

## PG DEPARTMENT OF ENGLISH

### About the Department

M.A. English was started in 2010 with an intake of 40 students. The Department is a full-fledged research department. The committed teachers and the dedicated students vie with each other to attain academic excellence. The students who have passed out from the department adorn all walks of life in the ever enhancing society. The Department specializes in producing versatile and imaginative students with the strong interpretive and communication skills needed for today's changing world.

### PRINCIPAL

**Dr. P. Balagurusamy, M.A., M.Phil. M.Ed., P.G.D.C.A., Ph.D.,**

### STAFF MEMBERS

1. Mrs. J. Mahalakshmi M.A., B.Ed., M. Phil Assistant Professor and Head
2. Mrs. R. Sudha Selvi M.A., M. Phil. Assistant Professor
3. Ms. T. Thamizharasi M.A., M. Phil., D. T. Ed., B. Ed. Assistant Professor
4. Ms. K. Shiva Krithika M.A., M. Phil. Assistant Professor
5. Mr. K. Denish Raja Durai M.A., M.A., M. Phil., NET, SET, (Ph. D) Assistant Professor
6. Mr. D. Ram Aurvind M.A., (Ph. D). Assistant Professor

### Under Outcome Based Education (OBE) & CBCS

#### Course Pattern for MA English

The Post Graduate degree course consists of five major components. They are as follows: Part III - Core Courses (Theory, Practical, Electives, NME, Project and Internship).

#### Objectives

The Syllabus for MA English Programme under semester system has been designed on the basis of Choice Based Credit System (CBCS), which would focus on job oriented programmes and value added education. It will come into effect from June 2020 onwards.

#### Eligibility

Candidates should have passed the Higher Secondary Examination, Government of Tamil Nadu or any other examination accepted by the syndicate of Madurai Kamaraj University as equivalent there to.

#### Duration of the Course

The students who join the MA English Programme shall undergo a study period of two academic years – Four semesters.

### SUMMARY OF HOURS AND CREDITS

#### PG COURSE – MA English

Part	Semester	Specification	No. of Courses	Hrs	Credit	Total credits
III	I - IV	<b>Core Courses</b> Theory Internship	16	96	80	100
	I - IV	<b>Core Electives Courses</b>	2	12	10	
	III	<b>Non Major Elective</b>	1	6	4	
	IV	<b>Project</b>	1	6	4	
	IV	<b>Internship</b>	-	-	2	
<b>Overall Total for all Semesters</b>			19	120	100	100

**MA ENGLISH**  
**Course Pattern – from 2020-2021 Batch**

Sem.	Part	Study Component	Course Code	Course Title	Hrs	Credit
I	III	Core Course I	20PENC11	British Literature-I(14 <sup>th</sup> C – Early18 <sup>th</sup> C)	6	5
		Core Course II	20PENC12	American Literature	6	5
		Core Course III	20PENC13	New Literature	6	5
		Core Course IV	20PENC14	History of English Language	6	5
		Core Course V	20PENC15	Introduction to Translation Studies	6	5
				<b>TOTAL</b>	<b>30</b>	<b>25</b>
II	III	Core Course VI	20PENC21	British Literature-II(Late18 <sup>th</sup> C – Early21 <sup>st</sup> C)	6	5
		Core Course VII	20PENC22	Indian Writing in English	6	5
		Core Course VIII	20PENC23	World Classics in Translation	6	5
		Core Course IX	20PENC24	English Language Teaching & Learning	6	5
		Core Course X	20PENC25	Introduction to Linguistics	6	5
				<b>TOTAL</b>	<b>30</b>	<b>25</b>
III	III	Core Course XI	20PENC31	Literary Criticism and Theory	6	5
		Core XII	20PENC32	Women's Writing in English	6	5
		Core Course XIII	20PENC33	Introduction to Comparative Literatures	6	5
		Core Course Elective I	20PENE31 20PENE32	Research Methodology Fundamentals of Academic Writing	6	5
		Non –Major Elective Course	20PENN35	English for Career Advancement	6	5
				<b>TOTAL</b>	<b>30</b>	<b>25</b>
IV	III	Core Course XIV	20PENC41	Eco Literature	6	5
		Core Course XV	20PENC42	Gender and Cultural Studies	6	5
		Core Course XVI	20PENC43	English for Competitive Examinations	6	5
		Core Course Elective II	20PENE41 20PENE42	Journalism and Mass Communication Regional Literatures in Translation	6	4
		Core Course XVII	20PENC4P	Project Work (Compulsory) Internship (Compulsory)	6 -	4 2
				<b>TOTAL</b>	<b>30</b>	<b>25</b>

**Programme Specific Outcomes (PSOs)**

- (i) To examine and to gain knowledge of the major traditions of literatures written in English, an appreciation for the diversity of literary and social voices.
- (ii) To develop an ability to read and critically analyze the text in relation to historical and cultural context and interpret the writers from various walks of life in English space.
- (iii) To know and distinguish how a language, literary text and Literary Translations represent various aspects of trends in movements, ages, periods, motifs and genres by inculcating conceptual literary and communication skills.
- (iv) To analyze, apply and implement an appropriate writing style, both synchronically and diachronically examining the nature of English and to teach research on English Language and Literature.
- (v) To utilize knowledge and skills that sustain in traditional and virtual environment of learning through promoting creative and active citizens who pursue career and research in English disciplines at professional and personal level leads to constructive decision making.
- (vi) To diligently identify and objectively assess the relative merits, values and ways of life and cross cutting issues relating to gender, environment, equality and human rights through national and regional literature.

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC11</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE I</b>			
<b>Course Title</b>	<b>British Literature-I (14<sup>th</sup> C-Early 18<sup>th</sup> C)</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

The course aims at introducing how medieval modes of thoughts give a way to rise of early British literature through poetry, prose and drama etc., the course is mainly to introduce the early British literature with special reference to transition from 14<sup>th</sup> century to early 18<sup>th</sup> century and make the students familiar with selected works of chosen authors through explaining various socio-political, cultural changes of English society.

#### Unit-I Poetry

**16 Hours**

- Geoffrey Chaucer - The Wife of Bath (Tale)
- Edmund Spenser - Amoretti (Sonnet 75)
- John Milton - On Shakespeare
- Andrew Marvell - To His Coy Mistress
- Alexander Pope - Ode on Solitude
- William Wordsworth - Daffodils
- John Keats - To Lord Byron

#### Unit-II Prose

**18 Hours**

- Francis Bacon - Of Truth
- Sir Philip Sidney - An Apology for Poetry
- Joseph Addison - The Spectators Account of Himself
- Jonathan Swift - A Treatise on Good Manners and Good Breeding
- Charles Lamb - Dream Children- A Reverie

#### Unit-III Drama

**20 Hours**

- Ben Jonson - *The Alchemist*
- John Webster - *The White Devil*
- R.B. Sheridan - *The School for Scandal*

#### Unit-IV Fiction

**20 Hours**

- John Bunyan - The Pilgrim's Progress
- Samuel Richardson - Pamela
- Jane Austen - Sense and Sensibility

#### Unit-V Critical Reading

**16 Hours**

- John Dryden - An Essay on Dramatic Poesy
- Samuel Johnson - Preface to Shakespeare
- William Wordsworth - Preface to Lyrical Ballads

### Pedagogy

Classroom Lecture, Reading Texts, Role Play and Discussions.

### Text Books

1. Austen, Jane. (2005) *Sense and Sensibility*. Rupa Pub., New Delhi. Print.
2. Bunyan, John. (1973) *The Pilgrim's Progress*. London: Everyman's Library. Print.
3. Jonson, Ben (2018) *The Alchemist*. Peacock Book Publications, New Delhi. Print.
4. Reynolds, Samuel Harney, (1890) Ed. *The Essays of Francis Bacon*, London: Clarendon Press. Print.
5. Sheridan, Richard B. (1989) *The School for Scandal*, Penguin Classics, New Delhi. Print.
6. Webster, John. (2006) *The White Devil*, Rama brothers, India Private Limited. New Delhi.

### Reference Books

1. Hallissy, M. (1995). *A Companion to Chaucer's Canterbury Tales*.
2. Helen, Gardner. Ed. (1972) *The New Oxford Book of English Verse*. Oxford: OUP, Print.

### E-Resources

- <https://www.dvusd.org> ›
- <https://druid675333030.files.wordpress>
- [epicnotes1.blogspot.com](http://epicnotes1.blogspot.com)
- <https://www.bartleby.com> › essay
- <https://stageagent.com> › shows ›
- <https://www.globalgreybooks.com> ›
- <https://www.gale.com>.

### Course Outcomes

At the end of the course students would be able...

CO1	To record the life (trends) and evaluate major British poets and their poetry
CO2	To distinguish and analyze prose as a genre
CO3	To classify the art of comedy and tragedy, analyze the key techniques such as characterization, plot, setting and Time etc.
CO4	To analyze and evaluate the progress of fiction
CO5	To critically evaluate the major works of the period

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	2	2	0	2	2
CO 2	2	2	2	2	0	2
CO 3	2	2	2	0	2	2
CO 4	2	2	2	0	2	2
CO 5	2	3	2	0	0	3

(1-Low / 2-Moderate / 3-High)

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K5&K5)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	0	0	5	5	5%
<b>K2</b>	5	8	0	13	13	13%
<b>K3</b>		16	10	26	26	26%
<b>K4</b>		8	20	28	28	28%
<b>K5</b>		8	20	28	28	28%
<b>Total Marks</b>	10	40	50	100		100%

## LESSON PLAN

Unit	Description	Hours	Mode
UNIT 1- Poetry	a. Geoffrey Chaucer - The Wife of Bath (Tale)	4	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Edmund Spenser - Amoretti (Sonnet 75)	2	
	c. John Milton - On Shakespeare	2	
	d. Andrew Marvell - To His Coy Mistress	2	
	e. Alexander Pope - Ode on Solitude	2	
	f. William Wordsworth - Daffodils	2	
	g. John Keats - To Lord Byron	2	
	UNIT 2- Prose	a. Francis Bacon - Of Truth	
b. Sir Philip Sidney - An Apology for Poetry	5		
c. Joseph Addison - The Spectators Account of Himself	3		
d. Jonathan Swift - A Treatise on Good Manners and Good Breeding	4		
e. Charles Lamb - Dream Children- A Reverie	3		
UNIT 3- Drama	a. Ben Jonson - <i>The Alchemist</i>	7	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. John Webster - <i>The White Devil</i>	7	
	c. R.B. Sheridan - <i>The School for Scandal</i>	6	
UNIT 4- Fiction	a. John Bunyan - The Pilgrim's Progress	7	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Samuel Richardson - Pamela	7	
	c. Jane Austen - Sense and Sensibility	6	
UNIT 5- Critical Reading	a. John Dryden - An Essay on Dramatic Poesy	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Samuel Johnson - Preface to Shakespeare	6	
	c. William Wordsworth - Preface to Lyrical Ballads	5	

**Course Designed By:** Mr. K. Denish Raja Durai, Mr. D. Ram Aurvind

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC12</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE II</b>			
<b>Course Title</b>	<b>American Literature</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

This course will focus on the significant contribution made by American writers to Literature. The focus will be on distinct aspects of American Literature like the American Dream, the American Intellectual Independence and the Broadway theatre. In addition, the course will briefly survey American Literature with texts representing different literary genres.

### Unit I Poetry

**16 Hours**

- Walt Whitman - I Hear America Singing
- Emily Dickinson - A Bird Came down The Walk
- Langston Hughes - The Negro Speaks of Rivers
- Sylvia Plath - Mirror
- Robert Frost - Mending Wall
- Maya Angelou - Phenomenal Woman
- Claude McKay - America

### Unit II Prose

**14 Hours**

- Henry David Thoreau - Civil Disobedience
- Ralph Waldo Emerson - Self - Reliance
- William Faulkner - Noble Prize Acceptance Speech

### Unit III Drama

**22 Hours**

- Eugene O Neil - *The Hairy Ape*
- Tennessee Williams - *A Street Car Named Desire*
- Amiri Baraka - *Dutchman*

### Unit IV Fiction

**22 Hours**

- Nathaniel Hawthorne - The Scarlet Letter
- John Steinbeck - Chrysanthemums
- Toni Morrison - The Bluest Eye

### Unit-V Critical Reading

**16 Hours**

- Introduction to Harlem Renaissance
- Cleanth Brooks - The Language of Paradox
- Fredrick James - Postmodernism and late Capitalism

### Pedagogy

- Classroom Lecture, Reading Texts, Role Play and Discussion

### Text Books

1. Hawthorne, Nathaniel. (1981) *The Scarlet Letter*. Bantam Books.
2. Morrison, Toni. (2007) *The Bluest Eye*. Vintage Publication.
3. O Neil, Eugene. (2016) *The Hairy Ape*. Create Space Independent Publication Platform.
4. Williams, Tennessee(2009). *A Street Car Named Desire*. Penguin UK., Publications.
5. Whelan Richard, Emerson, Ralph Waldo. Self- Reliance. The Wisdom of Ralph Waldo, Emerson. New York: Three Rivers. Print.

### Reference Books

1. Cunliffe, Marcus. (1970). *The Literature of the United States*. Penguin.
2. Feidelon Jr., Charles and Paul Brodtkorb Jr. (1971). *Interpretations of American Literature*. New York: Oxford University Press.



3. Fender, Stephen. (1983) *American Literature in Context I to IV*. New York: Methuen & Co.
4. Massa, Ann and Scott Donaldson. (1978) *American Literature*. London: David and Charles,

#### E-Resources

- <https://www.megaessays.com> ›
- [www.openculture.com](http://www.openculture.com)
- <https://www.supersummary.com> ›
- <https://visumbrasov.org> ›
- <https://www.penguin.com> ›
- <https://study.com> › academy ›
- <https://briantomasik.com>

#### Course Outcome

At the end of the course students would be able...

CO1	To relate and demonstrate the poems that shaped American literature.
CO2	To organize various speeches and concepts of living which changed American history
CO3	To analyze and infer the philosophic principles and the theme of racism and other key issues
CO4	To examine the root of American Literature by focusing on various authors
CO5	To critically evaluate the major movement, which gives a path for American identity; the language and political issues behind American critical thoughts and confines?

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	0	1	0
CO 2	2	2	2	0	0	0
CO 3	2	2	2	0	0	0
CO 4	2	2	3	2	0	0
CO 5	2	2	2	0	2	1

(1-Low / 2-Moderate / 3-High)

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K2)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5			5	5	5%
<b>K2</b>	5	8	10	23	23	23%
<b>K3</b>		24	0	24	24	24%
<b>K4</b>		8	30	38	38	38%
<b>K5</b>			10	10	10	10%
<b>Total Marks</b>	10	40	50	100		100%

**LESSON PLAN**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
UNIT 1- Poetry	<b>a.</b> Walt Whitman - I Hear America Singing	<b>3</b>	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Emily Dickinson - A Bird Came down The Walk	<b>3</b>	
	<b>c.</b> Langston Hughes - The Negro Speaks of Rivers	<b>2</b>	
	<b>d.</b> Sylvia Plath - Mirror	<b>2</b>	
	<b>e.</b> Robert Frost - Mending Wall	<b>2</b>	
	<b>f.</b> Maya Angelou - Phenomenal Woman	<b>2</b>	
	<b>g.</b> Claude Mckay - America	<b>2</b>	
UNIT 2- Prose	<b>a.</b> Henry David Thoreau - Civil Disobedience	<b>4</b>	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Ralph Waldo Emerson - Self - Reliance	<b>5</b>	
	<b>c.</b> William Faulkner - Noble Prize Acceptance Speech	<b>5</b>	
UNIT 3- Drama	<b>a.</b> Eugene O Neil - <i>The Hairy Ape</i>	<b>7</b>	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Tennessee Williams - <i>A Street Car Named Desire</i>	<b>8</b>	
	<b>c.</b> Amiri Baraka - <i>Dutchman</i>	<b>7</b>	
UNIT 4- Fiction	<b>a.</b> Nathaniel Hawthorne - The Scarlet Letter	<b>8</b>	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> John Steinbeck - Chrysanthemums	<b>7</b>	
	<b>c.</b> Toni Morrison - The Bluest Eye	<b>7</b>	
UNIT 5- Critical Reading	<b>a.</b> Introduction to Harlem -Renaissance	<b>5</b>	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Cleanth Brooks - The Language of Paradox	<b>6</b>	
	<b>c.</b> Fredrick James - Postmodernism and late Capitalism	<b>5</b>	

Course Designed by: Mrs. J. Maha Lakshmi, Ms. K. Shiva Krithika

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC13</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE III</b>			
<b>Course Title</b>	<b>New Literature</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

The course aims at introducing the comprehensive understanding of the finest works in English, belonging to Commonwealth (Post- colonial) countries and to familiarize with some of the greatest writers and cultures in those countries, to introduce to the postcolonial perceptions of a wide range of people whose second language is English, to develop comparative perspectives to discuss the question of identity and dominance of landscape in Commonwealth countries born out of New Literature.

