

# P.K.R. ARTS COLLEGE FOR WOMEN (AUTONOMOUS)

(Accredited with 'A' grade by NAAC - Affiliated to  
Bharathiar University, Coimbatore)

GOBICHETTIPALAYAM – 638 476.

## DEPARTMENT OF ENGLISH

MASTER OF ARTS IN ENGLISH LANGUAGE AND  
LITERATURE



## Syllabus

(For the candidates admitted from the Academic Year 2021-2022 and onwards)

**Under CBCS PATTERN**

P.K.R. Arts College for Women (Autonomous), Gobichettipalayam  
M.A. English Language and Literature 2021- 2022 and onwards



**P.K.R ARTS COLLEGE FOR WOMEN (Autonomous)**  
**GOBICHETTIPALAYAM – 638476.**

**MASTER OF ARTS IN ENGLISH LANGUAGE AND LITERATURE**  
**Programme Scheme and Scheme of Examinations**

(For students admitted from 2021-22 & onwards)

Scholastic Courses:

Part	Category	Course Code	Title of the Course	Contact Hrs/ week	Exam Duration hrs.	Max.Marks			Credits
						CIA	ESE	Total	
<b>SEMESTER – I</b>									
III	Core: I	21ENP01	British Literature - I (From Chaucer to Milton)	6	3	50	50	100	4
III	Core :II	21ENP02	American Literature	5	3	50	50	100	4
III	Core : III	21ENP03	Shakespeare	5	3	50	50	100	4
III	Core : IV	21ENP04	Grammar For Communication	5	3	50	50	100	4
III	Core : V	21ENP05	The English Language – I	5	3	50	50	100	4
III	Core : VI Elective I	21ENP06A/ 21ENP06B/ 21ENP06C	Translation Studies/ Diasporic Literature/ Subaltern Literature	4	3	50	50	100	3
<b>TOTAL</b>				<b>30</b>				<b>600</b>	<b>23</b>
<b>SEMESTER – II</b>									
III	Core :VII	21ENP07	British Literature - II (From Dryden to Romantic age)	6	3	50	50	100	4
III	Core : VIII	21ENP08	Indian Writing in English	6	3	50	50	100	4
III	Core : IX	21ENP09	Commonwealth Literature	6	3	50	50	100	4
III	Core :X	21ENP10	The English Language - II	6	3	50	50	100	4
III	Core : XI Elective II	21ENP11A/ 21ENP11B/ 21ENP11C	Indian Classics in Translation/ Myth in Literature/ Intensive Study of an Author – T.S.Eliot	4	3	50	50	100	3
IV	Ability Enhancement	21AEP01	Cyber Security	2	--	--	100	100	2
<b>TOTAL</b>				<b>30</b>				<b>600</b>	<b>21</b>

SEMESTER – III									
III	Core : XII	21ENP12	British Literature-III (From the Victorian age to the Modern age)	6	3	50	50	100	4
III	Core : XIII	21ENP13	English Language Teaching	5	3	50	50	100	4
III	Core : XIV	21ENP14	Research Methodology	6	3	50	50	100	4
III	Core : XV	21ENP15	Contemporary Literary Theory	6	3	50	50	100	4
III	Core : XVI	21ENP16A/ 21ENP16B	Institutional Training/ Mini Project	-	-	100	-	100	1
III	Core : XVII	****	Open Elective (Offered for students of other PG programmes / Departments)	3	3	50	50	100	2
III	Core : XVIII Elective III	21ENP18A/ 21ENP18B/ 21ENP18C	Introduction to Linguistics/ Modern European drama/ Literature and Science	4	3	50	50	100	3
V	Proficiency Enhancement	21PEENP01	Educational Psychology (Self-Study)	-	3	-	100	100	2
<b>TOTAL</b>				<b>30</b>				<b>800</b>	<b>24</b>
SEMESTER – IV									
III	Core :XIX	21ENP19	Comparative Literature	6	3	50	50	100	4
III	Core : XX	21ENP20	Feminist Writing	5	3	50	50	100	4
III	Core : XXI	21ENP21	Modern British Fiction	5	3	50	50	100	4
III	Core : XXII Elective IV	21ENP22A/ 21ENP22B/ 21ENP22C	Journalism and Mass Communication/ African American literature/ Green Studies	4	3	50	50	100	3
III	Core : XXIII	21ENP23	Project Work & Viva Voce	10	3	50	50	100	3
<b>TOTAL</b>				<b>30</b>				<b>500</b>	<b>18</b>
V	Competency Enhancement	Online Course / Learning Object Repository (LOR)		SEMESTER I – IV				2	
		Certificate Course		SEMESTER I - IV				2	
<b>Total Marks &amp; Credits -</b>								<b>2500</b>	<b>90</b>

## SYLLABUS

(For those students admitted during the academic year 2021 & onwards)

### SEMESTER - I

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : I	21ENP01	BRITISH LITERATURE- I (From Chaucer to Milton)	72	4

Contact hours per week: 6

Year	Semester	Internal Marks	External Marks	Total Marks
First	I	50	50	100

#### Preamble

To offer a comprehensive understanding of the American spirit, literary innovations and their culture through the works

#### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Recall key ideas, significant historical or cultural events in American literature	K1
CO2	Relate the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	K2
CO3	Utilize some recurring themes in the literature of the period	K3
CO4	Analyze texts in the light of several movements portrayed in literature	K4
CO5	Compare and contrast the socio, political, religious and cultural differences and transformations	K5

<b>CO6</b>	Develop a critical and analytical perspective with regard to American texts and authors.	<b>K6</b>
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**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate;K6 – Create.**

**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>34</b>	<b>28</b>	<b>10</b>	<b>8</b>	<b>5</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.9</b>	<b>2.7</b>	<b>2.6</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

**COURSE CONTENT:**

**Unit I: Poetry**

**14 Hours**

Geoffrey Chaucer- Prologue to the Canterbury Tales

Thomas Wyatt- 1. I Find no Peace

2. Farewell Love

Henry Howard, Earl of Surrey- 1. Love that doth Reign and Live within my thought

2. The Soote Season

(Poems are selected from the Norton Anthology of English Literature – Revised volume-I)

**Unit II: Poetry****15 Hours**John Milton- Paradise Lost – Book IX (**Detailed**)John Donne – The Canonization (**Non-Detailed**)

A Valediction : Forbidding Mourning

Andrew Marvell- The Garden (**Non-Detailed**)

(Poems are selected from the Norton Anthology of English Literature – Revised volume-I)

**Unit-III: Drama****19 Hours**Christopher Marlowe- Dr.Faustus(**Detailed**)Thomas Kyd – The Spanish Tragedy (**Non-Detailed**)**Unit IV: Prose****14 Hours**

Francis Bacon : 1.Of Adversity

2. Of Love

3. Of Friendship and

4. Of Revenge

John Bunyan – The Pilgrim’s Progress (**Non-Detailed**)**Unit V: Criticism****10 Hours**

Sir Philip Sidney -An Apology for Poetry

**REFERENCE BOOKS:**John Milton's Paradise Lost : A Routledge Study Guide and Sourcebook Edited *By* Margaret Kean

2. The Pilgrim's Progress Study Guide Paperback –by Alan Vermilye

3. Sir Philip Sidney: An Apology For Poetryby A Critical Study by Ramji Lall

4. A Study Guide for Thomas Kyd's "The Spanish Tragedy" (Drama For Students) Kindle Editionby Cengage Learning Gale

**WEB REFERENCES:**1.<https://www.sparknotes.com/poetry/paradiselost/>

2.<https://www.britannica.com/topic/The-Canterbury-Tales>

3.<https://www.dvusd.org/cms/lib011/AZ01901092/Centricity/Domain/2891/Canterbury%20Tales%20prologue.pdf>

4.<https://www.gutenberg.org/files/779/779-h/779-h.htm>

5.<https://www.britannica.com/topic/Doctor-Faustus-play>

6. <http://www.askliterature.com/prose/francis-bacon/bacon-prose-style/>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : II	21ENP02	AMERICAN LITERATURE	60	4

**Contact hours per week: 5**

Year	Semester	Internal Marks	External Marks	Total Marks
First	I	50	50	100

### Preamble

To offer a comprehensive understanding of the American spirit, literary innovations and their culture through the works

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Recall key ideas, significant historical or cultural events in American literature	K1
CO2	Relate the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in	K2

	literature.	
<b>CO3</b>	Utilize some recurring themes in the literature of the period	K3
<b>CO4</b>	Analyze texts in the light of several movements portrayed in literature	K4
<b>CO5</b>	Compare and contrast the socio, political, religious and cultural differences and transformations	K5
<b>CO6</b>	Develop a critical and analytical perspective with regard to American texts and authors.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>36</b>	<b>34</b>	<b>30</b>	<b>26</b>	<b>10</b>	<b>8</b>	<b>7</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.1</b>	<b>2.4</b>	<b>2.4</b>	<b>2.4</b>	<b>1.8</b>	<b>1.8</b>	<b>2.5</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

#### **COURSE CONTENT:**



**Unit-I: Poetry** **10 Hours**

Walt Whitman - I Hear America Singing  
Emily Dickinson - I Never Lost as much but twice  
Robert Frost - West Running Brook  
Sylvia Plath - Daddy  
Wallace Stevens - Anecdote of the Jar

**Unit-II: Drama** **15 Hours**

Eugene O’Neil - The Hairy Ape (**Detailed**)  
Edward Albee - Who’s Afraid of Virginia Woolf? (**Non-Detailed**)

**Unit-III: Prose** **9 Hours**

Emerson - Oversoul  
Henry David Thoreau – Civil Disobedience

**Unit-IV: Fiction** **15 Hours**

Ernest Hemingway – A Farewell to Arms (**Detailed**)  
Mark Twain – The Adventures of Tom Sawyer (**Non-Detailed**)

**Unit-V: Criticism** **11Hours**

Cleath Brooks - The Language of Paradox  
Kenneth Burke - The Poetic Process

(Essays are from Five Approaches to Literary Criticism by Wilber Scott, Macmillan, 1963)

**REFERENCE BOOKS:**

- 1.American Literature (Literary Contexts) by Nandana Dutta and Pramod K. Nayar
2. Eugene O' Neill’s The Hairy Ape: A Critical Study By Shakti Batra
3. Edward Albee’s Who's Afraid Of Virginia Woolf? by Raghukul Tilak
4. Ernest Hemingway’s A Farewell to Arms by Bhim S.Dahiya

**WEB REFERENCES:**

1. <https://poets.org/poem/i-hear-america-singing>
2. <https://poetryarchive.org/poem/i-never-lost-as-much-as-twice/>
3. <https://literariness.org/2021/04/01/analysis-of-sylvia-plaths-daddy/>
4. <https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/oversoul.html>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : III	21ENP03	SHAKESPEARE	60	4

**Contact hours per week: 5**

Year	Semester	Internal Marks	External Marks	Total Marks
First	I	50	50	100

### Preamble

To familiarise with the various elements of Shakespeare's plays and to know theatrical conventions and his contributions to the English Sonnet form.

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Find key terms, concepts and dramatic genres in Shakespeare's plays.	K1
CO2	Explain the relationship between literature and the	K2

	historical and cultural contexts.	
<b>CO3</b>	Apply events from Shakespearean plays to their own lives through discussion, essays, and projects.	<b>K3</b>
<b>CO4</b>	Analyze the use of figurative language and literary devices in Shakespeare's work.	<b>K4</b>
<b>CO5</b>	Compare and contrast themes, characters and setting with other Shakespearean plays.	<b>K5</b>
<b>CO6</b>	Elaborate the human values and ethics from Shakespearean plays and apply it in the real life.	<b>K6</b>

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>54</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>26</b>	<b>12</b>	<b>8</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>3.1</b>	<b>2.9</b>	<b>2.9</b>	<b>2.8</b>	<b>4.6</b>	<b>2.7</b>	<b>2.9</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

**Unit-I** **15 Hours**

Hamlet (**Detailed**)

**Unit-II** **15 Hours**

Cymbeline (**Detailed**)

**Unit-III** **10 Hours**

Richard III (**Non-Detailed**)

**Unit-IV** **10 Hours**

Julius Caesar (**Non-Detailed**)

**Unit-V** **10 Hours**

Shakespeare's Stage and the following

Sonnet 27: Weary with toil, I haste me to my bed...

