

MADURAI KAMARAJ
UNIVERSITY
PALKALAINAGAR
MADURAI - 625021



B.A., ENGLISH

**TAMILNADU STATE COUNCIL
FOR HIGHER EDUCATION, CHENNAI-600005**

SYLLABUS

**FROM THE ACADEMIC YEAR
2023-2024**

REGULATIONS

The syllabus of this program is aimed at preparing the students with the latest developments and put them on the right track to fulfill the present requirements.

COMMENCEMENT OF THIS REGULATION

This regulation shall take effect from the academic year 2023 – 2024, i.e., for the students who are admitted to the first year of the UG course during the academic year 2023–2024 and thereafter.

ELIGIBILITY

Refer this office circular No: PU/R/AD-1/UG/PG/Programmes Eligibility/2019

Dated: 16-04-2019.

DEFINITIONS

Programme: Programme means a course of study leading to the award of the degree in a discipline.

Course: Course refers to the subject offered under the degree programme.

CONTENTS

- 1. Introduction**
- 2. Value Addition to the revamped curriculum**
- 3. Curriculum Design & Structure of Course**
- 4. Learning and Teaching Activities**
- 5. Template for UG Programme in English**
- 6. Illustrative Template Semesterwise**
- 7. Different Types of Courses**
 - 7.1 Core Courses**
 - 7.2 Elective Courses (Generic / Discipline Centric)**
 - 7.3 Skill Development Courses**
 - 7.4 Institution-Industry-Interaction**
- 8. Core Component Model Syllabus**

Introduction

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

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are

provided to the student to further enhance their English skills and make them more

accomplishable. Communications subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

Undergraduate Programme

Programme Outcomes:

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

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

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

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

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

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

PO7: Reflective 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 liter

aryandtextualexperiences.

PO10:SocialSkills&EmpatheticApproach:Reorganizeaprofessionaland

reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

B.A.ENGLISH

Programme Specific Outcomes:

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas 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

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

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

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/Benefits
I	<p>Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.</p>	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I, II, III, IV	<p>Skill Enhancement papers (Discipline centric/Generic/Entrepreneurial)</p>	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to make them employable
		<ul style="list-style-type: none"> ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		<ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical know-how of solving real life problems.
III, IV, V & VI	<p>Elective papers</p>	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature ➤ Emerging topics in higher education/industry/communication network/health sector etc. are introduced

		withHands-on-training.
--	--	------------------------

IV	ElectivePapers	<ul style="list-style-type: none"> ➤ Exposuretoindustry modelsstudentsintosolutionsproviders ➤ GeneratesIndustryready graduates ➤ Employmentopportunitiesenhanced
VSemester	Electivepapers	<ul style="list-style-type: none"> ➤ Self-learning isenhanced ➤ Application of theconcept to real situationis conceivedresultingintangibleoutcome
VISemester	Electivepapers	<ul style="list-style-type: none"> ➤ Enriches the studybeyondthe course. ➤ Developingaresearchframework and presenting their independent and intellectual ideas effectively.
ExtraCredits: ForAdvanced Learners/Honorsdegree		<ul style="list-style-type: none"> ➤ To cater to the needs ofpeer learners / researchaspirants
SkillsacquiredfromtheCourses		Knowledge, Problem Solving, Analytical ability, Professional Competency,ProfessionalCommunicationandTransferable Skill

Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language - Tamil	3	6	Part..1. Language - Tamil	3	6	Part..1. Language - Tamil	3	6	Part..1. Language - Tamil	3	6	5.1 Core Course - \CC IX	4	5	6.1 Core Course - CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course - CCX	4	5	6.2 Core Course - CC XIV	4	6
1.3 Core Course - CCI	5	5	2..3 Core Course - CCIII	5	5	3.3 Core Course - CCV	5	5	4.3 Core Course - CCV II Core Industry Module	5	5	5.3. Core Course - CC - XI	4	5	6.3 Core Course - CC XV	4	6
1.4 Core Course - CCII	5	5	2.4 Core Course - CCI V	5	5	3.4 Core Course - CCVI	5	5	4.4 Core Course - CCVIII	5	5	5.4. Core Course - /Project with viva - voce CC - XII	4	5	6.4 Elective - VII Generic / Discipline Specific	3	5
1.5 Elective I Generic / Discipline Specific	3	4	2.5 Elective II Generic / Discipline Specific	3	4	3.5 Elective III Generic / Discipline Specific	3	4	4.5 Elective IV Generic / Discipline Specific	3	3	5.5 Elective V Generic / Discipline Specific	3	4	6.5 Elective VIII Generic / Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic / Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement - (Foundation Course)	2	2	2.7 Skill Enhancement Course - SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship	2				

											/Indus trialTr aini ng						
	23	3 0		23	3 0		22	3 0		25	3 0		26	3 0		21	3 0
Total-140 Credits																	

**ChoiceBasedCreditSystem(CBCS),LearningOutcomesBasedCurriculumFramework(LOCF)GuidelineBasedCreditandHoursDistributionSystem
forallUGcoursesincludingLabHours**

FirstYear–Semester-I

Part	List ofCourses	Credit	No.of Hours
Part-1	Language–Tamil	3	6
Part-2	English	3	6
Part-3	CoreCourses&ElectiveCourses[inTotal]	13	14
Part-4	SkillEnhancementCourseSEC-1	2	2
	FoundationCourse	2	2
		23	30

Semester-II

Part	List ofCourses	Credit	No.of Hours
Part-1	Language–Tamil	3	6
Part-2	English	3	6
Part-3	CoreCourses&ElectiveCoursesincludinglaboratory[inTotal]	13	14
Part-4	SkillEnhancementCourse-SEC-2	2	2
	SkillEnhancementCourse-SEC-3(Discipline/SubjectSpecific)	2	2
		23	30

SecondYear–Semester-III

Part	List ofCourses	Credit	No.of Hours
Part-1	Language-Tamil	3	6
Part-2	English	3	6
Part-3	CoreCourses&ElectiveCoursesincludinglaboratory[inTotal]	13	14
Part-4	SkillEnhancementCourse-SEC-4(EntrepreneurialBased)	1	1
	SkillEnhancementCourse-SEC-5(Discipline/SubjectSpecific)	2	2
	E.V.S	-	1
		22	30

Semester-IV

Part	List ofCourses	Credit	No. ofHours
Part-1	Language-Tamil	3	6
Part-2	English	3	6
Part-3	CoreCourses&ElectiveCoursesincludinglaboratory[inTotal]	13	13
Part-4	SkillEnhancementCourse-SEC-6(Discipline/SubjectSpecific)	2	2

	Skill Enhancement Course-SEC-7(Discipline/Subject Specific)	2	2
	E.V.S	2	1
		25	30

**Third
Year Semester-V**

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

Semester-VI

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

Consolidated Semesterwise and Componentwise Credit distribution

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

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

**QUESTION PAPER PATTERN
For Core, Allied & Elective-I**

Duration: **Three Hours**
75

Maximum Marks:

Part A: (15 X 1 = 15 marks)
Answer ALL Questions
(Multiple Choice Questions, 3 from each unit)

Part B: (2 X 5 = 10 marks)
Answer ANY TWO Questions
(TWO out of FIVE Questions)

Part C: (5 X 10 = 50 marks)
Answer ALL Questions
(One Question from Each Unit with internal choice)

QUESTION PAPER PATTERN

FOR ELECTIVE-II

English Literature for Competitive Examinations

All Questions in Part-A, B,

& Care MCQ type Questions in the above pattern

PASSING MINIMUM

i) The Candidate shall be declared to have passed the examination if he/she secures

not less than 40 marks in total (CIA mark + Theory Exam mark) with minimum of 30 marks in the Theory Exam conducted by the University.

ii) The Candidate shall be declared to have passed the examination if he/she secures

not less

than 40 marks in total (CIA mark + Practical Exam) with minimum of 30 marks in the practical Exam conducted by the University.

CONVERSION OF MARKS TO GRADE POINTS AND LETTER GRADE (Performance in a

Course/Paper)

RANGE OF MARKS	GRADEPOINTS	LETTERGRADE	DESCRIPTION
90-100	9.0-10.	O	Outstanding
80-89	8.0-8.	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	VeryGood
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i=Credit earned for course i in any semester

G_i=Grade Point obtained for course i in any semester

n=refer to the semester in which such course were credited

I
YEARFIRSTSEME

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	Part-I	LANGUAGE- Tamil	3	3			3	6	25	75	100
2	Part-II	Foundation ENGLISH	3	3			3	6	25	75	100
3	Part – III CORE 1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part-III CORE 2	INDIAN WRITING IN ENGLISH	3	2			5	5	25	75	100
5	Part – III ELECTIVE	SOCIAL HISTORY OF ENGLAND (ELECTIVE I)	2	2			3	4	25	75	100
6	Part-IV	NON MAJOR ELECTIVE-1 Popular Literature and Culture (offered to other Major department students)	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE (FOUNDATION COURSE) (ORIENTATION/BRIDGE COURSE)	1	1			2	2			

SECOND SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE- Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 3	BRITISH LITERATURE-I	3	2			5	5	25	75	100
4	PART III CORE 4	AMERICAN LITERATURE-I	3	2			5	5	25	75	100
5	PART III ELECTIVE	HISTORY OF ENGLISH LITERATURE (ELECTIVE 2)	2	2			3	4	25	75	100
6	PART IV	NON MAJOR ELECTIVE-2 Philosophy for Literature- (Offered To Other Major Department Students)	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE- SEC-1 English for Communication	1	1			2	2	25	75	100
		TOTAL					23	30			

II-YEAR THIRD SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE- Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE E5	BRITISH LITERATURE-II	3	2			5	5	25	75	100
4	PART III CORE E6	AMERICAN LITERATURE-II	3	2			5	5	25	75	100
5	PART III ELECTIVE	LITERARY GENRES AND TERM SELECTIVE 3	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE- SEC2(ENTREPRENEURIALS KILL)	1	0			1	1	25	75	100
		Skill Enhancement Course Sec-3-Public Speaking	1	1			2	2	25	75	100
		EVS	1	0				1	25	75	100
TOTAL							22	30			

FOURTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE-Tamil	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE E7	WORLD LITERATURE IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE E8	ASPECTS OF LANGUAGE AND LINGUISTICS	3	2			5	5	25	75	100
5	PART III ELECTIVE	NON-MANDATORY ELECTIVE 4-Film and Literature	2	2			3	3	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE SEC-4-English for Career	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE SEC-5-English for Business	1	1			2	2	25	75	100
		EVS	1	0			2	1	25	75	100
TOTAL							25	30			

IIIYEAR-FIFTHSEMESTER

S I. N O	Course Category	Course	Credit Distribution				Credits	TotalCo ntactH ours/W eek	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART IICOR E9	AUTHORSINFOCUS	3	2			4	5	25	75	100
2	PART IICORE 10	WOMEN'SWRITING	3	2			4	5	25	75	100
3	PART IICORE 11	INDIANWRITINGIN TRANSLATION	3	2			4	5	25	75	100
4	PART IICORE 12	PROJECT WITH VIVAVOCE	3	2			4	5	25	75	100
5	PARTIIIE LECTIVE	NON-MANDATORY ELECTIVE 5-Introduction toComparativeLiterature	2	2			3	4	25	75	100
6	PARTIIIE LECTIVE	NON-ANDATORYELECTIVE 6- MassCommunicationan dJournalism	2	2			3	4	25	75	100
7	PARTIV	VALUEEDUCATION	1	1			2	2	25	75	100
		SUMMERINTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
		TOTAL					26	30			

SIXTHSEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	TotalCo ntactH ours/W eek	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART IICORE 13	INTRODUCTIONTO LITERARY THEORYANDCRITI CISM	3	3			4	6	25	75	100
2	PART IICORE 14	BIOGRAPHIES,AUTOBIOGRA PHIESANDMEMOIRS (NONMANDATORYCORE)	3	3			4	6	25	75	100
3	PART IICORE 15	SHAKESPEARE STUDIES (NONMANDATORY CORE)	3	3			4	6	25	75	100
4	PART IIIELECTI VE	NON-MANDATORY-ELECTIVE7 CommunicativeEnglish	3	2			3	5	25	75	100
5	PARTIII ELECTIVE	NON-MANDATORY-ELECTIVE8 DigitalLiteracyand Concepts	3	2			3	5	25	75	100
6	PARTIV	EXTENSION ACTIVITY	-	-			1		25	75	100
		PROFESSIONALCOMPETENCY SKILL	1	1			2	2			
		TOTAL					21	30			

MethodsofEvaluation		
Internal Evaluation	ContinuousInternalAssessmentTest	25 Marks
	Assignments	
	Seminars	
	AttendanceandClassParticipation	
External Evaluation	EndSemesterExamination	75 Marks
	Total	100 Marks
MethodsofAssessment		
Recall(K1)	Simpledefinitions,MCQ,Recallsteps,Conceptdefinitions	
Understand/Comprehend(K2)	MCQ,True/False,Shortessays,Conceptexplanations,Shortsummaryoroverview	
Application(K3)	Suggestidea/conceptwithexamples,Suggestformulae,Solveproblems,Observe,Explain	
Analyze(K4)	Problem-solvingquestions,Finishaprocedureinmanysteps,Differentiate betweenvariousideas,Mapknowledge	
Evaluate(K5)	Longernessay/Evaluationessay,Critiqueorjustifywithprosandcons	
Create(K6)	Checkknowledgeinspecificoroffbeatsituations,Discussion,DebatingorPresentations	

7A-Mandatory Core Areas for B.A Programme

I Year Sem I Sem II	C1. Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
	C3. British Literature I (5 credits)
	C4. American Literature I (5 credits)
II Year Sem III Sem IV	C5. British literature-II (5 credits)
	C6. American literature-II (5 credits)
	C7. World literature in translation (4 credits) C8. Aspects of Language Linguistics (4 credits)
	C9. Authors in Focus (4 credits)
III Year Sem V Sem V I	C10. Women's Writing in English and in Translation (4 credits)
	C11. Indian Literature in Translation (4 credits) C12. Project (4 credits)
	C13. Introduction to literary Theory and Criticism (4 credits) C14. C15.