### Unit –I Introduction 14 Hours

- Survey of New Literatures in English
- Discussing the following terms (Colonialism, Neo – Colonialism, Post –Colonialism-Common Wealth Countries-New Literatures in English or World Writing in English)

### Unit – II Poetry 18 Hours

- Derek Walcott - A Far cry from Africa
- Margaret Atwood - Journey to the Interior
- Judith Wright - Woman to Child
- A. D. Hope - Australia
- Toru Dutt - Lotus
- Kishwar Naheed - I am not that Woman
- Faiz Ahamed Faiz - When Autumn Came

### Unit – III Prose 18 Hours

- V.S. Naipaul - A Wounded Civilization
- Chinua Achebe - The Novelist as a Teacher
- Ngugi Wa Thiango - Decolonizing the Mind

### Unit –IV Drama 18 Hours

- J.P Clare - *Song of a Goat*
- Patrick White - *The Ham Funeral*

### Unit- V Novel 22 Hours

- Michael Ondaatjee - The English Patient
- Uma Parameswaren - Sweet Smell of Mother's Milk- Wet Bodice
- Amy Tan - The Joy Luck Club

### Pedagogy

Teaching, Discussion, Seminar and ICT

### Text Books

1. Clark.J.P. (1995). *Song of a Goat*. African books collective.
2. Ondaatjee, Michael. *The English Patient*. Vintage International Pub.,
3. Parameswaren, Uma. (2006 )*Sweet Smell of Mother's Milk- Wet Bodice*, Larkuma Publishers.
4. Tan, Amy. (1989) *The Joy Luck Club*, G.P. Putnam's Son's Publishers.
5. White, Patrick (1967) *The Ham Funeral*. Sun Book Publishers.

### Reference Books

1. Hall, Stuart. (2009).*Colonial Discourse and Postcolonial Theory- A Reader*, Harvester Wheat sheaf Publication.
2. Narasimhaiah, C.D (1990) Ed. *AnAnthology of Commonwealth Poetry*. Chennai. Macmillan Indian Ltd.
3. Walsh, William. (2005). *Readings in Commonwealth Literature*, Clarendon Press Publication.

### E-Resources

- <https://link.springer.com> ›
- <https://owlcation.com> ›
- <https://www.panmacmillan.com> ›
- <https://muse.jhu.edu> ›
- <https://www.jstor.org> ›
- <https://newtheatre.org.au> ›
- <https://www.semanticscholar.org> ›

### Course Outcomes:

At the end of the course, students would be able ...

CO1	To discuss the background characteristics of New Literature and Countries representation as (Commonwealth)
CO2	To analyze the poetry of New Literature with reference to commonwealth and postcolonial perspective
CO3	To distinguish the varied levels of prose thoughts.
CO4	To critically analyze and evaluate the plays
CO5	To evaluate the background of history and identity in the select fictions.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	0	1	0
CO 2	3	2	2	1	1	0
CO 3	2	2	3	0	1	0
CO 4	0	3	2	1	2	1
CO 5	2	3	2	0	0	0

(1-Low / 2-Moderate / 3-High)

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	8	0	13	13	13%
<b>K2</b>	5	8	10	23	23	23%
<b>K3</b>		8	10	18	18	18%
<b>K4</b>		16	20	36	36	36%
<b>K5</b>			10	10	10	10%
<b>Total Marks</b>	10	40	50	100		100%

## LESSON PLAN

Unit	Description	Hours	Mode
UNIT 1- Introduction	a. Survey of New Literatures in English	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Discussing the following terms (Colonialism, Neo – Colonialism, Post – Colonialism-Common Wealth Countries-New Literatures in English or World Writing in English)	9	
UNIT 2- Poetry	a. Derek Walcott - A Far cry from Africa	3	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Margaret Atwood - Journey to the Interior	3	
	c. Judith Wright - Woman to Child	3	
	d. A. D. Hope - Australia	3	
	e. Toru Dutt - Lotus	2	
	f. Kishwar Naheed - I am not that Woman	2	
	g. Faiz Ahamed Faiz - When Autumn Came	2	
UNIT 3- Prose	a. V.S. Naipaul - A Wounded Civilization	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Chinua Achebe - The Novelist as a Teacher	6	
	c. Ngugi Wa Thiango - Decolonizing the Mind	6	
UNIT 4- Drama	a. J.P Clare - <i>Song of a Goat</i>	9	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Patrick White - <i>The Ham Funeral</i>	9	
UNIT 5- Fiction	a. Michael Ondaatjee - The English Patient	7	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Uma Parameswaren - Sweet Smell of Mother's Milk- Wet Bodice	7	
	c. Amy Tan - The Joy Luck Club	8	

**Course Designed By:** Mrs. R. Sudha Selvi, Ms. T. Thamizharasi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC14</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE IV</b>			
<b>Course Title</b>	<b>History of English Language</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

To introduce the origin and growth of English Language and to make the students to understand literature with a better background, students to paying attention to language transformations that have happened in English Language down the ages.

#### Unit- I 18 Hours

- Indo- European Family of Languages, Teutonic Verbalsystem -TeutonicAccent
- The First Sound Shifting or Grimm’sLaw/ Verner’s Law
- A Brief Historical Periods of English Language (Old English- Middle English- Early Modern English- Modern English – World English)
- Growth of Vocabulary- Change of meaning- Evolution of standard English

#### Unit- II 18 Hours

- Origin of English Language
- The descent of English Language.
- Old English Period (Dialects of Old English, Characteristics, Vocabulary)

#### Unit – III 18 Hours

- Middle English (Dialects of Modern English; Characteristics &Rise of StandardEnglish- Pronunciation and Spelling )
- English Changes during Renaissance and Reformation
- Growth of Vocabulary and Orthographical Changes

#### Unit – IV 18 Hours

- Individual Contributors to English Language( Chaucer, Spenser and The Bible
- The Contribution of Foreign Languages to English (Latin-Celtic- Scandinavian- French- Greek- Indian and American Loan words)
- Shakespeare, Milton and Dr. Samuel Johnson’s *Dictionary*
- Word Making in English (Derivation- Backformation and Shortening; Composition- Root Creation etc.)

#### Unit – V 18 Hours

- The History of English in America (American English)
- Varieties of English Language/ English to World English
- International varieties (socio- political roles)
- Social Varieties of Englishes (Pidgin- Dialects- Registers- Accents- Code switching & Code mixing etc.)

### Pedagogy

Lectures, Reading Textbooks, PPT, Quiz and GD

### Text Books

1. Baugh, Albert C. (1968) *A History of the English Language*, Allied Publishers Limited, New Delhi.
2. Wood. F.T. (1941) *An Outline History of English Language*. New Delhi. Macmillan India Limited.
3. Yule, George. (1989) *The Study of Language: An Introduction*. Cambridge: University Press.

### Reference Books

1. Bloomfield L. (1993) *Language*. London: Holt, Richard & Winston.
2. Crystal, David. (2012) *English as a Global Language*. Cambridge: University Press.
3. Emerson O. F. (1990) *A Brief History of English Language*. Harvard University: The Macmillan Company.
4. Strang, Barbara M.H. (1970) *The History of English*. London: Methuen& Co Limited.
5. William J.M. (1975) *The Origins of English Language: A Society and Linguistic History*. London: The Free Press.



### E-Resources

- <https://www.mustgo.com> ›
- <https://www.englishclub.com> ›
- [www.whitesmoke.com](http://www.whitesmoke.com) › evolution-...
- <https://www.bl.uk> › articles ›
- <https://en.m.wikibooks.org> › wiki
- <https://www.uni-due.de> ›
- <https://www.cusd200.org>

### Course Outcome:

At the end of the course students would be able ...

CO1	To sketch and interpret the historical, socio- political aspects of English language, classify the basic structure of Old, Middle and Modern English
CO2	To classify and analyze the old English Language
CO3	To classify and analyze the middle English Language
CO4	To assess and distinguish the makers of English language
CO5	To evaluate English in American space and analyze the language varieties

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	3	2	3	0	3
CO 2	0	2	2	3	0	0
CO 3	0	2	2	3	0	0
CO 4	0	2	0	3	2	0
CO 5	0	0	2	2	0	2

( 1-Low / 2-Moderate / 3-High )

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5			5	5	5%
<b>K2</b>	5	8		13	13	13%
<b>K3</b>		16	10	26	26	26%
<b>K4</b>		16	20	36	36	36%
<b>K5</b>			20	20	20	20%
<b>Total Marks</b>	10	40	50	100		100%

### LESSON PLAN

Unit	Description	Hours	Mode
UNIT 1	a. Indo- European Family of Languages, Teutonic Verbal system -Teutonic Accent	6	Lecture/ PPT/ Textual
	b. The First Sound Shifting or Grimm's Law/ Verner's Law	4	Learning/ Role Play/
	c. A Brief Historical Periods of English Language (Old English- Middle English- Early Modern English- Modern English – World English)	4	Assignment/ Movie/ Seminar/ Discussion
	d. Growth of Vocabulary- Change of meaning- Evolution of standard English	4	
UNIT 2	a. Origin of English Language	6	Lecture/ PPT/ Textual
	b. The descent of English Language.	6	Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	c. Old English Period (Dialects of Old English, Characteristics, Vocabulary)	6	
UNIT 3	a. Middle English (Dialects of Modern English; Characteristics & Rise of Standard English- Pronunciation and Spelling )	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. English Changes during Renaissance and Reformation	6	
	c. Growth of Vocabulary and Orthographical Changes	6	
UNIT 4	a. Individual Contributors to English Language( Chaucer, Spenser and The Bible	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. The Contribution of Foreign Languages to English (Latin-Celtic- Scandinavian- French- Greek- Indian and American Loan words) Shakespeare, Milton and Dr. Samuel Johnson's <i>Dictionary</i>	5	
	c. Word Making in English (Derivation- Backformation and Shortening; Composition- Root Creation etc.)	4	
		4	
UNIT 5	a. The History of English in America (American English)	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Varieties of English Language/ English to World English	5	
	c. International varieties (socio- political roles)	4	
	d. Social Varieties of Englishes (Pidgin- Dialects- Registers- Accents- Code switching & Code mixing etc.)	4	

**Course Designed By:** Mr. K. Denish Raja Durai, Mr. D. Ram Aurvind

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC15</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE V</b>			
<b>Course Title</b>	<b>Introduction to Translation Studies</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

To introduce translation as a subject with reference to its background and to promote an understanding of cultural differences, the consequent difficulties for translators and strategies for their solution. The students are expected to acquire knowledge of various issues involving in translation and acquaint the methods and techniques of translation which enable them to take up translation of literary and non-literary texts.

#### Unit – I 18 Hours

- What is Translation ?- History – Kinds - Definition – Importance - Qualities
- Aspects of Translation Studies
- Types of Translation and Procedure

#### Unit – II 18 Hours

- Translation Process
- Translator responsibility
- Equivalence in Translation

#### Unit- III 23 Hours

- Problems and Untranslatable Issues in Translation
- Linguistics and Translation.
- Theories of Translation.

#### Unit- IV 17 Hours

- Translating Literary Texts
- Translation of Religious Texts
- Translation, a Science or Art?
- Machine Translation, an Introduction

#### Unit- V 14 Hours

- Language and Culture
- Criticism of Translation
- Translation Practice

### Pedagogy

Lecture, Reading Texts and Practice

#### Textbooks

1. Bassnett, Susan. (2002)*Translation Studies*. Routledge, London.
2. Munday, Jeremy. (2001) *Introducing Translation Studies*, Routledge, London.

#### Reference Books

1. Baker, Mona. (1992) *In Other Words: A Coursebook on Translation*. London/New York: Routledge, London/New York.
2. Baker, Mona. (2010) *Critical Readings in Translation Studies*. London/New York: Routledge, London/New York.
3. Venuti, Lawrence. (2000)*The Translation Studies Reader*. Routledge, London and New York.

#### E-Resources

- <https://www.translatorsfamily.com/for-clients/translation-art-or-science/>.
- <https://www.itcglobaltranslations.com/the-role-of-linguistics-in-translation/>.
- <https://resources.workable.com/translator-job-description>.
- <https://culturesconnection.com/7-translation-techniques/>.
- [https://informatorects.uw.edu-pl/en/courses/view?prz.kod=3003\\_PIA2JA](https://informatorects.uw.edu-pl/en/courses/view?prz.kod=3003_PIA2JA).

**Course Outcome**

At the end of the course, students would be able ...

CO1	To learn and apply the basics of Translation
CO2	To examine and generalize translation
CO3	To analyze the linguistic and theoretical backgrounds
CO4	To focus and illustrate different genres, the problems of the translator and ways of overcoming those problems
CO5	To discriminate cultural differences with an impact on the target language of translation and ways of dealing with such difficulties and draft and finalize full-scale translations for a variety of text types.

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)**

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1	2	3	2	1	0
CO 2	2	0	3	2	0	2
CO 3	0	2	3	0	0	2
CO 4	0	0	2	3	0	1
CO 5	0	2	2	0	2	2

(1-Low / 2-Moderate / 3-High )

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5			5	5	5%
<b>K2</b>	5	16		21	21	21%
<b>K3</b>		16	20	36	36	36%
<b>K4</b>		8	20	28	28	28%
<b>K5</b>			10	10	10	10%
<b>Total Marks</b>	10	40	50	100		100%

**LESSON PLAN**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
UNIT 1	<b>a.</b> What is Translation ?- History – Kinds - Definition – Importance - Qualities	6	Lecture/ PPT/ Textual Learning/ Role Play/
	<b>b.</b> Aspects of Translation Studies	6	Assignment/ Movie/ Seminar/ Discussion
	<b>c.</b> Types of Translation and Procedure	6	
UNIT 2	<b>a.</b> Translation Process	6	Lecture/ PPT/ Textual Learning/
	<b>b.</b> Translator responsibility	6	Role Play/ Assignment/
	<b>c.</b> Equivalence in Translation	6	Movie/ Seminar/ Discussion
UNIT 3	<b>a.</b> Problems and Untranslatable Issues in Translation	9	Lecture/ PPT/ Textual Learning/
	<b>b.</b> Linguistics and Translation.	8	Role Play/
	<b>c.</b> Theories of Translation.	6	Assignment/ Movie/ Seminar/ Discussion
UNIT 4	<b>a.</b> Translating Literary Texts	4	Lecture/ PPT/ Textual Learning/
	<b>b.</b> Translation of Religious Texts	4	Role Play/
	<b>c.</b> Translation, a Science or Art?	5	Assignment/
	<b>d.</b> Machine Translation, an Introduction	4	Movie/ Seminar/ Discussion
UNIT 5	<b>a.</b> Language and Culture	4	Lecture/ PPT/ Textual Learning/
	<b>b.</b> Criticism of Translation	5	Role Play/
	<b>c.</b> Translation Practice	5	Assignment/ Movie/ Seminar/ Discussion

**Course Designed By:** Mrs. R. Sudha Selvi, Ms. T. Thamizharasi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC21</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE VI</b>			
<b>Course Title</b>	<b>British Literature-II(Late 18<sup>th</sup> C – Early 21<sup>st</sup> C)</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

**Preamble:**

Introduces the background of British Literature produced from late 18<sup>th</sup> Century to early 21<sup>st</sup> Century especially to introduce Post Romantic through Reason and Enlightenment. To introduce students to the field of dramatic literatures, trends, aesthetics, science Vs arts with special emphasis on societal problems and solutions.

**Unit –I Poetry** **16 Hours**

- Robert Browning - Andrea Del Sarto
- Gerald Manley Hopkins - Pied Beauty
- T. S. Eliot - Hollow Men
- Ted Hughes - Jaguar
- Michael Anderson - Sleeping Beauty
- W. H. Auden - As I walked out one Evening
- Philip Larkin - Water

**Unit-II Prose** **16 Hours**

- George Orwell - Politics and the English Language
- E.M. Foster - What I Believe
- Zadie Smith - E. M. Forster, a Middle Manager

**Unit-III Drama** **22 Hours**

- Oscar Wilde - *The Importance of Being Earnest*
- Samuel Beckett - *Waiting for Godot*
- David Allen - *Cheapside*

**Unit-IV Fiction** **20 Hours**

- Charles Dickens - Hard Times
- James Joyce - A Portrait of the Artist as a young man
- Virginia Woolf - Mrs. Dalloway

**Unit- V Critical Reading** **16 Hours**

- Charles Darwin - On the Origin of species
- Introduction to Marxism
- Introduction to World War –I and II

**Pedagogy**

Classroom Lecture, Reading Texts and Discussion

**Text Books**

1. Becket, Samuel. (1982) *Waiting for Godot*, New York: Grove Press.
2. Joyce, James. (2005) *Portrait of an Artist as Young Man*. Delhi: Rupa Classics.
3. Darwin, Charles. (2010) *On the Origin of species*. Atlantic Publishers.
4. Dickens, Charles. (2009) *Hard Times*. Create space Independent Publishers.
5. Wilde, Oscar. (2013) *The Importance of Being Earnest*. Rupa Publications.

