners to the various aspects of Indian culture and India's freedom struggleduring the British rule.
- To gain a deep insight of Tagore's narrative techniques in poetry, plays, prose, dramaand short stories.

Prerequisite:

- Rich knowledge of Tagore's themes, Indian culture and man's inner struggle for freedom.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the themes in the poems of Tagore with reference to nature, man and his struggles, seeking God in real life situation.	K1, K2,K3, K4
CO2	Examine the religious, cultural and Indian sensibility with asocietal and universal outlook.	K1, K2,K3, K4
CO3	Evaluate the plays of Tagore with emphasis on Indianculture and human values for holistic learning.	K1, K2, K3,K4, K5
CO4	Assess the context with gender perspectives, reforms, reality of life, women's struggle, struggle for freedom etc. in higherlearning and for research.	K1, K2, K3,K4, K5
CO5	Examine the characters and narrative techniques with a panoramic view of Tagore's vision for a holistic learning to provide better prospects in the global world.	K1, K2, K3,K4, K5

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	2	3	2	2	3	3
CO2	3	2	2	3	3	3	3	2	2	3
CO3	3	2	3	3	2	3	3	2	3	3
CO4	3	3	2	3	3	2	3	2	3	3
CO5	3	3	3	3	2	3	3	2	2	3

"1" – Slight (Low) Correlation

"3" – Substantial (High) Correlation

"2" - Moderate (Medium) Correlation

"-" indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY “Gitanjali” – I, II, VIII, IX, XI, XXXI, L, LXII, and XC</p> <p>Key Concepts: Spiritual Insights of Tagore, Theme of Nature Theme of Humanity, Mysticism, Spiritual Truths of Tagore</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>PROSE <i>The Religion of Man</i> “Man’s Universe” – Chapter I “The Creative Spirit” – Chapter II</p> <p>Key Concepts: The Creative Principal of Unity, The Relation of Man with God, Religious Unity, Tagore’s Philosophy</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>SHORT STORIES “The Homecoming” “The Castaway”</p> <p>Key Concepts: Theme of Fear, Loneliness and Innocence, Challenges faced by the Individual, Parental Fear and Selfishness, Sacrifice Isolation and Identity.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>DRAMA <i>The King and the Queen</i> <i>The Trial</i></p> <p>Key Concepts: Abolition of Animals Sacrifice and Human beings, Universal Approach of Oneness, Love for all Living Things, Sacrifice of Love</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>FICTION <i>Gora</i> <i>Boat Accident</i></p> <p>Key Concepts: Self-Searching, Resolution, Conflicts and Self-Discovery, Individual Identity, Social Relationships.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination)</p> <p>“Githanjali” – Chapter XVIII, XX, XXXIV, XLV, LXXII</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

Tagore, Rabindranath, *Collected Poems and Plays*, New Delhi: Macmillan India Ltd .2002. Tagore, Rabindranath, *Gora*, New Delhi: Rupa publication.2002.
The Complete Works of Rabindranath Tagore, General Press, New Delhi: Rupa Publication.2002.

Reference Books:

Tagore, Rabindranath: *An Anthology*, London: MacMillan Publishers, 1997.
Krishnan, Radha S. *The Philosophy of Rabindranath Tagore*. London: Macmillan, 1919.

Web References

https://www.google.com/search?q=https%3A%2F%2F+tagoreweb.in&oq=https%3A%2F%2F+tagoreweb.in&gs_lcrp=EgZjaHJvbWUqBggAEEUYOzIGCAAQRRg7MgkIARAAGA0YgA_QyBggCEEUYOtIBCDQxOThqMGo5qAIAAsAIA&sourceid=chrome&ie=UTF-8
<https://www.britannica.com/>
<https://eddierockerz.files.wordpress.com/2021/01/the-complete-works-of-rabindranath-%20tagore-%20pdfdrive-.pdf>

Pedagogy : Seminar, Assignment, Discussion.

Course Designer: Ms. J. Vanipriya

SEMESTER III	INTERNAL MARKS:25			EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS	
23PEN3DSE3C	GLOBAL FICTION	DISCIPLINE SPECIFIC ELECTIVE COURSE- III (DSE)	5	3	

Course Objectives:

- To associate the influences of broad historical periods of Global Literature and writers across the globe.
- To identify and discuss myth in relation to the works.
- To classify the language, period, country, traditions, cultural and social aspects of various writers in fiction.

Prerequisite:

