

MASTER OF ARTS (ENGLISH)

VISION

To envisage the department as a Center for academic excellence, professional expertise and contextual research in English studies.

MISSION

- To enrich the quality and excellence of the students including their commitment to critical inquiry, professionalism, interdisciplinary study and innovation.
- To enable the students to transfer the mechanics of language and literature to their set of skills.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 1: To enhance student's ability to adapt to a rapidly changing environment by Learning and applying new strategies and competencies in literature and Language.

PEO 2: To incorporate critical analysis and interpretive methods of literature and application of values in life.

PEO 3: To expand the knowledge on theories of literature and language and the use of language in the digital era.

PROGRAMME OUTCOMES (PO)

After completion of the programme, the graduates will be able to:

PO 1: Acquire the language and teaching skills through practice.

PO 2: Familiarize the notions and various perspectives through literatures in English.

PO 3: Adopt about social and moral values of life through literature.

PO 4: Develop their intellectual, personal and professional abilities.

PO 5: Apply the theories in the field of research.

PROGRAMME SPECIFIC OUTCOMES (PSO)

After completion of the programme, the graduates will be able to:

PSO 1: Impart English language and literature at the college and university levels.

PSO 2: Apply analytical and theoretical skills to do research in language and Literature.

PSO 3: Attain different levels of competence in English language usage and logical Reasoning.

PSO 4: Relate literature and language to its wider intellectual, socio political, Artistic and cultural contexts.

PSO 5: Acquire empowerment through employability skills.

REGULATIONS

ELIGIBILITY:

Candidates for admission to the first year of the Degree of Bachelor of English Course shall be required to have passed the Higher Secondary Examination (Academic or vocational stream) conducted by the Government of Tamil Nadu or an examination accepted as equivalent thereto by the syndicate, subject to such conditions as may be prescribed thereto.

DURATION OF THE PROGRAMME:

The course shall extend over a period of three years comprising of six semesters with two semesters in one academic year. There shall not be less than 90 working days for each semester. Examination shall be conducted at the end of every semester for the respective subjects.

MAXIMUM DURATION FOR THE COMPLETION OF THE UG PROGRAMME

The maximum duration for completion of the UG programme shall not exceed 12 semesters.

SCHEME OF EXAMINATION

Subject Code	Subject	Hours of Instruction	Exam Duration (Hours)	Maximum Marks			Credit Points
				CA	CE	Total	
First Semester							
Part A							
18PENM101	Core I: Chaucer and Elizabethan Age	6	3	25	75	100	5
18PENM102	Core II: Restoration and Augustan Age	6	3	25	75	100	5
18PENM103	Core III: Romantic and Victorian Age	6	3	25	75	100	5
18PENM104	Core IV: Indian Writing in English	5	3	25	75	100	4
18PENM105	Core V: History of English Language and Linguistics	6	3	25	75	100	4
Non - Credit							
18PLS101	Career Competency Skills I	1	-	-	-	-	-
Total		30				500	23
Second Semester							
Part A							
18PENM201	Core VI: Twentieth Century Literature	6	3	25	75	100	4
18PENM202	Core VII: Literary Criticism	6	3	25	75	100	4
18PENM203	Core VIII: Shakespeare	5	3	25	75	100	4
18PENEL201/ 18PENEL202	Elective I	5	3	25	75	100	4
18PCSENI201	IDC I: Computers for Communication and E-Learning	3	3	25	75	100	2
18PCSENI201	IDC I: Practical-I Computers for Communication and E-Learning	2	3	40	60	100	2
Part IV							
18PVE201	Value Education: Human Rights	2	3	25	75	100	2
Non Credit							

M.A., English (students admitted from 2018-2019 onwards)

18PLS201	Career Competency Skills II	1	-	-	-	-	-
Total		30				600	22
Third Semester							
Part A							
18PENM301	Core IX: Rhetoric and Research Methodology	6	3	25	75	100	4
18PENM302	Core X: American Literature	5	3	25	75	100	4
18PENM303	Core XI: Post-Colonial Studies	5	3	25	75	100	4
18PENM304	Core XII: World Classics in English	5	3	25	75	100	4
18PENEL301/ 18PENEL302	Elective II	5	3	25	75	100	4
18PMAENI301	IDC II : Aptitude and Reasoning for Competitive Examinations	4	3	25	75	100	4
Total		30				600	24
Fourth Semester							
Part A							
18PENM401	Core XIII: Literary Theories	6	3	25	75	100	4
18PENM402	Core XIV: New Literatures in English	6	3	25	75	100	4
18PENM403	Core XV: English Language Teaching	6	3	25	75	100	4
18PENM404	Core XVI: Comparative Literature	6	3	25	75	100	4
18PENPR401	Project & Viva - Voce	6	-	50	150	200	5
Total		30				600	21
Grand Total						2400	90

Total Credit Distribution					
Components	Subject	No. of Subjects	Maximum Marks	Total Marks	Credits
Part - A	Core	16	100	16X100 = 1600	67
	Inter Disciplinary Course	2	100	3X100 = 300	8
	Elective	2	100	2X100 = 200	8
	Project	1	200	1X200 = 200	5
	Value Education	1	100	1X100 = 100	2
TOTAL		22		2400	90

ELECTIVE I

Students shall select any one of the following subjects as Elective in the second semester

S. No	Subject Code	Subject
1.	18PENEL201	Eco Literature
2.	18PENEL202	Women's Literature

ELECTIVE II

Students shall select any one of the following subjects as Elective in the third semester

S. No	Subject Code	Subject
1.	18PENEL301	Translation Studies
2.	18PENEL302	English in Advanced Writing

FOR COURSE COMPLETION

The Students shall complete:

- The selected Inter Disciplinary Course (IDC) offered in the II and III Semesters.
- The Value Education Course in the II Semester.
- Elective Subjects in the II and III Semesters.
- The Self-Study Subject (Core X Unit V) in the III semester.
- Project & Viva -Voce in the IV semester.

18PENM101	CORE I : CHAUCER AND ELIZABETHAN AGE	SEMESTER - I	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To expose the students to the prominent authors and their works of the period. To introduce the students to the political, economic, social and intellectual background of the period. 			
Credits: 5		Total Hours: 60	
UNIT	CONTENTS	Hrs	CO
I	POETRY DETAILED Geoffrey Chaucer - Prologue to the Canterbury Tales Edmund Spenser - Epithalamion John Donne - Extasie	12	CO1
II	POETRY NON-DETAILED Thomas Wyatt - Forget Not Yet Henry Howard - When Raging Love with Extreme Pain George Herbert - The Pulley Henry Vaughan - The Retreat Sidney - The Nightingale	12	CO2
III	DRAMA DETAILED Christopher Marlowe - The Jew of Malta NON-DETAILED Thomas Kyd - The Spanish Tragedy	12	CO3
IV	DETAILED Francis Bacon - i) Of Revenge - ii) Of Love - iii) Of Marriage and Single Life - iv) Of Friendship NON-DETAILED Authorized Version of the Bible - Book of Job	12	CO4
V	FICTION Sir Thomas More - Utopia John Bunyan - The Pilgrim's Progress	12	CO5

TEXT BOOKS	
1	Green David. 2014. <i>The Winged Word an Anthology of Poems for degree course</i> . Macmillan India Ltd. Chennai.
2	Marlowe Christopher. 2010. <i>The Jew of Malta</i> . Stanley Gardner. S. Chand & Company Ltd. New Delhi.
3	Kyd Thomas. 2011. <i>The Spanish Tragedy</i> . Macmillan Publishers India Ltd. Delhi.
4	Selby F. G. 2004. <i>Bacon's Essays</i> . Macmillan India Ltd. Chennai.
5	The Holy Bible, <i>King James Version</i> . New York: American Bible Society, 1999.Print.
REFERENCE BOOK	
1	William J Long, 2003. <i>English Literature</i> . AITBS Publishers. Delhi-51.
WEB REFERENCE	
1	http://www.gutenberg.org/dirs/etext00/nwatl11h.htm (27 of 33) 04-03-2006 19:06:18

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Learn the social, economic, political and intellectual background of the Age of Chaucer and the Age of Elizabeth.
CO2	Identify the major genres in both the ages.
CO3	Know the famous works of the periods.
CO4	Trace out the characteristic features of the ages.
CO5	Discuss the various social and political movements and their impacts on literature of the ages.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	L	M	M	M
CO2	L	M	L	M	L
CO3	M	M	M	L	L
CO4	L	M	M	M	M
CO5	M	M	M	M	M
H-High; M-Medium; L-Low					

18PENM102	CORE II: RESTORATION AND AUGUSTAN AGE	SEMESTER I	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To expose the students to the Restoration and neo classical writers and their works. To introduce the students to the political, economic, social and intellectual background so as to obtain a clear understanding of the works prescribed. 			
Credits: 5		Total Hours: 60	
UNIT	CONTENTS	Hrs	CO
I	POETRY DETAILED Milton - Paradise Lost- Book IV	12	CO1
II	NON- DETAILED POETRY John Dryden - Mac Flecknoe Alexander Pope - The Rape of the Lock Andrew Marvell - To his Coy Mistress Thomas Gray - Elegy written in a Country Churchyard	12	CO2
III	DRAMA DETAILED Richard Sheridan - The School for Scandal NON-DETAILED John Dryden - All for Love	12	CO3
IV	PROSE DETAILED Joseph Addison & Richard Steele - Selections from Coverley Papers i) The Spectator's Account of Himself ii) Of the Club NON-DETAILED Joseph Addison & Richard Steele - Selections from Coverley Papers i) Sir Roger at the Theatre ii) Death of Sir Roger iii) His Account of His Disappointment in Love	12	CO4
	FICTION	12	CO5

V	Jonathan Swift - Gulliver's Travels (Part I &II) Daniel Defoe - Robinson Crusoe		
TEXT BOOKS			
1	Milton John.2011. <i>Paradise Lost</i> . UBS Publishers and Distributors Pvt. Ltd. NewDelhi.		
2	David Green. 2014. <i>The Winged Word an Anthology of Poems for degree course</i> . Macmillan India Ltd. Chennai.		
3	Dryden John.2010. <i>All for Love</i> . Macmillan Publishers Distributors Pvt. Ltd. New Delhi.		
4	Sheridan Richard Brinsley. <i>The School for Scandal</i> . Macmillan Publishers India Ltd. New Delhi.		
5	Addison Joseph.2005. <i>Coverley Papers from the Spectator</i> . Ed. Deighton.K. Macmillan India Limited. Chennai.		
6	Defoe Daniel .2003 <i>Robinson Crusoe</i> , Penguin Classics New Delhi.		
REFERENCE BOOK			
1	Prasad Birjaish. 2009. <i>An Introduction to English Criticism</i> . Macmillan Publishers India Limited. Chennai.		

