

M. A. ENGLISH

SYLLABUS - 2018

**SCHOOL OF EXCELLENCE
with
CHOICE BASED CREDIT SYSTEM (CBCS)**



**SCHOOL OF LANGUAGES & CULTURE
St. JOSEPH'S COLLEGE (Autonomous)**

Special Heritage Status Awarded by UGC
Accredited at 'A' Grade (3rd cycle) by NAAC
College with Potential for Excellence Conferred by UGC
DBT-STAR & DST-FIST Sponsored College
TIRUCHIRAPPALLI - 620 002, INDIA

SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS)

POSTGRADUATE COURSES

St. Joseph's College (Autonomous), a pioneer in higher education in India, strives to work towards the academic excellence. In this regard, it has initiated the implementation of five "Schools of Excellence" from the academic year 2014-15, to standup to the challenges of the 21st century.

Each School integrates related disciplines under one roof. The school system allows the enhanced academic mobility and enriched employability of the students. At the same time this system preserves the identity, autonomy and uniqueness of every department and reinforces their efforts to be student centric in curriculum designing and skill imparting. These five schools will work concertedly to achieve and accomplish the following objectives.

- Optimal utilization of resources both human and material for the academic flexibility leading to excellence.
- Students experience or enjoy their choice of courses and credits for their horizontal mobility.
- The existing curricular structure as specified by TANSCH and other higher educational institutions facilitate the Credit-Transfer Across the Disciplines (CTAD) - a uniqueness of the choice-based credit system.
- Human excellence in specialized areas
- Thrust in internship and / or projects as a lead towards research and
- The multi-discipline nature of the newly evolved structure (School System) caters to the needs of stake-holders, especially the employers.

What is Credit system?

Weightage to a course is given in relation to the hours assigned for the course. Generally, one hour per week has one credit. For viability and conformity to the guidelines credits are awarded irrespective of the teaching hours. The following Table shows the correlation between credits and hours. However, there could be some flexibility because of practical, field visits, tutorials and nature of project work.

For PG courses, a student must earn a minimum of 110 credits as mentioned in the table below. The total number of minimum courses offered by a department are given in the course pattern.

POSTGRADUATE COURSE PATTERN (June 2018 onwards)

Part	Semester	Specification	No. of Courses	Hours	Credits	Total Credits
1	I-IV	Core Courses Theory Practical	12-14 3-6	84	68	81
	II	Self-Paced Learning	1	-	2	
	III	Interdisciplinary Core	1	6	5	
	IV	Comprehensive Examination Project Work	1 1	- 6	2 4	
2	I-III	Core Electives	3	12	12	12
3	II	IDC (Soft Skills)	1	4	4	12
	III	IDC (WS) IDC (BS)	1 1	4 4	4 4	
4	I	Extra Credit Courses-1 (MOOC)	1	-	(2)	(4)
	III	Extra Credit Courses-2 (MOOC)	1	-	(2)	
5	IV	Outreach Programme (SHEPHERD)	1	-	5	5
		TOTAL		120		110 (+4 extra credits)

Note: IDC: Inter-Departmental Courses, BS: Between School, WS: Within School

However, there could be some flexibility because of practical, field visits, tutorials and nature of project work. For PG courses, a student must earn a minimum of 110 credits. The total number of courses offered by a department is given above.

Course Pattern

The Post-Graduate degree course consists of five vital components. They are core course, core electives, IDCs, Extra credit courses, and the Outreach Programme.

Core Courses

A core course is the course offered by the parent department related to the major subjects, components like theories, practicals, Inter disciplinary core, self paced learning, comprehensive examination, Project work, field visits, library record and etc.

Inter-disciplinary Core

Inter-disciplinary Core should be shared by the various Departments of every School. This course should be opted by all the students belonging to the particular school. Each department of the respective school should allocate themselves the schedule and the units of the course.

Core Elective

The core elective course is also offered by the parent department. The objective is to provide choice and flexibility within the department. There are three core electives. They are offered in different semesters according to the choice of the school.

Extra Credit Courses

In order to facilitate the students gaining extra credits, the extra credit courses are given. According to the guidelines of UGC, the students are encouraged to avail this option of enriching by enrolling themselves in the Massive Open Online Courses (MOOC) provided by various portals such as SWAYAM, NPTEL etc.

Inter-Departmental Courses (IDC)

IDC is an interdepartmental course offered by a department / School for the students belonging to other departments / school. The objective is to provide mobility and flexibility outside the parent department / School. This is introduced to make every course multi-disciplinary in nature. It is to be chosen from a list of courses offered by various departments.

There are three IDCs. Among three, one is the Soft-Skill course offered by the JASS in the II Semester for the students of all the Departments. The other one is offered "With-in the school" (WS) and the third one is offered "Between the school" (BS). The IDCs are of application oriented and inter disciplinary in nature.

Subject Code Fixation

The following code system (9 characters) is adopted for Post Graduate courses:

Year of Revision	PG Code of the Dept	Semester	Specification of Part	Running number in the part
↓	↓	↓	↓	↓
18	P##	x	x	xx
18	PEN	1	1	01

For Example :

I MA - English, first semester '**British Literature-I (1340-1660)**'

The code of the paper is **18PEN1101**.

Thus, the subject code is fixed for other subjects.

Specification of the Part

- I - Core Courses: (Theory, Practical, Self paced Learning, Inter-disciplinary Core, Core, Comprehensive Examination, Project work)
- II - Core Electives
- III - Inter Departmental Courses (WS, Soft Skill & BS)
- IV - Extra credit courses
- V - Outreach Programme (Shepherd)

EXAMINATION

Continuous Internal Assessment (CIA):

PG - Distribution of CIA Marks	
Passing Minimum: 50 Marks	
Library Referencing	5
3 Components	35
Mid-Semester Test	30
End-Semester Test	30
CIA	100

Mid-Semster & End-Semester Tests

Centralised – Conducted by the office of Controller of Examinations

1. Mid-Semester Test & End-Semester Test: (2 Hours each); will have Objective + Descriptive elements; with the existing question pattern PART-A; PART-B; and PART-C
2. CIA Component III for UG & PG will be of 15 marks and compulsorily objective multiple choice question type.
3. The CIA Component III must be conducted by the department / faculty concerned at a suitable computer centres.
4. The 10 marks of PART-A of Mid-Semester and End-Semester Tests will comprise only: OBJECTIVE MULTIPLE CHOICE QUESTIONS; TRUE / FALSE; and FILL-IN BLANKS.
5. The number of hours for the 5 marks allotted for Library Referencing/ work would be 30 hours per semester. The marks scored out of 5 will be given to all the courses (Courses) of the Semester.
6. English Composition once a fortnight will form one of the components for UG General English.

SEMESTER EXAMINATION

Testing with Objective and Descriptive questions

Part-A: Objective MCQs only (30 Marks)

Answers are to be marked on OMR score-sheet. The OMR score-sheets will be supplied along with the Main Answer Book. 40 minutes after the start of the examination the OMR score-sheets will be collected

Part-B & C: Descriptive (70 Marks)

Part-B: 5 x 5 = 25 marks; inbuilt choice;

Part-C: 3 x 15 = 45 marks; 3 out of 5 questions, open choice.

The Accounts Paper of Commerce will have

Part-A: Objective = 25 marks

Part-B: 25 x 3 = 75 marks

Duration of Examination must be rational; proportional to teaching hours
90 minute-examination / 50 Marks for courses of 2/3 hours/week (all Part IV UG Courses) 3-hours examination for courses of 4-6 hours/week.

GRADING SYSTEM

1. Grading

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added. The marks thus obtained, will then be graded as per the scheme provided in the following Table-1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by Semester **Grade Point Average (GPA)** and **Cumulative Grade Point Average (CGPA)** respectively. These two are calculated by the following formulae:

$$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i} \quad \text{WAM (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$$

where,

'C_i' is the Credit earned for the Course-*i*,

'G_i' is the Grade Point obtained by the student for the Course '*i*',

'M' is the marks obtained for the course '*i*', and

'n' is the number of Courses **Passed** in that semester.

CGPA: Average GPA of all the Courses starting from the first semester to the current semester.

2. Classification of Final Results

- The classification of final results shall be based on the CGPA, as indicated in the following Table-2.
- For the purpose of Classification of Final Results, the candidates who earn the CGPA 9.00 and above shall be declared to have qualified for the Degree as 'Outstanding'. Similarly, the candidates who earn the CGPA between 8.00 and 8.99, 7.00 and 7.99, 6.00 and 6.99, and 5.00 and 5.99 shall be declared to have qualified for their Degree in the respective programmes as 'Excellent', 'Very Good', 'Good', and 'Above Average' respectively.
- Absence from an examination shall not be taken as an attempt.

Table-1: Grading of the Courses

Marks Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above but below 90	9	A+
70 and above but below 80	8	A
60 and above but below 70	7	B+
50 and above but below 60	6	B
Below 50	NA	RA

Table-2: Final Result

CGPA	Classification of Final Results	Corresponding Grade
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
Below 5.00	RA	Re-appearance

Credit based weighted Mark System is to be adopted for individual semesters and cumulative semesters in the column 'Marks Secured' (for 100).

A Pass in Outreach Programme (SHEPHERD) will continue to be mandatory although the marks will not count for the calculation of the CGPA.

Declaration of Result:

Mr./Ms. _____ has successfully completed the Post Graduate in _____ programme. The candidate's Cumulative Grade Point Average (CGPA) is _____ and the class secured _____ by completing the minimum of 110 credits.

The candidate has also acquired _____ (if any) extra credits offered by the parent department courses.

Programme Outcomes (POs):

1. Graduates are prepared to be creators of new knowledge leading to innovation and **entrepreneurship employable** in various sectors such as private, government, and research organizations.
2. Graduates are trained to evolve new technologies in their own discipline.
3. Graduates are groomed to engage in lifelong learning process by exploring their knowledge independently.
4. Graduates are framed to design and conduct experiments /demos/create models to analyze and interpret data.
5. Graduates ought to have the ability of effectively communicating the findings of Biological sciences= incorporating with existing knowledge.

Programme Specific Outcomes (PSOs):

1. **Listening Skills:** Students will be able to acquire the ability to accurately receive and interpret messages in the communication process.
2. **Oral Communication Skills:** Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.
3. **Reading:** Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
4. **Writing Skills and Process:** Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. They will demonstrate an ability to revise for content and edit for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as a writer.
5. **Sense of Genre:** Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
6. **Culture and History:** Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation

to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.

7. **Critical Approaches:** Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.
8. **Research Skills:** Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.

M.A. ENGLISH
Course Pattern - 2018 Set

Sem.	Code	Courses	Hr	Cr
I	18PEN1101	Core-1 British Literature-I (1340 – 1660)	7	5
	18PEN1102	Core-2 Indian Writing in English	6	4
	18PEN1103	Core-3 American Literature	6	4
	18PEN1104	Core-4 English Literary Criticism	7	5
	18PEN1201A	Core Elective-1A: Linguistics and Applied Linguistics (or)	4	4
	18PEN1201B	Core Elective-1B: Translation: Theory and Practice		
	18PEN1401	Extra Credit Course-I MOOC	-	(2)
Total for semester -I			30	22
II	18PEN2105	Core-5 British Literature -II (1660 -1798)	6	5
	18PEN2106	Core-6 World Classics in Translation	5	4
	18PEN2107	Core-7 Introduction to Literary Theories	6	5
	18PEN2108	Core-8 Writing and Proofreading Skills	5	4
	18PEN2109	Self-Paced Learning: Basics of English Poetry	-	2
	18PEN2202A	Core Elective-2A: English Language Teaching in Practice (or)	4	4
	18PEN2202B	Core Elective-2B: Western Aesthetics		
	18PSS2301	IDC-1: Soft Skill	4	4
Total for semester -II			30	28
III	18PEN3110	Core-9 British Literature -III (1798 - 1914)	6	5
	18PEN3111	Core-10 Research Methodology	6	4
	18SLC3101	Inter-Disciplinary Core: General Paper on Teaching and Research Aptitude (NET/SET: Paper-I)	6	5
	18PEN3203A	Core Elective-3A: Comparative Literature (or)	4	4
	18PEN3203B	Core Elective-3B: Contemporary Indian Literatures Translated into English		
	18PEN3301	IDC-WS: Media Studies	4	4
	18PEN3302	IDC-BS: English for Effective Communication	4	4
	18PEN3402	Extra Credit Course-II MOOC	-	(2)
Total for semester -III			30	26
IV	18PEN4112	Core-11 British Literature-IV (1914 – 2014)	6	5
	18PEN4113	Core-12 Postmodern Studies	6	5
	18PEN4114	Core-13 Shakespeare	6	5
	18PEN4115	Core-14 Postcolonial Literatures	6	4
	18PEN4116	Core-15 English Literature for Competitive Examinations NET/ SET/PG TRB (Online Course)	6	4
	18PEN4117	Comprehensive Examination	-	2
	18PEN4118	Project Work	-	4
Total for semester -IV			30	29
	18PCW4501	Outreach Programme (SHEPHERD)	-	5
Total Hours & Credits for all Semesters (I-IV)			120	110+(4)

Semester I
18PEN1101

Hours/Week: 7
Credits : 5

Core-I: BRITISH LITERATURE-I (1340-1660)

Course Outcomes:

1. To make the students acquaint with British Literature of this period.
2. To familiarize the students with the major writers of the period.
3. To enable the students to be conversant with the major works of the period.
4. To enable the students criticize and enjoy the works of this period.
5. To familiarize the students with the literary devices and techniques of this period.
6. To empower the students to comprehend the characteristics of Middle English.
7. To enable the students to appreciate the moral, religious and aesthetic components of the prescribed texts.
8. To help the students to get through NET/SET and other competitive examinations.

Unit-I: Poetry (Detailed)

1. Geoffrey Chaucer (1340 – 1400): *The Prologue to The Canterbury Tales* (Lines 1–117)
2. John Donne (1572 – 1631): “The Canonization”
3. John Milton (1608 – 1674): *Paradise Lost* (Book IX: Lines 412 – 794)

Poetry (Non-detailed)

4. Sir Thomas Wyatt (1503 – 1542): “An Appeal”
5. Edmund Spenser (1552 – 1599): Sonnets: 34, 75
6. Sir Philip Sidney (1554 – 1586): “The Lover’s Litany”
7. Robert Southwell (1561 – 1595): “The Burning Babe”
8. George Herbert (1593 – 1633): “The Pulley”

Unit-II: Drama (Detailed)

9. Ben Jonson (1573 – 1637): *The Alchemist*

Unit-III: Drama (Non-detailed)

10. Thomas Kyd (1558 – 1595): *The Spanish Tragedy*
11. John Webster (1580-16250): *Duchess of Malfi*

Unit- IV: Prose (Detailed)

12. Francis Bacon (1561 – 1626): 1. “Of Beauty”, 2. “Of Love”, 3. “Of Friendship”, 4. “Of Studies”, 5. “Of Truth”

Prose (Non-detailed)

13. Authorized Version of the Bible: *Book of Job*

Unit-V: Fiction

14. Sir Thomas More (1478 – 1535): *Utopia*
15. John Bunyan (1628 – 1688): *The Pilgrim’s Progress* (Part I)

References:

1. Bunyan, John. *The Pilgrim’s Progress*. London: Everyman’s Library, 1973, Print.
2. Helen, Gardner. ed. *The New Oxford Book of English Verse*. Oxford: OUP, 1972, Print.
3. Reynolds, Samuel Harvey. ed. *The Essays of Francis Bacon*. London: Clarendon Press, 1890, Print.
4. The Holy Bible, *King James Version*. New York: American Bible Society, 1999, Print.
5. Webster, John. *Duchess of Malfi*. Chennai: Macmillan India Press, 1980, Print.

