
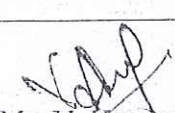
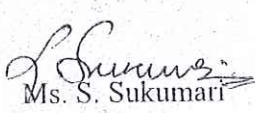
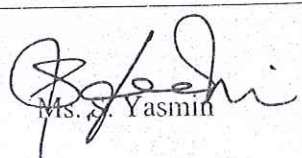


Sem	Course code	Core – I British Literature – I (Age of Chaucer to Age of Pope)	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
I	21PBACT101				6	4
<b>Course Objectives:</b>						
<ol style="list-style-type: none"> <li>The course aims to introduce the students about British Poetry and Drama from the Age of Chaucer to the Age of Pope.</li> <li>The course assists them to comprehend the developments and trends in British Drama and Poetry.</li> <li>The course enables the students to perceive British Literature in its Socio – Cultural and Socio - Political Contexts there by facilitating them to acquire the knowledge to differentiate the different language skills Suitable for their Employability domain.</li> </ol>						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Identify the nuances of the poetic language and poetic devices.					K1 -K5
CO 2	Access the rhythms, metrics and other musical aspects of poetry and appreciate the sublimity of Poets' style.					
CO 3	Compute the importance of style of brevity and acknowledge the stylistic aspect in Literature.					
CO 4	Infer the rhetoric aspect of historical drama and learn moral values.					
CO 5	Appraise various critical theories and examine the techniques of literary criticism.					
<b>K1 : Remember ; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
<b>Unit –I</b>		<b>Poetry</b>				
<ol style="list-style-type: none"> <li>Geoffrey Chaucer - The Prologue to the Canterbury Tales</li> <li>Andrew Marvell - The Garden</li> </ol>						
<b>Unit – II</b>		<b>Poetry</b>				
<ol style="list-style-type: none"> <li>John Milton - Paradise Lost-Book IX</li> <li>George Herbert - The Flower</li> </ol>						
<b>Unit – III</b>		<b>Prose</b>				
<ol style="list-style-type: none"> <li>Selected Essays of Joseph Addison <ol style="list-style-type: none"> <li>Sir Roger De Coverley</li> <li>Society, Fashions, Minor Morals</li> <li>Mr.Spectator and his paper</li> </ol> </li> <li>Bacon's Essays <ol style="list-style-type: none"> <li>Of Expense</li> <li>Of Youth and Age</li> <li>Of Honor and Reputation</li> </ol> </li> </ol>						




  
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Unit – IV		Drama	
1. Christopher Marlowe - Dr. Faustus 2. John Dryden - All for Love			
Unit – V		Criticism	
1. Philip Sydney - An Apology for Poetry 2. Alexander Pope - Essay on Criticism			
Skill – Development Activities			
<ul style="list-style-type: none"> <li>• Free Lancing</li> <li>• Creative Contest</li> <li>• Book Review</li> </ul>			
TEXT BOOK(S)			
1	<i>The Prologue to the Canterbury Tales</i> . Ed. by F.N. Robinson .OUP.2002		
2	<i>Paradise Lost Book –IX</i> Ed. by S. Ramaswamy. Macmillan Publishers India limited. New Delhi. 1978.		
3	Selected Essays of Joseph Addison and Francis Bacon.		
4	<i>Dr. Faustus</i> , Christopher Marlow, Dover Thrift Editions, 1994.		
5	<i>All for Love</i> , John Dryden. Ed. By N.J. Andrew Bloomsbury Publishing India Private Limited. New Delhi. 2014		
6	<i>English Critical Text</i> , D.J. Enright & Ernest De Chickera. Oxford University Press.2001.		
REFERENCE BOOKS			
1	<i>The Development of John Dryden's Literary Criticism</i> , <u>William Edward Bohn</u> , Hard Press Publishing.		
2	<i>Doctor Faustus</i> by Christopher Marlowe Edited. John D. Jump, published in the Taylor & Francis e-Library, 2005.		
3	<i>A History of Literary Criticism: From Plato to the Present</i> , <u>M. A. R. Habib</u> , Wiley-Blackwell Publisher, 2007.		
4	<i>Longman Anthology of British Literature</i> , Volume 1C, the: The Restoration and the Eighteenth Century (Damrosch British), David Damrosch, Pearson Publisher, 2009.		
WEB RESOURCES			
1	<a href="https://nptel.ac.in/courses/109/106/109106176/">https://nptel.ac.in/courses/109/106/109106176/</a>		
2	<a href="https://nptel.ac.in/courses/109/106/109106147/">https://nptel.ac.in/courses/109/106/109106147/</a>		
Course Designed By		Verified By	Approved By HOD
 Ms. V. Haemalatha		 Ms. S. Sukumari	 Ms. J. Yasmin




  
**Dr. N. RAMAN**  
 PRINCIPAL,  
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QUESTION PAPER PATTERN		
Time: 3 hours		Max. Marks: 50
SECTION-A(10 X 1 = 10 Marks) Answer ALL the questions Choose the correct answer	SECTION-B (5 X 3 = 15 Marks) Answer ALL the questions Either or type Two questions from each unit	SECTION-C (5 X 5 = 25 Marks) Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory- Case Study

Mapping of COs with POs and PSOs:												
CO \ PO/PSO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	M	S	M	M	S	M	S	S	S	M	S	M
CO 2	M	S	M	M	S	M	S	S	S	M	S	S
CO 3	M	S	M	M	S	M	S	S	S	S	S	S
CO 4	M	S	S	S	S	M	S	S	S	S	S	S
CO 5	M	S	S	M	S	M	S	S	S	S	S	S

S-Strong, M-Medium, L-Low

  
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Sem	Course Code	Core II – Indian Writing in English	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50	5	
<b>Course Objectives:</b>						
<ol style="list-style-type: none"> <li>1. The Course aims at introducing the students to the Native Writers of India in English there by enriching their cultural, ethical and environmental values.</li> <li>2. The Course implants a sense of acquaintance among the learners through various genres of Indian Literature.</li> <li>3. The Course aims to inculcate the spiritual values and importance of self-realization.</li> </ol>						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Outline knowledge about Indian Society					K1 - K5
CO 2	comprehend the importance of Indian History, Culture, Religion and Aesthetics					
CO 3	Compare knowledge about the Political milieu in Indian History					
CO 4	Analyze the importance of human identity in the society					
CO 5	Discuss knowledge about other Indian Writers in English, their Literary style and their interpretation about the happenings in the society					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
<b>Unit –I</b>	<b>Poetry</b>					
<ol style="list-style-type: none"> <li>1.R. Parthasarathy - Under Another Sky</li> <li>2. A.K.Ramanujan - A Poem on Particulars</li> <li>3. Kamala Das - An Introduction</li> <li>4. Jayanta Mahapatra - Dawn at Puri</li> <li>5. Vikram Seth - The Frog and the Nightingale</li> </ol>						
<b>Unit – II</b>	<b>Prose</b>					
<ol style="list-style-type: none"> <li>1. Ananda Coomaraswamy - The Dance of Siva (Essay – 3 - Hindu View of Art and Theory of Beauty and Essay – 6 – The Dance of Siva)</li> <li>2. Sri Aurobindo - The Renaissance in India</li> </ol>						



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Unit – III	Drama	
1. Gurcharan Das - Larins Sahib 2. Mahesh Dattani- Final Solutions		
Unit – IV	Novel	
1. Salman Rushdie - Midnight's Children 2. Arun Joshi - The Strange Case of Billy Biswas		
Unit – V	Criticism	
1. Jon Mee - After Midnight : The Novel in the 1980s and 1990s		
Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Extracting short story from novels</li> <li>• Book Review</li> <li>• Training for secondary material preparation.</li> </ul>		
<b>TEXT BOOK(S)</b>		
1	Gurcharan Das Three Plays. Penguin Books. India. 2012	
2	Final Solutions by Mahesh Dattani. Penguin India. 2005.	
3	Midnight's Children. Salman Rushdie.	
4	The Strange Case of Billy Biswas. Arun Joshi. Orient Paperback. New Delhi. 2008.	
5	An Illustrated History of Indian Literature in English. Ed. Arvind Krishna Mehrotra. Permanent Black. New Delhi. 2003.	
<b>REFERENCE BOOKS</b>		
1	Contemporary Indian Poetry in English – An Assessment and Selection Ed. by Saleem Peerandin. Macmillan Publishers India Ltd. New Delhi. 2011.	
2	Indian Poetry in English Ed. by Makarand Paranjape. Macmillan Publishers. India Ltd. Madras. 1993.	
<b>WEB RESOURCES</b>		
1	<a href="https://archive.org/details/danceofsivafourt00coomiala/page/n13/mode/2up">https://archive.org/details/danceofsivafourt00coomiala/page/n13/mode/2up</a>	
2	<a href="https://mast.queensu.ca/murty/Aurobindo – Renaissance - of – India.pdf">https://mast.queensu.ca/murty/Aurobindo – Renaissance - of – India.pdf</a>	
<b>Course Designed By</b>		<b>Verified By</b>
Ms. S. Animozhi		Ms. S. Sukumar
<b>Approved By HOD</b>		
Ms. S. Yasmin		




Dr. N. RAMAN  
PRINCIPAL,  
KONGU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS)  
NANJANAPURAM, ERODE - 638 107.




