B.A., ENGLISH

SYLLABUS

FROM THE ACADEMIC YEAR
2023 - 2024

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI – 600 005**

CONTENTS

Introduction

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

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

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

Under Graduate Programme

Programme Outcomes:

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

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

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

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

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

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

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

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

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

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

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Programme Specific Outcomes:

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

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

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

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

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

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

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

Highlights of the Revamped Curriculum:

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

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

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

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

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

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

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

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

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	**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.	➢ Instill confidence among students ➢ Create interest for the subject
I, II, III, IV	**Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial)	➢ Industry ready graduates ➢ Skilled human resource ➢ Students are equipped with essential skills to make them employable
		➢ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		➢ Discipline centric skill will improve the Technical knowhow of solving real life problems.
III, IV, V & VI	Elective papers	➢ Strengthening the domain knowledge ➢ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➢ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.

IV	Elective Papers	➢ Exposure to industry moulds students into solution providers ➢ Generates Industry ready graduates ➢ Employment opportunities enhanced
V Semester	Elective papers	➢ Self-learning is enhanced ➢ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	➢ Enriches the study beyond the course. ➢ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: **For Advanced Learners / Honors degree**		➢ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	

Credit Distribution for UG Programmes

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

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

First Year – Semester-I

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

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		23	**30**

Second Year – Semester-III

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

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2

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

Third Year
Semester-V

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

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

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

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

5. Illustration for B.A. English Curriculum Design

I YEAR
FIRST SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	Part – I	LANGUAGE - Tamil	3	3			3	6	25	75	100
2	Part – II	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	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE (FOUNDATION COURSE) (ORIENTATION/BRIDGE COURSE)	1	1			2	2			
		TOTAL					**23**	**30**			

SECOND SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE - 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	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE-SEC-1	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 5	BRITISH LITERATURE - II	3	2			5	5	25	75	100
4	PART III CORE 6	AMERICAN LITERATURE -II	3	2			5	5	25	75	100
5	PART III ELECTIVE	LITERARY GENRES AND TERMS ELECTIVE 3	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE-SEC 2 (ENTREPRENEURIAL SKILL)	1	0			1	1	25	75	100
		SKILL ENHANCEMENT COURSE SEC-3	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 7	WORLD LITERATURE IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE 8	ASPECTS OF LANGUAGEAND LINGUISTICS	3	2			5	5	25	75	100
5	PART III ELECTIVE	NON-MANDATORY ELECTIVE 4	2	2			3	3	25	75	100
6	PART IV	SKILL ENCHANCEMENT COURSE SEC-4	1	1			2	2	25	75	100
		SKILL ENCHANCEMENT COURSE SEC-5	1	1			2	2	25	75	100
		EVS	1	0			2	1	25	75	100
		TOTAL					25	30			

III YEAR
FIFTH SEMESTER

Sl.NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 9	AUTHORS IN FOCUS	3	2			4	5	25	75	100
2	PART III CORE 10	WOMEN'S WRITING	3	2			4	5	25	75	100
3	PART III CORE 11	INDIAN WRITING IN TRANSLATION	3	2			4	5	25	75	100
4	PART III CORE 12	PROJECT WITH VIVA VOCE	3	2			4	5	25	75	100
5	PART III ELECTIVE	NON-MANDATORY ELECTIVE 5	2	2			3	4	25	75	100
6	PART III ELECTIVE	NON-MANDATORY ELECTIVE 6	2	2			3	4	25	75	100
7	PART IV	VALUE EDUCATION	1	1			2	2	25	75	100
		SUMMER INTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
		TOTAL					26	30			

SIXTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 13	INTRODUCTION TO LITERARY THEORY ANDCRITICISM	3	3			4	6	25	75	100
2	PART III CORE 14	NON-MANDATORY CORE	3	3			4	6	25	75	100
3	PART III CORE 15	NON-MANDATORY CORE	3	3			4	6	25	75	100
4	PART III ELECTIVE	NON-MANDATORY ELECTIVE 7	3	2			3	5	25	75	100
5	PART III ELECTIVE	NON-MANDATORY ELECTIVE 8	3	2			3	5	25	75	100
6	PART IV	EXTENSION ACTIVITY	-	-			1		25	75	100
		PROFESSIONAL COMPETENCY SKILL	1	1			2	2			
		TOTAL					21	30			

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

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 Lang Linguistics (4 credits)
III Year **Sem V** **Sem VI**	C9. Authors in Focus (4 credits)
	C 10.Women's Writing in English and in Translation(4 credits)
	C11.Indian Literature in Translation (4 credits) C 12. 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 credits 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
	CNM 6. Modern English Grammar and Composition
	CNM7. ELT and Computer Assisted Language Learning
	CNM8. Creative Writing
	CNM 9. English at Work Place CNM 10. Travel Writing

C- Mandatory Elective Areas for B.A Programme

I Year	ME 1. Social History of England (3 credits)
	ME 2.History of English Literature (3 credits)
II Year	ME 3. Literary Genres and Terms (3 credits)
	ME 4.

D- Suggested Non Mandatory Elective (Allied) Areas for B.A Programme (any five may beopted- 3 credits each)

Sem IV **(1to be opted)** **ELECTIVE 4**	NME 1. Myth and Literature
	NME 2.Film and Literature
	NME 3.English Teaching Methods and Materials
	NME 4. Translation: Basic Concepts and Practice.
Sem V **(2 to be opted)** **ELECTIVE 5,6**	NME 1. 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
	NME 2. Communicative English
	NME 3. Writing for the Web / English for Internet
	NME 4. Digital Literacy and Concepts
	NME 5.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. ENGLISH
Core Component Model Syllabus

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

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

	Learning Objectives
	Learning Objectives
LO1	To introduce the different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable leaners 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 - *The Parting*. William Shakespeare - *Sonnet 18*, *Sonnet 116*. John Milton - *When I Consider How My Light is Spent*, William Wordsworth - *Daffodils*. John Keats - *Ode to Nightingale*. Thomas Gray - *Elegy Written in a Country Churchyard*. Robert Frost - *Mending Wall* Theodore Roethke – *The Meadow Mouse*
III	J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.
IV	Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills. *A Dill Pickle, The Escape* from Katherine Mansfield - Bliss and other stories.
V	Saki - The Open Window Robert Lynd – Sweet Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate and analyse and the basic elements ofpoetry, 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–LaurieKirszner, 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 English1, 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*)

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.
LO3	To enable leaners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

UNIT	Details
I	*Winning of Friends (Panchathantra)* – Vishnu Sharma (there are four stories to choose from) *Hachiko* – Pamela S. Turner *Brother's Day* from Folktales – A.K. Ramanujan *Handful of Nuts, Night Train to Deoli* from Ruskin Bond *Sparrows* - K.A. Abbas
II	Rabindranath Tagore - Khabhuliwala. India through a Traveller'sEye excerpt from My Several Worlds - Pearl S Buck. *The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days* - Ruskin Bond Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science, Humanitiesand Religion
III	The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo
IV	Sarojini Naidu- The Village Song A.K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness
V	Rabindranath Tagore - Mukhthadhara. The Window, Sentry's Lantern - Five Plays - Harindranath Chattopadhyay Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel Joginder Paul - Sleepwalkers.

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.	Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. *Frankenstein*. CreateSpace, 2015.
4.	Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.

Web Resources	
1.	*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.*
2.	Dickens, Charles. "Fifty-Two." *A Tale of Two Cities*, 2008, https://doi.org/10.1093/owc/9780199536238.003.0047.