Web Sources:

- <http://vos.ucsb.edu/browse.asp?id=3>
- <https://allinonehighschool.com/british-literature/>
- <http://vos.ucsb.edu/browse.asp?id=2750>
- <http://www.victorianweb.org/history/sochistov.html>
- <http://www.literature-study-online.com/resources/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18PEN1101	Title of the Paper Core-1: BRITISH LITERATURE-I (1340-1660)										Hours 7	Credits 5	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	3	3	3	3	4	3	3	4	3	3	2	3	3	3.07
CO2	3	2	3	3	4	2	2	4	2	2	2	3	3	2.69
CO3	3	2	3	3	3	3	3	4	3	3	3	3	4	3.07
CO4	3	2	3	3	4	4	4	4	3	2	3	4	4	3.30
CO5	3	2	3	3	3	4	3	4	3	3	3	3	3	3.07
CO6	3	3	3	2	3	4	3	4	3	2	2	4	3	3.00
CO7	3	2	3	2	4	4	4	3	3	3	2	4	4	3.15
CO8	3	3	3	3	3	4	3	4	3	3	4	3	4	3.30
Overall Mean Score for COs														3.08

Result: The Score for this Course is 3.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester I
18PEN1102

Hours/Week: 6
Credits : 4

Core-2: INDIAN WRITING IN ENGLISH

Course Outcomes:

1. To introduce students to major movements and figures of Indian Literature in English through the study of selected literary texts.
2. To introduce students to all the genres of Indian Literature.
3. To expose students to the important Indian writers of the literary era.
4. To implant a sense of appreciation of the literary text.
5. To make students understand the artistic and innovative techniques employed by Indian writers.
6. To motivate students to appreciate and enjoy the rich cultural background and grandeur of Indian Literary Trends.

Unit- I: Poetry (Detailed)

1. Toru Dutt (1856-1877) – “The Lotus”
2. Sri Aurobindo (1872-1950) – “Surreal Science”
3. Sarojini Naidu (1879-1949) – “Coromandel Fishers”
4. A.K Ramanujan (1929-1993) – “Obituary”
5. Nissim Ezekiel (1924-2004) – “Night of the Scorpion”
6. Kamala Das (1934-2009) – “An Introduction”

Unit- II: Poetry (Non-detailed)

7. Rabindranath Tagore (1861-1941) – *Gitanjali* (Lyrics 1-5)
8. Jayant Mahapatra (1928-) – “The Abandoned British Cemetery at Balasore”
9. Arun Kolatkar (1932-2004) – “An Old Woman”
10. K.N. Daruwalla (1937-) – “Evangelical Eva”
11. Dom Moraes (1938-2004) – “Sindbad”
12. Gieve Patel (1940-) – “On Killing a Tree”

Unit- III: Drama

13. Girish Karnad (1938-) – *Fire and the Rain* (Detailed)
14. Vijay Tendulkar (1928-2008) – *Silence! The Court is in Session*

Unit- IV: Prose

15. Abdul Kalam’s Essay – “Orientation” (Selections from Wings of Fire)
16. M.K Gandhi (1869-1948) – “Glimpses of Religion” (*My Experiment with Truth* – Part I (Ch 10) (Detailed)

Unit-V: Novel

17. Raja Rao – *Kanthapura*
18. Mulk Raj Anand – *Coolie*
19. Manohar Malgonkar (1910-1988) – *A Bend in the Ganges*
20. Aravind Adiga – *The White Tiger*

References:

1. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Macmillan India, 1990, Print.
2. Patel, Gieve. *An Anthology of Poem*. Sahitya Academy: Rishi Valley, 2007, Print.
3. Tagore, Rabindranath. *Gitanjali*. New Delhi: Rupa Classics, 2005, Print.
4. Mahapatra, Jayanta. *The Poetry of Modern Indian Writing in English*. New Delhi: Mangal Deep Publications 2000, Print.
5. Kalam, Abdul . *Essay Orientation* (Selection from *Wings of Fire*). University Press, 1999, Print.
6. Walsh, William. *Readings from Common Wealth Literature*. Oxford: Clarendon Press, 1973, Print.
7. Iyengar, Srinivasa. K.R. *Indian Writing in English*. New Delhi: Sterling Publishers, 1985, Print.

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- <https://www.quora.com/Sites-to-download-free-ebooks-by-Indian-authors>
- <https://www.cairn.info/revue-etudes-anglaises-2009-3-page-379.htm>
- <http://www.iloveindia.com/literature/english/history.html>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18PEN1102	Title of the Paper Core-2: INDIAN WRITING IN ENGLISH													Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)			Programme Specific Outcomes (PSOs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	3	2	4	3	4	2	2	4	2	2	4	4	4	3.0		
CO2	3	2	4	3	4	3	3	3	2	3	4	4	5	3.3		
CO3	2	3	3	4	3	2	2	4	3	3	3	3	4	3.0		
CO4	2	2	3	4	4	3	3	4	3	2	3	3	4	3.0		
CO5	2	3	4	4	4	4	3	3	2	2	3	3	2	3.0		
CO6	2	2	4	3	3	4	3	3	3	3	3	3	3	3.0		
Overall Mean Score for COs														3.0		

Result: The Score for this Course is 3.0 (Moderate Relationship)

Note:

Mapping Scale	1	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0	5
Quality	Very poor	Poor	Moderate	High	Very High	

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester I
18PEN1103

Hours/Week: 6
Credits : 4

Core-3: AMERICAN LITERATURE

Course Outcomes:

1. To introduce the students to the greatest works of American literature
2. To introduce the students to the myths and themes of American literature
3. To familiarize the students with the socio-political and historical contexts of American Literature
4. To enable the students appreciate the implications of theoretical and critical approaches to American literature.
5. To enable the students develop enhanced cultural awareness of America
6. To familiarize the students with the stylistic devices employed by the greatest American writers

Unit-I: Poetry (Detailed)

1. Paul Laurence Dunbar (1872-1906): "Ode to Ethiopia"
2. Langston Hughes (1902-1967): "The Negro Mother"
3. Robert Frost (1874-1963): "Mending Wall"
4. E.E. Cummings (1894- 1962): "Somewhere I Have Never Travelled"

Poetry (Non-Detailed)

5. Wallace Stevens (1879-1955): "The Emperor of Ice-Cream"
6. Emily Dickinson (1830-1886): "I died for beauty but was scarce"
7. William Carlos Williams (1883-1963): "The Red Wheelbarrow"
8. Claude McKay (1889-1948): "America"
9. Sylvia Plath (1932-1963): "Mirror"
10. Maya Angelou (1928-2014): "Phenomenal Woman"

Unit-II: Drama (Detailed)

11. Eugene O'Neill (1888- 1953): *The Hairy Ape*

Unit-III: Drama (Non-Detailed)

12. Arthur Miller (1915- 2005): *The Death of a Salesman*
13. Amiri Barakka (1934- Present): *Dutchman*

Unit-IV: Prose (Non-Detailed)

14. Ralph Waldo Emerson (1803-1882): "Self-Reliance"
15. Richard Wright (1908-1960): "Blueprint for Negro Writing" (Detailed)

Unit-V: Fiction

16. Kurt Vonnegut Jr. (1922-2007): *Slaughterhouse-Five*
17. Alice Walker (1944- Present): *The Color Purple*
18. Saul Bellow (1915-2005): *Herzog*

References:

1. Gates, Henry Louis Jr., Nellie Y. McKay, ed. *The Norton Anthology of African American Literature*. Vol: I & II. New York: W.W. Norton & Company, 1997. Print.
2. Jessie, Rittenhouse. *The Little Book of American Poets*. New York: Penguin Books, 1980. Print.
3. Miller, Arthur. *Death of a Salesman*. New York: Penguin Books, 1998. Print.
4. Oliver, Egbert, S. *American Literature 1890-1965: An Anthology*. New Delhi: S. Chand, 1984, Print.
5. Samuelson, Fisher and Reninger Vaid. *American Literature of the Nineteenth Century: An Anthology*. New Delhi: S. Chand, 1984, Print.
6. Whelan Richard, Emerson, Ralph Waldo. *Self-Reliance, The Wisdom of Ralph Waldo, Emerson*. New York: Three Rivers, 1991. Print.

Web Sources:

- <http://www.lang.nagoya-u.ac.jp/~matsuoka/AmeLit-G.html>
- <http://vos.ucsb.edu/browse.asp?id=3>
- <http://www.ipl.org/div/subject/>
- <http://www.hanksville.org/NAresources/>
- <http://www.bartleby.com/>
- <http://www.loc.gov/teachers/classroommaterials/lessons/>
- <http://www.loc.gov/teachers/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18PEN1103	Title of the Paper Core-3: AMERICAN LITERATURE												Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	5	3	5	3	5	5	5	5	3	3	4	5	5	4.3	
CO2	5	3	5	3	5	5	5	5	3	5	4	5	5	4.5	
CO3	5	3	5	3	5	5	5	5	2	5	3	5	5	4.3	
CO4	5	3	5	3	5	5	5	5	3	5	2	5	5	4.3	
CO5	5	3	5	3	5	5	5	5	3	5	2	5	5	4.3	
CO6	5	3	5	3	5	5	5	5	2	5	3	5	5	4.3	
Overall Mean Score for COs															4.3

Result: The Score for this Course is 4.3 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester I
18PEN1104

Hours/Week: 7
Credits : 5

Core-4: ENGLISH LITERARY CRITICISM

Course Outcomes:

1. To get students acquainted with literary criticism.
2. To enable the students to understand the literary critical thoughts that are embedded in English literature
3. To make the students learn the type of criticism that influenced the English writers and critics down the ages.
4. To introduce the students literary criticism from the beginning to the twentieth century.
5. To train students to relevantly apply literary criticism to their analysis of literary texts.
6. To enhance the students' appreciation of literature.
7. To equip the students to write competitive examinations.
8. To help the students to look at literature and life from different perspectives.

Unit-I: English Literary Criticism of the Classicists

1. Sir Philip Sidney (1554-1586): "An Apology for Poetry"
2. Ben Jonson (1573-1637): Selections from *Discoveries*
(His views on Poetry: pp. 119-131; His views on Fable: pp. 136-142)

Unit-II: English Literary Criticism of the Neoclassicists

3. John Dryden: "An Essay of Dramatic Poesy"
4. Alexander Pope: "An Essay on Criticism"
5. Samuel Johnson: "Preface to Shakespeare"

Unit-III: English Literary Criticism of the Romantics

6. William Wordsworth: "Preface to Lyrical Ballads"
7. S.T. Coleridge: *Biographia Literaria* (Chap XIV, XVII and part of XVIII)

Unit-IV: English Literary Criticism of the Victorians

8. Matthew Arnold: "The Study of Poetry"
9. D. H. Lawrence: "Why the Novel Matters"

Unit-V: English Literary Criticism of the Moderns

10. T. S. Eliot: "Tradition and the Individual Talent"
11. I. A. Richards: "Four Kinds of Meaning"
12. F. R. Leavis: "Keats"

References:

1. Enright, D.J., and Earnest De Chickera. *English Critical Texts*. New Delhi, Oxford UP, 1975, Print.
2. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing, 2005, Print.
3. Jayraj, S. Joseph Arul. S. Paul Pragash & M. John Britto. *Literary Criticism: From the Pre-Platonic Critics to the New Critics*. Germany, Lambert Academic Publishing, 2010, Print.
4. Prasad, B. *An Introduction to English Criticism*. New Delhi, Macmillan India, 1965, Print.
5. Ramaswamy, S., and V. S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 1. Bangalore, Macmillan India, 1986, Print.

Web Sources:

- Jonson, Ben. *Discoveries*. Cornell University Library, 1891, pp. 119-131 and 136-142.
- Freely available at <http://people.virginia.edu/~jdk3t/JonsonDiscoveriesCastelain1906.pdf>
- <http://www.uilTEXAS.org/academics/academic-contests/literary-criticism>
- <https://www.britannica.com/art/literary-criticism>
- <http://www.literaryhistory.com/>
- <http://www.hplovecraft.com/study/litcrit/>
- <http://www.iep.utm.edu/literary/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18PEN1104	Title of the Paper Core-4: ENGLISH LITERARY CRITICISM										Hours 7	Credits 5	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	4	3	4	4	4	5	4	4	3	4	4	4	4	3.92
CO2	4	3	4	3	4	4	4	3	4	3	3	3	3	3.46
CO3	4	3	3	4	4	5	4	4	3	4	4	4	4	3.84
CO4	4	3	4	4	5	4	4	5	3	4	4	4	4	4.00
CO5	3	3	4	4	5	4	3	4	3	5	4	3	3	3.69
CO6	4	4	4	5	5	5	3	4	4	5	4	4	4	4.23
CO7	4	3	5	4	5	4	4	5	3	4	3	4	4	4.00
CO8	3	3	5	4	5	5	4	4	3	5	4	4	4	4.07
Overall Mean Score for COs														3.90

Result: The Score for this Course is 3.9 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester I
18PEN1201A**

**Hours/Week: 4
Credits : 4**

Core Elective-1A: LINGUISTICS AND APPLIED LINGUISTICS

Course Outcomes:

1. To evaluate the practical effectiveness of various methods and approaches
2. To relate methodological choices in teaching language skills to ESL students
3. To introduce students to the important developments in language study.
4. To train students in English Linguistics and Applied linguistics.
5. To train the students in applying the principles of Linguistics and Applied linguistics to the teaching and learning of English.
6. To help students become better language teachers.

Unit-I: Linguistics

1. Theories of Language Evolution
2. Development of Writing
3. Core Features of Human Language
4. Branches of Linguistics
5. Synchronic linguistics
6. Diachronic Linguistics

Unit-II: Sociolinguistics

7. Relationships between language and society
8. Language varieties: dialects, idiolect, pidgin and creole
9. The Process of Language Change
10. Language and Culture
11. Language and Gender
12. Language and Disadvantage

Unit-III: Theories of L2 Learning

13. Stages of First Language Acquisition
14. Behaviourism
15. Cognitivism
16. The Theory of Dialogical Action
17. The Input Theory (Krashen's)
18. Constructivism

Unit-IV: Methods and Approaches in L2 Teaching

19. The Grammar-Translation Method
20. The Direct Method
21. The Audio-lingual Method
22. The Designer Methods
23. Communicative Approach
24. Content-Based Teaching

Unit-V: L2 Testing

25. Views on Communicative Competences
26. Validity and Reliability
27. Authenticity, Usefulness and Practicality
28. Types of Language Tests
29. Type of Test Items
30. Test Construction

References:

1. Freire, P. *Pedagogy of the Oppressed*. Trans. M.B. Ramos. London: Penguin Books, 1990, Print.
2. Howatt, A.P.R. *A History of English Language Teaching*. Oxford: Oxford University Press, 1994, Print.
3. Hughes, A. *Testing for Language Teachers*. Cambridge: Cambridge University Press, 1989, Print.
4. Richards, J.C. & Rogers, S.R. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press, 1986, Print.
5. Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press, 1983, Print.