**Reference Books**

1. Orwell, George. (1954). *A Collection of Essays*. New York: Doubleday.
2. Borgohain, Pradipta. (2017). *Victorian Literature*. The Orient Blackswan.



## E-Resources

- <https://www.bachelorandmaster.com> ›
- <https://poemanalysis.com> ›
- [spichtinger.net](http://spichtinger.net) › texts ›
- <https://schoolworkhelper.net> ›
- [www.vliz.be](http://www.vliz.be) › docs › Zee cijfers
- <https://core.ac.uk> ›

## Course Outcome

At the end of the course students would be able ...

CO1	To interpret the major poets and their poems
CO2	To analyze and distinguish the themes of British Prose
CO3	To analyze the characterization and various aspects of British Drama
CO4	To criticize the background of events, characters, motifs and themes.
CO5	Critically appreciate the importance of the text and its reason

## Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	2	2	0	2	2
CO 2	2	2	2	2	0	2
CO 3	2	2	2	0	2	2
CO 4	2	2	2	0	2	2
CO 5	2	3	2	0	0	3

(1-Low / 2-Moderate / 3-High)

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5 - Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5			5	5	5%
<b>K2</b>	5	8		13	13	13%
<b>K3</b>		24	10	34	34	34%
<b>K4</b>		8	30	38	38	38%
<b>K5</b>			10	10	10	10%
<b>Total Marks</b>	10	40	50	100		100%

**LESSON PLAN**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
UNIT 1- POETRY	a. Robert Browning - Andrea Del Sarto	3 2	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	b. Gerald Manley Hopkins - Pied Beauty	3	
	c. T. S. Eliot - Hollow Men	2	
	d. Ted Hughes - Jaguar	1	
	e. Michael Anderson - Sleeping Beauty	1	
	f. W. H. Auden - As I walked out one Evening	2	
	g. Philip Larkin - Water		
UNIT 2- PROSE	a. George Orwell - Politics and the English Language	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	b. E.M. Foster - What I Believe	6	
	c. Zadie Smith - E. M. Forster, a Middle Manager	5	
UNIT 3- DRAMA	a. Oscar Wilde - <i>The Importance of Being Earnest</i>	7	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	b. Samuel Beckett - <i>Waiting for Godot</i>	8	
	c. David Allen - <i>Cheapside</i>	7	
UNIT 4- FICTION	a. Charles Dickens - Hard Times	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	b. James Joyce - A Portrait of the Artist as a young man	7	
	c. Virginia Woolf - Mrs. Dalloway	7	
UNIT 5- CRITICAL READING	a. Charles Darwin - On the Origin of species	5 6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	b. Introduction to Marxism	5	
	c. Introduction to World War –I and II		

**Course Designed By:** Mrs. J. Maha Lakshmi, Ms. K. Shiva Krithika

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC22</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE VII</b>			
<b>Course Title</b>	<b>Indian Writing in English</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

Indian Writing in English started in the colonial period as a result of the British rule in India, the English language has been going on, to become an integral part of the Indian culture and consequently, Indian literature. From the pre- independence era to the present times, works by Indian English writers have been gaining worldwide critical recognition. The literature by Indian authors represents the cultural heritage of Indian literary tradition as well as grip on the contemporary literary forms and issues. With the study of this course, it is expected for the student to get an overall view of the contribution of the notable Indian authors to the body of Indian English Literature.

### Unit- I (Historical Background) 15 Hours

- The Winds of Change: 1857 to 1920.
- The Gandhian Whirlwind: 1920 to 1947.
- Independence and After: Poetry, Prose, Drama, Fiction, and Short Story
- Introduction to Diasporic (Indian) Literature

### Unit –II Poetry 18 Hours

- Rabindranath Tagore - Gitanjali (lyric- 1)
- Arun kolatkar - The Bus
- Shiv K. Kumar - Indian Women
- Gieve Patel - On Killing a Tree
- P. Parthsarathy - Exile
- Kamala Das - Words
- Sujata Bhatt - A Different History

### Unit-III Drama 22 Hours

- Badal Sarkar - *Evam Indrajit*
- Mahesh Dattani - *Dance like a Man*
- Manjula Padamabhan - *Harvest*

### Unit –IV Novel 18 Hours

- Raja Rao - Kanthapura
- Mahasweta Devi - Why a Robin
- Amitav Ghosh - The Glass Palace

### Unit – V Critical Reading 17 Hours

- Dr. B.R. Ambedkar - Marx or Buddha
- Gayatri Chakravorty Spivak - Outside in the Teaching Machine

### Pedagogy

Lectures and Discussion, Assignment

### Text Books

1. Naik, M.K. (2009). *A History of Indian English Literature*, Sahitya Academy, (reprint).
2. A. Iyengar, Srinivasa K.R. (1994): *Indian Writing in English*. Sterling Publishers Private Limited (Reprint).
3. Dattani, Mahesh. (2006). *Dance like a Man*. New Delhi: Penguin Books.

### Reference Books

1. De Souza, Eunice. *Nine Indian Women Poets*, Delhi: Oxford University Press, 1997.
2. *Talking Poems: Conversations with Poets*. New Delhi: Oxford University Press.
3. *Early Indian Poetry in English: An Anthology: 1829-1947*. New Delhi: Oxford University Press.
4. Haq, Kaiser (ed.) (1990). *Contemporary Indian Poetry*. Columbus: Ohio State University Press.
5. Hogan, P. C.( 2000), *Colonialism and Cultural Identity: Crises of Tradition in the Anglophone Literatures of India, Africa, and the Caribbean*, State University of New York Press

6. King, Bruce Alvin. (1987). *Modern Indian Poetry in English: Revised Edition*. New Delhi: Oxford University Press,
7. Mehrotra, Arvind Krishna (ed.) (2003). *A History of Indian Literature in English*. New York: Columbia University Press,
8. Parthasarathy, R. (ed.) (1976). *Ten Twentieth-Century Indian Poets (New Poetry in India)*. New Delhi: Oxford University Press.
9. Sadana, Rashmi. (2012). "Writing in English," in *The Cambridge Companion to Modern Indian Culture*. Cambridge: Cambridge University Press.

#### E-Resources

- <https://www.thestatesman.com/opinion/buddha-and-marx-114183.html>.
- <https://argumentativeoldgit.wordpress.com/2016/01/25/talkative-man-by-r-k-narayan/>.
- <https://m.imdb.com/title/tt5177962/plotsummary>.
- <https://www.succeseds.net/learn-english/class-9/on-killing-a-tree-class-9-cbse-english.html>.
- <https://m.facebook.com/the-voice-of-malabar-hills/posts/528056890703589>.

#### Course Outcomes

At the end of the course, students would be able ...

CO1	To examine and record the background of Indian Literature and its historical Identity
CO2	To analyze themes in the Indian poetry in English
CO3	To dramatize and practice Indian theatre arts
CO4	To analyze and evaluate the select Indian novels
CO5	To evaluate the critical writings

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	3	2	2	0	0
CO 2	2	0	3	2	1	1
CO 3	0	2	2	3	0	0
CO 4	2	2	2	0	2	0
CO 5	2	3	2	1	0	1

(1-Low / 2-Moderate / 3-High)

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K2)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K3)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		5	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	5			5	5	5%
K2	5	8	10	23	23	23%
K3		16	10	26	26	26%
K4		16	10	26	26	26%
K5			20	20	20	20%
<b>Total Marks</b>	10	40	50	100		100%

### LESSON PLAN

Unit	Description	Hours	Mode
UNIT 1- Historical Background	a. The Winds of Change: 1857 to 1920.	4	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. The Gandhian Whirlwind: 1920 to 1947.	4	
	c. Independence and After: Poetry, Prose, Drama, Fiction, and Short Story	4	
	d. Introduction to Diasporic (Indian) Literature	3	
UNIT 2- Poetry	a. Rabindranath Tagore - Gitanjali (lyric- 1)	2	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Arun kolatkar - The Bus	2	
	c. Shiv K. Kumar - Indian Women	2	
	d. Gieve Patel - On Killing a Tree	3	
	e. P. Parthasarathy - Exile	3	
	f. Kamala Das - Words	3	
	g. Sujata Bhatt - A Different History	3	
UNIT 3- Drama	a. Badal Sarkar - <i>Evam Indrajit</i>	7	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Mahesh Dattani - <i>Dance like a Man</i>	8	
	c. Manjula Padamabhan - <i>Harvest</i>	7	
UNIT 4- Novel	a. Raja Rao - Kanthapura	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Mahasweta Devi - Why a Robin	6	
	c. Amitav Ghosh - The Glass Palace	6	
UNIT 5- Critical Reading	a. Dr. B.R. Ambedkar - Marx or Buddha	9	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	b. Gayatri Chakravorty Spivak - Outside in the Teaching Machine	8	

**Course Designed By:** Mrs. J. Maha Lakshmi, Ms. K. Shiva Krithika

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC23</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE VIII</b>			
<b>Course Title</b>	<b>World Classics in Translation</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

The course aims to develop a comprehensive understanding of the classics in English translation around the world and to introduce the students to some of the greatest writers in the world. Ask the students to appreciate the writings through literary values, cultural importance, philosophical and socio-political background to facilitate the development of cross-cultural perspectives.

### Unit- I General Introduction

**10 Hours**

- Major schools- movements – generation – ages and periods- different thoughts and trends with reference to Historical, Socio- Cultural, Philosophical and Psychological background.
- Various School of Letters (Sangam / Greek / French/German/ Russian/ American and Chinese)

### Unit – II Poetry

**15 Hours**

- Thiruvalluvar - Thirukural (Chapter –XI- (Gratitude))
- Virgil - The Aeneid, Book IV
- Kabir - A Fish in the water is Thirsty

### Unit- III Prose

**12 Hours**

- Montaigne - Of Idleness
- Viktor Schklovsky - Art as a Technique

### Unit- III Drama

**23 Hours**

- Aristophanes - *The Frog*
- Ilagaovatikal - *Silapathikaram*

### Unit – IV Fiction

**30 Hours**

- Juan Manuel - The Man who Tamed a Shrew
- Lu Hsun - Medicine
- Rajagopalachari(Tamil) - Ardhanari
- Fyodor Dostoevsky - Crime and Punishment
- Herman Hesse - Siddhartha
- Kalidasa - Shakuntala

### Pedagogy

Lectures and Discussion, Seminars, Assignment, ICT tools

### Text books

1. Thiruvalluvar: *Sacred Kural*. Chapter XI Gratitude (Translated from Tamil by Rev. Dr. G.U.Pope).Print
2. Hesse, Herman. (2008) Siddhartha, Maple Press. India, Print.
3. Kalidasa, Shakuntala (ebook).
4. Fyodor Dostoevsky (2003). Crime and Punishment .Penguin.
5. Ilagaovatikal. A Tale of The Mistaken Anklet. Translated by Kalian Ethirasan.

### Reference Books

1. Barman, Bhaskar Roy. E L Dorado. An Anthology on World Literature, Authors Press Global Network, 2006.

### E-resources

- <https://www.goodreads.com/book/show/52036. Siddhartha>.
- <http://medhum.med.nyu.edu/view/12244>
- <https://study.com/academy/lesson/the-frogs-by-aristophanes-summary-theme-analysis.html>.
- <http://akutler-lithum.blogspot.com/2012/02/montaigne-on-idleness.html?m=1>
- <https://www.poetryintranslation.com/PITBR/latin/virgilAeneidiv>.



**Course Outcome**

At the end of the course, students would be able ...

CO1	To examine and record various movements and trends intensively and distinguish its salient features with reference to historical background
CO2	Select and evaluate poetry at varied levels of comprehension.
CO3	To evaluate the different types of prose
CO4	To critically interpret the different aspects of dramatic techniques
CO5	To critically evaluate few major fictions from a selection of World languages available in English translation.

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)**

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1	3	2	0	2	1
CO 2	0	2	3	0	0	2
CO 3	2	2	0	0	3	2
CO 4	0	0	3	2	2	1
CO 5	2	2	1	0	2	2

( 1-Low / 2-Moderate / 3-High )

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K3)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K4&K4)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5			5	5	5%
<b>K2</b>	5	8		13	13	13%
<b>K3</b>		16	20	26	26	26%
<b>K4</b>		16	20	26	26	26%
<b>K5</b>			10	10	10	10%
<b>Total Marks</b>	10	40	50	100		100%

### LESSION PLAN

Unit	Description	Hours	Mode
UNIT 1- Introduction	<b>a.</b> Major schools- movements – generation – ages and periods- different thoughts and trends with reference to Historical, Socio-Cultural, Philosophical and Psychological background.	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Various School of Letters (Sangam / Greek / French/German/ Russian/ American and Chinese)	5	
UNIT 2- Poetry	<b>a.</b> Thiruvalluvar - Thirukural (Chapter – XI- (Gratitude))	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Virgil - The Aeneid, Book IV	5	
	<b>c.</b> Kabir - A Fish in the water is Thirsty	5	
UNIT 3- Prose	<b>a.</b> Montaigne - Of Idleness	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Viktor Schklovsky - Art as a Technique	6	
UNIT 4- Drama	<b>a.</b> Aristophanes - <i>The Frog</i>	11	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Ilagaovattikal - <i>Silapathikaram</i>	12	
UNIT 5- Fiction	<b>a.</b> Juan Manue - The Man who Tamed a Shrew	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Lu Hsun - Medicine - Rajagopalachari(Tamil)	5	
	<b>c.</b> Ardhanari -Fyodor Dostoevsky	5	
	<b>d.</b> Crime and Punishment -Herman Hesse	5	
	<b>e.</b> SiddharthaKalidasa - Shakuntala	5	

**Course Designed By:** Mr. K. Denish Raja Durai, Mr. D. Ram Aurvind

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC24</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE IX</b>			
<b>Course Title</b>	<b>English Language Teaching and Learning</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

The course aims at introducing the History of English language teaching, learning theories and the current trends in language teaching make the students aware of developing language skills of English Language Teaching, enable to prepare lesson plan, designing the syllabus and creating language tasks

<b>Unit- I:</b> History of English Language Teaching Approaches and methods in Language Teaching Major Theories of Language Learning	<b>18 Hours</b>
<b>Unit- II</b> Second Language Acquisition and theories	<b>16 Hours</b>
<b>Unit- III</b> Teaching L/S/R/W Teaching Grammar, Vocabulary and study skills	<b>18 Hours</b>
<b>Unit- IV</b> Teaching Literature (Prose, Poetry, Drama etc.)	<b>18 Hours</b>
<b>Unit- V</b> Syllabus Designing Lesson Planning, teaching aids and tools Materials Production TBLT, TELT, ESP, ELE	<b>20 Hours</b>

### Pedagogy

Lectures, Presentations, Classroom observations, teaching practice

### Textbook

1. V. Saraswathi.( 2004). *English Language Teaching: Principles and Practice*, Orient Longman.

### Reference Books

1. Diane Larsen-Freeman (2004). *Techniques and Principles in Language Teaching*, OUP.
2. Jack Richards and Theodore Rodgers (2002). *Approaches and Methods in Language Teaching*.
3. Joanne Collie and Stephen Slater (2009). *Literature in the Language Classroom*, CUP.
4. M. L. Tickoo (2003). *Teaching and Learning English – A Sourcebook for Teachers and Teacher-Trainers*, Orient Longman.
5. N. Krishnaswamy & Lalita Krishnaswamy (2006) *Methods of Teaching English*, Macmillan.
6. Penny Ur. (1991). *A Course in Language Teaching: Practice and Theory*, CUP.
7. R. S. Gupta and K. Kapoor: *English in India: Issues and Problems*, Academic Foundation Delhi.

### E-Resources

- <https://www.myenglishpages.com/blog/14-lesson-plan-tips-for-english-language-teaching/>
- <https://www.researchgate.net/publication/323243018-SYLLABUS-DESIGN-FOR-ENGLISH-LANGUAGE-TEACHING>.
- <https://www.wordsworthelt.com/blog/teaching-lsrw-for-enhancing-communication-skills/>
- <https://www.fluentu.com/blog/theory-of-language-learning/>
- <https://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>

**Course Outcome**

At the end of the course students would be able ...

