

# **M.A. English Syllabus**

**Outcome Based Education based on  
Revised Bloom's Taxonomy**

(Under Choice Based Credit System)

**For the Students Admitted in 2022-2023**



**DEPARTMENT OF ENGLISH**  
**BISHOP HEBER COLLEGE (AUTONOMOUS)**  
(Nationally Reaccredited 'A' Grade by NAAC with a CGPA of 3.58 out of 4)  
(Recognised by UGC as "College of Excellence")  
TIRUCHIRAPPALLI – 620 017

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**PROGRAMME ARTICULATION MATRIX**

**M.A. ENGLISH**

S. No.	Course	Course Name	Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1.	Core I	Modern Literature – I [Chaucer to the Jacobeans]	P22EG101	M	M	L	L	L	M	L	L	H	L	L	H	M
2.	Core II	Modern Literature – II [Puritan, Restoration and Neo - Classical Ages]	P22EG102	M	H	M	L	M	H	H	M	H	M	H	H	H
3.	Core III	History of the English Language and the Structure of Modern English	P22EG103	H	-	H	L	-	-	M	-	M	H	-	-	-
4.	Core IV	American Literature	P22EG104	M	H	M	L	M	H	H	M	H	M	H	H	H
5.	Elective I	Translation - Theory and Practice	P22EG1:A	H	-	M	-	-	H	H	-	H	H	-	-	H
6.		Creative Writing	P22EG1:B													
7.	Core V	Shakespeare	P22EG205	M	H	M	L	M	H	H	M	H	M	H	H	H
8.	Core VI	19th Century British Literature	P22EG206	H	H	M	L	L	M	H	M	M	M	H	M	M
9.	Core VII	20th Century British Literature	P22EG207	M	H	M	L	M	H	M	M	H	M	M	M	H
10.	Elective II	World Classics in Translation	P22EG2:A	H	M	M	H	H	M	H	H	M	H	M	H	L
11.		Children's Literature	P22EG2:B													
12.	Elective III	Comparative Literature	P22EG2:C	L	M	H	H	-	H	H	L	M	M	M	M	L
13.		Semantics, Stylistics and Computational Linguistics	P22EG2:D													



**DEPARTMENT OF ENGLISH**  
**BISHOP HEBER COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 620 017**

**Vision**

To inculcate aesthetic sense, creativity and human values through excellence in the studies of English Language and Literature.

**Mission**

- Fostering finer literary sensibility.
- Advancing mastery in linguistic capabilities for successful employment
- Promoting sound analytical thinking to cultivate organizational and leadership capacity in youngsters.
- Encouraging original and creative thinking to augment writership.

**Programme Outcomes of M.A. Programme in English**

On completion of M.A. Programme in English the graduates will be able to –

**Knowledge:**

- P01.** interpret the complexity of language as a communication system and as a literary vehicle.  
**P02.** exhibit expertise in interpreting cultural and literary ideologies through the study of English literature.

**Skills:**

- P03.** posit new and relevant methodologies and models to be competent Teachers of English, Translators and Comparatists (Linguistic Experts).  
**P04.** demonstrate expertise in journalese writing and visual communication endorsing strong ethics of Journalism.  
**P05.** proficient in the skills of acting and production of plays exhibiting an inclination to address social concerns.  
**P06.** pursue research of significance in an interdisciplinary or a creative project demonstrating an intellectual independence that typifies true scholarship.  
**P07.** write and publish creative works, and critical reflections on various subjects.  
**P08.** interact productively as a potential teamer and an efficient leader in diverse fields of activity.

**Ethical and Social Values**

- P09.** subscribe to moral and ethical consciousness through the study of language and literature.

## **Programme Specific Outcomes of M.A. degree Programme in English**

On completion of M.A. degree programme in English the graduates will be able to –

- PS01.**       cognize the evolution and the structure of the Modern English in the global context of the use of English today, and the old and the new linguistic principles and practices related to the Applied Linguistics fields such as Translation, Comparative Study, and English Language Teaching.
- PS02.**       Read ideologically and generically literary works of art written and translated in English, old and new.
- PS03.**       Evaluate the exclusive literary merits of works of art and synthesize research findings in a properly formatted and well substantiated research report.
- PS04.**       Gather a sound perception of moral and ethical sensibility through the appraisal of literature.

Programme : M.A. English

Sem.	Course	Course Title	Course Code	Hours / Week	Credits	Marks		
						CIA	ESE	Total
I	Core I	Modern Literature - I [Chaucer to the Jacobean]	P22EG101	6	5	25	75	100
	Core II	Modern Literature - II [Puritan, Restoration and Neo - Classical Ages]	P22EG102	6	4	25	75	100
	Core III	History of the English Language and the Structure of Modern English	P22EG103	6	4	25	75	100
	Core IV	American Literature	P22EG104	6	4	25	75	100
	Elective I	Translation - Theory and Practice	P22EG1:A	6	4	25	75	100
Creative Writing		P22EG1:B						
II	Core V	Shakespeare	P22EG205	6	5	25	75	100
	Core VI	19th Century British Literature	P22EG206	6	5	25	75	100
	Core VII	20th Century British Literature	P22EG207	6	5	25	75	100
	Elective II	World Classics in Translation	P22EG2:A	6	4	25	75	100
		Children's Literature	P22EG2:B					
	Elective III	Comparative Literature	P22EG2:C	4	4	25	75	100
Semantics, Stylistics and Computational Linguistics		P22EG2:D						
VLO	The Big Picture	P22VLO21	2	2	25	75	100	
	Social Ethics	P22VLO22						
III	Core VIII	New Literatures - I [Canadian and Australian Literatures]	P22EG308	6	4	25	75	100
	Core IX	New Literatures - II [African and Caribbean Literatures]	P22EG309	6	4	25	75	100
	Core X	Research Methodology	P22EG310	5	4	25	75	100
	Core XI	Indian Writing in English	P22EG311	6	5	25	75	100
	Elective IV	Journalism and Mass Communication	P22EG3:A	6	4	25	75	100
		Cultural Studies	P22EG3:B					
Generic Course	Research and Publication Ethics	P22EG3G1	1	1	100	1	100	
IV	Core XII	Literary Criticism	P22EG412	6	5	25	75	100
	Core XIII	Ecoliterature	P22EG413	6	5	25	75	100
	Core XIV	Women's Writing	P22EG414	6	5	25	75	100
	Elective V	English Language Teaching	P22EG4:A	6	4	25	75	100
		Advanced English for Effective Communication	P22EG4:B					
Core Project	Project	P22EG4PJ	6	5	--	--	100	
Total Credits:					90			

Core Theory : 14	Core Project : 1	Elective :5	Value Education : 1	Total : 21

<b>Core I: Modern Literature-I (Chaucer to the Jacobeans)</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: P22EG101</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
CO1	Identify the modes and conventions of the age and will learn the greatness of the canonical works.	K3	I to V
CO2	Discover a broad familiarity with Chaucer's and University Wits' works to know the social and literary context of the medieval and the age of Renaissance.	K4	I
CO3	Estimate the significance of different genres of Drama in social and cultural movements.	K5	IV and V
CO4	Compose creative poems and appreciate the creative works of the contemporary poets.	K6	II and III
CO5	Understand and analyze the dramatic literature of the Elizabethan period, with regard to the classical and romantic strains embedded in the plays.	K4	IV and V
CO6	Determine and interpret Francis Bacon and Metaphysical poets within the frame of Renaissance.	K5	II

**SYLLABUS:****Unit 1: POETRY: THE ENGLISH RENAISSANCE****18 Hours**

Geoffrey Chaucer: From *Prologue to the Canterbury Tales* – The preparation for the pilgrimage, The Knight, The Squire, The Monk, The Friar, The Nunne, The Shipman, The Parson, The Clerk, The Wife of Bath, The Pardoner, The Summoner, The Reeve and The Host.  
Edmund Spenser: *Epithalamion*

**Unit 2: POETRY: METAPHYSICAL AND CAVALIER POETS****18 Hours**

Donne : 1. "The Canonization",  
2. "Extasie"  
Marvell : 1. "To His Coy Mistress"  
2. "The Garden"  
Herbert : "Affliction" I, ("When first thou didst entice to thee my heart")  
Richard Lovelace : "To Althea, from Prison"

**Unit 3: PSALMS, SONNETS AND ESSAYS****18 Hours**

The Bible (KJV): Psalm 23, Psalm 51.  
Thomas Wyatt: "I Find No Peace"  
Michael Drayton: "Whilst Thus My Pen Strives To"



Philip Sidney: Astrophel and Stella – Sonnet No. 1 “Loving in Truth, and Fain in Verse”

Francis Bacon : 1) “Of Truth”

2) “Of Travel”

**Unit 4: ELIZABETHAN DRAMA**

**18 Hours**

Christopher Marlowe: *Edward II*

Thomas Kyd: *The Spanish Tragedy*

**Unit 5: JACOBEAN DRAMA**

**18 Hours**

John Webster: *The White Devil*

Ben Jonson: *The Alchemist*

**Unit 6: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

S. No.	Topics	Web Links
1	Elizabethan Tragedy	<a href="https://www.britannica.com/art/tragedy-literature/Elizabethan-approaches">https://www.britannica.com/art/tragedy-literature/Elizabethan-approaches</a>
2	Elizabethan Comedy	<a href="https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespeares-comedy">https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespeares-comedy</a>
3	<i>Elizabethan Poetry</i> and Prose	<a href="https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose">https://www.britannica.com/art/English-literature/Elizabethan-poetry-and-prose</a>
4	Metaphysical Poetry	<a href="https://study.com/academy/lesson/metaphysical-poetry-definition-characteristics-examples.html">https://study.com/academy/lesson/metaphysical-poetry-definition-characteristics-examples.html</a>

**TEXT BOOK(S):**

- T1.** Chaucer, Geoffrey. *The General Prologue to the Canterbury Tales*. The Athlone Press, 1999.
- T2.** Spenser, Edmund. *Prothalamion and Epithalamion*. Barbarian Press, 1998.
- T3.** Gardner, Helen. (Ed.) “Canonization”. *The Metaphysical Poets*. Penguin Classics, 1985, pp. 61-62.
- T4.** Gardner, Helen. (Ed.) “Extasie”. *The Metaphysical Poets*. Penguin Classics, 1985, pp. 74-77.
- T5.** Gardner, Helen. (Ed.) “To His Coy Mistress”. *The Metaphysical Poets*. Penguin Classics, 1985, pp. 250-252.
- T6.** Gardner, Helen. (Ed.) “The Garden”. *The Metaphysical Poets*. Penguin Classics, 1985, pp. 255-258.
- T7.** Gardner, Helen. (Ed.) “To Althea, from Prison” *The Metaphysical Poets*. Penguin Classics, 1985, p. 236.
- T8.** Gardner, Helen. (Ed.) “Affliction”. *The Metaphysical Poets*. Penguin Classics, 1985, pp. 122-123.
- T9.** *The Holy Bible*, King James Version. The National Bible Press, 1975.
- T10.** Bacon, Francis. “Of Truth”. *Complete Essays*. Dover Publications, 2008, pp. 3-5.
- T11.** Bacon, Francis. “Of Travel”. *Complete Essays*. Dover Publications, 2008, pp. 54-56.
- T12.** “I Find no Peace”. *The Poetical Works of Surrey and Wyatt*, Volume 2. William Pickering, 1831, p. 9.
- T13.** Braden, Gordon, Ed. “Whilst Thus My Pen Strives To”. *Sixteenth-Century Poetry: An*

*Annotated Anthology*. John Wiley & Sons, 2008, p.486.

- T14.** Sidney, Philip. *Astrophel and Stella*. Scolar Publications, 1970.  
**T15.** Marlowe, Christopher. *Edward II*. Broadview Press, 2010.  
**T16.** Kyd, Thomas. *The Spanish Tragedy*. Bloomsbury Publishing, 2009.  
**T17.** Webster, John. *The White Devil*. Bloomsbury Publishing, 2018.  
**T18.** Jonson, Ben. *The Alchemist*. Manchester University Press, 1979.

#### REFERENCE BOOKS:

1. Bennett, Joan. *Five Metaphysical Poets*. Cambridge, 1964.
2. Beum, Robert Lawrence. *Edmund Spenser: Epithalamion* (The Merrill literary Casebook Series) C.E. Merrill, 1969.
3. Bush, Douglas. *English Literature in the Earlier Seventeenth Century, 1600–1660*. OUP, 1962.
4. Craig, D. H. *Ben Jonson: The Critical Heritage*. Taylor & Francis, 2010.
5. Long, William J. *English Literature*. Maple Press Classics, 2017.
6. McCabe, Richard A. *The Oxford Handbook of Edmund Spenser*. OUP, 2014.
7. "The Metaphysical Poets" by T.S. Eliot First published in the Times Literary Supplement, 20 October 1921.

#### WEB LINKS:

1. <https://epgp.inflibnet.ac.in/> ) <https://www.youtube.com/watch?v=k-6-5yfogbU>
2. <https://www.youtube.com/watch?v=TCgVaB3dG5g>
3. <https://www.youtube.com/watch?v=tYZCYpRN6m0>
4. <https://www.youtube.com/watch?v=LYcHyG9j5Ec>

#### SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	<b>CHAUCER AND SPENSER</b>		
1.1	Chaucer's Prologue	Define and recall the key characters	K 1
1.2	The Knight and the Squire	Analyse and Discover themes.	K 4
1.3	The Monk and the Frair	Define and compare the key characters	K 2
1.4	The Parson and the Nunne	Analyse and Discover themes.	K 4
1.5	The Shipman and the Clerk	Define and compare the key characters	K 2
1.6	The Wife of Bath and The Pardoner	Define and compare the key characters	K 2
1.7	The Summoner and the Host	Define and compare the key characters	K 2

1.8	Edmund Spenser as Poet's Poet	Recall and relate with the renaissance poets	K 1
1.9	Epithalamion	Compare and inspect structure and themes	K 4
<b>II</b>	<b>METAPHYSICAL AND CAVALIER POETS</b>		
2.1	Donne as Metaphysical Poet	Construct and develop the genre of poetry	K 3
2.2	Analyse <i>Canonization</i>	Analyse and discover the varieties in the lyric poem	K 4
2.3	Analyse <i>Extasie</i>	Analyse and discover the varieties in the lyric poem	K 4
2.4	Andrew Marvell	Rephrase the personality trait	K 2
2.5	Analyse <i>To His Coy Mistress</i>	Analyse and discover the varieties in the lyric poem	K 4
2.6	Analyse <i>The Garden</i>	Demonstrate the creation of the Garden	K 2
2.7	Themes and Symbols	Estimate the relevance of themes	K 5
2.8	Richard Lovelace	Judge and evaluate the contribution of the poet	K 5
2.9	Analyse <i>To Althea, from Prison</i>	Summarize and interpret the Poem	K 2
2.10	George Herbert	Judge and evaluate the contribution of the poet	K 5
2.11	Analyse <i>Affliction</i>	Analyze and interpret the Poem	K 4
<b>III</b>	<b>METAPHYSICAL AND CAVALIER POETS</b>		
3.1	The Lord as the Psalmist's Shepherd	Interpret and Evaluate the literary acumen	K 5
3.2	To dwell in the house of the Lord	Compare and conclude the essential traits	K4
3.3	Francis Bacon and his aphoristic style	Imagine and originate similar stylistic approaches	K 6
3.4	Attributes of Truth and Lie	Compare and Contrast the attributes	K 2
3.5	Poet's false praise in their poetry	Interpret and Evaluate the literary acumen	K 5
3.6	Travel is Education	Compare and conclude the essential traits	K 5
3.7	Preparation is the key	Estimate and judge the significant thrust	K 5

3.8	Wyatt and his Sonnets	Judge and evaluate the contribution of the poet	K 5
3.9	Analyse <i>I Find no Peace</i>	Analyze and interpret the Poem	K 4
3.10	Michael Drayton	Judge and evaluate the contribution of the poet	K 5
3.11	Interpret <i>Whilst Thus my Pen Strives To</i>	Analyze and interpret the Poem	K 4
3.12	Philip Sidney	Judge and evaluate the contribution of the poet	K 5
3.13	Astrophel and Stella	Analyze and interpret the Poem	K 4
<b>IV</b>	<b>TRAGIC PLAYS</b>		
4.1	Christopher Marlowe- University Wits	Judge and evaluate the contribution of the University Wits	K 5
4.2	Edward II Characterization	Thematically contrast the characteristic traits.	K 4
4.3	Plot of Edward II	Thematically classify the characteristic traits and Plot.	K 4
4.4	John Webster	Evaluate the contribution of the Tragedy writer	K 5
4.5	Revenge Tragedy	Thematically analyse the play	K 4
4.6	Plot of The White Devil	Thematically analyse the characteristic traits and Plot.	K 4
<b>V</b>	<b>ELIZABETHAN DRAMA</b>		
5.1	Thomas Kyd	Evaluate the contribution of kyd towards Drama	K 5
5.2	Characterization in Spanish Tragedy	Thematically survey the characteristic traits.	K 4
5.3	Plot of Spanish Tragedy	Thematically inspect the characteristic traits amd plot.	K 4
5.4	Ben Jonson	Discover the background of the Playright	K 1
5.5	Characterization in The Alchemist	Thematically examine the characteristic traits and Plot.	K 4
5.6	Plot of The Alchemist	Thematically categorize the characteristic traits and Plot.	K 4

**MAPPING SCHEME**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	-	-	L	M	L	L	-	-	H	H	-
CO2	-	H	-	-	-	-	L	L	M	-	L	H	L
CO3	-	-	L	-	L	-	L	-	-	-	L	H	-
CO4	M	-	L	L	-	M	H	L	-	-	-	H	M
CO5	M	-	-	-	H	L	L	-	L	-	-	-	M
CO6	M	M	-	-	-	L	M	-	H	L	-	H	H

L-Low, M-Moderate, H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	On-line Entry		
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.

3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. SURESH FREDERICK**

**Signature:**

**MINUTES**

**No change in this paper.**

<b>Core II: Modern Literature-II</b> <b>(Puritan, Restoration and Neo-classical Ages)</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: P22EG102</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit
CO1	List the major writers and literary works of the period	K2	I-V
CO2	Relate the work with socio-political background of the age.	K3	I-V
CO3	Identify the various genres and understand their characteristics	K3	I-V
CO4	Infer the aesthetics of the prescribed texts.	K4 & K5	I-V
CO5	Analyze the plot and characterization in the prescribed texts.	K4	I-V
CO6	Bring out the themes and compare them that of other works of literature of that period.	K4	I-V

**SYLLABUS:****Unit 1: POETRY**

Milton: *Paradise Lost* - Book IX

**Unit 2: POETRY**

Pope: *The Rape of the Lock*

Gray: *Elegy Written in a Country Churchyard*

Collins: *Ode to Evening*

Blake: *Tiger; Lamb; Chimney Sweepers*

**Unit 3: PROSE**

Addison and Steele: *1. Of the Club*

*2. Roger at Church*

Jonathan Swift: *The Battle of the Books*

**Unit 4: DRAMA**

Oscar Wilde: *Importance of being Earnest*

R.B. Sheridan : *School for Scandal*

**Unit 5: NOVEL**John Bunyan: *Pilgrim's Progress*Daniel Defoe: *Robinson Crusoe***Unit 6: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

1. Oliver Goldsmith : *She Stoops to Conquer, The Deserted Village*
2. Lawrence : *Tristram Shandy*
3. William Collins : *Ode, Written in the Beginning of the Year 1746*
4. Aphra Behn : *The Negro's Complaint*
5. William Cowper : *Ode on the Spring*
6. Sheridan : *Rivals*
7. Daniel Defoe : *Moll Flanders, Tom Jones*
8. Dryden : *Absalom and Achitophel, MacFlecknoe*

**BOOKS FOR STUDY:**

- T1: Milton, John. *Paradise Lost* - Book IX. New Delhi: OUP
- T2: Pope, Alexander. *Rape of the Lock*. New Delhi: OUP, 1997
- T3: Roberts, Michael. *Faber Book of Modern Verse*. London: Faber and Faber, 1936.
- T4: Ricks, Christopher. *Oxford Book of English Verse*. London: OUP, 1999.
- T5: Steele, Sir Richard. *The Spectator Club*. London: Sanborn Press, 2008.
- T6: Swift, Jonathan. *The Battle of the Books*.
- T7: Oscar Wilde: *Importance of being Earnest*
- T8: Sheridan, Richard Brinsley. *School for Scandal* (LLC).
- T9: Bunyan, John. *Pilgrim's Progress*. New Delhi: Rupa, 2002
- T10: Daniel Defoe: *Robinson Crusoe*. Penguin Classics.

Unit	Text Book	Sections
1	Milton : <i>Paradise Lost</i> - Book IX	T1
2.1	Pope : <i>The Rape of the Lock</i>	T2
2.2	Gray: <i>Elegy Written in a Country Churchyard</i>	T3
2.3	Collins : <i>Ode to Evening</i>	T4
2.4	Blake: <i>Tiger</i>	T4
2.5	Blake: <i>Lamb</i>	T4
2.6	Blake: <i>Chimney Sweepers</i>	T4
3.1	Addison and Steele: <i>Of the Club</i>	T5
3.2	Addison and Steele: <i>Roger at Church</i>	T5
3.3	Jonathan Swift : <i>The Battle of the Books</i>	T6
4.1	Oscar Wilde: <i>Importance of being Earnest</i>	T7
4.2	Sheridan: <i>School for Scandal</i>	T8
5.1	Bunyan: <i>Pilgrim's Progress</i>	T9
5.2	Daniel Defoe: <i>Robinson Crusoe</i> .	T10



**BOOKS FOR REFERENCE:**

R1: Albert, Edward. History of English Literature.

R2: Marjorie Bolton .Anatomy of Poetry

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1: Poetry</b>			
	1. Milton : <i>Paradise Lost</i> - Book IX	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
<b>Unit 2: Poetry</b>			
	2.1 Pope : <i>The Rape of the Lock</i>	Explain mock epic with reference to this poem	K2
	2.2 Gray: Elegy Written in a Country Churchyard	<ul style="list-style-type: none"> <li>Examine elegy and its mood and impact.</li> </ul>	K4
	2.3 Collins: Ode to Evening	<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
	2.4 Blake: Tiger	<ul style="list-style-type: none"> <li>Identify the theme, tone and texture of the poem</li> </ul>	K3
	2.5 Blake: Lamb	<ul style="list-style-type: none"> <li>Construct a better understanding of the themes</li> </ul>	K6
	2.6 Blake: Chimney Sweepers	<ul style="list-style-type: none"> <li>Examine the literary devices used in the poem</li> </ul>	K4
<b>Unit 3: Porse</b>			
	3.1 Addison and Steele: <i>Of the Club</i>	<ul style="list-style-type: none"> <li>Assess the journalistic writings with reference to the texts</li> </ul>	K5
	3.2 Addison and Steele: <i>Roger at Church</i>	<ul style="list-style-type: none"> <li>Examine the writing style of the text</li> </ul>	K4

	3.3 Jonathan Swift : <i>The Battle of the Books</i>	<ul style="list-style-type: none"> <li>Estimate the evolution of prose writings with reference to Swift, Steele and Addison</li> </ul>	K6
<b>Unit 4: Drama</b>			
	4.1 Oscar Wilde: Importance of being <i>Earnest</i>	<ul style="list-style-type: none"> <li>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	K4
	4.2 Sheridan: <i>School for Scandal</i>	<ul style="list-style-type: none"> <li>Appraisal of the text in terms of contemporary relevance.</li> </ul>	K5
<b>Unit 5: Novel</b>			
	5.1 Bunyan: <i>Pilgrim's Progress</i>	<ul style="list-style-type: none"> <li>Estimate on the cast of characters:</li> </ul>	K6
	5.2 Daniel Defoe: <i>Robinson Crusoe</i>	<ul style="list-style-type: none"> <li>Discover the very act of the art storytelling.</li> </ul>	K4
<b>Unit 6: FOR FURTHER READING &amp; NOT FOR TESTING</b>			
	6.1 Oliver Goldsmith : <i>She Stoops to Conquer,</i> <i>The Deserted Village</i>	<ul style="list-style-type: none"> <li>Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social-religious-cultural contexts.</li> <li>Assess the texts and make a comparative study of the various themes and techniques employed in each text in relation to the other fictions of the past and present.</li> <li>Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory</li> </ul>	K5 & K6
	6.2 Lawrence : <i>Tristram Shandy</i>		
	6.3 William Collins : <i>Ode, Written in the Beginning of the Year 1746</i>		
	6.4 William Congreve : <i>The Way of the World</i>		
	6.5 AphraBehn : <i>The Negro's Complaint</i>		
	6.6 William Cowper : <i>Ode on the Spring</i>		
	6.7 Sheridan : <i>Rivals</i>		
	6.8 Daniel Defoe : <i>Moll Flanders, Tom Jones</i>		
	6.9 Dryden : <i>Absolom and Achitophel, MacFlecknoe</i>		

**WEB LINK:**  
(Swayam/nptel/...)

Year of Revision: 2016

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	H	H	M	H	H	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	H	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:**

**EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. A. SHEEBA PRINCESS**

**Signature:**

**Minutes:**

**The following are the changes in this paper,**

**Unit 3** Addison and Steele: *Visit to Westminster Abbey* is replaced with *Roger at Church*

**Unit 4** Congreve : *The Way of the World* and Sheridan : *Rivals*, are replaced with *Oscar Wilde: Importance of being Earnest* R.B. Sheridan : *School for Scandal*

**Unit 5:** Fielding : *Tom Jones* is replaced with *Daniel Defoe: Robinson Crusoe*

<b>Core III: History of the English Language and The Structure of Modern English</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: P22EG103</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>COURSE OUTCOMES</b>	<b>LEVEL</b>	<b>UNIT</b>
CO1	Distinguish the diachronic history of English language from its earliest time to the modern.	K4	I
CO2	Understand the articulation of English words; the use of sounds and intonation.	K2	II
CO3	Apply Phonetic rules and would be able to practice RP.	K3	III
CO4	Explain the structure of modern English which gives them a command over the syntactic formation and the semantic complexity of words.	K3	IV
CO5	Evaluate the impact of political and social changes on the English language.	K5	V
CO6	Analyze how words or other elements of sentence structure are combined to form grammatical sentences.	K6	VI

**SYLLABUS:****Unit 1: NATURE AND ORIGIN OF LANGUAGE**

Impact of Renaissance and Reformation on the Growth of the English Language  
Foreign Elements: Latin, French, Scandinavian, Anglo Saxon  
The Evolution of Standard English

**Unit 2: WORD FORMATION OR GROWTH OF VOCABULARY**

Change of Meaning  
British Literary Influences – Shakespeare, Milton, Pope, Wordsworth  
Varieties of English: American English, Indian English, Slang and Colloquialism

**Unit 3: PHONOLOGY**

Phoneme  
Description of English Sounds – Consonants and Vowels

Features of Connected Speech – Stress, Intonation, Strong and Weak forms, Phonetic Transcription.

**Unit 4: MORPHOLOGY** (Palmer Pages 107 –134]

Morpheme – Definition and Categorization – alternants, irregular alternants, zero alternants, substitution alternants, suppletive, empty morph, portmanteau morph – Bloomfield's Combination or Arrangement of Morphemes – Order, Modulation, Phonetic modification, Selection. Transformative Generative Grammar, Words – Inflection, Derivation, Concord and Government. Phrases, Clauses and Sentences, I C Analysis

**Unit 5: INFLUENCE OF TECHNOLOGY ON THE ENGLISH LANGUAGE** – Mass media, Print media, Cell phones – S M S, Hyper Text, Blog, Chat, E mail

**Unit 6: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

Language aspects in Technical communication – Choosing the technical jargons appropriately- Understanding the process of writing Business correspondence- Choosing the right words, phrases and idioms – Skimming and taking notes – Understanding the role of oral presentation- Characteristics of Technical documents.

**REFERENCE BOOKS:**

- R1 : F.T. Wood: *An Outline History of the English Language*  
 R2 : J.F. Wallwork's *Language and Linguistics*.  
 R3 : Baugh, A.C. *A History of the English Language*. Allied Publishers, 1997.

**SPECIFIC LEARNING OUTCOMES:**

Unit	Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction Hours
1:1	Nature and Origin of Language	The learner understands the back ground, growth and development of the theory in standard English in various country	K2
1:2	Impact of Renaissance on the Growth of the English Language Reformation on the Growth of the English Language		K2
1:3	Foreign Elements: Latin, French Foreign Elements: Scandinavian, Anglo Saxon		K3
1:4	The Evolution of Standard English		K3
2:1	Word formation or Growth of Vocabulary	The learner comprehends the impact of political and	K4

<b>2:2</b>	Change of Meaning British Literary Influences – Shakespeare, Milton, Pope, Wordsworth	social changes on the English language.	<b>K2</b>
<b>2:3</b>	Varieties of English: American English : Slang and Colloquialism		<b>K4</b>
<b>2:4</b>	Varieties of English: Indian English : Slang and Colloquialism		<b>K4</b>
<b>3:1</b>	Phoneme	Apply Phonetic rules and would be able to practice RP.	<b>K2</b>
<b>3:2</b>	Description of English Sounds – Consonants and Vowels		<b>K3</b>
<b>3:3</b>	Features of Connected Speech – Stress, Intonation, Strong and Weak forms, Phonetic Transcription		<b>K3</b>
<b>4:1</b>	Morpheme – Definition and Categorization Morpheme – alternants, irregular alternants, zero alternants, substitution alternants, suppletive, empty morph, portmanteau morph	The learner is motivated to take up advanced studies in the field of linguistics and stylistics.  Analyse how words or other elements of sentence structure are combined to form grammatical sentences	<b>K2</b>
<b>4:2</b>	Bloomfield’s Combination or Arrangement of Morphemes– Order, Modulation, Phonetic modification, Selection.		<b>K4</b>
<b>4:3</b>	Transformative Generative Grammar, Words – Inflection, Derivation, Concord and Government, Phrases, Clauses and Sentences		<b>K2</b>
<b>4:4</b>	I C Analysis	The learner studies the structure of modern English which gives them a command over the syntactic formation and the semantic complexity of words.	<b>K4</b>
<b>5:1</b>	Influence of Technology on the English Language	The learner studies the diachronic history of English language from earliest times to the modern. Analyse the positive and negative impact of mass media and print media	<b>K5</b>
<b>5:2</b>	Mass media, Print media, Cell phones, S M S, Hyper Text, Blog, Chat, E mail		<b>K6</b>

Year of Revision: 2020

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	H	L	M	H	H	H	H	M	H	H	H
CO2	L	M	M	L	M	M	M	M	H	M	M	M	M
CO3	M	H	M	L	M	M	H	M	H	M	M	M	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	L	M	H	H	H	H	M	M	H	H
CO6	M	M	M	L	M	H	H	M	M	M	M	H	H

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:**

**EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.



**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. S. MELWIN**

**Signature:**

Minutes: There are no changes in this paper.