- To analyze major themes, topics, or motifs in the works across the globe.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine the historical and social sequence of major literary figures, texts, and movements within the Ancient, Middle, and Renaissance periods in society.	K1, K2, K3, K4
CO2	Analyze the literary concepts, principles, terms, strategies, and styles to a range of literature in the global scenario.	K1, K2, K3, K4
CO3	Evaluate the fictions from the Eastern and Western traditions and relate them to their literary and cultural contexts for higher learning and professional growth.	K1, K2, K3, K4, K5
CO4	Compare and contrast connections among various periods, texts, authors, characters and to explore novel ideas for research.	K1, K2, K3, K4, K5
CO5	Compare the ideas presented in a text, their implications, and their relationship to ideas beyond the text to gain more knowledge for better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	3	3	3	2	2	2
CO2	2	3	3	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	3	3	3	2	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Munshi Premchand - <i>Playground - Rangbhoomi</i> Translated by Manju Jain (20th Century Indian Novel)</p> <p>Prayaag Akbar - <i>Leila</i> (21st Century Indian Novel)</p> <p>Key Concepts: Industrialization, Role of Women in India's Independence Movement, Caste and Class Hierarchies, Subjugation of Women in Patriarchal Society, Environmental Degradation and Religious Intolerance</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>Nathaniel Hawthorne - <i>The House of the Seven Gables:</i> <i>A Romance</i> (19th Century American Novel)</p> <p>Katherine Anne Porter - <i>Ship of Fools</i> (20th Century American Novel)</p> <p>Key Concepts: Fate and Free Will, Justice and Judgment, Religion, Morality and Ethics, Pride, Society and Class, Voyage to Eternity.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>Chinua Achebe - <i>Arrow of God.</i> (20th Century African Novel)</p> <p>Chimamanda Ngozi Adichie - <i>Half of a Yellow Sun</i> (21st Century African Novel)</p> <p>Key Concepts: Religion and Spirituality, Female Empowerment, Politics of War and Colonialism.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>Haruki Murakami - <i>Norwegian Wood</i> (20th Century Japanese Novel)</p> <p>Cho Nam-Joo - <i>Kim Ji – Young, Born 1982</i> (21st Century Korean Novel)</p> <p>Key Concepts: Sexual Awakening, Loss, Sadness and Love, Gender Discrimination, Sexism, and Patriarchy in the Korean Society.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>Patrick White - <i>The Tree of Man</i> (20th Century Australian Novel)</p> <p>Murray Bail - <i>The Pages</i> (21st Century Australian Novel)</p> <p>Key Concepts: Destruction and Regeneration, Belonging, Identity, Oppression.</p>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination.)</p> <p>Alice Walker - <i>Everyday Use</i> (20th Century American Short Story)</p> <p>Key Concepts: Heritage and its Relationship to Daily Life</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

- Premchand, Munshi and Jain, Manju. *Playground: Rangbhoomi*, Penguin Publication, 2012.
Akbar, Prayaag. *Leila*, Simon & Schuster India, 2017.
Hawthorne, Nathaniel. *The House of the Seven Gables: a Romance*, Hardpress Publishing, 2020.
Porter, Katherine Anne. *Ship of Fools*, Kindle Paperwhite, 1984
Achebe, Chinua. *Arrow of God*, Penguin Modern Classics, 2010.
Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*, PB Paperback 2017.
Murakami, Haruki. *Norwegian Wood* RHUK Publisher, 2001.
Nam-Joo, Cho. *Kim Ji – Young, Born 1982* Scribner UK, 2021.
White, Patrick. *The Tree of Man*, Penguin Classics, 1994.
Bail, Murray. *The Pages*, Vintage Publisher, 2009
Walker, Alice. *Everyday Use*, Rutgers University Press, 1994.

Reference Books:

- Davis, Paul, Crawford, John F., Johnson, David M., Harrison, Gray. *The Bedford Anthology of World Literature, Compact Edition, Volume 1: The Ancient, Medieval, and Early Modern World (Beginnings-1650)*, Bedford Publication, 2009.

Web References

- https://link.springer.com/referenceworkentry/10.1007/978-3-319-62419-8_344
<https://lonesomereader.com/blog/2018/12/12/leila-by-prayaag-akbar>
https://en.wikipedia.org/wiki/The_House_of_the_Seven_Gables
[https://en.wikipedia.org/wiki/Ship_of_Fools_\(Porter_novel\)](https://en.wikipedia.org/wiki/Ship_of_Fools_(Porter_novel))
<https://www.supersummary.com/arrow-of-god/summary/>
https://www.oasisacademysouthbank.org/uploaded/South_Bank/Curriculum/Student_Learning/Online_Library/KS4/Half_of_a_Yellow_Sun_by_Chimamanda_Ngozi_Adichie.pdf
<https://www.harukimurakami.com/book/norwegian-wood>
<https://www.nytimes.com/2020/04/14/books/review/kim-jiyoung-born-1982-cho-nam-joo.html>
https://en.wikipedia.org/wiki/The_Tree_of_Man
<https://theaustralianlegend.wordpress.com/2021/01/07/the-pages/>

Pedagogy: Quiz, Assignment, Power-point Presentation, Seminar

Course Designer: Ms. A. Violet Pangaja Bai

SEMESTER III	INTERNAL MARKS: 25		EXTERNAL MARKS: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN3GEC1	THE GREAT INDIAN EPIC LITERATURE - A PHILOSOPHICAL APPROACH	GENERIC ELECTIVE COURSE – I (GEC)	3	2

Course Objectives:

- To gain a high-level empirical understanding of the basic themes, plots and characters of the two great Indian epics.
- To cultivate a profound theoretical comprehension of Indian epic literature and its cultural significance within the broader literary landscape.
- To attain an advanced level of comprehension regarding the creative process of epics by engaging in the production of epic narratives across diverse genres and media platforms.

Prerequisite:

- Basic knowledge of Indian Epics and its rich values, cultures and traditions.

