MADURAI KAMARAJ UNIVERSITY

(University with Potential for excellence)

Revised Syllabus for

B.A. ENGLISH (SEMESTER)

CHOICE BASED CREDIT SYSTEM

REGULATIONS AND SYLLABUS

(This will come into effect from the academic year 2023-2024 onwards)

CONTENTS

Introduction

The undergraduate programme BA English, aims for students to leveragetheir knowledge of the English Language for analyzing literature, history, and its modern aspectsthroughthecoresubjects.Inaddition,thecourseexplorestheintricaciesoftheEnglishLangua geand its implementation in diverse fields. Moreover, the subjects in a BA English course arecomposed by detail-oriented educators, providing a weighty syllabus related to diverse aspects ofEnglishliteratureandthe languageworld.

The BA English subjects list's most significant and initial subject is theEnglish Language. Initiating the three-year journey with the basics of English is necessary tofurther 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 necessaryto proceed toward complex study slowly. It also narrates the history of English, which can bevery engaging and insightful for English learners. The subject allows learning the historicalbeginning and significance of English literature. Since the richness of English literature isheavily reliant on its history; therefore, this subject gathers the core English history modulescovering the details of literature from different regions of the world. English literature alsoprojects societal and cultural changes through the centuries that are reflected through its writtenworks. As a student proceeds ahead, fields and specifications clear a lot better by possessing theknowledge andbase ofEnglishliterature,whichis initshistory.

A language's most significant trait is to communicate, and this BA courseEnglish subject is added to the syllabus with the same intention. Communication in BA Englishgrantsstudentsthedepthofusing Englishasacommunication medium.Fundamentals,theories,and communication tools are provided to the students to further enhance their English skills andmake them more accomplishable. Communication subject also comprises the study of creativewriting and public relations, helping students get enrolled in communication-based courses withthe rightfoundation.

Under Graduate Programme

ProgrammeOutcomes:

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

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

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

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

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

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

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

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

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

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

B.A. ENGLISH

Programme Specific Outcomes:

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

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

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

PSO4: Developing a research framework and presenting their independent ideas effectively.
PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

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

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

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

Highlights of the Revamped Curriculum:

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

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

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

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

➢ The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.

➢ The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.

➢ Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.

➢ State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

ValueadditionsintheRevampedCurriculum:

Semester	NewlyintroducedComponents	Outcome/ Benefits
I	**FoundationCourse** To ease the transition of learningfrom higher secondary to highereducation,providinganoverview ofthepedagogyoflearningLiterat ureandanalysingtheworldthroughth eliterarylens givesrisetoanewperspective.	Instillconfidenceamongstudents Createinterestforthesubject
I,II,III,IV	**SkillEnhancementpapers**(Discipl ine centric /Generic/Entrepreneurial)	Industryreadygraduates Skilledhumanresource Studentsareequippedwithessentialskillst o makethememployable
		Trainingonlanguageandcommunication skillsenablethestudentsgain knowledgeand exposureinthecompetitiveworld.
		Discipline centric skillwillimprovetheTechnical knowhow ofsolvingreallife problems.
III,IV,V& VI	Electivepapers	Strengtheningthedomainknowledge IntroducingthestakeholderstotheState- of Arttechniquesfrom the streamsofmulti- disciplinary,crossdisciplinaryandinterdi sciplinarynature Emergingtopicsinhigher education/industry/communicationnetw ork/healthsectoretc.areintroducedwith hands-on-training.

IV	ElectivePapers	Exposuretoindustrymouldsstudentsinto solutionproviders GeneratesIndustryreadygraduates Employmentopportunitiesenhanced
VSemester	Electivepapers	Self-learningisenhanced Applicationoftheconcepttorealsituationi sconceivedresulting intangibleoutcome
VISemester	Electivepapers	Enrichesthestudybeyondthe course. Developingaresearchframeworkand presentingtheir independentand intellectualideaseffectively.
ExtraCredits: ForAdvancedLearners/Honorsdegree		Tocatertotheneedsofpeerlearners/resear ch aspirants
SkillsacquiredfromtheCourses	Knowledge,ProblemSolving,Analytical ability,ProfessionalCompetency,ProfessionalCommunic ationandTransferrable Skill	

Credit Distribution for UG Programmes

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

First Year – Semester-I

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

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-2	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 Based	22	26
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		26	**30**

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

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

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

5. **Illustration for B.A. English Curriculum Design**

I-YEAR
FIRST SEMESTER

Sl. No	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	Part–I	LANGUAGE	3	3			3	6	25	75	100
2	Part–II	ENGLISH	3	3			3	6	25	75	100
3	Part–III CORE1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part–III CORE2	INDIANWRITINGINENGLISH	3	2			5	5	25	75	100
5	Part–III ELECTIVE-I	SOCIAL HISTORY OF ENGLAND I	2	2			3	4	25	75	100
6	Part–IV	SKILL ENHANCEMENT COURSE I	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE (FOUNDATION COURSE)	1	1			2	2			
		TOTAL					23	30			

SECOND SEMESTER

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

II YEAR
THIRD SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PARTI	LANGUAGE	3	3			3	6	25	75	100
2	PARTII	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE5	BRITISHLITERATURE-II	3	2			5	5	25	75	100
4	PART III CORE 6	CHILDREN'S LITERATURE	3	2			5	5	25	75	100
5	PART III ELECTIVE III	HISTORY OF ENGLISH LITERATURE I	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE-SEC 4 (ENTREPRENEURIAL SKILL)	1	0			1	1	25	75	100
		SKILL ENHANCEMENT COURSE SEC-5	1	1			2	2	25	75	100
		EVS	1	0				1	25	75	100
		TOTAL					**22**	**30**			

FOURTH SEMESTER

Sl . NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE7	WORLDLITERATUREINTRANSLATION	3	2			5	5	25	75	100
4	PART III CORE8	LANGUAGE AND LINGUISTICS	3	2			5	5	25	75	100
5	PART III ELECTIVE IV	HISTORY OF ENGLISH LITERATUE II	2	2			3	3	25	75	100
6	PART IV	SKILL ENCHANCEMENT COURSE SEC-6	1	1			2	2	25	75	100
		SKILL ENCHANCEMENT COURSE SEC-7	1	1			2	2	25	75	100
		EVS	1	0			2	1	25	75	100
		TOTAL					**25**	**30**			

III YEAR
FIFTH SEMESTER

Sl.NO	Course Category	Course	L	T	P	S	Credits	Total Contact Hours /Week	CIA	ESE	Total
									Marks		
1	PART IIICORE 9	WOMEN'SWRITING	3	2			4	5	25	75	100
2	PARTIIICORE10	INTRODUCTION TO FOLK LITERATURE	3	2			4	5	25	75	100
3	PART IIICORE11	INDIANWRITINGIN TRANSLATION	3	2			4	5	25	75	100
4	PART IIICORE12	PROJECT/ MYTH AND LITERATURE	3	2			4	5	25	75	100
5	PART III ELECTIVE V	LITERARY FORMS	2	2			3	4	25	75	100
6	PARTIII ELECTIVE VI	-LITERATURE AND ENVIRONMENT	2	2			3	4	25	75	100
7	PART IV	VALUE EDUCATION	1	1			2	2	25	75	100
		SUMMER INTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
		TOTAL					**26**	**30**			

SIXTHSEMESTER

Sl. NO	Course Category	Course	L	T	P	S	Credits	Total Contact Hours /Week	CIA	ESE	Total
									Marks		
1	PART IIICORE13	LITERARYCRITICISM	3	3			4	6	25	75	100
2	PART IIICORE14	NEW LITERATURES IN ENGLISH	3	3			4	6	25	75	100
3	PART IIICORE15	SHAKESPEARE	3	3			4	6	25	75	100
4	PART III ELECTIVE VII	ENGLISH LANGUAGE TEACHING	3	2			3	5	25	75	100
5	PARTIII ELECTIVE VIII	JOURNALISM AND MASS COMMUNICATION	3	2		3		5	25	75	100
6	PART IV	EXTENSION ACTIVITY	-	-			1		25	75	100
		PROFESSIONAL COMPETENCY SKILL – ENGLISH FOR	1	1			2	2			

		COMPETITIVE EXAMINATIONS								
		TOTAL					**21**	**30**		

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

7A-MandatoryCoreAreasforB.AProgramme

I Year Sem ISemII	**C1.**Introductiontoliterature(5credits)
	C2. IndianWritinginEnglish(5credits)
	C3. BritishLiteratureI(5credits)
	C4.AmericanLiteratureI(5credits)
II Year SemIIISemIV	C5. BritishLiterature-II(5credits)
	C6.Children's Literature(5credits)
	World LiteratureinTranslation(4credits) Language and Linguistics(4credits)
II Year SemV Sem VI	C9.Women's Writing (4credits)
	C10.Introduction to Folk Literature(4credits)
	C11. Indian Writing in Translation (4credits) C12. Project / Myth and Literature (4 credits)
	C13.Literary Criticism(5credits) C14. New Literatures in English (5 credits) C15. Shakespeare (4 credits)

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

Semester I to V	**Social History of England I**
	Social History of England II
	History of English Literature I
	History of English Literature II
	Literary Forms

C. Suggested Non Mandatory Electives for B.A ProgrammeSemesterV &VI

(4creditseach)