B-**Suggested Non-Mandatory Core Areas for B.A Programme Semester VI (any 2 may be opted) (C14 & C15 (4 credit each))**

III Year Sem VI	CNM1. Biographies, Auto-biography & Memoirs
	CNM2. Shakespeare Studies
	CNM3. Literary Criticism
	CNM4. Culture Study through Film (India and America)
	CNM5. Media, Communication & Publication
	CNM6. Modern English Grammar and Composition
	CNM7. ELT and Computer Assisted Language Learning
	CNM8. Creative Writing

	CNM9.EnglishatWorkPlaceCN M10.TravelWriting
--	--

C-Mandatory Elective Areas for B.A Programme

I Year	ME1.Social History of England(3 credits)
	ME2.History of English Literature(3 credits)
II Year	ME3.Literary Genres and Terms(3 credits)
	ME4.

**D- Suggested Non Mandatory Elective (Allied) Areas for B.A Programme
(any five may be opted-3 credit each)**

Sem IV (1 to be opted) ELECTIVE 4	NME1.Myth and Literature
	NME2.Film and Literature
	NME3.English Teaching Methods and Materials
	NME4.Translation:Basic Concepts and Practice.
Sem V (2 to be opted) ELECTIVE 5,6	NME1.English for Competitive Examinations
	NME2.Introduction to Comparative Literature
	NME3.Fundamentals of Academic Writing
	NME4.Mass Communication and Journalism
	NME5.Film Studies
Sem VI (2 to be opted) ELECTIVE 7,8	NME 1.Art & Literary Aesthetics
	NME2.Communicative English
	NME3.Writing for the Web/English for Internet
	NME4.Digital Literacy and Concepts
	NME5.Technical Writing

(SKILL ENHANCEMENT COURSES)

- a. ENGLISH FOR COMMUNICATION
- b. ENTREPRENEURIAL SKILL
- c. PUBLIC SPEAKING
- d. ENGLISH FOR CAREER
- e. ENGLISH FOR BUSINESS

**B.A.ENGLISHCore
ComponentSyllabus**

FIRSTYEAR-SEMESTER I
CORE I-INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	Introduction: Poetry- Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose- Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.									
II	Michael Drayton- <i>The Parting</i> . William Shakespeare- <i>Sonnet 18</i> , <i>Sonnet 116</i> . John Milton- <i>When I Consider How My Light is Spent</i> , William Wordsworth- <i>Daffodils</i> . John Keats- <i>Ode to Nightingale</i> . Thomas Gray- <i>Elegy Written in a Country Churchyard</i> . Robert Frost- <i>Mending Wall</i> Theodore Roethke - <i>The Meadow Mouse</i>									
III	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory- <i>The Rising of the Moon</i> .									
IV	Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote- <i>Tilting at the Windmills</i> . <i>A Dill Pickle</i> , <i>The Escape</i> from Katherine Mansfield- <i>Bliss</i> and other stories.									
V	Saki- <i>The Open Window</i> Robert Lynd- <i>Sweet</i> Jerome K. Jerome- excerpt from- <i>Three Men in a Boat</i> - (Packing Episode)									

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

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing - X.J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition - Laurie Kirszner, by Cengage Learning, 2016

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

Web Resources	
1.	ASIATIC: IITUM Journal of English Language & Literature
2.	The English Historical Review (EHR)

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 -

LowMappingwithProgrammeSpecificOutcomes:

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 ofCourseContributionto POs	3.0	3.0	3.0	3.0	3.0

FIRSTYEAR-SEMESTER I
CORE II- INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post)national and gender politics, cross-cultural transformations.									
LO3	To enable learner 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 to literary texts									
UNIT	Details									
I	<i>Winning of Friends (Panchathantra)</i> – Vishnu Sharma (there are four stories to choose from) <i>Hachiko</i> – Pamela S. Turner <i>Brother's Day</i> from Folktales – A.K. Ramanujan <i>Handful of Nuts, Night Train to Deoli</i> from Ruskin Bond <i>Sparrows</i> – K.A. Abbas									
II	Rabindranath Tagore – Khabhuliwala. India through a Traveller's Eye excerpt from <i>My Several Worlds</i> – Pearl S. Buck. <i>The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle</i> from <i>School Days</i> – Ruskin Bond Inspection Episode – Examination – from Part I Childhood – M.K. Gandhi - Autobiography Science, Humanity and Religion									
III	<i>The Lotus</i> – Toru Dutt <i>The Tiger and the Deer</i> – Sri Aurobindo									
IV	Sarojini Naidu – <i>The Village Song</i> A.K. Ramanujan – <i>Still Another View of Grace</i> Shiv Kumar – <i>Indian Women</i> Mirza Ghalib – <i>It is not Love, it is Madness</i>									
V	Rabindranath Tagore – <i>Mukhthadhara</i> . <i>The Window, Sentry's Lantern</i> – Five Plays – Harindranath Chattopadhyay Nalini: <i>A Comedy in Three Acts</i> – Three Plays – Nissim Ezeikel Joginder Paul – <i>Sleepwalkers</i> .									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8
Text Books (Latest Editions)		
1.		
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	To be furnished by TANSCHÉ	
2.		
3.		
4.		
Web Resources		
1.		
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 Outcomes:

es:

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 of POs	3.0	3.0	3.0	2.8	3.0

FIRSTYEAR -SEMESTER
II CORE III- BRITISH LITERATURE-
I

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce British Identity, Periods and other related forms.									
LO2	To increase the ability for students to intellectually assess the world and their place in it.									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature									
LO5	To create an aptitude of critically probing through the text									
UNIT	Details									
I	Of Truth, Of Adversity - Francis Bacon A City Night - Piece - Oliver Goldsmith The Spectator Club, On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele									
II	Robert Jamieson - Robin Hood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Book-I									
III	P.B. Shelley - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immortality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk4.									
IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer									
V	Mary Shelley - 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.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.	
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOKONDEMAND LTD, 2021.	
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . Create Space, 2015.	
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
Web Resources		
1.	<i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.</i>	
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .	

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 -

LowMappingwithProgrammeSpecificOutcomes:

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 o POs	3.0	3.0	3.0	2.8	3.0

FIRSTYEAR -SEMESTER
ICOREIV- AMERICANLITERATURE-
I

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	ToUnderstandthegrowthanddevelopmentofAmericanliterature.									
LO2	Tocriticallyexaminehowvariousgenresdevelopedandprogressed.									
LO3	LearnaboutprominentwritersandfamousworksinAmericanliterature.									
LO4	Toclosely examinethevariousthemesandmethodologiespresentinBritishliterature									
LO5	Tocreateanaptitudeofcriticallyprobingthroughthetext									
UNIT	Details									
I	E.M.Foster- <i>The Prologue</i> <i>Passage to India (Lines 1-68)</i> . Walt Whitman <i>O Captain, My Captain!</i> – Walt Whitman									
II	Sherman Alexie- <i>Crow Testament, Evolution</i> Edgar Allan Poe- <i>The Raven</i> Emily Dickinson- <i>Because I Could Not Stop for Death.</i>									
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	Harriet Beecher Stowe- Uncle Tom's Cabin Herman Melville- Billy Budd Washington Irving- <i>The Legend of the Sleepy Hollow</i> , Rip Van Winkle Leslie Marmon Silko- <i>Ceremony</i>									
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.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, ME AD, 1980.	
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
Web Resources		
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 .	
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

MappingwithProgrammeOutcomes:

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

3 – Strong,2–Medium,1-Low

MappingwithProgrammeSpecificOutcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
UNIT	Details									
I	Alfred Tennyson- Ulysses Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T.S. Eliot- The Wasteland W.H. Auden- The Unknown Citizen									
II	Philip Larkin- The Whitsun Weddings G. K. Chesterton - Piece of Chalk Charles Lamb- Dream Children Joseph Addison- Sir Roger at Church, Sir Roger in London William Hazlitt- Indian Jugglers									
III	G.B. Shaw - Pygmalion, Arms and The Man John Osborne- Look Back in Anger									
IV	Jane Austen- Persuasion, Pride & Prejudice. Charlotte Brontë- Jane Eyre Wilkie Collins- The Moonstone									
V	Arthur Conan Doyle- Hound of Baskervilles Murder on the Orient Express – Agatha Christie (Graphic Novel) Bram Stoker-- Dracula.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1, PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4, PO6
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.	
2.	David Green- Winged Words – MacMillan	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Brontë Charlotte, et al. <i>Jane Eyre</i> . Oxford University Press, 2019.	
2.	Lamb, Charles. <i>Dream Children: A Reverie</i> . Reed Pale Press, 1928.	
3.	<i>Look Back in Anger</i> , by John Osborne: Theatre Program, 1974, La Mama Theatre. 1974.	
Web Resources		
1.	Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." <i>Agatha Christie</i> , 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6 .	
2.	Smith, Grover. "Eliot's World before the Waste Land." <i>The Waste Land</i> , 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1	

Mapping with Programme Outcomes:

	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:

es:

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 of POs	3.0	3.0	3.0	3.0	3.0

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

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

CO2	Understandthesocial-cultural-ecological-political,historical,religious and philosophical contexts of theAmerican spirit in literature.	PO1,PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, andvisions ofAfricanAmericanwriters	PO4, PO6
CO4	Understand the American style of writing and ideologieslikeTranscendentalism,corruption,pride,powerandobsessio nalongwithspiritualismandChristianvalues.	PO4, PO5, PO6
CO5	Critically analyze American literary texts in the light of severalmovements in literature and understand thechanging faces of textswithdevelopmentsinculture.Studentscancompare/contrastliter ary works through ananalysisofgenre,theme,character,andother literarydevices.	PO3, PO8
TextBooks(Late stEditions)		
1.	Angelou,Maya. <i>TheCompletePoetry</i> .RandomHouse,2015.An AnthologyofAmericanLiterature-?	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictly adheredto)		
1.	Dickinson,Emily. <i>ABirdCameDowntheWalk- SelectedBirdPoemsofEmilyDickinson</i> .ReadBooksLtd,2021.	
2.	Gray, Richard. <i>A Brief History of American Literature</i> . John Wiley & Sons, 2010.Hansberry,Lorraine. <i>ARaisininthSun</i> .ModernLibrary,1995.	
3.	Morrison,Toni. <i>Beloved</i> .Everyman’sLibrary,2006.	
4.	Twain,Mark. <i>TheAdventuresofTomSawyer</i> .TheFloatingPress,2009.	
WebResources		
1.	Cramer, Jeffrey S., editor. “Thoreau Describes His Contemporaries.” <i>TheQuotableThoreau</i> ,PrincetonUniversityPress,2011,pp.430– 38, http://dx.doi.org/10.1515/9781400838004.430 .	
2.	Hawthorne, Nathaniel. “The Revelation of the Scarlet Letter.” <i>The Scarlet Letter</i> ,OxfordUniversityPress, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025 .	