COURSE OUTCOMES(CO)

After completion of the course, the students will be able to

CO1	Learn the social, economic, political and intellectual background of the restoration and neo-classical ages.
CO2	Identify the major genres of the ages.
CO3	Know the famous works of the periods.
CO4	Trace out the characteristic features of the ages.
CO5	Discuss the various social and political movements and their impacts on literature of the ages.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	L	M	M
CO2	M	M	L	M	M
CO3	M	H	M	H	H
CO4	M	M	L	M	M
CO5	H	M	M	H	L

H-High; M-Medium; L-Low

18PENM103	CORE III: ROMANTIC AND VICTORIAN AGE	SEMESTER I	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To make the student perceive the ideological position of the romantic writers and the life philosophy of the people To gain an insight into the quaint aesthetic lyrical dimensions of the Pre-Raphaelite poetry 			
Credits:5		Total Hours: 60	
UNIT	CONTENTS	Hrs	CO
I	POETRY DETAILED William Wordsworth - Ode on the Intimations of Immortality P. B. Shelley - Ode to the West Wind John Keats - Ode to Autumn Alfred Tennyson - Lotos Eaters Mathew Arnold - Rugby Chapel	12	CO1
II	POETRY NON- DETAILED Samuel Taylor Coleridge - Rime of the Ancient Mariner William Blake - The Chimney Sweeper Elizabeth Browning - A Dead Rose D.G.Rosetti - The Blessed Damozel A.C.Swinburne - Atalanta in Calydon Robert Browning - Andrea Del Sarto	12	CO2
III	DRAMA DETAILED Oscar Wilde - The Importance of being Earnest NON-DETAILED P. B. Shelley - Prometheus Unbound	12	CO3
IV	PROSE DETAILED Charles Lamb - Essays of Elia - New Year's Eve - Oxford in the vacation John Ruskin - Sesame and Lilies (II) NON- DETAILED William Hazlitt - My First Acquaintance with Poets Thomas De Quincey - Confessions of an English Opium Eater	12	CO4

V	FICTION Jane Austen - Emma Thomas Hardy - Tess of the D' Urbervilles	12	CO5
TEXT BOOKS			
1	David Green.2014. <i>The Winged Word an Anthology of Poems for degree course.</i> Macmillan India Ltd. Chennai.		
2	Board of Editors.2013 <i>Poetry down the Ages.</i> Orient Black Swan. Hyderabad.		
3	Lamb Charles.2009. <i>Essays of Elia.</i> Hesperus Press Ltd. London.		
4	Austen Jane.1998. <i>Emma.</i> Macmillan India Ltd. New Delhi-41.		
5	Lionel Trilling Bloom. 2000. <i>Victorian Prose and Poetry.</i> OPU. New York.		
6	Wilde Oscar. 1997. <i>Importance of Being Earnest.</i> Black Swan. Chennai.		
7	Hardy Thomas .2004. <i>Tess of the D' urbervillies.</i> Peacock Classics. New Delhi.		
REFERENCE BOOKS			
1	Hugh Walker. 1997. <i>The Literature of the Victorian Era.</i> Macmillan India Ltd.NewDelhi-42.		
2	O' Gorman Francis. 2005. <i>A Concise Companion to the Victorian Novel.</i> Atlantic Publishers. New Delhi- 2.		
3	Shiv K. Kumar.2007. <i>British Romantic Poets, Critical Assessments.</i> Atlantic Publishers. New Delhi-027.		
WEB REFERENCE			
1	https://archive.org/details/essaysofleighhun00huntuoft		

COURSE OUTCOMES(CO)

After completion of the course, the students will be able to

CO1	Learn the social, economic, political and intellectual background of the Romantic Age and Victorian Age.
CO2	Identify the major genres in both the ages.
CO3	Know the famous authors and works of the periods.
CO4	Trace out the characteristic features of the ages.
CO5	Discuss the various social and political movements and their impacts on literature of the ages.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	H	M
CO2	H	H	M	H	M
CO3	M	M	M	H	M
CO4	M	L	M	H	M
CO5	H	H	M	H	M

H-High; M-Medium; L-Low

18PENM104	CORE IV: INDIAN WRITING IN ENGLISH	SEMESTER - I	
COURSE OBJECTIVES The Course aims <ul style="list-style-type: none"> To introduce the Indian writers in English and their literature. To give an idea about the new trends in Indian Literature in English. 			
Credits: 4		Total Hours: 50	
UNIT	CONTENTS	Hrs	CO
I	POETRY DETAILED	10	CO1
	Toru Dutt - Our Casuarina Tree		
	Sri Aurobindo - The Tiger and the Deer		
	Nissim Ezekiel - Background Casually		
	Nissim Ezekiel - Background Casually		
	Tagore - from Gitanjali		
1. Where the Mind is Without Fear			
2. Pick this Little Flower			
Kamala Das - A Hot Noon in Malabar			
II	POETRY NON DETAILED	10	CO2
	Kasiprasad Ghose - To a Young Hindu Widow		
	Romesh C. Dutt - Lakshman's Depature		
	Arun Kolatkar - The Bus		
	Gauri Deshpande - The Female of the Species		
	AdilJussawalla - The Waiters		
	R. Parthasarathy - Home coming		
III	DRAMA DETAILED	10	CO3
	Girish Karnard - Tugulaq		
	NON-DETAILED		
Vijay Tendulkar - Silence! The Court is in Session			
IV	PROSE DETAILED	10	CO4
	Ananda Coomarasamy - The Dance of Shiva		
V	FICTION	10	CO5
	Githa Hariharan - Thousand Faces of Night		
	Anita Desai - Where Shall we go This Summer?		

TEXT BOOKS	
1	Karnad Grish. 1997. <i>Tugulaq</i> . Oxford University Press, New Delhi.
2	Hariharan Githa. 2008. <i>Thousand Faces of Night</i> . Penguin India.
3	Naik, M K. <i>Aspects of Indian Writing in English: Essays in Honour of Professor K.R. Srinivasa Iyengar</i> . Delhi: Macmillan, 1979.
4	Desai Anita. 2007. <i>Where Shall we go This Summer?</i> Penguin Books India.
5	APJ.Abdul Kalam.1999. <i>Wings of Fire</i> . University Press India. Pvt. Ltd. Hyderabad.
REFERENCE BOOK	
1	Iyengar Srinivasa.K.R.1962. <i>Indian writing in English</i> . Sterling Publishers.New Delhi.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Trace the famous writers of Indian Writing in English.
CO2	Identify the notable works of famous writers.
CO3	Discuss the major themes in Indian Writing in English.
CO4	Learn the chief characteristics of Indian Writing in English.
CO5	Discuss the various social and political movements and their impacts on the literature.

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	L	M	H
CO2	L	M	M	H	M
CO3	M	L	L	M	M
CO4	M	M	L	H	M
CO5	L	L	M	H	H

H-High; M-Medium; L-Low

18PENM105	CORE V: HISTORY OF ENGLISH LANGUAGE AND LINGUISTICS	SEMESTER - I	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To enhance the students' to acquire knowledge of the origins and important changes in the development of the language. To understand the phonology of English Language and Pronunciation. 			
Credits: 4		Total Hours: 60	
UNIT	CONTENTS	Hrs	CO
I	The Origin of Language- Theories of Language The Descent of the English Language- The Old English (Anglo-Saxon) Period The Middle English Period The Renaissance and After	12	CO1
II	The Growth of Vocabulary Change of Meaning The Evolution of Standard English The Foreign Contribution	12	CO2
III	Morphology IC Analysis TG Grammar	12	CO3
IV	Organs of Speech English Vowels Diphthongs Consonants Cardinal Vowels The Syllable and Received Pronunciation	12	CO4
V	Accent Rhythm Intonation Assimilation Elision Transcription (Dialogues and Paragraphs).	12	CO5
TEXTBOOKS			
1	Wood, Frederick T. <i>An Outline History of English Language</i> . Second Edition. Chennai: Macmillan Publishers, 1941. Print.		
2	Bala Subramanian. T. 2013. <i>A Textbook of English Phonetics for Indian Students</i> . Macmillan India Ltd. New Delhi.		
REFERENCE BOOK			
1	Wren C. L.1977. <i>The English Language</i> . Routledge Kegan and Paul. London.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Describe the origin and development of English language.
CO2	Understand the theories related to the evolution of language.
CO3	Trace the growth of English language from Old English period to the Modern English.
CO4	Gain knowledge on elements of language and linguistics.
CO5	Understand the phonology of English Language and Pronunciation.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	H	M
CO2	H	M	M	M	L
CO3	H	M	H	H	M
CO4	M	L	L	M	L
CO5	M	M	H	L	M

