



SRI SANKARA ARTS AND SCIENCE COLLEGE

(AUTONOMOUS)

Enathur, Kancheepuram

PG & Research Department of English

Undergraduate Programme

Curriculum and Syllabus for

B.A. English

(With effect from the Academic Year 2023-24)

Note: The Board of Studies in English (UG) designed the syllabus as per Common Model Syllabus provided by TANSCHÉ based on Learning Outcome based Curriculum Framework (LOCF) as prescribed by the UGC.

Preamble

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 B.A 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 B.A course English subject is added to the syllabus with the same intention. Communication in B.A 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: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully; read and write analytically and present complex information in a clear and concise manner to different groups.

PO4: Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation

PO5: Cooperation/Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team

PO6: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.

PO7: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences.

PO8: 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.

PO9: Reflective thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

PO10 Information/Digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

B.A. ENGLISH

Programme Specific Outcomes:

PSO1: Read and interpret various literary texts focusing on themes, generic conventions, historical contexts, linguistic and stylistic variations and innovations.

PSO2: Analyse texts, evaluate ideas and apply critical concepts and categories with clarity.

PSO3: Work independently in terms of reading literary and critical texts and situate one's own reading, be aware of one's position in terms of society, religion, caste, region, gender and politics, to be self-reflexive and self-questioning.

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

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

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

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	3	3	3	2	3	3	3	3	3	2
PSO2	3	3	3	2	3	3	3	3	3	2
PSO3	3	3	3	2	3	3	3	3	3	2
PSO4	3	3	3	2	3	3	3	3	3	2
PSO5	3	3	3	2	3	3	3	3	3	2
PSO6	3	3	3	2	3	3	3	3	3	2

3 – Strong, 2 – Medium, 1 - Low

**B.A., English Degree Programme
REGULATIONS**

1. DURATION OF THE PROGRAMME

1.1. Three years (six semesters)

1.2. Each academic year shall be divided into two semesters. The odd semesters shall consist of the period from June to November of each year and the even semesters from December to April of each year.

1.3 There shall be not less than 90 working 'days for each semester.

2. ELIGIBILITY FOR ADMISSION

A pass in the Higher Secondary Examinations (Academic or Vocational Stream) conducted by the Government of Tamil Nadu or an Examination accepted as equivalent thereof by the Syndicate of the University of Madras:

B.A., DEGREE COURSE IN ENGLISH – Under Faculty of Arts

A pass in the Higher Secondary Examinations (Academic or Vocational Stream).

3. CREDIT REQUIRMENTS AND ELIGIBILITY FOR AWARD OF DEGREE

3.1. A Candidate shall be eligible for the award of the Degree only if he/she has undergone the prescribed course of study in a College affiliated to the University for a period of not less than three academic years and passed the examinations of all the Six Semesters prescribed earning a minimum of **140 credits as per the distribution given in Regulation 4 for Part I, II, III, IV& V** and also fulfilled such other conditions as have been prescribed thereof.

4. COURSE OF STUDY, CREDITS AND SCHEME OF EXAMINATION

4.1.The Course Components and Credit Distribution shall consist of the following:(Minimum Number of Credits to be obtained)

Course Component	Name of the Course	Credits allotted for Four Semester Language Papers *	Credits allotted for Two Semester Language Papers #
PART I	Tamil or Other Languages	12	06
PART II	English	12	06
PART III	Core Courses	60	72
	Allied Courses	20	20
	Project/ Three Elective Courses	15	15
PART IV	i. Basic Tamil/ Advanced Tamil	04	04
	ii. Skill Enhancement Courses	12	12
	iii. Environmental Studies	02	02
	iv. Value Education	02	02
PART V	Extension Activities	01	01
Total Credits		140	140

*Applicable for B.A. , B.S.W., and B.Sc. Degree Programs.

#Applicable for B.A. Labour Management, B. Music, B.Com, B.B.A., B.C.A., B.Sc. Hotel and Catering Management, B.Sc. Electronics and Communication Science, B.Sc. Information Technology, B.Sc. Nautical Science, M.Sc. Computer Science and Technology(5 year integrated) Degree Programs.

Note: Autonomous Colleges Continue to follow the existing credits distribution of the above Scheme and have to flexibility of distribution of credits in Part III & IV.

4.2. DETAILS OF COURSE OF STUDY OF PARTS I – V

4.2.1. PART I: Tamil and Other Languages: Tamil or any one of the following Modern (Indian or Foreign) or Classical languages at the option of candidates and according to the syllabus and text-books prescribed from time to time:

a. Modern:

Indian: Telugu, Kannada, Malayalam, Urdu & Hindi

Foreign: Chinese, French, German, Italian, Japanese & Russian

b. Classical: Sanskrit, Arabic & Persian

4.2.2. PART II: English: According to the syllabus and text-books prescribed from time to time

4.2.3. PART III: Core, Allied and Project/Three Elective Courses: As prescribed by the concerned Board of Studies

4.2.4. PART IV:

i. Basic Tamil/ Advanced Tamil/ NME:

a. Students who have not studied Tamil up to XII STD and have taken any Language other than Tamil in Part I shall take Basic Tamil comprising of Two Courses (level will be at 6th Standard).

b. Students who have studied Tamil up to XII STD and have taken any Language other than Tamil in Part I shall take Advanced Tamil comprising of Two Courses.

c. Students who have studied Tamil up to XII STD and also have taken Tamil in Part I shall take Non-Major Elective comprising of Two Courses.

- **Soft Skill Courses**
- **Environmental Studies**
- **Value Education**

4.2.5. PART V: Extension Activities:

Students shall be awarded a maximum of 1 Credit for Compulsory Extension Service. All the Students shall have to enrol for NSS /NCC/ NSO (Sports & Games) Rotract/ Youth Red Cross or any other Service Organizations in the College and shall have to put in compulsory minimum attendance of 40 hours which shall be duly certified by the Principal of the College before 31st March in a year. If a student lacks 40 hours attendance in the first year, he or she shall have to compensate the same during the subsequent years.

Those students who complete minimum attendance of 40 hours in one year will get 'half-a-credit' and those who complete the attendance of 80 or more hours in Two Years will get 'one credit'. Literacy and Population Education and Field Work shall be compulsory components in the above extension service activities.

4.2.6. Scheme of Examinations and Syllabus of each programme as given separately in Annexure-II

4.3. Inclusion of the Massive Open Online Courses (MOOCs) available on SWAYAM, NPTEL and other such portals approved by the University Authorities.

4.3.1. The Chairperson, Board of Studies (Both autonomous and non-autonomous colleges) consider the available MOOCs and choose the courses to be included under Core, Elective

and Soft Skill category and also the number of credits for such courses based on the content and duration of course. The credit for such courses shall be included as part of the Core, Elective and Soft Skill to award the Degree. The number of credit will be decide at the University level for such courses which are relevant to more than one department such as soft skills and elective courses.

5. INSTRUCTIONAL (TEACHING) HOURS

5.1. For First, Second, Third and Fourth semesters:

Course	BA
Language	4 + 2 hours *
English	4 + 2 hours
Core Course I	5 hours
Core Course II	5 hours
Allied Course	6 hours
Skill Enhancement Course	2 hours
Total	30 hours

* 2 hours for Part IV Basic Tamil/ Advanced Tamil

➤ 2 hours for Skill Enhancement Courses.

5.2. For Fifth and Six Semesters:

Course	BA, BBA, BSW and B. Com	B.Sc and BCA
Core Course (each)	6 hours	6 hours
Elective Course (each)	5 hours	5 hours

6. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER

6.1. Eligibility: Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed therefor by the Syndicate from time to time.

6.2. Attendance: All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)

6.3. Condonation of shortage of attendance: If a Student fails to earn the minimum attendance (Percentage stipulated), the Principal shall condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) after collecting the prescribed fee of Rs.250/-each for Theory/Practical examination separately, (Theory Rs.250/- Per semester/Per Student: Practical Rs.250/-Per semester/Per Student) towards the condonation of shortage of attendance. Such fees collected and should be remitted to the University.

6.4. Non-eligibility for condonation of shortage of attendance: Students who have secured less than 65 % but more than 50 % of attendance are NOT ELIGIBLE for condonation of shortage of attendance and such Students will not be permitted to appear for the regular examination, but will be allowed to proceed to the next year/next semester of the program and they may be permitted to take next University examination by paying the prescribed condonation fee of Rs.250/-each for Theory/Practical separately. Such fees shall be remitted to the University. Name of such Students should be forwarded to the University

along with their attendance details in the prescribed format mentioning the category (3 copies) Year wise/Branch wise/Semester wise together with the fees collected from them, so as to enable them to get permission from the University and to attend the Theory/Practical examination subsequently without any difficulty.

6.5. Detained students for want of attendance: Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by rejoining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.

6.6. Condonation of shortage of attendance for married women students: In respect of married women students undergoing UG programs, the minimum attendance for condonation (Theory/Practical) shall be relaxed and prescribed as 55% instead of 65% if they conceive during their academic career. Medical certificate from the Doctor(D.G.O) attached to the Government Hospital and the prescribed fee of Rs.250/-therefor together with the attendance details shall be forwarded to the university to consider the condonation of attendance mentioning the category.

6.7. Zero Percent (0%) Attendance: The Students, who have earned 0% of attendance, have to repeat the program (by rejoining) without proceeding to succeeding semester and they have to obtain prior permission from the University immediately to rejoin the program.

6.8. Transfer of Students and Credits: The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.

6.8.1. Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature.

Provided, there is a vacancy in the respective program of Study in the Institution where the transfer is requested.

Provided the Student should have passed all the courses in the Institution from where the transfer is requested.

6.8.2. The marks obtained in the courses will be converted and grades will be assigned as per the University norms.

6.8.3. The transfer students are eligible for classification.

6.8.4. The transfer students are not eligible for Ranking, Prizes and Medals.

6.8.5. Students who want to go to foreign Universities upto two semesters or Project Work with the prior approval of the Departmental/College Committee are allowed to get transfer of credits and marks which will be converted into Grades as per the University norms and are eligible to get CGPA and Classification; they are not eligible for Ranking, Prizes and Medals.

6.9. Students are exempted from attendance requirements for online courses of the University and MOOCs.

7. EXAMINATION AND EVALUATION (Autonomous Colleges can modify these regulations and get it approval in their College Academic Council)

7.1. Register for all subjects: Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination. For this purpose, Students shall register for all the arrear subjects of earlier semesters along with the current (subsequent) Semester Subjects.

7.2. Marks for Internal and End Semester Examinations for PART I, II, III, and IV

Category	Theory	Practical
Internal Assessment	25	40
End semester (University) Examination	75	60

7.3 Procedure for Awarding Internal Marks

Course	Particulars	Marks
Theory Papers	Tests (2 out of 3)	10
	Attendance	05
	Seminars	05
	Assignments	05
	Total	25
Practical Papers	Attendance	05
	Test best 2 out of 3	30
	Record	05
	Total	40
Project	Internal Marks (best 2 out of 3 presentations)	20
	Viva-Voce	20
	Project Report	60
	Total	100

7.4: (i) Awarding Marks for Attendance (out of 5)

Attendance below 60% = 0 marks, 60 % to 75% = 3 marks, 75 % to 90% = 4 marks and above 90%= 5 marks

(ii) Conducting Practical and Project Viva-voce Examination: By Internal and External Examiners

7.4.1. Improvement of Internal Assessment Marks.

- Should have cleared end-semester University examination with more than 40% Marks in UG.
- Should have obtained less than 30% marks in the Internal Assessment
- Should be permitted to improve internal assessment within N+2 years where N is denoted for number of years of the programme.
- Chances for reassessment will be open only for 25% of all core courses in Colleges and only one chance per course will be given.
- The Principal will decide based on the request for reassessment and designate a faculty member of the department to conduct the examination and evaluation.
- The reassessment may be based on a written test / assignment or any other for the entire internal assessment marks.
- The candidate must register for examination in the on-line system along with prescribed examination fee for that course.

7.5. Question Paper Pattern for End Semester (University) Examination

SECTION-A				
10 questions out of 12 questions	30 words	10X2	20 Marks	
SECTION - B				
5 questions out of 7 questions	200 words	5 X 5	25 Marks	
SECTION - C				
3 questions out of 5 questions	500 words	3X10	30 Marks	
			Total	75 Marks

7.6. PASSING MINIMUM

7.6.1 There shall be no passing minimum for Internal.

7.6.2 For external examination, passing minimum shall be 40% [Forty Percentage] of the maximum marks prescribed for the paper for each Paper/Practical/Project and Viva-Voce.

7.6.3 In the aggregate [External/Internal] the passing minimum shall be of 40%.

7.6.4. He/She shall be declared to have passed the whole examination, if he/she passes in all the papers and practical wherever prescribed as per the scheme of the examinations by earning **140 CREDITS** in Part I, II, III, IV & V. He/she shall also fulfil the extension activities prescribed earning a minimum of 1 credit to qualify for the Degree.

7.7. INSTANT EXAMINATION: Instant Examinations is conducted for the students who appeared in the final semester examinations. Eligible criteria for appearing in the Instant Examinations are as follows:

7.7.1. Eligibility: A Student who is having arrear of only one theory paper in the current final semester examination of the UG Degree programme alone is eligible to appear for the Instant Examinations.

7.7.2 Non-eligibility for one arrear paper: A Student who is having more than one arrear paper at the time of publication of results is not eligible to appear for the Instant Examinations.