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

D. (SKILLENHANCEMENT COURSES)

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

B.A. ENGLISH
Core Component Model Syllabus

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

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

	Learning Objectives
LO1	Tointroducethedifferentformsofliterature
LO2	Toprovidelearnerswiththebackground knowledgeofliterature
LO3	Toenableleanerstounderstandthedifferentgenresofwriting
LO4	Toexaminethevariousthemes and formspresentinliterature
LO5	Tocreatetheabilityofcriticallyexaminingatext
UNIT	**Details**
I	Introduction:Poetry-Differentformsofpoetry-Sonnet,Ode,Elegy,Prose-ShortStory,Novel, Prosody, Metre
II	John Milton – When I Consider How my light is spent John Keats – Ode to Nightingale Thomas Gray – Elegy Written in a Country Churchyard
III	Francis Bacon – Of Studies Stephen Leacock – The Financial Expert Jerome K Jerome – Uncle Podger hangs a picture
IV	Lamb's Tales from Shakespeare – A Midsummer Night's Dream, Twelfth Night
V	Jane Austen – Pride & Prejudice

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Appreciate and analyse and thebasic elements ofpoetry,includingmeter,rhyme,andtheme.	PO1
CO2	Gain knowledge of the elements of fiction includingnarrativestructure,characteranalysisand comparisonbetweendifferentbut relatedtexts.	PO1,PO2
CO3	Explore the features of literary language	PO4,PO6
CO4	Uselibraryresourcestoresearchand developpargumentsaboutliteraryworks.	PO4,PO5,PO6
CO5	Workskillfullywithinateam, respectcoworkers,delegateworkand contributetoagroupproject.	PO3,PO8

Text Books (Latest Editions)
1. An Introduction to the study of English Literature .W.H.Hudson.
2. Cecil, David. 'The Poetry of Thomas Gray'. Proceedings of the British Academy. London: 1954.
3. Jane Austen – Pride & Prejudice
4. https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/

References Books **(Latest editions, and thestyleasgivenbelowmust bestrictlyadheredto)**
1. Austen, Jane. *Pride and Prejudice*. ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, <www.loc.gov/item/18001222/>. AUSTEN, Jane. *Pride and Prejudice*. London : Penguin Books Ltd, 1994. 299 s. ISBN 0-14-062022-2
2. Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
3. Janice Campbell., Introduction to Literature : Excellence in Literatire English, 4th Ed, Everyday Education, LLC, January 2021.

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

Mappingwith 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 ProgrammeSpecificOutcomes:

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
WeightedpercentageofCourseContributiontoPOs	3.0	3.0	3.0	3.0	3.0

FIRST YEAR - SEMESTER I
CORE II - INDIANWRITINGINENGLISH

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

	Learning Objectives
LO1	Tofamiliarizethestudentswith theemergenceandgrowth ofIndianWritinginEnglishinthecontextofcolonialexperience.
LO2	TohelpinunderstandingissuesconcerningIndianWritinginEnglishsuchastherepresentationofculture,identity,history,constructionsofnation, (Post) nationalandgenderpolitics,cross-culturaltransformations.
LO3	To create literary sensibility and critical response to the literary texts written in English
LO4	TocloselyexaminethevariousthemesandmethodologiesexistinginIndianWritinginEnglish.
LO5	TohelplearnersapplytheideasencapsulatedinIndianAestheticstoliterarytexts

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

	CourseOutcomes
CourseOutcomes	Oncompletionofthiscourse,studentswill;

	CO1	Appreciate the historical trajectory of various genresof Indian Writing in English from colonial times totillthepresent	PO1
	CO2	Analyze Indian literary texts written in English intermsofcolonialism,postcolonialism,regionalism,andnationalism	PO1,PO2

CO3	Explore theroleofEnglishasamediumforpoliticalawakeningandtheuseofEnglishinIndiaforcreativewriting	PO4,PO6
CO4	Analyze how the sociological, historical, cultural andpoliticalcontextimpacted thetextsselectedforstudy	PO4,PO5,PO6
CO5	Evaluate critically the contributions of major IndianEnglishpoetsanddramatists	PO3,PO8

Text Books
(LatestEditions)

1.	K.R.Srinivasa Iyengar, Indian Writing in English
2	Sarojini Naidu-Select Poems. Turunbull, H.G, Dalway, Bombay: Oxford University Press, 1930
3	R.K.Narayan: The Man-Eater of Malgudi. Library of South Asian Literature – Orient paper backs 2010.
4	*Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi :Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.*

ReferencesBooks
(Latesteditions, and thestyleasgivenbelowmust bestrictlyadheredto)

1.	Indian Poetry in English Ed.by MakarandParanjape
2.	Contemporary Indian Poetry in English Ed. By Saleem Peeradina
3.	Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.
4.	Dr.A.K.Sharma: Fiction and Indian Writing in English

Web Resources

1.	Poems https://www.poemhunter.com/a-k-ramanujan/poems/
2.	https://www.poetrybyheart.org.uk/poems/paper-boats
3.	https://allpoetry.com/Village-Song

MappingwithProgrammeOutcomes:

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**

CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

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

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

	LearningObjectives
LO1	TointroduceBritishIdentity,Periodsandotherrelatedforms.
LO2	Toincreasetheabilityforstudentstointellectuallyassesstheworks of British writers
LO3	ToenableleanerstounderstandthatBritishliteratureisatthefoundationofEnglish-speakingpeoples'culture.
LO4	TocloselyexaminethevariousthemesandmethodologiespresentinBritishliterature
LO5	Tocreateanaptitudeofcriticalprobingthroughthetext

UNIT	Details
I	Thomas Gray – Elegy Written in a Country Churchyard Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization
II	Charles Lamb – Dissertation upon a Roast Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison –Household Superstitions
III	John Webster – The White Devil
IV	Christopher Marlowe – Dr. Faustus
V	Jonathan Swift –Gulliver's Travels

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrate knowledge of the major social, political,philosophical,andscientificeventsforming thebackdropforthedevelopmentofearlyBritish Literature.	PO1
CO2	Synthesize,integrate,andconnectinformationby writingessaysusingtechniquesofcriticismandevaluation.	PO1,PO2
CO3	Readanddiscussthethemes,approaches,styles,andcontributionstothedevelopm entofBritishliteraturefromtheMedievalPeriodtotheendoftheeighteenth-century	PO4,PO6
CO4	DistinguishbetweenthecharacteristicsofBritishliterarymovementsindiscussin gandwritingaboutBritishliterature.	PO4,PO5,PO6
CO5	Critically appreciate literatureusingstandard literaryterminologyandotherliteraryconventions.	PO3,PO8
TextBooks (LatestEditions)		
1.	The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb.	
2.	The Spectator Club – Critical Appreciation by Richard Steele	
3.	MARLOWE,Christopher.*Dr.Faustus*.BOOKONDEMANDLTD,2021.	
ReferencesBooks **(Latest editions, and thestyleasgivenbelowmust bestrictlyadheredto)**		
1.	A Critical History of English Literature – David Daiches	
2.	Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.	
Web Resources		
1.	*Ranger, Paul, "Technical Features." By Oliver pp51-58.,* *http://doi.org/10.1007/978-1-349-07664-2 _5.*	

Mappingwith 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
Weightedpercentage ofCourseContributiontoPOs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER II
CORE IV - AMERICANLITERATURE

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

	Learning Objectives
LO1	ToidentifythegrowthanddevelopmentofAmericanliterature.
LO2	Tocriticallyexaminehowvariousgenresdevelopedandprogressed.
LO3	LearnaboutprominentwritersandfamousworksinAmericanliterature.
LO4	TocloselyexaminethevariousthemesandmethodologiespresentinBritishliterature
LO5	To createanaptitudeofcriticalprobingthroughthetext

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

CourseOutcomes	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Analyzeanddiscussworksof Americanliteraturefromarange of genres (e.g. poetry, nonfiction, slave narrative,captivitynarrative, literaryfiction,genrefiction,sermon,public proclamations,letters,etc.).	PO1
CO2	Identify relationships between moments in Americanhistory,colonialism,andcultureandtheirrepresentationinworks ofAmericanliterature.	PO1,PO2
CO3	ArticulatewaysthatAmericanliteraturereflectscomplexhistoricalandculturalexperiences.	PO4,PO6

CO4	Produce a mix of critical, creative, and/or reflectiveworksaboutAmericanliteratureto1865.	PO4,PO5, PO6
CO5	Analyze and describe about American literature usingstandardliteraryterminologyandotherliteraryconventions.	PO3,PO8

Text Books(LatestEditions)	
1.	American Literature of the 19th Century – Ed. Fisher Samuelson and Reninger Baid
2.	A Brief History of American Literature by Richard Gray
3.	Tennsessee Williams: The Glass Menagerie

References Books **(Latesteditions,and thestyleasgivenbelowmustbestrictlyadheredto)**	
1.	Dickinson,Emily,andJohannaBrownell.*EmilyDickinson:Poems*.ChartwellBooks,2015.
2.	Poe,EdgarAllan,etal. *PoetryforYoungPeople:EdgarAllenPoe*.SterlingPub.Co.,1995.
WebResources	
1.	https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams
2.	https://www.poetryfoundation.org/poems/48860/the-raven

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

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

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

	Learning Objectives
LO1	TohelplearnersanalyzeBritishLiteraturewrittenfromthelate18th Centurytothepresent.
LO2	To guide them in interpretingliterature as itrelates to its historical,cultural,and/orpoliticalcontext.
LO3	To help them infer relationships between variousmovements(such asRomanticism,Victorianism,Modernism, and/orPostmodernism)andtheliteratureoftheperiod.
LO4	Tocloselyexamineliteraryworksusingcriticalperspectives.
LO5	Tohelpthem with applyingappropriateformalconventionswhenwritingaboutliterature.
UNIT	**Details**
I	Alfred Lord Tennyson – Ulysses Robert Browning – My Last Duchess T.S.Eliot – The Waste Land – The Burial of the Dead W.H.Auden – The Unknown Citizen Mathew Arnold – Dover Beach
II	G.K.Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers
III	R.B. Sheridan – The School for Scandal
IV	Thomas Hardy – The Return of the Native
V	James Joyce – The Dead Somerset Maugham – The Verger