COURSE OUTCOMES:

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the contemporary relevance of Indian Epics with the present sociological perspectives in reality.	K1, K2, K3, K4
CO2	Develop a profound understanding of renowned Epics, fostering both national and regional consciousness of inherent values to facilitate personal growth and self-improvement.	K1, K2, K3, K4
CO3	Apply acquired knowledge to diverse real-life scenarios, fostering a professional outlook and enhancing problem-solving abilities in professional contexts.	K1, K2, K3, K4, K5
CO4	Discuss preliminary understanding of the Indian Epics with various genres of literature in thinking creatively with an insight to research.	K1, K2, K3, K4, K5, K6
CO5	Formulate and correlate the ideals to one's own life and thinking better in real life situations to gain career prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2	3	3	3	2	2
CO2	2	3	3	3	2	3	3	3	2	2
CO3	3	2	3	3	3	3	3	3	3	3
CO4	2	3	2	3	2	3	3	3	3	2
CO5	3	2	3	3	3	3	3	3	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Definition of the term Epic - Features of Epic - Introduction to Indian Epics, Characteristics of Classical Indian Epics.</p> <p>Historical significance of Ramayana: The First Epic in the World –Epic qualities of Ramayana - Storyline of Ramayana –Study of leading characters in Ramayana - Moral essence in Ramayana - Influence of Ramayana on Indian values and culture.</p> <p>Historical significance of Mahabharata: the largest Epic in the world – Epic qualities of Mahabharata - Storyline of Mahabharata –Study of leading characters in Mahabharata – Kurukshetra War and its significance – Importance of Dharmain society - Message of the Mahabharata - Impact of Mahabharata on Indian culture and society.</p> <p>Similarities between the Ramayana and the Mahabharata</p> <p>Key Concepts: Epic Genre and Philosophical Approach</p>	9	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<p>Episodes of Rama's Exile to the forest in Ayodhya Canto: Manthara's evil counsel - Kaikeyi Succumbs - To the forest -Dasaratha's last moments - Chitrakoota.</p> <p>Key Concepts: Sublime sacrifice, upholding dharma, separation,adventure, Exposure to the hardships.</p>	9	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<p>Episodes of Sundara Canto of Ramayana: Son of Vayu - The search in Lanka - Sita in the Asoka Park - Ravana's Solicitation -First among the Astute - Sita Comforted - Sita and Hanuman.</p> <p>Key Concepts: Grief of love, Separation and Reunion.</p>	9	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	<p>Bhishma Canto of Mahabharata: Episode of Bhishma's Vow -Episode of Amba and Bhishma</p> <p>Key Concepts: Celibacy, Determination, Disappointment and Revenge</p>	9	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<p>Karna Canto of Mahabharata: Episodes of Bhima and Karna.</p> <p>Key Concepts: Identity Crisis, Abandoned Child Syndrome.</p>	9	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	<p>Self-Study for Enrichment (Not to be included for End Semester Examination.)</p> <p>Amruta Patil - <i>Adi Parva: Churning of the Ocean</i> Amruta Patil - <i>Sauptik: Blood and Flowers</i></p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books:

- Krishnananda, Swami, *India's Ancient Culture*, 1989.
Vaidya, C.V. *Epic India*. Chintaman Vinayak Vaidya, Bombay. 1907
Rajagopalachari. C, *Ramayana*, Bharatiya Vidya Bhavan, 2017.
Rajagopalachari. C, *Mahabharata*, Bharatiya Vidya Bhavan, 2010.

Reference Books:

- Singh, Varsha. "Epics as cultural commodities: Comics books of the Ramayana and the Mahabharata," *The Journal of Commonwealth Literature*. 2019.
Narayan, R.K. *The Ramayana: A Shortened Modern Prose Version of the Indian Epic*. The Viking Press, 1972.
Narayan, R.K. *The Mahabharata: A Shortened Modern Prose Version of the Indian Epic*. The Viking Press, 2001.
Kosambi, D.D. *Myth and Reality: Studies in the Formation of Indian Culture*. SAGE Publications, 2016.
Amritaswaroopananda Puri, Swami. *Awaken Children* (Volume VII and VIII). M.A.Center, 2014.
Amritaswaroopananda Puri, Swami. *From Amma's Heart*. M.A.Center, 2014.
Ramakrishnanda Puri, Swami. *Racing Along the Razor's Edge*. M.A.Center, 2019.
Patil, Amruta. *Adi Parva: Churning of the Ocean*. Harper Collins. 2012.
Patil, Amruta. *Sauptik: Blood and Flowers*. Harper Collins. 2016.

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- http://dt.pepperdine.edu/courses/greatbooks_v/gbv-15/66697602-The-Ramayana-R-K-Narayan.pdf
<https://www.amazon.in/Ramayana-C-R-C-Rajagopalachari/dp/8172764820>
<https://www.amazon.in/Mahabharata-C-Rajagopalachari/dp/8172764766>
<https://doi.org/10.1177/0021989419881231>
<https://www.swami-krishnananda.org/india.ancient.culture.html>
<https://prepp.in/news/e-492-epics-of-ancient-india-ancient-indian-history-notes>
<https://devlibrary.in/indian-classical-literature-unit-2-selections-from-epic-sanskrit-literature/> <https://www.asiahighlights.com/india/hindu-epics>
<https://www.caleidoscope.in/art-culture/the-indian-epics-in-popular-culture-2>

Pedagogy: Quiz, Assignment, Activity, PowerPoint Presentation

Course Designer: Dr. S. Ramalakshmi

SEMESTER IV



Cauvery College for Women (Autonomous), Trichy-18

PG Department of English

M.A., Programme Structure

(For the Candidates admitted from the Academic Year 2023-2024 Batch and Onwards)