H-High; M-Medium; L-Low

18PLS101	CAREER COMPETENCY SKILLS I	SEMESTER - I	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To impart knowledge on the Aptitude. To enhance employability skills and to develop career competency. 			
Total Hours: 15			
UNIT	CONTENTS	Hrs	CO
I	Solving Simultaneous Equations Faster - Number System : HCF, LCM - Square roots and Cube roots - Averages	3	CO1
II	Problems on Numbers -Problems on Ages	3	CO2
III	Calendar - Clocks - Pipes and Cisterns	3	CO3
IV	Time and Work - Time and Distance	3	CO4
V	Ratio and Proportion - Partnership - Chain Rule	3	CO5
TEXT BOOK			
1	<i>Aggarwal R.S. 2013. Quantitative Aptitude. [Seventh Revised Edition]. S.Chand & Co., New Delhi.</i>		
REFERENCE BOOK			
1	<i>Abhijith Guha, Quantitative Aptitude for Competitive Examinations, 5th Edition, Tata McGraw Hill, 2015, New Delhi.</i>		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Carry out mathematical calculations using shortcuts.
CO2	Calculate Problems on Ages with shortcuts.
CO3	Understand the core concepts of Pipes & Cisterns, Calendar & Clocks.
CO4	Obtain knowledge on shortcuts to Time & Work and Time & Distance.
CO5	Calculate Ratio & Proportion, Partnership with shortcuts.

18PENM201	CORE VI: TWENTIETH CENTURY LITERATURE	SEMESTER II	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> • To introduce the twentieth century Writers • To give an idea about the new trends in twentieth century writing and literature. 			
Credits: 5		Total Hours: 60	
UNIT	CONTENTS	Hrs	CO
I	POETRY DETAILED Thomas Stearns Eliot - The Waste Land William Butler Yeats - Second Coming	12	CO1
II	POETRY NON-DETAILED Gerard Manley Hopkins - The Wind Hover Robert Bridges - Nightingales David Hebert Lawrence - Snake Wystan Hugh Auden - The Unknown Citizen	12	CO2
III	DRAMA DETAILED Samuel Becket - Waiting for Godot NON-DETAILED John Osborne - Look Back in Anger	12	CO3
IV	PROSE DETAILED Charles Percy Snow - The Two Cultures NON-DETAILED Robert Lynd - The Unexpected G.K.Chesterton - Running after one's hat	12	CO4
V	FICTION Graham Greene - The Power and the Glory James Joyce - Ulysses	12	CO5
TEXT BOOKS			
1	David Green.2014. <i>The Winged Word an Anthology of Poems for degree course.</i> Macmillan India Ltd. Chennai.		
2	Beckett Samuel.1965. <i>Waiting for Godot.</i> Pearson Longman. Study edition. London.		
3	Obsorne John.1956. <i>Look Back in Anger.</i> World view Publication New Delhi		

REFERENCE BOOKS	
1.	T.S.Eliot.1964. <i>The Use of Poetry and Use of Criticism</i> . Harvard University Press. Cambridge.
2.	Sunil Kumar Sarker. 2008. <i>T.S. Eliot: Poetry, Plays and Prose</i> . Atlantic Publishers. New Delhi-27.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Learn the social, economic, political and intellectual background of the Age.
CO2	Identify the major genres in the age
CO3	Know the famous works of the period
CO4	Trace out the characteristic features of the age
CO5	Discuss the various social and political movements and their impacts on literature of the age

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	H	M	L	H
CO2	M	H	M	L	M
CO3	L	H	M	M	M
CO4	M	M	M	H	M
CO5	H	H	M	H	M

H-High; M-Medium; L-Low

18PENM202	CORE VII: LITERARY CRITICISM	SEMESTER - II	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To help learners develop literary sensibility and critical thinking To make learners understand a wide range of literary texts, literary history and literary criticism 			
Credits: 4		Total Hours: 60	
UNIT	CONTENTS	Hrs	CO
I	Aristotle - On Poetics	12	CO1
II	Philip Sidney - An Apology for Poetry	12	CO2
III	John Dryden - An Essay on Dramatic Poesie	12	CO3
	Dr. Johnson - Preface to Shakespeare		
IV	William Wordsworth - Preface to the Lyrical Ballads	12	CO4
	S.T.Coleridge - Biographia Literaria (Chapter XIV)		
V	Cleanth Brooks - The Language of paradox	12	CO5
	I.A,Richards - Four Kinds of Meaning		
TEXT BOOK			
1.	David Daiches. <i>Critical Approaches to Literature</i> , 2nd ed., Hyderabad: Orient Longman, 2001.		
2.	M.A.R. Habib. <i>A History of Literary Criticism: From Plato to the Present</i> , Oxford: Blackwell, 2005.		
REFERENCE BOOKS			
1.	Enright, D J, and Chickera E. De. <i>English Critical Texts: 16th Century to 20th Century</i> . Delhi: OxfordUP, 1983.		
2.	Harry Blamires. <i>A History of Literary Criticism</i> , Delhi: Macmillan, 2001.		
3.	Humphrey House. <i>Aristotle's Poetics</i> , Ludhiana: Kalyani Publishers, 1970.		
4.	M.S. Nagarajan. <i>English Literary Criticism & Theory: An Introductory History</i> , Hyderabad: Orient Longman, 2006.		
5.	Patricia Waugh. <i>Literary Theory & Criticism: An Oxford Guide</i> , Delhi: OUP, 2006.		
6.	S, Ramaswami, and Sethuraman V. S. <i>The English Critical Tradition: An Anthology of English Literary Criticism</i> . Vol. 2 Macmillan India Limited, 2000.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Trace the predominant critics from Plato to Coleridge.
CO2	Classify the ideas of literature by different critics.
CO3	Discuss the famous criticism laid by critics.
CO4	Analyze the various criticisms on dramas.
CO5	Analyze the various criticism on poetry.

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	L	M	M
CO2	M	H	M	H	M
CO3	M	M	M	L	L
CO4	M	H	M	M	M
CO5	M	H	M	M	M

H-High; M-Medium; L-Low

18PENM203	CORE VIII: SHAKESPEARE	SEMESTER II	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To expose learners to the development of linguistic, social, psychological and existential skills through a few representative plays of Shakespeare To make learners understand the characterization, dramatic and poetic techniques of Shakespeare. 			
Credits: 4		Total Hours: 50	
UNIT	CONTENTS	Hrs	CO
I	DETAILED As You Like It	10	CO1
II	DETAILED Macbeth	10	CO2
III	NON DETAILED Twelfth Night Romeo and Juliet	10	CO3
IV	NON DETAILED Henry IV (Part I) Julius Caesar	10	CO4
V	Shakespearean Theatre and Audience Shakespearean Fools and Clowns Supernatural elements in Shakespeare Shakespeare Soliloquies Criticism on Shakespeare Selected Sonnets-21,33,39,116	10	CO5
TEXT BOOK			
1.	Shakespeare, William. Shakespeare: The Complete Works. Ed. G.B.Harrison. New York: Garland Publishing, 1999.		
2.	Shakespeare, William. The Works of Shakespeare (Globe Edition). Ed. William George Clark and William Aldis Wright. J.B.Lippencott and Co., 1864.		
REFERENCE BOOKS			

1	Bowers, Fredson. <i>Elizabethan Revenge Tragedy: 1587-1642</i> . Gloucester: Peter Smith, 1959.
2	Bradley, A C. <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth</i> . London: Macmillan and Co, 1905.
3	Charlton, H B. <i>Shakespearean Comedy</i> . London: Methuen, 1938.
4	Ford, Boris. <i>The Age of Shakespeare</i> . Harmondsworth: Penguin Books, 1982.
5	Knight, G W. <i>The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays</i> . London: Methuen, 1951.
6	Knight, G W. <i>The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays</i> . London: Methuen, 1951.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Discuss various comedies and tragedies of Shakespeare
CO2	Understand the distinct features of Shakespearean comedies and tragedies
CO3	Describe Shakespearean theatre and audience
CO4	Analyze the role of women, fools and clowns in Shakespearean comedies and tragedies
CO5	Identify the themes and characteristics of Shakespearean sonnets.

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	M	L	H
CO2	M	M	L	M	H
CO3	M	H	M	L	M
CO4	M	H	M	M	L
CO5	M	M	L	L	L

H-High; M-Medium; L-Low

18PENEL201	ELECTIVE I : ECO LITERATURE	SEMESTER II	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To increase interest in the study of literature in relation to environment and ecology. To study the issues related to environment through literature and introduce the presence of eco-consciousness in literature. 			
Credits: 2		Total Hours: 50	
UNIT	CONTENTS	Hrs	CO
I	POETRY DETAILED Rajagopal Parthasarthy - River, Once Attaipat Krishnaswami Ramanujan - A River Gieve Patel - On Killing a Tree Aurobindo Ghose - The Tiger and The Deer Keki Nasserwanji Daruwala - Wolf	10	CO1
II	POETRY NON- DETAILED Henry David Thoreau - Nature Ralph Waldo Emerson - My Garden Douglas Alexander Stewart - The Silkworms Emily Dickinson - Indian summer Rabindranath Tagore - Tame Bird was in a Cage	10	CO2
III	PROSE DETAILED Peter Barry - Eco criticism - Eco criticism or green studies? - Culture and Nature	10	CO3
IV	FICTION Amitav Ghosh - The Hungry Tide Yaan Martel - Life of Pi	10	CO4
V	FICTION Jack London - The Call of the Wild Sarah Joseph - Gift in Green	10	CO5
TEXT BOOK			
1	Barry Peter.2008. <i>BeginningTheory:AnIntroduction to Literary and Cultural Theory.</i> [Third Edition].Manchester University Press.		
2	Amitav Ghosh. 2011. <i>The Hungry Tide.</i> Harper Collins, Noida.		
3	Martel, Yann. 2001. <i>Life of Pi.</i> New York: Harcourt, Inc.		

