



**திருவள்ளூர் பல்கலைக்கழகம்**

**THIRUVALLUVAR UNIVERSITY**

**Vellore-632 115**

**DEPARTMENT OF ENGLISH**

**MA ENGLISH & COMMUNICATION**

**5 Years Integrated Course**

**Effective from the Academic Year**

**2023-2024**

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## Introduction

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

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change 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; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

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

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

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

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

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

**PO 10: Social Skills & Empathetic Approach:** Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.



**Highlights of the Revamped Curriculum:**

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

Semester	Newly introduced Components	Outcome/ Benefits
I	<b>Foundation Course</b> To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	Instill confidence among students Create interest for the subject
I, II, III, IV	<b>Skill Enhancement papers</b> (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 know-how of solving real life problems.
III, IV, V & VI	Elective papers	Strengthening the domain knowledge Introducing the stakeholder 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.

<b>IV</b>	ElectivePapers	Exposuretoindustrymouldsstudentsinto solutionproviders GeneratesIndustryreadygraduates Employmentopportunitiesenhanced
<b>V Semester</b>	Electivepapers	Self-learningisenhanced Applicationoftheconceptto realsituationi sconceivedresulting intangibleoutcome
<b>VI Semester</b>	Electivepapers	Enrichesthestudybeyondthe course. Developingaresearchframeworkand presentingtheir independentand intellectualideaseffectively.
<b>ExtraCredits: ForAdvancedLearners/Honorsdegree</b>		To catertothenneeds ofpeerlearners/resear ch aspirants
<b>SkillsacquiredfromtheCourses</b>		Knowledge,ProblemSolving,Analytical ability,ProfessionalCompetency,ProfessionalCommunic ationandTransferrable Skill



### Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – \CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	<b>23</b>	<b>30</b>		<b>23</b>	<b>30</b>		<b>22</b>	<b>30</b>		<b>25</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>21</b>	<b>30</b>
<b>Total – 140 Credits</b>																	

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

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>

**Third Year  
Semester-V**

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

**Semester-VI**

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

**Consolidated Semester wise and Component wise Credit distribution**

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

**\*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**

**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 CORE1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part-III CORE2	INDIAN WRITING IN ENGLISH	3	2			5	5	25	75	100
5	Part-III ELECTIVE-I	SOCIAL HISTORY OF ENGLAND I	2	2			3	4	25	75	100
6	Part-IV	SKILL ENHANCEMENT COURSE I	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE (FOUNDATION COURSE)	1	1			2	2			
		<b>TOTAL</b>					<b>23</b>	<b>30</b>			

**SECOND SEMESTER**

Sl. No	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE3	BRITISH LITERATURE-I	3	2			5	5	25	75	100
4	PART III CORE4	AMERICAN LITERATURE	3	2			5	5	25	75	100
5	PART III ELECTIVE II	SOCIAL HISTORY OF ENGLAND II	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE-SEC- 2	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE-SEC-3	1	1			2	2	25	75	100
		<b>TOTAL</b>					<b>23</b>	<b>30</b>			

**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 CORE 6	CHILDREN'S LITERATURE	3	2			5	5	25	75	100
5	PART III ELECTIVE III	HISTORY OF ENGLISH LITERATURE I	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE-SEC 4 (ENTREPRENEURIAL SKILL)	1	0			1	1	25	75	100
		SKILL ENHANCEMENT COURSE SEC-5	1	1			2	2	25	75	100
		EVS	1	0			1	1	25	75	100
		<b>TOTAL</b>					<b>22</b>	<b>30</b>			

**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 7	WORLD LITERATURE IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE 8	LANGUAGE AND LINGUISTICS	3	2			5	5	25	75	100
5	PART III ELECTIVE IV	HISTORY OF ENGLISH LITERATURE II	2	2			3	3	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE SEC-6	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE SEC-7	1	1			2	2	25	75	100
		EVS	1	0			2	1	25	75	100
		<b>TOTAL</b>					<b>25</b>	<b>30</b>			

**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 9	WOMEN'S WRITING	3	2			4	5	25	75	100
2	PART III CORE 10	INTRODUCTION TO FOLK LITERATURE	3	2			4	5	25	75	100
3	PART III CORE 11	INDIAN WRITING IN TRANSLATION	3	2			4	5	25	75	100
4	PART III CORE 12	PROJECT/ MYTH AND LITERATURE	3	2			4	5	25	75	100
5	PART III ELECTIVE V	LITERARY FORMS	2	2			3	4	25	75	100
6	PART III ELECTIVE VI	LITERATURE AND ENVIRONMENT	2	2			3	4	25	75	100
7	PART IV	VALUE EDUCATION	1	1			2	2	25	75	100
		SUMMER INTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
<b>TOTAL</b>							<b>26</b>	<b>30</b>			

**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 13	LITERARY CRITICISM	3	3			4	6	25	75	100
2	PART III CORE 14	NEW LITERATURES IN ENGLISH	3	3			4	6	25	75	100
3	PART III CORE 15	SHAKESPEARE	3	3			4	6	25	75	100
4	PART III ELECTIVE VII	ENGLISH LANGUAGE TEACHING	3	2			3	5	25	75	100
5	PART III ELECTIVE VIII	JOURNALISM AND MASS COMMUNICATION	3	2			3	5	25	75	100
6	PART IV	EXTENSION ACTIVITY	-	-			1		25	75	100
		PROFESSIONAL COMPETENCY SKILL – ENGLISH FOR	1	1			2	2			

		COMPETITIVE EXAMINATIONS									
		<b>TOTAL</b>					<b>21</b>	<b>30</b>			

<b>MethodsofEvaluation</b>		
<b>InternalEvaluation</b>	ContinuousInternalAssessmentTest	25 Marks
	Assignments	
	Seminars	
	AttendanceandClassParticipation	
<b>ExternalEvaluation</b>	EndSemesterExamination	75 Marks
	Total	100 Marks
<b>MethodsofAssessment</b>		
<b>Recall(K1)</b>	Simpledefinitions,MCQ,Recallsteps,Conceptdefinitions	
<b>Understand/Comprehend(K2)</b>	MCQ,True/False,Shortessays,Conceptexplanations,Shortsummaryor overview	
<b>Application (K3)</b>	Suggestidea/conceptwithexamples,Suggestformulae, Solveproblems, Observe,Explain	
<b>Analyze(K4)</b>	Problem-solvingquestions,Finishaprocedureinmanysteps,Differentiate betweenvariousideas,Mapknowledge	
<b>Evaluate(K5)</b>	Longer essay/Evaluationessay,Critiqueorjustifywithprosandcons	
<b>Create(K6)</b>	Checkknowledgeinspecificoroffbeatsituations,Discussion,Debating orPresentations	