IV Semester

Semester	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
IV	Core Course– XI (CC)	North East Indian Literature	23PEN4CC11	6	5	3	25	75	100
	Core Course - XII (CC)	Nobel Laureates 1913-2022	23PEN4CC12	6	5	3	25	75	100
	Core Choice Course–III (CCC)	A. New Literature	23PEN4CCC3A	6	4	3	25	75	100
		B. Climatic Literature	23PEN4CCC3B						
		C. Dalit Literature	23PEN4CCC3C						
	Generic Elective Course - II (GEC)	Campus to Global Connect	23PEN4GEC2	3	2	3	25	75	100
	Project	Project Work	23PEN4PW	9	4				100
	Total			30	20				500
Grand Total			120	90				2200	

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
23PEN4CC11	NORTHEAST INDIAN LITERATURE	CORE COURSE-XI (CC)	6	5

Course 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 and Literature.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the aesthetic experience of North East Indian Literature by understanding the issues of the Society.	K1,K2, K3, K4
CO2	Examine the wide spectrum of social, political, cultural, and aspirational concerns of the North Eastern folk for a better Society.	K1,K2, K3, K4
CO3	Assess the factors which influence and contribute in literary production especially the women writers for higher learning and research.	K1,K2,K3, K4, K5
CO4	Evaluate the inappropriate notion of homogeneity mirrored in the Indian Literature is the practice of Tokenism and explore new experience.	K1,K2,K3, K4, K5.
CO5	Estimate the rich cultural and ethnolinguistic diversities of North East Indian Literature for higher learning.	K1,K2,K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	2	3	3	3	2	2	3
CO2	3	3	2	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	2	3	2	2	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY: Robin Ngangom - “Native Land” Temsulo Ao - “Prayer of a Monolith” NitooDas - “The Spear” - “The Cat’s Daughters”</p> <p>Key Concepts: Ethnic Conflicts, Militant Nationalism, Raising Eco-consciousness, Spatial tension between Landscape and Mindscape, Homelessness.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>PROSE Easterine Iralu - “Should Writers Stay in Prisons?”</p> <p>FOLKTALES: A Singpho Tribe Tale A Garo Folktale - Kari (Salt) Tale of Mishmi Girl</p> <p>Key Concepts: Conservation of Nature and Ethnic Identity</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>SHORTSTORIES: Tensula Ao - “Laburnum for my Head” Janice Pariat - “19/87”(from <i>Boatson Land</i>)</p> <p>FOLKTALES: The Leap of Ka Likai. Man, Spirit and Tiger The Beginning of the Storytelling Tradition (Selected from 8 Fascinating Myth and Legends from North East India) Key Concepts: Gamut of Emotions, Civil Unrest, Social- Cultural Experiences and Voicing for Marginals, Urban Melancholy.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>DRAMA: Binodini - <i>Crimson Rainclouds</i></p> <p>Key Concepts: Exotic Indian Art</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>FICTION: Mamang Dai - <i>The Legends of Pensam</i> Jahnavi Barua - <i>Rebirth</i></p> <p>Key Concepts: Preservation of tribal lore and traditional beliefs</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination) Folk Tales from North East India – “River Dolphin and Crocodile”, “The Egotistical Elephant and Praying Pebet”, “When the Earth was formed to its Present Shape” Mitra Phukan - <i>The Collector’s Wife</i> Teresa Rehman - <i>The Mothers of Manipur</i></p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

- Pariyat, Janice. "19/87". *Boats on Land: A Collection of Short Stories*. Random House India, 2012.
- Barua, Jahnavi. *Rebirth: A Novel*. Penguin Books India, 2010.
- Binodini, *Crimson Rainclouds*. Thema, 2012.
- Iralu, Easterine. "Should Writers Stay in Prison?" *The Oxford Anthology of Writings from North-East India, Poetry and Essays*, Edited by Tilottama Misra, Oxford University Press, 2011

Reference Books:

- Dancing Earth, An Anthology of Poetry from North East India*. Ed. Robin Singh Ngangom and Kynpham Singh Nongkynrih. 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, 2008.
- Nini. *The Morning Years*. Penthrill Publication House, 1994.

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- <https://www.best-poems.net/desmond-kharmawphlang/symphony-of-sorrow.html>
- <https://www.poetrynook.com/poem/funerals-and-marriages>
- https://m.facebook.com/nt/screen/?params=%7B%22note_id%22%3A746073686120993%7D&path=%2Fnotes%2Fnote%2F
- <https://www.uncannymagazine.com/article/the-cats-daughters/>
- <https://theculturetrip.com/asia/india/articles/8-fascinating-myths-and-legends-from-northeast-india/>
- <https://thenortheasttravelblog.com/2013/01/17/folklore-from-north-east-india-tale-of-a-mishmi-girl/#:~:text=Idu%20Mishmi%20man%20and%20woman,no%20hair%20in%20the%20body>
- <https://mythfolklore.blogspot.com/2014/07/khasi-leap-of-ka-likai.html?m=1>
- <https://thenortheasttravelblog.com/2013/01/17/folklore-from-north-east-india-tale-of-a-mishmi-girl/>
- https://www.biodiversityofindia.org/index.php?title=Man,Spirit_and_the_Tiger:_A_Naga_story
- <https://taikhamtinamsai.blogspot.com/2014/09/folklore-from-north-east-india-singpho.html?m=1>
- <https://thenortheasttoday.com/tntvideos/features/folktales-of-northeast-india-a-garo-folktale-kari-salt/cid2536004.htm>
- <https://books.google.com/books/about/Luck.html?id=ZnfMQgAACAAJ>