Web Sources:**Unit-I:**

<http://www.ruf.rice.edu/~kemmer/Evol/info16.html>
<https://sites.utexas.edu/dsb/tokens/the-evolution-of-writing/>

Unit-II:

<http://www.bl.uk/reshelp/findhelpsubject/socsci/socioling/sociolinguistics.html>

Unit-III:

<http://libguides.wustl.edu/c.php?g=46909&p=301394>

<https://linguistics.georgetown.edu/sla/resources/research-journals>

Unit-IV:

https://link.springer.com/chapter/10.1007/978-94-011-4535-0_9
<https://www.teachingenglish.org.uk/article/second-language-acquisition-sla>

Unit-V:

- <http://languagetesting.info/articles/artlt.html>
- <http://languagetesting.info/articles/artlt.html>
- <https://celtyl.wikispaces.com/file/view/03ABRIEFHISTORY.pdf>
- <http://ir.inflibnet.ac.in:8080/jspui/bitstream/10603/23473/3/03.%20chapter%20-%20i.pdf>
- http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester I	Code 18PEN1201A	Title of the Paper Core Elective-1A: LINGUISTICS AND APPLIED LINGUISTICS										Hours 4	Credits 4		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	4	3	5	4	5	4	5	3	3	4	4	5	5	4.2	
CO2	3	4	5	5	5	4	3	3	4	4	4	3	5	4.0	
CO3	3	3	4	5	4	4	4	4	5	3	4	4	3	3.8	
CO4	5	4	4	5	3	3	4	5	5	4	3	4	3	4.0	
CO5	4	5	5	4	3	4	5	3	5	4	5	5	4	4.3	
CO6	4	5	3	4	5	4	5	4	5	3	5	5	3	4.2	
Overall Mean Score for COs															4.0

Result: The Score for this Course is 4.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester I
18PEN1201B**

**Hours/Week: 4
Credits : 4**

Core Elective-1B: TRANSLATION: THEORY AND PRACTICE

Course Outcomes:

1. To impart to the students knowledge of and skills of translation in English
2. To help the students learn the nuances of translation
3. To make the students understand the cultural diversity and its impact on translation
4. To impart to the students knowledge of literatures in English translation
5. To guide the students to find the foreign and the Indian ethos enshrined in literatures translated into English
6. To conscientize the students regarding the problems that a translator would face within the social, cultural, political and economical realms

Unit-I:

1. A Brief History of Translation and Translation Theory
2. Aspects of Translation Theory

Unit-II:

3. Types of Translation: Word to Word, From Source Language to Target Language
4. Communicative and Semantic Translation

Unit-III:

5. Translation Procedures
6. Translation and Transcreation

Unit-IV:

7. Aspects of Meaning
8. Techniques of Translation

Unit-V:

9. Punctuation
10. Technical Translation

Note:

The teacher who teaches this paper can make use of pieces of prose, poetry, short story for practice.

References:

1. Bassnett–McGuire, Susan. *Translation Studies*. London: Methun, 1980, Print.
2. Das, Bijay Kumar. *A Hand Book of Translation Studies*. Delhi: Atlantic, 2005, Print.
3. Dr. Valarmathi, M. *On Translation*. Chennai: International Institute of Tamil Studies, 1999, Print.
4. Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Argument*. 2nd edn. New York: Bedford / St. Martin's, 2012, Print.
5. Krishnaswamy, N, S. K. Verma and M. Nagarajan. Ch.6: "Language to Language" - Unit-24: "On Translation." *Modern Applied Linguistics: An Introduction*. New Delhi: Macmillan, 1992, Print.
6. Martin and Wren. *High School English Grammar & Composition*. New Delhi: Chand, 2016, Print.
7. Newmark, Peter. *Approaches to Translation*. Oxford: Pergamon, 1981, Print.
8. Shanti, R. *Towards Translation*. Thnajakavur: Sarguru Publications, 2000, Print.

Web Sources:

- <http://www.writing.utoronto.ca/home>
- <http://www.cambridgeesol.org/teach/index.cfm>
- <http://owl.english.purdue.edu/index.htm>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Code	Title of the Paper																Hours	Credits
I	18PEN1201B	Core Elective-1B: TRANSLATION: THEORY & PRACTICE																4	4
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8						
CO1	5	3	5	3	5	5	5	5	3	3	4	5	5	4.3					
CO2	5	3	5	3	5	5	5	5	3	5	4	5	5	4.5					
CO3	5	3	5	3	5	5	5	5	2	5	3	5	5	4.3					
CO4	5	3	5	3	5	5	5	5	3	5	2	5	5	4.3					
CO5	5	3	5	3	5	5	5	5	3	5	2	5	5	4.3					
CO6	5	3	5	3	5	5	5	5	2	5	3	5	5	4.3					
Overall Mean Score for COs																		4.3	

Result: The Score for this Course is 4.3 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester II
18PEN2105

Hours/Week: 6
Credits : 5

Core -5: BRITISH LITERATURE - II (1660-1798)

Course Outcomes:

1. To understand the historical context surrounding literary works including the political, social, religious, and artistic milieu in which the British authors wrote.
2. To paraphrase and understand unfamiliar and difficult language.
3. To identify elements of poetry such as basic rhythms, meters, and rhyme schemes; uses of metaphor; the conventions of the Elegy and other poetic forms.
4. To identify the elements of prose genres (fiction, drama, satire): plot, setting, character, theme, irony, and argument.
5. To make inferences about literature that rest on textual evidence and logic in classroom conversations.
6. To articulate a critical position or interpretation; gather and use textual or critical evidence to support a particular interpretation.
7. To appreciate the artistry of key British writers.
8. To understand the influences of a variety of cultures on the development of British literature.

Unit-I: Poetry (Detailed)

1. Andrew Marvell (1621 – 1678): “To His Coy Mistress”
2. Alexander Pope (1688 – 1744): “Ode on Solitude”
3. Thomas Gray (1716 – 1771): “Elegy Written in a Country Churchyard”

Poetry (Non – detailed)

4. Henry Vaughan (1621 – 1695): “Christ’s Nativity”
5. Jonathan Swift (1667 – 1745): “Verses on the Death of Doctor Swift”

Unit-II: Drama (Detailed)

6. John Dryden (1623 – 1700): *All for Love*

Unit-III: Drama (Non – detailed)

7. William Congreve (1670 – 1729): *The Way of the World*
8. Richard Brinsley Sheridan (1751 – 1816): *The School for Scandal*

Unit-IV: Prose (Detailed)

9. Joseph Addison (1672 – 1719) : “The Spectators Account of Himself”
10. Richard Steele (1672 – 1729): “On Ghosts and Apparitions”

11. Jonathan Swift (1667- 1745): “A Treatise on Good Manners and Good Breeding”

Prose (Non-detailed)

12. John Arbuthnot (1667-1735): “An Essay Concerning the Effects of Air on Human Bodies”
13. Samuel Johnson (1709-1784): “The Decay of Friendship” (*The Idler*, 23, September 23, 1758)

Unit-V: Fiction

14. Samuel Richardson (1689-1761): *Clarrisa*
15. Daniel Defoe (1661-1731): *Robinson Crusoe*

References:

1. Dryden, John. *All for Love*. New Delhi: Bibliobazar, 2007, Print.
2. Goldsmith, Oliver. *The Complete Works of Oliver Goldsmith*. New Delhi: General Books, 1999, Print.
3. Helen, Gardner. Ed. *The New Oxford Book of English Verse*. Oxford: OUP, 1972, Print.

Web Sources:

- <http://oll.libertyfund.org>
- <https://www.poetryfoundation.org/poems/45425/christs-nativity>
- http://www.thought.co.com/decayof_friendship_by_Samuel_Johnson-1690245
- <http://www.bartleby.com/27/9.html>
- <http://vos.ucsb.edu/browse.asp?id=3>
- <https://allinonehighschool.com/british-literature/>
- <http://vos.ucsb.edu/browse.asp?id=2750>
- <http://www.victorianweb.org/history/sochistov.html>
- <http://www.literature-study-online.com/resources/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester II	Code 18PEN2105	Title of the Paper Core-5: BRITISH LITERATURE-II (1660-1798)													Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	4	4	3	3	3	4	3	3	4	3	3	2	3	3.2		
CO2	3	4	3	2	3	4	4	3	3	2	2	3	4	3.0		
CO3	4	3	3	3	2	4	4	4	3	3	2	3	3	3.1		
CO4	3	3	3	2	2	3	3	3	4	2	3	3	3	2.8		
CO5	4	3	4	3	4	3	4	2	2	3	4	3	3	3.2		
CO6	4	3	3	3	2	3	3	3	2	2	3	4	4	3.0		
CO7	3	3	4	3	3	4	4	4	3	3	3	2	2	3.3		
CO8	3	3	4	3	2	3	3	3	4	4	2	2	3	3.0		
Overall Mean Score for COs															3.0	

Result: The Score for this Course is 3.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester II
18PEN2106Hours/Week: 5
Credits : 4

Core-6: WORLD CLASSICS IN TRANSLATION

Course Outcomes:

- To enable the students to understand and appreciate various stylistic devices used by writers across the world
- To familiarize students with the important historical events and cultural practices of different nations
- To introduce the students to the many literary trends practiced across the world
- To enable the students to appreciate the merits of translation
- To make the students compare the treatment of major themes by writers of various countries
- To enable the students to engage in criticism of various aesthetic forms and different kinds of society

Unit-I: Poetry (Detailed)

- Charles Baudelaire (1841-1867): "L'Horloge-The Clock"
- Pablo Neruda (1904-1973): "The Word"
- Octavio Paz (1914-1998): "As One Listens to the Rain"
- Johann Wolfgang Von Goethe (1749-1832): "The Dance of the Dead"
- Tiruvalluvar: Tirukkural-"Knowing the Fitting Time" (Trans G.U. Pope)

Poetry (Non-detailed)

- Dante (1265-1321): *Divine Comedy* (Canto I)
- Omar Khayyam (1048-1131): *The Rubaiyat* (V Ed. 1-12 quatrains)
- Faiz Ahmed Faiz (1911-1984): "Do Not Ask My Love"
- Al-Mutanabbi (915-965): "To Sayf-Al-Dowla"
- Rainer Maria Rilke (1875-1926): "A Sybil"
- Li Po (701-7620): "Drinking Alone and Under the Moon"

Unit-II: Drama (Detailed)

- Ibsen (1828-1906): *A Doll's House*

Unit-III: Drama (Non-detailed)

- Aristophanes (446-386 B.C.): *The Clouds*
- Kalidasa: *Shakuntala*

Unit-IV: Prose (Detailed)

- Montaigne (1533-1592): "Of Idleness"

Prose (Non-detailed)

16. Homer: *The Iliad-Book I*

Unit-V: Novel

17. Franz Kafka (1883-1924: *Metamorphosis*

18. Fyodor Dostoevsky (1821-1881): *Crime and Punishment*

19. Herman Hesse (1877-1962): *Siddhartha*

References:

1. Baudelaire, Charles. *The Flowers of Evil*. Paris: Forgotten Books, 2010, Print.
2. Dante, Alighieri. *The Divine Comedy*. London: Plain Label Books, 1955, Print.
3. Khayyam, Omar. *Rubaiyat of Omar Khayyam*. New Delhi: Rupa Publications, 2000, Print.
4. Neruda, Pablo. *The Essential Neruda: Selected Poems*. New York: City Lights Publishers, 2004, Print.
5. Paz, Octavia. *The Collected Poems of Octavio Paz*. New Delhi: New Directions, 1999, Print.

Web Sources:

- <http://www.classics.ox.ac.uk/web.html>
- <https://www.bl.uk/subjects/classics#>
- <http://www.ipl.org/div/news/>
- <http://www.interleaves.org/~rteeter/greatbks.html>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester II	Code 18PEN2106	Title of the Paper Core-6: WORLD CLASSICS IN TRANSLATION										Hours 5	Credits 4		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	5	2	5	5	5	5	5	5	2	2	4	5	4	4.1	
CO2	5	2	5	5	5	5	5	5	2	2	4	5	4	4.1	
CO3	5	2	5	5	5	5	5	5	2	2	5	5	5	4.1	
CO4	5	2	5	5	5	5	5	5	2	2	5	5	5	4.1	
CO5	5	2	5	5	5	5	5	5	2	2	5	5	5	4.1	
CO6	5	2	5	5	5	5	5	5	2	2	5	5	5	4.1	
Overall Mean Score for COs															4.1

Result: The Score for this Course is 4.1 (High Relationship)

Note:

Mapping Scale	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester II
18PEN2107

Hours/Week: 6
Credits : 5

Core-7: INTRODUCTION TO LITERARY THEORIES

Course Outcomes:

1. To get students acquainted with the recent trends and theories of literary criticism.
2. To offer students knowledge on recent literary criticism.
3. To make the students understand different critical theories.
4. To introduce students to important literary critical theories.
5. To enable the students to comprehend the essence of the critical theories.
6. To enable the students to learn strategies for applying critical theories in teaching literature.
7. To critically analyze the style and writings of different literary theorists.
8. To enable students to develop critical thinking through the prescribed theories.

Unit-I:

All the Literary terms given below must be supported with illustrations

1. Semiology/Semiotics
2. Formalism
3. Structuralism
4. Post structuralism
5. Deconstruction

Unit-II:

All the Literary terms given below must be supported with illustrations

6. Modernism
7. Post Modernism
8. Post-colonialism
9. New Historicism / Cultural Materialism
10. Feminism
11. Neo-Feminism
12. Queer Theory

Unit-III:

All the Literary terms given below must be supported with illustrations

13. Marxism

14. Neo-Marxism
15. Inter textuality

Unit-IV:

All the Literary terms given below must be supported with illustrations

16. Hermeneutics
17. Eco criticism
18. Phenomenology / Reader - Response Theory

Unit-V:

All the Literary terms given below must be supported with illustrations

19. Narratology
20. Discourse Analysis
21. Stylistics

Books for Reference

Units - I, II, III:

1. Abrams M.H, Harphman Geoffrey. *A Handbook of Literary Terms*. New Delhi: Cleanage, 2007, Print.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2009, Print.
3. Chandra, Joseph Louis. D. and K. S. Antony Samy. *Classical to Contemporary Literary Theory: A demystified Approach*. New Delhi: Atlantic, 2010, Print.
4. Childs, Peter & Roger Fowler. *The Routledge Dictionary of Literary Terms*. New York: Routledge, 2005, Print.
5. Cuddon, J.A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin, 1999. Print.
6. Culler, Jonathan. *Literary Theory*. New Delhi: OUP, 2011, Print.
7. Drable, Margaret. *The Oxford Companion to English Literature*. USA: OUP, 2006, Print.
8. Nagarajan M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Black Swan, 2008, Print.
9. Ryan, Michael. *The Encyclopedia of Literary and Cultural Theory*. London: Blackwell, 2011, Print.
10. Savarimuttu, Rohan. J. S. *A Critical Introduction to Contemporary Literary Theory*. Chennai: NCBH, 2016, Print.
11. Zwicker N. Steven. *The Cambridge Companion to English Literature*. Cambridge: Cambridge University Press, 1998, Print.

