



**PERIYAR UNIVERSITY
PERIYAR PALKALAI NAGAR
SALEM – 636011**

B.A. ENGLISH

**TAMILNADU STATE COUNCIL FOR HIGHER
EDUCATION, CHENNAI - 600 005**

SYLLABUS

**FROM THE ACADEMIC
YEAR 2026 - 2027**

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Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analysing 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 with the 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 learning 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; analyse 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 Thinking: 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.

PO10: 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.

[illegible]

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 explains 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- **IKS 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 over view of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	Instil confidence among students Create interest for the subject
I, II, III, IV, V	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	Elective papers	Strengthening the domain knowledge Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature. Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.

III Semester	Elective Papers	Exposure to industry moulds students into solution providers Generates Industry ready graduates Employment opportunities enhanced
IV Semester	Elective papers	Self-learning is enhanced Application of the concept to Real situation is conceived resulting Intangible outcome
V Semester	Elective papers	Enriches the study beyond the course. Developing 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 English UG Programmes

Semester I	Credit	Hr.	Semester II	Credit	Hr.	Semester III	Credit	Hr.	Semester IV	Credit	Hr.	Semester V	Credit	Hr.	Semester VI	Credit	Hr.
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 Part 3. Core Course – VCC VIII	5	6	6.1Part 3. Core Course – CC XI	5	6
Part 2. English	3	6	Part 2. English	3	6	Part 2 English	3	6	Part 2 English	3	6	5.2 Part 3. Core Course – CC IX	5	6	6.2 Part 3. Core Course – CC XII	5	6
1.3 Part 3. Core Course – CC I	5	5	2.3 Part 3. Core Course – CC III	5	5	3.3 Part 3. Core Course – CC V	5	5	4.3Part 3. Core Course - CCVI Core Industry Module	5	5	5.3. Part 3. Core Course CC -X	5	6	6.3 Part 3. Core Course – CC XIII	5	6
1.4 Part 3. Core Course – CC II	5	5	2.4 Part 3. Core Course – CC IV	5	5	3.4 Part 3. Allied – III	4	5	4.4 Part 3. Core Course- CC VII	5	5	5.4. Part. 3 Elective III	3	4	6.4 Part 3. Core Course – CC XIV	5	5
1.5 Part 3. Allied – I	4	4	2.5 Part 3. Allied – II	4	4	3.5 Part 3. Elective -I	3	4	4.5 Part 3. Allied – IV	4	3	5.5 Part 4. Skill Enhancement Course	2	2	6.5 Part 3. Core Course –/ Group Project with viva-voce CC -XV	5	5
1.6 Part 4. NME 1 offered to other departments	2	2	2.6 Part 4. NME 1 offered to other departments	2	2	3.6 Part 4. Skill Enhancement Course	2	2	4.6 Part 3. Elective -II	3	3	5.6 Part 4. Summer Internship /Industrial Training	2	4	6.6 Part 4. Extension Activity	1	2
1.7 Part 4 Value Education	1	2	2.7 Part 4. Disaster Management	1	2	3.7 Part 4. Health and Wellness	1	2	4.7 Part 4. Skill Enhancement Course	2	2	5.7 Part 4. EVS	2	2	-	-	-
			NMSDC	2		NMSDC	2		NMSDC	2		NMSDC	2		NMSDC	2	
Total Papers	7			7+1			7+1			7+1			7+1			6+1	
Total Credits	23	30		23 + 2	30		21+2	30		25+2	30		24+2	30		26+2	30

Total – 152 (142+10 NM) Credits

- Part 1 & 2 - 24
- Part 3 – 100 (Core – 75, Allied – 16, Elective – 9)
- Part 4 – 18 (NME – 4, SEC- 6, Value Education – 1, DM – 1, H.W- 1, E.V.S- 2, EXT. – 1, Internship- 2) Naan Mudhalvan – 10

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System - UG

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 & Allied Courses	14	14
Part 4	Skill Enhancement Course - Non-Major Elective	2	2
	Value Education	1	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 & Allied Courses	14	14
Part 4	Skill Enhancement Course - Non-Major Elective	2	2
	Disaster Management	1	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, Allied Courses & Elective Courses	12	14
Part 4	Skill Enhancement Course (Discipline / Subject Specific)	2	1
	Health and Wellness	1	2
		21	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, Allied Courses & Elective Courses	17	16
Part 4	Skill Enhancement Course (Discipline / Subject Specific)	2	2
		25	30

Third Year - Semester-V

Part	List of Courses	Credit	No. of Hours
Part 3	Core Courses & Elective Courses	18	22
Part 4	Skill Enhancement Course (Discipline / Subject Specific)	2	2
	Internship / Industrial Visit / Field Visit	2	4
	EVS	2	2
		24	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part 3	Core Courses including Project	25	28
Part 4	Extension Activity	1	2
		26	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	14	14	12	17	18	25	100
Part IV	3	3	3	2	6	1	18
Total	23	23	21	25	24	26	142

***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**

5. Illustration for B.A. English Curriculum Design-2026-2027
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	3	3			3	6	25	75	100
2	Part II	ENGLISH	3	3			3	6	25	75	100
3	Part III CORE 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 ALLIED – I	SOCIAL HISTORY OF ENGLAND I	2	2			4	4	25	75	100
6	Part IV	SKILL ENHANCEMENT COURSE NME- offered to other departments	1	1			2	2	25	75	100
		VALUE EDUCATION	1	1			1	2	25	75	100
		TOTAL					23	30			

SECOND SEMESTER

Sl. No	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			I	T	P	S			CI A	ES E	Total
1	PART I	LANGUAGE	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	3	2			5	5	25	75	100
5	PART III ALLIED - II	SOCIAL HISTORY OF ENGLAND II	2	2			4	4	25	75	100
6	PART IV	NMSDC - Overview of English Language Communication					2	2	25	75	100
		SKILL ENHANCEMENT COURSE-NME- offered to other departments	1	1			2	2	25	75	100
		Disaster Management					1	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	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 ELECTIVE I	MYTH AND LITERATURE/FILM STUDIES	3	2			3	4	25	75	100
5	PART III ALLIED III	HISTORY OF ENGLISH LITERATURE I	2	2			4	5	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE	1	0			2	2	25	75	100
		NMSDC-Digital Skills for Employability	2				2	2	25	75	100
		HEALTH WELLNESS					1	2	25	75	100
		TOTAL					21	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	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 6	WORLD CLASSICS IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE 7	LANGUAGE AND LINGUISTICS	3	2			5	5	25	75	100
5	PART III ALLIED IV	-HISTORY OF ENGLISH LITERATURE II	2	2			4	3	25	75	100
6	PART III ELECTIVE II	LITERARY FORMS/ ENGLISH LANGUAGE TEACHING					3	3	25	75	100
7	PART IV	SKILL ENHANCEMENT COURSE	1	1			2	2	25	75	100
		NMSDC					2	2	25	75	100
		TOTAL					25	30			

III YEAR- FIFTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 8	WOMEN'S WRITING	3	2			5	6	25	75	100
2	PART III CORE 9	INTRODUCTION TO FOLK LITERATURE	3	2			5	6	25	75	100
3	PART III CORE 10	INDIAN WRITING IN TRANSLATION	3	2			5	6	25	75	100
5	PART III ELECTIVE III	JOURNALISM AND MASS COMMUNICATION/ LITERATURE AND ENVIRONMENT	2	2			3	4	25	75	100
7	PART IV	SKILL ENCHANCEMENT COURSE	1	1			2	4	25	75	100
		SUMMER INTERNSHIP/ INDUSTRIAL TRAINING	-	-	2		2	2	25	75	100
		EVS	1	1			2	2	25	75	100
	PART IV	NMSDC					2	2	25	75	100
		TOTAL					24	30			

SIXTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 11	LITERARY CRITICISM	3	3			5	6	25	75	100
2	PART III CORE 12	NEW LITERATURES IN ENGLISH	3	3			5	6	25	75	100
3	PART III CORE 13	SHAKESPEARE	3	3			5	6	25	75	100
4	PART III CORE 14	CHILDREN'S LITERATURE	3	2			5	5	25	75	100
5	PART III CORE 15	GROUP PROJECT	3	2			5	5	25	75	100
6	PART IV	EXTENSION ACTIVITY	-	-			1	2			
		NMSDC					2	2	25	75	100
		TOTAL					26	30			
							142				

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	
Analyse (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 off beat situations, Discussion, Debating or Presentations	

7A-Mandator Core Areas for B.A. Programme

I Year Semester I	C1. Introduction to Literature (5 credits)
	C2. Indian Writing in English (5 credits)
	C3. British Literature I (5 credits)
Semester II	C4. American Literature (5 credits)
II Year	C5. British Literature II (5 credits)
Semester III	C6. World Classics in Translation (5 credits)
Semester IV	C7. Language and Linguistics (5 Credits)
III Year Semester V Semester VI	C8. Women's Writing (5 credits)
	C9. Introduction to Folk Literature (5 Credits)
	C10. Indian Writing in Translation (5 Credits)
	C11. Literary Criticism (5 Credits)
	C12. New Literature in English (5 Credits)
	C13. Shakespeare (5 Credits)
	C14. Children's Literature (5 Credits)
	C15. Group Project (5 Credits)

B. Allied for B.A Programme Semester I to IV

Semester I to IV	Social History of England I (4 Credits)
	Social History of England II (4 Credits)
	History of English Literature I (4 Credits)
	History of English Literature II (4 Credits)

C. Mandatory Electives for B.A Programme Semester I to V

Semester III to V	Myth and Literature (3 Credits)
	Literary Forms (3 Credits)
	Journalism and Mass Communication (3 Credits)

D. Suggested Non-Mandatory Electives for B.A Program Semester V &VI

Semester III to V	Film Studies (3 Credits)
	English Language Teaching (3 Credits)
	Literature and Environment (3 Credits)

E. (SKILL ENHANCEMENT COURSES)

- 1. ENGLISH AND COMMUNICATION**
- 2. PUBLIC SPEAKING**
- 3. DIGITAL LITERACY AND CONCEPTS**
- 4. ENTREPRENEURIAL SKILL**
- 5. INTERVIEW SKILLS**
- 6. ENGLISH FOR CAREER**
- 7. AI IN ENGLISH LANGUAGE LEARNING**
- 8. ENGLISH FOR COMPETITIVE EXAMS**

B.A. ENGLISH

Core Component Model Syllabus

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	I	T	P	S	Credit	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y			5	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and forms 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, Prose-Short Story, Novel, Prosody, Metre									
II	John Milton – When I Consider How my light is spent John Keats – Ode to Nightingale Thomas Gray – Elegy Written in a Country Churchyard									
III	Francis Bacon – Of Studies Stephen Leacock – The Financial Expert Jerome K Jerome – Uncle Podger hangs a picture									
IV	Lamb’s Tales from Shakespeare – A Midsummer Night’s Dream, Twelfth Night									
V	Jane Austen – Pride & Prejudice									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain and interpret the major literary genres, forms, conventions, and thematic concerns in poetry, prose, drama, and fiction through the study of prescribed literary texts and authors.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply literary concepts, critical approaches, and contextual understanding to examine characters, themes, and human experiences	Apply (K3)	LO4 – Problem Solving	PO3, PO10

	presented in literary works and relate them to contemporary social and cultural contexts.			
CO3	Analyse and evaluate literary texts using appropriate critical and analytical frameworks by examining language, style, structure, imagery, symbolism, and narrative techniques to develop evidence-based interpretations.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and undertake independent literary projects, presentations, reviews, or research-based assignments utilizing print and digital resources while demonstrating self-directed learning, academic integrity, and lifelong learning skills.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Communicate and defend informed literary perspectives through oral, written, and digital modes while demonstrating ethical values, collaborative skills, reflective thinking, leadership qualities, and appreciation of diverse cultural viewpoints.	Evaluate (K5)	LO2 (Communication Skills), LO6 (Research Competency), LO10 (Teamwork & Leadership), LO15 (Ethics & Values)	PO7, PO9, PO10

Text Books (Latest Editions)	
1	An Introduction to the study of English Literature. W.H. Hudson.
2	Cecil, David. "The Poetry of Thomas Gray". Proceedings of the British Academy. London: 1954.
3	Jane Austen – Pride & Prejudice
4	https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Austen, Jane. Pride and Prejudice. ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, www.loc.gov/item/18001222/ . AUSTEN, Jane. Pride and Prejudice. London : Penguin Books Ltd, 1994. 299 s. ISBN 0-14-062022-2
2	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
3	Janice Campbell., Introduction to Literature : Excellence in Literatire English, 4 Ed, Everyday Education, LLC, January 2021.

