


ANNAMALAI UNIVERSITY
(AFFILIATED COLLEGES)
103. B.A. English

Programme Structure and Scheme of Examination (under CBCS)
 (Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

| Course Code | Part | Study Components & Course Title | Credit | Hours/ Week | Maximum Marks | | |
|---------------------------------------|------|--|-----------|----------------|---------------|-----|------------|
| | | | | | CIA | ESE | Total |
| SEMESTER – I | | | | | | | |
| 23UTAML11/ 23UHINL11/ 23UFREL11 | I | Language – I பொதுதமிழ்-I: தமிழிலக்கியவரலாறு-1/ Hindi-I/ French-I | 3 | 6 | 25 | 75 | 100 |
| 23UENGL12 | II | General English – I | 3 | 6 | 25 | 75 | 100 |
| 23UENGC13 | III | Core – I: Introduction to Literature | 5 | 5 | 25 | 75 | 100 |
| 23UENGC14 | | Core –II: Indian Writing In English | 5 | 5 | 25 | 75 | 100 |
| 23UENGE15 | | Elective – I Social History of England | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB16/ 23UTAMA16 | IV | Skill Enhancement Course – I * NME-I/ Basic Tamil – I/ Advanced Tamil – I | 2 | 2 | 25 | 75 | 100 |
| 23UENGF17 | | Foundation Course: Human Rights Studies | 2 | 2 | 25 | 75 | 100 |
| Total | | | 23 | 30 | | | 700 |
| SEMESTER – II | | | | | | | |
| 23UTAML21/ 23UHINL21/ 23UFREL21 | I | Language – II: பொதுதமிழ் -II: தமிழிலக்கிய வரலாறு-2/ Hindi-II/ French-II | 3 | 6 | 25 | 75 | 100 |
| 23UENCL22 | II | General English – II | 3 | 6 | 25 | 75 | 100 |
| 23UENGC23 | III | Core – III: British Literature- I | 5 | 5 | 25 | 75 | 100 |
| 23UENGC24 | | Core – IV: American Literature-I | 5 | 5 | 25 | 75 | 100 |
| 23UENGE25 | | Elective – II History of English Literature | 3 | 4 | 25 | 75 | 100 |
| 23UTAMB26/ 23UTAMA26 | IV | Skill Enhancement Course – 2* NME-II/ Basic Tamil – II/ Advanced Tamil – II | 2 | 2 | 25 | 75 | 100 |
| 23USECG27 | | Skill Enhancement Course – 3 Internet and its Applications (Common Paper) | 2 | 2 | 25 | 75 | 100 |
| 23UNMSD01 | | Language Proficiency for employability: Overview of English Communication** | 2 | - | 25 | 75 | 100 |
| Total | | | 25 | 30 | | | 800 |

| SEMESTER – III | | | | | | | |
|---------------------------------------|-----|--|-----------|-----------|----|----|------------|
| 23UTAML31/ 23UHINL31/ 23UFREL31 | I | Language – III: பொதுதமிழ் -III: □□□□□ □□□□□□□□□□, □□□□□□□□□□ Hindi-III/ French-III | 3 | 6 | 25 | 75 | 100 |
| 23UENGL32 | II | General English – III | 3 | 6 | 25 | 75 | 100 |
| 23UENGC33 | III | Core –V British Literature II | 5 | 5 | 25 | 75 | 100 |
| 23UENGC34 | | Core – VI Children’s Literature | 5 | 5 | 25 | 75 | 100 |
| 23UENGE35 | | Elective –III : Literary Genres and Terms | 3 | 4 | 25 | 75 | 100 |
| 23UENGS36 | IV | Skill Enhancement Course – IV: Entrepreneurial Skill | 1 | 1 | 25 | 75 | 100 |
| 23UENGS37 | | Skill Enhancement Course – V: Public Speaking Skills | 2 | 2 | 25 | 75 | 100 |
| | | Environmental Studies | - | 1 | | | |
| Total | | | 22 | 30 | | | 700 |
| SEMESTER – IV | | | | | | | |
| 23UTAML41/ 23UHINL41/ 23UFREL41 | I | Language – IV: பொதுதமிழ் -IV: □□□□□□□□ □□□□□□□□□□ Hindi-IV/ French-IV | 3 | 6 | 25 | 75 | 100 |
| 23UENGL42 | II | English – IV | 3 | 6 | 25 | 75 | 100 |
| 23UENGC43 | III | Core –VII – World Literature in Translation | 5 | 5 | 25 | 75 | 100 |
| 23UENGC44 | | Core – VIII- Language and Linguistics | 5 | 5 | 25 | 75 | 100 |
| 23UENGE45 | | Elective – IV: Introduction to Comparative Literature | 3 | 3 | 25 | 75 | 100 |
| 23UENGS46 | IV | Skill Enhancement Course – VI: Interview Skills | 2 | 2 | 25 | 75 | 100 |
| 23UENGS47 | | Skill Enhancement Course-VII: Digital Literacy and Concepts | 2 | 2 | 25 | 75 | 100 |
| 23UEVSG48 | | Environmental Studies | 2 | 1 | 25 | 75 | 100 |
| Total | | | 25 | 30 | | | 800 |

| SEMESTER – V | | | | | | | |
|--------------|-----|---|-----------|-----------|----|----|------------|
| 23UENGC51 | III | Core – IX- Women’s Writings | 4 | 5 | 25 | 75 | 100 |
| 23UENGC52 | | Core – X- Introduction to Folk Literature | 4 | 5 | 25 | 75 | 100 |
| 23UENGC53 | | Core – XI- Indian Writing in Translation | 4 | 5 | 25 | 75 | 100 |
| 23UENGD54 | | Core – XII Project with Viva-voce | 4 | 5 | 25 | 75 | 100 |
| 23UENGE55 | | Elective – V: Authors in Focus | 3 | 4 | 25 | 75 | 100 |
| 23UENGE56 | | Elective - VI Literature and Environment | 3 | 4 | 25 | 75 | 100 |
| 23UVALG57 | IV | Value Education | 2 | 2 | 25 | 75 | 100 |
| 23UENGI58 | | Summer Internship** | 2 | - | 25 | 75 | 100 |
| Total | | | 26 | 30 | | | 800 |

| SEMESTER – VI | | | | | | | |
|--------------------|-----|--|------------|-----------|-----|----|-------------|
| 23UENGC61 | III | Core – XIII- Literary Criticism | 4 | 6 | 25 | 75 | 100 |
| 23UENGC62 | | Core – XIV-New Literatures in English | 4 | 6 | 25 | 75 | 100 |
| 23UENGC63 | | Core -XV- Shakespeare | 4 | 6 | 25 | 75 | 100 |
| 23UENGE64 | | Elective - VII Journalism and Mass Communication | 3 | 5 | 25 | 75 | 100 |
| 23UENGE65 | | Elective - VIII Myth and Literature | 3 | 5 | 25 | 75 | 100 |
| 23UENGF66 | IV | Professional Competency Skill: English for Competitive Exam | 2 | 2 | 25 | 75 | 100 |
| 23UENGX67 | V | Extension Activity | 1 | - | 100 | - | 100 |
| Total | | | 21 | 30 | | | 700 |
| Grand Total | | | 142 | | | | 4500 |

| NME Courses offered to other Departments | | | | | | | |
|--|-----|---------------------------|---|---|----|----|-----|
| 23UENGN16 | I V | English for Communication | 2 | 2 | 25 | 75 | 100 |
| 23UENGN26 | | Business English | 2 | 2 | 25 | 75 | 100 |

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

Students who have not studied Tamil upto 12th Standard have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto 10th & 12th Standard have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

** The course “23UNMSD01: Overview of English Communication” is to be taught by the experts from Naan Mudhalvan Scheme team. However, the faculty members of Department of English should coordinate with the Naan Mudhalvan Scheme team for smooth conduct of this course.

++Students should complete two weeks of internship before the commencement of V semester.