Pedagogy: Quiz, Assignment, Activity, PowerPoint Presentation

Course Designer: S. Ramalakshmi

SEMESTER IV	INTERNAL MARKS:25	EXTERNAL MARKS:75		
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN4CC12	NOBEL LAUREATES 1913 - 2022	CORE COURSE – XII (CC)	6	5

Course Objectives:

- To identify the elements and the key components of Nobel Laureates 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 Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the different techniques employed by the prominent Writers and apply in life situations.	K1,K2, K3, K4
CO2	Evaluate the concepts of various Genres of Literature in understanding the society for a better world.	K1, K2, K3,K4,K5
CO3	Determine the various the dramas in English Literature and also diagnose the literary awards for higher learning	K1, K2, K3,K4,K5
CO4	Formulate the way the writers tried to create an impact and contribute through writings for research studies.	K1,K2,K3, K4, K5, K6
CO5	Discuss the characters in the works of Award-Winning writers and Nobel Laureates for higher learning.	K1,K2,K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	3	3	2	3	3	3	3
CO2	3	3	2	2	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	2	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY (DETAILED)</p> <p>T. S. Eliot - “The Hippopotamus” Ted Hughes - “Hawk Roosting”</p> <p>Key Concepts: Alliteration, Simile, Metaphor</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>PROSE (DETAILED)</p> <p>George Bernard Shaw - “The Sources of Idealism” Albert Camus - “The Minotaur or The Stop in Oran”</p> <p>Key Concepts: Idealism, Corruption, Humanity</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>SHORT STORIES (DETAILED)</p> <p>Rabindranath Tagore - “The Editor” Pearl S. Buck - “The Refugee”</p> <p>Key Concepts: Feminism, Tradition, Culture and Literature</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>DRAMA (DETAILED)</p> <p>Susan Glaspell - <i>Alison’s House</i></p> <p>Key Concepts: Literary Devices, World War-I</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>FICTION (DETAILED)</p> <p>Dorris Lessing - <i>The Golden Notebook</i></p> <p>Key Concepts: Elements of a Novel, Historical Fiction</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination)</p> <p>Pablo Neruda - “Cat’s Dream” Rabindranath Tagore - “Subha” William Golding - <i>The Brass Butterfly</i> Gabriel Garcia Marquez - <i>One Hundred Years of Solitude</i></p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

Tagore, Rabindranath. *The Postmaster Selected Stories*, New Delhi: Penguin Books Limited.2000
Lessing, Dorris. *The Golden Notebook*, London, Harper Collins Publisher.2007.

Reference Books:

Buck, Pearl S, *A Cultural Biography*, Cambridge University Press.1998.
Tagore, Rabindranath, *An Anthology*, St. Martin's Publishing Group.1999.

Web References

https://www.poetry-archive.com/e/the_hippopotamus.html <https://allpoetry.com/Hawk-Roosting>
<http://www.blupete.com/Literature/Essays/Best/ShawIdealism.html>
<https://thejqcorner.wordpress.com/2020/05/06/the-minotaur-or-the-stop-in-oran-by-albert-camus/>
<https://www.l-adam-mekler.com/editor.htm>
<http://ksmclasses.pbworks.com/f/The%20Refugee.pdf>
<https://archive.org/details/alisonshouseplay00glas/page/n1/mode/2up>
http://gcwk.ac.in/econtent_portal/ec/admin/contents/68_R18ELC102_2020121702043043.pdf
<https://juanpemoon.files.wordpress.com/2013/11/the-golden-notebook-by-doris-lessing.pdf>

Pedagogy: Seminar, Assignment

Course Designer: Ms. Diana Betty Garrett

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN4CCC3A	NEW LITERATURE	CORE CHOICE COURSE – III (CCC)	6	4

Course Objectives:

- To acquaint 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, social and historical periods.

Prerequisite:

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

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyse the text intensively and distinguish the salient features of New Literature	K1,K2, K3, K4
CO2	Examine the unique style of writers in expressing their culture around the World to create a professional touch.	K1, K2, K3, K4
CO3	Assess the literary works at various levels of comprehension for higher learning	K1, K2, K3,K4,K5
CO4	Develop the research-oriented analysis, and criticism of literary and cultural texts from different genres.	K1, K2, K3,K4, K5, K6
CO5	Create to think critically of the multiple cultural and linguistic traditions, and various historical periods for higher learning and gain better prospects.	K1, K2, K3,K4, K5,K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	2	3	3	3	3	2	3
CO3	3	3	3	2	3	3	3	3	2	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>POETRY</p> <p>Rahmat Shah Sayel - “Kabul and Peshawar are the closest of friends” (Afghanistan)</p> <p>Robert William Service - “A Mediocre Man” (Canada)</p> <p>Oodgeroo Noonuccal - “We are going” (Australia)</p> <p>Anne Kenned - “Flood Monologue” (New Zealand)</p> <p>Key Concepts: Plight of Pashtoon after Partition, Identity, Destructiveness of Colonialism, Environmental Issues</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>PROSE</p> <p>Aung San Su Kyi - “Freedom from Fear” (Myanmar)</p> <p>Key Concepts: Identity, Freedom, Military Domination</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>SHORT STORIES</p> <p>Akhalq Ansari - “The Mirror” (Pakistan)</p> <p>FOLK TALES</p> <p>The Four Puppets (Myanmar)</p> <p>How The Coconut Came to Myanmar (Myanmar)</p> <p>Duennes (Caribbean)</p> <p>Mami Wata (Caribbean)</p> <p>Anansi (Caribbean)</p> <p>Duppies/Jumbies (Caribbean)</p> <p>Key Concepts: RiotinKona, Separation, Ethnic and Religious Conflict, Culture</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>DRAMA</p> <p>Zeami Motokiyo Hogoromo - <i>The Feather Mantle</i> (Japanese)</p> <p>Key Concepts: The Power of Sea, Fate and Mortality</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>FICTION</p> <p>Dolki Min - <i>Walking Practice</i> (South Korean)</p> <p>Anuk Arudpragasam - <i>A Passage to North</i> (Sri Lanka)</p> <p>Key Concepts: Mother Daughter Relationship, Separation, Old Age, Longing, Loss and Legacy of War</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination)</p> <p>John Shaw Nelson - “To a Blue Flower” (Poetry)</p> <p>Khin Yhin Yu - “Love” (Short Story)</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