4	Joseph, Sarah. 2011. <i>Gift in Green</i> . Harper Perennial, New York.
5	London Jack. <i>Call of the Wild</i> . Rupa Publications. New Delhi.
REFERENCE BOOKS:	
1	Garrad, Gerg. 2011. <i>Eco criticism</i> . [Second Edition]. Routledge. UK.

COURSE OUTCOMES (CO)

After completion of the programme, the graduates will be able to:

CO1	Describe eco criticism and its importance
CO2	Understand the need for green literature
CO3	Discuss the relationship between literature and environment
CO4	Trace the environmental issues through literature
CO5	Identify the eco consciousness in literature

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	L	L	M
CO2	L	M	L	L	L
CO3	M	M	L	L	M
CO4	M	M	M	M	L
CO5	M	M	M	M	L

H-High; M-Medium; L-Low

18PENEL202	ELECTIVE I : WOMEN'S LITERATURE	SEMESTER II	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To understand the different phases of feminist criticism. To study the development in the writings of women. 			
Credits: 2		Total Hours: 50	
UNIT	CONTENTS	Hrs	CO
I	1. Feminism and Feminist Literary Criticism- Definitions and types 2. Historical Overview and Major Themes in Feminist Criticism	10	CO1
II	John Stuart Mill - The Subjection of Women Mary Wollstonecraft: - A Vindication of the Rights of Woman	10	CO2
III	Elaine Showalter - The Female Tradition (From a Literature of their Own) Simone de Beauvoir - The Second Sex (Introduction-Woman as the Other) Virginia Woolf - A Room of One's Own	10	CO3
IV	Virginia Woolf - To the Light House (Fiction)	10	CO4
V	Sophocles - Antigone (Drama) Alice Walker - The Color Purple (Fiction)	10	CO5
TEXT BOOKS			
1	Mill John Stuart.2014. <i>The Subjection of Women</i> . Create Space Independent Publishing Platform.		
2	Wollstonecraft Mary. 1996. <i>A Vindication of the Rights of Woman</i> . Dover Publications. New York		
3	Beauvoir Simone de.2010. <i>The Second Sex</i> . RHUK publications.		
4	Woolf Virginia.2003. <i>A Room of One's Own</i> . UBS Publisher and Distributors Pvt. Ltd. Chennai.		
REFERENCE BOOK			
1.	Lodge David and Nigel WoodEd.2000. <i>Modern Criticism and Theory: A Reader</i> . Pearson Longman. UK.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Describe feminism and understand the different phases of feminist criticism
CO2	Analyze the major themes in feminism
CO3	Describe the origin and growth of feminist writing
CO4	Know Major feminist novelists
CO5	Discuss gender issues through literature

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	L	M	L	H	M
CO2	L	M	L	L	M
CO3	M	M	L	L	M
CO4	L	L	L	M	M
CO5	L	M	L	M	M

H-High; M-Medium; L-Low

18PCSENI201	INTER DISCIPLINARY COURSE I : COMPUTERS FOR COMMUNICATION AND E-LEARNING	SEMESTER - II	
COURSE OBJECTIVES The Course aims <ul style="list-style-type: none"> • To learn the basic concepts of computers. • To acquaint students with the proper procedures to create HTML files and learn how to formulate E-learning principles. 			
Credits: 2		Total Hours: 45	
UNIT	CONTENTS	Hrs	CO
I	Introduction to Computers : Anatomy of a digital Computer - Memory units - Auxiliary Storage Devices - Input Devices - Output Devices - Introduction to computer software - Systems - Computer Networks - Communication systems.	9	CO1
II	Hyper Text Markup Language: History of HTML and W3C- HTML and its Flavors- HTML Basics- Elements, Attributes and Tags- Basic Tags. Advanced Tags: Table-Frames-Images-Meta Tag-Planning of Web Page-Model and Structure for Website-Designing Web Pages-Multimedia Content (Audio & Video) Frames.	9	CO2
III	Cascading Style Sheet (CSS): Introduction- Advantages- Adding CSS- Browser Compatibility -CSS and Page Layout- Selectors. Extensible Markup Language(XML): Role of XML-Prolog- Body- Elements- Attributes- Validation- Displaying XML- Namespace.	9	CO3
IV	E-Learning: Definition - Benefits - Challenges & opportunities - ROI metrics & valuation - E-Learning cycle - E-learning strategy. Design and Implementation: Role of tutor - Instructional design - Design issues - Types of learning engagements - Blended learning - Team Infra structure - Vendor relationships - Learning management systems - Testing.	9	CO4
V	Learning Methodology: Organizing learning sequences - Common lesson structures - Creating building blocks - Designing learning sequences - Learning activities - Test and exercise learning - Planning tests - Selecting questions - Sequencing test questions - Feedback - Improve testing - Prevent cheating.	9	CO5

TEXT BOOK	
1	Alexis Leon and Mathews Leon. 2010. <i>Introduction to Computers</i> . [Fourth Edition]. LeonTechWorld, Chennai. (Unit I)
2	Uttam K.Roy. 2016. <i>Web Technologies</i> . [Fourth Edition]. Oxford University Press.(Unit II,III)
3	John R Gardner and Bryn Holmes. 2006. <i>E-Learning: Concepts and Practice</i> . [First Edition]. SAGE Publications Ltd, New Delhi. (Unit IV)
4	William K Horton. 2007. <i>Designing web-Based Training: How to Teach Anyone Anything Anywhere Anytime</i> . [First Edition]. John Wiley & Sons Inc, New York. (Unit V)
REFERENCE BOOKS	
1	French, C.S. 1998. <i>Data Processing and Information Technology</i> , BPB Publications, New Delhi.
2	Sinha, P.K. 1992. <i>Computer Fundamentals</i> . BPB Publications, New Delhi, 1992.
3	Guy Hart Davis.1998. <i>The ABCs of Microsoft Office 97 Professional edition</i> , BPB Publications, New Delhi.
4	Allen, M. W. 2003. <i>Michael Allen's Guide to E-learning: Building Interactive, Fun and Effective Learning Program for Any Company</i> . [First Edition]. John Wiley & Sons Inc, New York.
5	Marc J Rosenberg. 2000. <i>E-Learning: Strategies for Delivering Knowledge in the Digital Age</i> . [First Edition]. McGraw-Hill Education, New Delhi.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Fundamentals of computers
CO2	Formatting and Documentation in HTML
CO3	Advanced concepts in HTML and CCS
CO4	E-learning methodologies
CO5	Designing and learning sequences

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	H	H
CO2	L	L	M	M	H
CO3	M	M	M	H	L
CO4	H	H	L	L	M
CO5	L	L	M	M	M

H-High; M-Medium; L-Low

18PCSENIP201	INTER DISCIPLINARY COURSE PRACTICAL- I: COMPUTERS FOR COMMUNICATION AND E-LEARNING	SEMESTER - II	
COURSE OBJECTIVES			
The course aims			
<ul style="list-style-type: none"> • To offer an introduction to Microsoft Windows 7, Microsoft Word 2010, Microsoft Excel 2010 and Microsoft PowerPoint 2010 • To acquaint students with the proper procedures to create documents, worksheets, databases and presentations suitable for coursework, professional purposes and personal use • To offers a big advantage over its kin by allowing instructors to design with multiple media in an online environment • To understand, how to integrate all of the media into an effective learning environment 			
			Total Hours: 30
PROGRAM	CONTENTS	Hrs.	CO
1	Create Newspaper which includes Main Heading-Sub Heading, Pictures, Graph and news in double column format in MS-Word 2010.	03	CO1
2	Send a resume to different companies using Mail merge concept in MS-Word 2010.	03	CO1
3	Create a excel sheet with student mark list and display result analysis using MS-Excel 2010.	03	CO2
4	Create a chart using Chart Wizard, changing the chart type, color, printing documents in MS-Excel 2010.	03	CO2
5	Set an audio and video with animation effect in PowerPoint, grouping and ungrouping clip art and cropping.	03	CO3
6	Design a website that incorporates all types of hyper links, image and paragraph tags, table tags and text formatting tags.	03	CO4
7	Design a website to display the details about galaxy using image map in HTML.	03	CO4
8	Develop a Program that should use tool to convert power point presentation to E-learning publishable format (SWF).	03	CO4
9	Develop a Program that should use tool to convert power point presentation to E-learning publishable format and it should include external link.	03	CO5
10	Identify any E-learning web site and publish the E-content to the other users.	03	CO5

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO 1	Practice the Formatting and mail merge option in MS_Word
CO 2	Work on Types Chart and Data Analysis in MS_Excel
CO 3	Know about Animation and Presentation effects in MS_Powerpoint
CO 4	Practice on Image and Formatting tags in HTML
CO 5	Work on E-Content and Publishable Format