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

First Year – Semester-I

| Part | List of Courses | Credit | No. of Hours |
|-------------|---|---------------|---------------------|
| Part I | Language – Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course SEC-1 (NME-I) | 2 | 2 |
| | Foundation Course | 2 | 2 |
| | | 23 | 30 |

Semester-II

| Part | List of Courses | Credit | No. of Hours |
|-------------|---|---------------|---------------------|
| Part I | Language – Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | Skill Enhancement Course -SEC-2 (NME-II) | 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 I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 14 |
| Part IV | 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 I | Language - Tamil | 3 | 6 |
| Part II | English | 3 | 6 |
| Part III | Core Theory, Practical & Elective Courses | 13 | 13 |
| Part IV | 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 III | Core Theory, Practical, Project & Elective Courses | 22 | 28 |
| Part IV | Value Education | 2 | 2 |
| | Internship / Industrial Visit / Field Visit | 2 | - |
| | | 26 | 30 |

Semester-VI

| Part | List of Courses | Credit | No. of Hours |
|-------------|---|---------------|---------------------|
| Part III | Core Theory, Practical & Elective Courses | 18 | 28 |
| Part IV | Professional Competency Skill | 2 | 2 |
| Part V | Extension Activity | 1 | - |
| | | 21 | 30 |

Consolidated Semester wise and Component wise Credit distribution

| Parts | Sem I | Sem II | Sem III | Sem IV | Sem V | Sem VI | Total Credits |
|-----------------|--------------|---------------|----------------|---------------|--------------|---------------|----------------------|
| Part I | 3 | 3 | 3 | 3 | - | - | 12 |
| Part II | 3 | 3 | 3 | 3 | - | - | 12 |
| Part III | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| Part IV | 4 | 4 | 3 | 6 | 4 | 2 | 23 |
| Part V | - | - | - | - | - | 1 | 1 |
| Total | 23 | 23 | 22 | 25 | 26 | 21 | 140 |

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

CREDIT DISTRIBUTION FOR U.G. PROGRAMME

| Part | Course Details | No. of Courses | Credit per course | Total Credits |
|---|--|----------------|-------------------|---------------|
| Part I | Tamil | 4 | 3 | 12 |
| Part II | English | 4 | 3 | 12 |
| Part III | Core Courses | 15 | 4/5 | 68 |
| | Elective Courses:Generic / Discipline Specific (3 or 2+1 Credits) | 8 | 3 | 24 |
| Part I,II and III Credits | | | | 116 |
| Part IV | Skill Enhancement Courses / NME / Language Courses | 7 | 1/2 | 15 |
| | Professional Competency Skill Course | 1 | 2 | 2 |
| | Environmental Science (EVS) | 1 | 2 | 2 |
| | Value Education | 1 | 2 | 2 |
| | Internship | 1 | 2 | 2 |
| Part IV Credits | | | | 23 |
| Part V | Extension Activity (NSS / NCC / Physical Education) | 1 | 1 | 1 |
| Total Credits for the UG Programme | | | | 140 |

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

Programme Outcomes:

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

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

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

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

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

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

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

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

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

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.

Programme Specific Outcomes:

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

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

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

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

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

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

FIRST YEAR - SEMESTER I

CORE -I: INTRODUCTION TO LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Hours/W | Marks | | |
|----------------------------|--|---|---|---|---|---------|---------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC13 | Core I | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce the different forms of literature | | | | | | | | | |
| LO2 | To provide learners with the background knowledge of literature | | | | | | | | | |
| LO3 | To enable learner to understand the different genres of writing | | | | | | | | | |
| LO4 | To examine the various themes and methodologies present in literature | | | | | | | | | |
| LO5 | To create the ability of critically examining a text | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Poetry-Different forms of poetry-Sonnet,Ode,Elegy, Lyric,Ballad, and Epic. | | | | | | | | | |
| II | Prose-Short Story,Novella,Novel. Drama-Comedy,Tragedy,Tragi-Comedy, One Act Play | | | | | | | | | |
| III | Michael Drayton- <i>The Parting</i> . William Shakespeare- <i>Sonnet 18</i> , John Milton- <i>When I Consider How My Light is Spent</i> . John Keats- <i>Ode to Autumn</i> . Thomas Gray- <i>Elegy Written in a Country Churchyard</i> . Robert Frost- <i>Mending Wall</i> | | | | | | | | | |
| IV | J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory- <i>The Rising of the Moon</i> | | | | | | | | | |
| V | Manohar Malgonkar - <i>Spy in Amber</i> , Katherine Mansfield- <i>Bliss</i> Saki - <i>The Open Window</i> Jerome K. Jerome- excerpt from- <i>Three Men in a Boat – Packing</i> | | | | | | | | | |

Course Outcomes

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

| TextBooks(LatestEditions) | |
|---|--|
| 1 . | BackpackLiterature:AnIntroductionto Fiction,Poetry,Drama,and Writing- X.J.Kennedy,byPearson,2016. |
| 2 . | PortableLiterature:Reading,Reacting,Writing-9thedition- LaurieKirszner,byCengageLearning,2016 |
| 3. | Prasad, B. A Background to the Study of English Literature. Chennai: Macmillan, 2005. |
| ReferencesBooks (Latesteditions,andthestyleasgivenbelowmust bstrictlyadhered to) | |
| 1 . | Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021. |
| 2 . | Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021. |
| 3 . | Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021. |
| 4 . | Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd , 2021. |
| 5 . | Adamson H.D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019. |
| 6 . | Felicity Titjen et al. (ed), Teaching English Language and Literature, Taylor & Francis, 2020 |
| WebResources | |
| 1 . | ASIATIC: IITUM Journal of English Language & Literature |
| 2 . | <i>The English Historical Review (EHR)</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

MappingwithProgrammeSpecificOutcomes:

| CO /PO | PS O 1 | P S O 2 | P S O 3 | P S O 4 | P S O 5 |
|---|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 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 |
| WeightedpercentageofCourseCo ntributiontoPos | 3. 0 | 3. 0 | 3. 0 | 3. 0 | 3. 0 |

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

| Subject Code | Category | L | T | P | S | Credits | Hours/W | Marks | | |
|----------------------------|--|---|---|---|---|---------|---------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC14 | Core II | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience. | | | | | | | | | |
| LO2 | To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, construction of nation, (post)national and gender politics, cross-cultural transformations. | | | | | | | | | |
| LO3 | To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements. | | | | | | | | | |
| LO4 | To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English. | | | | | | | | | |
| LO5 | To help learners apply the ideas encapsulated in Indian Aesthetic literary texts | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Poetry - Toru Dutt- The Lotus Henry Louis Vivian Derozio – A Walk By Moonlight Sri Aurobindo- The Tiger and the Deer. | | | | | | | | | |
| II | Sarojini Naidu- The Village Song Shiv K. Kumar- Indian Women Mirza Ghalib- It is not Love, it is Madness | | | | | | | | | |
| III | Prose - Winning of Friends (Panchathantra)- Ruskin Bond - Handful of Nuts, Night Train to Deoli K.A. Abbas – Sparrows | | | | | | | | | |
| IV | Rabindranath Tagore - Khabhuliwala. Pearl S. Buck- excerpt from My Several Worlds- India through a Traveler's Eye. Ruskin Bond- School Days Inspection Episode- Examination- Science, Humanities and Religion | | | | | | | | | |
| V | Drama - Rabindranath Tagore- Mukhthadhara. Nissim Ezekiel- Nalini: A Comedy in Three Acts Girish Karnad - Naga Mandala. Fiction - Joginder Paul – Sleep Walkers | | | | | | | | | |

| Course Outcomes | | |
|---|---|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present | PO1 |
| CO2 | Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism | PO1, PO2 |
| CO3 | Understand the role of English as a medium for political awakening and the use of English in India for creative writing | PO4, PO6 |
| | | |
| CO4 | Analyze how the sociological, historical, and political context impacted the texts selected for study | PO4, PO5, PO6 |
| CO5 | Evaluate critically the contributions of major Indian English poets and dramatists | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Sharma V, Pandit <i>Panchatantra: The Complete Version</i> . Rupa & Company, 1991 | |
| Reference Books | | |
| 1. | Naik M.K. <i>A History of Indian English Poetry: The Beginnings upto 2000</i> . New Delhi: Pencraft, 2006 | |
| 2. | Guha, Ramachandra. <i>Makers of Modern India</i> . New Delhi: Penguin, 2010 | |
| 3. | Deshpande, G.P. (ed) 2004 <i>Modern Indian Drama: An Anthology</i> . New Delhi: Sahitya Academy | |

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 ofCourseContribution toPos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

FIRST YEAR - SEMESTER I

Departmental Elective -I – SOCIAL HISTORY OF ENGLAND

| Subject Code | Category | L | T | P | S | Credits | Hours/W | Marks | | |
|--------------|-------------|---|---|---|---|---------|---------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGE15 | ELECTIVE- I | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| | | | | | | | | | | |

Learning Objectives

| | |
|-----|---|
| LO1 | To provide students with a comprehensive idea about the development of English literature and language over the ages |
| LO2 | To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era |
| LO3 | To help them develop an understanding of the structural development of the English language |
| LO4 | To inform them about the various external linguistic influences that have contributed to the making of the language |
| LO5 | To create the ability of critically examining a text |

