



KONGU ARTS AND SCIENCE COLLEGE

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

ERODE – 638 107

M.A (English Literature)



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2021-2022



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ERODE – 638 107

SYLLABUS

Sem	Course Code	Core II – Indian Writing in English	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50	5	
I	21PBACT102					4

Course Objectives:

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.
2. The Course implants a sense of acquaintance among the learners through various genres of Indian Literature.
3. The Course aims to inculcate the spiritual values and importance of self-realization.

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

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	

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

Unit –I Poetry

- 1.R. Parthasarathy - Under Another Sky
2. A.K.Ramanujan - A Poem on Particulars
3. Kamala Das - An Introduction
4. Jayanta Mahapatra - Dawn at Puri
5. Vikram Seth - The Frog and the Nightingale

Unit – II Prose

1. Ananda Coomaraswamy - The Dance of Siva (Essay – 3 - Hindu View of Art and Theory of Beauty and Essay – 6 – The Dance of Siva)
2. Sri Aurobindo - The Renaissance in India



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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"> • Extracting short story from novels • Book Review • Training for secondary material preparation. 		
TEXT BOOK(S)		
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.	
REFERENCE BOOKS		
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.	
WEB RESOURCES		
1	https://archive.org/details/danceofsivafourt00coomiala/page/n13/mode/2up	
2	https://mast.queensu.ca/murty/Aurobindo – Renaissance - of – India.pdf	
Course Designed By		Verified By
Ms. S. Animozhi		Ms. S. Sukumar
Approved By HOD		
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	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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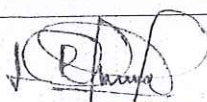

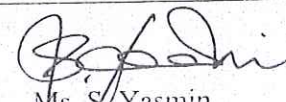


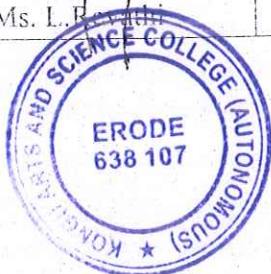

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Sem	Course Code	Core III – Afro American Literature	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
I	21PBACT103				5	4
Course Objectives:						
<ol style="list-style-type: none"> 1. This course introduces the students about Afro-American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



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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"> • Story Writing and Story Telling • Creative Contest • Book Review 		
TEXT BOOK(S)		
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	
REFERENCE BOOK		
1	Bayer, Nina. <i>The Norton Anthology of American literature</i> . Shorter Fifth Edition. W.W. New York, Norton & Company. 1999.	
WEB RESOURCES		
1	https://nptel.ac.in/noc/courses/noc19/SEM1/noc19-hs03/	
2	https://nptel.ac.in/courses/109/106/109106099/	
Course Designed By		Verified By
 Ms. L. Revathi		 Ms. V. Haemalatha
Approved By HOD		
 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	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

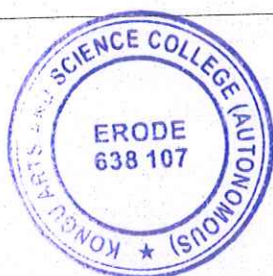
1. English Present and Future (Pg.No.1-15)
2. The Indo European family of Languages (Pg.No.16 - 37)

Unit – II

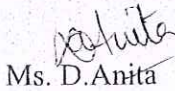
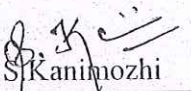
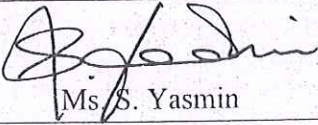
1. The Old English Period(Pg.No.21-54)
2. The Middle English Period(Pg.No.55-88)

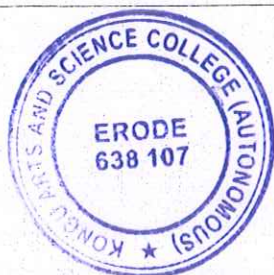
Unit – III


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



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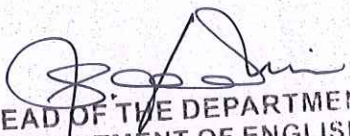
Unit – IV		
1. Change of Meaning(Pg.No.149-195)		
2. The Evolution of Standard English (Pg.No.196- 209)		
Unit – V		
1. Idiom and Metaphor(Pg.No.210-228)		
2. The Foreign Contribution (Pg.No.229-257)		
Skill – Development Activities		
<ul style="list-style-type: none"> • Practical application of foreign words in communication. • Extempore with the usage of idioms and metaphors • Vocabulary enrichment practice 		
TEXT BOOK (S)		
1	<i>An Outline History of the English Language</i> , Frederick T. Wood. Second Edition. Trinity Press	
REFERENCE BOOKS		
1	<i>A History of the English Language</i> . Albert C. Baugh & Thomas Carle. 6 th 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.	
WEB RESOURCES		
1	ndl.iitkgp.ac.in/document/z2jznozmu2vhd	
2	Ndl.itkgp.ac.in/document/	
Course Designed By	Verified By	Approved By HOD
 Ms. D. Anita	 Ms. S. Kanimozhi	 Ms. S. Yasmin
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





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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

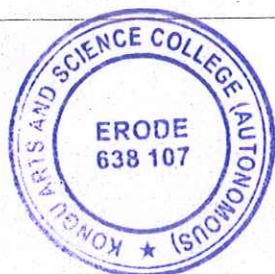
S-Strong, M-Medium, L-Low


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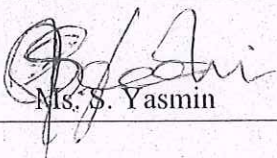
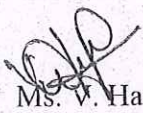
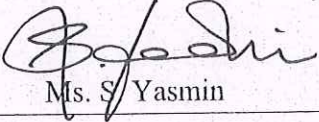



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Sem	Course code	Core V – Critical Theories - I	Total Marks:100		Hours Per Week	Credits
I	21PBACT105		CIA: 50	ESE :50	5	4
Course Objectives:						
1. The Course intends to introduce the major critical discourses. 2. This Course aims to acquaint the 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"> • Critical thinking and Critical writing • Application of theories in the project work • Critical analysis of texts in tune with the theories. 		
TEXT BOOK(S)		
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.	
REFERENCE BOOKS		
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.	
WEB RESOURCE		
1	https://nptel.ac.in/courses/109/106/109106084/	
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
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