QUESTION PAPER PATTERN		
Time: 3 hours		Max. Marks: 50
SECTION-A(10 X 1 = 10 Marks) Answer ALL the questions Choose the correct answer	SECTION-B (5 X 3 = 15 Marks) Answer ALL the questions Either or type Two questions from each unit	SECTION-C (5 X 5 = 25 Marks) Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory-Case Study

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	M	S	M	S	S	S	S	S	S
CO 2	S	S	S	S	S	M	S	S	S	S	S	S
CO 3	S	S	S	M	M	M	S	S	M	S	S	S
CO 4	S	S	S	S	S	M	S	S	S	S	S	S
CO 5	S	S	S	S	S	M	S	S	S	S	S	S

S-Strong, M-Medium, L-Low

  
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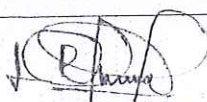

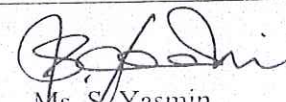


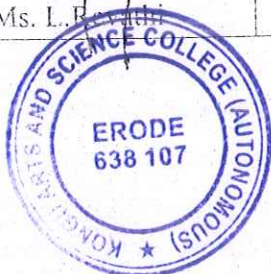
Sem	Course Code	Core III – Afro American Literature	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
I	21PBACT103				5	4
<b>Course Objectives:</b>						
<ol style="list-style-type: none"> <li>1. This course introduces the students about Afro-American Literature and writers</li> <li>2. This course explains the language, life and culture of Afro-American people</li> <li>3. This course outlines the longing of Afro- American people for gender equality and freedom in the society</li> </ol>						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Understand the Afro-American writings at different periods					K1 - K5
CO 2	Identify the themes like slavery, racism and domination of Afro-American people in the society					
CO 3	Formulate the importance of equality, freedom and rights for everyone in society					
CO 4	Analyze the Afro-American people's thoughts and ideas through the works of writers					
CO 5	Critique the culture of Afro-American people					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
Unit –I	<b>Introduction and Prose</b>					
<ol style="list-style-type: none"> <li>1. Early African American Literature-Characteristics and themes-History of African- American Literature- Slave Narratives-Spiritual Narratives- Post- Slavery Era</li> <li>2. Martin Luther King - I Have A Dream</li> </ol>						
Unit – II	<b>Poetry</b>					
<ol style="list-style-type: none"> <li>1. Langston Hughes - The Negro Mother</li> <li>2. Langston Hughes - I Too</li> <li>3. Claude McKay - If We Must Die</li> <li>4. Paul Laurence Dunbar - Sympathy</li> </ol>						
Unit – III	<b>Drama</b>					
<ol style="list-style-type: none"> <li>1. August Wilson - Fences</li> <li>2. Lorraine Hansberry - A Raisin in the Sun</li> </ol>						




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PRINCIPAL,  
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Unit – IV	Novel	
	1. Toni Morrison - Sula 2. Gloria Naylor - The Women of Brewster Place	
Unit – V	Criticism	
	1. W.E.B. Dubois - “Of Spiritual Strivings” from the Souls of the Black Folk ( Chapter- 1) 2. Langston Hughes - The Negro Artist and the Racial Mountain	
Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Story Writing and Story Telling</li> <li>• Creative Contest</li> <li>• Book Review</li> </ul>		
<b>TEXT BOOK(S)</b>		
1	Guardian, Dolores Ia, and Hans Smith. <i>American Voices: Culture and Community</i> . New Delhi: Mc GrawHill, 2003	
2	Dhawan. R.K. <i>Afro-American Literature</i> . New Delhi: Prestige Books, 2001.	
3	Bayer, Nina. <i>The Norton Anthology of American literature</i> . Shorter Fifth Edition. W.W. New York, Norton & Company. 1999.	
4	King, Luther, Martin. <i>I Have a Dream</i> . New York: Harper Collins Publisher, 1992	
5	Wilson, August. <i>Fences</i> . USA: Plume; Reissue edition, 1986.	
6	Hansberry, Lorraine. <i>A Raisin in the Sun</i> . USA: Random House, 1959.	
7	Morrison, Toni. <i>Sula</i> . USA: Random House, 1973.	
8	Naylor, Gloria. <i>The Women of Brewster Place</i> . Viking Adult, 1982.	
9	Dubois. W.E.B. <i>The Souls of the Black Folk</i> . Start Publishing LLC, 2013	
<b>REFERENCE BOOK</b>		
1	Bayer, Nina. <i>The Norton Anthology of American literature</i> . Shorter Fifth Edition. W.W. New York, Norton & Company. 1999.	
<b>WEB RESOURCES</b>		
1	<a href="https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-hs03/">https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-hs03/</a>	
2	<a href="https://nptel.ac.in/courses/109/106/109106099/">https://nptel.ac.in/courses/109/106/109106099/</a>	
Course Designed By		Verified By
 Ms. L. Revathi		 Ms. V. Haemalatha
Approved By HOD		
 Ms. S. Yasmin		




  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
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<b>QUESTION PAPER PATTERN</b>		
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory- Case Study

<b>Mapping of COs with POs and PSOs:</b>													
PO/PSO CO	PO							PSO					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO 1	S	S	S	S	S	M	M	S	S	S	M	S	
CO 2	S	S	S	S	M	M	S	S	S	S	S	S	
CO 3	S	S	S	S	S	M	S	S	S	S	S	S	
CO 4	S	S	S	S	S	M	S	S	S	S	S	S	
CO 5	S	S	S	S	S	M	S	S	S	S	S	M	
S-Strong, M-Medium, L-Low													

  
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Sem	Course Code	Core IV- The Study of English Language	Total Marks:100		Hours Per Week	Credits
I	21PBACT104		CIA: 50	ESE :50	5	4

**Course Objectives:**

1. This course is introduced with an aim of disseminating the knowledge about the Philological ideas about the origin and development of English Language.
2. This course would provide a clear knowledge about the status of English Language amidst different cultural contexts and help the students for employability by strengthening their language skills.
3. This course would equip the learners with the required details about the historical developments of English language.

**Course Outcomes (CO): On completion of the course, students would be able to**

CO 1	Conceive the historical background of the origin of speech and English language	K1 - K5
CO 2	Classify the ideas about the English language used during different periods in history	
CO 3	Compute the great changes that caused a great impact on the English Language and its usage	
CO 4	Analyze why the changes occurred and the need for change to gain a standard	
CO 5	Relate the causes for the evolution of Lingua Franca	

**K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create**

**Unit –I**

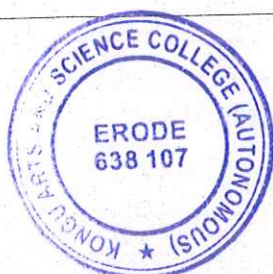
1. English Present and Future (Pg.No.1-15)
2. The Indo European family of Languages ( Pg.No.16 - 37)

**Unit – II**

1. The Old English Period( Pg.No.21-54)
2. The Middle English Period( Pg.No.55-88)

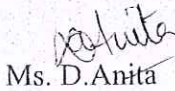
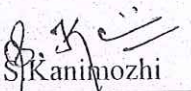
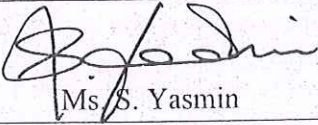
**Unit – III**

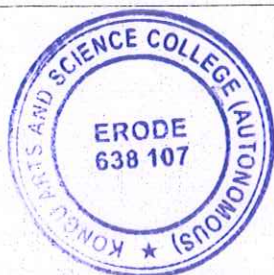
1. The Renaissance and After(Pg.No.89-106)
2. The Growth of Vocabulary( Pg.No.107-148)




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<b>Unit – IV</b>		
1. Change of Meaning( Pg.No.149-195)		
2. The Evolution of Standard English ( Pg.No.196- 209)		
<b>Unit – V</b>		
1. Idiom and Metaphor( Pg.No.210-228)		
2. The Foreign Contribution (Pg.No.229-257)		
Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Practical application of foreign words in communication.</li> <li>• Extempore with the usage of idioms and metaphors</li> <li>• Vocabulary enrichment practice</li> </ul>		
<b>TEXT BOOK (S)</b>		
1	<i>An Outline History of the English Language</i> , Frederick T. Wood. Second Edition. Trinity Press	
<b>REFERENCE BOOKS</b>		
1	<i>A History of the English Language</i> . Albert C. Baugh & Thomas Carle. 6 <sup>th</sup> edition, Routledge. Taylor & Francis Group, 2013	
2.	<i>The English Language</i> , C.L. Wren. Vikas Publishing House. 2008	
3.	<i>Teaching English as a Second or Foreign Language</i> . Marianne Celce, Murcia Donna M. Brinton. Cengage Learning India Publishers, 2014.	
<b>WEB RESOURCES</b>		
1	ndl.iitkgp.ac.in/document/z2jznozmu2vhd	
2	Ndl.itkgp.ac.in/document/	
<b>Course Designed By</b>	<b>Verified By</b>	<b>Approved By HOD</b>
 Ms. D. Anita	 Ms. S. Kanimozhi	 Ms. S. Yasmin
<b>QUESTION PAPER PATTERN</b>		
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory- Case Study

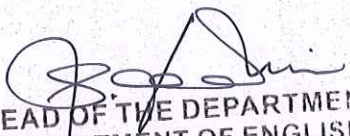


  
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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	M	S	M	S	S	S	M	M	M
CO 2	S	S	S	M	S	M	S	S	S	M	M	M
CO 3	S	S	S	M	S	M	S	S	S	M	M	M
CO 4	S	S	S	M	S	M	S	S	S	M	M	M
CO 5	S	S	S	M	S	M	S	S	S	M	M	M

**S-Strong, M-Medium, L-Low**

  
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 KONGU ARTS AND SCIENCE COLLEGE  
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Sem	Course code	Core V – Critical Theories - I	Total Marks:100		Hours Per Week	Credits
I	21PBACT105		CIA: 50	ESE :50	5	4

**Course Objectives:**

1. The Course intends to introduce the major critical discourses.
2. This Course aims to acquaint the students with modern trends in literary theory.
3. This Course introduces various theories in which scholars of literature have interpreted texts and understand human and environmental values.

**Course Outcomes (CO): On completion of the course, students would be able to**

CO 1	State the traditional theories and the pioneers who formed them.	K1 - K5
CO 2	Comprehend how psychology plays a greater part in creation and imagination.	
CO 3	Compare the other theories which flourished in the course of time.	
CO 4	Analyze the combination of Criticism and English Language in Literature.	
CO 5	Critique the significance of archetypes to strengthen the search of criticism in life and literature.	