<b>Core IV: American Literature</b>			
<b>Semester</b>	: I	<b>Course Code</b>	: P22EG104
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Discuss those aspects of American civilization and culture which have shaped its literature starting from their settlements in George Town to the practice of slavery which resulted in Southern Literature, Black – American Writings to their eternal struggle for freedom and self-expression, to the evolution of regional writings due to the immensity of the American geography, Ethnic minority literatures of the hybrid nature of their racial heritage. <b>(Understand)</b>	K2	1-5
CO2	Explain how America has its own distinctive ethical/moral values, doctrinal/ideological (religious or political) values, social values, and aesthetic values, traditional and secular values and a variety of expressions. <b>(Understand)</b>	K2	1-5
CO3	Demonstrate through discussion and writing their ability to contextualize a given work of American Literature from pre-colonial to the present times. <b>(Apply)</b>	K3	1-5
CO4	Delineate connections among the social, historical, cultural and literary elements to the American style of writings with specific details to ideologies like American Transcendentalism, American Dream, individualism, egalitarianism, faith in freedom and democracy, spiritualism and Christian values, traditional and secular values. <b>(Analysis)</b>	K4	1-5
CO5	Critique on the philosophical intellectuality, the various literary movements, trends and influences that contributed to the evolution of American literature as body of world class literature of knowledge and worthy of research. <b>(Evaluate)</b>	K5	1-5
CO6	Construct the universality of human experiences based on the diversity of values reflected in the American literary works directed by hope and expectation for an egalitarian society. <b>(Create)</b>	K6	1-5

**SYLLABUS:****Unit 1: POETRY (K2-K6)****Major Periods covered: The Earlier National Period till 1830)****The Romantic Period (1870-1910)****Realism & Naturalism (1870-1910)****The Modernist Period (1910-1945)****The Contemporary Period (1945 to present)****Movements: Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism**

1. Edgar Allen Poe (1809- 1849) : The Raven
2. Walt Whitman (1819-1892) : When Lilacs Last on the Dooryard Bloom'd
3. Emily Dickinson (1830-1886) : I Taste the Liquor Never Brew'd
4. Emily Dickinson (1830-1886) : Because I Could Not Stop for Death
5. Robert Frost (1874-1963) : West Running Brook
6. E. E. Cummings (1894-1962) : I Carry Your Heart with Me (NEW TEXT)
7. Maya Angelou's : I Know Why the Caged Bird Sings (NEW TEXT)
7. Langston Hughes (1902-1967): Mother to Son
8. Langston Hughes (1902-1967): Cross
9. Sylvia Plath (1932-1963) : Daddy
10. Adrienne Rich (1929-2012) : Diving into the Wreck

**Unit 2: PROSE (K2-K6):****Major Periods covered: The Romantic Period (1830-1870)****Realism & Naturalism (1870-1910)****The Modernist Period (1910-1945)****The Contemporary period (1945 to present)****Movements: Romantic, American Gothic, Transcendentalism, Black American – Harlem Renaissance, Civil Rights Movement**

1. Emerson (1803-1882) Transcendentalist Movement of mid19th Century: The American Scholar
2. Abraham Lincoln's (1809 -1865) : Gettysburg Address (NEW)
3. James Baldwin (1924-1987) Harlem Renaissance & Civil Rights Movement & mid 20<sup>th</sup> Cent: My Dungeon Shook (From, *Fire Next Time*)

**Unit 3: DRAMA (K2-K6)****Major Periods covered: The Modernist Period (1910-1945)****The Contemporary period (1945 to present)****Movements: Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism**

1. Tennessee Williams (1911-1983) 20<sup>th</sup> Cent : The Glass Menagerie
2. Lorraine Hansberry (1930-1965) : A Raisin in the Sun

**Unit 4: SHORT FICTION (K2-K6)**

**Major Periods covered:** The Romantic Period (1830-1870)  
Realism & Naturalism (1870-1910)  
The Modernist Period (1910-1945)  
The Contemporary period (1945 to present)

**Movements:** Romantic, Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism

1. O. Henry (1862-1910): After Twenty Years
2. Katherine Anne Porter (1890-1980): Rope
3. Hemingway (1899-1961): The Short Happy Life of Francis Macomber
4. Flannery O'Connor (1925-1964): Revelation

**Unit 5: NOVEL (Self – Directed Learning – for reading Assignment, Discussion and Evaluation) (K2-K6)**

**Major Periods covered:** The Earlier National Period till 1830)  
The Romantic Period (1870-1910)  
Realism & Naturalism (1870-1910)  
The Modernist Period (1910-1945)  
The Contemporary period (1945 to present)

**Movements:** Romantic, Age of Reason, Enlightenment, Romantic, American Gothic, Transcendentalism

1. Mark Twain (1835-1910): The Adventures of Huckleberry Finn (NEW)
2. John Steinbeck (1902-1968) : Pearl
3. Ralph Ellison (1914-1994): Invisible Man (NEW)
4. Harper Lee (1929-2016) : To Kill a Mocking Bird

**Unit 6: History, Evolution and Tenets of American Literature - for Discussion, Seminar, Assignment & Evaluation (K2-K6)**

**Movements:** Puritan, Colonial, Revolutionary, Age of Reason, Enlightenment, Romantic, American Gothic, Anti-Transcendentalism, Transcendentalism  
(Ref Book: The Harvard History of American Literature)

1. History and Evolution of American Literature- K1-K5
2. History & Evolution of American Poetry, Drama, Prose, Fiction – K1-K5
3. Tenets of Modern American Writing – K1-K5
4. Tenets of Black American Writing – K 1-K5
5. Different Literary Movements in America – K 1- K5
6. Practical Criticism- Analysis of prescribed Texts – K6

**Unit 6: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

1. Toni Morrison : *Beloved*

2. William Faulkner : *The Sound and the Fury*
3. Eugene O' Neil : *The Hairy Ape*
4. Nathaniel Hawthorne : *The Scarlet Letter*
5. Edgar Allan Poe : *The Philosophy of Composition*
6. James Joyce : *The Dubliners*
7. Henry James : *The Turn of the Screw, Portrait of a Lady*
8. Saul Bellow : *Henderson the Rain King, Herzog*
9. Edith Wharton : *The Age of Innocence*
10. Thoreau : *Walden*
11. Mark Twain : *Adventures of Huckleberry Finn*
12. Kate Chopin : *The Awakening*
13. Kurt Vonnegut Jr.: *Slaughterhouse Five*
14. Bob Dylan : *National Anthem*

**TEXT BOOKS:**

Unit	Text Book	Sections
1.1	Whitman: When Lilacs Last on the Dooryard Bloom'd	T1
1.2	Edgar Allen Poe: The Raven	T2
1.3	Emily Dickinson: 1. I Taste the Liquor Never Brew'd	T3
1.4	Emily Dickinson: 2. Because I Could Not Stop for Death	T4
1.5	E. E. Cummings: I Carry Your Heart with Me	T5
1.6	Robert Frost:2. West Running Brook	T6
1.7	Langston Hughes : 1.Mother to Son	T7
1.8	Langston Hughes : 2. Cross	T8
1.9	Sylvia Plath: Daddy	T9
1.10	Adrienne Rich: Diving into the Wreck	T10
1.11	Maya Angelo: I Know Why the Caged Bird Sings	T11
2.1	Emerson : The American Scholar	T12
2.2	James Baldwin: My Dungeon Shook (From, <i>Fire Next Time</i> )	T13
2.3	Abraham Lincoln's : Gettysburg Address (NEW)	T14
3.1	Tennessee Williams : The Glass Menagerie	T15
3.2	Lorraine Hansberry : A Raisin in the Sun	T16
4.1	O. Henry : After Twenty Years	T17
4.2	Flannery O'Connor : Revelation	T18
4.3	Katherine Anne Porter : Rope	T19
4.4	Hemingway : The Short Happy Life of Francis Macomber	T20
5.1	Mark Twain: The Adventures of Huckleberry Finn	T21
5.2	John Steinbeck: Pearl	T22
5.3	Ralph Ellison: Invisible Man	T23
5.4	Harper Lee: To Kill a Mocking Bird	T24

**REFERECE BOOKS:**

1. Ellison, R. (2014). *Invisible man*. Viking.
2. Hook, Andrew. *American Literature in Context III: 1865-1900*. NY: Methuen, 1985.
3. Harding, Brian. *American Literature in Context II: 1830-1965*. NY: Methuen, 1985.
4. Oliver, Egbert. *American Literature: 1890-1965*. ND: Eurasia Pub Pvt. Ltd., 1965.
5. Sinha, P. K. and Jagdish K. Ghosh. *History of American Literature*. ND: Commonwealth Pub Pvt. Ltd., 2011.
6. George, Stella Mary. *Contemporary American Literature*. ND: Commonwealth Pub. Pvt. Ltd., 2011.
7. George, Stella Mary. *Twentieth Century American Literature*. ND: Commonwealth Pub. Pvt. Ltd., 2011.
8. George, Stella Mary. *Studies in American Literature*. ND: Commonwealth Pub. Pvt. Ltd., 2011.
9. George, Stella Mary. *Modern American Literature*. ND: Commonwealth Pub Pvt. Ltd., 2011.
10. Spiller, Robert E. *The Cycle of American literature: An Essay in Historical Criticism*. London: The Free Press, 1967.
11. Twain, M. (2021). *The adventures of huckleberry Finn*.

**WEB LINKS:**

1. [www.projectgutenberg.com](http://www.projectgutenberg.com)
2. <https://epgp.inflibnet.ac.in/>
3. <https://onlinecourses.nptel.ac.in/>

**SPECIFIC LEARNING OUTCOMES (SLOs):**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
	1.1 Whitman: When Lilacs Last on the Dooryard Bloom'd	<ul style="list-style-type: none"> <li>• Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>• Identify the theme, tone and texture and the Transcendental ideology and political ideology as expressed in the poem</li> </ul>	K3
	1.2 Edgar Allen Poe: The Raven	<ul style="list-style-type: none"> <li>• Interpret the themes, tone and texture found in the poem with the help of the poetic voice and the devices used in the text</li> </ul>	K2

		<ul style="list-style-type: none"> <li>Categorize themes as being Dark Romantic – which talks about death of a beautiful woman.</li> </ul>	K4
1.3 Emily Dickinson: Taste the Liquor Never Brew'd		<ul style="list-style-type: none"> <li>Appraise the poet's stance of her love for nature and the inclination towards nature oriented writings</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Identify the poetic devices which elaborate on the content of the text.</li> </ul>	K3
1.4 Emily Dickinson: Because I Could Not Stop for Death		<ul style="list-style-type: none"> <li>Examine and classify metaphors in the text as direct and indirect</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyze metaphors by focusing on the two things being compared to by the poet Mortality &amp; Immortality, Life &amp; Death, Temporal &amp; Permanence, Divine &amp; Human, Earth &amp; Heaven, Bride &amp; Groom</li> </ul>	K4
1.5 E. E. Cummings: I Carry Your Heart with Me		<p>1. Analyze why the speaker remains ambiguous in his diction? What does all the ambiguity contribute to the poem's themes? (How would you describe the speaker's voice? Does it sometimes sound as if we have more than one voice occurring in the poem? If so, explain the difference.) (Do we have any romantic clichés in the poem? How does Cummings give these clichés a modern twist?)</p>	K4
1.6 Maya Angelo: I Know Why the Caged Bird Sings		<ul style="list-style-type: none"> <li>Infer the symbolism associated with the free bird in the poem and what is the biggest possession of a free bird?</li> </ul>	K4
1.7 Robert Frost: West Running Brook		<ul style="list-style-type: none"> <li>Justify Frost's affirmation of humanism with a stress on the human sense of life.</li> </ul>	K5
1.8 Langston Hughes : 1.Mother to Son		<ul style="list-style-type: none"> <li>Extend the comprehension by exploring the levels of meaning of the poem's multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Compare 'The crystal stairs' are a metaphor comparing to the speaker's life.</li> </ul>	K2
1.9 Langston Hughes : Cross		<ul style="list-style-type: none"> <li>Survey the African American Voices and the impact of the Harlem Renaissance American Literary History.</li> </ul>	K4

	1.10 Sylvia Plath: Daddy	<ul style="list-style-type: none"> <li>Comprehend the themes and techniques of confessional poetry and apply them to the study of the prescribed poem.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
	1.11 Adrienne Rich: Diving into the Wreck	<ul style="list-style-type: none"> <li>Explore the issues of female identity, visceral impact of patriarchal oppression and the androgynous nature of female creativity.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Map the uncharted terrains of women's existence, artistic sensibilities and creative output through the ages and resurrect the 'woman's voice' amidst the 'wreck' of patriarchy.</li> </ul>	K5
<b>Unit -2</b>			
	2.1 Emerson : The American Scholar	<ul style="list-style-type: none"> <li>Explain Emerson's views on transcendentalism and American identity, the movement which shaped many writers.</li> </ul>	K2
	2.2 James Baldwin: My Dungeon Shook (From, <i>Fire Next Time</i> )	<ul style="list-style-type: none"> <li>Examine the early life of James Baldwin in Harlem while examining the consequences of racial injustice.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Critically analyze the socio-political impact on the writers to perceive the reality of 100-years after the Emancipation Proclamation yet attacking the terrible legacy of racism and calling for legitimate cultural and social action in American civil rights.</li> </ul>	K5
	2.3 Abraham Lincoln's : Gettysburg Address	<ul style="list-style-type: none"> <li>Examine the three main point Lincoln makes in his address.</li> </ul>	K4
<b>Unit -3</b>			
	3.1 Tennessee Williams : The Glass Menagerie	<ul style="list-style-type: none"> <li>Assess the double consciousness inherent in Black-American writings and the trauma expressed in their literatures.</li> </ul>	K5
	3.2 Lorraine Hansberry : A Raisin in the Sun	<ul style="list-style-type: none"> <li>Estimate on the polarized existence and experiences of the blacks and the whites and the need for self-identity.</li> </ul>	K6



Unit -4			
	4.1 O. Henry : After Twenty Years	<ul style="list-style-type: none"> <li>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	K4
	4.2 Flannery O'Connor : Revelation	<ul style="list-style-type: none"> <li>Define the "grotesque" both as a literary device and a way to emphasize a spiritual vision.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Recognize how the grotesque relates to realism, simple humour, and "Southern Gothic".</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Identify parallels and oppositions that O'Connor sets up with her characters and situations in order to develop the symbolic or allegorical level of her stories.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Explore the historical and social contexts at play in O'Connor's South, such issues as the "Old" vs. the "New" South, religious beliefs, racial assumptions,</li> </ul>	K4
	4.3 Katherine Anne Porter : Rope	<ul style="list-style-type: none"> <li>Construct on the theme of insecurity, love, resentment, connection, commitment, struggle and paralysis as seen in the text.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Appraisal of the stories in terms of contemporary relevance.</li> </ul>	K5
	4.4 Hemingway : The Short Happy Life of Francis Macomber	<ul style="list-style-type: none"> <li>Discuss Hemingway's themes in this story as masculinity and its foil, cowardice, and the "coming of age".</li> </ul>	K2
Unit -5			
	5.1 <b>Ralph Ellison:</b> <b>Invisible Man</b>	<ul style="list-style-type: none"> <li>Appraise on Ellison's dauntingly elegant prose as to how the writer has set out to write a great 'American' novel.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Estimate on Ellison's incredible, perplexing cast of characters:</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Discover the very act of the art storytelling in <i>Invisible Ma</i>.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the fundamental questions the great American literature forces its readers to ask.</li> </ul>	K6

		<ul style="list-style-type: none"> <li>Analyze the conflicts in <i>Invisible Man</i>? What types of conflict (physical, moral, intellectual, or emotional) are in this novel?</li> </ul>	K4
5.2 John Steinbeck: Pearl		<ul style="list-style-type: none"> <li>Construct a better understanding of the themes of good versus evil, the corruption of man, and the inherent goodness of the natural world.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Demonstrate your understanding of the text on four levels: factual, interpretive, critical and personal.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Discover the theme of hopes and dreams the characters have for the future</li> </ul>	K4
5.3 Mark Twain: The Adventures of Huckleberry Finn		Analyze Colonel Sherburn's character and what aspect of human nature does he criticize in <i>The Adventures of Huckleberry Finn</i> ?	K4
		<ul style="list-style-type: none"> <li>Examine the novel as a powerful dramatization of a racist criticism.</li> </ul>	K4
5.4 Harper Lee: To Kill a Mocking Bird		<ul style="list-style-type: none"> <li>Discuss Harper Lee's work as a criticism of life in the South.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyze how the plot and quotes from <i>To Kill a Mockingbird</i> was influenced by American culture at that time.</li> </ul>	K4
<b>Unit-6: FOR FURTHER READING &amp; NOT FOR TESTING</b>			
6.1 Toni Morrison : <i>Beloved</i>	<ul style="list-style-type: none"> <li>Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social-religious-cultural contexts.</li> <li>Assess the texts and make a comparative study of the various themes and techniques employed in each text in relation to the other fictions of the past and present.</li> <li>Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory.</li> </ul>	K5 & K6	
6.2 William Faulkner : <i>The Sound and the Fury</i>			
6.3 Eugene O' Neil : <i>The Hairy Ape</i>			
6.4 Nathaniel Hawthorne : <i>The Scarlet Letter</i>			
6.5 Allan Poe : <i>The Philosophy of Composition</i>			
6.6 James Joyce : <i>The Dubliners</i>			

	6.7 Henry James : <i>The Turn of the Screw, Portrait of a Lady</i>		
	6.8 Saul Bellow : <i>Henderson the Rain King, Herzog</i>		
	6.9 Edith Wharton : <i>The Age of Innocence</i>		
	6.10 Thoreau : <i>Walden</i>		
	6.11 Mark Twain : <i>Adventures of Huckleberry Finn</i>		
	6.12 Kate Chopin : <i>The Awakening</i>		
	6.13 Kurt Vonnegut Jr. : <i>Slaughterhouse Five</i>		
	6.14 Bob Dylan : <i>National Anthem</i>		

Year of Revision: 2022

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	L	M	M	L	M	M	M	M	H	M	M	M	M
<b>CO2</b>	M	H	M	L	M	H	H	H	H	M	M	H	H
<b>CO3</b>	M	M	H	L	M	H	H	H	H	M	H	H	H
<b>CO4</b>	M	H	M	M	M	H	H	M	M	M	H	H	M
<b>CO5</b>	M	H	M	M	M	H	H	M	M	M	H	H	H
<b>CO6</b>	M	H	M	L	M	M	H	M	H	M	M	M	H

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. K. SHANTHI**

**Signature:**

**MINUTES:**

**UNIT 1: POETRY**

1. Deleted: Robert Frost's Mending Wall (as it is a repetition in the UG paper)
2. Introduces one new representative writers/Texts:  
E. E. Cummings (1894-1962) : I Carry Your Heart with Me (NEW)

**UNIT 2: PROSE**

1. Introduces one new representative writer/Text:  
Abraham Lincoln's (1809 -1865) : Gettysburg Address (NEW)

**UNIT 5: FICTION**

1. Replaced *Moby Dick* with Mark Twain's (1835-1910):: *The Adventures of Huckleberry Finn* (NEW)  
**Reason:** All previous boards opined that *Moby Dick* can be replaced with another due to the length and the management of the hours. Hence another representative writer Twain and his novel which is considered one of the greatest in the American Literature is introduced. (& nearly of the old times as Melville)
2. Replaced Malamud's *The Fixer* with Ralph Ellison's (1914-1994): *Invisible Man* (NEW)  
**Reason:** From the point of view of the students who find the text complex and tiresome, another writer almost of the same period Ellison and his *Invisible Man*, a major work in American Fiction is introduced, and moreover to introduce an African American writer.

<b>Elective I: Translation – Theory and Practice</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: P22EG1:A</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>COURSE OUTCOMES</b>	<b>LEVEL</b>	<b>UNIT</b>
<b>CO1</b>	exhibit sound knowledge about the various branches of Linguistics that evolved down the ages. <b>(Understand)</b>	<b>K2</b>	<b>1 - 4</b>
<b>CO2</b>	demonstrate intense understanding of the various theories of linguistic translation. <b>(Understand)</b>	<b>K2</b>	<b>1 -4</b>
<b>CO3</b>	evaluate the social and cultural validity of the poetics of renowned translators at various times.	<b>K2</b>	<b>3 &amp; 4</b>
<b>CO4</b>	demonstrate acquaintance with the genre-specific problems translating poetry, drama and prose.	<b>K5</b>	<b>5</b>
<b>CO5</b>	exhibit expertise in translating literary and non- literary texts. <b>(Apply)</b>	<b>K5</b>	<b>5</b>
<b>CO6</b>	appreciate the social relevance of translation and its study as a field viable for consistent research. <b>(Evaluate)</b>	<b>K5</b>	<b>1-5</b>

**SYLLABUS:****Unit 1: From Susan Bassnett: *Translation Studies*****Chapter I: Central Issues in Translation**

1. Language and Culture
2. Types of Translation
3. Decoding and Recoding

**Unit 2: From Susan Bassnett :*Translation Studies*****Chapter I: Central Issues in Translation (Continued)**

4. Problems of Equivalence
5. Loss and Gain
6. Untranslatability
7. Science or 'Secondary Activity'?

**Unit 3: From Susan Bassnett : *Translation Studies*****Chapter II: History of Translation Theory**

8. Problems of 'Period Study'
9. The Romans
10. Bible Translation
11. Early Theorists
12. The Renaissance

**Unit 4: From Susan Bassnett :*Translation Studies***

**Chapter II: History of Translation Theory (Continued)**

13. The Seventeenth Century
14. The Eighteenth Century
15. Romanticism
16. Post-Romanticism
17. The Victorians
18. The Twentieth Century

**Unit 5: From Susan Bassnett :*Translation Studies***

**Chapter III: Specific Problems of Literary Translation**

19. Structures
20. Poetry and Translation
21. Translating Prose
22. Translating Drama
23. Students to be trained in the translation of literary and non- literary pieces from English to Tamil, French or Hindi and vice versa

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

1. Mass Media and Translation
2. Philosophical Theories of Translation
3. Cultural and Ideological Focus in Translation
4. Use of Translation in Teaching a Foreign Language
5. Scientific Literature and Translation
6. Ethnic Studies(Postcolonial and Diasporic Studies) and Translation
7. Gender Studies and Translation
8. Area Studies and Translation
9. Theology and Translation
10. Machine Translation

**TEXT BOOK(S) FOR STUDY:**

1. Bassnett, Susan. *Translation Studies*. Fourth Edition. New York; Methuen and Co. Ltd., 2014.

**BOOKS FOR REFERENCE:**

- R1. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. New York: Routledge, 2012.
- R 2. Lawrence Venuti :*The Translation Studies Reader*. Third Edition. New York;Routledge, 2012.
- R 3. Newmark, Peter.*A Textbook of Translation*. Prentice-Hall International, 1988.
- R 4. Catford, J.C. *A Linguistic Theory of Translation*. London: OUP, 2011.
- R 5. Nida, Eugene, A, and Charles R. Taber. *The Theory and Practice of Translation*. Leiden, Netherlands: E. J. Brill, 1974.

- R 6. Pope G.U. *A Handbook of Tamil Language* New Delhi: Asian Educ.Services, 1981.
- R 7. Rottler, John Peter. *A Dictionary of the Tamil and English Languages*. Sagwan Press, 2015.
- R 8. Newmark, Peter. *Approaches to Translation* . Prentice Hall, 1988.
- R 9. Savory, Theodore. *Art of Translation*. Reprint. The Writer, 1968.
- R 10. **Roger T. Bell**. *Translation and Translating: Theory and Practice*. Routledge, 2016
- R 11. Dave Shastri, **Pratima**. *Fundamental Aspects of Translation*. Kindle Edition. PHI, 2011.
- R 12. Schulte, Rainer. *Theories of Translation: An Anthology of Essays from Dryden to Derrida*. London: University of Chicago Press, 1992.
- R 13. House, Juliane. *Translation: The Basics*. Routledge, 2017.
- R 14. V. Ramasamy. *On Translating Thirukkural Issue 392 of the Publicationsof International Institute of Tamil Studies*. International Institute of Tamil Studies, 2001.
- R 15. Hutchins, W. John; Somers, Harold L. *An Introduction to Machine Translation*. London: Academic Press. 1992.
- R 16. Bassnett, Susan and Harish Trivedi. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
- R 17. Wang Ning Guest editor(2003)Translation Studies: Interdisciplinary Approaches, Perspectives,11:1,7-10,DOI: [10.1080/0907676X.2003.9961457](https://doi.org/10.1080/0907676X.2003.9961457)
- R 18. V. Ramasamy. *On Translating Thirukkural Issue 392 of the Publications of International Institute of Tamil Studies*. International Institute of Tamil Studies, 2001
- R 19. Somers, Harold L. *An Introduction to Machine Translation*. London: Academic Press. 1992.
- R 20. Bassnett, Susan and Harish Trivedi. *Postcolonial Translation: Theory and Practice*. London: Routledge, 1999.
- R 21. Wang Ning Guest editor(2003)Translation Studies: Interdisciplinary Approaches, Perspectives,11:1,7-10,DOI: [10.1080/0907676X.2003.9961457](https://doi.org/10.1080/0907676X.2003.9961457)
- R 22. Newmark, Peter. *Approaches to Translation* . Prentice Hall, 1988.
- R 23. Savory, Theodore. *Art of Translation*. Reprint. The Writer, 1968.
- R 24. Roger T. Bell. *Translation and Translating: Theory and Practice*. Routledge, 2016.

**WEB LINKS:**

[www.reddit.com/r/translationstudies](https://www.reddit.com/r/translationstudies)  
<https://up-za.libguides.com/translationstudies>  
<http://www.tandf.co.uk/textbooks/041528306X/related/default.asp>  
<https://linguistlist.org/sp/SearchWRListing-action.cfm?SubClassID=7409&WRTypeID=261>



## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning Outcomes	Taxonomy Level
<b>Unit-I</b>			
1	<b>Chapter I: Central Issues in Translation:</b> 1.1 Language and Culture 1.2 Types of translation 1.3 Decoding and Recoding	<ul style="list-style-type: none"> <li>Relate the organic relationship between language and culture</li> <li>Be aware that linguistic or any semiotic translation is a series of operations which function within a given set of cultural significations.</li> </ul>	K2  K2
<b>Unit-II</b>			
	<b>Chapter I: Central Issues in Translation (Continued)</b> 2.1 Problems of Equivalence 2.2 Loss and Gain 2.3 Untranslatability 2.4 Science or 'secondary activity'?	<ul style="list-style-type: none"> <li>Understand that the problem of translation between non-related languages is the most crucial one.</li> <li>Grasp the general principles of translation that can be determined and categorised and utilized in the cycle of text-theory-text regardless of the languages involved</li> <li>Cognize the comparative arrangement of linguistic elements between the SL and the TL text with regard to phonemic, morphemic, lexical, syntagmatic and syntactic levels.</li> </ul>	K4  K4  K4
<b>Unit-III</b>			
	<b>Chapter II: History of Translation Theory</b> 3.1 Problems of Period Study 3.2 The Romans 3.3 Bible Translation 3.4 Education and the Vernacular 3.5 Early Theorists 3.6 The Renaissance	<ul style="list-style-type: none"> <li>Investigate the theories of translation at different times, critical response to translations, and, the role and function of translations in a given period.</li> </ul>	K4

<b>Unit-IV</b>			
	Chapter II: History of Translation Theory (Continued) 4.1 The Seventeenth Century 4.2 The Eighteenth Century 4.3 Romanticism 4.4 Post-Romanticism 4.5 The Victorians 4.6 The Twentieth Century	<ul style="list-style-type: none"> <li>Explore the methodological development of translation, and, by far the most common type of study, the analysis of the work of individual translators.</li> </ul>	K4
<b>Unit-V</b>			
	<b>Chapter III: Specific Problems of Literary Translation</b>  5.1 Structures  5.2 Poetry and Translation  5.3 Translating Prose  5.4 Translating Drama  5.5 Practice Translation	<ul style="list-style-type: none"> <li>Examine genre-specific problems of translating poetry, drama and prose.</li> <li>Be capable of translating literary and non-literary texts applying the nuances of equivalence in translation.</li> <li>Attempt to formulate a theory of literary translation</li> </ul>	K4  K4  K5  K6

YEAR OF REVISION: JULY, 2019

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	-	-	-	-	-	-	-	-	H	-	-	-
CO2	H	-	-	-	-	-	-	-	-	H	-	-	-
CO3	H	-	-	-	-	-	-	-	-	H	-	-	-
CO4	H	-	M	-	-	-	-	-	-	H	-	-	-
CO5	H	-	M	-	-	-	H	-	-	H	-	-	-
CO6	-	-	M	-	-	H	-	-	H	-	-	-	H

L : Low

M : Moderate

H : High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Dr. S. SOBANA

Signature:

**Minute:**

**No changes for this paper**

<b>Elective I: Creative Writing</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: P22EG1:B</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
<b>CO1</b>	Define creativity and describe the creative process	<b>K2</b>	<b>I</b>
<b>CO2</b>	Distinguish between the literary genres	<b>K2</b>	<b>II</b>
<b>CO3</b>	Write for various literary and social media	<b>K3</b>	<b>IV</b>
<b>CO4</b>	Critically appreciate various forms of literature	<b>K4</b>	<b>III</b>
<b>CO5</b>	Make innovative use of their creative and critical faculties	<b>K5</b>	<b>V</b>
<b>CO6</b>	Seek employment in various creative fields	<b>K6</b>	<b>II</b>

**SYLLABUS:****Unit 1: Fundamentals of Creative Writing:**

- Meaning and Significance of Creative Writing
- Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms
- Research for Creative Writing

**Unit 2: Elements of Creative Writing:**

- Plot, Setting, Character, Dialogue, Point of View
- Literary Devices and Figurative Language • Elements of Style
- Grammar and the Structure of Language
- Proof Reading and Editing

**Unit 3: Traditional Forms of Creative Writing: Fiction**

- Fiction: short story, novella and novel
- Poetry
- Drama
- Essay
- Fable

**Unit 4: Traditional Forms of Creative Writing: Non-Fiction**

- Biography, Memoire and Autobiography
- Travelogues, Diaries, Self-Narrative Writing

**Unit 5: New Trends in Creative Writing (08 Lectures)**

- Web Content Writing and Blog Writing
- Script Writing

- Journalistic Writing
- Copywriting
- Graphic Novel
- Flash Fiction

### Unit 6: For Further Discussion & Self Study

(Not to be included for Internal or External examination)

S.No.	Topics	Web Links
1	Types of Creative Writing	<a href="https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html">https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html</a>
2	Writing creative non-fiction	<a href="https://barriejeanborich.com/what-is-creative-nonfiction-an-introduction/">https://barriejeanborich.com/what-is-creative-nonfiction-an-introduction/</a>
3	Different styles of creative writing	<a href="https://self-publishingschool.com/writing-styles/">https://self-publishingschool.com/writing-styles/</a>

### LIST OF REFERENCES:

- Abrams, M.H. Glossary of Literary Terms. Boston: Wadsworth Publishing Company, 2005.
- Atwood, Margaret. Negotiating with the Dead: A Writer on Writing. Cambridge: CUP, 2002.
- Bell, James Scott. How to Write Dazzling Dialogue. CA: Compendium Press, 2014.
- Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
- Berg, Carly. Writing Flash Fiction: How to Write Very Short Stories and Get Them Published. \*Then Re-Publish Them All Together as a Book. Houston: Magic Lantern Press, 2015.
- Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.
- Clark, Roy Peter. Writing Tools. US: Brown and Company, 2008.
- Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007.
- Egri, Lajos. The Art of Dramatic Writing. NY: Simon and Schuster, 1960.
- Gardner, John. The Art of Fiction. New York: Vintage, 1991.
- Goldberg, Natalie. Writing Down the Bones. Boston and London: Shambhala, 1986.
- Hamer, Enid. The Metres of English Poetry. Booksway, 2014.
- King, Stephen. On Writing: A Memoir of the Craft. London: Hodder and Stoughton, 2000.
- Johnson, Jeannie. Why Write Poetry? US: F. D. Univ. Press, 2007.
- Mezo, Richard E. Fire in the Blood: A Handbook of Figurative Language. USA: Universal Publishers/uPUBLISH.com, 1999.
- Sartre, Jean-Paul. What Is Literature? And Other Essays. Harvard: Harvard Univ. Press, 1988.
- Show, Mark. Successful Writing for Design, Advertising and Marketing. New York: Laurence King, 2012.
- Strunk, William and White, E. B. The Elements of Style. London: Longman, 1999.

- Sugrman, Joseph .The Adweek Copywriting Handbook: The Ultimate Guide to Writing Powerful Advertising and Marketing Copy from One of America's Top Copywriters. New York: Wiley, 2009.
- Turabian, Kate L. A Manual for Writers. Chicago: Univ. of Chicago Press, 2007.
- Ueland, Brenda. If You Want to Write. India: General Press, 2019.
- Zinsser, William. On Writing Well. New York: Harper Collins, 2006.