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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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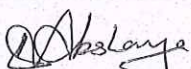
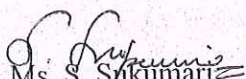
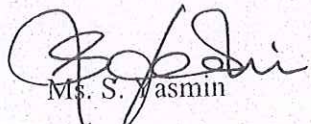



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Sem	Course Code	Elective I -A -Retold Classics	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
I	21PBAET106				4	4
Course Objectives:						
1.This Course aims at introducing the students to the mythical works in Indian Literature 2. This Course aims at familiarizing the Indian Epic Tradition and the shifting perspectives in terms of gender equality. 3. This Course facilitates the learners to travel beyond the present tradition and apply the ethical and human values of the classical age to nurture their life.						
Course Outcomes (CO): On completion of the course, students would be able to						
CO 1	Define key concepts in mythical stories which evolved into philosophies.					K1 - K5
CO 2	Explain myriad things about life through Indian Myths.					
CO 3	Relate the plight of women in epics.					
CO 4	Determine the ethnocentric judgments made in cross-cultures.					
CO 5	Critique the prudence of greatest strategist in the Indian History					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I						
Amish Tripathi - The Immortals of Meluha (The Shiva Trilogy Book I)						
Unit – II						
Chitra Banerjee Divakaruni - The Palace of Illusions						
Unit – III						
Devdutt Pattanaik - Sita : An Illustrated Retelling of Ramayana						
Unit – IV						
Ashwin Sanghi - Chanakya's Chant						
Unit – V						
Kavita Kane - Menaka's Choice						
Skill – Development Activities						
<ul style="list-style-type: none"> • Rewriting and recreating stories related to myths • Creative Contest • Book Review 						



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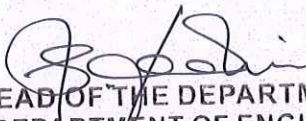
TEXT BOOK(S)		
1	Tripathi, Amish. <i>The Immortals of Meluha</i> . Tara Press, 2010.	
2	Divakaruni, Chitra Banerjee. <i>The Palace of Illusions: a Novel</i> . Picador India, 2018.	
3	Sita : An Illustrated Retelling of Ramayana by Devdutt Pattanaik. New Delhi. Penguin Books India Ltd. 2013.	
4	Sanghi, Ashwin. <i>Chanakya's Chant</i> . Westland Publications Ltd, 2017.	
5	Kané Kavita. <i>Menaka's Choice</i> . Rupa, 2016.	
REFERENCE BOOKS		
1	Ghosh, Oron. <i>Selected Stories and Tales from Indian Classics</i> . Crest Pub. House, 1996.	
2	Rajagopalachari, C. <i>Mahabharata</i> . Bharatiya Vidya Bhavan, 1972.	
3	Ramayana Stories for the Young by T.V. Narayanaswamy; Published by Pinnacle Books, 2019	
WEB RESOURCES		
1	https://nptel.ac.in/courses/109/106/109106059/	
2	https://nptel.ac.in/content/storage2/courses/109104050/pdf_version/lecture2.pdf	
Course Designed By	Verified By	Approved By HOD
 Ms. L.R. Akshaya	 Ms. S. Sukumari	 Ms. S. Wasmin
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





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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	S	S	S	S	S	S	S	M	S
CO 2	S	S	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	M	S	S	S	M	S
CO 4	S	S	S	S	S	M	M	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	M	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 Ehrhann - Disederata
4. Edmund Vance Cooke - How did you die
5. Edger A. Guest - Don't Quit

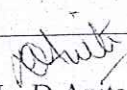

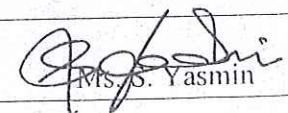
Unit – II

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"> 1. Tennessee Williams -The Glass Menagerie 2. Arthur Miller - Death of a Salesman 	
Unit – IV	Novel	
	<ol style="list-style-type: none"> 1. Fyodor Dostoevsky - Crime and Punishment 2. Lawrence Strene - Tristram Shandy 	
Unit – V	Criticism	
	<ol style="list-style-type: none"> 1. C. G. Jung - Psychology and Literature 2. C. G. Jung - Literature in Psychology and Individual Difference 	
	Skill – Development Activities	
	<ul style="list-style-type: none"> • Counselling training and practice • Application of psychological theories in the texts prescribed • Book Review 	
TEXT BOOK(S)		
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.	
REFERENCE BOOKS		
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.	
WEB RESOURCES		
1	https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=13	
2	https://nptel.ac.in/content/syllabus_pdf/109106084.pdf	
Course Designed By		Verified By
 Ms. D. Anita		 Ms. V. Haemalatha
		Approved By HOD
		 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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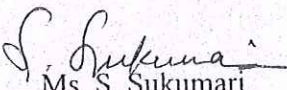
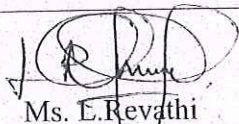
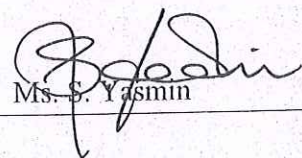



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Sem	Course Code	Elective I – C South-Asian Literature	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
I	21PBAET108				4	4
Course Objectives:						
<ol style="list-style-type: none"> 1. The course introduces students to the literature of South-Asia through an eclectic collection of text covering diverse forms and genres of writing. 2. The course gives students a well-rounded knowledge of history of South Asia. 3. The course makes the students understand the culture of this ethnic group through the interpretation and appreciation of selected texts. 						
Course Outcomes (CO): On completion of the course, students would be able to						
CO 1	Identify distinctive literary strategies and devices deployed in South Asian writing					K1 - K5
CO 2	Analyze pre-eminent literary texts or artistic artifacts of South-Asian culture.					
CO 3	Discuss South Asian literary texts in their appropriate historical and cultural contexts.					
CO 4	Assess the themes represented in South-Asian literature.					
CO 5	Critique on postcolonial and theoretical approaches applied to these writings.					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I	Poetry					
<ol style="list-style-type: none"> 1. Yasmine Gooneratne - This Language, This Woman 2. Edwin Thumboo - May 1954 3. Kamala Wijayaratne - On seeing a white flag across a By-Road 4. Shirley Linn - Learning to love America 						
Unit – II	Prose					
<ol style="list-style-type: none"> 1. A.P.J Abdul Kalam - Work Brings Solace 2. Jamil Ahmed - The Sins of the Mother 						
Unit – III	Drama					
<ol style="list-style-type: none"> 1. Dina Metha - Brides are not for Burning 2. Girish Karnad- Tughlaq 						
Unit – IV	Novel					
<ol style="list-style-type: none"> 1. Philip Jeyaratnan - Abraham's Promise 2. Pramodini Agarwal - Toer - This Earth of Mankind 						