MappingwithProgrammeOutcomes:

	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 -

LowMappingwithProgrammeSpecificOutcomes:

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 ofCourseContributiont o POs	3.0	3.0	3.0	2.8	3.0

SECONDYEAR-SEMESTERIV
COREVII–WORLDLITERATUREINTRANSLATION

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	Tohelplearnersachieveaccessibility toreional andinternational literaryforms.									
LO2	Toenablethemtocontextualizethetextsandbefamiliarwithtranslationtheory.									
LO3	Toenablethemtodevelopacomparativeperspectivetostudythetexts									
LO4	To exhibit appreciation of literature and writers from various nations andcultures.									
LO5	Tolearntoseecriticallytherisingtrendsofglobalization,capitalismandmulti-culturalism.									
UNIT	Details									
I	Dante-Ulysses’ Last Voyage The Violet/The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo-Tomorrow at Dawn. Khalil Gibran- Your Children are not your children.									
II	Pablo Neruda- If you forget me. Ovid – Pyramus & Thisbe. Alexander Pushkin- The Gypsies. Horace- Satires Gabriel Okara- The Mystic Drum Jean Arasanayagam- Two Dead Soldiers									
III	Walter Benjamin - Unpacking My Library Montaigne- Of Friendship.									
IV	Marie Clements- The Unnatural & Accidental Women. Samuel Beckett- Waiting for Godot. Federico García Lorca- Yerma									
V	Gabriel García Márquez - A Very Old man With Enormous Wings. Ivan S. Turgenev- The District Doctor. Plautus- The Pot of Gold. Antoine de Saint-Exupéry- The Little Prince.									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain an exposure to some Classics in World Literature, both in the theme and form.	PO1
CO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1, PO2
CO3	Gain an understanding of the works in their cultural/historical contexts and of the end during human values which unite the different literary traditions.	PO4, PO6
CO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8
Text Books (Latest Editions)		
1.	Márquez, Gabriel García. <i>A Very Old Man with Enormous Wings</i> . 2014.	
2.	Neruda, Pablo. <i>The Poetry of Pablo Neruda</i> . Farrar, Straus and Giroux, 2015.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Angelou, Maya. <i>The Complete Poetry</i> . Random House, 2015.	
2.	Benjamin, Walter, and Martin Jay. <i>Unpacking My Library</i> . 2010.	
3.	Bercovici, Konrad. <i>The Story of the Gypsies</i> . Pickle Partners Publishing, 2017.	
4.	Bolton, David. <i>The Pot of Gold by Plautus</i> . Lulu.com, 2019.	
5.	Clements, Marie Humber. <i>The Unnatural and Accidental Women</i> . Talonbooks Limited, 2005.	
Web Resources		
1.	The Introduction of Victor Hugo to the English (1823–1830).” <i>The Fortunes of Victor Hugo in England</i> , Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002 .	

MappingwithProgrammeOutcomes:

	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**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
Weightedpercentageof CourseContributionto POs	3.0	3.0	3.0	2.8	3.0

THIRDYEAR -SEMESTER V
COREVIII-ASPECTSOFLANGUAGE&LINGUISTICS

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	Tohelplearnersgainknowledgeoflinguisticresearchmethodsandofdifferenttheories of language									
LO2	Toenablethemgainspecializedknowledge relatedtootherareasoflinguisticresearchand applications									
LO3	Tohelpthemgain detailedknowledgeofthehistory,traditionsanddistinctivecharacteroftheacademicfield of Englishlinguistics.									
LO4	Tofamiliarizethemwith theabilitytouse thisknowledgetoanalyze problemsinboththeacademicsettingsand work contexts.									
LO5	Toenhancecompetenceinhumanitiesthatinclude theabilitytothinkhistoricallyandan alyticallyaboutlanguage,literature,cultureandsociety.									
UNIT	Details									
I	Introductiontostudyoflanguage– George Yule AnIntroductiontoLanguageandLinguistics- EditedbyRalphFasold& JeffConnor-Linton									
II	Theory of Communication – From Communication Theory – David Holmes General Semiotics - from The Theory of General Semiotics – AlfredSolomonick Linguistics, Sign, Language & Culture Language&Writing.									
III	Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand DeSaussure IntroductiontoPhonology&Morphology–Gimson’s PronunciationofEnglish/DanielJones Syntax&SemanticsfromSyntactic Structures–NoamChomsky									
IV	ComputinginLinguistics&Phonetics-IntroductoryReading.–PeterRoach									
V	LinguisticChanges-EnglishLanguageVarieties- Idiolect,Dialect,Pidgin&Creole–F.T.Wood Bilingualism/Multilingualism– TheHandbookofBilingualismandMultilingualismEditor(s):TejK. Bhatia, WilliamC.Ritchie Psychology of Language - The Psychology of Language – Trevor A. Harley NaturalLearningProcess– TheHandbookofComputationalLinguisticsandNatural Language Processing - Alexander Clark, Chris Fox, and ShalomLappin TEXTS Linguistics:AnIntroductionofLanguage&Communication– AkamajianA.,R.A.Demers&M Harnish Language–Bloomfield Structural Aspects of Language Change – D. Bolinger CourseinGeneralLinguistics –FerdinandDeSaussure TheStudyofNewLinguisticVarieties– RajendMesthrie&RakeshM.Bhatt									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to analyze a wider range of problems relating to linguistic scholarship and research ethics.	PO1
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information	PO1, PO2
CO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	PO4, PO6
CO4	Communicate about academic issues related to languages and linguistics, both with specialists and the general public.	PO4, PO5, PO6
CO5	Contribute to new thinking and innovation processes within the area of linguistics specialization.	PO3, PO8
Text Books (Latest Editions)		
1.	Eco, Umberto. <i>A Theory of Semiotics</i> . Indiana University Press, 1979.	
2.	Harley, Trevor A. <i>The Psychology of Language</i> . Psychology Press, 2013.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	McLuhan, Eric, and Marshall McLuhan. <i>Theories of Communication</i> . Peter Lang Pub Incorporated, 2011.	
2.	Sakoda, Kent, and Jeff Siegel. <i>Pidgin Grammar</i> . Bess Press, 2003.	
3.	Bloom, Leonard. <i>Language</i> . University of Chicago Press, 1984.	
4.	Saussure, Ferdinand. <i>Course in General Linguistics</i> . Open Court Publishing, 1986. Yule, George. <i>The Study of Language</i> . Cambridge University Press, 2010.	

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage ofCourseContribution o POs	3.0	3.0	3.0	3.0	3.0

**THRIDYEAR -
SEMESTERVCOREIX-**

SubjectCode	Category	L	T	P	S	Credits	Inst	HOURS	Marks		
									CIA	External	Total
	Core	Y	Y	-	-	4		5	25	75	100
Learning Objectives											
LO1	Tohelp learnersgainknowledgeofauthorsofvariousbackgrounds.										
LO2	Toenablethemgain specializedknowledge relatedtoworksofauthorsofnationalandinternationalacclaim.										
LO3	Tofamiliarizethemwiththestyle,dictionandcoherenceofauthorsandtheirworks.										
LO4	Toequipthemwiththeabilitytouse thisknowledgetoanalyze problemsinboththeracad emicsettingsandworkcontexts.										
LO5	To enhance their ability to think historically and analytically about people,language,literature, cultureandsociety.										
UNIT	Details										
I	Aristotle-Lifeandworks.										
II	CharlesDickens-Life&Works										
III	RabindranathTagore-Life&Works										
IV	JaneAusten-Life&Works										
V	Dignifyingscience:storiesaboutwomenscientists/written byJimOttavianiandillustratedbyDonna Barr...[etal.].										
CourseOutcomes											
Course Outcomes	Oncompletionofthiscourse,studentswill;										
CO1	Demonstrateabroadandcoherentbodyofknowledgewit hdepthintheunderlyingprinciplesandconcepts								PO 1		
CO2	Integrateknowledgeofthediversityofcultures andpeoples								PO1,PO2		
CO3	Apply critical thinking, independentjudgment,interculturalsensitivityandregional,n ationalandglobalperspectives to identify and solve problems in EnglishLanguage andLiterature								PO4,PO6		
CO4	Demonstrate capacity for reflection, planning, ethicaldecision- making and inter-disciplinary team work indiversecontextsofcommunityengagement.								PO4,PO5,PO6		
CO5	Developcreativity,understanding,teachingandcriticalap preciatiofEnglishLiterature.								PO3,PO8		

TextBooks(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.	“About the Authors.” Beyond Performance, 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
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**COREX-WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION**

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with how unique experiences of women influence their writings									
LO2	To help them analyze representations of women in literature.									
LO3	To enable learner to be familiar with various contexts that influence the representation of women in literature.									
LO4	To enable them apply appropriate formal conventions when writing about literature									
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.									
UNIT	Details									
I	Toru Dutt - Our Casuarina Tree. Elizabeth Browning - How do I love thee? Sappho - Hymn to Aphrodite Sujatha Bhatt - Muliebrity Judith Wright - Eve to the Daughter									

II	Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat & Live) On Reading Haiku – Elizabeth Searle Lamb Rupi Kaur - The Healing (Milk & Honey)
III	Virginia Woolf - A Room of One's Own. Clarissa Pinkola Estés - Women Who Run With Wolves
IV	Kate Chopin – Awakening Carol Churchill – Top Girls
V	Aphra Behn - Oroonoko. L. M. Montgomery - Anne of Green Gables Louisa May Alcott - Little Women Sandra Cisneros - The House on Mango Street Margaret Atwood - Surfacing Ambai - In a Forest, A Deer. Vaasanthi - Breaking Free. Tr. By N. Kalyan

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Examine and appreciate the role played by sociocultural-economic contexts in defining women.	PO1
CO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.	PO1, PO2
CO3	Understand and appreciate the representation of female experience in literature	PO4, PO6
CO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.	PO4, PO5, PO6
CO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	PO3, PO8
Text Books (Latest Editions)		
1.	Gilbert, Sandra M., and Susan Gubar. <i>The Norton Anthology of Literature by Women</i> . W.W. Norton, 2007. (2 Volume Set)	
2.	Olson, S. Douglas. <i>The "Homeric Hymn to Aphrodite" and Related Texts</i> . Walter de Gruyter, 2012.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Estés, Clarissa Pinkola. <i>Women Who Run with the Wolves</i> . 1995.	

2.	Holmström, Lakshmi. <i>In A Forest, A Deer</i> . OUP India, 2012.
3.	Jain, Jasbir, and Avadhesh K. Singh. <i>Indian Feminisms</i> . 2001.
4.	Woolf, Virginia. <i>A Room of One's Own</i> . Renard Press Ltd, 2020.
Web Resources	
1.	“Ambai (C. S. Lakshmi) b. 1944.” <i>Name Me a Word</i> , Yale University Press, 2019, pp. 259–67, http://dx.doi.org/10.12987/9780300235654-032 .

Mapping with Programme Outcomes:

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

es:

	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

THIRDYEAR -SEMESTER V
COREXI-INDIANWRITINGINTRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks			
								CIA	External	Total	
	Core	Y	Y	-	-	4	5	25	75	100	
Learning Objectives											
LO1	To introduce the student to the polyphony of modern Indian writing in translation										
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.										
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.										
LO4	To explore images in literary production that express the writer's sense of their society.										
LO5	To encourage the student to explore texts outside of the suggested reading list to realize the immense treasure trove of translated Indian literary works.										
UNIT	Details										
I	Kalidasa- The Loom of Time. Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal - <i>The Book of Vanci</i> . – Silappathikaaram Book 3 Tr. R.Parthasarathy Thirukkural–Tr.Rajaji Kurunthogai(Five verses each for one Tinai)–Sangam Literature– A.K.Ramanujam										
II	<i>Where The Mind Is Without Fear,</i> Gitanjali, <i>Far Below Flowed Jumna,</i> Fruit Gathering, <i>Song 85- The Gardener.</i>							<i>ALL by TAGORE</i>			
	Sarojini Naidu - The Soul's Prayer. Nissim Ezeikel- The Railway Clerk. A.K.Ramanujam- The Striders Arun Kolatkar- An Old Woman										
III	Theory of Value A Collection of Readings-(33-40) from GARLAND Chapter 6- Bharata Natya Shastra(100- 118) Tr.Manmohan Ghosh Vol.1 Hindu View of Life–Sarvepalli Radhakrishnan Vanishing Landmarks– Nirad C.Chaudri										
IV	Badal Sircar- Evam Indrajit Girish Karnad– Tughlaq										
V	How the Raja's Son won the Princess Labam–Indian Fairy Tales by Joseph Jacob <i>Monday Morning, M.C.C., Before the Examinations</i> from Swami & His Friends – R.K.Narayan Arjun-Sunil Gangopadhyay										

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary production that express the writers' sense of their society.	PO4, PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	PO3, PO8
Text Books (Latest Editions)		
1.	Modern Indian Writing in Translation, Edited by Dhyanjay Kapse, 2016	
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007	
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).	

