

CAUVERY COLLEGE FOR WOMEN, (AUTONOMOUS)

NATIONALLY ACCREDITED WITH “A” GRADE BY NAAC

ISO 9001:2015 CERTIFIED

TIRUCHIRAPPALLI

PG DEPARTMENT OF ENGLISH



**M.A ENGLISH
SYLLABUS
2022-2023 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 FOR MA 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 2022-2023 onwards)

I Semester

Semest or	Course	Course Title	Course Code	Inst.	Credits	Exam			Total
						Hrs.	Marks		
							Int.	Ext.	
I	Core Course – I (CC)	British Literature - I (1340 - 1798)	22PEN1CC1	6	5	3	25	75	100
	Core Course – II (CC)	Shakespeare	22PEN1CC2	6	5	3	25	75	100
	Core Course –III (CC)	Indian English Literature	22PEN1CC3	6	5	3	25	75	100
	Core Course - IV (CC)	Black Women’s Writing in English Literature	22PEN1CC4	6	5	3	25	75	100
	Discipline Specific Elective Course-I (DSE)	A. Rhetoric & Stylistics	22PEN1DSE1A	6	3	3	25	75	100
		B. European Fiction in Translation	22PEN1DSE1B						
		C. Technical English	22PEN1DSE1C						
Total			30	23				500	

15 Days INTERNSHIP during Semester Holidays

II Semester

II	Core Course– V (CC)	British Literature – II (1799-Present Age)	22PEN2CC5	6	5	3	25	75	100
	Core Course – VI (CC)	Translation Theory& Practice	22PEN2CC6	6	5	3	25	75	100
	Core Course – VII(CC)	American Literature	22PEN2CC7	6	5	3	25	75	100
	Core Choice Course– I (CCC)	A. Literary Theory and Criticism	22PEN2CCC1A	6	4	3	25	75	100
		B. Commonwealth Literature	22PEN2CCC1B						
		C. Skill Enhancement	22PEN2CCC1C						
	Discipline Specific Elective Course-II (DSE)	A. English Language Teaching	22PEN2DSE2A	6	3	3	25	75	100
		B. Post-Colonial Studies	22PEN2DSE2B						
		C. Branches of Linguistics	22PEN2DSE2C						
	Internship		22PEN2INT		02				100
	Extra Credit Course	SWAYAM		As per UGC Recommendation					
	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 2022-2023 onwards)

III Semester

III	Core Course– VIII (CC)	Asian Literature in English	22PEN3CC8	6	5	3	25	75	100
	Core Course – IX (CC)	Research Methodology	22PEN3CC9	6	5	3	25	75	100
	Core Course - X (CC)	Cultural Studies	22PEN3CC10	5	5	3	25	75	100
	Core Choice Course- II (CCC)	A. Cyber Security	22PGCS3CCC2A	5	4	3	25	75	100
		B. Post Modern Fiction	22PEN3CCC2B						
		C. Australian Literature	22PEN3CCC2C						
	Discipline Specific Elective Course-III (DSE)	A. English Literature for UGC Examinations	22PEN3DSE3A	5	3	2	25	100	100
		B. Single Author Study – Rabindranath Tagore	22PEN3DSE3B			3		75	
		C. Global Literature	22PEN3DSE3C						
	Generic Elective Course -I (GEC)	The Great Indian Epic literature - A Philosophical Approach	22PEN3GEC1	3	2	3	25	75	100
	Credit Extra Course	SWAYAM		As per UGC Recommendation					
	Total			30	24				600

IV Semester

IV	Core Course– XI (CC)	North East Indian Literature	22PEN4CC11	6	5	3	25	75	100
	Core Course - XII (CC)	Nobel Laureates 1913-2022	22PEN4CC12	6	5	3	25	75	100
	Core Choice Course– III (CCC)	A. New Literature	22PEN4CCC3A	6	4	3	25	75	100
		B. Climatic Literature	22PEN4CCC3B						
		C. Dalit Literature	22PEN4CCC3C						
	Generic Elective Course - II (GEC)	Campus to Global Connect	22PEN4GEC2	3	2	3	25	75	100
	Project		22PEN4PW	9	5				100
	Total			30	21				500
	Grand Total			120	92				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 2022-2023 onwards)

Sl. No	Course	No. of Courses	No of Credits	Marks
1	Core Course – (CC)	12	60	1200
2	Core Choice Course – (CCC)	3	12	300
3	Discipline Specific Elective - (DSE)	3	09	300
4	Generic Elective - (GE)	2	04	200
5	Project	1	05	100
6	Internship	1	02	100
Total		22	92	2200

SEMESTER I



Cauvery College for Women (Autonomous), Trichy-18

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M.A Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

(For the Candidates admitted from the Academic year 2022-2023 onwards)

I Semester

Sem	Course	Title	Subject Code	Inst. Hrs/ Week	Credits	Exam			Total
						Exam Hrs	Marks		
							Int.	Ext	
I	Core Course - I(CC)	British Literature - I (1340 -1798)	22PEN1CC1	6	5	3	25	75	100
	Core Course - II(CC)	Shakespeare	22PEN1CC2	6	5	3	25	75	100
	Core Course -III(CC)	Indian English Literature	22PEN1CC3	6	5	3	25	75	100
	Core Course -IV(CC)	Black Women’s Writing in English Literature	22PEN1CC4	6	5	3	25	75	100
	Discipline Specific Elective Course – I (DSE)	A. Rhetoric & Stylistics	22PEN1DSE1A	6	3	3	25	75	100
		B. European Fiction in Translation	22PEN1DSE1B						
		C. Technical English	22PEN1DSE1C						
	Total			30	23				500

SEMESTER - I	Internal Marks: 25		External Marks : 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
22PEN1CC1	British Literature I (From 1340 to 1798)	Core Course I	6	5

Course Objectives:

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

Prerequisite:

- Thorough knowledge in Social History of England and History of English Literature.

Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	Cognizant Level
CO1	Analyse the different techniques employed by the prominent authors and explore creativity in the art of writing.	K1,K2, K3,K4
CO2	Examine the concepts of poetry and prose and critically analyze the period from 1340 to 1798 through different genres.	K1,K2, K3,K4
CO3	Evaluate the dramas and novels in the British Literature and also diagnose the critical insight of the tragedies.	K1,K2, K3,K4,K5
CO4	Interpret the way the writers tried to create an impact and contributions made through various genres.	K1,K2, K3,K4,K5
CO5	Create and estimate the characters in drama and fiction instilling virtues over vice and to enrich professional growth in higher learning.	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	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
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

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Geoffrey Chaucer – The Prologue to Canterbury Tales John Milton – On Shakespeare John Dryden - Why Should a Foolish Marriage Vow Alexander Pope – Ode on Solitude</p> <p>Key concepts: (Sonnet of Milton – Sonnet of Pope – Rise of Dramatic Monologue – Definition and Features of Ode – Features of poetry across the ages)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	<p>Francis Bacon - Of Boldness, Of Innovation Richard Steele - Sir Roger's Opinion of True Wisdom</p> <p>Key concepts: (Development of prose – difference between Bacon and Steele works – uniqueness in Samuel Johnson's prose piece – a study on the periodicals like The Spectator, The Tatler, The Rambler, The Bee etc...)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	<p>Richard Cumberland - The Poisoner of Montremos Walter Scott - The Tapestryed Chamber</p> <p>Key concepts: (Origin of English short stories)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	<p>Ben Jonson – Every Man in His Humour Richard Brinsley Sheridan – The Rivals</p> <p>Key concepts: (comedy, tragedy, humor, humors comedy, tragic flaw, four humors of Medieval physiology, bodily fluids)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	<p>Henry Fielding - Tom Jones Daniel Defoe - Moll Flanders</p> <p>Key concepts: (Elements of the picaresque and the Bildungsroman, comic epic novel)</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>Edmund Spenser - Easter William Cowper - Epitaph on a Hare Samuel Pepys - The Diary of Samuel Pepys Walter Scott - Death of the Laird's Jock Amphora Behan - The Rover Horace Walpole - The Castle of Otranto</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

Text Books:

1. Chaucer, Geoffrey. *The Prologue to the Canterbury Tales*. Oxford, 1997.
2. Bacon, Francis. *The Essays of Francis Bacon*. CreateSpace Independent Pub, 2004.
3. Addison, Joseph and Richard Steele. *The Sir Roger De Coverley Papers from the Spectator*. Kessinger Publishing Co, 2004.
4. Scott, Sir Walter. *The Complete Short Stories of Sir Walter Scott*. Musaicum Books.
5. Jonson, Ben. *Everyman in his Humour*. Boos Way , 2016.
6. Fielding, Henry. *Tom Jones*. Wordsworth Classic, 1992.
7. Defoe, Daniel. *Moll Flanders*. Bantam Classics, 1989.

References:

1. Pepys, Samuel. *The Diary of Samuel Pepys*. Modern Library, 2003.
2. Scott, Sir Walter. *The Complete Short Stories of Sir Walter Scott*. Musaicum Books.
3. Behn, Aphra. *The Rover*. Book Valley, 2018.
4. Walpole, Horace. *The Castle of Otranto: A Gothic Story*. Oxford, 2014.

Web References:

<https://chaucer.fas.harvard.edu/pages/general-prologue->
<http://www.walterscott.lib.ed.ac.uk/etexts/shortfiction.html>
https://archive.org/stream/sirrogerdiscoverl04addi/sirrogerdiscoverl04addi_djvu.txt
[https://www.bauerverlag.eu/downloads/Essays-of-Francis-](https://www.bauerverlag.eu/downloads/Essays-of-Francis-Bacon.pdf)
[Bacon.pdfhttps://www.gutenberg.org/ebooks/4200](https://www.gutenberg.org/ebooks/4200)

Pedagogy : Seminar, Discussion and Assignment

Course Designer: Dr. S. Senthilkumari

Semester I	Internal Marks:25 External Marks:75			
COURSE CODE	COURSE TITLE	CATEGORY	Hrs / Week	CREDITS
22PEN1CC2	Shakespeare	Core Course II	6	5

Course Objectives

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

Prerequisite:

- Basic knowledge of Elizabethan age and Shakespearean works.

Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Demonstrate the methods employed by the scholars to understand Shakespearean studies.	K1,K2, K3,K4
CO2	Identify and relate the use of Language in the poetry and dramas pertaining to the Cultural Values.	K1,K2, K3,K4
CO3	Distinguish the style employed by Shakespeare with his Contemporaries.	K1,K2, K3,K4,K5
CO4	Evaluate the works of Shakespeare.	K1,K2, K3,K4,K5
CO5	Estimate the creative skills of Shakespeare to gain competency 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	3	3	3	3	3	3	2
CO2	3	3	3	2	3	3	3	3	2	2
CO3	3	3	3	2	3	3	3	3	2	2
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	Sonnet No: 18, 55, 116, 130, 144 Key Concepts: Poetic Devices, Volta, Anti-Petrarchan, Psychomachia	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	COMEDY: <i>The Merchant of Venice</i> Key Concepts: Elements of Comedy	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	TRAGEDY: <i>Macbeth</i> Key Concepts: Elements of Tragedy	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	CRITICISM ON SHAKESPEARE: G.Wilson Knight – “Brutus and Macbeth” Harold Bloom – “The Merchant of Venice” Key Concepts: Objective correlative, Inartistic Writer	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	TALKS ON TEDX: John Bell – “How Shakespeare has made me a Humanist” Shamrock Mcshane – “Seven sides of Shakespeare” Guy Roberts – “To Lead or not to lead: Changing the world with Shakespeare” Doug Scholz Carlson – “Shakespeare, Communication and Connecting to Each Other” Rob Crisell – “How not to Hate Shakespeare” Key Concepts: Humanism, Communication, Globalization, Imagination	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) Sonnet- 27, 106 <i>The Taming of the Shrew</i> <i>Romeo and Juliet</i> T.S. Eliot – “Hamlet and his Problems” John Bolton – “The power of imagination: Lessons from Shakespeare”	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

Text Books:

1. Shakespeare, William. *The Complete Works of Shakespeare*. IBH Publishing Co, 1980.
2. Bloom, Harold. Shakespeare, *The Invention of the Human*. "The Merchant of Venice". Riverhead Books, 1998.
3. Knight, G. *The Wheel of Fire*. "Brutus and Macbeth". Taylor and Francis. 2005.
4. Eliot, T.S. *The Sacred Wood*. "Hamlet and His Problems". Faber & Faber, 1932.

Reference Books:

1. Shaughnessy, Robert. *The Routledge Guide to William Shakespeare*. Routledge, 2011.
2. Bell, Millicent. *Shakespeare's Tragic Scepticism*. Yale University Press, 2002.
3. Viswanathan, S. *Exploring Shakespeare, The Dynamics of Playmaking*, Orient Longman, 2005.
4. Wells, Stanley and Lena Cowen Orlin. *Shakespeare: An Oxford Guide*. OUP, 2003.

Web References

1. <https://youtu.be/kdvn93jny2w>
2. <https://youtu.be/pw3YPeXSsVE>
3. <https://youtu.be/su2L2NWm3kU>
4. <https://youtu.be/RcfMVM7e1pQ>
5. <https://youtu.be/Kh3gMcOUFao>
6. https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare

Pedagogy : Chalk and talk, PPT, Discussion, Assignment, Demo, Quiz, Seminar

Course Designer: Ms. P.K.Durgadevi

Semester I	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN1CC3	Indian English Literature	Core Course-III (CC)	6	5

Course Objectives:

- To expose students to the artistic and innovative use of language employed by the writers.
- To instill values and develop human concern in students through exposure to literary texts.
- To provide a learning experience that is traditional and informative.

Pre requisite:

- Good knowledge of various phases of evolution in Indian Writing in English.

Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	Cognitive Level
CO1	Remember and understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.	K1,K2, K3,K4
CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism.	K1,K2, K3,K4
CO3	Evaluate the reflection of Indian culture in Indian English Literature.	K1,K2, K3,K4,K5
CO4	Apply the ideas encapsulated in Indian Aesthetics to literary texts.	K1,K2, K3,K4,K5
CO5	Create empowerment and awareness to wipe out the social evils to dream of a healthy society through Indian English Literature.	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	2	3	3	3	3	2	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

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	UNIT – I POETRY Rabindranath Tagore - Lyric-XXXV(Gitanjali) Sarojini Naidu - The Village Song Nissim Ezekiel - Marriage Jayanta Mahapatra - Dawn at Puri A.K. Ramanujan - Obituary Key Concepts: Anaphora, Metaphor, Apostrophe, Symbolism, Rhyme, Imagery, Personification	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	UNIT – II PROSE A.P.J. Abdul Kalam - Turning Point: A Journey through Challenges (Chapter – 3) Salman Rushdie - Imaginary Homelands (Chapter –11.14) Key Concepts: Parallelism, Diction, Foreshadow, Vignette	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	UNIT – III SHORT STORIES Jumpa Lahiri - A Temporary Matter Chitra Banerjee Divakaruni - The Ultra Sound R.K. Narayan - Gateman's Gift Key Concepts: Protagonist, Antagonist, Exposition, Denouement	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	UNIT – IV DRAMA Asif Currimbhoy - The Dumb Dancer Mahesh Dattani - Tara Key Concepts: Atmosphere, Dramatic Tension, Monologue, Three Unities	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	UNIT – V FICTION Amitav Ghosh - The Calcutta Chromosome Kiran Desai - The Inheritance of Loss Key Concepts: Cultural Materialism, Deconstruction, Postcolonialism, Feminism	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) Kamala Das - My Grandmother's House Jawaharlal Nehru - Glimpses of World History (Chapter – 22 & 56) Anita Desai - A Devoted Son Girish Karnad - The Fire and the Rain Rohinton Mistry - A Fine Balance	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

Text Books:

1. Tagore, Rabindranath. Gitanjali. BradenBooks,2000.
2. King, Bruce. Three Indian Poets: Nissim Ezekiel, A.K. Ramanujan. Dom Moraes. Oxford UP, 1991.
3. Kalam, A.P.J. Abdul. Turning Points: A Journey through Challenges India. Harper Collins, 2016
4. Rushdie, Salman. Imaginary Homelands. Penguin Book,1991.
5. Lahari, Jhumpa. Interpreter of Maladies. Houghton Mifflin, 2017.
6. Divakaruni, Chitra Banerjee. Arranged Marriage. Penguin, 2017.
7. Narayan.R.K. Malgudi Days. Indian Thought Publications,2000.
8. Currimbhoy, Asif. The Dumb Dancer. Writers Workshop,1992.
9. Dattani, Mahesh. Tara. Orient Longman,1995.
10. Gosh, Amitav. The Calcutta Chromosome.Penguin,2009

Reference Books:

1. Iyengar, K.R Srinivasa. Indian Writing in English. Sterling Publishing Private Limited,2005.
2. Das, Kamala. Summer in Calcutta. Everett Press,1965.
3. Nehru, Jawaharlal. Glimpses of World History. PenguinBook,2004.
4. Desai, Anita. Games at Twilight and Other Stories. PenguinBook,1983.
5. Karnad, Girish. The Fire and Rain. Oxford University Press,1988.
6. Mistry, Rohinton. A Fine Balance. Faber & Faber,2008.

Web References

1. <https://allpoetry.com/Village-Song>
2. <https://www.poemhunter.com/poem/dawn-at-puri/>
3. https://www.goodreads.com/book/show/5211.A_Fine_Balance
4. <https://www.semanticscholar.org/paper/The-Dumb-Dancer%3A-A-Quest-for-Identity-Kiran/9c30fcde5d87b65264fa8d8fedd56395f1a577f8>

Pedagogy : Seminar, Quiz, Assignment

Course Designer : Dr.P.Helan Jona

Semester – I	Internal Marks:25		External Marks :75	
COURSE CODE	COURSE TITLE	CATEGORY	Hrs/Week	CREDITS
22PEN1CC4	Black Women's Writing in English Literature	Core Course-IV (CC)	6	5

Course Objectives:

- To develop a greater understanding of the various genres of writings by black women writers from varied cultures.
- To understand how racial and ethnic groups have resisted and struggled to recreate their own cultural identities, leading to both conflict and community empowerment.
- To begin to understand the unique aspects of African American literary theory.
- To gain a fuller and richer understanding of black women's literature, particularly representations of black women within the American literary and cultural imagination.

Prerequisite

- To have knowledge of Women's Writing and the issues they portray.

Course Outcomes and Cognitive Level Mapping

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

CO Number	CO Statement	CognitiveLevel
CO1	Analyse the narrative forms of oral traditions, signifying, folklore, and music, making African American literature unique in its approach.	K1,K2, K3,K4
CO2	Classify the principal works, authors and genres of Black Women's Writing.	K1,K2, K3,K4
CO3	Evaluate the unique features of Black women's literature and to recognize characteristics of African American literary history	K1,K2,K3, K4,K5
CO4	Determine the theoretical concepts of race, racism, and racialization in the creation of an ethnic literature.	K1,K2,K3, K4,K5
CO5	Formulate views on ethnic identity and racial identity by individuals and groups in different contexts to gain knowledge and competency for higher 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	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	2	3	3	3
CO3	3	3	2	3	3	2	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	INTRODUCTION TO AFRICAN AMERICAN WOMEN'S LITERATURE Historical context–Early Black Women writers and Major Themes- The Literature of Slavery, Freedom and its abolition - Harlem Renaissance - Literature of the Civil Rights and Black Power era – Contemporary Black Women writers. POETRY Margaret Walker – Lineage (1942) Audre Lorde - A Woman Speaks (written 1984 /published 1997) Maya Angelou - Caged Bird(1983) Key Concept: Racial oppression - Freedom/Captivity - Happiness/Sorrow- Imagery - Religion Culture – Racism - Slavery – War – Freedom - Equality.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	PROSE Margo Jefferson - Scenes from a Life in Negroland (2015) Toni Morrison - The Color Fetish (2017) Key Concepts: Captivity, war and equality	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	SHORT STORIES Toni Cade Bambara – Happy Birthday (1972) Alice Moore Dunbar Nelson - The Goodness of St. Rocque (1996) Key concepts: Desperation – Identity - Social and Economic Problems	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
IV	DRAMA Zora Neale Hurston - Color Struck (1926) Pearl Cleage - Blues for an Alabama sky (1995) Key Concepts: Harlem Renaissance - Great Depression - Economic Hardships - Reproductive Rights -Homosexuality	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
V	FICTION Paule Marshall - Praisesong for the Widow (1983) Chimamanda Ngozi Adichie - Half of a Yellow Sun(2006) Key Concepts: Culture, Materialism, loss of identity, Slave trade	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) Barbara Christian's -Black Feminist Criticism Margaret Walker – I Want to Write Bell Hooks - Love as the Practice of Freedom Nafissa Thompson - Heads of the Coloured People Lorraine Hansberry - A Raisin in the Sun Toni Morrison – Tar Baby	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6

Text Books:

1. Walker, Margaret. *"Lineage" from This is My Century: New and Collected Poems*. University of Georgia Press, 1989.
2. Lorde, Audre. *"A Woman Speaks" The Collected Poems of Audre Lorde* W. W. Norton and Company Inc., 1997.
3. Angelou, Maya. *Caged Bird, The Complete Collected Poems*. Random House, First Ed., 1994.
4. Jefferson, Margo. *Negroland: A Memoir*. Pantheon Books, 2015.
5. Morrison, Toni. *The Origin of Others*. Harvard University Press, 2017.
6. Bambara, Toni Cade. *Gorilla, My Love*. Random House, 1960.
7. Dunbar, Alice Moore. *The Goodness of St. Rocque, and Other Stories*. Public domain, 1996.
8. Cleage, Pearl. *Blues for an Alabama Sky*. Dramatists Play Service Inc., 1983.
9. Hurston, Zora Neale. *Color Struck*. Rutgers University Press, 1926.
10. Marshall, Paule. *Praisesong for the Widow*. Penguin Books, 1983.
11. Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*. Harper Collins Publishers, 2006.