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>UNIT I: FUNDAMENTALS OF CREATIVE WRITING:</b>			
	<ul style="list-style-type: none"> <li>• Meaning and Significance of Creative Writing</li> <li>• Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms</li> <li>• Research for Creative Writing</li> </ul>	1.Explain the meaning, essential elements and the process of creative writing and identify the genres of creative writing	<b>K2</b>
<b>UNIT II: ELEMENTS OF CREATIVE WRITING:</b>			
	<ul style="list-style-type: none"> <li>• Plot, Setting, Character, Dialogue, Point of View</li> <li>• Literary Devices and Figurative Language</li> <li>• Elements of Style</li> <li>• Grammar and the Structure of Language</li> <li>• Proof Reading and Editing</li> </ul>	1.Discuss the elements of creative writing 2.Trace the elements of style and delineate the literary devices and figurative language used in creative writing 3.Estimate the importance and role of proof reading and editing	<b>K2</b>  <b>K3</b>  <b>K5</b>
<b>UNIT III: TRADITIONAL FORMS OF CREATIVE WRITING: FICTION</b>			
	<ul style="list-style-type: none"> <li>• Fiction: short story, novella and novel</li> <li>• Poetry</li> <li>• Drama</li> <li>• Essay</li> <li>• Fable</li> </ul>	1.Cognize the fictional forms of creative writing 2.Explore the various forms of creative writing like poetry, drama, essay, fiction, fable, etc	<b>K2</b>  <b>K4</b>
<b>UNIT IV: TRADITIONAL FORMS OF CREATIVE WRITING: NON-FICTION</b>			
	<ul style="list-style-type: none"> <li>• Biography, Memoire and Autobiography</li> <li>• Travelogues, Diaries, Self-Narrative Writing</li> </ul>	1. Discuss the non-fictional forms of creative writing. 2.Classify the different kinds of writing biography, memoir, autobiography, travelogues, diaries, self-narrative writing	<b>K2</b>  <b>K2</b>

		and delineate the principles and procedures involved in each of them	
<b>UNIT V: NEW TRENDS IN CREATIVE WRITING</b>			
	<ul style="list-style-type: none"> <li>• Web Content Writing and Blog Writing</li> <li>• Script Writing</li> <li>• Journalistic Writing</li> <li>• Copywriting</li> <li>• Graphic Novel</li> <li>• Flash Fiction</li> </ul>	1. Discuss the new trends in creative writing. 2. Classify the different kinds of new trends like web content writing, blog writing, script writing, journalistic writing, copywriting, graphic novel writing, graphic novel writing and writing flash fiction and delineate the principles and procedures involved in each of them	<b>K3</b>  <b>K6</b>
<b>UNIT VI: TOPICS FOR SELF-STUDY</b>			
	6.1 Different style of creative writing  6.2 Differentiate between traditional creative writing and emerging trends in creative writing  6.3 Role of technology in creative writing	1. Explore the emergence of new trends in creative writing  2. Investigate the nature and role of traditional creative writing vs emerging technologically enhanced new trends in creative writing  3. Prepare a model newsletter/magazine by incorporating the principles and practices of creative writing	<b>K4</b>  <b>K5</b>  <b>K6</b>

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	L	M	H	M	M	M	M	M	M	L	M	M
CO2	M	L	M	H	M	M	M	M	L	M	L	M	M
CO3	M	L	L	H	M	M	M	M	M	M	L	M	L
CO4	M	M	L	M	M	M	M	M	M	L	M	M	M
CO5	M	M	M	H	L	M	H	M	L	M	L	L	M
CO6	M	L	M	H	L	M	H	M	L	M	L	M	L

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. G. PARVATHY**

**Signature:**

Minutes: No changes for this paper



<b>Core V: Shakespeare</b>			
<b>Semester</b>	: II	<b>Course Code</b>	: P22EG205
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Explain the aspects of the age of Shakespeare and understand Elizabethan English to allow for better comprehension of Shakespeare's plays, poems and sonnets.	K2	I, III, IV, V
CO2	Explain the aspects of the Shakespeare's literary development, structure of the play and organization of his dramatic works and characters in it.	K2	I, III, IV, V
CO3	Discover Shakespeare as a product of his society and study the relationship of Shakespearean literature to society.	K3	II, IV, V
CO4	Compare experiences with themes and issues brought up in Shakespeare's plays, poems and sonnets and analyze the usage of unity of time, place and action.	K4	I, II, III, V
CO5	Critique on the philosophical intellectuality, the various literary movements, trends and influences that contributed to the evolution of Shakespearean literature as body of world class literature of knowledge and worthy of research.	K5	VI
CO6	Discuss Shakespeare's plays and interpret the issues, themes and ideas in Shakespeare's plays and appreciate the way they remain relevant in the 21st century.	K6	VI

**SYLLABUS:****Unit 1: History play**

Henry IV, Part 1

**Unit 2: Pastoral Comedy**

As You Like It

**Unit 3: Tragedy**

Hamlet

**Unit 4: Forgiveness & Reconciliation**

The Tempest

**Unit 5: General Shakespeare**

General Shakespeare- Shakespearean Comedies, Tragedies and Dramatic Romances

Shakespearean Fools, Clowns and Jesters

Shakespearean Theatre, Imagery and Shakespeare Criticism

Shakespeare as a Sonneteer

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

Reading List (for Internal Assessment only)

R1: Juliet Dusinberre : Shakespeare and the Nature of Women

R2: Caroline Spurgeon : Shakespeare's Imagery and What it Tells Us

R3: Frank Kermode : Shakespeare's Language

R4: Helen Vendler : The Art of Shakespeare's Sonnets

**READING LIST (FOR INTERNAL ASSESSMENT ONLY)**

R1: Bradley, A. C : Shakespeare's Tragedy,

R2: Bradley, A. C : Shakespeare's Comedy

R3: Johnson, Samuel : Johnson on Shakespeare: Essays and Notes

R4: Wilson Knight : Wheel of Fire

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Bloom's Taxonomy Highest Level of Transaction
Unit - I	1.1 Henry IV Part I	Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.	K2
		Categorize it being as historical play.	K4
Unit – II	2.1 As You Like It	Demonstrate an understanding of some of the key speeches and scenes.	K3
		Appreciates the importance and complexity of role- play by the two female characters.	K4
		Categorize themes as being pastoral comedy.	K4

<b>Unit - III</b>	3.1 Hamlet	<p>Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</p> <p>Categorize themes as being tragedy – which talks about flaws of the hero, philosophical and psychological elements with regard to the play and the characters.</p>	<p><b>K2</b></p> <p><b>K4</b></p>
<b>Unit - IV</b>	4.1 The Tempest	<p>Interpret the themes, tone and texture found in the play with the help of the dialogues and the devices used in the text.</p> <p>Identify the theme of the play as forgiveness and reconciliation.</p>	<p><b>K2</b></p> <p><b>K3</b></p>
<b>Unit - V</b>	<p>5.1 General Shakespeare- Shakespearean Comedies, Tragedies and Dramatic Romances</p> <p>5.2 Shakespearean Fools, Clowns and Jesters</p> <p>5.3 Shakespearean Theater, imagery and criticism Shakespeare as a Sonneteer</p>	<p>Discuss the socio-cultural and political background in which the author lived.</p> <p>Analyzing the Shakespearean tragedies and comedies are different from that of other playwrights.</p> <p>Explain the role of Fools, Clowns and Jesters in both Comedy and Tragedy.</p> <p>Sketch the outline of the Shakespearean theaters.</p>	<p><b>K2</b></p> <p><b>K4</b></p> <p><b>K2</b></p> <p><b>K3</b></p>
<b>Unit - VI</b>	<p><b>For further reading and not for testing</b></p> <p>1: Juliet Dusinberre : Shakespeare and the Nature of Women</p> <p>2: Caroline Spurgeon : Shakespeare's Imagery and What it Tells Us</p> <p>3: Frank Kermode : Shakespeare's Language</p>	<p>Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social-religious-cultural contexts.</p> <p>Assess the texts and make a comparative study of the various themes and techniques employed in each text in relation to the other fictions of the past and present.</p>	<p><b>K5 &amp; K6</b></p>

	4: Helen Vendler : The Art of Shakespeare's Sonnets	Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory	
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**TEXT BOOKS:**

- T1: *Henry IV Part I*- Shakespeare, William, and David M. Bevington. **Henry IV Part I**. Oxford: Oxford University press, 1994. Print.
- T2: *As You Like It- As You Like It*. New York: Dover Publications, 1963. Print.
- T3: *Hamlet - The Tragedy of Hamlet*. New York: Washington of Square Press, 2004,c 1992. Print.
- T4: *The Tempest- The Tempest*. Cambridge: Harvard University Press, 1958. Print
- T5: General Shakespeare

**BOOKS FOR REFERENCE:**

- R1: Albert, Edward. History of English Literature.
- R2: Bradley, A. C : Shakespeare's Tragedy

**WEB LINKS:** (Swayam/nptel/...)

- <http://www.shakespeare-online.com/plays/howtostudybard.html>
- <https://www.britannica.com/biography/William-Shakespeare/Literary-criticism>

**YEAR OF REVISION: 2015****MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	L	M	M	L	M	M	M	M	H	M	M	M	M
<b>CO2</b>	M	H	M	L	M	H	H	H	H	M	M	H	H
<b>CO3</b>	M	M	H	L	M	H	H	H	H	M	H	H	H
<b>CO4</b>	M	H	M	M	M	H	H	M	M	M	H	H	M
<b>CO5</b>	M	H	M	M	M	H	H	M	M	M	H	H	H
<b>CO6</b>	M	H	M	L	M	M	H	M	H	M	M	M	H

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
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4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

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**MAKE-UP POLICY:**

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2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Ms. E.S. NANDHINI

Signature:

**MINUTES**

- In the view of enhancing or broadening the insights on Philosophy and Psychology, Shakespeare's tragic play *Macbeth* has been replaced with *Hamlet*.

<b>Core VI: 19<sup>th</sup> Century British Literature</b>			
<b>Semester</b>	<b>: II</b>	<b>Course Code</b>	<b>: P22EG206</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>COURSE OUTCOMES</b>	<b>LEVEL</b>	<b>UNIT</b>
CO1	Restate the literary movements and describe the aesthetic aspects.	K2	I
CO2	Identify various literary traditions both in their specificity and interrelation.	K2	II
CO3	Apply the theoretical and practical skills for interdisciplinary work by engaging the complex interface between literature and other kinds of human activity	K3	III
CO4	Analyze the habit of 19th century British literature to familiarize the learners with the academic skills to conduct original research in the field of literary studies.	K4	IV
CO5	Appraise the creative skills and critical thinking skills of the 19th century British writers to offer the learners an insight into scope and relevance of the subject in the research context.	K5	V
CO6	Estimate critically the relations between literature and other modes of cultural productions, including digital and new media.	K6	V

**SYLLABUS:****Unit 1: Early Romantic Poetry** **18 hours**

Wordsworth: Tintern Abbey (1798)

Coleridge: Ode to Dejection (1802)

**Unit 2: Late Romantic Poetry** **18 hours**

Byron: The Prisoner of Chillon (1816)

(Lines 1-109,300-32)

Keats: Ode on a Grecian Urn (1819)

Shelley: Ode to the West Wind; (1819)

**Unit 3: Victorian Poetry** **18 hours**

Tennyson: Ulysses (1833)

Matthew Arnold: The Scholar Gypsy (1853)

Browning: Andrea Del Sarto (1855)

**Unit 4: Essay - Critical & Persona****18 hours**

Coleridge: Biographia Literaria - Book XIII  
[Enright and Chikara] (1817)

Lamb: 1) Dream Children (1823)  
2) Christ's Hospital (1878)

**Unit 5: Fiction (1800-1900)****18 hours**

Jane Austen - Emma (1815)  
Eliot - Silas Marner: The Weaver of Raveloe (1861)  
Dickens - Great Expectations (1861)  
Hardy - Tess of the D'urbervilles (1891)

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

S.No.	Topics	Web Links
1	Charlotte Bronte: <i>Jane Eyre</i>	<a href="https://www.gutenberg.org/files/1260/1260-h/1260-h.htm">https://www.gutenberg.org/files/1260/1260-h/1260-h.htm</a>
2	Emily Bronte: Wuthering Heights	<a href="https://theconversation.com/why-emily-brontes-wuthering-heights-is-a-cult-classic-100748">https://theconversation.com/why-emily-brontes-wuthering-heights-is-a-cult-classic-100748</a>
3	George Eliot: Middlemarch	<a href="https://www.planetebook.com/middlemarch/">https://www.planetebook.com/middlemarch/</a>
4	H.G. Wells: The Time Machine	<a href="https://standardebooks.org/ebooks/h-g-wells/the-time-machine">https://standardebooks.org/ebooks/h-g-wells/the-time-machine</a>
5	Charles Dickens: Bleak House	<a href="https://www.globalgreyebooks.com/bleak-house-ebook.html">https://www.globalgreyebooks.com/bleak-house-ebook.html</a>
6	Jane Austen: Sense and Sensibility	<a href="https://freeditorial.com/en/books/sense-and-sensibility">https://freeditorial.com/en/books/sense-and-sensibility</a>
7	Thomas Hardy: The Mayor of Casterbridge	<a href="https://www.ebooksread.com/authors-eng/thomas-hardy/the-mayor-of-casterbridge-341.shtml">https://www.ebooksread.com/authors-eng/thomas-hardy/the-mayor-of-casterbridge-341.shtml</a>

**TEXT BOOK(S):**

- T1. Hardy, Thomas. Tess of the D'Urbervilles. 2020.  
T2. Abrams, M.H.,Ed. English Romantic Poets: Modern Essays in Criticism. London:OUP,1975  
T3. H. Bloom and Munich, eds. Robert Browning: A Collection of Critical Essays. PrenticeHall, 1979.

**REFERENCE BOOKS:**

1. Bowra, Cecil Maurice: The Romantic Imagination. OUP, 1964
2. Reeves, James Reeves: A Short History of English Poetry. Dutton, 1962
3. G.S. Fraser: John Keats: Odes (Casebook Series) Macmillan, 1971

## WEB LINKS:

1. <https://www.hampshire.edu/library/links-to-free-ebook-resources>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	<b>1.1 Wordsworth: Tintern Abbey</b>	Discuss the ideas regarding nature's ability to preserve one's memories as well as past and present perceptions. Author conveys his experiences with nature to readers through his poem using vibrant imagery	K2
		Identify the narrative technique like structure and abstract metaphors.	K3
	<b>1.2 Coleridge: Ode to Dejection</b>	Appraise the theme, and importance of nature and moral value with the help of technique used in the text.	K4
		Construe the desires to feel as one with nature and suggest that dreams offer a portal to happiness.	K2
II	<b>2.1 Keats: Ode on a Grecian Urn</b>	Identify the different poetic techniques used by the author including apostrophe, personification, parallelism, antithesis, alliteration, metaphor, imagery, and symbolism.	K3
		Examines the close relationship between art, beauty, and truth.	K5
	<b>2.2 Shelley: Ode to the West Wind;</b>	Compare human limitations and the power of natural world	K4
		Adapt revolutionary ideas could reach every corner of the universe.	K6
	<b>2.3 Byron: The Prisoner of Chillon (Lines 1-109,300-392)</b>	Discuss the style of dramatic monologue in form and in octosyllabic couplets, with some variation in rhyme scheme	K2



		Explain Byron's declaration of humanism with a pressure on the human sense of life.	K5
III	<b>3.1 Tennyson: Ulysses</b>	Infer the search for adventure, experience and meaning which makes life worth living.	K3
		Agree to work hard, to pursue their goals and accomplish them, and to never give up.	K4
	<b>3.2 Browning: Andrea Del Sarto</b>	Analysis success and failure in life and art,	K4
		Interpret the unconscious self-analysis of a sensitive, intelligent artist.	K5
	<b>3.3 Matthew Arnold: The Scholar Gypsy</b>	Illustrate modernity and life of gipsy	K2
		Build the level of storytelling through poem	K3
IV	<b>4.1 Lamb: 1) Christ's Hospital 2) Dream Children</b>	Explain a world of poverty and unimaginable struggles with the content of the text.	K2
		Create a concern on health, treatment, and well-being of destitute children.	K6
	<b>4.4 Coleridge: Biographia Literaria - Book XIII [Enright and Chikara]</b>	Distinguishes a poem from poetry through the content of "Biographia Literaria"	K4
		Discuss definition of the imagination or esemplastic power.	K6
V	<b>5.1 Austen: Emma</b>	Identify the theme of English society and the significance of propriety	K3
		Appraisal of the stories in terms of contemporary society.	K5
	<b>5.2 Eliot: Silas Marner</b>	Discuss Eliot's work as a criticism of life of individuals and society.	K2
		Analyse the major theme of <i>Silas Marner</i> is of course the influence of "pure, natural human relationships,	K4
	<b>5.3 Thomas Hardy:</b>	Identify the theme of the Injustice of	

	<b><i>Tess of the D'urbervilles</i></b>	Existence in Victorian era	K3
		Estimate the traditional English novel and its structure	K5
	<b>5.4 Dickens: <i>Great Expectations</i></b>	Explain the class system of Victorian England.	K2
		Estimate on Dickens's characterization represents the Victorian age in a very vivid manner.	K6
<b>VI</b>	<b>Charlotte Bronte:</b> <i>Jane Eyre</i> <b>Emily Bronte:</b> <i>Wuthering Heights</i> <b>George Eliot:</b> <i>Middlemarch</i> <b>Charles Dickens:</b> <i>Bleak House</i> <b>H.G. Wells:</b> <i>The Time Machine</i> <b>Jane Austen:</b> <i>Sense and Sensibility</i> <b>Thomas Hardy:</b> <i>The Mayor of Casterbridge</i> .	Assess the texts and make a critical study of the various themes and techniques employed in each text Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory.	K5 & K6

## MAPPING SCHEME

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CLO1	L	L	M	L	M	M	M	M	M	M	M	M	-
CLO2	H	M	M	L	L	H	H	L	H	L	M	M	M
CLO3	H	M	H	L	L	-	H	M	M	M	H	M	M
CLO4	H	H	M	-	M	H	M	M	M	M	H	H	H
CLO5	M	H	M	M	L	M	H	L	M	L	H	H	M
CLO6	M	H	M	-	L	M	H	-	H	M	M	M	M

L-Low M-Moderate H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course-coordinator: Dr. W. ABRAHAM SELVAKUMAR

Signature:

**Minutes: There are no changes for this paper.**

<b>Core VII: 20<sup>th</sup> Century British Literature</b>			
<b>Semester</b>	: II	<b>Course Code</b>	: P22EG207
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Interpret the 20th Century British life and literature against the social background of a transforming world encountering socio-political and economic changes	K2	I
CO2	Assess the experimental trends in British literature during the 20th century and comprehend the theme and technique in literary works of that period.	K3	II
CO3	Analyze the major literary movements of the period and the experiments made with literary works	K4	III
CO4	Restate the major literary experiments in staging and stagecraft and paralleled experiments in other genre.	K2	IV
CO5	Criticize the post war European culture and individual's expression of disillusionment with contemporary society	K5	V
CO6	Estimate critically the universal human concerns that are the basis for literary works and examine the significance of the cultural, religious, social and historical context in which texts are produced and comment on the linguistic diversity in those works.	K6	V

**SYLLABUS:****Unit 1: Twentieth Century British Poetry**

**Movements: Symbolism, Romanticism, Realism and Myth, Modernism, Anti-romanticism**

W.B. Yeats (1865-1939)	The Second Coming
T.S. Eliot (1888-1965)	The Waste Land
W.H Auden (1907-1973)	The Shield of Achilles
Dylan Thomas (1914-1953)	The Force that through the Green Fuse Drives
Ted Hughes (1930-1998)	Thrushes

**Unit 2: Twentieth Century British Drama**

**Movements: Absurdism, Existentialism, Symbolism**

Samuel Beckett (1906-1989)	Waiting for Godot
Harold Pinter (1930-2008)	The Birthday Party

**Unit 3: Twentieth Century British Prose**

**Movements: Realism, Modernism, Symbolism, Futurism**

D.H. Lawrence (1885-1930)	Why the Novel Matters
E.M. Forster (1879-1970)	The Duty of Society to the Artist
Alvin Toffler (1928-2016)	"The Accelerative Thrust"(from Future Shock)

**Unit 4: Twentieth Century Early Modern Fiction**

**Movements: Existentialism, Imperialism, Social Realism, Impressionism, Early Modernism, Stream of Consciousness**

Joseph Conrad(1857-1924)	Heart of Darkness
Virginia Woolf (1882-1941)	Mrs. Dalloway

**Unit 5: Twentieth Century Modern Fiction**

**Movements: Realism, Naturalism, Feminism, Modernism, Post-modernism**

William Golding (1911-1993)	Lord of the Flies
Doris Lessing (1919- 2013)	The Golden Notebook

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

**Movements: Realism, Modernism, Post-modernism, Existentialism, Absurdism**

James Joyce (1882-1941)	Ulysses
George Orwell (1903-1950)	Nineteen Eighty-Four
Graham Greene (1904-1991)	The Heart of the Matter
William Golding (1911-1993)	Rites of Passage
Kingsley Amis (1922-1995)	Lucky Jim
John Osborne (1929-1994)	Look Back in Anger
Harold Pinter (1930-2008)	The Caretaker
Graham Greene (1904-1991)	The Power and The Glory

**TEXT BOOKS:**

1. Beckett, Samuel. *Waiting for Godot: Tragicomedy in 2 Acts*. New York: Grove Press,1954. Print.
2. Conrad, Joseph. *Heart of Darkness*. London: Penguin Classics, 2007.
3. Eliot, T S. "The Waste Land." Dial (Chicago, Ill.). (1922). Print.
4. Golding, William. *Lord of the Flies*. London: Faber and Faber, 1954. Print.
5. Greene, Graham. *The Power and the Glory*. 1940. Reprinted, New York: Penguin,1971.
6. Lessing, Doris. *The Golden Notebook*. London: Harper Perennial, 2007. Print.
7. Toffler, Alvin. *Future Shock*. New York: Random House, 1970.

**REFERENCE BOOKS:**

1. Ford, Boris, Ed. *Pelican Guide to Literature in English — The Present*. Penguin, 1981.
2. Gardner, Helen. *The Art of T.S. Eliot*. London: Cresset, 1968.
3. Kenner, Hugh. *The Invisible Poet: T.S. Eliot*. London: Methuen, 1965.

4. Drew, Elizabeth. *T.S.Eliot — The Design of His Poetry*. Delhi: Doab, 1970.
5. Goodman, W. R. A. *History of English Literature — Vol. III: 1798-1966*. Delhi: Doaba House, ----.
6. Blamires, Harry. *A Short History of English Literature*. NY: Routledge, 1989.
7. Albert, Edward. *History of English Literature*. ND: OUP, 2005.

**WEB LINKS:**

1. <https://epgp.inflibnet.ac.in/>
2. <https://onlinecourses.nptel.ac.in/>
3. <http://lib.nobles.edu/wp-content/uploads/2015/10/Mrs-Dalloway-Pages.pdf>
4. [https://web.iitd.ac.in/~angelie/courses\\_files/TOA/esslin%20essay%20tdr.pdf](https://web.iitd.ac.in/~angelie/courses_files/TOA/esslin%20essay%20tdr.pdf)

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction	
I	1.1	T.S. Eliot: The Waste Land	<p>Illustrate the spiritual and emotional sterility of the modern world and its degeneration, vulgarization, and commercialization of values.</p> <p>Interpret the spiritual emptiness and rootlessness of modern existence</p>	K2  K3
	1.2	Ted Hughes: Thrushes	Compare the modern man's frivolous meaningless pursuits of material gains which affect the balance in the natural world and the rueful traditionalism.	K2
	1.3	W.B. Yeats: The Second Coming	Discuss the sense of shock and pessimism about the future that threatened the world after the war traced the sickness of modern civilization	K2
	1.4	Dylan Thomas: The Force that through the Green Fuse Drives	Examine natural forces that shape and make us what we, and the environment we live in	K3
	1.5	W.H Auden: The Shield of Achilles	Investigate the unbridled cruelty and horror of the modern world and its futility of endless wars.	K4

II	2.1	Samuel Beckett : <i>Waiting for Godot</i>	Distinguish the traits of traditional drama and of absurd drama.	K4
			Criticize how the postmodern socio-political disturbance in that period affected the mental state of its people	K5
			Evaluate the spiritual emptiness and rootlessness of modern existence	K5
	2.2	Harold Pinter: <i>The Birthday Party</i>	Analyze how surrealism manifests itself within the play	K4
			Evaluate Pinter's use of language to create the sense of ambiguity and absurdity	K5
			Elucidate the elements of realism and illusion in the play	K6
III	3.1	E.M. Forster: The Duty of Society to the Artist	Re-state the chief characteristics of the Art for art's sake movement and the role of art in society.	K2
	3.2	Alvin Toffler: "The Accelerative Thrust" (from Future Shock)	Argue and assess the alarming social changes, economic development, the role of technology in modern society and individuals' plight in coming to grips with the accelerating speed of change.	K6
	3.3	D.H. Lawrence: Why the Novel Matters	Justify a novelist role which is better than that of the scientist or the philosopher in making the reader realize life itself.	K6
IV	4.1	Joseph Conrad: <i>Heart of Darkness</i>	Outline the indictment of the post war European culture and as an expression of disillusionment with contemporary society	K3
	4.2	Virginia Woolf: <i>Mrs Dalloway</i>	Examine Class Superficiality as Depicted in <i>Mrs. Dalloway</i>	K5
			Analyses the theme of Gender Equality in Virginia Woolf's <i>Mrs Dalloway</i>	K4

			Create a character study of Clarissa. What are her physical characteristics? What are her motivations? What are her fears? What are her dreams?	K6
V	5.1	William Golding: The Lord of the Flies	Assess the spirit of Modernism, a radical and utopian spirit stimulated by new ideas in science and society, through reading the prescribed texts.	K6
	5.2	Doris Lessing: The Golden Notebook	Discuss the issues of gender politics and the characteristics of postmodern fiction	K2

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	L	M	M	M	M	L	H	H	M	M	M	H
CO2	M	H	L	L	M	H	M	M	H	M	M	H	H
CO3	L	M	L	L	M	H	M	H	M	L	M	H	H
CO4	M	H	M	L	M	H	M	M	H	M	H	L	H
CO5	M	M	M	H	L	H	H	M	H	M	H	M	H
CO6	M	H	L	L	M	M	M	M	H	L	M	M	H

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book



**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Ms. M. LOODA FRANCIA**

**Signature:**

**MINUTES:**

<b>Subject</b>	<b>Unit</b>	<b>Existing and to be substituted.</b>	<b>Replaced With</b>
<b>20<sup>th</sup> Century British Literature</b>	<b>II</b>		Harold Pinter's <i>The Birthday Party</i> is added this year.
	<b>III</b>	E.M. Foster's "Does Culture Matter?" is taken away.	
	<b>IV</b>	Graham Greene's <i>The Power and the Glory</i>	Virginia Woolf's <i>Mrs. Dalloway</i>

<b>Elective II: World Classics in Translation</b>			
<b>Semester</b>	: II	<b>Course Code</b>	: P22EG2:A
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to:

CO No.	Course Outcomes	Level	Unit
CO1	Analyse the various techniques used by ancient/modern writers to represent human condition and the harsh and complex realities of the modern age	K4	I - V
CO2	Appraise literature hermeneutically and exegetically	K5	I-V
CO3	Evaluate the implications of diverse cultures expressed in the English language	K5	I-V
CO4	Appreciate important concepts, themes, historical events and tradition through the study of influential classical texts from the ancient world and apply them to the present context	K5	I-V
CO5	Demonstrate their skill in translation and understand the significance of how translation bridges cultures across the world- ancient and modern.	K2	I-V
CO6	Discover the best of the ethical, ideological and cultural elements from the wide gamut of classical texts from across cultures.	K4	I-V

### SYLLABUS:

#### Unit 1: Poetry

Baudelaire	: Correspondences
Tholkappiyar	: Tholkappiyam: "Meypattuiyal" Lines 1191-1217
Goethe :	: The Fisherman
A.S. Pushkin	: I Love You
Neruda	: The Word
Faiz Ahmed Faiz	: Do not ask, my love
Octavio Paz	: To the Painter Swaminathan
Omar Khayyam	: The Rubaiyat (No: 1,7,12,13,15,20 and 22)

Kahlil Gibran : The Prophet ("On Love", "On Marriage", "On Children", "On Giving", "On Work" "On Death").

**Rumi: Two kinds of Intelligence, Ode 314, The Guest House**

**Unit 2: Drama**

Sophocles : Oedipus Rex  
Bertolt Brecht : Mother Courage

**Unit 3: Novel**

**Orhan Pamuk : Snow**  
Gabriel Garcia Marquez : Chronicles of Death Foretold

**Unit 4: Prose**

Maxim Gorky : On Literature- "How I learnt to write"

**Unit 5: Short story**

Indira Goswami : The Offspring  
Tolstoy : The Three Hermits  
Nikolai Gogol : The overcoat  
Ryunosuke Akutagawa : Rashomon

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

1. A.S. Pushkin - The Burned Letters
2. Faiz Ahmed Faiz- August 1952
3. Pablo Neruda- Love Poems
4. Charles Baudelaire - A carcass
5. Johann Wolfgang Goethe - Faust
6. Octavio Paz - Brotherhood
7. Kafka- Metamorphosis
8. Gabriel Garcia Marquez- Love in the times of Cholera
9. Omar Khayam - Rubaiyat (the rest)
10. Bertolt Brecht- The Caucasian Chalk Circle
11. Sharankumar Limbale- The Outcaste
12. Khalil Gibran- The madman
13. Haruki Murakami- Desire
14. Nikolai Gogol- Dead Souls
15. Tholkapiyam- Poruladigaram
16. Victor Hugo -Les Miserables

**TEXT BOOK(S):**

- T1: Baudelaire, Charles. *The Flowers of Evil and Paris Spleen*. Translated by Wallace Fowlie. Dover Publications, 2010. (pp. 10).
- T2: Karunanidhi, Kalaingar. *The Flower Garden of Tolkappiyam*. Macmillan and Bharathiar University, 2009. (pp. 181-213).

- T3: Goethe. *Poetical Works*, Vol I. Boston: Francis A Niccols Company, 1902. 9. Bandelair, Charles. *The Flower of Evil*. August Poulet – Malassis, 1857.
- T4: Neruda, Pablo. *Selected Poems*. Vintage Books, 2012. (pp. 416-419).
- T5: Gibran, Kahlil. *The Prophet*. Delhi: Rajpal, 2014.
- T6: Pushkin, A.S. "I Love You" (Alexander Pushkin:Selected Works Vol I. Russian Classic Series, Progress Publishers)
- T7: Marquez, Gabriel Garcia. *Chronicles of a Death Foretold*. Gurgaon: Penguin Random House, 1996.
- T8: Fitzgerald Edward. *The Rubaiyat of Omar Khayyam*. Arcturus Publishing Ltd. 2010.
- T9: Brecht Bertolt. *Mother Courage and Her Children*. Bloomsburg Publishing, 2015.
- T10: Kafka, Franz. *The Trial*. Value Classic Reprints, 2017.
- T11: Sophocles, Oedipus Rex. Translated by F.Storr. Cambridge: Harvard University Press, 1912.
- T12: Paz, Octavia. *The Collected Poems of Octavio Paz*. New Delhi: New Directions, 1999.
- T13: Gorky, Maxim. *On Literature*. Moscow: Progress Publishers, 1928. (27-67)

**REFERENCE BOOKS:**

- R1: Wilke, B & J.Hurt. *Literature of the Western World Vol. I&II*. Prentice Hall, 2001.
- R2: Will Hardt, M & A.M. Parker: *Who's Who- in the Twentieth Century Poetry*. London: Routledge, 2000
- R3: Costa, Rene de. *The Poetry of Pablo Neruda*. London: Harvard UP, 1979
- R4: Bhalla, Alok. *Latin American Writers: A Bibliography with critical & Biographical Introductions*. Pennsylvania: Envoy Press, 1990.
- R5: Sachers, Regina. *Goethe's Poetry and the Philosophy of Nature*. Cambridge: Modern Humanities Research Association, 2013.
- R6: Ramanujan, A.K. *The Interior Landscape: Classical Tamil Love Poems*. New York Review Books, 1967.
- R7: ThaniNayagam, Xavier, *Landscape and Poetry: A Study of Nature in Classical Tamil Poetry*, Asia Publishing House, 1966.
- R8: Samuel, John. *Tolkappiyam in English*. Institute of Asian Studies, 2001.
- R9: Percy, Hornstein and Brown, eds. *Readers Companion to World Literature*. New York: Penguin, 2002. Print.

