

GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),
(An Autonomous Institution affiliated to Bharathidasan University & Re-Accredited with “B++”
Grade by NAAC)
PUDUKKOTTAI - 622 001.

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**COURSE PATTERN AND SYLLABI
FOR
PG AND RESEARCH DEPARTMENT OF ENGLISH**

From the Academic year 2021-2022 onwards

Board of studies meeting held

On

29.03.2022



**PG AND RESEARCH DEPARTMENT OF ENGLISH
GOVERNMENT ARTS COLLEGE FOR WOMEN, (AUTONOMOUS)
PUDUKKOTTAI -622 001.**

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),
PUDUKKOTTAI -62 001.**

**PG AND RESERCH DEPARTMENT OF ENGLISH
REGULATIONS FOR BA / MA / M.PHIL. ENGLISH
(CBCS -PATTERN)**

**FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2021-2022 ONWARDS
PREAMBLE:**

The English Department is one of the oldest departments started with the establishment of the College in 1969. The Department with an illustrious history, prides itself in having the distinction of being a forerunner in offering quality college education in English. It is still a force to reckon with for quality teaching in English Language and Literature. The Department provides intensive mentoring to students both within and beyond the classroom across a wide variety of forums. The Department organizes Literary Association Activities regularly to motivate the students to listen to speeches on various topics by resourceful people. They were also made to participate in many creative activities namely: Dumb charades, Elocution, Face Painting, Essay Writing, Enacting Literary Scenes, Literary Parades, Poetry Writing and many more. The Club is also named as ATHENA English Club from 2018. (In Greek mythology Athena means a virgin goddess of wisom, practical skills and prudent warfare. She was born fully armed, from the head of Zeus, the Supreme God). The Athena English Club focuses to bring in the “Athena” hidden in all the students. Here are few best practices of the Department:

1. Uploading grammar in you tube with simple examples for the benefit of rural students
2. E- Content Preparation for all the Papers
3. Teaching through PowerPoint slides
4. In every Part II class the students are asked to tell one new word with its meaning, opposite and make a sentence with the word
5. In every Part II class at least 5 students are asked to talk on a topic regularly and their mistakes are rectified
6. Individual care taken by the staff with respect to every student
7. Bringing out the talents of the students in curricular as well as co-curricular activities.
8. Make the students learn 5 words with phonetic transcription every day

“To strive, to seek, to find, and not to yield” having this extraordinary quote in mind, the PG and Research Department of English, Government Arts College for Women (Autonomous), Pudukkottai

works for the betterment of the rural girl students. The Undergraduate, Postgraduate and Research program helps rural students to develop their LSRW and various other skills needed for English.

Mission and Vision of the Department:

Vision

The PG and Research Department of English seeks to mould the intellectual development of the students and make them self-reliant.

Mission

The overall mission of the English Department is:

- To promote literacy to the rural background and specifically to the women (our College is a Women's College).
- The ability to make them learn LSRW skills
- Develop critical and logical skills
- Reinforce the understanding of language and literacy
- Appreciate the life through the literature of past and present.

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),
PUDUKKOTTAI – 622001**

CONTENTS	
S. No.	TOPIC
1	Members of the Board
2	Minutes of the Meeting
3	Programme Outcomes
4	Course Pattern for UG
5	Semester Wise Distribution
6	Title of Proposed Syllabi for UG
7	Course Pattern for PG
8	Semester Wise Distribution
9	Title of Proposed Syllabi for PG
10	Syllabi for UG
11	Syllabi for PG
12	Syllabi for M.Phil

GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),
PUDUKKOTTAI - 622001

BOARD OF STUDIES for UG, PG & M. PHIL., (FULL TIME)

BOARD MEETING: 29.03.2021 TIME: 10.00 A.M. YEAR: 2021

Minutes of the Board of Studies:

The Board resolved to approve the common course recommended by Bharathidasan University. After thorough discussion the Board framed the syllabi for Part – II & Part – III UG to be offered under CBCS from the Academic Year 2021.

Mode of Evaluation for Part – II, Part – III & Part – IV
The CIA is for 25% and the Semester Examination is for 75%

- Part – A (No Choice) 10 x 2 = 20
Part – B (Either – or) 5 x 5 = 25
Part – C (Open – Choice) 3 x 10 = 30

University Nominee:	Name of the Experts	Addresses of Experts	Signature
Expert – Nominated by University	Dr. M.H.Mohammed Rafiq M. A., M. Phil., Ph.D., Associate Professor, Dept.of English.	Jamal Mohamed College(A), Trichirapalli.	M.H.M. Rafiq 29/3/21
Expert – Nominated by Academic Council	1. Dr.D.M.Amala,M.A., M. Phil., Ph.D., Head & Associate Professor of English. 2. Dr.D.M. Sathya Marjory,M.A., M. Phil., Ph.D., Head & Assistant Professor of English.	Sri Meenakshi Govt Arts College for women(A), Madurai. Government Arts College for women Sivakangai.	R.D. Sathya Marjory 29/3/21
Special Expert (Editor)	Dr. S. Veeramani, M.A., M. Phil., Ph.D., Assistant Professor of English.	Government Arts College, Kulithalai.	S. Veeramani 29/3/21
Alumnus	P.Jayanthi, M.A., M.Phil., B.Ed., Assistant Professor of English.	Government Arts and Science college, Aranthangi.	P. Jayanthi 29/03/21
Chairman	Prof. C. Vellaiammal M.A., M.Phil., Head/ Asst Professor of English.	Government Arts College for Women (A), Pudukkottai	C. Vellaiammal 29/3/21
Regular Faculty	1. Dr. T.Vasantha Kumari M.A., M. Phil., B.Ed., Ph.D., Assistant Professor of English. 2. Dr. B.S.Prameela Priadersini M.A., B.Ed., Ph.D., Assistant Professor of English. 3. Dr. M.Sagaya Sophia M.A., M. Phil., Ph.D., NET & SET., Assistant Professor of English.	Government Arts College for Women (A), Pudukkottai Government Arts College for Women (A), Pudukkottai Government Arts College for Women (A), Pudukkottai.	T. Vasantha Kumari 29/3/21 B.S. Prameela 29/3/21 M. Sagaya Sophia 29/3/21

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS)
PUDUKKOTTAI – 622001
PG & RESEARCH DEPARTMENT OF ENGLISH BA**

ENGLISH / MA ENGLISH

(Upon Completion of the BA Degree Programme/ MA Degree Programme)

PO NO	Programme Outcomes
PO – 1	Trace the origin of the socio – political and literary background of England since old English Period
PO – 2	Gain Knowledge about the literatures of various countries namely England, Indian and African American.
PO – 3	Appreciate various genres namely Poetry, Prose, Drama, Fiction and Short stories.
PO – 4	Develop LSRW, dramatic, Teaching, Critical, Creative and Journalistic skills.
PO – 5	Evaluate literary texts critically.
PO – 6	Engage in lifelong learning process by exploring their knowledge independently.
PO – 7	Exposure of teaching, criticizing and writing through courses such as ELT, Literary criticism and journalism.
PO – 8	Gain Critical Knowledge, awareness about different issues affecting their society, how, many theories evolved and learn to analyze the values for holistic life in society.
PO – 9	To appreciate the women’s writing.
PO – 10	Recognize employability options in English studies programme as part of skill development and as career avenues open to graduate in today’s global world
PO – 11	To develop professional writing, translation, teaching English at different levels, mass media, journalism, communication and personality development.
PO – 12	To enable students to develop an awareness of the linguistic cultural richness of India as an important outcome of English literary studies in India.

GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS)
PUDUKKOTTAI-622001.

COURSE PATTERN FOR PG-ENGLISH

Semester	S. No	Code	Subject	Instruction Hours	Credits
I	1	21PEL01	Prose	6	5
	2	21PEL02	Poetry	6	5
	3	21PEL03	Drama	6	5
	4	21PEL04	Fiction	6	4
	5	21PELE1	Developing Communication Skills	6	4
TOTAL				30	23

Semester	S.No	Code	Subject	Instruction Hours	Credits
II	6	21PEL05	Literary Criticism-I	6	5
	7	21PEL06	Indian English Literature	6	5
	8	21PEL07	American Literature	6	5
	9	21PEL08	History of English Language	6	4
	10	21PELE2	Introduction to Mass Communication	6	4
TOTAL				30	23

Semester	S.No	Code	Subject	Instruction Hours	Credits
III	11	21PEL09	Literary Criticism-II	6	5
	12	21PEL10	Women's Literature	6	5
	13	21PEL11	Linguistics & English Language Education	6	5
	14	21PEL12	Rhetoric & Research Methodology	6	4
	15	21PELE3	English Literature for Competitive Examinations	6	4
TOTAL				30	24

Semester	S. No	Code	Subject	Instruction Hours	Credits
IV	16	21PEL13	Canadian Literature	5	5
	17	21PEL14	Single Author Study – T.S.Eliot	5	4
	18	21PELE4	English Literature for Competitive Examinations-II	6	4
	19	21PELE5	Personality Development	4	4
	20	21PELPR	Project	10	4
TOTAL				30	21

SEMESTER:I

PROSE

CODE: 21PEL01

HOURS: 6 CREDITS: 4

General Objectives:

- To provide exposure to the finest prose writings in English Literature in style and content.
- To stimulate reading prose to develop logical, critical and language skills.

Course Objectives:

The learner will be able to

Co No.	Course Objectives
Co-1	Relate human values through the genre of prose as exhibited by eminent prose writers.
Co-2	Outline the history of England and other nations through various writers.
Co-3	Make use of the language and narrative techniques of the text.
Co-4	Analyze the theme of the text and compare it with real life situations.
Co-5	Evaluate intensive and extensive reading.
Co -6	Create the finest prose writing in English literature.

UNIT –I

1.1 Francis Bacon

1.1.1 Of Truth

1.1.2 Of Friendship

1.1.3 Of Ambition

1.2 Addison and Steele

1.2.1 The Spectator's Account of Himself.

1.2.2 Sir Roger at the Theatre, Labour and Exercise.

UNIT –II

2.1 Jonathan Swift – *The Battle of the Books*

2.2 Charles Lamb – *Old China, A Dissertation upon Roast Pig*

UNIT –III

3.1 William Hazlitt – *The Indian Jugglers, On Going a journey.*

UNIT –IV

4.1 Thomas Carlyle – *The Hero as Poet*

4.2 E.M. Forster – *Tolerance*

UNIT –V

- 5.1G.K. Chesterton – *On Running After One’s Hat*
 5.2George Orwell –*Shooting an Elephant*

Course Outcomes:

The learner will be able to

CO. No.	Course Outcomes
CO– 1	Recall the facts, imagination, science, myth, from the real life.
CO– 2	Explain the history through the genre of prose.
CO– 3	Identify the themes of the different texts and criticize them.
CO– 4	Analyze the analytical skills, communication skills and creative writing skills.
CO– 5	Evaluate the different topics using arguments arrival at from intensive and extensive reading.
CO– 6	Create the finest prose writing in English literature.

Reference Books:

Anthology of Prose. Orient Blackswan Pvt Ltd, 2013.

Bacon, Francis. *The Essays.* Penguin Publishing Group, 1985.

<https://youtu.be/E79-F31XGX0>

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	3	4	4	2	4	4	3	4	4	4	4	4	3.666 67
C O 2	4	4	4	3	4	4	3	4	3	4	4	4	3.75
C O 3	2	4	3	4	4	4	4	4	2	4	4	4	3.583 33
C O 4	3	4	2	4	4	4	4	4	2	4	4	4	3.583 33
C O	3	4	4	4	4	4	4	4	2	4	4	4	3.75

5													
C O 6	4	4	4	4	4	4	4	4	4	4	4	4	4

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

SEMESTER: I

POETRY

CODE: 21PEL02

HOURS: 6 CREDITS: 4

General Objectives:

- To expose the finest Poetry in English Literature in style and content.
- To make the students develop aesthetic, creative and language skills.

COURSEOBJECTIVES:

The Learner will be able to

CO. No.	Course Objectives
CO-1	Find the poems of excellence; its language and poetic devices
CO-2	Interpret how poetry influences and improve the quality of life
CO-3	Identify various forms and types of poetry
CO-4	Analyze intensive discussions of poetic texts
CO-5	Evaluate the poems critically
CO-6	Develop aesthetic, creative and language skills.