Reference Books:

1. Carby, Hazel. *Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist*. Oxford University Press, 1987.
2. Routledge. *Routledge Handbook of African Literature*. first Edited by Moradewun Adejunmobi, Carli Coetzee, 2019.

Web References:

1. <https://www.google.com/MargaretWalker/I+Want+to+Write>
2. <https://www.google.com/AliceMooreDunbarNelsonGorilla+My+Love+Sweet+Town>
3. <https://www.google.com/Lorraine+Hansberry-+A+Raisin+in+the+Sunhttps://scalar.lehigh.edu/toni-morrison/tar-baby-1981-overview-and-links>
4. https://www.researchgate.net/publication/338712372_Routledge_Handbook_of_African_Literature_Edited_by_Moradewun_Adejunmobi_and_Carli_Coetzee_Chapter

Pedagogy : Quiz, Seminar, Assignment

Course Designers : Dr. Prema Joshua & Dr. R. Vanitha

Semester I	InternalMarks:25		ExternalMarks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hrs / Week	CREDITS
22PEN1DSE1A	Rhetoric and Stylistics	Discipline Specific Elective Course – I (DSE)	6	3

Course Objective

- 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.

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 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 Stylistics and the Science of Rhetoric.	K1,K2, K3,K4
CO2	Examine the elements of Rhetoric and elaborate the five canons of Rhetoric writing.	K1,K2, K3,K4
CO3	Determine and assess the acquired skills with the levels and theories in Stylistics	K1,K2, K3,K4,K5
CO4	Compare and evaluate contemporary topics in Stylistics	K1,K2, K3,K4,K5
CO5	Construct the contrastive analysis of literature with emerging trends in Stylistics to enhance competency for better prospects and career opportunities.	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	2	3	3	3	3	3	2	3	3
CO2	2	3	3	3	3	2	3	2	3	3
CO3	3	3	3	3	3	2	3	2	3	2
CO4	3	3	3	2	3	2	3	3	3	3
CO5	3	3	3	3	3	2	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	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. Key Concepts: Logic, Aesthetics, Inventive, Arrangement, Style, Memory, Delivery.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
II	DISCOURSE Topic Sentence, Paragraph Unity: Coherence and flow, Methods of Developing Paragraphs, Discourse. Four Kinds of Discourse: Exposition, Argumentation, Description, Narration. Key Concepts: Comparison, Concession, Emphasis, Parallelism	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4 K5, K6
III	STYLISTICS The Linguistic Levels of foregrounding in Stylistics, Stylistics speech acts and impoliteness theory, Stylistics point of view and modality, Speech and thought presentation in stylistics. Key Concepts: 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	CONTEMPORARY TOPICS IN STYLISTICS Pedagogical Stylistics, Feminist Stylistics, Critical Stylistics. Key Concepts: 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	EMERGING TRENDS IN STYLISTICS Creative Writing and Stylistics, Stylistics and Film, Stylistics and hypertext Fiction. Practical Work: Creative Writing. Key Concepts: 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	Self-Study for Enrichment (Not to be included for End Semester Examination) Art of Discourse. Discourse Analysis; Elements of Grammar and Transformation of Sentences. Metaphor and Stylistics. Stylistics and Translation. Stylistics, Emotion and Neuroscience.	-	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.

WebReferences

1. <https://rulb.org/en/article/ritorika-lingvistika-i-stilistika-obzor/>
2. <https://www.degruyter.com/document/doi/10.1515/9781614511335-014/html>
3. <https://www.thoughtco.com/stylistics-language-studies-1692000>
4. <https://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore9780190201098-e-1008>

Pedagogy : PPT, Assignment, Phonetic Transcription, Quiz and Assignment.

Course Designer : Ms.A Violet Pangaja Bai

Semester I	Internal Marks: 25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hours/Week	CREDITS
22PEN1DSE1B	European Fiction in Translation	Discipline Specific Elective Course- I (DSE)	6	3

Course Objectives:

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

Prerequisite:

- Acquire knowledge of western civilization and European cultures.

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement On the successful completion of the course, students will be able to	Cognitive Level
CO1	Analyse and classify the concepts of European culture through various genres of literature	K1,K2, K3,K4
CO2	Examine the themes and forms in various fictions, poems, dramas and novels.	K1,K2, K3,K4
CO3	Evaluate the style of the European writers and their works.	K1,K2,K3, K4,K5
CO4	Compare the characters and motifs in the European literature	K1,K2,K3, K4,K5
CO5	Create to build the ideas with various European cultures, traditions and languages for progression and 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	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	2	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 “2” - Moderate (Medium) Correlation

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

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p>Milan Kundera - The Unbearable Lightness of Being Albert Camus - The Stranger</p> <p>Key Words: Physical unfaithfulness, shunning, emotional faithfulness, irrationality of human actions and philosophical notion of absurdity.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	<p>Orhan Pamuk - Snow Nikos Kazantzakis - Zorba the Greek</p> <p>Key Words: Universality of death, modernity verses religion, incredible friendship and the importance of living life to the fullest.</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	<p>Boris Pasternak - Doctor Zhivago Mikhail Sholokhov - And Quiet Flows the Don</p> <p>Key Words: Stability, communist regime, peace, acceptance, analogy, guilt, responsibility and blame.</p>	18	CO1, CO2, CO3, CO4,	K1, K2 K3, K4, K5, K6
IV	<p>Camilo Jose Sela -The Family of Pascual Duante Jose Saramago -The Year of the Death of Ricardo Reis</p> <p>Key Words: Spanish Civil War, alienation, cultural contextualization and conflict.</p>	18	CO1, CO2, CO3, CO4,	K1, K2 K3, K4, K5, K6
V	<p>Umberto Eco - The Name of the Rose Elias Canetti - Auto-da-Fe</p> <p>Key Words: Judgement, hypocrisy, dissociated intellectualism, evil, chaos and destruction.</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>Antoine de Saint -Exupéry - The Little Prince Ahmet Hamdi Tanpınar - A Mind at Peace Gunter Grass - The Tin Drum Isabel Allende - City of the Beasts Michael Ende - The Neverending Story</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books :

1. Kundera, Milan. *The Unbearable Lightness of Being*. Faber & Faber, 2000.
2. Camus, Albert. *The Stranger*. Vintage, 1989.
3. Pamuk, Orhan. *Snow*. Vintage, 2005.
4. Kazantzakis, Nikos. *Zorba the Greek*. Faber & Faber, 1959.
5. Pasternak Boris. *Doctor Zhivago*. Pantheon, 1997.
6. Sholokhov, Mikhail. *And Quiet Flows the Don*. Penguin Press, 2017.
7. Sela, Camilo Jose. *The Family of Pascual Duarte*. BrightSummaries.com, 2018.
8. Saramago, Jose. *The Year of the Death of Ricardo Reis*. Vintage Digital, 2013.
9. Eco, Umberto. *The Name of the Rose*. Mariner Books, 2014.
10. Canetti, Elias. *Auto-da-Fe*. Farrar, Straus and Giroux, 1984

Reference Books

1. Bell, James Scott. *Write Great Fiction Plot & Structure: Techniques and Exercises for Crafting and Plot That Grips Readers from Start to Finish*. Writer's Digest Books, 2004.
2. Forster E. M. *Aspects of Novel*. Rosetta Books, 2010.

Web References:

1. https://www.msikeeler.com/uploads/1/4/0/6/1406968/milan_kundera_-_the_unbearable_lightness_of_being.pdf
2. <https://www.slps.org/site/handlers/filedownload.ashx?moduleinstanceid=27607&dataid=78367&FileName=The%20Stranger%20-%20Albert%20Camus.pdf>
3. <https://archive.org/details/snow00pamu/page/n15/mode/2up>
4. https://archive.org/stream/NikosKazantzakisZorbaTheGreek/Nikos-Kazantzakis-Zorba-the-Greek_djvu.txt
5. https://archive.org/stream/DoctorZhivago_201511/Doctor%20Zhivago_djvu.txt
6. <https://www.supersummary.com/the-tin-drum/summary/>
7. <https://www.supersummary.com/the-family-of-pascual-duarte/summary/>
8. <https://www.themodernnovel.org/europe/w-europe/portugal/saramago/reis/>
9. <https://www.docdroid.net/wIUWCoa/umberto-eco-the-name-of-the-rose-1980-pdf#page=5>
10. <https://archive.org/details/in.ernet.dli.2015.65735/page/n11/mode/2up>

Pedagogy: Role Play, Assignment, Discussion, Quiz, Seminar.

Course Designer: Dr. J. Jenifer Nancy

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	Hours/Week	Credits
22PEN1DSE1C	Technical English	Discipline Specific Elective Course- I (DSE)	6	3

Course Objectives

- Given a technical paragraph identify the topic sentence, infer meanings, lexical and contextual items, and find the supporting points and transitional tags.
- Given a communication context specify the barriers to listening and deduce solutions to overcome the barriers.
- Given short conversations and monologues for listening, specify appropriate responses and construct a summary. For a given topic, introduce ideas, give opinions and justify your stance.