7.7.3. Non-eligibility for arrear in other semester: Student having arrear in any other semester is not eligible and a Student who is absent in the current appearance is also not eligible for appearing for the Instant Examinations and those Student who have arrear in Practical/Project are not eligible for the Instant Examinations.

7.7.4. Non-eligibility for those completed the program: Students who have completed their Program duration but having arrears are not eligible to appear for Instant Examinations.

7.8. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPTS:

7.8.1. Re-totalling: All UG Students who appeared for their Semester Examinations are eligible for applying for re-totalling of their answer scripts.

7.8.2. Revaluation: All current batch Students who have appeared for their Semester Examinations are eligible for Revaluation of their answer scripts. Passed out candidates are not eligible for Revaluation.

7.8.3. Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

7.9. The examination and evaluation for MOOCs will be as per the requirements of the Courses and will be specified at the beginning of the Semester in which such courses are offered and will be notified by the University

8. CLASSIFICATION OF SUCCESSFUL STUDENTS

8.1. PART I TAMIL / OTHER LANGUAGES; PART II ENGLISH AND PART III CORE SUBJECTS, ALLIED, ELECTIVES

COURSES AND PROJECT: Successful Students passing the Examinations for the Part I, Part II and Part III courses and securing the marks (a) 60 percent and above and (b) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the

examination in the **FIRST and SECOND** class respectively; all other successful candidates shall be declared to have passed the examination in the **THIRD Class**.

9. **MARKS AND GRADES:** The following table shows the marks, grade points, letter grades and classification to indicate the performance of the Student:

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

9.1. Computation of Grade Point Average (GPA) in a Semester, Cumulative Grade Point Average (CGPA) and Classification

GPA for a Semester: = $\sum_i C_i G_i \div \sum_i C_i$

That is, GPA is the sum of the multiplication of grade points by the credits of the courses divided by the sum of the credits of the courses in a semester.

CGPA for the entire programme: = $\sum_n \sum_i C_{ni} G_{ni} \div \sum_n \sum_i C_{ni}$

That is, CGPA is the sum of the multiplication of grade points by the credits of the entire programme divided by the sum of the credits of the courses of the entire programme. Where, C_i = Credits earned for course i in any semester, G_i = Grade Points obtained for course i in any semester n = Semester in which such courses were credited.

9.2. Letter Grade and Class

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT.
9.5-10.0	O +	First Class -
9.0 and above but below 9.5	O	Exemplary *
8.5 and above but below 9.0	D + +	First Class with
8.0 and above but below 8.5	D +	Distinction *
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A + +	First Class
6.5 and above but below 7.0	A +	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B +	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C +	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	U	Re-appear

*The Students who have passed in the first appearance and within the prescribed semester of the UG Programme (Major, Allied and Elective courses only) are eligible.

10. RANKING

Students who pass all the examinations prescribed for the Program in the **FIRST APPEARANCE ITSELF ALONE** are eligible for Ranking / Distinction, provided in the case of Students who pass all the examinations prescribed for the Program with a break in the First Appearance due to the reasons as furnished in the Regulations 6 supra are only eligible for Classification.

11. CONCESSIONS FOR DIFFERENTLY-ABLED STUDENTS

11.1. Dyslexia students: For students who are mentally disabled, learning disability and mental retardation, who are slow learners, who are mentally impaired having learning disorder and seizure disorder and students who are spastic and cerebral Palsy, the following concessions shall be granted:

- i) Part I Foundation course Tamil or any other Language can be exempted.
- ii) One-third of the time of paper may be given as extra time in the examination.
- iii) Leniency in overlooking spelling mistakes, and
- iv) Amanuensis for all courses provided the request is duly certified by the Medical Board of the Government Hospital/ General Hospital/ District headquarters Hospitals and they shall be declared qualified for the degree if they pass the other examinations prescribed for the degree.

11.2. Hearing, Speaking Impaired & Mentally retarded: For students who are hearing and speaking impaired and who are mentally challenged, the following concessions shall be granted:

- i) One Language paper either Part I Foundation course Tamil or any other Language or Part II English or its equivalent can be exempted
- ii) Part IV Non-Major Elective (NME) or Basic Tamil or Advanced Tamil can be exempted.

11.3. Visually Challenged students:

- i) Exempted from paying examination fees.
- ii) A scribe shall be arranged by the College and the scribe be paid as per the College decision.

12. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE

12.1. A Student who for whatever reasons is not able to complete the program within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = N + 2 years for the completion of programme.)

12.2. In exceptional cases like major accidents and child birth an extension of one year be considered beyond maximum span of time (Time Span = N + 2 +1 years for the completion of programme).

12.3. Students qualifying during the extended period shall not be eligible for **RANKING**.

Note: Autonomous Colleges have their freedom to modify any of the above regulations based on the UGC guidelines for Autonomous Colleges or guidelines of the Tamil Nadu State Council for Higher Education with the approval of the University.

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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 –CCV	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 –CCVI	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				
	23	30		23	30		22	30		25	30		26	30		21	30
Total – 140 Credits																	

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

First Year – Semester-I

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

Semester-II

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

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	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
		22	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	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
		25	30

**Third Year
Semester-V**

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

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	3	6	4	3	24
Total	23	23	22	25	26	21	140

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

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments - Term Paper, Research Presentation, Case Study	
	Seminars – Group Discussion, Role Play, Critical Analysis	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/ Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	
Application (K3)	Suggest idea / concept with examples, Observe, Explain, Term Paper, Research Presentations	
Analyze(K4)	Critical thinking questions, Differentiate between various ideas, Mind Map knowledge	
Evaluate(K5)	Longer essay / Evaluation essay, Critique or justify with pros and cons	
Create(K6)	Check knowledge in specific or off beat situations, Discussion, Debating or Case Study	

B.A. ENGLISH - CREDIT DISTRIBUTION
I YEAR – FIRST SEMESTER

Part	Course	Credit Distribution				Credits	Total Contact Hours / Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Language – Tamil-1	3	3			3	6	25	75	100
II	English-I	3	3			3	6	25	75	100
III	Core 1-Introduction to Literature	3	2			5	5	25	75	100
	Core 2- Indian Writing in English	3	2			5	5	25	75	100
	Elective 1-Social History of England	2	2			3	4	25	75	100
IV	SEC – 1: English For Communication*	1	1			2	2	25	75	100
	Basic Tamil-I (Other Language Students) *	2				2				
	Advanced Tamil-I (Other Language Students) *	2				2				
	Foundation Course: Fundamental Framework for Reading English Literature	1	1			2				
TOTAL						23	30			

*** PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

1. Students who have studied Tamil up to XII STD and also have taken Tamil in Part I shall take SEC-I.
2. Students who have **not** studied Tamil up to XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6th Std.).
3. Students who have studied Tamil up to XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

I YEAR – SECOND SEMESTER

Part	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
		L	T	P	S			CIA	ES E	Total
I	Language – Tamil 2	3	3			3	6	25	75	100
II	English-II	3	3			3	6	25	75	100
II I	Core 3-British Literature–I	3	2			5	5	25	75	100
	Core 4-American Literature –I	3	2			5	5	25	75	100
	Elective 2-History of English Literature	2	2			3	4	25	75	100
IV	SEC-2 Entrepreneurial Skills	1	1			2	2	25	75	100
	Basic Tamil-I (Other Language Students) *									
	Advanced Tamil-I (Other Language Students) *									
	SEC-3 Public Speaking Skills	1	1							
TOTAL						23	30			

*** PART-IV: SEC-1 / Basic Tamil / Advanced Tamil (Any one)**

1. Students who have studied Tamil up to XII STD and also have taken Tamil in Part I shall take SEC-I.

2. Students who have **not** studied Tamil up to XII STD and have taken any Language other than Tamil in Part-I shall take **Basic Tamil** comprising of Two Courses (level will be at 6th Std.).
3. Students who have studied Tamil up to XII STD and have taken any Language other than Tamil in Part-I shall take **Advanced Tamil** comprising of Two Courses.

II YEAR- THIRD SEMESTER

Part	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Language – Tamil 3	3	3			3	6	25	75	100
II	English III	3	3			3	6	25	75	100
III	Core 5-British Literature-II	3	2			5	5	25	75	100
	Core 6-American Literature -II	3	2			5	5	25	75	100
	Elective 3-Literary Genres and Terms	2	2			3	4	25	75	100
IV	SEC-4 English for Careers	1	0			1	1	25	75	100
	SEC-5 English for Business	1	1			2	2	25	75	100
	EVS	1	0				1	25	75	100
	TOTAL					22	30			

II YEAR- FOURTH SEMESTER

Part	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
		L	T	P	S			CIA	ESE	Total
I	Language – Tamil 4	3	3			3	6	25	75	100
II	English IV	3	3			3	6	25	75	100
III	Core 7-World Literature in Translation	3	2			5	5	25	75	100
	Core 8-Aspects of Language and Linguistics	3	2			5	5	25	75	100
	Elective 4-Myth and Literature	2	2			3	3	25	75	100
IV	SEC-6 Interview Skills	1	1			2	2	25	75	100
	SEC-7 Functional English	1	1			2	2	25	75	100
	EVS	1	0			2	1	25	75	100
	TOTAL					25	30			

III YEAR - FIFTH SEMESTER

Part	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	Core 9-Authors in Focus	3	2			4	5	25	75	100
	Core 10-Women's Writing	3	2			4	5	25	75	100
	Core 11-Indian Writing in Translation	3	2			4	5	25	75	100
	Core 12-Project with Viva Voce	3	2			4	5	25	75	100
	Elective 5-Introduction to Comparative Literature	2	2			3	4	25	75	100
	Elective 6-Mass Communication and Journalism	2	2			3	4	25	75	100
IV	Value Education	1	1			2	2	25	75	100
	Summer Internship/ Industrial Training	-	-	2		2				
	TOTAL					26	30			

SIXTH SEMESTER

Part	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
		L	T	P	S			CIA	ESE	Total
III	Core 13-Introduction to Literary Theory and Criticism	3	3			4	6	25	75	100
	Core 14-Shakespeare Studies	3	3			4	6	25	75	100
	Core 15-Travel Writing	3	3			4	6	25	75	100
	Elective 7-Art and Literary Aesthetics	3	2			3	5	25	75	100
	Elective 8- Digital Literacy and Concepts	3	2			3	5	25	75	100
IV	Professional Competency Skill -English for Competitive Examinations	1	1			2	2			
V	Extension Activity	-	-			1				
	TOTAL					21	30			

5. Methods of Evaluation

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

FIRST YEAR -SEMESTER I
CORE I –INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To 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 methodologies present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.									
II	Michael Drayton - <i>The Parting</i> . William Shakespeare - <i>Sonnet 18, Sonnet 116</i> . John Milton - <i>When I Consider How My Light is Spent, Daffodils</i> . John Keats - <i>Ode to Nightingale</i> . Thomas Gray - <i>Elegy Written in a Country Churchyard</i> . Robert Frost - <i>Mending Wall</i>									
III	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory - <i>The Rising of the Moon</i> .									
IV	Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote - <i>Tilting at the Windmills</i> . Katherine Mansfield - <i>Bliss and other stories</i> .									
V	Saki - <i>The Open Window</i> Emmy Laybourne – <i>Sweet</i> Jerome K. Jerome - excerpt from - <i>Three Men in a Boat - Packing</i>									

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

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirszner, by Cengage Learning, 2016
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al., <i>Introduction to Literature</i> , Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, <i>The Compact Bedford Introduction to Literature with 2021 MLA Update</i> , Bedford/St. Martin’s, August 2021.
3.	Janice Campbell., <i>Introduction to Literature: Excellence in Literature English 1, 4th Ed</i> , Everyday Education, LLC, January 2021.
4.	Subhendu Mund., <i>The Making of Indian English Literature</i> , Taylor & Francis Ltd., 2021.
5.	Adamson H. D. <i>Linguistics and English Literature: An Introduction</i> , Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed), <i>Teaching English Language and Literature</i> , Taylor & Francis,2020
Web Resources	
1.	<i>ASIATIC: IITUM Journal of English Language & Literature</i>
2.	<i>The English Historical Review (EHR)</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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post) national and gender politics, cross-cultural transformations.									
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts									
UNIT	Details									
I	<i>Winning of Friends (Panchathantra) - The Story of Somilika –Vishnu Sharma</i> <i>Hachiko– Pamela S. Turner</i> <i>Brother's Day from Folktales – A.K. Ramanujan</i> <i>Sparrows- K.A. Abbas</i>									
II	Rabindranath Tagore- Khabhuliwala. Pearl S Buck - India through a Traveler's Eye excerpt from <i>My Several Worlds</i> . Ruskin Bond - <i>Uncle Ken's Rumble in the Jungle from School Days</i> M.K. Gandhi -Autobiography - Inspection Episode – Examination- from Part I Childhood Dr.S. Radhakrishnan - <i>Science, Humanities and Religion</i>									
III	Toru Dutt - <i>The Lotus</i> Sri Aurobindo - <i>The Tiger and the Deer</i> Sarojini Naidu- <i>The Village Song</i>									
IV	A.K. Ramanujam- <i>Still Another View of Grace</i> Shiv K Kumar- <i>Indian Women</i> Mirza Ghalib- <i>It is not Love; it is Madness</i>									
V	Rabindranath Tagore- <i>Mukhthadhara</i> . Joginder Paul- <i>Sleepwalkers</i> .									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present								PO1	
CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism								PO1,PO2	

CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4,PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4,PO5,PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3,PO8
Text Books (Latest Editions)		
1.	Sharma, Vishnu. Panchatantra. Rupa & Co, 2011	
2	Parthsarathy. R. <i>Twenty-Five Indian English Poets</i> . Chennai: OUP, 2010.	
3	Peeradina, Saleem. <i>Contemporary Indian Poetry</i> . Chennai: OUP, 2004.	
4	Gokok. V.K. <i>The Golden Treasury of Indo-Anglican Poetry</i> . New Delhi: Sahitya Akademi, 1990	
5	de Souza, Eunice. ed. <i>Nine Indian Women Poets – An Anthology</i> . OUP, 1997	
6	Tagore, Rabindranath. <i>Selected Stories of Rabindranath Tagore (Hardcover Library Edition)</i> General Press. 2018	
7	Bond, Ruskin. <i>School Days</i> . Rupa & Co, 2012.	
8	Sykes, Marjorie. <i>Rabindranath Tagore's Three Plays- Mukta-dara, Natirpuja, Chandalika</i> . OUP, 2012	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Iyengar, Srinivasa. <i>Indian Writing in English</i> . New Delhi: Sterling, 2013.	
2.	King, Bruce. <i>Modern Indian Poetry in India</i> . New Delhi: Oxford UP, 2001. Print.	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3

CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
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 critically probing through the text									
UNIT	Details									
I	Francis Bacon - Of Truth, Of Adversity Oliver Goldsmith - A City Night- Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice.									
II	Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Bk-I									
III	P.B.Shelley - Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk IV.									
IV	Christopher Marlowe - Doctor Faustus Oliver Goldsmith - She Stoops to Conquer									
V	Mary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput-Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.								PO1	
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.								PO1, PO2	
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century								PO4, PO6	
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.								PO4, PO5, PO6	

CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . EdicionesPoligrafa, 2008.	
2.	Marlowe, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.	
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.	
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
Web Resources		
1.	<i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.</i>	
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008. https://doi.org/10.1093/owc/9780199536238.003.0047 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To Understand the growth and development of American literature.									
LO2	To critically examine how various genres developed and progressed									
LO3	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 critically probing through the text									
UNIT	Details									
I	Walt Whitman - <i>The Prologue - Passage to India (Lines 1 - 68)</i> . Walt Whitman - <i>O Captain, My Captain!</i>									
II	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.									
III	Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address									
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones									
V	Harriet Beecher Stowe - Uncle Tom's Cabin Herman Melville- Billy Budd Washington Irving- Rip Van Winkle									
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	
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.								PO4, PO5, PO6	
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.								PO3, PO8	

Text Books (Latest Editions)	
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.
Web Resources	
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 .
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
UNIT	Details									
I	Alfred Tennyson - <i>Ulysses</i> Robert Browning- <i>My Last Duchess</i> Christina Rossetti- <i>The Goblin Market</i> T.S.Eliot - <i>The Wasteland</i> W.H.Auden - <i>The Unknown Citizen</i> Philip Larkin- <i>The Whitsun Weddings</i>									
II	G. K.Chesterton- <i>Piece of Chalk</i> Charles Lamb- <i>Dream Children</i> Joseph Addison - <i>Sir Roger at Church, Sir Roger in London</i> William Hazlitt- <i>Indian Jugglers</i>									
III	G.B.Shaw-Pygmalion John Osborne - Look Back in Anger									
IV	Jane Austen- <i>Pride & Prejudice.</i> Charlotte Brontë - <i>Jane Eyre</i>									
V	Murder on the Orient Express – Agatha Christie (Graphic Novel) Bram Stoker-- <i>Dracula.</i>									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.								PO1	
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.								PO1,PO2	
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.								PO4,PO6	

CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4,PO5, PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3,PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013	
2.	David Green - <i>Winged Words</i> –MacMillan	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Brontë Charlotte, et al. <i>Jane Eyre</i> . Oxford University Press, 2019.	
2.	Lamb, Charles. <i>Dream Children: A Reverie</i> . Reed Pale Press, 1928.	
3.	<i>Look Back in Anger, by John Osborne: Theatre Program, 1974, La Mama Theatre</i> . 1974.	
Web Resources		
1.	Makinen, Merja. “Representing Women of Violence Agatha Christie and Her Contemporary Culture.” <i>Agatha Christie</i> , 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6 .	
2.	Smith, Grover. “Eliot’s World before the Waste Land.” <i>The Waste Land</i> , 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.									
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.									
LO3	To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.									
LO4	To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.									
LO5	To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.									
UNIT	Details									
I	Theodore Roethke - The Meadow Mouse. Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars.									
II	Lorraine Hansberry - Raisin in the Sun Neil Simon - Barefoot in the Park									
III	Henry David Thoreau-Winter Animals - Pond Ralph Waldo Emerson-The American Scholar Edgar Allan Poe – Philosophy of Composition									
IV	Nathaniel Hawthorne-The Scarlet Letter Toni Morrison–Beloved									
V	Mark Twain-The Adventures of Tom Sawyer. Angeline Boulley-Fire Keeper’s Daughter									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.								PO1	
CO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.								PO1, PO2	
CO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers								PO4, PO6	

CO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4, PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO3, PO8
Text Books (Latest Editions)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily. <i>A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson</i> . Read Books Ltd, 2021.	
2.	Gray, Richard. <i>A Brief History of American Literature</i> . John Wiley & Sons, 2010. Hansberry, Lorraine. <i>A Raisin in the Sun</i> . Modern Library, 1995.	
3.	Morrison, Toni. <i>Beloved</i> . Everyman's Library, 2006.	
4.	Twain, Mark. <i>The Adventures of Tom Sawyer</i> . The Floating Press, 2009.	
Web Resources		
1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." <i>The Quotable Thoreau</i> , Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430 .	
2.	Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." <i>The Scarlet Letter</i> , Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners achieve accessibility to regional and international literary forms.									
LO2	To enable them to contextualize the texts and be familiar with translation theory.									
LO3	To enable them to develop a comparative perspective to study the texts									
LO4	To exhibit appreciation of literature and writers from various nations and cultures.									
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.									
UNIT	Details									
I	Dante - Ulysses's Last Voyage Johann Wolfgang von Goethe - The Violet Victor Hugo - Tomorrow at Dawn. Khalil Gibran - Your Children are not your children.									
II	Pablo Neruda - If you forget me. Ovid - Pyramus, Thisbe. Alexander Pushkin - The Gypsies. Satires Gabriel Okara - The Mystic Drum Jean Arasayanagam - Two Dead Soldiers									
III	Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.									
IV	Marie Clements - The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot. Federico García Lorca - Yerma									
V	Gabriel García Márquez - A Very Oldman With Enormous Wings. Ivan S. Turgenev - The District Doctor. Plautus - The Pot of Gold. Antoine de Saint-Exupéry - The Little Prince.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain an exposure to some Classics in World Literature, both in theme and form.								PO1	
CO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.								PO1, PO2	
CO3	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.								PO4, PO6	

CO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8
Text Books (Latest Editions)		
1.	Márquez, Gabriel García. <i>A Very Old Man with Enormous Wings</i> . 2014.	
2.	Neruda, Pablo. <i>The Poetry of Pablo Neruda</i> . Farrar, Straus and Giroux, 2015.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.	
2.	Benjamin, Walter, and Martin Jay. <i>Unpacking My Library</i> . 2010.	
3.	Bercovici, Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing, 2017.	
4.	Bolton, David. <i>The Pot of Gold by Plautus</i> . Lulu.com, 2019.	
5.	Clements, Marie Humber. <i>The Unnatural and Accidental Women</i> . Talonbooks Limited, 2005.	
Web Resources		
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 .	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
CORE VIII –ASPECTS OF LANGUAGE & LINGUISTICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language									
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications									
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.									
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.									
UNIT	Details									
I	Introduction to study of language – George Yule An Introduction to Language and Linguistics - Edited by Ralph Fasold & Jeff Connor - Linton									
II	Theory of Communication – From Communication Theory – David Holmes General Semiotics- from The Theory of General Semiotics – Alfred Solomonick Linguistics, Sign, Language & Culture Language & Writing.									
III	Introduction to Saussurian Structuralism Course in Linguistics – Ferdinand De Saussure Introduction to Phonology & Morphology Gimson’s Pronunciation of English / Daniel Jones Syntax & Semantics from Syntactic Structures – Noam Chomsky									
IV	Computing in Linguistics & Phonetics Introductory Reading. – Peter Roach									
V	Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole – F.T.Wood Bilingualism/Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s):Tej K. Bhatia, William C. Ritchie Psychology of Language- The Psychology of Language – Trevor A.Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin\									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.								PO1	
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the								PO1, PO2	

	gathering and systematizing of a substantial amount of information	
CO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	PO4, PO6
CO4	Communicate about academic issues related to languages and linguistics, both with specialists and the general public.	PO4, PO5, PO6
CO5	Contribute to new thinking and innovation processes within the area of linguistic specialization.	PO3, PO8
Text Books (Latest Editions)		
1.	Eco, Umberto. <i>A Theory of Semiotics</i> . Indiana University Press, 1979.	
2.	Harley, Trevor A. <i>The Psychology of Language</i> . Psychology Press, 2013.	
3	Linguistics: An Introduction of Language & Communication – Akamajian A., R.A. Demers & M Harnish	
4	Language – Bloomfield	
5	Structural Aspects of Language Change – D. Bolinger	
6	Course in General Linguistics – Ferdinand De Saussure	
7	The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	McLuhan, Eric, and Marshall McLuhan. <i>Theories of Communication</i> . Peter Lang Pub Incorporated, 2011.	
2.	Sakoda, Kent, and Jeff Siegel. <i>Pidgin Grammar</i> . Bess Press, 2003.	
3.	Bloomfield, Leonard. <i>Language</i> . University of Chicago Press, 1984.	
4.	Saussure, Ferdinand. <i>Course in General Linguistics</i> . Open Court Publishing, 1986. Yule, George. <i>The Study of Language</i> . Cambridge University Press, 2010.	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THRID YEAR - SEMESTER V
CORE IX - AUTHORS IN FOCUS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners gain knowledge of authors of various backgrounds.									
LO2	To enable them gain specialized knowledge related to works of authors of national and international acclaim.									
LO3	To familiarize them with the style, diction and coherence of authors and their works.									
LO4	To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.									
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.									
UNIT	Details									
I	Aristotle-Life and works.									
II	Charles Dickens-Life & Works									
III	Rabindranath Tagore-Life & Works									
IV	Jane Austen-Life & Works									
V	Dignifying science: stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts							PO1		
CO2	Integrate knowledge of the diversity of cultures and peoples							PO1, PO2		
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature							PO4, PO6		
CO4	Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.							PO4, PO5, PO6		
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature							PO3, PO8		
Text Books (Latest Editions)										
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000.									
2.	Fabiny, Sarah. <i>Who Was Jane Austen?</i> Penguin, 2017.									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999.									
2.	Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012.									

3.	Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021.
Web Resources	
1.	“About the Authors.” <i>Beyond Performance</i> , John Wiley & Sons, Inc., 2015, pp.269–70, http://dx.doi.org/10.1002/9781119202455.about .
2.	<i>Dignifying Science: Stories About Women Scientists / Written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412</i>

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

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

THIRD YEAR - SEMESTER V
CORE X - WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with how unique experiences of women influence their writings									
LO2	To help them analyze representations of women in literature.									
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.									
LO4	To enable them apply appropriate formal conventions when writing about literature									
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.									
UNIT	Details									
I	Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite Sujatha Bhatt – Muliebrity Judith Wright – Eve to the Daughter									
II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) On Reading Haiku– Elizabeth Searle Lamb Rupi Kaur - The Healing (Milk & Honey)									
III	Virginia Woolf - A Room of One's Own. Clarissa Pinkola Estés - Women Who Run with Wolves									
IV	Kate Chopin–Awakening Carol Churchill – Top Girls									
V	Aphra Behn - Oroonoko. L. M. Montgomery - Anne of Green Gables Louisa May Alcott - Little Women Sandra Cisneros - The House on Mango Street Margaret Atwood - Surfacing- Ambai - In a forest, A deer. Vaasanthi- Breaking Free.Tr. By N. Kalyan									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Examine and appreciate the role played by sociocultural-economic contexts in defining women.							PO1		
CO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.							PO1,PO2		
CO3	Understand and appreciate the representation of female experience in literature							PO4,PO6		
CO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.							PO4, PO5, PO6		

CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3,PO8
Text Books (Latest Editions)		
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W. W. Norton, 2007.	
2.	Olson, S. Douglas. <i>The "Homeric Hymn to Aphrodite" and Related Texts</i> . Walter de Gruyter, 2012.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> . 1995.	
2.	Holmström, Lakshmi. <i>In A Forest, A Deer</i> . OUP India, 2012.	
3.	Jain, Jasbir, and Avadhesh K. Singh. <i>Indian Feminisms</i> . 2001.	
4.	Woolf, Virginia. <i>A Room of One's Own</i> . Renard Press Ltd, 2020.	
Web Resources		
1.	"Ambai (C. S. Lakshmi) b. 1944." <i>Name Me a Word</i> , Yale University Press, 2019, pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks			
								CIA	External	Total	
	Core	Y	Y	-	-	4	5	25	75	100	
Learning Objectives											
LO1	To introduce the students to the polyphony of modern Indian writing in translation										
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.										
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.										
LO4	To explore images in literary productions that express the writers' sense of their society.										
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.										
UNIT	Details										
I	Kalidasa-The Loom of Time. Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal - <i>The Book of Vanci</i> –Silappathikaaram Book 3 Tr. R. Parthasarathy Thirukkural – <i>Compassion</i> - Tr. Rajaji Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam										
II	<i>Where The Mind Is Without Fear, Gitanjali, Far Below Flowed Jumna ,Fruit Gathering, Song85-The Gardener.</i>							<i>ALL by TAGORE</i>			
	Sarojini Naidu - The Soul's Prayer Nissim Ezekiel – The Railway Clerk. Arun Kolatkar – An Old Woman										
III	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter 6-Bharata -NatyaShastra (100-118) Tr. Manmohan Ghosh Vol. 1 Hindu View of Life – Sarvepalli Radhakrishnan Vanishing Landmarks – Nirad C. Chaudri										
IV	Badal Sircar – Evam Indrajit Girish Karnad – Tughlaq										
V	How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob <i>Monday Morning, M.C.C., Before the Examinations</i> from <i>Swami & His Friends</i> – R.K. Narayan										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.								PO1		

CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation.	PO3, PO8
Text Books (Latest Editions)		
1.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016	
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.	
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000	
3.	100 Great Indian Poems by Abhay K. Bloomsbury, 2019	
Web Resources		
1.	Modern Indian Writing in Translation - Course (nptel.ac.in).	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
CORE XII–INTRODUCTION TO LITERARY THEORY & CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.									
LO2	To equip learners with ideas related to the theory and criticism of literary texts.									
LO3	To intensify students' proficiency in the skills at the heart of a liberal education									
LO4	To help them think critically about a range of literary theories.									
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.									
UNIT	Details									
I	Marxism The formation of the Intellectuals & Hegemony & Separation of Powers– Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246) Ideology & Ideological State Apparatuses – Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)									
II	Feminism 20 years on: A literature of their own revisited – From Bronte to Lessing – Elaine Showalter (Pg.xi –xxx) When Goods Get Together(pp.107-110) from <i>This Sex Which Is Not One.</i> – Luce Irigaray									
III	Post Structuralism Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory: A Reader –David Lodge (Pg. 108 – 123) Truth and Power-Power and Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)									
IV	Post-Colonial Studies Passive Resistance and Education – Mahatma Gandhi (Pg. 88 – 106) The Scope of Orientalism (Pg. 29-110) Edward said									
V	Indian Literature – Definition of category in Theory Classes, Nations, Literature (Pg. 243-285) – Aijaz Ahmad									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	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	
CO2	Demonstrate an understanding of key concepts in literary theory								PO1, PO2	
CO3	Explain to others the meaning, significance, and value of specific literary theoretical works.								PO4, PO6	

CO4	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
CO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	PO3,P O8
Text Books (Latest Editions)		
1.	A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors,2017	
2.	Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	B. Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015	
2.	S.Ramaswami The English Critical Tradition. Macmillan India Limited,2015	
3.	D.J. Enright & E.D English Critical Texts, eds D.J. Enright & E.D. Kolkata: Oxford University Press, Chickera,2017	
Web Resources		
1.	www.ksu.edu/english/eiselei/engl795 .	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives									
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.									
LO3	To help them engage in imagination, critical inquiry and self-reflection									
LO4	To help them explore significant texts from diverse cultures and people in history									
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.									
UNIT	Details									
I	Nigel Hamilton - Biography: A Brief History James Boswell- Chapter IX – The Dictionary – Life of Johnson.									
II	Anne Frank- excerpts from The Diary of a Young Girl Malala Yousafzai - I am Malala Florence Nightingale –from Eminent Victorians									
III	R.K. Narayan-My Days. Salim Ali – The Fall of A Sparrow									
IV	Tom Alter – The Man Who Made the Elephant Dance. R.K. Laxman-The Tunnel of Time Vladimir Nabokov, Speak, Memory (1951/1966). London: Penguin, 2000.									
V	Jeff Kinney-Memoirs of a Wimpy kid Jesmyn Ward-Men We Reaped Elizabeth Gilbert-Eat, Pray, Love									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Distinguish the structures of biography and autobiography from one another in order to recognize them as distinct forms of literature.								PO1	
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.								PO1, PO2	
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.								PO4, PO6	

CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3, PO8
Text Books (Latest Editions)		
1.	<i>Knots in My Yo-yo String: The Autobiography of a Kid</i> by Jerry Spinelli. Alfred A. Knopf, 1998.	
2.	<i>It Came From Ohio! My Life as a Writer</i> by R.L. Stine. Scholastic Paperbacks, 1998.	
3.	<i>Autobiography</i> by Linda Anderson 2010, Routledge.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	<i>Henry Ford (Rookie Biographies)</i> by Wil Mara. Children’s Press, 2004.	
2.	<i>Amelia Earhart (Graphic Biography)</i> by Saddleback Educational Publishing, 2008.	
3.	<i>A Picture Book of Harriet Tubman</i> by David A. Adler. Holiday House Inc., 1993.	
Web Resources		
1.	http://gardenofpraise.com/leaders.htm http://www.pitara.com/magazine/people.asp	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 2–SHAKESPEARE STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks			
								CIA	External	Total	
	Core	Y	Y	-	-	4	5	25	75	100	
Learning Objectives											
LO1	To facilitate learners with a deeper understanding of Shakespeare’s drama by reading a range of his plays from a variety of different critical perspectives										
LO2	To provide learners with an overview of Shakespeare’s historical and political contexts										
LO3	To help learners gain an appreciation of Shakespeare’s dramatic practice through close readings of the plays themselves										
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions										
LO5	To equip learners with a good working knowledge of both Shakespeare’s drama and Shakespeare criticism										
UNIT	Details										
I	Shakespeare & his relevance –G. Sreenivasappa Bartlett's Shakespeare Quotations – John Bartlett How To Do Things with Shakespeare New Approaches, New Essays – Laurie Maguire Ed. The Shakespearean Stage 1574–1642 – Andrew Gurr ⁴ th Edition (CUP)										
II	The Four Phases of Shakespeare’s, Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html Tragedy Lecture I& II –A.C. Bradley Characters of Shakespeare – L.A.Rowse										
III	30-Second Shakespeare-Tales from Shakespeare – Ros Barber & Mary Rylance										
IV	Detailed-Merchant of Venice Detailed-Julius Caesar Non-detailed-Macbeth Non-Detailed-Tempest.						VERITY EDITION				
V	Wilson Knight- <i>The Wheel of Fire</i> . Akram Hossain- <i>An Approach to Shakespeare Scholarship And Criticism</i> Neema Parvini- <i>Shakespeare and Contemporary Theory</i> <i>New Historicism and Cultural Materialism</i> . <i>Invisible Bullet</i> –Stephen Greenblatt										
Course Outcomes											
Course Outcomes	On completion of this course, students will;										
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed								PO1		
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.								PO1, PO2		
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view								PO4, PO6		

CO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.	PO4, PO5, PO6
CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations	PO3, PO8
Text Books (Latest Editions)		
1.	Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's <i>A Midsummer Night's Dream</i> ." in <i>Reel Shakespeare</i> . Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.	
2.	Frye, Northrop. "The Argument of Comedy." In <i>English Institute Essays</i> . New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Habicht, Werner. "Shakespeare and the German Imagination." In <i>Shakespeare: World Views</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ : 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)	
Web Resources		
1.	Reinhardt, Max and William Dieterle . (1935): VHS, laserdisc	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 3–LITERARY CRITICISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To Introduce learners to the basics of Literary Criticism									
LO2	To enable learners to widen their knowledge of literary texts and focus on their importance									
LO3	To empower learners to write a critical appreciation									
LO4	To ingrain the minds towards creative writing, appreciation, critical thinking and critical analysis									
LO5	To help them accentuate expression of thoughts and views for critical appreciation and judgmental reviews									
UNIT	Details									
I	Mimesis, Catharsis, Hamartia, Parts of Tragedy, Plot, Tragic Hero from Poetics – Aristotle (Original)									
II	Preface to Lyrical Ballads-The Romantic Creed, Definition of Poetry, Diction & Language – William Wordsworth Fancy and Imagination, Poetic Genius – S.T. Coleridge									
III	The Concept of Poetry-Defence of Poetry – Shelley Classicism, Touchstone Theory, Grand Style, High Seriousness etc., - Mathew Arnold									
IV	Indian Aesthetics, Movements and Concepts – An Introduction to Indian Aesthetics – Mini Chandran & V.S.Sreenath Tinai – Nirmal Selvomony Rasa, Dhvani, Alankara – A handbook of the Indian Aesthetics – Prof. Dr. Ami Upadhyay All“isms,” – “isms &ologies” Arthur Goldwag Negative Capability– John Keats Object Correlative – T.S.Eliot, Seven Types of Ambiguity – William Empson									
V	PRACTICAL CRITICISM – Peck J. & Coyle M (Palgrave) Poem: William Blake- <i>Tyger</i> . Prose: GK. Chesterton- <i>Running After one's Hat</i> Drama: G.B. Shaw- <i>Apple Cart</i> Short Story: Katherine Mansfield- <i>A Cup of Tea</i>									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Articulate and discuss the latest developments in the specific field of practice; Communicate effectively in oral and in written English; and recognize the need for, and prepare to engage in lifelong learning.								PO1	
CO2	Apply knowledge of contemporary issues and principles of ethics relevant to professional practice;								PO1,PO2	

CO3	Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings;	PO4, PO6
CO4	Recognize the need for, and prepare to engage in lifelong learning.	PO4, PO5, PO6
CO5	Demonstrate a service orientation in one's profession;	PO3, PO8
Text Books (Latest Editions)		
1.	Dobie, Ann B. (2009). <i>Theory into Practice: An Intro to Literary Criticism</i> . Australia: Wadsworth Cengage Learning.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Fry, Paul H. (2013). <i>Theory of Literature</i> . New Haven: Yale University Press.	
2.	Habib, M. R. (2011). <i>A History of Literary Criticism: From Plato to Present</i> . UK: Wiley-Blackwell Publishing.	
Web Resources		
1.	https://owl.english.purdue.edu/owl/owlprint/	
2.	722/http://editorskylar.com/litcrit.html	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR -SEMESTER VI
CNM 4–CULTURE STUDY THROUGH FILM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners get an overview of different cultural and sociological theories that address ‘culture’, ‘media’ and ‘society’ as part of a broader global and historical context.									
LO2	To help them explore the different perspectives on human nature									
LO3	To help learners appreciate the different paradigms underlying different Traditions									
LO4	To help learners observe the different, sometimes contrastive ways in which common themes are handled in Western and Asian movies									
LO5	To help them understand different points of view, particularly those with which they may be unfamiliar.									
UNIT	Details									
I	Introduction to Film Studies – What is Cinema – Andre’ Bazin Vol. 1 & 2 Basic Film Theory –Film Theory: An Introduction – Robert Stam Terminology-MISE-ENSCENE-SHOTS, TAKES, ANGLES, EDITING, SOUND AND COLOUR – The Oxford History of World Cinema Ed. – Geoffrey Nowell-Smith Film Genres – Literature into Film – Theory & Practical Approaches – Linda Costanzo Cahir Anime/Manga – the Anime Companion – Gilles Poitras									
II	The Silent Era – Indian Cinema – Yves Thoraval Classic Hollywood Era – Film History – David Bordwell Italian Neo –Realism – Charles L. Leavitt The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette James Monaco Third Cinema/Indian Cinema – Yves Thoroval Asian Cinemas - Routledge Handbook of Asian Theatre									
III	CASE STUDIES: François Roland Truffaut-The 400 Blows Ken Kesey- One flew over the Cuckoo’s nest Alfred Hitchcock-Vertigo Niki Caro-Mulan Ron Clements –Moana Adapting Novels into Films: Three Case Studies Hardcover – by Raghu Ram Bandi									
IV	Federico Fellini - 8 and Half Andrei Tarkovsky - The Mirror Ousmane Sembène - Guelwaar Kim Ki Duk-Spring, Summer, Fall, Winter...Spring Adoor Gopalakrishnan-Elippathayam.									
V	Scriptwriting for Film, Television and New Media - Alan C. Hueth									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Analyze cultural meanings in films;								PO1	

CO2	Compare and contrast different cultural concepts in films;	PO1,PO2
CO3	Analyze and criticize the similarities and differences in cultural imaginations.	PO4,PO6
CO4	Get familiarized with different thematic comparisons of films on topics including city and its subjectivity, gender and politics, comedy and tragedy.	PO4,PO5,P O6
CO5	Identify and examine critical and cultural theories	PO3,PO8
Text Books (Latest Editions)		
1.	James Goodwin. <i>Akira Kurosawa and Intertextual Cinema</i> , Baltimore: Johns Hopkins University Press, 1994	
2.	<i>Film Theory & Criticism: Introductory Readings</i> - Leo Braudy, Marshall Cohen	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Lloyd Michaels, ed., <i>Ingmar Bergman's Persona</i> , Cambridge: Cambridge University Press, 2000.	
2.	Mitsuhiro Yoshimoto, <i>Kurosawa: Film Studies and Japanese Cinema</i> , Durham, NC: Duke University Press, 2000	
Web Resources		
1.	TRA_3238_20200604.pdf(ln.edu.hk)	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR -SEMESTER VI