Web Resources	
1.	https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015
2.	https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard

Mapping with Programme Outcomes:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	2	1
CO2	2	2	3	2	1	1	2	1	2	3
CO3	2	3	2	3	3	1	2	2	2	1
CO4	1	2	2	2	1	3	2	3	2	2
CO5	1	2	1	2	1	2	3	2	3	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	T	P	S	Credit	Inst. Hours	Marks		
							CIA	External	Total
	Core	Y	Y		5	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 create literary sensibility and critical response to the literary texts written in English
LO4	To closely examine the various themes and methodologies existing in Indian Writing in English.
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

UNIT

Details

I	Introduction from K. R. Srinivasa Iyengar and C. D. Narasimaiah
II	Rabindranath Tagore – Paper Boat Sarojini Naidu – The Village Song Toru Dutt – The Lotus A K Ramanujam – Still another View of Grace R Parthasarathy – River Once
III	Mahatma Gandhi – <i>Steal and Atonement</i> Sri Aurobindo – <i>Poetry</i> from “Early Cultural Writings” (Page 123-24) Vivekananda – Address at the final session (Complete works Vol I, Chapter I)
IV	Ruskin Bond – The Eyes are not Here KA Abbas – Sparrows
V	RK Narayan – The Man-eater of Malgudi

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain and interpret the major themes, literary traditions, cultural values, and philosophical ideas reflected in selected works of Indian Writing in English, demonstrating knowledge of significant authors, genres, and socio-cultural contexts.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply literary concepts, contextual	Apply (K3)	LO4 – Problem	PO3,

	understanding, and critical reading strategies to examine human, social, ethical, and cultural issues presented in literary texts and relate them to contemporary real-life situations.		Solving	PO10
CO3	Analyse and evaluate literary texts by identifying themes, narrative techniques, character portrayal, symbolism, and ideological perspectives, and construct evidence-based interpretations and arguments.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and undertake independent literary projects, presentations, reviews, or research-based assignments using appropriate print and digital resources, demonstrating self-directed learning, academic integrity, and lifelong learning skills.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Communicate and collaborate effectively in written and oral forms to present critical responses to literary texts while demonstrating ethical values, empathy, leadership qualities, digital competency, and reflective engagement with diverse perspectives.	Evaluate/Create (K5–K6)	LO2 (Communication Skills), LO3 (Practical Skills), LO6 (Research Skills), LO10 (Teamwork & Leadership), LO12 (Digital Competency), LO15 (Ethics & Values)	PO7, PO9, PO10

Text Books (Latest Editions)	
1.	K.R.Srinivasa Iyengar, Indian Writing in English
2	Sarojini Naidu-Select Poems. Turunbull, H.G, Dalway, Bombay: Oxford University Press, 1930
3	R.K.Narayan: The Man-Eater of Malgudi. Library of South Asian Literature – Orient paper backs 2010.
4	Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi :Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Indian Poetry in English Ed.by Makarand Paranjape
2.	Contemporary Indian Poetry in English Ed. By Saleem Peeradina
3.	Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.

4.	Dr.A.K.Sharma: Fiction and Indian Writing in English
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Web Resources	
1.	Poems https://www.poemhunter.com/a-k-ramanujan/poems/
2.	https://www.poetrybyheart.org.uk/poems/paper-boats
3.	https://allpoetry.com/Village-Song

Mapping with Programme Outcomes:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	2	3	2	1	1	1	1	1	3
CO3	2	3	2	3	3	1	1	1	2	1
CO4	1	1	2	2	1	3	2	3	2	2
CO5	1	2	1	1	1	2	3	2	3	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			5	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 works of British writers									
LO3	To enable learners 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 critical probing through the text									
UNIT	Details									
I	Thomas Gray – Elegy Written in a Country Churchyard Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization									
II	Charles Lamb – Dissertation upon a Roast Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison – Household Superstitions									
III	John Webster – The White Devil									
IV	Christopher Marlowe – Dr. Faustus									
V	Jonathan Swift –Gulliver’s Travels									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain and interpret the major themes, literary forms, stylistic features, and socio-cultural contexts reflected in the selected poetry, essays, drama, and prose works of the Renaissance, Neo-Classical, and Romantic periods.	K2 (Understand)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply literary concepts, critical approaches, and contextual knowledge to examine human values, social issues, moral dilemmas, and philosophical concerns presented in the prescribed texts	K3 (Apply)	LO4 – Problem Solving	PO3, PO10

	and relate them to contemporary situations.			
CO3	Analyse and evaluate literary techniques, characterization, symbolism, satire, and argumentative structures in diverse genres using textual evidence and logical reasoning to construct critical interpretations.	K4 (Analyse)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop independent literary projects, presentations, digital portfolios, or research-based assignments on prescribed authors and texts through self-directed inquiry, information gathering, and academic documentation practices.	K6 (Create)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Demonstrate effective communication, collaborative learning, ethical literary appreciation, leadership, and reflective engagement through discussions, presentations, research activities, and lifelong learning practices in literary studies.	K5 (Evaluate)	LO2 (Communication), LO6 (Research Competency), LO10 (Teamwork & Leadership), LO15 (Lifelong Learning)	PO6, PO7, PO9, PO10

Text Books (Latest Editions)	
1.	The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb.
2.	The Spectator Club – Critical Appreciation by Richard Steele
3.	MARLOWE ,Christopher. <i>Dr.Faustus</i> . BOOK ON DEMANDLTD, 2021.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	A Critical History of English Literature – David Daiches
2.	Swift, Jonathan, et al. Gulliver’s Travels. Oxford University Press, 2019.
Web Resources	
1.	Ranger, Paul, “Technical Features.” By Oliver pp51-58., http://doi.org/10.1007/978-1-349-07664-2_5 .

Mapping with Programme Outcomes:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	2	3	2	1	1	1	1	1	3
CO3	2	3	2	3	3	1	1	1	2	1
CO4	1	2	1	2	1	3	2	3	2	2
CO5	1	2	1	1	1	3	3	2	3	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 II
CORE IV - AMERICAN 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 identify the growth and development of American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learn about 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 critical probing through the text

UNIT

Details

I	Background: The First Frontier (Settlement of America) –The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman– Sacred Writings of the East.
II	Walt Whitman – O Captain, My Captain! Robert Frost – Birches Edgar Allan Poe – The Raven Emily Dickinson – Because I Could not stop for Death
III	Martin Luther King Jr. – I have a Dream Ralph Waldo Emerson – Self Reliance
IV	Tennessee Williams – The Glass Menagerie
V	Nathaniel Hawthorne – The Scarlet Letter

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain and interpret the historical, cultural, philosophical, and literary movements that shaped American literature, including Puritanism, Romanticism, Transcendentalism, and the influence of Eastern thought on major American writers.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1

CO2	Apply literary concepts, critical approaches, and contextual knowledge to examine themes, characters, symbols, and socio-cultural issues in selected American poems, prose works, and drama, thereby addressing literary and real-world perspectives.	Apply (K3)	LO4 – Problem Solving	PO3, PO5
CO3	Analyse and evaluate literary texts using evidence-based interpretation to identify stylistic features, philosophical ideas, narrative techniques, and ideological perspectives in American literature.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Design and develop independent research-based projects, presentations, or digital assignments on selected American literary works and authors through self-directed inquiry, scholarly investigation, and reflective learning practices.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Demonstrate effective communication, ethical understanding, collaborative learning, leadership qualities, and appreciation of diverse cultural and humanistic values through discussions, presentations, and critical responses to American literary texts.	Evaluate/Create (K5–K6)	LO2 (Communication Skills), LO6 (Professional Skills), LO10 (Global Citizenship), LO15 (Ethics & Values)	PO7, PO9, PO10

Text Books (Latest Editions)	
1.	American Literature of the 19 th Century– Ed. Fisher Samuelson and Reninger Baid
2.	A Brief History of American Literature by Richard Gray
3.	Tennessee Williams: The Glass Menagerie
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub .Co., 1995.
Web Resources	
1.	https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams
2.	https://www.poetryfoundation.org/poems/48860/the-raven

Mapping with Programme Outcomes:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	2	3	2	3	1	1	1	1	1
CO3	2	3	2	3	2	1	1	1	2	1
CO4	1	2	1	2	1	3	2	3	2	2
CO5	1	2	1	1	1	2	3	2	3	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 V – BRITISH LITERATURE-II

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 analyse 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 help them infer 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 Lord Tennyson – Ulysses Robert Browning – My Last Duchess T. S. Eliot – The Waste Land – The Burial of the Dead W. H. Auden – The Unknown Citizen Mathew Arnold – Dover Beach									
II	G. K. Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers									
III	R. B. Sheridan – The School for Scandal									
IV	Thomas Hardy – The Return of the Native									
V	James Joyce – The Dead Somerset Maugham – The Verger									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe and explain major literary texts, authors, and movements represented in Victorian, Modernist, and Postmodern British literature, demonstrating foundational understanding of literary concepts and contexts.	Remembering, Understanding (K1–K2)	LO1 (Disciplinary Knowledge)	PO1
CO2	Apply appropriate literary concepts and interpretive approaches to solve textual and contextual problems in poetry, drama, and prose through guided analysis of prescribed works.	Applying (K3)	LO4 (Problem Solving)	PO2, PO3

CO3	Analyse and critically examine themes, narrative techniques, symbolism, and stylistic features across selected literary texts to draw logical interpretations supported by textual evidence.	Analysing (K4)	LO5 (Analytical Reasoning)	PO2, PO4, PO5
CO4	Design and execute a self-directed mini research project on selected authors or literary movements, integrating critical perspectives and presenting findings through structured academic writing or digital presentation.	Creating (K5–K6)	LO11 (Self-directed Learning / Project Development)	PO6, PO8, PO9
CO5	Evaluate socio-cultural, ethical, and philosophical dimensions in literary texts and communicate interpretations effectively through collaborative discussions, reflective writing, and digital tools, demonstrating empathy and responsible engagement.	Evaluating (K5)	LO2, LO3, LO6, LO7, LO8, LO10	PO2, PO7, PO8, PO9, PO10

Text Books (Latest Editions)	
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th - Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler VerlagDer Wissenschaften, 2013.
2	The School of Scandal and other plays by R.B. Sheridan
3	The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	The Dead, James Joyce – Analysis: www.eng-literature.com
2.	Five Centuries of English Verse William Stebbing
3.	Winged words by David Greens
Web Resources	
1.	https://www.poetryfoundation.org/poems/43768/my-last-duchess
2.	https://fullreads.com/essay/the-indian-jugglers/;
3.	piece-“A Piece of Chalk by G.K. Chesterton- Quotidiana">https://essays.quotidiana.org>piece-“A Piece of Chalk by G.K. Chesterton- Quotidiana

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	2	1
CO2	2	3	3	1	1	1	1	1	2	2
CO3	2	3	2	3	3	1	2	2	2	2
CO4	2	2	2	2	2	3	2	3	3	2
CO5	2	3	2	2	2	2	3	2	3	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 IV
CORE VI – WORLD CLASSICS IN TRANSLATION

Subject Code	Category	I	T	H	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y			5	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the ancient world classic literature									
LO2	To expose students to the socio economic and cultural aspects reflected in different countries through various texts									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To gain knowledge on the parallel growth of literature from ancient to modern periods									
LO5	To critically appreciate the aesthetic and diverse aspects of world classics									