MappingwithProgrammeOutcomes:

	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-

LowMappingwithProgrammeSpecificOutcom

es:

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 ofCourseContributiont o POs	3.0	3.0	3.0	3.0	3.0

THIRDYEAR -SEMESTER V
COREXII-INTRODUCTION TOLITERARYTHEORY& CRITICISM

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	To familiarizelearners with western literary theory and criticism with anemphasisonthemostprominenttheorists,texts,schools,andideas.									
LO2	Toequiplearnerswithideasrelatedtothetheoryandcriticismofliterarytexts.									
LO3	Tointensifystudents'proficiencyintheskillsattheheartofaliberaleducation									
LO4	Tohelpthemthinkcriticallyaboutarangeofliterarytheories.									
LO5	Toemphasizelearners on the careful reading of primary theoretical texts,withattentionaswelltohistoricalandsocialcontexts.									
UNIT	Details									
I	Marxism The formation of the Intellectuals & Hegemony & Separation of Powers – AntonioGramsci–PrisonNotebooks(Pg.5,245–246) Ideology&IdeologicalStateApparatuses- Lenin&Philosophy&Otheressays –LouisAlthusser(Pg.85–126)									
II	Feminism 20yearson:Aliteratureoftheirownrevisited-FromBrontetoLessing– ElaineShowalter(Pg.xi–xxx) When GoodsGet Together (pp.107-110) from This Sex Which Is NotOne.–LuceIrigaray									
III	PostStructuralism JacquesDerridaStructure,SignandPlay fromModernCriticismandTheory:AREader–DavidLodge(Pg.108–123) TruthandPower-PowerandKnowledge/Whatis anAuthor?– MichaelFoucault(Pg.109 –133)									
IV	Post-ColonialStudies PassiveResistanceandEducation–MahatmaGandhi(Pg.88– 106)TheScopeOfOrientalism(Pg.29-110)Edwardsaid									
V	IndianLiterature- DefinitionofcategoryinTheoryClasses,Nations,Literature(Pg.243-285)– AijazAhmad									
CourseOutcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Demonstrate familiarity with the history of literary theoryin the West, including prominent theorists andcritics,important schools and movements, and the historical andculturalcontextsimportanttothosetheories							PO1		
CO2	DemonstrateanunderstandingofkeyconceptsinliteraryTheory							PO1,PO2		
CO3	Explaintoothersthemeaning,significance,andvalueofspecifiliterarytheoreticalworks.							PO4,PO6		
CO4	Analyze specific literary theories in order to distinguish themfromothertheoriesandtoidentifythestructureandlogicof theirarguments.							PO4,PO5,PO6		

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

Mapping with Programme Outcomes:

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

THIRDYEAR-SEMESTERVI
CNM1–BIOGRAPHIES,AUTO-BIOGRAPHIES&MEMOIRS

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives									
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.									
LO3	To help them engage in imagination, critical inquiry and self-reflection									
LO4	To help them explore significant texts from diverse cultures and people in history									
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.									
UNIT	Details									
I	Nigel Hamilton-Biography: A Brief History James Boswell-Chapter IX- The Dictionary- Life of Johnson.									
II	Anne Frank- excerpts from The Diary of a Young Girl Malala Yousafzai- from I Am Malala Florence Nightingale- from Eminent Victorians									
III	R.K. Narayan- My Days. Salim Ali- The Fall of a Sparrow									
IV	Tom Alter- The Man Who Made The Elephant Dance. R.K. Laxman- The Tunnel of Time Vladimir Nabokov, Speak, Memory (1951/1966). London: Penguin, 2000.									
V	Jeff Kinney- Memoirs of a Wimpy Kid Jesmyn Ward- Men We Reaped Elizabeth Gilbert- Eat, Pray, Love Michael Ondaatje, Running in the Family (1982). London: Bloomsbury, 2009.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Distinguish the structures of biography and autobiography from one another in order to recognize the various distinct forms of literature.							PO1		
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.							PO1, PO2		
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.							PO4, PO6		

CO4	Connectbiographicalandautobiographicaltextstotheirhistoricalandculturalcontexts.	PO4,PO5,PO6
CO5	Examine the roles that argument, rhetoric, fiction,photography, aesthetics, and evidence play in thecomposingprocessofbiographyandautobiography.	PO3,PO8
TextBooks(LatestEditions)		
1.	<i>Knots in My Yo-yo String: The Autobiography of a Kid</i> by Jerry Spinelli. Alfred A.Knopf,1998.	
2.	<i>ItCameFromOhio!MyLifeasaWriter</i> byR.L.Stine.Scholastic Paperbacks, 1998.	
3.	AutobiographybyLindaAnderson2010, Routledge.	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmust bestrictlyadhered to)		
1.	<i>HenryFord(RookieBiographies)</i> byWilMara.Children’sPress,2004.	
2.	<i>AmeliaEarhart(GraphicBiography)</i> bySaddlebackEducationalPublishing,2008.	
3.	<i>APictureBookofHarrietTubman</i> byDavidA.Adler.HolidayHouseInc.,1993.	
WebResources		
1.	a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp	

MappingwithProgrammeOutcomes:

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

3 –Strong,2–Medium,1-Low

Mapping with Programme Specific Outcomes:

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

**THIRD YEAR -
SEMESTER VICNM2 –
SHAKESPEARE STUDIES**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives									
LO2	To provide learners with an overview of Shakespeare's historical and political contexts									
LO3	To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves									
LO4	To help them view the plays in performance either by visiting current theatre productions or by watching film versions									
LO5	To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism									
UNIT	Details									
I	Shakespeare & his relevance – G. Sreenivasappa Bartlett's Shakespeare Quotations – John Bartlett How To Do Things With Shakespeare New Approaches, New Essays – Laurie Maguire Ed. The Shakespearean Stage 1574–1642 – Andrew Gurr 4 th Edition (CUP)									
II	The Four Phases of Shakespeare's Dramatic career – http://www.shakespeare-online.com/biography/fourperiods.html Tragedy Lecture I & II – A.C. Bradley Characters of Shakespeare – L.A. Rowse									
III	30-Second Shakespeare – Tales from Shakespeare – Ros Barber & Mary Rylance									

IV	Detailed- Merchant of Venice Detailed-Julius Caesar Non-detailed- Macbeth Non-Detailed- Tempest.	VERITY EDITION
V	Wilson Knight- <i>The Wheel of Fire</i> . Akram Hossain- <i>An Approach To Shakespeare Scholarship And Criticism</i> Neema Parvini - <i>Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism</i> . <i>Invisible Bullet</i> –Stephen Greenblatt	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed	PO1
CO2	Show evidence of wider reading and knowledge of Shakespeare scholarship.	PO1, PO2
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view	PO4, PO6
CO4	Undertake research to demonstrate detailed knowledge of the theories and concepts in Shakespeare studies as applied to the play discussed.	PO4, PO5, PO6
CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations	PO3, PO8
Text Books (Latest Editions)		
1.	Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's <i>A Midsummer Night's Dream</i> ." In <i>Reel Shakespeare</i> . Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.	
2.	Frye, Northrop. "The Argument of Comedy." In <i>English Institute Essays</i> . New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in <i>Shakespeare: Modern Essays in Criticism</i> . Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]	
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. (1935): VHS, laser disc</u>	

MappingwithProgrammeOutcomes:

	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–

LowMappingwithProgrammeSpecificOutcom

es:

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 ofCourseContributiont o POs	3.0	3.0	3.0	2.8	3.0

**THIRDYEAR -
SEMESTERVICNM3-
LITERARYCRITICISM**

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

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

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

MappingwithProgrammeSpecificOutcomes:

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

**THIRDYEAR-SEMESTERVI
CNM4–CULTURESTUDYTHROUGHFILM**

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	Tohelplearnersgetanoverviewofdifferentculturalandsociologicaltheories thataddress‘culture’, ‘media’and‘society’aspartofabroaderglobalandhistoricalcontext.									
LO2	Tohelpthemexplorethedifferentperspectivesonhumannature									
LO3	TohelplearnersappreciatethedifferentparadigmsunderlyingdifferentTraditions									
LO4	Tohelplearnersobservethedifferent,sometimescontrastivewaysinwhich commonthemesarehandledinWesternandAsianmovies									
LO5	Tohelpthemunderstanddifferentpointsofview,particularlythosewithwhichtheymaybeunfamiliar.									
UNIT	Details									
I	Introduction to Film Studies – What is Cinema – Andre’ Bazin Vol. 1 & 2Basic FilmTheory – Film Theory:An Introduction– RobertStamTerminology-MISE-ENSCENE-SHOTS,TAKES,ANGLES,EDITING, SOUND ANDCOLOUR – The Oxford History of World Cinema Ed. – GeoffreyNowell-Smith FilmGenres–Literatureinto Film– Theory&Practical Approaches– LindaCostanzoCahir Anime/ Manga– theAnimeCompanion– GillesPoitras									
II	TheSilentEra–IndianCinema –YvesThoraval Classic Hollywood Era – Film History – David BordwellItalianNeo–Realism–CharlesL.Leavitt TheNewWave:Truffaut,Godard, Chabrol,Rohmer,Rivette									

	James Monaco Third Cinema/Indian Cinema – Yves Thoroval Asian Cinemas-Routledge Handbook Of Asian Theatre	
III	CASE STUDIES François Roland Truffaut - The 400 Blows Ken Kesey - One Flew Over the Cuckoo's Nest Alfred Hitchcock - Vertigo Niki Caro-Mulan Ron Clements– Moana Adapting Novels into Films: Three Case Studies Hardcover – by Raghu Ram Bandi	
IV	Federico Fellini-8 and Half Andrei Tarkovsky - The Mirror Ousmane Sembène- Guelwaar Kim Ki Duk- Spring, Summer, Fall, Winter... Spring A Door Gopalakr ishnan-Elippathayam.	
V	Scriptwriting for Film, Television and New Media- Alan C. Hueth	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Analyze cultural meanings in films;	PO1
CO2	Compare and contrast different cultural concepts in films;	PO1, PO2
CO3	Analyze and criticize the similarities and differences in cultural imaginations.	PO4, PO6
CO4	Get familiarized with different thematic comparisons of films on topics including city and its subjectivity, gender and politics, comedy and tragedy.	PO4, PO5, PO6
CO5	Identify and examine critical and cultural theories	PO3, PO8
Text Books (Latest Editions)		
1.	James Goodwin, Akira Kurosawa and Intertextual Cinema, Baltimore: Johns Hopkins University Press, 1994..	
2.	Film Theory & Criticism: Introductory Readings- Leo Braudy, Marshall Cohen	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Lloyd Michaels, ed., Ingmar Bergman's Persona, Cambridge: Cambridge University Press, 2000.	
2.	Mitsuhiro Yoshimoto, Kurosawa: Film Studies and Japanese Cinema, Durham, NC: Duke University Press, 2000	
Web Resources		
1.	TRA_3238_20200604.pdf(ln.edu.hk)	

MappingwithProgrammeOutcomes:

	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 -

LowMappingwithProgrammeSpecificOutcom

es:

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
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	2.8	3.0

THIRDYEAR-SEMESTERVI
CNM5-MEDIA, COMMUNICATION&PUBLICATION

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
LearningObjectives										
LO1	Toenablestudentstounderstandtheoreticalconceptrelatedtosocialmediaasa formofcommunication.									
LO2	Toenablestudents togain an analyticalinsightintoresearchframeworkinSocialMedia									
LO3	Toenablestudentstounderstandaudiencesandusagepatternsofsocialmediaincomm unicationstudies									
LO4	Toenablestudentstodefineandrelatetobasicsofallformsofmediaandtorecognizenewm edia asawayoflife									
LO5	Toenablestudentstoidentifyvariedformsofnewmediacommunication									
UNIT	Details									
I	IntroductiontoMassCommunication–MassCommunication– KevalJ.Kumar5 th Edition Globalisation,Forms–ASocialHistoryofthe MediafromGutenbergtoInternet-AsaBriggs&PeterBurke STUDENTS PRESENTATION CaseStudyonCurrentIssues,Street Plays,PostersandPamphletsetc.,									
II	Advertisements – Media, Technology & Society – Brian WinstonEthics–EthicsinAdvertising–SnyderWally HowToCreateAdvertisementsandStoryboards–EthicsinAdvertising– SnyderWally STUDENTS PRESENTATION Jingles,Taglines- VisualAdvertisements									
III	Scriptwriting-TVandRadio,NewsReports,Editorials–SavetheCat–Blake Snyder STUDENTS PRESENTATION Editing– ArticlesReview Writing									
IV	CyberMediaAndSocialMedia–Cyber MediaJournalism–JagdishChakravarthy HistoryOfCyberMedia TypesAndImpactOfSocialCyberMedia.									
V	INTERNSHIPINTHERELEVANTFIELDFORFIFTEENDAYS									
CourseOutcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Comprehendtheoreticalconceptrelatedtosocialmediaasaf ormofcommunication.								PO1	
CO2	Applytheoreticalconceptintoresearchframework.								PO1,PO2	
CO3	Beabletoanalyzeaudienceusagepatternsofvariedsocialme diaapplications.								PO4,PO6	
CO4	Getfamiliarizedwithdifferentthematiccomparisonsofmedi a,communicationandpublication.								PO4,PO5,PO6	

