




PSGR  
Krishnammal College for Women



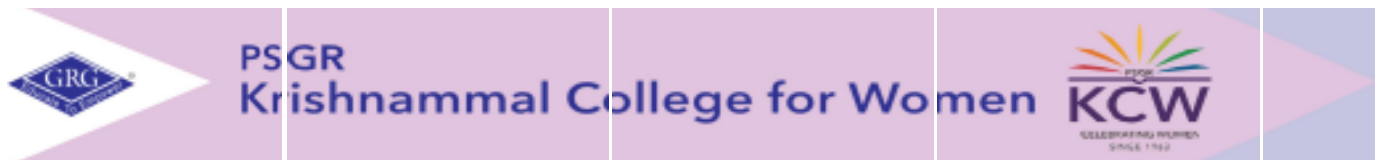
College of Excellence,  2023-4<sup>th</sup> Rank  
Autonomous and Affiliated to Bharathiar University  
Reaccredited with A<sup>++</sup> grade by NAAC, An ISO 9001:2015 Certified Institution  
Peelamedu, Coimbatore-641004

DEPARTMENT OF ENGLISH

CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOMES BASED  
CURRICULAR FRAMEWORK (LOCF)

MASTER OF ENGLISH LITERATURE

2024 – 2026 BATCH



College of Excellence, 2023-4th Rank

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Peelamedu, Coimbatore-641004

### **PROGRAMME LEARNING OUTCOMES (PLO's)**

After completion of the programme, the student will be able to:

PLO1: Acquire English language with chiseled precision and evolve into an outstanding researcher/teacher/career woman/entrepreneur and a responsible citizen

PLO2: Appreciate, compare and contrast diverse literature with an enriched sensitization to nature

PLO3: Critically analyze, assess and demonstrate through research, the practical application of literary theories using digital resources.

PLO4: Imbibe the transformational impact of education by adopting a literary temperament while upholding ethical and moral values.

PLO 5: Critique global, national, humanitarian and socio- cultural issues proactively through the study of world literature

### **PROGRAMME SPECIFIC OUTCOMES (PSO's)**

At the time of graduation, the student will be able to:

PSO1: Interpret and demonstrate an understanding of form, structure, narrative techniques, literary devices and style of world literature.

PSO2: Analyze the various literary concepts and critical approaches to literature, with optimum usage of digital resources and apply them in real life situations.

PSO3: Organize and integrate the acquired knowledge towards individualistic compositions.

PSO4: Present, appraise and defend arguments with conviction and confidence.

PSO5: Demonstrate the ability to carry out personal research



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DEPARTMENT OF ENGLISH

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME BASED  
CURRICULAR FRAMEWORK (LOCF)  
SYLLABUS & SCHEME OF EXAMINATION MASTER OF  
ENGLISH LITERATURE – 2024-2026 BATCH**

| Sem | Sub Code | Title of the paper  |    | Ins<br>Hrs<br>/W<br>eek | Contact hrs | Tutorial hrs | Duration of<br>Exam | Exam Marks |             |       | Credits |
|-----|----------|---|----|-------------------------|-------------|--------------|---------------------|------------|-------------|-------|---------|
|     |          |   |    |                         |             |              |                     | CA         | E<br>S<br>E | Total |         |
| I   | MEG2301  | Paper I British Literature I (From Age of Chaucer to Augustan / Neoclassical Age) | CC | 5                       | 73          | 2            | 3                   | 25         | 75          | 100   | 5       |
|     | MEG2302  | Paper II British Literature II (From Romantic Age to Modern Age)                  | CC | 5                       | 73          | 2            | 3                   | 25         | 75          | 100   | 5       |
|     | MEG2303  | Paper III Practical Criticism   | CC | 5                       | 73          | 2            | 3                   | 25         | 75          | 100   | 4       |
|     | MEG2304  | Paper IV English Language and Linguistics   | CC | 5                       | 73          | 2            | 3                   | 25         | 75          | 100   | 4       |
|     | MEG2305  | Paper V Folk Tale & Myth  | CC | 5                       | 73          | 2            | 3                   | 25         | 75          | 100   | 4       |
|     |          | Library   | -  | 5                       | -           | -            | -                   | -          | -           | -     | -       |

|                             |  |          |    |   |   |        |
|-----------------------------|--|----------|----|---|---|--------|
| COURSE<br>NUMBER<br>MEG2301 | COURSE NAME<br>I MA ENGLISH LITERATURE<br>PAPER I–BRITISH LITERATURE I | Category | L  | T | P | Credit |
|                             |  | Theory   | 73 | 2 |   | 5      |

### Preamble

The course introduces students to British Literature from Chaucerian Age up to the Augustan Age, through the study of various literary genres such as poetry, prose, essay and drama. Students refine the skills of critical thinking and rhetoric through thought-provoking personal response writing, essay writing and research assignments. The paper is designed to equip students with the knowledge and skills to read and comprehend texts in British Literature.

### Course Outcome

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

| CO Number | CO Statement   | Knowledge Level |
|-----------|--|-----------------|
| CO1.      | Identify a working knowledge of historical and cultural context of British Literature from the Age of Chaucer to the Augustan Age.             | K1              |
| CO2.      | Explain and describe distinct literary characteristics of British Literature from the 14 <sup>th</sup> century to the 18 <sup>th</sup> century | K2              |
| CO3.      | Analyse effectively and communicate ideas related to literary works during class and group activities.   | K3              |
| CO4.      | Evaluate literary works for the structure and meaning  | K4, K5          |
| CO5       | Elaborate on the nuances of British Literary works.  | K5, K6          |

### Mapping with Programme Outcomes

| CLOs  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------|------|------|------|------|------|
| CLO1. | M    | L    | S    | M    | S    |
| CLO2. | S    | S    | M    | M    | S    |
| CLO3. | S    | S    | S    | S    | S    |
| CLO4. | S    | S    | M    | S    | S    |
| CLO5  | S    | S    | M    | S    | S    |

S-Strong; M-Medium; L-Low

### Syllabus

Unit I Poetry 17hrs

Geoffrey Chaucer : The Prologue to the Canterbury Tales  
John Milton : Paradise Lost Book IX

Unit II Prose 13hrs

Francis Bacon : Of Adversity  
 Of Revenge  
 Jonathan Swift : A Treatise on Good Manners and Good Breeding  
 The Book of Job

Unit III Drama 16hrs

Christopher Marlowe : Edward II  
 John Dryden : All for Love

Unit IV Fiction 15hrs

Daniel Defoe : Robinson Crusoe  
 John Bunyan : Pilgrim's Progress Part I

Unit V Criticism 12hrs

Philip Sidney : An Apology for Poetry  
 John Dryden : Essay on Dramatic Poesy

#### Text Books

| S  | U   | Author                       | Title of the book                              | Publisher             | Year of Publication   |
|----|-----|------------------------------|--|-----------------------|---|
| 1  | I   | Chaucer,<br>Geoffrey         | Prologue to the Canterbury Tales               | OUP                   | 1994  |
| 2  | I   | Milton, John.                | Paradise Lost Book IX                          | Macmillan             | 2016  |
| 3  | II  | Swift,<br>Jonathan           | "A Treatise on Good Manners and Good Breeding" | From<br>Net<br>Source | <a href="https://celt.ucc.ie/published/E700001-020/text001.html">https://celt.ucc.ie/published/E700001-020/text001.html</a> |
| 4  | II  | Ed. Matheson                 | Bacon's Essays                                 | OUP                   | 2013  |
| 5  | III | Marlowe,<br>Christopher      | Edward II                                      | Macmillan             | 2001  |
| 6  | V   | Dryden, John                 | All for Love                                   | OUP                   | 2003  |
| 7  | IV  | Defoe, Daniel                | Robinson Crusoe                                | OUP                   | 2006  |
| 8. | V   | Enright DJ.,<br>De Chickera. | Essays from English Critical Texts.            | OUP                   | 2006  |

#### Reference Books

| S.No | Author                                | Title of the book  | Publisher                         | Year of Publication |
|------|---------------------------------------|--|-----------------------------------|---------------------|
| 1    | King, Bruce                           | Seventeenth Century English Literature   | Macmillan                         | 1982                |
| 2    | Robinson, Bonnie J and Getty, Laura J | British Literature I Anthology: From the Middle Ages to Neoclassicism and the Eighteenth century | University of North Georgia Press | 2018                |

### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

### Course Designers

1. Dr. Sumathy K. Swamy
2. Dr. Angeline M

|                             |   |          |    |   |   |         |
|-----------------------------|---|----------|----|---|---|---------|
| COURSE<br>NUMBER<br>MEG2302 | COURSE NAME:<br>I MA ENGLISH – SEMESTER I<br>PAPER II -BRITISH LITERATURE<br>II | Category | L  | T | P | Credits |
|                             |   |          | 73 | 2 |   | 5       |

### Preamble

To understand and recognize the basic form, structure and style of the British writers and to appreciate various genres and criticism in their work with respect to British Literature

### Course Overview

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

| CLO Number | CLO Statement  | Knowledge Level |
|------------|--|-----------------|
| CLO1       | Relate the different elements of British Literature                  | K1              |
| CLO2       | Illustrate and interpret the theories of British Literature          | K2              |
| CLO3       | Identify a work of Literature by applying criticism and examining it | K3, K4          |
| CLO4       | Evaluate the British writers and their style                         | K5              |
| CLO5       | Formulate and estimate critical reviews                              | K6              |

### Mapping with Programme Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------|------|------|------|------|------|
| CLO1 | M    | S    | M    | M    | L    |
| CLO2 | S    | M    | M    | M    | M    |
| CLO3 | S    | S    | S    | S    | M    |
| CLO4 | S    | S    | S    | S    | S    |
| CLO5 | S    | M    | S    | M    | S    |

S- Strong; M-Medium; L-Low

### Syllabus

Unit I Poetry

14 hrs

Keats : Ode on a Grecian Urn

Coleridge : The Rime of the Ancient Mariner  
 Robert Browning : Andrea Del Sarto  
 GM Hopkins : Wind Hover  
 WB Yeats : Easter 1916

## Unit II Prose

14 hrs

Charles Lamb : South Sea House  
 William Hazlitt : On Going a Journey  
 Joseph Addison : Sir Roger at the Theatre  
 A G Gardiner : On Catching the Train

## Unit III Drama

14 hrs

G.B. Shaw : The Apple Cart  
 Samuel Beckett : Waiting for Godot

## Unit IV Fiction

15 hrs

Jane Austen : Emma  
 George Eliot : The Mill on the Floss  
 Thomas Hardy : Mayor of Casterbridge  
 Graham Greene : The Power and the Glory

## Unit V Criticism

16 hrs

Samuel Taylor Coleridge: Biographia Literaria- Chapter XIV  
 D H Lawrence : Why the Novel Matters

Texts can be from any authentic Anthology / publication

### Text Books

| S.No | Unit    | Author                                      | Title                                 | Publishers        | Year of Publication |
|------|---------|---|---------------------------------------|-------------------|---------------------|
| 1.   | I       |   | Poems can be taken from any anthology |                   |                     |
| 2.   | II      | Ed. by MG Nayar                             | A Galaxy of English Essayists.        | Unique Publishers | 1986                |
| 3.   | II      | Lamb, Charles                               | Essays of Elia                        | Unique Publishers | 2014                |
| 4.   | III, IV | Texts can be from any authentic publication |                                       |                   |                     |
| 5.   | V       | De Chickera, Enright DJ                     | Essays from English Critical Texts    | OUP               | 2006                |

### Reference Books

|   | Author            | Title of the book                                     | Publisher                           | Year of Publication |
|---|-------------------|---|-------------------------------------|---------------------|
| 1 | Bagchi, Jasodhara | Literature, Society and Ideology in the Victorian Era | Sterling Publishers Private Limited | 1991                |
| 2 | Stonyk, Margaret  | Nineteenth – Century English Literature               | Macmillan Education                 | 1983                |



## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Course Designers

1. Dr. M. Angeline
2. Dr. Sumathy K Swamy

|                             |  |          |    |   |   |        |
|-----------------------------|--|----------|----|---|---|--------|
| COURSE<br>NUMBER<br>MEG2303 | COURSE NAME<br>MA ENGLISH LITERATURE<br>SEMESTER- I<br>PAPER – III PRACTICAL CRITICISM | Category | L  | T | P | Credit |
|                             |  |          | 73 | 2 |   | 4      |

### Preamble

The course will enable the students to review and recognize basic elements of literary works for better interpretation and analysis. The student will be able to formulate and integrate various aspects of principles of criticism in literary works that will lead to literary appreciation and understanding.

### Course Overview

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

| CLO Number | CO Statement   | Knowledge level |
|------------|--|-----------------|
| CLO1       | Familiarize practical tools for reading and analyzing literature                             | K1, K2          |
| CLO 2      | Interpret the text intensively and distinguish its salient features.                         | K3, K 4         |
| CLO3       | Analyze literary text by considering the discipline and the purpose                          | K4              |
| CLO4       | Appreciate the literary works at varied levels of comprehension.                             | K5              |
| CLO5       | Demonstrate the ability to use the critical theories in the practice of literary evaluation. | K6              |

### Mapping with Programme Outcomes

| CLOs  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------|------|------|------|------|------|
| CLO 1 | S    | M    | S    | S    | L    |
| CLO2  | S    | S    | M    | S    | M    |
| CLO3  | M    | M    | S    | S    | M    |
| CLO4  | M    | M    | M    | S    | S    |
| CLO5  | M    | M    | M    | S    | S    |

## Syllabus

Unit I Introduction to Practical Criticism and 14 hrs

Strategies for Critical Reading

Unit II Critically Reading Poetry 14 hrs

Unit III Critically Reading Prose 14 hrs

Unit IV Critically Reading Fiction & Drama 14 hrs

Unit V Practical Criticism 17 hrs

Note: Literary excerpts of all genres are taken for critical analysis

## Text Books

Compiled from the following books

| S No | Unit     | Author                                 | Title of the book                                     | Publishers                  | Year of publication |
|------|----------|--|---|-----------------------------|---------------------|
| 1    | I        | Rodway, Allan                          | The Craft of Criticism                                | Cambridge University Press  | 1982                |
| 2    | I        | Axelord, Rise B and Cooper, Charles R. | Reading Critically, Writing Well : A Reader and Guide | St. Martin's Press          | 1990                |
| 3    | II & IV  | McMahaw, Elizabeth                     | Literature and the Writing Process                    | Macmillan                   | 1986                |
| 4    | II       | Thaker, Pravin K.                      | Appreciating English Poetry                           | Orient Longman Limited      | 1999                |
| 5    | III      | Peck, John                             | How to Study a Novel                                  | Macmillan                   | 1983                |
| 6    | III      | Murray, Middleton J                    | The Problem of Style                                  | OUP                         | 1967                |
| 7    | III & IV | Sethuraman V.S.                        | Practical Criticism                                   | Macmillan India Limited     | 1990                |
| 8    | IV       | Hobsbaum, Philip                       | Essentials of Literary Criticism                      | Thames & Hudson             | 1983                |
| 9    | IV       | Stephen, Martin                        | An Introductory Guide to English Literature           | OUP. Longman Group Limited. | 1984                |
| 10   | IV       | Pickering, Kenneth                     | How to Study Modern Drama                             | Macmillan                   | 1988                |

## Reference Books

| S.No. | Author                             | Title of the Book             | Publishers       | Year of Publication |
|-------|------------------------------------|-------------------------------|------------------|---------------------|
| 1     | Abrams M H, Harpham, Geoffrey Galt | A Glossary of Literary Terms  | Cengage Learning | 2015                |
| 2     | Duhamel, Albert P, Richard Hughes. | Literature: form and function | Prentice Hall    | 2014                |
| 3     | Heather, P R                       | Critical Exercises            | Longmans         | 2014                |

### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

### Course Designers

1. Dr Sushil Mary Mathews
2. Mrs. R. Maheswari

|                             |   |          |    |   |   |         |
|-----------------------------|---|----------|----|---|---|---------|
| COURSE<br>NUMBER<br>MEG2304 | COURSE NAME<br>MA ENGLISH LITERATURE<br>SEMESTER I – PAPER IV<br>ENGLISH LANGUAGE AND LINGUISTICS | Category | L  | T | P | Credits |
|                             |   |          | 73 | 2 |   | 4       |

### Course Preamble

This course will enable the students to understand the growth and development of English language, its structural, grammatical and functional aspects. It also gives an overview of phonetics and helps the students to appreciate the relationship of language, society, culture and literature.

### Learning Outcomes

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

| CLO Number | CO Statement   | Knowledge Level |
|------------|--|-----------------|
| CLO 1      | Acquaint with the major historical development of the English Language and thereby understand the nuances of English Language and Linguistics. | K1, K2          |
| CLO 2      | Apply their knowledge to different domains of language study and identify the speech sounds with appropriate terminology and symbolization     | K3              |
| CLO 3      | Examine and integrate the acquired knowledge of the lexical, grammatical structure and the theories in language and linguistics                | K4              |
| CLO 4      | Analyse the concepts in speech sounds and also distinguish the key concepts, terminologies and theories in linguistics                         | K4              |
| CLO 5      | Evaluate various theories, concepts of language and linguistics  | K5              |

### Mapping with Programme Outcomes

| CLOs  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------|------|------|------|------|------|
| CLO1  | S    | M    | M    | M    | S    |
| CLO 2 | M    | S    | M    | M    | M    |
| CLO 3 | S    | M    | S    | M    | M    |
| CLO 4 | M    | M    | S    | S    | S    |
| CLO 5 | M    | M    | L    | M    | S    |

S- Strong; M-Medium; L-Low

## Syllabus

### Unit I

The History of English Language 14hrs  
The Descent of the English Language - The Old English Period -The Middle English Period -The Renaissance & After - The Evolution of Standard English - Idioms and Metaphors

Unit II Phonology 14hrs  
Problems in Pronunciation - How the Speech Organs Work in English - The Consonants of English - Consonant Sequences - The Vowels of English - Words in Company – Intonation

Unit III Phonetics 14hrs  
The Articulation of Speech Sounds – Classification - Description of Consonants – Description of Vowels – Phonetic Symbols

Unit IV Language and Society 14hrs  
Language as Socio-Cultural System - Variations in Language - Linguistic Competence - Code Switching - Linguistic Social Inequality - Language and Culture

Unit V Language as Discourse 17hrs  
Text and discourse - The Social Interaction Approach - The Mental Model Approach - Notions of Textuality - Discourse Processing and Reading

## Text Books

| S.No | Unit          | Author                | Title   | Publishers                 | Year of Publication |
|------|---------------|-----------------------|---|----------------------------|---------------------|
| 1.   | Unit I        | Wood, F.T.            | An Outline History of English Language        | Paperback Publishers       | 1994                |
| 2.   | Unit II & III | O'Connor, F.T.        | Better English Pronunciation (Second Edition) | Cambridge University Press | 2004                |
| 3.   | Unit IV & V   | N. Krishnaswamy et al | Modern Applied Linguistics                    | Macmillan Publishers       | 1992                |

## Reference Books

| S. No. | Author            | Title of the Book   | Publishers           | Year of Publication |
|--------|-------------------|---|----------------------|---------------------|
| 1      | T.Balasubramaniam | A Textbook of English Phonetics for Indian Students (2 <sup>nd</sup> Edition) | Macmillan Publishers | 2013                |

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Course Designers

1. Dr. A. Dhanalakshmi

|                             |   |          |    |   |   |        |
|-----------------------------|---|----------|----|---|---|--------|
| COURSE<br>NUMBER<br>MEG2305 | COURSE NAME<br>MA ENGLISH<br>LITERATURE SEMESTER<br>I- PAPER V<br>FOLKTALE AND MYTH | Category | L  | T | P | Credit |
|                             |   | Theory   | 73 | 2 | - | 4      |

### Preamble

To recognize and understand the elements of folklore and myth in literary works which will enable the students to integrate and formulate various aspects of myth criticism in literary works

### Learning Outcomes

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

| CLO Number | CLO Statement   | Knowledge Level |
|------------|---|-----------------|
| CLO1       | Relate the elements of folklore, folktale and myth                      | K1              |
| CLO2       | Illustrate and interpret the theories of myth criticism                 | K2              |
| CLO3       | Identify a work of Literature by applying myth criticism and examine it | K3, K4          |
| CLO4       | Evaluate the myths of various countries                                 | K5              |
| CLO5       | Formulate and estimate critical reviews                                 | K6              |

### Mapping with Programme Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------|------|------|------|------|------|
| CLO1 | M    | S    | M    | M    | S    |
| CLO2 | S    | S    | M    | M    | M    |
| CLO3 | L    | S    | S    | S    | M    |
| CLO4 | S    | S    | S    | S    | S    |
| CLO5 | S    | S    | S    | M    | S    |

S- Strong; M-Medium; L-Low

### Syllabus

## Unit 1 Poetry 14hrs

Chaucer : The Pardoner's Tale

Pindar : Olympia II

Christopher Marlowe : The Passionate Shepherd to his Love

Sir Walter Raleigh : The Nymph's Reply to the Shepherd

## Unit II Prose 14 hrs

Phyllis Briggs (Retold) : King Arthur and the Knights of the Round Table

## Unit III Epic 14 hrs

Ovid : Metamorphosis Book VIII (lines- 1-60)

## Unit IV Short Stories 14 hrs

Herman Hesse : The Rainmaker (From The Glass Bead Game)

Mark Twain : A Genuine Mexican Plug

Julian Huxley : The Sacred Lizard

Aesop : The Town Mouse and the Country Mouse

The Fox and the Grapes

The Goatherd and the Wild Goats

## Unit V Criticism 17 hrs

MH Abrams : Introduction to Myth, Folklore

A. Joseph Dorairaj : Theories of Myth: From Cassirer to Frye

B. Das : Myth Criticism and its Value

## Text Books



| S. N o. | Unit       | Author                                  | Title of the Book   | Publication                            | Year of Publication |
|---------|------------|---|---|--|---------------------|
| 1.      | I, III, IV | Kearns, George                          | Macmillan Literature Series: English and Western Literature | Glencoe Publishing Company, California | 1984                |
| 2.      | II         | Briggs, Phyllis                         | King Arthur and the Knights of the Round Table              | Dean and Sons Ltd., London             | 1984                |
| 3.      | V          | Abrams, M. H. and Geoffrey Galt Harpham | A Glossary Of Literary Terms                                | Cengage Learning                       | 2015                |
| 4.      | V          | Dorairaj, A. Joseph                     | Myth And Literature   | Folklore Resources And Research Centre | 2003                |
| 5.      | V          | Ed. Rajnath                             | Twentieth Century American Literature                       | Arnold Heinemann Publisher             | 1977                |
| 6.      | IV         | Hesse, Hermann                          | The Glass Bead Game   | Vintage Books                          | 2000                |
| 7.      | IV         | Ed. Cong, Raymond                       | African Tales   | Evans Brothers Ltd.                    | 1967                |

#### Reference Books

| S . N o . | Author            | Title of the Book                     | Publishers   | Year of Publication |
|-----------|-------------------|---------------------------------------|--|---------------------|
| 1 .       | Narayan, R. K.    | Swami And Friends                     | Indian Thought Publications  | 2008                |
|           | Mccullough, Kelly | Web Mage                              | Berkley Publications   | 2006                |
| 3 .       | Camus, Albert     | The Myth of Sisyphus and other Essays | <a href="https://www2.hawaii.edu/~free man/courses/phil360/16.%20Myth%20of%20Sisyphus.pdf">https://www2.hawaii.edu/~free man/courses/phil360/16.%20Myth%20of %20Sisyphus.pdf</a> |                     |

#### Pedagogy

Lecture by chalk and talk, power point presentation, e-content, group discussion, assignment, quiz, peer learning, seminar

#### Course Designers

1. Dr. J. Santhosh Priyaa
2. Dr. Narasingaram Jayashree



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Krishnammal College for Women**



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**DEPARTMENT OF ENGLISH**

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOMES BASED  
CURRICULARFRAMEWORK (LOCF)**

**SEMESTER II**

**MASTER OF ENGLISH  
LITERATURE2023 – 2025 BATCH**



College of Excellence, **nirf** 2023-4th Rank  
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**DEPARTMENT OF ENGLISH**

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME BASED  
CURRICULAR FRAMEWORK (LOCF)  
SYLLABUS & SCHEME OF EXAMINATION  
MASTER OF ENGLISH LITERATURE – 2023-2025 BATCH**

| Sem | Sub Code | Title of the paper   | Category | Ins<br>Hrs /<br>Week | Contact hrs | Tutorial hrs | Duration of<br>Exam | Exam Marks |     |       | Credits |
|-----|----------|--|----------|----------------------|-------------|--------------|---------------------|------------|-----|-------|---------|
|     |          |  |          |                      |             |              |                     | CA         | ESE | Total |         |
| II  | MEG2306  | Paper VI Shakespeare   | CC       | 5                    | 73          | 2            | 3                   | 25         | 75  | 100   | 4       |
|     | MEG2307  | Paper VII American Literature                                | CC       | 5                    | 73          | 2            | 3                   | 25         | 75  | 100   | 4       |
|     | MEG2308  | Paper VIII Methods of Teaching English                       | CC       | 5                    | 73          | 2            | 3                   | 25         | 75  | 100   | 4       |
|     | MEG2309  | Paper IX Literary Theory I                                   | CC       | 5                    | 73          | 2            | 3                   | 25         | 75  | 100   | 4       |
|     | MEG2310  | Paper X World Classics and Literature in English Translation | CC       | 3                    | 43          | 2            | 3                   | 25         | 75  | 100   | 2       |
|     | MEG23CE/ | Coursera- Creative Writing and Soft Skills/                  | CC       | 3                    | 45          | -            | -                   | 100        | -   | 100   | 3       |
|     | MEG2314  | Paper XIV Women's Writing                                    | CC       | 3                    | 43          | 2            | 3                   | 100        | 25  | 100   | 3       |
|     | MEG16A1  | Inter Disciplinary Course - History through Literature       | GE       | 4                    | 60          | -            | 3                   |            | 100 | 100   | 4       |

CC- Core Courses

GE- Generic Elective

CA- Continuous Assessment

ESE- End Semester Examination

|                                      |   |                 |          |          |          |                |
|--------------------------------------|---|-----------------|----------|----------|----------|----------------|
| <b>COURSE<br/>NUMBER<br/>MEG2306</b> | <b>COURSE NAME<br/>MA ENGLISH LITERATURE<br/>SEMESTER II – PAPER VI<br/>SHAKESPEARE</b> | <b>Category</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Credits</b> |
|                                      |   | <b>Theory</b>   | 73       | 2        |          | 4              |

### Preamble

The course aims at helping the students to explore a selection of Shakespeare's plays and acquire an overall insight of the world of drama, research and present the background of the age, historical context, the importance of theatre and its role in the society.

