ANNAMALAI UNIVERSITY

(AFFILIATED COLLEGES)
103. B.A. English

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

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

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

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

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

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

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

Students who have not studied Tamil upto12th Standard have taken any Language other than Tamil in Part-I, must choose Basic Tamil-I in First Semester & Basic Tamil-II in Second Semester.

Students who have studied Tamil upto10th & 12th Standard have taken any Language other than Tamil in Part-I, must choose Advanced Tamil-I in First Semester and Advanced Tamil-II in Second Semester.

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

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

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

First Year – Semester-I

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

Semester-II

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

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part I	Language - Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	14
Part IV	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		22	**30**

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part I	Language - Tamil	3	6
Part II	English	3	6
Part III	Core Theory, Practical & Elective Courses	13	13
Part IV	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	**30**

.Third Year

Semester-V

Part	List of Courses	Credit	No. of Hours
Part III	Core Theory, Practical, Project & Elective Courses	22	28
Part IV	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	-
		26	**30**

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

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

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

CREDIT DISTRIBUTION FOR U.G. PROGRAMME

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

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

Programme Outcomes:

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

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

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

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

FIRST YEAR - SEMESTER I

CORE -I: INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGC13	Core I	Y	Y	-	-	5	5	25	75	100

	Learning Objectives
LO1	To introduce the different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable 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	Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric, Ballad, and Epic.
II	Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy, One Act Play
III	Michael Drayton - *The Parting*. William Shakespeare - *Sonnet 18*, John Milton - *When I Consider How My Light is Spent.* John Keats - *Ode to Autumn.* Thomas Gray - *Elegy Written in a Country Churchyard.* Robert Frost - *Mending Wall*
IV	J.M. Barrie - *The Admirable Crichton*. Lady Gregory - *The Rising of the Moon*
V	Manohar Malgonkar - *Spy in Amber* , Katherine Mansfield - *Bliss* Saki - *The Open Window* Jerome K. Jerome - excerpt from -*Three Men in a Boat – Packing*

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

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing-X. J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirszner, by Cengage Learning, 2016
3.	Prasad, B. A Background to the Study of English Literature. Chennai: Macmillan, 2005.
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 toLiterature 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	PSO 1	PSO2	PSO 3	PSO 4	PSO 5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

CORE II - INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGC14	Core II	Y	Y	-	-	5	5	25	75	100

	Learning Objectives
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, 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	**Poetry**- Toru Dutt - The Lotus 　　　Henry Louis Vivian Derozio – A Walk By Moonlight 　　　Sri Aurobindo - The Tiger and the Deer.
II	Sarojini Naidu- The Village Song 　　　Shiv K Kumar - Indian Women 　　　Mirza Ghalib - It is not Love, it is Madness
III	**Prose**　-Winning of Friends (Panchathantra)- 　　　Ruskin Bond - Handful of Nuts, Night Train to Deoli 　　　K.A. Abbas – Sparrows
IV	Rabindranath Tagore - Khabhuliwala. 　　　Pearl S Buck - excerpt from My Several Worlds- India through a Traveler's Eye. 　　　Ruskin Bond - School Days 　　　Inspection Episode-Examination-Science, Humanities and Religion
V	**Drama** - Rabindranath Tagore - Mukhthadhara. 　　　Nissim Ezekiel- Nalini: A Comedy in Three Acts 　　　Girish Karnad　　　- Naga Mandala. **Fiction** - Joginder Paul – Sleep Walkers

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

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 I

Departmental Elective -I – SOCIAL HISTORY OF ENGLAND

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

Learning Objectives	
LO1	To provide students with a comprehensive idea about the development ofEnglish 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 theEnglish language
LO4	To inform them about the various external linguistic influences that havecontributed to the making of the language
LO5	To create the ability of critically examining a text

UNIT	Details
I	The Renaissance and its Impact on England, The Reformation - causes and effects
II	The Commonwealth of Nations, The Restoration, Coffee-houses and theirSocial Relevance
III	Impact of the Industrial, Agrarian and the French Revolutions on the Englishsociety, Humanitarian Movements in England, The War Of American Independence
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 variousliterary 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 literarystalwarts 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	
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	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Foundation Course - Human Rights Studies

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

Suggested Readings

1.   Das, J. K. (2016) *Human Rights Law and Practice* (New Delhi: PHI Learning Private Limited)

2.   Encyclopedia Britannica Online (2007) "Human Rights: Defining Human Rights; The Concept of Human Rights: The Tree 'Generation of Rights'", http://www.britannica.com/eb/article-219326

