PERIYAR UNIVERSITY
PERIYAR PALKALAI NAGAR
SALEM – 636011

B.A., ENGLISH

TAMILNADU STATE COUNCIL FOR
HIGHER EDUCATION, CHENNAI - 600 005

SYLLABUS

FROM THE ACADEMIC YEAR
2023 - 2024

REGULATIONS

The syllabus of this program is aimed at preparing the students with the latest developments and put them on the right track to fulfill the present requirements.

COMMENCEMENT OF THIS REGULATION

This regulation shall take effect from the academic year 2023 – 2024, i.e., for the students who are admitted to the first year of the UG course during the academic year 2023 – 2024 and thereafter.

ELIGIBILITY

Refer this office circular No: PU/R/AD-1/UG/PG/Programmes Eligibility/2019 Dated: 16-04-2019.

DEFINITIONS

Programme: Programme means a course of study leading to the award of the degree in a discipline.

Course: Course refers to the subject offered under the degree programme.

CONTENTS

Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change withthe modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more

accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication- based courses with the right foundation.

Under Graduate Programme

Programme Outcomes:

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's earning to real life situations.

PO4: Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

PO5: Scientific Reasoning: Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.

PO6: Self-directed & Lifelong Learning: Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

PO7: **Reflective Thing**: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society

PO8: **Reading & Projects**: Document their reading and interpretive practices in assignments, translation works, and independent projects.

PO9: **Confidence & Effectiveness**: Confidently and effectively articulate their literary and textual experiences.

PO 10: **Social Skills & Empathetic Approach**: Reorganize a professional and

reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

B.A. ENGLISH

Programme Specific Outcomes:

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of English Language and Literature.

PSO2: Understand, formulate, develop mathematical arguments, logically and use quantitative models to address issues arising in social sciences, business and other context /fields.

PSO3: To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.

PSO4: Developing a research framework and presenting their independent ideas effectively.

PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)can be carried out accordingly, assigning the appropriate level in the grids:

	POs							PSOs		
	1	2	3	4	5	6	…	1	2	…
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										

Highlights of the Revamped Curriculum:

➢ Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.

➢ The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.

➢ The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations'course at the final semester, a first of its kind.

➢ The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	**Foundation Course** To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	➢ Instill confidence among students ➢ Create interest for the subject
I, II, III, IV	**Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial)	➢ Industry ready graduates ➢ Skilled human resource ➢ Students are equipped with essential skills to make them employable
		➢ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		➢ Discipline centric skill will improve the Technical knowhow of solving real life problems.
III, IV, V & VI	Elective papers	➢ Strengthening the domain knowledge ➢ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➢ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with Hands-on-training.

IV	Elective Papers	- Exposure to industry moulds students into solution providers - Generates Industry readygraduates - Employment opportunities enhanced
V Semester	Elective papers	- Self-learning is enhanced - Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	- Enriches the study beyond the course. - Developing a research framework and presenting their independent and Intellectual ideas effectively.
Extra Credits: **For Advanced Learners / Honors degree**		To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – \CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5.3.Core Course CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5.4.Core Course –/ Project with viva-voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic / Discipline Specific	3	4	2.5 Elective II Generic / Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic / Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6.-Skill Enhancement Course NME-1	2	2	2.6.-Skill Enhancement Course-NME-2	2	2	3.6 Skill Enhancement Course SEC-2, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-4	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement - (Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-1	2	2	3.7 Skill Enhancement Course SEC-3	2	2	4.7 Skill Enhancement Course SEC-5	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship	2				

										/Indus trial Traini ng					
	23	3 0		23	3 0		22	3 0		25	3 0		26	3 0		21	3 0

Total – 140 Credits

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours

First Year – Semester-I

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
	Skill Enhancement Course -NME-1	2	2
Part-4	Foundation Course	2	2
		23	**30**

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -NME-2	2	2
	Skill Enhancement Course -SEC-1 (Discipline / Subject Specific)	2	2
		23	**30**

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		22	**30**

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-4(Discipline / Subject Specific)	2	2

	Skill Enhancement Course -SEC-5(Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	**30**

Third Year
Semester-V

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	22	26
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		26	**30**

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based & LAB	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		21	**30**

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	4	5	4	3	24
Total	23	23	23	24	26	21	**140**

*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree

QUESTION PAPER PATTERN
For Core, Allied & Elective - I

Duration: Three Hours   **Maximum Marks: 75**

Part A: (15 X 1 = 15 marks)
Answer ALL Questions
(Multiple Choice Questions, 3 from each unit)

Part B: (2 X 5 = 10 marks)
Answer ANY TWO Questions
(TWO out of FIVE questions)

Part C: (5 X 10 = 50 marks)
Answer ALL Questions
(One Question from Each Unit with internal choice)

PASSING MINIMUM
i) The Candidates shall be **declared to have passed the examination if he/she secures**
not less than 40 marks in total (CIA mark + Theory Exam mark) with minimum of 30
marks in the Theory Exam conducted by the University.

ii) The Candidates shall be **declared to have passed the examination if he/she secures**
not less than 40 marks in total (CIA mark + Practical Exam) with minimum of 30
marks in the practical Exam conducted by the University.

CONVERSION OF MARKS TO GRADE POINTS AND LETTER GRADE (Performance in a Course/Paper)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 – 100	9.0- 10.	O	Outstanding
80-89	8.0 – 8.	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for course i in any semester
G_i = Grade Point obtained for course i in any semester
n = refers to the semester in which such course were credited

I YEAR
FIRST SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	Part – I	LANGUAGE - Tamil	3	3			3	6	25	75	100
2	Part – II	Foundation ENGLISH	3	3			3	6	25	75	100
3	Part – IIICORE 1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part – III CORE 2	INDIAN WRITING IN ENGLISH	3	2			5	5	25	75	100
5	Part – III ELECTIVE	SOCIAL HISTORY OF ENGLAND (ELECTIVE I)	2	2			3	4	25	75	100
6	Part – IV	**NON MAJOR ELECTIVE-1** Popular Literature and Culture(offered to other Major students)	1	1			2	2	25	75	100
		Skill Enhancement Course (Foundation Course)-Functional English	1	1			2	2	25	75	100
		TOTAL					23	30			

SECOND SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE - Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 3	BRITISH LITERATURE – I	3	2			5	5	25	75	100
4	PART III CORE 4	AMERICAN LITERATURE – I	3	2			5	5	25	75	100
5	PART III ELECTIVE	HISTORY OF ENGLISH LITERATURE (ELECTIVE 2)	2	2			3	4	25	75	100
6	PART IV	**NON MAJOR ELECTIVE -2- Philosophy for Literature- (Offered To Other Major Department Students)**	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE-SEC-1 English for Communication	1	1			2	2	25	75	100
		TOTAL					23	30			

II-YEAR THIRD SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE - Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 5	BRITISH LITERATURE - II	3	2			5	5	25	75	100
4	PART III CORE 6	AMERICAN LITERATURE -II	3	2			5	5	25	75	100
5	PART III ELECTIVE	LITERARY GENRES AND TERMS ELECTIVE 3	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE-SEC 2 (ENTREPRENEURIAL SKILL)	1	0			1	1	25	75	100
		Skill Enhancement Course SEC-3-Public Speaking	1	1			2	2	25	75	100
		EVS	1	0				1	25	75	100
		TOTAL					22	30			

FOURTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE - Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 7	WORLD LITERATURE IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE 8	ASPECTS OF LANGUAGE AND LINGUISTICS	3	2			5	5	25	75	100
5	PART III ELECTIVE	NON-MANDATORY ELECTIVE 4-Film and Literature	2	2			3	3	25	75	100
6	PART IV	SKILL ENCHANCEMENT COURSE SEC-4-English for Career	1	1			2	2	25	75	100
		SKILL ENCHANCEMENT COURSE SEC-5-English for Business	1	1			2	2	25	75	100
		EVS	1	0			2	1	25	75	100
		TOTAL					25	30			