CO1	To understand the History of English Language Teaching.
CO2	To utilize knowledge about various approaches and methods in language teaching,
CO3	To implement the language skills
CO4	Analyze various genres of literatures in ELT.
CO5	Evaluate and create lesson plans and design language tasks for developing language skills of the learners.

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)**

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	0	2	2	3	0	3
CO 2	1	0	3	2	0	3
CO 3	0	0	2	0	2	2
CO 4	0	0	2	3	0	3
CO 5	1	0	0	2	2	2

**(1-Low / 2-Moderate / 3-High)**

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	2	K1 & K2	2(KI&K1)	1(K2)
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
3	CO3	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	8	00	13	13	13%
<b>K2</b>	5	16	10	31	31	31%
<b>K3</b>		16	20	26	26	26%
<b>K4</b>		8	10	18	18	18%
<b>K5</b>			10	10	10	10%
<b>Total Marks</b>	10	40	50	100		100%

### LESSON PLAN

Unit	Description	Hours	Mode
UNIT 1	a. History of English Language Teaching	6	Lecture/ PPT/ Textual Learning/
	b. Approaches and methods in Language Teaching	6	Role Play/ Assignment/
	c. Major Theories of Language Learning	6	Movie/ Seminar/Discussion
UNIT 2	a. Second Language Acquisition and theories	16	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
UNIT 3	a. Teaching L/S/R/W	9	Lecture/ PPT/ Textual Learning/
	b. Teaching Grammar, Vocabulary and study skills	9	Role Play/ Assignment/ Movie/ Seminar/Discussion
UNIT 4	a. Teaching Literature (Prose, Poetry, Drama etc.)	18	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
UNIT 5	a. Syllabus Designing	5	Lecture/ PPT/
	b. Lesson Planning, teaching aids and tools	5	Textual Learning/
	c. Materials Production	5	Role Play/
	d. TBLT, TELT, ESP, ELE	5	Assignment/ Movie/ Seminar/Discussion

**Course Designed By:** Mrs. R. Sudha Selvi, Ms. T. Thamizharasi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
<b>Course Code</b>	<b>20PENC25</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE X</b>			
<b>Course Title</b>	<b>Introduction to Linguistics</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

### Preamble

This course deals with questions such as what is language and what does knowledge of a language consist of. It takes into consideration the following: how languages are learnt and whether language is unique to humans; why there exist several languages; how languages change; whether any language or dialect is superior to another; and whether speech and writing are related. A basic examination of the internal organization of sentences, words, and sound systems provides the driving force for these and similar questions.

#### **Unit- I Introduction to Language 16 Hours**

- Nature of language: Language evolution, properties of human language, cognitive, social, and biological perspectives on language, spoken and signed languages.
- Language as a scientific phenomenon: Knowledge of language and how it is revealed
- Language and other areas of knowledge

#### **Unit - II Language and Signs 15 Hours**

- Language as a sign system: structure of linguistic sign; the sign within the structure of language
- Features of language: operative nature of the sign across different domains of language

#### **Unit - III Phonetics and Phonology 23 Hours**

- The relationship between words and sounds and sounds and spelling
- Sounds in languages of the world, a finite set; speech versus non-speech sounds; the reasons for the study of speech sounds? Anatomy of human speech
- Sounds and symbols, Speech production and description Organization of speech sounds
- Phonemes, allophones, possible sequences of speech sound in a specific language.

#### **Unit - IV Morphology 18 Hours**

- Basic concepts in lexical formation: word, word-forms, lexemes, morphemes, allomorphs, morphological Processes,
- Phrase structure: Words versus phrases; relationship among words, Phrase structure of Noun Phrases, Verb Phrases, Adjectival Phrases, Prepositional Phrases
- Word inflection/derivation, affixation, blends

#### **Unit- V Syntax and Semantics 18 Hours**

- Clause structure: Nominal group, Verbal group, Finites, Complements, Adjuncts, Modifiers
- Structure manifestations: Generative structures with special reference to Chomsky.
- Syntactic structure: Basic typology of syntactic structures
- Meaning in words and sentences.

#### **Pedagogy**

- Lectures and Discussion, Seminars, Assignment, ICT tools, Practical experiments.

#### **Text books**

1. Radford, Andrew, Martin Atkinson, David Britain, Harald Clahsen, and Andrew Spencer (1999). *Linguistics: An Introduction*. Cambridge: Cambridge University Press, Print.
2. Yule, George. (2010, 4th ed). *The Study of Language*. Cambridge: Cambridge University Press, Print.

#### **Reference Books**

1. Ashby, Michael & John Maidment. (2003). *Introducing Phonetic Science*. Cambridge: Cambridge University Press.
2. Radford, Andrew. (1997). *Syntactic Theory and the Structure of English*. Cambridge University Press: Cambridge
3. Roach, Peter. (1991). *English Phonetics and Phonology*. Cambridge: Cambridge University Press
4. Carstairs-McCarthy, Andrew. (2002). *An Introduction to English Morphology*. Edinburgh: Edinburgh University Press, Print.



5. Huddleston, Rodney and Geoffrey K. Pullum. (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press, Print.

**E-resources:**

- [https://www.youtube.com/watch?v=Goq\\_qIKojTU](https://www.youtube.com/watch?v=Goq_qIKojTU)
- <https://www.youtube.com/watch?v=bzz1pFWAtMo>
- <https://www.youtube.com/watch?v=ARXGbgRjPqo>
- <https://www.youtube.com/watch?v=MIRNrSajB-0>
- <https://www.youtube.com/watch?v=ZjZqYaD5HWY>
- <https://www.youtube.com/watch?v=yFRJhupLYrQ>
- [https://www.youtube.com/watch?v=GLBsvdaR\\_ow](https://www.youtube.com/watch?v=GLBsvdaR_ow)
- <https://www.youtube.com/channel/UCDqVCYtJ5ezoRBP94ltrDwg>

**Course Outcome:**

At the end of the course, students would be able ...

CO1	To discuss the concept of Language and the properties of Language, especially animal to human language
CO2	To employ and practice language as a sign system
CO3	To practically apply and evaluate the sound
CO4	To appreciate the function and justify.
CO5	To prove the structure and construct

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)**

Course Outcomes	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	2	3	0	2	0
CO 2	0	2	3	2	0	3
CO 3	0	0	0	3	0	2
CO 4	0	0	2	0	2	2
CO 5	0	0	0	2	2	0

1-Low / 2-Moderate / 3-High

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	No. Of Questions
1	CO1	Up to K2	2	K1 & K2	2(K1&K1)	1(K2)
2	CO2	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	8	00	13	13	13%
<b>K2</b>	5	8	10	23	23	23%
<b>K3</b>		8	10	18	18	18%
<b>K4</b>		16	10	26	26	26%
<b>K5</b>			20	20	20	20%
<b>Total Marks</b>	10	40	50	100		100%

### LESSON PLAN

Unit	Description	Hours	Mode
UNIT 1- Introduction To Language	<b>a.</b> Nature of language: Language evolution, properties of human language, cognitive, social, and biological perspectives on language, spoken and signed languages.	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Language as a scientific phenomenon: Knowledge of language and how it is revealed	6	
	<b>c.</b> Language and other areas of knowledge	4	
UNIT 2 - Language And Signs	<b>a.</b> Language as a sign system: structure of linguistic sign; the sign within the structure of language	7	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Features of language: operative nature of the sign across different domains of language	8	
UNIT 3- Phonetics And Phonology	<b>a.</b> The relationship between words and sounds and sounds and spelling	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Sounds in languages of the world, a finite set; speech versus non-speech sounds; the reasons for the study of speech sounds? Anatomy of human speech	7	
	<b>c.</b> Sounds and symbols, Speech production and description Organization of speech sounds	5	
	<b>d.</b> Phonemes, allophones, possible sequences of speech sound in a specific language.	6	
UNIT 4- Morphology	<b>a.</b> Basic concepts in lexical formation: word, word-forms, lexemes, morphemes, allomorphs, morphological Processes,	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Phrase structure: Words versus phrases; relationship among words, Phrase structure of Noun Phrases, Verb Phrases, Adjectival Phrases, Prepositional Phrases	6	
	<b>c.</b> Word inflection/derivation, affixation, blends	6	
UNIT 5-Syntax And Semantics	<b>a.</b> Clause structure: Nominal group, Verbal group, Finites, Complements, Adjuncts, Modifiers	5	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/ Discussion
	<b>b.</b> Structure manifestations: Generative structures with special reference to Chomsky.	5	
	<b>c.</b> Syntactic structure: Basic typology of syntactic structures	4	
	<b>d.</b> Meaning in words and sentences.	4	

**Course Designed By:** Ms. T. Thamizharasi, Mr. K. Denish Raja Durai

**MA ENGLISH**  
**Course Pattern – from 2020-2021 Batch**

Sem.	Part	Study Component	Course Code	Course Title	Hrs	Credit
I	III	Core Course I	20PENC11	British Literature-I(14 <sup>th</sup> C – Early18 <sup>th</sup> C)	6	5
		Core Course II	20PENC12	American Literature	6	5
		Core Course III	20PENC13	New Literature	6	5
		Core Course IV	20PENC14	History of English Language	6	5
		Core Course V	20PENC15	Introduction to Translation Studies	6	5
				<b>TOTAL</b>	<b>30</b>	<b>25</b>
II	III	Core Course VI	20PENC21	British Literature-II(Late18 <sup>th</sup> C – Early21 <sup>st</sup> C)	6	5
		Core Course VII	20PENC22	Indian Writing in English	6	5
		Core Course VIII	20PENC23	World Classics in Translation	6	5
		Core Course IX	20PENC24	English Language Teaching & Learning	6	5
		Core Course X	20PENC25	Introduction to Linguistics	6	5
				<b>TOTAL</b>	<b>30</b>	<b>25</b>
III	III	Core Course XI	20PENC31	Literary Criticism and Theory	6	5
		Core XII	20PENC32	Women's Writing in English	6	5
		Core Course XIII	20PENC33	Introduction to Comparative Literatures	6	5
		Core Course Elective I	20PENE31 20PENE32 20PENE33	Research Methodology Fundamentals of Academic Writing Film Studies	6	5
		Non –Major Elective Course	20PENN35	English for Career Advancement	6	5
				<b>TOTAL</b>	<b>30</b>	<b>25</b>
IV	III	Core Course XIV	20PENC41	Eco Literature	6	5
		Core Course XV	20PENC42	Gender and Cultural Studies	6	5
		Core Course XVI	20PENC43	English for Competitive Examinations	6	5
		Core Course Elective II	20PENE41 20PENE42 20PENE43	Journalism and Mass Communication Regional Literatures in Translation Asian Literatures in Translation	6	4
		Core Course XVII	20PENC4P	Project Work (Compulsory) Internship (Compulsory)	6 -	4 2
				<b>TOTAL</b>	<b>30</b>	<b>25</b>

**Programme Specific Outcomes (PSOs)**

- (i) To examine and to gain knowledge of the major traditions of literatures written in English, an appreciation for the diversity of literary and social voices.
- (ii) To develop an ability to read and critically analyze the text in relation to historical and cultural context and interpret the writers from various walks of life in English space.
- (iii) To know and distinguish how a language, literary text and Literary Translations represent various aspects of trends, movements, ages, periods, motifs and genres by imbibing conceptual literary and communication skills.
- (iv) To analyze, apply and implement an appropriate writing style, both synchronically and diachronically examining the nature of English text and to encourage research to do on English Language and Literature.
- (v) To utilize knowledge and skills that sustain in traditional and virtual environment of learning for promoting creative and active citizens who pursue career and research in English disciplines at professional and personal level which enable them leads to constructive decision.
- (vi) To diligently identify and objectively assess the relative merits, values and ways of life and cross cutting issues relating to gender, environment, equality and human rights through national and regional literature.

\* **NOTE:** The Non Major Elective paper is for the other Department students.

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>			
Course Code	<b>20PENC31</b>	Number of Hours/Cycle	<b>6</b>			
Semester	<b>III</b>	Max. Marks	<b>100</b>			
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>			
<b>CORE COURSE XI</b>						
<b>Course Title</b>	<b>Literary Criticism and Theory</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>			<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

The course intends to develop the students understanding of theoretical concepts underlying contemporary critical approaches to literature.

<b>Unit I</b>	<b>STRUCTURALISM AND POST STRUCTURALISM</b>	<b>18Hours</b>
	Viktor Shklovsky: "Art as Technique" Roland Barthes: "The Death of the Author" Jacques Derrida: "Structure, Sign & Play in the Discourse of Human Sciences"	
<b>Unit II</b>	<b>PSYCHOANALYTICAL CRITICISM</b>	<b>18Hours</b>
	Sigmund Freud "Creative Writers and Day-dreaming" Jacques Lacan - "The Mirror Stage as Formative of the I"	
<b>Unit III</b>	<b>NEW HISTORICISM</b>	<b>18Hours</b>
	Michel Foucault: What is an Author? Stephen Green: Towards a Poetics of Culture	
<b>Unit IV</b>	<b>POST-MODERN CRITICISM</b>	<b>18 Hours</b>
	Jean François Lyotard: The Postmodern Criticism Ihab Hassan: From Postmodernism to Postmodernity	
<b>Unit V</b>	<b>POST-COLONIALISM</b>	<b>18 Hours</b>
	Edward Said: Orientalism (Culture and Imperialism) Frantz Fanon: The Wretched of the Earth (On National Culture)	

### Pedagogy

Classroom Lecture, Reading Texts, PPT presentation and Discussions

### Text Book

1. Seymour, L., n.d. Roland Barthes's The death of the author.

### Reference Books

1. Barry, P., 2007. *Cram101 textbook outlines to accompany Beginning theory*. [Ventura, Calif.]: Academic Internet Publishers.
2. Ashcroft, B. and Ahluwalia, D., 2009. *Edward Said*. London: Routledge.
3. Eagleton, T., 2011. *Literary Theory*. Hoboken: John Wiley & Sons.

### E-Resources

- <https://arthistoryunstuffed.com/roland-barthes-the-death-of-the-author/>

- [https://www.ted.com/talks/dmitriy\\_bawnsnak\\_what\\_truth\\_does\\_literature\\_reveal\\_to\\_us](https://www.ted.com/talks/dmitriy_bawnsnak_what_truth_does_literature_reveal_to_us)
- <https://arthistoryunstuffed.com/post-colonial-theory-edward-said/>
- <https://www.theguardian.com/books/booksblog/2010/jan/13/death-of-the-author>
- <https://www.frontiersin.org/articles/10.3389/fpsyg.2011.00209/full>

### Course Outcomes

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

CO1	The students will be able to understand the purpose of theories and criticism
CO2	Interpret the nuances of literary theories& criticism
CO3	Choose a specific topic for their postgraduate research project
CO4	Help students apply literary theories in their analysis of literary texts
CO5	Enrich the learners with a wide range of theoretical perspectives and to enhance their appreciation of literary texts

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	2	0	2	1
CO 2	2	2	2	1	2	0
CO 3	2	2	2	2	2	2
CO 4	2	2	2	2	1	2
CO 5	1	2	2	1	0	3

**(1-Low / 2-Moderate / 3-High)**

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	Cos	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of	K-Level	No. Of	No. Of Questions

			Questions		Questions	
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

#### Distribution of Section - wise Marks with K Levels (Model)

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	8	0	13	13	13%
K3		24	10	34	34	34%
K4		8	30	38	38	38%
K5		00	10	10	10	10%
Total Marks	10	40	50	100		100%

#### Lesson Plan

Unit I	Description	Hours	Mode
<b>STRUCTURALISM AND POSTSTRUCTURALISM</b>	a. Viktor Shklovsky: “Art as Technique”	6	Lecture/ PPT/ Textual Learning/Assignment/ Seminar/ Discussion
	b. Roland Barthes: “The Death of the Author”	6	
	c. Jacques Derrida:	6	



	“Structure, Sign & Play in the Discourse of Human Sciences”		
<b>Unit II PSYCHOANALYTICAL CRITICISM</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Sigmund Freud "Creative Writers and Day-dreaming	9	Lecture/PPT/Textual Learning/Seminar/ Discussion
	Jacques Lacan - “The Mirror Stage as Formative of the I”	9	
<b>Unit III NEW HISTORICISM</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Michel Foucault: What is an Author?	9	Lecture/ PPT/ Textual Learning/ Role Play/ Seminar/ Discussion
	b. Stephen Green: Towards a Poetics of Culture	9	
<b>Unit IV POST-MODERN CRITICISM</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Jean François Lyotard: The Postmodern Criticism	9	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	b. Ihab Hassan: From Postmodernism to Post modernity	9	
<b>Unit V POST-COLONIALISM</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Edward Said: Orientalism (Culture and Imperialism)	9	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	b. Frantz Fanon: The Wretched of the Earth (On National Culture)	9	

Course designed by Mr. D. Ram Aurvind

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>		
Course Code	<b>20PENC32</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>III</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>CORE COURSE XII</b>					
<b>Course Title</b>	<b>Women's Writing</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>		<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

Women's writing a thrust area of present literary studies is based on the experience of women and their private and public spheres. It aims at creating awareness of women and their struggles which is sensitized by general role and find an expression in the literary world. It offers a general reassessment expansion of the literary canon. This course analyses in a systematic manner the situation of women in own and other culture from a variety of disciplinary perspectives.