Prerequisite:

- Consent of the Instructor

Course Outcomes and Cognitive Level Mapping

CO Number	CO Statement	Cognitive Level
CO1	Inspect the topic sentence, infer meanings, lexical and contextual items, and find the supporting points and transitional tags	K1,K2, K3,K4
CO2	Analyse the given context and specify the barriers to listening and deduce solutions to overcome the barriers	K1,K2, K3,K4
CO3	Interpret the given technical graphical representation and compose passage.	K1,K2, K3,K4,K5
CO4	Determine and Plan to prepare a 15-minute presentation using visual aids and deliver a power point presentation for a given technical topic.	K1,K2, K3, K4,K5
CO5	Construct an argumentative, descriptive, biographical or autobiographical passage	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	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	2	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 “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 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	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 - Note Taking - Listening to Short Dialogues - Listening to Long Conversations.	18	CO1, CO2, CO3, CO4, CO5	K1,K2 K3,K4, K5, K6
IV	SPEAKING 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	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 BOOK

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 Geatha "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 REFERENCE

<https://www.udemy.com>

<https://www.pearson.com>

Pedagogy : Role Play, Assignment, Discussion, Quiz, Seminar.

Course Designer : Dr. P.Urmila & Dr. Rita Shanthakumar

SEMESTER II



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

MA- Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS-LOCF)

(For the Candidates admitted from the Academic year 2022 -2023 onwards)

II SEMESTER

Semester	Course	Title	Course Code	Inst.Hrs /Week	Credits	Exam			Total
						Exam Hrs	Marks		
							Int.	Ext.	
II	Core Course – V (CC)	British Literature – II (1799- Present Age)	22PEN2CC5	6	5	3	25	75	100
	Core Course – VI (CC)	Translation Theory& Practice	22PEN2CC6	6	5	3	25	75	100
	Core Course – VII (CC)	American Literature	22PEN2CC7	6	5	3	25	75	100
	Core Choice Course-I (CCC)	A. Literary Theory and Criticism	22PEN2CCC1A	6	4	3	25	75	100
		B. Commonwealth Literature	22PEN2CCC1B						
		C. Skill Enhancement	22PEN2CCC1C						
	Discipline Specific Elective Course – II (DSE)	A. English Language Teaching	22PEN2DSE2A	6	3	3	25	75	100
		B. Post-Colonial Studies	22PEN2DSE2B						
		C. Branches of Linguistics	22PEN2DSE2C						
	INTERNSHIP		22PEN2INT		2				100
Total			30	24				600	

Semester II	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN2CC5	British Literature – II (1799-Present Age)	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 analyse 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	POETRY: Alfred Tennyson – The Charge of the Light Brigade W.B. Yeats – Leda and the Swan Dylan Thomas – A Letter to my Aunt Warsan Shire – Home Key Concepts: Romanticism – erotism - Abbey Theatre – Symbolism – Surrealism - Modernism	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	PROSE: Thomas Babington Macaulay – Minute on Education Virginia Woolf – On a Faithful Friend Key Concepts: Whiggism – Historicism – Stream of Consciousness – war - shell shock	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	SHORTSTORY: James Joyce – A Mother (Dubliners) Kate Atkinson – Inner Balance Key Concepts: Avant-grade movement – interior monologue – wordplay	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA: P.B. Shelley – Prometheus Unbound G.B. Shaw – Arms and the Man Key Concepts: poetic drama – atheism – Vegetarianism – eugenics – alphabet reform	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	NOVEL: George Elliot – The Mill on the Floss Julian Barnes – The Sense of an Ending Key Concepts: realism - psychological insight	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) D.H. Lawrence - The Rainbow Sarah Waters – The Paying Guests	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Sen, S. W. B. Yeats: *Selected Poems*. Unique Publication, 2020.
2. Macaulay, Barbrington Thomas. *Speeches by Lord Macaulay*, With His Minute on Indian Education. Arms Pr Inc, 1935.
3. Woolf, Virginia. *The Collected Essays of Virginia Woolf*. Ingram Short Title, 2011.
4. James, Joyce. *Dubliners*. Classy Publishing, 2011.
5. Atkinson, Kate. *Not the End of the World*. Back Bay Books, 2004.
6. Shelley, Percy Bussy. *Prometheus Unbound*. Book Jungle. 2007.
7. Shaw, George Bernard. *Arms and the Man*. Peacock Books, 2020.
8. Eliot, George. *The Mill on the Floss*. Maple Press, 2014.
9. Barnes, Julian. *The Sense of an Ending*. RHUK, 2012.

Reference Books:

1. Jeffares, Alexander Norman. *A Commentary on the Collected Poems of W.B. Yeats*. Stanford University Press, 1968.
2. Lawrence, D, H. *The Rainbow*. Peacock, 2021.
3. Waters, Sarah. *The Paying Guests*. Virago Press, 2014.

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<https://www.poemhunter.com/poem/a-letter-to-my-aunt/>
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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

Semester II	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN2CC6	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.	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 “2” - Moderate (Medium) Correlation
“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Definition of Translation (Nida, Roman Jakobson, Susan Bassnet, Catford) – Types of Translation – Translation process – Principles-Equivalence. Key Concepts: Source Language, Target Language, Encoding, Decoding, Intra Lingual, Inter Lingual, Inter Semiotics.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
II	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) Key Concepts: Period Study, Transition of Bible, Renaissance, Post Modernism	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5, K6
III	Expressive Informative&Vocative-Inter-linear, Intra-linear and Initer-semiotic, Formal andDynamic Equivalence. Key Concepts: Levels and Strategies of various theorists, Problems of equivalence, Cognitive insight into the Process of Translation	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
IV	Linguistic, Paradigmatic, Syntagmatic and Stylistic Equivalence Transference, Transliteration and Transcreation Kinds of Untranslatability- Linguistic and Cultural factors - Translating literary text, Prose, Poetry, and Drama Key Concepts: Problems of Translators, Problems of Translation in the global world	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3,K4, K5, K6
V	A Home in the Sky -Vaasanthi The Song of Kuyil - Dr. T.N.Ramachandran Translation Practice அறிஞர் அண்ணா - செவ்வாழை பாரதியார் கவிதைகள் - அன்டில் மூல அன்டில் மூல News Paper Reports Key Concepts : Biography, Human Values- Love, Compassion, Passage Translation, Character Sketch, Themes, Patriotic Songs of Bharathiyar.	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) Thirukkural – Possession of Decorum Translation practice in poem, various chapters in Thirukural and Paragraph Translation.	-	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: Sain Sekkizar 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://dheivegam.com/achamillai-achamillai-bharathiyar-kavithai/>
https://www.valaitamil.com/sevvazhai_1591.html
<https://www.google.com/search?q=thirukural+translation&ei=RJYRY9-zHLuNseMPu72IOA0&ved=0ahUKEwjf5ZjZsfX5AhW7RmwGHbseAtoQ4dUDCA4&uact=5&oq=thirukural+translation>

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
22PEN2CC7	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.	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	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	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	POETRY Edgar Allan Poe - The Raven Emily Dickinson - I Died for Beauty - but was Scarce Maya Angelou – Phenomenal Women Key Concepts: Imaginary, Journey, Fable, Spiritual reality, antecedent, bizarre, grotesque, contradiction, recurring, wench, protrude, phenomenal, stunning	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	PROSE Ralph Waldo Emerson -The American Scholar. Edgar Allan Poe - The Philosophy of Composition Key Concepts: Embark, endeavors, trope, intuition, oppressed, bourgeois, civilization	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	SHORT STORIES William Faulkner – The Rose for Emily Nathaniel Hawthorne - The Birth Mark. Key Concepts: Femininity, oppression, racial, tyranny, violation, controversial, proletarian, religious, communist, implication, mortality, blemish, concoctions,	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA David Mamet – A Life in the Theatre. Tennessee Williams – A Street Car Named Desire Key Concepts: Industrialization, technological, identity, expressionism, realism, unrestrained, promiscuity, racism	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION Alice Walker – The Color Purple Paul Beatty – The Sellout Key Concepts: Conservative, organized, antithesis, insanity, disintegration, alienated, fictitious, satirical, racial, identity, isolated	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for external examination.) Ann Bradstreet - To my Dear and Loving husband Maya Angelou - A Plagued Journey Thoreau - Civil Disobedience 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. A Street Car Named Desire, Tennessee Williams, Penguin UK 2009 1 Edition.
4. Home, Springer, link.springer.com

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 al., 19th Century: An Anthology. Eurasia Publ. House. Pvt. Ltd., New Delhi. 1984.

Web References

1. <https://en.wikipedia.org/wiki/AmericanLiterature><https://americanliterature.com>
2. www.poetryfoundation.org/
3. <https://www.britannica.com/topic/A-Life-in-the-Theatre>

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
22PEN2CCC1A	Literary Theory and Criticism	Core Choice Course – I (CCC)	6	4

Course Objectives:

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

Pre requisite:

- Critical knowledge of Literary Criticism and its history

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.	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: Wimsatt & Beardsley – “The Intentional Fallacy”</p> <p>Marxism Louis Althusser – Infrastructure and Superstructure, The State Ideological Apparatuses (<i>Ideology and Ideological State Apparatuses</i>)</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 (<i>Course in General Linguistics</i>, Part one, pg no. 65 - 70)</p> <p>Post Structuralism: Roland Barthes – “The Death of the Author”</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 Geoffrey Gorer – “The Myth in Jane Austen”</p> <p>Reader Response Criticism: Stanley Fish – “Is there a Text in this Class?”</p> <p>Key Concepts: Unconscious, Interpretive Communities</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5. K6
IV	<p>Gender Studies Helen Cixous – “The Laugh of the Medusa”</p> <p>Ecocriticism William Rueckert – “Literature and Ecology: An Experiment in Ecocriticism”</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 <i>Heart of Darkness</i>”</p> <p>Postmodernism Michel Foucault – Seeing and Knowing</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.)</p> <p>Elements and Traits of New Criticism, Marxism, Structuralism, Post Structuralism, Psychoanalytical Criticism, Reader Response Criticism, Gender Studies, Ecocriticism, Post-Colonial Studies, Postmodernism.</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.
4. Foucault, Michel. *The Birth of the Clinic*. Taylor & Francis, 2003.

