



KONGU ARTS AND SCIENCE COLLEGE

(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)

ERODE – 638 107

PROGRAM NAME

M.A. (English Literature)



KONGU ARTS AND SCIENCE COLLEGE

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ERODE – 638 107

2018-2019



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SYLLABUS

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

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

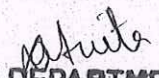


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REFERENCES:

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
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
9. <http://www.kleal.com/AP12%20member%20area%20pd2%202013/Freud%20and%20Frye.pdf>

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


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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>



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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

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

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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




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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.

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

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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

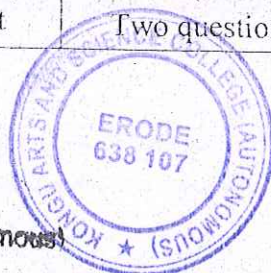
4. Mental Health and Special Children
5. Guidance and Counselling

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

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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.



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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

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Sem.	Course Code	ELECTIVE III (A)	Total Marks: 100		Hours Per Week	Credits
III	17PBAET305	CREATIVE WRITING	CIA: 25	ESE:75	6	4

Objective:

This course aims to enhance the students' creative skills.

Course Outcomes:

At the end of the Course, students will

- CO1 develop their love for Environment
- CO2 be directed towards lifelong learning to fulfill their goals
- CO3 develop the effectiveness of their Communication through their Creative Writing
- CO4 groom themselves to become effective Social Interactors
- CO5 enhance their Critical Thinking for Social Interaction

Unit - I

Introduction: What is Creative Writing?

Unit - II

The Art and Craft of Writing

Unit - III

Modes of Creative Writing

Unit - IV

Writing for the Media

Unit - V

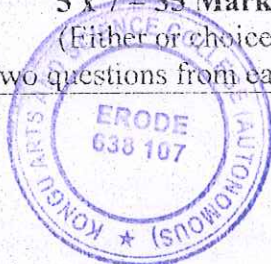
Preparing for Publication

TEXTBOOK:

"Creative Writing: A Beginner's Manual" by Anjana Neira Dev, Anuradha Marwah, Swati Pal, Pearson Longman. New Delhi. 2018.

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

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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:

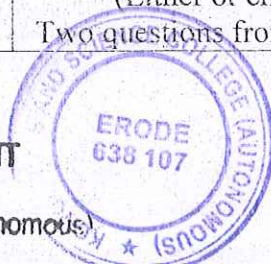
- 1. "Perspectives on Criticism" ed. by Mohit K. Ray. Atlantic Publishers and Distributors. New Delhi.2002.
- 2. "Contemporary Criticism - An Anthology" Ed. by V.S. Seturaman. Macmillan.2011.
- 3. "Applied Linguistics - Stylistics and Language Teaching" by R.S. Sharma. Atlantic Publishers and Distributors.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

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Sem.	Course Code	ELECTIVE III (C)	Total Marks: 100		Hours Per Week	Credits
III	17PBAET307	CHILDREN'S LITERATURE	CIA: 25	ESE:75	6	4

Objective:

The aim of this course is to expose the students to the world of Fantasy.

Course Outcomes:

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

- CO1 understand the real value of Nature
- CO2 perceive the importance of self – directed learning
- CO3 comprehend the values of Effective Citizenship
- CO4 think critically about the Ethical Values presented in a Metaphysical Sense
- CO5 learn to survive in the society

Unit – I

The Chronicles of Narnia – The Lion, The Witch and The Wardrobe – C.S. Lewis

Unit - II

Harry Potter and the Philosopher's Stone (Book I) – J.K. Rowling

Unit - III

Anne of Green Gables – Lucy Maud Montgomery

Unit - IV

Black Beauty – Anna Sewell

Unit - V

Alice's Adventures in Wonderland – Lewis Carroll

TEXT BOOKS:

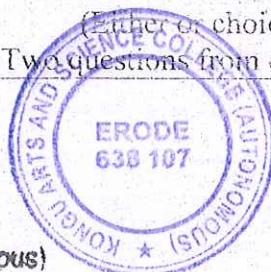
1. "The Chronicles of Narnia – The Lion, The Witch and the Wardrobe" by C.S. Lewis. Harper Collins Publishers. New York. 2010.
2. "Harry Potter and the Philosopher's Stone (Book I)" by J.K. Rowling. Bloomsbury Children's Books. New Delhi. 2001.
3. "Anne of Green Gables" by Lucy Maud Montgomery. Penguin Books Ltd. U.S.
4. "Black Beauty" by Anna Sewell. UBS Publisher Distributors Pvt. Ltd. New Delhi. Reprint. 2004.
5. "Alice's Adventures in Wonderland" by Lewis Carroll. Oxford University Press. New York. 2009.

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

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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

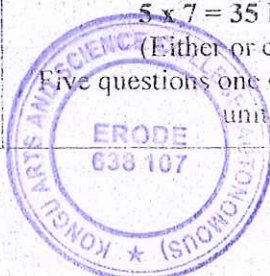
Indian Aesthetics

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)

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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




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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

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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 Dialogally : 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



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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

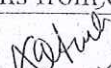
UNIT - V

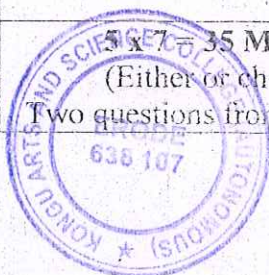
Nala, Savitri, The Mispaird Anklet, Harishchandra, Sibi


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


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 NANJANAPURAM ERODE - 638107

Sem.	Course Code	ELECTIVE IV (B)	Total Marks: 100		Hours Per Week	Credits
			CIA: 25	ESE: 75		
IV	17PBAET405	SCIENCE FICTION			3	4

Objective:

This course aims to enlighten the students with the Imaginary and Fantasy elements present in Science Fiction.