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

Shin, Kyung-sook, *Please Look After Mom*, translated by Chi-Young Kim, Changbi Publisher,2011.

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

Arudpragasam, Anuk. *A Passage to North*, Hogarth Press, 2021.

Reference Books:

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

Achebe, Chinua, *Things Fall Apart*, William Heinemann, 1958.

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<https://www.poetrytranslation.org/poems/kabul-and-peshawar-are-the-closest-of-friends> <https://canpoetry.library.utoronto.ca/yanofsky/poem5.htm>
http://famouspoetsandpoems.com/poets/oodgeroo_noonuccal/poems/4601
<http://cordite.org.au/chapbooks-features/6seater/flood-monologue/>
<http://jti.lib.virginia.edu/japanese/noh/PouHago.html>

Pedagogy: Seminar, Quiz, Assignment

Course Designer: Ms. VANMATHI. SIVA

SEMESTERIV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
23PEN4CCC3B	CLIMATIC LITERATURE	CORE CHOICE COURSE–III(CCC)	6	4

Course Objectives:

- To introduce climate literature as a tool to understand eco-literature
- To emphasize impact of climate change on emotional and psychological grounds
- To represent possible ways to handle and recondition the climatic changes and human existence.

Prerequisite:

- A comprehensive familiarity with the eco-literature and eco-criticism
- A thorough understanding about the relationship between ecology and human lives

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Compare and contrast Climatic literature and Eco-literature by describing the distinctive features of Climate literature in society.	K1,K2, K3, K4
CO2	Examine the voice raised against the hazards caused by the climate change to create a better world.	K1,K2, K3,K4
CO3	Assess the texts in the ecological perspective to bring out greater engagement with climatic change in the literary studies for research.	K1, K2, K3,K4, K5
CO4	Evaluate the multi ethnic movement by creating strong connection between environment and issues of social justice by exploring new ideas for higher learning.	K1, K2, K3,K4,K5
CO5	Develop a constructive knowledge about the impact of global crisis on art and literature for higher learning and for job opportunities.	K1,K2,K3, K4,K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	2	3	3	3	3	2	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	2	3	3	3	3	2

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>INTRODUCTION Helen E. Mudler - What is climate change literature, and why is it important?</p> <p>Key Concepts: Influence of Climate change in Literature, difference between eco-literature and Climate change literature</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<p>POETRY Agha Shahid Ali - "Postcard from Kashmir" Surbhi - "In the Whirlwind of Destruction" Linda Hogan - "Song for the Turtle in the Gulf"</p> <p>Key Concepts: Environment changes, Melting Glaciers, Air Pollution, Endangered Ocean Lives.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<p>SHORT STORY Craig DeLancy - "Racing the Tide" Seanan McGuire - "The Myth of Rain"</p> <p>Key Concepts: Water Pollution, Impact of Water Pollution on Human Lives.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<p>DRAMA – DOCUMENTARY, SHORT-FILM & FILM James Roberts - <i>A Plastic Wave</i> (Documentary) DW Documentary - <i>Feeling Climate Change</i> (Documentary) Lukas Klosel - <i>Sapiens</i> (Short Film) Tom Hardy - <i>The Flood</i> (Film)</p> <p>Key Concepts: Effects of Temperature on Earth's Atmosphere, Water Pollution, Marine Pollution, Harms of Ingest Toxins.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<p>FICTION Emmi Itaranta - <i>Memory of Water</i> John Grisham - <i>Gray Mountain</i></p> <p>Key Concepts: Geographical Changes, Politics, Fresh Water Scarcity, Destruction of Exotic Landscapes</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examinations)</p> <p>Sam Illingworth - "Metallic Reefs" (Poem) Iliana Vargas - "Seed" (tr. Michelle Mirabella) (Short Story) Rajat Chaudhuri - "The Butterfly Effect" (Fiction) Stephen Carleton - The Turquoise Elephant Introducing the Anthropocene: The Human Epoch (Article belongs to 50th Anniversary Collection.)</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

Rowson, Jonathan. *9 Original Poems on Climate Change*, RSA, 2015
Spahr, Juliana. *Unnamed Dragonfly Species* wills, 2011
Itaranta, Emmi. *Memory of Water*, HarperCollins, 2014.

Reference Books:

Bacigalupi, Paolo. *The Windup Girl*. Night Shade Books, 2009.
Martin, Mark. *I'm with the Bears*, Verso books, 2011.
Oreskes, Naomi and Erik Conway, *The Collapse of Western Civilization: A View from the Future*. Columbia, 2014.
Rich, Nathaniel. *Odds against Tomorrow*. Farrar, Straus and Giroux, 2013.