Sonnet 30 :When to the sessions of sweet silent thought...

Sonnet 46: Mine eye and the heart are at mortal war...

Sonnet 106: When in the chronicle of wasted time...

Sonnet 130: My Mistress' eyes are nothing like the sun...

**REFERENCE BOOKS:**

1. William Shakespeare's Hamlet (The Atlantic Critical Studies) 1st Edition, by Ratri Ray
2. Hamlet: Critical Essays (Shakespeare Criticism) by Arthur F. Kinney
3. Richard III: A Critical Reader (Arden Early Modern Drama Guides) by Annaliese Connolly
4. William Shakespeare's Julius Caesar (The Atlantic Critical Studies) by Ratri Ray
5. Themes and Variations in Shakespeare's Sonnets (Routledge Library Editions. Shakespeare. Critical Studies) by J B Leishman

**WEB REFERENCES:**

1. <https://www.shakespeare.org.uk/explore-shakespeare/shakespeadia/shakespeares-plays/hamlet/>
2. <https://www.britannica.com/topic/Cymbeline-by-Shakespeare>

3. <http://shakespeare.mit.edu/richardiii/full.html>
4. <https://www.gradesaver.com/julius-caesar/study-guide/summary>
5. <https://www.bl.uk/works/shakespeares-sonnets>
6. <http://www.shakespeares-sonnets.com/>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : IV	21ENP04	GRAMMAR FOR COMMUNICATION	60	4

**Contact hours per week: 5**

Year	Semester	Internal Marks	External Marks	Total Marks
First	I	50	50	100

### Preamble

To strengthen the grammatical competence of students by revisiting certain rudimentary concepts in English grammar.

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Recall the use of the article, adverbial use of no, not and none, indirect expression of imperatives and correlatives to greetings and salutation.	K1
CO2	Classify correct tense form, comparatives and superlatives to negative.	K2
CO3	Use various grammatical functions in their language.	K3

<b>CO4</b>	Examine the ways of greeting and salutations for various occupations.	K4
<b>CO5</b>	Compare the elements of communicative skills and grammatical usage in their language.	K5
<b>CO6</b>	Construct basic to advanced sentences without grammatical errors and can present good verbal conversation.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>54</b>	<b>48</b>	<b>36</b>	<b>24</b>	<b>12</b>	<b>10</b>	<b>6</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>3.1</b>	<b>3.4</b>	<b>2.9</b>	<b>2.2</b>	<b>2.1</b>	<b>2.2</b>	<b>2.2</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### COURSE CONTENT:

#### UNIT-I

**12 Hours**

The Article to Adverbial use of no, not, none

#### UNIT-II

**12 Hours**

Difficulties with Comparatives and Superlatives to Negative verbs.

**UNIT-III** **12 Hours**

Tenses to Introductory “There”

**UNIT-IV** **12 Hours**

The infinitive to the indirect expression of imperatives

**UNIT-V** **12 Hours**

The use of correlatives to greetings and salutations

**TEXT BOOKS:**

A Remedial English Grammar for Foreign Students- Frederick T.Wood (Macmillan)

**REFERENCE BOOKS:**

1. Emerald English Grammar & Composition by G. Radhakrishna Pillai, Emerald Publishers.
2. A student’s Introduction to English Grammar by Rodney Huddleston and Geoffrey K. Pullum
3. Essential English Grammar by Philip Gucker
4. A practical English Grammar 4<sup>th</sup> Edition by A.J. Thomson and A.V. Martinet
5. A University Grammar of English, Randolph Quirk and Sidney Greenbaum
6. A Practical English Grammar, Thomson,A.J and Martinet, A.V
7. Contemporary English Grammar Structures and Composition, David Green

**WEB REFERENCES:**

1. <https://academicguides.waldenu.edu/writingcenter/grammar/articles>
2. <https://dictionary.cambridge.org/grammar/british-grammar/no-none-and-none-of>
3. <http://gmat-grammar.blogspot.com/2006/06/problems-with-comparatives.html>
4. <https://www.perfect-english-grammar.com/verb-tenses.html>
5. <https://www.ef.com/wwen/english-resources/english-grammar/infinitive/>
6. <https://www.learnenglish.de/grammar/conjunctioncorrelatives.html>

<b>CATEG ORY</b>	<b>COURS E TYPE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CONTACT HOURS</b>	<b>CREDI T</b>
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Part – III	Core : V	21ENP05	<b>THE ENGLISH LANGUAGE -I</b>	60	4
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**Contact hours per week: 5**

Year	Semester	Internal Marks	External Marks	Total Marks
First	I	50	50	100

### Preamble

To introduce the speech sounds in English to impart proficiency in pronunciation.

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Find the major dialect differences in the period before the standardization of English.	K1
CO2	Outline the impact of the various invasions and its impact on the language.	K2
CO3	Identify the growth of vocabulary, change of meaning, and foreign contribution.	K3
CO4	Compare the basic structure of Old, Middle and Modern English	K4
CO5	Evaluate the most important changes in the fields of phonology, morphology and semantics.	K5
CO6	practice the intricacies of various structures of modern English	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### CO-PO MAPPING (COURSE ARTICULATION MATRIX)



CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	1
CO2	9	9	9	9	3	3	1
CO3	9	9	9	9	3	1	1
CO4	9	9	3	3	1	1	1
CO5	9	3	3	3	1	1	1
CO6	3	3	3	1	0	0	0
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>34</b>	<b>11</b>	<b>9</b>	<b>5</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>1.9</b>	<b>2.0</b>	<b>1.8</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

<b>Unit-I</b>	<b>11 Hours</b>
Chapter I, II, & III	
<b>Unit-II</b>	<b>13 Hours</b>
Chapter IV, V, & VI	
<b>Unit-III</b>	<b>12 Hours</b>
Chapter VII to XII	
<b>Unit-IV</b>	<b>12 Hours</b>
Chapter XIII to XVI	
<b>Unit-V</b>	<b>12 Hours</b>
Chapter XVII to XVIII	

### **TEXT BOOKS:**

A Text Book of English Phonetics for Indian Students- Dr.T.Balasubramaniam

**REFERENCE BOOKS:**

1. Better English Pronunciation by J.D.O'Connor, New Delhi: Universal Book Stall, 1997.
2. English Phonetics and Pronunciation for Indian Learners by Dr.G.S.Kushwaha
3. The Pronunciation of English, Daniel Jones
4. An Introduction to the Pronunciation of English, Gimson, A.C

**WEB REFERENCES:**

1. <https://wellformedness.com/papers/codes/>
2. <http://www.phonetics.ucla.edu/course/contents.html>
3. <https://www.britannica.com/science/phonology>
4. <https://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/what-is-morphology/>
5. <https://www.gla.ac.uk/schools/critical/research/fundedresearchprojects/wordwebs/unit1/>
6. <https://www.britannica.com/science/semantics>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : VI Elective: I	21ENP06A	TRANSLATION STUDIES	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External Marks	Total Marks
First	I	50	50	100

**Preamble**

To understand the problems, theories and techniques of translation to develop practical skills in translation

**Course Outcomes:**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Recall the theory and practice of translation	K1
<b>CO2</b>	Illustrate the theories on translation.	K2
<b>CO3</b>	Identify the linguistic structures of the source and the target language	K3
<b>CO4</b>	Distinguish the translation process of the source and the targeted language	K4
<b>CO5</b>	Estimate the problems of translating literary texts.	K5
<b>CO6</b>	Adapt the appropriate methods to translate the given text.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	9	9	3	3	3
<b>CO2</b>	9	9	9	9	3	3	1
<b>CO3</b>	9	9	3	3	3	1	1
<b>CO4</b>	9	3	3	3	1	1	1
<b>CO5</b>	3	3	3	1	1	1	1
<b>CO6</b>	3	3	3	1	1	1	1
<b>Total Contributio</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>26</b>	<b>12</b>	<b>10</b>	<b>8</b>

<b>n of Cos to POs</b>							
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.4</b>	<b>2.5</b>	<b>2.4</b>	<b>2.4</b>	<b>2.1</b>	<b>2.2</b>	<b>2.9</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

<b>Unit I</b>	<b>9 Hours</b>
Language and Culture to Problems of Equivalence	
<b>Unit II</b>	<b>9 Hours</b>
Loss and Gain to Science or Secondary Activity	
<b>Unit III</b>	<b>10 Hours</b>
History of translation theory to The Twentieth Century	
<b>Unit IV</b>	<b>10 Hours</b>
Specific Problems of literary translation to Poetry and Translation	
<b>Unit V</b>	<b>10 Hours</b>
Translating Prose to Conclusion	

## **TEXT BOOKS:**

Bassnett McGuire, Susan.1980. Translation Studies. London: Methun

## **REFERENCE BOOKS:**

1. Translation Studies: Theories and Applications by Sunil Sawant
  2. Literary Translation: A Practical Guide by Clifford E. Landers
- Catford.J.C. A Linguistic theory of Translation (OUP)
- Bell, Roger. Translation and Translating: Theory and Practice. (Longman

## **WEB REFERENCES:**

1. <https://www.getblend.com/blog/linguistic-cultural-equivalence-translation/>
2. <http://jaits.jp/home/kaishi2001/pdf/06-higashinofinal.pdf>
3. <https://www.semanticscholar.org/paper/A-History-of-Twentieth-Century-Translation-Theory-Cheung/4c97869edc9843136046c3a556c7c6f360134f0c>
4. <https://marielebert.wordpress.com/2016/11/02/translation/>
5. <https://www.translationdirectory.com/article640.htm>
6. <https://www.translationdirectory.com/articles/article2360.php>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDITS
Part – III	Core : VI Elective:I	<b>21ENP06B</b>	<b>DIASPORIC LITERATURE</b>	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External Marks	Total Marks
<b>First</b>	<b>I</b>	<b>50</b>	<b>50</b>	<b>100</b>

### **Preamble**

To explore the transnational approaches to the study of literature with issues such as human mobility, migration and diaspora.

### **Course Outcomes:**

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

CO Number	CO Statement	Knowledge Level
<b>CO1</b>	Label the issues of Diaspora	K1
<b>CO2</b>	Outline the immigrant experience that comes out of the immigrant settlement.	K2
<b>CO3</b>	Apply the themes of these texts to explore the	K3

	conscientiousness of relationship between the ‘homeland’ and the ‘diaspora’.	
<b>CO4</b>	Examine the transnational approaches to the study of literature	K4
<b>CO5</b>	Evaluate the cultural identity and national identity articulated in the Diasporic literature.	K5
<b>CO6</b>	Choose apt theories to discuss the texts based on problems of immigrant people	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>26</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.4</b>	<b>2.5</b>	<b>2.4</b>	<b>2.4</b>	<b>2.1</b>	<b>2.2</b>	<b>2.9</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

#### **Unit I**

Jhumpa Lahiri – The Namesake (**Detailed**) **10 Hours**

#### **Unit II**

Kiran Desai – The Inheritance of Loss (**Detailed**) **10 Hours**

#### **Unit III**

**10 Hours**

Chitra Banerjee Divakaruni—Sister of My Heart (**Non-Detailed**)

**Unit IV**

**9 Hours**

Vikram Seth — An Equal Music (**Non-Detailed**)

**Unit V**

**9 Hours**

Salman Rushdie – Midnight’s Children (**Non-Detailed**)

**TEXT BOOKS:**

**REFERENCE BOOKS:**

1. Interpreter of Maladies: Stories of Bengal, Boston and Beyond-Jhumpa Lahiri
2. Kiran Desai: The Inheritance of Loss, A Critical study by Shakti Batra
3. Portrayal of Diaspora Issues in Chitra Banerjee Divakaruni's Novels: The Mistress of Spices, Sister of My Heart and Queen of Dreams by Priya Rani
4. Salman Rushdie's Midnight's Children (The Atlantic Critical Studies)by Pradip Kumar Dey

**WEB REFERENCES:**

1. <https://www.eng-literature.com/2021/06/the-namesake-summary-analysis.html>
2. <https://www.allencheng.com/the-namesake-book-summary-jhumpa-lahiri/>
3. <https://www.britannica.com/topic/The-Inheritance-of-Loss>
4. <http://www.chitradivakaruni.com/sister-of-my-heart>
5. <https://www.complete-review.com/reviews/sethv/equalm.htm>
6. <https://www.salmanrushdie.com/midnights-children/>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : VI Elective:I	21ENP06C	SUBALTERN LITERATURE	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External	Total Marks
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			<b>Marks</b>	
<b>First</b>	<b>I</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Preamble

To provide an acquaintance with the post colonial and post imperial societies with a focus on south Asia while it also covers the world in general sense.