UNIT

Details

| | |
|-----|---|
| I | The Renaissance and its Impact on England, The Reformation-causes and effects |
| II | The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance |
| III | Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England, The War Of American Independence |
| IV | The Reform Bills and the Spread of Education-Social impact of the two World Wars, the Labour Movement, the Welfare State |
| V | The Cold War (1985-1991)-The Falkland War (1981)-The Gulf War (1991). |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|--|---------------|
| CO1 | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. | PO1 |
| CO2 | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | PO1, PO2 |
| CO3 | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | PO4, PO6 |
| CO4 | Develop a nuanced appreciation of the literary stalwarts of those times. | PO4, PO5, PO6 |

| | | |
|-------------------------------------|--|----------|
| CO5 | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural intricacies of the language. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Ed. Keith Wrightson, <i>A Social History of England, 1500-1750</i> , 2018, Norton Press. | |
| 2. | <u>Ed. Julia Crick, Elisabeth Van Houts, <i>A Social History of England, 900-1200</i>, 2012, Cambridge University Press.</u> | |
| References Books | | |
| 1. | Ed. Rosemary Horrox, <i>A Social History of England, 1200-1500</i> , June 2012, Cambridge University Press | |
| Web Resources | | |
| 1. | <i>A social history of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive</i> | |

Mapping with Programme Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Foundation Course- Human Rights Studies

| Subject Code | Category | L | T | P | S | Credit | Hours/W | Marks | | |
|----------------------------|----------|--|---|---|---|--------|---------|-------|---------------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGF17 | IV | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | | To teach students to think critically about the political and cultural dimensions of democracy and human rights. | | | | | | | | |
| LO2 | | To focus on different strategies of democracy and their relationship with human rights | | | | | | | | |
| LO3 | | To enable them to understand different legal means to overcome discrimination and injustice | | | | | | | | |
| LO4 | | To help them understand the origins and maintenance of democracy in the modern world, and the process of democratization | | | | | | | | |
| LO5 | | To discuss its impact on the stability and on global need for protection of human rights. | | | | | | | | |
| UNIT | | Details | | | | | | | | |
| I | | Why Study Human Rights: An Introduction to Human Rights Education | | | | | | | | |
| II | | Fundamental Rights and Fundamental Duties in the Constitution | | | | | | | | |
| III | | National Human Rights Commission & Other National Commissions/Bodies | | | | | | | | |
| IV | | Rights of Vulnerable Groups: Minorities, Dalits and Tribals | | | | | | | | |
| V | | Rights of Persons with Disabilities Rights of Women and Children | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | | On completion of this course, students will; | | | | | | | | |
| CO1 | | aim to clarify the problems associated with defining, establishing and protecting human rights. | | | | | | | PO1 | |
| CO2 | | study the history and development of human rights | | | | | | | PO1, PO2 | |
| CO3 | | study the cases and individuals who were critical actors in its evolution. | | | | | | | PO4, PO6 | |
| CO4 | | know the historical and contemporary context of human rights issues in depth. | | | | | | | PO4, PO5, PO6 | |
| CO5 | | students will gain insight and understanding of many varied issues related to human rights. | | | | | | | PO3, PO8 | |

Suggested Readings

1. Das, J.K. (2016) *Human Rights Law and Practice* (New Delhi: PHI Learning Private Limited)
2. Encyclopedia Britannica Online (2007) "Human Rights: Defining Human Rights ; The Concept of Human Rights: The Tree 'Generation of Rights'", <http://www.britannica.com/eb/article-219326>
3. Flowers, Nancy (Ed.) *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights* (University of Minnesota, Human Rights Resource Centre) <http://www1.umn.edu/humanrts/edumat/>
4. Karna, G.N. (2001) *Disability Studies in India: Retrospect and Prospects, especially Chapter IV, pp. 139-151* (New Delhi: Gyan Publishing House)
5. Levin, Leah (2009) *Human Rights: Questions and Answers* (Paris UNESCO/ New Delhi: NBT), www.arvindgupta.com/arvindgupta/humanrightsnbt.pdf
6. Mani, V.S. (1997) *Human Rights in India: An Overview – Occasional Paper No. 4* (New Delhi: Institute for World Congress of Human Rights)
7. Saksena, K.P. (1966-67) "International Covenant on Human Rights", *The Indian Yearbook of International Affairs* (Madras), Vols. 15-16, 1966-67, pp. 596-613
8. -----
(Ed) (2003) *Human Rights and the Constitution: Vision and Reality* (New Delhi: Gyan Publishing House)
9. -----
(Ed) (1999) *Human Rights: Fifty Years of India's Independence* (New Delhi: Gyan Publishing House).

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

| Subject Code | Category | L | T | P | S | Credits | Hours/ W | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC23 | CoreIII | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce British Identity, Periods and other related forms. | | | | | | | | | |
| LO2 | To increase the ability for students to intellectually assess the world and their place in it. | | | | | | | | | |
| LO3 | To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture. | | | | | | | | | |
| LO4 | To closely examine the various themes and methodologies present in British literature | | | | | | | | | |
| LO5 | To create an aptitude of critically probing through the text | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Francis Bacon "Of Truth, Of Studies" Oliver Goldsmith "The Man in Black" Joseph Addison "Sir Roger At the Church" Sir Richard Steele "The Coverley Household" | | | | | | | | | |
| II | Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Bk-I | | | | | | | | | |
| III | P.B.Shelly- Ozymandias William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4. | | | | | | | | | |
| IV | Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer | | | | | | | | | |
| V | Mary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities. | | | | | | | | | |

| Course Outcomes | | |
|---|--|---------------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature. | PO1 |
| CO2 | Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation. | PO1, PO2 |
| CO3 | Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century | PO4, PO6 |
| CO4 | Distinguish between the characteristics of British literary movements in discussing and writing about British literature. | PO4, PO5, PO6 |
| CO5 | Write about literature using standard literary terminology and other literary conventions. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1 | MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021. | |
| 2 | Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015. | |
| 3 | Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019. | |
| 4 | Bacon, Francis. <i>The Essays</i> . New York: Peacock, 2016. | |
| 5 | Goldsmith, Oliver. <i>Oliver Goldsmith: A Selection from His Works with an Introduction by E. E. Hale</i> . New York: Forgotten Books, 2018. | |
| Web Resources | | |
| 1. | <i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.</i> | |
| 2. | Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008. https://doi.org/10.1093/owc/9780199536238.003.0047 . | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC24 | CORE IV | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To Understand the growth and development of American literature. | | | | | | | | | |
| LO2 | To critically examine how various genres developed and progressed. | | | | | | | | | |
| LO3 | Learn about prominent writers and famous works in American literature. | | | | | | | | | |
| LO4 | To closely examine the various themes and methodologies present in British literature | | | | | | | | | |
| LO5 | To create an aptitude of critically probing through the text | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Robert Frost “Stopping by Woods on a Snowy Evening” Walt Whitman - O Captain, My Captain! | | | | | | | | | |
| II | Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death. | | | | | | | | | |
| III | Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address | | | | | | | | | |
| IV | Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones | | | | | | | | | |
| V | Nathaniel Hawthorne The Scarlet Letter Ernest Hemingway Farewell to Arms Melville – Billy Budd | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.). | | | | | | | PO1 | | |
| CO2 | Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature. | | | | | | | PO1, PO2 | | |
| CO3 | Articulate ways that American literature reflects complex historical and cultural experiences. | | | | | | | PO4, PO6 | | |
| CO4 | Produce a mix of critical, creative, and/or reflective works about American literature to 1865. | | | | | | | PO4, PO5, PO6 | | |

| | | |
|--|--|----------|
| CO5 | Analyze and describe about American literature using standard literary terminology and other literary conventions. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022. | |
| Reference Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015. | |
| 2. | Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980. | |
| 3 | Bradbury, Malcolm and Richard Ruland. <i>From Puritanism to Postmodernism: A History of American Literature</i> . New York: Penguin, 1992. | |
| 4 | Hollander, John. <i>American Poetry: The Nineteenth Century. Vol. IN</i> . ew York: Library of America, 1993. | |
| Web Resources | | |
| 1. | “Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 . | |
| 2. | Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6– 8., https://doi.org/10.1017/s0040298200054863 | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER II
Elective II– HISTORY OF ENGLISH LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Hours/W | Marks | | |
|----------------------------|---|---|---|---|---|---------|---------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGE25 | ELECTIVE II | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students with a survey of the history of English literature from Old English times to the Modern period. | | | | | | | | | |
| LO2 | Help them gain particular reference to the major literary movements and authors | | | | | | | | | |
| LO3 | To help them with an overview of the major linguistic influences on the English language | | | | | | | | | |
| LO4 | To provide them with a look at certain linguistic processes that have contributed to the development of the English language | | | | | | | | | |
| LO5 | To create the ability of critically examining a text | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | History of British Literature -British Poetry, Prose, Drama and Fiction, covering representative writers down the ages | | | | | | | | | |
| II | The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours | | | | | | | | | |
| III | The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies,Pre- Romantics | | | | | | | | | |
| IV | Well-made play (Drama of Ideas - Shaw and Ibsen),Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama(Propaganda play), One-act play | | | | | | | | | |
| V | The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats | | | | | | | | | |

| Course Outcomes | | |
|--|---|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. | PO1 |
| CO2 | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | PO1, PO2 |
| CO3 | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | PO4, PO6 |
| CO4 | Develop a nuanced appreciation of the literary stalwarts of those times. | PO4, PO5, PO6 |
| CO5 | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book. | |
| 2. | Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book | |
| | Hudson, Henry Williams, "An Outline History of English Literature", Atlantic Publishers & Distributors, 1999. | |
| | B. Prasad, "A Background to the study of English Literature (Rev. Ed.)", HaripriyaRamadoss, 2000 | |
| Reference Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War, 2nd edn (London: Constable, 1980). | |
| 2. | Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975) | |
| Web Resources | | |
| 1. <i>ALEX00.PDF</i> (manavata.org) | | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NME offered to other Departments