CNM 5–MEDIA,COMMUNICATION&PUBLICATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To enable students to understand theoretical concepts related to social media as a form of communication.									
LO2	To enable students to gain an analytical insight into research framework in Social Media									
LO3	To enable students to understand audiences and usage patterns of social media in communication studies									
LO4	To enable students to define and relate to basics of all forms of media and to recognize new media as a way of life									
LO5	To enable students to identify varied forms of new media communication									
UNIT	Details									
I	Introduction to Mass Communication –Mass Communication – Keval J. Kumar 5 th Edition Globalisation, Forms –A Social History of the Media from Gutenberg to Internet- Asa Briggs & Peter Burke STUDENTS PRESENTATION Case Study on Current Issues, Street Plays, Posters and Pamphlets etc.,									
II	Advertisements – Media, Technology & Society – Brian Winston Ethics – Ethics in Advertising – Snyder Wally How To Create Advertisements and Storyboards–Ethics in Advertising – Snyder Wally STUDENTS PRESENTATION Jingles, Taglines - Visual Advertisements									
III	Scriptwriting-TV and Radio, News Reports, Editorials –Save the Cat – Blake Snyder STUDENTS PRESENTATION Editing – Articles, Review Writing									
IV	Cyber Media And Social Media– Cyber Media Journalism – Jagdish Chakravarthy History Of Cyber Media Types and impact of Social Cyber Media.									
V	INTERNSHIP IN THE RELEVANT FIELD FOR FIFTEENDAYS									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Comprehend theoretical concepts related to social media as a form of communication.								PO1	
CO2	Apply theoretical concepts into research frame work.								PO1, PO2	
CO3	Be able to analyze audience usage patterns of varied social media applications.								PO4, PO6	
CO4	Get familiarized with different thematic comparisons of media, communication and publication.								PO4, PO5, PO6	
CO5	Identify and examine various background theories related to the three concepts.								PO3, PO8	

Text Books (Latest Editions)	
1.	The Social Media Bible by Lon Safko and David Brake 2009, Publisher: John
2.	Wiley& Sons. Mc Quail’s Mass Communication Theory,2010, Published by Sage Publications.
3.	Handbook Of Journalism And Mass Communication Of Writing – V.S. Gupta &Vir Bala Aggarwal
4.	On Writing – Stephen King
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Robert Fine, The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher: Yorkshire Publishing
2.	Frank Webster, Theories of Information Society,2002, Published by Routledge.
Web Resources	
1.	Media and Communication Peer-reviewed Open Access Journal(cogitatiopress.com)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR -SEMESTER VI
CNM 6–MODERN ENGLISH GRAMMAR & COMPOSITION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To make the students understand the importance of grammar in language learning.									
LO2	To create awareness to gain knowledge of types of clauses.									
LO3	To help Identify types of sentences based on functionality and structure									
LO4	To acquaint students with grammatical items so as to understand the piece of writings to comprehend the meaning from them and also to translate it in their mother-tongue									
LO5	To help prepare them to write essays to express their views on particular situations, issues etc.									
UNIT	Details									
I	Form Class / Function Words / Punctuation – Wren & Martin & Eat, Shoots & Leaves Verbs In Function - Gerund, Infinitives Participles & Uses Synonyms & Antonyms-Precise Use Mood/Modality									
II	Morphology (English) Compounding, Affixing, Inflection Derivation – Frank Palmer Phrasal Verbs & Idioms – Idioms & Phrasal Verbs (Advanced) Ruth Gairns & Stuart Redman Word Order–Sentence Patterns – Guide to Patterns & usage in English - Hornby Co-Ordination –Subordination – Advanced English Grammar - Hewings									
III	Simple, Complex & Compound – Wren & Martin / Raymond Murphy Active–Passive – https://www.grammarly.com/blog/active-vs-passive-voice/ Tag Questions – https://www.englishclub.com/grammar/tag-questions.html									
IV	Time, Tense & Aspects – My Book of Tenses – Scholarship Hub of Editorials Lexicals/ Auxiliary verbs-Its uses – Oxford Modern English Grammar – Aarts B. (2011) Anomalous Finites – English Grammar Without Tears - Vishwanathan Nair & Chandrika A Subject/Verb Agreement in Sentences- The Blue Book of Grammar and Punctuation Book by Jane Straus and Lester Kaufman Degrees of Comparison - Making Comparisons in English: Similarities, Dissimilarities, Degrees – Manik Joshi									
V	Reordering of Jumbled Sentences – Wren & Martin / Raymond Murphy Error Correction–Remedial English Grammar for Foreign Students Note Making- Paragraph and Essay Writing-Paragraph Editing (Grammar Corrections only) – Academic Writing from Paragraph to Essay – Dorothy E. Zemach& Lisa A Rumisek PRACTICAL WORK * Translate From Tamil To English Vice - Versa * Teaching Grammar in College for I Year Students under Supervision of Class in Charges.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand the basic grammar structures of English language.	PO1
CO2	Understand the nuances for a perfect essay for competitive exam.	PO1,PO2
CO3	Develop their critical thinking, reading and writing skills.	PO4,PO6
CO4	Understand the appropriate Language and format associated with a formal letter.	PO4, PO5, PO6
CO5	Learn a variety of ways to express their ideas clearly and logically.	PO3,PO8
Text Books (Latest Editions)		
1.	<i>High School English Grammar and Composition</i> , Wren & Martin, Revised Edition, S. Chand Publishing.	
2.	<i>English Grammar and Composition</i> , Rajendra Pal & Prem Lata Suri, S. Chand Publications.	
3.	<i>The Oxford Handbook of English Grammar</i> Bas Aarts (ed.), Jill Bowie (ed.), Gergana Popova (ed.)	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dr. R.S. Aggarwal, <i>Objective General English</i> , S. Chand Publishing. 2014	
2.	L.S. Deshpande. <i>Modern English Grammar</i> , Abhay Pub. Nanded.2017	
3.	Hornby, A S (1977). <i>Guide to Patterns and Usage in English</i> , Fourth Impression. Oxford: Oxford University Press.	
Web Resources		
1.	<i>Grammar for Improving Composition Skills</i> Open Resources for English Language Teaching (ORELT) Portal (col.org)	

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 Outcome:

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

THIRD YEAR - SEMESTER VI
CNM 7–ELT & COMPUTER ASSISTED LANGUAGE LEARNING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help students communicate ethically, responsibly, and effectively as local, national, international, global citizens and leaders.									
LO2	To help them gain a background knowledge of ELT and CALL									
LO3	To make learners communicate competently in groups and organizations									
LO4	To help possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.									
LO5	To assist them in applying knowledge in different situations and the processing skills acquired through the application and synthesis of knowledge									
UNIT	Details									
I	Knowing the learner									
II	Structures of English language									
III	Method of teaching English language and literature									
IV	Materials for language teaching									
V	Assessing language skills-using technology in language teaching.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Be able to understand the structures of English language.								PO1	
CO2	Understand the critical nuances of teaching language and literature.								PO1, PO2	
CO3	Identify the variety of materials available for language learning and teaching								PO4, PO6	
CO4	Understand the appropriate ways of assessing language skills								PO4, PO5, PO6	
CO5	Learn to use technology in language teaching								PO3, PO8	
Text Books (Latest Editions)										
1.	<i>A Course in Language Teaching: Practice & Theory</i> – Penny Ur									
2.	Aslam Mohammed, <i>Teaching of English</i> , Chand Publishers, 2017									
3.	<i>The Routledge Handbook of Language Testing</i> Edited By Glenn Fulcher, Luke Harding									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	R.K.Bansaland J.B.Harrison, <i>Spoken English, A Manual of Speech and Phonetics</i> , Agarwal Publishing, New Delhi, 2020.									
2.	Adrian Doff, <i>Teach English: A Training Course for Teachers</i> (workbook)									
Web Resources										
1.	Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching-learning Process in Saudi Arabia Azam Hashmi / <i>International Journal of Applied Linguistics and English Literature</i> (aiac.org.au)									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

**THIRD YEAR - SEMESTER VI
CNM 8 –CREATIVEM WRITING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help students with the ability to comprehend complex texts and draw inferences from what they read.									
LO2	To help them write with clear expression and to specific purposes.									
LO3	To develop in them an ability to use formal, aesthetic, and rhetorical conventions within the discipline.									
LO4	To help in understanding of the creative process as a forum for critical as well as intuitive thinking, as well as problem-solving.									
LO5	To guide in central subject matter that comes out of their own individual life experience and from imagination									
UNIT	Details									
I	The Art of Writing (Literary; Critical; Journalistic; Non- Literary; Theoretical; Scientific; Communicative)									
II	Types of Creative Writing – Prose, Poetry, Drama, Fiction On Writing: A Memoir of the Craft Paperback – 2 June 2020by Stephen King									
III	Major Components of Creative Writing – Theme, Style, Form, Structure, Vision – Practical Sessions - How To Research For Writing...									
IV	Significance of Grammar & Punctuation									
V	Importance of Re-Reading, Re-Writing; Self-Editing- Revision & Publication									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate a broad understanding of literatures in English and appreciate the role of creative writing in the creation and interpretation of literary works							PO1		
CO2	Understand the importance of reading as part of a creative writer's development							PO1, PO2		
CO3	Engage analytically and critically with a range of literary and media texts							PO4, PO6		
CO4	Recognise how critical reading supplies writers with inspiration and ideas							PO4, PO5, PO6		
CO5	Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and scriptwriting							PO3, PO8		
Text Books (Latest Editions)										
1.	Dowrick, S. (2009), Creative Journal Writing: The Art and Heart of Reflection. Los Angeles: Penguin Putnam Inc.									
2.	Miller Thurston, C., DiPrince, D. (2006), Unjournaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring! Prufrock Press.									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										

1.	Pearson, M., Wilson, H. (2009), Using Expressive Arts to Work with Mind, Body and Emotions: Theory and Practice. London: Jessica Kingsley Publishers.
2.	Ramsay, G., Sweet, H. (2008), A Creative Guide to Exploring Your Life: Self Reflection Using Photography, Art, and Writing. London: Jessica Kingsley Publishers
Web Resources	
1.	What is Creative Writing? An Introduction for Students Oxford Summer Courses

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 9–ENGLISH AT WORKPLACE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help students heighten their awareness of correct usage of English grammar in writing and speaking									
LO2	To improve their speaking ability in English both in terms of fluency and comprehensibility									
LO3	To enhance their oral presentations and receive feedback on their performance									
LO4	To increase their reading speed and comprehension of academic articles									
LO5	To help strengthen their ability to write academic papers, essays and summaries using the process approach									
UNIT	Details									
I	Grammar Articles, Punctuation, Capitalization, Contractions and Collocations Parts of Speech; Tenses & Voice Verb Formation and Conjugation Modal Auxiliaries and Modifiers Proof Reading Institution/Company's Literature									
II	Cover Letters – Resume Goodwill Letters Letters Of Appointment-Promotion-Confirmation-Letters Of Resignation-Termination Of Services And Memos-Letters Of Invitations.									
III	Report writing Routine And Special Reports For Managerial Decisions Covering Events Of The Institution / Company.									
IV	Content Writing For The Website of The Institution/Company Writing Profiles Writing Content Designing And Writing Content For Newsletters Of The Institution/Company.									
V	Multi-Media And E-Correspondence Conducting Research Before Presentation Effective Ppt Communication During Ppt.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Develop reading skills and reading speed								PO1	
CO2	Attain and enhance competence in the four modes of literacy: writing, speaking, reading & listening								PO1,PO2	
CO3	Develop skills that enable them to communicate effectively in writing.								PO4,PO6	

CO4	Summarize information from various sources, distinguishing between main ideas and details	PO4,PO5,P O6
CO5	Develop critical thinking as it pertains to using these tools for effective communication in a workplace setting	PO3,PO8
Text Books (Latest Editions)		
1.	J. Erling, E. (2014). The Role of English in Skills Development in South Asia: Policies, Interventions and Existing Evidence. [ebook] British Council. Available at: https://www.britishcouncil.lk/sites/default/files/role_of_english_in_skills_development_in_south_asia_inside.pdf [Accessed 15 Jul. 2017]	
2.	iNurture. (2017). The Importance of English Language in International Business - iNurture. [online] Available at: http://www.inurture.co.in/the-importance-of-english-language-in-international-business/ [Accessed 15 Jul. 2017].	
3.	Communication in Organisation – Fisher Dalmar	
4.	Writing for the Web – Crawford Killian	
5.	Email Etiquette Made Easy – Judith Kallos	
6.	Mastering Communication – Nicky Stanton	
7.	The Secrets of Speaking in Public – Dr. Jan Yager	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Miina, O. (2014). EFFECTS OF USING ENGLISH IN BUSINESS COMMUNICATION IN 15 JAPANESE-BASED MULTINATIONAL CORPORATIONS. Master's Thesis. UNIVERSITY OF OULU.	
2.	Neeley, T. (2012). Global Business Speaks English. [online] Harvard Business Review. Available at: https://hbr.org/2012/05/global-business-speaks-english [Accessed 15 Jul. 2017].	
Web Resources		
1.	Arkoudis, S., Hawthorne, L., Baik, C., Hawthorne, G., O'Loughlin, K., Leach, D. and Bexley, E. (2009). The impact of English language proficiency and workplace readiness on the employment outcomes of tertiary international students. [ebook] Centre for the Study of Higher Education, The University of Melbourne. Available at: https://internationaleducation.gov.au/research/Publications/Documents/ELP_Full_Report.pdf	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