⇧ INCORRECT TEXTS & REFERENCES

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

Learning Objectives	
LO1	To introduce British Identity, Periods and other related forms.
LO2	To increase the ability for students to intellectually assess the world and theirplace in it.
LO3	To enable leaners 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 - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Book-I
III	P.B.Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4.
IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer
V	Mary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput / Houyhnhnms-Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books **(Latest Editions)**		
1.	Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976.	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.	
2.	MARLOWE, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.	
3.	Shelley, Mary Wollstonecraft. *Frankenstein*. CreateSpace, 2015.	
4.	Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.	
Web Resources		
1.	*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*.	
2.	Dickens, Charles."Fifty-Two." *A Tale of Two Cities*,2008, https://doi.org/10.1093/owc/9780199536238.003.0047.	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

Learning Objectives	
LO1	To Understand the growth and development of American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learn about prominent writers and famous works in American literature.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text

UNIT	Details
I	E.M.Foster - *The Prologue* *Passage to India (Lines 1 - 68).*Walt Whitman *O Captain, My Captain!* – Walt Whitman
II	Sherman Alexie- *Crow Testament, Evolution* Edgar Allan Poe - *The Raven* Emily Dickinson - *Because I Could Not Stop for Death.*
III	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones
V	Harriet Beecher Stowe - Uncle Tom's CabinHerman Melville- Billy Budd Washington Irving- The Legend of the Sleepy Hollow, Rip Van Winkle Leslie Marmon Silko- Ceremony

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. *The Norton Anthology of American Literature*. 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. *Emily Dickinson: Poems*. Chartwell Books, 2015.
2.	Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD, MEAD, 1980.
3.	Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub. Co., 1995.
4.	Kallen, Stuart A., and Terry Boles. *The Gettysburg Address*. 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.'" *Tempo*, no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER III

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 writingabout 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. *The Great War and Postmodern Memory: The First World Warin Late 20 Th -Century British Fiction (1985-2000).* Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
2.	David Green - Winged Words – Mac Millan

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Brontë Charlotte, et al. *Jane Eyre*. Oxford University Press, 2019.
2.	Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928.
3.	*Look Back in Anger, 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." *Agatha Christie*, 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6.
2.	Smith, Grover. "Eliot's World before the Waste Land." *The Waste Land*, 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	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.
LO2	To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.
LO3	To create an awareness of the social, historical, literary and cultural elementsof the changes in American literature.
LO4	To help them explore distinct literary characteristics of American literatureand analyze literary works of eminent American writers.
LO5	To inculcate a rhetorical approach to the literary study of American texts andalso 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 SunNeil 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	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of theAmerican spirit in literature.	PO1, PO2
CO3	Evaluate the thoughts, beliefs, customs, struggles, andvisions of African American writers	PO4, PO6
CO4	Understand the American style of writing and ideologieslike Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	PO4, PO5, PO6
CO5	Critically analyze American literary texts in the light of several movements in literature and understand thechanging faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	PO3, PO8

Text Books	
(Latest Editions)	
1.	Angelou, Maya. *The Complete Poetry*. Random House, 2015. An Anthology of American Literature - ?

References Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021.
2.	Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010. Hansberry, Lorraine. *A Raisin in the Sun*. Modern Library, 1995.
3.	Morrison, Toni. *Beloved*. Everyman's Library, 2006.
4.	Twain, Mark. *The Adventures of Tom Sawyer*. The Floating Press, 2009.

Web Resources	
1.	Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430.
2.	Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." *The Scarlet Letter*, Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER IV
CORE VII – WORLD LITERATURE INTRANSLATION

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

	Learning Objectives
LO1	To help learners achieve accessibility to regional and international literary forms.
LO2	To enable them to contextualize the texts and be familiar with translation theory.
LO3	To enable them to develop a comparative perspective to study the texts
LO4	To exhibit appreciation of literature and writers from various nations and cultures.
LO5	To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.
UNIT	**Details**
I	Dante - Ulysses' Last Voyage The Violet / The Rose Bush onthe 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 Arasayanagam - Two Dead Soldiers
III	Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.
IV	Marie Clements - The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot. Federico García Lorca - Yerma
V	Gabriel García Márquez - A Very Oldman With Enormous Wings. Ivan S. Turgenev - The District Doctor. Plautus - The Pot of Gold. Antoine de Saint-Exupéry - The Little Prince.

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
CO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1, PO2
CO3	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PO4, PO6
CO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	PO4, PO5, PO6
CO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	PO3, PO8

Text Books (Latest Editions)	
1.	Márquez, Gabriel García. *A Very Old Man with Enormous Wings*. 2014.
2.	Neruda, Pablo. *The Poetry of Pablo Neruda*. Farrar, Straus and Giroux, 2015.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Angelou, Maya. *The Complete Poetry*. Random House, 2015.
2.	Benjamin, Walter, and Martin Jay. *Unpacking My Library*. 2010.
3.	Bercovici, Konrad. *The Story of the Gypsies*. Pickle Partners Publishing, 2017.
4.	Bolton, David. *The Pot of Gold by Plautus*. Lulu.com, 2019.
5.	Clements, Marie Humber. *The Unnatural and Accidental Women*. Talonbooks Limited, 2005.

Web Resources	
1.	The Introduction of Victor Hugo to the English (1823–1830)." *The Fortunes of Victor Hugo in England*, Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To help learners gain knowledge of linguistic research methods and of different theories of language
LO2	To enable them gain specialized knowledge related to other areas of linguistic research and applications
LO3	To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.
LO4	To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.
LO5	To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.
UNIT	**Details**
I	Introduction to study of language – **George Yule** An Introduction to Language and Linguistics - **Edited by Ralph Fasold & Jeff Connor - Linton**
II	Theory of Communication – **From Communication Theory – David Holmes** General Semiotics - **from The Theory of General Semiotics – Alfred Solomonick** Linguistics, Sign, Language & Culture Language & Writing.
III	Introduction to Saussurian Structuralism – Course in Linguistics – Ferdinand De Saussure Introduction to Phonology &Morphology – Gimson's Pronunciation of English / Daniel Jones Syntax & Semantics from Syntactic Structures – Noam Chomsky
IV	Computing in Linguistics & Phonetics-Introductory Reading. – Peter Roach
V	Linguistic Changes-English Language Varieties- Idiolect, Dialect, Pidgin & Creole – F.T.Wood Bilingualism / Multilingualism – The Handbook of Bilingualism and Multilingualism Editor(s): Tej K. Bhatia, William C. Ritchie Psychology of Language - The Psychology of Language – Trevor A.Harley Natural Learning Process – The Handbook of Computational Linguistics and Natural Language Processing - Alexander Clark, Chris Fox, and Shalom Lappin **TEXTS** Linguistics: An Introduction of Language & Communication – Akamajian A., R.A.Demers & M Harnish Language – Bloomfield Structural Aspects of Language Change – D. Bolinger Course in General Linguistics – Ferdinand De Saussure The Study of New Linguistic Varieties – Rajend Mesthrie & Rakesh M. Bhatt

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.	PO1
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the 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 linguistic specialization.	PO3, PO8

Text Books (Latest Editions)	
1.	Eco, Umberto. *A Theory of Semiotics*. Indiana University Press, 1979.
2.	Harley, Trevor A. *The Psychology of Language*. Psychology Press, 2013.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	McLuhan, Eric, and Marshall McLuhan. *Theories of Communication*. Peter Lang Pub Incorporated, 2011.
2.	Sakoda, Kent, and Jeff Siegel. *Pidgin Grammar*. Bess Press, 2003.
3.	Bloom, Leonard. Language. University of Chicago Press, 1984.
4.	Saussure, Ferdinand. *Course in General Linguistics*. Open Court Publishing, 1986. Yule, George. *The Study of Language*. Cambridge University Press, 2010.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THRID YEAR - SEMESTER V
CORE IX - AUTHORS IN FOCUS

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

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

UNIT	Details
I	Aristotle-Life and works.
II	Charles Dickens-Life & Works
III	Rabindranath Tagore-Life & Works
IV	Jane Austen-Life & Works
V	Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.].