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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1. https://www.sas.upenn.edu/~cavitch/pdf-library/WimsattBeardsley_Intentional.pdf
<http://www.csun.edu/~snk1966/Lous%20Althusser%20Ideology%20and%20Ideological%20State%20Apparatuses.pdf>
2. [Barthes-The-Death-of-the-Author.pdf \(tufts.edu\)](#)[The Laugh of the Medusa \(csudh.edu\)](#)
3. <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
22PEN2CCC1B	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.	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	POETRY E. J. Pratt - The Dying Eagle Mariam Waddington - The Drug Addict Charles Harper - An Aboriginal Mother's Lament Kenneth Slessor - Gulliver A. D. Hope - Australia Key concepts: Literariness and Paraphrasing is heresy, Free play, equality	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	PROSE 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 Key concepts: Literature and Environment, Gender Oppression, race	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	SHORTSTORIES Rabindranath Tagore -Post Master KenSaro Wiwa -Divorcee Keyconcepts: Base and Superstructure, Orient, Negritude, Dasein, Anxiety, Despair.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5. K6
IV	DRAMA Wole Soyinka - A Dance of the Forests Manjula Padmanabhan - The Harvest Key concepts: Gynocritics, Feminine, Feminist, Literature and Environment	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION Michael Ondaatje - The English Patient J.M. Coetzee - Disgrace Key concepts: Disillusionment, Break from Tradition, Self Referentiality, Objective Truth	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self -Study for Enrichment (Not to be included for external examination.) New Criticism- Formalism- Structuralism- Deconstruction - Modernism – Postmodernism- New Historicism - Cultural Materialism- Feminism- Ecocriticism – Existentialism- Marxism- Post colonialism. These theories can be applied to the works given above.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Narasimhaiah, C.D. *Commonwealth Literature: History and Criticism*, Anurag Jain, 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.

Reference Books:

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

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1. <https://www.scribd.com/document/443622445/The-Dying-Eagle>
2. https://canlit.ca/canlit_authors/miriam-waddington-2/
3. <https://www.australianculture.org/an-aboriginal-mothers-lament-charles-harpur-1853/>
4. <https://allpoetry.com/poem/8521575-Gulliver-by-Kenneth-Slessor>
5. <https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html>
6. <https://nmi.org/wp-content/uploads/PublicDomain/ThePostmaster.pdf>
7. <https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/masters/modules/resourcefiles/oil09/wiwamonthday.pdf>

Pedagogy : Lecture, Assignment , Seminar

Course Designer : Ms. G. Vijayarenganayaki

Semester II	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN2CCC1C	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 Collaborative 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 Stress Management 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 Framing Questions 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 Key Concepts: Creative Thinking, Debates	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	Workplace Etiquette Values and Ethics Culture Gender equality 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 : Ms.U.Sree Aruna

Semester II	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs /Week	Credits
22PEN2DSE2A	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 test 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	History of ELT in India/ Status and Importance of English Language Principles, Aims and Objectives of Teaching English Introduction to Second Language Acquisition theories (Chomsky, Stephen Krashen, Vygotsky) Place of English in Curriculum & Grammar in ELT Key Concepts: Theories of Language- Growth of English Language	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	Methods of Teaching Need Analysis, Understanding the learning, learner. Problems Involved in ELT (Motivation and Attitude towards learning English) Communicative Method, Natural Approach, Total Physical Response, Suggestopedia. Key Concepts: Types of Learning- Activity based Learning.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	Designing a Syllabus &Curriculum Role of materials in ELT Criteria for selection of Teaching Materials, Assumptions underlying materials in ELT Criteria for selection of tasks, activities. ICT Tools, Teaching Aids Key Concepts: Avoid Grammatical Errors, Motivational Approach and Communicational Approach.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5. K6
IV	Teaching of different skills (LSRW) Teaching of Pronunciation, Grammar, Vocabulary, Integrated skills, study skills Key Concepts: Task Based Approach, Lexical Approach, Eclectic Method.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	Evaluation & Assessment Nature and Scope of Evaluation, Types of Tests and its Characteristics. Different aspects of teaching various components of Language. Technology in ELT. Key Concepts: Creative Teaching Methodologies – Online Teaching and Learning	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for external examination.) 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*. (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 PublishingHouse, 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.

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https://edu.google.com/intl/ALL_in/workspace-for-education/classroom/

https://www.slido.com/?experience_id=22-a

<https://padlet.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
22PEN2DSE2B	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

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	INTRODUCTION Post-colonial Terms, Theories and Post-Colonial Studies. Key Concepts: Ambivalence, Hybridity, Hegemony	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	POETRY David Diop – Africa Rabindranath Tagore – Chain of Pearls Andrew Lang – Nightingale Weather Emily Davis – A Song of Winter Key Concepts: Diaspora, Ideology, Features of Poetic Devices	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	PROSE Bill Ashcroft, Gareth Griffiths & Helen Tiffin – The Empire Writes Back (Post-coloniality and Theory) Edward Said – Orientalism (Introduction) Key Concepts: Social Inequality, Integration, National Identity	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA Wole Soyinka – The Swamp Dwellers Ayi Kwei Armah – The Beautiful Ones are Not Yet Born Key Concepts: Salvation, Aboriginal Culture, Individuality	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION Richard Van Camp – The Lesser Blessed Jean Rhys – Wide Sargasso Sea Key Concepts: Alienation, Allegiance, Hybridity	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) Homi Bhabha – Nation and Narration Frantz Fanon – Black Skin, White Mask Chinua Achebe – Things Fall Apart https://www.google.com/search?q=oxford+union+speech+by+shashi+tharoor&oq=oxford+union+spee&aqs=chrome..69i57j0l2j30l7.6881j0j7&sourceid=chrome&ie=UTF-8	--	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.

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<https://literariness.org/2016/04/06/postcolonialism/>
<https://poemotopia.com/david-diop/africa/>
<https://www.quora.com/What-are-the-major-themes-of-Wide-Sargasso-Sea-by-Jean-Rhys>.
<http://www.postcolonialweb.org/poldiscourse/spivak/spivak2.html>
<https://www.gradesaver.com/the-lesser-blessed>
https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.spokesmanbooks.com/Spokesman/PDF/68roy.pdf&ved=2ahUKEwim5o_mlcV6AhUWTmwGHWiKCK4QFnoECDsQAQ&usg=AOvVaw2eHgNo_Nj2N38izpLs0i5z
https://www.academia.edu/26063928/The_Empire_Writes_Back_Theory_and_Practice_in_Post-Colonial_Literatures_by_Bill_Ashcroft_et_al

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
22PEN2DSE2C	Branches of Linguistics	Discipline Specific Elective Course – II (DSE)	6	3

Course Objectives:

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

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.	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	What is Linguistics? - A short history of linguistics- The Interaction of linguistics with other disciplines Key Concepts: Human Language, General characteristics of Language, Languages through time	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	Sociolinguistics- Inter- Speaker Variation & Intra- Speaker Variation- Multilingual Communities - Socio Pragmatics – Indian Stylistics Key Concepts: 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	Psycholinguistics- The first wave- The Second and Third Wave Key Concepts: Cognitive revolution, Experimental psycholinguistics, the rise of the machines	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	Neurolinguistics- Cortical Organization- Spoken word forms Key Concepts: Brain mapping methods, speech perception, speech production, Printed word forms & Sentences	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	Cognitive linguistics- Philosophical stance - Constructions Key Concepts: 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	Self-Study For Enrichment (Not to be included for End Semester Examination) Evolutionary Linguistics- Evolutionary Semantics and Pragmatics- Evolutionary phonetics, morpho syntax and phonology	-	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: 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 2022-2023 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	22PEN3CC8	6	5	3	25	75	100
	Core Course – IX (CC)	Research Methodology	22PEN3CC9	6	5	3	25	75	100
	Core Course - X (CC)	Cultural Studies	22PEN3CC10	5	5	3	25	75	100
	Core Choice Course- II (CCC)	A. Cyber Security	22PGCS3CCC2A	5	4	3	25	75	100
		B. Post Modern Fiction	22PEN3CCC2B						
		C. Australian Literature	22PEN3CCC2C						
	Discipline Specific ElectiveCourse-III (DSE)	A. English Literature for UGC Examinations	22PEN3DSE3A	5	3	2	-	100	100
		B. Single Author Study – Rabindranath Tagore	22PEN3DSE3B			3	25	75	
		C. Global Fiction	22PEN3DSE3C						
	Generic Elective Course -I (GEC)	The Great Indian Epic literature - A Philosophical Approach	22PEN3GEC1	3	2	3	25	75	100
Credit Extra Course	SWAYAM		As per UGC Recommendation						
Total			30	24				600	

Semester III	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3CC8	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

Pre requisite:

- 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 the Asians.	K1, K2, K3, K4
CO2	Analyze various fictional and non-fictional 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 Cultures for 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	POETRY Introduction to Asian Literature – with various genres. Edwin Thumboo (Singapore) – “Renovation” Faiz Ahmed Faiz (Pakistani) – “When Autumn Came” Yehuda Amichai (Israel) – “From Seven Laments for the War-dead” Key Concepts: Society, Homeland, Memory, Loss & Separation, Time, Nature, Landscape, Season, Attitude, And Continuity Of Imagery.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	PROSE J.Vijayatunga (SriLankan) – “The Village Goes to Town” Swami Vivekananda (Indian) – “Modern India” Lafcadio Hearn (Japanese) – “Mosquitoes” Key Concepts: Essence of Social Dimensions, Urbanization, Patriotism, Modernization, Tradition and Culture.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	SHORT STORIES Zawgyi (Myanmar) – “His Spouse” Sunethra Rajakarunanayake (Srilankan) – “SMS Lady” Begum Rokeya Sakhawat Hossein (Bangladeshi) – “Sultana’s Dream” Key Concepts: Cultural Habits, Ethnic Conflict, Equality, Women’s Education, Patriarchal Oppression And Freedom.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA Asif Currimboy (Indian) – <i>Inquilab</i> Ayad Akhtar (Pakistani) – <i>Disgraced</i> Key Concepts: Religious, Moral, Social Criticism, Islam Phobia, Self-Identity	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION Amy Tan (Chinese) – <i>The Joy Luck Club</i> Kyung -Sook Shin (Korean) – <i>Please Look After Mom</i> Key Concepts: Tradition, Immigration, Fate, Sacrifice, Gender Equality, Family Dynamics, Charity	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) Introduction to Asian Literature – Race, Culture, Finding a Sense of Identity, Literary Masterpieces, Characteristics and Theories. Frank Chin – The Year of Dragon (Drama) Kamila Shamsie – Kartography (Fiction)	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

- Curimbhoy, Asif. *Inquilab*, Ind-U. S. Incorporated, 1970.
Akthar, Ayad. *Disgraced*, Back Bay Books, 2013.
Shin Kyung Shook. *Please Look After Mother*, Vintage, 2012.
Tan, Amy. *Joy Luck Club*, Penguin, 2006.