### Course Learning Outcomes

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

| <b>CLO<br/>Number</b> | <b>CO Statement</b>  | <b>Knowledge Level</b> |
|-----------------------|--|------------------------|
| CLO1                  | Identify the organizing elements of Shakespearean drama, using Aristotle's Poetics as a framework  | K1, K2                 |
| CLO2                  | Interpret the genre and construct the staging practices and possibilities of Shakespearean drama   | K2,K3                  |
| CLO3                  | Infer the effect that drama has on the understanding of ideas and the ethos of a culture, specifically Shakespeare's effect on the whole of Western literature | K4                     |
| CLO4                  | Analyse the scope and structure of the Shakespearean canon as a whole  | K5                     |
| CLO 5                 | Estimate Shakespeare's plays with an eye for poetic detail and tap into the rich history of Shakespearean criticism  | K6                     |

### Mapping with Programme Outcomes

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| CLO1        | S           | M           | M           | S           | S           |
| CLO2        | S           | L           | S           | S           | S           |
| CLO3        | S           | S           | S           | S           | S           |
| CLO4        | S           | S           | S           | S           | S           |
| CLO5        | S           | M           | S           | S           | S           |

S- Strong; M-Medium; L-Low

### Syllabus

|                 |                               |              |
|-----------------|-------------------------------|--------------|
| <b>Unit I</b>   | <i>King Lear</i>              | <b>14hrs</b> |
| <b>Unit II</b>  | <i>Much Ado about Nothing</i> | <b>14hrs</b> |
| <b>Unit III</b> | <i>Antony and Cleopatra</i>   | <b>15hrs</b> |

**Unit IV**      *The Tempest*

**15hrs**

**Unit V** Sonnets 12, 23, 48, 75, 86, 92, 115, 129, 141, 152

**15hrs**

Samuel Johnson: *From Preface to the Plays of Shakespeare* (pg. 25-33)

### Text Books

| S. No | UNIT        | AUTHOR             | TITLE                                | YEAR OF PUBLICATION       |
|-------|-------------|--------------------|--------------------------------------|---------------------------|
| 1     | I,II,III,IV | Shakespeare        | <i>All Plays</i>                     | From any authentic source |
| 2     | V           | Shakespeare        | <i>Shakespeare's Sonnets</i>         |                           |
| 3     | V           | Das BB, Mohanty JM | <i>Literary Criticism- A Reading</i> | OUP 1985                  |

### Reference Books:

| S. No | Author                   | Title of the Book   | Publishers              | Year of publication |
|-------|--------------------------|---|-------------------------|---------------------|
| 1     | Rowse AL                 | Shakespeare's Sonnets                                     | Macmillan               | 1964                |
| 2.    | Orient Longman's Edition | <i>Shakespeare Quarter centenary Commemoration Volume</i> | Orient Longmans Ltd     | 1965                |
| 3.    | Alexander, Peter         | <i>Studies in Shakespeare</i>                             | Oxford University Press | 1964                |
| 4.    | Gordon, George           | <i>Shakespearean Comedy and Other Studies</i>             | Oxford University Press | 1945                |

### Related Online Contents

1. <https://www.opensourceshakespeare.org/views/plays/plays.php>
2. <https://www.bl.uk/works/shakespeares-sonnets>
3. <http://www.cems.ox.ac.uk/holinshed/>

### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peerlearning, seminar, narration, etc.

Unit I – King Lear

| Module No. | Topic  | CLO Level    | No of Periods | Content delivery Method | Student engagement | Participatory Learning/ Experiential learning/ Problem based |
|------------|--|--------------|---------------|-------------------------|--------------------|--|
| 1.         | Introduction – Shakespeare<br><a href="https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography/">https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography/</a><br><a href="https://www.rsc.org.uk/shakespeares-life-and-times">https://www.rsc.org.uk/shakespeares-life-and-times</a> | CLO1<br>CLO2 | 1             | Video                   | Presentation       | Experiential Learning  |

|   |   |                  |   |                         |                    |                        |
|---|---|------------------|---|-------------------------|--------------------|------------------------|
|   | <a href="https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/william-shakespeare">https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/william-shakespeare</a> |                  |   |                         |                    |                        |
| 2                                       | King Lear – Sources, Characters, Historical Context<br><a href="https://www.college.columbia.edu/core/node/1763">https://www.college.columbia.edu/core/node/1763</a>                                | CLO1, CLO2,      | 1 | Flipped classroom       | Think, Pair, Share | Experiential Learning  |
| 3                                       | Act I – Analysis  | CLO1, CLO3,      | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 4                                       | Act I – Analysis  | CLO4             | 1 | Discussion              | Think, Pair, Share | Experiential Learning  |
| 5                                       | Act II – Analysis   | CLO3, CLO4,      | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 6                                       | Act II – Analysis   | CLO4             | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 7                                       | Act III – Analysis  | CLO3, CLO4,      | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 8                                       | Act III – Analysis  | CLO4 CLO5        | 1 | Lecture – Group Reading | Think, Pair, Share | Problem based Learning |
| 9                                       | Act IV – Analysis   | CLO3, CLO4,      | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 10                                      | Act IV – Analysis   | CLO5             | 1 | Lecture – Group Reading | Think, Pair, Share | Experiential learning  |
| 11                                      | Act V – Analysis  | CLO1, CLO3,      | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 12                                      | Act V – Analysis  | CLO3, CLO4, CLO5 | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 13                                      | Themes, characters, 4 great tragedies of Shakespeare  | CLO3, CLO5       | 1 | Seminar                 | Presentation       | Experiential Learning  |
| 14                                      | Fools, Women, Sources for the play  | CLO2, CLO3       | 1 | Seminar                 | Think, Pair, Share | Problem-based Learning |
| <b>Unit II - Much Ado about Nothing</b> |   |                  |   |                         |                    |                        |
| 1                                       | Comedies of Shakespeare   | CLO1             | 1 | Lecture – Group Reading | Think, Pair, Share | Problem-based Learning |
| 2                                       | Language of Shakespeare   | CLO1 CLO2        | 1 | Flipped classroom       | Think aloud        | Participatory Learning |
| 3                                       | Act I – Analysis  | CLO3 CLO4        | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 4                                       | Act I – Analysis  | CLO3             | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |

|    |  |                       |   |                         |                                |                        |
|----|--|-----------------------|---|-------------------------|--------------------------------|------------------------|
| 5  | Act II – Analysis  | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share             | Participatory Learning |
| 6  | Act II – Analysis  | CLO2<br>CLO3          | 1 | Lecture – Group Reading | Think, Pair, Share             | Participatory Learning |
| 7  | Act III – Analysis   | CLO2                  | 1 | Lecture – Group Reading | Think, Pair, Share             | Participatory Learning |
| 8  | Act III – Analysis   | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share             | Experiential Learning  |
| 9  | Act IV – Analysis  | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share             | Participatory Learning |
| 10 | Act IV – Analysis  | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share             | Experiential Learning  |
| 11 | Act V – Analysis   | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share             | Participatory Learning |
| 12 | Act V – Analysis   | CLO3                  | 1 | Discussion              | Think, Pair, Share             | Experiential Learning  |
| 13 | Comedies of Shakespeare; Themes, Symbols, Literary Devices in Much Ado about Nothing | CLO2<br>CLO3          | 1 | Seminar                 | Think aloud, Flipped classroom | Problem-based Learning |
| 14 | Characterization, Techniques   | CLO2,<br>CLO3<br>CLO4 | 1 |                         | One minute Paper               | Experiential Learning  |

### Unit III - Antony and Cleopatra

|   |  |                       |   |                         |                    |                        |
|---|--|-----------------------|---|-------------------------|--------------------|------------------------|
| 1 | History Plays<br>Roman Plays and their sources;<br>Character analysis<br><a href="https://internationaljournalofresearchinhistory.com/2022/01/19/shakespeare-history-plays/">https://internationaljournalofresearchinhistory.com/2022/01/19/shakespeare-history-plays/</a> | CLO1<br>CLO3,<br>CLO4 | 1 | Video                   | Flipped classroom  | Experiential Learning  |
| 2 | Dryden's All for Love and Shakespeare's Antony and Cleopatra – Comparative study   | CLO1<br>CLO3          | 1 | Seminar                 | Discussion         | Problem-based Learning |
| 3 | Act I – Analysis   | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 4 | Act I – Analysis   | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share | Experiential Learning  |
| 5 | Act II – Analysis  | CLO3                  | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 6 | Act II – Analysis  | CLO2<br>CLO3          | 1 | Lecture – Group         | Think, Pair, Share | Experiential Learning  |



|                              |  |              |   |                         |                    |                        |
|------------------------------|--|--------------|---|-------------------------|--------------------|------------------------|
|                              |  |              |   | Reading                 |                    |                        |
| 7                            | Act III – Analysis   | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 8                            | Act III – Analysis   | CLO2<br>CLO3 | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 9                            | Act IV – Analysis  | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 10                           | Act IV – Analysis  | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 11                           | Act V – Analysis   | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 12                           | Act V – Analysis   | CLO3         | 1 | Lecture – Group Reading | One minute paper   | Experiential Learning  |
| 13                           | Historical context of Antony and Cleopatra<br><a href="https://www.youtube.com/watch?v=GEhzJnpVB1k">https://www.youtube.com/watch?v=GEhzJnpVB1k</a>  | CLO3<br>CLO4 | 1 | Video                   | Discussion         | Experiential Learning  |
| 14                           | Themes, Symbols, and Literary Devices in Antony and Cleopatra  | CLO4         | 1 | Seminar                 | Discussion         | Experiential Learning  |
| 15                           | Mime/enacting scenes/movie version discussion  | CLO5         | 1 | Flipped classroom       | Discussion         | Problem-based Learning |
| <b>Unit IV - The Tempest</b> |  |              |   |                         |                    |                        |
| 1                            | Last plays of Shakespeare<br><a href="https://core.ac.uk/download/pdf/144441807.pdf">https://core.ac.uk/download/pdf/144441807.pdf</a>               | CLO1<br>CLO2 | 1 | Seminar                 | One minute paper   | Experiential Learning  |
| 2                            | Adaptations/Versions and Character Analysis<br><a href="https://www.youtube.com/watch?v=xwgbqJ8X5SE">https://www.youtube.com/watch?v=xwgbqJ8X5SE</a> | CLO2         | 1 | Video                   | Discussion         | Problem-based Learning |
| 3                            | Act I – Analysis   | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 4                            | Act I – Analysis   | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 5                            | Act II – Analysis  | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Experiential Learning  |
| 6                            | Act II – Analysis  | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 7                            | Act III – Analysis   | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Experiential Learning  |
| 8                            | Act III – Analysis   | CLO3         | 1 | Lecture                 | Think,             | Participatory          |

|  |   |              |   |                         |                    |                        |
|--|---|--------------|---|-------------------------|--------------------|------------------------|
|  |   |              |   | – Group Reading         | Pair, Share        | Learning               |
| 9  | Act IV – Analysis   | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 10   | Act IV – Analysis   | CLO3         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 11   | Act V – Analysis  | CLO3         | 1 | Lecture – Group Reading | Discussion         | Participatory Learning |
| 12   | Act V – Analysis  | CLO3         | 1 | Lecture – Group Reading | Discussion         | Experiential Learning  |
| 13   | Major themes, motifs, techniques, devices                       | CLO4         | 1 | Seminar                 | Presentation       | Experiential Learning  |
| 14   | Enactment of scenes from the play                               | CLO4         | 1 | Role Play               | Discussion         | Experiential Learning  |
| 15   | Shakespeare’s contemporaries                                    | CLO4         | 1 | Seminar                 | Discussion         | Problem-based Learning |
| <b>Unit V - Sonnets &amp; Samuel Johnson’s Criticism</b> |   |              |   |                         |                    |                        |
| 1  | General Study – Shakespeare as a Poet, Criticism of Shakespeare | CLO4<br>CLO5 | 1 | Flipped classroom       | Think, Pair, Share | Experiential Learning  |
| 2  | Sonnets 12, 23, 48, 75, 86, 92, 115,129,141,152                 | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Problem-based Learning |
| 3  | Sonnets 48, 75  | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 4  | Sonnets 86, 92  | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 5  | Sonnets 115,129   | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 6  | Sonnets 141,152   | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 7  | Themes in Sonnets   | CLO5         | 1 | Seminar                 | Think, Pair, Share | Experiential Learning  |
| 8  | Sonnets – concepts, important facts                             | CLO4         | 1 | Seminar                 | Think, Pair, Share | Experiential Learning  |
| 9  | Criticism – Shakespearean Critics                               | CLO5         | 1 | Seminar                 | Think, Pair, Share | Problem-based Learning |
| 10   | Samuel Johnson’s criticism analysis                             | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Experiential Learning  |
| 11   | Samuel Johnson’s criticism analysis                             | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |

|    |                                     |              |   |                         |                    |                        |
|----|-------------------------------------|--------------|---|-------------------------|--------------------|------------------------|
| 12 | Samuel Johnson's criticism analysis | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Participatory Learning |
| 13 | Samuel Johnson's criticism analysis | CLO5         | 1 | Lecture – Group Reading | Think, Pair, Share | Experiential Learning  |
| 14 | Other critics of Shakespeare        | CLO5         | 1 | Seminar                 | PPT                | Problem-based Learning |
| 15 | Q&A discussion                      | CLO4<br>CLO5 | 1 | Flipped Classroom       | Think, Pair, Share | Problem-based Learning |

|                        |                  |
|------------------------|------------------|
| Name of the Course     | Shakespeare      |
| Name of the Faculty    | Dr. Dhanalakshmi |
| Participatory Learning | 47%              |
| Experiential Learning  | 37%              |
| Problem-based Learning | 16%              |

### **Course Designers**

1. Dr. Dhanalakshmi A
2. Ms P. Vanmathi

|  |  |          |    |   |   |         |
|--|--|----------|----|---|---|---------|
| <b>COURSE NUMBER</b><br><b>MEG2307</b> | <b>COURSE NAME - I MA ENGLISH</b><br><b>LITERATURE SEMESTER II</b><br><b>PAPER VII – AMERICAN LITERATURE</b> | Category | L  | T | P | Credits |
|  |  | Theory   | 73 | 2 |   | 4       |

### Preamble

The course will enable the students to review and recognise the body of literary works from America. The student will be able to understand the American spirit and analyse various literary innovations and their culture.

### Course Outcomes

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

| CO NUMBER | CO Statement  | Knowledge Level |
|-----------|---|-----------------|
| CLO1      | Define the American spirit, moral earnestness, and understand the tradition and society as identified from the works. | K1              |
| CLO2      | Instruct and infer the philosophic principles from the works  | K2              |
| CLO3      | Identify the speech, life and dreams of America as reflected in the literary works                                    | K3              |
| CLO4      | Analyse the varied responses that are earned through reading the creative works                                       | K4              |
| CLO5      | Describe the socio-cultural background of American Literature   | K5, K6          |

### Mapping with Programme Outcomes

| CLOs  | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------|------|------|------|------|------|
| CLO 1 | S    | M    | M    | S    | S    |
| CLO2  | S    | S    | S    | M    | S    |
| CLO3  | M    | S    | M    | S    | S    |
| CLO4  | M    | M    | M    | S    | S    |
| CLO5  | S    | S    | L    | S    | S    |

S-Strong; M-Medium; L-Low

### Syllabus

#### Unit I Poetry

14hrs

|                     |  |
|---------------------|--|
| Walt Whitman        | : When Lilacs Last in the Dooryard Bloomed |
| Emily Dickinson     | : Because I could not Stop for Death       |
| Ralph Waldo Emerson | : Hamatreya                                |
| Langston Hughes     | : The Negro Speaks of Rivers               |
| Gwendolyn Brooks    | : Mother                                   |
| Robert Frost        | : Mending Wall                             |
| Sylvia Plath        | : Mirror                                   |

(Poems can be taken from any authentic source)

#### Unit II Prose

15hrs

|              |                                   |
|--------------|-----------------------------------|
| Emerson      | : Self Reliance                   |
| Maya Angelou | : I Know Why the Caged Bird Sings |



**Unit III Drama****15hrs**

Eugene O'Neill : Emperor Jones  
 Lorraine Hansberry : A Raisin in the Sun  
 August Wilson : Fences

**Unit IV Fiction****15hrs**

Nathaniel Hawthorne : The Scarlet  
 Letter  
 Bernard Malamud : The Assistant  
 Miguel Asturias : The Cyclone  
 Issac Asimov : The Caves of Steel

**Unit V Criticism****14hrs**

Henry James : The Art of Fiction  
 Robert Frost : The Figure a Poem Makes

**Text Books**

| S. No. | Unit     | Author                     | Title of the Book  | Publishers                                    | Year of Publication |
|--------|----------|----------------------------|--|---|---------------------|
| 1.     | II,III V | Fisher, William J.         | <i>An Anthology: American Literature of the Nineteenth Century</i> | Eurasia Publishing House Pvt Ltd., New Delhi  | 2002                |
| 2.     | I        | Roberts, Levine, S, et al. | <i>Anthology of American Literature Volume C,D, and E</i>          | W.W. Norton                                   | 2001                |
| 3.     | III      | Hansberry, Lorraine        | <i>A Raisin in the Sun</i>   | Vintage Books                                 | 2004                |
| 4.     | III      | Wilson, August             | <i>Fences</i>  | Plume   | 2016                |
| 5.     | IV       | Hawthorne, Nathaniel       | <i>The Scarlet Letter</i>  | Rupa & Co                                     | 2001                |
| 6.     | IV       | Malamud, Bernard           | <i>The Assistant</i>   | Straus, Farar & Girous                        | 2003                |
| 7.     | IV       | Asturias, Miguel           | <i>The Cyclone</i>   | Peter Owen                                    | 2006                |
| 8.     | IV       | Asimov, Issac              | <i>The Caves of Steel</i>  | Harper Voyager                                | 2018                |
| 9.     | V        | Ed. Egbert S. Oliver       | <i>An Anthology: American Literature 1890-1965</i>                 | Eurasia Publishing House Pvt. Ltd., New Delhi | 2002                |

**Reference Books**

| S. No. | Author          | Title of the Book                                     | Publishers           | Year of Publication |
|--------|-----------------|---|----------------------|---------------------|
| 1      | Hoffman, Daniel | <i>Harvard Guide to Contemporary American Writing</i> | University Press     | 1979                |
| 2      | Ed. Subbian C   | <i>An Anthology of Poems</i>                          | Emerald Publications | 1987                |

**Related Online Contents**

1. <https://www.britannica.com/art/American-literature>
2. <https://www.britannica.com/art/American-literature/Poetry>

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, narration, etc.

| Module No. | Topic | CLO Level | No of Periods | Content Delivery Method | Students Engagement | Participatory Learning/<br>Experiential Learning/<br>Problem Based Learning |
|------------|-------|-----------|---------------|-------------------------|---------------------|---|
|------------|-------|-----------|---------------|-------------------------|---------------------|---|

| UNIT I |  |       |   |                         |                     |                        |
|--------|--|-------|---|-------------------------|---------------------|------------------------|
| 1      | American spirit and Revolution   | CLO 1 | 1 | Chalk & Talk            | Mind mapping        | Participatory Learning |
| 2      | Reading and analysing Walt Whitman's poem – When Lilacs Last in the Dooryard Bloomed | CLO3  | 1 | PPT                     | Mentimeter          | Participatory Learning |
| 3      | America's most influential and innovative poets                                      | CLO 2 | 1 | Lecture- Chalk and talk | Discuss/write/share | Participatory Learning |
| 4      | Metaphysical poets' influence (Emily Dickinson)                                      | CLO 3 | 1 | Lecture- Chalk and talk | Pro- con grid       | Experiential Learning  |
| 5      | Read and Analyse Dickinson's poem – Because I Could not Stop for Death               | CLO 4 | 1 | Lecture- Chalk and talk | Pro- con grid       | Experiential Learning  |
| 6      | Critical Analysis of Emily Dickinson's poems   | CLO 5 | 1 | Lecture- Chalk and talk | Group reading       | Participatory Learning |
| 7      | Life and landscape in American poetry (Frost)  | CLO 6 | 1 | Lecture- chalk and talk | Group reading       | Participatory Learning |
| 8      | Analyse Frost's Mending Wall   | CLO6  | 1 | Lecture- Chalk and talk | Group reading       | Participatory Learning |
| 9      | Analyse Gwendolyn Brook's Mother's Theme of Universal Motherhood.                    | CLO 5 | 1 | PPT/ OER                | Group reading       | Participatory Learning |
| 10     | Emerson as a philosophical poet with Hamatreya                                       | CLO3  | 1 | Group activity          | Group reading       | Participatory Learning |
| 11     | Sylvia Plath and confessional poetry   | CLO2  | 1 | Lecture- Chalk and talk | Group reading       | Participatory Learning |
| 12     | Style and theme in Mirror  | CLO 3 | 1 | Lecture- Chalk and talk | Group reading       | Participatory Learning |

|                 |   |       |   |                         |               |                        |
|-----------------|---|-------|---|-------------------------|---------------|------------------------|
| 13              | American Poets Contribution to Literature                 | CLO 3 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 14              | Langston Hughes as a Civil Rights Poet                    | CLO4  | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 15              | Brooks and Hughes as poets of African American Liberation | CLO 4 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 16              | Critical Analysis of American poetry                      | CLO 5 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 17              | Analysis of the poem “The Negro Speaks of Rivers”         | CLO 5 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 18              | American Poets Contribution to Literature                 | CLO 4 | 1 | PPT                     | Group reading | Participatory Learning |
| <b>UNIT II</b>  |   |       |   |                         |               |                        |
| 19              | Major philosophers influenced by Transcendentalism        | CLO 3 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 20              | Read Emerson’s Self Reliance                              | CLO4  | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 21              | Civil Rights Movement – Analysis                          | CLO 2 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 22              | Memoir and prose renderings                               | CLO2  | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 23              | Reading Maya Angelou’s I Know Why the Caged Bird Sings    | CLO 3 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 24              | Harlem Renaissance  | CLO 3 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 25              | Racism in American Literature                             | CLO 4 | 1 | Lecture- Chalk and talk | Group reading | Participatory Learning |
| 26              | Character Analysis in Why the caged bird sings            | CLO 5 | 1 | PPT                     | Group reading | Participatory Learning |
| 27              | Annie Henderson’s role in Why the caged Bird Sings        | CLO 6 | 1 | PPT                     | Group reading | Participatory Learning |
| 28              | Discussion in Self Reliance                               | CLO 2 | 1 | PPT                     | Group reading | Participatory Learning |
| 29              | Discussion I Self Reliance                                | CLO3  | 1 | PPT                     | Group reading | Participatory Learning |
| 30              | Discussion of Self Reliance                               | CLO3  | 1 | PPT                     | Group reading | Participatory Learning |
| <b>UNIT III</b> |   |       |   |                         |               |                        |
| 31              | Expressionism in O’Neill’s plays                          | CLO2  | 1 | PPT                     | Group reading | Participatory Learning |
| 32              | Read the play–Emperor Jones                               | CLO2  | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 33              | Analysis of the play                                      | CLO3  | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |



|    |   |      |   |                         |               |                        |
|----|---|------|---|-------------------------|---------------|------------------------|
|    | Emperor Jones                             |      |   |                         |               |                        |
| 34 | Realism in American plays                 | CLO4 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 35 | Value and purpose of American Dream       | CLO5 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 36 | Read the play– A Raisin in the Sun        | CLO6 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 37 | Analysis of the playA Raisin in the Sun   | CLO6 | 1 | Lecture- Chalk and talk | Group reading | Problem based learning |
| 38 | Myth and Superstition in Emperor Jones    | CLO6 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 39 | Reading of the play Fences                | CLO2 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 40 | Analysis of the play Fences               | CLO5 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 41 | Father Son Conflict in Fences             | CLO3 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 42 | Introduction to Raisin in the Sun         | CLO4 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 43 | Summary and Analysis in Raisin in the Sun | CLO5 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 44 | Theme and Style in Raisin in the Sun      | CLO6 | 1 | Lecture- Chalk and talk | Group reading | Experiential Learning  |
| 45 | Characterisation of Raisin in the Sun     | CLO6 | 1 | Pair work               | Group reading | Experiential Learning  |
| 46 | American Dream in Raisin in the Sun       | CLO6 | 1 | Group activity          | Group reading | Experiential Learning  |

#### UNIT IV

|    |  |      |   |                         |                  |                       |
|----|--|------|---|-------------------------|------------------|-----------------------|
| 47 | Nathaniel Hawthorne as an American Novelist            | CLO2 | 1 | PPT                     | Group reading    | Experiential Learning |
| 48 | American Puritan Background in Scarlet Letter          | CLO2 | 1 | Lecture- Chalk and talk | Students seminar | Experiential Learning |
| 49 | Puritan's Strict Piety and Austerity in Scarlet Letter | CLO2 | 1 | Lecture- Chalk and talk | Students seminar | Experiential Learning |
| 50 | Theme and Style in The Scarlet Letter                  | CLO3 | 1 | Lecture- Chalk and talk | Students seminar | Experiential Learning |
| 51 | Psycho Analytical Perspective in The Scarlet Letter    | CLO4 | 1 | Lecture- Chalk and talk | Students seminar | Experiential Learning |
| 52 | Redemption in The Scarlet Letter                       | CLO5 | 1 | Lecture- Chalk and talk | Students seminar | Experiential Learning |

|    |   |      |   |                         |                       |                        |
|----|---|------|---|-------------------------|-----------------------|------------------------|
| 53 | Introduction to Latin American literature               | CLO6 | 1 | Group discussion        | Students seminar      | Experiential Learning  |
| 54 | Introduction to the lifestyle of banana plantations     | CLO2 | 1 | Pair work               | Students seminar      | Experiential Learning  |
| 55 | The conflict between the planters and the Co-operatives | CLO2 | 1 | Discussion              | Group reading         | Experiential Learning  |
| 56 | Theme and Style in The Cyclone                          | CLO3 | 1 | Lecture- Chalk and talk | Students seminar      | Problem based learning |
| 57 | Introduction to Jewish American Writings                | CLO4 | 1 | Lecture- Chalk and talk | Students seminar      | Problem based learning |
| 58 | Bernard Malamud as a Jewish American Writer             | CLO5 | 1 | Lecture- Chalk and talk | Group reading         | Problem based learning |
| 59 | Theme and Style in The Assistant                        | CLO2 | 1 | PPT                     | Discuss/ write/ share | Problem based learning |
| 60 | Character Analysis in The Assistant                     | CLO2 | 1 | Lecture- Chalk and talk | Students seminar      | Problem based learning |
| 61 | Jewish American Culture through the characters          | CLO3 |   | Discussion              | Quiz                  | Problem based learning |

#### UNIT V

|    |   |      |   |                         |               |                        |
|----|---|------|---|-------------------------|---------------|------------------------|
| 62 | Henry James as a Novelist               | CLO3 | 1 | Discussion              | Pro- con grid | Problem based learning |
| 63 | Novel as an art form                    | CLO4 | 1 | Discussion              | Pro- con grid | Problem based learning |
| 64 | Mystery of Story telling                | CLO5 | 1 | Pair Work               | Pro- con grid | Problem based learning |
| 65 | Novel should represent Life             | CLO6 | 1 | Pair Work               | Pro- con grid | Problem based learning |
| 66 | Realism in Novel                        | CLO6 | 1 | Group Discussion        | Pro- con grid | Problem based learning |
| 67 | Novel as an art form represents life    | CLO2 | 1 | PPT                     | Pro- con grid | Problem based learning |
| 68 | Form, idea and subject matter of novels | CLO2 | 1 | Lecture- Chalk and talk | Group reading | Problem based learning |

|    |  |             |   |                         |                |                        |
|----|--|-------------|---|-------------------------|----------------|------------------------|
| 69 | Frost as a critic- uniqueness of poetry            | CLO3        | 1 | Lecture- Chalk and talk | Brain storming | Problem based learning |
| 70 | Sound and logic of poetry in A figure a poem makes | CLO4        | 1 | Lecture- Chalk and talk | Group reading  | Experiential Learning  |
| 71 | Step by step of composing a poem                   | CLO5        | 1 | Quiz                    | Group reading  | Problem based learning |
| 72 | Emotions and surprise                              | CLO6        | 1 | Group Discussion        | Group reading  | Problem based learning |
| 73 | Revision   | CLO2 - CLO6 | 1 | Group Discussion        | Quiz/ Test     | Problem based learning |

|                               |                     |
|-------------------------------|---------------------|
| <b>Name of the course</b>     | American Literature |
| <b>Name of the Faculty</b>    | Dr M Angeline       |
| <b>Participatory Learning</b> | 40 %                |
| <b>Experiential Learning</b>  | 40 %                |
| <b>Problem-based Learning</b> | 20 %                |

#### **Course Designers:**

1. Dr. M. Angeline
2. Dr. Dhanalakshmi

| <b>COURSE<br/>NUMBER<br/>MEG2308</b> | <b>COURSE NAME<br/>MA ENGLISH LITERATURE<br/>SEMESTER II<br/>PAPER VIII – METHODS OF TEACHING<br/>ENGLISH</b> | <b>Category</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Credits</b> |
|--------------------------------------|---|-----------------|----------|----------|----------|----------------|
|                                      |   | <b>Theory</b>   | 73       | 2        |          | 4              |

### **Preamble**

The course will enable the students to recognize and review the basic elements of teaching English to students at various levels of cognition. It introduces the student's various methods to teach different genres. It also encourages the students to adopt new methods and strategies in teaching.