UNIT	Details
I	Thiruvalluvar – Thirukkural – Iniavai Kooral – Chapter 10 Dante – Paradiso, Canto XXI: The Seventh Sphere, Saturn Johann Wolfgang Von Goethe – The Violet Victor Hugo – Tomorrow at Dawn
II	Ovid – Pyramus & Thisbe Alexander Pushkin – The Gypsies Horace – Satires Book 1:9 Gabriel Okara – The Mystic Drum
III	Walter Benjamin – Unpacking My Library Montaigne – Of Friendship
IV	Luigi Pirandello – Six Characters in search of an Author
V	Herman Hesse – Siddhartha

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Identify, describe, and demonstrate comprehensive knowledge of major literary texts, authors, themes, and cultural contexts from classical to modern literature prescribed in the syllabus.	K1–K2 (Remembering & Understanding)	LO1 (Disciplinary Knowledge)	PO1, PO9

CO2	Apply appropriate interpretive and critical frameworks to explain meanings, symbols, and narrative structures in selected literary texts and respond to textual problems.	K3 (Applying)	LO4 (Problem Solving)	PO3, PO2
CO3	Analyse, compare, and evaluate literary texts across different periods and cultures by examining themes, philosophies, stylistic features, and authorial intent.	K4 (Analysing)	LO5 (Analytical Reasoning)	PO2, PO4, PO5
CO4	Design and execute a self-directed research-based project or interpretive portfolio on selected authors, movements, or thematic concerns, demonstrating independent inquiry and academic rigor.	K5–K6 (Evaluating & Creating)	LO11 (Self-directed Learning / Project Development)	PO6, PO8, PO9
CO5	Critically evaluate ethical, philosophical, and socio-cultural dimensions in literary texts and communicate interpretations effectively through reflective discussion, collaborative learning, and written/oral expression.	K4–K5 (Analysing & Evaluating)	LO2, LO7, LO8, LO10 (Critical Thinking, Reflective Thinking, Reading & Projects, Social Skills & Empathy)	PO2, PO7, PO8, PO9, PO10

Text Books (Latest Editions)	
1.	Six characters in search of an author by Luigi Pirandello.
2.	Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Benjamin Walter and Martin Jay. Unpacking My Library 2010.
2.	Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing 2017.
Web Resources	
1.	. https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	2	1
CO2	1	3	3	1	1	1	1	1	2	2
CO3	2	3	1	3	2	1	1	1	2	2
CO4	2	2	2	2	1	3	2	3	3	2
CO5	2	3	1	2	2	1	3	2	3	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 IV
CORE VII – 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									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe the historical development of the English language from Indo-European origins to Modern English, including major linguistic stages and structural evolution.	Remembering & Understanding (K1–K2)	LO1 – Disciplinary Knowledge	PO1, PO5
CO2	Apply knowledge of language contact and external influences (Greek, Latin, Scandinavian, French, and Indian) to explain vocabulary formation and linguistic changes in English.	Applying (K3)	LO4 – Problem Solving	PO3, PO2

CO3	Analyse phonological systems, semantic shifts, and vocabulary growth in English to interpret patterns of linguistic change and their underlying causes.	Analysing (K4)	LO5 – Analytical Reasoning	PO4, PO5, PO2
CO4	Design and execute a mini research-based linguistic study or project on selected aspects of English language change using digital tools and independent learning strategies.	Creating (K5–K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO9
CO5	Evaluate contemporary usage of English by connecting historical linguistic developments with present-day communication practices, demonstrating ethical awareness, teamwork, and effective communication skills.	Evaluating (K5)	LO2, LO3, LO6, LO10 (Integrated)	PO2, PO7, PO9, PO10

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:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	2	1	1	1	1	1
CO2	2	3	3	1	2	1	1	1	1	1
CO3	2	3	2	3	3	1	1	1	1	1
CO4	2	2	2	2	2	3	2	3	3	2
CO5	2	3	2	2	2	2	3	2	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	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 VIII –WOMEN’S WRITING

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 identify the origin and development of feminism as a genre.									
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 their works.									
LO4	To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences									
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.									
UNIT	Details									
I	Feminist movements									
II	Kamala Das – Introduction Imtiaz Dharker - Purdah Maya Angelou – Still I Rise Margaret Atwood – Journey to the Interior Anne Bradstreet – Prologue Judith Wright – Eve to the Daughter									
III	Virginia Woolf – A Room of One’s Own Chapter III Shakespeare’s Sister Alice Walker – “The Black Writer and the Southern Experience” from <i>In Search of a Mother’s Garden</i>									
IV	Mahasweta Devi - Bayen									
V	Doris Lessing – The Grass is Singing Sandra Cisneros - The House on Mango Street Ambai - In a forest, A deer (Short Story)									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define and explain the key concepts, themes, and trajectories of feminist movements and critically describe the ideas reflected in selected literary texts by writers such as Kamala Das, Imtiaz Dharker, Maya Angelou, and others,	Understand (K1–K2)	LO1 (Disciplinary Knowledge)	PO1, PO9

	demonstrating foundational disciplinary knowledge.			
CO2	Apply feminist theoretical frameworks to interpret and solve literary problems by examining issues of gender, identity, and marginalization in texts such as those by Margaret Atwood and Virginia Woolf, constructing contextual interpretations of lived experiences.	Apply (K3)	LO4 (Problem Solving)	PO3, PO2, PO7
CO3	Analyse and compare feminist representations, narrative strategies, and ideological structures across selected texts, including works by Alice Walker, Mahasweta Devi, and Sandra Cisneros, to evaluate literary and socio-cultural arguments using evidence-based reasoning.	Analyse (K4)	LO5 (Analytical Reasoning)	PO4, PO2, PO5
CO4	Design and develop an independent research-based project or digital portfolio on feminist literary discourse, synthesizing critical perspectives from texts such as Doris Lessing and Ambai, demonstrating self-directed learning and academic inquiry.	Create (K5–K6)	LO11 (Self-directed Learning / Project Development)	PO6, PO8, PO9
CO5	Evaluate feminist literary discourses by integrating ethical perspectives, empathetic understanding, and interdisciplinary insights from selected poetry, prose, and drama, including works by Anne Bradstreet and Judith Wright, while effectively communicating interpretations in collaborative and digital academic contexts.	Evaluate (K5–K6)	LO2, LO3, LO6, LO8, LO10	PO2, PO6, PO8, PO9, PO10

Text Books (Latest Editions)

1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.
2.	Purdah and other poems by Imtaiz Dharker
3.	In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford

Reference Books

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

1.	Walters, Margaret, Feminism, A very short Introduction
2.	Feminism is for everybody passionate politics by Bell hooks.
3.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.

Web Resources

1.	https://www.jetir.org/papers/JETIRFC06031.pdf
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2.	https://www.poemhunter.com/poem/an-introduction-2/
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Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	2	1	2	1
CO2	2	3	3	2	2	1	2	1	2	2
CO3	2	3	2	3	3	1	2	2	2	2
CO4	2	2	2	2	2	3	2	3	3	2
CO5	2	3	2	2	2	2	3	2	3	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	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 –INTRODUCTION TO FOLK 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 familiarize learners with the different theories and forms of folk literature									
LO2	To help them analyse the role of oral tradition in literature.									
LO3	To enable learners to appreciate oral and folk arts									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.									
UNIT	Details									
I	Definition, Origin and development Characteristics of Folk Literature Techniques of Folk Literature									
II	Major Forms of Folk Literature Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts									
III	Folk scholars of the world: Max Muller, V. J. Propp, Stith Thompson, Levi Strauss, Alan Dundes Approaches to the Study of Folklore: 1. Historical 2. Anthropological 3. Psychological									
IV	Folksong: John Keats 1. La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad) 2. Eve of St. Agnes (Superstition about a maiden's dream) Folktale: The Soothsayer's Son from Tales of the Sun.									
V	Girish Karnad - Hayavadana									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe and explain the origin, development, characteristics, techniques, and major forms of folk literature, including myths, legends, songs, ballads, tales, proverbs, riddles, and folk arts.	Remembering & Understanding (K1, K2)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply and classify various forms of folk literature by identifying their structural and thematic features in selected texts and cultural contexts.	Applying (K3)	LO4 – Problem Solving	PO3, PO5
CO3	Analyse and compare major folklore theories and approaches (historical, anthropological, psychological) and critically interpret contributions of scholars such as Max Müller, Propp, Stith Thompson, Lévi-Strauss, and Alan Dundes in relation to literary texts.	Analysing (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Design and develop a small-scale independent folklore study or digital/analytical project based on selected folk narratives or literary adaptations (e.g., Karnad's <i>Hayavadana</i> or Keats' ballad tradition), demonstrating research and self-directed learning skills.	Creating (K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Evaluate and critique the cultural, ethical, and interpretive dimensions of folk literature, including its adaptation, representation, and relevance in contemporary society, through presentations or collaborative discussions.	Evaluating (K5)	LO2 – Critical Thinking, LO8 – Reading & Projects, LO10 – Social Skills & Empathetic Approach	PO2, PO8, PO10

Text Books (Latest Editions)	
1.	Hayavadana by Girish Karnad, Oxford 1997
References Books (Latest editions and the style as given below must be strictly adhered to)	
1.	Tradition and Innovation in Folk Literature by Wolfgang Mieder
2.	A. Aarne. The Types of the Folktale, 2 nd ed. Ed. By S. Thompson
3.	Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press.
Web Resources	
1.	Tales of the Sun: Or, Folklore of Southern India (gutenberg.org) https://www.gutenberg.org/files/37002/37002-h/37002-h.htm Folk literature Definition, Characteristics, Examples, Significance, & Facts Britannica Folk literature - Oral Tradition, Legends, Myths Britannica

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO8	PO10
CO1	3	1	1	1	1	1	1	1
CO2	2	1	3	2	2	1	1	1
CO3	2	3	1	3	2	1	2	1
CO4	1	2	2	2	2	3	3	2
CO5	2	3	1	3	2	1	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 X – INDIAN WRITING IN TRANSLATION

Subject Code	Category	I	T	E	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To introduce the students to the polyphony of modern Indian writing in translation									
LO2	To make them identify 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	P. K. Kalyani - Introduction									
II	Bharathiyar – KaatruVeliyidai Ilangoadigal - The Book of Vanci. – Silappathikaaram Rabindranath Tagore - Far Below Flowed Jumna, Fruit Gathering, from <i>The Gardener</i> . Arun Kolatkar - An Old Woman									
III	P. Sivakami – Land: Women's Breadth and Speech Nirad C Chaudari – Vanishing Landmarks									
IV	Girish Karnad – The Wedding Album									
V	M.K Indira – Phaniyamma									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate knowledge and understanding of major literary texts, authors, and movements represented in the syllabus, including Bharathiyar, Ilango Adigal, Tagore, Kolatkar, Sivakami, Karnad, and others, by recalling and explaining key ideas, themes, and contexts.	Remember / Understand (K1–K2)	LO1 (Disciplinary Knowledge)	PO1

CO2	Apply appropriate literary and interpretive approaches to comprehend and resolve textual meanings in unfamiliar poetic, dramatic, and narrative contexts across classical and contemporary texts.	Apply (K3)	LO4 (Problem Solving)	PO2, PO3
CO3	Analyse and interpret literary texts by examining themes, narrative strategies, cultural ideologies, gender perspectives, and socio-political contexts, supported by textual evidence and critical reasoning.	Analyse / Evaluate (K4)	LO5 (Analytical Reasoning)	PO2, PO4, PO5
CO4	Design and develop an independent critical study or research-based literary project demonstrating originality in interpretation, use of digital/academic tools, and self-directed learning practices.	Create (K5–K6)	LO11 (Self-directed Learning / Project Development)	PO6, PO8, PO9
CO5	Evaluate literary texts through reflective, ethical, and socio-cultural lenses while articulating informed responses, engaging in collaborative discussions, and demonstrating empathy toward diverse perspectives represented in literature.	Evaluate (K4–K5)	LO2, LO3, LO7, LO8, LO10, LO12–LO14	PO2, PO7, PO8, PO9, PO10

