

PG & RESEARCH DEPARTMENT OF ENGLISH

Madras Christian College (Autonomous)

Tambaram, Chennai – 600 059



B.A. / M.A. / M.PHIL DEGREE SYLLABUS

B.A. DEGREE SYLLABUS

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B.A. ENGLISH LANGUAGE AND LITERATURE

PROGRAMME SPECIFIC OUTCOMES

On successful completion of Bachelor of Arts in English Language and Literature the should be able to:

PSO 1- Recall the various aspects of English Language and Literature including the nuances and intricacies evident in literary texts such as poetry, prose, drama, and novel along with its socio-political and historical contexts

PSO 2- Use English language successfully through various processes of oral and written communication to communicate meaning effectively not only in the classroom but also in real life situations

PSO 3- Analyze contextualized literary texts and cultural discourses to integrate impactful core values into any life-situations

PSO 4- Appraise the dynamics of English Language and relevance of literary cultures, traditions, schools, and movements

PSO 5- Synergize independent learning, analytical and critical thinking, and other related learning-intensive capabilities

To facilitate an appreciation of literature by introducing the student to the basic genres and thus enabling a literary experience.

BA ENGLISH LANGUAGE AND LITERATURE PROGRAMME PROFILE

Part	Core/Elective /Allied	Course Code	Course	Credits	Hours per week	Total Hours	CA	ESE	Total
Semester I									
III	Core	081EG1M01	Literary Forms	5	6	90	50	50	100
III	Core	081EG1M02	Grammar and Linguistics	5	6	90	50	50	100
III	Allied	081EG1A01	Social History of England and History of English Literature I	5	6	90	50	50	100
IV	General Course	081EG1G01	Experience of Literature	2	4	60	50	50	100
Semester II									
III	Core	081EG2M01	The Age of Elizabeth	5	6	90	50	50	100
III	Core	081EG2M02	The Age of Milton, Pope, and Johnson	5	6	90			100
III	Allied	081EG2A01	Social History of England and History of English Literature II	5	6	90	50	50	100
Semester III									
III	Core	081EG3M01	The Romantic Age	5	6	90	50	50	100
III	Core	081EG3M02	The Victorian Age	5	6	90	50	50	100
III	Allied	081EG3A01	Practical Introduction to Literature	5	6	90	50	50	100
Semester IV									
III	Core	081EG4M01	Modern Period	5	6	90	50	50	100
III	Core	081EG4M02	Shakespeare I	5	6	90	50	50	100
III	Allied	081EG4A01	Prosody and Rhetoric	5	6	90	50	50	100
IV	Interdisciplinary	081EG4I01	Current Trends in Music and Literature	3	4	60	50	50	100
Semester V									
III	Core	081EG5M01	American Literature	5	6	90	50	50	100
III	Core	081EG5M02	Indian Writing in English	5	6	90	50	50	100
III	Core	081EG5M03	Shakespeare II	5	6	90	50	50	100
III	Core	081EG5M04	Women's Writing (American, British, Indian)	5	6	90	50	50	100
IV	General Elective	081EG5L01	English for Careers	3	5	75	50	50	100
Semester VI									
III	Core	081EG6M01	Shakespeare Criticism	5	6	90			
III	Core	081EG6M02	New Writing	5	6	90	50	50	100
III	Core	081EG6M03	European and Tamil Classics in Translation	5	6	90	50	50	100
III	Core	081EG6M04	Myth and Literature Special Paper	5	6	90	50	50	100
III	Core	081EG6M05	Postmodern Survey Special Paper	5	6	90	50	50	100

EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT

INTERNAL EVALUATION BY COURSE TEACHERS

Component	Time	Maximum Marks
I CA	2 hours	50
II CA	Seminar, presentation etc.	50
III CA	2 hours	50

Best two marks will be considered.

TOTAL: 100 MARKS TO BE CONVERTED TO 50

CA QUESTION PAPER PATTERN UG

Knowledge Level	Section	Word Limit	Marks	Total
K1, K2, K3	A	100 to 150	4x 10	20
K4, K5, K6	B	500 to 800	3x 20	60

RUBRICS FOR CONTINUOUS ASSESSMENT

Written Exam	Clarity of expressions, creative and original ideas, form, diction
Seminar presentation	Subject knowledge, organization of ideas, visual aids, communication skills
Field Visit	Active participation, Preparation, Event management
Case Study	Questionnaire, New Insights, Problem analysis and Solution
Group Discussion	Group Dynamics, Communication skills, Clarity of expressions, brevity
Creative Designing	Creative conceptualizing, form and expressions, innovation
Blended learning	Participation, informal exchanges
Play Presentation	Performance, Voice, Acting, Expressions
Exhibition	Creative presentation, props and charts design, costume, character

END SEMESTER EVALUATION PATTERN

PART III

DOUBLE VALUATION: COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS 100 TO BE CONVERTED TO 50

PASSING MARK: 40

PART IV

WRITTEN EXAM: 50 MARKS

PROJECT OR ALBUM: 50 MARKS

DOUBLE VALUATION: COURSE TEACHER AND EXTERNAL EXAMINER

MAXIMUM MARKS 100 TO BE CONVERTED TO 50

PASSING MARK: 40

LITERARY FORMS

Code: 081EG1M01
Semester: I

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Provide a theoretical foundation for the study of literature

Familiarize the students with generic differences in literature

Study individual genres and forms of literature in terms of its origin, its features, and its variegation

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Identify and categorize the various genres and forms of literature

CO2: [K 3] Apply the dynamics of the forms of literature and enable the discussion of its workings

CO3: [K 4] Analyze the development of the genres in their respective cultural and historical contexts

CO4: [K 5] Evaluate the literary canon and discuss its formulation and prevalence

CO5: [K 6] Acquire technical knowledge of the genres and forms of literature

COURSE OUTLINE

Unit 1

Tragedy

Comedy

Tragi-comedy

Satire

Unit 2

Drama

Novel (Historical Novel, Detective Novel, etc.)

Short Story

Essay

Unit 3

One-Act Play

Biography

Autobiography

Melodrama

Unit 4

Farce
Masque
Epic
Ballad

Unit 5

Lyric
English Prosody
Ode
Sonnet
Elegy

ADDITIONAL READING

MOOC Course Title: <https://www.mooc-list.com/course/what-poetry-introduction-literary-analysis-futurelearn>

MOOC Course Title: <https://www.mooc-list.com/course/apr-english-literature-composition-part-1-stories-edx>

Web Link:

https://play.google.com/store/apps/details?id=com.mobisystems.msdict.embedded.wireless.oxford.oxfordliteraryterms&hl=en_IN&gl=US

REFERENCES

M.H. Abrams. *A Glossary of Literary Terms*. Cengage Learning India Private Limited; 11th edition, 2015.

Peter Childs and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2005.

Alex Preminger and T.V.F Brogan. *The New Princeton Encyclopaedia of Poetry and Poetics*. Harper Collins, 2020.

J.A. Cuddon. *A Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2015.

Chris Baldick. *The Concise Oxford Dictionary of Literary Terms*. OUP, 2015.

E-LEARNING RESOURCES

<https://www.oxfordreference.com/view/10.1093/acref/9780199208272.001.0001/acref-9780199208272>

<https://www.english.cam.ac.uk/classroom/terms.htm>

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_terms/index.html

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	1
CO2	3	3	3	3	2
CO3	3	3	3	3	3
CO4	2	2	3	3	2
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	14	14	14	13	11

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

GRAMMAR AND LINGUISTICS

Code: 081EG1M02

Semester: I

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce the learners to the essentials of Grammar and Linguistics for a strong grounding in Language

Explain unique properties and elements of Language and its subsequent application with accuracy

Highlight the characteristic features of Language acquisition, description and modern Linguistics and to understand it as a system of communication

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the elements of grammar such as the parts of speech, Verbs and Nouns

CO2: [K 3] Use Grammar rules to negotiate through the various Language activities in class and in real world

CO3: [K 4] Analyze Language as a system of communication wherein thoughts, ideology, and world view changes across cultures

CO4: [K 5] Evaluate the aims and attitude of Language perceptions in society and its role in the cultural dynamics

CO5: [K 6] Write and practice grammatically accurate sentences which are sound in grammatical accuracy and semantic understanding

COURSE OUTLINE

Unit 1 Elements of Grammar

Parts of Speech- Closed-system items, Open-class items, Stative and Dynamic, Pro-forms
Question and negation- wh – questions, Yes-no questions, Negation and non-assertion

Unit 2 Verbs and the Verb-phrase

Types of verb

Verbal forms and the verb phrase

The Morphology of lexical verbs

Regular lexical verbs: The -ing and -s forms, The past and the -ed participle

The auxiliaries 'do', 'have', 'be'

The modal auxiliaries

Marginal modal auxiliaries

Finite and non-finite verb phrases

Contrasts expressed in the verb phrase

Time, aspect and mood

Tense and aspect

The Future

The Basic Sentence Patterns

Unit 3 Nouns, Pronouns, and the Basic Noun Phrase

The basic noun phrases

Noun Classes: Proper nouns, common nouns, non-count nouns, determiners, closed system premodifiers, predeterminers, post determiners, quantifiers, general/unique reference, number system, gender and case, pronouns.

Adjectives and Adverbs- An Introduction

Unit 4 Language: Its Uses, Nature and Varieties

Language is a system of communication - animal communication vs human communication

Language acquisition: sociological and psychological motivations - notions of competence and performance

Language in society: its uses - dialect, idiolect, register; spoken and written language

Language description: theories, models, universals

Modern Linguistics: aims and attitudes

Historical and descriptive linguistics

Unit 5 Organization of Language

Phonological organization: Linguistics and Phonetics: Phonetics and phonology.

The Phoneme theory; segmental and supra-segmental phonemes; the organs of speech.

Classification of speech sounds - vocoids and contoids; English vowels, Diphthongs and Consonants. (Cardinal vowels).