### **Course Outcomes**

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

| <b>CLO<br/>Number</b> | <b>CLO Statement</b>   | <b>Knowledge<br/>level</b> |
|-----------------------|--|----------------------------|
| CLO 1                 | Recognize different types of teaching methodology.                       | K3                         |
| CLO2                  | Adopt suitable methodology to different aspects of learning.             | K3                         |
| CLO3                  | Integrate different methods of teaching in the new learning environment. | K4                         |
| CLO4                  | Prioritize practical teaching sessions                                   | K5                         |
| CLO5                  | Devise indigenous methods of teaching                                    | K6                         |

### **Mapping with Programme Outcomes**

| <b>CLO</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|------------|-------------|-------------|-------------|-------------|-------------|
| CLO1       | S           | S           | M           | M           | S           |
| CLO2       | M           | S           | M           | M           | S           |
| CLO3       | M           | M           | S           | S           | S           |
| CLO4       | S           | M           | S           | S           | S           |
| CLO5       | S           | S           | S           | S           | L           |

S-Strong; M-Medium; L-Low

### **Syllabus**

#### **Unit I**

Aims and Objectives – Teaching Composition  
Pages 38 – 66, 103 – 172

**14 Hrs**

#### **Unit II**

Audio- visual aids- The Role of English Teacher  
Pages 174 – 257, 272-275

**14 Hrs**

#### **Unit III**

Alternative Approaches and Methods  
Pages 73 -148

**15 Hrs**

#### **Unit IV**

Current Communicative Approaches  
Pages 159 - 241

**15 Hrs**

#### **Unit V**

Practical Teaching, Preparation of lesson plan, Session Module,

**15 Hrs**

Use of Net Sources, Preparation of Question Paper, Preparation of MCQs

**Note:** Practical teaching marks for seminar (5 marks) Book  
compilation marks for assignment (4 marks)  
Application oriented, innovation, creativity (5 marks)

### Text Books

| S. No | Unit    | Author                                  | Title  | Publishers                 | Year of Publication |
|-------|---------|---|--|----------------------------|---------------------|
| 1     | I, II   | Dr. Mowla, Shaik                        | <i>Techniques of Teaching English</i>              | Neel Kamal Publications    | 2009                |
| 2     | III, IV | Richards, C Jacks & Rodgers, Theodore S | <i>Approaches and Methods in Language Teaching</i> | Cambridge University Press | 2012                |
| 3     | V       | Dr.Mowla, Shaik                         | <i>Techniques of Teaching English</i>              | Neel Kamal Publications    | 2009                |

### Reference Books

| S. No. | Author                                 | Title of the Book  | Publishers              | Year of Publication |
|--------|--|--|-------------------------|---------------------|
| 1      | Alam, Qaiser Zoha                      | <i>English Language Teaching in India Problems and Issues</i>              | Atlantic Publishers     | 1999                |
| 2      | Dr. Gautam GS                          | <i>Teaching of English in India</i>  | Classical Publishing Co | 2002                |
| 3      | N. Krishnaswamy & Lalitha Krishnaswamy | <i>Method of Teaching English</i>  | Macmillan               | 2011                |
| 4      | Sood S.C                               | <i>New Directions in English Language and Literature Teaching in India</i> | Ajanta Publication      | 1988                |
| 5      | Yadav, R.N.S.                          | <i>Teaching of English</i>   | Abishek Publications.   | 2002                |

### Related Online Contents

<https://local.psy.miami.edu>

1. <https://lib.unipune.ac.in>

### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, narration, etc.

| Module No.      | Topic  | CLO level | No. of periods | Content delivery method  | Student Engagement         | Participatory Learning/<br>Experiential Learning/<br>Problem Based Learning |
|-----------------|--|-----------|----------------|--------------------------|----------------------------|---|
| <b>Unit – I</b> |  |           |                |                          |                            |   |
| 1               | Introduction   | CLO1      | 1              | Lecture – Chalk and Talk | Group Discussion           | Participatory Learning  |
| 2               | 4 Language skills  | CLO2      | 1              | PPT                      | Brain storming             | Problem-based Learning  |
| 3               | Listening-Spoken English Grammar                                 | CLO2      | 1              | PPT                      | Case thinking              | Problem-based Learning  |
| 4               | Translation Method(Merit & Demerit)                              | CLO3      | 1              | Lecture – Chalk and Talk | Group Discussion           | Participatory Learning  |
| 5               | Direct Method  | CLO4      | 1              | PPT                      | Simulation, Fish bowl      | Experiential Learning   |
| 6               | Types of Structures  | CLO5      | 1              | Lecture – Chalk and Talk | Group Discussion           | Participatory Learning  |
| 7               | Principle of Structural approach                                 | CLO5      | 1              | PPT                      | Case thinking              | Problem-based Learning  |
| 8               | Bilingual Method   | CLO5      | 1              | Lecture – Chalk and Talk | Group Discussion, Debate   | Participatory Learning  |
| 9               | Dr. West New Method  | CLO5      | 1              | Video & Lecture          | Model making – short video | Experiential Learning   |
| 10              | Communicative approach   | CLO5      | 1              | Lecture                  | Presentations              | Problem-based Learning  |
| 11              | Principles of communication -Prescriptive & Descriptive Grammar  | CLO5      | 1              | Lecture – Chalk and Talk | Group Discussion           | Participatory Learning  |
| 12              | Methods of teaching Grammar- Inductive, Deductive Grammar Usage, | CLO5      | 1              | PPT                      | Case Thinking              | Problem-based Learning  |
| 13              | Teaching Vocabulary- Types                                       | CLO5      | 1              | Seminar                  | Review                     | Experiential Learning   |
| 14              | How to develop listening and Speaking skills                     | CLO5      | 1              | Discussion               | Review, Slido              | Experiential Learning   |
| <b>UNIT II</b>  |  |           |                |                          |                            |   |
| 15              | Introduction   | CLO1      | 1              | Lecture, PPT             | Brain storming             | Problem-based Learning  |
| 16              | Teaching Reading- Different stages                               | CLO2      | 1              | Lecture , PPT            | Brain storming             | Problem-based Learning  |
| 17              | Teaching Translation   | CLO4      | 1              | Lecture , PPT            | Case thinking              | Problem-based Learning  |

|    |   |      |   |                     |                  |                        |
|----|---|------|---|---------------------|------------------|------------------------|
| 18 | Mechanics of reading  | CLO4 | 1 | Lecture , PPT       | Trouble shooting | Problem-based Learning |
| 19 | Reading in early stages   | CLO3 | 1 | Discussion          | Presentation     | Participatory Learning |
| 20 | Mechanics of Reading, writing                                       | CLO4 | 1 | Lecture             | Simulation       | Experiential Learning  |
| 21 | Types of writing exercises  | CLO4 | 1 | Lecture, PPT        | Simulation       | Experiential Learning  |
| 22 | How to write exercises & Correct Spelling Teaching                  | CLO4 | 1 | Lecture, PPT        | Brain storming   | Problem-based Learning |
| 23 | Composition, Letter writing   | CLO4 | 1 | Lecture             | Simulation       | Experiential Learning  |
| 24 | Note taking & Correction of composition exercises                   | CLO4 | 1 | Lecture , PPT       | Case thinking    | Problem-based Learning |
| 25 | Introduction to Audio-Visual aids -Radio, TV, Language Laboratories | CLO4 | 1 | Lecture , PPT       | Case thinking    | Problem-based Learning |
| 26 | Language games, Uses of Dictionary and Thesaurus                    | CLO4 | 1 | Video / Observation | Group discussion | Experiential Learning  |
| 27 | Teaching prose, poetry  | CLO5 | 1 | Video / Observation | Peer teaching    | Participatory Learning |
| 28 | Lesson Plan, the role of the English teacher                        | CLO5 | 1 | Discussion          | Peer teaching    | Participatory Learning |

### UNIT III

|    |   |      |   |                          |                  |                        |
|----|---|------|---|--------------------------|------------------|------------------------|
| 29 | Introduction-Alternative Approaches & Methods | CLO1 | 1 | Lecture – Chalk and Talk | Group Discussion | Participatory Learning |
| 30 | Total Physical Response                       | CLO2 | 1 | Lecture PPT              | Case thinking    | Problem-based Learning |
| 31 | The Silent way                                | CLO3 | 1 | Acts exposition          | Group Discussion | Experiential Learning  |
| 32 | Community language Learning                   | CLO3 | 1 | Acts exposition          | Group Discussion | Experiential Learning  |
| 33 | Suggestopedia                                 | CLO3 | 1 | Lecture PPT              | Case thinking    | Problem-based Learning |
| 34 | Whole language                                | CLO4 | 1 | Discussion               | Discussion       | Experiential Learning  |
| 35 | Multiple Intelligence                         | CLO5 | 1 | Lecture PPT              | Quiz, Slido      | Participatory Learning |
| 36 | Multiple Intelligence                         | CLO5 | 1 | Lecture PPT              | Brain storming   | Problem-based Learning |
| 37 | Neuro Linguistic Programming                  | CLO5 | 1 | Lecture                  | Case thinking    | Problem-based Learning |

|                |  |      |   |                        |                              |                        |
|----------------|--|------|---|------------------------|------------------------------|------------------------|
| 38             | Neuro Linguistic Programming   | CLO5 | 1 | Lecture PPT            | Group reading and discussion | Problem-based Learning |
| 39             | Lexical approach   | CLO5 | 1 | Discussion             | Discussion                   | Experiential Learning  |
| 40             | Lexical approach   | CLO5 | 1 | Discussion             | Discussion                   | Experiential Learning  |
| 41             | Competency based language teaching   | CLO5 | 1 | Discussion             | Discussion, Brain storming   | Experiential Learning  |
| 42             | Competency based language teaching   | CLO5 | 1 | Discussion             | Peer teaching, Socratic      | Participatory Learning |
| 43             | Competency based language teaching   | CLO5 | 1 | Discussion             | Peer teaching                | Participatory Learning |
| <b>UNIT IV</b> |  |      |   |                        |                              |                        |
| 44             | Introduction   | CLO1 | 1 | Lecture PPT            | Review collection            | Participatory Learning |
| 45             | Current Communicative approaches   | CLO4 | 1 | Lecture PPT            | Case thinking                | Problem-based Learning |
| 46             | Communicative language teaching  | CLO4 | 1 | Lecture PPT            | Case thinking                | Problem-based Learning |
| 47             | Approach for communicative Language learning Design, syllabus, types of learning, teaching activities, learning activities | CLO4 | 1 | Lecture PPT            | Brain storming               | Problem-based Learning |
| 48             | The Natural approach   | CLO5 | 1 | Exposition of chapters | Group reading and discussion | Experiential Learning  |
| 49             | Teacher's role   | CLO5 | 1 | Discussion             | Quiz, mentimeter             | Participatory Learning |
| 50             | Role of Instructional Materials  | CLO5 | 1 | Discussion             | Presentation                 | Problem-based Learning |
| 51             | Cooperative language Learning  | CLO5 | 1 | PPT                    | Review collection            | Participatory Learning |
| 52             | Content based Instruction  | CLO5 | 1 | Lecture , PPT          | Case thinking                | Problem-based Learning |
| 53             | The role of content in curriculum design, approach   | CLO5 | 1 | Lecture , PPT          | Case thinking                | Problem-based Learning |
| 54             | The role of teachers, materials  | CLO6 | 1 | Exposition of chapters | e Model                      | Experiential Learning  |
| 55             | Contemporary models of content-based instruction   | CLO6 | 1 | Exposition of chapters | Brain storming               | Problem-based Learning |
| 56             |  | CLO2 | 1 | Discussion             | Simulation                   | Experiential Learning  |



|               |   |          |   |                          |  |                          |
|---------------|---|----------|---|--------------------------|--|--------------------------|
| 57            | Courses at the Elementary & Secondary level | CLO3     | 1 | Chalk & Talk             | Peer teaching, Idea building blocks    | Participatory Learning   |
| 58            | Courses in private language Institute       | CLO4     | 1 | Discussion               | Quiz, Hot potatoes                     | Participatory Learning   |
| <b>UNIT V</b> |   |          |   |                          |  |                          |
| 59            | Introduction                                | CLO1     | 1 | Lecture , chalk and Talk | Group discussion                       | Participatory Learning   |
| 60            | Preparation of lesson plan                  | CLO3     | 1 | Lecture , PPT            | Simulation                             | Experiential Learning    |
| 61            | Preparation of lesson plan                  | CLO4     | 1 | Talk and Chalk           | Case Thinking, Socratic                | Problem – based Learning |
| 62            | Preparation of lesson plan                  | CLO4     | 1 | Lecture , PPT            | Simulation                             | Experiential Learning    |
| 63            | Session Module                              | CLO5     | 1 | Lecture, PPT             | Brain Storming                         | Problem – based Learning |
| 64            | Session Module                              | CLO5     | 1 | Lecture , PPT            | Peer teaching                          | Participatory Learning   |
| 65            | Session Module                              | CLO5     | 1 | Lecture, PPT             | Brain Storming                         | Problem – based Learning |
| 66            | Use of net sources                          | CLO5     | 1 | Lecture , chalk and Talk | Group discussion, Socratic             | Participatory Learning   |
| 67            | Use of net sources                          | CLO5     | 1 | Lecture , PPT            | Simulation                             | Experiential Learning    |
| 68            | Preparation of Question Paper               | CLO5     | 1 | Lecture, PPT             | Case Thinking                          | Problem – based Learning |
| 69            | Preparation of Question Paper               | CLO5     | 1 | Lecture                  | Simulation                             | Experiential Learning    |
| 70            | Preparation of MCQs                         | CLO5     | 1 | Lecture , PPT            | Trouble Shooting, Idea building blocks | Problem – based Learning |
| 71            | Preparation of MCQs                         | CLO5     | 1 | Discussion               | Presentation                           | Participatory Learning   |
| 72            | Group Discussion                            | CLO1,2,3 | 1 | Lecture , PPT            | Simulation                             | Experiential Learning    |
| 73            | Group Discussion                            | CLO1,2,3 | 1 | Lecture, Webinar         | Group Discussion, Slido                | Participatory Learning   |

|                               |                             |
|-------------------------------|-----------------------------|
| <b>Name of the course</b>     | Methods of Teaching English |
| <b>Name of the Faculty</b>    | Mrs. P. Subha Priya         |
| <b>Participatory Learning</b> | 30%                         |
| <b>Experiential Learning</b>  | 30%                         |
| <b>Problem-based Learning</b> | 40%                         |

#### **Course Designers:**

1. Dr. Sushil Mary Mathews
2. Mrs. P Subhapriya

|                                      |  |                 |          |          |          |                |
|--------------------------------------|--|-----------------|----------|----------|----------|----------------|
| <b>COURSE<br/>NUMBER<br/>MEG2309</b> | <b>COURSE NAME<br/>MA ENGLISH LITERATURE<br/>SEMESTER II<br/>PAPER IX- LITERARY THEORY I</b> | <b>Category</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>Credits</b> |
|                                      |  | <b>Theory</b>   | 73       | 2        |          | 4              |

### Preamble

The course gives an introduction to various forms of literary theory and criticism, which is the most essential aspect of literary appreciation.

### Course Outcomes

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

| <b>CO<br/>Number</b> | <b>CO Statement</b>   | <b>Knowledge Level</b> |
|----------------------|---|------------------------|
| CLO1                 | Develop a critical outlook towards literature.                        | K2                     |
| CLO2                 | Apply critical theories for literary interpretation.                  | K3                     |
| CLO3                 | Analyse and interpret literary texts from critical point of view.     | K4                     |
| CLO4                 | Evaluate literary texts based on critical concepts.                   | K5                     |
| CLO5                 | Practical utilization of critical theories in appreciating literature | K6                     |

### Mapping with Programme Outcomes

| <b>CLO</b>  | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CLO1</b> | L           | M           | S           | M           | M           |
| <b>CLO2</b> | L           | M           | S           | M           | M           |
| <b>CLO3</b> | M           | S           | S           | M           | M           |
| <b>CLO4</b> | M           | S           | S           | M           | S           |
| <b>CLO5</b> | M           | S           | S           | M           | S           |

S-Strong; M-Medium; L-Low

### Syllabus

#### Unit I: Formal Criticism

**14hrs**

Cleanth Brooks – The Language of  
Paradox  
Mark Schorer– Technique as Discovery

#### Unit II: Marxist Criticism

**14hrs**

Erich Auerbach – Odysseus Scar  
Edmund Wilson – Marxism and Literature

#### Unit III: Psycho-Analytic Criticism

**15hrs**

Sigmund Freud – Creative Writers and Day Dreaming  
 Lionel Trilling – Freud and Literature

#### Unit IV: Myth Criticism

15hrs

C.G. Jung – Psychology and Literature  
 Northrop Frye – The Archetypes of Literature

#### Unit V: Prescriptive Criticism

15hrs

George Orwell – Politics and the English Language  
 Susan Sontag – Against Interpretation

#### Text Book

| S.No | UNIT           | AUTHOR      | TITLE  | PUBLISHER | YEAR |
|------|----------------|-------------|--|-----------|------|
| 1.   | I,II,III,IV, V | David Lodge | <i>Twentieth Century Criticism: A Reader</i> | Longman   | 1988 |

#### Reference Books:

| S. No. | Author                      | Title of the Book                            | Publishers              | Year of publication |
|--------|-----------------------------|--|-------------------------|---------------------|
| 1      | Lodge, David and Nigel Wood | <i>Modern Criticism and Theory Vol. II</i>   | Pearson Education       | 1989                |
| 2.     | Sethuraman. V.S.            | <i>Contemporary Criticism: An Anthology.</i> | Macmillan               | 1989                |
| 3.     | Enright D.J., De Chickera   | <i>English Critical Texts</i>                | Oxford University Press | 2006                |

#### Related Online Contents

1. <https://www.britannica.com/topic/Marxism>
2. <https://wsu.edu/~delahoyd/psycho.crit.html>

#### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, narration, etc.

| <b>Module No.</b> | <b>Topic</b>                                     | <b>No. of Hours</b> | <b>CLO</b> | <b>Content Delivery Method</b> | <b>Students Engagement Level</b> | <b>Participatory Learning/ Experiential Learning/ Problem Based Learning</b> |
|-------------------|--|---------------------|------------|--------------------------------|----------------------------------|--|
|                   |  |                     | Unit I     |                                |                                  |  |
| 1                 | Introduction to the aspects of formalism Cleanth | 1                   | CLO1       | Lecture and Discussion         | Quesdiscussion                   | Participatory Learning   |
| 2                 | Brooks – The Language of Paradox Cleanth         | 1                   | CLO1       | Lecture and Discussion         | Brainstorming                    | Participatory Learning   |
| 3                 | Brooks – The Language of Paradox Cleanth         | 1                   | CLO1       | Lecture and Discussion         | PPT                              | Problem – based Learning   |
| 4                 | Brooks – The Language of Paradox Cleanth         | 1                   | CLO1       | Lecture and Discussion         | JAM                              | Experiential Learning  |
| 5                 | Brooks – The Language of Paradox Cleanth         | 1                   | CLO4       | Online Link                    | Flipped Mode                     | Experiential Learning  |
| 6                 | Brooks – The Language of Paradox Cleanth         | 1                   | CLO1       | Lecture and Discussion         | PPT                              | Problem – based Learning   |
| 7                 | Brooks – The Language of Paradox Cleanth         | 1                   | CLO1       | Lecture and Discussion         | JAM                              | Experiential Learning  |
| 8                 | Brooks – The Language of Paradox                 | 1                   | CLO3       | Lecture and Discussion         | PPT                              | Participatory Learning   |
| 9                 | Mark Schorer – Technique as Discovery            | 1                   | CLO3       | Lecture and Discussion         | Brainstorming                    | Problem – based Learning   |
| 10                | Mark Schorer – Technique as Discovery            | 1                   | CLO3       | Test                           | Quiz                             | Problem Based Learning   |
| 11                | Mark Schorer – Technique as Discovery            | 1                   | CLO3       | Online Link                    | Flipped Mode                     | Experiential Learning  |
| 12                | Mark Schorer – Technique as Discovery            | 1                   | CLO3       | Test                           | Socratic                         | Problem Based Learning   |
| 13                | Mark Schorer – Technique as Discovery            | 1                   | CLO3       | Test                           | Quiz                             | Problem Based Learning   |
| 14                | Mark Schorer – Technique as Discovery            | 1                   | CLO4       | Lecture and Discussion         | PPT                              | Participatory Learning   |
| 15                | Mark Schorer – Technique as Discovery            | 1                   | CLO3       | Lecture and Discussion         | PPT                              | Participatory Learning   |

|         |  |   |      |                        |               |                          |
|---------|--|---|------|------------------------|---------------|--------------------------|
| 16      | SEMINAR                                | 1 | CLO4 | Lecture and Discussion | JAM           | Experiential Learning    |
| 17      | SEMINAR                                | 1 | CLO5 | Discussion             | Seminar       | Experiential Learning    |
| Unit II |  |   |      |                        |               |                          |
| 1       | Introduction to the aspects of Marxism | 1 | CLO1 | Lecture and Discussion | Quesession    | Participatory Learning   |
| 2       | Erich Auerbach – Odysseus              | 1 | CLO1 | Test                   | Quiz          | Problem Based Learning   |
| 3       | Scar Erich Auerbach – Odysseus         | 1 | CLO2 | Lecture and Discussion | JAM           | Experiential Learning    |
| 4       | Scar Erich Auerbach – Odysseus         | 1 | CLO2 | Lecture and Discussion | PPT           | Participatory Learning   |
| 5       | Scar Erich Auerbach – Odysseus         | 1 | CLO2 | Lecture and Discussion | JAM           | Experiential Learning    |
| 6       | Scar Erich Auerbach – Odysseus         | 1 | CLO3 | Online Link            | Flipped Mode  | Experiential Learning    |
| 7       | Scar Erich Auerbach – Odysseus         | 1 | CLO3 | Lecture and Discussion | PPT           | Participatory Learning   |
| 8       | Scar Erich Auerbach – Odysseus         | 1 | CLO2 | Lecture and Discussion | PPT           | Participatory Learning   |
| 9       | Edmund Wilson - Marxism and Literature | 1 | CLO3 | Lecture and Discussion | PPT           | Participatory Learning   |
| 10      | Edmund Wilson - Marxism and Literature | 1 | CLO3 | Lecture and Discussion | Quesession    | Participatory Learning   |
| 11      | Edmund Wilson - Marxism and Literature | 1 | CLO3 | Lecture and Discussion | Quesession    | Participatory Learning   |
| 12      | Edmund Wilson - Marxism and Literature | 1 | CLO4 | Online Link            | Flipped Mode  | Experiential Learning    |
| 13      | Edmund Wilson - Marxism and Literature | 1 | CLO4 | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 14      | Edmund Wilson - Marxism and Literature | 1 | CLO5 | Lecture and Discussion | Brainstorming | Problem – based Learning |

|          |  |   |      |                        |                |                          |
|----------|--|---|------|------------------------|----------------|--------------------------|
| 15       | Edmund Wilson - Marxism and Literature                                   | 1 | CLO5 | Lecture and Discussion | Brainstorming  | Problem – based Learning |
| 16       | Seminar  | 1 | CLO5 | Discussion             | Seminar        | Experiential Learning    |
| 17       | Seminar  | 1 | CLO5 | Discussion             | Seminar        | Experiential Learning    |
| Unit III |  |   |      |                        |                |                          |
| 1        | Introduction to the aspects of Psycho-Analytic Criticism Sigmund Freud – | 1 | CLO1 | You tube video         | Flipped mode   | Experiential Learning    |
| 2        | Creative Writers and Day Dreaming Sigmund Freud –                        | 1 | CLO2 | Lecture and Discussion | PPT            | Participatory Learning   |
| 3        | Creative Writers and Day Dreaming Sigmund Freud –                        | 1 | CLO2 | Lecture and Discussion | PPT            | Participatory Learning   |
| 4        | Creative Writers and Day Dreaming Sigmund Freud –                        | 1 | CLO2 | Lecture and Discussion | Brainstorming  | Problem – based Learning |
| 5        | Creative Writers and Day Dreaming Sigmund Freud –                        | 1 | CLO1 | Lecture and Discussion | Quesdiscussion | Participatory Learning   |
| 6        | Creative Writers and Day Dreaming Sigmund Freud –                        | 1 | CLO2 | Test                   | Quiz           | Problem Based Learning   |
| 7        | Creative Writers and Day Dreaming Lionel Trilling –                      | 1 | CLO2 | Lecture and Discussion | Brainstorming  | Problem – based Learning |
| 8        | Freud and Literature   | 1 | CLO3 | Online Link            | Flipped Mode   | Experiential Learning    |
| 9        | Lionel Trilling – Freud and Literature                                   | 1 | CLO3 | You tube video         | Flipped mode   | Experiential Learning    |

|         |   |   |      |                        |               |                          |
|---------|---|---|------|------------------------|---------------|--------------------------|
| 10      | Lionel Trilling – Freud and Literature                        |   | CLO3 | Lecture and Discussion | PPT           | Participatory Learning   |
| 11      | Lionel Trilling – Freud and Literature                        | 1 | CLO3 | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 12      | Lionel Trilling – Freud and Literature                        | 1 | CLO3 | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 13      | Lionel Trilling – Freud and Literature                        | 1 | CLO3 | You tube video         | Flipped mode  | Participatory Learning   |
| 15      | Lionel Trilling – Freud and Literature                        | 1 | CLO3 | Discussion             | Brainstorming | Problem – based Learning |
| 16      | SEMINAR   | 1 | CLO3 | Discussion             | Brainstorming | Problem – based Learning |
| 17      | SEMINAR   | 1 | CLO4 | Discussion             | Seminar       | Experiential Learning    |
| Unit IV |   |   |      |                        |               |                          |
| 1       | Unit IV - Introduction to the aspects of Archetypal criticism | 1 | CLO1 | Test                   | Quiz          | Problem Based Learning   |
| 2       | C.G. Jung – Psychology and Literature                         | 1 | CLO2 | Online Link            | Flipped Mode  | Experiential Learning    |
| 3       | C.G. Jung – Psychology and Literature                         | 1 | CLO2 | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 4       | C.G. Jung – Psychology and Literature                         | 1 | CLO2 | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 5       | C.G. Jung – Psychology and Literature                         | 1 | CLO1 | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 6       | C.G. Jung – Psychology and Literature                         | 1 | CLO1 | Lecture and Discussion | Brainstorming | Problem– based Learning  |
| 7       | C.G. Jung – Psychology and Literature                         | 1 | CLO1 | Lecture and Discussion | Brainstorming | Problem– based Learning  |
| 8       | C.G. Jung – Psychology and Literature                         | 1 | CLO1 | Online link            | Flipped mode  | Experiential Learning    |

|    |   |   |        |                        |               |                          |
|----|---|---|--------|------------------------|---------------|--------------------------|
| 9  | C.G. Jung – Psychology and Literature                         | 1 | CLO1   | Lecture and Discussion | Brainstorming | Problem-based Learning   |
| 10 | Frye – The Archetypes of Literature                           | 1 | CLO3   | Test                   | Quiz          | Problem Based Learning   |
| 11 | Northrop Frye – The Archetypes of Literature                  | 1 | CLO3   | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 12 | Northrop Frye – The Archetypes of Literature                  | 1 | CLO3   | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 13 | Northrop Frye – The Archetypes of Literature                  | 1 | CLO4   | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 14 | Northrop Frye – The Archetypes of Literature                  | 1 | CLO4   | Online Link            | Flipped Mode  | Experiential Learning    |
| 15 | Northrop Frye – The Archetypes of Literature                  | 1 | CLO5   | Online Link            | Flipped Mode  | Experiential Learning    |
| 16 | Northrop Frye – The Archetypes of Literature                  | 1 | CLO4   | Lecture and Discussion | Brainstorming | Problem – based Learning |
| 17 | Northrop Frye – The Archetypes of Literature                  | 1 | CLO5   | Online Link            | Flipped Mode  | Experiential Learning    |
| 18 | SEMINAR   | 1 | CLO5   | Discussion             | Brainstorming | Problem – based Learning |
|    |   |   | Unit V |                        |               |                          |
| 1  | Unit V- Introduction to the aspects of Prescriptive Criticism | 1 | CLO1   | Test                   | Quiz          | Problem Based Learning   |
| 2  | George Orwell – Politics and the English Language             | 1 | CLO1   | Online Link            | Flipped Mode  | Experiential Learning    |
| 3  | George Orwell – Politics and the English Language             | 1 | CLO2   | Test                   | Quiz          | Problem Based Learning   |



|    |   |   |      |                        |                  |                          |
|----|---|---|------|------------------------|------------------|--------------------------|
| 4  | George Orwell – Politics and the English Language | 1 | CLO2 | Lecture                | Group Discussion | Participatory Learning   |
| 5  | George Orwell – Politics and the English Language | 1 | CLO3 | Lecture and Discussion | PPT              | Participatory Learning   |
| 6  | George Orwell – Politics and the English Language | 1 | CLO3 | Lecture and Discussion | Brainstorming    | Problem – based Learning |
| 7  | George Orwell – Politics and the English Language | 1 | CLO2 | Lecture                | Group Discussion | Participatory Learning   |
| 8  | George Orwell – Politics and the English Language | 1 |      | You tube video         | Flipped mode     | Experiential Learning    |
| 9  | Susan Santog – Against Interpretation             |   | CLO3 | Lecture and Discussion | PPT              | Participatory Learning   |
| 10 | Susan Santog – Against Interpretation             | 1 | CLO3 | Lecture and Discussion | PPT              | Participatory Learning   |
| 11 | Susan Santog – Against Interpretation             | 1 | CLO3 | Test                   | Quiz             | Problem Based Learning   |
| 13 | Susan Santog – Against Interpretation             | 1 | CLO2 | Lecture and Discussion | PPT              | Participatory Learning   |
| 14 | Susan Santog – Against Interpretation             | 1 | CLO3 | Test                   | Quiz             | Problem Based Learning   |
| 15 | Susan Santog – Against Interpretation             | 1 | CLO3 | You tube video         | Flipped mode     | Experiential Learning    |
| 16 | SEMINAR   | 1 | CLO5 | Discussion             | Seminar          | Experiential Learning    |
| 17 | SEMINAR   | 1 | CLO5 | Discussion             | Seminar          | Experiential Learning    |

|                               |                   |
|-------------------------------|-------------------|
| <b>Name of the course</b>     | Literary Theory I |
| <b>Name of the Faculty</b>    | Dr S. Lavanya     |
| <b>Participatory Learning</b> | 40 %              |
| <b>Experiential Learning</b>  | 40 %              |
| <b>Problem-based Learning</b> | 20 %              |

**Course Designers:**

1. Dr. S. Lavanya
2. Dr. S. Gomathi

| COURSE<br>NUMBER<br>MEG2310 | COURSE NAME<br>PAPER X- WORLD CLASSICS AND<br>LITERATURE IN ENGLISH<br>TRANSLATION | Category | L  | T | P | Credit |
|-----------------------------|--|----------|----|---|---|--------|
|                             |  | Theory   | 43 | 2 | - | 2      |

### Preamble

The course aims to develop and understand comprehensively the great classics around the world and to enlighten the rich, diverse cultures and morals of the best writers to the students.