3.   Flowers, Nancy (Ed.) Human Rights Here and Now: Celebrating the Universal   Declaration of Human Rights (University of Minnesota, Human Rights Resource Centre)http://www1.umn.edu/humanrts/edumat/

4.   Karna, G.N. (2001) *Disability Studies in India: Retrospect and Prospects, especially Chapter IV, pp. 139-151*(New Delhi: Gyan Publishing House)

5.   Levin, Leah (2009) *Human Rights: Questions and Answers* (Paris UNESCO/ New Delhi: NBT), www.arvindgupta.com/arvindgupta/humanrightsnbt.pdf

6.   Mani, V.S. (1997) Human Rights in India: An Overview –Occasional Paper No. 4 (New Delhi: Institute for World Congress of Human Rights)

7.   Saksena, K.P. (1966-67) "International Covenants on Human Rights", *The Indian Yearbook of International Affairs* (Madras), Vols. 15-16, 1966-67, pp. 596-613

8.   -------------(Ed) (2003) *Human Rights and the Constitution: Vision and Reality* (New Delhi: Gyan Publishing House)

9.   ------------- (Ed) (1999) *Human Rights: Fifty Years of India ⁷s Independence* (New Delhi: Gyan Publishin House).

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

CORE III: BRITISH LITERATURE-I

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8

Text Books (Latest Editions)

1.	Rexroth, Kenneth. *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	MARLOWE, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.
2	Shelley, Mary Wollstonecraft. *Frankenstein*. CreateSpace, 2015.
3	Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.
4	Bacon, Francis. *The Essays*. New York: Peacock, 2016.
5	Goldsmith, Oliver. *Oliver Goldsmith: A Selection from His Works with an Introduction by E. E. Hale.* New York: Forgotten Books, 2018.

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	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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC24	**CORE IV**	Y	Y	-	-	5	5	25	75	100

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

UNIT	**Details**
I	Robert Frost "Stopping by Woods on a Snowy Evening" Walt Whitman - O Captain, My Captain!
II	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.
III	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones
V	Nathaniel Hawthorne The Scarlet Letter Ernest Hemingway Farewell to Arms Melville – Billy Budd

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1, PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6

CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8

Text Books (Latest Editions)		
1.	Levine, Robert S., et al. *The Norton Anthology of American Literature.* W.W. Norton & Company, 2022.	

Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems.* Chartwell Books, 2015.
2.	Gould, Jean. *American Women Poets: Pioneers of Modern Poetry.* DODD, MEAD, 1980.
3	Bradbury, Malcolm and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature.* New York: Penguin, 1992.
4	Hollander, John. *American Poetry: The Nineteenth Century. Vol.1*N. ew York: Library of America, 1993.

Web Resources	
1.	"Harriet Beecher Stowe's Uncle Tom's Cabin." 2003, https://doi.org/10.4324/9781315812113.
2.	Mason, Ronald. "Herman Melville and 'Billy Budd.'" *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**	**PO1 0**
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER II
Elective II– HISTORY OF   ENGLISH LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGE25	**ELECTIVE II**	Y	Y	-	-	3	4	25	75	100

	Learning Objectives
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.
LO2	Help them gain particular reference to the major literary movements and authors
LO3	To help them with an overview of the major linguistic influences on the English language
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language
LO5	To create the ability of critically examining a text

UNIT	**Details**
I	History of British Literature -British Poetry, Prose, Drama and Fiction, covering representative writers down the ages
II	The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours
III	The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies,Pre- Romantics
IV	Well-made play (Drama of Ideas - Shaw and Ibsen),Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama(Propaganda play), One-act play
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats

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

1. *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

NME offered to other Departments

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

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

Learning Objectives	
LO1	To enhance the level of literary and aesthetic experience of students and to helpthem 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 communicationskills.
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 ofcommunication	PO4, PO6
CO4	Identify the prominent methods and models ofCommunication.	PO4, PO5, PO6
CO5	Learn about the four skills of language and getfamiliarized with them.	PO3, PO8

Text Books (Latest editions)

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

Mapping with Programme Outcomes:

	PO 1	PO 2	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

Skill Enhancement Course -2 BUSINESS ENGLISH (NME-II)

Subject Code	Category	L	T	P	S	Cred	Hours/W	Marks		
								CIA	External	Total
23UENGN26	NME	Y	Y	-	-	2	2	25	75	100

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

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

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

Text Books (Latest Editions)

1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.	
2.	Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.	

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

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1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.