### Course Outcomes:

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Recall the origin, history and the evolution of subaltern theory in literature.	K1
<b>CO2</b>	Outline the growth of subaltern literature.	K2
<b>CO3</b>	Illustrate the themes expressed in the literary texts.	K3
<b>CO4</b>	Analyze the trial and tribulation of the subjugated people in the prescribed text.	K4
<b>CO5</b>	Evaluate the psyche of the marginalized people oppressed by the aristocrats of the society.	K5
<b>CO6</b>	Elaborate the problems of indigenous people around the world.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### CO-PO MAPPING (COURSE ARTICULATION MATRIX)

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>



<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>26</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.4</b>	<b>2.5</b>	<b>2.4</b>	<b>2.4</b>	<b>2.1</b>	<b>2.2</b>	<b>2.9</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

#### **Unit –I :Poetry**

**10 Hours**

John Betjeman -A Subaltern's Love Song

YasmineGooneratne-There was a Country

Langston Hughes -The Negro Speaks of Rivers

SyedAmanuddin-Don't call Me Indo –Anglian

Mervyn Morris - Judas

#### **Unit –II :Prose**

**10 Hours**

DipeshChakraborty-A Small history of subaltern studies :2000 from Habitation of modernity :Essays in the wake of Subaltern studies pp(3-19)

Salman Rushdie –Imaginary Homelands Chapter –I

#### **Unit – III : Drama**

**8 Hours**

Rabindranath Tagore–Chandalika

#### **Unit – IV : Fiction**

**12 Hours**

Mulk

Raj Anand-Untouchable

#### **Unit – V :Criticism**

**8 Hours**

MulkrajAnand–The Source of Protest in my novels (from “Creating Theory” ed.

Jasbir Jain)

## GyanPrakash–Subaltern Studies as Postcolonial Criticism

### **TEXT BOOKS:**

DipeshChakraborty A Small history of Subaltern studies : 2000. Habitation of modernity : Essays in the wake of subaltern studies. Chicago :el of Chicago p, 2002.

RanajitGrehe : On Some Aspects of the Historiography of colonial India. 1982.

Mapping Sub studies & the post colonialEd.VinayakChatuoudiLondon : Verso 2000

### **REFERENCE BOOKS:**

1. Tagore's Chandalika by Ramji Lall

2. Tagore the Dramatist : A Critical Study (Vol.1): Musical, Versa and Poetic Drama by Bishweshwar Chakraverty

3. Untouchable - Mulk Raj Anand (A Critical Evaluation by Dr. S. Sen) by Dr. S. Sen&Dr. G S Mansukhani

4. Subaltern Studies in Contemporary Indian English Literature by Dr. Premila Swamy D &Dr. Sanjay N. Shende

### **WEB REFERENCES:**

1. [https://pages.ucsd.edu/~rfrank/class\\_web/ES-200C/Articles/Guha.pdf](https://pages.ucsd.edu/~rfrank/class_web/ES-200C/Articles/Guha.pdf)

2. <https://allpoetry.com/A-Subaltern's-Love-Song>

3. <https://www.litcharts.com/poetry/langston-hughes/the-negro-speaks-of-rivers>

4. <https://www.hiroshima.cat/chandalika/?lang=en#:~:text=Chandalika%20is%20a%20story%20of,spiritual%20%E2%80%9Chigh%E2%80%9D%20class%20monk.>

5. <https://www.enotes.com/homework-help/discuss-the-plot-and-the-theme-of-mulk-raj-anand-455340>

6. <https://jan.ucc.nau.edu/sj6/prakashpostcolonialAHA.pdf>

## **SEMESTER - II**

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core: VII	21ENP07	<b>BRITISH LITERATURE-II</b> (From Dryden to Romantic age)	72	4

**Contact hours per week: 6**

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	50	50	100

### Preamble

To familiarize with the diverse literary texts with dominant debates of the period from Dryden to Romantic.

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Find the poetic devices, structure, different styles and techniques in poetry, prose, fiction, drama and criticism	K1
CO2	Summarize the sense of rationalism and sensibility of the writers	K2
CO3	Illustrate the technical nuances in the literary works.	K3
CO4	Analyzethe poems, plays and fiction in context of the literary tradition	K4
CO5	Explain the artistic style of the writers in the literary texts.	K5

<b>CO6</b>	Appreciate the socio-economic conditions of the age with the literary works	K6
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**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO/PO</b>	<b>PO1</b>	<b>PSO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>34</b>	<b>28</b>	<b>14</b>	<b>12</b>	<b>7</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.9</b>	<b>2.7</b>	<b>2.6</b>	<b>2.5</b>	<b>2.7</b>	<b>2.5</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

**COURSE CONTENT:**

**Unit-I: Poetry**

**11 Hours**

Dryden- Mac Flecknoe

Thomas Gray- Elegy written in Country Churchyard

P.B.Shelley- Ode to the West Wind

Keats- Ode on a Grecian Urn

Byron- She Walks in Beauty

William Blake- The Tyger

**Unit-II: Drama** **16 Hours**

John Dryden- All for Love (**Detailed**)

Sheridan- The School for Scandal (**Non -Detailed**)

**Unit-III: Prose** **12 Hours**

Charles Lamb- The South- Sea House

Dream Children: A Reverie

William Hazlitt- On the Love of Life

On Actors and Acting

**Unit-IV: Fiction**

Jane Austen- Pride and Prejudice (**Detailed**) **16 Hours**

Daniel Defoe- Robinson Crusoe (**Non -Detailed**)

**Unit-V: Criticism** **17 Hours**

Wordsworth- Preface to the Lyrical Ballads

Coleridge- Biographia Literaria XIV

**TEXT BOOKS:**

**REFERENCE BOOKS:**

1. *Mac Flecknoe and Other Poems* by S Sen
2. John Dryden All For Love by Ramji Lall
3. A Study Guide for Richard Brinsley Sheridan's *School for Scandal* (Drama For Students) by Cengage Learning Gale
4. Jane Austen's Pride and Prejudice: The Atlantic Critical Studies by Pulakesh Ghosh
5. Daniel Defoe's Robinson Crusoe (Modern Critical Interpretations) by Prof. Harold Bloom

**WEB REFERENCES:**

1. <https://poets.org/poem/ode-grecian-urn>
2. <https://www.britannica.com/topic/The-School-for-Scandal-play-by-Sheridan>

3. [https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004201521035216onkar\\_eng\\_Dream\\_Children.pdf](https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004201521035216onkar_eng_Dream_Children.pdf)

4. <https://americanliterature.com/author/daniel-defoe/book/robinson-crusoe/summary>

5. <https://sites.udel.edu/britlitwiki/preface-to-lyrical-ballads/>

6. <https://www.myexamsolution.com/2018/08/lyrical-ballads-wordsworth-ugc-net.html>

7. <https://www.gutenberg.org/files/6081/6081-h/6081-h.htm>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : VIII	21ENP08	INDIAN WRITING IN ENGLISH	72	4

**Contact hours per week: 6**

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	50	50	100

### Preamble

To introduce the growing Indian aesthetic trends in growth of Indian writing in English

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Find the various features of Indian Literature in English	K1
CO2	Outline the glimpse of the regional literatures translated in English	K2

<b>CO3</b>	Identify the figurative language used in poems..	K3
<b>CO4</b>	Analyse the entry of various literary trends into Indian Writing in English.	K4
<b>CO5</b>	Examine the portrayal of Indianism and its peculiar nature in literary text.	K5
<b>CO6</b>	Choose the literary texts from Indian Literature to write research papers.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>36</b>	<b>30</b>	<b>26</b>	<b>12</b>	<b>10</b>	<b>7</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.5</b>	<b>2.4</b>	<b>2.4</b>	<b>2.1</b>	<b>2.2</b>	<b>2.5</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

#### **UNIT-I : POETRY**

**15 Hours**

Nissim Ezekiel – The Professor

Vikram Seth -The Frog and the Nightingale

Kamala Das - Punishment in Kindergarten

Toru Dutt- Lakshman

R.Parthasarathy- River, Once

A.K.Ramanujan- Of Mothers among other things

**UNIT II: PROSE**

**14 Hours**

Amaranatha Jha- The Teaching of English in India

C.Rajagopalachari- Jail Companions

**UNIT III: DRAMA**

**18 Hours**

Vijay Tendulkar- Kanyadaan (**Detailed**)

Manjula Padmanabhan – Harvest(**Non -Detailed**)

**UNIT IV: FICTION**

**15 Hours**

Bharati Mukherjee – Desirable Daughters (**Detailed**)

Amitav Ghosh- Sea of Poppies (**Non -Detailed**)

**UNIT V: CRITICISM**

**10 Hours**

G.B.MohanThampi- ‘Rasa as Aesthetic Experience’

(Essay is from the journal Aesthetics and Art Criticism, Vol. 24, No.1, Oriental Aesthetics.  
(Autumn, 1965) pp.75-80)

(<http://www.srinivasreddy.org/summer/Aesthetics%20Experience.pdf>)

M.Hiriyana- The Main Aspects of Indian Aesthetics

(Essay is from Indian Aesthetics: An Introduction Ed. by V.S.Sethuraman, Macmillan, 1992)

**REFERENCE BOOKS:**

1. Indian Ethos and Culture in Nissim Ezekiel’s Poetry: A Critical Study 1st Edition, by Sandeep K. Thorat
2. The Plays of Vijay Tendulkar Critical Explorations by Amar Nath Prasad
3. Amitav Ghosh: Sea Of Poppies: A Critical Study by Shakti Batra



#### 4. Indian Aesthetics by V.S.Seturaman

#### WEB REFERENCES:

1. <https://indianpoetry.wordpress.com/2019/01/28/the-professor-a-poem-by-nissim-ezekiel/>
2. <https://www.sajeepedia.com/the-teaching-of-english-in-india-amarnath-jha/>
3. <http://goodluckmystudents.blogspot.com/2019/09/notes-for-harvest-not-edited.html>
4. <https://grfdt.com/PublicationDetails.aspx?Type=Book%20Review&TabId=6050>
5. <https://englishnotes07.wordpress.com/2019/09/06/notes-on-rasa-as-aesthetic-experience/>
6. <https://ayushnanda.com/history-indian-aesthetics-brief-notes>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : IX	21ENP09	COMMONWEALTH LITERATURE	72	4

#### Contact hours per week: 6

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	50	50	100

#### Preamble

To familiarise with patterns of commonwealth culture, narrative techniques and themes.