UNIT –I

- 1.1 Geoffrey Chaucer – *Prologue to the Canterbury Tales*
- 1.2 Edmund Spenser – *Was it a Dream?*
- 1.3 William Shakespeare – *Sonnet 129*

UNIT –II

- 2.1 John Milton – *Paradise Lost* (Book IX)
- 2.2 Alexander Pope – *The Rape of the Lock* (Canto V)

UNIT –III

- 3.1 William Wordsworth – *Lucy Gray*
- 3.2 P.B. Shelley – *Ode to the West Wind*
- 3.3 Matthew Arnold – *Dover Beach*
- 3.4 Alfred Lord Tennyson – *Ulysses*

UNIT –IV

- 4.1 W.B. Yeats – *Among School Children*
- 4.2 G.M. Hopkins – *Pied Beauty*
- 4.3 T.S. Eliot – *What the Thunder Said?*
- 4.4 Ted Hughes – *Remembrance Day*

UNIT –V

5.1 Philip Larkin – *Ambulance*

5.2 Dylan Thomas – *And Death Shall have No Domain*

5.3 C.D. Lewis – *The Conflict*

5.4 Carol Ann Duffy – *We Remember Your Childhood Well*

COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes
CO-1	Tell about the nuances of poetic language and poetic devices employed by great English Poets
CO-2	relate the implications of poetry in human life
CO-3	Apply critical concepts with clarity
CO-4	Distinguish various types of poetry
CO-5	Appreciate the nuances of language through poetry
CO-6	Relate the themes of the poetic texts to their real life

Books for

Reference:

Hunter, J. Paul – *The Norton Introduction to Literature: Poetry*, W.W. Norton Company, inc, New York,

1981.

Wordsworth, William. *Poems of William Wordsworth*. London: Edward Moxon, 1947.

<https://youtu.be/vKUUzQpPTMo>

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 2	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 3	4	4	4	4	4	4	4	4	3	4	4	4	3.91 667

C O 4	4	4	4	4	4	4	4	4	3	4	4	4	3.91 667
C O 5	4	4	4	4	4	4	4	4	4	3	3	4	3.83 333
C O 6	2	4	4	4	4	4	4	4	2	4	4	4	3.66 667

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

SEMESTER : I

DRAMA

CODE: 21PEL03

HOURS: 6 CREDITS: 4

General Objectives:

- To initiate students into the world of the theatre and create interest in Drama
- To train the students to differentiate the dramatist according to their treatment of theme, character, setting and plot

COURSE OBJECTIVES:

The Learner will be able to

CO No.	Course Objectives
CO-1	Relate drama as a creative form used by writers to express human experience
CO-2	Demonstrate the expressive use of language as a fundamental and sustaining human activity
CO-3	Construct their capacity to judge the aesthetic and ethical value of literary texts
CO-4	Discover human experience through drama
CO-5	Appraise the dramatist according to their treatment of theme, character, setting and plot.
CO-6	Discuss the dramatist according to their treatment of theme, character, setting and plot

UNIT – I

1.1 Christopher Marlowe – *The Jew of Malta*

UNIT – II

2.1 Ben Jonson – *Everyman in His Humour*

UNIT-III

3.1. Richard Sheridan-*The School for Scandal*

UNIT- IV

4.1 Bernard Shaw – *Pygmalion*

O 2													
C O 3	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 4	2	4	4	4	4	4	4	4	4	4	4	4	3.83 333
C O 5	2	4	4	4	4	4	4	4	2	4	4	4	3.66 667
C O 6	2	4	4	4	4	4	4	4	3	4	4	4	3.75

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

SEMESTER: I

FICTION

CODE: 21PEL04

HOURS: 6 CREDITS: 4

General Objectives:

- To introduce the students to the novels of some of the greatest English novelists
- To provide exposure to the aspects of the novel to students

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO – 1	Enable the students tell about the novels
CO – 2	Interrupt and describe the situations in the novel.
CO – 3	Acquire knowledge about the novels
CO – 4	Discourse the different features of novel and new models of writing.
CO – 5	Estimate the various characteristics of the novel.
CO – 6	Imagine to writing the novel.

UNIT – I

1.1 Samuel Richardson – *Pamela*

1.2 Walter Scott – *Ivanhoe*

UNIT – II

2.1 George Eliot – *Silas Manner*

2.2 Charles Dickens – *A Tale of Two Cities*

UNIT – III

3.1 Thomas Hardy – *Far from the Madding Crowd*

3.2 William Golding – *Lord of the Files*

UNIT – IV

4.1 Somerset Maugham – *The Razor’s Edge*

4.2 George Orwell – *Animal Farm*

UNIT – V

5.1 Doris Lessing – *The Grass is Singing*

5.2 Graham Colin Swift – *Ever After*

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes
CO – 1	Tell about the novels
CO – 2	Interpret and describe the situations in the novel.
CO – 3	Acquire knowledge about the novels.
CO – 4	Discourse the different features of novel and new models of writing.
CO – 5	Estimate the various characteristics of the novel.
CO – 6	Writing the novel.

Books for Reference:

Dickens, Charles. *A Tale of Two Cities*. Penguin Classics, 2003.

Lessing, Doris. *The Grass is Singing*. Michael Joseph, 2014.

Eliot, George. *Silas Marner*. William Blackwood and Sons, 1985.

Orwell, George. *Animal Farm*. Penguin, 2000.

Colin Swift, Graham. *Ever After*. Vintage, 1993.

Richardson Samuel, *Pamela or Virtue Rewarded*. Penguin Classics, 1980.

Maugham, Somerset, *The Razor’s Edge*. Vintage Classics, 2008.

Hardy, Thomas. *Far from the Madding Crowd*. Penguin classics, 2020.

Scott, Walter. *Ivanhoe*. The Penguin English Library, 2012.

Golding, William. *Lord of the Flies*. Faber and Faber, 1954.

<https://youtu.be/ztuBuXeZ0kU>

C	P	P	P	P	P	P	P	P	P	PO	PO	PO	Mea
O	O	O	O	O	O	O	O	O	O	10	11	12	n
S	1	2	3	4	5	6	7	8	9				Valu

													e
C O 1	4	4	4	4	4	4	4	4	2	4	4	4	3.83 333
C O 2	2	4	4	4	4	4	4	4	3	4	4	4	3.75
C O 3	4	4	4	4	4	4	4	4	3	4	4	4	3.91 667
C O 4	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 5	3	4	4	4	4	4	4	4	3	4	4	4	3.83 333
C O 6	3	4	4	4	4	4	4	4	4	4	4	4	3.91 667

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

SEMESTER: I

DEVELOPING COMMUNICATION SKILLS

CODE: 21PELE1

HOURS: 6 CREDITS: 4

General Objectives:

- To train the students in soft skills like effective communication, personality development, facing interviews, reasoning, etiquette, Leadership qualities etc.,
- To help the students to build self confidence and become successful citizens.

Course Objectives:

The learner will be able

CO .No.	Course Objectives
CO – 1	To enable the students define principles of Communication.
CO – 2	To teach the students to classify the interpersonal skills.
CO – 3	To enable the students to develop self confidence.
CO – 4	To examine the importance of new linguistics learning.
CO – 5	To evaluate the importance of etiquette.
CO – 6	To enable improve the communication skills of the students.