**WEB LINKS:**

[www.worldliteraturetoday.org](http://www.worldliteraturetoday.org)

[www.contemporaryworldliterature.com](http://www.contemporaryworldliterature.com)

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	1.1 Baudelaire : Correspondences	Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.	K2
		Identify the theme, tone and texture and the socio- political belief as expressed in the poem	K3
	1.2 Tholkappiyar : Tholkappiyam: "Meypattuiyal" Lines 1191-1217	Give a detailed description of the poet and his background, his love for the language and his popularity in sangham literature	K2
		Explain how the poet manifests human emotions and explains its position in language of literature and usage.	K4
	1.3 Goethe : The Fisherman	Introduce the learners to German literature and its background	K2
		Identify the mythological character used and the background which inspired the content of the text.	K3
	1.4. A.S.Pushkin: I Love You	Introduce the learners to Russian literature and its background	K2
		Analyze the tone, texture and theme as expressed by the poet	K3
	1.5. Pablo Neruda: The Word	Introduce the learners to Chilean literature and its background	K2
		Infer poet's philosophy of life and his view on the birth of words and letters which passed down through generations to form a civilisation.	K4
	1.6 Faiz Ahmed Faiz : Do not ask, my love	Introduce the learners to urdu literature and expose the learners to the partition and animosity between two nations India and Pakistan	K3

		Understand the poets struggle to find balance between his love for his nation and his lady love	K5
	1.7 Octavio Paz: To the Painter Swaminathan	To introduce the learners to Mexican literature and the authors respect towards Jagdish Swaminathan whom he reveres as an iconoclast.	K2
		Extend the comprehension by exploring the levels of meaning of the poem's multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.	K3
	1.8 Omar Khayyam: The Rubaiyat (No: 1,7,12, 13,15,20 and 22)	Survey the poet's description of a simple man who finds solace by escaping into material pleasures, and treats the universal and ageless themes of doubt, fear, and regret.	K4
	1.9 Kahlil Gibran: The Prophet "On Love", "On Marriage", "On Children", "On Giving", "On Work", "on Death.	Comprehend the religious traditions that influenced Kahlil Gibran.	K3
		Evaluate the literary worth and technical craftsmanship of Gibran appreciating its ability to transcend the personal element and strike a universal note.	K4
	1.10 Jalauddin Rumi: "Two Kinds of Intelligence" "Ode 314" "The Guest House"	Evaluate the literariness and Aphorisms offered by Rumi. Analyze the mysticism and realities of life transcending the boundaries of religion, creed and culture.	K4
II	2.1 Sophocles : Oedipus Rex	Explore the moral lesson in Oedipus Rex, that it is impossible to escape one's destiny and a sin to try to do so. And understand Greek worldview, where worst sins a person could commit was to think he knew better than the gods.	K2
	2.2 Bertolt Brecht: Mother Courage	Examine the life of Bertolt Brecht and detailed in depth analysis of epic theatre.	K3
		Critically analyse the socio-political impact of theatre and understand the materialistic approach and aftermaths of war.	K5

III	3.1 Orhan Pamuk: Snow	Assess the experiences of exploration, exile, happiness and longing Critically analyse the role of God in Modern day world and comprehend the Turkish History and explore the themes of love, art and religion	K5
	3.2 Gabriel Garcia Marquez: Chronicles of Death Foretold	Estimate on the application of magic realism and the importance of honor to the culture portrayed in the novella	K6
IV	4.1 Maxim Gorky : On Literature- "How I learnt to write"	Detailed analysis of the autobiographical elements in the prose.	K4
V	5.1 Indira Goswami : The Offspring	Appraise on Goswami's writing and the background which led to the construction of the plot	K5
		Detailed study on Goswami's female characters	K6
		Discuss the fundamental questions of caste and gender dominance in the society.	K6
	5.2 Leo Tolstoy : The Three Hermits	Construct and gain a better understanding of moral belief and understanding the nature of prayer through an illiterate hermit to that of the Bishop.	K6
5.3 Nikolai Gogol: The overcoat	Introducing Russian literature to the learners	K1	
	Explaining supernaturalism and magical realism	K2	
	Examine the short story to advocate morality to the bullies and the power of passion	K4	
5.4 Ryunosuke Akutagawa: Rashomon	Introducing learners to Japanese literature and its socio- cultural practises.	K2	
	Reflect on the blur between good and bad, right and wrong with poverty as its yardstick	K4	

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	L	M	L	L	M	L	L	M	M	L	M
CO2	M	M	H	M	H	M	L	M	H	M	M	H	H
CO3	H	H	H	L	M	L	H	L	L	L	H	M	L
CO4	M	H	M	H	L	M	M	L	L	M	L	M	L
CO5	M	L	M	L	H	L	H	H	H	M	M	H	H
CO6	L	L	H	H	H	M	L	H	H	L	M	L	M

L-Low M-Moderate H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.



**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Dr. L. RONALD DAVID

Signature:

**MINUTES:**

<b>World Classics in Translation</b>	<b>I</b>	Poems of Khalil Gibran: 1. "On Joy and Sorrow", 2. "On Teaching" 3. "On Good and Evil"	Mawlana Jalauddin Rumi's "Two Kinds of Intelligence"
			Rumi's "Ode 314" and "The Guest House" are added.
	<b>III</b>	Kafka's <i>The Trial</i>	Orhan Pamuk's <i>Snow</i>

Elective II: Children's Literature			
Semester	: II	Course Code	: P22EG2:B
Credits	: 4	Hours / Week	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

CO No.	Course Outcome	Level	Units
CO1	Discuss those aspects of children's literature as on how it is distinct from literature intended for adults—or is it? The derivation of literature for children from adult literature—from the epic, the folk tale, mythology, poetry, and romance <b>(Understand)</b>	K2	1-5
CO2	Explain how folk tale, fairy tale, myth, fable, legend, and romance originated as oral stories told to explain nature, to guide or inspire conduct, or to give voice to human beings' feelings of fear, pride, joy, grief, and wonder <b>(Understand)</b>	K2	1-5
CO3	Demonstrate through discussion on how the Creation of didactic works for children in 18th and 19th centuries in order to inculcate religious values (especially the fear of God). <b>(Apply)</b>	K3	1-5
CO4	Delineate connections among the social, historical, cultural and literary elements to the American style of writings with specific details to ideologies, Theories of folklore's origin: monogenesis, polygenesis, and a collective unconscious <b>(Analysis)</b>	K4	1-5
CO5	Critique on the philosophical intellectuality, the various literary movements, trends and influences that contributed to the evolution of Children's literature as body of world class literature of knowledge and worthy of research. <b>(Evaluate)</b>	K5	1-5
CO6	Construct the universality of human experiences based on the diversity of values reflected in works of Fantasy writing for children as the celebration of imagination and play directed by hope and expectation for a society. <b>(Create)</b>	K6	1-5

**SYLLABUS:****Unit 1: Adventure Stories (K2-K6)****18 Hours**

1. Daniel Defoe (1660- 1731): Robinson Crusoe
2. Jonathan Swift (1667-1745): Gulliver's Travel
3. Mark Twain (1835-1910): The Adventures of Tom Sawyer

**Unit 2: Myths and Folklores (K2-K6): 18 Hours**

1. Gail Sakurai (1952) **Peach Boy: A Japanese Legend**
2. **Rosemary Sutcliff (1920-1992)** The Wandering Odysseus: The Story of the Odyssey  
"The Sacker of Cities"
3. **Mary Pope Osborne (1949- )** **Introduction, "Creation: The Nine Worlds"**  
**"Odin's Three Quests"**

**Unit 3: Fairy Tales (K2-K6) 18 Hours**

1. Charles Perrault (1628-1703) : The Sleeping Beauty in the Woods.  
"Cinderella: or The Little Glass Slipper"  
Puss in Boots
2. Jacob and Wilhelm Grimm (1785-1863) (1786-1859) : Snow White"  
"Rapunzel"  
"Hansel and Gretel"

**Unit 4: Didactic Moral Literature for Children in the 18th and Early 19th Centuries (K2-K6) 18 Hours**

1. John Bunyan (1628-1688): The Pilgrims Progress
2. Mary Sherwood (1775-1851): Fatal Effects of Disobedience to  
Parents, History of the Fairchild Family
3. Maria Edgeworth (1768-1849): "The Purple Jar" in the Parent's Assistant

**Unit 5: Fantasy Literature (K2-K6) 18 Hours**

1. Lewis Carroll (1832-1898): Alice in the Wonderland
2. James Barrie (1860-1909): Peter Pan
3. Roald Dhal (1916-1990): Charlie and the Chocolate Factory
4. C.S.Lewis (1898-1963): The Lion, the Witch and the Wardrobe

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

1. Banks, Lynne Reid. *Indian in the Cupboard*.
2. Steig, William. *Sylvester and the Magic Pebble*.
3. Cannon, Janell. *Stellaluna*.
4. Mark Twain : *Adventures of Huckleberry Finn*
5. Andersen, Hans Christian *The Emperor's New Clothes*.
6. McDermott, Gerald. *Arrow to the Sun*.
7. Aardema, Verna. *Why Mosquitoes Buzz In People's Ears*.

**TEXT BOOKS:**

Unit	Text Book	Sections
1.1	Daniel Defoe: Robinson Crusoe	T1
1.2	Jonathan Swift :Gulliver's Travel	T2
1.3	Mark Twain :The Adventures of Tom Sawyer	T3
1.4	Gail Sakurai (1952- ) Peach Boy: A Japanese Legend	T4
1.5	Rosemary Sutcliff :The Wandering Odysseus: The Story of the Odyssey	T5
1.6	Mary Pope Osborne (1949- ) Introduction,	T6
1.7	Charles Perrault : The Sleeping Beauty in the Woods.	T7
1.8	Charles Perrault :Cinderella: or The Little Glass Slipper	T8
1.9	Charles Perrault: Puss in Boots	T9
1.10	Jacob and Wilhelm Grimm: Snow White	T10
2.1	Jacob and Wilhelm Grimm : Rapunzel	T11
2.2	Jacob and Wilhelm Grimm : Hansel and Gretel	T12
3.1	Rosemary Sutcliff :: The Sacker of Cities''	T13
3.2	Mary Pope Osborne :Odin's Three Quests	T14
4.1	Mary Pope Osborne: Creation: The Nine Worlds''	T15
4.2	John Bunyan: The Pilgrims Progress	T16
4.3	Mary Sherwood: Fatal Effects of Disobedience to Parents, History of the Fairchild Family	T17
4.4	Maria Edgeworth : "The Purple Jar" in the Parent's Assistant	T18
5.1	Lewis Carroll: Alice in the Wonderland	T19
5.2	James Barrie: Peter Pan	T20
5.3	Roald Dhal: Charlie and the Chocolate Factory	T21
5.4	C.S.Lewis: The Lion, the Witch and the Wardrobe	T22

**REFERECE BOOKS:**

1. ngri and Edgar Parin D'Aulaire. *D'Aulaires' Book of Greek Myth*
2. ***Literature for Young Children***  
Glazer, J. & Giorgis, C. Upper Saddle River, NJ Miller Prentice Hall (2008)

**WEB LINKS:**

1. [www.projectgutenberg.com](http://www.projectgutenberg.com)
2. <https://epgp.inflibnet.ac.in/>
3. <https://onlinecourses.nptel.ac.in/>

## SPECIFIC LEARNING OUTCOMES (SLOs):

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Highest Level of Transaction
<b>Unit 1: Adventure Stories</b>			
1.1	Daniel Defoe: Robinson Crusoe	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Identify the theme, tone and texture and the ideology and political ideology as expressed in the novel</li> </ul>	K3
1.2	Jonathan Swift: Gulliver's Travel	<ul style="list-style-type: none"> <li>Interpret the themes, tone and texture found in the novel and the devices used in the text.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Categorize themes on abandonment and survival</li> </ul>	K4
1.3	Mark Twain :The Adventures of Tom Sawyer	<ul style="list-style-type: none"> <li>Appraise the fiction on a child's thoughts and wittiness.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Identify the themes and elaborate on it</li> </ul>	K3
<b>Unit- 2: Myths and Folklores</b>			
1.4	Gail Sakurai (1952- ) Peach Boy: A Japanese Legend	<ul style="list-style-type: none"> <li>Examine and classify metaphors in the text as direct and indirect</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyze metaphors by focusing on the mythical story</li> </ul>	K4
1.5	Rosemary Sutcliff :The Wandering Odysseus: The Story of the Odyssey "	<ul style="list-style-type: none"> <li>Discuss the style of the writer</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Infer the author's philosophy of life and his world view where he went much deeper and understood the problems.</li> </ul>	K4
3.1	Rosemary Sutcliff :: The Sacker of Cities"	<ul style="list-style-type: none"> <li>Assess the double consciousness inherent in this fiction.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Estimate on the polarized existence and experiences brought out in this story.</li> </ul>	K6
1.6	Mary Pope Osborne (1949- ) Introduction,	<ul style="list-style-type: none"> <li>Understanding the aspect of children's literature</li> </ul>	K5

4.1	Mary Pope Osborne: Creation: The Nine Worlds”	<ul style="list-style-type: none"> <li>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	K4
<b>Unit 3: Fairy Tales</b>			
1.7	Charles Perrault : The Sleeping Beauty in the Woods.	<ul style="list-style-type: none"> <li>Extend the comprehension by exploring the levels of meaning of the multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Compare the aspect of sleeping as a metaphor</li> </ul>	K2
1.8	Charles Perrault: Cinderella or The Little Glass Slipper	<ul style="list-style-type: none"> <li>Survey the innate nature of a women’s life in a domesticated society.</li> </ul>	K4
1.9	Charles Perrault: Puss in Boots	<ul style="list-style-type: none"> <li>Comprehend the themes and techniques and apply them to the study the story.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Evaluate the literary worth and technical craftsmanship of confessional writings while also appreciating its ability to transcend the personal element and strike a universal note.</li> </ul>	K4
1.10	Jacob and Wilhelm Grimm: Snow White	<ul style="list-style-type: none"> <li>Explore the issues of female identity, visceral impact of patriarchal oppression and the androgynous nature of female creativity.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Map the uncharted terrains of women’s existence, artistic sensibilities and creative output through the ages and resurrect the ‘woman’s voice’ amidst the ‘wreck’ of patriarchy.</li> </ul>	K5
2.1	Jacob and Wilhelm Grimm : Rapunzel	<ul style="list-style-type: none"> <li>Explain the aspect of women’s secluded experience in a lost world.</li> </ul>	K2
2.2	Jacob and Wilhelm Grimm : Hansel and Gretel	<ul style="list-style-type: none"> <li>examining the consequences of abandonment</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Critically analyze the loss of innocence and loss of childhood.</li> </ul>	K5

**Unit -IV: Didactic Moral Literature for Children in the 18th and Early 19th Centuries**

4.2	John Bunyan: The Pilgrims Progress	<ul style="list-style-type: none"> <li>Define the “innate” both as a literary device and a way to emphasize a spiritual vision.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Identify parallels and oppositions of the characters and situations in order to develop the symbolic or allegorical level of his stories.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Explore the historical and social contexts on such issues as the “Old” vs. the “New”, religious beliefs, assumptions,</li> </ul>	K4
4.3	Mary Sherwood: Fatal Effects of Disobedience to Parents, History of the Fairchild Family	<ul style="list-style-type: none"> <li>Construct on the theme of insecurity, love, resentment, connection, commitment, struggle as seen in the text.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Appraisal of the stories in terms of contemporary relevance.</li> </ul>	K5
4.4	Maria Edgeworth : “The Purple Jar” in the Parent’s Assistant	<ul style="list-style-type: none"> <li>Discuss themes in this story as the “coming of age”.</li> </ul>	K2

**Unit -V: Fantasy Literature**

5.1	Lewis Carroll : Alice in the Wonderland	<ul style="list-style-type: none"> <li>Appraise on the dauntingly elegant prose how the writer has set out to write a great ‘British’ novel.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Estimate on the incredible, perplexing cast of characters:</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Discover the very act of the art storytelling.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the fundamental questions that the great English literature forces its readers to ask.</li> </ul>	K6
5.2	James Barrie :Peter Pan	<ul style="list-style-type: none"> <li>Construct gain a better understanding of the themes of good versus evil, the corruption of man, and the inherent goodness of the natural world.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Discover their own hopes and dreams for the future</li> </ul>	K4

5.3	Roald Dhal : Charlie and the Chocolate Factory	• Discuss aspects of revolution	K6
		• Classify it as ethnic minority literature.	K2
		• Examine the novel as a powerful dramatization of a political scandal.	K4
5.4	C.S.Lewis: The Lion, the Witch and the Wardrobe	• Discuss this work as a criticism of life.	K2
		• Analyze how the plot and quotes was influenced by culture at that time.	K4

**Mapping :**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	L	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	H	M	M	M	H	M	H	H	H
CO4	L	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	H	H	H	H	M	M	H	H	H
CO6	L	H	M	L	M	M	H	M	H	M	M	M	H

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.



**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Ms. J. NANCY PEARLIN**

**Signature:**

<b>Elective III: Comparative Literature</b>			
<b>Semester</b>	<b>: II</b>	<b>Course Code</b>	<b>: P22EG2:C</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 4</b>

**COURSE OUTCOMES**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>COURSE OUTCOME</b>	<b>LEVEL</b>	<b>UNIT/S</b>
<b>CO1</b>	Identify and remember the definitions, different schools of thought, and terms used in the field of Comparative Literature.	K1	1-5
<b>CO2</b>	Differentiate and critically understand the techniques, terms, and approaches employed by the different schools of Comparative Literature.	K2	1-5
<b>CO3</b>	Analyze the rudiments of comparison and understand the general conventions of literary genres and developments in literary history.	K4	1-5
<b>CO4</b>	Apply and demonstrate the ability to express either orally or in writing, the inter-textual echoes, and influences of national and international works of literature.	K3	1-5
<b>CO5</b>	Evaluate and assess the literary texts by comparing them to understand the underlying thematic similarities, conventions of literary genres, and developments in literary history and develop cultural and linguistic literacy across national and disciplinary boundaries.	K5	1-5
<b>CO6</b>	Create works projects, and a dissertation based on a comparison of literary texts from different cultural, political, and social backgrounds and attempt an analytical study tracing the influences, themes, cultural commonality, and differences and demonstrate a sense of appreciation of inter-textual echoes across all disciplines fostering an inter-disciplinary approach and perspective.	K6	1-5

**SYLLABUS:****Unit 1: Definition and Scope of Comparative Literature** **18 Hours**

- Introduction
- Definitions of Comparative Literature
- National, Comparative, General and World Literature

**Unit 2: Schools of Comparative Literature** **18 Hours**

- French, American, Russian and Indian Schools of Comparative Literature.

**Unit 3: Methodology of the Study of Comparative Literature** **18 Hours**

- Analogy/ Parallelism, Reception and Influence Studies

**Unit 4: Methodology of the Study of Comparative Literature** **18 Hours**

- Periodisation, Epoch, Generation and Movement

**Unit 5: Methodology of the Study of Comparative Literature** **18 Hours**

- Thematology and Genre Studies

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

**Literature and Other Disciplines** **18 Hours**

- Literature and Psychology.
- Literature and Sociology.
- Literature and Philosophy.
- Literature and History of Ideas.
- Comparative Literature and Translation.

**BOOKS FOR SELF-STUDY:**

S.No.	Text Books
T1	Ben Hutchinson - Comparative Literature - A Very Short Introduction
T2	Charles Bernheimer - <i>Comparative literature in the age of multiculturalism.</i>
T3	Ali Behdad and Dominic Thomas - <i>A Companion to Comparative Literature.</i>
T4	De Zepetnek, Steven Tötösy - <i>Comparative literature: theory, method, application.</i>
T5	Emily Apter - <i>Comparative Literature in an Age of Globalization.</i>
T6	Bassnett, Susan – <i>Comparative Literature: A Critical Introduction.</i>

**WEBLINKS:**

1. <http://compalit.blogspot.com/2014/02/thematology.html#:~:text=It%20is%20the%20contrastive%20study,as%20the%20themes%20are%20concerned.>
2. <https://courses.lumenlearning.com/atd-fscj-literatureforhumanities/chapter/literary-movements/#:~:text=There%20are%20four%20major%20literary,Realism%20%2C%20Naturalism%20%2C%20and%20Modernism%20.>

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Comparative Literature: Definition and Scope of Comparative Literature</b>		
1.1	Introduction to Comparative literature	Key concepts	K1
1.2	Definitions of Comparative Literature	Define and recall the key terms	K1
	Comparative Literature and General Literature	Compare and understand the different forms	K3
<b>II</b>	<b>Methodology of the study of Comparative Literature</b>		
2.1	French, American, Russian and Indian Schools of Comparative Literature.	Remember personalities and postulates	K2
<b>III</b>	<b>Methodology of the study of Comparative Literature</b>		
3.1	Analogy/ Parallelism	Compare and understand the different terms	K3
3.2	Reception and Influence Studies	Applying the techniques to study literary texts	K5
<b>IV</b>	<b>Methodology of the study of Comparative Literature</b>		
4.1	Periodisation and Epoch	Define and understand the key terms	K1
	Generation and Movement	Compare and understand the different terms	K5
<b>V</b>	<b>Methodology of the study of Comparative Literature</b>		
5.1	Thematology & Genre Studies	Thematically analyse the texts for intertextual echoes.	K4

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	L	L	-	-	-	-	-	-	M	-	-	-
CO2	-	L	H	H	-	-	-	-	-	L	-	-	-
CO3	-	M	M	M	-	L	-	-	-	M	-	-	-
CO4	L	M	L	L	-	-	-	-	L	M	-	M	-
CO5	-	M	H	-	-	M	L	-	-	M	M	H	L
CO6	-	-	-	H	-	H	H	L	M	L	M	M	L

L-Low, M-Moderate, H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

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2. Open Book Test.

3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Mr. P. ANAND STANLEY JONES**

**Signature:**

**Minutes:**

1. Reorganized all the units.
2. Added a few concepts in the 6<sup>th</sup> unit for self-study.
3. Included Russian and Indian Schools of Comparative Literature.

<b>Elective III: Semantics, Stylistics and Computational Linguistics</b>			
<b>Semester</b>	: II	<b>Course Code</b>	: P22EG2:D
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 4

**INTRODUCTION TO THE COURSE:**

Linguistics studies the structure of human languages with the goal of developing a general theory of how language works. Linguists closely examine the material, accessible properties of language (the sounds, the words, the phrases...) to get an understanding of its non-material, abstract ones. Given that language is intimately connected to our cognitive, psychological, and social experience, an understanding of linguistic structure can help illuminate aspects of these domains as well. In this course, you will learn about the various subfields of the discipline, semantics, stylistics, discourse analysis, and pragmatics— and get a feel for the various techniques of linguistic analysis through problemsolving experience. The tools and the knowledge that you acquire through this course should give you a new perspective on language and a new sense of respect for the species that can manipulate it so easily. You will also learn how language interacts with technology in various ways and makes up the domain of computational linguistics, which is a fast developing area of research in linguistics.

**COURSE OBJECTIVES:**

- O1. Learn about the sub-disciplines of linguistics (learning about meaning(s) and how we use meaning in conversation)
- O2. Learn about how human nature is shaped by language, learn the enormity of the discipline which is endowed in humans as a faculty
- O3. Learn about how technology and language interact to aid us in our everyday linguistic situations

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>COURSE OUTCOME</b>	<b>LEVEL</b>	<b>UNIT/S</b>
<b>CO1</b>	Illustrate the semantic aspects of a language and Identify the complexities of meaning in relation to context of words.	K4, K5	II, IV, V
<b>CO2</b>	Differentiate literary discourse from other discourse type	K4	IV, V
<b>CO3</b>	Prioritizing the study of stylistics and explaining its relevance	K5	II
<b>CO4</b>	Distinguishing stylistic features of specific texts	K4	IV, V
<b>CO5</b>	Exploring the relationship between language and human nature	K4, K5	II, IV, V
<b>CO6</b>	Evaluate major areas and different domains of computational linguistics	K4, K5	II, IV, V

**SYLLABUS:**

**Unit 1: Semantics**

Conceptual and associative meaning- Semantic features- Semantic roles- Agent and theme- Instrument and experiencer- Location, source and goal- Lexical relations- Synonymy- Antonymy- Hyponymy- Prototypes- Homophones and homonyms- Polysemy- Word play- Metonymy- Collocation

**Unit 2: Pragmatics and Discourse analysis**

Invisible meaning- Context- Deixis- Reference- Inference- Anaphora- Presupposition- Speech acts- Direct and indirect speech acts- Politeness- Negative and positive face

Interpreting discourse- Cohesion- Coherence- Speech events- Conversation analysis- Turn-taking- The co-operative principle- Hedges- Implicatures- Background knowledge- Schemas and scripts

**Unit 3: Stylistics**

What is stylistics? - Grammar and style- Style as choice- Style and point of view- Developments in stylistics- Levels of language at work: an example from poetry- Sentence styles: development and illustration-Style and transitivity- Style, register and dialect- Styles in a single poem: an exploration

**Unit 4: Language and human nature**

Conceptual semantics- Language and thought- Words and reality- words and emotions- language and social relations

**Unit 5: Computational Linguistics**

Natural Language Processing Applications- Machine Translation and Translation Technology- Text Summarization and Text Simplification- Web Text Mining, Opinion Mining and Sentiment Analysis- Automated Writing Assistance- Author Profiling

**BOOKS FOR STUDY:**

1. Mitkov, Ruslan. *The Oxford Handbook of Computational Linguistics*. OUP Oxford, 2004
2. Pinker, Steven. *Stuff Of Thought, The*. Penguin Group USA, 2008.
3. Simpson, Paul. *Stylistics*. Routledge, 2014.
4. Yule, George. *The Study of Language*. 7th ed., Cambridge University Press, 2020.

**BOOKS FOR REFERENCE:**

1. Crystal, David. *The Cambridge Encyclopaedia of The English Language*. CUP, 2019.
2. Fromkin, Victoria. *An Introduction to Language*. Thomson, 2007.



## SPECIFIC LEARNING OUTCOMES:

Unit	Course content	Specific Learning outcomes	Taxonomy Level
I	Conceptual and associative meaning- Semantic features- Semantic roles- Agent and theme- Instrument and experiencer- Location, source and goal- Lexical relations- Synonymy- Antonymy- Hyponymy- Prototypes- Homophones and homonyms- Polysemy- Word play- Metonymy- Collocation	<ul style="list-style-type: none"> <li>• Understand the facets of linguistics- Semantics</li> <li>• Explain the meaning of semantics</li> <li>• Identify the various approaches to the study of semantics</li> <li>• Identify the process of communication on the theoretical notion of linguistics</li> </ul>	K2  K1  K3  K3
II	Invisible meaning- Context- Deixis- Reference- Inference- Anaphora- Presupposition- Speech acts- Direct and indirect speech acts- Politeness- Negative and positive face Interpreting discourse- Cohesion- Coherence- Speech events- Conversation analysis- Turn-taking- The co-operative principle- Hedges- Implicatures- Background knowledge- Schemas and scripts	<ul style="list-style-type: none"> <li>• Relate pragmatics to the meaning of sentences</li> <li>• Explain the three levels and the types of speech acts</li> <li>• Evaluate social reality behind a text applying the discourse methods</li> <li>• Evaluate the strategies used in effective conversation</li> </ul>	K3  K2  K5  K5
III	What is stylistics? - Grammar and style- Style as choice- Style and point of view- Developments in stylistics- Levels of language at work: an example from poetry- Sentence styles: development and illustration-Style and transitivity- Style, register and dialect- Styles in a single poem: an exploration	<ul style="list-style-type: none"> <li>• Familiarize with meaning, nature and goals of stylistics</li> <li>• Develop awareness of the stylistic approach to the study of literary texts taken by stylistics and traditional literary criticism</li> <li>• Enhance command of the range of stylistic terminology for the description of literary texts</li> </ul>	K2  K1  K3

IV	Conceptual semantics- Language and thought- Words and reality- words and emotions- language and social relations	<ul style="list-style-type: none"> <li>Identify different communicative functions of language</li> <li>Relate to the emotive ways of language use</li> <li>Explain how language differs from thought</li> <li>Identify the interrelationship between language culture and society</li> </ul>	K2  K4  K2  K3
V	Natural Language Processing Applications- Machine Translation and Translation Technology- Text Summarization and Text Simplification- Web Text Mining, Opinion Mining and Sentiment Analysis- Automated Writing Assistance- Author Profiling	<ul style="list-style-type: none"> <li>Explain the application of linguistics in computer science</li> <li>Identify the areas of research in computational linguistics</li> <li>Categorize the different models for Computational/ Morphological analysis</li> </ul>	K3  K3  K4

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	-	M	M	-	M	M	M	H	H	-	M	-
CO2	H	-	M	M	-	H	H	-	H	M	M	H	H
CO3	M	-	M	-	-	M	L	-	M	H	M	M	-
CO4	M	-	M	M	-	M	L	-	M	H	-	H	-
CO5	M	-	-	M	-	-	-	-	M	H	-	M	-
CO6	M	-	L	-	-	H	H	H	M	M	-	H	-

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
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5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

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**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. D. Catharin Kayalvizhi**

**Signature:**

<b>Core VIII: New Literatures-I (Canadian and Australian Literatures)</b>			
<b>Semester</b>	: III	<b>Course Code</b>	: P22EG308
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Name the writers of Canadian and Australian Literatures.	K1	I
CO2	Discuss the aboriginal people's relation to their land, regionalism, mythology and identity.	K2	II
CO3	Participate willingly and be able to freely communicate about Canada's ethnic and cultural diversity since the 1980s, which has been openly reflected by many prominent writers.	K3	III
CO4	Sense the aftermath of colonisation of Canada and support the policy of multiculturalism within a bilingual framework.	K4	IV
CO5	Show concern and appreciation towards the rich and diverse history of culture, identity, language, art and literature of Canada and Australia.	K5	V
CO6	Carry out projects that will demonstrate their deeper understanding of the indigenous literature of Australia and Canada such as immigrant experiences, multiculturalism, hybridity and ethnicity, postcolonialism, regional diversity, and relationships with the natural environment.	K6	V

**SYLLABUS:****Unit 1: Poetry - Canadian**

E.J. Pratt : "The Dying Eagle"

A.M. Klein : "Indian Reservation: Caughnawaga"

Earle Birney : "Bushed"

**Daniel David Moses -Inukshuk**

Margaret Atwood : "Journey to the Interior"

**Unit 2: Poetry - Australian**

**Banjo Paterson : "Waltzing Matilda"**

Kath Walker : "We are Going" (Oodegeroo Noonuccal)

A.D. Hope : "Australia"

Colin Johnson : "They Give Jacky Rights" (Mudroovoo Narogin)

Bruce Dawe : "Homecoming"

**Unit 3: Drama**

George Ryga : *The Ecstasy of Rita Joe*

**Unit 4: Essays**

Susanna Moodie : from *Roughing it in the Bush*

Margaret Atwood : *Survival* (Chapters- 2 & 3)

**Unit 5: Fiction**

Patrick White : *Voss*

Remembering Babylon: David Malouf

Margaret Laurence : 1) *The Perfume Sea* 2) *The Rain Child*

Mavis Gallant : "The Legacy"

Alice Munro : *The Photographer*

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

Margaret Atwood : *Surfacing, The Edible Woman, Oryx and Crake Margaret , 'A Sibyl*

Henry Lawson: *The Drover's Wife, Two Dogs and a Fence, The City Bushman*

Barbara Baynton: *The Chosen Vessel*

Douglas Stewart: *Springtime in Taranaki, Shipwreck*

Charles Harpur: *The Bush Fire, A Storm in the Mountain*

Patrick White: *The Happy Valley, The Tree of Man*

Gabrielle Roy: *The Tin Flute*

Michael Ondaatje: *The English Patient, Letters and Other Worlds*

Northrop Frye : *The Bush Garden*

**REFERENCES:**

Carl F. Klinck : *Literary History of Canada: Canadian*

Alfred G. Bailey : *Literature in English* (2 volumes)

W.H.New : *Literary History of Canada* (4 volumes)

William Toye : *Oxford Companion to Canadian Literature*

**BOOKS FOR STUDY:**

1. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. Bangalore: Macmillan India Ltd., 1990.
2. Atwood, Margaret - *Survival. A Thematic Guide to Canadian Literature*. Toronto: House of Anansi Press Limited, 1972. (Chapters 2 and 3)
3. Bennett, Russel & Donna Brown. Ed. *An Anthology of Canadian Literature in English*. Oxford, 2010.
4. John, Thieme. *Post-Colonial Literatures in English*. London: Arnold, 1996.