III YEAR -FIFTH SEMESTER

S l. N O	Course Category	Course	L	T	P	S	Credits	Total Contact Hours/ Week	CIA	ESE	Total
				Credit Distribution						Marks	
1	PART III CORE 9	AUTHORS IN FOCUS	3	2			4	5	25	75	100
2	PART III CORE 10	WOMEN'S WRITING	3	2			4	5	25	75	100
3	PART III CORE 11	INDIAN WRITING IN TRANSLATION	3	2			4	5	25	75	100
4	PART III CORE 12	CHILDREN'S LITERATURE	3	2			4	5	25	75	100
5	PART III ELECTIVE	NON-MANDATORY ELECTIVE 5-Introduction to Comparative Literature	2	2			3	4	25	75	100
6	PART III ELECTIVE	NON-MANDATORYELECTIVE 6-Mass Communication and Journalism	2	2			3	4	25	75	100
7	PART IV	VALUE EDUCATION	1	1			2	2	25	75	100
		SUMMER INTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
		TOTAL					**26**	**30**			

SIXTH SEMESTER

Sl. NO	Course Category	Course	L	T	P	S	Credits	Total Contact Hours/ Week	CIA	ESE	Total
				Credit Distribution						Marks	
1	PART III CORE 13	LITERARY CRITICISM	3	3			4	6	25	75	100
2	PART III CORE 14	BIOGRAPHIES,AUTO BIOGRAPHIES AND MEMOIRS (NON MANDATORY CORE)	3	3			4	6	25	75	100
3	PART III CORE 15	SHAKESPEARE STUDIES (NON MANDATORY CORE)	3	3			4	6	25	75	100
4	PART III ELECTIVE	NON-MANDATORY-ELECTIVE 7 Communicative English	3	2			3	5	25	75	100
5	PART III ELECTIVE	NON-MANDATORY-ELECTIVE 8 Digital Literacy and Concepts	3	2			3	5	25	75	100
6	PART IV	EXTENSION ACTIVITY	-	-			1		25	75	100
		PROFESSIONAL COMPETENCY SKILL- Interview Skills	1	1			2	2	25	75	100
		TOTAL					**21**	**30**			

Methods of Evaluation			
Internal Evaluation	Continuous Internal Assessment Test	25 Marks	
	Assignments		
	Seminars		
	Attendance and Class Participation		
External Evaluation	End Semester Examination	75 Marks	
	Total	100 Marks	
Methods of Assessment			
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions		
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview		
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain		
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge		
Evaluate (K5)	Longer essay/ Evaluation essay, Critique or justify with pros and cons		
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations		

7A - Mandatory Core Areas for B.A Programme

I Year **Sem I** **Sem II**	**C1.** Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
	C3. British Literature I (5 credits)
	C4. American Literature I (5 credits)
II Year **Sem III** **Sem IV**	C5. British literature - II (5 credits)
	C6. American literature - II (5 credits)
	C7.World literature in translation(4 credits) C8.Aspects of Lang Linguistics (4 credits)
III Year **Sem V** **Sem VI**	C9. Authors in Focus (4 credits)
	C 10.Women's Writing in English and in Translation(4 credits)
	C11.Indian Literature in Translation (4 credits) C 12. Project (4 credits)
	C13. Introduction to literary Theory and Criticism (4 credits) C14.Biographies,Autobiographies and Memoirs{4 credits} C15.Shakespeare Studies {4 credits}

B - Suggested Non Mandatory Core Areas for B.A Programme

Semester VI (any 2 may be opted (C14 & C15 (4 credits each)

III Year **Sem VI**	CNM1. Biographies, Auto-biography & Memoirs
	CNM2. Shakespeare Studies
	CNM3. Literary Criticism
	CNM4. Culture Study through Film (India and America)
	CNM5. Media, Communication & Publication
	CNM 6. Modern English Grammar and Composition
	CNM7. ELT and Computer Assisted Language Learning
	CNM8. Creative Writing
	CNM 9. English at Work Place CNM 10. Travel Writing

C- Mandatory Elective Areas for B.A Programme

I Year	ME 1. Social History of England (3 credits)
	ME 2. History of English Literature (3 credits)
II Year	ME 3. Literary Genres and Terms (3 credits)
	ME 4. Film & Literature

D- Suggested Non Mandatory Elective (Allied) Areas for B.A Programme (any five may be opted- 3 credits each)

Sem IV (1 to be opted) ELECTIVE 4	NME 1. Myth and Literature
	NME 2. Film and Literature
	NME 3. English Teaching Methods and Materials
	NME 4. Translation: Basic Concepts and Practice.
Sem V (2 to be opted) ELECTIVE 5,6	NME 1. English for Competitive Examinations
	NME2. Introduction to Comparative Literature
	NME3. Fundamentals of Academic Writing
	NME4. Mass Communication and Journalism
	NME5. Film Studies
Sem VI (2 to be opted) ELECTIVE 7,8	NME 1. Art & Literary Aesthetics
	NME 2. Communicative English
	NME 3. Writing for the Web / English for Internet
	NME 4. Digital Literacy and Concepts
	NME 5. Technical Writing

(SKILL ENHANCEMENT COURSES)
  a. **ENGLISH FOR COMMUNICATION**
  b. **ENTREPRENEURIAL SKILL**
  c. **PUBLIC SPEAKING**
  d. **ENGLISH FOR CAREER**
  e. **ENGLISH FOR BUSINESS**

B.A. ENGLISH
Core Component Syllabus

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To introducethe different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable leaners to understand the different genres of writing
LO4	To examine the various themes and methodologies present in literature
LO5	To create the ability of critically examining a text

UNIT	Details
I	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.
II	Michael Drayton - *The Parting*. William Shakespeare - *Sonnet 18*, *Sonnet 116*. John Milton - *When I Consider How My Light is Spent,* William Wordsworth - *Daffodils*. John Keats - *Ode to Nightingale*. Thomas Gray - *Elegy Written in a Country Churchyard*. Robert Frost - *Mending Wall* Theodore Roethke – *The Meadow Mouse*
III	J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.
IV	Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills. *A Dill Pickle, The Escape* from Katherine Mansfield - Bliss and other stories.
V	Saki - The Open Window Robert Lynd – Sweet Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	PO1
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1, PO2
CO3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
CO4	Use library resources to research and develop arguments about literary works.	PO4, PO5, PO6
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3, PO8

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirszner, by Cengage Learning, 2016

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5.	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis,2020

Web Resources	
1.	*ASIATIC: IITUM Journal of English Language &Literature*
2.	The *English Historical Review*(*EHR*)

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

FIRST YEAR - SEMESTER I
CORE II - INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.
LO3	To enable leaners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

UNIT	Details
I	*Winning of Friends (Panchathantra)* – Vishnu Sharma (there are four stories to choose from) *Brother's Day* from Folktales – A.K. Ramanujan *Handful of Nuts, Night Train to Deoli* from Ruskin Bond *Sparrows* - K.A. Abbas
II	Rabindranath Tagore - Khabhuliwala. India through a Traveller's Eye excerpt from My Several Worlds - Pearl S Buck. *The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days* - Ruskin Bond Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science, Humanitiesand Religion
III	The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo
IV	Sarojini Naidu- The Village Song A.K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness
V	Rabindranath Tagore – Mukhtha dhara. The Window, Sentry's Lantern - Five Plays - Harindranath Chattopadhyay Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel Joginder Paul - Sleepwalkers.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8

Text Books (Latest Editions)	
1.	

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	To be furnished by TANSCHE
2.	
3.	
4.	