The word: word accentuation, stress & pitch change:

The Sentence: sentence stress, juncture, rhythm, and intonation

Syntactic organization: grammatical units: the morpheme - bound and free - lexical and grammatical clauses - IC analysis - the Sentence - major, minor.

ADDITIONAL READING

MOOC Course Title: Learn English: Advanced Grammar and Punctuation Specialization

MOOC Course Title: Miracles of Human Language: An Introduction to Linguistics

Web Link: <https://www.coursera.org/specializations/advanced-grammar-punctuation>
<https://www.coursera.org/learn/human-language>

REFERENCES

Randolf Quirk and Sidney Greenbaum. *A University Grammar of English*. Pearson, 2016.

Brock Haussamen. *Revising the Rules : Traditional Grammar and Modern Linguistics*. Kendall/Hunt Publishing Company, 2000.

Thomas Edward Payne. *Understanding English Grammar : A Linguistic Introduction*. CUP, 2011.

Sidney Greenbaum & Gerald Nelson. *An Introduction to English Grammar, Longman Grammar, Syntax and Phonology, Second Edition*. Longman, 2002.

R. M. W. Dixon. *A Semantic Approach to English Grammar (Oxford Textbooks in Linguistics) Second Edition*. OUP, 2005.

E-LEARNING RESOURCES

https://englishonline.britishcouncil.org/english-language-courses/?c=in&gclid=Cj0KCQjw8O-VBhCpARIsACMvVLP6zQRgPJsq0Zo5SX5N-DvfyLjQQ1krKl5-kZ2Jxk6u8cq7_x0Lt2AaAg1AEALw_wcB
<https://www.linguisticsociety.org/resource/grammar>
<https://www.linguisticsociety.org/resource/language-and-thought>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	1	1
CO2	3	3	3	1	1
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	13	11	11

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE I

Code: 081EG1A01

Hours: 90

Semester: I

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Present an overview of the social and historical events in English history which have impacted English culture and English literature

Explain the evolution of various genres of English literature

Enable learners conceptualize the relevance of Literary productions as a sequential development overlaid by its social history

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the various aspects of the English society as evident in the literary texts such as poems, prose, drama and novel

CO2: [K 3] Apply the background of social history of England to trace the development of English and Literary texts

CO3: [K 4] Analyze the British society in the context of its social history and literary productions

CO4: [K 5] Evaluate the writers and the literary cultures, traditions and age they represent

CO5: [K 6] Create a picture of England against the backdrop of significant events and its literature

COURSE OUTLINE

UNIT 1 Social History of England

Background

Feudalism

The Church during the Age of Chaucer and after

Monasteries

The Tudor Age

Renaissance

Reformation

Social Life during the Age of Shakespeare

UNIT 2 The Age of Stuarts

The Puritan War

Colonial Expansion

Social Life in Restoration England

UNIT 3 Renaissance Literature

History of English Literature- Background Information from Chaucer to Renaissance

The Development of Drama

Marlowe

Ben Jonson
 Other minor dramatists of the 16th Century
 Elizabethan Poetry
 Elizabethan Prose

UNIT 4 Milton and Dryden

The Age Of Milton

The Poetry of Milton

Prose

The Age Of Dryden

Restoration Drama

Development of Prose

Poetry during the Age of John Dryden

UNIT 5 Eighteenth Century Literature

The Growth and Development of the Periodical Essay

Alexander Pope and other poets

The Forerunners of the Novel

The Pioneers of the Novel

Dr. Johnson

Oliver Goldsmith

Forerunners of the Romantic Movement

ADDITIONAL READING

MOOC Course Title: https://onlinecourses.nptel.ac.in/noc19_hs46/preview

MOOC Course Title: <https://www.classcentral.com/course/youtube-history-of-britain-90054>

Web Link: <https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>

REFERENCES

Paul Poplawski. *English Literature in Context*. Cambridge University Press. 2017

David Daiches. *A Critical History of English Literature Volume I*. Supernova Publishers. 2022

David Daiches. *A Critical History of English Literature Volume II*. Supernova Publishers. 2022

Edward Albert. *History of English Literature*. Oxford University Press. 2017

A.G. Xavier. *An Introduction to the Social History of England*. Ananda Book Depot. 2021

E-LEARNING RESOURCES

<https://www.britannica.com/art/English-literature>

<https://www.english-heritage.org.uk/learn/story-of-england/>

<https://www.bl.uk/learning/online-resources>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	2	2	3	3	3
CO4	3	2	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	14	12	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

EXPERIENCE OF LITERATURE

Code: 081EG1G01
Semester: I

Hours: 60
Credits: 4

LEARNING OBJECTIVES

This course aims to:

Facilitate an appreciation of literature by introducing the learners to the basic genres, thus enabling a wide literary experience

Explain uniqueness of significant writers and their shared experience in encapsulating thoughts and expressions

Highlight the aesthetic fervor and flavor of art and artistic expressions in the form of various genres of Literature

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Define literary genres and understand the contribution that writers have made to the society through various works of art

CO2: [K 3] Appreciate poetry, prose, essays, short stories and novels for their artistic, aesthetic appeal and ingenuity of thoughts

CO3: [K 4] Analyze the components of each genre and compare the meticulousness of crafting ideas within its framework

CO4: [K 5] Evaluate the significant experiences encapsulated in each work as representative of its society and culture

CO5: [K 6] Develop aesthetic sensibility to identify and appreciate fine details that sets apart sublime works of art from the others

COURSE OUTLINE

Unit 1 Poetry

S.T. Coleridge- *Metrical Feet*

R.W. Emerson- *The Rhodora*

Thomas Traherne- *Wonder*

G.M. Hopkins- *Spring*

Milton- *When I Consider*

W.B. Yeats- *A Prayer for My Daughter*

Tennyson- *Ulysses*

E.B. Browning- *How Do I Love Thee*

T.S. Eliot- *Journey of the Magi*

W. Wordsworth- *The Solitary Reaper*

R. Frost- *Fire and Ice*

Unit 2 Prose

Bronowski- *Science and Sensibility*

Aaron Copland- *What to Listen For in Music?*

Walter Lippmann- *The Indispensable Opposition*
 Ved Mehtha- *The Poorest of the Poor*
 G.K. Chesterton- *On Running After One's Hat*
 E.V. Lucas- *Silver Paper*

Unit3 Essays

G.H. Hardy- *A Mathematician's Apology*
 Selma H. Frailberg- *Abracadabra*
 Ayn Rand- *Collectivized Ethics*
 Martin Luther King Jr.- *Pilgrimage to Non-Violence*
 James Thurber- *The Trouble With Man is Man*

Unit 4 Short Stories

N. Gogol- *The Overcoat*
 Maupassant- *The Necklace*
 O. Henry- *The Gift of the Magi*
 S. Rushdie- *The Firebird's Nest*
 L. Tolstoy- *How Much Land Does a Man Need*
 O. Wilde- *The Model Millionaire*
 A. Camus- *The Guest*
 S. Maugham- *The Verger*
 G.K. Chesterton- *Father Brown Stories (Any one)*
 Tagore- *Cabuliwallah*

Unit 5 Novels (Any two of the following. Choice given to the students)

Charles Dickens- *A Tale of Two Cities*
 Thomas Hardy- *The Return of the Native*
 Jane Austen- *Pride and Prejudice*
 Charlotte Bronte- *Jane Eyre*
 George Eliot- *Adam Bede*
 Gabriel Garcia Marquez- *Of Love and Other Demons*
 Salman Rushdie- *Haroun and the Sea Stories*
 Toni Morrison- *Bluest Eye*
 J. R. R. Tolkien- *Lord of the Rings*
 Ernest Hemingway- *The Old Man and the Sea*

ADDITIONAL READING

MOOC Course Title: Sharpened Visions: A Poetry Workshop

MOOC Course Title: Creative Writing Specialization

Web Link: <https://www.coursera.org/learn/poetry-workshop>
<https://www.coursera.org/specializations/creative-writing>

REFERENCES

Sacvan Bercovitch. *Cambridge History of American Literature, Vol. 3: Prose Writing, 1860-1920*. CUP, 2005.

Peter Widdowson. *Literature-New Critical Idioms Series*. Routledge, 1998.

Arthur N. Applebee Et. AL. *The Language of Literature: British Literature*. McDougal Littell, 2007.

Dominic Rainsford. *Studying Literature in English: An Introduction*. 2014. Routledge, 2014.

Jack Heffron. *The Writer's Idea Book*. Writers Digest, 2012.

E-LEARNING RESOURCES

<http://www.kellenberg.org/wp-content/uploads/2015/10/Introduction-to-Literature.pdf>

<https://elifnotes.com/introduction-history-of-english-literature/>

<https://2012books.lardbucket.org/pdfs/british-literature-through-history.pdf>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	14	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

THE AGE OF ELIZABETH

Code: 081EG2M01

Semester: II

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Provide a detailed background to the Age of Elizabeth in the cultural, socio-political and literary context

Examine the nature of Renaissance thought and its impact of subsequent periods of literary history

Introduce students to the uniquely Elizabethan poems, love sonnets and metaphysical poetry.

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Remember the key developments that happened during Renaissance and its influence on Elizabethan Thought

CO2: [K 2] Understand the new nationalistic fervor that characterizes the literary texts of the Elizabethan Age

CO3: [K 3] Analyze the evolution of English Drama from the Medieval Miracle and Morality Plays to the more psychologically complex plays of the Elizabethan Age

CO4: [K 4] Evaluate literature in the light of the Elizabethan context and appreciate the impact of Elizabethan thought on subsequent periods of literary history

CO5: [K 4] Appraise the impact of the Renaissance love for beauty and novelty in Elizabethan poetry and sonnets

COURSE OUTLINE

Unit 1 Poetry

Spenser- *Prothalamion*

Philip Sidney- *Loving in Truth* and *Faine in Verse My Love to Show* from *Astrophel and Stella*.