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	1.1 E.J. Pratt : “The Dying Eagle”	Describe how western influences modify the cultures, values, traditions, faiths of native or indigenous religious and moral values.	K2
		Identify the theme and texture as expressed in the poem	K3
	1.2 A.M. Klein : “Indian Reservation: Caughnawaga”	Analyze the Elements of Power Play in the poem	K4
		Describe the lost world of glory, colour and fame of Red Indians	K2
	1.3 Earle Birney : “Bushed	Identify personification, alliteration, and imagery.	K4
		Assess the two extremes in Canadian poetry: satire and tragedy.	K6
	1.4 Daniel David Moses -Inukshuk	Describe the trans-generational image of the Inukshuk.	K2
		Assess the Colonial Transformations	K6
	1.5 Margaret Atwood : “Journey to the Interior	Distinguish the differences between the journey to the interior and other typical journeys.	K2
		Compare the mindscape and landscape.	K6
II	2.1. Banjo Paterson : “Waltzing Matilda”	Explain the features of Bush ballad,	K4
		Describe the lifestyle on an itinerant Australian sheep shearer.	K2
	2.2 Kath Walker : “We are Going” (Oodegeroo Noonuccal)	Explain the destructiveness of British colonialism and the erasure of the Aboriginal Australian people. Identify the poetic devices which elaborate on the content of the text.	K4 K3
	2.3 A.D. Hope : “Australia”	Infer the poet's love for his country.	K2
		Describe the spiritual poverty of Australia.	K2
	2.4 Colin Johnson : “They Give Jacky Rights” (MudroovooNarogin	Demonstrate for Land Rights of Aborigines	K2
		Outline the historical and social reality of Australia.	K6

	2.5 Bruce Dawe : "Homecoming"	Describe the homecoming of Australian veterans' bodies from Vietnam.	K2
		Compare and contrast the representation of the same subject across a range of different texts	K6
III	3.1. George Ryga : The Ecstasy of Rita Joe	Evaluate the idea of the melting pot.	K6
		Examine its literary and dramatic strategies	K4
		Examine the plight of the doubly marginalised Canadian native woman.	K4
IV	4.1 Susanna Moodie : from Roughing it in the Bush	Compare the Forest Life in Canada and Australia	K2
		Describe other classes, ethnicities, and races	K2
	4.2 Margaret Atwood : Survival	Infer quest of identity and quest of survival.	K4
		Construct central preoccupations of Canadian poetry and fiction	K5
V	5.1 Patrick White : Voss	<ul style="list-style-type: none"> <li>Assess the fate of the expedition.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Investigate the psychological and spiritual nature of the characters.</li> </ul>	K4
	5.2 Remembering Babylon: David Malouf	<ul style="list-style-type: none"> <li>Assess the nature of cultural discrimination</li> </ul>	K6
	5.3. Margaret Laurence : a) The Perfume Sea b) The Rain Child	Illustrate masking traditions in diverse cultures.	K3
		<ul style="list-style-type: none"> <li>Estimate the physical, the mental, spiritual, historical and cultural peculiarities of the region.</li> </ul>	K6
	5.4. Mavis Gallant : "The Legacy	Differentiate the rifts between generations	K4
	5.5 Alice Munro : The Photographer	Describe the relationship between the photographer and Caroline.	K2
<b>Unit -6</b>			
	<b>Margaret Atwood : Surfacing, The Edible Woman, Oryx and Crake Margaret , 'A Sibyl</b>	<ul style="list-style-type: none"> <li>Discuss gender and identity, religion and myth, the power of language, climate change, and "power politics".</li> </ul>	K2
	<b>Henry Lawson: The Drover's Wife, Two Dogs and a Fence, The City Bushman</b>	<ul style="list-style-type: none"> <li>Organize a source of information on the perspectives of Australian culture and identity by revealing the attitudes, ....</li> </ul>	K5
	<b>Barbara Baynton: The Chosen Vessel</b>	<ul style="list-style-type: none"> <li>Construct on the theme of alienation and isolation experienced by women in the Australian outback during the late nineteenth century.</li> </ul>	K6

		<ul style="list-style-type: none"> <li>Relate a series of issues about women's role in the contemporary society</li> </ul>	K4
	<b>Douglas Stewart : <i>Springtime in Taranaki, Shipwreck</i></b>	<ul style="list-style-type: none"> <li>Summarize the themes of belonging, loneliness, and isolation..</li> </ul>	K2
	<b>Charles Harpur: The Bush Fire, A Storm in the Mountain</b>	<ul style="list-style-type: none"> <li>Estimate Canadian history and literature.</li> </ul>	K6
	<b>Patrick White: The Happy Valley, The Tree of Man</b>	<ul style="list-style-type: none"> <li>Provide a composite view of the man's sense of isolation and his search for meaning.</li> </ul>	K5
	<b>Gabrielle Roy: The Tin Flute</b>	<ul style="list-style-type: none"> <li>Construct the theme of Love and deceived love.</li> </ul>	K6
	<b>Michael Ondaatje: The English Patient, Letters and Other Worlds</b>	<ul style="list-style-type: none"> <li>Summarize the themes of the power of language, the immigrant experience, search for identity</li> </ul>	K2

Unit	Text Book
1	Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. Bangalore: Macmillan India Ltd.,1990
2	Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. Bangalore: Macmillan India Ltd.,1990
3	George Ryga ,The Ecstasy of Rita Joe, Talon Books,Canada; Reprint edition,1970
4	Susanna Moodie : from Roughing it in the Bush, New Canadian Library, 2007 Atwood,Margaret - Survival. A Thematic Guide to Canadian Literature.Toronto: House of Anansi Press Limited, 1972.
5	Patrick White : Voss, <a href="#">Publisher: Eyre &amp; Spottiswoode</a> , 1957 Bennett, Russel & Donna Brown.Ed. An Anthology of Canadian Literature in English. Oxford,2010. John, Thieme. Post-Colonial Literatures in English. London: Arnold, 1996.

**BOOKS FOR STUDY:**

- Atwood,Margaret - Survival. A Thematic Guide to Canadian Literature.Toronto: House of Anansi Press Limited, 1972. (Chapters 2 and 3)
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- John, Thieme. Post-Colonial Literatures in English. London: Arnold, 1996.
- Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. Bangalore: Macmillan India Ltd.,1990.
- New, WH, History of Canadian Literature. NewYork: Palgrave, 1989.
- Sinha P.K. History of Canadian Literature. New Delhi: Common Wealth, 2011.
- Trikha, Manorama. Canadian Literature. Delhi: Pencraft International. 1994.



**Web links: (Swayam/nptel/...)**

1. [www.piazza.com](http://www.piazza.com)
2. [www.bartleby.com](http://www.bartleby.com)
3. <https://www.gutenberg.org/ebooks>
4. [www.projectgutenberg.com](http://www.projectgutenberg.com)

**Year of Revision: 2022**

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	L	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	M	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	M	H	M	H	H	H
CO4	M	L	H	M	M	M	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	M	H
CO6	M	H	M	L	M	M	H	M	H	M	H	M	H

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

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**NOTICES:**

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**MAKE-UP POLICY:**

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**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Dr. S. AZARIAH KIRUBAKARAN

Signature:

**Minutes:**

1. David Williams' *The Burning Wood* is replaced with *Remembering Babylon* by David Malouf
2. Randolph Stowe's "My Wish for My Land; Enemy" is replaced with Banjo Paterson: "Waltzing Matilda"
3. In Unit I, Inukshuk by Daniel David Moses is added.
4. As suggested, Unit I and II are chronologically arranged.
5. Added a few text in Unit 6 for further discussion

<b>Core IX: New Literatures-II (African and Caribbean Literatures)</b>			
<b>Semester</b>	: III	<b>Course Code</b>	: P22EG309
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>COURSE OUTCOMES</b>	<b>LEVEL</b>	<b>UNIT</b>
CO1	Discuss those aspects of African and Caribbean civilization and culture which has shaped the writings. To their eternal struggle for freedom and self-expression.	K2	I
CO2	Explain how African and Caribbean has its own distinctive ethical/moral values, doctrinal/ideological (religious or political) values, social values, and aesthetic values, traditional and secular values and a variety of expressions.	K2	II
CO3	Demonstrate through discussion and writing their ability to contextualize a given work of African and Caribbean Literature from pre-colonial to the present times.	K3	III
CO4	Delineate connections among the social, historical, cultural and literary elements to the African and Caribbean style of writings with specific details to ideologies faith in freedom and democracy, spiritualism and Christian values, traditional and secular values.	K4	IV
CO5	The various literary movements, trends and influences that contributed to the growth and development of African and Caribbean literature filled with knowledge and worthy of research.	K5	V
CO6	Construct the universality of human experiences based on the diversity of values reflected in the African and Caribbean literary works directed by hope and expectation for an egalitarian society.	K6	VI

**SYLLABUS:****Unit 1: Content**

Roy Campbell : Poets in Africa  
 R.N. Currey : In Memoriam: Roy Campbell  
 Michael Dei-Anang : Africa Speaks  
 Wole Soyinka : Telephone Conversation  
 Derek Walcott : Ruins of a Great House  
 Bernard Dadie : I thank you God

**Unit 2: Content**

Lorna Goodison : I Am Becoming My Mothe  
 Rabearivelo : Three Birds  
 H. H. Dugmore : From Reminiscences of 1820  
 Carey Salter : Stanzas from DROUGHT  
 Frank Parkes : African Heaven  
 E. R. Brathwaite : Alpha  
 Mervyn Morris : Judas

**Unit 3: Content**

Chinua Achebe : The Nature of the Individual and his Fulfilment  
 Jean Rhys : The Day They Burned the Books  
 Amos Tutuola : My Life in the Bush of Ghosts

**Unit 4: Content**

J.M. Coetzee : Waiting for the Barbarians  
 Gordimer : My Son's Story  
 Nagozi: Half of a yellow sun

**Unit 5: Content**

Wilson Harris : Palace of the Peacock  
 Nigugi: A grain of wheat  
 Achebe : Arrow of God

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

Recent advancement in the course - only for discussion – Unit 6 will not be included for examination  
 Dereck Walcott : A Far Cry from Africa  
 Gabriel Okara : Once Upon a time  
 Nadine Gordimer : Six Feet of the Country  
 Chinua Achebe : Things Fall Apart

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Bloom's Taxonomy Highest Level of Transaction
I	1.1 Roy Campbell : Poets in Africa	Discuss the socio- cultural and political background during the freedom struggle in which the author lived which shaped his thinking in the context of this text.	K5
		Identify the theme, tone and texture and racism as expressed in the poem	K6

	1.2 R.N. Currey : In Memoriam: Roy Campbell	Interpret the themes, tone and texture found in the poem with the help of the poetic voice and the devices used in the text	K4
		Categorize themes such as apathy, colour prejudice and racism.	K6
	1.3 Michael Dei-Anang : Africa Speaks	Appraise the poet's stance of her love for nature and the inclination towards freedom	K6
		Identify the poetic devices which elaborate on the content of the text.	K2
	1.4 Wole Soyinka : Telephone Conversation	Examine and analyse the telephone conversation between the writer and the house owner.	K4
		Interpret the themes, tone and texture found in the poem.	K1
	1.5 Derek Walcott : Ruins of a Great House	Narrate the theme especially the dominance of the British regime.	K2
		Elaborate the views of the post colonial elements in the poem.	K4
	1.6 Bernard Dadie : I thank you God	Elaborate on the relationship between God and human beings.	K2
		Speaks about the importance of religious concepts.	K4
II	2.1 Lorna Goodison : I Am Becoming My Mother	Interpret the themes, tone and texture found in the poem with the help of the poetic voice and the devices used in the text	K4
		Infer poet's philosophy of life.	K4
	2.2 Rabearivelo : Three Birds	Extend the comprehension by exploring the levels of meaning of the poem's multiple metaphors, imagery, figurative language, and sound devices used to express the speaker's experiences.	K5
		Explore the theme, tone and texture and racism as expressed in the poem	K2
	2.3 H. H. Dugmore : From Reminiscences of 1820	Narrate the voice of the writer about Reminiscences of 1820	K4
		Explore the theme, tone and texture and racism as expressed by the writer in the essay.	K5
	2.4 Carey Salter : Stanzas from DROUGHT	Narrate the drought situation expressed by the writer.	K6

		Explore the theme, tone and texture as expressed in the work of art.	K2
	2.5 Frank Parkes : African Heaven	Express the beauty of the continent in this poem.	K4
		Narrate themes such as apathy, colour, prejudice and racism.	K1
	2.6 E. R. Brathwaite : Alpha	Explain the religious importance and the relationship with God.	K2
		Justify the title along with themes, tone, etc., in this poem.	K4
	2.7 Mervyn Morris : Judas	Explain the religious tinge in this poem.	K2
		Evaluate the theme, tone and texture as expressed in the poem.	K5
III	3.1 Chinua Achebe : The Nature of the Individual and his Fulfilment	Explain the influence of the western and the eastern culture on the individual and society.	K2
		Demonstrate the ideas through examples given by the writer in this essay.	K4
	3.2 Jean Rhys : The Day They Burned the Books	Describe the philosophy of life.	K5
		An extensive thematic analysis through characters.	K2
	3.3 Amos Tutuola : My Life in the Bush of Ghosts	Estimate on Amos Tutuola's incredible, perplexing cast of characters.	K2
		Narrate the very act of the storytelling.	K4
IV	4.1 J.M. Coetzee : Waiting for the Barbarians	Describe the relationship between the British and the Barbarians.	K3
		Explain the plot, character and characterisation in the novel.	K2
	4.2 Gordimer : My Son's Story	Elaborate themes such as apathy, colour prejudice and racism.	K4
		Analyse the plot, character and characterisation in the novel.	K5
	4.3 Nagozi : Half of a yellow sun	Elaborate about the psychological aspects in this work of art.	K2
		Analyse the thematic elements.	K2
V	5.1 Wilson Harris : Palace of the Peacock	Comprehend the themes and the techniques in this novel.	K6
		Explain the complexity of characters and characterisation.	K6
	5.2 Ngugi: A grain of wheat	Estimate Ngugi's perplexing cast of characters	K2

		Express the very act of the art storytelling.	K4
	5.3 Achebe : Arrow of God	Describe the culture and tradition of the Igbo tribes.	K1

		Explain the plot, character and characterisation in this novel.	K2
VI	(For Further Discussion)		
	Recent advancement in the course - only for discussion – Unit 6 will not be included for examination		
	6.1 Dereck Walcott : A Far Cry from Africa	Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies,	
	6.2 Gabriel Okara : Once Upon a time	historical-political- social-religious-cultural contexts. Assess the texts and make a comparative study of the various themes and techniques employed in each text in relation to the other fictions of the past and present. Prepare a research project/ paper on the critical appraisal of any one of the texts thematically or using any critical theory.	K5 & K6
	6.3 Nadine Gordimer : Six Feet of the Country		
	6.4 Chinua Achebe : Things Fall Apart		

**Course Plan:**

Unit	Subtopics	Chap/Sec (Books)	Blooms Taxonomic levels of Transaction						Learning Outcomes
			R K1	U K2	Ap K3	An K4	E K5	C K6	
1	Poets in Africa by Roy Campbell,	Campbell, Roy. <i>Poets in Africa</i> , Twayne Publishers, 1977.	x	x		x			(3 learning outcomes)
	In Memoriam: Roy Campbell by R.N. Currey	<a href="https://books.google.com/books/about/Collected_Poems.html?id=vkivkL-OohwC">https://books.google.com/books/about/Collected_Poems.html?id=vkivkL-OohwC</a>	x	x		x			(3 learning outcome)

	Africa Speaks By Michael Dei-Anang	<a href="https://afrolegends.com/2015/03/27/my-africa-by-michael-dei-anang/">https://afrolegends.com/2015/03/27/my-africa-by-michael-dei-anang/</a>	x	x		x			(3 learning outcomes)
	Telephone Conversation By Wole Soyinka	<a href="https://www.poemhunter.com/poem/telephone-conversation-4/">https://www.poemhunter.com/poem/telephone-conversation-4/</a>	x	x		x			(3 Learning Outcomes)
	Ruins of a Great House By Derek Walcott	<a href="https://www.poemhunter.com/poem/ruins-of-a-great-house/">https://www.poemhunter.com/poem/ruins-of-a-great-house/</a>	x	x		x			(3 Learning Outcomes)
	I thank you God by Bernard Dadie	<a href="https://www.google.com/search?rlz=1C9BKJA_enlN716IN717&amp;hl=en-GB&amp;ei=aqQTXbSUKY-rQHdsJG4Cw&amp;q=I+thank+you+God+by+Bernard+Dadie+text&amp;oq=I+thank+you+God+by+Bernard+Dadie+text&amp;gs_l=mobile-gws-wiz-serp.3.....1710.3730..4165..0.0..0.301.945.0j4j0j1....0....1..0j0i67j0i22i30j33i160.cp_-C4PofHk">https://www.google.com/search?rlz=1C9BKJA_enlN716IN717&amp;hl=en-GB&amp;ei=aqQTXbSUKY-rQHdsJG4Cw&amp;q=I+thank+you+God+by+Bernard+Dadie+text&amp;oq=I+thank+you+God+by+Bernard+Dadie+text&amp;gs_l=mobile-gws-wiz-serp.3.....1710.3730..4165..0.0..0.301.945.0j4j0j1....0....1..0j0i67j0i22i30j33i160.cp_-C4PofHk</a>	x	x		x			(3 Learning Outcomes)
2	I Am Becoming My Mother By Lorna Goodison	<a href="https://poetryparc.wordpress.com/2017/02/09/partial-summary-of-i-am-becoming-my-mother/">https://poetryparc.wordpress.com/2017/02/09/partial-summary-of-i-am-becoming-my-mother/</a>	x	x		x			(3 Learning Outcomes)
	Three birds by Raberivelo	<a href="https://poems.com/poem/the-three-birds/">https://poems.com/poem/the-three-birds/</a>	x	x		x			(3 Learning Outcomes)
	From Reminiscences of 1820 By H. H. Dugmore	<a href="http://biblio.co.nz/book/r-eminiscences-albany-settler-dugmore-rev-hh/d/378970549">http://biblio.co.nz/book/r-eminiscences-albany-settler-dugmore-rev-hh/d/378970549</a>	x	x					(2 Learning Outcomes)
	Stanzas from DROUGHT By Carey Salter	Gowda, H. H. <i>The Colonial and the Neo-colonial Encounters in Commonwealth Literature</i> , Prasārānga, University of Mysore, 1983.	x	x					(2 Learning Outcomes)
	African Heaven by Frank Parkes	<a href="https://niiayikwei.wordpress.com/poems-from-ghana/frank-kobina-">https://niiayikwei.wordpress.com/poems-from-ghana/frank-kobina-</a>	x	x		x			(3 Learning Outcomes)



		<a href="http://parkes-african-heaven/">parkes-african-heaven/</a>						
	Alpha By E. R. Brathwaite	O'Donnell, Margaret J. ed <i>An Anthology of Commonwealth Verse</i> , Blackie and son. 1963.	x	x				(2 Learning Outcomes)
	Judas By Mervyn Morris	Tibbie, Annie. ed <i>African and English Literature: A Survey and Anthology</i> , Peter Owen, 1965.	x	x				(2 Learning Outcomes)
3	The Nature of the Individual and his Fulfilment By Chinua Achebe	<a href="http://roneng.blogs.pot.com/2016/07/the-nature-of-individual-and-his.html?m=1">http://roneng.blogs.pot.com/2016/07/the-nature-of-individual-and-his.html?m=1</a>	x	x				(2 Learning Outcomes)
	The Day They Burned the Books By Jean Rhys	Edward, Justin D. <i>Post Colonial Literature: A Readers Guide to Essential</i> , Red Globe Press, 2008.	x	x				(2 Learning Outcomes)
	My Life in the Bush of Ghosts by Amos Tutola	Tutuola, Amos. <i>My Life in the Bush of Ghosts</i> . Faber and Faber, 1954.	x	x				(2 Learning Outcomes)
4	Waiting for the Barbarians By J.M. Coetzee	Coetzee, John Maxwell. <i>Waiting for the Barbarians</i> . Secker & Warburg, 1980.	x	x				(2 Learning Outcomes)
	My Son's Story By Godimer	Gordimer, Nadine. <i>My Son's Story</i> . Farrar, Straus and Giroux, 1990.	x	x				(2 Learning Outcomes)
	Half of a yellow sun by Ngozi	Nagozi, Chimamanda. <i>Half of a yellow sun</i> , 2012.	x	x				(2 Learning Outcomes)
5	Palace of the Peacock By Wilson Harris	Harris, Wilson. <i>Palace of the Peacock</i> . Faber & Faber, 1960.	x	x				(2 Learning Outcomes)
	A grain of wheat by Ngugi	Wa ,Ngugi. <i>A grain of wheat</i> . Oxford University Press, 1968.	x	x				(2 Learning Outcomes)
	Arrow of God by Achebe	Arrow of God by Achebe, Chinua. <i>Arrow of God</i> . Heinemann London, 1964.	x	x				(2 Learning Outcomes)

## Unit 6: For further reading

Unit	Titles	References
1.	A far cry from Africa by Derek Walcott	Walcott, Derek. <i>A far cry from Africa. The collected poem 1948-1984</i> Macmillan, 1986.
2.	Once upon a time by Gabriel Okara	Okara, Gabriel. <i>Once upon a time</i> . Gabriel Okara: Collected poems, University of Nebraska press. Lincoln, NE. 2016.
3.	Six feet of the country by Nadine Gordimer	Gordimer, Nadine. <i>Six Feet of the Country: Fifteen Short Stories</i> . – New York, Simon and Schuster, 1956
4.	Things fall apart by Chinua Achebe	Achebe, Chinua. <i>Things Fall Apart</i> . New York: Anchor, 1994.

Year of Revision: 2015

## MAPPING SCHEME:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	H	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	H	H	M	H	H	H
CO4	M	H	M	M	M	H	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	H	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

L- Low, M – Medium, H - High

## COURSE ASSESSMENT METHOD:

## EVALUATION SCHEME:

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
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5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
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4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

**Name of the Course Coordinator: Dr. T. ESTHER SELVARANI**

**Signature:**

**Minutes:**

<b>New Literature II</b>	<b>IV</b>	Ngugi Wa Thiongo's <i>Weep Not, Child</i>	Chimamanda Ngozi Adiche's <i>Half of a Yellow Sun</i>
	<b>V</b>	Wole Soyinka's <i>The Road</i>	<i>A Grain of Wheat</i> by Ngūgĩ wa Thiong'o

<b>Core X: Research Methodology</b>			
<b>Semester</b>	<b>: III</b>	<b>Course Code</b>	<b>: P22EG310</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 5</b>

**COURSE OUTCOMES**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	identify, explain and compare the key elements of a research	K2, K3 and K4	II
CO2	discover a literature review, identify research gaps, formulate research question; hypothesize research question to derive answers; and perform a research	K3, K4 and K6	III
CO3	compare and contrast qualitative and quantitative research using different modes of reasoning and analyze literary texts and extend academic writing skills and rhetorical modes of writing	K2 and K4	IV
CO4	access and evaluate resources based on the research area; distinguish primary and secondary sources; employ electronic and print sources	K4 and K5	V
CO5	document the sources; create a working bibliography; quote, summarize, paraphrase necessary points from the secondary sources; cite them according MLA 8 <sup>th</sup> edition	K2 and K6	V
CO6	design, develop and create a new research idea from the research interest area using specific research design	K6	I

**SYLLABUS:****Unit 1: Definition and Types of Research Definition:****18 Hours**

- Types of Research
- Literary Research
- Nature of Enquiry in Physical Science

**Unit 2: Material Collection and Drafting of the Chapters****18 Hours**

Collecting Material for Research:

- The Use of the Modern Library

Evaluating the Sources:

- Primary, Secondary and Tertiary Sources

Compiling a Working Bibliography

Drafts:

- Taking Notes; Plagiarism and Academic Dishonesty; Research Question and the Statement of Hypotheses- Working Outline – The First Draft – Revising the Drafts and Proofreading

**Unit 3: Style of Thesis Writing****18 Hours**

Introducing different kinds of writing:

- a. Explanatory
- b. Argumentative
- c. Narrative
- d. Descriptive
- e. Reflective types of writing
- f. (Basic principles only with appropriate illustrations).

Rhetorical Modes:

- a. Modes of Exposition: Definition, Classification, Comparison and Contrast, Analogy, Description, Objective, Subjective
- b. Modes of Narration: Points Of View, Person, Voice and Tense
- c. Modes of Reasoning: Inductive and Deductive Reasoning
- d. Modes of Argument: Definition, Cause and Effect, Circumstances, Comparison, Evidence, Logical Fallacies, Purpose-Audience-Persons.

Sentence Structures Appropriate for Research Writing:

Fragmentary Sentences, Comma Splices, Fused Sentences, Balanced Sentences, Loose Sentences, Periodic Sentence-Position and use of Word Classes, Mood Case, Subordination; Co-ordination, Complement, Antecedent-Position of Modifiers, Ambiguity.

**Unit 4: Documentation****18 Hours**

Why Document Sources?; The Use of Quotations; In-Text Citations (Parenthetical Documentation); Works Cited; Formatting the Works Cited; Appendix and Index

**Unit 5: Compiling the Thesis and Viva Voce Examination****18 Hours**

The General Format of a Thesis:

The Preliminaries; Margins; Text Formatting; Headings and Titles; Page Numbers; Tables and Illustrations; Reference Material; Paper and Printing; Binding; Page and Chapter Format

Viva Voce Examination:

- The Purpose and Format of the Viva Voce Examination
- How to prepare for Viva Voce Examination

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

S.No.	Topics	Web Links
1	Recent Trends in Style and Form of Thesis Writing	<a href="http://rsri.org.in/fdp-seminar/recent-trends-in-research-methodology/">http://rsri.org.in/fdp-seminar/recent-trends-in-research-methodology/</a>
2	Interesting Research Areas in English Literatures	<a href="https://owlcation.com/academia/Research-Topics-on-English-Literature">https://owlcation.com/academia/Research-Topics-on-English-Literature</a>
3	Identifying Research Gaps	<a href="https://www.enago.com/academy/identifyin-g-research-gaps-to-pursue-innovative-research/">https://www.enago.com/academy/identifyin-g-research-gaps-to-pursue-innovative-research/</a>

4	Shaping the Research	<a href="https://f1000research.com/articles/3-291">https://f1000research.com/articles/3-291</a>
5	Research Methodology for ELT	<a href="https://www.onestopenglish.com/methodology-the-world-of-elt/applied-linguistics-research-methods-for-language-teaching/556008.article">https://www.onestopenglish.com/methodology-the-world-of-elt/applied-linguistics-research-methods-for-language-teaching/556008.article</a>

**BOOKS FOR REFERENCE:**

1. *The MLA Hand Book for Writers of Research Papers*. Eighth Edition. Modern Language Association, 2009.
2. *MLA Handbook*. , 2021. Print. (9<sup>th</sup> Edition)
3. Jonathan Anderson, et al. *Thesis and Assignment Writing*. John Wiley & Sons Inc; Third Edition, 1998.
4. Sylvan Barnet, Pat Bellanca, Marcia Stubbs. *A Short Guide to College Writing* (5th Edition) 5th Edition. Pearson, 2014.
5. *Form and Style* (Campbell Ballou 8th Edition). Houghton Mifflin Company, USA. 1990

**WEB LINKS:**

<https://style.mla.org/>

[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

<https://research-methodology.net/research-methodology/>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Level of Transaction
I	<b>Definition And Types Of Research</b>		
	<b>Definition</b> Types of Research Literary Research Nature of Enquiry in Physical Science	To <b>identify</b> research area of Interest To <b>relate</b> the idea of hypothesizing a research idea <b>distinguish</b> literary research from other research fields	K3  K2  K4
II	<b>Material Collection And Drafting Of The Chapters</b>		
	<b>Collecting Material for Research:</b> The Use of the Modern Library <b>Evaluating the Sources :</b> Primary, Secondary and Tertiary Sources Compiling a Working Bibliography	To <b>plan</b> a basic research To <b>develop</b> a form and style of thesis writing To <b>evaluate</b> the sources collected and use them in research To <b>create</b> a working bibliography and learn to cite the sources to avoid plagiarism To <b>make use of</b> the available resources	K3 K6  K5  K6  K3

	<p><b>Drafts:</b> Taking Notes- Plagiarism and Academic Dishonesty Research Question and the Statement of Hypotheses</p> <p><b>Working Outline:</b> The First Draft - Revising the Drafts and Proofreading</p>		
<b>III</b>	<b>Style Of Thesis Writing</b>		
	<p><b>Introducing different kinds of writing:</b> Explanatory Argumentative Narrative Descriptive Reflective types of writing (Basic principles only with appropriate illustrations).</p> <p><b>Rhetorical Modes:</b> <b>Modes of Exposition:</b> Definition, Classification, Comparison and Contrast, Analogy, Description, Objective, Subjective</p> <p><b>Modes of Narration:</b> Points Of View, Person, Voice and Tense</p> <p><b>Modes of Reasoning:</b> Inductive and Deductive Reasoning</p> <p><b>Modes of Argument:</b> Definition, Cause and Effect, Circumstances, Comparison, Evidence, Logical Fallacies, Purpose-Audience-Persons.</p> <p><b>Sentence Structures</b> Appropriate for Research Writing Fragmentary Sentences, Comma Splices, Fused Sentences, Balanced Sentences, Loose Sentences, Periodic Sentence-Position and use of Word Classes, -Mood Case, Subordination -Co-</p>	<p>To <b>infer</b> the different types of writing involved in thesis writing</p> <p>To <b>experiment with</b> various modes of Rhetorics in drafting the thesis</p> <p>To <b>create</b> sentence structures that verbalise the ideas that are the outcomes of thorough research</p> <p>To <b>rephrase</b> ideas and incorporate them into the academic and thesis writing</p> <p>To <b>construct</b> sentences that are less ambiguous and improve the writing skills</p>	<p>K2</p> <p>K3</p> <p>K6</p> <p>K2</p> <p>K6</p>

	ordination, Complement, Antecedent-Position of Modifiers, Ambiguity. Use of punctuations in the Works Cited		
<b>IV</b>	<b>Documentation Of Sources</b>		
	Why Document Sources? The Use of Quotations In-Text Citations (Parenthetical Documentation) Works Cited Formatting the Works Cited 4.5 Appendix and Index	To <b>choose</b> the relevant source from the existing sources To <b>make use of</b> the Quotations identified To <b>summarize</b> , paraphrase and use Block quotes in the paragraphs of the thesis To <b>determine</b> the value of the source To <b>Compile</b> the source and create a Works Cited To <b>prioritize</b> the source and arrange them accordingly	K6 K3 K2 K5 K6 K5
<b>V</b>	<b>Compiling The Thesis And Viva Voce Examination</b>		
	<b>The General Format of a Thesis:</b> The Preliminaries Margins Text Formatting Headings and Titles Page Numbers Tables and Illustrations Reference Material Paper and Printing Binding Page and Chapter Format  <b>Viva Voce Examination</b> The Purpose and Format of the Viva Voce Examination  How to prepare for Viva Voce Examination	To <b>organize</b> the thesis into a perfect written document in the required format To <b>construct</b> a thesis for the submission To <b>defend</b> and <b>discuss</b> the hypothesized ideas in a the research conducted To <b>propose</b> the scope of further research	K3 K6 K5 and K6 K6



**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	H	L	M	H	M	H	M	M	L	H
CO2	M	M	H	H	-	L	-	-	M	H	L	H	M
CO3	-	H	M	H	-	L	M	L	H	H	L	H	H
CO4	H	M	H	H	M	-	M	L	M	L	H	H	-
CO5	L	M	M	H	H	M	M	-	M	-	H	M	L
CO6	-	L	H	H	-	L	L	M	H	M	-	-	H

L-Low

M-Moderate

H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. K. PREMKUMAR**

**Signature:**

**Minutes:**

**There are no changes in the paper.**

<b>Core XI: Indian Writing in English</b>			
<b>Semester</b>	: III	<b>Course Code</b>	: P22EG311
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Get cognizance of the social, economic, and political perspectives of Indian Writing in English	K2	I
CO2	Perceive the relation between culture, history and texts and learn to use texts as a means to comprehend various cultural traditions and interpret them in historical contexts.	K2	II
CO3	Apply postcolonial and post-modernist views on the representative texts of Indian Writings in English. Appreciate a given work from post-colonial and post-modernist perspectives.	K3	III
CO4	Discuss issues concerning Indian Writing in English such as the representation of culture, identity, history, construction of nation, national and gender politics.	K4	IV
CO5	Evaluate a given work in Indian Writing in English from social, religious, political, historical and aesthetic perspectives. Appreciate the historical importance of partition novels. Listen to the dominant and marginalized voices in the Indian society.	K5	V
CO6	Construct a new "Indianness" or "Indian Sensibility" and envisage a healthy society devoid of social evils.	K6	VI

**SYLLABUS:****Unit 1: EARLY TO MODERN POETS (1800-2000)****(18 Hours)**

Henry Derozio :	The Harp of India
Toru Dutt :	Laxman
Keki N. Daruwalla :	Boat Ride along the Ganga
Sri Aurobindo :	1) A Dream of Surreal Science 2) Rose of God
Nissim Ezekiel :	1) Enterprise 2) Poet, Lover, Bird-watcher;
Dom Moraes :	Glitter of Pebbles
Kamala Das :	1) The Dance of the Eunuchs 2) A Hot Noon in Malabar.
A.K. Ramanujan :	1) Snakes 2) Obituary
Meena Alexander :	Blue Lotus

**Unit 2: SOCIO-POLITICAL & PHILOSOPHICAL ESSAYS (18 Hours)**

Ananda Coomaraswamy : That Beauty is a State  
 Nirad C. Choudhuri : Children of Circe (from *Continent of Circe*)

**Unit 3: POLITICAL, ALLEGORICAL & REALISTIC PLAYS (18 Hours)**

Girish Karnad : *Tughlaq*  
 Asif Currimbhoy : *Inquilab*

**Unit 4: COLONIAL FICTION (1900-1950) (18 Hours)**

Raja Rao : *Kanthapura*  
 Mulk Raj Anand : *Untouchable*  
 R.K. Narayan : *The Guide*

**Unit 5: POST COLONIAL FICTION (1950 onwards) (18 Hours)**

Khushwant Singh : *Train to Pakistan*.  
 Amitav Ghosh: *Sea of Poppies*  
 Jumpha Lahiri : *The Namesake*

**Unit 6: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

**CONTEMPORARY WORKS IN INDIAN WRITING IN ENGLISH**

ShashiTharoor : The Great Indian Novel  
 Salman Rushdie : Midnight's Children  
 Vikram Seth : The Golden Gate, A Suitable Boy  
 Arundhati Roy : The God of Small Things, The Algebra of Infinite Justice  
 Meena Kandasamy: When I Hit You: Or, a Portrait of the Writer as a Young Wife.

