



**St. Mary's College (Autonomous)**  
Reaccredited with 'A+' Grade by NAAC (Cycle IV)  
Thoothukudi



**CRITERION 6 - GOVERNANCE, LEADERSHIP AND  
MANAGEMENT**  
**6.1 Institutional Vision and Leadership. Year: 2018-2023**

**6.1 Institutional Vision and Leadership**

**6.1.1 The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long-term Institutional Perspective Plan.**

➤ **Integration of Indian Knowledge System**

Indian Knowledge system was integrated through Part I – Tamil language, Part II – English language, Elective IV – Understanding Heritage and Self Study Course – Understanding Popular Culture, Core – Indian Writing in English, Core – World Literature in Translation, Core – Myth in Literature and Diasporic Literature, Ability Enhancement Course – Yoga and Meditation. These courses reveal the Classical historicity of Tamil Language and rich cultural heritage of Tamil, highlight the English language as the dominant communicative language in the world, enrich the conventional systems, traditions, customs, the cultural heritage, and the beliefs of the people of the society, and embody the richness of mass culture with its distinct habits, beliefs, the history of civilization, and culture. The thoughts and the imagination of Indian poets and authors, myths in literature integrate the thought process of our ancestors and the present generation. The curriculum of the science departments focus on the Bio - diversity and Conservations in the Indian arena, Indian Ecology and Pharmacognosy which imparted the essential knowledge about the endangered rare species and the significant ways and means to preserve those species to maintain the ecological balance. Our Institution incorporated the courses which promote integration of Indian knowledge system and spread the positive vibes among the younger generation to achieve national harmony. Cultural fests

like Pongal recollected the reminiscences of traditional games, food, traditions, worship and wearing the ethnic dress at such celebrations paved the way for social harmony amid diversities. World Mother Tongue Day was celebrated 18.2.2022 with the intention of proclaiming the greatness of the classical language, Tamil through the conduct of a workshop on the three classifications of Tamil, Iyal, Isai and Nadagam. The institution, through the Orientation Programme on “Know Your Constitution,” Lecture Series on “Writers Who Changed the World: Literature At a Glance,” and a national seminar on “Cross Cultural Reading of Indian Literature in Translation” promotes the Indian Knowledge System.



*Lewis Rose*  
**Principal**  
St. Mary's College (Autonomous)  
Thoothukudi-628 001.

<b>SEMESTER – III</b>	
<b>Self Study/MOOC/Internship (Compulsory) Myth in Literature</b>	
<b>Course Code: 21UENSS1</b>	<b>Credits: 2</b>

### **Objectives**

To introduce the learners to the role of myth in history, literature, culture and consciousness  
To let them explore the universality and social significance of myths and folklore in shaping society.

### **Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO- 1	identify characteristics of myths, folklore	1	Un
CO- 2	describe the different types of myths.	2	Re
CO- 3	analyse the cultural and historical effects of mythological warriors	4	An
CO-4	define what sets apart a hero from the rest of society.	2	Re
CO- 5	appraise the characteristics of gods and goddesses of ancient mythology.	1	Ev
CO-6	relate the cultural effects of mythological systems.	4	An
CO-7	assess how comparative religion is used to compare the themes of sacred myths.	8	Ev
CO-8	understand the use of myths and legends to establish guidelines for living.	8	Un

SEMESTER – III	
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### Unit I

Stories of Adventure (Greek) : *The Iliad* - The Death of Hector

*The Odyssey* – Odysseus Reaches Ithaca

### Unit II

The Roman Mythology : *The Aeneid* - Book III (20 lines)

### Unit III

Stories from the British Isle : Holy Grail

Arthur and the Knights of the Round Table

### Unit IV

Margaret Atwood : *The Penelopiad*

### Unit V

Chitra Banerjee Divakaruni : *The Palace of Illusions: A Novel*

### Text Books:

Kirkwood, G.M. *A Short Guide to Classical Mythology*. Botchery Carducci Publishers, Inc., 2003.

Lawall, Sarah. (ed). *The Norton Anthology of World Literature: Volume B, 100-1500*, 2nd ed.

W.W.Norton & Company, 2003.

Atwood, Margaret. *Penelopiad*. Canongate Books, 2006.

Divakaruni, Chitra Banerjee. *The Palace of Illusions: A Novel*. Picador India, 2018.

### Books for Reference:

Armstrong, Karen. *Short History of Myth*. Knopf, 2006.

Graves, Robert. *The Greek Myths*. (1955, Cmb/Rep edition 1993) Penguin, 1955.

Hamilton, Edith. *Mythology* (1942, New Edition). Little Brown & Company, 1998.

Hard, Robin. *The Routledge Handbook of Greek Mythology*. Routledge, 2004.