Web Sources:

- <http://people.duke.edu/~dainotto/Texts/barth.pdf>
- <http://faculty.mu.edu.sa/public/uploads/1385446724.9026contemporary-literary-theory-5thedition.pdf>
- <https://owl.english.purdue.edu/owl/resource/722/01/>
- <http://kristisiegel.com/theory.htm>
- <http://www.iep.utm.edu/literary/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester II	Code 18PEN2107	Core-7: INTRODUCTION TO LITERARY THEORIES										Hours 6		Credits 5	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	4	3	4	4	4	4	4	3	4	3	3	3	4	4	3.61
CO2	3	3	3	3	4	4	4	4	4	3	3	3	4	4	3.46
CO3	4	3	4	3	3	4	4	4	4	3	3	3	4	4	3.53
CO4	4	3	3	3	4	4	3	4	4	3	3	3	4	4	3.46
CO5	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3.76
CO6	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3.76
CO7	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3.76
CO8	4	4	4	4	4	4	4	4	4	3	3	3	4	4	3.76
Overall Mean Score for COs															3.63

Result: The Score for this Course is 3.6 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester II
18PEN2108

Hours/Week: 5
Credits : 4

Core -8: WRITING AND PROOF-READING SKILLS

Course Outcomes:

1. To impart knowledge and skills to students in connection with writing-related rules and practices
2. To impart knowledge and skills to students in connection with editing-related rules and practices
3. To enable students to apply their knowledge and skills to practical situations in your workplace
4. To enable students to follow best-practice, contemporary guidelines for writing and proofreading
5. To enable students to Identify and overcome the challenges involved in writing and proofreading
6. To empower students to make use of style manuals and style guides

Unit-I: Introduction; diagnosing challenges and setting goals

- Communicative aspects of written discourse: audience and shared knowledge, differences between spoken and written discourse, and formal vs. informal writing.
- Diagnostic tests in writing, grammar, spelling, and mechanics.
- Identify individual problem areas and targeted goals

Unit-II: Pre-Writing Activities

- Free writing vs. focused writing-overcoming writing blocks.
- Writing with a purpose
- Critical reading, thinking and organizing ideas

Unit-III: Sentence-Level Skills

- Fragments and complete sentences; From simple to compound and complex sentences
- Run-ons and comma splices; correct coordination and subordination
- Confused sentences and sentence length and shape

Unit-IV: Paragraph-Level Skills

- Types of paragraphs (identifying paragraphs)
- Components of a paragraph (topic and supporting sentences); Scrambled paragraphs

Unit-V: Editing and Proofreading

- Common challenges: Deviations in paragraphs, irrelevant / redundant sentences (details), Lack of focus; Paragraph completion
- Editing (with particular focus on accuracy)
- Proofreading-word recognition, word choice, spelling, special word problems
- Mechanics-capitalization, abbreviations, contractions, punctuation

References:

1. Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Argument*. 2nd edn. New York: Bedford / St. Martin's, 2012.
2. Krishnaswamy, N, S. K. Verma and M. Nagarajan. Ch.6: "Language to Language" - Unit-24: "On Translation." *Modern Applied Linguistics: An Introduction*. New Delhi: Macmillan, 1992.
3. Lunsford, Andrea. *The Everyday Writer*. 5th edn. Boston: Bedford/St. Martin's, 2013.
4. Martin and Wren. *High School English Grammar & Composition*. New Delhi: Chand, 2016.
5. The Modern Language Association. *MLA Handbook*. 8th edn. New York: The Modern Language Association of America, 2016.
6. Wardle, Elizabeth, and Doug Downs. *Writing about Writing: A College Reader*. 2nd edn. New York: Bedford / St. Martin's, 2014.

Web Sources:

- <http://www.writing.utoronto.ca/home>
- <http://www.cambridgeesol.org/teach/index.cfm>
- <http://owl.english.purdue.edu/index.htm>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester II Course Outcomes (COs)	Code 18PEN2108		Title of the Paper Core-8: WRITING AND PROOF-READING SKILLS										Hours	Credits
	Programme Outcomes (POs)		Programme Specific Outcomes (PSOs)										Mean Score of COs	4
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	4	3	4	4	4	4	4	5	3	3	4	5	5	4.00
CO2	4	4	4	4	4	4	4	5	3	3	4	5	4	4.00
CO3	4	3	4	4	4	4	4	4	3	4	4	5	4	3.92
CO4	4	4	4	4	4	4	3	4	4	4	4	4	4	3.92
CO5	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00
CO6	4	4	4	4	4	5	4	4	3	3	4	4	4	3.92
Overall Mean Score for COs														3.96

Result: The Score for this Course is 3.96 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester II
18PEN2109**

**Hours/Week: -
Credits : 2**

Self-paced Learning: BASICS OF ENGLISH POETRY

Course Outcomes:

1. To introduce the students to the prosodic features of the composition of poetry
2. To enable the students to define poetry and make them aware of various types of poetry
3. To provide the students with the components of English poetry in general and to familiarize them with the literary devices and terminology of English poetry.
4. To train the students to identify the form and understand the meaning in poetry
5. To enable the students to memorize the whole poems or certain lines of the poems, which would help them build an innate sense of creativity
6. To help students to be involved in intensive discussions of poetic texts, which would enable them enrich their skills to communicate, to relate the themes of the poetic texts to their real life.

Unit-I: Poetry and its Types

1. What is poetry?
2. Definitions of poetry

Unit-II: Prosodic Features

3. Rhyme: Rhyme Scheme
4. Rhythm
5. Vowel Length and Consonant Clusters
6. Metrical Patterns: Rhyme, Alliteration, Assonance, Onomatopoeia

Unit-III: Forms

7. Sonnet
8. Limerick
9. Ode
10. Haiku

Unit-IV: Genres of Poetry

11. Lyric, Elegy, Ballad, Satire, Epic, and Mock-epic.

Unit-V: Figures of Speech

12. Allegory, Ambiguity, Analogy, Imagery, Symbol
13. Simile, Metaphor, Personification, Hyperbole, Irony, Antithesis, Paradox, Synecdoche, Pun, Oxymoron, Understatement, Apostrophe.

References:

1. Abbas Ali Rzai: *Poetry in English*. Tehran: Rahnemah Publications, 1993, Print.
2. Abrams M.H, Harphman Geoffrey. *A Handbook of Literary Terms*. New Delhi: Cleanage, 2007, Print.
3. Abrams, M. H. *The Norton Anthology of English Literature*. New York: Norton & Company, 2001, Print.
4. Cuddon, J. A.: *A Dictionary of Literary Terms and Literary Theory*. London: Penguin Books, 1991, Print.
5. Kennedy, X. J. and Dana Jioia: *An Introduction to Poetry*. 1998, Print.

Web Sources:

- <http://www2.anglistik.uni-freiburg.de/intranet/englishbasics/PoetryTypes01.htm>
- <https://www.wwnorton.com/college/english/nael/>
- <http://www.primaryresources.co.uk/english/englishC7.htm>
- <http://www.bartleby.com/verse/indexes.html>
- http://www.famouspoetsandpoems.com/country/England/English_poets.html

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester II	Code 18PEN2109	Title of the Paper Self-paced Learning: BASICS OF ENGLISH POETRY										Hours -	Credits 2	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	3	2	4	3	4	3	3	4	3	2	4	4	4	3.3
CO2	3	3	4	3	4	3	3	3	2	3	4	4	5	3.4
CO3	2	3	3	4	3	2	2	4	3	3	3	3	4	3.0
CO4	3	2	3	4	4	3	3	4	3	3	3	3	4	3.2
CO5	2	3	4	4	4	4	3	3	2	3	3	3	2	3.1
CO6	3	3	4	3	3	4	3	3	3	3	3	3	3	3.2
Overall Mean Score for COs														3.2

Result: The Score for this Course is 3.2 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester II
18PEN2202A

Hours/Week: 4
Credits : 4

Core Elective-2A:
ENGLISH LANGUAGE TEACHING IN PRACTICE

Course Outcomes:

1. To evaluate the practical effectiveness of various methods and approaches
2. To relate methodological choices in teaching language skills to ESL students
3. To apply different teaching techniques in challenging learning environments
4. To teach English for communication using language games
5. To differentiate between teaching literature and teaching language
6. To use technology to teach English

Unit-I: Introduction to English Language Teaching

1. Reality of a second-language classroom
2. The classroom setting
3. Roles of a teacher
4. Teacher talk: traditional and communicative
5. Teaching practice

Unit-II: Teaching Vocabulary, Grammar and Study Skills

6. Principles for teaching vocabulary, grammar and Study Skills
7. Vocabulary teaching techniques
8. Teaching grammar communicatively
9. New ways of teaching study skills
10. Teaching practice

Unit-III: Teaching Receptive and Productive Skills

11. Principles for teaching receptive and productive skills .
12. Teaching listening skills
13. Teaching speaking skills
14. Teaching reading and writing skills
15. Teaching practice

Unit-IV: Teaching English through Literature

16. Principles for teaching English through literature

17. Creative use of poetry
18. Using short stories
19. Using one-act plays
20. Teaching practice

Unit-V: Using Technology in Teaching

21. Principles for using technology to teach language
22. Using language software
23. Using videos
24. Online teaching
25. Teaching practice

References:

Unit-I:

1. Chaudron, C. *Second Language Classrooms: Research on Teaching and Learning*. (First South Asian ed.). Cambridge: C U P, 2009, Print.
2. Freire, P. *Pedagogy of the Oppressed*. (4th ed.). (M.B. Ramos, Trans.). London: Penguin Books, 1990, Print.

Unit-II:

3. Ur, P. *Grammar Practice Activities: A Practical Guide for Teachers*. (Low price ed.). Cambridge: C U P, 1996, Print.
4. Redman, S., Ellis, R., and Viney, B. *A Way with Words: Resource Packs 1 and 2*. Cambridge: C U P, 1996, Print.

Unit-III:

5. Billbrough, N. *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. Cambridge: C U P, 2007, Print.
6. Brookes, A. and Grundy, P. *Beginning to Write*. Cambridge: C U P, 1998, Print.

Unit-IV:

7. Lazar, G. *Literature and Language Teaching*. Cambridge: C U P, 1993, Print.

Unit-V:

8. Tileston, D.W. *What Every Teacher Should Know About Using Media and Technology*. California: Corwin & Sage, 2004, Print.
9. Chaudron, C. *Second Language Classrooms*. Cambridge: C U P, 1988, Print.

10. Nunan, D. *Practical English Language Teaching*. New York: McGraw-Hill, 2003, Print.
11. Stern, H.H. *Issues and Options in Language Teaching*. Oxford: O U P, 1992, Print.

Web Sources:

- <https://celtyl.wikispaces.com/file/view/03ABRIEFHISTORY.pdf>
- <http://ir.inflibnet.ac.in:8080/jspui/bitstream/10603/23473/3/03.%20chapter%20-%20i.pdf>
- http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-CommunicativeLanguage.pdf

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester II	Code 18PEN2202A	Title of the Paper Core Elective-2A: ENGLISH LANGUAGE TEACHING IN PRACTICE														Hours 4	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	4	3	5	4	5	4	5	3	3	4	4	5	5	4.2			
CO2	3	4	5	5	5	4	3	3	4	4	4	3	5	4.0			
CO3	3	3	4	5	4	4	4	4	5	3	4	4	3	3.8			
CO4	5	4	4	5	3	3	4	5	5	4	3	4	3	4.0			
CO5	4	5	5	4	3	4	5	3	5	4	5	5	4	4.3			
CO6	4	5	3	4	5	4	5	4	5	3	5	5	3	4.2			
Overall Mean Score for COs														4.0			

Result: The Score for this Course is 4.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester II
18PEN2202B

Hours/Week: 4
Credits : 4

Core Elective-2B:
WESTERN AESTHETICS

Course Outcomes:

1. To introduce the students to the philosophical enquiry into the origin of our ideas of the sublime and beautiful.
2. To make the students aware of an aesthetic experience and the different kinds of beauty.
3. To make the students familiar with the various principles of art.
4. To make the students conscious of the difference between art and craft.
5. To make the students understand and the aesthetic hypothesis.
6. To inculcate in the students the idea of the beautiful.

Unit-I: Beauty and Experience

1. What is an Aesthetic Experience?
2. The Different Kinds of Beauty: (a) Easy or Facile Beauty, b) Triumphant Beauty, and c) Terrible Beauty

Unit-II: Principles of Art and Craft

3. The Difference between Art and Craft
4. Art, Representation and Amusement

Unit-III: Expression and Imagination

5. Art as Expression and as Imagination
6. The Aesthetic Hypothesis

Unit-IV: Aesthetics

7. Bosanquet's "Three Lectures on Aesthetics"

Unit-V: The Sublime and the Beautiful

8. Longinus: "On the Sublime"
9. Edmund Burke: "A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful".

References:

1. Bell, Clive. *Art*. New Delhi: Rupa. Co., 2002, Print.
2. Borev, Yuri. *Aesthetics: A Textbook*. Moscow: Progress Publishers, 1985, Print.
3. Cahn, Steven M., Aaron Meskin. eds. *Aesthetics: A Comprehensive Anthology*. Oxford: Wiley-Blackwell, 2007, Print.

5. Collinwood, R.G. *Principles of Art*. London: Oxford, 1958, Print.
6. Kivy, Peter, ed. *The Blackwell Guide to Aesthetics*. Oxford: Blackwell Publishing, 2004, Print.

Web Sources:

- Bosanquet, Bernard. *Three Lectures on Aesthetics*. New Delhi: Bibliobazaar, 2009, <https://ia600200.us.archive.org/12/items/threelecturesona00bern/threelecturesona00bern.pdf>
- Burke, Edmund. *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*. New York, P.F. Collier & Son Company, 1909-14. http://cnqzu.com/library/Philosophy/neoreaction/_extra%20authors/Burke,%20Edmund/Burke%20Edmund-Of%20the%20Sublime%20and%20Beautiful.pdf
- Longinus' *On the Sublime*, Chapter XVI, p. 50; https://books.google.co.in/books?id=QxIsCwAAQBAJ&printsec=frontcover&source=gbg_summary_r&cad=0#v=onepage&q&f=false

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester II	Code 18PEN2202B	Title of the Paper Core Elective-2B: WESTERN AESTHETICS													Hours 4	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	3	3	4	5	4	4	4	4	5	3	4	4	3	3.8		
CO2	5	4	4	5	3	3	4	5	5	4	3	4	3	4.0		
CO3	4	5	5	4	3	4	5	3	5	4	5	5	4	4.3		
CO4	4	5	3	4	5	4	5	4	5	3	5	5	3	4.2		
CO5	4	4	4	3	5	4	5	3	3	3	4	4	5	3.9		
CO6	3	4	3	4	3	4	5	4	4	4	4	3	4	3.8		
Overall Mean Score for COs															4.0	

52

Result: The Score for this Course is 4.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester II
18PSS2301

Hours/Week: 4
Credits : 4

IDC: SOFT SKILLS

Course Outcomes:

- Students are taught the various nuances of grooming such as, good manners and etiquettes and they are trained to practice them in the class rooms.
- Students are empowered with public speaking skills via extempore speeches and prepared speeches, presented before the class and assessed by the trainer as well as the companions which eventually helps build self confidence of the students.
- Students learn the different types of resumes and different types of interview skills and write and print their own resumes and present before the interview panel for their mock interview.
- Students actively learn the ten parameters of group discussion, perform on the stage with their colleagues, which is videotaped, reviewed and evaluated.
- As students go through their teenage, self discovery becomes a tool to develop their personality facilitated with scientific psychological personality tests.
- Students are guided to knowing their SWOT (Strengths, Weaknesses, Opportunities and Threats) and setting their short term and long term goals for their lives.

Module 1: Basics of Communication: Definition of communication, Process of Communication, Barriers of Communication, Non-verbal Communication, **Effective Communication:** The Art of Listening, Exercises in Kinesthetics, Production of Speech, Organization of Speech, Modes of delivery, Conversation Techniques, Dialogue, Good manners and Etiquettes, Politeness markers & Listening links.

Module II: Resume Writing: What is Resume? Types of Resume? Chronological, Functional and Mixed Resume, Steps in preparation of Resume, structure and framework for writing resume, Intensive training / personalized training on resume writing. **Interview Skills:** Common interview questions, Attitude, Body Language, The mock interviews, Phone interviews, Behavioral interviews.

Module III: Group Discussion: Group Discussion Basics, GD Topics for Practice, Points for GD Topics, Case-Based and Article based Group Discussions, Points for Case Studies, and Notes on Current Issues for GDS & Practicum with video coverage. **Team Building:** Team Vs Group – Synergy,

53

Stages of Team Formation, Broken Square-Exercise, Win as much as you win- Exercise, Leadership – Styles, Work ethics.

Module IV: Personal Effectiveness: Self Discovery, Self Esteem, Goal setting, Problem-solving, Conflict and Stress Management

Module V: Numerical Ability: Average, Percentage, Profit and Loss, Problems on ages, Simple Interest, Compound Interest, Area, Volume and Surface Area, Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Calendar, Clocks, Permutations and Combinations, Probability.

Module VI: Test of Reasoning: Series Completion, Analogy, Data Sufficiency, Blood Relations, Assertion and Reasoning, Logical Deduction, Direction.