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.

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- <http://www.poetry.sg/edwin-thumbboo-renovation>
<https://poets.org/poem/when-autumn-came>
<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://mrgac.ac.in/elearning-portal/ec/admin/contents/69_P16ENE3_2020121902502222.pdf
<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>

Pedagogy : Assignment, Quiz, Seminar , Group Discussion.

Course Designer : Dr. J. Jenifer Nancy

Semester III	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3CC9	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 and how to document them
- To enable the learners, know the format of research and mechanics of writing

Pre requisite:

- Basic knowledge of research.

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. Primary and Secondary Sources 3. The Research paper as a form of communication 4. Four Kinds of Discourse- Expository, Argumentative, Descriptive, Narrative 5. The Who, How and Why of Research <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. Quantitative Research Vs Qualitative Research 5. 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 3. Electronic and Web Sources 4. Online Catalogue of Library Holdings 5. 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 5. Documentation <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 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 5. Structuring and Documenting an article with existing tools of documentation and style 	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

	Key Concepts: Formatting your Research Project, Text Formatting, Creating and Formatting Entries			
VI	Self-Study for Enrichment (Not to Be Included for End Semester Examination) <ol style="list-style-type: none"> 1. Different types of essay writing 2. Basics of writing (Concepts of Academic Writing) 3. Organization of Paragraph & Chapters Key Concepts: Definition, extended definition, Causes and effects, comparison and contrast, division and classification, Argumentative/ Discussion, Agree/Disagree.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

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.

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: R. Shanthi

Semester III	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3CC10	Cultural Studies	Core Course – X (CC)	5	5

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.

Pre requisite:

- 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	INTRODUCTION Toby Miller - What it is and what it isn't Introducing Cultural Studies. - Carnavalesque – Ethnocentrism- Ideological and Repressive State Apparatus -Panoptic on - Social Mobility. Key concepts: Agency, Hegemony, Leavisism, Power, Sub- Culture	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	CULTURAL STRUCTURALISM Stuart Hall - Cultural Studies – Two Paradigms Roland Barthes - Myth Today in Mythologies Key concepts: Experience, Ideology, Originality, Reader-response, Representation	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	MARXISM AND CULTURE Raymond Williams - Culture in Marxism and Literature. Theodor Adorno and Max Horkheimer - Culture Industry: Enlightenment as Mass Deception Key concepts: Class, Dialectic, Ideology, Marxism, Materialism	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	POST-MODERNISM AND CULTURE Fredric Jameson - Postmodernism and Consumer Society Ian McDonald - Hindu Nationalism, Cultural Spaces and Bodily Practice in India. Key concepts: Post Modernism, Consumption, Society, Capitalism, Resistance	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	GENDER, IDENTITIES AND CULTURE Culture Shock - Cultural Assimilation – Existentialism – Diaspora –Subalternity. Naomi Wolf - Culture in Beauty Myth Key concepts: Beauty Myth, Cultural invasion, Existential, Identity.	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) 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	--	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*.
- 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%99CSubaltern%E2%80%9D%2C%20meaning%20%E2%80%9Cof,denied%20access%20to%20hegemonic%20power.>

Pedagogy: Quiz, Assignment, Activity, Power point Presentation.

Course Designer: Ms.T.Mothika

Semester III	InternalMarks:25		ExternalMarks:75	
Subject Code	Course Title	Category	Hrs /Week	Credits
22PEN3CCC2B	Post-Modern Fiction	Core Choice Course – II (CCC)	5	4

Course Objectives:

- An exposure to 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.

Pre requisite:

- Approach Post Modern 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 Post Modern 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, K6
CO5	Formulate arguments about Post Modern 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	PSO5	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	Characteristics of Post Modernism Techniques used in Post Modernism - Intertextuality, Meta fiction, Magical Realism Key Concepts: Post Modernism- Definition- Concepts	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	Joseph Conrad – <i>Lord Jim</i> Virginia Woolf – <i>To the Light House</i> Key Concepts: Historical events- Language and Communication	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	E.M.Forster – <i>A Passage to India</i> Graham Greene – <i>The Power and the Glory</i> Key Concepts: Indian Independence Movement – British Raj	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	Dorris Lessing – <i>The Golden Notebook</i> Zadie Smith – <i>White Teeth</i> Key Concepts: Women's Liberation -Communism	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	Kingsley Amis – <i>Lucky Jim</i> Joseph Heller – <i>Catch - 22</i> Key Concepts: Exploitation -World War -II	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for External Examination) James Joyce – <i>A Portrait of the Artist as a Young Man</i> Thomas Pynchon – <i>The Crying of Lot 49</i>	-	CO1, CO2, CO3, CO4, CO5	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://www.bookbrowse.com/reviews/index.cfm/book_number/463/white-teeth
- <https://www.britannica.com/topic/Catch-22-novel-by-Heller>

Pedagogy : Seminar, Assignment

Course Designer : Ms. Diana Betty Garrett

Semester III	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3CCC2C	Australian Literature	Core Choice Course – II (CCC)	5	4

Course Objectives:

- To equip the students to gain insight on the dynamics of literary production in one of the young and emerging colonies around the world.
- 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.

Pre requisite:

- 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	Formulate 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	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, The Ripping Yarn	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	POETRY Banjo Patterson - “Waltzing Mathilda” A.D. Hope - “Australia” Henry Lawson - “Up the Country” Judith Wright - “Women to Man” Key Concepts: Aboriginal, Bush Poetry, Captivity, Identity, Racial oppression.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	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	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA Ray Lawler - <i>Summer of the Seventeenth Doll</i> Jack Davis - <i>The Dreamers</i> Key Concepts: Indigenous, Loyalty, Freedom, Friendship, Tradition	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	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.	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) Anita Heiss - “Growing up Aboriginal in Australia” Germaine Greer - “Daddy, We Hardly Knew You” James Mcauley - “To Any Poet” Dorothy - “Crete” Porter Kevin - “My Name” Peter Kenna - “A Hard God” Patrick White - “Voss” Key Concepts: Bush Writers, Identity Crisis, Identity of Settlers, The Ripping Yarn	-	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://englishverse.com/poems/waltzing_matilda
<https://allpoetry.com/poem/8509645-Australia-by-A-D-Hope>
<http://www.ironbarkresources.com/henrylawson/UpTheCountry.html>
<https://www.lyrikline.org/en/poems/woman-man-1239>
<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, Activity, Power point Presentation.

Course Designer: Ms.T.Mothika

Semester III	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3DSE3A	English Literature for UGC Examinations	Discipline Specific Elective Course -III (DSE)	5	3

Course Objectives:

- To train the students for UGC competitive exams
- 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.

Pre requisite:

- To make the students well versed in all literature and crack the UGC examinations.

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
	On the successful completion of the course students will be able to	
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	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	American Literature & New Literatures in English (Indian, Canadian, African, Australian) Key Concepts : Transcendentalism, Realism, Partition, Identity	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	English Language Teaching & Translation Studies Key Concepts : Methods and Approaches, Untranslatability, Equivalence	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	Classicism to New Criticism Literary Theories Key Concepts : Autotelic, Literariness, Structure, Aporia, Metanarratives, Gynocritics, Literature and Environment, Orient, Anxiety.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for External Examination) Historical background of the ages Romantic movement in different countries Asian Literature in English Translation of G.U.Pope's "Thirukkural" Application of theories in the text	-	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

https://www.eng-literature.com/blog-page_29.html

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

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Pedagogy: Seminar, Quiz, Discussion.

Course Designer: Ms. G. Vijayarenganayaki / Ms.K.Kanimozhi

Semester III	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3DSE3B	Single Author Study- Rabindranath Tagore	Discipline Specific Elective Course- III (DSE)	5	3

Course Objectives:

- Possess a thorough knowledge of Tagore and his works.
- Expose learners to the various aspects of Indian culture and India's freedom struggle during the British rule.
- Gain a deep insight of Tagore's narrative techniques in poetry, plays, prose, drama and short stories.

Pre requisite:

- 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 a societal and universal outlook.	K1, K2, K3, K4
CO3	Evaluate the plays of Tagore with emphasis on Indian culture 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 higher learning and for research.	K1, K2, K3, K4, K5
CO5	Creatively estimate 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, 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	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	POETRY “Gitanjali “ – I, II, VIII, IX, XI, XXXI, XXXV, XXXVI, L, LXII, LXXVI and XC Key Concepts: Spiritual Insights of Tagore, Theme of Nature Theme of Humanity, Mysticism, Spiritual Truths of Tagore	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	PROSE “From the Religion of Man” “Man’s Universe” – Chapter I “The Creative Spirit” – Chapter – 2 Key Concepts: The Creative Principal of Unity, The Relation of Man with God, Religious Unity, Tagore’s Philosophy	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	DRAMA <i>The king and the Queen</i> Key Concepts: Abolition of Animals Sacrifice and Human Beings, Universal Approach Oneness, Love for All Living Things, Sacrifice of Love	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	SHORT STORIES “The Homecoming” “The Castaway” Key Concepts: Theme of Fear, Loneliness and Innocence, Challenges Faced by the individual, Parents Fear and Selfishness, Sacrifice Isolation and Identity.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION <i>Gora</i> Key Concepts: Self-Searching, Resolution, Conflicts and Self-Discovery, Individual Identity, Social Relationships Etc.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for External Examination) <u>T.S. Eliot</u> Poetry – “Journey of the Magi” Short Story – “The Man Who was King” Play – <i>The Cocktail Party</i> Criticism – Traditional and Individual Talent	-	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, published by 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.

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<https://www.britannica.com/>
<https://eddierockerz.files.wordpress.com/2021/01/the-complete-works-of-rabindranath-%20tagore-%20pdfdrive-.pdf>

Pedagogy : Seminar, Assignment

Course Designer : Ms. J. Vanipriya

Semester III	Internal Marks:25		External Marks:75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3DSE3C	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.