**7A-Mandatory Core Areas for B.A Programme**

<b>I Year Sem</b>	C1. Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
<b>ISem II</b>	C3. British Literature I (5 credits)
	C4. American Literature I (5 credits)
<b>II Year</b> <b>Sem III Sem IV</b>	C5. British Literature-II (5 credits)
	C6. Children's Literature (5 credits)
	World Literature in Translation (4 credits)
	Language and Linguistics (4 credits)
<b>II Year</b> <b>Sem V</b> <b>Sem VI</b>	C9. Women's Writing (4 credits)
	C10. Introduction to Folk Literature (4 credits)
	C11. Indian Writing in Translation (4 credits)
	C12. Project / Myth and Literature (4 credits)
	C13. Literary Criticism (5 credits)
	C14. New Literatures in English (5 credits)
	C15. Shakespeare (4 credits)

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

<b>Semester I to V</b>	<b>Social History of England I</b>
	<b>Social History of England II</b>
	<b>History of English Literature I</b>
	<b>History of English Literature II</b>
	<b>Literary Forms</b>

**C. Suggested Non Mandatory Electives for B.A Programme Semester V & VI**

(4 credit each)

<b>Semester V and VI</b>	CNM1. Literature and Environment
	CNM2. English Language Teaching
	CNM3. Journalism and Mass Communication
	CNM4. Film Studies

**D. (SKILLENHANCEMENT COURSES)**

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

**B.A. ENGLISH**  
**Core Component Model Syllabus**

**FIRST YEAR - SEMESTER I**  
**CORE I – INTRODUCTION TO LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
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									
<b>UNIT</b>	<b>Details</b>									
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									

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

<b>Text Books (Latest Editions)</b>	
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.	<a href="https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/">https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/</a>
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Austen, Jane. <i>Pride and Prejudice</i> . ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, < <a href="http://www.loc.gov/item/18001222/">www.loc.gov/item/18001222/</a> >.  AUSTEN, Jane. <i>Pride and Prejudice</i> . 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 Literaire English, 4 <sup>th</sup> Ed, Everyday Education, LLC, January 2021.

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

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
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 Aesthetic to literary texts									
<b>UNIT</b>	<b>Details</b>									
I	Introduction from K.R.Srinivasayengar and C.D.Narasimaiah									
II	Rabindranath Tagore – Paper Boat Sarojini Naidu – The Village Song Toru Dutt – The Lotus AK 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									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
	<b>CO1</b>	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present						<b>PO1</b>		
	<b>CO2</b>	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism						<b>PO1, PO2</b>		

<b>CO3</b>	Explore the role of English as a medium for political awakening and the use of English in India for creative writing	PO4,PO6
<b>CO4</b>	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4,PO5,PO6
<b>CO5</b>	Evaluate critically the contributions of major Indian English poets and dramatists	PO3,PO8
<b>Text Books (Latest Editions)</b>		
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	<i>Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi :Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.</i>	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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	
<b>Web Resources</b>		
1.	Poems <a href="https://www.poemhunter.com/a-k-ramanujan/poems/">https://www.poemhunter.com/a-k-ramanujan/poems/</a>	
2.	<a href="https://www.poetrybyheart.org.uk/poems/paper-boats">https://www.poetrybyheart.org.uk/poems/paper-boats</a>	
3.	<a href="https://allpoetry.com/Village-Song">https://allpoetry.com/Village-Song</a>	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	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
<b>Learning Objectives</b>										
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									
<b>UNIT</b>	<b>Details</b>									
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									

<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;
<b>CO1</b>	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature. PO1
<b>CO2</b>	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation. PO1, PO2
<b>CO3</b>	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century PO4, PO6
<b>CO4</b>	Distinguish between the characteristics of British literary movements in discussing and writing about British literature. PO4, PO5, PO6
<b>CO5</b>	Critically appreciate literature using standard literary terminology and other literary conventions. PO3, PO8
<b>Text Books (Latest Editions)</b>	
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 DEMAND LTD, 2021.
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	A Critical History of English Literature – David Daiches
2.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.
<b>Web Resources</b>	
1.	<i>Ranger, Paul, "Technical Features." By Oliver pp51-58., <a href="http://doi.org/10.1007/978-1-349-07664-2_5">http://doi.org/10.1007/978-1-349-07664-2_5</a>.</i>

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	2.8	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**

Course Outcomes		
	On completion of this course, students will;	
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1, PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6

<b>CO4</b>	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4,PO5, PO6
<b>CO5</b>	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3,PO8
<b>Text Books(Latest Editions)</b>		
1.	American Literature of the 19 <sup>th</sup> Century – Ed. Fisher Samuelson and Reninger Baid	
2.	A Brief History of American Literature by Richard Gray	
3.	Tennessee Williams: The Glass Menagerie	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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.	
<b>Web Resources</b>		
1.	<a href="https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams">https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams</a>	
2.	<a href="https://www.poetryfoundation.org/poems/48860/the-raven">https://www.poetryfoundation.org/poems/48860/the-raven</a>	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	2.8	3.0

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

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

**Learning Objectives**

LO1	To help learners analyze British Literature written from the late 18th Century to the present.
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
LO3	To 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.

**Details**

UNIT	
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 Matthew 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**

Course Outcomes		
	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO4	Respond to literature on important thematic considerations having to do	PO4, PO5, PO6



	with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	
<b>CO5</b>	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2	The School of Scandal and other plays by R.B. Sheridan	
3	The return of the native by Thomas Hardy, New York and London, Harper & Brothers publishers	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	The Dead, James Joyce – Analysis : <a href="http://www.eng-literature.com">www.eng-literature.com</a>	
2.	Five Centuries of English Verse William Stebbing	
3.	Winged words by David Greens	
<b>Web Resources</b>		
1.	<a href="https://www.poetryfoundation.org/poems/43768/my-last-duchess">https://www.poetryfoundation.org/poems/43768/my-last-duchess</a>	
2.	<a href="https://fullreads.com/essay/the-indian-jugglers/">https://fullreads.com/essay/the-indian-jugglers/;</a>	
3.	<a href="https://essays.quotidiana.org&gt;piece-...">https://essays.quotidiana.org&gt;piece-...</a> “A Piece of Chalk by G.K. Chesterton-Quotidiana	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMESTER IV**  
**CORE VI –CHILDREN’S LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce and familiarize various genres and aspects of Children’s Literature									
LO2	To promote ethical values through children’s literature and appreciate the world of other cultures									
LO3	To gain comprehensive knowledge of Children’s Literature by close reading									
LO4	To appreciate the works of various writers of Children’s Literature									
LO5	To critically analyze Children’s literature through discussion and Writing									
<b>UNIT</b>	<b>Details</b>									
I	Background Study: 1. Introduction: The World of Children’s Literature Studies by Peter Hunt. 2. Essentials: What is Children’s Literature? What is Childhood? By Karin Lesnik-Oberatein (From Understanding Children’s Literature Edited by Peter Hunt)									
II	Poetry 1. Edward Lear – The Owl and the Pussy Cat 2. Shel Silverstein – Invitation 3. Robert Louis Stevenson – My Shadow 4. Naomi Shihab Nye – Mystery									
III	Fantasy Fiction J.K. Rowling – Harry Potter and the Philosopher’s Stone									
IV	Realistic Fiction 1. R.K.Narayan – Swami and Friends									
V	Short Story 1. Mark Twain – The celebrated jumping Frog of Calaveras County 2. Hans Christian Andersen – The Princess and the Pea 3. Nathaniel Hawthorne – The Snow Image									
<b>Course Outcomes</b>										