**TEXT BOOKS:**

- T1: Singh, R.P. & Prasad, S.K.eds. *Anthology of Indian English Poetry*. New Delhi:Orient Longman, 1989.  
 T2: Currimbhoy, Asif. *Inquilab*. Calcutta:Writers Workshop, 1993.  
 T3: Karnad, Girish. *Tughlaq*. New Delhi: Unique Publisher; 2018.  
 T4: Choudhuri, Nirad C. *The Continent of Circe: Essays on the People of India*. Chennai: Jaico Publishing House, 1999.  
 T5: Coomaraswamy, Ananda. *That Beauty is a State*. London:The Burlington Magazine Publications Ltd., 2015.  
 T6: Narayan, R.K. *The Guide*. New Delhi: Indian Thought Publications,2004.  
 T7: Anand, Mulk Raj. *Untouchable*. New Delhi: Unique Publisher. 2014.  
 T8: Rao, Raja. *Kanthapura*. New Delhi: Unique publisher, 2018.  
 T9: Ghosh, Amitav. *Sea of Poppies*. New Delhi: Penguin India, 2015.  
 T10: Singh, Khushwant.*Train to Pakistan*. New Delhi: Penguin India, 2016.  
 T11: Lahiri, Jumpha. *The Namesake*. New York: Houghton Mifflin Company, 2004.  
 T12: Rushdie, Salman. *Midnight's Children*. New Delhi: Penguin, 2013.

T13: Seth, Vikram. *A Suitable Boy*. New Delhi: ALEPH, 2017.

T14: Kandasamy, Meena. *When I Hit You: Or, a Portrait of the Writer as a Young Wife*. New Delhi: Juggernaut, 2018.

### SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
1.1	Henry Derozio: The Harp of India	<ul style="list-style-type: none"> <li>Critique the patriotic, idealistic and romantic elements imbued in the poem.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Interpret the use of images, symbols and metaphors used in the poem to bring out the poet's plea to resurrect the past glory and revive the cultural legacy of India.</li> </ul>	K5
1.2	Toru Dutt: Laxman	<ul style="list-style-type: none"> <li>Discuss the poem as a representative work of the Indian phase of romantic transcendentalism in terms of themes and techniques employed in it.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Interpret the psychological delineation of characters in the poem in order to understand the predicament of man caught between conflicting demands and moral choices.</li> </ul>	K5
1.3	Keki N. Daruwalla : Boat Ride along the Ganga	<ul style="list-style-type: none"> <li>Examine the poet's debunking of the myth of the "unsullied Ganga" and that of the "holy city of Varanasi" by way of highlighting the contradictory realities about the city and the river.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Evaluate the socio-cultural concerns articulated by the poet and his plea to preserve the sanctity of the river Ganga and the city of Varanasi – a landmark of Indian culture and spirituality.</li> </ul>	K5

1.4	Sri Aurobindo : A Dream of Surreal Science	<ul style="list-style-type: none"> <li>Examine the poet's perception of the world through the eyes of science and the consequent dehumanized and despiritualized figures represented in the poem.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the poem as a satire on modern man's callous disregard for life and values and his propensity for destruction of the world, in a moment of playfulness</li> </ul>	K6
1.5	Sri Aurobindo :Rose of God	<ul style="list-style-type: none"> <li>Draw an analogy between Dante's use of rose as a symbol and Aurobindo's use of rose as the supreme symbol of the essence and efflorescence of God.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Estimate the mystical and metaphysical nature of the poem and Aurobindo's conception of man as a transcendental being capable of evolving into a superman and transforming his life into a life divine by imbibing the five divine essences of bliss, love, power, light and love.</li> </ul>	K6
1.6	Nissim Ezekiel : Enterprise	<ul style="list-style-type: none"> <li>Examine it as an allegorical poem describing the journey of life and the poet's realization at different stages of his journey.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Examine the pain, the anguish, the dilemma of being alive in the twentieth century with all the burden of the past and its traditional beliefs and orthodoxies, the ironies and the affirmations of modern life, the quest for roots and their discovery.</li> </ul>	K5
1.7	Nissim Ezekiel : Poet, Lover, Bird- watcher;	<ul style="list-style-type: none"> <li>Draw a parallelism between the poet, the lover and the birdwatcher and the necessity to wait patiently in their respective pursuits and consider their waiting as a sort of strategy.</li> </ul>	K3

		<ul style="list-style-type: none"> <li>Explore Nissim Ezekiel's views on creative process of writing a poem-unique style, simplicity, exactness of choosing words to symbolize contemporary Indian temperament.</li> </ul>	K4
1.8	Dom Moraes : Glitter of Pebbles	<ul style="list-style-type: none"> <li>Apply the characteristics of romanticism to make sense of the poet's creative imagination, his ineffable joy at God's creation as well as the feeling of despair and disillusionment of failure, loss of innocence and a sense of being alien.</li> </ul>	K3
1.9	Kamala Das : The Dance of the Eunuchs.	<ul style="list-style-type: none"> <li>Examine the poem as an objective correlative to represent the theme of suppressed desires within through the dance of the eunuchs</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Apply the Abject theory to study the taboo elements represented in the poem</li> </ul>	K6
1.10	Kamala Das : A Hot Noon in Malabar	<ul style="list-style-type: none"> <li>Identify the elements of pathos in the poem and contrast the poet's memory with desire and nostalgia with estrangement</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Discuss feminine sensibility and the influence of feminist movement that supports women's liberation from the clutches of patriarchal society.</li> </ul>	K2
1.11	A.K. Ramanujan Snakes	<ul style="list-style-type: none"> <li>Explain Indian sensibility and ethos as expressed by the poet.</li> </ul>	K2
1.12	A.K. Ramanujan : Obituary	<ul style="list-style-type: none"> <li>Discuss the Indian customs and traditions. Identify the satirical elements in the poems.</li> </ul>	K2
1.13	Alexander: Blue Lotus	<ul style="list-style-type: none"> <li>Perceive the element of hybridity in the poem through the poet's exploration of the realm of the 'in-between' - 'the in-betweenness of a migrant existence suspended between inclusion and exclusion in an alien settling seeking to interpret their status as minority migrants.'</li> </ul>	K5

2.1	Ananda Coomaraswamy : That Beauty is a State	Describe the human situation in India after Independence. How does the author find out that there is a continuing and dynamic process among the dissimilar communities which are in endless conflicts.	<b>K2</b>
		Discuss author's views on Aborigines, Hindus, Muslims and Christians.	<b>K2</b>
2.2	Nirad C. Choudhuri: Children of Circe (from The Continent of Circe: Essays on the People of India)	Describe the authors views on beauty.	<b>K2</b>
		Compare and contrast the artist's and the philosopher's views on beauty.	<b>K4</b>
3.1	Girish Karnad : Tughlaq	Discuss the social, political, moral, and religious issues along with pathos, sentiment, irony, and social criticism	<b>K6</b>
		Explore universal human predicament through his social, moral, religious and political concerns.	<b>K4</b>
3.2	Asif Currimbhoy : Inquilab	Discuss and analyze it as a historical and political play	<b>K4</b>
		Identify symbolism, irony and humour and the dramatic devices used in the play	<b>K4</b>
4.1	Raja Rao: Kanthapura	Critically analyze the themes of Marginalization and the voice of the Subalterns	<b>K5</b>
		Investigate the themes of social justice and liberation and probe the predicament of the underdogs	<b>K6</b>
4.2	Mulk Raj Anand: Untouchable	Examine the historical and literary context of <i>Kanthapura</i> .	<b>K4</b>
4.3	R.K. Narayan: The Guide	Construct the Oriental idea of history in comparison with the western notion of history	<b>K6</b>
5.1	Khushwant Singh: Train to Pakistan	Compare hostility and violence with humanism	<b>K4</b>
		Estimate on the inhuman conditions prevailed during partition of India-Pakistan	<b>K6</b>
5.2	Amitav Ghosh : Sea of Poppies	Discuss the historical aspects that propelled the Opium War.	<b>K2</b>



		Analyze the novel from postcolonial perspective.	<b>K4</b>
5.3	Jumpha Lahiri : The Namesake	Construct a character of analysis of Gogol	<b>K3</b>
		Compare and contrast the Indian and American experiences in the novel. Identify some values and beliefs of other cultures that might clash with your own.	<b>K4</b>

**BOOKS FOR REFERENCE:**

1. Naik M.K. *A History of Indian English Literature*. New Delhi: Sahitya Academy, 1982.
2. Iyengar, Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 1985.
3. Paniker, K. Ayyappa. *Indian English Literature since Independence*. New Delhi: The Indian Association of English Studies, 1991.
4. Naik, M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers, 1984.

**WEB LINKS:**

1. <http://kavishala.in/best-hindi-poetry-8-beautiful-and-famous-poetry-by-a-k-ramanujan/>
2. <https://www.gradesaver.com/toru-dutt-poetry/study-guide/poem-text>

**Year of Revision:2020****MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	L	M	L	M	M	M	M	M	H	M	M	M	M
<b>CO2</b>	L	H	M	M	M	M	H	H	H	M	M	H	H
<b>CO3</b>	M	H	M	M	H	H	H	H	M	M	H	H	H
<b>CO4</b>	L	H	M	M	H	H	H	M	H	M	H	H	M
<b>CO5</b>	L	M	M	M	H	H	H	M	H	M	H	H	H
<b>CO6</b>	L	M	H	M	H	H	M	H	H	M	M	M	H

**L- Low, M – Medium, H – High**

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Dr. C. DHANABAL

Signature:

Minutes: 'River' removed – 'Snakes' added.

<b>Elective IV: Journalism and Mass Communication</b>			
<b>Semester</b>	: III	<b>Course Code</b>	: P22EG3:A
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

## COURSE OUTCOMES

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Explain the meaning, essential elements and the process of communication and identify the barriers of communication.	K2	I
CO2	Compare and contrast the different kinds of news stories with respect to content, language and purpose.	K2	II
CO3	Develop skills of reporting, interviewing and editing	K3	IV
CO4	Classify the different kinds of news like hard and soft news, expected and unexpected news, etc.	K4	III
CO5	Assess the impact of advertisements and the role of mass media on public opinion	K5	V
CO6	Create/write different kinds of news reports.	K6	II

## SYLLABUS:

### Unit 1: Introduction to Communication Theory (18 Hours)

Definition of Communication – Elements of Communication - Process of Communication – the 7 Cs of Communication – Barriers to communication – Mass Communication and Culture – Function of Mass Media – Mass Media and Public Opinion – Mass Media as Opinion Leader – Media Effects

### Unit 2: Journalism – The Basics (18 Hours)

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council News on views – News analysis, Editorial, columns, articles, middle reviews, letters – features The Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads and Headlines

### Unit 3: Print Journalism (18 Hours)

News – Definition – Elements – Source – News Agencies Kinds of News – Hard and soft news – Expected, Unexpected News – Box News – follow-up news – Scoop-fillers – Human Interest stories – Recognizing and Evaluating news

### Unit 4: Reporting and its Kinds (18 Hours)

The profile of a Reporter  
Reporting: crime, court, election, legislature, sports, development, investigative, interpretive, Interviewing.

**Unit 5: Broadcast Journalism****(18 Hours)**

Innovations in TV Technology – Television Journalism – Television in India – Radio Broadcasting in India – Films Semiotics – Film and Book Reviews –Advertisements

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

**Journalism in the Digital Age**

S.No.	Topics	Web Links
1	Emerging and social media journalism	<a href="http://www.globalmediajournal.com/open-access/the-emerging-of-global-journalism-and-social-media.php?aid=64437">http://www.globalmediajournal.com/open-access/the-emerging-of-global-journalism-and-social-media.php?aid=64437</a>
2	Characteristics and types of electronic social media – Facebook, Instagram, Twitter, Whatsapp, Youtube, etc	<a href="https://www.intechopen.com/books/social-media-and-journalism-trends-connections-implications/introductory-chapter-some-notes-on-journalism-in-the-age-of-social-media">https://www.intechopen.com/books/social-media-and-journalism-trends-connections-implications/introductory-chapter-some-notes-on-journalism-in-the-age-of-social-media</a>
3	Synergy between social and mainstream media	<a href="https://sproutsocial.com/insights/social-media-and-journalism/">https://sproutsocial.com/insights/social-media-and-journalism/</a> <a href="https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2017-11/Mainstream%20media%20and%20the%20distribution%20of%20news%20in%20the%20age%20of%20social%20discovery.pdf">https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2017-11/Mainstream%20media%20and%20the%20distribution%20of%20news%20in%20the%20age%20of%20social%20discovery.pdf</a>
4	Citizen journalism	<a href="https://en.wikipedia.org/wiki/Citizen_journalism#:~:text=Citizen%20journalism%20(also%20known%20as,and%20disseminating%20news%20and%20information.%22">https://en.wikipedia.org/wiki/Citizen_journalism#:~:text=Citizen%20journalism%20(also%20known%20as,and%20disseminating%20news%20and%20information.%22</a> <a href="https://www.britannica.com/topic/citizen-journalism">https://www.britannica.com/topic/citizen-journalism</a> <a href="https://www.thoughtco.com/what-is-citizen-journalism-2073663">https://www.thoughtco.com/what-is-citizen-journalism-2073663</a>

**BOOKS FOR STUDY:**

1. Ahuja, B.N. Theory and Practice of Journalism. (New Delhi: Surjeet, 1988).
2. Kumar, Keval J. Mass Communication in India. (New Delhi: Jaico, 2010).
3. Parthasarathy, Rangaswami. Basic Journalism. (New Delhi: Macmillan, 2010).
4. Kamath, M.V. Professional Journalism. (New Delhi: Vikas, 1997).

**BOOKS FOR REFERENCE:**

1. Murthy, R.K. Free-Lancing. (New Delhi: Reliance, 1989).
2. Rao, Narasimha. Style in Journalism. (Chennai : Orient Longman, 1998).

**WEB LINKS:**

1. [http://youtu.be/xrtWcc7\\_0x8](http://youtu.be/xrtWcc7_0x8)
2. [https://swayam.gov.in/nd2\\_ugc19\\_hs42/preview](https://swayam.gov.in/nd2_ugc19_hs42/preview)

**SPECIFIC LEARNING OUTCOMES (SLO):**

UNIT	COURSE CONTENT	LEARNING OUTCOMES	BLOOMS TAXONOMIC HIGHEST LEVEL OF TRANSACTION
<b>I</b>	1.1 Definition of Communication – Elements of Communication - Process of Communication –the 7 Cs of Communication – Barriers to communication	1.Explain the meaning, essential elements and the process of communication and identify the barriers of communication	<b>K2</b>
	1.2 Mass Communication and Culture Function of Mass Media	1. Analyze the ways in which mass communication determines and influences the culture of a society/nation 2. Assess the functions of mass media and determine its importance, value and utility	<b>K4</b> <b>K5</b>
	1.3 Mass Media and Public Opinion – Mass Media as Opinion Leader – Media Effects	1.Examine the impact of mass media in playing a seminal role in the construction of public belief and social change	<b>K4</b>
<b>II</b>	2.1 Definition of Journalism – Role of Journalism	1.Discuss the definition and meaning of journalism 2.Trace the etymology, origin and historical development of journalism from the Roman era until the present 3.Estimate the importance and role of journalism in the present context	<b>K2</b> <b>K3</b> <b>K5</b>
	2.2 Ethics – Press Laws – Press Council	1.Demonstrate understanding of the ethics of the journalistic profession and cognize the various press laws operating to protect the rights and interests of the print media.	<b>K2</b>

	2.3 News on views – News analysis, Editorial, columns, articles, middle reviews, letters – features	1.Analyse the news reports with respect to its content, language and purpose 2.Categorize the news writings such as editorials, features, reviews, etc based on the style, tone and function	<b>K4</b> <b>K4</b>
	2.4 The Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads and Headlines	1.Comprehend the salient features of the journalistic style – journalese 2.Construct headlines and leads for news reports based on the principles underlying the language of journalism	<b>K2</b> <b>K6</b>
<b>III</b>	3.1 News – Definition – Elements – Source – News Agencies	1.Cognize the meaning of news and list the elements of news 2.Explore the various sources of news and the news agencies operating both at home and abroad	<b>K2</b> <b>K4</b>
	3.2 Kinds of News – Hard and Soft news – Expected, Unexpected News – Box News – Follow-up news – Scoop – Fillers – Human Interest Stories – Recognizing and Evaluation news	1.Compare and contrast of the different kinds of news stories published, broadcast and telecast in the media 2.Assess the impact and the influence of news stories on the lives of the common people	<b>K2</b> <b>K6</b>
<b>IV</b>	4.1 The profile of a Reporter Reporting: crime, court, election, legislature, sports, development, investigative, interpretive, Interviewing	1.Discuss the attributes of a reporter and the skill to be possessed by a reporter. 2.Classify the different kinds of reporting and delineate the principles and procedures involved in each of them	<b>K2</b> <b>K2</b>
<b>V</b>	5.1 Innovations in TV Technology – Television Journalism – Television in India –	1.Trace the history of television journalism 2.Assess the impact of television journalism in India in the past as well as the present	<b>K3</b> <b>K6</b>
	5.2 Radio Broadcasting in India	1.Examine the role of broadcast journalism in India	<b>K4</b>

	5.3 Films Semiotics – Film and Book Reviews	1.Prepare and present book reviews and film reviews based on the mechanics and procedures of review writing	<b>K6</b>
	5.4 Advertisements	1.Assess the role of advertisements and its impact on the society	<b>K5</b>
<b>VI</b>	6.4 Emerging and social media journalism	1.Explore the emergence of new trends in journalism like social media journalism and citizen journalism.	<b>K4</b>
	6.5 Characteristics and types of electronic social media – Facebook, Instagram, Twitter, Whatsapp, Youtube, etc	2.Investigate the nature and role of traditional journalism such as print and electronic media vs emerging social media journalism	<b>K5</b>
	6.6 Synergy between social and mainstream media	3.Prepare a model newsletter/magazine by incorporating the principles and practices of journalism	<b>K6</b>
	6.7 Citizen journalism		

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	L	M	H	M	M	M	M	M	M	L	M	M
CO2	M	L	M	H	M	M	M	M	L	M	L	M	M
CO3	M	L	L	H	M	M	M	M	M	M	L	M	L
CO4	M	M	L	M	M	M	M	M	M	L	M	M	M
CO5	M	M	M	H	L	M	H	M	L	M	L	L	M
CO6	M	L	M	H	L	M	H	M	L	M	L	M	L

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. G. PARVATHY**

**Signature:**

Minutes: There are no changes for this paper.



<b>Elective IV: Cultural Studies</b>			
<b>Semester</b>	: III	<b>Course Code</b>	: P22EG3:B
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit
CO1	Explain the historical developments, literary nuances and theoretical approaches to Cultural Studies	K2	I
CO2	Cognize the concepts and key works of literature that shaped certain discussions in Cultural Studies	K2	II
CO3	Identify key theorists and terms in Cultural Studies and acquire knowledge of key texts and topics related to Cultural Studies	K3	IV
CO4	Think critically through the structures and institutions that shape artistic and aesthetic productions to understand how culture is mediated by/through the frameworks of gender, caste, nation and such concepts	K4	III
CO5	Assess the diverse and sometimes contested meanings of cultural objects and processes of Cultural Studies	K5	V
CO6	Demonstrate the practicality of cultural studies theory to contemporary situations and practices relevant to the everyday experience of students.	K6	II

**SYLLABUS:****Unit I: An Introduction to Cultural Studies**

- (a) Definition of Culture and Cultural Studies
- (b) The Birmingham Centre for Contemporary Cultural Studies
- (c) Frankfurt School
- (b) Literary Foundations of Cultural Studies
- (c) Culturalism and the Formation of a New Cultural Studies
- (d) Internationalization of British Cultural Studies

**Unit II: Key Concepts in Cultural Studies**

- (a) Culture and Signifying Practices: Language-Game
- (b) Representation
- (c) Cultural Materialism and Non-Reductionism: Political Economy
- (d) Articulation
- (e) Power
- (f) Popular Culture: Ideology and Hegemony
- (g) Texts and Readers (Active Audiences): Polysemy

- (h) Anti-Essentialism: Subjectivity and Identity
- (i) Positionality

**Unit III: Key Theorists and their Works**

- (a) Stuart Hall: *The Formation of Cultural Studies* (A chapter from *Cultural Studies 1983: A Theoretical History*)
- (b) Edward Said: *Two Visions in Heart of Darkness* (A chapter from *Culture and Imperialism*)
- (c) Homi Bhabha: *Articulating the Archaic: Cultural Difference and Colonial Nonsense* (A chapter from *The Location of Culture*)

**Unit IV: Key Theorists and their works**

- (a) Judith Butler: *Subjects of Sex/Gender/Desire* (A chapter from *Gender Trouble*)
- (b) Donna J. Haraway: *A Cyborg Manifesto* (A chapter from *The Cultural Studies Reader*)

**Unit V: Cultural Studies and Literature**

- (a) Perumal Murugan: *One Part Woman* (Novel)
- (b) Kavery Nambisan: *The Scent of Pepper* (Novel)
- (c) Hansda Sowvendra Shekhar: *The Adivasi Will Not Dance* (Stories)
- (d) Chinua Achebe: *Things Fall Apart* (Novel)
- (e) Wole Soyinka: *The Lion and the Jewel* (Play)

**Unit VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

- (a) Culture and the Social Formation (Marxism and the Metaphor of Base and Superstructure)
- (b) The Linguistic Turn in Cultural Studies (Wittgenstein and Rorty: Language as Use)
- (c) Biology, the Body and Culture (The Body as Discourse)
- (d) Modernism and Culture, Postmodern Culture
- (e) Feminism and Cultural Studies
- (f) Media Culture (Television Audiences and Cultural Identity)

**BOOKS FOR STUDY:**

1. Barker, Chris. *Cultural Studies: Theory and Practice*. 4th ed. New Delhi: Sage Publications India Pvt Ltd, 2012.
2. Bhabha, Homi K. *The Location of Culture*. London: Routledge, 2004.
3. Hall, Stuart. *Cultural Studies 1983, A Theoretical History*. Duke University Press, 2016.
4. Judith Butler, *Gender Trouble*. Routledge, 1990.
5. Lewis, Jeff. *Cultural Studies: The Basics*. 2nd ed. New Delhi: Sage Publications India Pvt Ltd, 2008.
6. Said, Edward. *Culture and Imperialism*. London: Vintage Books, 1994.
7. Simon During, *The Cultural Studies Reader*. Routledge, 1993.

**BOOKS FOR REFERENCE:**

1. Chris Barker, Making Sense of Cultural Studies, Sage, 2002.
2. Morag, Shiach. Feminism and Cultural Studies. Oxford: Oxford University Press, 1999.
3. Ogden, Daryl. Introduction to Cultural Studies. New York: Pearson Custom Publishing, 2000.
4. Ryan, Michael. Cultural Studies: A Practical Introduction. Chichester, UK: John Wiley & Sons Ltd, 2010.
5. Williams, Raymond. Resources of Hope: Culture, Democracy, Socialism. Verso, 1989.

**WEB LINKS:**

<https://www.youtube.com/watch?v=CtdivVeym44>  
[https://www.youtube.com/watch?v=viTL\\_Uo4-Bg](https://www.youtube.com/watch?v=viTL_Uo4-Bg)  
<https://www.thebritishacademy.ac.uk/blog/what-is-cultural-studies/>  
<https://www.uwb.edu/cultural-studies/why/what>  
<https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095652927>

**SPECIFIC LEARNING OUTCOMES (SLO):**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>UNIT-I: An Introduction to Cultural Studies</b>			
	(a) Definition of Culture and Cultural Studies (b) The Birmingham Centre for Contemporary Cultural Studies (c) Frankfurt School (b) Literary Foundations of Cultural Studies (c) Culturalism and the Formation of a New Cultural Studies (d) Internationalization of British Cultural Studies	1.Explain culture in all its complex forms and understand the social and political context in which culture manifests itself.  2. Examine the political dynamics of contemporary culture including popular culture and its historical foundation	<b>K2</b>  <b>K4</b>
<b>UNIT II: Key Concepts in Cultural Studies</b>			
	(a) Culture and Signifying Practices: Language-Game (b) Representation (c) Cultural Materialism and Non-Reductionism: Political Economy (d) Articulation (e) Power	Examine cultural practices and their relation to power	<b>K4</b>

	(f) Popular Culture: Ideology and Hegemony (g) Texts and Readers (Active Audiences): Polysemy (h) Anti-Essentialism: Subjectivity and Identity (i) Positionality	Investigate and estimate how cultural practices relate to wider systems of power associated with or operating through social phenomena	<b>K5</b>
<b>UNIT III: Key Theorists and their Works</b>			
	(a) Stuart Hall: <i>The Formation of Cultural Studies</i> (A chapter from <i>Cultural Studies 1983: A Theoretical History</i> ) (b) Edward Said: <i>Two Visions in Heart of Darkness</i> (A chapter from <i>Culture and Imperialism</i> ) (c) Homi Bhabha: <i>Articulating the Archaic: Cultural Difference and Colonial Nonsense</i> (A chapter from <i>The Location of Culture</i> )	Discuss culture as a critical site of social action and intervention where power relations are both established and potentially unsettled.  Examine the loss of meaningfulness in cross-cultural interpretations of colonial and postcolonial discourse.	<b>K3</b>  <b>K4</b>
<b>UNIT IV: Key Theorists and their works</b>			
	(a) Judith Butler: <i>Subjects of Sex/Gender/Desire</i> (A chapter from <i>Gender Trouble</i> ) (b) Donna J. Haraway: <i>A Cyborg Manifesto</i> (A chapter from <i>The Cultural Studies Reader</i> )	1. Challenge the notions put forth by feminist theories about the concept and identity called women.  2. Posit the idea that the advent of cybernetics helps in the construction of a world capable of challenging gender disparities	<b>K5</b>  <b>K6</b>
<b>UNIT V</b>			
	<b>Cultural Studies and Literature</b> Perumal Murugan: <i>One Part Woman</i> (Novel) Kavery Nambisan: <i>The Scent of Pepper</i> (Novel) Hansda Sowvendra Shekhar: <i>The Adivasi Will Not Dance</i> (Stories) Chinua Achebe: <i>Things Fall Apart</i> (Novel) Wole Soyinka: <i>The Lion and the Jewel</i> (Play)	Demonstrate understanding of and assess how dominant groups dictate, regulate and control culture as a whole which contributes to the subjugation of minority people and perpetuates the core tenets and ideologies of imperialism  Expose and reconcile constructed divisions of knowledge that purport to be grounded in nature.	<b>K2</b>  <b>K5</b>

UNIT VI			
	1.Culture and the Social Formation (Marxism and the Metaphor of Base and Superstructure) 2.The Linguistic Turn in Cultural Studies (Wittgenstein and Rorty: Language as Use) 3.Biology, the Body and Culture (The Body as Discourse) 4.Modernism and Culture, Postmodern Culture 5.Feminism and Cultural Studies 6.Media Culture (Television Audiences and Cultural Identity)	1.Analyse the interdisciplinary nature of cultural studies and the diverse ramifications of the field.	<b>K4</b>
		2.Assess the cultural codes and practices of a subculture against those of the dominant culture.	<b>K5</b>

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	H	L	M	H	M	M	M	M	M	M	L	M	M
<b>CO2</b>	M	L	M	H	M	M	M	M	L	M	L	M	M
<b>CO3</b>	M	L	L	H	M	M	M	M	M	M	L	M	L
<b>CO4</b>	M	M	L	M	M	M	M	M	M	L	M	M	M
<b>CO5</b>	M	M	M	H	L	M	H	M	L	M	L	L	M
<b>CO6</b>	M	L	M	H	L	M	H	M	L	M	L	M	L

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. G. PARVATHY**

**Signature:**

<b>Generic Course: Research and Publication Ethics</b>			
<b>Semester</b>	<b>: III</b>	<b>Course Code</b>	<b>: P22EG3G1</b>
<b>Credits</b>	<b>: 1</b>	<b>Hours / Week</b>	<b>: 1</b>

## COURSE OUTCOMES

On Completion of the Course, the students will be able to:

CO No.	Course Outcomes	Level	Unit
CO 1	Understand the philosophical foundation of research	K1	I
CO 2	Describe the publication ethics and its relevance	K2	II
CO 3	Make use of the software tools to identify quality journals	K2	III
CO 4	Determine the originality of articles using Anti-plagiarism software	K3	IV
CO 5	Evaluate the quality of the journals based on various bibliometrics	K3	V
CO 6	Identify scientific journals from the database for their field of interests	K4	V

## SYLLABUS:

### Unit I: Philosophy and Ethics

- 1.1 Introduction to philosophy- Concept; Nature and Scope; Outcomes
- 1.2 Research ethics in Arts and Science
- 1.3 Originality and Plagiarism.