**K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create**

**Unit –I**

1. Literary Theorizing from Aristotle to Leavis – Some Key moments.
2. T.S. Eliot - Tradition and Individual Talent

**Unit – II**

1. Psychoanalytical Criticism
2. Sigmund Freud - Creative writers and Day – Dreaming

**Unit – III**

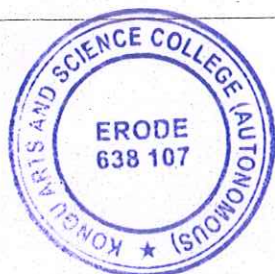
1. Marxist Criticism
2. Edmund Nilson- Marxism and Literature

**Unit – IV**

1. Post Modernism
2. Roland Barthes - Criticism as Language

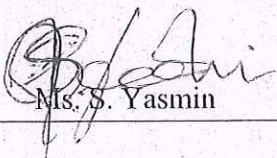
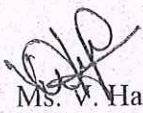
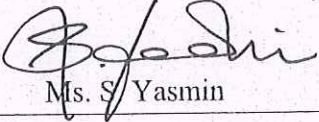
**Unit – V**

1. A. Joseph Durairaj - Myth Criticism
2. Northrop Fyre - The Archetypes of Criticism




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Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Critical thinking and Critical writing</li> <li>• Application of theories in the project work</li> <li>• Critical analysis of texts in tune with the theories.</li> </ul>		
<b>TEXT BOOK(S)</b>		
1	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester University Press, 2017.	
2	Lodge, David. <i>20th Century Literary Criticism: A Reader</i> . Longman, 1972.	
<b>REFERENCE BOOKS</b>		
1	<i>Post Modernism: A Very Short Introduction</i> , Christopher Butler, Oxford University Press, 2008.	
2	Lodge, David, and Nigel Wood. <i>Modern Criticism and Theory: A Reader</i> . Pearson Longman, 2018.	
<b>WEB RESOURCE</b>		
1	<a href="https://nptel.ac.in/courses/109/106/109106084/">https://nptel.ac.in/courses/109/106/109106084/</a>	
<b>Course Designed By</b>	<b>Verified By</b>	<b>Approved By HOD</b>
 Ms. S. Yasmin	 Ms. V. Haemalatha	 Ms. S. Yasmin
<b>QUESTION PAPER PATTERN</b>		
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory- Case Study

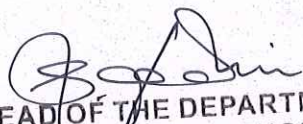


  
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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	M	S	M	S	S	S	S	M	S
CO 2	S	S	M	M	S	M	S	S	S	S	S	S
CO 3	S	S	S	M	S	M	S	S	S	S	M	S
CO 4	S	S	M	M	S	M	S	S	S	S	M	S
CO 5	S	S	S	M	S	M	S	S	S	S	M	S

S-Strong, M-Medium, L-Low

  
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Sem	Course Code	Elective I - B - Literature and Psychology	Total Marks:100		Hours Per Week	Credits
I	21PBAET107		CIA: 50	ESE :50	4	4

**Course Objectives:**

1. This course aims to impart the factual knowledge signifying the importance of psychology
2. This course aims to facilitate the students to develop psycho-analytical skills and employability skills in the field of psychology.
3. This course enables the students to apply the knowledge gained as a source of life-long learning process inculcating Human values.

**Course Outcomes (CO): On completion of the course, students would be able to**

CO 1	Formulate a comprehensible outlook of the power of mind and thoughts in the growth of personality	K1 - K5
CO 2	Compute the sensitization about the wisdom of getting satisfied in little things for everlasting happiness	
CO 3	Analyze the realities of life and get an awareness about the real values of life	
CO 4	Evaluate the causes for mental anguish and moral dilemmas of the people	
CO 5	Critique the link between literature and psychology which guides human beings to attain tranquility.	

**K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create**

**Unit –I** **Poetry**

1. Robert Lowell Alusion - Water
2. William Errest Henley - Invictus
3. Max Ehrhmann - Disederata
4. Edmund Vance Cooke - How did you die
5. Edger A. Guest - Don't Quit

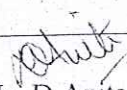

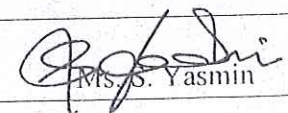
**Unit – II** **Short Story**

1. Charlotte Perkins Gilman - The Yellow Wallpaper
2. Katherine Mansfield - The Fly




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Unit – III	Drama	
	<ol style="list-style-type: none"> <li>1. Tennessee Williams -The Glass Menagerie</li> <li>2. Arthur Miller - Death of a Salesman</li> </ol>	
Unit – IV	Novel	
	<ol style="list-style-type: none"> <li>1. Fyodor Dostoevsky - Crime and Punishment</li> <li>2. Lawrence Strene - Tristram Shandy</li> </ol>	
Unit – V	Criticism	
	<ol style="list-style-type: none"> <li>1. C. G. Jung - Psychology and Literature</li> <li>2. C. G. Jung - Literature in Psychology and Individual Difference</li> </ol>	
	Skill – Development Activities <ul style="list-style-type: none"> <li>• Counselling training and practice</li> <li>• Application of psychological theories in the texts prescribed</li> <li>• Book Review</li> </ul>	
<b>TEXT BOOK(S)</b>		
1	Williams, Tennessee. <i>The Glass Menagerie</i> . Bloomsbury Publishers, 2014.	
2	Miller, Arthur. <i>Death of a Salesman</i> . Fingerprint Publishers, 2017.	
3	Dostoevsky, Fyodor. <i>Crime and Punishment</i> . Penguin Classics, 2002.	
4	Sterne, Laurence. <i>Tristram Shandy</i> . Wordsworth Editions Ltd, 1996.	
5	The Fly - Katherine Mansfield - Comma Press	
6	Jung, C. G. <i>The Archetypes and the Collective Unconscious: Transl. by R.F.C.hull</i> . Princeton University Press, 1977.	
<b>REFERENCE BOOKS</b>		
1	Gilman, Charlotte Perkins. <i>The Yellow Wallpaper</i> . Renard Press, 2021.	
2	Mansfield, Katherine, et al. <i>The Collected Stories of Katherine Mansfield</i> . Penguin Books, 2007.	
3	Dostoyevsky, Fyodor, and Michael R. Katz. <i>Crime and Punishment</i> . W. W. Norton & Company, 2020.	
<b>WEB RESOURCES</b>		
1	<a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13</a>	
2	<a href="https://nptel.ac.in/content/syllabus_pdf/109106084.pdf">https://nptel.ac.in/content/syllabus_pdf/109106084.pdf</a>	
<b>Course Designed By</b>		<b>Verified By</b>
 Ms. D. Anita		 Ms. V. Haemalatha
		<b>Approved By HOD</b>
		 Ms. S. Yasmin




  
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QUESTION PAPER PATTERN		
Time: 3 hours		Max. Marks: 50
SECTION-A(10 X 1 = 10 Marks) Answer ALL the questions Choose the correct answer	SECTION-B (5 X 3 = 15 Marks) Answer ALL the questions Either or type Two questions from each unit	SECTION-C (5 X 5 = 25 Marks) Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory-Case Study

Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S	S	S

S-Strong, M-Medium, L-Low

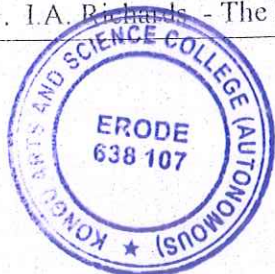
  
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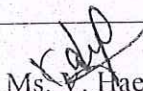
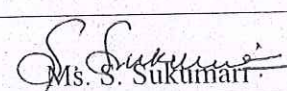
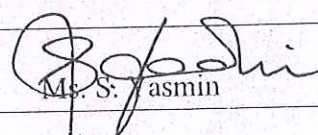


Sem	Course Code	Core – VI British Literature - II (Age of Dr. Johnson to Modern Age)	Total Marks:100		Hours Per Week	Credits
II	21PBACT201		CIA: 50	ESE :50	6	4
<b>Course Objectives:</b>						
1. In this course students will become acquainted with different genres in British Literature. 2. It facilitates them to choose their genre of specialization in research and enhances employability skills. 3. It assists the students to get familiarized with the style and perception of great writers in their cultural context.						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Relate the prolific writing style and versatility of British Writers.					K1 - K5
CO 2	Interpret the social, cultural and historical features of drama and its role in literature.					
CO 3	Explain the philosophy, creativity and artistic style in the writings of the novelists.					
CO 4	Analyze the various forms of poetry such as diction, tone, form, imagery and figures of speech.					
CO 5	Critique the methods and techniques of Criticism.					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
Unit –I	<b>Poetry</b>					
1. Thomas Gray - Elegy written on a Country Churchyard 2. William Wordsworth - Lines written a few miles above Tintern Abbey 3. John Keats - Ode to Autumn 4. William Butler Yeats - Sailing to Byzantium						
Unit – II	<b>Prose</b>					
1. Jonathan Swift - Gulliver's Travels — Part (I & II) 2. Charles Lamb's Essays i) A Dissertation upon Roasted Pig ii) The Praise of Chimney-Sweepers						
Unit – III	<b>Drama</b>					
1. George Bernard Shaw - Saint Joan 2. William Congreve - Way of the world						
Unit – IV	<b>Novel</b>					
1. William Thackeray - Vanity Fair 2. George Eliot - Mill on the Floss						
Unit – V	<b>Criticism</b>					
1. I.A. Richards - The Four Kinds of Meaning						