<b>Course Outcomes</b>	<b>On completion of this course, students will;</b>	
<b>CO1</b>	Recognize the various genres of Children's Literature	PO1
<b>CO2</b>	Acquire values through their reading of the works of Children's Literature	PO1,PO2
<b>CO3</b>	Appreciate and criticize the similarities and differences in cultural imaginations.	PO4,PO6
<b>CO4</b>	Recognize the themes and artistic style employed in Children's Literature	PO4,PO5,PO6
<b>CO5</b>	Critically evaluate the different approaches to Children's Literature in various countries.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature	
2.	Understanding Children's Literature – Peter Hunt, 2 <sup>nd</sup> 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.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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	
<b>Web Resources</b>		
1.	<a href="https://fddocuments.in/document/childrens-literature-55845ad6244ac.html">https://fddocuments.in/document/childrens-literature-55845ad6244ac.html</a>	
2.	<a href="https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/">https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/</a>	

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0

**SECOND YEAR - SEMESTER IV**  
**CORE VII – WORLD CLASSICS IN TRANSLATION**

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 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 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 – Siddartha

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
<b>CO2</b>	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1, PO2
<b>CO3</b>	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PO4, PO6
<b>CO4</b>	Pay attention to critical thinking and writing within a framework of cultural diversity	PO4, PO5, PO6
<b>CO5</b>	Appreciate and examine the literary, cultural and human significance of the works of the diverse literary traditions.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	Six characters in search of an author by Luigi Pirandello.	
2.	Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Benjamin Walter and Martin Jay. Unpacking My Library 2010.	
2.	Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing 2017.	
<b>Web Resources</b>		
1.	<a href="https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/">https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/</a>	

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	2.8	3.0



**THIRD YEAR - SEMESTER V**  
**CORE VIII – 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
<b>UNIT</b>	<b>Details</b>
<b>I</b>	Descent of English Language from the Indo European family
<b>II</b>	Old, Middle & Modern English Influence – Greek, Latin, Scandinavian, French, Indian
<b>III</b>	Growth of Vocabulary
<b>IV</b>	Change of Meaning
<b>V</b>	Phonology – Vowels, Consonants & Diphthongs

**Course Outcomes**

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

<b>CO3</b>	Evaluate the ways socio-cultural and historical phenomena influence the literary production of a particular period	PO4, PO6
<b>CO4</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO5, PO6
<b>CO5</b>	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Linguistics	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	John Lyons, Language & Linguistics	
2.	T. Balasubramanian, A text book of English Phonetics for Indian students	
<b>References Books (Latest editions, and the styles given below must be strictly adhered to)</b>		
1.	Modern Applied Linguistics: A introduction N. Krishnaswamy, S.K. Verma CIEFL, Hyderabad and N. Nagarajan, National College, Trichy	
2.	Mark Hancock, English Pronouncing Dictionary	
3.	Charles F. Mayer, Introducing English Linguistics	

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
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<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	3.0	3.0

**THIRD YEAR - SEMESTER V**  
**CORE IX –WOMEN’S WRITING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
LO1	To identify the origin and development of feminism as a genre.									
LO2	To enable them to 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.									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	Feminist movements									
<b>II</b>	Kamala Das – Introduction Imtiaz Dharkar - Purdah Maya Angelou – Still I Rise Margaret Atwood – Journey to the Interior Anne Bradstreet – Prologue Judith Wright – Eve to the Daughter									
<b>III</b>	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>									
<b>IV</b>	Mahasweta Devi - Bayen									
<b>V</b>	Doris Lessing – The Grass is Singing or Sandra Cisneros - The House on Mango Street Ambai - In a forest, A deer (Short Story)									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Recognize the background, origin and special features of women’s writing with reference to western society							PO1		
<b>CO2</b>	Integrate knowledge of the diversity of cultures through the works of various Women writers							PO1, PO2		

<b>CO3</b>	Analyse various perspectives of women issues as expressed in the works of women writers representing women's voices.	PO4,PO6
<b>CO4</b>	Identify how the significant others of the society contributed to the clear understanding of womanhood and authorship	PO4,PO5,PO6
<b>CO5</b>	Analyse and examine the major socio cultural and socio economic constraints in defining women as equal human being through the works of women writers	PO3,PO8

To equip them with the ability to use this knowledge to analyze problems in both the academic settings and work contexts.

<b>Text Books (Latest Editions)</b>	
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
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Walters, Margaret, <i>Feminism, A very short Introduction</i>
2.	<i>Feminism is for everybody</i> passionate politics by Bell hooks.
3.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.
<b>Web Resources</b>	
1.	<a href="https://www.jetir.org/papers/JETIRFC06031.pdf">https://www.jetir.org/papers/JETIRFC06031.pdf</a>
2.	<a href="https://www.poemhunter.com/poem/an-introduction-2/">https://www.poemhunter.com/poem/an-introduction-2/</a>

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium , 1 – Low**

**MappingwithProgrammeSpecificOutcome:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	2.8	3.0

**THIRD YEAR - SEMESTER V**  
**CORE X –INTRODUCTION TO FOLK LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize learners with the different theories and forms of folk literature									
LO2	To help them analyze 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 ground women's writing can be considered as a separate genre.									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	Definition , Origin and development Characteristics of Folk Literature Techniques of Folk Literature									
<b>II</b>	Major Forms of Folk Literature Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts									
<b>III</b>	Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes  <b>Approaches to the Study Of Folklore:</b> 1. Historical 2. Anthropological 3. Psychological									
<b>IV</b>	<b>Folksong:</b> 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)  <b>Folktale:</b> The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.									
<b>V</b>	Girish Karnad - Hayavadana									