Course Outcomes:

- At the end of the Course, students will
- CO1 be able to employ Critical Thinking
 - CO2 be capable for Effective Social Interaction
 - CO3 learn to nurture the Ethical Values
 - CO4 be engulfed with the idea to sustain the Environment
 - CO5 emerge as Self – directed learners

Unit - I

The Time Machine – H.G. Wells

Unit - II

1984 – George Orwell

Unit - III

The Death of the Grass – John Christopher

Unit - IV

Oryx & Crake – Margaret Atwood

Unit - V

Sevneves – Neal Stephenson

TEXT BOOKS:

1. "The Time Machine" by H.G. Wells, A Tom Doherty Associates Book. New York. 1992.
2. "1984" by George Orwell, Adarsh Books. New Delhi.
3. "The Death of the Grass" by John Christopher, Penguin Modern Classics Books Ltd. New Delhi. 2009.
4. "Oryx & Crake" by Margaret Atwood, Virago Press. London. 2013.
5. "Sevneves" by Neal Stephenson, Harpercollins. India. 2016.

Question Paper Pattern		
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Sem.	Course Code	ELECTIVE IV (C)	Total Marks: 100		Hours Per Week	Credits
			CIA: 25	ESE: 75.		
IV	17PBAET406	PARTITION LITERATURE			3	4

Objective:

This Course aims to introduce the different phases of Partition India to the students.

Course Outcomes:

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

- CO1 gain an outline of Indian history aftermath Independence
- CO2 get an idea of different perspectives of Social and Political changes
- CO3 get a clear idea about the core process involved in shaping a new country
- CO4 get to understand the diverse culture of India
- CO5 realize the importance of human values

Unit I - Poetry

1. Broken Bengal – Taslima Nasreen
2. The Death Train – Jaya Smitaray
3. Partition of India: 1947 – Manuroop Singh
4. Partition – W. H. Auden

Unit II - Short Story

1. Another Community – R. K. Narayan
2. Toba Tek Singh – Saadat Hasan Manto

Unit III - Drama

Drawing the Line – Howard Brenton


Unit IV- Novel

1. Train to Pakistan – Khushwant Singh
2. A Bend in the Ganges – Manohar Malgonkar

Unit V - Non-Fiction

1. The Other Side of Silence: Voices from the Partition of India – Urvashi Butalia
2. Partitions of Memory: The Afterlife of the Division of India – Suvir Kaul

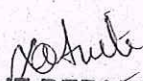



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2. <http://www.india-seminar.com/2002/510/510%20poems%20on%20partition.html>
3. <http://yourstoryclub.com/poetry-and-poem/partition-of-india-and-pakistan-the-death-train/>
4. <https://allpoetry.com/poem/12107175-Partition-Of-India-1947-by-Manuroop-Singh>
5. http://temp.globetrekking.gyldendal.dk/~media/Globetrekking/Pdf/Another_Community.ashx
6. <https://bhuwanchand.files.wordpress.com/2012/05/toba-tek-singh-by-saadat-hasan-manto.pdf>
7. "Drawing the Line" by Howard Brenton, Nick Hern Books, London, 2014.
8. "Train to Pakistan" by Khushwant Singh, Penguin Books, New Delhi, 2016.
9. "The Other Side of Silence: Voices from the Partition of India" by Urvashi Butalia, Penguin Books, New Delhi, 1998.
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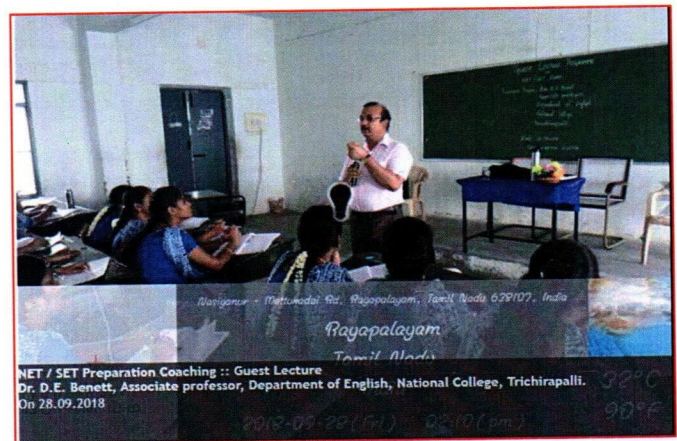
ACTIVITIES



KONGU ARTS AND SCIENCE COLLEGE
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Guest Lecture on ‘NET/SLET Preparation Coaching’

The Department of English organized a Guest Lecture titled ‘NET/SLET Preparation Coaching’ on 28.09.2018. Dr. D. E. Benet, Associate Professor, Department of English, National College, Trichy was invited as the resource person who delivered the keynote address on the specified topic.



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