CO5	Identifyandexaminevariousbackgroundtheories relatedtothethreeconcepts.	PO3,PO8
TextBooks(LatestEditions)		
1.	TheSocialMediaBiblebyLonSafkoandDavidBrake2009,Publisher:John	
2.	Wiley&Sons.. McQuail’sMassCommunicationTheory, 2010, PublishedbySage Publications.	
3.	HandbookOfJournalism And MassCommunicationOfWriting– V.S.Gupta&Vir BalaAggarwal	
4.	OnWriting –StephenKing	
ReferencesBooks (Latesteditions,andthestyleasgiven belowmustbestrictlyadhered to)		
1.	RobertFine,TheBigBookofSocialMedia:CaseStudies,Stories,Perspectives2010.Publ isher:YorkshirePublishing	
2.	FrankWebster, TheoriesofInformationSociety,2002,PublishedbyRoutledge.	
WebResources		
1.	MediaandCommunication Peer-reviewedOpenAccessJournal (cogitatiopress.com)	

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

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

**THIRD YEAR-SEMESTER VI
CNM6-MODERN ENGLISH GRAMMAR & COMPOSITION**

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

	Degrees of Comparison- Making Comparisons in English: Similarities, Dissimilarities, Degrees – Manik Joshi	
V	Reordering of Jumbled Sentences – Wren & Martin / Raymond Murphy Error Correction – Remedial English Grammar for Foreign Students Note Making- Paragraph and Essay Writing- Paragraph Editing (Grammar Corrections only) – Academic Writing from Paragraph to Essay – Dorothy E. Zemach & Lisa A. Rumisek PRACTICAL WORK * Translate From Tamil To English Vice- Versa * Teaching Grammar in College for I Year Students under Supervision of Class in Charges.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand the basic grammar structures of English language.	PO1
CO2	Understand the nuances of a perfect essay for competitive examination.	PO1, PO2
CO3	Develop their critical thinking, reading and writing skills..	PO4, PO6
CO4	Understand the Language and format appropriate associated with a formal letter.	PO4, PO5, PO6
CO5	Learn a variety of ways to express their ideas clearly and logically.	PO3, PO8
Text Books (Latest Editions)		
1.	High School English Grammar and Composition, Wren & Martin, Revised Edition, S. Chand Publishing.	
2.	English Grammar and Composition, Rajendra Pal & Prem Lata Suri, S. Chand Publishing.	
3.	The Oxford Handbook of English Grammar Bas Aarts (ed.), Jill Bowie (ed.), Gergana Popova (ed.)	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dr. R.S. Aggarwal, Objective General English, S. Chand Publishing. 2014	
2.	L.S. Deshpande. Modern English Grammar, Abhay Pub. Nanded. 2017	
3.	Hornby, A.S. (1977). Guide to Patterns and Usage in English, Fourth Impression. Oxford: Oxford University Press.	
Web Resources		
1.	Grammar for Improving Composition Skills Open Resources for English Language Teaching (ORELT) Portal (col.org)	

MappingwithProgrammeOutcomes:

	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 -

LowMappingwithProgrammeSpecificOutco

me:

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
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	3.0	3.0

THIRD YEAR-SEMESTER VI
CNM7-ELT&COMPUTER ASSISTED LANGUAGE LEARNING

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

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

THIRD YEAR - SEMESTER
VICNM8–
CREATIVE WRITING

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To help students with the ability to comprehend complex texts and draw inferences from what they read.									
LO2	To help them write with clear expression and to specific purposes.									
LO3	To develop in them an ability to use formal, aesthetic, and rhetorical conventions within the discipline.									
LO4	To help in understanding of the creative process as a forum for critical as well as intuitive thinking, as well as problem-solving.									
LO5	To guide in central subject matter that comes out of their own individual life experience and from imagination									
UNIT	Details									
I	The Art of Writing (Literary; Critical; Journalistic; Non-Literary; Theoretical; Scientific; Communicative)									
II	Types of Creative Writing – Prose, Poetry, Drama, Fiction On Writing: A Memoir of the Craft Paperback – 2 June 2020 by Stephen King									
III	Major Components of Creative Writing – Theme, Style, Form, Structure, and Vision – Practical Sessions- How To Research For Writing...									
IV	Significance of Grammar & Punctuation									
V	Importance of Re-Reading, Re-Writing; Self-Editing-Revision & Publication									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate a broad understanding of literatures in English and appreciate the role of creative writing in the creation and interpretation of literary works							PO1		
CO2	Understand the importance of reading as part of a creative writer's development							PO1, PO2		
CO3	Engage analytically and critically with a range of literary and media texts							PO4, PO6		
CO4	Recognise how critical reading supplies writers with inspiration and ideas							PO4, PO5, P O6		
CO5	Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and script writing							PO3, PO8		
Text Books (Latest Editions)										
1.	Dowrick, S. (2009), Creative Journal Writing: The Art and Heart of Reflection. Los Angeles: Penguin Putnam Inc.									
2.	Miller Thurston, C., DiPrince, D. (2006), Unjournaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring! Prufrock Press.									

ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)	
1.	Pearson, M., Wilson, H. (2009), Using Expressive Art to Work with Mind, Body and Emotions: Theory and Practice. London: Jessica Kingsley Publishers.
2.	Ramsay, G., Sweet, H. (2008), A Creative Guide to Exploring Your Life: Self-Reflection Using Photography, Art, and Writing. London: Jessica Kingsley Publishers
WebResources	
1.	What is Creative Writing? An Introduction for Students Oxford Summer Courses

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low Mapping with Programme Specific Outcomes:

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

**THIRD YEAR -
SEMESTER V ICNM9-**

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

CO4	Summarize information from various sources, distinguishing between main ideas and details	PO4, PO5, PO6
CO5	Develop critical thinking as it pertains to using these tools for effective communication in a workplace setting	PO3, PO8
Text Books (Latest Editions)		
1.	J. Erling, E. (2014). The Role of English in Skills Development in South Asia: Policies, Interventions and Existing Evidence. [ebook] British Council. Available at: https://www.britishcouncil.lk/sites/default/files/role_of_english_in_skills_development_in_south_asia_inside.pdf [Accessed 15 Jul. 2017]	
2.	iNurture. (2017). The Importance of English Language in International Business - iNurture. [online] Available at: http://www.inurture.co.in/the-importance-of-english-language-in-international-business/ [Accessed 15 Jul. 2017].	
3.	Communication in Organisation –	
4.	Fisher Dalmar Writing for the Web – Crawford Killian	
5.	Email Etiquette Made Easy – Judith	
6.	Kallos Mastering Communication –	
7.	Nicky Stanton The Secret of Speaking in Public – Dr. Jan Yager	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Mina, O. (2014). EFFECTS OF USING ENGLISH IN BUSINESS COMMUNICATION IN 15 JAPANESE-BASED MULTINATIONAL CORPORATIONS. Master's Thesis. UNIVERSITY OF OULU.	
2.	Neeley, T. (2012). Global Business Speaks English. [online] Harvard Business Review. Available at: https://hbr.org/2012/05/global-business-speaks-english [Accessed 15 Jul. 2017].	
Web Resources		
1.	Arkoudis, S., Hawthorne, L., Baik, C., Hawthorne, G., O'Loughlin, K., Leach, D. and Bexley, E. (2009). The Impact Of English Language Proficiency And Workplace Readiness On The Employment Outcomes Of Tertiary International Students. [ebook] Centre for the Study of Higher Education, The University of Melbourne. Available at: https://internationaleducation.gov.au/research/Publications/Documents/ELP_Full_Report.pdf	

Mapping with Programme Outcomes:

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
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

CO 5	3	2	3	3	3	3	3	2	2	3
---------	---	---	---	---	---	---	---	---	---	---

3 – Strong, 2 – Medium, 1 -

Low Mapping with Programme Specific Outcomes:

es:

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 VICNM10–TRAVEL WRITING

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	Introduce students to a range of travel writing practices and genres									
LO2	Develop students' capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)									
LO3	Develop students' awareness of the nexus between reading and writing works of travel writing									
LO4	Develop students' ability to evaluate and apply critical material pertaining to travel writing									
LO5	Develop students' ability to produce travel writing demonstrating a range of contemporary techniques and styles									
UNIT	Details									
I	The Court Of Muhammad Bin Tughlaq – Ibn Batuta City Improbable: Writing on Delhi – Khuswant Singh Al Biruni: Chapter LXVIII, LXIV, LXV & LXVI INDIA – Al Biruni									
II	Innocent Abroad Chapter VII, VIII, IX – Mark Twain The Motorcycle Diaries: A Journey Around S. America – Ernesto Che Guevara									

III	City of JINN (Prologue, Chapters I & II) – William Dalrymple From Volga To Ganga Section 1 & 2 – Rahul Sankrityayan	
IV	May You Be The Mother Of Hundred Sons: A Journey Among The Women Of India Chapters 2 and 3 (pp 24-27) – Elisabeth Bumiller	
V	Eat, Pray, Love – Elizabeth Gilbert	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Confidently, thoughtfully and respectfully express their ideas to their peers	PO1
CO2	Share work in progress with peers, giving and receiving constructive criticism	PO1, PO2
CO3	Gain awareness of the nexus between reading and writing works of travel writing	PO4, PO6
CO4	Develop capacity to investigate contemporary travel writing contexts (social, historical, political, cultural)	PO4, PO5, PO6
CO5	Reflect upon their own work in the context of travel writing by established writers	PO3, PO8
Text Books (Latest Editions)		
1.	Paul Theroux. The Tao of Travel (Hamish Hamilton 2011)	
2.	Andrea Loselle. Translation of Orient paperbacks 2012	
3.	Narrating Self & Other: Historical View, in Travel Writing: The Self & The Other – Balton Casey	
4.	Travel Writings: A Critical Exploration – J. S. Edwards & Rune Grauland	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Michael Caesar. Comparative Literature Vol. 38 No. 1 (Winter 1986, pp 106-108)	
2.	James Gallant Utopian Studies, Vol. 9, No 2 (1998) pp-234-244	
Web Resources		
1.	Issue 16-Shruti Dabhi.pdf	

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

s:

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

FIRST YEAR-SEMESTER I

ME1–SOCIAL HISTORY OF ENGLAND (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the									

	language
--	----------

LO5	To create the ability of critically examining a text	
UNIT	Details	
I	The Renaissance And Its Impact On England, The Reformation - Causes And Effects	
II	The Commonwealth Of Nations, The Restoration, Coffee-Houses And Their Social Relevance	
III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England	
IV	The Reform Bills And The Spread Of Education - Social Impact Of The Two World Wars, The Labour Movement, The Welfare State	
V	The Cold War (1985-1991) - The Falkland War (1981) - The Gulf War (1991).	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop an nuanced appreciation of the literary standards 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.	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.	
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Ed. Rosemary Horrox, A Social History of England, 1200-1500, June 2012, Cambridge University Press	
Web Resources		
1.	<i>A social history of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive</i>	

MappingwithProgrammeOutcomes:

	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 -

LowMappingwithProgrammeSpecificOutcom

es:

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
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	2.8	3.0

FIRSTYEAR- SEMESTERII
ME2 –HISTORYOFENGLISH LITERATURE(ELECTIVE)