**Course Outcomes**

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Identify the fundamental characteristics and functions of folklore	PO1
<b>CO2</b>	Get acquainted with the famous folk scholars of the world	PO1,PO2
<b>CO3</b>	Enhance knowledge of various folk forms	PO4,PO6
<b>CO4</b>	Interpret and analyze folklore from various theoretical perspectives	PO4,PO5,PO6
<b>CO5</b>	Recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Hayavadana by Girish Karnad, Oxford 1997	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Tradition and Innovation in Folk Literature by Wolfgang Mieder	
2.	A. Aarne. The Types of the Folktale, 2 <sup>nd</sup> ed. Ed. By S. Thompson	
3.	Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press.	
<b>Web Resources</b>		
1.	<a href="https://www.gutenberg.org/files/37002/37002-h/37002-h.htm">Tales of the Sun: Or, Folklore of Southern India (gutenberg.org) https://www.gutenberg.org/files/37002/37002-h/37002-h.htm</a>  <a href="#">Folk literature   Definition, Characteristics, Examples, Significance, &amp; Facts   Britannica</a> <a href="#">Folk literature - Oral Tradition, Legends, Myths   Britannica</a>	

**Mapping with Programme Outcomes:**

	<b>PS01</b>	<b>PS02</b>	<b>PS03</b>	<b>PS04</b>	<b>PS05</b>	<b>Average</b>
<b>CO1</b>	3	3	2	2	2	2.4
<b>CO2</b>	3	3	3	2	2	2.6
<b>CO3</b>	3	3	3	2	2	2.6
<b>CO4</b>	3	3	2	2	2	2.4
<b>CO5</b>	3	3	2	2	2	2.4
					<b>Total (T)</b>	<b>12.4</b>
					<b>Mean(T/5)</b>	<b>2.4</b>

**Key: Strongly Correlated – 3 Moderately Correlated - 2 Weakly Correlated - 1**

**3 – Strong, 2 – Medium, 1 - Low**



**MappingwithProgrammeSpecificOutcomes:**

	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	2.8	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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.									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	P.K. Kalyani - Introduction									
<b>II</b>	Bharathiyar – Kaatru Veliyidai Ilango Adigal - The Book of Vanci. – Silappathikaaram Rabindranath Tagore - Far Below Flowed Jumna, Fruit Gathering, from <i>The Gardener</i> . Arun Kolatkar - An Old Woman									
<b>III</b>	P.Sivakami – Land: Women’s Breadth and Speech Nirad C Chaudari – Vanishing Landmarks									
<b>IV</b>	Girish Karnad – The Wedding Album									
<b>V</b>	M.K Indira – Phaniyamma									

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
<b>CO2</b>	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
<b>CO3</b>	Learn to explore images in literary productions that express the writers’ sense of their society.	PO4, PO6

<b>CO4</b>	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4,PO5,PO6
<b>CO5</b>	Be familiar with concepts such as modernism, regionalism, the contemporary representations of history, class, and gender in modern Indian writing in translation	PO3,PO8
<b>TextBooks(LatestEditions)</b>		
1.	ModernIndianWritinginTranslation,EditedbyDhananjayKapse,2016	
2.	ShortFictionfromSouthIndia,EditedbySubashreeKrishnaswamyandK.Srilata,2007	
3.	Translation studies by P.K.Kalyani: Creative Books, 2001.	
4.	Phaniyamma by M.K. Indira: South Asia Books. 1994.	
<b>ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)</b>		
1.	AClutchofIndianMasterpieces,EditedbyDavidDavidar,2016.	
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry SimonandPaulSt.Pierre,2000	
3.	100Great IndianPoemsbyAbhayK.Bloomsbury,2019	
<b>WebResources</b>		
1.	ModernIndianWritinginTranslation-Course(nptel.ac.in).	

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	3.0	3.0

THIRD YEAR - SEMESTER V  
CORE XII – MYTH AND LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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.									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	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.									
<b>II</b>	Shelly - Prometheus Unbound W B Yeats – Sailing to Byzantium									
<b>III</b>	Albert Camus - The Myth of Sisyphus Volga - The Liberation of Sita									
<b>IV</b>	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)									
<b>V</b>	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 3. Stories from Puranas, Epics & Vedas a. The Story of Nala & Damayanthi									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the origin and sources of myths in literature	
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6
CO4	Understands symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8

#### Text Books (Latest Editions)

1.	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. 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 a Future. Boston: Beacon Press, 2000.
3.	Grimm, Jakob and Wilhelm Grimm. A Preface to the First and Second Editions @ of the Nursery and Household Tales, in Maria Tatar, The Hard Facts of the Grimms = Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.

#### Web Resources

1.	<a href="#">Myth and literature   Myth: A Very Short Introduction   Oxford Academic (oup.com)</a> <a href="#">Classical Mythology (Clas 215) (duke.edu)</a> <i>Bascom, William A. The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965: 3-20.</i>
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#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2

<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0

**THIRD YEAR - SEMESTER VI**  
**CORE XIII –LITERARYCRITICISM**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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.									
<b>Details</b>										
<b>UNIT</b>										
<b>I</b>	Introduction – From Aristotle to Postcolonial									
<b>II</b>	Philip Sidney – An Apology for Poetry									
<b>III</b>	Mathew Arnold – A Study of Poetry									
<b>IV</b>	S T Coleridge – Biographia Literaria – Chapter I									
<b>V</b>	T S Eliot – Tradition and Individual Talent									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories							PO1		
<b>CO2</b>	Demonstrate an understanding of key concepts in literary Theory							PO1, PO2		
<b>CO3</b>	Understand the meaning, significance, and value of specific literary theoretical works.							PO4, PO6		
<b>CO4</b>	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.							PO4, PO5, PO6		
<b>CO5</b>	Use literary theoretical concepts to develop your own interpretations of literary texts.							PO3, PO8		
<b>Text Books (Latest Editions)</b>										
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 . 4 <sup>th</sup> ed. Peter Barry
<b>ReferencesBooks</b> <b>(Latest editions, and the styleasgivenbelowmust bestrictlyadheredto)</b>	
1.	B.Rajan&A.GGeorge,MakersofLiteraryCriticism,NewDelhi:AsiaPublishingHouse,2015
2.	S.RamaswamiTheEnglishCriticalTradition.MacmillanIndiaLimited,2015
3.	D.J.Enright&E.DEnglishCriticalTexts,edsD.J.Enright&E.D.Kolkata:OxfordUniversityPress,Chickera,2017
<b>WebResources</b>	
1.	<a href="http://www.ksu.edu/english/eiselei/engl795">www.ksu.edu/english/eiselei/engl795</a> .