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts	PO 1
CO2	Integrate knowledge of the diversity of cultures and peoples	PO1, PO2
CO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature	PO4, PO6
CO4	Demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.	PO4, PO5, PO6
CO5	Develop creativity, understanding, teaching and critical appreciation of English Literature.	PO3, PO8

	Text Books (Latest Editions)
1.	Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.
2.	Fabiny, Sarah. *Who Was Jane Austen?* Penguin, 2017.
	References Books **(Latest editions, and the style as given below must be strictly adhered to)**
1.	Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic*. Yale University Press, 2020.
2.	Tagore, Rabindranath. *Rabindranath Tagore: An Anthology*. Macmillan, 1999.
3.	Tomalin, Claire. *Charles Dickens*. Penguin UK, 2012.
4.	Wilson, Cheryl A., and Maria H. Frawley. *The Routledge Companion to Jane Austen*. 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.	*Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr ... [et al.]. PN 6714 .O88 D54 2003, http://mirlyn.lib.umich.edu/Record/005090412*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To familiarize learners with how unique experiences of women influence their writings									
LO2	To help them analyze representations of women in literature.									
LO3	To enable learners to be familiar with various contexts that influence the representation of women in literature.									
LO4	To enable them apply appropriate formal conventions when writing about literature									
LO5	To help them in understanding how and on what grounds women's writing canbe 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 Runs 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. *The Norton Anthology of Literature by Women*. W. W. Norton, 2007.(2 Volume Set)	
2.	Olson, S. Douglas. *The "Homeric Hymn to Aphrodite" and Related Texts*. Walter de Gruyter, 2012.	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	Estés, Clarissa Pinkola. *Women Who Run with the Wolves*. 1995.	

2.	Holmström, Lakshmi. *In A Forest, A Deer*. OUP India, 2012.
3.	Jain, Jasbir, and Avadhesh K. Singh. *Indian Feminisms*. 2001.
4.	Woolf, Virginia. *A Room of One's Own*. Renard Press Ltd, 2020.
Web Resources	
1.	"Ambai (C. S. Lakshmi) b. 1944." *Name Me a Word*, 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	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:

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

THIRD YEAR - SEMESTER V
CORE XI – INDIAN WRITING INTRANSLATION

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

	Learning Objectives
LO1	To introduce the students to the polyphony of modern Indian writing in translation
LO2	To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

UNIT	Details	
I	Kalidasa - The Loom of Time. Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Ilango Adigal - *The Book of Vanci.* – Silappathikaaram Book 3 Tr. R. Parthasarathy Thirukkural – Tr. Rajaji Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam	
II	*Where The Mind Is Without Fear,* **Gitanjali,** *Far BelowFlowed Jumna,* **Fruit Gathering,** *Song 85* - **The Gardener.**	*ALL by TAGORE*
	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 Viewof 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 *Monday Morning*, M.C.C., *Before the Examinations* 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 productions that express the writers' sense of their society.	PO4, PO6
CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4, PO5, PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	PO3, PO8

Text Books (Latest Editions)	
1.	Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016
2.	Short Fiction from South India, Edited by Subashree Krishnaswamy and K. Srilata, 2007

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.
2.	Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000
3.	100 Great Indian Poems by Abhay K. Bloomsbury, 2019

Web Resources	
1.	Modern Indian Writing in Translation - Course (nptel.ac.in).

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
LO2	To equip learners with ideas related to the theory and criticism of literary texts.
LO3	To intensify students' proficiency in the skills at the heart of a liberal education
LO4	To help them think critically about a range of literary theories.
LO5	To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.

UNIT	Details
I	**Marxism** The formation of the Intellectuals & Hegemony & Separation of Powers – Antonio Gramsci – Prison Notebooks (Pg. 5, 245 – 246) Ideology & Ideological State Apparatuses- Lenin & Philosophy & Other essays – Louis Althusser (Pg. 85 – 126)
II	**Feminism** 20 years on: A literature of their own revisited- From Bronte to Lessing – Elaine Showalter (P g . x i – x x x) When Goods Get Together (pp.107-110) from This Sex Which Is Not One. – Luce Irigaray
III	**Post Structuralism** Jacques Derrida Structure, Sign and Play from ModernCriticism and Theory: A Reader – David Lodge (Pg. 108 – 123) Truth and Power-Power and Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)
IV	**Post-Colonial Studies** Passive Resistance and Education – Mahatma Gandhi (Pg. 88 – 106) The Scope OfOrientalism (Pg. 29-110) Edward said
V	Indian Literature- Definition of category in Theory Classe, Nations, Literature (Pg. 243-285) – Aijaz Ahmad

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists andcritics, important schools and movements, and the historical and cultural contexts important to those theories	PO1
CO2	Demonstrate an understanding of key concepts in literary Theory	PO1, PO2
CO3	Explain to others the meaning, significance, and value of specific literary theoretical works.	PO4, PO6
CO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure andlogic of their arguments.	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	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

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

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

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

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

	Learning Objectives
LO1	To provide learners with an appreciation of writing and literature from global and personal perspectives
LO2	To help learners cultivate a more complex understanding of their own culture(s), linguistic/communication practices, and perspectives in relation to others.
LO3	To help them engage in imagination, critical inquiry and self-reflection
LO4	To help them explore significant texts from diverse cultures and people in history
LO5	To help learners understand how an author's own ideology shapes reality in an autobiography or biography.

UNIT	Details
I	Nigel Hamilton - Biography: A Brief History James Boswell - Chapter IX - The Dictionary- Life of Johnson.
II	Anne Frank- excerpts from The Diary of a Young Girl Malala Yousafzai - 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 them as distinct forms of literature.	PO1
CO2	Compare and contrast the ways in which a perceiving, living individual (the "subject") is treated in biography, autobiography, and other literary genres such as poetry, fiction, and journalism.	PO1, PO2
CO3	Analyze how an author's own ideology shapes reality in an autobiography or biography, including how it raises questions about truth, factuality, objectivity, and subjectivity.	PO4, PO6

CO4	Connect biographical and autobiographical texts to their historical and cultural contexts.	PO4, PO5, PO6
CO5	Examine the roles that argument, rhetoric, fiction, photography, aesthetics, and evidence play in the composing process of biography and autobiography.	PO3, PO8

Text Books (Latest Editions)	
1.	*Knots in My Yo-yo String: The Autobiography of a Kid* by Jerry Spinelli. Alfred A. Knopf, 1998.
2.	*It Came From Ohio! My Life as a Writer* by R.L. Stine. Scholastic Paperbacks, 1998.
3.	Autobiography by Linda Anderson 2010, Routledge.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	*Henry Ford (Rookie Biographies)* by Wil Mara. Children's Press, 2004.
2.	*Amelia Earhart (Graphic Biography)* by Saddleback Educational Publishing, 2008.
3.	*A Picture Book of Harriet Tubman* by David A. Adler. Holiday House Inc., 1993.

