

**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 – 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	
SEMESTER – I									
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
TOTAL				30				600	23
SEMESTER – II									
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
TOTAL				30				600	21

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
TOTAL				30				800	24
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
TOTAL				30				500	18
V	Competency Enhancement	Online Course / Learning Object Repository (LOR)		SEMESTER I – IV					2
		Certificate Course		SEMESTER I - IV					2
Total Marks & Credits -								2500	90

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
CO6	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)

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

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 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
CO6	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)

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

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	Total Marks
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			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 historical and cultural contexts.	K2
CO3	Apply events from Shakespearean plays to their own lives through discussion, essays, and projects.	K3
CO4	Analyze the use of figurative language and literary devices in Shakespeare's work.	K4
CO5	Compare and contrast themes, characters and setting with other Shakespearean plays.	K5
CO6	Elaborate the human values and ethics from Shakespearean plays and apply it in the real life.	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	3	3
CO2	9	9	9	9	9	3	1

CO3	9	9	9	3	3	3	1
CO4	9	9	3	3	3	1	1
CO5	9	3	3	3	1	1	1
CO6	9	3	3	3	1	1	1
Total contribution of COs to POs	54	42	36	30	26	12	8
Weighted Percentage of Cos contribution to POs	3.1	2.9	2.9	2.8	4.6	2.7	2.9

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
CO4	Examine the ways of greeting and salutations for various occupations.	K4
CO5	Compare the elements of communicative skills and grammatical usage in their language.	K5
CO6	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
CO1	9	9	9	9	3	3	1
CO2	9	9	9	3	3	3	1
CO3	9	9	9	3	3	1	1
CO4	9	9	3	3	1	1	1
CO5	9	9	3	3	1	1	1
CO6	9	3	3	3	1	1	1
Total contribution of COs to POs	54	48	36	24	12	10	6
Weighted Percentage	3.1	3.4	2.9	2.2	2.1	2.2	2.2

of Cos contribution 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 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 4th 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>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : V	21ENP05	THE ENGLISH LANGUAGE -I	60	4

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

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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	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
Total contribution of COs to POs	48	42	36	34	11	9	5
Weighted Percentage of Cos contribution to POs	2.8	2.9	2.9	3.1	1.9	2.0	1.8

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

COURSE CONTENT:

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

CATEG ORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDI T
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

CO Number	CO Statement	Knowledge Level
CO1	Recall the theory and practice of translation	K1
CO2	Illustrate the theories on translation.	K2
CO3	Identify the linguistic structures of the source and the target language	K3
CO4	Distinguish the translation process of the source and the targeted language	K4
CO5	Estimate the problems of translating literary texts.	K5
CO6	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)

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	1	1
CO4	9	3	3	3	1	1	1
CO5	3	3	3	1	1	1	1
CO6	3	3	3	1	1	1	1
Total Contribution of Cos to POs	42	36	30	26	12	10	8

Weighted Percentage of Cos contribution to POs	2.4	2.5	2.4	2.4	2.1	2.2	2.9
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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	9 Hours
Language and Culture to Problems of Equivalence	
Unit II	9 Hours
Loss and Gain to Science or Secondary Activity	
Unit III	10 Hours
History of translation theory to The Twentieth Century	
Unit IV	10 Hours
Specific Problems of literary translation to Poetry and Translation	
Unit V	10 Hours
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.jpn.org/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	CREDIT
Part – III	Core : VI Elective:I	21ENP06B	DIASPORIC LITERATURE	48	3

Contact hours per week: 4

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

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
CO1	Label the issues of Diaspora	K1
CO2	Outline the immigrant experience that comes out of the immigrant settlement.	K2
CO3	Apply the themes of these texts to explore the conscientiousness of relationship between the 'homeland' and the 'diaspora'.	K3
CO4	Examine the transnational approaches to the study of literature	K4
CO5	Evaluate the cultural identity and national identity articulated in the Diasporic literature.	K5
CO6	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)

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

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

Chitra Banerjee Divakaruni—Sister of My Heart (**Non-Detailed**) **10 Hours**

Unit IV

Vikram Seth — An Equal Music (**Non-Detailed**) **9 Hours**

Unit V

Salman Rushdie – Midnight’s Children (**Non-Detailed**) **9 Hours**

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 Marks	Total Marks
First	I	50	50	100

