

# **CAUVERY COLLEGE FOR WOMEN, (AUTONOMOUS)**

**NATIONALLY ACCREDITED WITH “A” GRADE BY NAAC**

**ISO 9001:2015 CERTIFIED**

**TIRUCHIRAPPALLI**

## **PG DEPARTMENT OF ENGLISH**



**MA ENGLISH**

**SYLLABUS**

**2023-2024 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)**

<b>PEOs</b>	<b>Statements</b>
<b>PEO1</b>	<b>LEARNING ENVIRONMENT</b> 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.
<b>PEO2</b>	<b>ACADEMIC EXCELLENCE</b> 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.
<b>PEO3</b>	<b>EMPLOYABILITY</b> 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.
<b>PEO4</b>	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b> 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.
<b>PEO5</b>	<b>GREEN SUSTAINABILITY</b> To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

**PROGRAMME OUTCOMES FORM A ENGLISH**

<b>PO.No</b>	<b>On completion of MA English, the students will be able to</b>
<b>PO1</b>	Exhibit comprehensive knowledge in understanding the issues and problems that arise in the society and apply in life circumstances. (Social Responsibility)
<b>PO2</b>	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)
<b>PO3</b>	Perceive leadership skills through higher learning and be a visionary to achieve the target. (Professional Competence)
<b>PO4</b>	Identify appropriate resources required for research projects to explore novel ideas to gain real life experience through internships and higher studies. (Discover Innovations)
<b>PO5</b>	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**

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

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						
	<b>Total</b>			<b>30</b>	<b>23</b>				<b>500</b>
<b>15 Days INTERNSHIP during Semester Holidays</b>									

# **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 17<sup>th</sup> 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	<b>Middle English Poetry</b> Chaucer "The General Prologue": Prioress, Physician, Clerk (Oxford), Wife of Bath	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>Elizabethan Poetry</b> Edmund Spenser "Epithalamion" John Donne "A Valediction: Forbidding Mourning" & "The Canonization"	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>Seventeenth Century Poetry</b> 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	<b>Eighteenth Century Poetry</b> 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	<b>Modern Poetry</b> 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	<b>Self-Study for Enrichment</b> (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.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.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	<b>Beginnings of Drama</b> - 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	<b>Elizabethan Theatre</b> - 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	<b>Jacobean Drama</b> John Webster <i>The White Devil</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	<b>Restoration</b> William Congreve <i>The Way of the World</i> , <b>Irish Dramatic Movement</b> J.M Synge <i>The Playboy of the Western World</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	<b>Epic Theatre</b> Bertolt Brecht <i>Mother Courage and her Children</i> <b>Comedy of Menace</b> Harold Pinter <i>The Birthday Party</i> , <b>Post-Modern Drama</b> Samuel Beckett <i>Waiting for Godot</i>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
VI	<b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> 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., (6<sup>th</sup>ed) 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](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><b>The New World Novel</b></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><b>Middle Class Novel of Manners</b></p> <p>Jane Austen      <i>Emma</i></p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	<p><b>Women's Issues</b></p> <p>Charlotte Bronte      <i>Jane Eyre</i></p>	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	<p><b>Liberal Humanism, Individual Environment and Class Issues,</b></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><b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b></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 18<sup>th</sup> 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

### **Web References**

[http://en.wikipedia.org/wiki/English\\_literature](http://en.wikipedia.org/wiki/English_literature)

<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	<b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b>  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://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	<b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b>  <b>Eugene O'Neil      <i>The Hairy Ape</i></b>		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://paradisevalley.libguides.com/the111/theatre_history_websites)

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

[https://www.worldhistory.org/Greek\\_Theatre/](https://www.worldhistory.org/Greek_Theatre/)