Web Resources	
1.	a. http://gardenofpraise.com/leaders.htm b. http://www.pitara.com/magazine/people.asp

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 2– SHAKESPEARE STUDIES

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

	Learning Objectives
LO1	To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives
LO2	To provide learners with an overview of Shakespeare's historical and political contexts
LO3	To help learners gain an appreciation of Shakespeare's dramatic practicethrough 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 4th 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 - *The Wheel Of Fire.* Akram Hossain - *An Approach To Shakespeare Scholarship And Criticism* Neema Parvini - *Shakespeare and Contemporary Theory-New Historicism and Cultural Materialism.* *Invisible Bullet* –Stephen Greenblatt	

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed	PO1
CO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.	PO1, PO2
CO3	Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view	PO4, PO6
CO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.	PO4, PO5, PO6
CO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations	PO3, PO8

Text Books (Latest Editions)

1.	Donaldson, Peter S. "Two of Both Kinds: Marriage and Modernism in Peter Hall's *A Midsummer Night's Dream.* " in *Reel Shakespeare*. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.
2.	Frye, Northrop. "The Argument of Comedy." In *English Institute Essays*. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in *Shakespeare: Modern Essays in Criticism.* 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 *Shakespeare: World Views.* 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 *A Midsummer Night's Dream*" MS.
3.	Jackson, Russell. "A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons, Bottom's Wife, and other Missing 'Scenes.'" *Shakespeare Bulletin* 16/4 (Fall, 1998)

Web Resources

1.	Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 3– LITERARY CRITCISM

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

	Learning Objectives
LO1	To Introduce learners to the basics of Literary Criticism
LO2	To enable learners to widen their knowledge of literary texts and focus on their importance
LO3	To empower learners to write a critical appreciation
LO4	To ingrain the minds towards creative writing, appreciation, critical thinking and critical analysis
LO5	To help them accentuate expression of thoughts and views for critical appreciation and judgmental reviews

UNIT	Details
I	Mimesis, Catharsis, Hamartia, Parts of Tragedy, Plot, TragicHero 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, GrandStyle, High Seriousness etc., Mathew Arnold
IV	Indian Aesthetics, Movements and Concepts – An Introduction to Indian Aesthetics – Mini Chandran & V.S.Sreenath Tinai – Nirmal Selvomony Rasa, Dhwani, 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 - *Tyger* . Prose: G K.Chesterton - *Running After one's Hat* Drama: G.B. Shaw - *Apple Cart* Short Story: Katherine Mansfield - *A Cup of Tea*

	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). *Theory into Practice: An Intro to Literary Criticism*. Australia: Wadsworth Cengage Learning.
References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Fry, Paul H. (2013). *Theory of Literature*. New Haven: Yale University Press.
2.	Habib, M. R. (2011). *A History of Literary Criticism: From Plato to Present*. 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:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 4– CULTURE STUDY THROUGHFILM

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

	Learning Objectives
LO1	To help learners get an overview of different cultural and sociological theories that address 'culture', 'media' and 'society' as part of a broader global and historical context.
LO2	To help them explore the different perspectives on human nature
LO3	To help learners appreciate the different paradigms underlying different Traditions
LO4	To help learners observe the different, sometimes contrastive ways in which common themes are handled in Western and Asian movies
LO5	To help them understand different points of view, particularly those with which they may be unfamiliar.
UNIT	**Details**
I	Introduction to Film Studies – What is Cinema – Andre' Bazin Vol. 1 & 2 Basic Film Theory – Film Theory: An Introduction – Robert Stam Terminology-MISE-ENSCENE-SHOTS,TAKES,ANGLES, EDITING, SOUND AND COLOUR – The Oxford History of World Cinema Ed. – Geoffrey Nowell-Smith Film Genres – Literature into Film – Theory & Practical Approaches – Linda Costanzo Cahir Anime / Manga – the Anime Companion – Gilles Poitras
II	The Silent Era – Indian Cinema – Yves Thoraval Classic Hollywood Era – Film History – David Bordwell Italian Neo – Realism – Charles L. Leavitt The New Wave: Truffaut, Godard, Chabrol, Rohmer, Rivette

	James Monaco Third Cinema / Indian Cinema – Yves Thoroval Asian Cinemas - Routledge Handbook Of Asian Theatre	
III	CASE STUDIES François Roland Truffaut - The 400 Blows Ken Kesey - One flew over the Cuckoo's nest Alfred Hitchcock - Vertigo Niki Caro - Mulan Ron Clements – Moana Adapting Novels into Films: Three Case Studies Hardcover – by Raghu Ram Bandi	
IV	Federico Fellini - 8 and Half Andrei Tarkovsky - The Mirror Ousmane Sembène - Guelwaar Kim Ki Duk - Spring, Summer, Fall, Winter…Spring Adoor Gopalakrishnan - Elippathaayam.	
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. 2.	James Goodwin, Akira Kurosawa and Intertextual Cinema, Baltimore: Johns Hopkins University Press, 1994.. 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)	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

CNM 5– MEDIA , COMMUNICATION& PUBLICATION

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

	Learning Objectives
LO1	To enable students to understand theoretical concepts related to social media as a form of communication.
LO2	To enable students to gain an analytical insight into research framework in Social Media
LO3	To enable students to understand audiences and usage patterns of social media in communication studies
LO4	To enable students to define and relate to basics of all forms of media and to recognize new media as a way of life
LO5	To enable students to identify varied forms of new media communication

UNIT	Details
I	Introduction to Mass Communication – Mass Communication – Keval J. Kumar 5th Edition Globalisation, Forms – A Social History of the Media from Gutenberg to Internet- Asa Briggs & Peter Burke **STUDENTS PRESENTATION** Case Study on Current Issues, Street Plays,Posters and Pamphlets etc.,
II	Advertisements – Media, Technology & Society – Brian Winston Ethics – Ethics in Advertising – Snyder Wally How To Create Advertisementsand Storyboards – Ethics in Advertising – Snyder Wally **STUDENTS PRESENTATION** Jingles, Taglines - Visual Advertisements
III	Script writing-TV and Radio, News Reports, Editorials – Save the Cat – Blake Snyder **STUDENTS PRESENTATION** Editing – Articles Review Writing
IV	Cyber Media And Social Media – Cyber Media Journalism – Jagdish Chakravarthy History Of Cyber Media Types And Impact OfSocial Cyber Media.
V	**INTERNSHIP IN THE RELEVANT FIELD FOR FIFTEEN DAYS**

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Comprehend theoretical concepts related to social media as a form of communication.	PO1
CO2	Apply theoretical concepts into research frame work.	PO1, PO2
CO3	Be able to analyze audience usage patterns of varied social media applications.	PO4, PO6
CO4	Get familiarized with different thematic comparisons of media, communication and publication.	PO4, PO5, PO6

CO5	Identify and examine various background theories relatedto the three concepts.	PO3, PO8

Text Books (Latest Editions)	
1.	The Social Media Bible by Lon Safko and David Brake 2009, Publisher: John
2.	Wiley& Sons.. Mc Quail's Mass Communication Theory,2010, Published by Sage Publications.
3.	Handbook Of Journalism And Mass Communication Of Writing – V.S. Gupta & Vir Bala Aggarwal
4.	On Writing – Stephen King

| References Books
(Latest editions, and the style as given below must be strictly adhered to)	
1.	Robert Fine,The Big Book of Social Media: Case Studies, Stories, Perspectives 2010. Publisher :Yorkshire Publishing
2.	Frank Webster, Theories of Information Society ,2002, Published by Routledge.

Web Resources	
1.	Media and Communication	Peer-reviewed Open Access Journal (cogitatiopress.com)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

THIRD YEAR - SEMESTER VI
CNM 6– MODERN ENGLISHGRAMMAR & COMPOSITION

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

Learning Objectives	
LO1	To make the students understand the importance of grammar in language learning.
LO2	To create awareness to gain knowledge of types of clauses.
LO3	To help Identify types of sentences based on functionality and structure
LO4	To acquaint students with grammatical items so as to understand the piece of writings to comprehend the meaning from them and also to translate it in their mother-tongue
LO5	To help prepare them to write essays to express their views on particular situations, issues etc.