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Exhibit anunderstandingofand appreciation forkeyworks in British literature, as evidenced in daily workandcoursediscussions.	PO1
CO2	Demonstrateanunderstandingofperiodization,theme,genre,motif,andso on,inBritishliterature.	PO1,PO2
CO3	Establish an understanding that historical, cultural,spiritual,andethicalissues,amongothers,shapehumanexperiencesandimpactmotivations.	PO4,PO6
CO4	Respond to literature onimportantthematicconsiderationshavingtodo	PO4,PO5,PO6

	with literary and historical milieu, culture, humanresponsibility,morality,ethics,andthemannerandcausesbywhichhumansinteractwithone another.	
CO5	AnalyzeandexpressaboutBritishliteratureusing standardliterarylexiconandotherliteraryconventions.	PO3,PO8

	TextBooks(LatestEditions)
1.	Renard,Virginie. *TheGreatWarandPostmodernMemory:TheFirstWorldWarin Late 20 Th -Century British Fiction (1985-2000).* Peter Lang AG,InternationalerVerlagDerWissenschaften,2013.
2	The School of Scandal and other plays by R,B.Sheridan
3	The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers

References Books	
(Latesteditions, andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	The Dead, James Joyee – Analysis : www.eng-literature.com
2.	Five Centuries of English Verse William Stebbing
3.	Winged words by David Greens

Web Resources	
1.	https://www.poetryfoundation.org/poems/43768/my-last-duchess
2.	https://fullreads.com/essay/the-indian-jugglers/;
3.	https://essays.quotidiana.org>piece-…"A Piece of Chalk by G.K.Chesterton-Quotidiana

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping withProgrammeSpecificOutcomes:

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
Weightedpercentage ofCourseContributiontoPOs	3.0	3.0	3.0	3.0	3.0

SECOND YEAR - SEMESTER IV
CORE VI –CHILDREN'S LITERATURE

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

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

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

CourseOutcomes

CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Recognize the various genres of Children's Literature	PO1
CO2	Acquire values through their reading of the works of Children's Literature	PO1,PO2
CO3	Appreciate and criticize thesimilaritiesanddifferencesin culturalimaginations.	PO4,PO6
CO4	Recognize the themes and artistic style employed in Children's Literature	PO4,PO5,PO6
CO5	Critically evaluate the different approaches to Children's Literature in various countries.	PO3,PO8

Text Books (LatestEditions)	
1.	Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature
2.	Understanding Children's Literature – Peter Hunt, 2nd ed.
3.	The Owland and Pussycat: Edward Lear, Jan Brett.
4.	The snow – Image and other Twice – Told Tales by Nathaniel Hawthorne: Boston: Ticknor Reed and Fields.

References Books (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Lukens, J.Rabecca. A Critical handbook of Children's Literature
2.	The Ownland Pussy cat; the Duck and the Kangaroo by Edward Lear; with original Illustrations by William Foster – Scholar's Choice edition
3.	Hunt, Peter, Defining Children's Literature
4.	A critical study of R.K.Narayan's Swami and friends and the Guide" Ruby Roy

Web Resources	
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html .
2.	https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

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

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

	Learning Objectives
LO1	Tofamiliarize the students with the ancient world classic literature
LO2	Toexpose students to the socio economic and cultural aspects reflected in different countries through various texts
LO3	Toenablethemtodevelopacomparativeperspectivetostudythetexts
LO4	Togain knowledge on the parallel growth of literature from ancient to modern periods
LO5	Tocritically appreciate the aesthetic and diverse aspects of world classics

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

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gainanexposureto someClassicsinWorldLiterature,bothinthemeandform.	PO1
CO2	Be able to identify elements of universal literary meritsas well as critically compare some of the great works oftheEastandtheWest.	PO1,PO2
CO3	Gain an understanding of the works in theircultural/historicalcontextsandoftheenduringhumanvalueswhichunitethedifferentliterarytraditions.	PO4,PO6
CO4	Payattentiontocriticalthinkingandwritingwithinaframeworkofculturaldiversity	PO4,PO5, PO6
CO5	Appreciate and examine the literary, cultural and human significance of the works of the diverseliterarytraditions.	PO3,PO8
Text Books (Latest Editions)		
1.	Six characters in search of an author by Lungi Pirandello.	
2.	Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi	
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)**		
1.	Benjamin Walter and Martin Jay. Unpacking My Library 2010.	
2.	Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing 2017.	
WebResources		
1.	.https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/	

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER V
CORE VIII – LANGUAGE& LINGUISTICS

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

	LearningObjectives
LO1	To help learners gain knowledge of origin, growth and development of English Language
LO2	Tohighlight the impact of various socio,political, cultural and historical events on English Language
LO3	Tohelpthem gainknowledgeofthescientific study of Englishlanguage and linguistics
LO4	Toenable thestudents to acquire a foundation of linguistic concepts. Toinformthemaboutthevariousexternallinguisticinfluencesthathavecontributedtothemakingofthelanguage
LO5	Toexpose students to the analysis of literary texts using linguistic and discourse analytical tools
UNIT	**Details**
I	Descent of English Language from the Indo European family
II	Old, Middle & Modern English Influence – Greek, Latin, Scandinavian, French, Indian
III	Growth of Vocabulary
IV	Change of Meaning
V	Phonology – Vowels, Consonants & Diphthongs

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Comprehend the essential link between language and culture. Gainin-depth understandingon thegrowth of theEnglishlanguageundertheinfluenceofvariousotherlanguages including Latin and French, besides beingmentoredinthestructuralnitty-grittiesofthelanguage.	PO1
CO2	Gain extensive insight into the history of Englishliterature,whilelayingspecialemphasisonvariousliterary movements, genres and writers that are heldtobetherepresentativesoftheirtimes.	PO1,PO2

CO3	Evaluatethewaysocio-culturalandhistorical phenomenainfluencetheliteraryproductionofaparticularperiod	PO4,PO6
CO4	Familiarizethemselveswiththesocio-culturalambience and the discursive frameworks of variousages	PO4,PO5,PO6
CO5	Apply critical thinking, independentjudgment,interculturalsensitivityandregional,nationalandglobalperspectives to identify and solve problems in EnglishLanguage and Linguistics	PO3,PO8

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

References Books (Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)	
1.	Modern Applied Linguistics: A introduction N.Krishnaswamy, S.K.Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy
2.	Mark Hancock, English Pronouncing Dictionary
3.	Charles F.Mayer, Introducing English Linguistics

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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
Weightedpercentage ofCourseContributiontoPOs	3.0	3.0	3.0	3.0	3.0

THIRD YEAR - SEMESTER V
CORE IX –WOMEN'S WRITING

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

	Learning Objectives
LO1	To identify the origin and development of feminism as a genre.
LO2	Toenablethemgainspecializedknowledgerelatedtoworksofauthors of national andinternationalacclaim.
LO3	Tofamiliarizethemwiththestyle,dictionandcoherenceofauthorsand theirworks.
LO4	To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences
LO5	Toenhancetheirability tothinkhistorically andanalyticallyaboutpeople,language,literature,cultureandsociety.

UNIT	Details
I	Feminist movements
II	Kamala Das – Introduction ImtiazDharkar - Purdah Maya Angelou – Still I Rise Margaret Atwood – Journey to the Interior Anne Bradstreet – Prologue Judith Wright – Eve to the Daughter
III	Virginia Woolf – A Room of One's Own Chapter III Shakespeare's Sister Alice Walker – "The Black Writer and the Southern Experience" from *In Search of a Mother's Garden*
IV	Mahasweta Devi - Bayen
V	Doris Lessing – The Grass is Singing or Sandra Cisneros - The House on Mango Street Ambai - In a forest, A deer (Short Story)

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Recognize the background , origin and special features of women's writing with reference to western society	PO1
CO2	Integrateknowledgeofthediversityofculturesthrough the works of various Women writers	PO1,PO2

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

Toequipthemwiththeabilitytousethisknowledgetoanalyzeproblemsinbothotheracademicsettings andwork contexts.

TextBooks(LatestEditions)	
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.
2.	Purdah and other poems by Imtaiz Dharker
3.	In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	
1.	Walters, Margaret, Feminism, A very short Introduction
2.	Feminism is for everybody passionate politics by Bell hooks.
3.	Tomalin,Claire.*CharlesDickens*.PenguinUK, 2012.
Web Resources	
1.	https://www.jetir.org/papers/JETIRFC06031.pdf
2.	https://www.poemhunter.com/poem/an-introduction-2/

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

MappingwithProgrammeSpecificOutcome:

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

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

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

	LearningObjectives
LO1	Tofamiliarizelearnerswiththe different theories and forms of folk literature
LO2	Tohelpthemanalyzethe role of oral traditioninliterature.
LO3	Toenableleanerstoappreciateoral and folk arts
LO4	Tocloselyexaminethevariousthemesandmethodologiesexistingin ContemporaryIndianWritinginEnglish.
LO5	Tohelptheminunderstandinghowandonwhatgroundswomen'swritingcanbe consideredas aseparategenre.
UNIT	**Details**
I	Definition , Origin and development Characteristics of Folk Literature Techniques of Folk Literature
II	Major Forms of Folk Literature Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts
III	Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes **Approaches to the Study Of Folklore:** 1. Historical2. Anthropological 3. Psychological
IV	**Folksong**: John Keats 1. La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad) 2. Eve of St.Agnes (Superstition about a maiden's dream) **Folktale**: The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.
V	GirishKarnad - Hayavadana