SKILL Enhancement Course-I- ENGLISH FOR COMMUNICATION(NME-I)

| Subject Code | Category | L | T | P | S | Credits | Hours/W | Marks | | |
|--------------|---------------------|---|---|---|---|---------|---------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGN16 | SKILL ENHANCEMENT-I | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| | | | | | | | | | | |

Learning Objectives

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

UNIT

Details

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

Course Outcomes

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

Text Books (Latest editions)

| | |
|---|---|
| 1 | Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications. |
| 2 | Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies. |
| 3 | Understanding Body Language by Alan Pease. |
| Reference Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1 | Communicative Grammar of English by Geoffrey Leech and Ian Svartik. Better English Pronunciation by J.D.O'Connor. |
| 2 | |
| Web Resources | |
| 1 | <i>(1) Subject:</i> ENGLISH COMMUNICATION SKILLS (THEORY) / goigalajijuna-Academia.edu |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

| Subject Code | Category | L | T | P | S | Cred | Hours/W | Marks | | |
|-------------------------------------|--|---|---|---|---|------|---------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGN26 | NME | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students learn strategies and practical language to deal with real life situations. | | | | | | | | | |
| LO2 | To help them improve on how to speak and write in order to keep communication going and always appear professional and competent | | | | | | | | | |
| LO3 | To enable them to use the language flexibly and express in the suitable language for the context : for example in social, professional or academic contexts | | | | | | | | | |
| LO4 | To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice! | | | | | | | | | |
| LO5 | To help them to consistently develop a comprehensive vocabulary through real, authentic resources | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Business English Definition and Difference | | | | | | | | | |
| II | Highlights/ Significance/Essentials of Business English | | | | | | | | | |
| III | Needs of Business English | | | | | | | | | |
| IV | The role of Business English in English language Learning-Education as an instrumental factor in learning Business English. | | | | | | | | | |
| V | Economic Development through Business English | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Strengthen their language skills : writing, reading, listening & speaking | | | | | | | PO1 | | |
| CO2 | Understand real speech patterns and learn pronunciation techniques in fluent speech | | | | | | | PO1, PO2 | | |
| CO3 | Improve their confidence and learn how to connect with people in English | | | | | | | PO4, PO6 | | |
| CO4 | Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency. | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues | | | | | | | PO3, PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|----------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC33 | Core - V | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help learners analyze British Literature written from the late 18th Century to the present. | | | | | | | | | |
| LO2 | To guide them in interpreting literature as it relates to its historical, cultural, and/or political context. | | | | | | | | | |
| LO3 | To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period. | | | | | | | | | |
| LO4 | To closely examine literary works using critical perspectives. | | | | | | | | | |
| LO5 | To help them with applying appropriate formal conventions when writing about literature. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Alfred Lord Tennyson – Ulysses Robert Browning – My Last Duchess T.S.Eliot – The Waste Land – The Burial of the Dead W.H.Auden – The Unknown Citizen Mathew Arnold – Dover Beach | | | | | | | | | |
| II | G.K.Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers | | | | | | | | | |
| III | R.B. Sheridan – The School for Scandal | | | | | | | | | |
| IV | Thomas Hardy – The Return of the Native | | | | | | | | | |
| V | James Joyce – The Dead Somerset Maugham – The Verger | | | | | | | | | |

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

| | | |
|--|--|---------------|
| CO4 | Respond to literature on important the mastic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another. | PO4, PO5, PO6 |
| CO5 | AnalyzeandexpressaboutBritishliteratureusingstandardliterarylexiconandotherliteraryconventions. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)</i> . Peter Lang AG, International Verlag Der Wissenschaften,2013. | |
| 2 | The School of Scandal and other plays by R,B.Sheridan | |
| 3 | The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers | |
| References Books (Latest editions, and the style as given below must be strictly adheredto) | | |
| 1. | The Dead, James Joyce – Analysis: www.eng-literature.com | |
| 2. | Five Centuries of English Verse William Stebbing | |
| 3. | Winged words by David Greens | |
| Web Resources | | |
| 1. | https://www.poetryfoundation.org/poems/43768/my-last-duchess | |
| 2. | https://fullreads.com/essay/the-indian-jugglers/; | |
| 3. | piece-...">https://essays.quotidiana.org>piece-... “A Piece of Chalk by G.K.Chesterton-Quotidiana | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER III
CORE VI –CHILDREN’S LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC 34 | Core-IV | 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 Eided by Peter Hunt) | | | | | | | | | |
| II | Poetry 1. Edward Lear – The Owl and the Pussy Cat 2. Shel Silverstein – Invitation 3. Robert Louis Stevenson – My Shadow 4. Naomi Shihab Nye – Mystery | | | | | | | | | |
| III | Fantasy Fiction J.K. Rowling – Harry Potter and the Philosopher’s Stone | | | | | | | | | |
| IV | Realistic Fiction 1. R.K.Narayan – Swami and Friends | | | | | | | | | |
| V | Short Story 1. Mark Twain – The Celebrated Jumping Frog of Calaveras County 2. Hans Christian Andersen – The Princess and the Pea 3. Nathaniel Hawthorne – The Snow Image | | | | | | | | | |

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER III

Elective III- LITERARY GENRES AND TERMS

| 23UENGE35 | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|----------|----------|-------|
| | | | | | | | | Internal | External | Total |
| 23UENGE35 | Elective III | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students apply literary terminology to fiction, drama, and poetry. | | | | | | | | | |
| LO2 | Help them recognize the main elements of different literary genres and assess their significance | | | | | | | | | |
| LO3 | To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry | | | | | | | | | |
| LO4 | To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning | | | | | | | | | |
| LO5 | To guide them to re-narrate the plot of a short story, both orally and in writing. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Literary Theory and Terms: The Basics | | | | | | | | | |
| II | Types of prose text-Semiotics: The Basics | | | | | | | | | |
| III | Terms for Interpreting Authorial Voice- Terms for Interpreting Characters | | | | | | | | | |
| IV | Terms for Interpreting Word Choice, Dialogue, and Speech- Terms for Interpreting Plot | | | | | | | | | |
| V | Terms for Interpreting Layers of Meaning -Cultural Theory: The Key Concepts | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Understand new definitions of contemporary critical issues such as 'Cybercriticism' and 'Globalization'. | | | | | | | PO1 | | |
| CO2 | Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique. | | | | | | | PO1, PO2 | | |
| CO3 | Get a complete coverage of traditional and radical approaches to the study and production of literature. | | | | | | | PO4, PO6 | | |

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENTREPRENEURIAL SKILLS (SEC-IV)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|---------------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENG36 | SEC-IV | Y | Y | - | - | 1 | 1 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce learners to various qualities required for entrepreneurship | | | | | | | | | |
| LO2 | To discuss about various entrepreneurship models | | | | | | | | | |
| LO3 | To help them think creatively and innovatively | | | | | | | | | |
| LO4 | To enable them understand various schemes supporting entrepreneurship | | | | | | | | | |
| LO5 | To discuss the steps in venture development and new trends in entrepreneurship. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship | | | | | | | | | |
| II | Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, financial skills, Analytical and problem-solving skills, Critical thinking skills. | | | | | | | | | |
| III | Introduction to various types of entrepreneurships, Strategic thinking and planning, technical skills, Time management and organizational behavior, Branding | | | | | | | | | |
| IV | Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export | | | | | | | | | |
| V | Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs. | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Understand the foundation of Entrepreneurship Development and its theories. | | | | | | | | PO1 | |
| CO2 | Explore entrepreneurial skills and management function of a company. | | | | | | | | PO1, PO2 | |
| CO3 | Identify the type of entrepreneur and the steps involved in an entrepreneurial venture. | | | | | | | | PO4, PO6 | |
| CO4 | Understand various steps involved in starting a venture. | | | | | | | | PO4, PO5, PO6 | |
| CO5 | Explore marketing methods & new trends in entrepreneurship. | | | | | | | | PO3, PO8 | |

| ReferencesBooks | |
|--|--|
| (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York |
| 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