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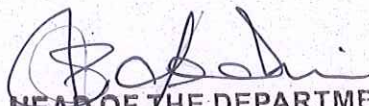
Unit – V		Short story	
1. Chitra Bannerjee Divakaruni - Clothes 2. Hector Hugh Munro - Dusk 3. Harif Kureishi - My Son the Fanatic			
Skill – Development Activities <ul style="list-style-type: none"> • Extract moral principles and socio-ecological values through various competitions • Content writing • Book Review 			
TEXT BOOK(S)			
1	South Asian Literature in English. Mainspring Publishers. Chennai-600042. Print		
2	Mehta, Dina. <i>Brides Are Not for Burning: a Play in Two Acts</i> . Rupa, 1993.		
3	Karnad, Girish. <i>Tughlaq: a Play</i> . Oxford University Press, 1972.		
REFERENCE BOOKS			
1	Sanga, Jaina C. <i>South Asian Literature in English: an Encyclopedia</i> . Greenwood Press, 2014.		
2	Chakravorty, Mrinalini. <i>In Stereotype: South Asia in the Global Literary Imaginary</i> . Columbia University Press, 2014.		
WEB RESOURCES			
1	https://freevideolectures.com/course/4668/nptel-literature-competitive-exams/29		
2	https://onlinecourses.swayam2.ac.in/arp19_ap88/preview		
Course Designed By		Verified By	Approved By HOD
 Ms. S. Sukumari		 Ms. E. Revathi	 Ms. S. Yasmin
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	





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

S-Strong, M-Medium, L-Low



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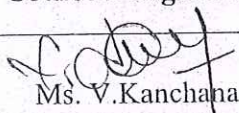
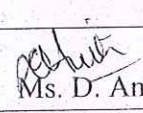
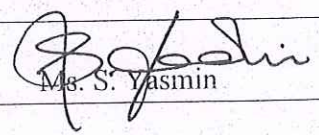



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Sem	Course Code	Core - VII Gender and Literature	Total Marks:100		Hours Per Week	Credits
II	21PBACT202		CIA: 50	ESE :50	5	4
Course Objectives:						
<ol style="list-style-type: none"> 1. To introduce students to gender studies to offer new perspectives on gender relations. 2. To analyze the status of respective gender in literature with reference to their cultural status. 3. To evaluate the differences in the way how men, women and transgender experience their lives. 						
Course Outcomes (CO): On completion of the course, students would be able to						
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					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I	Introduction to Feminism, Masculinity, and Transgender (Text Book No.1)					
<ol style="list-style-type: none"> 1. Gender and Feminism: An Overview 2. Sexuality Studies: An overview 3. Gender and Masculinity studies : An overview 						
Unit – II	Poetry					
<ol style="list-style-type: none"> 1. Meg Day - Once all the Hounds had been called Home 2. Joshua Jennifer Espinoza - The Moon is Trans 3. Nikki Giovanni - Mothers 4. Audre Lorde - A Woman Speaks 5. Louise Gluck - A Myth of Devotion 						
Unit – III	Drama					
<ol style="list-style-type: none"> 1. Marsha Norman - 'Night, Mother 2. Caryl Churchill - Top Girls 						




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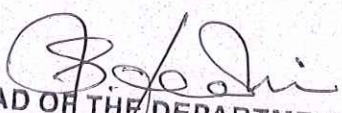
Unit – IV	Novel	
	1. Living Smile Vidya - I am Vidya A Transgender's Journey 2. Cormac McCarthy - The Road	
Unit – V	Criticism (Text Book No.1)	
	1. Califa - Transgender Theorizing 2. Dowsett, Carbado - Differences: Race/ Ethnicity/ Imperialism and Gay Masculinities	
Skill – Development Activities		
<ul style="list-style-type: none"> • Survey about Gender Discrimination • Creative Contest to sensitize the sufferings and achievements of transgender • Book Review 		
TEXT BOOK(S)		
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.	
REFERENCE BOOKS		
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	
WEB RESOURCES		
1	https://www.coursera.org/courses?query=gender&page=1	
2	https://ocw.mit.edu/courses/womens-and-gender-studies/	
Course Designed By	Verified By	Approved By HOD
 Ms. V. Kanchana	 Ms. D. Anita	 Ms. S. Yasmin
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




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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	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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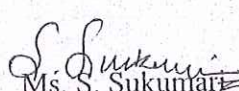
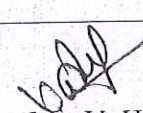
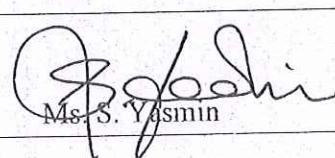



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Sem	Course Code	Core VIII – English Literature for Competitive Examinations - I	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50	5	4
Course Objectives:						
<ol style="list-style-type: none"> 1. This course suits the needs of the students who aim to appear for competitive exams with English Literature as their core subject for easy employability. 2. This course instills confidence in students and improves their literary knowledge to face the challenges of competitive examination thereby enhancing their skills. 3. This course helps the students to master the subject and evaluate their knowledge of literature. 						
Course Outcomes (CO): On completion of the course, students would be able to						
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					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I	Chaucer to Renaissance					
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	Restoration to Romantic Period					
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	Victorian Era					
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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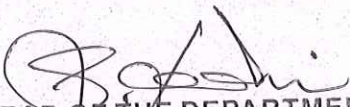
Unit – IV	The Twentieth Century (1900 – 1945) – Poetry and Drama	
Georgian and Imagist Poetry – First World War Poetry – Irish Writing – William Butler Yeats – T.S. Eliot – Popular poets- Thirties Poets – Scottish and Welsh poetry- Twentieth-century drama to 1945 – Irish Drama – D.H. Lawrence – Popular and poetic drama.		
Unit – V	The Twentieth Century (1900 – 1945) – Novel	
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"> • SET / NET Mock test • Descriptive writing • Quiz 		
TEXT BOOK(S)		
1	Carter, Ronald, and John McRae. <i>The Routledge History of Literature in English: Britain and Ireland</i> . Routledge, 2017.	
REFERENCE BOOKS		
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.	
WEB RESOURCES		
1	https://onlinecourses.nptel.ac.in/noc21_hs28	
2	https://onlinecourses.nptel.ac.in/noc21_hs23	
Course Designed By	Verified By	Approved By HOD
 Ms. S. Sukumar	 Ms. V. Haemalatha	 Ms. S. Yasmin
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