[https://archive.org/details/fundamentalsofpl0000dean\\_v3x3](https://archive.org/details/fundamentalsofpl0000dean_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	<b>THE SCIENCE OF RHETORIC</b> Definition of Rhetoric – Three Elements of Rhetoric: Presentative, Representative and Elaborative-Rhetorical Situation: Grammar, Logic, Aesthetics, and Ethics – 5 Canons of rhetoric writing.  <b>Key Concepts:</b> Logic, Aesthetics, Inventive, Arrangement, Style, Memory, Delivery.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5, K6
II	<b>DISCOURSE</b> Topic Sentence, Paragraph Unity: Coherence and flow, Methods of Developing Paragraphs, Discourse. Four Kindsof Discourse: Exposition, Argumentation, Description, Narration.  <b>Key Concepts:</b> Comparison, Concession, Emphasis, Parallelism	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5, K6
III	<b>STYLISTICS</b> 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.  <b>Key Concepts:</b> Formalist Stylistics, Metaphor and Metonymy, Rhetoric and Poetics, Schema, Script, and Frame Theory	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5, K6
IV	<b>CONTEMPORARY TOPICS IN STYLISTICS</b> Pedagogical Stylistics, Feminist Stylistics, Critical Stylistics.  <b>Key Concepts:</b> Feminist Stylistics, Point of View and Modality, Speech and Thought Presentation, Text World Theory.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5, K6
V	<b>EMERGING TRENDS IN STYLISTICS</b> Creative Writing and Stylistics, Stylistics and Film, Stylistics and hypertext Fiction. Practical Work: Creative Writing.  <b>Key Concepts:</b> Cognitive Poetics, Drama and Performance, Rhetoric and Poetics, Narratology, Stylistics and Film.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4 K5, K6
VI	<b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b>  Art of Discourse. Discourse Analysis; Elements of Grammar and Transformation of Sentences. Metaphor and Stylistics.  Stylistics and Translation. Stylistics, Emotion and Neuroscience. Abraham Lincoln: Gettysburg Address Martin Luther King: I Have a Dream		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	<b>READING</b> Predicting the Content - Skimming the Text - Understanding the Gist - Topic Sentence and its Role Scanning Inferring Meanings: Lexical and Contextual - Note-Making.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<b>WRITING</b> 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	<b>LISTENING</b> Importance of Listening & Empathy in Communication - Reasons for Poor Listening - Traits of a Good Listener - Listening Mode - Note Taking - Listening to Short Dialogues - Listening to Long Conversations.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	<b>SPEAKING</b> Describing Places - Giving Opinions - Narration - Introducing Ideas - Justifying Opinions 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	<b>Nuances of Delivery –</b> Stage Fright - Visual Aids in Presentation - Applications of MS Power Point	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
VI	<b>Self- Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> 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	<b>POETRY:</b> William Cowper - Joy and Peace in Believing William Collins - Ode to Evening Alfred Tennyson - The Charge of the Light Brigade Warsan Shire - Home  <b>Key Concepts:</b> Romanticism, Erotism, Abbey Theatre, Symbolism, Surrealism, Modernism	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>PROSE:</b> Francis Bacon - Of Travel, Of Superstition, Of Marriage Virginia Woolf - On a Faithful Friend  <b>Key Concepts:</b> Historicism, Stream of Consciousness, War, Shell Shock	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>SHORT STORY:</b> Sir Walter Scott - The Tapestry Chamber Kate Atkinson - Inner Balance  <b>Key Concepts:</b> Gothic, Avant-Garde Movement, Interior Monologue, Word play	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>DRAMA:</b> Ben Jonson - The Alchemist G.B. Shaw - Arms and the Man  <b>Key Concepts:</b> Comedy of Manners, Atheism, Vegetarianism, Eugenics, Alphabet Reform	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>NOVEL:</b> Julian Barnes - The Sense of an Ending Elizabeth Gaskell - North and South  <b>Key Concepts:</b> Realism, Psychological Insight	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>SELF-STUDY FOR ENRICHMENT</b> <b>(Not to be included for End Semester Examination)</b>  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	-	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://barcelonareview.com/32/e_ka.htm)

<https://www.ipl.org/essay/A-Short-Story-A-Mother-Of-James-F382WJU74SJP6https://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><b>Key Concepts:</b> 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><b>Key Concepts:</b> 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><b>Key Concepts:</b> 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><b>Key Concepts:</b> 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><b>Translation Practice</b></p> <p><b>News Paper Reports</b></p> <p>அறிஞர் அண்ணா - செவ்வாழை பாரதியார் கவிதைகள் - அச்சமில்லை அச்சமில்லை</p> <p><b>Key Concepts :</b> 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><b>SELF-STUDY FOR ENRICHMENT</b> (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*