Thomas Wyatt- *Forget not yet: And why thou leve me thus? The long love that my thought doth harbour.*

Unit 2 Prose

Henry Howard, Earl of Surrey: *When raging love with extreme pain*; Martial: *The things that do attain.*

Donne :*The Sun Rising, The Flea, A Hymn to God the Father*

Unit 3 Drama

Marlowe- *Doctor Faustus*

Jonson- *The Alchemist*

UNIT 4 Essays

Bacon- Essays- *Of Friendship, Of Truth, Of Marriage, Of Great Place*

UNIT 5

Sermon on the Mount (Matthew 5-7) AV

Searle- *Microcosmography (Selections)*

ADDITIONAL READING

MOOC Course Title: <https://www.oercommons.org/courses/christopher-marlowe-doctor-faustus/view>

MOOC Course Title: https://www.openculture.com/spenser_and_milton_free_course

Web Link: <https://www.oercommons.org/courses/christopher-marlowe-doctor-faustus/view>
<https://westorangehigh.libguides.com/c.php?g=813966&p=5808512>

REFERENCES

E. M. W. Tillyard. *The Elizabethan World Picture: A Study of the Idea of Order in the age of Shakespeare, Donne and Milton*. Vintage, 1959.

George Sainsbury. *A History of Elizabethan Literature*. Macmillan and Co, 1891. David Reid.

The Metaphysical Poets. Routledge Taylor and Francis Group, 2013.

Mandell Creighton. *The Age of Elizabeth*. Longmans, Green and Company, 1904.

John D. Bernard, *Ceremonies of Innocence: Pastoralism in the Poetry of Edmund Spenser*. Cambridge University Press, 1989.

E-LEARNING RESOURCES

<https://www.elizabethan.org/sites.html>

<https://www.worldhistory.org>

<https://www.history.org.uk/student/categories/495/module/4536/overview-of-elizabeth-i/4540/reformation-religion>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	3	1
CO2	1	1	3	3	3
CO3	2	3	3	3	3
CO4	2	3	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	11	10	15	15	13

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY
CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media
Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

THE AGE OF MILTON, POPE, AND JOHNSON

Code: 081EG2M02

Semester: II

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce the learners to the the salient features of the 17th and 18th century literature

Explain unique properties and elements of the poetic and prosaic works of the neoclassical era

Highlight the characteristic features of various kinds of prose and novels of the Neoclassical literature

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the literary movements during the Neoclassical Age and the various transitions in culture and life

CO2: [K 3] Apply features of neoclassical age in relevant poetry, prose and fiction

CO3: [K 4] Analyze literary productions of the neoclassical age in the context of the changing culture and social life

CO4: [K 5] Evaluate the introduction of new literary ideas in the wake of science and progress during the neoclassical age

CO5: [K 6] Develop ideas of inclusion and broadened literary sensibilities towards understanding culture and cultural changes

COURSE OUTLINE

Unit 1 Poetry

John Milton- *Paradise Lost - Book II*

John Dryden- *Song for St. Cecilia's Day*

Unit 2 Elegy & Odes

Thomas Gray- *Elegy Written in a Country Churchyard*

William Collins- *Ode to Evening*

Unit 3 Drama

Richard Sheridan- *The Rivals*

Unit 4 Prose

Samuel Johnson- *Preface to Shakespeare*

Coverley Papers- 3 Essays (1-3)

Oliver Goldsmith- *Citizen of the World, The Man in Black, The Chinese Philosopher, The Shabby Beau*

Unit 5 Fiction

Daniel Defoe- *Robinson Crusoe*

Oliver Goldsmith- *Vicar of Wakefield*

ADDITIONAL READING

MOOC Course Title: The Mediterranean, a Space of Exchange (from the Renaissance to Enlightenment)

MOOC Course Title: Introduction to Philosophy

Web Link:: <https://www.coursera.org/learn/mediterraneanhistory>
<https://www.coursera.org/learn/philosophy>

REFERENCES

Jeery Brotton. *Renaissance: Short Introduction*. Oxford series. OUP, 2006.

C.V.Wedgwood. *Seventeenth Century English Literature*. Galaxy, OUP, 1956.

Harold Bloom. *John Milton (Bloom's Modern Critical Views)*. Chelsea House, 2004.

Pat Rogers. *The Cambridge Companion to Alexander Pope (Cambridge Companions to Literature)*. CUP, 2007.

Greg Clingham. *The Cambridge Companion to Samuel Johnson (Cambridge Companions to Literature)*. CUP, 1997.

E-LEARNING RESOURCES

<https://www.bl.uk/restoration-18th-century-literature/articles/neoclassicism>

<https://poets.org/poet/john-milton>

<https://www.bl.uk/people/alexander-pope>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	3	3
CO2	3	1	3	3	3
CO3	3	2	3	3	3
CO4	3	2	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	9	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE II

Code: 081EG2A01

Hours: 90

Semester: II

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Facilitate critical and historical insight into Romantic, Victorian and Modern Age

Equip learners with literary, political, and social background to understand literary and cultural texts from Romantic, Victorian and Modern Age

Expose learners to the various trends of a literary period and become proficient in analyzing literary and cultural texts using that information

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Remember and recall the various aspects of the Romantic, Victorian and Modern Age, including the nuances and intricacies evident in literary texts such as poetry, prose, drama, and novel along with its socio-political and historical contexts

CO2: [K 3] Use the English language successfully by getting exposed to the nuances of the English languages through the ages and be able to communicate meaning effectively not only in the classroom but also in real-life situations

CO3: [K 4] Analyze literary texts and cultural discourses in the context of Romantic, Victorian, and Modern literary and cultural texts

CO4: [K 5] Appraise the dynamics of the English Language through the three Ages and the relevance of literary cultures, traditions, schools, and movements of the same

CO5: [K 6] Synergize independent learning, analytical and critical thinking by analyzing political, cultural, and social conditions

COURSE OUTLINE

UNIT 1 Social History of England

The Age of Revolutions

The American War of Independence

The French Revolution

The Agriculture Revolution

The Industrial Revolution

The Reform Bills

UNIT 2 The Victorian Age

The Victorian Problem

Expansions

Humanism

Social Changes during the Victorian Age

UNIT 3 Modern Age

Pre-war condition in England
 Social Effects of the First World War
 Post-War England
 Social Effects of the Second World War
 The Labour Movement
 Social Security and the Concept of the Welfare State

UNIT 4 History of English Literature**The Age of Wordsworth**

Poetry

Prose

Novel

The Victorian Age

Victorian Poetry

Victorian Prose

Novel

UNIT 5 The Modern Age in Literature

Pre-war Literature

Literature between the Wars

English Literature after the Second World War

Trends in Modern English Poetry (20th Century)

Trends in Modern English Prose (20th Century)

Trends in Modern English Novel (20th Century)

ADDITIONAL READING

MOOC Course Title: SWAYAM- History of English language and Literature Prof. Merin Simi Raj IIT Madras

MOOC Course Title: SWAYAM- English literature for competitive exams Prof. Aysha Iqbal IIT Madras

Web Link: www.concordia.ca

REFERENCES

Daiches, David. *A Critical History of English Literature*. Ronald Press Co, 1960

Hudson, W.H. *An Outline History of English Literature*. Bell, 1932

Ford, Boris. *A Pelican Guide to English Literature*. Penguin Books, 1968

Poplawski, Paul. *English literature in Context*. CUP, 2017

Sanders Andrew. *The Short Oxford History of English Literature*. OUP, 2005

E- LEARNING RESOURCES

www.elifnotes.com

www.literaturemini.com

www.britannica.com

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

THE ROMANTIC AGE

Code: 081EG3M01
Semester: III

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce the learners to the literature of the Romantic Period

Enable learners to understand the coherence between the society and literature during which these writers lived

Present an overview to the learners of various genres of literature that were popular during these times through the study of prescribed texts

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the expressions of poetry, prose, and fiction pertinent to the Romantic age

CO2: [K 3] Apply the principles of literary criticism to the different genres of work written during this period

CO3: [K 4] Analyze the works and style of the writers of the period as reflected through their poetry, prose, and novels

CO4: [K 5] Evaluate the link between society and literature with reference to the Romantic Age in particular

CO5: [K 6] Formulate the contemporary relevance of works written during the Romantic period to the present

COURSE OUTLINE

Unit 1

The Social background and changes that led to the birth of the Romantic Period in Literature.

Unit 2 Poetry

William Wordsworth- *Tintern Abbey; Upon Westminster Bridge*

John Keats- *Ode to a Nightingale; Ode to Psyche*

Percy B. Shelley- *Ode to the West Wind*

Lord Byron *She Walks in Beauty*

William Coleridge- *Kubla Khan*

Unit 3 Prose

Charles Lamb- *Oxford in Vacation, South Sea House, Dream Children*

William Hazlitt- *My First Acquaintance with the Poets.*

Thomas De Quincey- *Literature of Knowledge & Power*

Unit 4 Fiction

Jane Austen- *Pride and Prejudice*

Walter Scott- *Ivanhoe*

Unit 5

Lectures on the multifaceted dimensions of Romantic thought that ranges from the sentimental, gothic to the suprarational and spiritual.

ADDITIONAL READING

MOOC Course Title: Healing with the Arts

MOOC Course Title: Love as a Force for Social Justice

Web Link: <https://www.coursera.org/learn/healing-with-the-arts>
<https://www.coursera.org/learn/love-social-justice>

REFERENCES

Iain McCalman ed. *An Oxford Companion to the Romantic Age British Culture 1776-1832*. Oxford University Press, 1999

Rickett, Compton. *A History of English Literature*. London: Thomas Nelson, 1964.

Jenifer Breen & Mary Noble. *Romantic Literature*. Hodder Education, 2002

Tim Blanning. *The Romantic Revolution: A History*. Random House Publishing, 2011.

Holmes Richard. *The Age of Wonder: The Romantic Generation and the Discovery of the Beauty and Terror of Science*. Harper Press, 2008.

James Chandler. *The Cambridge Companion to British Romantic Poetry*. Cambridge University Press, 2008.