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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

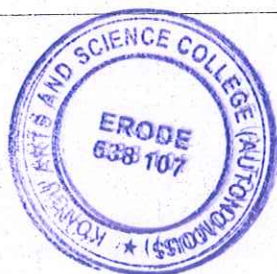
S-Strong, M-Medium, L-Low



 HEAD OF THE DEPARTMENT
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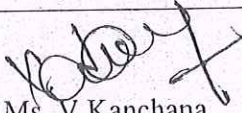
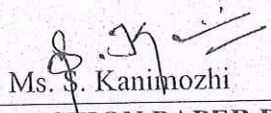
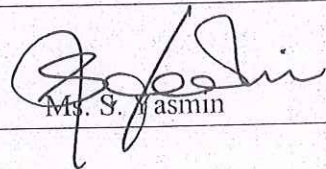



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Sem	Course Code	Core IX– Research Methodology	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50		
II	21PBACT204				5	3
Course Objectives:						
1. To gain familiarity with the phenomenon of research 2. To assist them the purpose of investigation 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						
Course Outcomes (CO): On completion of the course, students would be able to						
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					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I	MLA – 7 th 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 th Edition					
	Principles of MLA Style (Pg. No. 5 – 54)					
Unit – III	MLA – 8 th Edition					
	Mechanics of Scholarly Prose (Pg. No. 61 – 97)					
Unit – IV	MLA – 8 th Edition					
	Works Cited (Pg. No. 102 – 115)					
Unit – V	MLA – 8 th Edition					
	In –Text Citations (Pg. No. 116 – 127)					




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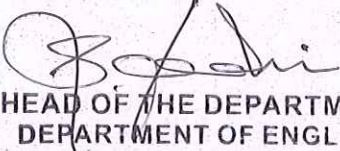
Skill – Development Activities		
<ul style="list-style-type: none"> • Abstract writing • Research article writing practice • Citation practice 		
TEXT BOOK(S)		
1	MLA Handbook for Writers of Research Papers, Seventh Edition; The Modern Language Association of America. New York.2009	
2	MLA Handbook, Eighth Edition; The Modern Language Association of America. New York.2016	
REFERENCE BOOKS		
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 rd Edition. Chicago. Ill.: university of Chicago Press	
WEB RESOURCES		
1	https://www.coursera.org/browse/physical-science-and-engineering/research-methods	
2	https://onlinecourses.swayam2.ac.in/cec20_hs17/preview	
Course Designed By	Verified By	Approved By HOD
 Ms. V.Kanchana	 Ms. S. Kanimozhi	 Ms. S. Masmin
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





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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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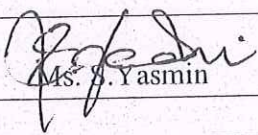
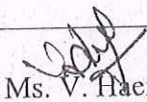
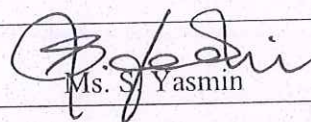



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Sem	Course Code	Core X – Critical Theories - II	Total Marks:100		Hours Per Week	Credits
			CIA: 50	ESE :50	5	4
Course Objectives:						
1. This Course enables the students to use the various critical approaches and advanced literary theories.						
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						
Course Outcomes (CO): On completion of the course, students would be able to						
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.					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I						
1. Rene Wellek - The Analysis of Literary Work of Art 2. T.E. Hulme - Romanticism and Classicism						
Unit – II						
1. Structuralism 2. Gerard Genette - Structuralism and Literary Criticism						
Unit – III						
1. Post Structuralism 2. J. S. Miller - The Critic as Host						
Unit – IV						
1. Feminism 2. Elaine Showalter - Towards a Feminist Poetics						
Unit – V						
1. Post colonialism 2. Cultural Materialism and New Historicism						
Skill – Development Activities						
<ul style="list-style-type: none"> • Critical thinking and Critical writing • Application of theories in the project work • Critical analysis of texts in tune with the theories. 						






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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	https://nptel.ac.in/courses/109/106/109106084/	
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
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	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 (A) –	Total Marks:100		Hours Per Week	Credits
II	21PBAET206	Shakespeare Across Cultures	CIA: 50	ESE :50	4	4
Course Objectives:						
<ol style="list-style-type: none"> 1. This course guides the students to analyze Shakespearean works using discourses of language, race, gender, identity and geopolitics. 2. This course incites the knowledge of diverse cultures by demonstrating how cultures transfigure Shakespeare in their literary and cultural terrain. 3. This course illustrates the reasons for reworking and adopting Shakespeare in various cultures. 						
Course Outcomes (CO): On completion of the course, students would be able to						
CO 1	Outline the position of the Postcolonial, Feminist, Postmodern and Queer perspectives of Shakespearean drama.					K1 - K5
CO 2	Identify and explain the transfigurations of Shakespearean plays in diverse cultures					
CO 3	Analyze the Shakespearean plays from discourses of race, gender, nation and geopolitics.					
CO 4	Creatively interrogate the conspicuous absences, racial prejudices and ethnic intolerances in Shakespearean drama.					
CO 5	Predict the power structures and imperial overtones in Shakespearean drama.					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I						
<ol style="list-style-type: none"> 1. Harold Bloom - Shakespeare's Universalism 2. Alan Sinfield - Royal Shakespeare: Theatre and the Making of Ideology 						
Unit – II						
<ol style="list-style-type: none"> 1. Paul Brown - This thing of Darkness I acknowledge Mine: The Tempest and the Discourse of Colonialism 2. Sandra M. Gilbert - Unsex Me Here: Lady Macbeth 						
Unit – III						
<ol style="list-style-type: none"> 1. Tom Stoppard - Rosencrantz and Guildenstern are Dead 2. Ann-Marie MacDonald - Goodnight Desdemona (Good Morning Juliet) 						
Unit – IV						
<ol style="list-style-type: none"> 1. Bernard Jackson- Iago 2. Ania Loomba -Shakespeare and the Possibilities of Postcolonial Performance 						
Unit – V						
<ol style="list-style-type: none"> 1. Toni Morrison - Desdemona 2. Elaine Showalter - Ophelia, Gender and Madness 						