Mapping with Programme Specific Outcomes:

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

SEC -V- PUBLIC SPEAKING SKILLS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|---------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENG37 | SEC -V | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students understand the goals and benefits of public speaking | | | | | | | | | |
| LO2 | To help them recognize communication apprehension and guide them on how to reduce it | | | | | | | | | |
| LO3 | To familiarize them on how public speaking can be used to advocate or create change | | | | | | | | | |
| LO4 | To enable learners, recognize the social and historical contexts of speech, oratory, and rhetoric | | | | | | | | | |
| LO5 | To help them think and speak imaginatively and critically | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | What is Public Speaking? | | | | | | | | | |
| II | Need for Public Speaking. | | | | | | | | | |
| III | Significance and essentials of public speaking skills | | | | | | | | | |
| IV | Techniques in acquiring the skill | | | | | | | | | |
| V | Speaking any common topic in front of the class | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Demonstrate an understanding of the principles of public speaking | | | | | | | PO 1 | | |
| CO2 | Recognize barriers to public speaking and identify how to avoid them | | | | | | | PO1, PO2 | | |
| CO3 | Understand how to give effective verbal and nonverbal feedback | | | | | | | PO4, PO6 | | |
| CO4 | Learn about planning speech organization for the intended audience | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Practice effective group delivery and speech in formal context. | | | | | | | PO3, PO8 | | |

| Text Books (Latest Editions) | |
|--|---|
| 1. | Beebe, S. A., & Beebe, S. J. (2006). <i>Public Speaking: An audience -centred approach</i> (6 th ed.). New York: Pearson |
| 2. | Frleigh, D.M., & Tuman, J.S.(2009). <i>Speak up! An illustrated guide to public speaking</i> . New York: Bedford/St. Martins. |
| Reference Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | <i>Apple, W.,Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715- 727.</i> |
| Web Resources | |
| 1. | Learning Outcomes Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu) |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER IV

CORE VII – WORLD LITERATURE IN TRANSLATION

| Subject Code | Category | L | T | P | S | Credits | Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC43 | Core-VII | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To familiarize the students with the ancient world classic literature | | | | | | | | | |
| LO2 | To expose students to the socio economic and cultural aspects reflected in different countries through various texts | | | | | | | | | |
| LO3 | To enable them to develop a comparative perspective to study the texts | | | | | | | | | |
| LO4 | To gain knowledge on the parallel growth of literature from ancient to modern periods | | | | | | | | | |
| LO5 | To critically appreciate the aesthetic and diverse aspects of world classics | | | | | | | | | |

| UNIT | Details |
|-------------|---|
| I | Thiruvalluvar – Thirukkural – 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 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 |

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
CORE VIII – LANGUAGE & LINGUISTICS

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|-----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC44 | Core VIII | Y | Y | - | - | 5 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| LO1 | To help learners gain knowledge of origin, growth and development of English Language |
| LO2 | To highlight the impact of various socio, political, cultural and historical events on English Language |
| LO3 | To help them gain knowledge of the scientific study of English language and linguistics |
| LO4 | To enable the students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of the language |
| LO5 | To expose students to the analysis of literary texts using linguistic and discourse analytical tools |

Details

| UNIT | |
|------|--|
| I | Descent of English Language from the Indo-European family |
| II | Old, Middle & Modern English Influence – Greek, Latin, Scandinavian, French, Indian |
| III | Growth of Vocabulary |
| IV | Change of Meaning |
| V | Phonology – Vowels, Consonants & Diphthongs |

Course Outcomes

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

| | | | | | |
|-----|--|--|--|--|--|
| POs | | | | | |
|-----|--|--|--|--|--|

ELECTIVE IV- INTRODUCTION TO COMPARITIVE LITERATURE

| Subject Code | Category | L | T | P | S | Credit s | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|-------------|----------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGE45 | ELECTIVE IV | Y | Y | - | - | 3 | 3 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To attain a broad knowledge of various literary traditions both in their specificity and interrelation. | | | | | | | | | |
| LO2 | To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas. | | | | | | | | | |
| LO3 | To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas. | | | | | | | | | |
| LO4 | To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural. | | | | | | | | | |
| LO5 | To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Definition and Scope, National Literature, World Literature, The French and American Schools of Comparative Literature. | | | | | | | | | |
| II | Influence and Imitation- Genre Studies, Thematology | | | | | | | | | |
| III | Literature and other disciplines, Literature and other Arts | | | | | | | | | |
| IV | Comparative Study of Shelley and Bharathi, Selected poems of Shelley- <i>Ode to Liberty, Queen Mab, Love's Philosophy</i> . Selected poems of SubramaniyaBharathi- <i>Bharath Country, Worship of Sun, Kannan My Servant</i> . | | | | | | | | | |
| V | Comparative study of Vairamuthu's <i>KallikattuIthikasamand</i> Ernest Hemingway's <i>The Old Man and the Sea</i> | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.) | | | | | | | | PO1 | |

| | | |
|---|--|---------------|
| CO2 | Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices. | PO1, PO2 |
| CO3 | Use critical terminology and interpretive methods drawn from specific 20 th –and 21 st century comparative and critical theories from multiple disciplines. | PO4, PO6 |
| CO4 | Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages. | PO4, PO5, PO6 |
| CO5 | Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Ulrich Weisstein: Comparative Literature and Literary Theory | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 2. | Arts Wellek & Warren: Theory of Literature | |
| 3. | Part II S.S.Prawar : Comparative Literatures | |

Mapping with Program Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

| | | | | | |
|--|-----|-----|-----|-----|-----|
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

INTERVIEW SKILLS (SEC - VI)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGS46 | SEC - VI | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To enable students, understand the information needed to prepare for an interview | | | | | | | | | |
| LO2 | To enable them to research company information before heading to an interview | | | | | | | | | |
| LO3 | To familiarize them with how to handle Interview Questions | | | | | | | | | |
| LO4 | To enable them to use comfortable vocabulary | | | | | | | | | |
| LO5 | To help them think and speak imaginatively and critically | | | | | | | | | |
| Details | | | | | | | | | | |
| UNIT | | | | | | | | | | |
| I | Definition of Interview-Essentials of Interview Skill | | | | | | | | | |
| II | Needs and Requirements of Interview skills | | | | | | | | | |
| III | Resume Preparation- Do's and Don'ts of an interview | | | | | | | | | |
| IV | Body language-gesture-attitude-facial expression-sound knowledge | | | | | | | | | |
| V | Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee. | | | | | | | | | |

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

| Text Books (Latest Editions) | |
|---|--|
| 1. | Ros Jay (2002), Brilliant Interview, Prentice Hall |
| 2. | David Beckham (2013), The illustrated Book, Headline Publications |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | <i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i> |
| Web Resources | |
| 1. | <i>Tips for a Successful Interview (ung.edu)</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

DIGITAL LITERACY AND CONCEPTS
SKILL ENCHANCEMENT COURSE VII

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGS47 | SEC- VII | Y | Y | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce students to digital literacy | | | | | | | | | |
| LO2 | To elaborate on digital values, language and culture. | | | | | | | | | |
| LO3 | To explore digital literacy in terms of information, identity and labelling | | | | | | | | | |
| LO4 | To ensure active engagement of teacher and students in digital literacy | | | | | | | | | |
| LO5 | To analyze socio-economic factors in digital literacy. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Introduction to Digital literacy and its types. Digitizing Information | | | | | | | | | |
| II | Values and Ethics of Digital Literacy, Significance of Digital Literacy Characteristics of Digital Literacy, The role of language in Digital Literacy | | | | | | | | | |
| III | Digital Media and its types Email, Vlog,Blog,Twitter, Facebook, E-Book | | | | | | | | | |
| IV | Digital Literacy in Education | | | | | | | | | |
| V | Challenges in Digital Literacy | | | | | | | | | |

| Course Outcomes | | |
|------------------------|--|-------------|
| Course Outcomes | On completion of this course , the students will, | |
| CO1 | Gain knowledge of digital literacy | PO1 |
| CO2 | Acquire skills in text literacy and language. | PO1,PO2 |
| CO3 | Establish an understanding of digital literacy’s uses in gaining information | PO4,PO6 |
| CO4 | Respond to literature with more confidence. | PO4,PO5,PO6 |
| CO5 | Aware of the various types of socio economic factors of digital literacy | PO3,PO8 |
| | | |