Web References

<https://www.poetrynook.com/poem/postcard-kashmir>
<https://www.familyfriendpoems.com/poem/in-the-whirlwind-of-destruction>
<https://www.charlesmee.org/global-warming.shtml>
<https://poets.org/poem/song-turtles-gulf>
https://youtu.be/i1M_LIo3DZY?si=aj0FqIbFs1-h6GIA
<https://youtu.be/9-dpv2xbFyk?si=KFDzUEVNrnQ556LA>
https://youtu.be/cl4Uv9_7KJE?si=9VwepDC78C21AEb4
https://youtu.be/iHNe7k0FvoQ?si=QNZAEWZy3HObKA_e

Pedagogy: Assignment, Seminar, and Role Play

Course Designer: Ms. VANMATHI. SIVA

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
23PEN4CCC3C	DALIT LITERATURE	CORE CHOICE COURSE - III (CCC)	6	4

Course Objectives:

- To explain the significance of Dalit Literature focusing on the struggles of the Dalit Communities.
- To critically understand sorrows, tribulations, slavery degradation, ridicule and poverty endured by Dalits.
- To evaluate an overview of the nuanced perspectives discerned in Dalit Literature.

Prerequisite:

- Explore and establish a society in India based on social equality and liberty.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the Dalit literature from an Aesthetic perspective in understanding the issues in Society.	K1,K2, K3, K4
CO2	Examine the Self- Reflexivity about Dalit literature.	K1,K2, K3, K4
CO3	Assess the evolution of consciousness about caste-based discrimination for higher learning and research.	K1, K2, K3,K4, K5
CO4	Estimate the major issues faced by the Dalit people by gaining new life experiences.	K1,K2,K3, K4, K5
CO5	Develop a sensitive and compassionate approach towards Dalit life experiences and issues for better prospects.	K1,K2,K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	S	3	3	3	3
CO2	3	3	3	2	3	2	3	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>INTRODUCTION What is Dalit literature?</p> <p>Dalit literature - Past, Present and Future Dalit Discourse and Aesthetics</p> <p>POETRY Siddhalingaiah - “The Dalits are Coming” Arun Kamble - “Which Language should I Speak”</p> <p>Key Concepts: Struggles, Dalit Community, Discrimination, Aesthetics</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
II	<p>PROSE</p> <p>B.R.Ambedkar - <i>Annihilation of Caste.</i></p> <p>Key Concepts: Caste, Subaltern, Alienation</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
III	<p>SHORT STORIES</p> <p>Pathik Parmar - “Naked Feet” Dalpat Chauhan - “Measure for Measure”</p> <p>Key Concepts: Solidarity, Oppression</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
IV	<p>DRAMA</p> <p>K.A.Gunasekran - <i>The Scar</i> Vijay Tendulkar - <i>Kanyadaan</i></p> <p>Key Concepts: Identity and Caste Consciousness</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
V	<p>FICTION</p> <p>Bama - <i>Karukku</i> P.Sivakami - <i>The Grip of the Change</i></p> <p>Key Concepts: Brutality and Violence</p>	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
VI	<p>SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination)</p> <p>Arjun Dangle - <i>Poisoned Bread</i> Meena Kandasamy - “Ekalayva” Aravind Malagatti - <i>Government Brahmana</i> Bama - <i>Sangati</i> Jatin Bala’s Autobiography - <i>A Life Uprooted: A Bengali Dalit Refugee Remembers</i></p>	--	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6

Text Books:

- Kumar, Raj. *Dalit Personal Narratives*, Orient Black swan Private Limited – New Delhi; 1st edition (1 January 2011)
- Dasan M.Pratibha V.et al (ed).2012. *The Oxford India anthology of Malayalam Dalit Writing*. New Delhi: Oxford University Press.2012
- B.R.Ambedkar. *Annihilation of Caste* POD Only Publishing (1 January 2020)
- Poisoned Bread: Translations From Modern Marathi Dalit Literature* by Arjun Dangle. K A Gunasekaran, Orient Blackswan Private Limited, march 2001.

Reference Books:

- Zelliot, Eleanor. *From Untouchable to Dalit*, Manohar Publishers, 1992.
2. Dangle, Arjun. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Blackswan, 1992.

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- <http://www.insafbulletin.net/archives/2028>
- <https://roundtableindia.co.in/lit-blogs/?p=512>
- <http://marathidalitpoetry.blogspot.com/2014/07/which-language-should-i-speak-arun.html>
- <http://marathidalitpoetry.blogspot.com/2014/07/to-be-or-not-to-be-born/srokade.html>
- https://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_orig.pdf
- <http://eklavyaswiththumbs.blogspot.com/2014/12/naked-feet-short-story-by-pathik-parmar.html>
- <http://eklavyaswiththumbs.blogspot.com/2014/12/measure-for-measure-short-story-by.html>
- <https://www.scribd.com/document/400964625/Conceptualizing-Brahmanical-Patriarchy-in-Early-India#:~:text=Description%3A,the%20upper%20castes%20of%20India.>

Pedagogy: Seminar, Assignment, Role Play and Group Discussion.

Course Designer: Ms. L. Samyuktha

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN4GEC2	CAMPUS TO GLOBAL CONNECT	GENERIC ELECTIVE COURSE – II (GEC)	3	2

Course Objectives:

- To provide students with the Good professional skills which helps to build and maintain positive relationships
- To improve student’s effectiveness, suitability and relative advantages along with the latest developments in science and technology globally.