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Skill – Development Activities		
<ul style="list-style-type: none"> • Critical interpretation • Review of literature practice • Journal analysis 		
TEXT BOOK(S)		
1	Bloom, Harold. <i>Shakespeare: the Invention of the Human</i> . Fourth Estate, 2010.	
2	Ania Loomba , and Martin Orkin, eds. <i>Postcolonial Shakespeare</i>	
3	Dollimore, Jonathan, and Alan Sinfield. <i>Political Shakespeare: Essays in Cultural Materialism</i> . Manchester University Press, 2012.	
4	Sales, Roger. <i>Tom Stoppard, Rosencrantz and Guildenstern Are Dead</i> . Penguin, 1988.	
5	Ann-Marie MacDonald: <i>Goodnight Desdemona</i> . Vintage Canada, 1998	
6	Igor Djordjevic. “Goodnight Desdemona (Good Morning Juliet): From Shakespearean Tragedy to Postmodern Satyr Play” <i>Comparative Drama</i> 37. 1 (2003): 89-115	
7.	Hodgdon, Barbara, and William B. Worthen. <i>A Companion to Shakespeare and Performance</i> . Wiley-Blackwell, 2008.	
8.	Toni Morrison: <i>Desdemona</i> , Oberon Books Ltd, July 2012	
REFERENCE BOOKS		
1	Hopkins, Lisa. <i>Beginning Shakespeare</i> . Manchester University Press, 2005.	
2	Quennell, Peter, and Hamish Johnson. <i>Who's Who in Shakespeare</i> . Routledge, 2002.	
3.	Shakespeare, William, et al. <i>The Complete Works</i> . Clarendon, 2005.	
WEB RESOURCES		
1	https://onlinecourses.swayam2.ac.in/ugc19_hs47/preview	
2	https://nptel.ac.in/courses/109/106/109106120/	
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

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Sem	Course code	Elective II – B Caribbean Literature	Total Marks:100		Hours Per Week	Credits
II	21PBAET207			CIA: 50	ESE :50	4

Course Objectives:

- 1.This course introduces students to the important literary figures and texts from Caribbean Literature and its Diaspora.
- 2.This course enables the students to understand the cross-cultural and historical approaches to the works by major Caribbean writers and study their cultural values to understand the human and ethical values of people across the world.
3. This course makes the students understand the way in which major works reflect Caribbean Culture at various points in its history.

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

CO 1	Identify the key issues in Caribbean Literature and appraise its historical background and significant themes.	K1 - K5
CO 2	Assess the fascinating and diverse literary traditions of the Caribbean Islands, from European colonization to the modern day.	
CO 3	Analyse the key factors shaping debates about the Caribbean Nation and Identity.	
CO 4	Evaluate the Literary and Aesthetic merits of Caribbean Writings.	
CO 5	Critique on Caribbean Identity, Culture and Society.	

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

Unit –I Poetry

1. Mervyn Morris - Judas
2. Derek Walcott - Far Cry from Africa
3. Derek Walcott - Laventille
4. Mahadai Das - They Came in Ships
5. Nancy Morejan - Black Woman

Unit – II Folktales

1. Anansi Tries to Steal All the Wisdom in the World
2. How Beasts and Serpents first came into the World
3. The Robber and the Old man

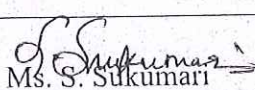
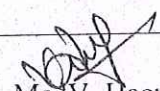
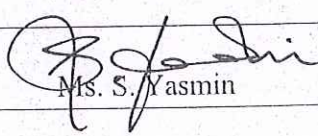
Unit – III Drama

1. Derek Walcott : Dream on a Monkey Mountain


Unit – IV Novel



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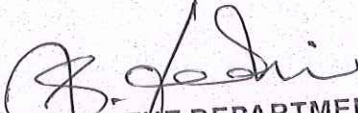
1. Aphra Behn - Oroonoko 2. Elizabeth Nunez - Prospero's Daughter		
Unit – V		Criticism
1. Stuart Hall - Cultural Identity and Diaspora 2. Patricia Mohammed - Writing Gender into History		
Skill – Development Activities <ul style="list-style-type: none"> • Story Writing and Story Telling • Creative Contest • Book Review 		
TEXT BOOK(S)		
1	Selections from Caribbean Literature. Mahaam Publishers, Chennai – 78	
2	Das, Mahadai. <i>A Leaf in His Ear: Selected Poems</i> . Peepal Tree, 2010.	
3	Behn, Aphra. <i>Oroonoko</i> . Penguin Books, 2016.	
4	Nunez, Elizabeth. <i>Prospero's Daughter</i> . Akashic Books, 2016.	
5	Walcott, Derek. <i>Derek Walcott's Dream on Monkey Mountain</i> . National Cultural Centre, 1994.	
6	Mohammed, Patricia. "Writing Gender into History." <i>Engendering History: Caribbean Women in Historical Perspective</i> , by Verene Shepherd et al., James Currey, 1995, pp. 20–47.	
REFERENCE BOOKS		
1	Figueredo, D. H. <i>Encyclopedia of Caribbean Literature</i> . Greenwood Press, 2006.	
2	Donnell, Alison, and Lawson Sarah Welsh. <i>The Routledge Reader in Caribbean Literature</i> . Routledge, 1996	
WEB RESOURCES		
1	https://onlinecourses.nptel.ac.in/noc21_hs48/preview	
2	https://www.classcentral.com/course/swayam-postcolonial-literature-7942	
Course Designed By		Verified By
 Ms. S. Sukumari		 Ms. V. Haemalatha
Approved By HOD		
 Ms. S. Yasmin		
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





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

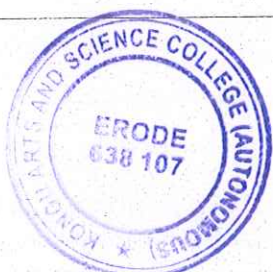
S-Strong, M-Medium, L-Low


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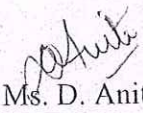
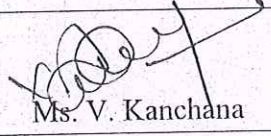
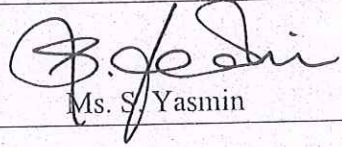