<b>Unit I</b>	<b>POETRY</b>	<b>18 Hours</b>
	Maya Angelou - Phenomenal Women Toru Dutt - Sita Sylvia Plath - Lady Lazarus Margaret Atwood - The Queen's rival	
<b>Unit II</b>	<b>PROSE</b>	<b>18Hours</b>
	Virginia Woolf - A Room of One's Own Arundathi Roy - The Algebra of Infinite Justice Cheryl Wall - Changing our own words	
<b>Unit III</b>	<b>DRAMA</b>	<b>18Hours</b>
	Caryl Churchill - Top girls Jane Porter - Coming out	
<b>Unit IV</b>	<b>NOVEL AND SHORT STORY</b>	<b>18 Hours</b>
	Charlotte Perkins Gilman - The Yellow Wallpaper Mahasweta Devi - Statue Agatha Chirstie - The Oracle at Delphi Katherine Mansfield - A Doll's House	
<b>Unit V</b>	<b>CRITICISM</b>	<b>18 Hours</b>
	Elaine Showalter - Towards a Feminist Poetics Simone de Beauvoir - The Second Sex	

### Pedagogy

Classroom Lecture, Reading Texts, PPT presentations and Discussions.

### Text Book

1. Alexander, Meena (2000). *Women's Writing: Anthology*, Mainspring Publishers. Chennai. Orient Blackswan.

### Reference Books

1. John, Thieme(Ed),(2011). *The Arnold Anthology of Post Colonial Literature*,
2. Satchidanandan, K. *Indian Poetry: Modernism and After: A Seminar*. Sahitya Akademi.

3. Tiwari, Shuba (Ed.) (2005). *Indian Fiction* Atlanta Publishers.

#### E-Resources

- <http://www.literatureworms.com>
- <http://www.gradesaver.com>
- <http://www.litcharts.com>
- <http://www.asymptotejournal.com>
- <http://gradesfixer.com>

#### Course Outcomes

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

CO1	Understand a variety of forms and genres of poetry from diverse cultures and may recognize the rhythms, metrics and other musical aspects of poetry.
CO2	Comprehend a literary text in different contexts, and the learner will be aware of socio-political and economic conditions of the society from different periods
CO3	Apply Cultural, intercultural and transhistorical concerns relating to women's writing
CO4	Analyse literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts
CO5	Synthesize literature and fiction using appropriate theoretical, historical, and cultural apparatus. Students get to know various cultures and construction of gender, nation and race throughout the history.

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	2	0	2	2
CO2	2	2	3	2	0	2
CO3	2	2	2	0	2	2
CO4	2	2	2	0	2	2
CO5	2	3	2	0	0	3

3. High; 2. Moderate ; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs) (Model)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
2	CO2	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
3	CO3	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	K1 & K2	2(K4&K4)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5%
K2	5	8	10	23	23	23%
K3		16	20	36	36	36%
K4		16	10	26	26	26%
K5			10	10	10	10%
Total Marks	10	40	50	100		100%

### Lesson Plan

Unit	Description	Hours	Mode
<b>Unit I Poetry</b>	<b>a.</b> Maya Angelou- phenomenal women	<b>3</b>	Lecture/ PPT/
	<b>b.</b> Toru Dutt- Sita, Christmas	<b>4</b>	Textual
	<b>c.</b> Sylvia Plath – Lady Lazarus	<b>3</b>	Learning/
	<b>d.</b> Sarojini Naidu –The Queen’s rival	<b>4</b>	Assignment/
	<b>e.</b> Maya Angelou- phenomenal women	<b>4</b>	Seminar/ Discussion
<b>Unit II Prose</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Virginia Woolf- A room of One’s own	<b>6</b>	Lecture/ PPT/
	<b>b.</b> Arundathi Roy- The Algebra of Infinite justice	<b>6</b>	Textual
	<b>c.</b> Cheryl Wall - Changing our own words	<b>6</b>	Learning/ Assignment/ Seminar/ Discussion
<b>Unit III Drama</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Caryl Churchill - Top girls	<b>9</b>	Lecture/ PPT/
	<b>b.</b> Jane Porter - Coming out	<b>9</b>	Textual
			Learning/ Assignment/ Seminar/ Discussion
<b>Unit IV Novel and Short Stories</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	Charlotte Perkins Gilman - The Yellow Wallpaper	<b>6</b>	Lecture/ PPT/
	<b>b.</b> Mahasweta Devi – Statue	<b>6</b>	Textual
	<b>c.</b> Agatha Chirstie – The Oracle at Delphi	<b>6</b>	Learning/ Assignment/
	<b>d.</b> Katherine Mansfield – A Doll’s house		Seminar/ Discussion
<b>Unit V Criticism</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
		<b>6</b>	Lecture/ PPT/
	<b>a.</b> Elaine Showalter - Towards a Feminist Poetics	<b>6</b>	Textual
	<b>b.</b> Simone de Beauvoir - The Second Sex	<b>6</b>	Learning/ Assignment/ Seminar/ Discussion

Course designed by Mrs. R. Sudha Selvi

Programme	M.A	Programme Code	PEN
Course Code	<b>20PENC33</b>	Number of Hours/Cycle	<b>6</b>
Semester	<b>III</b>	Max. Marks	<b>100</b>

<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>			
<b>CORE COURSE XIII</b>						
<b>Course Title</b>	<b>Introduction to Comparative Literatures</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>			<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

To introduce students of Literature to the discipline of comparative study and familiarize them with the genres, concepts, approaches and techniques by using comparison as a tool of study. This course focuses on how writers and cultures are unique by comparing several texts and help them to have a broad outlook on literatures.

<b>Unit I</b>		<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• Definition of the term Comparative Literature – Scope of Comparative Literature</li> <li>• National Literature – World Literature and Comparative Literature</li> <li>• French School and American School, German School and Russian School.</li> </ul>	
<b>Unit II</b>		<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• Influence and Imitation – Unconscious Imitation and Conscious Influence</li> <li>• Translation and Influence</li> <li>• Reception and Analogy Studies.</li> </ul>	
<b>Unit III</b>		<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• Epoch, Period and Generation</li> <li>• The Link between Comparative Literature and History of Literature –</li> <li>• The difference between Genre, Epoch, Period and Generation.</li> </ul>	
<b>Unit IV</b>		<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• Literature and Society</li> <li>• Literature and religion</li> <li>• Literature and Psychology, Comparative Literature in India.</li> </ul>	
<b>Unit V</b>		<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• Thematology</li> <li>• Comparing Works on the basis of Themes</li> <li>• Defining terms like Motif, Leitmotif – Characters and Situations.</li> </ul>	

### Pedagogy

Classroom Lecture, Reading Texts, PPT Presentations and Discussions

### Text Book

1. Bassnett, Susan.1998. Comparative Literature: A Critical Introduction. Oxford: Blackwell Publishers, Print.

### Reference Books

1. George, K.M.( 1984). ed. Comparative Indian Literature Vol. 1 & 2. Madras: Macmillan India Limited.

2. Brooks, Cleanth and Robert Penn Warren. (1958). Modern Rhetoric. Atlanta Harcourt, Brace & World,
3. Mohan, Devinder.( 1988) Comparative Poetics: Aesthetics of the Ineffable. New Delhi: Intellectual Publishing House,

### E-Resources

1. <https://docs.lib.purdue.edu/clcweblibrary/comparativeliteraturebooks>
2. <http://vos.ucsb.edu/browse.asp?id=3>
3. [http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/7051/6/06\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/7051/6/06_chapter%201.pdf)
4. [http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1075 &context=clcweblibrary](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1075&context=clcweblibrary)
5. [http://www.bdu.ac.in/bharathidasan/resources/translated\\_books/](http://www.bdu.ac.in/bharathidasan/resources/translated_books/)

### Course Outcomes

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

CO1	Acquire the knowledge of comparative literature as a tool to Understand and analyze its scope.
CO2	Evaluate the uniqueness of writers and cultures by comparing texts.
CO3	Understand and examine various genres of comparative literature
CO4	Analyze various aspects of Comparative Literature
CO5	Apply Genre, Thematology, Genealogy, Literary influence and Reception studies into texts and non-literary texts.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	0	2	2
CO2	2	2	2	2	0	2
CO3	2	2	2	0	2	2
CO4	2	2	2	0	2	2
CO5	2	3	2	0	0	3

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	

1	CO1	Up to K4	2	K1 & K2	2(K2&K2)	1(K4)
2	CO2	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
3	CO3	Up to K4	2	K1 & K2	2(K4&K4)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K5&K5)	1(K5)
<b>No of Questions to be asked</b>			10		10	5
<b>No of Questions to be answered</b>			10		5	3
<b>Marks for each Question</b>			1		4	10
<b>Total marks for each Section</b>			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas.

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	8	0	13	13	13%
K3		8	0	8	8	8%
K4		16	30	46	46	46%
K5		8	20	28	28	28%
Total Marks	10	40	50	100		100%



### Lesson Plan

Unit I	Description	Hours	Mode
	a. Definition of the term Comparative Literature – Scope of Comparative Literature	6	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/Discussion
	b. National Literature World Literature and Comparative Literature	6	
	c. French School and American School, German School and Russian School.	6	
Unit II	Description	Hours	Mode
	a. Influence and Imitation Unconscious Imitation and Conscious Influence	6	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/Discussion
	b. Translation and Influence,	6	
	c. Reception and Analogy Studies.	6	
Unit III	Description	Hours	Mode
	a. Epoch, Period and Generation	6	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/Discussion
	b. the Link between Comparative Literature and History of Literature	6	
	c. The difference between Epoch, Period and Generation.	6	
Unit IV	Description	Hours	Mode
	a. Literature and Society,	6	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/Discussion
	b. Literature and religion	6	
	c. Literature and Psychology, Comparative Literature in India	6	
Unit V	Description	Hours	Mode
	a. Thematology	6	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/Discussion
	b. Comparing Works on the basis of Themes	6	
	c. Defining terms like Motif, Leitmotif – Characters and Situations.	6	

Course designed by –Mrs. K. Shiva Krithika

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>		
Course Code	<b>20PENE31</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>III</b>	Max. Marks	<b>100</b>		
<b>Part</b>		<b>Credit</b>	<b>5</b>		
<b>CORE COURSE ELECTIVE I</b>					
<b>Course Title</b>	<b>Research Methodology</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>		<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

The course intends to familiarizing students with the research traditions of language and literature research applying the methodologies given in Modern Language Associations (MLA) and American Psychological Association (APA).

<b>Unit I</b>	<b>BASICS OF RESEARCH</b>	<b>18Hours</b>
	<ul style="list-style-type: none"> <li>➤ Basic Information about the Research Paper</li> <li>➤ Choosing a topic</li> <li>➤ The Library</li> <li>➤ Using the Computer in your Research</li> </ul>	
<b>Unit II</b>	<b>STRUCTURING A RESEARCH PAPER</b>	<b>18Hours</b>
	<ul style="list-style-type: none"> <li>➤ Doing the Research</li> <li>➤ The Thesis and the Outline</li> <li>➤ Transforming the Notes into a Rough Draft</li> <li>➤ Revising your Rough Draft</li> <li>➤ Finished Form of a Research Paper</li> </ul>	
<b>Unit III</b>	<b>CLARITY IN ACADEMIC WRITING</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>➤ Classification</li> <li>➤ Comparison Academic and Personal Styles of Writing and Contrast</li> <li>➤ Definition</li> <li>➤ Generalization</li> </ul>	
<b>Unit IV</b>	<b>Accuracy And Originality In Academic Writing</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>➤ Mechanics of Scholarly Prose</li> <li>➤ Plagiarism and Academic Dishonesty</li> <li>➤ Introduction to plagiarism</li> </ul>	
<b>Unit V</b>	<b>THE MLA SYSTEM OF DOCUMENTATION</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>➤ Why document Sources?</li> <li>➤ Evaluating your Sources</li> <li>➤ Gathering information about your sources</li> <li>➤ Creating your Documentation: Works Cited and In-text Citations</li> </ul>	

### Pedagogy

Classroom Lecture, Reading Texts and Discussions

### Text Book

1. The Modern Language Association. (2016) *MLA Handbook*. 8<sup>th</sup> ed. New York: The Modern Language Association of America Print. (For Unit IV & V)

#### Reference Books

4. Bateson, Frederick Wilse. (1972) *The Scholar-Critic: An Introduction to Literary Research*. London: Routledge, Print.
5. Berry, Ralph.( 2004) *The Research Project: How to Write It*. 5<sup>th</sup> edn. Oxon: Routledge, Print.
6. Brooks, Cleanth & Robert Penn Warren.(1970) *Modern Rhetoric*. 3<sup>rd</sup> edn. New York: Harcourt, Brace & World Inc. Print.

#### E-Resources

- <http://arxiv.org/pdf/physics/0601009.pdf>
- <http://www.eolss.net/sample-chapters/c04/e6-87-03-05.pdf>
- <http://guide2research.com>
- <http://modares.ac.ir>
- <http://scribbr.com>

#### Course Outcomes

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

CO1	Understand the purpose and the uses of research
CO2	Effectively use library and computer for their research
CO3	Choose a specific topic for their postgraduate research project
CO4	Do an original research systematically
CO5	Write a research paper using an academic style as per the MLA system.

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	1	2	0	2	2
CO2	2	2	2	3	2	0
CO3	2	2	2	0	2	2
CO4	2	2	2	0	2	2
CO5	1	2	2	0	0	3

3. High; 2. Moderate ; 1. Low

#### Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	Cos	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level		

1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	8	0	13	13	13%
K3		16	10	26	26	26%
K4		16	20	36	36	36%
K5		00	20	20	20	20%
Total Marks	10	40	50	100		100%

### Lesson Plan

Unit I BASICS OF RESEARCH	Description	Hours	Mode
	a. Basic Information about the Research Paper	4	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. Choosing a topic	5	
	c. The Library	5	
	d. Using the Computer in your Research	4	
Unit II STRUCTURING A RESEARCH PAPER	Description	Hours	Mode
	a. Doing the Research	3	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. The Thesis and the Outline	4	
	c. Transforming the Notes into a Rough Draft	3	
	d. Revising your Rough Draft	4	
	e. Finished Form of a Research Paper	4	
Unit III CLARITY IN ACADEMIC WRITING	Description	Hours	Mode
	a. Academic and Personal Styles of Writing	3	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. Classification	3	
	c. Comparison and Contrast	4	
	d. Definition	4	
	e. Generalization	4	
Unit IV ACCURACY AND ORIGINALITY IN ACADEMIC WRITING	Description	Hours	Mode
	a. Mechanics of Scholarly Prose	9	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. Plagiarism and Academic Dishonesty	9	
	c. Introduction to Plagiarism		
Unit V THE MLA SYSTEM OF DOCUMENTATION	Description	Hours	Mode
	a. Why document Sources?	4	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. Evaluating your Sources	5	
	c. Gathering information about your sources	5	
	d. Creating your Documentation: Works Cited and In-text Citations	4	

Course Designed By: Mrs. J. Mahalakshmi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>			
Course Code	<b>20PENE32</b>	Number of Hours/Cycle	<b>6</b>			
Semester	<b>III</b>	Max. Marks	<b>100</b>			
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>			
<b>CORE ELECTIVE I</b>						
<b>Course Title</b>	<b>Fundamentals of Academic Writing</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>			<b>90</b>	<b>-</b>	<b>-</b>

#### Preamble

Ability to express in writing one's graph of the subject and ability to demonstrate in writing higher order thinking skills are integral components of higher education curriculum. Therefore this course aims at helping and fine-tuning in their academic writing skills since academic writing is part and parcel of curriculum which helps students convey their understanding and think critically and objectively.