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.
3.	Translation studies by P.K.Kalyani: Creative Books, 2001.
4.	Phaniyamma by M.K. Indira: South Asia Books. 1994.
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:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	1	1
CO2	1	2	3	1	1	1	1	1	2	1
CO3	2	3	1	3	3	1	2	2	2	2
CO4	1	2	2	2	1	3	1	3	3	2
CO5	2	3	2	2	2	1	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3		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

THIRD YEAR - SEMESTER VI
CORE XI –LITERARY CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	6	25	75	100
Learning Objectives										
LO1	To introduce various theoretical concepts from ancient of modern criticism									
LO2	To equip learners with ideas related to the theory and criticism of literary texts.									
LO3	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas									
LO4	To help them think critically about a range of literary theories.									
LO5	To emphasize learners on the careful reading of primary theoretical texts as well to historical and social contexts.									
UNIT	Details									
I	Introduction – From Aristotle to Postcolonial									
II	Philip Sidney – An Apology for Poetry									
III	Mathew Arnold – A Study of Poetry									
IV	S. T. Coleridge – Biographia Literaria – Chapter I									
V	T. S. Eliot – Tradition and Individual Talent									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the historical development of literary criticism from Aristotle to Postcolonial theory and describe key concepts in the works of Sidney, Arnold, Coleridge, and Eliot.	Remembering & Understanding (K1–K2)	LO1 (Disciplinary Knowledge)	PO1
CO2	Apply major principles of literary criticism to interpret and solve analytical problems in selected literary texts and critical essays.	Applying (K3)	LO4 (Problem Solving)	PO3, PO2
CO3	Analyse and evaluate the critical arguments and theoretical positions of Sidney, Arnold, Coleridge, and Eliot by comparing their assumptions, methods, and implications.	Analysing (K4)	LO5 (Analytical Reasoning)	PO4, PO2, PO5
CO4	Design and develop an independent	Creating (K5–	LO11 (Self-	PO6, PO8

	research-based critical essay or mini-project demonstrating self-directed learning on any selected literary critical theory or text.	K6)	directed Learning / Project Development)	
CO5	Critically communicate and collaborate on literary-critical ideas using digital tools and reflective practices while demonstrating ethical awareness, empathy, and effective academic presentation skills.	Evaluating & Creating (K5–K6)	LO2, LO3, LO6, LO8, LO9, LO10	PO2, PO6, PO7, PO9, PO10

Text Books (Latest Editions)	
1.	A History of English Criticism. George Saintsbury Atlantic Publishers & Distributors, 2017.
2.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016.
3.	Beginning Theory: A Introduction to Literary and Cultural Theory. 4th ed. Peter Barry
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	B.Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015
2.	S.Ramaswami The English Critical Tradition. Macmillan India Limited, 2015
3.	D.J.Enright&E.D.EnglishCriticalTexts,edsD.J.Enright&E.D.Kolkata:OxfordUniversity Press,Chickera,2017
Web Resources	
1.	www.ksu.edu/english/eiselei/engl795 .

Mapping with Programme Outcomes:

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	2	1
CO2	2	3	3	2	2	1	1	1	2	1
CO3	2	3	2	3	3	1	2	1	2	1
CO4	2	2	2	2	2	3	2	3	2	2
CO5	1	2	1	2	1	2	3	2	3	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
CORE – XII -NEW LITERATURES IN ENGLISH

Subject Code	Category	I	T	T	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y			5	6	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 their respective works									
UNIT	Details									
I	Derek Walcott (African) – A Far Cry from Africa Yasmin Goonaratne (South Asia / Sri Lanka) – Big Match Judith Wright (Australian) – The Company of Lovers E. J. Pratt (Canadian) – The Dying Eagle Allen Curnow (New Zealand) – House and Land									
II	1. NgugiwaThinong'o (African): "The Language of African Literature". Chapter 1 from Decolonizing the minds" The Politics of Language in African Literature, pp 4-34 2. Aung San Suukyi (Burmese) "Freedom from Fear" http://www.uscampaignforburma.org/assk/sakharovessay.html .									
III	Wole Soyinka (Africa) - The Lion and the Jewel									
IV	Guan Moye (Mo Yan/ Chinese) – Red Sorghum									
V	Short Stories Amy Hempel (Caribbean) – In the Cemetery Where Al Jolson Is Buried Katherine Mansfield (New Zealand): The Doll's House									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate knowledge and understanding of key postcolonial literary texts, authors, and critical concepts by	Understand (K1–K2)	LO1 (Disciplinary Knowledge)	PO1

	explaining themes, contexts, and literary movements represented in works such as A Far Cry from Africa, The Lion and the Jewel, Red Sorghum, and selected essays including Decolonising the Mind.			
CO2	Apply critical reading strategies to solve interpretive problems in unfamiliar literary texts by analysing cultural conflict, identity, and colonial discourse in selected poems, plays, and short stories.	Apply (K3)	LO4 (Problem Solving)	PO3, PO2
CO3	Analyse and interpret literary texts by examining narrative techniques, ideological structures, and postcolonial representations, and evaluate arguments in texts such as Freedom from Fear and The Doll's House.	Analyse (K4)	LO5 (Analytical Reasoning)	PO2, PO4, PO5
CO4	Design and develop a self-directed critical project or digital presentation that investigates themes of decolonisation, language politics, and identity construction in selected global literatures, demonstrating independent research and academic integrity.	Create (K5–K6)	LO11 (Self-directed Learning / Project Development)	PO6, PO8, PO9
CO5	Critically evaluate literary texts in relation to ethical, social, and cultural dimensions, and communicate interpretations effectively through collaborative discussions, reflective writing, and digital academic tools.	Evaluate (K4–K5)	LO2, LO3, LO6, LO8, LO10, LO12	PO2, PO7, PO9, PO10

Text Books (Latest Editions)	
1.	The Doll's House and other Stories Katherine Mansfield
2.	Reg Sorghum: Moyan
3.	The Collected stories: Amy Hempel
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Major voices in New Literature in English: Bishun Kumar Neha Arora
2.	Jo Donell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984
3.	Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979
4.	Walsh, William, Commonwealth Literature. OUP, UK, 1973

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

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	2	2	1
CO2	2	3	3	2	1	1	1	2	2	2
CO3	2	3	2	3	3	1	2	2	2	2
CO4	1	2	2	2	2	3	2	3	3	2
CO5	2	3	2	3	2	2	3	2	3	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
CORE XIII– SHAKESPEARE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y		-	5	6	25	75	100
Learning Objectives										
LO1	To make the students understand the socio-cultural aspects of Elizabethan age.									
LO2	To facilitate learners with a deeper understanding of Shakespeare's plays									
LO3	To provide learners with an overview of Shakespeare's historical and political contexts									
LO4	To enable the learners, gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves									
LO5	To facilitate the learners to analyse plot, characters, themes and stage craft of his plays									
UNIT	Details									
I	General Studies Shakespeare's Comedy Shakespeare's Theatre and Audience Fools and Clowns of Shakespeare Tragedies of Shakespeare Soliloquies of Shakespeare Heroines of Shakespeare Villains of Shakespeare Sonnets of Shakespeare									
II	Sonnet – 2, 17, 28, 56 and 121									
III	The Merchant of Venice – Detailed									
IV	Macbeth – Non detailed									
V	The Tempest – Non detailed									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate comprehensive knowledge of Shakespeare's dramatic world by identifying and explaining key elements such as comedy, tragedy, theatre and audience, fools and clowns, soliloquies, heroines, villains, and selected sonnets (2, 17, 28, 56, 121).	K1–K2 (Remembering & Understanding)	LO1 (Disciplinary Knowledge)	PO1

CO2	Apply interpretive skills to analyse and solve textual and contextual problems in Shakespeare's plays and sonnets by explaining meanings, themes, and dramatic techniques in selected extracts.	K3 (Applying)	LO4 (Problem Solving)	PO2, PO3
CO3	Examine and critically analyse Shakespearean tragedies, soliloquies, character construction, and thematic concerns by evaluating textual evidence and interpreting multiple perspectives.	K4 (Analysing)	LO5 (Analytical Reasoning)	PO2, PO4, PO5
CO4	Conduct self-directed learning and independent literary inquiry by designing mini-projects, digital presentations, or research-based interpretations on Shakespeare's texts, integrating scholarly and contextual resources.	K5–K6 (Evaluating & Creating)	LO11 (Self-directed Learning / Project Development)	PO6, PO8, PO9
CO5	Develop integrated literary, communicative, ethical, and collaborative competencies by critically engaging with Shakespearean themes to enhance empathy, leadership, reflective thinking, and effective articulation of ideas.	K4–K6 (Analysing–Creating)	LO2, LO3, LO6, LO8, LO10, LO12, LO13, LO14, LO15	PO2, PO7, PO9, PO10

Text Books (Latest Editions)	
1.	A.C.Bradley's Criticism on Shakespeare's Drama, Theatre and techniques.
2.	Macbeth. William Shakespeare : A Critical Evaluation Dr.S.Sen
3.	Frye, Northrop. "TheArgumentofComedy." In <i>EnglishInstituteEssays</i> . New York, NY: ColumbiaUniversityPress, 1949, pp.58-73; repr. in <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: OxfordUniversityPress, 1969[1957]
References Books (Latest editions, and the styleas given below must be strictly adhered to)	
1.	Habicht, Werner. "Shakespeare and the German Imagination." In <i>Shakespeare:World Views</i> .Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury,NJ:AssociatedUniversityPresses, 1996
2.	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in <i>A Midsummer Night's Dream</i> " MS.
3.	Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons ,Bottom's Wife, and other Missing „Scenes.'" <i>Shakespeare Bulletin</i> 16/4(Fall, 1998)
Web Resources	
1.	Reinhardt, Max and William Dieterle.(1935):VHS, laserdisc

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	2	1
CO2	2	3	3	2	1	1	1	1	2	2
CO3	2	3	2	3	3	1	2	2	2	2
CO4	2	2	2	2	1	3	2	3	3	2
CO5	2	2	1	2	2	2	3	2	3	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

Subject Code	Category	L	T	P	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 analyse Children's literature through discussion and Writing								
UNIT	Details								
I	Background Studies: 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 R. K. Narayan – Swami and Friends								
V	Short Stories 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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe and explain the foundational concepts, historical development, and theoretical perspectives of children's literature with reference to key texts and authors.	Understanding (K2)	LO1 (Disciplinary Knowledge – K1 & K2)	PO1
CO2	Apply concepts of genre, narrative style, and literary elements to interpret and respond to poems, short stories, and novels in children's literature.	Applying (K3)	LO4 (Problem Solving – K3)	PO3
CO3	Analyse themes, character development, narrative techniques, and cultural representations across selected children's literary texts.	Analysing (K4)	LO5 (Analytical Reasoning – K4)	PO2, PO4
CO4	Design and develop an independent learning project (critical essay/digital portfolio/presentation) evaluating selected children's literature texts using interdisciplinary perspectives.	Creating (K6)	LO11 (Self-directed Learning / Project Development – K5/K6)	PO6, PO8, PO9
CO5	Evaluate the ethical, social, emotional, and pedagogical dimensions of children's literature and demonstrate reflective and empathetic understanding through collaborative and communication-based tasks.	Evaluating (K5)	LO2, LO7, LO8, LO10, LO12 (Critical Thinking, Reflective Thinking, Reading & Projects, Social Skills, Communication/Digital Competence)	PO2, PO7, PO8, PO9, PO10

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, 2 nd ed.
3.	The Owl 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. Rebecca. 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://documents.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:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	2	2	1
CO2	2	2	3	1	1	1	1	2	2	1
CO3	2	3	2	3	1	1	2	2	2	1
CO4	2	2	2	2	1	3	2	3	3	2
CO5	2	3	2	2	1	2	3	2	3	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
ALLIED I – SOCIAL HISTORY OF ENGLAND-I