E-LEARNING RESOURCES

<https://www.easternct.edu/speichera/understanding-literary-history-all/the-romantic-period.html>

<https://www.historic-uk.com/CultureUK/William-Wordsworth/>

<https://www.charleslambociety.com/c&m.html>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	2	1	3	3	3
CO3	2	2	3	3	3
CO4	3	2	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	13	10	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY
CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media
Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

THE VICTORIAN AGE

Code: 081EG3M02

Semester: III

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce the learners to the literature of the Victorian Age

Highlight the relationship between the society and the literature of the period

Introduce the learners to the various genres of literature written during this period

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Demonstrate a thorough knowledge of the historical and cultural background of the literary works produced during this age

CO2: [K 3] Appreciate literature in a different perspective with a critical approach

CO3: [K 4] Analyze the problems of the Victorian society through the works of the writers belonging to the specific period

CO4: [K 5] Critically evaluate the writers, their techniques, and their style

CO5: [K 6] Develop concepts of Victorian Society with that of the emerging literatures of the age

COURSE OUTLINE

Unit 1

Introduction to the social background, to influential thinkers like Darwin, and the considerable impact of Scientific progress on the Victorian period. To introduce the growing class inequality and the growth of poverty.

Unit 2 Poetry

Robert Browning- *Andrea Del Sarto*, *My Last Duchess*

Alfred Lord Tennyson- *Mariana*; *Ulysses*

Matthew Arnold- *Forsaken Merman*

Elizabeth Barrett Browning- *Sonnets from the Portuguese* (selections)

Unit 3 Prose

Matthew Arnold *Essay on Keats*

John Ruskin *Sesame and Lilies* - Selections from "King's Treasuries"

Unit 4 Fiction

Charles Dickens *A Tale of Two Cities*

Charlotte Bronte *Jane Eyre*

George Eliot *Mill on the Floss*

Unit 5

General Lectures on Victorian literature that reflects the various dimensions of Victorian Society from wealth and material progress on one hand to poverty, factory life and loss of faith on the other.

ADDITIONAL READING

MOOC Course Title: Modern and Contemporary Art and Design Specialization

MOOC Course Title: Art & Activity: Interactive Strategies for Engaging with Art

Web Link: <https://www.coursera.org/specializations/modern-contemporary-art-design>
<https://www.coursera.org/learn/art-activity>

REFERENCES

Borgohain Pradipta. *Victorian Literature*. The Orient Blackswan, 2017

Hugh 1855-1939 Walker. *The Literature of the Victorian Era*. Wentworth Press, August 2017

Harold Bloom. *Charlotte Bronte's Jane Eyre (Bloom's Modern Critical Interpretations)*. Chelsea House Publishers, 2007.

Carl Dawson. *Matthew Arnold: The Critical Heritage Volume 2*. Routledge, 1996.

Derek Fraser. *Urban Politics in Victorian England: The Structure of Politics in Victorian Cities*. Leicester University Press. 1976.

E-LEARNING RESOURCES

<https://www.english-heritage.org.uk/learn/story-of-england/victorian/>

<https://www.bl.uk/victorian-britain>

<https://www.ucm.es/data/cont/docs/119-2014-02-19-3.%20The%20Victorian%20Age.pdf>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	3	1	3	3	3
CO3	3	2	3	3	3
CO4	3	3	3	2	2
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	15	10	15	14	14

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

PRACTICAL INTRODUCTION TO LITERATURE

Code: 081EG3A01

Hours: 90

Semester: III

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce the learners to the essential and functional differences between literary and nonliterary communication

Explain unique properties and elements of poetry with special reference to figures of speech, meter, and rhyme.

Highlight the characteristic features of various kinds of prose from personal/reflective to rhetorical/narrative

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Define literary communication in comparison with other forms of communication

CO2: [K 3] Appreciate a lyric, a sonnet, ode and other forms of poetry

CO3: [K 4] Compare and contrast the differences between personal and impersonal prose

CO4: [K 5] Evaluate the construction of the form and content of short story and novels with its social cultural context in mind

CO5: [K 6] Write and practice literary form of their own choice

COURSE OUTLINE

Unit 1 Poetry

John Keats- *Ode on a Grecian Urn*

Gerard Manley Hopkins- *God's Grandeur*

Unit 2 Prose

Charles Lamb- *Dream Children- A Reverie*

Abraham Lincoln- *Gettysburg Address*

Unit 3 Short Story

Oscar Wilde- *The Nightingale and the Rose*

O' Henry- *Ransom of the Red Chief*

Unit 4 Drama

William Shakespeare- *The Tempest*

Unit 5 Fiction

James Joyce- *Portrait of the Artist*

Ernest Hemingway- *The Old Man and the Sea*

ADDITIONAL READING

MOOC Course Title: Crafting a plot

MOOC Course Title: Writing the lyrics

Web Link: <https://www.coursera.org/learn/craft-of-plot?specialization=creative-writing>
<https://www.coursera.org/learn/songwriting-lyrics?specialization=songwriting>

REFERENCES

A Reader's Guide to James Joyce by *William York Tindall*

E-LEARNING RESOURCES

<https://www.edx.org/course/writing-successfully-for-the-stage>

<https://www.edx.org/course/how-to-write-an-essay>

<https://www.edx.org/course/electronic-literature>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	1	1
CO2	2	1	3	3	3
CO3	2	2	3	3	2
CO4	3	1	3	2	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	13	9	15	12	12

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

MODERN PERIOD

Code: 081EG4M01

Hours: 90

Semester: IV

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Provide a comprehensive background to the Modern Period in English literary history and the cultural, social-political and technological changes that shaped modern literary thought

Help students understand the psychological depth, complexity and variety of themes found in modern novels

Relate the Modern Age with the Scientific, Industrial and Technological Revolution that took place in previous Ages and help students understand the causes behind the complexity of modern poetry.

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the role of thinkers like Darwin, Marx and Freud in the shaping of the modern British literature

CO2: [K 3] Illustrate how the Modern Period was shaped/affected/influenced by the previous eras

CO3: [K 4] Analyze the immense output of fiction during the modern period as characteristic of Modern Angst and Self-experimentation

CO4: [K 5] Evaluate the Modern Age in context and able to understand and explain the causes behind the complex nature of Modern literature

CO5: [K 6] Develop innovative concepts on the different experimental styles of modernist writers

COURSE OUTLINE

Unit 1 Poetry

T. S. Eliot- *Preludes, Mariana*

W. B. Yeats- *Easter 1916*

W. H. Auden- *Surgical Ward*

D. H. Lawrence-*The Mosquito*

Dylan Thomas- *The force that through the green fuse drives the flowers*

Wilfred Owen- *Strange Meeting*

Thomas Heaney- *Blackberry Picking*

Philip Larkin- *Church Going*

Ted Hughes- *Thought Fox*

Unit 2 Prose

T.S. Eliot- *Tradition and the Individual Talent*

D. H. Lawrence- *Why the Novel Matters*

Unit 3 Drama

George Bernard Shaw- *St. Joan*

William Synge- *Riders to the Sea*

Unit 4 Fiction

D. H. Lawrence- *Fox or The Woman Who Rode Away*

E. M. Forster- *A Passage to India*

Virginia Woolf- *Mrs. Dalloway*

Graham Greene- *The Power and the Glory*

Muriel Spark- *The Prime of Miss Jean Brodie*

Unit 5

Lectures on the multifaceted nature of Modern Writing, and how this reflects the complexities of the human experience in the Modern world.

ADDITIONAL READING:

MOOC Course Title: <https://www.openculture.com/modern-poetry-a-free-course-from-yale>

MOOC Course Title: <https://www.futurelearn.com/courses/how-to-read-a-novel>

Web Link: https://www.k-state.edu/english/westmank/literary/contempbrit_resources.html

REFERENCES

Malcolm Bradbury. *The Modern British Novel*. Secker and Warburg, 1993.

Louis Untermeyer. *Modern British Poetry*. Creative Media Partners LLC, 2019.

Bonnie Robinson. *British Literature Romantic Era to the Twentieth Century and Beyond*. University Press of North Georgia, 2017.

Christopher Butler. *Modernism: A Very Short Introduction*. Oxford University Press, 2010.

Chris Rodrigues and Chris Garratt. *Introducing Modernism: A Graphic Guide*. Icon Books, 2010.

E-LEARNING RESOURCES

<https://study.com/academy/lesson/introduction-to-english-literature-course.html>

<https://www.easternct.edu/speichera/understanding-literary-history-all/british-modernism.html>

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	3	3
CO2	3	3	3	3	3
CO3	3	2	3	3	2
CO4	3	2	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	13	11	15	15	14

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY
CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media
Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

SHAKESPEARE I

Code: 081EG4M02
Semester: IV

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce the learners to read the plays of Shakespeare and learn about his comedies and Tragi-comedies

Highlight the continuing influence of the playwright from a socio-cultural perspective

Present an overview of the contemporary adaptations /reinterpretations of Shakespeare's plays

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the range, depth, and wide-ranging influence of Shakespeare by reading his works first-hand

CO2: [K 3] Appreciate the wordplay and expressions of ideas about the world and the depth of human experience in Shakespeare's Plays

CO3: [K 4] Analyze the sonnets of Shakespeare and his lyrical love poems

CO4: [K 5] Evaluate contemporary adaptations and reinterpretations of Shakespeare in the context of various cultural and social contexts

CO5: [K 6] Create alternate approaches to the reading and understanding of Shakespeare which is commensurate to the modern times

COURSE OUTLINE

Unit 1

General Lectures on Shakespeare and his works, the characteristic feature of Shakespearean plays and their themes.

Unit 2

Much Ado about Nothing

Unit 3

Twelfth Night

Unit 4

Measure for Measure

Unit 5

Sonnets 127 to 152

ADDITIONAL READING

MOOC Course Title: William Shakespeare's Twelfth Night: Comedy, Conflict, and Community

MOOC Course Title: Introduction to Who Wrote Shakespeare

Web Link: <https://www.coursera.org/learn/shakespeare-twelfth-night-comedy-community-applied>
<https://www.coursera.org/learn/shakespeare>

REFERENCES

Barker, Granville. *Preface to Shakespeare Vol.1*. OUP, 1959.