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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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**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	<b>POETRY</b> Walt Whitman - I Sit and Look Out Emily Dickinson - I Died for Beauty - but was Scarce Maya Angelou - Phenomenal Women  <b>Key Concepts:</b> Jealousy, Bitterness, Solitude, Unrequited, antecedent, bizarre, contradiction, recurring, wench, protrude, phenomenal, stunning	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>PROSE</b> William Bradford - The May Flower Compact Marilynne Robinson - The Givenness of Things.  <b>Key Concepts:</b> Embark, Endeavors, Trope, Intuition, Oppressed, Bourgeois, Civilization, Glory, Honour, Covenant.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>SHORT STORIES</b> Henry James - The Real Thing Edger Allen Poe - Fall of the House of Usher  <b>Key Concepts:</b> Impoverished, Complicated, Imagination, Indisputably, Controversial, Proletarian, Religious, Communist, Implication, Mortality, Blemish, Concoctions,	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>DRAMA</b> David Mamet - A Life in the Theatre. Ralph Ellison - Invisible Man  <b>Key Concepts:</b> Industrialization, Technological, Identity, Expressionism, Realism, Abandonment, Discrimination, Confront, Civil War.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>FICTION</b> John Steinbeck - Of Mice and Men James Baldwin - Go Tell it on the Mountain  <b>Key Concepts:</b> Migrant, Loneliness, Isolation, Depression, Disintegration, Alienated, Fictitious, Satirical, Racial, Identity, Isolated	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>SELF-STUDY FOR ENRICHMENT</b> <b>(Not to be included for external examination.)</b>  Ann Bradstreet - To my Dear and Loving husband Gloria Naylor - The Women of Brewster Place Edward Albee - Who is Afraid of Virginia Wolf.	-	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, 19<sup>th</sup> Century: An Anthology. Eurasia Publ. House. Pvt. Ltd., New Delhi. 1984.