#### Course Outcomes:

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Label the characteristics of Commonwealth Literature	K1
<b>CO2</b>	Interpret the regional and cultural history in Commonwealth writings.	K2
<b>CO3</b>	Identify the themes and structures of Commonwealth writings	K3
<b>CO4</b>	Analyse the postcolonial aspects of the literary works from Commonwealth nations.	K4
<b>CO5</b>	Appraise the tradition and artistic expression in the works.	K5
<b>CO6</b>	Elaborate the multicultural and pluralistic view expressed in Commonwealth literature.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>22</b>	<b>12</b>	<b>10</b>	<b>7</b>
<b>Weighted Percentage of Cos</b>	<b>2.4</b>	<b>2.5</b>	<b>2.4</b>	<b>2.0</b>	<b>2.1</b>	<b>2.2</b>	<b>2.5</b>

<b>contribution to POs</b>							
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Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT I: POETRY**

**12Hours**

A.D.Hope – Australia

A.R.D.Fairburn – I’m Older than You, Please Listen

Wole Soyinka- To My First White Hairs

Derek Walcott- Ruins of a Great House

P.K.Page- Adolescence

F.R.Scott – The Canadian Authors Meet

### **UNIT II: PROSE**

**10 Hours**

Ananda Coomaraswamy- The Dance of Shiva

Peter Carey- Do you love me?

### **UNIT III: DRAMA**

**20 Hours**

Wole Soyinka -Kongi’sHarvest.**(Detailed)**

Mahesh Dattani –Tara **(Non -Detailed)**

### **UNIT IV: FICTION**

**22 Hours**

Margaret Atwood – Surfacing **(Detailed)**

V.S.Naipaul- A House for Mr. Biswas **(Non -Detailed)**

### **UNIT V: SHORT STORY**

**8 Hours**

Chinua Achebe – Marriage is a Private Affair

Ingrid Persaud - The Sweet Sop

## **REFERENCE BOOKS:**

1. Wole Soyinka's Kongi's Harvest: A Literature Handbook by Emmanuel Chisenga

2. Hidden Issues in Mahesh Dattani's Plays by Dr. Kanwar Pal Singh

3. Margaret Atwood's Surfacing - A Critical Study by Iqbal Kaur
4. V.S. Naipaul's A House for Mr Biswas: A Compendious Study by Arunoday Mukherjee

**WEB REFERENCES:**

1. <https://www.britannica.com/topic/Kongis-Harvest>
2. <https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html>
3. <https://www.literpretation.com/post/the-canadian-authors-meet>
4. <https://nandakishorevarma.wordpress.com/2018/07/05/a-review-of-the-dance-of-shiva-by-ananda-k-coomaraswamy/>
5. [https://www.btbores.org/Downloads/4\\_Marriage%20is%20a%20Private%20Affair%20by%20Chinua%20Achebe.pdf](https://www.btbores.org/Downloads/4_Marriage%20is%20a%20Private%20Affair%20by%20Chinua%20Achebe.pdf)
6. <https://granta.com/the-sweet-sop/>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : X	21ENP10	THE ENGLISH LANGUAGE - II	72	4

**Contact hours per week: 6**

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	50	50	100

**Preamble**

To enable the students to know growth and evolution of standard English.

**Course Outcomes:**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Find some major dialect differences in the period before the standardization of English.	K1
<b>CO2</b>	Outline the impact of the various invasions and its impact on the language.	K2
<b>CO3</b>	Identify the growth of vocabulary, change of meaning, and foreign contribution	K3
<b>CO4</b>	Compare the basic structure of Old, Middle and Modern English	K4
<b>CO5</b>	Evaluate the most important changes in the fields of phonology, morphology and semantics.	K5
<b>CO6</b>	Discuss the intricacies of various structures of modern English.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>13</b>	<b>11</b>	<b>4</b>
<b>Weighted Percentage of Cos</b>	<b>2.8</b>	<b>2.9</b>	<b>2.9</b>	<b>2.8</b>	<b>2.3</b>	<b>2.4</b>	<b>1.4</b>

<b>contribution to POs</b>							
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Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT I 14 Hours**

1. The Origin of Language
2. The Descent of the English Language

### **UNIT II 16 Hours**

3. The Old English (Anglo-Saxon) Period
4. The Middle English Period
5. The Renaissance and After

### **UNIT III 13 Hours**

6. The Growth of Vocabulary

### **UNIT IV 13 Hours**

7. Change of Meaning

### **UNIT V 16 Hours**

8. The Evolution of Standard English
9. Idiom and Metaphor
10. The Foreign Contribution

**TEXT BOOKS:** An Outline History of the English Language. Frederick T. Wood

#### **REFERENCE BOOKS:**

A History of the English Language. Baugh, A.C

1. Jespersen ,Otto. Growth and Structure of the English Language ,B. G. Teubner, 1926
2. Potter ,Simeon. Our Language, Penguin Books, 1957
3. Pyles ,Thomas. The Origins and Development of English Language ,Harcourt Brace Jovanovich College, 1993

4. Williams, Joseph M : Origins of the English Language, Free Press, 1986

**WEB REFERENCES:**

1. [www.usingenglish.com](http://www.usingenglish.com)
2. <https://www.lawlessenglish.com/>
3. <https://www.scientificpsychic.com/linguistics.htm>
4. <https://www.bbc.co.uk/learningenglish/>
5. <https://www.englishclub.com/english-language-htm>
6. <https://www.ed.ac.uk/ppls/linguistics-and-english-language>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core: XI Elective: II	21ENP11A	INDIAN CLASSICS IN TRANSLATION	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	50	50	100

**Preamble**

To expose the renowned works in Indian classical literature to appreciate and to widen the outlook towards research.

**Course Outcomes:**

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

CO	CO Statement	Knowledge
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<b>Number</b>		<b>Level</b>
<b>CO1</b>	Recall the distinct literary characteristics of Indian Classical Literature.	K1
<b>CO2</b>	Explain the diverse historical and cultural contexts of India that is articulated in classical writings.	K2
<b>CO3</b>	Identify the artistic and innovative use of language by the classical writers.	K3
<b>CO4</b>	Analyze literary works for their structure and meaning.	K4
<b>CO5</b>	Compare and contrast literary genres and periods.	K5
<b>CO6</b>	Produce research papers in classical literature.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>36</b>	<b>30</b>	<b>22</b>	<b>10</b>	<b>8</b>	<b>8</b>
<b>Weighted Percentage of Cos</b>	<b>2.8</b>	<b>2.5</b>	<b>2.4</b>	<b>2.0</b>	<b>1.8</b>	<b>1.8</b>	<b>2.9</b>



<b>contribution to POs</b>							
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Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT-I: POETRY**

**12 Hours**

Valmiki : The Ramayana (SundaraKandam), Translated by C.Rajagopalachari. (pp.305-384)

Thiruvalluvar: Tirukkural: English Translation and Commentary by Rev. Dr. G. U. Pope

Chapter 13: The Possession of Self-restraint

Chapter 104: Agriculture

K.K.Daruwalla- Hawk

### **UNIT-II: POETRY**

**7 Hours**

Sangam Poetry: from Poems of Love and War, Translated by A.K.Ramanujan

AkamPoems: Kurinchi (page 15), Neytal (page 41), Palai (page 53), Mullai (page 81),

Marutam(page 97)

Puram poems: King Killi in Combat (page 123)

### **UNIT-III : DRAMA**

**12 Hours**

Kalidasa- Shakuntala ,Translated by Arthur W.Ryder: Surjeet Publications. **(Detailed)**

Bhasa- Vision of Vasavadatta (Svapna- Vasavadattam), Translated by A.C.Woolner and LakshmanSarup(**Non -Detailed**)

### **UNIT IV: FICTION**

**12 Hours**

U.R.Anandhamurthy – Samskara.Translated by A.K. Ramanujan, OUP.**(Detailed)**

Kalki- ParthibanKanavu. Translated by NirupamaRaghavan(**Non -Detailed**)

### **UNIT-V:PROSE**

**5 Hours**

B.R.Ambedkar- Extract 4 and 5 from Annihilation of Caste.Ed. by Mulk Raj Anand (Delhi: Arnold Publishers, 1990.)

## **REFERENCE BOOKS:**

1. Love Stands Alone: Selections from Tamil Sangam Poetry by A.R.Venkatachalapthy
2. Kalidasa Abhijnanasakuntalam: A Critical Study by I. D. Sharma

## **WEB REFERENCES:**

1. [http://valmikiramayan.pcriot.com/sundara\\_kanda\\_contents.html](http://valmikiramayan.pcriot.com/sundara_kanda_contents.html)

2. <https://smartenglishnotes.com/2020/12/17/hawk-by-keki-n-daruwalla-summar-analysis-and-solved-questions/>
3. <https://www.britannica.com/art/shangam-literature>
4. <https://www.litcharts.com/lit/shakuntala/summary>
5. <https://www.gradesaver.com/svapnavasavadattam-the-dream-of-vasavadatta/study-guide/summary>
6. <https://www.asymptotejournal.com/blog/2016/12/14/in-review-samskara-a-rite-for-a-dead-man-by-u-r-ananthamurthy/>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core: XI Elective:II	21ENPI1B	MYTH IN LITERATURE	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	50	50	100

### Preamble

To explore the world of myth and to know its allegorical and symbolical manifestation in the literary texts.

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level

<b>CO1</b>	Recognize the relationship between mythology and literature.	K1
<b>CO2</b>	Explain how literary myths reflect societal rituals and ways of life in various cultures.	K2
<b>CO3</b>	Identify recurring mythological themes and motifs in traditional world and modern culture.	K3
<b>CO4</b>	Analyse different mythical characters in literature.	K4
<b>CO5</b>	Criticize the mystery of nature, existence or the universe with no true basis in fact.	K5
<b>CO6</b>	Develop a cross – cultural perspective on myths.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>36</b>	<b>30</b>	<b>22</b>	<b>10</b>	<b>8</b>	<b>8</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.5</b>	<b>2.4</b>	<b>2.0</b>	<b>1.8</b>	<b>1.8</b>	<b>2.9</b>

**Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.**

**COURSE CONTENT:**

**UNIT I: INTRODUCTION TO MYTH**

**8 Hours**

1. Definition of Myth

2. Olympian Gods (Roman Equivalents are given in brackets)

Zeus (Jupiter), Hera (Juno), Poseidon (Neptune), Demeter (Ceres), Hestia

(Vesta), Aphrodite (Venus), Ares (Mars), Hephaestus (Vulcan), Apollon

(Apollo), Artemis (Diana), Athena (Minerva), Hermes (Mercury),

Dionysus (Bacchus)

Text Book: Graves, Robert. The Greek Myths. Penguin

**UNIT-II: POETRY**

**8 Hours**

William Shakespeare- Orpheus

Algernon Charles Swinburne- The Garden of Proserpine

William Blake- Why was Cupid a Boy?

W. B. Yeats- Leda and the Swan

Sylvia Plath- The Colossus

**UNIT III: POETRY**

**11 Hours**

Alexander Pope: The Rape of the Lock (Canto I)

**UNIT IV: DRAMA**

**10 Hours**

Percy Bysshe Shelley: Prometheus Unbound

**UNIT V: FICTION**

**11 Hours**

Margaret George: Helen of Troy

**TEXT BOOKS:**

Graves, Robert. The Greek Myths. Penguin

**REFERENCE BOOKS:**

1. Greek Mythology: Tales of Greek Myth, Gods, Goddesses, Mythical Beasts & the Beliefs of Ancient Greece by Adrian Myron

2. The Book of World Mythology by Reeya Radhakrishnan

3. Myths and Legends of Ancient Greece and Rome (Collins Classics) by E.M. Berens

4. Egyptian Mythology: Classic Stories Of Gods, Goddesses by Jamie Mcqueeny

**WEB REFERENCES:**

1. <https://www.bachelorandmaster.com/britishandamericanpoetry/the-garden-of-proserpine-summary-analysis.html>
2. <https://poets.org/poem/orpheus-0>
3. <https://www.britannica.com/topic/Leda-and-the-Swan>
4. [http://english.fju.edu.tw/lctd/asp/works/191/study\\_1.htm](http://english.fju.edu.tw/lctd/asp/works/191/study_1.htm)
5. <https://www.litcharts.com/lit/prometheus-unbound>
6. <https://www.britannica.com/topic/Helen-of-Troy>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core: XI Elective II	21ENP11C	AN INTENSIVE STUDY OF AN AUTHOR - T.S. ELIOT	48	3

Contact hours per week: 4

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	50	50	100

**Preamble**

To give an insight into the literary works of T.S.Eliot who portrayed the essence of life and society of his time in his works.