CourseOutcomes

CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Identify the fundamental characteristics and functions of folklore	PO1
CO2	Get acquaint with the famous folk scholars of the world	PO1,PO2
CO3	Enhance knowledge of various folk forms	PO4,PO6
CO4	Interpret and analyze folklore from various theoretical perspectives	PO4,PO5,PO6
CO5	Recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works	PO3,PO8
TextBooks(LatestEditions)		
1.	Hayavadana by Girish Karnad, Oxford 1997	
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)**		
1.	Tradition and Innovation in Folk Literature by Wolfgang Mieder	
2.	A. Aarne. The Types of the Folktale, 2nd ed. Ed. By S. Thompson	
3.	Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press.	
WebResources		
1.	Tales of the Sun: Or, Folklore of Southern India (gutenberg.org) https://www.gutenberg.org/files/37002/37002-h/37002-h.htm Folk literature	Definition, Characteristics, Examples, Significance, & Facts	Britannica Folk literature - Oral Tradition, Legends, Myths	Britannica	

MappingwithProgrammeOutcomes:

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

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER V
CORE XI – INDIANWRITINGINTRANSLATION

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 identify the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
UNIT	**Details**
I	P.K. Kalyani - Introduction
II	Bharathiyar – KaatruVeliyidai Ilangoadigal - The Book of Vanci. – Silappathikaaram Rabindranath Tagore - Far Below Flowed Jumna, Fruit Gathering, from*The Gardener*. ArunKolatkar - An Old Woman
III	P.Sivakami – Land:Women's Breadth and Speech Nirad C Chaudari – Vanishing Landmarks
IV	GirishKarnad – The Wedding Album
V	M.K Indira – Phaniyamma

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Recognize 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 representations of history, class, and gender in modern Indian writing in translation	PO3,PO8

	TextBooks(LatestEditions)
1.	ModernIndianWritinginTranslation,EditedbyDhananjayKapse,2016
2.	ShortFictionfromSouthIndia,EditedbySubashreeKrishnaswamyandK.Srilata,2007
3.	Translation studies by P.K.Kalyani: Creative Books, 2001.
4.	Phaniyamma by M.K. Indira: South Asia Books. 1994.

	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**
1.	AClutchofIndianMasterpieces,EditedbyDavidDavidar,2016.
2.	Changing the Terms: Translatingin the Postcolonial Era, Edited by Sherry SimonandPaulSt.Pierre,2000
3.	100Great IndianPoemsbyAbhayK.Bloomsbury,2019

	WebResources
1.	ModernIndianWritinginTranslation-Course(nptel.ac.in).

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER V

CORE XII – MYTH AND LITERATURE

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

	Learning Objectives
LO1	To help students at theoriginandsourcesofmythsinliterature.
LO2	Providethemwitha uniqueapproachofinterpretingcriticalanalysisthathasgivenrisetoaneedofunderstandingthe concept'Myth'inrelationtoman'slife
LO3	GetanIn-depthstudyofthetheoreticalapproaches
LO4	Helpthemgaininsighttomyth,ritual,philosophy,methodsandcontemporaryissuesinreligiou sstudiesfromancienttimestomoderntimes
LO5	Help them tounderstand the definition of symbolism withits differenttypesanddimensions.

UNIT	Details
I	Defining a Myth, Creation Myth World Mythology as related to Greek, Roman, Indian, American and Scandinavian. The Greek storytellers: Homer, Aeschylus, Roman Mythmakers: Vigil, Ovid.
II	Shelly - Prometheus Unbound W B Yeats – Sailing to Byzantium
III	Albert Camus - The Myth of Sisyphus Volga -The Liberation of Sita

IV	Greek and Roman Mythology
	    a. The story of cupid and Psyche
	    b. The story of Orpheus and Eurydice
	
	Sir James George Frazer: The Golden Bough : Chapter XXXVIII. The Myth of Osiris (The Storyof Osiris)

V	Indian Mythology
	
	    1. Stories from *The Ramayana*
	      a. The Burning of Lanka
	    2. Stories from *The Mahabharatha*
	      a. Kurukshetra _ The Battle and the deceptionof Bheema
	    3. Stories from Puranas, Epics & Vedas
	      a. The Story of Nala&Damayanthi

CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;
CO1	Understandtheoriginandsourcesofmythsinliterature
CO2	Developanin-depthknowledgeofthetheoreticalapproachesofmyth,ritual,philosophy,methodsandcontempo issues in religious studies from ancienttimestomoderntimes.

CO3	Gain insight to the basic idea of Vedic Epic andPuranicMythologyandalsotheconnectionamongFire,Rain,Stars,Holy Drink,Supernaturalbirth,Mountains&Rivers,Holyplaces&Festivals	PO4,PO6
CO4	Understandsymbolism withits differenttypesanddimensions.	PO4,PO5,PO
CO5	Developin-depthpsychologicaldevotiontotheperspectives of Indian Mythology in Literature, Art,andMusic	PO3,PO8

TextBooks(LatestEditions)

1.	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and PopularEntertainments: A Communications-Centered Handbook. Oxford: OxfordUniversityPress,1991.
2.	The Story of Cupid and Psyche as related by Apuleius. Louis C Purser
3.	Ramayana Stories: The Burning of Lanka – Om Books Editorial Team

ReferencesBooks
(Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)

1.	Myths and Legends: An illustrated guide to their origins and meaning. Philip Wilkinson
2.	Eller,Cynthia.TheMythoftheMatriarchalPrehistory:WhyanInventedPastWon'tGive Womena Future.Boston:BeaconPress,2000.
3.	Grimm,JakobandWilhelmGrimm.A PrefacestotheFirstand SecondEditions@of theNursery andHouseholdTales,in MariaTatar,TheHardFactsoftheGrimms=FairyTales.Princeton:Princeton UniversityPress,1987(originallypublished1812-1819):203-222.

WebResources

1.	Myth and literature	Myth: A Very Short Introduction	Oxford Academic (oup.com) Classical Mythology (Clas 215) (duke.edu) *Bascom,William.A. TheFormsofFolklore: ProseNarratives@inJournalofAmericanFolklore78,1965:3-20.*

MappingwithProgrammeOutcomes:

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

CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER VI
CORE XIII –LITERARYCRITICISM

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

	Learning Objectives
LO1	To introduce various theoretical concepts from ancient of modern criticism
LO2	Toequiplearnerswithideasrelatedtothetheoryandcriticismofliterarytexts.
LO3	Tofamiliarizelearnerswithwesternliterarytheoryandcriticismwith anemphasisonthemost prominent theorists,texts,schools,andideas
LO4	Tohelpthemthinkcriticallyaboutarangeofliterarytheories.
LO5	Toemphasizelearnersonthecarefulreadingofprimarytheoreticaltextsaswelltohistorical andsocialcontexts.

UNIT	Details
I	Introduction – From Aristotle to Postcolonial
II	Philip Sidney – An Apology for Poetry
III	Mathew Arnold – A Study of Poetry
IV	S T Coleridge – BiographiaLiteraria – Chapter I
V	T S Eliot – Tradition and Individual Talent

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrate familiarity with the history of literarytheoryintheWest, includingprominenttheoristsandcritics, important schools and movements, and thehistorical and cultural contexts important to thosetheories	PO1
CO2	Demonstrateanunderstandingofkeyconceptsinliterary Theory	PO1,PO2
CO3	Understand themeaning,significance,andvalueofspecificliterarytheoretical works.	PO4,PO6
CO4	Analyze specific literary theories in order to distinguishthemfromothertheoriesandtoidentifythestructureand logic oftheirarguments.	PO4,PO5,PO6
CO5	Use literary theoretical concepts to develop your owninterpretationsofliterarytexts.	PO3,PO8

	TextBooks(LatestEditions)
1.	A History of English Criticism.GeorgeSaintsbury.AtlanticPublishers&Distributors,2017
2.	CriticalApproachestoLiteratureDavidDaichesNewDelhi:OrientLongman,2016

3.	Beginning Theory: A Introduction to Literary and Cultural Theory . 4th ed. Peter Barry

ReferencesBooks
(Latest editions, and the styleasgivenbelowmust bestrictlyadheredto)

1.	B.Rajan&A.GGeorge,MakersofLiteraryCriticism,NewDelhi:AsiaPublishingHouse,2015
2.	S.RamaswamiTheEnglishCriticalTradition.MacmillanIndiaLimited,2015
3.	D.J.Enright&E.DEnglishCriticalTexts,edsD.J.Enright&E.D.Kolkata:OxfordUniversityPress,Chickera,2017

WebResources

1.	www.ksu.edu/english/eiselei/engl795.