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Sem	Course Code	Elective II C - Educational Psychology	Total Marks:100		Hours Per Week	Credits
II	21PBAET208		CIA: 50	ESE :50	4	4
Course Objectives:						
<ol style="list-style-type: none"> 1. This course aims to facilitate the learners for the effective application of psychological concepts in the learning process 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 3. This course would assist the learners to implement suitable strategies for effective knowledge disseminating process 						
Course Outcomes (CO): On completion of the course, students would be able to						
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					
K1 : Remember; K2 :Understand; K3 : Apply; K4 : Analyze; K5 : Evaluate; K6 : Create						
Unit –I						
<ol style="list-style-type: none"> 1. Introduction to Educational Psychology (Pg. No. 1-24) 2. Human Growth and Development (Pg. No. 25-53) 						
Unit – II						
<ol style="list-style-type: none"> 1. Personality and Approaches to Describe it (Pg. No. 116-132) 2. Psychological Assessment- Tools and Techniques (Pg. No. 205-229) 						
Unit – III						
<ol style="list-style-type: none"> 1. Motivation (Pg. No. 238-262) 2. Attention (Pg. No. 264-278) 						
Unit – IV						
<ol style="list-style-type: none"> 1. Learning (Pg. No. 308-319) 2. Learning Theories (Pg. No. 319-354) 						
Unit – V						
<ol style="list-style-type: none"> 1. Transfer of Learning or Training (Pg. No. 355-362) 2. Thinking, Reason and Metacognition (Pg. No. 364-381) 						



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Skill – Development Activities		
<ul style="list-style-type: none"> • Application of psychological theories for the analysis of the novels • Questionnaire preparation for survey • Group psychology in programme management 		
TEXT BOOK(S)		
1	<i>Psychology of Learning and Human Development.</i> Sriram Publishers, Chennai.2014.	
REFERENCE BOOKS		
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	
WEB RESOURCES		
1	nptel.ac.in/courses/109/104/109104105	
2	nptel.ac.in/noc/courses/noc 18/sem 1/noc18-hs16/	
Course Designed By	Verified By	Approved By HOD
 Ms. D. Anita	 Ms. V. Kanchana	 Ms. S. Yasmin
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





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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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ACTIVITIES

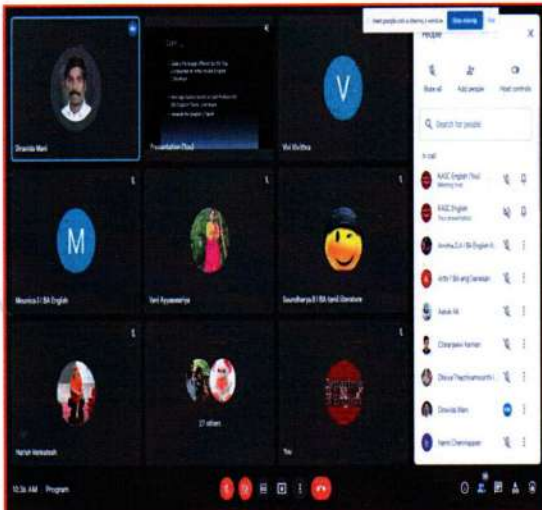


KONGU ARTS AND SCIENCE COLLEGE
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STUEDNTS' INDUCTION PROGRAMME – 15 SEPTEMBER 2021



Students Induction Programme was organized by the Department of English on 15.09.2021. The Lecture was delivered by Dr. S. Dravidamani, Assistant Professor, Department of English, Government Arts and Science College, Salem. The aim of the programme is to create awareness of Employability for both Tamil and English Literature Students. Resource Person Covered Job offers in abroad, Govt. Jobs, Private jobs, Salary Package etc., He Clarified the doubts of participants in Queries Session.



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



**KONGU ARTS AND SCIENCE COLLEGE
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ERODE – 638 107
DEPARTMENT OF TAMIL, ENGLISH, HINDI & OTHER LANGUAGES
GUEST LECTURE PROGRAMME
ON
GENDERING: NEW WORD! NEW MEANING!**

**KONGU ARTS AND SCIENCE COLLEGE (AUTONOMOUS)
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DEPARTMENT OF TAMIL, ENGLISH, HINDI & OTHER LANGUAGES
ORGANISE
GUEST LECTURE PROGRAMME
ON
GENDERING: NEW WORD! NEW MEANING!

Ms. PRIYA BABU
MOTIVATIONAL SPEAKER
TRANSGENDER RESOURCE CENTER
MADURAI.

PG Seminar Hall
April 1, 2022
10.00 AM

The Department of English organised Guest Lecture Programme entitled GENDERING: NEW WORD! NEW MEANING! on 02. 04. 22 at PG Seminar Hall at 10:00 am. Ms. Priya Babu, Motivational Speaker, Transgender Resource Centre, Madurai was invited as the Resource Person to deliver her estimation on the topic. About 200 students from Tamil, English, Hindi and other Languages Department (UG and PG) attended the lecture and learnt about ensuring moral support, equality and encouragement to Transgender.

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DEPARTMENT OF TAMIL, ENGLISH,
HINDI & OTHER LANGUAGES
ORGANISE
GUEST LECTURE PROGRAMME
ON
GENDERING: NEW WORD! NEW MEANING!

AGENDA

- Invocation : Ms. C. S. Shanthini III- BA, English.
- Welcome Address : Ms. S. Yasmin Assistant Professor & Head Department of English.
- Felicitation : Dr. N. Ramon Principal.
- Chief Guest Introduction : Dr. M. Sarmala Devi Assistant Professor Department of Tamil.
- Keynote Address : Ms. Priya Babu Motivational Speaker, Transgender Resource Centre, Madurai.
- Transgender : Life and Literature
- Vote of Thanks : Dr. N. Kalaivani Associate Professor & Head Department of Tamil.