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 – Low**

**MappingwithProgrammeSpecificOutcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weightedpercentage ofCourseContributiontoPOs	3.0	3.0	3.0	2.8	3.0

**THIRD YEAR - SEMESTER VI**  
**CORE – XIV– NEW LITERATURES IN ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	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									
<b>II</b>	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" <a href="http://www.uscampaignforburma.org/assk/sakharovessay.html">http://www.uscampaignforburma.org/assk/sakharovessay.html</a> .									
<b>III</b>	Wole Soyinka (Africa) - The Lion and the Jewel									
<b>IV</b>	Guan Moye (Mo Yan/ Chinese) – Red Sorghum									
<b>V</b>	Short Stories Amy Hempel (Caribbean) – In the Cemetery Where Al Jolson Is Buried Katherine Mansfield (New Zealand): The Doll's House									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies								<b>PO1</b>	
<b>CO2</b>	Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention								<b>PO1,PO2</b>	

<b>CO3</b>	Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts including comparative and interdisciplinary issues	PO4,PO6
<b>CO4</b>	Critically evaluate arguments and assumptions about postcolonial literature.	PO4,PO5,PO6
<b>CO5</b>	Examine culture and its relationship with individual memories and familial relationships, and how these emerge as powerful narratives of race and history	PO3,PO8
<b>TextBooks(LatestEditions)</b>		
1.	The Doll's House and other Stories Katherine Mansfield	
2.	Reg Sorghum: Moyan	
3.	The Collected stories: Amy Hempel	
<b>ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)</b>		
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	
<b>WebResources</b>		
1.	<a href="http://gardenofpraise.com/leaders.htm">http://gardenofpraise.com/leaders.htm</a> <a href="http://www.pitara.com/magazine/people.asp">http://www.pitara.com/magazine/people.asp</a>	

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**  
**MappingwithProgrammeSpecificOutcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contributionto Pos</b>	3.0	3.0	3.0	3.0	3.0

**THIRD YEAR - SEMESTER VI**  
**CORE XV – SHAKESPEARE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
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 analyze plot, characters, themes and stage craft of his plays									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	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									
<b>II</b>	Sonnet – 2,17,28,56 and 121									
<b>III</b>	The Merchant of Venice – Detailed									
<b>IV</b>	Macbeth – Non detailed									
<b>V</b>	The Tempest – Non detailed									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed								PO1	
<b>CO2</b>	Show evidence of wider reading and a knowledge of Shakespeare scholarship.								PO1, PO2	
<b>CO3</b>	Articulate ideas that identify, analyze and communicate principles and concepts of the plays								PO4, PO6	
<b>CO4</b>	Understand the distinctiveness of Shakespeare's works with special reference to the immortal characters he created, his								PO4, PO5, PO6	

	intuitive understanding of human nature and the greatness of his craftsmanship	
<b>CO5</b>	Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society	PO3,PO8
<b>TextBooks(LatestEditions)</b>		
1.	A.C.Bradley’s Criticism on Shakespeare’s Drama, Theatre and techniques.	
2.	Macheth. 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]	
<b>ReferencesBooks (Latest editions,andthestyleasgivenbelowmust bestrictlyadheredto)</b>		
1.	Habicht, Werner. “Shakespeare and the German Imagination.” In <i>Shakespeare: WorldViews</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ: Associated University Presses, 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)	
<b>WebResources</b>		
1.	<u>Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc</u>	

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3

<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPOs</b>	3.0	3.0	3.0	2.8	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
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.									
<b>UNIT</b>	<b>Details</b>									
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.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
CO1	Gain knowledge of various features of social and political history of England								PO1	
CO2	Awareness of the relation between socio- religious events and socio- political works								PO1,PO2	
CO3	Compare history with Literature								PO4,PO6	
CO4	Enable to assess the emergence, reasons, development and the impact of social movements								PO4,PO5,PO6	
CO5	Assess the overall emergence of English society as a nation.								PO3,PO8	

**TextBooks(LatestEditions)**



1.	Asa Briggs - Social History of England
2.	Louise Creighton – Social History of England
3.	G.M. Trevelyan: Social History of England
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
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 <sup>nd</sup> ed
<b>Web Resources</b>	
1.	<a href="https://www.literpretation.com/post/social-history-of-enland-6#">https://www.literpretation.com/post/social-history-of-enland-6#:</a>
2.	<a href="https://gacbe.ac.insematerial">https://gacbe.ac.insematerial</a>

**MappingwithProgrammeOutcomes:****Mapping of Course Outcomes to Program Specific Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	AVERAGE
CO1	3	3	3	2	1	2.4
CO2	3	3	3	1	1	2.2
CO3	3	3	3	1	1	2.2
CO4	3	3	3	1	1	2.2
CO5	3	3	3	3	2	2.8

**TOTAL 11.8****MEAN T/5 : 2.36****KEY: Strongly correlated 3 Moderately Correlated – 2 Weakly Correlated – 1****MappingwithProgrammeSpecificOutcomes:**

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
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

**FIRST YEAR - SEMESTER II**  
**ME 2– SOCIAL HISTORY OF ENGLAND-II (ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Core</b>	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
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	Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres									
LO5	To critically analyze the influence of history and cultural diversity on literature and language.									
<b>UNIT</b>	<b>Details</b>									
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									
<b>CourseOutcomes`</b>										
<b>CourseOutcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Recognize the milestones of British History from 18 <sup>th</sup> century till the modern age and can relate how these movements influence the English society and Literatures of that period								PO1	
<b>CO2</b>	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity								PO1,PO2	
<b>CO3</b>	Examine the causes and consequences of the war of Americans and French								PO4,PO6	
<b>CO4</b>	Evaluate the effects of the revolutions and their impacts in literature in a better perspective								PO4,PO5,PO6	

<b>CO5</b>	Analyze the reforms and the development of education, transport and communication in the modern era.	PO3,PO8
<b>TextBooks(LatestEditions)</b>		
1.	Asa Briggs - Social History of England	
2.	Louise Creighton – Social History of England	
3.	G.M. Trevelyan: Social History of England	
<b>ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)</b>		
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 <sup>nd</sup> ed	
<b>WebResources</b>		
1.	<a href="https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt">https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt</a> <a href="https://archive.org/details/clublifeoflondon02timbuoft">https://archive.org/details/clublifeoflondon02timbuoft</a> <a href="https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland">https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland</a>	

### MappingwithProgrammeOutcomes:

#### Mapping of Course Outcomes to Program Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	Average
<b>CO1</b>	3	3	2	2	3	2.6
<b>CO2</b>	2	2	3	2	3	2.4
<b>CO3</b>	3	3	3	2	2	2.6
<b>CO4</b>	3	3	3	3	2	2.8
<b>CO5</b>	2	3	2	3	3	2.6
<b>Total (T)</b>						<b>13/5</b>
<b>Mean (T/5)</b>						<b>2.6</b>