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**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	<b>NEW CRITICISM:</b> Cleanth Brooks – The Language of Paradox <b>MARXISM</b> Louis Althusser – Infrastructure and Superstructure, The State Ideological Apparatuses (Ideology and Ideological State Apparatuses) <b>PRACTICE POEM:</b> Robert Frost – The Road Not Taken <b>Key Concepts:</b> Close reading, autotelic, base, superstructure	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>STRUCTURALISM:</b> Ferdinand de Saussure – Nature of the Linguistic Sign (Course in General Linguistics, Part one, pg no. 65 - 70) <b>POST STRUCTURALISM:</b> John Hillis Miller – The Critic as Host <b>PRACTICE POEM:</b> John Milton – On His Blindness <b>Key Concepts:</b> Sign, Binary Oppositions, Birth of reader	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>PSYCHOANALYTICAL CRITICISM</b> Sigmund Freud – Creative Writers and Day-dreaming” <b>POSTMODERNISM</b> Jean Francois Lyotard –Defining the Postmodern <b>PRACTICE POEM :</b> Emily Dickinson – A Narrow Fellow in the Grass <b>Key Concepts:</b> Unconscious, Interpretive Communities	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>GENDER STUDIES</b> Simone De Beauvoir – The Second Sex <b>ECOCRITICISM</b> William Rueckert – Literature and Ecology: An Experiment in Ecocriticism <b>PRACTICE POEM:</b> Kamala Das – The Looking Glass <b>Key Concepts:</b> Radical Feminism, Phallocentric, Ecology	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>POST-COLONIAL STUDIES</b> Chinua Achebe –An Image of Africa: Racism in Conrad’s Heart of Darkness <b>READER RESPONSE CRITICISM:</b> Stanley Fish – Is there a Text in this Class? <b>PRACTICE POEM:</b> Derek Walcott – A Far Cry from Africa <b>Key Concepts:</b> Racism, Identity, Meta narratives	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>SELF -STUDY FOR ENRICHMENT</b> <b>(Not to be Included for External Examination.)</b> 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	--	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 \(csudh.edu\)](#)  
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**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	<b>POETRY</b> E. J. Pratt - The Dying Eagle Mariam Waddington - The Drug Addict David Diop - The Vultures Kenneth Slessor - Gulliver A. D. Hope - Australia <b>Key concepts:</b> Literariness and Paraphrasing is heresy, Free play, equality	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>PROSE</b> 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 <b>Key concepts:</b> Literature and Environment, Gender Oppression, race	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>SHORTSTORIES</b> Katherine Mansfield - Miss Brill Chinua Achebe - Dead Men's Path <b>Key concepts:</b> Base and Superstructure, Orient, Negritude, Dasein, Anxiety, Despair.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>DRAMA</b> Wole Soyinka - The Road Manjula Padmanabhan - The Harvest <b>Key concepts:</b> Gynocritics, Feminine, Feminist, Literature and Environment	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>FICTION</b> Michael Ondaatje - The English Patient Shashi Tharoor - The Great Indian Novel <b>Key concepts:</b> Disillusionment, Break from Tradition, Self Referentiality, Objective Truth	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>SELF -STUDY FOR ENRICHMENT</b> <b>(Not to be included for external examination.)</b> Samuel Selvon – The Lonely Londoners Margaret Atwood – Surfacing	-	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.australianculture.org/an-aboriginal-mothers-lament-charles-harpur-1853/>  
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<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://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	<b>GROUP DISCUSSION</b> Leadership and problem-solving skills Critical Thinking Negotiation Skills  <b>Key Concepts:</b> Group Dynamics, Team Building, Develops Leadership Quality.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<b>PURPOSE OF INTERVIEW</b> Before and after the Interview Do's and Don'ts in an interview Time Management Framing & Answering Questions  <b>Key Concepts:</b> Interview Techniques, Body Language.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<b>PREPARING A RESUME</b> Writing a Cover Letter Steps in Preparing a Resume Template for Covering Letter  <b>Key Concepts:</b> Placement Training, Writing Bio-data.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	<b>PERSONALITY DEVELOPMENT</b> Presentation Skills Public Speaking Stress Management Conflict Management <b>Key Concepts:</b> Creative Thinking, Debates	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<b>WORKPLACE ETIQUETTE</b> Values and Ethics Gender equality Emotional Intelligence Documentation  <b>Key Concepts:</b> Develops Human Values, Workplace Ethics, Equality of Status.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	<b>SELF-STUDY FOR ENRICHMENT</b> (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](http://www.vspublishers.com)