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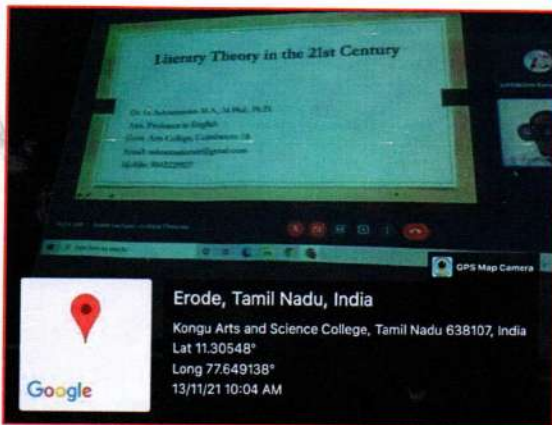


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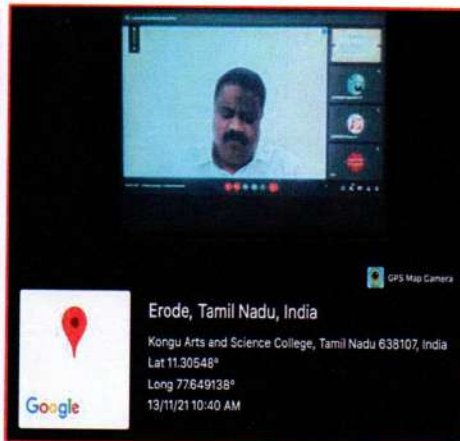


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Guest Lecture on Critical Theories




Guest Lecture on Critical Theories was conducted by the Department of English for the I, II PG and III UG students on 13.11.2021 through Google Meet. Dr. G. Subramanian from Government Arts College, Coimbatore was delivered his resourceful address on various topics pertained to Critical Theories to the students. The topics were handled by the resource person is well equipped with the relevant study references to the prescribed syllabus of I, II PG and III UG level classes.




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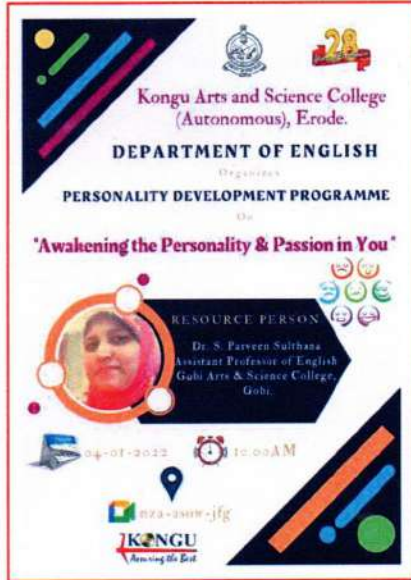



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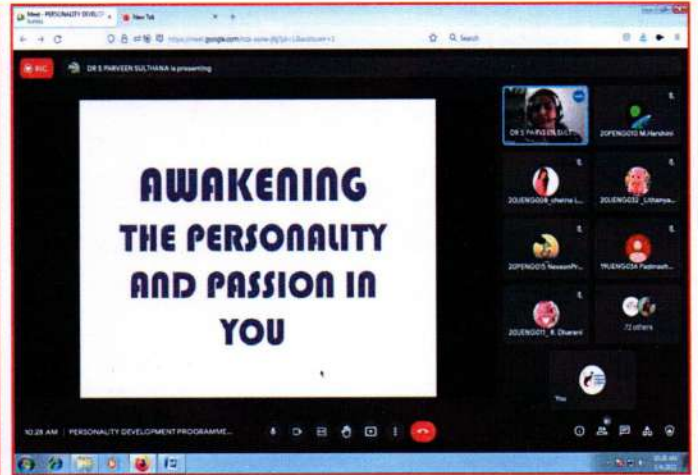


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Personality Development Programme




The Department of English, Kongu Arts and Science College (Autonomous) conducted a Personality Development Programme entitled by “Awakening the Personality & Passion in You” virtually (Google Meet) on 04.01.2022. Dr. S.Parveen Sultana, Assistant Professor of English from Gobi Arts and Science College, Gobi has presented the keynote address. Students from II, III UG and IIPG English Literature were participated and learned to develop their personality.




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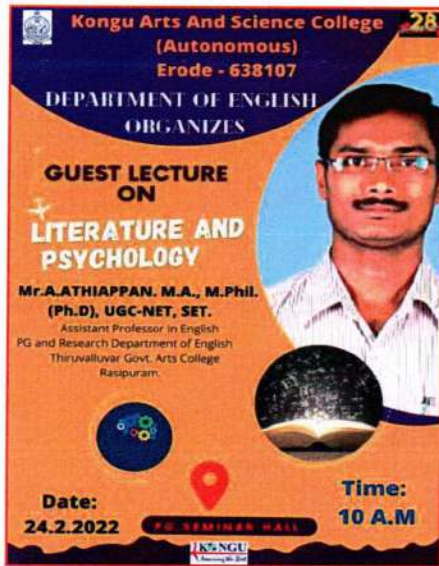



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GUEST LECTURE ON LITERATURE AND PSYCHOLOGY




The Department of English organized Guest Lecture Programme entitled Literature and Psychology on 24.02.22 at PG Seminar Hall in the PG Block of our college at 10:00 am. Mr. A. Athiappan, M.A., M. Phil., (Ph.D.), UGC NET., SET., Assistant Professor of English from Thiruvalluvar Government Arts College, Rasipuram, was invited as the Resource Person to deliver his estimation on the topic. Students from the English Department (UG and PG) attended the lecture and learnt about 'Literature and Psychology,' which is part of their curriculum.




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KONGU ARTS AND SCIENCE COLLEGE (Autonomous), ERODE

DEPARTMENT OF ENGLISH
IN ASSOCIATION WITH
INSTITUTION'S INNOVATION COUNCIL

GUEST LECTURE PROGRAMME – 18 NOVEMBER 2021

KONGU ARTS AND SCIENCE COLLEGE (AUTONOMOUS) ERODE - 638107
Department of English
In Association with
Institution's Innovation Council
Organizes
Guest Lecture
On
"ROAD TO ENTREPRENEURSHIP VIA LANGUAGE"
Resource Person
Mr. Adam Jayahar
Freelancer
18.11.2021
Thursday
Time: 1.30 P.M.
Venue: PG Seminar Hall
KONGU Answering the Best

Guest Lecture Programme was organized by the Department of English in association with Institution's Innovation Council on 18 November 2021. The programme started with Invocation, Presidential Address was given by Thiru. K. Palanisamy, Correspondent. Dr. C. Raman, Principal, felicitated the gathering. Guest Lecture was given by Mr. Adam Jayahar, Freelancer, on the topic "Road To Entrepreneurship Via Language". The session started with interaction and the participants clarified their doubts then and there about the ideas behind start ups and the ability to be strengthened through this type of Entrepreneurship Educational Platforms.