Web Resources	
1.	
2.	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER II
CORE III - BRITISH LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives	
LO1	To introduce British Identity, Periods and other related forms.
LO2	To increase the ability for students to intellectually assess the world and theirplace in it.
LO3	To enable leaners to understand that British literature is at the foundation of English-speaking peoples' culture.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing throughthe text
UNIT	**Details**
I	Of Truth, Of Adversity - Francis Bacon On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele
II	Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper
III	P.B.Shelley - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty
IV	Christopher Marlowe - Dr. Faustus Oliver Goldsmith - She Stoops to Conquer
V	Mary Shelley - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput -Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by Writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8

Text Books
(Latest Editions)

1.	Rexroth, Kenneth. *The NewBritish Poets: An Anthology*. Granger Books, 1976.

References Books
(Latest editions, and the style as given below must be strictly adhered to)

1.	Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. *Frankenstein*. Create Space, 2015.
4.	Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.

Web Resources

1.	*Ranger, Paul. "Technical Features."* She Stoops to Conquer by Oliver Goldsmith, *1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5*.
2.	Dickens, Charles."Fifty-Two." *A Tale of Two Cities*,2008, https://doi.org/10.1093/owc/9780199536238.003.0047.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER II
CORE IV - AMERICAN LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To Understand the growth and development of American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learnabout prominent writers and famous works in American literature.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text

UNIT	Details
I	*Passage to India (Lines 1 - 68).*Walt Whitman *O Captain, My Captain!* – Walt Whitman
II	Sherman Alexie- *Crow Testament, Evolution* Edgar Allan Poe - *The Raven* Emily Dickinson - *Because I Could Not Stop for Death.*
III	Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones
V	Harriet Beecher Stowe - Uncle Tom's cabin Herman Melville- Billy Budd Washington Irving- The Legend of the Sleepy Hollow, Rip Van Winkle Leslie Marmon Silko- Ceremony

Course Outcomes		
Course Outcomes	On completion ofthis course, students will;	
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1, PO2

CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8

Text Books
(Latest Editions)

1.	Levine, Robert S., et al. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2022.

References Books
(Latest editions, and the style as given below must be strictly adhered to)

1.	Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chartwell Books, 2015.
2.	Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD, MEAD, 1980.
3.	Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub. Co., 1995.
4.	Kallen, Stuart A., and Terry Boles. *The Gettysburg Address*. Abdo & Daughters, 1994.

Web Resources

1.	"Harriet Beecher Stowe's Uncle Tom's Cabin." 2003, https://doi.org/10.4324/9781315812113.
2.	Mason, Ronald. "Herman Melville and 'Billy Budd.'" *Tempo*, no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER III
CORE V - BRITISH LITERATURE-II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To help learners analyze British Literature written from the late 18th Century to the present.
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.
LO4	To closely examine literary works using critical perspectives.
LO5	To help them with applying appropriate formal conventions when writing about literature.

UNIT	Details
I	Alfred Tennyson- Ulysses Robert Browning- My Last Duchess T.S.Eliot - The Wasteland W.H.Auden - The Unknown Citizen
II	G. K. Chesterton - Piece of Chalk Charles Lamb - Dream Children Joseph Addison - Sir Roger at Church
III	G.B.Shaw – Pygmalion John Osborne - Look Back in Anger
IV	Jane Austen - Pride & Prejudice. Charlotte Brontë - Jane Eyre
V	Arthur Conan Doyle - Hound of Baskervilles Murder on the Orient Express – Agatha Christie (Graphic Novel).

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8

Text Books (Latest Editions)	
1.	Renard, Virginie. *The Great War and Postmodern Memory: The First World War in Late 20 th -Century British Fiction (1985-2000)*. Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
2.	David Green - Winged Words – Mac Millan

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Brontë Charlotte, et al. *Jane Eyre*. Oxford University Press, 2019.
2.	Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928.
3.	*Look Back in Anger, by John Osborne: Theatre Program, 1974, La Mama Theatre*. 1974.

Web Resources	
1.	Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." *Agatha Christie*, 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6.
2.	Smith, Grover. "Eliot's World before the Waste Land." *The Waste Land*, 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

SECOND YEAR - SEMESTER III
CORE VI - AMERICAN LITERATURE-II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives		
LO1	To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.		
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.		
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.		
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.		
LO5	To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.		
UNIT	**Details**		
I	Theodore Roethke - The Meadow Mouse. Walt Whitman- When Lilac's Last in the Dooryard Bloom'd, The Gods.- Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars.		
II	Lorraine Hansberry - Raisin in the Sun		
III	Ralph Waldo Emerson - The American Scholar Edgar Allan Poe - Philosophy of Composition		
IV	Nathaniel Hawthorne - Young Goodman Brown. Toni Morrison – Beloved		
V	Mark Twain - The Adventures of Tom Sawyer.		
	Course Outcomes		
Course Outcomes	On completion of this course, students will;		
CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.		PO1

CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of theAmerican spirit in literature.	PO1, PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, andvisions of African American writers	PO4, PO6
CO4	Understand the American style of writing and ideologieslike Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4, PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand thechanging faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO3, PO8

| **Text Books** |
| **(Latest Editions)** |

1.	Angelou, Maya. *The Complete Poetry*. RandomHouse, 2015. An Anthology of American Literature - ?

References Books
(Latest editions, and the style as given below must be strictly adhered to)

1.	Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021.
2.	Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010. Hansberry, Lorraine. *A Raisin in the Sun*. Modern Library, 1995.
3.	Morrison, Toni. *Beloved*. Everyman's Library, 2006.
4.	Twain, Mark. *The Adventures of Tom Sawyer*. The Floating Press, 2009.

Web Resources

1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430.
2.	Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." *The Scarlet Letter*, Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER IV
CORE VII – WORLD LITERATURE IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners achieve accessibility to regional and international literary forms.									
LO2	To enable them to contextualize the texts and be familiar with translation theory.									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To exhibit appreciation of literature and writers from various nations and cultures.									
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.									
UNIT	**Details**									
I	Dante - Ulysses' Last Voyage Victor Hugo -Tomorrow at Dawn. Khalil Gibran - Your Children are not your children.									
II	Pablo Neruda - If you forget me. Alexander Pushkin - The Gypsies. Gabriel Okara - The Mystic Drum									
III	Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.									
IV	Marie Clements - The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot.									
V	Gabriel García Márquez - A Very Old man With Enormous Wings. Ivan S. Turgenev - The District Doctor. Antoine de Saint-Exupéry - The Little Prince.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
CO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1, PO2
CO3	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PO4, PO6
CO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8

Text Books (Latest Editions)	
1.	Márquez, Gabriel García. *A Very Old Man with Enormous Wings*. 2014.
2.	Neruda, Pablo. *The Poetry of Pablo Neruda*. Farrar, Straus and Giroux, 2015.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Angelou, Maya. *The Complete Poetry*. Random House, 2015.
2.	Benjamin, Walter, and Martin Jay. *Unpacking My Library*. 2010.
3.	Bercovici, Konrad. *The Story of the Gypsies*. Pickle Partners Publishing, 2017.
4.	Bolton, David. *The Pot of Gold by Plautus*. Lulu.com, 2019.
5.	Clements, Marie Humber. *The Unnatural and Accidental Women*. Talon books Limited, 2005.