### Course Outcomes

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

| CLO Number | CLO Statement   | Knowledge Level |
|------------|---|-----------------|
| CLO1       | Relate the multi- faceted aspects of Literature                                   | K1              |
| CLO2       | Illustrate and interpret the text and distinguish its salient features            | K2              |
| CLO3       | Identify a work of Literature and appreciate it at varied levels of comprehension | K3, K4          |
| CLO4       | Evaluate the works of various countries   | K5              |
| CLO5       | Formulate and estimate critical reviews   | K6              |

### Mapping with Programme Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------|------|------|------|------|------|
| CLO1 | M    | S    | M    | M    | L    |
| CLO2 | S    | S    | M    | M    | M    |
| CLO3 | S    | S    | S    | S    | M    |
| CLO4 | S    | S    | S    | S    | S    |
| CLO5 | S    | S    | S    | M    | S    |

S- Strong; M-Medium; L-Low

### Syllabus

**Unit I Poetry** **7 hours**  
 Publius Virgil : *The Aeneid*, Book IV (438-563)

**Unit II Prose** **8 hours**  
 Khalil Gibran : *The Prophet* (prose- poetry essays)  
 Viktor Shklovsky : *Art as a Technique*

**Unit III Drama** **10 hours**  
 Sophocles : *Oedipus Rex*  
 Goethe : *Faust- Part I*

**Unit IV Short Stories** **7 hours**  
 Charles Perrault : *Blue Beard*  
 Juan Manuel : *The Man Who Tamed a Shrew*  
 Giovanni Boccaccio : *The Stone of Invisibility*  
 Eliza Orzeszkowa : *Do You Remember?*  
 Emile Verhaeren : *The Horse Fair at Opdrop*  
 Louis Couperus : *About Myself and Others*  
 Hans Christian Anderson: *What the Old Man does is always Right*  
 Jonas Lie : *The Story of a Chicken*

**Unit V Fiction** **11 hours**  
 Fyodor Dostoevsky : *Crime and Punishment*

### Text Book

| S. No. | Unit | Author                 | Title of the Book                            | Publication   | Year of Publication |
|--------|------|------------------------|--|---|---------------------|
| 1.     | I    | Virgil                 | <i>The Aeneid</i>                            | [Net source] The Internet Classics Archive: Classic.merit.edu/Virgil/aeneid.html      | 2015                |
| 2.     | II   | Gibran, Khalil         | <i>The Prophet</i>                           | Rupa  | 2002                |
| 3.     | II   | Shklovsky, Viktor      | <i>Art as Technique</i>                      | [Net Source]: paradise.caltech.edu/ist4lectures/Viktor_Shklovsky_Art_as_Technique.pdf | 2015                |
| 4.     | III  | Sophocles              | <i>Oedipus Rex</i>                           | Dover Publications; Unabridged edition  | 2012                |
| 5.     | III  | Goethe                 | <i>Faust- Part I</i>                         | RHUS Publications   | 1988                |
| 6.     | IV   | McCaughrean, Geraldine | <i>Classic Stories from Around the World</i> | Leopard Books   | 1996                |
| 7.     | V    | Dostoevsky, Fyodor     | <i>Crime and Punishment</i>                  | Penguin   | 2003                |

### Reference Books

| S. No. | Author | Title of the Book | Publishers | Year of Publication |
|--------|--------|-------------------|------------|---------------------|
|--------|--------|-------------------|------------|---------------------|

|    |                     |   |                              |      |
|----|---------------------|---|------------------------------|------|
| 1. | Barman, Bhaskar Roy | <i>E L Dorado: An Anthology on World Literature</i> | Authors Press Global Network | 2006 |
|----|---------------------|---|------------------------------|------|

### Related Online Contents

1. <https://www.britannica.com/topic/The-Pardoners-Tale-story-by-Chaucer>
2. <http://read.gov/aesop/001.html>

### Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, narration, etc.

### Course Contents and Lecture Schedule

| Module No.    | Topic   | Knowledge Levels | No. of periods | Content delivery method | Students engagement | Participatory Learning/ Experiential Learning/ Problem based learning |
|---------------|---|------------------|----------------|-------------------------|---------------------|---|
| <b>UNIT I</b> |   |                  |                |                         |                     |   |
| 1.            | Unique characteristics of <i>The Aeneid</i> - In class lecture  | CLO2             | 1              | Chalk and talk          | Mind mapping        | Participatory Learning  |
| 2.            | In- depth analysis of the thematic structure- In class lecture  | CLO3, CLO4       | 1              | Annotation              | Mentimeter          | Participatory Learning  |
| 3.            | <a href="https://www.youtube.com/watch?v=qDxJeKdkJGk">https://www.youtube.com/watch?v=qDxJeKdkJGk</a> | CLO3, CLO4       | 1              | Group Discussion        | Discuss/write/share | Experiential Learning   |
| 4.            | Role of Gods in the life of mortals   | CLO3, CLO4       | 1              | Jamboard                | One Minute Paper    | Experiential Learning   |
| 5.            | Techniques used by Virgil- In Class Lecture   | CLO3, CLO4       | 1              | Annotation              | Pro- con grid       | Experiential Learning   |
| 6.            | <a href="https://www.youtube.com/watch?v=2d4Owv6FRsI">https://www.youtube.com/watch?v=2d4Owv6FRsI</a> | CLO5             | 1              | Group text reading      | Buzz Groups         | Participatory learning  |
| 7.            | Critical appreciation   | CLO5             | 1              | One minute video        | One minute paper    | Participatory learning  |

### UNIT II

|    |  |            |   |                            |                   |                        |
|----|--|------------|---|----------------------------|-------------------|------------------------|
| 1. | Gibran's message through <i>The Prophet</i> and its impact on the society  | CLO2       | 1 | Chalk and talk             | Group reading     | Participatory learning |
| 2. | Important themes and messages imparted-<br><a href="https://www.youtube.com/watch?v=9DVnOTxc1W4">https://www.youtube.com/watch?v=9DVnOTxc1W4</a> | CLO2, CLO3 | 1 | Think Pair and Share       | Group reading     | Experiential learning  |
| 3. | Influence of religious traditions on Gibran- In class lecture  | CLO3       | 1 | Chalk and Talk             | Quessussion       | Participatory learning |
| 4. | Compare and contrast with any other great work- In class lecture   | CLO4       | 1 | Chalk and Talk/ Discussion | Flipped Classroom | Participatory learning |
| 5. | Analyse the various components of  | CLO5       | 1 | Discussion                 | Buzz              | Problem                |

|    |   |      |   |                  |                  |                          |
|----|---|------|---|------------------|------------------|--------------------------|
|    | the text  |      |   | on               | Groups           | solving learning         |
| 6. | Shklovsky and defamiliarisation   | CLO2 | 1 | Group Discussion | Group reading    | Problem solving learning |
| 7. | Tolstoy and his handling of defamiliarisation   | CLO4 | 1 | Discussion       | Think Pair Share | Problem solving learning |
| 8. | Impact and importance of poetic language<br><a href="https://www.youtube.com/watch?v=D5bmrxsksfU">https://www.youtube.com/watch?v=D5bmrxsksfU</a> | CLO4 | 1 | Presentation     | One Minute Paper | Problem solving learning |

### UNIT III

| Module No. | Topic  | Knowledge Levels | No. of periods | Content delivery method | Students engagement | Participatory Learning/ Experiential Learning/ Problem based learning |
|------------|--|------------------|----------------|-------------------------|---------------------|---|
| 1.         | The <i>Oedipus</i> trilogy- In Class Lecture   | CLO2             | 1              | Chalk and talk          | Group reading       | Experiential Learning   |
| 2.         | <i>Oedipus Rex</i> and the irony of man's Life<br><a href="https://www.youtube.com/watch?v=MRxlyM">https://www.youtube.com/watch?v=MRxlyM</a>  | CLO3, CLO4       | 1              | Chalk and talk/ Picture | Group reading       | Experiential Learning   |
| 3.         | Plot and characterization- In class Lecture  | CLO4             | 1              | Chalk and talk          | Group reading       | Experiential Learning   |
| 4.         | Evaluating the descriptive power of Sophocles<br><a href="https://study.com/academy/lesson/prophesy-in-oedipus-rex.html">https://study.com/academy/lesson/prophesy-in-oedipus-rex.html</a> | CLO4             | 1              | Chalk and talk          | Group reading       | Experiential Learning   |
| 5.         | Theme of Greek tragedies and role of the Chorus- In class lecture  | CLO4             | 1              | Pair and share          | Group reading       | Experiential Learning   |
| 6.         | Reflection of Goethe's beliefs through Faust<br><a href="https://www.youtube.com/watch?v=mIY6xO7A7Qw">https://www.youtube.com/watch?v=mIY6xO7A7Qw</a>                                      | CLO4             | 1              | Pair and share          | Group reading       | Experiential Learning   |
| 7.         | Mephistopheles as portrayed by Goethe and by other dramatists In class lecture   | CLO4             | 1              | Group discussion        | Group reading       | Experiential Learning   |
| 8.         | Themes and techniques In class lecture   | CLO4             | 1              | Pair and share          | Group reading       | Experiential Learning   |
| 9.         | Plot and characterisation In class lecture   | CLO4             | 1              | Discussion              | Group reading       | Experiential Learning   |
| 10.        | Evaluating the descriptive power of Goethe In class lecture<br><a href="https://www.youtube.com/watch?v=pjHrEjbOMBc">https://www.youtube.com/watch?v=pjHrEjbOMBc</a>                       | CLO5             | 1              | One minute paper        | Group reading       | Experiential Learning   |

### Unit IV

|    |  |      |   |                |               |                       |
|----|--|------|---|----------------|---------------|-----------------------|
| 1. | Fables and the Freytag Triangle<br><a href="https://www.youtube.com/watch?v=">https://www.youtube.com/watch?v=</a> | CLO2 | 1 | Chalk and talk | Group reading | Experiential Learning |
|----|--|------|---|----------------|---------------|-----------------------|

|    |  |            |   |                  |               |                          |
|----|--|------------|---|------------------|---------------|--------------------------|
|    | <a href="#">weckpa0dgyY</a>                                      |            |   |                  |               |                          |
| 2. | Various aspects of fables- In class lecture                      | CLO3, CLO4 | 1 | PPT              | Group reading | Problem Solving Learning |
| 3. | Thematic analysis of the short stories- class lecture            | CLO4       | 1 | PPT              | Group reading | Problem Solving Learning |
| 4. | Morals in the short stories- In class lecture                    | CLO4       | 1 | Chalk and talk   | Group reading | Experiential Learning    |
| 5. | Characteristics of short stories- In Class lecture               | CLO4       | 1 | Pair and share   | Group reading | Problem Solving Learning |
| 6. | Assessing fairytales, fables and short stories- In class lecture | CLO4       | 1 | Pair and share   | Group reading | Problem Solving Learning |
| 7. | Attributes of Renaissance- In class lecture                      | CLO5       | 1 | Group discussion | Group reading | Experiential Learning    |

#### UNIT V

|     |  |            |   |                         |                       |                          |
|-----|--|------------|---|-------------------------|-----------------------|--------------------------|
| 1.  | Dual conflict as presented by Leo Tolstoy- In class lecture  | CLO2       | 1 | Chalk and talk          | Students seminar      | Participatory learning   |
| 2.  | <i>Crime and Punishment</i> - theories about ordinary man as opposed to the extraordinary man<br><a href="https://www.youtube.com/watch?v=RIy3LBnZlmo">https://www.youtube.com/watch?v=RIy3LBnZlmo</a> | CLO3, CLO4 | 1 | Chalk and talk/ Picture | Group reading         | Participatory learning   |
| 3.  | Keen understanding of the human psyche- In class lecture   | CLO3, CLO4 | 1 | PPT                     | Discuss/ write/ share | Participatory learning   |
| 4.  | Plot Summary<br><a href="https://www.youtube.com/watch?v=uKXjhJXLu0Y">https://www.youtube.com/watch?v=uKXjhJXLu0Y</a>  | CLO3, CLO4 | 1 | Chalk and Talk/ Video   | Seminar               | Participatory learning   |
| 5.  | Major characters- an assessment- In Class lecture  | CLO3, CLO4 | 1 | PPT                     | Quiz                  | Participatory learning   |
| 6.  | Concept of law and poverty motif- In Class lecture   | CLO4       | 1 | PPT                     | Pro- con grid         | Participatory learning   |
| 7.  | Function of the Epilogue- In class lecture   | CLO4, CLO5 | 1 | PPT                     | Pro- con grid         | Participatory learning   |
| 8.  | Theme of morality in <i>Crime and Punishment</i> - In class lecture  | CLO5       | 1 | PPT                     | Post It Parade        | Participatory learning   |
| 9.  | Psychological analysis of <i>Crime and Punishment</i> - In class lecture   | CLO5       | 1 | PPT                     | Jamboard              | Participatory learning   |
| 10. | Mental anguish and moral dilemmas - In class lecture   | CLO5       | 1 | PPT                     | Sketch Noting         | Participatory learning   |
| 11. | Evaluation of the complex character of Raskolnikov- In class lecture   | CLO5       | 1 | PPT                     | Pro- con grid         | Problem Solving Learning |

|                               |   |
|-------------------------------|---|
| <b>Name of the course</b>     | World Classics and Literature<br>in English Translation |
| <b>Name of the Faculty</b>    | Dr Narasingaram Jayashree                               |
| <b>Participatory Learning</b> | 40 %  |
| <b>Experiential Learning</b>  | 40 %  |
| <b>Problem-based Learning</b> | 20 %  |

### **Course Designers:**

1. Dr. Narasingaram Jayashree
2. Dr. S. Gomathi

| <b>COURSE NO.<br/>MEG16A1</b> | <b>COURSE NAME<br/>I MA ENGLISH LITERATURE<br/>SEMESTER II<br/>INTER DISCIPLINARY COURSE -<br/>HISTORY THROUGH LITERATURE</b> | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|-------------------------------|---|-----------------|-----------|----------|----------|---------------|
|                               |   | <b>Theory</b>   | <b>60</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

### **Preamble**

The course aims to create the diversities of History and English to the students, thereby portraying and exploring the relationship between History, Life and Literature enabling them to cultivate an interest towards the historic and cultural aspects of our country.

### **Course Outcomes**

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

| <b>CO Number</b> | <b>CO Statement</b>   | <b>Knowledge Level</b> |
|------------------|---|------------------------|
| CLO1             | Interpret literature through an understanding of history  | K1                     |
| CLO2             | Illustrate and interpret the various ages and movements as revealed through literature.   | K2                     |
| CLO3             | Identify a work of literature with an insight into socio- historical background   | K3                     |
| CLO4             | Evaluate the wide variety of experiences and attitudes in the historic and cultural aspects of our country through various literary works | K4                     |
| CLO 5            | Critically analyse literary and historical texts  | K5                     |

### **Mapping with Programme Outcomes**

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| CLO1        | S           | M           | M           | S           | S           |
| CLO2        | S           | S           | S           | M           | S           |
| CLO3        | M           | S           | M           | S           | S           |
| CLO4        | M           | M           | S           | S           | S           |
| CLO5        | M           | L           | S           | M           | S           |

S-Strong; M-Medium; L-Low

### **Syllabus**

|   |              |
|---|--------------|
| <b>Unit I</b>   | <b>12hrs</b> |
| Kushwant Singh - Train to Pakistan                                    |              |
| <b>Unit II</b>  | <b>12hrs</b> |
| RK Narayan- Waiting for the Mahatma                                   |              |
| <b>Unit III</b>   | <b>12hrs</b> |
| Indian National Congress Moderates and Extremists, Home Rule Movement |              |
| <b>Unit IV</b>  | <b>12hrs</b> |



Gandhian Era – Non- cooperation, Swaraj Party, Simon Commission, Civil Disobedience Movement, Round Table Conferences

## Unit V

12hrs

Quit India Movement, Cripp's Proposal, Wavell Plan, Cabinet Mission, Mountbatten Plan, Indian Independence Act of 194

### Text Books

| S.No | Units      | Author                             | Title of the Book                                       | Publishers                | Year of Publication |
|------|------------|------------------------------------|---|---------------------------|---------------------|
| 1.   | I          | Singh, Kushwant                    | <i>Train to Pakistan</i>                                | Paperback Publishers      | 1994                |
| 2.   | II         | Narayan RK                         | <i>Waiting for the Mahatma</i>                          | Penguin Books Limited     | 1999                |
| 3.   | III, IV, V | Agarwal, R.C.<br>Bhatnagar, Mahesh | <i>Indian National Movement and Indian Constitution</i> | S. Chand Publishing House | 1993                |

### Reference Books

| S. No | Author            | Title of the Book   | Publishers    | Year of Publication |
|-------|-------------------|---|---------------|---------------------|
| 1.    | Guha, Ramachandra | <i>India after Gandhi: The History of the World's Largest Democracy</i> | Eco Press     | 2007                |
| 2.    | Forster, E.M.     | <i>A Passage to India</i>   | Penguin Books | 2005                |

### Related Online Contents

1. <https://www.criticalbuzz.co.in/a-critical-analysis-of-khushwant-singhs-train-to-pakistan/>
2. <https://www.britannica.com/topic/Indian-National-Congress>
3. **Pedagogy**

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, narration, etc.

### Course Contents and Lecture Schedule

| Module No.    | Topic   | Knowledge Levels | No. of periods | Content delivery method | Students engagement | Participatory Learning/ Experiential Learning/ Problem based learning |
|---------------|---|------------------|----------------|-------------------------|---------------------|---|
| <b>UNIT I</b> |   |                  |                |                         |                     |   |
| 1             | <i>Train to Pakistan- history viewed through the perspective of individuals</i> | CLO2             | 1              | Chalk and talk          | Mind mapping        | Experiential Learning   |
| 2             | <i>Significance of the title</i>  | CLO2             | 1              | Chalk                   | Mentimeter          | Experiential  |

| Module No. | Topic   | Knowledge Levels | No. of periods | Content delivery method | Students engagement  | Participatory Learning/ Experiential Learning/ Problem based learning |
|------------|---|------------------|----------------|-------------------------|----------------------|---|
|            |   |                  |                | and talk                |                      | Learning  |
| 3          | Postcolonial perspective                      | CLO3, CLO4       | 1              | Jamboard                | Discuss/w rite/share | Experiential Learning   |
| 4          | The motif of Partition                        | CLO3, CLO4       | 1              | Group Discussion        | Pro- con grid        | Participatory Learning  |
| 5          | A narrative of relocation                     | CLO3, CLO4       | 1              | Group Discussion        | Pro- con grid        | Experiential Learning   |
| 6          | Religious persecution                         | CLO4             | 1              | Chalk and Talk          | Group reading        | Experiential learning   |
| 7          | Major conflict in the novel                   | CLO3, CLO4       | 1              | One minute video        | One minute paper     | Participatory learning  |
| 8          | Revelation of the dirty truth of Independence | CLO3, CLO4       | 1              | Chalk and talk          | Reflections          | Participatory learning  |
| 9          | Realism and brutality                         | CLO2             | 1              | Chalk and talk          | Group reading        | Participatory learning  |
| 10         | Political hatred of the masses                | CLO3, CLO4       | 1              | Discussion              | One Minute Paper     | Problem solving learning  |
| 11         | Importance of communal harmony and love       | CLO5             | 1              | Discussion              | Jamboard             | Participatory learning  |
| 12         | Critical analysis of the novel                | CLO5             | 1              | Discussion              | Think aloud          | Participatory learning  |

## UNIT II

|    |  |            |   |                  |                      |                          |
|----|--|------------|---|------------------|----------------------|--------------------------|
| 13 | Relevance of the title, <i>Waiting for the Mahatma</i> | CLO2       | 1 | Chalk and talk   | Mind mapping         | Experiential Learning    |
| 14 | Evolution of the characters                            | CLO2, CLO3 | 1 | Chalk and talk   | Mentimeter           | Experiential Learning    |
| 15 | Prominence of the theme of identity                    | CLO3       | 1 | Jamboard         | Discuss/w rite/share | Experiential Learning    |
| 16 | Decoding the characters                                | CLO3, CLO4 | 1 | Group Discussion | Pro- con grid        | Experiential Learning    |
| 17 | Message imparted through the novel                     | CLO3, CLO4 | 1 | Group Discussion | Quescussion          | Experiential Learning    |
| 18 | Plot of the novel                                      | CLO4       | 1 | Chalk and Talk   | Group reading        | Participatory learning   |
| 19 | Gandhi's philosophical thought                         | CLO3       | 1 | One minute video | One minute paper     | Participatory learning   |
| 20 | Celebration of Indian culture and identity             | CLO3, CLO4 | 1 | Post It Parade   | Reflections          | Participatory learning   |
| 21 | Backdrop of the Indian Freedom Movement                | CLO5       | 1 | Chalk and talk   | Group reading        | Problem solving learning |

|    |   |      |   |                |                      |                          |
|----|---|------|---|----------------|----------------------|--------------------------|
| 22 | Gandhi as a character in the novel                            | CLO5 | 1 | Discussion     | Group reading        | Participatory learning   |
| 23 | Discrepancy between Gandhi's beliefs and their implementation | CLO5 | 1 | Discussion     | Think Pair and Share | Problem Solving learning |
| 24 | Juxtaposing reality and fiction                               | CLO5 | 1 | Post It Parade | Group reading        | Problem solving learning |

### Unit – III

|    |   |                  |   |                          |                         |                        |
|----|---|------------------|---|--------------------------|-------------------------|------------------------|
| 1  | Rise of National Consciousness                      | CLO2, CLO3       | 1 | Seminar PPT              | Quesdiscussion          | Problem-based Learning |
| 2  | Growth of National Consciousness                    | CLO3, CLO4       | 1 | Lecture PPT              | Discussion              | Problem-based Learning |
| 3  | Background to the birth of Indian National Congress | CLO2, CLO3, CLO4 | 1 | OER                      | Group Discussion        | Participatory Learning |
| 4  | Formation of the Indian National Congress           | CLO2, CLO3, CLO4 | 1 | Research article reading | Quiz                    | Participatory Learning |
| 5  | Moderate Phase                                      | CLO3, CLO4       | 1 | Lecture                  | Group discussion        | Participatory Learning |
| 6  | Evaluation of Moderates                             | CLO2, CLO3       | 1 | PPT                      | One minute presentation | Problem-based Learning |
| 7  | Rise of Extremists                                  | CLO3, CLO4       | 1 | Lecture PPT              | Student Seminar         | Participatory Learning |
| 8  | Extremist Ideology                                  | CLO3, CLO4       | 1 | Peer Teaching            | Case Study              | Experiential Learning  |
| 9  | Partition of Bengal                                 | CLO3, CLO4       | 1 | Video                    | Model making            | Experiential Learning  |
| 10 | Swadeshi Movement                                   | CLO3, CLO4       | 1 | Seminar, PPT             | Group discussion        | Experiential Learning  |
| 11 | Home Rule Movement                                  | CLO4, CLO5       | 1 | Lecture PPT              | Poster                  | Participatory Learning |
| 12 | Formation of Two Leagues                            | CLO3             | 1 | Article Review           | Group discussion        | Participatory Learning |

### Unit – IV

|    |                                    |             |   |                |                         |                        |
|----|------------------------------------|-------------|---|----------------|-------------------------|------------------------|
| 13 | Mahatma Gandhi                     | CLO3, CLO4  | 1 | Peer Teaching  | One minute Presentation | Participatory Learning |
| 14 | Gandhi in Indian National Movement | CLO3, CLO4  | 1 | Lecture PPT    | Model making            | Participatory Learning |
| 15 | Non-Cooperation Movement           | CLO3, CLO4  | 1 | Seminar, Video | Presentation            | Experiential Learning  |
| 16 | Khilafat Movement                  | CLO3, CLO4, | 1 | PPT            | Quiz                    | Experiential Learning  |
| 17 | Swaraj Party                       | CLO3,       | 1 | Seminar /      | Presentation,           | Participatory Learning |

|                |                                 |                        |   |                    |                             |                        |
|----------------|---------------------------------|------------------------|---|--------------------|-----------------------------|------------------------|
|                |                                 | CLO4                   |   | PPT                |                             |                        |
| 18             | Evaluation of Swarajists        | CLO3,<br>CLO4          | 1 | PPT/<br>Seminar    | Group<br>Discussion,        | Problem-based Learning |
| 19             | Simon Commission                | CLO3,<br>CLO4          | 1 | Lecture PPT        | Model making                | Participatory Learning |
| 20             | Civil Disobedience Movement     | CLO3,<br>CLO4          | 1 | Article<br>reading | Model<br>making             | Experiential Learning  |
| 21             | Dandi March                     | CLO3<br>CLO4           | 1 | Video              | Poster                      | Problem-based Learning |
| 22             | First Round Table Conference    | CLO3,<br>CLO4          | 1 | PPT                | Group<br>Discussion         | Participatory Learning |
| 23             | Second Round Table Conference   | CLO3<br>CLO4           | 1 | PPT                | Group<br>Discussion         | Experiential Learning  |
| 24             | Third Round Table Conference    | CLO3<br>CLO4           | 1 | Lecture PPT        | Quiz                        | Problem-based Learning |
| <b>Unit –V</b> |                                 |                        |   |                    |                             |                        |
| 25             | Quit India Movement             | CLO3,<br>CLO4          | 1 | Student<br>Seminar | One Minute<br>Presentation  | Problem-based Learning |
| 26             | Indian National Army            | CLO3,<br>CLO4          | 1 | Peer<br>Teaching   | Poster                      | Experiential Learning  |
| 27             | Individual Satyagraha           | CLO3,<br>CLO4          | 1 | PPT                | Group<br>Discussion         | Experiential Learning  |
| 28             | Cripp's Mission                 | CLO3<br>CLO4           | 1 | PPT                | Group<br>Discussion         | Participatory Learning |
| 29             | CR Formula                      | CLO3,<br>CLO4          | 1 | Lecture PPT        | Presentation                | Problem-based Learning |
| 30             | Wavell Plan                     | CLO2,<br>CLO3<br>CLO4  | 1 | Video,<br>Seminar  | Quescussion                 | Participatory Learning |
| 31             | Simla Conference                | CLO1,<br>CLO2,<br>CLO3 | 1 | PPT,<br>Lecture    | Presentation,<br>Discussion | Participatory Learning |
| 32             | Cabinet Mission                 | CLO1,<br>CLO3,<br>CLO4 | 1 | PPT                | Group<br>Discussion         | Participatory Learning |
| 33             | Communalism                     | CLO2,<br>CLO3,         | 1 | Seminar,<br>Video  | Presentation                | Participatory Learning |
| 34             | Mountbatten Plan                | CLO1,<br>CLO3,<br>CLO4 | 1 | PPT                | Brainstorming               | Participatory Learning |
| 35             | 3 <sup>rd</sup> June Plan       | CLO1,<br>CLO3,<br>CLO4 | 1 | PPT                | Quescussion                 | Problem-based Learning |
| 36             | Indian Independence Act of 1947 | CLO1,<br>CLO3,<br>CLO4 | 1 | PPT,<br>Seminar    | Group<br>Discussion         | Experiential Learning  |

|                               |   |
|-------------------------------|---|
| <b>Name of the course</b>     | IDC- History through Literature         |
| <b>Name of the Faculty</b>    | Dr Narasingaram Jayashree & Dr K Girija |
| <b>Participatory Learning</b> | 40 %                                    |
| <b>Experiential Learning</b>  | 40 %                                    |
| <b>Problem-based Learning</b> | 20 %                                    |

**For PG IDC paper pattern:**

Section A 5X5 :25 marks (Internal choice)

Section B 5X15 :75 marks (Internal choice)

**Course Designers:**

1. Dr. Narasingaram Jayashree
2. Dr. K. Suguna

| COURSE<br>NUMBER<br>MEG2314 | COURSE NAME<br><br>PAPER XIV: WOMEN'S<br>WRITING | Category | L  | T | P | Credit |
|-----------------------------|--|----------|----|---|---|--------|
|                             |  | Core     | 43 | 2 |   | 3      |

### Preamble

The course introduces students to Women's Writing, through the study of various literary genres written by women of different nationalities such as poetry, prose, essay and drama. The paper is designed to equip students with the knowledge and skills to read and comprehend texts written by women.