**Key: Strongly Correlated – 3    Moderately Correlated – 2    Weakly Correlated - 1**

#### MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0

**SECONDYEAR - SEMESTER III**  
**ME 3 – HISTORY OF ENGLISH LITERATURE - I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To help students with a survey of the history of English literature from Old English time 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									
<b>UNIT</b>	<b>Details</b>									
I	<b>PROSE</b> Early Prose- Sidney, Bacon, The Authorized Version of the Bible Beginning of Modern English Prose- Addison, Steele, Johnson									
II	<b>POETRY</b> 14 <sup>th</sup> Century -Chaucer Elizabethan & Jacobean Poetry- Characteristics with reference to Spenser, Donne Age of Milton - Milton Neo-classical - Characteristics with reference to Dryden, Pope									
III	<b>EARLY DRAMA</b> Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits									
IV	<b>LATER DRAMA</b> Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan									
V	<b>NOVEL</b> 18 <sup>th</sup> Century Novel - Defoe, Fielding									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									

<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
<b>CO4</b>	Develop a critical appreciation of the literary stalwarts of the respective periods	PO4, PO5, PO6
<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
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	
<b>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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	
<b>Web Resources</b>		
1.	<a href="https://iac-cheyyar.com">https://iac-cheyyar.com</a> >pdf	

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMESTER IV  
ME 4 – HISTORY OF ENGLISH LITERATURE - II(ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To help students with a survey of the history of English literature from Old English time 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									
<b>UNIT</b>	<b>Details</b>									
I	<b>PROSE</b> Romantic Age- Lamb, Hazlitt Victorian Age- Ruskin, Arnold The Twentieth Century - Orwell, Huxley									
II	<b>POETRY</b> Romantic Poetry - Wordsworth, Coleridge, Shelley Victorian Poetry - Tennyson, Browning									



	The Twentieth Century - Hopkins, T.S. Eliot, Yeats	
III	<b>DRAMA</b> Revival of Drama – Oscar Wilde The Twentieth Century – Various dramatic movements with reference to Shaw, T.S. Eliot, Beckett	
IV	<b>NOVEL</b> Romantic Age – Jane Austen, Walter Scott, Victorian Age - Dickens, Hardy The Twentieth Century - H.G.Wells, Golding	
V	The Novels since 2000 - Irvin Welsh, Doris Lessing Poetry since 2000 – Seamus Heaney, Edwin Morgan Drama since 2000 - David Hare, David Edgar	
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various Literary movements, genres and writers that are held to be their representatives of their times.	PO1
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
<b>CO4</b>	Develop a critical appreciation of the literary stalwarts of the respective periods.	PO4, PO5, PO6
<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
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	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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	

<b>Web Resources</b>	
<b>1.</b>	<a href="https://www.megaessays.com/viewpapers/38903.html">https://www.megaessays.com/viewpapers/38903.html</a>

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

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

**SECOND YEAR - SEMESTER V**  
**ME5 – LITERARY FORMS (ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	3	25	75	100
<b>Learning Objectives</b>										
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 analyze 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 analyzing and interpreting the works of literature.									
<b>UNIT</b>	<b>Details</b>									
I	<b>UNIT I POETRY</b>  Subjective Poetry – The Lyric, The Sonnet, The Elegy, The Ode Narrative Poetry – Ballad, Epic, Satire, Dramatic Monologue									
II	<b>PROSE I</b>									

	The Essay – Definition, Characteristics, Development Types – Personal and Impersonal Essay	
III	<b>PROSE II</b> The Aphoristic Essay, The Periodical Essay, The Reviewers The Short Story, Autobiography, Biography, Criticism.	
IV	<b>DRAMA</b> Tragedy, Comedy – Characteristics, Development, Types, Melodrama, Farce, Masque	
V	<b>NOVEL</b> The Characteristics, Development Types – The Picaresque Novel, Epistolary Novel The Gothic Novel, The Science Fiction, The Stream of Consciousness Novel.	
<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Recognize the types of poetry and its distinguishing features. To classify the poets according to their work of art. To explore the nature and significance of poetic techniques with examples	PO1
<b>CO2</b>	Define the characteristics and the development of essay. To acquire knowledge about the elements of personal and impersonal essays	PO1, PO2
<b>CO3</b>	Distinguish the defining elements of Autobiography, Biography and short story. To learn the rules of criticism	PO4, PO6
<b>CO4</b>	Comprehend the origin, growth and development of Drama. To classify the drama and dramatists according to specific characteristic features of Drama	PO4, PO5, PO6
<b>CO5</b>	Recognize various types of novels with suitable examples. To learn the various techniques employed by the novelists. To explore the ways and manner the novels have changed over the years	PO3, PO8

<b>Text Books (Latest Editions)</b>	
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.

<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	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
<b>Web Resources</b>	
	<a href="https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england">https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england</a> <a href="https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf">https://www.uv.es/fores/The Routledge Dictionary of Literary Terms.pdf</a> <a href="https://literacyideas.com/elements-of-poetry/">https://literacyideas.com/elements-of-poetry/</a> <a href="https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html">https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html</a>

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 – Low

**Mapping with Programme Specific Outcomes:**

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

**THIRD YEAR - SEMESTER V**  
**NME1 – LITERATURE AND ENVIRONMENT**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Core</b>	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>										
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.									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	Definitions – Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oiko poetics									
<b>II</b>	Cheryll Glotfelty – “Introduction” The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm									
<b>III</b>	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									
<b>IV</b>	Arundathi Roy – The Greater Common Good Rachel Carson – A Fable for Tomorrow									
<b>V</b>	Amitav Ghosh – The Hungry Tide or Inez Barnay – Neem Dreams									
<b>CourseOutcomes</b>										
<b>CourseOutcomes</b>	Oncompletionofthiscourse,studentswill;									
<b>CO1</b>	Demonstrate complex and various representations of Nature in Green Studies.									
<b>CO2</b>	Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse.									
<b>CO3</b>	Utilize the skills to reflect upon and critique both the real world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts.								PO4,PO6	
<b>CO4</b>	Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature.								PO4,PO5,PO6	

<b>CO5</b>	Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects	PO3,PO8
<b>TextBooks(LatestEditions)</b>		
1.	The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryl Glotfelty and Harold Fromm	
2.	Amitav Ghosh – The Hungry Tide Inez Barnay – Neem Dreams	
3.	Carson, Rachel. Silent Spring	
<b>ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)</b>		
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	
<b>WebResources</b>		
1.	What is Deep Ecology?: <a href="https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology">https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology</a> Wangari Maathai Speech: <a href="https://www.youtube.com/watch?v=dZap_Q1w1Kw">https://www.youtube.com/watch?v=dZap_Q1w1Kw</a> Wangari Maathai Tribute Film: <a href="https://www.youtube.com/watch?v=koMunNH1J3Y">https://www.youtube.com/watch?v=koMunNH1J3Y</a> Rachel Carson Video Silent Spring Chapter I <a href="https://www.youtube.com/watch?v=32Lj2DHaT4I">https://www.youtube.com/watch?v=32Lj2DHaT4I</a> Walden A Documentary: <a href="https://www.youtube.com/watch?v=ZpS5yxy8O0w">https://www.youtube.com/watch?v=ZpS5yxy8O0w</a>	