Segal, Robert. *Myth: A Very Short Introduction*. Oxford University Press, 2004.

SEMESTER VI			
Core Integral IV		Diasporic Literature	
Code: 18UENI62	Hrs/Week: 6	Hrs/Sem:90	Credits:4

**Vision:** To familiarise the students with the various diasporic experiences and questions surrounding multiculturalism, colonialism and post-colonialism, immigration, and varieties of English.

**Mission:** To enhance students' understanding of contemporary transnational and transcultural themes and issues through a study of the prescribed texts.

**Course Outcome:**

Co. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	highlight the important social condition of each culture in order to understand the authors.	1	Re
CO-2	understand the important features of diasporic literature.	2	Un
CO-3	identify and interpret the representative works of the writers of diaspora.	2	Un
CO-4	assess the significant themes in diasporic literature.	4	Ev
CO-5	appraise the literary devices employed by the major writers.	2	Ev
CO-6	interpret the historical perspective of diasporic literature.	4	Un
CO-7	review the dimensions of diasporic literature in the universal context.	8	Ev
CO-8	formulate imagination to a wider range of voices across cultures.	8	Cr

SEMESTER VI			
Core	Integral IV	Diasporic Literature	
Code: 18UENI62	Hrs/Week: 6	Hrs/Sem:90	Credits:4

### Unit I – Poetry

- Psalm 42 : As the hart panteth after the water brooks...
- Psalm 137 : By the rivers of Babylon

### Unit II – Prose

- Edward Said (1935-2003) : The Mind of Winter: Reflections on Life in Exile
- William Safran ( b 1930 ) : Diasporas in Modern Societies : Myths of Homeland and Return

### Unit III – Drama

- Bertolt Brecht (1898-1956) : Fear and Misery of the Third Reich

### Unit IV – Fiction

- Toni Morrison (b 1931) : Home

### Unit – V- Short Stories

- Wolfgang Borchert (1921-1947) : The Kitchen Clock
- Bharati Mukherjee (1940-2017) : The Tenant
- Suneeta Peres Da Costa (b 1976 ) : The Long Division

### Text Books:

1. Brecht, Bertolt. *Fear and Misery of the Third Reich*. London: Bloomsbury Publishing Company, 2000. Print.
2. *Holy Bible King James Version*. Tennessee: World Bible Publishing, 1981. Print.
3. Morrison, Toni. *Home*. London: Vintage Publishers, 2013. Print.
4. Safran, Williams. “Diasporas in Modern Societies: Myths of Homeland and Return.” *Diaspora: A Journal of Transnational Studies* 1. Spring (1991): 83-99. Print.

### Books for Reference:

1. Brazier, J.E. & A. Mannur, *Theorizing Diaspora*. New Jersey: Blackwell Publishing, 2003. Print.
2. Shackleton, Mark. *Diasporic Literature and Theory – Where Now?* Newcastle: Cambridge Scholars Publishing, 2008. Print.

<b>SEMESTER – I</b>			
<b>Core III</b>		<b>Indian Writing in English</b>	
<b>Course Code: 21PENC13</b>	<b>Hrs / Week: 6</b>	<b>Hrs / Semester: 90</b>	<b>Credits: 4</b>

**Objectives:**

To enable students to widen their knowledge of Indian Writing in English.

To acquaint the students with a wide spectrum of Indian writers in English.

**Course Outcome:**

<b>CO. No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>Cognitive Level</b>
CO- 1	perceive the values and human concern inherent in the Indian cultural context.	1,5	Re
CO- 2	acquire the philosophy of Indian theorists and intellectuals.	3,2	Un
CO- 3	analyse the major movements and writers of Indian Literature in English.	1	Un
CO- 4	learn the meaning of 'Indianness' through the study of the representative works.	1,2	Un
CO- 5	explore Indian identity, values and morals.	4	An
CO- 6	appraise the wide spectrum of Indian writing in English.	4	An
CO- 7	modify Indian sensibility and contrive new vistas to the issues at hand.	8	Ev
CO- 8	create literary sensibility and generate emotional response by reading Indian literary texts.	2,5	Cr

SEMESTER – I			
Core III		Indian Writing in English	
Course Code: 21PENC13	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

### Unit I - Poetry

Nissim Ezekiel (1924-2004)	: Background Casually
Dom Moraes (1938-2004)	: Letter to the Mother
Gieve Patel (b1940)	: Nariyal Purnima
Vikram Seth (b1952)	: From California

### Unit II – Prose

Bhabani Bhattacharya (1906-1988)	: Vivekananda's World Mission
Nirad. C. Chaudri (1925-1999)	: The World's Knowledge of India since 1947
A.P.J. Abdul Kalam (1931-2015)	: Patriotism beyond Politics and Religion