Web Resources	
1.	The Introduction of Victor Hugo to the English (1823–1830)." *The Fortunes of Victor Hugo in England*, Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER IV
CORE VIII - ASPECTS OF LANGUAGE & LINGUISTICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100

	Learning Objectives
LO1	To help learners gain knowledge of origin, growth and development of English Language
LO2	To highlight the impact of various socio, political, cultural and historical events on English Language
LO3	To help them gain knowledge of the scientific study of English language and linguistics
LO4	To enable the students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of the language
LO5	To expose students to the analysis of literary texts using linguistic and discourse analytical tools
UNIT	**Details**
I	Descent of English Language from the Indo European family
II	Old, Middle & Modern English Influence – Greek, Latin, Scandinavian, French, Indian
III	Growth of Vocabulary
IV	Change of Meaning
V	Phonology – Vowels, Consonants & Diphthongs

	CourseOutcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Comprehend the essential link between language and culture. Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO1
CO2	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1,PO2

CO3	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO4,PO6
CO4	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO5,PO6
CO5	Apply critical thinking, independent judgment ,intercultural sensitivity and regional ,national and global perspectives to identify and solve problems in English Language and Linguistics	PO3,PO8

Text Books (Latest Editions)	
1.	John Lyons, Language & Linguistics
2.	T.Balasubramanian, A text book of English Phonetics for Indian students

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Modern Applied Linguistics: A introduction N.Krishnaswamy, S.K.Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy
2.	Mark Hancock, English Pronouncing Dictionary
3.	Charles F.Mayer, Introducing English Linguistics

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3

CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

THIRD YEAR - SEMESTER V

CORE IX - AUTHORS IN FOCUS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To help learners gain knowledge of authors of various backgrounds.
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.
LO3	To familiarize them with the style, diction and coherence of authors and theirworks.
LO4	To equip them with the ability to use this knowledge to analyze problems inbothother academic settings and work contexts.
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.

UNIT	**Details**
I	Aristotle-Life and works.
II	Charles Dickens-Life & Works
III	Rabindranath Tagore-Life & Works
IV	Jane Austen-Life & Works
V	Dignifying Science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].

	Course Outcomes
Course Outcomes	On completion ofthis course, students will;

CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts	PO 1
CO2	Integrate knowledge of the diversity of cultures and peoples	PO1, PO2
CO3	Apply critical thinking, independent judgment, interculturalsensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature	PO4, PO6
CO4	Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.	PO4, PO5, PO6
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature.	PO3, PO8

	Text Books **(Latest Editions)**
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.
2.	Fabiny, Sarah. *Who Was Jane Austen?* Penguin, 2017.
	References Books **(Latest editions, and the style as given below must be strictly adhered to)**
1.	Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic*. Yale University Press, 2020.
2.	Tagore, Rabindranath. *Rabindranath Tagore: An Anthology*. Macmillan, 1999.
3.	Tomalin, Claire. *Charles Dickens*. Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. *The Routledge Companion to Jane Austen*. Routledge, 2021.
	Web Resources
1.	*"About the Authors." Beyond Performance, John Wiley & Sons, Inc., 2015, pp. 269–70, http://dx.doi.org/10.1002/9781119202455.about.*
2.	*Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412*

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

THIRD YEAR - SEMESTER V
CORE X - WOMEN'S WRITINGS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To familiarize learners with how unique experiences of women influence their writings
LO2	To help themanalyze representations of women in literature.
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.
LO4	To enable them apply appropriate formal conventions when writing about literature
LO5	To help them in understanding how and on what grounds women's writing canbe considered as a separate genre.
UNIT	**Details**
I	Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite Sujatha Bhatt – Muliebrity

II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat &Live) On Reading Haiku – Elizabeth Searle Lamb Judith Wright – Eve to her Daughters
III	Virginia Woolf - A Room Of One's Own.
IV	Carol Churchill – Top Girls
V	. Sandra Cisneros - The House on Mango Street Margaret Atwood - Surfacing Ambai - In a forest, A deer.

Course Outcomes		
Course Outcomes	On completion ofthis course, students will;	
CO1	Examine and appreciate the role played by sociocultural-economic contexts in defining women.	PO1
CO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.	PO1, PO2
CO3	Understand and appreciate the representation of female experience in literature	PO4, PO6
CO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.	PO4, PO5, PO6
CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3, PO8

Text Books (Latest Editions)	
1.	Gilbert, Sandra M., and Susan Gubar. *The Norton Anthology of Literature by Women*. W. W. Norton, 2007.(2 Volume Set)
2.	Olson, S. Douglas. *The "Homeric Hymn to Aphrodite" and Related Texts*. Walter de Gruyter, 2012.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Estés, Clarissa Pinkola. *Women Who Run with the Wolves*. 1995.
2.	Holmström, Lakshmi. *In A Forest, A Deer*. OUP India, 2012.
3.	Jain, Jasbir, and Avadhesh K. Singh. *Indian Feminisms*. 2001.
4.	Woolf, Virginia. *A Room of One's Own*. Renard Press Ltd, 2020.
Web Resources	
1.	"Ambai (C. S. Lakshmi) b. 1944." *Name Me a Word*, Yale University Press, 2019, pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

THIRD YEAR - SEMESTER V
CORE XI – INDIAN WRITING IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To introduce the students to the polyphony of modern Indian writing in translation
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

UNIT	Details	
I	Excerpts from the Mahabharata- TR & ED Van Buitenen(106-169) Ilango Adigal - *The Book of Vanci.* – Silappathikaaram Book 3 Tr. R. Parthasarathy	
II	*Where The Mind Is Without Fear,* **Gitanjali,** **For below flowed the Jamuna,** **Fruit Gathering,Song 85- The Gardener**	*All by Tagore*
	Thirukkural TR by G.U.Pope ED by Rajaji- Iniyavai Kooral (10 couplets)	
III	Kurunthogai (Sangam Literature) -TR by A.K.Ramanujan-3,68,74,95,312(verses) Chapter 6-Bharatha Natya Sastra (100-118)Tr. By Manmohan Ghosh Vol.1	
IV	Badal Sircar - Evam Indrajit Girish Karnad – Tughlaq	
V	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob Arjun- Sunil Gangopadhyay	

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	PO3, PO8

Text Books (Latest Editions)	
1.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000
3.	100 Great Indian Poems by Abhay K. Bloomsbury, 2019

Web Resources	
1.	Modern Indian Writing in Translation - Course (nptel.ac.in).

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific

Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

THIRD YEAR - SEMESTER V
CORE XII – CHILDREN'S LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100

	Learning Objectives
LO1	To introduce and familiarize various genres and aspects of Children's Literature
LO2	To promote ethical values through children's literature and appreciate the world of other cultures
LO3	To gain comprehensive knowledge of Children's Literature by close reading
LO4	To appreciate the works of various writers of Children's Literature
LO5	To critically analyze Children's literature through discussion and Writing

UNIT	Details
I	Background Study: 1. Introduction: The World of Children's Literature Studies by Peter Hunt. 2. Essentials: What is Children's Literature? What is Childhood? By Karin Lesnik- Oberatein (From Understanding Children's Literature Edited by Peter Hunt)
II	Poetry 1. Edward Lear – The Owl and the Pussy Cat 2. Shel Silverstein – Invitation 3. Robert Louis Stevenson – My Shadow 4. Naomi Shihab Nye – Mystery
III	Fantasy Fiction J.K. Rowling – Harry Potter and the Philosopher's Stone
IV	Realistic Fiction 1. R.K.Narayan – Swami and Friends
V	Short Story 1. Mark Twain – The celebrated jumping Frog of Calaveras County 2. Hans Christian Andersen – The Princess and the Pea 3. Nathaniel Hawthorne – The Snow Image

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recognize the various genres of Children's Literature	PO1
CO2	Acquire values through their reading of the works of Children's Literature	PO1,PO2
CO3	Appreciate and criticize the similarities and differences in cultural imaginations.	PO4,PO6
CO4	Recognize the themes and artistic style employed in Children's Literature	PO4,PO5,PO6
CO5	Critically evaluate the different approaches to Children's Literature in various countries.	PO3,PO8
Text Books **(Latest Editions)**		
1.	Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature	
2.	Understanding Children's Literature – Peter Hunt, 2nd ed.	
3.	The Owl and and Pussycat: Edward Lear, Jan Brett.	
4.	The snow – Image and other Twice – Told Tales by Nathaniel Hawthorne: Boston: Ticknor Reed and Fields.	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	Lukens, J.Rabecca. A Critical handbook of Children's Literature	
2.	The Owl and Pussy cat; the Duck and the Kangaroo by Edward Lear; with original Illustrations by William Foster – Scholar's Choice edition	
3.	Hunt, Peter, Defining Children's Literature	
4.	A critical study of R.K.Narayan's Swami and friends and the Guide" Ruby Roy	
Web Resources		
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html .	
2.	https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 -

Low Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

THIRD YEAR - SEMESTER VI
LITERARY CRITCISM

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	CIA	External	Total
	Literary Criticism	Core	5	-	-	-	4		25	75	100

Pre-requisite	Basic Knowledge on Literary Criticism		

Course Objectives:

To Trace the evolution of English literary criticism from past to present.