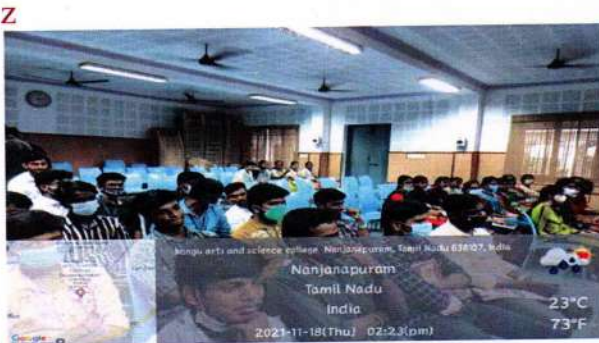
KONGU ARTS AND SCIENCE COLLEGE (AUTONOMOUS), ERODE.
DEPARTMENT OF ENGLISH
In Association with
INSTITUTION'S INNOVATION COUNCIL
GUEST LECTURE PROGRAMME Time: 1.30 p.m.
Date: 18-11-2021

AGENDA

- 1 INVOCATION
- 2 WELCOME ADDRESS
- 3 PRESIDENTIAL ADDRESS
- 4 FELICITATION
- 5 CHIEF GUEST INTRODUCTION
- 6 KEY NOTE ADDRESS
- 7 VOTE OF THANKS
- 8 NATIONAL ANTHEM

- 1 Mr. K. S. Dharani
II BA (English Literature)
- 1 Ms. K. G. Mithra
III BA (English Literature)
- 1 Thiru. K. Palanisamy
Correspondent
- 2 Dr. N. Raman
Principal
- 2 Ms. M. Anusuya
I MA (English Literature)
- 2 Mr. Adam Jayahar
Freelancer, Erode.
- 2 Ms. A. Ramya
II MA (English Literature)

KONGU Answering the Best



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GUEST LECTURE ON

“AN EAGLE’S EYE VIEW: COEVAL INDIAN WOMEN WRITERS

A Guest Lecture on “An Eagle’s Eye View: Coeval Indian Women Writers” was organized by the Department of English, Kongu Arts and Science College (Autonomous) Erode, through online (Google Meet) on 30.12.2021. The Guest Lecture was lectured by Dr. C. Bharathi, Assistant Professor of English, JKKN College of Arts and Science, Kumarapalayam. The students from the English Literature (I, II, III UG and I, II PG) were attended the lecture and became competent in “Indian Women Writers”. Meanwhile the resource person insisted the PG students to do more research in the particular field. The Guest Lecture was insightful and informative.

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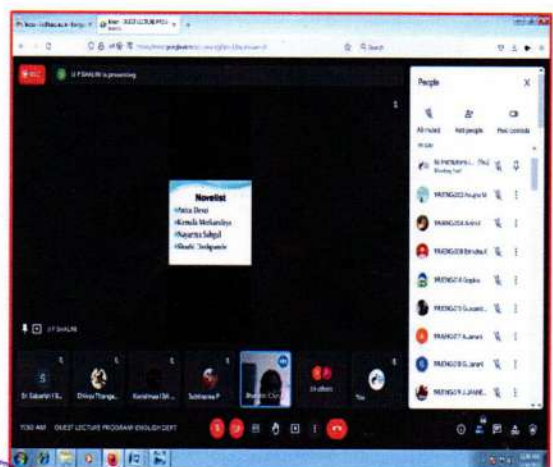
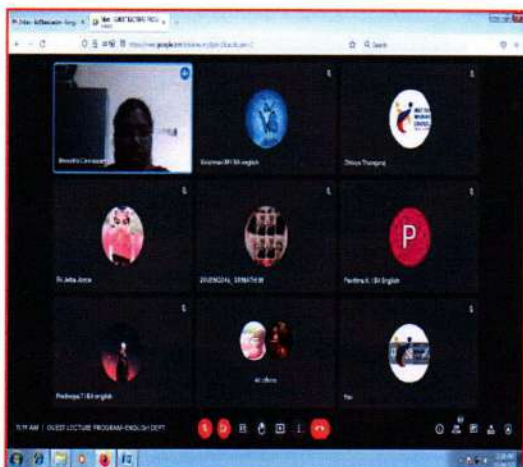
DEPARTMENT OF ENGLISH
Organizes
GUEST LECTURE
On
AN EAGLE'S EYE VIEW: COEVAL INDIAN WOMEN WRITERS

Resource Person
Dr. C. Bharathi
Assistant Professor of English
JKKN College of Arts & Science,
Kumarapalayam

30.12.2021 **11.00AM**

Google Meet
Meeting ID: **qti-joou-njy**

KONGU
Achieving the Best



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STUDENTS' INDUCTION PROGRAMME – 14 SEPTEMBER 2021

KONGU ARTS AND SCIENCE COLLEGE
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Department of English
Organizes
Students Induction Programme
On
How to be an Effective Communicator

Resource Person
Dr. S. Sankara Kumar
Assistant Professor in English
PSG College of Technology

Date : 14.09.2021 Time : 11.00 AM

Through : Zoom
Zoom ID : 947 033 1507
Passcode : kasc

KONGU
A Vision of the Future

Students Induction Programme was organized by the Department of English on 14.09.2021. The Lecture was delivered by S. Sankara Kumar, Assistant Professor, Department of English, PSG College of Technology, Coimbatore. The aim of the programme is to give guidelines for Developing Communication Skills and overcome the barriers while using technical languages. Resource Person Covered Effective Communication, Barriers, Judging the other person, Active Listening, Using Technical Language. He Clarified the doubts of participants in Queries Session.

Barriers:

3. **Using technical language** - Have you ever been at an event when people are using some acronyms or language related to their profession?

Communication includes

1. **How you say it** - including the tone of your voice
2. **Why you say it** - the intention behind the message
3. **When you say it** - for example - during an argument, the time of the day, etc
4. **What you don't say** - sometimes what you don't say gives a clearer picture of what is going on than what you say, and
5. **Your body language** - including your facial expressions, gestures and posture.

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