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
LearningObjectives										
LO1	TohelpstudentswithasurveyofthehistoryofEnglishliteraturefromOld English timestotheModernperiod.									
LO2	Help them gain particular reference to the major literary movements andauthors									
LO3	Tohelpthem withanoverviewof themajor linguistic influencesontheEnglishlanguage									
LO4	Toprovidethemwithalookatcertainlinguisticprocessesthathavecontributed tothedevelopmentoftheEnglishlanguage									
LO5	Tocreatetheabilityofcriticallyexaminingatext									
UNIT	Details									
I	HistoryOfBritishLiterature BritishPoetry,Prose,DramaAndFiction,CoveringR epresentativeWritersDownTheAges									
II	TheRenaissancePeriod(1350–1660):AnIntroductionToBible Translation -Tyndale, Coverdale,TheUnive rsityWits, ElizabethanAndJacobeanDrama,C omedyOfHumours									
III	The Late Seventeenth And The EighteenthCenturies (1660 - 1800): ComedyOfManners,Neo-Classicism,SentimentalAndAnti- SentimentalComedies Pre-Romantics									
IV	WellMadePlay(DramaOfIdeas-ShawAnd Ibsen), Existential Drama,Comedy Of Menace, Kitchen-Sink Drama, Problem Play,DidacticDrama(PropagandaPlay),One-ActPlay									
V	TheVictorianAge (1832-1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, ThackerayVictorianWriters-Carlyle,RuskinImpressionisticWriters- Proust,Joyce SymbolistMovement–Yeats									
CourseOutcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Gain extensive insight into the history of Englishliterature,whilelayingspecialemphasisonvariousLiterary movements, genres and writers that areheldtobetherepresentativesoftheirtimes.								PO1	
CO2	Evaluate the way socio-cultural and historicalphenomenainfluence theliterary production of a particularperiod								PO1,PO2	

CO3	Familiarizethemselveswiththesocio-culturalambience and the discursive frameworks of variousages	PO4,PO6
CO4	Develop a nuanced appreciation of the literaryalwartsofthosetimes.	PO4,PO5,PO6
CO5	Gainin-depth understandingon thegrowth of theEnglishlanguageundertheinfluenceofvariousotherl languages including Latin and French, besides beingmentoredinthestructuralnitty-grittiesofthelanguage.	PO3,PO8
TextBooks(Late stEditions)		
1.	Hamilton,I.(ed.).TheOxfordCompaniontoTwentieth-CenturyPoetryinEnglish(Oxford: Oxford University Press, 1994). A well-edited and balanced referencebook.	
2.	Parker,P.(ed.).TheReader’sCompaniontoTwentieth-CenturyWriting(London:Helicon,1995).Stringer,J. (ed.).TheOxfordCompanionto Twentieth-CenturyLiteratureinEnglish(Oxford:OxfordUniversityPress,1996).Anotherwell-editedandbalancedreferencebook	
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)		
1.	Bergonzi,B.Heroes’Twilight:ASteadyoftheLiteratureoftheGreatWar,2ndedn(London:Constable,1980).	
2.	Fussell,P.TheGreatWarandModernMemory(Oxford:OxfordUniversityPress,1975)	
WebResources		
1.	ALEX00.PDF(manavata.org)	

MappingwithProgrammeOutcomes:

	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:

es:

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

ME3–LITERARY GENRES AND TERMS (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To help students apply literary terminology to fiction, drama, and poetry.									
LO2	Help them recognize the main elements of different literary genres and assess their significance									
LO3	To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry									
LO4	To enable them to identify a literary text's main themes and make reasonable assertions about their meaning									
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.									
UNIT	Details									
I	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	TermsForInterpretingWordChoice,Dialogue,AndSpeech-TermsForInterpretingPlot	
V	TermsForInterpretingLayersOfMeaning-CulturalTheory:TheKeyConcepts	
CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Understandnewdefinitionsofcontemporarycriticalissuesuchas‘Cybercriticism’and‘Globalization’.	PO1
CO2	Gaininsighttoanexhaustiverangeofentries,coveringnumerousaspectstosuchtopicsasgenre,form,culturaltheoryandliterarytechnique.	PO1,PO2
CO3	Getacompletecoverageoftraditionalandradicalapproachestothestudyandproductionofliterature.	PO4,PO6
CO4	Recognizeandinterpretliteraryimagesandsymbolstoinfertheirrelationshiptothemaintemesthetext.	PO4,PO5,PO6
CO5	Gainthoroughaccountsofcriticalterminologyandanalyzesofkeyacademicdebates.	PO3,PO8

TextBooks (LatestEditions)	
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.
ReferencesBooks (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.
WebResources	
1.	<i>1821-literary-terms.pdf(cgc.edu)</i>

MappingwithProgrammeOutcomes:

	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
NME1-MYTH AND LITERATURE (ELECTIVE)**

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

Learning Objectives

LO1	To help students at the origin and sources of myths in literature.
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life
LO3	Get an In-depth study of the theoretical approaches
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times
LO5	Help them to understand the definition of symbolism with its different types and dimensions.

UNIT**Details**

I	Introduction to Myth/Mythology- Sources of Indian mythology- Types of story and its relation to myth- Myth-making stage and myth-using stage
II	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules- Echo and Narcissus iv) Pyramus and Thisbe 'Mrs Midas' (Poem)- Carol Ann Duffy
III	General idea of Vedic, Epic and Puranic Mythology
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths

V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music- Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the origin and sources of myths in literature	PO1
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	PO1, PO2
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountain s & Rivers, Holy places & Festivals	PO4, PO6
CO4	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8
Text Books (Latest Editions)		
1.	Bauman, Richard. <i>A Genre @ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook</i> . Oxford: Oxford University Press, 1991.	
2.	Boas, Franz. <i>An Introduction to James Teit, @ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.</i>	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Eller, Cynthia. <i>The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future</i> . Boston: Beacon Press, 2000.	
2.	Grimm, Jakob and Wilhelm Grimm. <i>A Preface to the First and Second Editions @ of the Nursery and Household Tales</i> , in Maria Tatar, <i>The Hard Facts of the Grimms= Fairy Tales</i> . Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.	
Web Resources		
1.	<i>Bascom, William A. The Forms of Folklore: Prose Narratives @ in Journal of American Folklore 78, 1965: 3-20.</i>	

MappingwithProgrammeOutcomes:

	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

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
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	2.8	3.0

SECONDYEAR- SEMESTERIII
NME 2–FILMANDLITERATURE(ELECTIVE)

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	Tohelpstudentslookcloselyintotherectionbetweenfilmamlterature.									
LO2	Introducelearnersstothevariouswaysinwhichliteratureandthemovingimagediverge.									
LO3	Helpthelearnersunderstandhoweachformmakestheirownclaimstothenarrative.									
LO4	Helplearners tointerpret elementary concepts of cinema, cinema history andpracticeandthebasicsofadaptationtheory.									
LO5	Helplearnersgainperspectiveonliterature’srelationshipwithcinema									
Details										
UNIT										
I	Theories,Practices,Forms,Adaptations,Migrations- WilliamShakespeare’sKingLear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear(1971)									
II	ArthurCClark, TheSentinel(1948)Enc ounterinthe Dawn(1953) StanleyKubrick,2001:ASpaceOdyssey(1968)									
III	Cinemafromnovellaand dramaticliterature									
IV	BorisPasternak,DrZhivago(1957)DavidLean,DrZhivago(1965)									
V	Joseph Conrad, Heart of Darkness (1902)FrancisFord Coppola,ApocalyseNow(1979)									
CourseOutcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	Gain insight to the various ways in which literatureand the moving image diverge as well as correspondthroughthetheoryofnarrativewhilebeingasource of long conflict through much of the history of filmstudies.							PO1		
CO2	Familiarize withthe inter-dependence of the two artformsthatcollectivelyandindividually represent,effectively ensuring that the fruition of thecollaborationisoftenfarfromsimple.							PO1,PO2		
CO3	Understand the politics and process of adaptation ofliterary forms into cinematic forms, how the processofsignificationinthemvaryandcollide.							PO4,PO6		
CO4	Gain insightonhoweachformmakestheirownclaimstothenarativeandthemajordebatesthathavebeen provoked in world cinema around theproblemsofadaptation.							PO4,PO5,PO6		

CO5	Getan understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8
Text Books (Latest Editions)		
1.	Mast, Gerald & Marshall Cohen, <i>Film Theory and Criticism: Introductory Readings</i> . New York: Oxford University Press, 1994.	
2.	Nichols Bill (ed), <i>Movies and Methods: Vol. I: An Anthology</i> . Calcutta: Seagull Books, 1985.	
3.	Bill Nichols (ed), <i>Movies and Methods: Vol. II: An Anthology</i> . Calcutta: Seagull Books, 1985.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Roberge Gaston, <i>The Subject of Cinema</i> . Calcutta: Seagull Books. 1990. Print.	
2.	Horton Andrew, 'Film and Literature', <i>Encyclopedia of World Literature in the 20th Century Vol 2</i> , Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print	
Web Resources		
1.	<i>(PDF) Film and Literature (researchgate.net)</i>	

Mapping with Programme Outcomes:

	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

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
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

FIRSTYEAR- SEMESTERII
NME3 –ENGLISHTEACHINGMETHODS ANDMATERIALS(ELECTIVE)

SubjectCode	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	ToenablelearnersgetanoverviewoftheplaceofEnglishinIndia.									
LO2	HelpthemunderstandthepositionofEnglishinthe post–independenceperiod.									
LO3	EnablethemtointerpretandjustifytheplaceofEnglishinThreeLanguageformula.									
LO4	Helpthemgaininsightintotheuniqueandveryimportantplaceof Englishin21stcentury.									
LO5	HelpthemanalizetheobjectivesofteachingEnglishatasecondlanguage(bothatelementaryas wellas secondarylevel).									
UNIT	Details									
I	Introduction -HistoricalBackgroundOfEnglishInIndia									
II	EnglishInPost–IndependentPeriod–TheThreeLanguageFormula									
III	EnglishIn21stCentury-ObjectivesOfTeachingEnglish									
IV	ObjectivesOfTeachingEnglishAtElementaryLevel									
V	ObjectivesOfTeachingEnglishAtSecondaryLevel									
CourseOutcomes										
Course Outcomes	Oncompletionofthiscourse,studentswill;									
CO1	LearnaboutthemethodsandmaterialsofteachingESL								PO1	
CO2	Learn aboutsomeof thestrategiesandtechniquesusedtoaddressspecificlanguage skills								PO1,PO2	
CO3	FamiliarizeandLearnabouttheneedsofdifferentpopulations(children/adults)ofESLstudents.								PO4,PO6	
CO4	Learnaboutworking withcontentteachers andparentsinorderto helpESLstudentsachieve their learningobjectives								PO4,PO5,PO6	
CO5	LearnabouttheuseoftechnologyandESLinstruction and learn about the methods of assessingESLstudents								PO3,PO8	

TextBooks(Latest Editions)	
1.	Diaz-Rico, L.Ch.6“LearningProcessesThatBuildOnTheFirstLanguage.”In TeachingEnglishLearners:StrategiesAndMethods(Pp.143-199).NewYork:PearsonEducation,Inc.Isbn:0-205-35543
2.	Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An AlternativeApproach.ComputerAssistedLanguage Learning,12(3),261-268.ThisIsAvailable If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To “FindBooks,Articles,AndMore”AndThenSearchForTheArticleUnder “Education.”
3.	Carbo,M.(1993).ContinuumOfModelingReadingMethods.
ReferencesBooks (Latest Editions,AndTheStyleAsGiven BelowMustBeStrictlyAdheredTo)	
1.	Godwin-Jones,R.(2005).EmergingTechnologies:Messaging,Gaming,Peer-To-PeerSharing:LanguageLearningStrategies&ToolsForTheMillennialGeneration. LanguageLearningAndTechnology,9(1),17-22.AvailableAt:Http://Lt.Msu.Edu
2.	Gonzalez,V.(2001).TheRoleOfSocioeconomicAndSocioculturalFactorsIn LanguageMinorityChildren’sDevelopment.BilingualResearchJournal,25(1&2),1-30.
WebResources	
1.	<i>Hanson-Smith,E.(2003).Readingelectronically:Challengesandresponsestothereading puzzle in technologically-enhanced environments. The Reading Matrix, 3(3).Availableat:http://www.readingmatrix.com/current.html.</i>

MappingwithProgrammeOutcomes:

	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-LowMappingwithProgrammeSpecificOutcomes:

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
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

SECONDYEAR- SEMESTERIII
NME4–TRANSLATION: BASIC CONCEPTS AND PRACTICE (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To enable learners get an overview of translation concepts									
LO2	To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature.									
LO3	Gain exposure to some basic concepts related to Translation.									
LO4	Familiarize with some Important Institutions of Translation and their contributions									
LO5	Help learners get a knowledge on Translation Studies									
UNIT	Details									
I	Origin and Development of Translation in Global perspective									
II	Origin and Development of Translation and its Present Scenario.									
III	Important Institutions of Translation (some important Translators and their works)									
IV	Basics of Translation and Translation Studies – An Introduction									
V	Objectives and Importance of Translation									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Be able to explain the growth and development of Translation and some basic concepts related to it.								PO1	
CO2	Be ready to discuss and define Translation Studies.								PO1, PO2	
CO3	Familiarize and learn about the different types of books and the need for their translation.								PO4, PO6	
CO4	Gain exposure to the field of translation studies and explore the dynamics of the field.								PO4, PO5, PO6	

CO5	Learn about the use of translation and the methods of assessing the written concepts of translation.	PO3, PO8
Text Books (Latest Editions)		
1.	Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York	
2.	Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia	
3.	Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Carmen Millán, Francesca Bartrina, The Routledge Handbook of Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York	
Web Resources		
1.	https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf	

Mapping with Programme Outcomes:

	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

NON-MANDATORY ELECTIVE PAPER-I- ENGLISH FOR COMPETITIVE EXAMINATIONS

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To develop the students intellectual, personal and professional abilities.									
LO2	To acquire basic language skills listening, speaking, reading and writing for effective communication.									
LO3	To develop confidence in getting job opportunities.									
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.									
LO5	To develop competitive skill through various types of objective tests.									
UNIT	Details									
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.									
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.									
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.									
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.									
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.									
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p>										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain knowledge of English language to face the challenges in Competitive Examinations.							PO1		
CO2	Acquires skills in vocabulary usage and grammar.							PO1, PO2		
CO3	Acquires skills in logical reasoning, question error analysis and correct usage of words.							PO4, PO6		
CO4	Build confidence in getting job opportunities.							PO4, PO5, PO6		
CO5	Aware of the various types of jobs offered in both in the Central and State Government.							PO3, PO8		
Text Books (Latest Editions)										
1.	English for Competitive Examinations- R.P. Bhatnagar & Rajal Bhargava									
2.	Remedial Grammar-F.T. Wood									

Mapping with Programme Outcomes:

	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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.									
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from a variety of different traditions, genres, periods and areas.									