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2. P.B. Shelley - A Defence of Poetry		
Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Creation of secondary sources</li> <li>• Creative Contest</li> <li>• Book Review</li> </ul>		
<b>TEXT BOOK(S)</b>		
1	Gulliver's Travels, Jonathan Swift .Rupa Publications India Pvt. Limited 1999	
2	Saint Joan, G.B. Shaw, Penguin Classics Publishers, New Delhi, 1999	
3	Way of the World, William Congreve, Createspace Independent Publications, 2017.	
4	Vanity Fair, William Thackeray, Finger prints Publishing, 2016.	
5	Mill on the Floss, George Eliot, Penguin Classics Publishers, New Delhi, 2003.	
6	English Critical Texts, D.J. Enright & Ernest De Chickera Oxford university.	
<b>REFERENCE BOOKS</b>		
1	Analysis of the Epilogue in George Bernard Shaw's Saint Joan, Meriem Jerbi, 2014.	
2	The Mill on the Floss, the Critics, and the Bildungsroman, Susan Fraiman, Published by: Modern Language Association, 1993.	
3	English Literary Criticism and Theory: An Introductory History, M.S. Nagarajan, Orient BlackSwan Publisher, 2006.	
4	Theory into Practice An Introduction to Literary Criticism, Ann B. Dobie, 3 <sup>rd</sup> edition, University of Louisiana at Lafayette.	
5	The Romantic Ideology: A Critical Investigation, Jerome J. McGann, Library of Congress Cataloging Publication. ISBN No: 0-226-55850-9.	
<b>WEB RESOURCES</b>		
1	<a href="https://nptel.ac.in/courses/109/106/109106171/">https://nptel.ac.in/courses/109/106/109106171/</a>	
2	<a href="https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13">https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13</a>	
<b>Course Designed By</b>	<b>Verified By</b>	<b>Approved By HOD</b>
 Ms. V. Haemalatha	 Ms. S. Sukumari	 Ms. S. Jasmin
<b>QUESTION PAPER PATTERN</b>		
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory- Case Study




  
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Mapping of COs with POs and PSOs:												
PO/PSO CO	PO							PSO				
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CO 1	S	S	S	M	S	M	S	S	S	S	M	M
CO 2	S	S	S	S	S	M	S	S	S	S	S	S
CO 3	S	S	S	M	S	M	S	S	S	S	S	S
CO 4	S	S	M	M	S	M	S	S	S	S	M	M
CO 5	S	S	S	M	S	M	S	S	S	M	M	M

S-Strong, M-Medium, L-Low

  
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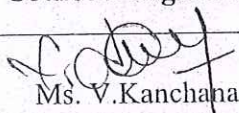
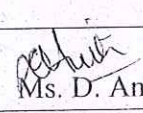
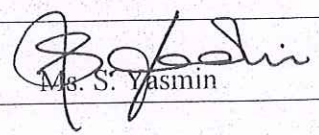


Sem	Course Code	Core - VII Gender and Literature	Total Marks:100		Hours Per Week	Credits
II	21PBACT202		CIA: 50	ESE :50	5	4
<b>Course Objectives:</b>						
<ol style="list-style-type: none"> <li>1. To introduce students to gender studies to offer new perspectives on gender relations.</li> <li>2. To analyze the status of respective gender in literature with reference to their cultural status.</li> <li>3. To evaluate the differences in the way how men, women and transgender experience their lives.</li> </ol>						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Identify various genders as central concepts to the reading of English Literature					K1 - K5
CO 2	Grasp the Multifarious gender notions and its variations through experience					
CO 3	Apply the gender theorizing methods to associate the gender text with literature					
CO 4	Describe the complex concepts that are emotionally influenced in gender writing					
CO 5	Synthesize the actions of Masculine and Feminine that are not fixed but fluid					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
Unit –I	<b>Introduction to Feminism, Masculinity, and Transgender (Text Book No.1)</b>					
<ol style="list-style-type: none"> <li>1. Gender and Feminism: An Overview</li> <li>2. Sexuality Studies: An overview</li> <li>3. Gender and Masculinity studies : An overview</li> </ol>						
Unit – II	<b>Poetry</b>					
<ol style="list-style-type: none"> <li>1. Meg Day - Once all the Hounds had been called Home</li> <li>2. Joshua Jennifer Espinoza - The Moon is Trans</li> <li>3. Nikki Giovanni - Mothers</li> <li>4. Audre Lorde - A Woman Speaks</li> <li>5. Louise Gluck - A Myth of Devotion</li> </ol>						
Unit – III	<b>Drama</b>					
<ol style="list-style-type: none"> <li>1. Marsha Norman - 'Night, Mother</li> <li>2. Caryl Churchill - Top Girls</li> </ol>						



  
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Unit – IV	Novel	
	1. Living Smile Vidya - I am Vidya A Transgender's Journey 2. Cormac McCarthy - The Road	
Unit – V	Criticism (Text Book No.1)	
	1. Califa - Transgender Theorizing 2. Dowsett, Carbado - Differences: Race/ Ethnicity/ Imperialism and Gay Masculinities	
Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Survey about Gender Discrimination</li> <li>• Creative Contest to sensitize the sufferings and achievements of transgender</li> <li>• Book Review</li> </ul>		
<b>TEXT BOOK(S)</b>		
1	Beasley, Chris. <i>Gender and Sexuality: Critical theories and Critical Thinkers</i> , Sage publication. New Delhi. 2005.	
2	Norman, Marsha. <i>Night, Mother</i> , Dramatists Play Service Inc. New York, 1983.	
3	Churchill, Caryl. <i>Top Girls</i> . Methuen Drama. United Kingdom, 2017.	
4	Vidya, Living Smile. <i>I Am Vidya</i> . A Transgender's Journey. Rupa Publications. India, 2013.	
5	McCarthy, Cormac. <i>The Road</i> . Vintage Publications. New York, 2006.	
<b>REFERENCE BOOKS</b>		
1	Ravi, Dr. Shamika. <i>Difficult Dialogues: A Compendium of contemporary essays on Gender Inequality in India</i> . Brookings Institution India Centre. New Delhi. 2019	
2	Nussbaum, Martha, Amrita Basu, Yasmin Tambiah & Niraja Gopal Jayal. <i>Essays on Gender and Governance</i> . Human Development Resource Centre, UNDP, 2003	
3	Butler. <i>Gender Trouble</i> . Routledge. New York, 2010	
<b>WEB RESOURCES</b>		
1	<a href="https://www.coursera.org/courses?query=gender&amp;page=1">https://www.coursera.org/courses?query=gender&amp;page=1</a>	
2	<a href="https://ocw.mit.edu/courses/womens-and-gender-studies/">https://ocw.mit.edu/courses/womens-and-gender-studies/</a>	
<b>Course Designed By</b>	<b>Verified By</b>	<b>Approved By HOD</b>
 Ms. V. Kanchana	 Ms. D. Anita	 Ms. S. Yasmin
<b>QUESTION PAPER PATTERN</b>		
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>
<b>SECTION-A (10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory-Case Study




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CO 1	S	S	S	S	S	S	S	S	S	S	M	S
CO 2	S	S	M	M	S	M	S	S	S	S	M	S
CO 3	S	S	S	M	S	S	S	M	S	S	M	S
CO 4	S	S	S	S	S	M	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	M	S	S	M	S

S-Strong, M-Medium, L-Low

  
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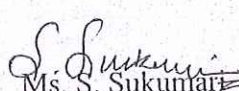
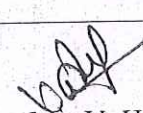
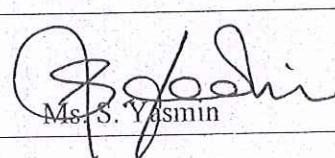


Sem	Course Code	Core VIII – English Literature for Competitive Examinations - I	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50	5	4
<b>Course Objectives:</b>						
<ol style="list-style-type: none"> <li>1. This course suits the needs of the students who aim to appear for competitive exams with English Literature as their core subject for easy employability.</li> <li>2. This course instills confidence in students and improves their literary knowledge to face the challenges of competitive examination thereby enhancing their skills.</li> <li>3. This course helps the students to master the subject and evaluate their knowledge of literature.</li> </ol>						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Understand the rich legacy of English Literature and the contribution of legendary writers to the development of English Literature					K1 - K5
CO 2	Develop problem-solving, critical and original thinking.					
CO 3	Build the thinking level to make use of the acquired knowledge.					
CO 4	Inculcate critical reasoning and analytical skills					
CO 5	Analyze the key literary figures of all time and their contribution to their respective literary scene					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
Unit –I	<b>Chaucer to Renaissance</b>					
Geoffrey Chaucer- Chaucerians- Renaissance Poetry- Renaissance Drama-Renaissance Prose - Shakespeare-Shakespearean Plays- Shakespearean Sonnets – The Metaphysical Poets – The Cavalier Poets – Jacobean Drama - Ben Jonson – Masques.						
Unit – II	<b>Restoration to Romantic Period</b>					
Milton – Dryden – Pope – Criticism – Johnson – Blake, Wordsworth and Coleridge – Keats – Shelley – Byron – Romantic Prose – The Novel in the Romantic Period – Jane Austen – From Gothic to Frankenstein						
Unit – III	<b>Victorian Era</b>					
Charles Dickens – Victorian Thoughts and Victorian Novels – The Bronte and Eliot – ‘Lady’ Novelists – Late Victorian Novels – Victorian Fantasy – Wilde and Aestheticism – Thomas Hardy – Henry James – Victorian Poetry – Victorian Drama.						