MappingwithProgrammeOutcomes:

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

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

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

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

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

	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	Tohelplearnersunderstandhowanauthor'sownideologyshapesrealityin their respective works		

UNIT	Details		
I	Derek Walcott (African) – A Far Cry from Africa YasminGoonarantne (South Asia / Sri Lanka) – Big Match Judith Wright (Australian) – The Company of Lovers E.J. Pratt (Canadian) – The Dying Eagle Allen Curnow (New Zealand) – House and Land		
II	1. NgugiwaThinong'o (African): "The Language of African Literature'. Chapter 1 from Decolonizing the minds" The Politics of Language in African Literature, pp 4-34 2. Aung San Suukyi (Burmese)" Freedom from Fear" http://www.uscampaignforburma.org/assk/sakharovessay.html.		
III	Wole Soyinka (Africa) - The Lion and the Jewel		
IV	Guan Moye (Mo Yan/ Chinese) – Red Sorghum		
V	Short Stories Amy Hempel (Caribbean) – In the Cemetery Where Al Jolson Is Buried Katherine Mansfiled (New Zealand): The Doll's House		

	CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;		
CO1	Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies		PO1
CO2	Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention		PO1,PO2

CO3	Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts including comparative and interdisciplinary issues	PO4,PO6
CO4	Critically evaluate arguments and assumptions about postcolonial literature.	PO4,PO5,PO6
CO5	Examine culture and its relationship with individual memories and familial relationships, and how these emerge as powerful narratives of race and history	PO3,PO8

TextBooks(LatestEditions)

1.	The Doll's House and other Stories Katherine Mansfield
2.	Reg Sorghum: Moyan
3.	The Collected stories: Amy Hempel

ReferencesBooks
(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)

1.	Major voices in New Literature in English: Bishun Kumar Neha Arora
2.	Jo Donell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984
3.	Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979
4.	Walsh, William , Commonwealth Literature. OUP, UK, 1973

WebResources

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER VI
CORE XV – SHAKESPEARE

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

	Learning Objectives
LO1	To make the students understand the socio cultural aspects of Elizabethan age.
LO2	TofacilitatelearnerswithadeeperunderstandingofShakespeare'splays
LO3	ToprovidelearnerswithanoverviewofShakespeare'shistoricalandpoliticalcontexts
LO4	Toenable thelearnersgainanappreciationofShakespeare'sdramaticpracticethroughclosereadings oftheplays themselves
LO5	Tofacilitatethe learners toanalyze plot, characters, themes and stage craft of his plays

UNIT	Details
I	General Studies Shakespeare's Comedy Shakespeare's Theatre and Audience Fools and Clowns of Shakespeare Tragedies of Shakespeare Soliloquies of Shakespeare Heroines of Shakespeare Villains of Shakespeare Sonnets of Shakespeare
II	Sonnet – 2,17,28,56 and 121
III	The Merchant of Venice – Detailed
IV	Macbeth – Non detailed
V	The Tempest – Non detailed

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrateanunderstandingofthehistorical,culturalandpoliticalcontextsoftheplaysdiscussed	PO1
CO2	Show evidence of wider reading and a knowledge ofShakespearescholarship.	PO1,PO2
CO3	Articulateideasthat identify,analyzeandcommunicateprinciples and concepts of the plays	PO4,PO6
CO4	Understand the distinctiveness of Shakespeare's works with special reference to the immortal characters he created, his	PO4,PO5,PO6

	intuitive understanding of human nature and the greatness of his craftmanship	
CO5	Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society	PO3,PO8

TextBooks(LatestEditions)

1.	A.C.Bradley's Criticism on Shakespeare's Drama, Theatre and techniques.
2.	Macheth. William Shakespeare : A Critical Evaluation Dr.S.Sen
3.	Frye, Northrop."TheArgumentofComedy."In*EnglishInstituteEssays*.NewYork,NY:ColumbiaUniversityPress,1949,pp.58-73;repr.in*Shakespeare: Modern Essays in Criticism.* Edited by Edward Dean. New York: OxfordUniversityPress,1969[1957]

ReferencesBooks
(Latest editions,andthestyleasgivenbelowmust bestrictlyadheredto)

1.	Habicht, Werner. "Shakespeare and the German Imagination." In *Shakespeare:WorldViews*.EditedbyHeatherKerr,RobinEaden,andMadgeMitton. Cranbury,NJ:AssociatedUniversityPresses,1996
2.	Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in *AMidsummerNight'sDream*"MS.
3.	Jackson, Russell. "A Shooting Script for the Reinhardt-DieterleDream: the WarwiththeAmazons,Bottom'sWife,andotherMissing 'Scenes.'"*Shakespeare Bulletin*16/4(Fall, 1998)

WebResources

1.	Reinhardt,MaxandWilliamDieterle.(1935):VHS, laserdisc

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weightedpercentage ofCourseContributiontoPOs	3.0	3.0	3.0	2.8	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100

	Learning Objectives
LO1	To acquaint the students with background study of social conditions in England
LO2	To introduce students to some of the major historical development of England
LO3	To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period
LO4	To make the students aware of the relation between socio political and socio religious events and literary works
LO5	To expose the students various trends and movements of England.

UNIT	Details
I	Landmarks in Early English History The Norman Conquest – Feudal System – Crusades – Magna Carta – Hundred Years War –1348 – Black Death – 1381- Peasants Revolt – Lollards Movement – Wars of Roses
II	The Renaissance The Reformation The Dissolution of the Monasteries
III	Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age &Theatre
IV	The Origin and Growth of Political Parties in England
V	Age of Queen Anne Coffee House Life in London.

Course Outcomes		
CourseOutcomes	On completion of this course, students will;	
CO1	Gain knowledge of various features of social and political history of England	PO1
CO2	Awareness of the relation between socio- religious events and socio- political works	PO1,PO2
CO3	Compare history with Literature	PO4,PO6
CO4	Enable to assess the emergence, reasons, development and the impact of social movements	PO4,PO5,PO6
CO5	Assess the overall emergence of English society as a nation.	PO3,PO8

TextBooks(LatestEditions)	
1.	Asa Briggs - Social History of England
2.	Louise Creighton – Social History of England
3.	G.M. Trevelyan: Social History of England

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)
1. Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2. Keith Wrightson - Social History of England (1500-1750)
3. Francois Bedarida: A Social History of England 1851-1990, 2nded

WebResources
1. *https://www.literpretation.com/post/social-history-of-enland-6#:*
2. *https://gacbe.ac.insematerial*

MappingwithProgrammeOutcomes:

Mapping of Course Outcomes to Program Specific Outcomes

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

TOTAL 11.8
MEAN T/5 : 2.36

KEY: Strongly correlated 3 Moderately Correlated – 2   Weakly Correlated – 1

MappingwithProgrammeSpecificOutcomes:

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

FIRST YEAR - SEMESTER II

ME 2– SOCIAL HISTORY OF ENGLAND-II (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	Define the social history of England in a political perspective.
LO2	Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts
LO3	Identify main trends in the social history of England and their influence on literature
LO4	Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres
LO5	To critically analyze the influence of history and cultural diversity on literature and language.

UNIT	**Details**
I	The union of England and Scotland The Agrarian Revolution The Industrial Revolution
II	The Methodist movement Other Humanitarian Movements
III	The American War of Independence England and Ireland French Revolution&Effects of the French Revolution
IV	The Reform Bills The Victorian Age
V	Development of Education in the Victorian England Means of transport and Communication World Wars I & II

CourseOutcomes`		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Recognize the milestones of British History from 18th century till the modern age and can relate how these movements influence the English society and Literatures of that period	PO1
CO2	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity	PO1,PO2
CO3	Examine the causes and consequences of the war of Americans and French	PO4,PO6
CO4	Evaluate the effects of the revolutions and their impacts in literature in a better perspective	PO4,PO5,PO6

CO5	Analyze the reforms and the development of education, transport and communication in the modern era.	PO3,PO8

	TextBooks(LatestEditions)
1.	Asa Briggs - Social History of England
2.	Louise Creighton – Social History of England
3.	G.M. Trevelyan: Social History of England

	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**
1.	Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2.	Keith Wrightson - Social History of England (1500-1750)
3.	Francois Bedarida: A Social History of England 1851-1990, 2^{nd}ed

	WebResources
1.	https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt https://archive.org/details/clublifeoflondon02timbuoft https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland

MappingwithProgrammeOutcomes:

Mapping of Course Outcomes to Program Specific Outcomes

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

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

MappingwithProgrammeSpecificOutcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100

	LearningObjectives
LO1	TohelpstudentswithasurveyofthehistoryofEnglishliteraturefromOldEnglishtimestotheModernperiod.
LO2	To facilitatethem understandthemajorliterarymovementsandauthors of England
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics
LO4	To identify the influence of social and cultural events through the works of the writers
LO5	Toprovidetheman understanding ofcertainlinguisticprocessesthathavecontributedtothedevelopmentoftheEnglishLiterature

UNIT	Details
I	**PROSE** EarlyProse- Sidney,Bacon,TheAuthorizedVersionoftheBible BeginningofModern EnglishProse- Addison, Steele,Johnson
II	**POETRY** 14thCentury -Chaucer Elizabethan&JacobeanPoetry- Characteristicswithreferenceto Spenser,Donne AgeofMilton - Milton Neo-classical - CharacteristicswithreferencetoDryden,Pope
III	**EARLYDRAMA** Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan &Jacobean Drama - Characteristics with reference to the University Wits
IV	**LATERDRAMA** Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan
V	**NOVEL** 18thCenturyNovel - Defoe, Fielding

CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;

CO1	Gain extensive insight into the history of Englishliterature,whilelayingspecialemphasisonvarious literary movements, genres and writers that are heldtobe therepresentativesoftheirtimes.	PO1
CO2	Evaluatetheway socio-culturaland historicalphenomenainfluencetheliteraryproductionofa particularperiod	PO1,PO2
CO3	Familiarizethemselveswiththesocio-culturalambience and the discursive frameworks of variousages	PO4,PO6
CO4	Developacriticalappreciationof theliterarystalwartsofthe respective periods	PO4,PO5,PO6
CO5	Gainin-depth understandingon thegrowth of theEnglishlanguageundertheinfluenceofvariousotherlan guages including Latin and French, besides beingmentoredinthestructuralnitty- grittiesofthelanguage.	PO3,PO8

TextBooks(LatestEditions)

1.	W.H.Hudson–AnOutlineHistoryof EnglishLiterature
2.	Compton&Rickett-A Historyof EnglishLiterature
3.	TheRoutledgeHistoryof LiteratureinEnglish byRonald Carterand JohnMcRae

ReferencesBooks
(Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)

1. 2. 3.	Historyof EnglishLiteraturebyEdward Albert ACriticalHistoryof EnglishLiteraturebyDavidDaiches TheConciseCambridgeHistoryofEnglishLiteraturebyGeorgeSampson