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

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

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

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
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,%20spiritual%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	BRITISH LITERATURE-II (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
CO6	Appreciate the socio-economic conditions of the age with the literary works	K6

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

CO-PO MAPPING (COURSE ARTICULATION MATRIX)

CO/PO	PO1	PSO2	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	1	1	1
CO6	3	3	1	1	1	1	0
Total contribution of COs to POs	48	42	34	28	14	12	7
Weighted Percentage of Cos contribution to POs	2.8	2.9	2.7	2.6	2.5	2.7	2.5

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
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	CO Statement	Knowledge

Number		Level
CO1	Find the various features of Indian Literature in English	K1
CO2	Outline the glimpse of the regional literatures translated in English	K2
CO3	Identify the figurative language used in poems..	K3
CO4	Analyse the entry of various literary trends into Indian Writing in English.	K4
CO5	Examine the portrayal of Indianism and its peculiar nature in literary text.	K5
CO6	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)

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	1	1
CO4	9	3	3	3	1	1	1
CO5	9	3	3	1	1	1	1
CO6	3	3	3	1	1	1	0
Total contribution of COs to POs	48	36	30	26	12	10	7
Weighted Percentage of Cos contribution to POs	2.8	2.5	2.4	2.4	2.1	2.2	2.5

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

CO	CO Statement	Knowledge
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Number		Level
CO1	Label the characteristics of Commonwealth Literature	K1
CO2	Interpret the regional and cultural history in Commonwealth writings.	K2
CO3	Identify the themes and structures of Commonwealth writings	K3
CO4	Analyse the postcolonial aspects of the literary works from Commonwealth nations.	K4
CO5	Appraise the tradition and artistic expression in the works.	K5
CO6	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)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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	3	1	1	1	0
Total contribution of COs to POs	42	36	30	22	12	10	7
Weighted Percentage of Cos contribution to POs	2.4	2.5	2.4	2.0	2.1	2.2	2.5

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's Harvest. **(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.btbooces.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

CO Number	CO Statement	Knowledge Level
CO1	Find some 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	K3

	foreign contribution	
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	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)

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	3	3	3	1
CO4	9	9	3	3	3	1	1
CO5	9	3	3	3	1	1	0
CO6	3	3	3	3	0	0	0
Total contribution of COs to POs	48	42	36	30	13	11	4
Weighted Percentage of Cos contribution to POs	2.8	2.9	2.9	2.8	2.3	2.4	1.4

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

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

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

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://valmikiramayana.priort.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
CO1	Recognize the relationship between mythology and literature.	K1
CO2	Explain how literary myths reflect societal rituals and ways of life in various cultures.	K2
CO3	Identify recurring mythological themes and motifs in traditional world and modern culture.	K3
CO4	Analyse different mythical characters in literature.	K4
CO5	Criticize the mystery of nature, existence or the universe with no true basis in fact.	K5
CO6	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)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	9	9	3	3	3
CO2	9	9	9	3	3	1	1
CO3	9	9	3	3	1	1	1
CO4	9	3	3	3	1	1	1
CO5	9	3	3	3	1	1	1
CO6	3	3	3	1	1	1	1

Total contribution of COs to POs	48	36	30	22	10	8	8
Weighted Percentage of Cos contribution to POs	2.8	2.5	2.4	2.0	1.8	1.8	2.9

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 Proserphine

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. TheBook of World Mythology by Reeja 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
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

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

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

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

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	CYBER SECURITY	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 types	K1
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)

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

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=3r14ZjZpcHU>
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	BRITISH LITERATURE- III (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

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
Total contribution of COs to POs	48	42	36	28	15	11	7
Weighted Percentage of Cos contribution to POs	2.8	2.9	2.9	2.6	2.6	2.4	2.5

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 &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.eltsjournal.org/archive/value5%20issue1/7-5-1-17.pdf>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
Part – III	Core : XIII	21ENP13	ENGLISH LANGUAGE TEACHING	60	4

Contact hours per week: 5

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

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.	KI
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
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	9	3	3	1	1
CO5	9	3	3	3	1	1	1
CO6	3	3	3	3	1	1	1
Total contribution of COs to POs	48	42	42	36	14	12	8
Weighted Percentage of Cos contribution to POs	2.8	2.9	3.4	3.3	2.5	2.7	2.9