UNIT	Details
I	Form Class / Function Words / Punctuation – Wren & Martin & Eat, Shoots & Leaves Verbs In Function - Gerund, Infinitives Participles & Uses Synonyms & Antonyms - Precise Use Mood/ Modality
II	Morphology (English) Compounding, Affixing, Inflection Derivation – Frank Palmer Phrasal Verbs & Idioms – Idioms & Phrasal Verbs (Advanced) Ruth Gairns & Stuart Redman Word Order – Sentence Patterns – Guide to Patterns & usage in English - Hornby Co-Ordination – Subordination – Advanced English Grammar - Hewings
III	Simple, Complex & Compound – Wren & Martin / Raymond Murphy Active –Passive – https://www.grammarly.com/blog/active-vs-passive-voice/ Tag Questions – https://www.englishclub.com/grammar/tag-questions.html
IV	Time, Tense & Aspects – My Book of Tenses – Scholarship Hub of Editorials Lexicals / Auxiliary verbs - Its uses – Oxford Modern English Grammar – Aarts B. (2011) Anomalous Finites – English Grammar Without Tears - Vishwanathan Nair & Chandrika A Subject / Verb Agreement in Sentences - The Blue Book of Grammar and Punctuation Book by Jane Straus and Lester Kaufman

	Degrees of Comparison - Making Comparisons in English: Similarities, Dissimilarities, Degrees – Manik Joshi
V	Reordering of Jumbled Sentences – Wren & Martin / Raymond Murphy Error Correction – Remedial English Grammar for Foreign Students Note Making- Paragraph and Essay Writing-Paragraph Editing (Grammar Corrections only) – Academic Writing from Paragraph to Essay – Dorothy E. Zemach & Lisa A Rumisek **PRACTICAL WORK** ∗ **Translate From TamilTo English Vice - Versa** ∗ **Teaching Grammar in College for I Year Students under Supervision of Class in Charges**.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Be able to understand the basic grammar structures of English language.	PO1
CO2	Understand the nuances for A perfect essay for competitive exam.	PO1, PO2
CO3	Develop their critical thinking, reading and writing skills..	PO4, PO6
CO4	Understand the appropriate Language and format associated with a formal letter.	PO4, PO5, PO6
CO5	Learn a variety of ways to express their ideas clearly and logically.	PO3, PO8

Text Books
(Latest Editions)

1.	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 Englis 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)

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 Outcome:

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

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

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

Learning Objectives	
LO1	To help students communicate ethically, responsibly, and effectively as local, national, international, global citizens and leaders.
LO2	To help them gain a background knowledge of ELT and CALL
LO3	To make learners communicate competently in groups and organizations
LO4	To help possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.
LO5	To assist them in applying knowledge in different situations and the processingskills 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. 2. 3.	A Course in Language Teaching: Practice & Theory – Penny Ur Aslam Mohammed, Teaching of English, Chand Publishers,2017 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)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI
CNM 8 – CREATIVE WRITING

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

Learning Objectives	
LO1	To help students with the ability to comprehend complex texts and draw inferences from what they read.
LO2	To help them write with clear expression and to specific purposes.
LO3	To develop in them an ability to use formal, aesthetic, and rhetorical conventions within the discipline.
LO4	To help in understanding of the creative process as a forum for critical as wellas intuitive thinking, as well as problem-solving.
LO5	To guide in central subject matter that comes out of their own individual lifeexperience 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 ForWriting…
IV	Significance of Grammar & Punctuation
V	Importance of Re-Reading, Re-Writing; Self-Editing- Revision& Publication

Course Outcomes	

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate a broad understanding of literatures in English and appreciate the role of creative writing in the creation and interpretation of literary works	PO1
CO2	Understand the importance of reading as part of a creative writer's development	PO1, PO2
CO3	Engage analytically and critically with a range of literary and media texts	PO4, PO6
CO4	Recognise how critical reading supplies writers with inspiration and ideas	PO4, PO5, PO6
CO5	Understand through writing practice one or more of the genres of fiction, creative nonfiction, poetry and scriptwriting	PO3, PO8

Text Books (Latest Editions)	
1.	Dowrick, S. (2009), Creative Journal Writing: The Art and Heart of Reflection. Los Angeles: Penguin Putnam Inc.
2.	Miller Thurston, C., DiPrince, D. (2006), Unjournaling: Daily Writing Exercises That Are Not Personal, Not Introspective, Not Boring! Prufrock Press.

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

Mapping with Programme Outcomes:

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

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

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

THIRD YEAR - SEMESTER VI

CNM 9– ENGLISH AT WORK PLACE

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

	Learning Objectives
LO1	To help students heighten their awareness of correct usage of English grammar in writing and speaking
LO2	To improve their speaking ability in English both in terms of fluency and comprehensibility
LO3	To enhance their oral presentations and receive feedback on their performance
LO4	To increase their reading speed and comprehension of academic articles
LO5	To help strengthen their ability to write academic papers, essays and summaries using the process approach

UNIT	**Details**
I	Grammar Articles Punctuation, Capitalization, Contractions and Collocations Parts of Speech; Tenses& Voice Verb Formation and Conjugation Modal Auxillaries 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_develo p ment_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. 4. 5. 6. 7.	Communication in Organisation – Fisher Dalmar Writing for the Web – Crawford Killian Email Etiquette Made Easy – Judith Kallos Mastering Communication – Nicky Stanton The Secrets 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 WorkplaceReadiness On The Employment Outcomes Of Tertiary International Students. [ebook] Centre for the Study of Higher Education, The University of Melbourne. Availableat: https://internationaleducation.gov.au/research/Publications/Documents/ELP_Full_ Report.pdf

Mapping with Programme Outcomes:

Course 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

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 VI
CNM 10 – TRAVEL WRTING

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

	Learning Objectives
LO1	Introduce students to a range of travel writingpractices 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 worksof 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 CityImprobable:Writings onDelhi – Khuswant Singh Al Biruni: Chapter LXVIII, LXIV,LXV&LXVI IN 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 DJINN (Prologue, Chapters I & II) – William Darlymple
	From Volga To Ganga Section 1 & 2 – Rahul Sankritiyayan
IV	May You Be The Mother Of Hundred Sons: A Journey Among The Women Of IndiaChapters 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 theirideas to their peers	PO1
CO2	Share work in progress with peers, giving and receivingconstructive criticism	PO1, PO2
CO3	Gain awareness of the nexus between reading and writing works of travel writing	PO4, PO6
CO4	Develop capacity to investigate	PO4, PO5, PO6
	contemporary travel writing contexts (social, historical, political, cultural)	
CO5	Reflect upon their own work in the context of travel writing by established writers	PO3, PO8

Text Books (Latest Editions)	
1.	Paul Theroux .The Tao of Travel (Hamish Hamilton 2011)
2.	Andrea Loselle.Translations of Orient paperbacks 2012
3.	Narrating Self & Other: Historical View, in Travel Writing: The Self & The Other – Balton Casey
4.	Travel Writings: A Critical Explorations – Jusitin d. Edwards & Rune Grauland

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.	Issue16 - ShrutiDabhi.pdf

Mapping with Programme Outcomes:

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

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 I

ME 1– SOCIAL HISTORY OF ENGLAND (ELECTIVE)

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

UNIT	Details
LO5	To create the ability of critically examining a text
I	The Renaissance And Its Impact On England, The Reformation - Causes And Effects
II	The Commonwealth Of Nations, The Restoration, Coffee - Houses And TheirSocial Relevance
III	Impact Of The Industrial, Agrarian And The French Revolutions On The EnglishSociety, Humanitarian Movements In England
IV	The Reform Bills And The Spread Of Education- Social Impact Of The TwoWorld Wars, The Labour Movement,The Welfare State
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991).