WebResources

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

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme SpecificOutcomes:

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
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
LearningObjectives										
LO1	Tohelpstudentswithasurveyofthehistoryof EnglishliteraturefromOldEnglishtimestotheModernperiod.									
LO2	To facilitatethem understandthemajorliterarymovementsandauthors of England									
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics									
LO4	To identify the influence of social and cultural events through the works of the writers									
LO5	Toprovidetheman understanding ofcertainlinguisticprocessesthathavecontributedtothedevelopmentoftheEnglishLiterature									
UNIT	**Details**									
I	**PROSE** RomanticAge- Lamb,Hazlitt VictorianAge- Ruskin, Arnold TheTwentieth Century - Orwell,Huxley									
II	**POETRY** Romantic Poetry - Wordsworth,Coleridge,Shelley Victorian Poetry - Tennyson,Browning									

	TheTwentiethCentury - Hopkins, T.S. Eliot,Yeats
III	**DRAMA** RevivalofDrama – OscarWilde TheTwentiethCentury – Variousdramaticmovementswithreferenceto Shaw,T.S.Eliot,Beckett
IV	**NOVEL** RomanticAge – JaneAusten,Walter Scott, VictorianAge - Dickens,Hardy TheTwentieth Century - H.G.Wells,Golding
V	TheNovelsince2000 - Irvin Welsh, Doris Lessing Poetrysince2000 – SeamusHeaney,EdwinMorgan Dramasince2000 - DavidHare,DavidEdgar

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gain extensive insight into the history of Englishliterature,whilelayingspecialemphasisonvarious Literary movements, genres and writers that are heldtobe therepresentativesoftheirtimes.	PO1
CO2	Evaluatetheway socio-culturaland historicalphenomenainfluencetheliteraryproductionofa particularperiod	PO1,PO2
CO3	Familiarizethemselveswiththesocio-culturalambience and the discursive frameworks of variousages	PO4,PO6
CO4	Developacriticalappreciationof theliterarystalwartsofthe respectiveperiods.	PO4,PO5,PO6
CO5	Gainin-depth understandingon thegrowth of theEnglishlanguageundertheinfluenceofvariousotherlan guages including Latin and French, besides beingmentoredinthestructuralnitty-grittiesofthelanguage.	PO3,PO8

TextBooks(LatestEditions)	
1.	W.H.Hudson–AnOutlineHistoryof EnglishLiterature
2.	Compton&Rickett-A Historyof EnglishLiterature
3.	TheRoutledgeHistoryof LiteratureinEnglish byRonald Carterand JohnMcRae

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)**	
1. 2. 3.	Historyof EnglishLiteraturebyEdward Albert ACriticalHistoryof EnglishLiteraturebyDavidDaiches TheConciseCambridgeHistoryofEnglishLiteraturebyGeorgeSampson

	Web Resources
1.	https://www.megaessays.com/viewpapers/38903.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

MappingwithProgrammeSpecificOutcomes:

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
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

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

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

	Learning Objectives
LO1	To enable the students to identify the different genres of English Literature
LO2	To helpthemrecognizethemainelementsofdifferentliterarygenresandassesstheirsignificance
LO3	Tohelpthemanalyze differentgenresofliterature,particularlyshortstories,novels,drama,andpoetry
LO4	To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events
LO5	To enable learners to understand the literary terms while analyzing and interpreting the works of literature.
UNIT	**Details**
I	**UNIT I** **POETRY** Subjective Poetry – The Lyric, The Sonnet, The Elegy, The Ode Narrative Poetry – Ballad, Epic, Satire, Dramatic Monologue
II	**PROSE I**

	The Essay – Definition, Characteristics, Development Types – Personal and Impersonal Essay
III	**PROSE II** The Aphoristic Essay, The Periodical Essay, The Reviewers The Short Story, Autobiography, Biography, Criticism.
IV	**DRAMA** Tragedy, Comedy – Characteristics, Development, Types, Melodrama, Farce, Masque
V	**NOVEL** The Characteristics, Development Types – The Picaresque Novel, Epistolary Novel The Gothic Novel, The Science Fiction, The Stream of Consciousness Novel.

CourseOutcomes		
CourseOutco mes	Oncompletionofthiscourse,studentswill;	
CO1	Recognize the types of poetry and its distinguishing features. To classify the poets according to their work of art. To explore the nature and significance of poetic techniques with examples	PO1
CO2	Define the characteristics and the development of essay. To acquire knowledge about the elements of personal and impersonal essays	PO1,PO2
CO3	Distinguish the defining elements of Autobiography, Biography and short story. To learn the rules of criticism	PO4,PO6
CO4	Comprehend the origin, growth and development of Drama. To classify the drama and dramatists according to specific characteristic features of Drama	PO4,PO5,PO6
CO5	Recognize various types of novels with suitable examples. To learn the various techniques employed by the novelists. To explore the ways and manner the novels have changed over the years	PO3,PO8

TextBooks(LatestEditions)	
1	Literary Terms – M.H. Abrams.
2.	The Typical Forms of English Literature. A.H. Upham
3	Introduction to the Study of Literature – W. H. Hudson.
4	A Background to the Study of English Literature – Bir Jadish Prasad.

	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**
1.	1. Dictionary of Literary Terms & Literary Theory- J.A.Cuddon 2. Introduction to Movements, Ages and Literary Forms – Dr. R.N. Singh 3. Oxford Dictionary of Literary Terms – Chris Baldick 4.The Book of Literary Terms – Lewis Turco
	WebResources
	https://www.encyclopedia.com/humanities/culture-magazines/origins-novel-england https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf https://literacyideas.com/elements-of-poetry/ https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 – Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER V
NME1 – LITERATURE AND ENVIRONMENT

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

	Learning Objectives
LO1	To enable the learners to understand and address the connection between ecology, culture and literature.
LO2	To introduce a few basic concepts and principles of Ecocriticism.
LO3	To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns.
LO4	To apply Ecocriticism to the reading of literary texts.
LO5	To expose the learners to recent critical theories.

UNIT	Details
I	Definitions – Ecology, Eco Criticism, Deep Ecology, Niche, Symbiosis, Tinai, Home, Oikos and Oikopoetics
II	CheryllGlotfelty – "Introduction" The Eco criticism Reader: Landmarks in Literary Ecology. Ed. CheryllGlotfelty and Harold Fromm
III	Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting Keats - On Grasshopper and Cricket D H Lawrence – Snake Gary Snyder – Second Shaman Song WislawaSzymborska – Conversation with a Stone
IV	Arundathi Roy – The Greater Common Good Rachel Carson – A Fable for Tomorrow
V	AmitavGhosh – The Hungry Tide or Inez Barnay – Neem Dreams

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrate complex and various representations of Nature in Green Studies.	
CO2	Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse.	
CO3	Utilize the skills to reflect upon and critique both the real world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts.	PO4,PO6
CO4	Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature.	PO4,PO5,PO6

CO5	Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects	PO3,PO8

TextBooks(LatestEditions)	
1.	The Eco criticism Reader: Landmarks in Literary Ecology. Ed. CheryllGlotfelty and Harold Fromm
2.	AmitavGhosh – The Hungry Tide Inez Barnay – Neem Dreams
3.	Carson, Rachel. Silent Spring

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	
1.	Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered Garrard, Greg. Ecocriticism: A New Critical Idiom NirmalSelvamonyEcocritism Garrard, Greg. The Oxford Handbook of Ecocriticism
2.	Contemporary Contemplations on Eco Literature by Suresh Fredrick

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

MappingwithProgrammeOutcomes:

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

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

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

THIRD YEAR - SEMESTER V
NME 2– ENGLISH LANGUAGE TEACHING

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

	LearningObjectives	
LO1	To provide introduction to teaching and learning India	
LO2	To familiarize the essential components and concepts of language teaching	
LO3	To become familiar with the methods to teach LSRW skills	
LO4	To expose learners to various approaches, methods and techniques of teaching English literature. (prose, poetry, drama, grammar and composition)	
LO5	To help the learner understand the role of technology in teaching English	

UNIT	Details
I	Language Acquisition and Language Learning materials – Brian Tomlinson
II	Second Language Acquisition – Origin of some traditional teaching methods and approaches Teaching LSRW skills
III	Grammar Translation – Direct Method – Audio-Lingualism – The Structural Approach – The Communicative Approach – Humanistic Approaches
IV	Testing and Evaluation
V	Language Teaching and Lesson Planning

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrate a thorough knowledge of the place of English in India	PO1
CO2	Critically evaluate the issues connected with English Language Teaching.Understandthecriticalnuancesofteachinglanguage.	PO1,PO2
CO3	Exhibit the skill of teaching LSRW skills .Identifythevarietyofmaterialsavailableforlanguagelearningandteaching	PO4,PO6
CO4	Identify and describe the different methods of teaching English language. Understandtheappropriatewaysofassessinglanguageskills	PO4,PO5,PO6

CO5	Display a working knowledge of the use of technology in ELT	PO3,PO8
TextBooks(LatestEditions)		
1	English Language Teaching: Principles and Practice – Dr. V. Saraswathi	
2	A Handbook of Teaching English - Ed. ShardhaKaushik	
3	Task Based Language Learning and Teaching- Rod Ellis, OUP	
4	A Course in Language Teaching: Practice & Theory – Penny Ur	
5	AslamMohammed,TeachingofEnglish,ChandPublishers,2017	
6	The Routledge Handbook of Language Testing Edited By Glenn Fulcher, Luke Harding	
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**		
1.	Approaches and Methods: Jack C. Richards and Allan T. Rogers	
2.	Paragraph Practice – Kathleen E Sullivan. Macmillan, New York. 1971	
WebResources		
1.	Computer-Assisted Language Learning (CALL) in the EFL Classroom and itsImpactonEffectiveTeaching-learningProcessinSaudiArabia|AzamHashmi|InternationalJournalofAppliedLinguisticsandEnglishLiterature(aiac.org.au)	