### Unit II: Publication Ethics

- 2.1 Publication ethics – Definition
- 2.2 Conflicts of interest – definition
- 2.3 Concept and problem that leads to unethical behavior
- 2.4 Violation of publication ethics
- 2.5 Predatory publishers and journals.

### Unit III: Open Access Publishing

- 3.1 Open access publishing and initiatives
- 3.2 Software tool to identify predatory publications
- 3.3 Journal finder, journal suggestions, journal suggestor

### Unit IV: Publication Misconduct

- 4.1 Publication misconduct
- 4.2 Specific ethical issues – Authorship; Conflicts of interest
- 4.3 Complaints and Appeals – Examples of fraud
- 4.4 Use of plagiarism software – URKUND and Turnitin.

**Unit V: Databases and Research Metrics**

5.1 Databases and Research Metrics – Indexing databases

5.2 Citation databases: Web of Science, Scopus

5.3 Impact Factors of journal as per Journal Citation Report, SNIP, SJR, IPP. Cite Score

5.4 Metrics: h-index, g index, i10 index, alt-metrics.

**REFERENCES**

Bairagi, Vinayak, and Mousami V. Munot, eds. *Research methodology: A practical and scientific approach*. CRC Press, 2019.

Kothari, Chakravanti Rajagopalachari. *Research methodology: Methods and techniques*. New Age International, 2004.

Kumar, Ranjit. *Research methodology: A step-by-step guide for beginners*. Sage, 2018.

Richard, Pring. *Philosophy of Educational Research*. Continuum, 2000.

Surbhi Jain, *Research Methodology in Arts, Science and Humanities*. Society Publishing, 2019.

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit/ Section	Course Content	Learning Outcomes	Bloom's Taxonomy Level
<b>1</b>	<b>Philosophy and Ethics</b>		
1.1	Introduction to Philosophy- Concept; Nature and Scope; Outcomes	Define the basic and fundamental concept of philosophy.  Understand the nature and scope of philosophy	K1  K1
1.2	Research Ethics in Arts and Science	Identify the ethics to be practiced in research.	K1
1.3	Originality and Plagiarism	Understand the importance of originality and the consequences of plagiarism	K1
<b>2</b>	<b>Publication Ethics</b>		
2.1	Publication ethics – Definition	Explain the concepts and ideas that define publication ethics.	K2
2.2	Conflicts of interest – definition	Understand the significance of conflict of interest in research	K2
2.3	Concept and problem that leads to unethical behavior	Discuss the issues that occur due to unethical publication	K2
2.4	Violation of publication ethics	Explain the different ways in which publication ethics are ignored	K2



2.5	Predatory publishers and journals	Discuss the ways to identify predatory publishers and journals.	K2
<b>3</b>	<b>Open Access Publishing</b>		
3.1	Open access publishing and initiatives	Discuss the unrestricted access of open access	K2
3.2	Software tool to identify predatory publications	Summarize the different tools used to identify predatory publications	K2
3.3	Journal finder, journal suggestions, journal suggestor	List out the various tools employed to find journals	K2
<b>4</b>	<b>Publication Misconduct</b>		
4.1	Publication misconduct	Explain the aspects of publication misconduct	K3
4.2	Specific ethical issues and Authorship; Conflicts of interest	How does authorship and conflict of interest lead to ethical issues?	K3
4.3	Complaints and Appeals – Examples of fraud	Illustrate the unethical publication practices with examples	K3
4.4	Use of plagiarism software – URKUND and Turnitin	How are various plagiarism software used?	K3
<b>5</b>	<b>Databases and Research Metrics</b>		
5.1	Databases and Research Metrics – Indexing databases	Demonstrate the usage of research metrics using Indexing databases	K4
5.2	Citation databases: Web of Science, Scopus	Examine the different types of citation databases	K4
5.3	Impact Factors of journal as per Journal Citation Report, SNIP, SJR, IPP. Cite Score	Explain how the impact factors help in identifying the citation frequency.	K3
5.4	Metrics: h-index, g index, i10 index, alt-metrics.	Compare and contrast the different author impact metrics	K4

**MAPPING SCHEME**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	-	-	-	L	-	L	-	-	M	-	-	L	L
<b>CO2</b>	-	-	-	L	-	L	-	-	L	-	-	M	L
<b>CO3</b>	-	-	-	-	-	-	L	-	-	-	-	-	-
<b>CO4</b>	-	-	-	M	-	-	-	-	L	-	-	M	L
<b>CO5</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>CO6</b>	-	-	-	-	-	-	-	-	-	-	-	-	-

L- Low

M- Moderate

H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Ms. R. HARNI

Signature:

<b>Core XII: Literary Criticism</b>			
<b>Semester</b>	<b>: IV</b>	<b>Course Code</b>	<b>: P22EG412</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

<b>CO No.</b>	<b>COURSE OUTCOMES</b>	<b>LEVEL</b>	<b>UNIT</b>
CO1	Delineate literary criticism and explain its history, types and gain proficiency in theoretical terminology.	K2	I
CO2	Explain the four basic approaches of literary criticism and their role in evaluating the work of art	K2	II
CO3	Demonstrate through discussion about various schools of criticism (or) critical theories from New Criticism to the theory of the present times	K3	III
CO4	Distinguish between theory and application.	K5	IV
CO5	Be knowledgeable in applying principles of criticism to literary texts.	K5	V
CO6	Demonstrate competence to evolve methodological framework	K6	V

**SYLLABUS:**

<b>Unit 1: New Criticism</b>		<b>18 Hours</b>
T.S. Eliot	: Tradition and the Individual Talent	
Cleanth Brooks	: The Language of Paradox	
<b>Unit 2: Psychoanalytic Criticism &amp; Structuralism</b>		<b>18 Hours</b>
Sigmund Freud	: Creative Writers and Day Dreaming	
Northrop Frye	: Archetypes of Literature	
<b>Unit 3: Hermeneutics &amp; Reader Response Theory</b>		<b>18 Hours</b>
Susan Sontag	: Against Interpretation	
Wolfgang Iser	: The Reading Process: A Phenomenological Approach	
<b>Unit 4: Postcolonialism &amp; Feminism</b>		<b>18 Hours</b>
Edward Said	: Introduction to Orientalism	
Sandra M. Gilbert and Susan Gubar	: Infection in the Sentence: The Woman Writer the Anxiety of Authorship	

**Unit 5: Practical Criticism****18 Hours**

1. Practical Criticism: Analysis of a poem with respect to Structure, Texture and Tone.

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

S.No.	Topics	Books to Refer
1	M.H. Abrams : "Orientation of Critical Theories"	Lodge, David, editor. <i>20th Century Literary Criticism: A Reader</i> . Longman, 1986.
2	Raymond Williams: "Base and Superstructure in Marxist Cultural Theory"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
3	Edmond Wilson: "The Historical Interpretation of Literature"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
4	Michel Foucault: "What is an Author?"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
5	Hayden White: "The Historical Text as Literary Artifact"	Leitch, Vincent, B, et al, editors. <i>The Norton Anthology of Theory and Criticism</i> . W.W. Norton & Company, 2001.
6	Carl Gustav Jung: "Psychology and Literature"	Lodge, David, editor. <i>20th Century Literary Criticism: A Reader</i> . Longman, 1986.
7	Roland Barthes: "Criticism as Language"	Lodge, David, editor. <i>20th Century Literary Criticism: A Reader</i> . Longman, 1986.
8	Jonathan Culler: "Literature and Cultural Studies"	Culler, Jonathan. <i>Literary Theory: A Very Short Introduction</i> . Oxford UP, 2000.
9	Bill Ashcroft: "Postcoloniality and Theory"	Ashcroft, Bill, et al. <i>The Empire Writes Back: Theory and Practice in post-colonial literatures</i> . Routledge, 2002.

**TEXT BOOK(S):**

1. Lodge, David, and Nigel Wood, editors. *Modern Criticism and Theory: A Reader*. Longman, 2008.
2. Lodge, David, editor. *20th Century Literary Criticism: A Reader*. Longman, 1986.
3. Enright, D.J. and Ernst De Chickera. *English Critical Texts*. Oxford UP, 1997.
4. Eliot, T.S. *The Sacred Wood and Major Early Essays*. Dover Publications, 1998.
5. Leitch, Vincent, B. *The Norton Anthology of Theory and Criticism*. W.W. Norton & Company, 2001.
6. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford UP, 2000.
7. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in post-colonial literatures*. Routledge, 2002.
8. Brooks, Cleanth. *The Well Wrought Urn: Studies in the Structure of Poetry*. Mariner Books, 1956.

**REFERENCE BOOKS:**

1. Habib, M. A. R. *Modern Literary Criticism and Theory: A History*. Blackwell Publishing, 2005.
2. Selden, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. Longman, 1996.
3. Goring, Paul, et al. *Studying Literary Theory – The Essential Companion*. Bloomsbury Publishing, 2001.
4. Sethuraman, V.S. *Contemporary Criticism: An Anthology*. Macmillan, 1989.
5. Peck, John and Martin Coyle. *Literary Terms and Criticism*. Palgrave Macmillan, 2002.
6. Lavers, Annette, translator. *Mythologies*. By Roland Barthes, Hill and Wang, 1972.
7. Showalter, Elaine, editor. *The New Feminist Criticism: Essays on Women, Literature, and Theory*. Virago, 1985.

**WEB LINKS:**

1. <https://swayam.gov.in/explorer?searchText=literary+criticism>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	1.1 T.S. Eliot : Tradition and the Individual Talent	• Discuss the socio-cultural and political background which shaped the author's thinking in the context of this text.	K2
		• Identify the cultural ideology, social ideology and how it influences and affects the author's expertise that are expressed in the text	K3
	1.2 Cleanth Brooks : The Language of Paradox	• Discuss the key points of New Criticism or Practical Criticism from the context of this text.	K2
		• Examine the ambiguity of language and the layers of meaning produced by it.	K4
II	2.1 Sigmund Freud : Creative Writers and Day Dreaming	• Examine the contributions of Sigmund Freud in the field of psychoanalysis and his famous concept of tripartite division of human psyche.	K2
		• Critically analyse the impact of psychoanalysis in the process of creative writing and day dreaming.	K5

	2.2 Northorpe Frye : Archetypes of Literature	<ul style="list-style-type: none"> <li>Examine the concept of myth and archetype.</li> </ul>	K2	
		<ul style="list-style-type: none"> <li>Critically analyse Frye's enlistment of archetypes of literature.</li> </ul>	K5	
III	3.1 Susan Sontag : Against Interpretation	<ul style="list-style-type: none"> <li>Examine the concept of hermeneutics.</li> </ul>	K2	
		<ul style="list-style-type: none"> <li>Investigate the points that can distort the meaning of a literary text</li> </ul>	K5	
	3.2 Wolfgang Iser : The Reading Process: A Phenomenological Approach	<ul style="list-style-type: none"> <li>Discuss the important concepts in Reader Response Theory</li> </ul>	K2	
		<ul style="list-style-type: none"> <li>Estimate the growth of human consciousness and self-awareness in the reading process.</li> </ul>	K6	
IV	4.1 Edward Said : Introduction to Orientalism	<ul style="list-style-type: none"> <li>Discuss the socio-cultural and political background in which the author lived which shaped his thinking in the context of this text.</li> </ul>	K2	
		<ul style="list-style-type: none"> <li>Discuss the fundamental questions the post colonialism forces its learners to ask</li> </ul>	K6	
	4.2 Sandra M. Gilbert And Susan Gubar: Inflection in the Sentence: The Woman Writer and the Anxiety of Authorship	<ul style="list-style-type: none"> <li>Analyse the tenets of feminism and discuss its importance in bringing the gender equality.</li> </ul>	K2	
		<ul style="list-style-type: none"> <li>Analyse how the views of feminism are vividly portrayed in the text and how it reflects the culture of that time.</li> </ul>	K4	
	V	5.1 Practical Criticism : Analysis of a poem with respect to Structure, Texture and Tone.	<ul style="list-style-type: none"> <li>Discuss the concepts of prosody with respect to rhyme, rhythm and other poetic devices.</li> </ul>	K2
			<ul style="list-style-type: none"> <li>Apply the concepts that are learnt in a poem that is being selected.</li> </ul>	K6

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	L	M	M	L	L	H	H	M	H	L	M	H	M
<b>CO2</b>	L	M	M	L	M	H	H	H	M	L	M	H	H
<b>CO3</b>	M	M	M	L	M	H	H	H	H	L	M	H	H
<b>CO4</b>	M	H	M	L	M	H	H	M	H	L	H	H	H
<b>CO5</b>	L	M	M	L	M	H	H	M	M	L	H	H	H
<b>CO6</b>	L	M	L	L	M	M	H	H	H	L	M	H	H

L-Low

M-Moderate

H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

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2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Dr. S. ANAND ARUL DAS

Signature:

**Minutes: There are no changes for this paper.**

Core XIII: Ecoliterature			
Semester	: IV	Course Code	: P22EG413
Credits	: 5	Hours / Week	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Relate with nature and its values.	K2	I -V
CO2	Apply ecological principles on literary texts and pursue research in this emerging field.	K3	I-V
CO3	Analyze the ecological and geographical parameters of a particular place and the parameters which define life of that place.	K4	III-V
CO4	Evaluate the ecological biodiversity of the place and map out the ecological crisis that injures the land.	K5	I -V
CO5	Adapt an intrinsic value for all living and non-living beings in the world around us.	K6	I -V
CO6	Formulate an ecological vision by being a responsible planet steward and thereby not to violate the laws of nature.	K6	I -V

**SYLLABUS:****Unit 1: Introduction to Green Studies** **18 Hours**

Introduction to "Ecocriticism" (from Peter Barry's *Beginning Theory*)

**Unit 2: Beginnings of Green Voices** **18 Hours**

Cheryll Glotfelty : Literary Study in an Age of Environmental Crisis.

William Rueckert : Literature and Ecology: An Experiment in Ecocriticism

Rachel Carson: "The Obligation to Endure" from *Silent Spring*

**Unit 3: Major Strands in Ecocriticism** **18 Hours**

K.C. Abraham : A Theological Response to the Ecological Crisis

(From *Ecotheology : Voices from South and North* by David G. Hallman)

Gretchen T. Legler : Ecofeminist Literary Criticism

Nirmal Selvamony : Neo-tinai poetics

**Unit 4: Poetry for Ecocritical Reading** **18 Hours**

D.H Lawrence : Snake

Hopkins : Spring

F.G. Scott : The Unnamed Lake

Douglas A. Stewart : The Silkworms

W.W.E. Ross : The Snake Trying



**Unit 5: Fiction and Non-Fiction for Ecocritical Reading****18 Hours**

Steinbeck : The Grapes of Wrath  
 Indra Sinha : Animals People  
 Thoreau : Walden  
 Chief Seattle's Speech  
 Jack London : The Call of the Wild  
 Mildred D. Taylor : Song of the Trees

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

**Other Thrust Areas and Recent Trends in Ecocriticism**

S. No.	Topics	Web Links /Learning Outcomes
1	Ecomedia/Ecocinema (Films and Documentaries) - To be selected by the Course Teacher 1.1 Queen of Trees (Documentary), Trashed, Hachiko: A Dog's Tale (Film), Fast Food nation, Disgrace, The Lorax (Film), The Story of Mudugar-Rayson Alex, The Plastic Cow (Documentary), KentuckyFriedCruelty, Slow Poisoning of India, Thorny Land: Invasion of Cheemakaruvell- Rayson Alex	(To be decided by the course teacher) <a href="https://www.youtube.com/watch?v=xy86ak2fQJM">https://www.youtube.com/watch?v=xy86ak2fQJM</a> <a href="https://www.youtube.com/watch?v=SifRIYqHfcY">https://www.youtube.com/watch?v=SifRIYqHfcY</a> <a href="https://www.youtube.com/watch?v=W01pm7_wUWo&amp;t=79s">https://www.youtube.com/watch?v=W01pm7_wUWo&amp;t=79s</a> Analyze the documentaries/films/ texts from an ecocritical perspective. Field Work/ Eco-tours/Project (To be decided by the Course Teacher) Prepare a research project/report/ paper by applying ecocritical theory/concepts on any one of the documentaries/films/ texts.
2	2.1 Deep Ecology 2.2 Ecosophy 2.3 Environmental Justice 2.4 Symbiosis 2.5 Bioregionalism 2.6 Nativism- Paranjape, Makarand 2.7 Postcolonial Ecocriticism 2.8 Environmental Theatre 2.9 Eco-man: New Perspectives on Masculinity and Nature 2.10 Empirical Ecocriticism 2.11 An Environmental Humanities Response to the COVID-19 Pandemic	<a href="https://empiricalecocriticism.com/">https://empiricalecocriticism.com/</a> <a href="https://bifrostonline.org/environmental-humanities-response-to-covid-19/">https://bifrostonline.org/environmental-humanities-response-to-covid-19/</a>

3	<p>3.1 Henry Lawson : Bush Cats, That There My Dog</p> <p>3.2 C.A. Cranson : An Ecocritical Reading of Aravind Adiga's The White Tiger</p> <p>3.3 Oodegerro Noonuccal : We are Going, No More Boomerang</p> <p>3.4 Shakespeare : Pericles: Twins of Tyre,</p> <p>3.5 When the Kurinji Blooms by Rajam Krishnan,</p> <p>3.6 Sundara Ramaswamy: The Tamarind Tree</p> <p>3.7 Gift in Green by Sarah Joseph</p> <p>3.8 Patrick White: Voss</p> <p>3.9 Margaret Atwood: Surfacing</p>	<p>Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social-religious-cultural contexts.</p> <p>Analyze the texts from an ecocritical perspective.</p>
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**TEXT BOOKS FOR STUDY:**

- T1.** Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. Manchester University Press, 2002. (pp. 248-269).
- T2.** Carson, Rachel. *Silent Spring*. Mariner Book, 2002. (pp. 5-14).
- T3.** Cheryll Glotfelty and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press, 1996.
- T4.** Hallman, David G. *Ecotheology: Voices from South and North*. WCC Publications, 1994. (pp. 65-78).
- T5.** Frederick, Suresh (Ed.) *Ecocriticism*. New Century Book House, 2019.
- T6.** Warren, Karen J. (Ed.) *Ecofeminism: Women, Culture, Nature*. Indiana University Press. 1997. (pp. 227-238).
- T7.** Frederick, Suresh (Ed.) *Horizons: Critical Perspectives on Language and Literature*. Amirthamani Publications, 2011. (pp. 1-15).
- T8.** Lawrence, D.H. *Birds, Beasts and Flowers*. Black Sparrow Book, 2008. (pp. 95-100).
- T9.** Hopkins, Gerald Manley. *Selected Poems*. Dover Thrift Editions, 2011. (pp. 21-22).
- T10.** Scott, Frederick George. *The Unnamed Lake and Other Poems*. W. Briggs Publications, 1897. (pp. 7-14).
- T11.** Stewart, Douglas (Ed.) *Modern Australian Verse*. Vol II. University of California Press, 1965. (pp. 104-105).
- T12.** Ross, W. W. E. *Irrealities, Sonnets and Laconics*. Exile Editions, 2003. (p. 103).
- T13.** Taylor, Mildred D. *Song of the Trees*. Puffin Books, 2003.
- T14.** Thoreau, Henry David. *Walden*. Create Space Independent Publishing Platform. 2016.
- T15.** Steinbeck, John. *The Grapes of Wrath*. London: Penquin Classics, 1992. Print.
- T16.** Sinha, Indra. *Animals People*. London: Simon & Schuster, 2007. Print.
- T17.** London, Jack. *The Call of the Wild*. Rupa and Co, 2017.

**REFERENCE BOOKS:**

- R1.** Bate, Jonathan. *Romantic Ecology: Wordsworth and the Environmental Tradition*. Routledge, 2013.
- R2.** Bell, Alan. *Poisoned: How a Crime-busting Prosecutor Turned his Medical Mystery into a Crusade for Environmental Victims*. Skyhorse Publishing, 2017.
- R3.** Coupe, Lawrence. Ed. *The Green Studies Reader*. Routledge, 2000.
- R4.** Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Peregrine Smith, 1985.
- R5.** *Explorations in Ecocriticism*. Cambridge Scholars Publishing, 2014.
- R6.** Frederick, Suresh. *Contemporary Contemplations on Ecoliterature*. Authors Press, 2012.
- R7.** Garrard, Greg. *Ecocriticism New Critical Idiom Series*. Routledge, 2004.
- R8.** Kang, Han. *The Vegetarian*. Portobello Books, 2015.
- R9.** Oppermann, Serpil (Ed.) *New International Voices in Ecocriticism*. Lexington Books, 2015.
- R10.** Selvamony, Nirmal, Nirmaldasan and Rayson K. Alex. *Essays in Ecocriticism*. Sarup and Sons and OSLE-India, 2008.
- R11:** Alex, Rayson K., ed. *Culture and Media: Explorations in Ecocriticism*. London: Cambridge Scholars Publishing, 2014. Print
- R12:** Paranjape, Makarand, ed. *Nativism: Essays in Criticism*. Pune: Sahitya Akademi, 1997. Print
- R13:** Andruss, Van. et al. *Home! A Bioregional Reader*. edited. Philadelphia. New Society Publishers, 1990. Print
- R14:** Allister, Mark.,ed. *Eco-man: New Perspectives on Masculinity and Nature (Under the Sign of Nature: Explorations in Ecocriticism)*, University of Virginia.2004.Print
- R15:** Love, A. Glen, *Practical Ecocriticism: Literature, Biology and the Environment*, University of Virginia.2003.Print.

**Electronic Sources (SWAYAM / NPTEL/Other Sources)**

<https://nptel.ac.in/courses/109/106/109106084/>  
 (NPTEL) [https://www.youtube.com/watch?v=rKXdAhEMHtA&feature=emb\\_logo](https://www.youtube.com/watch?v=rKXdAhEMHtA&feature=emb_logo)  
<https://www.youtube.com/watch?v=YgW3a5-Qlgl> (University of Hyderabad)  
[www.barretthonors.asu.edu](http://www.barretthonors.asu.edu)  
[www.greenschool.org](http://www.greenschool.org)  
[https://www.youtube.com/watch?v=W01pm7\\_wUWo&t=79s](https://www.youtube.com/watch?v=W01pm7_wUWo&t=79s)  
[www.centerforgreenschools.org](http://www.centerforgreenschools.org)  
[www.greenschool.org](http://www.greenschool.org)  
[www.angelfire.com/nd/nirmaldasan/tinai.html](http://www.angelfire.com/nd/nirmaldasan/tinai.html)  
<https://www.asle.org/>  
<https://bifrostonline.org/>  
<https://empiricalecocriticism.com/>  
<https://bifrostonline.org/environmental-humanities-response-to-covid-19/>  
[https://collectiveliberation.org/wp-content/uploads/2013/01/Chief\\_Seattle\\_Speech.pdf](https://collectiveliberation.org/wp-content/uploads/2013/01/Chief_Seattle_Speech.pdf)

## SPECIFIC LEARNING OUTCOMES: (SLO)

Unit	Subtopics	Learning Outcomes	Bloom's Taxonomic Levels
<b>Introduction to Green Studies</b>			
I	1.1 Inception to "Ecocriticism" (from Peter Barry's Beginning Theory)	Define the concept of Ecocriticism and analyze the differences of different versions of Ecocriticism/Ecoliterature. Trace the evolution and literary bearings of Ecoliterature and Ecocriticism as a discipline in UK and USA	K2/K4
<b>Beginnings of Green Voices</b>			
II	2.1 Cheryl Glotfelty: Literary Study in the Age of Environmental Crisis	Discuss the relevance of literary studies in the Age of Environmental Crisis Evaluate the future of Ecocriticism.	K2/K4,5,6
II	2.2 William Rueckert: Literature and Ecology: An Experiment in Ecocriticism	Define Ecocriticism and assess the relevance of ecology to the present and future of the world.	K2/K4, 6
II	2.3 Rachel Carson: "The Obligation to Endure" from Silent Spring	Outline the use of harmful chemicals.  Analyze the impact of the harmful chemicals on nature and humans.  Assess the obligation of humans in protecting the diversity of nature.	K2/K4, 6
<b>Major Strands in Ecocriticism</b>			
III	3.1 K.C. Abraham: A Theological Response to the Ecological Crisis (from Ecotheology: Voices from South and North by David G.Hallman)  A Fresh Look at the roots of Christian Faith	Define the origin and meaning of Ecotheology Identify the link between social justice and destruction of nature  Assess the three models of the church in response to ecological concerns.  Prioritize the ethical values	K2/K4, 5
III	3.2 Legler on Ecofeminism	Define Ecofeminism and see the parallels between feminism and ecocriticism.	K2/K4

		Discuss the exploitation and degradation of the natural world and the subordination and oppression of women.	
III	3.3 Nirmal Selvamony: Neo-tinai Poetics	Trace the development of the concept of tinai. Interpret texts from an indigenous perspective Critically analyze the texts from a neo-tinai perspective. Distinguish neo-tinai as a pan-indian concept in comparison with western theoretical frameworks	K2-K6
<b>Poetry for Ecocritical Reading</b>			
IV	4.1 D. H. Lawrence: Snake	Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.  Judge the role of education on man and the value of nature.	K2-K6
IV	4..2 Hopkins: Spring	Recognize the use of imagery in the poem Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem. Analyze the poem from an ecocritical / ecotheological perspective.	K2-K6
IV	4.3 F. G. Scott: The Unnamed Lake	Recognize the use of imagery in the poem  Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.  Analyze the poem from an ecocritical perspective.	K2-K6
IV	4.4 Douglas Stewart: "The Silkworms"	Recognize the use of imagery in the poem.  Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.	K2-K6

		Analyze the poem from an ecocritical perspective	
IV	4.5 On W.W.E Ross: "The Snake Trying"	Identify the themes and symbols in the poem with the help of poetic voice and devices used in the poem.  Analyze the poem from an ecocritical perspective  Judge the role of education on man and the value of nature.	K2-K6
<b>Fiction and Non-Fiction for Ecocritical Reading</b>			
V	5.1 Grapes of Wrath by John Steinbeck  5.2 Indira Sinha: Animal's People  5.3 Jack London: The Call of the Wild	Explain the characteristic features of the texts with respect to Plot, structure, theme, characters, title, values, ideologies, historical-political-social-religious-cultural contexts.  Discuss Indira Sinha's Animal's people as an eco-disaster novel.  Analyze the texts from an ecocritical perspective	K2-K6
V	5.4 Thoreau: Walden         5.5 Chief Seattle's Speech	Explain transcendentalism and American identity, the movement which shaped many writers.  Discuss Thoreau as a nature writer.  Examine the experiment of Thoreau in Walden.  Demonstrate the understanding of the text on four levels: factual, interpretive, critical and personal.	K2-K6
V	4.6 Mildred Taylor: "Song of the Trees"	Identify the themes in the story.  Explore the historical, political and social contexts of African-Americans in America.  Analyze the story through ecocritical lens Environmental Justice perspective	K2-K6

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	M	-	-	L	M	-	-	L	H	-	-	-	H
<b>CO2</b>	M	-	-	-	-	H	-	-	H	L	L	L	H
<b>CO3</b>	M	H	-	-	-	H	M	L	H	-	-	L	H
<b>CO4</b>	-	-	L	-	L	H	M	M	H	-	L	-	H
<b>CO5</b>	-	-	-	-	M	H	M	-	H	-	-	-	H
<b>CO6</b>	-	-	-	M	M	H	-	-	H	-	-	-	H

L-Low

M-Moderate

H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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Name of the Course Coordinator: Mr. J. EDWIN MOSES

Signature:

**Minutes: No changes in this paper**



<b>Core XIV: Women's Writing</b>			
<b>Semester</b>	: IV	<b>Course Code</b>	: P22EG414
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	<b>examine</b> concepts like gender; Women's Liberation Movement; Feminisms; Women and the Canon and Gynocriticism with reference to the appropriate texts	K4	I
CO2	to <b>interpret</b> and <b>recall</b> on what it means to be a woman from various sexual, racial, class, and national perspectives through the prescribed literary texts	K1&K2	III
CO3	<b>classify</b> the developments, themes, and narrative strategies of women's writing and <b>identify</b> topics and formulate questions, identify appropriate methods and sources for research, and engage ethically with sources	K3&K4	I, III, V
CO4	to <b>relate</b> literary texts through the perspectives of gender, <b>appraise</b> the central points of a selection of feminist theory, and can <b>use</b> it to <b>explain</b> literary texts	K4	I, III
CO5	<b>modify</b> their thoughts and motivates and also <b>creates</b> scholarly debates about feminine issues and <b>assess</b> the ways in which societal institutions and power structures impact the material realities of women's lives	K6	I, II, III, V
CO6	<b>demonstrate</b> their understanding of literature into an evolving awareness of relevant cultural and historical contexts and perspectives	K2	III, VI

**SYLLABUS:****Unit 1**

Simon de Beauvoir: 'Dreams, Fears and Idols' from The Second Sex (1949)  
Showalter: Towards a Feminist Poetics

**Unit 2**

Margaret Atwood : Habitation Maya  
Angelo : Still I Rise Sylvia Plath: Edge

Kamala Das : The Looking Glass  
Adrienne Rich : Aunt Jennifer's Tigers  
Anne Sexton : For the Year of the Insane a Prayer

### Unit 3

Shashi Deshpande : Writing from the Margins  
Dale Spender : Man Made Language Chapter 1  
Virginia Woolf : Professions for Women  
Linda Hogan : The Feathers

### Unit 4

Joyce Carol Oates : Where are you Going, Where Have You Been? Kathryn  
Forbes : Mama and the Graduation Present  
Lakshmi Kannan : Kasturi  
Mahashweta Devi : Draupati  
Amrita Pritam : Wild Flower  
Ambai : The Plastic God-Box  
Kate Chopin : The Story of an Hour

### Unit 5

Margaret Lawrence : A Fetish for Love  
Charlotte Bronte : Jane Eyre  
Tony Morrison : Bluest Eye  
Gita Hariharan : Thousand Faces of Night  
Betty Friedan : The Feminine Mystique – Chapter 13

### UNIT 6: For Further Discussion & Self Study

(Not to be included for Internal or External examination)

- Sexual Orientation and Gender Identity
- Gender studies and Interdisciplinary
- Intersectional Feminism
- Eco-feminism
- Women and Social Media or Online Activism
- Theorising Female Bodies
- Politics of Abortion
- The Me Too Narratives

### TEXT BOOKS

1. Beauvoir, Simone de. *The Second Sex*. Vintage Books, 2010.
2. Newton, K.M.(Ed). *Twentieth-Century Literary Theory*. Macmillan Education, 1997.
3. Atwood, Margaret. "Habitation", *Selected Poems*. Houghton Mifflin Company, 1987.
4. Angelou, Maya. "Still I Rise", *And Still I Rise*. Hachette Digital. 1986.
5. Plath, Sylvia. "Edge", *Ariel*. Faber & Faber, 2010.
6. Scott, Bonnie Kime, et al. *Women in Culture: An Intersectional Anthology for Gender and Women's*. John Wiley & Sons, 2016.
- 7.