UNIT – I

- 1.1 Principles of Communication
- 1.2 Presentation Skills, Interpersonal skills

UNIT – II

- 2.1 Problem Solving, Decision Making
- 2.2 Brain Storming, Job Interviews

UNIT – III

- 3.1 Dealing with Stress, Assertiveness
- 3.2 Self Confidence and Empathy

UNIT – IV

O 4													
C O 5	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 6	4	4	4	4	4	4	4	4	3	4	4	4	3.91 667

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

SEMESTER: II

LITERARY CRITICISM - I

CODE: 21PEL05

HOURS: 6 CREDITS: 5

General Objectives:

- To initiate students into the world of criticism
- To create interest in criticism and expose the students to different uses of language

Course Objectives:

The learner will be able to

CO. No.	Course Objectives
Co – 1	Define the dramatic theory and analyse tragedy.
Co – 2	Compare and contrast the role of poet in society.
Co – 3	Experiment with dramatic devices used and assess the genre in which it is written.
Co – 4	Analyze the concepts of different critics.
Co – 5	Criticize the various important developments in the field of criticism.
Co – 6	Develop and enhance the understanding of the literary texts.

UNIT – I

1.1 Aristotle – *On Poetics*

UNIT – II

2.1 Philip Sydney – *An Apology for poetry*

UNIT – III

3.1 John Dryden – *An Essay on Dramatic Poesy*

3.2 Dr. Johnson – *A Preface to Shakespeare*

UNIT – IV

4.1 William Wordsworth – *Preface to Lyrical Ballads*

4.2 S.T. Coleridge – *Biographia Literaria* (Chapter 14)

UNIT – V

5.1 Mathew Arnold – *The Study of Poetry*

5.2 T. S. Eliot – *Tradition and the Individual Talent*

COURSE OUTCOMES:

The learner will be able to

CO No.	Course Outcomes
CO-1	Recall the dramatic theory and analyse tragedy.
CO-2	Explain the role of poet in society
CO-3	Make use of dramatic devices with and assess the genre in which it is written.
CO-4	Examine the concepts of different critics.
CO-5	Importance of various development in the field of criticism.
CO-6	Discuss and understand the literary texts.

Books for Reference

Ramasamy and Sethuraman. *English Critical Tradition*. Laxmi Publication, 2014.

Enright, D.J.& Ernest de Chickera. *English Critical Texts*. Oxford University Press, Delhi, 2002.

<https://nptel.ac.in/courses/109/106/109106171/>

https://onlinecourses.nptel.ac.in/noc21_hs25/preview

https://www.academia.edu/31371572/Literary_Criticism_from_Plato_to_the_Present_Literary_Criticism_from_Plato_to_the_Present_An_Introduction

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	4	4	4	3	4	4	4	4	2	2	4	2	3.41 667
C O 2	3	4	4	3	4	4	4	4	2	2	3	2	3.25
C O 3	4	4	4	4	4	4	4	4	2	2	3	2	3.41 667
C O 4	4	4	4	4	4	4	4	4	2	3	2	2	3.41 667

C O 5	4	4	4	4	4	4	4	4	2	2	2	2	3.33 333
C O 6	4	4	4	4	3	4	4	4	2	2	2	2	3.25

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

SEMESTER: II

INDIAN WRITING IN ENGLISH

CODE: 21PEL06

HOURS: 6 CREDITS: 5

General Objectives:

- To make the students beware of the cultural nuances represented in Indian Literature
- To present to the students the literary aspects of the local writers in English, a foreign language

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Learn the evolution of Indian writers writing in English and their cultural roots
CO-2	Compare and contrast a wide range of writers in India writing in English
CO-3	Identify the major literary genres and their unique features
CO-4	Discover the growth of Indian English literature in the political and social context of the nation
CO-5	Assess / justify the Indians among the culturally varied Indian writers
CO-6	Elaborate the historical, political, economical issues in Indian Writing in English and critically respond to it

UNIT – I

1.1 Toru Dutt – *Lotus, Casuarina Tree*

1.2 A.K. Ramanujam – *Small Scale Reflections on a Great House, A River*

UNIT – II

2.1 C. Rajagopalachari – *Education for New India*

2.2 Jawaharlal Nehru – *The Last Letter to Indira*

UNIT – III

3.1 Girish Karnad – *Tuglaq*

UNIT – IV

4.1 Vijay Tendulkar – *Kamala*

O 4													
C O 5	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 6	4	4	4	4	4	4	4	4	4	4	4	4	4

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

SEMESTER: II
AMERICAN LITERATURE

CODE: 21PEL07

HOURS: 6

CREDITS: 5

General Objectives:

- To give the students an insight into American writings in English
- To make the students appreciate various genres of American Writings

COURSE OBJECTIVES:

The Learner will be able to

CO No.	Course Objectives
CO-1	Remember literary works of eminent American poets
CO-2	Interpret the poetic style and literary devices used by the prominent American poets
CO-3	Understand American history and American prose writings.
CO-4	Analyze various genres of American Writings
CO-5	Evaluate American life and American dream

UNIT – I

- 1.1 Walt Whitman – *Out of the Cradle Endlessly Rocking*
- 1.2 Emily Dickenson – *A Bird came Down for a Walk*
- 1.3 Edger Allen Poe – *The Raven*

UNIT – II

- 2.1 Robert Frost – *Birches*
- 2.2 E. E. Cummings – *Somewhere I have Never Travelled*
- 2.3 Maya Angelou – *Still I Rise*

UNIT – III

- 3.1 Henry James – *Art of Fiction*
- 3.2 Henry David Thoreau – *Battle of Ants*
- 3.3 Martin Luther – *I have a Dream*

UNIT – IV

- 4.1 Arthur Miller – *Death of a Salesman*

C O 3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 5	4	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 6	2	2	2	4	4	4	2	4	4	3	3	3	3	3.08 333

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

SEMESTER: II

HISTORY OF ENGLISH LANGUAGE

CODE: 21PEL08

HOURS: 6 CREDITS: 5

General Objectives:

- To make the learn the background of English Language
- To be familiar with the growth and the changes in the Language

Course Objectives:

The Learner will be able to

Co No.	Course Objectives
CO – 1	Tell about the origin of language.
CO – 2	Outline the development of language from old English to middle English.
CO – 3	Identify Renaissance and Reformation and Growth of vocabulary.
CO – 4	Analyze change of meaning and standard English. The learner will be able to
CO – 5	Evaluate foreign influences, makers of English and feature of English.
CO-6	Familiar with the growth and the changes in the language.