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**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 ELECTIVECOURSE – 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	<b>HISTORY OF ELT IN INDIA/ STATUS AND IMPORTANCE OF ENGLISH LANGUAGE</b> Principles, Aims and Objectives of Teaching English Place of English in Curriculum & Grammar in ELT  <b>Key Concepts:</b> Theories of Language- Growth of English Language	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<b>METHODS OF TEACHING</b> Problems Involved in ELT Communicative Method, Natural Approach, Total Physical Response, Suggestopedia.  <b>Key Concepts:</b> Task Based Approach, Lexical Approach, Eclectic Method, Post Method.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
III	<b>DESIGNING A SYLLABUS &amp; CURRICULUM</b> Criteria for selection of Teaching Materials, Assumptions underlying materials in ELT ICT Tools, Teaching Aids  <b>Key Concepts:</b> Avoid Grammatical Errors, Motivational Approach and Communicational Approach.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
IV	<b>TEACHING OF DIFFERENT SKILLS (LSRW)</b> Teaching of Pronunciation, Grammar, Vocabulary, Integrated skills, study skills, Skimming, Scanning.  <b>Key Concepts:</b> Types of Learning- Activity based Learning.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
V	<b>EVALUATION &amp; ASSESSMENT</b> Nature and Scope of Evaluation, Types of Tests and its Characteristics. Different aspects of teaching various components of Language.  <b>Key Concepts:</b> Creative Teaching Methodologies –Online Teaching and Learning	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5,K6
VI	<b>SELF-STUDY FOR ENRICHMENT</b> <b>(Not to be included for external examination.)</b> ICT Methodologies Applied Linguistics – History of English Education. Oral Approach and Situational Approach	-	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*. (2<sup>nd</sup> 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/](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	<b>INTRODUCTION</b> Birth, Evolution and growth of Post- Colonial Literature, Post-Colonial Terms, Theories and Post-Colonial Studies.  <b>Key Concepts:</b> Ambivalence, Hybridity, Hegemony	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
II	<b>POETRY</b> Derek Walcott – A Far Cry from Africa Gabriel Okara – The Mystic Drum Emily Davis – A Song of Winter  <b>Key Concepts:</b> Diaspora, Ideology, Features of Poetic Devices	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
III	<b>PROSE</b> Bill Ashcroft, Gareth Griffiths & Helen Tiffin – The Empire Writes Back (Post-coloniality and Theory) Arundhati Roy – The End of Imagination  <b>Key Concepts:</b> Social Inequality, Integration, National Identity	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5. K6
IV	<b>SHORT STORIES</b> Khushwant Singh – Karma Nadine Gordimer – Six Feet of the Country  <b>Key Concepts:</b> Sustainability, Social Discrimination.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	<b>DRAMA</b> Wole Soyinka – Death and the King's Horseman  <b>Key Concepts:</b> Salvation, Aboriginal Culture, Individuality	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3,K4, K5, K6
VI	<b>SELF-STUDY FOR ENRICHMENT</b> <b>(Not to be included for End Semester Examination)</b>  Homi Bhabha - Nation and Narration Frantz Fanon – Black Skin, White Mask Chinua Achebe – Anthills of The Savannah <a href="https://www.google.com/search?q=oxford+union+speech+by+shashi+tharoor&amp;oq=oxford+union+spee&amp;aqs=chrome.1.0i512l2j69i57j0i22_i30l7.6881j0j7&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=oxford+union+speech+by+shashi+tharoor&amp;oq=oxford+union+spee&amp;aqs=chrome.1.0i512l2j69i57j0i22_i30l7.6881j0j7&amp;sourceid=chrome&amp;ie=UTF-8</a>	--	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*

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<https://elibrary.tucl.edu.np/bitstream/123456789/9975/2/chapter%281%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	<b>WHAT IS LINGUISTICS?</b> A short history of linguistics, Introduction to Phonetics, Phonology, Semantics, The Interaction of linguistics with other disciplines <b>Key Concepts:</b> Human Language, General Characteristics of Language, Languages Through Time, Articulation, Speech Perception, Phonemics and Phonetics, Semantics in Descriptive and Typological Linguistics, Semantics and Pragmatics.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	<b>SOCIOLINGUISTICS</b> Inter- Speaker Variation & Intra- Speaker Variation- Multilingual Communities, Socio Pragmatics, Indian Stylistics. <b>Key Concepts:</b> Language Variation and Change, Methodology, Ethnography, variables, Sampling the speech Community, Gender, Race, Ethnicity, Age, Social Class, Social Networks and Communities of Practice.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	<b>PSYCHOLINGUISTICS</b> The First Wave, The Second and Third Wave. <b>Key Concepts:</b> Language Acquisition, Cognitive Revolution, Experimental Psycholinguistics, The Rise of The Machines	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	<b>COMPUTATIONAL LINGUISTICS</b> Sentiment Analysis, Statistical models <b>Key Concepts:</b> Natural language processing, Machine Learning - N-gram language models, Part-of speech tagging, Distributional semantics, Computational Grammars	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	<b>COGNITIVE LINGUISTICS</b> Philosophical stance, Constructions, Embodiment <b>Key Concepts:</b> Rejection of Modularity and The Autonomy of Language, Rejection of The Autonomy of Syntax Hypothesis, Motivation, Acquisition, Background Cognition	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	<b>SELF-STUDY FOR ENRICHMENT</b> <b>(Not to be included for End Semester Examination)</b> Novels for the Analysis of the above Linguistics George Orwell -1984 David Mitchell -Cloud Atlas	-	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.

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<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