Pre requisite:

- To analyse 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 literatures in the global scenario.	K1, K2, K3, K4
CO3	Evaluate to synthesize representative 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	Formulate 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	Prayaag Akbar - <i>Leila</i> Salman Rushdie - <i>Midnight Children</i> Key Concepts: Totalitarian Regime, Dystopian World, Lost, Mob Mentality, Legacy of Colonialism	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	Saul Bellow - <i>A Silver Dish</i> Katherine Anne Porter - <i>Holiday</i> Key Concepts: Great Depression to Mid 1980's, Inward Thoughts, Feelings, Importance of Appearance Through Child Neglect	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	Chinua Achebe - <i>Civil Peace</i> . Chimamanda Ngozi Adichie - <i>We Should All Be Feminists</i> Key Concepts: Myth and Reality, Gratitude, Optimism, Resilience, Feminism, Power, Gender, Gender Expectations, Coming of Age, Money, Injustice, Equality, Masculinity, Femininity.	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	Haruki Murakami - <i>Norwegian Wood</i> Cho Nam-ji - <i>Kim Ji – Young, Born 1982</i> Key Concepts: The Dense, Shadowy Realms of Both Adolescence and Mental Illness, Gender Discrimination, Sexism, Patriarchy In The Korean Society	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	Patrick White - <i>Voss</i> Katherine Mansfield - <i>Bliss and Other Stories</i> Key Concepts: Personal Quest for Life, Natural Obstacles, Repressed Sensuality, Internal Conflict, Social Acceptability	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	Self-Study for Enrichment (Not to be included for external examination.) Alice Walker - <i>Everyday Use</i> Key Concepts: Heritage and It's Relationship to Daily Life	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

Leila by Prayaag Akbar: Simon & Schuster India, 18 April 2017. ISBN 9788193355206.
Midnight's Children by Salman Rushdie, Penguin Books, January 2013.
A Silver Dish by Saul Bellow, Penguin Books, July 2017.
Holiday by Katherine Anne Porter, Penguin Books, July 2017.
Civil Peace Chinua Achebe, Penguin Books, July 2007. ISBN - 10; 1375378090.
We Should All Be Feminists by Chimamanda Ngozi Adichie; Fourth Estate, 9 October 2014, ISBN 100008115273
Norwegian Wood by Haruki Murakami; RHUK Publisher, 17 May 2001, ISBN 10 9780099448822.
Kim Ji – Young, Born 1982 by Cho Nam-Ji; Scribner UK, 26 January 2021, ISBN 10 1471184307
Voss by Patrick White, Penguin Classics, July 1994.
Bliss and other Stories by Katherine Mansfield, Projapoti, January 2021.
Everyday Use by Alice Walker, Rutgers University Press, June 1994.

Reference Books:

The Bedford Anthology of World Literature, Compact Edition, Volume 1: The Ancient, Medieval, and Early Modern World (Beginnings-1650)

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<https://lonesomereader.com/blog/2018/12/12/leila-by-prayaag-akbar>
<https://www.theguardian.com/books/2021/apr/03/salman-rushdie-on-midnights-children-at-40-india-is-no-longer-the-country-of-this-novel>
<https://www.encyclopedia.com/education/news-wires-white-papers-and-books/silver-dish>
<https://www.lifelonglearningcollaborative.org/wp-content/uploads/Porter-Holiday.pdf>
<https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/2112/Civil%20peace.pdf>
<https://xyonline.net/sites/xyonline.net/files/2021-01/Adichie%2C%20We%20Should%20All%20Be%20Feminists%20%282014%29.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://readingmattersblog.com/2017/05/18/voss-by-patrick-white/>
<https://babel.hathitrust.org/cgi/pt?id=uc1.b5336132&view=1up&seq=4>

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

Course Designer: Ms. A. Violet Pangaja Bai

Semester III	Internal Marks: 25		External Marks: 75	
Subject Code	Course Title	Category	Hrs / Week	Credits
22PEN3GEC1	The Great Indian Epic –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 gain deep theoretical understanding of Indian epic literature and cultural practice as a genre.
- To achieve a high level of understanding of epic as a creative process by undertaking the production of epic narrative in a variety of genres and media.

Pre requisite:

- 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	Examine a deep insight into the famous Epics and cultivate national and regional consciousness of values to create a better self.	K1, K2, K3, K4
CO3	Evaluate the knowledge gained to various real-life situations for a professional outlook.	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	Construct 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 Dharma in society - The 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 Sita swayavaram in Baala Canto of Ramayana: Sage Vishwamitra – Raama's adventures – Seeta/Sita - Ahalya - Raama wins Sita's hand.</p> <p>Key Concepts: Ancient marriage rituals, love, adventure.</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 Crises, 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 external examination.)</p> <p>The Two Great Heads of Ramayana, Ravana And His Prowess, The Soorpanakha Episode, Virada Canto, Thurona Canto of Mahabharata & The Dicing Episode.</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.

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<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 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 2022-2023 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	22PEN4CC11	6	5	3	25	75	100
	Core Course - XII (CC)	Nobel Laureates 1913-2022	22PEN4CC12	6	5	3	25	75	100
	Core Choice Course– III (CCC)	A. New Literature	22PEN4CCC3A	6	4	3	25	75	100
		B. Climatic Literature	22PEN4CCC3B						
		C. Dalit Literature	22PEN4CCC3C						
	Generic Elective Course - II (GEC)	Campus to Global Connect	22PEN4GEC2	3	2	3	25	75	100
	Project		22PEN4PW	9	5				100
Total			30	21				500	
Grand Total			120	92				2200	

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
22PEN4CC11	NORTH EAST 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.

Pre requisite:

- Basic knowledge of North East Indian Culture.

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.	K1, K2, K3, K4
CO2	Examine the wide spectrum of social, political, cultural, and aspirational concern	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.	K1, K2, K3, K4, K5, K6
CO5	Estimate the rich cultural and ethnolinguistic diversities of North East Indian Literature.	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	2	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	2	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	POETRY: Robin Ngangom - Native Land Esther Syiem - Suburban Friends Mono Zote - An Impression of being alive Nini Lungalang - Going Home Nitoo Das - The Cat's Daughters Key Concepts: Ethnic Conflicts, Militant Nationalism, Raising Eco-consciousness, Spatial tension between landscape and Mindscape, Homelessness.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	FOLK TALES: A Singpho Tribe Tale A Garo folktale - Kari (Salt) Tale of Mishmi Girl The Leap of Ka Likai. Man, Spirit and Tiger The Beginning of the Storytelling Tradition (selection from 8 Fascinating Myth and Legends from North East India) Key Concepts: Conservation of Nature and Ethnic Identity	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	SHORT STORIES: Tensula Ao - Laburnum for my Head Janice Pariat - 19/87 (from <i>Boats on Land</i>) Jahnavi Barua. - The Magic Spell (From Next Door) Anjum Hasan - Revolutions (From Difficult Pleasures) Key Concepts: Gamut of Emotions, Civil Unrest, Social- Cultural Experiences and Voicing for Marginals, Urban Melancholy.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA: Binodini - Crimson Rainclouds Key Concepts: Exotic Indian Art	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION: Mamang Dai - The Legends of Pensam Jahnavi Barua - Rebirth Key Concepts: Preservation of tribal lore's and traditional beliefs	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	SELF-STUDY FOR ENRICHMENT (Not to be included for External 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 - The Collector's Wife Teresa Rehman - The Mothers of Manipur	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Pariyat, Janice. "19/87". *Boats on Land: A Collection of Short Stories*. Random House India, 2012.
2. Barua, Jahnavi. "The Magic Spell". *Next Door: Stories*. Penguin Books India, 2008.
3. Hasan, Anjum. "Revolutions". *Difficult Pleasures*. Penguin UK, 2012.
4. Barua, Jahnavi. *Rebirth: A Novel*. Penguin Books India, 2010.
5. Binodini, *Crimson Rainclouds*. Thema, 2012.

Reference Books:

1. *Dancing Earth, An Anthology of poetry from North East India*. Ed. Robin singh Ngangom and Kynpham Singh Nongkynrih. India: Penguin Book, 2009.
2. Ao, Temsula. *Laburnum for my Head*. India: Penguin Book, 2009.
3. Pariat, Janice. *Boats on Land*. India: Random House, 2012.
4. Dai, Mamang. *The Legends of Pensam*. India: Penguin Book, 2008.
5. Nini. *The Morning Years*. Penthrill Publication House, 1994.

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<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://www.poetryinternational.com/en/poets-poems/poems/poem/103-13505_AN-IMPRESSION-OF-BEING-ALIVE

<https://www.lallmanvlog.xyz/2023/04/going-home-by-nini-lungalang.html?m=1>

Pedagogy Quiz, Assignment, Activity, PowerPoint Presentation

Course Designer S. Ramalakshmi

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22PEN4CC12	NOBEL LAUREATES 1913 - 2022	CORE COURSE – XII(CC)	6	5

Course Objectives:

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

Pre requisite:

- Basic Knowledge in English Literature.