  
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<b>Unit – IV</b>		<b>The Twentieth Century (1900 – 1945) – Poetry and Drama</b>	
Georgian and Imagist Poetry – First World War Poetry – Irish Writing – William Butler Yeats – T.S. Eliot – Popular poets- Thirties Poets – Scottish and Welsh poetry- Twentieth-century drama to 1945 – Irish Drama – D.H. Lawrence – Popular and poetic drama.			
<b>Unit – V</b>		<b>The Twentieth Century (1900 – 1945) – Novel</b>	
The Kailyard School -Provincial Novels – Social Concerns – Light Novels – Genre Fiction – E.M. Forster – Joseph Conrad and Ford – D.H. Lawrence – Virginia Woolf – James Joyce – Novels of the First World War – Aldous Huxley – Rooms of their own – Ireland – Early Greene and Waugh.			
Skill – Development Activities			
<ul style="list-style-type: none"> <li>• SET / NET Mock test</li> <li>• Descriptive writing</li> <li>• Quiz</li> </ul>			
<b>TEXT BOOK(S)</b>			
1	Carter, Ronald, and John McRae. <i>The Routledge History of Literature in English: Britain and Ireland</i> . Routledge, 2017.		
<b>REFERENCE BOOKS</b>			
1	Benet, D.E., and Rufus Samuel. <i>NET, SET, GO...! English</i> . Dhivakar Publications, 2017.		
2	Alexander, Michael. <i>A History of English Literature</i> . Palgrave Macmillan, 2013.		
<b>WEB RESOURCES</b>			
1	<a href="https://onlinecourses.nptel.ac.in/noc21_hs28">https://onlinecourses.nptel.ac.in/noc21_hs28</a>		
2	<a href="https://onlinecourses.nptel.ac.in/noc21_hs23">https://onlinecourses.nptel.ac.in/noc21_hs23</a>		
<b>Course Designed By</b>		<b>Verified By</b>	<b>Approved By HOD</b>
 Ms. S. Sukumar		 Ms. V. Haemalatha	 Ms. S. Yasmin
<b>QUESTION PAPER PATTERN</b>			
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>	
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory-Case Study	

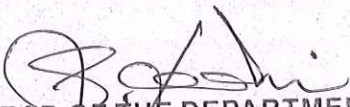


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Mapping of COs with POs and PSOs:												
PO/PSO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	M	S	S	S	S	S	S	S	M	S
CO 2	S	S	M	S	S	M	S	S	S	S	S	S
CO 3	S	S	S	S	S	M	S	S	S	S	S	S
CO 4	S	S	M	M	M	S	S	S	S	S	S	S
CO 5	S	S	M	S	S	M	S	S	S	S	S	S

S-Strong, M-Medium, L-Low

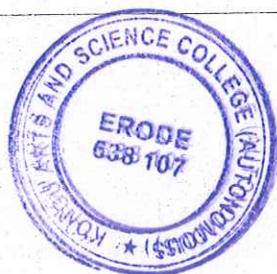
  
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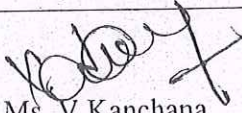
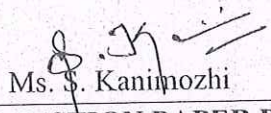
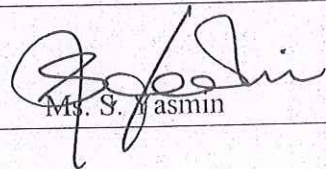


Sem	Course Code	Core IX– Research Methodology	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
II	21PBACT204				5	3
<b>Course Objectives:</b>						
1. To gain familiarity with the phenomenon of research 2. To assist them the purpose of investigation and types of methods to be generated. 3. To select and define appropriate research problem and parameters to write a research thesis to secure Employability						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	State the importance of research writing					K1 - K5
CO 2	Utilize the techniques of compiling the documents					
CO 3	Compile their research work in a stipulated format to make it understandable for other researchers					
CO 4	Assess the significance of original research work and the technique of compiling the work					
CO 5	Evaluate the compilation of works cited in a standard format to match their research documents to the works of other researchers across the world					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
Unit –I	MLA – 7 <sup>th</sup> Edition					
	1. Taking Notes		(Pg. No. 38 – 40)			
	2. Outlining		(Pg. No. 41 – 45)			
	3. Writing Draft		(Pg. No.46– 49)			
Unit – II	MLA – 8 <sup>th</sup> Edition					
	Principles of MLA Style		(Pg. No. 5 – 54)			
Unit – III	MLA – 8 <sup>th</sup> Edition					
	Mechanics of Scholarly Prose		(Pg. No. 61 – 97)			
Unit – IV	MLA – 8 <sup>th</sup> Edition					
	Works Cited		(Pg. No. 102 – 115)			
Unit – V	MLA – 8 <sup>th</sup> Edition					
	In –Text Citations		(Pg. No. 116 – 127)			



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Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Abstract writing</li> <li>• Research article writing practice</li> <li>• Citation practice</li> </ul>		
<b>TEXT BOOK(S)</b>		
1	MLA Handbook for Writers of Research Papers, Seventh Edition; The Modern Language Association of America. New York.2009	
2	MLA Handbook, Eighth Edition; The Modern Language Association of America. New York.2016	
<b>REFERENCE BOOKS</b>		
1	Anderson, Durston & Pool: Thesis and Assignment Writing Wiley Eastern Limited	
2	Kothari, C. R. <i>Research Methodology</i> ( Methods and techniques). New Age Publisher.	
3.	Booth, W.C., Colomb, G.G. Williams, J.M. (2008), <i>The Craft of research</i> . 3 <sup>rd</sup> Edition. Chicago. Ill.: university of Chicago Press	
<b>WEB RESOURCES</b>		
1	<a href="https://www.coursera.org/browse/physical-science-and-engineering/research-methods">https://www.coursera.org/browse/physical-science-and-engineering/research-methods</a>	
2	<a href="https://onlinecourses.swayam2.ac.in/cec20_hs17/preview">https://onlinecourses.swayam2.ac.in/cec20_hs17/preview</a>	
<b>Course Designed By</b>	<b>Verified By</b>	<b>Approved By HOD</b>
 Ms. V.Kanchana	 Ms. S. Kanimozhi	 Ms. S. Masmin
<b>QUESTION PAPER PATTERN</b>		
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory- Case Study

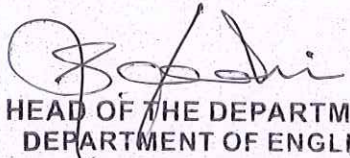


  
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Mapping of COs with POs and PSOs:												
CO \ PO/PSO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	M	S	M	S	S	S	S	M	S
CO 2	S	S	S	M	M	M	S	S	S	S	M	S
CO 3	S	S	S	M	S	M	S	S	S	S	M	S
CO 4	S	S	S	M	S	M	S	S	S	S	M	S
CO 5	S	S	S	M	M	M	S	S	S	S	M	S

S-Strong, M-Medium, L-Low

  
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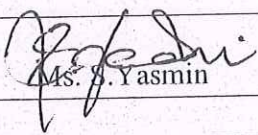
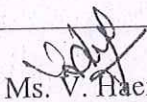
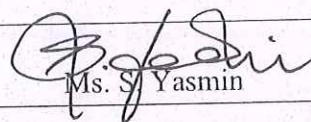


Sem	Course Code	Core X – Critical Theories - II	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
II	21PBACT205				5	4
<b>Course Objectives:</b>						
1. This Course enables the students to use the various critical approaches and advanced literary theories.						
2. This Course aims to familiarize the students with the trends and cross – disciplinary nature of literary Theories and understand human and environmental values.						
3. This Course introduces the students to a wide range of critical methods and literary theories						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Identify the study as a critic analyzing a piece of work of art.					K1 -K5
CO 2	Discuss the categories of analyzing a text.					
CO 3	Use knowledge of the current status of the critical field.					
CO 4	Analyze the specific importance given to women in life through literature.					
CO 5	Utilize the multiple roles of literature and criticism.					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
<b>Unit –I</b>						
1. Rene Wellek - The Analysis of Literary Work of Art 2. T.E. Hulme - Romanticism and Classicism						
<b>Unit – II</b>						
1. Structuralism 2. Gerard Genette - Structuralism and Literary Criticism						
<b>Unit – III</b>						
1. Post Structuralism 2. J. S. Miller - The Critic as Host						
<b>Unit – IV</b>						
1. Feminism 2. Elaine Showalter - Towards a Feminist Poetics						
<b>Unit – V</b>						
1. Post colonialism 2. Cultural Materialism and New Historicism						
Skill – Development Activities						
<ul style="list-style-type: none"> <li>• Critical thinking and Critical writing</li> <li>• Application of theories in the project work</li> <li>• Critical analysis of texts in tune with the theories.</li> </ul>						



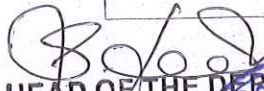
  
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TEXT BOOK(S)		
1	Barry, Peter. <i>Beginning Theory: an Introduction to Literary and Cultural Theory</i> . Manchester University	
2	Seturaman, V. S. <i>Contemporary Criticism: an Anthology</i> . S.G. Wasani for Macmillan India Ltd., 1989.	
REFERENCE BOOKS		
1.	Gandhi, Leela. <i>Postcolonial Theory a Critical Introduction</i> . Columbia University Press, 2019.	
2.	Lodge, David, and Nigel Wood. <i>Modern Criticism and Theory: a Reader</i> . Pearson Longman, 2018.	
WEB RESOURCE		
1	<a href="https://nptel.ac.in/courses/109/106/109106084/">https://nptel.ac.in/courses/109/106/109106084/</a>	
Course Designed By	Verified By	Approved By HOD
 Ms. S. Yasmin	 Ms. V. Haemalatha	 Ms. S. Yasmin
QUESTION PAPER PATTERN		
Time: 3 hours		Max. Marks: 50
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory-Case Study

Mapping of COs with POs and PSOs:												
CO \ PO/PSO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	M	S	M	M	S	S	S	M	S
CO 2	S	S	S	M	S	M	M	S	S	S	M	S
CO 3	S	S	S	S	S	M	S	S	S	S	S	S
CO 4	S	S	S	S	S	M	S	S	S	S	M	S
CO 5	S	S	S	S	S	M	S	S	S	S	M	S