**Course Outcomes:**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Find the aspects of civilization and culture with reference to Eliot's Work	K1
<b>CO2</b>	Illustrate the themes used in various genres of the author.	K2
<b>CO3</b>	Identify the origin, style and techniques of the author	K3
<b>CO4</b>	Examine the myth and religious rituals in his works.	K4
<b>CO5</b>	Evaluate the diction and the power of phrasing in his works.	K5
<b>CO6</b>	Elaborate the aspects of depression and human isolation during his period.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>36</b>	<b>30</b>	<b>22</b>	<b>10</b>	<b>8</b>	<b>8</b>
<b>Weighted Percentage of Cos</b>	<b>2.8</b>	<b>2.5</b>	<b>2.4</b>	<b>2.0</b>	<b>1.8</b>	<b>1.8</b>	<b>2.9</b>

<b>contribution to POs</b>							
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Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT –I**

**6 Hours**

Introducing the Author

Style

Narrative Techniques

Terms ( Objective Correlative, Unification of Sensibility, Dissociation of Sensibility)

### **UNIT-II POETRY**

**8 Hours**

The Love song of J. Alfred Prufrock

Ash Wednesday

### **UNIT-III: POETRY**

**10 Hours**

The Waste Land

### **UN IT-IV : DRAMA**

**14 Hours**

The Family Reunion(**Detailed**)

The Cocktail Party(**Non - Detailed**)

### **UNIT-V: CRITICISM**

**10 Hours**

Metaphysical Poets

Tradition & Individual Talent

## **REFERENCE BOOKS:**

1. Critical Reading of the Selected Poems of T.S. Eliot by Jain Manju
2. The Waste Land: A Critical Study by Vikramaditya Rai
3. T.S. Eliot Volume 2 (Critical Heritage) by Michael Grant
4. T. S. Eliot: Tradition and the Individual Talent: An Indepth Study by Raju K. Augustine.

## **WEB REFERENCES:**

1. <https://www.biography.com/writer/ts-eliot>
2. <https://www.englitmail.com/2017/06/the-concept-of-objective-correlative.html>
3. <https://interestingliterature.com/2016/10/a-summary-and-analysis-of-t-s-eliot-the-waste-land/>
4. <http://studentacademichelp.blogspot.com/2009/02/t-s-eliot-family-reunion-overview.html>
5. <https://www.britannica.com/topic/The-Cocktail-Party>
6. <https://literariness.org/2020/07/05/analysis-of-t-s-eliot-metaphysical-poets/>
7. <https://www.josbd.com/tradition-individual-talent-t-s-eliot/>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – IV	Ability Enhancement	21AEP01	<b>CYBER SECURITY</b>	24	2

**Contact hours per week: 2**

Year	Semester	Internal Marks	External Marks	Total Marks
First	II	--	100	100

### Preamble

To understand the basics of cyber security and the security threats in day-to-day activities.

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Recall the basic concepts of information security and its	K1



	types	
CO2	Explain cyber space issues and cyber security measures	K2
CO3	Apply security measures to prevent ourselves from threats in social media	K3
CO4	Identify various risks and threats in cyber space	K4
CO5	Appraise the performance of social media, security issues and their measures	K5
CO6	Compose the real time examples using case studies	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO6</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>54</b>	<b>54</b>	<b>54</b>	<b>54</b>	<b>36</b>	<b>34</b>	<b>28</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>3.1</b>	<b>3.8</b>	<b>4.3</b>	<b>5.0</b>	<b>6.3</b>	<b>7.5</b>	<b>10.1</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT I: Information Security (5 Hours)**

History of Information Security - Need for Security-**Types of Security:** Physical Security – Network Security –Personal Security –Operation Security –Communication Security - Information Security Threats.

### **UNIT II: Introduction to Cyber Security (5 Hours)**

**Cyber Security:** Objectives- Roles- Differences between Information Security and Cyber Security. **Cyber Security Principles:** Confidentiality- Integrity – Availability.

### **UNIT III: Risks & Vulnerabilities (5 Hours)**

**Risk Meaning:** Risk Management –Problems of Measuring Risk -Risk Levels-Risk Analyzes- Risk Assessment –Response to Risk Terminology- **Threats:** Components of Threats-Types of Threats- **Vulnerabilities:** Computing System Vulnerabilities –Hardware Vulnerabilities- Software Vulnerabilities-Data Vulnerabilities-Human Vulnerabilities.

### **UNIT IV: Social media (5 Hours)**

Introduction to social media: What, Why –Pros and cons- Security issues in social media: Mail-Facebook-Whatsapp-Twitter-Preventive and control measures.

### **UNIT V: Case study (4 Hours)**

Impact of social media: Education -Business- Banking-Mobile –Human Life- Present generation- Indian scenario.

## **WEB REFERENCES:**

1. <https://m.youtube.com/watch?v=o6pgd8gLFHg>
2. <https://m.youtube.com/watch?v=3rl4ZjZpcHU>
3. <https://blog.barkly.com/10-fundamental-cybersecurity-lessons-for-beginners>
4. <https://5social media security risk and how to avoid them.html>
5. <https://10 cyber security twitter profiles to watch.html>
6. <https://cyber security in banking 4 trends to watch in 2017.html>
7. <https://gmail hacking security tips-indian cyber security solutions.html>
8. <https://why social media sites are the new cyber weapons of.html>
9. EBook:A complete guide to Staying Ahead in the Cyber Security Game

### SEMESTER- III

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XII	21ENP12	<b>BRITISH LITERATURE- III</b> (From the Victorian age to the Modern age)	72	4

**Contact hours per week: 6**

Year	Semester	Internal Marks	External Marks	Total Marks
Second	III	50	50	100

#### Preamble

To familiarise the students with the development of ideas and the British intellectual tradition.

#### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Recall the cultural and historical contexts of British literature from the Victorian age to Modern age.	K1
CO2	Illustrate the distinct literary characteristics of the time.	K2
CO3	Organize to identify, expound on and compare literary genres and periods.	K3
CO4	Analyze the style and structure of the literary works.	K4
CO5	Assess the portrayal of Socio-Political conditions of the period in literature.	K5

CO6	Build aesthetic and ethical values discussed in the literary works.	K6
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**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	3
CO2	9	9	9	9	3	3	1
CO3	9	9	9	3	3	3	1
CO4	9	9	3	3	3	1	1
CO5	9	3	3	3	3	1	1
CO6	3	3	3	1	0	0	0
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>28</b>	<b>15</b>	<b>11</b>	<b>7</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.9</b>	<b>2.9</b>	<b>2.6</b>	<b>2.6</b>	<b>2.4</b>	<b>2.5</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### COURSE CONTENT:

#### UNIT I: POETRY

**11Hours**

Tennyson- Tithonus

Robert Browning- Porphyria's Lover

W.B.Yeats-Easter 1916

T.S.Eliot-The Waste Land

Ted Hughes- Thrushes

Dylan Thomas - And Death Shall Have No Dominion

**UNIT II : DRAMA****18Hours**G.B.Shaw - Man and Superman (**Detailed**)Harold Pinter - The Caretaker ( **Non-Detailed**)**UNIT III : PROSE****14Hours**

George Orwell- Why I Write

John Ruskin - Of Queens' Gardens (Lecture II from Sesame and Lilies)

**UNIT IV: FICTION****17Hours**Emily Bronte - Wuthering Heights (**Detailed**)Graham Greene - The Power and the Glory (**Non-Detailed**)**UNIT V: CRITICISM****12Hours**

Frank Kermode – From Dissociation of Sensibility

Helen Gardner- The Sceptre and the Torch

**TEXT BOOKS:**

English Critical Traditions ed.S.Ramaswamy &amp;V.S.Sethuraman Vol.II Macmillan

**WEB REFERENCES:**

1. <https://srjcstaff.santarosa.edu/~mheydon/whywriteD.pdf>
2. <https://www.ourcivilisation.com/smartboard/shop/gardnerh/prof1.htm>
3. <https://www.theatlantic.com/entertainment/archive/2012/06/why-i-write-george-orwell-on-an-authors-4-main-motives/258955/>
4. <https://ardhendude.blogspot.com/2012/05/superiority-of-women-over-men-john.html>
5. <https://victorianweb.org/authors/rb/porphyria/best1.html>
6. <http://www.eltjournal.org/archive/value5%20issue1/7-5-1-17.pdf>

CATEG ORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDI T
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Part – III	Core : XIII	<b>21ENP13</b>	<b>ENGLISH LANGUAGE TEACHING</b>	60	4
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**Contact hours per week: 5**

Year	Semester	Internal Marks	External Marks	Total Marks
<b>Second</b>	<b>III</b>	<b>50</b>	<b>50</b>	<b>100</b>

### **Preamble:**

To become aware of different approaches, methods and techniques of teaching English and also to take up action research and research based activities.

### **Course Outcomes:**

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

CO	CO Statement	Knowledge
CO1	Define the terminologies in English Language teaching.	K1
CO2	Explain different methods and approaches in teaching English as second language.	K2
CO3	Apply different methods in the classroom based on the needs of the learners.	K3
CO4	Analyze the effectiveness of tests administered by the teachers to evaluate the performance of the learners and strategies to prepare lesson planning.	K4
CO5	Evaluate the use of technology in classroom to enrich the teaching – learning process.	K5
CO6	Adapt new approaches, methods and techniques in English Language Teaching.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>

<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>42</b>	<b>36</b>	<b>14</b>	<b>12</b>	<b>8</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.9</b>	<b>3.4</b>	<b>3.3</b>	<b>2.5</b>	<b>2.7</b>	<b>2.9</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT- I**

**12 Hours**

English in India – Past, Present and Future; The Nature of Human Language; Linguistics, Psychology and English Teaching; Methods

### **UNIT-II**

**12 Hours**

Approach, Method and Technique; Essentials of English Speech; Teaching Spoken English; Some Techniques; Essential – Grammar for teachers

### **UNIT-III**

**12 Hours**

Teaching of vocabulary ; Essentials of English Grammar ; The Teaching of Grammar; Reading and Teaching of Reading

### **UNIT- IV**

**12 Hours**

Writing and Teaching of Writing and Composition ; Teaching Prose ; Teaching Poetry ; Use of Blackboard and Other Instructional Aids

### **UNIT-V**

**12 Hours**

Study Skills and Reference Skills ; Tests and Testing; Common Errors and Remedial English ; Planning and Lesson Planning

**TEXT BOOKS:**

N. Krishnaswamy and Lalitha Krishnaswamy, Methods of Teaching English. Chennai: Trinity, 2016.

**REFERENCE BOOKS:**

1. Jack.C.Richards, Theodore.S.Rodgers, Approaches and Methods in Language Teaching. UK: Cambridge University Press, 2001.