18PVE201	VALUE EDUCATION: HUMAN RIGHTS	SEMESTER - II	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To make the students to understand the concepts of human rights. 			
Credits: 2		Total Hours: 25	
UNIT	CONTENTS	Hrs	CO
I	Human Rights: Definition - Historical Evolution - Classification of Rights - Universal Declaration of Human Rights - International Covenants on Economic and Social Rights - Constitutional Provision for Human Rights - Fundamental Rights - Directive Principles of the State Policy - Indian Constitution.	5	CO1
II	Civil and Political Rights: Right to Work - Right to Personal Freedom - Right to Freedom of Expression - Right to Property - Right to Education - Right to Equality-Right to Religion - Right to Form Associations and Unions - Right to Movement-Right to Family - Right to Contract - Right to Constitutional Remedies-Right to Vote and Contest in Elections - Right to Hold Public Offices-Right to Petition-Right to Information - Right to Criticise the Government-Right to Democratic Governance.	5	CO2
III	Economic Rights: Right to Work - Right to Adequate Wages - Right to Reasonable Hours of Work - Right to Fair Working Conditions - Right to Self Government in Industry - Customer Rights - Social and Cultural Rights - Right to Life - Right to Clean Environment.	5	CO3
IV	Women's Rights: Right to Inheritance - Right to Marriage - Divorce and Remarry -Right to Adoption - Right to Education - Right to Employment and Career. Advancement - Rights Relating to Dowry - Right for Equality - Right for Safe Working Conditions - Children's Rights - Right to Protection and Care - Right to Education - Issues Related with Infanticide - Street Children - Child Labour-Bonded Labour - Refugees Rights - Minority Rights - Dalit Rights-Tribal Rights-Nomads Rights.	5	CO4
V	Human Rights Violation: International, National, Regional Level Organizations to Protect Human Rights - UNO - National Commission for Human Rights - State Commissions - Non Governmental Organizations and Human Rights - Amnesty Terrorism and Human Rights - Emergency and Human Rights - Judiciary and Human Rights - Media and Human Rights - Police	5	CO5

	and Human Rights.		
REFERENCE BOOK			
1	<i>Paul Singh. Human Rights and Legal System. Himalaya Publishing House, New Delhi.</i>		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Understand the core principles of human rights philosophy
CO2	Know the importance and functions of human rights commission
CO3	Apply their rights for democracy, human rights and gender equality
CO4	Know the rights from the Governance, economic and social development through various Acts
CO5	Understand the right to information Act, rights for women, children, Nomads, refugees and various sector of people in our country

18PLS201	CAREER COMPETENCY SKILLS II	SEMESTER - II	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To enhance employability skills and to develop career competency. 			
Credits: 3		Total Hours: 50	
UNIT	CONTENTS	Hrs	CO
I	Interview Skills - Types of Interview - Groundwork before Interview - Abide by the dress code - Importance of Body language in Interviews - Tell Us about yourself - Do's and Don'ts of an interview - Concluding an Interview - A Mock Interview.	3	CO1
II	Resume Preparation - Difference between a Resume and CV - The main body of Resume - The Career objective in Resume - A Fresher's Resume - Antiquity of Soft Skills - Classification of Soft Skills - Personality Analysis - Interpersonal Skills.	3	CO2
III	Body Language - Emotion displayed by Body Language - Group Discussion - Group Discussion types - Guidelines Do's and Don'ts during a Group Discussion - Concluding the Discussion - The technique of Summing Up.	3	CO3
IV	Speaking Skills - Effective Speaking Guidelines - Reading Skills - Types of Reading Skills - Barriers to Speed Reading - Listening Skills - Stages of Listening - Types of Listening - Barriers to Listening - Beware of Pitfalls - Avoid Errors : Indianisms in English - Most common errors in the world - Similar but not Quite the same - Words that are Singular or Couple.	3	CO4
V	Avoid Pitfalls: of Beware Self-improvement - Facilitating Laboratory: Language Techniques and Concepts E-learning	3	CO5
TEXT BOOK			
1	<i>Barun K. Mitra. 2011. Personality Development and Soft skills. [Second Edition]. Oxford University Press, New Delhi.</i>		
REFERENCE BOOK			
1	<i>S.P. Dhanavel. 2015, English and Soft Skills. [Second Edition]. Orient Black Swan Publishers, New Delhi.</i>		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Understand the types of Interviews, Dress Code and Styles
CO2	Develop Resume content and structures.
CO3	Improve body language skills.
CO4	Know how to represent self through communication.
CO5	Attain the different level of Learning Skills.

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	H	L
CO2	H	H	H	H	L
CO3	H	M	H	L	L
CO4	H	M	H	L	H
CO5	H	H	H	M	H

H-High; M-Medium; L-Low

18PENM301	CORE IX: RHETORIC AND RESEARCH METHODOLOGY	SEMESTER - III	
<p>COURSE OBJECTIVES</p> <p>The Course aims</p> <ul style="list-style-type: none"> • To introduce the students to the fundamental aspects of rhetoric and research methodology. • To help the students to acquire research-writing skills. 			
Credits: 4		Total hours : 50	
UNIT	CONTENTS	Hrs	CO
I	<p>Research Process: Research and Writing - Selecting a Topic - Conducting Research - Compiling a Working Bibliography - Evaluating Sources - Taking Notes - Outlining - Writing Drafts - Language and Style - Plagiarism.</p>	10	CO1
II	<p>The Mechanics of Writing: Spelling - Punctuation - Italics - Names of Persons - Numbers - Titles of Work in Research Papers - Quotations - Capitalization and Personal Names in Languages.</p>	10	CO2
III	<p>Documentation of a Research Paper: Documenting Sources - MLA Style - Citing Periodical Print Publication - Citing Non-periodical Print Publication - Citing Web Publication - Citing Additional Common Sources.</p> <p>Documentation: Citing Sources in the Text: Parenthetical Documentation and the List of Works Cited - Information Required in Parenthetical Documentation - Readability - Sample References - Using Notes with Parenthetical Documentation.</p>	10	CO3
IV	<p>Basics of Writing: Characteristics of a Composition - Structure of a Paragraph - Methods of Paragraph Organization - Principles of Effective Writing - Aspects of Style.</p> <p>The Format of the Research Paper: Margins - Text Formatting - Heading and Title - Page Numbers - Tables and Illustrations - Paper and Printing - Corrections and Insertions - Binding - Electronic</p>	10	CO4

	Submission.		
V	Forms of Discourse: Expository Discourse - Argumentative Discourse -Persuasive Discourse - Descriptive Discourse - Narrative Discourse.	10	CO5
TEXT BOOK			
1.	Forms of Discourse: Expository Discourse - Argumentative Discourse -Persuasive Discourse - Descriptive Discourse - Narrative Discourse.		
REFERENCE BOOK			
1.	Cleanth Brooks & Robert Penn Warren. 1949. <i>Modern Rhetoric: With Readings</i> . Harcourt, Brace and Company, New York.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Understand some basic concepts of research and its methodologies
CO2	Identify appropriate research topics
CO3	Select and define appropriate research problem and parameters
CO4	Organize and conduct research (advanced project) in a more appropriate manner
CO5	Write a research report and thesis and a research proposal (grants)

MAPPING

PSO \ CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	M	M	M
CO2	H	H	H	H	H
CO3	M	M	M	H	H
CO4	L	L	M	L	M
CO5	H	M	H	M	H

H-High; M-Medium; L-Low

18PENM302	CORE X: AMERICAN LITERATURE	SEMESTER III	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To introduce the learners to significant aspects in various genres of American literature. To help the learners get acquainted with the richness of American literature through representative works of poets, essayists, playwrights and novelists. 			
Credits: 4		Total hours : 50	
UNIT	CONTENTS	Hrs	CO
I	POETRY DETAILED Edgar Allan Poe - The Raven Walt Whitman - When Lilacs Last in the Dooryard Bloom'd Emily Dickinson - Because I Could Not Stop for Death" Robert Frost - Birches	10	CO1
II	POETRY NON DETAILED Hart Crane - Poem: To Brooklyn Bridge E. E. Cummings - The Grasshopper Wallace Stevens - The Emperor of Ice-Cream William Carlos Williams - Yachts Sylvia Plath - Daddy	10	CO2
III	PROSE DETAILED Ralph Waldo Emerson - The American Scholar Henry David Thoreau - Where I Lived and What I Lived for? from <i>Walden Pond</i> John F. Kennedy - Inaugural Address (Presidential Inauguration of John. F. Kennedy on January 20, 1961 January 20, 1961 At Washington, D.C)	10	CO3
IV	DRAMA DETAILED Arthur Miller - Death of Salesman NON -DETAILED Eugene O'Neill - Emperor Jones	10	CO4

V	FICTION		10	CO5
	Mark Twain	- Huckleberry Finn		
	Ernest Hemingway	- For Whom the Bell Tolls		
TEXT BOOKS				
1.	Cunliffe, Marcus. <i>American Literature to 1900</i> . New York: P. Bedrick Books, 1987.			
2.	McMichael, George L, and Frederick C. Crews. <i>Concise Anthology of American Literature</i> . New York:Macmillan, 1985.			
REFERENCE BOOKS				
1.	Matthiessen, F O. <i>American Renaissance: Art and Expression in the Age of Emerson and Whitman</i> .N.p., 1941.			
2.	Spiller, Robert E. <i>Literary History of the United States</i> . New York: Macmillan, 1963.			