### Course Outcomes

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

| CLO<br>Number | CLO<br>Statement   | KnowledgeLevel |
|---------------|--|----------------|
| CLO1          | Acquire knowledge about the various genres written by women of different nationalities.                          | K1             |
| CLO2          | Identify and describe distinct literary characteristics of women's writing.                                      | K3             |
| CLO3          | Effectively understand and communicate ideas related to the literary works during class and in group activities. | K2, K4         |
| CLO4          | Critically analyse the structure and meaning of various literary works.  | K5, K6         |

### Mapping with Programme Outcomes

| CLOs | PLO 1 | PLO2 | PLO3 | PLO 4 |
|------|-------|------|------|-------|
| CLO1 | M     | M    | S    | M     |
| CLO2 | M     | S    | M    | M     |
| CLO3 | S     | M    | S    | S     |
| CLO4 | M     | M    | M    | S     |

S-Strong; M-Medium

### Syllabus

#### UNIT I: Poetry

8 hrs

Maya Angelou : Phenomenal Woman  
Elizabeth Bishop : A Miracle for Breakfast  
Imtiaz Dharker : Another Woman  
Gwendolyn Brooks : The Mother  
Sylvia Plath : Lady Lazarus

**UNIT II: Prose** **8 hrs**

Virginia Woolf : Professions for Women  
 Kalpana Chawla : The Sky is the limit.  
 Indira Gandhi : The Message of Viswa- Bharati

**UNIT III: Drama** **9 hrs**

Mahashwetha Devi : Water

**UNIT IV: Fiction** **9 hrs**

Margaret Atwood : Handmaids Tale

**UNIT V: Criticism** **9 hrs**

Elaine Showalter : Towards Feminist Poetics

The poems and prose essays can be taken from any authentic source

**Text Books**

| S. No. | Units | Author           | Title of the Book                          | Publishers    | Year of Publication |
|--------|-------|------------------|--|---------------|---------------------|
| 1      | III   | Devi, Mahasweta  | <i>Water</i>                               | Seagull Books | 2011                |
| 3      | IV    | Atwood, Margaret | <i>The Handmaid's Tale</i>                 | Vintage Books | 1985                |
| 6      | V     | Seturaman V. S   | <i>Contemporary Criticism-An Anthology</i> | Macmillan     | 1989                |

**Reference Books**

|   |                                   |  |                          |      |
|---|-----------------------------------|--|--------------------------|------|
| 1 | AravindakshanTY & CR Murukan      | <i>Literature and Contemporary Issues</i>                                | Orient Black Swan        | 2013 |
| 2 | Haneefa, S., P. Rajendran         | <i>The Verbal Mirror- Writings on Contemporary Issues</i>                | Macmillan Publishers     | 2010 |
| 3 | Ruth, Sheila                      | <i>Issues in Feminism: A First Course in Women's Studies</i>             | Haughton Mifflin Company | 1980 |
| 4 | Lodge, David/ Nigel Wood, Pearson | <i>Modern Criticism and Theory- A Reader</i>                             | Pearson                  | 1988 |
| 5 | Sontag, Susan                     | <i>Against Interpretation 20<sup>th</sup> Century Literary Criticism</i> | Longman                  | 1984 |

**Pedagogy**

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, narration, etc.

| Module No. | Topic | Knowledge Levels | No. of periods | Content delivery method | Students engagement | Participatory Learning/ Experiential Learning/ Problem based learning |
|------------|-------|------------------|----------------|-------------------------|---------------------|---|
|------------|-------|------------------|----------------|-------------------------|---------------------|---|

| Unit I Poetry  |  |                              |   |                               |                   |                         |
|----------------|--|------------------------------|---|-------------------------------|-------------------|-------------------------|
| 1              | Maya Angelou Phenomenal Women                | CLO2<br>CLO3                 | 1 | Lecture and Discussion        | Flipped Classroom | Participatory Learning  |
| 2              | Elizabeth Bishop – A Miracle for Breakfast   | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and Talk/PPT | Brain Storming    | Problem based Learning  |
| 3              | Imtiaz Dharker-Another Women                 | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and Talk/PPT | Flipped Classroom | Participatory Learning  |
| 4              | Imtiaz Dharker-Another Women                 | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and Talk/PPT | Brain Storming    | Problem based Learning  |
| 5              | Gwendolyn Brooks-The Mother                  | CLO1<br>CLO2<br>CLO3<br>CLO4 | 1 | Lecture<br>Chalk and Talk/PPT | Flipped Classroom | Participatory Learning  |
| 6              | Gwendolyn Brooks-The Mother                  | CLO3<br>CLO4                 | 1 | Lecture                       | Brain Storming    | Problem-Based Learning. |
| 7              | Sylvia Plath                                 | CLO3                         | 1 | Lecture                       | Flipped Classroom | Participatory.          |
| 8              | Sylvia Plath-Lady Lazarus                    | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and Talk     | Brain storming    | Problem –based Learning |
| UNIT II- PROSE |  |                              |   |                               |                   |                         |
| 9              | Virginia Woolf-Professions for Women         | CLO1                         | 1 | Lecture<br>Chalk and Talk/PPT | Flipped Classroom | Participatory Learning  |
| 10             | Virginia Woolf-Professions For Women         | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and Talk/PPT | Brain storming    | Problem –based Learning |
| 11             | Kalpana Chawla-The Sky is the Limit          | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and Talk/PPT | Brain storming    | Problem –based Learning |
| 12             | Kalpana Chawla-The Sky is the Limit          | CLO1                         | 1 | Lecture<br>Chalk and Talk/PPT | Flipped Classroom | Participatory Learning  |
| 13             | Kalpana Chawla-The Sky is the Limit          | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and Talk/PPT | Group Reading     | Experiential Learning   |
| 14             | Indira Gandhi-The Message of Vishwa Bharathi | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and Talk/PPT | Group Reading     | Experiential Learning   |



|                         |   |                              |   |                                  |                      |                            |
|-------------------------|---|------------------------------|---|----------------------------------|----------------------|----------------------------|
| 15                      | Indira Gandhi -The Message of Vishwa Bharathi | CLO1<br>CLO2<br>CLO3<br>CLO4 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group<br>Discussion  | Participatory<br>Learning  |
| 16                      | Indira Gandhi -The Message of Vishwa Bharathi | CLO1<br>CLO2<br>CLO3<br>CLO4 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Brain storming       | Problem –based<br>Learning |
| <b>UNIT III- DRAMA</b>  |   |                              |   |                                  |                      |                            |
| 17                      | Mahashwetha Devi-Water.                       | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Flipped<br>Classroom | Participatory<br>Learning  |
| 18                      | Mahashwetha Devi-Water.                       | CLO1                         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Peer Reading         | Participatory<br>Learning  |
| 19                      | Mahashwetha Devi-Water.                       | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading        | Experiential<br>Learning   |
| 20                      | Mahashwetha Devi-Water.                       | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Brain storming       | Problem –based<br>Learning |
| 21                      | Mahashwetha Devi-Water.                       | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Brain storming       | Problem –based<br>Learning |
| 22                      | Mahashwetha Devi-Water                        | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group<br>Discussion  | Participatory<br>Learning  |
| 23                      | Mahashwetha Devi-Water                        | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading        | Experiential<br>Learning   |
| 24                      | Mahashwetha Devi-Water                        | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading        | Experiential<br>Learning   |
| 25                      | Mahashwetha Devi-Water                        | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Brain Storming       | Problem based<br>Learning  |
| <b>Unit IV- Fiction</b> |   |                              |   |                                  |                      |                            |
| 26                      | Margaret Atwood-The Handmaids Tale            | CLO1                         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group<br>Discussion  | Participatory<br>Learning  |
| 27                      | Margaret Atwood-The Handmaids Tale            | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading        | Experiential<br>Learning   |
| 28                      | Margaret Atwood-The Handmaids Tale            | CLO3<br>CLO4                 | 1 | Participatory<br>Learning        | Brain Storming       | Problem based<br>Learning  |
| 29                      | Margaret Atwood-The Handmaids Tale            | CLO1                         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group<br>Discussion  | Participatory<br>Learning  |
| 30                      | Margaret Atwood-The Handmaids Tale.           | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and             | Group<br>Discussion  | Participatory<br>Learning  |

|                          |   |                              |   |                                  |                  |                        |
|--------------------------|---|------------------------------|---|----------------------------------|------------------|------------------------|
|                          |   |                              |   | Talk/PPT                         |                  |                        |
| 31                       | Margaret Atwood-The Handmaids Tale.         | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading    | Experiential Learning  |
| 32                       | Margaret Atwood-The Handmaids Tale.         | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading    | Experiential Learning  |
| 33                       | Margaret Atwood-The Handmaids Tale.         | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Brain Storming   | Problem based Learning |
| 34                       | Margaret Atwood-The Handmaids Tale.         | CLO3<br>CLO4                 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Discussion | Participatory Learning |
| <b>Unit V- Criticism</b> |   |                              |   |                                  |                  |                        |
| 34                       | Elaine Showalter-Towards Feministic Poetics | CLO1<br>CLO2<br>CLO3<br>CLO4 | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Discussion | Participatory Learning |
| 35                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading    | Experiential Learning  |
| 36                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading    | Experiential Learning  |
| 37                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading    | Experiential Learning  |
| 38                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Brain Storming   | Problem based Learning |
| 39                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading    | Experiential Learning  |
| 40                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Reading    | Experiential Learning  |
| 41                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Group Discussion | Participatory Learning |
| 43                       | Elaine Showalter-Towards Feministic Poetics | CLO2<br>CLO3<br>CLO4         | 1 | Lecture<br>Chalk and<br>Talk/PPT | Brain Storming   | Problem based Learning |

|                               |                       |
|-------------------------------|-----------------------|
| <b>Name of the course</b>     | Women`s Writing       |
| <b>Name of the Faculty</b>    | Dr.Sumathy K<br>Swamy |
| <b>Participatory Learning</b> | 16                    |
| <b>Experiential Learning</b>  | 12                    |
| <b>Problem-based Learning</b> | 15                    |

#### **Course Designers:**

1. Dr. Sumathy K. Swamy
2. Dr Sushil Mary Mathews

**PATTERN for I PG 2023 Batch and onwards**

**Theory 40:60 pattern changed as 50: 50 =100 pattern (Part I, II & III)**

| <b>INTERNAL COMPONENT</b>                              | <b>50 / 50 = 100 Marks</b> |
|--|----------------------------|
| <b>THEORY</b>  |                            |
| CIA I  | 7                          |
| CIA II   | 7                          |
| MODEL EXAM   | 10                         |
| ASSIGNMENT   | 4                          |
| SEMINAR  | 5                          |
| QUIZ   | 4                          |
| CLASS PARTICIPATION                                    | 5                          |
| APPLICATION OF KNOWLEDGE,<br>INNOVATION AND CREATIVITY | 5                          |
| ATTENDANCE   | 3                          |
| TOTAL  | 50 Marks                   |

**CIA Question paper pattern for I UG/PG**

Section A      5X2                : 10 marks (No choice, one or two sentences)  
Section B      4X5                : 20 marks (No choice, 250 words)  
Section C      (2/3) sx10        : 10 marks (500 words)



**PSGR  
Krishnammal College for Women**



## **MASTER OF ARTS - ENGLISH LITERATURE**

**CHOICE BASED CREDIT SYSTEM (CBCS)  
&  
LEARNING OUTCOMES -BASED CURRICULUM  
FRAMEWORK (LOCF)  
SYLLABUS & SCHEME OF EXAMINATION  
2024 – 2026 BATCH**

**SEMESTER III**

## CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION

### PROGRAMME OUTCOMES

Three to five years after completion of the Programme Students will be able to:

PO1: Interpret and demonstrate her understanding of form, structure, narrative techniques, devices and style.

PO2: Analyse and apply various literary concepts and critical approaches.

PO3: Organise and integrate the acquired knowledge towards individualistic compositions.

PO4: Present, appraise and defend arguments with conviction and confidence.

### PROGRAMME SPECIFIC OUTCOMES

Students at the time of graduation will be able to

PSO1: Use the English language with chiseled precision

PSO 2: Compare and analyse diverse literature with an enriched sensitisation to nature

PSO 3: Demonstrate critical analyses through research by practical application of literary theories

PSO 4: Critique global and national socio- cultural issues proactively through literature



**MASTER OF ARTS- ENGLISH LITERATURE**  
**CHOICE BASED CREDIT SYSTEM (CBCS) &**  
**LEARNING OUTCOMES – BASED CURRICULUM FRAMEWORK (LOCF)**  
**Syllabus & Scheme of Examination**  
**2024-26 Batch**  
**Semester III**

| Sem        | Course Code             | Title of the Course                        | Course Type | Ins. Hrs / week | Contact hours | Tutorial Hours |   | Exam marks |     |       | Credit |
|------------|-------------------------|--|-------------|-----------------|---------------|----------------|---|------------|-----|-------|--------|
|            |                         |  |             |                 |               |                |   | CA         | ESE | TOTAL |        |
| <b>III</b> | MEG 2411                | Indian Literatures in English              | CC          | 5               | 73            | 2              | 3 | 25         | 75  | 100   | 4      |
|            | MEG 2412                | Literary Theory II                         | CC          | 6               | 88            | 2              | 3 | 25         | 75  | 100   | 5      |
|            | MEG 2413                | Modern English Grammar ***                 | CC          | 5               | 73            | 2              | 3 | 25         | 75  | 100   | 4      |
|            | MEG 2414                | Contemporary Avenues for Literary Research | CC          | 5               | 73            | 2              | 3 | 25         | 75  | 100   | 4      |
|            | MEG 24E01/<br>MEG 24E02 | Women's Writing / Disability Studies       | DSE         | 5               | 73            | 2              | 3 | 25         | 100 | 100   | 4      |
|            | MEG 23S1                | Research Methodology                       | GC          | 2               | 30            | -              | 3 | -          | -   | 100   | 2      |
|            | MNM22CS2                | Cyber Security II                          | AECC        | 2               | 30            | -              | - | 100        | -   | 100   | Gr.    |
|            | MEG24COM                | Comprehensive Examination                  | GC          | -               | -             | -              | - | 100        | -   | 100   | Gr.    |
|            | 17MONL1                 | Online Course                              | ACC         | -               | -             | -              | - | -          | -   | -     |        |

**CA** – Continuous Assessment

**CC** – Core Courses

**Gr.** – Grade

**AECC** – Ability Enhancement Compulsory Course

**ESE** – End Semester Examination

**DSE** – Discipline Specific Elective

**ACC** – Additional Credit Course

**GC** – General Courses

\*\*\*Open Book Exam

## **Examination System**

One test for continuous assessment will be conducted on pre-determined dates i.e., commencing on the 50<sup>th</sup> day from the date of reopening. The Model exam will be conducted after completing 85<sup>th</sup> working days. Marks for ESE and CA with reference to the maximum for the courses will be as follows

### **24-26 Batch and Onwards** CA Question Paper Pattern

CA Question from each unit comprising of

#### **PG- Core and Elective - (First 3 Units)**

One question with a weightage of 2 Marks:  $3 \times 2 = 6$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level):  $3 \times 5 = 15$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level):  $3 \times 8 = 24$

**Total: 45 Marks**

#### **ESE Question Paper Pattern:**

#### **UG & PG - Core and Allied courses:**

##### **Question from each unit comprising of**

One question with a weightage of 2 Marks :  $2 \times 5 = 10$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level):  $5 \times 5 = 25$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level):  $8 \times 5 = 40$

##### **Special Course:**

Section A 5 questions (Internal choice) :25 marks

Section B 5 questions (Internal choice) :75 marks

**Total : 100 marks**

### **Continuous Internal Assessment Pattern Theory**

#### **I Year PG (23 Batch and Onwards)**

CIA Test : 5 marks (conducted for 45 marks after 50 days)

Model Exam : 7 marks (Conducted for 75 marks after 85 days) (Each Unit 15 Marks))

Seminar/Assignment/Quiz : 5 marks Class

Participation : 5 marks

Attendance : 3 marks (76%-80%=1; 81%-90%=2; 91%-100%=3)

Total : 25 Marks

#### **Cyber Security II**

Quiz : 60 Marks

Case Study : 20 Marks

Poster : 20 Marks

#### **Open Book Exam:**

CIA Test Pattern:  $4(4 \text{ out of } 6) \times 15 = 60$  marks

Open Book examination to be provided for any one core course. Questions/Problems to be solved by applying concepts. Questions with direct book answers to be avoided.



| <b>COURSE CODE</b> | <b>COURSE TITLE</b>                  | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|--------------------|--------------------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MEG2411</b>     | <b>INDIAN LITERATURES IN ENGLISH</b> | <b>Theory</b>   | <b>73</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

### Preamble

The course introduces the students to Indian Writing through the study of various literary genres such as Poetry, Prose, Drama and Criticism. Regional writers of India and their works in translation are from different genres which are representatives of the Northern, Southern, Eastern and Western regions of India. The paper aims to familiarize the students with various regions and instil pride in the indigenous creativity and to appreciate Literature of their own motherland.

### Course Learning Outcomes

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

| <b>CLO Number</b> | <b>CLO Statement</b>   | <b>Knowledge Level</b> |
|-------------------|--|------------------------|
| CLO1              | Demonstrate the understanding of the nuances of Indian Writing   | K2                     |
| CLO2              | Effectively interpret the broad knowledge of the regional Indian writers, understand the variety of regional writings and understand the cultural diversity reflected in them. | K3                     |
| CLO3              | Analyse various literary genres to appreciate Indian Literature  | K4                     |
| CLO4              | Appreciate and write critical reviews on the works of Indian Writing   | K5                     |
| CLO5              | Relate the ideas of great minds and apply them to everyday life  | K6                     |

### Mapping with Programme Learning Outcomes

| <b>CLOs</b>  | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> |
|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>CLO 1</b> | S            | M            | S            | M            | S            |
| <b>CLO 2</b> | M            | S            | M            | M            | M            |
| <b>CLO 3</b> | S            | S            | S            | M            | S            |
| <b>CLO 4</b> | M            | M            | M            | S            | S            |
| <b>CLO 5</b> | S            | M            | M            | M            | S            |

**S- Strong; M-Medium**

## Syllabus

### Unit I: Poetry

14 hrs

|                |                                      |
|----------------|--------------------------------------|
| Toru Dutt      | : Lakshman                           |
| Sarojini Naidu | : Bird Sanctuary                     |
| Nissim Ezekiel | : Very Indian Poem in Indian English |
| K. Ramanujan   | : Of Mothers, among other things     |
| Dilip Chitre   | : Father Returning Home              |
| Abdul Rahman   | : Wrong Number                       |

### Unit II: Short Stories

14 hrs

|                             |                               |
|-----------------------------|-------------------------------|
| Thakazhi Sivasankara Pillai | : The Flood                   |
| Rajam Krishnan              | : Kannagi                     |
| Mridula Garg                | : The Tree of the Century     |
| Damodar Mauzo               | : These are my Children       |
| Laxman Gaikwal              | : The Story of Manda          |
| Manoj Das                   | : The Bridge on the Moonlight |

### Unit III: Drama

15 hrs

|                 |                   |
|-----------------|-------------------|
| Vijay Tendulkar | : Kanyadaan       |
| Mahesh Dattani  | : Final Solutions |

### Unit IV: Novel

15 hrs

|                 |                     |
|-----------------|---------------------|
| Sashi Deshpande | : That Long Silence |
| Geeta Mehta     | : River Sutra       |

### Unit V: Criticism

15 hrs

|                   |  |
|-------------------|--|
| Srinivasa Iyengar | : Indian Writing in English - Chapter XXVI "New" Poets     |
| M. Hiriyanna      | : Indian Aesthetics: The Main Aspects of Indian Aesthetics |

## Textbooks Prescribed

| S. No | Units | Author                                       | Title of the Book                                    | Publishers             | Year & Edition             |
|-------|-------|--|--|------------------------|----------------------------|
| 1     | I     | Poems can be taken from any authentic source |  |                        |                            |
| 2     | II    | Sivasankari                                  | Knit India Through Literature<br>(Vol. I- The South) | Gangai Puthaga Nilayam | 2013, 1 <sup>st</sup> Edn. |

|    |     |                         |   |                        |                             |
|----|-----|-------------------------|---|------------------------|-----------------------------|
| 3  | II  | Sivasankari             | Knit India Through Literature<br>(Vol. II- The East)  | Gangai Puthaga Nilayam | 2013, 1 <sup>st</sup> Edn.  |
| 4  | II  | Sivasankari             | Knit India Through Literature<br>(Vol. III- The West) | Gangai Puthaga Nilayam | 2013, 1 <sup>st</sup> Edn.  |
| 5  | II  | Sivasankari             | Knit India Through Literature<br>(Vol. IV- The North) | Gangai Puthaga Nilayam | 2013, 1 <sup>st</sup> Edn.  |
| 6  | III | Tendulkar, Vijay        | Kanyadaan   | OUP                    | 2002, 13 <sup>th</sup> Edn. |
| 7  | III | Dattani, Mahesh         | Collected Plays                                       | Penguin                | 2000, 1 <sup>st</sup> Edn.  |
| 8  | IV  | Deshpande, Shashi       | That Long Silence                                     | Penguin                | 1988, 1 <sup>st</sup> Edn.  |
| 9  | IV  | Mehta, Gita             | A River Sutra   | Penguin                | 2000, 1 <sup>st</sup> Edn.  |
| 10 | V   | Iyengar, Srinivasa K.R. | Indian Writing in English                             | Sterling               | 2014, 14 <sup>th</sup> Edn. |
| 11 | V   | Hiriyanna M.            | Indian Aesthetics                                     | Trinity 2015           | 2015, 1 <sup>st</sup> Edn.  |

## Reference Books

| S. No | Author                  | Title of the Book  | Publishers          | Year & Edition             |
|-------|-------------------------|--|---------------------|----------------------------|
| 1     | Chavan P. Sunanda       | The Fair Voice: A Study of Indian Women Poets in English | Sterling Publishers | 1984, 1 <sup>st</sup> Edn. |
| 2     | Iyengar, Srinivasa K.R. | Indian Writing in English                                | Sterling Publishers | 1962, 1 <sup>st</sup> Edn. |

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

### Contents and Presentation Schedule

| Unit I    |   |  |             |                          |   |
|-----------|---|--|-------------|--------------------------|---|
| Module No | Topic   | CLO  | No of Hours | Content Delivery Methods | Learning Methods  |
| 1         | Toru Dutt : Lakshman Sarojini Naidu :Bird Sanctuary<br><br>Nissim Ezekiel: Very Indian Poem in Indian English<br><br>K. Ramanujan : Of Mothers, among other things<br><br>Dilip Chitre : Father Returning Home<br><br>Abdul Rahman: Wrong Number          | CLO1<br>CLO2<br>CLO3<br>CLO4<br>CLO5             | 14          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II   |   |  |             |                          |   |
| 1         | Thakazhi Sivasankara Pillai : The Flood<br><br>Rajam Krishnan :Kannagi Mridula<br><br>Garg : The Tree of the Century<br><br>Damodar Mauzo : These are my Children<br><br>Laxman Gaikwal : The Story of Manda<br><br>Manoj Das:The Bridge on the Moonlight | CLO1,<br>CLO2,<br><br>CLO3,<br>CLO4,<br><br>CLO5 | 14          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit III  |   |  |             |                          |   |
| 1         | Vijay Tendulkar Kanyadaan<br><br>Mahesh Dattani : Final Solutions   | CLO1,<br>CLO2,<br><br>CLO3,<br>CLO4,<br><br>CLO5 | 15          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |

| Unit IV |   |  |    |                       |   |
|---------|---|--|----|-----------------------|---|
| 1       | Sashi Deshpande : That Long Silence<br><br>Geeta Mehta : River Sutra  | CLO1,<br>CLO2,<br><br>CLO3,<br>CLO4,<br><br>CLO5 | 15 | Board, Chalk and Talk | Experiential Learning,<br>Participatory Learning,<br>Problem based Learning |
| Unit V  |   |  |    |                       |   |
| 1       | Srinivasa Iyengar : Indian Writing in English - Chapter XXVI “New” Poets<br><br>M. Hiriyanna : Indian Aesthetics: The Main Aspects of Indian Aesthetics | CLO1,<br>CLO2,<br><br>CLO3,<br>CLO4,<br><br>CLO5 | 15 | Board, Chalk and Talk | Experiential Learning,<br>Participatory Learning,<br>Problem based Learning |

#### Course Designers

1. Mrs. P. Subhapriya
2. Dr. Sushil Mary Mathews

#### Learning Methodology

|                               |                                      |
|-------------------------------|--------------------------------------|
| <b>Name of the Course</b>     | <b>INDIAN LITERATURES IN ENGLISH</b> |
| <b>Name of the Faculty</b>    | Mrs. P. Subhapriya                   |
| <b>Participatory Learning</b> | 30                                   |
| <b>Experiential Learning</b>  | 30                                   |
| <b>Problem-based Learning</b> | 40                                   |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>       | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|--------------------|---------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MEG2412</b>     | <b>LITERARY THEORY II</b> | <b>Theory</b>   | <b>88</b> | <b>2</b> |          | <b>5</b>      |

### Preamble

This course makes the students to understand the basic theoretical concepts underlying contemporary approaches to literature and the major difference between various schools of criticism.