Sowerby, R. *Luminous Life of William Shakespeare*. The Citadel Press, 1999.

Ware (Janet), Davis (AL). *101 Things You Did Not Know About Shakespeare*, CUP, 1992.

World Library Inc. *The Complete Works of William Shakespeare*. Magna Moments, 1993.

Anne Marie Hacht Edt. *Shakespeare for Students*. Thomson, 2007. **E-LEARNING**

RESOURCES

<https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography/>
<https://poets.org/poet/william-shakespeare>
<https://www.williamshakespeare.net/>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	3	3	3	3	3
CO3	2	2	3	3	3
CO4	3	2	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	14	11	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

PROSODY AND RHETORIC

Code: 081EG4A01
Semester: IV

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce learners to the Speech sounds, Rhythm, and Style in Poetry

Familiarize learners with the Elements of Rhetoric and its role through the ages

Enable learners to interpret the nuances in Poetry and appreciate the Rhetorical complexity

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Identify the manner of Articulation and classification of vowels and consonants

CO2: [K 3] Apply the basic principles and structures of Speech sounds, Rhythm, and style in Poetry

CO3: [K 4] Analyze the differences in stress and Intonation of Englishes

CO4: [K 5] Evaluate the efficacy of public speaking skills through the careful study of Rhetorical devices

CO5: [K 6] Write a poem with the metrical features and develop the Art of Persuasion

COURSE OUTLINE

Unit 1 Sound and Rhythm

Speech Sounds: Syllable (Primary, Secondary, Tertiary), Stress, Pitch, Loudness

Syllable: Pause, Elision, Syncope, Distortion, Diaresis, Anacrusis

Foot: Kinds- Inappropriate metres, truncation (catalexis), occasional feet

Unit 2 Form and Rhyme

Line: Catalectic, Acatalectic, Hypermetric, Rhyme Scheme, False Rhyme, Eye-rhyme, Feminine and Masculine Rhyme, Run-on, Enjambement, Regular and Irregular Line and Internal Rhyme

Unit 3 Stanza and Rhyme

Stanza: Strophe, Verse Paragraph, Continuous and Discontinuous verse, Blank verse, Heroic Couplet, Terza Rima, Octasyllabic Verse, Distich, Tersest, Quatrain, Sestet, Septet, Octet, Nonet

Rhyme: Alliteration, Word stress, Wrenched Accent, Distortion

Unit 4 Rhetoric Definition and Style

Definition: Elements of Rhetoric style, Figures of speech, Composition

Style: Definition, Qualities, Diction, Characteristics of Poetic Diction, Characteristics of Prose Diction, Diction as determined by Object and Location

Unit 5 Figures of Speech

Figures that promote clearness: Synecdoche and Metonymy, Simile, Metaphor, Personification, Allegory,

Figures that promote emphasis: Exclamation, Interrogation, Apostrophe, Hyperbole, Irony, Antithesis, Epigram, Climax

ADDITIONAL READING

MOOC Course Title: <https://www.mooc-list.com/course/aristotle-advertising-rhetoric-good-kind-writing-and-communication-strategy-skillshare>

MOOC Course Title: <https://iwp.uiowa.edu/archives/media/how-writers-write-poetry-2014-class-five-prosody-meter>

Web Link: <https://www.mooc-list.com/course/rhetoric-art-persuasive-writing-and-public-speaking-edx>

REFERENCES

Hobsbaum, Philip. *Metre, Rhythm, and Verse Form. The New Critical Idiom*. Routledge, 1996.

Wolosky, Shira. *The Art of Poetry: How to read a Poem*. Oxford University Press, 2001.

Crystal David. *How Language Works*. Penguin Books, 2005.

Rosenthal, M.L. *Exploring Poetry*. Macmillan, 1973.

Peters, Pam. *The Cambridge Guide to English Usage*. CUP, 2004.

E-LEARNING RESOURCES

<https://poetry.harvard.edu/guide-prosody>

https://youtu.be/h79V_qUp91M

<https://youtu.be/MqqISb9uGUQ>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	1	1
CO2	3	3	1	1	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	11	11	12

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

CURRENT TRENDS IN MUSIC AND LITERATURE

Code: 081EG4I01

Semester: IV

Hours: 60

Credits: 3

LEARNING OBJECTIVES

This course aims to:

Optimize the basic foundation in student's musical interest and abilities

Synergize the interdisciplinary study, appreciation and research of music and its relationship with language and literature

Encourage students to leverage and integrate the place of musical arts in society

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand and remember musical ideas, concepts, theories, and productions

CO2: [K 3] Transcribe rhythms into counting patterns and counting patterns into rhythms in classroom exercises

CO3: [K 4] Examine music masterpieces from multiple eras and cultures, synthesizing information and making judgments as they evaluate how music reflects the contemporary social/ historical context in which the compositions were created and performed

CO4: [K 5] Appreciate different types of music belonging to various periods and form and defend value judgments about music

CO5: [K 6] Create their own music production based on familiarity with the basics of digital sound processing and related software applications

COURSE OUTLINE

Unit I Elements of Music

Western Music- Notation, Rhythm, Key, Pitch, Timbre, Texture
Sheet music

Unit 2 Performance Music

Choir- Voice, Counterpoint, Polyphony, Melody, Harmony,
Solo- Color, dynamics, Expression
Orchestral music- Layout, Instruments Symphony, Symphonic poem, Overture, Concerto

Unit 3 Literary and Musical Form

Classical- Counterpoint, polyphony
Film Music- Classical, Electronics, Fusion
Popular Music- Post-modernism, Psychedelic
Folk Music- Country, Ballads, Blues

Unit 4 Music Production

Composing Lyrics- Creative writing, Images & Symbolism, Theme
Composing tune- Scale, Chord progression, musical form
Recording- Studio equipment

Mixing & Mastering
Releasing

Unit 5 Sound Engineering

Properties of Sound- sound wave, wavelength, frequency, pitch, amplitude, harmonics
Process- Input, Processing, Output, Equipment
Psychoacoustics- Effects
Hands-on training

ADDITIONAL READING

MOOC Course Title: Fundamentals of Music Theory

MOOC Course Title: Transmedia Storytelling: Narrative worlds, emerging technologies, and global audiences

Web Link: <https://www.coursera.org/learn/edinburgh-music-theory>
<https://www.coursera.org/learn/transmedia-storytelling>

REFERENCES

Cartmell, Deborah & Imelda Wheleham. Edt. *The Cambridge Companion to Literature on Screen*. Cambridge University Press. New York: 2007

Burgers, Richard James. *The Art of Music Production*. Omnibus Press. London: 2001

Kamien, Roger. *Music an Appreciation*. McGraw Hill. New York

Laughey, Dan. *Music and Youth Culture*. Edinburgh University Press. Edinburgh: 2006

Phillips, Joel. *The Musician's Guide to Fundamentals*. New York: W.W.Norton & Co. 2012.

E-LEARNING RESOURCES

<https://online.berklee.edu/takenote/music-production-what-does-a-music-producer-do/>
[https://libguides.brooklyn.cuny.edu/music1300/chapter1#:~:text=Since%20sound%20is%20a%20wave,tone%20color\)%2C%20and%20duration.](https://libguides.brooklyn.cuny.edu/music1300/chapter1#:~:text=Since%20sound%20is%20a%20wave,tone%20color)%2C%20and%20duration.)
<https://wmich.edu/mus-gened/mus150/Ch1-elements.pdf>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	1	1
CO2	2	1	3	2	2
CO3	2	2	3	3	2
CO4	3	1	3	3	3
CO5	3	2	3	2	3
Weightage of course contributed to each PSO	13	9	15	11	11

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY
CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2	A	100 to 150	5x 4	20	Short answers
K3, K4, K5,	B	500	2x 15	30	Detailed answers
K6	C	Project: 25 to 30 Pages – Soft Bound Album: 5 songs written or sung or played	1x 50	50	Project or Music Album Individual work Project or Album review are periodically submitted as a part of Internal Assessment

AMERICAN LITERATURE

Code: 081EG5M01

Semester: V

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Illuminate the cultural, historical, intellectual, and literary concerns of the chosen period

Present a panoramic view of American Literature to appreciate its history and the major themes reflected in its literature

Enable active engagement with the Literary Texts and situate American Literature in the Universal literary milieu

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the significant literary movements and exceptional works of the age

CO2: [K 3] Apply relevant criticism to get deeper insights into the poetry, prose, drama and fiction of American Literature and the nature of the American Dream and its multifarious implications

CO3: [K 4] Analyze and appreciate American Literature from a range of genres

CO4: [K 5] Evaluate iconic writers to locate their contributions vis-à-vis contemporaneity

CO5: [K 6] Develop new cultural perspectives and understanding of the Transcendental thought and its philosophical roots

COURSE OUTLINE

Unit 1

Introductory lectures on the American literary and cultural scene by tracing the history of American writing.

Unit 2 Poetry

Anne Bradstreet- *The Prologue*

Walt Whitman- *Passage to India*

Emily Dickinson- *A narrow fellow on the grass; Success is counted sweetest; Because I could not stop for Death; My Life had stood - a loaded gun; These are the days when birds come back.*

Robert Frost- *The Road Not Taken; Gift Outright; West Running Brook*

Unit 4 Prose

Ralph Waldo Emerson- *Shakespeare; The Poet*

Henry David Thoreau- *Civil Disobedience*

Unit 4 Drama

Eugene O'Neill- *Emperor Jones*

Tennessee Williams- *The Glass Menagerie*

Unit 5 Fiction

Edgar Allan Poe- *The Cask of Amontillado*

Nathaniel Hawthorne- *The Birth Mark*

Herman Melville- *Bartleby the Scrivener*

ADDITIONAL READING

MOOC Course Title: Modern American Poetry

MOOC Course Title: Modern & Contemporary American Poetry

Web Link: <https://www.coursera.org/learn/modern-american-poetry>

<https://www.coursera.org/learn/modpo>

REFERENCES

1Baym, Nina (ed). *The Norton Anthology of American Literature, Volumes A,B,C,D &E*. W.W. Norton & Co. NY 2007.