Prerequisite:

- Basic knowledge in oral communication, written communication and computational skills with a professional touch.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Examine a positive and productive knowledge from verbal, written communication to digital communication and apply in today’s Society.	K1, K2, K3, K4
CO2	Discover the communication, interpersonal, team work, organizational and digital skills to create a better world.	K1, K2, K3, K4
CO3	Assess the language effectively and efficiently to achieve the goals and objectives of the communicator with a professional touch.	K1, K2, K3, K4, K5
CO4	Estimate the knowledge, ideas, thoughts and messages between individuals or groups within or between organizations to gain experience through learning.	K1, K2, K3, K4, K5, K6
CO5	Create to build and maintain relationships, facilitate decision-making and promote understanding globally for higher learning and for better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	2	3	3	3	3	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	COMMUNICATION SKILLS Importance-Development-Types Cross-Cultural Communication Body language and Facial Expression Key Concepts: Active Listening, Cultural Context Logical Thinking.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
II	INTERPERSONAL SKILLS Presenting and Explaining Narrating and Demonstrating Arguing, Requesting and demanding Persuading Strengthening Interpersonal Skills Key Concepts: Deliverance, Requisition, Persuasion.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
III	TEAMWORKSKILLS Importance-Scope Collaborating and Problem-Solving Critical Thinking and Adaptive thinking Leadership Skills Key Concepts: Brain storming, Conflict Resolution, Decision Making.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
IV	ORGANIZATIONAL SKILLS Maintaining Records Arranging and Participating Meetings Event Management Networking Ways to improve Organizational Skills Key Concepts: Physical Organization, Organizational techniques, Categorization, Maintenance	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
V	DIGITAL LITERACY Working with Data, Tables, Charts and Graphs Making Presentation Audio and Video creation Video Conferencing AI Tools Usage Key Concepts: Digital Media Platforms, Technical Assessment.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
VI	SELF-STUDY FOR ENRICHMENT (Not to be included for End Semester Examination) Basic Technical Knowledge Creativity Resilience Work Ethics Research Skills Minutes of the Meeting	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6

Text Books:

Parkman, Larry. *Communication Skills Training*. Fighting Dreamers Productions. 2020.
Sorin, Dumitrascu. *Interpersonal Communication Skills for Business: A Practical Guide*. 2016.
Rees, W. David & Christine Porter. *Skills of Management and Leadership: Managing People in Organizations*. Palgrave Macmillan. 2015.
Dr.K. Mohana Sundaram. *Developing the Life Skills in Digital Era*. Krishna Publication House. 2020.

Reference Books:

Lewrick , Michael, Patrick Link & Larry Leifer. *The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems*. Wiley. 2018.
Sarah Colantonio & Kedren Crosby. *Authentic Communication*. Lulu. 2021.

Web References

<https://www.hzu.edu.in/uploads/2020/9/Interpersonal%20Skills%20at%20Work.pdf>
https://www.nios.ac.in/media/documents/330srsec/online_course_material_330/Theory/Lesson_0
<https://nataliatodorova.webs.com/lecture%203.pdf>
<https://www.shine.com/blog/cognitive-skills>
<https://www.edubloxtutor.com/cognitive-skills>
<https://www.coursera.org/articles/what-are-technical-skills>

Pedagogy: Seminar, Assignment, Role Play and Group Discussion.

Course Designer: Dr. S. Senthilkumari

SEMESTER IV	INTERNAL MARKS: 20		EXTERNAL MARKS:80	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23PEN4PW	PROJECT	PROJECT WORK	9	4

Objectives

- To design the framework to collect data for a project.
- To develop the ability to solve a specific research problem.
- To understand the importance of critically analyzing a literary work.

Prerequisites

- Fundamentals of research
- Thorough reading on primary sources and secondary sources of the texts.

Course Outcome and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Analyze the research design	K1, K2, K3, K4
CO2	Examine the research problem and classify the data.	K1, K2, K3, K4
CO3	Evaluate the collected data to come out with proper findings or of the data.	K1, K2, K3, K4, K5
CO4	Assess the collected data and associate with various strategies of tools required for assessment.	K1, K2, K3, K4, K5
CO5	Formulate and publish papers in reputed research journals for higher learning and for better prospects.	K1, K2, K3, K4, K5, K6

Mapping of CO with PO and PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3	2	3	2	3	2
CO2	3	3	3	2	3	2	3	2	3	2
CO3	3	3	3	2	3	2	3	2	3	2
CO4	3	3	3	2	3	2	3	2	3	2
CO5	3	3	3	2	3	2	3	2	3	2

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no correlation.

SYLLABUS

- ❖ Principles of research ethics
- ❖ Selection of research problem
- ❖ Formulation of research design and methodology
- ❖ Collection of review of literature
- ❖ Processing of data – editing and classification.
- ❖ Analysis of data
- ❖ Deriving solution and conclusion
- ❖ Preparation of bibliography
- ❖ Publication in journals
- ❖ Checking of plagiarism
- ❖ Preparation of proposals for research projects

Every student in the IV Semester will complete a research project under the supervision and guidance of a faculty member on topics related to Literature, Language and Linguistics with a minimum of 30 pages including Bibliography.

PROJECT REPORT EVALUATION (Internal & External)

S. No	Particulars	Marks
1	Plan of the Project	20
2	Hypothesis, Significance of the Problem, Execution of the Plan, Preparation of Tools of data collection / Collection of Data. Presentation of the Report	45
3	Research Contribution	15
4	Viva Voce/ Internal & External	20
	Total	100