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 acquaint the students with background study of social conditions in England									
LO2	To introduce students to some of the major historical development of England									
LO3	To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period									
LO4	To make the students aware of the relation between socio political and socio religious events and literary works									
LO5	To expose the students' various trends and movements of England.									
UNIT	Details									
I	Landmarks in Early English History The Norman Conquest – Feudal System – Crusades – Magna Carta – Hundred Years War – 1348 – Black Death – 1381- Peasants Revolt – Lollards Movement – Wars of Roses									
II	The Renaissance The Reformation The Dissolution of the Monasteries									
III	Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age & Theatre									
IV	The Origin and Growth of Political Parties in England									
V	Age of Queen Anne Coffee House Life in London.									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe and explain the major landmarks of Early English History such as Norman Conquest, Magna Carta, Black Death, Wars of Roses, Renaissance, Reformation, and Elizabethan developments, demonstrating foundational disciplinary knowledge.	K1–K2 (Remembering & Understanding)	LO1 – Disciplinary Knowledge	PO1, PO9
CO2	Apply historical concepts and contexts to interpret key events and socio-political changes in medieval and early	K3 (Applying)	LO4 – Problem Solving	PO3, PO5

	modern England to solve structured and contextual historical problems.			
CO3	Analyse and differentiate the causes, consequences, and interrelationships of major historical developments such as feudalism, crusades, Reformation, colonial expansion, and political party formation in England.	K4 (Analysing)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Design and develop a mini research-based project on selected themes from Early English History using scholarly sources and digital tools, demonstrating self-directed learning and academic inquiry skills.	K5–K6 (Evaluating & Creating)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO7
CO5	Collaborate, communicate, and critically reflect on historical interpretations and debates (e.g., Renaissance impact, Elizabethan theatre, Coffee House culture) through presentations and digital/interactive learning activities, demonstrating ethical engagement and teamwork.	K5 (Evaluating)	LO2, LO3, LO6, LO8, LO10	PO7, PO8, PO9, PO10

Text Books (Latest Editions)	
1.	Asa Briggs - Social History of England
2.	Louise Creighton – Social History of England
3.	G.M. Trevelyan: Social History of England
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2	Keith Wrightson - Social History of England (1500-1750)
3	Francois Bedarida: A Social History of England 1851-1990, 2 nd ed
Web Resources	
1	https://www.literpretation.com/post/social-history-of-enland-6# :
2	https://gacbe.ac.insematerial

Mapping with Programme Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	2	1
CO2	2	1	3	2	2	1	1	1	1	1
CO3	2	3	2	3	2	1	1	1	2	1
CO4	2	2	2	2	1	3	2	3	2	2
CO5	1	2	1	2	1	2	3	2	3	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 II
ALLIED II – SOCIAL HISTORY OF ENGLAND-II

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	Define the social history of England in a political perspective.									
LO2	Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts									
LO3	Identify main trends in the social history of England and their influence on literature									
LO4	Analyse the critical ideas, values and themes that appear in literary and cultural texts of various genres									
LO5	To critically analyse the influence of history and cultural diversity on literature and language.									
UNIT	Details									
I	The union of England and Scotland The Agrarian Revolution The Industrial Revolution									
II	The Methodist movement Other Humanitarian Movements									
III	The American War of Independence England and Ireland French Revolution & Effects of the French Revolution									
IV	The Reform Bills The Victorian Age									
V	Development of Education in the Victorian England Means of transport and Communication World Wars I & II									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe and explain the major historical developments such as the Union of England and Scotland, Agrarian and Industrial Revolutions, and key global political transformations to demonstrate foundational disciplinary understanding.	K1–K2 (Remembering & Understanding)	LO1 – Disciplinary Knowledge	PO1, PO2
CO2	Apply historical concepts to interpret real-world-like historical situations	K3 (Applying)	LO4 – Problem Solving	PO3, PO5

	(e.g., industrial change, reform movements, and revolutions) and solve contextual historical problems using evidence-based reasoning.			
CO3	Analyse and differentiate the causes, consequences, and interconnections among major events such as the French Revolution, American War of Independence, and Victorian reforms using logical and evidence-based reasoning.	K4 (Analysing)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop an independent mini-research project on selected themes (e.g., Industrial Revolution impact or Victorian education system), demonstrating self-directed learning, digital inquiry, and academic writing skills.	K5–K6 (Evaluating & Creating)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO9
CO5	Critically evaluate and communicate the social, ethical, and cultural impacts of global historical transformations and collaborate effectively in discussions and presentations to demonstrate reflective and empathetic understanding.	K4–K5 (Analysing & Evaluating)	LO2, LO8, LO10 (Critical Thinking, Reading & Projects, Social Skills)	PO2, PO7, PO9, PO10

Text Books (Latest Editions)	
1.	Asa Briggs - Social History of England
2.	Louise Creighton – Social History of England
3.	G.M. Trevelyan: Social History of England
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2.	Keith Wrightson - Social History of England (1500-1750)
3.	Francois Bedarida: A Social History of England 1851-1990, 2 nd ed
Web Resources	
1.	https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.t t https://archive.org/details/clublifeoflondon02timbuoft https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	2	3	2	3	1	1	1	1	1
CO3	2	3	2	3	3	1	2	1	1	1
CO4	1	2	2	2	2	3	2	3	3	2
CO5	1	3	1	2	2	2	3	2	3	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
ALLIED III – HISTORY OF ENGLISH LITERATURE – I

Subject Code	Category	L	T	E	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y			4	5	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	To facilitate them understand the major literary movements and authors of England									
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics									
LO4	To identify the influence of social and cultural events through the works of the writers									
LO5	To provide them an understanding of certain linguistic processes that have contributed to the development of the English Literature									
UNIT	Details									
I	PROSE Early Prose- Sidney, Bacon, The Authorized Version of the Bible Beginning of Modern English Prose- Addison, Steele, Johnson									
II	POETRY 14 th Century -Chaucer Elizabethan & Jacobean Poetry- Characteristics with reference to Spenser, Donne Age of Milton - Milton Neo-classical - Characteristics with reference to Dryden, Pope									
III	EARLY DRAMA Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits									
IV	LATER DRAMA Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan									
V	NOVEL 18 th Century Novel - Defoe, Fielding									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate comprehensive knowledge of the evolution of English literature from Early Prose (Sidney, Bacon, Bible), Renaissance poetry and drama, Neo-classical literature, and the rise of the novel, with appropriate understanding of key authors, texts, and literary characteristics.	Remembering, Understanding (K1–K2)	LO1 – Disciplinary Knowledge	PO1, PO9
CO2	Apply literary concepts and genre-specific characteristics to interpret and solve contextual questions from unseen literary passages across prose, poetry, drama, and novel forms.	Applying (K3)	LO4 – Problem Solving	PO2, PO3, PO4
CO3	Analyse and evaluate literary movements and texts by comparing thematic concerns, stylistic features, and ideological shifts across different periods such as Elizabethan, Jacobean, Restoration, and Neo-classical literature.	Analysing, Evaluating (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and execute an independent mini-research project on selected authors, genres, or literary movements, demonstrating self-directed learning through critical interpretation and scholarly presentation.	Creating (K5–K6)	LO11 – Self-directed Learning / Project Development	PO6, PO7, PO8
CO5	Utilize digital tools and collaborative learning strategies to critically present literary analyses, engage in group discussions, and communicate interpretations effectively while demonstrating ethical and empathetic engagement with texts.	Applying, Evaluating, Creating (K3–K6)	LO2, LO3, LO6, LO8, LO10, LO12, LO13, LO14, LO15 (as applicable)	PO2, PO6, PO8, PO9, PO10

Text Books (Latest Editions)	
1.	W.H. Hudson–An Outline History of English Literature
2.	Compton & Rickett-A History of English Literature
3.	The Routledge History of Literature in English by Ronald Carter and John McRae

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	History of English Literature by Edward Albert
2.	A Critical History of English Literature by David Daiches
3.	The Concise Cambridge History of English Literature by George Sampson

	Web Resources
1.	https://iac-cheyyar.com >pdf

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	2	3	1
CO2	2	3	3	2	1	1	1	2	2	1
CO3	2	3	2	3	3	1	2	2	2	1
CO4	1	2	2	2	1	3	3	3	3	2
CO5	2	2	2	2	2	2	2	3	3	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 IV
ALLIED IV – HISTORY OF ENGLISH LITERATURE - II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	3	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	To facilitate them understand the major literary movements and authors of England									
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics									
LO4	To identify the influence of social and cultural events through the works of the writers									
LO5	To provide them an understanding of certain linguistic processes that have contributed to the development of the English Literature									
UNIT	Details									
I	PROSE Romantic Age - Lamb, Hazlitt Victorian Age - Ruskin, Arnold The Twentieth Century - Orwell, Huxley									
II	POETRY Romantic Poetry - Wordsworth, Coleridge, Shelley Victorian Poetry - Tennyson, Browning The Twentieth Century - Hopkins, T. S. Eliot, Yeats									
III	DRAMA Revival of Drama – Oscar Wilde The Twentieth Century – Various dramatic movements with reference to Shaw, T. S. Eliot, Beckett									
IV	NOVEL Romantic Age – Jane Austen, Walter Scott, Victorian Age - Dickens, Hardy The Twentieth Century - H. G. Wells, Golding									
V	The Novel since 2000 - Irvin Welsh, Doris Lessing Poetry since 2000 – Seamus Heaney, Edwin Morgan Drama since 2000 - David Hare, David Edgar									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe and explain the major literary movements (Romantic, Victorian, Modern, Post-2000) across prose, poetry, drama, and fiction, and demonstrate foundational knowledge of key authors and texts.	Understand (K2)	LO1 (Disciplinary Knowledge – K1, K2)	PO1, PO2
CO2	Apply appropriate literary concepts and interpretive frameworks to analyse selected prose, poetry, drama, and novels across different literary periods.	Apply (K3)	LO4 (Problem Solving – K3)	PO2, PO3, PO5
CO3	Analyse and evaluate thematic concerns, stylistic features, and ideological shifts across literary movements and genres, supporting interpretations with textual evidence.	Analyse & Evaluate (K4)	LO5 (Analytical Reasoning – K4)	PO2, PO4, PO5
CO4	Design and execute an independent, self-directed literary research project integrating critical reading, digital resources, and scholarly methods to produce a structured academic output.	Create (K5–K6)	LO11 (Self-directed Learning / Project Development – K5, K6)	PO6, PO8, PO9
CO5	Critically appraise literary texts using ethical, social, and cultural perspectives and effectively communicate interpretations through written/oral presentations while demonstrating collaboration, empathy, and digital literacy.	Evaluate & Create (K4–K6)	LO2, LO6, LO8, LO10, LO13, LO14	PO1, PO2, PO4, PO6, PO8, PO9, PO10

Text Books (Latest Editions)	
1.	W.H. Hudson–An Outline History of English Literature
2.	Compton & Rickett-A History of English Literature
3.	The Routledge History of Literature in English by Ronald Carter and John McRae
References Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	History of English Literature by Edward Albert
2.	A Critical History of English Literature by David Daiches The Concise Cambridge History of English Literature by George Sampson
Web Resources	
1.	https://www.megaessays.com/viewpapers/38903.html

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	3	3	2	2	1	1	1	1	1
CO3	2	3	2	3	3	1	2	2	2	2
CO4	1	2	2	2	2	3	2	3	3	2
CO5	2	2	1	3	2	2	2	2	3	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
ELECTIVE I – MYTH AND LITERATURE - ME