Krasner, David (ed) *A Companion to Twentieth Century American Drama*. Blackwell Publishing, USA 2005.

Wilfred D. Samuels. *Encyclopaedia of African-American Literature (Encyclopaedia of American Ethnic Literature)*. Facts on File, 2007.

Sacvan Bercovitch. *Cambridge History of American Literature, Vol. 3: Prose Writing, 1860-1920*. CUP, 2005.

Gray, Richard J. *A History of American Literature*. Wiley Blackwell, 2012.

E-LEARNING RESOURCES

<https://americanliterature.com/>

[https://www.investopedia.com/terms/a/american-](https://www.investopedia.com/terms/a/american-dream.asp#:~:text=The%20term%20was%20coined%20by,according%20to%20ability%20or%20achievement.%22)

[dream.asp#:~:text=The%20term%20was%20coined%20by,according%20to%20ability%20or%20achievement.%22](https://www.investopedia.com/terms/a/american-dream.asp#:~:text=The%20term%20was%20coined%20by,according%20to%20ability%20or%20achievement.%22)

<https://plato.stanford.edu/entries/transcendentalism/>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	1	3	3	3
CO3	2	2	3	3	2
CO4	3	1	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	14	9	15	15	14

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY
CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

INDIAN WRITING IN ENGLISH

Code: 081EG5M02

Semester: V

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce learners to the rich culture, tradition, wisdom, and knowledge captured by literary works in English written by Indian Writers

Inspire concepts carrying the local flavor into the thought processes of learners as they try to see the world via the lens of Indian writers

Facilitate critical appreciation of the Indianness harnessed by Indian writers with an aim to clarify the role of English in India

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the nuances of Indian writers in various local, regional and nation contexts

CO2: [K 3] Illustrate the greatness and richness of Indian culture and tradition in the context of a globalized and modernized India

CO3: [K 4] Compare and contrast the various cultures within cultures and evolve respect and appreciation for the same

CO4: [K 5] Reframe existing concepts of Nationalism to promote an inclusive and all-encompassing global worldview of Indianness

CO5: [K 6] Develop an integrated concept of India that has a well-balanced view of the progressive and the traditional identities

COURSE OUTLINE

Unit 1

Introductory lectures on the inception, nature and purpose of Indian Writing in English.

Unit 2 Poetry

Sonnets of Aurobindo - a selection

Gitanjali- 20 stanzas

Selections from Modern Indo-Anglian Poets (from Saleem Peeradina's *Contemporary Poetry of India*)

Unit 3 Drama

Tagore : *Sacrifice*

Tendulkar : *Silence! The Court is in Session*

Girish Karnad : *Tughlaq / Hayavadana*

Unit 4 Prose

A.K. Ramanujan: *Is there an Indian Way of Thinking?*

Tagore: *The Surplus in Man*

Unit 5 Fiction

R. K. Narayan : *The Guide*

K Singh: *The Train to Pakistan*

Rushdie : *Haroun and the Sea of Stories*

ADDITIONAL READING

MOOC Course Title: Indian Writing in English

MOOC Course Title: Theater and Globalization

Web Link: <https://www.classcentral.com/course/swayam-indian-writing-in-english-45156>
<https://www.coursera.org/learn/global-theatre>

REFERENCES

Amartya Sen. *The Argumentative Indian: Writings on Indian History, Culture and Identity*. Penguin, 2006.

Priyamvada Gopal. *The Indian English Novel: Nation, History and Narration*. OUP, 2009.

Margaret Drabble. *The Oxford Companion to English Literature, 6th Edition*. OUP, 2006.

Prabhat K. Singh. *The Indian English Novel of the New Millennium*. CUP, 2013.

Â Makarand R. Paranjape. *Making India: Colonialism, National Culture, and the Afterlife of Indian English Authority*. Springer, 2012.

E-LEARNING RESOURCES

https://youtu.be/p_rxEbuG-g0

<https://www.nobelprize.org/prizes/literature/1913/tagore/biographical/>

<https://asiasociety.org/contemporary-indian-theatre-overview>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	3	2	3	3	3
CO3	2	1	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	14	11	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY
CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

SHAKESPEARE II

Code: 081EG5M03

Semester: V

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Outline Shakespeare as a universal playwright

Examine the artistic oeuvre of Shakespeare

Interpret Shakespeare's dramatic language within the Elizabethan and modern contexts

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Comprehend Shakespeare as a universal playwright

CO2: [K 3] Inspect the nuances of dramatic art in Shakespeare

CO3: [K 4] Relate Shakespeare to specific historical contexts as well as to any other socio-cultural contexts

CO4: [K 5] Assess Shakespeare as a phenomenon

CO5: [K 6] Develop informed perspectives about Shakespearean characters, and the interplay of plot structures of the plays

COURSE OUTLINE

Unit 1 Tragedy

Macbeth

Unit 2 Historical Play

King Richard II

Unit 3 Comedy

The Winter's Tale

Unit 4 Context

Lectures on the stage: The Shakespeare Audience, The Shakespeare Canon- creation and influence.

Unit 5 Many Shakespeare

Lectures on the veracity of texts and authorship credibility: Shakespeare- Speculation and Conspiracy Tales, Publication history-Quartos and Folios, Textual Criticism.

ADDITIONAL READING:

MOOC Course Title: Shakespeare Matters (The University of Adelaide)

MOOC Course Title: Global Shakespeares: Recreating The Merchant of Venice

(Massachusetts Institute of Technology)

Web Link: <http://kcgjournal.org/kcg/wp-content/uploads/humanity/issue31/Issue31DrShivaniUpadhyay.pdf>

REFERENCES:

Harold Bloom. *Shakespeare: The Invention of the Human*. Penguin Publishers, 1999.

Stephen Greenblatt. *Tyrant: Shakespeare on Politics*. W.W. Norton, 2018.

Poonam Trivedi and Minami Ryuta. *Re-playing Shakespeare in Asia*. Routledge, 2010.

Michael Dobson and Stanley Wells. *Oxford companion to Shakespeare*. OUP, 2001.

Andrew Gurr. *The Shakespearean Stage (1574-1642)*. Cambridge University Press, 1992.

E-LEARNING RESOURCES:

guides.canadacollege.edu/Shakespeare/Welcome

<https://m.elizabethan-era.org.uk/elizabethan-actors.htm>

<https://thegreatthinkers.org/shakespeare-and-politics/introduction/>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	3
CO2	2	2	3	3	3
CO3	2	2	3	3	3
CO4	2	1	3	3	3
CO5	2	2	3	3	3
Weightage of course contributed to each PSO	10	9	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

WOMEN'S WRITING (AMERICAN, BRITISH, INDIAN)

Code: 081EG5M04

Semester: V

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce students to concepts and ideas unique to literature written by women

Kindle critical thinking and curiosity towards issues and concerns highlighted in literary works written by women

Stimulate alternative perspectives on the nuances and localization of issues presented by various notable women writers in an effort to evolve workable, relatable and actionable plans

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the issues and concerns highlighted by women writers

CO2: [K 3] Apply relevant theory to analyze the various literary productions of women writers

CO3: [K 4] Analyze nuances of literary productions of women writers as see how their language of expressions are unique in presenting issues pertaining to women

CO4: [K 5] Evaluate the nuances of writing by women in the context of a neoliberal and globalized society and culture that is constantly evolving

CO5: [K 6] Create concepts for counteracting the changing positions of women in various cultural, regional, local, national, and global contexts

COURSE OUTLINE

Unit 1

Introductory lectures on Women's Writing- salient features and unique traditions.

Unit 2 Prose

LalithambikaAnterjonon- *Admission of Guilt*

SaraswatiAmma- *The Subordinate*

Lakshmi Kannan- *India Gate*

Mahasveta Devi- *Draupati*

Edith Wharton- *The Other Two*

Katherine Anne Porter- *The Jilting of Granny Weatherall*

Flannery O' Conner- *Everything that Rises Must Converge*

Unit 3 Poetry

Kamala Das- *Without Looking Glass*

Selections from the poems of MamtaKalia, Tara Patel and CharmayneD'souza

Unit 4 Fiction

Toni Morrison- *Sula*

Arundhati Roy- *The God of Small Things*

Unit 5 Drama

Beah Richards- *A Black Woman Speaks*

Mahasweta Devi- Selections from *Five Plays*

ADDITIONAL READING:

MOOC Course Title: International Women's Health and Human Rights

MOOC Course Title: Gender and Sexuality: Diversity and Inclusion in the Workplace

Web Link: <https://www.coursera.org/learn/womens-health-human-rights>

<https://www.coursera.org/learn/gender-sexuality>

REFERENCES:

Nina Lykke. *Intersectional Theory, Methodology and Writing*. Routledge, 2010.

Facets of the Feminine in Ancient, Medieval and Modern India. Mandakranta Bose Edt. OUP, 2000.

Sharon Paice Macleod. *The Divine Feminine in Ancient Europe*. McFarland and Company Inc. Publishers, 2014.

Tessa Roynon. *The Cambridge Introduction to Toni Morrison*. Cambridge, 2013.