LO3	To cultivate a complex, trans disciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.	
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.	
LO5	To enable the student to produce sophisticated oral and written argumentation on literary and cultural topics in comparative contexts.	
UNIT	Details	
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American School of Comparative Literature.	
II	Influence and Imitation-Periodization Movement, Genre Studies, Thematology	
III	Literature and other disciplines, Literature and other Arts	
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley - <i>Ode to Liberty</i> , <i>Queen Mab</i> , <i>Love's Philosophy</i> . Selected poems of Subramaniya Bharathi - <i>Bharath Country</i> , <i>Worship of Sun</i> , <i>Kannan My Servant</i> .	
V	Comparative study of Vairamuthu's <i>Kallikattu Ithikasam</i> and Ernest Hemingway's <i>The Old Man and the Sea</i>	
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p>		
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 intersection 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	Masteravarietyoftheoreticalandmethodological approaches to textsand adopt them for comparative textualstudiesabletogobeyondsimplymechanicalapplicatio ns.	PO3,PO8
TextBooks(LatestEditions)		
1.	Ulrich Weisstein:ComparativeLiteratureandother	
ReferencesBooks (Latesteditons,andthestyleasgivenbelowmust bstrictlyadheredto)		
2.	ArtsWellek& Warren:TheoryofLiterature	
3.	PartIIS.S.Prawar:ComparativeLiteratures	

MappingwithProgrammeOutcomes:

	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 -

LowMappingwithProgrammeSpecificOutcomes:

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
Weightedpercentageof CourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To attain broad knowledge.									
LO2	To understand various styles of sentence pattern.									
LO3	To cultivate coherent and associative thinking ability to exhibit writing skills.									
LO4	To develop the ability to structure Essays.									
LO5	To enable the student to learn copy-editing.									
UNIT	Details									
I	Writing as a Process -Pre-writing strategies, while-writing strategies, post-writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing.									
II	Sentence Skills - Sentence structure; S-V agreement; modifiers; sentence fragments; comma coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.									
III	Structuring Paragraphs - Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification)									
IV	Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation.									
V	Content editing and substantive editing: Proofreading, copy-editing (involves an intensive check of word choice, style & sentence structure, comprehension and terminologies) & substantive editing (to resolve content ambiguity, to eliminate language errors, to improve structure, and to enhance the overall comprehension of the paper); features of written English									
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>The bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.</p> <p>The mapping of each CO can be done with any number of POs.</p>										
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	To design the process writing								PO1	
CO2	To express sentence skills.								PO1, PO2	
CO3	To structure and develop paragraphs through techniques								PO4, PO6	
CO4	To compose academic essays								PO4, PO5, PO6	
CO5	To distinguish between content editing and substantive editing.								PO3, PO8	
Text Books (Latest Editions)										
1.	Zemach, Dorothy E. & Rumisek, Lisa A. <i>Academic Writing from Paragraph to Essay</i> . London: Macmillan									
2.	Langan, John. 2001. <i>Sentence Skills with Readings</i> . Boston: McGraw Hill.									

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Hartley, James. 2008. <i>Academic Writing and Publishing: A Practical Handbook</i> . London: Routledge.
2.	Bailey, Stephen. 2003. <i>Academic Writing: A Practical Guide for Students</i> . London: Routledge Falmer.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.									

LO2	TodevelopthelearnerintocompetentandefficientMedia&EntertainmentIndustryread yprofessionals.		
LO3	Toempowerlearnersbycommunication,professionalandlifeskills.		
LO4	TodeveloptheabilitytostructureEssays.		
LO5	Toenablethestudentstolearncopy-editing.		
UNIT	Details		
I	MassCommunicationinIndia,PrintMedium,Audio-VisualMedia,OtherMedia		
II	NewsAgencies,NewsanditsDissemination,FeatureandColumnWriting,Editorials.		
III	Advertising,Illustrations.		
IV	HouseandTradeJournals,StartingofNewspapersandPeriodicals.		
V	Preparation for a Career, ResearchinJournalism,Planningand PublicityCampaigns.		

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

The bloomstaxonomy verbs

will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

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

Course Outcomes

Course Outcomes	On completion of this course, students will;		
CO1	Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.	PO1	
CO2	Students would be able to inculcate the knowledge of growth of print, electronic and web	PO1, PO2	
CO3	Students would be able to understand the significance of speech communication.	PO4, PO6	
CO4	Students explore journals.	PO4, PO5, PO6	
CO5	Students would find research gaps.	PO3, PO8	

Text Books (Latest Editions)

1.	D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.
----	--

Mapping with Programme Outcomes:

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

NON-MANDATORY ELECTIVE PAPER – V – FILM STUDIES

Subject Code	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	Aim to train student to decode the visual messages imparted by movies.									
LO2	To amplify their impacts.									
LO3	To train the student to read the film they watch, both as an aesthetic work and as a political ally motivated.									
LO4	To enable the learner to use various methods.									
LO5	To learn enough on the method of evaluating contemporary Indian mainstream cinema with World Cinema as well as Indian Classics.									
UNIT	Details									
I	Introduction, Filmic Visual: Mise-en-Sceneism.									
II	Screenwriting, One-line, plot, characterization, one-line scene order & treatment.									
III	Film history and film genres									
IV	Critical understanding of films Auteurist, Formalist, Marxist, Feminist and Post-colonial Perspectives									
V	Writing film reviews and critic									

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be an equal number of Learning Objectives and Course Outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.

Course Outcomes	
Course Outcomes	On completion of this course, students will;
CO1	Students discuss the aspects of Cinema. PO1
CO2	Students analyze the aesthetics as well as the politics in films. PO1, PO2
CO3	Students read and review films, PO4, PO6
CO4	Students develop an understanding of contemporary aesthetic trends in political, social, cultural and philosophical context. PO4, PO5, PO6
CO5	Write film scripts and reviews. PO3, PO8

Text Books (Latest Editions)

1.	Monaco, James <i>How to Read a Film</i> 5th ed. OUP, 2005.
2.	Bordwell, David and Thompson, Kristin, <i>Film Art: an Introduction</i> , 7th ed. McGraw-Hill Co., 2004.
3.	Cook, David A., <i>A History of Narrative Film</i> , 4th ed. W. W. Norton, 2004.

References Books

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

1.	Kawin, Bruce, <i>How Movies Work</i> . University of California Press, 1992.
2.	Nelken, Jill, <i>Introduction to Film Studies</i> , 5th ed. Routledge, 2011.
3.	Feild, Syd, <i>Screenplay: The Foundations of Screenwriting</i> . RHUS, 2005.

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

MappingwithProgrammeSpecificOutcomes:

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

NON-MANDATORYELECTIVEPAPER–VI–ARTANDLITERARYAESTHETICS

SubjectCode	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	TointroducethemultidisciplinaryofArtandLiteraryStudies.									
LO2	Togainanunderstandingofvariousmovementsinarthistory.									
LO3	Tohelpstudentsfindrelevantandassociative ideas.									
LO4	Toengagewithworksofart thatdirectlyrefertoliteraryworks andalsodrawinspirationfromit.									
LO5	Torecognizehowallformsofartispartofacontinuum.									
UNIT	Details									
I	LiteratureAndVisualArts-Essays.									
II	RomanticismThroughColeridgeAndDelacroix									
III	Pre-RaphaeliteMovement-D.G.Rosetti'sProsperine(PaintingAndPoem)									
IV	Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting AndVirginiaWoolf'sTheWaves(Novel)									
V	Expressionism-Munch-Scream(Painting)AndKafka-Metamorphosis(Novella)									
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcomes should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p>										
	Course Outcomes									
Course Outcomes	On completion of this course, students will;									

CO1	The student will be able to engage with literature in a broader, educated perspective.	PO1
CO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms.	PO1, PO2
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.	PO4, PO6
CO4	The course develops an understanding of the correlation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.	PO4, PO5, PO6
CO5	Initiate students to implement the multidisciplinary scope of art and literary studies.	PO3, PO8
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Herbert Read – extract from <i>The Meaning of Art</i> (pg 17-48) Pelican Books, 1959.	
Web Resources		
1.	Astor, Dave. Music in Literature. 2 Apr. 2013, www.huffpost.com/entry/music-in-literature_b_2590404 .	
2.	Benjamin, Elizabeth and Sophie Corser. –INTRODUCTION Literature and Art: Conversations and Collaborations MHR Working Papers in the Humanities, 9(2015) http://www.mhra.org.uk/pdf/wph-9-1.pdf	
3.	Berger, John. Ways of Seeing. Penguin 1972. http://waysofseeingwaysofseeing.com/ways-of-seeing-john-berger-5.7.pdf	

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

NON-MANDATORY ELECTIVE PAPER – VII-COMMUNICATIVE ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To understand the basic fundamentals.									
LO2	To imply different styles of communication.									
LO3	To impart knowledge about the extempore communicative activities.									
LO4	To dissect information.									
LO5	To analyze texts.									
UNIT	Details									
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun-Antecedent) collocation.									
II	<i>Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.</i>									
III	<i>Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect- Essay writing: Descriptive and Narrative.</i>									
IV	<i>Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/anecdotes- Current News Awareness.</i>									
V	<i>Nirad C Chaudhuri “Indian Crowds” [Non-Detailed], Dr S Radhakrishnan “The Shaping of my Character” [Detailed] Charles Lamb “Dream Children” [Detailed], Ruskin Bond “Night Train at Deoli” [Non-Detailed] Rabindranath Tagore “Subha” [Non-Detailed], Agra Gra “And you call me coloured” [Detailed] Alfred Lord Tennyson “Ulysses” [Detailed].</i>									
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.										

The bloomstaxonomy verbs will be given as a separate annexure for your reference. Each course outcomes should be mapped with the POs.

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

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Recall fundamental concepts of the four linguistic skills.	PO1
CO2	Apply different styles communication in professional context.	PO1, PO2
CO3	Participate in different planned and extempore communicative activities.	PO4, PO6
CO4	Interpret and discuss facts as well as information in each context.	PO4, PO5, PO6
CO5	Critique literary texts that develop an appreciation for human values.	PO3, PO8
Text Books (Latest Editions)		
1.	Ruskin Bond, <i>Time Stops at Shamli and Other Stories</i> , Penguin Books India Pvt Ltd, 1989	
2.	Shyamala, V. <i>Speak English in Four Easy Steps</i> , Improve English Foundation Thiruvananthapuram: 2006	

Mapping with Programme Outcomes:

	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:

es:

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

NON-MANDATORY ELECTIVE PAPER–VIII- WRITING FOR MEDIA

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

Learning Objectives	
LO1	To learn the basics of journalistic reporting, writing, and editing.
LO2	To acquire basic skills in other forms of written communication.
LO3	To learn how to use technology
LO4	To reach, communicate with and increase your audience.
LO5	To explore various branches of journalism.