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To help students at the origin and sources of myths in literature.									
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life									
LO3	Get an In-depth study of the theoretical approaches									
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times									
LO5	Help them to understand the definition of symbolism with its different types and dimensions.									
UNIT	Details									
I	Defining a Myth, Creation Myth World Mythology as related to Greek, Roman, Indian, American and Scandinavian. The Greek storytellers: Homer, Aeschylus, Roman Mythmakers: Vigil, Ovid.									
II	Shelly - Prometheus Unbound W B Yeats – Sailing to Byzantium									
III	Albert Camus - The Myth of Sisyphus Volga -The Liberation of Sita									
IV	Greek and Roman Mythology a. The story of cupid and Psyche b. The story of Orpheus and Eurydice Sir James George Frazer: The Golden Bough: Chapter XXXVIII. The Myth of Osiris (The Story of Osiris)									
V	IKS- Indian Mythology 1. Stories from <i>The Ramayana</i> a. The Burning of Lanka 2. Stories from <i>The Mahabharatha</i> a. Kurukshetra _ The Battle and the deception of Bheema b. The Story of Nala & Damayanthi									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define and explain the concepts of myth, creation myth, and major mythological traditions (Greek, Roman, Indian, Scandinavian, and American) by demonstrating foundational knowledge of key mythological narratives and storytellers.	Remembering & Understanding (K1, K2)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply mythological concepts and archetypes to interpret selected literary texts and narratives, including <i>Prometheus Unbound</i> , <i>Sailing to Byzantium</i> , and myths from the <i>Ramayana</i> and <i>Mahabharata</i> , to solve interpretive problems in literary contexts.	Applying (K3)	LO4 – Problem Solving	PO2, PO3
CO3	Analyse and compare mythological structures, themes, and symbolic meanings across Greek, Roman, Indian, and other world mythologies to evaluate cultural, philosophical, and literary significance.	Analysing (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop a self-directed research-based project or digital presentation exploring reinterpretations of myth in modern literature and philosophy, demonstrating independent inquiry and critical synthesis of sources.	Creating (K5, K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO9
CO5	Critically evaluate ethical, cultural, and social dimensions of mythological narratives while collaborating and communicating effectively in discussions and presentations, demonstrating reflective thinking and empathetic understanding.	Evaluating (K5) & Applying (K3)	LO2, LO3, LO6, LO8, LO10, LO12–LO14	PO2, PO7, PO8, PO9, PO10

Text Books (Latest Editions)	
1.	Bauman, Richard. <i>A Genre@ in Folklore, Cultural Performance, and Popular Entertainment Communications-Centered Handbook</i> . Oxford: Oxford University Press, 1991.
2.	The Story of Cupid and Psyche as related by Apuleius. Louis C Purser
3.	Ramayana Stories: The Burning of Lanka – Om Books Editorial Team

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Myths and Legends: An illustrated guide to their origins and meaning. Philip Wilkinson

2.	Eller, Cynthia .The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women's Future.Boston:BeaconPress,2000.
3.	Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions of The Nursery and Household Tales, in MariaTatar,TheHardFactsoftheGrimms=FairyTales.Princeton:Princeton UniversityPress,1987(originallypublished1812-1819):203-222.
Web Resources	
1.	Myth and literature Myth: A Very Short Introduction Oxford Academic (oup.com) Classical Mythology (Clas 215) (duke.edu) <i>Bascom, William.A. TheFormsofFolklore: ProseNarratives@inJournalofAmericanFolklore</i>

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	1	1
CO2	2	3	3	1	1	1	1	1	2	2
CO3	2	3	2	3	3	1	2	2	2	2
CO4	2	2	2	2	2	3	2	3	3	2
CO5	2	3	2	2	2	2	3	2	3	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
ELECTIVE I – FILM STUDIES - NME

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	CNM	Y	Y	-	-	3	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	Introduction, Visual Language, Filmic Visual: Mise-en-Sceneism Cinematography- Colour, Lighting, Camerawork									
II	Screenwriting, One-line, plot, characterization, one-line scene order & treatment.									
III	Film genres									
IV	Critical understanding of films- Auteurist, Formalist, Marxist, Feminist and Post-colonial Perspectives									
V	Writing film reviews									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental concepts of visual language, mise-en-scène, cinematography, screenwriting, film genres, and major approaches to film criticism by demonstrating conceptual understanding of film studies terminology and principles.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1
CO2	Apply principles of visual storytelling, screenwriting techniques, and genre conventions to develop structured film narratives and propose creative solutions for cinematic communication in varied contexts.	Apply (K3)	LO4 – Problem Solving (K3)	PO3
CO3	Analyse and evaluate films using Auteurist, Formalist, Marxist, Feminist, and Post-colonial critical frameworks to	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4, PO5

	construct evidence-based interpretations and critical arguments.			
CO4	Develop an independent film review or critical project by integrating research, digital resources, ethical citation practices, and self-directed learning to communicate informed cinematic perspectives.	Create (K6)	LO11 – Self-directed Learning & Project Development (K5/K6)	PO6, PO8, PO9
CO5	Produce and present collaborative, ethically informed film critiques and creative responses that demonstrate effective communication, digital competency, leadership, cultural sensitivity, and lifelong learning skills in professional and academic contexts.	Create (K6)	LO6 – Communication Skills; LO8 – Teamwork & Leadership; LO10 – Digital Competency; LO15 – Ethics & Values	PO7, PO9, PO10, PO6

Text Books (Latest Editions)	
1.	Mast, Gerald & Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.
2.	Nichols Bill (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.	Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.
2.	Horton Andrew, „Film and Literature“, Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print

Mapping with Programme Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	2	2	1
CO2	1	2	3	2	2	1	1	2	2	2
CO3	2	3	2	3	3	1	2	2	2	2
CO4	2	2	2	2	2	3	2	3	3	2
CO5	1	2	2	2	1	3	3	3	3	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 IV
ELECTIVE II – LITERARY FORMS - ME

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y			3	3	25	75	100
Learning Objectives										
LO1	To enable the students to identify the different genres of English Literature									
LO2	To help them recognize the main elements of different literary genres and assess their significance									
LO3	To help them analyse different genres of literature, particularly short stories, novels, drama, and poetry									
LO4	To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events									
LO5	To enable learners to understand the literary terms while analysing and interpreting the works of literature.									
UNIT	Details									
I	UNIT I POETRY Subjective Poetry – The Lyric, The Sonnet, The Elegy, The Ode Narrative Poetry – Ballad, Epic, Satire, Dramatic Monologue									
II	PROSE I The Essay – Definition, Characteristics, Development Types – Personal and Impersonal Essay									
III	PROSE II The Aphoristic Essay, The Periodical Essay, The Reviewers, The Short Story, Autobiography, Biography, Criticism.									
IV	DRAMA Tragedy, Comedy – Characteristics, Development, Types, Melodrama, Farce, Masque									
V	NOVEL The Characteristics, Development Types – The Picaresque Novel, Epistolary Novel, The Gothic Novel, The Science Fiction, The Stream of Consciousness Novel.									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define and describe the major genres of literature—poetry, prose, drama, and novel—along with their forms, characteristics, and historical development to build foundational	K1–K2 (Remembering & Understanding)	LO1 (Disciplinary Knowledge)	PO1, PO2

	disciplinary knowledge.			
CO2	Apply literary concepts to classify and interpret different texts (poetic, prose, dramatic, and narrative) by identifying genre-specific features and resolving basic interpretive problems.	K3 (Applying)	LO4 (Problem Solving)	PO3, PO4
CO3	Analyse and compare various literary forms and techniques across genres, evaluating structure, style, and thematic significance using logical and textual evidence.	K4 (Analysing)	LO5 (Analytical Reasoning)	PO2, PO4, PO5
CO4	Design and develop an independent literary project or portfolio by critically engaging with selected texts, demonstrating research skills, self-directed learning, and academic integrity.	K5–K6 (Evaluating & Creating)	LO11 (Self-directed Learning / Project Development)	PO6, PO8, PO7
CO5	Critically reflect on and communicate interpretations of literary texts using digital tools and collaborative learning practices, demonstrating ethical understanding, effective communication, and lifelong learning attitudes.	K4–K5 (Analysing & Evaluating)	LO2, LO7, LO8, LO10	PO2, PO6, PO9, PO10

Text Books (Latest Editions)	
1	Literary Terms – M.H. Abrams.
2.	The Typical Forms of English Literature. A.H. Upham
3	Introduction to the Study of Literature – W. H. Hudson.
4	A Background to the Study of English Literature – Bir Jadish Prasad.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1	Dictionary of Literary Terms & Literary Theory- J.A.Cuddon
2	Introduction to Movements, Ages and Literary Forms – Dr. R.N. Singh
3	Oxford Dictionary of Literary Terms – Chris Baldick
4	The Book of Literary Terms – Lewis Turco
Web Resources	
	https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf https://literacyideas.com/elements-of-poetry/ https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html

Mapping with Programme Outcomes:

CO No.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	2	1
CO2	2	3	3	2	1	1	1	1	2	2
CO3	2	3	2	3	3	1	1	1	2	2
CO4	2	2	2	2	2	3	3	3	3	2
CO5	2	3	2	2	2	3	3	2	3	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 IV
ELECTIVE II - ENGLISH LANGUAGE TEACHING -NME

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To provide introduction to teaching and learning India									
LO2	To familiarize the essential components and concepts of language teaching									
LO3	To become familiar with the methods to teach LSRW skills									
LO4	To expose learners to various approaches, methods and techniques of teaching English literature. (prose, poetry, drama, grammar and composition)									
LO5	To help the learner understand the role of technology in teaching English									
UNIT	Details									
I	Language Acquisition and Language Learning materials – Brian Tomlinson									
II	Second Language Acquisition – Origin of some traditional teaching methods and approaches Teaching LSRW skills									
III	Grammar Translation – Direct Method – Audio-Lingualism – The Structural Approach – The Communicative Approach – Humanistic Approaches									
IV	Testing and Evaluation									
V	Language Teaching and Lesson Planning									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the principles of language acquisition, second language acquisition theories, language learning materials, and major language teaching methods to demonstrate foundational disciplinary knowledge in language pedagogy.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply appropriate language teaching	Apply (K3)	LO4 – Problem	PO3

	methods, lesson planning strategies, and techniques for developing LSRW skills to address diverse classroom learning needs and solve instructional problems.		Solving	
CO3	Analyse and evaluate the effectiveness of various language teaching approaches, testing techniques, and evaluation practices to recommend suitable pedagogical strategies for different learning contexts.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Design and develop learner-centered lesson plans, language teaching materials, and assessment tools through independent inquiry, reflective practice, and digital resources for effective language instruction.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8
CO5	Demonstrate professional, ethical, collaborative, and communication skills while planning, presenting, and reflecting on language teaching practices, fostering lifelong learning and leadership in educational settings.	Evaluate (K5)	LO2 – Communication Skills, LO6 – Professional Skills, LO10 – Teamwork & Leadership, LO15 – Lifelong Learning	PO6, PO9, PO10

Text Books (Latest Editions)	
1	English Language Teaching: Principles and Practice – Dr. V. Saraswathi
2	A Handbook of Teaching English - Ed. Shardha Kaushik
3	Task Based Language Learning and Teaching- Rod Ellis, OUP
4	A Course in Language Teaching: Practice & Theory – Penny Ur
5	Aslam Mohammed, Teaching of English, Chand Publishers, 2017
6	The Routledge Handbook of Language Testing Edited by Glenn Fulcher, Luke Harding
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Approaches and Methods: Jack C. Richards and Allan T. Rogers
2.	Paragraph Practice – Kathleen E Sullivan. Macmillan, New York. 1971
Web Resources	
1.	Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching-learning Process in Saudi Arabia Azam Hashmi International Journal of Applied Linguistics and English Literature (aiac.org.au)

Mapping with Programme Outcomes:

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	2	3	2	1	2	1	2	2	2
CO3	2	3	2	3	2	1	2	1	1	1
CO4	2	2	2	2	2	3	2	3	2	2
CO5	1	2	2	2	1	3	2	2	3	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

ELECTIVE III – JOURNALISM AND MASS COMMUNICATION - ME

Subject Code	Category		I	T	E	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
	CNM		Y	Y		-	3	5	25	75	100
Learning Objectives											
LO	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.										
LO	To be acquainted with the principles of journalism and the importance of press laws.										
LO	To understand the nuances of news and media										
LO	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.										
LO	To train students to write for the newspaper, magazine and the Web										
UNIT	Details										
I	Definition: Principles and Ethics of Journalism Print Journalism										
II	Freedom of Press – Press Laws – Defamation – Libel – Contempt of court – Slanders – Copyright Law – Press Regulation Act – Law of Privileges										
III	Reporting News – Role and Responsibilities of Reporter – Role and Duties of Editor										
IV	Leads - Types of News – Straight Interpretive – Investigative – Scoop – Sting – Headlines – Editorial – Feature Writing – Personal Column – Reviews – Interviews and Press Conferences										
V	Electronic and New Media Electronic Media – Radio, Television Emergence of New Age Media Role and Responsibilities										