### Course Learning Outcomes

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

| <b>CLO Number</b> | <b>CLO Statement</b>   | <b>Knowledge Level</b> |
|-------------------|--|------------------------|
| CLO1              | Demonstrate a holistic view of criticism and new trends in criticism               | K2                     |
| CLO2              | Co-relate literary theory with literary texts                                      | K3                     |
| CLO3              | Develop personal responses to literary texts                                       | K4                     |
| CLO4              | Develop ability to conduct literary research                                       | K5                     |
| CLO5              | Interpret the literary texts and incorporate the ideas of great minds in real life | K6                     |

### Mapping with Programme Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------|------|------|------|------|------|
| CLO1 | S    | S    | S    | S    | S    |
| CLO2 | S    | S    | S    | S    | S    |
| CLO3 | M    | M    | M    | M    | M    |
| CLO4 | M    | M    | M    | M    | S    |
| CLO5 | M    | M    | S    | M    | M    |

**S-Strong; M-Medium**

## Syllabus

|  |        |
|--|--------|
| Unit I : Structuralism   | 18 Hrs |
| Roman Jakobson : Linguistics and Poetics   |        |
| Unit II : Post-Structuralism   | 18 Hrs |
| Roland Barthes : The Death of the Author   |        |
| Unit III : Deconstruction  | 18 Hrs |
| Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Science |        |
| Unit IV : Postmodernism  | 17 Hrs |
| Terry Eagleton : Capitalism, Modernism and Postmodernism                         |        |
| Unit V : Postcolonialism   | 17 Hrs |
| Homi Bhabha : The Location of Culture  |        |

## Textbooks Prescribed

| S. No. | Unit            | Author                         | Title                              | Publisher            | Year & Edition             |
|--------|-----------------|--------------------------------|------------------------------------|----------------------|----------------------------|
| 1      | I, II, III & IV | Lodge, David and Nigel Wood    | Modern Criticism and Theory Vol.II | Pearson Education    | 1989, 2 <sup>nd</sup> Edn. |
| 2      | V               | Julie Rivkin, and Michael Ryan | Literary Theory: An Anthology      | Blackwell Publishers | 2017, 3 <sup>rd</sup> Edn. |

## Reference Books

| S. No. | Author                    | Title of the Book                     | Publisher, | Year & Edition             |
|--------|---------------------------|---------------------------------------|------------|----------------------------|
| 1      | Lodge, David              | Twentieth Century Criticism: A Reader | Longman    | 1988, 1 <sup>st</sup> Edn. |
| 2      | Enright D.J., De Chickera | Essays from English Critical Texts.   | OUP        | 2006, 1 <sup>st</sup> Edn. |

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Contents and Presentation Schedule

| Unit I    |  |  |             |                             |   |
|-----------|--|--|-------------|-----------------------------|---|
| Module No | Topic  | CLO/CO                                   | No of Hours | Content Delivery Methods    | Learning Methods  |
| 1         | Structuralism<br>Roman Jakobson:<br>Linguistics and Poetics  | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 18          | Board,<br>Chalk and<br>Talk | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II   |  |  |             |                             |   |
| 1         | Post-Structuralism<br>Roland Barthes: The Death of the Author                                      | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 18          | Board,<br>Chalk and<br>Talk | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit III  |  |  |             |                             |   |
| 1         | Deconstruction<br>Jacques Derrida : Structure, Sign and Play in the Discourse of the Human Science | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 18          | Board,<br>Chalk and<br>Talk | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit IV   |  |  |             |                             |   |
| 1         | Postmodernism<br>Terry Eagleton: Capitalism, Modernism and Postmodernism                           | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 17          | Board,<br>Chalk and<br>Talk | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit V    |  |  |             |                             |   |



|   |  |  |    |                             |  |
|---|--|--|----|-----------------------------|--|
| 1 | Postcolonialism<br>Homi Bhabha: The<br>Location of Culture | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 17 | Board,<br>Chalk and<br>Talk | Experiential Learning, Participatory<br>Learning, Problem based Learning |
|---|--|--|----|-----------------------------|--|

### **Course Designers**

1. Dr. S. Gomathi
2. Dr. S. Lavanya

### **Learning Methodology**

|                               |                           |
|-------------------------------|---------------------------|
| <b>Name of the Course</b>     | <b>LITERARY THEORY II</b> |
| <b>Name of the Faculty</b>    | Dr. S. Lavanya            |
| <b>Participatory Learning</b> | 30 %                      |
| <b>Experiential Learning</b>  | 30 %                      |
| <b>Problem-based Learning</b> | 40 %                      |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>           | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|--------------------|-------------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MEG2413</b>     | <b>MODERN ENGLISH GRAMMAR</b> | <b>Theory</b>   | <b>73</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

### Preamble

This paper helps the learner to familiarize with the structure of the English language by thorough analysis of the sentence-level grammar of English. The paper focuses on identifying and analyzing the parts of speech and the units of discourse of the English language. The paper enables the students to understand the various possibilities of constructing a sentence.

### Course Learning Outcomes

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

| <b>CLO Number</b> | <b>CLO Statement</b>   | <b>Knowledge Level</b> |
|-------------------|--|------------------------|
| CLO1              | Explain various sentence patterns  | K2                     |
| CLO2              | Identify and manipulate parts of speech and phrases                                      | K3                     |
| CLO3              | Explore the grammatical patterns by employing various types of clauses                   | K4                     |
| CLO4              | Construct sentences without grammatical error  | K5                     |
| CLO5              | Create a framework for organising words and phrases to convey ideas and thoughts clearly | K6                     |

### Mapping with Programme Learning Outcomes

| <b>CLOs</b>  | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> |
|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>CLO 1</b> | S            | S            | S            | S            | M            |
| <b>CLO 2</b> | S            | S            | M            | M            | S            |
| <b>CLO 3</b> | S            | S            | M            | S            | M            |
| <b>CLO 4</b> | S            | S            | S            | M            | M            |
| <b>CLO 5</b> | S            | S            | S            | M            | M            |

### Syllabus

#### Unit I Sentence and their parts

**14 hrs**

Parts of speech

The hierarchy of units

Grammatical notations

Using tests

Form and Function

**Unit II Words****14 hrs**

Open and closed word classes

The open classes

Closed word classes

**Unit III Phrases****15 hrs**

Classes of Phrase

Main and subordinate phrases

Noun phrases and related phrase classes

The Adjective phrase and the adverb phrase

The verb phrase

**Unit IV Clauses****15 hrs**

Elements of the clause

Complex sentences

Finite and non-finite clauses

Declarative, interrogative and imperative clauses

Active and Passive Clauses

More on clause structure

Clause patterns

The structure of non-finite clauses

Parsing simple sentences

**Unit V Subordination and Coordination****15 hrs**

Subordinate clauses

Finite subordinate clauses

The function of subordinate clauses

Non-finite subordinate clauses

Direct and indirect subordination

Skeleton analysis Coordination

**Textbooks Prescribed**

| S. No. | Unit             | Author  | Title                     | Publisher  | Year & Edition            |
|--------|------------------|---|---------------------------|------------|---------------------------|
| 1.     | I,II,III, IV & V | Leech, Geoffrey, Margaret Deuchar and Robert Hoogenraad | English Grammar for Today | Macmillan, | 1987, 1 <sup>st</sup> Edn |

## Reference Books

| S. No. | Author                    | Title of the Book   | Publisher                  | Year & Edition             |
|--------|---------------------------|---|----------------------------|----------------------------|
| 1      | Lodge, David              | Twentieth Century A Reader  | Longman                    | 1988, 1 <sup>st</sup> Edn. |
| 2      | Enright D.J., De Chickera | Essays from English Criticism & English Critical Texts                                    | Oxford University Press    | 2006, 1 <sup>st</sup> Edn. |
| 3      | Eastwood, John            | Oxford Guide to Grammar   | OUP                        | 2002, 7 <sup>th</sup> Edn. |
| 4      | Chomsky, Noam             | Syntactic Structures<br>Transformational Generative Grammar – Introduction:<br>Chapter 14 | University of Pennsylvania | 1957, 1 <sup>st</sup> Edn. |

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Contents and Presentation Schedule

| Unit I    |  |  |             |                          |   |
|-----------|--|--|-------------|--------------------------|---|
| Module No | Topic  | CLO                                      | No of Hours | Content Delivery Methods | Learning Methods  |
| 1         | Parts of speech<br>The hierarchy of units<br>Grammatical notations<br>Using tests<br>Form and Function | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 14          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II   |  |  |             |                          |   |
| 1         | Open and closed word classes<br>The open classes<br>Closed word classes                                | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 14          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |

| Unit III |   |  |    |                       |   |
|----------|---|--|----|-----------------------|---|
| 1        | Classes of Phrase<br>Main and subordinate phrases<br>Noun phrases and related phrase classes<br>The Adjective phrase and the adverb phrase<br>The verb phrase   | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15 | Board, Chalk and Talk | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit IV  |   |  |    |                       |   |
| 1        | Elements of the clause<br>Complex sentences<br>Finite and non-finite clauses<br>Declarative, interrogative and imperative clauses<br>Active and Passive Clauses<br>More on clause structure<br>Clause patterns<br>The structure of non-finite clauses<br>Parsing a simple sentences | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15 | Board, Chalk and Talk | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit V   |   |  |    |                       |   |
| 1        | Subordinate clauses<br>Finite subordinate clauses<br>The function of subordinate clauses<br>Non-finite subordinate clauses<br>Direct and indirect subordination<br>Skeleton analysis<br>Coordination  | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15 | Board, Chalk and Talk | Experiential Learning, Participatory Learning, Problem based Learning |

### Course Designers

1. Dr. Mathangi V.
2. Dr. Santhosh Priyaa J.

**Learning Methodology**

|                               |                               |
|-------------------------------|-------------------------------|
| <b>Name of the Course</b>     | <b>MODERN ENGLISH GRAMMAR</b> |
| <b>Name of the Faculty</b>    | Dr. M. Angeline               |
| <b>Participatory Learning</b> | 30 %                          |
| <b>Experiential Learning</b>  | 30 %                          |
| <b>Problem-based Learning</b> | 40 %                          |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>                               | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|--------------------|---|-----------------|-----------|----------|----------|---------------|
| <b>MEG2414</b>     | <b>CONTEMPORARY AVENUES FOR LITERARY RESEARCH</b> | <b>Core</b>     | <b>73</b> | <b>2</b> | <b>-</b> | <b>4</b>      |

### Preamble

The course extends beyond traditional textual analysis, embracing interdisciplinary approaches that intersect with cultural studies, social theory, digital humanities, and critical race and gender studies, among others. The paper aims to immerse students into the dynamic landscape of contemporary literary scholarship, encouraging an exploration of how literature mirrors, critiques, and shapes the complexities of modern life.

### Course Learning Outcomes

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

| <b>CLO Number</b> | <b>CLO Statement</b>   | <b>Knowledge Level</b> |
|-------------------|--|------------------------|
| <b>CLO1</b>       | Redefine what constitutes literature and to expand critical frameworks   | K2                     |
| <b>CLO2</b>       | Investigate the influence of cultural trends, historical events, and societal changes on contemporary literature   | K3                     |
| <b>CLO3</b>       | Foster a holistic understanding of literature's relationship with human cognition and cultural trends through an Integration of Interdisciplinary Approaches | K4 & K5                |
| <b>CLO4</b>       | Enrich understanding of the human experience and foster empathy in an increasingly fragmented world  | K4 & K5                |
| <b>CLO5</b>       | Develop a deep understanding of the intricacies and nuances of research  | K6                     |

### Mapping with Programme Outcomes

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CLO1</b> | S           | M           | S           | M           | S           |
| <b>CLO2</b> | M           | S           | S           | S           | S           |
| <b>CLO3</b> | S           | S           | M           | S           | M           |
| <b>CLO4</b> | S           | S           | S           | S           | S           |
| <b>CLO5</b> | M           | M           | S           | M           | M           |

**S-Strong; M-Medium**

## Syllabus

### Unit I Disability Literature

15 Hrs

Essay:

Davis, Lennard J.: The Disability Studies Reader: Introduction

Sati, Someshwar: Interrogating Normalcy, Decolonising Disability: Corporeal Difference in the Post Colonial Indian English Novel

Poem: Black, Sheila: What You Mourn

Novel: Pinto, Jerry: Em and the Big Hoom

### Unit II Blue Humanities

14 Hrs

Essay: Mentz, Steve: Blue Humanities Thinking

Poem: Perez, Craig Santos: Praise Song for Oceania

Pound, Ezra: The Sea Farer

Novel: Banerjee, Sarnath: All Quiet in Vikaspuri

### Unit III Climate Fiction

14 Hrs

Essay: Milner, Andrew and J R Burgmann: The Birth of a New Type of Fiction

Poem: Fernandez, Dionie B.: Nature Speaks

Short Story: Mille, Lydia: Zoo going

Novel: Robinson, Kim Stanley: The Ministry For The Future

### Unit IV Health Humanities

15 Hrs

Essay: Friedman, Leister D, Delese Wear and Therese Jones : The Why, The What, and The How of The Medical/Health Humanities

Poem: Shafer, Audrey: Meditations of an Anesthesiologist

Roy, Sumana: Hospital

Novel: Genova, Lisa: Still A lice

### Unit V Literature and AI

15 Hrs

Essay: Lindgren, Simon: Social Machines

Poem: Haslam, John: AI: The Enemy We Made?

Wells, Thomas: AI Poem

Movie: Alex Proyas, I, Robot

Novel: Ishiguro, Kazuo: Klara and the Sun



## Text Books

| S. No | Units    | Author   | Title of the Book  | Publishers &                              | Year & Edition             |
|-------|----------|--|--|---|----------------------------|
| 1.    | Unit I   | Davis, Lennard J.  | The Disability Studies Reader  | Routledge,                                | 2016, 1 <sup>st</sup> Edn. |
|       |          | Ghai, Anita  | Disability in South Asia   | Sage                                      | 2018, 1 <sup>st</sup> Edn. |
|       |          | Pinto, Jerry   | Em and the Big Hoom  | Penguin Books                             | 2012, 1 <sup>st</sup> Edn  |
| 2     | Unit II  | Mentz, Steve   | An Introduction to Blue Humanities   | Taylor & Francis,                         | 2024, 1 <sup>st</sup> Edn. |
|       |          | Banerjee, Sarnath  | All Quiet in Vikaspuri   | Harper Collins India                      | 2015, 1 <sup>st</sup> Edn. |
| 3.    | Unit III | Milner, Andrew J.R. & Burgmann<br>Robinson, Kim<br>Stanley | Science Fiction and Climate Change: A Sociological Approach<br>The Ministry for The Future | Liverpool University Press<br>Orbit Books | 2020, 1 <sup>st</sup> Edn  |
| 4.    | Unit IV  | Jones, Therese ,<br>Delese Wear, and<br>Lester D. Friedman | Health Humanities Reader<br>Essay - Introduction   | Rutgers University Press                  | 2014, 1 <sup>st</sup> Edn. |
|       |          | Genova, Lisa   | Poetry<br>Still Alice  | New York: Poce Books                      | 2010, 1 <sup>st</sup> Edn. |
| 5.    | Unit V   | Lindgren, Simon  | Critical Theory of AI  | Polity Press ,<br>Twentieth Century       | 2023, 1 <sup>st</sup> Edn  |
|       |          | Proyas, Alex   | I, Robot   | Fox                                       | 2004, 5 <sup>th</sup> Edn. |
|       |          | Ishiguro, Kazuo  | Klara and the Sun  | Faber and Faber                           | 2021, 4 <sup>th</sup> Edn  |

## Reference Books

| S. No | Author           | Title of the Book            | Publisher & Year | Year & Edition             |
|-------|------------------|------------------------------|------------------|----------------------------|
| 1     | Shakespeare, Tom | Disability Rights and Wrongs | Routledge        | 2013, 1 <sup>st</sup> Edn. |

|   |                                 |  |                            |                            |
|---|---------------------------------|--|----------------------------|----------------------------|
| 2 | Davis, Lennard J.               | Enforcing Normalcy: Disability, Deafness, and the Body   | Verso                      | 1995, 1 <sup>st</sup> Edn. |
| 3 | Hall, Alice                     | Literature and Disability  | Routledge                  | 2016, 1 <sup>st</sup> Edn. |
| 4 | Mehnert, Antonia                | Climate Change Fictions: Representations of Global Warming in American Literature  | Palgrave Macmillan         | 2016, 1 <sup>st</sup> Edn  |
| 5 | Atwood, Margret                 | I'm with the Bears: Short Stories from a Damaged Planet – Short stories from renowned authors of Eco and Climate Fiction | Verso                      | 2011, 1 <sup>st</sup> Edn  |
| 6 | Milner, Andrew and J R Burgmann | Science Fiction and Climate Change: A Sociological Approach  | Liverpool University Press | 2020, 1 <sup>st</sup> Edn. |
| 7 | Braidotti, Rosi                 | The Posthuman  | Polity                     | 2013, 1 <sup>st</sup> Edn. |

## Reference Links

1. <https://www.poetryfoundation.org/poems/160109/what-you-mourn>
2. <https://www.neh.gov/humanities/2013/mayjune/feature/the-blue-humanities>
3. <https://www.poetryfoundation.org/poems/154805/praise-song-for-oceania>
4. <https://www.poetryfoundation.org/poems/44917/the-seafarer>
5. <https://www.familyfriendpoems.com/poem/nature-speaks>
6. <https://www.diva-portal.org/smash/get/diva2:1592245/FULLTEXT01.pdf>
7. <https://www.degruyterbrill.com/document/doi/10.36019/9780813562483-041/pdf?licenseType=restricted>
8. <https://johnhaslam808.medium.com/ai-the-enemy-we-made-5d2489e144e3>
9. <https://theopiatemagazine.com/2024/03/30/ai-poem-by-thomas-wells/>
10. <https://www.ijraset.com/research-paper/how-ai-creates-fiction-stories>

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Contents and Presentation Schedule

| Unit I    |  |  |             |                             |   |
|-----------|--|--|-------------|-----------------------------|---|
| Module No | Topic  | CLO/CO                                   | No of Hours | Content Delivery Methods    | Learning Methods  |
| 1         | Davis, Lennard J.: The Disability Studies Reader:<br>Introduction<br>Sati, Someshwar: Interrogating Normalcy,<br>Decolonising Disability: Corporeal Difference in the Post Colonial Indian English Novel<br>Black Sheila: What you Mourn<br>Pinto Jerry: Em and the Hoom | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15          | Board,<br>Chalk and<br>Talk | Experiential Learning,<br>Participatory Learning,<br>Problem based Learning |
| Unit II   |  |  |             |                             |   |
| 1         | Essay: Mentz, Steve: Blue Humanities Thinking<br>Perez, Craig Santos: Praise Song for Oceania<br>Pound, Ezra: The Sea Farer<br>Banerjee, Sarnath: All Quiet in Vikaspuri   | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 14          | Board,<br>Chalk and<br>Talk | Experiential Learning,<br>Participatory Learning,<br>Problem based Learning |
| Unit III  |  |  |             |                             |   |
| 1         | Milner, Andrew and J R Burgmann: The Birth of a New Type of Fiction<br>Fernandez, Dionie B.: Nature Speaks<br>Mille, Lydia: Zoo going<br><br>Robinson, Kim Stanley: The  | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 14          | Board,<br>Chalk and<br>Talk | Experiential Learning<br>,Participatory Learning,<br>Problem based Learning |

|                |  |  |    |                             |   |
|----------------|--|--|----|-----------------------------|---|
|                | Ministry For The Future  |  |    |                             |   |
| <b>Unit IV</b> |  |  |    |                             |   |
| 1              | Friedman, Leister D, Delese Wear and Therese Jones : The Why, The What, and The How of The Medical/Health Humanities<br>Shafer, Audrey: Meditations of an Anesthesiologist<br>Roy, Sumana: Hospital<br>Genova, Lisa: Still Alice | CLO1,<br>CLO2,<br><br>CLO3,<br>CLO4,<br><br>CLO5 | 15 | Board,<br>Chalk and<br>Talk | Experiential Learning,<br>Participatory Learning,<br>Problem based Learning |
| <b>Unit V</b>  |  |  |    |                             |   |
| 1              | Lindgren, Simon: Social Machines<br>Haslam, John: AI: The Enemy We Made?<br>Wells, Thomas: AI Poem<br>Alex Proyas, I, Robot<br>Ishiguro, Kazuo: Klara and the Sun  | CLO1,<br>CLO2,<br><br>CLO3,<br>CLO4,<br><br>CLO5 | 15 | Board,<br>Chalk and<br>Talk | Experiential Learning,<br>Participatory Learning,<br>Problem based Learning |

### Course Designers

1. Dr. Sushil Mary Mathews
2. Ms. Praise Vinitta Raj

### Learning Methodology

|                               |   |
|-------------------------------|---|
| <b>Name of the Course</b>     | <b>CONTEMPORARY AVENUES FOR LITERARY RESEARCH</b> |
| <b>Name of the Faculty</b>    | Dr. Sushil Mary Mathews                           |
| <b>Participatory Learning</b> | 30 %  |
| <b>Experiential Learning</b>  | 30 %  |
| <b>Problem Based Learning</b> | 40%   |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>    | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|--------------------|------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MEG24E01</b>    | <b>WOMEN'S WRITING</b> | <b>Core</b>     | <b>73</b> | <b>2</b> |          | <b>4</b>      |

### Preamble

The course introduces students to Women's Writing, through the study of various literary genres written by women of different nationalities such as poetry, prose, essay and drama. The paper is designed to equip students with the knowledge and skills to read and comprehend texts written by women.

### Course Learning Outcomes

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

| <b>CLO Number</b> | <b>CLO Statement</b>  | <b>Knowledge Level</b> |
|-------------------|---|------------------------|
| <b>CLO1</b>       | Acquire knowledge about the various genres written by women of different nationalities                              | K2                     |
| <b>CLO2</b>       | Identify and describe distinct literary characteristics of women's writing  | K3                     |
| <b>CLO3</b>       | Effectively understand and communicate ideas related to the literary works during class and in group activities     | K4                     |
| <b>CLO4</b>       | Critically analyse the structure and meaning of various literary works  | K5                     |
| <b>CLO5</b>       | Develop an interest in the creative writing of women around the world and compare and contrast it with male writers | K6                     |

### Mapping with Programme Learning Outcomes

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> | <b>PLO5</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CLO1</b> | M           | M           | S           | M           | S           |
| <b>CLO2</b> | M           | S           | M           | M           | M           |
| <b>CLO3</b> | S           | M           | S           | S           | S           |
| <b>CLO4</b> | M           | M           | M           | S           | M           |
| <b>CLO5</b> | M           | S           | M           | M           | M           |

**S-Strong; M-Medium**

## Syllabus

UNIT I: Poetry 14 hrs

Maya Angelou : Phenomenal Woman  
Elizabeth Bishop : A Miracle for Breakfast  
Imtiaz Dharker : Another Woman  
Gwendolyn Brooks : The Mother  
Amy Lowell : A Fairy Tale  
Sylvia Plath : Lady Lazarus

UNIT II: Prose 14 hrs

Virginia Woolf : Professions for Women  
Kalpana Chawla : The Sky is the limit.  
Aung San Suu Kyi : Courage, Thy Name is Woman  
Indira Gandhi : The Message of Viswa-Bharati

UNIT III: Drama 15 hrs

Uma Parameswaran : Sons Must Die  
Mahasweta Devi : Water

UNIT IV: Novel 15 hrs

Margaret Atwood : Handmaid's Tale  
Amy Tan : The Joy Luck Club

UNITV: Criticism 15 hrs

Elaine Showalter : Towards Feminist Poetics.  
Mary Wollstonecraft : "The Rights and Involved Duties of Mankind Considered".

### Unit I & II

**The poems and prose essays can be taken from any authentic source**

## Textbooks Prescribed

| S. No. | Units | Author               | Title of the Book                    | Publisher       | Year & Edition             |
|--------|-------|----------------------|--------------------------------------|-----------------|----------------------------|
| 1      | III   | Parameswaran, Uma    | Sons Must Die and other Plays        | Prestige        | 1998, 1 <sup>st</sup> Edn  |
| 2      | III   | Devi, Mahasweta      | Water                                | Seagull Books   | 2011, 1 <sup>st</sup> Edn. |
| 3      | IV    | Atwood, Margaret     | The Handmaid's Tale                  | Vintage Books   | 1985, 1 <sup>st</sup> Edn. |
| 4      | IV    | Tan, Amy             | The Joy Luck Club                    | Putnam          | 1989, 3 <sup>rd</sup> Edn. |
| 5      | V     | Wollstonecraft, Mary | A Vindication of the Rights of Women | Cosimo Classics | 2008, 2 <sup>nd</sup> Edn. |
| 6      | V     | Seturaman V.S.       | Contemporary Criticism- An Anthology | Macmillan       | 1989, 1 <sup>st</sup> Edn. |

## Reference Books

| S. No. | Author                                 | Title of the Book  | Publisher,                | Year & Edition             |
|--------|--|--|---------------------------|----------------------------|
| 1      | Aravindakshan T.Y. & C.R. Murukan Babu | Literature and Contemporary Issues                                 | Orient Black Swan         | 2013, 2 <sup>nd</sup> Edn. |
| 2      | Haneefa, S.,P. Rajendran               | The Verbal Mirror-Writings on Contemporary Issues                  | Macmillan Publishers      | 2010, 1 <sup>st</sup> Edn. |
| 3      | Ruth, Sheila                           | Issues in Feminism: A First Course in Women's Studies              | Haughton Mifflin Company, | 1980, 5 <sup>th</sup> Edn. |
| 4      | Lodge, David/ Nigel Wood, Pearson      | Modern Criticism and Theory-A Reader                               | Pearson                   | 1988, 3 <sup>rd</sup> Edn. |
| 5      | Sontag, Susan                          | Against Interpretation 20 <sup>th</sup> Century Literary Criticism | Longman                   | 1984, 1 <sup>st</sup> Edn. |

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

## Contents and Presentation Schedule

| Unit I    |   |   |             |                          |   |
|-----------|---|---|-------------|--------------------------|---|
| Module No | Topic   | CLO                                       | No of Hours | Content Delivery Methods | Learning Methods  |
| 1         | Maya Angelou: Phenomenal Woman<br>Elizabeth Bishop: A Miracle for Breakfast<br>Imitaz Darker: Another Gwendolyn Brooks Mother<br>Amy Lowell: A fairy Tale<br>Sylvia Plath: Lady Lazarus | CLO1,<br>CLO2,<br>CLO3T,<br>CLO4,<br>CLO5 | 14          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II   |   |   |             |                          |   |
| 1         | Virginia Woolf: Professions for Women<br>Kalpana Chawla: Sky is the Limit<br>Aung San Suu Kyi : Courage, Thy Name is Woman<br>Indira Gandhi: Message of Viswabharathi                   | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5  | 14          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit III  |   |   |             |                          |   |
| 1         | Uma Parameswaran : Sons Must Die<br>Mahasweta Devi : Water  | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5  | 15          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit IV   |   |   |             |                          |   |
| 1         | Margaret Atwood : Handmaid's Tale<br>Amy Tan : The Joy Luck Club  | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5  | 15          | Board, Chalk and Talk    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit V    |   |   |             |                          |   |



|   |   |  |    |                             |   |
|---|---|--|----|-----------------------------|---|
| 1 | Elaine Showalter: Towards Famine Politics<br>The Rights and Involvement of Mary Woolstoncraft: Duties of Mankind Considered | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15 | Board,<br>Chalk and<br>Talk | Experiential Learning, Participatory Learning, Problem based Learning |
|---|---|--|----|-----------------------------|---|

## Course Designers

1. Mrs. P. Subhapriya
2. Dr. P. Vanmathi

## Learning Methodology

|                               |                        |
|-------------------------------|------------------------|
| <b>Name of the Course</b>     | <b>WOMEN'S WRITING</b> |
| <b>Name of the Faculty</b>    | Dr. P. Vanmathi        |
| <b>Participatory Learning</b> | 30 %                   |
| <b>Experiential Learning</b>  | 30 %                   |
| <b>Problem-based Learning</b> | 40%                    |

| COURSE<br>NUMBER | COURSE NAME        | Category | L  | T | P | Credit |
|------------------|--------------------|----------|----|---|---|--------|
| MEG24E02         | DISABILITY STUDIES | Core     | 73 | 2 |   | 4      |

### Preamble

The course introduces students to Disability Studies, through the study of various literary genres written by writers of different nationalities such as poetry, prose, essay and drama. The paper is designed to equip students with the knowledge and skills to read and comprehend texts written on Disability Studies.