C 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.	K1, K2, K3, K4
CO2	Evaluate the concepts of various Genres.	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.	K1, K2, K3, K4, K5, K6
CO5	Discuss the characters in the works of Award-Winning writers.	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	POETRY (DETAILED) T. S. Eliot - The Hippopotamus Pablo Neruda - Cat's Dream Key Concepts: Alliteration, Simile	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
II	PROSE (DETAILED) George Bernard Shaw -The Sources of Idealism Albert Camus - The Minotaur or The Stop in Oran Key Concepts: Idealism, Corruption, Humanity	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
III	SHORT STORIES (DETAILED) Rabindranath Tagore – Subha Pearl S. Buck - The Refugee Key Concepts: Feminism, Tradition, Culture and Literature	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
IV	DRAMA (DETAILED) Susan Glaspell – Alison's House Key Concepts: Literary Devices, World War-I	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
V	FICTION (DETAILED) Dorris Lessing - The Golden Notebook Key Concepts: Elements of a Novel, Historical Fiction	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6
VI	SELF-STUDY FOR ENRICHMENT (Not to be included for External Examination) Read the poems of Award-Winning Authors Anthologies of Rabindranath Tagore	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4, K5, K6

Text Books:

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

Reference Books:

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

Web References

https://www.poetry-archive.com/e/the_hippopotamus.html <https://allpoetry.com/Cat%27s-Dream>
<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://archive.org/details/alisonshouseplay00glas/page/n1/mode/2up>
http://gcwk.ac.in/econtent_portal/ec/admin/contents/68_R18ELC102_2020121702043043.pdf

Pedagogy : Seminar, Assignment

Course Designer : Ms. Diana Betty Garrett

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22PEN4CCC3A	NEW LITERATURE	CORE CHOICE COURSE – III (CCC)	6	4

Course Objectives:

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

Pre requisite:

- 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 its salient features	K1, K2, K3, K4
CO2	Examine the unique style of writers in expressing their culture around the world	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 genre.	K1, K2, K3, K4, K5, K6
CO5	Estimate and create a critical knowledge multiple cultural and linguistic traditions, and various historical periods	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	POETRY Rahmat Shah Sayel - Kabul and Peshawar are the closest of friends (Afghanistan) Robert William Service - A Mediocre man (Canada) Oodgeroo Noonuccal - We are going (Australia) Anne Kennedy - Flood Monologue (New Zealand) Key Concepts: Plight of Pashtoon After Partition, Identity, Destructiveness of Colonialism, Environmental Issues	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	PROSE Aung San Su Kyi - Freedom from Fear (Myanmar) Key Concepts: Identity, Freedom, Military Domination	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	SHORT STORIES Chimamanda Ngozi Adichie - A Private Experience (Africa) Akhalq Ansari- The Mirror (Pakistan) Key Concepts: Riot in Kona, Separation, Ethnic and Religious Conflict, Culture,	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA Zeami Motokiyo Hogoromo – The Feather Mantle (Japanese) Key Concepts: The Power of Sea, Fate and Mortality	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION Dolki Min -Walking Practice (South Korean) Anuk Arudpragasam - A Passage to North (Sri Lanka) Key Concepts: Mother Daughter Relationship, Separation, Old Age, Longing, Loss and Legacy of War	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) John Shaw Nelson - To a Blue flower (Poetry) Khin Yhin Yu - Love (Short Story)	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. O'Sullivan.V (Ed), *An Anthology of Twentieth Century New Zealand Poetry*, Wellington,1979.
2. Shin, Kyung-sook, *Please Look After Mom*, translated by Chi-Young Kim, Changbi Publisher,2011.
3. *Selected Myanmar Short Stories* Translated by Ma Thnaegi, Unity Publishing House, 2016.
4. Arudpragasam, Anuk. *A passage to North*, Hogarth Press, 2021.

Reference Books:

1. Neilson, John Shaw, *Collected Poems of John Shaw Neilson*, Ed. R.H. Croll, Melbourne, 1934.
2. 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

SEMESTER:IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22PEN4CCC3B	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

Pre requisite:

- 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	Analyzing and Comparing Climatic literature and Eco-literature. Describing the distinctive features of Climate literature	K1, K2, K3, K4
CO2	Examine and illustrate the voice raised against the hazards caused by the climate change	K1, K2, K3, K4
CO3	Assess the texts in the ecological perspective to bring out greater engagement with climatic change in the literary studies.	K1, K2, K3, K4, K5
CO4	Evaluate the multi ethnic movement by creating strong connection between environment and issues of social justice	K1, K2, K3, K4, K5
CO5	Develop a constructive knowledge about the impact of global crisis on art and literature	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	INTRODUCTION Helen E. Mudler - What is climate change literature, and why is it important? Key Concepts: Influence of Climate change in Literature, difference between eco-literature and Climate change literature	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
II	POETRY Agha Shahid Ali - Postcard from Kashmir Surbhi - In the Whirlwind of Destruction Linda Hogan - Song for the turtle in the gulf Key Concepts: Environment changes, Melting Glaciers, Air Pollution, Endangered Ocean Lives.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	SHORT STORY Craig DeLancy - Racing the Tide Key Concepts: Water Pollution, Impact of Water Pollution on Human Lives.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	DRAMA Charles L. Mee - Global Warming Key Concepts: Effects of Temperature on Earth's Atmosphere, Water Pollution, Marine Pollution, Harms of Ingest Toxins.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
V	FICTION Emmi Itaranta - Memory of Water John Grisham - Gray Mountain Key Concepts: Geographical Changes, Politics, Fresh Water Scarcity, Destruction of Exotic Landscapes	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
VI	SELF-STUDY FOR ENRICHMENT (Not to be included for External Examinations) Metallic Reefs - Sam Illingworth (Poem) Seed - Iliana Vargas (tr. Michelle Mirabella) (Short Story) The butterfly effect - Rajat Chaudhuri (Fiction) The Turquoise Elephant - Stephen Carleton Introducing the Anthropocene : The Human Epoch (Article belongs to 50th Anniversary Collection.)	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

1. Rowson, Jonathan. 9 Original poems on climate change, RSA, 2015
2. Spahr, Juliana. "Unnamed Dragonfly Species" wills, 2011
3. Grisham, John. Gray Mountain, Hooder & Stoughton General Division, 2008.
4. Itaranta, Emmi. Memory of Water, HarperCollins, 2014.

Reference Books:

1. Bacigalupi, Paolo. The Windup Girl. Night Shade Books, 2009.
2. Martin, Mark. I'm with the Bears, Verso books, 2011.
3. Oreskes, Naomi and Erik Conway, The Collapse of Western Civilization: A View from the Future. Columbia, 2014.
4. 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>

Pedagogy Assignment, seminar, and role play

Course Designer Ms. VANMATHI. SIVA

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECTCODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
22PEN4CCC3C	DALIT LITERATURE	CORE CHOICE COURSE – III (CCC)	6	4

Course Objectives:

- To explain the significance of Dalit Literature as a lofty image of grief.
- 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.

Pre requisite:

- Explore how Dalit community struggled for 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 and understand Dalit literature from an Aesthetic perspective.	K1, K2, K3, K4
CO2	Examine and evaluate 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 and illustrate the major issues faced by the Dalit people.	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

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	INTRODUCTION Dalit literature - Past, Present and Future Dalit Discourse and Aesthetics Key Concepts: Religious and Political Discrimination, Liberation	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
II	POETRY Arun Kamble – Which Language should I Speak L.S.Rokade – To be or not to be Born Keshav Meshram – In our Colony Key Concepts: Racial and Cultural Inequality, Caste Oppression	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
III	PROSE B.R.Ambedkar – Annihilation of Caste Sections I-VI. Key Concepts: Tribulations, Degradation	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
IV	SHORT STORIES Ajay Navaria - New Custom C. Ayyappan - Spectral Speech Key Concepts: Humiliation, Humanitarianism	18	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6
V	FICTION Omprakash Valmiki - Joothan P.Sivakami - The Grip of the Change Key Concepts: Religious Discrimination, Marginalization, Alienation	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) Manohar Mouli Biswas - I shall go to war Kumar - Black Ink Chander - Thappu Bama - Karukku	--	CO1, CO2, CO3, CO4, CO5	K1,K2, K3,K4, K5,K6

Text Books:

1. Kumar Raj Dalit Personal Narratives, Orient Black swan Private Limited – New Delhi; 1st edition (1 January 2011)
2. Dasan M.,Pratibha V.et al (ed).2012. the oxford India anthology of Malayalam Dalit Writing. New Delhi: Oxford University Press.2012
3. B.R.Ambedkar Annihilation of Caste POD Only Publishing (1 January 2020)
4. Remembering Omprakash Valmiki by Translated from the Hindi by Arun Prabha Mukherjee, 5. Bhatkal & Sen; Third Reprint Edition (1 December 2007)
5. Sivakami. P The Grip of Change Orient Longman (4 March 2006)
6. Poisoned Bread: Translations From Modern Marathi Dalit Literature by Arjun Dangle.

Reference Books:

1. Ajay Navaria, ‘New Custom’, trans. Laura Brueck, in The Exercise of Freedom: An Introduction to Dalit Studies, eds K. Sathyanarayana, Susie Tharu (New Delhi: Narayana Publishing, 2013).
2. C. Ayyappan, ‘Spectral Speech’, trans. V. C. Harris, Indian Literature 183, Feb, 1998
3. Rajkumar, ‘Dalit Literature and Criticism’, Orient Blackswan, 15 January,2019.

Web References

<http://shodh.inflibnet.ac.in:8080/jspui/bitstream/123456789/1197/2/02%20introduction.pdf>
<http://marathidalitpoetry.blogspot.com/2014/07/to-be-or-not-to-be-bornlsrokade.html>
https://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_2004.pdf
<https://gallatin.nyu.edu/utilities/events/2011/10/strangehomeliness.html>
<https://www.boloji.com/articles/13246/omprakash-valmikis-joothan>
<https://www.arcjournals.org/pdfs/ijsell/v2-i11/2.pdf>
<http://marathidalitpoetry.blogspot.com/2014/07/which-language-should-i-speak-arun.html>

Pedagogy : Quiz, Seminar, Assignment.

Course Designer : Ms.L.Samyuktha

SEMESTER IV	INTERNAL MARKS:25		EXTERNAL MARKS:75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22PEN4GEC2	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.

Pre requisite:

- Basic knowledge in oral communication, written communication and computational skills.

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	To develop a positive and productive Knowledge from verbal, written communication to digital communication	K1, K2, K3, K4
CO2	Assess the communication, interpersonal, team work, organizational and digital skills	K1, K2, K3, K4
CO3	Examine the language effectively and efficiently to achieve the goals and objectives of the communicator	K1, K2, K3, K4, K5
CO4	Estimate the knowledge, ideas, thoughts and messages between individuals or groups within or between organizations.	K1, K2, K3, K4, K5, K6
CO5	Assess to build and maintain relationships, facilitate decision-making and promote understanding globally	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 Verbal and Non-Verbal Communication Visual and Written Communication Cross-Cultural Communication Body language and Emotional Intelligence 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 Key Concepts: Deliverance, Requisition, Persuasion.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
III	TEAMWORK SKILLS Collaborating and Problem-Solving Critical Thinking and Adaptive thinking Intercultural Competence and Citizenship Leadership skills Key Concepts: Brain storming, Conflict Resolution, Decision Making.	9	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6
IV	ORGANISATIONAL SKILLS Maintaining Records Arranging and Participating Meetings Event Management Networking abilities 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 Content Creation Video Conferencing 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	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5, K6

Text Books:

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

Reference Books:

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

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<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 Ms. L. Samyuktha & Dr. S. Senthilkumari