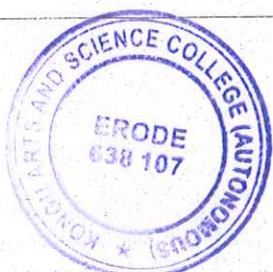
S-Strong, M-Medium, L-Low

  
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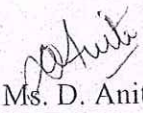
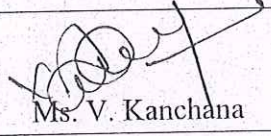
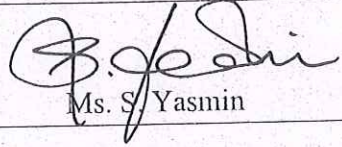


Sem	Course Code	Elective II C - Educational Psychology	Total Marks:100		Hours Per Week	Credits
II	21PBAET208		CIA: 50	ESE :50	4	4
<b>Course Objectives:</b>						
<ol style="list-style-type: none"> <li>1. This course aims to facilitate the learners for the effective application of psychological concepts in the learning process</li> <li>2. This course is designed to enable the learners to apply the foundational factors of psychology in future, to understand human values and lead a peaceful life</li> <li>3. This course would assist the learners to implement suitable strategies for effective knowledge disseminating process</li> </ol>						
<b>Course Outcomes (CO): On completion of the course, students would be able to</b>						
CO 1	Apply the techniques for social interaction					K1 - K5
CO 2	Alter their personality traits					
CO 3	Plan the techniques of self-directedness and lifelong learning					
CO 4	Modify their critical thinking					
CO 5	Develop confidence to become effective citizens through the knowledge gained					
<b>K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create</b>						
<b>Unit –I</b>						
<ol style="list-style-type: none"> <li>1. Introduction to Educational Psychology (Pg. No. 1-24)</li> <li>2. Human Growth and Development ( Pg. No. 25-53)</li> </ol>						
<b>Unit – II</b>						
<ol style="list-style-type: none"> <li>1. Personality and Approaches to Describe it ( Pg. No. 116-132)</li> <li>2. Psychological Assessment- Tools and Techniques ( Pg. No. 205-229)</li> </ol>						
<b>Unit – III</b>						
<ol style="list-style-type: none"> <li>1. Motivation ( Pg. No. 238-262)</li> <li>2. Attention ( Pg. No. 264-278)</li> </ol>						
<b>Unit – IV</b>						
<ol style="list-style-type: none"> <li>1. Learning ( Pg. No. 308-319)</li> <li>2. Learning Theories ( Pg. No. 319-354)</li> </ol>						
<b>Unit – V</b>						
<ol style="list-style-type: none"> <li>1. Transfer of Learning or Training ( Pg. No. 355-362)</li> <li>2. Thinking, Reason and Metacognition ( Pg. No. 364-381)</li> </ol>						




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Skill – Development Activities		
<ul style="list-style-type: none"> <li>• Application of psychological theories for the analysis of the novels</li> <li>• Questionnaire preparation for survey</li> <li>• Group psychology in programme management</li> </ul>		
<b>TEXT BOOK(S)</b>		
1	<i>Psychology of Learning and Human Development.</i> Sriram Publishers, Chennai.2014.	
<b>REFERENCE BOOKS</b>		
1	<i>Essentials of Education Psychology.</i> S.K. Mangal, Kindle Edition, 2007. Amazon Asia – Pacific Holdings Private Limited	
2	<i>Human Psychology.</i> Leonard Moore, Kindle Edition,2018	
3	<i>Psychology – The Human Behaviour.</i> Brag Kumar Mishra, Kindle Edition, Amazon Asia – Pacific Holdings Private Limited	
<b>WEB RESOURCES</b>		
1	nptel.ac.in/courses/109/104/109104105	
2	nptel.ac.in/noc/courses/noc 18/sem 1/noc18-hs16/	
<b>Course Designed By</b>	<b>Verified By</b>	<b>Approved By HOD</b>
 Ms. D. Anita	 Ms. V. Kanchana	 Ms. S. Yasmin
<b>QUESTION PAPER PATTERN</b>		
<b>Time: 3 hours</b>		<b>Max. Marks: 50</b>
<b>SECTION-A(10 X 1 = 10 Marks)</b> Answer ALL the questions Choose the correct answer	<b>SECTION-B (5 X 3 = 15 Marks)</b> Answer ALL the questions Either or type Two questions from each unit	<b>SECTION-C (5 X 5 = 25 Marks)</b> Answer ALL questions Question Number: 16 to 19 (Either or type) Question Number 20 is Compulsory-Case Study




  
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Mapping of COs with POs and PSOs:												
CO \ PO/PSO	PO							PSO				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S	S	S	S	S	S	S	S
CO 2	S	S	M	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S	S	S

S-Strong, M-Medium, L-Low

  
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Sem.	Course Code	CORE PAPER - XI MYTHOLOGICAL LITERATURE	Total Marks : 100		Hours Per Week	Credits
			CIA : 25	ESE: 75		
III	17PBACT301				6	4

**Objective:**

This course aims to equip the students with the basic knowledge of Mythology.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 understand the significance of social values through Myth
- CO2 think critically about Myth
- CO3 get an insight of ethical values through Mythical characters
- CO4 promote cultural values
- CO5 comprehend the strategies used in Myth

**Unit I - Introduction**

1. Introduction of Myth
2. Towards a Definition of Myth
3. Myths, Legends and Folktales
4. Characteristics of Myth
5. Semiology of Myth

**Unit II - Myth and Literature**

1. Myth and Literature
2. The Mythic Method
3. Prefigurative Techniques
4. Mythopoesis
5. Myth Criticism
6. Archetypal Symbolism


**Unit III – Greek Mythology**

1. Introduction
2. Prometheus
3. How Troubles came into the World
4. The Great Deluge
5. Apollo and Daphne
6. How Apollo got his Lyre

**Unit IV - Norse Mythology**

1. Introduction
2. The Creation of the World
3. The Plains of Ida – Valhalla – Yggdrasil
4. Odin
5. Thor
6. Balder



  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
 NANJANAPURAM, ERODE - 638 107.



**Unit V - Theorists**

1. Carl Gustav Jung
2. Joseph Campbell
3. Leslie Fiedler
4. Northrop Frye

**BOOKS FOR REFERENCE:**

1. "Myth and Literature - A Hermeneutical Interpretation" by A. Joseph Dorairaj. FRRC Publishers. Open Library. 2003.
2. "Norse Mythology : Legends of Gods and Heroes" by Peter Andreas Munch, revision of Magnus Olsen, Translated from Norwegian by Sigurd Bernhard Hustvedt. The American – Scandinavian Foundation. New York. 1926.
3. "Favorite Greek Myths" by Lilian Stoughton Hyde. Yesterday's Classics, Chapel Hills, North Carolina. 2008.

<b>QUESTION PAPER PATTERN</b>		
<b>SECTION - A</b>	<b>SECTION - B</b>	<b>SECTION - C</b>
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit

*Dr. N. Raman*  
**HEAD OF THE DEPARTMENT**  
 Department of English  
 Kongu Arts and Science College (Autonomous)  
 Erode-638107



*Dr. N. Raman*  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
 NANJANAPURAM, ERODE - 638 107.



Sem.	Course Code	CORE PAPER – XII EUROPEAN LITERATURE	Total Marks: 100		Hours Per Week	Credits
			CIA: 25	ESE:75		
III	17PBACT302				6	4

**Objective:**

This course aims to make the students understand the culture and aspiration of the European writers in the land of freedom and equality.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain an insight of Human Values
- CO2 acquire the knowledge of Social Ethics to become an effective citizen
- CO3 understand the Values of Ethics
- CO4 recognize the Values for Lifelong Learning
- CO5 think Critically

**Unit I - Poetry**

1. Autumn Passed through Paris - Endre Ady
2. Second Coming – W. B. Yeats
3. As Much as You Can – Constantine Covafy
4. Deaf and the Blind – Paul Eluard
5. To My Mother – Eduard Moerike

**Unit II - Prose**

Resistance, Rebellion & Death - Albert Camus (1 - 3)

**Unit III - Drama**

1. Oedipus Trilogy - Sophocles
2. Major Barbara – George Bernard Shaw

**Unit IV - Fiction**

1. Outsider - Albert Camus (Translated from the French by Joseph Laredo)
2. The Power and the Glory – Graham Greene

**Unit V – Criticism**

1. Creative Writers and Daydreaming – Sigmund Freud
2. Death of the Author - Roland Barthes



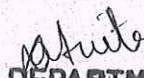
Dr. N. RAMAN  
PRINCIPAL,  
KONGU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS)  
NANJANAPURAM, ERODE - 638 107.




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1. <http://www.poemhunter.com/poem/>
2. <https://www.poetryfoundation.org/poems/43291/sailing-to-byzantium>
3. "Resistance, Rebellion & Death" by Albert Camus, pub. A division of random house, New York, Vintage. 1995.
4. [https://ebooks.adelaide.edu.au/s/sophocles/s5o/oedipus\\_colonus.html](https://ebooks.adelaide.edu.au/s/sophocles/s5o/oedipus_colonus.html)
5. "Types of Drama" by Barnet, Berman, Burto, Draya. Longman Publishers, New York. Seventh ed.
6. "The Power and the Glory" by Graham Greene, RHUK; Latest Edition ed. 1, March 2001.
7. "The Outsider" by Albert Camus, Penguin Books, 2010.
8. [http://www.tbook.constantvzw.org/wp-content/death\\_authorbarthes.pdf](http://www.tbook.constantvzw.org/wp-content/death_authorbarthes.pdf)
9. <http://www.kleal.com/AP12%20member%20area%20pd2%202013/Freud%20and%20Frye.pdf>

QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> (Answer any three Questions) One Question from each unit

  
**HEAD OF THE DEPARTMENT**  
 Department of English  
 Kongu Arts and Science College (Autonomous)  
 Erode-638107



  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
 NANJANAPURAM, ERODE - 638 107.