To acquire knowledge on criticism and apply it in to analyse a text.

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

1	Carry Knowledge of leading Critics and their method of criticism	**K1**
2	Understand the different schools of criticism and their theories	**K2**
3	Interconnect the society, literature and literary criticism to analyse a text	**K4**
4	Evaluate a literary text by applying the ideas of the critics	**K5**

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

Unit:1		**15hours**

1. Aristotle
2. Sir Philip Sydney

Unit:2		15hours
1. John Dryden 2. Dr.Johnson		

Unit:3		15hours
1. William Wordsworth 2. S.T.Coleridge		

Unit:4		15hours
1. Mathew Arnold 2. Walter Pater		

Unit:5		15 hours
1. T.S.Eliot 2. I.A.Richards		
	Total Lecture hours	**75hours**

Text Book(s)

1   Introduction to English Criticism by Prasad (Macmillan)

Reference Books

1   Literary Criticism From Plato to the Present, M.R. Habib, Wiley Blackwell

2   English Literary Criticism and Theory, M.S. Nagarajan, Orient Blackswan

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1   https://www.classcentral.com/course/swayam-literary-theory-and-literary-criticism-7982

Mapping with Programme Outcomes

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	S	L	M	L	L	L	M	M
CO2	M	L	S	S	M	L	L	M
CO3	M	S	L	S	L	M	M	S
CO4	M	L	L	S	M	L	L	M

*S-Strong; M-Medium; L-Low

THIRD YEAR - SEMESTER VI
CNM 1– BIOGRAPHIES, AUTO-BIOGRAPHIES & MEMOIRS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.
LO3	To help them engage in imagination, critical inquiry and self-reflection
LO4	To help them explore significant texts from diverse cultures and people in history
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.

UNIT	Details
I	Definition of Biography, Autobiography and Memoir James Boswell - Chapter IX - The Dictionary- Life of Johnson.
II	Florence Nightingale – from Eminent Victorians
III	Salim Ali - The Fall Of A Sparrow
IV	R.K.Laxman - The Tunnel Of Time
V	Jesmyn Ward - Men We Reaped

Course Outcomes	
Course Outcomes	On completion of this course, students will;

CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.	PO1
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.	PO1, PO2
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.	PO4, PO6

CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process ofbiography and autobiography.	PO3, PO8

Text Books (Latest Editions)	
1.	*Knots in My Yo-yo String: The Autobiography of a Kid* by Jerry Spinelli. Alfred A. Knopf, 1998.
2.	*It Came From Ohio! My Life as a Writer* by R.L. Stine. Scholastic Paperbacks, 1998.
3.	Autobiography by Linda Anderson 2010, Routledge.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	*Henry Ford (Rookie Biographies)* by Wil Mara. Children's Press, 2004.
2.	*Amelia Earhart (Graphic Biography)* by Saddleback Educational Publishing, 2008.
3.	*A Picture Book of Harriet Tubman* byDavid A. Adler. Holiday House Inc., 1993.

Web Resources	
1.	a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

THIRD YEAR - SEMESTER VI
CNM 2– SHAKESPEARE STUDIES

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	SHAKESPEARE	Core	6	-	-	-	5		25	75	100
Pre-requisite	**Knowledge on Shakespearean Works**										

Course Objectives:
To introduce analytical approach in reading Shakepearean plays To provide deep insight into literary the devices used by Shakespeare

Expected Course Outcomes:	
On the successful completion of the course, student will be able to:	
1	Intensive knowledge on Shakespearean plays	K2
2	Analyse the universal characterization of Shakespeare	K4
3	Evaluate the versatile writings of Shakespeare	K2, K5
4	Enact a scene from Shakespearean play	K3
K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create		

Unit:1		**15hours**
Othello		

Unit:2		**15hours**
The Winter's Tale		

Unit:3		**15hours**
Twelfth Night		

Unit:4		15hours
Antony and Cleopatra		
Unit:5		15 hours
Shakespearean Theatre and Audience. Plot, Characterization, Fools in Shakespearean drama..		
	Total Lecture hours	75 hours

Text Books	
1	Othello, Finger print
2	The Winter's Tale, Penguin Classics
3	Twelfth Night, Fingerprint Publishing
4	Antony and Cleopatra, Maple Press
Reference Books	
1	The Complete Works of William Shakespeare, Wilco Publishing House
2	Muir, Kenneth, Shakespeare's Tragic Sequence
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.mooc-list.com/tags/william-shakespeare

Programme Outcomes Mapping

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	3	1	1	2	1	1	2	1
CO2	2	2	3	2	2	2	2	1
CO3	2	1	1	1	3	1	2	3
CO4	1	2	2	2	3	1	3	3

3-Strong   2-Medium   1-Low

FIRST YEAR - SEMESTER I
ME 1– SOCIAL HISTORY OF ENGLAND (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100

	Learning Objectives
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era
LO3	To help them develop an understanding of the structural development of the English language
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language
LO5	To create the ability of critically examining a text
UNIT	Details
I	The Renaissance And Its Impact On England, The Reformation - Causes And Effects
II	The Commonwealth Of Nations, The Restoration, Coffee - Houses And Their Social Relevance
III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England
IV	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991).

Course Outcomes		
Course Outcomes	On completion ofthis course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various Ages	PO4, PO6

CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8

Text Books (Latest Editions)	
1.	Social History of England by Xavier

References Books **(Latest editions, and the style as given below must be strictly adhered to)**
Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012,Cambridge University Press
Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press; Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200,2012, Cambridge University Press.
Web Resources

1.	*A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive*

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

FIRST YEAR SEMESTER-II

ME 2- II History of English Literature

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	History of English Literature	Core	6	-	-	-	4		25	75	100

Pre-requisite	**Basic knowledge on English Literature and history of England.**		

Course Objectives:
To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages.   To make the students understand the development of British Literature

Expected Course Outcomes:	
On the successful completion of the course, student will be able to:	
1	Gain knowledge of the History of Literature and great authors of English.	**K2**
2	Interconnect the history, biography of the author and the works	**K3**
3	Analyse the growth of literary genres of specific periods	**K4**
4	Evaluate the role of literary movements and their impact on the literary works	**K5**
K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create	

Unit:1		15hours
1. The Age of Chaucer 2. The Age of Shakespeare – Verse, Drama and Prose.		
Unit:2		15hours
3. The Age of Milton –Milton 4. The Age of Dryden- Verse, Drama and Prose		
Unit:3		15hours
5. The Age of Pope- Verse, Drama and Prose 6. The Age of Johnson-General Prose and the Novel		
Unit:4		15hours
7. The Age of Wordsworth-The older Poets, the Younger Poets. 8. The Age of Tennyson-Verse, General Prose and The Novel.		
Unit:5		15 hours
9. The Age of Hardy 10. The Present Age.		
	Total Lecture hours	75 hours
Text Book(s)		
1	An Outline History of English Literature. by William Henry Hudson. (B.I Publications Pvt Ltd	
Reference Books		
1	History of English Literature, Harrows Publications, Chennai.	
2	History of English Literature, Emerald Publishers, Chennai.	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
1	https://www.classcentral.com/course/swayam-history-of-english-language-and-literature-14108	
2	https://nptel.ac.in/courses/109/106/109106124/	

Programme Outcomes Mapping

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	M	L	M	M	L	L	M
CO 2	L	M	M	M	M	L	L	S
CO 3	M	M	S	S	M	L	L	M
CO 4	M	L	M	L	S	M	L	M