<div align="center">

Web Resources

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1.	*English language skills for the future	Cambridge English*

<div align="center">

Mapping with Programme Outcomes:

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	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

<div align="center">

3 – Strong, 2 – Medium , 1 - Low

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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

CORE V – BRITISH LITERATURE-II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC33	Core - V	Y	Y	-	-	5	5	25	75	100

	Learning Objectives
LO1	To help learners analyze British Literature written from the late18th Century to the present.
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
LO3	To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.
LO4	To closely examine literary works using critical perspectives.
LO5	To help them with applying appropriate formal conventions when writing about literature.
UNIT	**Details**
I	Alfred Lord Tennyson – Ulysses Robert Browning – My Last Duchess T.S.Eliot – The Waste Land – The Burial of the Dead W.H.Auden – The Unknown Citizen Mathew Arnold – Dover Beach
II	G.K.Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers
III	R.B. Sheridan – The School for Scandal
IV	Thomas Hardy – The Return of the Native
V	James Joyce – The Dead Somerset Maugham – The Verger

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

CO4	Respond to literature on important the mastic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	PO4, PO5, PO6
CO5	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, International Verlag Der Wissenschaften,2013.
2	The School of Scandal and other plays by R,B.Sheridan
3	The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers

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

1.	The Dead, James Joyce – Analysis: www.eng-literature.com
2.	Five Centuries of English Verse William Stebbing
3.	Winged words by David Greens

Web Resources

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SECOND YEAR - SEMESTER III

CORE VI –CHILDREN'S LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC 34	Core-IV	Y	Y	-	-	5	5	25	75	100

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

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recognize the various genres of Children's Literature	PO1
CO2	Acquire values through their reading of the works of Children's Literature	PO1,PO2
CO3	Appreciate and criticize the similarities and differences in cultural imaginations.	PO4,PO6
CO4	Recognize the themes and artistic style employed in Children's Literature	PO4,PO5,PO6
CO5	Critically evaluate the different approaches to Children's Literature in various countries.	PO3,PO8

Text Books
(Latest Editions)

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

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

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

Web Resources

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER III
Elective III- LITERARY GENRES AND TERMS

23UENGE35	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								Internal	External	Total
23UENGE35	**Elective III**	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To help students apply literary terminology to fiction, drama, and poetry.
LO2	Help them recognize the main elements of different literary genres and assess their significance
LO3	To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry
LO4	To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning
LO5	To guide them to re-narrate the plot of a short story, both orally and in writing.

UNIT	Details
I	Literary Theory and Terms: The Basics
II	Types of prose text-Semiotics: The Basics
III	Terms for Interpreting Authorial Voice- Terms for Interpreting Characters
IV	Terms for Interpreting Word Choice, Dialogue, and Speech- Terms for Interpreting Plot
V	Terms for Interpreting Layers of Meaning -Cultural Theory: The Key Concepts

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand new definitions of contemporary critical issues such as 'Cyber criticism' and 'Globalization'.	PO1
CO2	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	PO1, PO2
CO3	Get a complete coverage of traditional and radical approaches to the study and production of literature.	PO4, PO6

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

Text Books (Latest Editions)
1. Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
2. Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**
1. Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.
Web Resources
1. *1821-literary-terms.pdf (cgc.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	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENTREPRENEURIAL SKILLS (SEC-IV)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGS36	SEC-IV	Y	Y	-	-	1	1	25	75	100

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

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Understand the foundation of Entrepreneurship Development and its theories.	PO1
CO2	Explore entrepreneurial skills and management function of a company.	PO1, PO2
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	PO4, PO6
CO4	Understand various steps involved in starting a venture.	PO4, PO5, PO6
CO5	Explore marketing methods & new trends in entrepreneurship.	PO3, PO8

	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:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEC -V- PUBLIC SPEAKING SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGS37	**SEC –V**	Y	Y	-	-	2	2	25	75	100

	Learning Objectives
LO1	To help students understand the goals and benefits of public speaking
LO2	To help them recognize communication apprehension and guide them on how to reduce it
LO3	To familiarize them on how public speaking can be used to advocate or create change
LO4	To enable learners, recognize the social and historical contexts of speech, oratory, and rhetoric
LO5	To help them think and speak imaginatively and critically

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate an understanding of the principles of public speaking	PO 1
CO2	Recognize barriers to public speaking and identify how to avoid them	PO1, PO2
CO3	Understand how to give effective verbal and nonverbal feedback	PO4, PO6
CO4	Learn about planning speech organization for the intended audience	PO4, PO5, PO6
CO5	Practice effective group delivery and speech in formal context.	PO3, PO8

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

Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	*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:

	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

CORE VII – WORLD LITERATURE IN TRANSLATION

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

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

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V

CORE VIII – LANGUAGE& LINGUISTICS

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

	Learning Objectives
LO1	To help learners gain knowledge of origin, growth and development of English Language
LO2	To highlight the impact of various socio, political, cultural and historical events on English Language
LO3	To help them gain knowledge of the scientific study of English language and linguistics
LO4	To enable the students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of the language
LO5	To expose students to the analysis of literary texts using linguistic and discourse analytical tools
UNIT	**Details**
I	Descent of English Language from the Indo-European family
II	Old, Middle & Modern English Influence – Greek, Latin, Scandinavian, French, Indian
III	Growth of Vocabulary
IV	Change of Meaning
V	Phonology – Vowels, Consonants & Diphthongs

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Comprehend the essential link between language and culture. Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO1
CO2	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be there presentative of their times.	PO1,PO2
CO3	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO4,PO6

CO4	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO5,PO6
CO5	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Linguistics	PO3,PO8

Text Books (Latest Editions)

1.	John Lyons, Language & Linguistics
2.	T. Balasubramanian, A text book of English Phonetics for Indian students

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

1.	Modern Applied Linguistics: A Introduction N.Krishnaswamy, S.K.Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy
2.	Mark Hancock, English Pronouncing Dictionary
3.	Charles F.Mayer, Introducing English Linguistics

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ELECTIVE IV- INTRODUCTION TO COMPARITIVE LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGE45	**ELECTIVE IV**	Y	Y	-	-	3	3	25	75	100

Learning Objectives	
LO1	To attain a broad knowledge of various literary traditions both in their specificity and interrelation.
LO2	To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.
LO3	To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, 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, ,World Literature, The French and American Schools of Comparative Literature.
II	Influence and Imitation- Genre Studies, Thematology
III	Literature and other disciplines, Literature and other Arts
IV	Comparative Study of Shelley and Bharathi, Selected poems of Shelley-*Ode to Liberty, Queen Mab, Love's Philosophy.* Selected poems of Subramaniya Bharathi-*Bharath Country, Worship of Sun, Kannan My Servant.*
V	Comparative study of Vairamuthu's *Kallikattu Ithikasam* and Ernest Hemingway's '*The Old Man and the Sea'*

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	PO1
CO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.	PO1, PO2
CO3	Use critical terminology and interpretive methods drawn from specific 20th –and 21st century comparative and critical theories from multiple disciplines.	PO4, PO6

CO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	PO4, PO5, PO6
CO5	Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.	PO3, PO8
Text Books (Latest Editions)		
1.	Ulrich Weisstein: Comparative Literature and Literary Theory	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
2.	Arts Wellek& Warren: Theory of Literature	
3.	Part II S.S.Prawar : Comparative Literatures	

Mapping with Programm 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

INTERVIEW SKILLS (SEC - VI)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGS46	SEC - VI	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To enable students, understand the information needed to prepare for an interview
LO2	To enable them to research company information before heading to an interview
LO3	To familiarize them with how to handle Interview Questions
LO4	To enable them to use comfortable vocabulary
LO5	To help them think and speak imaginatively and critically
UNIT	**Details**
I	Definition of Interview-Essentials of Interview Skill
II	Needs and Requirements of Interview skills
III	Resume Preparation- Do's and Don'ts of an interview
IV	Body language-gesture-attitude-facial expression-sound knowledge
V	Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.

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

	Text Books (Latest Editions)
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall
2.	David Beckham (2013), The illustrated Book, Headline Publications
	References Books **(Latest editions, and the style as given below must be strictly** **adhered to)**
1.	*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:

	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

DIGITAL LITERACY AND CONCEPTS

SKILL ENCHANCEMENT COURSE VII

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGS47	SEC- VII	Y	Y	-	-	2	2	25	75	100

Learning Objectives	
LO1	To introduce students to digital literacy
LO2	To elaborate on digital values, language and culture.
LO3	To explore digital literacy in terms of information, identity and labelling
LO4	To ensure active engagement of teacher and students in digital literacy
LO5	To analyze socio-economic factors in digital literacy.
UNIT	**Details**
I	Introduction to Digital literacy and its types. Digitizing Information
II	Values and Ethics of Digital Literacy, Significance of Digital Literacy Characteristics of Digital Literacy, The role of language in Digital Literacy
III	Digital Media and its types Email, Vlog, Blog, Twitter, Facebook, E-Book
IV	Digital Literacy in Education
V	Challenges in Digital Literacy

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

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

Mapping with Programme Outcomes:

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

CORE IX –WOMEN'S WRITING

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC51	Core-IX	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To identify the origin and development of feminism as a genre.
LO2	To enable them gain specialized knowledge related to work so authors of national and international acclaim.
LO3	To familiarize them with the style, diction and coherence of authors and their works.
LO4	To enable the students to recognize feminism as a social movement and critical tool to express the unspoken female experiences
LO5	To enhance their ability to think historically and analytically about people, language, literature, culture and society.