### Course Learning Outcomes

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

| CLO<br>Number | CLO Statement  | Knowledge<br>Level |
|---------------|--|--------------------|
| CLO1          | Acquire knowledge about the various genres on disability studies involving literary, social and cultural spheres | K2                 |
| CLO2          | Identify and describe distinct literary characteristics of disability studies through different writers          | K3                 |
| CLO3          | Effectively understand and communicate ideas related to the literary works during class and in group activities  | K4                 |
| CLO4          | Critically analyse the structure and meaning of various literary genres on disability studies                    | K5                 |
| CLO5          | Develop a comprehensive knowledge of the creative output of the great writers                                    | K6                 |

### Mapping with Learning Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|------|------|------|------|------|------|
| CLO1 | M    | M    | S    | M    | S    |
| CLO2 | M    | S    | M    | M    | M    |
| CLO3 | S    | M    | S    | S    | S    |
| CLO4 | M    | M    | M    | S    | M    |
| CLO5 | M    | S    | M    | M    | M    |

S-Strong; M-Medium

# Syllabus

## UNIT I: Poetry

14 hrs

|                     |  |
|---------------------|--|
| John Milton         | :On His Blindness                                  |
| William Shakespeare | :Now is the Winter of our Discontent (Richard III) |
| Wilfred Owen        | :Disabled  |
| Colley Cibber       | :The Blind Boy                                     |
| John Collins        | :Blind Belisarius                                  |
| Ros Asquith         | :Dyslexia AAARGH                                   |
| Sally Gardener      | :A Box   |

## UNIT II: Prose

14 hrs

|                          |                       |
|--------------------------|-----------------------|
| Nathaniel Hawthorne      | :The Birthmark        |
| Flannery O' Connor       | :Good Country People  |
| Charlotte Perkins Gilman | :The Yellow Wallpaper |
| Truman Capote            | :A Christmas Memory   |
| Raymond Carver           | :Cathedral            |

## UNIT III: Fiction

15 hrs

|              |   |
|--------------|---|
| Daniel Keyes | :Flowers for Algernon                             |
| Mark Haddon  | :The Curious Incident of the Dog at Night<br>Time |

## UNIT IV: Non-fiction

15 hrs

|               |                              |
|---------------|------------------------------|
| Arunima Sinha | :Born again on the Mountains |
| Cece Bell     | :El Deafo (graphic memoir)   |

## UNITV: Criticism

15 hrs

|                 |  |
|-----------------|--|
| Lennard J Davis | :Constructing Normalcy: The Bell Curve, the Novel, and the<br>Invention of the Disabled Body in the Nineteenth Century |
| Lynn Rose M     | :Deaf and Dumb in Ancient Greece   |
| Susan Wendell   | :Toward a Feminist Theory of Disability  |

## Chapter I

The poems and prose essays can be taken from any authentic source

### Text Books

| S. No. | Author          | Title of the Book  | Publishers  | Year & Edition             |
|--------|-----------------|--|---|----------------------------|
| 1      | Keyes, Daniel   | <i>Flowers for Algernon</i>  | Masterworks   | 2022, 1 <sup>st</sup> Edn  |
| 2      | Haddon, Mark    | <i>The Curious Incident of the Dog at Night Time</i>   | Vintage Classics  | 2012, 1 <sup>st</sup> Edn. |
| 3      | Sinha, Arunima  | <i>Born Again on the Mountain</i>  | Penguin India   | 2014, 1 <sup>st</sup> Edn. |
| 4      | Belle, Cece     | <i>El Deafo</i>  | Newberry Honor Book   | 2014, 1 <sup>st</sup> Edn. |
| 5      | Davis J Lennard | “Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century” | Chapter<br>DOI: <a href="https://doi.org/10.1525/9780520961944-010">doi.org/10.1525/9780520961944-010</a>                                       |                            |
| 6      | Wendell, Susan  | “Toward a Feminist Theory of Disability”   | Vol. 4, No. 2, <u>Feminist Ethics &amp; Medicine</u> (VSummer, 1989), pp. 104-124 (21 pages)<br><br>Published By:<br>Cambridge University Press |                            |

## Reference Books

| S. No. | Author   | Title of the Book              | Publishers                     | Year & Edition                     |
|--------|--|--------------------------------|--------------------------------|------------------------------------|
| 1      | Osagie K Obasogie and Marcy Darnovsky                                    | <i>Beyond Bioethics</i>        | University of Californis Press | 2018, 2 <sup>nd</sup> Edn          |
| 2      | Wendell,Susan  | <i>Hypatia</i>                 | Cambridge University Press     | 1989, 4 <sup>th</sup> Edn.         |
| 3      | Ladau,Emily  | <i>Demystifying Disability</i> | Clarkson Potter 2021, Kindle   | 2021, Kindle                       |
| 4      | Bartlet, Jennifer,John Lee Clark,Jimm Ferris and The Cyborg Julian Weise | Disability and Poetry”         | Poetry Magazine                | 2008, Online Poetry Foundation.org |
| 5      | Elmslie,Susan  | <i>Museum of kindness</i>      | Rick Books                     | 2018,Kindle                        |

## Pedagogy

Lecture by chalk and talk, power point presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.,

## Contents and Presentation Schedule

| Unit I    |  |  |             |                          |  |
|-----------|--|--|-------------|--------------------------|--|
| Module No | Topic  | CLO                                      | No of Hours | Content Delivery Methods | Learning Methods   |
| 1         | John Milton: On His Blindness<br>William Shakespeare :Now is the Winter of our Discontent (Richard III)<br>Wilfred Owen :Disabled<br>Colley Cibber :The Blind Boy<br>John Collins: Blind Bellisarius<br>Ros A:Dyslexia AAARGH<br>Sally Gardener :A Box | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 14          | Board, Chalk and Talk    | Experiential Learning,<br>Participatory Learning, Problem based Learning |
| Unit II   |  |  |             |                          |  |
| 1         | Nathaniel Hawthorne:+<br>:The Birthmark<br>Flannery O' Connor<br>:Good Country People<br>Charlotte Perkins Gilman<br>:The Yellow Wallpaper<br>Truman Capote:A Christmas Memory<br>Raymond Carver<br>:Cathedral   | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 14          | Board, Chalk and Talk    | Experiential Learning,<br>Participatory Learning, Problem based Learning |
| Unit III  |  |  |             |                          |  |
| 1         | Daniel Keyes :Flowers for Algemon<br>Mark Haddon :The Curious Incident of the Dog at Night   | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15          | Board, Chalk and Talk    | Experiential Learning,<br>Participatory Learning, Problem based Learning |
| Unit IV   |  |  |             |                          |  |
| 1         | Arunima Sinha: Born Again on the Mountains<br>Cece Bell: El Deafo (graphic Memoir)   | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15          | Board, Chalk and Talk    | Experiential Learning,<br>Participatory Learning, Problem based Learning |

| Unit V |   |  |    |                       |   |
|--------|---|--|----|-----------------------|---|
| 1      | Lennard J Davis:Constructing Normalcy:The Bell Curve,the Novel, and the invention of the Disabled Body in the nineteenth century<br>Lynn Rose M:Deaf and Dumb in Ancient Greece<br>Susan Wendell : Toward a Feminist theory of Disability | CLO1,<br>CLO2,<br>CLO3,<br>CLO4,<br>CLO5 | 15 | Board, Chalk and Talk | Experiential Learning, Participatory Learning, Problem based Learning |

#### Course Designers

1. Dr. Narasingaram Jayashree
2. Dr. Angeline M

#### Learning Methodology

|                        |                                   |
|------------------------|-----------------------------------|
| Name of the Course     | <b>DISABILITY STUDIES</b>         |
| Name of the Faculty    | <b>Dr. Narasingaram Jayashree</b> |
| Participatory Learning | 30 %                              |
| Experiential Learning  | 30 %                              |
| Problem-based Learning | 40 %                              |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>         | <b>Category</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>Credit</b> |
|--------------------|-----------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MEG23S1</b>     | <b>RESEARCH METHODOLOGY</b> | <b>Theory</b>   | <b>30</b> | <b>-</b> | <b>-</b> | <b>2</b>      |

### Preamble

To enable the students to do research by learning the basics of research methodology. This course will help students format their research papers using suitable methodologies set by specific professional fields and academic disciplines.

### Course Learning Outcomes

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

| <b>CLO Number</b> | <b>CLO Statement</b>  | <b>Knowledge level</b> |
|-------------------|---|------------------------|
| CLO1              | Define various methodologies for research   | K1                     |
| CLO2              | Interpret various types of research design and select a model to implement for a study. | K2                     |
| CLO3              | Analyse critical information with ethical procedures                                    | K4                     |
| CLO4              | Determine responsible conduct in research   | K5                     |

### Mapping with Programme Learning Outcomes:

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> |
|-------------|-------------|-------------|-------------|-------------|
| CLO1        | S           | S           | S           | S           |
| CLO2        | S           | S           | M           | S           |
| CLO3        | S           | S           | M           | S           |
| CLO4        | M           | M           | M           | S           |

S-Strong; M-Medium



## Syllabus

|          |   |       |
|----------|---|-------|
| Unit I   | : Research and Writing                                    | 6 hrs |
| Unit II  | : Academic Integrity and The Format of the Research Paper | 6 hrs |
| Unit III | : The Mechanics of Writing                                | 6 hrs |
| Unit IV  | : Documentation and Publication                           | 6 hrs |
| Unit V   | : Research Ethics and Responsible Conduct in Research     | 6 hrs |

Brief history and analytical basis of research ethics, responsible conduct in research (Honesty in Science: Integrity, Authorship, Conflicts of Interest, Privacy and Confidentiality,

Informed Consent, Risk/Benefit Assessment), The legal regulation of research ethics in India (From UGC, MHRD and other governing agencies), Regulatory requirements relevant to international research)

## Textbooks Prescribed

1. Modern Language Assn. of America M.L.A. Hand Book-Eighth Edition, Macmillan, Latest edition

## Reference Links

1. On Being a Scientist, A Guide to Responsible Conduct in Research: Third Edition (2009)
2. Role of the Ethics Committee: Helping To Address Value Conflicts or Uncertainties  
Author links open overlay panel Mark P.Aulisio, Robert M.Arnold
3. <https://www.glos.ac.uk/docs/download/Research/handbook-of-principles-andprocedures.pdf>
4. Research Regulatory Compliance 1st Edition (Mark Suckow, Bill Yates eBook ISBN: 9780124200654)
5. Recent research ethics policy from Government of India.
6. Anderson, Durston & Poole Thesis & Assignment Writing Eastern Limited, New Delhi rpt.1985
7. Parsons C J Theses & Project Work, Unwin Brothers Ltd., Gresham Press,1973
8. Rajannan, Busnagi Fundamentals of Research American Studies Research Centre1968

## Course Designers

1. Dr. Sushil Mary Mathews
2. Dr. Sumathy K. Swamy

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>      | <b>L</b>  | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|--------------------------|-----------|----------|----------|---------------|
| <b>MNM22CS2</b>    | <b>CYBER SECURITY II</b> | <b>30</b> | <b>-</b> | <b>-</b> | <b>Grade</b>  |

### Preamble

This course provides the classification of cyber security and cyber crime and its laws and data privacy and security in social media. Prerequisite

### Prerequisite

Basics of Internet

### Course Learning Outcomes

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

| <b>CLO Number</b> | <b>CLO Statement</b>   | <b>Knowledge Level</b> |
|-------------------|--|------------------------|
| <b>CLO1</b>       | Understand the basic concepts of Cyber security and Cyber security threat landscape.                             | K2                     |
| <b>CLO2</b>       | Apply the methods to identify the cyber-attacks and crimes.  | K3                     |
| <b>CLO3</b>       | Analyze the legal framework that exists in India for cybercrime and legal framework followed by other countries. | K4                     |
| <b>CLO4</b>       | Estimate the data privacy and security issues related to personal data privacy and security.                     | K5                     |
| <b>CLO5</b>       | Create a privacy setting on social media platform and register complaints on a social media platform.            | K6                     |

### Syllabus

#### UNIT I

**6 hrs**

Overview of cyber security: Cyber security terminologies- Cyberspace- Cyber-attack- Cyber threats - Cyber terrorism – Cyber warfare.

**UNIT II****8 hrs**

Cyber crimes: Cyber Crimes targeting computer system and mobiles- Online scam frauds: emails Scams- Phishing- Vishing- Smishing- Online job fraud- online sextortion- Debit and credit card fraud- Online payment fraud- cyberbullying. Social Media Scam & Fraud: Impersonation- Identify theft -Job scams- Misinformation- Fake newcyber crime against persons -Cyber grooming -Child pornography - cyber stalking-Cyber police station -Crime reporting produce.

**UNIT III****4 hrs**

Cyber law: Cyber laws and legal and ethical aspects related to new technologies: AI/ML-IoT- Blockchain- Darknet and social media- Cyber law of other countries.

**UNIT IV****5 hrs**

Data privacy and Data security: Defining data- Metro-Big data- Non personal data- Data protection- General Data Protection Regulations (GDPR)- 2016 Personal Information Protection and the Electronic document Act(PIPEDA)- Social media Data privacy and Security issues.

**UNIT V****7 hrs**

Social Media Platforms and Cyber Security : Case Study on Platform for reporting Cyber Crimes, Checklist for reporting cybercrimes online, Setting privacy settings on social media platforms, Registering complaints on social media platforms, Do's and Don'ts for posting content on social media platforms, prepare password policy for computer and mobile device, security controls for computer and mobile phones , digital Forensics, Cyber Bulling, Phishing, Facebook Attack, Cyber Security audit and Compliance and National Security Policies.

**Reference**

1. Anand Shinde (2021), Introduction to Cyber Security – Guide to the world of Cyber Security, Notion Press Sumit Belapure, Nina Godbole (2011), Cyber security understanding cyber crimes, computer forensics and legal Perspectives, Wiley India Pvt Ltd.
2. Dorothy F. Denning (1998), Information warfare and security, Addison Wesley.
3. Henry A. Oliver, (2014), Security in the digital age: social media security threats and vulnerabilities, Social Wise Media Group Nataraj Venkataramanan, Ashwin Shriram (2016), Data privacy principle and practice. CRC Press
4. W. KragBrothy (2006), Information security governance guidelines for information security manager, Wiley Publication.
5. Martin Weiss, Michael G. Solomon (2015), Auditing IT Infrastructure for compliance, 2/e, Jones Bartlett Learning.



**PSGR**  
**Krishnammal College for Women**



Affiliated to Bharathiar University \ Autonomous \ College of Excellence \ Accredited with A++ Grade \ Ranked 9<sup>th</sup> in NIRF

# **MASTER OF ARTS - ENGLISH LITERATURE**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**&**

**LEARNING OUTCOMES - BASED CURRICULUM**

**FRAMEWORK (LOCF)**

**SCHEME & SYLLABUS OF EXAMINATION**

**2024 – 2026 BATCH**

**SEMESTER IV**



**PSGR**  
**Krishnammal College for Women**



Affiliated to Bharathiar University \ Autonomous \ College of Excellence \ Accredited with A++ Grade \ Ranked 9<sup>th</sup> in NIRF

## CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION

### PROGRAMME OUTCOMES

Three to five years after completion of the Programme, Students will be able to:

PLO1: Interpret and demonstrate the understanding of form, structure, narrative techniques, devices and style.

PLO2: Analyze and apply various literary concepts and critical approaches.

PLO3: Organize and integrate the acquired knowledge towards individualistic compositions.

PLO4: Present, appraise and defend arguments with conviction and confidence.

### PROGRAMME SPECIFIC OUTCOMES

Students at the time of graduation will be able to

PSO1: Use the English language with chiseled precision

PSO2: Compare and analyse diverse literature with an enriched sensitisation to nature

PSO3: Demonstrate critical analyses through research by practical application of literary theories

PSO4: Critique global and national socio- cultural issues proactively through literature



**MASTER OF ARTS- ENGLISH LITERATURE**  
**CHOICE BASED CREDIT SYSTEM (CBCS) &**  
**LEARNING OUTCOMES – BASED CURRICULUM FRAMEWORK (LOCF)**  
**Scheme & Syllabus of Examination**  
**2024-26 Batch**  
**Semester IV**

| Sem | Course Code      | Title of the Course                                  | Course Type | Ins Hours /week | Cont act Hours | Tutorial | Duration of Exam | Examination Marks |     |                 | Credits     |
|-----|------------------|--|-------------|-----------------|----------------|----------|------------------|-------------------|-----|-----------------|-------------|
|     |                  |  |             |                 |                |          |                  | CA                | ESE | Total           |             |
| IV  | MEG2415          | New Literatures in English                           | CC          | 5               | 88             | 2        | 3                | 25                | 75  | 100             | 5           |
|     | MEG2416          | Translation Studies                                  | CC          | 5               | 88             | 2        | 3                | 25                | 75  | 100             | 5           |
|     | MEG2417          | Environmental Literature                             | CC          | 5               | 88             | 2        | 3                | 25                | 75  | 100             | 5           |
|     | MEG2318 /MEG2319 | ALC: Contemporary Literature/ Young Adult Literature | ACC         | SS              | -              | -        | 3                | 25                | 75  | 100             | 5           |
|     | MEG24PROJ        | Project and Viva Voce                                | DSE         | 12              | 180            | -        | -                | 25                | 75  | 100             | 5           |
|     | <b>TOTAL</b>     |  |             |                 |                |          |                  |                   |     | <b>2200+100</b> | <b>90+5</b> |

CA – Continuous Assessment

CC – Core Courses

ACC – Additional Credit Course

ESE – End Semester Examination

DSE – Discipline Specific Elective

**Couse Work Components**

**15 Hours in each paper is devoted for Course Work.**

- Portfolio of 2 assignments each on a different text internally assessed.  
The text must be equivalent in scope and demand to the set texts in the course.
- One of the assignments may be an empathetic response to a prose, poetry, novel, or drama text.
- Preparation of seminar for the courses.
- To publish research papers in peer reviewed journals.

## **Examination System**

One test for continuous assessment will be conducted on pre-determined dates i.e., commencing on the 50<sup>th</sup> day from the date of reopening. The Model exam will be conducted after completing 85<sup>th</sup> working days. Marks for ESE and CA with reference to the maximum for the courses will be as follows

### **24-26 Batch and Onwards** CA Question Paper Pattern

CA Question from each unit comprising of

#### **PG- Core and Elective - (First 3 Units)**

One question with a weightage of 2 Marks:  $3 \times 2 = 6$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level):  $3 \times 5 = 15$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level):  $3 \times 8 = 24$

**Total: 45 Marks**

#### **ESE Question Paper Pattern:**

#### **UG & PG - Core and Allied courses:**

#### **Question from each unit comprising of**

One question with a weightage of 2 Marks :  $2 \times 5 = 10$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level):  $5 \times 5 = 25$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level):  $8 \times 5 = 40$

**Total : 100 marks**

### **Continuous Internal Assessment Pattern Theory**

#### **I Year PG (23 Batch and Onwards)**

CIA Test : 5 marks (conducted for 45 marks after 50 days)

Model Exam : 7 marks (Conducted for 75 marks after 85 days) (Each Unit 15 Marks)) Seminar/Assignment/Quiz : 5 marks Class

Participation : 5 marks

Attendance : 3 marks (76%-80%=1; 81%-90%=2; 91%-100%=3)

Total : 25 Marks

| COURSE CODE | COURSE TITLE               | CATEGORY | L  | T | P | CREDIT |
|-------------|----------------------------|----------|----|---|---|--------|
| MEG2415     | NEW LITERATURES IN ENGLISH | THEORY   | 88 | 2 | - | 5      |

### Preamble

The course aims to develop in the students a comprehensive understanding of the finest works in English, belonging to post-colonial countries and to familiarize with some of the greatest writers and cultures in those countries.

### Course Learning Outcomes

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

| CLO No. | CLO Statement   | Knowledge Level |
|---------|---|-----------------|
| CLO1    | Compare and contrast the writers from around the world and their unique styles. | K2              |
| CLO2    | Appreciate socio cultural diversity in a globalized setting.                    | K3              |
| CLO3    | Interpret Postcolonial Literature.  | K4              |
| CLO4    | Analyse multiculturalism and diasporas.   | K6              |

### Mapping with Programme Learning Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 |
|------|------|------|------|------|
| CLO1 | M    | M    | S    | S    |
| CLO2 | S    | M    | S    | S    |
| CLO3 | S    | S    | M    | M    |
| CLO4 | M    | S    | M    | M    |

S-Strong; M-Medium



## **NEW LITERATURES IN ENGLISH – MEG2415-88 HRS**

### **Unit I: Poetry**

**(18 Hrs)**

#### **Canadian Poetry**

Desi Di Nardo: Summer Sonata

Mark Strand : The Story of our Lives

#### **Australian Poetry**

Judith Wright : Woman to Child

Jennifer Maiden: Tactics

Elizabeth Campbell Donaldson: Days

#### **African Poetry**

Wole Soyinka: Telephone Conversation

Derek Walcott : A Far Cry from Africa

#### **New Zealand Poetry**

Katherine Mansfield: A Little Boys Dream

Faye Kilday: Do you hear the Angel Speaking

### **Unit II: Prose**

**(16 Hrs)**

Stuart Hall: Cultural Identity and Diaspora

Nadine Gordimer: Nobel Prize Acceptance Speech

**(18 Hrs)**

### **Unit III: Drama**

Uma Parameswaran: Rootless but Green are the Boulevard Trees

Mahasweta Devi: Mother of 1084

### **Unit IV: Fiction**

**(18 Hrs)**

J M Coetzee: Disgrace

Alan Paton: Cry, the Beloved Country

### **Unit V: Criticism**

**(18 Hrs)**

Louis Dudek: Poetry in English

E.H. McCormick: Close of a Century

## Text Books

| S. No. | Authors                        | Title  | Publishers                         | Year and Edition              |
|--------|--------------------------------|--|------------------------------------|-------------------------------|
| 1.     | Narasimaiah, C D<br>Ed         | An Anthology of<br>Commonwealth<br>Poetry  | Macmillan                          | 2013 and 2 <sup>nd</sup> edn. |
| 2.     | J.O. Donnell, J O<br>Maragaret | An Anthology of<br>Commonwealth<br>Verse   | Blackie and<br>Sons<br>Publication | 2004 and Revised edn          |
| 3.     | Hall, Stuart                   | Colonial Discourse<br>and Postcolonial<br>Theory- A<br>Reader  | Wheatsheaf<br>Publication          | 2009 and Revised edn          |
| 4.     | Gordimer, Nadine               | <a href="http://www.nobelprize.org/nobel_prizes/literature/laureates/1991/gordimer-lecture.html">www.nobelprize.org/nobel_prizes/literature/laureates/1991/gordimer-lecture.html</a> | Gordimer-<br>lecture.html          | 1991 and 1 <sup>st</sup> edn  |
| 5.     | Parameswaran,<br>Uma           | Sons must Die and<br>other<br>Plays  | Prestige Books                     | 2006 and 1 <sup>st</sup> edn. |
| 6.     | Devi, Mahasweta                | Mother of 1084   | Seagull<br>Books                   | 2011 and Revised              |
| 7.     | Coetzee, J.M                   | Disgrace   | Vintage<br>Publications            | 2000 and 1 <sup>st</sup> edn. |
| 8.     | Paton, Alan                    | Cry, the Beloved<br>Country  | Scribners                          | 1948 and 1 <sup>st</sup> edn. |
| 9.     | Walsh, William                 | Readings in<br>Commonwealth<br>Literature  | Clarendon<br>Press<br>Publication  | 2005 and Revised              |

## Books for Reference

| S. No. | Author                             | Title of the Book   | Publisher                         | Year and Edition                |
|--------|------------------------------------|---|-----------------------------------|---------------------------------|
| 1      | Amirthanayagam                     | Writers in East-West<br>Encounters: New<br>Cultural<br>Bearings | The Macmillan<br>Press            | 1982 and 1 <sup>st</sup><br>edn |
| 2      | Walsh, William                     | Readings in<br>Commonwealth<br><br>Literature                   | Oxford<br>University<br>Press     | 2003 and<br>featured edn        |
| 3      | Enright D.D.,<br>Ernst<br>Chickera | English Critical Texts  | Oxford<br>University<br><br>Press | 2006 and 1 <sup>st</sup><br>edn |

## Pedagogy

Lecture by Chalk and Talk, PowerPoint Presentation, Group Discussion, Assignment, Quiz, Peer Learning, Seminar, Narration etc.

## Course Content and Presentation Schedule

| Unit I (18 Hours)  |  |                               |             |   |   |
|--------------------|--|-------------------------------|-------------|---|---|
| Module No.         | Topic  | CLO/CO                        | No of Hours | Content Delivery Methods                | Learning Methods  |
| 1                  | <b>Unit I: Poetry</b><br><b>Canadian Poetry</b><br>Desi Di Nardo: Summer Sonata<br>Mark Strand: The Story of our Lives<br><b>Australian Poetry</b><br>Judith Wright: Woman to Child<br>Jennifer Maiden: Tactics<br>Elizabeth Campbell Donaldson: Days<br><b>African Poetry</b><br>Wole Soyinka: Telephone Conversation<br>Derek Walcott: A Far Cry from Africa<br><b>New Zealand Poetry</b><br>Katherine Mansfield: A Little Boys Dream<br>Faye Kilday: Do you hear the Angel Speaking | CLO2, CLO3, CLO4, CLO5, CLO 6 | 18          | Board, Chalk and Talk, Group Discussion | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II(16 Hours)  |  |                               |             |   |   |
| Module No.         | Topic  | CLO/CO                        | No of Hours | Content Delivery Methods                | Learning Methods  |
| 2                  | <b>Unit II: Prose</b><br>Stuart Hall: Cultural Identity and Diaspora<br>Nadine Gordimer: Nobel Prize Acceptance Speech   | CLO2, CLO3, CLO4, CLO5, CLO6  | 16          | Board, Chalk and Talk, Peer Learning    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit III(18 Hours) |  |                               |             |   |   |
| Module No.         | Topic  | CLO/CO                        | No of Hours | Content Delivery Methods                | Learning Methods  |
| 3                  | <b>Unit III: Drama</b><br>Uma Parameswaran: Rootless but Green are the Boulevard Trees<br>Mahasweta Devi: Mother of 1084   | CLO2, CLO3, CLO4, CLO5, CLO6  | 18          | Board, Chalk and Talk, Seminar          | Experiential learning, Participatory Learning, Problem based Learning |

| Unit IV(18 Hours) |   |                             |             |  |   |
|-------------------|---|-----------------------------|-------------|--|---|
| Module No.        | Topic   | CLO/CO                      | No of Hours | Content Delivery Methods                       | Learning Methods  |
| 4                 | <b>Unit IV: Fiction</b><br>J M Coetzee: Disgrace<br>Alan Paton: Cry, the Beloved Country          | CLO2, CLO3, CLO4, CLO5,CLO6 | 18          | Board, Chalk and Talk, Quiz                    | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit V(18 Hours)  |   |                             |             |  |   |
| Module No.        | Topic   | CLO/CO                      | No of Hours | Content Delivery Methods                       | Learning Methods  |
| 5                 | <b>Unit V: Criticism</b><br><br>Louis Dudek: Poetry in English E.H. McCormick: Close of a Century | CLO2, CLO3, CLO4, CLO5,CLO6 | 18          | Board, Chalk and Talk, PowerPoint Presentation | Experiential Learning, Participatory Learning, Problem based Learning |

#### Course Designers:

1. Dr Sushil Mary Mathews
2. Mrs. Subhapiya P

| S.No | LEARNING METHODS       | PERCENTAGE |
|------|------------------------|------------|
| 1    | Participatory Learning | 30%        |
| 2    | Experiential Learning  | 30%        |
| 3    | Problem Based Learning | 40%        |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>        | <b>CATEGORY</b> | <b>L</b>  | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|----------------------------|-----------------|-----------|----------|----------|---------------|
| <b>MEG2416</b>     | <b>TRANSLATION STUDIES</b> | <b>THEORY</b>   | <b>88</b> | <b>2</b> | <b>-</b> | <b>5</b>      |

### **Preamble**

The course intends to give the students the skill to identify different nuances of translation by examining, distinguishing and recognizing various parameters involved in literary translation. The course will help the students interpret the texts and identify the similarities and contrasts for a better grasp of the literary work. It also aims at transferring the skills across different disciplines leading on to seeking new learning opportunities.