UNIT – I

- 1.1 The Origin of Language
- 1.2 Indo-European family of languages
- 1.3 Grimm’s Law
- 1.4 Verne’s Law
- 1.5 I-Mutation

UNIT – II

- 2.1 Old English Period
- 2.2 Middle English Period

UNIT – III

- 3.1 Renaissance and Reformation
- 3.2 Growth of Vocabulary

3													
C O 4	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 5	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 6	4	4	4	4	4	4	4	4	4	4	4	4	4

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

SEMESTER: II
INTRODUCTION TO MASS COMMUNICATION

CODE: 21PELE2

HOURS: 6 CREDITS: 4

General Objective:

- To enable students to obtain basic knowledge on process function and character communication and mass communication.

Course Objectives:

The Learner will be able to

CO No.	Course Objectives
CO – 1	Define scope and characteristics of good communication.
CO – 2	Demonstrate 7 'cs of communication and its process.
CO - 3	Develop the knowledge of mass communication and its types.
CO – 4	Categorize the mass media about various kinds of audience.
CO – 5	Deduct the importance and development of mass communication.
CO – 6	Create the awareness of mass communication.

UNIT I

- 1.1 Communication – Definitions, scope need and purpose evolution of Human Communication
- 1.2 Sign, Symbols, Languages, writing and printing
- 1.3 Functions of communication Types: Intrapersonal, Interpersonal,
- 1.4 Group and Mass Communication
- 1.5 Forms: Verbal and Non verbal Communication.

UNIT II

- 2.1 Communication as a Process: SMCR – Sender, Message, Channel, Receiver, Feedback,
- 2.2 Noise, 7C's of communication
- 2.3 Communication as a skill, art and process.

UNIT III

- 3.1 Mass Communication – definition, scope, need and purpose

- 3.2 Characteristics of Mass Communications
- 3.3 Functions of Mass Communications
- 3.4 Types of mass communication-print, radio, television, cinema, new media
- 3.5 Effects of Mass Communications.

UNIT IV

- 4.1 Mass media audience-definition, understanding of audience active and passive audience.
- 4.2 Types of audience-spectators, viewers, listeners, readers, users.
- 4.3 Characteristics of mass audience.

UNIT V

- 5.1 Developments in mass communication
- 5.2 EDUSAT, video conferencing, satellite radio channels, satellite television channels
- 5.3 DTH, community radio, mobile communication, social networking.

Course Outcomes:

The Learner will be able to

CO No.	Course Outcomes
CO – 1	Define the different attributes of communication..
CO – 2	Demonstrate the different aspects of communication and apply them to writing. .
CO – 3	Identify the different types of communication and categories.
CO – 4	Analyze the characters of mass audience..
CO – 5	Evaluate the technological development in mass media.
CO – 6	Create the awareness of mass communication.

Reference Books:

Kumar, J.Kevel. *Introduction to Mass Communication*. Jaico Publication, 2020.

Kumar.J. *Mass Communication in India*. Jaico Publication, 1981.

<https://www.iedunote.com/mass-communication>

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	3	4	4	4	4	4	4	4	3	4	4	4	3.83 333

C O 2	3	4	4	4	4	4	4	4	3	4	4	4	3.83 333
C O 3	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 4	3	4	4	4	4	4	4	4	3	4	4	4	3.83 333
C O 5	4	4	4	3	4	4	4	4	3	4	4	4	3.83 333
C O 6	3	4	4	4	3	4	4	4	4	4	4	4	3.83 333

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

SEMESTER: III
LITERARY CRITICISM -II

CODE: 21PEL09

HOURS: 6 CREDITS: 5

General Objectives:

- To make the students learn theories for appreciating the Literary Works thoroughly
- To inculcate critical and logical thinking skills

Course Objectives:

The learners will be able to

Co No.	Course Objectives
Co – 1	Define the kinds of meaning in criticism.
Co – 2	Explain the importance of language.
Co – 3	Experiment with creativity and imagination.
Co – 4	Discover the critical ethos of different areas.
Co – 5	Explain with critical frames that enhance the understanding of literary texts.
Co – 6	Develop with critical terms that enhance the understanding of literary texts.

UNIT – I

1.1 I.A. Richards – *The Four Kinds of Meaning*

UNIT – II

2.1 Cleanth Brooks – *The Language of Paradox*

UNIT – III

3.1 Sigmund Freud – *Creative Writers and Day Dreaming*

UNIT – IV

4.1 Northrop Frye – *Archetypes of Literature*

UNIT – V

5.1 William Empson – *Seven Types of Ambiguity*

Course outcomes:

The learner will be able to

CO No.	Course Outcomes
CO-1	Recall the kinds of meaning in criticism.
CO-2	Show the importance of language.

CO-3	Develop the creativity and imagination.
CO-4	Analyze the critical ethos of different areas.
CO-5	Deduct the critical frames that enhance the understanding of literary texts.
CO-6	Create the critical terms that enhance the understanding of literary texts.

Books for Reference:

Lodge, David. *Twentieth Century Literary Criticism*. Longman, 1998.

<https://youtu.be/4rD5ntfXYAg>

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	3	4	4	4	4	4	4	4	4	4	4	4	3.91 667
C O 2	3	3	3	4	4	4	4	4	3	4	4	4	3.66 667
C O 3	2	3	3	3	4	4	4	4	4	4	4	4	3.58 333
C O 4	3	3	3	4	4	4	4	4	4	4	4	4	3.75
C O 5	3	4	4	4	4	4	4	4	3	4	4	4	3.83 333
C O 6	2	3	4	4	4	4	4	4	3	4	4	4	3.66 667

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

SEMESTER: III
WOMEN'S LITERATURE

CODE: 21PEL10

HOURS: 6 CREDITS: 5

Objectives:

- To introduce students to feminist perspectives through different genres of literature
- To highlight the facets of women

COURSE OBJECTIVES:

The Learner will be able to

CO No.	Course Objectives
CO-1	Recall a wide range of women writers by tracing their evolution
CO-2	Classify the different perspectives of feminist writing
CO-3	Identify the socio-cultural background of the women
CO-4	Examine the historical as well as contemporary issues in women's writing
CO-5	Evaluate the works using the theories of the famous woman writers
CO-6	Develop women empowerment through women's literature

UNIT – I Poetry

- 1.1 Anne Bradstreet – *The Prologue*
- 1.2 Marianne Moore – *Poetry*
- 1.3 Adrienne Rich – Snap Shots of a Daughter-in-law

UNIT – II Prose

- 2.1 Mary Wollstonecraft – *A Vindication of the Rights of Women* (Chapter II)
- 2.2 Bharathi Mukherjee -- *Two Ways to Belong to America*

UNIT – III Play

- 3.1 Uma Parameshwaran – *Son's must Die*

UNIT – IV Fiction

- 4.1 Alice Walker – *The Colour Purple*
- 4.2 Margaret Atwood – *The Edible Woman*

UNIT – V Criticism

- 5.1 Elaine Showalter – *Towards Feminist Poetics*
- 5.2 GayathriSpivak – *Can a Subaltern Speak?*

COURSE OUTCOMES:

The learner will be able to

CO No.	Course Outcomes
CO-1	Remember and recall the evolution of women writers from a varied range
CO-2	Classify the different perspectives of feminist writing
CO-3	Apply newly acquired socio-cultural knowledge of the women
CO-4	Examine the historical as well as contemporary issues in women's writing
CO-5	Distinguish the works using the theories of the famous woman writers
CO-6	Develop women empowerment through women's literature and perceive their rights in the society

Books for Reference:

Atwood, Margaret. *The Edible Woman*. Virago. 2009.