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8

Text Books (Latest Editions)	
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.	*A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.
LO2	Help them gain particular reference to the major literary movements and authors
LO3	To help them with an overview of the major linguistic influences on the English language
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language
LO5	To create the ability of critically examining a text
UNIT	**Details**
I	History Of British Literature British Poetry, Prose, Drama And Fiction, Covering Representative Writers Down The Ages
II	The Renaissance Period (1350 – 1660): An Introduction To Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy Of Humours
III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre- Romantics
IV	Well Made Play (Drama Of Ideas - Shaw And Ibsen), Existential Drama,Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama(Propaganda Play), One-Act Play
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers -Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2

CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8

Text Books (Latest Editions)	
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing(London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford UniversityPress, 1996). Another well-edited and balanced reference book

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1. 2.	Bergonzi, B. Heroes' Twilight: A Steady of the Literature of the Great War, 2nd edn (London: Constable, 1980). Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)
1.	**Web Resources** *ALEX00.PDF (manavata.org)*

Mapping with Programme Outcomes:

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

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER III

ME 3– LITERARY GENRES AND TERMS (ELECTIVE)

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

	Learning Objectives
LO1	To help students apply literary terminology to fiction, drama, and poetry.
LO2	Help them recognize the main elements of different literary genres and assess their significance
LO3	To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry
LO4	To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.
UNIT	**Details**
I	Literary Theory And Terms: The Basics
II	Types Of Prose Text-Semiotics: The Basics
III	Terms For Interpreting Authorial Voice- Terms For Interpreting Characters

IV	~~Terms For Interpreting Word Choice, Dialogue, And Speech Terms For Interpreting Plot~~
V	~~Terms For Interpreting Layers Of Meaning -Cultural Theory: The Key Concepts~~

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand new definitions of contemporary critical issues such as 'Cybercriticism' and 'Globalization'.	PO1
CO2	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	PO1, PO2
CO3	Get a complete coverage of traditional and radical approaches to the study and production of literature.	PO4, PO6
CO4	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.	PO4, PO5, PO6
CO5	Gain thorough accounts of critical terminology and analyzes of key academic debates.	PO3, PO8

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To help students at the origin and sources of myths in literature.
LO2	Provide them with aunique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life
LO3	Get an In-depth study of the theoretical approaches
LO4	Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times
LO5	Help them to understand the definition of symbolism with its different types and dimensions.
UNIT	**Details**
I	Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth -Myth-making stage and myth-using stage
II	Ted Hughes Selections from Tales from Ovid i)Creation; Four Ages; Flood;Lycaon ii)The Rape of Proserpina iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe 'Mrs Midas'(Poem) - Carol Ann Duffy
III	General idea of Vedic, Epic and Puranic Mythology
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths

V	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Understand the origin and sources of myths in literature	PO1
CO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	PO1, PO2
CO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	PO4, PO6
CO4	Understand symbolism with its different types and dimensions.	PO4, PO5, PO6
CO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	PO3, PO8

Text Books
(Latest Editions)

1.	Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.
2.	Boas, Franz. An Introduction to James Teit,@ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American FolkloreSociety, VI, 1898.

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

1. 2.	Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000. Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The HardFacts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222.

Web Resources

1.	*Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To help students look closely into the relation between film and literature.
LO2	Introduce learners to the various ways in which literature and the moving image diverge.
LO3	Help the learners understand how each form makes their own claims to the narrative.
LO4	Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.
LO5	**Help learners gain perspective on literature's relationship with cinema**

UNIT	Details
I	**Theories, Practices, Forms, Adaptations, Migrations-**William Shakespeare's KingLear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) StanleyKubrick, 2001: A Space Odyssey(1968)
III	**Cinema from novella and dramatic literature**
IV	Boris Pasternak, DrZhivago (1957) David Lean, DrZhivago(1965)
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalyse Now(1979)

	Course Outcomes
Course Outcomes	On completion of this course, students will;

CO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	PO1
CO2	Familiarize withthe inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple.	PO1, PO2
CO3	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	PO4, PO6
CO4	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	PO4, PO5, PO6

CO5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	PO3, PO8

Text Books (Latest Editions)

1.	Mast, Gerald &Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.
2.	NicholsBill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985.
3.	Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta:Seagull Books, 1985.

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

1.	RobergeGaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.
2.	Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print

Web Resources

1.	*(PDF) Film and Literature (researchgate.net)*

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

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

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

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

	Learning Objectives
LO1	To enable learners get an overview of the place of English in India.
LO2	Help them understand the position of English in the post – independence period.
LO3	Enable them to interpret and justify the place of English in Three Language formula.
LO4	Help them gain insight intothe unique and very important place of English in 21st century.
LO5	Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level).

UNIT	Details
I	Introduction - Historical Background Of English In India
II	English In Post – Independent Period –The Three Language Formula
III	English In 21st Century - Objectives Of Teaching English
IV	Objectives Of Teaching English At Elementary Level
V	Objectives Of Teaching English At Secondary Level

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Learn about the methods and materials of teaching ESL	PO1
CO2	Learn about some of the strategies and techniques used to address specific language skills	PO1, PO2
CO3	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.	PO4, PO6
CO4	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives	PO4, PO5, PO6
CO5	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students	PO3, PO8

	Text Books (Latest Editions)
1.	Diaz-Rico, L. Ch. 6 "Learning Processes That Build On The First Language." In Teaching English Learners: Strategies And Methods (Pp. 143-199). New York: Pearson Education, Inc. Isbn: 0-205-35543
2.	Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To "Find Books, Articles, And More" And Then Search For The Article Under "Education."
3.	Carbo, M. (1993). Continuum Of Modeling Reading Methods.
	References Books (Latest Editions, And The Style As Given Below Must Be Strictly Adhered To)
1.	Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation. Language Learning And Technology, 9 (1), 17-22. Available At: Http://Llt.Msu.Edu
2.	Gonzalez, V. (2001). The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children's Development. Bilingual Research Journal, 25 (1 & 2), 1-30.
	Web Resources
1.	*Hanson-Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically-enhanced environments. The Reading Matrix, 3 (3). Available at: http://www.readingmatrix.com/current.html.*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

SECOND YEAR - SEMESTER III
NME 4 – TRANSLATION: BASIC CONCEPTS ANDPRACTICE (ELECTIVE)

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

Learning Objectives	
LO1	To enable learners get an overview of 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 theirworks)
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, Amesterdam and Philadelfia
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 TranslationStudies, (2013), Routledge Taylor and Francis Group, London and New York
	Web Resources
1.	*https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

	Learning Objectives
LO1	To develop the students intellectual, personal and professional abilities.
LO2	To acquire basic language skills listening, speaking, readingand writing for effective communication.
LO3	To develop confidence in getting job opportunities.
LO4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.
LO5	To develop competitive skills through various types of objective tests.

UNIT	Details
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing andCover letter.

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 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	Gain knowledge of English language to face the challenges in Competitive Examinations.	PO1
CO2	Acquire skills in vocabulary usage and grammar.	PO1, PO2
CO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	PO4, PO6
CO4	Build confidence in getting job opportunities.	PO4, PO5, PO6
CO5	Aware of the various types of jobs offered in both in the Central and State Government.	PO3, PO8

	Text Books (Latest Editions)
1.	English for Competitive Examinations- R.P.Bhatnagar & Rajal Bhargava
2.	Remedial Grammar-F.T.Wood

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, geners, periods, and areas.
LO4	To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.
LO5	To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.

UNIT	Details
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.
II	Influence and Imitation- Periodization Movement, Genre Studies, Thematology
III	Literature and other disciplines, Literature and other Arts
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley-*Ode to Libert ,Queen Mab, Love's Philosophy.* Selected poems of Subramaniya Bharathi - *Bharath Country, Worship of Sun, Kannan My Servant.*
V	Comparative study of Vairamuthu's *KallikattuIthikasam* and ErnestHemingway's *'The Old Man and the Sea'*

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 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	Read critically literary and cultural textsin 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 textsas they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dyamic intersections of power, peoples, and aesthetic practices.	PO1, PO2
CO3	Use critical terminology and interpretive methods drawn fr specific 20th –and 21stcentury comparative and critical theoriesfrom multiple disciplines.	PO4, PO6
CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts intwo or more foreign languages.	PO4, PO5, PO6

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

Mapping with Programme Outcomes:

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

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

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

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

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

	Learning Objectives
LO1	To attain broad knowledge.
LO2	To understand various styles of sentence pattern.
LO3	To cultivate a coherent and associative thinking ability to exhibit writing skills.
LO4	To develop the ability to structure Essays.
LO5	To enable the students to learn copy- editing.