Sem.	Course Code	CORE PAPER - XIII EDUCATIONAL PSYCHOLOGY	Total Marks : 100		Hours Per Week	Credits
III	17PBACT303		CIA : 25	ESE: 75	6	4

**Objective:**

This course aims to facilitate the effective application of Psychological concepts and Principles in the Learning process.

**Course Outcomes:**

At the end of the Course, students will be able to

CO1 gain an insight of the techniques for social interaction

CO2 groom their personality

CO3 understand the techniques of self – directedness and lifelong learning

CO4 enhance their critical thinking

CO5 gain the confidence to become effective citizens through their service as care takers

**Unit I**

1. Introduction to Educational Psychology
2. Human Growth and Development

**Unit II**

3. Personality and Human Development
4. Psychological Assessment: Tools and Techniques
5. Motivation

**Unit III**

6. Attention
7. Perception
8. Remembering and Forgetting
9. Learning and Learning Theories

**Unit IV**

1. Thinking
2. Intelligence
3. Creativity

**Unit V**

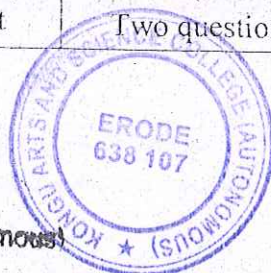
4. Mental Health and Special Children
5. Guidance and Counselling

**TEXTBOOK:**

“Psychology of Learning and Human Development”, Sriram Publishers. Chennai. 2014.

QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks (Answer any three Questions) One Question from each unit

*[Signature]*  
**HEAD OF THE DEPARTMENT**  
 Department of English  
 Kongu Arts and Science College (Autonomous)  
 Erode-638107



*[Signature]*  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
 NANJANAPURAM, ERODE - 638 107



Sem.	Course Code	CORE PAPER – XIV	Total Marks: 100		Hours Per Week	Credits
III	17PBACT304	CRITICAL THEORIES	CIA: 25	ESE:75	6	4

**Objective:**

The aim of introducing this course is to make the students get updated with the Literary and Critical Theories in Literature.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 get a clear idea of Ethical Values through the ideas of Ancient Philosophers
- CO2 direct themselves to lifelong learning process
- CO3 develop the power of their Critical Thinking
- CO4 comprehend the significance of the personalities who interact to the society through their writings
- CO5 critically think and analyze varied perceptions through reading

**Unit - I**

1. Literary Theorising from Aristotle to F.R. Leavis – Some Key Moments
2. Tradition and Individual Talent - T.S. Eliot

**Unit - II**

3. Introduction to Psycho Analytical Criticism
4. Psychology and Literature – C. G. Jung

**Unit - III**

5. Introduction to Structuralism
6. The Typology of Detective Fiction - Tzvetan Todorov

**Unit - IV**

7. Introduction to Post Structuralism
8. What's an Author? - Michel Foucault

**Unit - V**

9. Introduction to Phenomenology
10. The Reading Process: A Phenomenological Approach - Wolfgang Iser

**REFERENCES:**

1. "Beginning Theory: An Introduction to Literary and Cultural Theory" by Peter Barry, T.R. Publications Pvt. Ltd., Chennai, 1999.
2. "The English Critical Tradition", ed. S. Ramaswami & V.S. Sethuraman, Macmillian India Ltd. 1986.



**Dr. N. RAMAN**  
PRINCIPAL,  
KONGU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS)  
NANJANAPURAM, ERODE - 638 107.



3. <https://gestaltottawa.com/wp-content/uploads/2012/08/Psychology-and-Literature.pdf>
4. "Modern Criticism and Theory," ed. David Lodge. Rev. Nigel Wood. Pearson Education, India Branch, Delhi, 2003.
5. <https://www.britannica.com/topic/phenomenology>

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks ( Answer any three Questions) One Question from each unit

*pratik*  
**HEAD OF THE DEPARTMENT**  
 Department of English  
 Kongu Arts and Science College (Autonomous)  
 Erode-638107



*1*  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
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Sem.	Course Code	ELECTIVE III (B)	Total Marks: 100		Hours Per Week	Credits
III	17PBAET306	STYLISTICS	CIA: 25	ESE:75	6	4

**Objective:**

This paper enables the students to learn the Stylistics in writing Literary Texture.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 acquire a fundamental knowledge about Linguistic Aspects
- CO2 understand the rules and codes of the resources of a language
- CO3 associate linguistic structures through social interaction
- CO4 comprehend the treatment of human communication during specific conditions
- CO5 critically analyze the technical aspects of the language

**Unit - I**

Stylistics an Overview – Introduction

**Unit - II**

Stylistics by H. G. Widdowson

- a) An Approach to Stylistic Analysis
- b) Other Approaches
- c) Practical Work

**Unit - III**

1. Anthropomorphism in the Language of Poetry
2. Metaphor : Analysis and Interpretation

**Unit - IV**

1. Style as Artifice
2. Meaning and Grammar in Poetry

**Unit - V**

1. Language and Communication
2. Technical Style: Implications of Operationalism

**BOOKS FOR REFERENCE:**

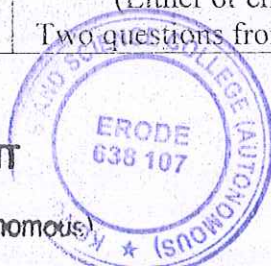
1. "Perspectives on Criticism" ed. by Mohit K. Ray. Atlantic Publishers and Distributors. New Delhi.2002.
2. "Contemporary Criticism - An Anthology" Ed. by V.S. Seturaman. Macmillan.2011.
3. "Applied Linguistics - Stylistics and Language Teaching" by R.S. Sharma. Atlantic Publishers and Distributors. New Delhi. 2001.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks ( Answer any three Questions) One Question from each unit

*[Signature]*  
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Sem.	Course Code	ALC : THEORIES IN LITERATURE	Total Marks: 100	Credits
III	17PBAAL308			2

**Objective:**

This course aims at providing clear knowledge about Literature Theories to apply for Research Writing.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 analyze the Ethnic attributes of a group related to their Environment
- CO2 understand the marginalization of Women and their sustainability in the Society
- CO3 comprehend the Feminine Perspectives and gain Social Responsibility
- CO4 critically analyze literature through Psychological Aspects
- CO5 interlink and integrate Indian Ethics through Literary Works

**UNIT - I**

Edward Said - Crisis in Orientalism

**UNIT – II**

Elaine Showalter –Feminist Criticism in the Wilderness

**UNIT – III**

Gayatri Chakravorty Spivak – Feminism and Critical Theory

**UNIT – IV**

Jacques Lacan - Unconscious

**UNIT – V**

Indian Aesthetics

**BOOKS FOR REFERENCE:**

1. “Modern Criticism and Theory”, ed. David Lodge & Nigel Wood. Pearson. UP. 2016.
2. “Indian Aesthetics, An Introduction” ed. by V.S. Sethuraman. Macmillan. New Delhi. 2011.

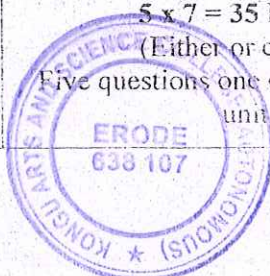
**QUESTION PAPER PATTERN**

SECTION - A	SECTION - B	SECTION - C
10 x 2 = 20 Marks (Answer any 10 questions out of 12)	5 x 7 = 35 Marks (Either or choice) Five questions one each from every unit	3 x 15 = 45 Marks (Answer any three Questions out of five questions one from every unit)

*Handwritten Signature*  
**HEAD OF THE DEPARTMENT**

Department of English

Kongu Arts and Science College (Autonomous)



**Dr. N. RAMAN**  
PRINCIPAL,  
KONGU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS)  
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Sem.	Course Code	ALC : LANGUAGE THEORIES	Total Marks: 100	Credits
III	17PBAAL309			2

**Objective:**

This course aims at providing clear knowledge about Language Theories to apply in Research Writing.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 analyze the acquired behavior based on Environmental Circumstances
- CO2 imbibe the underlying grammatical theories to use language flawlessly
- CO3 speak accurately by screening their utterance in a Self – directed way
- CO4 analyze the thought process Critically and promote Lifelong Learning
- CO5 communicate efficiently without the impact of the Mother Tongue

**UNIT -- I**

Behaviourist Theory

**UNIT – II**

Universal Grammar Theory

**UNIT – III**

Krashen's Monitor Theory

**UNIT – IV**

Cognitive Theory

**UNIT – V**

Schumann's Acculturation

**REFERENCES:**

- 1) [http://content.schweitzeronline.de/static/content/catalog/newbooks/978/079/233/9780792335313/9780792335313\\_Excerpt\\_001.pdf](http://content.schweitzeronline.de/static/content/catalog/newbooks/978/079/233/9780792335313/9780792335313_Excerpt_001.pdf)
- 2) "Meaning and Universal Grammar" ed. Cliff Goddard. John Benjam. London.2002.
- 3) <http://wac.colostate.edu/jbw/v5n2/tricomi.pdf>
- 4) [http://link.springer.com/chapter/10.1007/978-1-4612-3618-4\\_4#page-2](http://link.springer.com/chapter/10.1007/978-1-4612-3618-4_4#page-2)
- 5) "Social Cognitive Theory and Self-Regulated Learning" by Dale H. Schunk pg-83-110.
- 6) "Human Learning (5th Edition)" by Jeanne Ellis Ormrod. London.2002

QUESTION PAPER PATTERN		
SECTION - A	SECTION - B	SECTION - C
10 x 2 = 20 Marks (Answer any 10 questions out of 12)	5 x 7 = 35 Marks (Either or choice) Five questions one each from every unit	3 x 15 = 45 Marks (Answer any three Questions out of five questions one from every unit)

**Dr. N. RAMAN**

PRINCIPAL,

KONQU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS)  
NANJANAPURAM, ERODE - 638 107.