Non-Verbal Reasoning: Series, Classification

Text Book

1. Melchias, G., Balaiah John., John Love Joy (Eds) 2015. *Winners in the making*. St. Joseph's College, Trichy-2

References

1. Aggarwal, R. S. *Quantitative Aptitude*, S.Chand & Sons
2. Aggarwal, R.S. (2010). *A Modern Approach to Verbal and Non Verbal Reasoning*. S. Chand & Co, Revised Edition.
3. Covey, Stephen. (2004). *7 Habits of Highly effective people*, Free Press.
4. Egan Gerard (1994). *The Skilled Helper* (5th Ed). Pacific Grove, Brooks/ Cole.
5. Khera, Shiv (2003). *You Can Win*. Macmillan Books, Revised Edition.
6. Murphy, Raymond. (1998). *Essential English Grammar*. 2nd ed., Cambridge University Press.
7. Prasad, L. M. (2000). *Organizational Behaviour*, S.Chand & Sons.
8. Schuller, Robert. (2010). *Positive Attitudes*. Jaico Books.
9. Trishna's (2006). *How to do well in GDs & Interviews*, Trishna Knowledge Systems.
10. Yate, Martin. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*.

Modules	Topics	Examination Pattern	
		CIA	Online
I	Basics of Communication	15	5
II	Resume Writing & Interview Skills	15	5
III	Group Discussion & Team Building	10	5
IV	Personal Effectiveness	10	5
V	Numerical Ability (Common Session)	5	10
VI	Test of Reasoning (Common Session)	5	10
Total		60	40

Semester III 18PEN3110

Hours/Week: 6
Credits : 5

Core-9: BRITISH LITERATURE-III (1798-1914)

Course Outcomes:

1. To enable the students to become familiar with the major writers of the period.
2. To train the students to become conversant with the major works of the period.
3. To help the students to be cognizant of the central features of the period.
4. To prepare the students to use the literary devices and techniques.
5. To equip the students to appreciate the works of the period.
6. To make the students acquainted with the prominence of the period.
7. To enable the students to comprehend the styles of different authors.
8. To help the students to obtain comprehensive knowledge in the realm of literature.

Unit-I: Poetry (Detailed)

1. William Wordsworth (1770 - 1850): "Tintern Abbey"
2. Percy Bysshe Shelley (1792 - 1822): "Ode to a Skylark"
3. Samuel Taylor Coleridge (1772 - 1834): "Frost at Midnight"
4. John Keats (1795 - 1821): "Ode to Psyche"

Unit-II: Poetry (Non-detailed)

5. William Blake (1757 - 1827): "Jerusalem"
6. Lord Byron (1788 - 1824): "When We Two Parted"
7. Alfred Lord Tennyson (1809 - 1892): "The Brook"
8. Robert Browning (1812 - 1889): "Two in the Campagna"
9. Dante Gabriel Rossetti (1828 - 1882): "The Blessed Damozel"
10. Matthew Arnold (1822 - 1888): "Shakespeare"
11. Gerard Manley Hopkins (1844 - 1889): "Pied Beauty"

Unit-III: Prose Detailed

12. Charles Lamb (1775 - 1834): "Dream Children - A Reverie"
13. Bertrand Russell (1872 - 1870): "The Basis of an Ideal Character"

Unit-IV: Prose (Non-detailed)

14. Charles Lamb (1775 - 1834): "South Sea House"
15. William Hazlitt (1778 - 1830): "On Criticism"

Unit-V: Fiction

14. Sir Walter Scott (1771 - 1832): *Ivanhoe*
15. Jane Austen (1775 - 1817): *Sense and Sensibility*
16. Charles Dickens (1812 - 1870) : *A Tale of Two Cities*
17. George Eliot (1819 -1880): *Middlemarch*
18. Thomas Hardy (1840 - 1928): *Tess of D'Urbervilles*

References:

1. Appelbaum, Stanley. *English Romantic Poetry*. Dover: Thrift Edition, 1996, Print.
2. Austen, Jane. *Sense and Sensibility*. New Delhi: Rupa, 2005, Print.
3. Green, David. *The Winged Word*. New Delhi: Macmillan, 1974, Print.
4. Helen, Gardner, editor. *The New Oxford Book of English Verse*. Oxford: OUP, 1972, Print.
5. Kennedy, X. J. *Literature: An Introduction to Fiction*. New Delhi: Orient Longman, 2005, Print.

Web Sources:

- <http://vos.ucsb.edu/browse.asp?id=3>
- <https://allinonehighschool.com/british-literature/>
- <http://vos.ucsb.edu/browse.asp?id=2750>
- <http://www.victorianweb.org/history/sochistov.html>
- <http://www.literature-study-online.com/resources/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester III	Code 18PEN3110	Title of the Paper Core-9: BRITISH LITERATURE-III (1798-1914)										Hours 6	Credits 5		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	4	3	3	4	4	3	3	4	3	4	3	4	4	3.53	
CO2	4	3	4	3	3	3	3	4	3	4	3	4	4	3.46	
CO3	4	3	3	3	4	4	4	3	3	3	4	3	3	3.38	
CO4	3	3	4	4	3	3	4	4	4	4	3	4	4	3.61	
CO5	4	4	4	4	4	5	4	4	3	4	4	4	4	4.00	
CO6	3	3	3	3	4	4	4	3	3	3	3	3	4	3.30	
CO7	3	3	4	4	3	4	4	3	4	4	4	4	4	3.69	
CO8	4	3	4	4	4	5	4	5	3	4	4	4	5	4.07	
Overall Mean Score for COs															3.63

Result: The Score for this Course is 3.6 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation Quality	1	2	3	4	5
	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs =	Total of Values Total No. of POs & PSOs	Mean Overall Score for COs =	Total of Mean Scores Total No. of COs
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Semester III
18PEN3111

Hours/Week: 6
Credits : 5

Core-10:
RESEARCH METHODOLOGY

Course Outcomes:

1. To understand the purpose and the uses of research
2. To effectively use library and computer for their research
3. To choose a specific topic for their postgraduate research project
4. To do an original research systematically
5. To write a research paper using an academic style
6. To document sources as per the MLA system in their research project

Unit-I:

Basics of Research

1. Basic Information about the Research Paper (Winkler3–10)
2. Choosing a topic (Winkler13–17)
3. The Library (Winkler21–33)
4. Using the Computer in your Research (Winkler37–48)

Unit-II:

Structuring a Research Paper

5. Doing the Research (Winkler 51–72)
6. The Thesis and the Outline (Winkler 75–88)
7. Transforming the Notes into a Rough Draft (Winkler 91–115)
8. Revising your Rough Draft (Winkler 119–135)
9. Finished Form of a Research Paper (Winkler 176–184)

Unit-III:

Clarity in Academic Writing

10. Academic and Personal Styles of Writing (Hamp-Lyons16–20)
11. Classification (Hamp-Lyons25–29)
12. Comparison and Contrast (Hamp-Lyons35–40)
13. Definition (Hamp-Lyons50–59)
14. Generalization (Hamp-Lyons60–71)

Unit-IV:

Accuracy and Originality in Academic Writing

15. Mechanics of Scholarly Prose (MLA 61–97)

16. Plagiarism and Academic Dishonesty (MLA 6–10)

Unit-V:

The MLA System of Documentation

17. Why document Sources? (MLA 3–6)
18. Evaluating your Sources (MLA10–12)
19. Gathering information about your sources (MLA13–18)
20. Creating your Documentation: Works Cited and In-text Citations (MLA19–58)

Text Books:

[Available online at www.en.bookfi.net]

1. Winkler, Anthony C. and Jo Ray McCuen-Metherell. *Writing the Research Paper: A Handbook*. 8th ed. Boston: Wadsworth Cenage Learning, 2012, Print.(For Units I & II)
2. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. 2nd ed. Cambridge: Cambridge University Press, 2006, Print.(For Unit III)
3. The Modern Language Association. *MLA Handbook*. 8th ed. New York: The Modern Language Association of America, 2016, Print. (For Unit IV & V)

References

1. Bateson, Frederick Wilse. *The Scholar-Critic: An Introduction to Literary Research*. London: Routledge, 1972, Print.
2. Berry, Ralph. *The Research Project: How to Write It*. 5th edn. Oxon: Routledge, 2004, Print.
3. Brooks, Cleanth & Robert Penn Warren. *Modern Rhetoric*. 3rd edn. New York: Harcourt, Brace & World Inc. 1970, Print.
4. Griffin, Gabriele. *Research Methods for English Studies*. 2nd edn.
5. Woolf, Judith. *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. London: Routledge, 2005, Print.

Web Sources:

What is research?

- <http://arxiv.org/pdf/physics/0601009.pdf>

Relationship between Criticism & Research

- <http://www.eolss.net/sample-chapters/c04/e6-87-03-05.pdf>

Literary objects

- <http://wps.ablongman.com/wps/media/objects/327/335558/AnalyzingLit.pdf>

Textual criticism

- <http://www.scribd.com/doc/254902570/textual-criticism-pdf#scribd>

Literary History

- <http://www.online-literature.com/periods/romanticism.php>

The Mechanics of Research:

The use of Quotations-Parentetical Documentation

- <http://content.easybib.com/citation-guides/mla-format/how-to-cite-a-parenteticalcitations-mla/>
- https://www.flcc.edu/pdf/writeplace/MLA_documentation_guide.pdf

The Format (Presentation) of a Thesis

- http://www.nd.edu.au/downloads/policy/guideline_preparation_and_presentation_of_a_research_thesis_09jun.pdf

Bibliography

- <https://www.utoledo.edu/library/help/guides/docs/MLAstyle.pdf>
- http://socrates.acadiau.ca/courses/engl/rcunningham/2273/Citations_MLA_APA.pdf
- http://library.csun.edu/egarcia/documents/mlacitation_quickguide.pdf

From the First Draft to the Final Copy

- http://www.gpsbulldogs.org/apps/download/2/71LQB7Dbi5afj8sE02QjyhOOS46Y7ptU9_sngVFQA19J0diC4.pdf/Student%20Resources%20Research%20Paper%20Packet%202011.pdf
- <http://www.american.edu/ocl/asac/upload/Ten-Steps-for-Writing-Research-Papers.pdf>

The Mechanics of Thesis Writing

- <http://www.slideshare.net/aravindrnaair87/mechanics-of-writing-mla-chapter-3>
- <http://www.slideshare.net/AISHAPERVEEN/mechanics-of-writing?related=1>

Data Collection-Primary and Secondary Sources

- <https://www.concordia.edu/sitefiles/w3/Library/Primary%20versus%20Secondary%20Sources.pdf>

- http://pakistanonlinetuition.com/statistics/statistics_notes/Collection%20of%20data.pdf

Procedure in Literary Research

- https://www.hope.ac.uk/media/liverpoolhope/contentassets/documents/library/help/media_1256_en.pdf
- e-learning and Research http://jutlp.uow.edu.au/2005_v02_i01/pdf/odonoghue_003.pdf

Argumentation

- <http://www.slideshare.net/mrashleyhsu/argumentative-essay-writing-teacher-slides>

Description

- <http://grammar.about.com/od/mo/g/modesdiscterm.htm>

Expository

- mysite.cherokee.k12.ga.us/personal/jordan.../Expository%20writing.ppt

Narration

- http://www.slideshare.net/lnahrawi/narrative-writing-teachers-copy-presentation?from_action=save&from=fblanding

Styles suitable for literary thesis

Diction

- <http://www.powershow.com/view2b/4f70b5-NTg4N/DICTION>
- depts.gpc.edu/~gpcltc/handouts/communications/literarythesis.pdf

Intrinsic and Extrinsic Approaches

- <https://literarystudies.wordpress.com/2007/07/29/the-extrinsic-approach-to-the-study-ofliterature/>

Modern Literary theory

- www.unc.edu/~maisch/theory.doc

Translation Studies

- <http://www.scirp.org/journal/ojml>

Ethical Research Practices

- <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/>
- <http://www.plagiarism.org/>
- http://www.mtroyal.ca/library/files/citation/mla_literature.pdf

- [http://www.concordia.edu/sitefiles/w3/Library/Plagiarism%20 vs %20 \(2\).pdf](http://www.concordia.edu/sitefiles/w3/Library/Plagiarism%20vs%20(2).pdf)
- http://www.dcsmse.gov.in/emerge/website_material_on_IPR.pdf
- http://www.caaa.in/Image/34_Hb_on_IPR.pdf
- <http://www.icsi.in/Study%20Material%20Professional/NewSyllabus/ElectiveSubjects/IPRL&P.pdf>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester III	Code 18PEN3111	Title of the Paper Core-10: RESEARCH METHODOLOGY														Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	5	4	4	5	4	5	5	4	4	5	5	5	5	4.62			
CO2	5	5	5	5	5	4	5	5	4	5	5	4	4	4.70			
CO3	5	5	5	4	4	5	4	4	4	4	4	4	4	4.31			
CO4	5	5	4	5	5	4	5	4	5	5	5	5	5	4.77			
CO5	5	5	5	5	5	4	5	4	5	5	5	5	4	4.77			
CO6	5	4	5	5	4	5	5	5	5	5	4	5	4	4.70			
Overall Mean Score for COs														4.65			

Result: The Score for this Course is 4.6 (High Relationship)

Note:

Mapping Scale	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester III
18SLC3101

Hours/Week: 6
Credits : 5

General Paper on Teaching and Research Aptitude
(NET/SET) - Paper-I

Course Outcomes:

1. To enhance the general and research aptitude of the students
2. To boost the teaching and research abilities of the students
3. To enhance the cognitive abilities of the students such as reading comprehension, analysis, evaluation and understanding of the arguments
4. To make the students gain knowledge of inductive and deductive reasoning
5. To make the students aware of the communication between people, environment and natural resource and their on the quality of life
6. To acquaint the students with education pedagogy and higher education system in India.
7. To updated the knowledge of the students with regard to the Information and communication technology
8. To equip the students with the knowledge of the General Paper on Teaching and Research Aptitude (NET/ SET - Paper-I)

Unit-I: Teaching Aptitude

1. Nature, objectives, characteristics, and basic requirements
2. Learner's characteristics Factors affecting teaching
3. Methods of teaching aids
4. Evaluation systems.

Research Aptitude

5. Meaning, characteristics and types Steps of research
6. Methods of research
7. Research Ethics
8. Paper, article, workshop, seminar, conference and symposium
9. Thesis writing: its characteristics and format.

Unit-II: Reading Comprehension & Communication

10. Nature, characteristics, types, barriers and effective classroom communication.

Unit-III: Reasoning (Including Mathematical)

11. Number series
12. Letter series
13. Codes
14. Relationships
15. Classification

Logical Reasoning

16. Understanding the structure of arguments
17. Evaluating and distinguishing deductive and inductive reasoning
18. Verbal analogies: Word analogy — Applied analogy
19. Verbal classification
20. Reasoning Logical Diagrams: Simple diagrammatic relationship, multi-diagrammatic relationship
21. Venn diagram; Analytical Reasoning.

Unit-IV: Data Interpretation

22. Sources, acquisition and interpretation of data.
23. Quantitative and qualitative data
24. Graphical representation and mapping of data.