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Recognize the background, origin and special features of women's writing with reference to western society	PO1
CO2	Integrate knowledge of the diversity of cultures through the works of various Women writers	PO1,PO2

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

Toequipthemwiththeabilitytousethisknowledgetoanalyzeproblemsinbothotheracademicsettings and work contexts.

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

Web Resources	
1.	https://www.jetir.org/papers/JETIRFC06031.pdf
2.	https://www.poemhunter.com/poem/an-introduction-2/

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcome:

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

THIRD YEAR - SEMESTER V

CORE X –INTRODUCTION TO FOLK LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC52	Core-X	Y	Y	-	-	4	5	25	75	100

Learning Objectives	
LO1	To familiarize learners with the different theories and forms of folk literature
LO2	To help them analyze the role of oral tradition in literature.
LO3	To enable leaners to appreciate oral and folk arts
LO4	TocloselyexaminethevariousthemesandmethodologiesexistinginContemporaryIndianWritinginEnglish.
LO5	To help them in understanding how and on what grounds women's writing can be considered as a separate genre.

UNIT	Details
I	Definition, Origin and development Characteristics of Folk Literature Techniques of Folk Literature
II	Major Forms of Folk Literature Myths, Legends, Folk Songs, Ballad, Folk Drama, Folk Tales, Proverbs and Riddles, Folk Arts
III	Folk scholars of the world: Max Muller, V.J. Propp, Stith Thompson, Levi Strauss, Alan Dundes **Approaches to the Study Of Folklore:** 1. Historical 2. Anthropological 3. Psychological

IV	**Folksong**: John Keats
	    1. La Belle Dame Sans Merci (With reference to Femme Fatale: Adaptation of a folk ballad)
	    2. Eve of St.Agnes (Superstition about a maiden's dream)
	Folktale:
	The Soothsayer's Son from Tales of the Sun: Or, Folklore of Southern India.

V	GirishKarnad - Hayavadana

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Identify the fundamental characteristics and functions of folklore	PO1
CO2	Get acquaint with the famous folk scholars of the world	PO1,PO2
CO3	Enhance knowledge of various folk forms	PO4,PO6

CO4	Interpret and analyze folklore from various theoretical perspectives	PO4,PO5,PO6
CO5	Recognize the role of theories and methodologies in folklore studies and how they have been adapted in famous literary works	PO3,PO8

Text Books (Latest Editions)	
1.	Hayavadana by Girish Karnad, Oxford 1997

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Tradition and Innovation in Folk Literature by Wolfgang Mieder
2.	A. Aarne. The Types of the Folktale, 2nd ed. Ed. By S. Thompson
3.	Alan Dundes – Interpreting Folklore, Bloomington: Indiana, Univ Press.

Web Resources	
1.	Tales of the Sun: Or, Folklore of Southern India (gutenberg.org) https://www.gutenberg.org/files/37002/37002-h/37002-h.htm Folk literature | Definition, Characteristics, Examples, Significance, & Facts | Britannica Folk literature - Oral Tradition, Legends, Myths | Britannica

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER V

CORE XI – INDIAN WRITING IN TRANSLATION

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC53	Core-XI	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	To introduce the students to the polyphony of modern Indian writing in translation
LO2	To make them identify the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
LO3	To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
LO4	To explore images in literary productions that express the writers sense of their society.
LO5	To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
UNIT	**Details**
I	P.K. Kalyani - Introduction
II	Bharathiyar – KaatruVeliyidai Ilangoadigal - The Book of Vanci. – Silappathikaaram Rabindranath Tagore - Far Below Flowed Jumna, Fruit Gathering, from*The Gardener*. ArunKolatkar - An Old Woman
III	P.Sivakami – Land:Women's Breadth and Speech Nirad C Chaudari – Vanishing Landmarks
IV	GirishKarnad – The Wedding Album
V	M.K Indira – Phaniyamma

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Recognize the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	PO1
CO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	PO1, PO2
CO3	Learn to explore images in literary productions that express the writers' sense of their society.	PO4, PO6

CO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.	PO4,PO5,PO6
CO5	Be familiar with concepts such as modernism, regionalism, the contemporary representations of history, class, and gender in modern Indian writing in translation	PO3,PO8

Text Books (Latest Editions)	
1.	Modern Indian Writing in Translation, EditedbyDhananjayKapse,2016
2.	Short Fiction from South India, Edited by SubashreeKrishnaswamy and K.Srilata,2007
3.	Translation studies by P.K.Kalyani: Creative Books, 2001.
4.	Phaniyamma by M.K. Indira: South Asia Books. 1994.