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>

CATEGORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDIT
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
Total contribution of COs to POs	48	36	54	54	16	14	8
Weighted Percentage of Cos contribution to POs	2.8	2.5	4.3	5.0	2.8	3.1	2.9

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 & 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
Total contribution of COs to POs	42	36	28	22	12	10	8
Weighted Percentage of Cos contribution to POs	2.4	2.5	2.2	2.0	2.1	2.2	2.9

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	21ENP16A/ 21ENP16B	INSTITUTIONAL TRAINING / MINI PROJECT	-	1

Contact hours per week: -

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

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
Total contribution of COs to POs	36	30	28	22	14	10	6
Weighted Percentage of Cos contribution to POs	2.1	2.1	2.2	2.0	2.5	2.2	2.2

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	****	OPEN ELECTIVE (offered for students of other PG programmes/ departments)	3	2

Contact hours per week: 3

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

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
Total contribution of COs to POs	48	42	40	31	24	24	18
Weighted Percentage of Cos contribution to POs	2.8	2.9	3.2	2.8	4.2	5.3	6.5

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
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

CATEG ORY	COURSE TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDI T
Part – III	Core : XVIII Elective: III	21ENP18A	INTRODUCTION TO LINGUISTICS	48	3

Contact hours per week: 4

Year	Semester	Internal Marks	External	Total Marks
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			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.	K1
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)

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
Total contribution of COs to POs	36	34	28	26	14	12	7
Weighted Percentage of Cos contribution to POs	2.1	2.4	2.2	2.4	2.5	2.7	2.5

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
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	21ENP18B	MODERN EUROPEAN DRAMA	48	3

Contact hours per week: 4

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

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.	KI
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
Total contribution of COs to	36	34	28	26	14	12	7

POs							
Weighted Percentage of Cos contribution to POs	2.1	2.4	2.2	2.4	2.5	2.7	2.5

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

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	KI
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
Total contribution of COs to POs	36	34	28	26	14	12	7
Weighted Percentage of Cos contribution to POs	2.1	2.4	2.2	2.4	2.5	2.7	2.5

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:

CO1	9	9	9	9	3	3	1
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	1	1	1
CO6	9	3	3	1	1	1	1
Total contribution of COs to POs	54	42	36	28	14	12	6
Weighted Percentage of Cos contribution to POs	3.1	2.9	2.9	2.6	2.5	2.7	2.2

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	KI

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
Total contribution of COs to POs	48	42	36	34	16	14	8
Weighted Percentage of Cos contribution to POs	2.8	2.9	2.9	3.1	2.8	3.1	2.9

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

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

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

Contact hours per week: 5

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

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

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%20E2%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)

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	9	3	3
CO4	9	9	9	9	9	1	1
CO5	9	9	9	3	3	1	0
CO6	9	3	3	3	1	1	0
Total contribution of COs to POs	54	48	48	42	40	24	10
Weighted Percentage of Cos contribution to POs	3.1	3.4	3.8	3.9	7.0	5.3	3.6

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>

CATEG ORY	COURS E TYPE	COURSE CODE	COURSE TITLE	CONTACT HOURS	CREDI T
Part – III	Core : XXII Elective: IV	21ENP22A	JOURNALISM AND MASS COMMUNICATION	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)

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
Total contribution of COs to POs	48	36	30	28	16	14	6
Weighted Percentage of Cos contribution to POs	2.8	2.5	2.4	2.6	2.8	3.1	2.2

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 Adverting – 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	CREDI T
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
Total contribution of COs to POs	48	36	30	28	16	14	6
Weighted Percentage of Cos contribution to POs	2.8	2.5	2.4	2.6	2.8	3.1	2.2

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>

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

Contact hours per week: 4

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

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
Total contribution	48	36	30	28	16	14	6

of COs to POs							
Weighted Percentage of Cos contribution to POs	2.8	2.5	2.4	2.6	2.8	3.1	2.2

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	21ENP23	PROJECT AND VIVA-VOCE	120	3

Contact hours per week: 10

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

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

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	9	3	3	3
CO3	9	9	9	3	3	3	1
CO4	9	9	3	3	3	3	1
CO5	9	3	3	3	3	1	1
CO6	3	3	3	3	1	1	1
Total contribution of COs to POs	48	42	36	30	16	14	10
Weighted Percentage of Cos contribution to POs	2.8	2.9	2.9	2.8	2.8	3.1	3.6

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