*S-Strong; M-Medium; L-Low

SECOND YEAR - SEMESTER III
ME 3– LITERARY GENRES AND TERMS (ELECTIVE)

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Literary Forms	Core	5	-	-	-	4		25	75	100

Pre-requisite	**Basic knowledge on forms of writing in Literature**		
Course Objectives:			
To introduce the various literary genres and devices of English Literature. To make the students understand the salient features of literary forms.			
Expected Course Outcomes:			
On the successful completion of the course, student will be able to:			
1	Understand different literary forms and their characteristics		**K2**
2	Differentiate various literary devices		**K4**
3	Identify literary devices in a work, compare the genres and their features		**K3**
4	Attempt a simple creative writing		**K6**
K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create			
Unit:1	**POETRY**		**15hours**

Chapter I- Subjective and Objective
Poetry Chapter II- Poetic Types Chapter
III- Stanza Forms

Simile, Metaphor, Allegory,
Oxymoron, Epigram , Ambiguity,

Unit:2	**DRAMA**	**15hours**

Chapter I: Dramatic Art
Chapter II: Dramatic Types (111-133)
A Tragic Flaw, Three Unities, Soliloquy

Unit:3	**DRAMA &PROSE**	**15hours**

Drama: Chapter III: Dramatic Devices (134-139)
Prose: Chapter I: Essay (183-192)

Unit:4	**Fiction**	**15hours**

Chapter II: The Novel (193-224)
Chapter III: Short story (225-229)
Stream of Consciousness

Unit:5	**PROSE**	**15 hours**

Chapter IV: Biography and Auto Biography (230-236)

	Total Lecture hours	**75hours**

Text Book(s)

1	A Background to the study of English Literature-by Prasad (Macmillan)

Reference Books

1	A Comparison to Literary Forms, Padmaja Ashok, Orient Black Swan
2	Literary Forms, Ramachandra Nair, Emerald Publishers
3	A Glossary of Literary Terms, M.H. Abrams

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1	https://www.mooc-list.com/course/introduction-literary-studies-saylororg

Programme Outcomes Mapping

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	2	1	2	1	2
CO 3	2	2	3	1	1	2	3	1
CO 3	2	3	2	1	3	2	1	2
CO 4	2	1	3	1	3	2	2	1

3-Strong   **2-Medium**   **1-Low**

SECOND YEAR - SEMESTER IV
NME – FILM AND LITERATURE (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100

	Learning Objectives
LO1	To help students look closely into the relation between film and literature.
LO2	Introduce learners to the various ways in which literature and the moving image diverge.
LO3	Help the learners understand how each form makes their own claims to the narrative.
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.
LO5	**Help learners gain perspective on literature's relationship with cinema**

UNIT	Details
I	**Theories, Practices, Forms, Adaptations, Migrations-**William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985 film)
II	Arthur C Clark, The Sentinel (1948) Stanley Kubrick, 2001: A Space Odyssey(1968 film)
III	**G.B.Shaw – Pygmalion, Film – My Fair Lady(George Cukor) film**
IV	Boris Pasternak, DrZhivago (1957) David Lean, DrZhivago(1965 film)
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalypse Now(1979) Film

	Course Outcomes	
Course Outcomes	On completion ofthis course, students will;	
CO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	PO1
CO2	Familiarize withthe inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple.	PO1, PO2
CO3	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	PO4, PO6

CO4	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	PO4, PO5, PO6

CO5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8
Text Books (Latest Editions)		
1.	Mast, Gerald &Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.	
2.	NicholsBill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985.	
3.	Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta:Seagull Books, 1985.	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	RobergeGaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.	
2.	Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th CenturyVol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print	
Web Resources		
1.	*(PDF) Film and Literature (researchgate.net)*	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3

CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

NON - MANDATORY ELECTIVE PAPER – II – INTRODUCTION TO COMPARITIVE LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100

Learning Objectives	
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.

LO3	To cultivate a complex, trans disciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.
UNIT	Details
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology
III	Literature and other disciplines, Literature and other Arts
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley-*Ode to Liberty , Queen Mab, Love's Philosophy.* Selected poems of Subramaniya Bharathi - *Bharath Country, Worship of Sun, Kannan My Servant.*
V	Comparative study of Vairamuthu's *KallikattuIthikasam* and Ernest Hemingway's '*The Old Man and the Sea'*

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.
The blooms taxonomy verbs will be given as a separate annexure for your reference.
Each course outcome should be mapped with the POs.
The mapping of each CO can be done with any number of POs.

Course Outcomes		
Course Outcomes	On completion ofthis course, students will;	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	PO1
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.	PO1, PO2
CO3	Use critical terminology and interpretive methods drawn fr specific 20th –and 21stcentury comparative and critical Theories from multiple disciplines.	PO4, PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreignlanguages.	PO4, PO5, PO6

CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textualstudies able to go beyond simply mechanical applications.	PO3, PO8
Text Books (Latest Editions)		
1.	Ulrich Weisstein: Comparative Literature and other	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
2.	Arts Wellek & Warren: Theory of Literature	
3.	Part II S.S.Prawar :Comparative Literatures	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

NON- MANDATORY ELECTIVE PAPER – IV – MASS COMMUNICATIONAND JOURNALISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.									

LO2	To develop the learner into competent and efficient Media & Entertainment Industryreadyprofessionals.		
LO3	To empower learners by communication, professional and life skills.		
LO4	To develop the ability to structure Essays.		
LO5	To enable the students to learncopy- editing.		
UNIT	**Details**		
I	Mass Communication in India, Print Medium, Audio-Visual Media, Other Media		
II	News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.		
III	Advertising, Illustrations.		
IV	House and Trade Journals, Starting of Newspapers and Periodicals.		
V	Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.		

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.
The blooms taxonomy verbs will be given as a separate annexure for your reference.
Each course outcome should be mapped with the POs.
The mapping of each CO can be done with any number of POs.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.	PO1
CO2	Students would be able to inculcate the knowledge of growthof print, electronic and web	PO1, PO2
CO3	Students would be able to understand the significance of speechcommunication.	PO4, PO6
CO4	Students explore journals.	PO4, PO5, PO6
CO5	Students would find research gaps.	PO3, PO8

Text Books (Latest Editions)	
1.	D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

NON - MANDATORY ELECTIVE PAPER – VII - COMMUNICATIVE ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100

	Learning Objectives
LO1	To understand the basic fundamentals.
LO2	To implydifferent styles ofcommunication.
LO3	To impart knowledge about the extempore communicative activities.
LO4	To dissect information.
LO5	To analyze texts.

UNIT	**Details**
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation.
II	*Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.*
III	*Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.*
IV	*Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.*
V	*DrS Radhakrishnan "TheShaping of my Character"* *Agra Gra"And you call me coloured"* *Alfred Lord Tennyson "Ulysses"*

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.
The mapping of each CO can be done with any number of POs.
Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Recall fundamental concepts of the four linguistic skills.	PO1
CO2	Apply different styles communication in professional context.	PO1, PO2
CO3	Participate in different planned and extempore communicative activities.	PO4, PO6
CO4	Interpret and discuss facts as well as information in each context.	PO4, PO5, PO6
CO5	Critique literary texts that develop an appreciation for human values.	PO3, PO8

Text Books (Latest Editions)	
1.	Ruskin Bond, *Time Stops at Shamliand Other Stories,* Penguin Books India Pvt Ltd,1989
2.	Shyamala, V. *Speak English in Four Easy Steps*, Improve English Foundation Thiruvananthapuram: 2006

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low Mapping
with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

NON- MANDATORY ELECTIVE PAPER – IX - DIGITAL LITERACY AND CONCEPTS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100

Learning Objectives	
LO1	To help the students to be introduced to digital literacy
LO2	To elaborate on digital values, language and culture
LO3	To explore digital literacy in terms of information , identity and labelling
LO4	To discuss teacher's engagement in digital literacy
LO5	To analyze socio- economic factors in digital literacy
UNIT	**Details**
I	Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.