| Text Book (Latest Editions) | |
|--|---|
| 1. | Introduction to Digital Literacy (2 nd Edition)- Marck Bowles |
| 2 | Popular culture, New =Media and Digital Literacy in Early Childhood- J. Marsh |
| 3 | Digital Literacy: Different Cultures, Different understanding- E Helsper |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|---------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC51 | Core-IX | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To identify the origin and development of feminism as a genre. | | | | | | | | | |
| LO2 | To enable them gain specialized knowledge related to work so authors of national and international acclaim. | | | | | | | | | |
| LO3 | To familiarize them with the style, diction and coherence of authors and their works. | | | | | | | | | |
| LO4 | To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences | | | | | | | | | |
| LO5 | To enhance their ability to think historically and analytically about people, language, literature, culture and society. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Feminist movements | | | | | | | | | |
| II | Kamala Das – Introduction Imtiaz Dharkar - Purdah Maya Angelou – Still I Rise Margaret Atwood – Journey to the Interior Judith Wright – Eve to the Daughter | | | | | | | | | |
| III | Virginia Woolf – A Room of One’s Own Chapter III Shakespeare’s Sister Alice Walker – “The Black Writer and the Southern Experience” from <i>In Search of a Mother’s Garden</i> | | | | | | | | | |
| IV | Mahasweta Devi - Bayen | | | | | | | | | |
| V | Doris Lessing – The Grass is Singing or Sandra Cisneros - The House on Mango Street Ambai - In a forest, A deer (Short Story) | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Recognize the background, origin and special features of women’s writing with reference to western society | | | | | | | PO1 | | |
| CO2 | Integrate knowledge of the diversity of cultures through 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 |

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

| Text Books (Latest Editions) | |
|---|---|
| 1. | Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000. |
| 2. | Purdah and other poems by Imtaiz Dharker |
| 3. | In a forest, A deer Stories by Ambai translated from Tamil by Lakshmi Holmstrom, Oxford |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Walters, Margaret, <i>Feminism, A very short Introduction</i> |
| 2. | <i>Feminism is for everybody</i> passionate politics by Bell hooks. |
| 3. | Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012. |

| 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

Mapping with Programme Specific Outcome:

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

THIRD YEAR - SEMESTER V

CORE X –INTRODUCTION TO FOLK LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC52 | Core-X | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To familiarize learners with the different theories and forms of folk literature | | | | | | | | | |
| LO2 | To help them analyze the role of oral tradition in literature. | | | | | | | | | |
| LO3 | To enable learners to appreciate oral and folk arts | | | | | | | | | |
| LO4 | To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English. | | | | | | | | | |
| LO5 | To help them in understanding how and on what grounds women's writing can be considered as a separate genre. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Definition, Origin and development Characteristics of Folk Literature Techniques of Folk Literature | | | | | | | | | |
| II | Major Forms of Folk Literature Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts | | | | | | | | | |
| III | Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes Approaches to the Study Of Folklore: 1. Historical 2. Anthropological 3. Psychological | | | | | | | | | |
| IV | Folksong: John Keats 1. La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad) 2. Eve of St. Agnes (Superstition about a maiden's dream) Folktale: The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India. | | | | | | | | | |
| V | Girish Karnad - Hayavadana | | | | | | | | | |

| Course Outcomes | | |
|------------------------|--|----------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Identify the fundamental characteristics and functions of folklore | PO1 |
| CO2 | Get acquainted 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 |
| Text Books (Latest Editions) | | |
| 1. | Hayavadana by Girish Karnad, Oxford 1997 | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Tradition and Innovation in Folk Literature by Wolfgang Mieder | |
| 2. | A. Aarne. The Types of the Folktale, 2 nd ed. Ed. By S. Thompson | |
| 3. | Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press. | |
| 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 | |

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V

CORE XI – INDIAN WRITING IN TRANSLATION

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC53 | Core-XI | 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 <i>The Gardener</i> . 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 | | | | | | | | | |

| Course Outcomes | | |
|------------------------|---|-------------|
| Course Outcomes | On completion of this course, students will; | |
| 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 |
| Text Books (Latest Editions) | | |
| 1. | Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016 | |
| 2. | Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007 | |
| 3. | Translation studies by P.K. Kalyani: Creative Books, 2001. | |
| 4. | Phaniyamma by M.K. Indira: South Asia Books. 1994. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | A Clutch of Indian Masterpieces, Edited by David Davidar, 2016. | |
| 2. | Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000 | |
| 3. | 100 Great Indian Poems by Abhay K. Bloomsbury, 2019 | |
| Web Resources | | |
| 1. | Modern Indian Writing in Translation-Course (nptel.ac.in). | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER V -COREXII - PROJECT WITH VIVE-VOCE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENG54 | Core XII | Y | Y | - | - | 4 | 5 | 25 | 75 | 100 |

Common guidelines for Project**A. Guidelines for Teachers:**

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department, preferably the Faculty Advisor for the fifth semester. However, the work of supervising the Projects should be distributed equally among all the faculty members of the department.
 2. The teaching hours allotted for the Project/Dissertation [i.e., 7 hours/week] is to be used to make the students familiar with Research Methodology and Project writing.
 3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately. If needed individual projects too can be permitted
 4. The list containing the groups and its members should be finalized at the beginning of the fifth semester.
 5. Students should identify their topics from the list provided in consultation with the supervising teacher or the Faculty Advisor of the class [Semester V] as the case may be. The group will then collectively work on the topic selected.
 - 6 Credit will be given to original contributions. So, students should not copy from other projects.
- There will be an evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.
7. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.
 8. A Works Cited page must be submitted at the end of the Project/Dissertation.

B General Guidelines for the preparation of the Project:

I. Paper must be of A4 size only. 2 Line Spacing: double.3. Font: Times New Roman only.

II. Sequence of pages in the Project/Dissertation:

i. Cover Page.

ii. First Page.

iii Acknowledgement, with name & signature of student.

iv-Certificate (to be signed by the Head of the Dept and the Supervising Teacher).

v- Contents page with details of Chapter Number, Chapter Heading & Page Numbers.

III-Chapter divisions: Total: Three .

Preface

Chapter One: Introduction - 5

Chapter Two: Core chapter –15

Chapter Three: Conclusion - 5 pages

Works Cited

C. Selection of Topics:

Students are permitted to choose from any areas /topics of their subject. Selection of topics/areas has to be finalized in the course of the first week of the fifth semester itself with the prior concurrence of the Faculty Advisor / Supervisor

Two copies have to be submitted at the department by each group

(Refer to the regulations for additional information)

ELECTIVE V- Authors in Focus

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--------------|------------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGE55 | Elective V | Y | Y | - | - | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

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

| UNIT | Details |
|------|---|
| I | Aristotle-Lifeandworks. |
| II | CharlesDickens-Life&Works |
| III | RabindranathTagore-Life&Works |
| IV | JaneAusten-Life&Works |
| V | Dignifying Science : stories about women scientists / written by Jim Ottaviani and illustrated byDonna Barr ... [et al.]. |

| CourseOutcomes | | |
|-----------------|---|-------------|
| Course Outcomes | Oncompletionof thiscourse,studentswill; | |
| CO1 | Demonstrateabroadandcoherentbodyofknowledge with depth in the underlyingprinciples and concepts | PO 1 |
| CO2 | Integrateknowledgeofthediversityofculturesand peoples | PO1,PO2 |
| CO3 | Apply critical thinking, independent judgment, intercultural sensitivityand regional, nationaland global perspectives to identify and solve problems in English Language and Literature | PO4,PO6 |
| CO4 | Demonstratecapacityfor reflection, planning,ethical decision- making and inter-disciplinaryteamwork in diverse contexts of community engagement. | PO4,PO5,PO6 |
| CO5 | Developcreativity,understanding,teachingandcritical appreciationofEnglish Literature. | PO3,PO8 |

| Text Books (Latest Editions) | |
|---|---|
| 1. | Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. <i>Aristotle: A Very Short Introduction</i> . Oxford Paperbacks, 2000. |
| 2. | Fabiny, Sarah. <i>Who Was Jane Austen?</i> Penguin, 2017. |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Gilbert, Sandra M., and Susan Gubar. <i>The Madwoman in the Attic</i> . Yale University Press, 2020. |
| 2. | Tagore, Rabindranath. <i>Rabindranath Tagore: An Anthology</i> . Macmillan, 1999. |
| 3. | Tomalin, Claire. <i>Charles Dickens</i> . Penguin UK, 2012. |
| 4. | Wilson, Cheryl A., and Maria H. Frawley. <i>The Routledge Companion to Jane Austen</i> . Routledge, 2021. |
| Web Resources | |
| 1. | <i>"About the Authors."</i> <i>Beyond Performance</i> , John Wiley & Sons, Inc., 2015, pp. 269-70, http://dx.doi.org/10.1002/9781119202455.about . |
| 2. | <i>Dignifying science: stories about women scientists/written by Jim Ottaviani and illustrated by Donna Barr... [etal.]. PN6714.O88D542003, http://mirlyn.lib.umich.edu/Record/005090412</i> |