**THIRD YEAR -SEMESTER VI
CNM 10 –TRAVELWRITING**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	Introduce students to a range of travel writing practices and genres									
LO2	Develop students' capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)									
LO3	Develop students' awareness of the nexus between reading and writing works of travel writing									
LO4	Develop students' ability to evaluate and apply critical material pertaining to travel writing									
LO5	Develop students' ability to produce travel writing demonstrating a range of contemporary techniques and styles									
UNIT	Details									
I	The Court of Muhammad Bin Tughlaq–Ibn Batuta City Improbable: Writings on Delhi – Khuswant Singh Al Biruni: Chapter LXVIII, LXIV, LXV&LXVIININDIA– AL Biruni									
II	Innocent Abroad Chapter VII,VIII,IX – Mark Twain The Motorcycle Diaries: A journey Around S.America – Ernesto Che Guevara									
III	City of DJINN (Prologue, Chapters I&II) – William Darlymple From Volga To Ganga Section1&2 – Rahul Sankritiyayan									
IV	May You Be The Mother of Hundred Sons: A Journey Among The Women Of India Chapters 2and3(pp24-27) – Elisabeth Bumiller									
V	Eat, Pray, Love – Elizabeth Gilbert									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Confidently, thoughtfully and respectfully express their ideas to their peers							PO1		
CO2	Share work in progress with peers, giving and receiving constructive criticism							PO1, PO2		
CO3	Gain awareness of the nexus between reading and writing works of travel writing							PO4, PO6		
CO4	Develop capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)							PO4, PO5, PO6		
CO5	Reflect upon their own work in the context of travel writing by established writers							PO3,PO8		
Text Books (Latest Editions)										
1.	Paul Theroux . The Tao of Travel(Hamish Hamilton 2011)									
2.	Andrea Loselle. Translations of Orient paperbacks 2012									
3.	Narrating Self & Other: Historical View, in Travel Writing: The Self &									

	The Other – Balton Casey
4.	Travel Writings: A Critical Explorations – Jusitin d. Edwards & Rune Grauland
Reference Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	Michael Caesar. Comparative Literature Vol.38 No. 1(Winter 1986, pp 106-108)
2.	James Gallant Utopian Studies, Vol.9, No 2(1998) pp-234-244
Web Resources	
1.	Issue16-ShrutiDabhi.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	The Renaissance and its Impact on England, The Reformation - causes and effects									
II	The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance									
III	Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England									
IV	The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Labour Movement, the Welfare State									
V	The Cold War (1985-1991) - The Falkland War (1981) -The Gulf War (1991).									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.							PO1		
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period							PO1, PO2		
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages							PO4, PO6		
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.							PO4, PO5, PO6		
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.							PO3,PO8		
Text Books (Latest Editions)										
Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton										

1.	Press.
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900- 1200, 2012, Cambridge University Press.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
Web Resources	
1.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

FIRST YEAR -SEMESTER II
ME 2 –HISTORY OF ENGLISH LITERATURE (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	Help them gain particular reference to the major literary movements and authors									
LO3	To help them with an overview of the major linguistic influences on the English language									
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	History of British Literature British Poetry, Prose, Drama and Fiction, Covering Representative Writers Down The Ages									
II	The Renaissance Period (1350–1660):An Introduction To Bible Translation-Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy of Humours									
III	The Late Seventeenth and The Eighteenth Centuries (1660-1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre-Romantics									
IV	Well-made play (Drama of Ideas - Shaw and Ibsen), Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama (Propaganda play), One-act play									
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.								PO1	
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period								PO1, PO2	
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages								PO4, PO6	

CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bergonzi, B. Heroes' Twilight: A Steady of the Literature of the Great War, 2nd edn (London: Constable, 1980).	
2.	Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
1.	Web Resources <i>ALEX00.PDF(manavata.org)</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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students apply literary terminology to fiction, drama, and poetry.									
LO2	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 enable them to Identify a literary text’s main themes and make reasonable assertions about their meaning									
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.									
UNIT	Details									
I	Poetry – Subjective and Objective, Lyric, Ode, Sonnet, Ballad, Epic, Elegy, Dramatic Monologue, Idylls, Satire, Epistles, Heroic Couplet, Sprung Rhythm									
II	Drama – Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical] – Comedy – Tragi-Comedy – Farce – Melodrama – Masque and Anti-Masque – One-Act Play – Interludes – Heroic Tragedy Sentimental Comedy, Comedy of Humours, Problem Play, Manners, Epic theatre, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre									
III	Plot- Prologue, Acts, Scenes, Epilogue, subplot, Unity of Time, Place, Action. Aside, Soliloquy, Catastrophe, Conflict, Reversal of Fortune, Crisis, Catharsis, Rising Action, Climax, Denouement, Comic Relief, Choric Function									
IV	Essay [Aphoristic, Personal, Periodical, Critical] - Biography – Autobiography – Criticism – Review - Satire Novel – Fiction - Short Story – Novella – Picaresque – Realistic – Domestic – Stream of Consciousness – Gothic - Psychological – Epistolary – Regional – Historical – Sociological – Sci-Fic									
V	Allegory, Allusion, Alliteration, Assonance, Metaphysical Conceit, Epigram, Epithet, Imagery, Metaphor, Anecdote, Simile, Personification, Poetic Justice, Pun, Rhetoric, Wit, Paradox, Symbolic, Hyperbole, Poetic license, Personification, oxymoron, zeugma									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand and define the various literary terminologies Appreciate the usage of various literary devices.								PO1	
CO2	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.								PO1, PO2	
CO3	Compare and contrast various literary terms								PO4, PO6	

CO4	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.	PO4,PO5, PO6
CO5	Gain thorough accounts of critical terminology and analyzes of key academic debates.	PO3,PO8

Text Books (Latest Editions)	
1.	Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: OUP, 2001.
2.	Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Taaffe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.
Web Resources	
1.	<i>1821-literary-terms.pdf(cgc.edu)</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
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER II
NME 1 –MYTH AND LITERATURE (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students at the origin and sources of myths in literature.									
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life									
LO3	Get an In-depth study of the theoretical approaches									
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times									
LO5	Help them to understand the definition of symbolism with its different types and dimensions.									
UNIT	Details									
I	Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth -Myth-making stage and myth-using stage									
II	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules-Echo and Narcissus iv) Pyramus and Thisbe 'Mrs Midas'(Poem) - Carol Ann Duffy									
III	General idea of Vedic, Epic and Puranic Mythology									
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths									
V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the origin and sources of myths in literature							PO1		
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.							PO1, PO2		
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	Understand 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. <i>A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook</i> . Oxford: Oxford University Press, 1991.
2.	Boas, Franz. <i>An Introduction to James Teit,@ Traditions of the Thompson River Indians of British Columbia</i> . <i>Memoirs of the American Folklore Society</i> , VI, 1898.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Eller, Cynthia. <i>The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future</i> . Boston: Beacon Press, 2000.
2.	Grimm, Jakob and Wilhelm Grimm. Prefaces to the First and Second Editions@ of the <i>Nursery and Household Tales</i> , in Maria Tatar, <i>The Hard Facts of the Grimms Fairy Tales</i> . Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.
Web Resources	
1.	<i>Bascom, William. A The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.</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	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER III
NME 2 –FILM AND LITERATURE (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students look closely into the relation between film and literature.									
LO2	Introduce learners to the various ways in which literature and the moving image diverge.									
LO3	Help the learners understand how each form makes their own claims to the narrative.									
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.									
LO5	Help learners gain perspective on literature's relationship with cinema									
UNIT	Details									
I	Theories, practices, forms, adaptations, migrations William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)									
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn (1953) Stanley Kubrick, 2001: A Space Odyssey (1968)									
III	Cinema from novella and dramatic literature									
IV	Boris Pasternak, Dr Zhivago (1957) David Lean, Dr Zhivago (1965)									
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalypse Now (1979)									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.								PO1	
CO2	Familiarize with the inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple.								PO1, PO2	
CO3	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.								PO4, PO6	
CO4	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.								PO4, PO5, PO6	
CO5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.								PO3, PO8	

Text Books (Latest Editions)	
1.	Mast, Gerald & Marshall Cohen, <i>Film Theory and Criticism: Introductory Readings</i> . New York: Oxford University Press, 1994.
2.	Nichols Bill (ed), <i>Movies and Methods: Vol. I: An Anthology</i> . Calcutta: Seagull Books, 1985.
3.	Nichols Bill (ed), <i>Movies and Methods: Vol. II: An Anthology</i> . Calcutta: Seagull Books, 1985.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Roberge Gaston, <i>The Subject of Cinema</i> . Calcutta: Seagull Books. 1990.
2.	Horton Andrew, 'Film and Literature', <i>Encyclopedia of World Literature in the 20th Century Vol 2</i> , Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93- 99. Print
Web Resources	
1.	<i>(PDF) Film and Literature (researchgate.net)</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

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II
NME 3 –ENGLISH TEACHING METHODS AND MATERIALS (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To enable learners get an overview of the place of English in India.									
LO2	Help them understand the position of English in the post – independence period.									
LO3	Enable them to interpret and justify the place of English in Three Language formula.									
LO4	Help them gain insight into the unique and very important place of English in 21st century.									
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).									
UNIT	Details									
I	Introduction- Historical Background of English in India									
II	English In Post – Independent Period –The Three Language Formula									
III	English In 21 st Century-Objectives Of Teaching English									
IV	Objectives Of Teaching English at Elementary Level									
V	Objectives Of Teaching English at Secondary Level									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Learn about the methods and materials of teaching ESL								PO1	
CO2	Learn about some of the strategies and techniques used to address specific language skills								PO1, PO2	
CO3	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.								PO4, PO6	
CO4	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives								PO4, PO5, PO6	
CO5	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students								PO3, PO8	

Text Books (Latest Editions)	
1.	Diaz-Rico, L. Ch. 6 “Learning processes that build on the first language.” In Teaching English learners: Strategies and methods (pp. 143-199). New York: Pearson Education, Inc. ISBN: 0-205-35543
2.	Al Kahtani, S. (1999). Electronic Portfolios in ESL writing: An alternative approach. Computer Assisted Language Learning, 12 (3), 261-268. This is available if you look it up on KYVL (Kentucky Virtual Libraries). Go to “find books, articles, and more” and then search for the article under “education.”
3.	Carbo, M. (1993). Continuum of modeling reading methods.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Godwin-Jones, R. (2005). Emerging technologies: messaging, gaming, peer-to-peer sharing: Language learning strategies & tools for the millennial generation. Language Learning and Technology, 9 (1), 17-22. Available at: http://lt.msu.edu
2.	Gonzalez, V. (2001). The role of socioeconomic and sociocultural factors in language minority children’s development. Bilingual Research Journal, 25 (1 &2), 1-30.
Web Resources	
1.	<i>Hanson-Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically-enhanced environments. The Reading Matrix, 3 (3). Available at: http://www.readingmatrix.com/current.html.</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
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER III
NMA 4 – TRANSLATION: BASIC CONCEPTS AND PRACTICE (ALLIED)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To enable learners get an overview of translation concepts									
LO2	To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature.									
LO3	Gain exposure to some basic concepts related to Translation.									
LO4	Familiarize with some Important Institutions of Translation and their contributions									
LO5	Help learners get a knowledge on Translation Studies									
UNIT	Details									
I	Origin and Development of Translation in Global perspective									
II	Origin and Development of Translation and its Present Scenario.									
III	Important Institutions of Translation (some important Translators and their works)									
IV	Basics of Translation and Translation Studies – An Introduction									
V	Objectives and Importance of Translation									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Be able to explain the growth and development of Translation and some basic concepts related to it.								PO1	
CO2	Be ready to discuss and define Translation Studies.								PO1, PO2	
CO3	Familiarize and learn about the different types of books and the need for their translation.								PO4, PO6	
CO4	Gain exposure to the field of translation studies and explore the dynamics of the field.								PO4, PO5, PO6	
CO5	Learn about the use of translation and the methods of assessing the written concepts of translation.								PO3, PO8	
Text Books (Latest Editions)										
1.	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York									
2.	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia									
3.	Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Carmen Millán, Francesca Bartrina, The Routledge Handbook of Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York									

Web Resources	
1.	https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE

PAPER –I - ENGLISH FOR COMPETITIVE EXAMINATIONS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To develop the students intellectual, personal and professional abilities.									
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.									
LO3	To develop confidence in getting job opportunities.									
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.									
LO5	To develop competitive skills through various types of objective tests.									
UNIT	Details									
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.									
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.									
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.									
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.									
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.								PO1	
CO2	Acquire skills in vocabulary usage and grammar.								PO1, PO2	
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.								PO4, PO6	
CO4	Build confidence in getting job opportunities.								PO4, PO5, PO6	
CO5	Aware of the various types of jobs offered in both in the Central and State Government.								PO3, PO8	
Text Books (Latest Editions)										
1.	English for Competitive Examinations - R.P. Bhatnagar & Rajal Bhargava									
2.	Remedial Grammar- F.T. Wood									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.									
LO2	To interpret a literary text or other cultural artifact in a non- native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.									
LO3	To cultivate a complex, trans disciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.									
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.									
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.									
UNIT	Details									
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.									
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology									
III	Literature and other disciplines, Literature and other Arts									
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley- <i>Ode to Liberty, Queen Mab, Love's Philosophy</i> . Selected poems of Subramaniya Bharathi- <i>Bharath Country, Worship of Sun, Kannan My Servant</i> .									
V	Comparative study of Vairamuthu's <i>Kallikattu Ithikasam</i> and Ernest Hemingway's ' <i>The Old Man and the Sea</i> '									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)								PO1	
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.								PO1, PO2	
CO3	Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines.								PO4, PO6	
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different								PO4, PO5, PO6	