Information and Communication Technology (ICT)

24. Meaning, advantages, disadvantages and uses of ICT
25. General abbreviations and terminology in ICT
26. Basics of internet and e-mailing

Unit-V: People and Environment

27. People and environment interaction
28. Sources of pollution
29. Pollutants and their impact on human life
30. exploitation of natural and energy resources
31. Natural hazards and mitigation

Higher Education System: Governance Polity and Administration

32. Structure of the institutions for higher learning and research in India
33. Formal and distance education
34. professional/technical and general education value education
35. Governance, polity and administration Concept
36. Institutions and their interactions

Web Sources:

- UGC NET/JRF/SLET General Paper-1 Teaching & Research Aptitude by Arihant Experts (10 Sep-14) Paperback (available @ www.amazon.in)
- Trueman's UGC NET/SET General Paper I Paperback-1 Jan 2018 by M. Gagan,ý and Sajit Kumar (available @ www.amazon.in)
- <https://www.ugc.ac.in/net/oldqp.aspx>
- <https://ugcnetpaper1.com/>
- <https://scoop.eduncle.com/ugc-net-general-paper-research-and-teaching-aptitude>
- <https://www.examrace.com/CBSE-UGC-NET/CBSE-UGC-NET-Study-Material/Paper-I/>
- <https://www.educationobserver.com/forum/showthread.php?tid=18554>
- <http://www.thegreenboardedu.co.in/ugc-net-paper-1-study-material/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester III	Code 18SLC3101	Title of the Paper IDC: General Paper on Teaching and Research Aptitude - NET/SET-1															Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8					
CO1	4	4	4	4	3	3	3	5	3	4	4	5	5			3.92		
CO2	4	4	4	4	4	4	4	5	4	4	4	5	5			4.23		
CO3	4	4	4	4	4	4	4	4	4	4	4	4	4			4.00		
CO4	4	4	4	4	4	4	4	4	4	5	4	5	5			4.23		
CO5	4	4	4	4	4	4	4	5	4	4	4	5	5			4.23		
CO6	4	3	4	4	4	4	4	4	4	4	4	4	5			4.00		
CO7	4	4	4	4	4	4	4	4	4	4	4	4	5			4.07		
CO8	4	4	4	4	4	4	4	4	4	4	4	4	5			4.07		
Overall Mean Score for COs																	4.00	

Note: Result: The Score for this Course is 4.0 (High Relationship)

Mapping Scale Relation Quality

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester III
18PEN3203A

Hours/Week: 4
Credits : 4

**Core Elective-III A:
COMPARATIVE LITERATURE**

Course Outcomes:

1. To acquire the knowledge of comparative literature as a tool to understand and criticize regional literatures.
2. To apply Genre, Thematology, Genealogy, Literary influence and Reception studies into texts and non-literary texts.
3. To bring how writers and cultures are unique by comparing texts.
4. To use the scope of comparative literature in their studies.
5. To understand Western and Eastern comparative methods
6. To translate literary pieces written in regional languages into English.

Unit-I:

Definition of Comparative-national, world literature. French-American-German-Russian –Dravidian schools. Epoch, Period and Generation

Unit-II:

Scope: Postcolonial, Translation studies.

Practice: Translation of mother tongue Proverbs, riddles, small poems into English and vice-versa

Unit-III:

Concepts: Thematology, Influence and Genres' studies.

Unit-IV:

Comparative Indian Folk Literature- Introduction, Dravidian Folk Literature: Kannada, Malayalam, Tamil, Telugu.

Unit-V:

Practice: Bharathidasan's *Tamizhachiyin Katti: The Dagger of a Tamil Woman* with Raja Mouli's *Baahubali* (Part I) with Wole Soyinka's "Telephone Conversation"

References:

Units: I, II & III

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell Publishers, 1998, Print.

2. Subramaniam, N, Srinivasan, Padma and Balakrishnan G.R. eds. *Introduction to the Study of Comparative Literature Theory and Practice*. Tamilnadu: Teesi Publications, 1997, Print.

Unit-IV:

3. George, K. M. *Comparative Indian Literature* (Vol. 1). Madras: Macmillan, 1984, Print.

Unit-V:

Web Sources:

- http://www.bdu.ac.in/bharathidasan/resources/translated_books/The_Dagger_Of_A_Tamil_Woman/The_Dagger_Of_A_Tamil_Woman_3.pdf
- <https://docs.lib.purdue.edu/clcweblibrary/comparativeliteraturebooks>
- <http://vos.ucsb.edu/browse.asp?id=3>
- http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/7051/6/06_chapter%201.pdf
- <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1075&context=clcweblibrary>
- http://www.bdu.ac.in/bharathidasan/resources/translated_books/The_Dagger_Of_A_Tamil_Woman/The_Dagger_Of_A_Tamil_Woman_3.pdf

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester III	Code 18PEN3203A	Title of the Paper Core Elective-III A: COMPARATIVE LITERATURE										Hours 4	Credits 4	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	5	4	5	4	5	5	4	5	4	5	5	5	4	4.62
CO2	5	5	5	4	4	5	4	5	5	4	5	4	3	4.47
CO3	5	4	5	5	4	3	5	3	5	4	5	5	5	4.47
CO4	4	5	4	5	3	5	4	5	4	5	3	5	5	4.39
CO5	5	4	4	5	4	4	3	4	5	5	4	5	5	4.39
CO6	5	4	5	5	5	5	5	4	4	3	5	4	5	4.54
Overall Mean Score for COs														4.48

Result: The Score for this Course is 4.4 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester III
18PEN3203B

Hours/Week: 4
Credits : 4

Core Elective-IIIB:

CONTEMPORARY INDIAN LITERATURE TRANSLATED INTO ENGLISH

Course Outcomes:

1. To make the students know contemporary trends in Indian Literature in English
2. To make the students learn the nuances of translation found in the works prescribed
3. To make the students understand the cultural diversity and its impact on Indian Literature in Translation
4. To make the students gain knowledge of Region Literature in English Translation
5. To make the students follow the Indian ethos enshrined in Indian Literature Translated into English
6. To make the students acquaint with the authors and the texts prescribed

Unit-I: Poetry (Detailed)

1. Kazhithogai: 19 (Translations by A. K. Ramanujan)
2. Azhagiya Periyavan: "The Word for you and Me" (Translated by Meena Kandasamy)
3. Uma Maheswari: "Dosa" (translated by Pooranie Gopi)
4. Meera Kandasami: *Ms Militancy*
 - a. "Mrs. Sunshine"
 - b. "Ms. Militancy"
 - c. "Nailed"

Unit-II: Poetry (Non Detailed)

5. Ainkurunooru: 113, 192
6. Kurunthogai: 3, 68, 74, 95, 99, 221, 295, 321 (Translations by A. K. Ramanujan)

Unit-III: Short Story (Detailed)

7. Ambai: *In a Forest, a Deer: Stories* (Translated from Tamil by Lakshmi Holmstrom)
 - a. "Journey 1"
 - b. "Parasakthi and others in a plastic box"
 - c. "First Poems"
 - d. "Unpublished Manuscript"

Unit-IV: Short Story (Non-Detailed)

8. Vaikom Muhammed Basheer: *Poovan Banana and Other Stories*.
 - a. “Mother”
 - b. “If war is to End”
 - c. “Poovan Banana”
 - d. “The Snake and the Mirror”

Unit-V Fiction

9. Sunil Gangopadhyay: *Those Days* (Sahitya Akademi Award Winner in 1985)

Web Sources:

Unit-I:

- <http://chenthil.blogspot.in/2008/04/samples-of-modern-tamil-poetry.html>
- <https://theannihilationofcastereadinggroup.files.wordpress.com/2013/03/ms.pdf>
- <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>

Unit-II:

- <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>

Unit-III:

- Ambai: *In a Forest, a Deer: Stories* (Translated from Tamil by Lakshmi Holmstrom) (available at www.amazon.in)

Unit-IV:

- Vaikom Muhammed Basheer: *Poovan Banana and Other Stories*. (available at www.amazon.in)

Unit-V:

- Sunil Gangopadhyay: *Those Days* (Sahitya Akademi Award winner in 1985) (available at www.amazon.in)

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester III	Code 18PEN3203B	Title of the Paper Core Elective-III: CONTEMPORARY INDIAN LITERATURE TRANSLATED INTO ENGLISH																Hours 4	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8						
CO1	4	3	4	4	4	4	4	4	5	3	3	4	5	5	4.00				
CO2	4	4	4	4	4	4	4	4	5	3	3	4	5	4	4.00				
CO3	4	3	4	4	4	4	4	4	4	3	4	4	5	4	3.92				
CO4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3.92				
CO5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00				
CO6	4	4	4	4	4	4	5	4	4	3	3	4	4	4	3.92				
Overall Mean Score for COs																	3.96		

Result: The Score for this Course is 3.9 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester III
18PEN3301

Hours/Week: 4
Credits : 4

**IDC (WS):
MEDIA STUDIES**

Course Outcomes:

1. To teach the students technical terms in the field of media
2. To teach the students the skills needed to survive in the media world
3. To help the students use Media English
4. To help the students develop innovative ideas
5. To make the students aware of the contemporary trends
6. To facilitate the students practise the media skills

Unit-I: Introduction to Print Media

1. News Categories
2. Components of a News Story
3. Reporting and its Types
4. Planning and writing a news article
5. Process of editing a news story

Unit-II: News Types and Writing Techniques

6. Cartoons
7. Reviews
8. Editorials, Columns, Features,
9. Writing reviews

Unit-III: Understanding Advertisement

10. Advertisement substance
11. Brand Positioning
12. Structure of advertisement
13. Attention seeking devices
14. Designing Advertisements and writing Jingles

Unit-IV: Radio and Television

15. News Bulletin
16. Interviews, Debates and Discussions
17. Reporting
18. TV Script Writing and radio drama

Unit-V: Contemporary Trends

19. Digital Journalism
20. Online Writing
21. Digital Storytelling
22. Writing content for WebPages

References:

1. Cook, G. *The Discourse of Advertising*. London: Routledge: 1992, Print.
2. Gabay, J.J. *Teach Yourself Copywriting*. London: Hodder Headline, 1996, Print.
3. Keval, J. Kumar. *Mass Communication in India*. New Delhi: Jaico, 1994, Print.
4. Nair, Latha. *English for the Media*. New Delhi: CUP, 2014, Print.
5. Spark, David & Geoffrey Harris. *Practical Newspaper Reporting*. New Delhi: Sage Publication, 2011, Print.

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- http://www.cmstudies.org/?page=resource_journals_AF
- <http://vlib.org/>
- http://www.cmstudies.org/?page=resources_teaching
- <http://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester III	Code 18PEN3301	Title of the Paper IDC (WS): MEDIA STUDIES													Hours 4	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	3	3	4	3	4	2	2	4	4	3	2	2	3	3		
CO2	3	3	3	2	3	3	3	4	4	3	3	2	3	3		
CO3	4	3	4	3	3	4	4	4	4	4	3	2	4	4		
CO4	3	3	4	2	3	4	4	3	3	4	3	3	4	3		
CO5	4	4	4	2	4	4	4	4	4	4	4	4	4	4		
CO6	3	4	4	2	3	4	4	3	4	4	4	3	4	4		
Overall Mean Score for COs															3.5	

Result: The Score for this Course is 3.5 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester III
18PEN3402

Hours/Week: 4
Credits : 4

IDC (BS): ENGLISH FOR EFFECTIVE COMMUNICATION

Course Outcomes:

1. to communicate effectively in formal and informal situations
2. to use appropriate words and expressions in speaking and writing
3. to perform various language functions in conversations and writing
4. to make a formal presentation in a workplace environment
5. to moderate discussions in their workplace
6. to write reports and letters in formal style

Unit-I: Understanding Communication

1. Role and Importance of Communication (Rai 3-12)
2. Verbal and Non-verbal Communication (Rai 13-28)
3. Barriers to Communication (Rai 29-41)
4. Communication Mediums (Rai 42-55)
5. Effective Communication (Rai 56-63)
6. Group Communication (Rai 64-76)

Unit-II: Vocabulary and Grammar

7. Aspects of vocabulary learning (McCarthy & O'Dell 6-19)
8. Word formation (McCarthy & O'Dell 20-31)
9. Common Grammatical Errors (Rai 297-304)

Unit-III: Language Functions

10. Introducing yourself / someone (Blundell et al. 160-163)
11. Greeting & Asking how someone is (Blundell et al. 167-171)
12. Answering an introduction (Blundell et al. 164-165)
13. Starting a conversation with a stranger (Blundell et al. 159)
14. Asking for / giving information (Blundell et al. 1-7)
15. Asking for / giving / refusing permission (Blundell et al. 118-123)
16. Asking for / giving opinion (Blundell et al. 76-82)
17. Agreeing / disagreeing (Blundell et al. 92-98)
18. Offering / accepting / refusing a help (Blundell et al. 102-106)
19. Saying sorry & Accepting an apology (Blundell et al. 199-202)

Unit-IV: Aspects of Conversation

20. Understanding conversation (Hancock 90-91)
21. Pronouncing punctuation (Hancock 92-93)
22. Grouping words (Hancock 94-95)
23. Telling a story (Hancock 98-99)
24. Understanding small talk (Hancock 100-101)
25. Understanding Instructions (Hancock 102-103)
26. Quoting Speech (Hancock 104-105)
27. Introduction to emphatic stress (Hancock 106-107)
28. Emphasising added details (Hancock 108-109)
29. Emphasising important words (Hancock 110-111)
30. Emphasising contrasting alternatives (Hancock 112-113)
31. Emphasising corrections (Hancock 114-115)

Unit-V: Communication in Workplace

32. Drafting and Delivering a Speech (Rai 242-255)
33. Making Presentations (Hindle 6-9, 14-55)
34. Moderating Discussions
35. Writing Reports (Rai 226-241)
36. Writing Letters (Rai 137-168)

Text Books:

1. Blundell, Jon, Jonathan Higgins, and Nigel Middlemiss. *Function in English*. New Delhi: Oxford University Press, 2010, Print.
2. Hancock, Mark. *English Pronunciation in Use: Intermediate*. New Delhi: Cambridge University Press, 2009, Print.
3. Hindle, Tim. *Making Presentations*. London: Dorling Kindersley, 2007, Print.
4. McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press, 2002, Print.
5. Rai, Urmila. *English Language Communication Skills*. Mumbai: Himalaya Publishing House, 2010, Print.

References:

1. Cheepen, Christine, and James Monaghan. *Spoken English: A Practical Guide*. London: Pinter, 1990, Print.
2. Sasikumar, V. & P. V. Dhamija. *Spoken English-A Self-learning Guide to Conversation Practice*. Noida: JBA, n.d, Print.

3. Singh, Ashish. *How to Communicate Effectively*. New Delhi: Patridge, 2014, Print.
4. Wilkinson, Andrew. M. *Spoken English*. Edgbaston: University of Birmingham, 1966, Print.

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- <http://www.englishinxford.com>
- <http://www.myenglishteacher.eu>blog>
- <http://www.coursera.org>specialization>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester III	Code 18PEN3402	Title of the Paper IDC (BS): ENGLISH FOR EFFECTIVE COMMUNICATION										Hours 4	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)			Programme Specific Outcomes (PSOs)									
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	4	3	3	4	3	4	4	3.38
CO2	3	3	3	3	3	4	4	4	4	4	4	4	3.61
CO3	3	3	3	3	3	4	4	4	4	4	4	4	3.61
CO4	3	3	3	3	3	3	3	3	4	4	4	4	3.38
CO5	3	3	3	3	3	3	3	4	4	4	4	4	3.46
CO6	3	3	3	3	3	3	3	3	3	4	4	4	3.30
Overall Mean Score for COs													3.45

Result: The Score for this Course is 3.4 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester IV
18PEN4112

Hours/Week: 6
Credits : 5

Core-11: BRITISH LITERATURE-IV (1914-2007)

Course Outcomes:

1. To acquaint the students with twentieth century and contemporary British Literature.
2. To make the students familiar with the major writers of the period.
3. To make the students conversant with the major works of the period.
4. To make the students criticize and enjoy the works of this period.
5. To make the students appreciate the moral, religious and aesthetic components of the prescribed texts.
6. To make the students get through NET/SET and other competitive examinations.
7. To appreciate the artistry of key British writers.
8. To understand the influences of a variety of cultures on the development of British literature.