<b>Unit I</b>	<b>INFORMATION ACCESSION (PREWRITING TECHNIQUES)</b>	<b>18 Hours</b>
	Note- Making ,Note -taking, Brain Storming, Mind Mapping, Writing Draft, Language & Style, Research Proposal, Thesis Statement	
<b>Unit II</b>	<b>ACADEMIC WRITING</b>	<b>18 Hours</b>
	The Product Approach , The Process Approach , Summarizing, Paraphrasing & Synthesizing, Feedback & Evaluation Academic reading ,Strategies & Skills ,Categorizing Reading Sources, Reading for Information , Reading Comprehension & Vocabulary.	
<b>Unit III</b>	<b>THE MECHANICS OF WRITING</b>	<b>18Hours</b>
	Spelling, Punctuation, Italics, Name of persons, Numbers, Titles of works in the research paper, Quotations, Capitalization & personal names in language.	
<b>Unit IV</b>	<b>STRUCTURING ESSAYS</b>	<b>18 Hours</b>
	Introduction; development of body; conclusion; description, narration, exposition; argumentation;	
<b>Unit V</b>	<b>WRITING PROCESS /SYNTHESIZING INFORMATION &amp; CITING RESOURCES</b>	<b>18 Hours</b>
	Annotated Bibliography, Parenthetical Documentation, Plagiarism and Academic Integrity, Sample References	

#### Pedagogy

Classroom Lecture, Reading Texts and Discussions

#### Text Book

- Gibaldi, Joseph. (2009) MLA Handbook for writers of research papers: 7th edition.

#### Reference Books

1. Jordan, R.R.(1997) English for Academic purpose – A guide and resource book for teachers Cambridge University Press.
2. Coffin, Caroline(2003) ET.AI.Teaching Academic Writing – A toolkit for Higher Education London: Routledge.
3. Berry, Ralph. The Research project – How to write it. London: Routledge,

#### E-Resources

- <https://www.indeed.com>
- <http://www.dickinson.edu>
- <http://www.aje.com>
- <http://www.monash.edu>
- <http://pubmed.ncbi.nlm.nih.gov>

#### Course Outcomes

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

CO1	Acquire good professional writing skills at academic junctions.
CO2	Transform as a professionally tuned writer through mechanics of writing
CO3	Produce good research works
CO4	Compose academic essays
CO5	Deliver the Technological equipments and supporting ideas.

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	2	2	0	2	2
CO2	2	2	2	2	0	2
CO3	2	2	2	0	2	2
CO4	2	2	2	0	2	2
CO5	2	3	2	0	0	3

3. High; 2. Moderate ; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs) (Model)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K5&K5)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	8	0	13	13	13%
K3		16	10	16	16	16%
K4		8	20	28	28	28%
K5		6	20	26	26	26%
Total Marks	10	40	50	100		100%



### Lesson Plan

Unit	Description	Hours	Mode
<b>Unit I Information Accession (Prewriting Techniques)</b>	<b>a.</b> Note- Making, Note -taking, Brain Storming	4	Lecture/ PPT/ Textual
	<b>b.</b> Mind Mapping, Writing Draft	5	Learning/
	<b>c.</b> . Language & Style , Research Proposal	5	Assignment/
	<b>d.</b> Thesis Statement	4	Seminar/ Discussion
<b>Unit II Academic Writing</b>	<b>a.</b> The Product Approach , The Process Approach	3	Lecture/ PPT/ Textual
	<b>b.</b> Summarizing, Paraphrasing & Synthesizing	3	Learning/
	<b>c.</b> Feedback & Evaluation	3	Assignment/
	<b>d.</b> Academic reading Strategies & Skills	3	Seminar/
	<b>e.</b> Reading Comprehension & Vocabulary.	3	Discussion
<b>Unit III The Mechanics of Writing</b>	<b>a.</b> Spelling, Punctuation	3	Lecture/ PPT/ Textual
	<b>b.</b> Italics, Name of persons, Numbers	3	Learning/
	<b>c.</b> Titles of works in the research paper	3	Assignment/
	<b>d.</b> Quotations	3	Seminar/
	<b>e.</b> Capitalization & personal names in language.	3	Discussion
<b>Unit IV Structuring Essays</b>	<b>a.</b> Introduction	4	Lecture/ PPT/ Textual
	<b>b.</b> Development of body	4	Learning/
	<b>c.</b> Conclusion	4	Assignment/
	<b>d.</b> Description, narration, exposition; argumentation	6	Seminar/ Discussion
<b>Unit V Writing Process Synthesizing Information &amp; Citing Resources</b>	<b>a.</b> Annotated Bibliography		Lecture/ PPT/ Textual
	<b>b.</b> Parenthetical Documentation		Learning/
	<b>c.</b> Plagiarism and Academic Integrity		Assignment/
	<b>d.</b> Sample References		Seminar/ Discussion

Course designed by Ms. T. Thamizharasi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
Course Code	<b>20PENE33</b>	Number of Hours/Cycle	<b>6</b>
Semester	<b>III</b>	Max. Marks	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE</b>			
<b>Course Title</b>	<b>FILM STUDIES</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

<b>L</b>	<b>T</b>	<b>P</b>
<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

Film Studies offer students a course in the field of film analysis to critically engage with the production of films which also allows the students to take part in research and seminars of specialized topics to enhance their critical abilities. Students should grasp knowledge of conceptual shifts in film.

<b>Unit I</b>	<b>BASIC IN CINEMA</b>	<b>18 Hours</b>
	Essential concepts of films Critical introduction to the origins of film studies as an academic discipline – Characteristics, functions, limitations of film media, elements/genres of cinema - Defining narrative- diegetic and non-diegetic elements – Narrative structure	
<b>Unit II</b>	<b>LITERATURE AND FILM</b>	<b>18 Hours</b>
	Literary language and Film language- adaptation and notions of fidelity- Narrative structure and strategies in film and fiction - time, space, character and setting - dialogue – music – sound effects.	
<b>Unit III</b>	<b>INDIAN CINEMA</b>	<b>18 Hours</b>
	Indian cinema 30s to the 60s – The golden 50s – Indian art cinema and the Indian New wave – History of Tamil Cinema – New wave in Tamil cinema – Contemporary trends in Tamil cinema.	
<b>Unit IV</b>	<b>CRITICAL UNDERSTANDING OF FILMS</b>	<b>18 Hours</b>
	Auteurist, Formalist, Marxist, Feminist and Post-colonial Perspectives	
<b>Unit V</b>	<b>REVIEWS</b>	<b>18 Hours</b>
	Writing film reviews and criticisms	

### Pedagogy

Classroom lecture, Reading texts, Role Play and Discussions.

### Text Book

1. Introduction to Film Studies [Reading the Popular series by. Orient Blackswan, 2013.

### Reference Books

1. Corrigan, Timothy, J. A Short Guide to Writing about Film. Pearson India, 2009.
- 2 Kupsc, Jarek. The History of Cinema for Beginners. Chennai: Orient Blackswan, 2006
3. Kawin, Bruce, *How Movies Work*. University of California Press, 1992.

### E-Resources

- <https://aup.libguides.com/film2>
- <https://libguides.ntu.edu.sg/broadcast-cinema/eresource>
- <https://subjectguides.york.ac.uk/az.php>
- <https://libguides.exeter.ac.uk/film>
- <https://libguides.reading.ac.uk/film-theatre-television/reading-lists>

### Course Outcomes

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

CO1	To help them analyze and appreciate films
CO2	Gain a basic understanding of film theory and global film history, to be able to identify significant movements and articulate key concepts
CO3	To give the students basic knowledge in the history, art and culture of motion picture
CO4	Observe with knowledge and reflect upon the articulation of a film's content, form and structure
CO5	To enable them pursue higher studies and careers in film.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	1	2	3	2	1
CO2	3	2	2	0	2	0
CO3	3	2	2	1	2	2
CO4	2	2	2	0	3	2
CO5	1	2	2	0	2	3

3. High; 2. Moderate ; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs) (Model)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	No. Of Question
1	CO1	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
2	CO2	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
3	CO3	Up to K4	2	K1&K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1&K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1&K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	10
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	16	0	21	21	21%
K3		16	20	36	36	36%
K4		8	20	28	28	28%
K5		00	10	10	10	10%
Total Marks	10	40	50	100	100	100%

### Lesson Plan

Unit	Description	Hours	Mode
<b>Unit I BASIC IN CINEMA</b>	a. Essential concepts of films Critical introduction to the origins of film studies as an academic discipline	4	Lecture/ PPT/Textual Learning/
	b. Characteristics, functions, limitations of film media,	5	Role Play/ Assignment/
	c. Elements/genres of cinema - Defining narrative-	5	Movie/ Seminar/
	d. Diegetic and non-diegetic elements Narrative structure	4	Discussion
<b>Unit II LITERATURE AND FILM</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Literary language and Film	3	Lecture/ PPT/Textual Learning/
	b language- adaptation and notions of fidelity-	3	Role Play/ Assignment/
	c Narrative structure	3	Movie/ Seminar/
	d. strategies in film and fiction - time, space	3	Discussion
	e. character and setting – dialogue	3	
	f. music – sound effects.	3	
<b>Unit III INDIAN CINEMA</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Indian cinema 30s to the 60s	3	Lecture/ PPT/Textual Learning/
	b. The golden 50s	3	Role Play/ Assignment/
	c. Indian art cinema	3	Movie/ Seminar/
	d. the Indian New wave	3	Discussion
	e. History of Tamil Cinema – New wave in Tamil cinema	3	
	f. Contemporary trends in Tamil cinema.	3	
<b>Unit IV CRITICAL UNDERSTANDING OF FILMS</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Auteurist	4	Lecture/ PPT/Textual Learning/
	b. Formalist	4	Role Play/ Assignment/
	c. Marxist, Feminist and	4	Movie/ Seminar/
	d. Post-colonial Perspectives	6	Discussion
<b>Unit V REVIEWS</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Writing film reviews	9	Lecture/ PPT/Textual Learning/
	b. and criticisms	9	Role Play/ Assignment/ Movie/ Seminar/ Discussion

Course designed by –Dr. S. Marisamy

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>			
Course Code	<b>20PENN35</b>	Number of Hours/Cycle	<b>6</b>			
Semester	<b>III</b>	Max. Marks	<b>100</b>			
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>			
<b>NON MAJOR ELECTIVE COURSE</b>						
<b>Course Title</b>	<b>English for Career Advancement</b>			<b>L</b>	<b>T</b>	<b>p</b>
<b>Cognitive Level</b>	<b>Up to K5</b>			<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

English serves as a vital and efficient tool in the development of one's career. An understanding of the nuances of English usage and practice helps in professional growth of an individual. This course focuses on equipping students with an overall development of communication skills. Further, it also enables students to express their opinion, participate in group discussions, conversations, and interviews.

<b>Unit I</b>	<b>SPEAKING</b>	<b>18 Hours</b>
	Short conversations –details, idiomatic expressions, suggestions, assumptions, predictions, implications, problems, topics - longer conversations – informal conversations, academic conversations - talks – lectures – discussions.	
<b>Unit II</b>	<b>READING</b>	<b>18 Hours</b>
	Identifying the main idea and supporting details of a text – scan and skim the texts to find specific information – guess unknown words in a text through the use of a contextual clues and decoding strategies – think critically in response to a text - understand a wide range of content words and idiomatic expressions in a text.	
<b>Unit III</b>	<b>WRITING</b>	<b>18Hours</b>
	Develop and understand sentence structures and paragraphs. Understand and use the key concepts of paragraphs. Interpreting information from charts and graphs; Turning ideas into sentences / paragraphs / essays / articles	
<b>Unit IV</b>	<b>ENGLISH FOR SPECIFIC PURPOSES</b>	<b>18 Hours</b>
	Journalism, reporting, feature writing, technical writing	
<b>Unit V</b>	<b>ENGLISH AT WORKPLACE</b>	<b>18 Hours</b>
	Presentation skills, negotiation skills, interview skills, group discussion, Telephonic Conversation.	

### Pedagogy

Classroom Lecture, Reading Texts and Discussions

### Text Book

1. Swan, Michael.(2000). *Practical English Usage*. International Student's Edition. Oxford: OUP.

### Reference Books

1. Kalkar, Anjali(2010) et al. *Textbook of Business Communication*. Orient Blackswan.

2. Sharpe, Pamela J. (2017) *Barron's TOEFL iBT 15<sup>th</sup> ed.* Galgottia.
3. Thorpe, Edgar and Showick Thorpe.(2012) *Objective English*, Pearson.

**E-Resources**

- <http://www.coursera.org>
- <http://www.englishclub.com>
- <http://www.skillsyouneed.com>
- <http://www.journals.elsevier.com>
- <http://www.classcentral.com>

**Course Outcomes**

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

CO1	Interpret the nuances of communication
CO2	Solve Reading Passages effectively and critically
CO3	Write Business communication
CO4	Create English for Media such as News Reportage
CO5	Design English for presentation and participate in interviews.

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	2	2	0	2	2
CO2	2	2	2	2	0	2
CO3	2	2	2	0	2	2
CO4	2	2	2	0	2	2
CO5	2	3	2	0	0	3

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K5&K5)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	8	0	13	13	13%
K3		16	10	26	26	26%
K4		8	20	28	28	28%
K5		8	20	28	28	28%
Total Marks	10	40	50	100		100%



**Lesson Plan**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Unit I SPEAKING</b>	<b>a.</b> Short conversations –details, idiomatic expressions, suggestions, assumptions, predictions, implications, problems, topics	<b>9</b>	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	<b>b.</b> Longer conversations – informal conversations, academic conversations - talks – lectures – discussions.	<b>9</b>	
<b>Unit II READING</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Identifying the main idea and supporting details of a text	<b>6</b>	Lecture/ PPT/ Textual
	<b>b.</b> Scan and skim the texts to find specific information – guess unknown words in a text through the use of a contextual clues and decoding strategies	<b>6</b>	Learning/ Assignment/ Seminar/ Discussion
	<b>c.</b> Think critically in response to a text - understand a wide range of content words and idiomatic expressions in a text.	<b>6</b>	
<b>Unit III WRITING</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Develop and understand sentence structures and paragraphs.	<b>6</b>	Lecture/ PPT/ Textual
	<b>b.</b> Understand and use the key concepts of paragraphs.	<b>6</b>	Learning/ Assignment/ Seminar/ Discussion
	<b>c.</b> Interpreting information from charts and graphs; Turning ideas into sentences / paragraphs / essays / articles	<b>6</b>	
<b>Unit IV ENGLISH FOR SPECIFIC PURPOSES</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Journalism	<b>6</b>	Lecture/ PPT/ Textual
	<b>b.</b> Reporting	<b>4</b>	Learning/ Assignment/ Seminar/ Discussion
	<b>c.</b> Feature writing	<b>4</b>	
	<b>d.</b> Technical writing	<b>4</b>	
<b>Unit V ENGLISH AT WORKPLACE</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Presentation skills	<b>4</b>	Lecture/ PPT/ Textual
	<b>b.</b> Negotiation skills	<b>3</b>	Learning/ Assignment/ Seminar/ Discussion
	<b>c.</b> Interview skills	<b>4</b>	
	<b>d.</b> Group discussion	<b>4</b>	
	<b>e.</b> Telephonic Conversation	<b>3</b>	

Course designed by Ms. T. Thamizharasi

# IV SEMESTER

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>
Course Code	<b>20PENC41</b>	Number of Hours/Cycle	<b>6</b>
Semester	<b>IV</b>	Max. Marks	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>
<b>CORE COURSE XIV</b>			
<b>Course Title</b>	<b>Eco Literature</b>		
<b>Cognitive Level</b>	<b>Up to K5</b>		

<b>L</b>	<b>T</b>	<b>P</b>
<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

To give awareness to the students on the role of literature in addressing contemporary issues such as environmental concerns and to expose care and concern for the environment and advocate a more thoughtful and ecologically sensitive relationship of man to nature.

<b>Unit I</b>	<b>ECOCRITICISM THEORY</b>	<b>18Hours</b>
	<ul style="list-style-type: none"> <li>➤ Cheryl Glotfelty : Literary Studies in an Age of Environmental Crisis</li> <li>➤ William Howarth : Ecocriticism in Context</li> <li>➤ Karren J. Warren : “What are the Eco feminists saying?”</li> </ul>	
<b>Unit II</b>	<b>POETRY</b>	<b>18Hours</b>
	<ul style="list-style-type: none"> <li>➤ Gieve Patel: On Killing a Tree</li> <li>➤ A.D. Hope: Moschus Mochiferous</li> <li>➤ W.S Merwin: End of the Day</li> <li>➤ Margaret Atwood: Red Fox</li> <li>➤ Gary Snyder : From “Turtle Island</li> </ul>	
<b>Unit III</b>	<b>PROSE</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>➤ Selections from Aldo Leopold’s Sand Country Almanac ( The Land Ethic)</li> <li>➤ Selections from Edward Abbey’s Desert Solitaire (Water, and Serpents of Paradise)</li> </ul>	
<b>Unit IV</b>	<b>FICTION</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>➤ Amitav Ghosh : The Hungry Tide</li> <li>➤ Amitav Ghosh: The Great Derangement</li> </ul>	
<b>Unit V</b>	<b>FICTION-II</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>➤ Rabindranath Tagore : Muktha Dhara</li> <li>➤ Kiran Desai: Hullabloo in the Guva Orchard</li> </ul>	

### Pedagogy

Classroom Lecture, Reading Texts, Role Play and Discussions

### Text Book

1. The Hungry Tide, Amitav Gosh, Haeper Collins, 2011.

## Reference Books

1. Beginning Theory, Peter Barry, Vinod Vasishtha, 2010, 3<sup>rd</sup> edition
2. Eco feminism, Maria Mies & Vandana Shiva, Rawat Publications 1993, 1<sup>st</sup> Edition
3. The Oxford Handbook of Eco criticism, Greg Garrard, Oxford University Press 2014, 1<sup>st</sup> Edition

## E-Resources

- [http:// www.theguardian.com](http://www.theguardian.com)
- <http://ecolitbooks.com>
- <http://goodreads.com>
- <http://www.grin.com>
- <http://www.rjeal.com>

## Course Outcomes

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

CO1	To understand the theory of Eco criticism
CO2	To record the life (trends) and evaluate the major eco critic poets and their poetry.
CO3	To distinguish and analyze prose as a genre
CO4	To analyze and evaluate the progress of fiction.
CO5	To express the psychological aspects of fiction.

## Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	1	2	1	1
CO2	2	2	2	2	0	2
CO3	2	2	2	0	2	2
CO4	2	2	2	0	2	2
CO5	2	3	2	0	0	2

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	Cos	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	k-level
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)

2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
<b>K1</b>	5	0	0	5	5	5%
<b>K2</b>	5	8	0	13	13	13%
<b>K3</b>		24	10	34	34	34%
<b>K4</b>		8	30	38	38	38%
<b>K5</b>		00	10	10	10	10%
<b>Total Marks</b>	10	40	50	100		100%

### Lesson Plan

<b>Unit-I</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Eco criticism Theory</b>	a. Cheryl Glotfelty : Literary Studies in an Age of Environmental Crisis	6	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. William Howarth : Eco criticism in Context	5	
	c. Karren J. Warren : “What are the Ecofeminists saying?”	5	
	d. Margaret Atwood: Red Fox	4	
	e. Gary Snyder : From “Turtle Island		
<b>Unit-II</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Poetry</b>	a. Doing the Research	3	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. The Thesis and the Outline	4	
	c. Transforming the Notes into a Rough Draft	3	
	d. Revising your Rough Draft	4	
	e. Finished Form of a Research Paper	4	
<b>Unit-III</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Prose</b>	a. Selections from Aldo Leopold’s Sand Country Almanac ( The Land Ethic)	3	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. Selections from Edward Abbey’s Desert Solitaire (Water and Serpents of Paradise)	3	
<b>Unit-IV</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Fiction-I</b>	a. Amitav Ghosh : The Hungry Tide	9	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. Amitav Ghosh: The Great Derangement	9	
<b>Unit - V</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Fiction-II</b>	a. Rabindranath Tagore : Muktha Dhara	9	Lecture/ PPT/Textual Learning/ Assignment/ Seminar/ Discussion
	b. Kiran Desai: Hullabloo in the Guva Orchard	9	

**Course Designed By:** Mrs. J. Maha Lakshmi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>			
Course Code	<b>20PENC42</b>	Number of Hours/Cycle	<b>6</b>			
Semester	<b>IV</b>	Max. Marks	<b>100</b>			
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>			
<b>Core Course XV</b>						
<b>Course Title</b>	<b>Gender and Culture Studies</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>			<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

This course will introduce students to literary texts that priorities issues of gender and how the cultures around the world contribute to gender issues of today.

<b>Unit I</b>	<b>POETRY -I</b>	<b>18Hours</b>
	Judith Wright: Woman to Man  Anne Sexton: Wanting to Die, Pain for a Daughter Kamala Das: An Introduction	
<b>Unit II</b>	<b>POETRY-II</b>	<b>18Hours</b>
	Adrienne Rich: Snapshots of a Daughter-in-law  Kalki Subramaniam: Phallus I Cut Elizabeth Bishop: Insomnia Shiv K. Kumar: Indian Women	
<b>Unit III</b>	<b>PROSE</b>	<b>18Hours</b>
	Judith Butler: Gender Trouble (Selections) Kate Millet: Sexual Politics Susan Stryker's The Transgender Issue Alice Walker: In Search of Our Mother's Garden	
<b>Unit IV</b>	<b>DRAMA</b>	<b>18 Hours</b>
	Lorraine Hansberry: A Raisin in the Sun Jane Harrison: Stolen Mahesh Dattani: Seven Steps Around the Fire	
<b>Unit V</b>	<b>FICTION</b>	<b>18 Hours</b>
	Arundathi Roy: The Ministry of Utmost Happiness Jean Rhys: Wide Sargosa Sea Toni Morrison: The Bluest Eye	

### Pedagogy

Classroom Lecture, Reading Texts, Role Play and Discussions

### Text Book

1. Millett, K., MacKinnon, C. and Mead, R., 2016. *Sexual politics*. New York: Columbia University Press

## Reference Books

7. Sandra M. Gilbert and Susan Gubar, ed., 1985, *The Norton Anthology of Literature by Women*, New York.
8. Showalter, E., 2009. *A literature of their own*. London: Virago.
9. Moi, T., 2008. *Sexual, textual politics*. London: Routledge.
- Ruthven K K. *Feminist Literary Studies: An Introduction*. Cambridge University Press, 1990.

## E-Resources

- Gender Trouble - <https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01320/full>
- Judith Butler-  
<https://www.tandfonline.com/doi/full/10.1080/15299710903316513?src=recsys>
- Alice Walker  
<http://www.iosrjournals.org/iosr-jhss/papers/Vol19-issue7/Version-1/H019715154.pdf>
- Arundathi Roy –  
<http://cle.ens-lyon.fr/anglais/litterature/litterature-postcoloniale/dossier-the-god-of-small-things/breaking-bounds-in-arundhati-roy-s-the-god-of-small-things>
- [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists)

## Course Outcomes

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

CO1	Understand the developments in feminist thoughts.
CO2	Effectively use feminist methodological and theoretical approaches to examine and critique literary works.
CO3	Analyze gender and sexuality as complex systems in their postgraduate research.
CO4	Understand the complexities of the sociality and its biological constructions of manhood and womanhood.
CO5	Extend the knowledge of feminist perspective to other representations

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	2	0	2	2
CO 2	2	2	2	1	2	0
CO 3	2	2	2	3	2	2
CO 4	2	2	2	1	2	2
CO 5	1	2	2	0	0	2

3. High; 2. Moderate ; 1. Low



### Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	Cos	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Either/or Choice
			No. Of Questions	K-Level	No. Of Questions	
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

### Distribution of Section - wise Marks with K Levels (Model)

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	0	0	5	5	5%
<b>K2</b>	5	8	0	13	13	13%
<b>K3</b>		16	10	26	26	26%
<b>K4</b>		16	20	36	36	36%
<b>K5</b>		00	20	20	20	20%
<b>Total Marks</b>	10	40	50	100		100%

### Lesson Plan

<b>Unit I POETRY- I</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Judith Wright : Woman to Man	6	Lecture/ PPT/ Textual Learning/
	b. Anne Sexton: Wanting to Die, Pain for a Daughter	6	Assignment/ Movie/
	c. Kamala Das: An Introduction	6	Seminar/ Discussion
<b>Unit II POETRY- II</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Adrienne Rich : Snapshots of a Daughter-in-law	4	Lecture/ PPT/
	b. Kalki Subramaniam: Phallus I Cut	4	Textual Learning/
	c. Elizabeth Bishop : Insomnia	4	Role Play/
	d. Shiv K. Kumar: Indian Women	6	Assignment/ Movie/ Seminar/ Discussion
<b>Unit III PROSE</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Judith Butler: Gender Trouble (Selections)	4	Lecture/ PPT/
	b. Kate Millet: Sexual Politics	4	Textual Learning/
	c. Susan Stryker's The Transgender Issue	4	Assignment/ / Seminar/ Discussion
	d. Alice Walker: In Search of Our Mother's Garden	6	
<b>Unit IV DRAMA</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Lorraine Hansberry: Raisin in the Sun	9	Lecture/ PPT/
	b. Jane Harrison: Stolen	9	Textual Learning/
	c. Mahesh Dattani: Seven Steps Around the Fire	9	Role Play/ Assignment/ Movie/ Seminar/ Discussion
<b>Unit V FICTION</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	a. Arundathi Roy: The Ministry of Utmost Happiness	6	Lecture/ PPT/
	b. Jean Rhys: Wide Sargosa Sea	6	Textual Learning/
	c. Toni Morrison: The Bluest Eye	6	Role Play/ Assignment/ Movie/ Seminar/ Discussion

Course designed by Mr. D. Ram Aurvind

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>			
Course Code	<b>20PENC43</b>	Number of Hours/Cycle	<b>6</b>			
Semester	<b>IV</b>	Max. Marks	<b>100</b>			
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>			
<b>CORE COURSE XVI</b>						
<b>Course Title</b>	<b>English For Competitive Examinations</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K2</b>			<b>90</b>	<b>-</b>	<b>-</b>

#### Preamble

This course offers a comprehensive integration of form, meaning and use in academic discourses and enables them to use targeted grammatical structures meaningfully and appropriately. This course also motivates the students to prepare for high level competitive exams across the curriculum.

<b>Unit I</b>	<b>GRAMMAR</b>	<b>18 Hours</b>
	Parts of speech Reported speech Concord Voice Phrases and clauses Conditionals Transformation of sentences Figures of speech	
<b>Unit II</b>	<b>COMPREHENSION AND COMPOSITION</b>	<b>18Hours</b>
	Reading comprehension Cloze test Spotting errors Sentence improvement, arrangement and completion Word substitution Note making	
<b>Unit III</b>	<b>INTRODUCTION TO GENRES</b>	<b>18Hours</b>
	Prose Poetry Fiction Short story Drama	
<b>Unit IV</b>	<b>INTRODUCTION</b>	<b>18 Hours</b>
	Language basic concepts Historical evolution of English Cultural studies	
<b>Unit V</b>	<b>BASICS</b>	<b>18 Hours</b>
	Literary criticism Literary theory Research methods and Methodology	

#### Pedagogy

Classroom Lecture, Reading Texts and Discussions.

#### Text Book

1. Alexander. L., (1999). *Longman English Practice*. New York: Longman.

#### Reference Books

1. M.H. Abrams, *A Glossary of Literary Terms* (Eleventh Edition)
2. Upkar's UGC NET/JRF/SLET English Literature Paper II (From Pre – Chaucerian Age to the Present Day) by Dr. B.B. Jain, Upkar Prakashan, Agra.
3. Oxford Companion of English Literature (Third Edition)

#### E-Resources

- <http://www.examsdaily.com>
- <http://www.superpathshala.com>
- <http://www.rojgarsamachar.com>
- <http://www.jobingov.com>
- <http://reddit.com>

#### Course Outcomes

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

CO1	Familiarize with the factors influencing grammar and vocabulary
CO2	Employ pre- reading, skimming and prewriting.
CO3	To critique works of literature
CO4	Analyze and apply subject specific theories and concepts , generic skills and competencies
CO5	Demonstrate surface features and locate details by deciphering patterns.

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	1	2	2	1	2	2
CO2	2	2	3	2	0	2
CO3	2	2	2	0	2	2
CO4	2	2	2	3	2	2
CO5	2	1	2	3	0	3

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs) (Model)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K2	10	8(K1 & K2)	-	-
2	CO2	Up to K2	10	8(K1 & K2)	-	-
3	CO3	Up to K2	10	8(K1 & K2)	-	-
4	CO4	Up to K2	10	8(K1 & K2)	-	-
5	CO5	Up to K2	10	8(K1 & K2)	-	-
No of Questions to be asked			40		-	-
No of Questions to be answered			40		-	-
Marks for each Question			1		-	-
Total marks for each Section			40		-	-

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	30	-	-	30	50	50%
K2	30			30	50	50%
K3	-			-	-	-
K4	-			-	-	-
K5	-			-	-	-
Total Marks	60			60	100	100%

**Lesson Plan**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Unit I Grammar</b>	<b>a.</b> Parts of speech	<b>4</b>	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	<b>b.</b> Reported speech	<b>3</b>	
	<b>c.</b> Concord, Voice	<b>3</b>	
	<b>d.</b> Phrases and clauses Conditionals	<b>4</b>	
	<b>e.</b> Transformation of sentences Figures of speech	<b>4</b>	
<b>Unit II Comprehension &amp; Composition</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Reading comprehension	<b>3</b>	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	<b>b.</b> Cloze test	<b>3</b>	
	<b>c.</b> Spotting errors	<b>5</b>	
	<b>d.</b> Sentence improvement, arrangement and completion	<b>4</b>	
<b>e.</b> Word substitution Note making	<b>3</b>		
<b>Unit III Introduction To Genre</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Prose	<b>4</b>	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	<b>b.</b> Poetry	<b>3</b>	
	<b>c.</b> Fiction	<b>4</b>	
	<b>d.</b> Short story	<b>3</b>	
<b>e.</b> Drama	<b>4</b>		
<b>Unit IV Introduction</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Language basic concepts	<b>4</b>	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	<b>b.</b> Theories	<b>6</b>	
	<b>c.</b> Historical evolution of English	<b>4</b>	
	<b>d.</b> Cultural studies	<b>4</b>	
<b>Unit V Introduction</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Literary criticism	<b>6</b>	Lecture/ PPT/ Textual Learning/ Assignment/ Seminar/ Discussion
	<b>b.</b> Literary theory	<b>6</b>	
	<b>c.</b> Research methods and methodology	<b>6</b>	

Course designed by Mrs. R. Sudha Selvi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>			
Course Code	<b>20PENE41</b>	Number of Hours/Cycle	<b>6</b>			
Semester	<b>IV</b>	Max. Marks	<b>100</b>			
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>			
<b>CORE COURSE</b>						
<b>Course Title</b>	<b>JOURNALISM AND MASS COMMUNICATION</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>			<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

The Mass communication and Journalism course is designed to provide understanding of various aspects of Mass Media including political and sociological approaches. Students learn the way content is generated and used in the multi-platform and digitized environment of media industries.

<b>Unit I</b>	<b>FUNDEMENTALS OF JOURNALISM</b>	<b>18 Hours</b>
	Definition of Journalism: Nature, Scope, Functions, Principles of Journalism, Kinds of Journalism- Newspapers, Periodicals and Specialized Magazines. New Journalism, Development Journalism, Community Journalism.	
<b>Unit II</b>	<b>COMMUNICATION</b>	<b>18 Hours</b>
	What is communication? – process – barriers – effective communication - mass communication – mass media – impact – functions – media and audience – media and culture	
<b>Unit III</b>	<b>NEWS</b>	<b>18 Hours</b>
	What is news? – sources – news values – paid news – types of reports – headlines – structure of a news – lead – style – What is feature? – types – title – subject – structure – aspects – editorials – subjects – style and language – advertisements – newspaper – aspects - strategies	
<b>Unit IV</b>	<b>MASS COMMUNICATION</b>	<b>18 Hours</b>
	Mass Communication Theories -Mass society theory-Political economy media theory - Hegemony theory- Culture and semiotic theory.	
<b>Unit V</b>	<b>MEDIA AND ADVERTISEMENT</b>	<b>18 Hours</b>
	Print media, Electronic media- Radio, Television, Oral, Traditional and Folk media .what is Advertisement? –Types of advertisement-Psychological and sociological factors in advertisement-Role and importance of advertisement.	

### Pedagogy

Classroom lecture, Reading texts and Discussions.

### Text Book

3. B.N. Ahuja, Theory & practice of journalism. New Delhi: Surjeet Publications,2010

### Reference Books

1. Baran, Stanley and Davis, Dennis Mass Communication Theory, 7th Edition, 2015

2. Denis McQuail, McQuail's Mass Communication Theory, 6th Edition, 2010.
3. Vir Bala Aggarwal, V S Gupta, Handbook of Journalism and Mass Communication, 2012.