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON - MANDATORY ELECTIVE
PAPER – III – FUNDAMENTALS OF ACADEMIC WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain broad knowledge.									
LO2	To understand various styles of sentence pattern.									
LO3	To cultivate a coherent and associative thinking ability to exhibit writing skills.									
LO4	To develop the ability to structure Essays.									
LO5	To enable the students to learn copy-editing.									
UNIT	Details									
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing.									
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-Tsequence.									
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification)									
IV	Structuring Essays-Introduction; development of body; conclusion; description, narration, exposition; argumentation.									
V	Content editing and substantive editing: Proofreading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English									
Course Outcomes	On completion of this course, students will;									
CO1	To design the process writing								PO1	
CO2	To express sentence skills.								PO1,PO2	
CO3	To structure and develop paragraphs through techniques								PO4,PO6	
CO4	To compose academic essays								PO4,PO5,PO6	
CO5	To distinguish between content editing and substantive editing.								PO3,PO8	
Text Books (Latest Editions)										
1.	Zemach,Dorothy E. & Rumisek, Lisa A . <i>Academic Writing from Paragraph to Essay</i> . London: Macmillan									
2.	Langan, John. 2001. <i>Sentence Skills with Readings</i> . Boston: Mc Graw Hill.									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Hartley, James. 2008. <i>Academic Writing and Publishing: A Practical Handbook</i> . London: Routledge.									
2.	Bailey, Stephen.2003. <i>Academic Writing: A Practical Guide for Students</i> . London: Routledge Falmer.									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE
PAPER-IV – MASS COMMUNICATION AND JOURNALISM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.									
LO2	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.									
LO3	To empower learners by communication, professional and life skills.									
LO4	To develop the ability to structure Essays.									
LO5	To enable the students to learn copy-editing.									
UNIT	Details									
I	Mass Communication in India, Print Medium, Audio-Visual Media, Other Media									
II	News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.									
III	Advertising, Illustrations.									
IV	House and Trade Journals, Starting of Newspapers and Periodicals.									
V	Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.									
Course Outcomes	On completion of this course, students will;									
CO1	Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.								PO1	
CO2	Students would be able to inculcate the knowledge of Growth of print, electronic and web								PO1,PO2	
CO3	Students would be able to understand the significance of speech communication.								PO4,PO6	
CO4	Students explore journals.								PO4,PO5, PO6	
CO5	Students would find research gaps.								PO3,PO8	
Text Books (Latest Editions)										
1.	D.S. Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

**NON-MANDATORY ELECTIVE
PAPER – V - FILM STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	Aims to train students to decode the visual messages imparted by movies.									
LO2	To amplify their impacts.									
LO3	To train the students to read the films they watch, both as an aesthetic work and as politically motivated.									
LO4	To enabling the learners to use various method.									
LO5	To learn touchstone method in evaluating contemporary Indian main stream cinema with World Cinema as well as Indian Classics.									
UNIT	Details									
I	Introduction, Filmic Visual: Mise-en-Sceneism.									
II	Screen writing, One-line, plot, characterization, one-line scene order & treatment.									
III	Film history and film genres									
IV	Critical understanding of films Auteurist, Formalist, Marxist, Feminist and Post-colonial Perspectives									
V	Writing film reviews and critic									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Students discuss the aspects of Cinema.							PO1		
CO2	Students analyze the aesthetics as well as the politics in films.							PO1,PO2		
CO3	Students read and review films,							PO4,PO6		
CO4	Students develop an understanding of contemporary aesthetic trends in political, social, cultural and philosophical context							PO4,PO5,PO6		
CO5	Write film scripts and reviews.							PO3,PO8		
Text Books (Latest Editions)										
1.	Monaco, James <i>How to Read a Film</i> 5th ed. OUP,2005.									
2.	Bordwell, David and Thompson, Kristin, <i>Film Art: An Introduction</i> ,7 th ed. McGraw-HillCo.,2004.									
3.	Cook, David A., <i>A History of Narrative Film</i> , 4 th ed. W.W.Norton,2004.									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Kawin, Bruce, <i>How Movies Work</i> . University of California Press,1992.									
2.	Nelken, Jill, <i>Introduction to Film Studies</i> , 5 th ed. Routledge,2011.									
3.	Feild, Syd, <i>Screenplay: The Foundations of Screenwriting</i> . RHUS, 2005.									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

**NON-MANDATORY ELECTIVE
PAPER-VI – ART AND LITERARY AESTHETICS**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To introduce the multidisciplinary of Art and Literary Studies.									
LO2	To gain an understanding of various movements in art history.									
LO3	To help students find relevant and associative ideas.									
LO4	To engage with works of art that directly refer to literary works and also draw inspiration from it.									
LO5	To recognize how all forms of art is part of a continuum.									
UNIT	Details									
I	Literature and visual arts-essays.									
II	Romanticism through Coleridge and Delacroix									
III	Pre-Raphaelite movement-D.G.Rosetti's Prosperine (painting and Poem)									
IV	Post-Impressionism-Amritya Shergill's Ancient story Teller painting and Virginia Woolf's The Waves(novel)									
V	Expressionism-Munch-Scream (painting) and Kafka-Metamorphosis(Novella)									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	The student will be able to engage with literature in a broader, educated perspective.								PO1	
CO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms.								PO1, PO2	
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.								PO4, PO6	
CO4	The course develops an understanding of the co-relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.								PO4, PO5, PO6	
CO5	Initiate students to implement the multidisciplinary scope of art and literary studies.								PO3, PO8	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Herbert Read-extract from <i>The Meaning of Art</i> (pg17-48)Pelican Books,1959.									
Web Resources										
1.	Astor, Dave. Music in Literature.2 Apr.2013, www.huffpost.com/entry/music-in-literature_b_2590404 .									
2.	Benjamin, Elizabeth and Sophie Corser. —introduction to Literature and Art: Conversations and Collaborations MHRA Working Papers in the Humanities,9 (2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf									
3.	Berger, John.Ways of Seeing. Penguin1972 http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE

PAPER-VII – COMMUNICATIVE ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To understand the basic fundamentals.									
LO2	To imply different styles of communication.									
LO3	To impart knowledge about the extempore communicative activities.									
LO4	To dissect information.									
LO5	To analyze texts.									
UNIT	Details									
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement(Subject-Verb,Pronoun-Antecedent)collocation.									
II	<i>Tenses Reported speech, Active and Passive Voice, Phrasal Verbs, Linkers/Discourse Markers, Question Tags.</i>									
III	<i>Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect- Essay writing: Descriptive and Narrative.</i>									
IV	<i>Reading Comprehension–Skimmingandscanning-inferenceanddeduction–Reading various kinds of material –Speaking: Narration of incidents / stories/anecdotes-Current News Awareness.</i>									
V	<i>Nirad C Chaudhuri “Indian Crowds” [Non-Detailed],Dr S Radhakrishnan “The Shaping of my Character”[Detailed]Charles Lamb” Dream Children”[Detailed],RuskinBond“NightTrainatDeoli”[Non-Detailed]RabindranathTagore “Subha”[Non-Detailed,AgraGra “Andyocallmecoloured”[Detailed]AlfredLordTennyson “Ulysses”[Detailed].</i>									
Course Outcomes	On completion of this course, students will;									
CO1	Recall fundamental concepts of the four linguistic skills.								PO1	
CO2	Apply different styles communication in professional context.								PO1,PO2	
CO3	Participate in different planned and extempore communicative activities.								PO4,PO6	
CO4	Interpret and discuss facts as well as information in each context.								PO4,PO5, PO6	
CO5	Critique literary texts that develop an appreciation for human values.								PO3,PO8	
Text Books (Latest Editions)										
1.	Ruskin Bond, <i>Time Stops at Shamli and Other Stories</i> , Penguin Books India Pvt Ltd,1989									
2.	Shyamala, V. <i>Speak English in Four Easy Steps</i> , Improve English Foundation Thiruvananthapuram:2006									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

**NON-MANDATORY ELECTIVE PAPER
VIII - WRITING FOR MEDIA**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To learn the basics of journalistic reporting, writing, and editing.									
LO2	To acquire basic skills in other forms of written communication.									
LO3	To learn how to use technology									
LO4	To reach, communicate with and increase your audience.									
LO5	To explore various branches of journalism.									
UNIT	Details									
I	Introduction to types of media, print electronic, digital writing, significance of media and social benefits.									
II	Writing for the media-the basic principles-Style of media writing.									
III	Types of media writing-1 News Reports-Interviews-Commentaries.									
IV	Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.									
V	Types of media writing-journalism in education, tabloid, investigative, developmental and photography.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Recall the basics of reporting and writing for print media.								PO1	
CO2	Report news keeping values and qualities of a good reporter.								PO1,PO2	
CO3	Apply theoretical knowledge in writing reports, commentaries, reviews.								PO4,PO6	
CO4	Distinguish between the different styles of Journalism and compose specific articles.								PO4,PO5,PO6	
CO5	Apply various knowledge in regard to various branches of journalism.								PO3,PO8	
Text Books (Latest Editions)										
1.	Pickering, Ian. Writing for News Media: The Story Teller's Craft. Routledge, 2018.									
2.	Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.									
3.	Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. RedGlobe Press, 2016.									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help the students to be introduced to digital literacy									
LO2	To elaborate on digital values, language and culture									
LO3	To explore digital literacy in terms of information, identity and labelling									
LO4	To discuss teacher's engagement in digital literacy									
LO5	To analyze socio-economic factors in digital literacy									
UNIT	Details									
I	Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.									
II	What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.									
III	Information Literacy, Media Literacy, Young People's Identity Engagement with Technology, Labelling the Digital Generations.									
IV	Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual frame work for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.									
V	Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases.									
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	Acquires 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(2ndEdition)-Mark Bowles.									
2	Popular Culture, New Media and Digital Literacy in Early Childhood– J.Marsh									
3	Digital Literacy: Different Cultures, Different Understandings– E.Helsper.									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility–S. Livingston.									
2.	Literacy: Reading the word and the word –P. Freireand P. Macedo.									
3.	Media Literary in Schools: Practice, Production and Progression –A. Burnand J.Durran.									

4.	Digital Literacy for Learning–A.Martin and D.Madigan Changing Literacies–C.Lankshear.
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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
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

NON-MANDATORY ELECTIVE
PAPER – X - ENGLISH FOR TECHNICAL WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.									
LO2	To enable them to answer with explanation for Interviews four basic skills in English Listening, Speaking, Reading and Writing.									
LO3	To help the students to develop an ability to recognize main idea and supporting details in order to improve comprehension and retention of written information.									
LO4	To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional work place documents.									
LO5	Enable the students to apply the study of linguistic ability and grammar in their practical life.									
UNIT	Details									
I	Languages and skills of communication-Linguistic Techniques-Language acquisition-The History of English-Linguistics-Modern Usage.									
II	Reading Comprehension-English, Phonetics-Oral Presentation-Communication-Barriers to Communication.									
III	Application of Linguistic ability - Listening-Paragraph writing Business Letter-Nature and Scope of Letters- Job application letters.									
IV	Technical description- Precis writing and application-speech-advertising.									
V	Telephone skills-Reports									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	To clearly convey specialized information from a technical field to non-specialized audience.								PO1	
CO2	Find jobs for their livelihood be motivated for their future education.								PO1, PO2	
CO3	Apply the study of linguistic ability and grammar in their practical life.								PO4, PO6	
CO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional work place documents.								PO4, PO5, PO6	
CO5	Recognize, explain, and use the formal elements of specific genres of organizational communication: whitepapers, recommendation and analytical reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional document.								PO3, PO8	
Text Books (Latest Editions)										
1	Communication Skills- Dr. Gajanan Malviya S. Chand, Prof. R.N. Shukla									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENGLISH FOR COMMUNICATION (SEC -I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC-I	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize students to the major issues in the society and the world.									
LO3	To provide the students with an ability to build and enrich their communication skills.									
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically									
UNIT	Details									
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.									
II	Types of communication-Verbal-Non-Verbal.									
III	Effective communication skills									
IV	Skills to be acquired in communication- Speaking/reading/writing/listening									
V	Application of learning									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Identify the basic principles of communication								PO1	
CO2	Analyze the various types of communication								PO1, PO2	
CO3	Make use of the essential principles of communication								PO4, PO6	
CO4	Identify the prominent methods and models of Communication.								PO4, PO5, PO6	
CO5	Learn about the four skills of language and get familiarized with them.								PO3, PO8	
Text Books (Latest Editions)										
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.									
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.									
3.	Understanding Body Language by Alan Pease.									
Reference Books										
(Latest editions, and the style as given below must be strictly adhered to)										
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.									
1.	<i>ENGLISH COMMUNICATION SKILLS (THEORY)</i> goigalajjuna-Academia.edu									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENTREPRENEURIAL SKILLS (SEC-II)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC-II	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To introduce learners to various qualities required for entrepreneurship									
LO2	To discuss about various entrepreneurship models									
LO3	To help them think creatively and innovatively									
LO4	To enable them understand various schemes supporting entrepreneurship									
LO5	To discuss the steps in venture development and new trends in entrepreneurship.									
UNIT	Details									
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship									
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the foundation of Entrepreneurship Development and its theories.								PO1	
CO2	Explore entrepreneurial skills and management function of a company.								PO1, PO2	
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.								PO4, PO6	
CO4	Understand various steps involved in starting a venture.								PO4, PO5, PO6	
CO5	Explore marketing methods & new trends in entrepreneurship.								PO3, PO8	
Text Books (Latest Editions)										
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York									
Web Resources										
1.	6 Must-Have Entrepreneurial Skills HBS Online Mind Tools Home									