### **Course Learning Outcomes**

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

| <b>CLO No.</b> | <b>CLO Statement</b>  | <b>Knowledge Level</b> |
|----------------|---|------------------------|
| CLO 1          | Recognize the contrast and similarities between the SL text and TL text | K2                     |
| CLO2           | Interpret the creativity behind the translations.                       | K3                     |
| CLO3           | Grasp the functionalities of translations                               | K4                     |
| CLO4           | Comprehend the theory, description and application of translation       | K5                     |

### **Mapping with Programme Learning Outcomes**

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> |
|-------------|-------------|-------------|-------------|-------------|
| <b>CLO1</b> | M           | S           | M           | S           |
| <b>CLO2</b> | S           | M           | S           | M           |
| <b>CLO3</b> | M           | S           | M           | M           |
| <b>CLO4</b> | M           | S           | S           | M           |

**S-Strong; M-Medium**

## TRANSLATION STUDIES - MEG2416 88 HRS

- Unit I** Central Issues of Translation (16 Hrs)  
Chapter – I (Susan Bassnett)
- Unit II** History of Translation Chapter – II (Susan Bassnett) (18 Hrs)
- Unit III** Specific Problems of Literature Translation (18 Hrs)  
Chapter – III (Susan Bassnett)
- Unit IV** Novel |(18 Hrs)  
Rajam Krishnam: Water for the Roots (Veerukku Neer - Tr. Pattu M.Bhoopathy) Krishna Sobti : The Heart has its reasons ( Dil – o – Danish )  
Tr Reema Anand & Meenakshi Swami)
- Unit V** Practical Translation (18 Hrs)  
Poems of Subramaniya Bharathi  
Kuyil's Song  
Bharat, our Land  
Kannamma, My  
Love Joy Draupadi  
Demands Justice

### Text Books

| S.No. | Author                          | Title of the Book                        | Publishers                   | Year & Edition                |
|-------|---------------------------------|--|------------------------------|-------------------------------|
| 1     | Bassnett,Susan                  | Translation Studies                      | Routledge                    | 2002 and 3 <sup>rd</sup> Edn. |
| 2     | Bhoopathy, Pattu M.             | Rajam Krishnan : Water for the Roots     | Sahithya Academy Publication | 2010 and 1 <sup>st</sup> Edn. |
| 3     | Anand, Reema & Swami, Meenakshi | Krishna Sobti: The Heart has its Reasons | Katha Hindi Library          | 2005 and 1 <sup>st</sup> Edn. |
| 4     | Nandakumar, Prema               | Poems of Subramania Bharathi             | Sahitya Academy              | 2004 and 1 <sup>st</sup> Edn. |

## Books for Reference

| S. No. | Author                           | Title of the Book  | Publishers                         | Year and Edition                 |
|--------|----------------------------------|--|------------------------------------|----------------------------------|
| 1      | Haitus, Basil and Munday, Jeremy | Translation: An Advanced Resource Book                         | Routledge Taylor and Frances Group | 2004 and 1st Edition             |
| 2      | Krishnan, Rajam                  | Lamps in the Whirlpool Tr. Uma Narayanan and Prema Seetharaman | Prentice Hall                      | 1965 and 1 <sup>st</sup> Edition |

Language and Culture in Translation: Competitors or Collaborators? V. N. Komissarov Volume 4, numéro 1, 1st semester 1991 Languages and Cultures in Translation Theories URI :

<https://id.erudit.org/iderudit/037080ar>

DOI : <https://doi.org/10.7202/037080ar>

<https://old.amu.ac.in/emp/studym/99994902.pdf>

<https://iac->

[cheyyar.com/images/pdf/ematerials/english/translationstudies1.pdf](http://cheyyar.com/images/pdf/ematerials/english/translationstudies1.pdf)

<http://ijaret.com/wp->

[content/themes/felicity/issues/vol6issue2/mohamed1.pdf](http://content/themes/felicity/issues/vol6issue2/mohamed1.pdf) Wendland,

Ernst & Noss, Philip. (2012). Bible Translation.

10.1002/9781405198431.wbeal0089.

[https://www.researchgate.net/publication/319336212 Bible Translation](https://www.researchgate.net/publication/319336212_Bible_Translation_Difficulties_in_Translation)

Difficulties in Translation

<https://translationjournal.net/October-2015/difficulties-of-literary-translation.html>

[https://www.researchgate.net/publication/315528028 Translation Problems and Difficulties in Applied Translation Processes](https://www.researchgate.net/publication/315528028_Translation_Problems_and_Difficulties_in_Applied_Translation_Processes)

## Pedagogy

Lecture by Chalk and Talk, PowerPoint Presentation, Group Discussion, Assignment, Quiz, Peer Learning, Seminar, Narration etc.

## Course Content and Presentation Schedule

| Unit I (16 Hours)  |   |                              |             |  |   |
|--------------------|---|------------------------------|-------------|--|---|
| Module No.         | Topic   | CLO/CO                       | No of Hours | Content Delivery Methods                       | Learning Methods  |
| 1                  | Central Issues of Translation Chapter I (Susan Bassnet) | CLO2, CLO3, CLO4, CLO5, CLO6 | 16          | Board, Chalk and Talk, PowerPoint Presentation | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II (18 Hours) |   |                              |             |  |   |

| Module No.                | Topic   | CLO/CO                      | No of Hours | Content Delivery Methods                  | Learning Methods  |
|---------------------------|---|-----------------------------|-------------|---|---|
| 2                         | History of Translation<br>Chapter – II (Susan Bassnett)   | CLO2, CLO3, CLO4, CLO5,CLO6 | 18          | Board, Chalk and Talk, , Group Discussion | Experiential Learning, Participatory Learning, Problem based Learning |
| <b>Unit III(18 Hours)</b> |   |                             |             |   |   |
| Module No.                | Topic   | CLO/CO                      | No of Hours | Content Delivery Methods                  | Learning Methods  |
| 3                         | Specific Problems of Literature Translation<br>Chapter – III (Susan Bassnett)   | CLO2,CLO3,CLO4, CLO5,CLO6   | 18          | Board, Chalk and Talk                     | Experiential Learning, Participatory Learning, Problem based Learning |
| <b>Unit IV(18 Hours)</b>  |   |                             |             |   |   |
| Module No.                | Topic   | CLO/CO                      | No of Hours | Content Delivery Methods                  | Learning Methods  |
| 4                         | <b>Novel</b><br>Rajam Krishnam: Water for the Roots (Veerukku Neer - Tr. Pattu M.Bhoopathy)<br>Krishna Sobti : The Heart has its reasons ( Dil – o – Danish ) Tr Reema Anand & Meenakshi Swami) | CLO2, CLO3, CLO4, CLO5,CLO6 | 18          | Board, Chalk and Talk Seminar,            | Experiential Learning, Participatory Learning, Problem based Learning |
| <b>Unit V(18Hours)</b>    |   |                             |             |   |   |
| Module No.                | Topic   | CLO/CO                      | No of Hours | Content Delivery Methods                  | Learning Methods  |
| 5                         | <b>Practical Translation</b><br>Poems of Subramaniya Bharathi<br>Kuyil's Song<br>Bharath, Our Land<br><br>Kannamma, My Love Joy<br><br>Draupadi Demands Justice                                 | CLO2, CLO3, CLO4, CLO5,CLO6 | 18          | Board, Chalk and Talk, Narration          | Experiential Learning, Participatory Learning, Problem based Learning |

### Course Designers

Dr.Sushil Mary Mathews  
Dr. Santosh Priyaa J



| S.No | Learning Methodology   | Percentage |
|------|------------------------|------------|
| 1    | Participatory Learning | 30%        |
| 2    | Experiential Learning  | 30%        |
| 3    | Problem based Learning | 40%        |

| COURSE CODE | TITLE OF THE COURSE      | CATEGORY | L  | T | P | CREDITS |
|-------------|--------------------------|----------|----|---|---|---------|
| MEG2417     | ENVIRONMENTAL LITERATURE | THEORY   | 88 | 2 | - | 5       |

### Preamble

The Course enables students to explore the realm of environmental literature and make them aware of the various environmental issues and sensitize them to become ecologically responsible. It also introduces them to the Theory of Ecocriticism. Application of the theory and analysis to the texts will increase their ecological consciousness.

### Course Learning Outcomes

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

| CLO No. | CLO Statement   | Knowledge Level |
|---------|---|-----------------|
| CLO1    | Understand the environmental crisis through the study of literary texts and have a broad knowledge of the theory of Ecocriticism and related concepts | K2              |
| CLO2    | Apply the concepts of Ecocriticism and analyze the works ecocritically.   | K3              |
| CLO3    | Comprehend and discuss the cases of environmental degradation, causes, effects and solutions-both global and local.                                   | K4              |
| CLO4    | Nurture ecological consciousness and develop environmental ethics through creative and proactive participation  | K5              |

### Mapping with Programme Learning Outcomes

| CLOs | PLO1 | PLO2 | PLO3 | PLO4 |
|------|------|------|------|------|
| CLO1 | M    | S    | S    | M    |
| CLO2 | S    | S    | M    | M    |
| CLO3 | S    | S    | S    | M    |
| CLO4 | M    | M    | S    | S    |

## ENVIRONMENTAL LITERATURE - MEG2417 – 88 HRS

|                 |   |                 |
|-----------------|---|-----------------|
| <b>Unit I</b>   | Cheryll Glotfelty :Literary Studies in an Age of Environmental Crisis<br>T.V.Read :Toward an Environmental Justice Ecocriticism   | <b>(16 Hrs)</b> |
| <b>Unit II</b>  | Mary Mellor :Women and the Environment  | <b>(18 Hrs)</b> |
| <b>Unit III</b> | Emily Dickinson : A Narrow Fellow in the Grass<br>A.D.Hope : Moschus Moschiferous<br>Margaret Atwood : Song of the Fox More and More<br>Dilip Chitre : The Felling of the Banyan Tree<br>Gieve Patel : On Killing a Tree (Poems can be taken from any authentic source) | <b>(18 Hrs)</b> |
| <b>Unit IV</b>  | Amitav Ghosh: The Hungry Tide   | <b>(18 Hrs)</b> |
| <b>Unit V</b>   | Thoreau: Battle of the Ants - Chapter 12 of Walden<br>Edward Abbey : Water ( From Desert Solitaire : A Season in the Wilderness)  | <b>(18 Hrs)</b> |

### Movies on Environmental Issues:

- “Instinct”- movie based on Novel by Daniel Quinn.
- “Animals United” – Reinhard Klooss and Holger Tappe( Water Issue)
- “The Lorax”– Animation movie based on Dr.Suess’s book.( 2012) – ( Forests) “Avatar” – James Cameroon (2009) ( Need to protect natural resources)
- Erin Brokovich” – (2000) (Movie based on Real life incident on Water Pollution and one woman’s fight against it.)
- “Wall –E” – (Waste Management)
- Apocalyptic Movie: “The Day the Earth Stands Still” (2008)- Scott Derrickson. Dystopic(Post- Apocalyptic) Movies: “The Day after Tomorrow”
- “Fergully: The Last Rainforest”
- Documentaries: “An Inconvenient Truth”, “Waste Land” and “The Eleventh Hour” Analysis of Movies can be done with the help of the Reference Book: Pat Brereton’s
- Environmental Ethics and Film (Routledge Studies in Environmental Communication and Media).
- (Students can also watch relevant programs from Animal Planet, National Geographic Channel etc) Please Note : Assignments are to be practical real time projects related to the paper like: Tree-planting, Waste Management, Recycling, Vegetable Gardening etc. Seminar should be a presentation of their project/ experience.
- (Questions pertaining to movies in Unit V can be about Eco-critical analysis or Ecological messages/issues in the movies)

| S.No. | Authors  | Title  | Publishers                  | Year & Edition                |
|-------|--|--|-----------------------------|-------------------------------|
| 1     | Glotfelty, Cheryll and Harold Fromm, Eds.        | The Ecocriticism Reader: Landmarks in Literary Ecology.      | Univ. of Georgia Press      | 1996 and 1 <sup>st</sup> Edn. |
| 2     | Adamson, Joni, Mei Mei Evans, Rachel Stein, Eds. | The Environmental Justice Reader                             | University of Arizona Press | 2002 and 1 <sup>st</sup> Edn. |
| 3     | Mellor, Mary                                     | Feminism and Ecology   | Polity Press                | 1996 and 1 <sup>st</sup> Edn. |
| 4     | Ghosh, Amitav                                    | The Hungry Tide  | Harper Collins              | 2005 and 1 <sup>st</sup> Edn. |
| 5     | Samuelson, Fisher and Vaid                       | American Literature of the Nineteenth Century: An Anthology. | Eurasia Publishing          | 1965 and 1 <sup>st</sup> Edn. |
| 6.    | Abbey, Edward                                    | Desert Solitaire : A Season in the Wilderness                | Random House                | 1971 and 1 <sup>st</sup> Edn. |

### Books for Reference

| S. No. | Authors              | Title of the Book  | Publishers              | Year & Edition                |
|--------|----------------------|--|-------------------------|-------------------------------|
| 1      | Dr.Selvamoni, Nirmal | Essays in Ecocriticism   | Swarup Publishers       | 2007 and 1 <sup>st</sup> Edn. |
| 2.     | Dr.Sumathy U.        | Ecocriticism in Practice   | Swarup Publishers       | 2006 and 1 <sup>st</sup> Edn. |
| 3.     | Tagore, Rabindranath | Mukthadhara from Tagore Three Plays  | Oxford University Press | 1950 and 1 <sup>st</sup> Edn. |
| 4.     | Brereton, Prereton   | Environmental Ethics and Film (Routledge Studies in Environmental Communication and Media) | Routledge               | 2015 and 1 <sup>st</sup> Edn. |

|   |             |                       |               |                               |
|---|-------------|-----------------------|---------------|-------------------------------|
| 5 | Naess, Arne | The Ecology of Wisdom | Counter point | 2009 and 1 <sup>st</sup> Edn. |
|---|-------------|-----------------------|---------------|-------------------------------|

**Pedagogy:**

Lecture by chalk and talk, powerpoint presentation, group discussion, assignment, quiz, peer learning, seminar, Narration etc.

**Course Content and Presentation Schedule**

| Unit I(16Hours)   |   |                                   |             |   |   |
|-------------------|---|-----------------------------------|-------------|---|---|
| Module No.        | Topic   | CLO/CO                            | No of Hours | Content Delivery Methods                | Learning Methods  |
| 1                 | Cheryll Glotfelty :Literary Studies in an Age of Environmental Crisis<br>T.V.Read :Toward an Environmental Justice Ecocriticism   | CLO2, CLO3, CLO4, CLO5,CLO6       | 16          | Board, Chalk and Talk, Group Discussion | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II (18Hours) |   |                                   |             |   |   |
| Module No.        | Topic   | CLO/CO                            | No of Hours | Content Delivery Methods                | Learning Methods  |
| 2                 | Mary Mellor :Women and the Environment  | CLO2, CLO2, CLO3, CLO4, CLO5,CLO6 | 18          | Board, Chalk and Talk, PowerPoint       | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit II (18Hours) |   |                                   |             |   |   |
| Module No.        | Topic   | CLO/CO                            | No of Hours | Content Delivery Methods                | Learning Methods  |
| 3                 | Emily Dickinson : A Narrow Fellow in the Grass<br>A.D.Hope : Moschus Moschiferous<br>Margaret Atwood : Song of the Fox More and More<br>Dilip Chitre : The Felling of the Banyan Tree<br>Gieve Patel : On Killing a Tree (Poems can be taken from any authentic source) | CLO2 CLO2, CLO3, CLO4, CLO5,CLO6  | 18          | Board, Chalk and Talk,Quiz              | Experiential Learning, Participatory Learning, Problem based Learning |
| Unit IV (18Hours) |   |                                   |             |   |   |
| Module No.        | Topic   | CLO/CO                            | No of Hours | Content Delivery Methods                | Learning Methods  |

| 4                       | Amitav Ghosh: The Hungry Tide  | CLO2, CLO3, CLO4, CLO5,CLO6 | 18                 | Board, Chalk and Talk,Seminar     | Experiential Learning, Participatory Learning, Problem based Learning |
|-------------------------|--|-----------------------------|--------------------|-----------------------------------|---|
| <b>Unit V (18Hours)</b> |  |                             |                    |                                   |   |
| <b>Module No.</b>       | <b>Topic</b>   | <b>CLO/CO</b>               | <b>No of Hours</b> | <b>Content Delivery Methods</b>   | <b>Learning Methods</b>   |
| 5                       | Thoreau: Battle of the Ants - Chapter 12 of Walden<br>Edward Abbey : Water ( From Desert Solitaire : A Season in the Wilderness) | CLO2, CLO3, CLO4, CLO5,CLO6 | 18                 | Board, Chalk and Talk, Discussion | Experiential Learning, Participatory Learning, Problem based Learning |

### Course Designers

1.Dr.Sushil Mary Mathews

2.Mrs.P.Subhapriya

| <b>S.No</b> | <b>LEARNING METHODS</b> | <b>Percentage</b> |
|-------------|-------------------------|-------------------|
| 1           | Participatory Learning  | 40%               |
| 2           | Experiential Learning   | 40%               |
| 3           | Problem Based Learning  | 20%               |

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>                  | <b>CATEGORY</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|--------------------------------------|-----------------|----------|----------|----------|---------------|
| <b>MEG2318</b>     | <b>ALC : CONTEMPORARY LITERATURE</b> | <b>THEORY</b>   | -        | -        | -        | 5             |

### **Preamble**

The course enrich students' reading and writing experiences through analysis of the major literary genres in contemporary literature. They will become familiar with the works produced in the 20<sup>th</sup> century.

### **Course Learning Outcomes**

**On the successful completion of the course, students will be able to**

| <b>CLO Number</b> | <b>CLO Statement</b>  | <b>Knowledge level</b> |
|-------------------|---|------------------------|
| CLO1              | Identify the different genres in Contemporary literature  | K2                     |
| CLO2              | Examine the plot, point of view, setting, symbol, themes and other major elements in literary works | K3                     |
| CLO3              | Interpret to reflect society's social and political viewpoints                                      | K4                     |
| CLO4              | Assess contemporary developments in their appropriate cultural and historical contexts              | K5                     |

### **Mapping with Programme Learning Outcomes**

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> |
|-------------|-------------|-------------|-------------|-------------|
| CLO1        | S           | S           | S           | S           |
| CLO2        | S           | S           | S           | S           |
| CLO3        | S           | S           | S           | S           |
| CLO4        | S           | S           | S           | S           |

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

## ALC : CONTEMPORARY LITERATURE- MEG2318

|                 |                    |   |
|-----------------|--------------------|---|
| <b>Unit I</b>   | <b>Poetry</b>      | Rich, Adrienne - “Diving into the Wreck”  |
| <b>Unit II</b>  | <b>Prose</b>       | Camus, Albert – Nobel Prize Acceptance Speech   |
| <b>Unit III</b> | <b>Drama</b>       | Dattani, Mahesh - Dance Like a Man – 2 Acts   |
| <b>Unit IV</b>  | <b>Short Story</b> | 1. The Cleft (page no 1- 37)<br>2. The Ghurkha’s Daughter (page no 173 – 208)<br>(From The Ghurkha’s Daughter Stories by Prajwal) |
| <b>Unit V</b>   | <b>Fiction</b>     | Bach, Richard - Bridge across Parajuly Forever  |

### Text Books Prescribed:

| S.No | Author           | Title of the Book              | Publishers  | Year & Edition                |
|------|------------------|--------------------------------|---|-------------------------------|
| 1    | Rich, Adrienne   | “Diving into the Wreck”        | Any Anthology   | -                             |
| 2    | Camus, Albert    | Nobel Prize Acceptance Speech  | Albert Camus – Banquet speech.<br>NobelPrize.org. Nobel Media AB 2021. Fri. 28 May 2021.<br>< <a href="https://www.nobelprize.org/prizes/literature/1957/camus/speech/">https://www.nobelprize.org/prizes/literature/1957/camus/speech/</a> > | -                             |
| 3    | Dattani, Mahesh  | Dance Like a Man               | Penguin India   | 2006 and 1 <sup>st</sup> Edn. |
| 4    | Parajul, Prajwal | The Ghurkha’s Daughter Stories | Quercus   | 2014 and 1 <sup>st</sup> Edn. |
| 5    | Bach, Richard    | Bridge Across Forever          | William Morrow  | 2001 and 1 <sup>st</sup> Edn. |

### Reference Books

| S. No. | Author                                | Title of the Book  | Publishers  | Year of Publication & Edition |
|--------|---------------------------------------|--|-------------|-------------------------------|
| 1      | Robert Con Davis and Ronald Schleifer | Contemporary Literary Criticism, Literary and Cultural Studies | Longman Inc | 1989 and 1 <sup>st</sup> Edn  |



### **Course Designers**

1. Dr. Dhanalakshmi A.
2. Dr. Santhosh Priyaa J.

| <b>COURSE CODE</b> | <b>COURSE TITLE</b>                 | <b>CATEGORY</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>CREDIT</b> |
|--------------------|-------------------------------------|-----------------|----------|----------|----------|---------------|
| <b>MEG2319</b>     | <b>ALC : YOUNG ADULT LITERATURE</b> | <b>THEORY</b>   | -        | -        | -        | 5             |

**Course Objective:** The programme provides an overview of theories and texts of Young Adult Literature, a relatively new area of serious literary study and research. Ranging from specific teen experiences to the fantastic, the texts explore the different facets of being a young adult and the problems that beset them in the most complicated phase of life, adolescence.

#### **Course Learning Outcomes**

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

| <b>CLO No.</b> | <b>CLO Statement</b>   | <b>Knowledge level</b> |
|----------------|--|------------------------|
| CLO1           | Identify the different genres in Young Adult Literature  | K2                     |
| CLO2           | Analyse the plot, setting, symbols, themes and other elements in literary works                                  | K3                     |
| CLO3           | Interpret to reflect social and political viewpoints.  | K4                     |
| CLO4           | Evaluate the contemporary developments in Young Adult Literature with relevance to social and cultural contexts. | K5                     |

#### **Mapping with Programme Learning Outcomes**

| <b>CLOs</b> | <b>PLO1</b> | <b>PLO2</b> | <b>PLO3</b> | <b>PLO4</b> |
|-------------|-------------|-------------|-------------|-------------|
| CLO1        | S           | S           | S           | S           |
| CLO2        | S           | S           | S           | S           |
| CLO3        | S           | S           | S           | S           |
| CLO4        | S           | S           | S           | S           |

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

## ALC : YOUNG ADULT LITERATURE- MEG2319

|                        |   |
|------------------------|---|
| <b>Unit 1-Poetry</b>   | Amanda Lovelace : Easily I often<br>Nikita Gill : An Older and Wiser Little Mermaid Lang<br>Lear : A Lesson<br>Emily Dickinson : My Cocoon tightens - Colors tease (1099) |
| <b>Unit II Prose</b>   | Anterio Garcia : Reading Unease: Just who, Exactly, Is Young Adult Literature Made For?   |
| <b>Unit III Drama</b>  | J. M. Barrie : Peter Pan or The Boy Who Would Not Grow Up.  |
| <b>Unit IV Fiction</b> | Devika Rangachari : Queen of Ice  |
| <b>Unit V Classics</b> | Anne Frank : The Diary of a Young Girl  |

### Text Books

| S.No. | Unit | Author           | Title of the Book   | Publishers   | Year & Edition                       |
|-------|------|------------------|---|--|--------------------------------------|
| 1     | I    | Lovelace, Amanda | “Early I often”<br>The Princess saves Herself in this One | The Princess Saves Herself in This One,<br>Andrews McMeel Publishing, 2017. <a href="https://1lib.in/book/5774733/d0cd5a">https://1lib.in/book/5774733/d0cd5a</a>                            | 2017 and 1 <sup>st</sup> edn. E-book |
| 2     | I    | Gill , Nikita    | “An Older and Wiser Little Mermaid”                       | Gill, Nikita. “An Older and Wiser Little Mermaid Speaks.” Fierce Fairytales, First ed., Hachett, 2018. <a href="https://1lib.in/book/5030698/6db41c">https://1lib.in/book/5030698/6db41c</a> | 2018 and 1 <sup>st</sup> edn. E Book |
| 3     | I    | Lear , Lang      | “A Lesson”  | The Universe of Us: Poems, Ebook ed., Andrews McMeel Publishing, 2016. <a href="https://1lib.in/book/4749966/37f1c0">https://1lib.in/book/4749966/37f1c0</a>                                 | 2016 and 1 <sup>st</sup> edn. E Book |
| 4     | I    | Dickinson, Emily | My Cocoon tightens - Colors tease (1099)                  | The Collected Poems of Emily Dickinson. Barnes and Noble Classics, 2003. <a href="https://1lib.in/book/1255904/b6793f">https://1lib.in/book/1255904/b6793f</a>                               | 2003 and 1 <sup>st</sup> edn. E Book |

|   |     |                    |  |  |                               |
|---|-----|--------------------|--|--|-------------------------------|
| 5 | II  | Garcia, Antero     | Critical Foundations in Young Adult Literature: Challenging Genres | Sense Publishers   | 2013 and 1 <sup>st</sup> edn. |
| 6 | III | Barrie, J. M.      | The Boy Who Would Not Grow Up                                      | Ebook (2003) ed., Gutenberg.net .au, <a href="http://gutenberg.net.au/ebooks03/0300081h.html">http://gutenberg.net.au/ebooks03/0300081h.html</a> | 2003 and E-book               |
| 7 | IV  | Rangachari, Devika | Queen of Ice   | Duckbill Books   | 2014 and 1 <sup>st</sup> edn. |
| 8 | V   | Frank, Anne        | The Diary of a Young Girl  | Bantam   | 1993 and New/ Reprint         |

### Books For Reference

| S.No. | Author                    | Title of the Book   | Publishers         | Year & Edition                |
|-------|---------------------------|---|--------------------|-------------------------------|
| 1     | Trupe , Alice             | Thematic Guide to Young Adult Literature                      | Greenwood Press    | 2006 and 1 <sup>st</sup> edn. |
| 2     | Ed- Wolf, Shelby.A et al. | Handbook of Research on Children's and Young Adult Literature | Taylor and Francis | 2011 and 1 <sup>st</sup> edn. |

### Course Designers

1. Dr Santhosh Priyaa J.
2. Dr Mathangi V.

**PROJECT                    MEG23PROJ                    180 Hrs   Credits: 5**

**OBJECTIVE:** To make the students understand the importance of doing research on a literary research topic relevant to society and environment which has to be undertaken by the individual student. Individual Projects and Viva Voce.

Two or three students will be assigned to each staff member. The topic of area is finalized at the end of III semester, allowing scope for the students to gather relevant material during the vacation. The research work can be carried at the college or other libraries approved by the guide and the HOD. Viva voce / presentation will be conducted by both internal and external examiners. The student will be evaluated on the basis of presentation and her response to questions.

**Area of Work**

British, American, Commonwealth and Indian Writing in English, Translation Studies and Comparative Studies.

**Methodology**

MLA Handbook for Writers of Research Papers, latest edition will be followed.

**Evaluation**

Evaluation of the Project : 25 Marks ,    Viva Voce: 75 Marks    Total :100