Sandra Ponzanesi. *Paradoxes of Postcolonial Culture: Contemporary Women Writers of the Indian and Afro-Italian Diaspora*. State University of New York Press, 2004

E-LEARNING RESOURCES:

<https://www.womensweb.in/2020/10/mamta-kalia-poem-after-eight-years-of-marriage-oct20wk4sr/>

<https://www.poetryfoundation.org/poets/emily-bronte>

<https://www.google.com/amp/s/blog.ipleaders.in/black-feminism-historical-overview-context-united-states/%3famp=1>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	3	3	3
CO2	3	1	3	3	3
CO3	3	3	3	3	3
CO4	2	2	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	12	10	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

ENGLISH FOR CAREERS

Code: 081EG5L01
Semester: V

Hours: 75
Credits: 3

LEARNING OBJECTIVES

This course aims to:

Introduce the students to the use of the English Language for the purpose of facing competitive examinations and recruitment

Develop the knowledge of the students with vocabulary building and general knowledge, and to train them in verbal reasoning components

Train the students in developing interview skills and to engage an audience with effective speaking

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Identify and define aspects of the English Language in terms of their utility in academic environments, workspaces and in everyday life

CO2: [K 3] Apply the intricacies and nuances of the English Language and enable students to effortlessly engage with comprehension and reasoning exercises even at advanced levels

CO3: [K 4] Analyze the acquired English Language skills and knowledge in the course of facing interviews and in effective public speaking

CO4: [K 5] Evaluate complexities in the English Language and to discuss them in terms of their contextual relevance

CO5: [K 6] Develop the mastery of the English Language by way of the career-oriented approach to the study of the language

COURSE OUTLINE

Unit 1

Vocabulary
 Analogies
 Antonyms

Unit 2

Reading Comprehension
 Verbal Reasoning

Unit 3

General Knowledge
 Current Affairs

Unit 4

Public Speaking
 Group Discussions
 Personal Interview

Unit 5

One-to-one discussion with students on their specific skill sets and the areas that they need to improve on in order to increase their chances of employability.

ADDITIONAL READING

MOOC Course Title: <https://www.mooc-list.com/course/advanced-interviewing-techniques-coursera>

MOOC Course Title: <https://www.mooc-list.com/course/speaking-persuade-motivating-audiences-solid-arguments-and-moving-language-coursera>

Web Link: <https://learnenglish.britishcouncil.org/vocabulary>

REFERENCES

Michael McCarthy and Felicity. *English Vocabulary in Use*. CUP, 2010.

Dale Carnegie. *The Art of Public Speaking*. Prabhat Prakashan, 2016.

Official GRE Verbal Reasoning Practice Questions - Volume 1. McGraw Hill Education. 2014.

The SAT Practice Test #1. College Board, 2016.

Fiona Setch. *The Art of Interview Skills*. bookboon.com.

E-LEARNING RESOURCES

https://www.ets.org/gre/revised_general/prepare/verbal_reasoning

<https://www.gktoday.in/>

<https://www.glassdoor.co.in/Interview/index.htm>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	1	3
CO2	3	3	1	1	3
CO3	3	3	1	1	3
CO4	3	3	2	2	3
CO5	3	3	1	1	3
Weightage of course contributed to each PSO	15	15	6	6	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

SHAKESPEARE CRITICISM

Code: 081EG6M01
Semester: VI

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce students to the various critical approaches of Shakespeare's plays through the ages

Enable students to understand the theatricality of Shakespeare's plays and the processes by which the performance is realized

Provide students with the socio-political-cultural context needed to understand and appreciate Shakespeare's poetic and dramatic works

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the distinctive features of Shakespeare's plays

CO2: [K 3] Develop an understanding of the various critical approaches of the Shakespearean plays

CO3: [K 4] Analyze the nuances of theatrical performances of Shakespeare's plays

CO4: [K 5] Evaluate the critical trends involved to put the criticism in perspective by relating to the disposition of the Age of Shakespeare

CO5: [K 6] Write a comprehensive critical analysis of Shakespearean plays by examining the socio-political-cultural context

COURSE OUTLINE

Unit 1

from *Greenes Groats-worth of Wit* (Robert Greene on Shakespeare)

from *Palladis Tamia: Wits Treasury* (Francis Meres on Shakespeare)

from *Epigrammes in the oldest Cut, and newest fashion* (John Weever on Shakespeare)

Ben Jonson- 'To the memory of my beloved, the Author William Shakespeare (Poem)

Walter Raleigh's Shakespeare (Chapter I)

Unit 2

from Dryden's *Essay on Dramatic Poesy* 1668.

from Alexander Pope's *Preface to The Works of Shakespeare* 1725.

from Johnson's *Preface to The Plays of William Shakespeare*

from Maurice Morgann's *An Essay on the Dramatic Character of Sir John Falstaff*.

Unit 3

from Charles Lamb's *On the tragedies of Shakespeare, considered with reference to fitness for Stage Representation* (1811)

from Coleridge's *On Shakespeare*

from William Hazlitt's *Characters of Shakespeare's Plays*
 from John Keats' letter to George and Tom Keats
 Thomas De Quincey's *On the knocking at the Gate in Macbeth*

Unit 4

Matthew Arnold *On Shakespeare* (Poem)
 from Edward Dowden's *Shakespeare His Mind and Art*
 George Saintsbury's *Shakespeare's Life and Plays*

Unit 5

G.B. Shaw's Henry IV The Saturday Review.
 A.C Bradley's *Shakespearean Tragedy*
 E.E.Stoll's Hamlet: *An Historical and Comparative Study*
 from Harley Granville-Barker's *Prefaces to Shakespeare*
 Wilson Knight's *The Wheel of Fire* (On the Principles of Shakespearean Interpretation
 From L.C.Knights' *How Many children Had Lady Macbeth*
 from Dover Wilson's *What Happens in Hamlet*
 from E.M.W. Tillyard's Shakespeare's last Plays (analysis of The Tempest)
 John Russell Browns Introduction to *Shakespeare's Dramatic Style*
 from Peter Davison's *The Comedy of Hamlet*.
 Germaine Greer's chapter on Shakespeare's Poetics in her book *Shakespeare*.
 Ralph Berry's Preface to *Shakespearean Structures*
 James Calderwood's Introduction to his book Shakespearean Metadrama
 Stephen Greenblatt and Harold Bloom (*New Historicism*)

ADDITIONAL READING

MOOC Course Title: Shakespeare's Life and Work

MOOC Course Title: Shakespeare Matters

Web Link: <https://www.edx.org/course/shakespeares-life-and-work?index=product&queryID=57fecc8d1c06e324796f6d365d1eb3e9&position=1>
[https://www.edx.org/course/shakespeare-matters?index=product&queryID=57fecc8d1c06e324796f6d365d1eb3e9&position=5"](https://www.edx.org/course/shakespeare-matters?index=product&queryID=57fecc8d1c06e324796f6d365d1eb3e9&position=5)

REFERENCES

- Frye, Northrop. *On Shakespeare*. New Haven: Yale University Press, 1988
- Wells, Stanley. *The Cambridge Companion to Shakespeare Studies*. Cambridge: Cambridge University Press, 1986
- Mudford, Peter. *Making Theatre: From Text to Performance*. London: The Athlone Press, 2000.
- Traversi, Derek. *An Approach to Shakespeare*. Vols 1 and 2 London: Holis & Carter, 1978
- Andrews, W.T. *Critics on Shakespeare*. New Delhi: Universal Book Stall, 1994E-

LEARNING RESOURCES

<https://www.bartleby.com/people/Shakespeare.html>

<https://www.folger.edu/>

<https://www.shakespearesglobe.com/>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	2	2	3	2	3
CO3	2	3	3	3	2
CO4	3	3	3	2	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	13	14	15	13	14

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

NEW WRITING

Code: 081EG6M02
Semester: VI

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce the learners to the literary productions of the post-colonial nation states

Develop their literary sensibilities and relate them to the global socio-political context and develop their literary sensibilities and relate them to the global socio-political context

Comparatively analyze and comprehend the present literary, cultural, and social political developments as against the post-colonial period.

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Understand the contemporary literary texts other than the British and the American, enthusing them into a global literary sensibility and competency and to comprehend their socio-political contexts

CO2: [K 3] Apply aesthetic appreciation in the study of poetic works from the developing and underdeveloped nations

CO3: [K 4] Analyze the key elements of a fiction, critically evaluate them, and relate them to their contemporary lives

CO4: [K 5] Evaluate researched factual data on contemporary issues, and thereby develop a pragmatic understanding of the conflicting issues enabling them to examine and form opinions and urging them into immediate societal actions

CO5: [K 6] Design an aesthetic approach of appreciation of the dramatic and theatrical art form, imbibing a social awareness pertaining to issues and conflicts across cultures and races in the post-colonial nation -states

COURSE OUTLINE

Unit 1

Introductory lecture on World literary traditions.

Unit 2

Additional lectures on the socio-cultural contexts and literary trends of contemporary writing in English.

Unit 3 Poetry

Gabriel Okara- *The Mystic Drum*

Wole Soyinka- *Africa*

Derek Walcott - *Ruins of a Great House*

A.D. Hope- *Australia*

Edwin Thumboo- *The Exile*

E.M. Roach- *I am the Archipelago*

Margaret Atwood- *The Progressive Insanities of a Pioneer*

Allen Curnow- *House and Land*

Unit 4 Fiction

Michael Ondaatje- *Running in the Family*

Shyam Selvadurai- *Funny Boy*

Chinua Achebe- *Things Fall Apart*

Monica- *Bricklane*

Unit 5 Drama

Wole Soyinka- *Lion and the Jewel*

Mahesh Dattani- *Final Solution*

Mahashweta Devi- *Mother of 1084*

ADDITIONAL READING

MOOC Course Title: Introduction to African Literature

MOOC Course Title: World Literature

Web Link: <https://www.udemy.com/course/reading-africa/>
<https://www.udemy.com/course/world-literature-your-guide-to-becoming-very-well-read/>

REFERENCES

Charu Mehrotra Edt. Contemporary Indian Writing in English. Atlantic Publishers and Distributors, 2018.

Frantz Fanon. A Dying Colonialism. Grove Press, 1967.

Anjali Fatima Raza Kolb Epidemic Empire: Colonialism, Contagion and Terror, 1817-2020. University of Chicago Press, 2021.

Bipin Kumar Parmar. Dramatic World of Mahesh Dattani :Voices and Vision. Aadi Publications, 2012.

Chellaiah and Bijendra Singh Edt. Paradigms of Marginality; A Critical Assessment. Kalpaz Publications, 2019.