2. Martin Parrot, Tasks for Language Teaching. New Delhi: CUP, 1993.

3. Jerry S. Gabbard and Robert Oporandy, Language Teaching Awareness. Chennai: OBS, 2009.

4. Michael.J.Wallace, Training Foreign Language Teachers. New Delhi: CUP, 1991.

**WEB REFERENCES:**

1. <https://www.grin.com/document/70690>

2. <http://myfreeschooltanzania.blogspot.com/2014/09/characteristics-of-good-black-board-and.html#:~:text=Blackboard%20as%20teaching%20aids%20is,aid%20is%20like%20a%20game>

3. <https://www.llas.ac.uk/resources/gpg/295.html>

4. <https://www.getlitt.co/blog/how-to-avoid-grammatical-mistakes-in-english/>

5. <https://files.eric.ed.gov/fulltext/EJ1242187.pdf>

CATEG ORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDI T
Part – III	Core : XIV	21ENP14	RESEARCH METHODOLOGY	72	4

**Contact hours per week: 6**

Year	Semester	Internal Marks	External Marks	Total Marks
Second	III	50	50	100



## Preamble

To familiarise with the basics of research methods to enable the students to do research.

## Course Outcomes:

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

CO	CO Statement	Knowledge
CO1	Define a general definition of Research	K1
CO2	Explain the process of Research	K2
CO3	Plan the qualitative and quantitative Research	K3
CO4	Analyse the ways of organising the material fund	K4
CO5	Evaluate the criteria for the quality of study	K5
CO6	Construct the literary reviews in an appropriate way	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

## CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	3
CO2	9	9	9	9	3	3	1
CO3	9	9	9	9	3	3	1
CO4	9	3	9	9	3	3	1
CO5	9	3	9	9	3	1	1
CO6	3	3	9	9	1	1	1
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>36</b>	<b>54</b>	<b>54</b>	<b>16</b>	<b>14</b>	<b>8</b>
<b>Weighted Percentage of Cos</b>	<b>2.8</b>	<b>2.5</b>	<b>4.3</b>	<b>5.0</b>	<b>2.8</b>	<b>3.1</b>	<b>2.9</b>

<b>contribution to POs</b>							
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Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT – I**

**14 Hours**

#### **Principles of MLA Style**

Introduction

Why Document Sources?

Plagiarism and Academic Dishonesty

Think: Evaluating Your Sources

Select: Gathering Information about Your Sources

Organize: Creating Your Documentation

### **UNIT- II**

**16 Hours**

#### **The Mechanics of Scholarly Prose**

Names of persons

Titles of Sources

Quotations

Numbers

Dates and Times

Abbreviations

### **UNIT- III**

**15 Hours**

#### **Works Cited**

Names of Authors

Titles

Versions

Publisher

Locational Elements

Punctuation in the Works – Cited List

Formatting and Ordering the Works – Cited List

### **UNIT- IV**

**15 Hours**

#### **In – Text Citations**

AuthorTitle

Numbers in In – Text Citations

Indirect Sources

Repeated Use of Sources

Punctuation in the In – Text Citation

**UNIT –V****12 Hours****Citations in Forms Other Than Print****Editing and evaluating the final product**

Editing the Final Product

Evaluating the Final Product

Proofreading the final typed copy

**Prescribed Text:**

1. M.L.A Hand Book – Revised Ed 8th Edition

2. Anderson, Durston &amp; Poole: Assignment and Thesis Writing, Wiley Eastern Limited

**REFERENCE BOOKS:**

1. C.J. Parsons - Thesis Writing

2. Kothari – Educational Research

3. Anderson – Thesis and Assignment Writing

4. Amalraj D – Research Methodology

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XV	21ENP15	CONTEMPORARY LITERARY THEORY	72	4

**Contact hours per week: 6**

Year	Semester	Internal Marks	External Marks	Total Marks
Second	III	50	50	100

**Preamble**

To acquaint with modern literary theories and to appreciate literature by applying contemporary literary theories.

**Course Outcomes:**

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

CO	CO Statement	Knowledge
CO1	Recall the different literary theories and theorists.	K1
CO2	Outline the historical and philosophical contexts that led to the development of literary theory and its practices.	K2
CO3	Apply theory to analyse the literary texts.	K3
CO4	Distinguish the theories contextually	K4
CO5	Evaluate the role of the reader and the text and deconstruct literary texts.	K5
CO6	Write research paper by applying literary theories to the text.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	9	9	9	9	3	3	3
CO2	9	9	9	3	3	3	1
CO3	9	9	3	3	3	1	1
CO4	9	3	3	3	1	1	1
CO5	3	3	3	3	1	1	1
CO6	3	3	1	1	1	1	1
<b>Total contribution of COs to POs</b>	<b>42</b>	<b>36</b>	<b>28</b>	<b>22</b>	<b>12</b>	<b>10</b>	<b>8</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.4</b>	<b>2.5</b>	<b>2.2</b>	<b>2.0</b>	<b>2.1</b>	<b>2.2</b>	<b>2.9</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

#### **UNIT- I**

**15Hours**

Changing Worlds and Changing Words

Post-Modernism and before

**UNIT- II**

**14Hours**

Post- Structuralism: Deconstruction

Psychoanalytic Criticism

**UNIT- III**

**14Hours**

Gender-based Approaches: Feminism, Lesbianism, Gay-Criticism

Historical Approaches: New Historicism and Cultural Materialism

**UNIT- IV**

**15Hours**

Colonial Contexts: Post /Neo Colonial Criticism

Socio-economic Approaches: Structuralist Marxism and Recent Developments

Formalism: Russian and French

**UNIT –V**

**14Hours**

Structuralism

Stylistics

Earlier Traces and Emerging Tendencies

**TEXT BOOKS:**

Contemporary Literary Theory (A Student's Companion) by N.Krishnaswamy, John Varghese, and Sunita Mishra

**REFERENCE BOOKS:**

1. Peter Barry. Beginning Theory: An Introduction to Literary and Cultural Theory
2. Modern Literary Theory: a Reader Eds. Philip Rice & Patricia Waugh. London: Bloomsbury
3. Rohan Savarimuthu. Literary Theory and Criticism since 1930. Chennai: New Century Book House.
4. The Norton Anthology of Theory and Criticism. 2nd Edition. Eds. Cincent B. Leitch et al. New York: W.W. Norton & Company.

**WEB REFERENCES:**

1. <https://www.britannica.com/topic/lesbian-feminism>

2. <https://www.history.com/topics/art-history/history-of-modernism-and-post-modernism#:~:text=Post%2Dmodernism%2C%20as%20it%20appeared,in%20order%20to%20be%20analyzed>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core: XVI	<b>21ENP16A/ 21ENP16B</b>	<b>INSTITUTIONAL TRAINING / MINI PROJECT</b>	-	1

**Contact hours per week: -**

Year	Semester	Internal Marks	External Marks	Total Marks
<b>Second</b>	<b>III</b>	<b>100</b>	<b>-</b>	<b>100</b>

#### **Preamble**

To provide possible opportunities to learn, understand and sharpen the real time technical / managerial skills required for the job.

#### **Course Outcomes:**

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

CO Number	CO Statement	Knowledge Level
CO1	Find the concepts related to the work.	K1
CO2	Illustrate communication and teamwork skills in the respective discipline.	K2
CO3	Identify career alternatives prior to graduation.	K3
CO4	Analyze the strategies and ethics in professional setup.	K4

CO5	Assess interests and abilities in their field of study.	K5
CO6	Develop communication, interpersonal and other critical skills	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	1
CO2	9	9	9	3	3	3	1
CO3	9	3	3	3	3	1	1
CO4	3	3	3	3	3	1	1
CO5	3	3	3	3	1	1	1
CO6	3	3	1	1	1	1	1
<b>Total contribution of COs to POs</b>	<b>36</b>	<b>30</b>	<b>28</b>	<b>22</b>	<b>14</b>	<b>10</b>	<b>6</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.1</b>	<b>2.1</b>	<b>2.2</b>	<b>2.0</b>	<b>2.5</b>	<b>2.2</b>	<b>2.2</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XVII	****	<b>OPEN ELECTIVE (offered for students of other PG programmes/ departments)</b>	3	2

**Contact hours per week: 3**

Year	Semester	Internal Marks	External Marks	Total Marks
<b>II</b>	<b>III</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Preamble

To make the students competent in their job-seeking, job-getting and job- holding needs.

## Course Outcomes:

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

CO	CO Statement	Knowledge
CO1	Relate the vocabulary that is specific to the context.	K1
CO2	Illustrate the ideas clearly in the given situations.	K2
CO3	Experiment with vowels and consonants for better pronunciation	K3
CO4	Examine the effective communication with public relations and telephonic skill	K4
CO5	Select the spoken and written skills in the professional setting.	K5
CO6	Adapt the soft skills for team building.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

## CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	9	9	9
CO2	9	9	9	9	9	9	3
CO3	9	9	9	9	3	3	3
CO4	9	9	9	3	1	1	1
CO5	9	3	3	1	1	1	1
CO6	3	3	1	0	1	1	1
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>40</b>	<b>31</b>	<b>24</b>	<b>24</b>	<b>18</b>
<b>Weighted Percentage of Cos</b>	<b>2.8</b>	<b>2.9</b>	<b>3.2</b>	<b>2.8</b>	<b>4.2</b>	<b>5.3</b>	<b>6.5</b>



<b>contribution to POs</b>							
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Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT I: CORRECTNESS OF LANGUAGE USAGE 8 Hours**

Functional Vocabulary  
 Grammar for Grown-ups  
 Common errors in communication  
 Asking questions and responses using be forms and Do forms, Information Questions

### **UNIT -II BASICS OF PHONETICS 7 Hours**

The Vowels of English  
 The Consonants of English

### **UNIT III ORAL SKILLS FOR JOBS 7 Hours**

Presentations  
 Effective communication  
 Public Relations and Telephone skills  
 Group Discussion

### **UNIT IV WRITTEN SKILLS FOR JOBS 7 Hours**

Applying for jobs  
 Preparing Résumé  
 Writing cover letter

### **UNIT V INTERVIEW SKILLS & KEEPING THE JOBS 7 Hours**

Interview Skills  
 Relationships in the Professional world  
 Soft skills for Team Building

## **TEXT BOOKS:**

English for Careers – Pearson

## **REFERENCE BOOKS:**

Modern English, A Book of Grammar, Usage and Composition by N.Krishnaswamy  
 A Textbook of English Phonetics for Indian students by T.Balasubramanian

Oxford Guide to Effective Writing & Speaking by John Seely.3rd edition, OUP.

### WEB REFERENCES:

1. ABC of Common Grammatical Errors. Macmillan, 2009

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XVIII Elective: III	21ENP18A	INTRODUCTION TO LINGUISTICS	48	3

Contact hours per week: 4

Year	Semester	Internal Marks	External Marks	Total Marks
	III	50	50	100

### Preamble

To introduce the basic concepts in linguistics and the relationship between language and society.

### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Recall the structure and components of language.	KI
CO2	Classify the logical data from wide variety of languages and dialects.	K2

CO3	Identify the different aspects of human language by its form, structure and context.	K3
CO4	Analyse the rules and limitations of structural grammar and Immediate Constituent.	K4
CO5	Estimate the experiments on actual brain responses involving linguistic stimuli	K5
CO6	Incorporate linguistic analysis as a scientific analysis of a language.	K6

**K1 – Remember; K2 – Understand;K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>36</b>	<b>34</b>	<b>28</b>	<b>26</b>	<b>14</b>	<b>12</b>	<b>7</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.1</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.5</b>	<b>2.7</b>	<b>2.5</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

#### **UNIT – I LINGUISTICS**

**10 Hours**

Definition – Linguistics as a science – Scope of Linguistics – Levels of Linguistic Analysis -  
Branches of Linguistics

**UNIT – II MAJOR LINGUISTIC CONCEPTS**

**13 Hours**

Synchrony and Diachrony - Langue and Parole, and Competence versus Performance –The  
Nature of Linguistic Sign and Sign/symbol distinction – The Structure / System Distinction-  
Syntagmatic and paradigmatic - Substance and Form- Diachronic and Synchronic approaches

**UNIT – III GRAMMAR**

**9 Hours**

Functions and Categories – Traditional Definitions – Empty Words – Functional Labels-  
Morphology and Word formation: Definition- Segmentation – Free and Bound morphemes –  
Morphological analysis of a few words.