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER VI
NME 3– JOURNALISM ANDMASS COMMUNICATION

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

LearningObjectives	
LO1	Toimpart thebasicknowledgeofMasscommunication&Journalismandrelatedareasofstudies.
LO2	To be acquainted with the principles of journalism and the importance of press laws.
LO3	To understand the nuances of news and media
LO4	To develop the learner into competent and efficient Media & EntertainmentIndustryreadyprofessionals.
LO5	To train students to write for the newspaper, magazine and the Web

UNIT	Details
I	Definition: Principles and Ethics of Journalism Print Journalism
II	Freedom of Press – Press Laws – Defamation – Libel – Contempt of court – Slanders – Copyright Law – Press Regulation Act – Law of Privileges
III	Reporting News – Role and Responsibilities of Reporter – Role and Duties of Editor
IV	Leads - Types of News – Straight Interpretive – Investigative – Scoop – Sting – Headlines – Editorial – Feature Writing – Personal Column – Reviews – Interviews and Press Conferences
V	Electronic and New Media Electronic Media – Radio, Television Emergence of New Age Media Role and Responsibilities

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Acquire the knowledgeoftheoriginanddevelopment oftheprint,electronicand web media.	PO1
CO2	enhancetheknowledge ofgrowthofprint,electronicandweb	PO1,PO2
CO3	analyzethesignificanceofspeechcommunication.	PO4,PO6
CO4	Exercise their knowledge in producing a creative journal	PO4,PO5,PO6

CO5	Analyze the social issues relevant to the society and sensitize through their professional skills in this field	PO3,PO8

TextBooks(LatestEditions)	
1.	D.S.Mehta,MassCommunicationandJournalisminIndia,AlliedPublishersLtd,NewDelhi.
2	M.V.Kamath – Professional Journalism
3	Richard Rudin and Trevor Ibbotson- An Introduction to Journalism

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)**	
1.	Robert Fine,The Big Book of Social Media: Case Studies, Stories, Perspectives2010.Publisher:YorkshirePublishing
2.	FrankWebster,TheoriesofInformationSociety,2002,PublishedbyRoutledge.

WebResources	
1.	MediaandCommunication|Peer-reviewedOpenAccessJournal(cogitatiopress.com)

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER VI
NME4 - FILMSTUDIES

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

	Learning Objectives
LO1	Tohelpstudentslookcloselyintotherelationbetween filmandliterature.
LO2	Introducelearnerstothevariousways inwhichliteratureandthemovingimagediverge.
LO3	Helpthelearnersunderstandhoweachformmakestheirownclaimstothenarrative.
LO4	Helplearnerstointerpretelementaryconceptsofcinema,cinemahistoryandpracticeandthebasicsofadaptationtheory.
LO5	**Helplearnersgainperspectiveonliterature's relationshipwithcinema**

UNIT	Details
I	Introduction,Visual Language, FilmicVisual:Mise-en-Sceneism Cinematography- Colour, Lighting, Camerawork
II	Screenwriting,One-line,plot,characterization,one-linesceneorder&treatment.
III	Filmgenres
IV	Criticalunderstandingoffilms- Auteurist,Formalist,Marxist, FeministandPost-colonialPerspectives
V	Writingfilmreviews

The course outcome is based on the Learning Objectives. Each course objective will have a courseoutcome. This will elucidate what the student will acquaint once he completes that particular unit.TherewillbeequalnumberofLearningObjectivesandCourse outcomes. Thebloomstaxonomyverbswillbegivenasaseparateannexureforyourreference.Eachcourse outcomeshouldbemappedwiththe POs. ThemappingofeachCOcanbedonewithanynumberofPOs.

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gain insight to the various ways in which literatureand the moving image diverge as well as correspondthroughthetheoryofnarrativewhilebeingasource of long conflict through much of the history of filmstudies.	PO1
CO2	Familiarize withtheinter-dependenceof thetwo	

	artformsthatcollectivelyandindividuallyre-present,effectivelyensuringthatthefruitionofthecollaboration isoftenfarfromsimple.	PO1,PO2
CO3	Understandthepoliticsandprocessofadaptationofliteraryformsintocinematicforms,howtheprocess ofsignificationinthemvaryandcollide.	PO4,PO6
CO4	Gain insight to the various ways in which literatureand the moving image diverge as well as correspondthroughthetheoryofnarrativewhilebeingasource of long conflict through much of the history of filmstudies.	PO1
CO5	Familiarize withtheinter-dependenceof thetwo artformsthatcollectivelyandindividuallyre-present,effectivelyensuringthatthefruitionofthecollaboration isoftenfarfromsimple.	PO1,PO2
TextBooks(LatestEditions)		
1.	Mast, Gerald &Marshall Cohen, Film Theory and Criticism: IntroductoryReadings.NewYork:OxfordUniversityPress,1994.	
2.	NicholsBill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: SeagullBooks,1985.	
3.	BillNichols(ed),MoviesandMethods:Vol.II:AnAnthology.Calcutta:SeagullBooks,1985.	
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)**		
1.	RobergeGaston,TheSubjectofCinema.Calcutta:SeagullBooks.1990.Print.	
2.	Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the20thCenturyVol2,LeonardSKlein(ed),NewYork:FrederikUngar,1982,93-99.Print	

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

ENGLISHAND COMMUNICATION (SEC- I)

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

Learning Objectives	
LO1	Toprovidethestudentswithanabilitytobuildandenrich theircommunicationskills.
LO2	To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing
LO3	Tohelpthemthinkandwriteimaginativelyandcritically
LO4	To equip students to build self- confidence with a focus on self- presentation
LO5	To facilitate the learners to learn personal and professional development

UNIT	Details
I	Grammar Articles Parts of Speech Tenses Active Passive Voice Punctuation, Capitalization, Contractions and Collocations Proof Reading
II	Verbal & Non Verbal Greetings Formal & Informal
III	Message Writing Agenda Minutes
IV	Letters – Formal & Informal Email Reportwriting
V	Interview Presentation Skills Resume

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Identifythebasicprinciplesofcommunication	PO1
CO2	Analyzethevarioustypesofcommunication	PO1,PO2
CO3	Makeuseoftheessentialprinciplesofcommunication	PO4,PO6

CO4	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
CO5	Learnaboutthefourskillsoflanguageandgetfamiliarizedwiththem.	PO3,PO8
TextBooks(LatestEditions)		
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.	
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**		
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.	
WebResources		
1.	*(1)Subject: ENGLISHCOMMUNICATIONSKILLS(THEORY|goigalajijuna-Academia.edu*	

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

PUBLIC SPEAKING SKILLS(SEC-II)

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

	LearningObjectives
LO1	Tohelpstudentsunderstandthegoalsandbenefitsofpublicspeaking
LO2	Tohelpthemrecognizecommunicationapprehensionandguidethemonhowtoreduceit
LO3	To familiarize them on how public speaking can be used to advocate or createchange
LO4	Toenablelearnersrecognizethesocialandhistoricalcontextsofspeech,oratory,and rhetoric
LO5	Tohelpthemthinkandspeakimaginativelyandcritically

UNIT	Details
I	Definition , Need And Significance of Public Speaking
II	Elements of Public Speaking Types of Public Speaking(Ceremonial, Demonstrative, Informative and Persuasive)
III	Techniques for Effective Public Speaking
IV	Methods of Public Speaking Advantages and Disadvantages of Public Speaking
V	Students Activity- Choose a topic and speak in front of the Class.

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrate anunderstandingoftheprinciplesofpublicspeaking	PO1
CO2	Recognizebarrierstopublicspeakingandidentifyhowtoavoidthem	PO1,PO2
CO3	Understandhowtogiveeffectiveverbalandnonverbalfeedback	PO4,PO6
CO4	Learnaboutplanningspeechorganizationfortheintendedaudience	PO4,PO5,PO6
CO5	Practiceeffective groupdeliveryandspeechinformalcontext.	PO3,PO8

TextBooks(LatestEditions)

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

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	*Apple, W.,Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rateon personal attributions. Journal of Personality and Social Psychology, 37, 715-727.*
WebResources	
1.	***LearningOutcomes|PublicSpeaking(lumenlearning.com)*** ***lu03_public_speaking.pdf(indianhills.edu)***

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

DIGITAL LITERACY AND CONCEPTS (SEC - III)

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

	Learning Objectives
LO1	Tohelp thestudentstobeintroducedtodigitalliteracy
LO2	Toelaborateondigitalvalues,languageandculture
LO3	Toexploredigital literacyintermsofinformation,identityandlabeling
LO4	Todiscussteacher'sengagementindigitalliteracy
LO5	Toanalyzesocio-economicfactorsindigitalliteracy

UNIT	Details
I	Introduction to Digital Literacy and its types. Digitizing Information.
II	Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The role of Language in Digital Literacy
III	Digital Media and its Types Email, vlog, blog, twitter, Facebook, E-book.
IV	Digital Literacy in Education
V	Challenges in Digital Literacy

The course outcome is based on the Learning Objectives. Each course objectivewill have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit.There willbe equalnumberofLearning ObjectivesandCourseoutcomes.
Thebloomstaxonomyverbswillbegivenasaseparate annexureforyourreference.Eachcourse outcomeshouldbemappedwiththePOs. ThemappingofeachCOcanbedonewithanynumberofPOs.