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	A Clutch of Indian Masterpieces, Edited by DavidDavidar,2016.
2.	Changing the Terms: Translatingin the Postcolonial Era, Edited by Sherry SimonandPaulSt.Pierre,2000
3.	100Great IndianPoemsbyAbhayK.Bloomsbury,2019

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER V - CORE XII - PROJECT WITH VIVE-VOCE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGD54	Core XII	Y	Y	-	-	4	5	25	75	100

Common guidelines for Project

A. Guidelines for Teachers:

1. The Project/Dissertation should be done under the direct supervision of a teacher of the department, preferably the Faculty Advisor for the fifth semester. However, the work of supervising the Projects should be distributed equally among all the faculty members of the department.

2. The teaching hours allotted for the Project/Dissertation [i.e., 7 hours/week] is to be used to make the students familiar with Research Methodology and Project writing.

3. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately. If needed individual projects too can be permitted

4. The list containing the groups and its members should be finalized at the beginning of the fifth semester.

5. Students should identify their topics from the list provided in consultation with the supervising teacher or the Faculty Advisor of the class [Semester V] as the case may be. The group will then collectively work on the topic selected.

6 Credit will be given to original contributions. So, students should not copy from other projects.

There will be an evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.

7. The Project/Dissertation must be between 20 and 25 pages. The maximum and minimum limits are to be strictly observed.

8. A Works Cited page must be submitted at the end of the Project/Dissertation.

B General Guidelines for the preparation of the Project:

I. Paper must be of A4 size only. 2 Line Spacing: double.3. Font: Times New Roman only.
  II**. Sequence** of pages in the Project/Dissertation:
i. Cover Page.
ii. First Page.
iii Acknowledgement, with name & signature of student.
iv-Certificate (to be signed by the Head of the Dept and the Supervising Teacher).
   v- Contents page with details of Chapter Number, Chapter Heading & Page Numbers.
 III-Chapter divisions: Total: Three   .

 Preface
Chapter One: Introduction - 5
Chapter Two: Core chapter –15

Chapter Three: Conclusion - 5   pages

Works Cited

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

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

 (Refer to the regulations for additional information)

ELECTIVE V- HISTORY OF ENGLISH LANGUAGE

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

Learning Objectives

To make the students understand the origin and development of the English language.
LO 1 - To enable the students, have a good knowledge of the growth of the English Language down the centuries.
LO 2 - Expose the students to various changes undergone by English language
LO 3 - Enable students to understand the growth of English as world language
LO 4 - To acquaint them with the contributions of writers to the development of language

Unit I
1. The Origin of Language
2. General Characteristics of English
3. The Indo-European Family of Languages.
Unit II
1. Milton's Contribution to the Growth of English Language
2. Shakespeare's Contribution to the Growth of English Language
3. The Influence of the Bible in the Growth of English Language
Unit III
1. Growth of English Vocabulary
2.Loan Words
I   Latin
II.   French
III.   Greek
IV.   Indian
Unit IV
IV.1. Change of Meaning
Unit V
1.   The Evolution of Standard English and American English.
2.   The differences between British English and American English.
Course Outcomes:
At the end of the course, students exhibit
1.   Knowledge about the origin and development of the English language.
2.   A good knowledge of the growth of the English Language.
3.   Understanding of the fundamental concepts and terms in history of language.
4.   An adequate knowledge of British and American English.
5.   Understanding of borrowed words and phonology

Text Book

1. An Outline History of English Language, F.T. Wood, Macmillan, (2006)

Reference:
1. C.L. Wren   : The English Language
2. A.C. Baugh : History of English Language
3. FranlePalouer   : English Grammar
4. Lalitha Ramamurthy: A History of English Language and
   Elements of Phonetics, Macmillan, Chennai