**HEAD OF THE DEPARTMENT**

Department of English

Konqu Arts and Science College (Autonomous)

Erode-638107



Sem.	Course Code	CORE PAPER – XV	Total Marks: 100		Hours Per Week	Credits
IV	17PBACT401	FEMINIST LITERATURE	CIA: 25	ESE:75	5	4

**Objective:**

The aim of this course is to introduce the students, to the works of various kinds of literature on Feminism.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain an insight on Critical Thinking
- CO2 improve their knowledge on Social Interaction
- CO3 realize the value of Effective Citizenship
- CO4 acquire the skill to sustain Environmental Values
- CO5 develop the attitude of Self –directedness and Lifelong Learning

**UNIT I - POETRY**

1. Expect Nothing – Alice Walker
2. Hope is the Thing with Feathers – Emily Dickinson
3. The Grass is really like Me – Kishwar Naheed
4. Woman – Nikki Giovanni
5. Games after Supper – Margaret Atwood

**UNIT II - PROSE**

1. Reform in the Nineteenth Century: Efforts to Modernize Women's Roles – Geraldine Forbes
2. Education for Women - Geraldine Forbes

**UNIT III - DRAMA**

1. Inheritors – Susan Glaspell
2. Fefu and her Friends – Maria Irene Fornes


**UNIT IV - FICTION**

1. The Awakening – Kate Chopin
2. Jane Eyre – Charlotte Bronte

**UNIT V - CRITICISM**

1. Theorizing Feminist Social Work Practice – Lena Dominelli
2. Redefining Professionalism -- Lena Dominelli



  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
 NANJANAPURAM ERODE - 638 107



## REFERENCES:

1. <https://hellopoetry.com/words/poemhunter/>
- ✓ 2. "Women in Modern India". Geraldine Forbes. Cambridge University Press. UK, 2007.
3. <https://courses.lumenlearning.com/introliterature/chapter/inheritors-by-susan-giaspell/>.
4. "Fefu and her friend" by Maria Irene Fornes, PAJ Publications.2008.
5. <https://ebooks.adelaide.edu.au/c/chopin/kate/awakening/chapter1.html>
6. "Jane Eyre" by Charlotte Bronte, UBS Publishers Distributors Pvt. Ltd., New Delhi, 2005.
- ✓ 7. "Feminist Social Work Theory and Practice". Lena Dominelli. Palgrave Publishers, Great Britain.2002.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks ( Answer any three Questions) One Question from each unit

*prabhu*  
**HEAD OF THE DEPARTMENT**  
 Department of English  
 Kongu Arts and Science College (Autonomous)  
 Erode-638107



*Dr. N. RAMAN*  
**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
 NANJANAPURAM, ERODE - 638 107



Sem.	Course Code	CORE PAPER – XVI	Total Marks: 100		Hours Per Week	Credits
IV	17PBACT402	SUBALTERN STUDIES	CIA: 25	ESE:75	5	4

**Objective:**

This course aims at sensitizing the students towards the history of Hegemony.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 gain knowledge about human values through Subalternity
- CO2 learn to combat the problems and become effective citizens in the society
- CO3 gain a sound knowledge about sustenance
- CO4 self - directed and lifelong learning
- CO5 think critically

**Unit I - Introduction**

Reading Subaltern Studies – David Ludden

- a) Introduction : A Brief History of Subalternity
- b) Historical Origins : Insurgency, Nationalism and Social Theory
- c) Shirting Ground : Nations, Politics and Globalisation
- d) Inventing Originality : Rejection, Crossroads and New Departures
- e) Reading Dialogkally : Context, Assimilation and Critique

**Unit II - Poetry**

1. Birds in Prison - J.V. Pawar
2. Mother - P. Lankesh
3. Still I Rise - Maya Angelou
4. Stonemasons, My Father, and Me - Namdeo Dhasal
5. In Our Colony – Keshav Meshram

**Unit III - Drama**

1. Rootless but Green are the Boulevard Trees - Uma Parameswaran
2. Mother Courage and Her Children - Bertolt Brecht

**Unit IV - Novel**

1. Karukku - Bama
2. Untouchable - Mulk Raj Anand

**Unit V - Criticism**

1. Post Colonialism and Feminism – Gendered Subalterns: the (Other) Woman in the Attic – Leela Gandhi
2. Can the Subaltern Speak? – Gayatri Chakravorty Spivak



Dr. N. RAMAN  
PRINCIPAL,  
KONGU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS)  
NANJANAPURAM, ERODE - 638 107.



Sem.	Course Code	CORE PAPER – XVII ECOLOGICAL STUDIES IN LITERATURE	Total Marks: 100		Hours Per Week	Credits
			CIA: 25	ESE:75		
IV	17PBACT403				5	3

**Objective:**

This course aims to create awareness among the students regarding Environment.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 realize the significance of Values of Nature
- CO2 get along with the Natural Environment to promote Sustainability
- CO3 develop a healthy bonding with the environment
- CO4 cherish and protect Nature
- CO5 promote a natural liking for the Environment and Society

**Unit I – Poetry**

1. Are you Fit? – Bsanta Lohani
2. Our Legacy – Belinda Van Rensburg
3. Life goes on in Polterville – Beverly Tsao
4. Cultivating Poverty – Ian McHarg
5. A Narrow Fellow in the Grass (1096) – Emily Dickinson
6. Moschus and Moschiferous – A.D.Hope.

**Unit II - Prose**

1. Where I lived and What I lived for – Henry David Thoreau
2. Sounds - Henry David Thoreau

**Unit III – Drama**

The Waterfall - Rabindranath Tagore

**Unit IV – Novel**

1. The Hungry Tide – Amitav Ghosh
2. Flight Behaviour - Barbara Kingsolver

**Unit V – Criticism**

1. Literary Studies in an Age of Environmental Crisis – Cheryll Glotfelty
2. Women and Environment - Mary Mellor

**REFERENCES:**

1. <http://www.ecomall.com/biz/forum.htm>
2. <https://www.poetryfoundation.org/poems/49909/a-narrow-fellow-in-the-grass-1096>
3. <https://www.poetrylibrary.edu.au/poets/hope-a-d/moschus-moschiferus-0559004>



Dr. N. RAMAN  
PRINCIPAL,  
KONCU ARTS AND SCIENCE COLLEGE  
(AUTONOMOUS)  
NANJANAPURAM, ERODE - 638 107



4. <http://xroads.virginia.edu/~hyper/walden/hdt02.html>
5. <http://xroads.virginia.edu/~hyper/walden/hdt04.html>
6. The Waterfall by Rabindranath Tagore. Rupa & Co. 2002.
7. "The Hungry Tide" by Amitav Ghosh. HarperCollins Publishers. New Delhi. 2005.
8. "Flight Behaviour" by Barbara Kingsolver. Faber & Faber. London. 2013.
9. <https://www.google.co.in/url?q=http://www.olivialoksingmoy.com/s/The-Ecocriticism-Reader-introduction.pdf&sa=U&ved=2ahUKEwiTjODhl8bYAhUFuo8KHUoHBfEQFjABegQIFRAA&usq=AOvVaw3IGqSgaZypVnRRwTqVu4z6>
10. [https://books.google.co.in/books?id=U3lnAgAAQBAJ&pg=PT21&source=gbs\\_toc\\_r&cad=3#v=cnenpage&q&f=false](https://books.google.co.in/books?id=U3lnAgAAQBAJ&pg=PT21&source=gbs_toc_r&cad=3#v=cnenpage&q&f=false)

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
<b>10 x 1 = 10 Marks</b> (Multiple Choice, Four options) Two questions from each unit	<b>5 x 7 = 35 Marks</b> (Either or choice) Two questions from each unit	<b>3 x 10 = 30 Marks</b> ( Answer any three Questions) One Question from each unit

*Prof. V. S. S. S.*

**HEAD OF THE DEPARTMENT**  
 Department of English  
 Kongu Arts and Science College (Autonomous)  
 Erode-638107



*Dr. N. RAMAN*

**Dr. N. RAMAN**  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
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Sem.	Course Code	ELECTIVE IV (A)	Total Marks: 100		Hours Per Week	Credits
IV	17PBAET404	RETOLD CLASSICS	CIA: 25	ESE: 75	3	4

**Objective:**

This course aims to introduce the Ancient Classical History and its Legendary characters to the students.

**Course Outcomes:**

At the end of the Course, students will be able to

- CO1 imbibe good qualities through Epic Characters
- CO2 understand the significance of Human Values through the Life of Legends
- CO3 explore the values of Self – directed learning
- CO4 promote Moral and Cultural Values
- CO5 comprehend the Traditional Values of Ancient India

**UNIT - I**

The Ramayana

**UNIT - II**

The Mahabharata

**UNIT - III**

Lavana, Chudala, Yayati, Devi, Viswamithra

**UNIT - IV**

Manmata, Ravana, Valmiki, Draupadi

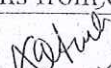
**UNIT - V**

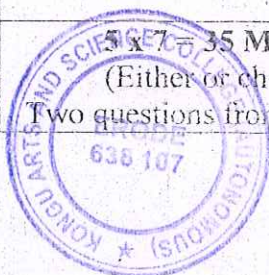
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**TEXTBOOK:**

“The Indian Epics Retold: The Ramayana, The Mahabharata, Gods, Demons, and Others” by R.K. Narayan. Penguin Books. India. 2000.

Question Paper Pattern		
SECTION - A	SECTION - B	SECTION - C
10 x 1 = 10 Marks (Multiple Choice, Four options) Two questions from each unit	5 x 7 = 35 Marks (Either or choice) Two questions from each unit	3 x 10 = 30 Marks ( Answer any three Questions) One Question from each unit

  
 HEAD OF THE DEPARTMENT  
 Department of English  
 Kongu Arts and Science College (Autonomous)  
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Dr. N. RAMAN  
 PRINCIPAL,  
 KONGU ARTS AND SCIENCE COLLEGE  
 (AUTONOMOUS)  
 NANJANAPURAM ERODE - 638107