E-LEARNING RESOURCES

<https://www.tandfonline.com/action/doSearch?AllField=&SeriesKey=rala20>

<https://www.famousauthors.org/famous-canadian-authors>

https://www.lehigh.edu/~amsp/The_Indian_Novel_in_the_21st_Century.pdf

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2
CO2	2	3	3	3	3
CO3	2	2	3	3	3
CO4	3	1	3	3	3
CO5	2	2	3	3	3
Weightage of course contributed to each PSO	12	10	15	15	14

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

EUROPEAN AND TAMIL CLASSICS IN TRANSLATION

Code: 081EG6M03

Semester: VI

Hours: 90

Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introduce learners to texts and contexts of translations in European and Tamil literature

Enhance aesthetic propriety in assimilating literary texts from different language and cultural milieu

Develop critical appraisal of divergent world views and explore the contours of imagination, propensity of ethics, values and ideals represented in the texts

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Remember the various authors, texts and the concepts introduced therein

CO2: [K 3] Discover alternate philosophies and world views evident in the texts

CO3: [K 4] Survey the ideas and aesthetics represented in various cultural contexts

CO4: [K 5] Evaluate the values, ethics, and morals in the context of a changing society

CO5: [K 6] Construct relevant and contemporary models of cultural preserve for enhancing cultural continuity

COURSE OUTLINE

Unit 1

General lecture on ‘What is a Classic?’. In addition to this, Literary and Cultural conventions of the Tamils and the Europeans will be discussed in class.

Unit 2 Tamil

Tolkappiyam- *akattinaiyal, meypattiyal & marapiyal*

Cillapadikaram- *maduraikkandam*

Tirukkural- *arattuppal*

Unit 3 Europe- Prose

Prose

Tolstoy- *“What is Art”*

Dostoevsky- *“Notes from Underground”*

Unit 4 Drama

Sophocles- *Antigone*

Brecht- *Caucasian Chalk Circle*

Ibsen- *A Doll’s House*

Unit 5 Fiction

Dostoevsky- *Crime and Punishment*

Camus- *The Plague*

ADDITIONAL READING

MOOC Course Title: Recovering the Humankind's Past and Saving the Universal Heritage

MOOC Course Title: Ancient Greeks

Web Link: <https://www.coursera.org/learn/preserving-cultural-heritage>
<https://www.coursera.org/learn/ancient-greeks>

REFERENCES

Emily Wilson Trans. *Six Tragedies (Oxford World's Classics)*. OUP, 2010.

Â Whitney J. Oates. *The Complete Greek Drama*. Random House, 1938.

David Shulman. *The Wisdom of Poets: Studies in Tamil, Telugu, and Sanskrit*. OUP, 2001.

David Shulman. *Tamil- A Biography*, The Belknap Press of Harvard University Press, 2016.

Hephzibah Israel. *South India: Language, Translation, and the Making of Protestant Identity*. Palgrave, 2011.

E-LEARNING RESOURCES

<https://www.livehistoryindia.com/story/living-culture/tamil-literatures-enduring-classics>

https://www.indianetzone.com/79/tamil_writers.htm

<https://thirukkural-englishcouplets.webs.com/thegreatnessofkural.htm>

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	3	3
CO2	2	1	3	3	3
CO3	2	2	3	3	3
CO4	3	2	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	13	8	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

MYTH AND LITERATURE SPECIAL PAPER

Code: 081EG6M04
Semester: VI

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introducing learners to the use of myth in works of literature

Enabling learners to read significant scholars who have theorized patterns that they have delineated in various myths

Facilitating learners to have a broad overview of various myths and its recurrence in the framework of its origin

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Recall the various cultures and categories of myth, including the nuances and intricacies evident in seminal literary texts

CO2: [K 3] Use the English language myth theories successfully and look at the dynamics between language and myth narratives and hence be able to provide explanations for phenomena and rituals effectively not only in the classroom but also in real-life situations

CO3: [K 4] Analyze literary texts and cultural discourses in the context of mythic narratives

CO4: [K 5] Appraise the popular myths found across culture and analyze the language, structure, and themes of those myths

CO5: [K 6] Synergize independent learning, analytical and critical thinking by analyzing modern political, cultural, historical, and social myths and narratives

COURSE OUTLINE

Unit I

An introduction to the various myths of the Occident and the Orient. Lectures on mythopoeia and contemporary retelling.

Myths- The Various Theories

Sun and Dawn Myths

Myths of Creation

Sky, Moon, Earth, Sea, Cloud, Fire, Wind and Underworld myths

Unit 2 Poems

Nightingale Myth

Edwin Muir – *Oedipus* (Poem)

John Milton – *Lycidas* (Poem)

Alfred Lord Tennyson – *Ulysses* and *The Lotus Eaters* (Poems)

Ralph Waldo Emerson – *Bacchus* (Poem)

Edgar Allen Poe – *To Helen* (Poem)

John Keats – *Ode to Nightingale* (Poem)
 Robert Bridges – *Nightingales* (Poem)
 Coleridge – *The Rime of the Ancient Mariner* (Poem)

Unit 3 Prose

Prescribed texts from the Occident and the Orient:
 A selection from Ovid's *Metamorphoses*.
 Myths used in *Paripadal*
 Extracts from *Silapadikaram* (the use of the Krishna cycle of Myths)
 Catherine B. Avery – *The Myth of Orpheus* (Essay)

Unit 4 Drama

Myth of Sisyphus and its influence on the Theatre of the Absurd
 Sophocles – *Oedipus Rex* (Play)
 Tennessee Williams – *Orpheus Descending* (A Three Act Play)
 Girish Karnad – *Fire and the Rain* (Play)
 Mahendrarvarman – *Traivikramam* {Play (Painted Panel)}

Unit 5 Topics

Orion, Eros, Kama Myths
 Myths of gods & goddess- Vishnu, Shiva, Durga,
 Hero Myths- Ulysses, Helen

ADDITIONAL READING

MOOC Course Title: Coursera- Greek and Roman Mythology Peter Struck University of Pennsylvania

MOOC Course Title: Coursera- Old Norse Mythology in the Sources Mathias Nordvig University of Colorado

Web Link: <https://www.coursera.org/learn/mythology>
<https://www.coursera.org/learn/old-norse-mythology-sources>

REFERENCES

Graves, Robert. *The Greek Myths*. Penguin Books, 1955.
 Fry, Stephen. *Mythos: the Greek Myths Retold*. Penguin, 2017.
 Barthes, Roland. *Mythologies*. Hill and Wang. 1972.
 Pattanaik Devdutt. *Decoding Hindu Mythology*. Mithya, 2003.
 Rajendran, Sowmya. *Myths and Legends from Around the World*. Rupa, 2020.

E-LEARNING RESOURCES

www.greekmythology.com
www.pbs.org
www.csus.edu

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	3	3
CO2	3	2	3	3	3
CO3	3	2	3	3	3
CO4	2	2	3	3	3
CO5	3	2	3	3	3
Weightage of course contributed to each PSO	14	9	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	

POSTMODERN SURVEY SPECIAL PAPER

Code: 081EG6M05
Semester: VI

Hours: 90
Credits: 5

LEARNING OBJECTIVES

This course aims to:

Introducing learners to the basic concepts and themes of postmodernism

Facilitating reading and appreciation of significant essays in theories of the postmodern

Presenting the nuances of postmodernism in select novels and contemporary Tamil movies

COURSE OUTCOME

On successful completion of this course, the learners will be able to

CO1: [K 1] Recall the various aspects of postmodernism, including the nuances and intricacies evident in seminal literary texts and movies along with its socio-political and historical contexts

CO2: [K 3] Use the English language theories successfully and look at the dynamics between language and narratives and hence be able to communicate meaning effectively not only in the classroom but also in real-life situations

CO3: [K 4] Analyze literary texts and cultural discourses in the context of postmodern theories

CO4: [K 5] Appraise the postmodern approach to language learning and analyze the language, structure and themes of fictional texts

CO5: [K 6] Synergize independent learning, analytical and critical thinking by analyzing political, cultural, historical and social contexts of the production of texts

COURSE OUTLINE

Unit 1

An understanding of Postmodern vocabulary derived from Culture, Literature, Music and Architecture through special presentations and discussions.

Unit 2

Lectures on understanding the term- Postmodern as a chronological entity and as a cultural and artistic phenomenon.

Unit 3 Essays

Modernism and Postmodernism – Antony Giddens (from Patricia Waugh's *Postmodernism: A Reader*. Edward Arnold, 1992.)

Excerpts from Jean Lyotard's *The Postmodern Condition*.

The Map Precedes the Territory - Jean Baudrillard (from *The Fontanna Postmodern Reader*. Ed. Walter T.Anderson

Unit 4 Fiction

John Fowles- *The French Lieutenant's Woman* (1969) –

Kurt Vonnegut- *Slaughterhouse Five*

Salman Rushdie- *Midnight's Children*

Italo Calvino's select stories

Unit 5

Students will be applying postmodern theories to study present day Tamil films.

ADDITIONAL READING

MOOC Course Title: SWAYAM- Postmodernism in Literature Prof. Merin Simi Raj IIT Madras

MOOC Course Title: Coursera- The Modern and the Postmodern Michael S Roth Wesleyan University

Web Link: www.carneades.org

REFERENCES

Ryan, Judith, *The Novel After Theory*. Columbia University Press, 2014.

Baudrillard, Jean. *Simulacra and Simulation*. University of Michigan Press, 1994.

Bertens, Hans. *The Idea of the Postmodern: A History*. Routledge, 2003.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 2002.

Eagleton Terry. *The Illusions of Postmodernism*. Blackwell Publishers, 1996.

E-LEARNING RESOURCES:

www.plato.stanford.edu

www.britannica.com

www.literariness.org

	MAPPING TABLE				
CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage of course contributed to each PSO	15	15	15	15	15

KEY: STRONGLY CORRELATED-3 MODERATELY CORRELATED-WEAKLY CORRELATED-1 NO CORRELATION-0

TEACHING METHODOLOGY

Lectures, Classroom Discussions, Asynchronous, Online, Hybrid Classes, Multi-media Presentations

QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions
K1, K2, K3	A	100 to 150	4x 10	20	
K4, K5, K6	B	500 to 800	3x 20	60	