II	What are digital literacies? Values of Digital Literacy, Digital Literacy inthe language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and interculturalliteracies.
III	Information Literacy, Media Literacy, Young People's IdentityEngagement with Technology, Labelling the Digital Generations.
IV	Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.
V	Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases.

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.
The blooms taxonomy verbs will be given as a separate annexure for your reference.
Each course outcome should be mapped with the POs.
The mapping of each CO can be done with any number of POs.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of digital literacy.	PO1
CO2	Acquire skills in text literacies and language.	PO1, PO2
CO3	Acquire skills in information digital literacy.	PO4, PO6
CO4	Build confidence in using digital literacy.	PO4, PO5, PO6
CO5	Aware of the various types socio- economic factors in digital literacy.	PO3, PO8
Text Books (Latest Editions)		
1	Introduction to Digital Literacy (2nd Edition) - Mark Bowles.	
2	Popular Culture, New Media and Digital Literacy in Early Childhood – J.Marsh	
3	Digital Literacy: Different Cultures, Different Understandings – E.Helsper.	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	Implementing Media Literacy: Empowerment, Participation andResponsibility – Livingston	

2.	Literacy: Reading the word and the word – P.Freire and P.Macedo.	
3.	Media Literary in Schools: Practice, Production and Progression –A.Burn andJ.Durran.	
4.	Digital Literacy for Learning – A.Martin and D.Madigan Changing Literacies – C.Lankshear.	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific

Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

ENGLISH FOR COMMUNICATION (SEC -I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.
LO2	To sensitize students to the major issues in the society and the world.
LO3	To provide the students with an ability to build and enrich their communication skills.
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study
LO5	To help them think and write imaginatively and critically

UNIT	Details
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.
II	Types of communication-Verbal-Non-Verbal.
III	Effective communication skills
IV	Skills to be acquired in communication - Speaking/reading/writing/listening
V	Application of learning

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify the basic principles of communication	PO1
CO2	Analyze the various types of communication	PO1, PO2
CO3	Make use of the essential principles of communication	PO4, PO6
CO4	Identify the prominent methods and models of Communication.	PO4, PO5, PO6
CO5	Learn about the four skills of language and get familiarized with them.	PO3, PO8

Text Books (Latest Editions)	
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3.	Understanding Body Language by Alan Pease.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
1.	*(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY |goiga la jijuna - Academia.edu*

Mapping with Programme Outcomes:/

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low
Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENTREPRENEURIAL SKILLS (SEC-II)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To introduce learners to various qualities required for entrepreneurship
LO2	To discuss about various entrepreneurship models
LO3	To help them think creatively and innovatively
LO4	To enable them understand various schemes supporting entrepreneurship
LO5	To discuss the steps in venture development and new trends in entrepreneurship.

UNIT	Details
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with Entrepreneurs.

Course Outcomes		
Course Outcomes	On completion ofthis course, students will;	
CO1	Understand the foundation of Entrepreneurship Development and its theories.	PO1
CO2	Explore entrepreneurial skills and management function of a company.	PO1, PO2
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4, PO6
CO4	Understand various steps involved in starting a venture.	PO4, PO5, PO6
CO5	Explore marketing methods & new trends in entrepreneurship.	PO3, PO8

Text Books (Latest Editions)	
1.	
2.	
3.	

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed.,

	Houghton Mifflin Company, New York	
Web Resources		
1.	6 Must-Have Entrepreneurial Skills	HBS Online MindTools	Home	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

PUBLIC SPEAKING SKILLS (SEC-III)

Subject Code	tegory	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To help students understand the goals and benefits of public speaking
LO2	To help them recognize communication apprehension and guide them on how to reduce it
LO3	To familiarize them on how public speaking can be used to advocate or create change
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
LO5	To help them think and speak imaginatively and critically

UNIT	Details
I	What is Public Speaking?
II	Need for Public Speaking.
III	Significance and essentials of public speaking skills
IV	Techniques in acquiring the skill
V	Speaking any common topic in front of the class

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the principles of public speaking	PO1
CO2	Recognize barriers to public speaking and identify how to avoid them	PO1, PO2
CO3	Understand how to give effective verbal and nonverbal feedback	PO4, PO6
CO4	Learn about planning speech organization for the intended audience	PO4, PO5, PO6
CO5	Practice effective group delivery and speech in formal context.	PO3, PO8

Text Books (Latest Editions)	
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
2.	Fraleigh, D.M., &Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins

References Books
(Latest editions, and the style as given below must be strictly adhered to)

1.	*Apple, W.,Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.*
	Web Resources
1.	*Learning Outcomes |Public Speaking (lumenlearning.com)* *lu03_public_speaking.pdf (indianhills.edu)*

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR CAREERS (SEC-IV)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

	Learning Objectives
LO1	To help students gain knowledge about the job search, application, and interview process
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
LO3	Help them with strategies for identifying the jobs that match their interests and skills
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing
LO5	To enable learners to describe themselves and their experiences in a résumé

UNIT	**Details**
I	Definition of English Language-Characteristic Features
II	Purposes of English Language
III	Major Roles played by English Language in Education and various career Choices
IV	English language as a identity to popular culture
V	The major developments happening in the contemporary world by using English language.

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Attain communicative competence so that they can use language accurately and appropriately	PO1
CO2	Understand the basic features of communication and aim at improving language skills	PO1, PO2
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.	PO4, PO6
CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	PO4, PO5, PO6
CO5	Make sure that the style, content and message is concise, correct and appropriate.	PO3, PO8

Text Books (Latest Editions)	
1.	The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print
2.	Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print
Web Resources	
1.	*https://www.researchgate.net/publication/344172814_English_For_Career_Devel opment? enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12- XXX& enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc 0Mzc5NTTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publication Cover Pdf*

Mapping with Programme Outcome:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR BUSINESS (SEC-V)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

	Learning Objectives
LO1	To help students learn strategies and practical language to deal with **real life** situations.
LO2	To help them improve on how to **speak** and **write** in order to keep **communication** going and always appear **professional** and **competent**
LO3	To enable them to use the language **flexibly** and express in the **suitable** language for the **context**: for example in social, professional or academic contexts
LO4	To help them strengthen their **understanding** of **native speakers** in **real life situations** by learning strategies and through practice, practice, practice!
LO5	To help them to consistently develop a **comprehensive** vocabulary through real, authentic resources

UNIT	Details
I	Business English Definition and Difference
II	Highlights/ Significance/Essentials of Business English
III	Needs of Business English
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.
V	Economic Development through Business English

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	**Strengthen** their language **skills**: writing, reading, listening & speaking	PO1
CO2	Understand real **speech patterns** and learn pronunciation techniques in fluent speech	PO1, PO2
CO3	Improve their **confidence** and learn how to **connect** with people in English	PO4, PO6
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	PO4, PO5, PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3, PO8

	Text Books (Latest Editions)
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Facultyof Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2.	Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.
	References Books **(Latest editions, and the style as given below must be strictly adhered to)**
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - FederalUniversity of Technology - Paraná. Curitiba. 2015.
	Web Resources
1.	*English language skills for the future	Cambridge English*

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Professional Competency Skill- INTERVIEW SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

	Learning Objectives
LO1	To enable students understand the information needed to prepare for an interview
LO2	To enable them to research company information before heading to an interview
LO3	To familiarize them with how to handle Interview Questions
LO4	To enable them to use comfortable vocabulary
LO5	To help them think and speak imaginatively and critically