**UNIT – IV STRUCTURAL GRAMMAR**

**9 Hours**

Background to Structural Grammar - Immediate Constituent (IC) analysis – IC analysis of  
sentences – Limitations of IC analysis – Phrase Structure Rules (PS rules)- Transformational  
Generative Grammar: Introduction – Deep and Surface Structure – Transformational Rules.

**UNIT – V SEMANTICS**

**7 Hours**

Semantics: Definition – Meaning – Some Terms and Distinctions in Semantics – Semantics and  
Pragmatics – Discourse Analysis

**TEXT BOOKS:**

An Introduction to Linguistics Language, Grammar, and Semantics by D.V.  
JindalPushpinderSyal : Prentice Hall of India.

**REFERENCE BOOKS:**

1. Akmajian, A et al, Linguistics: An Introduction To Language And Communication, Practice  
Hall of India, New Delhi. 1996 (fourth ed) 2010 (Fifth ed)
2. Aitchison ,Jean .Linguistics, Licolnwood:NTC Publishing Group, 1999.
3. Barber, Charles. The English Language: A Historical Introduction. Cambridge: Cambridge  
University Press, 1993.
4. Chomsky,Noam.Syntactic Structures,Berlin:Mouton,(1957)reprint 2004.

**WEB REFERENCES:**

1. <https://www.isle-linguistics.org/>
2. <http://www.natcorp.ox.ac.uk/>

3. <https://www.llas.ac.uk//index.html>
4. [www.degruyter.com/view/serial/182226](http://www.degruyter.com/view/serial/182226)
5. <http://linguistlist.org/>
6. <http://www.lagb.org.uk/>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XVIII Elective:III	<b>21ENP18B</b>	<b>MODERN EUROPEAN DRAMA</b>	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External Marks	Total Marks
<b>Second</b>	<b>III</b>	<b>50</b>	<b>50</b>	<b>100</b>

### Preamble

To orient the students on the versatile writings of European playwrights and to compare and analyse the different theatrical modes.

### Course Outcomes:

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

CO	CO Statement	Knowledge
CO1	Label the new trends in the modern European drama.	K1
CO2	Summarize the subject matter discussed in the works	K2

CO3	Identify their ideas about realism, absurdism and naturalism.	K3
CO4	Examine the features of modern European drama with the help of prescribed text.	K4
CO5	Evaluate the life of those people who suffered that is reflected in their work.	K5
CO6	Elaborate the topic of realism, absurdism and naturalism.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	3
CO2	9	9	9	9	3	3	1
CO3	9	9	3	3	3	3	1
CO4	3	3	3	3	3	1	1
CO5	3	3	3	1	1	1	1
CO6	3	1	1	1	1	1	0
<b>Total contribution of COs to POs</b>	<b>36</b>	<b>34</b>	<b>28</b>	<b>26</b>	<b>14</b>	<b>12</b>	<b>7</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.1</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.5</b>	<b>2.7</b>	<b>2.5</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### COURSE CONTENT:

#### UNIT – I

**13 Hours**

Samuel Beckett - Waiting for Godot (**Detailed**)

**UNIT –II** **13 Hours**

Eugene Ionesco- Rhinoceros (**Detailed**)

**UNIT – III** **8 Hours**

Henrik Ibsen- Ghosts (**Non -Detailed**)

**UNIT- IV** **7 Hours**

Bertolt Brecht - The Good Woman of Szechwan (**Non -Detailed**)

**UNIT –V** **7 Hours**

Garcia Lorca - Blood Wedding (**Non -Detailed**)

### **REFERENCE BOOKS:**

1. Constantin Stanislavski, An Actor Prepares, chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp. 121–5, 137–46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in Brecht on Theatre: The Development of an Aesthetic, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
3. George Steiner, 'On Modern Tragedy', in The Death of Tragedy (London: Faber, 1995) pp. 303–24.
4. Modernism in European Drama: Ibsen, Strindberg, Pirandello, Beckett : Essays from Modern Drama by [Christopher Innes](#) and [F.J. Marker](#)

### **WEB REFERENCES:**

1. [https://ddceutkal.ac.in/Syllabus/MA\\_English/Paper\\_12.pdf](https://ddceutkal.ac.in/Syllabus/MA_English/Paper_12.pdf)
2. <https://www.britannica.com/art/tragedy-literature/Tragedy-and-modern-drama>
3. <https://blisty.cz/video/Slavonic/Absurd.htm>
4. <https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/963/2nd%20Realism%20Movement%20in%20Drama.pdf>
5. <https://www.rem.routledge.com/articles/overview/drama-theater-and-performance-subject-overview>
6. <https://www.reference.com/world-view/characteristics-modern-drama-8384aaf8607c93b5>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XVIII Elective:I II	21ENP18C	LITERATURE AND SCIENCE	48	3

Contact hours per week: 4

Year	Semester	Internal Marks	External Marks	Total Marks
Second	III	50	50	100

#### Preamble

To give an impact of innovations in science or technology often in a futuristic setting.

#### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Tell the role of Science in literature	K1
CO2	Outline the role of scientific progress in modern and future society	K2
CO3	Identify the use and misuse of science as a plot device	K3
CO4	Analyze possible effects of scientific progress on the evolution of social norms	K4
CO5	Appraise the scientific and societal relevance of science fiction works	K5
CO6	Adapt the theories of Science into Literature	K6

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

#### CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	3



CO2	9	9	9	9	3	3	1
CO3	9	9	3	3	3	3	1
CO4	3	3	3	3	3	1	1
CO5	3	3	3	1	1	1	1
CO6	3	1	1	1	1	1	0
<b>Total contribution of COs to POs</b>	<b>36</b>	<b>34</b>	<b>28</b>	<b>26</b>	<b>14</b>	<b>12</b>	<b>7</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.1</b>	<b>2.4</b>	<b>2.2</b>	<b>2.4</b>	<b>2.5</b>	<b>2.7</b>	<b>2.5</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT-I 13 Hours**

[Aldous Huxley - Brave New World](#) (**Detailed**)

### **UNIT-II 13 Hours**

Jules Verne- Journey to the Centre of the Earth (**Detailed**)

### **UNIT-III 8 Hours**

Mary Shelley - Frankenstein (**Non -Detailed**)

### **UNIT IV 7 Hours**

H.G.Wells - The War of the Worlds (**Non -Detailed**)

### **UNIT V 7 Hours**

Isaac Asimov - I, Robot (**Non -Detailed**)

## **WEB REFERENCES:**

1. <https://www.britannica.com/topic/Brave-New-World>
2. <https://www.britannica.com/topic/A-Journey-to-the-Centre-of-the-Earth>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – V	Proficiency Enhancement	21PEENP01	EDUCATIONAL PSYCHOLOGY (SELF STUDY)	-	2

Contact hours per week: --

Year	Semester	Internal Marks	External Marks	Total Marks
Second	III	-	100	100

#### Preamble

To understand the human nature, to motivate and direct the learning and conduct.

#### Course Outcomes:

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

CO	CO Statement	Knowledge
CO1	Find the importance of basic psychology in education	K1
CO2	Summarize the school of thought on psychology and their contribution	K2
CO3	Identify the individual differences through psychology	K3
CO4	Analyse the issues with adolescence	K4
CO5	Assess the theories of personalities	K5
CO6	Elaborate the mental hygiene and mental health	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	1

<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>54</b>	<b>42</b>	<b>36</b>	<b>28</b>	<b>14</b>	<b>12</b>	<b>6</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>3.1</b>	<b>2.9</b>	<b>2.9</b>	<b>2.6</b>	<b>2.5</b>	<b>2.7</b>	<b>2.2</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT-I**

Introduction to Educational psychology

Schools of thought on psychology and their contribution to Education

### **UNIT-II**

Development and Growth

Individual Differences.

Emotional and Social Development

Adolescence

### **UNIT-III**

Learning and Forgetting

Transfer of Learning

Theories of Learning and their Educational Implications

## UNIT-IV

Interest, Aptitude, Attitude and Attention

Personality and Personality Development

Theories of Personalities

Personality Assessment and Measurement

## UNIT-V

Mental Hygiene and Mental Health

Psychology of Group Behaviour and Group Dynamics

Guidance and Counselling

## TEXT BOOKS:

Aggarwal.J.C. Essentials of Educational Psychology, Vikas Publishing: 2014

## SEMESTER-IV

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XIX	21ENP19	COMPARATIVE LITERATURE	72	4

Contact hours per week: 6

Year	Semester	Internal Marks	External Marks	Total Marks
Second	IV	50	50	100

## Preamble

To provide an understanding of interrelationship between different literatures and to enhance the area of research.

## Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Relate the shared features of various genres in literatures	K1
CO2	Demonstrate national literature and literary traditions within the context of world literature	K2
CO3	Apply comparative methodologies and literary theory to	K3
CO4	Discover universality and timelessness of various literary	K4
CO5	Interpret and criticize literary texts within social, cultural,	K5
CO6	Adapt literary texts from different historical and literary	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

#### **CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	3
CO2	9	9	9	9	3	3	1
CO3	9	9	9	9	3	3	1
CO4	9	9	3	3	3	3	1
CO5	9	3	3	3	3	1	1
CO6	3	3	3	1	1	1	1
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>34</b>	<b>16</b>	<b>14</b>	<b>8</b>
<b>Weighted Percentage of Cos contribution</b>	<b>2.8</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>2.8</b>	<b>3.1</b>	<b>2.9</b>

to POs							
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Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## COURSE CONTENT:

### UNIT-I THEORITICAL BACKGROUND

**15 Hours**

Rene Wellek and Austen Warren –General,Comparativeand National Literature (from ‘Theory of Literature’)

[https://archive.org/stream/theoryofliteratu00inwell/theoryofliteratu00inwell\\_djvu.txt](https://archive.org/stream/theoryofliteratu00inwell/theoryofliteratu00inwell_djvu.txt)

Comparing the literatures of the British Isles (from Bassnet- Comparative Literature

### UNIT- II

**19 Hours**

Kalidasa’s‘Sakuntala’ & Shakespeare’s ‘The Tempest’

### UNIT- III & IV

**19 Hours**

Shakespeare’s ‘Antony and Cleopatra’ and John Dryden’s ‘All for Love’

### UNIT- V

**19 Hours**

Hemingway’s ‘The Old Man and The Sea’& Kesava Reddy’s ‘He conquered the Jungle’

## WEB REFERENCES:

1.[https://archive.org/stream/theoryofliteratu00inwell/theoryofliteratu00inwell\\_djvu.txt](https://archive.org/stream/theoryofliteratu00inwell/theoryofliteratu00inwell_djvu.txt)

CATEG ORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDI T
Part – III	Core : XX	<b>21ENP20</b>	<b>FEMINIST WRITING</b>	60	4

**Contact hours per week: 5**

Year	Semester	Internal Marks	External Marks	Total Marks
<b>Second</b>	<b>IV</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Preamble**

To highlight the problems that women face in the patriarchal cultural milieu and women empowerment.