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gainknowledgeofdigitalliteracy.	PO1
CO2	Acquireskillsintext literaciesandlanguage.	PO1,PO2
CO3	Acquireskillsininformationdigitalliteracy.	PO4,PO6
CO4	Buildconfidenceinusingdigitalliteracy.	PO4,PO5,PO6
CO5	Awareofthevarioustypessocio-economicfactorsindigitalliteracy.	PO3,PO8

TextBooks(LatestEditions)	
1	Introduction toDigital Literacy(2ndEdition)-MarkBowles.
2	PopularCulture,NewMediaandDigitalLiteracyin EarlyChildhood–J.Marsh
3	DigitalLiteracy:DifferentCultures,DifferentUnderstandings– E.Helsper.

	ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**
1.	ImplementingMediaLiteracy:Empowerment,ParticipationandResponsibility –S.Livingston.
2.	Literacy:Readingthewordandtheword –P.FreireandP.Macedo.
3.	Media Literary in Schools: Practice, Production and Progression – A.BurnandJ.Durran.
4.	Digital LiteracyforLearning–A.Martin andD.MadiganChangingLiteracies–C.Lankshear.

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

ENTREPRENEURIAL SKILLS (SEC-IV)

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

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.

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
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

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York

	WebResources
1.	6 Must-Have Entrepreneurial Skills	HBS Online MindTools	Home

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

INTERVIEWSKILLS(SEC-V)

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

Learning Objectives	
LO1	Toenablestudentsunderstandtheinformationneededtoprepareforaninterview
LO2	Toenablethemtoresearchcompanyinformationbeforeheadingto aninterview
LO3	TofamiliarizethemwithhowtohandleInterviewQuestions
LO4	Toenablethemtousecomfortablevocabulary
LO5	Tohelpthemthinkandspeakimaginativelyandcritically
UNIT	**Details**
I	DefinitionofInterview-EssentialsofInterviewSkill
II	NeedsandRequirementsofInterviewskills
III	ResumePreparation-Do'sandDon'tsofaninterview
IV	Bodylanguage-gesture-attitude-facialexpression-sound knowledge
V	MockInterview-Conductingaroleplayforstudentsto understandtheskills learntasaninterviewee.

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	UsetheSTARMethodtodescriberelevantexperiencesin a way that reflects knowledge of the job/internshippositiondescriptionandemployer.	PO1
CO2	Identifyappropriateverbalandnon-verbalcommunication skills/techniques for an interview (e.g.eyecontact,useof fillerwords,handgestures,andverbalpace).	PO1,PO2
CO3	Demonstrateprofessionalbehavior(s)including preparedness, professional attire, and respectfulpresentation.	PO4,PO6
CO4	Develop confidence in relationship to theirinterviewingskills.	PO4,PO5,PO6
CO5	Beabletoidentify,discuss, andimplementkeyjobinterviewskills.	PO3,PO8

TextBooks(LatestEditions)	
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall
2.	David Beckham (2013), The illustrated Book, Headline Publications

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	*ElizabethHarrin,ebook,* *OvercomingImposterSyndrome:Tenstrategiestostopfeelinglikeafraudatwork.*
WebResources	
1.	*TipsforaSuccessfulInterview(ung.edu)*

MappingwithProgrammeOutcomes:

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

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

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

ENGLISH FOR CAREERS(SEC-VI)

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

Learning Objectives	
LO1	Tohelpstudentsgainknowledgeaboutthejobsearch,application,andinterviewprocess
LO2	Help them to explore their global career path, while building vocabulary andimprovinglanguageskillstoachieveprofessionalgoals.
LO3	Help them with strategies for identifying the jobs that match their interests andskills
LO4	Helpthemtounderstandthejob-seekerslanguageformeetingnewpeople,makingsmalltalk,anddescribing
LO5	Toenable learnerstodescribethemselvesandtheirexperiencesinarésumé

UNIT	**Details**
I	DefinitionofEnglish Language-Characteristic Features
II	PurposesofEnglish Language
III	MajorRolesplayedbyEnglishLanguageinEducationandvariouscareerchoices
IV	English language asaidentitytopopularculture
V	Themajordevelopmentshappeninginthecontemporary worldbyusingEnglishlanguage.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Attaincommunicativecompetencesothattheycanuselanguageaccuratelyandappropriately	PO1
CO2	Understand the basic features of communication and aimatimprovinglanguageskills	PO1,PO2
CO3	Gain useful letter/report writing tools, tips andtechniquestoeffectivelyapplytheskillstotheireverydayworkplace correspondence.	PO4,PO6
CO4	Demonstrate the particulars of writing effectiveemails,whilstimprovingpunctuationandgrammar.	PO4,PO5,PO6
CO5	Makesurethatthestyle,contentandmessage isconcise,correctandappropriate.	PO3,PO8

TextBooks(LatestEditions)	
1.	TheWaterfall.TheEnglishWritingsofRabindranathTagore.Ed.SisirKumarDas.Vol.II.NewDelhi:SahityaAcademy,1966.163-208.Print
2.	Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green andCo.,1920.Print

ReferencesBooks

(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)

1.	Bose,D.M."J.C.Bose."Dr.D.M.BoseCentenaryCelebrationCommemorationVolume1885-1985.Kolkata:BoseInstitute,1995.Print

WebResources

1.	*https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTddAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf*

MappingwithProgrammeOutcome:

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

3 – Strong, 2 – Medium, 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

ENGLISH FOR BUSINESS(SEC-VII)

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

	Learning Objectives
LO1	Tohelpstudentslearnstrategiesandpracticallanguagetodealwith**reallife**situations.
LO2	To helpthemimprove onhowto**speak**and **write**inorderto keep**communication** goingandalwaysappear**professional**and**competent**
LO3	To enable them to use the language **flexibly** and express in the **suitable** languageforthe**context**: forexampleinsocial,professionaloracademic contexts
LO4	Tohelpthemstrengthen their **understanding** of **native speakers** in **real life situations** by learningstrategies andthroughpractice,practice,practice!
LO5	To helpthemtoconsistentlydevelopa**comprehensive**vocabularythroughreal,authenticresources

UNIT	Details
I	BusinessEnglishDefinitionandDifference
II	Highlights/Significance/EssentialsofBusinessEnglish
III	NeedsofBusinessEnglish
IV	The role of Business English in English language Learning-Education as aninstrumentalfactorinlearningBusinessEnglish.
V	EconomicDevelopmentthroughBusinessEnglish

	CourseOutcomes	
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	**Strengthen**theirlanguage**skills**:writing,reading,listening&speaking	PO1
CO2	Understandreal**speechpatterns**andlearnpronunciationtechniquesinfluentspeech	PO1,PO2
CO3	Improvetheir**confidence**andlearnhowto**connect**withpeopleinEnglish	PO4,PO6
CO4	Develop a comprehensive vocabulary in order toimprove the way of doing business in English andultimately,to moveyoutowardsEnglishproficiency.	PO4,PO5,PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3,PO8

	TextBooks(LatestEditions)

1.	Nabila, H. (2015). English for Specific Business Purposes. University of OranFacultyofLetters,Languages,andArtsDepartmentofAnglo-SaxonLanguagesSectionofEnglish.
2.	Hutchinson,T.&Waters,A.(1987).Englishforspecificpurposes.Cambridge:Cambridge UniversityPress.

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes.Language Arts English/Portuguese College Final course assignment - FederalUniversityofTechnology-Paraná.Curitiba.2015.
WebResources	
1.	*Englishlanguage skillsforthefuture/CambridgeEnglish*

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

SEC VIII - PROFESSIONALCOMPETENCYCOURSE- ENGLISHLITERATUREFOR COMPETITIVEEXAMINATIONS

Course CodeYear/Semester	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
I YEAR/ ISEMESTER	**ENGLISHLITERATUREFOR COMPETITIVE EXAMINATIONS**	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To build the knowledge of literary terms and theory in students.
LO2	To enable the students to specialize in the fundamentals of English literature
LO3	To improve the learning skills of students through various modes of testing.
LO4	To enhance the ability to succeed in competitive exams.
LO5	To provide an understanding of professional, ethical and social responsibilities.

Details
UNIT I - Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.   **UNITII-** CanonsofLiterature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision.   **UNIT III – Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism,** Great Chain of Being   **UNITIV–**Haiku, Heroic Couplet, Human rights literature, Irony, Imagism IvoryTower   **UNITV–**Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Remember the literary terms forms and theories	PO2
CO2	Recognize the differentperiods ofEnglishliterature	PO1, PO2
CO3	Identify the various trends and culture and its influence on English Literature	PO3, PO6
CO4	Aware of the social, political and cultural issues and its reflections in literature.	PO4, PO5, PO6
CO5	Interpret any literary piece of work	PO7, PO8

TextBooks   **(Latest Editions)**

1.	AGlossaryofLiteraryTerms,Abrams,M.H (Publishers :HarcourtAsia PTE Ltd orThomsonAsia Pte Ltd)
2.	The Post –Colonial Studies .The Key Concepts, BillAshcroft, GriffithsandHelenTiffin(Routledge)

ReferencesBooks (Latesteditions, andthe style asgiven below mustbe strictlyadhered to)

1.	ADictionaryofLiteraryTerms,Cuddon.A(Penguin)
2.	The Post –Colonial Studies .The Key Concepts, BillAshcroft, GriffithsandHelenTiffin(Routledge)
WebResources	
1.	https://onlinecourses.nptel.ac.in/noc20_hs19/preview
2.	http://www.luminarium.org/
3.	https://poemanalysis.com/genre/absurd/
4.	https://www.bl.uk/medieval-literature/articles/dream-visions
5.	https://www.britannica.com/topic/Great-Chain-of-Being

MappingwithProgrammeOutcomes:

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

MappingwithProgrammeSpecificOutcomes:

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