8. Das, Kamala. *The Descendants*. Writers Workshop, 1991.
9. Sexton, Anne. *The complete poems*. Open Road Media, 2016.
10. Deshpande, Shashi. *Writing from the Margin and other Essays*. Penguin Books India, 2003.
11. Spender, Dale, and Nola Bardin. "Man made language." (1985).
12. Woolf, Virginia. *Killing the angel in the house: Seven Essays*. Penguin Books, 1995.
13. Hogan, Linda. *Dwellings: A spiritual history of the living world*. Simon and Schuster, 1996.
14. Oates, Joyce Carol, and Tobias Wolff. *Where Are You Going, Where Have You Been?*
15. Difusión, Centro de Investigación y Publicaciones de Idiomas, 2013.
16. Pooley, Robert Cecil, and William Scott Gray, eds. *America reads*. Vol. 3. Scott, Foresman, 1952.
17. Kannan, Lakshmi. *Genesis: Select Stories*. Orient Blackswan, 2014.
18. Gayatri Chakravorty Spivak Critical Inquiry, Vol. 8, No. 2, *Writing and Sexual Difference*.
19. Winter, 1981.
20. Kumar, Dilip. (Ed). Translated by Vasantha Surje. *A Place to Live*. Penguin Books, 2004.
21. Gunasekaren, k, and R Ganesan. *Stories From Many Countries*. New Century Book House, 2005.
22. Brontë, Charlotte. *Jane Eyre*. OUP Oxford, 2000.
23. Morrison, Toni. *The Bluest Eye: A Novel*. Vintage International, 2007.
24. Hariharan, Githa. *The Thousand Faces of Night*. Penguin Random House, 2000.
25. Friedan, Betty. *The Feminine Mystique*. WW Norton & Company, 2010.

#### BOOKS FOR REFERENCE:

1. Eagleton, Mary. Ed. *Feminist Literary Theory: A Reader*. USA: Basil Blackwell, 1986.
2. Greene, Gayle and Coppelia Khan. Ed. *Making a Difference: Feminist Literary Criticism*. NY : Routledge, 1985.
3. Ruthven, K. K. *Feminist Literary Studies: An Introduction*. Sydney: CUP, 1984.
4. Finke, Laurie A. *Feminist Theory, Women's Writing*. London: Cornell University Press, 1992.
5. ***Feminist Literary Theory: A Reader***, Ed by Mary Eagleton, Pub: Basil Blackwell, UK, USA, 1986.

#### WEB LINKS:

<https://www.poetryfoundation.org/>  
<https://www.gutenberg.org/>  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html)  
<https://www.britannica.com/art/literary-criticism>  
<https://www.jstor.org/stable/10.3366/j.ctvxrcrgh>

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Contents	Learning Outcomes	Bloom's Taxonomic Levels
I	Simon de Beauvoir : 'Dreams, Fears and Idols' from <i>The Second Sex</i> (1949) Showalter : <i>Towards a Feminist Poetics</i>	To <b>examine</b> concepts like gender; Women's Liberation Movement; Feminisms; Women and the Canon. To <b>develop</b> an understanding of some of the social, political, cultural or historical conditions out of which women's writing arises	K4  K6
II	Margaret Atwood: <i>Habitation</i> Maya Angelo : <i>Still I Rise</i> Sylvia Plath : <i>Edge</i> Kamala Das : <i>The Looking Glass</i> Adrienne Rich: <i>Aunt Jennifer's Tigers</i> Anne Sexton : <i>For the Year of the Insane a Prayer</i>	To <b>create</b> an understanding of the range of feminist perspectives on and critical approaches to gender issues and women's writing To <b>appraise</b> the range of the particular experiences and issues as reflected in women's writing, To evaluate the impact and intersections of gender, sexuality, race and class in women's lives	K5  K6  K5
III	Shashi Deshpande : <i>Writing from the Margins</i>  Dale Spender : <i>Man Made Language Chapter1</i>  Virginia Woolf : <i>Professions for Women</i>  Linda Hogan : <i>The Feathers</i>	To <b>interpret</b> some of the developments, themes, and narrative strategies of women's writing To <b>formulate</b> and <b>categorize</b> relevant cultural and historical contexts and gender perspectives	K2   K4 and K6
IV	Joyce Carol Oates : <i>Where are you Going, Where Have You Been?</i> Kathryn Forbes : <i>Mama and the Graduation Present</i> Lakshmi Kannan : <i>Kasturi</i> Mahashweta Devi : <i>Draupati</i> Amrita Pritam : <i>Wild Flower</i> Ambai : <i>The Plastic God-Box</i> Kate Chopin : <i>The Story of an Hour</i>	To <b>develop</b> and <b>identify</b> scholarly debates about feminine issues To <b>prioritize</b> societal institutions and power structures impacts on women's lives	K3  K5

V	Margaret Lawrence : <i>A Fetish for Love</i> Charlotte Bronte : <i>Jane Eyre</i> Tony Morrison : <i>Bluest Eye</i> Gita Hariharan : <i>Thousand Faces of Night</i> Betty Friedan : <i>The Feminine Mystique</i>	To <b>assess</b> the counter narratives written by women writers, and relate it in cultural and racial contexts To <b>discuss</b> the feministic ideals through the writings of the first and third world women	K3  K6
VI	Sexual Orientation and Gender Identity Gender studies and Interdisciplinarity Eco-feminism Women and Social Media or Online Activism Theorising Female Bodies Politics of Abortion The Me Too Narratives	To <b>extend</b> and <b>criticize</b> the recent trends in the ever changing world as women's status juxtaposed to current feministic ideals To <b>determine</b> feminism and gender related issues in a modern perspective	K2  K5

Year of Revision: 2017

#### MAPPING SCHEME:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	H	L	M	H	M	H	M	M	L	H
CO2	M	M	H	H	-	L	-	-	M	H	L	H	M
CO3	-	H	M	H	-	L	M	L	H	H	L	H	H
CO4	H	M	H	H	M	-	M	L	M	L	H	H	-
CO5	L	M	M	H	H	M	M	-	M	-	H	M	L
CO6	-	L	H	H	-	L	L	M	H	M	-	-	H

L-Low

M-Moderate

H- High

#### COURSE ASSESSMENT METHOD:

#### EVALUATION SCHEME:

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
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3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Ms. MAGDALINE DIYANA ANDREW**

**Signature:**

**Changes Made:**

The text Mahaswetha Devi's *Rudali* (from the collection titled *Fiction to Performance*) is being replaced by Kate Chopin's *The Story of an Hour*. Since no relevant ideas in regard to the paper Women's Writing has been found in this particular short-story, this replacement has been done.

<b>Elective V: English Language Teaching</b>			
<b>Semester</b>	: IV	<b>Course Code</b>	: P22EG4:A
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to:

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Distinguish the methods and approaches to teaching English in order to evolve an integrated methodology suitable for a class.	K3	3
CO2	Learners should be trained to create the right texts to be used in English classes.	K3	5
CO3	Analyze and choose materials to be used for the remediation of errors created by EFL students.	K4	2
CO4	Organize Bridge Course in English.	K6	1
CO5	Experiment and implement new methodologies of testing English.	K6	5
CO6	Train students to be competent to evolve new psychological strategies combined with linguistic tasks for effective English teaching.	K6	1

**SYLLABUS:****UNIT I : General Principles**

General principles of Language Teaching  
 Psychological principles of teaching a second language  
 Language Processing and the Human Brain  
 English as a skill subject

**UNIT II : Schools of Learning and Acquisition**

The Behaviourist view of language learning  
 Cognitivist views of learning  
 The Cognitive Theory of learning extended to learning of languages  
 Language Acquisition and Language Learning

**UNIT III : Methods of Teaching**

Grammar Translation  
 Direct Method  
 Structural Method  
 Situational Method  
 Communicative Approach  
 Team Teaching

**UNIT IV : Materials of Teaching**

Curriculum Designing  
 Content Selection  
 Notional Organization  
 Logical and Psychological Organization

**UNIT V : Courses and Evaluation**

The use of literary texts  
 Tests and Evaluation  
 Remedial English  
 Error Analysis and Contrastive Linguistics  
 Bridge Course

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

Practical English Language Teaching  
 Microteaching  
 Encounters with Teaching: A Microteaching Manual  
 Research Projects in ELT\_ both Evaluative and Experimental Studies

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
<b>General Principles</b>			
	1.1 General principles of Language Teaching	Describe the principles of language teaching	K2
	1.2 Psychological principles of teaching a second language	Analyze how far psychology plays a vital role in teaching a second language	K4
	1.3 Language Processing and the Human Brain	Demonstrate Language Processing and the Human Brain	K3



	1.4 English as a skill subject	Examine English as a skill subject	K4
<b>UNIT II : Schools of Learning and Acquisition</b>			
	2.1 The Behaviorist view of language learning	Analyze the important views of language learning	K4
	2.2 Cognitivist views of learning	Classify the cognitivist views of learning and understand the implications.	K2
	2.3 The Cognitive Theory of learning extended to learning of languages	Analyze the theory of learning of languages	K4
	2.4 Schools of Learning and Acquisition	Identify the schools of learning and acquisition	K4
	2.5 Bridge Course	Apply the concepts in practical teaching	K3
	2.6 Error analysis and Contrastive Linguistics	Analyze errors and consolidate them in the context of Contrastive Linguistics.	K5
	2.7 Difference between first and second language learning	Organize the difference between first and second language learning	K5
<b>UNIT III : Methods of Teaching</b>			
	3.1 Grammar Translation	Comprehend grammar translation method	K2
	3.2 Direct Method	Estimate the merits of the Direct Method in language teaching	K2
	3.3 Structural Method	Analyze the role of the Structural Method in ELT	K4
	3.4 Situational Method	Examine the aim of situational method in a language teaching	K4
	3.5 Communicative Approach	Justify communicative approach as an effective method in a language teaching	K4
	3.5 Team Teaching	Interpret team teaching as an aid in a language teaching	K2
<b>UNIT IV : Materials of Teaching</b>			
	4.1 Curriculum Designing	Illustrate the importance of designing a curriculum	K4
	4.2 Content Selection	Comprehend the selection of content in curriculum designing	K2

	4.3 Notional Organization	Explore the notional organization of material in language teaching	K3
	4.4 Logical and Psychological Organization	Formulate the psychological and logical aspects in curriculum designing	K5
<b>UNIT V : Courses and Evaluation</b>			
	5.1 The use of literary texts	Evaluate the role of literary texts in English language teaching	K5
	5.2 Tests and Evaluation	Associate of tests and evaluation in English language teaching	K2
	5.3 Remedial English	Identify how remedial English contribute to develop language skills	K4
<b>Unit 6: For Further Discussion: (for further reading and not be included for examination)</b>			
	6.1 Practical English Language Teaching	Interpret the application of methods in English language teaching	K5
	6.2 Microteaching	Comprehend the role of microteaching in ELT	K6
	6.3 Encounters with Teaching: A Microteaching Manual	Create a micro teaching manual	K6
	6.4 Research Projects in ELT	Conduct both Evaluative and Experimental Studies	K6

**TEXT BOOKS FOR STUDY:**

- T1: Richards, Jack C. & Theodore S. Rodgers. Approaches and Methods in Teaching English Language Teaching. Cambridge University Press, 2001.
- T2: Lado, Robert. Language Teaching: A Scientific Approach. New Delhi: Tata McGraw Hill, 1964
- T3: Ellis, Rod. Second Language Acquisition. Oxford: Oxford University Press, 1997
- T4: Gass, Susan.M& Larry Selinker. Second Language Acquisition: An Introductory Course. Taylor & Francis e-Library, 2008.
- T5: Nunan, David. Practical English Language Teaching New York: McGraw Hill, 2003.
- T6: Allen, DW, Ryan KA. Microteaching. Massachusetts: Addison-Wesley Publishing Company, 1969.
- T7: Brown G. Microteaching – A Programme of Teaching Skills. Philadelphia: Harper & Row Publishers Inc, 1975.
- T8: Brusling C. Microteaching: A Concept in Development. Stockholm: Almqvist&Wiksell, 1974.

- T9: Gregory TB. Encounters with Teaching: A Microteaching Manual. Englewood Cliffs, New Jersey: Prentice Hall, 1972.
- T10: Sterne.H.H. Fundamental Concepts of Language Teaching. Oxford: OUP, 2003.
- T11: Victoria Fromkin, Robert Rodman and Nina Hyams. An Introduction to Language. Wadsworth Publishing Co Inc: 2013

### REFERENCE BOOKS

- 1: Light Brown, Pasty M. & Nina Spada. How Languages are Learned. UK: OUP, 2006.
- 2: Diane Larsen – Freeman. Techniques and Principles in Language Teaching. UK: OUP, 2000.
- 3: Lado, R. Linguistics across Cultures: Applied Linguistics for Language Teachers. University of Michigan Press, 1957
- 4: Brown, H. Douglas. Principles of Language Learning and Teaching. Prentice Hall Regents, 1994.
- 5: Bergmann, Anouschka, Kathleen Currie Hall, Sharon Miriam Ross. Language Files: Materials for an Introduction to Language and Linguistics. Ohio: Ohio State Press, 2007.
- 6: Corder, Pit. Introducing Applied Linguistics. Penguin Books Ltd, 1981
- 7: Krishnaswamy, N. & T. Sriraman. English Teaching in India. Chennai: T.R. Publications, 1994

### WEB LINK:

1. [www.tesol.org](http://www.tesol.org)
2. [www.inspiringleaderstoday.com](http://www.inspiringleaderstoday.com)

Year of Revision: 2019

### MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	H	L	-	M	M	M	M	H	M	M	M
CO2	H	H	H	H	M	M	M	H	M	H	M	H	M
CO3	H	H	H	M	M	M	H	H	H	H	H	H	H
CO4	H	H	H	H	M	M	M	H	H	H	H	M	H
CO5	H	M	H	M	M	M	M	H	H	H	M	H	M
CO6	H	H	H	M	M	H	H	H	H	H	H	H	H

H-High; M-Medium; L-Low

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

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2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

**Name of the Course-coordinator: Dr. S.P. RUTH RAJATHI**

**Signature:**

**Minutes:**

As suggested by the course teachers, the changes carried out are unit 1 'English as International Language' has been taken away as it is in UG ELT and instead of that 'Language Processing and the Human Brain' is included. Shifting two topics from unit 5 namely 'Error Analysis and Contrastive Linguistics' and 'Bridge Course' to Unit 2 have been done based on the logical coherence.

<b>Elective V: Advanced English for Effective Communication</b>			
<b>Semester</b>	: IV	<b>Course Code</b>	: P22EG4:B
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

On successful completion of the course, the student will be able to –

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	acquire the language proficiency in LSRW and will be able to compare and contrast the situations that require various language skills.	K2	I, II
CO2	express ideas and thoughts effectively.	K2	I, II
CO3	show creativity and simplify complex situations.	K3	I, IV
CO4	evaluate the existing learning materials and modify them for everyday use.	K4	I, III, IV, V
CO5	develop the skill of reviewing books, movies and write reports and proposals.	K5	I, II, III, IV
CO6	critically use the language skills for effective communication.	K6	III, IV, V

**SYLLABUS:****Unit 1: Theory****18 hrs.****A) Introduction to Communication:**

- i. What is Communication:**
- ii. The Process in communication** (The Sender (Encoding- Idea), The Message (Encoded Message), The Channel or Medium (Transmission of the message), The Receiver or Recipient (Decoding the message by the receiver), THE FEEDBACK (On decoding for decision making))
- iii. Different Types of Communication:**
  - ✓ Based on Direction: Downward, Upward, Horizontal/lateral, Diagonal
  - ✓ Based on Agents: Intra-personal, Inter-personal, Group & Mass Communication
  - ✓ Based on Organizational Structure: Formal, Informal, Grapevine
  - ✓ Based on Communication Media: Denotative / Connotative

- i. **PROBLEMS IN EFFECTIVE COMMUNICATION: Physical, Linguistic, Emotional, Noise:**
- ii. **Factors of Effective Communication:**
- iii. **Scholz's & Kosen's Factors of Effective Communication:**  
(Creating credibility – Increase, Use Shorter way of communication, Relate to people, things & ideas, Logical flow of thoughts, How Improvement can happen in:  
Speaker: I to You (involve)  
Listener: No distraction, open minded, active listening, follow direction, ask questions, visualize what is being said, Attitude: Remove crooked thinking & resistance to change)
- i. **C's of Effective Communication: (Completeness, Conciseness, Consideration, Clarity, Concreteness, Courtesy, Correctness)**
- ii. **Steps to Effective Communication:**
- iii. **Non-Verbal Communication:**

**B) REMEDIAL GRAMMAR**

**Theory:**

1. Language accuracy building exercises – Parts of speech -Verb patterns, Tenses Subject-Verb Agreement - Spot the error - Redundancy - Collocations
2. Active vocabulary: Synonyms and antonyms - Prefix & suffix - Phrasal verbs - Idioms and Phrases - Active & Passive Voices
3. English Sounds: vowel, consonant - Words: Meaning & Opposites –
4. Useful vocabulary for everyday conversation -

**Practical:** Grammar Exercises & Spot the Error/s

**Unit 2: LISTENING**

**18 hrs.**

**Theory:**

1. Different accents in English 2. Hearing versus Listening - Active listening & fake listening - Strategies to improve listening

**Practical:** Listening activities based on listen & do, listening comprehension: Listening to BBC, Listening to Native speakers, Listening to Instruction, Listening to Directions , Listening to experts' talk & Note taking while listening, Listening to/ watching movie scenes, Listen to every day conversations, Listening to short stories,

**Unit 3: SPEAKING**

**18 hrs.**

**Theory:**

1. Language Functions: Self-Introduction, Introducing others, Apologizing & Asking directions, 4 Step Method in Presentation: Preparation & Introduction, Presentation, Evaluation/Feedback, Summarization / Conclusion, Compare and contrast, Expressing likes and dislikes, Criticizing constructively & evaluating things, Agreeing and disagreeing, Asking for permission, Describing & Clarifying things.

2. Advanced Presentation Skills: Effective presentation strategies - Preparation & Making a winning presentation with PPT, Types of Interviews, Group Discussion: Nuances, Techniques - Language Functions.

**Practical:** Participate in mock interview, Tackling stress in interview, Debate, Nuances of mini presentations - Body language, Talking about routine works and habits, about different professions, Describing people and places, Dialogues, One minute presentations, Dialogue on imaginary day today situations, Talking about environment and seasons, Presentation skill practice - Plan your presentation - Select proper channel/medium - Performing in presentation - Follow up

#### Unit 4: READING

18 hrs.

##### Theory:

1. Techniques of reading - Skimming & Scanning, Reading for pleasure, Reading for information
2. Reading Editorials, Critical Reading, Analytical reading, Reading for Self-Improvement, Academic Reading skills

**Practical:** Note making and note-taking – Working-out tables, Reading short stories & Analyzing a short story: plot, narrative technique, point of view, theme etc., Reading newspapers - Reading the same news items in different papers, comprehending editorials -, Reading comprehension - Understanding cartoons

#### Unit 5: WRITING

18 hrs.

**Theory:** Techniques of writing - Correction of errors, Making of sentences, Paragraph writing, Writing short passages, Resume preparation, Business letters, Business reports, Reporting an incident/event, Describing a process - Interpreting charts, Movie review, Sports Review - Book Reviews - Proposal Writing - Creative Writing skills

**Practical:** Letter writing - Leave application – Writing emails – Various other writing activities, Writing Letter of complaint, Letter of invitation, Writing a movie review, Writing sports commentary, Writing a proposal for a project, Writing a short story

#### UNIT 6: FOR FURTHER DISCUSSION & SELF STUDY

(Not to be included for Internal or External examination)

**Practical:** Descriptive, Expository, Argumentative, Persuasive & Narrative writings, Career planning, Goal Setting: Types, strategies and challenges, Preparing short term and Long term goals – SWOT Analysis

Active & passive listening: Introduction to Indian, British and American accents, listening to Short Stories, News, Passages, Instructions, Processes and subject experts.

Brainstorming, Narration, Narrating an Incident, Conversation, Speaking on prompts, Presentation, Group Discussion, Self Introduction and Introducing Others, Extempore/Impromptu , Group Discussion

Reading techniques: Skimming & scanning, Analytical Reading, Inferential Reading, Note making, Reading Tables and Charts, Reading comprehension exercises, Note making, Understanding tables and charts

#### TEXT BOOKS:

- T1. Hargie, Owen. *The Handbook of Communication Skills*. Pub: Routledge, 2006. Wren, P.C., and H. Martin. *High School English Grammar & Composition*. Pub: S Chand, 2017.

#### REFERENCE BOOKS:

- Advanced Communication Skills*. Bookboon,  
GANGAL, J. K. *A Practical Course in Effective English Speaking Skills*. Phi Learning Pvt., 2012.  
Liao, Guoqiang. "Strategic Research on Effective English Communication." *Journal of Language Teaching and Research*, vol. 1, no. 4, 2010.  
Okeke, Fidelia. "Enhancing Students' Competence in the English Language Skills for Effective Communication." *SSRN Electronic Journal*, 2020.  
Raman, Meenakshi. *Advanced Communicative English*. Tata McGraw-Hill Education, 2010.  
Tan, Cheng L. *Advanced English Idioms for Effective Communication*. 2009.  
Tye, Alshon, and Jason Durham. *The Ultimate Guide to English Vocabulary And Effective Communication: An Interactive Road-Map To Learning Words, Fixing Spellings, And Building Fluent Pronunciation Skills Forever*. Independently Published, 2020.

#### WEB LINKS:

- <https://advancedenglish.co/>  
<https://www.coursera.org/specializations/improve-english>  
[https://www.researchgate.net/publication/301351158\\_Advanced\\_Skills\\_for\\_Communication\\_in\\_English\\_Book\\_I](https://www.researchgate.net/publication/301351158_Advanced_Skills_for_Communication_in_English_Book_I)  
<https://learnenglish.britishcouncil.org/skills>  
<https://www.makeuseof.com/tag/improve-communication-skills-7-websites/>



## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
A)	<b>1.1 Introduction to Communication:</b>  <b>What is Communication:</b>	<ul style="list-style-type: none"> <li>Discuss meaning and the need for effective communication.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Identify through examples to show how good leadership and good communication go hand in hand.</li> </ul>	K3
	<b>1.2 The Process in communication</b> (The Sender (Encoding- Idea), The Message (Encoded Message), The Channel or Medium (Transmission of the message), The Receiver or Recipient (Decoding the message by the receiver), THE FEEDBACK (On decoding for decision making))	<ul style="list-style-type: none"> <li>Interpret the different steps involved in the process of communication using the flow chart.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Categorize the processes involved in communication.</li> </ul>	K4
	<b>1.3 Different Types of Communication:</b> <ul style="list-style-type: none"> <li>✓ Based on Direction: Downward, Upward, Horizontal/lateral, Diagonal</li> <li>✓ Based on Agents: Intra-personal, Inter-personal, Group &amp; Mass Communication</li> <li>✓ Based on Organizational Structure: Formal, Informal, Grapevine</li> <li>✓ Based on Communication Media: Denotative / Connotative</li> </ul>	<ul style="list-style-type: none"> <li>Appraise on the types of communication based on Direction, Agents, Organizational structure and Media.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Identify the difference in the interpersonal and intrapersonal communication and the outcomes.</li> </ul>	K3
	<b>1.4 Problems In Effective Communication:</b> Physical, Linguistic, Emotional, Noise	<ul style="list-style-type: none"> <li>Analyze and classify various factors affecting the process of effective communication.</li> </ul>	K4
	<b>1.5 Factors of Effective Communication</b>	<ul style="list-style-type: none"> <li>Analyze the factors that help in effective communication.</li> </ul>	K4

	<p><b>1.6 Scholz's &amp; Kosen's Factors of Effective Communication:</b> (Creating credibility – Increase, Use Shorter way of communication, Relate to people, things &amp; ideas, Logical flow of thoughts, How Improvement can happen in: Speaker: I to You (involve) Listener: No distraction, open minded, active listening, follow direction, ask questions, visualize what is being said, Attitude: Remove crooked thinking &amp; resistance to change)</p>	<ul style="list-style-type: none"> <li>Justify how credibility becomes an essential feature in an effective communication through Scholz's &amp; Kose's theories.</li> </ul>	K5
	<p><b>1.7 Steps to Effective Communication</b></p>	<ul style="list-style-type: none"> <li>Extend your understanding by exploring more on the levels of communication.</li> </ul>	K2
	<p><b>1.8 Non-Verbal Communication</b></p>	<ul style="list-style-type: none"> <li>Survey the characteristics of non-verbal communication and its significance</li> </ul>	K4
<b>B.)</b>	<p><b>REMEDIAL GRAMMAR</b> <b>Theory:</b> 1. Language accuracy building exercises – Parts of speech -Verb patterns, Tenses Subject-Verb Agreement - Spot the error - Redundancy - Collocations 2. Active vocabulary: Synonyms and antonyms - Prefix &amp; suffix - Phrasal verbs - Idioms and Phrases - Active &amp; Passive Voices 3. English Sounds: vowel, consonant - Words: Meaning &amp; Opposites – 4. Useful vocabulary for everyday conversation -</p> <p><b>Practical:</b> Grammar Exercises &amp; Spot the Error/s</p>	<ul style="list-style-type: none"> <li>Evaluate the need for language/ grammar skills over any other skills and substantiate your arguments with examples.</li> <li>Briefly explain the steps involved in subject-verb agreement/ concord</li> </ul>	K4
<b>Unit -2</b>			
	<p><b>2.1 LISTENING:</b> <b>Theory:</b> 1. Different accents in English 2. Hearing versus</p>	<ul style="list-style-type: none"> <li>Explain active vs. passive listening.</li> </ul>	K2

	Listening - Active listening & fake listening - Strategies to improve listening		
	2.2 <b>Practical:</b> Listening activities based on listen & do, listening comprehension: Listening to BBC, Listening to Native speakers, Listening to Instruction, Listening to Directions , Listening to experts' talk & Note taking while listening, Listening to/ watching movie scenes, Listen to every day conversations, Listening to short stories	<ul style="list-style-type: none"> <li>Critically analyze the nuances in the different ways of practicing listening skills.</li> </ul>	K5
<b>Unit-3</b>			
	3.1 <b>SPEAKING:</b> 3.1 Language Functions: Self-Introduction, Introducing others, Apologizing & Asking directions, 4 Step Method in Presentation: Preparation & Introduction, Presentation, Evaluation/Feedback, Summarization / Conclusion, Compare and contrast, Expressing likes and dislikes, Criticizing constructively & evaluating things, Agreeing and disagreeing, Asking for permission, Describing & Clarifying things.	<ul style="list-style-type: none"> <li>Assess the importance of a good self-introduction as a way to good career prospects.</li> </ul>	K5
	3.2 Advanced Presentation Skills: Effective presentation strategies - Preparation & Making a winning presentation with PPT, Types of Interviews, Group Discussion: Nuances, Techniques - Language Functions	<ul style="list-style-type: none"> <li>Estimate the importance of preparation in making a good presentation .</li> </ul>	K6
	3.3 <b>Practical:</b> Participate in mock interview, Tackling stress in interview, Debate, Nuances of mini presentations - Body language, Talking about routine works and habits, about different professions, Describing people and places, Dialogues, One	<ul style="list-style-type: none"> <li>Analyze the dos and donts in a group discussion.</li> </ul>	K4

	minute presentations, Dialogue on imaginary day today situations, Talking about environment and seasons, Presentation skill practice - Plan your presentation - Select proper channel/medium - Performing in presentation - Follow up		
<b>Unit -4</b>			
	<b>4.1 READING:</b> <b>4.1 Theory:</b> Techniques of reading - Skimming & Scanning, Reading for pleasure, Reading for information	<ul style="list-style-type: none"> <li>Analyze the advantages involved in different types of reading.</li> </ul>	K4
	4.2 Reading Editorials, Critical Reading, Analytical reading, Reading for Self-Improvement, Academic Reading skills	<ul style="list-style-type: none"> <li>Identify the factors that help to improve academic reading skills.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Explore the various reading techniques.</li> </ul>	K4
	<b>4.3 Practical:</b> Note making and note-taking – Working-out tables, Reading short stories & Analyzing a short story: plot, narrative technique, point of view, theme etc., Reading newspapers - Reading the same news items in different papers, comprehending editorials, Reading comprehension - Understanding cartoons.	<ul style="list-style-type: none"> <li>Construct an imaginary editorial column for a book you may edit.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Appraise on the principles involved in analysing a short story.</li> </ul>	K5
<b>Unit -5</b>			
	<b>5.1 WRITING:</b> <b>Theory:</b> Techniques of writing - Correction of errors, Making of sentences, Paragraph writing, Writing short passages, Resume preparation, Business letters, Business reports, Reporting an incident/event, Describing a process - Interpreting charts, Movie review, Sports Review - Book Reviews - Proposal Writing - Creative Writing skills	<ul style="list-style-type: none"> <li>Appraise on the steps involved in a movie review.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Estimate on the significance and the steps involved in preparing a winning Resume.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Ascertain the fact that the art storytelling as a promising endeavour in the human history.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the processes involved in creative writing.</li> </ul>	K6

5.2 <b>Practical:</b> Letter writing - Leave application – Writing emails – Various other writing activities, Writing Letter of complaint, Letter of invitation, Writing a movie review, Writing sports commentary, Writing a proposal for a project, Writing a short story	<ul style="list-style-type: none"> <li>Construct ideas for writing a model proposal for a project.</li> </ul>	K6
	<ul style="list-style-type: none"> <li>Demonstrate the steps involved in the creation of an email id and write I email to a friend.</li> </ul>	K2
	<ul style="list-style-type: none"> <li>Examine the step involved in a effective story telling.</li> </ul>	K4
<b>Unit -6: Practical: FOR FURTHER READING &amp; NOT FOR TESTING</b>		
6.1 Descriptive, Expository, Argumentative, Persuasive & Narrative writings, Career planning, Goal Setting: Types, strategies and challenges, Preparing short term and Long term goals – SWOT Analysis	<p>Construct ideas for making SWOT analyses as a review of your skills and the knowledge gained.</p> <p>Analyze the role of an observer in a group discussion.</p> <p>Create a short story keeping in mind all the techniques to be employed in writing one.</p>	K5 & K6
6.2 Active & passive listening: Introduction to Indian, British and American accents, listening to Short Stories, News, Passages, Instructions, Processes and subject experts.		
6.3 Brainstorming, Narration, Narrating an Incident, Conversation, Speaking on prompts, Presentation, Group Discussion, Self Introduction and Introducing Others, Extempore/Impromptu , Group Discussion		
6.4 Reading techniques: Skimming & scanning, Analytical Reading, Inferential Reading, Note making, Reading Tables and Charts, Reading comprehension exercises, Note making, Understanding tables and charts		

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	H	L	M	-	H	H	M	H	M	H	M
CO2	H	M	H	L	M	-	H	H	M	H	M	H	M
CO3	H	M	H	L	M	-	H	H	M	M	H	H	M
CO4	H	H	M	M	M	-	H	H	M	M	H	H	M
CO5	H	H	H	M	M	-	H	H	M	H	H	H	M
CO6	H	H	H	L	M	-	H	H	H	H	M	H	M

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

All notices regarding the course will be displayed on the Department Notice Boards.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. K. SHANTHI**

**Signature:**

<b>Project Work</b>			
<b>Semester</b>	<b>: IV</b>	<b>Course Code</b>	<b>: U22EG4PJ</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OBJECTIVES :**

- To initiate the students into the practice of critical thinking in line with literary and cultural ideologies
- To train the students in presenting the research work in logically connected semantic structures and in proper research methodology.

**CHOICE OF TOPICS :**

- Topics to be chosen by the individual student as per his/her field of interest in English language and literature.

**DOCUMENTATION :**

- Project Report to be typeset as per MLA Handbook Eighth Edition specifications.
- 30 to 35 pages in Times New Roman type font, size 12.

**BOOK FOR REFERENCE (For research methodology) :**

The MLA Hand Book for Writers of Research Papers. Seventh Edition Modern Language Association, 2009.