Mapping with Programme Outcomes:

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

3–Strong, 2–Medium, 1–Low

Mapping with Programme Specific Outcome:

| CO/PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--|-------------|-------------|-------------|-------------|-------------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 3 |
| C04 | 3 | 3 | 3 | 3 | 3 |
| C05 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

THIRD YEAR - SEMESTER V

ELECTIVE- VI-LITERATURE AND ENVIRONMENT

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23 UENGE56 | Elective –VI | Y | Y | - | - | 3 | 4 | 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, Symbiosis, Tinai, Home, Oikos and Oikopoetics | | | | | | | | | |
| II | Cheryll Glotfelty – “Introduction” The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm | | | | | | | | | |
| III | Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting Keats - On Grasshopper and Cricket D H Lawrence – Snake Gary Snyder – Second Shaman Song Wislawaszyborska – Conversation with a Stone | | | | | | | | | |
| IV | Arundathi Roy – The Greater Common Good Rachel Carson – A Fable for Tomorrow | | | | | | | | | |
| V | Amitav Ghosh – The Hungry Tide | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| 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 | |

| | | |
|---|---|-------------|
| C04 | Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature. | PO4,PO5,PO6 |
| C05 | Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects | PO3,PO8 |
| Text Books (Latest Editions) | | |
| 1. | The Eco criticism Reader: Landmarks in Literary Ecology. Ed. Cheryll Glotfelty and Harold Fromm | |
| 2. | Amitav Ghosh – The Hungry Tide Inez Barnay – Neem Dreams | |
| 3. | Carson, Rachel. Silent Spring | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered Garrard, Greg. Ecocriticism: A New Critical Idiom Nirmal Selvamony Ecocritism Garrard, Greg. The Oxford Handbook of Ecocriticism | |
| 2. | Contemporary Contemplations on Eco Literature by Suresh Fredrick | |
| Web Resources | | |
| 1. | What is Deep Ecology? https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology Wangari Maathai Speech: https://www.youtube.com/watch?v=dZap_QlwlKw Wangari Maathai 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 | |

Mapping with Programme Outcomes:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

PART V SUMMER INTERNSHIP

| Subject Code | Category | L | T | PS | Credits | Inst. Hours | Marks | | |
|------------------|----------------|---|---|----|---------|----------------|-------|----------|-------|
| | | | | | | | CIA | External | Total |
| 23UENGI58 | Part IV | Y | Y | - | 2 | - | 25 | 75 | 100 |
| | | | | | | | | | |

Semester – Add-on Course Internship Programme

OBJECTIVES:

- To analyse learners' skills and interests.
- To help examine academic and career goals.
- To analyse one's personal beliefs, values, work ethic.

OUTCOME:

- 1 The internship programme makes the students to Apply theory to real life.
 - 2 Get a feel for the work environment. .
 - 3 Boost their confidence in bringing out their potential and increase their motivation.
 - 4 Build networks. .
 - 5 Enrich CV.
 - 6 Getting a job directly.
 - 7 Getting a reference or letter of recommendation. .
- English major internships enhance the students' skills in writing, publishing, editing, organization, and accountability, and problem-solving among many others.
 - Internship opportunities for English students can foster great exploration of the field.
 - The strong writing and critical thinking skills that are honed in the English major students are assets to employers in a wide range of professions.
 - Areas: Some of the fields that are open to English major students include: Publishing and Editing. Advertising. Public Relations. Journalism. Web Development/New Media. Marketing. Teacher training at schools. Anything related to English learning... Duration: 5 TO 10 days during vacation Certificate to be obtained from the organization/company/school, etc.

List of Summer Internships

| |
|---|
| 1. NITI Aayog |
| 2. NPTEL |
| 3. Oxford Summer Programs |
| 4. University of Hong Kong |
| 5.IUP – Indiana University of Pennsylvania |

(Refer to the Regulations for additional information)

THIRD YEAR - SEMESTER VI
CORE XIII –LITERARY CRITICISM

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|-------------------------------------|---|---|---|---|---|---------|-------------|-------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC61 | Core -XIII | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To introduce various theoretical concepts from ancient of modern criticism | | | | | | | | | |
| LO2 | To equip learners with ideas related to the theory and criticism of literary texts. | | | | | | | | | |
| LO3 | To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas | | | | | | | | | |
| LO4 | To help them think critically about arrange of literary theories. | | | | | | | | | |
| LO5 | To emphasize learners on the careful reading of primary theoretical texts as well to historical and social contexts. | | | | | | | | | |
| Details | | | | | | | | | | |
| UNIT | | | | | | | | | | |
| I | Introduction – From Aristotle to Postcolonialism | | | | | | | | | |
| II | Philip Sidney – An Apology for Poetry | | | | | | | | | |
| III | Mathew Arnold – A Study of Poetry | | | | | | | | | |
| IV | S T Coleridge – Biographia Literaria – Chapter I | | | | | | | | | |
| V | T S Eliot – Tradition and Individual Talent | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories | | | | | | | PO1 | | |
| CO2 | Demonstrate an understanding of key concepts in literary Theory | | | | | | | PO1,PO2 | | |
| CO3 | Understand the meaning, significance, and value of specific literary theoretical works. | | | | | | | PO4,PO6 | | |
| CO4 | Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments. | | | | | | | PO4,PO5,PO6 | | |
| CO5 | Use literary theoretical concepts to develop your own interpretation so literary texts. | | | | | | | PO3,PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017 | | | | | | | | | |

| | |
|--|--|
| 2. | Critical Approaches to Literature David Daiches New Delhi: OrientLongman,2016 |
| 3. | Beginning Theory: A Introduction to Literary and Cultural Theory. 4th ed. Peter Barry |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | B.Rajan& A. G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015 |
| 2. | S.Ramaswami TheEnglishCriticalTradition.MacmillanIndiaLimited,2015 |
| 3. | D.J.Enright&E.DEnglishCriticalTexts,edsD.J.Enright&E.D.Kolkata:OxfordUniversityPress,Chickera,2017 |
| Web Resources | |
| 1. | www.ksu.edu/english/eiselei/engl795 . |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

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

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC62 | Core XIV | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To provide learners with an appreciation of writing and literature from global and personal perspectives | | | | | | | | | |
| LO2 | To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others. | | | | | | | | | |
| LO3 | To help them engage in imagination, critical inquiry and self-reflection | | | | | | | | | |
| LO4 | To help them explore significant texts from diverse cultures and people in history | | | | | | | | | |
| LO5 | To help learners understand how an author's own ideology shapes reality in their respective works | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Derek Walcott (African) – A Far Cry from Africa Yasmin Goonaratne (South Asia / Sri Lanka) – Big Match Judith Wright (Australian) – The Company of Lovers E.J. Pratt (Canadian) – The Dying Eagle Allen Curnow (New Zealand) – House and Land | | | | | | | | | |
| II | 1. NgugiwaThinong’o (African): “The Language of African Literature”. Chapter 1 from Decolonizing the minds” The Politics of Language in African Literature, pp 4-34 2. Aung San Suukyi (Burmese)” Freedom from Fear” http://www.uscampaignforburma.org/assk/sakharovessay.html . | | | | | | | | | |
| III | Wole Soyinka (Africa) - The Lion and the Jewel | | | | | | | | | |
| IV | Guan Moye (Mo Yan/ Chinese) – Red Sorghum | | | | | | | | | |
| V | Short Stories Amy Hempel (Caribbean) – In the Cemetery Where Al Jolson Is Buried Katherine Mansfield (New Zealand): The Doll’s House | | | | | | | | | |

| Course Outcomes | | |
|--|--|-------------|
| Course Outcomes | On completion of this course, students will; | |
| 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 |
| Text Books (Latest Editions) | | |
| 1. | The Doll's House and other Stories Katherine Mansfield | |
| 2. | Reg Sorghum: Moyan | |
| 3. | The Collected Stories: Amy Hempel | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Major voices in New Literature in English: Bishun Kumar Neha Arora | |
| 2. | Jo Donell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984 | |
| 3. | Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979 | |
| 4. | Walsh, William , Commonwealth Literature. OUP, UK, 1973 | |
| Web Resources | | |
| 1. | http://gardenofpraise.com/leaders.htm http://www.pitara.com/magazine/people.asp | |