Mapping with Programme Outcomes:

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

CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

PUBLIC SPEAKING SKILLS(SEC-III)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC-III	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	What is Public Speaking?									
II	Need for Public Speaking.									
III	Significance and essentials of public speaking skills									
IV	Techniques in acquiring the skill									
V	Speaking any common topic in front of the class									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking								PO1	
CO2	Recognize barriers to public speaking and identify how to avoid them								PO1, PO2	
CO3	Understand how to give effective verbal and nonverbal feedback								PO4, PO6	
CO4	Learn about planning speech organization for the intended audience								PO4, PO5, PO6	
CO5	Practice effective group delivery and speech in formal context.								PO3, PO8	
Text Books (Latest Editions)										
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience - centred approach (6th ed.). New York: Pearson									
2.	Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins									
Reference Books										
(Latest editions, and the style as given below must be strictly adhered to)										
1.	<i>Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>									
Web Resources										
1.	<i>Learning Outcomes/ Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)</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
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR CAREERS(SEC-IV)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC-IV	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students gain knowledge about the job search, application, and interview process									
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.									
LO3	Help them with strategies for identifying the jobs that match their interests and skills									
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing									
LO5	To enable learners to describe themselves and their experiences in a résumé									
UNIT	Details									
I	Definition of English Language-Characteristic Features									
II	Purposes of English Language									
III	Major Roles played by English Language in Education and various career choices									
IV	English language as an identity to popular culture									
V	The major developments happening in the contemporary world by using English language.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Attain communicative competence so that they can use language accurately and appropriately								PO1	
CO2	Understand the basic features of communication and aim at improving language skills								PO1, PO2	
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.								PO4, PO6	
CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.								PO4, PO5, PO6	
CO5	Make sure that the style, content and message is concise, correct and appropriate.								PO3, PO8	
Text Books (Latest Editions)										
1.	The Water fall. 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 andCo.,1920. Print									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Bose,D.M."J.C.Bose."Dr.D.M.Bose Centenary Celebration Commemoration Volume1885-1985.Kolkata: Bose Institute,1995.Print									

Web Resources	
1.	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3Mjg3NDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Mapping with Programme Outcome:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENGLISH FOR BUSINESS(SEC-V)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC- V	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students learn strategies and practical language to deal with real life situations.									
LO2	To help them improve on how to speak and write in order to keep communication going and always appear professional and competent									
LO3	To enable them to use the language flexibly and express in the suitable language for the context: for example, in social, professional or academic contexts									
LO4	To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!									
LO5	To help them to consistently develop a comprehensive vocabulary through real, authentic resources									
UNIT	Details									
I	Business English Definition and Difference									
II	Highlights/ Significance/ Essentials of Business English									
III	Needs of Business English									
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.									
V	Economic Development through Business English									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Strengthen their language skills: writing, reading, listening & speaking							PO1		
CO2	Understand real speech patterns and learn pronunciation techniques influent speech							PO1,PO2		
CO3	Improve their confidence and learn how to connect with people in English							PO4,PO6		
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.							PO4, PO5 ,PO6		
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues							PO3,PO8		
Text Books (Latest Editions)										
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran 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.									

Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - FederalUniversityofTechnology-Paraná.Curitiba.2015.
Web Resources	
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
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

INTERVIEW SKILLS (SEC-VI)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC-VI	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable students understand the information needed to prepare for an interview									
LO2	To enable them to research company information before heading to an interview									
LO3	To familiarize them with how to handle Interview Questions									
LO4	To enable them to use comfortable vocabulary									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	Definition of Interview- Essentials of Interview Skill									
II	Needs and Requirements of Interview skills									
III	Resume Preparation- Do's and Don'ts of an interview									
IV	Body language- gesture- attitude- facial expression-sound knowledge									
V	Mock Interview- Conducting a roleplay for students to understand the skills learnt as an interviewee.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/ internship position description and employer.								PO1	
CO2	Identify appropriate verbal and non-verbal communication skills/ techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace).								PO1,PO2	
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.								PO4,PO6	
CO4	Develop confidence in relationship to their interviewing skills.								PO4,PO5, PO6	
CO5	Be able to identify, discuss, and implement key job interview skills.								PO3,PO8	
Text Books (Latest Editions)										
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall									
2.	David Beckham (2013), The illustrated Book, Headline Publications									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Elizabeth Harrin, e-book, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.									
Web Resources										
1.	Tips for a Successful Interview(ung.edu)									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

FUNCTIONAL ENGLISH(SEC-VII)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC-VII	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable learners use appropriate phrases for performing language functions									
LO2	To help them to edit, select and present information in a format/perspective									
LO3	To enable them to listen and reduce information to a point form									
LO4	To help them read and to expand from points to paragraph									
LO5	To enable them to predict, comprehend, infer and synthesize information									
UNIT	Details									
I	Definition of Functional English-Significance of Functional English									
II	Four essentials of functional English: LSRW									
III	Grammar									
IV	Strategies to use functional English									
V	Provide a dramatic play to perform which gives the students to apply functional language									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Learn to form words properly using prefixes/suffixes and make correct use of Concord or Subject-Verb Agreement							PO1		
CO2	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs							PO1,PO2		
CO3	Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly.							PO4,PO6		
CO4	Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage							PO4,PO5,PO6		
CO5	Cultivate the habit of newspaper reading							PO3,PO8		
Text Books (Latest Editions)										
1.	Susan Thurman, <i>The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment</i> , 2011									
2.	Grant Barrett, <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i> , 2013									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Jane Straus, Lester Kaufman, and Tom Stern, <i>The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes</i> , 2015									
Web Resources										
1.	BBC World Service. (2011) Learning English: \emptyset http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm									

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

POPULAR LITERATURE AND CULTURE (SEC-VII)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To broaden the idea of literature and the concept of texts									
LO2	To learn the difference between genre fiction and literary fiction.									
LO3	To make students gain an understanding of the folk roots of popular literature.									
LO4	To make students find a perspective into the debate between high and low cultures.									
LO5	To analyze the fantasy work that gains popularity.									
UNIT	Details									
I	Glover, David and Scott McCracken.–Introduction as an essay Felicity Hughes, “ Children’s Literature: Theory and Practice”, English Literary History, vol.45,1978									
II	Brothers Grimm–The Juniper Tree “Adventure of the Speckled Band” Roald Dahl-Extracts from <i>Charlie and the Chocolate Factory</i> (Chapters13to 15,Penguin2013)									
III	Satyajit Ray–Professor Shonku and the UFO(from <i>The Mystery of Munroe Island and Other Stories</i> , PuffinClassics2015)									
IV	Herge: <i>Tintin in Tibet</i> (Hergé. Tintin in Tibet. London: Egmont.2012) Somdev Bhatt:-The Story of Padmavati and Prince Vajramukti (Vikram- BetaalStory)									
V	Anuja Chauhan: <i>The Zoya Factor</i> J.K. Rowling: <i>Harry Potter and the Philosopher’s Stone</i>									
CourseOutcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.								PO1	
CO2	Have an awareness of the major schools of thought in western philosophy.								PO1,PO2	
CO3	Have a healthyepistemologicalfoundationatundergraduatelevelthatensur esscholarship at advanced levels of learning.								PO4,PO6	
CO4	Talk about some of the key figures in Philosophy.								PO4,PO5, PO6	
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.								PO3,PO8	

Text Books (Latest Editions)	
1	Chute, Hillary. -ComicsasLiterature.Reading Graphic Narrative. <i>PMLA</i> – Publications of The Modern Language Association of America. 123. 452-465.2008.
2	Herge. <i>TintininTibet</i> . BakerandTaylor,2009.
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Chauhan,Anuja. <i>TheZoyaFactor</i> HarperCollins,2008.
2.	Gill,Rosalind&Herdieckerhoff,Elena.-Rewritingtheromance:newfemininities inchicklit?l. <i>FeministMediaStudies</i> 6(4).2006.
Web Resources	
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html
2.	http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

PHILOSOPHY FOR LITERATURE (SEC-VIII)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	Engage with the philosophy of literary representations.									
LO2	Give the students a historical overview of the major figures in philosophy									
LO3	Introduce to them some of the significant schools of thought that has influenced human perception.									
LO4	Inform students how an understanding of philosophy is vital to the reading of literature									
LO5	Analyze the philosophical thought									
UNIT	Details									
I	The World of Greeks – Heraclitus - Flux and the unity of opposites Socrates— Nature of Poet and Rhapsode— Dialogue with Ion Plato—Concept of Forms—Ideal vs Physical— Aristotle—Concept of Soul—Beauty—Art—Nature									
II	Robert Frost - West Running Brook S T Coleridge —Kubla Khan P B Shelley —Ozymandias Keats —Endymion (First 33 lines) (Aristotle’s idea of soul, beauty, art and nature)									
III	Enlightenment and After – Rene Descartes—Rationalism—Dualism Spinoza— idea of Nature and God— Pantheism—concept of substance and modes— Cartesian dualism vs Spinoza’s monism John Locke— Liberalism— Empiricism Immanuel Kant— Transcendental Idealism Edmund Husserl— Phenomenology Karl Marx—Critique of Capitalist Society—Base and Superstructure									
IV	Emily Dickinson - The Brain is wider than the Sky (Debate the Cartesian mind body or material immaterial dualism) Walt Whitman - On the Beach at Night Alone. (Spinoza’s pantheism) William Ross Wallace - The Liberty Bell (Locke’s liberalism and the turn of humanity) D. H. Lawrence - How Beastly the Bourgeois Is? (Marx’s idea of social class)									
V	Nihilism, Existentialism and Afterwards Wallace Stevens - Sad Strains of a Gay Waltz, (Nietzsche’s idea of nihilism and the death of god) W H Auden - Who’s Who? (Heidegger’s idea of Dasein and Geworfenheit, -Being thrown in the world) Ted Hughes - Hawk Roosting (ego that mediates the instinctual id and the critical super-ego) Maya Angelou - When I think of myself (de Beauvoir’s concept of becoming)									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									

CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20 th century.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1,PO2
CO3	Have a healthy epistemological foundation at undergraduate level then at a research scholarship at advanced levels of learning	PO4,PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8
Text Books (Latest Editions)		
1	Durrant, Will. <i>The Story of Philosophy</i> , Simon & Schuster, 1991.	
2	Gaarder, Jostein. <i>Sophie's World: 20th Anniversary Edition</i> . Orion, 2015.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Russell, Bertrand. <i>History of Western Philosophy</i> . Routledge, 2016.	
2.	Gibson, John. <i>The Philosophy of Poetry</i> . Oxford UP, 2015.	
Web Resources		
1.	https://www.philosophybasics.com/general_what_is.html	
2.	https://archive.org/details/SophiesWorld_989/page/n5/mode/2up	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

QUESTION PAPER PATTERN – END SEMESTER UNIVERSITY EXAMINATION
BA English

[For Core Papers 1,2,3,4,5,6,7_9,10,11,13 14,15]

Time: 3 hrs.
Marks

Max. Marks: 75

SECTION – A (20 Marks)

I. Annotate FIVE of the following: (5 out of 7) [from Prose/Poetry/Drama] [5x2= 10 marks]

II. Answer the following questions in one or two sentences. (5 out of 7) [5 × 2=10 marks]

[from all other]

SECTION B (from all units)

III. Answer any FIVE of the following in about 100 words (5 out of 8) 5x5=25 marks

SECTION C (from ALL UNITS) (3 out of 5)

IV. Write essays on any THREE of the following in 300 words. 3x10=30 marks

For Core 8 -Aspects of Language and Linguistics

Time: 3 hrs.
Marks

Max. Marks:75

SECTION A

I. Choose the correct answer:

[20x1 = 20 marks]

SECTION B

(short answers from all units, transcriptions,
morphological analysis) II Answer the following

Q 21 - Q25 - Answer any 3 out of 5 - (3 x 5 = 15)

Q26. Phonetic transcription - short sentences - 2 sentences (5)

Q27. Morphological analysis - tree diagram - 2 sentences (5)

SECTION C

(Essays - Internal choice -Choices should not be from the same unit)

III Answer any THREE of the following in about 300 words. [10 x 3 = 30
marks]

Q28. a or b

Q29. a or b

Q30. a or b

For Core 12 – Project

-
- Project on English Literature or English Language or Films/TV Serials/ Web series or Media or any other related domain.
 - 20 pages Project report with appropriate documentation to be submitted for evaluation.
-

Internal Marks: 25 Marks

External Marks: 75 Marks

[to be evaluated by an External Examiner]

-
- Project Report – 40 marks
 - Documentation – 10 marks
 - Viva Voce – 25 marks
-

FOR ALL Mandatory Electives and Non-Mandatory Elective Courses

Time: 3 hrs.

Max. Marks:75 Marks

SECTION A (20 marks)

(MCQ from all the units)

I. Choose the correct answer:

20x1 = 20 marks

SECTION B (25 Marks) (from all units)

II. Answer any FIVE of the following in about 100 words (5 out of 8) 5x5=25

marks SECTION C (30 Marks) (from all units)

III. Answer any THREE of the following in about 300 words (3 out of 5) 3x10=30
marks