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Learn a deeper understanding of the different social, ethical and cultural values of the American society through poetry.
CO2	Examine the historical, geographical, ethnic and cultural pressures which shape and interrogate the American canon.
CO3	Acquire a comprehensive and historic view of American literature from the colonial period to the recent developments and contributions of the contemporary writers.
CO4	Learn perspectives of contemporary American Literature in the multi-cultural scenario.
CO5	Understanding the history, major themes and concerns reflected in American Literature.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	M	H	L
CO2	H	M	M	H	M
CO3	H	H	M	H	M
CO4	M	M	H	H	H
CO5	H	H	M	M	M

H-High; M-Medium; L-Low

18PENM303	CORE XI: POST COLONIAL STUDIES	SEMESTER III	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To help the students gain knowledge of the major and minor writers from colonial countries. To teach the background, culture and tradition of various countries. 			
Credits: 4		Total hours : 50	
UNIT	CONTENTS	Hrs	CO
I	POETRY (Detailed)	10	CO1
	Judith Wright - Train Journey		
	Chinua Achebe - Refugee Mother and Child		
	Derek Walcott - A Far cry from Africa		
II	POETRY (Non-Detailed)	10	CO2
	Matthew Arnold - Dover Beach		
	A.D. Hope - The Death of the Bird		
	Judith Wright - Peacock		
	I. Bruce Beaver - Letter to Live Poets		
III	Drama (Detailed)	10	CO3
	Wole Soyinka - The Lion and the Jewel		
	Ray Lawler - Summer of the Seventeenth Doll		
IV	Prose (Detailed)	10	CO4
	Chinua Achebe - The Novelist as a Teacher		
	- Trouble with Nigeria (i) Where the Problem Lies (ii) Tribalism		
V	Fiction	10	CO5
	Khaled Hosseini - A Thousand Splendid Suns		
	Gabriel Joes Gracia Marquez - One Hundred Years of Solitude.		

TEXT BOOKS	
1.	Soyinka Wole. 1963. <i>The Lion and the Jewel</i> . Oxford University press. New York.
2.	Hosseini Khaled.2013. <i>A Thousand Splendid Suns</i> . Bloomsbury publishing. India Ltd.
3.	Gracia Marquez Gabriel Joes, Gabril Joes.1972 <i>One Hundred Years of Solitude</i> .penguin books.Ltd.
4.	Achebe,chinua. Collected Poems Penguin Modern classics.
5.	Achebe,chinua. Hopes and Impediments selected essays. Picador books.
6.	Wright, Judith. Collected poems. Harper Collins publications.
7.	Arnold, Matthew. <i>Dover beach and other poems</i> . Dover publications.Inc in 1994.
8.	Lawler Ray. 2011 <i>Summer of the Seventeenth Doll</i> . Samuel French. New York.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Gain knowledge on different genres in postcolonial studies.
CO2	Realize the state of poets and their poetries in cultural aspects.
CO3	Attain the knowledge of drama and its techniques.
CO4	Impart the writing skill of prose and its nuances.
CO5	Acquire the social background, cultural and traditional aspects of different countries.

MAPPING

PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO					
CO1	M	M	M	M	M
CO2	H	H	H	H	H
CO3	M	L	M	L	M
CO4	H	H	H	H	H
CO5	H	H	H	H	H

H-High; M-Medium; L-Low

18PENM304	CORE XII: WORLD CLASSICS IN ENGLISH	SEMESTER III	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> • Enable the students to appreciate the writings for literary values, cultural importance, philosophical and socio-political background. • To facilitate the development of cross-cultural perspectives. 			
Credits: 4		Total hours : 50	
UNIT	CONTENTS	Hrs	CO
I	POETRY Homer - The Iliad Book III Thiruvalluvar - Thirukkural Book II (65,72&73)	10	CO1
II	POETRY Dante - The Inferno (Canto III) Gibran - The Prophet	10	CO2
III	PROSE St.Augustine - The Confessions Book - I	10	CO3
IV	DRAMA Kalidasa - Sakuntala	10	CO4
V	FICTION Leo Tolstoy - Anna Karenina Books (1 & 2)	10	CO5
TEXT BOOKS			
1.	TW: Thiruvalluvar. <i>The Weaver</i> (English translation by Himalayan Academy, Concord, California, Manuscript)		
2.	Kalidasa.1937. <i>Sakuntala</i> . Macmillan &Co. Limited.		
3.	Amy Mandelker. 1995. <i>The Judgement of Anna Karenina. A plot of her own:</i>		
REFERENCE BOOKS			
1.	Mancrief, A.R Hope.1995. <i>Classical Legends (Myths & Legends)</i> .Chancellor Press.		
2.	Easterling.P.E,ed. <i>The Cambridge Companion to Greek Tragedy</i> : Cambridge, University Press.		
3.	<i>The female protagonist in Russian Literature</i> . Ed. Sona Stephen Hoisington. Chicago: Northwestern University Press.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Examine world literary works across multiple genres, cultural importance and philosophical background.
CO2	Appreciate the qualities that make a work of literature a classic.
CO3	Discern literature across the globe and learn the different cultures, style and literary techniques from cross cultural perspectives.
CO4	Learn insight on the translation theories related to various genres of literature.
CO5	Acquire knowledge about classic literatures of the world that have been translated into English.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	M	H	M
CO2	L	H	M	H	M
CO3	M	H	H	L	M
CO4	M	H	M	H	M
CO5	H	M	M	H	H

H-High; M-Medium; L-Low

18PENEL301	ELECTIVE II: TRANSLATION STUDIES	SEMESTER III	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To introduce the students the methods followed in translation and to acquire translation skills. To enable the students to understand the difference between original and translated language and its impact on the reader. 			
Credits: 2		Total hours : 50	
UNIT	CONTENTS	Hrs	CO
I	Definition of Translation - What is translation? - Why is translation needed? - Principles of Translation - Translation an Art or Science? - Types of Translation - Aesthetic Translation - Scientific Translation.	10	CO1
II	Translation Down the Ages (Ancient, Middle and Modern) - Translation Theories - Bible Translators - Eugene Nida - Cat Ford - Peter Newmark - Susan Bassnett - Andre Lefevere.	10	CO2
III	Translations During the Specific Ages- Dryden - Pope - Johnson - Writers and Translators - Translation in Romantic Age - Shelley - Arnold (translating Homer) .	10	CO3
IV	Types of Translation - Adaptation - Transcreations (Valmiki's Ramayana -Lamb's Tales From Shakespeare - Tennyson's Ulysses - Panchalism) - Paraphrasing - Summarizing - Retelling - Graphological Translation - Graphological Translation - Phonological Translation - Translational Shifts.	10	CO4
V	Problems in Translation - Linguistic -(Semantic - Lexical Problems) Extra Linguistic - (Cultural Problem - Faith - Food Habit - Fauna and Flora - geography - history - myth) Semantic Problems - (meaning based problems - valiant vs equivalence - translation of proverbs)The Dhavani Theory (Rasa Kavya - Emotional Literature)	10	CO5
TEXT BOOKS			
1.	Susan Bassnett. 2005. <i>Translation Studies</i> . Routledge. London.		
2.	Douglas Robinson. 2002. <i>Translation Theory from Herodotus to Nietzsche</i> .Routledge. New York.		
REFERENCE BOOKS			

1.	Catford J.C. 1965. A Linguistic Theory of Translation. Longman. London.
2.	Edwin Gentzler. 2001. Contemporary Translation Theories. Routledge. NewYork.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Demonstrate knowledge in Translation Studies and assessment of learning.
CO2	Have an awareness of what it means to be a professional translator.
CO3	Follow the principles of ethics in Translation Studies in academia and in general.
CO4	Critically apply theories, methodologies, and knowledge to address fundamental questions in Translation Studies.
CO5	Evaluate personal language skills and undertake a translation activity.

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	M	H	M
CO2	H	H	M	H	M
CO3	M	H	H	M	H
CO4	M	H	H	H	M
CO5	M	H	M	M	L

H-High; M-Medium; L-Low

18PENEL301	ENGLISH IN ADVANCED WRITING	SEMESTER III	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To help the students to identify a toolkit approach to academic writing. To train the students to gather, interpret, analyze and synthesize data or information for media. 			
Credits: 2		Total hours : 50	
UNIT	CONTENTS	Hrs	CO
I	Information Accession 1. Prewriting techniques a) Note-making b) Note-taking c) Mind mapping etc. 2. Representing Data / Information Management a) Definition b) Analysis c) Interpretation d) Argument	10	CO1
II	Documentation 1. Citing Resources / Academic integrity a) Bibliography b) Parenthetical documentation c) Avoiding plagiarism	10	CO2
III	Composition 1. Writing process / Synthesizing information a) Paragraphing - Coherence, Cohesion b) Writing the topic sentence c) Explanation and Expansion d) Illustration e) Introduction and Conclusion 2. Mechanics and language verification a) Register b) Vocabulary	10	CO3

	c) Style		
IV	<p>Analysis of writing in Academic Journals</p> <p>a) Text Structure b) Argument c) Language d) Content</p> <p>The students are expected to read articles in academic journals and magazines and identify the different components of research writing and offer commentary/critique.</p>	10	CO4
V	<p>Practice in research writing</p> <p>Choosing the primary source and the secondary source</p> <p>The student is expected to choose a text preferably published within the past five years – Fiction, Drama, Poetry or Non- fiction.</p> <p>Preparation of a literary journal</p> <p>a) Writing for publication b) Peer observation c) Editing/proof – reading</p>	10	CO5
TEXT BOOKS			
1.	Bailey, Stephen. Academic Writing- A handbook for International students. New York: Routledge, 2008.		
2.	Berry, Ralph. The Research Project-How to write it. London: Routledge, 2004.		
3.	Butler, Linda. Fundamentals of Academic Writing. New York: Pearson education, Inc, 2007.		
REFERENCE BOOKS			
1.	Coffin, Caroline et.al. Teaching Academic writing- A Toolkit for Higher Education. London: Routledge,2003.		
2.	Craswell, Gail. Writing for Academic Success- A Postgraduate Guide. London SagePublications, 2005.		
3.	Gibaldi, Joseph. MLA handbook (sixth edition). New Delhi: Eastwest press edition, 2004.		
4.	Hart, Chris. Doing your Master’s Dissertation. London: Sage Publications,2005		
5.	Hamp-Lyons, Liz and Ben Heasley. Study Writing- A Course in Writing Skills for Academic purposes. Cambridge: Cambridge University Press, 2006.		