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0



**THIRD YEAR - SEMESTER V**  
**NME 2- ENGLISH LANGUAGE TEACHING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>										
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									
<b>UNIT</b>	<b>Details</b>									
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									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Demonstrate a thorough knowledge of the place of English in India								PO1	
<b>CO2</b>	Critically evaluate the issues connected with English Language Teaching. Understand the critical nuances of teaching language.								PO1, PO2	
<b>CO3</b>	Exhibit the skill of teaching LSRW skills Identify the variety of materials available for language learning and teaching								PO4, PO6	
<b>CO4</b>	Identify and describe the different methods of teaching English language. Understand the appropriate ways of assessing language skills								PO4, PO5, PO6	

<b>CO5</b>	Display a working knowledge of the use of technology in ELT	PO3,PO8
<b>Text Books(Latest Editions)</b>		
1	English Language Teaching: Principles and Practice – Dr. V. Saraswathi	
2	A Handbook of Teaching English - Ed. ShardhaKaushik	
3	Task Based Language Learning and Teaching- Rod Ellis, OUP	
4	A Course in Language Teaching: Practice & Theory – Penny Ur	
5	AslamMohammed, TeachingofEnglish, ChandPublishers, 2017	
6	The Routledge Handbook of Language Testing Edited By Glenn Fulcher, Luke Harding	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Approaches and Methods: Jack C. Richards and Allan T. Rogers	
2.	Paragraph Practice – Kathleen E Sullivan. Macmillan, New York. 1971	
<b>Web Resources</b>		
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:

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

3 – Strong, 2 – Medium, 1 - Low

#### Mapping with Programme Specific Outcomes:

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

**THIRD YEAR - SEMESTER VI**

**NME 3– JOURNALISM AND MASS COMMUNICATION**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	CNM	Y	Y	-	-	3	5	25	75	100
<b>Learning Objectives</b>										
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.									
LO2	To be acquainted with the principles of journalism and the importance of press laws.									
LO3	To understand the nuances of news and media									
LO4	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.									
LO5	To train students to write for the newspaper, magazine and the Web									
<b>UNIT</b>	<b>Details</b>									
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									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Acquire the knowledge of the origin and development of the print, electronic and web media.							PO1		
<b>CO2</b>	enhance the knowledge of growth of print, electronic and web							PO1, PO2		
<b>CO3</b>	analyze the significance of speech communication.							PO4, PO6		
<b>CO4</b>	Exercise their knowledge in producing a creative journal							PO4, PO5, PO6		

<b>CO5</b>	Analyze the social issues relevant to the society and sensitize through their professional skills in this field	PO3,PO8
<b>TextBooks(LatestEditions)</b>		
1.	D.S.Mehta,MassCommunicationandJournalisminIndia,AlliedPublishersLtd,NewDelhi.	
2	M.V.Kamath – Professional Journalism	
3	Richard Rudin and Trevor Ibbotson- An Introduction to Journalism	
<b>ReferencesBooks (Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)</b>		
1.	Robert Fine,The Big Book of Social Media: Case Studies, Stories, Perspectives2010.Publisher:YorkshirePublishing	
2.	FrankWebster,TheoriesofInformationSociety,2002,PublishedbyRoutledge.	
<b>WebResources</b>		
1.	MediaandCommunication Peer-reviewedOpenAccessJournal(cogitatiopress.com)	

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15

Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0
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**THIRD YEAR - SEMESTER VI**  
**NME4 - FILM STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	CNM	Y	Y	-	-	4	4	25	75	100
<b>Learning Objectives</b>										
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 claim to the narrative.									
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.									
LO5	<b>Help learners gain perspective on literature's relationship with cinema</b>									
<b>UNIT</b>	<b>Details</b>									
I	Introduction, Visual Language, Filmic Visual: Mise-en-Sceneism Cinematography- Colour, Lighting, Camera work									
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									
<p><b>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</b></p>										
	<b>Course Outcomes</b>									
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.								PO1	
<b>CO2</b>	Familiarize with the inter-dependence of the two									

	artformsthatcollectivelyandindividuallyre-present,effectivelyensuringthatthefruitionofthecollaborationisoftentofarfromsimple.	PO1,PO2
<b>CO3</b>	Understandthepoliticsandprocessofadaptationofliteraryformsintocinematicforms,howtheprocessofsignificationinthemvaryandcollide.	PO4,PO6
<b>CO4</b>	Gaininsighttothevariouswaysinwhichliteratureandthemovingimagedivergeaswellascorrespondthroughthetheoryofnarrativewhilebeingasourceoflongconflictthroughmuchofthehistoryoffilmstudies.	PO1
<b>CO5</b>	Familiarizewiththeinter-dependenceofthetwoartformsthatcollectivelyandindividuallyre-present,effectivelyensuringthatthefruitionofthecollaborationisoftentofarfromsimple.	PO1,PO2
<b>TextBooks(LatestEditions)</b>		
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.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
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:

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

### Mapping with Programme Specific Outcomes:

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

<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	3.0	3.0

**ENGLISHAND 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
<b>Learning Objectives</b>										
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									
<b>UNIT</b>	<b>Details</b>									
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									
<b>CourseOutcomes</b>										
<b>CourseOutcomes</b>	Oncompletionofthiscourse,studentswill;									
<b>CO1</b>	Identifythebasicprinciplesofcommunication								PO1	
<b>CO2</b>	Analyzeethevarioustypesofcommunication								PO1,PO2	
<b>CO3</b>	Makeuseoftheessentialprinciplesofcommunication								PO4,PO6	



<b>CO4</b>	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
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.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.	
<b>Web Resources</b>		
1.	<i>(1) Subject: ENGLISH COMMUNICATIONS SKILLS (THEORY) goigalajijuna-Academia.edu</i>	

**Mapping with Programme Outcomes:**

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

3 – Strong, 2 – Medium, 1 - Low

**Mapping with Programme Specific Outcomes:**

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

**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
<b>Learning Objectives</b>										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
<b>UNIT</b>	<b>Details</b>									
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.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Demonstrate an understanding of the principles of public speaking							PO1		
<b>CO2</b>	Recognize barriers to public speaking and identify how to avoid them							PO1, PO2		
<b>CO3</b>	Understand how to give effective verbal and nonverbal feedback							PO4, PO6		
<b>CO4</b>	Learn about planning speech organization for the intended audience							PO4, PO5, PO6		
<b>CO5</b>	Practice effective group delivery and speech in formal context.							PO3, PO8		
<b>Text Books(Latest Editions)</b>										