### E-Resources

- <https://bluegrass.libguides.com/journalismandmassmedia>
- <https://en.wikipedia.org/wiki/Journalism>
- <https://www.planeta.com/journalism-link>
- <https://journals.sagepub.com/home/enx>
- <https://libguides.lib.cuhk.edu.hk/journalism/eresources>

### Course Outcomes

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

CO1	Equip students with a critical understanding of the media and communication milieu
CO2	Enable the students to familiarize with the emerging trends in the field of journalism and mass communication.
CO3	Enhance the journalistic skills of students through practice to acquaint them with the best global in journalism and media industry
CO4	Develop platform-agnostic skills for the dynamic digital and convergent media
CO5	Students will be able to create and design emerging media products, digital audio, social media and multi media.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PS O2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	1	2	0	3	2
CO2	2	2	3	1	2	1
CO3	1	2	2	1	2	3
CO4	2	3	1	0	2	2
CO5	1	2	1	0	3	3

3.High; 2. Moderate; 1. Low



### Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K- Level	No. Of Question	No. Of Question
1	CO1	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
2	CO2	Up to K3	2	K1&K2	2(K2&K2)	1(K3)
3	CO3	Up toK4	2	K1&K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1&K2	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	K1&K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

### Distribution of Section - wise Marks with K Levels (Model)

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	16	0	21	21	21%
K3		16	20	36	36	36%
K4		8	20	28	28	28%
K5		00	10	10	10	10%
Total Marks	10	40	50	100	100	100%

### Lesson Plan

Unit I FUNDEMENTALS OF JOURNALISM	Description	Hours	Mode
	a. Definition of Journalism : Nature, Scope, Functions Principles of Journalism,	4	Lecture/ PPT/Textual Learning/
	b. Kinds of Journalism- Newspapers,	5	Role Play/
	c. Periodicals and Specialized Magazines.	5	Assignment/
	d. New Journalism, Development Journalism, Community Journalism.	4	Movie/ Seminar/ Discussion
Unit II COMMUNICATIO N	Description	Hours	Mode
	a. What is communication?	3	Lecture/
	b. process – barriers -communication	3	PPT/Textual
	c. mass communication	3	Learning/
	d. mass media – impact – functions	3	Role Play/
	e. Media and audience – media and culture.	3	Assignment/ Movie/
	f. effective communication	3	Seminar/ Discussion
Unit- III NEWS	Description	Hours	Mode
	a. What is news? – sources – news values – paid news	3	Lecture/ PPT/Textual
	b. types of reports – headlines – structure of a news – lead – style	3	Learning/ Role Play/
	c. What is feature? – types – title – subject	3	Assignment/ Movie/
	d. structure – aspects – editorials – subjects	3	Seminar/ Discussion
	e. style and language – advertisements –	3	
	f. newspaper – aspects - strategies	3	
Unit IV MASS COMMUNICATIO N	Description	Hours	Mode
	a. Mass Communication- Theories	4	Lecture/
	b. Mass society theory-Political economy	4	PPT/Textual
	c. media theory - Hegemony theory-	4	Learning/ Role Play/
	d. Culture and semiotic theory	6	Assignment/ Movie/ Seminar/ Discussion
Unit V MEDIA AND ADVERTISEMENT	Description	Hours	Mode
	a. Print media, Electronic media- Radio, Television, Oral, Traditional and Folk media	4	Lecture/ PPT/Textual Learning/
	b. what is Advertisement? –Types of advertisement-	5	Role Play/ Assignment/
	c. Psychological and sociological factors in advertisement	5	Movie/ Seminar/
	d. Role and importance of advertisement	4	Discussion

Course designed by –Dr. S. Marisamy

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>		
Course Code	<b>20PENE42</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>COURSE ELECTIVE II</b>					
<b>Course Title</b>	<b>Regional Literatures in Translation</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>		<b>90</b>	<b>-</b>	<b>-</b>

#### Preamble

This course will offer students a chance to be aware of, and read the literature of their own country. Students will be sensitized about the different cultures and societies that exist in our nation. This course will also expose the students to the influences such as politics, history, social customs in making up the region and the nation. The students will read these creative works written by well-established regional writers who have captured the essence of India

<b>Unit I</b>	<b>POETRY</b>		<b>17 Hours</b>
	Bharathiyar Chulikad Jyothna Kalita Namdeo Dhasal Sujata Chaudhry Amrita Pritam Tr. NirupamaDutt	-I dreamed a dream my friend -Where is John? -HomeTr. Kallol Choudhury -People Tr. DilipChitre -The Last Question Tr. Poet -I will meet you yet again	
<b>Unit II</b>	<b>PROSE</b>		<b>17 Hours</b>
	E.V. Ramaswamy (Periyar) Raj Gauthaman Pandian M. Govindan Tr. Anitha Devasia	- Rationalism - Dalit Culture Tr. M.S.S. - The Psychology of Power	
<b>Unit III</b>	<b>DRAMA</b>		<b>17Hours</b>
	Vijay Tendulkar Session Tr. Priya Adarkar Girish Karnad Author	-Silence! The Court is in -Hayavadana Tr.	
<b>Unit IV</b>	<b>FICTION-I</b>		<b>17 Hours</b>
	Mahasweta Devi Chakravorty Spivak Premchand P.Lal	- <i>Pterodactyl</i> Tr. Gayatri - <i>Godan</i> Tr. Jai Ratan,	
<b>Unit V</b>	<b>Fiction-II</b>		<b>21 Hours</b>
	Thakazhi Sivasankara Pillai Nair P. Sivakami U.R. Ananthamurthy Ramanujan	- <i>Chemmeen</i> Tr. Anita - <i>The Grip of Change</i> - <i>Samskara</i> Tr. A.K.	

#### Pedagogy

Classroom Lecture, Reading Texts, Role Play and Discussions.

#### Text Book

1. Iyengar, Srinivasa.(1962) *Indian Writing in English*. Sterling Publishers.

### Reference Books

4. Rao, P. Mallikarjuna & M. Rajeshwar (Ed.) (1999). *Indian Fiction in English*. Atlanta Publishers.
5. Satchidanandan, K. *Indian Poetry: Modernism and After: A Seminar*. Sahitya Akademi.
6. Tiwari, Shuba (Ed.) (2005). *Indian Fiction in English Translation*. Atlanta Publishers.

### E-Resources

- <http://www.literatureworms.com>
- <http://www.gradesaver.com>
- <http://www.litcharts.com>
- <http://www.asymptotejournal.com>
- <http://gradesfixer.com>

### Course Outcomes

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

CO1	Survey the existence of different cultures and sub-cultures in India
CO2	Analyse the social structure that exists in each region
CO3	Assess different kinds of regional writers and their writing techniques
CO4	Express the human psyche
CO5	Evaluate the political

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	2	2	0	2	2
CO2	2	2	2	2	0	2
CO3	2	2	2	0	2	2
CO4	2	2	2	0	2	2
CO5	2	3	2	0	0	3

3. High; 2. Moderate ; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs) (Model)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Either / or Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K4&K4)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5			5	5	5%
K2	5	8		13	13	13%
K3		16	20	36	36	36%
K4		16	20	36	36	36%
K5			10	10	10	10%
Total Marks	10	40	50	180		100%

### Lesson Plan

Unit	Description	Hours	Mode
<b>Unit I Poetry</b>	<b>a.</b> Bharathiyar-I dreamed a dream my friend	<b>3</b>	Lecture/ PPT/ Textual
	<b>b.</b> Chulikad -Where is John	<b>3</b>	Learning/ Assignment/ Seminar/ Discussion
	<b>c.</b> Jyothna Kalit -Home Tr. Kallol Choudhury	<b>3</b>	
	<b>d.</b> Namdeo Dhasal -People Tr. DilipChitre	<b>4</b>	
	<b>e.</b> Sujata Chaudhry -The Last Question Tr. Poet	<b>4</b>	
<b>Unit II Prose</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> E.V. Ramaswamy (Periyar) - Rationalism	<b>6</b>	Lecture/ PPT/ Textual
	<b>b.</b> Raj Gauthaman - Dalit Culture Tr. M.S.S. Pandian	<b>6</b>	Learning/ Assignment/ Seminar/ Discussion
	<b>c.</b> M. Govinda - The Psychology of Power Tr. Anitha Devasia	<b>5</b>	
<b>Unit III Drama</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Vijay Tendulkar- Silence! The Court is in Session Tr. Priya Adarkar	<b>9</b>	Lecture/ PPT/ Textual
	<b>b.</b> Girish Karnad - Hayavadana Tr. Author	<b>9</b>	Learning/ Assignment/ Seminar/ Discussion
<b>Unit IV Fiction I</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Mahasweta Devi- <i>Pterodactyl</i> Tr. Gayatri Chakravorty Spiva	<b>9</b>	Lecture/ PPT/ Textual
	<b>b.</b> Premchand - <i>Godan</i> Tr. Jai Ratan, P.Lal	<b>8</b>	Learning/ Assignment/ Seminar/ Discussion
<b>Unit V Fiction II</b>	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
	<b>a.</b> Thakazhi Sivasankara Pillai - <i>Chemmeen</i> Tr. Anita Nair	<b>7</b>	Lecture/ PPT/ Textual
	<b>b.</b> P. Sivakami - <i>The Grip of Change</i>	<b>7</b>	Learning/ Assignment/ Seminar/ Discussion
	<b>c.</b> U.R. Ananthamurthy - <i>Samskara</i> Tr. A.K. Ramanujan	<b>7</b>	

Course designed by Ms. T. Thamizharasi

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>		
Course Code	<b>20PENE43</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>CORE COURSE ELECTIVE II</b>					
<b>Course Title</b>	<b>Asian Literatures in Translation</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K5</b>		<b>90</b>	<b>-</b>	<b>-</b>

### Preamble

This course offers a comprehensive introduction to the diverse literatures in Asia with special reference to various Asian Cultures through representative texts of Asian Literature and familiarizes learners with Asian writers in English.

<b>Unit I</b>	<b>POETRY</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• BeiDao (Chinese): Moon Festival</li> <li>• Balkrishna Sama (Nepali): The Song</li> <li>• Faiz Ahmed Faiz(Pakistani): When Autumn Came</li> <li>• Taslima Nazrin : Can't I Have aHomeland to call my Own?</li> </ul>	
<b>Unit II</b>	<b>PROSE</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• LafcadioHearn (Japanese) : Mosquitoes</li> <li>• J. Vijayatunga (Sri Lankan) : Village Goes Town</li> </ul>	
<b>Unit III</b>	<b>DRAMA</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• Frank Chin (Chinese) : The Year of Dragon</li> <li>• ZeamiMotokiyo (Japanese) : Hogoromo [The Feather Mantle]</li> </ul>	
<b>Unit IV</b>	<b>SHORT STORY</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• SunethraRajakarunanayake (Sri Lankan) : SMS</li> <li>• Lu Hsun(Chinese) : A Little Incident</li> <li>• Zawgyi (Myanmar) : His Spouse</li> </ul>	
<b>Unit V</b>	<b>FICTION</b>	<b>18 Hours</b>
	<ul style="list-style-type: none"> <li>• Kamila Shamsie (Pakistani) : Kartography</li> <li>• Kyung-sook Shin (Korean) : Please Look After Mom</li> <li>• Kamala Markandaya (India) : A Handful of Rice</li> </ul>	

### Pedagogy

Classroom Lecture, Reading Texts, Role Play and Discussions

### Text Book

1. Shamsie, Muneeza. And the World Changed: Contemporary Stories by Pakistani Women. N.p., 2008.

### Reference Books

1. Azim, Firdous, and NiazZaman. Galpa: Short Stories by Women from Bangladesh. Dhaka: Rachana, Writers.ink, 2006.
2. Ganesan.S. Asian Voices: An Anthology of Asian Writings in English. Chennai: New Century Book House, 2015.
3. Wijesinha, Rajiva. Bridging Connections: An Anthology of Sri Lankan Short Stories. New Delhi: National

### E-Resources

1. <https://www.enotes.com/topics/year-dragon>
2. <https://bulldawglit.wordpress.com>
3. <https://kazbar.org/jazbah>
4. <https://littlehelpz.com/kamaladas-das-the-old-play-house>.
5. <https://www.goodreads.com>

### Course Outcomes

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

CO1	Familiarize with the diversity of literatures in Asia through various poems.
CO2	Define and analyze the social and historical contexts of Asian genres over time and across cultures.
CO3	Classify the major themes of representative Asian dramatic works.
CO4	Compare and contrast generic forms of different Asian cultures.
CO5	Evaluate various themes in Asian literature through selected fictions.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	0	2	2
CO2	3	2	2	2	0	2
CO3	2	2	2	1	2	2
CO4	2	2	2	0	2	2
CO5	2	3	2	2	0	3

3. High; 2. Moderate; 1. Low



**Articulation Mapping - K Levels with Course Outcomes (COs) (Model)**

Units	COs	K-Level	Section A	Section B		Section C
			MCQs	Either/ or Choice		Either / or Choice
			No. Of Questions	K-Level	No. Of Question	
1	CO1	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
2	CO2	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
3	CO3	Up to K4	2	K1 & K2	2(K3&K3)	1(K4)
4	CO4	Up to K4	2	K1 & K2	2(K4&K4)	1(K4)
5	CO5	Up to K5	2	K1 & K2	2(K4&K4)	1(K5)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

K4 – Examining, analyzing, presentation and make inferences with evidences

K5- Evaluating, creating, critiquing and generating new ideas

**Distribution of Section - wise Marks with K Levels (Model)**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice	Consolidated (Rounded off)
K1	5	0	0	5	5	5%
K2	5	8	0	13	13	13%
K3		16	10	26	26	26%
K4		16	30	46	46	46%
K5		0	10	10	10	10%
Total Marks	10	40	50	100		100%

### Lesson Plan

Unit	Description	Hours	Mode
<b>Unit I POETRY</b>	<b>a.</b> BeiDao (Chinese): Moon Festival	4	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	<b>b.</b> BalkrishnaSama (Nepali): The Song	4	
	<b>c.</b> Faiz Ahmed Faiz(Pakistani): When Autumn Came	5	
	<b>d.</b> Kamala Das ( Indian): Old Play House	5	
<b>Unit II PROSE</b>	<b>a.</b> LafcadioHearn (Japanese) : Mosquitoes	9	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	<b>b.</b> J. Vijayatunga (Sri Lankan) : Village Goes Town	9	
<b>Unit III DRAMA</b>	<b>a.</b> Frank Chin (Chinese) : The Year of Dragon	9	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	<b>b.</b> ZeamiMotokiyo (Japanese) : Hogoromo [The Feather Mantle]	9	
<b>Unit IV SHORT STORY</b>	<b>a.</b> SunethraRajakarunanayake (Sri Lankan) : SMS	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	<b>b.</b> Lu Hsun(Chinese) : A Little Incident	6	
	<b>c.</b> Zawgyi (Myanmar) : His Spouse	6	
<b>Unit V FICTION</b>	<b>a.</b> Kamila Shamsie (Pakistani) : Kartography	6	Lecture/ PPT/ Textual Learning/ Role Play/ Assignment/ Movie/ Seminar/Discussion
	<b>b.</b> Kyung-sook Shin (Korean) : Please Look After Mom	6	
	<b>c.</b> Kamala Purnaiya (India) : A Handful of Rice	6	

Course designed by –Mrs. K. Shiva Krithika

<b>Programme</b>	<b>M.A</b>	<b>Programme Code</b>	<b>PEN</b>		
Course Code	<b>20PENC4P</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>CORE COURSE XVII</b>			<b>L</b>	<b>T</b>	<b>P</b>
<b>Course Title</b>	<b>PROJECT</b>		<b>90</b>	<b>-</b>	<b>-</b>

### **Preamble**

This course practically aims at acquiring the application of research methods, tools and techniques and to develop skills of analysis and reporting among the students. This is done by encouraging students to identify researchable problems in their areas of specialization and do independent projects.

### **Course Requirements and Evaluation:**

1. The duration for the study project is for one semester.
2. The students shall submit the report in a prescribed mentioned format on or before a specified date, falling which will warrant disqualification
3. The student shall work under the close supervision and consultation with the faculty guide appointed for the purpose at every stage of the research work regularly and get approved falling in which leads to disqualification for appearing in Viva Voce examination.
4. The faculty advisor shall be responsible for the continuous assessment of the course and his/her recommendation for final evaluation of the project shall be mandatory.
5. 60% of mark shall be allotted for continuous assessment .Continuous assessment shall be made on the following basis by the faculty advisor.

#### **A. Continuous Assessment**

Consistency of involvement and meeting deadlines 15marks

Individual Presentations 20 marks

Ability for independent work 25 marks

Total 60 marks

6. Remaining 40% of the marks shall be allotted for Terminal Evaluation on successful completion and submission of the project report (2 bounded copy)in the prescribed format-35 pages in A4 size executive bond paper.

7. The project Work has to be duly recommended by the faculty advisor and the Head of the Department for appearing in the final Viva Voce.

8. The Viva-Voce shall be conducted by a three –member committee of examiners of which one is an external member.

9. 40% of the marks allotted for the Viva voce will be assessed on the following basis:

Problem identification and conceptualization of the Research question 10 marks

Review of Literature 10 marks

Effort taken in collecting data 10 marks

Analysis, Conclusion and Reporting 10 marks

Total 40 marks. Any proven case of plagiarism will warrant disqualification