6.	Oliver, Paul. <i>Writing Your Thesis</i> . New Delhi: Vistaar Publications, 2004.
7.	Potter, Stephen. (ed). <i>Doing Postgraduate Research</i> . London: Sage Publications, 2002.
8.	Rosen, Leonard J. <i>The Academic Writer's Handbook</i> . Pearson Longman, 2006.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Understand the importance and techniques of Academic writing.
CO2	Learn the methodology of the research problem and results.
CO3	Know the value of writing and its relevance in digital era.
CO4	Trace out the characteristics of Academic writing.
CO5	Develop the practice and preparation of writing for the media.

MAPPING

PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	M	M
CO2	L	L	L	L	H
CO3	M	M	H	H	H
CO4	M	M	L	H	H
CO5	L	L	L	H	H

H-High; M-Medium; L-Low

18PMAENI301	INTER DICIPINARY COURSE II: APTITUDE AND REASONING FOR COMPETITIVE EXAMINATIONS	SEMESTER III	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To equip the students for writing competitive examinations. 			
Credits: 4		Total hours : 40	
UNIT	CONTENTS	Hrs	CO
I	Series completion - Coding-Decoding - Blood relations. (Chapter 1, Chapter 4 and Chapter 5)	08	CO1
II	Puzzle Test - Direction sense test - Logical Venn Diagram. (Chapter 6, Chapter 8 and Chapter 9)	08	CO2
III	Number Ranking and Time Sequence Test - Mathematical operation. (Chapter 12 and Chapter 13)	08	CO3
IV	Logical sequence of words - Arithmetical Reasoning - Inserting the missing character (Chapter 14, Chapter 15 and Chapter 16)	08	CO4
V	Data Sufficiency - Situation Reaction Test. (Chapter 17 and Chapter 20)	08	CO5
REFERENCE BOOK			
1.	Agarwal, R.S., 2011. <i>A Modern Approach to Verbal and Non-Verbal Reasoning</i> , S.Chand & Company Ltd., New Delhi.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO 1	Gain knowledge on coding and decoding
CO 2	Perform mathematical operations and finding solutions to puzzles
CO 3	Find the pattern of given numerical series
CO 4	Predict the logical sequence of given words and missing characters
CO 5	Answer with his presence of mind.

MAPPING					
CO \ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	L	L	L	L	L
CO 2	H	H	H	H	H
CO 3	H	H	H	H	H
CO 4	M	M	M	M	M
CO 5	M	M	L	M	L

H-High; M-Medium; L-Low

18PENM401	CORE XIII: LITERARY THEORIES	SEMESTER IV	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To introduce the learners to literary theory from the beginning of the twentieth century to the present day. To help the learners apply theory in the analysis of literary texts. 			
Credits: 4		Total hours : 60	
UNIT	CONTENTS	Hrs	CO
I	New Criticism, Semiotics, Formalism	12	CO1
II	Structuralism, Post structuralism, Deconstruction	12	CO2
III	Modernism, Postmodernism, New Historicism and Cultural Materialism, Magical Realism	12	CO3
IV	Feminism, Neo - Feminism, Queer Theory, Eco criticism, Marxism, Neo - Marxism, Colonialism, Post colonialism	12	CO4
V	Intertextuality, Phenomenology, Hermeneutics, Reader-Response Criticism, Narratology, Discourse Analysis, Stylistics	12	CO5
TEXT BOOKS			
1.	Abrams M.H, Harphman Geoffrey. <i>A Handbook of Literary Terms</i> . New Delhi:Cleanage, 2007		
2.	Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester: Manchester UP, 2009.		
3.	Habib, M.A.R, <i>A History of Literary Criticism: From Plato to the Present</i> , USA:		
REFERENCE BOOKS			
1.	Culler, Jonathan. <i>Literary Theory</i> . New Delhi: Oxford UP, 2011.		
2.	Said, Edward W. <i>Orientalism</i> . London: Vintage Books, 1979.		
3.	Showalter, Elaine. <i>Towards a Feminist Poetics. Twentieth Century Literary Theory</i> . Ed. K.M. Newton. London: Macmillan, 1988.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Understand the important theoretical methodologies.
CO2	Summarize key concepts or arguments of Literature theories.
CO3	Analyze concepts or arguments successfully in a close reading of a literary text.
CO4	Evaluate the strengths and limitations of critical/theoretical arguments.
CO5	Apply the theories in research project.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	M	M	L
CO2	L	H	M	M	H
CO3	M	H	H	M	L
CO4	M	H	M	M	M
CO5	M	H	M	H	H
H-High; M-Medium; L-Low					

18PENM402	CORE XIV : NEW LITERATURES IN ENGLISH	SEMESTER IV	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To introduce the students of English Literature to a new breed of writing which talks about their oppressed feelings, ventilates their emotions, airs their protests, etc. To sensitize them to the pain and plight of the marginalized. 			
Credits: 4		Total hours : 60	
UNIT	CONTENTS	Hrs	CO
I	INTRODUCTION 1. Birth, evolution & growth of NLE 2. Coloniality - struggle - protest - marginality - rootlessness - poverty - 'otherness' 3. Post Imperial Literature to Commonwealth Literature, Postcolonial Studies to New Literatures 4. Politics in name 5. Themes and concerns 6. Approach & appreciation	12	CO1
II	PROSE 1. The Myth, Ritual and the African World : Wole Soyinka 2. Nation and Narration : Homi K. Bhabha	12	CO2
III	POETRY 1. A Common Hate Enriched our Love and Us: Dennis Brutus 2. A Far Cry From Africa : Derek Walcott 3. Africa : David Diop 4. Journey to the Interior : Margaret Atwood 5. Time : Allen Curnow 6. Abiku : Soyinka & J. P. Clarke 7. Australia : A. D. Hope	12	CO3
IV	DRAMA Madmen and Specialists : Akinwande Oluwole S.	12	CO4
V	FICTION 1. Cry the Beloved Country : Alan Paton 2. A Million Mutinies Now : V.S. Naipaul 3. The English Patient : Michael Ondaatje	12	CO5
TEXT BOOKS			
1.	Robert J. C. Young, <i>A Short Introduction to Postcolonialism</i> . Oxford: OUP, 2006.		
2.	Bill Ashcroft, et. al, <i>The Empire Writes Back</i> . London: Routledge, 1989.		
3.	C.D. Narasimhaiah, Ed., <i>An Anthology of Commonwealth Poetry</i> . Chennai: Macmillan, 1990.		

REFERENCE BOOKS	
1.	Trevor James, <i>English Literature from the Third World</i> . Oxford: Longman, 1986.
2.	C.L. Innes, <i>The Cambridge Introduction to Postcolonial Literatures in English</i> . Cambridge: CUP, 2007.
3.	Ngugi wa Thiong'o, <i>Decolonizing the Mind</i> . Nairobi: East African Educational Publishers, 1986.
4.	Michael Etherton, <i>The Development of African Drama</i> . London: Hutchinson, 1982.
5.	William Walsh, Ed., <i>Readings in Commonwealth Literature</i> . London: OUP, 1973.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	To make the learners to familiarize with writers of new literatures.
CO2	To enable the learners to appreciate various cultures, process of decolonization.
CO3	To familiarize them to the recent works of writers from different pocket of the world with an open mind, to understand and appreciate them.
CO4	To weigh the claims of universalism made on behalf of canonical texts in Just a position to the elements of hybridity, marginality, plurality and otherness, by examining these texts.
CO5	To acquire knowledge about new fields in new literatures.