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

<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Apple, W., Streeter, L.A. &amp; Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>
<b>Web Resources</b>	
1.	<i>Learning Outcomes/Public Speaking (lumenlearning.com)</i> <i>lu03_public_speaking.pdf (indianhills.edu)</i>

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

**Mapping with Programme Specific Outcomes:**

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

**DIGITAL LITERACY AND CONCEPTS (SEC - III)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	ME	Y	Y	-	-	2	5	25	75	100

**Learning Objectives**

LO1	To help the students to be introduced to digital literacy
LO2	To elaborate on digital values, language and culture
LO3	To explore digital literacy in terms of information, identity and labeling
LO4	To discuss teacher's engagement in digital literacy
LO5	To analyze socio-economic factors in digital literacy
<b>UNIT</b>	<b>Details</b>
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

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

**The bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.**

**The mapping of each CO can be done with any number of POs.**

**Course Outcomes**

Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of digital literacy.	PO1
CO2	Acquire skills in text literacies and language.	PO1, PO2
CO3	Acquire skills in information digital literacy.	PO4, PO6
CO4	Build confidence in using digital literacy.	PO4, PO5, PO6
CO5	Aware of the various types socio-economic factors in digital literacy.	PO3, PO8

**Text Books (Latest Editions)**

1	Introduction to Digital Literacy (2nd Edition) - Mark Bowles.
2	Popular Culture, New Media and Digital Literacy in Early Childhood - J. Marsh
3	Digital Literacy: Different Cultures, Different Understandings - E. Helsper.

<b>References Books</b> (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. Freire and P. Macedo.
3.	Media Literacy in Schools: Practice, Production and Progression – A. Burn and J. Durran.
4.	Digital Literacy for Learning – A. Martin and D. Madigan Changing Literacies – C. Lankshear.

**Mapping with Programme Outcomes:**

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

**3 – Strong, 2 – Medium, 1 – Low**

**Mapping with Programme Specific Outcomes:**

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

**ENTREPRENEURIAL SKILLS (SEC-IV)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
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.									
<b>UNIT</b>	<b>Details</b>									
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Understand the foundation of Entrepreneurship Development and its theories.							PO1		
<b>CO2</b>	Explore entrepreneurial skills and management function of a company.							PO1, PO2		
<b>CO3</b>	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.							PO4, PO6		
<b>CO4</b>	Understand various steps involved in starting a venture.							PO4, PO5, PO6		
<b>CO5</b>	Explore marketing methods & new trends in entrepreneurship.							PO3, PO8		
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>										
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York									

<b>WebResources</b>	
1.	<a href="#">6 Must-Have Entrepreneurial Skills   HBS Online MindTools   Home</a>

**MappingwithProgrammeOutcomes:**

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

3 – Strong, 2 – Medium , 1 - Low

**MappingwithProgrammeSpecificOutcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>WeightedpercentageofCourseContributiontoPos</b>	3.0	3.0	3.0	3.0	3.0



### 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
<b>Learning Objectives</b>										
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									
<b>UNIT</b>	<b>Details</b>									
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.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.								PO1	
<b>CO2</b>	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace).								PO1, PO2	
<b>CO3</b>	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.								PO4, PO6	
<b>CO4</b>	Develop confidence in relationship to their interviewing skills.								PO4, PO5, PO6	
<b>CO5</b>	Be able to identify, discuss, and implement key job interview skills.								PO3, PO8	
<b>Text Books (Latest Editions)</b>										
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall									
2.	David Beckham (2013), The illustrated Book, Headline Publications									

<b>ReferencesBooks</b> (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	<i>ElizabethHarrin,ebook, OvercomingImposterSyndrome:Tenstrategiestostopfeelinglikeafraudatwork.</i>
<b>WebResources</b>	
1.	<i>TipsforaSuccessfulInterview(ung.edu)</i>

**MappingwithProgrammeOutcomes:**

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

**3 – Strong, 2 – Medium , 1 - Low**

**MappingwithProgrammeSpecificOutcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0

**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
<b>Learning Objectives</b>										
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									
<b>UNIT</b>	<b>Details</b>									
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 shappingen in the contemporary world by using English language.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Attain communicative competences so that they can use language accurately and appropriately							PO1		
<b>CO2</b>	Understand the basic features of communication and aim at improving language skills							PO1, PO2		
<b>CO3</b>	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.							PO4, PO6		
<b>CO4</b>	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.							PO4, PO5, PO6		
<b>CO5</b>	Make sure that the style, content and message is concise, correct and appropriate.							PO3, PO8		
<b>Text Books (Latest Editions)</b>										
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									
<b>References Books</b>										

<b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Bose, D.M. "J.C. Bose." Dr. D.M. Bose Centenary Celebration Commemoration Volume 1885-1985. Kolkata: Bose Institute, 1995. Print
<b>Web Resources</b>	
1.	<a href="https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publicationCoverPdf">https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publicationCoverPdf</a>

### Mapping with Programme Outcome:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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

### ENGLISH FOR BUSINESS(SEC-VII)

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

#### Learning Objectives

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

#### Details

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

#### Course Outcomes

Course Outcomes		
	On completion of this course, students will;	
C01	<b>Strengthen</b> their language skills: writing, reading, listening & speaking	PO1
C02	Understand <b>real speech patterns</b> and learn pronunciation techniques in fluent speech	PO1, PO2
C03	Improve their <b>confidence</b> and learn how to <b>connect</b> with people in English	PO4, PO6
C04	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move out towards English proficiency.	PO4, PO5, PO6
C05	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3, PO8

#### Text Books (Latest Editions)

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

### Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

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

**SEC VIII - PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR  
COMPETITIVE EXAMINATIONS**

Course Code Year/ Semester	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks		
									C I A	E x t e r n a l	T o t a l
I YEAR/ I SEMESTER	<b>ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS</b>	Core	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>											
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.										
<b>Details</b>											
<p><b>UNIT I</b> - Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.</p> <p><b>UNIT II</b> - Canons of Literature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision.</p> <p><b>UNIT III</b> – <b>Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism,</b> Great Chain of Being</p> <p><b>UNIT IV</b> – Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower</p> <p><b>UNIT V</b> – Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth</p>											
<b>Course Outcomes</b>											
<b>Course Outcomes</b>	On completion of this course, students will;										
<b>CO1</b>	Remember the literary terms forms and theories	PO2									
<b>CO2</b>	Recognize the different periods of English literature	PO1, PO2									
<b>CO3</b>	Identify the various trends and culture and its influence on English Literature	PO3, PO6									
<b>CO4</b>	Aware of the social, political and cultural issues and its reflections in literature.	PO4, PO5, PO6									
<b>CO5</b>	Interpret any literary piece of work	PO7, PO8									
<b>Text Books (Latest Editions)</b>											

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)



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

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**Mapping with Programme Specific Outcomes:**

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