### Unit III - Drama

Mahesh Dattani (b.1958- )	: <i>Final Solutions</i>
Badal Sircar (1925 – 2011)	: <i>Evam Indrajit</i>

### Unit IV – Fiction

Gita Mehta (b.1943-)	: <i>A River Sudra</i>
Deepak Unnikrishnan (b.1980-)	: <i>Temporary People</i>

### Unit V - Short Story

Mahasweta Devi (b1926)	: Draupadhi
Jhumpa Lahiri (b1967)	: When Mr. Pirzada Came to Dine (Self Study)
Aravind Adiga (b1974)	: Last Christmas in Bandra

### Text Books:

1. Bruce, King. *Modern Indian Poetry in English*. New Delhi: Oxford University Press, 2001.
2. Dattani, Mahesh. *Final Solutions*. New Delhi: Penguin India, 2005.
3. Mehta, Gita. *A River Sudra*. New Delhi: Penguin India, 2000.
3. Sircar, Badal. *Evam Indrajit*. New Delhi: Surjeet Publications, 2018.
4. Unnikrishnan, Deepak. *Temporary People*. New Delhi : Penguin India, 2017.

### Books for Reference:

1. De Souza, Eunice, ed. *Nine Indian Women Poets – An Anthology*. OUP, 1997.
2. Iyengar, K.R. Srinivasa. *Indian Writing in English*. New Delhi: Sterling Publishers, 1994.
3. Naik, M.K. *Aspects of Indian Writing in English*. Delhi: Macmillan, 1979.
4. Naik, M. K. et al., eds. *Critical Essays on Indian Writing in English*. Dharwar, 1968.
5. Naik, M. K. *History of Indian English Literature*. New Delhi: Sahitya Akademi, 1982.
6. Peeradina, Saleem. *Contemporary Indian Poetry in English- An Assessment and Selection*. Macmillan Co. of India, 1972.



7. Sinha, Krishna Nandan. *Indian Writing in English*. New Delhi: Heritage Publishers, 1979.
8. Walsh, William. *Indian Literature*. London: Longman Group Ltd., 1990.

### **E-Learning Resources:**

1. Amalendu, Bose. "Modern Indian Poetry in English". vol. 13, no. 1, JSTOR, 1970, pp. 51-59, [www.jstor.org/](http://www.jstor.org/) 21 Jan. 2021.
2. Parmar, Diren. (2019). "Mahesh Dattani's *Final Solutions*: an Analytical Study". vol. 8 no. 8, 2019, *IJHSSI*, [www.ijhssi.org/](http://www.ijhssi.org/) 12 Dec. 2021.
3. Sowmya, T.G. "Feminist Outlook in *That Long Silence* of Shashi Deshpande" vol. II, no. XIX, August 2016, Ashvamegh, [www.ashvamegh.net/](http://www.ashvamegh.net/) 10 Jan. 2021.

SEMESTER IV			
Core XVI		World Literature in Translation	
Code: 19PENC44	Hrs / Week: 5	Hrs/ Sem:75	Credits : 4

**Vision:** To make the students understand the magnitude of world Literatures and to stimulate further reading so as to obtain a full understanding of the world's greatest writers.

**Mission:** To help students be acquainted with select world Literatures in translation.

**Course Outcome:**

CO. No.	Upon completion of this course, students will be able to	PSO addressed	CL
CO-1	demonstrate mastery of the literary genres of World Literatures through translation.	1	An
CO-2	infer a comprehensive knowledge of the diversity of cultures.	2	Un
CO-3	build broad-based knowledge and skills necessary to recognize professional goals.	7	Cr
CO-4	make use of theory to comprehend the values behind every work.	3	Ev
CO-5	relate the connections among theories and principles to examine the various interpretations and methods adopted.	4,	An
CO-6	appraise, categorise, enjoy and practice the values of various cultures on their own.	5,6	Ev
CO-7	develop habits to evaluate, revise and estimate the conventions and ideologies of world's greatest writers and comprehend the philosophy put forth.	6	Cr
CO-8	formulate professional activities, like producing a variety of academic and multimodal genres, proposals, presentations, reports, and review essays.	8,9,10	Cr

SEMESTER IV			
Core XVI World Literature in Translation			
Code: 19PENC44	Hrs / Week: 5	Hrs/ Sem:75	Credits : 4

#### Unit I - Poetry

Virgil : *The Aenied* (Book I Lines 1 – 372)