ELECTIVE- VI-LITERATURE AND ENVIRONMENT

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23 UENGE56	Elective –VI	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To enable the learners to understand and address the connection between ecology, culture and literature.									
LO2	To introduce a few basic concepts and principles of Ecocriticism.									
LO3	To help them explore various representations of the environment through literature and to sensitize the learners on grave ecological concerns.									
LO4	To apply Ecocriticism to the reading of literary texts.									
LO5	To expose the learners to recent critical theories.									
UNIT	**Details**									
I	Definitions – Ecology, Eco Criticism, Symbiosis, Tinai, Home, Oikos and Oikopoetics									
II	CheryllGlotfelty – "Introduction" The Eco criticism Reader: Landmarks in Literary Ecology. Ed. CheryllGlotfelty and Harold Fromm									
III	Sangam Poetry - Home and Kurunji (Tr. by A.K.Ramanujan) Wordsworth - Nutting Keats - On Grasshopper and Cricket D H Lawrence – Snake Gary Snyder – Second Shaman Song WislawaSzymborska – Conversation with a Stone									
IV	Arundathi Roy – The Greater Common Good Rachel Carson – A Fable for Tomorrow									
V	Amitav Ghosh – The Hungry Tide									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate complex and various representations of Nature in Green Studies.									
CO2	Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse.									
CO3	Utilize the skills to reflect upon and critique both the real-world environmental crisis and representations of related issues by thinking with important contemporary theoretical concepts.							PO4,PO6		

CO4	Apply appropriate critical strategies to analyze the ideological dimensions of representations of nature and ecology in literature.	PO4,PO5,PO6
CO5	Formulate secondary critical reading material, assessing the scholarly arguments that might contribute to their intellectual projects	PO3,PO8

Text Books (Latest Editions)	
1.	The Eco criticism Reader: Landmarks in Literary Ecology. Ed. CheryllGlotfelty and Harold Fromm
2.	Amitav Ghosh – The Hungry Tide Inez Barnay – Neem Dreams
3.	Carson, Rachel. Silent Spring

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Devall, Bill and George Sessions. Deep Ecology: Living as if Nature Mattered Garrard, Greg. Ecocriticism: A New Critical Idiom NirmalSelvamonyEcocritism Garrard, Greg. The Oxford Handbook of Ecocriticism
2.	Contemporary Contemplations on Eco Literature by Suresh Fredrick

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

PART V   SUMMER INTERNSHIP

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

Semester – Add-on Course Internship Programme

OBJECTIVES:

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

OUTCOME:

1 The internship programme makes the students to Apply theory to real life·
2 Get a feel for the work environment. ·
3 Boost their confidence in bringing out their potential and increase their motivation·
4 Build networks. ·
5 Enrich CV·
6 Getting a job directly·
7 Getting a reference or letter of recommendation. ·

- English major internships enhance the students' skills in writing, publishing, editing, organization, and accountability, and problem-solving among many others.
- Internship opportunities for English students can foster great exploration of the field.
- The strong writing and critical thinking skills that are honed in the English major students are assets to employers in a wide range of professions.
- Areas: Some of the fields that are open to English major students include: Publishing and Editing· Advertising· Public Relations· Journalism· Web Development/New Media· Marketing· Teacher training at schools· Anything related to English learning...· Duration: 5 TO 10 days during vacation Certificate to be obtained from the organization/company/school, etc.

List of Summer Internships

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

(Refer to the Regulations for additional information)

THIRD YEAR - SEMESTER VI

CORE XIII –LITERARY CRITICISM

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

2.	Critical Approaches to Literature David Daiches New Delhi: OrientLongman,2016
3.	Beginning Theory: A Introduction to Literary and Cultural Theory. 4th ed. Peter Barry

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	B.Rajan& A. G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015
2.	S.Ramaswami TheEnglishCriticalTradition.MacmillanIndiaLimited,2015
3.	D.J.Enright&E.DEnglishCriticalTexts,edsD.J.Enright&E.D.Kolkata:OxfordUniversityPress,Chickera,2017
Web Resources	
1.	www.ksu.edu/english/eiselei/engl795.

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

CORE – XIV– NEW LITERATURES IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC62	Core XIV	Y	Y	-	-	4	6	25	75	100