Gilbert, Sandra & Susan Gubar. *The Norton Anthology of Literature by Women*. Norton Company, 1985.

Parameswaran, Uma. *Son Must Die and Other Plays* (South Asian Canadian literature series). Prestige. 1998.

Walker, Alice. *The Colour Purple*. Orion Publishing group. 2014.

<https://www.poetryfoundation.org/poems/43705/prologue-56d22283c12e1>

<https://www.poetryfoundation.org/poets/marianne-moore>

<https://genius.com/Adrienne-rich-snapshots-of-a-daughter-in-law-annotated>

<https://www.123helpme.com/essay/Two-Ways-To-Belong-In-America-PC3YTYRVSDT>

<https://literariness.org/wp-content/uploads/2019/07/Towards-a-Feminist-Poetics-Essay-pdf.pdf>

https://archive.org/stream/CanTheSubalternSpeak/Can_the_subaltern_speak_djvu.txt

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	4	4	4	4	4	4	4	4	5	2	3	4	3.83 333
C O 2	3	4	4	3	4	4	4	4	5	2	3	2	3.5
C O 3	4	4	4	4	4	4	4	4	5	2	3	2	3.66 667

C O 4	4	4	4	4	4	4	4	4	4	5	2	2	2	3.58 333
C O 5	4	4	4	4	4	4	4	4	4	5	2	2	2	3.58 333
C O 6	4	4	4	4	3	4	4	4	4	5	2	2	2	3.5

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

SEMESTER: III

LINGUISTICS AND ENGLISH LANGUAGE EDUCATION

CODE: 21PEL11

HOURS: 6 CREDITS: 5

General Objectives:

- To make the students get thorough knowledge of Linguistics
- To make the students learn the theories of English Language Education

Course Objectives:

The learner will be able to

CO.No.	Course Objectives
CO – 1	List out the students linguistics and sounds of language and literature.
CO – 2	Explain the students the relationship between language and society, language and culture.
CO – 3	Apply the theories of language.
CO – 4	Analyze the nature of methods and approaches.
CO – 5	Evaluate the material production and language testing.
CO- 6	Estimate linguistics and English Language Educationalist.

UNIT – I

Linguistics

- 1.1 Importance of Linguistic, Theories of Language Evolution,
- 1.2 Development of Writing, Core features of Human Language
- 1.3 Phonology, Morphology, Syntax, Semantics,
- 1.4 Synchronic Linguistics, and Diachronic Linguistics.

UNIT – II

Socio linguistics

- 2.1 Relationships between Language and Society, Language
- 2.2 Dialects and varieties, Pidgin and Creole Languages
- 2.3 The process of Language change
- 2.4 Language and Culture
- 2.5 Language and Gender Language and Disadvantage.

UNIT – III

Theories of L2 Learning

- 3.1 Stages of First Language Acquisition
- 3.2 Bilingualism and Second Language Learning
- 3.3 Behaviorism
- 3.4 Cognitivism

UNIT – IV

Materials and approaches in L2 Teaching

- 4.1 The nature of Methods and Approaches, the Grammar Translation method,
- 4.2 The Audio-Lingual Method
- 4.3 Communicative Approach
- 4.4 The Contact – Based approach

UNIT – V

- 5.1 Materials production
- 5.2 Language Testing
- 5.3 Characteristics of Language Materials,
- 5.4 Material Production and Analysis,
- 5.5 Types of Language Tests

COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes
CO-1	List out the students, linguistics and sounds of language and literature.
CO-2	Explain the students the relationship between language and society, language and culture.
CO-3	Apply the theories of language.
CO-4	Analyze the nature of methods and approaches.
CO-5	Evaluate the material production and language testing.
CO-6	Estimate linguistics and English Language Educationalist.

Books for Reference:

Yule, G. *The Study of Language*. Cambridge University Press, 2006.

Wardhaugh, R. *An Introduction to Sociolinguistics*.

Wiley, Ellis, R. *Understanding Second Language Acquisition*. Oxford University Press, 1962.

https://yiyutu.be/t_IRCdfbgwQ

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 2	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 3	4	4	3	4	4	4	4	4	4	4	4	4	3.91 667
C O 4	4	4	3	4	4	4	4	4	3	4	4	4	3.83 333
C O 5	3	4	3	4	4	4	4	4	3	4	4	4	3.75
C O 6	4	4	4	4	4	4	4	4	4	4	4	4	4

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

SEMESTER: III

RHETORIC AND RESEARCH METHODOLOGY

CODE: 21PEL12

HOURS: 6 CREDITS: 5

General Objective:

- To make the students know the rhetoric of research and produce quality research writing

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Know the fundamental concepts / basis of writing
CO-2	Classify the forms of Discourse
CO-3	Experiment with the fundamentals of Research
CO-4	Discover the mechanics of writing and Documentation
CO-5	Decide and plan a Thesis
CO-6	Construct original research

UNIT – I

Basis of Writing

- 1.1 Characteristics of a composition
- 1.2 Structure of a paragraph
- 1.3 Methods of Paragraph Organization
- 1.4 Principles of Effective Writing
- 1.5 Aspects of Style

UNIT – II

Forms of Discourse

- 2.1 Expository Discourse
- 2.2 Argumentative Discourse,
- 2.3 Persuasive Discourse
- 2.4 Descriptive Discourse
- 2.5 Narrative Discourse

UNIT – III

Fundamentals of Research

- 3.1 Types of Research
- 3.2 Finding Unique Research Issues
- 3.3 The 'First Thoughts' List, The Seven Types of Reading

3.4 Preparing a Thesis Statement

UNIT – IV

Mechanics of Writing and Documentation

- 4.1 Importance of Plain and Bias – free Language,
- 4.2 Preparing a list of Works Cited
- 4.3 Citing Sources in the text
- 4.4 Format of the Research Paper
- 4.5 Plagiarism: Forms and Consequences

UNIT –V

Planning a Thesis

- 5.1 Prewriting Technique
- 5.2 Setting out the Objective and Thesis Outline
- 5.3 Writing an abstract, Writing Drafts' Proof reading and Editing,
- 5.5 Preparing a Research Project Portfolio

COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes
CO-1	Recall the fundamental concepts / basis of writing
CO-2	Classify the forms of Discourse
CO-3	Experiment with the fundamentals of Research
CO-4	Discover the mechanics of writing and Documentation
CO-5	Decide and plan a Thesis
CO-6	Construct original research

PRESCRIBED TEXT:

Brooks, Cleanth and Austin Warren. *Modern Rhetoric* 3rdEdn. NewYork, Harcourt Brace and World, 1970.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Paper*. 8thEdn. New Delhi, Affiliated East West

Press, 2017.