Unit-I: Poetry (Detailed)

1. William Butler Yeats (1865-1939): "Lake Isle of Innisfree"
2. Thomas Stearns Eliot (1888-1965): "The Waste Land"
3. Wystan Hugh Auden (1907-1973): "As I Walked out one Evening"

Poetry (Non-detailed)

4. Wilfred Owen (1893-1918): "Anthem for Doomed Youth"
5. Louis Macneice (1907-1963): "Prayer Before Birth"
6. Dylan Thomas (1914-1953): "Fern Hill"
7. Philip Larkin (1922-1985): "Water"
8. Ted Hughes (1930-1998): "Hawk Roosting"
9. Seamus Heaney (1939-2013): "Seeing Things"
10. Carol Ann Duffy (1955-): "The Look"

Unit-II: Drama (Detailed)

11. George Bernard Shaw (1856-1950): *Pygmalion*

Unit-III: Drama (Non-detailed)

12. Thomas Stearns Eliot (1888-1965): *Murder in the Cathedral*
13. Samuel Beckett (1906-1989): *Waiting for Godot*

Unit-IV: Prose (Detailed)

14. Alfred George Gardiner (1865-1946): "In Praise of walking"
15. Aldous Huxley (1894-1963): "Pleasures"

Prose (Non-detailed)

16. Gilbert Keith Chesterton (1872-1936) "On Running after One's Hat"
17. George Orwell (1903-1950): "A Hanging"
18. Will Durant (1885-1981): "Conditions of Civilization"
19. Virginia Woolf (1882-1914): "The Death of the Moth"

Unit-V: Fiction

20. James Joyce (1882-1941): *Ulysses*
21. David Herbert Lawrence (1885-1930): *The Rainbow*
22. William Golding (1911-1993): *Lord of the Flies*
23. Dame Iris Murdoch (1919-1999): *The Bell*

References:

1. Beckett, Samuel. *Waiting for Godot*. New York: Grove Press, 1982, Print.
2. Eliot, T. S. *The Waste Land and Other Poems*. New York: Penguin Books, 2003, Print.
3. Helen, Gardner. ed. *The New Oxford Book of English Verse*. Oxford: OUP, 1972, Print.
4. Orwell, George. *A Collection of Essays*. New York: Doubleday, 1954, Print.
5. Shaw, Bernard. *Pygmalion*. Hyderabad: Orient Longman, 2004, Print.

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- <http://vos.ucsb.edu/browse.asp?id=3>
- <https://allinonehighschool.com/british-literature/>
- <http://vos.ucsb.edu/browse.asp?id=2750>
- <http://www.victorianweb.org/history/sochistov.html>
- <http://www.literature-study-online.com/resources/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester IV	Code 18PEN4112	Title of the Paper Core-11: BRITISH LITERATURE-IV (1914-2007)																Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)											Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8						
CO1	4	2	4	3	2	4	2	4	3	4	2	3	3	3.07					
CO2	2	2	4	3	3	2	2	4	2	2	2	3	3	2.61					
CO3	4	3	4	3	4	2	3	4	2	2	3	4	4	3.23					
CO4	4	3	4	2	4	4	4	3	2	2	3	4	4	3.30					
CO5	4	3	4	2	4	4	3	3	3	3	2	4	4	3.30					
CO6	4	3	4	2	4	4	3	4	3	3	2	3	4	3.30					
CO7	3	3	4	4	3	4	4	3	4	4	4	4	4	3.69					
CO8	4	3	4	4	4	5	4	5	3	4	4	4	5	4.07					
Overall Mean Score for COs															3.32				

Result: The Score for this Course is 3.3 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester IV
18PEN4113

Hours/Week: 6
Credits : 5

Core-12: POSTMODERN STUDIES

Course Outcomes:

1. To help students understand the transition from modernism to postmodernism.
2. To make students learn the tenets of Postmodernism through the works prescribed.
3. To break away from conventional traditions through experimentation with new literary devices, forms, genres, styles etc.
4. To capture the essence of Postmodernism.
5. To critically analyze the style and writings of different postmodern writers.
6. To understand the various concepts and techniques in postmodernism
7. To learn about the postmodern view of life through the different genres of literary texts.
8. To understand how postmodern writers reacted against the precepts of modernism.

Unit- I: Background of Postmodernism

1. Modernism-Postmodernism-Origin-Definition-Characteristic features-Scope

Unit- II: Postmodern Concepts:

2. Word Play, Irony, Black Humour
3. Parody, Pastiche
4. Fabulation, Paranoia, Poiumena
5. Temporal Distortion, Fragmentation, Magic Realism
6. Indeterminacy, Maximalism and Minimalism
7. Hybridization, Technoculture and Hyperreality
8. Metafiction, Surfiction nd Historiographic Metafiction
9. Paradoxical, imagistic and Intertextuality

Unit- III: Poetry

10. Richard Brautigan-"All Watched over by Machines of Loving Grace"
11. Robert Duncan-"Passage Over Winter"
12. Gary Soto-"How Things Work"
13. Jack Spicer-"Thing Language"

14. Charles Simic-"Eyes Fastened with Pins"
15. Rita Joe-"I Have been a Stranger in a Strange Land"

Unit-IV: Drama

16. Heiner Muller-*Hamlet Machine*
17. Caryl Churchill-*Far Away*

Unit-V: Fiction

18. Ken Kesey-*One Flew Over the Cuckoo's Nest*
19. Gabriel Garcia Marquez-*One Hundred Years of Solitude*
20. John Fowles-*The French Lieutenant Woman*

References:

1. Conner, Steve. *Postmodern Culture*. Oxford: Blackwell, 1989, Print.
2. Eagleton, Terry. *The Illusions of Postmodernism*. Oxford: Blackwell, 1989, Print.
3. Hoffman, Gerard. *From Modernism to Postmodernism: Concepts and Strategies of Postmodern American Fiction*. Netherlands: Rodopi, 2005, Print.
4. Lyotard, J.F. *The Postmodern Condition: A Report Knowledge*. Manchester: MUP, 1986, Print.
5. Turner, B. ed. *Theories of Modernity and Postmodernity*. London: Sage, 1990, Print.

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- <https://m.poemhunter.com>
- www.dramaonlinelibrary.com
- <http://www.spaceandmotion.com/Philosophy-Postmodernism.htm>
- <http://www.iep.utm.edu/literary/>
Stanford Encyclopedia of Philosophy's entry on postmodernism
"postmodernism: definition of postmodernism in Oxford dictionary (American English) (US)". *oxforddictionaries.com*.
"Postmodernism". *Britannica*
"What Was Postmodernism?"

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester IV	Code 18PEN4113	Title of the Paper Core-12: POSTMODERN STUDIES												Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	2	4	4	3	4	4	3	4	3	2	3	4	4		
CO2	4	3	4	4	3	3	2	4	3	2	2	4	3		
CO3	4	4	4	4	3	3	3	4	4	2	2	4	3		
CO4	4	4	4	3	3	4	3	4	3	3	2	4	3		
CO5	3	2	2	3	3	4	2	4	3	3	4	4	3		
CO6	4	4	4	3	4	4	3	3	4	2	2	3	3		
CO7	4	3	4	4	3	4	2	3	3	3	2	3	3		
CO8	3	2	2	3	2	3	2	3	3	3	2	3	3		
Overall Mean Score for COs														3.1	

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs =	Total of Values	Mean Overall Score for COs =	
	Total No. of POs & PSOs	Total of Mean Scores	Total No. of COs

**Semester IV
18PEN4114**

**Hours/Week: 6
Credits : 5**

Core-13: SHAKESPEARE

Course Outcomes:

1. To introduce the students to the great tragedies of Shakespeare.
2. To introduce the students with the Shakespeare's Sources, Theatre and Audience, Women and Fools.
3. To make the students conscious of the various dramatic techniques employed by Shakespeare.
4. To familiarize the students with the various themes of Shakespeare's Sonnets.
5. To empower the students to understand the social, historical and cultural contexts of Shakespeare's works.
6. To make the students understand how characters' actions reflect the social, historical and cultural contexts of Shakespeare's time.
7. To enable the students to appreciate the dramatic conventions and linguistic qualities of scenes and understand their significance to the play as a whole.
8. To help the students to imbibe the moral and philosophical significance of Shakespeare's plays and their relevance for a contemporary life.

Unit-I: Detailed

1. *Hamlet*

Unit-II: Non-Detailed

2. *Othello*

Unit-III: Non-detailed

3. *Richard II*
4. Sonnets (8, 46, 144)
5. Shakespeare's Sources, Shakespearean Theatre and Audience, Shakespearean Women, Shakespearean Fools

Unit-IV: Detailed

6. *Twelfth Night*

Unit-V: Non-detailed

7. *King Lear*

References:

1. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. 2 edn. London: Macmillan, 1905, Print.
2. Chambers, K. *The Elizabethan Stage*. 4 Volumes. Oxford: 2nd Clarendon Press, 1923, Print.
3. Dillon, Janette. *The Cambridge Introduction to Shakespeare's Tragedies*. Cambridge: Cambridge University Press, 2007, Print.
4. Halliday, F. E. *A Shakespeare Companion*. Baltimore: Penguin, 1964, Print.
5. Hopkins, Lisa. *Beginning Shakespeare*. Manchester: Manchester University Press.2005, Print.

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- <http://bardweb.net/>
- <https://www.britannica.com/biography/William-Shakespeare>
- <http://nfs.sparknotes.com/hamlet/characters.html> shakespeare.mit.edu
- <https://guides.nyu.edu/c.php?g=276645&p=1845327>
- <https://archive.org/details/in.ernet.dli.2015.126150>
- <http://www.shakespearestudyguide.com/>

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester IV	Code 18PEN4114	Title of the Paper Core-13: SHAKESPEARE										Hours 6	Credits 5		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	5	4	4	5	4	5	5	4	4	5	5	5	5	4.62	
CO2	5	5	5	5	5	4	5	5	4	5	5	4	4	4.70	
CO3	5	5	5	4	4	5	4	4	4	4	4	4	4	4.31	
CO4	5	5	4	5	5	4	5	4	5	5	5	5	5	4.77	
CO5	5	5	5	5	5	4	5	4	5	5	5	5	4	4.77	
CO6	5	4	5	5	4	5	5	5	5	5	4	5	4	4.70	
CO7	3	3	4	4	3	3	4	4	4	4	3	4	4	3.61	
CO8	4	4	4	4	4	5	4	4	3	4	4	4	4	4.00	
Overall Mean Score for COs															4.43

Result: The Score for this Course is 4.4 (Very High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester IV
18PEN4115

Hours/Week: 6
Credits : 4

Core-14: POSTCOLONIAL LITERATURES

Course Outcomes:

1. To acquaint students with the Postcolonial thoughts and writings
2. To make students empathize with the Postcolonial stances.
3. To make the learners discuss, and analyze colonial and postcolonial texts.
4. To make the learners understand how race, class, gender, history, and identity are
5. Presented and problematized in the literary texts
6. To help students understand Postcolonial culture

Unit-I: Poetry (Detailed)

1. Margaret Atwood (1939 -): "Journey to the Interior"
2. Chinua Achebe (1930 -): "Refugee Mother and the Child"
3. Derek Walcott (1930 -): "A Far Cry from Africa"
4. W.W.E. Ross (1894-1966): "The Snake Trying"

Poetry (Non-detailed)

5. Bruce Beaver (1928-2004): "Exit"
6. A.D. Hope (1907-2000): "Australia"
7. Judith Wright (1915-2000): "Woman to Man"

Unit-II: Drama (Detailed)

8. George Ryga (1932-1987): *The Ecstasy of Rita Joe*

Unit-III: Drama (Non-detailed)

9. Wole Soyinka's *The Lion and the Jewel*

Unit-IV: Fiction

10. Salman Rushdie (1947-): *Grimus*
11. Chinua Achebe (1930-): *Things Fall Apart*

Unit-V: Prose: (Non-Detailed)

12. Edward Said (1935-2003): "Orientalism" (Introductory Part)
13. Ngugi Wa Thiongo (1938-): "Decolonizing the Mind" (Introduction)

References:

1. Dhawan. *Commonwealth Fiction*. New Delhi: Classics Co., 1988, Print.
2. Rushdie, Salman, and Gisela Stege. *Grimus*. Mül`nchen: Btb Verlag (TB), 2014, Print.
3. Said, Edward. *The World, the Text and the Critic*. Cambridge: M.A. Harvard University Press, 1983, Print.
4. Tiffin & Ashcroft. Eds. *The Empire Writes Back*. New York: Routlegde, 2003, Print.
5. Tiffin & Ashcroft and Griffiths. Eds. *The Post Colonial Studies Reader*. New York: Routledge, 2003, Print.
6. Walsh, William. *Commonwealth Literature*. Oxford: Oxford University Press, 1973, Print.

Web Sources:

- <https://www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006>
- <http://www.123helpme.com/search.asp?text=Postcolonial+Literature>
- <http://www.iep.utm.edu/literary/>
- https://en.wikipedia.org/wiki/Postcolonial_literature

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester IV	Code 18PEN4115	Title of the Paper Core-14: POSTCOLONIAL LITERATURE												Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	3	3	3	3	4	4	4	4	3	3	3	4	4	3.46	
CO2	4	3	4	3	3	4	4	4	3	3	3	4	4	3.53	
CO3	4	3	3	3	4	3	4	4	3	3	3	4	4	3.46	
CO4	4	4	4	4	4	4	4	4	3	3	3	4	4	3.76	
CO5	4	3	4	4	4	4	3	4	3	3	3	4	4	3.61	
CO6	4	4	4	4	4	4	4	4	3	3	3	4	4	3.76	
Overall Mean Score for COs														3.59	

Result: The Score for this Course is 3.5 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester IV
18PEN4116

Hours/Week: 6
Credits : 4

Core-15:

ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS:
NET/SET/PG-TRB
(Online Course)

Course Outcomes:

1. To make the students learn the Historical, Social and Cultural background of the authors and works that have been prescribed.
2. To make the students acquaint with the major and minor writers of every age in British and Non-British Literature.
3. To make the students know the various literary terms that are employed in various genres of literary works.
4. To make the students know of the various schools of poetry and literary movements.
5. To make the students know that literatures and literary movements are but output of influence, imitation and reaction.
6. To make the students learn how to prepare English Literature for Competitive for Competitive Examinations: NET/ SET (JRF/ LS) / PG-TRB examinations.

Unit-I:

THE AGE OF CHAUCER (1340-1400)

Historical, Social and Cultural background of the Age

Poets: Chaucer, Sir Gawain and the Green Knight, The Pearl Poet, William Langland, John Gower.

Translators of the Holy Bible: John Wycliffe, William Tyndale, Miles Coverdale, King James.

Literary Forms/ Terms/ Dramatic Devices: Alliterative Verse, Blank Verse, Iambic Pentameter, Heroic Poetry, Rhyme Royal, Heroic Couplet, Dream Vision, Alliteration, Assonance, Spenserian Stanza, Ottava Rima, Quatrain, Terza Rima, Couplet.

THE AGE OF REVIVAL (1400 - 1550)

Historical, Social and Cultural background of the Age, War of Roses

Court Poets: Thomas Wyatt (1503-42); Earl of Surrey, Henry Howard (1516-47)

Prose Writers: Sir John Fortescue, William Caxton, John Fisher, Sir Thomas Malory, Thomas More

Dramatists: Erasmus, Niccolò Machiavelli

Literary Forms/ Terms/ Dramatic Devices: Italian Sonnet & English Sonnet, Mystery Plays, Miracle Plays, Interludes, The pastoral, Allegory, Ballads, Satire

Literary Movements/ Groups/ Schools of Poetry: English Chaucerians, Scottish Chaucerians.