UNIT	Details
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post-writing strategies ;developing writing through extended practices; developing reflective abilities & meta-awareness about writing.
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-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

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 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	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. *Academic Writing from Paragraph to Essay*.London: Macmillan
2.	Langan, John. 2001. *Sentence Skills with Readings*. Boston: McGrawHill.

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

Mapping with Programme Outcomes:

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

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

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

NON- MANDATORY ELECTIVE PAPER – IV – MASS COMMUNICATIONAND 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.									

UNIT	Details		
I	Mass Communication in India, Print Medium, Audio-Visual Media, Other Media		
II	News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.		
III	Advertising, Illustrations.		
IV	House and Trade Journals, Starting of Newspapers and Periodicals.		
V	Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.		

LO2 — To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.
LO3 — To empower learners by communication, professional and life skills.
LO4 — To develop the ability to structure Essays.
LO5 — To enable the students to learn copy- editing.

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

Text Books (Latest Editions)

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

Mapping with Programme Outcomes:

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

| 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 – V - FILM STUDIES

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

Learning Objectives	
LO1	Aims to train students to decode the visual messages imparted by movies.
LO2	To amplify their impacts.
LO3	To train the students to read the films they watch, both as an aesthetic work and as politically motivated.
LO4	To enabling the learnersto use a various methods.
LO5	To learn ouchstone method in evaluating contemporary Indian main streamcinema with World Cinema as well as Indian Classics.
UNIT	**Details**
I	Introduction, Filmic Visual: Mise-en-Sceneism.
II	Screen writing, One-line, plot, characterization, one-linescene order & treatment.
III	Film history and film genres
IV	Critical understanding of films Auteurist, Formalist, Marxist, Feminist and Post-colonialPerspectives
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 acquaint 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	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 *How to Read a Film* 5th ed. OUP, 2005.
2.	Bordwell, David and Thompson, Kristin, *Film Art: an Introduction*, 7th ed. McGraw-HillCo., 2004.
3.	Cook, David A., *A History of Narrative Film*, 4th ed. W.W.Norton, 2004.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Kawin, Bruce, *How Movies Work.* University of CaliforniaPress, 1992.
2.	Nelken, Jill, *Introduction to Film Studies*, 5th ed. Routledge,2011.
3.	Feild, Syd, *Screenplay: The Foundations of Screenwriting*. RHUS, 2005.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON- MANDATORY ELECTIVE PAPER – VI – ART AND LITERARYAESTHETICS

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

	Learning Objectives
LO1	To introduce the multidisciplinarity of Art and Literary Studies.
LO2	To gain an understanding of various movements in art history.
LO3	To help students find relevant and associative ideas.
LO4	To engage with works of art that directly refer to literary works and also draw inspirationfrom from it.
LO5	To recognize how all forms of art is part of a continuum.
UNIT	**Details**
I	Literature And Visual Arts - Essays.
II	Romanticism Through Coleridge And Delacroix
III	Pre-Raphaelite Movement - D.G. Rosetti's Prosperine (Painting And Poem)
IV	Post-Impressionism - Amritya Shergill's Ancient Story Teller Painting And Virginia Woolf's The Waves (Novel)
V	Expressionism - Munch- Scream (Painting) And Kafka- Metaphorphosis (Novella)

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 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	The student will be able to engage with literature in a broader, educated perspective.	PO1
CO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms.	PO1, PO2
CO3	The student will be trained to engage sensitively and intelligently in new readings of literature.	PO4, PO6
CO4	The course develops an understanding of the co-relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts.	PO4, PO5, PO6
CO5	Initiate students to implement the multidisciplinary scope of art and literary studies.	PO3, PO8

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

1.	Herbert Read – extract from *The Meaning of Art* (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‖ MHRA 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:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON - MANDATORY ELECTIVE PAPER – VII - COMMUNICATIVE ENGLISH

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

	Learning Objectives
LO1	To understand the basic fundamentals.
LO2	To imply different styles of communication.
LO3	To impart knowledge about the extempore communicative activities.
LO4	To dissect information.
LO5	To analyze texts.

UNIT	Details
I	Kinds of sentences, Word Order,usage of preposition,use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation.
II	*Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, QuestionTags.*
III	*Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast,cause and effect - Essay writing: Descriptive and Narrative.*
IV	*Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.*
V	*Nirad C Chaudhuri "Indian Crowds" [Non-Detailed],DrS 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].*

The course outcome is based on the Learning Objectives. Each course objective will have acourse 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 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	Recall fundamental concepts of the four linguisticskills.	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, *Time Stops at Shamliand Other Stories,* Penguin Books India Pvt Ltd,1989	
2.	Shyamala, V. *Speak English in Four Easy Steps*, Improve EnglishFoundation Thiruvananthapuram: 2006	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON- MANDATORY ELECTIVE PAPER – VIII - WRITING FOR MEDIA

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

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

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

The Course Outcomes to Programme Outcomes mapping:

Course Outcomes	Programme Outcomes
CO1	PO1
CO2	PO1, PO2
CO3	PO4, PO6
CO4	PO4, PO5, PO6
CO5	PO3, PO8

	Text Books (Latest Editions)
1.	Pickering, Ian. Writing for News Media: The Story Teller's Craft. Routledge, 2018.
2.	Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3.	Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red GlobePress, 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 Pos	3.0	3.0	3.0	2.8	3.0

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

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

Learning Objectives	
LO1	To help the students to be introduced to digital literacy
LO2	To elaborate on digital values, language and culture
LO3	To explore digital literacy interms of information , identity and labelling
LO4	To discuss techer'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 inthe language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and interculturalliteracies.
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 inlanguage 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, DigitalLiteracy and Composition, Digital Databases.

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 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	Gain knowledge of digital literacy.	PO1
CO2	Acquire skills in text literacies and language.	PO1, PO2
CO3	Acquire skills in information digital literacy.	PO4, PO6
CO4	Build confidence in using digital literacy.	PO4, PO5, PO6
CO5	Aware of the various types socio- economic factors in digital literacy.	PO3, PO8

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

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Implementing Media Literacy: Empowerment, Participation andResponsibility – S.Livingston.

2.	Literacy: Reading the word and the word – P.Freire and P.Macedo.
3.	Media Literary in Schools: Practice, Production and Progression –A.Burn andJ.Durran.
4.	Digital Literacy for Learning – A.Martin and D.Madigan Changing Literacies – C.Lankshear.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NON - MANDATORY ELECTIVE PAPER – X - ENGLISH FOR TECHNICALWRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	NME	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.									
	To enable them to answer with explanation for Interviews fourbasic skills in English									

LO2	Listening, Speaking, Reading and Writing.
LO3	To help the students to develop an ability to recognize main idea andsupporting details in order to improve comprehension and retentionof 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 professionalworkplace documents.
LO5	Enable the students to apply the study of linguistic ability andgrammar in their practical life.
UNIT	**Details**
I	Languages and skills of communication-Linguistic Techniques-Language acquisition - The History of English-Linguistics- Modern Usage.
II	Reading Comprehension-English, Phonetics-Oral Presentation-Communication-Barriers to Communication.
III	Linguistic ability – Listening - Paragraphwriting - 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 havea 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 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	To clearly convey specialized information from a technical field tonon-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, analyzingquantifiable 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, webpages, wikis, blogs, business letters, andpromotional document.	PO3, PO8
Text Books (Latest Editions)		
1	Communication Skills- Dr. Gajanan Malviya S.Chand, Prof.R.N.Shukla	

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

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

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 communication skills.
LO4	To equip students to utilize the digital knowledge resources effectively for theirchosen fields of study
LO5	To help them think and write imaginatively and critically

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

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

	Text Books (Latest Editions)
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3.	Understanding Body Language by Alan Pease.