Reference:

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>

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	2	1	2	4	2	4	4	2	1	4	4	1	2.58 333
C O 2	3	1	1	4	2	4	4	1	1	4	4	1	2.5
C O 3	2	1	2	4	2	4	4	2	1	4	4	1	2.58 333
C O 4	2	1	1	4	2	4	4	2	1	4	4	1	2.5
C O 5	2	1		4	2	4	4	1	1	4	4	1	2.33 333
C O 6	2	1	1	4	2	4	4	1	1	4	4	1	2.41 667

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

SEMESTER: III

ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS – I

CODE: 21PELE3

HOURS: 6 CREDITS: 4

General Objectives:

- To motivate the students to attend the competitive examinations confidently
- To make the students have holistic approach to Literature

COURSE OBJECTIVES:

The Learner will be able to

CO No.	Course Objectives
CO-1	List out the literary works from Chaucer to Shakespeare
CO-2	Classify literary texts that reflect the socio-cultural and political context from Jacobean to restoration period
CO-3	Develop insight into the literary works of romantic and Victorian age
CO-4	Distinguish major features of modern period
CO-5	Assess the trends that prevailed in the writings of contemporary period
CO-6	Perceive the importance of English literature for competitive examinations

UNIT – I

1.1Chaucer to Shakespeare

UNIT – II

2.1Jacobean to Restoration Periods

UNIT – III

3.1Romantic and Victorian Periods

UNIT – IV

4.1Modern Period

UNIT – V

5.1Contemporary Period

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes
CO-1	Recall the literary works from Chaucer to Shakespeare
CO-2	Summarize the socio-cultural and political interest from Jacobean to restoration period
CO-3	Identify the literary works of romantic and Victorian age
CO-4	Analyze major features of modern period
CO-5	Evaluate the trends that prevailed in the writings of contemporary period
CO-6	Discuss the importance of English literature for competitive examinations

Books for Reference:

Albert, Edward. *History of English Literature*. Oxford University Press. 1971.

Malik, R. S. *English for UGC-NET/JRF/SLET*. Atlantic Publisher. 2018.

Benet, D.E and S. Samuel Rufus. *NET.SET.GO...! English*. Winner Man Publisher. 2015.

https://onlinecourses.nptel.ac.in/noc20_hs19/preview

https://onlinecourses.nptel.ac.in/noc20_hs21/preview

<https://www.classcentral.com/course/swayam-english-language-for-competitive-exams-7964>

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	4	4	4	4	4	4	3	4	3	4	3	4	3.75
C O 2	4	4	4	4	4	4	3	4	3	4	3	4	3.75
C	4	4	4	4	4	4	3	4	2	4	3	4	3.66

O 3													667
C O 4	4	4	4	4	4	4	3	4	2	4	3	4	3.66 667
C O 5	4	4	4	4	4	4	3	4	3	4	2	4	3.66 667
C O 6	4	4	4	4	4	4	3	4	2	4	2	4	3.58 333

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

SEMESTER: IV
CANADIAN LITERATURE

CODE: 21PEL13

HOURS: 5 CREDITS: 5

General Objectives:

- To introduce students to the works of eminent Canadian Writers
- To make them understand that Canadian Literature can be interesting by reading different genres

Course Objectives:

The learner will be able to

Co No.	Course Objectives
Co – 1	Relate the genre of poetry through the works of Canadian poets.
Co – 2	Illustrate the importance of prose writings to express their thoughts and feelings.
Co – 3	Identify fiction as a means of writing to express feminine self and concern.
Co – 4	Analyze the creative writing and understand socio-cultural contest through prose.
Co – 5	Examine literary criticism and theories by eminent critics.
Co – 6	Create the different types of Genres.

UNIT – I (Poetry)

- 1.1 F. R. Scott – *The Canadian Authors' Meet*
- 1.2 Archibald Lampman – *A January Morning*
- 1.3 Leonard Cohen – *If I were Spring*
- 1.4 Charles Heavyside – *Winter Night*

UNIT – II (Prose)

- 2.1 Margaret Atwood – *Nature as Monster* (From *Survival*)
- 2.2 Louis Dudek – *Poetry in English*

UNIT – III (Drama)

- 3.1 George Ryga – *Seven Hours to Sundown*
- 3.2 Judith Thompson – *Lion in the Streets*

UNIT – IV (Fiction)

- 4.1 Margaret Laurence – *The Stone Angel*
- 4.2 Margaret Atwood – *Surfacing*

UNIT – V (Criticism)

- 5.1 Northrop Frye – *Literature as Context: Milton's Lycidas*
- 5.2 Linda Hutcheon – *Postmodernism (Extract)*

COURSE OUTCOMES:

The Learner will be able

CO No.	Course Outcomes
Co – 1	To relate the genre of poetry through the works of Canadian poets.
Co – 2	To illustrate the importance of prose writings to express thoughts and feelings.
Co – 3	To identify fiction as a means of writing to express feminine self and concern.
Co – 4	To analyze the creative writing and understand socio-cultural contest through prose.
Co – 5	To examine literary criticism and theories by eminent critics.
Co – 6	To create the different types of Genres.

Books for Reference:

Atwood, Margaret. *Surfacing*. Anchor, Reissue edition .1998.

Laurence, Margaret. *The Stone Angel*. University of Chicago Press; Univ of Chicago PR ed. edition 1993.

Ryga, George. *Seven Hours to Sundown*. Talonbooks.1994.

Thompson, Judith. *Lion in the Streets*. Playwrights Canada Press.1997.

Weiss, Allan. *The Routledge Introduction to Canadian Fantastic Literature*. Routledge. 2020.