THE AGE OF ELIZABETH (1550-1625)

Historical, Social and Cultural background of the Age, First English Tragedy & First English Comedy

Poets: Edmund Spenser, Philip Sidney, Michael Drayton

Dramatists: University Wits, William Shakespeare-Works, Source for the works, Ben Jonson, Thomas Dekker, Thomas Middleton, John Webster, Philip Massinger, John Ford, Beaumont & Fletcher, Walter Raleigh

Prose Writers: Bacon and His Essays

Literary Forms/ Terms/ Dramatic Devices: Elizabethan sonnet, Elizabethan Lyric, Tragedy, Comedy, Comic Relief, Catharsis, Purgation, Hamartia, Essay, Soliloquy, Aside, Drama, Play, Romance, Irony, In Medias Res, Plot, Pun, Tragic Flaw, Exaggeration, Hyperbole, Climax, Anti-climax, Eclogue, Blank Verse, Comedy of Humours

Literary Movements/ Groups/ Schools of Poetry: Sons of Ben

Unit-II:

PURITAN AGE (1625-1660)

Historical, Social and Cultural background of the Age **Poets:** John Donne, Richard Crashaw, Henry Vaughan, Andrew Marvell; John Milton

Prose Writers: Thomas Hobbes, Thomas Fuller, Richard Baxter

Literary Forms/ Terms/ Dramatic Devices: Metaphysical Poetry, Conceit, Simile, Metaphor, Pamphlet, Apostrophe, Oxymoron, Onomatopoeia, paradox, Metonymy, Synecdoche, Epithet, Epigram, Masque.

Literary Movements/ Groups/ Schools of Poetry: Spenserian Poets, Cavalier Poets; Metaphysical Poets

RESTORATION AGE (1660-1699)

John Dryden & His Poetry, Restoration Dramatists, Aphra Behn, Samuel Butler

Prose Writers: John Bunyan

Philosophers: John Locke, Diaries of John Evelyn & Samuel Pepys

Literary Forms/ Terms/ Dramatic Devices: Heroic Drama, Comedy of Manners, Satire, Periodicals, Biography, autobiography, allegory, allusion, Epic, Euphemism, Invocation, Chiasmus, Zeugma

NEO-CLASSICAL/ AUGUSTAN AGE (1700-1798)

Historical, Social and Cultural background of the Age **Poets:** Alexander Pope, Dr Samuel Johnson, Thomas Grey, Robert Burns

Dramatists: Oliver Goldsmith

Prose Writers: Joseph Addison, Richard Steele

Novelists: Jonathan Swift, Daniel Defoe, Samuel Richardson, Laurence Sterne, Henry Fielding, Tobias Smollett

Philosophers: George Berkeley, Edmund Burke, Edward Gibbon, David Hume

Literary Forms/ Terms/ Dramatic Devices: Periodical Essays, Novel, Epistolary Novel, Irony, Metric Lines (Diameter, Monometer, Trimeter, Tetrameter, Pentameter, Hexameter, Heptameter, Octameter), Elegy & Its Kinds, Burlesque, Short Story, Farce

Literary Movements/ Groups/ Schools of Poetry: Graveyard Poetry, The Augustans

Unit-III:

THE ROMANTIC AGE (1798-1837)

Historical, Social and Cultural background of the Age

Poets: William Blake, William Wordsworth, S T Coleridge, Robert Southey, Young Romantics (John Keats, Byron, Shelley)

Prose Writers: Charles Lamb, William Hazlitt, Thomas De Quincey

Novelists: Gothic Novelists: Ann Radcliffe, Mary Shelley; Jacobean Novelists: Fanny Burney, Maria Edgeworth, Walter Scott, Jane Austen

Literary Forms/ Terms/ Dramatic Devices: Myth, Symbolism, Diction, Willing Suspension of Disbelief, Negative Capability, Imagination, Fantasy, Ode, Dramatic persona, Poetic Justice, Cacophony & Euphony

Literary Movements/ Groups/ Schools of Poetry: Romanticism, The Lake Poets

THE VICTORIAL AGE (1837-1901)

Historical, Social and Cultural background of the Age

Poets: Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, The Pre-Raphaelite Poets, Gerard Manley Hopkins
Novelists: Charles Dickens & His Works, George Eliot, Elizabeth Gaskell, Bronte Sisters, W M Thackeray, Antony Trollope, George Meredith, Benjamin Disraeli, Wilkie Collins, Samuel Butler, R L Stevenson

Prose Writers: Thomas Carlyle, Thomas Macaulay, John Henry Newman, John Stuart Mill, John Ruskin, Walter Pater

Literary Forms/ Terms/ Dramatic Devices: Pathos, Bathos, Dramatic Monologue, Flash Back, For Shadowing, Cliché

Literary Movements/ Groups/ Schools of Poetry: Oxford Movement, Aesthetic Movement, Pre-Raphaelite Movement/ Brotherhood, Realism

MODERN AGE (1910-45)

Historical, Social and Cultural background of the Age

Poets: W B Yeats, Henry Davies, Alfred Noyes, Edwin Muir, T E Hulme, T S Eliot, W H Auden, Stephen Spender, C D Lewis, Louis MacNeice, John Masefield, Dylan Thomas,

Dramatists: Lady Gregory, G B Shaw, John Galsworthy, Sean O' Casey, Absurd Dramatists (Samuel Beckett, Arthur Adamov, Eugene Ionesco, Jean Genet, Harold Pinter) John Osborne

Novelists: Thomas Hardy, Joseph Conrad, Rudyard Kipling, H G Wells, Arnold Bennett, Dorothy Richardson, G K Chesterton, William Somerset Maugham, E M Forster James Joyce, Virginia Woolf, George Orwell, Graham Greene, Katherine Mansfield, J B Priestley, Christopher Isherwood, D H Lawrence, Aldous Huxley

Literary Forms/ Terms/ Dramatic Devices: Problem Plays, Fiction, Interior Monologue, Round Character & Flat Character, Point of View, Stream of Consciousness, Dystopian Novel, Fable, Parable, Imagery, Symbolism, Intentional Fallacy, Affective Fallacy, Objective Correlative

Literary Movements/ Groups/ Schools of Poetry: Imagism, Dadaism, Surrealism, Irish Literary Revival, Absurd Theatre, Existentialism, Angry Young Men, Theatre of Cruelty, Bloomsbury Group of Poetry

Unit-IV:

CONTEMPORARY ENGLISH LITERATURE (POST 1945)

Historical, Social and Cultural background of the Age

Poets: George Barker, Kathleen Jessie Raine, Elizabeth Joan Jennings, Thomas Gunn, Ted Hughes, Philip Larkin

Dramatists: Bertolt Brecht, Tom Stoppard, John Clifford Mortimer
Novelists: Charles Perey Snow, Evelyn Waugh, William Cooper, Kingsley Amis, Alan Sillitoe, William Golding, Antony Burgess, Patrick White, Irish Murdoch, Muriel Spark, Doris Lessing, Margaret Drabble

Literary Forms/ Terms/ Dramatic Devices: Parody, pastiche, Intertextuality

Literary Movements/ Groups/ Schools of Poetry: Epic Theatre, Movement Poets, British Poetry Revival, Modernism, Post-modernism, Black Mountain Poets, Magical Realism, Birmingham Group, Lost Generation,

AMERICAN & OTHER NON-BRITISH LITERATURE (POST 1945)

Historical, Social and Cultural background of American Literature.

Poets: H W Longfellow, Walt Whitman, Edgar Allan Poe, James Russell Lowell, Adrienne Rich, Robert Frost, Pablo Neruda

Prose Writers: Ralph Waldo Emerson, Henry David Thoreau, **Novelists:** Nathaniel Hawthorne, Earnest Hemingway, Herman Melville, Leo Tolstoy, Henry James, John Stein Beck, Richard Wright, Sylvia Plath, Saul Bellow, Umberto Eco,

Dramatists: Arthur Miller, Tennessee Williams, Eugene O' Neill

Literary Forms/ Terms/ Dramatic Devices: Expressionism, Impressionism,

Literary Movements/ Groups/ Schools of Poetry: Transcendentalism, American Dram, Jazz Movement, Harlem Renaissance, Beat Generation, Hippie Movement, New York School of Poetry, American Romanticism, Dark Romanticism, Naturalism, Symbolism, Performance Poetry

INDIAN WRITERS & WRITERS OF INDIAN DIASPORA

Poets: Rabindranath Tagore, Sri Aurobindo, Sarojini Naidu, Amrita Pritam, Toru Dutt, A K Ramanujan, Jayanta Mahapatra, Amrita Pritam, **Novelists:** Raja Rao, R K Narayan, Mulk Raj Anand, Munshi Premchand, Ruskin Bond, Arundhati Roy, Kamala Das, Anita Desai, Kiran Desai, Sashi Deshpande, Khushwant Singh, V S Naipaul, Monohar Malgaonkar, Salman Rushdie, Bhabani Bhattacharya, Ruskin Bond, Nirad C Chaudhari, Vikram Seth, Arun Joshi, Amitav Ghosh, G V Desani, Bankim Chandra Chatterjee, Rohinton

Mistry, Shashi Tharoor, Shobhaa De, Indira Goswami, Bama, Sivakami, Nayantara Sehgal, Bapsi Sidhwa, Michael Ondaatje, Chitra Banerjee Divakaruni, Vikram Chandra, Taslima Nasrin, Faiz Ahmed Faiz, U. R. Anantha Murthy, Jhumpa Lahiri, Upamanyu Chatterjee, Aravind Adiga, Arun Joshi, Chetan Bhagat, Indira Goswami, Indira Parthasarathy, Manju Kapur, Mrinal Pande, Vikas Swarup, Sudha Murthy,

Prose Writers: Mahatma Gandhi, Jawaharlal Nehru, C. Rajagopalachari, B. R. Ambedkar, Jayakanthan, Kalki Krishnamurthy,

Dramatists: Girish Karnad, Vijay Tendulkar, Gurcharan Das, Asif Currimbhoy, Badal Sircar.

Unit-V:

Canadian Writers:

Margaret Atwood, Robertson Davies, Mordecai Richler, Alice Munro, Farley Mowat, Michael Ondaatje, Robert James Sawyer, Douglas Coupland, Leonard Cohen, Margaret Avison, Thomas King, Stephen Leacock, Robert Kroetsch, Mordecai Richler, Sinclair Ross, W.W. Ross, Margaret Laurence, Eden Robinson, Lucy Maude Montgomery, David Brooks, Naomi Klein, Ian Adams, Dianne Warren.

African & Afro-American Writers:

Chinua Achebe, Wole Soyinka, Amos Tutuola, Camara Laye, Dinaw Mengestu, Mariama Ba, Buchi Emecheta, Bessie Head, Ousmane Sembane, Ngugi Wa Thiong'o, Nadine Gordimer, J. M. Coetzee, Mary Watson, Lauretta Ngcobo, Tsitsi Dangaremba, Mwana Kuponu, Ama Ata Aidoo, Chimamanda Ngozi Adichie, Ben Okri, Donald Woods, Langston Hughes, Anne Spencer, Maya Angelou, Yusuf M Adamu.

Literary Movements/ Groups/ Schools of Poetry: Negritude

Australian Writers:

Sally Morgan, Jean Devanny, Peter Carey, A.A. Phillips, A.D. Hope, A. L. Mccann, Thomas Keneally, Patrick White, Morris West, Judith Wright, David Malouf, Carol Ann Duffy, Annie Finch, Geraldine Brooks, Henry Lawson, Paul Jennings, Kerry Greenwood, Matthew Reilly, Tim Winton, Liane Moriarty, John Flanagan.

LITERARY CRITICISM & THEORY

Types of Literary Criticism: Mimetic, Pragmatic, Expressive, Objective, Historical, Didactic & Biographical Criticism

Major Critical Movements: Russian Formalism, Archetypal Criticism, New Criticism, Phenomenological Criticism, Feminist Criticism (Gynocriticism, Ecriture Feminine, Phallogocentrism, Three Waves of Feminism), Structuralism, Deconstruction (Aporia, Difference), Reader Response Criticism (Interpretative Communities, Horizon of Expectations, Implied Reader), New Historicism (Discourse), Post Colonial Theory (Alterity, Hybridity), Modernism, Postmodernism

Important Critics and their Works: Socrates, Aristotle, Plato, I.A. Richards, Northrop Frye, F.R. Leavis, Jacques Derrida, Michael Foucault, Roland Barthes, Louis Althusser, Raymond Williams, Edward Said, Wolfgang Iser, Homi K. Bhabha, Cleanth Brooks, R.P. Blackmur, John Crowe Ransom, Stephen Greenblatt.

Text Book for all the Units:

1. Benet, D.E., and Samuel Rufus. *NET SET GO English Paper II & III*. Winnerman Publications Pvt Ltd. 2017, Print.
2. Panigrahi, B. P. *UGC NET/SET for JRF and Eligibility Test for Lectureship: English Literature*. New Delhi: Danika/ Trueman Publishing Company, 2013, Print.
3. Sobti, Sukriti, and Premlata Dhankher. *UGC NET/ SET (JRF & LS): English Literature Paper II & III*. New Delhi: Arihant Publications (India) Limited, 2012, Print.

References:

1. Abrams, M.H., and Geoffrey Galt Harpham. *A Handbook of Literary Terms*. New Delhi: Cengage Learning, 2009, Print.
2. Birch, Dinah. *Oxford Companion to English Literature*. 2014, Print.
3. Blamires, Harry. *A Short History of English Literature*. Routledge, 1989, Print.
4. Blamires, Harry. *A History of Literary Criticism*. Macmillan, 1992, Print.
5. Carter, David R. *Literary Theory*. Pocket Essentials, 2006, Print.
6. Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2010, Print.
7. Compton-Rickett, Arthur. *A History of English Literature*. London: T.C. & E.C. Jack, 1912, Print.
8. Daiches, David. *David Daiches. A Critical History of English Literature: In 2 volumes*. Secker and Warburg, 1961, Print.
9. Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis: U of Minnesota, 1983, Print.

10. Gray, Richard. *A History of American Literature*. Blackwell Pub., 2004, Print.
11. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Malden, MA: Blackwell Pub., 2000, Print.
12. Iyengar, Srinivasa. K. *Indian Writing in English*. Sterling Publishers, 2003, Print.
13. Masih K. Ivan, *et al.* *An Objective Approach to English Literature for NET, JRT, SLET and PrePh.D.* New Delhi: Atlantic Publishers, 2007, Print.
14. Trivedi, R. *Compendious History of English Literature*. Pub By Vi, 1986, Print.
15. Walsh, William. *Commonwealth Literature*. St. James Press, 1985, Print.

Web Sources:

Literature Study Notes

- www.sparknotes.com
- www.cliffnotes.com
- www.gradesaver.com

Crossref-it.info

- www.enotes.com
- www.shmoop.com
- www.bookrags.com
- www.pinkmonkey.com

Literature Web Directories

- The Literature Network (www.online-literature.com)
- British Council Literature (<https://literature.britishcouncil.org/>)
- Bartleby (<http://www.bartleby.com/>)
- Consortium for Educational Communication (<http://cec.nic.in/Pages/Home.aspx>)
- Voice of the Shuttle (<http://vos.ucsb.edu/>)
- Literary Resources on the Net (<http://andromeda.rutgers.edu/~jlynch/Lit>)
- English Literature on the Web (<https://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html>)
- Britannica Encyclopedia (<https://www.britannica.com/art/literature>)

Literary Terms and Literary Theory

- Literature Study Online (<http://www.literature-study-online.com/>)

- Literary Terms (<http://literary-devices.com/>) (http://web.cn.edu/kwheeler/lit_terms.html)

Figures of Speech

- My English Pages (http://www.myenglishpages.com/site_php_files/writing-stylistics.php)
- Literary Devices (<https://literarydevices.net/figure-of-speech/>)

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

[illegible]

Result: The Score for this Course is 4.1 (High Relationship)

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

$\text{Mean Score of COs} = \frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	$\text{Mean Overall Score for COs} = \frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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