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

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

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Associate and recount the impact of colonial rule throughout the world and how English permeated all colonies	PO1
CO2	Explore the literatures from various colonies especially after the end of colonial rule expressing a cultural longing for their past and challenging the colonial intervention	PO1,PO2
CO3	Compare, discuss and explain interconnections and functions of post-colonial literature and its contexts including comparative and interdisciplinary issues	PO4,PO6
CO4	Critically evaluate arguments and assumptions about postcolonial literature.	PO4,PO5,PO6
CO5	Examine culture and its relationship with individual memories and familial relationships, and how these emerge as powerful narratives of race and history	PO3,PO8
Text Books (Latest Editions)		
1.	The Doll's House and other Stories Katherine Mansfield	
2.	Reg Sorghum: Moyan	
3.	The Collected Stories: Amy Hempel	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1.	Major voices in New Literature in English: Bishun Kumar Neha Arora	
2.	Jo Donell, Margaret. An Anthology of Commonwealth Verse: Blackie and Sons. Pub 1984	
3.	Rutherford, Anna and Donald Hannah, Commonwealth Short Stories, Macmillan: UK, 1979	
4.	Walsh, William , Commonwealth Literature. OUP, UK, 1973	
Web Resources		
1.	http://gardenofpraise.com/leaders.htm http://www.pitara.com/magazine/people.asp	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 – Low

Mapping with Programme Specific Out comes:

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

CORE XV – SHAKESPEARE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC63	Core - XV	Y	Y	-	-	4	6	25	75	100

Learning Objectives	
LO1	To make the students understand the socio-cultural aspects of Elizabethan age.
LO2	To facilitate learners with a deeper understanding of Shakespeare's plays
LO3	To provide learners with an over view of Shakespeare's historical and political contexts
LO4	To enable the learners, gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves
LO5	To facilitate the learners to analyze plot, characters, themes and stage craft of his plays

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

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

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

Text Books (Latest Editions)	
1.	A.C.Bradley's Criticism on Shakespeare's Drama, Theatre and techniques.
2.	Macheth. William Shakespeare: A Critical Evaluation Dr.S.Sen
3.	Frye, Northrop. "The Argument of Comedy." In *English Institute Essays*. NewYork, 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, Maxand William Dieterle.(1935):VHS, laserdisc

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

THIRD YEAR - SEMESTER VI

JOURNALISM AND MASS COMMUNICATION

Elective – VII

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGE64	Elective-VII	Y	Y	-	-	3	5	25	75	100

	Learning Objectives
LO1	To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
LO2	To be acquainted with the principles of journalism and the importance of press laws.
LO3	To understand the nuances of news and media
LO4	To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.
LO5	To train students to write for the newspaper, magazine and the Web

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

	Course Outcomes	
Course Outcomes	On completion of this course students will;	
CO1	Acquire the knowledge of the origin and development of the print, electronic and web media.	PO1
CO2	Enhance the knowledge of growth of print, electronic and web	PO1,PO2
CO3	Analyze the significance of speech communication.	PO4,PO6
CO4	Exercise their knowledge in producing a creative journal	PO4,PO5,PO6
CO5	Analyze the social issues relevant to the society and sensitize through their professional skills in this field	PO3,PO8

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

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

ELECTIVE VIII – MYTH AND LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGE65	Elective –VIII	Y	Y	-	-	3	5	25	75	100
Learning Objectives										
LO1	To help students at the origin and sources of myths in literature.									
LO2	Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life									
LO3	Get an In-depth study of the theoretical approaches									
LO4	Help them gain in sight to myth ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times									
LO5	Help them to understand the definition of symbolism with its different types and dimensions.									
UNIT	**Details**									
I	Defining a Myth, Creation Myth World Mythology as related to Greek, Roman, Indian, and Scandinavian. The Greek storytellers: Homer, Aeschylus, Roman Mythmakers: Vigil, Ovid.									
II	Shelley - Prometheus Unbound W B Yeats – Sailing to Byzantium									
III	Albert Camus - The Myth of Sisyphus Volga -The Liberation of Sita									

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

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

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

Text Books (Latest Editions)

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

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

1.	Myths and Legends: An illustrated guide to their origins and meaning. Philip Wilkinson
2.	Eller,Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Womena Future. Boston: BeaconPress,2000.
3.	Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions @of the Nursery and Household Tales, in MariaTatar, The Hard Facts of the Grimms=Fairy Tales. Princeton: Princeton UniversityPress,1987(originallypublished1812-1819):203-222.

Web Resources

1.	Myth and literature | Myth: A Very Short Introduction | Oxford Academic (oup.com) Classical Mythology (Clas 215) (duke.edu) *Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore78,1965:3-20.*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

SEMESTER VI   PROFESSIONAL COMPETENCY SKILL

ENGLISH FOR COMPETITIVE EXAM

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	CIA	External	Total
								Marks		
23UENGF66	Core	Y	Y	-	-	2	2	25	75	100

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

Details

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

Course Outcomes

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

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

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

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

Mapping with Programme Outcomes:

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

Mapping with Programme Specific Outcomes:

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

PART V- EXTENSION ACTIVITY

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

(Refer to the Regulations)