Mapping with Programme Outcomes:

| | 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 Out comes:

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

CORE XV – SHAKESPEARE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGC63 | Core - XV | Y | Y | - | - | 4 | 6 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To make the students understand the socio-cultural aspects of Elizabethan age. | | | | | | | | | |
| LO2 | To facilitate learners with a deeper understanding of Shakespeare's plays | | | | | | | | | |
| LO3 | To provide learners with an over view of Shakespeare's historical and political contexts | | | | | | | | | |
| LO4 | To enable the learners, gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves | | | | | | | | | |
| LO5 | To facilitate the learners to analyze plot, characters, themes and stage craft of his plays | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | General Studies Shakespeare's Comedy Shakespeare's Theatre and Audience Fools and Clowns of Shakespeare Tragedies of Shakespeare Soliloquies of Shakespeare Heroines of Shakespeare Villains of Shakespeare Sonnets of Shakespeare | | | | | | | | | |
| II | Sonnet – 2,17,28,56 and 121 | | | | | | | | | |
| III | The Merchant of Venice – Detailed | | | | | | | | | |
| IV | Macbeth – Non detailed | | | | | | | | | |
| V | The Tempest – Non detailed | | | | | | | | | |

| Course Outcomes | | |
|------------------------|--|---------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed | PO1 |
| CO2 | Show evidence of wider reading and a knowledge of Shakespeare scholarship. | PO1,PO2 |

| | | |
|-----|--|-------------|
| CO3 | Articulate ideas that identify, analyze and communicate principles and concepts of the plays | PO4,PO6 |
| CO4 | Understand the distinctiveness of Shakespeare's works with special reference to the immortal characters he created, his intuitive understanding of human nature and the greatness of his craftsmanship | PO4,PO5,PO6 |
| CO5 | Analyze and appreciate the literary expertise of Shakespeare and his relevance to the current society | PO3,PO8 |

Text Books (Latest Editions)

| | |
|----|--|
| 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. "The Argument of Comedy." In <i>English Institute Essays</i> . New York, NY: Columbia University Press, 1949, pp.58-73; repr. In <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: Oxford University Press, 1969[1957] |

References Books

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

| | |
|----|--|
| 1. | Habicht, Werner. "Shakespeare and the German Imagination." In <i>Shakespeare: World Views</i> . Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ: Associated University Presses, 1996 |
| 2. | Harris, Diana. "The Diva and the Donkey: Hoffman's Use of Opera in <i>A Midsummer Night's Dream</i> " MS. |
| 3. | Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle <i>Dream</i> : the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" <i>Shakespeare Bulletin</i> 16/4 (Fall, 1998) |

Web Resources

| | |
|----|--|
| 1. | <u>Reinhardt, Max and William Dieterle.</u> (1935): VHS, laserdisc |
|----|--|

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
JOURNALISM AND MASS COMMUNICATION

Elective – VII

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGE64 | Elective-VII | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To impart the basic knowledge of Mass communication & Journalism and related areas of studies. | | | | | | | | | |
| LO2 | To be acquainted with the principles of journalism and the importance of press laws. | | | | | | | | | |
| LO3 | To understand the nuances of news and media | | | | | | | | | |
| LO4 | To develop the learner into competent and efficient Media & Entertainment Industry ready professionals. | | | | | | | | | |
| LO5 | To train students to write for the newspaper, magazine and the Web | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Definition: Principles and Ethics of Journalism Print Journalism | | | | | | | | | |
| II | Freedom of Press – Press Laws – Defamation – Libel – Contempt of court – Slanders – Copyright Law – Press Regulation Act – Law of Privileges | | | | | | | | | |
| III | Reporting News – Role and Responsibilities of Reporter – Role and Duties of Editor | | | | | | | | | |
| IV | Leads - Types of News – Straight Interpretive – Investigative – Scoop – Sting – Headlines – Editorial – Feature Writing – Personal Column – Reviews – Interviews and Press Conferences | | | | | | | | | |
| V | Electronic and New Media Electronic Media – Radio, Television Emergence of New Age Media Role and Responsibilities | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course students will; | | | | | | | | | |
| CO1 | Acquire the knowledge of the origin and development of the print, electronic and web media. | | | | | | | PO1 | | |
| CO2 | Enhance the knowledge of growth of print, electronic and web | | | | | | | PO1,PO2 | | |
| CO3 | Analyze the significance of speech communication. | | | | | | | 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 | | |

| Text Books (Latest Editions) | |
|---|---|
| 1. | D.S.Mehta,MassCommunicationandJournalisminIndia,AlliedPublishersLtd,NewDelhi. |
| 2 | M.V.Kamath – Professional Journalism |
| 3 | Richard Rudin and Trevor Ibbotson- An Introduction to Journalism |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Robert Fine,The Big Book of Social Media: Case Studies, Stories, Perspectives2010.Publisher:YorkshirePublishing |
| 2. | Frank Webster, TheoriesofInformationSociety,2002, Published by Routledge. |
| Web Resources | |
| 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

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V
ELECTIVE VIII – MYTH AND LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGE65 | Elective –VIII | Y | Y | - | - | 3 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students at the origin and sources of myths in literature. | | | | | | | | | |
| LO2 | Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life | | | | | | | | | |
| LO3 | Get an In-depth study of the theoretical approaches | | | | | | | | | |
| LO4 | Help them gain in sight to myth ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times | | | | | | | | | |
| LO5 | Help them to understand the definition of symbolism with its different types and dimensions. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Defining a Myth, Creation Myth World Mythology as related to Greek, Roman, Indian, and Scandinavian. The Greek storytellers: Homer, Aeschylus, Roman Mythmakers: Vigil, Ovid. | | | | | | | | | |
| II | Shelley - 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 <i>The Ramayana</i> a. The Burning of Lanka 2. Stories from <i>The Mahabharatha</i> a. Kurukshetra _ The Battle and the deceptionofBheema 3. Stories from Puranas, Epics & Vedas a. The Story of Nala&Damayanthi | | | | | | | | | |

| Course Outcomes | | |
|---|--|-----------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Understand the origin and sources of myths in literature | PO1 |
| CO2 | Develop an in- depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times. | PO1,PO2 |
| CO3 | Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals | PO4,PO6 |
| CO4 | Understand symbolism with its different types and dimensions | PO4,PO5, PO6 |
| CO5 | Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music | PO3,PO8 |
| Text Books (Latest Editions) | | |
| 1. | Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: 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 | |
| | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Myths and Legends: An illustrated guide to their origins and meaning. Philip Wilkinson | |
| 2. | Eller,Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: BeaconPress,2000. | |
| 3. | Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions @of the Nursery and Household Tales, in MariaTatar, The Hard Facts of the Grimms=Fairy Tales. Princeton: Princeton UniversityPress,1987(originallypublished1812-1819):203-222. | |
| Web Resources | | |
| 1. | Myth and literature Myth: A Very Short Introduction Oxford Academic (oup.com) Classical Mythology (Clas 215) (duke.edu) <i>Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore78,1965:3-20.</i> | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

PART IV- EXTENSION ACTIVITY
SEMESTER VI PROFESSIONAL COMPETENCY SKILL
ENGLISH FOR COMPETITIVE EXAM

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|--|---|----------------------|----------|----------|----------|----------|-------------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| 23UENGF66 | 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 | | | | | | | | | | |
| <p>UNIT I - Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.</p> <p>UNITII- Canons of Literature, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision.</p> <p>UNIT III – Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism, Great Chain of Being</p> <p>UNITIV–Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower</p> <p>UNITV–Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth</p> | | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Remember the literary terms forms and theories | PO2 | | | | | | | | |
| CO2 | Recognize the different periods of English literature | 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 | | | | | | | | |

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

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

| 1. | A Dictionary of Literary Terms, Cuddon. A(Penguin) |
|----------------------|---|
| 2. | The Post –Colonial Studies. The Key Concepts, Bill Ashcroft, Griffith sand Helen Tiffin (Routledge) |
| Web Resources | |
| 1. | https://onlinecourses.nptel.ac.in/noc20_hs19/preview |
| 2. | http://www.luminarium.org/ |
| 3. | https://poemanalysis.com/genre/absurd/ |
| 4. | https://www.bl.uk/medieval-literature/articles/dream-visions |
| 5. | https://www.britannica.com/topic/Great-Chain-of-Being |

Mapping with Programme Outcomes:

| | 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 |

Mapping with Programme Specific Outcomes:

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

PART V- EXTENSION ACTIVITY

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|------------------|-------------------------------|---|---|---|---|---------|----------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23UENGX67 | Extension Activity | Y | Y | - | - | 1 | | 25 | 75 | 100 |

(Refer to the Regulations)