MAPPING					
PSO \ CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	L	H	H
CO2	H	M	M	H	M
CO3	M	H	H	H	M
CO4	H	M	M	M	M
CO5	M	H	M	H	M
H-High; M-Medium; L-Low					

18PENM403	CORE XV: ENGLISH LANGUAGE TEACHING	SEMESTER IV	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> • To acquire the essentials of teaching English as a second/foreign language. • To internalize the various methods of English language teaching, theory and practice. 			
Credits: 4		Total hours : 60	
UNIT	CONTENTS	Hrs	CO
I	A brief history of language teaching- The Grammar-Translation Method- Language teaching innovations in the nineteenth century - The Reform Movement-The Direct Method-The methods era- Approaches and methods in teacher preparation programs.	12	CO1
II	The nature of approaches and methods in language teaching- Theory of language- Theory of language learning- Objectives- Content choice and organisation: The Syllabus-Types of learning and teaching activities-Learner roles-Teacher roles- The role of instructional materials.	12	CO2
III	<p>The Oral Approach and Situational Language Teaching: Vocabulary control- Grammar control</p> <p>i) The Silent Way: Background- Approach-Design-Procedure Conclusion</p> <p>ii) Community Language Learning: Background- Approach-Design-Procedure- Conclusion</p> <p>iii) Suggestopedia: Background- Approach-Design-Procedure- Conclusion.</p> <p>iv) The Lexical Approach: Background- Approach-Design-Procedure-Conclusion.</p> <p>v) Competency Based Language Teaching: Background- Approach-Design-Procedure- Conclusion.</p>	12	CO3
IV	<p>The Audio-lingual Method: Background- Approach-Design-Procedure- Conclusion</p> <p>Communicative Language Teaching: Background- Approach-Design-Procedure- Conclusion</p>	12	CO4

	The Natural Approach: Background- Approach- Design-Procedure-Conclusion Cooperative Language Learning: Background- Approach-Design-Procedure- Conclusion.		
V	The Post-methods era- Role of contextual factors- The need for curriculum development processes- Lack of research basis-similarity of classroom practices- Beyond approaches and methods- Challenges.	12	CO5
TEXT BOOK			
1.	Richards C. Jack& Rodgers S. Theodore. 2010. <i>Approaches and Methods in Language Teaching</i> . Second Edition. Cambridge University Press.		
REFERENCE BOOK			
1.	Krishnaswamy, N. 2008. <i>Methods of Teaching English</i> Chennai: Macmillan IndiaPress.		

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Decipher the methodology of teaching English as a second language and in the material preparation.
CO2	Incorporate effective communication skills by using the methodology of teaching language through literature.
CO3	Develop theoretical concepts which serve as a back drop for teaching English.
CO4	Gain knowledge on how to teach in class room situations both in schools and colleges.
CO5	Understanding the evolution of English language from multiple contexts.

MAPPING					
PSO CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	H	H
CO2	L	L	M	M	H
CO3	M	M	M	H	L
CO4	H	H	L	L	M
CO5	L	L	M	M	M

H-High; M-Medium; L-Low

18PENM404	CORE XVI: COMPARATIVE LITERATURE	SEMESTER IV	
COURSE OBJECTIVES			
The Course aims			
<ul style="list-style-type: none"> To acquaint students of literature with a knowledge of using comparison as a tool of criticism. To help the students compare literature books writers and ideas etc. 			
Credits: 4		Total hours:60	
UNIT	CONTENTS	Hrs	CO
I	Definition of the term Comparative Literature - National Literature - World Literature and Comparative Literature - Comparative Literature in India : A Perspective - Bjay Kumar Das.	12	CO1
II	Influence and Imitation - Unconscious Imitation and Conscious Influence - Translation -Role of Translation in Comparative Literature -	12	CO2
III	Epoch, Period and Generation - the Link between Comparative Literature and History of Literature - Comparing Hawthorne's <i>the Scarlet Letter</i> with Anandhamoorthy's <i>Samskara</i>	12	CO3
IV	Genres - Comparing two Texts on the basis of Form - Comparing Novels, Plays and Poems -A.J.M. Smith's "Ode on the Death of W.B.Yeats" with W.H.Auden's " In memory of W.B.Yeats.	12	CO4
IV	Thematology - Comparing Works on the basis of Themes - Defining terms like Motif, Leitmotif - Characters and Situations. Comparison between Shakespeare's <i>Antony and Cleopatra</i> with Dryden's <i>All for Love</i> ,	12	CO5
TEXT BOOKS			
1	Brooks, Cleanth and Robert Penn Warren. <i>Modern Rhetoric</i> . Atlanta: Harcourt, Brace & World,1958. Print.		
2	Mohan, Devinder. <i>Comparative Poetics: Aesthetics of the Ineffable</i> . New Delhi: Intellectual Publishing House, 1988. Print.		
3	Peck, John and Martin Coyle. <i>Practical Criticism</i> . New York: Palgrave, 1995. Print.		
4	Ddaiches, David. <i>Critical Approaches to Literature</i> . Kolkata: Orient Longman, 2006. Print.		

5	Spivak, Gaythri Chakravorthy. <i>Death of a Discipline</i> . Columbia: Columbia University Press, 2003.Print.
6	Bijay Kumar. <i>Comparative Literature: Essays in Honour of Professor Mr. Khan</i> . Atlantic Publishers and Distributors, 2000. Print.
REFERENCE BOOK	
1.	Subramaniam, N, Srinivasan, Padma & Balakrishnan G.R . eds. <i>Introduction to the Study of Comparative Literature Theory and Practice</i> . Tamilnadu: Teesi Publications, 1997.Print.

COURSE OUTCOMES (CO)

After completion of the course, the students will be able to

CO1	Demonstrate a comparative understanding of national literature and literary traditions within the context of world literature through close readings of primary texts in their original languages and in translation
CO2	Situate texts within their cultural and historical contexts by integrating and analyzing secondary scholarship and criticism
CO3	Cultivate an understanding of major critical and interpretive methods and apply them to primary literary sources to construct interpretive arguments in the essay form
CO4	Demonstrate advanced proficiency in at least one literary tradition other than English by successfully completing three upper division courses in that language and literature
CO5	Develop analytical and critical thinking and research skills through close reading of works in comparative perspective.

MAPPING

PSO \ CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	H	H
CO2	H	H	M	H	H
CO3	H	H	M	H	H
CO4	M	H	H	H	H
CO5	H	H	H	M	M

H-High; M-Medium; L-Low

1. SUBMISSION OF RECORD NOTE BOOKS AND PROJECT DISSERTATION:

Candidates appearing for Practical Examinations and Project Viva-Voce shall submit Bonafide Record Note Books/ Dissertation prescribed for Practical/ Project Viva-Voce Examinations, otherwise the candidates will not be permitted to appear for the Practical/ Project Viva-Voce Examinations.

2. PASSING MINIMUM AND INTERNAL MARK DISTRIBUTION (Theory, Practical and Project)

(i) THEORY

The candidate shall be declared to have passed the Examination, if the candidate secure not less than 50 marks put together out of 100 in the Comprehensive Examination in each Theory paper with a passing minimum of 38 marks in External out of 75.

Internal Marks Distribution [CA- Total Marks: 25]

Attendance	: 5 Marks
Assignment	: 5 Marks
Seminar	: 5 Marks
Internal Examinations	: 10 Marks
Total	: 25 Marks

(ii) PRACTICAL

The candidate shall be declared to have passed the Examination, if the candidate secure not less than 50 marks put together out of 100 in the Comprehensive Examination in each practical paper with a passing minimum of 30 marks in external out of 60.

Continuous Assessment (CA) (40 Marks)	
Experiment	10 Marks
Attendance	5 Marks
Record	5 Marks
Internal Examinations	20 marks
Total	40 Marks

External Marks (CE): 60 Marks

Comprehensive Examination(CE) (60 Marks)	
Problem Understanding	10 Marks
Implementation	40 Marks
Debugging and Modification	5 Marks
Correct Output and Viva	5 Marks
Total	60 Marks

(iii) PROJECT WORK /DISSERTATION

- The project work shall be carried out by each student in the IV semester and has to be completed at the end the Semester.
- Upon completion of the project work/dissertation the candidate will be required to appear for a Viva-Voce conducted by an external examiner.
- The Student has to attend three reviews before completing his/her Project.
- All three reviews will be reviewed by Subject expert.
- A candidate failing to secure the prescribed passing minimum in the dissertation shall be required to re-submit the dissertation with necessary modifications.

CAREER COMPETENCY SKILLS

METHODOLOGY OF ASSESSMENT

On Line Objective Examination (Multiple Choice questions)- Semester I

- 100 questions-100 minutes
- Twenty questions from each UNIT.
- On line examination will be conducted at the end of the I Semester.

Viva-Voce- Semester II

- A Student has to come in proper dress code and he/she should bring 2 copies of Resume for the Viva-Voce.
- A student may be asked to
- Give Self Introduction
- Submit the resume to the examiner(s) and answer the questions based on it.
- Speak on any given topic for at least two minutes.
- Give a presentation for 10 minutes on a topic of their choice.
- Sit with other students in a Group for a Discussion.

Mark Distribution Pattern

Comprehensive Examination (CE): 150 Marks

Continuous Assessment (CA) : 50 Marks

The candidate shall be declared to have passed the Examination, if the candidate secure not less than 100 marks put together out of 200 in the Comprehensive Examination in each Project with a passing minimum of 75 marks in External out of 150.

Internal Mark Distribution [CA - Total Marks: 50 Marks]

1. Research work done : 20 Marks
2. Attendance : 5 Marks
3. Dissertation : 10 Marks
4. Review : 15 Marks (Three reviews)

Total : 50 Marks

2. QUESTION PAPER PATTERN AND MARK DISTRIBUTION

THEORY

Question Paper Pattern and Mark Distribution (For 75 marks)

PART - A (5 x 5 = 25 Marks)

Answer ALL questions

One question from each UNIT with Internal Choice

Annotations must be asked from detailed part based on detailed unit

PART - B (5 x 10 = 50 Marks)

Answer ALL questions

One question from each UNIT with Internal Choice

Question Paper Pattern and Mark Distribution (For 100 marks)

PART - A (5 x 5 = 25 Marks)

Answer ALL questions

One question from each UNIT with Internal Choice

PART - B (5 x 15 = 75 Marks)

Answer ALL questions

One question from each UNIT with Internal Choice

Question Paper Pattern and Mark Distribution (For objective type Online 100 marks) (100X1=100 Marks)