<https://rory911.pressbooks.com/chapter/the-canadian-authors-meet/>

http://www.yourdailypoem.com/listpoem.jsp?poem_id=628

<https://www.poemhunter.com/poem/a-january-morning/>

<https://genius.com/Leonard-cohen-if-it-were-spring-annotated>

<https://ojs.library.ubc.ca/index.php/canlit/article/view/194985/190768>

C O S	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12	Mea n Valu e
C O 1	4	4	4	4	4	4	4	4	3	3	2	2	3.5
C O 2	4	4	4	4	4	4	4	4	3	3	2	2	3.5

C O 3	4	4	4	4	4	4	4	4	4	2	3	2	2	3.41 667
C O 4	4	4	4	4	4	4	4	4	4	3	3	2	2	3.5
C O 5	4	4	4	4	4	4	4	4	4	3	3	2	2	3.5
C O 6	4	4	4	4	4	4	4	4	4	3	3	2	2	3.5

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

SEMESTER: IV
SINGLE AUTHOR STUDY – T. S. ELIOT

CODE: 21PEL14

HOURS: 5 CREDITS: 5

General Objective:

- To make the students study about a Single Author - T.S. Eliot, a modern writer who is placed as a signpost during great literary changes took place in the society.

COURSE OBJECTIVES:

The Learner will be able to

CO No.	Course Objectives
CO-1	Exhibit the artistic features of the masterpiece of Eliot's works
CO-2	Classify the author's rich use of similes, metaphors, imagism, symbolism and other poetic techniques in his works
CO-3	Experiment with the critical perspective of Eliot towards religion and literature
CO-4	Analyze new critical concepts like objective correlative, dissociation of sensibility
CO-5	Explain what is metaphysics, tradition and criticism
CO-6	Elaborate on perfect criticism

UNIT – I

- 1.1 *Journey of the Magi*
- 1.2 *Marina*
- 1.3 *The Cultivation of Christmas Trees*

UNIT – II

- 2.1 *The Waste Land* (I & IV)

UNIT – III

- 3.1 *Four Quartets* (II)

UNIT – IV

- 4.1 *The Family Reunion*

UNIT – V

5.1 *The Functions of Criticism*

5.2 *The Metaphysical Poets*

5.3 *The Perfect Critic*

COURSE OUTCOMES:

The learner will be able to

CO No.	Course Outcomes
CO-1	Remember and study deeply about Eliot ,the master critic poet, critic, editor, imagist, prose writer
CO-2	Understand the philosophical, religious and the real plight of human
CO-3	Apply the various movement like Imagism, Impressionism etc.,
CO-4	Examine literary texts critically
CO-5	Evaluate the role and functions of a perfect critic
CO-6	Compile new patterns in writing

References

1. Bloom, Harold. *T. S. Eliot: Modern Critical Views*. New York: Infobase Publishing, 2011.
2. Eliot, Thomas Sterarns. *The Complete Poems and Plays of T. S. Eliot*. New York: Harcourt Brace & World, 1952.
3. Gordon, Lyndall. *T. S. Eliot: An Imperfect Life*. Oxford: Norton, 1998.
4. Kermode, Frank (ed.) *Selected Prose of T. S. Eliot*. New York: Farrar, Straus and Giroux, 1998.
5. Moody, David. A. *The Cambridge Companion to T. S. Eliot*. Cambridge: Cambridge University Press, 1994. Print.

<https://interestingliterature.com/2014/11/10-t-s-eliot-poems-everyone-should-read/>

C	P	P	P	P	P	P	P	P	P	PO	PO	PO	Mea
O	O	O	O	O	O	O	O	O	O	10	11	12	n
S	1	2	3	4	5	6	7	8	9				Valu

													e
C O 1	2	4	4	4	3	4	4	4	2	4	4	4	3.58 333
C O 2	2	4	4	4	4	4	4	4	2	4	4	4	3.66 667
C O 3	2	4	4	4	4	4	4	4	2	4	4	4	3.66 667
C O 4	2	4	4	4	4	4	4	4	2	4	4	4	3.66 667
C O 5	3	4	4	4	4	4	4	4	3	4	4	4	3.83 333
C O 6	4	4	4	4	4	4	4	4	3	4	4	4	3.91 667

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

SEMESTER: IV

ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS - II

CODE: 21PELE5

HOURS: 5 CREDITS:4

General Objectives:

- To motivate the students to attend the competitive examinations confidently
- To make the students have holistic approach to Literature

COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Define the art of writing and the study of meter and rhythm in poetry
CO-2	Explain literary theories and criticism
CO-3	Develop functional proficiency in LSRW
CO-4	Compare Indian Writing in English and Indian Literature in English
CO-5	Evaluate American literature and other non-British literatures
CO-6	Develop an holistic approach to literature

UNIT – I

1.1 Rhetoric and Prosody

UNIT – II

2.1 Literary Theory and Criticism

UNIT – III

3.1 English Language Teaching

UNIT – IV

S	1	2	3	4	5	6	7	8	9				ue
C O 1	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 2	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 3	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 4	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 5	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 6	4	4	4	4	4	4	4	4	4	4	4	4	4

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

SEMESTER: IV

PERSONALITY DEVELOPMENT

CODE: 21PELE4

HOURS: 5 CREDITS: 4

General Objectives:

- To make students aware of their Personality.
- To develop Personality oriented skills.

Course Objectives:

The Learner will be able

CO No.	Course Objectives
CO – 1	To recall the fundamental concepts / determinants of personality.
CO – 2	To interpret the Eastern and Western idea of personality.
CO – 3	To build self Esteem
CO – 4	To categorize TQL skills
CO – 5	To asses various skills categories of people.
CO – 6	To improve the personality of the students

UNIT – I

- 1.1 Introduction to Personality Development
- 1.2 Theories - Eastern/Western outlook
- 1.3 Determinants of Personality, Personal Grooming

UNIT – II

- 2.1 Self-Esteem and self Evaluation
- 2.2 Self Motivation
- 2.3 Need for Goal Setting

UNIT – III

- 3.1 How to improve Personality
- 3.2 Attitude and Aptitude
- 3.3 Transferable skills

UNIT – IV

C O 1	2	3	2	4	2	4	3	3	3	4	4	4	3.16 667
C O 2	4	3	2	4	3	4	4	4	3	4	4	4	3.58 333
C O 3	3	4	4	4	3	4	4	4	3	4	4	4	3.75
C O 4	3	4	4	4	3	4	4	4	4	4	4	4	3.83 333
C O 5	4	4	4	4	4	4	4	4	4	4	4	4	4
C O 6	2 2	4	2	4	4	4	4	4	4	4	4	4	5.33 333

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