**Course Outcomes:**

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

CO Number	CO Statement	Knowledge Level
CO1	Label the importance of gender specification in literature.	KI
CO2	Explain the representation of female experience in literature.	K2
CO3	Identify the role played by socio-cultural-economic contexts in defining women.	K3
CO4	Analyze the difference and the uniqueness of gynotexts in contrast with androtexts.	K4
CO5	Evaluate the stereo types in representation of women.	K5
CO6	Write research paper by adopting the ideologies of feminist theorists.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	1
CO2	9	9	9	9	3	3	1
CO3	9	9	9	9	3	1	1
CO4	9	9	3	3	3	1	1
CO5	9	3	3	3	1	1	1

<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>34</b>	<b>14</b>	<b>10</b>	<b>6</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>2.5</b>	<b>2.2</b>	<b>2.2</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### **COURSE CONTENT:**

#### **UNIT –I: POETRY**

**9 Hours**

Kamala Das- Introduction

Gladys Cardiff - Combing

Judith Wright - Woman to Child

Margaret Atwood - A Sad Child

Sarojini Naidu- Palanquin Bearers

#### **UNIT –II: PROSE**

**11 Hours**

Virginia Woolf- A Room of One's Own

#### **UNIT – III: DRAMA**

**15 Hours**

Uma Parameswaran - Sons Must Die (**Detailed**)

Caryl Churchill -Top Girls (**Non - Detailed**)

#### **UNIT –IV: FICTION**

**15 Hours**

Githa Hariharan- The Thousand Faces of Night (**Detailed**)

Manju Kapur - Difficult Daughters (**Non-Detailed**)

#### **UNIT – V: CRITICISM**

**10 Hours**

Elaine Showalter - Towards a Feminist Poetics

### **WEB REFERENCES:**



1. <https://www.sentinelassam.com/saturday-fare/the-thousand-faces-of-night-githa-hariharan/#:~:text=Her%20first%20novel%2C%20%E2%80%9CThe%20Thousand%20Faces%20of%20Night%22%20talks,in%20the%20epics%20of%20India.>

2. <https://blog.dilipbarad.com/2013/12/elaine-showalter-towards-feminist.html#:~:text=It%20proposes%20to%20construct%20a,%2C%20and%20consciousness%20of%20women'>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XXI	21ENP21	MODERN BRITISH FICTION	60	4

Contact hours per week: 5

Year	Semester	Internal Marks	External Marks	Total Marks
Second	IV	50	50	100

#### Preamble

To study and analyse the fine filaments of modern novel writing.

#### Course Outcomes:

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

CO Number	CO Statement	Knowledge Level
CO1	Recall the broad developments in the British novel during the twentieth century.	K1
CO2	Outline the concerns of modern novelists.	K2
CO3	Identify some of the changes in the forms of modern fiction.	K3
CO4	Analyze the literary text critically.	K4
CO5	Evaluate the author's views through the characters.	K5
CO6	Elaborate the transition in cultural, ethical, political and religious characteristics of the Modern Age.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**  
**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>1</b>
<b>1CO5</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>CO6</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Total contribution of COs to POs</b>	<b>54</b>	<b>48</b>	<b>48</b>	<b>42</b>	<b>40</b>	<b>24</b>	<b>10</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>3.1</b>	<b>3.4</b>	<b>3.8</b>	<b>3.9</b>	<b>7.0</b>	<b>5.3</b>	<b>3.6</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

**COURSE CONTENT:**

**UNIT – I** **15 Hours**

Ian Mc Ewan - Atonement(**Detailed**)

**UNIT –II** **15 Hours**

Kingley Amis- Lucky Jim (**Detailed**)

**UNIT –III** **10 Hours**

Zadie Smith - White Teeth (**Non - Detailed**)

**UNIT –IV** **10 Hours**

James Joyce - The Portrait of The Artist As A Young Man (**Non - Detailed**)

**UNIT – V** **10 Hours**

Virginia Woolf - MrsDollaway(**Non - Detailed**)

**WEB REFERENCES:**

1. <https://www.litcharts.com/lit/white-teeth/summary>
2. <https://www.shmoop.com/study-guides/literature/lucky-jim/summary>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XXII Elective: IV	21ENP22A	<b>JOURNALISM AND MASS COMMUNICATION</b>	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External Marks	Total Marks
Second	IV	50	50	100

**Preamble**

To provide comprehensive knowledge in the field of journalism and mass communication.

**Course Outcomes:**

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

CO	CO Statement	Knowledge
CO1	Tell the role of Journalism and Mass Communication	K1
CO2	Explain the impact of newspaper on society, Socio economic and cultural development	K2
CO3	Identify the editorial freedom and responsibilities.	K3
CO4	Analyze the duties and qualities of editor and sub editor.	K4
CO5	Assess the importance of proof reading	K5
CO6	Adapt the various models and techniques for effective communication	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO / PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>36</b>	<b>30</b>	<b>28</b>	<b>16</b>	<b>14</b>	<b>6</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.5</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>3.1</b>	<b>2.2</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

**COURSE CONTENT:**

**UNIT-I**

**10 Hours**

Introduction to Journalism - Journalistic Function- Departments of a Newspaper

**UNIT-II**

**9 Hours**

Journalistic Style - Sub- Editing – Reporting – The Art of Writing the Newspaper story

**UNIT –III**

**9 Hours**

Proof Reading – Mass media today and tomorrow- Mass media in India

**UNIT – IV**

**10Hours**

Functions and Theories of Mass Media – Cinema-the Beginnings – Satyajit Ray – The ‘Middle Cinema’ – Regional Language Cinema: Tamil, Telugu, Marathi, Malayalam, Kannada.

**UNIT – V**

**10 Hours**

Development of Radio as a Mass medium – AIR at Independence- Digital Audio Broadcasting – Television and Higher Education – Types of Advertising – Ethics in Advertising and Public relations – Children and the Media

**TEXT BOOKS:**

1. Principles and Techniques of Journalism- B.N.Ahuja&S.S.Chhabra- Surjeet Publications
2. Mass Communication in India – KevalJ.Kumar – Jaico Books

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XXII Elective: IV	21ENP22B	AFRICAN AMERICAN LITERATURE	48	3

**Contact hours per week: 4**

Year	Semester	Internal Marks	External Marks	Total Marks
Second	IV	50	50	100

**Preamble**

To give an understanding of the African American literary tradition and the various issues portrayed by the writers.

**Course Outcomes:**

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

CO Number	CO Statement	Knowledge Level
CO1	Label the notions of identity, discrimination, issues of racial practices and marginalization.	K1
CO2	Summarize the main features of the African- American Literature in the works.	K2

CO3	Identify the socio-political, cultural, racial and gender perspectives	K3
CO4	Analyze the ways in which issues of race, gender, and class shape African American Literature.	K4
CO5	Appraise the connections between African American literature and political empowerment.	K5
CO6	Create an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

### CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	1
CO2	9	9	9	9	3	3	1
CO3	9	9	3	3	3	3	1
CO4	9	3	3	3	3	3	1
CO5	9	3	3	3	3	1	1
CO6	3	3	3	1	1	1	1
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>36</b>	<b>30</b>	<b>28</b>	<b>16</b>	<b>14</b>	<b>6</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.5</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>3.1</b>	<b>2.2</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

### COURSE CONTENT:

#### UNIT – I :POETRY

**8 Hours**

Kofi Awoonor- The Sea Eats the Land at Home

Gwendolyn Brooks- A song in the Front Yard

Langston Hughes- Brass Spittoons

Rita Dove - The Bistro Styx

Nikki Giovanni - Choices

Phillis Wheatley - On Being Brought from Africa to America

**UNIT – II :PROSE**

**7 Hours**

William E.B.DuBois- The Souls of White folk from Darkwater

Alain Locke - Enter the New Negro

**UNIT –III: DRAMA**

**14 Hours**

Amiri Baraka - Dutchman

August Wilson- Fences (**Non - Detailed**)

**UNIT – IV: FICTION**

**15 Hours**

Toni Morrison - Beloved (**Detailed**)

Ralph Ellison -Invisible Man (**Non - Detailed**)

**UNIT – V: SHORT STORY**

**4 Hours**

James Baldwin- Sonny’s Blues

Maya Angelou – Reunion

**WEB REFERENCES:**

1.<https://uwm.edu/cultures-communities/wp->

2. <https://www.cliffsnotes.com/literature/i/invisible-man/book-summary>

<b>CATEG ORY</b>	<b>COURSE TYPE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CONTACT HOURS</b>	<b>CREDI T</b>
Part – III	Core : XXII Elective:IV	21ENP22C	GREEN STUDIES	48	3

**Contact hours per week: 4**

<b>Year</b>	<b>Semester</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>Second</b>	<b>IV</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Preamble

To broaden the horizons on environmental issues and to give a creative critical approach towards the environment rather than scientific.

## Course Outcomes:

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

CO	CO Statement	Knowledge
CO1	Label the environmental issues through literature	K1
CO2	Illustrate the reasons for the environmental issues and the power of nature.	K2
CO3	Identify the literary and critical context for eco literature.	K3
CO4	Analyze the thoughtful and ecologically sensitive relationship of man to nature.	K4
CO5	Evaluate the exploitation of the nature by men.	K5
CO6	Create an awareness to avoid pollution and exploiting nature	K6

**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

## CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	1
CO2	9	9	9	9	3	3	1
CO3	9	9	3	3	3	3	1
CO4	9	3	3	3	3	3	1
CO5	9	3	3	3	3	1	1
CO6	3	3	3	1	1	1	1
<b>Total contribution</b>	<b>48</b>	<b>36</b>	<b>30</b>	<b>28</b>	<b>16</b>	<b>14</b>	<b>6</b>



<b>of COs to POs</b>							
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.5</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>3.1</b>	<b>2.2</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

## **COURSE CONTENT:**

### **UNIT- I : POETRY**

**8 Hours**

Gieve Patel - On Killing a Tree

John Keats - Bright Star, Would I were

A.D. Hope- Moschus Mochiferous

Wallace Stevens -The Snow Man

DilipChitre- The Felling of the Banyan Tree

Sarojini Naidu- Autumn Song

### **UNIT II : PROSE**

**10 Hours**

Thoreau - Battle of the Ants – Chapter 12 of Walden

Edward Abbey –Water (from Desert Solitaire: A Season in the Wilderness)

### **UNIT III : DRAMA**

**12 Hours**

RabindranathTagore -MukthaDhara( **Detailed**)

Anton Chekhov - The Cherry Orchard (**Non- Detailed**)

### **UNIT IV: FICTION**

**12 Hours**

AmitavGhosh- The Hungry Tide ( **Detailed**)

Sarah Orne Jewett - The Country of the Pointed Firs ( **Non-Detailed**)

### **UNIT V : ECO CRITICISM THEORY**

**6 Hours**

Mary Mellor - Women and the Environment

(From *Feminism and Ecology* by Mary Mellor)

**WEB REFERENCES:**

1. <https://www.thedailystar.net/news-detail-197335>
2. <https://www.litcharts.com/lit/the-hungry-tide/summary>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XXIII	<b>21ENP23</b>	<b>PROJECT AND VIVA-VOCE</b>	120	3

**Contact hours per week: 10**

Year	Semester	Internal Marks	External Marks	Total Marks
<b>Second</b>	<b>IV</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Preamble**

To write project effectively on the carefully selected topic.

**Course Outcomes:**

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

CO Number	CO Statement	Knowledge Level
CO1	State the research problem	K1
CO2	Illustrate the relevant data from primary sources	K2
CO3	Apply appropriate theories and methodologies to carry out research in Language and Literature.	K3
CO4	Compare the common research problems in the literary works.	K4
CO5	Evaluate the views of the writers and arrive at findings and suggestions.	K5

CO6	Develop skills in critical and academic writing.	K6
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**K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create.**

**CO-PO MAPPING (COURSE ARTICULATION MATRIX)**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>	<b>PSO7</b>
<b>CO1</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO2</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO4</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO5</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Total contribution of COs to POs</b>	<b>48</b>	<b>42</b>	<b>36</b>	<b>30</b>	<b>16</b>	<b>14</b>	<b>10</b>
<b>Weighted Percentage of Cos contribution to POs</b>	<b>2.8</b>	<b>2.9</b>	<b>2.9</b>	<b>2.8</b>	<b>2.8</b>	<b>3.1</b>	<b>3.6</b>

Level of correlation: 0 – No correlation; 1 – Low correlation; 3 – Medium correlation; 9- High correlation between COs and POs.