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental principles, ethics, laws, and concepts of journalism, including press freedom, media regulations, and the roles and responsibilities of journalists across print, electronic, and new media.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1
CO2	Apply journalistic principles, legal provisions, and ethical standards to	Apply (K3)	LO4 – Problem Solving (K3)	PO3

	address real-world reporting challenges and produce appropriate news content for diverse media platforms.			
CO3	Analyse various forms of news writing, reporting techniques, editorial practices, and media content to evaluate credibility, objectivity, and effectiveness in journalistic communication.	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO4
CO4	Design and develop an independent journalistic project or digital media portfolio by integrating ethical reporting practices, research skills, and emerging media technologies while demonstrating self-directed learning.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO6, PO8
CO5	Demonstrate professional communication, teamwork, leadership, digital competency, ethical responsibility, and lifelong learning skills while producing responsible and audience-oriented journalistic content for contemporary media environments.	Apply (K3)	LO3 – Communication Skills; LO6 – Digital Competency; LO10 – Teamwork & Leadership; LO15 – Ethics & Professional Responsibility	PO9, PO10

Text Books (Latest Editions)	
1.	D.S.Mehta,Mass Communication and Journalism in India, Allied Publishers Ltd, NewDelhi.
2	M.V.Kamath – Professional Journalism
3	Richard Rudin and Trevor Ibbotson- An Introduction to Journalism
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Robert Fine,The Big Book of Social Media: Case Studies, Stories, Perspectives2010.Publisher:YorkshirePublishing
2.	Frank Webster, Theories of InformationSociety,2002,PublishedbyRoutledge.
Web Resources	
1.	Media and Communication Peer-reviewed Open Access Journal (cogitatiopress.com)

Mapping with Programme Outcomes:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	2	2
CO2	2	2	3	2	1	1	1	1	2	2
CO3	2	3	2	3	2	1	2	2	2	1
CO4	2	2	2	2	2	3	2	3	2	2
CO5	1	2	2	2	1	2	2	2	3	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
ELECTIVE III - LITERATURE AND ENVIRONMENT - NME

Subject Code	Category	I	T	H	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y			3	5	25	75	100
Learning Objectives										
LO1	To enable the learners to understand and address the connection between ecology, culture and literature.									
LO2	To introduce a few basic concepts and principles of Ecocriticism.									
LO3	To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns.									
LO4	To apply Ecocriticism to the reading of literary texts.									
LO5	To expose the learners to recent critical theories.									
UNIT	Details									
I	Definitions – Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oiko poetics									
II	Cheryll Glotfelty – “Introduction” The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm									
III	Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting Keats - On Grasshopper and Cricket D H Lawrence – Snake Gary Snyder – Second Shaman Song Wisława Szymborska – Conversation with a Stone									
IV	Arundathi Roy – The Greater Common Good Rachel Carson – A Fable for Tomorrow									
V	Amitav Ghosh – The Hungry Tide									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain and interpret the fundamental concepts, theories, and literary texts of Ecocriticism by demonstrating knowledge of ecological principles, environmental philosophies, and eco-literary traditions across cultures.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1
CO2	Apply ecological theories and ecocritical approaches to examine environmental issues represented in literary texts and propose contextually	Apply (K3)	LO4 – Problem Solving (K3)	PO3, PO5

	relevant interpretations for contemporary ecological challenges.			
CO3	Analyse and evaluate diverse literary representations of nature, environment, culture, and sustainability using ecocritical perspectives, supporting interpretations with logical reasoning, textual evidence, and interdisciplinary insights.	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4
CO4	Design and develop an independent research project, digital presentation, or field-based eco-literary study by integrating research methods, ethical practices, self-directed learning, and reflective inquiry into environmental humanities.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO6, PO8
CO5	Communicate and collaborate effectively to present informed perspectives on ecological sustainability, environmental ethics, and literary studies while demonstrating digital competency, leadership, social responsibility, empathy, and commitment to lifelong learning.	Evaluate (K5)	LO2 (Communication), LO3 (Digital Competency), LO6 (Ethical Values), LO10 (Teamwork & Leadership), LO15 (Lifelong Learning)	PO7, PO9, PO10

Text Books (Latest Editions)

1.	The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm
2.	Amitav Ghosh – The Hungry Tide Inez Barnay – Neem Dreams
3.	Carson, Rachel. Silent Spring

References Books

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

1.	Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered Garrard, Greg. Ecocriticism: A New Critical Idiom Nirmal Selvamony Ecocritism Garrard, Greg. The Oxford Handbook of Ecocriticism
2.	Contemporary Contemplations on Eco Literature by Suresh Fredrick

Web Resources

1.	What is Deep Ecology?: https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology WangariMaathai Speech: https://www.youtube.com/watch?v=dZap_QlwlKw WangariMaathai Tribute Film: https://www.youtube.com/watch?v=koMunNH1J3Y Rachel Carson Video Silent Spring Chapter I https://www.youtube.com/watch?v=32Lj2DHaT4I Walden A Documentary: https://www.youtube.com/watch?v=ZpS5yxy8O0w
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Mapping with Programme Outcomes:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	2	1	1	1	1	1
CO2	2	2	3	2	3	1	1	1	1	2
CO3	2	3	2	3	2	1	2	2	1	1
CO4	1	2	2	2	2	3	2	3	2	2
CO5	1	2	2	2	1	2	3	2	3	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

**SKILL ENHANCEMENT COURSE
ENGLISH AND 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 provide the students with an ability to build and enrich their communication skills.									
LO2	To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing									
LO3	To help them think and write imaginatively and critically									
LO4	To equip students to build self- confidence with a focus on self- presentation									
LO5	To facilitate the learners to learn personal and professional development									
UNIT	Details									
I	Grammar Articles Parts of Speech Tenses Active Passive Voice Punctuation, Capitalization, Contractions and Collocations Proof Reading									
II	Verbal & Non-Verbal Greetings Formal & Informal									
III	Message Writing Agenda Minutes									
IV	Letters – Formal & Informal Email Report writing									
V	Interview Presentation Skills Resume									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate knowledge and understanding of fundamental English grammar components such as parts of speech, tenses, articles, punctuation, capitalization, and collocations.	Remembering & Understanding (K1–K2)	LO1 (Disciplinary Knowledge)	PO1
CO2	Apply grammatical rules and language conventions to construct accurate	Applying (K3)	LO4 (Problem Solving)	PO2, PO3

	sentences, transform structures (active/passive, tense shifts), and correct errors in written and spoken communication.			
CO3	Analyse written and spoken texts to identify grammatical, structural, and contextual errors and evaluate the effectiveness of messages, letters, and reports for clarity, coherence, and correctness.	Analysing (K4)	LO5 (Analytical Reasoning)	PO2, PO4, PO5
CO4	Create professional communication outputs such as resumes, formal/informal emails, reports, agendas, minutes, and presentations, and demonstrate interview and presentation skills through self-directed learning tasks and projects.	Creating (K5–K6)	LO11 (Self-directed Learning / Project Development)	PO6, PO9
CO5	Demonstrate effective interpersonal, formal, and informal communication skills in academic and professional contexts while exhibiting ethical communication practices, teamwork, digital competency, and reflective learning for lifelong development.	Applying–Creating (K3–K6)	LO2, LO3, LO6, LO8, LO10	PO6, PO7, PO8, PO10

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.
Web Resources	
1.	(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY) goigalajijuna-Academia.edu

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	2	2	1
CO2	2	3	3	1	2	1	1	1	2	1
CO3	2	3	2	3	3	1	1	2	2	1
CO4	2	2	2	2	2	3	2	2	3	2
CO5	2	2	2	2	2	3	3	2	3	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

**SKILL ENHANCEMENT COURSE
PUBLIC SPEAKING 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										
LC	To help students understand the goals and benefits of public speaking									
LC	To help them recognize communication apprehension and guide them on how to reduce it									
LC	To familiarize them on how public speaking can be used to advocate or create change									
LC	To enable learners, recognize the social and historical contexts of speech, oratory, and rhetoric									
LC	To help them think and speak imaginatively and critically									
UNIT	Details									
I	Definition, Need and Significance of Public Speaking									
II	Elements of Public Speaking Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive)									
III	Techniques for Effective Public Speaking									
IV	Methods of Public Speaking Advantages and Disadvantages of Public Speaking									
V	Students Activity- Choose a topic and speak in front of the Class.									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define and explain the nature, need, significance, elements, and types of public speaking to demonstrate foundational disciplinary understanding.	K1–K2 (Remembering, Understanding)	LO1 – Disciplinary Knowledge	PO1
CO2	Apply appropriate techniques and methods of public speaking to construct and deliver structured speeches for real-life communication contexts.	K3 (Applying)	LO3 – Problem Solving	PO3, PO9

CO3	Analyse and differentiate various types, methods, advantages, and limitations of public speaking by critically evaluating speech performances and communication strategies.	K4 (Analysing)	LO4 – Analytical Reasoning	PO2, PO4
CO4	Design, prepare, and deliver an effective individual speech on a selected topic by integrating planning, content development, and presentation skills through self-directed learning.	K5–K6 (Evaluating, Creating)	LO11 – Self-directed Learning / Project Development	PO6, PO9, PO8
CO5	Collaborate in group speaking activities and demonstrate ethical communication, digital presentation skills, confidence, empathy, and reflective practice in public speaking contexts.	K3–K5 (Applying–Evaluating)	LO2, LO7, LO8, LO10 (Critical Thinking, Reflective Thinking, Reading & Projects, Social Skills)	PO2, PO7, PO8, PO10

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

Mapping with Programme Outcomes:

CO No.	PO1	PO2	PO3	PO4	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	2	1
CO2	2	2	3	1	1	1	1	3	2
CO3	2	3	2	3	1	2	1	2	2
CO4	1	2	2	2	3	2	3	3	2
CO5	1	2	2	1	2	3	2	3	3

3 – Strong, 2 – Medium, 1 – Low Mapping

Mapping 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

SKILL ENHANCEMENT COURSE
DIGITAL LITERACY AND CONCEPTS (SEC - III)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	ME	Y	Y	-	-	2	2	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 analyse socio-economic factors in digital literacy									
UNIT	Details									
I	Introduction to Digital Literacy and its types. Digitizing Information.									
II	Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The role of Language in Digital Literacy									
III	Digital Media and its Types Email, vlog, blog, twitter, Facebook, E-book.									
IV	Digital Literacy in Education									
V	Challenges in Digital Literacy									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define and explain the fundamental concepts of digital literacy, its types, characteristics, significance, and the role of language in digital communication.	K1–K2 (Remembering– Understanding)	LO1	PO1, PO2
CO2	Apply digital tools such as email, blogs, vlogs, social media platforms, and e-books to solve basic communication and information-sharing tasks in real-life contexts.	K3 (Applying)	LO4	PO3, PO9
CO3	Analyse various forms of digital media and critically examine challenges, ethical issues, and the reliability of digital information in contemporary digital environments.	K4 (Analysing)	LO5	PO2, PO4, PO5

CO4	Design and develop a self-directed digital literacy project (e.g., blog/vlog/e-learning content) demonstrating effective use of digital platforms for knowledge dissemination.	K5–K6 (Evaluating– Creating)	LO11	PO6, PO8, PO9
CO5	Evaluate responsible digital citizenship by demonstrating ethical online behavior, reflective thinking, collaborative communication, and inclusive participation in digital spaces.	K4–K5 (Analysing– Evaluating)	LO2, LO7, LO8, LO10, LO12	PO2, PO7, PO10

Text Books (Latest Editions)	
1	Introduction to Digital Literacy(2ndEdition)-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 and Responsibility–S.Livingston.
2.	Literacy: Reading the word and the word –P.Freireand P.Macedo.
3.	Media Literary in Schools: Practice, Production and Progression – A.BurnandJ.Durran.
4.	Digital Literacy for Learning–A.Martin and D.Madigan Changing Literacies– C.Lankshear.