UNIT	Details
I	Definition of Interview-Essentials of Interview Skill
II	Needs and Requirements of Interview skills
III	Resume Preparation- Do's and Don'ts of an interview
IV	Body language-gesture-attitude-facial expression-sound knowledge
V	Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.	PO1
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace).	PO1, PO2
CO3	Demonstrate professional behavior(s) including ~~prepardnes~~, professional attire, and respectful presentation.	PO4, PO6
CO4	Develop confidence in relationship to their interviewing skills.	PO4, PO5, PO6
CO5	Be able to identify, discuss, and implement key job interview skills.	PO3, PO8

	Text Books (Latest Editions)
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall
2.	David Beckham (2013), The illustrated Book, Headline Publications

	References Books (Latest editions, and the style as given below must be strictly adhered to)
1.	*Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.*

Web Resources	
1.	*Tips for a Successful Interview (ung.edu)*

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low
Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Foundation course -FUNCTIONAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To enable learners use appropriate phrases for performing language functions
LO2	To help them to edit, select and present information in a format/ perspective
LO3	To enable them to listen and reduce information to a point form
LO4	To help them read and to expand from points to paragraph
LO5	To enable them to predict, comprehend, infer and synthesize information
UNIT	**Details**
I	Definition of Functional English - Significance of Functional English
II	Four essentials of functional English: LSRW
III	Grammar
IV	Strategies to use functional English
V	Provide a dramatic play to perform which gives the students to apply functional language

Course Outcomes	
Course Outcomes	On completion of this course, students will;
CO1	Learn to form words properly using prefixes/ suffixes and make correct use of Concord or Subject-Verb Agreement — PO1
CO2	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs — PO1, PO2
CO3	Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly. — PO4, PO6
CO4	Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage — PO4, PO5, PO6
CO5	Cultivate the habit of newspaper reading — PO3, PO8

Text Books (Latest Editions)	
1.	Susan Thurman, *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment.*2011
2.	Grant Barrett, *Perfect English Grammar*: The Indispensable Guide to Excellent Writing and Speaking,2013

References Books
(Latest editions, and the style as given below must be strictly adhered to)

1.	Jane Straus, Lester Kaufman, and Tom Stern, *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes,*2015

Web Resources	
1.	*BBC World Service. (2011) Learning English: Ø http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm*

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

NME – 1 - POPULAR LITERATURE AND CULTURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To broadenthe idea of literature and the concept of texts.									
LO2	To learn the difference between genre fiction and literary fiction.									
LO3	To make students gain an understanding ofthe folk roots of popular literature.									
LO4	To make students find a perspective into the debate between high and low cultures.									
LO5	To analyze the fantasywork that gains popularity.									
UNIT	**Details**									
I	Glover, David and Scott McCracken. —Introduction as an essay Felicity Hughes, _Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978									
II	Brothers Grimm – —The Juniper Treell Adventure ofthe Speckled Bandll Roald Dahl - Extracts from *Charlie and the Chocolate Factory* (Chapters 13 to 15,Penguin2013)									
III	Sat yajit Ray– —Professor Shonku and the UFOll (from *The Mystery of Munroe Island and Other Stories,* Puffin Classics 2015)									
IV	Herge:*Tintin in Tibet* (Hergé. Tintin in Tibet. London:Egmont. 2012) Somdev Bhatt: —The Story of Padmavat iand the Prince Vajramuktill (Vikram-Betaal Story)									
V	Anuja Chauhan:*The Zoya Factor* J. K. Rowling: *Harry Potter and the Philosopher's Stone*									

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.
The blooms taxonomy verbs will be given as a separate annexure for your reference.Each course outcome should be mapped with the POs.
The mapping of each CO can be done with any number of POs.

	Course Outcomes	
Course Outcomes	On completion ofthis course, students will;	
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	PO4, PO6
CO4	Talk about some ofthe key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8

Text Books **(Latest Editions)**	
1	Chute, Hillary. ―Comics as Literature .Reading Graphic Narrative. *PMLA* – Publications of The Modern Language Association of America. 123. 452-465. 2008.
2	Herge. *Tintin in Tibet*. Baker and Taylor, 2009.

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.
2.	Gill, Rosalind & Herdieckerhoff, Elena. ―Rewriting the romance: new femininit ies in chick lit? .*Feminist Media Studies* 6(4). 2006.

Web Resources	
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html
2.	(http://www.cambridgeblog.org/wp-co ntent/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

NME - II PHILOSOPHY FOR LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

	Learning Objectives
LO1	Engage with the philosophy of literary representations.
LO2	Give the students a historical overview of the major figures in philosophy
LO3	Introduce to them some of the significant schools of thought that has influenced human perception.
LO4	Inform students how an understanding of philosophy is vital to the reading of literature
LO5	Analyze the philosophical thought

UNIT	Details
I	The World of Greeks-Heraclitus—Flux and the unity of opposites—Socrates—Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature
II	Robert Frost. ―West- Running Brook-S T Coleridge. ―Kubla Khan-P B Shelley. ―Ozymandias, Keats. ―Endymio n‖ (First 33 lines) (Aristotle's idea of soul, beauty, art and nature)
III	Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God— Pantheism—concept of substance and modes—Cartesian dualism vs Spinoza's monism—John Locke— Liberalism—Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl—Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Superstructure
IV	Emily Dickinson. ―The Brain—is wider than the Sky‖ (Debate the Cartesian mind body or material immaterial dualism), Walt Whit man. ―On the Beach at Night Alone.‖ (Spinoza's pantheism), William Ross Wallace. ―The Libert y Bell(Locke's liberalis m M and the turn of humanit y), D. H. Lawrence.—How Beastly the Bourgeois Is?‖ (Marx's idea of social 44 class)
V	Nihilism, Existent ialism and Afterwards-Wallace Stevens. ―Sad Strains of a Gay Waltz,‖ (Nietzsche's idea of nihilism and the death of god), W H Auden. ―Who's Who? (Heidegger's idea of Dasein and Geworfenheit, ―Being- thrown-in-the-world), Ted Hughes. ―Hawk Roosting,‖ (ego that mediates the inst inctual id and the critical super-ego), Maya Angelou-When I think of myself, (de Beauvo ir's concept of becoming),

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.
The blooms taxonomy verbs will be given as a separate annexure for your reference.
Each course outcome should be mapped with the POs.
The mapping of each CO can be done with any number of POs.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8

Text Books (Latest Editions)

1	Durrant, Will. *The Story of Philosophy*, Simon &Schuster, 1991.
2	Gaarder, Jostein. *Sophie's World*: 20th Anniversary Edition. Orion, 2015.

References Books

(Latest editions, and the style as given below must be strictly adhered to)

1.	Russell, Bertrand. *History of Western Philosophy* .Routledge, 2016.
2.	Gibson, John. *The Philosophy of Poetry.* Oxford UP, 2015.

Web Resources

1.	https://www.philosophybasics.com/general_whatis.html
2.	https://archive.org/details/SophiesWorld_989/page/n5/mode/2up

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contributionn to Pos	3.0	3.0	3.0	3.0	3.0

Semester –V
Internship Program

Objectives

To analyze learners' skills and interests

To help examine academic and career goals

To analyse one's personal beliefs, values, work ethic

OUTCOME:

- The internship programme makes the students to
- Apply theory to real life
- Get a feel for the work environment.
- Boost their confidence in bringing out their potential and increase their motivation
- Build networks.
- Enrich CV
- Getting a job directly
- Getting a reference or letter of recommendation.

ENGLISH MAJOR INTERNSHIP

English major internships enhance the students' skills in writing, publishing, editing, organization, and accountability, and problem-solving among many others. Internship opportunities for English students can foster great exploration of the field, since there are so many paths in English to consider and understand.

Internship Opportunities for English Major Students

The strong writing and critical thinking skills that are honed in the English major students are assets to employers in a wide range of professions.

Areas:

Some of the fields that are open to English major students include:

- Publishing and Editing
- Advertising
- Public Relations
- Journalism
- Web Development/New Media
- Marketing
- Teacher training at schools
- Anything related to English learning....

Duration: 15 days during vacation

Certificate to be obtained from the organization/company/school, etc...

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