#### Unit II - Prose

St. Paul : Epistle to the Galathians

#### Unit III - Drama

Luigi Pirandello(1867- 1936) : Six Characters in Search of an Author

#### Unit IV - Fiction

Alexander Dumas (1802- 1870) : The Count of Monte Cristo

#### Unit V - Short Story

Victor Hugo (1802- 1885) : A Fight with A Cannon

Leo Tolstoy (1828- 1910) : Three Questions

Guy de Maupassant (1850- 1893) : Abandoned

Anton Chekov (1860 –1904) : The Lady with the dog (Self Study)

#### Text Books:

1. Kline A. S. Virgil: *The Aenied*. Poetry in Translation. 2002. Print.
2. St. Paul. *The Letter of Paul to the Galatians*. The Editors of Encyclopaedia Britannica
3. Luigi Pirandello: Six Characters in Search of an Author English version by Edward Storer 1921. Print.
4. Chekov Anton. *The Lady with a Dog*. Russkaya Mysl: 1899 Tr. Ann Dunnigan 1903. Print.

#### Books for Reference:

1. Virgil. *The Aeneid*. Tr. Dryden John. Ed. Lorna Hardwick James I. Porter Oxford University Press. 2007. Print.
2. Parthasarthy R. *The Cilappatikaram of Ilanko Atikal An Epic of South India*. Tr. New York: Columbia University Press. 1993. Print.
3. Dumas Alexander. *The Count of Monte Cristo*. Tr. Buss Robin, Penguin Classics. 2003. Print.
4. Hugo Victor. *The Best Works*. Kindle Edition. 2018 by Pandora's Box. Print.
5. *The Greatest Short Stories of Leo Tolstoy* Kindle Edition. Jaico Publishing House, 2009. Print.
6. *The Short Stories of Guy de Maupassant*. eBooks@Adelaide The University of Adelaide Library. University of Adelaide. South Australia: 5005. 1884. Print.

<b>SEMESTER –III</b>	
<b>Self-Study Course</b>	<b>Understanding Popular Culture</b>
<b>Course Code: 21PHISS1</b>	<b>Credits:2</b>

**Objectives:**

- To promote popular culture through the ages
- To transform the popular culture to the future generation
- To evaluate the popular arts

<b>CO.No.</b>	<b>Upon completion of this course, students will be able to</b>	<b>PSO addressed</b>	<b>CL</b>
CO-1	define Popular Culture	1,2	Un,Re
CO-2	understand the culture in historical sequence	1,2	Un,Re
CO-3	enumerate folk arts to promote heritage	1,2	Un,Re
CO-4	analyse the popular appeal of Calendar art and Photography	4	An
CO-5	evaluate the values in different culture	5	Ev
CO-6	trace out the influence of Cinema in Freedom Struggle	1,2	Un,Re
CO-7	assess the fairs and festivals	5	Ev
CO-8	learn the impact of internet and audio-visual media	1,2	Un,Re

<b>SEMESTER - III</b>	
<b>Self-Study Course</b>	<b>Understanding Popular Culture</b>
<b>Course Code: 21PHISS1</b>	<b>Credits:2</b>

**Unit-I Popular Culture**

Introduction – Defining Popular Culture - Evolution of Popular Culture.

**Unit-II Visual Expressions**

Folk Art-Calendar Art-Photography – Modern Paintings – Modern Art

**Unit -III Performing Arts**

Music – Carnatic- Modern Techniques – Hip Pop- Rap –  
Indian Pop – Folk Dance -Cinema: Mapping the influence of  
the National Struggle for independence – M.K.Gandhi –  
Mangal Pandey – Baji Rao – Urumi

**Unit-IV Fairs, Festivals and Rituals**

Tamil New Year-Float Festival, Madurai-Boat Festival,  
Kerala-Summer Festival, Nilgris – Car Festival, Tiruvarur –  
Jallikattu –Fair Exhibitions.

**Unit-V Impact of Globalisation**

Popular Culture in a Globalized World - The impact of  
the Internet and Audio -Visual Media.

**Text Book :**

1. Mitter. Partha. Indian Art. New Delhi: Oxford University Press 2001.

**Books for References:**

1. Beach. M.C. The New Cambridge History of India. London: Cambridge University Press, 1992.
2. Edith Tomory. A History of Fine Arts in India and the West. New Delhi: Orient Longman, 1982.
3. Manohar Bharadwaj. Cultural and Traditional History of India. New Delhi: Cyber Tech Publications, 2008.
4. Sumit Sarkar. Modern Times: India 1880s 1950s: Environment, Economy, Culture. Delhi: Orient Blackswan, 2015.

**Journals:**

1. <https://www.tandfonline.com/toc/rcus20/current>
2. <https://journals.sagepub.com/home/ics>
3. <https://journals.sagepub.com/home/ecs>

**E-Learning Resources:**

1. <https://youtu.be/mt23ZkovEvo>
2. <https://youtu.be/vTHfAcomaKs>