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	1	3	1	1	1	1	2	3	2
CO3	2	3	1	3	3	1	2	1	1	2
CO4	1	2	2	2	2	3	2	3	3	2
CO5	1	2	1	2	2	2	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

**SKILL ENHANCEMENT COURSE
ENTREPRENEURIAL SKILLS (SEC-IV)**

Subject Code	Category	L	T	H	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 entrepreneurships, Strategic thinking and planning, technical skills, Time management and organizational behaviour, 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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Describe and explain the fundamental concepts of entrepreneurship, including entrepreneurial mindset, characteristics, traits, and types of entrepreneurship along with basic entrepreneurial skills.	K1–K2 (Remembering & Understanding)	LO1 – Disciplinary Knowledge	PO1, PO2
CO2	Apply entrepreneurial and managerial skills such as communication, teamwork, financial literacy, and problem-solving to address simple real-world business situations.	K3 (Applying)	LO4 – Problem Solving	PO3, PO5, PO10

CO3	Analyse different types of entrepreneurs, entrepreneurial skills, and business opportunities by interpreting relevant information and evaluating strategic and market-oriented decisions.	K4 (Analysing)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop a basic entrepreneurial project or business plan by integrating creativity, strategic thinking, and self-directed learning, including interaction with entrepreneurs.	K5–K6 (Evaluating & Creating)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO9
CO5	Evaluate the role of entrepreneurship in society by demonstrating ethical responsibility, environmental awareness, digital networking skills, leadership, and effective communication in professional contexts.	K4–K6 (Analysing–Creating)	LO2, LO3, LO6, LO7, LO8, LO10, LO12–LO15 (Integrated LOs)	PO6, PO7, PO9, PO10

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 Mind Tools Home

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	1	1	1	1	1	1	1	1
CO2	2	1	3	2	2	1	1	1	2	3
CO3	2	3	2	3	3	1	1	1	1	2
CO4	2	2	3	2	2	3	2	3	3	2
CO5	2	2	2	2	3	2	3	2	3	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

**SKILL ENHANCEMENT COURSE
INTERVIEW SKILLS (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 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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define and explain the concept, types, essentials, needs, and requirements of interview skills, and summarize the role of effective interview preparation in professional contexts.	Understand (K2)	LO1 – Disciplinary Knowledge (K1, K2)	PO1
CO2	Apply interview skills to prepare a professional resume by demonstrating appropriate structure, format, and adherence to do's and don'ts of resume writing and interview preparation.	Apply (K3)	LO4 – Problem Solving (K3)	PO3, PO9
CO3	Analyse verbal and non-verbal communication components such as body language, gestures, facial	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4

	expressions, and attitude to evaluate their impact on interview performance.			
CO4	Design and conduct a mock interview through role-play activities, demonstrating self-directed learning, interview competence, and professional communication skills.	Create (K5–K6)	LO11 – Self-directed Learning / Project Development (K5, K6)	PO6, PO9, PO10
CO5	Critically reflect on interview experiences and demonstrate effective communication, teamwork, ethical behavior, and lifelong learning skills to improve employability and professional confidence.	Evaluate (K5) / Create (K6)	LO2, LO3, LO6, LO7, LO8, LO9, LO10 (Integrated Skills Development)	PO2, PO6, PO8, PO9, PO10

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.	<i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i>
Web Resources	
1.	<i>Tips for a Successful Interview(ung.edu)</i>

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	2	1
CO2	2	2	3	1	1	1	1	1	3	2
CO3	1	3	2	3	2	1	2	1	2	2
CO4	2	2	3	2	1	3	2	2	3	3
CO5	2	3	2	2	2	3	3	2	3	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

**SKILL ENHANCEMENT COURSE
ENGLISH FOR CAREERS (SEC-VI)**

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 development sharpening in the contemporary world by using English Language.									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define and describe the nature, characteristic features, and purposes of the English language, demonstrating foundational disciplinary knowledge of language structure and function.	K1–K2 (Remembering, Understanding)	LO1 – Disciplinary Knowledge	PO1, PO9
CO2	Apply knowledge of English language usage to identify and resolve communication-related problems in academic and real-life contexts, ensuring appropriate language selection and usage.	K3 (Applying)	LO4 – Problem Solving	PO3, PO9, PO10
CO3	Analyse and evaluate the role of English language in shaping identity and popular culture, and examine its influence on contemporary global developments using logical	K4 (Analysing)	LO5 – Analytical Reasoning	PO2, PO4, PO5

	reasoning and evidence.			
CO4	Design and develop an independent, self-directed mini-project or digital presentation on the role of English in contemporary culture, demonstrating research skills and autonomous learning.	K5–K6 (Evaluating, Creating)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO9
CO5	Critically engage with English language use in digital and cultural contexts through collaborative activities, demonstrating ethical awareness, communication skills, and reflective understanding of social and cultural identity.	K4–K6 (Analyse–Create)	LO2, LO3, LO6, LO8, LO10, LO12, LO13, LO14, LO15	PO7, PO10, PO9, 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 188 5-1985. Kolkata: Bose Institute, 1995. Print
Web Resources	
1.	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3Mjg3NDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCover Pdf

Mapping with Programme Outcome:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	2	1
CO2	1	1	3	2	1	1	1	1	2	2
CO3	2	3	1	3	2	1	2	1	2	1
CO4	1	1	2	2	2	3	2	3	3	2
CO5	2	2	1	2	1	2	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

Subject Code	Category	I	T	S	Credit s	Inst. Hours	Marks			
							CIA	External	Total	
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Define Artificial Intelligence and related terms.									
LO2	Explain the uses of AI in English language classrooms.									
LO3	Practice pronunciation and speaking using AI tools and Develop reading and writing skills with digital assistance.									
LO4	Evaluate AI-generated content critically.									
LO5	Demonstrate ethical use of AI in academic work.									
UNIT	Details									
I	Basics of Artificial Intelligence • Meaning and Definition of AI • History and Growth of AI • AI in Education • Introduction to Language Learning Technologies									
II	AI Tools for English Language Learning • Grammar Checkers • Spell Checkers • Translation Tools • AI Writing Assistants									
III	AI for LSRW Skills • AI for Listening Practice • AI for Speaking and Pronunciation • AI for Reading Comprehension • AI for Writing Improvement									
IV	Benefits and Challenges of AI • Personalized Learning • Instant Feedback • Overdependence on Technology • Accuracy and Limitations of AI									
V	Ethics of AI in Learning • Responsible Use of AI • Plagiarism and Academic Integrity • Privacy and Data Safety • Human Creativity vs AI Assistance									

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental concepts of Artificial Intelligence, its historical development, and its applications in education and language learning technologies.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO5
CO2	Apply AI-based tools such as grammar checkers, translation systems, and writing assistants to solve common English language learning problems in LSRW skills.	Apply (K3)	LO4 – Problem Solving	PO3, PO5, PO9
CO3	Analyse the effectiveness, reliability, and limitations of AI applications in enhancing listening, speaking, reading, and writing skills using appropriate linguistic and technical criteria.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop a self-directed AI-assisted language learning project demonstrating responsible use of AI tools while integrating academic integrity and digital literacy principles.	Create (K5/K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO10
CO5	Evaluate ethical issues in AI-driven learning, including plagiarism, data privacy, overdependence on technology, and propose responsible and human-centered AI usage strategies.	Evaluate (K5)	LO2, LO3, LO6, LO10, LO12	PO2, PO6, PO7, PO10

Text Books (Latest Editions)	
1.	Selvalakshmi A. <i>AI – Powered Education</i> . New Century Book House (P) Ltd., Chennai, 2026.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Mitchell, Melanie. <i>Artificial Intelligence: A Guide for Thinking Humans</i> : 2019.
2.	Russell, Stuart and Norvig, Peter. <i>Artificial Intelligence: A Modern Approach</i> :2023 (Fourth Edition: 2020)
3.	Selected books on English Language Teaching and Educational Technology.
4.	Reference materials on AI-based learning tools.
Web Resources	
1.	Open AI, ChatGPT, Grammarly, Duo lingo, BBC Learning English, British Council Learn English

Mapping with Programme Outcome:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	2	1	1	1	1	1
CO2	2	1	3	1	2	1	1	1	3	2
CO3	2	3	1	3	3	1	1	1	2	2
CO4	2	2	2	2	2	3	2	3	2	3
CO5	2	3	1	2	2	3	3	1	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

SKILL ENHANCEMENT COURSE
PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR COMPETITIVE
EXAMINATIONS (SEC VIII)

Subject Code	Category	I	II	III	IV	V	Credits	Inst. Hours	Marks		
									CIA	External	Total
	Core	Y	Y	-	-		2	2	25	75	100
Learning Objectives											
LO1	To build the knowledge of literary terms and theory in students.										
LO2	To enable the students to specialize in the fundamentals of English literature										
LO3	To improve the learning skills of students through various modes of testing.										
LO4	To enhance the ability to succeed in competitive exams.										
LO5	To provide an understanding of professional, ethical and social responsibilities.										
UNIT	Details										
I	Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.										
II	Canons of Literature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision.										
III	Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism, Great Chain of Being										
IV	Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower										
V	Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth										

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Define, describe, and explain key literary movements, theories, genres, and critical terms such as Absurdism, Aestheticism, Marxist Criticism, Modernism, and Postmodernism, demonstrating foundational disciplinary knowledge of literary studies.	Remembering & Understanding (K1, K2)	LO1	PO1
CO2	Apply literary concepts, genres, and critical approaches to interpret unfamiliar texts and theoretical problems by selecting appropriate frameworks such as allegory,	Applying (K3)	LO4	PO3, PO5

	irony, feminism, and structuralism.			
C03	Analyse and compare literary forms, movements, and critical theories by evaluating relationships among texts, contexts, and ideologies and identifying assumptions, biases, and structural patterns in literary discourse.	Analysing (K4)	LO5	PO2, PO4, PO5
C04	Design and execute a self-directed mini research or interpretive project on selected literary movements or theories using secondary sources and digital tools to produce a scholarly output.	Evaluating & Creating (K5, K6)	LO11	PO6, PO8, PO9
C05	Critically evaluate literary texts and critical traditions in relation to social, cultural, and ethical perspectives and communicate interpretations effectively through written and digital formats while demonstrating reflective and collaborative learning.	Evaluating & Creating (K5, K6)	LO2, LO3, LO6, LO8, LO10, LO14	PO2, PO7, PO8, PO9, PO10

Text Books (Latest Editions)	
1.	A Glossary of Literary Terms, Abrams, M.H (Publishers: Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2.	The Post –Colonial Studies. The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	A Dictionary of Literary Terms, Cuddon. A (Penguin)
2.	The Post –Colonial Studies. The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)
Web Resources	
1.	https://onlinecourses.nptel.ac.in/noc20_hs19/preview
2.	http://www.luminarium.org/
3.	https://poemanalysis.com/genre/absurd/
4.	https://www.bl.uk/medieval-literature/articles/dream-visions
5.	https://www.britannica.com/topic/Great-Chain-of-Being

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	1	1	1	1	1	1
CO2	1	2	3	2	2	1	1	1	2	1
CO3	2	3	2	3	3	1	2	1	1	2
CO4	1	2	2	2	2	3	2	3	3	2
CO5	2	3	2	2	2	2	3	2	3	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

QUESTION PAPER PATTERN**For Core, Allied & Elective - I**Duration: **Three Hours**Maximum Marks: **75****Part A: (15 X 1 = 15 marks)**

Answer ALL Questions

(a), (b), (c), (d) Multiple Choice Questions

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

Either (or) Type FIVE questions

(One question from Each Unit)

QUESTION PAPER PATTERN FOR ELECTIVE –II**English Literature for Competitive Examinations**

All Questions in Part-A, B, & C are MCQ type Questions in the above pattern

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 was credited