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.	*(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY |goiga la jijuna - Academia.edu*

Mapping with Programme Outcomes:

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

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

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

ENTREPRENEURIAL SKILLS (SEC-II)

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

Learning Objectives	
LO1	To introduce learners to various qualities required for entrepreneurship
LO2	To discuss about various entrepreneurship models
LO3	To help them think creatively and innovatively
LO4	To enable them understand various schemes supporting entrepreneurship
LO5	To discuss the steps in venture development and new trends in entrepreneurship.

UNIT	Details
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.

Course Outcomes	
Course Outcomes	On completion of this course, students will;
CO1	Understand the foundation of Entrepreneurship Development and its theories.
CO2	Explore entrepreneurial skills and management function of a company.
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.
CO4	Understand various steps involved in starting a venture.
CO5	Explore marketing methods & new trends in entrepreneurship.

Course Outcomes		PO
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.,

	Houghton Mifflin Company, New York
	Web Resources
1.	6 Must-Have Entrepreneurial Skills | HBS Online MindTools | Home

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

PUBLIC SPEAKING SKILLS(SEC-III)

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 understand the goals and benefits of public speaking
LO2	To help them recognize communication apprehension and guide them on how to reduce it
LO3	To familiarize them on how public speaking can be used to advocate or create change
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
LO5	To help them think and speak imaginatively and critically

UNIT	**Details**
I	What is Public Speaking?
II	Need for Public Speaking.
III	Significance and essentials of public speaking skills
IV	Techniques in acquiring the skill
V	Speaking any common topic in front of the class

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the principles of public speaking	PO1
CO2	Recognize barriers to public speaking and identify how to avoid them	PO1, PO2
CO3	Understand how to give effective verbal and nonverbal feedback	PO4, PO6
CO4	Learn about planning speech organization for the intended audience	PO4, PO5, PO6
CO5	Practice effective group delivery and speech in formal context.	PO3, PO8

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

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

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1.	*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.*	

Web Resources		
1.	*Learning Outcomes	Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)*	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

ENGLISH FOR CAREERS(SEC-IV)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	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 andimproving language skills to achieve professional goals.
LO3	Help them with strategies for identifying the jobs that match their interests and skills
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing
LO5	To enable learners to describe themselves and their experiences in a résumé

UNIT	Details
I	Definition of English Language-Characteristic Features
II	Purposes of English Language
III	Major Roles played by English Language in Education and various career choices
IV	English language as 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 competence so that they can use language accurately and appropriately	PO1
CO2	Understand the basic features of communication and aim at improving language skills	PO1, PO2
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.	PO4, PO6
CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	PO4, PO5, PO6
CO5	Make sure that the style, content and message is concise, correct and appropriate.	PO3, PO8

Text Books (Latest Editions)	
1.	The 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

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print
Web Resources	
1.	*https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%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	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENGLISH FOR BUSINESS(SEC-V)

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

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

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	**Strengthen** their language **skills**: writing, reading, listening & speaking	PO1
CO2	Understand real **speech patterns** and learn pronunciation techniques in fluent speech	PO1, PO2
CO3	Improve their **confidence** and learn how to **connect** with people in English	PO4, PO6
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	PO4, PO5, PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3, PO8

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

INTERVIEW SKILLS (SEC-VI)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	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 experiencesin a way that reflects knowledge of the job/internship position description and employer.	PO1
CO2	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbalpace).	PO1, PO2
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectfulpresentation.	PO4, PO6
CO4	Develop confidence in relationship to their interviewing skills.	PO4, PO5, PO6
CO5	Be able to identify, discuss, and implement key jobinterview 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.	*Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.*

	Web Resources
1.	*Tips for a Successful Interview (ung.edu)*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FUNCTIONAL ENGLISH (SEC-VII)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	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 points to paragraph
LO5	To enable them to predict, comprehend, infer and synthesize information
UNIT	**Details**
I	Definition of Functional English - Significance of Functional English
II	Four essentials of functional English: LSRW
III	Grammar
IV	Strategies to use functional English
V	Provide a dramatic play to perform which gives the students to apply functional language

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Learn to form words properly using prefixes/ suffixesand 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 anoverall idea, and comprehend the Passage	PO4, PO5, PO6
CO5	Cultivate the habit of newspaper reading	PO3, PO8

Text Books (Latest Editions)	
1.	Susan Thurman, *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*.2011
2.	Grant Barrett, *Perfect English Grammar*: The Indispensable Guide to Excellent Writing and Speaking,2013

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

1.	Jane Straus, Lester Kaufman, and Tom Stern, *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*,2015

Web Resources	
1.	*BBC World Service. (2011) Learning English: Ø http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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 esssay Felicity Hughes, ‗Children's Literature: Theory and Practice', EnglishLiterary History, vol. 45, 1978
II	Brothers Grimm – ‒The Juniper Tree‖ Adventure of the Speckled Band‖ Roald Dahl - Extracts from *Charlie and the Chocolate Factory* (Chapters 13 to 15,Penguin2013)
III	Satyajit Ray – ‒Professor Shonku and the UFO‖ (from *The Mystery of Munroe Island and Other Stories,* Puffin Classics 2015)
IV	Herge:*Tintin in Tibet* (Hergé. Tintin in Tibet. London:Egmont. 2012)Somdev Bhatt: ‒The Story of Padmavati and Prince Vajramukti‖ (Vikram-Betaal Story)
V	Anuja Chauhan:*The Zoya Factor* J. K. Rowling:*Harry Potter and the Philosopher's Stone*

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 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	Chute, Hillary. ‒Comics as Literature .Reading Graphic Narrative‖.*PMLA* – Publications of The Modern Language Association of America. 123. 452-465. 2008.
2	Herge.*Tintin in Tibet*.Baker and Taylor, 2009.

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.
2.	Gill, Rosalind & Herdieckerhoff, Elena. ‒Rewriting the romance: new femininities in chick lit?‖.*Feminist Media Studies* 6(4). 2006.

Web Resources	
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html
2.	(http://www.cambridgeblog.org/wp-co ntent/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NME - II PHILOSOPHY FOR LITERATURE

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	Engage with the philoophy 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 unityof opposites—Socrates—Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature
II	Robert Frost. ‒West- Running Brook-S T Coleridge. ‒Kubla Khan-P B Shelley. ‒Ozymandias,Keats. ‒Endymion‖ (First 33 lines) (Aristotle's idea of soul, beauty, art and nature)
III	*Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God— Pantheism—concept of substance and modes—Cartesiandualism vs Spinoza's monism—John Locke— Liberalism—Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl—Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Superstructure*
IV	Emily Dickinson. ‒The Brain—is wider than the Sky‖ (Debate the Cartesian mind body or material immaterial dualism),Walt Whitman. ‒On the Beach at Night Alone.‖ (Spinoza's pantheism), William Ross Wallace. ‒The Liberty Bell (Locke's liberalism M and the turn of humanity),D. H. Lawrence.‒How Beastly the Bourgeois Is?‖ (Marx's idea of social44class)
V	Nihilism, Existentialism and Afterwards-Wallace Stevens. ‒Sad Strains of a Gay Waltz,‖ (Nietzsche's idea of nihilism and the death of god), W H Auden. ‒Who's Who?‖ (Heidegger's idea of Dasein and Geworfenheit, ‒Being- thrown-in-the-world), Ted Hughes. ‒Hawk Roosting,‖ (ego that mediates the instinctual id and the critical super-ego), Maya Angelou. ‒When I think of myself,‖ (de Beauvoir's concept of becoming),

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 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. *The Story of Philosophy*, Simon &Schuster, 1991.
2	Gaarder, Jostein. *Sophie's World*: 20th Anniversary Edition. Orion, 2015.

References Books

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

1.	Russell, Bertrand. *History of Western Philosophy*.Routledge, 2016.
2.	Gibson, John. *The Philosophy of Poetry*.Oxford UP, 2015.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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