UNIT	Details	
I	Introduction to types of media, print electronic, digital writing, significance of media and social benefits.	
II	Writing for the media- the basic principles- Style of media writing.	
III	Types of media writing- 1 News Reports- Interviews- Commentaries.	
IV	Types of media writing- 2 Reviews of Art, Literature, and Film- Reporting Cultural Events.	
V	Types of media writing- journalism in education, tabloid, investigative, developmental and photography.	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recall the basics of reporting and writing for print media.	PO1
CO2	Report news keeping values and qualities of a good reporter.	PO1, PO2
CO3	Apply theoretical knowledge in writing reports, commentaries, and reviews.	PO4, PO6
CO4	Distinguish between the different styles of Journalism and compose specific articles.	PO4, PO5, PO6
CO5	Apply various knowledge in regard to various branches of journalism.	PO3, PO8

TextBooks(Late stEditions)	
1.	Pickering, Ian. Writing for News Media: The Story Teller's Craft. Routledge, 2018.
2.	Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3.	Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red Globe Press, 2016.

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 Po s	3.0	3.0	3.0	2.8	3.0

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

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help the student to be introduced to digital literacy									
LO2	To elaborate on digital values, language and culture									
LO3	To explore digital literacy in terms of information, identity and labelling									
LO4	To discuss teacher's engagement in digital literacy									
LO5	To analyze socio-economic factors in digital literacy									
UNIT	Details									
I	Introduction to the Digital Literacy Journey- Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.									
II	What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.									
III	Information Literacy, Media Literacy, Young People's Identity Engagement with Technology, Labelling the Digital Generations.									
IV	Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.									
V	Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases.									
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course Outcomes. The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p> <p style="text-align: center;">Course Outcomes</p>										
Course Outcomes	On completion of this course, students will;									
CO1	Gain knowledge of digital literacy.							PO1		
CO2	Acquire skills in text literacies and language.							PO1, PO2		
CO3	Acquire skills in information digital literacy.							PO4, PO6		
CO4	Build confidence in using digital literacy.							PO4, PO5, PO6		
CO5	Aware of the various types of socio-economic factors in digital literacy.							PO3, PO8		
Text Books (Latest Editions)										
1	Introduction to Digital Literacy (2nd Edition) - Mark Bowles.									
2	Popular Culture, New Media and Digital Literacy in Early Childhood – J. Marsh									
3	Digital Literacy: Different Cultures, Different Understandings – E. Helsper.									
References Books (Latest editions, and the styles as given below must be strictly adhered to)										
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility – Livingston									

2.	Literacy:Readingthewordand theword–P.FreireandP.Macedo.
3.	Media Literary in Schools: Practice, Production and Progression – A.BurnandJ.Durran.
4.	DigitalLiteracyforLearning–A.MartinandD.MadiganChangingLiteracies– C.Lankshear.

MappingwithProgrammeOutcomes:

	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–

LowMappingwithProgrammeSpecificOutcom

es:

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

NON-MANDATORYELECTIVEPAPER–X-ENGLISHFORTECHNICALWRITING

SubjectCode	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
LearningObjectives										
LO1	Tohelpthestudentstorecognizeandincorporatebasicgrammar,mechanics,andsentencevarietyinwriting.									
	ToenablethemtoanswerwithexplanationforInterviewsfourbasicskillsinEnglish									

LO2	Listening, Speaking, Reading and Writing.	
LO3	To help the student to develop an ability to recognize main idea and supporting details in order to improve comprehension and retention of written information.	
LO4	To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents.	
LO5	Enable the student to apply the study of linguistic ability and grammar in their practical life.	
UNIT	Details	
I	Languages and skills of communication-Linguistic Techniques-Language acquisition-The History of English-Linguistics-Modern Usage.	
II	Reading Comprehension-English, Phonetics-Oral Presentation-Communication-Barrier to Communication.	
III	Linguistic ability-Listening-Paragraph writing-Business Letter-Nature and Scope of Letters-Job application letters.	
IV	Technical description-Precis writing and application-speech-advertising.	
V	Telephone skills-Reports	
The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.		
The bloom taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.		
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	To clearly convey specialized information from a technical field to non-specialized audience.	PO1
CO2	Find jobs for their livelihood be motivated for their future education.	PO1, PO2
CO3	Apply the study of linguistic ability and grammar in their practical life.	PO4, PO6
CO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents.	PO4, PO5, PO6
CO5	Recognize, explain, and use the formal elements of specific genres of organizational communication: white papers, recommendation and analytical reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional document.	PO3, PO8
Text Books (Latest Editions)		
1	Communication Skills-Dr. Gajanan Malviya S. Chand, Prof. R.N. Shukla	

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

3 – Strong,2–Medium,1-Low

ENGLISH FOR COMMUNICATION (SEC-I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To 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 communications 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 communications 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.									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.									
1.	<i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY) goigalajijuna-Academia.edu</i>									

MappingwithProgrammeOutcomes:

	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-
LowMappingwithProgrammeSpecificOutcom
es:**

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
Weightedpercentageof CourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

ENTREPRENEURIALSKILLS (SEC-II)

SubjectCode	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To introduce learner 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 services skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the foundation of Entrepreneurship Development and its theories.							PO1		
CO2	Explore entrepreneurial skills and management function of a company.							PO1, PO2		
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.							PO4, PO6		
CO4	Understand various steps involved in starting a venture.							PO4, PO5, PO6		
CO5	Explore marketing methods & new trends in entrepreneurship.							PO3, PO8		
Text Books (Latest Editions)										
1.										
2.										
3.										
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Allen, K.R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed.,									

HoughtonMifflinCompany,NewYork	
WebResources	
1.	6Must-HaveEntrepreneurialSkills HBSOnline MindTools Home

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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

PUBLIC SPEAKING SKILLS (SEC-III)

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	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 context of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	What is Public Speaking?									
II	Need for Public Speaking.									
III	Significance and essentials of public speaking skills									
IV	Techniques in acquiring the skill									
V	Speaking any common topic in front of the class									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking							PO1		
CO2	Recognize barriers to public speaking and identify how to avoid them							PO1, PO2		
CO3	Understand how to give effective verbal and nonverbal feedback							PO4, PO6		
CO4	Learn about planning speech organization for the intended audience							PO4, PO5, PO6		
CO5	Practice effective group delivery and speech in formal context.							PO3, PO8		
Text Books (Latest Editions)										
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience - centred approach (6th ed.). New York: Pearson									
2.	Fraleigh, D. M., & Tuman, J. S. (2009). Speakup! An illustrated guide to public speaking. New York: Bedford/St. Martins									
References 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>
WebResources	
1.	<i>LearningOutcomes/PublicSpeaking(lumenlearning.com)lu03_public_speaking.pdf(indianhills.edu)</i>

MappingwithProgrammeOutcomes:

	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-

LowMappingwithProgrammeSpecificOutcom

es:

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
Weightedpercentageof CourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR CAREERS (SEC-IV)

Subject Code	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students gain knowledge about the job search, application, and interview process									
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.									
LO3	Help them with strategies for identifying the job that match their interests and skills									
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing									
LO5	To enable learner to describe themselves and their experiences in a résumé									
UNIT	Details									
I	Definition of English Language - Characteristic Features									
II	Purposes of English Language									
III	Major Roles played by English Language in Education and various career choices									
IV	English language as a identity to popular culture									
V	The major developments happening in the contemporary world by using English language.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Attain communicative competences so that they can use language accurately and appropriately							PO1		
CO2	Understand the basic features of communication and aim at improving language skills							PO1, PO2		
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.							PO4, PO6		
CO4	Demonstrate the particulars of writing effective emails, while improving punctuation and grammar.							PO4, PO5, PO6		
CO5	Make sure that the style, content and message is concise, correct and appropriate.							PO3, PO8		

Text Books (Latest Editions)	
1.	The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print
2.	Geddes, Patrick. The Life and Work of J.C. Bose. London: Longman's Green and Co., 1920. Print

ReferencesBooks (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bose, D.M. "J.C. Bose." Dr. D.M. Bose Centenary Celebration Commemoration Volume 1885-1985. Kolkata: Bose Institute, 1995. Print
WebResources	
1.	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDk3Mjg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Mapping with Programme Outcome:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

ENGLISHFORBUSINESS(SEC-V)

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students learn strategies and practical language to deal with reallif 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 con text: for example in social, professional or academic contexts									
LO4	To help them strengthen their understanding of nativespeakers in reallif 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		

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

INTERVIEW SKILLS (SEC-VI)

Subject Code	Category	L	T	P	S	Credits	Inst.H ours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enable students understand the information needed to prepare for an interview									
LO2	To enable them to research company information before heading to an interview									
LO3	To familiarize them with how to handle Interview Questions									
LO4	To enable them to use comfortable vocabulary									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	Definition of Interview - Essentials of Interview Skill									
II	Needs and Requirements of Interview skills									
III	Resume Preparation - Do's and Don'ts of an interview									
IV	Body language - gesture - attitude - facial expression - sound knowledge									
V	Mock Interview - Conducting a role play for students to understand the skills learnt as an interviewee.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Use the STAR Method to describe relevant experiences in away that reflects knowledge of the job/internship position description and employer.							P O 1		
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 proper 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>									

WebResources	
1.	<i>TipsforaSuccessfulInterview(ung.edu)</i>

MappingwithProgrammeOutcomes:

	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-
LowMappingwithProgrammeSpecificOutcom
es:**

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
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	2.8	3.0

FUNCTIONAL ENGLISH (SEC-VII)

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

WebResources	
1.	<i>BBCWorld Service.(2011)LearningEnglish:Ø</i> http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm

MappingwithProgrammeOutcomes:

	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-

LowMappingwithProgrammeSpecificOutcom

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
Weightedpercentageof CourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

NME-1-POPULAR LITERATURE AND CULTURE

Subject Code	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To broaden the idea of literature and the concept of texts.									
LO2	To learn the difference between genre fiction and literary fiction.									
LO3	To make students gain an understanding of the folk roots of popular literature.									
LO4	To make students find a perspective into the debate between high and low cultures.									
LO5	To analyze the fantasy work that gains popularity.									
UNIT	Details									
I	Glover, David and Scott McCracken. - Introduction as an essay Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978									
II	Brothers Grimm - The Juniper Tree Adventure of the Speckled Band Roald Dahl - Extracts from <i>Charlie and the Chocolate Factory</i> (Chapters 13 to 15, Penguin 2013)									
III	Satyajit Ray - Professor Shonku and the UFO (from <i>The Mystery of Munroe Island and Other Stories</i> , Puffin Classics 2015)									
IV	Herge: <i>Tintin in Tibet</i> (Hergé. <i>Tintin in Tibet</i> . London: Egmont. 2012) Somdev Bhatt: - The Story of Padma vat i and the Prince Vajramukti (Vikram-Betaal Story)									
V	Anuja Chauhan: <i>The Zoya Factor</i> J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>									
<p>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p>										

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at an advanced level of learning.	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8
Text Books (Latest Editions)		
1	Chute, Hillary. - Comics as Literature .Reading Graphic Narrative. <i>PMLA</i> – Publications of The Modern Language Association of America. 123. 452-465.2008.	
2	Herge. <i>Tintin in Tibet</i> . Baker and Taylor, 2009.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Chauhan, Anuja. <i>The Zoya Factor</i> Harper Collins, 2008.	
2.	Gill, Rosalind & Herdieckerhoff, Elena. - Rewriting the romance: new femininities in chick lit?. <i>Feminist Media Studies</i> 6(4).2006.	
Web Resources		
1.	https://documents.in/document/childrens-literature-55845ad6244ac.html	
2.	http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf	

MappingwithProgrammeOutcomes:

	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–

LowMappingwithProgrammeSpecificOutcom

es:

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
WeightedpercentageofCou rseContributiontoPos	3.0	3.0	3.0	2.8	3.0

NME-IIPHILOSOPHYFORLITERATURE

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

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	PO1
CO2	Have an awareness of the major schools of thought in western philosophy.	PO1, PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	PO4, PO6
CO4	Talk about some of the key figures in Philosophy.	PO4, PO5, PO6
CO5	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3, PO8

Text Books (Latest Editions)

1	Durrant, Will. <i>The Story of Philosophy</i> , Simon & Schuster, 1991.
2	Gaarder, Jostein. <i>Sophie's World: 20th Anniversary Edition</i> . Orion, 2015.

References Books

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

1.	Russell, Bertrand. <i>History of Western Philosophy</i> . Routledge, 2016.
2.	Gibson, John. <i>The Philosophy of Poetry</i> . Oxford UP, 2015.

Web Resources

1.	https://www.philosophybasics.com/general_what_is.html
2.	https://archive.org/details/SophiesWorld_989/page/n5/mode/2up

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

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